

Integrated Education and Training Design Toolkit



October 2021

IMPAQ International, along with partners Maher & Maher and Safal Partners, completed this project with federal funds, under contract number GS10F0240U/ED-ESE-15-A-0009, from the U.S. Department of Education, Office of Career, Technical and Adult Education. The opinions expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred.

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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.

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- ☐ 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.

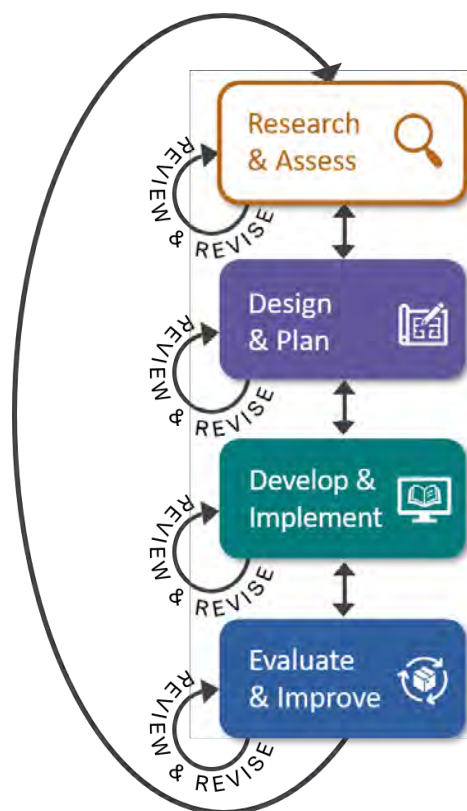
Key Tasks for this Phase

- 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?
3. Where can I find my state's adult education content standards?
4. Does my state or local area provide funding for IET, through federal funds, specific appropriations from state budgets, or private sector funds?
5. How can these funds be accessed?

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?
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?

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

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?
2. What restrictions or requirements are in place to use each of these funding sources?
3. Who is the point of contact for this funding in this community or state?
4. How much funding is available? What costs/services can the funding cover?
5. What 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?
2. 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?
5. When was the last time they updated their curriculum?
6. How much hands-on learning is provided as part of their curriculum?
7. What role do regional employers play in curriculum development and delivery?
8. What are the employment outcomes of recent program participants?
9. When applicable, is the curriculum aligned to industry-recognized standards or credentials?

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:
  - o Personal needs (transportation, child care, etc.)

- 
- o Educational support (occupational training, technology, and other equipment needs)
  - o Financial support (tuition assistance)
  - o 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?
2. What are the requirements and procedures for accessing those services?
3. 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?
3. What types of curriculum design and delivery strategies work best?
4. What experiences outside the classroom—both positive and negative—impact learner success?
5. What ideas do learners have about how IET programs should be designed?

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?
2. What challenges do people in that occupation have that make it difficult for them to succeed on the job?
3. What makes employees successful in these companies?
4. How do employees advance in their career in these companies?



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?

- 
- o What funding opportunities might we access?
  - o What industries and occupations might we target? How might we ensure that employer needs are reflected in our program design?
  - o What innovative or promising IET practices did we learn about that might benefit our community?
  - o 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 Assess Tool.



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.
3. **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.
4. **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.

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

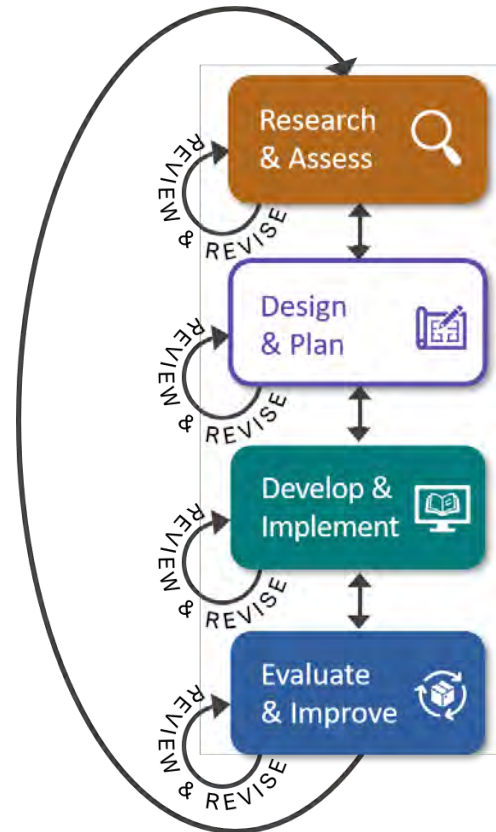
You completed the Research and Assess phase, selected an IET program opportunity, and now it is time to design and plan your program.

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	• Career pathway and potential employers
• Program timeline	• Target population
• Target occupation	• Funding options

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



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
Learner goals focus on successful workforce development outcomes: ▪ 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	Upon completion of the IET Program: ▪ 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
Program goals describe the overall desired outcomes of the program: - 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	Within six months: 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.
Partner goals focus on engagement or outcomes important to partners: - Provide an available skilled workforce - Job placement - Increased enrollment in training program	In the second quarter after completion of the IET: 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 proving 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:
  - o Adequate staffing
  - o Transition plans for key positions
  - o 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
  2. Tracking systems that support ongoing monitoring and documentation of services and outcomes
  3. Skilled career navigators or case managers who possess strong interpersonal communication skills that enable them to develop supportive and productive relationships with learners
  4. Administrative policies and practices and system infrastructures that support staff and partners in implementing the tasks associated with effective learner support.

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](#)
  - o Components of Case Management (p.2)
  - o Maximizing the Effectiveness of Case Management (p. 2)
  - o Case Managers and Their Skills (p. 7)

- o Cross-Organization and Cross-Program Partnerships (p. 10)
- [Research-Based Kansas Adult Education Proficiency Attainment Model \(PAM\)](#)
  - o 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
<i>Academic supports help learners successfully complete the IET program and transition to a job or postsecondary education.</i> Identify and offer academic support through: ▪ 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	<i>Financial supports address barriers such as dependent care and transportation that may impact learner ability to succeed in your program.</i> Identify and offer financial support through: ▪ 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: - o Student aid programs (including Pell grants, Ability to Benefit grants, and state grant programs) - o Workforce Innovation and Opportunity Act - o Temporary Assistance for Needy Families (TANF)	<i>Personal supports focus on individual needs that may impact participation and success.</i> Identify and offer personal support with: ▪ Structured case management ▪ Access to counseling for drugs and other addictions ▪ Family support ▪ Dropout prevention programs that improve student success



▪ 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	- o Community Services Block Grant - o Trade Adjustment Act/Trade Readjustment Allowances ▪ Supplemental Nutrition Assistance Program (SNAP) ▪ Employment and Training ▪ Employer-paid tuition reimbursement programs ▪ Scholarships	

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 decision making 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:
▪ 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	▪ Contact information ▪ Demographic details ▪ Education and employment information ▪ Information to inform the Learner Success Plan	▪ 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 inform 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.

Design, Plan, and Develop

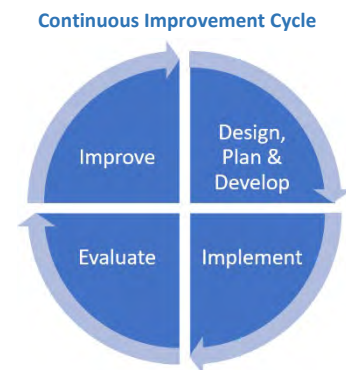
The design of the program, curriculum, learner experience, and Program Evaluation Plan and the related program materials you develop are the first steps in the continuous improvement cycle. These plans are your best effort to design and develop a quality IET program that addresses the needs of your state. 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
Outcome evaluation research questions usually relate to: • Progress toward expected learner outcomes • Learner outcomes at program completion ▪ Examples (one row for each goal): • 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	• Implementation (timeframe to be identified) • Program completion	• Assessments • Program completion records • Credential attainment records • Reports	• Analysis using descriptive statistics (quantitative data, Microsoft Excel)	• Charts/graphs with descriptive text • Are there any specific state, local, or funder reporting requirements?	• 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.	• 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
Process evaluation research questions usually relate to: • Program design • IET curriculum and instruction • Program implementation • Learner experience and perceptions ▪ 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	• Implementation (timeframe to be identified) • Program completion	• Surveys • Observation rating guides • Interview guides • Progress reports/logs • Attendance/enrollment records	• Analysis using descriptive statistics (quantitative data, Microsoft Excel) • Review and categorize written observations, comments, and notes (qualitative data, Microsoft Word)	• Charts/graphs with descriptive text • Narrative summaries • Are there any specific state, local, or funder reporting requirements?	• 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.	• 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.



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Develop and Implement

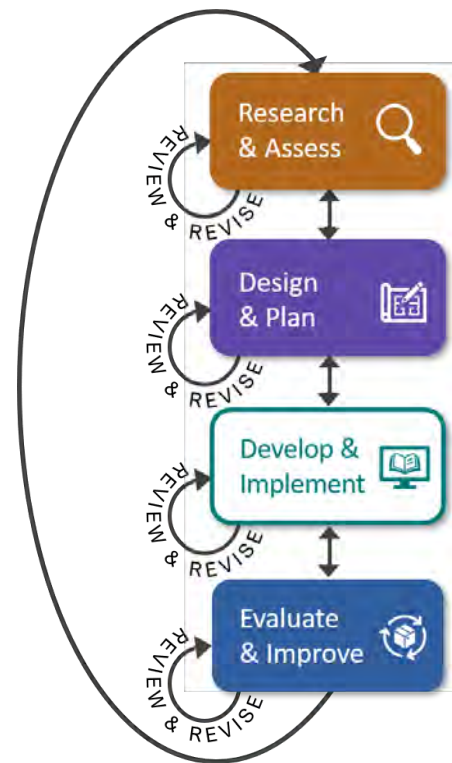
The planning and IET program design work completed in the Design and Plan phase will guide the development of learning content and program implementation.

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.

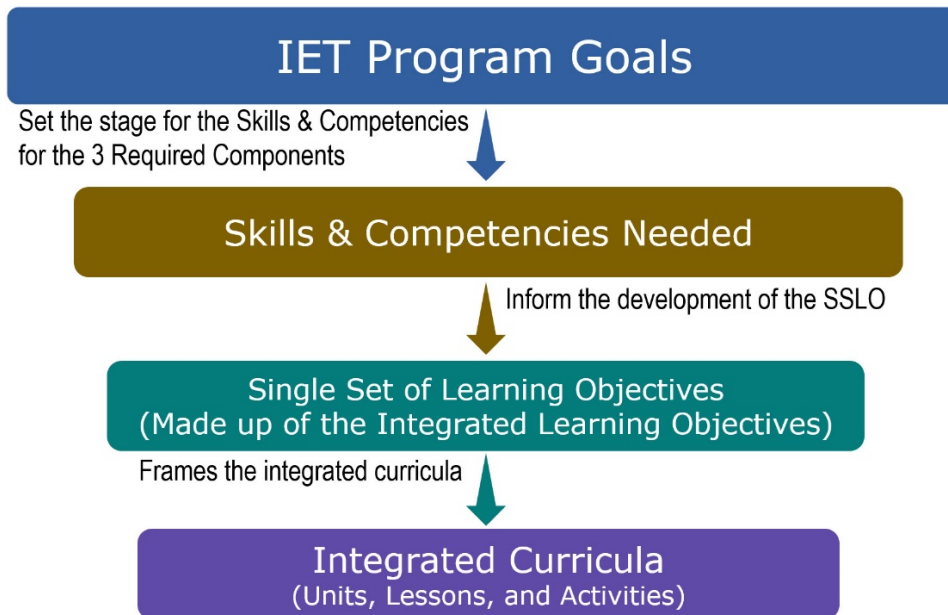
You may already have a single set of learning objectives for your IET program but may call it something else. For example, you may refer to your SSLO as high-level performance outcomes with the skills and competencies required to accomplish them. Or perhaps you refer to your SSLO as *terminal objectives* 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. In both approaches, you start by revisiting your program goals to make sure they are still valid and to make any necessary adjustments.

Approach #1: Begin with Existing Occupational Training Curricula

In this approach, once you have reassessed your program goals, you begin with existing occupational training curricula and build the adult education content and workforce preparation activities onto them. The identified skills and competencies from across the three areas inform the development of the SSLO, which then frames the development of the integrated curricula.



Step 1: Revisit the program-level goals (learner, program, partner) identified in Phase 2.

Take another careful look at the program-level goals you identified in the Design and Plan Phase. Are they still valid? Do any need to be modified, added, or eliminated? These goals will provide a foundation for the single set of learning objectives. You will eventually align the integrated learning objectives in your SSLO to your program-level goals. Continue to revisit your program-level goals to inform the development of your SSLO and curricula.

Step 2: 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.
- b. Work with your training partner to identify the specific knowledge, skills, and competencies needed to accomplish the program-level goals.
- c. Work with your training partner to identify workforce training skills and competencies needed to successfully complete the training and obtain industry-recognized credentials.

Step 3: Identify the state adult education standards and academic literacy skills.

- 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 are not applicable.

Step 4: 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 5: Develop the integrated learning objectives that, when combined, will comprise the SSLO, and confirm alignment with program-level goals.

What should the learner be able to do upon completion of the unit to demonstrate competency or to obtain a credential or certification? These become the single set of learning objectives for your program.

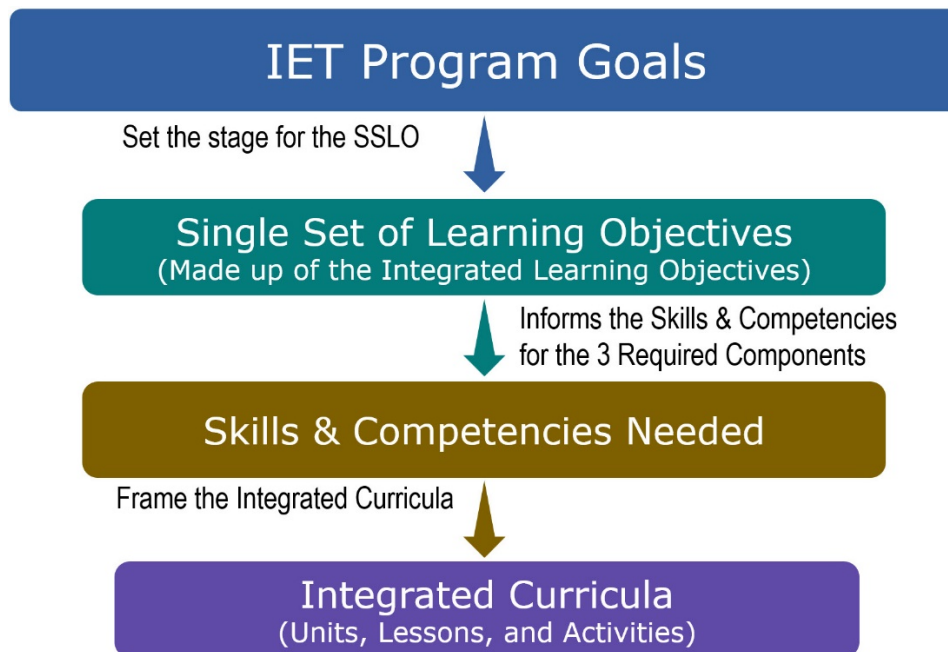
- a. Work with your training partner to develop a set of measurable integrated learning objectives needed to achieve the overall program goals.
- b. Write the integrated learning objectives so that they clearly articulate the desired behavior or skills, the conditions under which they must occur, and the benchmark or criteria against which they will be measured.
- c. Review your list of integrated learning objectives to ensure they are meaningful, measurable, and clear to anyone reading them.

- d. Map each integrated learning objective in the SSLO to the program-level goal(s)/outcome(s) it supports.
- e. Identify any program-level goals that are not supported by at least one integrated learning objective in the SSLO.
- f. 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.

Approach #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 approaches, but they are performed in a different order.



Step 1: Revisit the program-level goals (learner, program, partner) identified in Phase 2.

Step 2: Develop the integrated learning objectives that, when combined, will comprise the SSLO, and confirm alignment with program-level goals.



Step 3: Identify the workforce training skills and competencies needed to accomplish the integrated learning objectives.

Step 4: Identify the state adult education standards and academic literacy skills needed to accomplish the integrated learning objectives.

Step 5: Identify the workforce preparation skills and competencies needed to accomplish the integrated learning objectives.

For a rubric that helps you create strong integrated learning objectives and an example of a completed SSLO Template, see the Desk Aid: Curricula Alignment and Single Set of Learning Objectives Rubric and Example below.

[Desk Aid 5: Curricula Alignment with a Single Learning Objective Rubric and Example](#)

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

Desk Aid 5: Single Learning Objective Rubric and Example

Single Set of Learning Objectives Rubric

You can use the *Single Set of Learning Objectives Rubric* to help ensure that you have quality, integrated learning objectives that meet IET requirements.

CRITERIA	WEAK – 0 points	MEDIUM – 2 points	STRONG – 4 points
Three required IET components represented so that each is evident in the SSLO <i>Note: If this score is weak or medium, revisit SSLO before proceeding. The three required IET components must be evident in the SSLO to meet the basic definition of SSLO</i>	0 – 1 component evident	2 components evident	All 3 components evident
Demonstrates a relationship among the three components so that the adult basic literacy, workforce preparation, and occupational skills and knowledge are structured within the SSLO to function cooperatively (i.e., interrelated and contextualized)	No relationship is demonstrated among the three components	Components are somewhat structured to function cooperatively: - Only two components are demonstrated to function cooperatively - Does not demonstrate a cooperative relationship among all three components	All components are structured to function cooperatively: - There is a clear relationship between all three components - Skills and knowledge are structured to function cooperatively
Condition(s) for performance clearly stated	No condition is stated	Condition is somewhat stated, but is not clearly stated	Condition(s) under which the learner will demonstrate competency is clearly stated
Criteria by which competency will be measured is clearly stated and is measurable	Criteria is not stated and/or outcome is not measurable	Criteria is clearly stated, but outcome is not measurable or criteria is not clearly stated, but outcome is measurable	Criteria is clearly stated Performance outcome is measurable
Clear description of expected behavior is stated using action verbs	No behavior is stated and/or performance expectation is unclear	Expected behavior is stated, but not stated using action verbs	Expected behavior is clearly stated using action verbs



Single Set of Learning Objectives Example

You can use the *Single Set of Learning Objectives Template* in the IET Planning Tool 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. Later, use can use your completed template to organize your objectives, skills and competencies 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 the tools of the trade, 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 the tools of the trade, 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
• Read a 6" scale • Read a micrometer • Read a simple blueprint	• 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)	• Convert measurements from inches to centimeters • Convert whole numbers to fractions • Add and subtract fractions	• 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
• Understand and apply shop safety practices • Understand and apply machine safety practices • Use lathe, mill, grinders, bandsaw, drills	• Determine a theme or central idea of a text and how it is conveyed through details; provide a summary of the text distinct from personal opinions or judgments (CCRS Reading 2 D) • Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks (CCRS Reading 3 D)	• 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	• 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
• Read a blueprint • Understand and apply concepts of tolerances in manufacturing • Understand and apply manufacturing process order of operations	• 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)	• 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	• 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](#)

- o Virginia Adult Learning Resource Center: [Building Basics \(English as a Second Language\)](#)
- o 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

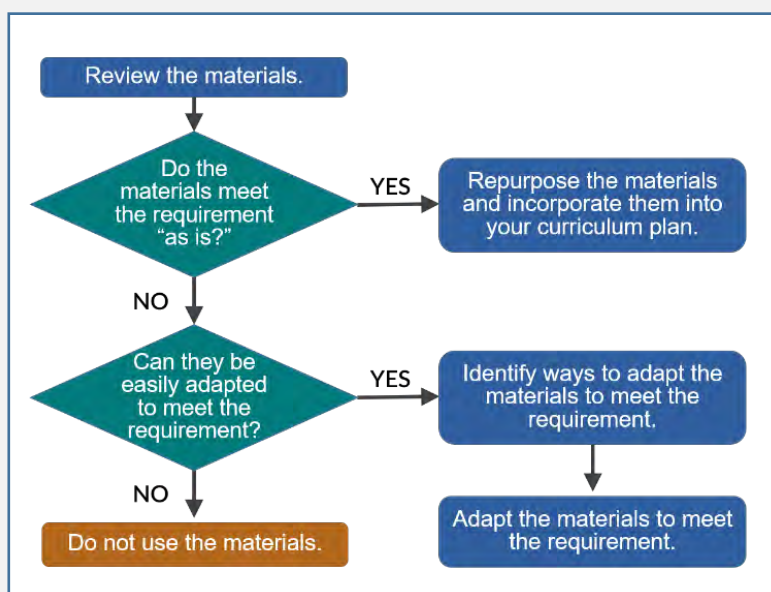
Criteria	Factors to Consider
Strong Example of Quality IET Program	• Curriculum adheres to Workforce Innovation and Opportunity Act (WIOA)-defined IET requirements. • Provides high quality content, activities, and materials. • Effectively incorporates technology. • Activities are contextualized using 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	• 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	• 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.

Skilled Training Inclusion in the Adult Education Class	• 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.
Workforce Preparation Activities	• 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	• Incorporate peer discussions, assessments, and other features as available based on your platform.
Communication applications	• 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	Incorporate free collaborative tools into learner activities, such as: • 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	Use no-cost sites (e.g., Khan Academy, Learning Upgrade, Codes, etc.) for activities that reinforce key concepts.

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 Desk Aid 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:</i>	Podcast: Increasing student engagement using podcasts - Case study (video): http://www.youtube.com/watch?v=n_as7UlogqQ
	<i>Podcasts</i>	
	<i>Video:</i>	Integrating podcasting into your classroom (video): http://www.youtube.com/watch?v=ExkMeQfuLGc
	<i>YouTube</i>	
	<i>TeacherTube</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
	<i>Vimeo</i>	
	<i>Images:</i>	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>Pinterest</i>	
	<i>Newspaper:</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
Collaborative Writing Tools	<i>Gmail and Google Docs</i>	Google Docs in the classroom: https://learn.teachingchannel.com/video/fostering-student-collaboration
	<i>Blogs:</i>	Using blogs to enhance critical reflection and community of practice blogs: https://drive.google.com/file/d/1MT-cj2owJcBA7F6a3U5kkdnccHssBHsd/view
	<i>Wordpress</i>	
	<i>Tumblr</i>	

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.

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- [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 Worksheet

Who will deliver?			Career Awareness Topics
Case Mgr	Instructor	Partner	Career Awareness Topics
Intake			
Learner Support Plan (LSP)			Administer assessments: • Skills • Interests • Work importance
LSP			Set SMART goals
LSP			Set initial career goal
During Program			
			Provide information about personal job values: • Preferred work schedule and conditions • Preferred work conditions
			Provide information about the local labor market: • Value of High Priority Occupations • Preferred geography • Job outlook • Labor supply
			Provide information about jobs: • 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
			Provide information about occupational profiles: • Skills required for potential jobs
			Provide information about sectors: • Similar occupations
			Map and develop career pathways (mapping)
			Provide information about education/training: • 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

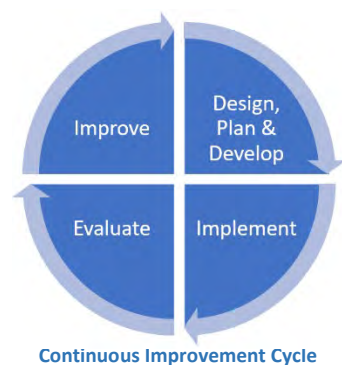
3.4 Implement the Program and Collect Data

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



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

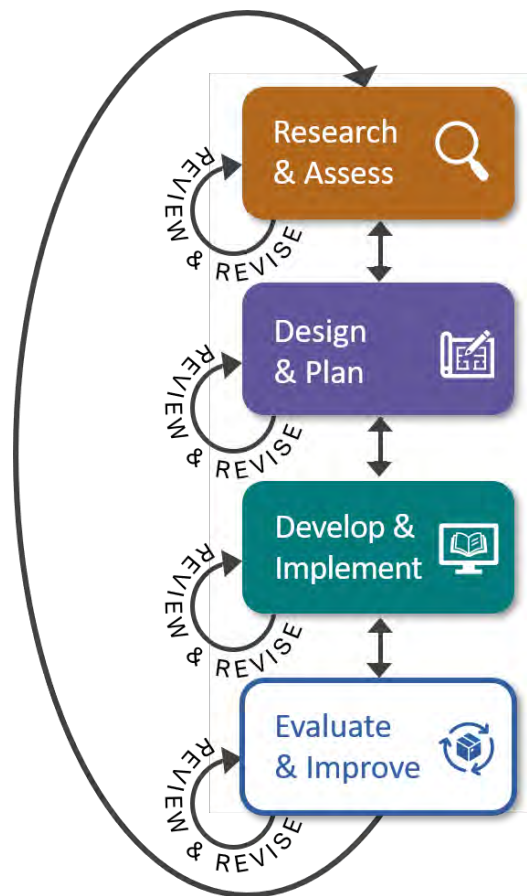
Now that your IET program is under way and you are delivering training, it is time to use data to inform continuous improvement of the program and consider how you might evaluate its effectiveness.

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:
  - o Characteristics of the learners, course design, and implementation approach reflected in the program evaluation
  - o Description of the data collection methods including response rates or number of respondents (for qualitative data collection)
  - o 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%20508-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>



4.2 Consider Options for More Rigorous Evaluation

Over time, you or your state may choose to pursue a more rigorous evaluation of your IET program to assess the effectiveness of the curricula in meeting your program goals and outcomes. There are several additional types of evaluation that can describe not only the implementation and initial outcomes for your program participants and stakeholders, but also demonstrate how outcomes compare between program participant and individuals that do not participate in the IET program.

Depending on the resources you have available, you may pursue more rigorous impact evaluations that require a third-party evaluation consultant or contractor. A third-party evaluator can assist with developing a valid sampling and recruitment strategy, including developing a meaningful comparison group that is similar to your program participants. For additional resources, please see the [Technical Assistance Materials for Conducting Rigorous Impact Evaluations](#) provided by the U.S. Department of Education, Institute for Educational Sciences, National Center for Education Evaluation and Regional Assistance.