

# Aspire

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## Integrated Education and Training: Moving Forward with Innovation



Department of  
Higher Education

OhioHigherEd.org

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WELCOME

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During the live webinar, participants were asked to respond via a poll and let us know their current feelings toward IET. Since the live polls are not working take a moment and think about your feelings about IET.

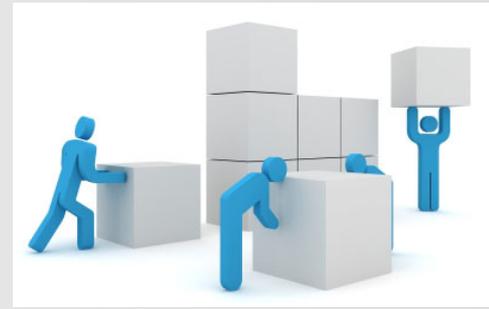
# Topics

- Purpose
- Current status
- IET model
- 243 IET
- 231 IET
- Monitoring and TA
- New documents
- Grant procedures
- Common questions answered
- Resources



get  
started

# Purpose



*Ohio Aspire has been working toward growing the number of IET classes. We understand that cost, time, myths, staffing changes, policy, application process, etc., may all be reasons why you have not pursued the creation of an IET model just yet. Perhaps you believe that your IET must end with a credential, or that IET programs are only available for ESOL students. Maybe you just don't know how to get started. We will use the next couple of hours to debunk myths related to IET programs in Ohio, discuss all forms of IET, and discuss how we would like to support your programs as you work to create new pathways for your students. This **recorded** webinar is for administrators, instructors, and support staff.*

# Current Status (All 243 Funded)

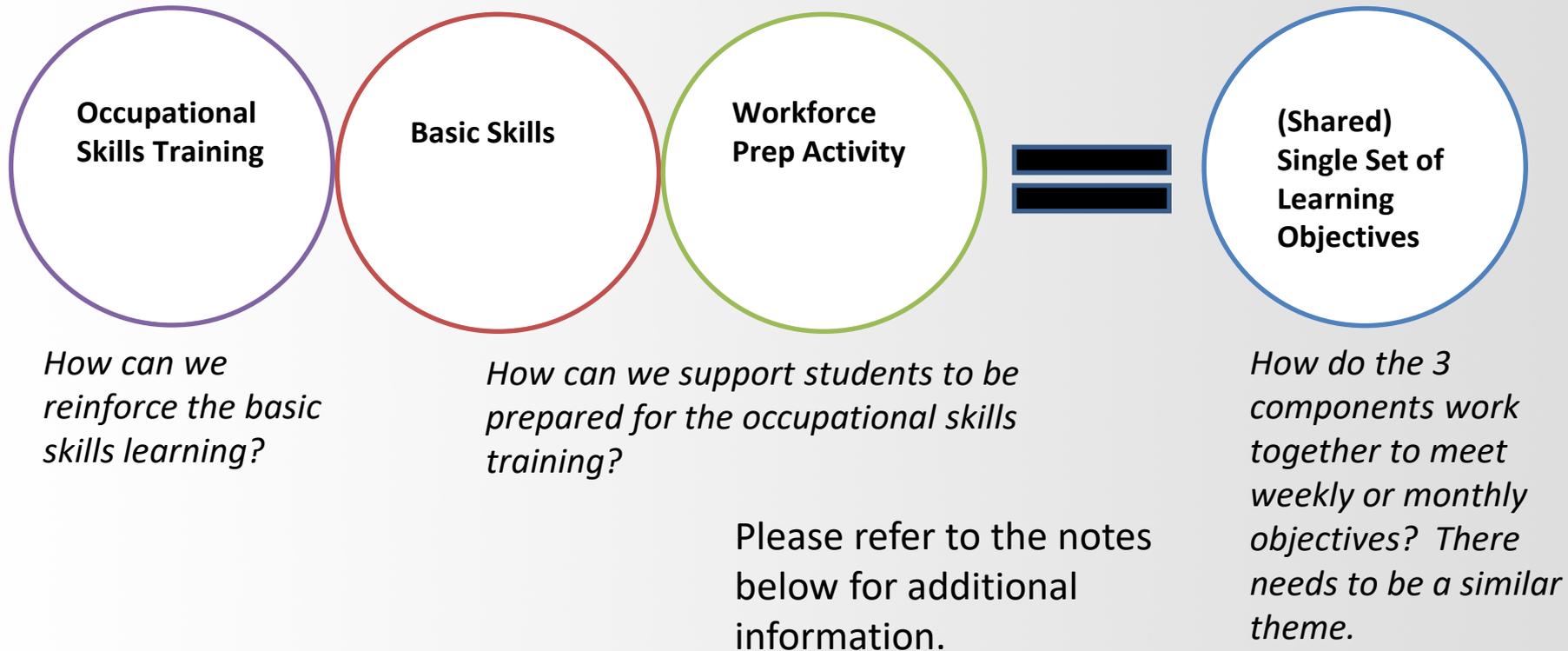
- Food Handling
- Manufacturing/OSHA 30
- Paraprofessional
- STNA
- Warehouse Worker
- Digital Literacy (IC3)
- Construction
- Culinary
- Environmental Services Specialist
- Hospitality Specialist
- Sewing Collaborative
- Customer Service

# IET Model



Please refer to the notes below for additional information.

# IET Model



# Situations

- During the live presentation, participants went through 6 situations and used Pollev to respond to each situation to determine if the situation is an IET or not an IET. Since this is a recorded presentation we will not be using the Pollev. Instead, read the situation and decide if it is an example of an IET or not, and then move to the next slide to find the answer. In the recording, you can learn more about why each situation is a yes or a no.

# IET Model?

A program offers ESL, civics, reading, and math in the context of food safety. Course includes certification in food handling offered by a trained AE instructor. A local organization offers to interview students who completed the full program. The team on this project has joint planning time to work on shared objectives.

# Slide 11 (Answer)

**Yes.** This is an example of an IET

## Highlights

- Program is contextualized
- Food safety pieces (workforce preparation)
- Certification is available (not a requirement)
- Employer connection (interviewing and employment)
- Joint planning and shared objectives

# IET Model?

A program offers a 9 week class to help low level ELLs to build contextualized English skills for customer service and hospitality, learn about rights and responsibilities of life in the US, and to prepare for the citizenship exam. In addition, workforce preparation skills are taught by a supervisor at a local hotel so that students acquire skills to thrive in full-time employment at a national hotel chain. Both the ESOL instructor and hotel supervisor work from a shared syllabus. A customer service certification is available, and a pathway shows an optional bridge class to help prepare students for a hospitality management certification.

# Slide 13 (Answer)

**Yes.** This is an example of an IET

## Highlights

- Program is contextualized (9 week duration)
- Civics component (required for 243 funded program)
- Workforce prep skills are taught by hotel supervisor
- Connection to a national hotel chain(interviewing and employment)
- Shared syllabus and shared objectives
- Certification
- Career Pathway

# IET Model?

In our area, the Boiler Operator occupation is considered an in-demand job. We offer a class that focuses on the Boiler Operator training and the academic and workforce preparation pieces to equip students to complete the training and secure employment. We have an AE instructor who partnered with a CTE instructor, and lesson plans were developed during co-planning. Our workforce preparation pieces include worksite tours, job shadowing, and mentoring. We also can demonstrate to our funders what a career pathway looks like to advance as Boiler Operator.

# Slide 15 (Answer)

**Yes.** This is an example of an IET

## Highlights

- In-demand job (job should be in-demand for area, or you need to be able to demonstrate why it's a good fit for your area)
- Contextualized
- Partnerships with co-planning
- Leads to employment
- Strong workforce preparation pieces
- Career Pathway (with career advancement)

# IET Model?

We have a new 12 week ABE exploration course that focuses on various construction trades. Currently the AE instructor is the only instructor and delivers both the ABE pieces and the workforce preparation. During the workforce preparation piece students focus on soft skills, mock interviews, and occasionally watch videos that highlight the various construction trades. Many jobs are available and in-demand. We don't have a certification yet at the end of our program, but we demonstrate a career pathway that our students could follow. We are respected by our community, but we don't have a company yet willing to interview any of our students.

# Slide 17 (Answer)

**No.** This is not an example of an IET. It would need some development to be an IET model.

## Reasons this is not an IET model:

- Too generalized. There is nothing wrong with career exploration within a cluster, but there is no single job connection or certification to fit the generalized exploration
- Light focus on workforce preparation. When you review the checklist, you will see that workforce preparation pieces need to be robust and prepare students for the specific occupation
- No certification and no specific employer on board. You need one of these pieces
- Having 1 instructor isn't a problem (not everything needs to be an i-Best model, but there is no discussion on a single set of learning objectives)

# IET Model?

Though not recognized as an in-demand job for our state, our region has done some work and has found a couple of local management companies to hire property maintenance technicians. We created a 25-week program with ABE and ESOL instructors, vocational instructors, and independent contractors. All instructors provided input into developing the curriculum. Students received contextualized English and math classes, an industry-recognized 10hr certificate by our safety department, resume, interviewing, job search skills, and more. All the instructors reinforce the vocabulary and concepts learned from the other instructors. A supplementary class is available to help students who need to focus on vocabulary. Employer partners visit and will offer internships, and then some of the students are offered positions after the internship.

# Slide 17 (Answer)

**Yes.** This is an example of an IET

## Highlights

- Strong intensity and duration
- Joint planning and all team members work together to make sure single set of learning objectives are met.
- Contextualized curriculum
- Short-term certificate is available
- Employer offers internships and possible secure employment may follow
- Though not an in-demand job for the state, there is a secured employer who is offering specific jobs. Again, what works for one program may not work for another program

# IET Model?

We have decided to offer a 10 week IET for ABE students that focuses on Information Technology (IT). The ABE instructor works on contextualizing the technical content during basic skills class that meets 2 days a week. On the 3<sup>rd</sup> day an IT consultant helps students prepare for the CompTIA ITF+ and CompTIA A+. During this 3<sup>rd</sup> day the focus is purely technical skills, and no concepts are reiterated from the previous 2 days. The IT consultant knows that the 10 week period is very short, and really needs to prepare the students to be ready to take the exams. During the other 2 days the ABE instructor focuses on light career preparation pieces. Each instructor follows their own syllabus. The passing rate for both exams is very low, but students are earning their HSE, and IT is an in-demand job for their region.

# Slide 17 (Answer)

**No.** This is not an example of an IET. It would need some development to be an IET model.

## Reasons this is not an IET model:

- Not a strong intensity and duration (10 weeks for IT?)
- No joint planning, and not all components of the IET are met
- Light workforce preparation pieces
- No employer engagement and IT certification results are very low
- No single set of learning objectives. Each instructor follows their own plan
- No solid employer connection and very low certification passing rates

# IELCE/IET (243 Funding)

*All ESOL classes are required to integrate Civics education (formerly known as EL Civics, now known as IELCE). All ESOL IET programming would naturally come from 243 funding.*

# IET (231 Funding): Basic Instructional Grant

- Additional 231 funds are available to support approved ABE IET models. Funding is contingent upon availability and completion of the IET application.

# Monitoring and Technical Assistance

- IET expectations are built into the *Program Review Instrument*
- *All approved IET models will receive observations*
- *Building Opportunities through Integrated English Literacy and Civics Education ([IELCE Self-Assessment Tool](#))*

## 44 | IELCE/IET programs can provide documentation of the following:

A description of the adult education, workforce preparation, and occupational training components of the IET program(s)	<input type="checkbox"/>		
How the three components are offered concurrently	<input type="checkbox"/>		
The civics education component of your services, if applicable	<input type="checkbox"/>		
The occupations or sectors that are a part of the IET	<input type="checkbox"/>		
The career pathways(s) that is/are a part of the IET program (with documentation)	<input type="checkbox"/>		
How the state's content standards were used in the design of the program's IET(s)	<input type="checkbox"/>		
A syllabus or curriculum with a single set of learning objectives	<input type="checkbox"/>		

# New Documents

<https://www.ohiohighered.org/aspire/wioa-resources>

## Fact Sheet(s):

- 243 funds (IELCE/IET)
- 231 funds (ABE IET)

## Other Resources

- Career Pathways Exploration
- Ohio IET Checklist (Updated)

**Integrated Education and Training (IET) Checklist**

An IET program must meet the definition and requirements in [WIOA law](#) and the final [regulations](#) as established by the U.S. Department of Education on August 19, 2016.

This form must be used for the development of all IET programs.

Integrated Education and Training (IET) is 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 (§463.35). An IET program must include the following three components: adult education and literacy activities, workforce preparation activities, and workforce training (§463.36). In addition, as part of a career pathway (§463.37), an IET program should support the local and state workforce development board plans as required under WIOA.

**Key Concepts**

- Do not just take existing programs/activities and combine them. Look at data. Look at the workforce needs of the area. Look at the educational needs of the potential workforce in the area. Where is there a good intersection? Is an IET a good way to address the needs?
- IET is an educational program. The adult education component is not just an afterthought.
- The adult education component must support the development of transferrable knowledge and skills. It is not just for helping someone complete training or pass a test.

**IET Activity**

- Three required components of IET

```
graph LR; A[Adult education activity] --- AND1[AND]; AND1 --- B[Workforce preparation activity]; B --- AND2[AND]; AND2 --- C[Training component]; C --- D((Shared Learning Objectives));
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Source: adapted from OCTAE's Integrated Education and Training (IET) Guide  
December 20, 2017  
Updated May 20<sup>th</sup>, 2019

# Grant Procedures

- All applicants wanting to use 231 or 243 funds to support an IET must submit the IET checklist to [Aspiregrants@highered.ohio.gov](mailto:Aspiregrants@highered.ohio.gov). The [IET checklist](#) is available online as a reference. *Once approved, you will be asked to update your sites/classes in the online grant.*

# IET Application Overview

- General IET information (Slide 16)
- Budget Grid (Slide 17)
- Narrative (Slides 18-23)
  - A. Adult Education and Literacy Activities
  - B. Workforce Preparation Activities
  - C. Workforce Training
  - D. [Integrated, Concurrently, and Contextually](#)\*
  - E. Educational and Career Advancement

### Integrated Education and Training (IET) Checklist

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#### IET Activity

- Three required components of IET



Program Name:

Specific Occupation or Occupational Cluster:

Circle the appropriate model: ABE IET IELCE/IET 243 Funds

Projected # of students served in this IET:

*\*If you are integrating ABE students into your 243 funded IELCE/IET list projected # of students for both ABE and IELCE.*

**Definitions**

- 231 Funds: Basic Instructional Grant
- 243 Funds: IELCE/IET Grant

**Budget**

Purpose	Salaries	Retirement Fringe Benefits	Purchased Services	Supplies	Capital Outlay	Other	Total
Object Code	100	200	400	500	600	800	
<b>Instructional</b>							
<b>Cost of Occupational Skills Training, including the occupational skills instructor</b> (supported by 231 or 243 funds) <i>*Certifications, licensures, and exams cannot be supported by the grant</i>							
<b>Support Services</b>							
<b>Governance/Administration</b>							
<b>PD</b>							
<b>Safety</b>							
<b>Facilities</b>							
<b>Transportation</b>							
<b>Total</b>							

Cost of Occupational Skills Training (non-Aspire supported)	
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Submit all applications to: [Aspiregrants@highered.ohio.gov](mailto:Aspiregrants@highered.ohio.gov)

**Instructions:** Answer the Review Questions for each section.

- A. Adult Education and Literacy Activities** must include one or more of the following:
1. Adult education
  2. Literacy
  3. Workplace adult education and literacy activities
  4. English language acquisition activities
  5. Integrated English literacy and civics education

**Review Questions:**

A1. Which activities will be included in your IET program? Who is the target student group for this IET program? What are their educational needs?

A2. How are the [Ohio ABE/ASE Standards for English Language Arts and Literacy and Mathematics](#) (adopted from the [College and Career Readiness Standards for Adult Education](#)) reflected in these activities?

**B. Workforce Preparation Activities** are required in an IET program and may include the following:

1. Activities, programs, or services that are designed to help an individual acquire a combination of basic academic skills, critical thinking, digital literacy, and self-management skills
2. Employability skills that address competencies in using resources and information, working with others, understanding systems, and obtaining skills necessary to successfully transition to and complete postsecondary education, training, and employment
3. Other employability skills that increase an individual's preparation for the workforce

**Review Question:**

B1. What specific workforce preparation activities will be included in your IET program? How do they meet the needs of the students while supporting the objectives of the training?

B2. Which foundation skills from the [Employability Skills Framework](#) are reflected in these activities?

B3. How will the IET program ensure that the activities actually lead to the attainment of the identified skills and competencies?

**C. Workforce Training** must include at least one of the following as described in WIOA law section 134 (c) (3) (D):

1. Occupational skills training, including training for nontraditional employment
2. On-the-job training
3. Incumbent worker training
4. Programs that combine workplace training with related instruction, which may include cooperative education programs
5. Training programs operated by the private sector
6. Skill upgrading and retraining
7. Entrepreneurial training
8. Transitional jobs
9. Job readiness training
10. 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 1 – 7 above
11. Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training

**Review Questions:**

C1. Which workforce training activities will be included in your IET program?

C2. What is the specific occupation or occupational sector?

C3 How was it determined that this training was a good fit for an IET program?

C4. How will the training activities be provided?

C5. What funding will be used for the training portion? (*E.g., ODJFS funds, Title 1, other grants*)

*\*If you are requesting to use 231 or 243 funds to support the training portion of your IET please explain why 231 or 243 funding is necessary to support your training piece. All IET requirements and single set of learning objectives must be met in order to support the training portion of an IET using these funds.*

D. The term “**integrated**” (§463.37) means services must be provided **concurrently and contextually** such that:

1. Within the overall scope of the integrated education and training program, the adult education and literacy activities, workforce preparation activities, and workforce training:
  - a. 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;
  - b. Occur simultaneously; and
  - c. Use occupationally relevant instructional materials.

**Review Questions:**

D1. What is the intensity of the described adult education and literacy activities, workforce preparation activities, and workforce training? Is it enough to ensure that participants can successfully complete the IET program? How did you determine this?

D2. What is the quality of the described adult education and literacy activities, workforce preparation activities, and workforce training? How did you determine sufficient quality?

D3. What research, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals, is reflected in the design of your IET?

D4. How are the three required components occurring simultaneously within the scope of your IET program?

D5. How are occupationally relevant materials being used in each of the components? How does the use of these materials in the adult education and workforce preparation components support the training component?

<p>2. The integrated education and training program has a single set of learning objectives that identifies:</p> <ol style="list-style-type: none"> <li>specific adult education content;</li> <li>workforce preparation activities; and</li> <li>workforce training competencies, and</li> <li>the program activities are organized to function cooperatively.</li> </ol> <p><i><a href="#">*Please refer to the Single Set of Learning Objectives Guidance for more information</a></i></p>	<p>D6. How does the single set of IET learning objectives identify specific adult education content, workforce preparation activities, and workforce training competencies? Describe the entry level skills for individuals to enter and succeed in your IET.</p> <p>D7. How are the program activities organized to function cooperatively? How do activities in one component build on and scaffold learning from another component?</p>
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<p>E. The phrase “for purposes of <b>educational and career advancement</b>” (§463.38) means:</p> <ol style="list-style-type: none"> <li>The adult education component of the program is aligned with the College and Career Readiness Standards for Adult Education ; and</li> <li>The integrated education and training program is part of a career pathway.</li> </ol>	<p><b>Review Questions:</b></p> <p>E1. How does the adult education component of your IET program align with the <a href="#">Ohio ABE/ASE Standards for English Language Arts and Literacy and Mathematics</a> (adopted from the <a href="#">College and Career Readiness Standards for Adult Education</a>)? Which standards does the adult education component focus on?</p> <p>E1a. How will your IET ensure that the skills and knowledge learned in the adult education component will be transferrable to other contexts and situations?</p>
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WIOA Sec. 3(7) defines Career Pathways to mean a combination of rigorous and high-quality education, training, and other services that:

**a. aligns with skill needs of industries in the state or regional economy**

b. prepares an individual to succeed in secondary or postsecondary education options

c. includes counseling to support the individual's education and career goals

d. includes education offered concurrently and contextually with workforce preparation and training in specific occupation or occupational cluster

**e. organizes education, training and other services to support the particular needs of an individual to accelerate their educational and career advancement**

f. enables an individual to attain a secondary school diploma or its recognized equivalent

**g. helps an individual enter or advance within a specific occupation or occupational cluster**

E2. How does your IET program reflect the criteria of being a part of a career pathway aligned to the local workforce plan? How does it support the requirement that a career pathway help an individual enter or advance within a specific occupation or occupational cluster?

E3. What data were used for individuals (target population selection) and industry/occupations (LMI) as part of your career pathways and IET program development? What evidence is there that your IET program leads to skills that address local workforce needs and that there are good existing employment opportunities for participants?

E4. If applicable, how does the program plan to offer the proposed IET in partnership with another organization?

# Common Questions Answered



**What do I want to know?**

Funding?

Enrollment?

Allowable costs?

Cost per student?

Priority?

# Common Questions Answered

Q: What can, and can't local providers use Section 243 funds for?

A: *Local providers can use the funding to pay for adult education instruction & training instruction.*

Q: Can 243 or 231 funds cover costs for exams explicitly associated with achieving the certifications?

A: *Please refer to the announcement from OCTAE which discusses the use of AEFLA funds for certificates and credentials. Discretion of allowances will come from the state Aspire office.*

Q: What about transcript reviews?

A: No—not part of the classroom instruction or workplace training instruction.

Q: In Ohio, must my IET result in any credential, certificate, etc.?

A: There is no statutory/regulatory requirement that IET program design must result in a credential, certificate, etc.

Q: What should I do if a text book is purchased with a certificate in bundle?

A: Programs should consider coding this as instructional materials if this seems appropriate in the particular case.

Q: Can my IET class be in different locations and taught by different providers?

A: Yes, but it has to come together under one set of learning objectives that is set for a certain amount of time.

Q: Must my IET result in a job?

A: Participants need to be getting jobs in the local and regional economy. If they are not, it's just a step in a career pathway. The program must demonstrate that the IET creates opportunities for employment for students at that level. If there is evidence on employment, based on labor market information, employer information, then it is ok.

# Common Questions Answered

Q: The Basic Instructional Grant can fund IET programming?

A: It can support your IET programming and a reasonable amount of the occupational skills training pieces if all required IET components are clearly articulated, addressed, and met.

Q: How will applying for additional 231 funds affect my cost per student?

A: For this program year, your IET endeavors will affect your cost per student. However, we want you to try to create a new model, and realize that we may see an increase in cost per students when IET programming is authorized. ODHE Aspire staff will work with programs to ensure a reasonable cost per student is maintained when establishing new IET efforts.

Q: Do we have to increase our enrollment to apply?

A: No. Your IET programming (both 243 and 231) can be used with current student enrollment. You do not need to increase enrollment in order to apply.

Q: Is addressing soft skills and interviewing skills strong enough for the workforce preparation component of IET?

A: No. It is the expectation that all ESOL and ABE classes integrate career awareness into curriculum. Specifically when addressing the workforce preparation component of IET, it must go deeper. For example, employability skills addressed should increase workforce preparation for the particular sector in which your IET addresses. It should address the skills necessary for successful transition into and completion of postsecondary education, training, or employment.

# Resources

***Developing Basic Skills Curriculum for an IET: A Guide for the Pathways to Employment Program (Penn State College of Education)***

## Resource Highlights

- Introduction to IETs
- Creating Basic Skills Lessons for an IET
- Getting Ready to Offer the Basic Skills Component for the IET
- Lesson Plan Overviews
- Resources
- Tools
- Provides examples of how to develop a single set of learning outcomes

# Resources

## ***2017-2018 Integrated Education and training Planning Tool (Virginia)***

### Resource Highlights

- Fillable PDF
- Supports team planning
- Guides communication
- Timeline
- Recruitment planning
- Helps programs to identify the learning outcomes and how they are integrated across AE, Workforce preparation, and training

# Resources

## ***Core-4 Cyber Future Workforce Education: Preparing Adult Education Students for Careers of the Future***

### Resource Highlights

- Recorded [webinar](#) available through the COABE Resources
- Focuses on IT
- Offers guidance on certifications and structure of program

## Contact Information

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