



PROGRAM ADMINISTRATOR RESOURCE · WIOA TITLE II

We Train California Administrator Toolkit



California's Education to Workforce Initiative

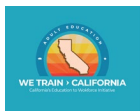
A complete guide for building, launching, and strengthening Integrated Education and Training programs, from first steps to continuous improvement.

FEDERAL DEFINITION · WIOA TITLE II · 34 CFR §463.35

Integrated Education and Training (IET) is 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.

TABLE OF CONTENTS

- 01 What Is IET and Why Does It Matter?
- 02 Starting an IET Program
- 03 Building & Sustaining Partnerships
- 04 Curriculum Design & Instruction
- 05 Student Recruitment, Onboarding & Support
- 06 Data, Reporting & Compliance
- 07 Strengthening an Existing IET Program
- 08 Checklists & Planning Tools



A Message to California's Adult Education Administrators

California's adult learners are talented, motivated, and ready to work. What they need are pathways that meet them where they are and programs that build foundational skills and career-ready training at the same time, without asking them to choose between the two.

Integrated Education and Training (IET) is that pathway. Grounded in federal law under WIOA Title II and shaped by years of evidence from programs across the country, IET integrates adult education and literacy, workforce preparation, and occupational training into a single, coherent experience. When done well, it transforms lives and moves adults from the margins of the labor market into careers that pay family-sustaining wages.

The **We Train California IET Program Administrator Toolkit** was developed to give California's program administrators a practical, field-tested resource for building, launching, and continuously improving IET programs. Whether you are designing your first IET program from scratch or strengthening one already underway, this toolkit is your guide.

How to Use This Toolkit

This toolkit is organized into eight sections that move from the *big picture* to the *operational*. You do not need to read it cover to cover. Use the Table of Contents to find the section most relevant to where your program is right now. Each section is designed to stand on its own, with cross-references to related sections where relevant.

Starting a new IET program? Begin with Sections 01 through 04.

Improving an existing program? Jump to Section 07 for the continuous improvement framework, then use earlier sections to fill gaps.

Preparing for the RFA? Use the checklists in Section 08 as a program readiness self-assessment.

California is at a defining moment for adult education. The We Train California initiative represents a statewide commitment to scaling IET and building the infrastructure, the branding, and the field capacity to make high-quality integrated programming available to every adult learner in the state who needs it.

You, the program administrators reading and using this toolkit, are the people who will make that vision real. Your expertise, your relationships with partners, and your daily commitment to your learners are what IET is built on. This toolkit exists to support your work, not to prescribe it. Adapt it, annotate it, and bring it to your team.

Together, we are building California's workforce-ready future.

Carolyn Zachry, Ed.D.

Adult Education Office

California Department of Education



Acknowledgements

This toolkit reflects the collective knowledge, experience, and commitment of the adult education field in California and across the nation. It would not exist without the contributions of practitioners, state agency staff, and most importantly, the adult learners who make this work matter.

State Leadership

The We Train California initiative is led by the Adult Education Office at the California Department of Education (CDE). The Adult Education Office provides policy leadership, technical assistance, and accountability for WIOA Title II programs statewide.

Field Partners & Technical Assistance Providers

The toolkit draws on guidance, tools, and research developed by the following organizations, whose work has shaped IET practice nationally and in California:

- CASAS (Comprehensive Adult Student Assessment Systems) for California-specific IET planning guidance and assessment resources.
- CALPRO (California Adult Literacy Professional Development Project) for IET-specific professional development resources for instructors and administrators.
- American Institutes for Research (AIR) for the national IET Design Toolkit and evaluation resources used as a foundation for Sections 02 and 07.
- Penn State IET Project for the IET Design Guide and practitioner tools (Tools #1–8) referenced throughout this toolkit.
- NY-BEST (New York State Adult Career and Continuing Education Services) whose healthcare IET model and LaGuardia Community College case study informed the student support and retention guidance in Section 05.
- Centers of Excellence for Labor Market Research (COE) for labor market analysis tools and occupational data resources referenced in Section 02.

California Practitioners

Dr. Thoibi Rublaitus, Adult Education Director, Corona-Norco Unified School District

Dr. Jasmine Port, Interim Associate Dean of Career Services and Experiential Learning, Mt. San Jacinto College

Vittoria Abbate, Program Specialist, Workforce Initiatives, CASAS

Jay Wright, Director of Accountability, CASAS

Laura Fetter Director of Program Development, CASAS

Abby Medina-Lewis, Education Programs Consultant, Adult Education Office, California Department of Education

Dr. Amukela Gwebu, Education Programs Consultant, Adult Education Office, California Department of Education

David Stang, Education Programs Consultant, Adult Education Office, California Department of Education

Dr. Cory Rayala, Education Programs Consultant, Adult Education Office, California Department of Education

Dr. Carolyn Zachry, State Director/Education Administrator,

Adult Education Office, California Department of Education

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This toolkit will be updated as California's IET policy and practice continues to evolve. Feedback from practitioners is welcomed and will inform future editions.

NOTICE

This toolkit was developed with support from California's adult education community and is intended for use by program administrators and educators operating under WIOA Title II (Adult Education and Family Literacy Act). The guidance herein reflects current federal and state policy as of the date of publication. Programs should consult their state agency and legal counsel for authoritative interpretations of applicable law and regulation.

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SECTION 01 | Overview

What Is IET — and Why Does It Matter?

IET is a proven, federally recognized model that helps adults build foundational skills and job-specific training at the same time. Whether you are launching a new program or improving an existing one, this toolkit is your roadmap.

The Three Pillars of IET

Adult Education & Literacy	Workforce Preparation	Workforce Training
• Basic skills instruction (ABE/ESL) • High school equivalency preparation • Contextualized reading, writing, math • Digital literacy skills • Pre/post assessments (e.g., CASAS)	• Soft skills / 21st century skills • EL Civics / COAAP activities • Career navigation & coaching • Resume building, interview prep • Job search skills & digital tools	• Occupation-specific technical training • Industry-recognized training credentials (IRTC) • On-the-job training (OJT) • Internships / practicum hours • Employer-validated competencies



IET vs. IET-Like: Know the Difference

Many programs have some IET components but do not fully meet the WIOA definition. Under WIOA, all three pillars must be delivered concurrently and contextually, not sequentially. Verify your program model against the federal definition before reporting participants as IET.

Two IET Instruction Models

Co-Teaching

An adult education instructor and an occupational skills instructor are both present in the classroom. Joint planning and co-teaching provide a seamless experience. More costly and coordination intensive.

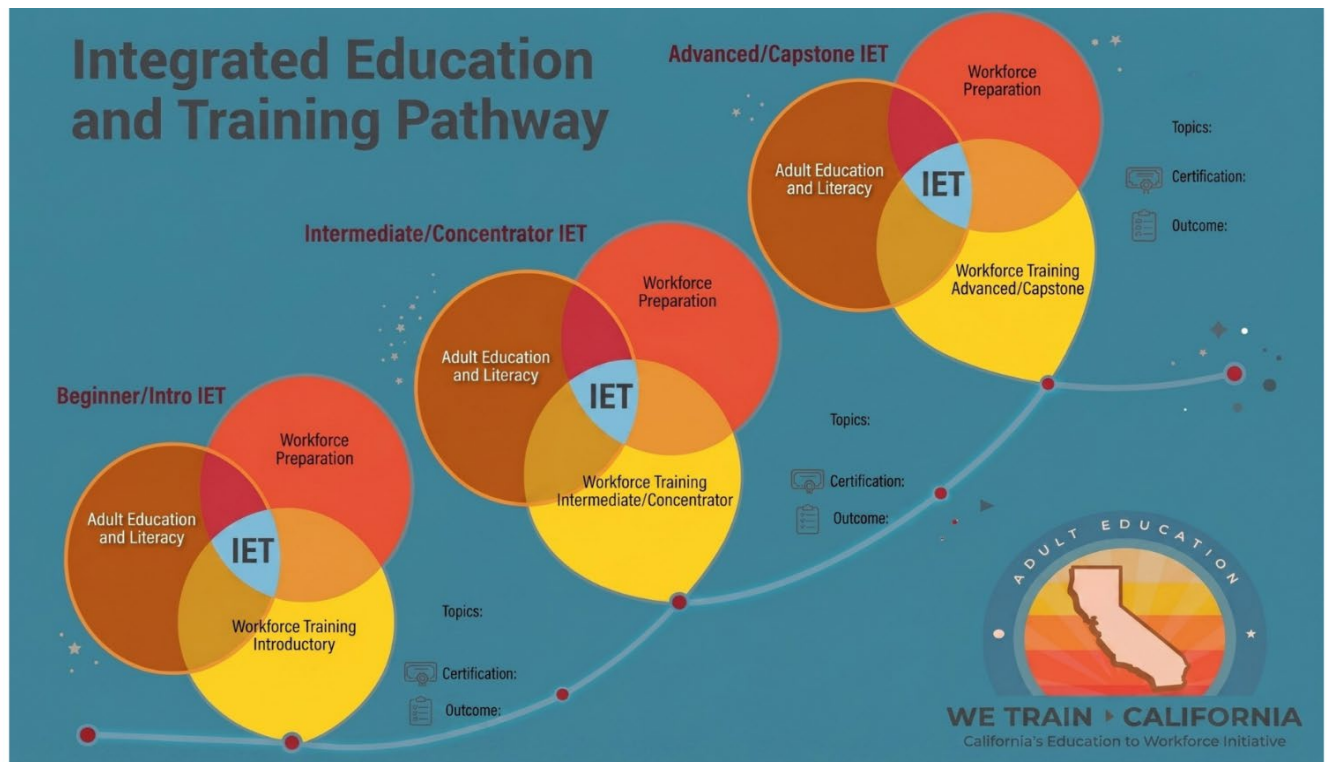
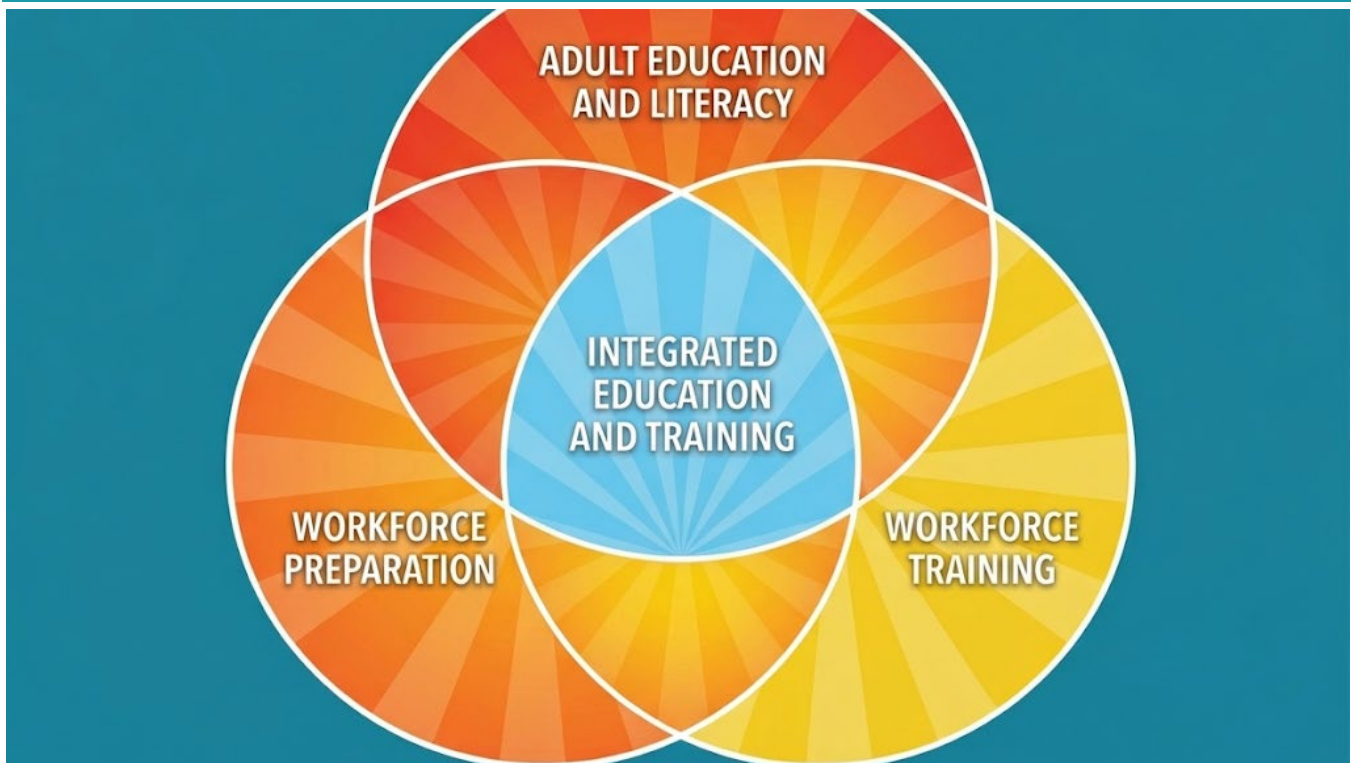
Alternating Teaching

Basic skills and occupational instruction are delivered in separate classes but with aligned content, shared learning objectives, and regular communication between instructors. More common and flexible for most programs.

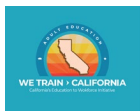


Who Should Use This Toolkit

This toolkit is designed for program administrators at adult education providers, community colleges, and CBOs. It is for those launching a new IET program and those improving an existing one.



A fillable PDF of this document is available in Section 8.



SECTION 02 | Starting an IET Program

Starting an IET Program

Before your first cohort enrolls, you need to assess local needs, identify the right occupation, secure partners, and build program infrastructure. This section walks you through each phase.

Phase 1 — Assess Your Landscape

1

Conduct a Labor Market Analysis

Identify local employment trends, in-demand occupations, and gaps in training services. Talk to employers and the local Workforce Development Board. Focus on sectors with growing employment potential that lead to living-wage jobs. Use resources from the [Centers for Excellence](#) and the [California Employment Development Department](#).

2

Know Your Target Population

Determine the basic skills levels, English proficiency levels, prior work experience, and barriers of the adults you intend to serve. Use Tool #1 (Describing the Target Population) from Penn State's IET Guide to structure this conversation.

3

Evaluate Existing Programs

Map what IET or IET-like programs already exist in your region or consortium. Identify which populations are and are not being served. Determine whether your proposed program fills a gap or builds on existing infrastructure.

4

Choose Your Occupational Focus

Select an occupation or occupational cluster that: (a) has strong regional employer demand, (b) has an industry-recognized training credential or clear hiring pathway, and (c) is appropriate for your target learners' skill levels with support.



California: Industry-Recognized Training Credentials (IRTC)

In California, the workforce training component must lead to an IRTC. Acceptable credentials include state licensure via CA Dept. of Consumer Affairs, locally approved certificates on the ETPL, CDCP short-term vocational certificates (48+ contact hours), CTE pathway completions meeting CDE standards, certificates meeting Title IV thresholds, and certificates earned through pre-apprenticeship or apprenticeship programs. Courses under 35 hours require case-by-case determination by CASAS and the CDE.



Phase 2 — Build Your Program Infrastructure

Identify Program Personnel

Recruit both an occupational skills instructor and an adult education instructor. Define responsibilities for admin, advising, and data staff. Plan for regular collaborative meetings.

Secure Funding

Explore WIOA Title II (AEFLA) general and IELCE Section 243 funds, Title I Adult/Dislocated Worker funds, state grants, Pell Grant/Ability to Benefit, and Workforce Board support. Get on the state ETPL to unlock Title I funds.

Design the Schedule

Decide program length, total instructional hours, location, and session frequency. Align ABE/ESL hours with OST schedule. Document in the Class Structure Tool (#5).

Create Enrollment Process

Establish admission criteria including basic skills thresholds, language requirements, and pre-requisites. Develop intake forms, orientation, and a recruitment plan.

Set Up Data Systems

Define what outcomes you will track. Establish pre/post assessment schedules (e.g., CASAS). Create a plan for tracking skills gains, credential attainment, and employment outcomes.

Formalize Partnerships

Develop MOUs with all key partners. Define roles, data-sharing agreements, outcome metrics, and communication protocols. See Section 3 for full guidance.



Tip: Examine the Targeted Course First

Before committing to a specific training pathway, use Tool #2 (Examining the Targeted Course) from Penn State's IET Guide to assess whether your target population can succeed in that course with basic skills support and whether the credentials are employer recognized.

IET Readiness Self-Check

Before launching, use this readiness self-check to reflect on your organization's capacity across four areas. If you have not yet taken the formal IET Readiness Assessment (U.S. Department of Education / AIR IET Design Toolkit), this checklist offers a quick internal calibration.

Readiness Area	Confident ☒	Needs Work ☐
Choosing the Focus We have a clear process to assess regional needs and identify an IET opportunity that is feasible, aligns with our goals, and leads to outcomes learners need.	We gather state IET policy data and local career pathway info before design begins.	We understand the target learner pool and which employers we are preparing them for.
Designing the Program Key partners are involved in design. We plan for concurrent instructional delivery, including a learner transition plan, integrate technology for digital literacy, and address learner accessibility needs.		
Development & Delivering AE and occupational instructors collaborate to build a standards-based SSLO before curriculum development. We incorporate college/career planning, evidence-based practices, and professional development for IET staff.		



Continuously Improving Partners assess and improve the program together. We engage in formal evaluation, including structured stakeholder feedback (surveys, focus groups), and build in a continuous improvement cycle.		
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Setting SMART Program Goals

Once you've selected your IET program opportunity, develop goals across three categories learner, program, and partner using the SMART framework. Well-defined goals guide curriculum design, partner alignment, and your evaluation plan.

SMART	Criteria	Example (Healthcare IET)
Specific	What is the outcome? How will it be accomplished?	90% of participants earn a CNA credential through a concurrent ABE/ESL + clinical training IET.
Measurable	How will you know if you accomplished it?	Track credential attainment in NRS Table 11; compare against the 90% target each cohort.
Attainable	Is the goal realistic given your capacity and constraints?	Based on regional pass rates and available learner supports — 85–90% is achievable with strong case management (see NY-BEST data).
Relevant	How does it meet the identified learner or workforce need?	Regional employer shortage of CNAs; learners want healthcare careers and family-sustaining wages — direct alignment.
Time-Based	When will the goal be achieved?	Measured at program completion; reviewed each cohort cycle and reported at year-end advisory meeting.



SECTION 03 | Partnerships

Building & Sustaining Partnerships

IET cannot succeed without intentional, well-structured collaboration. Strong partnerships coordinate services, align outcomes, and eliminate barriers for learners.

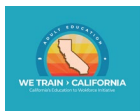
Who Belongs at the Table

Partner Type	Role in IET	Key Contributions
Adult Education Provider [Core]	Delivers adult education & literacy component	ESL/ABE/ASE instruction, CASAS assessment, WIOA Title II reporting
Vocational Training Provider [Core]	Delivers occupational skills training	Technical instruction, credentials, employer connections, curriculum expertise
Local Workforce Development Board [Core]	Coordinates and funds workforce system	WIOA Title I funds, ETPL access, labor market data, co-enrollment referrals
American Job Center (AJC) [Core]	Co-enrollment and wraparound services	Career counseling, supportive services, co-case management
Community-Based Organizations	Serve target population's holistic needs	Transportation, childcare, housing referrals, community trust-building
Employers / Industry Representatives	Validate curriculum; hire graduates	Internship sites, mock interviews, curriculum input, direct hiring
Faith-Based / Workers' Centers	Community outreach & participant support	Recruitment, language/cultural navigation, peer support networks

The IET Partnership Development Framework

Use the three-theme framework below to guide 2–3 hours of structured team conversation. Complete each theme in sequence before building your local partnership plan.

Theme 1: Landscape <i>Question Groups 1–2</i> What IET programs already exist? Who is and isn't being served? What do stakeholders perceive as strengths and weaknesses of existing programs?	Theme 2: Target Population <i>Question Groups 3–4</i> What educational and employment goals do the target population have? What barriers do they face when accessing existing services?	Theme 3: Potential Partners <i>Question Groups 5–7</i> What services can partners bring? How do their eligibility rules, outcome metrics, and funding structures align with IET goals?
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Formalizing the Partnership — MOU Essentials

Every IET partnership should include a signed Memorandum of Understanding (MOU) covering:

- Each partner's specific roles and responsibilities
- Staffing commitments and contact protocols
- Data sharing agreements and systems
- Outcome metrics each partner will track
- Co-enrollment processes and referral flows
- Regular meeting cadence and communication norms
- Funding contributions and participant cost coverage
- Timeline and renewal/exit provisions



Watch for Metric Misalignment

IET partnerships work best when outcome metrics are reasonably aligned. A partner with a 30-day employment mandate and a partner focused on living-wage sector jobs may pull in opposite directions. Discuss this openly at the outset.



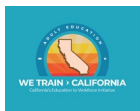
Sustaining Partnerships

Stable, year-over-year funding for each partner is key. Time-limited grants create fragility. Build in at least one durable funding source per partner when possible.



Case Highlight — Mountain View Los Altos Adult School (CA)

MVL established formal data-sharing with its IET partner, NOVA Workforce Center, to cross-refer participants for services that remove enrollment barriers (uniforms, immunizations). They use Santa Clara County's electronic SDR system alongside informal email/in-person updates to keep employer partners informed on program completions and accelerating hiring for graduates. Advisory committee meetings include dedicated time to reviewing outcome data and identifying gaps.



SECTION 04 | Curriculum

Curriculum Design & Instruction

Effective IET curriculum integrates basic skills and occupational content through a single set of learning objectives. Here is how to develop and align instruction across your team.

Developing the Single Set of Learning Objectives (SSLO)

The cornerstone of IET curriculum is the Single Set of Learning Objectives. One unified set of competencies that both the basic skills/ESL instructor and the occupational skills instructor are teaching toward.

1**Examine the Targeted Occupational Course (Tool #2)**

Assess pre-requisites, exit criteria, certifications, and whether your target population can succeed with basic skills support. Collect syllabi, course outlines, and competency lists from the training provider.

2**Identify Basic Skills Content Needed (Tool #3)**

Work with the workforce training instructor to map the occupational vocabulary, reading levels, math concepts, and communication tasks embedded in the technical content.

3**Find Contextualized Content (Tool #4)**

Source authentic materials from the occupation: forms, manuals, labels, scenarios, patient charts, safety documents. Catalog these materials for use in ABE/ESL lessons.

4**Incorporate Workforce Preparation Activities**

Identify which soft skills and workforce readiness activities should be explicitly taught and reinforced within the basic skills component, not only in the training program.

5**Draft the SSLO with Both Instructors (Tool #7)**

Combine occupational competencies, basic skills objectives, and workforce preparation activities into one coherent document. Both instructors sign off. This becomes the foundation for both syllabi and all lesson planning.

Instructor Collaboration Best Practices



Johnson County CC — Collaborative Curriculum

CTE and math faculty co-developed a contextualized math curriculum for Construction Management and CAD programs. CTE faculty contributed industry knowledge; math faculty contributed pedagogy. The result were materials students wanted to use that directly mapped to occupational skills needs.

- Regularly scheduled joint planning meetings (weekly or biweekly)
- Adult education instructor visiting the workforce training classroom to observe content
- Training instructor reviewing ABE lesson plans for alignment
- Shared lesson plan templates referencing the SSLO
- Joint review of student progress and assessment data
- Co-developed rubrics for professional skills and capstone projects



Tip

Set specific written expectations for instructor collaboration from program launch. Use Tool #6 (Coordinating Instruction) to formalize meeting frequency, planning responsibilities, and communication protocols.



Integrating Digital Literacy

Digital literacy is among the most frequently cited workforce preparation activities in IET programs nationally. Common course examples include Computer Basics, Vocational ESL, Google Suite Basics, Microsoft Office Basics, and keyboarding. Embed digital skills into both adult education and workforce training components to ensure students are career-ready in technology-driven workplaces.



Planning for Virtual or Hybrid Delivery

If delivering IET content virtually or in a hybrid model, select a learning platform that supports mobile access, learner tracking, and interactive options (e.g., Google Classroom, Canvas). Virtual delivery removes transportation barriers but may introduce technology access and focus challenges. Select a platform that: (a) includes a mobile app for learners without a computer; (b) provides ease of use and completion tracking for both instructors and students; and (c) includes interactive options such as online assessments and peer discussion. Ensure equity of access by planning for learners with disabilities, limited tech experience, and home environments that are not conducive to online learning. Consult your state adult education agency for guidance on virtual IET delivery requirements.



SECTION 05 | Students & Support

Student Recruitment, Onboarding & Support

IET programs serve adults with multiple responsibilities and barriers. Robust student support is not optional; it is what drives the outcomes that make IET worth delivering.

Recruitment & Admissions

- Establish clear admission criteria: basic skills threshold, language level, pre-requisites, and background check requirements
- Design intake forms and a new student orientation covering expectations, schedule, and credential goals
- Execute targeted recruitment through CBOs, faith organizations, workforce centers, and employer referrals
- Conduct pre-assessment in week 1 to confirm placement and establish skills gains baseline
- Conduct realistic job previews, including site tours, before enrollment to improve persistence



NY-BEST 'Vestibule' Onboarding

LaGuardia Community College's NY-BEST program developed an intensive onboarding process that prepares students before the technical course begins. Combined with data-informed case management, they achieved 85% retention and 98% certification pass rates across 10 EMT cohorts.

Essential Student Support Services

Career Navigation

The most frequently offered support in IET programs nationally. Includes goal setting, career planning, labor market information, and postsecondary pathway advising.

Job Readiness Activities

Resume development, mock interviews, job search skills, and employer site visits. NY-BEST integrates one weekly hour of job readiness alongside technical content.

Academic Case Management

Monitor attendance and performance data weekly. Intervene early with tutoring, open lab hours, or peer cohort support. Build student persistence plans collaboratively.

Childcare & Transportation

Partner with AJCs and CBOs to provide childcare subsidies and transportation support — the most cited barriers for adult learners in IET programs.

Basic Needs Navigation

Connect students to food assistance, housing, financial support for program costs (uniforms, immunizations, exam fees). A dedicated Educational Case Manager can coordinate referrals.

Post-Completion Retention

Support graduates in their first 90 days of employment — helping them onboard, navigate challenges, and identify advancement opportunities via a Retention Specialist.



Individualized Learning Plans

An Individualized Learning Plan (ILP) ensures that each student's needs, goals, and barriers are identified at intake and actively addressed throughout the program. The ILP is a living document used by instructors, advisors, and support staff to coordinate services and track progress. Build it into your intake process from day one.

 Pre-Enrollment Outreach and recruitment set learner expectations. Conduct realistic job previews and community information sessions to attract and screen appropriate participants.	 Intake Interview each learner to document goals, barriers, and accessibility needs. Draft the ILP with the learner. Cover: short/long-term career goals, prior education, barriers to attendance, and services needed.	 Participation Use the ILP to guide regular check-ins, coordinate support services, and trigger early intervention when attendance or performance flags arise.	 Transition Update the ILP to reflect next steps: job placement support, postsecondary enrollment, or career advancement. Connect students to a Retention Specialist for post-completion follow-up.
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Accessibility Needs



Adult education programs are required to provide accommodation to individuals with disabilities under the ADA. At the program level, assess accessibility needs across four areas when designing instruction: (1) testing and test-taking ability; (2) technology and internet skills; (3) study skills, note-taking, and time management; and (4) language barriers. At the individual level, document specific accommodations and assistive technology needs in the Learner Success Plan and share with instructors and support staff. Consult your state agency for guidance on Section 188 of WIOA and Title II accessibility responsibilities.



SECTION 06 | Data & Compliance

Data, Reporting & Compliance

IET programs using federal adult education funds have specific reporting requirements. Strong data practices also drive continuous improvement.

Key Data to Track

Data Category	What to Collect	Why It Matters
Pre/Post Assessments	CASAS or state-approved scores at intake and exit	Required for NRS skill gains reporting; measures EFL advancement
COAAP / EL Civics	Completion of Civics Objective-Based Assessment Activities	Required for IELCE Section 243 participants; documents workforce prep progress
Credential Attainment	Certificates, industry licenses, and IRTCs earned; HSE attainment	Core WIOA measure; reported in NRS Table 11
Employment Outcomes	Employment in the 2nd and 4th quarter after exit; wage levels	Core WIOA performance measure; tracked via UI wage records
Program Participation	IET enrollment flag; hours across all three components	NRS Table 3 (Participants by Program Type); enables IET-specific reporting
Postsecondary Co-Enrollment	Concurrent enrollment in postsecondary program; credentials attained	Reported in NRS Table 5 (Postsecondary Credential Attainment)
Supportive Services	Services received and referrals made per participant	Enables co-case management; demonstrates comprehensive service delivery

Common Compliance Questions

Does our program need to be on the ETPL to access Title I funds?

Yes. For adult education IET programs to access WIOA Title I Adult and Dislocated Worker funds, they must be included on the state's Eligible Training Provider List (ETPL). Being on the ETPL significantly expands funding options.

Is IET required for all adult education programs under WIOA?

IET is required for IELCE Section 243 programs and is allowable, but not required, with general Title II AEFLA funds.

How do we report IET participants in the National Reporting System?

Flag IET participants in NRS Table 3 (Participants by Program Type and Age). IET-specific outcomes go in NRS Table 11 (technical/occupational skills progress). Co-enrolled participants' postsecondary credentials are tracked in NRS Table 5.

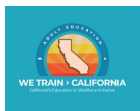


Can AEFLA funds pay for the occupational training component?

AEFLA funds are dedicated to 'academic instruction and education services below the postsecondary level.' While workforce training often qualifies at this pre-college level, relying solely on already-limited AEFLA funds constrains the ability to scale an IET program. Braiding AEFLA funds with those from WIOA Title I, Perkins, California Adult Education Program, state grants, and financial aid is strongly recommended.

What about double-counting outcomes across multiple funded programs?

When multiple federally funded partners co-enroll participants, there are rules around double-counting outcomes (e.g., employment placements) across programs. Consult your state agency for guidance and address this explicitly in partner MOUs.



SECTION 07 | Strengthening

Strengthening an Existing IET Program

If you already have an IET program running, this section helps you diagnose gaps, deepen partnerships, and continuously improve outcomes.

Common Challenges & Solutions

Our instructors don't have enough time for joint planning.

Build joint planning time explicitly into both instructors' contracts/schedules. Use a shared lesson plan template so preparation is parallel, not duplicative. Start with monthly meetings and build up. Use shared drives to enable asynchronous alignment between sessions and prioritize planning around the highest-impact contextualization moments (e.g., when a major technical unit starts).

Retention is lower than we'd like.

Retention challenges usually trace back to inadequate onboarding, unmet basic needs, schedule conflicts, or a mismatch between student expectations and program reality. Conduct realistic job previews before enrollment, assign a case manager to track attendance weekly, build individual persistence plans, ensure transportation and childcare supports are in place, and build peer cohort structures that create social accountability.

Our employer partnerships feel one-directional.

Deepen engagement by inviting employers to provide curriculum input, conduct mock interviews, evaluate student presentations, arrange worksite visits, and co-develop OJT agreements. Host employer advisory meetings where you share program data and ask for sector intelligence. The closer the educator-employer relationship, the better graduates perform in hiring.

We're not sure our program still meets the IET definition.

Conduct an IET compliance audit: (1) Are all three components truly concurrent not sequential? (2) Is there a documented Single Set of Learning Objectives shared by both instructors? (3) Is basic skills content genuinely contextualized within the workforce training content, not generic? (4) Is the training leading to a specific occupation? (5) Does the workforce training include an industry-recognized training credential pathway? Address any 'no' answers first.

Our funding is unstable year to year.

Get on the ETPL and the LTPL to access Title I funds. Explore Pell Grant Ability to Benefit for credit-bearing programs. Engage your WDB about IET funding in their annual allocations. Build relationships with local foundations. Diversify across at least 2-3 funding sources. Programs with strong completion, credentialing, and wage data are much easier to fund — let your outcomes make the case.

**We don't have a formal evaluation plan in place.**

Design your Program Evaluation Plan before or during implementation, not after. Align evaluation questions to your learner, program, and partner goals. Identify both outcome questions (what was accomplished?) and process questions (how was it accomplished?). Plan for both quantitative data (credential attainment rates, skill gains, employment outcomes) and qualitative data (participant surveys, instructor feedback, focus groups). Assign a lead evaluator, identify data sources and sharing agreements, and build automated feedback loops (online surveys, program logs) to reduce burden. Share findings with partners and funders at the end of each cohort cycle. For guidance, see the AIR IET Design Toolkit's sample Program Evaluation Plan (Desk Aid 11).

Our instructors and staff need more professional development on IET design.

Before IET launch, orient all staff and stakeholders to the program goals, instructional delivery model, and learner supports. Explore resources such as those from [CALPRO](#) and [CASAS](#) that provide IET-specific professional development covering: (1) how to develop integrated curricula using a single set of learning objectives; (2) contextualization strategies and instructional delivery approaches, including team teaching; (3) incorporating digital literacy and accessibility; and (4) on-the-job familiarization with the target occupation and its materials. Conduct job shadowing with occupational training partners where possible. Plan for annual professional development as part of the program work plan and include it as a checklist item in your continuous improvement cycle.

Continuous Improvement Cycle

A**Review Outcome Data Regularly**

At every advisory committee meeting, dedicate time to reviewing completion rates, credential attainment, skills gain data, and employment outcomes. Compare against targets and prior cohorts.

B**Identify Performance Gaps**

Where are students not achieving expected outcomes? Are gaps concentrated in a specific cohort, demographic, or program phase? Use disaggregated data to pinpoint root causes rather than surface symptoms.

C**Engage Partners in Problem-Solving**

Share findings with all partners. Co-develop interventions. Each partner may address a different root cause — employer partners on curriculum relevance, AJC partners on support service gaps, training providers on instructional pacing.

D**Revise and Pilot Changes**

Make targeted adjustments to curriculum, scheduling, enrollment criteria, or support services. Pilot in the next cohort and compare outcomes. Stay nimble, the labor market and learner needs evolve continuously.



Industry Changes Require IET Evolution

Technology, employer needs, and industry standards shift over time. Building maintenance programs now face digital systems demands; healthcare programs must adapt to changing credentialing standards. Schedule regular curriculum reviews with employer partners to keep your program current and competitive.



Checklists & Planning Tools

Use these checklists to track your progress through key phases of IET program development. Check each item as your team completes it.

Planning & Program Development

- ☐ Identify local employment trends and in-demand occupations
- ☐ Identify job and training requirements for target occupation
- ☐ Map gaps in available training services in the region
- ☐ Describe the target population (Tool #1)
- ☐ Examine the training course for fit (Tool #2)
- ☐ Identify potential partners across all key partner types
- ☐ Discuss program goals with potential partners
- ☐ Define partner roles, responsibilities, and contributions
- ☐ Identify potential financial resources and funding streams
- ☐ Confirm program is eligible for state ETPL listing
- ☐ Identify program personnel: training instructor, adult education instructor, admin, support staff
- ☐ Define expected outcomes and data to be collected

Curriculum & Program Build

- ☐ Collect training syllabus, course outline, and competency list
- ☐ Identify basic skills content embedded in the training course (Tool #3)
- ☐ Collect authentic occupational materials for contextualization (Tool #4)
- ☐ Identify workforce preparation activities to incorporate
- ☐ Create Single Set of Learning Objectives (SSLO) with both instructors (Tool #7)
- ☐ Set instructor collaboration expectations and meeting schedule (Tool #6)
- ☐ Develop an integrated syllabus aligned to SSLO
- ☐ Compile lesson plans for adult education component
- ☐ Design IET class structure (Tool #5): length, hours, location, schedule
- ☐ Develop curriculum implementation timeline (Tool #8)
- ☐ Create project timeline with all partners
- ☐ Execute Memoranda of Understanding with all key partners



Launch & Enrollment

- ☐ Schedule IET program (confirm dates, rooms, instructors)
- ☐ Establish admission criteria including basic skills and language thresholds
- ☐ Create admission forms and enrollment paperwork
- ☐ Develop and schedule new student orientation
- ☐ Execute targeted recruitment plan
- ☐ Train instructors in curriculum, assessments, and co-teaching approach
- ☐ Administer pre-assessments (CASAS) in first week
- ☐ Develop student persistence plans with each enrollee
- ☐ Confirm supportive services are accessible (childcare, transportation, basic needs)

Sustaining & Improving

- ☐ Maintain ongoing instructor collaboration (regular joint planning meetings)
- ☐ Monitor attendance and academic performance data weekly
- ☐ Provide consistent career coaching throughout the program
- ☐ Hold regular partner check-ins for joint troubleshooting
- ☐ Administer post-assessments at program exit
- ☐ Collect and report outcomes to funders and state agencies
- ☐ Analyze outcomes data and identify performance gaps
- ☐ Review curriculum with employer partners for currency and relevance
- ☐ Draft plan for program revision based on evaluation findings
- ☐ Attend professional development opportunities for IET staff
- ☐ Explore additional funding streams to support sustainability
- ☐ Administer end-of-program participant survey and end-of-term partner survey; analyze and share results
- ☐ Review and update Individual Learner Success Plans at each program phase (intake, mid-program, transition)
- ☐ Conduct formal or informal program evaluation aligned to SMART goals; document findings and recommendations
- ☐ Orient new IET staff and stakeholders to program goals, learner support structures, and instructional delivery approach

Key Reference Documents & Tools



CASAS: Planning and Implementing a New IELCE/IET Program

Step-by-step guidance for California programs — casas.org



Penn State ISAL: Developing Basic Skills Curriculum for an IET (Tools #1–9)

Nine practitioner tools for curriculum development including SSLO, class structure, coordinating instruction, and lesson plan templates



DOL Career Pathways Toolkit: A Guide for System Development

doleta.gov/usworkforce/pdf/career_pathways_toolkit.pdf



National Skills Coalition: IET Policy Toolkit

State-level policy landscape, model legislation, and advocacy tools — nationalskillscoalition.org



WIOA Official Regulations (DOL) 34 CFR §463.35

The authoritative federal source for IET definitions, requirements, and guidance — ecfr.gov



The EARN Project Resources

[IET for English Learners Desk Aid 1: Research and Assess](#)

[IET for English Learners Desk Aid 2: Plan and Design](#)

[IET for English Learners Desk Aid 3: Develop and Implement](#)

[IET for English Learners Desk Aid 4: Evaluate and Sustain](#)

[Promising Practices for Collaborating with Industry and Workforce Development Partners in Integrated Education and Training Programs](#)



AIR / OCTAE: Integrated Education and Training (IET) and Design Toolkit— 2025

Four-phase IET design framework (Research & Assess, Design & Plan, Develop & Implement, Evaluate & Improve) with the IET Assess Tool, IET Planning Tool, fillable desk aids, and sample evaluation plans. Produced by the American Institutes for Research (AIR) and Safal Partners for the U.S. Department of Education's Office of Career, Technical, and Adult Education (OCTAE). Public domain.



CALPRO Advance Integrated Education and Training (IET): IET Fundamentals (Self-directed online course)

This self-paced course supports independent professional development; there is no facilitator nor other participants. Sign up now and access the class for 3 months. There is no official start or end date to worry about.

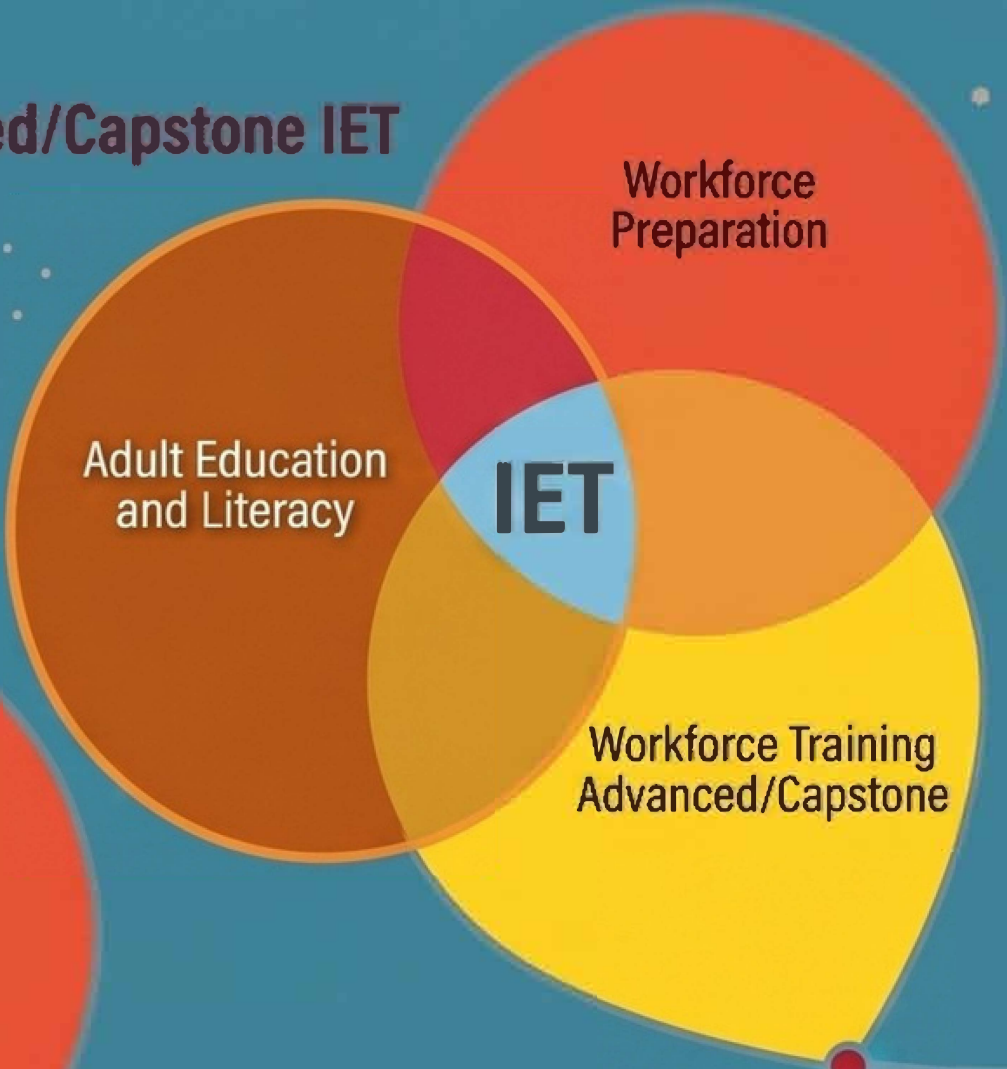


Future of Work Florida: IET Employer Guide

Easy to understand guide for employers as they partner with adult education for IET.

Integrated Education and Training Pathway

Advanced/Capstone IET



Topics:

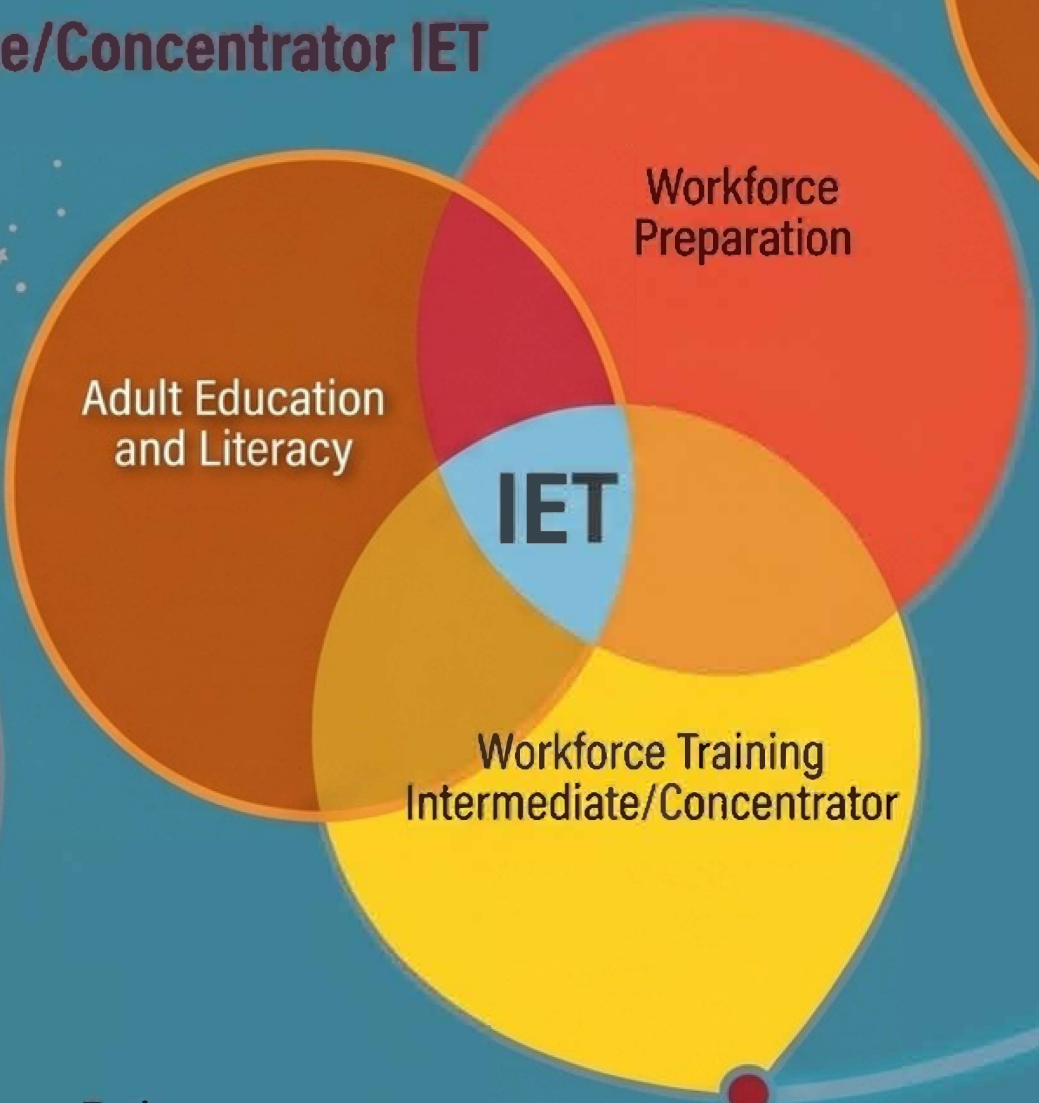


Certification:



Outcome:

Intermediate/Concentrator IET



Topics:

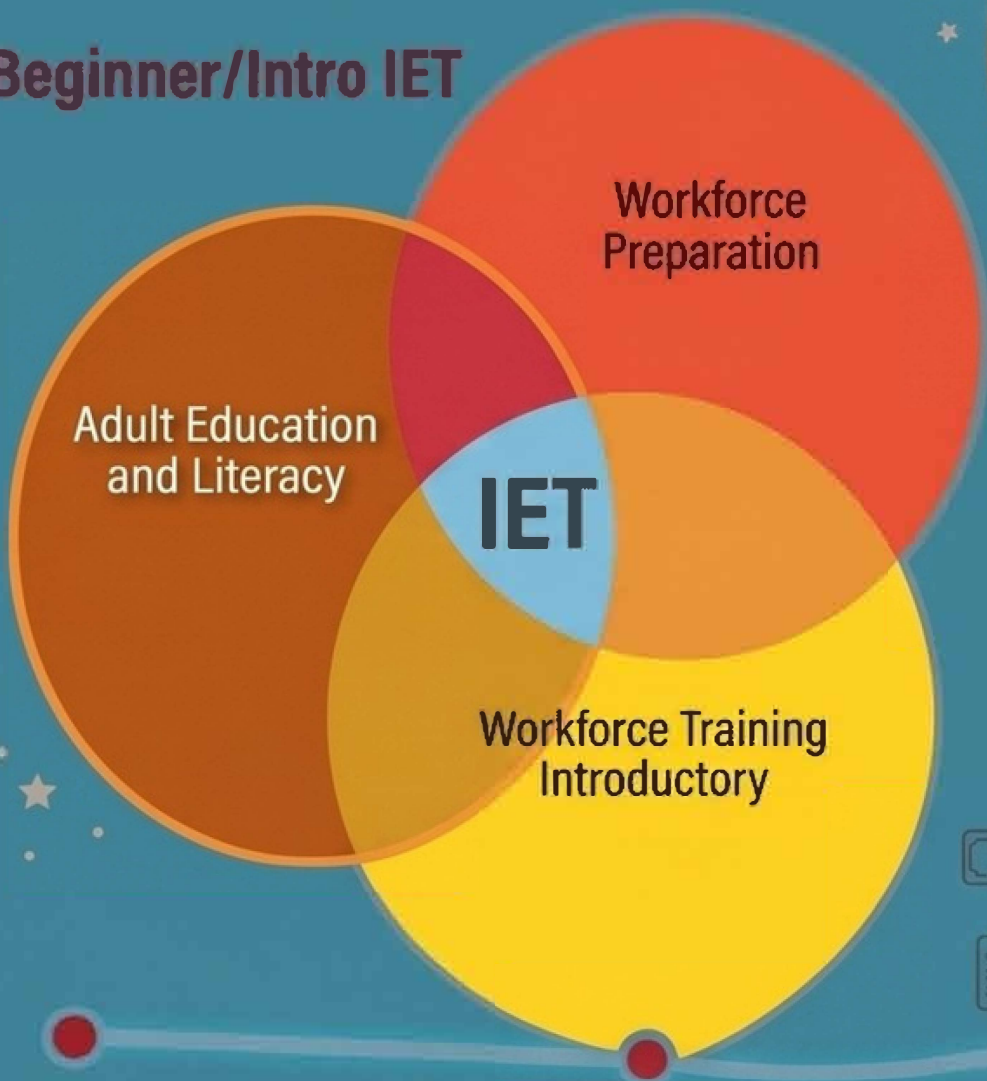


Certification:



Outcome:

Beginner/Intro IET



Topics:



Certification:



Outcome:



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California's Education to Workforce Initiative