

2021-2022

Florida's Integrated Education and Training (IET) Guide



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SECTION I.

Vision for Strengthening Alignment between Adult Education, Postsecondary Education and the Workforce System

The Florida Department of Education's (FDOE) new vision and strategic direction for the adult education system will lead to increased numbers of adults with higher levels of literacy, numeracy, digital literacy skills, and acquisition of industry-recognized credentials, postsecondary certifications and degrees in the state's high growth priority sectors. FDOE understands that a new vision and strategic direction is needed to realize adult education's role to expand workforce development and transition to postsecondary mission. Strengthening adult education's role as an integral part of the state's education system and the importance of preparing all students to be globally competitive for college and career is an imperative.

Integrated Education and Training in the Workforce Innovation and Opportunity Act (WIOA)

The reauthorization of the federal Workforce Innovation and Opportunity Act in 2014 included for the first time a requirement that states provide integrated education and training services.

Under the WIOA statute Sec. 203, IET is listed as one of several types of "adult education and literacy activities" that can be carried out by states and their Title II adult education providers with Sec. 231 funds. Sec. 243 of the statute specifies that grants for Title II integrated English language and civics education services must be offered "in combination with integrated education and training activities."

The WIOA regulations at §463.35-463.37 further clarify that integrated education and training has three required components — adult education and literacy activities, workforce preparation activities and workforce training — and that providers must balance the proportion of instruction across the three components, deliver the components simultaneously and use occupationally relevant instructional materials. The regulations also specify that IET programs must have a single set of learning objectives that identifies specific adult education content, workforce preparation activities and workforce training competencies.

Purpose of Florida's IET Guide

This guide provides information for adult education program administrators and practitioners on state policies for advancing integrated education and training. These policies are aimed at expanding equitable access to skill training, credentials and family supporting careers, particularly for those who have faced barriers to economic opportunity.

Integrated Education and Training is:

"...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" (Final WIOA regulations at [34 CFR §463.35](#)).

Integrated education and training (IET) has emerged as an approach to help individuals acquire key basic skills while pursuing occupational or industry-specific training. Under an IET model, participants receive simultaneous instruction in basic skills such as math, reading, or spoken English, as well as training for a workforce preparation, specific occupation or industry and employability skills. Integrated education and training approaches are effective in part because they recognize that busy working adults need opportunities to acquire basic skills in a meaningful context that has an immediate application, enables credential attainment and can directly increase their earning power.

Florida provides policies to support the creation and growth of integrated education and training models. This guide offers information that local programs and administrators can use to drive the establishment or expansion of integrated education and training policies at the local level. It contains:

- Guidance on key elements of the state integrated education and training policy;
- Examples of integrated education and training models; and
- Templates for IET program development.

Introduction

What is integrated education and training?

For purpose of this guidance, integrated education and training is defined as adult education and literacy activities, workforce preparation activities and workforce training, each of sufficient intensity and quality, based on the most rigorous research available, especially with respect to improving reading, writing, mathematics and English proficiency of eligible individuals, occurs simultaneously and uses occupationally relevant instructional materials. The integrated education and training program is organized to function cooperatively with a single set of learning outcomes. ([34 CFR §463.37](#)). A sample template for identifying a single set of learning objectives is located in the resources section of the guide.

IET represents a wide spectrum of services to build foundational, employability and occupational skills. The integrated education and training program may be offered by:

- An institution of higher education; another type of organization, such as a nonprofit education and training provider; or
- Two or more organizations working in partnership, so long as the program equips individuals to attain basic skills and training in a specific occupation or industry.

An Integrated Education and Training (IET) program blends a range of education and training services to build learners' foundational, employability and occupational skills. IET programs provide adult education and literacy activities concurrently and contextually with workforce training for a specific occupation. This allows IET programs to contextualized basic skills instruction, offer simultaneous, not sequential skill gains, accelerate outcomes, offer work-based learning opportunities and work experience, put students on a career pathway leading to family sustaining wages.

The phrase "for purposes of educational and career advancement," identified in 34 CFR §463.35, means the adult education component of the program is aligned with the state's content standards for adult education as described in Florida's WIOA Unified Plan and is an integral part of a career pathway. Section VIII, the Adult Education section of the state plan, is available for further information on career pathways. Career pathways are an integrated service delivery model across education and workforce development that allow local programs an opportunity to design solution leveraging the strengths of workforce development and education across the spectrum. IET is the instructional strategy for career pathways with IET elements of concurrent activity and contextualization as acceleration strategies.

Why should local programs establish integrated education and training programs?

Strong evidence indicates facilitating student transitions into further levels of learning pays off. IET models are one of the most effective innovations to date, as they ensure adult learners have access to credentials of value. Through IET programs, adults seek goal-oriented, relevant, practical knowledge. Students with family and work responsibilities can offset the opportunity costs of education when IET truly leads to educational and economic mobility.

To be part of a comprehensive career pathway, IET programs are required to have a sector focus and robust participant supports. Focusing on sectors that have value in the regional labor market provides greater opportunity for quality employment. A second core feature is that IETs create access for all levels of learners, such as “on ramps” from the first levels of basic education or English language learning to secondary diplomas or equivalency completion, to advanced training, credentials and degrees.

Credentials of value help qualify an individual for employment in an industry or sector that offers at least a family-sustaining wage or allows an individual to move up in an industry that requires the credential to advance. Credentials of value should be portable and transferable among employers within an industry, allowing people choice and flexibility to move between jobs.

By establishing robust integrated education and training (IET) programs, local programs can:

- Build the capacity of adult education and higher education partners to implement integrated education and training programs; and
- Align integrated education and training with other state policies that support skills equity.

More broadly, local programs can increase postsecondary, career and credential attainment, particularly among workers with low basic skills and low incomes.

SECTION 2.

Florida's Integrated Education and Training Guidance

Florida defines a state integrated education and training policy as the development of career opportunities for students by requiring Integrated Education and Training models (IET) based on regional demand and aligned to postsecondary certifications, degrees resulting in higher student transitions to postsecondary, and employment.

A state priority is to implement a new vision and strategic direction for adult education providers through investment in integrated education and training programs. This priority presents opportunities for adult education and core WIOA partners, programs and learners, to adapt and respond in different ways to dynamic economic conditions. Thus, the shift to new ways of working together and collaborating differently.

Moreover, Florida's focus is on closing the low and middle-skill gap with IET as a tool to equip workers to obtain in-demand jobs. Importantly, these policies typically enable workers to attain industry-recognized postsecondary credentials, therefore helping to ensure their longer-term employability.

FDOE promotes the planning, development and implementation of an integrated education and training (IET) service approach that provides concurrent and contextualized adult education and literacy activities in combination with workforce preparation activities and workforce training for a specific occupation or

occupational cluster for the purpose of educational and career advancement.

IETs, by design, will facilitate a provider strategy leading to increased partnerships, better student transitions and meeting the demands of today's student for relevant employment related learning.

Three required components of an IET program funded under Title II:

- Adult education and literacy activities
- Workforce preparation activities
- Workforce training for a specific occupation or occupational cluster which can be any one of the training services defined in section 134(c)(3)(D).

Within the overall scope of a particular integrated education and training program, the adult education and literacy activities, workforce preparation activities and workforce training shall meet the following criteria:

- Are each of sufficient intensity and quality and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics and English proficiency of eligible individuals;
- Occur simultaneously;
- Use of occupationally relevant instructional materials;
- Integrated education and training program has a single set of learning objectives that identifies specific adult education content, workforce preparation activities and workforce training competencies and the program activities are organized to function cooperatively; and
- The integrated education and training program is part of a career pathway.

The IET service approach provides all levels of adult education students the opportunity to acquire the skills needed to:

- Transition to and complete postsecondary education and training programs;
- Obtain and advance in employment leading to economic self-sufficiency; and
- Exercise the rights and responsibilities of citizenship (specifically for IELCE programs).

SECTION 3.

Integrated Education and Training (IET) Program Models

In an IET program, students are engaged in learning in context through integrated education and training so that an individual acquires the skills needed to transition to and complete postsecondary education, career training programs and obtain and advance in employment leading to economic self-sufficiency.

Florida IET Model Descriptions

Fully Integrated Instruction/Co-Teaching Model

Student is enrolled in an adult education course that delivers the adult education basic skills through contextualized instruction and learning activities aligned with a specific occupation(s) or postsecondary career technical education program. The fully integrated instruction pairs an occupational instructor with an adult education basic skills instructor within the classroom to provide

a cohesive presentation of both the basic skills and occupational content. In addition to classroom instruction, students must be provided with a range of educational supports that enhance the likelihood of success such as counseling, advising, financial aid, case management and other types of classroom supports. Instruction must be based on a single set of learning objectives and occur simultaneously.

Key components:

- Adult basic education instructor to provide supplemental basic skills instruction within the workforce skills content
- Technical course materials with integrated adult education basic skills
- Provide workforce preparation activities
- Instructors align content through joint planning and/or co-teaching
- One teacher must be certified in the specific occupational program area

Partially Integrated Instruction Model

In this model, an adult education teacher and other qualified individual providing specific skills training occurs at different times. This model allows for greater flexibility in scheduling between occupational skills training and adult education instructors. Students are given the opportunity to learn basic skills that are applicable, contextualized and aligned to the specific occupational program area. Instruction must be based on a single set of learning objectives and occur simultaneously.

Key components:

- Adult basic education content aligned to the workforce training content
- Instructors work together to identify basic skills needed for adult education students to master workforce skills covered
- Provide workforce preparation activities

One Instructor Model

The three components – adult education basic skills instruction, workforce preparation activities and workforce training are provided by one instructor. The instructor has expertise in basic skills instruction as well as the occupational area. Instruction must be based on a single set of learning objectives.

Key components:

- One instructor to provide basic skills instruction and workforce training
- Technical course materials with integrated adult education basic skills
- Provide workforce preparation activities
- Teacher must be certified in the specific occupational program area

Employer/Community Partners

Participants are with a community partner in local or regional workforce development area. Instruction must be based on a single set of learning objectives.

Key components:

- Student is on a training site provided by an outside agency to receive workforce training
- Student receives workforce training on a specific occupation, along with on-site basic skills instruction
- Adult education basic skills component (aligned with state adult education content standards) is integrated within the training program
- Provide workforce preparation activities
- Workforce training and basic skills development are occurring simultaneously

IET Reporting for 2020-2021 and 2021-2022

A reporting survey will be sent out to providers to identify IET participants. The survey will inform the development of business rules for identifying 2022-2023 IET participants.

SECTION 4.

Resources for IET Program Design

Integrated Education and Training (IET) programs blend a range of education and training services to build learners' foundational, employability and occupational skills. IET programs provide adult education and literacy activities concurrently and contextually with workforce training for a specific occupation. This allows IET programs to contextualized basic skills instruction, offer simultaneous, non-sequential skill gains, accelerate outcomes, offer work-based learning opportunities and work experience, put students on a career pathway leading to family- sustaining wages.

- Integrated Education and Training website, <https://www.fldoe.org/academics/career-adult-edu/adult-edu/adult-edu-career-pathways.stml>
 - [Florida Integrated Education and Training Guide](#) (PDF)
 - [Florida Single Set of Learning Objectives Template](#) (PDF)
 - [Florida Integrated Education and Training Program of Study Form](#) (PDF)
 - [Florida Career Pathway Development Guide](#) (PDF)
- Implementation Guide – Information on IET, <https://www.fldoe.org/core/fileparse.php/7515/urlt/ImplementationGuide.pdf>
- Institute for the Professional development of Adult Educators (IPDAE), <https://www.floridaipdae.org>
- IPDAE recorded webinars, Resources, ABE – Webinars, <https://www.floridaipdae.org/index.cfm?fuseaction=resources.ABE&caid=78496C73EC669ED919790382539D4C7F7AA2D8FAA11714C1B1AD7BCBC89FFCCC>
 - Developing a Single Set of Learning Objectives
 - Beginner guide to IET
 - Moving IET Awareness for Beginners to Contextualized Application in any Program
 - Building a Robust Career Pathway for Adult Education
 - IET and Community/Industry Partnerships
 - Leading the Way in Florida's IET Programs
- ACE of Florida, Grant Application Support Webinar Series, <https://www.aceoffloridafoundation.org/training-workshops>

Creating a Single Set of Learning Objectives and Basic Skills Lessons for IET

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 workforce preparation activity and workforce skills training being considered is appropriate for the targeted students that might enroll.

Key Questions

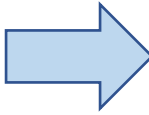
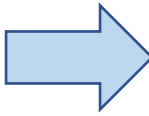
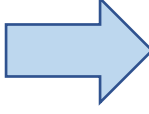
- What jobs are associated with the training?
- What occupational skills course(s) are being for targeted for the IET?
- Who are the potential students for this IET?
- What certifications are associated with the training? Are they employer recognized?
- Are there basic skills thresholds or language requirements 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.)?
- Is there a third-party exam or licensure required to earn the credential?
- What funding sources can be used for the IET?
- What planning time is allotted for collaborating instructors?
- How will participants be recruited or prepared for the IET program?
- Can the target population successfully complete the course with basic skills support?
- Is prior preparation or specific support services needed?

Single Set of Learning Objectives Template

Team Name or Number	
Team Members	
Workforce Training Program	

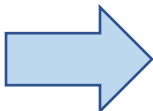
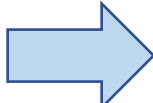
Determining the Integrated Education and Training (IET) Single Set of Learning Objectives and Competencies					
Week	Workforce Training Content and Objectives	Basic Skills Content and Objectives	Workforce Prep Activity	Resources and Activities	Required Assessments
		Math: ELA:			
		Math: ELA:			
		Math: ELA:			

IET Single Set of Learning Objectives:		Competencies
		
		
		



Sample Single Set of Learning Objectives Practical Nursing Lesson Plan					
Week #	Workforce Training Content & Objectives	Basic Skills Content and Objectives	Workforce Prep Activity	Resources and Activities	Required Assessments
1, 2	<ul style="list-style-type: none"> • Demonstrate ability to accurately measure, document, and report vital signs. • Use approved medical terminology and abbreviations • How many clock hours is practical nursing? chunk out the instruction 	<ul style="list-style-type: none"> • Math: Accurately read and write measurement scales, compare rational numbers, convert between customary and metric units • ELA: Interpret and articulate vital sign readings, use acronyms and abbreviations to record vital signs, describe patient vital signs orally and in writing • From adult ed ABE frameworks, 	<ul style="list-style-type: none"> • Communicate clearly, effectively and with reason. • Critical thinking – use critical thinking when analyzing vital signs and determining appropriate approach to communicating with patient • Using information – use appropriate information to respond to patients' questions and/or for patient recommendation(s) • (this came from workforce prep from framework) pick one or two, the Penn State one is too long, then they 	<ul style="list-style-type: none"> • Review lesson on temperature measurement (reading thermometers) and conversion to standard units • Mini-lesson on reading blood pressure from a sphygmomanometer (digital and analog) • Compare vital sign measurements to normal (healthy) levels • Understand and use common medical acronyms and abbreviations https://www.sgu.edu/blog/medical/medical-terms-abbreviations-and-acronyms/ • Act out mock scenarios of vital sign conversation with patient • Practice recording vital signs on standard flow sheet https://www.bestmedicalforms.com/vital-signs-flow-sheet.html (adult education teacher will fill in this part, based on the instructional materials from everywhere, will initially have to develop) a lot of work on the front end 	<ul style="list-style-type: none"> • Temperature conversion quiz • Blood pressure reading quiz • Complete vital signs flow sheet based on given scenario using appropriate acronyms and abbreviations • Mock Scenario with a patient: Communicate vital signs to a patient orally, answer question and provide recommendation • (Teacher created assessments)

		abbreviated and chunked	can develop their own		
3	<ul style="list-style-type: none"> Identify characteristics of successful and unsuccessful communication including communication styles and barriers Use approved medical terminology and abbreviations 	<ul style="list-style-type: none"> Math: ELA: Evaluate effectiveness of communication based on clarity, organization, style, reasoning and use of evidence. ELA: Adapt speech or writing to variety of contexts and tasks demonstrating command of English 	<ul style="list-style-type: none"> Communicate clearly, effectively and with reason. Critical thinking and using information – use critical thinking when determining the appropriate oral or written response based on patient's question, communication style and barrier 	<ul style="list-style-type: none"> Video lessons of effective and ineffective communication Mini-lesson on various communication styles and barriers Practice effective communication with a partner and receive feedback from class/instructor View examples of ineffective communication and provide appropriate feedback to improve communication Write an example of ineffective communication, then ask classmate(s) to identify errors and recommend how to improve effectiveness of communication 	<ul style="list-style-type: none"> Read or view various nurse-patient scenarios, evaluate effectiveness of communication and provide feedback or recommendation if necessary. Record a video or write a script of nurse and patient conversation demonstrating effective communication

IET Single Set of Learning Objectives:		Competencies
Students will be able to demonstrate the ability to read, record, and effectively communicate vital signs to patients and respond to patient questions.		<ul style="list-style-type: none"> Demonstrate ability to accurately measure, document, and report vital signs Use approved medical terminology and abbreviations Record information in a flow sheet Read and communicate information from a flow sheet Respond to patient questions appropriately Provide recommendations based on a patient's vital signs
Students will be able to demonstrate clarity, organization, style, reasoning (use of evidence) and command of the English language to effectively, communicate with patients.		<ul style="list-style-type: none"> Identify characteristics of successful and unsuccessful communication including communication styles and barriers

- | | |
|--|--|
| | <ul style="list-style-type: none">• Use critical thinking when determining the appropriate oral or written response based on patient's question, communication style and barrier• Use approved medical terminology and abbreviations• Respond to patient questions appropriately• These were developed during the training along with the lesson plan |
|--|--|

IET References and Resources

CAST Universal Design for Learning Guidelines (CAST)

The UDL Guidelines are a tool used in the implementation of Universal Design for Learning, a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. The framework provides guidelines that offer a set of concrete instructional suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities.

Compendium of Innovative Practices: Adult Education Bridge Programs and Integrated Education and Training (IET) Programs, Alamprese, J.A. & Cheng, I-F. (December 2020). Bethesda, MD: Manhattan Strategy Group; and Rockville, MD: Abt Associates, <https://lincs.ed.gov/sites/default/files/compendium-of-innovative-practices-ae-bridge-iet-programs.pdf>.

Contextualized Instruction, CollectEDNY CUNY Career Kits

The NYSED/CUNY CareerKit project provides downloadable curricula that teachers and counselors can use with students to explore careers while at the same time practicing literacy and numeracy skills. Each kit contains seven instructional units and a shared learning objectives list that details the literacy, numeracy, career pathways and occupational skills that learners will practice through the kit's lessons. Eleven career kits are available for download, including:

- Healthcare Career Kit
- Technology Career Kit
- Transportation and Warehousing Career Kit

English Language Tied to College, Careers

The Integrated Digital English Acceleration (I-DEA) program teaches English language skills in the context of college and careers for learners who face the largest language gaps. Unlike traditional approaches — in which learners are expected to learn English before pursuing college or job-training — I-DEA teaches English in tandem with college and career skills. Students quickly learn skills relevant to their lives and careers.

PennState Integrated Education and Training (IET) Library

- Contextualized Education
- Basic Skills Curricular IET Lesson Plans for Healthcare and Manufacturing industries
This site includes four downloadable curricula for IETs in Emergency Medical Technician, Foundational Skills in Healthcare, Foundational Skills in Manufacturing and Mechanical Maintenance Foundations. Each curriculum includes lesson plans with occupational competencies, workforce skills, employability skills and standards.
- Developing Basic Skills Curriculum for an IET: A Guide for the Pathways to Employment Program

Resources for Building Opportunities

This website provides federal resources including WIOA law, program memoranda, tools and related presentations.

- IET Checklist: Integrated Education and Training (IET) Guide
- IELCE Checklist: Integrated English Literacy and Civics Education (IELCE)

Shared Learning Objectives Template

An essential element of IET programming is a unified list of competencies which aligns contextualized academic and literacy activities with the workplace preparation activities and occupational training content that learners will need to master. The Virginia Adult Learning Resource Center (VALRC) created this template for programs to use when developing shared learning objectives.

WIOA Performance Accountability Definitions

Definitions of terms related to the performance accountability system.

¹Workforce Innovation and Opportunity Act Unified Plan, State of Florida, available at <https://careersourceflorida.com/wp-content/uploads/2020/09/2020-2024-WIOA-Unified-Plan.pdf>.

Federal Regulations

U.S. Code of Federal Regulations

Title 34, Chapter IV, Part 463, Subpart D – What are adult education and literacy activities?

34 CFR §463.30 – “adult education and literacy activities” means programs, activities, and services that include:

- Adult education,
- Literacy,
- Workplace adult education and literacy activities,
- Family literacy activities,
- English language acquisition activities,
- Integrated English literacy and civics education,
- Workforce preparation activities, or
- Integrated education and training. (Authority: 29 U.S.C. 3272(2))

34 CFR §463.31 – What is an English language acquisition program?

The term “English language acquisition program” means a program of instruction -

(a) That is designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and

(b) That leads to -

- Attainment of a secondary school diploma or its recognized equivalent; and
- Transition to postsecondary education and training; or
- Employment. (Authority: 29 U.S.C. 3272(6))

34 CFR §463.32 – How does a program that is intended to be an English language acquisition program meet the requirement that the program leads to attainment of a secondary school diploma or its recognized equivalent and transition to postsecondary education and training or leads to employment?

To meet the requirement in § 463.31(b) a program of instruction must:

- Have implemented State adult education content standards that are aligned with State-adopted challenging academic content standards, as adopted under the Elementary and Secondary Education Act of 1965, as amended (ESEA) as described in the State's Unified or Combined State Plan and as evidenced by the use of a State or local curriculum, lesson plans, or instructional materials that are aligned with the State adult education content standards; or
- Offer educational and career counseling services that assist an eligible individual to transition to postsecondary education or employment; or
- Be part of a career pathway. (Authority: 29 U.S.C. 3112(b)(2)(D)(ii), 3272)

34 CFR §463.33 – What are integrated English literacy and civics education services?

- Integrated English literacy and civics education services are education services provided to English language learners who are adults, including professionals with degrees or credentials in their native countries, that enable 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.

- Integrated English literacy and civics education services must 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. (Authority: 29 U.S.C. 3272(12))

34 CFR §463.34 – What are 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.

- Utilizing resources;
- Using information;
- Working with others;
- Understanding systems;
- Skills necessary for successful transition into and completion of postsecondary education or training, or employment; and
- Other employability skills that increase an individual's preparation for the workforce. (Authority: 29 U.S.C. 3272(17); P.L. 111-340)

WIOA Section 134(c) (3) (D), P.L. 113-128 – What are workforce training activities?

Workforce Training may include:

- occupational skill training;
- on-the-job training;
- incumbent worker training;
- programs that combine workplace training with related instruction;
- training programs operated by the private sector;
- skill upgrading and retraining;
- entrepreneurial training;
- transitional jobs;
- job readiness training provided in combination with services (a) through (h);
- 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 of clauses (a) through (g); and
- customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.

34 CFR §463.35 – What is integrated education and training?

The term “integrated education and training” refers to 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 education and career advancement. (Authority: 29 U.S.C. 3272(11))

34 CFR §463.36 – What are the required components of an integrated education and training program funded under title II?

An integrated education and training program must include three components:

- Adult education and literacy activities as described in §463.30.
- Workforce preparation activities as described in §463.34.
- Workforce training for a specific occupation or occupational cluster which can be any one of the training services defined in section 134(c)(3)(D) of the Act. (Authority: 29 U.S.C. 3272, 3174)

34 CFR §463.37 – How does a program providing integrated education and training under title II meet the requirement that the three required components be “integrated”?

To meet the requirement that the adult education and literacy activities, workforce preparation activities and workforce training be integrated, services must be provided concurrently and contextually such that—

- a) Within the overall scope of a particular integrated education and training program, the adult education and literacy activities, workforce preparation activities and workforce training:
 - 1) Are each of sufficient intensity and quality and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics and English proficiency of eligible individuals;
 - 2) Occur simultaneously; and
 - 3) Use occupationally relevant instructional materials.
- b) The integrated education and training program has a single set of learning objectives that identifies specific adult education content, workforce preparation activities and workforce training competencies and the program activities are organized to function cooperatively.
(Authority: 29 U.S.C. 3272)

34 CFR §463.38 – How does a program providing integrated education and training under title II meet the requirement that the integrated education and training program be “for the purpose of educational and career advancement”?

A provider meets the requirement that the integrated education and training program provided is for the purpose of educational and career advancement if:

- 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
- The integrated education and training program is part of a career pathway. (Authority: 29 U.S.C. 3272, 3112)