INTEGRATED EDUCATION & TRAINING

INTEGRATED ENGLISH LITERACY & CIVICS EDUCATION

Guidance & Models

CAEP Summit 2020

NC
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NATIONAL
COLLEGE
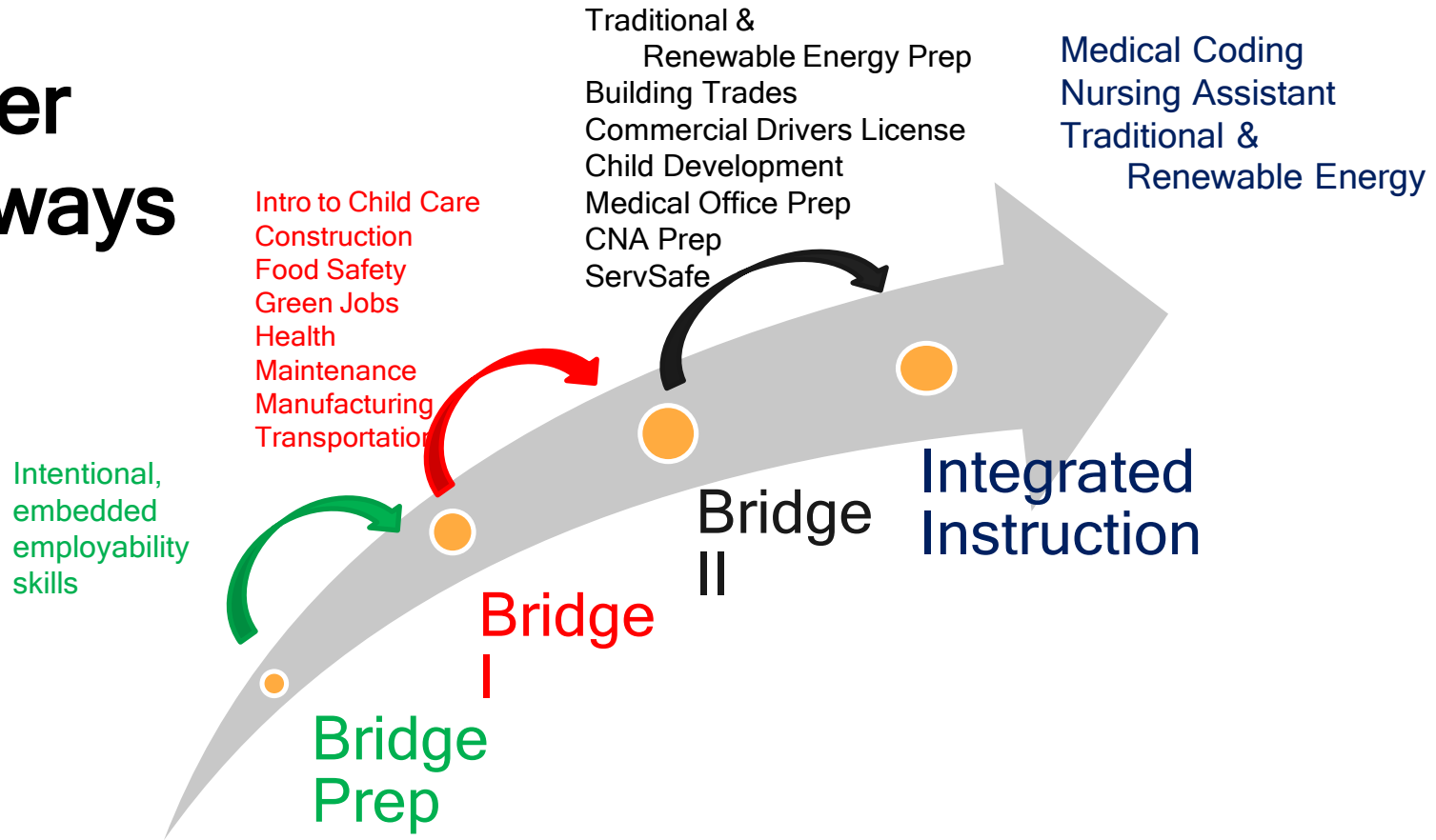TRANSITION
NETWORK

A Part of World Education, Inc.

AGENDA: THE REQUIREMENTS

➢ Career Pathways (WIOA/Perkins V/HEA)
➢ Integrated Education and Training (IET)
  ➢ Workforce Preparation
➢ Integrated English Language and Civics Education (IELCE) Section 243

AGENDA: THE INFRASTRUCTURE

➢ Planning templates
  ➢ Addressing IET Requirements
➢ Accountability Measures
  ➢ More ways to show measurable skill gain IET
➢ California's COAPPS & AB2098
  ➢ IET and immigrant integrations

Career Pathways

Intro to Child Care
Construction
Food Safety
Green Jobs
Health
Maintenance
Manufacturing
Transportation

Traditional &
        Renewable Energy Prep
Building Trades
Commercial Drivers License
Child Development
Medical Office Prep
CNA Prep
ServSafe

Medical Coding
Nursing Assistant
Traditional &
        Renewable Energy

Intentional, embedded employability skills

Bridge Prep

Bridge I

Bridge II

Integrated Instruction

To help improve, scale, and sustain career pathway systems, the 10 states in the Alliance for Quality Career Pathways created a consensus framework that provides a clear set of criteria and indicators.
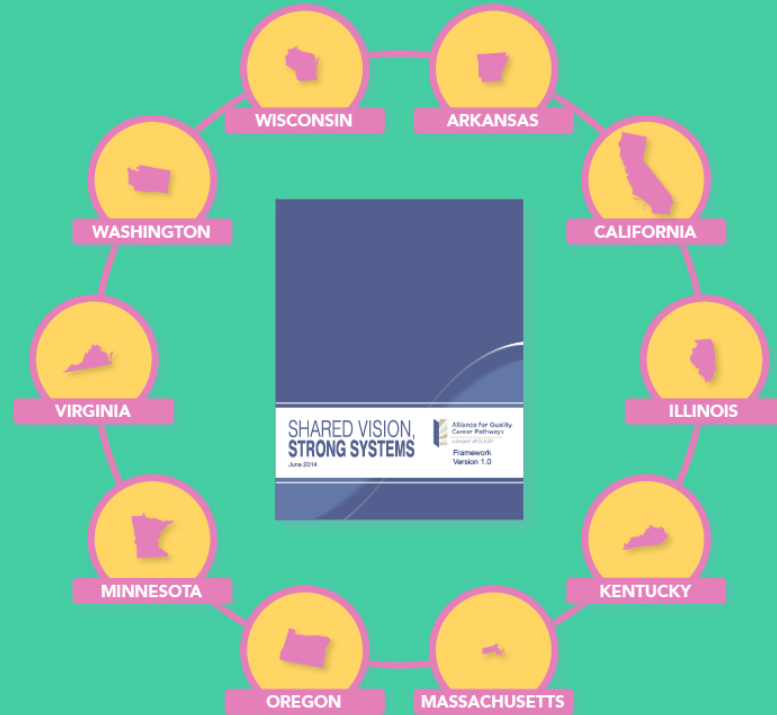
Career pathways recently received a major endorsement when Congress passed—and President Obama signed—the Workforce Innovation and Opportunity Act. The new law includes strong support for this approach and related innovations in youth and adult education.

President Obama signs the Workforce Innovation and Opportunity Act in 2014.

Statewide Performance Report

PROGRAM

STATE:	Title I Local Area:

REPORTING PERIOD COVERED (Required for current and three preceding years.)

From (mm/dd/yyyy) :   To (mm/dd/yyyy) :

TITLE (select one):

Title I Adult	☐	Title II Adult Education	☐
Title I Dislocated Worker	☐	Title III Wagner-Peyser	☐
Title I Youth	☐	Title IV Vocational Rehabilitation	☐
Title I and Title III combined	☐		

SUMMARY INFORMATION

Service	Participants Served (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)	Participants Exited (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)	Funds Expended (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)	Cost Per Participant Served (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)
Career Services	1	2	3	4
Training Services	5	6	7	8

Percent training-related employment[1]:	Percent enrolled in more than one core program:	Percent Admin Expended:
9	10	11

BY PARTICIPANT CHARACTERISTICS

	Total Participants Served (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)	Total Participants Exited (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)		Employment Rate (Q2)[2] (Cohort Period: mm/dd/yyyy -		Employment Rate (Q4)[2] (Cohort Period: mm/dd/yyyy -		Median Earnings (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)	Credential Rate[3] (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)		Measurable Skill Gains[3] (Cohort Period: mm/dd/yyyy -	
				Num	Rate	Num	Rate	Earnings	Num	Rate	Num	Rate
Total Statewide — Target	12	13	Target									
Total Statewide — Actual			Actual	14	16	17	19	26	27	29	31	32

nrs.ed.gov

BY EMPLOYMENT BARRIER[4]		Total Participants Served	Total Participants Exited		Employment Rate (Q2)[2]		Employment Rate (Q4)[2]		Median Earnings	Credential Rate[3]		Measurable Skill Gains[3]	
					Num	Rate	Num	Rate	Earnings	Num	Rate	Num	Rate
Total Statewide	Target	12	13										
	Actual				14	16	17	19	26	27	29	30	32
Displaced Homemakers		49											
English Language Learners, Low Levels of Literacy, Cultural Barriers		50											
Exhausting TANF within 2 years (Part A Title IV of the Social Security Act)		51											
Ex-offenders		52											
Homeless Individuals / runaway youth		53											
Long-term Unemployed (27 or more consecutive weeks)		54											
Low-Income Individuals		55											
Migrant and Seasonal Farmworkers		56											
Individuals with Disabilities (incl. youth)		57											
Single Parents (Incl. single pregnant women)		58											
Youth in foster care or aged out of system		59											

nrs.ed.gov

ADVISORY: **TRAINING AND EMPLOYMENT GUIDANCE LETTER NO. 11-19**

TO: STATE WORKFORCE AGENCIES
STATE WORKFORCE ADMINISTRATORS
STATE WORKFORCE LIAISONS
STATE AND LOCAL WORKFORCE BOARD CHAIRS AND DIRECTORS
STATE LABOR COMMISSIONERS
STATE LMI DIRECTORS
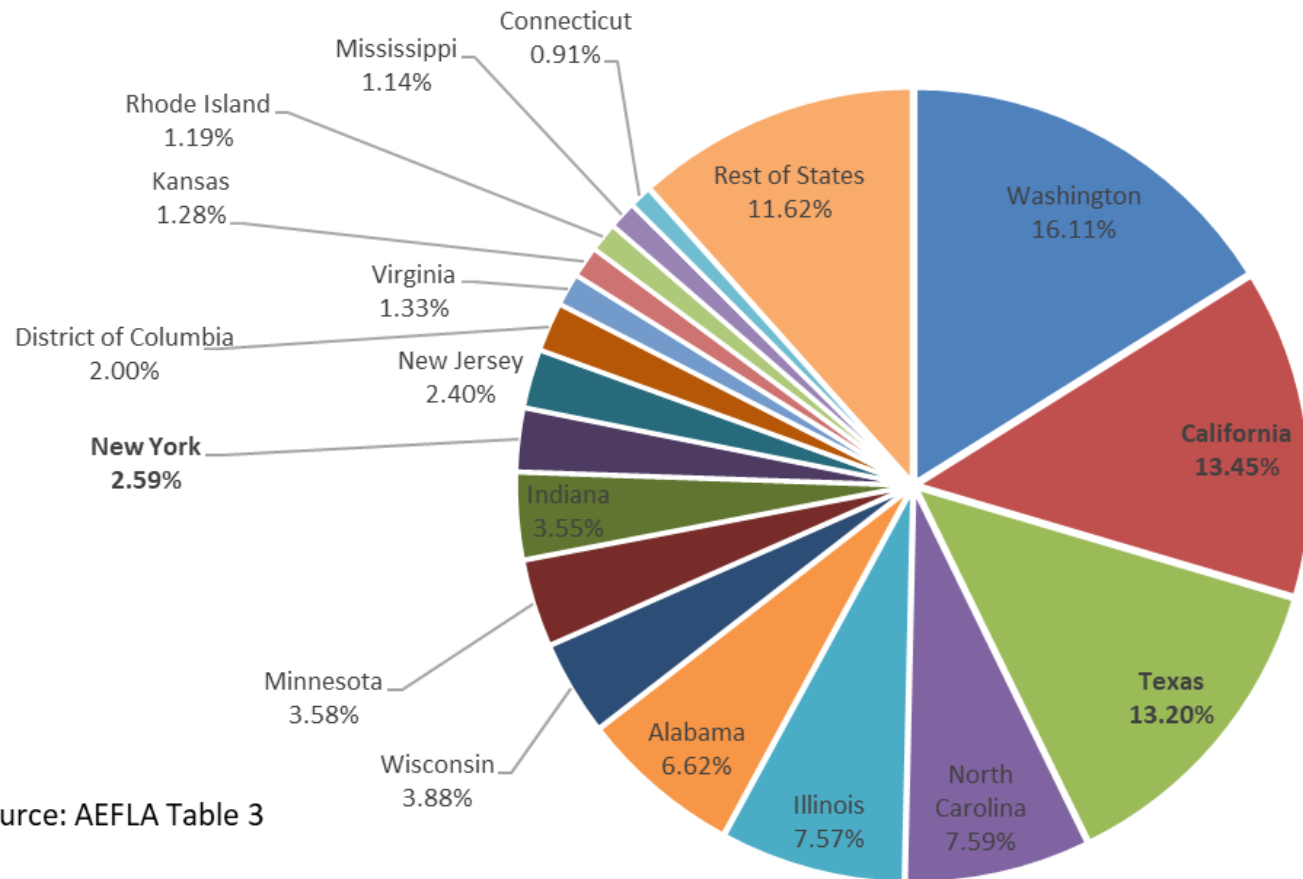
FROM: JOHN PALLASCH /s/
Assistant Secretary

SUBJECT: Negotiations and Sanctions Guidance for the Workforce Innovation and Opportunity Act (WIOA) Core Programs

Career pathways offer routes to skilled professions and support individuals along the way, coordinating with employers and providing crucial guidance.

Each step allows the participant to gain a marketable skillset and credential, preparing them for the next job on the career path.

Nine states and territories account for 3/4 of National IET Participants Since PY 2016

State	Percentage
Washington	16.11%
California	13.45%
Texas	13.20%
North Carolina	7.59%
Illinois	7.57%
Alabama	6.62%
Wisconsin	3.88%
Minnesota	3.58%
Indiana	3.55%
New York	2.59%
New Jersey	2.40%
District of Columbia	2.00%
Virginia	1.33%
Kansas	1.28%
Rhode Island	1.19%
Mississippi	1.14%
Connecticut	0.91%
Rest of States	11.62%

Source: AEFLA Table 3

Workforce Innovation & Opportunity Act (WIOA)

Integrated Education & Training

Integrated Education & Training

"…a service approach that provides **adult education and literacy** activities **concurrently** and **contextually** with **workforce preparation** activities and **workforce training** for a **specific occupation** or occupational cluster for the **purpose** of **educational** and **career advancement.**" WIOA Sec 203(11)

Adult Education & Literacy

"…programs, activities, and services that include:

(a) adult education, (b) literacy, (c) workplace adult education and literacy activities, (d) family literacy activities, (e) English language acquisition activities, (f) integrated English literacy and civics education, (g) workforce preparation activities, or (h) integrated education and training." WIOA Sec 203(2)

Workforce Preparation

"Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in: (a) utilizing resources; (b) using information; (c) working with others; (d) understanding systems; (e) skills necessary for successful transition into and completion of postsecondary education or training, or employment; and (f) other employability skills…" WIOA Sec 203(17)

Workforce Training

"may include

(i) Occupational skill training…;

(ii) On-the-job training;

(iii) Incumbent worker training…;

(iv) Programs that combine workplace training with related instruction…

(v) Skill upgrading and retraining;

(vi) Entrepreneurial training;

(vii) Transitional jobs…;

(viii) Job readiness training in combinations with services i-viii

(ix) Adult education and literacy activities in concurrently or in combination with i-viii

(x) Customized training

WIOA Sec 134(c)(3)(D)

INTEGRATED EDUCATION & TRAINING

"...a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement."

(34 CFR §463.35).

Adult Education & Literacy

"...programs, activities, and services that include: (a) adult education, (b) literacy, (c) workplace adult education and literacy activities, (d) family literacy activities, (e) English language acquisition activities, (f) integrated English literacy and civics education, (g) workforce preparation activities, or (h) integrated education and training" (34 CFR §463.30).

Workforce Preparation

"Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in: (a) utilizing resources; (b) using information; (c) working with others; (d) understanding systems; (e) skills necessary for successful transition into and completion of postsecondary education or training, or employment; and (f) other employability skills..." (34 CFR §463.34).
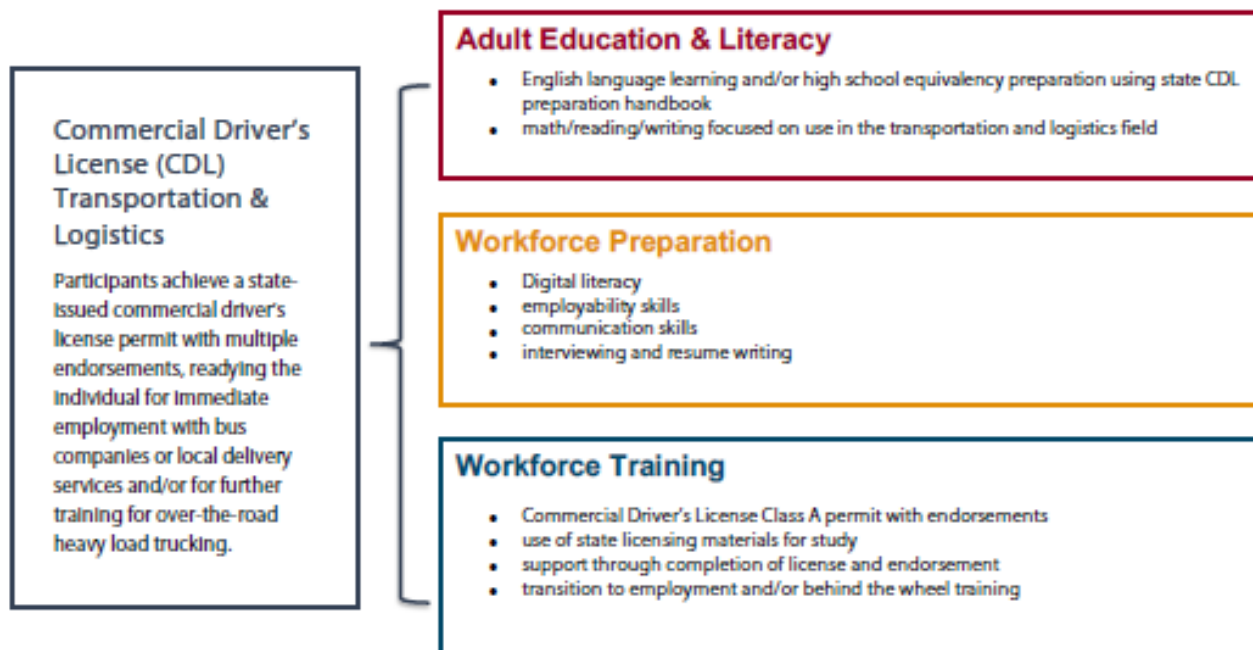
Workforce Training

"may include
(i) occupational skill training...;
(ii) on-the-job training;
(iii) incumbent worker training...;
(iv) programs that combine workplace training with related instruction...:
(v) training programs operated by the private sector;
(vi) skill upgrading and retraining; (vii) entrepreneurial training;
(viii) transitional jobs...;
(ix) job readiness training provided in combination with services...(i) through (viii);
(x) adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in any of clauses (i) through (vii); and
(xi) customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training."

(WIOA Section 134(c) (3) (D), P.L. 113-128)

Bridge Programs

Connecting foundational skill building with occupational credentialing

Commercial Driver's License (CDL) Transportation & Logistics

Participants achieve a state-issued commercial driver's license permit with multiple endorsements, readying the individual for immediate employment with bus companies or local delivery services and/or for further training for over-the-road heavy load trucking.

Adult Education & Literacy

- English language learning and/or high school equivalency preparation using state CDL preparation handbook
- math/reading/writing focused on use in the transportation and logistics field

Workforce Preparation

- Digital literacy
- employability skills
- communication skills
- interviewing and resume writing

Workforce Training

- Commercial Driver's License Class A permit with endorsements
- use of state licensing materials for study
- support through completion of license and endorsement
- transition to employment and/or behind the wheel training

Pre-Apprenticeship Programs

Earn and learn programs build technical and foundational skills

Language & Math Skills for Roofers & Waterproofers

In a partnership between East Los Angeles Community College and a Cal Apprenticeship program, apprentices build English language and math skills. Benefits to the employer include apprentice recruitment and retention. Participants report increased job satisfaction.

Adult Education & Literacy

- English reading, writing, and speaking – "applicants must be able to read and speak English with the first 12 months of training in order to comprehend instructions given on the job and in related training classes to insure personal and co-worker safety on the job."
- Math for trades, focused on construction field

Workforce Preparation

- Communication skills at work
- Working in teams for safety and efficiency
- Digital literacy for employee processes including payroll, benefits, instructions

Workforce Training

- Apprenticeship standards to apply a variety of materials including hot and cold build-up roofing and/or waterproofing, asphalt, shingles, tile and single ply roofing materials including EPDM, PVC, Hypalon and modified bitumen
- Occupational skills using field resources, processes, and procedures
- Jointly sponsored by employers and the roofers union

Cal Apprenticeships, Roofers & Waterproofers Apprenticeship, http://www.calapprenticeship.org/programs/roofers_apprenticeship.php.

www.clasp.org

19

Community College Programs

Just in time skill building with career & technical education courses

COMPUTER SUPPORT TECHNICIAN

Kentucky's Work Ready KY scholarship initiative has more than 80 programs in high-demand industries. Participants can earn up to 32 credits hours tuition free, including this 16-credit program with 2 in-person and 3 online courses.

Adult Education & Literacy

- College and career readiness standards for adult education
- GED completion in partnership with Accelerating Opportunities Kentucky (AOKY)

Workforce Preparation

- Digital literacy
- Employability skills

Workforce Training

- Productivity Software
- Computer Hardware and Software
- Help Desk Operations
- Advanced Productivity Software
- Advanced Data Organization Software

Gateway S.M.A.R.T. Plan, https://gateway.kctcs.edu/media/about/academic-advising-sheets/computerinformationtechnologies-certs.pdf.

IET STANDARDS

To ensure quality, each component is based on established standards.

To design a single set of learning outcomes, practitioners will identify needed skills within each component and create an integrated syllabus.

See **Writing Quality Integrated Learning Outcomes** from Washington State's I-BEST Program.

Adult Education & Literacy Sample Standards

- College and Career Readiness Standards for Adult Education (CCRS) or your state's adult education standards

Workforce Preparation Sample Standards

- Employability Skills Framework
- Northstar Digital Literacy
- Academic, Career, & Employability Skills
- New World of Work

Workforce Training Sample Standards

- Career and technical education course objectives
- Industry credentials
- Registered apprenticeship standards
- Occupational credentialing or licensing standards
- Employer defined standards

Single Set of Learning Objectives (SSLO)

- Reverse Engineer – what is success?
- Complement the occupational/ technical standards with workforce preparation and adult education standards
- SSLO is NOT a curriculum or syllabus
- SSLO are statements describing knowledge or skills to be acquired and WHY it's useful

Single Set of Learning Outcomes

Adult Education	Workforce Preparation	Workforce Training
CCRS or ELP	ED Employability Skills	College Course
state defined set	Digital Literacy	Industry Exam
	World of Work	Apprentice Standards
	Skills to Pay the Bills	
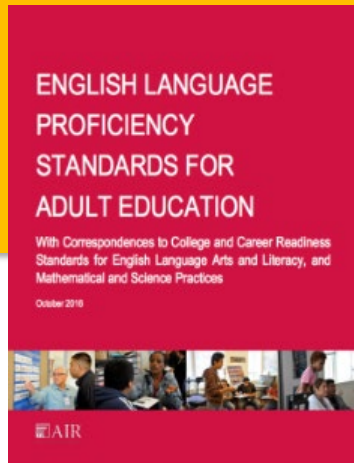
ENGLISH LANGUAGE PROFICIENCY STANDARDS FOR ADULT EDUCATION

With Correspondences to College and Career Readiness Standards for English Language Arts and Literacy, and Mathematical and Science Practices

October 2016

AIR

EMPLOYABILITY SKILLS FRAMEWORK

URBAN INSTITUTE

ELEVATE · THE · DEBATE

Sudie Whalen

Technical Assistance Consultant

American Institutes for Research

Aligning Standards Aligning Outcomes

CALIFORNIA
ADULT EDUCATION
PROGRAM
TECHNICAL ASSISTANCE PROJECT

AIR®
AMERICAN INSTITUTES FOR RESEARCH®

CTE Standards and Basic Skills Standards

CTE Standards

- CDE Model Curriculum Standards (K-12 CCSS aligned)
- Industry Standards

Basic Skills Standards

- College and Career Readiness Standards for Adult Education (K-12 CCSS aligned)
- English Language Proficiency Standards

Aligning Outcomes and Standards

Identifying CTE learning outcome.

Identify the basic skills outcome.

Analyze how outcomes relate to one another.

- What skills are students learning explicitly or implicitly through teaching strategies that relate to the standards?

Revise the language in the standards to demonstrate contextualization.

Blueprint Reading

Welding Course Outcomes	CCRS for Adult Education
Interpret scaled welding blueprints; gather design and materials information; perform calculations; and use the detail to plan, lay out, and produce parts or finished products (C1.2).	Convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multistep, real-world problems. (5.MD.1)
Analyze welding symbols on drawings, specifications, and welding procedure specifications (C1.3)	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context. (RST.9-10.4/ELP8)
Employ and explain the steps to be taken, and the choices to be made, in finishing welded materials (C4.1).	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (RI.4.3/ELP3)

Aligning Outcomes and Standards

Career and Technical Education (CTE) Objectives	College and Career Readiness Standards	Combined Lesson Objective	Plan to Teach Combined Objectives
1. Convert between customary (i.e., SAE, imperial) and metric systems.	Convert among different-sized standard measurement units within a given measurement system and use these conversions to solve multistep, real-world problems.	Convert a weld design request from imperial to metric and accurately log it once weld is completed.	CTE teacher to provide overview of client requests and introduce continuity log and appropriate logging of metric measurements. ABE teacher will instruct students on converting requests to metric and appropriate logging of new measurement. ABE teacher will lead students through activity, practicing giving one another orders in imperial, switching them to metric, and logging accurately, assuming the job is completed.
2.			
3.			
4.			

EMPLOYABILITY SKILLS FRAMEWORK

Employability Skills: A Crucial Component of College and Career Readiness
Individuals require many skills to be college and career ready, including academic knowledge, technical expertise, and a set of general, cross-cutting abilities called "**employability skills.**"

Applied Academic Skills
- Uses reading skills
- Uses writing skills
- Uses mathematical strategies and procedures
- Uses scientific principles and procedures

Interpersonal Skills
- Understands teamwork and works with others
- Responds to customer needs
- Exercises leadership
- Negotiates to resolve conflicts
- Respects individual differences

Personal Qualities
- Demonstrates responsibility and self-discipline
- Adapts and shows flexibility
- Works independently
- Demonstrates a willingness to learn
- Demonstrates integrity
- Demonstrates professionalism
- Takes initiative
- Displays positive attitude and sense of self-worth
- Takes responsibility for professional growth

Critical Thinking Skills
- Thinks critically
- Thinks creatively
- Makes sound decisions
- Solves problems
- Reasons
- Plans and organizes

Resource Management
- Manages time
- Manages money
- Manages materials
- Manages personnel

Information Use
- Locates information
- Organizes information
- Uses information
- Analyzes information
- Communicates Information

Communication Skills
- Communicates verbally
- Listens actively
- Comprehends written material
- Conveys information in writing
- Observes carefully

Technology Use
- Understands and uses technology

Systems Thinking
- Understands and uses systems
- Monitors systems
- Improves systems

Applied Knowledge

Effective Relationships

EMPLOYABILITY

Workplace Skills

https://cte.ed.gov/initiatives/employability-skills-framework

Crosswalk With College and Career Readiness Standards

Employability Skills		College and Career Readiness Standards
Applied Knowledge	Applied Academic Skills	X
	Critical Thinking Skills	X
Effective Relationships	Interpersonal Skills	X
	Personal Qualities	⬭
Workplace Skills	Resource Management	⬭
	Information Use	X
	Communication Skills	X
	Systems Thinking	⬭
	Technology Use	X

How does a program providing IET under Title II meet the requirement to be *Integrated*?

Adult Education

EDUCATIONAL ADVANCEMENT

INTEGRATED

IET

Workforce Preparation

Workforce Training

CAREER ADVANCEMENT

Oregon Pathway Alliance 2019
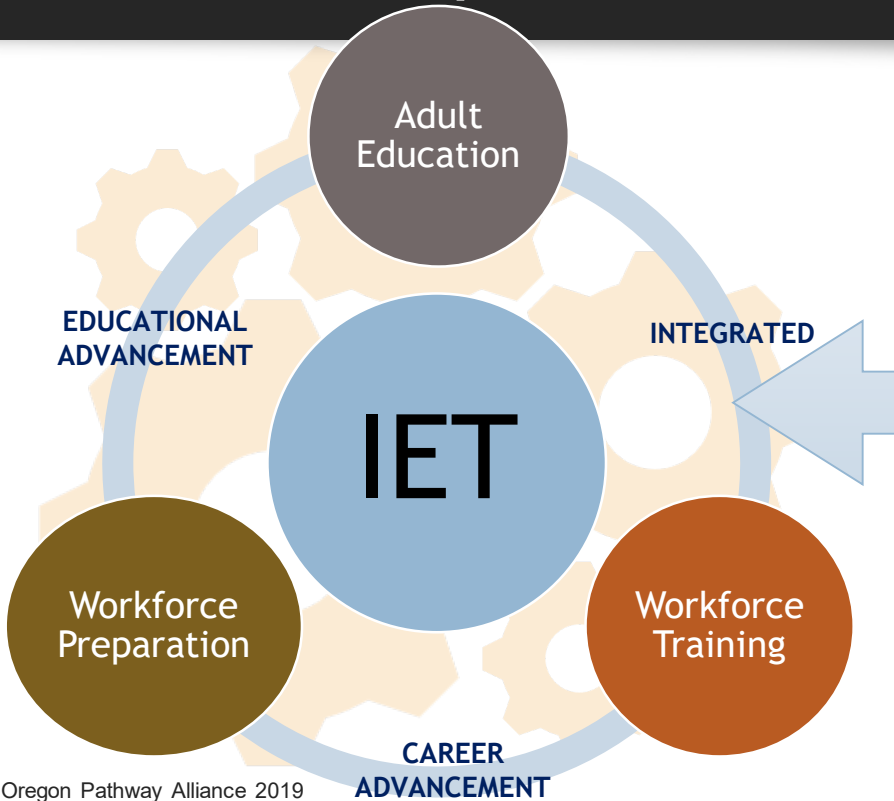
Services must be provided *concurrently and contextually* such that—

(a) Within the overall scope of a particular integrated education and training program, the adult education and literacy activities, workforce preparation activities, and workforce training:

   (1) Are each of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals;
   (2) Occur simultaneously; and
   (3) Use occupationally relevant instructional materials.

(b) The integrated education and training program has a single set of learning objectives that identifies specific adult education content, workforce preparation activities, and workforce training competencies, and the program activities are organized to function cooperatively.

How does a program meet the requirement that the IET program be *for the purpose of educational and career advancement*?

(a) The adult education component of the program is aligned with the State's content standards for adult education as described in the State's Unified or Combined State Plan; and

(b) The integrated education and training program is part of a career pathway

EDUCATIONAL ADVANCEMENT

INTEGRATED

Adult Education

IET

Workforce Preparation Activities

Occupational Training

CAREER ADVANCEMENT

Oregon Pathway Alliance 2019
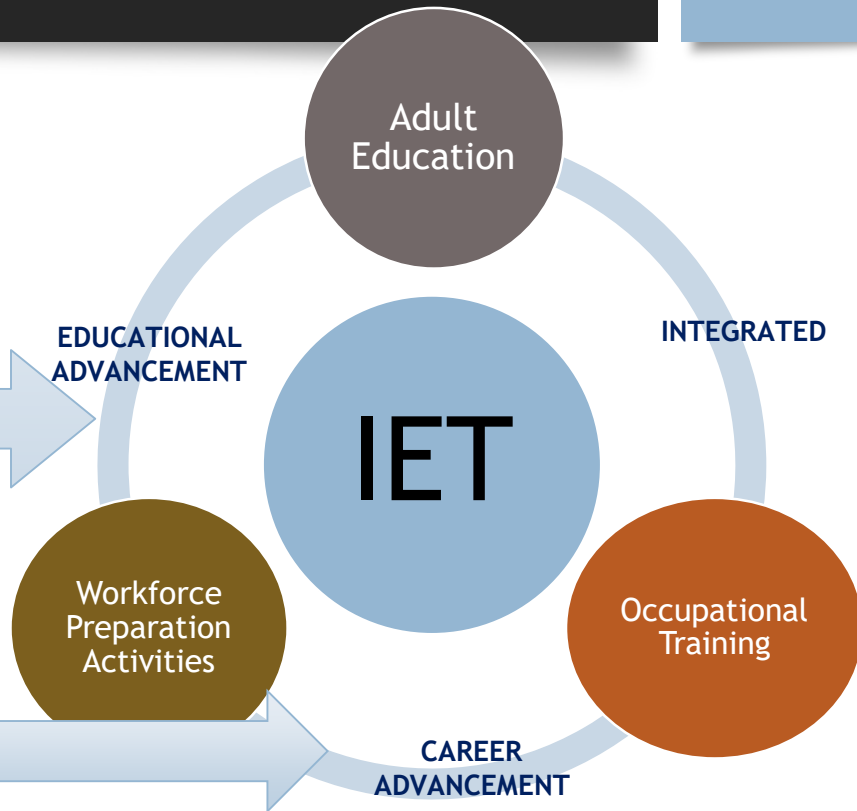
IET is part of a career pathway program

federal laws define the seven components in a career pathway program:

CAREER PATHWAY. – The term "career pathway" means a combination of rigorous and high-quality education, training, and other services that –

(A) Aligns with the skills needs of industries in the economy of the State or regional economy involved;

(B) Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeship...;

(C) Includes counseling to support an individual in achieving the individual's education and career goals;

(D) Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;

(E) Organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;

(F) Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and

(G) Helps an individual enter or advance within a specific occupation or occupational cluster.

34 CFR 463.34 [WIOA] & 20 USC 1091(d)(2) [HEA]

& Perkins V

What Works: Lessons from rigorous career pathway evaluation studies

Evaluation studies from our systematic review of career pathway programs show promising education and even more compelling employment and earnings outcomes...

Dr. Debra Bragg, December 2017

CP participants exceeded the control/comparison group

- *made more foundational skills gains*

- *completed more college credits*

- *earned more entry-level credentials, including vocational certificates or licenses*

- *completed a training-related credential and be employed and retained in a training-related job*

- *attained higher wages and annual earnings and this positive impact grew at two or more years beyond program completion*

- *positive employment and earnings outcomes extended to CP participants who had reported having personal barriers*

What Happens When Students Participate in *I-BEST*?

The WWC found that implementing *I-BEST*:	Effectiveness rating	Study findings	Evidence meeting WWC standards (version 4.0)	
		Improvement index (percentile points)	Number of studies	Number of students
Is likely to increase industry-recognized credential, certificate, or license completion	Positive effects	+18	3	44,367
May increase short-term employment	Potentially positive effects	+10	1	2,064
May increase short-term earnings	Potentially positive effects	0	2	2,519
May result in little or no change in credit accumulation	No discernible effects	-1	1	42,894

Note: The improvement index can be interpreted as the expected change in percentile rank for an average comparison group student if that student had received the intervention. A positive improvement index does not necessarily mean the estimated effect is statistically significant.

FINDINGS ARE BASED ON:

3 studies with 45,413 postsecondary students in 9 states

STUDENT CHARACTERISTICS:

Gender:	Race:	Ethnicity:
57% female	40% minority	11% Hispanic

https://ies.ed.gov/ncee/wwc/InterventionReport/706

Designing and Delivering Career Pathways at Community Colleges

This Practice Guide:

- focuses on the most promising practices for designing and implementing career pathways to support community college students in achieving educational and labor market success;

- was developed by the Abt-WWC team in conjunction with an expert panel;

- includes evidence-based recommendations that support best practice around career pathways at community colleges;

- targets practitioners as the primary audience; and

- will be released in January 2021

The Focus

- Studies of interventions that include one or more of the career pathways components defined under the Workforce Innovation and Opportunity Act (WIOA)

- The expert panel emphasized the importance of the following:
  - The importance of understanding the student population.
  - The importance of aligning career pathways to industry needs.
  - The need for faculty professional development.
  - Opportunities for more rigorous research on the effectiveness of career pathways.

The Audience

- The target audience for the Practice Guide is practitioners, including:
  - community college staff;
  - policymakers;
  - staff at American Job Centers;
  - leaders of community-based organizations;
  - foundations; and
  - employers, labor unions, and industry associations

- The supporting information and examples provided with each recommendation are intended to give these practitioners the tips and tools they need to implement the recommendation in their educational setting.

How to show interim progress prior to credential and employment outcomes?

WIOA Measurable Skill Gains

Table 11
Outcome Achievement for Participants in Integrated Education and Training Programs
Enter the number of all participants in Integrated Education and Training programs for each of the categories listed.

Primary Indicators of Performance	First Period of Participation			All Periods of Participation		
	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
MSG via Achievement of at Least One Educational Functioning Level Gain						
MSG via Attainment of Secondary School Diploma/ Recognized Equivalent						
MSG via Secondary or Postsecondary Transcript						
MSG via Progress Toward Milestones						
MSG via Passing Technical/ Occupational Skills Exam						
Employment Second Quarter after exit						
Employment Fourth Quarter after exit						
Median Earnings Second Quarter after exit			N/A			

Table 4
Measurable Skill Gains (MSG) by Entry Level

of participants for each category listed, total attendance hours, number achieving at least one educational functioning level gain, number who attain a secondary school diploma or its recognized equivalent, and periods of par

			First Period of Participation							All Periods of Participation			
Number of Participants	Total Number of Participants Excluded from P...		...a ...ndary school diploma or its recognized equivalent	Number of IET participants who achieved an MSG other than EFL gain and secondary school diploma	Number Separated Before Achieving Measurable Skill Gains	Number Remaining in Program without Measurable Skill Gains	Percentage Achieving Measurable Skill Gains	Total number of Periods of Participation	Total number of Periods of Participation in which Participants achieved at least one EFL gain	Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained	Total number of IET Periods of Participation in which Participants achieved an MSG other than EFL gain and secondary school diploma	Pe... P... M... S...
(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	
al													

MSG Type 4: Progress Toward Milestones

"Satisfactory or better progress report, toward established milestones, such as completion of one year of OJT or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training."

Progress Toward Milestones

Employer or Training Provider documents substantive skill gain, e.g.,

- ❑ Training report showing mastery of job skills
- ❑ Completion of steps in OJT, apprenticeship
- ❑ Pay increase
- ❑ Performance increase

THE We BUILD PROGRAM

PRE-APPRENTICESHIP CONSTRUCTION PROGRAM

Program Components:
- ✓ Basic Fundamentals of Construction
- ✓ Specialty Trades (Electrical, HVAC, Plumbing)
- ✓ Safety Procedures
- ✓ Soft Skills Training
- ✓ Career Counseling
- ✓ Job Placement Assistance
- ✓ Union Training Center Tours

https://www.laschools.org/new-site/we-build/pre-apprenticeship

MSG Type 5: Technical/Occupational Skill Gain

"Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks, such as knowledge-based exams."

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A Part of World Education, Inc.

Technical/Occupational Skill Gain

Document may include passage of

- ❑ A component exam in apprenticeship
- ❑ Employer-required knowledge exam
- ❑ Industry or occupational competency exam
- ❑ Other completion test necessary to obtain a credential

OCTAE Program Memo https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-17-2.pdf

nrs.ed.gov

The Virginia IET Blueprint

A Technical Assistance Blueprint for Integrated Education and Training

2020-2021 INTEGRATED EDUCATION AND TRAINING PLANNING TOOL

Name of Adult Education Region or Provider	County/City	Occupation with NAICS Code	Credential(s)	Training Provider

Number of Cohorts:

Projected Number of Students Per Cohort:

Dates of Course/ Weekly Schedule:

Funding Source(s):

Teacher(s):

Employer Partner(s):

Salary Range for Target Job (with citation):

Plan for Recruitment and Selection:

Program Notes:

Shared Learning Objectives, with the College and Career Readiness or English Language Proficiency Standards noted:

1.

2.

3.

Co-Planning and Communication Activities:

Adult Ed and Literacy Instruction	Workplace Preparation Activities	Training Services
Activities:	Activities:	Activities:
Materials:	Materials:	Materials:

Attachment C. 2020-2021 IET PLANNING TOOL SAMPLES

Examples of Shared Learning Objectives (with Standards)

CNA for Native English Speakers:

1. Students will be able to demonstrate proficiency of competencies to provide care to residents in long-term care facilities through classroom and clinical components. Competencies include: role of nursing assistant, legal and ethical issues, oral and written communication skills, infection control, safety and body mechanics, proper positioning, principles of nutrition, and restorative care (Reading Standards CCR Anchors 1, 10; Language Standards CCR Anchors 1, 4; Writing Standards CCR Anchors 6, 9; Math Standards CCR Anchors 3, 4, 5, 7).
2. Students will successfully pass the course and meet state requirements to successfully complete the National Nurse Aide Assessment Program (NNAAP) certification exam.
3. Students will master the competencies to pass the Northstar digital literacy certification exam demonstrating digital literacy skills for employment.
4. Students will obtain employment in the healthcare field as a Certified Nursing Assistant.

CNA for English Language Learners:

1. Students will improve their numeracy skills and math vocabulary in the context of nursing care (ELP Standards 1, 2, 10).
2. Students will improve English language communication skills (reading, writing, listening comprehension, and speaking) in the context of nursing care (ELP Standards 1, 7, 8, 9,10).
3. Students will master the healthcare competencies needed to obtain their CNA certification and First Aid/CPR certification.

Attachment C. 2020-2021 IET PLANNING TOOL SAMPLES

Examples of Shared Learning Objectives (with Standards)

Customer Service for Native English Speakers:

1. Learners will increase English language arts skills targeting reading, listening, speaking and writing in the context of customer service and retail management of all participants. (Reading Standards CCR Anchor 1, Speaking & Listening Standards CCR Anchor 1)
2. Learners will improve critical thinking and soft skills. Learners will acquire the skills needed to work together to accomplish a task, be a cooperative follower, and understand that it is easier to work together rather than "go it alone" in a team environment. (Speaking and Listening Standards CCR Anchor 6).
3. Students will increase their knowledge of customer service and retail settings and competencies through contextualized instruction and training using varied modes: trainer facilitations, self-directed inquiry, web activities, and mock customer/associate simulations. (Speaking and Listening Standards CCR Anchor 2).
4. Students will master the competen
at the culmination of each 16-weel
1).

Customer Service for English Language Learners:

1. Students will be able to use job-specific language to communicate effectively with customers. (ELP Standards 1, 2, 3, 4, 7, 8, 9, 10).
2. Students will be able to respond appropriately to various customer requests to provide excellent customer service. (ELP Standards 2, 4, 6, 7, 8, 9, 10).
3. Students will be able to recognize cultural differences and follow American cultural cues in the workplace. (ELP Standards 1, 7, 8).
4. Students will master the competencies for basic store operations, product sales, merchandising, and inventory control and pass the credential exam with a 90% pass rate.

Attachment C. 2020-2021 IET PLANNING TOOL SAMPLES

Examples Co-Planning and Communication Activities

Co-planning and communication activities is the plan for the coordination of instructors before and during the IET program. Here are three examples that have been used in previous welding, CNA, and trades cohorts.

➢ The adult education instructor and the CTE instructor will meet on a regular basis to review the welding curriculum, pacing, and address possible learner needs. The instructors will collaborate extensively to individualize instruction and to be prepared to address possible needs. The instructors will communicate on a regular basis and be prepared to troubleshoot, brainstorm, and reflect on future outcomes.

➢ The healthcare programs coordinator and IELCE specialist co-design and schedule IET with coordinated training, workforce prep, and ESL instructional components. They will continue to communicate as needed throughout IET program. The adult education instructor integrates workforce prep, ESL, and numeracy to support content training. The adult education instructor and community college trainer co-teach during academic portion of training to ensure participants are able to grasp the material. The adult education instructor and community college trainer have 5 hours of paid co-planning time a week before start of program and an hour a week (to be determined) during the IET program.

➢ The course trainer and an adult education instructor will co-teach the class. They will meet prior to the class start date to determine teaching roles and test preparation needed for the students to earn the credential. The adult education instructor will use the course textbook to pre-teach vocabulary in the adult education class while they are learning the content in the training.

Attachment C. 2020-2021 IET PLANNING TOOL SAMPLES

Examples of Support Services Provided

Support services are the partners and the services to be provided to the IET participants. Here are two different examples for documenting support services.

➢ Discretionary grants: tuition; WIOA title I: tuition, uniforms, transportation and childcare, if needed; high school: space for class, childcare (possibly).

➢ Adult Education provides academic support. Workforce Solutions team coordinates with operations staff, certification training instructor, and partnering/sponsoring agency (WIOA Title I, DARS, DSS) to provide support services as needed.

Examples of Employment Placement Activities

Employment placement activities are the resources and activities that support employment of participants. Here are three different examples for offering employment placement activities.

➢ Career coach (provided through adult education and community college) assists with employment skills, workforce preparation, and job placement services.

➢ Virginia Career Works Center provides job placement, counseling, and career readiness services. Adult education (title II) funded navigator provides coordination between adult education and business partnering services.

➢ Activities include apprenticeship opportunities, job fairs, connection to local employers through classroom involvement, and leveraging Virginia Career Works Center Business Solutions' strong relationships with local employers.

Timeline: July to June (Note: Each column should equal 100%; all three components must be included in each month)

Activity %:	July	August	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Adult Education & Literacy												
Workforce Preparation												
Training												

Support Services Provided (indicate agency providing services):

Employment Placement Activities (indicate agency providing services):

Students: (Note: Add rows as needed)

Student ID	Agency Paying for Training (Example: Adult education, WIOA title I, title IV, employer, etc.)	Training Costs
	Subtotal of training costs provided by adult education program:	
	Subtotal of training costs provided by other partners:	

Reminder: Programs must get prior approval for costs associated with equipment, materials, and participant support costs (see Directors Memo 018-19).

Additional Comments:

Revision: JANUARY 27, 2020

This is a living document and changes are made based on emerging needs. See the Adult Education's professional development page for the latest version.

IET Program Name:		
Target Population(s):		
[e.g., ABE @ level 3; ELL @ level 3; HSD seekers]		

STANDARDS		
Adult Education & Literacy Objectives	**Workforce Preparation Objectives**	**Workforce Training Objectives**
Instructor's Organization	Instructor's Organization	Instructor's Organization
[e.g., CCRS standards, state defined standards]	[e.g., US ED Employability Skills Framework; Google Digital Skills; Northstar Digital Literacy Standards; ACES Transition Integration Framework]	[e.g., CTE course standards; industry standards; apprenticeship standards]

SINGLE SET OF LEARNING OBJECTIVES
[combination of above component objectives written as a set of overall course objectives]

Timeline/Schedule

[documented co-planning; time/days/weeks for delivery of components proportionally balanced in the overall scope of the IET Program]

Support Services/Provider

[e.g. career counseling/corrections counselor; post-release transportation/workforce board]

Outcome Measures

- Measurable Skill Gain Types: OCTAE Program Memo 17-2[i]
- Recognized Postsecondary Credential(s):[ii]
- Targeted occupation/sector for employment [NAICS code]; occupational outlook
- Targeted continued career pathway education

Funding[iii]

[by individual for each component, including support services]

Table 3
Participants* by Program Type and Age

Enter the number of participants by program type and age, non-duplicated.

Program Type (A)	16-18 (B)	19-24 (C)	25-44 (D)	45-54 (E)	55-59 (F)	60+ (G)	Total (H)
Adult Basic Education**							
Integrated Education and Training Program							
Adult Secondary Education***							
Integrated Education and Training Program							
English Language Acquisition****							
Integrated Education and Training Program							
Integrated English Literacy and Civics Education (Sec. 243)*****						https://nrsweb.org/sites/default/files/NRS-TA-Aug2019-508.pdf	
Integrated Education and Training Program							
Total							

*A participant is an individual in an AEFLA program who has completed at least 12 contact hours in a period of participation.
The total in column H should equal the total in column P of Table 1.
**Number of participants enrolled in ABE levels 1-4. This number includes those enrolled in Integrated Education and Training (IET) programs (Sec. 203(11) of WIOA).
***Number of participants enrolled in ABE levels 5 and 6. This number includes those enrolled in IET programs (Sec. 203(11) of WIOA).
****Number of participants enrolled in English Language Acquisition (ELA) programs but not enrolled in Integrated English Literacy and Civics Education (IEL/CE) programs (Sec. 243 of WIOA). This number includes those enrolled in IET programs (Sec. 203(11) of WIOA).
*****Number of participants enrolled in IEL/CE programs (Sec. 243 of WIOA). This number includes those enrolled in IET programs. It does not include those enrolled in ELA programs. Participants reported on this table as enrolled in IEL/CE programs (Sec. 243 of WIOA) should not be reported under any other program type in this table

What is the IELCE program?

1. Refers to the use of funds provided under section 243 of the Act for education services for English language learners who are adults, including professionals with degrees and credentials in their native countries.
2. Delivers educational services as described in §463.33.
3. Services must be *delivered in combination with integrated education and training activities as described in §463.36.*
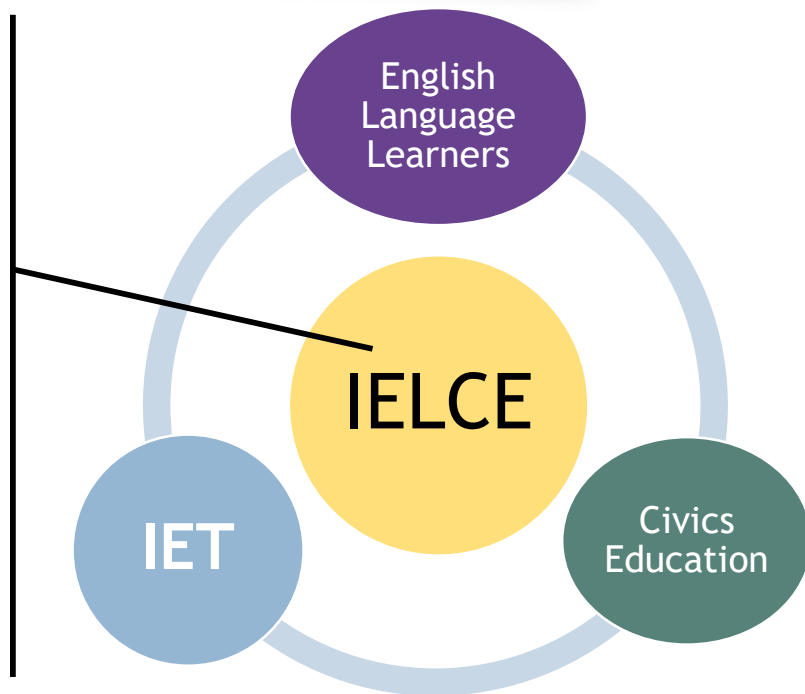
English Language Learners

IELCE

IET

Civics Education

Services must be delivered in combination with integrated education and training activities.

Adult Education

English Language Learners

IET

IELCE

Workforce Preparation Activities

Workforce Training

IET

Civics Education

Oregon Pathway Alliance 2019
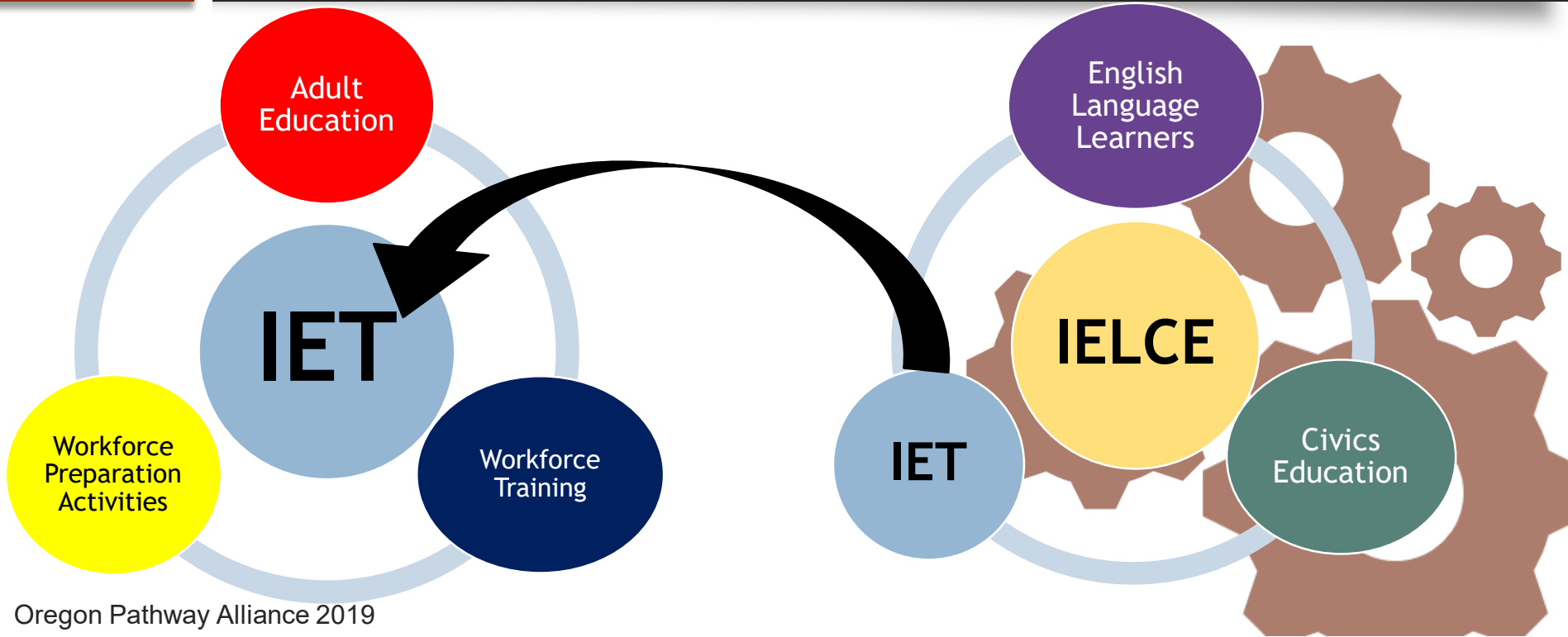
How does an IELCE grantee meet the requirement to use funds in combination with IET activities?

- Co-enrolling participants in integrated education and training as described in subpart D of this part that is provided within the local or regional workforce development area from sources other than section 243 of the Act; or

- Using funds provided under section 243 of the Act to support integrated education and training activities as described in subpart D of this part.

English Language Learners

IELCE

IET

Civics Education

Oregon Pathway Alliance 2019

BUILDING OPPORTUNITIES

THROUGH INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION

Supporting Successful WIOA Implementation
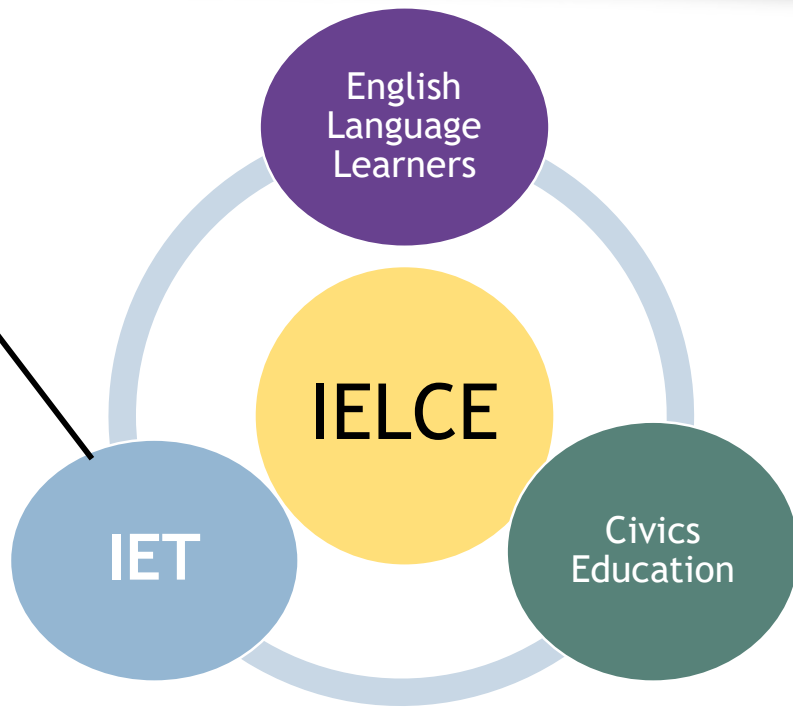
Integrated English Literacy and Civics Education (IELCE) Program Guide

34 CFR Part 463 Subpart G

An IELCE program must meet the definition and requirements set forth in WIOA and the final regulations as published by the Department of Education on August 19, 2016 in the Federal Register. IELCE provides education services to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services must include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation. The funds provided under section 243 of the Act must be used in combination with integrated education and training.

As part of the *Building Opportunities through Integrated English Literacy and Civics Education* project, the U.S. Department of Education's Office of Career, Technical, and Adult Education contracted with the Manhattan Strategy Group to develop this guide that may be useful in the development or review of an IELCE program.

Eligible Participants §463.70

The IELCE program must provide education services to English language learners who are adults, including professionals with degrees and credentials in their native countries.

Review Questions:

1. Describe the eligible individuals to be served in this IELCE program.

2. Are professionals with degrees and credentials in their native countries included in the target population? Why (not)?

3. What demographic or other data were used to determine the target population for this IELCE program?

English Language Acquisition and Civics §463.70

1. The IELCE program must include instruction in IELCE and must include instruction in literacy and English language acquisition as described under §463.33.
2. The IELCE program must include instruction on the rights and responsibilities of citizenship and civic participation as described under §463.33.

Review Questions:

1. Describe the literacy and English language instruction.

2. How is it aligned with the State's content standards for adult education?

3. Describe the rights and responsibilities of citizenship and civic participation instruction- how is it offered in the IELCE program?

Eligible Provider Requirements §463.73

Eligible providers receiving funds through the Integrated English Literacy and Civics Education program must provide services that are designed to:

1. Prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; AND

2. Integrate with the local workforce development system and its functions to carry out the activities of the program.

Review Questions:

1. What is the strategy or design for preparing ELL participants for, and placing them in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency?

2. How does this IELCE program integrate with the local workforce development system to carry out the activities of the program?

IET Component of an IELCE Program[1]

IELCE in Combination with IET - §463.74 specifies that an eligible provider that receives funds through the IELCE program may meet the requirement to use funds for integrated English literacy and civics education in combination with integrated education and training activities by:

1. Co-enrolling participants in integrated education and training as described in subpart D that is provided within the local or regional workforce development area from sources other than section 243; OR

2. Using funds provided under section 243 to support integrated education and training activities as cited in subpart D.

Review Questions:

1. How is IELCE delivered **in combination with** the IET activities for participants?

2. If participants are co-enrolled in an IET program provided from sources other than WIOA Section 243 funding, describe how IELCE participants access and participate in the IET program?

3. If the IET program is provided using WIOA Section 243 funds, describe how IELCE participants access and participate in the IET program?

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[1] For reviewing the IET required content of an IELCE program, use the *Integrated Education and Training Guide.*

https://lincs.ed.gov/program/building-opportunities-ielce/resources

Training & Support

Think of us as your adult assessment partner. We're invested in your success and are with you every step of the way.

California Remote Testing

California Integrated English Literacy and Civics Education Plan

California Citizenship Preparation

California Civic Participation and IELCE

California WIOA, Title II: AEFLA/EL Civics Program Specialist and CDE Regional Consultant Contact Information

Integrated English Literacy and Civics Education (IELCE) Plan

The California Department of Education, Adult Education Office, requires all California WIOA, Title II: AEFLA Section 243 funded AEFLA grantees to submit an Integrated English Literacy and Civics Education (IELCE) plan in electronic form. The plan includes:

1. Assurances

2. IET Components

   • Adult Education and Literacy (ESL)

   • Workforce Preparation Activities – Section 243 designated EL Civics Objectives that were offered in Program Year 2019-20

   • Workforce Training – Industry, state, or nationally recognized postsecondary credentials that were offered in Program Year 2019-20

3. A Single Set of Learning Objectives – The single set of learning objectives should identify specific content from the IELCE/IET components (i.e. Adult Literacy (ESL), Workforce Preparation, and Workforce Training) that is organized to function cooperatively. List representative objectives that demonstrate the scope of the English language support for the specific workforce training course.

4. Workforce Training Providers' Contact Information

5. Program Coordination and Support
   Part A – (Qualitative)

   • Describe recruitment and support of students (e.g. counseling, navigation, etc.) in the IELCE/IET Program

   • Describe the collaboration among staff of the IELCE/IET components (i.e. Adult Literacy (ESL), Workforce Preparation and Workforce Training) to develop, implement and continuously improve the learning objectives and contextualized instruction.

   Part B – (Quantitative)

2019-2019 Data on IELCE

https://nrsweb.org/sites/default/files/NRS-TA-Aug2019-508.pdf

Table 9
Outcome Achievement for Participants in
Integrated English Literacy and Civics Education

Primary Indicators of Performance	First Period of Participation			All Periods of Participation		
	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Measurable Skill Gain						
Employment Second Quarter after exit						
Employment Fourth Quarter after exit						
Median Earnings Second Quarter after exit			N/A			
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit						
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit						
Attained a Postsecondary Credential while enrolled or within one year of exit						

National Reporting System for Adult Education

| California | 2018 (July 1, 2018 - June 30, 2019) | Table 9 | Go |

TABLE 9: OUTCOME ACHIEVEMENT FOR PARTICIPANTS IN INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION

TABLE 9: OUTCOME ACHIEVEMENT FOR PARTICIPANTS IN INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION

Program

2018 (July 1, 2018 - June 30, 2019)

State
California

1st Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Measurable Skill Gain	102,427	55,237	53.93%	104,311	55,589	53.29%
Employment Second Quarter after exit	74,438	2,124	2.85%	76,955	2,192	2.85%
Employment Fourth Quarter after exit	60,578	531	0.88%	62,471	544	0.87%
Median Earnings Second Quarter after exit	74,438	$5,788.00	N/A	76,955	$5,793.00	N/A
Attained a Secondary School Diploma/Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	1,590	23	1.45%	1,590	23	1.45%
Attained a Secondary School Diploma/Equivalent and Employed within one year of exit	1,590	48	3.02%	1,590	48	3.02%
Attained a Postsecondary Credential while enrolled or within one year of exit	1,457	150	10.30%	1,457	150	10.30%

Civics Education Follow-up Outcome Measures (Optional)	Number of Participants who Exited	Number of Participants Who Exited Achieving Outcome	Percent Achieving Outcome
(A)	(B)	(C)	(D)
Achieved Citizenship Skills	1,546	427	27.62%
Voted or Registered to Vote	1,546	37	2.39%
Increased Involvement in Community Activities	335	63	18.81%

Integrated English Literacy and Civics Education

Under Section 243 of the Workforce Innovation and Opportunity Act

Figure 1. Student Enrollment in IELCE by Program Type
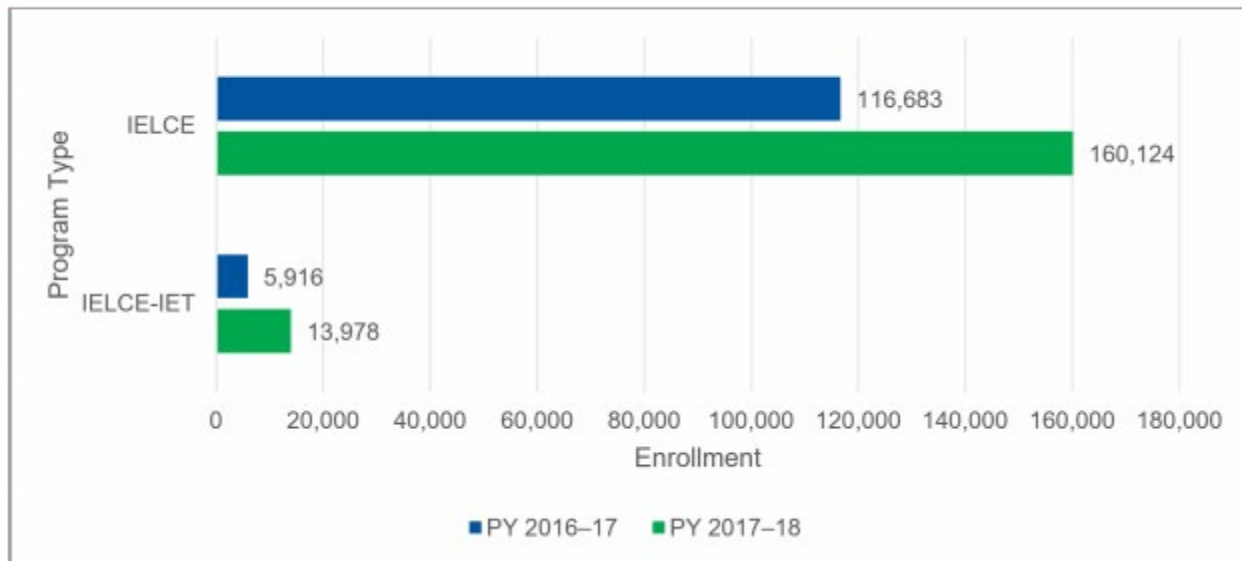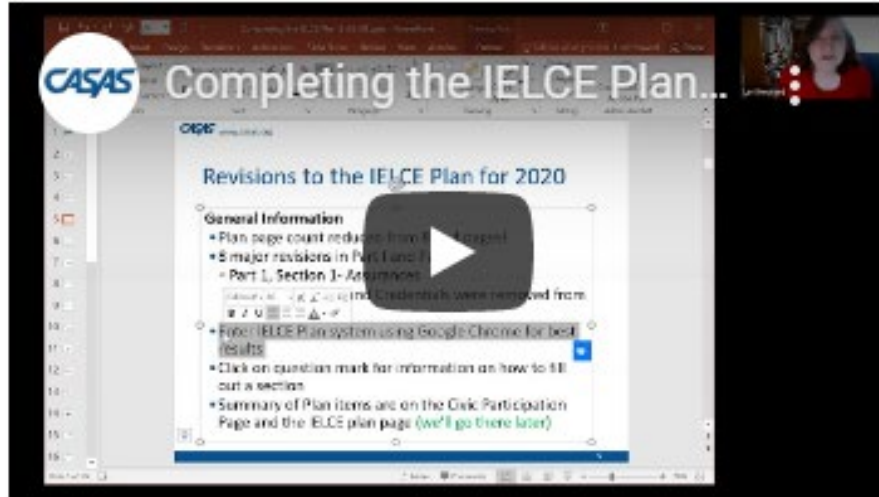
California EL Civics
231 and 243 Funded Civic Objectives

Civic Objective #	Description
Consumer Economics	
1	Identify, evaluate, and compare financial service options in the community such as banks, credit unions, check-cashing services, and credit cards.
2	Access community or commercial agencies to resolve a consumer complaint.
* 3	Develop a business plan for a small business in order to participate in the economic growth of the community.
4	Describe methods and procedures to obtain housing and related services including low-cost community housing.
5	Interpret lease and rental agreements and recognize responsibilities of renters and landlords.
6	Identify basic housing issues, including home maintenance problems tenant rights and responsibilities. Advocate for solutions.
Community Resources	
7	Identify effective ways to safeguard families and homes including the use of community and governmental resources.

CASAS Technical Assistance

https://www.casas.org/training-and-support/casas-peer-communities/california-adult-education-accountability-and-assessment/california-el-civics/california-civic-participation

AB 2098 Immigrant Integration

Report measures for assessing the effectiveness of adult education consortia ... shall include, but not necessarily be limited to...

- Improved literacy skills.
- Immigrant integration in the areas consistent with, but not limited to, WIOA including increased participation in civic and community life.
- Completion of high school diplomas or their recognized equivalents.
- Completion of postsecondary certificates, degrees, or training programs.
- Placement into jobs.
- Improved wages.

CASAS COAPPS - ALLIES Immigrant Integration Framework

AB 2098: IMMIGRANT INTEGRATION IN ADULT EDUCATION PROGRAM

WHAT: Measures for assessing the effectiveness of AEP Consortia:

1. How many adults are served
2. How many adults served have demonstrated the following:

   A. Literacy skills
   B. **Immigrant Integration**
   C. High School Diploma/Equivalency
   D. Postsecondary certificates, degrees, training
   E. Job placement
   F. Improved Wages

TIMELINE:

- Adult Education Program leadership (CDE + CC Chancellor's Office), together with Director of Immigrant Integration determine metrics by June 2019
- First program year immigrant integration may be reported: 2019-2020

Take-Aways

- ➢ Integrated Education & Training (IET) is allowable within all of WIOA Sec 231 and required within Sec 243 Integrated English Literacy and Civics Education
- ➢ Integrated English Literacy and Civics Education (IELCE) is Sec 243 of WIOA
- ➢ English Language Acquisition (ELA) and civics education are allowable local program activities
- ➢ California's COAPP and Immigrant Integration initiatives complement the federal IELCE

Integrated Education & Training (IET)

➤ We learn more and more quickly when the content is relevant and immediately applicable

➤ We are motivated by problem-based learning

➤ IET exists in WIOA because adult educators designed it and put it into practice

➤ IET can demonstrate measurable skill gains with all five types

➤ IET is the heart of a career pathway strategy

Thanks!

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