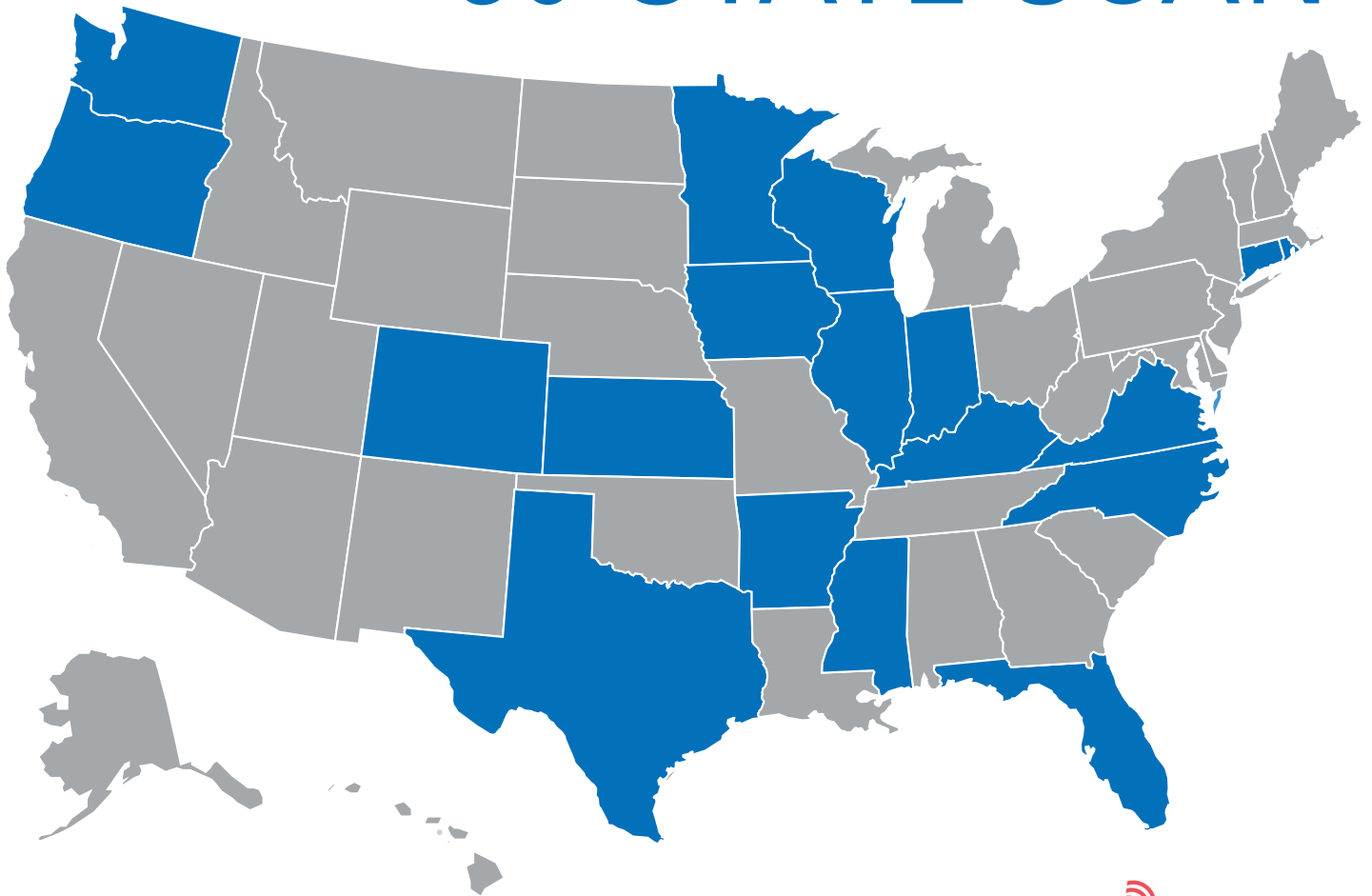




# Integrated Education and Training Policy

## 50-STATE SCAN



# SKILLS IN THE STATES



## INTEGRATED EDUCATION AND TRAINING POLICY

Amanda Bergson-Shilcock  
December 2016

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. [www.nationalskillscoalition/skillsequity](http://www.nationalskillscoalition/skillsequity)



INTEGRATED EDUCATION  
AND TRAINING



STACKABLE  
CREDENTIALS



SKILLS-BASED  
SNAP E&T



ALIGNMENT



JOB-DRIVEN  
FINANCIAL AID



TEMPORARY ASSISTANCE  
FOR NEEDY FAMILIES

# SUMMARY

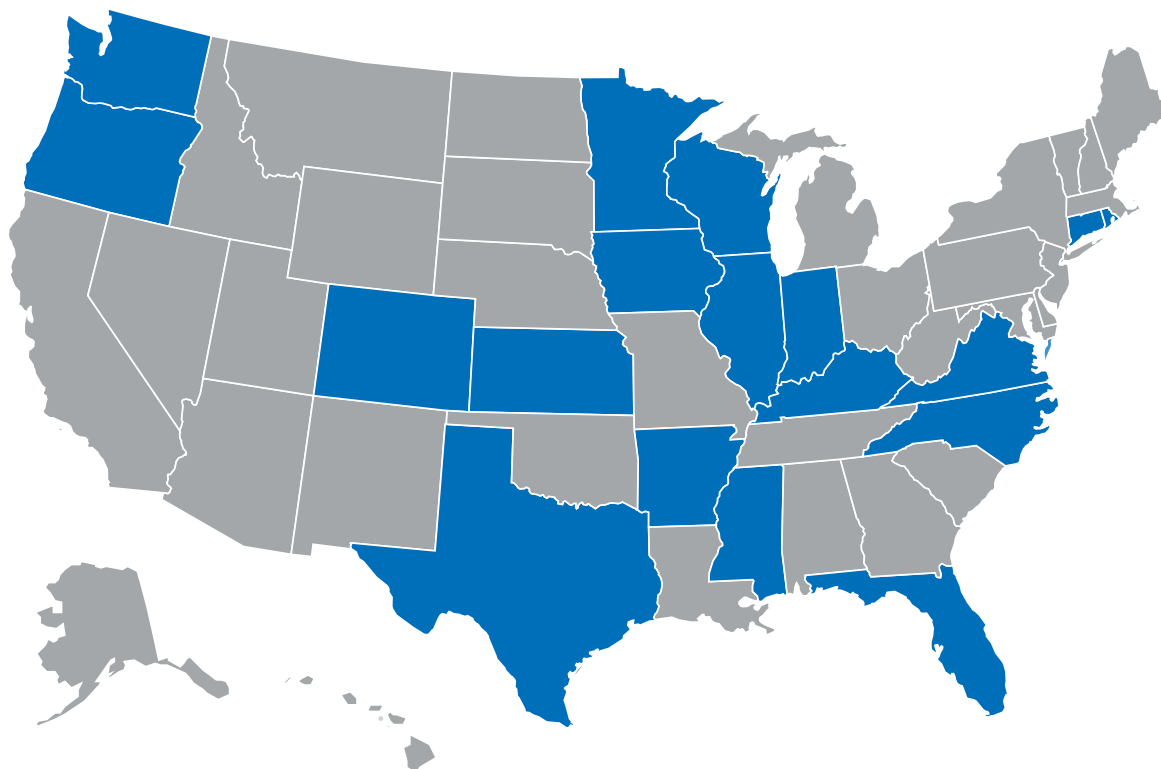
Integrated education and training policies address the challenge of helping individuals who have basic skill gaps to qualify for middle-skill jobs. These policies encourage the adoption of program models that allow people to develop or refresh basic skills such as math, reading, or spoken English while simultaneously training for a in-demand occupation or industry. Integrated education and training policies are among a set of “skills equity” policies being promoted by National Skills Coalition (NSC). NSC has scanned each of the fifty states and the District of Columbia to identify which states have the policies in place.

Middle-skill jobs that require education or training beyond high school but not a bachelor’s degree make up the largest share of the labor market. Employers looking to fill these middle-skill positions often voice concerns about their ability to find skilled workers. At the same time, limited access to skills training

keeps too many people from filling good-paying jobs that they can use to support their families. Policymakers can respond to both of these issues by adopting 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. NSC’s skills equity agenda includes a suite of state policies intended to do just that.

This fifty-state scan finds that eighteen states have adopted at least one form of integrated education and training policy. States without any policies in place can use [NSC’s Integrated Education and Training Toolkit](#) to establish one. Many of the eighteen states with policies already in place can also use the Toolkit to further expand integrated education and training.

## EIGHTEEN STATES HAVE ESTABLISHED INTEGRATED EDUCATION AND TRAINING POLICIES



# INTEGRATED EDUCATION AND TRAINING POLICY

States across the U.S. are home to adults who are active in the labor market, but lack key foundational skills in reading, math, or spoken English. Without such skills, these individuals often struggle to access job training programs that provide effective pathways to middle-skill credentials and employment.

Even when institutions offer open enrollment, specific training programs within that institution often require applicants to have a robust command of English and other basic skills in order to gain admission. As a result, individuals with foundational skill needs who wish to pursue occupational training may instead be diverted into lower-level or developmental education classes that lack a specific workforce focus, and may ultimately find themselves stymied in attempting to reach their career goals.

## *What is Integrated Education and Training?*

Integrated education and training (IET) addresses this challenge by creating a structure in which individuals can build foundational and technical skills simultaneously. Specifically, IET supports the provision of basic skills instruction (such as spoken English, reading, or math) in conjunction with training in a particular occupation or occupational cluster. In many IET models, this is accomplished through team teaching, in which students work with two teachers in the classroom: one who is teaching basic skills and another who is providing job training. Students are thus able to learn by doing, as they build their basic skills in the context of pursuing their desired career path.

Perhaps the best known version is Washington State's Integrated Basic Education and Skills Training (I-BEST) model, which has been extensively studied and replicated over the past decade.<sup>1</sup> I-BEST uses the team teaching approach described above. Another model is Virginia's PluggedInVA initiative, which instead requires participants to be co-enrolled in an adult education program and a community college.<sup>2</sup>

Integrated education and training received significant boost to its national profile when it was included as a required activity in Title II of the federal Workforce Innovation and Opportunity Act (WIOA) in 2014.<sup>3</sup> Title II, also known as the Adult Education and

## A NOTE ON TERMINOLOGY

Not all states use the term "integrated education and training" to describe what we define as IET. Terms such as bridge programs and career pathways are sometimes used to describe programs and policies that fit our definition.

However, those same terms are also used at times to describe programs and policies that do not fit our definition of IET. For that reason, our analysis uses each state's specific name for its own policy when discussing that policy only. When discussing policies across states, we use the umbrella term IET.

In addition, it should be noted that other fields have used similar terms to describe entirely different activities. IET as discussed in this brief is distinct from "integrated education" for people with disabilities, and from "integration" of K-12 students across racial/ethnic lines. It is also distinct from "immigrant integration," the broad array of activities that help newcomers to become incorporated in U.S. society.

Family Literacy Act, governs the provision of federally funded adult basic education, adult secondary education, and English language acquisition to eligible individuals nationwide. Approximately 1.5 million adults are served through Title II annually.<sup>4</sup>

## *Why IET is Important to Skills Equity*

A rigorous international study published in 2013 found that there are thirty-six million working age U.S. adults who have low basic skills.<sup>5</sup> Similarly, the U.S. Census Bureau reports that nearly 14 percent of American adults over the age of twenty-five – totaling more than twenty-eight million people – lack a high school diploma or equivalent.<sup>6</sup>

Despite the desire of many of these individuals to obtain additional education and training, relatively few are able to progress. For example, outcomes from the WIOA Title II National Reporting System show that fewer than one in three (32 percent) of adult education participants who identified postsecondary training as a goal even managed to *begin* such training in the year following their exit from an adult education program.<sup>7</sup>

Given this challenging reality, integrated education and training programs can provide a crucial on-ramp for individuals with basic skills needs who seek occupational credentials. In the absence of IET programs, such individuals may struggle to make progress in general adult education or English language classes, or become discouraged by the requirement of spending months or years in basic skills education before being able to access occupational training.

Findings from Washington State bear out this hypothesis. Researchers analyzed records from thousands of adult community college students and concluded that only a tiny minority – between 4 and 6 percent – of students who began in English as Second Language (ESL) or adult basic education/high school equivalency programs went on to earn at least two semesters' worth of college credit or a degree or certificate within five years.<sup>8</sup>

Further analysis from this study found that students who reached a “tipping point” of at least two semesters of credit and a credential earned substantially more after five years than students who had earned ten or fewer credits.<sup>9</sup> The difference amounted to \$7,000 for students who started in ESL and \$8,500 for those who started in adult basic education or high school equivalency.

A later study found that I-BEST has robust dividends both for participants and the general public. Using conservative assumptions, the study found that I-BEST Tipping Point Completers gain an annual return on investment of 12.4 percent, in the form of higher earnings. Meanwhile, state taxpayers see an annual return on investment of 4.1 percent, reflected via increased tax revenues and lower social costs.<sup>10</sup>

### *Why States Should Have an IET Policy, and What it Should Include*

To provide structure and focus for Integrated Education and Training efforts, it is important for states to have a policy regarding IET. Enacting policy – whether through legislation or administrative action – allows a state to formalize its definition of IET; set standards for the IET model to be used and how implementation should take place; and provide financial and non-monetary resources to support IET. Having a state level policy can also equip the state to gather standardized data on participation and outcomes of IET programs, and facilitate cross-program peer learning and technical assistance.

For this scan, NSC gathered data from each of the 50 states and the District of Columbia about the presence or absence of state level IET policies. Findings for each state are displayed in the state-specific pages later in this publication. In this section, NSC provides a general overview of policy types and overall findings.

There are a variety of ways that states can encourage or require the adoption of integrated education and training through state level policy. To have been counted for this scan, a state's policy must be applicable statewide, though it does not need to have been implemented statewide. It must cover multiple occupational clusters or industry sectors, and must not be limited to a specific sub-group of participants. The policy does *not* need to use the WIOA definition of integrated education and training, nor does it need to use the I-BEST definition.

NSC categorizes the state policy approaches in our scan into three primary types.

**FUNDING:** States can provide funding to local IET programs or partnerships through grants or formula funds, using state or federal resources. NSC does *not* count states that have merely signaled their intention to abide by federal WIOA requirements in offering IET in combination with their Integrated English Literacy and Civics Education (IEL/CE) programs.

**PROGRAM INITIATIVES:** States can authorize the provision of IET via program initiatives that are part of a state adult education and workforce strategy. To do so, states can adopt legislation or administrative policies that set criteria for the focus, composition, and activities of such program initiatives.

**PROGRAM REQUIREMENTS:** States can go beyond merely authorizing IET by actively *requiring* the provision of IET. Requirements can be established through legislation or administrative policies. They can be instituted at the individual adult education provider level or at the geographic level (for example, by requiring at least one IET program in every county or region of the state). Requirements may be accompanied by funding allocations as described above. Alternatively (or additionally), states may choose to require IET as part of a federally funded program by necessitating that implementation go beyond what is necessary to meet federal requirements.

In addition, states may engage in IET activities that do not yet rise to the level of the policy categories described above. For example, California contracts with several organizations to provide technical assistance and professional development resources to adult educators in the state.<sup>11</sup> Two of those organizations, CALPRO and OTAN, collaborated to produce a [research brief](#) on IET and a series of [ten video interviews](#) with IET practitioners in the state. Adult education providers interested in implementing an IET model can look to these resources for support.

## KEY FINDINGS

Overall, NSC found that at least eighteen states have enacted an IET policy, although perhaps the most notable finding from our scan is that the IET landscape is changing rapidly across the country. As states move forward with WIOA implementation,<sup>12</sup> some are seizing on the opportunity provided by the law's mandates to initiate or expand IET policies and programs.<sup>13</sup>

Below, NSC outlines our findings related to each type of state IET policy.

**FUNDING:** At least twelve states provide funding for integrated education and training. Some states chose to use discretionary funds or “state leadership funds” under WIOA, while other states have made specific appropriations from state budgets. Funding may be distributed as part of state formula funds to adult education providers, or may be given out as part of a competitive Request for Proposals or other incentive grant program. In some cases, states draw on additional money available to help IET participants move off of public benefits, such as Kansas’s AO-K program.

**PROGRAM INITIATIVE(S):** At least eighteen states have launched program initiatives using an integrated education and training model. If the state also provides funding, the program criteria are typically spelled out in the authorizing legislation and/or accompanying guidance. Criteria can include the type of organization or entity that must provide IET; the duration and intensity of the IET program; or the required education or credential attainment outcomes of the IET program; to name a few. If the state does *not* provide direct funding, the program initiatives may be incorporated as part of state strategic planning, policy guidance, or other documents.

**PROGRAM REQUIREMENT(S):** No states have established policies formally requiring IET, although several states have longstanding initiatives that function as *de facto* requirements. The value in establishing a requirement is that it can help to assure the sustainability and permanency of IET efforts even during times of political transition or budgetary challenges.

**ROBUST POLICIES:** At least twelve states both provide funding and have program initiatives supporting IET. In several cases, both elements are part of a broader state initiative focused on career pathways, such as Iowa, Minnesota, and Wisconsin’s efforts. In others, the state has specifically launched an IET initiative, such as Virginia’s PluggedInVA. Robust policies are particularly valuable because their combination of components helps to make the state’s efforts more durable, providing both financial resources to implement IET programs and a centralized mechanism for supporting program quality.

## SUMMARY OF INTEGRATED EDUCATION AND TRAINING POLICY IN THE STATES

State	Integrated Education and Training Policy			No IET Policy
	Funding	Program Initiative	Program Requirement	Other State IET Initiative
Alabama				✓
Alaska				
Arizona				✓
Arkansas	✓	✓		
California				✓
Colorado		✓		
Connecticut	✓	✓		
Delaware				
DC				
Florida	✓	✓		
Georgia				✓
Hawaii				
Idaho				
Illinois		✓		
Indiana	✓	✓		
Iowa	✓	✓		
Kansas	✓	✓		
Kentucky		✓		
Louisiana				✓
Maine				✓
Maryland				✓
Massachusetts				✓
Michigan				
Minnesota	✓	✓		
Mississippi		✓		
Missouri				
Montana				

State	Integrated Education and Training Policy			No IET Policy
	Funding	Program Initiative	Program Requirement	Other State IET Initiative
Nebraska				✓
Nevada				
New Hampshire				
New Jersey				
New Mexico				✓
New York				✓
North Carolina	✓	✓		
North Dakota				
Ohio				✓
Oklahoma				
Oregon		✓		
Pennsylvania				
Rhode Island		✓		
South Carolina				
South Dakota				
Tennessee				
Texas	✓	✓		
Utah				
Vermont				
Virginia	✓	✓		
Washington	✓	✓		
West Virginia				
Wisconsin	✓	✓		
Wyoming				
<b>Total</b>	<b>12</b>	<b>18</b>	<b>0</b>	



# INTEGRATED EDUCATION AND TRAINING POLICY: STATE BY STATE



## ALABAMA

POLICY IN PLACE?



- PROGRAM REQUIREMENT
- PROGRAM INITIATIVE
- FUNDING
- OTHER

Alabama's [Ready to Work](#) (RTW) initiative is not solely an IET model, but can be implemented as such. RTW is operated by the Alabama Department of Postsecondary Education, Governor's Office of Workforce Development, in cooperation with AIDT, an independent agency under the Secretary of Commerce. Alabama community and technical colleges that choose to implement RTW may provide adult basic education services in combination with an industry-focused RTW program, resulting in an IET approach.



## ALASKA

POLICY IN PLACE?



- PROGRAM REQUIREMENT
- PROGRAM INITIATIVE
- FUNDING
- OTHER



## ARIZONA

POLICY IN PLACE?



- PROGRAM REQUIREMENT
- PROGRAM INITIATIVE
- FUNDING
- OTHER

The Arizona Department of Education used a mix of state and federal adult education funds to make pilot grants for its IET initiative in nine of the state's fifteen counties during program year 2014-15. Some of the pilot sites continued their work in 2015-16. The [Arizona Integrated Basic Education and Skills Training \(AZ I-BEST\)](#) program has a specific emphasis on individuals eligible for public assistance, and incorporates employment services from partners in the workforce system via the one stop centers.



# ARKANSAS

POLICY IN PLACE?



PROGRAM REQUIREMENT



PROGRAM INITIATIVE



FUNDING

Arkansas first piloted an IET model in 2013, through its Accelerating Opportunity initiative, which drew on a combination of funds from the state Department of Career Education (adult education division) and Arkansas Community Colleges (ACC). As of 2016, seven pilot programs have been supported. In addition, a separate initiative launched under the state’s 2015 Workforce Initiative Act ([2015 SB 891/Act 1131](#)) creates a fund, using state general revenues, to support planning, development, and implementation of local career pathways that span secondary schools through higher education. The Arkansas Department of Higher Education administers the Regional Workforce Grants that are allocated through a [competitive RFP process](#). A community college or university must serve as the lead applicant and fiscal agent for a Regional Workforce Alliance. Alliances may receive planning grants for up to \$100,000, implementation grants for up to \$1 million over two years, or continuation grants for up to \$1 million over two years. Pathway must include: the engagement of multiple employers; basic skills instruction concurrent with occupational training; support services; academic and career counseling; and apprenticeship or other training programs.



# CALIFORNIA

POLICY IN PLACE?



PROGRAM REQUIREMENT



PROGRAM INITIATIVE



FUNDING



OTHER

The California Department of Education contracts with several organizations to provide statewide professional development for adult educators. Two of those providers collaborated to produce [a series of videos and other resource materials](#) to guide adult education providers in designing and implementing Integrated Education and Training program models.



# COLORADO

POLICY IN PLACE?



PROGRAM REQUIREMENT



PROGRAM INITIATIVE



FUNDING

In 2013, the Colorado legislature authorized the state’s community college board to create integrated education and training certificate programs via [HB 1005](#), known as the Accelerated Certificates Program. Notably, while this legislation *authorized* IET, it did not appropriate specific funds to support it. However, under Colorado’s Adult Education and Literacy Act of 2014 ([HB 1085](#)) adult education providers who apply for the grant funds made available through the bill for Adult Workforce Partnerships may use these funds for IET. Currently, adult education grantees are successfully utilizing IET approaches in their partnerships with postsecondary and workforce providers.



# CONNECTICUT

POLICY IN PLACE?



PROGRAM REQUIREMENT

PROGRAM INITIATIVE

FUNDING

Connecticut supports integrated education and training through its I-BEST model. In 2015, the state announced the availability of **\$1.3 million per year** for two years for an I-BEST Second Chance pilot program targeted at ex-offenders. Previously, state legislators had directed the Connecticut Employment and Training Commission to develop a plan for the implementation of contextualized education (IET) programs ([HB 5597](#), [Public Act No. 14-217](#)). The state had funded two other I-BEST programs in fiscal years 2014-15, but recent budgetary constraints have precluded additional funding. These earlier efforts included \$480,000 via Workforce Investment Act Title II Program Improvement funds grants from the Connecticut State Department of Education for adult education students. Funding for Jobs First Employment Services (JFES) I-BEST programs was provided by the Connecticut Department of Labor and the Workforce Boards through state general funds for participants on public assistance. The JFES general fund allocation for I-BEST programs was \$3,115,027 over the same two-year period.



# DELAWARE

POLICY IN PLACE?



PROGRAM REQUIREMENT

PROGRAM INITIATIVE

FUNDING

OTHER



# DISTRICT OF COLUMBIA

POLICY IN PLACE?



PROGRAM REQUIREMENT

PROGRAM INITIATIVE

FUNDING

OTHER



# FLORIDA

POLICY IN PLACE?



PROGRAM REQUIREMENT

PROGRAM INITIATIVE

FUNDING

Florida's Integrated Career and Academic Preparation System (FICAPS) is modeled on Washington State's I-BEST model. As of Program Year 2016-17, the state is using state leadership funds under the Workforce Innovation and Opportunity Act Title II to support FICAPS programs. Eligible adult education providers may apply for grants of \$25,000 to plan or implement FICAPS AGE programs (targeted at adult learners who are in high school equivalency programs) or FICAPS EL/Civics programs (targeted at adult English learners). Additional information, including the most recent Request for Proposals and a list of FICAPS grant recipients, is available on the [Florida Department of Education website](#).



# GEORGIA

POLICY IN PLACE?



PROGRAM REQUIREMENT



PROGRAM INITIATIVE

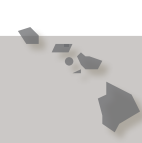


FUNDING



OTHER

In 2013, Georgia received a grant as part of the national Accelerating Opportunity initiative to implement an integrated education and training model. While the grant has now concluded, a number of individual IET programs continue to operate in the state, often as partnerships between a technical college, a school district, and one or more community-based organizations. These programs are supported by a diversity of sources, including WIOA and vocational rehabilitation funds.



# HAWAII

POLICY IN PLACE?



PROGRAM REQUIREMENT



PROGRAM INITIATIVE



FUNDING



OTHER



# IDAHO

POLICY IN PLACE?



PROGRAM REQUIREMENT



PROGRAM INITIATIVE



FUNDING



OTHER



# ILLINOIS

POLICY IN PLACE?



PROGRAM REQUIREMENT



PROGRAM INITIATIVE



FUNDING

The Illinois Community College Board originally instituted its IET initiative, the [Integrated Career and Academic Preparation System \(ICAPS\)](#), with private philanthropic funding from the national Jobs for the Future Accelerating Opportunity Initiative. As of FY2017, the ICAPS model has now been incorporated into the state's ongoing adult education and career and technical education Adult Career Pathway efforts. Previously, community colleges, in partnership with other providers, had funded the ICAPS model via a combination of philanthropic resources, local dollars, and federal and state resources available through WIOA Title II and the Perkins Career and Technical Education (CTE) Act. The ICAPS model is designed to assist low-skilled adults to obtain the necessary basic and English language skills needed while also concurrently enrolled in CTE training programs.



# INDIANA

POLICY IN PLACE?



PROGRAM REQUIREMENT



PROGRAM INITIATIVE



FUNDING

The Indiana Department of Workforce Development supports integrated education and training via its WorkINdiana program. The [WorkINdiana program](#) facilitates dual enrollment of participants in closely coordinated adult education and occupational training programs. The program is supported through a mix of federal funding and \$2.4 million from the state general fund.



# IOWA

POLICY IN PLACE?



PROGRAM REQUIREMENT



PROGRAM INITIATIVE



FUNDING

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 fifteen 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.



# KANSAS

POLICY IN PLACE?



PROGRAM REQUIREMENT



PROGRAM INITIATIVE



FUNDING

The state's IET model, Accelerating Opportunity: Kansas (AO-K), is a partnership between the Kansas Board of Regents and the Kansas Department of Commerce. The state's AO-K legislation ([SB 155, 2012](#)) reimburses colleges at a higher tuition rate for eligible students. A minimum of \$500,000 per year statewide is available for AO-K via SB 155. Reimbursement at the higher tuition rate is also available through the state Department of Children and Families for those AO-K students who are eligible for Temporary Assistance for Needy Families. Finally, colleges participating in AO-K are also eligible to receive performance payments for student milestones (such as secondary credential attainment) through the [GED Accelerator program](#) funded by legislative appropriations ([HB 2506, 2014](#)).



# KENTUCKY

POLICY IN PLACE?



PROGRAM REQUIREMENT

PROGRAM INITIATIVE

FUNDING

Kentucky launched its IET effort with private funding via the national Accelerating Opportunity initiative. Accelerating Opportunity Kentucky (AO-KY) is a partnership among Kentucky Adult Education, the Kentucky Department of Workforce Investment/KY Career Centers, and the Kentucky Community and Technical College System, in collaboration with more than a half-dozen other state agencies. While the national initiative has now concluded, the Kentucky partners are working to institutionalize AO-KY and integrate it into daily practice. The initiative has expanded its reach to become statewide, and is working closely with adult education providers to increase referrals to IET programs and enhance the use of contextualized approaches. Per the state's WIOA plan, upcoming activities will broaden the concept of IET in the state to include pre-apprenticeship programs and other mechanisms for workers to build basic skills and occupational skills at the same time.



# LOUISIANA

POLICY IN PLACE?



PROGRAM REQUIREMENT

PROGRAM INITIATIVE

FUNDING

OTHER

Louisiana launched an integrated education and training model in 2012 with private philanthropic funding from the national [Accelerating Opportunity](#) initiative. All thirteen of the state's community and technical colleges participated, garnering a collective \$5 million in additional funds from the state over the life of the initiative. Now that the initiative has concluded, providers may apply for support for IET (known as Louisiana Integrated Career Pathways) via the state's general WIOA Title II adult education funding process.



# MAINE

POLICY IN PLACE?



PROGRAM REQUIREMENT

PROGRAM INITIATIVE

FUNDING

OTHER

In 2015, the Maine Department of Education used federal innovation grant funds to create a \$319,000 Integrated Education and Training Pilot Grant. [Five adult education providers were funded](#) to implement IET programs under the grant. Now that the pilot grant has concluded, providers may apply for support via the state's WIOA Title II adult education funding process, which includes IET as one of the eligible activities.



# MARYLAND

POLICY IN PLACE?



PROGRAM REQUIREMENT



PROGRAM INITIATIVE



FUNDING



OTHER

Starting in 2010, Maryland for several years experimented with an IET model known as MI-BEST. Six community colleges implemented MI-BEST, which was supported through a mixture of private philanthropic and state funds. A second IET project, [Accelerating Connections to Employment](#), grew in part out of MI-BEST and is being funded through a U.S. Department of Labor Workforce Innovation Fund grant of \$11.8 million across four states, [including parts of Maryland](#).



# MASSACHUSETTS

POLICY IN PLACE?



PROGRAM REQUIREMENT



PROGRAM INITIATIVE



FUNDING



OTHER

The Massachusetts Department of Elementary and Secondary Education supports the adoption of IET models as one of the eligible approaches under its [Adult Career Pathways initiative](#). In addition, the state took advantage of the implementation of the federal Workforce Innovation and Opportunity Act to release a stand alone Request for Proposals inviting applications for IET programs funded by WIOA Title II. Three pilot programs were funded in 2016, at a combined cost of \$200,000. A second round of pilots is expected to award an additional \$500,000 in 2017.



# MICHIGAN

POLICY IN PLACE?



PROGRAM REQUIREMENT



PROGRAM INITIATIVE



FUNDING



OTHER



# MINNESOTA

POLICY IN PLACE?



PROGRAM REQUIREMENT



PROGRAM INITIATIVE



FUNDING

Minnesota's IET program, called FastTRAC, 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 IET programs delivered by teams of adult basic education providers, postsecondary institutions, and community-based organizations. The 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).



# MISSISSIPPI

POLICY IN PLACE?



- PROGRAM REQUIREMENT
- PROGRAM INITIATIVE
- FUNDING

In 2015, Mississippi received a [\\$6 million grant](#) from the W.K. Kellogg Foundation to support implementation of an IET model, termed [MI-BEST](#). The work is being led by the Mississippi Community College Board in collaboration with the state's fifteen community colleges and a wide range of additional partners. The project began with an [intensive three-day conference](#) for stakeholders held in September 2015.



# MISSOURI

POLICY IN PLACE?



- PROGRAM REQUIREMENT
- PROGRAM INITIATIVE
- FUNDING
- OTHER



# MONTANA

POLICY IN PLACE?



- PROGRAM REQUIREMENT
- PROGRAM INITIATIVE
- FUNDING
- OTHER



# NEBRASKA

POLICY IN PLACE?



- PROGRAM REQUIREMENT
- PROGRAM INITIATIVE
- FUNDING
- OTHER

In 2012, Nebraska launched an IET pilot via legislation known as [LB 1079](#). Financed with support from state lottery funds, the bill provided a total of \$200,000 per year for three years to support so-called "educational bridge programs." Four such programs were funded. The initiative has now concluded, but one of the programs has continued to operate with financial support from the community college where it is housed.





# NEVADA

POLICY IN PLACE?



PROGRAM REQUIREMENT



PROGRAM INITIATIVE



FUNDING



OTHER



# NEW HAMPSHIRE

POLICY IN PLACE?



PROGRAM REQUIREMENT



PROGRAM INITIATIVE



FUNDING



OTHER



# NEW JERSEY

POLICY IN PLACE?



PROGRAM REQUIREMENT



PROGRAM INITIATIVE



FUNDING



OTHER



# NEW MEXICO

POLICY IN PLACE?



PROGRAM REQUIREMENT



PROGRAM INITIATIVE



FUNDING



OTHER

New Mexico's work in IET began with a planning grant received in 2011 as part of the national Accelerating Opportunity (AO) initiative. While the state did not continue as part of AO, [its IET activities continued](#) as part of two federal Trade Adjustment Assistance Community College Career Training (TAACCCT) grants in 2011 and 2014. The TAACCCT funding for New Mexico's project, known as [SUNPATH](#), is now winding down. Going forward, the New Mexico Higher Education Department, Adult Education Division, plans to continue supporting IET through its WIOA funding.



# NEW YORK

POLICY IN PLACE?



PROGRAM REQUIREMENT



PROGRAM INITIATIVE



FUNDING



OTHER

Although individual colleges in New York have launched [their own IET programs](#), the state as a whole has not previously launched an initiative. However, [the state's WIOA plan](#) provides an outline of its anticipated activities beginning in Program Year 2016-17, which will include support for IET either via the standard WIOA funding process or as a stand alone initiative. As part of the WIOA implementation process, stakeholders have asked the state to provide guidance for the field via standardized definitions for terms that are sometimes used to signify IET, including *bridge programs*, *contextualized English*, and *career pathways*.



# NORTH CAROLINA

POLICY IN PLACE?



PROGRAM REQUIREMENT



PROGRAM INITIATIVE



FUNDING

In 2010, North Carolina's state legislature 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. 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.



# NORTH DAKOTA

POLICY IN PLACE?



PROGRAM REQUIREMENT



PROGRAM INITIATIVE



FUNDING



OTHER



# OHIO

POLICY IN PLACE?



PROGRAM REQUIREMENT



PROGRAM INITIATIVE



FUNDING



OTHER

While Ohio was an early participant in the national [Shifting Gears initiative](#) to advance IET and related strategies to better serve adult learners, the state did not continue into later phases of the initiative. However, the state did issue [policy guidance](#) in 2013 to aid existing adult education grant recipients in understanding how they could implement IET models under WIOA Title II, and individual IET programs are underway. The state's [WIOA plan affirms](#) that IET will be a required activity beginning in Program Year 2017-18.



# OKLAHOMA

POLICY IN PLACE?



PROGRAM REQUIREMENT



PROGRAM INITIATIVE



FUNDING



OTHER



# OREGON

POLICY IN PLACE?



PROGRAM REQUIREMENT



PROGRAM INITIATIVE



FUNDING

Oregon supports IET through its [Oregon Pathways for Adult Basic Skills initiative](#). While the state does not provide dedicated funding for IET, the biennium budget does provide a combined \$2 million in funding for career pathways activities at the state's seventeen community colleges. Colleges may use their career pathways funding to support IET programs. At least four of the seventeen community colleges in the state currently offer IET programs. In addition, the [state's WIOA plan](#) affirms that its adult education system will explore models for IET as part of WIOA Title II implementation going forward.



# PENNSYLVANIA

POLICY IN PLACE?



PROGRAM REQUIREMENT



PROGRAM INITIATIVE



FUNDING



OTHER



# RHODE ISLAND

POLICY IN PLACE?



PROGRAM REQUIREMENT

PROGRAM INITIATIVE

FUNDING

Rhode Island has previously supported individual IET programs as part of its [statewide Career Pathways initiative](#). The state's [WIOA plan](#) affirms that Rhode Island is developing a statewide set of standards for the definition and models of Integrated Education and Training, and will provide a set of guidelines, standards and models for implementation to the field by early 2017.



# SOUTH CAROLINA

POLICY IN PLACE?



PROGRAM REQUIREMENT

PROGRAM INITIATIVE

FUNDING

OTHER



# SOUTH DAKOTA

POLICY IN PLACE?



PROGRAM REQUIREMENT

PROGRAM INITIATIVE

FUNDING

OTHER



# TENNESSEE

POLICY IN PLACE?



PROGRAM REQUIREMENT

PROGRAM INITIATIVE

FUNDING

OTHER



# TEXAS

POLICY IN PLACE?



PROGRAM REQUIREMENT



PROGRAM INITIATIVE



FUNDING

Texas supports IET via its [Accelerate Texas initiative](#), originally developed by the Texas Higher Education Coordinating Board (THECB) and jointly expanded with the Texas Workforce Commission (TWC) in 2013. The program is present at more than 20 community colleges, and is aimed at integrating basic skills with career and technical pathways to help adults acquire skills and certificates in high-demand occupations. In addition, TWC has issued [two policy letters](#) to guide WIOA-funded adult education providers in the implementation of IET.



# UTAH

POLICY IN PLACE?



PROGRAM REQUIREMENT



PROGRAM INITIATIVE



FUNDING



OTHER



# VERMONT

POLICY IN PLACE?



PROGRAM REQUIREMENT



PROGRAM INITIATIVE



FUNDING



OTHER



# VIRGINIA

POLICY IN PLACE?



PROGRAM REQUIREMENT



PROGRAM INITIATIVE



FUNDING

Virginia's IET program is known as the [PluggedInVA initiative](#). Originally developed in 2008, the program 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. PluggedInVA grant applicants can receive up to \$50,000 for an implementation grant and \$35,000 for a maintenance grant. The [Request for Proposals](#) spells out the required elements of the PluggedInVA model.



# WASHINGTON

POLICY IN PLACE?



- PROGRAM REQUIREMENT
- PROGRAM INITIATIVE
- FUNDING

Washington State is where the first and best-known integrated education and training model was developed. Known as Integrated Basic Education and Skills Training ([I-BEST](#)), it is overseen by the State Board for Community and Technical Colleges. Colleges that are approved by the State Board to provide an I-BEST program receive enhanced funding (1.75 times the rate for a normal full-time equivalent student) for participating students. There are several types of I-BEST programs that colleges may apply to provide; most relevant for this scan is [Professional-Technical I-BEST](#).



# WEST VIRGINIA

POLICY IN PLACE?



- PROGRAM REQUIREMENT
- PROGRAM INITIATIVE
- FUNDING
- OTHER



# WISCONSIN

POLICY IN PLACE?



- PROGRAM REQUIREMENT
- PROGRAM INITIATIVE
- FUNDING

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. 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](#). The IET element of the initiative is known as the Career Pathway Bridge.



# WYOMING

POLICY IN PLACE?



- PROGRAM REQUIREMENT
- PROGRAM INITIATIVE
- FUNDING
- OTHER

# METHODOLOGY

NSC has performed a detailed scan of state integrated education and training policies in all 50 states and the District of Columbia using state websites, code, and follow-up interviews with key informants, including state officials and other stakeholders.

Specifically, NSC:

1. Reviewed state adult education, community college, and/or workforce board websites, as appropriate;
2. Reviewed relevant sections of state code;
3. Conducted follow-up calls and emails with key informants as needed to answer any questions that arose and confirm our findings.

However, NSC recognizes that regardless of this effort, it is possible that there is additional information not included in this scan. In particular, the great diversity of terms used by states to refer to integrated education and training activities means that it was not feasible to search every permutation of phrases that might refer to IET.

## ENDNOTES

<sup>1</sup> Learn more about I-BEST: [www.sbctc.edu/colleges-staff/programs-services/i-best/](http://www.sbctc.edu/colleges-staff/programs-services/i-best/)

<sup>2</sup> Learn more about PluggedIn VA: [www.pluggedinva.com/wp-content/uploads/2014/12/Parts-1-2.pdf](http://www.pluggedinva.com/wp-content/uploads/2014/12/Parts-1-2.pdf)

<sup>3</sup> IET is listed as an *allowable* activity for all adult education programs, and a *required* activity for those Integrated English Literacy and Civics Education programs that are funded under section 243 of WIOA.

<sup>4</sup> U.S. Department of Education National Reporting System data for program year 2014-15.

<sup>5</sup> *Time for the U.S. to Reskill?* (OECD, 2013).

<sup>6</sup> U.S. Census Bureau, American Community Survey 2010-14.

<sup>7</sup> “Core Follow-Up Outcome Achievement,” National Reporting System, program year 2014-15. Data on how many of these participants actually earn postsecondary credentials is not available, as the NRS does not follow participants longitudinally.

<sup>8</sup> Source: [www.sbctc.edu/resources/documents/colleges-staff/programs-services/basic-education-for-adults/I-BESTTippingPointResearch.pdf](http://www.sbctc.edu/resources/documents/colleges-staff/programs-services/basic-education-for-adults/I-BESTTippingPointResearch.pdf)

<sup>9</sup> In Washington’s quarter-based academic system, 45 credits equal two semesters.

<sup>10</sup> Source: [www.sbctc.edu/resources/documents/colleges-staff/programs-services/basic-education-for-adults/InvestmentsinI-BESTPrograms.pdf](http://www.sbctc.edu/resources/documents/colleges-staff/programs-services/basic-education-for-adults/InvestmentsinI-BESTPrograms.pdf)

<sup>11</sup> The California Adult Literacy Professional Development Project (CALPRO) is one of three organizations contracted by the state of California to provide technical assistance in adult education. The others are known as CASAS and OTAN.

<sup>12</sup> At the time that the evidence for our scan was gathered, states had already been required to submit their four-year WIOA plans to the federal government, but those plans had not yet been approved, nor had final WIOA regulations been published.

<sup>13</sup> State WIOA plans vary widely in the amount of detail provided on these efforts, and it was not always possible to discern from our research whether their IET initiatives reflected our definition. For example, some states made specific reference to how IET requirements would be included in future Requests for Proposals for adult education funding, while other states’ plans seemed to describe only an “IET-lite” approach that incorporated only basic skills and general workforce preparation, without the third component — required by the WIOA statute and regulation — of workforce training tied to a specific occupation or industry. Where plans were unclear, we contacted state officials and/or well-informed stakeholders to try to learn more.

**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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