



Florida's Integrated Education & Training Guide

Updated March 2026

Division of Career and Adult Education

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YOUR  WAY

Florida Adult Education

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Section I. Vision & Framework for IET

Florida's adult education system is committed to placing learners at the center and ensuring they achieve outcomes that lead to workforce participation, attainment of high-value credentials and improved performance. Achieving this vision requires continued innovation and strong collaboration among leaders and partners across Florida's education and workforce systems:

- **Priority 1:** Promote regional partnerships to ensure comprehensive approaches that result in improved learner outcomes;
- **Priority 2:** Expand the state's talent pipeline through attainment of credentials of value and acquisition of postsecondary certifications, industry-recognized credentials and degrees;
- **Priority 3:** Ensure all learners receive high quality instruction that prioritizes measurable labor market needs and outcomes while working to increase outcomes for all participants; and
- **Priority 4:** Incentivize, measure and support enhanced program effectiveness

The Florida Department of Education (FDOE) advances this vision by helping more adults achieve higher levels of literacy, numeracy, English language proficiency, digital literacy and workforce readiness. These efforts prepare learners for employment in high-demand sectors through attainment of industry-recognized credentials and postsecondary certifications or degrees, ensuring adult learners are equipped to compete and succeed in Florida's evolving labor market and global economy. As stated in [Rule 6A-10.0381, Florida Administrative Code \(F.A.C.\), Registration of Adult Students and Enrollment Reporting for Adult General Education Students](#), Integrated Education and Training (IET) programs can be delivered solely through enrollment in Adult General Education (AGE) courses or through concurrent enrollment in AGE and Career and Technical Education (CTE) courses.

Purpose of Florida's Integrated Education & Training Guide

This guide, developed by the Division of Career and Adult Education (DCAE) provides expectations, tools and resources to help local providers design, implement and scale IET programs. It includes:

- Guidance on key elements of Florida's IET policy;
- Descriptions of IET models;
- Planning questions for IET program development;
- Submission process; and
- Modification process.

What is Integrated Education & Training?

IET is a service approach that combines adult education and literacy instruction, workforce preparation and workforce training for a specific occupation or career cluster. All three components are delivered **concurrently** and **contextually** through a Single Set of Learning Objectives (SSLO) that organizes and aligns instruction.



IET programs are designed with sufficient intensity and quality to ensure participants build academic, employability and occupational skills. IET programs may also incorporate work-based learning opportunities and hands-on work experience, positioning students on a clearly defined career pathway.

Below is an overview of each of the three required components.

Adult Education and Literacy

Adult education and literacy activities are programs, activities and services that follow Florida's Adult Education Curriculum Frameworks and include:

- Adult education;
- Literacy;
- Workplace adult education and literacy activities;
- Family literacy activities;
- English language acquisition activities;
- Integrated English literacy and civics education;
- Workforce preparation activities; or
- Integrated education and training.

Workforce Preparation

The workforce preparation IET component outlines the skills needed to be successful on the job or in other postsecondary education and training opportunities. As part of an IET program, workforce preparation activities help an individual acquire a combination of essential skills for today's workforce. These activities include:

- Critical thinking;

- Interpersonal skills;
- Personal qualities;
- Resource management;
- Information use;
- Communication;
- Systems thinking; or
- Technology use.

Workforce Training

The workforce training component of IET programs incorporates the specific occupational skills learners need to be employed for a specific occupation or career cluster. Workforce training may include:

- Occupational skills training;
- On-the-job training;
- Incumbent worker training;
- Programs that combine workplace training with related instruction;
- Training programs operated by the private sector;
- Skill upgrading and retraining;
- Entrepreneurial training;
- Job readiness training provided in combination with services above; or
- Customized training conducted by an employer or group of employers with a commitment to employ an individual upon successful completion of the training.

IET programs may be offered by a state-reportable eligible provider of adult education. As of 2025-26, IET programs are offered by school districts, Florida College System institutions, community-based organizations and the Florida Department of Corrections. These agencies may work in partnership with other organizations to provide IET programs.

IET Program Requirements

Within the overall scope of an IET program, these three components must meet the following criteria:

- Each component must be of sufficient intensity and quality, and based on the most rigorous research available – particularly as it relates to improving reading, writing, mathematics and English language proficiency of eligible individuals;
- All components must be delivered simultaneously;
- Instruction must incorporate occupationally relevant materials;
- The program must be guided by an SSLO that identifies specific adult education content, workforce preparation activities and workforce training competencies and must be organized to function cooperatively across all components; and
- The IET program must be a part of a career pathway.

Why Does Florida Prioritize IET Programs?

Florida has made a long-term commitment to IET as a statewide strategy to meet workforce demands, promote credential attainment and improve economic mobility for adult learners. All adult education providers that receive federal adult education funds through the 2026-30 AEFLA grants should implement at least one IET program per funding stream that agency was awarded funds.

IET programs enable participants to:

- Access training in high-demand industries;
- Earn industry-recognized credentials;
- Build academic, technical and employability skills in an integrated instructional setting;
- Progress to and complete postsecondary education and trainings; and
- Obtain and advance in employment toward economic self-sufficiency.

To maximize impact, IET programs in Florida are:

- Aligned with priority sectors identified in local and state workforce data;
- Designed to serve learners at all skill levels; and
- Supported by wraparound services that support participation and completion.

A hallmark of Florida's IET strategy is its flexibility and scalability. IET programs can serve as structured on-ramps that connect adult education students to credentials, technical training and postsecondary certificates and degrees. To serve as a core component of a comprehensive career pathway, IET programs must focus on in-demand industry sectors and be supported by strong participant services.

Credentials of value earned through IET programs should qualify individuals for employment in occupations that offer family-sustaining wages or allow for advancement within an industry. These credentials should also be portable and recognized across employers within a sector, providing flexibility and greater career mobility for adult learners.

By implementing strong IET programs, local providers can:

- Build institutional capacity and expand partnerships across adult education and CTE;
- Advance statewide workforce strategies focused on readiness, credential attainment and job placement; and
- Increase enrollment, retention and success among adults with low foundational skills or limited economic opportunity.

IET programs recognize that adult learners benefit from instruction delivered in a relevant, career-focused context. This integrated approach strengthens academic, employability and technical skills while supporting credential attainment and access to sustainable employment.

Section II. IET Program Models

IET programs offer contextualized instruction that integrates academic, workforce preparation and workforce training. These programs are designed to help adult learners gain the competencies needed to complete postsecondary or career training programs and advance toward meaningful employment.

Florida IET Model Descriptions

Fully Integrated Instruction/Co-Teaching Model

Students are enrolled in an adult education course that delivers academic skills through contextualized instruction and learning activities aligned to a specific occupation or a postsecondary CTE program. This model pairs an occupational instructor with an adult education instructor in the same classroom to provide a cohesive, integrated presentation of both basic skills and technical content.



Instruction is guided by SSLOs and must be delivered simultaneously. Academic skills are embedded within the workforce training content to ensure relevance and support skill acquisition. In addition to classroom instruction, students must be provided with educational supports that enhance persistence and increase the likelihood of success, such as advising, career counseling, financial aid assistance, case management and other wraparound services.

Key components:

- Adult basic education instructor provides supplemental academic skills instruction contextualized within workforce training content;
- Technical course materials are integrated into adult education basic skills;
- Workforce preparation activities are embedded into instruction to support employability skills;
- Instructors engage in joint planning and/or co-teaching to align instructional content and delivery; and
- One instructor must be certified in the specific occupational program area.

Partially Integrated Instructional Model

Adult education instruction and occupational skills training are delivered by separate instructors at different times, allowing for greater scheduling flexibility. While the instruction is not co-taught, the components remain aligned and coordinated to ensure that adult education content supports the technical instruction. Students receive contextualized basic skills instruction that directly supports learning in the occupational program area.



Instruction must occur simultaneously, meaning students are enrolled in both components during the same timeframe, and be guided by SSLO that integrates adult education, workforce preparation and workforce training content.

Key components:

- Adult basic education content aligned to the workforce training content;
- Instructors collaborate to identify basic skills needed for adult learners to master workforce skills covered; and
- Provide workforce preparation activities.

One Instructor Model

A single instructor is responsible for delivering all three required components of an IET program: adult education and literacy activities, workforce preparation activities and workforce training. This instructor must possess expertise in academic skills instruction as well as the occupational content area. Instruction must be delivered concurrently and guided by an SSLO that integrated academic, workforce preparation and technical competencies.



This model is typically used when a certified occupational instructor also has experience or qualifications in teaching foundational skills, allowing for seamless integration of content within a single instructional delivery approach.

Key components:

- One instructor provides basic skills instruction and occupational training;
- Technical course materials integrated with adult education basic skills;
- Provide workforce preparation activities; and
- Teacher must be certified in the specific occupation program area.

Section III. Performance Outcomes

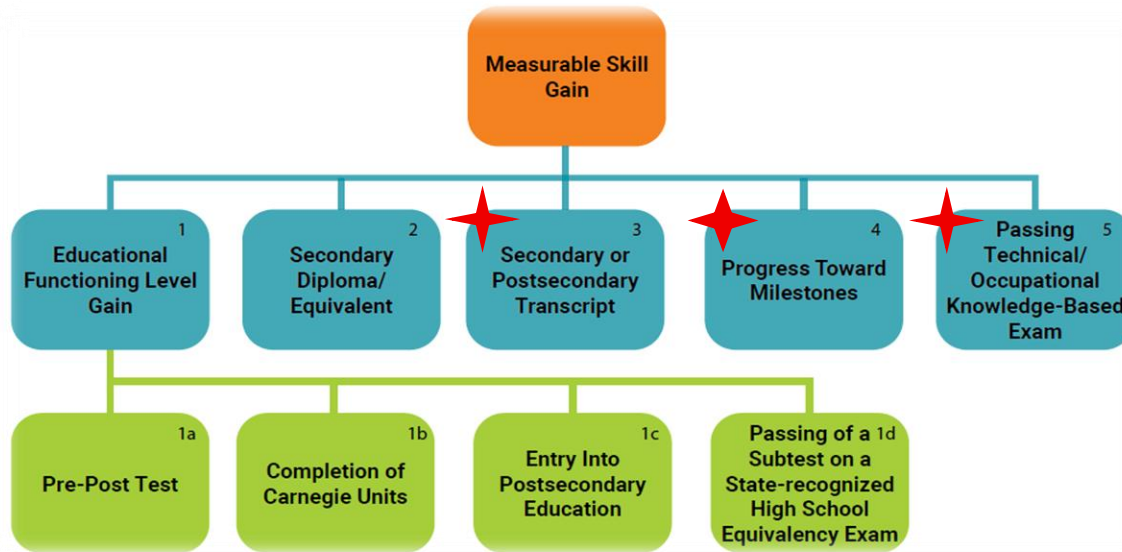
Measurable Skill Gains in IET Programs

Adult education participants' progress is demonstrated through Measurable Skill Gains (MSG). There are five MSG types available to adult education students with only three of these MSG types applying specifically to IET participants.

For detailed information about MSG Types 1 and 2, refer to the current reporting year's [Adult Education Assessment Technical Assistant Paper](#).

IET-Specific MSGs

Only IET participants may earn MSG Types 3, 4 and 5. These are IET program-specific MSGs for adult education students who are IET participants. Student progress will be measured by attainment of MSGs using one or more of the following [6A-6.014, Florida Administrative Code \(FAC\), General Requirements for Adult General Education Programs](#):



MSG Type 3 – Postsecondary Transcript

Earning one of the following within the program year (July 1 – June 30) in an approved CTE postsecondary program:

- At least 360 clock hours at a career center; or
- At least 12 credit hours at an FCS institution.

Students enrolled in a career certificate program of 450 clock hours or more are required to complete an entry-level basic skills examination within the first six weeks after admission into the program unless the student is otherwise exempt pursuant to [s. 1004.91, Florida Statutes., Requirements for career education program basic skills](#), and [Rule 6A-10.040, F.A.C., Basic Skills Requirements for Postsecondary Career Certificate Education](#). A student may not receive a career or technical certificate of completion without first demonstrating the basic skills required in the state curriculum frameworks, adopted annually in [Rule 6A-6.0571, F.A.C., Career and Technical Education and Adult Education Standards and Industry-Driven Benchmarks](#).

For guidance on basic skills exit requirements, refer to the CTE Basic Skills Assessment Technical Assistance Paper.

MSG Type 4 – Progress Toward Milestone

Demonstration of progress toward milestones may be documented by one of the following:

- Full program completion of a **registered** preapprenticeship program, as defined in [Rule 6A-23.010, F.A.C., Preapprenticeship Programs](#); or
- Earning an Occupational Completion Point (OCP).

MSG Type 5 – Passing a technical or occupational knowledge-based exam

Passage of an industry certification credential examination included on one of the following:

- The [Master Credentials List](#), adopted in [Rule 6A-6.0576, F.A.C., CAPE Industry Certification Funding List](#); or
- The [Perkins V Industry Recognized Credential](#)

Industry certifications not included on the MCL or the Perkins V Postsecondary Industry-Recognized Credentials List may still be approved for inclusion in an IET program. However, they cannot be reported for MSG 5 purposes. These certifications instead serve as added value for the student by strengthening skills and employability.

Master Credentials List

Florida's MCL, established under the [Reimagining Education and Career Help \(REACH\) Act](#), identifies state-approved degree and non-degree credentials that support employment in high-demand occupations. The [Florida Credentials Review Committee](#) established the following definition for credentials of value: Any credential defined in [Chapter 14, Section 36\(2\)\(a\), Florida Statutes](#), that also satisfies the criteria set forth in the Framework of Quality, which includes demand, wage and sequencing criteria.

The MCL is used to:

- Provide a transparent record of state-approved credentials of value;
- Direct the use of federal and state workforce education and training funds; and
- Guide agencies and learners toward programs linked to current and emerging labor market trends.

Perkins V Postsecondary Industry-Recognized Credentials List

Florida's Perkins V Postsecondary Industry-Recognized Credentials List identifies credentials that may be reported for Perkins accountability and funding purposes. Credentials included on this list are tied to state-approved CTE curriculum frameworks and validated by industry to ensure relevance to the labor market.

Reporting IET Outcomes

For guidance on reporting IET outcomes, refer to:

- [Florida's Integrated Education and Training Data Reporting Guide](#) and
- [WIOA Primary Indicators of Performance Data Reporting Guide for Adult Education](#).

Section IV. Resources for IET Program Design

Establishing a successful IET program requires thoughtful planning and collaboration among key stakeholders. Forming an IET planning team at each agency is essential to ensure that all three required components, adult education and literacy activities, workforce preparation activities and workforce training are intentionally aligned, delivered concurrently and structured to support student success.

IET programs should be developed through cross-functional collaboration that leverages the expertise of adult education instructors, CTE instructors, program administrators, workforce partners and employer representatives. This process ensures that instruction is contextualized to the occupational content, supports simultaneous skill development and accelerates students' progress toward credential attainment and employment.

IET Planning Framework: Key Questions for Program Design

The following questions are intended to guide IET planning teams in designing and implementing IET programs through critical considerations necessary for designing high-quality programs that meet the needs of both adult learners and local labor markets. These questions are grouped by key focus areas to support collaborative planning and successful IET program design.

Labor Market Alignment

- What occupations are directly linked to the IET program?
- What is the current and projected local workforce demand for these jobs?
- What credentials of value will students earn upon completion and are these recognized and valued by local employers?
- How does this IET program contribute to Florida's economy (e.g., supports a key sector, addresses workforce shortages, offers high wages, etc.)?
- How were the needs identified (e.g., through CLNA, labor market information, employer surveys, etc.)?

Training Program Design

- What occupational skills course(s) will be included in the IET program?
- What certifications, industry-recognized credentials or college credits are aligned with the training?
- Is a third-party exam or licensure required to earn the credential?
- What IET instructional model of integration will be used (e.g., co-teaching, partially integrated or one instructor)?
- Will the IET program be linked to a preapprenticeship, short-term workforce training or full postsecondary program?
- Will students be able to directly enter the workforce or apprenticeships with relevant skills?
- How does this program help participants progress from adult education into postsecondary education or employment pathways?
- What equipment, tools or instructional materials are needed for the workforce training component?

Participant Eligibility and Skill Requirements

- Who is the intended student population for the IET program?
- What are the minimum basic skills or English language proficiency requirements for participation?
- What academic skills (reading, writing, mathematics or English language proficiency) do students need to succeed in the occupational training?
- Are the occupational training requirements appropriate for the skill levels of the intended student population?
- What level of prior preparation or orientation is needed to support student success?

- Can the participants realistically complete the program with the planned level of instruction and supports?
- How many students are expected to be served and what access or pathways will this program create?

Instructional Integration, Delivery and Progress Monitoring

- How will basic skills instruction be contextualized with the occupational content?
- What workforce preparation skills (e.g., communication, teamwork, digital literacy or time management) are most relevant to this industry?
- How will instructors collaborate to ensure instructional content is integrated and aligned across all three components?
- How will SSLOs guide instruction and track progress across the IET program?
- How will participant progress be assessed across basic skills, English language proficiency, workforce preparation and occupational training components?
- How will agencies develop and implement a participant progression plan that outlines steps from enrollment through credential attainment and into employment or future education?
- How will program outcomes be tracked and reported for program participants?
- How will staff review progress data to ensure students stay on track for program completion and credential attainment?
- What indicators will be used to evaluate the overall effectiveness of the IET program (e.g., MSGs, credential attainment, job placement rates or postsecondary progressions)?

Partnerships and Staffing

- Which workforce partners (businesses, employers, workforce boards, colleges or community organizations) were consulted, and how did they contribute to program design?
- Are local employers or industry partners involved in offering input or job placement opportunities?
- Who else will you partner with to strengthen the IET program?
- Are qualified instructors available to deliver the workforce training component?
- What planning and collaboration time is allocated for adult education and occupational instructors?

Recruitment and Support Services

- How will participants be identified and recruited into the IET program?
- What wraparound or support services will be offered (e.g., case management, financial aid, transportation, childcare, etc.)?
- What supports (instructional or wraparound) will be necessary to promote student persistence and completion?
- How will these supports benefit both students and employers in the long term?

Section V. Creating a Single Set of Learning Objectives

Agencies must establish an SSLO that clearly defines the competencies to be addressed across all three required components of an IET program:

- **Adult education and literacy activities** aligned to Florida's Adult Education Curriculum Frameworks (e.g., Adult Basic Education, Adult ESOL, Adult High School, Academic Skills Building or GED[®], as applicable).
- **Workforce preparation activities** drawn from Florida's Employability Skills Standards.
- **Workforce training** aligned to the relevant CTE curriculum framework and associated industry credential requirements.

Developing SSLOs

The FDOE's [Integrated Education & Training](#) website provides resources to guide SSLO development. Agencies may use the Florida Single Set of Learning Objectives Template to:

- Map workforce training content and objectives to adult education and workforce preparation objectives;
- Identify the specific academic skills required for success in the training;
- Plan appropriate workforce preparation activities; or
- Specify resources and required assessments that demonstrate progress across all three components.

DCAE does not require agencies to submit the completed template. The template is provided as a planning tool. Agencies should use it to develop their SSLOs and then submit the completed SSLO as part of the IET program approval process.

Accessing State-Approved SSLOs

The Institute for the Professional Development of Adult Educators (IPDAE) website provides the [IET Start Guide](#), which offers resources on implementation, research and professional learning. Available resources include:

- IET Playbook;
- Labor Market Data;
- Documents and Strategies;
- Frequently Asked Questions;
- IET Program Catalog; or
- IET Request Application.

Agencies may also access state-approved SSLOs through the [IET Program Catalog](#), a searchable directory of programs. Agencies may use these SSLOs directly or adapt them when developing new IET programs. IPDAE also provides webinar recordings that describe the information collected and outline steps for preparing a new IET program submission.

Section VI. IET Program Request & Approval

IET Program Request Windows

FDOE has two annual submission windows designated to request updates to existing IET programs or to request the approval and registration of new IET programs. The two submission windows take place annually in March and December. Requests submitted outside the designated submission windows or as part of a continuation or competitive grant will not be reviewed. All new IET program request applications must be submitted via IPDAE’s website.

December Submission Window - Current Program Year

- IET Request Applications will be accepted from December 1 through December 31.
- This window is intended for IET programs that were not submitted during the March window but are intended for current program year operation upon state approval.
 - Agencies should submit requests during this window for IET programs intended for use in the Spring and/or Summer semesters of the current program year.

March Submission Window - Upcoming Program Year

- IET Request Applications will be accepted from March 1 through March 31.
- Agencies should submit requests during this window for IET programs intended for the upcoming program year.

The chart below outlines future request windows and related dates that agencies may use to request new IET programs. Agencies must use the [IET Request Application](#) on IPDAE’s website for all new IET program submissions.

IET Program Request Windows

Request Window	Request Window Dates	Effective PY of Approved IET Program Requests
December 2025	December 1, 2025 – December 31, 2025	2025-26
March 2026	March 1, 2026 – March 31, 2026	2026-27
December 2026	December 1, 2026 – December 31, 2026	2026-27

IET Program Request Application Submission Review

IET Program Approval Notification

The Director of Integrated Education and Training will notify the IET point of contact via the IPDAE portal if the submission has been accepted or rejected. An agency may not implement an IET program without state approval.

IET Program Number

Upon approval by the Director of Integrated Education and Training, each IET program is assigned a unique program number for reporting and identification purposes. IET program delivery is embedded within an adult education course; therefore, the assigned program number must correspond to the adult education course that provides the contextualized adult education and workforce preparation components of the IET program.

Refer to [Florida's Integrated Education and Training Data Reporting Guide](#) for DCAE's policy on scheduling and reporting IET programs.

Section VII. IET Program Modification & Inactivation

Requests for Modification

Agencies should only submit modifications to approved IET programs when making substantive changes to the program's MSGs. Acceptable modifications include:

- Adding or removing industry certifications associated with the IET program;
- Updating postsecondary program enrollment options; or
- Modifying preapprenticeship participation.

While a change to the IET instructional model is not considered an MSG modification, agencies are required to report such changes during the designated March submission window, if any.

All modifications will only be accepted via IPDAE's website during the designated IET Program Request Windows (December and March). Requests submitted outside these windows will not be reviewed or processed.

Removal of Programs and/or Industry Certifications Statewide

Statewide removal of degree programs of study, non-degree programs of study or industry certifications may occur due to low demand, insufficient wage outcomes or other determinations by the Florida Credentials Review Committee. These removals directly affect an agency's ability to claim MSGs for IET participants. The SSLOs for an IET program impacted by any such removal will also need to be updated accordingly.

Impacts to MSG Types 3 and 4

If a degree or non-degree program of study is removed from the MCL, this could impact an agency's ability to report related outcomes. When program offerings are no longer aligned with labor market needs or statewide credentialing priorities, it is essential for adult education staff to coordinate closely with CTE staff to determine appropriate next steps and how local need is demonstrated through the CTE provider's Comprehensive Learning Needs Assessment.

DCAE will reference the most recent Comprehensive Learning Needs Assessment to verify the local demand. If local demand is not verified, the agency must submit a change request to remove the MSG Types 3 and 4 from the IET Program of Study on the IPDAE IET Channel. The SSLOs for an IET program impacted by any such removal will need to be updated accordingly during the same submission window.

If the agency decides to inactivate the IET program due to the removal of the program of study from the MCL, an inactivation request must be sent via email to the IET Director who will then review the inactivation request and make the necessary update on the IPDAE IET Channel. Modification requests may only be submitted during designated IET submission windows.

Impacts to MSG Type 5

If a certification is removed from either list, agencies may no longer report MSG Type 5 for students earning that credential, regardless of its continued recognition of value in the labor market. Agencies may elect to continue offering the IET program with the removed certification if there is a documented demand from local employers. However, such credentials will not be recognized as reportable outcomes for state or federal accountability.

When an industry certification is removed from either list, the agency must submit a change request to remove the certification from the IET Program of Study on the IPDAE IET Channel. The SSLOs for an IET program impacted by any such removal will need to be updated accordingly during the same submission window.

If the agency decides to inactivate the IET program due to the removal of the industry certification from either list, an inactivation request must be sent via email to the IET Director who will then review the inactivation request and make the necessary update on the IPDAE IET Channel. Modification requests may only be submitted during designated IET submission windows.

It is essential that agencies remain current with updates to the MCL and the Perkins V Postsecondary Industry-Recognized Credentials List to ensure that program offerings and accountability reporting remain aligned with state and federal requirements.

Section VIII. Reviewing IET Program Performance

Agencies should regularly review and track their IET program performance and review survey data to monitor program performance over time. To support this process, agencies should complete the **IET Program Performance Review Checklist** as part of their regular program review cycle. The checklist is designed to help agencies determine, based on evidence, whether an IET program should continue, be adjusted or inactivated.

Considering Inactivation of an IET Program

If, after completing the IET Program Performance Review Checklist, one or more of the following conditions are identified, the agency should move forward with an inactivation request:

- **Enrollment:** Student participation has remained consistently below agency thresholds or expectations across multiple reporting periods.
- **Student Outcomes:** MSG benchmarks, occupational completions or credential attainment rates are not being met for two or more consecutive years.
- **Labor Market Alignment:** Current data indicate limited demand for the targeted occupation(s) or significant technological/credential shifts have reduced program relevance.
- **Employer and Partner Engagement:** Employers or partners are no longer engaged in work-based learning, job placement or program input.
- **Instructional or Operational Capacity:** The agency cannot sustain necessary staff, equipment, curriculum or facilities.
- **Strategic Fit:** Resources could be better directed to another IET pathway with greater demand or stronger outcomes.

Request for Inactivation of an IET Program

If the results from the IET Program Performance Review Checklist indicate that inactivation is appropriate, agencies should use the completed checklist as the basis for the request. The inactivation request must be submitted via email to the FDOE during the IET submission windows. Email the completed checklist in PDF format to the IET Director with the following subject line: "IET Inactivation Request – Agency Name – Window Submission."