



Integrated Education and Training (IET)  
in Corrections:

# A Companion Guide to the *IET Design Toolkit*

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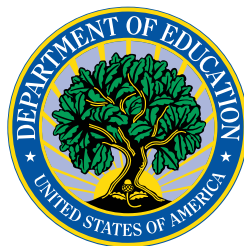
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Office of Career, Technical, and Adult Education

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# Integrated Education and Training (IET) in Corrections: A Companion Guide to the *IET Design Toolkit*

January 2023



U.S. Department of Education

Office of Career, Technical, and Adult Education, Division of Adult Education and Literacy

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January 2023

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# Abbreviations

DOC	department of corrections
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IET	integrated education and training
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OCTAE	Office of Career, Technical, and Adult Education
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PIAAC	Program for the International Assessment of Adult Competencies
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SSLO	single set of learning objectives
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WIOA	<i>Workforce Innovation and Opportunity Act</i>
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# Introduction



Integrated education and training (IET) programs allow participants to accelerate their progress along a career pathway by improving their foundation, employability, and occupational skills at the same time and, in many cases, earn an industry-recognized credential upon completion of the program<sup>1</sup>. This evidence-based approach has tremendous value for adult learners, including those in correctional facilities (see text box), by efficiently and effectively using limited instructional time.

Since the passage of the *Workforce Innovation and Opportunity Act of 2014 (WIOA)*, IET programs have gained momentum in adult education as a strategy for combining adult education and literacy, workforce training, and workforce preparation to offer contextualized instruction for learners. The U.S. Department of Education's Office of Career, Technical, and Adult Education (OCTAE) provides policy guidance, technical assistance, and resources to support states in developing and implementing IET programs. Starting in 2020, OCTAE funded a series of IET design camps to assist state and local teams of adult education providers with establishing IET programs. The project also created the *IET Design Toolkit* (described on page 5), which outlines the steps and activities involved in planning, designing, implementing, and evaluating effective IET programs.

Also in 2020, OCTAE funded the IET in Corrections project to identify and support models for IET programs in jails and prisons to help address the foundational and occupational skill needs of adults impacted by incarceration<sup>2</sup>. According to the 2014 U.S. Program for the International Assessment of Adult Competencies (PIAAC), 30 percent of adults in federal and state prisons did not have a high school diploma, and 34 percent of these adults were not in the paid workforce prior to incarceration. Rather than take sequential courses to address their basic skills and workforce training needs, adults impacted by incarceration (particularly those with shorter sentences) can receive enhanced and accelerated instruction through IET programs in preparation for release from incarceration.

## Benefits of IET Programs in Corrections:



Enhances and accelerates learning



Aligns career pathways with programs in the community



Improves post-release employment opportunities



Is an evidence-based practice that has been documented to lead to positive impacts on credential completion and short-term employment (<https://whatworks.ed.gov>)



Provides opportunity to earn industry-recognized credential prior to release

<sup>1</sup> Workforce Innovation and Opportunity Act of 2014, 29 U.S.C. § 3272(11) (2014).

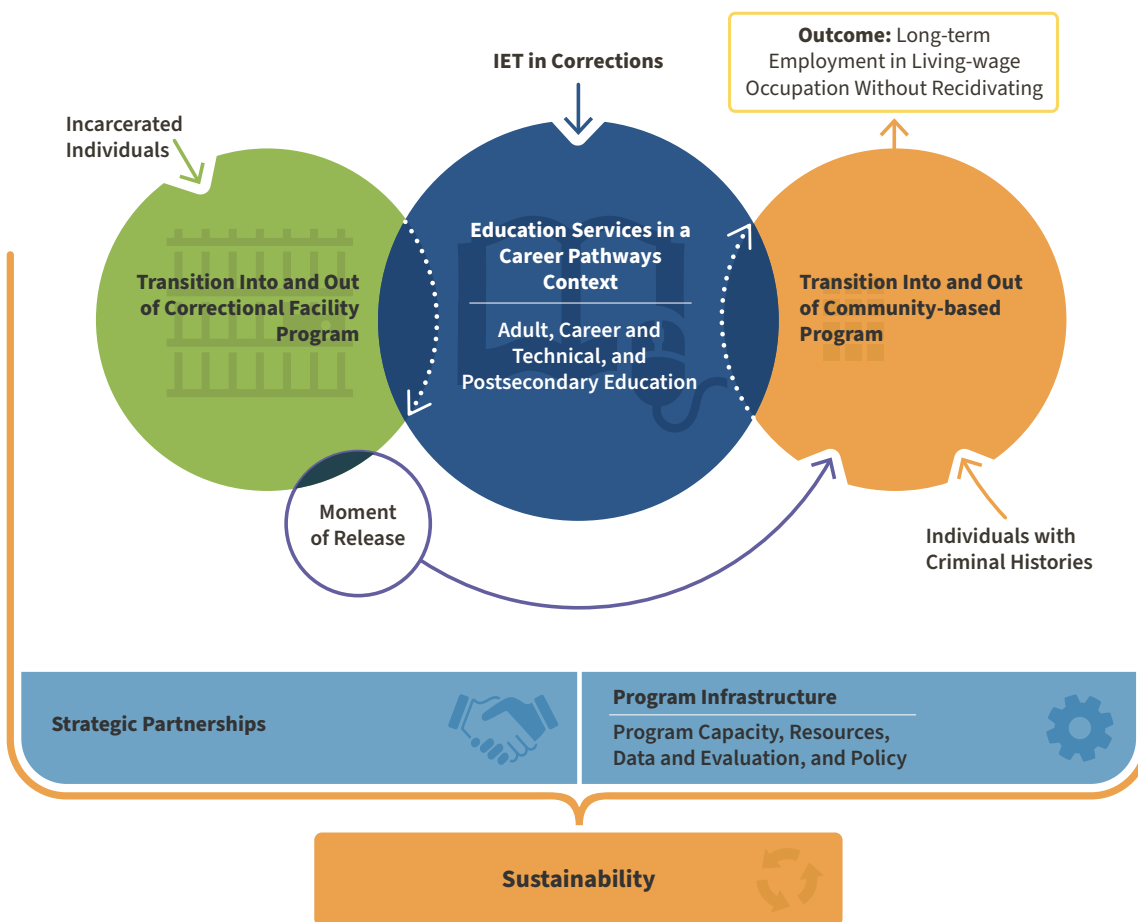
<sup>2</sup> Rampey, Bobby D., Shelley Keiper, Leyla Mohadjer, Tom Krenzke, Jianzhu Li, Nina Thornton, and Jacquie Hogan. 2016. *Highlights from the U.S. PIAAC Survey of Incarcerated Adults: Their Skills, Work Experience, Education, and Training: Program for the International Assessment of Adult Competencies: 2014* (NCES 2016-040). Washington, DC: National Center for Education Statistics, U.S. Department of Education.

This guide summarizes lessons learned from the IET in Corrections project and serves as a companion to the *IET Design Toolkit*. It includes considerations, tools, and examples that can be used by state and facility administrators and instructors as they develop and implement IET programs in jails and prisons.

## IET Programs in the Reentry Education Context

When aligned with career pathways and other education and training programs in the community, IET programs offered in prisons and jails enable participants to make significant progress toward their education and training goals that can be continued after release. As illustrated by the [Reentry Education Framework](#) (Exhibit 1), IET programs in corrections are part of an education continuum that aligns with programs in the community and the needs of the labor market. The framework includes five key components: program infrastructure, strategic partnerships, education services, transition processes, and sustainability. As will be described in this guide, IET programs include similar components, with IET being one approach to providing education services. Therefore, by understanding how IET programs align with the Reentry Education Framework, correctional education administrators and instructors can develop IET programs that complement the larger context of reentry education services within a correctional facility and the community.

**Exhibit 1. Reentry Education Framework**



Before developing IET programs, state and facility administrators need to identify and review their existing **infrastructure**, such as state IET requirements and professional development resources; correctional education policies (e.g., eligibility criteria); and potential funding sources. Corrections administrators should also consider whether they have adequate capacity to deliver IET programs, including classroom space within a facility, and instructors willing to jointly create and deliver integrated curricula. Finally, while IET is an evidence-based practice, it is a new approach in corrections and more research is needed to understand the specific models and strategies that are most effective in this context. Therefore, data collection to inform ongoing program improvement and evaluation is a key part of an IET program infrastructure.

IET programs also require strong **partnerships** between education and corrections administrators at both the state and facility levels. These cross-agency partnerships play a critical role in (1) developing IET programs that meet federal, state, and corrections requirements and (2) ensuring that state and facility policies and administrative processes support, rather than hinder, IET participation for adults during and after incarceration. Partnerships with employers also are essential for aligning IET programs with labor market needs and preparing participants for in-demand jobs in the communities where they will be released.

IET programs in corrections should leverage the **education services**, such as adult education, workforce training, and employability skills instruction, that are typically already offered in correctional facilities. These services create a solid foundation for building a more focused and accelerated instructional experience for participants through IET. To meet federal regulations, IET programs should be part of a career pathway and deliver three components: activities in adult education and literacy, workforce preparation, and workforce training. These components must be contextualized, integrated, and concurrent, with instruction guided by a single set of learning objectives (SSLO).

As illustrated in the framework, IET programs should be aligned with existing **transitions processes** within the corrections system to support participants through all stages of the learner experience (pre-enrollment, enrollment, participation, and transition). This includes identifying potential participants with education and career goals that match the program, providing career exploration and case management support to participants, and connecting them with reentry specialists, employers, and education providers after release.

Understanding how IET programs fit into the broader reentry education system helps ensure program **sustainability** by leveraging existing policies, processes, and services that can provide ongoing support. This intentional alignment of IET with the Reentry Education Framework also ensures that sustainability considerations are built into program design from the start and that the IET program will persist through staffing and other changes.



A single set of learning objectives aligns the three components of the IET program. It comprises the learning objectives of the program's units, lessons, or activities, and describes what the participant will be able to do after completing the program.

# Overview of the IET in Corrections Companion Guide

This guide applies the key components of the Reentry Education Framework to the *IET Design Toolkit's* approach to planning, designing, implementing, and evaluating IET programs. It is designed to supplement — not supplant — the *Toolkit*. Correctional education staff developing and implementing IET programs should use this guide as a resource as they follow the comprehensive guidance provided in the *Toolkit*.

The *IET Design Toolkit* is organized into four phases that begin with understanding the education and training landscape and extend to evaluating IET programs to ensure they align with participant and workforce needs (Exhibit 2). Within each phase, the *Toolkit* outlines key steps and activities and offers tools, resources, and templates.



Access the *IET Design Toolkit* at

[https://lincs.ed.gov/sites/default/files/2021-07/IET\\_Toolkit\\_Compressed\\_508.pdf](https://lincs.ed.gov/sites/default/files/2021-07/IET_Toolkit_Compressed_508.pdf).

## Exhibit 2. Overview of the Integrated Education and Training Design Toolkit

**Phase 1: Research and Assess (pages 14–29).** This section outlines a process for selecting an Integrated Education and Training (IET) program based on an assessment of local needs and resources; input from key stakeholders, such as participants, employers, and training providers; and analysis of the desirability, feasibility, and viability of IET program opportunities.



Sample tool: the [IET Assess Tool](#) is a downloadable workbook for documenting notes and findings from the research process.

**Phase 2: Design and Plan (pages 30–53).** This section describes steps in designing program structures and participant experiences to align with identified program goals. It defines the role of the design team; a process for identifying program, partner, and participant goals; and the need for an IET program evaluation plan.



Sample tool: the *IET Planning Tool* offers space for documenting plans for designing an IET program.

**Phase 3: Develop and Implement (pages 54–84).** This section focuses on contextualizing curriculum, developing a single set of learning objectives (SSLO), providing professional development for instructors, launching the program, and collecting data.



Sample tool: the *SSLO template*, in the *IET Planning Tool* (see Phase 2), is useful when codeloping the SSLO to integrate the adult education content standards, workforce preparation skills, and occupational skill standards to define the content for a co-delivered curriculum.

**Phase 4: Evaluate and Implement (pages 85–92).** This section describes approaches for evaluating IET programs and using and sharing data for continuous improvement.



Sample tool: *Desk Aid 10: Program Evaluation Reports* outlines potential contents to include in reports to disseminate evaluation findings and offers links to examples of program evaluation reports.

Information and examples in this guide are drawn from state and local experiences in developing and implementing IET programs in corrections. The IET in Corrections project provided technical assistance to six states to help them understand and apply the four IET design phases in the corrections context. Each state identified correctional education programs to participate in the pilot. The programs represented a range of industry sectors, including construction, logistics, personal services, hospitality/culinary arts, and manufacturing, and facility types, including eight men’s facilities, five women’s facilities, and a range of other security/custody levels, including two jails.

A brief overview of the participating states and pilot sites is provided in Exhibit 3.

### Exhibit 3. Overview of Integrated Education and Training in Corrections Pilot Sites

State and partners	Site	Facility type	Target audience	Industry focus
<b>Indiana</b> Indiana Department of Corrections Ivy Tech College	Rockville Correctional Institute	Women’s state prison (maximum security)	Students who do not have a high school credential and are within three years of release	Construction
	Putnamville Correctional Facility	Men’s state prison	Students who do not have a high school credential and are within three years of release	Construction
<b>Maryland</b> Maryland Department of Labor Maryland Department of Public Safety and Corrections Hagerstown Community College	Maryland Correctional Training Center – Hill	State prison / prerelease center	Students enrolled in adult education levels 3–6 and who are within 36 months of release	Manufacturing
	Maryland Correctional Institution for Women	Women’s state prison	Students enrolled in adult education levels 3–6 and who are within 24 months of release	Hospitality
<b>Minnesota</b> Minnesota Department of Corrections	Minnesota Correctional Facility – Faribault	Men’s state prison	Students with skills below the 12th-grade level and/or without a secondary credential and within five years of release	Construction and Maintenance/Operations
	Minnesota Correctional Facility – Moose Lake	Men’s state prison	Students with skills below the 12th-grade level and/or without a secondary credential and within five years of release	Network Cabling
<b>Mississippi</b> Mississippi Community College Board Mississippi Department of Corrections	South Mississippi Correctional Institution	Men’s state prison	Students without a high school credential or needing basic skills support and within two to five years of release	Construction and Plumbing
	Mississippi State Penitentiary	Men’s state prison	Students without a high school credential or needing basic skills support and within two to five years of release	Construction

State and partners	Site	Facility type	Target audience	Industry focus
<b>Texas</b> Texas Department of Criminal Justice Texas Workforce Commission Windham School District	Plane State Women's Prison	Women's prison	Students with a high school credential and with basic skills needs (minimum Test of Adult Basic Education score at a 7.5 grade level) and within two years of release	Logistics
	Dallas County Jail	Local jail	Students with a high school credential and eligible for adult education and literacy services (i.e., must test on a National Reporting System instrument as basic skills deficient in at least one domain), and within one to six months of release	Business and Logistics
	Woodman State Jail	Women's jail	Students under age 22, without a high school credential, and within two and a half years of release	Construction, Electrical Trades, Telecommunications, and Business
<b>West Virginia</b> West Virginia Schools of Diversion and Transition West Virginia Department of Education West Virginia Division of Corrections	Anthony Correctional Center	State prison for individuals between the ages of 18–25	Students at any eligible education level and within one to two years of release	Carpentry, Automotive Technology, and Electrical Technology
	Lakin Correctional Center	Women's state prison	Students at any eligible education level and within one to two years of release	Cosmetology, Culinary Arts, and Business

# Designing and Implementing IET Programs in Corrections



The process of creating an IET program for corrections follows the general phases of IET program development in the community. Within each phase, however, there are additional considerations for IET programs in corrections to ensure that programs align with department of corrections (DOC) and facility policies and practices. These considerations, as well as examples and tools, are described below.

## Research and Assess

The *IET Design Toolkit* includes three steps for researching and assessing IET programs:

- Conduct a needs assessment by researching and talking to key stakeholders.
- Analyze what you learn and identify insights.
- Brainstorm and select an IET program opportunity.



See the *IET Design Toolkit* (page 14)

for more details on steps for developing IET programs, and tools and resources to support the research and assess phase.

In addition to these steps, considerations for researching and assessing IET program opportunities in corrections include the following:

- **Develop or strengthen partnerships between state education and corrections agencies and with key facility and community stakeholders.** At the state level, partnerships should include at a minimum both state adult education and corrections agencies, and partner roles and responsibilities should be formalized through cross-agency agreements. Correctional education is administered differently across states, so cross-agency IET partnerships also will vary. For example, in Texas, the Windham School District serves as the provider of correctional education throughout the state and participated in state IET development and implementation activities. In Indiana, services are provided through the state's community college system, and the state's IET planning team included representatives from the Indiana Department of Corrections and Ivy Tech Community Colleges.
- **Review federal and state requirements for IET programs to identify any DOC or facility policies or process that might need changes and ensure the IET program will meet funding source requirements.** Exhibit 4 illustrates the corrections, state, and federal requirements for IET programs. In Maryland, for example, state policy requires career and technical education participants to have a high school credential, so the state's department of labor granted a policy waiver that allowed IET program

participants to enroll before earning their secondary credentials. In Mississippi, the Community College Board and DOC collaborated to adapt the state’s IET guidance to include programs within DOC facilities. The revised policy outlines eligibility criteria, program models, participation incentives, and reporting requirements for DOC IET programs. Also, correctional education administrators should determine if any changes need to be made to state IET requirements to accommodate corrections-based IET programs and, if so, address these changes through partnership agreements or memoranda of understanding between adult education and corrections agencies.



*The State Policy Template for IET in Corrections in the appendix outlines elements to include in a state policy or guidance document for IET programs in corrections.*

## Exhibit 4. Corrections, State, and Federal Requirements for Integrated Education and Training Programs in Corrections

### Integrated Education and Training (IET) in Corrections Requirements

State departments of corrections or individual correctional institutions may have additional requirements or considerations that impact the development of IET programs, such as sequencing of classes, security protocols, access to technology, access to classroom space, and availability of occupational instructors.

#### State IET Requirements

States may add other requirements or processes to IET, such as requiring programs to result in industry-recognized credentials or transferable college credit. States also may require collaboration with the local workforce development system and/or state approval of the single set of learning objectives before offering IET programming.

#### Federal IET Requirements

Within the overall scope of the IET program, IET programs must have integrated, concurrent, and contextualized delivery of:



**Adult education & literacy activities**



**Workforce training**



**Workforce preparation activities**

#### IETs must also

- be of sufficient intensity and quality;
- offer adult education, workforce training, and workforce preparation simultaneously within the overall scope of the IET program;
- use occupationally relevant instructional materials;
- have a single set of learning objectives;
- align adult education instruction with the state's content standards; and
- be a part of a career pathway.



- **Identify state and federal resources (financial and other) that could support IET program development.** Resources include state DOC funding, classroom space, and equipment and federal funding through *WIOA Title II Adult Education and Family Literacy Act*, *Strengthening Career Technical Education for the 21st Century Act*, and the Higher Education Act Title IV. IET programming requires close and regular collaboration between instructors and dedicated co-planning time. It also requires training instructors on contextualized and integrated teaching strategies, usually on top of their regular teaching responsibilities. Therefore, some state and local administrators have identified incentives or other financial support, such as stipends, to compensate instructors for their time learning about and developing IET programs.
- **Align IET programs with career pathways that lead to viable careers for adults involved with the penal system.** This requires an understanding of the local and state labor market needs in areas where participants will be released, any criminal history restrictions within the industry focus area, and participants' career interests. Doing thorough labor market research and providing academic and career guidance can help ensure that participants are trained for jobs in which they can be successful after release. West Virginia has started to compile a list of "second chance" employers, or businesses without criminal history restrictions, that can be engaged to support correctional education programs and provide participants with access to employment opportunities after release.

## Key Staff Involved with the Research and Assess Phase

Each phase of IET design requires involvement from staff at the state and facility levels, along with input from key stakeholders including students, instructors, employers, and other external partners. These individuals may play different roles at different times, with key roles including

- R** the people who are **responsible** for implementing ("R") an activity,
- A** the person who is **accountable** ("A") for an activity,
- C** the people who are **consulted** ("C") before, during, or after an activity, and
- I** the people who are **informed** ("I") upon activity completion.

During the research and assess phase, as illustrated in Exhibit 5, the state leadership and staff, which include the correctional education administrator and staff in the state adult education office (e.g., the administrator, professional development lead, or other IET coordinator), drive the needs assessment and IET program selection, in partnership with the facility education director (e.g., the principal, program director, or curriculum developer). As shown in Exhibit 5, other stakeholders/partners provide support or input for this phase.

## Exhibit 5. Integrated Education and Training in Corrections Staff Roles for Research and Assess Phase

Activities	Stakeholders							External partners	
	State leadership / Staff	Facility education director	Students	Instructors	Facility administrator	Corrections staff	Employers	Other partners	
<b>Research and assess phase</b>									
Conduct a needs assessment	A / R	R	C			I	C	C	
Identify key insights from your assessment	A / R	R	C	I			C	C	
Brainstorm and select an IET program opportunity	A / R	R	C	I	I	I	C	C	

**R Responsible:** assigned to complete the task or deliverable

**A Accountable:** has final decision-making authority and accountability for completion

**C Consulted:** an advisor or subject matter expert who is consulted before a decision or action

**I Informed:** receives communication after a decision or action

NOTE: IET = integrated education and training.



See the *IET in Corrections Staff Roles Matrix* in the appendix for a full illustration of the possible roles that program stakeholders and external partners might play in an IET program in corrections.

## Design and Plan

The *IET Design Toolkit* includes four steps for designing and planning IET programs:

- Form a team and identify program goals.
- Design a sustainable IET program structure.
- Plan the learner experience.
- Create a program evaluation plan.



See the *IET Design Toolkit* (page 30)

for more details on steps for developing IET, and tools and resources to support the design and plan phase.

In addition to these steps, considerations for designing and planning IET program opportunities in corrections include the following:

- **Engage facility administration when designing and planning an IET program to ensure alignment with the facility's operations.** Specifically, space and scheduling constraints can impact decisions about instructional delivery methods since correctional facilities typically have limited classroom space and specific security protocols, such as restrictions on how often groups of people can be moved each day. Therefore, important considerations for IET programs in corrections include where and when instruction will take place.

- **Review and revise, as needed, eligibility criteria to allow enough time for participants to complete the IET program prior to release.** Unlike in the community, timing is an important factor for determining eligibility for IET programs in corrections, especially in determining how much time participants have left before release and how much time they will need to complete the program. At the Woodman State Jail in Texas, for example, program administrators ultimately increased the “time to release” criteria to ensure they could enroll enough participants with interest in the construction trades and with time left to complete the program. Additionally, the Maryland Correctional Training Center targeted enrollment in its Certified Production Technician IET program to residents of the Hill Prerelease Unit, which serves men within 36 months of release. Located outside a prison, the Hill Prerelease Unit has access to additional technology and equipment as well as a workforce instructor from a local community college.
- **Match participants’ interests and goals with the IET program focus.** This can be done by using a career interest survey or working with a career counselor or navigator. In Texas, for example, all participants who wish to enroll in correctional education programs must complete a career interest inventory. As a result, participants may be moved to different facilities across the state that offer programming that matches their career interests. Similarly, West Virginia developed the Open Gate program, a series of career exploration activities to identify participants’ skill levels and career interests that they may pursue through correctional education.
- **Help students continue with a career pathway after release.** To help participants figure out next steps in their education and training, and meet other reentry needs, many states and facilities provide reentry and navigation supports for participants before they are released. Navigators, often called transition or reentry specialists or career and/or college navigators, help reentering citizens connect to needed services and systems including health, education, housing, and more. Several states, including Indiana, Washington state, and West Virginia use navigators to connect prerelease students to services in the community (see text box). The U.S. Department of Education also developed the *Take Charge of Your Future: Get the Education and Training You Need* guide (<https://lincs.ed.gov/professional-development/resource-collections/profile-276>) that can be used by navigators, other staff, and people who are currently or formerly impacted by incarceration to develop an education and training plan.

### Examples of Statewide IET Transition Supports

In West Virginia’s Jobs and Hope program, an initiative from the governor’s office, transition agents work with participants within 30 days of release to connect them with postsecondary and workforce training opportunities in the geographic areas where they will be released. Similarly, in Washington state, education navigators work with participants prerelease to develop education and training plans and connect them to navigators at the community college that they will be attending. Finally, in Indiana, every participant enrolls in the Hoosier Initiative for Reentry, which provides employability skill training and connects participants with regional directors to coordinate reentry support after release. Support can include assistance with housing, food stamps, employment, and education.

- **Develop evaluation plans that maximize outcomes that are already collected and measured.**  
For programs funded by the *Adult Education and Family Literacy Act*, IET program outcomes can be reported as measurable skills gains in the National Reporting System. Measurable skills gains can be determined in multiple ways, including through gains in educational functioning levels on pre- and post-tests, achieving documented progress toward milestones, and passing a technical or occupational knowledge-based exam. States may also establish and require other state credential targets beyond *WIOA* requirements and take system-wide correctional goals into consideration. For example, some possible additional measures might include participant perceptions and experiences, persistence, and post-release outcomes.

## Key Staff Involved with the Design and Plan Phase

As illustrated in Exhibit 6, the state leadership and staff, which include the correctional education administrator and staff from the state adult education agency (e.g., the administrator, professional development lead, or other IET coordinator), should develop IET goals with stakeholder and partner input. The education director at the correctional facility (e.g., the principal, program director, or curriculum developer) should design the program structure and learner experience, with the facility administrator and instructors, and create the evaluation plan in consultation with stakeholders and partners. Students should be consulted in all activities for this phase.

**Exhibit 6. Integrated Education and Training in Corrections Staff Roles for Design and Plan Phase**

Activities	State leadership / Staff	Facility education director	Students	Instructors	Facility administrator	Corrections-staff	Employers	Other partners
	Stakeholders						External partners	
<b>Design and plan phase</b>								
Form a team and define the IET program and goals	A	R	C	C	I	C	C	C
Design the program structure	I	A	C	R	R	C	C	C
Design the learner experience		A	C	R	R	C	I	I
Create an IET program evaluation plan	I	A / R	C	C	C	C	C	C

- R Responsible:** assigned to complete the task or deliverable
- A Accountable:** has final decision-making authority and accountability for completion
- C Consulted:** an advisor or subject matter expert who is consulted before a decision or action
- I Informed:** receives communication after a decision or action

NOTE: IET = integrated education and training.



See the *IET in Corrections Staff Roles Matrix* in the appendix for a full illustration of the possible roles that program stakeholders and external partners might play in an IET program in corrections.

# Develop and Implement

The *IET Design Toolkit* includes four steps for designing and planning IET programs:

- Get started by orienting staff and stakeholders and providing professional development.
- Develop the IET curricula.
- Develop tools, procedures, and other program materials.
- Implement the IET program and collect data.

In addition to these steps, considerations for developing and implementing IET program opportunities in corrections include the following:

- **Leverage the unique structures of correctional education to support IET instructors.** For example, adult education and workforce training instructors typically are both employed by DOC, meaning that they may have a history of working together and understand the benefits and challenges of teaching in correctional facilities. Additionally, many correctional education programs already provide the education services (adult education, workforce training, and workforce preparation activities) that will become part of an IET program. Therefore, the process for developing IET curricula involves aligning and integrating existing instructional components instead of building from scratch.
- **Create a framework to guide the development of the IET program at the state level.** Since many correctional facilities offer the same workforce training programs, IET program components, including the SSLO, can be created at the state level by a team of instructors and curriculum developers. Minnesota, for example, formed a state and local design team to develop an SSLO that could be used across facilities. Additionally, staff from the Mississippi Community College Board provided training and individualized support to corrections administrators and instructors on SSLO development. Each facility drafted the SSLO for a different IET program focus, with the goal of creating an SSLO repository that could be used in programs across the state.
- **Identify or hire instructors experienced with integrated instructional approaches, such as contextualization and co-teaching.** In Minnesota, administrators at the Moose Lake and Faribault correctional facilities created and hired new IET instructor positions. In the interview process, they included questions about co-teaching and collaboration skills, especially knowing that the IET instructor would need to feel comfortable working with an already established workforce training course. Program administrators also selected workforce instructors from existing programs that they knew would be willing and capable to take on IET responsibilities.
- **Support dedicated co-planning time for instructors.** Scheduling and space limitations in correctional facilities can make it difficult for instructors to find time and space to work together to develop and implement an IET program. To address this challenge, the Maryland Correctional Institution for Women built in co-planning time for the adult education and workforce training instructor every other Friday by providing students with independent work that could be completed in the housing units. This allowed instructors time in their regular workday to coordinate and plan for the next two weeks of instruction. Additionally, the Windham School District in Texas provided stipends for teachers to compensate their additional time spent on the SSLO development beyond their regular responsibilities.



See the *IET Design Toolkit* (page 54)

for more details on steps for developing IET programs, and tools and resources to support the develop and implement phase.

## Key Staff Involved with the Develop and Implement Phase

As illustrated in Exhibit 7, professional development and staff training should be coordinated at the state level by the state correctional education administrator, in consultation with the state adult education agency, and administered by the education director at the correctional facility (e.g., the principal, program director, or curriculum developer). The facility education director also should work closely with instructors to develop and implement the IET curricula, with input from students and other partners.

### Exhibit 7. Integrated Education and Training in Corrections Staff Roles for Develop and Implement Phase

Activities	Stakeholders							External partners	
	State leadership / Staff	Facility education director	Students	Instructors	Facility administrator	Corrections staff	Employers	Other partners	
<b>Develop and implement phase</b>									
Orient staff and provide professional development	A / R	R							
Develop the IET curricula	I	A	C	R		I	C	C	
Develop program materials, tools, and procedures		A	C	R		I	C	C	
Implement the program and collect data	I	A	C	R	C	R			

**R Responsible:** assigned to complete the task or deliverable

**A Accountable:** has final decision-making authority and accountability for completion

**C Consulted:** an advisor or subject matter expert who is consulted before a decision or action

**I Informed:** receives communication after a decision or action

NOTE: IET = integrated education and training.



See the IET in Corrections Staff Roles Matrix in the appendix for a full illustration of the possible roles that program stakeholders and external partners might play in an IET program in corrections.

# Evaluate and Improve

The *IET Design Toolkit* includes two steps for evaluating and improving IET programs:

- Analyze data collected during the develop and implement phase and present results to stakeholders.
- Consider options for more rigorous evaluation.



See the *IET Design Toolkit* (page 85)

for more details on steps for developing IET programs, and tools and resources to support the evaluate and improve phase.

In addition to these steps, considerations for evaluating and improving IET program opportunities in corrections include the following:

- **Analyze important equity factors related to the access and completion of IET programs in corrections.** For example, programs should examine the extent to which IET participants represent the broader facility population and identify any system barriers that impact them that the program could address. Additionally, programs should evaluate the potential for utilizing federal student aid, such as Pell Grants and Ability to Benefit, to equitably expand access to IET programs in corrections.
- **Use continuous improvement efforts to assess other correctional and systemic measures.** For example, evaluation efforts should consider strategies for reviewing IET alignment to career pathways and, as possible, participants' access to and completion of career pathways in the community. Exhibit 8 describes other uses of continuous improvement for IET programs in corrections.

## Exhibit 8. Continuous Improvement for Integrated Education and Training in Corrections

Programs should regularly collect and analyze data to

- improve participants' experiences and education and reentry outcomes;
  - improve employers' outcomes and experiences;
  - improve instructors' experiences;
  - enhance the design and delivery of curricula and training materials;
  - address equity gaps in program access, design, and outcomes within the corrections structure;
  - understand the value of the program;
  - position the program to appeal to state corrections, facility leadership, other funders, and partners; and
  - identify ineffective practices for improvement.
- **Document a range of program outcomes to share with IET stakeholders.** These outcomes include participant, program, and facility outcomes, as well as any fiscal benefits to IET programming, that can help make the case for IET in corrections. For example, while co-teaching may be perceived as cost prohibitive, IET programs in corrections report other cost savings, such as being able to enroll more students in an IET program than in separate adult education or workforce programs because students complete IET programs at faster rates than they do sequential adult education and workforce programs.



*The Making the Case for IET in Corrections tool in the appendix summarizes key questions for engaging target audiences, sample messages, and resources for crafting stakeholder communications.*

# Key Staff Involved with the Evaluate and Improve Phase

As illustrated in Exhibit 9, state leadership and staff (including both the correctional education administrator and other adult education agency staff) should coordinate with the education director at the correctional facility (e.g., the principal, program director, or curriculum developer) to collect and analyze data for program improvement and evaluation. Other stakeholders (including students) and partners should be consulted for program improvement conversations.

## Exhibit 9. Integrated Education and Training in Corrections Staff Roles for Evaluate and Improve Phase

Activities	Stakeholders							External partners	
	State leadership / Staff	Facility education director	Students	Instructors	Facility administrator	Corrections staff	Employers	Other partners	
<b>Evaluate and improve phase</b>									
Analyze and report data for program improvement	A / R	A / R	C	R	C	C	C	C	C
Consider options for more rigorous evaluation	A	R			C				

- R Responsible:** assigned to complete the task or deliverable
- A Accountable:** has final decision-making authority and accountability for completion
- C Consulted:** an advisor or subject matter expert who is consulted before a decision or action
- I Informed:** receives communication after a decision or action

NOTE: IET = integrated education and training.



See the IET in Corrections Staff Roles Matrix in the appendix for a full illustration of the possible roles that program stakeholders and external partners might play in an IET program in corrections.



# Next Steps for IET Development

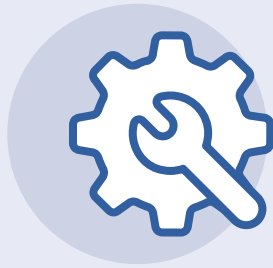


Developing IET programs in corrections takes a significant investment of time and resources, even when starting with career and technical education and other workforce programs that may already be in place in a correctional facility. However, IET offers important benefits to participants, such as accelerated learning, access to career pathways, and contextualized instruction, and these benefits can be realized through full IET implementation right away or by building the foundation for IET programs over time. Either approach relies on close coordination among state correctional education and adult education leaders, an understanding of federal, state, and corrections IET requirements, and comprehensive professional development for facility administrators, program staff, and instructors to gain their buy-in and prepare for implementation.

After reviewing this guide to understand how to design IET programs in corrections, state correctional education administrators should consider how these programs will support the reentry education continuum—as illustrated by the Reentry Education Framework—that aligns with programs in the community and the needs of the labor market. They should explore the following questions to get started:

- 
- 1. Is your state willing to modify policies and processes to address IET program requirements?
  - 2. Do you have the professional development infrastructure to train instructors on integrated and contextualized approaches?
  - 3. Do you have resources to support the additional time it will take to develop IET programs?
  - 4. Do you have instructors who are willing to learn new strategies and collaborate to develop the IET curricula?
  - 5. Do you have a target population interested in the occupational area and in need of basic skills instruction?
  - 6. Do you have access to data for program improvement and evaluation?
  - 7. Are reentry-friendly jobs available in the program's industry focus throughout the state or local area?
  - 8. Do you have buy-in for IET from state and facility staff, partners, and stakeholders?
-

These questions point to the resources, capacity, and partnerships needed to develop IET programs in corrections, but the answer to all of them does not necessarily need to be “yes” to move forward. Instead, components of IET programs might be developed over time by first ensuring that correctional education programs are offering adult education, workforce training, and workforce preparation activities. Then programs might begin to align and contextualize these components before moving to full IET implementation. Throughout the development process, correctional education administrators should keep in mind the ultimate goal: to provide accelerated and contextualized learning opportunities for participants to prepare them for release and progression along a career pathway.



# Appendix – Tools

# State Policy Template for Integrated Education and Training in Corrections

Use this tool to customize your state's integrated education and training (IET) policy for department of corrections (DOC) programs. Depending on your state context, the DOC-specific IET policy may take different forms, such as a memorandum of understanding, interagency agreement, or policy statement, and include different types of information. Common components of state IET policy for corrections are outlined below. In collaboration with your state partners, consider which of the following topics you will include in your DOC-specific IET guidance.

## Current Context

Describe the context in which adult education and career and technical or vocational programs currently run in correctional facilities, including existing partnerships, any constraints, and facility culture that may impact IET development and implementation.

## Vision for IET

Describe your state's vision for educational programs that integrate adult education, including high school equivalency and English language learning, with workforce training and workforce preparation in correctional facilities. How would an IET strategy benefit participants and other stakeholders?

## Goals

Describe your state's cross-agency goals for IET programs in corrections.

## Partners

Identify the state agencies and, if appropriate, facility administrators involved with IET in corrections.

Identify the roles and responsibilities of agency staff or grantees in IET programming.

Describe the role of any external partners, such as employers, and supports.

## Participant Eligibility Criteria

Describe the requirements for participation in IET programs in corrections. Criteria might include age, education or proficiency levels, assessments, current education credentials, length of sentence, behavior requirements, and classification status.

Describe how participants are recruited for IET programs.

## IET Program Models

Describe the types of IET programs (e.g., credit or noncredit postsecondary training, pre-apprenticeship or apprenticeship, on-the-job training) being offered in corrections, including the goals, instructional components and approach, noninstructional support services, and expected outcomes.

## **IET Program Requirements**

Describe any state requirements for IET programs that receive federal adult education funding under the *Adult and Family Literacy Act*.

Describe DOC-specific state requirements for IET programs (e.g., credentials of value to labor markets where participants will be released).

## **Incentives for Participation**

Describe any educational or institutional incentives that participants may receive for participating in and/or completing an IET program (e.g., days off sentence, special pods or learning communities for education participants).

## **Funding Sources**

Detail the funding sources that can support the three components of an IET.

## **Monitoring and Compliance**

Indicate how state agencies will monitor and ensure compliance with programmatic and financial requirements for IET programs.

## **Program Application/Approval Process**

If applicable, describe the application or approval process for IET programs in corrections and how it aligns with the application or approval process for IET programs funded by the *Adult and Family Literacy Act* in the community.

## **Professional Development**

Describe any training that will be provided to instructors as well as planning time and other supports (e.g., stipends).

## **Reporting and Performance Outcomes**

Describe the data collection and reporting requirements, including any outcomes specific to the corrections context, such as recidivism and post-release employment, and any qualitative data that will be collected, such as the impact of IET participation on facility climate.

Describe the plan for continuous improvement and engaging cross-agency partners to review IET implementation on a regular basis.

## **Other**

What else needs to be clearly understood? For example, how does the IET program support continued pathways to postsecondary education? What job placement strategies will be provided?

# Integrated Education and Training in Corrections Staff Roles Matrix

Integrated education and training (IET) programs require support from a range of correctional education stakeholders and partners. Stakeholders include state leadership (e.g., correctional education directors) and staff, facility education directors or program leads, students, adult basic education and career and technical education instructors, facility administrators, and corrections staff (e.g., case managers, counselors, reentry and transition specialists). External partners include employers and industry representatives and other workforce, reentry, and adult education organizations.

This matrix illustrates the different roles involved in the phases of IET design and implementation. State leadership and facility education administrators should tailor stakeholder and partner roles to meet their program needs and contexts. Students play a critical role in all phases to ensure IET programs align with their needs and goals.

Activities	State leadership / Staff	Facility education director	Students	Instructors	Facility administrator	Corrections staff	Employers	Other partners
	Stakeholders						External partners	
<b>Research and assess phase</b>								
Conduct a needs assessment	A / R	R	C			I	C	C
Identify key insights from your assessment	A / R	R	C	I			C	C
Brainstorm and select an IET program opportunity	A / R	R	C	I	I	I	C	C
<b>Design and plan phase</b>								
Form a team and define the IET program and goals	A	R	C	C	I	C	C	C
Design the program structure	I	A	C	R	R	C	C	C
Design the learner experience		A	C	R	R	C	I	I
Create an IET program evaluation plan	I	A / R	C	C	C	C	C	C
<b>Develop and implement phase</b>								
Orient staff and provide professional development	A / R	R						
Develop the IET curricula	I	A	C	R		I	C	C
Develop program materials, tools, and procedures		A	C	R		I	C	C
Implement the program and collect data	I	A	C	R	C	R		
<b>Evaluate and improve phase</b>								
Analyze and report data for program improvement	A / R	A / R	C	R	C	C	C	C
Consider options for more rigorous evaluation	A	R			C			

- R Responsible:** assigned to complete the task or deliverable
- A Accountable:** has final decision-making authority and accountability for completion
- C Consulted:** an advisor or subject matter expert who is consulted before a decision or action
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# Making the Case for Integrated Education and Training in Corrections






Gaining the support of key stakeholders is an important step in developing and implementing integrated education and training (IET) programs in correctional facilities. Different stakeholders might have different reasons for supporting or participating in IET, and this document provides a starting point for making the case for IET to — and gaining buy-in from — adult learners, instructors, and program or facility administrators. Use this tool to identify the information that will be most useful to your stakeholders and customize it to address their goals and interests. This tool contains two sections: (1) understanding the audience and (2) sample messages to include in case statements, along with example talking points. It also lists more resources to help expand your communications strategy.

## MAKING THE CASE FOR INTEGRATED EDUCATION AND TRAINING IN CORRECTIONS

### Understanding the Audience

Review the following questions to identify stakeholders you plan to engage in your IET program. You may know the answers to some of these questions; for others, you may want to ask your colleagues or representatives of the stakeholder groups themselves.

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<p> Who am I making the case to?</p> <hr/> <p> What are their goals and priorities?</p> <hr/> <p> What type of information will make the message compelling?</p> <ul style="list-style-type: none"><li>• Research and statistics</li><li>• Testimonials from other instructors/ students/administrators</li><li>• Return on investment information</li><li>• Real examples</li><li>• Other</li></ul>	<p> How will I gather this information? <i>(See the next section for sample text to address some, but not all, of the types of information)</i></p> <hr/> <p> What delivery format will be most effective?</p> <ul style="list-style-type: none"><li>• One-page handout</li><li>• Bulleted talking points for delivery during face-to-face or virtual conversation</li><li>• Presentation slides</li><li>• Email</li><li>• Other</li></ul>
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## Sample Messages

This section provides sample text that can help define integrated education and training (IET), describe the research benefits, and craft messages for specific audiences. Depending on the delivery formats identified (as detailed on the previous page), you may wish to customize this information in a one-page document or draw talking points from it to inform stakeholder conversations. See the example at the end of this section for how these messages could be used for talking points.

Type	Sample Text
Research	<p><b>Education in Prison and Jails Leads to Positive Outcomes</b></p> <p>Research links participation in correctional education to reduced recidivism and increased employment rates after release.<sup>3</sup></p>
Informational	<p><b>The Integrated Education and Training (IET) Approach</b></p> <p>To address gaps in academic and technical skills, the <i>Adult Education and Family Literacy Act</i>, Title II of the <i>Workforce Innovation and Opportunity Act</i>, has provided incentives for adult education programs and their workforce development and postsecondary education partners to implement integrated education and training (IET) programs. According to the <a href="#">IET Design Toolkit</a>, “Integrated Education and Training (IET) is an educational practice grounded in adult learning theory. IET programs help adults who lack basic skills, relevant occupational skills, and essential workplace skills to attain the competencies and credentials needed for in-demand careers” (page 4).</p>
Rationale	<p><b>Why Integrated Education and Training for Corrections?</b></p> <p>Many correctional education programs already provide components of integrated education and training (IET) programming, such as adult basic education, career and technical education, and workforce preparation. Combining these components into an IET program requires an understanding of federal <i>Workforce Innovation and Opportunity Act</i> requirements, state requirements and processes, and corrections requirements and considerations. There are many benefits to offering IET programs in correctional settings, such as</p> <ul style="list-style-type: none"> <li>• enhancing and accelerating learning, which can be particularly useful for people with shorter sentences;</li> <li>• aligning career pathways with programs in the community;</li> <li>• improving post-release employment opportunities; and</li> <li>• leveraging an evidence-based practice that has been documented to lead to positive impacts on credential completion and short-term employment (<a href="https://whatworks.ed.gov">https://whatworks.ed.gov</a>).</li> </ul> <p>Additionally, IET programs can be implemented in prisons and jails. People in jail often have the least amount of time available for programming because of shorter stays compared with prison stays. IET provides a way for instructors in jail-based programs to</p>

<sup>3</sup> Davis, Lois M., Jennifer L. Steele, Robert Bozick, Malcolm V. Williams, Susan Turner, Jeremy N.V. Miles, Jessica Saunders, and Paul S. Steinberg. 2014. *How Effective Is Correctional Education, and Where Do We Go from Here?* Santa Monica, CA: RAND Corporation; Washington, DC: U.S. Department of Justice, Bureau of Justice Assistance; Western, Bruce. 2006. *Punishment and Inequality in America*. New York: Russell Sage Foundation.



Type	Sample Text
	<p>efficiently and effectively offer short-term training that improves both workplace and basic skills. A well-designed IET that is connected to career pathways in the community can help people being released from jails continue their training or enter employment upon release.</p>
Benefits for specific audiences	<p><b>Adult Learners: Why Should You Enroll in an IET Program?</b></p> <ul style="list-style-type: none"> <li>• Finish an education program more quickly.</li> <li>• Earn an industry-recognized credential while working towards your high school diploma.</li> <li>• Receive ongoing support to help you understand new content and develop new skills.</li> <li>• Learn math that you actually need for work.</li> <li>• Build your confidence and familiarity with terms and equipment that will be used at work.</li> <li>• Get a head start along a career pathway towards careers with family-sustaining wages.</li> <li>• Connect with employers, and even jobs, before release.</li> </ul> <p><b>Adult Basic Education Instructors: Why Should I Teach for an IET Program?</b></p> <ul style="list-style-type: none"> <li>• Help students learn relevant content and earn credentials that will prepare them for careers.</li> <li>• Provide opportunities to learners who would not normally have the chance to participate in postsecondary education and training.</li> <li>• Support learners in achieving goals to improve their financial situations.</li> <li>• Learn new instructional strategies while working alongside another instructor.</li> <li>• Meet your measurable skill gains for <i>Workforce Innovation and Opportunity Act</i> reporting without adding testing requirements.</li> </ul> <p><b>Career and Technical Education Instructors: Why Should I Teach for an IET Program?</b></p> <ul style="list-style-type: none"> <li>• Enroll more students in your program and help them complete it quicker.</li> <li>• Help students connect what they learn in the classroom to the workplace.</li> <li>• Ensure students receive ongoing support to help them be successful in your program.</li> <li>• Work with an adult education instructor to strengthen classroom instruction and materials.</li> </ul> <p><b>Program and Facility Administrators or Staff: Why Should You Offer an IET Program in Your Facility?</b></p> <ul style="list-style-type: none"> <li>• Prepare learners for release with marketable skills and industry credentials leading to increased employment.</li> <li>• Use limited facility space and time efficiently.</li> <li>• Help students take career and technical and postsecondary education courses sooner rather than having to first complete an adult education program.</li> <li>• Improve individuals' morale and encourage productive uses of their time.</li> </ul>

## Example: Talking Points



**Audience:** Adult basic education instructors



**Goal:** Gain support from current adult basic education instructors to teach for an IET program in corrections.



**Messages:**

- We need your help to develop and launch an IET program at our facility.
- IET programs are a research-based strategy and can help learners accelerate their education and training pathways.
- As you may know, IET programs combine adult education, workforce training, and workforce preparation activities. They are defined in the *Workforce Innovation and Opportunity Act*.
- You are already teaching similar content, so this is an opportunity to work closely with a workforce training instructor and contextualize your content for the IET program.
- We recognize that this will require additional upfront planning time, and we will provide you with training and resources.
- Ultimately, this is a chance for you to help students learn relevant content and earn credentials that will prepare them for careers and to provide opportunities to learners who would not normally have the chance to participate in postsecondary education and training. You'll also learn new instructional strategies and partner with another instructor.

## Resources

The following resources provide examples, templates, and tools for developing communications plans.

### [Communications Toolkit, Opportunity Agenda](#)

This resource provides communications tips and tools for crafting narratives to advance social justice policies. It includes “issue flashcards” to inform talking points on topics, such as human rights, economic opportunity, and racial equity and inclusion, as well as blank flashcards for creating customized messages.

### [Community Engagement Toolkit, Collective Impact Forum](#) (requires free registration to access)

While this toolkit focuses on broader community engagement, it includes tools and templates that could be used for communications. Relevant tools include charts for clarifying community engagement goals and roles for partners (Tool 1), aligning communication messages with community assets (Tool 3), and defining audience priorities (Tool 7).

### [“Create a Communication Plan,” IET Design Toolkit](#)

The *IET Design Toolkit* briefly describes contents of a communication plan (page 39) for coordinating with partners and sharing information about the IET program. It also includes a communications plan template in the [IET Planning Tool](#) (page 9).

### [“Developing a Plan for Communication,” Community Tool Box](#) (Chapter 6, Section 1)

This resource outlines eight steps for creating a plan for communication, including questions to consider about the target audience and possible communication channels.

### [Promoting Career Technical Education: Social Media Guide \(2021\), Advance CTE](#)

This guide describes how to use different social media platforms and engage key audiences to support career and technical education programs. It includes tips for sharing learner stories, promoting equity, and using data in social media posts.

### [Sample Communications Plan, Mind Tools](#)

This one-page template provides a chart for identifying communications audiences, objectives, messages, channels, and timing.

### [The Shifting American Economy: Key Messages and Strategy Considerations, Education Strategy Group](#)

While this resource focuses on communication to families, the key messages about the economic benefits of education and training programs can be adapted for different audiences. It describes how to leverage existing communication channels and engage employers in communication plans.

### **Talking Point Guidelines, Reentry Education Toolkit**

This one-page tool includes brainstorming questions to help create talking points about the benefits of reentry education programs.

### **Using Media and Other Communications to Support Advocacy, Vera Institute for Justice**

This article provides tips for creating a communications strategy for public policy and social issues. It describes values-based messaging approaches and strategies for including the voices of those impacted by the policies or issues.



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