**CAEP**

**Integrated Education and**

**Training in CA**

**Research Brief**

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**Integrated Education and Training (IET) in California: Voices from the Field**

Introduction: IET in California

For the state’s 4.5 million adults with limited English proficiency and 4.2 million adults without a high school diploma, the California Adult Education Program (CAEP) offers basic skill-building opportunities, as well as bridges into postsecondary education, living wage jobs, and career advancement. Integrated education and training (IET) is among the strategies adopted by adult schools and community colleges to both build adults’ basic skills and accelerate pathways to higher education and careers. IET has been implemented in California for over a decade and since 2014 is codified in the federal Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act (AEFLA).[[1]](#footnote-1)

What is IET? The California Department of Education (CDE) promotes an IET framework that integrates the delivery of (a) adult education and literacy activities, such as English-as-a-second-language, adult basic education, or high school diploma/high school equivalency classes, (b) workforce preparation activities, addressing employability skills such as critical thinking, digital literacy, and self-management,[[2]](#footnote-2) and (c) workforce training activities for a specific occupation or occupational cluster.[[3]](#footnote-3) IET’s three components are provided concurrently (rather than sequentially) as well as contextually (through integration), and they must be part of a career pathway that furthers the student’s educational and career advancement.[[4]](#footnote-4) For the student, then, IET’s basic skills learning takes place in the context of a selected career interest, using materials that are relevant to that industry and applying class content to real world challenges.

IET is based on adult learning theory and has been demonstrated through rigorous evaluation to impact college credential attainment, employment, and earnings outcomes.[[5]](#footnote-5) Critical elements of high-quality IET programs have emerged through practice, are described in WIOA, and in California are emphasized in technical assistance delivered by the California Adult Literacy Professional Development Project (CALPRO) on behalf of CDE (see sidebar). These key elements include:

1. Strong collaboration among partnering workforce agencies, administrators, instructors, counselors, and staff during IET program planning, development, implementation, and on-going program assessment.
2. Responsiveness to both student interests and employer needs as evidenced by local/regional research, promoting graduates’ advancement along a pathway to quality jobs and careers.

**Supporting IET Quality and Rigor in California**

IET is a priority of the California Department of Education (CDE), Adult Education Office, and of the California Community College Chancellor’s Office (CCCCO). One hundred and twelve educational agencies in California are allocated more than $15 million in WIOA Title II Section 243 funds to implement English literacy and civics education programs in combination with IET — known as Integrated English Literacy and Civics Education (IELCE) — and IET appears in a growing number of California Adult Education Program (CAEP) consortia’s three-year and annual plans.Although not all IET programs benefit from WIOA funding, CDE promotes adherence to the WIOA definition of IET and has invested in building practitioners’ IET capacity. The California Adult Literacy Professional Development Project (CALPRO, a project conducted by the American Institutes for Research on behalf of CDE) produced IET-related professional development videos and launched an IET Regional Communities of Practice in 2012, issued a research brief on IET in 2017, and conducts twice-annual IET Implementation Clinics. CASAS (Comprehensive Adult Student Education Systems) supports IET implementation in California through a system of IELCE assessment and reporting using Civic Objectives and Additional Assessment Plans (COAAPs), which are task-based assessments of how well a learner can interact with or access the community.

1. Alignment of curriculum across adult education, workforce preparation, and workforce training activities so that each is:
	1. Of sufficient intensity and quality.
	2. Based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics, and English proficiency.
	3. Simultaneously occurring within the overall scope of the IET program.
	4. Using occupationally relevant instructional materials.[[6]](#footnote-6)
2. A single set of learning objectives agreed upon by adult education, workforce preparation, and workforce training providers.
3. Delivery of integrated instruction according to one of two[[7]](#footnote-7) California team-teaching models[[8]](#footnote-8):
	1. Co-teaching, which involves basic skills and career education instructors teaching together in the same classroom or virtual space at least some of the time. (Often instructors in this model also teach some of the time in separate but concurrent classes.)
	2. Alternating teaching, which involves basic skills and career
	3. education instructors in separate classrooms or virtual spaces, teaching separate classes, but co-designing, co-planning, and coordinating ongoing instruction to further common contextualized learning objectives.
4. Integration of wraparound student support services, which may include orientations, counseling to address barriers to education and work, academic tutoring, transition navigation counseling, and other services.
5. Provision of career guidance, job counseling, and job placement assistance designed to help students secure employment in their field of study.

IET is an evidence-based educational approach that could benefit more of California’s adult learners than it does currently. In 2020-2021, CDE awarded WIOA Title II Section 243 funding to 112 agencies to provide IELCE programs, which enrolled 14,627 learners, or 2,000 in IELCE-funded IET programs. Outcome data for these IELCE-IET programs shows that more than 90 percent of those who took performance-based additional assessments achieved a COAAP. How can high-quality IET programs be scaled to reach more students, with subsequent benefits for the state’s economic vitality? How can IET help adult educators realize goals related to the inclusion of adult basic skills students on high-quality career education pathways? Are there lessons to be learned from those who have designed and led IET programs across the state? Are there funding models — including but not limited to those using WIOA Title II funds — that can support high-quality IET programs? These questions prompted this brief.

Listening to California’s IET Leaders: Purpose and Methods

The CAEP Technical Assistance Project (TAP) contracted with High Road Alliance (HRA) to listen to adult education practitioners about their experiences leading, building, and delivering IET programs, to glean lessons for the future of IET in California. In March through May 2022, HRA conducted thirteen interviews with program leaders (including consortium leads, school principals, community college deans, other program administrators, and instructors) and five virtual “listening sessions” on IET topics, engaging 47 practitioners. Interviewees were identified by CAEP, CDE, and CASAS as IET leaders. (The interview protocol is included in Appendix A.) The listening sessions were announced in the CAEP newsletter, on the CAEP website, on social media, and in email communications sent to CAEP consortium directors. (The content of these announcements is included in Appendix B.) CAEP TAP and HRA also convened four meetings of an advisory group composed of representatives of CDE, CCCCO, CASAS, CALPRO, and several adult education consortia, who contributed expertise to the framing of the brief, the key questions explored in interviews, and the themes and recommendations that emerged.

In all, interviews and listening sessions engaged 27 providers of California IET programs, representative of a diversity of program structures, partnerships, industry sectors, and funding models. Of these programs, 21 involved an adult school, 13 involved a community college, and 7 involved both these entities in program delivery. Nineteen of the providers used WIOA Title II Section 243 - IELCE funding to deliver IET programs. Among the eight providers who did not use IELCE funding, two had used it in the past but transitioned to use of CAEP funds for IET delivery; two received very small IELCE grants and were still exploring avenues to use them; three received no IELCE funding and found alternative ways to resource IET (such as CAEP and community college apportionment funding, for example); and one used an IET approach to deliver courses paid for by employers. (Several other adult education practitioners participated in listening sessions not to share their own experiences but to hear from more experienced peers, because they were new to IET.)

Due in large part to the predominant use of IELCE funds, interview and listening session participants generally described programs that aspired to meet IELCE requirements and to incorporate the elements of effective IELCE programs promoted by CDE. The IET activities described in this brief reflect this context, providing examples of IELCE in practice. For a variety of reasons, however, this brief also captures stories of IET programs along a continuum of full implementation, including programs that veer from the recommended IET models. The intent of this brief is to capture these voices from the field, highlighting the ways in which practitioners are fulfilling the intent of WIOA and CDE, as well as the ways they are innovating and adapting in response to local contexts.

Participants in interviews and listening sessions were invited to share strategies related to the following topics:

1. Overcoming obstacles and garnering support for IET at an institution or consortium
2. Adult education/community college collaboration for IET delivery
3. Funding and sustaining IET programs
4. Supporting and building the capacity of IET personnel
5. Supporting the enrollment and retention of students in IET
6. Connecting IET students to work or further training

This brief begins with a summary of the reasons providers offer IET, followed by an overview of the diversity of program structures, partnerships, occupations, and funding models seen among the providers who participated. The following section describes themes and promising practices that were heard during the interviews and listening sessions, related to each of the topics above. The brief concludes with recommendations drawn from the interviews and listening sessions to sustain and scale high-quality IET programs in California.

Why IET?

Interview and listening session participants articulated a large need that IET can address: to connect students with limited basic skills to quality jobs and careers. Some described hearing this need through community surveys, where lower-level students expressed wanting to move into careers and described language as a barrier to education and work. Others heard the need from employers who had difficulty hiring qualified workers, or who suggested the need for English as a Second Language (ESL) and career technical education (CTE) classes among their employees. Adult education administrators and teachers also saw a need for IET among students whose English levels prevented them from entering CTE programs, or who enrolled in CTE and did not succeed.

Four themes emerged in practitioners’ descriptions of why they pursue IET:

* IET is an *equity* strategy. By designing and delivering IET programs, adult educators intentionally remove historical barriers to in-demand employment and training for adults who otherwise might not meet educational prerequisites or skills qualifications, and who may benefit from support services on their path to a credential or degree.
* IET is a *transition* strategy, supporting adult education students’ entry into community college and advancement to college-level and career-oriented coursework.

* IET is an *acceleration* strategy in providing adult learners more rapid access to career education, college credit classes, and industry credentials through delivery of contextualized or linked basic skills instruction, elimination of prerequisites, and shortening of course sequences.

* IET is a *workforce and economic development* strategy, fueling the growth of industries that drive our state’s economy… with a deliberate focus on inclusion and access for adult education students.

As central as IET is to the mission and purpose of adult education, it is not achieved without significant effort. It is collaborative by design, spans traditional boundaries between disciplines and institutions, and requires deep levels of trust and understanding among its partners. It demands the investment of resources in program planning, design, and professional development, often over an extended period of experimentation and adjustment. Alignment with CDE-approved program models and identification of sustainable funding invites innovation. Practitioners described this effort as worthwhile and challenging; indeed, for many, the “why?” of IET drives a creative problem-solving approach to making it work.

California’s Diversity of IET Program Structures, Partnerships, Occupations, and Funding Models

**Program Structures**

Interview and listening session participants described a diversity of approaches to structuring their integrated instructional components. Two specific team-teaching models — *co-teaching* and *alternating teaching* — are allowable under California’s IELCE program. In either model, programs have various ways of scheduling and coordinating classes and instructional hours, and in the co-teaching model this includes varying degrees of teaching at the same time and in the same physical or virtual space.[[9]](#footnote-9) A co-teaching model – with basic skills and CTE teachers sharing some classroom hours – was described by only four providers; four others began their iterative IET design process with co-teaching, then backed away from the model due to cost, scheduling, personnel, or enrollment challenges. A few providers described wanting to arrive at a sustainable co-teaching structure but are struggling to find a way under current funding. Several were exploring solutions that did not meet IET requirements but brought some of their benefits to students; for example, questions were raised regarding use of a “professional expert” to bring industry expertise into the basic skills classroom, recognizing that this non-credentialed individual could not serve as a teacher of record and the program could not enroll students in a CTE course.

The approach described most often by IET leaders involves CTE and contextualized basic skills courses linked in the alternating teaching model, with both teachers dedicating time to collaborative instructional design and addressing students’ needs comprehensively. The basic skills courses varied in the level of contextualization to a specific occupation or industry: some involved deeply collaborative curriculum design based on a single CTE teacher’s guidance and instruction, while others (due to enrollment levels) supported IET students enrolled in several different CTE programs with less specific reference to CTE content. Some programs use the IET alternating teaching approach to enroll basic skills students in a general career exploration course, which may be the first step on a career pathway. During the COVID-19 pandemic, many IET programs adapted to deliver alternating teaching online, with some of those interviewed making use of online platforms through EnGen or Burlington English, for example, to supplement teacher-led ESL or CTE classes. The intensity of students’ participation in the alternating teaching model varied, since some did not elect to enroll in both the linked classes, or they enrolled in both but did not attend ESL classes as consistently as CTE classes.

A more unusual structure was described by several interviewees in which “one instructor with the required credentials for teaching both the occupational skills and adult education content delivers the instruction 100 percent of the time, either in virtual or physical spaces.”[[10]](#footnote-10) This was achieved by one adult school whose ESL teacher pursued two CTE credentials to offer the benefits of IET to her students. In other cases, this structure was not fully achieved, but creative efforts to deliver on it were pursued. For example, one CTE teacher, absent an ESL teacher in the classroom, enrolled in a short-term teaching-English-as-a-second-language program to better support his students. The clear benefits of this light-touch integration — and its limitations — suggest the need for further guidance and support for practitioners willing to innovate to address students’ basic skills and career education needs comprehensively.

**Education Provider Partners**

Interview and listening sessions participants described a variety of partnership approaches to IET delivery, each involving at least an adult school or a community college, and many involving both. Although a national study conducted in 2017 found only 13% of participating IET providers to be local school districts’ adult education programs,[[11]](#footnote-11) adult school-based models are prevalent in California because they receive the majority of WIOA, Title II and CAEP funds to serve these learners. The involvement of community colleges in IET was influenced by the size of their noncredit (adult education) basic skills and CTE programs, as well as by the depth of their collaboration with neighboring adult schools. Some adult schools described difficulty securing the interest of community college partners in supporting programs for students the college considered not college-ready, or in expanding noncredit offerings; while some community colleges described a lack of capacity among their adult school partners to align with career pathways. Some mentioned a desire to collaborate, both for students’ benefit (i.e., easing transition to postsecondary) and to leverage additional resources across education systems. A benefit described by some collaborative adult school/community college programs was the ability to offer in-person courses flexibly at either campus; for example, one adult school invited its nearby college’s Personal Care Assistant program to take place at the adult school, next door to the ESL classroom where students were already comfortable. In another case, the college CTE class offered at the adult school was taught by an adult school teacher whose CTE credential meant she could be hired by the college.

A few of those interviewed described partnerships with local workforce development boards, community-based organizations, or private training providers, in addition to core education provider partners. For example, one adult school’s ESL program in the local jail established a team-teaching agreement with a Custodial CTE program offered by a private training provider contracted by the school. Several robust IET programs partnered with CBOs to provide wraparound support to students — and often utilized flexible grant funding for service delivery. And as discussed below in relation to facilitating students’ transition to employment, strong IET programs described partnerships with employers and with WIOA Title I-funded local workforce development boards (LWDBs).

**Industries and Occupations**

Table 1 shows the great diversity of IET industries and occupations described by interview and listening session participants. The highest number of IET programs were mentioned in Personal Care Giver, followed by Early Childhood Education and Introduction to Healthcare. (The 2017 CLASP study of IET programs nationally found over half of providers offered IET training leading to a Certified Nursing Assistant (CNA) credential, and a third offered programs in welder, medical assistant, and office specialist occupations.[[12]](#footnote-12)) Other IET programs span a wide range of industries, reflective of regional economies and program capacities. As noted above, most of these programs were funded with IELCE dollars and thus enrolled English language learners seeking employment in these industries.

**Table 1. IET Industries and Occupations**

|  |  |
| --- | --- |
| Industry | IET Occupations |
| Healthcare | * Personal Care Assistant/Home Care Assistant (7)
* Introduction to Healthcare/Medical Terminology (4)
* Pharmacy Technician (3)
* Behavioral Health (1)
 |
| Business | * General Office Clerk (2)
* Banking (2)
* Workforce Digital Skills (2)
* Business Technical Skills/Communications (2)
* Digital Media (1)
* QuickBooks (1)
* Entrepreneurship (1)
 |
| Manufacturing and Skilled Trades | * Automotive (3)
* Construction (2)
* Manufacturing/Precision Machining (2)
* AutoCAD (1)
* Trades Technician (1)
* Industrial Refrigeration (1)
 |
| Service | * Custodial (3)
* Hospitality/Food Service/Culinary (2)
 |
| Education | * Early Childhood Education (5)
* Parent Educator/Para-educator (2)
 |
| Agriculture | * Farmworker (1)
* Horticulture (1)
 |

**Funding Models**

As appears to be true nationally,[[13]](#footnote-13) IELCE allocations under WIOA, Title II Section 243 are the most common source of dedicated IET funding in California. This has largely driven the focus on IET that is for English language learners, provides ESL instruction, and is delivered by credentialed ESL and CTE teachers through adult schools and community college adult education divisions. Because of its requirements and because IELCE rarely covers all costs of IET design and delivery, California providers have devised a plethora of creative approaches to funding IET, as shown in Table 2. [Not all of the models described below are currently in practice, since some practitioners described previous approaches.]

**Table 2. IET Funding Models**

|  |  |  |
| --- | --- | --- |
|   | Basic Skills | Career Education |
| Alternating Teaching | WIOA, Title II - Section 243 | CAEP  |
| WIOA, Title II – blend of 231/243 on days of general/contextualized ESL | CAEP |
| WIOA, Title II- Section 243 and CAEP and adult school general funds | CAEP and adult school general funds |
| WIOA, Title II- Section 243 | Community college apportionment (FTES) or Career Development and College Preparation (CDCP) funds |
| WIOA, Title II- Section 243 or CAEP | College Basic Aid |
| WIOA, Title II- Section 243 and CAEP | Community college Full-Time Equivalent Students (FTES)  |
| WIOA, Title II- Section 243 | Private grant through community partner |
| CAEP and adult school general funds | WIOA, Title I Individual Training Accounts (ITAs) |
| FTES | FTES |
| FTES and WIOA, Title II- Section 243 | FTES |
| Contract education\* | Contract education |
| Co-teaching | WIOA, Title II - Section 243 | CAEP |
| CAEP | FTES |
| WIOA II- Section 243 or CAEP, with overlapping co-teaching hours "donated" | CAEP |
| Apprenticeship Related Supplemental Instruction (RSI) - adult school | Apprenticeship RSI - college |
| CAEP\* | Private grant funding for a non-credentialed second ESL teacher/industry professional |
| Contract education\* | Contract education |
| CAEP or FTES\* | College funds for non-instructional “professional expert” |
| Single Class | WIOA, Title II- Section 243 or CAEP (Single teacher class taught by ESL teacher with CTE credential) |
| Contract education (Single teacher class taught by bilingual CTE teacher who has completed short-term VESL training) \* |

\* Note that these IET approaches would not be eligible to receive WIOA, Title II - Section 243 funding.

Keys to implementing IET

Interview and listening session participants shared success stories and promising practices, as well as challenges related to designing and implementing IET programs. The following section describes themes that emerged from practitioners’ stories and that could inform future directions for IET in California. An overarching theme of this section is the creativity with which California's IET leaders are uncovering the potential of IET, embracing IET requirements and adapting key elements to local contexts and working to address the persistent needs IET can solve.

Keys to implementing IET that were raised by interviewees are discussed here in the following areas:

1. Collaborative partnerships

3. Teacher recruitment and training

4. Student recruitment and enrollment

5. Retention support

6. Support services to connect students to work

7. Support services to connect students to further training

**(1)** **Collaborative partnerships**

A point expressed by many who shared their stories is that successful IET programs challenge the boundaries of traditional educational system structures in California. At a single adult school or college, IET can bring basic skills and CTE instructors together to address students' needs holistically. IET can also span adult education and post-secondary education systems, overcoming bureaucratic barriers to collaboration and bridging the gap between institutions. This collaboration requires trust, understanding and an open mind… and potentially allows students to reap the benefits of all partners.

Building and supporting IET programs is not easy work and may take years to yield results. As one administrator expressed in an interview, "A lot of effort goes into having the IET connections happen at all." Interviewees spoke about the sometimes-difficult paths to establishing trust and commitment to IET across institutions; for example, one adult school met resistance to pairing its ESL class with a CTE class at a college that itself offered ESL. Also, navigating the complexities of IET design can uncover any number of technical challenges, such as scheduling instructional and planning hours, securing new college course approvals, managing student eligibility under multiple programs, and ensuring minimum class sizes. IET program personnel who overcame these barriers said a key to lasting success is effective and on-going collaboration. This involved having determined champions, conducting advocacy and relationship-building to establish understanding and buy-in, defining clear roles across partners, holding regular meetings, and maintaining open communication, and establishing a shared vision and goals. Several interviewees described the importance of leaders who value cross-system collaboration, and of staff positions dedicated to sustaining partnerships and carrying out the vision. "It comes down to individual relationships with people," said one adult school principal.

Mt. Diablo Adult Education and Diablo Valley College (DVC) began offering IET twelve years ago to prepare English learners who would not otherwise have sought out postsecondary education for success in the DVC Early Childhood Education Certificate Program. Although personnel have changed over the years, the steady leadership of the program’s Steering Committee has helped weather transitions. Each month, the Steering Committee convenes college and adult school teachers, along with coordinators/administrators from both institutions who hold the big picture vision and decision-making authority needed to sustain the program. When teachers have needed support — or when they have raised concerns about student needs — the Steering Committee has sought solutions. And when a critical private grant came to an end, the Steering Committee identified alternative funding so the program continued uninterrupted.

Numerous examples were given of the power of the *adult education consortium* to realize the IET vision. For the past six years, California has invested in a consortium structure that distributes funding and incentivizes planning and reporting of adult education activities at the regional level. In regions where the consortium has established collaborative structures to facilitate student transitions — for example, by funding transition specialists, establishing articulated career pathways, co-locating classes and services, and enabling dual enrollment — IET programs were also facilitated. For example, one administrator described how IET programs helped the consortium to further a shared goal to “enroll students in both adult school and community college courses, coordinate, and co-teach. More programs want this cross-system experience for students in adult education, so they can have an opportunity to explore careers, decide if they want to pursue them, and eventually get to credit certificates and degrees.”

The South Bay Consortium for Adult Education (SBCAE), a coalition of five adult schools and two community college districts, offers an Early Childhood Education IET program that demonstrates a highly collaborative adult school/college approach to integrated instruction and services. Students who are English learners and aspire to a teacher assistant certificate learn about the program through Campbell Adult and Community Education or Mission College. Following an orientation meeting with transition specialists from both the adult school and the college, students receive assistance to enroll in both institutions: in contextualized ESL for Childcare courses at the appropriate level, and in two semesters of credit-bearing Child Development classes in preparation for a preliminary childcare permit. The courses share a single set of learning objectives, and the ESL teacher participated in Child Development courses to align curriculum. Students receive on-going support from the transition specialists, guiding them toward the permit and continuing college education. Keys to success? Program staff say locating college classes at the adult school campus, investing in top-quality integrated curriculum development, and fostering a deep understanding of the roles of each collaborator have paid off and will nurture the future growth of IET across the consortium.

Strong IET programs exist within the walls of a single institution; in fact, twenty of the participants in interviews and listening sessions described programs delivered by either an adult school or a community college that they believed fulfilled IET objectives. Several of these involved community colleges with strong noncredit divisions, where IET facilitated transition from adult education to postsecondary, credit-bearing classes within the college. In adult schools, IET programs sometimes leveraged a school’s internal CTE capacity. Single-institution programs identify barriers to cross-system collaboration in the distance between campuses, differences between calendars (course start/end dates, semesters vs. trimesters), and uncertainty or confusion about how collaborative funding and reporting could work. College IET programs are unlikely to reach students with basic skills levels as low as the adult schools, but they benefit from different funding streams than the adult schools' and may face fewer barriers to hiring CTE teachers. Programs offered entirely by an adult school bring the benefits of CTE directly to their basic skills students; however, these programs may be harder to sustain financially than those fueled by college apportionment funding, and they may have more difficulty connecting IET graduates to continued career education and stackable credentials.

**(2) Teacher recruitment and training**

The *people* behind IET make it work: teachers, counselors, coordinators, and organizational leaders. Their individual assets, woven together in collaboration, are at the heart of the approach. Interview and listening session participants spoke about their challenges and successes identifying IET team members and ensuring they received training and support to deliver quality IET programming.

A recurring theme was the challenge of IET teacher recruitment. Several interviewees at adult schools spoke about difficulties hiring and retaining teachers (especially teachers with CTE credentials) due in part to the higher wages offered to community college teachers – not to mention professionals employed in their CTE field – and to the credential requirement at adult schools. Even adult schools and colleges with good numbers of existing basic skills and CTE teachers described the challenge of assembling an IET team. Reasons given for this include:

* the extra time required for teachers to prepare IET curriculum and lesson plans (and, in some cases, a lack of resources to pay teachers for this extra time)
* logistical demands of offering IET classes at coordinated times and locations
* teachers' reluctance to yield control of curriculum and instruction in a co-teaching environment
* limited understanding of or commitment to IET, or
* personality differences that affect teacher collaboration.

Lack of a qualified teacher can limit a program’s growth or lead to its end. But in some cases, providers found creative solutions to establishing their IET teacher team. For example, one IELCE-funded institution started a teacher recruitment task force to bring attention to the issue. Another supported its basic skills instructor’s pursuit of CTE credentials, permitting her to deliver IET instruction in a single course. Several institutions identified alternatives to IELCE funding that permitted greater flexibility in teacher hiring: one engaged employers to pay for contract education, and several hired "professional experts' from industry to assist in the basic skills classroom — approaches that demonstrate resourcefulness in integrating basic skills and workforce training but may compromise the quality provided by two credentialed teachers.

Pleasanton Adult and Career Education collaborated with other local organizations to design a successful team-teaching arrangement for its Adults with Disabilities (AWD) program that leveraged adult education, community college, and community-based organization (CBO) resources. Young adults with moderate disabilities enrolled in a college course, Adaptive Horticulture, to learn about gardening and prepare for work-based learning at the farm of a CBO partner. The adult school hired a credentialed K-12 Special Education teacher to collaborate on curriculum development and co-teach in the Horticulture classroom. So, while the program structure does not meet California’s IELCE requirement of serving ESL students, it brings the benefits of teacher collaboration and co-teaching to a high-need, adult student population.

IET instruction requires specialized skills and experience, and the importance of teacher professional development was well recognized by interviewees. CALPRO's IET implementation clinic is a valued and sought-after resource. IET providers also deliver their own training and support. One district has developed a 15-hour IET training over three sessions, where teacher teams learn about co-teaching, practice it, and plan their own IET courses. Some providers arrange for CTE and basic skills teachers to cross-train each other, or to sit in on each other's classes. In a few examples, a teacher pursued additional training so that they could teach both basic skills and career education, or to further curriculum integration in their classroom. For example, one Spanish-bilingual Automotive instructor completed a two-day training on VESL methodology to better support the development of his students’ English skills. At one adult school, an ESL teacher pursued teaching credentials in Business and Early Childhood Education to facilitate her own IET instruction.

San Diego College of Continuing Education (part of the San Diego Community College District) used flexible Strong Workforce Program dollars to lay the groundwork for robust instructor collaboration in its Automotive IET program. First, the Auto teacher spent 20 hours training the ESL teacher in the technical content covered in the department's introductory CTE course. This created a space for dialogue about the math and language skills necessary for success in the course. Each teacher also spent time in the other's classroom, observing student-teacher interaction and noting opportunities to integrate instruction. The pair then developed curriculum for pre-taught ESL and co-taught Automotive classes. “It’s important to make the commitment to work together for more than a semester,” said the ESL teacher. “Make the commitment to the faculty team, to learning your own material and the best way to compliment your partner.” As student needs for math support emerged, the CTE instructor was able to follow a similar approach with a new Adult Basic Education instructor partner.

IET partners' considerable investment in professional development has not been without risk. High teacher turnover can mean that trained teachers move on, requiring a program to start over to recruit and train its team. One program dedicated resources to teacher training for a program that then didn't generate student interest and enrollment. "We paid a lot to have instructors shadow," said the program administrator, "for low results." Examples like this underscore the importance of student needs assessment, to confirm interest and readiness before a program begins. They also suggest the value in building the capacity of an entire IET team, inclusive not only of instructors, but also of institutional leaders, administrators, counselors, front desk staff, and data coordinators, who share the commitment to IET and can together adjust and adapt as programs grow.

Many interviewees emphasized that paid time for teacher collaboration – both initially and throughout a course – is essential to IET programs. Successful programs paid teachers to review lesson plans and to raise and address student challenges together. Some programs emphasized the benefits of including administrators or advisors in these meetings, while others reserved the space for teachers. What were described as the outcomes of this time together? In a co-teaching environment, teacher prep was said to be critical to establishing "equal footing" between the CTE and ESL teachers, so that lessons drew from both teachers' expertise and demonstrated to students the interrelated nature of content areas. In an alternating teaching setting, interviewees described teacher collaboration as equally important to the contextualization of language instruction and support for students' success in CTE courses, as teachers heard from each other how best to "link '' what they delivered to what the student experienced in paired classes. Said one administrator, "When grant funding ended, we considered creating a manual to remove the need for teacher collaboration but decided there is no alternative to teachers collaborating." In fact, one community college described teacher collaboration as a cost-saving measure, as it allowed for effective alternating teaching in place of more resource-intensive co-teaching. Only one of the interviewees described no need for teacher collaboration time: their ESL teacher took an entire sequence of CTE courses and developed a customized, contextualized ESL curriculum, which is now offered as a separate but linked class. Challenges mentioned related to teacher collaboration included coordinating schedules and covering costs, particularly for adult school teachers with maximum hour limitations.

Baldwin Park Adult School launched its IET programs using ESL co-teaching in CTE classes that enrolled both ESL and non-ESL students, but the approach was costly and student feedback about the integrated instruction experience was mixed. Teachers curious about alternative approaches pivoted to offer a four-hour-per-week English class for ESL students enrolled in any of the school's CTE programs. Now, a monthly meeting convenes all ESL and CTE teachers involved in the programs to discuss students' basic skills needs. CTE teachers share what they observe about ESL students’ progress and needed support, and ESL teachers design highly responsive lessons based on these group discussions.

**(3) Student recruitment and enrollment**

Many interviewees described difficulty maintaining sufficient student enrollments in IET programs. One reason cited is that communicating to students the purpose, expectations, and opportunities of IET is not easy. Clear and consistent messages need to come from teachers, counselors, front office staff, administrators, and marketing materials, so that students understand what IET involves, the commitment needed, as well as how IET can accelerate their progress toward education and career goals. Another recruitment challenge for IET programs lies in identifying full cohorts of students with common ESL and CTE course interests and needs, especially in smaller or remote schools. IET was described as especially hard to recruit for due to the number of required hours for both ESL classes and CTE classes (with a minimum of 30 instructional hours necessary to document completion of a COAAP), some students' higher interest in CTE than in ESL (which may be a requirement for participation), difficulty scheduling collaborative classes at times convenient for two teachers as well as students, and accounting for adult students’ multiple work and family time commitments. It is worth noting that staff of programs with low recruitment were not always able to explain *why* they were under enrolled, suggesting the need to hear more from students about their interests and possible barriers.

Institutions offering IET programs often publicized them actively. Recruitment strategies described by interviewees included announcing classes in both adult school and college catalogs (or at multiple adult schools), identifying incumbent workers through employer partners (possibly paid by their employers for time in training), offering video sessions with teachers demonstrating their co-teaching approach, and publicizing through student support staff prepared to help students overcome barriers to participation. An advantage of active IET recruitment campaigns was that they brought in students beyond those currently enrolled in basic skills classes, including working adults with interest in entering or advancing in careers: one K-12 district is recruiting among classified staff at the district itself, which has agreed to tie relevant training completion to pay raises.

Most IET programs recruit and serve English language learners, in part because CDE’s WIOA, Title II Section 243 funds are restricted for these students. Several interviewees expressed similar need for IET among other adult education students, such as those pursuing a high school diploma or GED whose pathways to employment could be shortened by contextualized and integrated instruction. Some programs allocated other funding, such as WIOA, Title II Section 231 or CAEP, to implementing programs for non-ESL students, or for mixed groups of ESL and non-ESL students.

 Castro Valley Adult and Career Education, believing in the value of IET, has accepted smaller enrollments in IET courses, at the same time they have innovated to increase enrollments and sustain the IET model. Whereas intake used to take place just prior to each semester start, now programs are marketed year-round, and intake occurs more frequently. In IET programs with multiple CTE courses, the school staggers cohort sequencing so that each course enrolls a mix of both first semester and second semester students for higher total numbers. A careful review of IELCE and district policy confirmed that students who test out of traditional ESL classes may enroll in WIOA, Title II-funded IET programs and ESL, broadening the pool of qualified IET candidates. Most recently, the adult school is exploring the use of online CTE modules for English learners, to enable the enrollment of small numbers of students in asynchronous CTE and a synchronous ESL class that supports learning across CTE occupations.

**(4) Retention support**

Attendance and retention in IET classes were also described as significant challenges. A transition advisor explained, “It’s an easy sell to enroll students in IET, but we need to do a lot of case management and monitor attendance…” One community college launched a program developed through extensive teacher collaboration, with students recruited through a thorough vetting process involving individual interviews and ESL assessments, yet less than half of the enrolled students completed. The most common reason cited for retention challenges is simply the complexity of adult students' lives, which typically involve juggling work, family, and school schedules and priorities. In response to this, successful programs fine-tuned their IET program designs, shaping more student-centered models. They shortened CTE program length; staggered required courses for less intensive scheduling; offered asynchronous online or hybrid course options; and secured funding for stipends or cost reimbursements. One program adapted to the conditions of the COVID-19 pandemic by offering all ESL and CTE classes online, with limited hands-on hours on campus, and celebrated 100 percent of students completing. Schools also prioritized student services to monitor and support attendance, goal setting, and transitions to next steps on career pathways.

Barstow Community College is just beginning to build its first IET program — a Trades Technician certificate program linking the college’s noncredit ESL and CTE courses — and is intentionally integrating retention support from the outset. Thorough orientation and assessment will take place through the college’s new ESL Student Success Center, which will promote the IET program. In response to needs called out by students during the region’s CAEP three-year planning process, the Center will connect IET students to tutoring, mentoring, counseling, and support groups. It will also encourage students to access supports like a food pantry, childcare, and mental health services. Bilingual counselors will build trust with IET students and help them to create an Education Plan directed toward their career goals.

Interviewees articulated the role of high-quality instruction — tailored to the needs of working adult learners — as a contributor to student completion and success on career pathways. They described instructional strategies such as focusing ESL instruction on very practical language needed for and applied to work; integrating math as well as English in IET programs, whether formally or informally in ESL classes; and prioritizing cultural competency and respect in the classroom. For example, one ESL teacher supporting a linked CTE class began including math in her lessons in response to student requests. IET teachers also emphasized the value of integrating ESL with hands-on career education, thereby motivating students to learn English in context, in contrast to requiring lengthy ESL sequences prior to entering CTE. As one administrator described, "If [IET students] use their hands and like it, then they want to know why. They're self-motivated to learn English. If they're incorporating this thing that they want to do for the rest of their lives — responding to real practical needs — now that confidence steps up… and gets them moving forward."

Hartnell College runs IET programs for agricultural workers through contract education, paid for by employers. ESL and CTE curricula are highly responsive not only to the wishes of the companies, but to the voiced needs of workers themselves, who requested that technical content be offered in English, not in Spanish, with accompanying support for language acquisition. A college ESL teacher collaborated with the company’s technical trainer to integrate content relevant to agriculture and its language context; now, ESL instruction is specific to workplace needs and the CTE class incorporates language support. The instructors respected students' cultural assets and extensive knowledge of the agriculture industry, included families in training activities when possible, and saw results in terms of students' commitment to learning and persistence in training.

**(5) Support services to connect students to work**

Not all IET programs connect participants directly to work experience and employment, though the need for these connections is described as a primary reason for offering IET. Among programs included in interviews and listening sessions, some were quite new, having graduated only a cohort or two, and connections to employer partners were not yet strong. Concerns were expressed that IET providers (particularly adult schools and noncredit college programs) are rarely resourced or equipped with staffing expertise to develop and sustain employer relationships. In cases where programs attempted to connect graduates to employment, some confronted students’ inability to commute far distances, or their lack of right-to-work documentation. The need for job placement assistance, work experience, and other employment services for IET students was unquestionable, and this remains an area for further capacity-building and guidance.

IET programs with successful internship and job placements typically have close relationships with one or more employers and a history of placing program graduates. They select IET occupations with attention to local hiring demand and tailor instruction in response to employer input. Some programs invite speakers from industry to present to students or ask employers to regularly inform the school about job openings. One program described inviting a legal aid provider to meet with students about their legal status and opportunities to work in the industry. Another well-established IET program is in conversation about offering community college Work Experience internships to IET students.

Los Angeles Unified School District’s Department of Adult and Career Education (DACE) has established a close partnership with the mayor’s office to connect graduates of its Early Childhood Education IET program to job preparation activities and job opportunities with the Los Angeles County Office of Education. A second DACE IET program is run in partnership with Hospitality Training Academy, a labor-management training partnership that facilitates access to classroom kitchen facilities for classes co-taught by a working chef, leading graduates directly into union jobs with participating employers.

A largely untapped resource among IET programs is the public workforce development system and its America’s Job Centers of California (AJCC), which provide job placement assistance using WIOA, Title I funding for which many adult education and community college students qualify. Among examples shared in interviews and listening sessions, one IET program enrolled its students in WIOA, Title I to secure funding for work uniforms. An adult school integrating contextualized ESL classes with short-term AutoCAD and QuickBooks training secured inclusion of the CTE classes on the state’s Employment Training Provider List (ETPL), assuring eligible students’ eligibility for WIOA, Title I-funded Individual Training Accounts (ITAs) and career services.

**(6) Support services to connect students to further training**

Some IET programs intentionally connect participants to longer-term training through the community college and support this through a variety of transition supports, including integrated counseling, college enrollment assistance, a college prep course, and credit by exam. However, several interviewees said the next steps on career pathways at the community colleges are not always clear, or provide insufficient language support, or that they have been unable to track the long-term education or employment outcomes of IET students. "We lose students at the point of transition to college enrollment," said one program administrator. One adult school principal described guaranteeing students a refund of fees if they completed a CTE sequence leading to certification. At another adult school, an IET bridge program linked directly to a CTE course sequence offered by the college with on-going ESL support; this adult education consortium identified a goal of scaling and extending its CTE pathways so that each begins with a similar IET bridge.

Several successful practices shared in interviews align with the commitments of adult education consortia to facilitate student transition to post-secondary education. Several interviewees offered IET programs that introduced students to the first courses on a college CTE pathway, and some led to an industry certification that is "stackable" toward a community college certificate or degree. One college used credit-by-exam to award college credit for noncredit IET classes. Student support services were offered to students considering their next steps: transition specialists met with students near the end of IET training to map a plan and to complete college enrollment, and concurrent college prep courses prepared IET students to transition. In some cases, the adult school itself offered short-term CTE programs and certification testing leading to immediate employment, with the aim of lessening the need for college enrollment.

Fremont Adult and Continuing Education partnered with Mission Valley Regional Occupational Program (ROP) to design an Introduction to Medical Terminology and Pharmacy Technology for Advanced English Language Learners IET program. The 12-week evening program builds knowledge of key medical terminology and concepts while reinforcing English reading, writing, and basic math skills used in medical settings. Students who complete the program are accepted into Mission Valley ROP’s Pharmacy Technology course, which qualifies students to enter an externship, take the Pharmacy Technician Certification Exam, and apply for entrance to the University of California or California State University system meeting the Area G requirement.

Recommendations to scale IET implementation

The interviews and listening sessions suggested several recommendations for consortium and institutional leaders and policymakers interested in sustaining and scaling IET. To grow IET programs in California, this approach must work for students, for teachers, and for educational institutions. It must be financially sustainable. And providers must have access to current guidance and technical assistance related to effective IET practices. Recommendations are summarized in the four areas below.

1. **Hold up a vision of IET as an equity strategy**

Successful IET programs point to a high-functioning team behind their ability to deliver high quality training. This collaborative entity requires leadership and an ability to move on key decisions. It also needs to hold a collective vision and shared goals across its members — the guideposts that hold the initiative together when it must problem-solve and course-correct.

A vision voiced strongly by interviewees describes IET as an *equity* strategy. Partners that had reviewed student data and thought hard about who completes career education and who doesn’t, who gains employment and who doesn’t, who transitions to post-secondary education and who doesn't... these teams saw in IET the potential to accelerate progression from basic skills education to applied, technical skill-building, and to overcome the barriers many adult education students face to enter and advance in the labor market. These teams understood IET among an array of transition supports — co-located classes and services, bridge and pre-apprenticeship programs, dual enrollment initiatives, and other efforts designed to transcend historical boundaries between adult and post-secondary education.

Holding this common vision can equip an IET team for the strategic thinking and actions necessary to sustain and scale IET programs, even when these require extensive effort, investment, and persistence. Said one adult education program’s IET teacher advisor, “I go back to the equity framework we use… Without that vision, my job would be much more difficult. When people buy into that vision — supporting ESL students down the career pathway — then we can look at the assets we use to do that. IET is one of those.” IET as an equity strategy may justify investment of dedicated equity funds (such as the California Community Colleges’ Student Equity and Achievement (SEA) or Guided Pathways funding) or of other flexible resources, such as CAEP.

1. **Encourage allegiance to key IET elements *and* creativity in IET design**

IET practitioners in California have access to a wealth of resources disseminated by CDE, CALPRO and CASAS — as well as others available nationally — to support the design of programs aligned with WIOA and state regulations.[[14]](#footnote-14) Allegiance to the sanctioned IET elements maintains a standard of quality. Participants in interviews and listening sessions revealed, though, that their work to achieve this standard at times went against the grain of structures and practices at the hearts of their institutions — forging alliances across departments and consortium members, bringing teachers together in new ways, and connecting students to support and employment opportunities beyond the school campus. Interview and listening session participants suggested that leaders and advocates — at the local, regional, or state level — can support the scaling of high-quality IET programs by facilitating and incentivizing the design of comprehensive, research-based, and state-approved programs that overcome these challenges.

Practitioners also described ways they applied creativity and a think-outside-the-box approach to designing programs that achieve the intent of WIOA and IET by innovative means. For example, in response to student and teacher feedback, some programs granted flexibility in their structure — by encouraging an ESL teacher to integrate math instruction, for example, or by enrolling non-ESL students alongside English learners. Some programs invested heavily in their teachers, paying for atypical teacher collaboration and curriculum development hours. IET programs wove in counseling support and integrated hands-on work experience and direct connections to employment — taking the “integrated” in IET several steps beyond the three basic instructional components and embracing partnerships with employers, workforce system partners, and community-based organizations. They designed accessible programs, responsive to barriers to adult student success, by introducing online and hybrid course alternatives, or by realizing the IET “gold standard” of co-teaching CTE and basic skills in one classroom, lessening time required and reducing scheduling complications. While practitioners must be encouraged to abide by federal and state IET guidelines, they also should be applauded for going a “step beyond” to make IET work for their students and their communities.

1. **Use braided funding models for IET**

Many IET programs have come about thanks to the dedicated funding provided by WIOA, Title II, Section 243, or IELCE. IELCE funds instruction when it is offered in alternating or co-teaching contexts. With attention to the many components that make IET rich, programs in California also use IELCE funds for teacher collaboration, program design activities, and student support services, as described in this brief.

But not all adult education providers have applied for IELCE funding, and IELCE comes with limitations, namely its restricted use for English language learners in California. Fortunately, as the interviews and listening sessions showed, braided funding models can complement or reduce reliance on IELCE, and other resources available in California to support IET success and scale have not been fully utilized. By creatively blending resources, IET programs can reach more students who could benefit from IET, deliver the highest quality instruction, and help these students reach their education and career goals. As shown in Table 2, programs are layering IELCE with CAEP funds. Other CTE funding can be acquired through WIOA, Title I (ITAs), SWP, Perkins, or community college apportionment dollars. Education providers with strong employer partnerships can leverage their contract education divisions to secure employer payment, or work with employers to solicit Employment Training Panel (ETP) funds for work-related training. Additional resources are available for training-related work experience and internships (such as through community colleges’ work experience programs), or for on-the-job training (such as through local workforce development boards). Programs that do not rely solely on California’s IELCE funds can extend the benefits of IET to other student groups beyond ESL, including ABE and ASE students, incarcerated students, and adults with disabilities.

1. **Build Capacity to Lead, Design, and Deliver IET**

Additional state-level guidance — including explanation of relevant regulations and examples of effective practices — is needed to encourage and facilitate more expansive adoption of IET, and more extensive and creative collaboration between adult schools and their community college partners. This information can include practical, nuts-and-bolts explanation of IET funding models, data collection, and reporting structures. It can also illustrate how high-functioning adult education consortia leverage the strengths of their members, enabling students to tap the benefits of all. These forms of guidance can support the sort of trial-and-error innovation that generates learning and builds the field of IET aligned with state and federal regulations. Across the state, increased capacity to collaborate and innovate will support the scaling of IET, particularly IET programs that lead to living wage employment via CTE training on post-secondary career pathways.

Several specific capacity-building and technical assistance requests were heard in interviews and listening sessions, suggesting opportunities for additional investment in these areas:

* a comprehensive library of available training resources
* a repository of integrated basic skills/CTE curricula
* a platform for shared access to online IET courses and materials
* additional case studies of effective IET program models, expanding upon the CASAS Promising Practices and videos
* a list of existing IELCE programs in California, with contact information
* expansion of CALPRO implementation clinics (both additional sessions of the existing clinic, and a new module on IET leadership)
* a peer learning group addressing IET topics.

Conclusion

California’s adult education providers and community colleges have achieved a rich variety of IET programs, preparing basic skills students for careers in some of the state’s fastest growing industry sectors. This is a strong foundation for growth. Learning from each other, and with guidance from state system leaders, IET practitioners — whether funded by IELCE or by other sources — will continue to uncover what works for students in their communities, and to share among peers what could be replicated and scaled for greater impact. They will continue to build collaborative structures — united around a common equity agenda — that will realize the potential of IET. The coming years’ IET leaders will bring their originality to what remains fertile ground for innovation, building on the strengths of adult education consortia and demonstrating the potential of IET to bridge more students to their career goals.

Appendix A: Interview Protocol

1. What is the current status of IET programs at your institution or consortium?
	1. Do you currently receive WIOA, Title II Section 243 IELCE funds? If so, what are your current IELCE-funded programs and what role does IET play in them?
	2. Do you currently offer IET programs that are not funded by IELCE? If so, what are they?
	3. How many years have you been offering IET programs?
2. Why do you offer IET? What needs do your IET programs aim to address (students, employers)?
	1. What students do you aim to reach and serve?
	2. How do you identify and address employers’ needs?
	3. How successful have your programs been at meeting these needs?
3. What are the key elements of effective IET programs?
	1. How is collaboration structured?
	2. Who are other key partners?
	3. How is faculty buy-in and ownership fostered?
	4. What is the approach to integrating CTE and basic skills instruction (co-teaching, alternating teaching…)?
	5. How could your programs be replicated and scaled to serve higher numbers of adult students?
	6. What professional development (paid planning time, coaching, instructor training) is offered?
	7. What student services (academic, retention supports, employment services) are offered?
	8. What work-based learning/internships/connection to work are offered?
	9. How is funding sustained?
4. What are the challenges associated with running or expanding your IET programming? Have any of these prevented you from offering or expanding IET programs?
5. What are your hopes or goals for IET programming in the future?
	1. What are the next steps for you and your programs?

Appendix B: Listening Session Invitation Text

Dear Colleague -

I am writing to invite you to participate in a new effort to identify and elevate effective practices, challenges, and opportunities related to the implementation of ***Integrated Education and Training (IET)/Integrated English Language and Civics Education (IELCE)*** in California. [High Road Alliance](http://www.highroadalliance.org/) (HRA) has been contracted by the CAEP-TAP to conduct a series of listening sessions to hear from practitioners about your experiences with IET/IELCE.

Between March 28 and April 7, HRA will host six listening sessions on different topics related to IET/IELCE. Brief descriptions and sample questions for each session are provided below. *You are invited to attend any or all of these sessions, according to your interest and availability*. Please click on the links below to register.

We know your schedule is busy, so thank you in advance for responding.  Your assistance with this effort is much appreciated!

Sincerely,

CAEP TAP

Listening Session A: Strategies to overcome obstacles and garner support for IET/IELCE at your institution/consortium

Monday, Mar 28, 2022, 1-2pm

Registration Link:

* How have you identified champions and leadership for IET/IELCE?
* How have you built organizational capacity to grow and sustain IET programs?
* How have you supported approval of IET courses?

Listening Session B: Strategies for adult education/community college collaboration for effective IET/IELCE delivery

Wednesday, Mar 30, 2022, 1-2pm

Registration Link:

* What have been successful models of collaboration across college and adult education programs?
* How have you leveraged the strengths of college and adult education instruction and services?
* What challenges have you overcome to foster this collaboration?

Listening Session C: Strategies to fund and sustain IET/IELCE programs

Thursday, Mar 31, 2022, 1-2pm

Registration Link:

* What various funding sources have you braided to support IET/IELCE?
* What challenges have you faced to grow or sustain IET/IELCE programs?
* How have small and/or rural IET programs been supported and sustained?

Listening Session D: Strategies to support and build the capacity of IET/IELCE personnel

Monday, April 4, 2022, 1-2pm

Registration Link:

* In what ways have you recruited and oriented personnel to the IET approach?
* How have you supported instructor collaboration and co-teaching?
* What professional development have you found to be most effective?

Listening Session E: Strategies to support the enrollment and retention of students in IET/IELCE

Wednesday, April 6, 2022, 1-2pm

Registration Link:

* How have you generated student interest in IET/IELCE programs?
* How have you addressed challenges to student retention in IET?
* How have you structured your IET/IELCE programs to be accessible to diverse student populations?

Listening Session F: Strategies to connect IET/IELCE students to work or further training

Thursday, April 7, 2022, 1-2pm

Registration Link:

* How have you engaged industry and local employers in your IET/IELCE programs?
* How have you leveraged the public workforce system?
* How have you facilitated students’ transition to employment or further training?

Appendix B: IET Resources

U.S. Department of Education and National Resources

U.S. Department of Education IET Design Toolkit: <https://www.oregon.gov/highered/institutions-programs/ccwd/SiteAssets/Pages/abs-resources/IET-Toolkit-508%20Sept2021.pdf>

Center for Law and Social Policy (CLASP) IET Defined: <https://www.clasp.org/wp-content/uploads/2022/01/3.21.18_definingIET.pdf>

CLASP IET Brief: <https://www.clasp.org/sites/default/files/public/resources-and-publications/publication-1/Integrated-Education-and-Training-A-Career-Pathways-Policy-Practice.pdf>

# Compendium of Innovative Practices: Adult Education Bridge Programs and Integrated Education and Training (IET) Programs: <https://lincs.ed.gov/professional-development/resource-collections/profile-8808>

CALPRO Resources

IET Brief: <https://calpro-online.org/documents/CALPRO2017Brief-IET-508.pdf>

IET Video Library: <https://www.calpro-online.org/onlinevideolibrary/iet.aspx>

IET Resource Page: <https://www.calpro-online.org/onlinevideolibrary/additional-iet-resources.aspx>

Facilitated Online Courses: <https://www.calpro-online.org/onlineCourseDescriptions.aspx>

Regional Community of Practice: <https://www.calpro-online.org/documents/Host%20a%20regional%20training%20flyer%202021v3.pdf>

IET Implementation Clinic: <https://www.calpro-online.org/News.aspx#IETClinic>

CASAS Resources

# California Civic Participation and IELCE Webpage: <https://www.casas.org/training-and-support/casas-peer-communities/california-adult-education-accountability-and-assessment/california-el-civics/california-civic-participation>

Presentation: Planning and Implementing a New IELCE/IET Program: <https://www.youtube.com/watch?v=z39fTBlDoUA>

Presentation: Developing a Single Set of Learning Objective for IELCE/IET: <https://www.youtube.com/watch?v=Bn0HY9O8RHQ>

California IELCE Pre-approved COAAPs List:

<https://www2.casas.org/elc/index.cfm?fuseaction=COAAPSList.welcome>

California Pre-approved Civic Objectives List:

[www.casas.org/docs/default-source/el-civics/pre-approved-civic-objectives-list.pdf?sfvrsn=32fb305a\_16?Status=Master](http://www.casas.org/docs/default-source/el-civics/pre-approved-civic-objectives-list.pdf?sfvrsn=32fb305a_16?Status=Master)

1. Final Workforce Innovation and Opportunity Act (WIOA) regulations, 34 CFR §463.35 [↑](#footnote-ref-1)
2. For English as a Second Language students enrolled in WIOA, Title II-funded programs, workforce preparation includes instruction and assessment in a career related COAAP (Civic Objective and Additional Assessment Plan). [↑](#footnote-ref-2)
3. See WIOA §463.30, §463.34, and 134(c)(3)(D) [↑](#footnote-ref-3)
4. See WIOA 29 U.S.C. § 3102 for career pathway definition. [↑](#footnote-ref-4)
5. Martinson, K. et al. (2021) Washington State’s Integrated Basic Education and Skills Training (I-BEST) Program: Three-Year Impact Report. Office of Planning, Research, and Evaluation (OPRE) Report 2021-102. Washington, DC: OPRE, Administration for Children and Families (ACF), U.S. Department of Health and Human Services. [↑](#footnote-ref-5)
6. See the U.S. Department of Education’s IET Design Guide, page 8: <https://www.oregon.gov/highered/institutions-programs/ccwd/SiteAssets/Pages/abs-resources/IET-Toolkit-508%20Sept2021.pdf> [↑](#footnote-ref-6)
7. Note that a 3rd and rarer instructional configuration involves one instructor with the required credentials teaching both the occupational skills and adult education content, either in virtual or physical spaces. [↑](#footnote-ref-7)
8. <https://calpro-online.org/documents/CALPRO2017Brief-IET-508.pdf> [↑](#footnote-ref-8)
9. See page 37 of the IET Design Toolkit: <https://www.oregon.gov/highered/institutions-programs/ccwd/SiteAssets/Pages/abs-resources/IET-Toolkit-508%20Sept2021.pdf> [↑](#footnote-ref-9)
10. IET Design Toolkit, page 37. [↑](#footnote-ref-10)
11. Mortrude, J. (2017) Integrated Education and Training: A Career Pathways Policy and Practice. Washington, DC: CLASP. Available at:<https://www.clasp.org/sites/default/files/public/resources-and-publications/publication-1/Integrated-Education-and-Training-A-Career-Pathways-Policy-Practice.pdf> [↑](#footnote-ref-11)
12. Ibid. [↑](#footnote-ref-12)
13. The 2017 CLASP study found that nearly three-quarters of respondents were implementing or planning IET using Integrated English Language and Civics Education (IELCE), WIOA Section 243 funds.  [↑](#footnote-ref-13)
14. Practitioners are encouraged to access these resources at: <https://www.calpro-online.org/onlinevideolibrary/iet.aspx>, <https://www.calpro-online.org/pubs/resources.aspx>, <https://www.cde.ca.gov/sp/ae/fg/aeoelcivics.asp> , <https://www.casas.org/training-and-support/casas-peer-communities/california-adult-education-accountability-and-assessment/california-el-civics> [↑](#footnote-ref-14)