




## IET Quality Indicators

The IET Quality Indicators constitute a tool for supporting program development and continuous improvement in IET programs. They are organized into five categories:

1. IET Program Design
2. Collaboration and Industry Engagement
3. Curriculum and Instruction
4. Student Experience and Progress
5. Program Management/Staffing/Organization Support

The indicators can be used by states and programs to review existing IET programs and plan new ones, identify priority areas for improvement over time, develop action plans to incorporate best practice strategies, and promote shared learning. Efforts to improve quality likely will not address each of the indicators at any given time, and states and programs should attempt to make progress against the indicators rather than treat each indicator as specifying a “complete” or final desired state.

Quality Indicators	
	<b>IET Program Design</b> refers to the intentional design and development of a program that meets the needs of local labor markets; provides a pathway to quality jobs; and aligns with federal and state policies.
1.	Meets local labor market needs, as evidenced by labor market information (LMI), research, and employer validation; and creates a pathway to quality jobs.
2.	Is part of a career pathway that provides articulated opportunities for students to advance to additional workforce training, postsecondary education, and career advancement.
3.	Increases access to and success in in-demand workforce training and career advancement opportunities.
4.	Has a developed set of learner, program, and partner goals and objectives to establish a common vision and to ensure that program results align with intended student and partner outcomes.
5.	Aligns with state IET guidance and with career pathway activities, as required under the Workforce Innovation and Opportunity Act.
6.	Has an articulated marketing and outreach plan to reach potential students in the community.

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7. Provides intake and orientation services to help students onboard successfully and has supports in place to help students persist and succeed.

8. Considers multiple funding sources to resource the planning, development, delivery, and follow-up of the IET program.



**Collaboration and Industry Engagement** refers to ongoing communication and collaboration with partners, employers, and students to ensure the program meets the community's evolving needs, as well as established processes and tools for communicating and fulfilling the program's vision and purpose.

9. Holds regular and ongoing meetings to collaborate with partners, employers, and students to ensure the IET meets community needs (during planning, implementation, and evaluation of the IET program) and adjusts appropriately to changing interests and priorities of partners.

10. Has an established process and tools for communicating the vision and purpose of the IET program with various postsecondary education and training partners, employers, and students.

11. Has an established process and tools for communicating with and working with industry and education sector partners, with clarity around roles and needs, and includes industry input into curriculum, student engagement, and hiring.



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

12. Has a curriculum that includes the three required, concurrent elements of IET—adult education and literacy, workforce preparation, and workforce training—using high-quality content, activities, and materials that are occupationally contextualized.

13. Provides opportunities for students to connect and apply learning to real-world and work-related situations.

14. Has a single set of learning objectives (SSLO) that consists of individual learning objectives that integrate the adult education content/state-level standards, occupational skills, and workforce preparation activities to guide integrated instruction.

15. Uses instructional technology and digital platforms to meet students' needs, ensure work readiness, and enhance delivery of IET components.

16. Identifies, implements, and updates instructional materials from evidence-based research or promising practices that are responsive to student and current industry needs.

17. Has an integrated curriculum that reflects the essential knowledge, skills, and credentials required for employment in the sector, as identified by industry and employer experts.

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**Student Experience and Progress** refers to prioritizing student success through the provision of wraparound services that address basic needs and logistical barriers and by using competencies, indicators, and feedback to communicate and demonstrate learner progress.

- 18. Engages all IET partners in providing wraparound services to address students' basic needs and logistical barriers at each phase of programming to strengthen IET program persistence.
- 19. Provides wraparound services to address students' basic needs and logistical barriers at each phase of programming in support of IET program persistence.
- 20. Uses adult literacy, workforce training, and workforce preparation competencies; performance indicators; and student and partner feedback to communicate learner success at each phase of programming.



**Program Management/Staffing/Organization Support** refers to employing data-based decision-making, effective communication strategies, and sustainable planning to support continuous improvement in all program components.

- 21. Provides multiple opportunities for collecting, analyzing, and using data-driven and outcome-based decision-making in support of continuous improvement in all program components.
- 22. Employs effective communication strategies with students, faculty, employers, and partner organizations to support continuous improvement for the program.
- 23. Provides staff support for meetings, co-planning, and continuous program improvement and also provides professional development to enhance knowledge of IET policy, program design, and instructional practice.
- 24. Addresses IET sustainability and scaling needs with state systems, local programs, collaborators, employers, and learners (e.g., in planning for new IET programs, seeking funding, and implementing innovative strategies).

