

## 2. Oregon IET Toolkit: Program Design

Updated April 2026

### Background

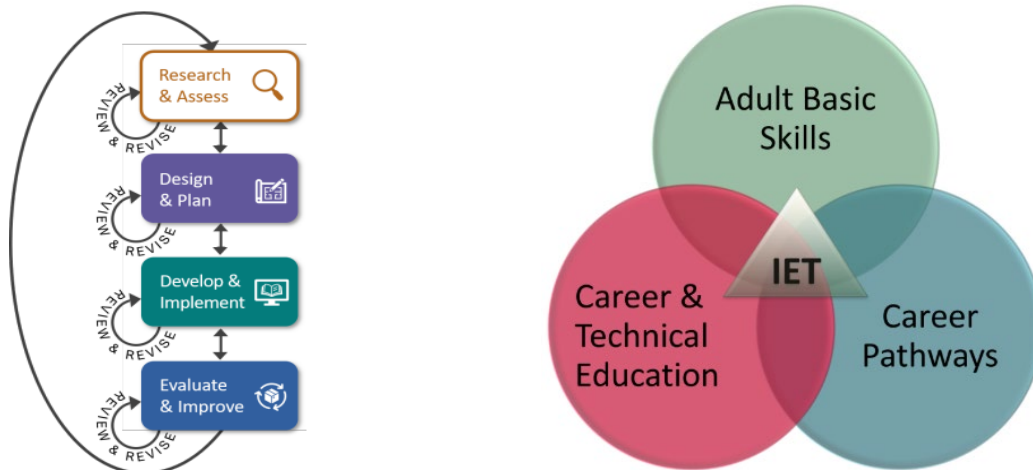
“IET Program Design refers to the intentional design and development of a program that meets the needs of local labor markets; provides a pathway to quality jobs; and aligns with federal and state policies.” - [IET Quality Indicators](#)

The materials in this section relate to the IET Quality Indicators for Program Design. You may want to begin by reviewing the related quality indicators ([Indicators #1-8](#)). To help guide your use of the resources below, assess your IET program against Quality Indicators #1-8 using the [Oregon IET Self-Assessment Tool](#). The Resources provided below indicate which Quality Indicator(s) they address.

### Visualizing the Program Design Process

The image on the left below, from the [IET Design Toolkit](#) (p. 2), shows the four phases of IET development. The first two phases are covered in this section of the Oregon IET Toolkit: (1) Research & Assess and (2) Design & Plan.

In Oregon, IET programs are planned and designed through a collaboration between Adult Basic Skills programs (ABS), Career Pathways programs (CP), and Career & Technical Education programs (CTE), shown in the diagram below on the right. This design allows ABS programs to partner with existing state-approved CTE programs, which are already part of career pathways, have identified labor market needs, and culminate in a recognized postsecondary credential. Additionally, programs can access wraparound services for learners through the state’s nationally-recognized CP programs. In the Oregon Department of Corrections, ABS programs cooperate with existing Work-based Learning Programs at the program site. All partners should be involved in the IET design process.



## Program Design Resources

Resource	Description	Quality Indicator
<a href="#">Research and Assess Your IET</a> (IET Design Toolkit)	This guide walks you through a needs assessment, including key questions to ask and answer, guided reflection and brainstorming, and how to select a desirable, feasible, and viable IET program that meets both learner and industry needs. Read Sections 1.1-1.3 (pp. 10-25) and fill out the accompanying IET Assessment Tool (pp. 102-135) with your local information.	1, 2, 3, 5, 8
<a href="#">Design and Plan Your IET</a> (IET Design Toolkit)	This guide walks you through forming an IET design team, defining the program and its goals, designing a sustainable program structure, planning the learner experience, and creating a program evaluation plan. Read Sections 2.1-2.4 (pp. 26-55) and fill out the accompanying IET Planning Tool (pp. 136-159) with your local information.	3, 4, 5, 6, 7, 8
<a href="#">Mt. Hood Community College New Physical Therapy Aide</a>	This webinar illustrates the first two phases of the IET Design Toolkit. Kristen Kulongoski, Manager of Adult Basic Skills and Career Pathways at MHCC, provides a detailed description of the process for researching and designing their new Physical Therapy Aide IET program.	1-8
<a href="#">Oregon ABS Policy Manual and IET FAQs</a>	ABS Policy Manual Sections 5.10 Integrated Education and Training (IET) and 5.11 Integrated English Language and Civics Education (IELCE) lay out state context and policies for IET activities. The IET FAQs help interpret common policy questions.	5
<a href="#">Oregon IET Checklist</a>	Review this quick checklist to determine if your IET program has all the required components in place. This is a technical assistance document and is not submitted to the state team.	5
<a href="#">Oregon IET Application Form</a>	Review this required form to get an overview of all of the program design elements for an IET in Oregon. Programs must fill out an Application Form for each IET that they plan to run in the upcoming program year (July 1-June 30).	1-8
<a href="#">Understanding Your CTE Program Webform</a>	Programs are strongly encouraged to design their IET around a state-approved CTE Program. This technical assistance document explains how to read a CTE Program document filed with the state and identify the critical pieces for IET program design, including the program outcomes, courses, and recognized postsecondary credential. Programs will need to submit the CTE Program Webform as part of their IET Application Form.	1, 2, 5
<a href="#">Eligible Training Providers List (ETPL)</a>	If the IET is not designed around a state-approved CTE program, then it must be on Oregon's ETPL. The list contains training from providers that are supported through the state administration of WIOA, which means that programs can use WIOA Title IB funds	1, 2, 5

Resource	Description	Quality Indicator
	to pay for the IET. Programs will need to submit this information as part of their IET Application Form.	
<a href="#">Mt. Hood Community College Child Development Associate IET Program Design</a>	This graphic shows how MHCC has designed their Child Development Associate IET to fit into the MHCC Early Childhood Education Career Pathway for English Language Learners.	1, 2, 3
<a href="#">Mt. Hood Community College Nursing Assistant IET Program Design</a>	This graphic shows how MHCC designed their Nursing Assistant IET for ESOL learners. Notice that the graphic says “IELCE,” denoting that the IET is funded with a WIOA Title II Integrated English Language and Civics Education (IELCE) grant. This means that the IET must include not only the three required components of adult education and literacy, workforce preparation, and workforce training; it also must include civics education. The first term (VESL-only) is technically a bridge course preparing learners for entry into the IET, since it is contextualized but there is no co-enrollment with the Nursing Assistant CTE program. In the second term, learners are co-enrolled in VESL and CTE and can earn their CNA license.	1, 2, 3
Lane Community College IET Outreach and Recruitment <i>Coming Spring 2026</i>	In this video, the IET Team at Lane Community College, led by Rosa Lopez, describes the strategies that they’ve been using successfully for years to enroll and retain learners for their IET programs.	6, 7
<a href="#">Clackamas Community College IET Marketing Materials</a>	Clackamas’ marketing materials for their Healthcare Careers and CNC Operators IETs. Includes flyer, rack card, and social media.	6
<a href="#">Chemeketa Community College IET Marketing Materials</a>	Chemeketa’s marketing materials for Healthcare Interpreting, Medical Assisting, Early Childhood Education, and a multi-IET flyer,	6
<a href="#">Chemeketa Community College Early Childhood Education Orientation</a>	See this Orientation slideshow as an example of how to onboard new students to an Early Childhood Education Program.	7
<a href="#">Chemeketa Community College Healthcare Interpreting Orientation</a>	See this Orientation slideshow as an example of how to onboard new students to the Healthcare Interpreting Program.	7

<b>Resource</b>	<b>Description</b>	<b>Quality Indicator</b>
<a href="#">Chemeketa Community College Medical Assisting Orientation</a>	See this Orientation slideshow as an example of how to onboard new students to the Medical Assisting Program.	7
<a href="#">Oregon Funding Sources for IET</a>	This document provides a list of state of Oregon grants and funding sources that can be used to braid funding for IET development and implementation.	8