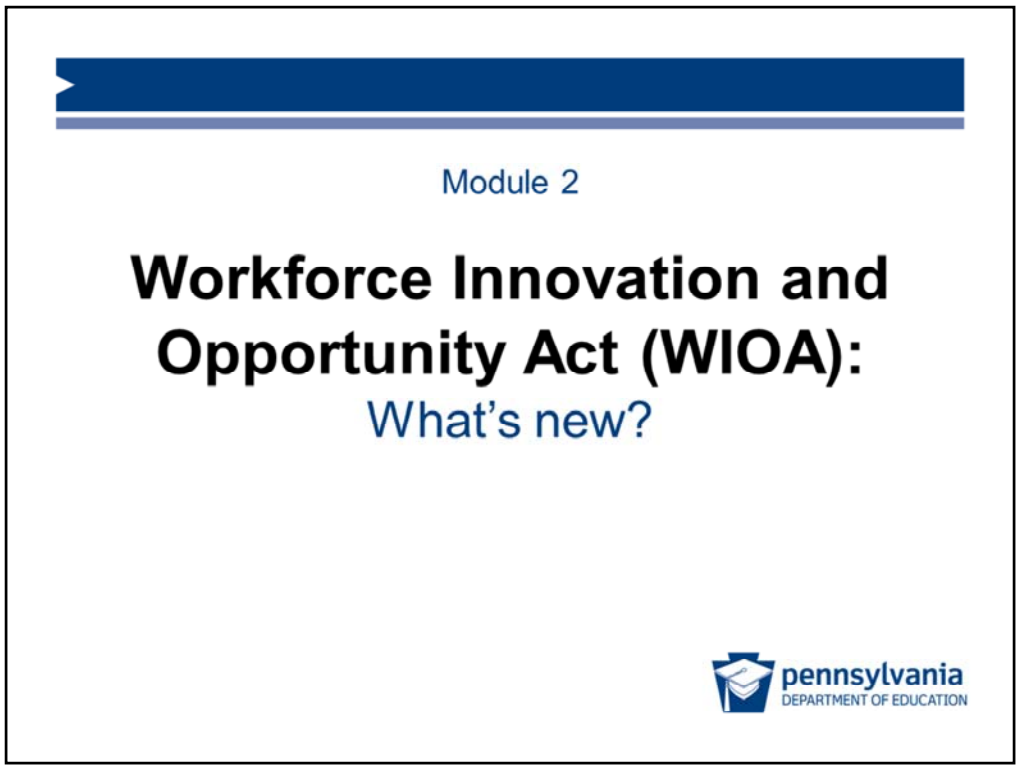


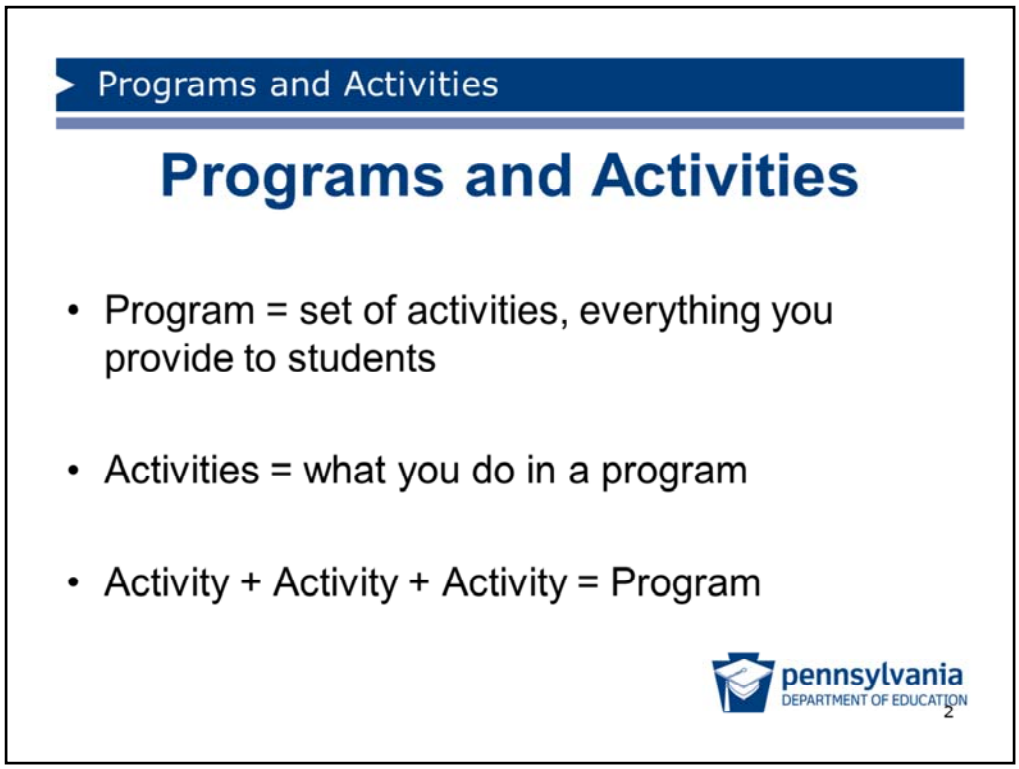
Welcome to Module 2 in the WIOA series.

Before beginning this module, please print out the IET Checklist document and the Potential IET Examples document, located under the resources tab in the upper right hand corner. Make sure you have enough copies for everyone in the group.

What's new in the Workforce Innovation and Opportunity Act (WIOA)?

In module one, you learned about activities under WIOA that are the same as or similar to what you've already been doing.

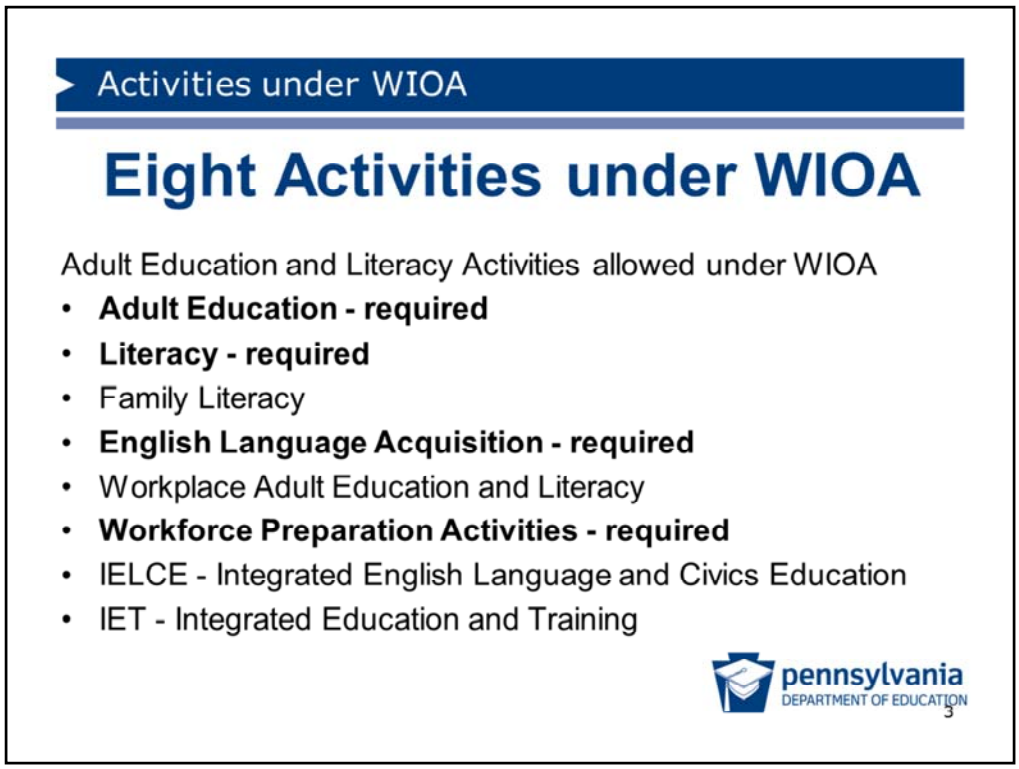
Now let's talk about some new activities.



There has been a lot of talk about Integrated Education and Training, called IET, and the "new" EL/Civics, or Integrated English Language and Civics Education, referred to as IELCE.

Before we talk about the specifics of IET and IELCE, we should clarify the difference between an activity and a program. A program is an overall set of activities that you provide. It is everything you provide for your students, even if they don't take advantage of all of it. You are probably most familiar with the name "064 federal funding." In Pennsylvania, that is what we call programs that are funded under Section 225 and 231 of WIOA.

Activities are simply what you do within your program.



Let's review the eight Adult Education and Literacy Activities allowed under WIOA

Adult Education

Literacy

Family Literacy

English Language Acquisition

Workplace Adult Education and Literacy

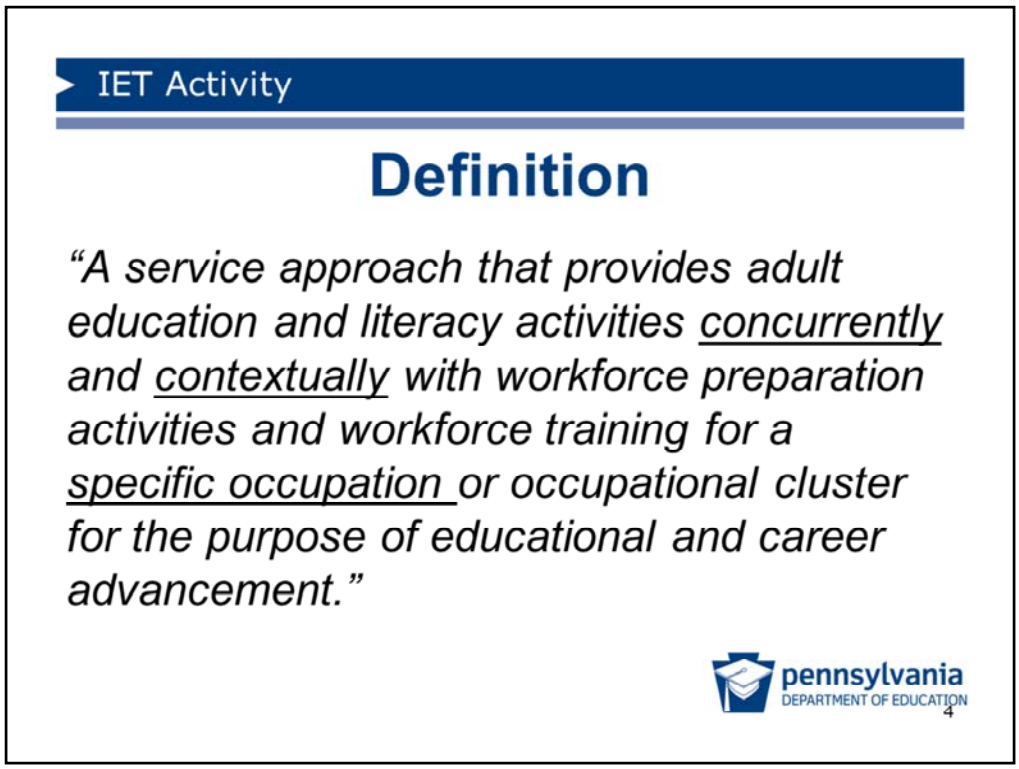
Workforce Preparation Activities

IELCE

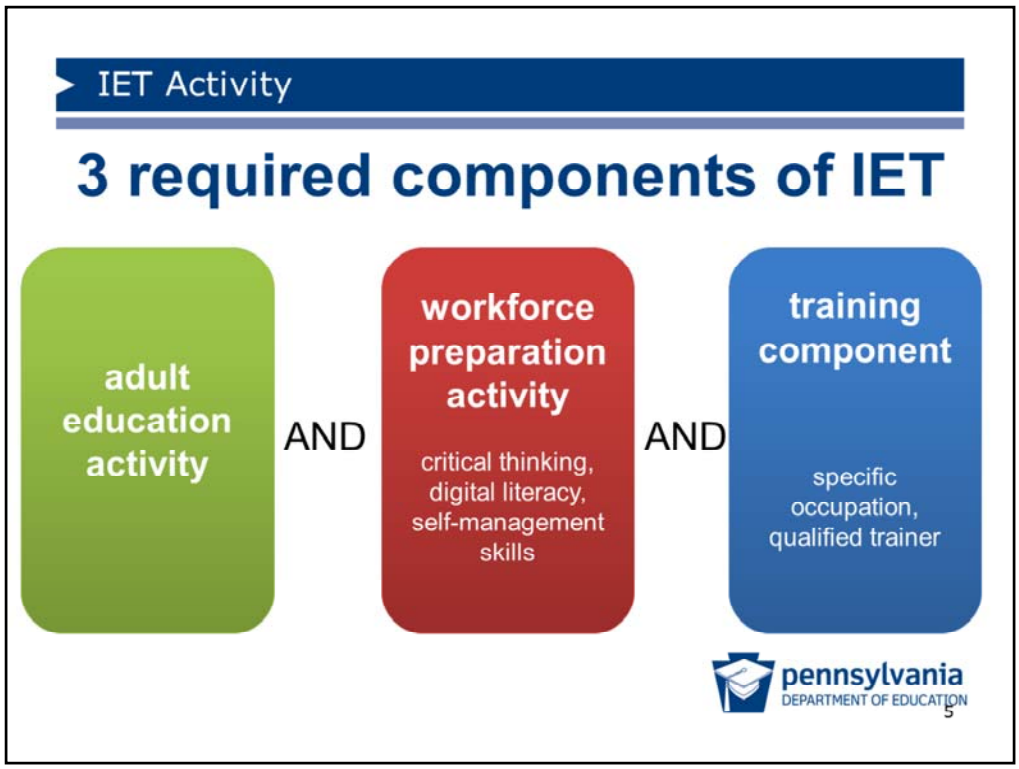
IET

All eight of these activities are allowable under WIOA and while no single activity is required more than another by WIOA, Pennsylvania's State Plan requires all funded programs to include Adult Education, Literacy, and Workforce Preparation activities. English Language Acquisition activities are required in areas where there is need. 064-funded programs are not required to provide IET activities; it is just one potential activity within your 064-funded program. IELCE is also one potential activity within your 064-funded program.

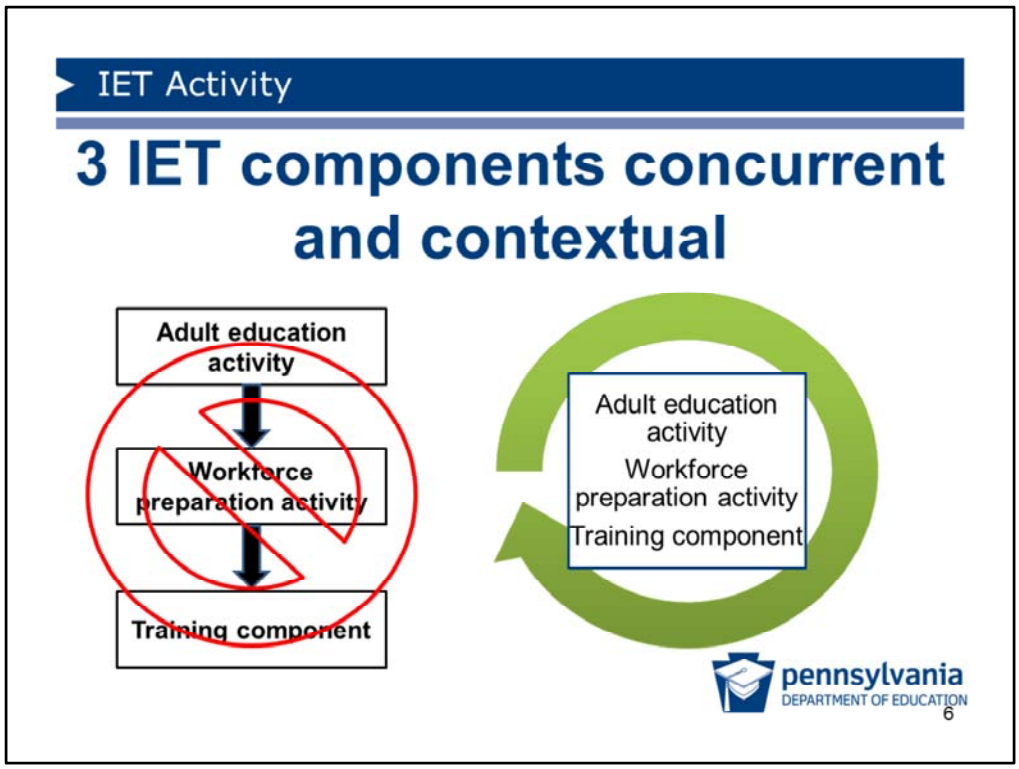
Now, let's examine two of the eight activities, the Integrated Education and Training activity and the Integrated English Language and Civics Education activity, a little more closely.



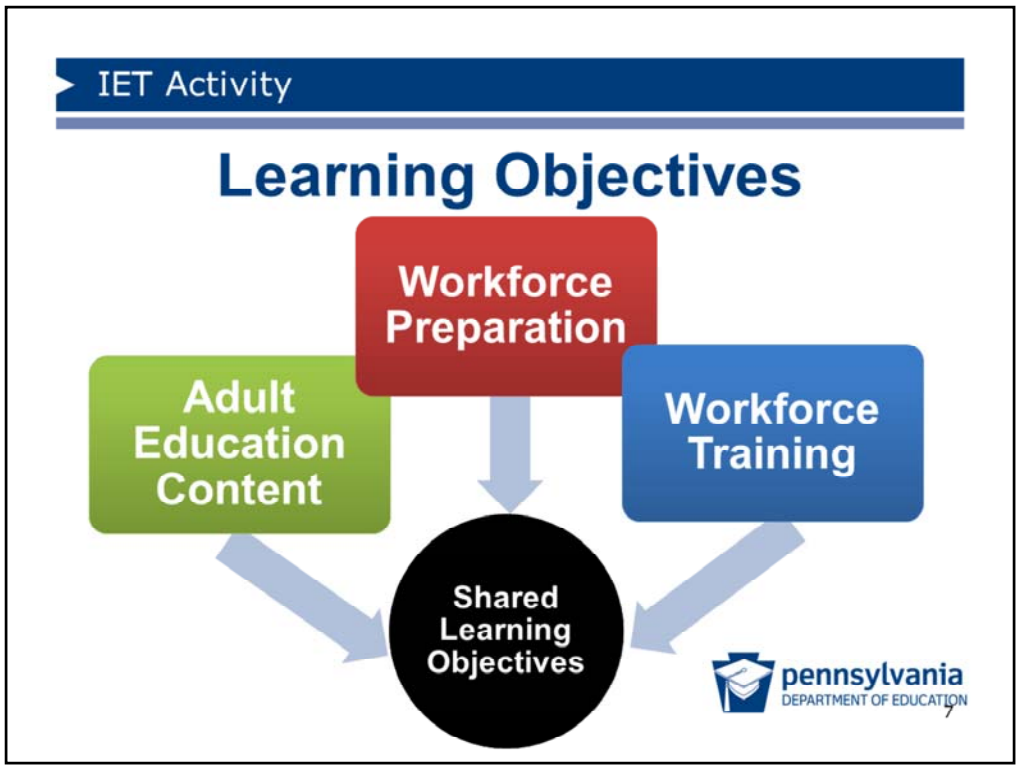
Read the definition of IET from WIOA on the slide.



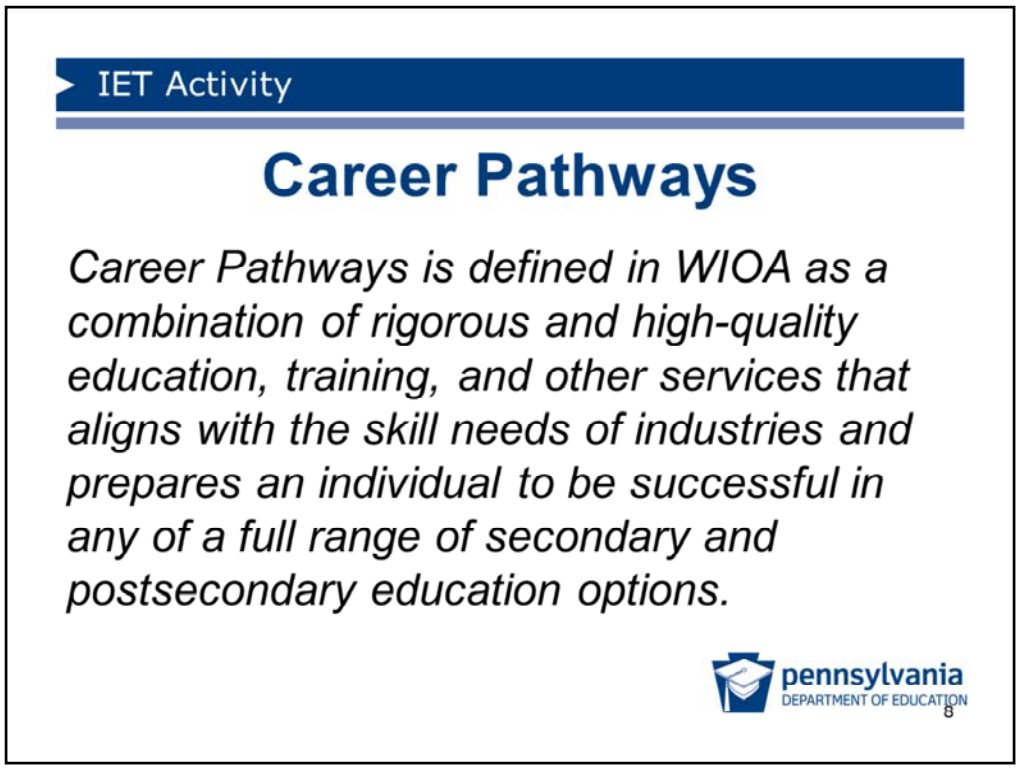
An IET activity must include three components that are delivered concurrently and contextually. All three components must be present to be considered an IET. They are: an adult education activity component; AND a workforce preparation activity component; AND a training component. Workforce preparation activities are defined as instruction in critical thinking, digital literacy, and self-management skills. The training portion should be for a specific occupation or occupational cluster (this portion should be provided by a person qualified to do such training, which is likely not one of the adult education program teachers)



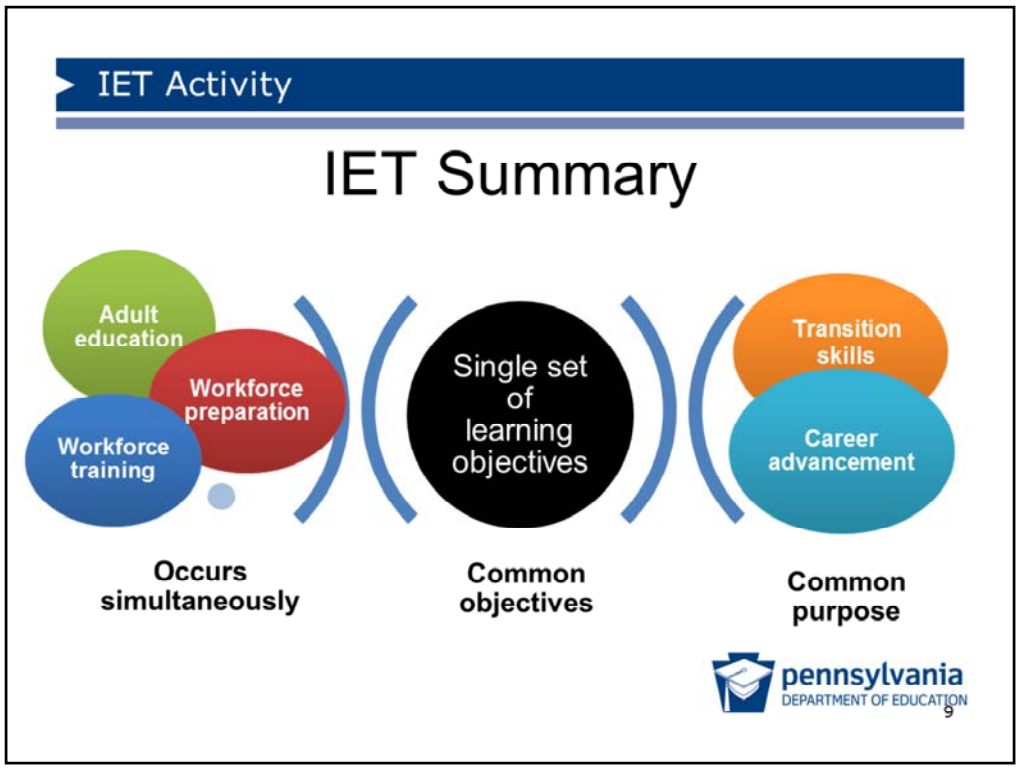
So, what does concurrent and contextual mean? It means that each of the three components occurs simultaneously and uses occupationally relevant instructional materials.



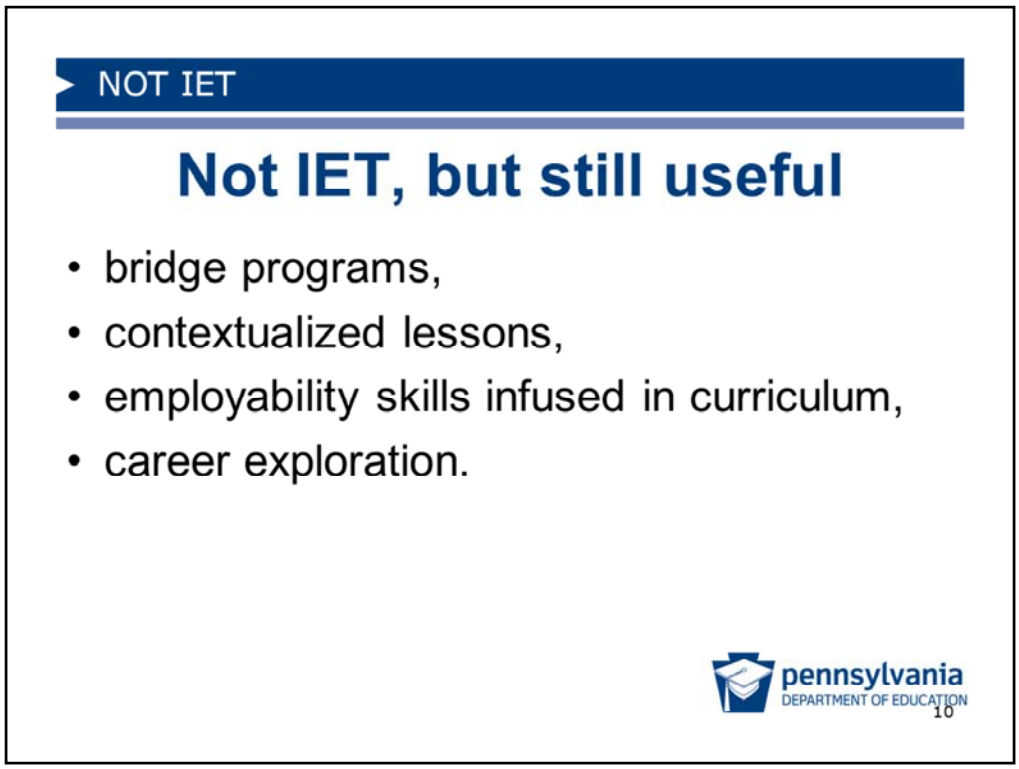
An IET has a single set of learning objectives that identifies specific College and Career Readiness Standards-aligned adult education content; workforce preparation activities; and workforce training competencies. All of the program components must be organized to function cooperatively and be part of a career pathway as defined in WIOA.



Pause here and take a moment to read the Career Pathways definition on this slide. You can read the full definition in WIOA, section 3.



To recap, you provide all three components at the same time, not one after the other, and they share a common set of objectives for the purpose of attaining transition skills and knowledge and achieving career advancement

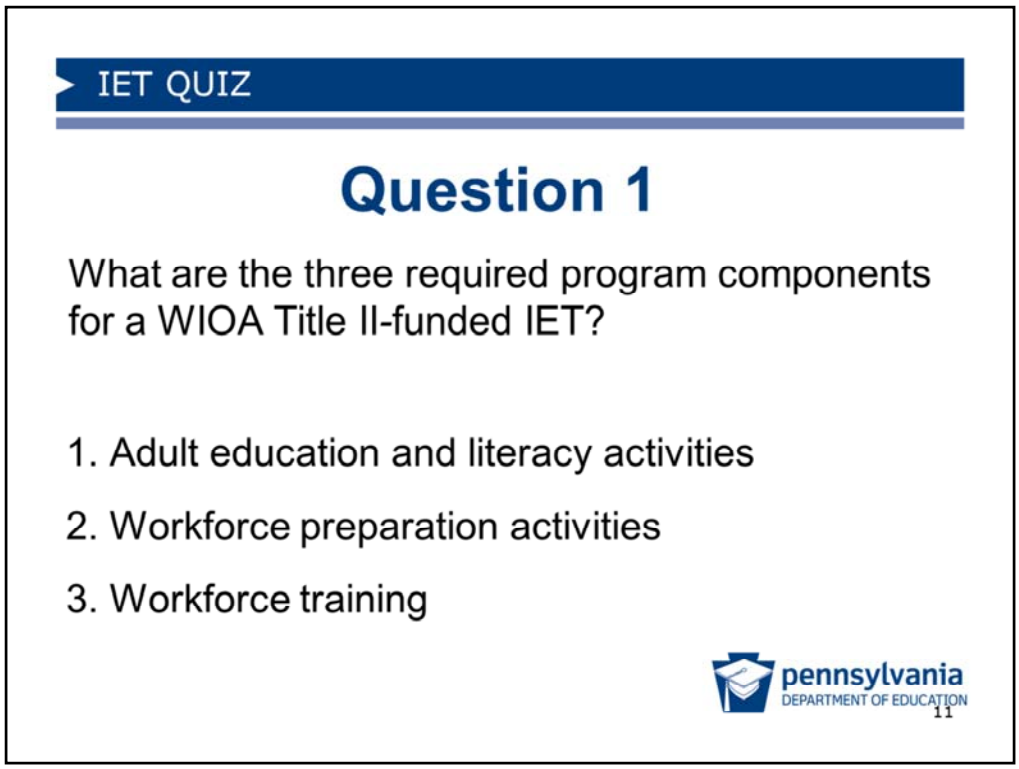


One additional note about IETs; there are many types of classes and support that you have been providing that are similar to IET, but are not IET and that is ok, they are still useful for our students. Don't take activities that you are already doing and try to adjust them into an IET mold. IETs should be innovative, not necessarily a repackaging of existing content.

You can continue to offer bridge programs, contextualized lessons, employability skills infused in curriculum, and career exploration. These program designs still contain useful activities that are allowable under WIOA, Title II.

But you can't call them Integrated Education and Training.

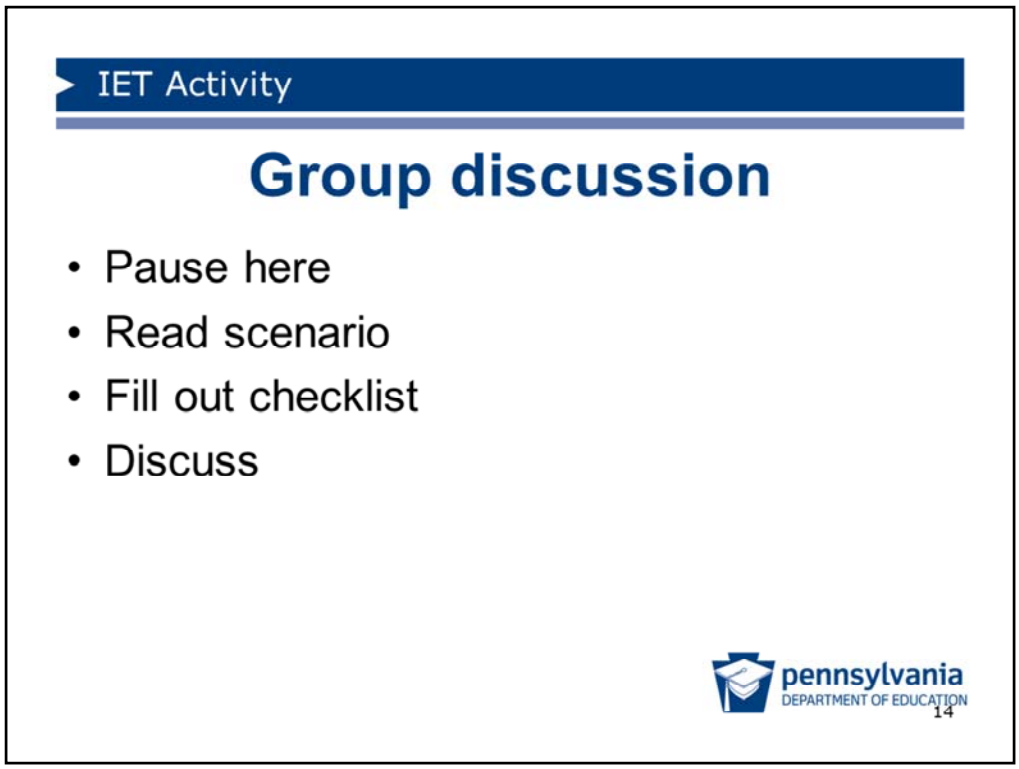
Let's test our knowledge so far.



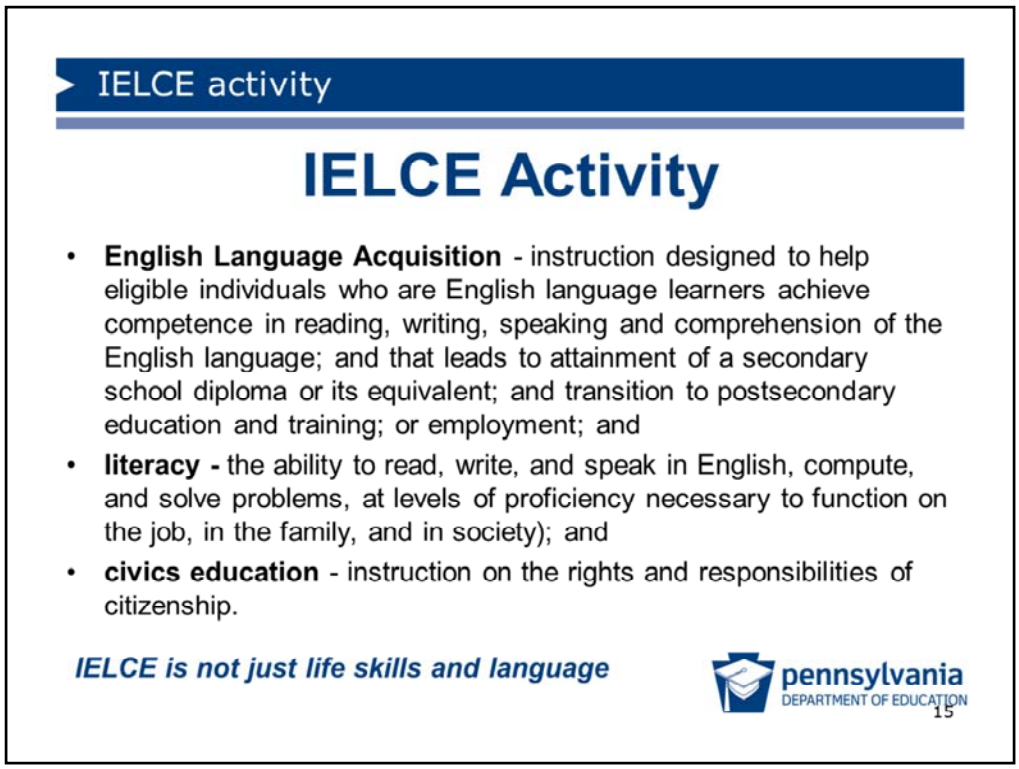
Question 1: What are the three required program components for a WIOA Title II-funded IET?

Adult education and literacy activities, workforce preparation activities, workforce training.

IET includes all of these activities. The adult education and literacy activities need to be provided concurrently and contextually with workforce preparation and workforce training for a specific occupation (or occupational cluster) and for the purpose of educational and career advancement.



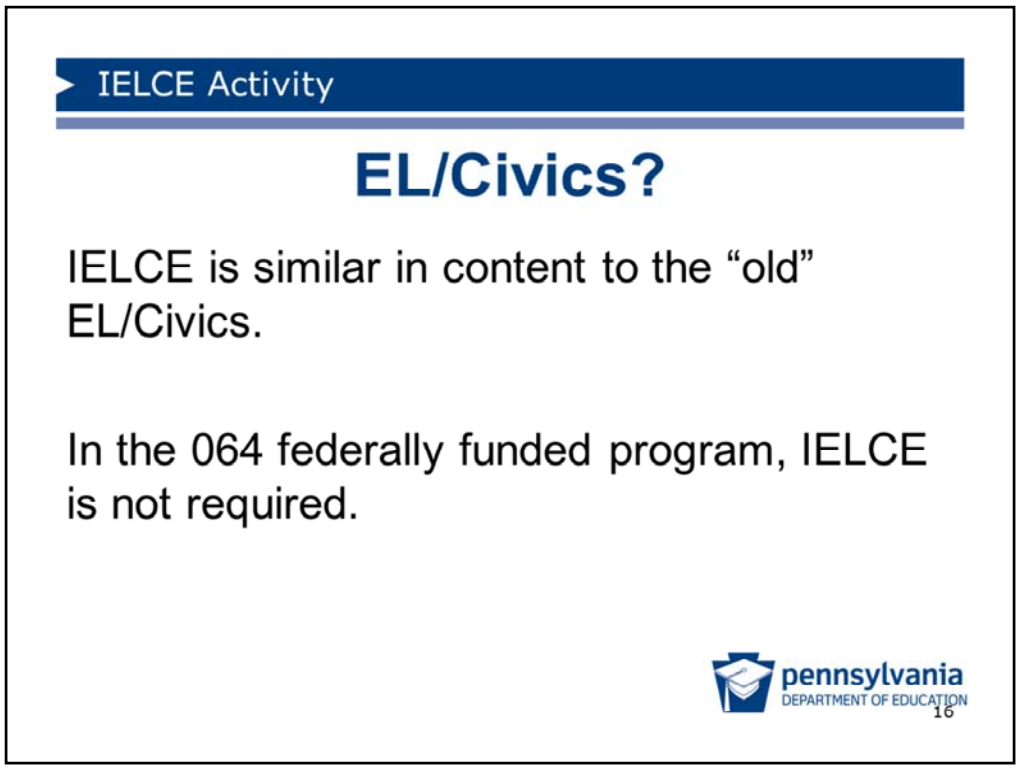
Let's look at some real-world examples and try to determine if they meet the WIOA criteria for IET or not. Pick one of the examples form the Potential IET Example document located under the resources tab in the upper right hand corner. Then, using the IET checklist document, write down the evidence you find (or don't find) for each section. If the evidence is incomplete, write down what details would be needed to give a complete description of an IET. Pause the recording now and take some time to read and review a few of the examples. Complete the checklist individually, and then discuss your findings as a group.



Now, let's look at Integrated English Language and Civics Education, the activity.

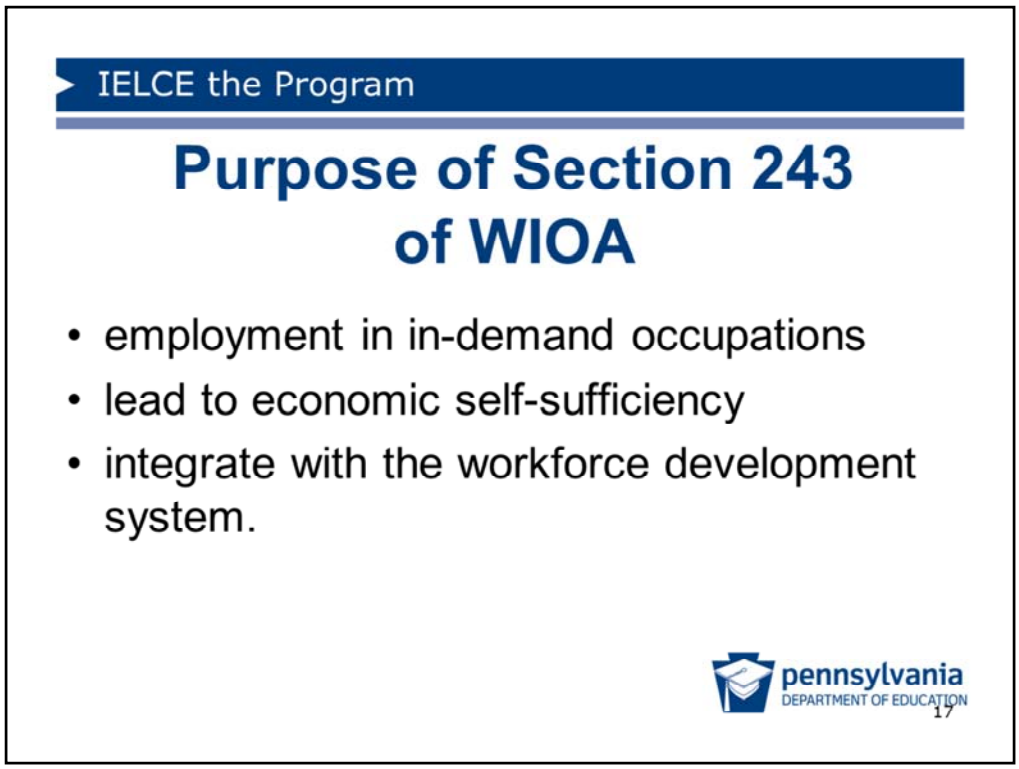
IELCE activity is comprised of three elements: **English Language Acquisition**, and **literacy**, and **civics education**.

IELCE cannot just be life skills and language; the activity must be infused with instruction in the rights and responsibility of citizenship. Pause here and take a moment to read the definitions on this slide.



This activity is very similar to what programs have been delivering under WIA if the program was designed to be compliant with Appendix B of the Division Guidelines. So, IELCE is an activity that you may already be familiar with, and may even have some lessons and curricula designed.

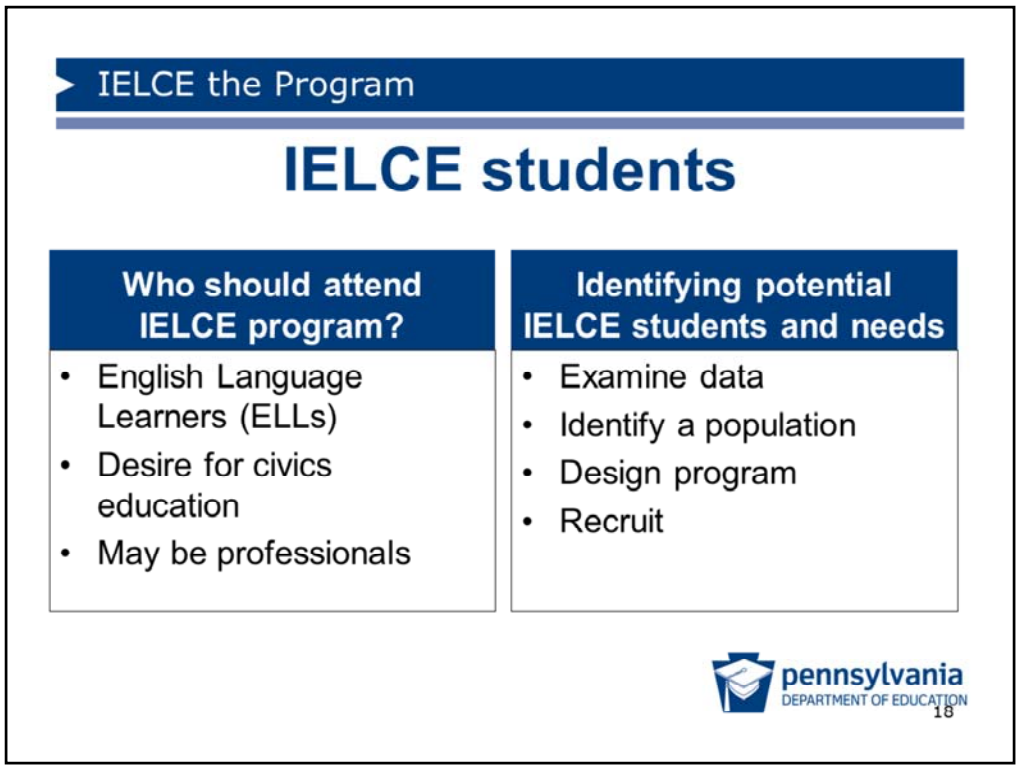
This activity, like IET, can be provided as part of an 064 federally funded program, but is not required of programs under 064 funding.



Now that you have learned about the IET and IELCE activities, let's examine IELCE –The PROGRAM which is required for programs that receive grants under section 243 of WIOA. In Pennsylvania, this will be the program required with 061 grants

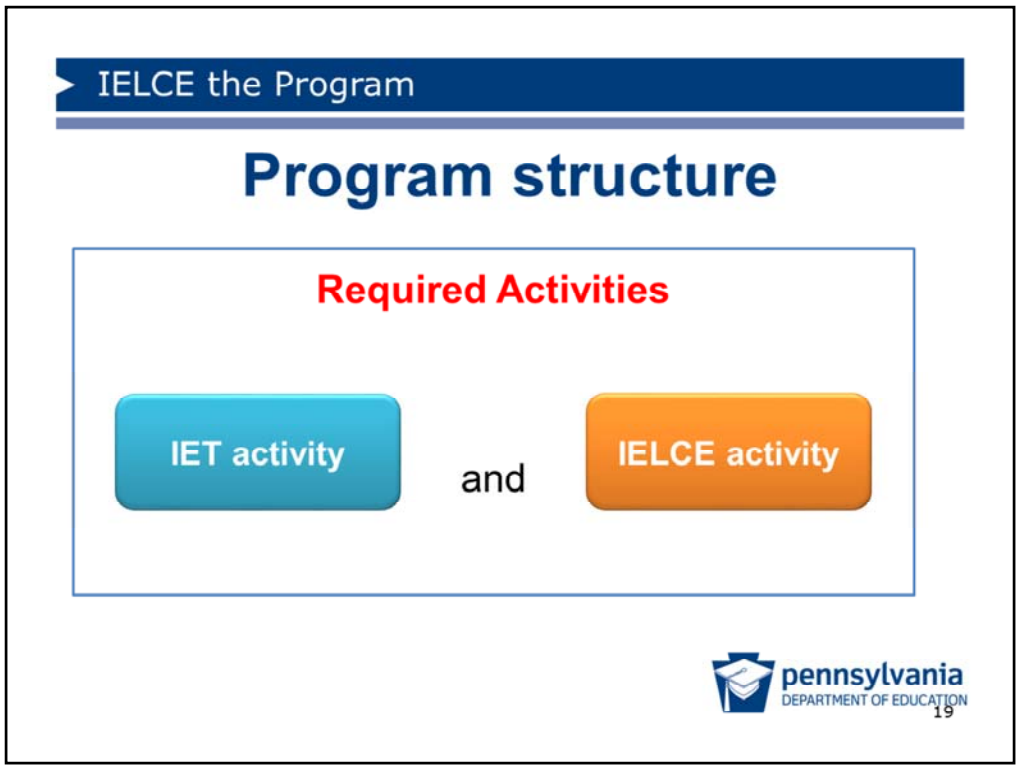
First, let's talk about the purpose.

The IELCE program is designed to prepare and place English language learners in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency. Additionally, the program must integrate with the workforce development system.

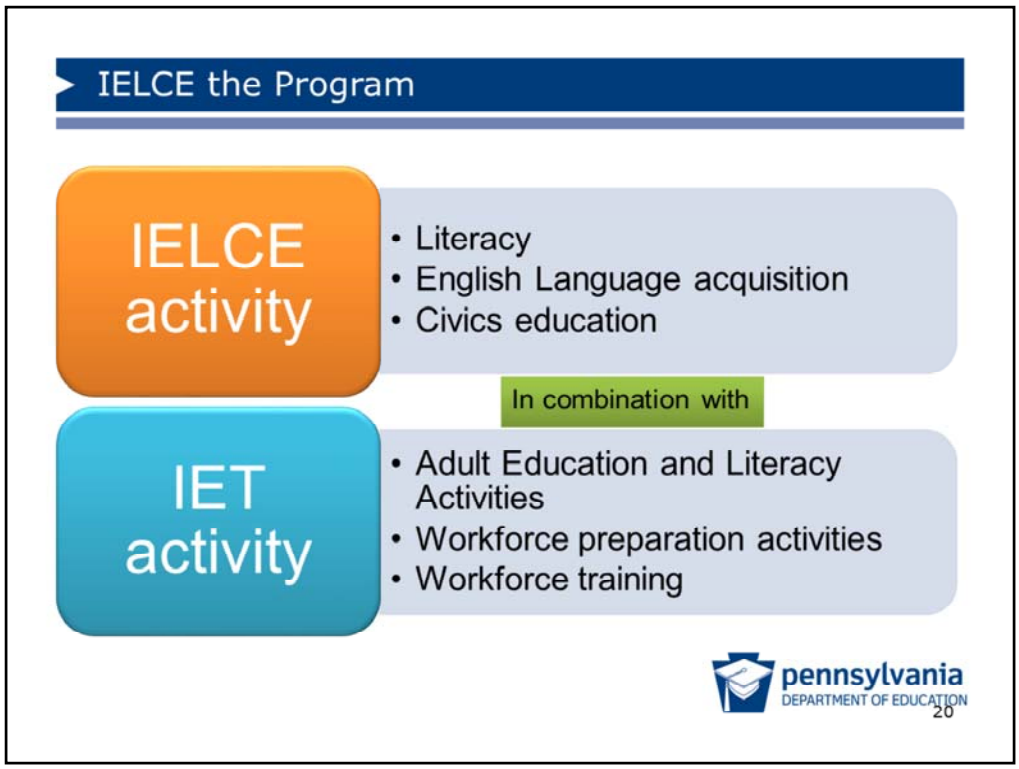


So, who should attend an IELCE program? They should be English language learners and have a need or desire for civics education. They may be professionals with degrees and credentials in their native countries.

The appropriate IELCE students may not be the same students who currently attend your EL/Civics classes. Quite often, we think we know who lives in our community, but we are only familiar with the people who seek out our services. In order to run a high-quality IELCE program you may need to look at census or other data to identify who lives in your area. From the data, you may identify a sub-population and then develop your program around that population's needs and begin to recruit.

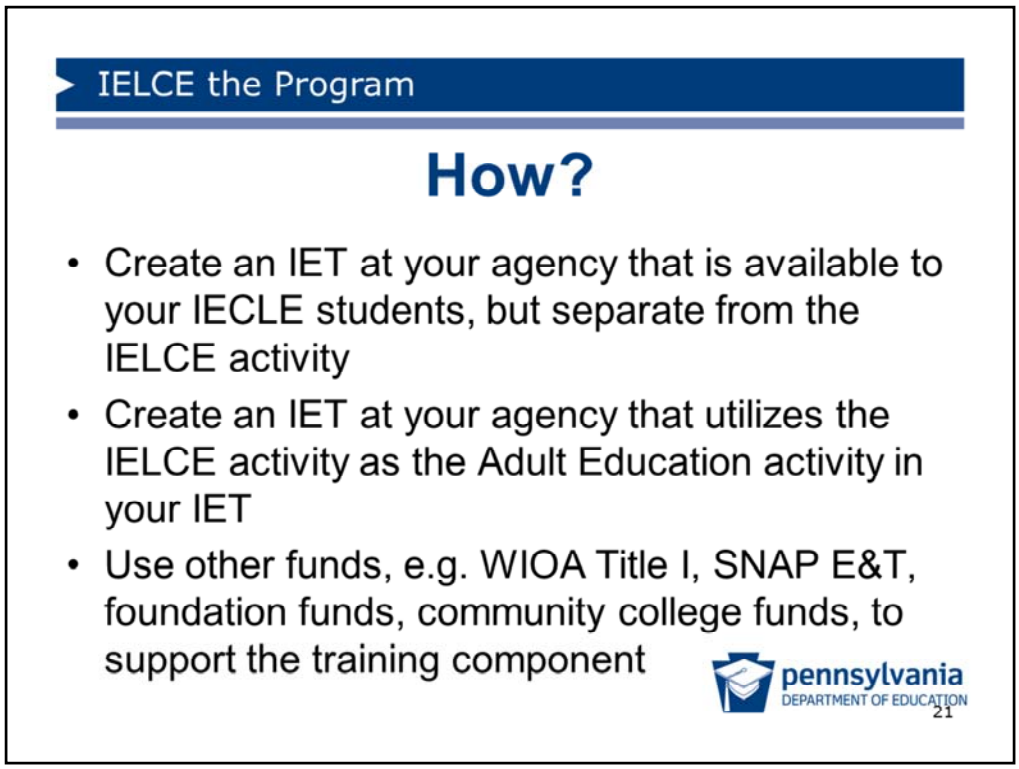


Now, let's look at the structure of the IELCE PROGRAM. It is comprised of the two allowable activities from our list of eight that we just discussed: the IET activity and the IELCE activity.



As a reminder, the IELCE activity is English Language Acquisition, AND literacy, AND civics education (instruction on the rights and responsibilities of citizenship). The IET activity is the adult education activity AND workforce preparation AND workforce training for a specific occupation or occupational cluster all delivered concurrently and contextually.

Notice all of the ANDS? That is because all of the elements are required. You cannot have an IELCE program without all of these elements.

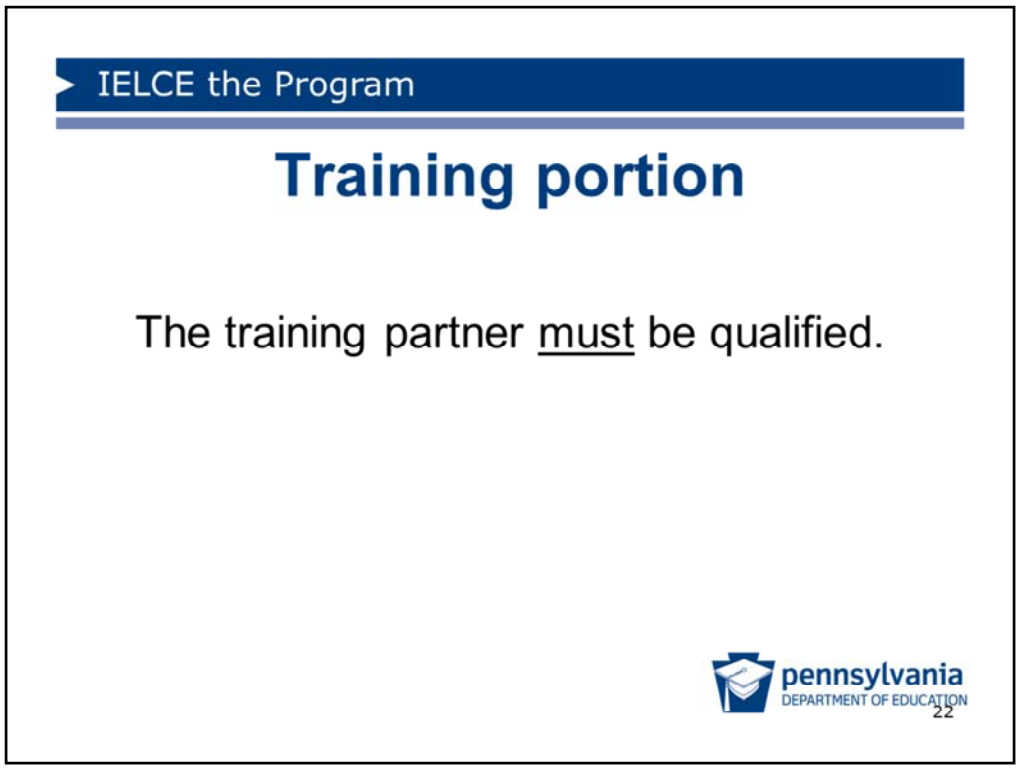


Right about now you are probably asking yourself, How can I possibly manage to provide all of these components? Do I have to create the IET if I receive IELCE (061) funds? Do I have to teach all of this myself?

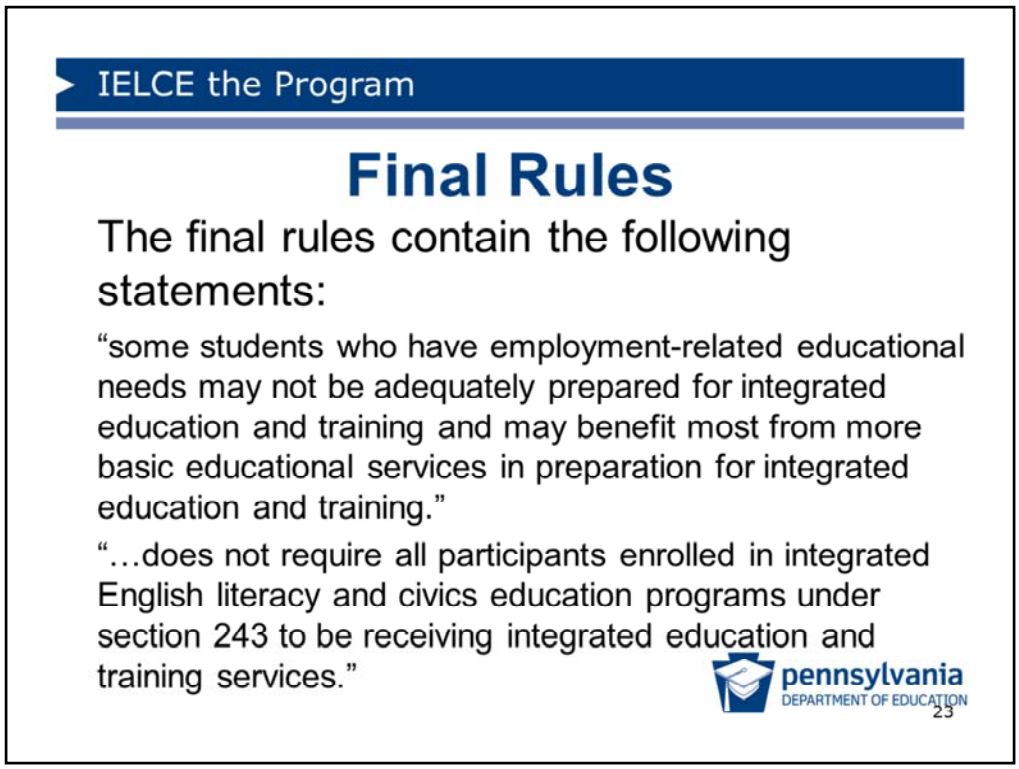
You can, but you don't have to.

Under the Pennsylvania State Plan you can:

- Create an IET at your agency that is available to your IELCE students, but separate from the IELCE activity
- Create an IET at your agency that utilizes the IELCE activity as the Adult Education activity in your IET
- Use other funds (WIOA Title I, SNAP E&T, foundation funds, community college funds) to support the training component



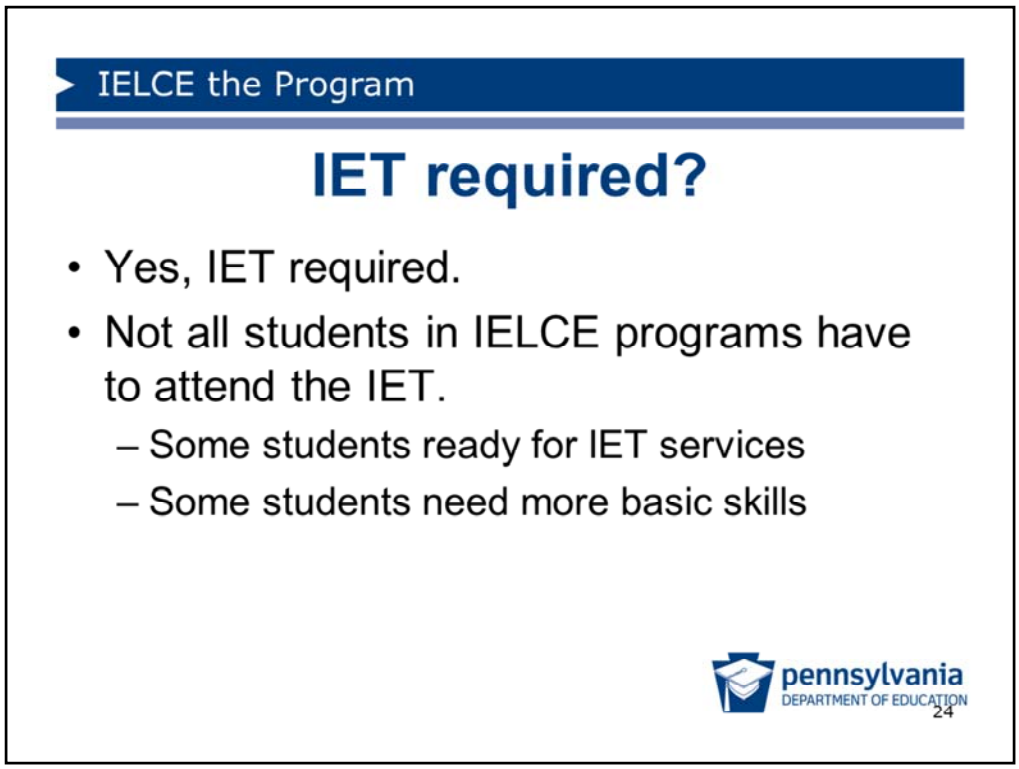
However you decide to organize your program funding, make sure that the training provider is qualified. Even if you decide to use some of your own funds for the training portion, the training provider should not be the adult education instructor nor should the training instructor provide the adult education or workforce preparation.



To add some confusion, the final rules contain the following statements:

"some students who have employment-related educational needs may not be adequately prepared for integrated education and training and may benefit most from more basic educational services in preparation for integrated education and training."

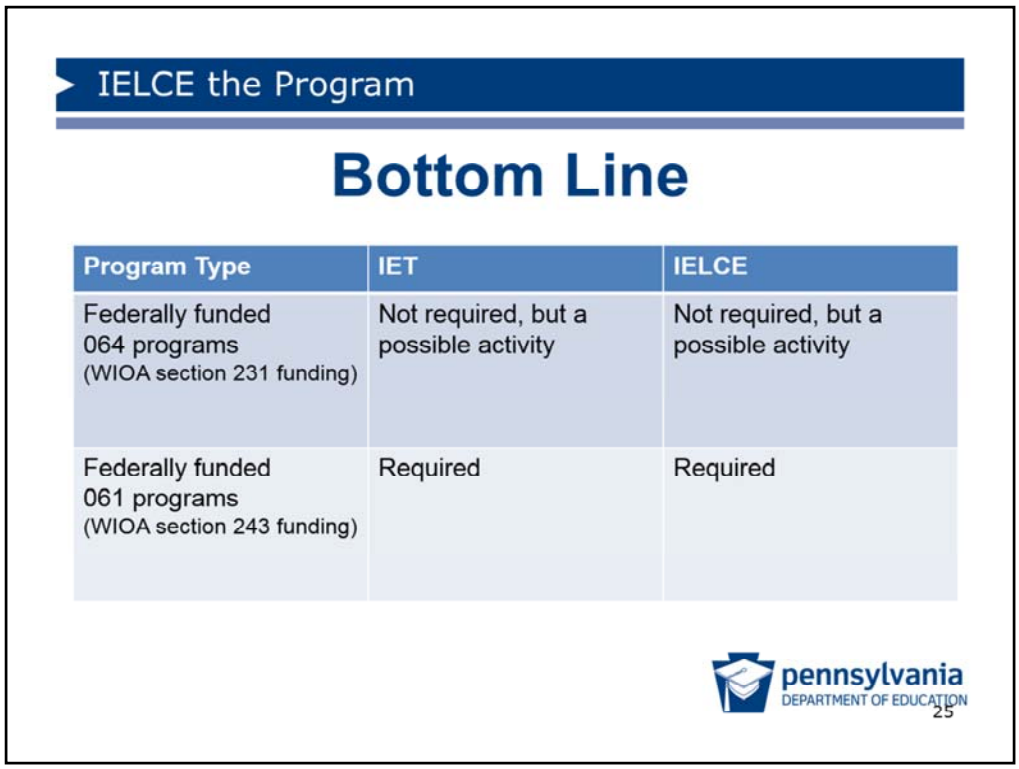
"…does not require all participants enrolled in integrated English literacy and civics education programs under section 243 to be receiving integrated education and training services."



You are probably thinking, what does that mean? Do I or don't I have to have an IET in the IELCE program? Do the students in my IELCE program need to attend an IET?

The answer is 'yes' you must have an IET, but no, not all students in IELCE programs have to attend the IET. Some students may need more basic educational services before entering into IET and some students will be able to benefit from IET services upon entering an IELCE program, so the program needs to be designed so that IET is accessible to all of those students.

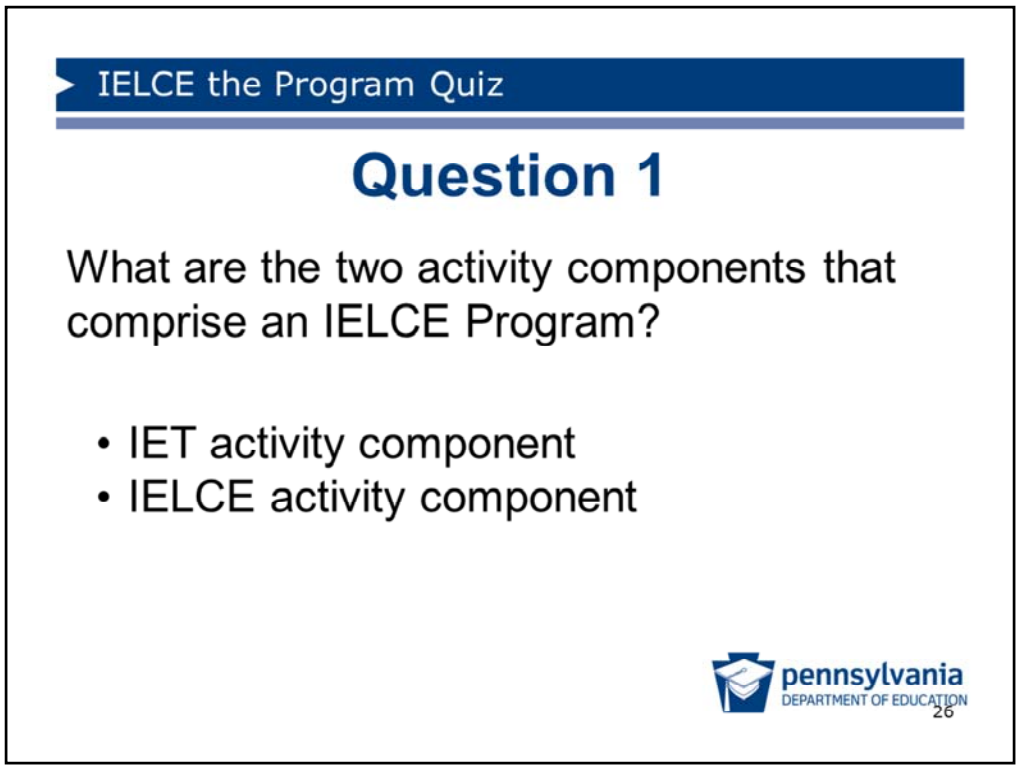
Although WIOA provides some wiggle room here, Pennsylvania's State plan requires providers to create IELCE programs that have both activities (IET and IELCE) as defined in the law.



The Bottom Line:

Federally funded 064 programs (WIOA section 231 funding) - IET NOT required, IELCE not required, just two possible activities

Federally funded 061 programs (WIOA section 243 funding) – IET and IELCE activity required



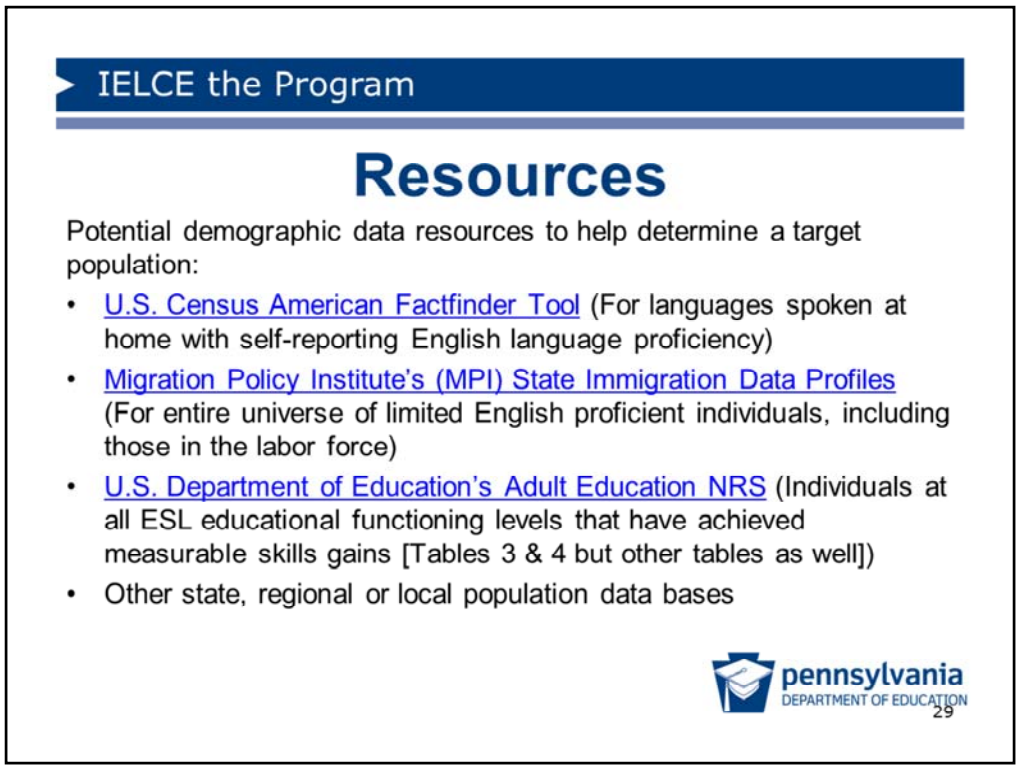
Let's test our knowledge.

Question 1 - What are the two activity components that comprise an IELCE Program?

Answer:

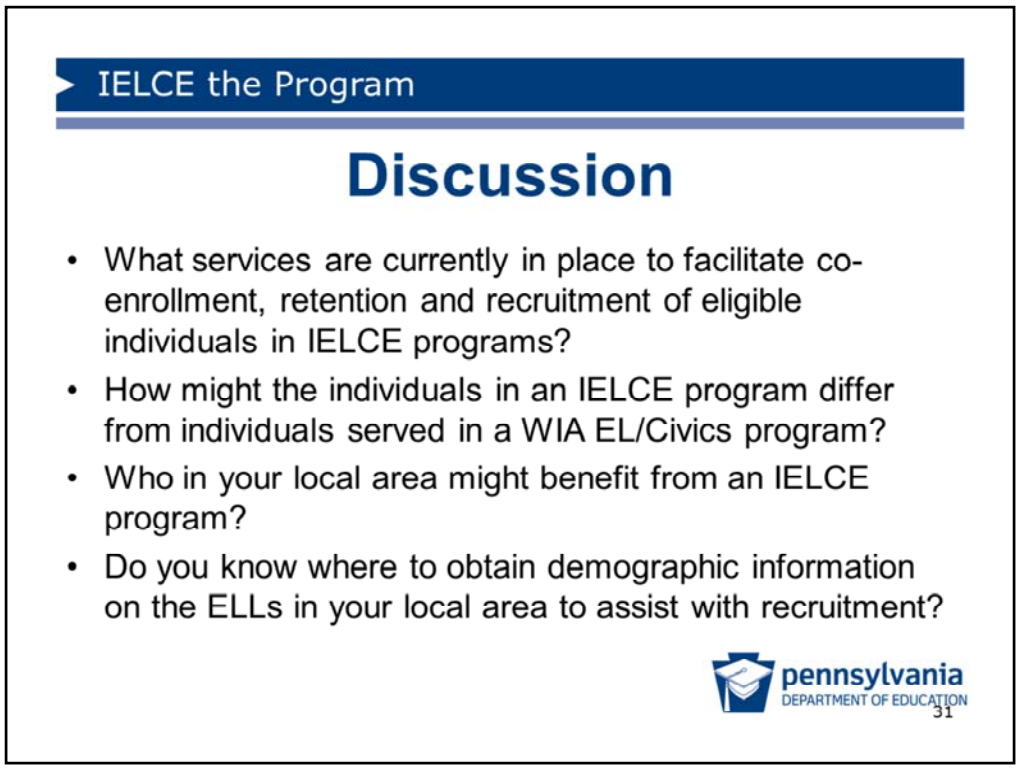
IET activity component and

IELCE activity component

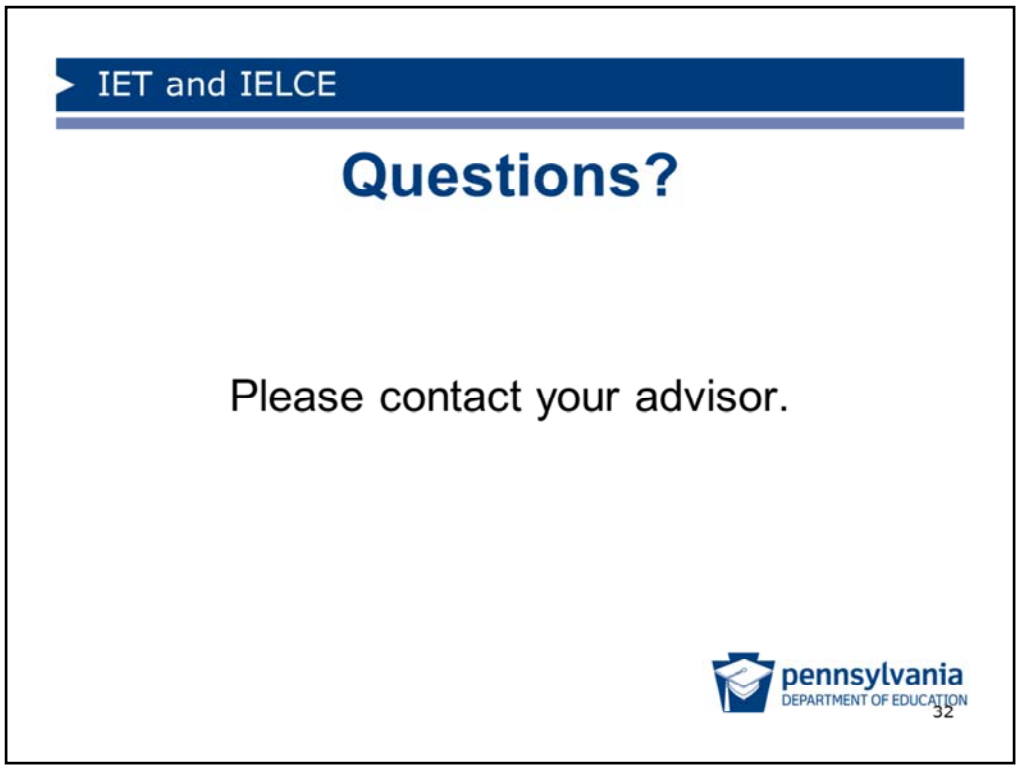


Here are a few potential demographic data resources to help determine a target population.

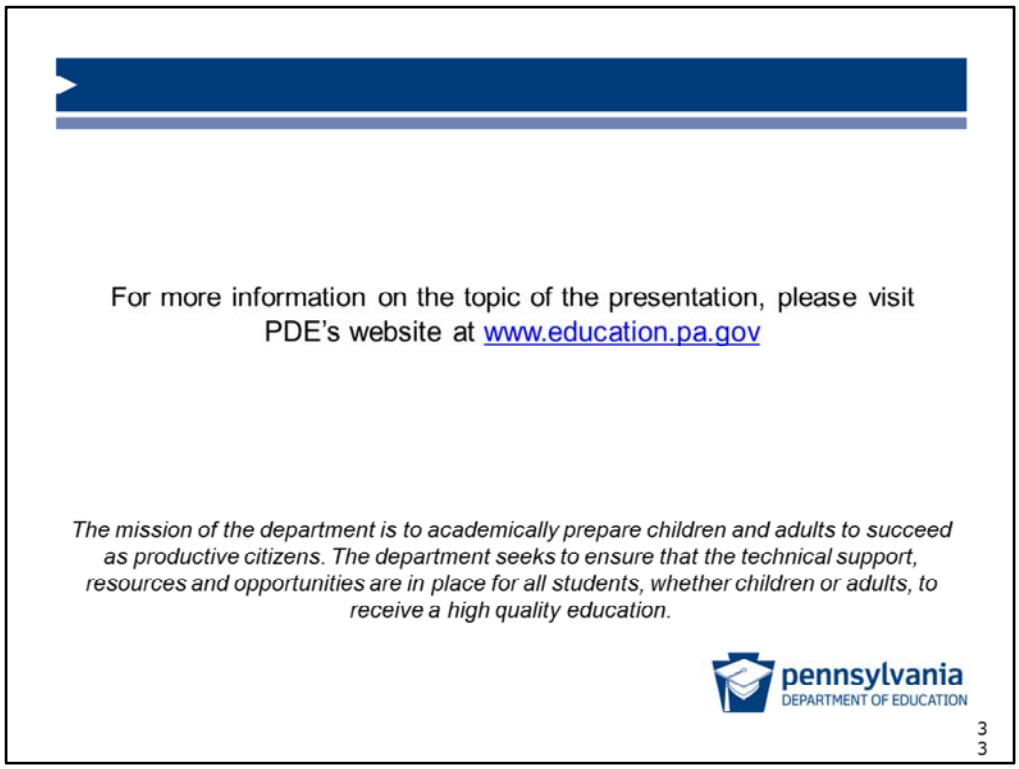
And here are a few that may impact program design



Finally, here are some discussion questions. In your group, pick one or two and discuss.



Questions? Please write down questions that come up during the discussions and sent them to your advisor in an email. We will collect all of the questions and provide answers to as many as possible.



For more information on the topic of the presentation, please visit PDE's website at www.education.pa.gov