ALABAMA COMMUNITY COLLEGE SYSTEM
Adult Education

Integrated Education and Training (IET) and
Integrated English Literacy and Civics Education (IELCE)

Policy and Procedures Manual

WIOA Title II, Sections 231 and 243
Aligned with the LINCS IET Design Toolkit

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Section 1. Purpose, Authority, and Scope

Every Integrated Education and Training (IET) and Integrated English Literacy and Civics Education (IELCE) program funded under WIOA Title II in Alabama must have a state-approved Program of Study before it enrolls participants. This manual sets the policies that govern those programs and the procedures local providers follow to design, submit, operate, and evaluate them.

1.1 Authority

- Workforce Innovation and Opportunity Act (WIOA), Title II, Adult Education and Family Literacy Act, including section 203(11) (definition of IET) and section 243 (IELCE)
- 34 CFR Part 463, especially §§ 463.30, 463.34, 463.35–463.38, and 463.70
- Alabama WIOA Unified State Plan and the Alabama Adult Education content standards
- Alabama Adult Education Division Policies and Operational Procedures Manual
- Alabama Adult Education State Assessment Policy

1.2 Scope

This manual applies to all eligible providers receiving Alabama Community College System (ACCS) Adult Education funds that offer, or plan to offer, IET services under section 231 or IELCE services under section 243. It applies to new programs and to substantive revisions of approved programs.

1.3 Relationship to other state policy

Where this manual refers to milestones, technical/occupational exams, assessment levels, or data reporting, the Alabama Adult Education Division Policies and Operational Procedures Manual and the State Assessment Policy govern.

1.4 Alignment with LINCS federal IET guidance

This manual adopts the OCTAE-supported LINCS Integrated Education and Training Design Toolkit (revised April 2025) as Alabama's IET design framework. The Toolkit's four iterative phases — Research and Assess, Design and Plan, Develop and Implement, and Evaluate and Improve — are the phases in Section 4. Alabama policy (this manual) sets the requirements; the LINCS resources are the recommended how-to guidance and tools for meeting them.

This manual	LINCS resource	Use it for
Section 2 (federal requirements)	OCTAE IET Guide (checklist)	Question-by-question self-check against §§ 463.36–463.38 and career pathway requirements
Section 4, Phase 1	IET Design Toolkit, Phase 1 (1.1–1.3)	Needs assessment, key insights, selecting a program opportunity
Section 4, Phase 2; Section 5	IET Design Toolkit, Phase 2 (2.1–2.4) and the IET Planning Tool	Design team, goals, program structure, instructional approach, evaluation plan
Section 4, Phase 3; Section 8, Steps 2–3	IET Design Toolkit, Phase 3 (3.1–3.3)	Integrated curricula built on a single set of learning objectives; materials and procedures

This manual	LINCS resource	Use it for
Section 4, Phase 4; Section 11	IET Design Toolkit, Phase 4; IET Quality Indicators	Program evaluation and continuous improvement
Section 9 (IELCE)	IET Design Toolkit English Learner desk aids (added 2024)	Making IET programs fully accessible to English learners
Correctional education programs	IET in Corrections: A Companion Guide to the IET Design Toolkit	Applying the Toolkit in prisons and jails

Page numbers cited in this manual refer to the IET Design Toolkit revised April 2025 version.

Section 2. Definitions and Federal Requirements

An IET delivers three components at the same time and in the same occupational context, for the purpose of educational and career advancement. The federal requirements below are the baseline every Alabama IET and IELCE program must meet.

2.1 Integrated education and training (WIOA sec. 203(11); 34 CFR § 463.35)

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.

2.2 Required components (§ 463.36)

Component	Regulatory reference	What it means in practice
Adult education and literacy activities	§ 463.30	ABE, ASE, ELA, and (for IELCE) civics instruction contextualized to the occupation
Workforce preparation activities	§ 463.34	21st Century Employability skills, digital literacy skills, financial, and AI literacy
Workforce training	WIOA sec. 134(c)(3)(D)	Training for a specific occupation or occupational cluster

Every IET must include all three components. Typical examples of each:

Adult education and literacy	Workforce preparation	Workforce training
Reading; writing; mathematics; English language acquisition; digital literacy; employability reading; workplace mathematics	Communication; critical thinking; teamwork; problem solving; professionalism; digital skills; career exploration; graphic literacy	Welding; CDL; CNA; manufacturing; industrial maintenance; customer service; construction; healthcare support

2.3 Integration standard (§ 463.37)

The three components must be provided concurrently and contextually. Within the overall scope of the program, the components must:

1. Each be of sufficient intensity and quality, and based on the most rigorous research available, particularly for improving reading, writing, mathematics, and English proficiency.
2. Occur simultaneously.
3. Use occupationally relevant instructional materials.

The program must also have a single set of learning objectives that identifies specific adult education content, workforce preparation activities, and workforce training competencies, with activities organized to function cooperatively.

2.4 Educational and career advancement (§ 463.38)

A program meets this requirement when both conditions are true:

1. The adult education component is aligned with Alabama's adult education content standards in the Unified State Plan.
2. The IET is part of a career pathway.

In Alabama, being part of a career pathway means the training must lead toward employment and advancement opportunities, and must provide on- and off-ramps to stackable credentials and further career training.

2.5 Integrated English Literacy and Civics Education (§ 463.70)

IELCE uses section 243 funds to provide education services to adult English language learners, including professionals with degrees and credentials from their native countries. As described in § 463.33, these services teach English language competency; instruct on the rights, responsibilities, and civic participation of U.S. citizenship; and prepare learners to function effectively as parents, workers, and citizens. IELCE services must be delivered in combination with IET activities as described in § 463.36.

2.6 Key terms used in this manual

Term	Definition
Career pathway	A combination of education, training, and services that, among other things, enables an individual to attain a secondary school diploma or equivalent and at least one recognized postsecondary credential (WIOA sec. 3(7))
Credential of value (COV)	A recognized postsecondary or industry-recognized credential associated with the occupation's SOC code (Appendix D)
EFL	Educational Functioning Level, as defined by the National Reporting System (NRS)
MSG	Measurable Skill Gain; for IET, Types 3, 4, and 5 (Section 6)
Program of Study	The state-approved IET or IELCE Program of Study Form, with its attached Curriculum Outline
SOC code	Standard Occupational Classification code identifying the occupation (see O*NET Online)

Section 3. State Policy Statements

The policies below are requirements for every Alabama IET and IELCE program. Sections 4 through 11 give the procedures for meeting them.

Policy 3.1 — State approval. A provider may not enroll or report participants in an IET or IELCE program until the Local Director and State Director of Adult Education have signed its Program of Study Form.

Policy 3.2 — In-demand occupations. The beginning occupation and associated career pathway must be aligned to Alabama's regional and statewide lists of in-demand occupations. The program must name the beginning occupation and SOC code, plus the name and SOC code of two or more occupations the pathway leads to.

Policy 3.3 — Three integrated components. Every program must deliver adult education and literacy activities, workforce preparation activities, and workforce training concurrently and contextually, as defined in Section 2.

Policy 3.4 — Single set of learning objectives. Every program must have one set of learning objectives covering all three components.

Policy 3.5 — Content standards. The adult education component must align with the Alabama Courses of Study and the state's adult education content standards.

Policy 3.6 — Career pathway and credentials. Every program must be part of a career pathway and must identify the recognized postsecondary credential(s) a participant can earn and the culminating credential of the pathway.

Policy 3.7 — Measurable Skill Gain. Every program must select one MSG type (3, 4, or 5) and mark with an asterisk the milestone or exam that will be used to document it.

Policy 3.8 — Enrollment level. Each program must state a minimum EFL for enrollment in reading and/or math. The state recommends NRS Level 4 on TABE or Silver on WorkKeys for IET. For IELCE, NRS Level 5 or 6 is recommended.

Policy 3.9 — Instructional model. Programs must use one of the four state-recognized instructional models (Section 8, Step 1).

Policy 3.10 — Curriculum Outline. A Curriculum Outline must be attached to every Program of Study Form.

Policy 3.11 — Partnerships. Providers must execute a written partnership agreement or MOU when partner responsibilities extend beyond routine referrals or when required for implementation (Section 5).

Policy 3.12 — Records. The signed Program of Study Form, Curriculum Outline, and supporting documentation must be kept on file in the local Adult Education office (Section 11).

Policy 3.13 — Continuous improvement. Providers must evaluate learner outcomes, employer feedback, and instructional quality and use the results to improve the program.

Section 4. Procedure: Designing an IET

Providers design an IET in four phases: research and assess, design and plan, develop and implement, and evaluate and improve. Phases 1 and 2 must be complete before the Program of Study Form is submitted.

These phases follow the LINCS IET Design Toolkit (revised April 2025) (Section 1.4). The Toolkit's self-assessment can also help a team decide which phase to start in when enhancing an existing program.



Phase 1: Research and Assess

> *LINCS reference: IET Design Toolkit, Phase 1 — 1.1 Conduct a Needs Assessment (p. 12), 1.2 Identify Key Insights (p. 22), 1.3 Brainstorm and Select an IET Program Opportunity (p. 24). Toolkit p. 15 covers exploring regional workforce needs and the local labor market.*

1. Conduct a needs assessment by researching labor market needs and talking with key stakeholders. Recommended sources:
   - Alabama Works! (alabamaworks.workforce.alabama.gov)
   - Lightcast
   - O*NET
   - Alabama Department of Commerce (madeinalabama.com)
   - Local Workforce Development Boards
   - Local Chambers of Commerce
   - Local Economic Development Boards
   - Industry Partners and Professional Associations
2. Analyze the findings and identify insights.
3. Brainstorm IET solutions that address the identified needs.
4. Select an IET program opportunity.
5. Identify the occupation title(s), SOC code(s), and career cluster.
6. Evaluate the recognized postsecondary credentials of value associated with the SOC code, and identify the industry-recognized credential(s) participants will earn on completion.

Occupation (example)	SOC code	Career cluster
Welder	51-4121	Construction
Nursing Assistant	31-1131	Healthcare
Customer Service Representative	43-4051	Marketing, Sales and Service
Industrial Maintenance Technician	49-9041	Manufacturing

Phase 2: Design and Plan

> *LINCS reference: IET Design Toolkit, Phase 2 (pp. 27-55) — 2.1 Form a Team and Define the IET Program and Goals; program structure (pp. 33-45); 2.4 Create an IET Program Evaluation Plan (p. 46); Sample Evaluation Plan (pp.50 – 54). Use the Toolkit's IET Planning Tool to document design decisions; it also prompts teams to plan the learner experience, college and career planning, and digital literacy.*

1. Form a design team and establish partnerships (Section 5).
2. Define the IET program and its goals.
3. Determine the MSG type participants will earn (Section 6).
4. Design a sustainable program structure.
5. Determine the instructional model (Section 8, Step 1).
6. Create a program evaluation plan.

Phase 3: Develop and Implement

> *LINCS reference: IET Design Toolkit, Phase 3 (p. 57) 3.1 Getting Started (p. 58), 3.2 Develop the IET Curricula (p. 59), 3.3 Develop Program Materials, Tools, and Procedures. The Toolkit recommends first revisiting the Phase 2 learner, program, and partner goals, and engaging training partners to identify industry objectives and competencies.*

1. Orient staff and stakeholders and provide professional development. Train the trainer resources can be found at lincs.ed.gov/federal-initiatives/iet-toolkit/training.
2. Develop the IET curriculum. The curriculum must:
   - Align instructional content with current industry standards, employer expectations, and credential requirements, developed with workforce training providers, employers, and other partners.
   - Contextualize academic instruction by embedding reading, math, writing, language, and digital literacy into occupational content and workplace scenarios.
   - Integrate workforce preparation throughout: employability skills, communication, critical thinking, problem solving, teamwork, professionalism, self-management, digital and financial literacy, and career development.
   - Use a single set of learning objectives that shows how academic instruction, workforce preparation, and workforce training work together toward the credential(s) and employment.
   - Sequence activities so each lesson reinforces the learning objectives and moves participants toward credential attainment and employment.
   - Include assessments that measure progress toward the integrated objectives and document mastery.
3. Develop program materials, tools, and procedures.
4. Implement the program and collect data.

Phase 4: Evaluate and Improve

> *LINCS reference: IET Design Toolkit, Phase 4, including 4.2 Consider Options for More Rigorous Evaluation (p. 96); IET Quality Indicators (Section 11.3).*

Providers continuously evaluate learner outcomes, employer feedback, and instructional quality to identify improvements. Findings should inform curriculum revisions, partnership adjustments, and the next Phase 1 needs assessment.

Section 5. Partnerships and Memoranda of Understanding

Providers build each IET with partners who support training and implementation and put responsibilities in writing when they go beyond routine referrals.

5.1 Eligible partners

Partners may include employers, postsecondary institutions, workforce development agencies, community-based organizations, and other entities that provide training, supportive services, work-based learning, or employment connections.

5.2 Procedure

1. Identify the role and responsibilities of each partner.
2. Establish processes for communication, referrals, and participant support.
3. Coordinate delivery of adult education, workforce preparation, workforce training, and supportive services, as appropriate.
4. Execute a written partnership agreement or MOU when partner responsibilities extend beyond routine referrals or when required for implementation.
5. Keep executed agreements with the program's records (Section 11).

> *LINCS reference: IET Design Toolkit, Phase 2, 2.1 (design team); ADVANCE IET brief Promising Practices for Collaborating with Industry and Workforce Development Partners in IET Programs (learner-worker training and work-based learning); the LINCS Business-Adult Education Partnerships Toolkit; and the Collaboration and Industry Engagement category of the IET Quality Indicators. All are linked from the ADVANCE IET page.*

Section 6. Measurable Skill Gains for IET

Each IET must select one MSG type — 3, 4, or 5 — and identify the specific milestone or exam that documents it. Only participants enrolled in an IET or workplace literacy program may earn an MSG through a postsecondary transcript, progress toward milestones, or a technical/occupational knowledge-based exam.

MSG type	Name	When to use	Examples
Type 3	Secondary or postsecondary transcript	Participants are co-enrolled in adult education and credit-bearing coursework	Transcript showing required credits
Type 4	Progress toward milestones	Often an employer competency list of on-the-job skills; the employer signs off as each competency is earned	OSHA-10 completion; Kaizen training; clinical hours; demonstration of welding skills
Type 5	Technical/occupational knowledge-based exam	Participants sit for a recognized technical or occupational exam	CNA certification exam; NCCER; CDL permit exam

6.1 Documentation requirements by MSG type

Type 3 — Secondary or postsecondary transcript or report card. Applies only to postsecondary transcripts for participants in an IET delivered in partnership, most often with a postsecondary institution that provides the training component. The transcript documents that the participant is meeting the state's academic standards for progress in the training course. A full-time participant must complete at least 12 credit hours per semester; a part-time participant must complete at least 12 credit hours over two consecutive semesters during the program year.

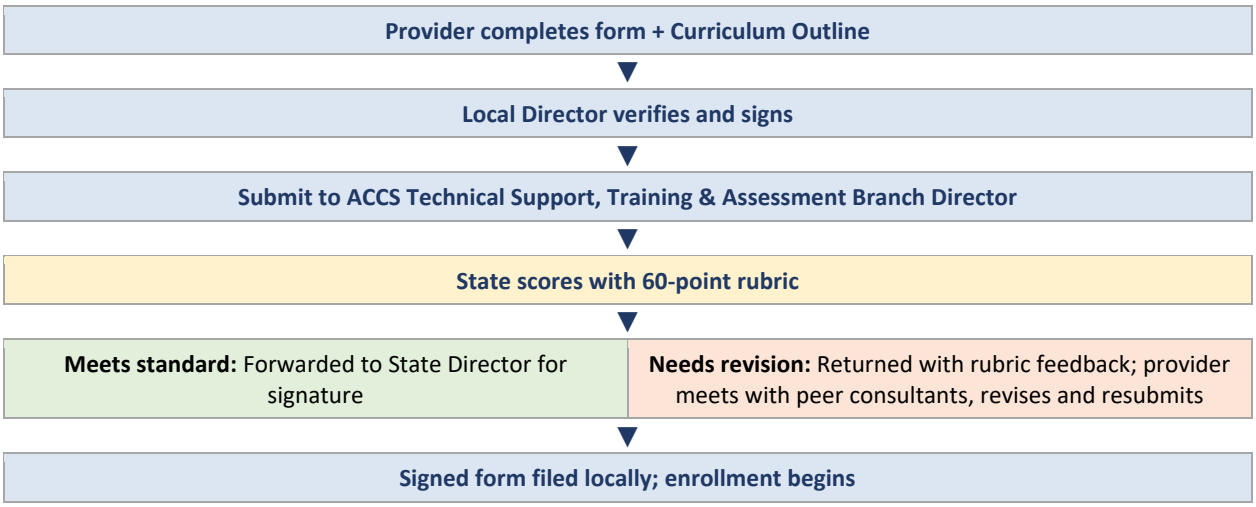
Type 4 — Progress toward milestones. Documented by a satisfactory or better progress report from an employer or training provider. Reports may show milestones completed as the participant masters required job skills, or steps completed in an work based learning program. Pay increases resulting from newly acquired skills or improved performance may also document progress. Milestones must be established before the education or training program begins, or before the program year being measured, to count as established milestones.

Type 5 — Passage of an exam or progress in attaining skills. A participant may earn this gain by passing an exam or by showing progress in technical or occupational skills against trade-related benchmarks. Requirements:

- The exam must be required for a specific occupation; it may be an employer-required knowledge-based exam or another test needed to obtain a credential.
- Skills must reflect industry benchmarks; satisfactory attainment of an element on an industry or occupational competency-based assessment may demonstrate progress.
- Exams and skills must measure what is needed to obtain employment or advance in a specific industry or occupation and must be developed or endorsed by employers or industry associations.

Section 7. Program of Study Submission, Review, and Approval

Providers describe each program on the IET Program of Study Form (Appendix A) or the IELCE Program of Study Form (Appendix B). The state scores it on the 60-point rubric (Section 10 and Appendix C), and it is approved when both directors sign.



7.1 Procedure

1. Complete Phases 1 and 2 of Section 4.
2. Complete the correct form: IET (Appendix A) for section 231 programs, or IELCE (Appendix B) for section 243 programs.
3. Complete all five steps and the Time Split by Activity Type table (Section 8).
4. Attach the Curriculum Outline and check the box confirming it is attached.
5. The Local Director of Adult Education signs and dates the form, verifying the program meets the required elements for IET as part of a career pathway.
6. Submit the form, outline, and any partner agreements to the designated ACCS Technical Support, Training and Assessment Branch Director.
7. State staff score the submission with the rubric in Section 10 and Appendix C
8. If the submission meets the approval standard, the State Director of Adult Education signs and dates it.
9. If it does not, the state returns it with rubric feedback, and the provider meets with peer consultants, revises and resubmits.
10. The provider files the fully signed form locally and may begin enrollment.

Recommended pre-submission self-check. Before step 5, the design team should work through the OCTAE IET Guide. Its questions — on the intensity and quality of each component, how the components occur simultaneously, how the single set of learning objectives functions cooperatively, and alignment with state content standards and workforce plans — map directly to rubric items 2.1–3.1.

7.2 Revisions to approved programs

A provider must submit a revised form for state approval before making substantive changes. Changes of certification type, curriculum changes and MSG types are examples of substantive changes

7.3 Contents of a complete submission

A submission is complete when it includes:

- Program name, program director, and program location
- Occupation and SOC code, plus the pathway occupations and SOC codes
- Program description: evidence of labor market need, length and frequency of training, area of focus/career cluster, and instructional model
- Concurrent and contextualized training activities, with the Curriculum Outline attached
- Evidence of single set of learning objectives
- Credential and/or milestone documentation
- MSG type
- Partner agreements, if applicable (Section 5)
- Employer engagement

Section 8. Completing the Program of Study Form

The form has a header, five steps, and a Time Split table. Each step below lists what to provide and the rubric items it is scored on.

Header

Provide the local provider program name, program director name, program location/training site, and the beginning occupation and SOC code, plus the name and SOC code of two or more occupations the career pathway leads to. Look up SOC codes on O*NET Online.

Step 1: Program Description

Describe the program, including:

- Evidence of labor market need, aligned to regional and statewide in-demand occupation lists
- Length and frequency of training (example: a six-week program offered once every semester)
- Total weeks and total hours
- Minimum EFL for enrollment in reading and/or math (Policy 3.8)

Select one area of focus from the Advance CTE Career Clusters (* = cross-cutting cluster):

Career clusters (select one)		
Advanced Manufacturing	Construction	Supply Chain and Transportation
Arts, Entertainment, and Design	Hospitality, Events, and Tourism	Financial Services
Education	Health Science and Human Services	Public Service and Safety
Agriculture	Energy and Natural Resources	Digital Technology*
Marketing and Sales*	Management and Entrepreneurship*	

Describe the instructional model, choosing one of the four state-recognized models:

Model	Description
Fully Integrated / Co-Teaching	An Adult Education instructor works with a technical instructor to deliver the training together
Partially Integrated	Separate instructors coordinate lessons and objectives
One Instructor	One instructor delivers all three components
Employer Partner	The employer provides training; Adult Education provides literacy and workforce preparation instruction

Scored on rubric items 1.1–1.6.

Step 2: Concurrent and Contextualized Training Activities

List activities in three columns and attach the Curriculum Outline:

- **Adult education and literacy activities:** ABE/ASE (IELCE adds ELA and civics education)
- **Workforce preparation activities:** Digital, financial, and AI literacy; career exploration
- **Workforce training activities:** Skills for Success, CTE, Workforce partners for workforce specific training and certifications, employment, and subsidized employment

Scored on rubric items 2.1–2.5.

Step 3: Single Set of Learning Objectives

List one set of objectives that combines:

- Workforce training skills and competencies (specific to the job)
- Adult education literacy skills and competencies (literacy and numeracy applied to the job)
- Adult education content standards (Alabama Courses of Study)
- Workforce preparation skills and competencies

The objectives should endeavor to result in mastery of all competencies for the occupation. *Scored on rubric item 3.1.*

Step 4: Milestones or Credentials of Value (Appendix D)

Identify the milestones or technical/occupational exam participants will complete. Answer:

- What recognized postsecondary credential(s), if any, will a participant receive on completing this IET?
- What is the culminating recognized postsecondary credential of the career pathway?

Put an asterisk by the milestone or exam that will be used for MSG. *Scored on rubric items 4.1–4.2.*

Step 5: Measurable Skill Gain Type

Check one: MSG Type 3 (secondary or postsecondary transcript), Type 4 (progress toward milestones), or Type 5 (technical/occupational knowledge-based exam). See Section 6. *Scored on rubric item 5.1.*

Time Split by Activity Type

Enter the percentage of instructional time for each component in each week or month of the program. Each column should total 100%.

Activity type	Week/Month 1	Week/Month 2	Week/Month 3	…
Adult education (ABE/ASE; IELCE;)	%	%	%	
Workforce preparation activities	%	%	%	
Workforce training	%	%	%	
Total	**100%**	**100%**	**100%**	

Certification and signatures

The Local Director certifies that the program meets the required elements for IET as part of a career pathway and that the Curriculum Outline is attached. Both the Local and State Directors of Adult Education sign and date the form.

Section 9. IELCE-Specific Requirements

IELCE programs follow every requirement in this manual, with the additions below, and submit the IELCE Program of Study Form (Appendix B).

Area	IET (section 231)	IELCE (section 243) adds
Participants	Eligible adult learners	Adult English language learners, including professionals with degrees and credentials from their native countries
Adult education component	ABE/ASE	English literacy and civics education (ABE, ASE, ELA, civics)
Workforce preparation	Digital, financial, AI literacy; career exploration	Explicit digital literacy and 21st century employability skills
Workforce training	Occupational training	Training that pathways into an IET
Recommended minimum EFL	NRS Level 4 (TABE) or WorkKeys Silver	NRS Level 5 or 6 recommended
Rubric item 2.1	Three components represented	Three components represented, including ELA and civics education instruction

IELCE services must always be delivered in combination with IET activities (34 CFR § 463.70(c)).

> *LINCS reference: the April 2025 update of the IET Design Toolkit PDF links desk aids for building IET programs fully accessible to English learners, developed through OCTAE's Enhancing Access for Refugees and New Americans project. IELCE design teams should use them alongside Phases 1–3.*

Section 10. Scoring Rubric

The state scores each Program of Study on 15 items at 0, 2, or 4 points, for 60 points possible. The same rubric applies to IET and IELCE, except item 2.1 (Section 9).

Item	Criterion	Weak (0)	Medium (2)	Strong (4)
Step 1: Program Description				
1.1	IET occupation and career pathway listed; occupation code(s) correctly identified	No occupation or code listed	Occupation or correct code listed, not both	Both listed and correctly identified
1.2	Program clearly explained	No description	Described but not clearly	Clearly described
1.3	Length of training clearly stated	Not stated	Not clearly stated	Clearly stated
1.4	Frequency of training clearly stated	Not stated	Not clearly stated	Clearly stated
1.5	Area of focus defined by career cluster	No cluster selected	Cluster not clearly defined	Cluster selected
1.6	Instructional model clearly described	Not described	More information needed	Clearly described
Step 2: Concurrent and Contextualized Activities				
2.1	Three required components represented (IELCE: including ELA and civics)	0–1 components	2 components	3 components
2.2	Curriculum Outline provided	Not provided	Not clear	Provided
2.3	Outline shows the three components function cooperatively (concurrent and contextual)	No evidence	Somewhat structured to function cooperatively	Clear relationship among all 3
2.4	Authentic language, materials, and tasks aligned with industry standards	Not evident	Somewhat evident	Evident
2.5	Competency criteria clearly stated and measurable	Not stated and/or not measurable	Not clearly stated or not measurable	Clearly stated and measurable
Step 3: Single Set of Learning Objectives				
3.1	Three components evident in the objectives	0–1 components	2 components	3 components
Step 4: Milestones or Credentials of Value				
4.1	Milestones or credentials of value listed	None stated	Vaguely defined	Clearly stated
4.2	Condition for competency and/or completion clearly stated	Not stated	Not clearly stated	Clearly stated

Item	Criterion	Weak (0)	Medium (2)	Strong (4)
Step 5: Measurable Skill Gain Type				
5.1	Appropriate MSG type selected	None selected	Selected but not aligned with the IET	Appropriate type selected
	Total possible			**60**

Approval threshold: 56- 60 points

Section 11. Recordkeeping, Monitoring, and Continuous Improvement

The signed Program of Study Form stays on file in the local Adult Education office as supporting documentation for the approved program.

11.1 Records to keep for each approved program

- Signed IET or IELCE Program of Study Form
- Curriculum Outline and single set of learning objectives
- Partnership agreements or MOUs
- Labor market analysis used in Phase 1
- MSG documentation for each participant (transcripts, employer-signed milestone checklists, or exam results)
- Program evaluation plan and results

11.2 Monitoring

State staff may review IET and IELCE records during desk or on-site monitoring to confirm the program is delivered as approved.

11.3 Continuous improvement

Providers review learner outcomes, MSG and credential attainment, employer feedback, and instructional quality at least once per program cycle. Findings feed curriculum and partnership revisions (Section 4, Phase 4) and, when substantive, a revised Program of Study (Section 7.2).

Providers should use the LINCS IET Quality Indicators as the review framework. The indicators are organized into five categories:

- Program Design
- Collaboration and Industry Engagement
- Curriculum and Instruction
- Student Experience and Progress
- Program Management

The indicators support reviewing existing programs, planning new ones, setting improvement priorities, and building action plans.

References

LINCS and OCTAE IET resources

- Integrated Education and Training Design Toolkit (Revised April 2025)
  OCTAE four-phase design framework and fillable tools, https://lincs.ed.gov/professional-development/resource-collections/profile-8850
- IET Design Toolkit and Train-the-Trainer Resources (resource profile)
  Facilitator guides for staff professional development, https://lincs.ed.gov/federal-initiatives/iet-toolkit/training
- IET Design Toolkit online course
  Requires a LINCS account, https://courses.lincs.ed.gov/course
- OCTAE Integrated Education and Training (IET) Guide (checklist)
  lincs.ed.gov/federal-initiatives/advance-iet
- IET Quality Indicators
  ADVANCE IET project, lincs.ed.gov/federal-initiatives/advance-iet
- ADVANCE Integrated Education and Training (IET)
  IET Strategies in Action series and promising-practices briefs, lincs.ed.gov/federal-initiatives/advance-iet
- IET Resource Repository
  Curated program design and curricular resources, https://lincs.ed.gov/federal-initiatives/advance-iet/repository
- IET in Corrections: A Companion Guide to the IET Design Toolkit
  lincs.ed.gov/professional development/resource

Federal law and regulation

- Workforce Innovation and Opportunity Act, Title II (Adult Education and Family Literacy Act)
- 34 CFR § 463.30, § 463.33, § 463.34, §§ 463.35–463.38, § 463.70
- NRS WIOA Data Quality Checklist (MSG type selection), nrs.ed.gov/taxonomy/term/151

Other

- O*NET Online (SOC codes)
- Advance CTE Career Clusters

Embedded resource information and resource links verified September 29, 2026. dlw

Appendices

Appendix A — Alabama Integrated Education and Training Program of Study Form

Appendix B — Alabama Integrated English Literacy and Civics Education Program of Study Form

Appendix C — Scoring Rubric

Appendix D — Credentials of Value Memorandum Number ____

Appendix A

ALABAMA INTEGRATED EDUCATION AND TRAINING PROGRAM OF STUDY FORM

Step 1. Provide a brief description of the program to include a labor market analysis (the beginning occupations and associated career pathway must be aligned to the Alabama regional and statewide lists of in-demand occupations), the area(s) of focus, and instructional model.
Step 2. List the concurrent and contextualized training activities (adult education, workforce preparation, and workforce training).
Step 3. List the single set of learning objectives that will be used.
Step 4. Identify the milestones or types of credentials of value a student may earn.
Step 5. Identify the Measurable Skill Gain Type (3, 4, or 5) that will be earned.

Name of Local Provider Program:	**Program Director Name:**	**Program Location/Training Site:**	**Beginning Occupation and SOC Code and Name and SOC Code for two or more occupations to which the associated IET career pathway leads:**

Step 1: Program Description	
Provide a brief description of the IET program. Include evidence of labor market needs, the length of the training and frequency (Example: six-week program offered once every semester). How many total weeks and total hours is the IET? What is the minimum Educational Functioning Level (EFL) for enrollment in reading and/or math? It is suggested that NRS level 4 on the TABE or Silver on the Work Keys be used as the EFL to ensure student success.	
Select the area of focus/Occupational Career Cluster. Career Clusters - Advance CTE (*Denotes a cross-cutting cluster)	
☐ Advanced Manufacturing ☐ Construction ☐ Supply Chain and Transportation ☐ Arts, Entertainment, and Design ☐ Hospitality, Events, and Tourism ☐ Financial Services ☐ Education	☐ Health Science and Human Services ☐ Public Service and Safety ☐ Agriculture ☐ Energy and Natural Resources ☐ Digital Technology* ☐ Marketing and Sales* ☐ Management and Entrepreneurship*
Describe the instructional model that will be used. Alabama programs may utilize the	

following instructional models:

- **Fully Integrated/Co-Teaching:** An Adult Education Instructor works collaboratively with a Technical Instructor to deliver the training
- **Partially Integrated:** Separate instructors coordinate lessons and objectives
- **One Instructor:** One instructor delivers all three components
- **Employer Partner Model:** Employer provides training while Adult Education provides literacy and workforce preparation instruction

Step 2: Concurrent and Contextualized Training Activities *(Attach the Curriculum Outline.)*

1. **List the Adult Education and Literacy Activities (ABE/ASE):**	2. **List the Workplace Preparation Activities (Employability Skills, Digital, Financial, and AI Literacy; Career Exploration):**	3. **List the Workforce Training Activities (Skills for Success Certifications, Employment, and Subsidized Employment):**

Step 3: List the single set of learning objectives that will be used. Workforce Training Skills and Competencies (Skills specific to the job); Adult Education Literacy Skills and Competencies (Application of literacy/numeracy skills specific to the job); Adult Education Content Standards (Alabama Courses of Study); and Workforce Preparation Skills and Competencies (ACE, MAPs, and Skills for Success). The single set of learning objectives should endeavor to result in mastery of all the competencies included in the Alabama Competency Model Tiers I-III for the occupation associated with the IET. See Appendix A.

Step 4: Identify the milestones <u>or</u> the technical/occupational knowledge-based exam the student will earn at the completion of the training. An IET must be a part of a career pathway. One component of the WIOA definition of a career pathway is that it, "enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential". What, if any, recognized postsecondary credential or credentials will an individual receive if they complete this IET? What is the culminating recognized postsecondary credential of the career pathway? **Put an asterisk by the milestone or exam that will be used for MSG. (See the Alabama Adult Education Division Policies and Operational Procedures Manual and State Assessment Policy for an explanation of what counts as a progress milestone and technical/occupational exam.)**

Step 5: Identify the Measurable Skill Gain Type that will be earned. **MSG TYPE Selection Tool**
☐ **MSG Type 3** Secondary or Post-Secondary Transcript ☐ **MSG Type 4** Progress Toward Milestones ☐ **MSG Type 5** Passing Technical/Occupational Knowledge Based Exam

Time Split by Activity Type

Weekly/Monthly Activity Percentage

Activity Type	Week/Month 1	Week/Month 2	Month 3	October	November	December	January	February	March	April	May	June
ABE/ASE; IECLE; Family Literacy												
Workforce Preparation Activities												
Workforce Training												
TOTAL												

I have verified that this program meets the required elements for integrated education and training as part of a career pathway.

☐ **Curriculum Outline is attached.**

_____ _____

Local Director of Adult Education *Date*

_____ _____

State Director of Adult Education *Date*

**Retain this record on file in the local Adult Education Office as supporting documentation for approved IET programs.*

Appendix B

ALABAMA INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION TRAINING PROGRAM OF STUDY FORM

Step 1. Provide a brief description of the program to include a labor market analysis (the beginning occupations and associated career pathway must be aligned to the Alabama regional and statewide lists of in-demand occupations), the area(s) of focus, and instructional model.
Step 2. List the concurrent and contextualized training activities (adult education to include English literacy and civics education, workforce preparation to include digital literacy and 21st century employability skills, and workforce training that pathways into an IET).
Step 3. List the single set of learning objectives that will be used.
Step 4. Identify the milestones or types of credentials of value a student may earn.
Step 5. Identify the Measurable Skill Gain Type (3, 4, or 5) that will be earned.

Name of Local Provider Program:	**Program Director Name:**	**Program Location/Training Site:**	**Beginning Occupation and SOC Code and Name and SOC Code for two or more occupations to which the associated IET career pathway leads:**

Step 1: Program Description	
Provide a brief description of the IET program. Include evidence of labor market needs, the length of the training and frequency (Example: six-week program offered once every semester). How many total weeks and total hours is the IET? What is the minimum Educational Functioning Level (EFL) for enrollment in reading and/or math? NRS 5 or 6 is recommended for ELA students.	
Select the area of focus/Occupational Career Cluster. Career Clusters - Advance CTE (*Denotes a cross-cutting cluster)	
☐ Advance Manufacturing ☐ Construction ☐ Supply Chain and Transportation ☐ Arts, Entertainment, and Design ☐ Hospitality, Events, and Tourism ☐ Financial Services ☐ Education	☐ Health Science and Human Services ☐ Public Service and Safety ☐ Agriculture ☐ Energy and Natural Resources ☐ Digital Technology* ☐ Marketing and Sales* ☐ Management and Entrepreneurship*
Describe the instructional model that will be used. Alabama programs may utilize the following instructional models: • **Fully Integrated/Co-Teaching:** An Adult Education Instructor works collaboratively with a Technical Instructor to deliver the training	

- **Partially Integrated:** Separate instructors coordinate lessons and objectives
- **One Instructor:** One instructor delivers all three components
- **Employer Partner Model:** Employer provides training while Adult Education provides literacy and workforce preparation instruction

Step 2: Concurrent and Contextualized Training Activities *(Attach the Curriculum Outline.)*

4. List the Adult Education and Literacy Activities (ABE, ASE, ELA, Civics Education)	5. List the Workplace Preparation Activities (21st Century Employability Skills, Digital, Financial, and AI Literacy; Career Exploration):	6. List the Workforce Training Activities that lead to an IET:

Step 3: List the single set of learning objectives that will be used. Workforce Training Skills and Competencies (Skills specific to the job); Adult Education Literacy Skills and Competencies (Application of literacy/numeracy skills specific to the job); Adult Education Content Standards (Alabama Courses of Study); and Workforce Preparation Skills and Competencies (Employability Skills and Skills for Success). The single set of learning objectives should endeavor to result in mastery of all the competencies for the occupation associated with the IET.

Step 4: Identify the milestones or the technical/occupational knowledge-based exam the student will earn at the completion of the training. An IET must be a part of a career pathway. One component of the WIOA definition of a career pathway is that it, "enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential". What, if any, recognized postsecondary credential or credentials will an individual receive if they complete this IET pathway? What is the culminating recognized postsecondary credential of the career pathway? **Put an asterisk by the milestone or exam that will be used for MSG. (See the Alabama Adult Education Division Policies and Operational Procedures Manual and State Assessment Policy for an explanation of what counts as a progress milestone and technical/occupational exam.)**

Step 5: Identify the Measurable Skill Gain Type that will be earned.
MSG TYPE Selection Tool

☐ **MSG Type 3** Secondary or Post-Secondary Transcript
☐ **MSG Type 4** Progress Toward Milestones

☐ **MSG Type 5** Passing Technical/Occupational Knowledge Based Exam

Time Split by Activity Type

Weekly/Monthly Activity Percentage

Activity Type	Week/Month 1	Week/Month 2	Month 3	October	November	December	January	February	March	April	May	June
ABE/ASE; IECLE; Family Literacy												
Workforce Preparation Activities												
Workforce Training												
TOTAL												

I have verified that this program meets the required elements for integrated education and training as part of a career pathway.

☐ **Curriculum Outline is attached.**

_____ _____

Local Director of Adult Education *Date*

_____ _____

State Director of Adult Education *Date*

**Retain this record on file in the local Adult Education Office as supporting documentation for approved IET programs.*

Appendix C

IET and IELCE Program Design Rubric

Strength of Program Design	Weak - 0 points	Medium - 2 points	Strong - 4 points

Step 1: Program Description			
1. The IET Occupation and Career Pathway is listed, and the Occupation Code(s) has been correctly identified.	No occupation(s) or occupation code(s) listed	Either the occupation OR correct occupation code is listed but not both	Occupation and occupation code are both listed and correctly identified
2. IET program is clearly explained/described.	No description of the IET program	Program is described but not clearly	Program clearly described
3. The length of the training is clearly stated.	Length of training is not stated	The length of the training is not clearly stated	Length of training is clearly stated
4. The frequency of the training is clearly stated.	Frequency of training is not stated	Frequency of training is not clearly stated	Length of training is clearly stated
5. Occupational Career Cluster: The IET area of focus is defined by career cluster.	No area of focus/career cluster selected	Career cluster not clearly defined or stated	Area of focus/career cluster selected
6. Instructional Model: The instructional model that will be used is clearly described. (a. fully integrated/co-teaching, b. partially integrated, c. one instructor, d. employer partner	Instructional model is not described	Additional information is needed to clearly understand the instructional model that will be used	Instructional model is clearly described
Step 2: Concurrent and Contextualized Training Activities			
1. The three required IET components are represented to include ELA and Civics education instruction for an IELCE	0-1 Component Evident	2 Components Evident	3 Components Evident
2. A Curriculum Outline is provided.	Outline not provided	Outline is not clear	Outline provided
3. There is evidence in the Curriculum Outline that the three required IET components are structured to function cooperatively	No evidence	Somewhat structured to function cooperatively	Clear relationship between all 3 components

(i.e. provided concurrently and contextually).			
4. The curriculum includes authentic language, materials, and tasks that are aligned with industry standards.	Not evident	Somewhat evident	Evident
5. Criteria by which competency will be measured is clearly stated and is measurable.	Criteria not stated and/or outcome is not measurable	Either criteria is not clearly stated or outcome is not measurable	Criteria is clearly stated and outcome is measurable
Step 3: Single Set of Learning Objectives			
The three required IET components are evident in the single set of learning objectives.	0-1 Component Evident	2 Components Evident	3 Components Evident
Step 4: Milestone(s) or Credential(s) of Value			
1. The milestones or types of credentials of value (COV) a student may earn are listed.	No milestone or COV is stated	Connecting to milestone or COV is vaguely defined	Milestone or COV is clearly stated
2. Condition (i.e. credential(s) or milestone(s)) by which competency and/or course completion will be determined is clearly stated.	*Condition not stated*	*Condition not clearly stated*	*Condition(s) clearly stated*
Step 5: Measurable Skill Gain Type			
The appropriate measurable skill gain type is identified and selected for the IET.	No measurable skill gain type selected	Measurable skill gain type selected but not in alignment with IET	Appropriate measurable skill gain type selected
Proposal Score (60 Points Possible):			

Appendix D

Credentials of Value Memorandum