



# IET for English Learners Desk Aid 2: Design and Plan

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The IET for English Learners Desk Aids support programs as they design and implement Integrated Education and Training (IET) programs that serve immigrants, refugees, and other English learners (ELs). These IET programs may be connected to Integrated English Literacy and Civics Education (IELCE) activities and may leverage Workforce Innovation and Opportunity Act (WIOA) Section 243 funds. The Desk Aids are designed to complement and supplement the [IET Design Toolkit](#) approach and process. For more information on the background and structure of the IET for English Learners Desk Aids, please refer to the [QuickStart Guide to Using the IET for English Learners Desk Aids](#). Note: In the IET for English Learners Desk Aids, the term “IELCE IET program” is used to identify an IET program that is funded—at least in part—by WIOA Section 243 funds.

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

- 2.1 Form a Team and Define the IET Program and Goals
- 2.2 Design the Program Structure
- 2.3 Design the Learner Experience
- 2.4 Create an IET Program Evaluation Plan

Following the structure set forth in the Design and Plan section of the *IET Design Toolkit*, IET for English Learners Desk Aid 2 walks through additional decision and design points under sections 2.1, 2.2, and 2.3 for IET programs serving ELs, including IET programs that may be connected to IELCE activities or leverage IELCE funding.

## 2.1 Form a Team and Define the IET Program Goals

### Form a Design Team

Give additional thought to including team members who might be able to support the unique aspects of an IELCE and ELs. For example:

- Organizations that offer native language services
- Trusted community or organizational leaders who can inform recruitment
- Individuals who can review the training and curriculum for cultural competency
- Immigrant advocacy groups that can inform civic integration
- Office of Refugee Resettlement to support alignment with resettlement requirements and leverage services provided by resettlement agencies

### Define the IET Program and Goals

IELCE activities may prepare ELs for an IET program. For example, IELCE activities can include career exploration or serve as a bridge to an IET program or other workforce training and educational opportunities. As you define the IELCE IET program and goals, consider the following additional program elements:

- How can you incorporate bridge or career exploration activities into a defined pathway to an IET program?
- Can the identified IELCE IET program be aligned to existing training courses?
- Can you co-enroll ELs into IET program classes that provide contextualized English language and civics instruction?

## 2.2 Design the Program Structure

Your IET program design process will draw heavily on the process laid out in the *IET Design Toolkit*, with a few additional considerations.

### Determine Instructional Delivery Approach

#### Virtual Delivery of Lessons

As instruction increasingly utilizes technology, you will want to consider this aspect of designing your IELCE/ IET program. Some programs have used the following strategies:

- Digital bootcamps to orient learners and increase their digital literacy
- Access to devices and broadband
- Hybrid or blended programming
- List of locations that provide free internet and computer access (e.g., community centers, libraries)

Resources on digital teaching strategies and digital literacy:

- [Digital Resilience in the American Workforce: Instructional Approaches and Practices](#)
- [Digital Skills Content and Curriculum: DRAW Detailed Findings and Discussion](#)
- [LINCS: Integrating Digital Literacy into English Language Instruction](#)
- [LINCS: Teaching Skills that Matter Digital Literacy](#)
- [Canadian Language Benchmarks: ESL for Adult Literacy Learners \(ALL\) – “Integrating Technology within the Adult ESL Literacy Classroom: Strategies” \(pages 23–28\)](#)


## Plan for Sustainability

As part of your sustainability plan, consider the need for IET program staff to receive targeted professional development to address the unique aspects of working with ELs. Professional development topics include:

- Language acquisition principles
- [English language acquisition \(ELA\) teaching strategies](#)
- Cultural competency
- Scaffolding and contextualizing content

Many organizations and entities may provide professional development on these topics, including LINCS [courses](#), [resources](#), and [communities of practice](#); [TESOL](#); and state professional development providers.

## Consider Available Learner Supports


The  [IET Design Toolkit Desk Aid 2: Integrating Learner Support into IET Programs](#) offers information for supporting adult learners. Additional considerations for ELs are identified in the chart below.

Academic Support	Financial Support	Personal Support
<p><i>Academic supports help learners successfully complete the IET program and transition to a job or postsecondary education.</i></p> <p><b>Identify and offer academic support through:</b></p> <ul style="list-style-type: none"> <li>• Trauma-informed instructional practice</li> <li>• Targeted instruction on American workplace culture</li> <li>• Clear guidance on whether an adult high school diploma or high school equivalency is needed or what is the best way to proceed</li> <li>• Access to additional classes that target literacy and language classes</li> <li>• First-language support</li> <li>• Targeted vocabulary development</li> <li>• Interviewing practice</li> </ul>	<p><i>Financial supports address barriers such as dependent care and transportation that may impact learners' ability to succeed in your program.</i></p> <p><b>Identify and offer financial support through:</b></p> <ul style="list-style-type: none"> <li>• Co-enrollment with American Job Center partners, as appropriate</li> </ul>	<p><i>Personal supports focus on individual needs that may impact participation and success.</i></p> <p><b>Identify and offer personal support with:</b></p> <ul style="list-style-type: none"> <li>• Translation and validation of foreign credential support services</li> <li>• Trauma counseling and access to mental health services</li> <li>• Systems navigation, such as health services and K–12 schools</li> <li>• Access to additional classes that target literacy and language classes</li> <li>• Immigration and naturalization systems navigation</li> </ul>

Your state may have additional resources that identify supports for ELs. Two examples of such resources include:

- [VALRC Integrated English Literacy and Civics Education Resources](#)
- Allies' [Immigrant Integration Framework: From English Learning to Full Participation](#)

## 2.3 Design the Learner Experience

When reviewing the  [IET Design Toolkit Desk Aid 3: Conduct Outreach and Recruit Learners for IET Programs](#), think about additional resources and strategies to help publicize the IELCE IET program and recruit ELs for the program.

### Consider How to Reach Your Target Population

- Engage with local immigrant groups or trusted persons or organizations in the community to help recruit learners or publicize your program.
- Invite alumni who represent your target audience to help recruit new students.
- Engage and inform program and partner staff, such as from the local American Job Center, who have first contact with new students to help introduce educational opportunities beyond ELA classes.
- Engage ELA teachers who have trusted, established relationships with learners who can help them navigate the transition process and learn about relevant opportunities.

### Brand Your IET Program's Messaging

Because certain immigrant and refugee communities might value occupations, opportunities, and outcomes differently, ask community members and the target population to review your materials to ensure that you are communicating in a way that will resonate with your target population of ELs.

### Design Your Marketing Materials

- Provide dual or alternative language recruitment materials.
- Use images of people who represent the diversity of your target population.
- Identify language or key information that will resonate with your target population (e.g., alignment of the program schedule to local school schedules, the benefits of gaining employment in a growing or lucrative sector or occupation, convenience to public transportation).

## Design the Enrollment and Intake Process

When reviewing the  [IET Design Toolkit Desk Aid 4: IET Program Enrollment and Intake](#), think about additional resources and strategies to enroll ELs in the program.

- Deliver the program orientation using a variety of strategies to convey IET program information and expectations, such as:
  - Provide activities that convey information that does not solely rely on language comprehension, such as school or workplace tours, videos that overview the industry or occupation, and representative job tasks.
  - Invite guest student speakers to provide context for learners.
  - Invite guests or volunteers who can provide first-language support for learners.
  - Invite experienced learners or alumni to provide first-language and peer support during enrollment and intake.
- Research the context of the local immigrant and refugee population to identify special needs or questions you may want to discuss during intake. For example, refugee groups may have a wide variety of educational backgrounds, or they may have experienced trauma in leaving their country due to war, persecution, or civil strife. This will help you review and adjust your intake form so that you can identify opportunities for suitable referrals (e.g., counseling), different pathways related to past educational or employment expertise (e.g., if a learner was a teacher or professor in their home country), credential evaluation, or mentorship possibilities.

## Interview Questions to Inform the Individualized Learner Success Plan

As you design your intake and learner success plan, continue to build your knowledge about the context of your immigrant community. For example, students may be internationally trained professionals (ITPs) who have high levels of education and professional experience, or they may have trauma or barriers to learning from the residual effects of resettlement due to war, persecution, or civil strife.

- Ask ELs about their past education and work experience to help them set short- and long-term goals with questions such as:
  - What work or educational experience do you have from your home country?
  - Do you have any credentials that can be verified or translated?
  - What barriers have you faced in finding employment?
  - Are there basic-needs supports that would help you continue to participate in education and maintain employment (e.g., transportation assistance, childcare)?
- Ask learners about their family needs or other concerns to help connect them with available services and resources.