



IET for English Learners Desk Aid 3: Develop and Implement

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 developing and implementing IET programs:

- 3.1 Getting Started
- 3.2 Develop the IET Curricula
- 3.3 Develop Program Materials, Tools, and Procedures
- 3.4 Implement the Program and Collect Data

Following the structure set forth in the Develop and Implement section of the *IET Design Toolkit*, the IET for English Learners Desk Aid 3 walks through additional decision and design points under sections 3.1 and 3.2 for IET programs serving ELs, including IET programs that may be connected to IELCE activities or may leverage IELCE funding.

3.1 Getting Started

Orient Staff and Stakeholders

For the orientation process, you may want to:

- Include training for your English language acquisition (ELA) instructors and other partners who will be delivering instructional or navigational services to ensure a common understanding of program design, goals, and approach.
 - Include relevant cultural context for the target populations, as appropriate.
 - Ensure that all staff understand expectations regarding collaboration and shared resources.
- Focus on key communication points and shared outcomes so that learners receive coherent and consistent information, such as:
 - Outcomes and expectations
 - Available services
 - Pathways and transition points

Provide Instructor Professional Development

Consider the following:

- Review of IET program curriculum, including:
 - Integration of required components (English language and literacy, workforce training, and workforce preparation activities. Integration of civics as a required component varies by state; check with your state to determine whether integration of civics is required.)
 - Alignment to immigrant integration frameworks that provide support for the whole person
 - Whether there are opportunities to include civics content or principles
- Review of workforce training content, vocabulary, tools, and occupationally relevant materials
- Best practices for teaching ELs, such as:
 - ELA instructional strategies
 - Scaffolding content to support language learners to master content, vocabulary, and literacy
 - Contextualized instruction¹
 - Standardized and formative assessments

You may want to include professional development for the training instructors if they are unaccustomed to working with non-native English speakers. Consider including:

- An orientation to learners' cultural backgrounds and attributes and the benefits of working with ELs
- A mock second-language learning experience to replicate the EL learning experience
- Communication strategies
- Best practices and instructional strategies for teaching ELs

¹ View "Contextualizing Civics for the Workplace" for more information about how civics content can be contextualized to workforce training content: <https://youtu.be/GdweHJEDEhA>.

3.2 Develop the IET Curricula

While an IET program follows much of the same development process as an IET program, it has additional considerations. An IELCE IET program will need to consider the following when curricula are developed:

- Adult education and literacy activities are provided within the context of English language acquisition.
- The cultural context of the U.S. workplace that is relevant to the workforce training is provided as a part of the workforce preparation activities.
- Requirements for the integration of civics content may differ across states (e.g., concurrent, integrated, or prior to the IET program). Please verify your state's requirements. The IET for English Learners Desk Aids provide examples that integrate civics into the IET program curriculum; however, this may not align with your state policy.

Create a Single Set of Learning Objectives

The process for developing the single set of learning objectives (SSLO) for an IELCE IET program is the same as that of developing the SSLO for an IET program that does not draw on Section 243 funds. The difference in creating SSLOs for IET programs that serve ELs is that in addition to the occupation skills, academic standards, and workforce preparation competencies, the program should also include relevant English language instruction and support. Although WIOA does not require IET programs to include civics, when developing IET programs that serve ELs and/or immigrants, it may be helpful to consider whether there is civics content that should be integrated into the IET program. Although WIOA requires that IET programs be built around an SSLO, the *IET Design Toolkit* notes that “WIOA does not prescribe the process for creating the SSLO”; the same is true for creating the SSLO for an IELCE IET program.

Note: Although the IET Design Toolkit offers two approaches to creating the SSLO, this IET for English Learners Desk Aid focuses on Approach #1, as the principles from Approach #1 can be applied to Approach #2.

Applying Approach #1 to Creating an SSLO for IELCE IET Programs

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

Step 2: Identify the workforce training skills and competencies.

- As you work with your training partner to identify the specific knowledge, skills, and competencies needed to accomplish the program goals, also identify linguistic aspects of the content where students may need additional vocabulary or other language skill development so that vocabulary and linguistic structures do not impede their success in mastering the content. For example, workplace instructions that include mathematical concepts or problems often rely on English language comprehension for the task to be successfully completed.
- You may also be able to identify civics content, such as regulatory information (e.g., housing rules, caregiver legislation) that is applicable to a broader understanding of civic integration and U.S. society, that can be intentionally addressed in the curricula.

Step 3: Identify the English language and/or state adult education standards and academic literacy skills.

- Use your state’s English language standards along with or in place of your academic standards. Focus on academic literacy skills that are transferable to support an EL’s success in the course and the possibility for transitioning to further training or educational opportunities.

Step 4: Identify workforce preparation skills and competencies.

- Include cultural competence as a focus in the workforce preparation component of the program to help learners understand industry norms and U.S. workplace culture.

Step 5: Identify civics content.

- Although civics content is not required for IET, IET programs can intentionally integrate civics content building on civics content that was taught in IELCE

activities or that may be generally helpful for ELs and/or immigrants in the IET program. Civics topics can include workforce preparation skills, broader rules and regulations associated with industry or consumer rights, cultural competency, the U.S. workplace, and associated tasks aligned to employment or community integration, such as reading and understanding a paycheck, understanding healthcare benefits, and opening a bank account. Content could include:

- Navigating the workplace and work-related organizational structures
- Institutions associated with the workplace (e.g., licensing organizations, unions, and financial literacy)
- Licensing requirements or regulations for the identified industry or job

Single Set of Learning Objectives Example

This example demonstrates how existing SSLOs were revised, according to the process described, to address the needs of ELs enrolled in an IET program. The revisions to the SSLOs feature two additional columns, “English Language Skills and Competencies” and “Civics Standards, Skills, and Competencies,” which identify content that is relevant for ELs. Revisions are shown in purple.

Manufacturing Integrated Education and Training (IET) Program

Single Set of Learning Objectives:

Given the tools of the trade, learners will **be able to describe the process for** and 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.

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

Given a technical drawing of a part with customer specifications, learners will follow the proper order of operations and apply and **explain** 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 **be able to describe the process for** and 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.

Standards Resources:

Adult Education Content Standards: [College and Career Ready Readiness Standards \(CCRS\) for Adult Education](#)

English Language Skills and Competencies: [English Language Proficiency \(ELP\) Standards for Adult Education](#)

Civics Standards: [Texas Adult Education and Literacy Content Standards v. 3](#)

Workforce Training Skills and Competencies	Adult Education Content Standard(s)	Adult Education Literacy Skills and Competencies	EL Considerations: English Language Skills and Competencies	Workforce Preparation Skills and Competencies	EL Considerations: Civics Standards, Skills, and Competencies
<ul style="list-style-type: none"> • Read a 6" scale • Read a micrometer • Read a simple blueprint 	<ul style="list-style-type: none"> • Extend understanding of fraction equivalence and ordering (Mathematics 4.NF.1 – 4.NF.2) • Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers (Mathematics 4.NF.3 – 4.NF.4; 5.NF.1 – 5.NF.6) • Measure and estimate lengths in standard units (Mathematics 2.MD.2 – ELP2.MD.4) 	<ul style="list-style-type: none"> • Convert measurements from inches to centimeters • Convert whole numbers to fractions • Add and subtract fractions 	<ul style="list-style-type: none"> • Participate in level-appropriate oral and written exchanges of information, ideas, and analyses in various social and academic contexts, responding to peer, audience, or reader comments and questions (ELP 2, Level 3) • Conduct research and evaluate and communicate findings to answer questions or solve problems (ELP 5, Level 3) • Determine the meaning of words and phrases in oral presentations and informational text (ELP 8, Level 3) 	<ul style="list-style-type: none"> • Apply mathematical operations, concepts, and reasoning • Demonstrate quality consciousness • Demonstrate self-management strategies • Work within a team 	<ul style="list-style-type: none"> • Identify, monitor, and anticipate problems, community needs, strengths, and resources for yourself and others (Texas, Civics Standards, Subarea 1A) • Participate in group processes and decision-making (Texas, Civics Standards, Subarea 3E) • Educate others (Texas, Civics Standards, Subarea 4B)

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 **explain** the appropriate actions to take to maintain a safe working environment with 80% accuracy.

Standards Resources:

Adult Education Content Standards: [College and Career Ready Readiness Standards \(CCRS\) for Adult Education](#)

English Language Skills and Competencies: [English Language Proficiency \(ELP\) Standards for Adult Education](#)

Civics Standards: [Texas Adult Education and Literacy Content Standards v. 3](#)

Workforce Training Skills and Competencies	Adult Education Content Standard(s)	Adult Education Literacy Skills and Competencies	EL Considerations: English Language Skills and Competencies	Workforce Preparation Skills and Competencies	EL Considerations: Civics Standards, Skills, and Competencies
<ul style="list-style-type: none"> • Understand and apply shop safety practices • Understand and apply machine safety practices • Use lathe, mill, grinders, bandsaw, drills 	<ul style="list-style-type: none"> • Determine a theme or central idea of a text and how it is conveyed through 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) 	<ul style="list-style-type: none"> • Read a safety manual and identify key safety practices • Tell another student the directions for proper safety protocol • Sequence a written series of steps to follow in a safety emergency 	<ul style="list-style-type: none"> • Use a developing set of strategies to: <ul style="list-style-type: none"> – Determine a central idea or theme in oral presentations and spoken and written texts – Retell key details – Answer questions about key details (ELP1, L3) • Participate in level-appropriate oral and written exchanges of information, ideas, and analyses in various social and academic contexts, responding to peer, audience, or reader comments and questions (ELP 2, L3) • Paraphrase key information in a short written or oral report (ELP 5, L3) 	<ul style="list-style-type: none"> • Read with understanding • Apply health and safety concepts • Locate and use resources • Demonstrate self-management strategies • Work in a team 	<ul style="list-style-type: none"> • Identify, monitor, and anticipate problems, community needs, strengths, and resources for yourself and others (Texas, Civics Standards, Subarea 1A) • Figure out how the system that affects an issue works (Texas, Civics Standards, Subarea 1C) • Participate in group processes and decision-making (Texas, Civics Standards, Subarea 3E) • Communicate so that others understand (Texas, Civics Standards, Subarea 2C) • Educate others (Texas, Civics Standards, Subarea 4B)

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 and **explain** appropriate safety protocols to produce the part to customer specifications using the appropriate tools with 80% accuracy.

Standards Resources:

Adult Education Content Standards: [College and Career Ready Readiness Standards \(CCRS\) for Adult Education](#)

English Language Skills and Competencies: [English Language Proficiency \(ELP\) Standards for Adult Education](#)

Civics Standards: [Texas Adult Education and Literacy Content Standards v. 3](#)

Workforce Training Skills and Competencies	Adult Education Content Standard(s)	Adult Education Literacy Skills and Competencies	EL Considerations: English Language Skills and Competencies	Workforce Preparation Skills and Competencies	EL Considerations: Civics Standards, Skills, and Competencies
<ul style="list-style-type: none"> • Read a blueprint • Understand and apply concepts of tolerances in manufacturing • Understand and apply manufacturing process order of operations 	<ul style="list-style-type: none"> • Integrate technical information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue (Reading Anchor 7 D) • Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks (Reading Anchor 3 D) 	<ul style="list-style-type: none"> • Read and understand main ideas from different documents, drawings, and images • Explain main ideas to others • Read and order directions to match an established procedure 	<ul style="list-style-type: none"> • Use a developing set of strategies to: <ul style="list-style-type: none"> – Determine a central idea or theme in oral presentations and spoken and written texts – Retell key details – Answer questions about key details (ELP 1, L3) • Participate in level-appropriate oral and written exchanges of information, ideas, and analyses in various social and academic contexts, responding to peer, audience, or reader comments and questions (ELP 2, L3) • Recount a sequence of events, with a beginning, middle, and end (ELP 9, L3) • Introduce and develop an informational topic with facts and details (ELP 9, L3) • Use common transitional words and phrases to connect events, ideas, and opinions (ELP 9, L3) 	<ul style="list-style-type: none"> • Observe critically • Demonstrate quality consciousness • Demonstrate self-management strategies • Speak clearly and concisely 	<ul style="list-style-type: none"> • Identify, monitor, and anticipate problems, community needs, strengths, and resources for yourself and others (TWC, Civics Standards, Subarea 1A) • Figure out how the system that affects an issue works (TWC, Civics Standards, Subarea 1C) • Communicate so that others understand (TWC, Civics Standards, Subarea 2C) • Educate others (TWC, Civics Standards, Subarea 4B)

When using the [IET Design Toolkit Desk Aid 5: Single Set of Learning Objectives](#) Rubric and Example, include a focus on English language skills when considering the relationship among the three components.

Build Out Contextualized Units, Lessons, Activities, and Assessments

For an IELCE IET program, contextualization involves teaching English in the workforce context. Relevant resources include:

- [Enhancing Access for Refugees and New Americans \(EARN\) Immigrant Integration Framework](#)
- Video: [Contextualizing Civics to Occupational Content](#)
- [Preparing English Learners for Work and Career Pathways: Companion Learning Resource](#)
- [Preparing English Learners for Work and Careers: We've been there before! Or have we?](#)

Determine Assessment Strategies

As you follow the IET Design Toolkit, you will want to consider the following to meet the needs of your ELs:

- Include assessment strategies to capture language and cultural competency skills gains.
- Identify opportunities where your IELCE IET program curricula and assessments can incorporate outcomes such as measurable skill gains, digital literacy assessments, and other state, federal, or partner-identified assessments (e.g., National Recording System–approved assessments).

Integrate Digital Literacy into Instructional Materials

While digital literacy skills themselves are not required components of an IET program, these are key 21st century skills that are essential for navigating daily life, school systems, and the workplace context. Digital skills have become the norm for seeking and applying for jobs, as well as for conducting research and carrying out tasks for work. Workforce preparation activities, a required component of an IET program, can include activities to build digital literacy skills.

What Are Digital Literacy Skills?

For some learners, transitioning to online learning or applying digital literacy skills compounded with starting an IET program can be overwhelming. Digital literacy skills, defined by the Museum and Library Services Act of 2018,

are “the skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information; and developing digital citizenship and the responsible use of technology.” These skills are essential to career pathway development, so special considerations should be made when integrating them into IELCE and IET programming.

Considerations for Building Digital Literacy Skills

One way to build digital literacy skills is to offer a digital bootcamp, orientation, or routines that build the background knowledge and skills ELs will need to complete the required IET coursework and activities. This helps reduce the cognitive load for learners, allowing them to focus on the language, literacy, and training content.

Virtual learning can offer flexible and accessible learning opportunities. However, as you build out virtual learning classes and activities, remember to:

- Be attentive to digital access and inclusion, ensuring that learners have access to devices, broadband, and digital literacy development.
- Pre-teach—and provide opportunities to practice—the vocabulary, language, and skills associated with the online environment.
- Offer recorded classes or informational videos that ELs can review multiple times.
- Consider features that make instructional materials accessible to all learners.

Additional resources to learn more about digital literacy instruction and considerations from the Office of Career, Technical, and Adult Education include:

- [Integrating Digital Literacy into English Language Instruction](#)
- [Digital Resilience in the American Workforce: Instructional Approaches and Practices](#)

Incorporate College and Career Planning

Adult ELs have varying levels of educational and career experience in their home countries. Some may be internationally trained professionals (ITPs) with foreign credentials or degrees, whereas others may have little experience with a formal education system. Regardless of an EL's experience, U.S. educational systems and career pathways may look different to them, therefore an intentional focus on college and career planning might be included in an IET program that serves ITPs.

Additional considerations include:

- Host an orientation on the U.S. educational system and requirements for transitions.
- During intake, document an EL's educational history, industry credentials or certificates, and work history to better understand the learner's needs and experience.
- Provide navigators to explore college and career pathways and explicit support to help learners prepare, access, and navigate local systems (e.g., prepare paperwork for credentials, enroll in courses).²
- Identify a regularly scheduled time when ELs can revisit and reflect on their SMART goals and career plans.
- Offer workplace or college tours.
- Facilitate introductions with stakeholders or people who can help ELs build social capital and networks.
- Schedule frequent and regular meetings that focus on college and career planning.

ITPs can benefit from intentional college and career planning that leverages or builds on their educational and employment history. In addition, you may want to:

- Support credential translation and evaluation.
- Identify pathways that align with the EL's past education or employment experience.
- Confer with sector or industry professional associations to understand how an ITP might leverage or bypass some of the required experiences or credentials, fast-tracking through the IET program.
- Assign a professional mentor who might help the learner navigate their chosen professional sector.
- Provide a tutor to support faster acquisition of industry-relevant vocabulary.
- Work with employers to develop hiring plans that allow an ITP to bypass an entry-level job once the IET program is completed.

² Explore The Role of Navigators in IELCE/IET Career Pathways at <https://lincs.ed.gov/sites/default/files/14175EARNNavigatorSpotlight.pdf> to learn more about how navigators can support English learners.