

Program Administrative Handbook for Local Directors
Adult Education
Wyoming
Chapter 2: WIOA and Adult Education

I. Building Blocks of WIOA

Building a foundation takes a team effort. Adult Education, Labor and Vocational Rehabilitation are in a partnership to help adults gain the academic skills and training to work in today’s ever changing global economy. Everyone must become a lifelong learner to keep up with the changes. Basic academic skills, communication skills, employability skills, digital literacy and the ability to access the training needed are vital for our participants and us.

Figure 2.0: WIOA Building Blocks



Building Block One: Shared Responsibility for Performance

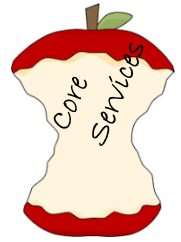
Local Adult Education programs are working with their community partners to effectively and efficiently support the labor and job training demands of their area. We must forge a market-based, industry-led partnership and integrate economic and workforce development.

As a required partner, Adult Education must provide expertise about the needs of undereducated adults, including the critical information about issues related to access, participation, learning and goal attainment of individuals with multiple barriers to educational advancement. We must advocate for the universal presence of basic foundation skills in the workforce continuum and communicate the foundation skill needs of employer customers. By creating strong community relations we will ensure an alignment of adult education resources within the local AE and workforce investment regions within our state.

Building Block Two: Creating a Continuum of Services Based on Needs and Customer Satisfaction

Adult Education is critical in the one-stop delivery system that links education and training to economic and workforce development efforts. Adult education is a foundation service without which other pieces of the continuum will collapse. Adult educators will offer critical support to all phases of the continuum in the following ways.

Core Services include the outreach, intake, and initial assessment of adults in need of basic skill services. One portion of the intake services includes identifying barriers to participation and providing information and referral to supportive services, such as childcare and transportation. Some adult education programs specialize in partnering with employers to provide basic skills instruction to incumbent workers. Others can provide “bridge” services to newly employed individuals by offering supportive counseling and short term basic skills brush up to enable the individual to retain employment.



Intensive Services provided by adult educators bring expertise in assessment to the participant that is relevant. All adult education programs are required to conduct ongoing assessment of basic literacy skills of adult learners. This includes the determination of an individual’s basic literacy skill levels in math, reading and writing and/or English acquisition and further diagnostic testing which is used in instructional programming. Adult education programs are focused on providing instruction geared to an individual’s learning goals and includes development of learning skills, communication skills and other work-based skills such as punctuality, personal maintenance, and professional conduct, in the context of basic skills instruction. By providing relevant instruction to adults with employment goals, the adult education program assists in career planning and prepares individuals for work.



Career Services include career explorations, career testing, career counseling, introduction to the career pathways system, career planning, local and regional labor exchange information regarding employment, employability and social capital skills trainings, workforce preparation activities and other relevant information as needed by the participant so that informed employment choices can be made.



Training Services under WIOA are defined as ‘any training services that ‘AEFLA funds are used to pay for, such as tuition for an IET/IELCE. Because funding in Wyoming is severely limited, AE programs are not allowed to utilize funding for training services.

Family Literacy instruction emphasizes serving and meeting the needs of SNAP recipients and others preparing to enter employment. Family literacy not only works with the adult to obtain the basic skills necessary to acquire and retain employment but also focuses on early childhood instruction aimed at breaking the cycle of low-literacy and economic dependence.

Building Block Three: Informed Choice

The AE system is built upon a model of strong, informed customer choice. Everyday employers and individuals make an array of choices about how best to invest in education, career paths, training, finding good jobs, and other issues involved in workforce development. The challenge is to obtain excellent information to support the student’s ability to make good decisions.

Adult Education is built on the philosophical foundation of creating “learner centered” services based on the participants needs and career goals. Adult educators strive to provide low-literate participants with information they need to make good decisions related to the attainment of family sustaining career paths. Customer satisfaction and learner outcomes are critical to helping learners move to the next level of education or into employment.

Building Block Four: Focusing on Accountability and Program Improvement

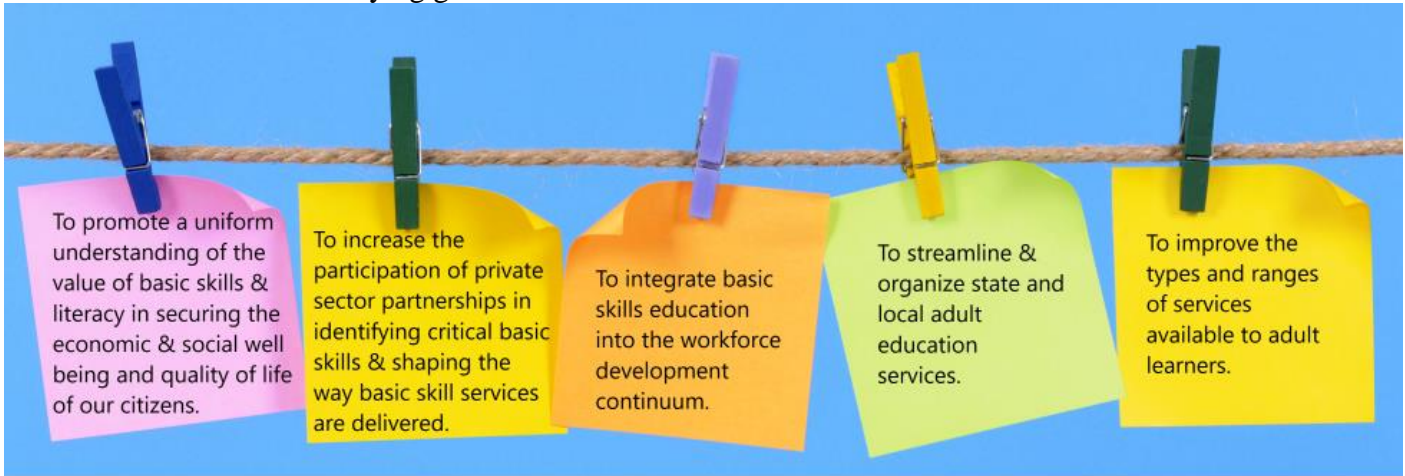


Performance is a basic foundation to the workforce development system. Programs and providers are measured upon results they achieve and the return on investment of the public dollar. The performance measurement system is one that ensures accountability yet is compatible with a seamless delivery system.

The state performance measures are negotiated with the Office of Vocational and Adult Education. These performance measures are then given to each program as a minimum standard for the program to meet. Using high-quality data collection is vital in establishing and maintaining the performance of each local program and the success of its learners. Coupled with a system of continuous program improvement adult education is a model which reinvents itself as change is required both locally and as federal regulations demand.

Building Block Five: Lifelong Learning through Continuous Acquisition of Skill Enhancements and Knowledge

Connecting the world of business and education through the adoption of more rigorous academic standards and an unfolding strategy between basic foundation skills and occupational skills is the task at hand. The partners of adult education, workforce services, and vocational education have mutually supportive goals for economic and societal success. The underlying goals are:



II. WIOA Core Programs

WIOA brings together, in strategic coordination, the core programs of federal investment in skill development:

- Employment and training services for adults, dislocated workers, and youth and Wagner-Peyser employment services administered by the Department of Labor (DOL) through formula grants to states; and
- Adult Education and literacy programs and
- Vocational Rehabilitation state grant programs that assist individuals with disabilities in obtaining employment administered by the Department of Education.



The purpose of the *adult education and literacy* under WIOA is to enable eligible providers that receive grants under the program to create local partnerships to provide adult education and literacy activities, including Adult Basic Education (ABE), Adult Secondary Education and English Language Acquisition (ELA), which also includes Corrections Education, in order to:

- assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
- assist adults who are parents or family members to obtain the education and skills that are necessary to becoming full partners in the educational development of their children and lead to sustainable improvements in the economic opportunities for their family;
- assist adults in attaining a secondary school diploma education or its equivalent and in the transition to postsecondary education and training, including through career pathways; and
- assist immigrants and other individuals who are English language learners in:

- improving their reading, writing, speaking, and comprehension skills in English; and mathematics skills; and
- acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship; and/or

provide educational programs for criminal offenders in correctional institutions and for other institutionalized individuals who are likely to leave the correctional facility within five years of participation in the program, including academic programs for

- adult education and literacy activities;
- special education;
- secondary school credit;
- integrated education and training;
- career pathways;
- concurrent enrollment;
- peer tutoring; and
- transition to re-entry initiatives and other post-release services with the goal of reducing recidivism

III. The Career Pathways System

WIOA mandates that all AE programs across the United States work towards developing a career pathways system that provides on/off ramps to facilitate re-enrollments, re-engagements in an Adult Education system to accommodate the unique needs and challenges of the population we serve. The Wyoming Workforce Development Council in conjunction with multiple other state agencies are tasked with developing this system for Wyomingites. A fully functioning Career Pathways system is not yet complete for Wyoming. However, each AE provider in the State has implemented protocols which will easily meld into this new system once it is completed. Additional information about career pathways can be found in Chapter 3.

IV. Career & Training Services



WIOA §134 mandates that career and training services be available to qualified individuals. This legislation also details and explicitly describes what can be included as a career service and what can be included as a training service. Wyoming’s [Policy on Career & Training Services](#) mirrors federal legislation and provides further guidance to Wyoming’s Adult Education providers.

Career services, as identified in sec. 134(c)(2) of WIOA, consist of three types:

(a) **Basic career services** must be made available and, at a minimum, must include the following services, as consistent with allowable program activities and Federal cost principles:

- (1) Determinations of whether the individual is eligible to receive assistance from the adult, dislocated worker, or youth programs;
- (2) Outreach, intake (including worker profiling), and orientation to information and other services available through the one-stop delivery system. For the TANF program, States must provide individuals with the opportunity to initiate an application for TANF assistance and non-assistance benefits and services, which could be implemented through the provision of paper application forms or links to the application Web site;
- (3) Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities (including skills gaps), and supportive services needs;
- (4) Labor exchange services, including -
 - (i) Job search and placement assistance, and, when needed by an individual, career counseling, including -
 - a) Provision of information on in-demand industry sectors and occupations (as defined in sec. 3(23) of WIOA); and



- b) Provision of information on nontraditional employment; and
- (ii) Appropriate recruitment and other business services on behalf of employers, including information and referrals to specialized business services other than those traditionally offered through the one-stop delivery system;
- (5) Provision of referrals to and coordination of activities with other programs and services, including programs and services within the one-stop delivery system and, when appropriate, other workforce development programs;
- (6) Provision of workforce and labor market employment statistics information, including the provision of accurate information relating to local, regional, and national labor market areas, including -
 - (i) Job vacancy listings in labor market areas;
 - (ii) Information on job skills necessary to obtain the vacant jobs listed; and
 - (iii) Information relating to local occupations in demand and the earnings, skill requirements, and opportunities for advancement for those jobs;
- (7) Provision of performance information and program cost information on eligible providers of education, training, and workforce services by program and type of providers;
- (8) Provision of information, in usable and understandable formats and languages, about how the local area is performing on local performance accountability measures, as well as any additional performance information relating to the area's one-stop delivery system;
- (9) Provision of information, in usable and understandable formats and languages, relating to the availability of supportive services or assistance, and appropriate referrals to those services and assistance, including: Child care; child support; medical or child health assistance available through the State's Medicaid program and Children's Health Insurance Program; benefits under SNAP; assistance through the earned income tax credit; and assistance under a State program for TANF, and other supportive services and transportation provided through that program;
- (10) Provision of information and meaningful assistance to individuals seeking assistance in filing a claim for unemployment compensation.
 - (i) "Meaningful assistance" means:
 - a) Providing assistance on-site using staff who are well-trained in unemployment compensation claims filing and the rights and responsibilities of claimants; or
 - b) Providing assistance by phone or via other technology, as long as the assistance is provided by trained and available staff and within a reasonable time.
 - (ii) The costs associated in providing this assistance may be paid for by the State's unemployment insurance program, or the WIOA adult or dislocated worker programs, or some combination thereof.
- (11) Assistance in establishing eligibility for programs of financial aid assistance for training and education programs not **provided under WIOA**.

(b) Individualized career services must be made available if determined to be appropriate in order for an individual to obtain or retain employment. These services include the following services, as consistent with program requirements and Federal cost principles:

- (1) Comprehensive and specialized assessments of the skill levels and service needs of adults and dislocated workers, which may include:
 - (i) Diagnostic testing and use of other assessment tools; and
 - (ii) In-depth interviewing and evaluation to identify employment barriers and appropriate employment goals
- (2) Development of an individual employment plan, to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve his or her employment goals, including the list of, and information about, the eligible training providers
- (3) Group counseling;
- (4) Individual counseling;
- (5) Career planning;
- (6) Short-term pre-vocational services including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct services to prepare individuals for unsubsidized employment or training;
- (7) Internships and work experiences that are linked to careers (as described in § 680.170 of this chapter);
- (8) Workforce preparation activities;
- (9) Financial literacy services as described in sec. 129(b)(2)(D) of WIOA and § 681.500 of this chapter;
- (10) Out-of-area job search assistance and relocation assistance; and
- (11) English language acquisition and integrated education and training programs.

(c) **Follow-up services** must be provided, as appropriate, including: Counseling regarding the workplace, for participants in adult or dislocated worker workforce investment activities who are placed in unsubsidized employment, for up to 12 months after the first day of employment.

Federal Reporting on Career Services



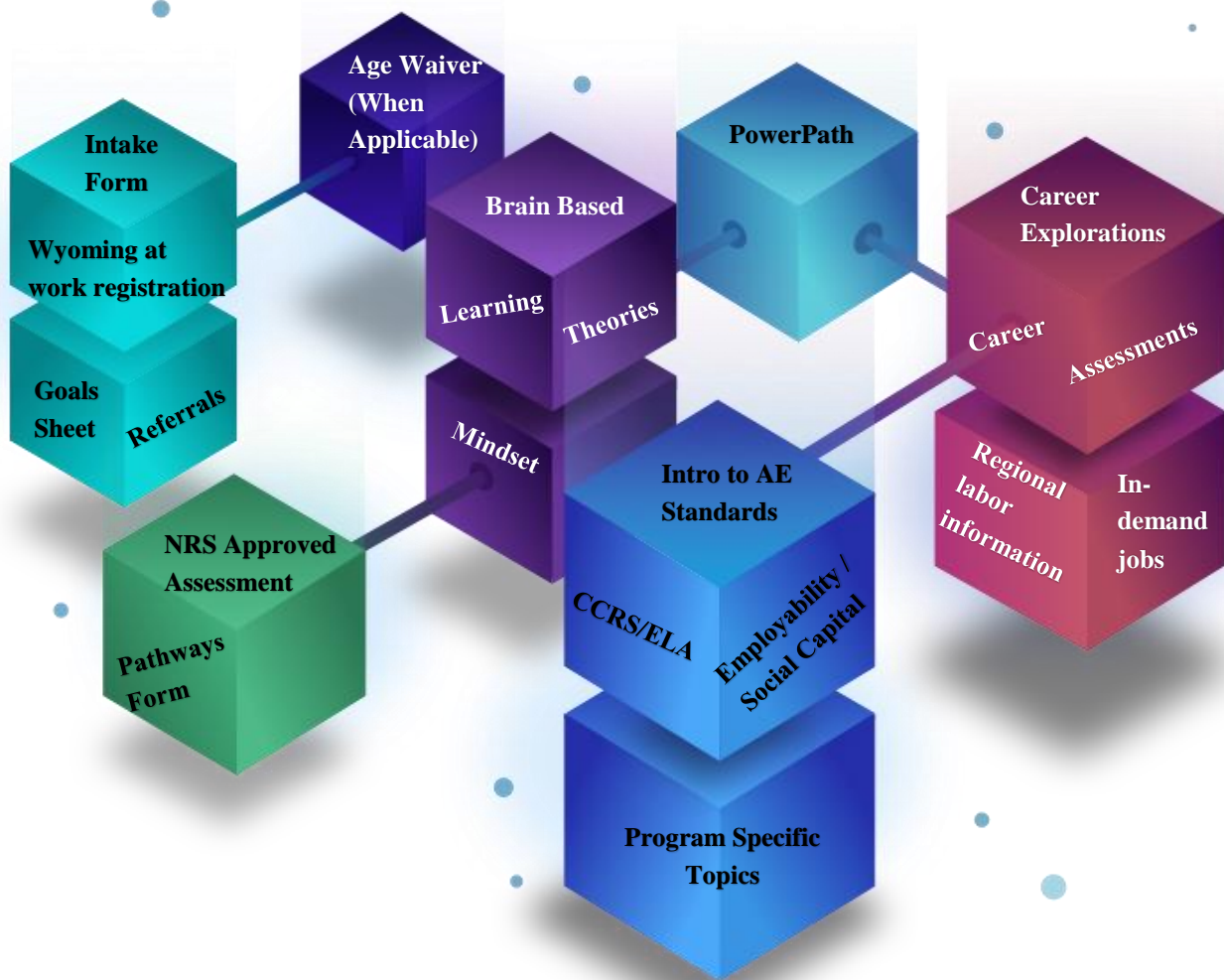
At the end of each year, the State is required to complete Table SPR: Statewide Performance Report which mandates the State identify and report on the following:

- 1) The number of participants who received Career Services and
- 2) The funds expended for each student for Career Services

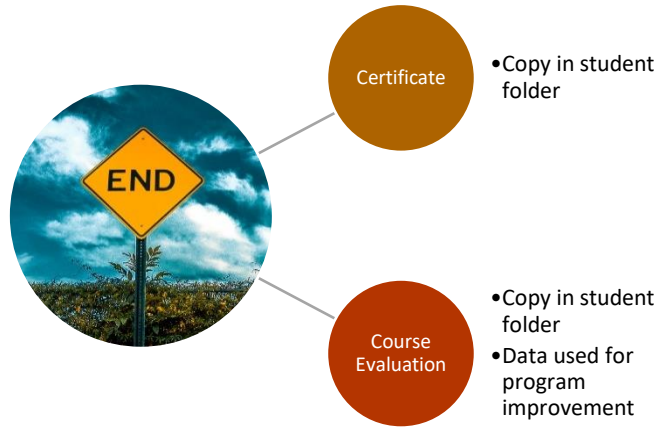
In order to properly report on Career Services, the State implemented [policy #0309020](#)- (Career Services Course/ Training Services) to standardize the way hours are accrued for the Adult Education Career Services courses in Wyoming. New instructors are advised to read and understand this policy.

Wyoming’s providers utilize a front-end course entitled Career Services which incorporates each of the items shown in the figure below. Each AE program in Wyoming has its own unique design for its Career Service course, but all programs are required to include each of the following in its course.

Figure 2.1: Components of Wyoming’s Career Services Course



Upon completion of a Career Services course students are to be given a certificate of completion AND they will need to complete a course evaluation. A copy of the certificate and course evaluation must be placed in the local students' file. Program directors should utilize the data collected from the course evaluation for program improvement purposes.



V. The Adult Education Grant in Wyoming

The Adult Education and Family Literacy Act (AEFLA), Title II of the Workforce Innovation and Opportunity Act (WIOA), requires State eligible agencies to award multiyear grants or contracts on a competitive basis to eligible providers within the State or outlying area. These grants or contracts enable eligible providers to develop, implement, and improve adult education and literacy activities within the State. Eligible providers must use AEFLA funds to establish or operate programs that provide adult education and literacy activities, including programs that provide these activities concurrently. Additionally, each State eligible agency must conduct a competition that ensures that all eligible providers have direct and equitable access to apply and compete for AEFLA funds and that the same grant or contract announcement and application process are used for all eligible providers.

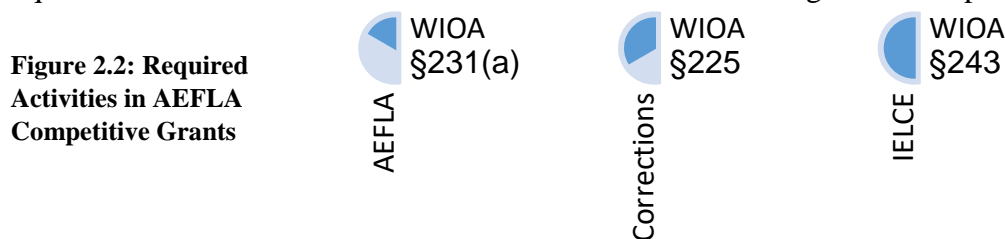


Competing an AEFLA grant is very complicated and is guided by multiple levels of federal legislation and through OCTAE guidelines. Grant applications begin through a competitive process with options to renew at different points in subsequent years. Wyoming's last competitive grant competition was held in FY 20/21 for a five year cycle. Provider's selected through the competition are eligible, although not required, to submit non-competitive grant applications prior to the commencement of each fiscal year in the grant cycle.

The Grant Application

In general, the competitive grant application consists of three parts: General Information & Instructions, The application, Narrative & Budgets and Resources & Policies. Without a doubt, the most critical part to any AEFLA grant application is the narrative which provides details on how the proposed AEFLA grant will be managed by a local provider. Federal and state legislation as well as OCTAE mandates provides guidance on what must be included in the narrative.

Required local activities which must be included in all AEFLA grants are represented in the chart below.



Adult Education Allowable Activities

In accordance with WIOA Title II (Sec. 231), all providers receiving Adult Education grant funds through the Wyoming Community College Commission are required to provide some of the following services: adult education and literacy activities which may include, English language acquisition, integrated English literacy and civics education, workplace education, workforce preparation activities or integrated education and training.












Figure 2.3:
Allowable AE
Activities

All grant applications, both competitive and non-competitive are required to align to the goals and objectives outlined in the Unified State Plan (See Section VIII. below) and to any statewide initiatives outlined in the original competitive grant application.

Thirteen Considerations

In addition, all applications in each year of a grant cycle are required to address the 13 WIOA considerations for AEFLA grants. Each of these considerations are briefly explained below.

-  **Consideration #1:** The degree to which a provider responds to regional needs as identified in the State plan AND how the provider will serve individuals in need of literacy, including ESL and low literacy level individuals.
-  **Consideration #2:** The ability of the provider to serve individuals with disabilities.
-  **Consideration #3:** Program past effectiveness.
-  **Consideration #4:** Program alignment to Statewide initiatives and the State Plan.
-  **Consideration #5:** Program is of sufficient intensity & quality; utilizes practices based upon rigorous research; utilizes effective instructional practices which embed the Essential Components of Reading.
-  **Consideration #6:** Instruction in all skill areas is based upon best practices derived from most rigorous research, including scientifically valid research and effective educational practices.
-  **Consideration #7:** Providers effective use of technology & delivery services/distance learning to increase performance.
-  **Consideration #8:** Utilizes learning in context.
-  **Consideration #9:** High quality staff.



Consideration #10: Providers ability to offer services in conjunction with core partners/other local service providers for the development of a career pathways system.



Consideration #11: Flexible scheduling & coordination with local service providers/core partners.



Consideration #12: Maintains a high quality data system (LACES).



Consideration #13: Program ability to provide high quality ESL and Civics instruction

Budgets and the Application



With each grant application, providers are required to submit budgets that detail the use of funds should the grant be funded. This initial grant budget must include the full costs associated with the application and will have to be amended once grant awards are announced. (Full details and explanations of budgetary concerns can be found in Chapter 12.) All Adult Education funding is allocated on a reimbursement basis following the monthly submission of a reimbursement request by authorized staff as designated by the grantee. Awarded funds are for one year only and must be expended and accounted for by June 30th of each fiscal year. Funds are reimbursed through a drawdown process, which is also explained in Chapter 12.

The availability of funds is determined by Federal and State appropriations to Wyoming’s Adult Education program. The distribution of funds utilizes a performance based funding model.

Scoring the Competitive Grant Application

Once grant applications are received in the State office, applications are initially reviewed by the State to determine whether the applicant has submitted satisfactory evidence proving that they have successfully provided AEFLA services in the past. This is called ‘Demonstrated Effectiveness’. Applications that do not reflect successful past performance are not read by the hired teams of grant readers.



The State is required to employ two committees to review each grant application. The first team is called an **Alignment Team**. This team is tasked with reviewing and scoring each application on how well responses are aligned to the Unified State plan and Statewide Initiatives. In accordance with federal legislation, team members for the Alignment Team are selected/recruited from the Wyoming Workforce Development Council which is the State Workforce Investment Board (WIB). This team utilizes a scoring rubrics as:

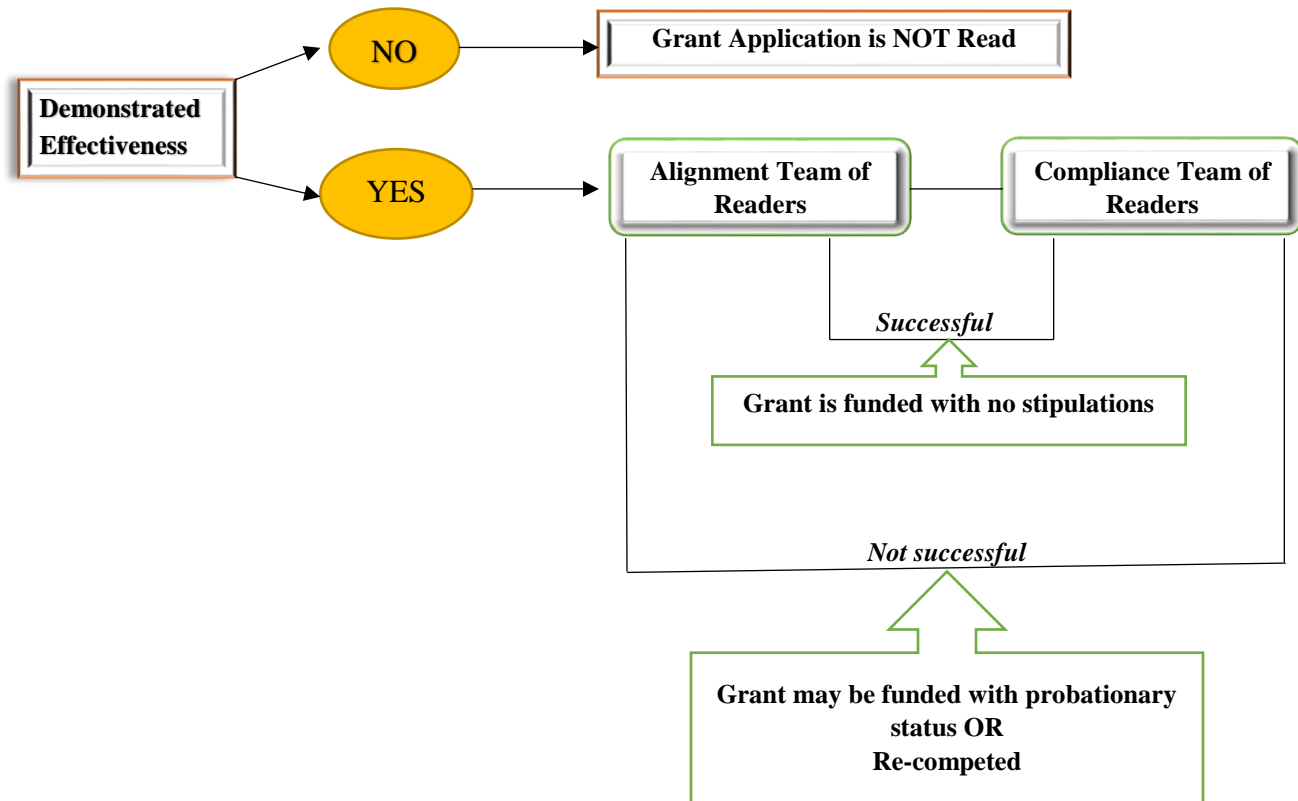
- 1) **High Pass:** application exceeds expectations & demonstrates alignment to the State plan and to Statewide initiatives.
- 2) **Pass:** application exceeds expectations & demonstrates alignment to the State plan and to Statewide initiatives
- 3) **Needs Improvement:** application passes, but is subject to *Special Conditions* where the applicant is placed on a one year probation and is subject to increased monitoring
- 4) **Failure:** application does not pass and the grant may be re-competed for the area or the SEA may award additional funds to another provider to offer services in the area

The second team of readers for a competitive grant application is called the **Compliance Team** who reviews and scores applicant responses to the 13 considerations, budget documents, as well as overall format and presentation of materials within the application. This team utilizes a scoring rubrics as defined in a competitive application. Overall scoring of applications follows these guidelines (as outlined in State policy for [Scoring AE Grants](#)):

- 1) **60% & higher:** applicant was successful

- 2) 40-59%: Application may be successful, but is considered probationary and is subject to *Special Conditions*
- 3) 0-30%: Application is not successful and the grant may be re-competed or the SEA may award additional funds to another provider to offer services in the area

Figure 2.4: The Competitive AEFLA Grant Scoring Process



Reapplications

The competition selects those providers who are ELIGIBLE to reapply for the next four years. Wyoming’s AE Grant is a five year grant cycle requiring that selected providers resubmit an application in each year of the grant cycle. It does not indicate that selected providers are automatically eligible for funding for each year in the grant cycle without submitting a reapplication. Selected providers may at the end of any year within the cycle decide to opt out of the grant, in which case funding would cease. Or a provider may submit a reapplication for consideration in funding the project. In each subsequent year of a grant cycle, approved applicants can reapply for AEFLA grant funds. A typical reapplication process can include: how funds will be used, the 13 considerations, changes/modifications to be made from the original grant competition, program monitoring/evaluations & goals, staffing & PD, and budgetary concerns.



Reapplications are due in the spring of each year in the grant cycle. The State notifies approved providers that the applications are available on the WCCC website. These reapplications typically have seven sections to the reapplication process: general information, a cover page, general & program assurances, a GEPA attestation, a

narrative, budgetary documents, and misc. attachments on such things as: goals, anticipated service levels & hours of instruction, PD plans, IET planning tool, confidentiality/non-disclosure agreements, or any other State requested documentation.



Local providers who decide to reapply are required to show, in each year of the grant cycle, how proposed programming will align to the WY State Plan, statewide initiatives as outlined in the original RFP, and to develop integrated programming which includes referrals to/from core partners and other local service providers. Providers are also required to cross train core partners so that each core partner is fully aware of what services are being provided. This is to ensure that there are no duplication of services being provided between the core partners. Participation in the One-stop system is **not** optional. Local programs which utilize federal funds for AE are required to fully participate in the One-stop system in Wyoming. (with limited exceptions for DOC) A career pathways system of education must also be used by AE providers in Wyoming. And providers are required to follow the guidelines outlined on the general and program assurances. These are all on-going processes that must be demonstrated by local AE providers throughout the lifecycle of the AE grant.

Selected providers need to understand that the process of reapplying each year in the grant cycles does not necessarily mean that a provider will be approved for funding in any grant year.

Because reapplications are non-competitive they are not subject to the scoring protocols outlined above. Instead, the SEA reviews applications for approval and awards are made based upon responses provided in the narrative.

The Risk Assessment

Per 2 CFR 200.331(b), the State Educational Agency (SEA) responsible for overseeing federal adult education grants must conduct a risk assessment at the beginning of each program year, using established criteria, to evaluate each grantee's risk for the purpose of determining a monitoring plan. These applications address OCTAE Uniform guidance and may include an evaluation of risk on such factors as:

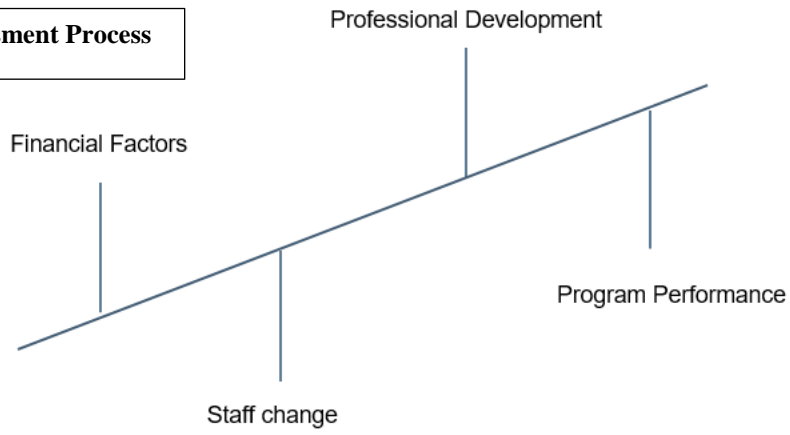


- 1) Prior experience with the same or similar type of award
- 2) Results of previous audits
- 3) Whether the grantee has new personnel or new or substantially changed systems
- 4) The extent and results of Federal awarding agency monitoring
- 5) Special (specific) conditions placed upon a grantee (i.e. determined through a competition process)
- 6) Results of SEA monitoring of local providers to ensure that the grantee is using funds for authorized purposes, in compliance with Federal statutes, regulations, & the terms and conditions of the grant; and that performance goals are achieved.
- 7) Verify that grantee is audited as required by Subpart F-Audit Requirements
- 8) Determine whether grantee monitoring visits have indicated that existing conditions necessitate adjustment.
- 9) Implementing enforcement actions against noncompliant grantees as described in §200.338.

The Process

Once **Annual Financial Reports** have been submitted, the SEA will create a 'Risk Assessment' for grant applicants. This risk assessment evaluates the risk in awarding funds to a grantee based on the organization's previous year experiences in: Finance, Staff change, Attendance & professional development, and Performance.

Figure 2.5: The Risk Assessment Process



The Risk Assessment utilized by Wyoming can be found [here](#), but a copy is shown on the following pages.



**Wyoming Community College Commission
Risk Assessment Form**

Program Name: _____

Risk Assessment Completed for Program Year: _____

Prepared by: _____ Date of Preparation: _____

Section One: New Awards (Year One of Grant Cycle)		Yes (True)	No (False)
Finance			
1	Program has received AEFLA funding in the previous fiscal year.		
2	The AEFLA and/or IELCE grant award(s) total less than \$250,000.		
3	WCCC has not been notified by other entities (state/federal grant managers, partner agencies, auditors, staff employed by the program, etc) of potential risks with this provider.		
4	Budget and planning reflect 17% or more in match funds.		
5	Other than WIOA Title II, does the Agency have experience in managing other federal, state, local, or private funds?		
Program			
1	The program has not had a new director within the last year.		
2	The program has not added new services (for example, corrections, IET, ESL)		
3	Program has not seen a 25% or higher turnover in staff within the last year.		
4	The program has been existence for more than 3 years.		
5	The program has outlined a clear three-tiered professional development plan for staff.		
Performance			
1	Program proposal or continuation application did not need to be altered after the competition and/or a State imposed Strategic Action Plan was not required of the applicants to address significant components from the RFP that were not clearly addressed in the competition.		
2	Program submitted four years of data showing EFL gains for the competition.		
3	LACES program performance for the past two years reflects an average of at least 50% in participant educational functioning level gains across the two year period.		
4	Program application described successes in placing students into employment and/or into post secondary education/training programs.		
5	At least 90% of instructors have completed trainings on how to conduct TABE and/or BEST assessments, as evidenced by documents submitted during the competition.		
	Total		
'TRUE' TOTAL SCORING RANKING	13-15: Low risk		
	11-12: Medium Risk		
	0-10: High Risk		
Comments:			



**Wyoming Community College Commission
Risk Assessment Form**

Program Name: _____

Risk Assessment Completed for Program Year: _____

Prepared by: _____ Date of Preparation: _____

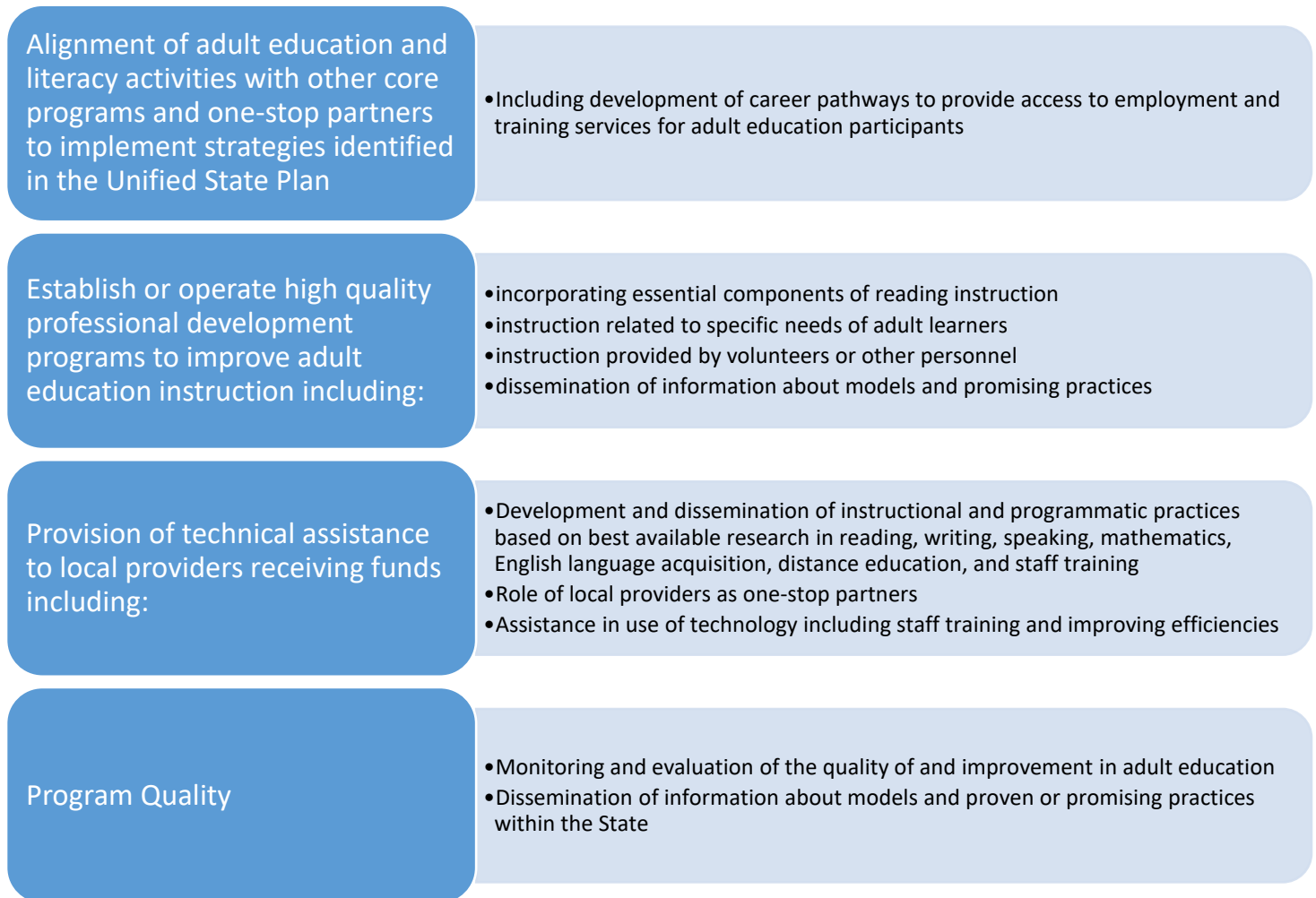
Section Two: Non-competitive Grant Years			
Finance		Yes (True)	No (False)
1	Organization has received the Adult Education Federal and/or State grant funds for 3 years of more.		
2	At least 90% of drawdowns in the year were submitted by their due date.		
3	Budget revisions were submitted in a timely manner.		
4	Program tracks cost per student on Federal and State funds.		
5	Program has a history of returning more than \$5,000 of unexpended funds at the end of the year over the past three years.		
6	Program accounts for expenditures in the correct cost categories and in alignment with an approved budget.		
7	Program is funded at the top or in the middle quartile.		
8	Program's Adult Education department has had a monitoring in the last 5 years.		
9	During the last monitoring visit, the program was free of findings.		
10	There was a 25% decrease in funding levels from the previous year, due to program performance.		
Staff Change, Attendance, Professional Development			
1	The program has maintained at least 70% of key program personnel within the past year.		
2	Program has identified staff needs for professional development and has addressed these needs at the local, state, and national level.		
3	At least 80% of program staff attended the Summer/Fall State supported professional development trainings.		
4	Director and/or other key personnel have participated in State supported LACES trainings.		
5	Program tracks professional development.		
Performance			
1	Program has met the overall performance for educational functioning levels over the past three years.		
2	Program has met the State post testing target of 60% in the past year.		
3	Monthly performance reports (desk audits) have been submitted by the due date.		
4	Quarterly reports and progress towards goal reports were submitted by their respective due dates.		
5	LACES data is input in a timely fashion.		
6	Data is reviewed at least monthly to ensure the validity of data.		
7	Program conducts national data sweeps for enrollments in post secondary education/training.		
8	Program collects follow up data as required for students who do not provide a social security number and for those special populations indicated in State policy AND this information is recorded into the student's LACES record.		
9	Program enrolls students into Career Services course according to State guidelines.		
10	Program is an active participant in the local One-Stop AND with Next Generation Sector Partnerships.		
		Totals	
23-25: Low risk			
20-22-:Medium Risk			
0-19: High Risk			
Comments			

VI. Leadership

WIOA Sec. 223 mandates that AEFLA funds be used for four required activities as shown in the figure below.



Figure 2.6: WIOA Required Leadership Activities



Because ‘leadership’ plays such an important role in developing, maintaining, and improving local program quality, local providers are required to discuss on their ‘End of Year Report’ how local leadership activities carried out by the grantee have led to program improvement.

VII. Unified State Plan



In accordance to §676.130 and WIOA Sec. 102(c) a State Plan must be submitted to the federal government. Wyoming utilizes a Unified State plan which requires:

- (a) The Unified State Plan must be submitted in accordance with § 676.130 and WIOA sec. 102(c), as explained in joint planning guidelines issued by the Secretaries of Labor and Education.
- (b) The Governor of each State must submit, at a minimum, in accordance with § 676.130, a Unified State Plan to the Secretary of Labor to be eligible to receive funding for the workforce development system's six core programs:
 - (1) The adult, dislocated worker, and youth programs authorized under subtitle B of Title I of WIOA and administered by the U.S. Department of Labor (DOL);

- (2) The Adult Education and Family Literacy Act (AEFLA) program authorized under title II of WIOA and administered by the U.S. Department of Education (ED);
 - (3) The Employment Service program authorized under the Wagner-Peyser Act of 1933, as amended by WIOA title III and administered by DOL; and
 - (4) The Vocational Rehabilitation program authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA and administered by ED.
- (c) The Unified State Plan must outline the State's 4-year strategy for the core programs described in paragraph (b) of this section and meet the requirements of sec. 102(b) of WIOA, as explained in the joint planning guidelines issued by the Secretaries of Labor and Education.
- (d) The Unified State Plan must include strategic and operational planning elements to facilitate the development of an aligned, coordinated, and comprehensive workforce development system. The Unified State Plan must include:
- (1) Strategic planning elements that describe the State's strategic vision and goals for preparing an educated and skilled workforce under sec. 102(b)(1) of WIOA. The strategic planning elements must be informed by and include an analysis of the State's economic conditions and employer and workforce needs, including education and skill needs.
 - (2) Strategies for aligning the core programs and Combined State Plan partner programs as described in § 676.140(d), as well as other resources available to the State, to achieve the strategic vision and goals in accordance with sec. 102(b)(1)(E) of WIOA.
 - (3) Operational planning elements in accordance with sec. 102(b)(2) of WIOA that support the strategies for aligning the core programs and other resources available to the State to achieve the State's vision and goals and a description of how the State Workforce Development Board (WDB) will implement its functions, in accordance with sec. 101(d) of WIOA. Operational planning elements must include:
 - (i) A description of how the State strategy will be implemented by each core program's lead State agency;
 - (ii) State operating systems, including data systems, and policies that will support the implementation of the State's strategy identified in paragraph (d)(1) of this section;
 - (iii) Program-specific requirements for the core programs required by WIOA sec. 102(b)(2)(D);
 - (iv) Assurances required by sec. 102(b)(2)(E) of WIOA, including an assurance that the lead State agencies responsible for the administration of the core programs reviewed and commented on the appropriate operational planning of the Unified State Plan and approved the elements as serving the needs of the population served by such programs, and other assurances deemed necessary by the Secretaries of Labor and Education under sec. 102(b)(2)(E)(x) of WIOA;
 - (v) A description of joint planning and coordination across core programs, required one-stop partner programs, and other programs and activities in the Unified State Plan; and
 - (vi) Any additional operational planning requirements imposed by the Secretary of Labor or the Secretary of Education under sec. 102(b)(2)(C)(viii) of WIOA.
- (e) All of the requirements in this part that apply to States also apply to outlying areas.



In Wyoming this plan is submitted to the Wyoming Workforce Development Council, the State WIB, first and then to the Governor for approval. The State Plan is available under the Wyoming Workforce Development website or through this [link](#). Directors are encouraged to read the plan to develop a comprehensive understanding of the roles the WIOA core partners are expected to plan in Wyoming. There are multiple references to Adult Education

throughout the FY 2020-24 plan, but the majority of Adult Education information can be found on pages 31-37; 43-45; 54-55; 66-68, 125-148.

VIII. Statewide Initiatives for Adult Education Programs in Wyoming



In addition to the Unified State Plan, local Adult Education programs in Wyoming are required to align programming to other statewide initiatives of importance.

- A. The *ENDOW* Initiative coordinates and expands ongoing efforts throughout Wyoming, and produces measurable results, in providing a comprehensive approach to diversifying the state's economy. To read more about this initiative please visit their [website](#).
- B. The *Educational Attainment Initiative* aims to increase the percentage of the working population that possess a valuable post-secondary credential to 67% by 2025. Adult Education programs play a very important role in helping the State meet this outcome. To learn more about this initiative, please click [here](#).
- C. The Wyoming Workforce Development Council entered into a partnership to launch *Next Generation Sector Partnership* projects around the State in an effort to grow critical economic sectors, and to form an alignment amount many education, workforce training, economic development and government partners. Information regarding Next Gen can be found on the Council's [website](#).
- D. *Perkins V*: represents an important opportunity to expand opportunities for every student to explore, choose, and follow career and technical education programs of study and career pathways to earn credentials of value. (Federal program). Applicants should suggest/propose strategies on how Adult Education students can concurrently enroll in CTE programs of study. Adult Education programming/activities should clearly demonstrate these strategies for concurrent enrollment. Information regarding Perkins V in Wyoming is available on the Wyoming Department of Education's [website](#).
- E. *Department of Workforce Grant programs*
 - 1) Business Training Grant connects employers with professional development opportunities to increase employee skill attainment.
 - 2) Pre-hire grants focus on creating a trained workforce for a specific Wyoming industry
 - 3) Pre-obligation grants set aside funds for large relocation or expansion projects for Wyoming businesses
 - 4) Apprenticeship grants provides funding to develop industry-specific workforce business/industries where there is a shortage of skilled workers

IX. Integrated Education & Training Models

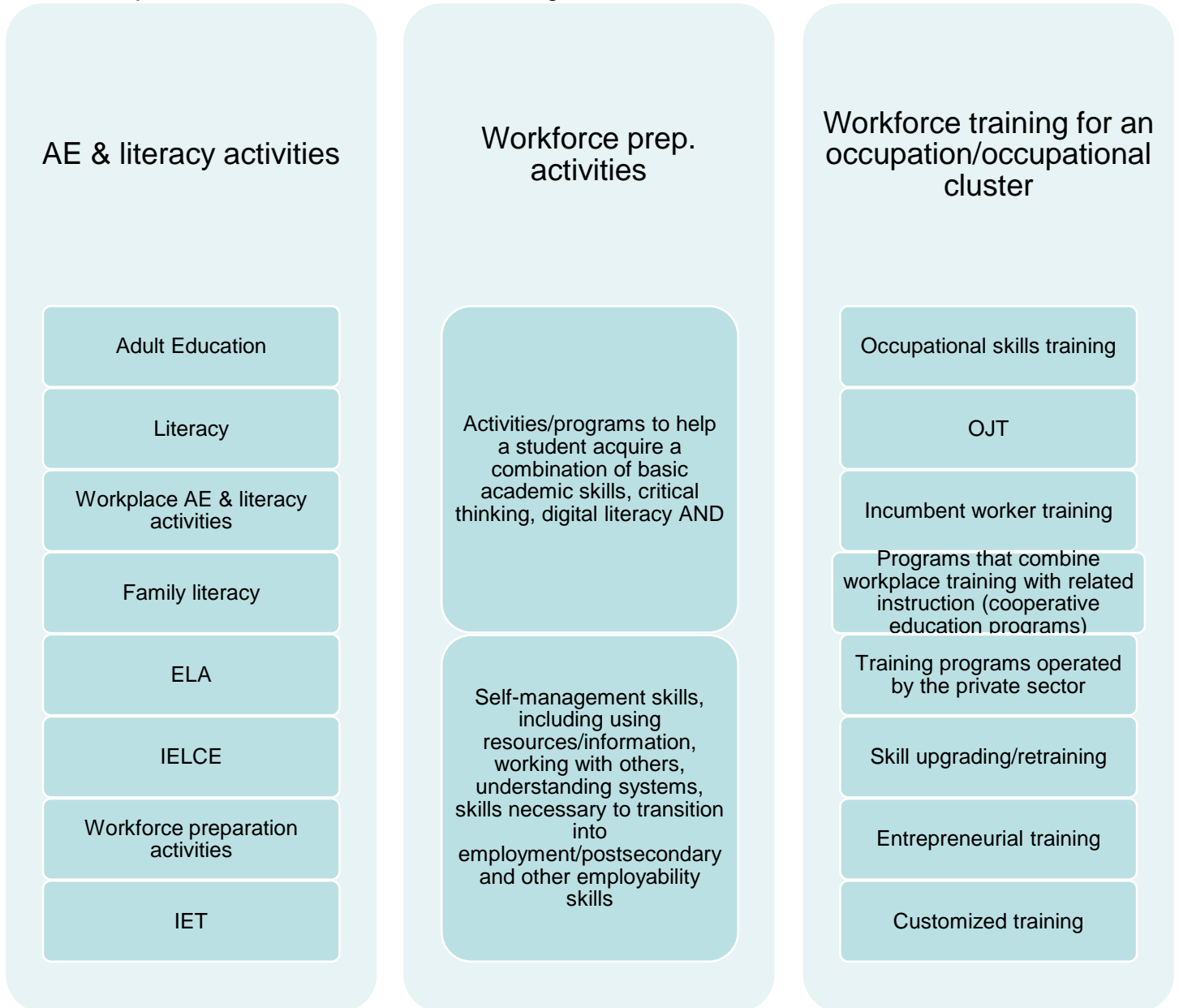
Integrating academics and workforce preparation helps students acquire a combination of basic academic skills, industry-specific technical skills, critical thinking skills, digital literacy skills, and soft or essential skills. Integrated Education and Training (IET) is a key part of Career Pathways strategies.

WIOA defines IET as

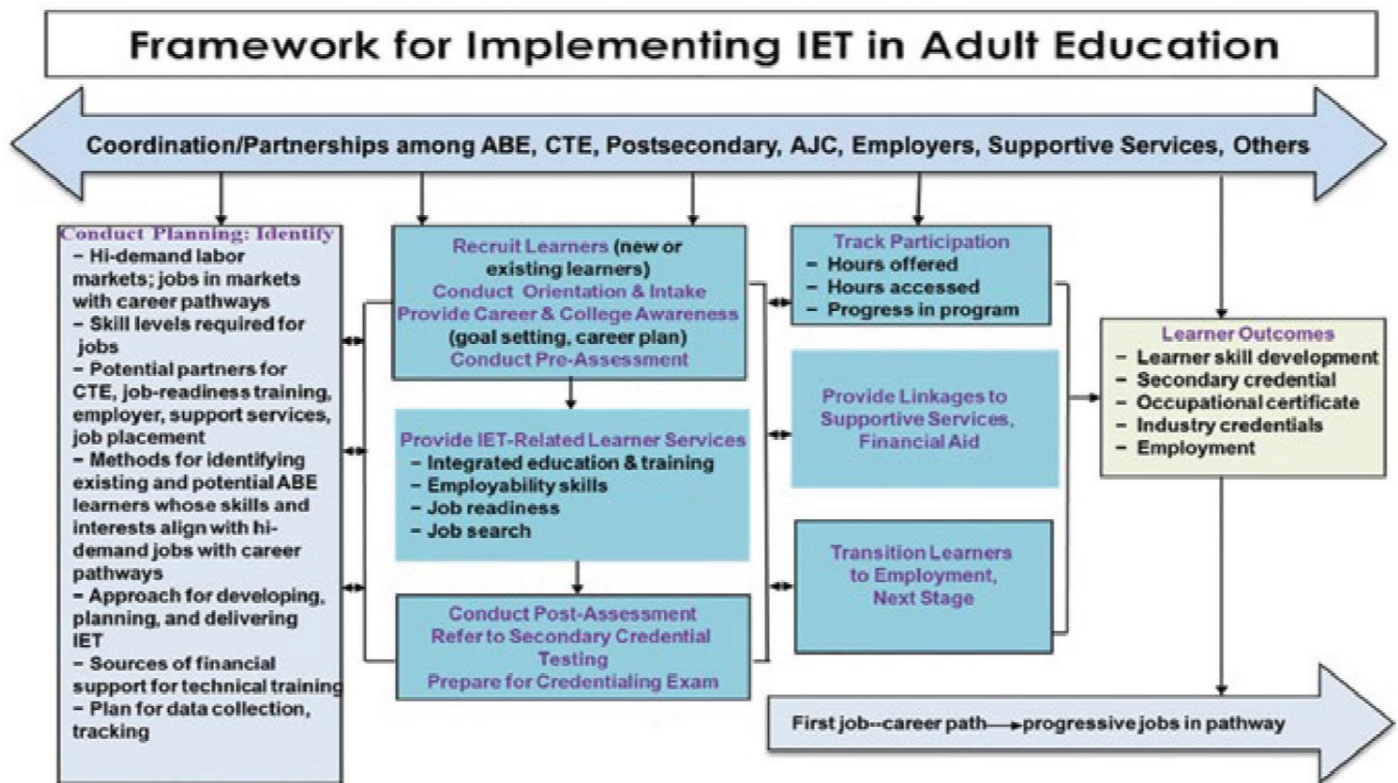


“...a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities & workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.”

IET's can be a challenge to establish, but they are a required component under WIOA legislation. There are three components to an IET and all three must have a **single set of learning objectives** and must run **concurrently** with Adult Education instruction being **contextualized**.



As shown in the OCTAE produced framework below, partnerships between adult education programs and postsecondary education institutions, occupational training providers, workforce agencies, supportive service agencies, and employers can be instrumental to adult education programs' delivery of IET services. Workforce and other agencies serving low-skilled, underemployed, or unemployed adults can be sources of clients for IET services, and workforce agencies can provide financial support for technical training. Postsecondary education and occupational training providers can supply staff with the necessary technical skills and credentials for designing and delivering the career and technical education (CTE) training component of an IET program. Human service agencies can provide supportive services such as childcare and transportation to help learners participate in IET programs, and the American Job Centers (AJCs) can assist IET learners in securing employment. Employers can play varied roles in IET services, such as assisting in the development of technical training, providing financial support for training, and hiring adult education learners who complete an IET program.



The Role of Partnerships for an IET

Partnerships are critical to the success of an IET. The aim of IET partnerships is to identify the circumstances when the partnership can be mutually beneficial such as an AE provider in a community college providing training candidates to the college during times when college enrollment in CTE programs is low.

Employers can be brought into an IET in several ways. First, IET credentialed programs of study could be specifically designed to address the needs of local employers, particularly those identified through Next Gen Sector Partnerships. Employers could also be instrumental in providing on the job training, (pre) apprenticeships, internships, etc. They could also be brought into the mix through IET program design by promising to hire individuals who complete an IET.

The services offered through DWS could also help in the design of a successful IET. First, funding for the training component could, in some instances, come from DWS for qualified individuals. Second, the workforce preparation component of an IET could be offered entirely by a local workforce. Finally, workforce could facilitate job placements for students who complete an IET program of study.

Community Service providers could help learners with such things as childcare, transportation, and other factors that create a barrier to successful completion of an academic program of study.

IET Example #1

English language learning, rights and responsibilities of citizenship and civic participation

Digital literacy, American work culture, employability skills, communication skills

Work skills for hotel housekeepers

Adult Education

Workforce Preparation

Workforce Training

Hotel Housekeeping/ Hospitality IIMN

This integrated education and training course helps new arrivals build English language skills, learn about the rights and responsibilities of life in the United States, and prepare for citizenship exam as well as acquiring skills to thrive in full-time employment with health benefits at a national hotel chain.

Links to specific course information: International Institute of Minnesota's Hotel Housekeeping/Hospitality Program
<http://www.iimn.org/employers/hire-housekeeper/>

IET Example #2

Reading, writing, and math focused on use in construction field

Communication skills, digital literacy

Specific occupational skills using in the field resources, processes, and procedures

Language and Math Skills for Roofers and Waterproofers

This integrated education and training course builds English language skills for students in the Roofers and Waterproofers Apprenticeship. Benefits to the employer include apprentice recruitment and retention. Benefits to the students include stronger English and math skills and increased job satisfaction.

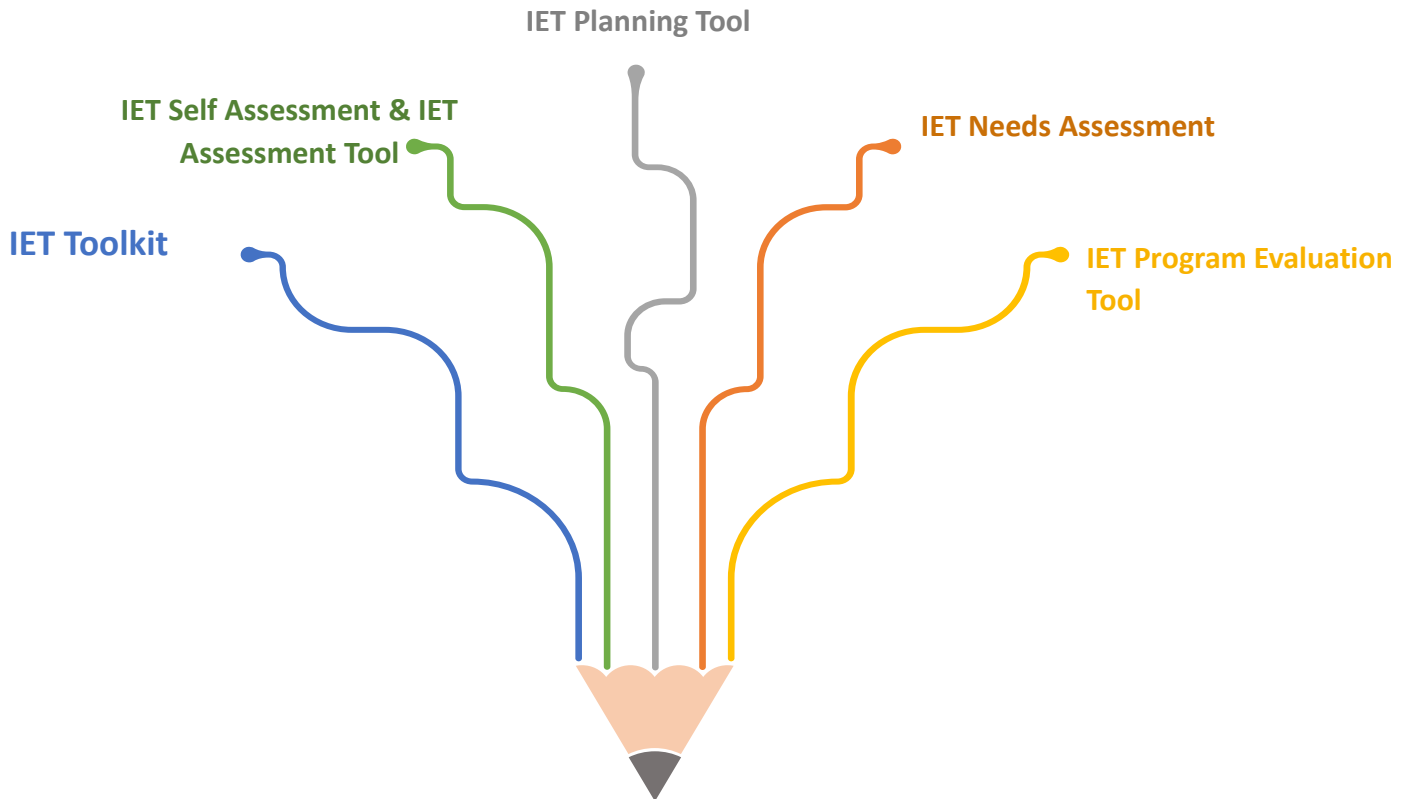
IET Planning Tool



In 2021, the State provided local AE programs with an IET Planning Tool. The purpose of the IET planning tool is to begin initial plans for the development of an IET. This document is meant to be a ‘living’ document that will change as planning becomes more firm. A copy of this planning tool can be found in Appendix #1.

IET Toolkit & Other Resources

Because of the challenges local Adult Education programs have in implementing effective IET programs of study, OCTAE sponsored an IET Design Camp in Spring and again in Fall 2021. This nine week training program provided multiple resources and experiences that local programs found effective.



IET Design Camp Tools

May be found in Appendix #2

OCTAE Guidance

Guidance on "Integrated"

In 34 CFR 463.37 the Department of Education further clarifies what it means for an IET program to meet the requirement that the three components are "integrated." The regulation states that the three components must be provided concurrently and contextually such that:

- a) Within the overall scope of a particular integrated education and training program, the adult education and literacy activities, workforce prep activities, and workforce training activities are:
 1. Instructionally balanced proportionally across the three components, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals
 2. Occur simultaneously, and
 3. Use occupationally relevant instructional materials
- b) The integrated education and training program has a single set of learning objectives that identifies specific adult education content, workforce prep activities, and workforce training competencies, and the program activities are organized to function cooperatively.



Guidance on "Educational and Career Advancement"

In 34 CFR 463.38 the Department of Education further clarifies what it means for an IET program to meet the requirement that the program be "for the purpose of educational and career advancement."



A provider meets the requirements for educational and career advancement if:

- a) The adult education component of the program is aligned with the State's content standards for adult education as described in the State's Unified or Combined State Plan; and
- b) The integrated education and training program is part of a career pathway.

Strategies for Implementing an IET

Strategies for successfully implementing an IET include:

- 1) Provide career awareness activities to check that learners are aware of their skills, abilities, and interests AND how the match the in-demand jobs that interest them
- 2) Expose learners to the physical, cognitive, and psychosocial demands of the job that interest them so that they understand the daily routines of these jobs AND will know what to expect if they are hired
- 3) Consider the extent to which learners' skill strengths align with the skills required for the industry sectors or jobs that interest them. Learners should be aware of the skill demands of jobs along their pathway and whether they will need to develop stronger skills to advance in jobs along their pathway.
- 4) Provide information about the outcomes from the IET services, such as certificate, and the types of near-term jobs that this credential will enable learners to obtain
- 5) A final consideration is providing learners with a clear vision of a long-term pathway so that they understand the types of jobs along the pathway, the educational requirements for those jobs, and the local wage rates



Additional Resources on Integrated Education and Training

1. LINCS IET Guide: https://lincs.ed.gov/sites/default/files/IET_checklist508FINAL_0.pdf
2. OCTAE Program Memorandum 19-2: <https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-19-2.pdf>
3. COABE: Building IET's that Work: <https://adulthoodresource.coabe.org/subject-area/integrated-education-and-training/>
4. CLASP: <https://www.clasp.org/sites/default/files/public/resources-and-publications/publication-1/WIOA-IET-Model-Programs.pdf>
5. Local, State & National Perspectives about IET: https://www.abtassociates.com/files/insights/reports/2020/coabe-journal-article-04_alamprese_2020.pdf

X. IELCE

Integrated English Literacy & Civics (IELCE) fall under WIOA §243 and has the primary purpose of preparing adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and integrate with the local workforce development system and its functions to carry out the activities of the program. See Appendix #3 for additional Information on IELCE.

Program Requirements:

Each program that receives funding under Section 243 must be designed to:

- Prepare adults who are ELL's for, and place such adults in, unsubsidized employment in in-demand industries & occupations that lead to economic self-sufficiency.
- Integrate with the local workforce development system and its functions to carry out the activities of the program
IELCE program components provided in combination with IET must include:
- Literacy + English Language Acquisition + Civics Education
- Adult Education & Literacy activities + Workforce Preparation activities + Workforce Training (for a specific sector)

FACT:

Employer engagement is an essential component for the 'T' in IET. What employer will interview/hire your students after they complete the training? How does the training that your students complete make them stand out from others who did not complete this training?

Additional Requirements:

- IET must contain adult education, workforce preparation, AND occupational training. [463.36]
- IET components above must be integrated—each component must be of sufficient intensity & quality and base on most rigorous research, OCCUR SIMULTANEOUSLY, and use occupationally relevant materials. There must be a single set of learning objectives that identifies EACH component and how they are designed to function cooperatively. [436.37]
- IET must use State's content standards for adult education AND be part of a career pathway. [463.38]

FACT:

IET models should be supported by data and information from the Unified State Plan. IET models should also be supported with data from the local labor market, and in Wyoming from information provided by a local Next Generation Sector Partnership.

Resources:

- [IELCE Self-Assessment Tool](#): Provides an opportunity for programs to participate in a reflective activity in assessing their program's risk in key areas.
- [IELCE Guide](#): This guide is intended to be used as a self-assessment in your development or review of an IELCE program.
- [The Virginia IET Blueprint](#): A representative example of an IELCE program
- [OCTAE Program Memorandum 15-7](#): Federal Guidance for IELCE

FACT:

The IET component of a 243 funded IELCE does not necessarily have to lead to a nationally recognized certificate.

XI. Work Based Learning

Work-based learning (WBL) is a federally-supported program in career and technical education (CTE) that connects workplaces to the classroom to prepare students for real-world careers.

While every state has its own variations of work-based learning and what it entails, the goal of every program is the same — to prepare the next generation of the American workforce. It includes internships, mentoring, and (pre)apprenticeship. It's a way to test-drive a career! Work-based learning is a student's opportunity to learn things they couldn't learn in a classroom environment.

WBL programs help students improve academically. It helps them learn how the things they learn in the classroom are connected to the real world. It's also a great way to explore a career. WBL can also help improve motivation, attendance, and graduation rates. WBL also benefits employers as it helps them reduce their recruitment and training costs while better preparing individuals to understand workplace expectations.

Adult Education programs in Wyoming can use the WBL concept in creating IET's and IELCE by working with employers, core partners, community service providers, and other stakeholders to provide the Adult Education student with the greatest opportunities.

See Appendix #4 for publications on Work-based Learning.

Figure 2.8: Work-based Learning



XII. One Stop Centers

When WIOA was signed into law on July 22, 2014, it was the first legislative reform of the public workforce system in over 15 years. WIOA presents an extraordinary opportunity to improve job and career options for our nation's workers and jobseekers through an integrated, job-driven public workforce system that links diverse talent to business. It supports the development of strong, vibrant regional economies where businesses thrive and people want to live and work.

The WIOA system provides central points of service through its system of One-Stop centers. The concept of a One-Stop center is to provide a single location for individuals seeking employment and training services, thus making the process of locating and accessing employment services more efficient and seamless. WIOA requires certain programs to be "partners" in the One-Stop center, either by physical colocation or other accessible arrangements. Notably, WIOA requires the colocation of Employment Service offices with One-Stop centers.

Wyoming has multiple American Job Centers, also known as One-Stop Centers and Workforce Centers, which are designed to provide a full range of assistance to job seekers and businesses under one roof. Established under the Workforce Investment Act of 1998 and continued by the Workforce Innovation and Opportunity Act of 2014, these One-Stop Centers offer a comprehensive array of services designed to match talent with opportunities.

Available Services

At a minimum, Wyoming’s Core Partners and Agencies will make the below services available, as applicable, consistent with and coordinated via the One-Stop Center network system. Additional services may be provided on a case by case basis and with the approval of the Governor or his designee and the WWDC.

BUSINESS SERVICES:		
Serve as a single point of contact for businesses, responding to all requests in a timely manner	Provide information and assistance related to Unemployment Insurance taxes and claims	Assist with disability and communication accommodations, including job coaches
Conduct outreach regarding local workforce system’s services and products	Conduct on-site Rapid Response activities regarding closures and downsizings	Develop On-the-Job Training (OJT) contracts, or incumbent worker contracts
Provide access to labor market information	Provide customized recruitment and job applicant screening, assessment and referral services	Provide employer and industry cluster-driven Occupational Skills Training through Individual Training Accounts with eligible training providers
Assist with the interpretation of labor market information	Organize and conduct job fairs	Develop training opportunities to meet specific employer and/or industry cluster needs
Use of One-Stop Center facilities for recruiting and interviewing job applicants	Consult on human resource issues	Coordinate with employers to develop and implement layoff aversion strategies
Post job vacancies in the state labor exchange system and take and fill job orders	Provide information regarding disability awareness issues	Provide incumbent worker upgrade training through various modalities
Provide information regarding workforce development initiatives and programs	Provide information regarding assistive technology and communication accommodations	Develop, convene, or implement industry sector partnerships

JOB SEEKER SERVICES:		
Basic Career Services	Individualized Career Services	Training
Outreach, intake and orientation to the information, services, programs, tools and resources available through the State’s workforce system	Comprehensive and specialized assessments of skills levels and service needs	Occupational skills training through Individual Training Accounts (ITAs) and Integrated Education and Training (IET) and Integrated English Literacy & Civics Education (IELCE) models
Initial assessments of skill level(s), aptitudes, abilities and supportive service needs	Development of an individual employability development plan to identify employment goals, appropriate achievement objectives, and appropriate combination of services for the customer to achieve the employment goals	Adult education and literacy activities, including English language acquisition (ELA), may be provided in combination with the training services described above
In and out of area job search and placement assistance (including provision of information on in-demand	Referral to training services	OJT

industry sectors and occupations and nontraditional employment)		
Access to employment opportunities and labor market information	Group counseling	Incumbent Worker Training
Performance information and program costs for eligible providers of training, education, and workforce services	Literacy activities related to work readiness	Programs that combine workplace training with related instruction which may include cooperative education
Information on performance of the State workforce system	Individual counseling and career planning	Training programs operated by the private sector
Information on the availability of supportive services and referral to such, as appropriate	Case management for customers seeking training services; individuals in and out of area job search, referral and placement assistance	Skill upgrading and retraining
Information and meaningful assistance on Unemployment Insurance claim filing	Work experience, transitional jobs, pre-apprenticeship, registered apprenticeships, and internships	Entrepreneurial training
Determination of potential eligibility for workforce Partner Agencies and Partners services, programs, and referrals	Workforce preparation services (e.g., development of learning skills, punctuality, communication skills, interviewing skills, personal maintenance, literacy skills, financial literacy skills, and professional conduct) to prepare individuals for unsubsidized employment or training	Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training
Information and assistance in applying for financial aid for training and education programs not provided under WIOA	Post-employment follow-up services and support (This is not an individualized career services, but listed here for completeness)	Other training services as determined by the workforce Partner Agencies and Partners' governing rules

YOUTH SERVICES:

Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential	Alternative secondary school services, or dropout recovery services, as appropriate to include Adult Education services.
Paid and unpaid work experience that have as a component academic and occupational education, which may include: Summer employment opportunities and other employment opportunities available throughout the school year, pre-apprenticeship programs, internships and job shadowing, and on-the-job training opportunities	Occupational skill training, which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local area involved
Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster. (IET & IELCE)	Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate
Supportive services	Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months
Follow-up services for not less than 12 months after the completion of participation, as appropriate	Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate
Financial literacy education	Entrepreneurial skills training
Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services	Activities that help youth prepare for and transition to postsecondary education and training

Roles & Responsibilities of WIOA Core Partners and Agencies

All WIOA core partners (Title I, II, III, and IV) in Wyoming are bound by a State-level Memorandum of Understanding that outlines the roles and responsibilities of each agency. Excerpts from this MOU are outlined below.

All partners shall comply with:

- Section 188 of the WIOA Nondiscrimination and Equal Opportunity Regulations (29 C.F.R. § 38; Final Rule, published December 2, 2016);
- Title VI of the Civil Rights Act of 1964 (Public Law 88-352);
- Section 504 for the Rehabilitation Act of 1973, as amended;
- The Americans with Disabilities Act of 1990 (Public Law 101-336);
- The Jobs for Veterans Act (Public Law 107-288) pertaining to priority of service in programs funded by the U.S. Department of Labor;
- Training and Employment Guidance Letter (TEGL) 37-14, Update on Complying with Nondiscrimination Requirements: Discrimination Based on Gender Identity, Gender Expression and Sex Stereotyping are prohibited Forms of Sex Discrimination in the Workforce Development System and other guidance related to implementing WIOA Section 188;
- The Family Educational Rights & Privacy Act (FERPA) (20 U.S.C. § 1232(g); 34 CFR 99)
- General Education Provision Act (GEPA) (Section 427)
- Confidentiality requirements governing the protection and use of personal information held by the Vocational Rehabilitation agency (34 C.F.R. § 361.38);
- The confidentiality requirements governing the use of confidential information held by the State Unemployment Insurance agency (20 C.F.R. § 603);
- All requirements imposed by the regulations issued pursuant to these Acts.



The above provisions require, in part, that no persons in the United States shall, on the grounds of race, color, national origin, sex, sexual orientation, gender identity and/or expression, age, disability, political beliefs or religion, be excluded from participation in, or denied, any aid, care, services or other benefits provided by federal and/or state funding, or otherwise be subjected to discrimination.

Additionally, all Partner Agencies and Partners shall:

- Collaborate and reasonably assist each other in the development of necessary service delivery protocols for the services outlined in the Partner Agencies and Partners Services section above;
- Agree that the provisions contained herein are made subject to all applicable federal and state laws, implementing regulations, and guidelines imposed on either or all Partner Agencies and Partners relating to privacy rights of customers, maintenance of records, and other confidential information relating to customers; and
- Agree that all equipment and furniture purchased by any Partner Agencies and Partners for purposes described herein shall remain the property of the purchaser after the termination of the MOU/Addendum.



Referrals (as outlined in the State Level MOU)

The primary principle of the referral system is to provide integrated and seamless delivery of services to workers, job seekers, and employers. The purpose of a referral system is to identify and help individuals overcome barriers to employment that may impede successful completion of a program. In order to facilitate such a system, Partner Agencies and Partners agree to:

- Familiarize themselves with the basic eligibility and participation requirements, as well as with the available services and benefits offered, for each of the Partner Agencies and Partners programs represented in the Wyoming One-Stop Center network;
- Develop materials summarizing their program requirements and make them available for Partner Agencies, Partners and customers;
- Develop and utilize common intake, eligibility determination, assessment, and registration forms;
- Provide substantive referrals – in accordance with appropriate referral policies – to customers who are eligible for supplemental and complementary services and benefits under Partner Agencies and Partners programs;
- Regularly evaluate ways to improve the referral process, including the use of customer satisfaction surveys;
- Commit to robust and ongoing communication required for an effective referral process; and
- Commit to actively follow-up on the results of referrals and assure that Partner Agencies’ and Partners’ resources are being leveraged at an optimal level.

XIII. OCTAE Program Memorandums



The Office of Career & Technical Adult Education (OCTAE) is the federal agency responsible for overseeing programs that are related to adult education and literacy, career and technical education, and community colleges. OCTAE provides assistance and guidance to Adult Education programs through the form of Program Memorandums, which are sent directly to State Adult Education Directors, but are also available on their [website](#) . State policy is guided by these memorandums and form the foundation of how local programs in Wyoming operate. Local AE directors may review these at any time.

Appendix #1: IET Planning Tool



2021/22 INTEGRATED EDUCATION AND TRAINING PLANNING TOOL

Part I: General Information

Name of Adult Education Provider	County/City	Occupation/Occupational Cluster	Credential(s)	Training Provider

Number of Cohorts:

Projected Number of Students Per Cohort:

Dates of Course/ Weekly Schedule:

Funding Source(s):

Teacher(s):

Employer Partner(s):

Salary Range for Target Job (with citation):

Plan for Recruitment and Selection:

<p>Program Notes:</p>
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Part II: Planning

Shared Learning Objectives, with the College and Career Readiness or English Language Proficiency Standards noted:

- 1.
- 2.
- 3.

Co-Planning and Communication Activities:

Adult Ed and Literacy Instruction	Workplace Preparation Activities	Training Services
Activities:	Activities:	Activities:
Materials:	Materials:	Materials:

Part III: Integration of Activities

Timeline: July to June (Note: Each column should equal 100%; all three components must be included in each month)

Activity %:	July	August	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Adult Education & Literacy												
Workforce Preparation												
Training												

Support Services Provided (indicate agency providing services):

Employment Placement Activities (indicate agency providing services):

Students: (Note: Add rows as needed)

Student	Agency Paying for Workforce Training Component (Example: Adult education, WIOA title I, title IV, employer, etc.)	Cost of IET		
		AE	Workforce Prep	Workforce Training
Student #1				
Student #2				
Student #3				
Student #4				
Student #5				
Subtotal of costs provided by adult education program:				
Subtotal of costs provided for workforce prep. (Could include Title I or Title II funds, or other sources)				
Subtotal of workforce training costs				
Total Cost of IET/student				

IV. Educational and Career Advancement

How does the IET align to the State Plan and Regional Economic Needs as defined by a local Next Generation Sector Partnership?

Additional Comments:

Revision: AUGUST 19, 2021

GUIDANCE FOR THE 2021/22 IET PLANNING TOOL

IET Defined:

IET is adult education and literacy, workforce preparation, and workforce training “each of sufficient intensity and quality, and based on the most rigorous research available, especially with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals” that “occur simultaneously,” “use occupationally relevant instructional materials,” and are “organized to function cooperatively” with “a single set of learning outcomes” (34 CFR §463.37). IET represents a wide spectrum of services to build foundational, employability, and occupational skills.

Many adult education providers have discovered the power of IET and, through a variety of partnerships, have implemented this strategy in model programs such as: Bridge Programs; Workplace Learning Programs; Pre-Apprenticeship Programs; Integrated English Literacy & Civics Education Programs; Corrections Education Programs; Postsecondary Education Programs; and Out-of-School Youth Programs.

Part I: General Information

- **Name of Adult Education Provider:** The name of the adult education provider which will offer the IET.
- **County/City:** The county or city where the IET will be held.
- **Occupation/occupational cluster:** The occupation or occupational cluster that the students will enter upon the completion of the IET.
- **Credential(s):** The credentials that the students will earn.
- **Training Provider:** Agenc(ies) delivering occupational training.
- **Number of Cohorts:** The number of times that the IET will be offered in one program year.
- **Projected Number of Students Per Cohort:** Total anticipated number of participants per cohort.
- **Dates of Course/ Weekly Schedule:** The full date range of course including exact dates and times; if there is more than one cohort, list the course schedule for each one.
- **Funding Source(s):** The agenc(ies) paying for the IET.
- **Teacher(s):** The names of the adult education instructor and the trainer who will be delivering the content.
- **Employer Partner(s):** The specific employers who are involved in the curriculum or who have agreed to participate in job readiness and placement activities.
- **Salary Range for Target Job:** The local salary range for the occupation/occupational cluster.
- **Plan for Recruitment and Selection:** The plan to recruit and criteria to select the students for the IET.
- **Program Notes:** Additional information (optional).

Part II: Planning

- **Shared Learning Objectives:** The concepts, competencies, and vocabulary that the students will learn across the whole scope of the adult education activities and occupational training activities. Use the [CCRS](#) or [ELP](#) standards for objectives with academic and literacy activities.
- **Co-Planning and Communication Activities:** The plan for the coordination of instructors before and during the IET program.
- **Activities and Materials:** The specific adult education content, workforce preparation activities, and workforce training competencies and the resources to be used.

Adult Education & Literacy Activities (Sec 463.30)

- Adult Education
- Literacy
- Workplace adult education/literacy
- Family literacy
- ELA
- IELCE
- Workforce Preparation Activities

Workforce Preparation Activities (Sec 463.34)

- Activities, programs, or services that are designed to help an individual acquire a combination of basic academic skills, critical thinking, digital literacy, and self-management skills
- Employability skills that address competencies in using resources and information, working with others, understanding systems, and obtaining skills necessary to successfully transition to and complete postsecondary education, training, and employment
- other employability skills that increase an individual's preparation for the workforce

Workforce Training (Sec 134 (c) (3)(D))

- Occupational skills training, including training for nontraditional employment
- On-the-job training
- Incumbent worker training
- Programs that combine workplace training with related instruction, which may include cooperative education programs
- Training programs operated by the private sector
- Skill upgrading and retraining
- Entrepreneurial training
- Transitional jobs
- Job readiness training
- Adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in 1 – 7 above
- Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training

Part III: Integration of the Activities

The term “**integrated**” (§463.37) means services must be provided concurrently and contextually such that:

Within the overall scope of the integrated education and training program, the adult education and literacy activities, workforce preparation activities, and workforce training:

- a. are each of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals;
- b. occur simultaneously; and
- c. use occupationally relevant instructional materials.

The integrated education and training program has a single set of learning objectives that identifies:

- a. specific adult education content;
- b. workforce preparation activities; and
- c. workforce training competencies, and the program activities are organized to function cooperatively

- **Timeline:** The percentage of each of the three components throughout the duration of the IET program. For the duration of the IET, each column must have a percentage greater than zero and each column must equal 100%.
- **Support Services Provided:** The partners and the services to be provided to the IET participants.
- **Employment Placement Activities:** The resources and activities that support employment of participants.

Funding the IET:



Over the past decade, special grants and philanthropic funds have supported the development of IET models, but to bring this innovation to scale, formula funds now need to be directed toward this strategy. Such investments do not constitute one program “raiding” another program’s funds. Rather, IET enables joint program models through which each partner brings resources and shares a responsibility for outcomes.

WIOA title II-AEFLA funds, both general program funds and dedicated section 243 funds for Integrated English Literacy and Civics Education, can pay for IET when the adult education program provides the workforce training. Note: title II-AEFLA funds are required to support education below the postsecondary education functioning level, and much workforce training is properly categorized at this pre-college level, even as a recognized postsecondary credential is the educational outcome.

WIOA title I adult and dislocated worker funds can also pay for IET, not only workforce preparation and workforce training but also the adult education and literacy services when offered in an IET model (20 CFR §680.350). For this to happen, the adult education IET programs that provide a “program of training services” (20 CFR §680.420) need to be included on the Eligible Training Provider list (ETPL) (20 CFR §680.410) and the final rule clearly describes how to include title II programs on the ETPL. For Postsecondary Education Programs, partners should leverage the Pell Grant Ability to Benefit option to cover the higher education costs

- **Indicate agenc(ies) paying for the workforce training component:** The source of funding for the actual workforce occupational training.
- **Costs of the IET:** The cost per student for each portion of the IET. This may include tuition, textbooks, etc.

Section IV: Educational and Career Advancement

The phrase “**for purposes of educational and career advancement**” (§463.38) means:

1. The adult education component of the program is aligned with the State’s content standards for adult education as described in the State’s Unified or Combined State Plan; and
2. The integrated education and training program is part of a career pathway.

WIOA Sec. 3(7) defines Career Pathways to mean a combination of rigorous and high-quality education, training, and other services that:

- a. aligns with skill needs of industries in the state or regional economy
 - b. prepares an individual to succeed in secondary or postsecondary education options
 - c. includes counseling to support the individual’s education and career goals
 - d. includes education offered concurrently and contextually with workforce preparation and training in specific occupation or occupational cluster
 - e. organizes education, training and other services to support the particular needs of an individual to accelerate their educational and career advancement
 - f. enables an individual to attain a secondary school diploma or its recognized equivalent
 - g. helps an individual enter or advance within a specific occupation or occupational cluster
- **IET Alignment:** Use regional economic data and/or information provided by a local Next Generation Sector partnership to identify regional workforce needs and how this IET reflects alignment to the goals outlined in the Unified State Plan.

Integrated Education and Training Design Toolkit



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Introduction

Our nation's economy and global competitiveness depend on an educated, skilled workforce that can quickly adapt to changes in technology and business processes. Adult educators understand that adult learners need opportunities to obtain workplace and career management skills through work-based learning experiences that prepare them for the complex future they face.

The federal [Workforce Innovation and Opportunity Act \(WIOA\)](#) has changed the landscape of adult education by focusing the field on workforce development outcomes and programming that support the integration of education and training and career pathways. 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.

While there have been increases in the number of IET programs available, states continue to work to expand the number of programs and the number of adult learners who participate. The Office of Career, Technical, and Adult Education (OCTAE) has developed this IET Toolkit to assist state and local adult education staff to plan, design, implement, and evaluate effective IET programs that are responsive to state and local labor market demands and fulfill the requirements of WIOA.

This introduction includes:

- How to Use the IET Toolkit
- Fundamentals of IET Programs
- IET Programs in Practice
- Guiding Principles of Quality IET Program Design
- IET Self Assessment



How to Use the IET Toolkit

The IET Toolkit guides you through a team-based approach to developing customized IET solutions that address the needs of adult learners and local businesses. The approach is broken out into four iterative phases: Research and Assess, Design and Plan, Develop and Implement, and Evaluate and Improve. You may choose to review the phases sequentially or navigate to the phase most pertinent to your work.

IET Self Assessment

Although the toolkit can be used as a standalone resource, it is designed to work hand in hand with the IET Self Assessment. Results of the assessment will direct you to information and resources specific to your needs and allow you to focus on the content and activities in each of the phases that most directly meet your needs. Each phase includes tools that offer fillable templates and forms to document your work, and accompanying desk aids explore additional content on specific topics.

Overview of the Four Phases in the IET Toolkit

Phase 1: Research and Assess

The Research and Assess section outlines a strategic process to assess regional workforce development and adult learner needs and available resources. It helps you to recognize key insights from what you learn and identify a compelling IET program opportunity that meets those needs. The IET Assess Tool and topic-specific note-taking tools support your work.

Phase 2: Design and Plan

The Design and Plan section walks through an organized design process to help you identify program goals, create an IET program, and design a learner experience that addresses the needs of businesses and adult learners. The IET Planning Tool helps you document your design work.

Phase 3: Develop and Implement


The Develop and Implement section helps you develop integrated curricula, build contextualized instructional and training materials, and launch your IET program.

Phase 4: Evaluate and Improve

The Evaluate and Improve section guides continuous improvement of the IET program to adapt to changing workforce and learner needs. This section also includes information to help prepare for more formal evaluations.

Fundamentals of IET Programs

WIOA and the final regulations established by the U.S. Department of Education in 2016 outline the definition and requirements of IET programs. Section 203 of WIOA defines an IET program as:



...a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

To meet the requirements, IET programs must integrate the delivery of the three required activities: adult education and literacy activities, workforce preparation activities, and workforce training activities for a specific occupation or occupational cluster. An IET must be part of a career pathway that leads to educational and career advancement and is aligned with the state's Adult Education Content Standards.

While IET programs must comply with the WIOA law and regulations, states can add policies that further shape IET design and implementation. The information, processes, and tools presented in this toolkit are designed to work in conjunction with your state's policy and technical assistance efforts. If you encounter a conflict between the information in the IET Toolkit and your state's policy, you should defer to state policy.

Purpose

This section presents additional information about the WIOA requirements for IET programs.

Key Information

- Description of the three required activities: adult education and literacy, workforce preparation, and workforce training
- Integration of the three components
- Inclusion of education and career advancement


The Three Required Components of IET Programs

WIOA requires IET programs to integrate adult education and literacy activities, workforce preparation activities, and workforce training activities with appropriate intensity and quality while supporting participant learning and career planning. The IET program uses a single set of learning objectives to facilitate the contextualization of basic skills and workforce preparation into training skills. The three components of integrated education and training must be provided concurrently as well as contextually (integrated). To be considered an IET program, the components cannot be provided sequentially.

Below is an overview of each of the three required activities, which are described in the WIOA regulations at [39 CFR Part 463 Subpart D](#).

What are Adult Education and Literacy Activities?

WIOA defines "adult education and literacy activities" as programs, activities, and services that include: (a) adult education, (b) literacy, (c) workplace adult education and literacy activities, (d) family literacy activities, (e) English language acquisition activities, (f) integrated English literacy and civics education, (g) workforce preparation activities, or (h) integrated education and training. (§463.30)



These eight allowable activities are at the core of the services adult education programs deliver and are foundational to designing and developing the instruction, structure, and supports of the IET program.

What are Workforce Preparation Activities?

The workforce preparation IET program 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 like those listed in the definition of workforce preparation activities in WIOA.

Workforce preparation activities include activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in: (a) utilizing resources; (b) using information; (c) working with others; (d) understanding systems; (e) skills necessary for successful transition into and completion of postsecondary education or training, or employment; and (f) other employability skills that increase an individual's preparation for the workforce. (§463.34) (Authority: 29 U.S.C. 3272(17); P.L. 111- 340)

One source for a list of relevant workforce preparation skills is [OCTAE's Employability Skills Framework](#). It is important to note that the Employability Skills Framework was developed prior to the enactment of WIOA, and you need to consider the current needs of employers. Some states have developed their own list of employability skills. For example, see the [Illinois Essential Employability Skills Framework](#) and [Indiana's Employability Skills Standards](#).

What is Workforce Training?

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

- In-classroom or online occupational skills training
- On-the-job training
- Incumbent worker training
 - Programs that combine workplace training with related instruction, like apprenticeship
 - Training programs operated by the private sector
 - Skill upgrading and retraining
- Entrepreneurial training
 - Transitional jobs
- Job readiness training provided in combination with services above
- Customized training conducted by an employer or group of employers with a commitment to employ an individual upon successful completion of the training (e.g., apprenticeship, pre-apprenticeship programs)
-



IET Component Integration

WIOA requires that the services of IET be provided concurrently and contextually, meaning that the adult education and literacy activities, workforce preparation activities, and workforce training activities are:

- Each of sufficient intensity and quality
 - Based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals
 - Simultaneously occurring within the overall scope of the IET program
- Using occupationally relevant instructional materials

This integration is organized through a single set of learning objectives that align the IET program's specific adult education content standards, workforce preparation skills, and workforce training competencies. This is discussed further in the Develop and Implement phase of the Toolkit.

Educational and Career Advancement

The purpose of IET programs is to support learners' educational and career advancement. An IET program achieves that purpose if:

- (a) The adult education component of the program is aligned with the state's content standards for adult education as described in the State's WIOA state plan (34 CFR § 463.38); and
- (b) The integrated education and training program is part of a career pathway. WIOA defines a career pathway as "a combination of rigorous and high-quality education, training, and other services that—(A) aligns with the skill needs of industries in the economy of the State or regional economy involved; (B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options; (C) includes counseling to support an individual in achieving the individual's education and career goals; (D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster; (E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable; (F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and (G) helps an individual enter or advance within a specific occupation or occupational cluster." (29 U.S.C. § 3102 Definitions).

Intentionally building elements of a career pathway's non-academic supports into your IET program will support learners' successful participation in education and training that is relevant to the local labor market demand, resulting in their earning occupational credentials valued by employers.

For more information, refer to OCTAE's [Integrated Education and Training \(IET\) Guide](#).

IET Programs in Practice

Practitioners have been building IET models through competitive and philanthropic funding prior to the emphasis on IET through WIOA. Although IET may have its roots in Washington's [I-BEST](#)



[model](#)—in which occupational instructors and adult education instructors team-teach—a spectrum of other IET programming exists across the country.

Innovative practitioners are building successful IET programs using new and adaptable workforce development program models to meet IET requirements. Those models include but are not limited to:

- **Bridge programs** that provide a broad foundation that enables adults who lack adequate basic skills to enter and succeed in postsecondary education and training;
- **Workplace learning programs** that provide an opportunity for adult learners to get some on-the-job experience or training through an organized, structured program;
- **Pre-apprenticeship programs** that prepare adult learners to enter and succeed in a Registered Apprenticeship or other high-quality apprenticeship program;
- **Integrated English literacy and civics education programs** that help adult learners build English language skills, learn about rights and responsibilities of a person living and working in the United States, prepare for the U.S. citizenship exam, and acquire skills to thrive in full-time employment;
- **Corrections education programs** that provide men and women under correctional supervision with educational opportunities to help them obtain employment upon release; and
- **Out-of-school youth programs** that serve youth ages 16–24 who have barriers to employment such as justice involvement, basic skills deficits, and little to no work history.
-
-

Guiding Principles of Quality IET Program Design

Several principles guide efforts to increase the number and quality of IET programs in the country. The content presented in this toolkit reflects these principles and fosters a clear link between adult education and workforce development that is supported by WIOA. The result is a comprehensive, accessible, and high-quality system that aligns workforce development, education, and economic development programs with regional economic development strategies to meet the needs of employers and learners.

These principles include:

- **Using the mindset and approaches of design thinking.** Developing quality IET programs requires creativity, adaptability, and innovation to respond to evolving needs of business and learners, along with a strong grounding in IET policy and regulation. Design thinking is an approach to problem solving and program design that puts customer needs at the center and produces creative and effective solutions. We have built elements of design thinking into this toolkit to help you build IET programs that meet learner, business, and community needs.
- **Collaborating with partners.** Quality IET programs require the expertise and resources of multiple partners within the workforce and education system. This toolkit builds partnership and collaboration into every step of the IET development and implementation process.



- **Adopting an approach of continuous improvement.** Business and learner needs are continually shifting, resulting in a need for new evidence-based practices. This toolkit helps you use available program data to test new approaches, capture lessons learned, and build on successful elements of your IET program to support continuous improvement and adapt to changing needs.

- **Meeting community needs.** IET programs are developed and implemented in response to clear business and learner needs. The toolkit begins with research and assessment to help you understand these needs.



IET Self Assessment


The IET Self-Assessment allows you to reflect on your IET program development, implementation, and sustainability efforts, and identify areas of the IET Toolkit that can help strengthen your efforts. You can complete this assessment alone or with key partners.

Choosing the Focus of your IET Program. Check off the actions below that reflect how you usually approach this work. Phase 1 of the Toolkit walks you through each of these actions.

- We have a process in place that helps ensure that the IET programs we develop meet regional needs, are feasible for us to implement, aligns with our program goals, and leads to the outcomes we and our learners need.
 - We gather information about state IET policies and local career pathway activities to ensure that we develop an IET program opportunity that complies with state requirements and aligns with career pathway activities as required under WIOA.
 - We make sure that we understand which industries and businesses are hiring, provide employment that pays good wages, and are challenged to recruit the skilled workers needed to meet industry demand.
 - We take steps to understand our potential pool of adult learners and their needs.
 - We identify resources that can support our IET program and the learners who participate, including potential funding sources, training providers, and a network of community organizations to provide supportive services.
 - We take steps to understand the needs of businesses in our community/region who might hire graduates of our IET program.
 - We consider the range of potential training provider partners available to us, including those that provide virtual learning opportunities, and seek out a training partner who is willing to collaborate with us to identify shared goals for the IET program that address both occupational skills and adult education components of the IET, and to develop a single set of learning objectives and integrated curricula for the program.
 -

Designing your IET Program. Check the actions below that reflect steps you routinely take with confidence as you design your IET program (s). Phase 2 of the toolkit walks you through each of these actions.

- We involve key partners in the work of designing our IET program.
- We work with our partners to develop a broad set of goals for our IET program that address learner, business, community, and programmatic needs.
- We plan for effective instructional delivery that supports concurrent delivery of occupational and adult education content.
- We consider the learner experience and the support learners will receive during every phase of our program and beyond.
- We include a transition plan for students as they complete our program and transition to employment or further education.

- 
- We look for opportunities to integrate technology to increase the digital literacy of learners and enhance the delivery of our IET program.
 - We consider the accessibility needs of learners.
 - We build program monitoring and continuous improvement into the design of our IET program.

Developing and Delivering your IET Program. Check the actions below that reflect steps you routinely take with confidence as you develop and deliver your IET program(s). Phase 3 of the toolkit walks you through each of these actions.

- We collaborate with adult education and technical instructors and staff to create a single set of learning objectives prior to building our standards-based curricula.
- We develop contextualized instructional materials and plan our assessment strategies.
- We incorporate college and career planning.
- We identify and implement learnings from evidence-based research and/or promising practices with respect to improving reading, writing, mathematics, and English proficiency.
- We have a clear plan for data collection and use to help improve our program once implemented. We provide professional development opportunities for our staff engaged in designing and delivering the IET Program.

Continuously Improving your IET Program. Check the actions below that reflect steps you take to support continuous improvement and sustainability of your IET program(s). Phases 3 and 4 of the Toolkit walk you through each of these actions.

- We collaborate with key partners (workforce/supportive services agencies, training providers, adult education instructors) who are supporting a program to assess and improve the model.
- We engage in program evaluation and a process for continuous improvement.
- We include formalized opportunities (dedicated meetings, surveys, focus groups, etc.) for our stakeholders to provide feedback on our program.

Research and Assess Your IET Opportunity

Now that you have read an overview of the IET Toolkit and have taken your IET Self Assessment, you will have identified the sections of the toolkit that will be most helpful to you. The next section begins the Research and Assess phase, which helps you with exploring the business and learner needs in your community that can be met by an IET program.



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Research and Assess

An IET program is one of many potential training models available to local communities to increase the work and literacy skills of adults while meeting business needs for skilled workers. The decision to develop and implement an IET program is a strategic one that factors in a wide range of information and insights about community needs and resources. In this phase, we will guide you through a process that will result in the strategic selection of an IET program opportunity that meets community needs. If possible, you may want to assemble a team to help you with this work. Your efforts will benefit from the many perspectives a team provides. For ideas on how to build a team to support this work, see section 2.1.

Purpose

This section contains tools you can use to assess local needs and resources, determine key insights from what you learn, and identify compelling IET opportunities that meet these needs.

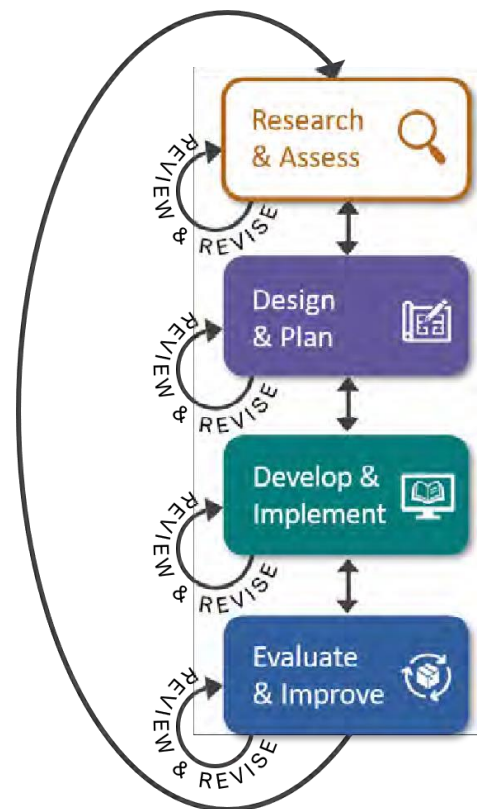
Key Tasks for this Phase

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

IET Assess Tool

The IET Assess Tool will assist you in planning your needs assessment work and collecting your findings in an organized way. Download the IET Assess Tool below and have it available when working through the Research and Assess phase of the toolkit.

[IET Assess Tool](#)





1.1 Conduct a Needs Assessment

Your first task is to conduct an assessment to identify local needs and resources and better understand best practices and funding opportunities. The IET Assess Tool will help you plan your efforts and capture what you learn so that you can analyze it later.

Key Steps for this Task

- Develop a *How Might We* question.
- Identify stakeholders.
- Develop a needs assessment plan.
- Conduct research to assess needs and identify resources.

Start with a “How Might We” Question

To guide your needs assessment, create a question that frames the opportunities you are exploring. Use a “*How Might We?*” structure for your question. *How Might We* questions help focus the opportunity you are trying to uncover or the need you are trying to address and provide clarity around what you want to accomplish.

The unique wording of *How Might We...* is purposeful. Each word helps open your mind to the possibilities that solutions exist and prepares you for effective brainstorming on how to solve those problems. You will want to select one high-level *How Might We* question to guide your assessment planning. Do not worry about perfection at this point; you will refine this question over time.

Examples of *How Might We* questions include:

- How might we use IET to meet learner and business needs in our region?
- How might we leverage the assets in our community to strengthen our IET programs?
- How might we help adult learners connect to careers through IET?
- How might we use IET to fill a gap in our community’s workforce development programming?


At this stage, avoid questions such as: “How might we develop an IET for entry into certified nursing assistant careers?” or “How might we develop an IET for English-language learners in a specific community?” Many valuable IET opportunities can be missed by getting overly specific before conducting your needs assessment and mapping community resources. Leave room for new ideas and opportunities to surface based on what you learn.

Enter your question in the *Initial How Might We Question* section of the IET Assess Tool.

Identify Stakeholders

Once you have agreed upon your *How Might We* question, make an initial list of who you need to learn more from and what information they can offer based on their expertise.

Your primary focus should be the stakeholders whose needs you are most directly trying to meet—most likely learners and local businesses, but they may also be community partners or training providers. Brainstorm other organizations or people from whom you want to learn, and talk to a diverse sample of these stakeholders.



Be wise with your time, but do not hesitate to explore unfamiliar areas. Multiple perspectives on your problem or opportunity, and how to address it, can be beneficial. This toolkit describes guidelines for discussing and researching several types of stakeholders and topics, including:

- Learners
- Businesses/employers
- State/regional career pathway programs
- State IET policy
- Funding opportunities
- Community resources, including training providers and supportive service providers
-

Create a list of key stakeholders and their contact information in the *Identify Stakeholders* section of the IET Assess Tool.

Plan and Conduct Your Needs Assessment

Now that you have framed your IET program opportunity in the form of a *How Might We* question and created an initial list of potential stakeholders, you are ready to conduct your needs assessment to research and collect information in five key areas:

- Key Area #1: State and Local IET Policy and Career Pathways Options
- Key Area #2: Regional Workforce Development Needs
- Key Area #3: Community Resources to Support your Program
- Key Area #4: Emerging and Promising Practices in IET Programs
- Key Area #5: Learner and Business Needs


You will conduct your needs assessment through two primary activities: interviews with stakeholders and document review. As you determine who you will interview and which documents you will review, build out your work plan in the Needs Assessment Work Plan Template in the IET Assess Tool. To help stay on track, include all your administrative and research tasks. You can use the Stakeholders Interview Planning Template in the IET Assess Tool to organize the interview activities in greater detail. The template includes space for interviewee contact information, what you want to learn, and who will talk to them and when.

For each of the key areas, the toolkit describes the key research questions you will want to answer and gives suggestions for how to find the answers. It also includes a customizable note-taking tool that you can use to prepare for and capture notes from any interviews or document reviews. Feel free to adapt the questions included in the note-taking tool to your needs before starting your research.

When you have finished your interviews and document reviews for each key area, review your notes and capture your key research findings in the *Needs Assessment Research* section of the IET Assess Tool.

Key Area #1: State and Local IET Policy and Career Pathways Options

Gather information about state IET policies and local career pathway activities to ensure that you develop an IET program opportunity that complies with state requirements and aligns with career pathway activities as required under WIOA. Information on researching policies and career pathways is provided below.



Refer to the Note-Taking Tool for Key Area #1 - State and Local IET Policy and Career Pathways Options for guiding interview questions and a space to take notes. When you have finished your research activities, capture your findings in the *Needs Assessment Research* section of the IET Assess Tool for this research topic.

[Needs Assessment Note-Taking Tool](#)

State and Local IET Policy

In addition to having established state adult education content standards, your state may have policies in place that govern IET activities. These policies may provide funding, create partnerships, place additional requirements, or otherwise shape and influence your IET program development process.

The results of your research will help you align your IET program to state and local funding and requirements. Be aware of these policies early so they can shape the direction of your research and assessment activities. As part of your research, you may:


- Review policies or guidance included in a request for proposal if responding to a specific funding opportunity or planning for future funding opportunities.
Review state adult education policy manuals or operating guides found on the website of the state agency that administers your state's adult education program.
- Identify your state's adult education content standards
- Review state and regional WIOA plans accessed from the [U.S. Department of Education](#) website. Review local plans posted on the website of your local workforce development board, which you can find on www.careeronestop.org.
- Interview a representative of your state adult education office to confirm your understanding of these policies and funding projections and priorities.
-

Key Questions to Answer:

1. Does my state have any requirements for IET programs? If so, what are they, and in what documents are these requirements found?
2. What requirements does my state have for the duration and intensity of IET; required education or credential attainment outcomes; or other elements such as industry of focus? Where can I find my state's adult education content standards?
3. Does my state or local area provide funding for IET, through federal funds, specific appropriations from state budgets, or private sector funds?
4. How can these funds be accessed?
- 5.

State and Regional Career Pathways Options

You will learn more about how to align your IET with a career pathway in the Design and Plan phase of the Toolkit. What is important now is to ensure that you understand the existing career pathway



efforts in your community and state so you can look for ways to align with and leverage these programs to benefit your learners.

The results of your research will provide insight into the career pathway resources to which you can connect as you build your IET program. As part of your research, you may:

- Review state and regional WIOA plans related to career pathways.
- Interview state and local education and workforce development staff, such as the local Workforce Development Board staff, the Dean of Workforce Development, or the Dean of Career and Technical Education (CTE) at your local community college.
- Review examples of a strong local career pathway system that supports learners through enhanced IET design, such as this example from OCTAE, [Figure 1 in OCTAE's Policy Brief on Building Career Pathways Systems for Education, Training, and Employment from October 2016](#).

Key Questions to Answer:

1. What career pathway efforts and/or CTE programs are under way in our community? Which industry sectors and occupations are the focus of those efforts or programs?
2. Which organizations, educational institutions, and businesses are most closely involved in this work? (Are we connected to these entities?)
3. How can an IET program become part of an existing career pathway/CTE program to serve adult learners?
4. Are there specific timelines or processes to follow to connect to these career pathway efforts or CTE programs?
- 5.


What are Career Pathways?

WIOA Sec. 3(7) defines career pathways as a combination of rigorous and high-quality education, training, and other services that:

- Align with skill needs of industries in the state or regional economy
- Prepare an individual to succeed in secondary or postsecondary education options
- Include counseling to support the individual's education and career goals
- Include education offered concurrently and contextually with workforce preparation and training in a specific occupation or occupational cluster
- Organize education, training, and other services to support the particular needs of an individual to accelerate their educational and career advancement
- Enable an individual to attain a secondary school diploma or its recognized equivalent
- Help an individual enter or advance within a specific occupation or occupational cluster

Key Area #2: Regional Workforce Development Needs

IET programs train learners for skills needed by employers. When looking for potential IET opportunities, it is essential to understand which industries and businesses are hiring, provide employment that pays good wages, and are challenged to recruit the skilled workers needed to meet



industry demand. You do not need to do this research yourself—reach out to partners with labor market analysis experience, who can provide their insights.

It is also important to understand your potential pool of adult learners and their needs. You may have much of this information yourself, and you can supplement your in-house data with the expertise of others in your community who also serve adult learners.

Efforts to better identify workforce development needs may bring to light occupations and learner communities you had not previously considered. As part of your research, you may:

- Interview local workforce development board or community college staff with workforce development expertise who can provide insights on business needs, how those needs are being met, and where there might be gaps that could be filled by an IET program.
Research your own case management data to better understand your learner population and how their education and workforce development needs are currently being met in the region.
- Interview partners who also serve adult learners to help identify areas of unmet learner needs that might be addressed through an IET program.
-

Key Questions to Answer:


1. What are the important and growing industry sectors and businesses in our regional economy and who are the significant employers in these sectors?
2. What are the occupations within these sectors that provide employment at good wages? Which businesses are having trouble hiring and retaining workers with the right skills and what specific challenges are they facing?
3. Are these businesses accessible to potential learner populations (on a bus route, etc.)? What skills and credentials do these businesses value?
4. What requirements do these businesses have for employees (e.g., background checks, legal permanent residency, high school diploma or equivalent, industry certification requirements, etc.)?
5. What programs/organizations currently provide education and training for adult learners as they prepare for and enter employment in in-demand occupations?
6. What gaps exist in regional services for adult learners?
7. Are there unmet needs for training, career services, etc., or are adult learners turned away due to demand?
- 8.
- 9.

Refer to the Note-Taking Tool: Key Area #2 - Regional Workforce Development Needs for guiding interview questions and a space to take notes. When you have finished your research activities, capture your findings in the *Needs Assessment Research* section of the IET Assess Tool for this research topic.

[Needs Assessment Note-Taking Tool](#)

Key Area #3: Community Resources to Support Your Program

Identify resources that can support your IET program and the learners who participate, including potential funding sources, training providers, and a network of community organizations to provide



supportive services. Information on researching each type of community resources is provided below.

Refer to the Note-Taking Tool for Key Area #3 - Community Resources to Support Your Program for a guiding interview questions and a space to take notes. When you have finished your research activities, capture your findings in the *Needs Assessment Research* section of the IET Assess Tool for this research topic.

[Needs Assessment Note-Taking Tool](#)

Funding

Initial and ongoing financial support is vital to long-term sustainability and scalability of quality IET programs. You will want to identify and research sources of federal, state, and local funding to develop and sustain an IET program. IETs can be funded in a variety of ways, and states may have unique set of resources available depending on state and local policies and priorities. Funding strategies that leverage non-Adult Education and Family Literacy Act (AEFLA) sources often require working in collaboration with partners to serve a common client.

As part of your research, you may identify and research sources of federal, state, and local funding to develop and sustain an IET program and identify emerging patterns of funding:

- AEFLA program funds authorized under Title II of the WIOA (check with your state office for guidance/direction)
Section 243 Integrated English Literacy and Civics Education funds WIOA Title I
- adult, dislocated worker, and/or youth funds
State authorized adult education funds Pell
- Grants through Ability to Benefit
Temporary Assistance for Needy Families and Supplemental Nutrition Assistance Program employment and training funds
- State and local funding sources
- State and local foundations that support programs that complement current public sector program eligibility requirements and goals
- Supportive services provided by organizations, employers, foundations, agencies, and institutions of higher learning
-
-

Interview key stakeholders and other individuals involved with state and local programs and organizations to obtain funding-related insights.

Potential Sources of Funding & Supportive Services	Reach Out To
Area Adult Education Providers Workforce Development Service Providers Area Training Providers	The agency designated in your state that maintains the state's eligible training providers' list.
Human Services and Supportive Services Providers	Agencies that provide child care, food bank, transitional support, transportation services, etc.
State and Local Foundations	Foundations that support programming that complements current governmental eligibility requirements and goals.
Employers and Labor Organizations	Employers and organizations interested in or currently operating pre- or Registered Apprenticeships, on-the- job training or work-based learning programming, and labor management partnerships.
Institutions of Higher Education	Institutions that operate career pathway programs, including CTE programs and customized training for business and industry.

Key Questions to Answer:

1. What funding sources are available to support IET in this community and state? What
2. restrictions or requirements are in place to use each of these funding sources? Who is the
3. point of contact for this funding in this community or state?
4. How much funding is available? What costs/services can the funding cover? What
5. timelines and deadlines do I need to be aware of?

Training Providers

Although you may already have an established partnership with a training provider, we encourage you to give some thought to the range of potential training provider partners available to you, including those that provide virtual learning opportunities. Your IET training partner should be willing to collaborate with you to identify shared goals for the IET program that address both occupational skills and adult education components of the IET, and to develop an integrated curricula with a single set of learning objectives. Such an approach results in IET programs that are better able to connect participants to work opportunities upon successful program completion.

Here are the characteristics of training providers who are best positioned to work with you on the design and delivery of a quality IET:

- They have experience delivering training programs that are connected to industry standards, industry recognized credentials, or CTE standards.

- They develop their curriculum in close collaboration with local employers; consider existing industry standards; and update their curriculum regularly to adapt to changing business needs. They are willing to take the time to effectively align the occupational training with adult education standards and workforce preparation activities.
-

Most community colleges have CTE programs funded through the Strengthening Career and Technical Education for the 21st Century Act ([Perkins V](#)). All Perkins programs are required to have advisory boards that provide input into the development of the training curriculum and the alignment of the industry standards.

As part of your research, you may:

- Interview workforce development board staff for insight into high-quality training providers in your region. Interview training providers to understand the role businesses play in curriculum design and delivery, including whether they use industry-recognized curricula aligned to specific credentials.
-

Key Questions to Answer:

1. Who are the high-quality training providers in my region? Who are potential, high-quality virtual training providers?
3. Which providers are accessible to my learners (public transit accessible, etc.)?
4. Which training providers are supportive of the integration goals of IET? Are they willing and able to invest the time to integrate technical and academic components into the IET program?
When was the last time they updated their curriculum?
How much hands-on learning is provided as part of their curriculum?
5. What role do regional employers play in curriculum development and delivery? What are the employment outcomes of recent program participants?
6. When applicable, is the curriculum aligned to industry-recognized standards or credentials?
- 7.
- 8.
- 9.

Learner Supports

Strong IET programs knit together a range of community resources to meet learner needs beyond the classroom to ensure learner success. These resources include case management, supportive services such as transportation and child care, career counseling, job placement and retention support, and more. If you have identified and connected with local career pathway systems, you may also be aware of and have access to community organizations or others that could provide supportive services for learners in your IET program.

The results of your research will help you to determine the community organizations available to partner with you to meet IET program needs. As part of your research, you may:

- Identify the types of services and funding resources available to leverage for key learner needs, such as:
 - Personal needs (transportation, child care, etc.)

- Educational support (occupational training, technology, and other equipment needs)
- Financial support (tuition assistance)
- Career planning (counseling, job placement/transition to postsecondary education, job retention support)

- Identify a point of contact for each community organization, program, and funding agency and talk to them about supporting key learner needs.
- Conduct an [asset mapping exercise](#) to uncover additional sources of support for your learners if you identify gaps in supportive services potentially needed.
-

Key Questions to Answer:

1. What services are available in my community to support learner success? What are the requirements and procedures for accessing those services?
2. Who provides these services—and what relationships might I need to build, or what partnerships might I need to establish, to help my learners access them?

Key Area #4: Emerging and Promising IET Program Practices

Learn about and get inspired by promising IET program practices across the United States before you decide on possible approaches for your local IET program.

This research will help you align your IET program opportunity with best practices and build on the experiences and successes of others. As part of your research, you may:

- Review case studies and profiles of IET programs provided in reports such as the *World Education* publication [Integrated Education and Training: Implementing Programs in Diverse Contexts](#) and those highlighted in [the Advancing Innovations project](#). Interview providers of IET programs about which you would like to learn more.
- Identify and observe/interview successful workforce development programs similar to IET in your community. These may be run by CTE providers, WIOA Title I providers, industry associations, or others.

Key Questions to Answer:

1. What are some key features of successful IET programs or other workforce development programs that I might want to consider for our IET program designs? What made those features effective in other programs?
2. What are some lessons IET providers or other workforce development providers have learned that we can factor into our work?

Refer to the Note-Taking Tool for Key Area #4 - Emerging and Promising Practices for guiding interview questions and a space to take interview notes. When you have finished your research activities, capture your findings in the *Needs Assessment Research* section of the IET Assess Tool for this research topic.

[Needs Assessment Note-Taking Tool](#)



Key Area #5: Learner and Business Needs

Learners and the businesses that hire them are key customers of IET programs. To select and design an IET program that responds to customer needs, you will need to have a strong understanding of learner goals, challenges, and experiences; and the workforce needs of the business that will hire them.

Use the information you gathered on learners and businesses in Key Area #2: Regional Workforce Development Needs to help you identify the types of learners you need to talk to and businesses in need of qualified workers. If your research so far has suggested a focus on a particular community of adult learners or a particular industry or occupation of focus, be sure you include representatives of these groups in your research now.

Refer to the Note-Taking Tool for Key Area #5 - Learner and Business Needs for guiding interview questions and a space to take interview notes. Capture your findings in the *Needs Assessment Research* section of the IET Assess Tool for this research topic.

Needs Assessment Note-Taking Tool

Learner Needs

As an adult education professional, you may be thinking, “Of course I understand my learners’ needs!” But taking time to listen to learners in a focused way can uncover fresh insights into needs a potential IET program could meet.

As part of your research, you may:


- Conduct group or individual interviews with learners to listen deeply to their experiences and uncover needs.
- Observe learners in classrooms or other settings to understand how they engage with learning.
-

Key Questions to Answer:

1. What are the educational and career goals of potential learners?
2. What past education and training experiences do these learners have, and how do those experiences impact their learning today?
What types of curriculum design and delivery strategies work best?
3. What experiences outside the classroom—both positive and negative—impact learners’ success?
4. What ideas do learners have about how IET programs should be designed?
- 5.

Business Needs

Understanding the needs of local businesses who may hire learners who complete an IET program can help you design a more effective program. As part of your research, you may:

- 
- Interview industry associations, workforce development boards, or other business-serving organizations to understand business needs.
 - Interview businesses who currently hire your adult learners. Note that you may want to revisit this step after you have selected an IET program so that you can carefully target your time with businesses.

Key Questions to Answer:

1. How do local businesses recruit and hire for the occupations we might target with an IET program?
What challenges do people in that occupation have that make it difficult for them to succeed on the job?
2. What makes employees successful in these companies?
How do employees advance in their career in these companies?
- 3.
- 4.



1.2 Identify Key Insights from Your Assessment

You gathered a lot of information during your needs assessment. Now it is time to take a step back and synthesize what you have learned by breaking down that information into manageable pieces and identifying common themes and patterns that paint a picture of the needs and opportunities in your community.

Key Steps for this Task

- Reflect as individuals.
- Reflect as a team.
- Update your How Might We question.

First Round of Reflection

To begin to synthesize the research conducted during the needs assessment, review the findings and capture key insights and takeaways in the *First Round of Reflection* section of the IET Assess Tool, which includes the questions below:

- What patterns exist in the research and stakeholder feedback related to unmet workforce and learner needs that an IET program might address?
- What did you find interesting in the feedback? Include any “aha moments” or what you felt was most surprising.
- What do you want to discuss more with the group?


If you are working with a team, share the information collected in the IET Assess Tool with them and ensure everyone can reflect on these questions before moving on to the second round. Ask your team to share their reflections with one another.

Second Round of Reflection

When you first created your *How Might We* question, you took an educated guess on the focus of your question based on what you believed to be the most pressing need at that time. This second round of reflection will give you a better idea of what stakeholders really need and prepare you to brainstorm potential IET program opportunities. If you are working with a team, come together to discuss the results of your research and assessment after everyone involved has reviewed the IET Assess Tool information and each person’s Individual Reflection. Capture your synthesis in the *Second Round of Reflection* section of the IET Assess Tool.

To reflect as a team:

- Ask each person to share the key themes they identified, and identify common patterns together. Invite others to jump in if they noticed the same things during their reflection.
- Work together to organize your insights and build a common understanding of the workforce needs and opportunities within your community by considering the questions below:
 - What unmet needs does our community have that IET can help address?
 - What learner populations might we serve?
 - What learner needs might we address through the IET program design?

- 
- What funding opportunities might we access?
 - What industries and occupations might we target? How might we ensure that employer needs are reflected in our program design?
 - What innovative or promising IET practices did we learn about that might benefit our community?
 - What partners do we need for this work? Which partners understand the value of IET programs and are willing to collaborate with us to build quality programs?

Aim to reach a consensus and develop a list of common themes, compelling insights, consistent problems, and potential opportunities. At this point, you are not identifying specific IET program opportunities but focusing on insights about stakeholder needs.

- Update your *How Might We* question to align with your consensus (see next section).

-

Update Your *How Might We* Question

Updating your *How Might We* question ensures it aligns with the common themes and insights identified in the Team Reflection. At this point, you are not developing solutions but focusing on what your stakeholder research tells you. When you do brainstorm solutions, your updated *How Might We* question will be used to guide your efforts.

Examples of *How Might We* questions at this stage may include:

- How might we use IET to connect English language learners to health care career pathways? How might we use IET to connect adult learners to opportunities in the IT sector?

-

Enter your updated question in the *Update Your How Might We Question* section of the IET AssessTool.



1.3 Brainstorm and Select an IET Program Opportunity

You now have all the information you need to brainstorm potential IET programs opportunities and select a sustainable opportunity to design and develop.

Key Steps for this Task

- Brainstorm potential IET program opportunities.
- Refine your list and select a sustainable IET program opportunity.
- Transition to the Design and Plan phase.

Brainstorm Potential IET Program Opportunities

Your reflections and synthesis have prepared you to brainstorm IET program opportunities based on your updated *How Might We* question. You will start off with a lot of big ideas around the identified workforce and learner needs and then refine them.

Your brainstorming session should result in a list of desirable IET program opportunities that address your *How Might We* question and meet the needs of stakeholders, learners, and employers. Come to the table with open minds full of ideas and set aside any constraints that enter your mind, such as funding, staffing, or resources, to enable the open flow of ideas. You can revisit the constraints later when you refine your list.

Below are guidelines for effective brainstorming.

1. **No idea is a bad idea.** Brainstorming sessions are judgement-free zones that allow all team members to feel comfortable, no matter their expertise or level in the organization.
2. **Capture everything.** Make sure your team writes *everything* down. This allows you to capture the most creative and innovative ideas accurately so that nothing is forgotten.
Quantity over quality. Although it may seem counterproductive, at this stage it is better to have more ideas to explore. Multiple voices can inspire and enhance innovation.
3. **Challenge traditional assumptions.** Allow yourself to think in creative and imaginative ways and let the ideas go where they may as you explore new and uncharted territories.
- 4.

Capture your efforts in the *Potential IET Program Opportunities* section of the IET Assess Tool.

Refine Your List and Select an IET Program Opportunity

The final stage of selecting an IET program opportunity is to take the program ideas identified during brainstorming and refine and prioritize them based on what is desirable, feasible, and viable. To do this, you will answer the questions below for each opportunity:

- **Desirability:** Do the stakeholders want this? Do we want this? Does the idea meet a need? Does the idea add value and fit into people's lives?
- **Feasibility:** Can we do this? Do we have the funding, staffing, resources, capacity, etc. to make this happen? Can we recruit learners who have the pre-requisite skills for the program?



Viability: Should we do this, and will it be

sustainable? Does the idea result in a solution that aligns with our program goals and leads to the outcomes we and our learners need?

Come to consensus on the most desirable, feasible, and viable IET program opportunity to take into the design phase. This opportunity may be described as:

- An IET program that prepares English learners, with medical degrees in their home countries, for health care careers in this community.
- An IET that connects learners to apprenticeship opportunities in the community's IT sector. An IET that helps justice-involved individuals prepare for careers in the transportation sector.

Enter the high-level details of your selected IET program opportunity in the *Selected IET Program Opportunity* section of the IET Assess Tool.

Transition to IET Program Design and Plan Phase

Now that you have identified an IET program opportunity, it is time to transition to the Design and Plan phase of building an IET program. You will carry with you the information that relates to your opportunity in the IET Assess Tool.



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Design and Plan

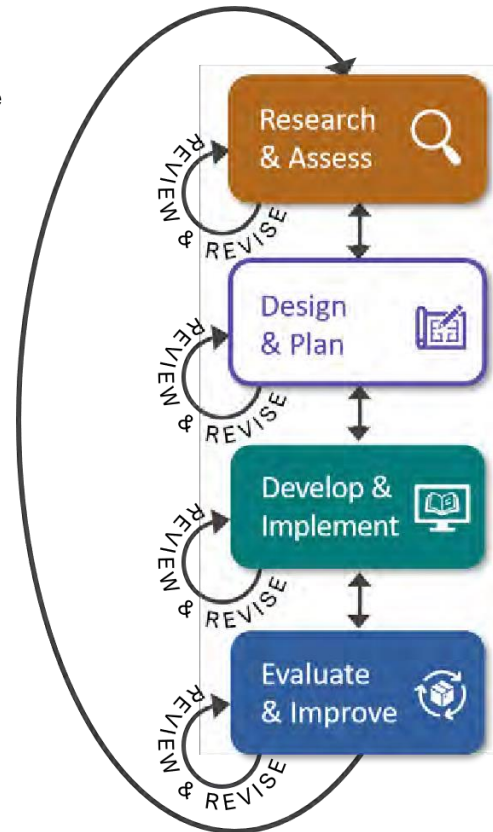
You completed the Research and Assess phase, selected an IET program opportunity, and now it is time to design and plan your program.

Purpose

This section includes an organized design process and an IET Planning Tool to help you create an IET program that addresses the needs of the workforce and adult learners.

Key Tasks for this Phase

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





2.1 Form a Team and Define the IET Program and Goals

A robust and sustainable IET program requires collaboration with individuals who are committed to and invested in successful program outcomes for your target population. Your first task is to engage with key stakeholders to define the IET program and its goals. These efforts will be captured in the IET Planning Tool.

Key Steps for this Task

- Form a design team.
- Define the IET program and goals.

IET Planning Tool

You will use the IET Planning Tool to capture information and key decisions as you design and plan the program structure, learner experience, and program evaluation.

Download the IET Planning Tool below and have it available when working through the Design and Plan phase of the toolkit.

[IET Planning Tool](#)

Form a Design Team

In the Research and Assess phase, you identified an occupation within a career pathway, key employer(s), a training provider, and a target population for your IET program. These decisions were captured in the IET Assess Tool in the section titled *Selected IET Program Opportunity*.

Now it is time to roll up your sleeves and do program design and planning work. Depending on the structure and resources of your program and community, at a minimum this work may be done primarily by Adult Basic Education (ABE) staff and staff who deliver occupational skills training.

Ideally, the team should include other partners who can help inform your IET program design, ensure it connects to a viable career pathway, and supports learners' needs.

Ideally, whoever is doing the work should be able to make decisions regarding the program structure, necessary learner supports, and the integrated curriculum. If you are not able to engage with employers directly, ensure that you have access to at least one stakeholder who can provide an employer perspective.

Reflect on the resource mapping you completed during the Research and Assess phase, captured in the IET Assess Tool under Needs Assessment Research, Key Area #5 – Learner and Business Needs. Consider inviting team members or seeking input from partners who have resources and supports for adult learners. These may include:

- Postsecondary education and training providers (e.g., community colleges, technical schools, apprenticeships, etc.)
- Workforce Development Board or American Job Center representatives
- Community-based organizations

- Health and Human Services providers
- Local and state government officials

Personalities matter in teams. Before inviting team members, consider if they will actively participate, respect the opinions of others, collaborate, think creatively across disciplines, consult with a solutions-oriented mindset, and make informed decisions. A diverse team with multiple perspectives leads to richer innovation. Move beyond the usual “go-to” people to consider colleagues in different roles, hierarchical levels, backgrounds, levels of expertise, and disciplines.

As you add new people to your team, be sure to inform them of your learnings from the Research and Assess phase.

Enter the names of confirmed team members and the skills and experience they bring to the IET program in the *Team Information* section of the IET Planning Tool.

Team Purpose Statement

A team purpose statement clarifies the need for and expectations of the team to potential members. When reaching out to potential team members, you will want to provide a description of the IET program opportunity identified in the IET Assess Tool under *Selected IET Program Opportunity*.

A good starting point for a purpose statement is to revisit your *How Might We* question from the Research and Assess phase to ask and clarify important questions like:

- Why do we need an IET design team?
What will the team focus on?
- Who does the team serve, and why?

Refer to the resource link, [Team Purpose](#), for more information on creating a purpose statement. Capture your purpose statement in the *Team Information* section of the IET Planning Tool.

Define the IET Program and Goals

You chose an IET opportunity during the Research and Assess phase because it met critical learner and workforce needs. The team will further design the IET program and identify the high-level program, learner, and partner goals.

IET Program Summary

To more clearly define the IET program’s structure, goals, and outcomes, review the research captured in the IET Assess Tool, including the section on *Selected IET Program Opportunity*. Discuss the research with your team and further develop the following elements of your IET program:

- Program title and description
- Program timeline
- Target occupation
- Career pathway and potential employers
- Target population
- Funding options



IET Program Goals

Work with your partners to develop a broad set of goals for your IET program. These goals should address the learner, business, and community needs identified in the Research and Assess phase and address the programmatic goals of your key partners. Goals provide a common vision that can be revisited throughout the design and delivery of the program; strengthen partner engagement; and lay the foundation for future curriculum development as well as continuous improvement and evaluation processes. Setting program goals that are measurable during program implementation or at program completion ensures that your program design aligns with the results you want to achieve for your learners and partners. You will refer to the program goals as you design your curricula.

Develop goals and outcomes for the IET program across three categories:

- **Learner goals** for the target population that describe expected successful workforce development outcomes (e.g., obtain a better job).
- **Program goals** that support learners and meet requirements of funding sources (e.g., provide on-ramps for lower-skilled individuals to enter a career pathway that results in living-wage employment; increase the education functioning level of 90 percent of participants).
- **Partner goals** for outcomes important to partners, especially employers (e.g., develop a diverse candidate pool).
-

Capture your goals in the *IET Program Summary* section of the IET Planning Tool.

For more information and examples, please see Desk Aid 1: IET Program Goals and Outcomes.

Desk Aid 1: IET Program Goals and Outcomes

Establishing the goals for your IET program will guide program and curriculum design, learner experience, and partner engagement. Goals should capture what you want to see happen as a result of your IET program across three categories: program goals, learner goals, and partner goals. A good starting point for developing goals is reflecting on the needs identified in the Assess phase that prompted you to build the IET program.

Work with your team to develop a shared vision for your goals. The questions below will guide your use of the SMART format during goal creation.

- ✓ **Specific** – What is the outcome you expect? How will it be accomplished?
- ✓ **Measurable** – How will you know if you have accomplished it?
- ✓ **Attainable** – Is the goal realistic given your capacity and constraints?
- ✓ **Relevant** – How does it meet the identified need(s)?
- ✓ **Time-Based** – When will the goal be achieved?

Below are examples of the different type of goals you may wish to consider for your IET program. Document your goals in the *IET Program Summary* section of the IET Planning Tool.

Type of Goal	SMART Goal Examples
<p>Learner goals focus on successful workforce development outcomes:</p> <ul style="list-style-type: none"> ▪ Obtain a High School Equivalency credential ▪ Accelerate basic skills development ▪ Enhance English language skills ▪ Explore a career ▪ Transition to a postsecondary career and technical education program ▪ Access job opportunities ▪ Obtain a better job 	<p>Upon completion of the IET Program:</p> <ul style="list-style-type: none"> ▪ 60% of participants obtain a high school equivalency. ▪ 90% of participants increase an educational functioning level. ▪ 60% of English learners transition out of English as a Second Language classes.



Type of Goal	SMART Goal Examples
<p>Program goals describe the overall desired outcomes of the program:</p> <ul style="list-style-type: none"> ▪ Provide pathways that lead to specific careers or jobs ▪ Emphasize skills that are important for both academic and career success ▪ Facilitate the smooth transition from basic skills to postsecondary education or higher-level training or careers ▪ Accelerate skills development related to higher education and work, including work readiness or soft skills needed to be productive in the workplace ▪ Increase student retention and program completion ▪ Promote collaboration among adult education programs, employers, and/or community college faculty and/or other postsecondary education and training providers 	<p>Within six months:</p> <ul style="list-style-type: none"> ▪ Build an onramp for at least 10 Adult Basic Education Level 4 and 5 learners per quarter to enter into a career pathway that results in employment with average wages at or above \$35,000/annually.
<p>Partner goals focus on engagement or outcomes important to partners:</p> <ul style="list-style-type: none"> ▪ Provide an available skilled workforce ▪ Job placement ▪ Increased enrollment in training program 	<p>In the second quarter after completion of the IET:</p> <ul style="list-style-type: none"> ▪ 95% of participants in the IET program who had received Supplemental Nutrition Assistance Program (SNAP) benefits no longer do. ▪ 65% of participants in IET continue on to degree programs at the community college. ▪ 70% of participants find employment in a related occupation.



2.2 Design the Program Structure

Program success depends on having a structure that is supported by available funding, strong partnerships, and effective program policies, and includes learner supports. The program structure should allow your IET program to be nimble enough to adapt to changes in funding, key program staff, and workforce needs. Next, you will consider the elements of this structure and use the IET Planning Tool to capture your efforts.

Key Steps for this Task

- Determine the instructional delivery approach.
- Plan for sustainability.
- Create a funding matrix.
- Create a partner communication plan.
- Determine program policies.
- Prepare partner agreements.
- Consider available learner support.


Determine Instructional Delivery Approach

IET programs require integrated curricula in which adult education and literacy skills and workforce preparation are contextualized to the occupational training curriculum. This requires intentional, thoughtful planning for effective instructional delivery. As you design the structure of your IET program, think about who will deliver the occupational and adult education instruction and where they will do their teaching.

Consider the following approaches for instructional delivery in designing your IET program:

- Occupational trainer and adult education instructor [team-teach concurrently, 100 percent of the time](#), always in the same virtual and/or physical space. Both teachers equally plan and deliver the IET program's instruction in the same space at the same time with the same learners. Occupational trainer and adult education instructor deliver instruction concurrently while in separate virtual or physical spaces 100 percent of the time.
- Occupational trainer and adult education instructor team-teach some of the time in the same virtual and/or physical space and some of the time concurrently in separate spaces. One instructor with the required credentials for teaching both the occupational skills and adult education content delivers the instruction 100 percent of the time, either in virtual or physical spaces.
-

TIP: Before determining your instructional delivery approach, refer to the state IET policy information you gathered during the Research and Assess phase and ensure you comply with any state policies regarding who can deliver the occupational and adult education instruction (i.e., instructor credential requirements) and how it is delivered (i.e., percentage of time required for the occupational trainer and basic skills instructor to co-teach for the program to be considered, counted, and possibly funded as an IET program).



It may be helpful to observe another instructor when deciding on an instructional delivery approach. This [video series](#) produced by the Washington State Board for Community and Technical Colleges gives a virtual opportunity to see what team teaching looks like in the classroom.

Document the selected instructional delivery approach in the *IET Program Summary* section of the IET Planning Tool.

Virtual Delivery of Lessons

If you are planning to deliver IET curricula content virtually, you will need a learning platform. Depending on the resources available to your program, learning platforms can be as simple as a free Google Site or more robust learning management systems you may have access to, such as Google Classroom, Blackboard, Canvas, etc. Do your research to see what options are available to you. Consult the [LINCS Community on Integrating Technology](#) to learn more and access resources, such as this [compilation of resources on transitioning to online learning](#).

Learning Platform Selection

Select a learning platform that:

- Includes mobile apps to support accessibility for learners without a computer.
- Provides ease of teacher and student use/access and completion tracking.
- Includes a variety of interactive options such as online assessment and peer discussions.


Transitioning to virtual delivery removes geographic and transportation barriers sometimes experienced in rural communities; but this transition may exacerbate other barriers to learning, including access to and comfort with technology and time and location for focused learning at home. For more information on providing equitable access, refer to these resources:

- Equity-minded practices for teaching online ([Harris and Wood](#) webinar) Providing the necessary supports for learners with disabilities. ([WebAIM](#)) Southern New
- Hampshire University [best practices on remote teaching](#)

IET program learners and learning objectives vary greatly, so each program will require different strategies for the best virtual learning experience. Being resilient, persistent, and innovative is important as you work to transform your IET program to be accessible remotely.

Plan for Sustainability

The goal of a quality IET program is to adapt to industry and adult learner needs as they arise. Sustainability expectations for filling short-term demand for an employer differ from those for responding to an available funding opportunity that requires long-term success. Planning for sustainability from the outset and designing your program accordingly ensures all partners have the same expectations.



Create a work plan that identifies key priorities and tasks, who is responsible, timelines, and strategies required to accomplish the tasks to help support sustainability. To build a quality program that is set up for sustainability, consider tasks that:

- Plan for any unforeseeable changes in key program and partner staff. Secure funding sources that meet program and learner needs.
- Incorporate tracking of workforce trends and validation of the occupational and workforce preparation skills in the IET curriculum into the work plan. Leverage partnerships related to learner outreach and recruitment, staffing, and contingency plans.
- Communicate progress to stakeholders. Practice continuous improvement.
- Invest in ongoing professional development of IET program staff.
-

Determine your team's approach to working together and how you will use the work plan to guide your work—for example, how will you approach planning and tracking task completion against a timeline? Refer to the *Team Information* section in the IET Assess Tool to leverage the strengths of existing members when making assignments.

Use the Work Plan Template in the IET Planning Tool to document your work plan and capture details.

Create a Funding Matrix

IET program funding may come from a variety of federal, state, and community sources that are either readily available or require more in-depth planning. Regardless of the source or availability, a Funding Matrix will enable you to analyze and plan for short- and long-term funding to support participant and program needs. This work can also support sustainability and inform the partner agreements and curriculum design work that follows.

Use the *Funding Matrix* section of the IET Planning Tool to:

- Forecast the costs for each component of the IET program. Identify gaps in funding needs to meet any sustainability goals.
- Analyze existing and future potential funding sources identified in the Research and Assess phase, including amounts, restrictions on use, timing requirements, and likelihood of continued support.

You will revisit your funding needs throughout the lifecycle of the IET program.

Create a Communication Plan

A communication plan for your IET program clarifies what will be communicated, how, when, and by whom. This ensures there are no communication breakdowns, and all required outcomes and documentation are captured. The plan should include:

- **Partner coordination:** Communication channels and a meeting schedule to review IET progress so that all partners can address concerns regarding their responsibilities and progress.

- **Program documentation:** What should be documented, in what format, frequency, and storage timeframe.
- **Information sharing:** What is shared, how and when is information shared, and what is private to the partner.
- **Reporting progress and results:** How and when partners should report to each other during program design, implementation, and review. This should include plans to share program outcomes and steps taken to make program improvements.

Capture your decisions in the *Communication Plan* section in the IET Planning Tool.

Determine Program Policies

In the Research and Assess phase, you identified federal and state policies that impact your IET program. It is also important to review your own and your partners' policies and procedures (e.g., enrollment, attendance, eligibility, reporting) and decide if any need to be revised. Consider how and who will address these changes and when they should be addressed, or if new policies need to be created.

Document your policy findings in the *Program Policies* section of the IET Planning tool and include any related actions in your work plan.

Prepare Partner Agreements

Partner agreements should be in place before the IET curriculum design work begins.

Agreements or memoranda of understanding (MOU) should include:

- A broad strategic vision of the partnership, purpose, benefits, and expected outcomes of the IET program
- Expectations around roles and responsibilities, work plans, and communication plans reflective of a single set of learning objectives across the IET program
- Sustainability expectations for parts of the program like:
 - Adequate staffing
 - Transition plans for key positions
 - Contingency plans for emergencies

Capture any necessary partner agreements or MOUs in the *Partner Agreements* section of the IET Planning Tool.

Consider Available Learner Supports

Effective learner supports foster learner success and address life issues that may occur during an individual's participation in the IET program. These supports may include assistance with things such as child care, transportation, and financial burdens that can impact an individual's ability to participate fully or complete the program.

The type of and order in which a student receives specific supports may vary depending on individual needs and goals and on program requirements and resources, but the structure of a learner-supportive IET should include these foundational elements:

1. Direct learner activities (e.g., assessment, career planning, coordination of supportive services, and follow-up) that are comprehensive, well integrated, and supported by quality tools (e.g., assessment instruments and Learner Success Plans) and resources
Tracking systems that support ongoing monitoring and documentation of services and outcomes
2. Skilled career navigators or case managers who possess strong interpersonal communication skills that enable them to develop supportive and productive relationships with learners
3. Administrative policies and practices and system infrastructures that support staff and partners in implementing the tasks associated with effective learner support.
- 4.

Collaboration with partners can increase the capacity of career navigators or case managers to coordinate and provide services that meet individual learner needs. Effective cross-collaborative strategies include exchanging information about services, establishing formal customer referral and follow-up procedures, and leveraging resources.

Key Questions to Answer:

When integrating learner support into your IET program design, consider the following questions:

- What supports are necessary for the targeted population of our IET program? What are the personnel resources that are needed to offer these supports?
- Does a partner provider offer a service at no cost to participants through referral? If not, what is our budget for each service? How will costs be covered?
- What facilities are needed for each support? Are they in place? If not, what still needs to be done to get them in place? Are there costs associated? If so, how will they be covered?
- What materials, tools, and other resources are needed for each support, and how will they be obtained/developed? Are there costs associated? If so, how will they be covered?
-

Refer to the assets you identified in the IET Assess Tool related to Key Area #3: Community Resources to Support your Program. Determine appropriate supports identified in Key Area #2: Regional Workforce Development Needs and Key Area #5: Learner and Business Needs.

Available supports will be coordinated for learners in an Individual Learner Success Plan that is created during the intake process (considered in the *2.4 Design the Learner Experience* section of the Design and Plan phase).

Capture your plan for identifying learner supports in the *Learner Supports* section of the IET Planning Tool.

For more guidance, refer to Desk Aid 2: Integrating Learner Support into IET Programs, and explore these resources:

- [Issue Brief on Effective Case Management Key Elements and Practices from the Field](#)
 - Components of Case Management (p.2)
 - Maximizing the Effectiveness of Case Management (p. 2)
 - Case Managers and Their Skills (p. 7)

- Cross-Organization and Cross-Program Partnerships (p. 10)
- [Research-Based Kansas Adult Education Proficiency Attainment Model \(PAM\)](#)
 - PAM is the framework for all adult education programs in Kansas. It contains resources for providing effective and efficient adult education services (p. 8–13) through:
 - Pre-enrollment Orientation
 - Assessment
 - Instructional planning Instruction
 - High school equivalency Transition planning
 -

Desk Aid 2: Integrating Learner Support into IET Programs

Learner support is important when addressing life circumstances that may impact an individual's participation in an IET program. Some may need assistance with child care, transportation, and finances. These circumstances may impact an individual's ability to participate fully and overcome barriers to program completion.

Below are learner support strategies to consider as you design your program.

Academic Support	Financial Support	Personal Support
<p><i>Academic supports help learners successfully complete the IET program and transition to a job or postsecondary education.</i></p> <p>Identify and offer academic support through:</p> <ul style="list-style-type: none"> ▪ Opportunities for learners to participate in learning communities or cohorts and interact with other others ▪ Career courses designed for English as a Second Language learners ▪ Workshops on study skills, test strategies, note-taking strategies, and time management ▪ Academic and workplace skills tutors 	<p><i>Financial supports address barriers such as dependent care and transportation that may impact learner ability to succeed in your program.</i></p> <p>Identify and offer financial support through:</p> <ul style="list-style-type: none"> ▪ Partnerships that provide housing or transportation assistance ▪ Reduced training costs (tuition, fees, books, supplies) associated with your IET program ▪ Public or private sources to offset direct student costs including: <ul style="list-style-type: none"> ○ Student aid programs (including Pell grants, Ability to Benefit grants, and state grant programs) ○ Workforce Innovation and Opportunity Act ○ Temporary Assistance for Needy Families (TANF) 	<p><i>Personal supports focus on individual needs that may impact participation and success.</i></p> <p>Identify and offer personal support with:</p> <ul style="list-style-type: none"> ▪ Structured case management ▪ Access to counseling for drugs and other addictions ▪ Family support ▪ Dropout prevention programs that improve student success

<ul style="list-style-type: none"> ▪ Learning labs where one-on-one computer-based tutoring may be offered ▪ Academic and career related supports such as peer mentoring and career coaches or navigators ▪ Assistive technology for individuals with a disability 	<ul style="list-style-type: none"> ○ Community Services Block Grant ○ Trade Adjustment Act/Trade Readjustment Allowances ▪ Supplemental Nutrition Assistance Program (SNAP) Employment and Training ▪ Employer-paid tuition reimbursement programs ▪ Scholarships 	
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2.3 Design the Learner Experience

In this section, you will consider the learner experience and the support learners will receive during every phase of your program and beyond. This support will include an Individual Learner Success Plan designed to meet individual student needs from intake through the transition to employment or postsecondary education


Key Steps for this Task

- Design a Learner Success Plan that considers the learner experience.
- Develop outreach and recruiting strategies.
- Design the enrollment and intake process.
- Consider accessibility needs of learners.
- Plan the IET program schedule and location.

Design a Learner Success Plan that Considers the Learner Experience

If you want to create a successful IET program that supports your learners, you must think beyond basic knowledge and skills building and consider the experience and support you want your learners to have. An Individual Learner Success Plan is an effective way to capture and support learner needs and goals and will be considered more fully in the upcoming *Design the Enrollment and Intake Process* section.

- **Pre-enrollment:** The learner experience starts during pre-enrollment with effective outreach and recruitment that sets the learner expectations for the program.
- **Enrollment and intake:** The learner experience is enhanced during the enrollment and intake process when an Individual Learner Success Plan is developed that addresses the needs of goals of each individual learner.
- **Participation:** The Individual Learner Success Plan is utilized during program participation through individual counseling and support activities that ensure persistence and success.

- 
- **Transition:** The Individual Learner Success Plan guides learner preparation and decisionmaking when it is time to transition to postsecondary education/training or long-term employment in a career path with a family-sustaining wage.

Develop Outreach and Recruiting Strategies

The first contact potential learners have with the IET program is through outreach and recruiting efforts. Work with your partners to develop strategies to brand and design messaging for the IET program based on your knowledge of the target population. You will also want to determine how to leverage partnerships to support ongoing learner outreach and recruitment and support sustainability.

Key tasks to consider are:

- Develop outreach strategies that reach your target audience and ensure equitable access. Survey existing marketing materials for ideas.
- Brand your IET program's messaging. Design your marketing materials.
-

For more information and examples of outreach and recruiting, refer to Desk Aid 3: Conduct Outreach and Recruit Learners for IET Programs. Capture your plans in the *Outreach and Recruiting Strategies* section of the IET Planning Tool.

Desk Aid 3: Conduct Outreach and Recruit Learners for IET Programs

Consider How to Reach Your Target Population

Effective outreach and recruitment requires a strong knowledge of the IET program's target population.

- Refer to the research on the target population you completed in the Assess phase.
- Consult with partners on the characteristics of the IET program's target audience and how to best conduct outreach to recruit them.
- Consider a variety of audiences, including learners currently enrolled in your adult education program or other untapped participants.

Survey Existing Marketing Materials for Ideas

Before creating any outreach materials, identify and review existing marketing materials for messaging ideas. Reach out to other IET programs, partners, and stakeholders and ask them to share their outreach brochures, posters, and other materials.

- Leverage existing resources from other state agencies or initiatives.
- Consider hosting a focus group and ask attendees to review and rate existing marketing materials to identify those that can be modified or used as a guide for your IET program's materials. Categories for feedback may include effectiveness of the design and content and relevance of the materials to the target audience.



Brand Your IET Program's Messaging

Once you have determined the messaging you will use for your program, work with your partners to develop messaging to “brand” your program in a way that attracts a wide range of learners.

- Develop outreach materials that convey the value of the IET program for adult learners related to in-demand careers and the acquisition of industry-recognized and/or postsecondary credentials.
- Highlight adult education learner outcomes along with success stories to encourage potential learners to learn more about IET opportunities in their community.

You may also want to coordinate with your state office to design materials that can also be used by local providers across the state and customized to highlight local partnership opportunities and provider services. If your state has branded a phrase or term for IET that is already in widespread use, use it in the messaging. If available, seek assistance from communications and public relations partner staff.

Design Your Marketing Materials

The design of your messaging should:

- Use accessible language that speaks to multiple audiences.
- Use visuals to convey the IET program's opportunities, credentials offered, and support services.
- Be available as a download from the internet.

An IET program has a greater chance of success if staff are strong advocates that can readily communicate information about the program in the community. Once your marketing materials are developed, you will want to identify ways to encourage providers, partners, trusted community collaborators, and IET program staff to conduct effective outreach in their communities.

Design the Enrollment and Intake Process

The learner enrollment and intake process ensures that the applicant meets enrollment criteria and identifies types of supports needed to allow for smooth entry into the program and ongoing success. You will need to decide on:

- Enrollment criteria, including required assessment(s) for entry and passing score(s)
- Program registration intake forms that incorporate the Individual Learner Success Plan
- Learner materials to distribute during intake

At the conclusion of the intake process, the learner should have appropriate IET program materials and an Individual Learner Success Plan.

Include the Individual Learner Success Plan in your intake process, and include elements that support learner needs, accessibility needs, and college and career planning, as appropriate. This example [intake form](#) from Nebraska's Adult Education State Office can be used as a guide as you think through the design of your Individual Learner Success Plan.

For more information on the intake process, Individual Learner Success Plans, and suggested learner materials, refer to Desk Aid 4: IET Program Enrollment and Intake. Enter your plans in the *Enrollment and Intake Process* section of the IET Planning Tool.

Desk Aid 4: IET Program Enrollment and Intake

The learner enrollment and intake process a) ensures the applicant meets enrollment criteria, including necessary pre-requisites for required courses, and b) identifies the types of support needed to allow for smooth entry into the program and program success. Be sure to consider the demographics of the population you are targeting for the IET program when you design your intake process and forms.

Intake Process

IET program staff can use the information gathered during intake to help learners identify and refine personal goals, better understand the program and career pathways opportunities, and craft an individualized Learner Success Plan that includes needed supports and steps for college and career success. Expanding information collected from learners during intake provides instructors with the information they need to inform individual success.


Enrollment criteria may include:	Program registration intake forms may request:	Learner materials provided during intake may include:
<ul style="list-style-type: none">▪ Required assessments for entry and identification of passing scores▪ Program course pre-requisites▪ Basic skills assessments▪ Digital literacy skills▪ Minimum education level▪ Other enrollment criteria	<ul style="list-style-type: none">▪ Contact information▪ Demographic details▪ Education and employment information▪ Information to inform the Learner Success Plan	<ul style="list-style-type: none">▪ Student guide and handbook▪ Schedule of classes or services▪ Learning materials▪ Code of conduct

Interview Questions to Inform the Individualized Learner Success Plan

In addition to asking learners to fill out intake forms, you will want to interview each learner to get to know them better and further refine their individual Learner Success Plan. This plan will include initial college and career goals; barriers to participation that can be mitigated through learner support; accessibility needs; and goals for participation.

Sample questions are listed below:

- What are your short- and long-term goals?
- What do you need or need to do to accomplish these goals?
- What barriers could prevent you from accomplishing these goals?
- Are you currently receiving any services that help you overcome these barriers?
- What is your level of commitment to achieving your goals?
- What is your dream job?

- 
- Why are you enrolling in this program?
 - What was your last educational experience?
 - What type of work experience do you have?

This example intake [form](#) from Nebraska's adult education state office considers the questions above and connects the information collected into an individual plan similar to the Learner Success Plan described in this toolkit. Use this example to think through the information you need to collect for your IET program.

Group Orientation

The intake process may include a formal group orientation for learners. Agenda topics may include:

- Overview of the IET program
- Introductions to staff and trainers
- Information on college and career awareness
- Class schedules
- Expectations around conduct
- Where to go for help and questions

Consider Accessibility Needs of Learners

Adult education programs are required to provide accommodations to individuals with disabilities. These requirements are described on the [Americans with Disabilities Act \(ADA\) website](#).

Consider the broad accessibility needs and considerations of your target population that need to be addressed in the IET curriculum and program related to:

- Testing and test-taking ability
- Technology and internet skills
- Study skills, note-taking, and time management
- Language barriers
-

Enter population-level needs into the *Accessibility Needs* section of the IET Planning Tool. Individual accessibility needs related to special accommodations and assistive technology for learners with disabilities can be integrated into the Individual Learner Success Plan to be shared with instructors and staff (considered in the *2.4 Design the Learner Experience* section of the Design and Plan phase).

For additional resources on accessibility, please see the links below:

- [Programmatic Accessibility for Colorado WIOA Partners](#) is an online course developed for Colorado adult educators that includes information on ADA requirements, disability awareness and etiquette, and Section 188 of WIOA and Title II responsibilities related to accessibility.



Plan the IET Program Schedule and Location

Work with your training provider to consider which location and scheduling options address learner needs and maximize learner participation. Scheduling may be impacted by your choices for instructional delivery; other program design decisions; and whether instruction and training occur virtually, face-to-face, or some combination of the two. Ensure your decisions support any long-term sustainability goals you have for the IET program.

Consider the following:

- Are there scheduling barriers to participation for the target population?
Are there opportunities for flexible scheduling, such as evenings or weekends? Are there
- virtual training opportunities that can be included in the program?
Will the population have access to any needed technology?
- Can class locations and schedules be aligned to public transportation schedules?

Note: You may need to revisit and/or refine your program schedule and location plans once you have developed the IET curricula, as there may be additional considerations related to the training.

Capture your scheduling decisions in the *Scheduling and Location* section of the IET Planning Tool.

2.4 Create an IET Program Evaluation Plan

The Design and Plan phase is the time to plan steps to measure outcomes and incorporate continuous improvement into your IET program. You will capture your program evaluation plan in the IET Planning Tool.

Key Steps for this Task

- Consider program monitoring and continuous improvement. Design your Program Evaluation Plan.

Consider Program Monitoring and Continuous Improvement

As you implement your IET program, you will want to understand whether you are implementing the program as it was designed or intended, or if you are making updates to the implementation as you go. This understanding will inform future program delivery. To keep a program running over multiple cohorts, you need to be able to review program progress, improve program implementation, and share program improvement efforts and results. The Program Evaluation Plan you create in this section will help you:

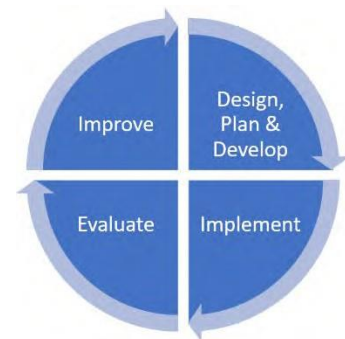
- Monitor whether the program is implemented as designed. Assess whether learners achieve desired outcomes.
- Think about how to share the analysis with different audiences for different purposes.

The infographic below depicts the cycle of continuous improvement, moving from the program's design, planning, and development to implementing the program, then evaluating and continuously improving the program.

Continuous Improvement Cycle

Design, Plan, and Develop

The design of the program, curriculum, learner experience, and Program Evaluation Plan and the related program materials you develop are the first steps in the continuous improvement cycle. These plans are your best effort to design and develop a quality IET program that addresses the needs of your state. During these stages, be aware of the data you will need and how you will collect it.




Implement

During implementation of your IET program, collect data outlined in your Program Evaluation Plan to monitor program implementation and quality. Review this information at regular intervals to reassess and realign resources to ensure your program recruitment and implementation targets are met.

Evaluate

Analyze data collected during implementation, including assessments and indicators captured on employment and program completion, to identify how learners are faring during and after completing your program. This evaluate phase will allow you to identify who improved, and how any variation in improvement could be associated with differences in implementation by site or within



priority populations. Conduct a gap analysis to take a deeper look into your implementation data to identify and brainstorm opportunities for program improvements.

Improve

Implement the best solutions and opportunities for improvement you brainstormed to improve your IET program as you revisit your program plans from the Design and Plan phase, or the curriculum and materials created during the Develop phase. Begin the continuous improvement cycle again as you collect more data during implementation to confirm the improvements according to the timeline set in your Program Evaluation Plan.

Design your Program Evaluation Plan

A well-designed Program Evaluation Plan will identify program goals and help you identify specific aspects of the program you want to evaluate and improve. It will guide data collection, analysis, and reporting to support continuous improvement. The IET Planning Tool includes a Program Evaluation Plan template to support your planning.

There are two common types of evaluation for an IET program:

- **Outcomes evaluation** measures whether expected learner or partner outcomes are met. **Process evaluation** measures how well the program is launched and implemented according to the program design expectations.

The first step in creating a Program Evaluation Plan is to think about what program outcomes and processes you want to evaluate. As a starting point, refer to the high-level program, learner, and partner goals you developed for your IET program in the *IET Program Summary* section of the IET Planning Tool.

Once you decide on your evaluation goals, enter them in the *Program Evaluation Plan* section of the IET Planning Tool. Include additional details on how data will be collected to measure progress, timeframes, data collection tools, analysis approach, any reporting requirements and related timelines; and how the results will guide continuous improvement. As you input this information, you may find the need to revise your evaluation goals to ensure you have a measurable and practical Program Evaluation Plan to guide continuous improvement and the sharing of results.

The tables below include examples of how to enter outcome and process evaluation goals into the Program Evaluation Plan, which is part of the IET Planning Tool.

1. Outcomes Evaluation Goals

Evaluation Type and Goal	Data Needed (Measures)	Timeframe / Schedule	Data Sources	Analysis Approach	Reporting	Continuous Improvement	Sharing Results
<p>Outcome evaluation research questions usually relate to:</p> <ul style="list-style-type: none"> • Progress toward expected learner outcomes • Learner outcomes at program completion <p>▪ Examples (one row for each goal):</p> <ul style="list-style-type: none"> • At least 25% of learners enrolled in adult education or English Language Learners (ELL) classes participate in the IET program or complete the program. • 70% or more of learners make a measurable skill gain. • 80% or more of learners earn an industry-recognized credential. • 60% or more of students transition successfully to employment in the targeted occupation. 	Data elements around learner results	<ul style="list-style-type: none"> • Implementation (timeframe to be identified) • Program completion 	<ul style="list-style-type: none"> • Assessments • Program completion records • Credential attainment records • Reports 	<ul style="list-style-type: none"> • Analysis using descriptive statistics (quantitative data, Microsoft Excel) 	<ul style="list-style-type: none"> • Charts/graphs with descriptive text • Are there any specific state, local, or funder reporting requirements? 	<ul style="list-style-type: none"> • How will you follow up on the evaluation results for each goal during implementation? • Example: Reach out to instructors related to low scores on assessments or poor progress. 	<ul style="list-style-type: none"> • Is additional data needed for instructors or program administrators to adjust the IET program during implementation? How can you share those data? • Is additional data necessary for longer-term program improvements? How can you collect and share those data? • Is this information important to your funders? How can you share those data?

Process Evaluation Goals

Evaluation Type and Goal	Data Needed (Measures)	Timeframe/ Schedule	Data Sources	Analysis Approach	Reporting	Continuous Improvement	Sharing Results
<p>Process evaluation research questions usually relate to:</p> <ul style="list-style-type: none"> • Program design • IET curriculum and instruction • Program implementation • Learner experience and perceptions <ul style="list-style-type: none"> ▪ Examples (one row for each goal): • The quality of collaboration between AE, ELL instructors, the occupational skills trainer, and programs is rated above average to excellent. • IET instructional staff participate in and complete professional development training on IET program planning. • Outreach efforts result in 40% of the learners participating in the IET program being from underrepresented populations (i.e., minorities, English language learners, etc.). • 90% of learners master content needed to be successful across the required components of an IET. 	Data elements around program implementation	<ul style="list-style-type: none"> • Implementation (timeframe to be identified) • Program completion 	<ul style="list-style-type: none"> • Surveys • Observation rating guides • Interview guides • Progress reports/logs • Attendance/enrollment records 	<ul style="list-style-type: none"> • Analysis using descriptive statistics (quantitative data, Microsoft Excel) • Review and categorize written observations, comments, and notes (qualitative data, Microsoft Word) 	<ul style="list-style-type: none"> • Charts/graphs with descriptive text • Narrative summaries • Are there any specific state, local, or funder reporting requirements? 	<ul style="list-style-type: none"> • How will you follow up on the evaluation results for each goal during implementation? • Example: Reach out to non-completers on why they left the program. 	<ul style="list-style-type: none"> • Is additional data needed for instructors or program administrators to adjust the IET program during implementation? How can you share those data? • Is additional data necessary for longer-term program improvements? How can you collect and share those data? • Is this information important to your funders? How can you share those data?



As you build your Program Evaluation Plan, the following tips may be helpful.

Collecting Data and Timelines

- Clearly identify required reporting elements.
For outcomes reporting, identify available data sources, whether data sharing agreements are needed (consider state, local, or partner-level databases, and management systems), and when data sets are released.
- Incorporate automated feedback loops into your Program Evaluation Plan when possible to reduce the time burden on learners and partners. For example, you can use online surveys, forms, and program performance monitoring logs to collect regular and systematic feedback for timely analysis. Carefully consider timelines for data collection, which can serve as checkpoints to ensure the program is being implemented as expected. Keep in mind the idea of creating a cycle of continuous improvement—collect data periodically, use it for program improvements, and check back in on the impact of the improvements.
- Include individuals with direct experience with what you need feedback on while also limiting the number of people involved in the evaluation process. If you are working with a community college partner that has an Institutional Research department, leverage their expertise.
-

Reporting

- Create a schedule for sharing feedback with stakeholders at various levels within your program.

Continuous Improvement

- Ask learners and partners to provide suggestions for how to solve problems they have encountered.

Additional resources on planning your evaluation and data collection activities are also available through the Pell Institute Toolkit and W.K. Kellogg Foundation, including guidance on how to:

- [Develop evaluation questions.](#)
- [Create a logic model to link evaluation to program activities and goals. Use a logic model to deepen your evaluation.](#)
- [Link your research questions and data collection methods.](#)
-

Transition to Develop and Implement Phase

In the Design and Plan phase, you designed your IET program structure, training curriculum, and the learner experience; and created a plan to evaluate the program during implementation. Now it is time to transition to the Develop and Implement phase, where you will use a Single Set of Learning Objectives (SSLO) Template to guide development of the curriculum and learner materials and implement your plans.



Phase 3: Develop and Implement

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Develop and Implement

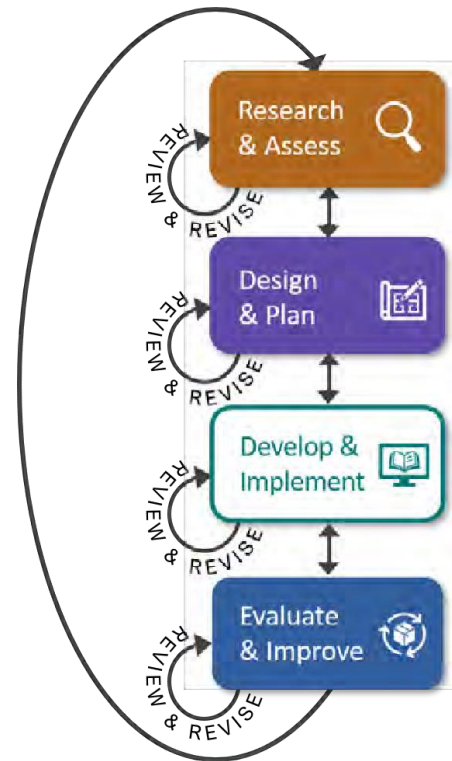
The planning and IET program design work completed in the Design and Plan phase will guide the development of learning content and program implementation.

Purpose

This section includes an organized process and an IET Planning Tool to help you develop the IET curricula and other tools that will help ensure that you achieve your program goals.

Key Tasks for this Phase

- 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.





3.1 Getting Started

Overview

Before you begin developing the IET curricula and implementing the program, it is important to make sure all IET staff, training partners, and stakeholders are on the same page regarding the program goals. In addition, you will want to provide professional development for IET program instructors on how to develop the integrated curricula with a single set of learning objectives and to deliver the content effectively.

Key Steps for this Task

- Orient staff and stakeholders.
- Provide professional development.

Orient Staff and Stakeholders

To prepare for developing IET program materials and implementing plans created in the Design and Plan phase, orient staff and stakeholders to ensure consistent understanding of the IET program goals and the learner experience, communicate important policy and culture information, and set expectations.

This step does not need to be overly burdensome, but should not be overlooked. It could be as simple as preparing a slide deck and hosting a call for the staff and stakeholders to walk through the information.


The orientation may include:

- IET program overview (context, goals, target audience, target occupation, career pathway, etc.)
- Curricular planning and instructional delivery approach
- Basic understanding of the occupational training
- Accessibility accommodations
- Individual Learner Success Plan

Provide Instructor Professional Development

Strong, integrated curricula result from collaborative curricular planning among those familiar with the content. This planning requires a commitment of time and resources from those who are delivering the instruction as well as the leadership who influence staff resources and time. Curricula that are not co-planned can appear disjointed to the learner and may not achieve the goal of integrated contextualized learning.

You will want to ensure that your IET program instructors are prepared to develop new or enhance existing curricular materials with a single set of learning objectives and to teach with the materials using the selected instructional delivery model.



Consider whether your IET program instructors would benefit from professional development on the following topics:

- An in-depth review of the IET program and its goals
 - Best practices for creating integrated curricula with a single set of learning objectives, contextualizing instruction, instructional strategies when team teaching, incorporating digital literacy skills, accessibility, and innovative instructional delivery methods
 - Suggestions for and examples of an integrated course syllabus to guide the integrated curricula delivery
- Training/Job shadowing on the IET program's industry/occupation and incorporating occupational materials
-

3.2 Develop the IET Curricula

Overview

WIOA requires IET programs to integrate adult education and literacy activities, workforce preparation activities, and workforce training activities with appropriate intensity and quality while supporting participant learning and career planning. These activities must be provided concurrently and contextually, meaning that the adult education and literacy activities, workforce preparation activities, and workforce training activities are:

- Each of sufficient intensity and quality
- Based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals
- Simultaneously occurring within the overall scope of the IET program
- Using occupationally relevant instructional materials

For this task, you will work with your training provider to develop curricula that meets these requirements.

Capture your efforts in the IET Planning Tool.


Key Steps for this Task

- Create a single set of learning objectives (SSLO).
- Build out units, lessons, activities, and assessments.

Create a Single Set of Learning Objectives

IET programs must use an SSLO to facilitate the contextualization of basic skills and workforce preparation into training skills. The single set of learning objectives aligns the IET program's specific adult education content standards, workforce preparation skills, and workforce training competencies.

The SSLO template in the IET Planning Tool can be helpful as you align the occupational training provider's curricula with adult education content standards and workforce preparation activities. The template is organized by units, which may last one, two, or three weeks—or longer—and includes standards, skills, assessment activities, and desired outcomes for the integrated learning. A



well-done SSLO clearly articulates what your learners will know and be able to do after successful completion of the IET program, ensures that you are aligning the instructional content with the three required components of an IET program, and helps guide the development of contextualized lesson plans.

How to Create the SSLO

WIOA does not prescribe the process for creating the SSLO. A common approach is to begin with existing occupational training curricula's technical skills learning objectives, and then align basic adult education literacy skills and workforce preparation activities with those objectives. Work with your IET design team to determine the best process for your IET program.

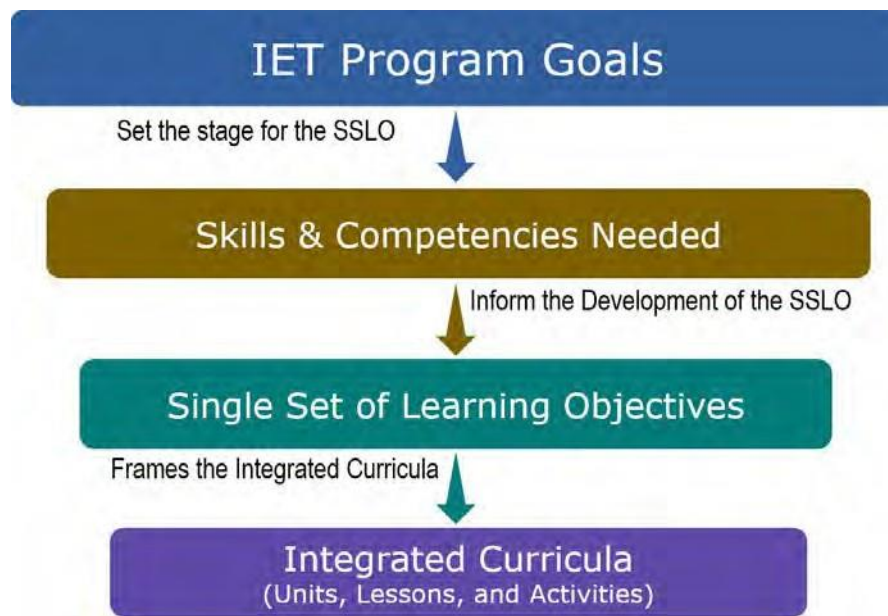
You may already have a single set of learning objectives for your IET program but may call it something else. For example, you may refer to your SSLO as high-level performance outcomes with the skills and competencies required to accomplish them. Or perhaps you refer to your SSLO as *terminal objectives* with a subset of objectives—called *enabling objectives*—that detail the specific workforce training, adult education, and workforce preparation knowledge and skills needed to accomplish the terminal objectives.

Regardless of the approach and terminology you use, your SSLO must show how the three required components function cooperatively to enable learners to accomplish the desired program outcomes.

This Toolkit describes two ways to create the SSLO. Use the SSLO Template as you complete the review and alignment steps outlined below.

Option 1: Begin with the Occupational Component

In this approach, you begin with existing workforce training curricula and build the adult education content and workforce preparation activities onto them. Once you have the identified skills and competencies from across the three areas, you develop the SSLO to align with your program goals.




Step 1: Identify the workforce training skills and competencies.

These may exist if you are working with existing occupational training materials and/or may require modification as you work through this process. You may also need to start from scratch if these do not exist.

- a. Review the occupational skills standards that support mastery of the training content. Work with your training partner to identify the specific knowledge, skills, and competencies needed to accomplish each of the high-level performance outcomes/objectives in your SSLO.
- b. Work with your training partner to identify workforce training skills and competencies needed to successfully complete the training and obtain industry-recognized credentials.
- c.

Step 2: Identify the state adult education standards to align with the occupational training skills and competencies.

- a. Analyze the occupational training curriculum and materials to identify the state adult education standards that will address skills gaps related to the technical skills training and activities and support mastery of the occupational training content.
- b. Determine the adult education academic literacy skills and competencies that align with the identified state standards and that are needed for course completion and transition to employment and ongoing educational opportunities.

- 
- c. Focus on the specific literacy skills and activities needed to complement the occupational training component of the IET. Do not try to make skills fit that aren't applicable.

Step 3: Identify workforce preparation skills and competencies.

- a. Analyze the occupational training curricula, review [O*Net](#), and/or consult with local industry representatives or local Workforce Development Board/American Job Center staff to identify related workforce preparation skills.
- b. Include any skills related to required credentials and/or licensures.
- c. To facilitate clear communication, use a workforce preparation skills framework, such as the [Employability Skills Framework](#) or your state's framework.
- d. Once identified, compare the occupational training learning objectives to workforce needs and note additional adult learner needs.

Step 4: Develop the individual, high-level performance outcome statements that, when combined, will comprise the single set of learning objectives.

What should the learner know or be able to do upon completion of the unit to evaluate competency or to obtain a credential or certification?

- a. Work with your training partner to develop a set of measurable performance outcomes needed to achieve the overall program goals.
 - For example, one desired performance outcome may be that learners will obtain an industry-recognized credential.
- b. Write the desired performance outcomes so that they clearly articulate the desired behavior or skills, the conditions under which they must occur, and the benchmark against which they will be measured.

Review your list of high-level performance objectives to ensure they are meaningful, measurable, clear to anyone reading them, and aligned with the program goals.
- c.

Step 5: Confirm alignment of the SSLO with program-level goals and outcomes.

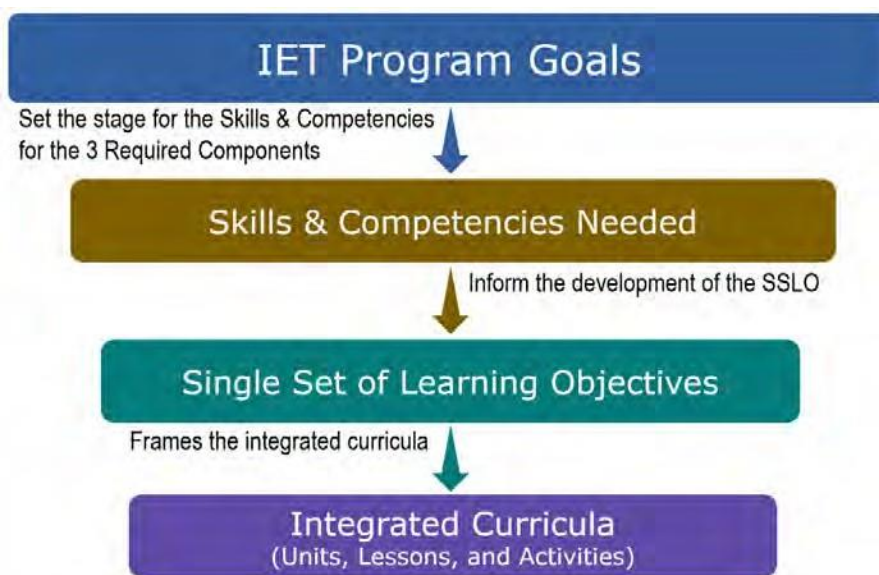
Are all the program-level goals you created in the Design and Plan Phase adequately represented in the SSLO?

- a. Map each performance objective in the SSLO to the program-level goal(s)/outcome(s) it supports.
- b. Identify any program-level goals that are not supported by at least one performance objective in the SSLO.
- c. If a goal is not supported, determine if it is still appropriate for the IET. If you determine it is no longer a goal you intend to work toward, remove it from your list of goals. If it is still appropriate, revisit your SSLO to make sure the goal is represented.

Option 2: Begin with the End in Mind

In this approach, you may not have chosen to use existing occupational skills training materials, or you may be creating new occupational skills training that integrates adult education and workforce preparation activities. In this case, the process of creating the SSLO informs the identification of skills and competencies needed to be successful in the new IET program, and the identified skills and competencies frame the development of the curricula.

The steps are essentially the same in both options, but they are performed in a different order.



Step 1: Develop the individual, high-level performance outcome statements that, when combined, will comprise the single set of learning objectives.

Step 2: Identify the workforce training skills and competencies.

Step 3: Identify the state adult education standards to align with the workforce training skills and competencies.

Step 4: Identify workforce preparation skills and competencies.

Step 5: Confirm alignment of the SSLO with program-level goals and outcomes.

Additional Support for Standards Alignment: Teaching Skills That Matter: <https://lincs.ed.gov/state-resources/federal-initiatives/teaching-skills-matter-adult-education>

For an example of a completed SSLO Template, see Desk Aid 5: Single Set of Learning Objectives Example below.

Desk Aid 5: Single Learning Objective Example

The *Single Set of Learning Objectives Template* in the IET Planning Tool can be used to document your single set of learning objectives and align the relevant workforce training, adult education literacy, and workforce preparation skills and competencies needed to achieve them. The completed template can later be organized by units of instruction into your scope and sequence or curriculum map with activities and assessment strategies.

A sample completed SSLO template with three integrated learning objectives is below. The full list of learning objectives is in the shaded area at the top of the table. In the subsequent rows, each objective from the set has aligned skills and competencies from the three required components along with the applicable adult education standards. Note that some units may have more than one integrated learning objective.

Manufacturing Integrated Education and Training (IET) Program

Single Set of Learning Objectives:

- 1) Given a micrometer, a 6" scale, simple manufacturing specification blueprint with missing measurements, and a math worksheet, learners will apply knowledge of fractions and decimals to take and record precise measurements in decimals and fractions and use the measurements to answer fraction and decimal addition and subtraction questions with 80% accuracy.
- 2) Given a scenario of a manufacturing workplace environment with multiple safety violations, learners will apply knowledge of safety protocols to identify safety violations and the appropriate actions to take to maintain a safe working environment with 80% accuracy.
- 3) Given a technical drawing of a part with customer specifications, learners will follow the proper order of operations and apply appropriate safety protocols to produce the part to customer specifications using the appropriate tools with 80% accuracy.

Unit 1 Learning Objective(s):

1) Given a micrometer, a 6" scale, simple manufacturing specification blueprint with missing measurements, and a math worksheet, learners will apply knowledge of fractions and decimals to take and record precise measurements in decimals and fractions and use the measurements to answer fraction and decimal addition and subtraction questions with 80% accuracy.

Workforce Training Skills and Competencies	Adult Education Content Standard(s)	Adult Education Literacy Skills and Competencies	Workforce Preparation Skills and Competencies
<ul style="list-style-type: none">• Read a 6" scale• Read a micrometer• Read a simple blueprint	<ul style="list-style-type: none">• Extend understanding of fraction equivalence and ordering (Mathematics 4.NF.1 – 4.NF.2)• Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers. (Mathematics 4.NF.3 – 4.NF.4; 5.NF.1 - 5.NF.6)• Measure and estimate lengths in standard units (Mathematics 2.MD.2 - 2.MD.4)	<ul style="list-style-type: none">• Convert measurements from inches to centimeters• Convert whole numbers to fractions• Add and subtract fractions	<ul style="list-style-type: none">• Apply mathematical operations, concepts, and reasoning• Demonstrate quality consciousness• Demonstrate self-management strategies• Work within a team

Unit 2 Learning Objective(s):

2) Given a scenario of a manufacturing workplace environment with multiple safety violations, learners will apply knowledge of safety protocols to identify safety violations and the appropriate actions to take to maintain a safe working environment with 80% accuracy.

Workforce Training Skills and Competencies	Adult Education Content Standard(s)	Adult Education Literacy Skills and Competencies	Workforce Preparation Skills and Competencies
<ul style="list-style-type: none">• Understand and apply shop safety practices• Understand and apply machine safety practices• Use lathe, mill, grinders, bandsaw, drills	<ul style="list-style-type: none">• Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments (CCRS Reading 2D)• Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks (CCRS Reading 3 D)	<ul style="list-style-type: none">• Read a safety manual and identify key safety practices• Tell another student the directions for proper safety protocol• Sequence a written series of steps to follow in a safety emergency	<ul style="list-style-type: none">• Read with understanding• Apply health and safety concepts• Locate and use resources• Demonstrate self-management strategies• Work in a team

Unit 3 Learning Objective(s):

3) Given a technical drawing of a part with customer specifications, learners will follow the proper order of operations and apply appropriate safety protocols to produce the part to customer specifications using the appropriate tools with 80% accuracy.

Workforce Training Skills and Competencies	Adult Education Content Standard(s)	Adult Education Literacy Skills and Competencies	Workforce Preparation Skills and Competencies
<ul style="list-style-type: none">• Read a blueprint• Understand and apply concepts of tolerances in manufacturing• Understand and apply manufacturing process order of operations	<ul style="list-style-type: none">• Integrate technical information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue (Reading Anchor 7 D)• Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks (Reading Anchor 3 D)	<ul style="list-style-type: none">• Read and understand main ideas from different documents, drawings, and images• Explain main ideas to others• Read and order directions to match an established procedure	<ul style="list-style-type: none">• Observe critically• Demonstrate quality consciousness• Demonstrate self-management strategies• Speak clearly and concisely



Build Out Contextualized Units, Lessons, Activities, and Assessments

The SSLO, with its aligned standards, skills, and competencies, is the starting point for developing contextualized lesson plans and activities that integrate technology and scaffold learning.

Survey and Analyze Existing Curricula

Use the SSLO to guide your efforts to identify instructional content that meets the needs of your program and/or has examples of standards and conventions to emulate. Look for curriculum examples and accompanying materials that are contextualized to incorporate level appropriate adult education content standards, workforce preparation skills activities, and college and career planning. You may have already done some of this work in the Research and Assess phase when you researched promising practices for IET programs.

For strategies for collecting curricula examples and criteria for analyzing them consistently, refer to Desk Aid 6: Analyze Existing IET Curricular Materials.

Desk Aid 6: Analyze Existing IET Curricular Materials

Before developing new material, spend some time surveying existing IET programs from other sources to see if/how they might meet your needs and/or offer a quality example for your curriculum. You can save yourself time and energy if you do not have to develop your integrated curriculum from scratch. You may also find great examples of standards and conventions to emulate.

Step 1: Collect and Survey Existing Curricula Examples and Accompanying Materials

- Reach out to colleagues with experience teaching or designing IET programs.
 - Ask for input on qualities to look for in a strong IET program.
 - Ask for suggestions of sector-based contextualized curricula to review.
 - Ask if they have relevant materials they have created to share.
 - Talk with local training partners and collect relevant curricula, occupationally relevant materials, and job-specific language.
- Contact local employers and request training materials used on the job.
- Explore the [LINCS Resource Collection](#) and the [LINCS Learner Center](#) for occupationally relevant materials and curricula.
- Conduct an online search for open-source curriculum and activities as well as existing IET courses you may be able to adapt (for example: using the search term “manufacturing curriculum” returns results such as Manufacturing Curriculum: Career Development Module or “manufacturing lessons” returns Manufacturing Teacher Resources).
 - Suggested search terms include the following: workplace curriculum, contextualized activities, relevant sectors (e.g., manufacturing, construction, nursing), and occupational materials.
- Review these strong examples of contextualized curricula (although there is no perfect curriculum).
 - Illinois Community College Board (author Ray Pendergast): Math for Manufacturing
-

- Virginia Adult Learning Resource Center: Building Basics (English as a Second Language)
- Women Employed & City Colleges of Chicago (developed by Stephanie Sommers): Transportation, Distribution, and Logistics Career Bridge (High Intermediate Adult Basic Education)

Step 2: Analyze Curricular Materials

Look for opportunities to leverage existing content, instructional approaches, and learner experience design. Use the Curriculum Analysis Criteria List below, which provides factors to consider during your analysis of existing curricula. If a curriculum seems promising but some factors are missing, consider whether you can make modifications to address the gaps.

Curriculum Analysis Criteria

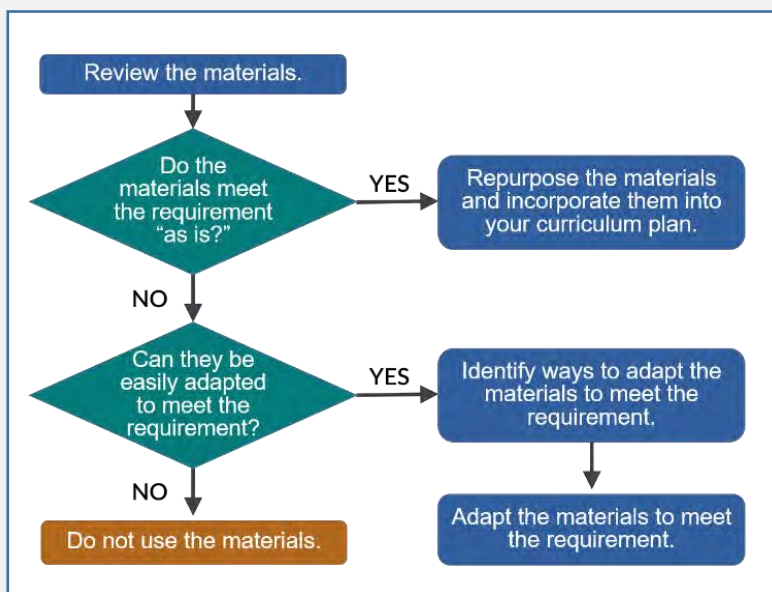
Criteria	Factors to Consider
Strong Example of Quality IET Program	<ul style="list-style-type: none"> • Curriculum adheres to Workforce Innovation and Opportunity Act (WIOA)-defined IET requirements. • Provides high quality content, activities, and materials. • Effectively incorporates technology. • Activities are contextualized using occupationally relevant materials. • Curriculum provides opportunities for students to apply or practice learning in an authentic context (e.g., on the job learning, training lab). • Activities can be closely aligned and contextualized to the target skills training. • Teaching time is proportional to the training. • The Single Set of Learning Objectives is comprised of individual learning objectives that integrate the adult education content standards (CCR or other state level standards), occupational skills, and workforce preparation activities,
Learner-Centered	<ul style="list-style-type: none"> • The curriculum incorporates active learning strategies and techniques to reinforce concepts and increase learners' motivation and engagement, as well as persistence and pursuit of further education and training. • The activities and materials are scaffolded. • Materials acknowledge/draw on learners' background knowledge and experiences. • There are suggestions for diversifying learning for individual student needs and interests. • Adult learning principles are evidenced in learning activities.
Adult Education and Literacy Skills	<ul style="list-style-type: none"> • The adult education and literacy activities build academic knowledge and skills. • Academic skills are taught within the context of the skilled training materials. • The adult education and literacy skills activities integrated into the curriculum are appropriate for the target job or occupation. • The curriculum is well aligned with the Knowledge, Skills and Competencies (KSC) of your IET program.

<p>Skilled Training Inclusion in the Adult Education Class</p>	<ul style="list-style-type: none"> • The occupational vocabulary is addressed. • The lessons are based on occupationally relevant materials and activities. • The curriculum addresses and reinforces skills needed for certifications or assessments. • The curriculum accounts for check-ins with the skilled training instructor.
<p>Workforce Preparation Activities</p>	<ul style="list-style-type: none"> • Students learn about the occupational career pathway in both the adult education and occupational training components. • The adult education activities engage learners in building needed workforce preparation skills (e.g., collaboration, group work, reflection). • The workforce preparation activities are appropriate for the target job or occupation. • The workforce preparation activities are contextualized to the training and adult education context.

Step 3: Repurpose or Adapt Existing Curriculum Materials

Work with your team to analyze existing curricular materials and determine whether they can be adapted for your IET program. Brainstorm ideas for how you might adapt them to fit the needs of your program.

Use the simple flowchart shown as you assess the curricular *materials* and the accompanying instructional materials and *determine if you can repurpose (i.e., use “as is”) or adapt (i.e., modify/edit to suit your purposes) them for your program.*





Develop Contextualized Instructional Materials

Contextualized instructional materials are an essential component of IET programs. Contextualized instructional materials link the learning of basic skills with occupational content by focusing teaching and learning directly on concrete applications in a specific career context. Using the SSLO you created as a guide, work with your training partners to revise existing or build new contextualized lessons and activities that integrate adult education and literacy activities and workplace preparation activities with occupational training content.

When contextualizing materials, instructors may:

- Modify existing workforce training materials or develop new materials to integrate basic skills and workforce preparation activities.
Adapt and integrate any existing adult education curricular materials, as appropriate. Develop a
- unified syllabus to help learners see how courses connect across the full IET program.
Include activities that allow learners to practice and demonstrate acquired skills. Incorporate formal and informal formative assessments to confirm learner understanding and skill development as they work through the curriculum.
- Review the accessibility requirements developed in the Design and Plan phase and ensure all materials meet these guidelines (refer to the *Accessibility Needs* section of the IET Planning Tool).
-

For more information, refer to Desk Aid 7: Develop Contextualized Instructional Materials.

Desk Aid 7: Develop Contextualized Instructional Materials

Your role as an adult educator is to collaborate with your training partner and content/industry experts to plan and develop curricula. It is not your role to develop a deep understanding of and/or teach the occupational skills in the IET program.

- Work with your training partner(s) to contextualize the IET curriculum by identifying and addressing gaps in academic, language, and employability/workplace skills that learners need to successfully complete the IET program and transition to employment and/or postsecondary education and training opportunities.
- Work with or get feedback from training or industry stakeholders to ensure materials are contextualized to the target job or sector.

Use the Developing Contextualized Lessons and Activities Checklist below guide the development of contextualized lessons or activities.

Developing Contextualized Lessons and Activities Worksheet

	Yes/No	If yes, describe how	If no, how will you modify it?
Does the lesson/activity use authentic language, materials, and tasks that are aligned with industry standards and assessments?			
Is the lesson/activity contextualized to the target job or sector?			
Does the lesson/activity reflect real-world situations the participant will encounter "on the job?"			
Does the lesson/activity incorporate foundational basic skills content standards and technical standards to support learner comprehension and mastery?			
Does the lesson/activity align with the identified learning objectives, including the single set of learning objectives?			
Does the lesson/activity address the gaps in meeting all three IET components?			
Does the lesson/activity allow students to practice and demonstrate relevant acquired skills?			



Examples & Resources

- Example of a lesson on decimals contextualized to a manufacturing curriculum. See page 3 of Pendergast, R. (2013), [Math for Manufacturing](#), Student Workbook, Illinois Community College Board.
- Examples of sector-based contextualized curricula:
 - Illinois Community College Board (author Ray Pendergast): [Math for Manufacturing](#)
 - Virginia Adult Learning Resource Center: [Building Basics](#) (English as a Second Language)
 - Women Employed & City Colleges of Chicago (developed by Stephanie Sommers): [Transportation, Distribution, and Logistics Career Bridge](#) (High Intermediate Adult Basic Education)
- Resources for learning more about contextualizing instruction:
 - [ACP: Designing Contextualized Instruction](#) (2.5 hours): This course features three modules: (1) Understanding Contextualized Instruction; (2) Building Contextualized Instruction; and (3) Overcoming Development Challenges.
 - [Workforce Preparation Activities in the Classroom: Contextualizing Employability Skills for Deeper Learning](#) (1.5 hours): This course familiarizes participants with how workforce preparation and employability skills can be incorporated into instructional activities.



Determine Assessment Strategies

Determine your assessment strategy to confirm acquisition of knowledge and skills. For example, will you use a role-play exercise, a group presentation, or perhaps a written exam? Regardless of the assessment methods you select, make sure they closely align with your SSLO and provide opportunities for learners to demonstrate competency/mastery of the SSLO.

Integrate Digital Literacy into Instructional Materials

When building out your contextualized lessons and activities, look for opportunities to promote digital literacy. This is an important workforce preparation skill.

What are Digital Literacy Skills?

WIOA defines the term “digital literacy skills” consistently with the definition contained in the Museum and Library Services Act of 2010, “the skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information.”

Digital literacy skills include:

- **Basic computer skills:** Skills needed to control devices and use them to accomplish simple tasks, such as viewing and participating in IET lessons delivered virtually.
- **Network literacy:** Skills needed to access, curate, and disseminate information found on social media and other digital sources.
- **Digital program solving:** Using digital technology to acquire and evaluate information; communicate with others; and perform practical tasks to accomplish goals across personal, educational, and professional domains.
- **Information literacy:** Ability to recognize when information is needed and how to locate, evaluate, and use the information, including using technology to enhance it.
- **Media Literacy:** Using the range of media found online to find, evaluate, use, and communicate information.
-

Assessment Activities that Promote Digital Literacy

There are a variety of ways to assess competency of a skill that promote digital literacy. Here are a few examples:

- Assign and grade online quizzes, text-based class discussions, group or individual project work, and other assignments through an online learning portal.
- Leverage online peer discussions for learning topics and group project work. This asynchronous approach supports flexible learner schedules and documents understanding and effort.
- Get creative with project work; learners can create presentations to present virtually or upload or share a video report-out using a cell phone.

Incorporate Virtual Activities

There are many virtual activities to choose from to enable learning activities, and it can seem daunting to understand the numerous options and how to integrate them to achieve the learning

objectives. The table below shares examples of technology you can leverage, followed by a checklist to consider when providing virtual instruction and ensuring access.

Technology	Activities
Learning platform	<ul style="list-style-type: none"> • Incorporate peer discussions, assessments, and other features as available based on your platform.
Communication applications	<ul style="list-style-type: none"> • Use no-cost mobile apps (e.g., WhatsApp, Facebook Messenger, etc.) to communicate schedules, check-ins, and learning opportunities. • Use virtual platforms (e.g., Zoom, GoTo Webinar, Google Suite, Microsoft Teams, join.me, etc.) to deliver online instruction and/or facilitate real-time group activities.
Collaborative applications	<p>Incorporate free collaborative tools into learner activities, such as:</p> <ul style="list-style-type: none"> • Analysis and synthesis activities using Google Docs, Blogger, etc., with peer feedback. • Peer sharing using LinkedIn, Facebook, Twitter, etc. • Assessment using polling or quiz questions (Kahoot, etc.), or ask learners to create their own quiz questions and share with peers.
Online learning sites	<p>Use no-cost sites (e.g., Khan Academy, Learning Upgrade, Codes, etc.) for activities that reinforce key concepts.</p>

Virtual Learning Checklist

Instruction

- Consider the scope and timing of the virtual delivery. How many lessons will be online, some/all? Determine which lessons will be delivered in real-time using teleconferencing tools (e.g., Zoom, GoTo Webinar, Google Suite, Microsoft Teams, join.me, etc.) or if they will be delivered asynchronously on the learning platform (downloadable or online viewing). Please note that even if all lessons are delivered virtually in real time, a learning platform is still required for ancillary learning content.
- Determine the best way to deliver instructional content using a multimodal approach. Options may include pre-recorded virtual presentations; podcasts; or links to real-time, scheduled lessons. Tools like virtual whiteboards and shared documents add to the interactivity.
- Supplement lesson instruction with text-based content, multimedia elements (graphics, videos, audio), and links to other learning content including blogs and articles.

-

Access

- Encourage learners to use free virtual tools like Google Docs and Google Sheets for assignments. These are available on mobile devices as well.
- Consider providing additional support working within the social media platforms learners already use, like a class Twitter or private Facebook page.

For more information and resources on virtual lesson delivery and learning activities, refer to DeskAid 8: Examples of Technology Tools to Promote Digital Literacy.

Desk Aid 8: Examples of Technology Tools to Promote Digital Literacy


Incorporating technology in your instructional delivery mechanisms can enhance the learner's digital literacy and support adult education providers. The chart below provides examples of technology tools and their use in an educational context.

Category	Tool	Technology Tools in Educational Context
Multimodal Communication Tools	<i>Audio: Podcasts</i>	Podcast: Increasing student engagement using podcasts - Case study(video): http://www.youtube.com/watch?v=n_as7U1ogqQ Integrating podcasting into your classroom (video): http://www.youtube.com/watch?v=ExkMeQfuLGc
	<i>Video: YouTube TeacherTube Vimeo</i>	Using Pinterest to make career development learning interesting to college students: https://associationdatabase.com/aws/NCDA/pt/sd/news_article/66280/PARENT/layout_details_cc/false Online newspaper: Automatically find, publish, and promote articles, videos, and photos across the web using the search criteria entered: How to Create a Paper.Li Newspaper!
	<i>Images: Pinterest</i>	Multiple Means of Action and Expression: VoiceThread allows learners or teachers to asynchronously record comments by text, voice, or video on a shared presentation that can include any form of digital media, i.e., images, audio, video, and text: 7 Things You Need to Know about VoiceThread
	<i>Newspaper: Paper.Li</i>	
Collaborative Writing Tools	<i>Gmail and Google Docs</i>	Google Docs in the classroom: https://learn.teachingchannel.com/video/fostering-student-collaboration
	<i>Blogs: Wordpress Tumblr</i>	Using blogs to enhance critical reflection and community of practice blogs: https://drive.google.com/file/d/1MT-cj2owJcBA7F6a3U5kkdnccHssBHsd/view

Category	Tool	Technology Tools in Educational Context
Productivity Tools	<i>Bitly.com, Uniform Resource Locator (URL) shortener Evernote</i>	Flipping the classroom for mastery learning: https://www.naesp.org/sites/default/files/images/as/Flipping_handout2.pdf Evernote as portfolio: http://evernotefolios.wordpress.com/
Online Networking Tools	<i>Online Communities Facebook Instagram Snapchat Twitter</i>	Using online reflection and conversation to build community: http://www.ncolr.org/jiol/issues/pdf/8.3.2.pdf Using a Facebook Group as a Learning Management System: https://www.facebook.com/note.php?note_id=10150244221815570 Five-minute film festival: Twitter in education: http://www.edutopia.org/blog/film-festival-twitter-education
1:1 and Mobile Learning Tools	<i>QR Codes Weebly PollEverywhere</i>	Discussing ideas for using QR Codes in education (video): http://youtu.be/auCTVO3nxzk Weebly for education – create a free class website and blog: http://blog.discoveryeducation.com/blog/2012/04/26/weebly-for-education-create-a-free-class-website-and-blog/ An educator's introduction to PollEverywhere: http://youtu.be/zZWM2-4Jf4k

Here are additional resources to support virtual curriculum and digital literacy integration:

- [SkillsCommons](#): Includes over 400 open courseware, complete curriculum evidenced-based, interactive training and support materials organized by sector, as well as instructor trainings.
- [COVID-19 Open Education Community and Contributed Resources](#): Crowdsourced page provides real-time feedback from faculty and includes resources on online labs (note: this is a Google doc that is consistently updated).
- [CTE Coalition](#): Portal for industry-driven remote learning content including hundreds of classes, videos and instructional materials in areas such as machining, welding, mechatronics, industry 4.0 and programming.
- [Advance CTE COVID-19 Resources](#): Resources to aid in the delivery of high-quality CTE virtually.
- [Teaching Skills that Matter in Adult Education](#): Best practices and lesson plans for digital literacy development.
-
-

- 
- [Teaching Skills That Matter Digital Literacy Resource Brief](#): Provides specific classroom activities that enhance digital literacy and includes useful tips for teaching digital literacy skills in the classroom.
 - [Technology Toolbox for the Adult Education Instructor!](#): Reviews a variety of free technology resources that can be integrated into the adult education classroom.
 - [Integrating Digital Literacy into English Language Instruction: Companion Learning Resource](#): Provides numerous examples of instructional models, strategies, tools, and tasks for integrating digital literacy into English language acquisition instruction.
 - [Integrating Digital Literacy and Problem Solving Into Instruction](#): Project-based lesson ideas for adult students to improve their skills in using technology to solve problems and communicate with others, while increasing their digital literacy skills and access to technology.

Incorporate College and Career Planning

An IET program must be part of a career pathway. The program must include career and college planning to ensure program participants understand (1) the IET career pathway, (2) their educational and vocational options, and (3) strategies for a smooth transition to continued training or employment.

Career and college planning can be integrated into IET programs in two ways:

1. Support activities integrated into the IET program and curricula available to all learners, such as bringing industry representatives into the classroom or providing job shadow experiences; or
2. College and career counseling customized to individual learners, including goal setting and transitional supports. These activities are coordinated in an Individual Learner Success Plan created jointly with the learner during the intake process (considered in the *2.3 Design the Learner Experience* section of the Design and Plan phase).


To integrate college and career planning into the IET program and curricula, identify what you want your learners to know or be able to do as a result of your interventions. Evaluate existing curricula and tools for career and postsecondary education awareness and planning activities and select those you can use as is or adapt to fit your needs.

For more information, refer to Desk Aid 9: College and Career Planning and the resource [Integrating Career Awareness into the ABE & ESOL Classroom](#) (*National College Transition Network/System for Adult Basic Education Support*). (The lessons and handouts can be adapted for a range of clients and skill levels.)

Enter your plans in the *College and Career Planning* section of the IET Planning Tool.

Review and Confirm Instructional Materials

Once you develop the instructional materials, review and confirm them with stakeholders as appropriate. When ready, formalize the syllabus and related materials.



Desk Aid 9: College and Career Planning

College and career planning is a necessary element of IET programs and can be integrated into the IET program in a variety of ways. You should begin the planning process with learners during the intake process. Continue to support college and career planning throughout the IET program with activities that support transitioning to career opportunities, local in-demand jobs, and further education.

Elements of college and career planning for learners may include:

- Support with developing an Individual Learner Success Plan that includes individual goal setting;
- Academic and career assessments;
- Opportunities for learners to identify and reflect on their interests, skills, and abilities;
- Career and occupational information related to state and local labor markets;
- Information about continuing education and strategies for accessing it; and
- Transition planning to employment or postsecondary education.

The Learner Success Plan you will create for each learner is key for both learner support and to guide the integration of college and career planning at an individual level.

To effectively utilize a learner success plan, you must complete the following:

- Train staff on how to collect the information needed to create a Learner Success Plan; and
- Share Learner Success Plans with staff/instructors who will reference plans throughout the life of the IET program to guide instruction and assessment, and revisit them with the learner throughout the IET program and particularly during the transition to employment or postsecondary education.

The College and Career Planning Worksheet on the following page will help you determine how to best integrate college and career planning into the IET program and curriculum. Staff can work together to decide which topics to include and whether topics should be delivered by a case manager or embedded into instructional activities. You may need to train instructors on how to best support this integration.

College and Career Planning

Who will deliver?			Career Awareness Topics
Case Mgr	Instructor	Partner	Career Awareness Topics
Intake			
Learner Support Plan (LSP)			Administer assessments: <ul style="list-style-type: none"> • Skills • Interests • Work importance
LSP			Set SMART goals
LSP			Set initial career goal
During Program			
User information			Provide information about personal job values: <ul style="list-style-type: none"> • Preferred work schedule and conditions • Preferred work conditions
User information			Provide information about the local labor market: <ul style="list-style-type: none"> • Value of High Priority Occupations • Preferred geography • Job outlook • Labor supply
User information			Provide information about jobs: <ul style="list-style-type: none"> • Jobs vs. careers • Salaries vs. wages • Traditional vs. non-traditional jobs • Temporary vs permanent employment • Job descriptions • Potential for advancement • Potential earnings • Average salaries • Benefits associated with potential employers
User information			Provide information about occupational profiles: <ul style="list-style-type: none"> • Skills required for potential jobs
User information			Provide information about sectors: <ul style="list-style-type: none"> • Similar occupations
User information			Map and develop career pathways (mapping)
User information			Provide information about education/training: <ul style="list-style-type: none"> • Cost of education/training • Available financial aid • Variety of fields of study
LSP			Set final career goal



3.3 Develop Program Materials, Tools, and Procedures

Overview

You will need a variety of program materials, tools, and procedures to support the successful implementation of your program. While you may need to develop some of these from scratch, there are often opportunities to customize or adapt material from existing programs.

Key Steps for this Task

- Develop program administration and other materials.
- Develop data collection tools and procedures.

Develop Program Administration and Other Materials

Before launching the IET program, you will need to develop the materials related to the IET program's administration and the learner experience.

These materials may target:

- Outreach and recruiting
- Enrollment, intake, and the Individual Learner Success Plan
- College and career planning
- Administration (attendance forms, orientation materials, enrollment forms, and assessments, schedules, etc.)
- Evaluation (observation protocols, data collection plan, observations guides, etc.)

Refer to the plans you developed in the IET Planning Tool and the related desk aids in the Design and Plan phase for more information and sample materials.

Confirm your completion of this activity in the IET Develop Checklist.

Develop Data Collection Tools and Procedures

Much of the data collection methods and procedures for required reporting are already in place in IET programs. Refer to your Program Evaluation Plan (see the IET Planning Tool) to determine if your evaluation goals require any new data collection tools or procedures to be developed. Train staff and coordinate and schedule your data collection according to your timeline, then update your plan as needed during program implementation to support continuous improvement.

Data Collection Tools

WIOA program reporting requirements and primary indicators of program performance are outlined in the [Technical Assistance Guide for Performance Accountability under the Workforce Innovation and Opportunity Act](#) and captured through the National Reporting System (NRS). The NRS includes information on student demographics and achieved outcomes (employment, credential attainment, and measurable skills), but you may need additional data specific to your IET program.

Develop data collection tools like surveys and assessments prior to program implementation. Tools should be designed to collect information in a way that directly addresses your program evaluation goals. Your methods and tools may be like those listed below. You may wish to also refer to the additional resources in the [Data Collection Methods and Tools](#) section from the Pell Institute Evaluation Toolkit website.

Data Collection Methods	Tools to Prepare
Program data and document review	Performance reporting and course management data collection tools (may already exist) Lists of systems and documents that align to your program evaluation goals for tracking purposes
Direct observation and classroom visits	Observation protocols and classroom checklists
Interviews and focus groups	Interview protocols and focus group questions
Surveys	Questions and delivery approach for answers (multiple choice, multiple select, open-ended, etc.)

Data Collection Procedures

Use procedures that automate data collection into routine program operations to minimize the burden on staff. One of your first tasks is to set up a private and secure data management system with your training provider and give instructors access with a username and password.

Good data collection procedures include having:

- A file structure and file naming conventions that are transparent
- A predetermined format in which you will save your data for later analysis (e.g., Excel for quantitative data and Word for qualitative data)
- Tracking logs that identify what data was collected, and where it is stored
- Data privacy and security measures
-

3.4 Implement the Program and Collect Data

IET program implementation starts when you put your plans, curricula, and other program materials into action. While implementing the program, you will collect data and information to guide continuous program improvement based on your Program Evaluation Plan.

Key Steps for this Task

- Launch the IET program and deliver instructional content.
Collect evaluation data according to your Program Evaluation Plan.

Launch the IET Program, Deliver Instructional Content, and Collect Data



Continuous Improvement Cycle

Launch your IET program by activating the plans you created in the IET Planning Tool in the Design and Plan phase and the training curricula and materials created in the Develop phase.

Now that your IET program has entered the Implement phase, you will begin to collect data according to your Program Evaluation Plan to determine if the program is being implemented as expected. In the Evaluate and Improve phase of this toolkit, you will analyze this data to identify issues and possible program improvements to guide

continuous improvement efforts. The cycle continues with the next round of data collection to determine if the improvements made a difference.

Program Launch

During program launch, you may want to watch for opportunities to observe your program and use data to answer the following questions:

- How effective is your outreach in connecting with the target audience? How diverse is the potential pool of enrollees?
- How many learners are being enrolled? Is it enough to form a cohort?
- What logistics are in place for the classroom instruction? How is the instruction different? What changes might need to be made?
- How effective is your orientation in informing learners of the IET participation requirements?
- To what extent are supportive services addressing initial learner barriers to success? How effective is the administration of the program?
- To what extent is the partner communication plan being implemented? How effective are training partners in coordinating services and instruction?
-



Training Delivery

After learners begin the IET program, look for opportunities to collect data to answer the following questions. Use the data to support and inform your decisions by identifying successes and gaps that need to be addressed.

- How effective is the classroom instruction in teaching workforce preparation and adult education basic skills in context with the workplace training activities?
To what extent are learners able to access and effectively use the technology that has been integrated into the curricula?
- How successful are learners in navigating the IET program and system? (e.g., logistics, class schedule, transportation between instructional sites, working with multiple instructors.) How effective are adult education and occupational instructors in communicating and collaborating as they deliver the training?
- To what extent are supportive services and accessibility plans addressing learner barriers to success and meeting learner needs?
To what extent are learners accessing these supportive services? How successful are the data collection efforts in collecting data based on evaluation goals?
-

For each of your answers to these questions, you should be able to explain how you know this to be true. In other words, what evidence do you have to support your response?

Update your Program Evaluation Plan as you gather information responding to these and other questions and make changes to program implementation.

Transition to the Evaluate and Improve Phase

In the Evaluate and Improve phase, you will analyze the data you collect during IET program implementation and use gap analysis to guide program improvements as a continuous improvement process.



Phase 4: Evaluate and Improve

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Evaluate and Improve

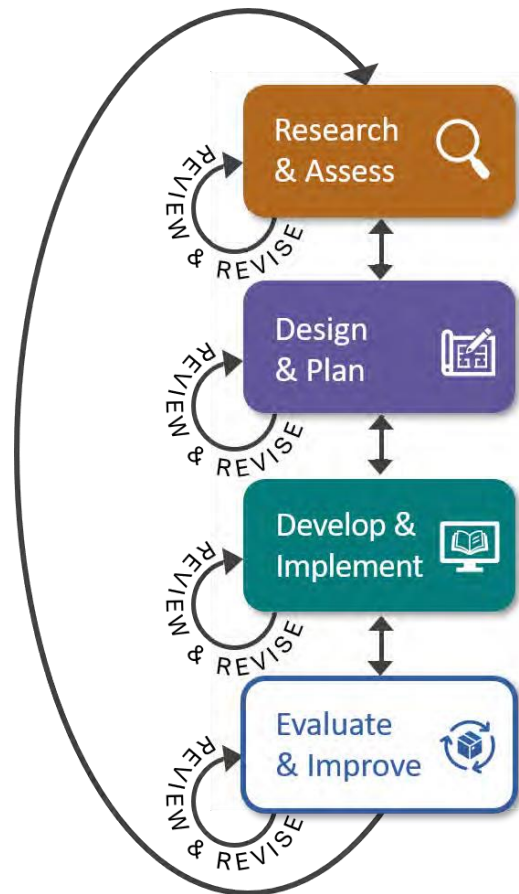
Now that your IET program is under way and you are delivering training, it is time to use data to inform continuous improvement of the program and consider how you might evaluate its effectiveness.

Purpose

This section provides resources to help you analyze and share data for program improvements and consider options for more rigorous evaluation.

Key Tasks for this Phase

- Analyze data collected during the Develop and Implement phase.
- Present results to stakeholders.
- Consider options for more rigorous evaluation.





4.1 Analysis and Reporting for Program Improvement

In the Evaluate and Improve phase, you will analyze data collected during implementation to determine the extent to which the IET program is being implemented as designed and what program improvements are needed. You will also use data to identify program outcomes, successes, and challenges so you can share this information with stakeholders.

Key Steps for this Task

- Analyze data collected during program implementation.
- Present results with stakeholders for continuous improvement.

Analyze Your Data

As you prepare to analyze data collected based on your Program Evaluation Plan, it will be helpful to review your evaluation goals and questions to focus your analysis.


Quantitative Analysis

Use simple descriptive statistics, such as averages, counts, frequencies, and ratings, to analyze outcomes goal data. Data to analyze may include administrative records related to assessments of measurable skill gains and counts of earned industry-recognized credentials and transitions to employment or postsecondary education. You may also need to analyze measurable process goal data collected through surveys and rated questions.

To analyze quantitative data:

- Follow data management procedures you previously determined. These may include making a copy of the data and following data security protocols necessary for protecting students' identities.
- Review the evaluation question(s) related to the data you collected to focus your analysis.
- Calculate averages, frequencies, counts, and ratings as guided by your evaluation questions.
- If you are partnering with a community college or other entity with an Institutional Research department, you may want to engage them in the analysis.
 -
 - To share your findings, describe the analysis in written form and clearly link the evaluation question to the data. Include tables, graphs, and charts with simple declarative sentences that explain the data presented.

For more information, refer to the following resource from the Pell Institute Evaluation Toolkit, [Analyze Quantitative Data](#).



Qualitative Analysis

To analyze qualitative data related to process goals (which may include reports, interview notes, observation guides, and open-ended survey responses), read through the content several times to identify patterns, associations, and relationships.

To analyze your qualitative data:

- Review the process goals you set for your program and the data you collected to document progress toward those goals several times to become familiar with it.
- As you review your data, you will begin to identify emergent themes.
- When possible, try to summarize recurrence of or differences in responses that reflect patterns, associations, relationships, and themes.
- Question any assumptions by reviewing other sources of data, if available.
-


To share your findings, write a narrative explaining the patterns seen in the data and support your analysis with evidence from the data in the form of direct quotes to bring the participant voice into your summary report.

For more information, refer to the following resource from the Pell Institute Evaluation Toolkit, [Analyze Qualitative Data](#).

Present Results to Stakeholders

Your Program Evaluation Plan was designed to guide continuous improvement and provide the process and outcomes data needed to understand the IET program's successes and challenges. You can share outcomes and process results with your IET team and stakeholders during the program and once it is complete. Consult with your team and stakeholders and consider their information needs. Select the reporting timeline, frequency, and format that makes the most sense for them. The key is to design the information you share to address the needs of the intended audience. Some examples of ways to share findings according to the audience include:

- Discussion of a progress summary with the design and implementation teams, highlighting student outcomes by student characteristic to identify areas for further instructional support during program delivery
- A brief slide presentation for employer stakeholders to help them consider hiring students who complete the IET program
- A press release for the general public to help recruit students into the program
- A formal evaluation report for program administrators or prospective funders to provide details on the program design, efforts to improve it, outcomes achieved by participants, and satisfaction of employers



Impactful evaluation reports and summaries link results to the IET program's evaluation goals alongside appropriate documentation and descriptions of analysis and evaluation methods. As you plan to share information for continuous improvement purposes, the following details may be helpful to include:

- Explanation of how the evaluation questions relate to the program goals
- Types of program analysis and evaluation conducted, and for each:
 - ○ Characteristics of the learners, course design, and implementation approach reflected in the program evaluation
 - Description of the data collection methods including response rates or number of respondents (for qualitative data collection)
 - Timing for data collection
- Explanations of limitations associated with the design or interpretation of the findings
- Recommendations tailored to the program goals including both strengths and areas for improvement
-

For more information, refer to Desk Aid 10: Program Evaluation Reports.



Desk Aid 10: Program Evaluation Reports

IET program evaluation reports provide an opportunity to share your IET program's successes, challenges, and outcomes with stakeholders. This resource offers helpful information and resources to guide the preparation of impactful program evaluation reports.

Determine Audience and Focus

Grants and funders may have specific information and reporting formats they would like to see. Review reporting requirements across all funding streams to better align and focus your reporting efforts.

Key Sections

Program evaluation reports should also follow current standards in presenting evaluation findings and information by being usable, actionable, and well organized to articulate key findings. Reports are usable when they fulfill stakeholder needs and project improvement goals. Reports are actionable when they state what did and did not work well over the project implementation. And reports are well organized when they articulate key findings with distinct headings, a clear table of contents, and call-out boxes so that readers can find and review reports and presentations quickly.

Program evaluation reports may include the following sections:

- **Executive Summary** – Provide a summary of the report goals, key program activities, and outcomes described in the report. Reference the evaluation and program goals.
- **Aim of the Project** – Describe the evaluation and program goals your team defined for learners and for your organizational processes and include any targets you set for implementation and outcomes.
- **Activities/Implementation** – Describe how your organization designed the program, types of recruitment, etc. Provide information on learner characteristics, course design, and implementation approach reflected in the program evaluation.
- **Methods** – Describe your Program Evaluation Plan and the methods used to monitor and evaluate your program. Describe the types of data collection instruments you used, when they were collected, and who collected them. Mention any confidentiality agreements or Institutional Review Board approvals or exemptions obtained for the evaluation.
- **Findings/Results** – Describe your findings and efforts to address any deficiencies using gap analysis. Describe what activities and supports led to the success of your program and what were identified as barrier to success.
- **Discussion** – Review any broader implications, recommendations, or modifications you will make due to the findings. Describe any planning additional analyses or interviews you may conduct in light of the findings. Share any limitations or strengths or weaknesses related to your evaluation design or interpretations of your findings.
- **Appendix** – Include any surveys or data collection tools that you implemented.
-



Example Program Evaluation Reports

Below is a selection of example program evaluation reports on similar topics with various formats (document, PowerPoint, and web-based):

- Building Better Programs website from the Center of Budget and Policy Priorities: <http://www.buildingbetterprograms.org/category/programs/>
- Skills Wisconsin Initiative reporting webpage: <https://wdbscw.org/skills-wisconsin/>
- Evaluation of the Virginia Employment Through Entrepreneurship Consortium (VETEC) Program: Implementation Study Report: <https://www.impaqint.com/sites/default/files/files/VETEC%20Implementation%20Study%20Report%2005092014.pdf>
- Evaluation of the Linking Innovation, Knowledge, and Employment Program: Implementation and Outcome Report: <https://www.impaqint.com/sites/default/files/project-reports/@LIKE%20Final%20Evaluation%20Report%200508-compliant.pdf>
- Educational Outcomes of I-BEST, Washington State Community and Technical College System's Integrated Basic Education and Skills Training Program: Findings from a Multivariate Analysis: <https://ccrc.tc.columbia.edu/publications/i-best-multivariate-analysis.html>
- Evaluation of the ACT-On Retail Management Certificate Program: <http://act-on-eval.impaqint.com/>
- Startups – An Economic Development Tool? A Randomized Control Trial Study in Florida: <https://nawrs.org/wp-content/uploads/2017/08/7-2-Nanda-Startups.pdf>
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IET Self-Assessment

IET Self-Assessment

The IET Self-Assessment allows you to reflect on your IET program development, implementation, and sustainability efforts, and identify areas of the IET Toolkit that can help strengthen your efforts. You can complete this assessment alone or with key partners.

Choosing the Focus of your IET Program. Check off the actions below that reflect how you usually approach this work. Phase 1 of the Toolkit walks you through each of these actions.

- We have a process in place that helps ensure that the IET programs we develop meet regional needs, are feasible for us to implement, aligns with our program goals, and leads to the outcomes we and our learners need.
- We gather information about state IET policies and local career pathway activities to ensure that we develop an IET program opportunity that complies with state requirements and aligns with career pathway activities as required under WIOA.
- We make sure that we understand which industries and businesses are hiring, provide employment that pays good wages, and are challenged to recruit the skilled workers needed to meet industry demand.
- We take steps to understand our potential pool of adult learners and their needs.
- We identify resources that can support our IET program and the learners who participate, including potential funding sources, training providers, and a network of community organizations to provide supportive services.
- We take steps to understand the needs of businesses in our community/region who might hire graduates of our IET program.
- We consider the range of potential training provider partners available to us, including those that provide virtual learning opportunities, and seek out a training partner who is willing to collaborate with us to identify shared goals for the IET program that address both occupational skills and adult education components of the IET, and to develop a single set of learning objectives and integrated curricula for the program.

Designing your IET Program. Check the actions below that reflect steps you routinely take with confidence as you design your IET program (s). Phase 2 of the toolkit walks you through each of these actions.

- We involve key partners in the work of designing our IET program.
- We work with our partners to develop a broad set of goals for our IET program that address learner, business, community, and programmatic needs.
- We plan for effective instructional delivery that supports concurrent delivery of occupational and adult education content.
- We consider the learner experience and the support learners will receive during every phase of our program and beyond.

IET Self-Assessment

- We include a transition plan for students as they complete our program and transition to employment or further education.
- We look for opportunities to integrate technology to increase the digital literacy of learners and enhance the delivery of our IET program.
- We consider the accessibility needs of learners.
- We build program monitoring and continuous improvement into the design of our IET program.

Developing and Delivering your IET Program. Check the actions below that reflect steps you routinely take with confidence as you develop and deliver your IET program(s). Phase 3 of the toolkit walks you through each of these actions.

- We collaborate with adult education and technical instructors and staff to create a single set of learning objectives prior to building our standards-based curricula.
- We develop contextualized instructional materials and plan our assessment strategies.
- We incorporate college and career planning.
- We identify and implement learnings from evidence-based research and/or promising practices with respect to improving reading, writing, mathematics, and English proficiency.
- We have a clear plan for data collection and use to help improve our program once implemented. We provide professional development opportunities for our staff engaged in designing and delivering the IET Program.

Continuously Improving your IET Program. Check the actions below that reflect steps you take to support continuous improvement and sustainability of your IET program(s). Phases 3 and 4 of the Toolkit walk you through each of these actions.

- We collaborate with key partners (workforce/supportive services agencies, training providers, adult education instructors) who are supporting a program to assess and improve the model.
- We engage in program evaluation and a process for continuous improvement.
- We include formalized opportunities (dedicated meetings, surveys, focus groups, etc.) for our stakeholders to provide feedback on our program.

IET Assess Tool

The IET Assess Tool provides a structure for designing your research plan, collecting information, and supporting your analysis as you walk through activities in the Research and Assess phase of the IET Toolkit. Use this tool to capture your work in the appropriate sections.

Getting Started

This section of the IET Assess Tool includes:

- Initial *How Might We* Question
- Identify Stakeholders Template
- Needs Assessment Work Template
- Stakeholder Interview Template

Initial *How Might We* Question

To guide your needs assessment, create a question that frames the opportunities you are exploring. Use a “*How Might We?*” structure for your question. *How Might We* questions help focus the opportunity you are trying to uncover or the need you are trying to address and provide clarity around what you want to accomplish.

Refer to the *Start with a “How Might We” Question* section of the IET Toolkit under *1.1 Conduct a Needs Assessment*.

Initial *How Might We* Question

Example: How might we use IET to meet learner and business needs in our region?

How might we use IET to meet regional and economic needs identified by a Local Next Generation Sector Partnership?

Identify Stakeholders Template

Make an initial list of who you need to learn more from and what information they can offer based on their expertise. Think of stakeholders who understand learners’ and local businesses’ needs, as well as the needs of community partners and training providers.

Refer to the *Identify Stakeholders* section of the IET Toolkit under *1.1 Conduct a Needs Assessment*.

Assessment Element	Organization (ABE, Training Provider, Workforce System, other)	Area of Expertise	Contact Information (name/role/email/cell)
Key Area #1: State and Local IET Policy and Career Pathways Options			
IET Policy	None		
Career Pathways	None in Wyoming		
Key Area #2: Regional Workforce Development Needs			

Workforce Needs	AE, DWS	Soft skills trainings	
Workforce Needs	Community College/Training Provider	Workforce training & credentialing	
Key Area #3: Community Resources to Support Your Program			
Supportive Services			
Supportive Services			
Potential Funder			
Potential Funder			
Key Area #4: Emerging and Promising IET Program Practices			
IET Program			
IET Program			
Key Area #5: Learner and Business Needs			
Learner Needs			
Business Needs			

Needs Assessment Work Plan Template

You will conduct your needs assessment through two primary activities: interviews with stakeholders and documents review. As you determine who you will interview and which documents you will review, build out your work plan in template below. To help stay on track, include all your administrative and research tasks.

Refer to the *Plan your Needs Assessment* section of the IET Toolkit in *1.1 Conduct a Needs Assessment*.

Assessment Element	Tasks	Person Responsible	Start Date	End Date
Key Area #1: State and Local IET Policy and Career Pathways Options				
IET State and Local Policy				
Career Pathways Options				
Key Area #2: Regional Workforce Development Needs				
Workforce Needs				
Services for Learners and Learner Needs				
Key Area #3: Community Resources to Support Your Program				
Supportive Services				

Funding				
Key Area #4: Emerging and Promising IET Program Practices				
Reviewing Practices				
Key Area #5: Learner and Business Needs				
Learner Needs				
Business Needs				

Stakeholder Interview Planning Template

You can use the template below to organize your interview activities. The template includes space for interviewee contact information, what you want to learn, and who will talk to them and when.

Refer to the *Plan and Conduct your Needs Assessment* section of the IET Toolkit in *1.1 Conduct a Needs Assessment*.

Assessment Element	Organization/ Person	Contact Information (email/cell)	Key Information You Want to Learn	Person Responsible	Date of Conversation
Key Area #1: State and Local IET Policy and Career Pathways Options					
IET Policy					
Career Pathways					
Key Area #2: Regional Workforce Development Needs					
Regional Workforce Development Needs					
Key Area #3: Community Resources to Support Your Program					
Supportive Services					
Supportive Services					
Potential Funder					
Potential Funder					
Key Area #4: Emerging and Promising IET Program Practices					
Provider					
Provider					
Key Area #5: Learner and Business Needs					
Learner					
Business					

Needs Assessment Research

For each of the key areas, the toolkit describes the key research questions you will want to answer and gives suggestions for how to find the answers. When you have finished your interviews and document reviews for each key area, review your notes and capture your key research findings in the Needs Assessment Research section of the IET Assess Tool.

This section of the IET Assess Tool includes:

- Key Area #1: State and Local IET Policies and Career Pathways Options
- Key Area #2: Regional Workforce Development Needs
- Key Area #3: Community Resources to Support Your Program
- Key Area #4: Emerging and Promising IET Program Practices
- Key Area #5: Learner and Business Needs

Key Area #1: State IET Policies and Career Pathways Options

In addition to having established state adult education content standards, your state may have policies in place that govern IET activities. These policies may provide funding, create partnerships, place additional requirements, or otherwise shape and influence your IET program development process.

The results of your research will help you align your IET program to state and local funding and requirements. Be aware of these policies early so they can shape the direction of your research and assessment activities.

You also need to understand the existing career pathway efforts in your community and state so you can look for ways to align with and leverage these programs to benefit your learners. The results of your research will provide insight into the career pathway resources to which you can connect as you build your IET program.

Consolidate the information you collected in the *Needs Assessment Note-Taking Tool* below.

Refer to the *Key Area #1: State IET Policy and Career Pathways Options* section of the IET Toolkit under *1.1 Conduct a Needs Assessment*.

State IET Policies and Requirements

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State and Regional Career Pathways Options

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Key Area #2: Regional Workforce Development Needs

IET programs train learners for skills needed by employers. When looking for potential IET opportunities, it is essential to understand which industries and businesses are hiring, provide employment that pays good wages, and are challenged to recruit the skilled workers needed to meet industry demand. You do not need to do this research yourself—reach out to partners with labor market analysis experience, who can provide their insights.

It is also important to understand your potential pool of adult learners and their needs. You may have much of this information yourself, and you can supplement your in-house data with the expertise of others in your community who also serve adult learners.

Consolidate the information you collected in the *Needs Assessment Note-Taking Tool* below.

Refer to the *Key Area #2: Regional Workforce Development Needs* section of the IET Toolkit under *1.1 Conduct a Needs Assessment*.

Workforce Needs

Organize your findings by occupation.

Occupation	Career Pathway	Businesses that are hiring, accessible, and pay good wages	Valued skills and credentials	Other key requirements	Current training providers	Partners working with these businesses or supporting work with this occupation/career pathway

Services for Learners and Learner Needs

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Key Area #3: Community Resources to Support your Program

Identify resources that can support your IET program and the learners who participate, including potential funding sources, training providers, and a network of community organizations to provide supportive services.

Consolidate the information you collected in the *Needs Assessment Note-Taking Tool* below.

Refer to the *Key Area #3: Community Resources to Support Your Program* section of the IET Toolkit under *1.1 Conduct a Needs Assessment*.

Funding Sources

Funding Source	IET Components it can fund	Point of Contact	Application process	Timeline	Funding constraints	Other notes

Training Providers

Training Provider	Occupation	Contact Information	Next Course Start Date	Services to connect learners to work	Role of business in curriculum development and delivery

Supportive Service Providers

Organization	Types of Customers Served	Type of Supportive Service They Provide				
		Participant Recruitment	Career Focus	Education Focus	Personal Focus	Financial Focus

Key Area #4: Emerging and Promising IET Program Practices

Learn about and get inspired by promising IET program practices across the United States before you decide on possible approaches for your local IET program. This research will help you align your IET program opportunity with best practices and build on the experiences and successes of others.

Consolidate the information you collected in the *Needs Assessment Note-Taking Tool* below.

Refer to the *Key Area #4: Emerging and Promising Program Practices* section of the IET Toolkit under *1.1 Conduct a Needs Assessment*.

IET Program #1

IET Program #2

Key Area #5: Learner and Business Needs

Learners and the businesses that hire them are key customers of IET programs. To select and design an IET program that responds to customer needs, you will need to have a strong understanding of learner goals, challenges, and experiences; and the workforce needs of the business that will hire them.

Consolidate the information you collected in the *Needs Assessment Note-Taking Tool* below.

Refer to the *Key Area #5: Learner and Business Needs* section of the IET Toolkit under *1.1 Conduct a Needs Assessment*.

Learner Needs

Organize your interview notes into the key categories below.

Key Category	Interview Notes
Career goals	
Positive learning experiences	
Frustrating learning experiences	
Experiences of success	
What would encourage them to take on a new learning experience?	

Business Needs

Organize your interview notes into the key categories below.

Key Category	Interview Notes
Recruitment strategies	
Needed skills and credentials	
Keys to employee success	
Challenges employees encounter that make their success difficult	
What career advancement looks like	

First Round of Reflection

You gathered a lot of information during your needs assessment. Now it is time to take a step back and synthesize what you have learned by breaking down that information into manageable pieces and identifying common themes and patterns that paint a picture of the needs and opportunities in your community.

Review the consolidated notes collected in the IET Assess Tool, reflect on the questions below, and document your thoughts and key takeaways. If you are working with a team, share the information collected in the IET Assess Tool with them and ensure everyone can reflect on these questions before moving on to the second round. Ask your team to share their reflections with one another.

Refer to the *First Round of Reflection* section of the IET Toolkit under *1.2 Identify Key Insights from your Assessment*.

Questions	Individual Reflection Notes
What patterns exist in the research and stakeholder feedback related to unmet workforce and learner needs that an IET program might address?	
What did you find interesting in the feedback? Include any "aha moments" or what you felt was most surprising.	
What do you want to discuss more about with the group?	

Second Round of Reflection

When you first created your *How Might We* question, you took an educated guess on the focus of your question based on what you believed to be the most pressing need at that time. This second round of reflection will give you a better idea of what stakeholders really need and prepare you to brainstorm potential IET program opportunities. If you are working with a team, come together to discuss the results of your research and assessment after everyone involved has reviewed the IET Assess Tool information and each person's Individual Reflection.

Capture your synthesis below.

Refer to the *Second Round of Reflection* section of the IET Toolkit under *1.2 Identify Key Insights from your Assessment*.

Questions	Team Reflection Notes
What unmet needs does our community have that IET can help address?	
What learner populations might we serve?	
What learner needs might we address through the IET program design?	
What funding opportunities might we access?	
What industries and occupations might we target?	
What innovative or promising IET practices did we learn about that might benefit our community?	
What partners do we need for this work?	

Update Your *How Might We* Question

Updating your *How Might We* question ensures it aligns with the common themes and insights identified in the Team Reflection. At this point, you are not developing solutions but focusing on what your stakeholder research tells you. When you do brainstorm solutions, your updated *How Might We* question will be used to guide your efforts.

Refer to the *Update Your How Might We Question* section of the IET Toolkit under *1.2 Identify Key Insights from your Assessment*.

How Might We Question

Example: How might we use IET to connect English language learners to health care career pathways?

Potential IET Program Opportunities

Your reflections and synthesis have prepared you to brainstorm IET program opportunities based on your updated *How Might We* question. You will start off with a lot of big ideas around the identified workforce and learner needs and then refine them.

Your brainstorming session should result in a list of desirable IET program opportunities that address your *How Might We* question and meet the needs of stakeholders, learners, and employers. Come to the table with open minds full of ideas and set aside any constraints that enter your mind, such as funding, staffing, or resources, to enable the open flow of ideas. You can revisit the constraints later when you refine your list.

Refer to the *Brainstorm Potential IET Program Opportunities* section of the IET Toolkit under *1.3 Brainstorm and Select an IET Program Opportunity*.

Enter your list of potential IET program opportunities below.

Selected IET Program Opportunity

The final stage of selecting an IET program opportunity is to take the program ideas identified during brainstorming and refine and prioritize them based on what is desirable, feasible, and viable. To do this, you will answer the questions below for each opportunity:

Desirability: Do the stakeholders want this? Do we want this? Does the idea meet a need? Does the idea add value and fit into people's lives?

Feasibility: Can we do this? Do we have the funding, staffing, resources, capacity, etc. to make this happen? Can we recruit learners who have the pre-requisite skills for the program?

Viability: Should we do this, and will it be sustainable? Does the idea result in a solution that aligns with our program goals and leads to the outcomes we and our learners need?

Come to consensus on the most desirable, feasible, and viable IET program opportunity to take into the design phase.

Enter the high-level details of your selected IET program opportunity below.

Refer to the *Refine your List and Select an IET Program Opportunity* section of the IET Toolkit under *1.3 Brainstorm and Select an IET Program Opportunity*.

IET Program Selection	
Target occupation	
Target population	
Career pathway	
Potential employers	
Required credentials/licensure	
Pre-requisite skills	
Brief description of goals for the program	

IET Planning Tool

This IET Planning Tool provides a structure for collecting information and key decisions made as you walk through activities in the Design and Plan and Develop and Implement phases of the IET Toolkit. Use this tool to capture your work in the appropriate section.

Team Information

IET program design and planning work may be done primarily by Adult Basic Education (ABE) staff and staff who deliver occupational skills training. Ideally, the team should include other partners who can help inform your IET program design, ensure it connects to a viable career pathway, and supports learners' needs. Team members should be able to make decisions regarding the program structure, necessary learner supports, and the integrated curriculum. If you are not able to engage with employers directly, ensure that you have access to at least one stakeholder who can provide an employer perspective.

Refer to the *Form a Design Team* section of the IET Toolkit under *2.1 Form a Team and Define the IET Program and Goals*.

Team Members

Enter the names of confirmed team members, their organization and contact information, and the skills and experience they bring to the IET program.

Team Member	Organization (ABE, Training Provider, Workforce System, other)	Skills/Resources	Contact Information (email/cell)

Purpose Statement

A team purpose statement clarifies the need for and expectations of the team to potential members. Your purpose statement should address important questions like: Why do we need an IET design team? What will the team focus on? Who does the team serve, and why?

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IET Program Summary

To more clearly define the IET program's structure, goals, and outcomes, review the research captured in the IET Assess Tool, including the section on *Selected IET Program Opportunity*. Discuss the research with your team and further develop your IET program using the table below.

Refer to the *Define the IET Program and Goals* and the *Determine Instructional Delivery Approach* sections of the IET Toolkit under *2.1 Form a Team and Define the IET Program and Goals* and *2.2 Design the Program Structure*.

IET Program Overview	
Program Title	
Summary Description	
Program Timeline	
Funding	
Workforce Focus	
Target Occupation	
Target Population	
Career Pathway	
Potential Employers	

Required Credentials/ Licensures	
-------------------------------------	--

Instructional Delivery Approach	
Select one approach:	<input type="checkbox"/> Occupational trainer and ABE instructor team teach concurrently in the same physical or virtual space 100% of the time <input type="checkbox"/> Occupational trainer and ABE instructor team teach concurrently in separate physical or virtual spaces 100% of the time <input type="checkbox"/> Occupational trainer and ABE instructor team teach concurrently in the same virtual and/or physical space some of the time and in separate virtual and/or physical spaces some of the time <input type="checkbox"/> One qualified instructor teaches both the occupational and ABE content, either in person or virtually 100% of the time <input type="checkbox"/> Other _____

IET Program Goals

Work with your partners to develop a broad set of goals for your IET program. These goals should address the learner, business, and community needs identified in the Research and Assess phase and address the programmatic goals of your key partners. Develop goals and outcomes for the IET program across three categories:

- **Learner goals** for the target population that describe expected successful workforce development outcomes;
- **Program goals** that support learners and describe the overall desired outcomes of the program; and
- **Partner goals** that focus on engagement or outcomes important to partners, especially employers.

Refer to the *Define the IET Program and Goals* section of the IET Toolkit under *2.1 Form a Team and Define the IET Program and Goals*.

Desk Aid 1: IET Program Goals and Outcomes

IET Program Goals	
Learner Goals	
Program Goals	
Partner Goals	

IET Program Structure

This section of the IET Planning Tool includes:

- Work Plan Template
- Funding Matrix
- Communication Plan
- Program Policies
- Partner Agreements

Work Plan Template

Create a work plan that identifies key priorities and tasks, who is responsible, timelines, and strategies required to accomplish the tasks to help support sustainability. To build a quality program that is set up for sustainability, consider tasks that:

- Plan for any unforeseeable changes in key program and partner staff
- Secure funding sources that meet program and learner needs
- Incorporate tracking of workforce trends and validation of the occupational and workforce preparation skills in the IET curriculum into the work plan
- Leverage partnerships related to learner outreach and recruitment, staffing, and contingency plans
- Communicate progress to stakeholder
- Practice continuous improvement
- Invest in ongoing professional development of IET program staff

Determine your team’s approach to working together and how you will use the work plan to guide your work. For example, how will you approach planning and tracking task completion against a timeline? Use the *Work Plan Template* below to document your work plan and capture details.

Refer to the *Plan for Sustainability* section of the IET Toolkit under *2.2 Design the Program Structure*.

Task	Task Lead (individual/agency)	Timeline (start/end dates)	Strategies	Evaluation Criteria

Funding Matrix

IET program funding may come from a variety of federal, state, and community sources that are either readily available or require more in-depth planning. Regardless of the source or availability, a funding matrix will enable you to analyze and plan for short- and long-term funding to support participant and program needs. This work can also support sustainability and inform the partner agreements and curriculum design work that follows.

Refer to the *Create a Funding Matrix* section of the IET Toolkit under *2.2 Design a Program Structure*.

The six steps below will help your team ensure sufficient funding for all aspects of your IET program. As you complete each step, enter the information into the Funding Matrix below.

Step 1: Forecast the cost of IET implementation by program component. For each component of your IET program, consider expenses such as staff personnel, outreach/recruitment, marketing/communication, facilities, equipment and supplies, instructional materials, evaluation costs, etc. Identify if the funding supports current or future needs and include any partner budget requirements.

Step 2: Identify potential resource- and expense-sharing opportunities. Look at the components of your IET program to where you can share resources and costs with other programs or organizations (e.g., career navigators on a community college campus, recruitment and intake staff, etc.). Note if needs may change over time (i.e., high need during program ramp up for recruitment and intake staff, staff will need to devote more of their time in the planning, adjusting, and development of curriculum and in working more extensively with partners).

Step 3: Assess existing funding source(s) identified in Research and Assess phase. For each identified funding source, list amounts of funding, eligibility requirements, reporting requirements, and any restrictions related to timing, likelihood of continued support, etc.

Step 4: Prioritize funding sources. Review potential funding sources and prioritize viable options based on the requirements, restrictions, and reporting information you collected.

Step 5: Determine if action needs to be taken to identify additional funding sources. If there are funding gaps for IET services or supports, create an action plan to identify additional funding and/or resources. Other funding sources to explore include: WIOA Title I Adult, Dislocated Worker and Youth Individual Training Account and On-the-Job Training Funding; foundation funding; individual employers; employer consortiums or industry partnerships; and incumbent worker training grants.

Step 6: Present your Funding Matrix to stakeholders and partners and reach out to funders. Reach out to funders and confirm funding before proceeding to design the IET curriculum. Funding is an ongoing challenge, and you will revisit your funding needs through the lifecycle of the IET program.

IET Component (current/future needs)	Budget Allocation	Partner Budget Requirements	Funding Source(s) (note if tentative)	Eligibility Requirements or Restrictions	Reporting Requirements	Action Needed

Additional Resources

- [DOL Career Pathways Toolkit](#)
- [CLASP Funding Career Pathways Toolkit](#)
- [Mathematica Leveraging Federal Opportunities to Serve Disadvantaged Populations](#)

Communication Plan

A communication plan for your IET program clarifies what will be communicated, how, when, and by whom. This ensures there are no communication breakdowns, and all required outcomes and documentation are captured.

Capture your approach in the *Communication Plan* below.

Refer to the *Create a Communication Plan* section of the IET Toolkit under *2.2 Design a Program Structure*.

	Identify the partners and/or information	How?	When?	Who is responsible?
Partner Coordination				
Program Documentation				
Information Sharing				
Outcomes Reporting				

Program Policies

In the Research and Assess phase, you identified federal and state policies that impact your IET program. It is also important to review your own and your partners' policies and procedures (e.g., enrollment, attendance, eligibility, reporting) and decide if any need to be revised. Consider how and who will address these changes and when they should be addressed, or if new policies need to be created.

Document your policy findings below and include any related actions in your work plan.

Refer to the *Determine Program Policies* section of the IET Toolkit under *2.2 Design a Program Structure*.

Existing Policies (include policy holder)	New Policies Needed

Partner Agreements

Partner agreements should be in place before the IET curriculum design work begins. Agreements or memoranda of understanding (MOU) should include:

- A broad strategic vision of the partnership, purpose, benefits, and expected outcomes of the IET program;
- Expectations around roles and responsibilities, work plans, and communication plans reflective of a single set of learning objectives across the IET program; and
- Sustainability expectations for parts of the program, such as adequate staffing, transition plans for key positions, and contingency plans for emergencies.

Capture any necessary partner agreements or MOUs in the *Partner Agreements* table below.

Refer to the *Prepare Partner Agreements* section of the IET Toolkit under *2.2 Design the Program Structure*.

Partner	Purpose

Learner Supports

Effective learner supports foster learner success and address life issues that may occur during an individual's participation in the IET program. These supports may include assistance with things such as childcare, transportation, and financial burdens that can impact an individual's ability to participate fully or complete the program.

When integrating learner support into your IET program design, consider the following questions:

- What supports are necessary for the targeted population of our IET program?
- What are the personnel resources that are needed to offer these supports?
- Does a partner provider offer a service at no cost to participants through referral? If not, what is our budget for each service? How will costs be covered?
- What facilities are needed for each support? Are they in place? If not, what still needs to be done to get them in place? Are there costs associated? If so, how will they be covered?
- What materials, tools, and other resources are needed for each support, and how will they be obtained/developed? Are there costs associated? If so, how will they be covered?

Refer to the assets you identified in the IET Assess Tool related to Key Area #3: Community Resources to Support your Program. Determine appropriate supports identified in Key Area #2: Regional Workforce Development Needs and Key Area #5: Learner and Business Needs.

Available supports will be coordinated for learners in an Individual Learner Success Plan that is created during the intake process (considered in the 2.3 *Design the Learner Experience* section of the Design and Plan phase).

Capture your plan for identifying learner supports below.

Refer to the *Consider Available Learner Supports* section of the IET Toolkit under 2.2 *Design the Program Structure*.

Desk Aid 2: Integrating Learner Support into IET Programs

Type of Support (Career, Education, Personal, Financial)	Tasks	Task Lead	Timeline

Learner Experience Design

This section of the IET Planning Tool includes:

- Outreach and Recruiting Strategies
- Enrollment and Intake
- Accessibility Needs
- Schedule and Location

Outreach and Recruiting Strategies

The first contact potential learners have with the IET program is through outreach and recruiting efforts. Work with your partners to develop strategies to brand and design messaging for the IET program based on your knowledge of the target population. You will also want to determine how to leverage partnerships to support ongoing learner outreach and recruitment and to support sustainability.

Key tasks to consider are:

- Develop outreach strategies that reach your target audience and ensure equitable access.
- Survey existing marketing materials for ideas.
- Brand your IET program’s messaging.
- Design your marketing materials.

Capture your plans below.

Refer to the *Develop Outreach and Recruiting Strategies* section of the IET Toolkit under *2.3 Design the Learner Experience*.

Desk Aid 3: Conduct Outreach and Recruit Learners for IET Programs

Outreach Activity	Actions	Task Lead	Timeline

Enrollment and Intake

The learner enrollment and intake process ensures that the applicant meets enrollment criteria and identifies types of supports needed to allow for smooth entry into the program and ongoing success. You will need to decide on:

- Enrollment criteria, including required assessment(s) for entry and passing score(s)
- Program registration intake forms that incorporate the Individual Learner Success Plan
- Learner materials to distribute during intake

At the conclusion of the intake process, the learner should have appropriate IET program materials and an Individual Learner Success Plan.

Include the Individual Learner Success Plan in your intake process, and include elements that support learner needs, accessibility needs, and college and career planning, as appropriate. This example [intake form](#) from Nebraska's Adult Education State Office can be used as a guide as you think through the design of your Individual Learner Success Plan.

Enter your plans for your enrollment and intake process below.

Refer to the *Design the Enrollment and Intake Process* section of the IET Toolkit under *2.3 Design the Learner Experience*.

Desk Aid 4: IET Program Enrollment and Intake

Enrollment and Intake Activity	Strategies	Task Lead	Timeline
Enrollment criteria			
Required assessments and passing scores			
Program registration intake forms and Learner Success Plan			
Learner materials to distribute at intake			
Other			

Accessibility Needs

Adult education programs are required to provide accommodations to individuals with disabilities. These requirements are described on the [Americans with Disabilities Act \(ADA\) website](#). Consider the broad accessibility needs and considerations of your target population that need to be addressed in the IET curriculum and program related to:

- Testing and test-taking ability
- Technology and internet skills
- Study skills, note-taking, and time management
- Language barriers

Enter population-level needs in the table below.

Individual accessibility needs related to special accommodations and assistive technology for learners with disabilities can be integrated into the Individual Learner Success Plan to be shared with instructors and staff (considered in the *2.3 Design the Learner Experience* section of the Design and Plan phase).

Refer to the *Consider Accessibility Needs of Learners* section of the IET Planning Tool under *2.3 Design the Learner Experience*.

Accessibility Need	Strategy
Testing, test-taking ability	
Technology and internet skills	
Study skills, note-taking, and time management	
Language barriers	
Other	

Schedule and Location

Work with your training provider to consider which location and scheduling options address learner needs and maximize learner participation. Scheduling may be impacted by your choices for instructional delivery; other program design decisions; and whether instruction and training occur virtually, face-to-face, or some combination of the two. Ensure your decisions support any long-term sustainability goals you have for the IET program.

Consider the following:

- Are there scheduling barriers to participation for the target population?
- Are there opportunities for flexible scheduling, such as evenings or weekends?
- Are there virtual training opportunities that can be included in the program?
- Will the population have access to any needed technology?
- Can class locations and schedules be aligned to public transportation schedules?

Note: You may need to revisit and/or refine your program schedule and location plans once you have developed the IET curricula, as there may be additional considerations related to the training.

Capture your scheduling decisions below.

Refer to the *Plan the IET Program Schedule and Location* section of the IET Toolkit under *2.3 Design the Learner Experience*.

Class (Technical/ABE)	Days/Times	Location

Program Evaluation Plan

A well-designed Program Evaluation Plan will identify program goals and help you identify specific aspects of the program you want to evaluate and improve. It will guide data collection, analysis, and reporting to support continuous improvement. The IET Planning Tool includes a Program Evaluation Plan template to support your planning.

There are two common types of evaluation for an IET program:

- **Outcomes evaluation** measures whether expected learner or partner outcomes are met.
- **Process evaluation** measures how well the program is launched and implemented according to the program design expectations.

The first step in creating a Program Evaluation Plan is to think about what program outcomes and processes you want to evaluate. As a starting point, refer to the high-level program, learner, and partner goals you developed for your IET program in the *IET Program Goals* section of this tool.

Include additional details on how data will be collected to measure progress, timeframes, data collection tools, analysis approach, any reporting requirements and related timelines; and how the results will guide continuous improvement. As you input this information, you may find the need to revise your evaluation goals to ensure you have a measurable and practical Program Evaluation Plan to guide continuous improvement and the sharing of results.

Input your evaluation goals and related activities on the next page.

Refer to the *Design Your Program Evaluation Plan* section of the IET Toolkit under *2.4 Create an IET Program Evaluation Plan*.

Evaluation Type and Goal	Data Needed (Measures)	Timeframe/ Schedule	Data Sources	Analysis Approach	Reporting	Continuous Improvement	Sharing Results
<p>Outcome Goal: Did program stakeholders and learners experience change in capacity, knowledge, attitudes, skills/behaviors, and/or educational or employment attainment and achievement?</p>							
<i>To what extent...</i>							
<p>Process Goal: Was the program implemented as intended, meeting IET requirements, recruitment goals, populations of interest, and with intended instructional design? What were success, barriers, and lessons learned?</p>							

Develop the IET Curricula

This section of the IET Planning Tool includes:

- Single Set of Learning Objectives Template
- College and Career Planning

Single Set of Learning Objectives Template

IET programs must use an SSLO to facilitate the contextualization of basic skills and workforce preparation into training skills. The single set of learning objectives aligns the IET program's specific adult education content standards, workforce preparation skills, and workforce training competencies.

The SSLO template below can be helpful as you align the occupational training provider's curricula with adult education content standards and workforce preparation activities. The template is organized by units, which may last one, two, or three weeks—or longer—and includes standards, skills, assessment activities, and desired outcomes for the integrated learning. A well-done SSLO clearly articulates what your learners will know and be able to do after successful completion of the IET program, ensures that you are aligning the instructional content with the three required components of an IET program, and helps guide the development of contextualized lesson plans.

Refer to *Create a Single Set of Learning Objectives* section of the IET Toolkit in *3.2 Develop the IET Curriculum*.

Desk Aid 5: Single Set of Learning Objectives Example

[IET Program Title]
Single Set of Learning Objectives: 1) 2) 3) 4) 5) 6)

[Copy and paste the table below for each unit of instruction.]

Learning Objective(s): 1) [Enter learning objective from the SSLO]			
Workforce Training Skills and Competencies	Adult Education Content Standard(s)	Adult Education Literacy Skills and Competencies	Workforce Preparation Skills and Competencies
<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••

College and Career Planning

An IET program must be part of a career pathway. The program must include career and college planning to ensure program participants understand (1) the IET career pathway, (2) their educational and vocational options, and (3) strategies for a smooth transition to continued training or employment.

Career and college planning can be integrated into IET programs in two ways:

1. Support activities integrated into the IET program and curricula available to all learners, such as bringing industry representatives into the classroom or providing job shadow experiences; or
2. College and career counseling customized to individual learners, including goal setting and transitional supports. These activities are coordinated in an Individual Learner Success Plan created jointly with the learner during the intake process (considered in the *2.3 Design the Learner Experience* section of the Design and Plan phase).

To integrate college and career planning into the IET program and curricula, identify what you want your learners to know or be able to do as a result of your interventions. Evaluate existing curricula and tools for career and postsecondary education awareness and planning activities and select those you can use as is or adapt to fit your needs.

Enter your plans in the table below.

Refer to the *Incorporate College and Career Planning* section of the IET Toolkit under *3.2 Develop the IET Curriculum*.

Desk Aid 9: College and Career Planning

College and Career Plan Element	Task	Task Lead	Timeline

IET Needs Assessment Tool

Key Area #1: State and Local IET Policy and Career Pathways Options

This note-taking tool includes sections for state and local IET policy and career pathway activities in your area. You can use this tool to create a customized document for each interview you plan to conduct or document you plan to review. We have provided sample research questions to get you started.

When you have completed all of your research activities for this area, capture your findings in the *Needs Assessment Research* section of the IET Assess Tool.

Research on State and Local IET Policy

Interviewee Name		Role/Organization	
Document/Data Reviewed			
Interviewer/ Note Taker		Date	

1. Through what documents does your state communicate IET policies and program requirements?	
2. What requirements does your state have for the type of organization or entity that must provide IET or be part of an IET program; the duration and intensity of IET; required education or credential attainment outcomes; or other elements such as industry of focus?	
3. What IET funding does your state or local area provide, either through federal funds, specific appropriations from state budgets, or private sector funds?	
4. How can these funds be accessed?	

Research on State and Regional Career Pathways Options

Interviewee Name		Role/Organization	
Document Reviewed			
Interviewer/ Note Taker		Date	

1. What career pathway efforts and/or career and technical education (CTE) programs are under way in our community?	
2. Which industry sectors and occupations are the focus of those efforts or programs?	
3. Which organizations, educational institutions, and businesses are most closely involved in this work? (Are we connected to these entities?)	
4. How can an IET program become part of an existing career pathway/CTE program to serve adult learners?	
5. Are there specific timelines or processes to follow to connect to these career pathway efforts or CTE programs?	

Key Area #2: Regional Workforce Development Needs

This note-taking tool includes sections for regional workforce development needs and learner needs. You can use this tool to create a customized document for each interview you plan to conduct or document you plan to review. We have provided sample research questions to get you started.

When you have completed all of your research activities for this area, capture your findings in the *Needs Assessment Research* section of the IET Assess Tool for this research topic.

Research on Regional Workforce Needs

Interview state and local education and workforce development staff.

Interviewee Name		Role/Organization	
Document/Data Reviewed			
Interviewer/ Note Taker		Date	

1. What skills and credentials do these businesses value?	
2. What requirements do in-demand industries have for employees (e.g., background checks, legal permanent residency, high school diploma or equivalent, industry certification requirements, etc.)?	
3. What training providers are available for the occupations most in need?	
4. What programs/organizations currently provide education and training for adult learners as they prepare for and enter employment in in-demand occupations?	
5. What gaps exist in regional services to adult learners?	
6. Are there unmet needs for adult learners for training, career services, etc.?	

Research on Learner Needs

Interviewee Name		Role/Organization	
Document/Data Reviewed			
Interviewer/ Note Taker		Date	

1. How do you currently recruit for entry level positions in the target occupation?	
2. What skills and credentials do employees need for this work?	
3. What makes an employee successful in your company?	
4. What makes an employee unsuccessful in your company?	
5. Describe the opportunities for growth and advancement within the target occupation.	

Key Area #3: Community Resources to Support Your Program

This note-taking tool includes sections for researching funding sources, training providers, and supportive services. You can use this tool to create a customized document for each interview you plan to conduct or document you plan to review. We have provided sample research questions to get you started.

When you have completed all of your research activities for this area, capture your findings in the *Needs Assessment Research* section of the IET Assess Tool for this research topic.

Funding

Interview staff of successful IET programs run by CTE providers, WIOA Title II providers, or industry associations.

Interviewee Name	Role/Organization
Interviewer/ Note Taker	Date of Interview

1. What funding sources are available to support the required components of IET in this community and state?	
2. What costs/services can the funding cover?	
3. How much funding is available?	
4. What are the restrictions or requirements in place for funding sources?	
5. Who is the point of contact for the funding?	
6. Please describe the application process.	
7. Are there timelines and deadlines we need to be aware of?	

Training Providers

Interview area adult education providers, workforce development service providers, or area training providers.

Interviewee Name		Role/Organization	
Document Reviewed			
Interviewer/ Note Taker		Date	

Questions for State and Workforce Development Staff

1. Who are the high-quality training providers in my region?
2. Which training providers are flexible and willing to collaborate with adult education instructors?

Questions for Training Providers

3. Please describe your training curriculum.
4. How much hands-on learning is included in the curriculum?
5. What role do regional employers play in curriculum development?
6. Are regional employers involved in curriculum delivery?
7. When was the last time you updated the curriculum?
8. Is your training facility readily accessible to learners (public transit accessible, etc.)?
9. How do you connect learners to job opportunities?
10. What are the employment outcomes of recent program participants who completed the curriculum?
11. When is the next course start date?
12. Are you flexible and willing to collaborate with adult education instructors?

Supportive Services

Interview representatives of community organizations, programs, and funding agencies available to support key learner needs.

Interviewee Name		Role/Organization	
Interviewer/ Note Taker		Date of Interview	

1. What services do you offer for adult learners?	
2. Are you considering offering additional services?	
3. Who is the point of contact for this service at your organization?	
4. What restrictions or requirements are in place for your services?	
5. Are there services or programs that would complement your programming?	
6. How are the services funded?	
7. How much capacity is there to offer services to new clients?	
8. What types of partnerships or referral processes are already in place for these services?	

Key Area #4: Emerging and Promising IET Practices

This note-taking tool includes questions to help you identify and learn from promising practices in your region and beyond. You can use this tool to create a customized document for each interview you plan to conduct or document you plan to review. We have provided sample research questions to get you started.

When you have completed all of your research activities for this area, capture your findings in the *Needs Assessment Research* section of the IET Assess Tool for this research topic.

Interview staff of successful IET programs or other workforce development programs

Interviewee Name		Role/Organization	
Interviewer/ Note Taker		Date of Interview	

1. What is the name of your IET program and where is it located?	
2. Please describe your IET program, including the target population and learners.	
3. Please describe how you designed the IET program to meet all three of the required components.	
4. Which elements of your IET program worked well?	
5. Which elements of your IET program needed refinement? Why?	
6. What are/were the outcomes of your IET program related to learners transitioning to jobs or postsecondary education?	

Key Area #5: Learner and Business Needs

This note-taking tool includes sections for identifying learner and business needs in your area. You can use this tool to create a customized document for each interview you plan to conduct or document you plan to review. We have provided sample research questions to get you started.

When you have completed all of your research activities for this area, capture your findings in the *Needs Assessment Research* section of the IET Assess Tool for this research topic.

Learner Needs

Interview learner populations suggested by state and local workforce development staff (refer to your work in *Key Area #2: Regional Workforce Development Needs*). During group or individual interviews, your goal is to ask open-ended questions and elicit stories, not facts.

Interviewee Name		Role/Organization	
Interviewer/ Note Taker		Date of Interview	

1. Tell me about yourself. What was your education like?	
2. Are you currently employed full- or part-time?	
3. What are your career goals? If you achieve these goals, how will it impact your life?	
4. How do you currently learn about job and career opportunities?	
5. Tell me about a time when learning was exciting for you. What was your experience?	
6. Has learning ever been frustrating? What happened and how did you respond?	
7. Tell me about a time when you felt successful. What was happening? Who or what supported that success?	
8. What would encourage you to enroll in a new learning experience?	
9. What are things that might prevent you from enrolling in a new learning experience? (child care, transportation, etc.)	

Business Needs

Interview employers known to have challenges obtaining qualified workers suggested by state and local workforce development staff, and organizations that represent these business such as industry associations (refer to your work in *Key Area #2: Regional Workforce Development Needs*).

Interviewee Name		Role/Organization	
Interviewer/ Note Taker		Date of Interview	

1. How do you currently recruit for entry-level positions in the target occupation?	
2. What skills and credentials do employees need for this work?	
3. What makes an employee successful in your company?	
4. What challenges do people in the target occupation have that make it difficult to succeed on the job?	
5. Describe the opportunities for growth and advancement within the target occupation.	

IET Program Evaluation Tool

Evaluation Type and Goal	Data Needed (Measures)	Timeframe/ Schedule	Data Sources	Analysis Approach	Reporting	Continuous Improvement	Sharing Results
<p>Outcome Goal: <i>Did program stakeholders and learners experience change in capacity, knowledge, attitudes, skills/behaviors, and/or educational or employment attainment and achievement?</i></p>							
<i>To what extent...</i>							
<p>Process Goal: <i>Was the program implemented as intended, meeting IET requirements, recruitment goals, populations of interest, and with intended instructional design? What were success, barriers, and lessons learned?</i></p>							

(1)	(2)	(3)	(4)	(5)
Evaluation Goal and Question	Data Needed (Measures)	Timeframe/Schedule	Data Sources	Analysis Approach
Outcome Goal: 80 percent or more of completers pass the ASE Service Consultant Certification test within 6 months of completion.				
Did 80% or more of completers pass the ASE Service Consultant Certification test within 6 months of completion?	<ul style="list-style-type: none"> • Completion dates • Certification dates • Certification rates 	Immediately following each 8-week session	<ul style="list-style-type: none"> • Student records • Student achievement records • ASE SCC test scores 	Quantitative
Process Goal: English language literacy, reading, writing, math, and soft skills instruction is integrated into the Auto Tech curriculum.				
How well was the AE instruction and workforce prep skills integrated into the Auto Tech curriculum?	<ul style="list-style-type: none"> • Curricular materials (lesson plans, handouts, etc.) • Instructor perceptions • Student perceptions 	Toward the end of each 8-week session (week 7)	Curriculum review rubric Instructor interviews Student focus group	Qualitative



Integrated English Literacy and Civics Education

Under Section 243 of the Workforce Innovation and Opportunity Act

Overview

The U.S. Department of Education's Adult Education and Family Literacy Act program (AEFLA), enacted as Title II of the Workforce Innovation and Opportunity Act¹ (WIOA), is the principal source of federal funding for states' adult education programs. AEFLA, administered by the Office of Career, Technical, and Adult Education (OCTAE), provides a variety of services to youth and adult learners aged 16 and older, including (but not limited to) adult education, literacy, workforce preparation, English language acquisition activities, integrated English literacy and civics education (IELCE), and integrated education and training (IET). Additionally, WIOA codified in section 243 a new program of expanded IELCE activities. The program provides education services for English language learners, including professionals with degrees and credentials from their native country. Section 243(d) of WIOA requires the Secretary of Education to make available to the Committee on Education and Labor of the House of Representatives and to the Committee on Health, Education, Labor, and Pensions of the Senate, a report on the activities carried out under the IELCE program.

Since 2001, annual consolidated appropriations have included a set-aside for "integrated English literacy and civics education [IELCE] services to immigrants and other limited-English proficient populations." Under Title II of WIOA, AEFLA funds are reserved specifically for the IELCE program, and IELCE services also remain an allowable adult education and literacy activity² that eligible providers may include in their services using non-IELCE AEFLA funding. IELCE services, as a defined term in WIOA, must include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and *may* include workforce training.³ The IELCE program established under section 243 of WIOA differs in that providers receiving funds

IELCE programs include instruction in literacy and English language acquisition and the rights and responsibilities of citizenship and civic participation and may include workforce training.

¹ Workforce Innovation and Opportunity Act, Pub. L. No. 113-128 (2014).

² Section 203(2) of WIOA defines "adult education and literacy activities" as "...programs, activities, and services that 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."

³ Section 203(12) of WIOA defines "integrated English literacy and civics education" (IELCE) as "...education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training."

for this specific program must provide IELCE activities in combination with IET⁴ activities. Furthermore, programs that receive section 243 funding are required to prepare English language learners for, and place such adults, in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency, as well as integrate with the local workforce development system to carry out the activities of the program.⁵

This report includes available data from the first two program years (PYs) through the National Reporting System for Adult Education (NRS), covering PY 2016–17 and PY 2017–18. Beginning in PY 2018–19, the NRS will report outcomes for IELCE participants disaggregated by demographic characteristics. This report sets forth activities of the section 243 program in the following sections: Funding, Enrollment, and Program Design and Promising Practices.

Funding

WIOA requires the Secretary of Education to reserve 12 percent of the AEFLA appropriation available for grants⁶ to carry out the IELCE program under Section 243. Section 243(b)(1)(A)-(B) allocates 65 percent of those IELCE funds to states based on a state's need for integrated English literacy and civics education. This is determined by calculating each state's share of a 10-year average of the data of the Office of Immigration Statistics of the Department of Homeland Security for immigrants admitted for legal permanent residence for the 10 most recent years. The remaining 35 percent of IELCE funds is allocated to states that have experienced recent growth among the target population as measured by the average of the three most recent years for which data for immigrants admitted for legal permanent residence are available.⁷

Congress appropriated \$595,667,000 for AEFLA in both fiscal year (FY) 2016 and FY 2017. The Department reserved a portion specified by appropriations language for national leadership activities (authorized under Section 242); in both years \$512,120,400 was available for AEFLA Basic Grants to States, and \$69,834,600 was available for Integrated English Literacy and Civics Education.

IELCE awards to states ranged from \$60,000⁸ to \$13,960,209 in FY 2016 and from \$60,000 to \$13,999,514 in FY 2017.

⁴ Under Section 203(11) of WIOA and 34 C.F.R. § 463.35, "integrated education and training" (IET) means "... a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement." IET is further described at 34 C.F.R. §§ 463.36–463.38.

⁵ 34 C.F.R. §§ 463.70–463.73. Retrieved from: <https://www.govinfo.gov/content/pkg/CFR-2019-title34-vol3/xml/CFR-2019-title34-vol3-subtitleB-chapIV.xml#seqnum463.70>.

⁶ Section 211(a)(2) requires that 12 percent of the AEFLA total appropriations amount that remains after reserving 2 percent for National Leadership Activities be reserved to carry out the IELCE program. Language in appropriations acts have, for many years, routinely overridden the 2 percent set-aside for National Leadership Activities with a slightly different amount.

⁷ Office of Immigration Statistics of the Department of Homeland Security at <https://www.dhs.gov/office-immigration-statistics>.

⁸ Section 243(b)(2) of WIOA requires that no state receive an allotment of less than \$60,000. The states that received \$60,000 in Section 243 IELCE program funds in FY's 2016 and 2017 are Montana, Vermont, West Virginia, and Wyoming.

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Enrollment

The first full year of program implementation for the Section 243 IELCE program was PY 2016–17. Figure 1 illustrates enrollment data for the first 2 years of IELCE program implementation. Between PY 2016–17 and PY 2017–18, states reported an increase of 43,441 participants enrolled in the IELCE program nationwide.

Enrollment	
PY 2016–17:	116,683
PY 2017–18:	160,124
Increase:	43,441

A key component of the IELCE program is that educational services be delivered in combination with IET activities. The AEFLA regulations³ clarify that a program may meet the requirement to provide IELCE in combination with IET by co-enrolling participants in IET activities provided within the local or regional workforce development area offered through other public workforce system partners, or by using AEFLA funds to support IET activities.

Between PY 2016–17 and PY 2017–18, the AEFLA program saw an increase of 8,062 participants in the IET component of the IELCE program, a 136 percent increase (see IELCE-IET data in Figure 1). In comparison, IET enrollment for the AEFLA program outside of an IELCE program has also seen a significant increase in participants. In PY 2016–17, IET participation across all program types (not including the Section 243 IELCE program) was 17,391 and increased to 29,926 in PY 2017–18 – an increase of 12,535 participants (or 72 percent) between the two program years.

Figure 1. Student Enrollment in IELCE by Program Type

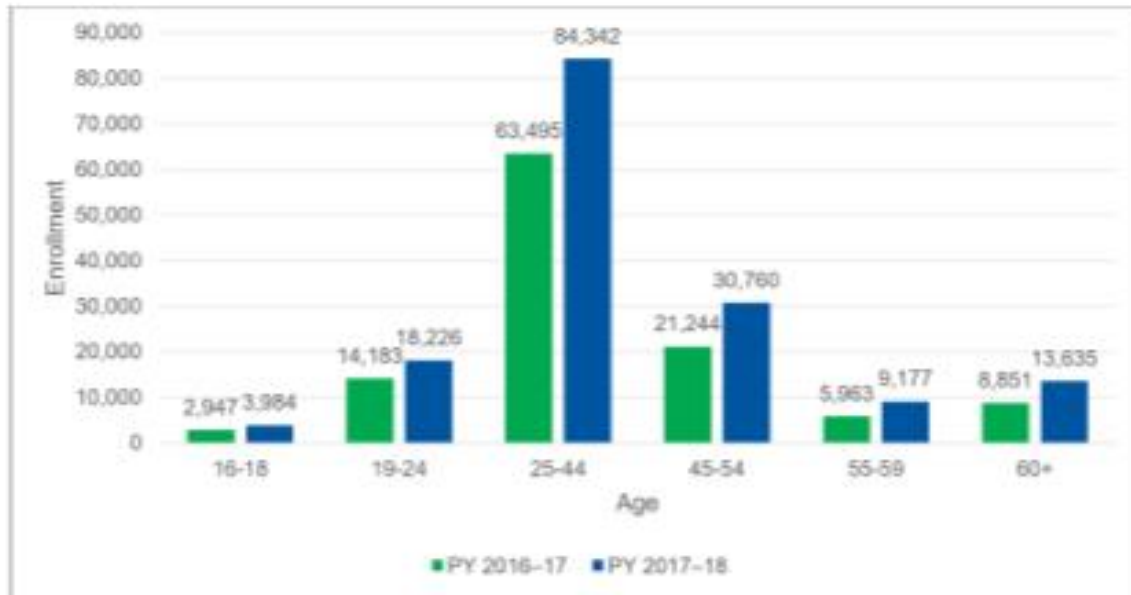


Figure 2 provides disaggregated information regarding IELCE program participants by age. As indicated in the figure, the number of IELCE program participants increased in all age groups between PY 2016–17 and PY 2017–18. The largest number of participants, representing more than half of the IELCE participants (approximately 54 percent in PY 2016–17 and 53 percent in

³ 34 C.F.R. § 463.74. Retrieved from <https://www.govinfo.gov/content/pkg/CFR-2019-title34-vol3/xml/CFR-2019-title34-vol3-subtitleB-chapIV.xml#seqnum463.74>.

PY 2017–18, respectively), were in the 25–44 age group and saw an increase of 20,847 participants between the two program years. The second largest age group, representing 18 percent of IELCE participants in PY 2016–17 and 19 percent of participants in PY 2017–18, was 45- to 54-year-olds which saw an increase of 9,516 participants enrolled between the two program years.

Figure 2. IELCE Program Participants by Age



IELCE Program Design and Promising Practices

States award Section 243 IELCE funds through the same competitive process that they use to award the basic AEFLA grant funds to eligible providers. States also have the flexibility to implement a variety of IELCE program designs, as long as programs meet the requirements outlined in the regulations.¹⁰

The Building Opportunities Through Integrated English Literacy and Civics Education project, funded by the Department of Education in June 2016 through national leadership activities funds, supported states and eligible providers in implementing the requirements of the IELCE program. The project provided coaching and other technical assistance to support program design and created a national collaborative that allows for peer-to-peer learning and sharing of IELCE promising practices and strategies. The project

The Building Opportunities Through Integrated English Literacy and Civics Education project created a national collaborative and identified promising practices for IELCE.

¹⁰ 34 C.F.R. §§ 463.70–463.75. Retrieved from <https://www.govinfo.gov/content/pkg/CFR-2019-title34-vol3/xml/CFR-2019-title34-vol3-subtitleB-chapIV.xml#sequence463.70>.

identified some noteworthy strategies for program effectiveness, including fostering strong relationships and collaborations with workforce development and community partners to enhance the curriculum and training components; using bridges and on-ramps to IETs that lead to credentials; and delivering contextual instruction that connects English language learning to other wraparound support services, as well as other strategies to support recruitment, retention, and delivery of program services.

Summary


Since 2001, annual consolidated appropriations have included a set-aside for “integrated English literacy and civics education [IELCE] services to immigrants and other limited-English proficient populations.” Under Title II of WIOA, AEFLA funds are reserved specifically for the IELCE program. Although this report presents available data from the first two program years through the NRS, covering PY 2016–17 and PY 2017–18, future reports will present outcomes for IELCE participants disaggregated by demographic characteristics. This first report sets forth baseline data describing funding levels and enrollment trends in the first two years of implementation. States continue to develop and expand IELCE programs and provide resources and guidance to local programs to strengthen IELCE programs within their states. OCTAE continues to provide technical assistance, opportunities for states to share promising practices, and other resources and supports to assist states in the implementation efforts.

SEP 2018

Work-Based Learning

MODEL POLICY COMPONENTS

JENNIFER ZINTH

 **EDUCATION COMMISSION**
OF THE STATES
Your education policy team.

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High-quality, work-based learning opportunities can confer [a number of benefits](#) — not only for students, but also for schools, employers and communities. And because high-quality work-based learning opportunities integrate applicable academic concepts and state standards and evaluate a student's mastery of key employability skills, students can reap greater benefits from quality work-based learning programs than they can from traditional teen employment opportunities.

In the absence of state policies providing structures and funding for work-based learning programs, there can be disparities in program access from one district to another. Fewer than one-third of states have adopted policies regarding secondary student work-based learning, [according to the National Skills Coalition](#). As of April 2017, 14 states had policies governing pre-apprenticeships and youth apprenticeship programs for high school students, and 11 states had policies governing other secondary student work-based learning.

Consequently, as a 2016 Jobs for the Future [report](#) notes, "challenges related to access threaten to limit the potential of work-based learning to respond to the needs of both employers and underserved populations. A lack of equitable access to work-based learning limits the career prospects and economic mobility of millions of youth and adults. It also prevents them from becoming part of the pipeline of skilled workers employers need to help spur local, state, and national economic growth."

To ensure high school students statewide have equitable access to high-quality work-based learning experiences designed to prepare them for postsecondary and workforce success in high-demand occupations in their region or state, a comprehensive policy approach should include the following components:

What Is Work-Based Learning?

Some may think work-based learning refers exclusively to internships or apprenticeships, but work-based learning includes a continuum of work-related experiences — from the early grades through high school and beyond — and a range of experiences — from those completed in classrooms to those nearly or fully completed outside the school and school day. The nonprofit Washington STEM developed a [K-12 Career Connected Learning Framework](#) that defines work-based learning experiences across the spectrum of learner ages and levels of time spent outside the classroom.

STATE AND REGIONAL COORDINATION

- Single, clear and statewide definition of various work-based learning experiences.
- Development of a state strategic plan for work-based learning.
- Designated entity or entities coordinating state and regional efforts.
- Establishment of state or regional intermediaries.
- Development and broad dissemination of effective, vetted employer outreach and support strategies.
- Clear communication — and policy adoption as needed — on critical employer logistics.



ACCESS

- High-quality career awareness and exploration beginning in the elementary and middle grades.
- Annual notification to all students and parents of work-based learning opportunities.
- Career counseling and advising for students and parents before and during program participation.
- High school and district support to inform and coordinate student, teacher and employer efforts.



FINANCE

- Funds to support deployment of all activities at the state, regional and local levels.
- Funds available to pay students in time-intensive work-based learning experiences.



PROGRAM QUALITY

- Development and dissemination of a state framework for work-based learning.
- Student awareness of and exposure to high-quality employability standards — aligned with state standards.
- Teacher participation in high-quality training.
- Program reporting and inclusion in state accountability systems.
- Post-experience evaluation for students, employers, teachers and other participants.



GRADUATION CREDIT

- Non-elective graduation credit for approved work-based learning experiences.



These policy components are intended to be high-level and applicable to the diverse array of high school work-based learning experiences, rather than prescriptive to the needs of — for example — an apprenticeship program versus an internship program.

In addition, because all five policy areas are interrelated, these components should be viewed as a comprehensive package of policies for state adoption rather than a menu from which states may choose without compromising program availability or quality. For example, access and participation are compromised if funding strategies create disincentives for students or districts. Program quality is jeopardized in the absence of effective state and regional coordination. And in principle, all five policy areas can have a significant impact on program access.

The following section defines and provides the rationale for including each of the model components within a comprehensive state high school work-based learning policy and identifies examples of state provisions that align with each component.



State and Regional Coordination

Single, clear and statewide definition of various work-based learning experiences

Because a vast array of experiences fall under the umbrella of work-based learning, a single, clear and statewide definition can help ensure that all stakeholders share a common understanding of what constitutes each type of work-based learning experience and that students have consistent experiences statewide.

However, a 2018 [analysis](#) by American Institutes for Research suggests that statewide definitions of various types of work-based learning experiences are lacking in some states, and that some states also lack statewide definitions of work-based learning itself.

Examples of single, clear and statewide definitions of various work-based learning experiences include **Kentucky's** [Work-Based Learning Manual](#) and **Nevada's** [Work-Based Learning Guide for Secondary Education](#), which provide definitions for a variety of experiences. Other states are working on definitions, including **Idaho** — for job shadowing, externship, pre-apprenticeship, apprenticeship, registered apprenticeship, clinical, on-the-job training, internship, co-op, work experience, subsidized employment and mentorship — and **Montana**.¹

State leaders who are working on developing a single, clear and statewide definition of work-based learning experiences should consider:

- Who is setting definitions? Which entities have agreed upon the definitions?
- Is there a plan to ensure definitions are broadly and effectively communicated to individuals involved in work-based learning at the state, regional and local (district and building) levels?
- Do the defined experiences reflect career awareness and exposure that may take place in the elementary and secondary grades? Do they cover the spectrum, from requiring no or minimal time outside the classroom to requiring extensive time in the workplace?

Development of a state strategic plan for work-based learning

A strategic plan establishes state direction for work-based learning policies and initiatives and helps to ensure long-term sustainability. Setting state direction is particularly important — perhaps even mission critical — in a policy area like work-based learning that involves so many state, regional and local actors from diverse sectors. A strategic plan should set forth:

- State priorities for work-based learning that align with high-demand jobs and employer/sector priorities.
- The rationale for selecting those priorities, particularly in terms of better preparing students for future careers through school-business partnerships that provide authentic professional learning experiences.
- State strategies to address those priorities (and ideally a timeline for deployment and expectations for public-private funding).
- The state entity (or entities) that will lead deployment of those strategies.

A strategic plan should convey a broad understanding that work-based learning is central to K-12 education and career preparation and reinforce a state expectation that high-quality work-based learning should be available to students regardless of where in the state they live.

Such a plan should be developed by, and represent consensus among, a coalition of state boards and agencies representing K-12 and postsecondary education, labor, economic and workforce development, and the governor's office — in addition to any nonprofit, philanthropic and business/industry stakeholders committed to ongoing support of work-based learning activities.

Delaware, for example, adopted its [Learning to Work: Delaware Pathways Strategic Plan](#), which was developed by the Delaware Pathways Steering Committee — a 14-member group representing five state boards and agencies, Delaware Technical Community College, local and regional school districts, nonprofits and philanthropies, and the private sector. The plan identifies five state priorities for work-based learning, three major work strategies to support each priority and one or two lead organizations to address each strategy.

Designated entity or entities coordinating state and regional efforts

By their nature, work-based learning efforts require the involvement of numerous stakeholders at the state, regional and local levels. For example, **Idaho's** work-based learning efforts involve the state board of education, the division of career and technical education, the department of labor, the department of commerce, the governor's office and the Idaho STEM Action Center. Thus, designating one or more entities or individuals as the state lead is essential to ensuring clear communication and coordination of the efforts of all involved.

Currently, the entity that states designate for this role varies across states. In **Delaware**, the Delaware Technical Community College is the lead entity; in **Tennessee**, the state department of education is leading the charge.

There is no one right agency to coordinate state and regional work-based learning efforts, but in identifying the appropriate agency, state leaders should consider:

- Which entity distributes Perkins funds in the state?
- Is there a designated full-time equivalent to adequately staff state efforts? Is more than one FTE necessary to adequately staff state efforts? If there are multiple FTEs coordinating state and regional efforts, will the best outcome result from housing those FTEs within a single agency or across more than one agency?
- What is the appropriate level of funding to support the agency FTE(s) dedicated to coordinating state and regional efforts, and is it sustainable?

Establishment of state or regional intermediaries

State or regional intermediaries perform the essential matchmaking role of connecting schools and districts with employers that, together, develop and roll out work-based learning programs and ensure students are placed into opportunities aligned with their interests and goals.

A state intermediary may be a more logical choice in a state serving fewer schools or districts or in which the intermediary is expected to broker partnerships and student placements into a single type of work-based learning program (for example, registered apprenticeships) serving a smaller population of students.

The Advance CTE brief [Leveraging Intermediaries to Expand Work-Based Learning](#) identifies key questions to ask when developing a state intermediary or regional intermediary network, as well as details about **South Carolina's** Apprenticeship Carolina™ statewide intermediary and **Georgia's** system of local intermediaries.

In **Delaware**, the Delaware Technical Community College is the statewide intermediary — training, placing and onboarding students; coordinating with industry sectors and employer associations to recruit students; and developing and deploying high-quality work-based learning experiences. **Iowa** hosts a statewide network made up of 15 work-based learning intermediary networks. The networks connect educators and businesses to facilitate work-based learning opportunities, especially in science, technology, engineering, and mathematics (STEM) occupations, and other targeted industries.²

As states build a statewide intermediary or networks of regional intermediaries, they should strive to:

- Clearly communicate the role and responsibilities of statewide or regional intermediaries and how they should work with the state-level coordinating entity, local employers, schools and districts.
- Ensure intermediaries align work-based learning efforts with state or regional employer priorities.
- Ensure adequate and reliable funding and staffing to support intermediaries.

Development and broad dissemination of effective, vetted employer outreach and support strategies

Because employers are a crucial component of work-based learning, it's essential they understand the value of participating — not only for themselves, but also for students and their local communities — and how they can best take advantage of these opportunities.

Business leaders don't always know how to get involved, according to Advance CTE, and making clear asks of employers that delineate their roles and responsibilities can contribute to fruitful experiences for both employers and students.³ Some states produce materials for employers that highlight the benefits of participating in work-based learning and outline ways in which employers can participate. **Tennessee** leads the way with [a website full of resources](#) for all stakeholders, including employers, to promote awareness and engagement in work-based learning. The site provides practical tools to support effective day-to-day program participation, including one-pagers that define expectations and examples of eligible experiences, guidelines for working with students, and sample language that schools and districts can use to engage with employers.

Clear communication — and policy adoption as needed — on critical employer logistics

Effectively communicating ways in which employers can engage in work-based learning is only one part of critical state action to secure employer participation. Also essential to employer outreach and support is information on the logistical issues of workers' compensation, unemployment insurance, hazardous work laws, prevailing wage laws, liability and minimum ages — which can pose barriers to employer participation. States are incorporating information on state and federal policy on these logistical issues into work-based learning implementation guides. In addition to **Tennessee's** [Work-Based Learning Policy Guide](#), a few examples include **Iowa's** [Work-Based Learning Guide](#), **Nebraska's** [work-based learning webpage](#) and **Kentucky's** [Work-Based Learning Manual](#).

The Advance CTE report [Connecting the Classroom to Careers: Removing Legal Barriers around Work-based Learning](#) highlights efforts in **California, New Jersey** and **Kentucky** to provide clear communication and adopt policy as needed, addressing critical employer logistics.



Access

High-quality career awareness and exploration beginning in the elementary and middle grades

If students are not meaningfully exposed in the elementary and middle grades to an array of career options across diverse occupation groups, they may decide, by high school, that certain occupations are not for them.

For this reason, some states like [Tennessee](#) and [Washington](#) have messaged that high school work-based learning experiences are on the latter end of a continuum of career-related educational experiences that begins with exploration and preparation in earlier grades. And that exposure is most beneficial when those activities are high-quality.

The Association for Career and Technical Education report [Career Exploration in Middle School: Setting Students on the Path to Success](#) provides strategies and best practices for integrating career exploration in the middle grades.

To support quality assurance, at least nine states have adopted standards for career development, awareness and/or exploration, including [Alabama](#), [Florida](#), [Georgia](#), [Kentucky](#), [Maine](#), [Maryland](#), [New Hampshire](#), [New Jersey](#) and [Pennsylvania](#). Additionally, school accountability systems are a lever states can use to incentivize access and quality. For example, the school quality or student success indicators in [Pennsylvania's](#) plan under the Every Student Succeeds Act (ESSA) include career exploration and preparation measures for grades five, eight and 11. Specifically, schools are evaluated based on the percentage of all students and each subgroup who participate in career exploration and preparation activities (by the end of grade five), create individualized career plans and participate in career preparation activities (by the end of grade eight) and implement those plans through ongoing development of a career portfolio and participation in career preparation activities (by the end of grade 11).⁴

Annual notification to all students and parents of work-based learning opportunities

As with other educational opportunities, students who are unaware of programs and the benefits of program participation will not know to take advantage of them. Providing program information to all students and their parents is a relatively low-cost approach, with the potential to increase program participation among traditionally underserved youth who may benefit most from work-based learning opportunities.

States may consider requiring the mention of work-based learning opportunities in annual notifications to high school students and parents about college- and career-connected learning opportunities. For example, [Virginia](#) statute requires local boards to implement a plan to notify students and their parents of the availability of various career- and college-oriented learning opportunities, such as Advanced Placement, dual enrollment and career and technical education. A recent legislative change now requires this annual notification to mention internships, externships, apprenticeships, credentialing programs, certification programs, licensure programs and other work-based learning experiences.⁵

Another potential avenue for states to increase awareness is to notify students of work-based learning opportunities as students develop and update their annual graduation plans. At least 34 states require all high school students to develop and maintain an individualized graduation plan that sets out the courses and experiences students will

participate in each year to be prepared for their post-high school goals. States may require counselors or other school staff facilitating development of these plans to make students and parents aware of the availability of work-based learning opportunities aligned with students' postsecondary and career interests.

For example, [Iowa](#) requires eighth-graders to complete, and a parent to sign off on, an individual career and academic plan that will prepare them for life after graduation; and state board rule directs districts to provide career exploration activities that align with these plans.⁶

Career counseling and advising for students and parents before and during program participation

Annual notification is helpful but will not equip students with all the information they need to make wise choices regarding work-based learning opportunities. Career counseling and advising before and during participation in a work-based learning opportunity can help students make informed decisions about careers and postsecondary education. Including parents can help them more effectively support their student both during the work-based learning experience itself and in taking the essential next steps in career and postsecondary planning.

The Jobs for the Future report [Making Work-Based Learning Work](#) sets forth a vision for comprehensive student supports before and during work-based learning.

In rural or small schools or districts, where connecting students with career guidance may pose a greater challenge, states can leverage technology to bridge that access gap. The [Idaho STEM Action Center Mentorship Portal](#) is a virtual, project-based mentorship platform that connects students with industry-embedded mentors statewide. The portal also provides guidance to mentors and educators to support them in providing or facilitating high-quality mentoring.

High school and district support to inform and coordinate student, teacher and employer efforts

Beyond the matchmaking and onboarding that state and regional intermediaries can provide, high schools and districts can benefit from targeted support to inform and coordinate student, teacher and employer efforts. These may take any number of forms, including targeted counselor preparation, dedicated work-based learning coordinators embedded in buildings or districts to coordinate and support local efforts, and online resources. Here are a few examples:

[Tennessee state board policy](#) calls for a local, [certified](#) work-based learning coordinator, in conjunction with a team of supervising teachers, to facilitate all programming — including the recruitment of appropriate work sites, communication with employers, facilitation of instruction and documentation related to student work, safety training and job placements.

The [Iowa Clearinghouse for Work-Based Learning](#), established by [executive order](#), will virtually connect schools and employers to facilitate work-based learning opportunities and create an inventory of work-based learning programs for K-12, college and trade school students. Projects posted to the clearinghouse will have to meet certain standards, such as making learning relevant, modernizing the curriculum and meeting employer needs. According to the executive order, if state funding is available, mini-grants may help support projects, with employer matches — with the goal of 100 new work-based learning projects by July 2020.

Rhode Island's [PrepareRI Ambassadors](#), representing classroom teachers and district and community leaders, support career education activities on the ground — with a number of 2018-19 ambassadors focused on expanding work-based learning.



Finance

Funds to support deployment of all activities at the state, regional and local levels

If new programs calling for staffing increases, curriculum development, training or professional development, and other program supports are not accompanied by dedicated funding, they risk being perceived as unfunded mandates. States have tapped a variety of funding sources, beyond state legislative appropriations, to support work-based learning efforts. Here is a sampling:

WORKFORCE INNOVATION AND OPPORTUNITY ACT: Washington [awarded](#) \$6.4 million in competitive grants from WIOA funds to develop career-connected learning experiences — including job shadowing, career planning, internships and apprenticeships — for 29,000 students in 11 communities through September 2019.

ESSA: A number of states' approved ESSA plans call for funds from Title I; Title II, Part A – Supporting Effective Instruction; Title IV, Part A – Student Support and Academic Enrichment Grants; and Title IV, Part B – 21st Century Community Learning Centers to support work-based learning opportunities.

PERKINS: The accountability system in the newly enacted Perkins (Perkins V) establishes student participation in work-based learning as one measure eligible agencies may select to demonstrate program quality.

PUBLIC-PRIVATE MATCH: Massachusetts' [Connecting Activities](#) is supported in part by public-private matching grants to workforce investment boards or other local public-private partnerships involving community job commitments and work-based learning opportunities for students. Grants require a minimum 200 percent match in student wages from private sector participants. Employers commit resources to pay salaries, provide mentoring and instruction on the job and work closely with teachers, while public funds pay for the costs of connecting schools and businesses to ensure that students serve productively on the job.

501(c)(3): [CareerWise Colorado](#) is a registered 501(c)3 that has adapted the Swiss model to offer apprenticeship opportunities in five career pathways: advanced manufacturing, information technology, financial services, business operations and health care. Students who complete the paid three-year apprenticeship program earn valuable work experience, a nationally recognized industry certification and up to a year of college credit.

PHILANTHROPIC AND PRIVATE FUNDS, INCLUDING IN-KIND SUPPORT: The Iowa Governor's STEM Advisory Council website includes a [page](#) that identifies three types of business-education partnerships: experienced STEM professional, STEM resource and STEM supporter. Each type of partnership identifies activities that may require business funds as well as business in-kind support.

Regional intermediaries can also leverage connections with private partners to supplement state and federal dollars to support program development and delivery. [BillingsWorks](#), a regional intermediary in Montana, is one example. Billings employers help fund a full-time staffer in the Billings School District to liaise with businesses and develop work-based learning experiences.

Funds available to pay students in time-intensive work-based learning experiences

Programs that set the expectation that students receive no pay for time-intensive work-based learning opportunities outside the school day may limit the participation of certain students, including low-income students and emancipated minors, who may rely on paid employment to support their families or themselves. So as not to limit participation for these students, states can adopt mechanisms to offer some compensation to students in time-intensive programs. In these cases, states will have to consider whether funds to support student pay will flow through districts, employers or another channel, or be paid directly to students.

While offering student pay may pose some logistical challenges, states have negotiated solutions. In one example, **Iowa** developed a mechanism to provide a stipend for students engaged in STEM pre-apprenticeships (or other work-based learning) in the state. The stipend is funded by a 501(c)(3) partner the student's school identified, and/or another funding source, but only if the student's work-based learning experience incorporates certain standards of quality — including a student product (such as a reflection, project or study); workplace host assessment; and school verification of completion.⁷



Program Quality

Development and dissemination of a state framework for work-based learning

An effective work-based learning framework builds upon the definitions of types of work-based learning experiences and the state strategic plan by elaborating upon the essential components of a high-quality work-based learning experience and clearly communicating the stakeholder(s) responsible for ensuring the delivery of each component. It also ensures that everyone is on the same page, in terms of what a high-quality work-based learning experience looks like and how it is delivered.

For example, **Tennessee** [state board policy](#) identifies six essential components of a work-based learning program, and it elaborates on state expectations for each.

Student awareness of and exposure to high-quality employability standards — aligned with state standards

One of the purposes of work-based learning programs is to help students become aware of and begin to adopt key employability skills — such as punctuality, work ethic, problem-solving and organization — that will contribute to their career and postsecondary success. As such, it's important that they are aware of high-quality employability standards and what proficiency in an employability skill looks like. In addition, high-quality work-based learning experiences should, as practicable, also further and provide opportunities for students to apply their academic knowledge and skills.

In **Tennessee**, students' personalized learning plans must outline how they plan to develop and demonstrate employability skills, including the application of academic and technical knowledge and skills, career knowledge and navigation skills, and personal and social skills. The state provides an [Employability Skills Checklist](#) that outlines skills that can be introduced and reinforced through various work-based learning experiences, helping teachers pinpoint which skills are most important to evaluate through work-based learning.

Teacher participation in high-quality training

Just as in other areas of K-12 education, teachers need exposure to high-quality preparation and training to effectively support successful work-based learning experiences. To prepare teachers to be effective partners in work-based learning programs, **Tennessee** offers a [work-based learning certification](#) for instructors who possess an active teaching license. Certification authorizes teachers not only to teach work-based learning courses for credit, but also to become work-based learning coordinators and oversee local work-based learning programs. The training leading to the certification provides strategies to recruit appropriate worksites, communicate effectively with workplace mentors and teachers to ensure appropriate student placement, facilitate instruction that meets work-based learning framework requirements, promote the development of strong student portfolios and reflect work-based learning course standards, among others.

Program reporting and inclusion in state accountability systems

Reporting on work-based learning program outcomes messages that the state is monitoring student access to and participation in work-based learning experiences and the effectiveness of partnerships and providers. In **Iowa**, the department of education requires each regional work-based learning intermediary network to report on its ongoing program implementation, including expenditures, worksite core services, number of career clusters services and program outcomes.⁸

Additionally, inclusion of work-based learning participation in state accountability systems messages that completion of a quality work-based learning experience is a meaningful indicator of a high school student's college and career readiness.

ESSA requires state plans to adopt metrics to identify the percentage of high school students (or recent high school graduates) who demonstrate college and/or career readiness. Approved ESSA plans in at least 10 states — **Arizona, Connecticut, Delaware, Georgia, Idaho, Illinois, Kentucky, Maryland, North Dakota** and **Oklahoma** — explicitly include completion of a work-based learning opportunity as a means for high school students to be included in the state's college and career ready count.⁹

Post-experience evaluation for students, employers, teachers and other participants

Post-experience evaluation is essential for ensuring all participants fulfilled program objectives. Without this evaluation, it is difficult to quantify whether students acquired new and meaningful knowledge and skills, employers had a successful experience and were equipped to support students effectively, and other stakeholders met communicated expectations.

For students, this evaluation may be in the form of an assessment of the learner's mastery of integrated applicable state standards, technical skills or employability skills. For employers, the evaluation may pose questions to assess their preparation for, supports during and satisfaction with the work-based learning experience. In **Tennessee**, [students](#) in work-based learning programs must demonstrate their knowledge and skill attainment through artifacts and/or portfolios. The state also provides satisfaction surveys for [employers](#) and [local education agencies](#) that can surface program shortcomings that warrant improvement.



Graduation Credit

Non-elective graduation credit for approved work-based learning experiences

If students are not awarded credit toward high school graduation requirements for work-based learning experiences, it may deter student participation — particularly for students in out-of-school work-based learning experiences who need to justify taking time away from other activities, such as caring for their children or younger relatives or working.

Policies should allow for students to earn credit for learning validated by either a teacher or other appropriate adult participant, such as an employer or community partner, and permit credit to be awarded for experiences regardless of where and when the learning experience takes place — including outside the classroom and outside the school day/year. Additionally, when work-based learning experiences embed academic standards and students have documented their proficiency in those standards, policies should allow for awarding of credit toward applicable subject areas — not only credit for career technical education. And to the extent that work-based learning experiences embed postsecondary expectations, students should be awarded dual credit — high school graduation credit as well as postsecondary credit.

Ohio statute directs the department of education to develop a [framework for issuing high school credit](#) to students who demonstrate subject area competency through work-based learning experiences, internships or cooperative education.¹⁰

For Technical Assistance and Support



If you have questions or are looking for more resources on sound work-based learning policies, [contact Education Commission of the States.](#)

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ENDNOTES

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