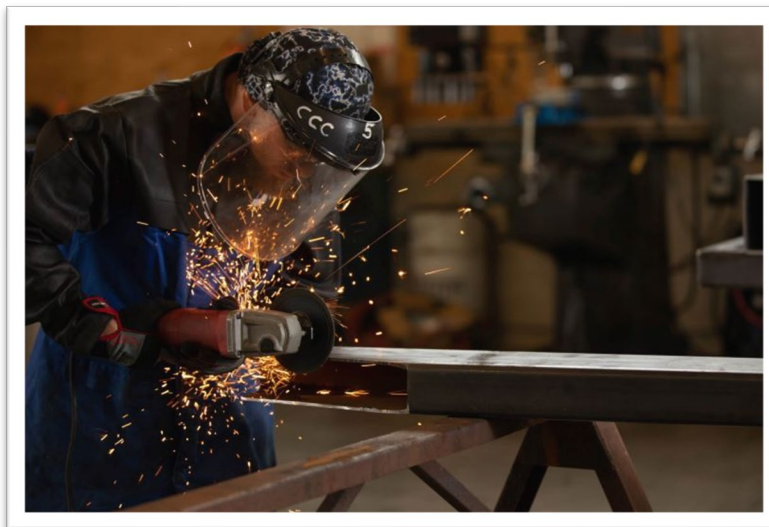




Oregon Integrated Education & Training Toolkit

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Credit: Chemeketa Community College

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How to Use the Oregon IET Toolkit

Integrated Education and Training (IET) is an evidence-based service delivery model designed to help adult learners build foundational skills while simultaneously progressing toward career and postsecondary goals. By aligning adult education, workforce preparation, and occupational training, IET programs create accelerated and coherent learning experiences that support persistence, credential attainment, and meaningful employment outcomes. As the demand for skilled workers continues to grow, IET offers a powerful approach for meeting learners' needs and supporting economic mobility.

This Oregon IET Toolkit provides college program staff, administrators, and instructors with practical guidance, planning tools, and curated resources to strengthen or develop IET programs. Whether you are refining an existing model or exploring ways to launch a new one, the materials included here aim to support effective design, implementation, and continuous improvement. Our goal is to equip practitioners with Oregon-specific examples and resources, adaptable templates, and evidence-informed strategies that make IET both achievable and sustainable at your Oregon community college program.

The Toolkit is organized by nationally-recognized [IET Quality Indicator](#) categories: Program Design, Collaboration and Industry Engagement, Curriculum and Instruction, Student Experience and Progress, and Program Management/Staffing/Organization Support.

The HECC/CCWD IET Team is here to support you and provide technical assistance along the way. Please see some suggested ways to get started below.

- If you are a **beginner in IET**, you should start with the first section, “IETs in Oregon.” Once you’ve had an opportunity to connect with your local team to better understand your local IET programs and resources, revisit the toolkit to learn more.
- If you have some experience or consider yourself **intermediate**, you might consider identifying which category it is you want to improve upon and begin in that category.
- If you are **experienced** in IETs and looking for program evaluation resources, you may want to use the Oregon IET Self-Assessment Tool to evaluate your program and identify areas for continuous program improvement.

The HECC/CCWD IET Team would like to thank Melody Abarca-Millan, IET Faculty Lead and ESOL Instructor/Program Co-Chair at Chemeketa Community College, as well as all the contributing programs across the state, for their invaluable assistance constructing this Toolkit.

If you have any questions about the Oregon IET Toolkit, or if you’d like to share a local resource in the Toolkit, please email hecc.absteam@hecc.oregon.gov.

The HECC/CCWD IET Team

1. Understanding IETs in Oregon

Background

If you are new to Integrated Education & Training Programs (IETs), or new to IETs in Oregon, this is a good place to start. The information in this section of the Toolkit provides a beginner-level overview of IETs.

Your key takeaways from this resource should be:

- IET programs are a critical acceleration strategy for adult learners to earn postsecondary credentials
- IET programs require the collaboration of three key partners: Adult Basic Skills, Career & Technical Education, and Career Pathways programs
- IET programs must adhere to federal and state policies guiding IET implementation
- HECC's CCWD state IET Team is dedicated to supporting the development, implementation, and continuous improvement of IETs in Oregon through professional development and technical assistance

What is an IET?

IETs are "...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 education and career advancement" (34 CFR 463.35).

The key features of IETs are that these programs are:

- Integrated - the program curriculum weaves together adult education and literacy activities (foundational literacy/numeracy, English language acquisition, college and career preparation), workforce preparation activities (employability skills), and workforce training (CTE content)
- Concurrent - learners are co-enrolled in Adult Basic Skills and Career & Technical Education programs simultaneously
- Contextualized - all adult education and literacy activities, workforce preparation skills, and workforce training are taught through the lens of the CTE program content using occupationally-relevant materials
- Credentialed - the CTE program is part of a career pathway and learners earn a recognized postsecondary credential during the IET program (e.g., Career Pathways Certificate of Completion, Non-Credit Training Certificate, Industry-Recognized Credential)

Sample IET programs in Oregon include Early Childhood Education, Welding, Accounting, and Phlebotomy. Adult Basic Skills/CTE Instructor teams work together to develop and deliver the instructional content either together in the same classroom or in separate classrooms similar to a co-requisite model. Data is collected and shared across programs for continuous improvement and to satisfy federal and state reporting requirements.

Review the resources below to better understand what an IET is, what the requirements for IETs are, the key features of IETs, and what these models look like in practice in Oregon.

Resource	Description
Oregon IET Brief	The Oregon IET brief can be used as a communication tool with college and community partners to inform what IET is, share relevant data on IET impact, and highlight student and program profiles.
Understanding IETs in Oregon	This webinar by the State IET Team covers federal and state IET definitions and policies; provides examples of IET models at community colleges in Oregon; explains the critical part that IETs play in Oregon’s postsecondary education and training programs; and applies the key features of IET programs to local case studies in order to answer the most common question received by the State IET Team: “Is this an IET?” Handout and slides are included.

IET Partners in Oregon

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). 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 Career Pathways programs. In the Oregon Department of Corrections, ABS programs cooperate with existing Work-based Learning Programs at their site. All partners are involved in IET design and implementation.



Adult Basic Skills

Oregon’s Adult Basic Skills (ABS) programs provide adult Oregonians with the skills they need to support their families, pursue their careers, participate in their communities, and/or further their education. These programs generally offer instruction in the following areas: English as a second language; reading, writing, and math; GED® test credential preparation; high school diploma preparation; workplace skills, including critical thinking, digital literacy, locating and using information, and interpersonal workplace skills. Programs are housed at Oregon’s 17 community colleges and the Department of Corrections. All WIOA Title II-funded Adult Basic Skills programs are required to offer at least one IET program per the WIOA Title II grant issued through Oregon’s Higher Education Coordinating Commission.

- [Learn more about Adult Basic Skills programs in Oregon](#)

Career & Technical Education

The State of Oregon administers federal funding to support Career Technical Education (CTE) at public institutions statewide. These programs help Oregonians gain the skills, technical knowledge, academic foundation, and real-world experience needed to prepare for high-skill, high-demand, high-wage careers.

Postsecondary CTE includes a broad range of technical and academic instruction options offered at Oregon's community colleges. Community College CTE programs are encouraged to collaborate in offering IET programs as specified in the Oregon CTE State Plan.

- [Learn more about Postsecondary CTE Programs in Oregon](#)

Career Pathways

Oregon's community college Career Pathways programs are delivered at all of Oregon's 17 community colleges. These programs connect Oregonians to student support services that enable them to secure a job or advance in a high-wage, high-demand industry. The Career Pathway Certificates of Completion are short-term education and training programs (less than one year). Some features of these programs include linking education and training with student support or wraparound services to help students advance to higher levels of education and employment; offering multiple entry and exit points that provide students with flexibility; offering "stackable credentials" such as industry-recognized credentials, occupational licensed credentials, and more, preparing students for additional credentials over time. All Career Pathways programs are required to work with their ABS and CTE partners to develop and implement IET programs per the statewide Career Pathways Grant issued through Oregon's Higher Education Coordinating Commission.

- [Learn more about Career Pathways Programs in Oregon](#)
- [Intro to Career Pathways presentation recording \(HECC, 2024\)](#)
- [Intro to Career Pathways PPT](#)

IET Professional Development

Below are key professional development and technical assistance resources for learning about IET development, implementation, and continuous improvement. If you'd like to reach out to the State IET Team with questions or for professional development/technical assistance, contact hecc.absteam@hecc.oregon.gov.

Resource	Description
IET Fundamentals	This self-study course introduces the foundational concepts, requirements, and core elements of IET design and implementation. The materials clearly explain the "why" of IETs from different perspectives and provide examples of real IET models and features. The course also introduces the IET Design Toolkit. Developed by the Department of Education's Office of Career, Technical and Adult Education. (2 hours; create a free LINCS login)
The IET Design Toolkit	This guide provides a foundational set of resources needed to design and implement an IET program that addresses learner and business needs in local communities and

Resource	Description
	regions. It takes programs through the IET Research, Design, Development, and Evaluation phases. Developed by the Office of Career, Technical, and Adult Education.
IET Quality Indicators	These best practices for IETs can support programs in the development and continuous improvement of IET programs. Oregon uses the IET Quality Indicators as the basis for the Oregon IET Toolkit and the Oregon IET Self-Assessment Tool. Developed by the Office of Career, Technical, and Adult Education.
Oregon IET Toolkit (see the IET Resources section)	This toolkit of resources and program examples is organized into the IET Quality Indicator categories: Program Design, Collaboration and Industry Engagement, Curriculum and Instruction, Student Experience and Progress, and Program Management/Staffing/Organization Support. Many practical resources from Oregon IETs are included. Perfect when you're ready to dive deeper into the specifics of IETs.
Oregon IET Assessment Tool	This tool is for programs to assess their IET program against the best practices outlined by the IET Quality Indicators. This tool can be useful when you are preparing to develop a new IET program, evaluate an existing IET program, or experience significant change in your IET program and/or team members.

2. Program Design

Background

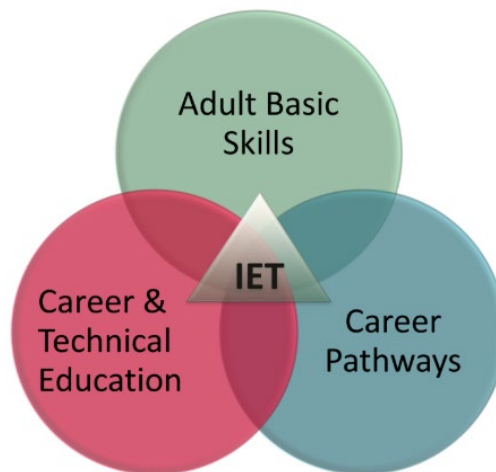
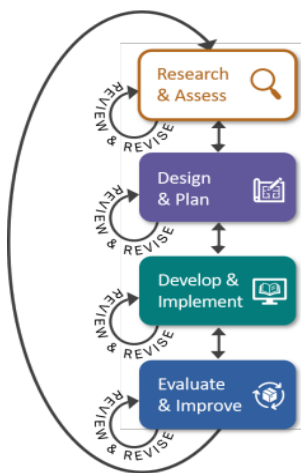
“IET Program Design refers to the intentional design and development of a program that meets the needs of local labor markets; provides a pathway to quality jobs; and aligns with federal and state policies.” - [IET Quality Indicators](#)

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
Research and Assess Your IET (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
Design and Plan Your IET (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
Mt. Hood Community College New Physical Therapy Aide	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
Oregon ABS Policy Manual and IET FAQs	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
Oregon IET Checklist	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
Oregon IET Application Form	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
Understanding Your CTE Program Webform	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	1, 2, 5

Resource	Description	Quality Indicator
	postsecondary credential. Programs will need to submit the CTE Program Webform as part of their IET Application Form.	
Eligible Training Providers List (ETPL)	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 to pay for the IET. Programs will need to submit this information as part of their IET Application Form.	1, 2, 5
Mt. Hood Community College Child Development Associate IET Program Design	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
Mt. Hood Community College Nursing Assistant IET Program Design	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
Clackamas Community College IET Marketing Materials	Clackamas’ marketing materials for their Healthcare Careers and CNC Operators IETs. Includes flyer, rack card, and social media.	6

Resource	Description	Quality Indicator
Chemeketa Community College IET Marketing Materials	Chemeketa’s marketing materials for Healthcare Interpreting, Medical Assisting, Early Childhood Education, and a multi-IET flyer,	6
Chemeketa Community College Early Childhood Education Orientation	See this Orientation slideshow as an example of how to onboard new students to an Early Childhood Education Program.	7
Chemeketa Community College Healthcare Interpreting Orientation	See this Orientation slideshow as an example of how to onboard new students to the Healthcare Interpreting Program.	7
Chemeketa Community College Medical Assisting Orientation	See this Orientation slideshow as an example of how to onboard new students to the Medical Assisting Program.	7
Oregon Funding Sources for IET	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

3. Collaboration & Industry Engagement

Background

“Collaboration and Industry Engagement refers to ongoing communication and collaboration with partners, employers, and students to ensure the program meets the community’s evolving needs, as well as established processes and tools for communicating and fulfilling the program’s vision and purpose.” - [IET Quality Indicators](#)

The materials in this section relate to the IET Quality Indicators for Collaboration and Industry Engagement. You may want to begin by reviewing the related quality indicators ([Indicators #9-11](#)). To help guide your use of the resources below, assess your IET program against Quality Indicators #9-11 using the [Oregon IET Self-Assessment Tool](#). The Resources provided below indicate which Quality Indicator(s) they address.

Collaboration and Industry Engagement Resources

Resource	Description	Quality Indicator
Regional Workforce Development Needs (IET Design Toolkit)	Research and answer key questions about workforce needs in your region. Read “Key Area #2: Regional Workforce Development Needs” (pp. 15-16) and complete the accompanying “Workforce Needs” chart (p. 109) with your local information.	9, 11
Learner and Business Needs (IET Design Toolkit)	Research and answer key questions about learners and the businesses that hire them in your area. Read “Key Area #5: Learner and Business Needs” (pp. 20-21) and complete the accompanying “Learner Needs” and “Business Needs” charts (pp. 113-114) with your local information.	9, 11
Create a Communication Plan (IET Design Toolkit)	Create 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.	9, 10, 11
Prepare Partner Agreements (IET Design Toolkit)	Set up partner agreements that record the strategic vision, expectations, and sustainability for all partners in the IET program. Read “Prepare Partner Agreements” (p. 36) and fill out the accompanying chart (p. 146) with your local information.	10
Oregon CTE Policy Guidebook	Recommendations for forming and working with CTE Advisory Committees (p. 42). All CTE programs are required to engage and convene an Employer Advisory Committee. This is a good table to engage with on curriculum development and feedback.	9, 11

Resource	Description	Quality Indicator
Oregon Sector Partnership Map	The map identifies employer-sector partnerships by workforce region and the Local Workforce Development Board that convenes the group. These groups are engaging together on a variety of topic areas related to the sector, and education programs are often a topic of focus.	9, 11
Building Your Relationships with Immigrant and Refugee Serving Organizations <i>Webinar Coming Spring 2026</i>	The Office of Immigrant and Refugee Advancement (OIRA) advocates for immigrant and refugee populations across the state. Contact Misty Schoene to learn about local/regional trends and connecting refugee/immigrant populations with training programs in your area.	9
Employer Engagement Toolkit	From the Association of Adult Literacy Professional Developers, this quick reference guide with action items, talking points, and templates will help ABS programs effectively engage employers using industry language and systems.	11
Employer Engagement Toolkit Sample: Minnesota	These customizable flyers from Minnesota Adult Ed showcase ways to share the benefits of ABS/industry partnership and highlight employers' return on investment in workforce training.	11
Chemeketa CC End of Term Debrief for BNA Program	End of Term Debrief to address evaluation of BNA IET and appropriate adjustments.	9
Chemeketa CC End of Term Debrief for ECE Program	End of Term Debrief to address evaluation of ECE IET and appropriate adjustments.	9
Chemeketa CC Slideshow with IET information for students	Slideshow shared with students about Chemeketa's IET Program offerings.	10
Chemeketa CC Master IET Calendar and Program Information	Use this calendar as a central location to store data for stakeholders to access.	11

4. Curriculum & Instruction

Background

“Curriculum and Instruction refers to high-quality curriculum with occupationally contextualized content that includes the three required elements of IET design: a single set of learning objectives, opportunities for real-world application, and use of instructional technology that is responsive to student and industry needs.”

- [IET Quality Indicators](#)

The materials in this section relate to the IET Quality Indicators for Curriculum and Instruction. You may want to begin by reviewing the related quality indicators ([Indicators #12-17](#)). To help guide your use of the resources below, assess your IET program against Quality Indicators #12-17 using the [Oregon IET Self-Assessment Tool](#). The Resources provided below indicate which Quality Indicator(s) they address.

Understanding IET Requirements for Curriculum & Instruction

In an IET, adult education and literacy activities (foundational literacy/numeracy, English language acquisition, college and career preparation), workforce preparation activities (employability skills), and workforce training (CTE content) must be delivered concurrently and contextually. This means that learners are co-enrolled in ABS and CTE, and the adult education and literacy activities, as well as the workforce preparation activities, must be taught using the CTE context.

In Oregon IETs, some ABS instructors are embedded directly in the CTE classroom while others teach specialized ABS classes that occur alongside and support the CTE classes (similar to a co-requisite model). In all cases, occupationally-relevant material must be used for all learning activities, and a “single set of learning objectives” must be written to show how adult education and literacy activities, workforce preparation activities, and workforce training content are interwoven throughout the program.

Curriculum and Instruction Resources

Resource	Description	Quality Indicator
Develop the IET Curricula (IET Design Toolkit)	This guide walks through the single set of learning objectives; examining different ways to build out contextualized units, lessons, activities, and assessments; determining assessment strategies; and incorporating college and career planning. Read Section 3.2, “Develop the IET Curricula” and review Desk Aids 6: Analyze Existing IET Curricular Materials and Desk Aid 7: Develop Contextualized Instructional Materials (pp. 59-83). Fill out the College and Career Planning Chart (p. 159).	12-17
Developing an IET Syllabus: Key Elements	This checklist can help IET providers and instructors develop a syllabus that incorporates both the foundational elements and IET-specific elements of a strong syllabus.	12-17

Resource	Description	Quality Indicator
What is a Single Set of Learning Objectives?	This Oregon webinar explains the theory and practice of “SSLOs”, and shares how Chemeketa’s IET Team wrote SSLOs for their Early Childhood Education IET. Led by Melody Abarca-Millan (IET Faculty Lead, Chemeketa Community College) and Ashley Garrigan (HECC).	14
Writing a Single Set of Learning Objectives for IET Programs	In Spring 2026, HECC offered a statewide Professional Learning Community for ABS/CTE teams to write SSLOs for their IET program. All materials, including recordings, slides, templates, rubric, and program work, are included for programs to use asynchronously.	14
Single Set of Learning Objectives Rubric	The rubric that the Oregon State IET Team uses to evaluate the single set of learning objectives for the IET program.	14
IETs from an Instructor Perspective	In this panel presentation, ABS/CTE IET Instructor Teams from Chemeketa, Central Oregon, and Lane Community Colleges share about their experiences teaching together in an IET program.	12, 13, 15, 16, 17
BurlingtonEnglish	Beginning in PY26-27, all recipients of a WIOA Title II BurlingtonEnglish grant are required to implement the English for Specific Careers , Career Exploration & Soft Skills , and/or Ready to Work series in at least one IET program (if they offer an IET program with ESOL learners). These series can also be used in bridge programs that prepare ESOL learners for entry into IETs.	12, 13, 15, 16, 17
Oregon Employability Skills: Workforce Development Toolkit	The OES were developed for educators, community partners, and employers to develop skills in their workforce. On the Workforce Development Toolkit page, click on “Materials” to access a Google Drive Folder that contains “Skills and Traits” descriptions for the OES, as well as materials developed specifically for Early Childhood Education, Hospitality & Tourism, and Manufacturing, and a “Workplace Evaluation” folder that includes rubrics for skills assessments. If you want to dive deeper, access a full curriculum on OES Canvas eLearning . Some materials may need adapting for your learner population.	12, 13, 15, 16, 17
Early Childhood Education Self-Awareness Oregon	See here for the Oregon Employability Skill, Self-Awareness, that has been adapted for Early Childhood Education Educators to brainstorm, identify, and self-reflect.	12, 13, 16

Resource	Description	Quality Indicator
<u>Employability Skill Checklist</u>		
<u>Chemeketa Community College IET Orientation for ABS Instructors</u>	See here for an example of a training that all potential IET instructors complete before teaching in the IET model.	16, 17
<u>Sample Reading, Note Taking, and Annotating Materials</u>	See here for example contextualized materials as well as materials that can be easily contextualized for a specific IET.	12
<u>Sample Writing Materials</u>	See here for example contextualized materials as well as materials that can be easily contextualized for a specific IET.	12
<u>Sample Vocabulary Materials</u>	See here for example contextualized materials as well as materials that can be easily contextualized for a specific IET.	12
<u>Sample Listening and Note Taking for Lectures Materials</u>	See here for example contextualized materials as well as materials that can be easily contextualized for a specific IET.	12
<u>Study Skills Workshops</u>	See here for example contextualized materials as well as materials that can be easily contextualized for a specific IET.	12

5. Student Experience & Progress

Background

“Student Experience and Progress refers to prioritizing student success through the provision of wraparound services that address basic needs and logistical barriers and by using competencies, indicators, and feedback to communicate and demonstrate learner progress.” - [IET Quality Indicators](#)

In order to strengthen student persistence and completion in the IET program, it is critical to have student support services, or wraparound services, in place. Wraparound services are intended to help students be successful in their education and training and to remove barriers that individuals are facing.

Examples of Wraparound Services:

- Academic and career coaching
- Referrals to community services
- Scholarships for tuition and fees
- Funds for textbooks, supplies, and tools
- Counseling and mental health support
- Transportation vouchers

The materials in this section relate to the IET Quality Indicators for Student Experience and Progress. You may want to begin by reviewing the related quality indicators ([Indicators #18-20](#)). To help guide your use of the resources below, assess your IET program against Quality Indicators #18-20 using the [Oregon IET Self-Assessment Tool](#). The Resources provided below indicate which Quality Indicator(s) they address.

Student Experience and Progress Resources

Resource	Description	Quality Indicator
Design the Learner Experience (IET Design Toolkit)	<p>This section of the IET Design Toolkit helps you consider the learner experience and supports that learners receive in every phase of the program and beyond.</p> <p>Read Section 2.3 of the IET Design Toolkit: pp. 40-45 and pp. 148-151.</p> <p>Refer to “Desk Aid 3: Conduct Outreach and Recruit Learners for IET Programs,” p.40-41 and fill out the accompanying Planning Tool (p.148) with your local notes and information.</p> <p>Refer to “Desk Aid 4: IET Program Enrollment and Intake,” p.42-43, and fill out the accompanying Planning Tool (p.149) with your local plans.</p>	18

Resource	Description	Quality Indicator
Learner Supports (IET Design Toolkit)	<p>This section provides guidance on how to assess and identify what learner supports and wraparound services are needed to set your learners up for success in the IET program.</p> <p>Read the IET Design Toolkit: p.19-20 Learner Supports and Refer to the Needs Assessment Note-Taking Tool for Key Area #5 - Learner and Business Needs for guiding interview questions and a space to take interview notes. Capture your findings in the Needs Assessment Research section of the IET Assess Tool (p. 147).</p> <p>Read pgs. 36-39 “Consider Available Learner Supports,” and Refer to the assets you identified in the IET Assess Tool related to Key Area #3: Community Resources to Support your Program (p.130).</p> <p>Determine appropriate supports identified in Key Area #2: Regional Workforce Development Needs and Key Area #5: Learner and Business Needs (p.134-135).</p> <p>Refer to “Desk Aid 2: Integrating Learner Support into IET Programs,” p.38-39.</p>	19, 20
Case Study: Adult Learner Profile and IET Learner Experience Worksheet (IET Design Toolkit)	<p>The Adult Learner Profile and Learner Experience worksheet are tools you can use to assess the needs of your IET learner and better understand how to build a support system for them.</p>	18
Example Intake Form (Nebraska Adult Education State office)	<p>Example intake form that can be used to identify and assess learners’ goals, needs, and potential barriers to success for case management.</p>	18, 19
Chemeketa Community College Early Childhood Education Orientation	<p>See this Orientation slideshow as an example of how to onboard new students to an Early Childhood Education Program.</p>	19

Resource	Description	Quality Indicator
Chemeketa Community College Healthcare Interpreting Orientation	See this Orientation slideshow as an example of how to onboard new students to the Healthcare Interpreting Program.	19
Chemeketa Community College Medical Assisting Orientation	See this Orientation slideshow as an example of how to onboard new students to the Medical Assisting Program.	19

In Oregon, there are [several state grants](#) available to provide wraparound supports and create a support system to help learners. These can and should be leveraged to support IET programs.

List of state grants	Description
Career Pathways grant	Career Pathways grant at all community colleges to support development IET and career pathway programming, provide direct supports to students, and support CTE delivery.
Benefits Navigator grant	The Benefits Navigators grant is a state grant at all public institutions to hire a benefits navigator to connect students to resources and address basic needs insecurity.
First Generation Student Success grant	State grant to community colleges to support work in increasing the number of students working toward a degree who are first-generation and underrepresented.
GED Wraparound grant	State grants to supplement GED programming, provide wraparound supports to learners pursuing GED.
SNAP Training and Employment Program (STEP)	The STEP program at the community colleges supports low-income students with college and career navigation and wraparound supports.

6. Program Management / Staffing / Organization Support

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 the 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

Resource	Description	Quality Indicator
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
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 CC End of Term Debrief for BNA Program	End of Term Debrief to address evaluation of BNA IET and appropriate adjustments	22
Chemeketa CC End of Term Debrief for ECE Program	End of Term Debrief to address evaluation of ECE IET and appropriate adjustments	22
Chemeketa CC 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

Resource	Description	Quality Indicator
Chemeketa CC Master IET Calendar and Program Information	Use this calendar as a central location to store data for stakeholders to access.	22, 23