



QuickStart Guide to Using the IET for English Learners Desk Aids



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Introduction

Integrated Education and Training (IET) programs are often designed with English learners (ELs) as the target population and may draw on funding under Section 243 of the Workforce Innovation and Opportunity Act (WIOA) to design and deliver an IET program. In these instances, administrators and practitioners have asked questions such as:

- How do we create an IET program that fits the needs of immigrants in our community?
- How do we develop a single set of learning objectives (SSLO) and curriculum that incorporate English language proficiency standards and civics?

Many IET Programs serve ELs. This guide is particularly focused on IET programs that are designed for delivery in combination with IELCE activities.

The IET for English Learners Desk Aids support program staff as they explore these questions in the design and implementation of IET programs that serve ELs, including IET programs that are connected to Integrated English Literacy and Civics Education (IELCE) programs and that may use WIOA Section 243 funds. This resource is useful for anyone creating an IET program that will enroll EL students, regardless of funding source, as it addresses key concepts and best practices when serving immigrant and refugee learners.

This guide provides an overview of the IET for English Learners Desk Aids, as well as background on IELCE and the development of IET programs designed for delivery in combination with IELCE activities. The Research and Assess, Design and Plan, and Develop and Implement sections of the [IET Design Toolkit](#) include an IET for English Learners Desk Aid for that section, with specific information for those interested in developing IETs that serve ELs or are delivered in combination with IELCE activities.

Overview of the IET for English Learners Desk Aids

What: A set of Desk Aids for Phases 1, 2, and 3. Phase 4—Evaluate and Improve does not have any additional considerations. The IET for English Learners Desk Aids complement the *IET Design Toolkit* approach and process by describing nuanced considerations for ELs. The Desk Aids offer insights, supplementary questions to explore, and strategies to consider when developing an IET program for ELs so that it aligns with the IELCE requirements.

How: As you work through the *IET Design Toolkit* phases, open the IET for English Learners Desk Aids to easily refer to them. The *IET Design Toolkit* covers the core information for designing an IET program; the IET for English Learners Desk Aids provide supplementary information for designing an IET program that serves ELs and that may use IELCE funds or be connected to IELCE activities. Therefore, the Desk Aids do not repeat the information found in the *IET Design Toolkit*. The IET for English Learners Desk Aids signal additional

IELCE IET Program

In the IELCE Desk Aids, we use the term “IELCE IET program” to identify an IET program that is fully or partially funded by IELCE Section 243 funds.

considerations for developing IET programs that serve ELs. These considerations are identified by number and topic title from the *IET Design Toolkit*. For example, read Start with a *How Might We* question in section 1.1 of the *IET Design Toolkit*, then refer to IET for English Learners Desk Aid 1 for additional content related to developing a *How Might We* question for an IELCE IET program. Use the *IET Design Toolkit* materials to capture your ideas.

Where: Each relevant *IET Design Toolkit* phase includes a link to the corresponding IELCE Desk Aid.

The Fundamentals and Considerations of IELCE Programming and Activities

As noted, IET programs may use Section 243 funds, provided the IET program is delivered in combination with IELCE activities.¹ WIOA [regulations](#) (§463.74) specify that an eligible provider that receives funds through the IELCE program may meet the requirement to deliver IELCE in combination with IET activities (as described in §463 Subpart D) by

- co-enrolling participants in an IET program funded through sources other than Section 243; or
- using funds provided under Section 243 to support IET activities.

While an IET program must be provided concurrently and contextually, it does not mean that IELCE activities must be concurrent and contextualized within the IET program. In fact, it may mean that IELCE activities are provided as a precursor (e.g., bridge, on-ramp) to the IET program, preparing ELs for the IET program.²

Interpreting Delivering IELCE “in Combination with” IET

One approach to delivering IELCE in combination with IET is to use bridge strategies to connect IELCE activities to IET programs. Connected IELCE activities do not need to be concurrent with the IET.

Programs providing IELCE activities must meet the definition and requirements set forth in [WIOA](#) and the [final regulations](#). As shown in Exhibit 1, IELCE activities and programming provide education services to adult ELs, including professionals with degrees and credentials in their native countries, that enable them to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services must include instruction in literacy and English language acquisition as well as instruction on civic participation and the rights and responsibilities of citizenship.

¹ *Integrated English Literacy and Civics Education (IELCE) Program Guide*. Retrieved from https://lincs.ed.gov/sites/default/files/IELCE_checklistFINAL508_0.pdf.

² Explore *Enhancing Access: Using Bridge Strategies to Connect IELCE Activities to IET Programs* at <https://lincs.ed.gov/sites/default/files/EARNBridgeSpotlight.pdf>.

Figure 1. The Who, What, and Why of IELCE

Eligible Population	Instructional Services	Objectives
<p>Provided to English learners who are adults, including professionals with degrees and credentials in their native countries.</p> <p>See <i>Eligible Participants §463.70</i></p>	<p>Education services shall include instruction in:</p> <ul style="list-style-type: none"> • Literacy • English language acquisition • The rights and responsibilities of citizenship and civic participation <p>These services may also include workforce training.</p> <p>See <i>English Language Acquisition and Civics §463.70</i> as described under <i>§463.33</i></p>	<p>To enable such adults to:</p> <ul style="list-style-type: none"> • Achieve competency in the English language • Acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States • Gain unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency <p>See <i>Eligible Provider Requirements §463.73</i></p>

Further, the regulations note that IELCE activities must be designed to “integrate with the local workforce development system and its functions to carry out the activities of the program” (*Eligible Provider Requirements §463.73*) (Authority: [29 U.S.C. 3272, 3333](#)). Developing IELCE activities that are delivered in combination with IET programs is a step toward a broader career pathway that can help 243 grantees meet this objective.