



Integrated Education & Training (IET) Playbook

A practical guide designed to support in planning, launching, and sustaining high-quality IET programs.





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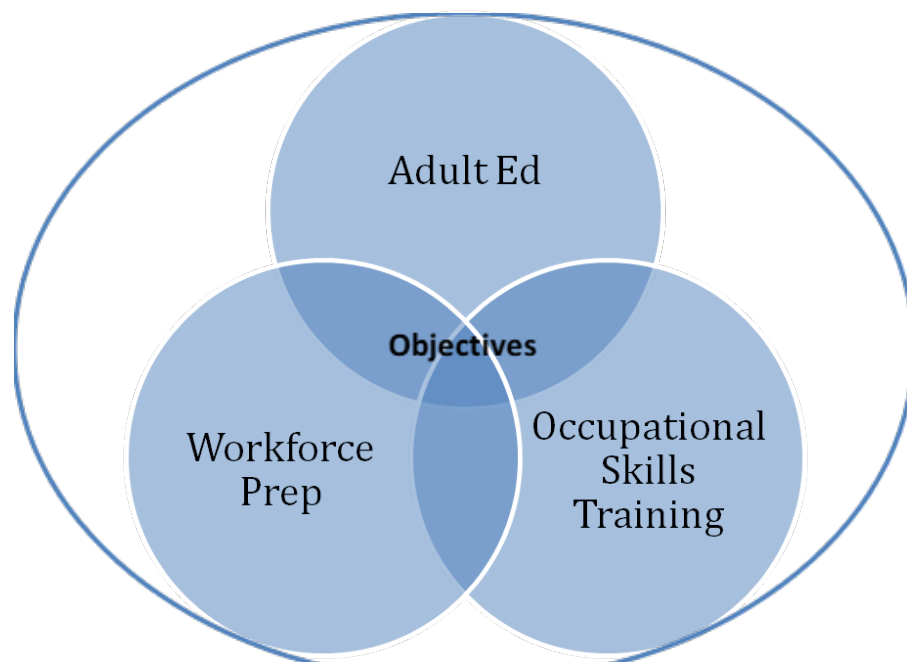
1 Introduction

This Playbook supports Adult Education providers in North Carolina and their partners in designing, launching, and sustaining Integrated Education and Training programs (IETs) so students can earn industry recognized credentials while receiving the academic and social supports they need move into or advance in employment and further education. It grew out of the work of four North Carolina community colleges -- Alamance, Blue Ridge, Pitt, and Randolph -- that each received \$100,000 to pilot and expand high-quality IET models with an emphasis on serving adult learners, meeting local workforce demand, and building approaches that can be replicated and scaled.

What is an IET? Who is involved?

Under the Workforce Innovation and Opportunity Act (WIOA), Integrated Education and Training is defined as a service approach that provides adult education and literacy activities concurrently and in context with workforce preparation and workforce training for a specific occupation or occupational cluster.

In simpler terms, IETs require partners working together to help adult students advance into careers. This Playbook is written for the full IET team, including workforce agencies, training programs, employers, and support providers. If you are involved in recruiting, intake, instruction, training delivery, student supports, data, or hiring, this Playbook is intended to help you and your team make IETs an effective workforce development tool for your students and community. IETs bring three elements together within the same program: Adult Education instruction, workforce preparation activities, and occupational workforce training.



An effective IET brings the components together in a way that enables learners to develop academic, workplace, and occupational skills simultaneously.

These components are taught during overlapping instructional periods and are connected through a shared Single Set of Learning Objectives (SSLOs) that clarify what learners should be able to do and how the program builds those skills through activities across the components. IETs are not just an Adult Education course paired with workforce training without any explicit connection. Nor are they a series of sequential courses. The SSLOs make the contextual and concurrent aspects of IETs explicit. The magic of the IET model is the wholistic, integrated, and expedited experience for the adult learner that is connected to their career goals. Students grasp the direct relevance of their learning as they progress toward an industry-recognized credential.

Adult Education – Often funded through WIOA Title II, adult education can include literacy, numeracy, English language acquisition, critical thinking, communication, and digital skills. Aligns with the North Carolina Adult Basic Education and Adult Secondary Education Content Standards, and may also incorporate the national English Language Proficiency Standards.

Workforce Preparation – Often delivered through Human Resource Development courses at community colleges or embedded in Adult Education courses, workforce preparation can include development of interpersonal skills, career planning, job searching, interviewing skills, technology & information use, systems thinking, etc. May align with the federal Employability Skills Framework.

Occupational Training – Often delivered through Workforce Continuing Education or Curriculum at a community college, but may also be through another provider such as an employer in the case of apprenticeships, or something online like Grow with Google. Aligns with specific industry skills and needs.

Single Set of Learning Objectives (SSLOs) – A document that clarifies what learners should be able to do and how the program builds those skills through activities across all the program's components. Aids with program design, student persistence, and coordination between IET partners.

SSLO as a Weekly Planning Tool

SSLO as a Weekly Planning Tool: SSLO is most effective when it appears in weekly plans and shared assessments. Teams build momentum when instructors can point to where SSLO is reinforced in lesson activities and how progress is measured. Evidence: SSLO + weekly plan snapshot + shared assessment artifact. When SSLO guides weekly instruction, learners experience consistency across components and build confidence through contextual success.

Four College Models at a Glance



This Playbook grew out of the work of four North Carolina community colleges—Alamance, Blue Ridge, Pitt, and Randolph—who partnered in a statewide initiative to strengthen Integrated Education and Training (IET). Each received \$100,000 to pilot and expand high-quality models, with an emphasis on serving adult learners, meeting local workforce demand, and building approaches that can be replicated and scaled.



Alamance Community College focused on inclusive IETs—such as IDD-integrated food service training—leveraged community partnerships to increase visibility and access, and strengthened internal relationships within the college to advocate for CCR students’ inclusion in CU courses leading to industry-recognized credentials.



Blue Ridge Community College expanded student access to industry-recognized skills and credentials by offering a short-term hospitality IET program at the local detention center and also developing an IET for Google Project Management using flexible online learning.



Pitt Community College blended marketing innovation with student advising to reach underserved populations, particularly English learners, through programs like CNA and ServSafe.



Randolph Community College emphasized data-informed redesign, using employer feedback and student outcomes to strengthen IET alignment and advocate for sustained institutional investment.

Together, these models create a practical path from idea to implementation, evidence, and scale.



It takes a variety of partners to make this magic happen. Each IET team will vary, but they are commonly comprised of stakeholders in the following roles:

- Adult Education (WIOA Title II) Directors/Coordinators who understand the local workforce development needs and program capacity, develop opportunities for partnerships, and ultimately ensure program design and operation align with the requirements of funders.
- Instructors who understand the integrated curriculum of the IET and either deliver all the components, or communicate and coordinate about instruction, assessment, and advising with other instructors so students experience a unified experience.
- Navigators/Advisors/Intake Staff who run a “single front door” intake, screen students for potential barriers and connect them with supports, and follow-up with students at key touchpoints throughout the IETs to support successful completion.
- Data/Grant Management Staff who understand the evidence that will be used to evaluate student and program success and establish review cycles so documentation is accurately collected and reported to funders on time.
- NCWorks / Title I / Workforce Development Boards (WDBs) who provide insight regarding the labor and workforce development needs of employers in the region and refer potential employer partners and/or students. NCWorks or WIOA Title I staff may even provide or facilitate the workforce preparation component of the IET. Additionally, they can assist students (when appropriate) with co-enrollment in other programs that can offer wraparound support for persistence and employment like apprenticeships, WIOA Title I, or WIOA Title II Vocational Rehabilitation, etc.
- Training Partners (Workforce Continuing Education / Curriculum / Apprenticeship / other) who often set training location, format, schedule, prerequisites, and what counts as completion evidence. These partners understand the industry-recognized credential attainment process and are connected with industry partners that may one day hire students who have come through the IET.
- Employers who validate credential value, clarify expectations, and create real engagement opportunities for IET students through tours, guest presentations in class, work-based learning opportunities, or guaranteed interviews.

Together, these partners connect IETs to broader North Carolina education and workforce priorities. IETs can support the state attainment goal, adult reengagement through NC Reconnect, regional sector partnerships such as AdvanceNC, workforce-driven investment through Propel NC, and local economic development strategies. An IET does not replace these initiatives. It gives eligible adult learners an integrated pathway for benefiting from them.

A program is not an IET because three courses appear on the same flyer. Learners must experience the components as one connected pathway during overlapping instructional periods. The SSLO and the schedule should make that connection visible.

Minimum documentation for quality and approval

Although IET programs vary widely in structure, each one should maintain a small set of core documentation that demonstrates the pathway is intentional and integrated. Programs should be able to show relevance for local workforce demand, how students will experience an integrated program that accelerates their credential attainment, and how success will be measured.

In North Carolina, the IET plan, workforce demand, and specific student progress documentation requirements are outlined on an IET template that is submitted to the Adult Education team for review and approval, prior to the IET launch. Approved IETs are stored in a central repository, so all Adult Education Providers can access the plans.

Documentation area	What to retain
Workforce demand and credential value	Labor market source, employer input, job posting pattern, workforce board information, Propel NC alignment, and NC Workforce Credentials List review.
Integrated design	SSLO, scope and sequence, contextualized curricula, and shared assessment plan.
Concurrency	Approved design plus a cohort-specific schedule showing actual dates, times, instructors, and component hours.
Learner access and support	Intake workflow, entry requirements, barrier screen, referral plan, advising cadence, and primary contact.
MSG and credential evidence	Approved benchmark, student-specific transcript, employer progress report, exam result, credential record, or other approved evidence.
Partner commitments	Named contribution, owner, timing, communication method, and evidence expected from each partner.

Approval and monitoring readiness

A practical IET file contains the approval, SSLO, schedule, partner evidence, instructional evidence, and student outcome evidence in one traceable location. Teams should not have to reconstruct the pathway after the cohort ends.

Case study: Randolph Community College Manufacturing IET

Randolph Community College developed its Certified Manufacturing Associate IET in response to local employer input. Early implementation showed that the hands-on lab needed stronger alignment with the technical tasks and job expectations employers valued. The college used that feedback to strengthen the lab, improve the connection between instruction and workplace performance, and create a more useful foundation for future cohorts. The lesson is practical: build employer feedback into the design before launch, and revisit the lab, SSLO, and shared assessments after each cohort.

Planning move	How another provider can replicate it
Validate tasks	Ask two or more employers to identify the entry-level tasks, safety expectations, and documentation habits that matter most.
Map the SSLO	Connect each selected task to literacy, numeracy, communication, and workforce preparation skills.
Test the lab	Have training faculty and an employer review whether the practice environment reflects real tools, pace, and quality expectations.
Review evidence	Confirm which assessment or credential record will document occupational progress and who will provide it.
Adjust after the cohort	Compare learner performance, instructor feedback, employer feedback, and evidence gaps before repeating the IET.

Case study: Blue Ridge Community College Google Project Management IET

Blue Ridge Community College used the Google Project Management Certificate to create a flexible pathway for adults interested in project-based work. The occupational training was online, so the college had to plan more than course access. Learners needed clear onboarding, reliable technology, digital navigation support, regular contact with staff, and adult education instruction tied to the reading, communication, organization, and problem-solving demands of project work. The model is useful for colleges considering online IETs because it shows that flexibility works best when expectations, milestones, support, and evidence routines are visible from the beginning.

Replicate the operating routine, not just the platform

Before launching an online IET, identify who helps learners log in, who notices stalled progress, when staff contact learners, how occupational tasks appear in Adult Education instruction, and how the final credential or benchmark record reaches the data team.

2 Program Planning

Labor Market Demand

Strong IET programs begin with careful pathway selection. The most effective programs focus on occupations that are in demand locally and provide learners with realistic opportunities for employment and advancement. Although, selecting the right credential requires balancing several factors, including workforce demand, training feasibility, and accessibility for adult learners.

Labor market information tools and employer conversations can help confirm hiring demand and wage potential. Programs should also consider whether entry-level positions are realistically accessible for the population they intend to serve.

Once demand is confirmed, the next step is selecting a credential that employers recognize and value. Ideally, the credential can be completed within a reasonable time frame, has manageable entry requirements, and supports advancement along a career pathway. Programs should also think ahead about documentation. Credentials that provide clear verification records make it easier to demonstrate measurable skill gains.

Before recruiting students, programs should confirm that training logistics are workable. This includes verifying available seats, training schedules, start dates, prerequisites, and completion requirements. Confirm how credential documentation will be produced, such as transcripts, exam results, or completion records.

Quick pathway screen

Decision area	Go or no-go question
Demand	Is there evidence of hiring need, viable wages, and realistic entry-level opportunity in the region?
Credential value	Do employers recognize the credential, exam, license, or technical benchmark?
Learner fit	Can eligible adult learners meet the schedule, cost, language, digital, transportation, and occupation-specific requirements with available supports?
Training feasibility	Are seats, instructors, facilities, equipment, and start dates confirmed?
Evidence feasibility	Will the provider receive a valid, student-specific record soon enough to report the MSG accurately?
Pathway value	Does the IET connect to employment, apprenticeship, a higher-level credential, curriculum, or another clear next step?

Staffing the IET for results

IETs become sustainable when ownership is clear. Programs should name the person responsible for recruitment, intake, instruction, navigation, partner coordination, evidence collection, data entry, and post-completion transition. One person may hold several roles, but no essential task should be unassigned.

Five staffing checkpoints

1. Prepare the pathway. Before recruitment, assign responsibility for confirming course details, costs, entry requirements, supports, approvals, and the evidence plan.
2. Prepare the learner. Before classes begin, coordinate intake, onboarding, enrollment, and support arrangements so learners understand their schedule and milestones.
3. Support participation. During instruction, connect attendance monitoring, advising, instructional coordination, and evidence collection.
4. Document achievement. Before each credential or milestone, confirm readiness, testing arrangements, and who will obtain the official record.
5. Support the next step. After completion, verify outcomes, connect learners to employment or further education, and review improvements with partners.

Team check: Does every checkpoint have a named lead, a backup, and a clear handoff?

Case Study: Pathways Navigators

At Randolph Community College, Pathways Navigator Cindy Ho describes her week as a steady mix of advising, encouragement, and coordination. She meets with students to talk through goals and course progress, helps them register, apply for scholarships, and secure the textbooks and materials they need, and checks in along the way to keep small issues from becoming reasons to stop out. She also works behind the scenes to keep the pathway running smoothly—recruiting and promoting upcoming options, coordinating monthly NCWorks visits for both morning and evening classes, and making sure instructors have clear course details to share with students.

At Alamance Community College, Carrie Russell says the role works best when navigators are visible and connected. “Be present in the CCR classes,” she shared, because trust is built when students see you regularly and know who to come to when questions come up. Russell also emphasized that navigator support shouldn’t be limited to IET enrollment: helping CCR students transition into other college programs—Curriculum or Continuing Education—often includes walking them through residency, the college application, and FAFSA. She sees those transitions as wins, too.

Removing barriers: enrollment, access, and learner fit

Enrollment complexity can stop participation before instruction begins. Barrier screening should occur early, but it should lead to action rather than becoming another form learners must

Layer	What the team confirms
Adult Education entry	Title II eligibility, intake, placement or assessment as applicable, registration, orientation, and schedule fit.
College or training entry	Continuing Education or curriculum application, residency, registration, prerequisites, payment, and required documentation.
Occupation-specific entry	Background checks, drug screens, immunizations, licensure rules, equipment, testing, driving requirements, or other field-specific conditions.
Participation support	Transportation, child care, language access, digital access, work schedule, tuition, fees, tools, uniforms, testing, and retakes.
Transition readiness	Employment documentation, NCWorks connection, interview preparation, apprenticeship, higher-level training, curriculum, or next credential.

Related North Carolina support pathways

Access to Achievement is a state-funded IDD workforce training program that supports learners with intellectual and developmental disabilities through person-centered education and career pathways. It can strengthen campus access, workforce readiness, navigation, and partnership, but Title II-funded IET participation must still meet Title II eligibility and IET requirements.

A practical IET file contains the approval, SSLO, schedule, partner evidence, instructional evidence, and student outcome evidence in one traceable location. Teams should not have to reconstruct the pathway after the cohort ends.

Braid supports, not identities

A learner may benefit from several programs, but each program keeps its own eligibility, allowable cost, documentation, and reporting rules. Name which partner pays for each service, document the decision, and avoid charging the same cost twice.

Recruitment that leads to starts

The project colleges found that the strongest recruitment did not rely on one channel. It combined targeted outreach, trusted relationships, clear program information, and a quick path from interest to enrollment.

Recruitment approach	Practical use
Current and former learners	Use instructors, navigators, text messages, calls, and class visits. Learners who already trust the program can more easily picture a new career or college step.
Whole-class pathway	When the occupational goal fits the instructional context, invite an established Adult Education or English language class to enter the IET together. Alamance and Pitt used class-based approaches connected to food service instruction.
Visible work-based learning	Use an OtterCup-style coffee cart, cafe, lab demonstration, or public showcase to let learners see the occupational tasks and career connection before enrolling.
Partner referral	Give NCWorks, community organizations, libraries, corrections, employers, and support agencies one clear description, one contact, and one referral route.
Digital outreach	Pitt Community College worked with College Advancement and Marketing to run Meta-based outreach for health care and skilled trades pathways. The campaign increased awareness and continued to generate inquiries after the paid promotion ended. [C13]
Employer outreach	Ask employers to refer incumbent workers, job candidates who need skill development, or community members interested in the occupation.

Single front door learner journey

A single front door learner journey gives each participant one clear and supported pathway from initial interest through credential attainment and transition. Learners enter through one coordinated intake process where staff confirm program fit, explain schedules and requirements, identify potential barriers, connect the learner with needed supports, and establish clear next steps. The same navigator or advising team then follows the learner through onboarding, early participation, midpoint progress, credential preparation, and transition to employment or further education. This approach reduces confusion, prevents learners from being passed between disconnected departments, strengthens communication among partners, and ensures that support, instruction, documentation, and follow-up remain coordinated throughout the IET experience.

3 Operations

Instructional design: integration through SSLO

Integrated instruction is the operating center of the IET. Adult Education, workforce preparation, and occupational training do not need to be delivered by the same instructor or in the same room every hour. They do need to reinforce the same occupational goals during overlapping instructional periods.

How to build a usable SSLO

1. Start with an occupational task that learners must perform in training or on the job.
2. Identify the literacy, numeracy, English language, digital, speaking, listening, and documentation demands inside that task.
3. Identify the workforce preparation behaviors required, such as teamwork, communication, safety, time management, critical thinking, or problem-solving.
4. Write an observable outcome that combines the task and the supporting skills.
5. Design practice across the three components and decide how learners will demonstrate the outcome.
6. Use the SSLO in weekly plans, shared assessments, instructor communication, learner feedback, and evidence collection.

Same task, different supports

IET learners may enter with different academic or English language levels. The team can keep one occupational outcome while changing the amount of support.

Entry point	Instructional support
Access	Simplified or chunked text, visuals, translated key terms when appropriate, sentence frames, modeled examples, guided practice, and additional time.
Core	Authentic workplace text, standard vocabulary, structured partner practice, and the normal task sequence.
Stretch	Longer or more complex text, error analysis, reduced scaffolding, added documentation, and role-play with higher communication expectations.

Practical ways to deliver the IET

Terms such as cohort, embedded, hybrid, alternating, and open-entry can describe overlapping features of the same IET. A new director does not need to choose one label. The practical question is whether the team can show where each component occurs, how the components connect, and how learners receive support throughout the approved instructional period.

Deliver the IET

Operating example	What the learner experiences
A scheduled cohort	A group starts and finishes together. Adult Education instruction may meet before or after the training session, join selected lab periods, or use a separate meeting that follows the training sequence. The team uses one calendar and one advising cadence.
A bridge lab connected to training	Blue Ridge used English Language Acquisition, digital literacy, and a Professional Skills Bridge Lab to prepare learners for career-specific learning. For IET use, the bridge lab must continue to overlap with and reinforce the occupational training rather than end as a prerequisite. [C13]
Work-based learning	An Alamance OtterCup-style coffee cart or cafe can serve as the common setting for reading orders, calculating totals, practicing customer communication, following food safety procedures, and preparing for a recognized food service credential.
Online occupational training	Learners complete online training while Adult Education instruction, workforce preparation, navigation, and progress checks follow the same weekly milestones. Staff intervene when learners stop logging in or miss a benchmark.
Instructor rotation	Adult Education and training faculty teach at different times but use shared weekly plans, common vocabulary, aligned tasks, and scheduled communication.
Individual pacing	Learners move through training at different speeds. The provider uses structured milestones, frequent navigator contact, and a schedule that still demonstrates all three components within each learner's IET period.

Readiness check before launch

- ☐ The IET has current NCCCS approval or is in the review process with enough time to revise before launch.
- ☐ The credential, issuer, MSG benchmark, and student-specific evidence are confirmed.
- ☐ The three components occur within the IET period, and a cohort-specific schedule can be produced.
- ☐ The SSLO is shared with every instructor and appears in the first weeks of lesson planning.
- ☐ Training seats, faculty, location, equipment, prerequisites, start dates, fees, and completion rules are confirmed.
- ☐ Recruitment materials accurately state the credential, schedule, costs, requirements, and point of contact.
- ☐ The intake owner, barrier screen, referral partners, advising cadence, early alert routine, and transition plan are ready.
- ☐ The evidence owner knows where approval, schedules, student records, and credential documentation will be stored.

Employer engagement that improves learning and outcomes

Employer engagement is strongest when it moves beyond a guest presentation and contributes to design, learner motivation, workplace exposure, and the transition to employment.

Timing	Employer Contribution
Planning	Validate the occupation, credential, job tasks, SSLO, and job-ready expectations.
Recruitment and pre-start	Describe the work, explain expectations, refer learners, and make the employment connection visible.
During instruction	Host a tour, demonstration, job shadow, mock work scenario, interview practice, or feedback session tied to the SSLO
Completion	Offer interviews, referrals, priority review, apprenticeship connections, or a clear application route.
Post-cohort	Provide concise feedback about readiness strengths, skill gaps, and changes in demand so the next cohort can improve.

Minimum employer ask

Before launch, ask an employer to validate the credential and tasks, complete one learner-facing engagement, provide an employment connection, and share feedback after the cohort. Record the contact, commitment, timing, and result.

Employer Relationships: Pitt Community College & ECU Health

Effective employer relationships are a core component of high-quality Integrated Education and Training (IET) programs and are essential to ensuring alignment with regional workforce needs. At Pitt Community College, the partnership with ECU Health illustrates how structured collaboration and clear communication can support both adult learners and employers. PCC delivers a Workplace Literacy class on-site at ECU Health in a designated education classroom, providing convenient access for employees while embedding adult education services directly within the workplace. Establishing a clearly defined employer contact has been critical to the program's ongoing success, enabling both partners to address operational barriers, including coordinating with departmental managers on employee release time for instruction.

Employer investment and shared responsibility have strengthened program participation and persistence. ECU Health supports enrolled employees through incentives such as paid instructional time, GED testing vouchers, and opportunities for wage increases or advancement upon program completion. These supports align with AEFLA's emphasis on reducing barriers to participation and increasing credential attainment. As with many workplace-based IETs, enrollment has fluctuated, particularly when class sizes declined. These challenges were addressed collaboratively through targeted internal outreach and recruitment efforts coordinated with the employer contact. Clear and consistent communication has also proven essential when employer policies change. In one instance, an uncommunicated time limit on program participation required PCC and ECU Health to engage in problem-solving discussions to support a student nearing completion, reinforcing the importance of shared expectations and flexibility in supporting learner success.

Sustaining the partnership extends beyond instruction to include recognition, advancement, and postsecondary transition opportunities. ECU Health is invited to PCC graduations and, when applicable, the National Adult Education Honor Society awards ceremony, reinforcing shared accountability for outcomes. The employer also provides paid tuition benefits for eligible employees pursuing higher education, contributing to measurable postsecondary transitions and career advancement. Program outcomes include graduates who have earned promotions, wage increases, and, in at least one case, enrollment in a four-year degree program. The most significant takeaway from this partnership is the necessity of clearly defined roles, responsibilities, and expectations outlined in a memorandum of understanding (MOU) or memorandum of agreement (MOA). Regular communication with employer contacts—focused on both challenges and successes—supports continuous improvement, strengthens employer buy-in, and ensures IET programs remain responsive, sustainable, and aligned with AEFLA and NCCCS Career and College Readiness priorities.

Measurable Skill Gains 3, 4, and 5

MSGs 3, 4, and 5 expand the ways workplace literacy and IET programs can document progress, but each type has specific validation and evidence requirements. Approval of the IET design does not automatically award an MSG. The learner must meet the approved benchmark, and the provider must retain the required student-specific evidence.

MSG	When it applies	Valid evidence
MSG 3: Postsecondary transcript or report card	Most likely for an IET that co-enrolls learners in curriculum occupational courses. The transcript must show satisfactory progress under state academic standards. Full-time participants complete at least 12 credit hours in one semester. Part-time participants complete a total of at least 12 credit hours over two consecutive semesters during the program year. Continuing Education hours or a CE grade report do not meet this definition.	Official postsecondary transcript or report card showing qualifying credit and satisfactory progress.
MSG 4: Progress toward an established milestone	Most often used in workplace literacy. The employer and provider establish substantive, measurable milestones before instruction begins. A qualifying increase in pay or responsibility tied to newly acquired skills may also count.	Employer or training-provider progress report, milestone verification, or documentation of qualifying pay or responsibility increase.
MSG 5: Occupational exam or technical benchmark	Used for IET participants who pass an exam required for a specific occupation or demonstrate progress against trade-related technical or occupational benchmarks. Many North Carolina short-term IETs are designed around an MSG 5 pathway. General employability, attendance, digital literacy, Northstar, work-readiness, or broadly useful safety certificates do not qualify alone.	Exam result, credential record, competency assessment, module record, or other approved evidence tied to the occupation.

OSHA-10 caution

OSHA-10 can be a valuable supporting credential. It should not be listed as the sole MSG 5 benchmark unless the provider verifies that it is required for the specific occupation and the state-approved IET plan identifies it as a valid occupation-specific benchmark.

The IET Evidence Chain

Programs frequently ask what documentation should exist to demonstrate that an IET program is operating as intended. One helpful way to think about this is as an evidence chain that follows the pathway from design through outcomes.

Program step	Evidence to retain
Workforce demand	Labor market source, employer validation, job postings, or sector strategy.
Credential selection	Credential issuer, requirements, NC Workforce Credentials List status, and employer value.
Program approval	Current form, supporting documents, approval record, revision history.
Integrated design	SSLO, scope and sequence, contextualized curriculum, shared assessment.
Concurrency	Approved delivery model and cohort-specific schedule.
Learner access	Intake, eligibility, requirements, barrier screen, referral, and advising record.
Instruction	Weekly plans, materials, instructor coordination, attendance, and learner artifacts.
MSG	Student-specific transcript, employer progress report, exam result, or approved benchmark evidence.
Credential and transition	Credential verification, employment or next-step connection, and follow-up.
Continuous improvement	Cohort review, partner feedback, decision log, and revised tools for the next cycle.

Maintaining these materials in a consistent location allows programs to demonstrate program quality and compliance without reconstructing documentation later.

Evaluation and Continuous Improvement

High-performing IET programs use data and feedback to continuously refine program design, instruction, and support. This section offers practical guidance on building an evaluation plan and using real-time data to improve outcomes for learners, partners, and institutions.

Designing an IET Evaluation Plan

A strong IET program includes a clear plan for measuring progress and outcomes—what you want to learn, how you’ll collect data, and how you’ll use results to improve. Use the framework below to guide your evaluation planning.

Program Logic Framework:

- Resources: Funding, staff, curriculum, employer input
- Actions: Instruction, advising, support services, employer engagement
- Results: Credential attainment, MSGs, job placement, learner transitions
- Impact: Long-term employment and education outcomes

Evaluation Questions:

What do we want to know?

- Collect both quantitative and qualitative data to inform improvement:
- Attendance records
- MSG outcomes (Types 3–5 for IETs)
- Credential attainment rates
- Learner surveys and feedback
- Employer and partner feedback
- Timeline for data collection and review

Using Data to Strengthen Your IET

Evaluation in an IET program should focus on improving instruction and student outcomes rather than simply meeting reporting requirements. Teams benefit from regularly reviewing a small set of indicators that help identify what is working and where adjustments may be needed.

Three questions can guide these discussions:

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Designing an IET Evaluation Plan

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Evaluation area	Question to review
Reach	Who inquired, completed intake, started, and participated? Where did learners leave the pathway?
Persistence	Were learners attending at weeks 1-2 and midpoint? Which barriers required intervention?
Learning and MSG	Were shared assessments completed? Were approved MSG benchmarks met and documented?
Credential	How many participants attempted and earned the occupational credential? Define the denominator and timeframe.
Transition	How many completers connected to employment, apprenticeship, curriculum, or the next credential step?
Experience	What did learners, instructors, employers, and partners say helped or hindered success?
Operations	Were roles, handoffs, evidence, and communication clear enough to repeat the IET?

Using Data to Strengthen Your IET

Evaluation in an IET program should focus on improving instruction and student outcomes rather than simply meeting reporting requirements. Teams benefit from regularly reviewing a small set of indicators that help identify what is working and where adjustments may be needed.

Three questions can guide these discussions:

- Are students attending consistently?
- Are students earning the credential?
- Are students transitioning to employment or their next education step?

Programs can use attendance records, credential completion data, measurable skill gain outcomes, and feedback from learners and employers to inform improvements. Regular team discussions about these indicators help programs identify barriers early and adjust instruction, supports, or recruitment strategies as needed.

Embedding IET in Institutional Structures

To sustain and scale IETs, programs should be built into the college's core systems—not treated as stand-alone projects.

- Integrating IET into annual planning and performance goals
- Including IET metrics in institutional dashboards and strategic enrollment plans
- Cross-training staff across Basic Skills, Workforce, and Curriculum divisions
- Fostering collaboration between advising, marketing, and employer engagement teams

Funding Strategies and Braids

Sustainable IETs draw on multiple funding streams: Examples:

- Title II (WIOA) Adult Education funds
- WIOA Title I (supportive services & training funds, including NextGen Youth funds)
- CE tuition-based programs
- Federal Student Aid (where applicable, especially for co-enrolled learners in CU programs)
- Foundation and Institutional Advancement support
- NCCCS Scholarships like SECU Bridge to Career and STWD scholarships

Making the Case to Leadership

Leaders need evidence that IETs advance equity, enrollment, and institutional outcomes.

- IETs improve student completion and transition rates
- IETs support performance-based funding by increasing credentials and postsecondary transitions
- IETs contribute to FTE growth by funneling students into high-demand, high-wage pathways
- IETs deepen employer partnerships and promote regional economic mobility

IET Planning: A Start for Sustainability

Form Your Team

Purpose: Strong IET programs start with a cross-functional team that brings diverse expertise and perspectives.

Key Actions:

- Identify members from adult education, workforce training, advising, and employer partners.
- Include those who can address instruction, support services, and data tracking.
- Define each member's role and set regular meeting times.

Best Practice: Engage leadership early—when leaders participate in planning, approvals and resources move faster.

Choose Pathways

Purpose: Selecting the right pathway ensures your IET addresses regional labor needs and student interest.

Key Actions:

- Review local labor market data for high-demand, high-wage sectors.
- Consider existing college programs and industry partnerships.
- Align with career pathways that allow stackable credentials.

Best Practice: Balance employer demand with student goals to improve retention and transitions.

Analyze Labor Market Data

Purpose: Data confirms your program meets both workforce demand and funding priorities.

Key Actions:

- Use state and local labor market tools (e.g., NCWorks, NCcareers).
- Identify projected job openings, wages, and credential requirements.
- Cross-check with employer feedback.

Best Practice: Pair quantitative data with qualitative insights from industry roundtables or advisory boards.

Form Your Team

Purpose: Strong IET programs start with the right team. This tool helps you identify who is currently at the table, clarify roles, and recognize voices that still need to be included.

Map Your Current IET Team & Missing Voices

Part A: Current Team Map

List the people currently involved in your IET design, implementation, and support.

Name/Role	Division/Department/Organization	Contribution to IET (e.g., instruction, advising, employer linkages, data, supports)	Level of Engagement (High / Medium / Low)

Part B: Essential IET Voices

- ☐ Adult Education Instructor(s) (ELA, ABE, ASE)
 ☐ Workforce Training Instructor(s) (Curriculum or Continuing Education faculty, lab coordinators)
 ☐ Workforce Preparation/Employability Skills Staff (HRD, digital literacy, career exploration)
 ☐ Advising/Career Navigator
 ☐ Employer Partner(s)
- ☐ Workforce Development Board or NCWorks Career Center Representative
 ☐ Student Services/Support (financial aid, admissions, disability services, etc.)
 ☐ Community Partner(s) (child care, transportation, housing, social services)
 ☐ College Leadership (Dean, VP, or CAO)

Part C: Missing Voices Analysis

Who is missing from your team that could strengthen program design or sustainability?

Which groups of learners are represented in planning?

- ☐ English Language Learners
- ☐ Adult High School / HSE students
- ☐ Learners with disabilities
- ☐ Justice-involved learners
- ☐ Other: _____

Where do you need stronger input from industry or the community?

Part D: Next Steps

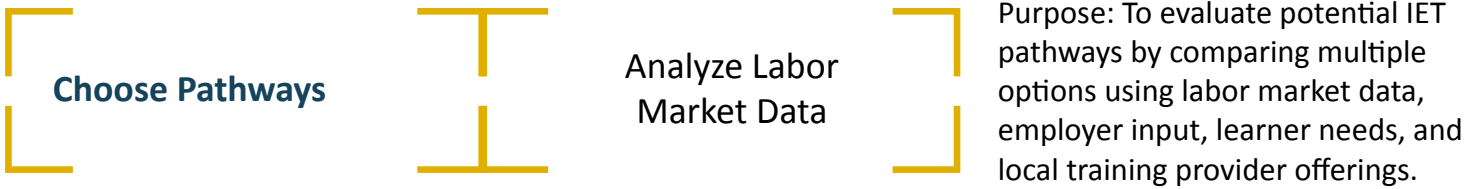
What action will you take to bring in missing voices?

Who will you invite, and by when?

How will you communicate your IET vision to them?

Action Step	Responsible Person	Timeline

Tip: A well-rounded IET team balances instruction, advising, leadership, and employer input. Missing voices often include student perspectives, employer representatives beyond advisory boards, or staff from student services.



Identify & Analyze Pathways with Labor Market Data

Part A: Pathway Comparison Table

	Pathway 1	Pathway 2	Pathway 3
Occupation / Credential			
Local Training Provider(s)			
Median Wage (NC/Region)			
Projected Growth (%)			
Job Openings (NCWorks)			
Employer Validation / Industry Input			
Learner Fit & Access Considerations			

Part B: Resources to Use



NCcareers.org – occupation profiles, wages, growth projections



NC LEAD – regional labor market data



NCWorks Online – real-time job postings and employer demand



Other Sources – Chamber of Commerce, economic development boards, industry associations



Include NCCCS Labor Market Analysis info on the www.nccommunitycolleges.edu website.

Part C: Group Discussion Prompts

Which pathway shows the strongest overlap between demand, learner interest, and local training capacity?

Are there gaps between what training providers offer and what the labor market data shows?

What supports would learners need to succeed in each pathway (transportation, childcare, digital access, language supports)?

Which pathway appears most viable for scaling into an IET?

Part D: Selection & Next Steps

Circle or highlight the pathway with the best alignment.

List immediate action steps (e.g., contact employer partner, meet with Dean of Workforce Development, request more LMI).

IET Planning: Designing for Learning and Support

Design IET Program

Purpose: A strong design integrates all three IET components—basic skills, workforce preparation, and occupational training—into one cohesive plan.

Key Actions:

- Select a training model (cohort, embedded, hybrid, etc.).
- Map the single set of learning objectives (SSLO).
- Identify instructional materials that are occupationally relevant.

Best Practice: Design with flexibility so you can adapt to employer feedback and learner needs.

Align with SSLO and WIOA Requirements

Purpose: Compliance ensures your IET is fundable and meets federal/state quality indicators.

Key Actions:

- Develop a SSLO covering all three IET components.
- Ensure alignment with NCCCS ABE/ASE and ELP standards.
- Confirm that all IET components—adult education, workforce preparation, and workforce training—are offered concurrently and contextually, as required under WIOA.

Best Practice: Use the IET Quality Indicators checklist during design to avoid rework later.

Secure Leadership and Approvals

Purpose: Leadership support accelerates implementation and provides institutional backing.

Key Actions:

- Present the program design, data, and expected outcomes to leadership.
- Secure approval from academic deans, workforce development directors, and fiscal offices.
- Document approvals for compliance.

Best Practice: Pair quantitative data with qualitative insights from industry roundtables or advisory boards.

Design IET Program

Align with SSLO and WIOA Requirements

Design & Align Your IET Program

Purpose: To design an IET program that intentionally integrates all three required components (basic skills, workforce preparation, and occupational training) and aligns them through a Single Set of Learning Objectives (SSLO) that meets WIOA requirements.

Name of the IET:

Part A: Braiding the Three Components

Basic Skills Instruction	Workforce Preparation Activities	Occupational Training
(e.g., math/reading contextualized to CNA tasks)	(e.g., digital literacy, teamwork, resume writing)	(e.g., Certified Nursing Assistant course, lab)

Part B: Draft Your Mini-SSLO

Now, braid the three components into a single objective. Choose one occupational outcome, and link it to both basic skills and workforce preparation.

Occupational Outcome: _____

Basic Skills Objective: _____

Workforce Prep Objective: _____

Example (Healthcare – CNA Pathway):

- Occupational: Demonstrate correct patient transfer techniques according to employer standards.
- Basic Skills: Calculate and record patient weight using decimals in medical charts.
- Workforce Prep: Communicate steps clearly with patients and coworkers using professional language.

Part C: WIOA & Compliance Check

Use this checklist to confirm your IET design meets WIOA and SSLO requirements:

All three components (basic skills, workforce prep, occupational training) are present.

Activities occur concurrently and contextually—not sequentially.

A Single Set of Learning Objectives (SSLO) ties them together.

The program is part of a career pathway that leads to further education and employment.

The credential(s) earned are industry-recognized and valued by employers.

Part D: SSLO Design Activity

Use your selected occupation (healthcare, IT, manufacturing, or skilled trades) to draft a mini-SSLO.

- Select an occupation or training program to focus on (e.g., CNA, Welding, IT Support Specialist).
- Using Part B, draft a mini-SSLO that braids basic skills, workforce prep, and occupational training into one integrated objective.
- Check your draft against the WIOA & Compliance checklist in Part C.
- Be ready to share your draft SSLO with others for feedback and refinement.

Secure Leadership & Approvals

Purpose: To secure leadership buy-in, you need a pitch that is short, memorable, and clearly tied to institutional priorities. This activity helps you frame your IET as a strategic win for the college.

The IET Elevator Pitch

Part A: Build Your Pitch Framework

Use these prompts to structure your “elevator pitch.” Keep it 30–60 seconds—just long enough to share with someone during a brief interaction like an elevator ride:



Hook – Start with urgency or opportunity:
“Our region faces a critical shortage of [occupation]. We can be the college that fills that gap.”



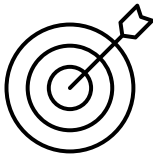
Value Proposition – Why this IET matters:

- Tied to Propel NC tiers and funding growth
- Expands student access and enrollment
- Aligns with employer demand and community needs



Evidence – Share one data point:

“Median wage for [occupation] is \$XX, and regional job growth is projected at XX%.”



Impact – The “so what?” for leadership:

“This program will increase credential attainment, strengthen employer partnerships, and grow FTE.”



Ask – Be clear and direct:

“We need approval for [space, funding, staffing] to launch this program next semester.”

Part B: Draft Your Elevator Pitch

Write your 4–5 sentence pitch below.
Aim for clarity and persuasion.

Part C: Share & Refine

- Practice delivering your pitch aloud—it should take no more than one minute.
- If working with a team, role-play your leadership audience and give feedback.
- If developing internally, review with your advisory board or a trusted colleague.

IET Planning: Development and Support

Develop Recruitment Strategy

Purpose: Targeted recruitment brings in learners who are ready and motivated to complete the program.

Key Actions:

- Identify target populations and outreach channels.
- Use both digital and in-person recruitment efforts.
- Partner with employers and community organizations for referrals.

Best Practice: Show the career pathway visually in recruitment materials so learners see the end goal.

Launch Advising & Intake

Purpose: A strong intake process ensures students understand program expectations and receive early support.

Key Actions:

- Conduct skills assessments and career interest inventories.
- Review schedules, supports, and expectations.
- Assign a primary advisor or navigator.

Best Practice: Balance employer demand with student goals to improve retention and transitions.

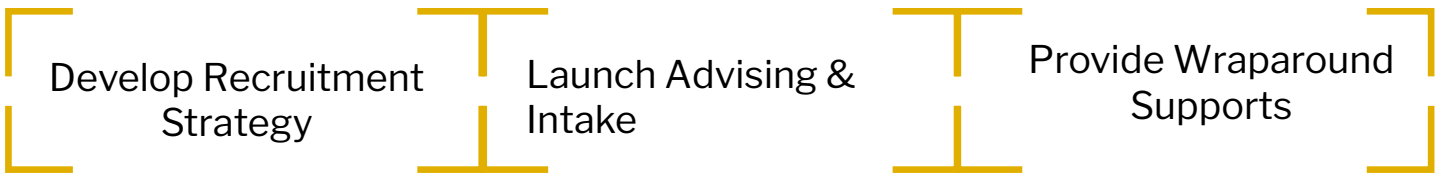
Provide Wraparound Supports

Purpose: Support services address barriers that could derail student progress.

Key Actions:

- Offer or connect students to transportation, child care, and financial aid.
- Provide tutoring, mentoring, and technology access.
- Build partnerships for additional community-based supports.

Best Practice: Show the career pathway visually in recruitment materials so learners see the end goal.



Purpose: High-quality IETs don’t succeed on instruction alone—students must be recruited effectively, guided through strong advising, and supported with wraparound services. This activity helps you capture and share effective strategies in these three areas.

Part A: Recruitment Strategies

Think about how you reach learners and build interest in your IET.

Examples: flyers, social media, word-of-mouth, partnerships with NCWorks, targeted employer referrals.

Our strongest recruitment strategy:

Part B: Advising & Intake

Advising is the glue that holds IET together. How do you help students enter and persist?

Examples: embedded advising in classes, mandatory intake sessions, career navigation checklists.

Our strongest advising/intake strategy:

Part C: Wraparound Supports

Support services help remove barriers to persistence. What has worked for your students?

Examples: transportation vouchers, on-campus childcare, tutoring, peer mentoring.

Our strongest support strategy:

IET Planning: Delivery and Feedback

Deliver Instruction (Basic Skills + Workforce + Training)

Purpose: Instruction must be concurrent and contextual, blending academic skills with occupational content.

Key Actions:

- Use co-teaching or integrated lesson planning.
- Include workforce preparation skills in every class session.
- Monitor learner progress toward both academic and occupational outcomes.

Best Practice: Pair quantitative data with qualitative insights from industry roundtables or advisory boards.

Track Data and MSGs

Purpose: Tracking outcomes allows for timely intervention and demonstrates program success.

Key Actions:

- Record attendance, MSGs (Types 3–5), and credential attainment.
- Review data regularly with instructors and advisors.
- Use data for continuous improvement and compliance reporting.

Best Practice: Flag students at risk of missing an MSG early and adjust supports accordingly.

Evaluate Outcomes and Gather Feedback

Purpose: Evaluation ensures the program is meeting its goals and adapting to changes.

Key Actions:

- Collect feedback from learners, instructors, and employers.
- Compare outcomes against targets.
- Document successes and improvement areas.

Best Practice: Pair quantitative data with qualitative insights from industry roundtables or advisory boards.

Deliver Instruction

Purpose: Instruction is the heart of IET. Effective delivery requires intentional collaboration between basic skills instructors and workforce training faculty. This activity will help you explore different team teaching models and reflect on real North Carolina case studies.

Part A: Team Teaching Models

Common models used in IET include:

- Co-Teaching: Both instructors present together in the same classroom, fully integrated.
- Alternating: Instructors trade off, but plan together to ensure lessons are connected.
- Embedded: One instructor embeds workforce prep or basic skills instruction directly into occupational training.

Which model(s) could work best for your IET? Why?

Part B: Case Study Review

Review examples from North Carolina colleges

Alamance CC – Embedded ServSafe into a café run by students with IDD, blending real work experience with literacy instruction.

Randolph CC – Manufacturing IET with employer-driven redesign after low pass rates, leading to stronger alignment with industry needs.

Pitt CC – ELA learners earning ServSafe certification, partnered with Small Business Center to build entrepreneurship pathways.

Blue Ridge CC – Healthcare-focused IETs with strong advising support and employer partnerships.

Part C: Reflection Questions

- What instructional practices stand out from these case studies?
- How do they braid academic, workforce prep, and occupational training in real time?
- Which elements could you adapt to your own program?



Track Data & MSGs



Evaluate Outcomes and
Gather Feedback



Purpose: Strong IET programs use data not only for compliance but also for improvement. This activity will help you identify how to capture MSGs in IETs and reflect on your program's quality using a national set of indicators.

Part A: Tracking MSGs in IETs

WIOA recognizes several ways learners can demonstrate Measurable Skill Gain (MSG). For IET programs, the most common types include:

- Type 3 – Postsecondary Transcript or Report Card;
- Type 5 – Attainment of a Recognized Postsecondary Credential: Student earns an industry-recognized credential, license, or certificate, or meets progress benchmarks toward completion of that credential.
- Note: MSG Type 4 (attainment of a secondary diploma or equivalent) generally applies to workplace literacy

How will your IET capture MSGs 3, 4, and 5?

Part B: Evaluating Outcomes

Programs should regularly evaluate outcomes and gather feedback for improvement. Consider using the Evaluation Plan Template to document:

- Enrollment, persistence, and credential attainment data.
- Partner and employer feedback.
- Learner feedback (surveys, focus groups, interviews).
- Plans for adjusting instruction, supports, or recruitment strategies.

What data sources or feedback loops will you use to evaluate your IET?

Part C: Quick Self-Assessment with IET Quality Indicators

Review your IET against the IET Quality Indicators in these categories:

- Program Design
- Collaboration & Industry Engagement
- Curriculum & Instruction
- Student Experience & Progress
- Program Management

Which areas are strongest? _____

Which areas need improvement? _____

The IET Planning: From Start to Sustainability

Plan for Scaling and Sustainability

Purpose: Scaling builds on success to serve more students and ensure long-term viability.

Key Actions:

- Identify additional funding sources or cost-sharing opportunities.
- Document program design and resources for replication.
- Strengthen partnerships that support expansion.

Best Practice: Use early success stories to advocate for institutional and community investment.

Plan for Scaling and Sustainability

Purpose: The final step is about planning beyond a single cohort. Sustainable IETs are embedded in career pathways, supported by diverse funding, and designed to be shared across colleges.

Part A: Pathway Integration

How will your IET connect to broader career pathways at your college?

- Stackable credentials (e.g., CNA ->LPN ->RN)
- Co-enrollment in CU or CE
- Transition advising into higher education or employment

Notes:

What resources will help sustain and grow your IET?

- Title II (AEFLA/IELCE)
- WIOA Title I partnership
- Perkins V
- Institutional or foundation support
- Employer contributions or tuition models

Potential sources for our IET:

Part C: Scaling & Sharing

How will you expand impact?

- Mentor another college or program
- Document and share best practices
- Train additional instructors/advisors
- Embed IET in long-term planning and strategic enrollment management

Our scaling plan:

Reflection

One action I'll take in the next 30 days to move our IET forward:

By completing these worksheets, you have outlined the essential components of a high-quality Integrated Education & Training program. This work forms the foundation for clear planning, effective partnerships, and meaningful outcomes for adult learners. The following glossary provides definitions and common language to support continued implementation across your college and community.

Save a completed copy before clearing.

Clear Form - Start New IET

Glossary of Terms

A

ABE (Adult Basic Education) – Foundational education for adults to build reading, writing, and math skills below the high school level.

Advising – Individualized support to help students plan educational and career goals, address barriers, and connect to resources.

ASE (Adult Secondary Education) – Instruction designed to help adults achieve a high school diploma or equivalent.

B

BLS (Bureau of Labor Statistics) – A federal agency that collects and analyzes labor market data used to determine employment trends and wages.

Boot Camp – A short-term, intensive training format that helps learners rapidly gain industry-recognized skills and credentials.

C

Career Pathway – A connected sequence of education and training programs that enable individuals to secure employment and advance in a given sector.

CE (Continuing Education) – Non-credit instruction offered by community colleges that leads to credentials or prepares for employment.

Credential – A certificate, license, or degree recognized by industry or education authorities that validates skills or knowledge.

D

Data-Driven Improvement – The process of using outcome data (e.g., MSGs, credential rates) to evaluate and improve programs.

E

ELL/ESL (English Language Learner / English as a Second Language) – Adults learning English to improve communication, employment, and educational opportunities.

Employer Partner – A business or organization that collaborates with an IET program by providing input, internships, or employment opportunities.

Evaluation Plan Template – A U.S. Department of Education tool (developed by Abt Associates) for designing and documenting program evaluation methods.

F

FTE (Full-Time Equivalent) – A funding measure representing the total number of full-time students served by a college.

H

HEA (Higher Education Act of 1965) – Federal law authorizing financial aid and postsecondary programs, aligning with WIOA and Perkins V in defining career pathways.

HRD (Human Resource Development) – Workforce preparation courses offered by community colleges focusing on employability and soft skills.

Glossary of Terms

I

IET (Integrated Education and Training) – A model that combines adult education and literacy activities with workforce preparation and workforce training, delivered concurrently and contextually under a single set of learning objectives.

IELCE (Integrated English Literacy and Civics Education) – A Title II program that integrates English language instruction with civics education and workforce training.

IPDAE (Institute for the Professional Development of Adult Educators) – A Florida-based professional development organization that created the Florida IET Playbook.

L

LMI (Labor Market Information) – Data about employment trends, wages, and occupational demand, used to align IETs with workforce needs.

Lightcast – A national labor market analytics provider used by NCCCS for occupational forecasting.

M

MSG (Measurable Skill Gain) – A performance indicator under WIOA that measures academic or technical progress toward a credential or employment goal.

More Than a Job NC – A statewide initiative supporting economic mobility and workforce alignment through education and training pathways.

N

NC LEAD (Labor & Economic Analysis Division) – A division of the NC Department of Commerce providing regional labor market data.

NCCareers.org – North Carolina’s online career exploration and labor data tool, developed jointly by the NC Community College System and Department of Commerce.

NCCCS (North Carolina Community College System) – The statewide system of 58 community colleges administering WIOA Title II Adult Education programs.

NRS (National Reporting System) – The federal accountability system used to collect and report adult education outcomes under WIOA.

P

Perkins V (Strengthening Career and Technical Education for the 21st Century Act) – Federal legislation supporting career and technical education programs that align with workforce needs.

Propel NC – The NC Community College System’s new performance-based funding model emphasizing high-demand, high-wage career pathways.

Q

Quality Indicators (IET Quality Indicators) – A framework developed by the American Institutes for Research to assess and improve IET program quality.

Glossary of Terms

S

SSLO (Single Set of Learning Objectives) – A required element of IET that integrates academic, workforce preparation, and occupational objectives into one cohesive framework.

Plan for Scaling and Sustainability – A series of short-term credentials that build upon each other, allowing learners to advance in a career pathway.

Support Services (Wraparound Services) – Nonacademic supports such as childcare, transportation, and advising that help learners persist and complete training.

T

Title II (Adult Education and Family Literacy Act) – The section of WIOA that funds adult education and literacy services, including IET and IELCE programs.

Transition Advising – Guidance and assistance to help learners move from basic skills or IET programs into postsecondary education or employment.

W

WIOA (Workforce Innovation and Opportunity Act) – Federal law that integrates workforce, adult education, and vocational rehabilitation systems to support employment and economic advancement.

Workforce Preparation – Activities that build employability skills such as teamwork, communication, and digital literacy.

Workforce Training – Occupational instruction that leads to an industry-recognized credential or direct employment.

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