

Developing Basic Skills Curriculum for an IET: A Guide for the Pathways to Employment Program

Adapted for the Texas Workforce Commission
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Institute for the Study of Adult Literacy (ISAL), The Pennsylvania State University
Central Pennsylvania Workforce Development Corporation (CPWDC)
North Central Workforce Development Board (NCWDB)
Southern Alleghenies Workforce Development Board (SAWDB)
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Through the *Pathways to Employment* initiative, the Institute for the Study of Adult Literacy (ISAL), Central Pennsylvania Workforce Development Corporation (CPWDC), the North Central Workforce Development Board (NCWDB) and the Southern Alleghenies Workforce Development Board (SAWDB) are partnering with local training providers to develop new Integrated Education and Training (IET) opportunities across 21 counties in Pennsylvania. By providing adult education and literacy activities concurrently and contextually with workforce training for a specific occupation, these IET programs aim to increase the ability of individuals with low basic skills to earn valued occupational credentials, obtain well-paying jobs, and sustain rewarding careers in the manufacturing and healthcare sectors. The initiative is funded through the U.S. Department of Labor's 2015 Sector Partnership National Dislocated Worker Grant program, and supported by the Pennsylvania Department of Labor and Industry. (February 2017)

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SECTION ONE

Introduction to IETs

Introduction

Integrated Education and Training (IET) has become a useful strategy to help adult education students and others improve their basic and occupational skills, while meeting local workforce development requirements and needs. In 2016, the Central Pennsylvania Workforce Development Corporation (CPWDC) launched the *Pathway to Employment* initiative to enhance job training services available in the region with a particular focus on adults who lack basic skills in communication, reading, and math. CPWDC contracted with Penn State University's Institute for the Study of Adult Literacy (ISAL) to bring together Adult Basic Education (ABE) practitioners and their workforce and training partners in three workforce development areas—Central Pennsylvania, North Central Pennsylvania, and Southern Alleghenies—to provide basic skills curriculum development training to build IET offerings. This guide is the primary resource for the basic skills training. It is designed to enable Title II providers and their training partners to adapt existing curriculum and/or develop new basic skills curriculum to help adult education students successfully complete occupational skills training and move forward on a career path. It focuses on the development of basic skills curriculum, not occupational skill training curriculum.

What is in the Guide?

This guide has been informed by preexisting curricula in FIT 4 Manufacturing; FIT 4 Healthcare; Emergency Medical Technician; and Mechanical Components: Mechanical Maintenance, Level 1 developed by Pennsylvania College of Technology; and other IET-related programs, such as Accelerating Opportunity, PluggedInVA, Work Attributes Towards Careers in Health (WATCH), and Elgin Community College Courses. It provides resources and tools that will help practitioners plan, design, and implement the basic skills component of an IET curriculum. There are 6 sections:

- 1) Introduction to IETs
- 2) Creating Basic Skills Lessons for an IET
- 3) Getting Ready to Offer the Basic Skills Component for the IET
- 4) Lesson Plan Overviews
- 5) Resources (additional tools and information for reference)
- 6) Tools (blank templates of tools)

How to Use the Guide

While a number of effective strategies and approaches are outlined in this guide, program planners and curriculum developers will want to choose the strategies that are the best fit for their local context, needs, partners, and resources. For example, one IET strategy advocates for team teaching with the basic skills and occupational instructor in the same classroom. This approach can be costly and hard to implement; consequently, a common IET practice is to

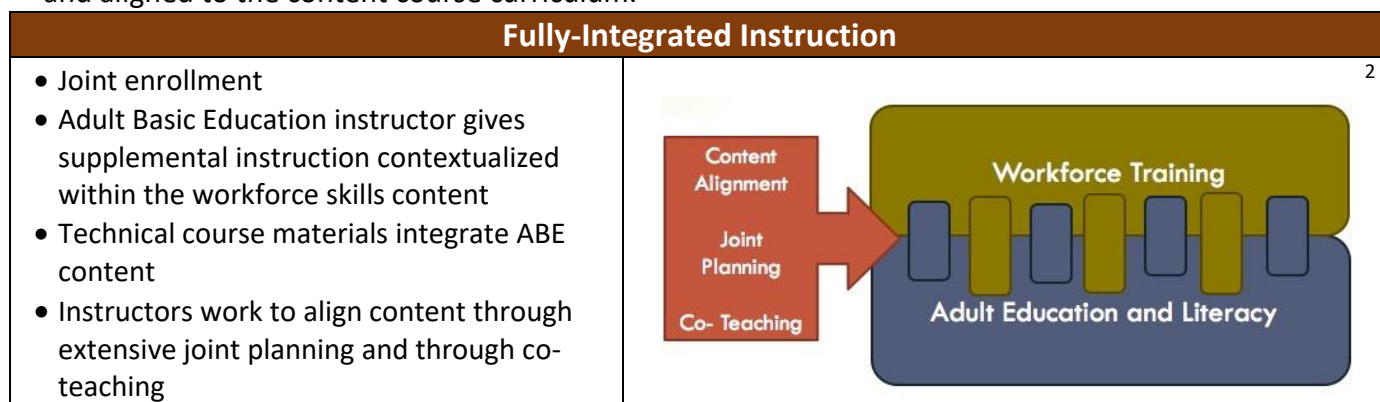
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enable the basic skills and occupational instructor to align their lessons and learning objectives and meet regularly to support students rather than co-teach. This guide does not advocate for one approach over the other. However, it does emphasize key characteristics that are outlined in the Workforce Innovation and Opportunity Act (WIOA) definition: *concurrent, integrated and contextualized instruction*. Practitioners should use this guide, its tools, resources, and information as a starting point and tailor the IET to the individual needs of their community and the requirements of the funding used to implement the IET.

IET Instructional Integration: Strategies and Approaches

While WIOA¹ specifies that adult education and literacy activities exist in tandem with workforce preparation activities and workforce training, what this looks like in reality can vary from classroom to classroom, and program to program. Ideally, IET programs are able to either fully-integrate or partially-integrate the ABE curriculum with occupational skills training curriculum, providing a coherent and seamless instructional experience for students based on a single set of learning objectives.

Fully-integrated instruction often pairs an occupational skills instructor with a basic skills instructor within the classroom in order to provide a cohesive presentation of both the basic skills and the occupational content. One of the most well-known IET programs in the U.S. is Washington state's Integrated Basic Education and Skills Training (I-BEST) program. While some consider fully-integrated models to be the gold standard, they can be costly and require extensive coordination and training. **Partially-integrated instruction** allows for greater flexibility in scheduling and requires less coordination between occupational skills and ABE instructors. Although the content and skills instruction may not be as seamlessly integrated, students are still given the opportunity to learn basic skills that are applicable, contextualized, and aligned to the content course curriculum.



¹ See Section Five: Resources for Texas Workforce Commission Adult Education and Literacy Letters: ID/NO: AEL 02-16, Change 1 and AEL 04-16, Change 2.

² Graphic from "Integrated Education and Training #1" Webinar, Slide 43, Anson Green, March 3, 2016; Retrieved from <http://www-tcall.tamu.edu/twcael/ppt/16-0303-WIOARoadshowIET.pptx>

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In the Words of Instructors: A professional-technical instructor described how team teaching in her I-BEST class works: “We define the roles together that work best for us. For instance, I am really good with PowerPoint and learning styles. So I take the curriculum and put visual images to it. [My co-instructor] is at the front of class with me, and he picks words apart, deals with pronunciation, the history of words. So as I go through the images and talk about the terms, he is breaking apart the words and showing connections.” Explaining the integration in her classroom, a basic skills instructor stated, “It’s not like basic skills only happens on, say, Wednesdays. It’s happening the whole time. Just like content is always happening, the basic skills instruction is always happening throughout the course. You have to really marry the two.”³

Partially-Integrated Instruction

- Joint enrollment in both basic skills course & workforce training courses
- ABE content aligned to the workforce training content
- Instructors work together to identify basic skills needed for ABE students to master workforce skills covered



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In the Words of Instructors: A basic skills instructor explained the process of modifying the course curriculum, stating, “[The professional-technical instructor and I] have made changes. We got a new textbook, reorganized the way the curriculum is laid out ... and moved topics around.” Describing how she accommodates the needs of basic skills students, a professional-technical instructor stated, “I used to lecture a lot, but since I started teaching I-BEST I’ve gone a lot more to small group presentations, role-playing, that sort of thing. I’ve tried to hit the different learning styles.”⁵

A study of I-BEST models implemented in the state of Washington found that the following characteristics are key to the success of fully-integrated and partially-integrated instruction: careful selection of faculty for teaming; extensive training and professional development for instructors on approaches to team teaching; and instructor qualities (flexibility, communication and organizational skills, and openness to trying new models and strategies for teaching).⁶

³ "How I-BEST Works: Findings from a Field Study of Washington State's Integrated Basic Education and Skills Training Program" retrieved from: <http://ccrc.tc.columbia.edu/media/k2/attachments/how-i-best-works-findings.pdf>

⁴ "Integrated Education and Training #1" Webinar, Anson Green, March 3, 2016; Retrieved from <http://www-tcall.tamu.edu/twcael/ppt/16-0303-WIOARoadshowIET.pptx>

⁵ "How I-BEST Works: Findings from a Field Study of Washington State's Integrated Basic Education and Skills Training Program" retrieved from: <http://ccrc.tc.columbia.edu/media/k2/attachments/how-i-best-works-findings.pdf>

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IET Program Examples

Several IET programs are described below. See **Section #5: Resources #1 & #2** for more information on these programs.

- A) ***Accelerate Texas*** is a shared initiative of the Texas Workforce Commission (the Agency) and the Texas Higher Education Coordinating Board (THECB) and represents an integrated services approach for underprepared students to workforce training and basic skills instruction through Adult Education and Literacy (AEL) activities. Students work towards a broad array of credentials including post-secondary (credit/non-credit) and industry recognized certifications. The Agency's IET models provide AEL and workforce preparation activities and workforce training concurrently and contextually for a specific occupation or occupational cluster with the goal to accelerate progress through common learning objectives and integrated activities.
- B) ***Accelerating Opportunity: Kansas (AO-K)*** is a partnership between Kansas Board of Regents and the Department of Commerce to pair adult education with career pathways at 16 different community and technical colleges across the state. While the initiative includes more than 30 different career pathways, key occupational sectors include healthcare, welding, manufacturing and aero-structures. These career pathway programs are generally short-term programs—often around 12 credits—and result in an industry-recognized technical certification or credential, as well as a GED® credential. Career pathway courses, or career and technical education courses, are taught with a basic skills instructor that prepares students for both the GED® test and the technical certification process. AO-K works in conjunction with the GED® Accelerator program, which uses funds from the state of Kansas to award individuals differing monetary amounts upon completing GED® test modules (\$170 award), earning GED® credential (\$500 award), and/or earning an industry-recognized credential (\$1,000 award).
- C) ***Accelerating Opportunities KY*** links GED® preparation with occupational skills training. Accelerating Opportunities KY features programs designed to help students earn an occupational certification and earn college credits applicable to different degree plans. The initiative includes a variety of career sector programs offered at various colleges in the state. Some of these programs include: administrative office technology, allied health and nursing, automotive technology, computer information technology, human services, industrial maintenance, and electrical technology. The initiative features key partnerships with the various workforce development partners in the state, including the Kentucky Association of Manufacturers, Cabinet for Economic Development, Chamber of Commerce, Kentucky Hospital Association, and the Kentucky Workforce Investment Board. The program utilizes two key support personnel at each location—a success coach and a career coach. The success coach acts as the main program contact for students, and assists them with financial aid paperwork, academic advising, developing goal plans, attending program

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orientations, and explaining program requirements and expectations. The career coach works with students on resumes, interview skills, job searches, and career counseling.

- D) ***Instituto del Progreso Latino's Carreras en Salud*** (or Careers in Health) is a nursing career pathway program in Chicago for non-native English speakers. The program supports students to move from one nursing credential level to the next: Certified Nursing Assistant, to Patient Care Technician, to Licensed Practical Nurse to Registered Nurse. Contextualized curriculum that gradually incorporates more content and complexity from the nursing sector into adult basic skills and literacy courses is built into the program.
- E) ***Ohio Technical Centers*** located throughout the state develop, maintain, and expand occupational training and workforce development programs in no less than three career fields. These programs must relate to sectors in Ohio that are in need of highly-skilled employees. The programs must be accredited by a third party and offer the benefit of statewide credits that can be applied towards the next level of education. The technical centers maintain relationships with post-secondary institutions throughout the state to ensure the transferability of credits and skills and assist with the transition of students from one educational institution to the other.
- F) ***PluggedInVA*** is an initiative within Virginia Commonwealth University with curriculum that features six components for students: 1) digital literacy; 2) 21st century skills; 3) professional soft skills for employment; 4) GED® credential; 5) Career Readiness Certificate; and 6) industry-specific certificates. Students participate in each of the components with different activities such as job shadowing and mock interviews overlapping the different phases of the six-month program. Although there is a specified block of time for GED® preparation and professional soft skills development, students also participate in a contextualized content section of instruction which targets the allied health field (medical assisting or phlebotomy), energy/mining (electrical or welding), or construction/weatherization. During this block of time, students experience and learn about their chosen field, while using skills covered in other curriculum components.
- G) ***WATCH: Work Attributes Towards Careers in Health*** is a workforce development program offered through Central Susquehanna Intermediate Unit, a local educational agency in Pennsylvania. The WATCH program provides instructional programs for individuals who want careers within the healthcare field, have incomes below their county's self-sufficiency standards, and achieve a minimum score on the TABE assessment. Among a variety of resources the program offers students (e.g. tuition, textbook assistance, and access to educational resources), the WATCH Project also coordinates apprenticeships with various healthcare organizations to prepare students to become certified nursing assistants. These apprenticeships allow students to gain practical experiences within their target career field, while also earning a wage. Students completing the program earn a program certification, as well as certifications in CPR and first aid. WATCH's "Yes to the Future" program component offers students access to adult education and tutoring activities, study skills

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training, job shadowing opportunities, mentoring, financial skills education, and employability skills training.

- H) ***Wisconsin RISE: Regional Industry Skills Education*** is a partnership between the Wisconsin Technical College System and the Wisconsin Department of Workforce Development. Their career pathways programming provides state residents sequenced steps to achieve occupational training, industry-recognized credentials, and a degree or technical diploma. Career pathway bridge courses help individuals develop the basic skills needed to transition and succeed in their chosen pathway. The contextualized curriculum used in the basic skills bridge classes reinforces occupational skills content. Career pathways differ by institution. Some of the industry sectors offered include: health sciences, hospitality and tourism, business management, information technology, welding, clinical lab technician, medical assistant, and health office professional.

SECTION TWO

Creating Basic Skills Lessons for an IET

Getting Started

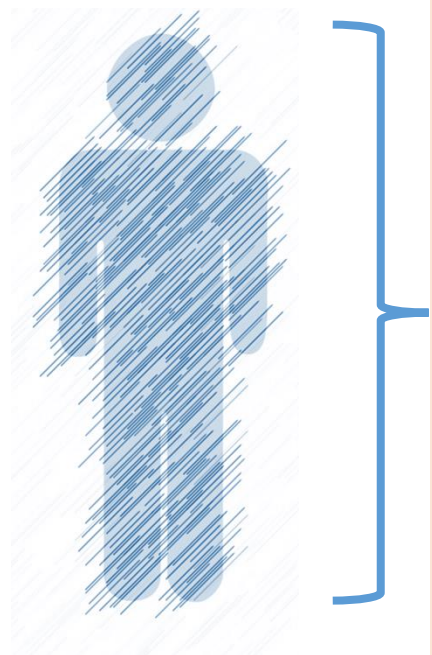
As you think about planning the basic skills component of an IET, it is important to identify a single set of learning objectives for the IET and desired competencies. Below are some questions to use as a starting point; others may emerge during the planning process. These questions will help you think about the student population being served, the basic skills that will be needed, and whether the occupational skills training being considered is appropriate for the targeted students that might enroll.

- What jobs are associated with the training?
- What occupational skills course(s) are being targeted for the IET?
- Who are the potential students for this IET?
- What certifications are associated with the training? Are they employer recognized?
- Are there basic skills thresholds or language requirements for the course?
- Are competencies required to successfully complete the course (e.g. an exit grade level, a test to pass, ability to read a blueprint, knowledge of fractions, etc.)?
- Can the target population successfully complete the course with basic skills support?
- Is prior preparation or particular support services needed?

Tool #1
Describing the Target Population

KEY QUESTIONS

- Who is the target population?
- What are their basic skill needs?
- What is their formal educational background?
- What are their language needs (i.e., are they non-native speakers of English)?
- Other important characteristics?



Notes on Potential New Students

Tool #2

Examining the Targeted Course

Use this tool to help you decide if your Occupational Skills Training (OST) is appropriate for your target population and is a part of a career pathway.

OST Course/Career Pathway		
What jobs are associated with the OST?		
Certifications associated with training		
Are certifications employer recognized?		
Pre-Requisites	Basic Skills Threshold	
	Language Requirement	
	Experience in Field and/or Occupational Skill Threshold	
	Educational Credential	
Exit Criteria/ Competencies Required	Testing/Assessment (Final test, placement test score, etc.)	
	Performance Verification (Reading a blueprint, measuring a pipe, writing an incident report, etc.)	
	Credentialing/Certification Completed	

Assessing Course Appropriateness: Will the target population be able to successfully complete this course in the allotted time with basic skills support?	YES	NO	UNSURE
Rationale & Notes:			

Identifying Basic Skills Content

Once you have established that the identified OST aligns with the targeted student population's skills, work with the OST instructor to identify content that needs to be addressed in the basic skills component. Together, scan the OST curriculum and instructional materials and fill out the chart below. In the first column, note the location of the identified content in the curriculum or instructional materials; in the Content Knowledge Needed column, identify the OST content that requires specific vocabulary, reading, writing, language, or math to understand the information. In the last column, Basic Skills Needed, identify the basic skill(s) that need(s) to be included in the adult basic education curriculum to support learning the identified OST content.

Example

Occupational Skills Training		Adult Basic Education/ESL
Unit/Lesson/Page	Content Knowledge Needed	Basic Skills/ESL Needed* <i>*All 4 skill areas may not need to be addressed*</i>
Unit 1, lesson 1, page 4	Learning names/functions various tools	Math: units of measurement; basic fractions
		Reading/Writing/Language: Finding key terms; writing notes; learning vocabulary
		Workforce prep: OSHA safety with tools; how to follow directions
Unit 1, lesson 2, page 16	Measuring & cutting pipe lengths	Math: units of measurement; basic fractions
		Reading/Writing/Language: Reading directions; writing conventions for measurements; understanding & articulating process
		Workforce prep: OSHA safety with cutting tools; working in teams
Unit 1, lesson 3, page 30	Assessment on lessons— demonstration of ability to measure & cut pipe	Math:
		Reading/ Writing/Language:
		Workforce prep:

Tool #3

Identifying Basic Skills Content

Use this tool to identify content for the basic skills curriculum. In the first column, note the location of the identified content in the curriculum/instructional materials. In the second column, identify the OST content requiring basic skills to understand it. In the last column, identify the basic/ESL skill(s) that need(s) to be included in the adult basic education curriculum.

Occupational Skills Training		Adult Basic Education/ESL
Unit/Lesson/Page	Content Knowledge Needed	Basic Skills or ESL Needed* <i>*All 4 skill areas may not need to be addressed*</i>
		Math:
		Reading/Writing/Language:
		Workforce prep:
		Math:
		Reading/Writing/Language:
		Workforce prep:
		Math:
		Reading/Writing/Language:
		Workforce prep:
		Math:
		Reading/Writing/Language:
		Workforce prep:

Identifying the Contextualized Content

IET programs use a contextualized approach (see **Section #4** for lesson plan overviews, or **Section #5** for links to other IET program resources) to teach the basic skills or English needed to learn the occupational skill. For example, basic skills instruction that supports a welding course would teach fractions using activities to determine combining pipe lengths to complete a welding task; a phlebotomy integrated basic skills course might cover the metric system; or a child development class could reinforce writing notes to parents.

Example

STEP 1		STEP 2	
Occupational Skills Training		Adult Basic Education/ESL	
Unit/ Lesson/ Page	Content Knowledge Needed	Basic Skills or ESL Needed* <i>*All 4 skill areas may not need to be addressed*</i>	Contextualized Activity
Unit 1, lesson 1, page 4	Learning names/ functions various tools	Math: <i>units of measurement; basic fractions</i>	<i>Mini review lesson on reading rulers; have students measure various objects. Use lesson plan found online at -----.com</i>
		Reading/Writing/Language: <i>Finding key terms; learning vocabulary; stating the names of tools</i>	
		Workforce prep: OSHA <i>safety with tools; how to follow directions</i>	

Tool #4

Identifying Contextualized Content

Use this tool to identify the contextualized activities that will be used in the IET. First, review the occupational skill content and note the content that requires specific basic skills to understand or learn the content in the Content Knowledge Needed column and where it is located in the Unit/Lesson/Page column. Specify the skills needed in Basic Skills Needed column and what the contextualized activity would be in the Contextualized Activity column.

STEP 1		STEP 2	
Occupational Skills Training		Adult Basic Education/ESL	
Unit/ Lesson/ Page	Content Knowledge Needed	Basic Skills or ESL Needed* <i>*All 4 skill areas may not need to be addressed*</i>	Contextualized Activity
		Math:	
		Reading/Writing/Language:	
		Workforce prep:	
		Math:	
		Reading/Writing/Language:	
		Workforce prep:	
		Math:	
		Reading/Writing/Language:	
		Workforce prep:	

Identifying Workforce Preparation Activities to Teach & Reinforce in the Adult Basic Skills Component

Work with the occupational skills training instructor and/or an employer to determine the workplace skills that are most important for success in the IET and the associated jobs. One useful resource is the Foundation Skills Framework (FSF) Checklist⁷, which you can find in **Section #5, Resource #3**. This checklist can be used to support the workforce preparation component by identifying relevant and needed skills. The FSF Wheel below identifies the skills needed to obtain and maintain employment as well as other relevant work-associated life skills.



⁷ Developed at the Institute for Study of Adult Literacy; retrieved from: <http://www.paadultedresources.org/workforce-career-pathways/cp-program-resources/foundation-skills-framework/>

SECTION THREE

Getting Ready to Offer the Basic Skills Component for the IET

Design & Implementation

The following tools will help guide your decisions about the IET. **Tools #5** and **#6** will help you to determine how the components will be structured and how the basic skills and occupational skills instructor will work together to plan, teach, and assess student progress. **Tool #7** will help you to create integrated syllabi. **Tool #8** will help you to establish a timeline for getting the basic skills component (and IET) up and running. **Tool #9** provides a template for lesson planning. **Resource #4** in **Section #5** is an overall implementation and communication plan to help develop and organize an IET from start to finish.

Tool #5 Component Structure

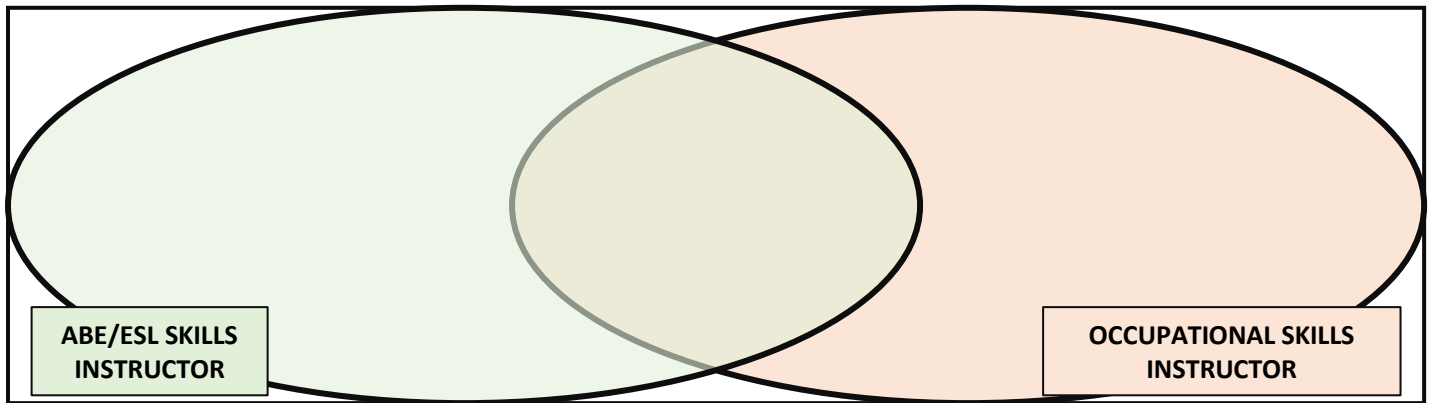
Length <i>(6-week; 8-week; semester; etc.)</i>	ABE/ESL	OST
Amount of instructional time		
Location of instruction		
Instructor		
Number of sessions each week		
Number of hours for each session		

Other notes (e.g., distance learning, support services)

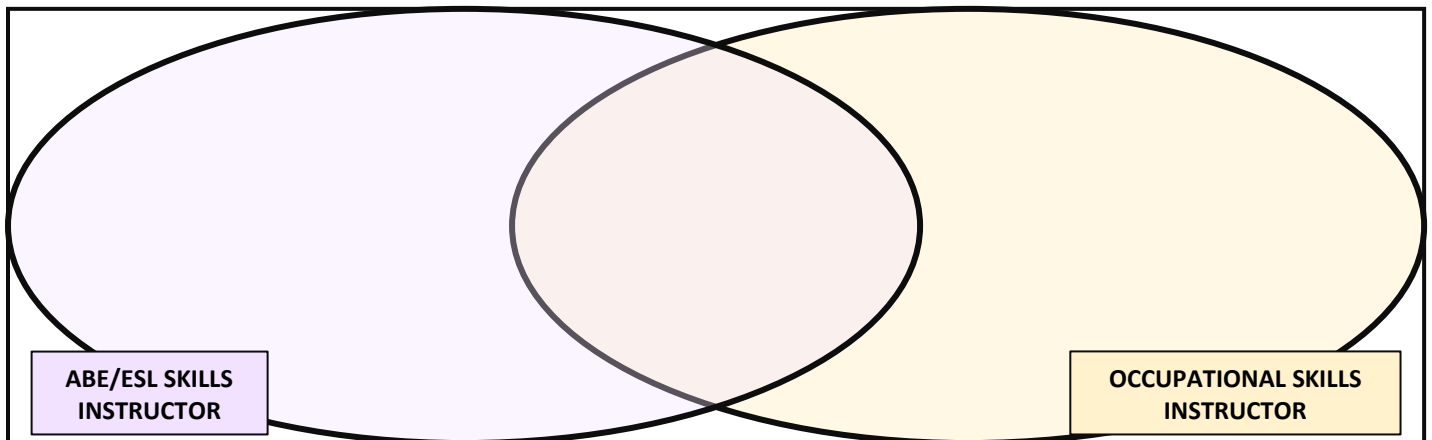
Tool #6: Coordinating Instruction

Integrating occupational and basic skills content may require different levels of commitment and assistance between the instructors. For each topic below, discuss what tasks and responsibilities will be divided and what tasks and responsibilities will require the joint efforts of both basic skills and occupational skills instructors.

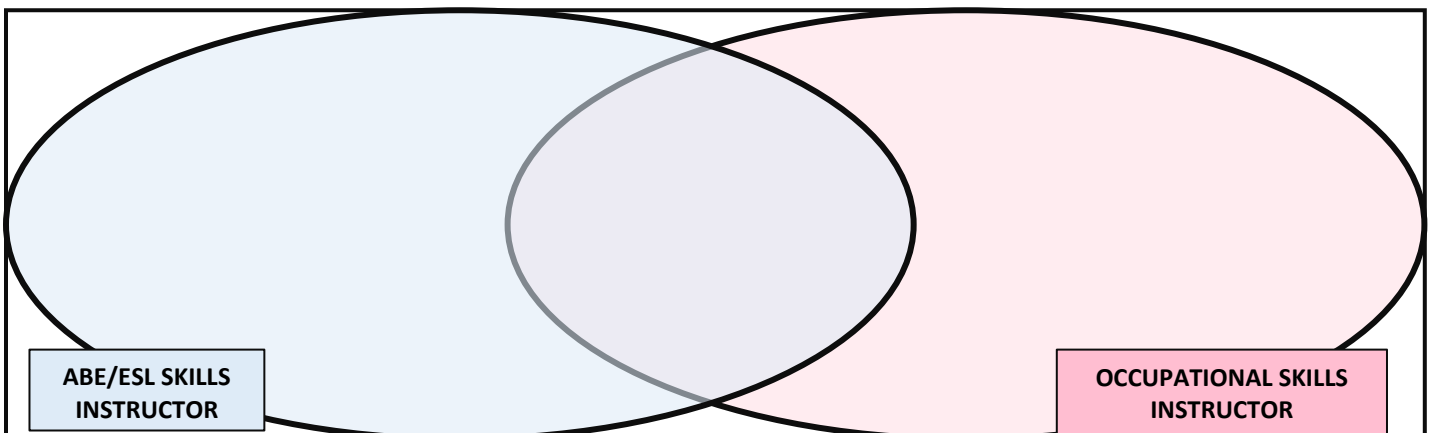
PLANNING INSTRUCTION:



DELIVERING INSTRUCTION:



ASSESSMENT:

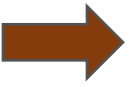



Determining the IET Single Set of Learning Objectives and Competencies and Creating the IET Syllabi

Use **Tool #7** to determine the IET's objectives and competencies and to develop the syllabi for the occupational training and basic skills/ESL/workforce preparation activities components. Work with the occupational skills instructor to determine the basic skills/ESL content and competencies and workforce preparation activities that must be covered each week to support and prepare students in the occupational skills training. At the same time, identify the single set of objectives and competencies that will be addressed in both components and how the occupational skills training will reinforce the basic skills/ESL/workforce preparation learning.

Example:

Week #:	OST Content & Objectives	Basic Skills/ESL Content & Objectives	Workforce Prep Activity	Basic Skills/ESL Resources & Activities	Basic Skills/ESL Assessments
1	<ul style="list-style-type: none"> • Ability to identify tools needed for measuring pipe length • Ability to correctly measure pipe length with 100% accuracy 	<ul style="list-style-type: none"> • List pipe measurement tools, their definitions and state their uses • Understand & use units of measurement 	Exercise to compare which pipe cuttings had the most waste (FSF connection: Demonstrate quality consciousness)	<ul style="list-style-type: none"> • OST textbook pages for key vocabulary words—students write complete sentences describing new tools • Pipe measuring activity worksheet 	<ul style="list-style-type: none"> • Post-lesson assessment—quiz on vocabulary words • Assessment on ability to measure pipe length with 100% accuracy

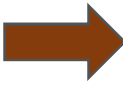
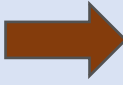
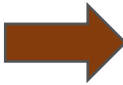
IET Single Set of Learning Objectives:	Competencies
Demonstrate ability to select correct tool(s) to complete the required activity 	<ul style="list-style-type: none"> • Read and correctly identify and name the tools needed for measuring pipe length • Properly select tool needed to complete a specific task • Read instructions and demonstrate proper and safe use of tools.
Demonstrate ability to accurately measure pipe length to reduce waste 	<ul style="list-style-type: none"> • Read different measurement units on a blue print • Use common fractions to correctly measure materials to reduce waste • Articulate the importance of reducing waste

Tool #7

**Determining the IET Single Set of Learning Objectives and Competencies
and Creating the IET Syllabi**

Use Tool #7 to determine the IET's single set of objectives and competencies and to develop the syllabi for the occupational training and basic skills/ESL/workforce preparation activities components.

Week #:	OST Content & Objectives	Basic Skills/ESL Content & Objectives	Workforce Prep Activity	Basic Skills/ESL Resources & Activities	Basic Skills/ESL Assessments

IET Single Set of Objectives:	Competencies
	• • •
	• • •
	• • •

Tool #8

ABE/ESL/Workforce Prep Component Development Timeline

It may be the case that the ABE/ESL/Workforce Prep component of the IET needs to be developed before the IET can be implemented. Use this chart to plan for developing this component and IET. For example, how long will it take to review the OST curriculum? When will the instructors meet to develop the single set of objectives and syllabus for the IET? How will the workforce prep activities be determined and developed?

IET Name: _____			
Start Date of IET: _____			
Task	Date Due	Person(s) Responsible	Resources/Comments

SECTION FOUR

Lesson Plan Overviews

The four lesson plans were developed with a template used in an ABE program in Williamsport, PA. They are included as examples and use a program specific format that differs from the tools presented in this guide.

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Emergency Medical Technician Basic Skills Lesson Plan Overview

Title: Emergency Medical Technician (EMT) Foundations

Training Provider: Pennsylvania College of Technology Workforce Development and Continuing Education

Description of Occupational Training: This course prepares participants to provide patient care and transportation to those who access the emergency medical system. This course meets National EMS Education Standards and Instructional Guidelines for Emergency Medical Technician and prepares the participant for the National Registry examination.

Hours of Training: 50 hours of video-based lecture plus 100 hours of practical sessions

Hours of Basic Skills Training: 20

Integrated Education and Training Program Objectives:

- Provide participants with the knowledge and skills necessary to become an EMT.

Basic Skills Objectives:

- Improve reading, writing, and math skills to ensure success during the EMT course.
- Focus instruction on medical terminology and the language of anatomy and body systems.
- Practice note taking and study skills to prepare for the National Exam.
- Explore the employability skills needed to serve on an emergency medical team.

Assessment Tools:

Formative:

- On-going skill and content assessment

Summative:

- TABE® Survey 9/10
- National Registry Exam at the EMT Level

Intended Audience:

Individuals registered for the Emergency Medical Technician course. Participants can be 16 years of age with parental consent. A high school diploma or other a secondary credential is not required. Training would be appropriate for those functioning at Low Adult Secondary Education Level.

Developing Basic Skills Curriculum for an IET

Introduction to the Lesson Plan Layout: The lesson plan template was designed to capture objectives and activities of each lesson. The lesson plans reference both College and Career Readiness Standards and the Foundation Skills Framework.

Process of Developing the Curriculum:

- Met with content instructor on several occasions to review the syllabus, online and print materials.
- Met with content instructor to determine crucial basic skills needed for the course.
- Researched existing preparatory curriculum for suggested activities and lesson topics.

Developing Basic Skills Curriculum for an IET

FIT 4 Healthcare Basic Skills Lesson Plan Overview

Title: FIT 4 Healthcare

Training Provider: Pennsylvania College of Technology Workforce Development and Continuing Education

Description of Occupational Training: FIT 4 Healthcare is a foundational training designed to inform participants of the Healthcare sector. PA CareerLink® Lycoming County offers workshops to participants such as interview skills, application tips, and Word and Excel classes. A job fair with healthcare providers is scheduled as a culminating event. Participants earn First Aid and CPR certification.

Hours of Training: 32 occupational training, 30 workforce preparation and soft skills

Hours of Basic Skills Training: 12

Integrated Education and Training Program Objectives:

- Provide participants the basic foundational skills necessary to obtain a position in the healthcare sector.
- Increase knowledge of medical terminology and skills awareness so that participants are more marketable to employers.

Fit 4 Basic Skills Objectives:

- Provide basic skills instruction in reading, writing, and math to students enrolled in the FIT 4 Healthcare training.

Intended Audience:

- CareerLink® customers and adult education students who are seeking information about the healthcare sector. Individuals who are looking for employment opportunities. Training would be appropriate for those at an Educational Functioning Level of High Intermediate ABE.

Assessment Tools:

Formative:

- Vocabulary check-ins
- Math skill reviews
- Participation in group activities

Summative:

Developing Basic Skills Curriculum for an IET

- TABE® Survey 9/10

Introduction to the Lesson Plan Layout: The lesson plan template was designed to capture objectives and activities of each lesson. The lesson plans reference both College and Career Readiness Standards and the Foundation Skills Framework.

Process of Developing the Curriculum:

- Met with occupational instructor on several occasions to discuss goals and objectives of the training.
- Reviewed class materials to determine the basic reading, writing, and math skills needed by the participants.
- Met with CareerLink® Instructor to discuss the workforce component.

Developing Basic Skills Curriculum for an IET

FIT 4 Advanced Manufacturing Basic Skills Lesson Plan Overview

Title: FIT 4 Advanced Manufacturing

Training Provider: Pennsylvania College of Technology Workforce Development and Continuing Education

Description of Occupational Training: FIT 4 Advanced Manufacturing is a foundational training designed to inform participants of the manufacturing sector. PA CareerLink® Lycoming County provides workshops to participants such as interview skills, application tips, and Word and Excel classes. A job fair or facility tour is scheduled as a culminating event. Participants earn a forklift certification or an OSHA 10 certification.

Hours of Training: 32 occupational training, 30 workforce preparation and soft skills

Hours of Basic Skills Training: 12

Integrated Education and Training Program Objectives:

- Provide participants the basic foundational skills needed to be successful in an entry level manufacturing position.
- Increase manufacturing knowledge and skills so that participants are more marketable to employers.
- Introduce TOOLINGU® as a workforce education tool.

FIT 4 Basic Skills Objectives:

- Provide basic skills instruction in reading, writing, and math to students enrolled in the FIT 4 Advanced Manufacturing training.

Intended Audience:

- CareerLink® customers and adult education students who are seeking information about the manufacturing sector. Individuals who are looking for employment opportunities. Training would be appropriate for those at an Educational Functioning Level of High Intermediate ABE.

Assessment Tools:

Formative:

- Vocabulary check-ins
- Answers to reading comprehension questions
- Student feedback

Developing Basic Skills Curriculum for an IET

Summative:

- TABE® Survey 9/10

Introduction to the Lesson Plan Layout: The lesson plan template was designed to capture objectives and activities of each lesson. The lesson plans reference both College and Career Readiness Standards and the Foundation Skills Framework.

Process of Developing the Curriculum:

- Observed current FIT 4 Advanced Manufacturing class to see flow of the lessons.
- Reviewed class syllabus, PowerPoint presentations and notes used by the occupational instructor.
- Met with occupational instructor on several occasions to determine crucial basic skills needed to be successful in the course.
- Met with CareerLink® instructor to discuss goals of the workforce component.
- Reviewed the WorkKeys® assessment and TOOLINGU® courseware sections that were assigned to class participants.

Developing Basic Skills Curriculum for an IET

Mechanical Components Basic Skills Lesson Plan Overview

Title: Mechanical Components, Mechanical Maintenance Level 1

Training Provider: Pennsylvania College of Technology Workforce Development and Continuing Education

Description of Occupational Training: This course is designed to fulfill requirements of the Electrical and Instrumentation Technician Curriculum of PMMI Certification, The Association of Packaging and Processing Technologies. This course is being offered in conjunction with a state approved apprenticeship in Columbia County.

Hours of Training: 144 for state apprenticeship, 60-80 if other offering

Hours of Basic Skills Training: 20

Integrated Education and Training Program Objectives:

- To give incumbent workers an opportunity to improve their skills to meet the needs of local manufactures.
- Skill areas include the assembly, test, startup, repair or upgrade of basic machinery models.

Basic Skills Objectives:

- To give participants the basic academic skills needed to be successful in the Level 1 Mechanical Maintenance course.
- Participants will practice study skills and test taking skills to successfully pass Level 1 of the U.S. Department of Labor and Manufacturers Institute's Skills Certification System.

Intended Audience:

Employees that hold entry level positions with local manufactures and are seeking to improve their skills to become industrial machinery mechanics, machinery maintenance workers, or millwrights. Entry level machine technicians generally need a high school diploma. Training would be appropriate for those functioning at Low Adult Secondary Education Level.

Assessment:

Formative:

- On-going skill and content assessments

Summative:

- TABE® Survey 9/10
- Certification exam

Developing Basic Skills Curriculum for an IET

Introduction to the Lesson Plan Layout: The lesson plan template was designed to capture objectives and activities of each lesson. The lesson plans reference both College and Career Readiness Standards and the Foundation Skills Framework.

Process of Developing the Curriculum

- Talked with instructor to learn about the course and its objectives.
- Observed videos of current class to see flow of lessons and style of presentation.
- Studied text to determine basic skills needed to build an assistive curriculum.
- Conducted research to gain familiarity of the trade.

Tool #9
Sample Lesson Plan Template

Lesson Topic											
Objective(s)											
Length											
Foundation Skills Information											
Basic Workplace Skills				Basic Employability				Basic Workplace Knowledge			
	Uses Technology				Demonstrates Interpersonal Relations				Applies Health and Safety Concepts		
	Observes Critically				Demonstrates Self-Management Strategies				Understands process of product/service		
	Listens with understanding				Works in teams				Demonstrates quality consciousness		
	Speaks clearly and concisely				Solves Problems				Understands Finances		
	Writes Clearly and Concisely				Makes Decisions				Works within Organizational Structure and Culture		
	Reads with Understanding										
	Applies Mathematical Concepts and Operations										
	Locates and Uses Resources										
CCRS (Anchor/Standard/ Resource)				Math		Reading		Writing		Language	
Materials											
Anticipatory Set											
Instructional Procedure											
Guided Practice											
Closure											

SECTION FIVE

Resources

Resource #1
IET Program Comparisons

State/ State's Initiative	PluggedInVA	Ohio Technical Centers	I-BEST, Washington state	I-BEST, Washington state
Name of Program	Workforce & Continuing Ed: Adult Education & GED®	Medical Programs: Certified Clinical Medical Assistant; medical office; pharmacy technician; nursing assistant; health care associate	Automotive Technology, Manufacturing, Welding	Medical Assistant
Program Location	Eastern Shore Community College	Columbiana County Career & Technical Center	Skagit Valley College	Big Bend Community College
Length of Program	Approximately 6 months	Program dependent: 2-4 academic semesters; 900 (certified clinical medical assistant) to 1230 hours (licensed practical nurse)	Micro-certificates 14- 19 quarter credits; Full certificates: 32 credits; associate degree in technical arts: 6 academic quarters total, 108 quarter credits	Medical Assistant Certificate: 1 year; Associates Degree in Applied Science: 2 years (90 credits)
Occupational Sector	Business management; allied health; welding;	Healthcare (center also has welding; precision machine technology; fire fighter and EMT)	Manufacturing & production	Allied health
Instructional Integration	Partial	Partial	Dependent on CASAS score: higher levels more fully integrated than lower scores	Partial
Program Objectives	GED®; Career Readiness Certification (CRC); community college credits (12); digital literacy certificate; industry credential	GED®; State of Ohio Vocational Certificate; Nursing certificate	Pass the Washington State Building Officials welding tests; Welding Technology Certificate; option to obtain certification in other welding specialty	Achieving national certification through American Medical Technologists for Registered Medical Assistant status; option of earning certificate or associates degree
Assessments	GED® & Virginia Placement Tests	Compass/Accuplacer; WorkKeys;	CASAS	CASAS, Accuplacer
Basic skills course structures	basic skills courses meet 2.5-3 hours each class, 2x per week;	Separate courses for: basic skills; GED® prep; common assessment (advanced secondary education skills); introduction to health care sciences	Basic skills (“on-ramp”) courses preparing for workforce programs meet 2 to 4 times per week, 9.5 hours per week	Basic skills or “on-ramp” courses preparing for workforce programs meet 2 to 3 times per week, 6 hours each week;

Resource #2 For Further Reading

Workforce Innovation and Opportunity Act

- Department of Labor’s page on WIOA: <https://www.doleta.gov/wioa/>
- U.S. Department of Education’s page on WIOA:
<http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/wioa-reauthorization.html>
- Department of Education’s Title II Overview:
<http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/wioa-overview.pdf>
- National Association of Workforce Boards’ WIOA page:
http://www.nawb.org/wioa_resources.asp
- PA’s Career Pathways & WIOA: <http://www.paadultedresources.org/career-pathways-resources-for-wioa-maps.html>

Contextualized Education

- “What is Contextualized Learning?” Center for Occupational Research and Development: <http://www.cord.org/contextual-learning-definition/>
- “Contextualizing Adult Education Instruction to Career Pathways”, a manual published through Santa Monica College and developed by Jobs for the Future, Literacyworld and Career Ladders Project:
<https://www.smc.edu/AcademicAffairs/Workforce/Documents/Career%20Ladders%20Project%202014/Section%205%20Resources/Contextualizing%20Adult%20Education%20Instruction%20Career%20Pathways.pdf>
- “Contextualized College Transition for Adult Basic Skills Students: Learning from Washington State’s I-BEST Program Model,” from Community College Research Center at Teachers College: <http://ccrc.tc.columbia.edu/publications/i-best-program-final-phase-report.html>

Career Pathways Resources

- Department of Labor’s Career Pathways Toolkit:
https://www.doleta.gov/usworkforce/pdf/career_pathways_toolkit.pdf
- Jobs for Future: <http://www.jff.org/>
- National Career Pathways Network: <http://www.ncpn.info/index.php>

Developing Basic Skills Curriculum for an IET

- Office of Vocational & Adult Education: Manual for Integrating Adult Basic Education in Career Pathways: <https://lincs.ed.gov/publications/pdf/CareerPathwaysToolkit2011.pdf>
- Pennsylvania Adult Education Resources: <http://www.paadulthoodresources.org/career-pathways.html>

IETs, General Information

- California Adult Education's Research Brief on Integrated Education and Training: [http://www.calpro-online.org/documents/Integrated Education and Training \(IET\) 08142012.qxd.pdf](http://www.calpro-online.org/documents/Integrated%20Education%20and%20Training%20(IET)%2008142012.qxd.pdf)
- Center for Law and Social Policy (CLASP), Opportunities for Action Memo on IETs: www.clasp.org/resources-and-publications/publication-1/WIOA-IET-Model-Programs.pdf
- Mortrude, J. (2017). *Integrated Education and Training: A Career Pathways Policy & Practice*. Center for Law and Social Policy (CLASP), <http://www.clasp.org/resources-and-publications/publication-1/Integrated-Education-and-Training-A-Career-Pathways-Policy-Practice.pdf>
- Nash, A. & Hewett, E. (2017). *Integrated Education and Training: Implementing Programs in Diverse Contexts*. National College Transition Network. http://www.collegetransition.org/docs/IET_Guide.pdf
- National Skills Coalition's Integrated Education and Training Policy: 50 State Scan: <http://www.nationalskillscoalition.org/resources/publications/file/Integrated-Education-Training-Scan.pdf>

IETs, Example Programs

- **Accelerate Texas:**
<http://www.theccb.state.tx.us/files//dmfile/ATXoverview102313.pdf>
- **Accelerating Opportunity Kansas:**
http://www.kansasregents.org/workforce_development/accelerating-opportunity-kansas
- **I-BEST:**
 - I-BEST Home Page from Washington State Board for Community and Technical Colleges: <http://www.sbctc.edu/colleges-staff/programs-services/i-best/>
 - Teachers College's Report on I-BEST models:

Developing Basic Skills Curriculum for an IET

<http://ccrc.tc.columbia.edu/media/k2/attachments/how-i-best-works-findings.pdf>

- **Instituto del Progreso Latino's Carreras en Salud (Careers in Health):**
 - Program Home: <http://www.institutochicago.org/>
 - Career Pathways:
http://www.institutochicago.org/apps/pages/index.jsp?uREC_ID=372463&type=d&pREC_ID=837900
- **Minnesota RISE:**
<http://literacyactionnetwork.org/sites/default/files/Minnesota%20FastTrac%20Handout.pdf>
- **PluggedInVA:**
 - Program home: <http://www.pluggedinva.com/>
 - Curriculum Framework:
<http://www.pluggedinva.com/wpcontent/uploads/2014/09/CurriculumFramework.pdf>
- **WATCH:**
 - Program Home:
<https://www.csiu.org/index.cfm?pageid=572&programid=271&programpageid=422>
 - Yes to Future Program:
https://www.csiu.org/providers/222/_public/WATCH/Publications/yes_fact_sheet.pdf
- **Wisconsin RISE:**
 - Career Pathways:
http://risepartnership.org/Media/Default/pdf/rise_career_pathways_definitions_2011-03-16.pdf
 - List of Career Pathways and The Technical College Offerings:
http://risepartnership.org/Media/Default/pdf/Adult_Career_Pathways_Master_File,%20May%202012.pdf
 - Samples of Career Pathway Course Planning:
http://risepartnership.org/Media/Default/PowerPoints/Pathway_Design_Examples.pptx

Resource #3

Foundational Skills Framework (FSF) Checklist

Use this checklist to assess which workforce preparation skills you currently address and should address for the IET program.

	Are these skills required to succeed in the OST or the job?	Who will address these skills in the IET program?
BASIC WORKPLACE SKILLS		
Reads with understanding		
Listens with understanding		
Writes clearly & concisely		
Speaks clearly & concisely		
Applies math operations and reasoning		
Uses technology		
Locates & uses resources		
Observes critically		
BASIC EMPLOYABILITY SKILLS		
Demonstrates effective interpersonal skills		
Demonstrates self-management strategies		
Works in teams		
Solves problems		
Makes decisions		
BASIC WORKPLACE KNOWLEDGE		
Applies health & safety concepts		
Understands process & product		
Demonstrates quality consciousness		
Works in organizational structure/culture		
Understands finances		
LIFELONG LEARNING SKILLS		
Knows how to learn		
Applies skills in new contexts		
Manages change		

Resource #4
IET Implementation and Communication Plan

Task	People Responsible	Estimated Completion Date	Completion Date	Notes
Planning				
Identify potential local occupational sectors with growing employment potential				
Contact employers & identify gaps in training needs & services offered				
Identify occupational courses/career pathways that might be considered for an IET				
Identify the target population, determine if an IET is appropriate to meet this populations' needs				
Identify potential partners/funders				
Meet with and discuss program with potential partners: Define partnership, common goals & objectives, roles, responsibilities, resource & work allocation, process for communication, progress updates & evaluation				
Identify program personnel: occupational skills instructors, basic skills instructors, program and support staff				
Outline data collection process/tools for on-going program evaluation				
Creating Curriculum				
Set specific expectations for basic skills, ESL, & occupational skills instructor collaboration over time				
Determine objectives and content for occupational skills component of the IET				

Developing Basic Skills Curriculum for an IET

Task	People Responsible	Estimated Completion Date	Completion Date	Notes
Identify workforce preparation goals & activities				
Outline corresponding basic skills/ESL content for successful development of transferrable knowledge & understanding of occupational workforce preparation skills				
Create objectives for basic skills, ESL, & workforce preparation components				
Determine single set of learning objectives & competencies for the IET (OST>basic skills>workforce prep)				
Create syllabus for the basic skills/ESL component; include workforce preparation activities & address the IET's single set of learning objectives & competencies				
Compile lesson plans for basic skills/ESL component				
Creating Enrollment Process				
Schedule IET				
Outline admission & enrollment criteria for students (include basic skills/ESL thresholds & pre-requisites)				
Develop admissions & other student forms/paperwork as needed				
Create & schedule new student orientation				
Develop recruitment plan				
Develop plan for tracking student progress & providing student advising/career counseling				

Developing Basic Skills Curriculum for an IET

Task	People Responsible	Estimated Completion Date	Completion Date	Notes
Implementation				
Schedule initial orientation				
Implement recruitment plan for orientation				
Start IET				
Devise & oversee professional development plans for instructors (as appropriate/needed)				
Collect program/IET data				
Provide instructor/staff feedback				
Track allocation of program resources				
Identify and outline processes for accessing support services (including disability screenings)				
Other:				

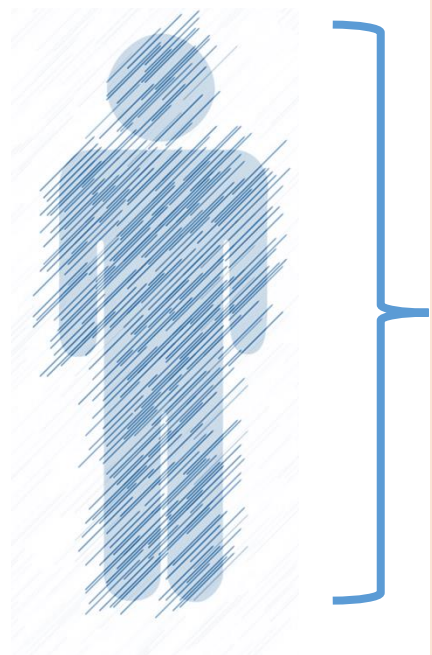
SECTION SIX

Tools

Tool #1
Describing the Target Population

KEY QUESTIONS

- Who is the target population?
- What are their basic skill needs?
- What is their formal educational background?
- What are their language needs (i.e., are they non-native speakers of English)?
- Other important characteristics?



Notes on Potential New Students

Tool #2
Examining the Targeted Course

OST Course/Career Pathway				
What jobs are associated with the OST?				
Certifications associated with training				
Are certifications employer recognized?				
Pre- Requisites	Basic Skills Threshold			
	Language Requirement			
	Experience in Field and/or Occupational Skill Threshold			
	Educational Credential			
Exit Criteria/ Competencies Required	Testing/Assessment (Final test, placement test score, etc.)			
	Performance Verification (Reading a blueprint, measuring a pipe, writing an incident report, etc.)			
	Credentialing/Certification Completed			
Assessing Course Appropriateness: Will the target population be able to successfully complete this course in the allotted time with basic skills support?		YES	NO	UNSURE
Rationale & Notes:				

Tool #3 Identifying Basic Skills Content

Occupational Skills Training		Adult Basic Education/ESL
Unit/Lesson/Page	Content Knowledge Needed	Basic Skills or ESL Needed* <i>*All 4 skill areas may not need to be addressed*</i>
		Math:
		Reading/Writing/Language:
		Workforce prep:
		Math:
		Reading/Writing/Language:
		Workforce prep:
		Math:
		Reading/Writing/Language:
		Workforce prep:
		Math:
		Reading/Writing/Language:
		Workforce prep:

Tool #4
Identifying Contextualized Content

STEP 1		STEP 2	
Occupational Skills Training		Adult Basic Education/ESL	
Unit/ Lesson/ Page	Content Knowledge Needed	Basic Skills or ESL Needed* <i>*All 4 skill areas may not need to be addressed*</i>	Contextualized Activity
		Math:	
		Reading/Writing/Language:	
		Workforce prep:	
		Math:	
		Reading/Writing/Language:	
		Workforce prep:	
		Math:	
		Reading/Writing/Language:	
		Workforce prep:	

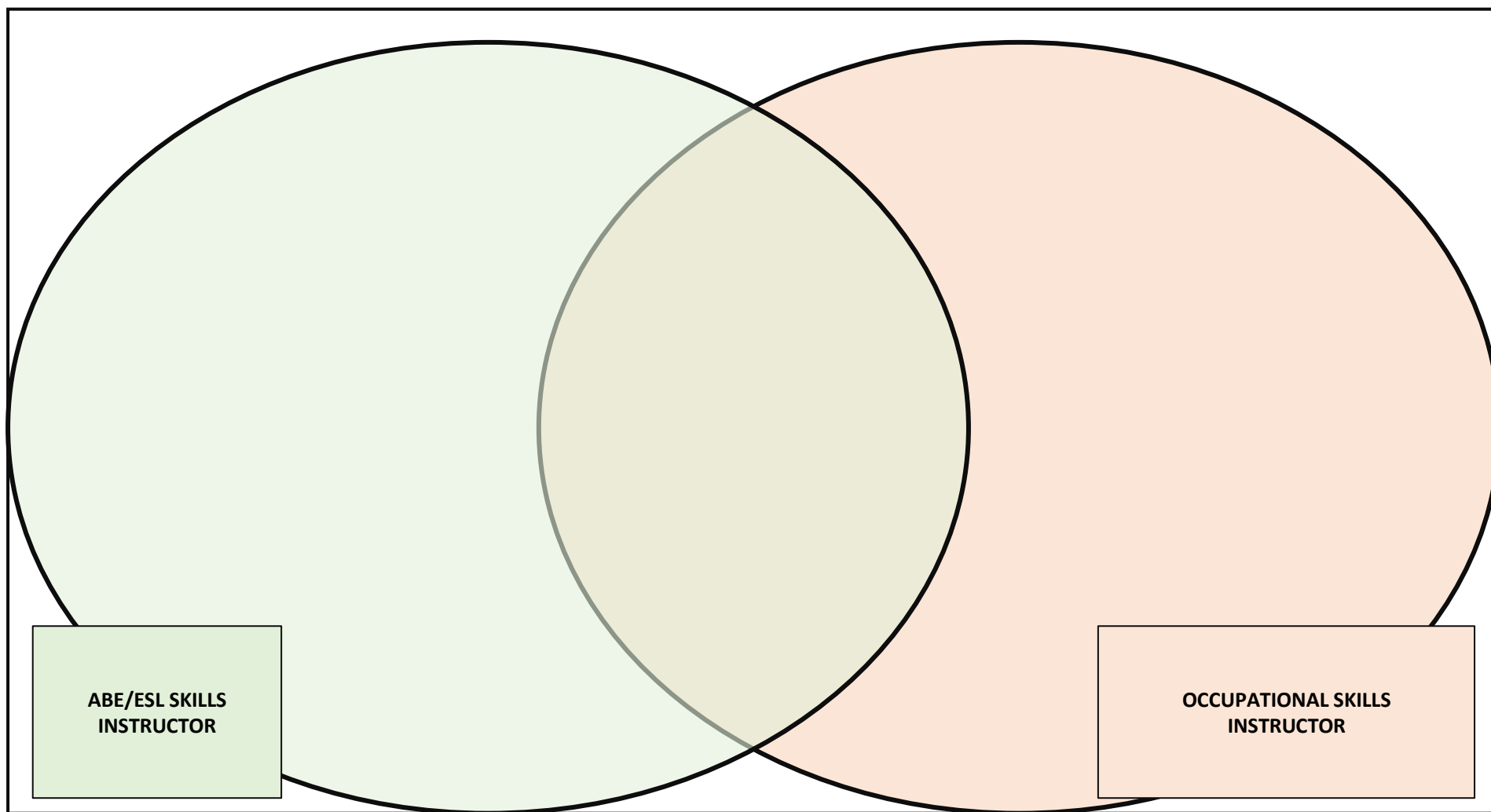
Tool #5
Component Structure

Length <i>(6-week; 8-week; semester; etc.)</i>	ABE/ESL	OST
Amount of instructional time		
Location of instruction		
Instructor		
Number of sessions each week		
Number of hours for each session		

Other notes (e.g., distance learning, support services)

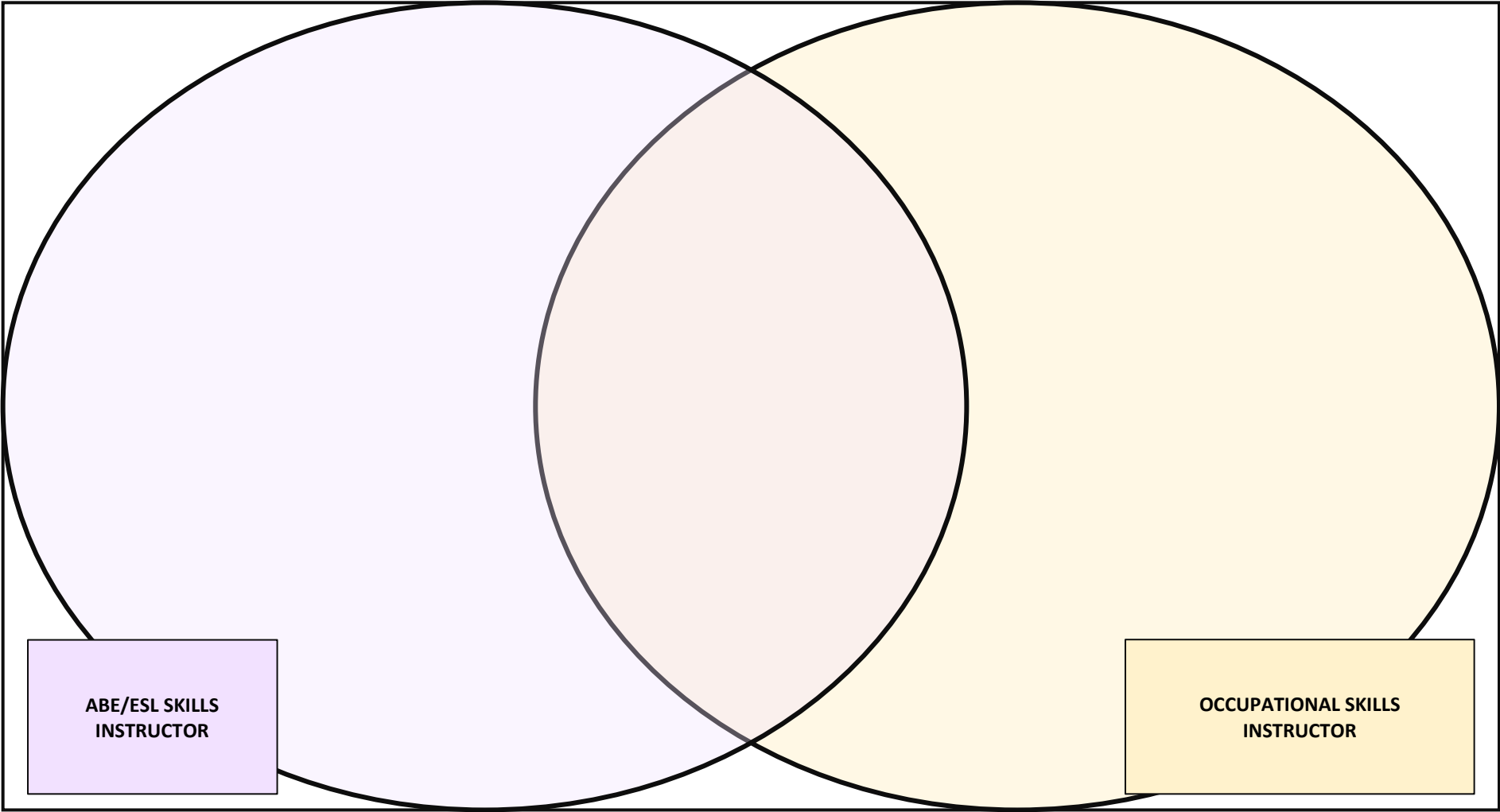
Tool #6: Coordinating Instruction

PLANNING INSTRUCTION:



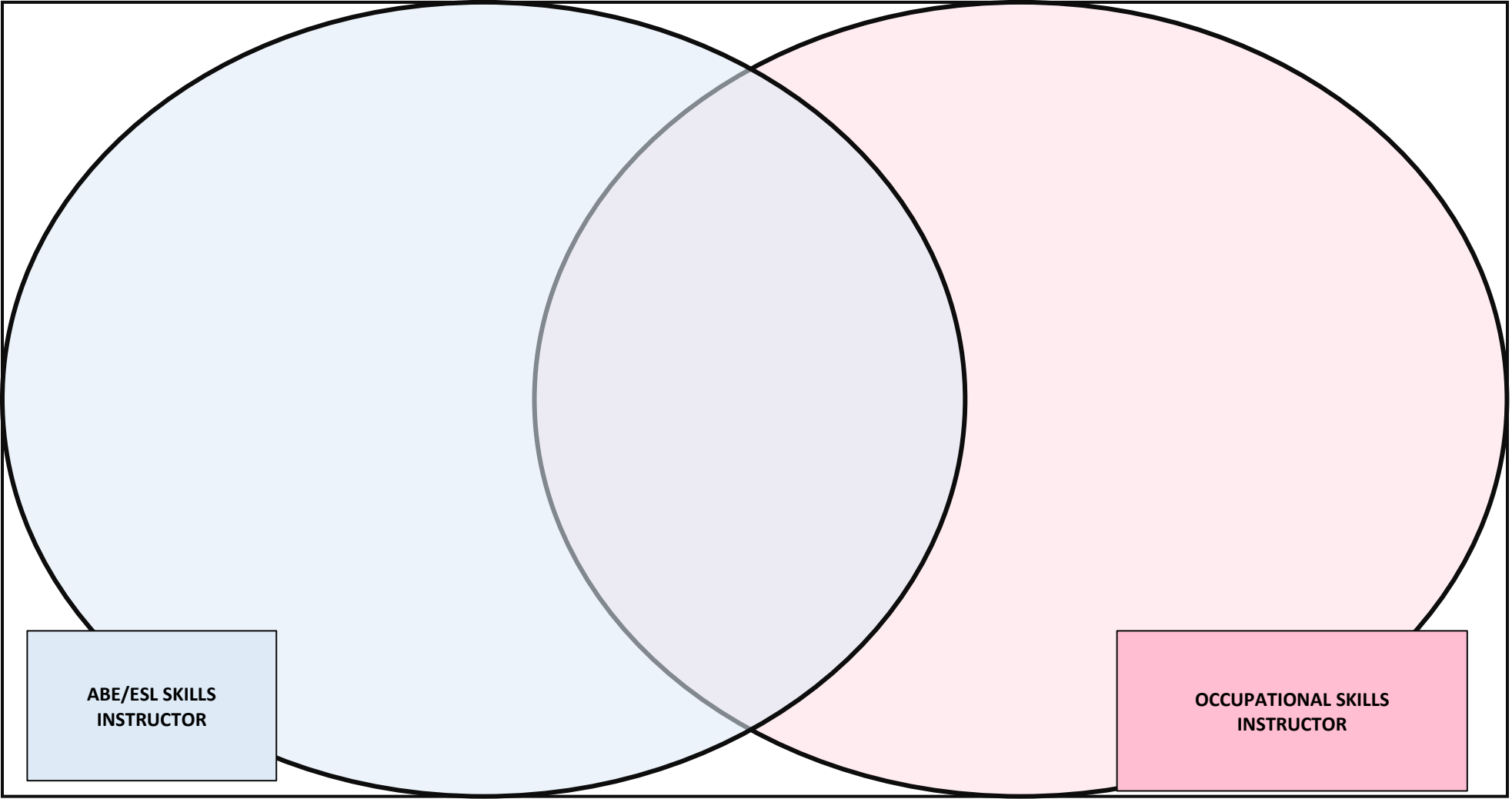
Tool #6: Coordinating Instruction

DELIVERING INSTRUCTION:



Tool #6: Coordinating Instruction

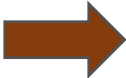
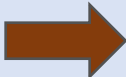

ASSESSMENT:



Tool #7

Determining the IET Single Set of Learning Objectives and Competencies and Creating the IET Syllabi

Week #:	OST Content & Objectives	Basic Skills/ESL Content & Objectives	Workforce Prep Activity	Basic Skills/ESL Resources & Activities	Basic Skills/ESL Assessments

IET Single Set of Objectives:	Competencies
	•
	•
	•

Tool #8

ABE/ESL/Workforce Prep Component Development Timeline

IET Name: _____

Start Date of IET: _____

Task	Date Due	Person(s) Responsible	Resources/Comments

Developing Basic Skills Curriculum for an IET

Tool #9

Sample Lesson Plan Template

Lesson Topic											
Objective(s)											
Length											
Foundation Skills Information											
Basic Workplace Skills				Basic Employability				Basic Workplace Knowledge			
	Uses Technology				Demonstrates Interpersonal Relations				Applies Health and Safety Concepts		
	Observes Critically				Demonstrates Self-Management Strategies				Understands process of product/service		
	Listens with understanding				Works in teams				Demonstrates quality consciousness		
	Speaks clearly and concisely				Solves Problems				Understands Finances		
	Writes Clearly and Concisely				Makes Decisions				Works within Organizational Structure and Culture		
	Reads with Understanding										
	Applies Mathematical Concepts and Operations										
	Locates and Uses Resources										
CCRS (Anchor/Standard/Resource)				Math		Reading		Writing		Language	
Materials											
Anticipatory Set											
Instructional Procedure											
Guided Practice											
Closure											

SECTION SEVEN

Texas Workforce Commission IET Guidance

Texas Workforce Commission Guidance Pertaining to IETs: Adult Education and Literacy (AEL) Letters

ID/NO/Title:

AEL 02-16, Change 1, Implementing the Integrated Education and Training Service Approach – *Update*

AEL 04-16, Change 1, Implementing Integrated Education and Training English Literacy and Civics Education – *Update*

AEL 06-15, Change 1, Expansion of Eligible Population to be Served from Institutions of Higher Education – *Update*

AEL 03-17, Implementing and Reporting Workforce Training under the Integrated Education and Training Approach to Service Delivery

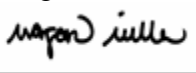
AEL 04-17, Implementing and Reporting Workforce Preparation Activities

AEL 07-17, Required Syllabus Design for Adult Education and Literacy Instruction

For all Texas Workforce Commission AEL guidance and resources visit the TWC AEL website at: www.twc.state.tx.us/partners/workforce-policy-guidance#abe

**TEXAS WORKFORCE COMMISSION
ADULT EDUCATION AND LITERACY LETTER**

ID/No:	AEL 02-16, Change 1
Date:	October 13, 2016
Keyword:	AEL; Fiscal Administration; WIOA
Effective:	Immediately

To: Adult Education and Literacy Grant Recipients
Local Workforce Development Board Executive Directors
Commission Executive Offices
Integrated Service Area Managers


From: Reagan Miller, Deputy Director, Workforce Solutions

Subject: **Implementing the Integrated Education and Training Service Approach—*Update***

PURPOSE:

To provide Adult Education and Literacy (AEL) grantees¹ with updated information and guidance on implementing an Integrated Education and Training² (IET) service approach.

CHANGES TO AEL LETTER 02-16:

As revisions to AEL Letter 02-16 are substantial in this change letter, strikethrough of the original language to indicate deleted text and bold typeface to indicate new language have been omitted. Readers may request the original AEL Letter 02-16 by e-mailing workforce.editing@twc.state.tx.us and including the letter number in the subject line.

BACKGROUND:

The Workforce Innovation and Opportunity Act (WIOA) strategically positions AEL to play an integral role within a broader, interconnected workforce development system and greatly expands the service-delivery options for participants with employment and postsecondary education and training goals. This strategic position provides customers with greater access to workforce and education services through Texas Workforce Solutions, and increases access to a broader array of services available.

¹ For the purposes of this AEL Letter, AEL grantees are entities that will be Texas Workforce Commission grantees funded with AEL funds.

² Capitalization represents terms that have specific definitions outlined in this AEL Letter or in other AEL Letters, guides, state or federal laws, or other publications cross-referenced in this AEL Letter.

WIOA strengthens alignment among AEL providers, Local Workforce Development Boards (Boards), postsecondary education and training providers, and employers, and reinforces AEL's strategic plan goal: To support increases in employment, postsecondary education and training transition, skills gains, and secondary completion through demonstrated approaches that integrate system services and leverage community partnerships.

WIOA underscores the use of flexible Career Pathways service-delivery options within its various programs.

IET aligns with the definition of Career Pathways in WIOA and represents a hallmark for innovative AEL instruction and Workforce Training for individuals who are Basic Skills Deficient.

Many states have well-recognized IET programs. Examples of these are the Washington state I-BEST service approach, Minnesota Fast Trac, and Accelerate Texas. To implement these approaches, AEL instructors and Workforce Training staff jointly design and deliver AEL Activities, Workforce Training, and Workforce Preparation Activities customized to support the academic and employment success of Basic Skills Deficient customers. AEL providers and Workforce Training partners deliver integrated programs of sufficient intensity and quality.

The Texas Higher Education Coordinating Board (THECB) and the Texas Workforce Commission (TWC) have developed agreed-upon tenets for implementing the various Career Pathway models for participants below the postsecondary level, including Accelerate Texas (TWC and THECB solicitations), Integrated Career Pathways (THECB solicitations), and IET (TWC solicitations). These tenets include:

- access to Workforce Training for underprepared AEL customers while maintaining program rigor;
- AEL support integrated and contextualized with Workforce Training and aligned with common learning objectives and integrated activities;
- acceleration of the AEL customer's educational and career advancement, to the extent practicable, through the organization of AEL Activities, Workforce Preparation Activities, Workforce Training, and other services to meet the particular needs of an individual;
- completion of a Recognized Postsecondary Credential integrated in an in-demand or targeted occupation, to assist an individual in entering in or advancing within a specific in-demand or targeted occupation or occupational cluster, as determined by the Board, and aligned with local and regional economic and labor market analysis;
- an overall scope of services that meet the particular needs of adults, such as accommodating schedules with multiple entry and exit points, flexible and

- non-semester-based scheduling, alternative class times and locations, and the innovative use of technology; and
- Workforce Preparation Activities and academic and support services through the Boards, workforce intermediaries, sector partners, employers, institutions of higher education, and other entities or other leveraged resources.

Accelerating participant completion and placement into in-demand and targeted occupations is a critical objective of IET models. Research clarifies the weaknesses of traditional sequential models, which require participants to progress through a sequence of remedial courses to achieve college readiness. To accelerate progress and reduce attrition, IET models admit customers below standardized academic admission levels, or without high school equivalency, into college-level Workforce Training Intensive and contextualized AEL Activities, along with other Transitions and Workforce Preparation Activities, support student success to credential completion and employment.

WIOA authorizes using AEL funds to implement IET models, including Workforce Training and Workforce Preparation Activities, creating new options that AEL grantees can implement to meet Career Pathways objectives and TWC's priorities for AEL. IET is also a mandatory component of Integrated English Literacy and Civics Education (Integrated EL Civics) program services required in Year 3 AEL contracts under TWC Request for Proposals 320-14-10. Guidance on Integrated EL Civics can be found in AEL Letter 04-16, issued September 15, 2016, and entitled "Implementing Integrated Education and Training English Literacy and Civics Education."

PROCEDURES:

NLF: AEL grantees must be aware of the following definitions:

Adult Education and Literacy Activities (AEL Activities) in IET means programs and activities in the content domains of reading, writing, English as a Second Language, and mathematics.

Basic Skills Deficient means an individual who is unable to:

- read, write, or speak in English at a level necessary to function on the job, in the individual's family, or in society; or
- compute or solve problems.

Career Pathways means a combination of rigorous and high-quality education, training, and other services that:

- align with the skill needs of industries in the economy of the state or regional economy involved;
- prepare an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937;

- include counseling to support an individual in achieving the individual's education and career goals;
- include, as appropriate, education offered concurrently with and in the same context as Workforce Preparation Activities and Training for a specific occupation or occupational cluster;
- organize services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- enable an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and
- help an individual enter or advance within a specific occupation or occupational cluster.

Coenrollment means enrollment of an eligible individual in two or more of the six core programs administered under WIOA, including the Adult, Dislocated Worker, and Youth programs (WIOA Title I); the Adult Education and Family Literacy Act (WIOA Title II); the Employment Service program under the Wagner-Peyser Act of 1933 (WIOA Title III); and the Vocational Rehabilitation program, authorized under Title I of the Rehabilitation Act of 1973. In practice, the term often has a wider meaning, such as coenrollment between AEL programs and Workforce Training, regardless of enrollment in a particular WIOA program.

College Knowledge means the body of knowledge that includes, but is not limited to, the purposes, types, costs, and admissions requirements of college, as well as the academic and behavioral expectations of the college culture, which is necessary for both gaining admission to and navigating within postsecondary education and training systems. Competencies may include, but are not limited to, understanding college admissions, application requirements, and financial aid processes; college readiness testing and placement requirements; budget planning; non-credit, credit, and developmental education options; expectations around persistence, attendance, and communication with college faculty and support staff; adding and dropping courses; and the culture, challenge, and rigor of postsecondary education and training, in particular, how it differentiates from high school.

Core Components of an IET (IET Components) means the three required instructional and service activities of an IET. These include:

- AEL Activities contextualized for Workforce Trainings;
- Workforce Preparation Activities; and
- Workforce Training for a specific in-demand or targeted occupation or occupational cluster, as determined by the Board.

Digital Literacy means technology skills that enable users to find, evaluate, organize, create, and communicate information.

In-Demand or Targeted means:

- an industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities for advancement) on the state, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors; or
- an occupation that currently has or is projected to have a number of positions (including positions that lead to economic self-sufficiency and opportunities for advancement) in an industry sector that will have a significant impact on the state, regional, or local economy, as appropriate.

Integrated Education and Training (IET) means an overall scope of services designed for a specific occupation or occupational cluster for the purpose of educational and career advancement, which includes the three IET Components delivered through Integrated Services—ensuring that participants gain the skills needed to succeed in the Workforce Training program by attaining a Recognized Postsecondary Credential, entering or advancing in employment, or advancing in postsecondary education and training.

Integrated Services (Integrated) means IET Components are provided concurrently and contextually such that the IET Components:

- are provided simultaneously at points within the overall scope of the program;
- are of sufficient intensity and quality and based on the most rigorous research available to support the advancement of education and career development;
- use occupationally relevant instructional materials;
- have a single set of learning objectives that identify specific competencies across the IET Components, which may include established learning objectives and/or trade-related benchmarks or competencies for a particular in-demand or targeted occupation or occupational cluster required for attaining a Recognized Postsecondary Credential; and
- are organized to function cooperatively.

Recognized Postsecondary Credential (Credential) for IET means:

- an industry-recognized occupational certificate or certification, such as the Texas Nurse Aide certification (Texas Department of Aging and Disability Services (DADS)), Certified Logistics Associate (Manufacturing Skill Standards Council), Level I Entry Welder (American Welding Society), A+, Network+, Server+, Security+ (Computing Technology Industry Association), Microsoft Office Specialist (Microsoft), and Heavy Equipment Operator (National Center for Construction Education and Research);
- certificate of completion of an apprenticeship;
- occupational licensure recognized by the state or federal government, such as Licensed Vocational Nurse (Texas Board of Nursing); or
- other recognized occupational certificates or certifications (e.g., Occupational Skills Awards, Level I or Level II certificates common in Texas community and technical colleges).

Although short-term certificates or certifications such as Occupational Safety and Health Administration (OSHA) 10-Hour Card or ServSafe (National Restaurant Association Educational Foundation) are industry-recognized, preparation for these Credentials is very short and does not, typically, lead to employment or career advancement without additional Workforce Training. Incorporating preparation for the OSHA 10-Hour Card in a Level I certificate in apartment and building maintenance or the ServSafe certification in a hospitality and food management program would ensure that IET Components were of sufficient quality and intensity to be responsive to the students, employers, and local economies.

Certificates of completion awarded for attendance or meeting satisfactory completion criteria are not credentials. For example, a certificate of completion awarded by an educational institution for a Microsoft Office preparation course is not a credential unless the course curriculum includes the competencies needed for participants to take the Microsoft Office Specialist Credential.

Transitions to Postsecondary Education or Training (Transitions) means preparatory course models designed with the objective of increasing the transition success of participants at National Reporting System Levels 4–6 who are enrolling in initial postsecondary education and training courses. In practice, these models include bridge or summer bridge programs, college onboarding or on-ramp courses, and some student development courses characterized by intensive, targeted remediation in core content areas, as well as College Knowledge to support the skills and understanding needed for both gaining admission to and navigating within postsecondary education and training systems. Transitions courses are often scheduled in the weeks or months preceding established enrollment dates (e.g., in late July and August for fall enrollment, October through December for spring enrollment, or late spring for summer enrollment). Transitions courses may include Workforce Preparation Activities.

Workforce Preparation Activities include 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 the following:

- Using resources;
- Using information;
- Working with others;
- Understanding systems;
- Skills necessary for successful transition into and completion of postsecondary education, training, or employment; and
- Other employability skills that increase an individual's preparation for the workforce.

Workforce Training means the following:

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. Skills upgrading and retraining;
7. Entrepreneurial training;
8. Job readiness training provided in combination with services described in 1 through 7;
9. AEL Activities, including activities of English as a Second Language and IET programs, provided concurrently or in combination with services described in 1 through 7; and
10. Customized training designed to meet the specific requirements of an employer or group of employers, conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.

For more information and further definition of Workforce Training, see TWC's WIOA Guidelines for Adults, Dislocated Workers, and Youth at <http://twc.state.tx.us/partners/workforce-innovation-opportunity-act-wioa>.

NLF: Funding IET: AEL grantees must be aware that AEL funding must be expended to support the IET service approach that leads to employment in or advancement within a specific in-demand or targeted occupation or occupational cluster, as determined by the Board, and aligned with local and regional economic and labor market analysis.

NLF: Grantees must ensure that the IET program supports educational and career advancement by ensuring the curriculum is aligned with the Texas AEL Content Standards and is part of a Career Pathway.

NLF: Grantees must ensure that the IET program results in one or more Recognized Postsecondary Credentials. In certain Workforce Training options, such as entrepreneurial training, on-the-job training, and workplace training, a Recognized Postsecondary Credential may not be available or does not exist. In these unique circumstances, AEL grantees must document how the Workforce Training leads to career advancement.

LF: AEL grantees may coenroll participants in IET services funded from non-AEL funds or use Integrated EL Civics (WIOA §243) funds to provide IET.

NLF: Submission of IET Plans: AEL grantees must be aware that they must submit IET programs, including Integrated EL Civics programs further described in AEL Letter 04-16, to TWC through the Career Pathways Implementation Plan portal at <http://www-tcall.tamu.edu/twcael/grantees.htm>.

LF: Integrated Services may be delivered in multiple programmatic arrangements. TWC provides programs flexibility in IET delivery designs based on these elements, as long as the IET meets the programmatic requirements outlined in this AEL Letter; Integrated EL Civics programs must also meet the programmatic requirements outlined in AEL Letter 04-16.

LF: AEL grantees may apply additional program entry requirements for participants when implementing the IET program with Boards, Workforce Solutions Offices, and Workforce Training providers.

LF: AEL grantees may fund Workforce Training out of all funding sources subject to compliance with applicable eligibility guidelines.

NLF: AEL grantees must report Workforce Training expenditures by funding source as part of the monthly expenditure reports submitted through TWC's Cash Draw and Expenditure Reporting (CDER) system.

NLF: AEL grantees must report IET activities, using appropriate activity codes, in Texas Educating Adults Management System (TEAMS).

INQUIRIES:

Send inquiries regarding this AEL Letter to aelpolicy.clarifications@twc.state.tx.us.

RESCISSIONS:

AEL Letter 02-16

REFERENCES:

Workforce Innovation and Opportunity Act of 2014
Final Rule, Programs and Activities Authorized by the Adult Education and Family Literacy Act
(Title II of the Workforce Innovation and Opportunity Act)
AEL Letter 04-16, issued September 15, 2016, and entitled "Implementing Integrated Education and Training English Literacy and Civics Education"
Texas Workforce Commission Requests for Proposals 320-14-10

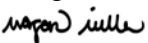
FLEXIBILITY RATINGS:

No Local Flexibility (NLF): This rating indicates that AEL grantees must comply with the federal and state laws, rules, policies, and required procedures set forth in this AEL Letter and have no local flexibility in determining whether and/or how to comply. All information with an NLF rating is indicated by "must" or "shall."

Local Flexibility (LF): This rating indicates that AEL grantees have local flexibility in determining whether and/or how to implement guidance or recommended practices set forth in this AEL Letter. All information with an LF rating is indicated by "may" or "recommend."

**TEXAS WORKFORCE COMMISSION
ADULT EDUCATION AND LITERACY LETTER**

ID/No:	AEL 04-16, Change 1
Date:	April 10, 2017
Keyword:	AEL; Fiscal Administration; WIOA
Effective:	Immediately

To: Adult Education and Literacy Grant Recipients
Local Workforce Development Board Executive Directors
Commission Executive Offices
Integrated Service Area Managers


From: Reagan Miller, Deputy Director, Workforce Solutions

Subject: **Implementing Integrated Education and Training English Literacy and Civics Education—*Update***

PURPOSE:

AEL Letter 04-16 provided Adult Education and Literacy (AEL) grantees¹ with updated information and guidance on implementing Workforce Innovation and Opportunity Act (WIOA) §243, Integrated Education and Training English Literacy and Civics Education (Integrated EL Civics).² This updated AEL Letter:

- removes some language related to enrollment targets for Integrated EL Civics programs; and
- removes language related to the assessment of English language learners.

RESCISSIONS:

AEL Letter 04-16

BACKGROUND:

WIOA strengthens alignment with AEL providers, postsecondary education and training providers, Local Workforce Development Boards (Boards), and employers, and reinforces AEL's strategic plan goal, which is to support increases in employment, higher education transition, skills gains, and secondary education completion through demonstrated approaches that integrate system services and leverage community partnerships.

¹ For the purposes of this AEL Letter, AEL grantees are entities that are Texas Workforce Commission grantees funded with AEL funds.

² Capitalization represents terms that have specific definitions outlined in this AEL Letter or in other AEL Letters, guides, state or federal laws, or other publications cross-referenced in this AEL Letter.

To support this purpose, WIOA underscores the use of flexible service delivery options within its various programs, including Integrated EL Civics program activities and Integrated Education and Training (IET), as described in AEL Letter 02-16, issued March 23, 2016, and entitled “Implementing the Integrated Education and Training Service Approach,” and any subsequent issuances.

WIOA Title II and subsequent federal regulations make distinctions that govern Integrated EL Civics program service delivery depending on the WIOA funding source.

PROCEDURES:

No Local Flexibility (NLF): This indicates that AEL grantees must comply with the federal and state laws, rules, policies, and required procedures set forth in this AEL Letter and have no local flexibility in determining whether and/or how to comply. All information with an NLF rating is indicated by “must.”

Local Flexibility (LF): This indicates that AEL grantees have local flexibility in determining whether and/or how to implement guidance or recommended practices set forth in this AEL Letter. All information with an LF rating is indicated by “may” or “recommend.”

NLF: AEL grantees must be aware of the following definitions:

Coenrollment—enrollment of an eligible individual in two or more of the six core programs administered under WIOA, which include the following:

- Adult, dislocated worker, and youth programs (WIOA Title I);
- Adult Education and Family Literacy Act (AEFLA) (WIOA Title II);
- The Employment Service program under the Wagner-Peyser Act of 1933 (WIOA Title III); and
- The Vocational Rehabilitation program (Title I of the Rehabilitation Act of 1973).

In practice, the term often has a wider meaning, such as coenrollment between AEL and Workforce Training, regardless of the funding source.

English Language Learner (ELL)—an individual who has limited ability in reading, writing, speaking, or comprehending English, and whose native language is a language other than English; or who lives in a family or community environment where a language other than English is the dominant language.

English Literacy and Civics Education Services (EL Civics)—education services provided to adult ELLs, including professionals with degrees or credentials in their native countries, to enable them to achieve competency in English and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. EL Civics services must include instruction in literacy, English as a Second Language (ESL), and the

rights and responsibilities of citizenship and civic participation, and may include Workforce Training.

Integrated EL Civics—a program funded under WIOA §243 for adult ELLs, including professionals with degrees and credentials in their native countries. WIOA §243 Integrated EL Civics funds require that the program service approach include EL Civics services in combination with IET for participants for whom IET services are appropriate. Additionally, the Integrated EL Civics program must:

- be designed to prepare adult ELLs for, and place them in, unsubsidized employment in existing and emerging in-demand industry sectors or targeted occupations that lead to economic self-sufficiency; and
- integrate with Board and Workforce Solutions Office functions to carry out the program's activities.

NLF: IET Requirement: AEL grantees must provide Integrated EL Civics services. Integrated EL Civics funds must be used to support the IET service approach. Integrated EL Civics must:

- include instruction in literacy and ESL;
- include instruction on the rights and responsibilities of citizenship and civic participation;
- be provided in combination with IET, including AEL Activities, Workforce Preparation Activities, and Workforce Training outlined in AEL Letter 02-16, and any subsequent issuances;
- be designed to prepare adult ELLs for, and place them in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and
- be integrated with Board and Workforce Solutions Office functions to carry out the activities of the program.

LF: Coenrollment of Participants: AEL grantees may use one of the following two options for meeting the IET coenrollment requirement for Integrated EL Civics:

- Use WIOA §243 Integrated EL Civics funds to provide IET services; or
- Coenroll participants in IET services with non-AEL funds. For example, coenrollment of participants in other WIOA programs, community and technical college systems, or certain grants or state or federal financial aid.

NLF: AEL grantees must use the following three unique activity code conventions in the Texas Educating Adults Management System (TEAMS) to describe program variations and funding sources:

- IET (EL Civics), when EL Civics is delivered with WIOA §243 funds in combination with IET;
- EL Civics (EL Civics), when EL Civics is delivered with WIOA §243 funds not in combination with IET; and
- El Civics (AEFLA), when EL Civics is delivered with WIOA §231 funds not in combination with IET.

NLF: Integration with Boards and Workforce Solutions Offices: When implementing an Integrated EL Civics program, AEL grantees must integrate with the function of Boards and Workforce Solutions Offices when identifying in-demand industries and occupations and carrying out employment placement in such industries and occupations. Examples of integration include:

- identifying existing and emerging in-demand industry sectors or targeted occupations for IET training in the local workforce development area (workforce area);
- workshops or services provided as part of IET-required Workforce Preparation Activities;
- employment assistance;
- data and wage information for the workforce area or region; and
- identifying employer partners to support program design, implementation, and employment placement.

LF: AEL grantees may apply additional program entry requirements for participants when implementing the Integrated EL Civics program with Boards, Workforce Solutions Offices, and Workforce Training providers.

NLF: AEL grantees must be aware that before implementing Integrated EL Civics in combination with IET, they must submit the proposed IET program of study to TWC through the Career Pathways Implementation Plan portal at <http://www-tcall.tamu.edu/twcael/grantees.htm>.

NLF: AEL grantees must report Workforce Training expenditures by funding source as part of the monthly expenditure reports submitted through TWC's Cash Draw and Expenditure Reporting System.

INQUIRIES:

Send inquiries regarding this AEL Letter to aelpolicy.clarifications@twc.state.tx.us.

ATTACHMENT:

Attachment 1: Revisions to AEL Letter 04-16 Shown in Track Changes.

REFERENCES:

Adult Education and Family Literacy Act
Workforce Innovation and Opportunity Act of 2014 and appropriate regulations
Implementation Guidelines: Measures and Methods for the National Reporting System for Adult Education, February 2016,
http://www.nrsweb.org/docs/NRS_Implementation_Guidelines_February2016.pdf
AEL Letter 02-16, "Implementing the Integrated Education and Training Service Approach," issued March 23, 2016, and any subsequent issuances

AEL Letter 02-16, “Implementing the Integrated Education and Training Service Approach,” issued March 23, 2016, and any subsequent issuances

<http://www.twc.state.tx.us/files/partners/acl-02-16-change-1.pdf>

AEL Letter 05-17, “Implementing and Reporting Workforce Training under the Integrated Education and Training Approach to Service Delivery,” issued August 11, 2017

Texas Adult Education and Literacy Assessment Guide

<http://www.twc.state.tx.us/files/partners/texas-acl-assessment-guide-twc.pdf>

Texas Adult Education and Literacy Guide

<http://www.twc.state.tx.us/files/partners/texas-acl-guide-twc.pdf>

**TEXAS WORKFORCE COMMISSION
ADULT EDUCATION AND LITERACY LETTER**

ID/No:	AEL 06-15, Change 1
Date:	April 19, 2017
Keyword:	AEL; WIOA
Effective:	Immediately

To: Local Workforce Development Board Executive Directors
Adult Education and Literacy Grant Recipients
Commission Executive Offices
Integrated Service Area Managers

Courtney Liban for

From: Reagan Miller, Director, Workforce Development Division

Subject: **Expansion of Eligible Population To Be Served from Institutions of Higher Education—*Update***

PURPOSE:

AEL Letter 06-15 provided Adult Education and Literacy (AEL) grant recipients with guidance for enrolling eligible populations in AEL services from institutions of higher education (IHEs) who would otherwise be served in developmental education. This updated AEL Letter:

- expands AEL eligibility requirements related to Texas Success Initiative Assessment (TSIA) scores for students applying to enroll in or attend an IHE; and
- addresses the eligibility documentation requirements for AEL students referred from an IHE.

RESCISSIONS:

AEL Letter 06-15

BACKGROUND:

To support increased partnerships and integration with IHEs, the Texas Workforce Commission has made modifications to student eligibility for grant recipients funded under Request for Proposals 320-14-10. Modifications clarify and increase the eligible population to be served by AEL grant recipients by expanding the range of skill levels for students who are eligible for AEL services and applying for, enrolling in, or attending an IHE and taking the TSIA for college placement.

PROCEDURES:

No Local Flexibility (NLF): This indicates that Boards and AEL entities must comply with the federal and state laws, rules, policies, and required procedures set forth in this AEL Letter and have no local flexibility in determining whether and/or how to comply. All information with an NLF rating is indicated by “must” or “shall.”

Local Flexibility (LF): This indicates that Boards and AEL entities have local flexibility in determining whether and/or how to implement guidance or recommended practices set forth in this AEL Letter. All information with an LF rating is indicated by “may” or “recommend.”

NLF: Grantees must be aware that an eligible individual refers to an individual eligible to receive AEL services, as authorized under Title II of the Workforce Innovation and Opportunity Act. This refers to an eligible who has attained 19 years of age unless specifically exempted from compulsory school attendance by Texas Education Code §25.086 and

- is basic skills deficient;
- does not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or
- is an English language learner.

NLF: Grantees must be aware that individuals who have a secondary school diploma or its recognized equivalent are eligible for AEL services if those individuals are basic skills deficient or English language learners.

NLF: Grantees must be aware that an eligible individual applying for entrance into an IHE is considered eligible to receive AEL services if:

- the individual meets the definition of an eligible individual based on tests administered following the Texas AEL Assessment Guide, and
- scores into National Reporting System levels 1–5 on TSIA for college placement in any area—reading, writing, or mathematics.

NLF: Grantees must collect and maintain a documented TSIA score from an IHE to provide AEL services.

NLF: Grantees must verify eligibility of students referred from an IHE for AEL services using tests administered according to the Texas AEL Assessment Guide.

INQUIRIES:

Send inquiries regarding this AEL Letter to aelpolicy.clarifications@twc.state.tx.us.

ATTACHMENT:

Revisions to AEL 06-15 in Track Changes.


REFERENCES:

Workforce Innovation and Opportunity Act of 2014
Final Rule, Programs and Activities Authorized by the Adult Education and Family Literacy Act (Title II of the Workforce Innovation and Opportunity Act)
Title IV, Higher Education Act of 1965, as amended
Texas Education Code §25.086
Texas Education Code §51.3062
Texas AEL Assessment Guide
Request for Proposals 320-14-10

TEXAS WORKFORCE COMMISSION
Adult Education and Literacy Letter

ID/No:	AEL 03-17
Date:	August 11, 2017
Keywords:	AEL; Fiscal Administration; WIOA
Effective:	Immediately

To: Adult Education and Literacy Grant Recipients
Local Workforce Development Board Executive Directors
Commission Executive Offices
Integrated Service Area Managers

From:  Courtney Arbour, Director, Workforce Development Division

Subject: **Implementing and Reporting Workforce Training under the Integrated Education and Training Approach to Service Delivery**

PURPOSE:

To provide Adult Education and Literacy (AEL) grantees¹ with information and guidance on implementing Workforce Training as part of the Integrated Education and Training² (IET) approach to service delivery.

This AEL Letter:

- defines “Workforce Training”;
- explains related costs;
- identifies funding options available; and
- describes the requirements for documentation and reporting.

BACKGROUND:

The Workforce Innovation and Opportunity Act (WIOA) strategically positions AEL to play an integral role within a broader interconnected workforce development system and greatly expands the service-delivery options available to providers.

The inclusion of Workforce Training under the IET approach to service delivery provides AEL providers with a critical tool to support students in increasing

¹ For the purposes of this AEL Letter, AEL grantees are entities that receive AEL funds from the Texas Workforce Commission.

² Certain terms are capitalized to indicate that they are defined either in this AEL Letter or in the documents listed under References.

employment outcomes, postsecondary education and training transition and completion, skills gains, and high school equivalency completion.

PROCEDURES:

No Local Flexibility (NLF): This rating indicates that AEL grantees must comply with the federal and state laws, rules, policies, and required procedures set forth in this AEL Letter and have no local flexibility in determining whether and/or how to comply. All information with an NLF rating is indicated by “must” or “shall.”

Local Flexibility (LF): This rating indicates that AEL grantees have local flexibility in determining whether and/or how to implement guidance or recommended practices set forth in this AEL Letter. All information with an LF rating is indicated by “may” or “recommend.”

NLF: AEL grantees must be aware of the following definitions:

Core Components of IET (IET Components)

The required core components of an IET approach are:

- AEL activities contextualized for Workforce Training;
- Workforce Preparation Activities; and
- Workforce Training for a specific emerging or existing in-demand or targeted occupation or occupational cluster, as determined by the Local Workforce Development Board (Board).

Direct Contact Hour

A direct contact hour is a contact hour that consists of instruction or instructional activity in reading, writing, mathematics, and English as a second language (ESL), which includes classroom instruction, tutoring, or participation in a learning lab. Hours accumulated through Orientation or Workforce Training do not count as direct contact hours. Hours accumulated through Workforce Preparation Activities count as direct contact hours only when the activities are delivered in the context of reading, writing, mathematics, and ESL. Direct contact hours are entered on the daily class contact hour page in the Texas Educating Adults Management System (TEAMS).

Integrated Education and Training

IET means an overall scope of services designed for a specific emerging or existing occupation or occupational cluster to further participants’ education and advancing in their careers. The three required IET Components, delivered through Integrated Services, ensure that participants develop the skills to succeed in the Workforce Training program by attaining a Recognized Postsecondary Credential, entering or advancing in employment, or advancing in postsecondary education and training.

Integrated Services

Integrated Services (Integrated) means that IET Components are provided concurrently and contextually. That is, IET Components:

- are provided simultaneously at points within the overall scope of the program;

- are of sufficient intensity and quality and are based on the most rigorous research available to support the advancement of education and career development; and
- use occupationally relevant instructional materials.

Integrated Services also means that an IET program has program activities organized to function cooperatively so that specific adult education content, Workforce Preparation Activities, and Workforce Training competencies are aligned to a single set of learning objectives that identify specific competencies across the IET Components. The competencies may include established learning objectives and/or trade-related benchmarks or competencies for a particular emerging or existing in-demand or targeted occupation or occupational cluster required for attaining a recognized postsecondary credential.

Texas Workforce System

The Texas Workforce Partners are as follows:

- WIOA programs for adults, dislocated workers, and youth
- The Wagner-Peyser Employment Service program
- AEL programs
- Vocational Rehabilitation programs under WIOA Title IV
- Unemployment Insurance program
- The Trade Adjustment Assistance program
- The Choices program (the employment and training component of the Temporary Assistance for Needy Families program)
- The Supplemental Nutrition Assistance Program Employment and Training program
- Subsidized child care
- Apprenticeship programs (Texas Education Code, Chapter 133)
- The National and Community Services Act program
- The Senior Community Service Employment Program
- Non-Certificate Postsecondary Career and Technology Training programs

Workforce Partners in Texas differ from those listed in WIOA because Texas is allowed to operate certain aspects of WIOA under prior consistent state law.

Supportive Services

Supportive Services include providing the transportation, child care, dependent care, housing, and needs-related payments necessary to enable an individual to participate in AEL activities.

Workforce Training means the following:

- On-the-Job Training, as described in WIOA §3(44)
- Skills upgrading, for example, training delivered in an IET by an employer
- Entrepreneurial training
- Customized training, as described in WIOA §3(14)
- Other occupational skills training, for example, training delivered in an IET by a community or technical college
- Prerequisite training

- Registered Apprenticeship training
- Youth occupational skills training

NLF: AEL grantees must be aware AEL allocations provide for increased funding to support the implementation of the IET service approach, including the provision of Workforce Training when provided through Integrated Services.

LF: AEL grantees may fund Workforce Training from all AEL funding sources, subject to compliance with applicable eligibility guidelines.

LF: AEL grantees have flexibility in finding optimal efficiency in leveraging available additional resources to the development and provision of IET programs. Whenever possible, AEL grantees may leverage funds from other appropriate resources, such as using effective coenrollment strategies with Workforce Partners or other appropriate resources such as federal Pell grants, and local funding, to maximize overall efficiency and support for student success in achieving Recognized Postsecondary Credentials and career advancement.

LF: AEL funds may be used to pay for costs related to Workforce Training. Related costs help students pay for:

- uniforms or other required training attire and training-related tools, including eyeglasses and protective eye gear;
- books, fees, school supplies, and other necessary items for students enrolled in Workforce Training; and
- employment and training-related applications, tests, and certifications.

NLF: AEL funds must not be used to pay for Supportive Services. AEL grantees must collaborate with other Texas Workforce Partners and other entities to support access to appropriate Supportive Services.

NLF: AEL grantees must enter all Workforce Training hours associated with IET in TEAMS, including Workforce Training that is supported by leveraged funds from other appropriate resources. Workforce Training hours do not count as direct contact hours for use in circumstances such as pre- and post-testing for Measurable Skill Gains.

NLF: For those Workforce Training instructors whose salaries are funded with AEFLA funds, AEL grantees must enter the training instructor information into TEAMS for each training class that is part of IET.

NLF: AEL grantees must enter the basic skills instructor information into TEAMS for each training class that is part of IET, when the training instructor information is not available for TEAMS use.

LF: AEL grantees may enter Workforce Training instructor information for those training instructors not paid with AEFLA funds, or grantees may enter the basic skills instructor information for those training classes in TEAMS.

NLF: AEL grantees must document daily student attendance in Workforce Training to ensure that students obtain the intensity of services needed to support

advancement and completion of common learning objectives. Examples of adequate documentation include:

- a paper or electronic class roll indicating daily attendance;
- a daily sign-in sheet;
- a weekly attendance verification signed by the Workforce Training instructor;
- an official completion certificate issued by the Workforce Training provider or credentialing agency that lists the total contact hours completed by the student; and
- other forms of daily attendance verification approved by TWC AEL staff.

NLF: AEL grantees must add the following training details in TEAMS 3.0, in accordance with WIOA requirements:

- Name of the training provider or eligible training provider
- Dates that the participant entered/exited training
- Type of training
- Program of study
- Classification of Instructional Programs (CIP) code
- Occupational Skills Training code
- Date that the participant completed or withdrew from the training

NLF: AEL grantees must report AEL-funded Workforce Training expenditures by funding source as part of the monthly expenditure reports submitted through the Texas Workforce Commission's (TWC) Cash Draw and Expenditure Reporting (CDER) system.

NLF: AEL grantees must provide students with a program syllabus for IET programs.

NLF: AEL grantees must submit plans that describe how Workforce Training uses the IET approach to service delivery (including Integrated EL Civics). Grantees must submit the plans to TWC through the Career Pathways Implementation Plan portal at <http://www-tcall.tamu.edu/twcael/grantees.htm>.

INQUIRIES:

Send inquiries regarding this AEL Letter to aelpolicy.clarifications@twc.state.tx.us.

REFERENCES:

Workforce Innovation and Opportunity Act of 2014, including Title II, the Adult Education and Family Literacy Act (<https://www.gpo.gov/fdsys/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf>)


Adult Education and Family Literacy Act regulations (<https://www.federalregister.gov/documents/2016/08/19/2016-16049/programs-and-activities-authorized-by-the-adult-education-and-family-literacy-act-title-ii-of-the>)

AEL Letter 02-16, “Implementing the Integrated Education and Training Service Approach,” issued March 23, 2016, and any subsequent issuances
(<http://www.twc.state.tx.us/partners/workforce-policy-guidance#abe>)

**TEXAS WORKFORCE COMMISSION
ADULT EDUCATION AND LITERACY LETTER**

ID/No:	AEL 04-17
Date:	September 5, 2017
Keyword:	AEL; Fiscal Administration; WIOA
Effective:	October 5, 2017

To: Adult Education and Literacy Grant Recipients
Local Workforce Development Board Executive Directors
Commission Executive Offices
Integrated Service Area Managers

From:  Courtney Arbour, Director, Workforce Development Division

Subject: Implementing and Reporting Workforce Preparation Activities

PURPOSE:

To provide Adult Education and Literacy (AEL) grantees¹ with information and guidance on implementing Workforce Preparation Activities.² This AEL Letter:

- defines Workforce Preparation Activities;
- differentiates Workforce Preparation Activities from Workforce Training;
- describes Workforce Preparation Activities as part of the Integrated Education and Training (IET) service approach;
- describes Workforce Preparation Activities as an AEL activity outside of IET; and
- outlines data reporting guidelines for Workforce Preparation Activities.

RESCISSIONS:

None

BACKGROUND:

The Workforce Innovation and Opportunity Act (WIOA) strategically positions AEL to play an integral role within a broader, interconnected workforce development system and greatly expands the service-delivery options available to providers.

¹ For the purposes of this AEL Letter, AEL grantees are entities that are Texas Workforce Commission grantees funded with AEL funds.

² Certain terms are capitalized to indicate that they are defined either in this AEL Letter or in the documents listed under References.

WIOA authorizes the use of funds for the development and delivery of Workforce Preparation Activities as a critical tool that AEL providers can use to support students in:

- increasing employment outcomes;
- postsecondary education and training transition and completion;
- skills gains; and
- high school equivalency completion.

As one of three core components of IET, Workforce Preparation Activities are required in IET program curricula.

PROCEDURES:

No Local Flexibility (NLF): This indicates that AEL grantees must comply with the federal and state laws, rules, policies, and required procedures set forth in this AEL Letter and have no local flexibility in determining whether and/or how to comply. All information with an NLF rating is indicated by “must” or “shall.”

Local Flexibility (LF): This indicates that AEL grantees have local flexibility in determining whether and/or how to implement guidance or recommended practices set forth in this AEL Letter. All information with an LF rating is indicated by “may” or “recommend.”

NLF: AEL grantees must be aware of the following definitions:

Digital literacy—The skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information.

Individual Training, Education, and Career Plan (ITEC Plan)—A plan for the student to meet educational and career goals, designed to promote a discussion and set forth a strategy. The plan delineates short- and long-term goals and their implementation steps.

On-Ramp to Postsecondary Education or Training (On-ramp program)—A class or program, also referred to as a bridge or transition class, that prepares adults to enter and succeed in postsecondary education and training. On-ramp programs can run several days, weeks, or longer, and can address the following topics, content, and activities:

- Preparation for college or Workforce Training, including the development of college knowledge in the areas of note-taking, academic advising, time management, study habits, and digital literacy;
- Career development that includes career exploration, career planning, employment expectations, and work culture for an occupation or sector;
- Meeting with career navigators, college advising, or case management staff to customize an ITEC Plan;
- Guest lectures from employers, former students, and faculty;

- Referrals to individual Supportive Services (for example, transportation, child care, and housing assistance); and
- Intensive academic readiness and remediation for student success supporting transition to postsecondary education and training.

On-ramp programs often support student success by ensuring that students understand and are committed to the duration and intensity of the training program, have developed arrangements to mitigate work and personal obligations that might impede program completion, and are well-informed about resulting employment options and expectations to support employment success.

Workforce Preparation Activities—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 the following:

- Using resources;
- Using information;
- Working with others;
- Understanding systems;
- Skills necessary for successful transition into and completion of postsecondary education, training, or employment; and
- Other employability skills that increase an individual's preparation for the workforce.

NLF: AEL grantees must be aware that Workforce Preparation Activities are not the same as Workforce Training because, in isolation, Workforce Preparation Activities do not teach skills that allow an individual to attain a recognized postsecondary credential and enter or advance in employment for a specific occupation.

LF: AEL grantees are encouraged to be aware that Workforce Preparation Activities may be implemented independent of an IET program in a variety of ways, to support life-long learning, implementation of the Texas AEL Content Standards, successful transition into and completion of postsecondary education and training, and enhancement of employment preparation or advancement, as activities, programs, or services, including as:

- the context for general basic academic skills and English as a second language (ESL) curriculum (for example, an ESL curriculum module on employment norms and expectations in the United States or a high school equivalency curriculum module on preparing for a successful first semester in college); or
- part of an on-ramp program;

NLF: AEL grantees must incorporate Workforce Preparation Activities simultaneously at points within the overall scope of an IET program to support

the Workforce Training, adult education and literacy, and employment transition components of the program design.

NLF: AEL grantees must incorporate Workforce Preparation Activities as part of the single set of learning objectives within an IET program and document these objectives in the program syllabus.

NLF: AEL grantees must ensure that Workforce Preparation Activities are only entered into the Texas Education Adults Management System (TEAMS) as direct contact hours when the activities are integrated within reading, writing, mathematics, and ESL instruction.

NLF: AEL grantees must ensure that, when delivered without contextualized AEL instruction, for example a presentation on how to conduct online job search, or on understanding the college enrollment process, Workforce Preparation Activities must be entered as training hours into TEAMS. Entering these hours as training hours segregates this time from direct AEL instruction that supports educational progress in circumstances such as pre- and post-testing for Measurable Skill Gains, but it does not mean that these activities are Workforce Training as described in this letter.

LF: AEL grantees may fund Workforce Preparation Activities out of all AEL funding sources, subject to compliance with applicable eligibility guidelines.

LF: AEL grantees have flexibility to find optimal efficiency in leveraging available additional resources to develop and provide Workforce Preparation Activities. Whenever possible, AEL grantees may leverage funds or services from other resources, such as effective coenrollment strategies with Workforce Partners or other entities to maximize overall efficiency.

INQUIRIES:

Send inquiries regarding this AEL Letter to aelpolicy.clarifications@twc.state.tx.us.

REFERENCES:

Workforce Innovation and Opportunity Act of 2014, including Title II, the Adult Education and Family Literacy Act <https://www.gpo.gov/fdsys/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf>

Adult Education and Family Literacy Act regulations
<https://www.federalregister.gov/documents/2016/08/19/2016-16049/programs-and-activities-authorized-by-the-adult-education-and-family-literacy-act-title-ii-of-the>

Implementation Guidelines: Measures and Methods for the National Reporting System for Adult Education, February 2016
http://www.nrsweb.org/docs/NRS_Implementation_Guidelines_February2016.pdf

TEXAS WORKFORCE COMMISSION
Adult Education and Literacy Letter

ID/No:	AEL 07-17
Date:	December 13, 2017
Keyword:	AEL
Effective:	Immediately

To: Adult Education and Literacy Grant Recipients
Adult Education and Literacy Special Project Grantees
Local Workforce Development Board Executive Directors
Commission Executive Offices
Integrated Service Area Managers



From: Courtney Arbour, Director, Workforce Development Division

Subject: **Required Syllabus Design for Adult Education and Literacy Instruction**

PURPOSE:

To provide Adult Education and Literacy (AEL) grantees¹ with information and guidance on developing syllabi for AEL instructional programs, including specific guidance on English as a Second Language² (ESL) programs, high school equivalency (HSE) programs, and Integrated Education and Training (IET) programs.

This AEL Letter:

- underscores the requirement to provide class syllabi;
- defines “program of study”;
- defines the “minimum syllabus elements” required for class syllabi;
- identifies additional elements required in a syllabus for an IET program of study;
- identifies additional elements required for an HSE program of study; and
- identifies additional elements required for an ESL program of study.

RESCISSIONS:

None

¹ For the purposes of this AEL Letter, AEL grantees are entities that receive AEL funds through the Texas Workforce Commission (TWC).

² Capitalization indicates terms that are defined in this AEL Letter or in other AEL Letters, the Adult Education and Literacy Guide, state or federal laws, or other publications cross-referenced in this AEL Letter.

BACKGROUND:

A syllabus provides information on course content, course requirements, the policies of the provider, and the responsibilities of students. AEL grantees are currently required to provide all participants with either a handbook or a syllabus. Starting on July 1, 2018, grantees will be required to provide all participants with a syllabus for each course in a program of study.

The Workforce Innovation and Opportunity Act (WIOA), Title II, the Adult Education and Family Literacy Act (AEFLA) expands and clarifies the variety of programs, activities, and services required under AEFLA, including program objectives for ESL, HSE, and IET and establishes more rigorous performance requirements.

TWC intends to use the syllabus as a means by which grantees can document how the services they deliver address the new federal requirements.

Under AEFLA, TWC must ensure that grantees align their courses with the Texas AEL Content Standards (content standards), released in 2016.

AEL Letter 01-17, “Implementing Programs, Activities, and Services for English Language Learners,” clarifies an AEFLA requirement that ESL courses must lead to high school completion, transition into postsecondary education or training, or employment. Although these outcomes might not be realized initially by students who function at lower academic levels, the instruction must be offered at all ESL levels to provide an interconnected sequence of coursework that supports the ultimate achievement of these outcomes. The ESL syllabi must explain how the course objectives, curriculum, and services fit into the sequence, lead to high school completion, and achieve transition goals using the methods outlined in AEL Letter 01-17.

WIOA performance requirements outlined in US Department of Education Office of Career, Technical, and Adult Education (OCTAE) Program Memorandum 17-2, “Performance Accountability Guidance for Workforce Innovation and Opportunity Act (WIOA) Title I, Title II, Title III, and Title IV Core Programs,” describes requirements for reporting performance under WIOA. The memo outlines specific performance criteria for participants who attain an HSE credential. To be included in the HSE credential attainment measure for performance, participants who earn an HSE must also be employed or enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit from the program.

Syllabi for HSE preparation courses must describe how course outcome objectives address these performance criteria.

PROCEDURES:

No Local Flexibility (NLF): This rating indicates that AEL entities must comply with the federal and state laws, rules, policies, and required procedures set forth in

this AEL Letter and have no local flexibility in determining whether and/or how to comply. All information with an NLF rating is indicated by “must” or “shall.”

Local Flexibility (LF): This rating indicates that AEL entities have local flexibility in determining whether and/or how to implement guidance or recommended practices set forth in this AEL Letter. All information with an LF rating is indicated by “may” or “recommend.”

NLF: Grantees must be aware of the following definition:

Program of Study

A program of study is a grouping of courses that deliver academic and/or career and technical education to prepare students for postsecondary education and career success.

Minimum Syllabus Elements

NLF: Grantees must provide all participants with a syllabus that includes the minimum elements; that is:

- general information about the program, including any fees or costs related to the course;
- information about the instructor, including the instructor’s name and contact information;
- the course’s location;
- the course calendar, including class hours, start and end dates, and holidays;
- the course objectives and how they align with the content standards;
- the attendance policy, including methods for making up missed classes or completing missed work;
- the expectations for course participation, homework, and outside instructional support such as distance learning;
- the methodology for evaluation and/or grading;
- a list of the necessary learning tools and resources (such as textbooks, digital resources and applications, laptop notebooks, and calculators) and information on which of these resources are provided by the program and which must be acquired by the student; and
- a list of additional forms of support for students, such as contacts for career navigators and counselors; contacts for TWC resources, such as Vocational Rehabilitation and Workforce Solutions; and contacts for services offered by collaborating organizations.

Additional Requirements for ESL Syllabus

NLF: In addition to the minimum syllabus elements, grantees must include information in the syllabus for each course in an ESL program of study showing how the course addresses the AEFLA requirements to:

- align with the content standards;
- fit into a sequence of courses leading to attainment of a certificate of HSE and/or enrollment in postsecondary education, training, or employment; or
- be part of a career pathway.

Additional Elements for HSE Preparation Syllabus

NLF: In addition to the minimum syllabus elements, grantees must explain in the syllabi for courses in an HSE program of study how, within one year after exit, the courses address the AEFLA requirement of leading to:

- employment; or
- enrollment in an education or training program leading to a recognized postsecondary credential.

Syllabi for HSE preparation courses must describe how course outcome objectives address WIOA performance criteria.

Additional Elements for an IET Syllabus

NLF: In addition to the minimum syllabus elements, grantees must provide in the syllabus for a course in an IET program of study:

- a description of each of the three core components of an IET program of study, including (1) AEL activities, (2) workforce preparation activities, and (3) workforce training;
- a single set of learning objectives that identifies specific adult education content, workforce preparation activities, and workforce training competencies;
- the schedule for the IET program of study, showing how the core components are provided concurrently at points within the overall scope of the program; and
- information on the recognized postsecondary credential that participants will prepare for, including how the credential is earned and what organization administers the credential.

Syllabus Distribution

NLF: Grantees must distribute the syllabus to students on the first or second day of class—or, in the case of distance-learning participants, within one week after completing the first hour of distance learning, or the student’s first proxy hour.

INQUIRIES:

Send inquiries regarding this AEL Letter to aelpolicy.clarifications@twc.state.tx.us.

REFERENCES:

The Adult Education and Family Literacy Act

US Department of Education, Office of Career, Technical, and Adult Education Program Memorandum 17-2, “Performance Accountability Guidance for Workforce Innovation and Opportunity Act (WIOA) Title I, Title II, Title III, and Title IV Core Programs,” issued August 23, 2017

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

Texas Adult Education and Literacy Assessment Guide

<http://www.twc.state.tx.us/files/partners/texas-ael-assessment-guide-twc.pdf>

Texas Adult Education and Literacy Guide

<http://www.twc.state.tx.us/files/partners/texas-ael-guide-twc.pdf>

- AEL Letter 01-17, “Implementing Programs, Activities, and Services for English Language Learners,” issued January 25, 2017, and any subsequent issuances
<http://www.twc.state.tx.us/files/partners/ael-01-17-twc.pdf>
- AEL Letter 02-16, Change 1, “Implementing the Integrated Education and Training Service Approach—Update,” issued October 13, 2016, and any subsequent issuances
<http://www.twc.state.tx.us/files/partners/ael-02-16-change-1.pdf>
- AEL Letter 04-16, Change 1, “Implementing Integrated Education and Training English Literacy and Civics Education—Update,” issued April 10, 2017, and any subsequent issuances
<http://www.twc.state.tx.us/files/partners/ael-04-16-change-1-twc.pdf>

Developing Basic Skills Curriculum for an IET

Notes:

Penn State is an equal opportunity, affirmative action employer, and is committed to providing employment opportunities to all qualified applicants without regard to race, color, religion, age, sex, sexual orientation, gender identity, national origin, disability or protected veteran status.