

From GED to Career Pathways: Using IET, Pre-Apprenticeships, and Short-Term Training to Build Workforce Momentum

Dr. Jeff Arnott & Susan Pittman: May 19, 2026



Before We Get Started



During the webinar, **please:**

1. Keep your sound and video **muted**. This will limit background noise.
2. Ask questions using the **chat function**.
3. Keep in mind that the session is being **recorded** for future viewing.
- 2 4. The session and all associated materials will be posted on the GED website at

[-https://www.ged.com/educators-admins/professional-development.html-](https://www.ged.com/educators-admins/professional-development.html)

Learning Objectives

- Differentiate between IET, pre-apprenticeships, and short-term workforce training models
- Identify when each pathway best supports GED learners
- Understand required components of a high-quality IET
- Develop strategies for integrating workforce pathways into GED programs
- Build partnerships that support stackable credential pathways for adult learners

From Programs to Pipelines: A Systems Approach to Work-Based Learning

- High-quality WBL is not a single activity
- It is a coordinated community strategy
- Students need sequenced experiences—not isolated opportunities
- Employer partnerships must be structured and sustained
- Aligned systems produce stronger workforce outcomes



The Work-Based Learning Continuum

All are important!

- Increasing Career Awareness
- Inviting Guest Speakers
- Organizing Industry Tours
- Exploring Various Careers
- Participating in Job Shadowing
- Engaging in Career Mentorship

All can build the continuum!

- Preparing for Career Opportunities
- Completing Internships
- Managing School-Based Enterprises
- Providing Career Training
- Offering Pre-Apprenticeship Programs
- Registered Apprenticeships

Why This Matters!

Challenges:

- Rapid skill turnover
- Employer demand for applied learning
- Funding tied to outcomes
- Need for flexible, stackable credentials

(World Economic Forum, 2025; U.S. Department of Labor, 2024)



Why Now? Labor Market Realities!

- 72% of jobs now require some form of postsecondary credential (not necessarily a 4-year degree) (Carnevale et al., 2020).
- Skills gaps persist employers report difficulty filling mid-skill roles (healthcare, IT, skilled trades, manufacturing).
- Wage premium: workers with credentials earn 30-50% more than high school graduates over a lifetime (Georgetown CEW, 2023).
- Economic mobility: workforce education is a proven on-ramp for low-income adults (Lumina Foundation, 2024).

Policy Drivers!

- WIOA (Workforce Innovation and Opportunity Act) emphasizes integrated pathways and employer partnerships (WIOA, 2014; U.S. Department of Education, 2025)
- State workforce boards now require accountability for credential attainment and employment outcomes
- Employers are investing in talent pipelines—community colleges and adult ed programs are key partners
- Post-pandemic labor shortage has refocused attention on upskilling incumbent workers

Workforce Training Spectrums

Entry Level:

- Entry (4-8 weeks)
- Integrated (3-6 months)
- Advanced (1-4 years)
- Upskill (4-12 weeks)

Program Format

- Pre-Apprenticeship
- IET (Basic Skills and CTE)
- Registered Apprenticeship
- Short Term Credential

Certs and Occupations

- NCCER Core, OSHA 10
- Welding, CNA and More
- Electrician, HVAC and More
- CDL, CompTIA and More

(U.S. Department of Labor, 2025; National Skills Coalition, 2024)

Apprenticeship Models

- Non-Union: Employer-driven, flexible, customizable.
- Union: Structured wages, collective agreements, long-term progression.
- Can range from 1-4 years in length.
- Both: Paid OJT + classroom instruction → Industry-recognized credential.
- “Earn while you learn” and wage increases over set amount of time.
- The employer sets the standards.
- They can be single employer or group of employers.

Pre-Apprenticeship Programs

- Bridge to registered apprenticeship
- Builds employability & technical foundations
- Integrates basic skills and adult education
- Teach employability and industry basics
- Aligns with local labor market standards
- They don't have to be employed with company
- Usually involves 140 hours of instruction



U.S. Department of Labor, 2024



Integrated Education & Training (IET)

- Simultaneous academic + workforce training
- Contextualized academics
- Team-taught or co-enrolled
- Stackable credentials
- Aligned with WIOA II goals
- Works well in healthcare, IT, and manufacturing
- Flexible training time (varies by state)



LINCS, 2025; WIOA, 2014

Short Term Training Programs

- Shorter in duration (4-16 weeks).
- Rapid response to local workforce needs.
- Effective for upskilling adults in IT, logistics, healthcare.
- Usually leads to an industry credential.
- In some cases, industry & educational providers design them in unison.
- Some employers offer their own in house instruction.

Jobs for the Future, 2024; National Skills Coalition, 2024



How Workforce Pathways Models Work Together!

- Short-term training builds technical entry skills.
- IET accelerates workforce readiness.
- Pre-apprenticeship prepares students for structured employment pathways
- Registered apprenticeship provides paid training and credentials.



These models are connected—not competing options

U.S. Department of Labor, 2025; WIOA, 2014

How To Get Started!

Building Industry Partnerships

- Chose a program that aligns with industry and regional needs, student interest, and funding
- Involve employers early, advisory boards, guest lectures
- Use labor data
- Have career events
- Explore wraparound services

Implantation of Frameworks

- Identify high demand occupations
- Map existing assets and partners
- Choose pathways (IET, Pre-App, etc.)
- Align funding streams
- Have measure in place to report and evaluate outcomes

Funding Streams That Support These Programs!

1. Workforce Innovation and Opportunity Act (WIOA)
2. State apprentice expansion grants
3. Workforce development boards
4. Industry investment partnerships
5. Foundation support opportunities
6. Local governments



U.S. Department of Labor, 2025; U.S. Department of Education, 2025)

Best Practices & Common Pitfalls!

Best Practices!

- Team-teaching (Adult Ed – IET, CTE)
- Integrate digital and employability skills
- Embed industry credentials
- Document ROI for funders and employers
- Market success stories to grow buy-in

Common Pitfalls!

- Employer engagement too late
- Academics not aligned to job tasks
- No tracking of outcomes
- Instructor silos and limited cross-training
- Over dependence on short term grants



Mellard et al., 2018



Aligning Academics

- *Identify areas in which teachers can show students how what they learn in their adult education classrooms can help them in the IET program and the workplace*
- *Discuss simple ways to contextualize instruction to address needs of IET programs*



Teaching Skills in Context

Connect instruction to students' real-life goals, experiences, and responsibilities.

- Teach reading, writing, math, and communication skills through practical situations.
- Use examples such as workplace tasks, budgeting, health forms, parenting, and career preparation.
- Make lessons relevant to everyday life so adult learners stay engaged and motivated
-
- Help students apply what they learn outside the classroom.

What You Need to Know

- Single Set of Learning Objectives – SSLOs
- It is a core requirement for an **IET**
- Integrates three distinct areas of instruction so students learn them concurrently.
 - Adult Education and Literacy
 - Workforce Preparation
 - Occupational Skills

Example of an SSLO

Subject: Healthcare / Certified Nursing Assistant (CNA)

Combined SSLO: "Students will calculate patient vital signs and convert metric measurements (Adult Education) using a digital spreadsheet (Workforce Prep) to accurately record medical data on a patient chart (Occupational Skills)."

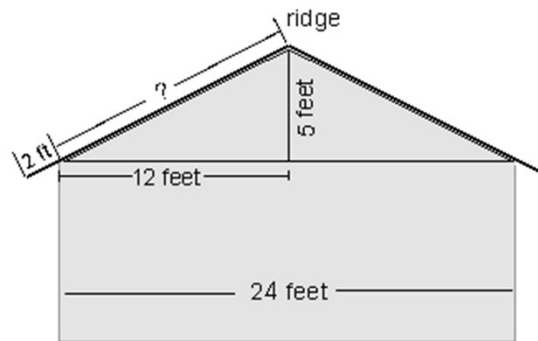
Writers in the Workplace - Brainstorming

- Have students brainstorm the different types of audiences they encounter in their own jobs.
- A student who works at a fast-food restaurant would have the following audiences: co-workers, supervisor/shift manager, customers (young people, mature adults, seniors, and children), and suppliers.
- A student who works as a mechanic might have co-workers (mechanics and non-mechanics), supervisors, customers, suppliers, and local car dealers as their potential audience.
- Have students discuss how they would write things differently depending on who was going to read their work

Writers in the Workplace - planning

Restaurant owner who has been steadily losing customers.	Lawyer who has to convince jury of his/her client's innocence.	Warehouse manager who has to put in new safety procedures for 100 employees.
Secretary who has to report on the absenteeism rates of fellow employees just before their annual review.	Fire fighter who has to explain fire safety procedures to a kindergarten class.	Department manager who has to inform sales clerks about new products arriving in the store.
Computer programmer who has to address problems resulting from lack of Internet security software.	Assistant manager of a hardware store who has to announce price increases on basic goods and services.	Taxi driver who has to write a report regarding an accident he/she had that resulted in minor injuries to some passengers and damage to the taxi.
Hospital spokesperson who has to provide information on a series of incidents when patients have been given the wrong medication.	Customer who bought a faulty product and has been unable to get anyone to fix the problem.	Bank teller who has concerns about the end-of-day closing procedures.

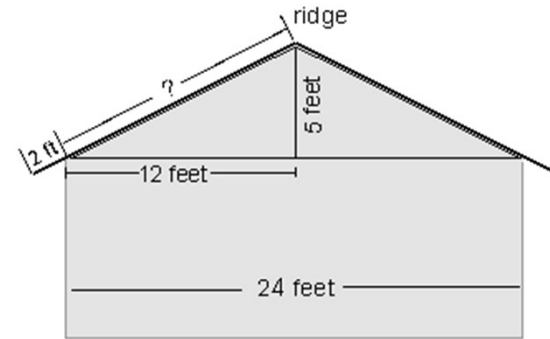
A customer wants to add a bonus room an existing home. The new room is to be 26' x 24' with an 8' ceiling and a 2' roof overhang. The ridge of the roof is to be centered over the 24-foot wall and 5 feet above the top of the wall of the bonus room.



Assuming the builder uses standard 4' x 8' plywood sheets, determine the following:

1. How many plywood sheets will be needed to cover the walls of the bonus room (not accounting for doors or windows)?
2. How many plywood sheets will be necessary to cover the roof over the bonus room?

1. How many plywood sheets will be needed to cover the walls of the bonus room (not accounting for doors or windows)?



To find out how many sheets will be necessary for the four walls, divide the area of the walls by the area of plywood sheet (not allowing for doors or windows).

$$26' \times 8' \text{ (2 walls)} + 24' \times 8' \text{ (2 walls)}$$

4' x 8' plywood sheet

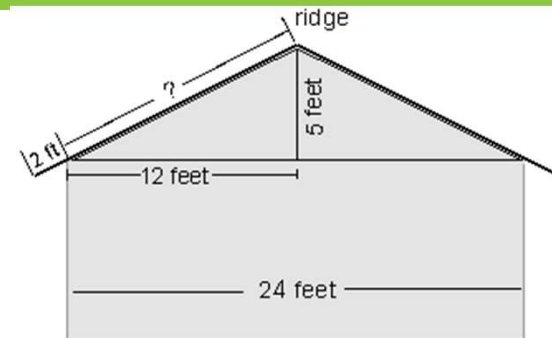
$$(2 \times 208 \text{ sq. ft.}) + (2 \times 192 \text{ sq. ft.}) / 32 \text{ sq. ft.} =$$

$$416 \text{ sq. ft.} + 384 \text{ sq. ft.} / 32 \text{ sq. ft.} =$$

$$800 \text{ sq. ft.} / 32 \text{ sq. ft.} =$$

25 sheets of plywood for the walls

2. How many plywood sheets will be necessary to cover the roof over the bonus room?



To find out how many sheets will be necessary for the roof, divide the total area of the roof (two equal sides) by the area of a plywood sheet. The ridge of the roof is 26 feet and the overhang is 2 feet. The height of the roof is 5 feet.

Find the area of each side of the roof by using the Pythagorean Theorem to calculate the length from the ridge to the edge ($a^2 + b^2 = c^2$), adding the overhang, and multiplying the total length by the width (ridge).

$$5^2 + 12^2 = C^2$$

$$25 + 144 = C^2$$

$$C = 13 \text{ ft.}$$

Roof area: $(2' + 13') \times 26' = 390 \text{ sq ft} \times 2 \text{ (both sides)} = 780 \text{ sq ft}$

Now divide by the plywood sheet dimension:

$780 \text{ sq. ft.} / 32 \text{ sq ft} = 24.375$ or 25 sheets of plywood for the roof

Understanding What is Explicitly Stated

When leasing an apartment, there are several important things to keep in mind. First, make sure to read and understand the lease agreement thoroughly. This document covers all the terms of your tenancy, such as the rent amount, lease duration, security deposit, and maintenance responsibilities. It also includes policies on pets and guests. Be sure to check for clauses about early termination, renewal options, and late payment penalties to avoid any surprises.

Second, take a close look at the apartment and its neighborhood. Before signing the lease, inspect the apartment for any damages or issues that need fixing. Check for amenities like parking, laundry facilities, and security features. Also, research the neighborhood to make sure it is safe and convenient for your needs, such as being close to work, schools, and other essential services. The quality of the neighborhood can greatly affect your overall living experience.

Finally, consider your financial situation. Besides the monthly rent, you will have other expenses like utilities, renter's insurance, and maintenance fees. Make sure your budget can handle these costs comfortably. It's also a good idea to have some savings for emergencies or unexpected expenses. By planning your finances carefully, you can manage your lease responsibly and avoid financial stress.

To Rent or Not To Rent

When comparing prices of apartments, there are several important factors to consider:

1. **Rent Price:** First and foremost, ensure that the rent price fits within your budget. Check out typical rental rates in the neighborhood. If an apartment's rent is unusually low compared to others in the area, it might be a red flag.
2. **Additional Costs:** Calculate the true cost of renting, which includes not only the monthly rent but also other expenses such as security deposits, application fees, pet fees, utilities, and parking costs.



<p>Apartment 1 2 bedrooms, 1 bath apartment for rent in a small complex near airport and mass transit. \$800 per month. \$100 application fee required, security deposit - \$400, no pet or parking fees. Water, electricity responsibility of tenant.</p>	<p>Apartment 2 2 bedrooms, 1 ½ bath apartment for rent in large complex 5 miles from airport. \$1,100 per month, electricity and water included. No application fee required. Security deposit – one month's rent. Pet fee - \$50 per month. Uncovered parking - \$0, covered parking - \$100 per month.</p>
<p>What are the pros and cons of Apartment 1?</p> <p>What are the pros and cons of Apartment 2?</p> <p>Are there any “red flags” of which you should be aware?</p> <p>Which apartment would you select? Why?</p>	



Getting to an Interview on Time

My interview is at 1:10. I should arrive 5-10 minutes early. It's a 24-minute walk and takes a few minutes for me to get out the door. What time should I start putting my shoes on?

What are the most important facts of the problem? 1:10, 5-10 minutes early, few minutes to get out the door, 24-minute walk.

Plan to arrive at 1:00 PM (10 minutes early). The walk takes 24 minutes, so you need to leave your house by 12:36 PM. Allow a few minutes to get out the door, let's assume 3 minutes. So, you should start putting on your shoes at 12:33 PM.

Set up similar scenarios and have students solve.

Determine Appropriate Styles for Writing Workplace Materials

AYEC, I would like to have a F2F with you A3 about probs in the office. AAF, it is JMO that if we don't do something ASAP, we will have even more problems. The n00b is creating a major hassle over some of the office policies and has interrupted BAU around this place. BM&Y, I think the n00b should OOH. Sometimes I must SMHID at problem. TLK2UL8R.

*At your earliest convenience, I would like to have a **face-to-face** with you **anytime, anywhere, anyplace** about problems in the office. **As a matter of fact**, it is **just my opinion** that if we don't do something **as soon as possible**, we will have even more problems. The "**newbie**" is creating a major hassle over some of the office policies and has interrupted **business as usual** around this place. **Between me and you**, I think the **newbie** should be out of here. Sometimes I must **scratch my head in disbelief** at the problem. **Talk to you later.***

Orientation to Learning & Motivation for Learning

Orientation to Learning



Learners want to perform a task, solve a problem, and live in a more satisfying way



Learning must have relevance to real-life tasks



Learning is organized around life and work situations rather than subject matter units

Motivation for Learning

Internal motivators:

-  Self-Esteem
-  Recognition
-  Better Quality of Life
-  Self-Confidence
-  Self-Actualization

QUESTIONS?



Hot Topics



Celebration Time! Last Friday, we celebrated over 161,000 grads with a livestream ceremony on Facebook!





Register for the GED Annual Conference at
GED.com/gedconference2026.html

**LEVEL
UP** GED CONFERENCE
2026



SAVE THE DATE

July 29-31, 2026 • Atlanta, GA

Register for the GED Annual Conference at GED.com/gedconference2026.html



GED& Me! App Updates

- The app includes an **AI Tutor** for Math and Science- RLA and Social Studies is coming!
- Short videos/mini lessons from **GetSumMath** embedded in the app as part of a partnership with the YouTuber GetSumMath.

The **BEST NEWS: OUTCOMES:**

- The data tells us that active app users see at least a 4 point gain in scores
- Learners who do not use the app before taking Math, are more likely to pass Math on their retake when they **DO** use the app beforehand
- App users are more likely to progress and achieve faster than non-app users

References

- Carnevale, A. P., Smith, N., & Strohl, J. (2020). *Recovery: Job growth and education requirements through 2031*. Georgetown University Center on Education and the Workforce.
- Georgetown University Center on Education and the Workforce. (2023). *The college payoff: More education doesn't always mean more earnings*.
- Jobs for the Future. (2024). *Short-term credential pathways and workforce mobility*.
- Lumina Foundation. (2024). *A stronger nation: Learning beyond high school builds economic mobility*.
- Mellard, D., Woods, K., & Fall, E. (2018). *Evidence-based adult education instructional strategies and workforce outcomes*. University of Kansas Center for Research on Learning.
- National Skills Coalition. (2024). *Building equitable pathways to workforce credentials*.
- U.S. Department of Education, Office of Career, Technical, and Adult Education. (2025). *Integrated education and training under WIOA*.
- U.S. Department of Labor. (2024). *Training and employment guidance letter on quality pre-apprenticeship programs*.
- Workforce Innovation and Opportunity Act, Pub. L. No. 113–128, 128 Stat. 1425 (2014).
- World Economic Forum. (2025). *The future of jobs report 2025*.

Thank You!

Communicate with GED Testing Service®
help@ged.com

