

6. Oregon IET Toolkit: Program Management / Staffing / Organization Support

Updated April 2026

Background

“Program Management/Staffing/Organization Support refers to employing data-based decision-making, effective communication strategies, and sustainable planning to support continuous improvement in all program components.” - [IET Quality Indicators](#)

The materials in this section relate to the IET Quality Indicators for Program Management/Staffing/Organization Support. You may want to begin by reviewing the related quality indicators ([Indicators #21-24](#)). To help guide your use of the resources below, assess your IET program against Quality Indicators #21-24 using the [Oregon IET Self-Assessment Tool](#). The Resources provided below indicate which Quality Indicator(s) they address.

Program Management/Staffing/Organization Support Resources

Resource	Description	Quality Indicator
Create an Evaluation Plan (IET Design Toolkit)	Thinking about your continuous improvement cycle; determining what to evaluate; planning for data collection, sharing, and reporting; and reviewing a sample IET program evaluation plan. Read Section 2.4: Create an IET Program Evaluation Plan and review Desk Aid 11: Sample Program Evaluation Plan (pp. 46-55). Fill out the Program Evaluation Plan charts (pp. 152-154) with your local information.	21, 22
Develop Program Materials, Tools, and Procedures (IET Design Toolkit)	Considering what program administration and data collection tools and procedures you’ll need to develop or adapt for your IET program. Read Section 3.3: Develop Program Materials, Tools, and Procedures (pp. 84-85).	21, 22, 23, 24
Create a Communication Plan (IET Design Toolkit)	Creating a plan that clarifies what will be communicated, how, when, and by whom. Read “Create a Communication Plan” (p. 35) and fill out the accompanying chart (p. 144) with your local information.	22
Implement the Program and Collect Data (IET Design Toolkit)	Considering key questions and using data to guide continuous development on program launch and training delivery. Read Section 3.4: Implement the Program and Collect Data (pp. 86-87).	21
Evaluate and Improve (IET Design Toolkit)	Analyzing data collected during program implementation; presenting results to partners for continuous improvement; and	21, 22, 24

Resource	Description	Quality Indicator
	acting on improvement strategies. Read Section 4: Evaluate and Improve (pp. 89-96).	
Plan for Sustainability (IET Design Toolkit)	Creating a work plan that identifies key priorities and tasks, who is responsible, timelines, and strategies required to accomplish the tasks. Read “Plan for Sustainability” (p. 34-35) and fill out the Work Plan Template (p. 141).	24
MHCC Train-the-Trainer: Training Strategies to Help English Learners and All Participants Session Plan and Handout	This workshop, led by MHCC’s ABS program, helped build MHCC CTE instructors’ awareness and knowledge of instructional strategies that meet the needs of ABE, ASE, and ESOL learners in their IET programs. Includes practical training scenarios from the classroom. Use as-is and/or adapt the training scenarios to your IET program context.	23
MSGs for IETs in Oregon	This document provides an overview of the Measurable Skill Gain (MSG) primary indicator of performance and reporting requirements, focusing on MSGs specific to IET programs (types 3, 4, and 5) with specific examples for Oregon, and includes examples of the validation and documentation required.	21, 23
Measurable Skills Gains in WIOA Title II IETs: MSGs 3, 4, 5, and 1c	In this webinar from the Oregon State IET Team, learn about how IETs can take advantage of specific MSGs to document learner and program success. WIOA Title II measurable skills gains (MSGs) document academic, technical, occupational, or other forms of learner progress toward a credential or employment. MSGs play a significant role in federal and local funding. Appropriate for ABS leadership, data professionals, and faculty. CP and CTE partners are encouraged to review to learn about MSGs and the key role they play in IET program design and evaluation.	21, 23
IET Roles & Responsibilities for Data Professionals	In this webinar, the State IET Team reviews data considerations for IET programs. Data professionals must be able to collect and manage IET data accurately. Program leaders must build-in time for data professionals to learn and develop new processes for tracking IET learner and program data. ABS, CP, and CTE partners must decide when and how they’ll review, analyze, and share IET data as part of their ongoing data cycle. Appropriate for ABS, CP, and CTE leaders and data professionals. Faculty and staff may also be interested.	23
2025-26 Data Manual for WIOA Title II Providers in Oregon	This manual outlines Oregon’s WIOA Title II data collection, definitions, accuracy, integrity checks, and reporting requirements; used in conjunction with the 2025-26 Oregon ABS Policy Manual . Review the data manual for details about IET data in Oregon, including Sections 2.3 (Class Designations and Individual Special Programs) and 4.5 (MSGs for IET/Workplace Literacy Participants).	21, 23

Resource	Description	Quality Indicator
IET Roles & Responsibilities for Instructors	In this joint session from the State IET Team and Chemeketa Community College, we consider: What do instructors need to know about teaching in the IET model? What can leadership do to help prepare and support IET instructors? Learn what leadership and instructors need to know and plan for in order to make the IET instructional experience a success. Appropriate for ABS, CP, and CTE leadership and faculty. Staff may also be interested.	23
IET Roles & Responsibilities for Program Leaders	Webinar from the State IET Team. IETs are a partnership between ABS, CP, and CTE. What do leaders in these areas need to consider, know, and do to set up and sustain IETs for success at their institution? Appropriate for ABS, CP, and CTE leadership. Faculty and staff may also be interested.	23
Chemeketa Community College End of Term Debrief for BNA Program	End of Term Debrief to address evaluation of BNA IET and appropriate adjustments	22
Chemeketa Community College End of Term Debrief for ECE Program	End of Term Debrief to address evaluation of ECE IET and appropriate adjustments	22
Chemeketa Community College IET Orientation for ABS Instructors	See here for an example of a training that all potential IET instructors complete before teaching in the IET model.	23
MHCC Career Pathways and IET Administrative Checklist	A check list to keep term-by-term tasks, responsibilities, and timelines for the IET program all in one place and ensure tasks are completed on time.	22, 23
MHCC IET Program Roles and Responsibilities	This document helps to delineate staff roles and duties and is useful for onboarding new staff.	23
Chemeketa Community College Master IET Calendar and Program Information	Use this calendar as a central location to store data for stakeholders to access.	22, 23