

Integrated Education and Training (IET) in Virginia

An Instructional Resource and Technical Assistance Blueprint



The Virginia Adult Learning Resource Center (VALRC)
2019
ietblueprint.com

The IET Blueprint is an instructional resource for developing and implementing IET programs for adult learners. The Blueprint is divided into three sections to provide resources for developing the three components of an IET, technical assistance, and an IET glossary.

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I. Resources for Developing the Three Components of an IET

Integrated Education and Training (IET) programs blend a range of education and training services to build learners' foundational, employability, and occupational skills. IET programs provide adult education and literacy activities concurrently and contextually with workforce training for a specific occupation. This allows IET programs to contextualized basic skills instruction, offer simultaneous, not sequential skill gains, accelerate outcomes, offer work-based learning opportunities and work experience, put students on a career pathway leading to family-sustaining wages, and offer a cohort design (credential or career cluster) at a single location with a mindful schedule.

Section one of the blueprint includes instructional resources for planning and delivering the three essential components of any IET.

A. Adult Education and Literacy

Find resources for delivering contextualized and standards-based adult education instruction at a variety of skill levels and for English language learners.

[CAST Universal Design for Learning Guidelines](#), CAST

The UDL Guidelines are a tool used in the implementation of Universal Design for Learning, a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. The framework provides clickable guidelines that offer a set of concrete instructional suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities.

Contextualized Instruction

[CollectEDNY CUNY Career Kits](#)

The NYSED/CUNY CareerKit project provides downloadable curricula that teachers and counselors can use with students to explore careers while at the same time practicing literacy and numeracy skills. Each kit contains seven instructional units and a shared learning objectives list that details the literacy, numeracy, career pathways, and occupational skills that learners will practice through the kit's lessons. Eleven career kits are available for download, including:

- [Healthcare Career Kit](#),
- [Technology Career Kit](#)
- [Transportation and Warehousing Career Kit](#)

[Designing Contextualized Instruction](#), LINC

Designing Contextualized Instruction is a free self-paced online course that helps teachers understand contextualized instruction and its supporting research base. The course also assists teachers in discovering how to use the contextual model of instruction to develop adult career pathways courses and build contextualized lessons, as well as how to identify and overcome common challenges in developing contextualized instruction.

The Penn State IET Library, Institute for the Study of Adult Literacy (ISAL)

The IET Library, a project of the Pathways to Employment initiative, features resources for building IET programs and contextualized workplace preparation curricula for adult education. The Developing Basic Skills Curricula and the IET Lesson Plans below are two examples of their IET offerings.

Developing Basic Skills Curricula for an IET (2017)

This guide, developed for the Pathways to Employment Program, features steps and resources for identifying basic skills and workplace preparation skills and for contextualizing them into occupational content. The guide also provides six IET planning tools, including a tool for coordinating instruction and an IET lesson plan template.

Basic Skills Curricular IET Lesson Plans for Healthcare and Manufacturing industries

This site includes four downloadable CCRS-aligned curricula for IETs in Emergency Medical Technician, Foundational Skills in Healthcare, Foundational Skills in Manufacturing, and Mechanical Maintenance Foundations. Each curriculum includes lesson plans with occupational competencies, workforce skills, employability skills, and CCRS standards.

Shared Learning Objectives Template

An essential element of IET programming is a unified list of competencies which aligns contextualized academic and literacy activities with the workplace preparation activities and occupational training content that learners will need to master. The VALRC created this template for programs to use when developing shared learning objectives. (See Attachment C on page 14.)

Face-to-face Training Opportunities for Contextualizing Instruction, VALRC

See the full [VALRC training list](#) for details on how to attend a training or how to request that VALRC deliver a training for your adult education program. The three trainings listed here are specific to contextualized instruction.

Building College and Career Readiness and Workforce Preparation Skills

This workshop is designed to assist instructors in integrating workforce preparation into academically rigorous, standards-based instruction and introduces the Virginia Workplace Readiness Skills. Participants will engage in hands-on instructional and lesson planning activities with a focus on speaking and listening, writing, and reading instruction. *3 hours*

Career Pathways through Integrated and Contextualized Instruction

Career Pathways through Integrated and Contextualized Instruction explores models of integrated and contextualized instruction, utilizing an inquiry-based instructional method to incorporate these models into adult education instruction. The workshop identifies skills that are valued by employers and provides opportunities to practice strategies to adapt sample workforce preparation activities to prepare adult learners for challenges in the workplace and beyond. *3 hours*

Contextualized Mathematics through a Certified Nursing Assistant Program

This course will introduce adult educators to contextualized mathematics. Participants will have the opportunity to observe math instruction from the CNA instructional approach, discuss how this compares and contrasts with their adult basic education and high school equivalency CCRS mathematics instructional approach, engage in hands-on CNA math activities, and think about applications for the ABE/HSE classroom. Although this session uses specific content from a CNA program, the instructional skills are transferable to contextualized instruction across other career fields. *3 hours*

Standards-based Instruction

VALRC Standards-based Instructional Technical Assistance

This page includes links to Virginia's adult education standards, the *College and Career Readiness Standards (CCRS)* and *English Language Proficiency Standards (ELPS)*, along with instructional tools and resources, and the CCRS classroom observation tools.

[**College and Career Readiness Standards \(CCRS\)**](#), 2013

[**English Language Proficiency Standards \(ELPS\)**](#), 2016

Implementing Standards-based Instruction in Virginia: A Technical Assistance Roadmap

This roadmap presents Virginia's definition of "full implementation of standards-based instruction" along with information and resources to support implementation efforts in the areas of program design, instruction, and professional development. Observation tools for English language arts, mathematics, and English language instruction are also included on the roadmap.

B. Workforce Preparation Activities

Find resources for integrating workforce preparation activities into instruction and for preparing learners for workforce skills assessments. Included in this list of resources are employability and workplace readiness skills checklists, workforce preparation assessments, as well as guidance and technical assistance for integrating workforce preparation into instruction as part of an IET.

Bring Your 'A' Game, A Work Ethics Curriculum, The Center for Work Ethic Development
This instructor-led online curriculum focuses on building seven foundational workplace skills identified as critical through surveys with more than 1,500 employers. The curriculum includes 65 modules of experiential activities, a learner workbook, curriculum guides, and a work ethic certification exam.

Employability Skills Framework, U.S. Department of Education
The Employability Skills Framework is a freely available tool that was created to support the development of essential personal and interpersonal skills necessary for individuals to be college and career ready. The [Employability Skills Lesson Planning Checklist](#) may be downloaded to support the integration of workforce preparation into academic instruction. The nine general employability skills are broken down into the checklist so that they are easily incorporated into a lesson.

Integrated Education and Training: Technical Assistance Kick-Off, Virginia Department of Education (VDOE) and the Virginia Community College System (VCCS)
This technical assistance kick-off video introduces key concepts, legislation, challenges, resources, and promising practices for developing and implementing adult education IET programs in partnership with the Virginia Community College System.

Integrating Career Awareness into the ABE & ESOL Classroom, National College Transition Network (NCTN), a part of World Education, Inc.
This freely available curriculum guide is a ready-to-use, flexible curriculum that prepares adult educators to incorporate career awareness and planning into their instructional and counseling activities. The lessons and handouts can be modified for a range of students and skill levels.

Introduction to Workforce Preparation and Employability Skills, LINCS
This freely available self-paced online course is designed for adult educators, administrators, and advisors as an introduction to the general concept of workforce preparation and the specific skills outlined in the U.S. Department of Education's Employability Skills Framework. The course includes how to locate and integrate workforce preparation activities into curriculum and instruction.

NC-NET Employability Skills Resource Toolkit, North Carolina Network for Excellence in Teaching (NC-NET)

NC-NET developed this freely available toolkit, which is comprised of eight modules, to support community college instructors as they enhance how their courses address eight targeted employability skills competencies. Each module contains instructional materials including activities, student handouts, assessment rubrics, and annotated presentation slides.

Northstar Digital Literacy Assessment, Minnesota Literacy Council

The Northstar Digital Literacy Assessment is a for-cost program that focuses on the basic skills needed to use a computer and the internet in daily life, employment, and higher education.

Online, self-guided modules assess the ability of adults to perform these tasks. Test takers can earn digital badges when they pass assessments.

The Pathways Curriculum, VALRC

Adapted from *Skills to Pay the Bills*, the freely available curriculum introduces essential foundational soft skills that employers expect of all employees at the entry level, regardless of literacy skills. Pathways targets adult learners who read at the 2nd-5th grade equivalency levels. Two ready-to-use downloadable units focus on communication and safety in the workplace and include teachers' guides, lesson plans, and handouts.

Skills to Pay the Bills, U.S. Department of Labor, Office of Disability Employment Policy (ODEP)

Skills to Pay the Bills: Mastering Soft Skills for Workplace Success is a freely available curriculum developed by ODEP for teaching "soft" or workforce readiness skills. The program is comprised of modular, hands-on, engaging activities that focus on six key skill areas: communication, enthusiasm and attitude, teamwork, networking, problem solving and critical thinking, and professionalism.

The Virginia Wizard, Virginia Community College System and Virginia Department of Education

The Virginia Education Wizard's [workforce page](#), a freely available online career pathway planning tool, helps individuals explore various resources needed to achieve career success. These include work skills, aptitude, and interest assessments; resources for building technical and soft skills; resume and interviewing practice; local career resources; as well as resources for job searching and locating occupational training opportunities.

Making the VA Wizard Work for Adult Learners, VALRC

This webinar clarifies how the Virginia Wizard's [workforce page](#) can be used with adult learners to practice workforce preparation skills, outline a career path, and follow their progress toward their education and training goals. Learners can use the [Community College Career and Course Planner](#) to keep track of their assessments, career searches, and training opportunities.

Workforce Preparation Activities in the Classroom: Contextualizing Employability Skills for Deeper Learning, LINCS

This self-paced freely available online course is designed for adult educators, administrators, and advisors who would like more familiarity with how workforce preparation and employability skills can be incorporated into instructional activities. It is a follow-up to LINCS' Introduction to Workforce Preparation and Employability Skills, which covers workforce preparation and the specific skills outlined in the U.S. Department of Education's Employability Skills Framework.

WorkKeys for Job Seekers, ACT

WorkKeys is a system of assessments and curricula that build and measure essential workplace skills that can affect job performance and increase opportunities for career changes and advancement. Within the system, learners can prepare for the WorkKeys assessments and earn their National Career Readiness Certificate (NCRC).

Workplace Readiness Skills for the Commonwealth, Virginia Department of Education

This resource provides research and curricular resources for incorporating workplace readiness skills into the classroom. This site includes the 21 workplace skills identified by Virginia businesses as essential for entry-level work. It also features instructional resources and practice questions for the Workplace Readiness Skills for the Commonwealth Assessment.

C. Occupational Training Resources

Find occupational training resources on credentials, training provider partners, and labor market data. Utilize these resources for initial IET planning and in preparation for collaboration with training provider and employer partners to develop an IET program.

Credentials

The credential lists on the sites are not exhaustive; other credentials not found on these lists may also qualify for an IET. It is important to note that all IET programs must align to the local workforce plan. Reach out to the technical assistance contacts in section two of the blueprint with questions about credentials.

Career and Technical Education (CTE), Virginia Department of Education
CTE partners with businesses and industry to design programs to meet labor market needs. The resources on the CTE site can aid in planning IET programs based on current local data and industry input.

The [CTE Career Clusters](#) page includes employment projections, career cluster planning, and sample plans of study for occupations within each cluster.

The [CTE Industry Credentialing Page](#) includes a CTE catalogue of industry credentials with testing accommodations for English learners.

The [CTE Resource Center](#) site includes occupational competencies, curricular resources, and credentials offered for a range of occupations within all of the 16 career clusters.

Career One-Stop Credentials Toolkit, U.S. Department of Labor

This toolkit enables an individual to search existing industry recognized credentials, take an interest assessment, locate local training providers, match skills to employment opportunities, and explore local labor market information. The Career One-Stop Toolkit may also be accessed via a mobile app, available for download [here](#).

Virginia Demand Occupations List, 2018-2019, Virginia Career Works

The demand occupations list represents the occupations within the 11 priority occupational fields endorsed by the Virginia Board of Workforce Development as identified by the Demand Occupations Taskforce. Inclusion on this list makes approved related non-credit workforce training activities eligible for funding through the [New Economy Workforce Credential Grant Program](#).

Training Providers

A collaborative training partner is an essential component of an IET program. The resources and questions to consider in this section can be used in preparation for identifying and collaborating with training providers.

Career Works Job Seeker Resources

This site includes training and education options for job seekers, including short-term training, apprenticeships, and community college programs. The Career Works site is used to locate information on training partners and community college workforce development services in the regions in the Commonwealth.

Questions to consider when seeking a training partner

These questions should be considered when identifying an IET training provider. The [Eligible Training Provider List](#) is provided to help individuals find programs that are WIOA-eligible. (*Note:* The Approved Programs list is the fourth option on the [page](#). The Virginia Workforce Connection site that houses the list does not permit the link to the list itself to be used as a hyperlink.)

- Is the provider on the [Eligible Training Provider List](#) or known to the local workforce development board and local employers?
- Does the provider have strong outcome data (i.e., student credential completion)?
- What is the provider's experience with second language learners?
- Is the provider willing to invest in co-planning and ongoing collaboration with adult education partners?
- Is the provider willing and able to construct flexible schedules for students?

Labor Market Data

These resources provide data to find local, in-demand employment opportunities, unemployment numbers, information about local workforce development boards, and community profiles to help locate training resources, industry partners, and potential adult learner populations.

Labor Market Data for Local Workforce Investment Areas (LWIA), Virginia

Department of Education

Explore LWIA job openings and employment projections aligned to the 16 CTE career clusters.

Local Workforce Boards, Virginia Career Works

This site has an interactive map that is used to locate local workforce boards to collaborate and identify an occupational cluster and build an IET program based on the needs of the region as identified in your regional workforce plan.

Virginia's Career and Workforce-Labor Market Information, Virginia Works

This site provides local industry information, job openings, salary ranges, and community profiles to support IET planning.

II. Technical Assistance

The Virginia Department of Education Office of Career, Technical, and Adult Education

Contact Jenna Kelly at jenna.kelly@doe.virginia.gov or 804-371-7852 for questions regarding career pathways and IET.

Professional Development

This page contains information and tutorials on WIOA Performance Measures, credential attainment, reporting career and training services, and the IET Planning Tool. (See Attachment B for the IET Planning Tool and Attachment C for IET Planning Tool Samples.)

Adult Education Director Memos

Download Department of Education director memos on policies, grants, data, reporting, reimbursements, assessments, and approved distance education curricula from August 2017 through the present.

The Virginia Adult Learning Resource Center (VALRC)

Contact Kate Rolander at kedaly@vcu.edu or 804-827-1946 for questions regarding IET instructional support.

Access the [IET Blueprint site](#) for IET instructional and program planning resources, including an interactive map of Virginia's IET programs, instructional resources for all skill levels, guidance on employer engagement, and information for collaborating with Trade Assistance Act (TAA) navigators to build IETs.

See the VALRC [Career Pathways page](#) for resources and IET professional development information, including trainings on IET and career pathways planning tools.

III. IET Glossary

Adult education — Academic instruction and education services below the postsecondary level that increase an individual’s ability to

- read, write, and speak English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;
- transition to postsecondary education and training; and
- obtain employment.

Adult education and literacy activities — Programs, activities, and services that include:

- (a) adult education;
- (b) literacy;
- (c) workplace adult education and literacy activities;
- (d) family literacy activities;
- (e) English language acquisition activities;
- (f) integrated English literacy and civics education;
- (g) workforce preparation activities; or
- (h) integrated education and training.

Career pathway — A combination of rigorous and high-quality education, training, and other services that

- aligns with the skill needs of industries in the economy of the state or regional economy involved;
- prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937, (commonly known as the “National Apprenticeship Act;” 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an “apprenticeship,” except in section 3226 of this title);
- includes counseling to support an individual in achieving the individual’s education and career goals;
- includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and
- helps an individual enter or advance within a specific occupation or occupational cluster.

See technical assistance [resources](#).

Concurrent enrollment or co-enrollment — refers to enrollment by an eligible individual in two or more of the six core programs administered under the Act.

Integrated Education and Training (IET) — 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. As a part of a career pathway, the design of an IET program should support the local workforce development board plans. The IET program must include three components:

- (a) adult education and literacy activities
- (b) workforce preparation activities
- (c) workforce training for a specific occupation or occupational cluster

In order to meet the required three components, services must be provided concurrently and contextually such that

- (a) within the overall scope of a particular integrated education and training program, the adult education and literacy activities, workforce preparation activities, and workforce training:
 - 1. are each of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals;
 - 2. occur simultaneously; and
 - 3. use occupationally relevant instructional materials.
- (b) the integrated education and training program has a single set of learning objectives that identifies specific adult education content, workforce preparation activities, and workforce training competencies, and the program activities are organized to function cooperatively.

A provider meets the requirement that the integrated education and training program provided is for the purpose of educational and career advancement if:

- (a) the adult education component of the program is aligned with the College and Career Readiness Standards for adult education as described in the Combined State Plan and
- (b) the integrated education and training program is part of a career pathway.

Resources: Technical assistance tools, an [IELCE Checklist](#) and [IET Checklist](#), were developed through the U.S. Department of Education’s *Building Opportunities through Integrated English Literacy and Civics Education* project.

Recognized postsecondary credential — A recognized postsecondary credential is defined as a credential consisting of an industry recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal government, or an associate or baccalaureate degree, as well as graduate degrees for purposes of

the Vocational Rehabilitation program as required by section 103(a)(5) of the Rehabilitation Act of 1973, as amended by title IV of WIOA. A recognized postsecondary credential is awarded in recognition of an individual's attainment of measurable technical or industry/occupational skills necessary to obtain employment or advance within an industry/occupation. These technical or industry/occupational skills generally are based on standards developed or endorsed by employers or industry associations. Certificates awarded by workforce development boards (WDBs) and work readiness certificates are not included in this definition because neither type of certificate is recognized industry-wide nor documents the measurable technical or industry/occupational skills necessary to gain employment or advance within an occupation ([OCTAE Memo 2-7](#), August, 2017).

Workforce preparation activities — Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical-thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and skills necessary for successful transition into and completion of postsecondary education or training, or employment, and other employability skills that increase an individual's preparation for the workforce.

Workforce training — AEFLA funds may only be used for training when that training is offered as a component of an approved IET (see definition above). Services may include:

1. occupational skills training, including training for nontraditional employment;
2. on-the-job training;
3. incumbent worker training (see definition);
4. programs that combine workplace training with related instruction, which may include cooperative education programs;
5. training programs operated by the private sector;
6. skill upgrading and retraining;
7. entrepreneurial training;
8. transitional jobs;
9. job readiness training provided in combination with services described in any of the items 1-8 above;
10. adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in 1-7 above; and
11. customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.

Attachment A. Shared Learning Objectives Template for IET



Integrated Education and Training (IET)

“...a service approach that provides (1) **adult education and literacy activities** *concurrently* and *contextually* with (2) **workforce preparation activities** and (3) **workforce training** for a specific occupation or occupational cluster for the purpose of educational and career advancement”

(34 CFR 463.35)

1. Adult Education and Literacy

“...programs, activities, and services that include: (a) adult education, (b) literacy, (c) workplace adult education and literacy activities, (d) family literacy activities, (e) English language acquisition activities, (f) integrated English literacy and civics education, (g) workforce preparation activities, or (h) integrated education and training” (34 CFR 463.30)

2. Workforce Preparation

“...include activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in: (a) utilizing resources; (b) using information; (c) working with others; (d) understanding systems; (e) skills necessary for successful transition into and completion of postsecondary education or training, or employment; and (f) other employability skills that increase an individual’s preparation for the workforce.” (34 CFR 463.34)

3. Workforce Training

“may include
 (i) occupational skill training...;
 (ii) on-the-job training;
 (iii) incumbent worker training...;
 (iv) programs that combine workplace training with related instruction...;
 (v) training programs operated by the private sector;
 (vi) skill upgrading and retraining;
 (vii) entrepreneurial training;
 (viii) transitional jobs...;
 (ix) job readiness training provided in combination with services...(i) through (viii);
 (x) adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in any of clauses (i) through (vii); and
 (xi) customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.”
 WIOA Section 134(c)(3)(D)

Instructions: Use the template below to outline an **instructional unit** or a **contextualized class project** for an IET program that integrates the three elements of IET. Use the (1) CCRS and ELPS for academic and literacy activities, the (2) WIOA definition above for workforce preparation activities (in addition to your own experiences with workforce preparation), and (3) your training provider partner’s job and/or occupational training competencies to create a shared learning objectives list for the unit or project.

Context (occupation, life skills focus, workplace focus)		
Time frame (weeks & hours/week)		
Session / Unit /Project description, including outcome(s)		
Shared Learning Objectives List Template		
Academic & Literacy Activities (CCRS₁ & ELPS₂)	Workplace Preparation Activities	Occupational/Training Skills

¹ Pimentel, S. (2013). College and Career Readiness Standards. Report available at <http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>

² American Institutes for Research. (2016). English Language Proficiency Standards. Report available at <https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf>



Attachment B. 2020-2021 INTEGRATED EDUCATION AND TRAINING PLANNING TOOL

Name of Adult Education Region or Provider	County/City	Occupation with NAICS Code	Credential(s)	Training Provider

Number of Cohorts:

Projected Number of Students Per Cohort:

Dates of Course/Weekly Schedule:

Funding Source(s);

Teacher(s)

Employer Partner(s):

Salary Range for Target Job (with citation):

Plan for Recruitment and Selection:

Shared Learning Objectives, with the College and Career Readiness or English Language Proficiency Standards noted:

- 1.
- 2.
- 3.

Co-Planning and Communication Activities:

<p>Program Notes:</p>
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Adult Ed and Literacy Instruction	Workplace Preparation Activities	Training Services
Activities:	Activities:	Activities:
Materials:	Materials:	Materials:



Timeline: July to June (Note: Each column should equal 100%; all three components must be included in each month)

Activity %:	July	August	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Adult Education & Literacy												
Workforce Preparation												
Training												

Support Services Provided (indicate agency providing services):

Employment Placement Activities (indicate agency providing services):

Students: (Note: Add rows as needed)

Student ID	Agency Paying for Training (Example: Adult education, WIOA title I, title IV, employer, etc.)	Training Costs
	Subtotal of training costs provided by adult education program:	
	Subtotal of training costs provided by other partners:	

Reminder: Programs must get prior approval for costs associated with equipment, materials, and participant support costs (see [Directors Memo 018-19](#)).

Additional Comments:

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This is a living document and changes are made based on emerging needs. See the Adult Education's [professional development page](#) for the latest version.



GUIDANCE FOR THE 2020-2021 IET PLANNING TOOL

Name of Adult Education Region or Provider: The name of the adult education provider or [region](#) where the IET will be held.

County/City: The county or city where the IET will be held.

Occupation with NAICS Code: The occupation or occupational cluster, identified by [NAICS code](#), that the students will enter upon the completion of the IET.

Credential(s): The credentials that the students will earn.

Training Provider: Agenc(ies) delivering occupational training.

Number of Cohorts: The number of times that the IET will be offered in one program year.

Projected Number of Students Per Cohort: Total anticipated number of participants per cohort.

Dates of Course/ Weekly Schedule: The full date range of course including exact dates and times; if there is more than one cohort, list the course schedule for each one.

Funding Source(s): The agenc(ies) paying for the IET.

Teacher(s): The names of the adult education instructor and the trainer who will be delivering the content.

Employer Partner(s): The specific employers who are involved in the curriculum or who have agreed to participate in job readiness and placement activities.

Salary Range for Target Job: The local salary range for the occupation.

Plan for Recruitment and Selection: The plan to recruit and criteria to select the students for the IET.

Program Notes: Additional information (optional).

Shared Learning Objectives: The concepts, competencies, and vocabulary that the students will learn across the whole scope of the adult education activities and occupational training activities. Use the [CCR](#) or [ELP](#) standards for objectives with academic and literacy activities.

Co-Planning and Communication Activities: The plan for the coordination of instructors before and during the IET program.

Activities and Materials: The specific adult education content, workforce preparation activities, and workforce training competencies and the resources to be used.

Timeline: The percentage of each of the three components throughout the duration of the IET program. For the duration of the IET, each column must have a percentage greater than zero and each column must equal 100%.

Support Services Provided: The partners and the services to be provided to the IET participants.

Employment Placement Activities: The resources and activities that support employment of participants.

Student ID: The ID given to the student when put into the SSWS. For Tools submitted in planning stages, leave these blank.

Indicate agenc(ies) paying for training: The source of funding for the actual training.

Training costs: The cost per student for the actual training. This may include tuition, textbooks, etc. See [Directors Memo #018-19](#).

Attachment C. 2020-2021 IET PLANNING TOOL SAMPLES

Examples of Shared Learning Objectives (with Standards)

Shared learning objectives are the concepts, competencies, and vocabulary that the students will learn across the whole scope of the adult education activities and occupational training activities. Here are examples of shared learning objectives for Certified Nurse Assistant (CNA) and customer service occupations. Each occupation has an example for native English and non-native English speakers.

CNA for Native English Speakers:

1. Students will be able to demonstrate proficiency of competencies to provide care to residents in long-term care facilities through classroom and clinical components. Competencies include: role of nursing assistant, legal and ethical issues, oral and written communication skills, infection control, safety and body mechanics, proper positioning, principles of nutrition, and restorative care (Reading Standards CCR Anchors 1, 10; Language Standards CCR Anchors 1, 4; Writing Standards CCR Anchors 6, 9; Math Standards CCR Anchors 3, 4, 5, 7).
2. Students will successfully pass the course and meet state requirements to successfully complete the National Nurse Aide Assessment Program (NNAAP) certification exam.
3. Students will master the competencies to pass the Northstar digital literacy certification exam demonstrating digital literacy skills for employment.
4. Students will obtain employment in the healthcare field as a Certified Nursing Assistant.

CNA for English Language Learners:

1. Students will improve their numeracy skills and math vocabulary in the context of nursing care (ELP Standards 1, 2, 10).
2. Students will improve English language communication skills (reading, writing, listening comprehension, and speaking) in the context of nursing care (ELP Standards 1, 7, 8, 9, 10).
3. Students will master the healthcare competencies needed to obtain their CNA certification and First Aid/CPR certification.

Customer Service for Native English Speakers:

1. Learners will increase English language arts skills targeting reading, listening, speaking and writing in the context of customer service and retail management of all participants. (Reading Standards CCR Anchor 1, Speaking & Listening Standards CCR Anchor 1)
2. Learners will improve critical thinking and soft skills. Learners will acquire the skills needed to work together to accomplish a task, be a cooperative follower, and understand that it is easier to work together rather than “go it alone” in a team environment. (Speaking and Listening Standards CCR Anchor 6).
3. Students will increase their knowledge of customer service and retail settings and competencies through contextualized instruction and training using varied modes: trainer facilitations, self-directed inquiry, web activities, and mock customer/associate simulations. (Speaking and Listening Standards CCR Anchor 2).
4. Students will master the competencies to pass the National Federation Customer Service Exam at the culmination of each 16-week class with a 90% pass rate. (Reading Standards CCR Anchor 1).

Customer Service for English Language Learners:

1. Students will be able to use job-specific language to communicate effectively with customers. (ELP Standards 1, 2, 3, 4, 7, 8, 9, 10).
2. Students will be able to respond appropriately to various customer requests to provide excellent customer service. (ELP Standards 2, 4, 6, 7, 8, 9, 10).
3. Students will be able to recognize cultural differences and follow American cultural cues in the workplace. (ELP Standards 1, 7, 8).
4. Students will master the competencies for basic store operations, product sales, merchandising, and inventory control and pass the credential exam with a 90% pass rate.

Examples Co-Planning and Communication Activities

Co-planning and communication activities is the plan for the coordination of instructors before and during the IET program. Here are three examples that have been used in previous welding, CNA, and trades cohorts.

- The adult education instructor and the CTE instructor will meet on a regular basis to review the welding curriculum, pacing, and address possible learner needs. The instructors will collaborate extensively to individualize instruction and to be prepared to address possible needs. The instructors will communicate on a regular basis and be prepared to troubleshoot, brainstorm, and reflect on future outcomes.
- The healthcare programs coordinator and IELCE specialist co-design and schedule IET with coordinated training, workforce prep, and ESL instructional components. They will continue to communicate as needed throughout IET program. The adult education instructor integrates workforce prep, ESL, and numeracy to support content training. The adult education instructor and community college trainer co-teach during academic portion of training to ensure participants are able to grasp the material. The adult education instructor and community college trainer have 5 hours of paid co-planning time a week before start of program and an hour a week (to be determined) during the IET program.
- The course trainer and an adult education instructor will co-teach the class. They will meet prior to the class start date to determine teaching roles and test preparation needed for the students to earn the credential. The adult education instructor will use the course textbook to pre-teach vocabulary in the adult education class while they are learning the content in the training.

Examples of Support Services Provided

Support services are the partners and the services to be provided to the IET participants. Here are two different examples for documenting support services.

- Discretionary grants: tuition; WIOA title I: tuition, uniforms, transportation and childcare, if needed; high school: space for class, childcare (possibly).
- Adult Education provides academic support. Workforce Solutions team coordinates with operations staff, certification training instructor, and partnering/sponsoring agency (WIOA Title I, DARS, DSS) to provide support services as needed.

Examples of Employment Placement Activities

Employment placement activities are the resources and activities that support employment of participants. Here are three different examples for offering employment placement activities.

- Career coach (provided through adult education and community college) assists with employment skills, workforce preparation, and job placement services.
- Virginia Career Works Center provides job placement, counseling, and career readiness services. Adult education (title II) funded navigator provides coordination between adult education and business partnering services.
- Activities include apprenticeship opportunities, job fairs, connection to local employers through classroom involvement, and leveraging Virginia Career Works Center Business Solutions' strong relationships with local employers.