



Integrated Education and Training Policy TOOLKIT

PART OF NSC'S SKILLS EQUITY AGENDA



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An **integrated education and training policy** can help people develop or refresh basic skills such as math, reading, or spoken English while simultaneously training for a in-demand occupation or industry.



Integrated Education and Training Policy Toolkit

SECTION I. PURPOSE OF TOOLKIT

This toolkit provides resources to state policymakers, advocates, and practitioners on state policies to advance integrated education and training. It is among a set of state skills equity policies being promoted by National Skills Coalition (NSC). These policies are aimed at expanding equitable access to middle-skill training, credentials, and family supporting careers, particularly for those who have faced barriers to economic opportunity.

The U.S. is home to 36 million working age adults who have limited skills in spoken English, math, or reading.¹ More than two-thirds of these individuals are currently in the workforce, and could be candidates for better paying jobs if they had an opportunity to upgrade their skills. At the same time, U.S. employers have a strong need for workers with middle skills, defined as more than a high school diploma but not a four-year degree. Middle-skill jobs account for 54 percent of the U.S. labor market, but only 44 percent of the country's workers are trained to the middle-skill level.²

To meet our economy's skill needs, we must ensure that workers with limited skills have access to high-quality education and workforce programs that can help them build their abilities, attain industry-recognized postsecondary credentials, and qualify for middle-skill jobs. This is particularly important for populations that may have been marginalized. Data from a rigorous international survey show that a full 40 percent of U.S. adults with low literacy skills fall in the lowest quintile of earnings.³

Integrated education and training (IET) has emerged as an approach that can help workers acquire or refresh key basic skills while also 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 specific occupation or industry. 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.

There is a rich base of evidence confirming that integrated education and training approaches are effective in aiding workers with basic skills needs to attain in-demand skills and credentials.⁴ States should adopt policies to support the creation and growth of integrated education and training models.

This toolkit provides information that state policymakers and advocates can use to drive the establishment or expansion of integrated education and training policies at the state level. States without policies can use this toolkit to establish them, and those with policies can use it to strengthen or scale up their existing policies. It contains:

- Guidance on key elements of a state integrated education and training policy;
- Examples of integrated education and training policies; and
- A legislative template, which can also serve as the basis for an administrative policy.

Policy makers and advocates can use this toolkit to:

- Inform key decisions for establishing or expanding state policies that support integrated education and training;
- Learn about best practice policies from other states; and
- Develop legislation, policy guidance, and executive orders that establish state integrated education and training policies.

What is integrated education and training?

For purpose of this toolkit, integrated education and training is defined as an adult education and workforce development program model that provides simultaneous instruction in basic skills as well as occupational or industry-specific training. 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.

While there are modest variations among IET models, many programs use a “team teaching” approach that utilizes dual instructors – one with expertise in adult learning pedagogy and basic skills instruction, and another with content-area expertise in the industry or occupation being targeted. Regardless of the specific teaching model, IET approaches typically support the attainment of both secondary (high school equivalency)

and postsecondary credentials.⁵ Many IET programs also provide support services and pathway navigation to ensure that participants can persist and succeed in reaching their educational and vocational goals.

The IET model contrasts with the traditional sequential model, in which individuals are directed to complete English for Speakers of Other Languages (ESOL) or other adult basic education (ABE) requirements *before* being permitted to access occupational training. IET was developed in response to research findings that the sequential model was discouraging for many workers, who often languished in community-based classes or other noncredit courses that did not have specific relevance for their career interests. Research conducted using data from the Washington State Board of Community and Technical Colleges in 2005 showed that just 30 percent of ABE students were able to earn any college credits within five years, and even fewer (13 percent) of ESOL students succeeded in doing so.⁶

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. 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.

Why should states establish integrated education and training policies?

By establishing robust integrated education and training (IET) policies, states can:

- Expand the use of integrated education and training approaches across the state;
- 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, states can increase postsecondary credential attainment, particularly among workers with low basic skills and low incomes.

SECTION 2: THE COMPONENTS OF A ROBUST STATE INTEGRATED EDUCATION AND TRAINING POLICY

NSC defines a state integrated education and training policy as including one or more of the following: a state requirement that adult education providers offer integrated education and training programs; a state program initiative that authorizes or encourages adult education providers to offer IET programs; and/or state funding to establish and sustain integrated education and training programs. Because NSC's focus is on closing the middle-skill gap, this toolkit concerns integrated education and training policies that equip workers to obtain middle-skill employment. Importantly, these policies typically enable workers to attain industry-recognized postsecondary credentials, thus helping to ensure their longer-term employability.

States must determine whether they will set a requirement for IET programs, institute a program initiative without a requirement, provide funding for IET programs, or implement a combination of these policies. NSC recommends that states develop robust integrated education and training policies that include a state requirement and funding. States with robust policies are better positioned to ensure that workers with basic skill gaps have a meaningful pathway to build their skills and

WHO ARE "ADULT EDUCATION PROVIDERS"?

States draw on a wide variety of organizations to provide adult education services. Some states operate adult education programs through their community and technical college systems, others use K-12 school districts, and still others rely on nonprofit community-based organizations. Many states utilize a combination of the above, as well as other providers such as libraries.

For ease of understanding, this toolkit uses the phrase "adult education provider" as an umbrella term to encompass all types of providers. States seeking to establish an integrated education and training policy should identify the appropriate institution(s) to target given their state's adult education infrastructure, and then select a policy mechanism appropriate to those institutions (e.g., legislation, policy guidance, etc.).

obtain middle-skill credentials. Such states are also better equipped to close the gap between local companies' skill needs and the abilities of the state's workforce, and are better able to align integrated education and training with other state skills equity policies.

In many states adult education providers have a great deal of autonomy from state control, and are supported by a diversity of state, federal, and private funding streams. In such states, a state *requirement* that providers offer integrated education and training programs may not be feasible, as it would run counter to the state's fundamental approach to adult education policy. Such states, though, could still support or incentivize the adoption of integrated education and training approaches by providing authorization, funding and/or technical assistance to organizations that decide to offer integrated education and training programs.

This toolkit provides examples of state policies that fund IET, as well as recommendations to states on key criteria to use when creating IET programs or instituting a state policy requiring integrated education and training.

State requirement

States should establish a requirement that adult education providers offer integrated education and training programs. Since adult education providers range in organization type, size, and capacity, as described in the text box at left, states may wish to specify that each *individual* adult education provider need not offer an IET program, but rather may partner with other organizations to do so. Alternatively, states may set the IET requirement at the geographic level – requiring that at least one IET program be available in each county or region of the state – rather than at the provider level.⁷

Regardless, states should require the implementation of rigorous, high-quality IET programs that combine basic skills instruction with training for a specific occupation or industry, and equip participants to obtain both a secondary and a postsecondary credential. Providers should be required to demonstrate that there is local employer demand for the occupation or industry being targeted by the IET program. In addition, providers of IET programs should be required to demonstrate that they or their close partners include staff

with specific expertise in adult education and in occupational training. Finally, IET programs should be required to provide navigation and support services to enable participants to persist and succeed in their chosen pathway. These requirements are described in more detail in the *Criteria* section below, and may be established either by statute and/or a board or other body with requisite authority.

While there are no states to date that have policies formally requiring integrated education and training, there are several states in which IET is so deeply embedded in the adult education and workforce structure that it is essentially a *de facto* requirement. In states such as Washington, Minnesota, and Wisconsin (described below), IET has become an established part of the culture and way of doing business. However, the lack of a formal requirement can leave states' IET programs vulnerable to changes in political leadership, economic circumstances, or other environmental factors. To ensure that programs can persist over time, there is significant value in having an explicit requirement.

State program initiative

States that chose not to impose a formal requirement for IET may instead decide to implement a program initiative to encourage or promote the adoption of IET approaches. Such initiatives can follow the general model outlined in the *State Requirement* section above, substituting authorization (or other language as appropriate) for the requirement. Program initiatives should encourage adult education providers that are launching IET programs to incorporate the key elements outlined in the *Criteria* section below.

States that elect to use a program initiative approach may also wish to provide technical assistance or establish a community of practice to support adult education providers that are launching IET programs.

State funding for integrated education and training

Whether or not a state has a policy requiring adult education providers to implement integrated education and training programs, a state should allocate dedicated funding to encourage and support the creation of integrated education and training programs. In states with decentralized governance of adult education, funding is a way of incentivizing organizations to voluntarily establish and expand integrated education and training programs without imposing a state mandate. As described below, states have taken a variety of approaches to funding IET. Washington State pioneered the approach and has the longest-running funding stream. Iowa, Minnesota, and Wisconsin support IET as a key component of broader community college initiatives. And North Carolina, Kansas, and Virginia have used different mechanisms, such as state lottery funds and Temporary Assistance for Needy Families funds, to support IET.

Washington State is where the first and best known integrated education and training model was developed. A rigorous approach known as Integrated Basic Education and Skills Training (I-BEST), it is overseen by the State Board for Community and Technical Colleges (State Board). The I-BEST model uses a team teaching approach in which there are two instructors in the classroom: one focusing on basic skills and the other on workforce education.

To offer an I-BEST program, a community and technical college must submit a detailed application to the State Board. If the application is approved, the State Board provides enhanced funding (1.75 times the rate for a normal full-time equivalent student) for I-BEST. There are several types of I-BEST programs that colleges may apply to provide; most relevant for this toolkit is the Professional-Technical I-BEST program.

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Among other requirements, the [Professional-Technical I-BEST](#) application demands that the college must: demonstrate that the proposed I-BEST program is part of a clearly identified career pathway with multiple access points; provide documented demand data for program graduates with median wage earnings of \$13 per hour (or preferential status given to I-BEST program completers for entry into the next program level of educational pathway that ends in earnings of \$13 per hour); outline student success and transition strategies; and document partner organization involvement. Perhaps most importantly, the State Board requires the college to undertake rigorous collaborative planning that involves basic skills (known as pre-college), workforce education, and student services personnel. The application specifies that “administrators and faculty from pre-college education and workforce education will participate as equal partners in creating and providing a joint program of instruction” and “the expectation for educational delivery is that the mode of instruction incorporates joint pre-college and professional-technical faculty planning and instructing together in the classroom as equal partners, resulting in both pre-college and workforce skills gains” as well as integrated professional-technical and pre-college learning outcomes.

Iowa, Minnesota, and Wisconsin are examples of states that have funded IET as part of a broader suite of activities through their community college systems.

Iowa’s Pathways for Academic Career and Employment (PACE) Act ([Iowa Code § 260H.7](#)) provides \$5 million annually to support the development and implementation of integrated education and training programs, among other activities. PACE funding is made available to all of Iowa’s 15 community colleges via formula funding through the state department of education ([Iowa Code 260.C18C](#)). The statute requires that colleges receiving PACE funding implement programs that integrate basic skills and work readiness training with occupational skills training, and combine customized supportive and case management services with training services to help participants overcome barriers to employment.

Per the state statute, projects eligible for PACE funding shall be projects that further partnerships that link the community colleges to industry and nonprofit organizations, and further PACE program outcomes. At the participant level, those outcomes include acquiring competency in basic skills and a specified technical field; obtaining employer-validated credentials; and securing gainful employment in high-quality, local jobs. At the programmatic level, outcomes include meeting economic and workforce development requirements in each region served by the community colleges as defined by regional advisory boards; and meeting the needs of industry partners in designated industries.

In addition, the statute specifies that each college receiving PACE funds:

- Shall develop a **pipeline program** in order to better serve the academic, training, and employment needs of the target populations;
- Shall develop a **career pathways and bridge curriculum** development program in order to better serve the academic, training, and employment needs of the target populations;
- May use PACE funds to employ **pathway navigators** to assist students applying for or enrolled in eligible PACE projects; and
- May use PACE funds to provide staff and support for the development and implementation of regional **industry sector partnerships** within the region served by the community college.

Minnesota is another example of a state that uses funding to support integrated education and training policy. The Minnesota FastTRAC program is nationally recognized. Originally seeded with private philanthropic funds, the program is now supported with \$3 million from the state’s Workforce Development Fund ([Chapter 1 H.F.No. 3](#), 2015), and has been brought under the umbrella of the state’s broader Pathways2Prosperity initiative.

FastTRAC offers integrated education and training programs delivered by teams of adult basic education providers, postsecondary institutions, and community-based organizations. Programs focus on high-demand occupations, and help participants earn stackable credentials as part of a structured career pathway. Advising and support services are available to participants.

The FastTRAC program model is a voluntary one; colleges are not required to participate. The lead entities for the initiative include Minnesota State Colleges and Universities, the Minnesota Department of Education Adult Basic Education Office, and the Minnesota Department of Employment and Economic Development (DEED). Other state level collaborators include the Minnesota Departments of Human Services and Labor and Industry, the Minnesota Office of Higher Education, and the Governor’s Workforce Development Council.

In Wisconsin, the state supports the development of integrated education and training programs as part of its broader Career Pathways initiative, formerly known as the [Regional Industry Skills Education \(RISE\) Partnership](#). The initiative is a partnership between the Department of Workforce Development and the Wisconsin Technical College System.⁸ It was originally launched with private philanthropic funding and is now supported through state and federal funds, including \$4 million allocated by the Wisconsin Technical College System.² The effort is a comprehensive initiative that includes support for aligning regional partnerships, sector based programs, and state systems around a career pathways model; bringing industry-driven career pathways to scale throughout the state; and providing new career ladder footholds to low-wage workers with limited skills. The required partners for a Career Pathway project are at least one technical college district and one workforce development board, though other partners may also participate.

The IET element of the initiative is known as the Career Pathway Bridge, and is described as follows: “The Career Pathway Bridge connects lower-skilled adults with postsecondary occupational programs by offering concurrent, coordinated basic skills instruction and occupational instruction as part of a postsecondary embedded credential in a Career Pathway. The Bridge contextualizes basic skills instruction so that basic skills being developed are directly relevant to the adult learner’s occupational goals.”

Finally, as noted above, states such as North Carolina, Kansas, and Virginia have each funded IET somewhat differently, in some cases drawing on alternative sources such as state lottery funds.

In North Carolina, the state legislature in 2010 passed a budget bill that included provisions to support its [Basic Skills Plus](#) initiative ([SB897](#), Sec. 8.10). Basic Skills Plus is an IET program that allows adult students to be co-enrolled in Basic Skills and occupational courses as part of a career pathway. Career pathways that are offered by the local college must align with demonstrated demand for employment in local and regional labor markets, offer integrated instruction, and offer student support.

Each North Carolina community college has approval to offer Basic Skills Plus programs. Approved Basic Skills Plus providers may use up to 20 percent of their adult literacy funding to provide instruction and training for eligible students, and may waive tuition and registration fees for participating students.

In Kansas, three funding mechanisms work in concert to support integrated education and training activities. The state's IET model is known as Accelerating Opportunity: Kansas (AO-K), and is a partnership between the Kansas Board of Regents and the Kansas Department of Commerce. The state's AO-K legislation ([SB 155](#), 2012) is a tuition reimbursement program funded by legislative appropriations to encourage institutions of higher education to work with individuals who do not have a high school diploma or equivalent. In order to receive funds, the college must be an AO-K provider, the student must be enrolled in an approved AO-K pathway, and the college must partner with an adult basic education center that is funded through the Workforce Innovation and Opportunity Act (WIOA) Title II. If these conditions are met, colleges are reimbursed at the full composite tuition rate⁹ for students who participate in technical education courses in approved AO-K pathways. A minimum of \$500,000 per year statewide is available for AO-K via SB 155.

Similarly, AO-K TANF is a scholarship program funded through a partnership with the state Department for Children and Families (DCF). It pays institutions the full composite rate for each qualified TANF-eligible student who is enrolled in courses in approved AO-K pathways. Requirements for the program are spelled out in a 2013 Memorandum of Understanding (and subsequent amendments to that document) between DCF and the Kansas Board of Regents.

Finally, institutions of higher education that are participating in AO-K (as well as those that are not) are eligible to receive incentive funds through the [GED Accelerator](#) program funded by legislative appropriations ([HB 2506](#), 2014). Section 24 of HB 2506 appropriates \$1.9 million for "postsecondary education performance based incentive funds" for community and technical colleges whose students concurrently earn a GED and an approved postsecondary credential. Funding is awarded to colleges only when students complete the four GED Test modules (\$170 per student), pass the GED Test (\$500 per student), and/or earn an industry recognized credential (\$1000 per student).

The Virginia General Assembly has appropriated funds to the Department of Education to implement the [PluggedInVA](#) initiative, which targets adult learners with low basic skill levels. The initiative supports integrates a contextualized high school equivalency program with technical workplace skills training to prepare learners for postsecondary education and employment in targeted industries.

PluggedInVA was originally developed in 2008, and since 2013 has been supported through a line item in the governor's budget. In 2016, this state funding totaled \$465,375. ([HB30, Chapter 780](#)). Eligible applicants for PluggedInVA grants are regional adult education programs funded by the state's Office of Adult Education and Literacy, and local adult education programs that receive WIOA Title II funding through a regional consortium.

The PluggedInVA program is supported by state lottery funds, which by law can be distributed to localities or school divisions only. Therefore, it is necessary for Title II eligible applicants that operate regional adult education programs to partner with a school division in the region that will serve as fiscal agent for the PluggedInVA funds.

PluggedInVA grant applicants are eligible for up to \$50,000 for an implementation grant (launching a new PluggedInVA program) and \$35,000 for a maintenance grant (continuing an existing program). The [Request for Proposals](#) spells out the required elements of the PluggedInVA model, which include among other items: high school equivalency credential preparation and completion; at least one stackable, industry-recognized credential or certificate; active and consistent collaboration with local employers, including input into curriculum development; and use of the Virginia Community College System's [Adult Career Coach Program](#).

Criteria

Regardless of whether a state requires institutions to offer integrated education and training, launches a program initiative related to IET, and/or provides dedicated funding to support IET, a state should establish criteria for creating IET programs. Those criteria should include:

1. **Targeted industry sectors.** States that provide integrated education and training funding should target certain industry sectors or occupations. States should do this to ensure there is employer demand for the skills being developed in IET programs, and to focus limited resources on industries that are strategic for the state's economy. For example, Iowa requires that its PACE programs be focused on one of four industries specified in the state statute or in an industry designated as in demand by a regional advisory board.
2. **Navigators and support services.** States with integrated education and training policies should include support for non-instructional staff members who can help program participants select from and navigate through their educational and vocational options. These positions are variously referred to as pathway navigators, career coaches, career advisors, or counselors. Typically, their duties also include assisting participants in accessing financial aid, public benefits, and other supportive services that can help them persist and succeed in their education. Examples include the Virginia Community College System's [Adult Career Coach Program](#) and the pathway navigators supported by Iowa's PACE program.
3. **Requirement for adult education and occupational training partners.** As noted above, states provide adult education services through a broad variety of institutions and organizations. Regardless of whether a state's integrated education and training policy is being implemented through the community college system or other providers, it's important to require that partners with specific expertise in adult education and occupational training are involved in program design and implementation. Their expertise can help ensure that programs are effective at accomplishing their goal of helping adults with limited skills enter and succeed in career pathways. In Washington State, the I-BEST application repeatedly specifies that adult education

(known as "pre-college") administrators, faculty, and professional-technical educators are to be "equal partners" in the planning, instructional delivery, and development of outcomes for integrated education and training programs. In Virginia, the funding stream for PluggedInVA allows adult education providers to serve as fiscal agents for the program, thus ensuring their presence at the decisionmaking table from the beginning.

4. **Alignment with other skill equity policies.** A state may establish a policy that focuses solely on supporting integrated education and training; however, a state may also establish an IET policy in combination with other elements of an aligned pathway. Such policies are discussed in more detail in NSC's Toolkit for State Alignment Policies. For now, it is important to note that some of the most ambitious state integrated education and training policies are part of a broader state policy that aligns pathways.

When possible, states should establish comprehensive alignment policies that include integrated education and training. One example of such policies is Iowa's PACE legislation (described above) and accompanying adult education and GAP tuition assistance funding. Colorado has also enacted a suite of policies that together comprise a comprehensive alignment approach. Colorado House Bills 13-1165 and 15-1274 require the creation of comprehensive career pathways (beginning with manufacturing, construction, healthcare, and information technology) that include stackable credentials aligned with integrated education and training, career counseling, wrap around support services, and employer engagement through sector partnerships.

5. **Alignment with other relevant state or national initiatives and policies.** There is a wide range of state and national initiatives and policies that seek to address the needs of older youth and adults with limited basic skills. Given the diversity of such efforts, and their often time-limited nature, NSC is not making a specific recommendation of particular initiatives or policies with which states should seek to align their IET efforts. Instead, states are encouraged to evaluate alignment on a case-by-case basis, and take advantage of opportunities to align IET policy with other policies or initiatives as appropriate.



Integrated Education and Training Policy

LEGISLATIVE TEMPLATE

This template can be used to develop legislation to establish a state integrated education and training policy. It can also be used to inform an administrative policy. The template outlines the key components. It includes a grant program to fund the development of integrated education and training programs and enhanced funding to support ongoing programs. Because states vary greatly in the structure and providers of adult education, states will need to modify and supplement the template with state specific information.

SEC. 1: INTENT

The legislature finds that too many adults in our state lack the basic skills in reading, writing, math, and spoken English and the specific occupational skills required to succeed in family supporting employment. To meet our economy's skill needs, we must ensure that adults with limited skills have access to high-quality education and workforce programs that can help them build their abilities and attain industry-recognized postsecondary credentials. Integrated education and training is an approach that can enable adults to acquire key basic skills while simultaneously pursuing occupational or industry-specific training, helping them to advance in employment and fill employer skill needs.

SEC. 2: DEFINITIONS

As used in this Act:

- a. Department means the state agency that administers adult education.
- b. Integrated education and training means instruction 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.
- c. Adult education means academic instruction and education services below the postsecondary level that increase an individual's ability to read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent; transition to postsecondary education and training; and obtain employment.

SEC. 3: INTEGRATED EDUCATION AND TRAINING GRANT PROGRAM

The integrated education and training grant program is established to provide grants to local adult education providers or partnerships of adult education providers and providers of workforce training for the purpose of developing and implementing local programs of integrated education and training.

- a. The Department shall administer the integrated education and training grant program.
- b. The Department shall allocate integrated education and training grants to local providers through a competitive process. Eligible grant recipients are local adult education providers eligible to receive either state funds for adult education or P.L. 113-128 Title II funds, or partnerships of at least one eligible adult education provider and at least one provider of workforce training. Eligible providers or partnerships must submit an application that describes:
 - i. The specific integrated education and training instructional model to be implemented;
 - ii. How the program will be designed and implemented by educators with expertise in adult education and occupational skills training;
 - iii. How the program will prepare students to receive a high school equivalency credential;
 - iv. How the program will prepare students to receive a postsecondary credential;

- v. The occupations or industry for which the program will prepare students for employment;
 - vi. Evidence of employer demand for program completers;
 - vii. How the program will provide student support services including guidance counseling in order to assist student success; and
 - viii. Other information required by the Department.
- c. The Department shall provide technical assistance to adult education providers on how to provide integrated education and training.

SEC. 4: INTEGRATED EDUCATION AND TRAINING ENHANCED FUNDING

The Department shall identify the cost difference between programs providing integrated education and training and programs providing adult education alone, and develop a funding enhancement for integrated education and training programs to be applied in the allocation of state funding for adult education.

- a. To be eligible to receive enhanced funding under this section, an adult education provider must:
- i. Provide one or more programs of integrated education and training,
 - ii. Provide the Department with the information listed in section 3b of this Act regarding the program(s),
 - iii. Provide the Department with information the Department requires on student success; and
 - iv. Provide other information required by the Department.

SEC. 5: INTEGRATED EDUCATION AND TRAINING REQUIREMENT

The Department shall require that each local recipient of state funding for adult education provide one or more programs of integrated education and training. A local recipient may satisfy this requirement in partnership with one or more other providers of adult education or workforce training.

SEC. 6: FUNDING

For the period ___ to ___, \$___ in state general funds are appropriated to the Department to carry out its duties under section 3 of this Act, of which up to 15 percent may be retained by the Department for administering grants and providing technical assistance.

ENDNOTES

¹ *Time for the US to Reskill? What the Survey of Adult Skills Says* (OECD, 2013).

² National Skills Coalition, *Middle-Skill Job Fact Sheets* www.nationalskillscoalition.org/state-policy/fact-sheets. Middle-skill jobs are jobs that require some form of postsecondary education or training but not a bachelor's degree.

³ *Time for the US to Reskill? What the Survey of Adult Skills Says* (OECD, 2013).

⁴ See., e.g., Contextualized College Transition Strategies for Adult Basic Skills Students: Learning from Washington State's I-BEST Program Model (Community College Research Center, 2012) and *California Adult Education Research Brief: Integrated Education and Training* (CALPRO, 2012).

⁵ It should be noted that not all participants need to obtain a high school diploma or equivalent; some have attained such a credential in the past but nevertheless still have basic skills gaps.

⁶ *Building Pathways to Success for Low-Skill Adult Students*. Community College Research Center, 2005.

⁷ As appropriate, states may also wish to specify that IET programs be made available to participants being served via the Correctional Education system. Washington State is an example of a state that provides IET in that context.

⁸ Details on the funding allocation: <http://risepartnership.org/community-of-practice/wtcs-board-approves-funds-for-career-pathways>

⁹ The composite rate is the sum of four categories (instructor rate, extraordinary costs, instructional support and institutional support). The dollar amounts associated with each category are generated by yearly submission of costs associated with the delivery of each course type. The composite rate is far more than what the student would pay in tradition tuition/fees amounts.

ABOUT NATIONAL SKILLS COALITION'S SKILLS EQUITY AGENDA

National Skills Coalition is advocating for states to adopt a set of policies that expand equitable access to middle-skill training, credentials, and careers – particularly for those who have faced barriers to economic opportunity.

This effort includes scans of all fifty states to ascertain whether states have the policies in place to expand access to skills. NSC has also developed toolkits that provide resources, including model legislation, for policymakers and advocates to advance a skills equity agenda in their state. NSC's skills equity agenda includes state policies on Job-Driven Financial Aid, SNAP E&T, Stackable Credentials, Alignment, Integrated Education and Training, and Temporary Assistance for Needy Families Employment and Training.

**Read more about NSC's Skills Equity Agenda
at [nationalskillscoalition/skillsequity](https://nationalskillscoalition.org/skillsequity)**

National Skills Coalition organizes broad-based coalitions seeking to raise the skills of America's workers across a range of industries. We advocate for public policies that invest in what works, as informed by our members' real-world expertise. We communicate these goals to an American public seeking a vision for a strong U.S. economy that allows everyone to be part of its success.

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