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**OFFICIAL
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To: Michigan Works! Agency Directors
WIOA Title II Adult Education and Family Literacy Act Providers
State School Aid Section 107 Fiscal Agents and Providers

From: Joe Billig, Division Administrator **SIGNED**
Targeted Services Division
Workforce Development Agency

Subject: Integrated Education and Training (IET) Under the Workforce Innovation and Opportunity Act (WIOA) of 2014

Programs Affected: All programs funded through the Michigan Talent Investment Agency/Workforce Development Agency (TIA/WDA)

Rescissions: None

References: The WIOA of 2014, Public Law 113-128

The WIOA Final Regulations as Published in the Federal Register on August 19, 2016

2 Code of Federal Regulation Part 200 (Uniform Guidance)

Background: The WIOA encourages new opportunities for innovation and collaboration between the American Job Centers, adult education, vocational rehabilitation, post-secondary education and training providers, and employers. The WIOA also increases access to employment, education, training, and support services for individuals, particularly those with barriers to employment, and to the services they need to succeed in the labor market.

The WIOA authorizes using Title I and Title II funds to implement IET programs, creating new options and services for adults with low basic skills. IET is also a mandatory component of Integrated English Literacy and Civics Education (IELCE) programs under Section 243 of the WIOA.

TED is an equal opportunity employer/program.

Auxiliary aids, services and other reasonable accommodations are available upon request to individuals with disabilities.
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Policy:

IET is an approach that can help individuals acquire or refresh key basic skills while also pursuing occupation or industry-specific training. Under the IET model, participants receive simultaneous instruction in basic skills, such as math, reading, or spoken English; workforce readiness; as well as training for a specific occupation or industry.

The IET model contrasts with the traditional sequential model, in which individuals are directed to complete adult education services before enrolling in occupational training. The IET approach is effective in part because it recognizes that busy working adults need opportunities to acquire basic skills in a meaningful context that has an immediate application, enables credential attainment, and can directly increase their earning power.

While there are variations among IET models, many programs use a “team teaching” approach that utilizes dual instructors, one with expertise in adult learning pedagogy and basic skills instruction, and another with content-area expertise in the industry or occupation being targeted. Regardless of the specific teaching model, IET approaches typically support the attainment of both secondary and post-secondary credentials.

The WIOA provides definitions for the following IET-related terms and activities:

Adult education (Section 203[1] of WIOA) means academic instruction and education services below the post-secondary level that increase an individual’s ability to:

- Read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent.
- Transition to post-secondary education and training.
- Obtain employment.

Co-enrollment refers to enrollment of an eligible individual in two or more of the six core programs administered under the WIOA, including the Adult, Dislocated Worker, and Youth programs (Title I); Adult Education and Family Literacy Act (Title II); Employment Service program (Title III); and Vocational Rehabilitation program (Title IV).

Integrated education and training (Section 203[11] of WIOA) means 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.

Recognized post-secondary credential (Section 3[52] of WIOA) means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the

state involved or federal government, or an associate or baccalaureate degree.

Credential examples, as detailed in Chapter 7 of the Michigan Talent Investment Agency's WIOA Manual, include:

1. Educational diplomas, certificates and degrees – Issued by an educational institution, which is most often the designer of the credential and the developer of the associated curriculum.
2. Registered apprenticeship certificates – Issued by the federal government. These certificates signify completion of, or interim steps within, registered apprenticeship programs. These certificates may also be issued by a state apprenticeship office, if applicable.
3. Occupational skills licenses – Typically, but not always, awarded by state government agencies. Licenses are required by law/regulation to practice in a particular occupation.
4. Industry-recognized professional association certification (also known as personnel certification) – Issued by third-party, non-governmental organizations based on standards set to demonstrate professional qualifications/competencies.
5. Other certificates of skill completion – A broad and less defined category that tends to focus on credentials that capture narrow competencies.

Workforce preparation activities (Section 203[17] of WIOA) means 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 utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of post-secondary education or training and employment.

Workforce training must include at least one of the following as described in WIOA 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 provided concurrently or in combination with services described in 1 - 7 above.
9. Job readiness training provided concurrently or in combination with services described in 1 - 7 above.
10. Adult education and literacy activities, including activities of English language acquisition and IET 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.

This policy is intended to provide guidance, clarity, and resources to local practitioners to:

- Support and advance the development of quality IET programs in Michigan.
- Build the capacity of the workforce and adult education systems to implement IET programs.
- Increase post-secondary credential attainment among adults with low basic skills.

IET Program Design Requirements

An IET program may be offered by an adult education provider; institution of higher education; another type of organization, such as a nonprofit education and training provider; or two or more organizations working in partnership so long as the program equips individuals to attain basic skills and training in a specific occupation or industry. The intent of IET programming in Michigan is for Title II adult education providers to partner with a local Michigan Works! Agency and/or an existing training provider to co-enroll participants in WIOA Title I and Title II services, when appropriate.

The IET program must be part of a regionally or locally defined career pathway. Career pathways connect education and training with support services to enable individuals to secure employment in particular industry or occupation sectors and to advance to successively higher levels of education and employment in those sectors. These pathways are business-defined and business-driven, aligned to the skill needs of target industry sectors, and lead to industry-recognized credentials.

The IET program must include the three required components – (1) adult education and literacy activities, (2) workforce preparation activities, and (3) occupational training. The three required components must occur simultaneously within the overall scope of the IET program and must each be of sufficient intensity and quality.

The number of classes and/or sessions that comprise the IET program must be clearly defined, as well as the length of each individual class or session.

The scope of the IET program must be clearly defined, including the start and end dates. The length of each of the three IET components must be consistent across the IET program and the three required components must function cooperatively throughout the duration of the program. This can occur through the “team teaching” model previously described; by contextualizing the adult education content to the specific occupation, such as using on-the-job scenarios to teach math or teaching reading with training manuals or by occupationally-specific texts; or alignment of curriculum to ensure timely mastery of both academic and technical skills.

The specific content covered in each of the three required components must be clearly articulated and a single set of learning objectives must be defined for the IET program. The adult education and literacy activity may include high school completion or equivalency, adult secondary education, adult basic education (ABE), and/or English as a second language. The College and Career Readiness Standards, the adult education content standards adopted by the State of Michigan, must be identified that are reflected in the IET program.

For the occupational training component, the occupation and/or sector the training prepares individuals for, as well as the career pathway the IET program is a part of, must be identified. Occupationally relevant instructional materials must be used in the program that reflect current industry practices and requirements. Providers should ensure that their local programs meet industry requirements by drawing on input from employers gathered through the Michigan Industry Cluster Approach, via local industry associations or chambers of commerce, or other means.

It is strongly encouraged, but not required, that the IET program leads to a recognized post-secondary credential. A post-secondary credential is encouraged but not required in order to allow providers the flexibility to offer training programs that lead to meaningful employment opportunities but no credential.

The TIA/WDA strongly encourages providers to develop and keep on file a syllabus or program overview document that addresses each of the IET program requirements outlined in this policy.

Funding IET Programs

IET programs may be funded with a single funding source or by combining multiple sources to achieve service integration. The following table identifies funding that may be used to support the various IET program components.

	Adult Education	Workforce Preparation	Workforce Training	Tuition	Support Services
WIOA Title I	X	X	X	X	X
WIOA Title II – General Instruction	X	X			X
WIOA Title II – IELCE*	X	X	X		X
State School Aid, Section 107	X	X			X
Temporary Assistance for Needy Families (TANF)	X	X	X	X	X
Perkins Career and Technical Act			X	X	

* *The TIA/WDA has limited the portion of WIOA Title II – IELCE funding that can be spent on workforce training to 20 percent of the grant award.*

If Title I funds are used to support the training component, the training program must be on the State of Michigan’s eligible training provider list (ETPL). In Michigan, the ETPL is Michigan Training Connect.

Refer to the **Resources** provided in Attachment A for additional guidance on the development of IET programs and examples from across the country.

Action: This policy should be disseminated to all staff working with the aforementioned programs. Further, all necessary actions should be taken to implement the directives of this policy.

Inquiries: Questions regarding this policy should be addressed to Ms. Erica Luce at 517-930-9108 or emailed to LuceE1@michigan.gov.

This policy is available for downloading from the [WDA’s website](#).

The information contained in this policy will be made available in alternative formats (large type, audio tape, etc.) upon request to this office. Please contact Ms. Paula Hengesbach by telephone at 517-241-3678 or by email at HengesbachP@michigan.gov for details.

Expiration Date: Continuing

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Resources

[Building Opportunities](#)

Resources to support states and providers in implementing Integrated Education and Training (IET) and Integrated English Literacy and Civics Education (IELCE) under Section 243 of the Workforce Innovation and Opportunity Act (WIOA).

[Developing Basic Skills Curriculum for an IET](#)

General resources and tools that you can use to plan, design, and implement the basic academic and linguistic, non-technical skill components and lessons for an IET program.

[Integrated Education and Training: Implementing Programs in Diverse Contexts](#) (*National College Transition Network*)

Profiles of eight programs in diverse settings. The guide emphasizes the importance of tailoring your program design to the needs and resources of your local community.

[Integrated Education and Training Defined](#) (*Center for Law and Social Policy [CLASP]*)

Defines and highlights several career pathway models that utilize integrated education and training programs for participants at every skill level.

CURRICULUM RESOURCES

[Adult Career Pathways Resource Library](#) (*ABE Teaching & Learning Advancement System [ATLAS]*)

Guidance on partnership development, program and curriculum design.

[Center for Occupational Research and Development \(CORD\)](#)

Guidance on the principles of contextualized teaching and learning.

[Contextualized Literacy and Math Modules](#)

Modules contextualized to health care, advanced manufacturing, and information technology from Massachusetts.

[Integrated Basic Education Skills and Training \(I-BEST\) Resources](#)

Washington's I-BEST is a nationally recognized career pathways model.

[Integrated Career & Academic Preparation System \(ICAPS\)](#)

Tools and templates for administrators, navigators, and team teachers.

[Occupational Prep Curriculum](#)

Includes contextualized ABE curriculum for a variety of occupations from Hubbs Center for Adult Education.

WORKFORCE PREPARATION ACTIVITIES/EMPLOYABILITY SKILLS

[Employability Skills Framework](#)

Identifies nine general skills necessary for success in the labor market at all employment levels and all sectors. The skills overlap substantially with the workforce preparation activities delineated in the WIOA.

[Transitions Integration Framework \(TIF\)](#)

Well-aligned with workforce preparation activities outlined in the WIOA, TIF provides activities at multiple levels for students to practice and demonstrate the skills applied in different contexts.

PROFESSIONAL DEVELOPMENT (PD)

[E-Learning PD](#)

Free self-paced professional development courses on Team Teaching Models and Practice and the Role of the College and Career Navigator. Facilitated, 24-hour fee-based courses are available on a variety of topics.

[Literacy Information and Communication System \(LINCS\) Learning Portal](#)

Free self-paced online courses on a variety of topics, such as integrating Workforce Preparation Activities, Designing Contextualized Instruction and Engaging Employers in Career Pathways.

BUILDING AND FUNDING CAREER PATHWAY SYSTEMS

[A Practical Guide for Developing Career Pathways](#)

Michigan Career Pathways Framework.

[Alliance for Quality Career Pathways](#)

A CLASP initiative to help state, local, and regional partnerships strengthen their career pathway systems.

[Career Pathways Toolkit : An Enhanced Guide and Workbook for System Development](#)

U.S. Department of Labor's guide to building a systemic approach to career pathways, revised in 2017.

[Funding Career Pathways and Career Pathway Bridges: Federal Funding Toolkit](#)

Designed to help interagency state (or local) teams identify and use federal resources to support career pathways for adults and out-of-school youth.