



CONNECTICUT STATE
DEPARTMENT OF EDUCATION

CONNECTICUT STATE DEPARTMENT OF EDUCATION

IELCE (231), IELCE + T (243) and IET (231)

PEP 2024-2025

Technical Assistance Meeting

March 4, 2024

Agenda

- Poll
- Priority Area Component:
 - P6: Integrated English Literacy and Civics Education (IELCE 231)
- Connecticut IET Landscape
- Definitions
- Credentials
- Planning a Quality IET
- Priority Areas Components and Planning Documents:
 - P5: Integrated Education and Training (IET)
 - P7: Integrated English Literacy and Civics Education + Training (IELCE 243)
- Performance
- FAQ and Other Resources



**P6: Integrated English Literacy and
Civics Education (IELCE)
Section 231 Funding**



Integrated English Literacy and Civics Education (IELCE) Definition

“IEL/Civics education” means education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries that enables such adults to achieve **competency in the English language** and acquire the basic and more advanced skills needed **to function effectively** as parents, workers and citizens in the United States. Such services shall **include instruction in literacy and English language acquisition**, and instruction on the **rights and responsibilities of citizenship and civic participation...**”



P6: IELCE 231

Allocation Available in this Priority Area: up to \$25,000

Note: Eligible agencies may apply for Section 231 IELCE funds independently or as a consortium. Eligible agencies may also apply for Section 231 funds in combination with Section 243 IELCE+T funds if an Integrated Education and Training program will be offered.

Target Population: ESL 1-6/ABE 1-4 (Immigrants and other limited English proficient individuals)

Student Demographic: Immigrants and other limited English proficient individuals enrolled in adult education classes serving students in ESL 1-6/ABE 1-4 NRS levels, including professionals with degrees and credentials in their native countries, who would benefit from contextualized instruction in literacy and English language acquisition; the rights and responsibilities of citizenship; naturalization procedures; civic participation; and U.S. history and government.



P6: IELCE 231

Requirements:

- Provide **contextualized instruction** in literacy and English language acquisition; the rights and responsibilities of citizenship; naturalization procedures; civic participation and integration; and U.S. history and government as essential components of the program. Civic related topics should include how to navigate community services such as schools, employment, and health care.
- **Align instruction** to the [CCR Standards for Adult Education](#) and/or [English Language Proficiency Standards](#).
- Provide **opportunities for experiential learning** in which participants are actively engaged in community pursuits.
- Prepare learners for work and career pathways integrating **digital literacy, career exploration** and **workforce readiness** into the curriculum.
- **Support learners in the transition to Integrated English Literacy and Civics Education + Training (IELCE + T) programs, as appropriate.**
- Incorporate instruction and activities that lead to success as demonstrated in the NRS IELCE outcomes:
 - **Achieved Citizenship Skills**
 - **Voter Registration**
 - **Involvement in Community Activities**



CT Landscape



IET is a best practice in Adult Education

The IET model has been nationally validated as an effective method for teaching adults who need both academic skills and work readiness skills.

But not all local providers are in a position to develop and implement high-quality IET programming, therefore the CSDE encourages collaborations among adult education programs and community stakeholders.



FY23 NRS Table 3 Participants by Program Type

Program Type	Total	IET (subset of total)	% (IET Total)
Adult Basic Education	2352	16	.68%
Adult Secondary Education	3364	21	.62%
English Language Acquisition	9349	12	.12
Integrated English Literacy and Civics Education (Sec. 243)	458	134	29.25%
Total	15,523	183	1.18%



Definitions



Definition

Section 203 of WIOA defines an IET program as: ...a service approach that provides **adult education and literacy activities** concurrently and contextually with **workforce preparation activities** and **workforce training** for a specific occupation or occupational cluster for the purpose of **educational and career advancement**. To meet the requirements, IET programs must integrate the delivery of the three required activities: adult education and literacy activities, workforce preparation activities, and workforce training activities for a specific occupation or occupational cluster. An IET program must be part of a **career pathway** that leads to educational and career advancement and aligned with the state's Adult Education Content Standards.



Three Required Components of an IET

1. Adult Education and Literacy Activities
2. Workforce Preparation Activities, and
3. Workforce Training

for a specific occupation or occupational cluster for the purpose of educational and career advancement.



Adult Education and Literacy

must include one or more of the following as described in rule §463.30

Programs, activities, and services that include

- a) adult education,
- b) literacy,
- c) workplace adult education and literacy activities,
- d) family literacy activities,
- e) English language acquisition activities,
- f) integrated English literacy and civics education,
- g) workforce preparation activities, or
- h) integrated education and training.



Workforce Preparation

as cited in §463.34 are a required component of an IET program and may include the following:

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



Workforce Training

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

- a) occupational skills training, including training for nontraditional employment;
- b) on-the-job training;
- c) incumbent worker training;
- d) programs that combine workplace training with related instruction, which may include cooperative education programs;
- e) training programs operated by the private sector;
- f) skill upgrading and retraining;
- g) entrepreneurial training;
- h) transitional jobs;
- i) job readiness training provided in combination with services described in any of clauses a through h;
- j) adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in any clauses a through g; and
- k) customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.

Educational and Career Advancement

The phrase “for purposes of educational and career advancement” (§463.38) means:

1. The adult education component of the program is aligned with the State’s content standards for adult education as described in the State’s Unified or Combined State Plan; and
2. The integrated education and training program is part of a career pathway.

WIOA Sec. 3(7) defines Career Pathways to mean a combination of rigorous and high-quality education, training, and other services that:

- a. aligns with skill needs of industries in the state or regional economy
- b. prepares an individual to succeed in secondary or postsecondary education options
- c. includes counseling to support the individual’s education and career goals
- d. includes education offered concurrently and contextually with workforce preparation and training in specific occupation or occupational cluster
- e. organizes education, training and other services to support the particular needs of an individual to accelerate their educational and career advancement
- f. enables an individual to attain a secondary school diploma or its recognized equivalent
- g. helps an individual enter or advance within a specific occupation or occupational cluster



Integrated

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

Within the overall scope of a particular program, the adult education and literacy activities, workforce readiness and workforce training must:

- Be of sufficient intensity and quality
- Based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics and English proficiency of eligible individuals
- Occur simultaneously within the overall scope of the IET program
- Use occupationally-relevant instructional materials

Two primary models of concurrent instruction:

1. Co-teaching- Adult education and workforce training teachers are teaching in the same classroom
2. Alternate teaching – Learners are co-enrolled in two different but coordinated classes

Both models require coordination and collaboration



Single Set of Learning Objectives (SSLO)

An integrated education and training program has a single set of learning objectives that identifies the:

- Specific adult education content;
- Workforce preparation activities; and
- Workforce training competencies.



The program activities are organized to **function cooperatively**. Develop a comprehensive, integrated syllabus that can serve as a roadmap for their IET students.

Single Set of Learning Objectives

What is a single set of learning objectives? WIOA does not prescribe the process for creating the SSLO. A common approach is to begin with existing occupational training curricula’s technical skills learning objectives, and then align basic adult education literacy skills and workforce preparation activities with those objectives.

[IET Design Toolkit](#) (pages 59-68) and [Single Set of Learning Objectives Rubric and Example](#)

OBJECTIVES/ STANDARDS – Must be provided concurrently and contextually

Adult Education and Literacy

(Identify the College and Career Readiness Standards or English Language Proficiency Standards that will be targeted in this IET.)

Workforce Preparation

(Describe the workforce preparation activities that will be embedded into the overall design of the IET program. Include how the activities of the project will integrate the effective use of technology and enhance the quality of instruction.)

Workforce Training

(Identify the standards and instructional materials from the occupational sector or training partner that will be used.)

Shared learning objectives (Combining the standards for adult education and literacy, workforce preparation, and workforce training, what overall learning objectives would be completed in this program?)

Example: Students will demonstrate CCR reading and math standards as they master the healthcare competencies needed to obtain their CNA certification and First Aid/CPR certification.



Credentials



Characteristics of Credentials

- Industry-Recognized
 - Stackable
 - Portable
 - Accredited

[Definition of a Recognized Postsecondary Credential](#)

(OCTAE Program Memo 17-2)



Planning a Quality IET



Getting Started

How Might We questions include:

- How might we use IET to meet learner and business needs in our region?
- How might we leverage the assets in our community to strengthen our IET programs?
- How might we help adult learners connect to careers through IET?
- How might we use IET to fill a gap in our community's workforce development programming?

[LINCS IET Design Toolkit and Train-the-Trainer Resources](#)



- [Integrated Education and Training Design Toolkit](#)
- [IET Quantity Indicators](#)

Collaboration and Community Engagement: ongoing communication and collaboration with partners, employers, and students to ensure the program meets the community’s evolving needs.

IET Program Design: intentional design and development of a program that meets the needs of local labor markets; provides a pathway to quality jobs while advancing equity, diversity, and inclusion; and aligns with federal and state policies.



Curriculum and Instruction: high-quality curriculum with occupationally contextualized content that includes the three required elements of IET design: a single set of learning objectives, opportunities for real-world application, and use of instructional technology that is responsive to student and industry needs.

Student Experience and Progress: prioritizing student success through the provision of wraparound services that address basic needs and logistical barriers and by using competencies, indicators, and feedback to communicate and demonstrate learner progress.

Program Management/Staffing/Organization Support: employing databased decision-making, effective communication strategies, and sustainable planning.



Planning Resources from LINCS

[Integrated Education and Training Fundamentals](#) course developed by [ADVANCE IET](#) is available on the [LINCS Learning Portal](#). This is a self-paced course that is designed to take approximately two hours to complete.

The course introduces the foundational concepts, requirements, and core elements of IET design and implementation. The primary audience for this course is adult education administrators, adult education and workforce training instructors, and career navigators who are unfamiliar with the definition and core design features of IET and the resources available to plan and implement an IET program. The course can also serve as an orientation for new adult education and partner agency staff joining an existing IET team, who are unfamiliar with IET concepts.

The course comprises three units, each of which includes application activities to reinforce the learning and engage participants in considering how they can apply the concepts to their particular position and program setting.

- Unit 1: An Introduction to IET Fundamentals
- Unit 2: Digging Deeper into IET Program Design Elements
- Unit 3: Getting Started: Resources for IET Planning and Design



Planning Resources From LINCS

Are you looking for ways to initiate or enhance IET programming? Are you searching for specific classroom materials to incorporate into an established IET course? Start your search with the new [Integrated Education and Training \(IET\) Resource Repository!](#) Developed as part of the [ADVANCE IET initiative](#), the repository is a growing library of freely available, high-quality IET-supporting resources. The resources in the repository provide guidance across all aspects of IET program design and delivery and can assist you whether you are an experienced provider or are establishing your very first IET program.

The repository organizes IET-relevant content into six categories:

- Program Design
- Collaboration and Industry Engagement
- Curriculum and Instruction
- Student Experience and Progress
- Program Management/Staffing/Organization Support
- Policy and Funding

Further, it is intended to support all facets of IET implementation by providing relevant resources for instructors and program and state leadership.



**P5: Integrated Education
and Training (IET)
Section 231 Funding**



P5: IET

Allocation Available in this Priority Area: up to \$50,000

Target Population: ESL 1-6/ABE 1-4 and/or ABE 5-6

Target Program: ESL, ABE, CDP, GED, NEDP

Student Demographic: Students enrolled in mandated adult education services, and who are identified as having the interest and ability to participate in an IET program that leads to an industry-recognized postsecondary certificate or credential.

Note: Federal adult education funding can pay for all aspects of an IET program. However, given the limited resources available it is highly encouraged that providers partner with current training providers, workforce development systems, or employers to share costs to leverage the funding.



P5: Requirements

Refer to RFP and P5 Planning Document



Bridge-to-IET

Note: In addition to the required IET programming (IET must be provided), funds may also be used for bridge-to-IET programming for students with limited academic or English language skills to assist in the transition to enter and succeed in a given occupation or training. In this context, bridge classes are intended to build skills and prepare learners for the academic demands of the IET. These classes must align to the content and skills necessary of the IET as required to earn the postsecondary certificate or credential. Typical bridge classes would cover relevant vocabulary, academic and workplace skills specific to the occupational area of the IET program with the goal of transitioning students to the respective IET program.



Examples of Bridge-to-IET and IET Curriculum and Resources

- [Advance IET Resource Repository Curriculum and Instruction](#)
 - Manufacturing
 - Health Sciences
 - Transportation, Distribution and Logistics
 - Information Technology
 - Business
 - Other Industries
- [Washington State Board of Community & Technical Colleges \(SBCTC\)](#)
- [Virginia](#)
- [Illinois](#)
- [Minnesota](#)



**P7: Integrated English Literacy and
Civics Education + Training (IELCE + T)
Section 243 Funding**



Integrated English Literacy and Civics Education (IELCE) Definition

Such services shall include instruction in literacy and English language acquisition, and instruction on the rights and responsibilities of citizenship and civic participation and may include workforce training. For the purpose of educational and career advancement, IEL/Civics also provides adult education and literacy activities concurrently and contextually with workforce readiness activities and workforce training for a specific occupation or occupational cluster.



Integrated English Literacy and Civics Education (IELCE)

Eligible providers receiving funds through the Integrated English Literacy and Civics Education 243 program must provide services that are designed to:

“(1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self sufficiency; and

(2) integrate with the local workforce development system and its functions to carry out the activities of the program.” (CFR §463.73)



P7: IELCE 243

Allocation Available in this Priority Area: up to \$75,000

Note: Eligible agencies may apply for Section 231 IELCE funds independently or as a consortium. Eligible agencies may also apply for Section 231 funds in combination with Section 243 IELCE+T funds if an Integrated Education and Training program will be offered. For IELCE+T funds, collaborations among adult education programs are encouraged.

Target Population: ESL 4-6/ABE 3-4 (Immigrants and other limited English proficient individuals)

Student Demographic: Immigrants and other limited English proficient individuals enrolled in adult education at an ESL 4-6/ABE 3-4 NRS level, including professionals with degrees and credentials in their native countries, who would benefit from contextualized instruction in literacy and English language acquisition; the rights and responsibilities of citizenship; naturalization procedures; civic participation; and U.S. history and government and who are identified as having the interest and ability to participate in an IET program that leads to an industry-recognized postsecondary certificate or credential.



P7: IELCE 243

Note: The intention of this funding is to provide IELCE education services, which are designed to serve a cohort of identified ESL learners. This funding should not be used to expand or supplant your English Language Acquisition or Citizenship Preparation programs. In order to receive Section 243 IELCE funds, education services must be delivered in combination with IET activities. Not all students are required to be enrolled in IET programs. IET programs reflect the criteria of being a part of a career pathway aligned to the local workforce plan and how it supports the requirements that a career pathway helps an individual enter or advance within a specific occupation or occupational cluster. IELCE programs should contain multiple components in combination with IET activities and be offered only to a subgroup of appropriate ESL learners.

Requirements:

Recipients of Section 243 IELCE funds must provide at least one IET option. The program design and goals should focus on improving literacy skills and preparing adults for employment in in-demand industries and occupations that leads to economic self-sufficiency and integrates with the local workforce development system.



P7: Requirements

Refer to RFP and P7 Planning Document

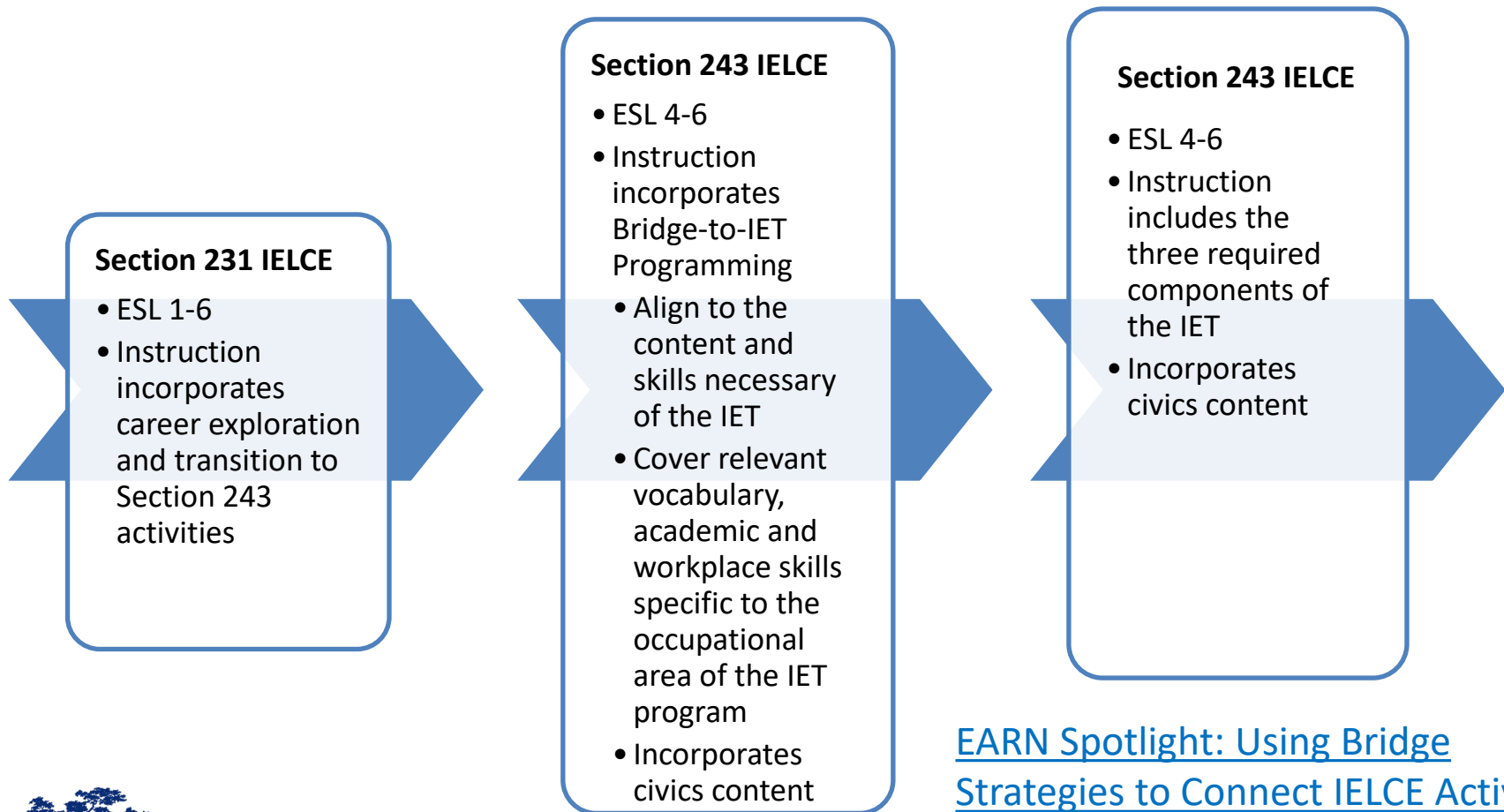


P7: IELCE 243

*Note: **In addition to the required IET programming (IET must be provided)**, funds may also be used for bridge-to-IET programming for students with limited academic or English language skills to assist in the transition to enter and succeed in a given occupation or training. In this context, bridge classes are intended to build skills and prepare learners for the academic demands of the IET. These classes must align to the content and skills necessary of the IET as required to earn the postsecondary certificate or credential. Typical bridge classes would cover relevant vocabulary, academic and workplace skills specific to the occupational area of the IET program with the goal of transitioning students to the respective IET program.*



Section 231 to Section 243 as part of a Career Pathway



[EARN Spotlight: Using Bridge Strategies to Connect IELCE Activities to IET Programs](#)



Professional Learning

Exploring the IET for English Learners Desk Aids

Join us on March 28th from 1-2 pm (ET) for a live LINCS event with Jessie Stadd, Education Technical Assistance and Research Specialist with RTI International to learn more about the Integrated Education and Training (IET) for English Learners Desk Aids.

Click [here](#) to register.



Planning Documents



Priority Area Planning Documents

P5 [Integrated Education and Training](#)

P6 [Integrated English Literacy and Civics Education](#)
(IELCE 231)

P7 [Integrated English Literacy and Civics Education + Training](#)
(IELCE +T 243)



Sample IET Planning Templates

Planning document samples from Rhode Island:

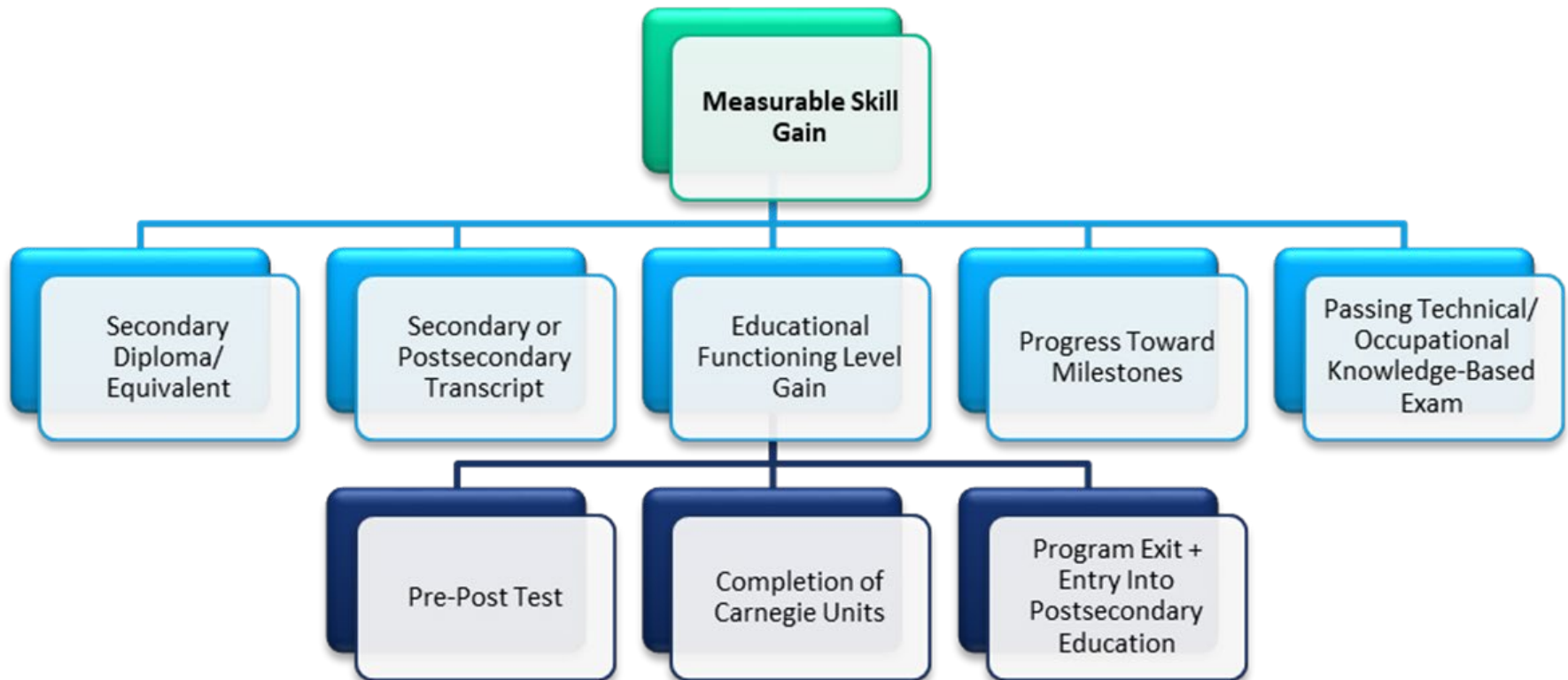
- [Sample IET Program Planning Template: Early Childhood Education](#)
- [Sample IET Program Planning Template: Healthcare/CNA](#)
- [Sample IET Program Planning Template: Information Technology \(IT\)](#)



Performance



Performance Indicator: Measurable Skill Gain



FAQ

Additional Resources



FAQ

Can I pay for career navigation services with these funds?

Providers may budget funds under these funding priority areas for career navigation proportional to the number of students served and the intensity of the service provided.

Can I pay for transportation with these grant funds?

Providers may pay for bus and train passes as appropriate and may also utilize ride assistance by an authorized company on a short-term basis when public transportation is either unavailable, does not coincide with class schedules or in an emergency situation. Refer to Ride Share Policy documents.

Can I pay for babysitting/childcare with these grant funds?

Providers can pay for childcare with either State/Local or Federal funds. The funding should be kept separate or proportional though – meaning programs should not be paying childcare for students not in the Federal programs with Federal funds. Remember that students may also be eligible for [Care4Kids](#).



FAQ, cont.

Is a social security number required to be part of the program?

Although a social security number is not required to participate in these grants, collaborating training partners may require an SSN for certifications and credentials. Programs will need to consult with their training partners prior to placing students in the IET component of the grant.

Programs should inquire if a student has an SSN at intake, and if provided, enter that number into LACES. If a student provides an SSN and opts in to allow for data share, the CSDE can match information with the DOL for post-exit performance indicators.

Can I use IELCE+T 243 funds to validate foreign credentials?

IELCE+T 243 funds may be used to validate foreign credentials if it is a required component for the career pathway. [Advising and Coaching Students with Foreign Credentials.](#)



Evaluating Foreign Diploma/Degree Resources

- National Association of Credential Evaluation Services (NACES)
<https://www.naces.org/members>
- Association of International Credit Evaluators (AICE)
<https://aice-eval.org/endorsed-members/>
- This SDE link lists a few agencies
<https://portal.ct.gov/SDE/Certification/Foreign-Credentials>



Additional Resources

IELCE-IET Planning/Assessment Resources:

- [IELCE Self Assessment Tool](#)
- [IET Toolkit/ IET Guide and Self Assessment Tool](#)

Employment Resources:

- [CTHires](#)
- [Adult Education Career Pathways Taskforce Toolkit](#)
- [Employability Skills Framework](#)

Digital Literacy Resources:

- [Northstar Digital Literacy/ GCF Global](#)
- [ISTE Standards](#)

Curriculum Resources:

- [Teaching Skills That Matter](#)
- [USCIS Guide to the Adult Citizenship Education Content Standards and Foundational Skills](#)



Questions

To submit questions about the RFP and application process, please email SDE.AdultEd@ct.gov. Use subject line: PEP RFP Question <Insert Organization Name>. Questions will be accepted from the date of the Bidders' Conference until April 26, 2024, one week before the proposal submission deadline. Note that questions may only be general in nature, applicable to most applicants, and not specific to any provider. Answers to the questions will be posted on the CSDE Adult Education webpage.



Thank you!

