Integrated Education and Training

Planning Tool and Proposal

February 2023



**COMMONWEALTH OF PENNSYLVANIA  
DEPARTMENT OF EDUCATION**333 Market Street  
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Contents

[Acknowledgment 1](#_Toc125967528)

[Team Information 2](#_Toc125967529)

[Regional Workforce Development Needs 3](#_Toc125967530)

[IET Program Summary 4](#_Toc125967531)

[IET Program Goals 5](#_Toc125967532)

[Work Plan Template 6](#_Toc125967533)

[Funding Matrix 7](#_Toc125967534)

[Communication Plan 9](#_Toc125967535)

[Program Policies 9](#_Toc125967536)

[Partner Agreements 10](#_Toc125967537)

[Learner Supports 11](#_Toc125967538)

[Outreach and Recruiting Strategies 12](#_Toc125967539)

[Enrollment and Intake 13](#_Toc125967540)

[Accessibility Needs 14](#_Toc125967541)

[Schedule and Location 15](#_Toc125967542)

[Program Evaluation Plan 16](#_Toc125967543)

[Instructional Planning 18](#_Toc125967544)

[IET Development and Implementation Action Plan 21](#_Toc125967545)

[Narrative Questions 22](#_Toc125967546)

# Acknowledgment

This *Integrated Education and Training Planning Tool and Proposal* was adapted from the following document, which is in the public domain:

U.S. Department of Education, Office of Career, Technical, and Adult Education, *Integrated Education and Training (IET) Design Toolkit*. Washington, DC, 2022.

# Team Information

Integrated Education and Training (IET) program design and planning work may be done primarily by Adult Basic Education (ABE) staff and staff who deliver occupational skills training. Ideally, the team should include other partners who can help inform your IET program design, ensure it connects to a viable career pathway, and support learners’ needs. Team members should be able to make decisions regarding the program structure, necessary learner supports, and the integrated curriculum. If you are not able to engage with employers directly, be sure that you have access to at least one stakeholder who can provide an employer perspective.

**Team Members**

Enter the names of team members, their organization and contact information, and the skills and experience they bring to the IET program.

|  |  |  |  |
| --- | --- | --- | --- |
| **Team Member** | **Organization**  **(ABE, Training Provider, Workforce System, other)** | **Skills/Resources** | **Contact Information (email/cell)** |
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**Purpose Statement**

A team purpose statement clarifies the need for and expectations of the team to potential members. Your purpose statement should address important questions like: Why do we need an IET design team? What will the team focus on? Who does the team serve, and why?

|  |
| --- |
| **Purpose Statement** |
|  |

# Regional Workforce Development Needs

IET programs provide training for learners including the skills needed by employers. When looking for potential IET opportunities, you should understand which industries and businesses are hiring and providing employment that pays good wages and are challenged to recruit the skilled workers needed to meet industry demand. You do not need to do this research yourself; reach out to partners with labor market analysis experience who can provide their insights.

It is also important to understand your potential pool of adult learners and their needs. You may have much of this information yourself, and you can supplement your in-house data with the expertise of others in your community who also serve adult learners. Consider talking to learners, too.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Occupation** | **Career Pathway** | **Businesses that are hiring, accessible, and pay good wages** | **Valued skills and credentials** | **Other key requirements** | **Current training providers** | **Partners working with these businesses or supporting work with this occupation/career pathway** |
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# IET Program Summary

To more clearly define the IET program’s structure, goals, and outcomes, use this table to organize what you know now. Empty cells will help you to easily identify any gaps. Discuss the research with your team and further develop your IET program.

**IET Program Overview**

|  |  |
| --- | --- |
| **Area** | **Your Response** |
| Program Title |  |
| Summary Description |  |
| Program Timeline |  |
| Funding |  |

**Workforce Focus**

|  |  |
| --- | --- |
| **Area** | **Your Response** |
| Target Occupation |  |
| Target Population |  |
| Career Pathway |  |
| Potential Employers |  |
| Required Credentials/ Licensures |  |

**Instructional Delivery Approach**

|  |  |
| --- | --- |
| **Area** | **Your Response** |
| Select one approach: | Occupational trainer and ABE instructor team teach concurrently in the same physical or virtual space 100% of the time.  Occupational trainer and ABE instructor team teach concurrently in separate physical or virtual spaces 100% of the time.  Occupational trainer and ABE instructor team teach concurrently in the same virtual and/or physical space some of the time and in separate virtual and/or physical spaces some of the time.  One qualified instructor teaches both the occupational and ABE content 100% of the time.  Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

# IET Program Goals

Work with your partners to develop a broad set of goals for your IET program. These goals should address the learner, business, and community needs and address the programmatic goals of your key partners. Develop goals and outcomes for the IET program across three categories:

* Learner goals for the target population that describe expected successful workforce development outcomes.
* Program goals that support learners and describe the overall desired outcomes of the program.
* Partner goals that focus on engagement or outcomes important to partners, especially employers.

**IET Program Goals**

|  |  |
| --- | --- |
| **Area** | **Your Response** |
| Learner Goals |  |
| Program Goals |  |
| Partner Goals |  |

# Work Plan Template

Create a work plan that identifies key priorities and tasks, who is responsible, timelines, and strategies required to accomplish the tasks to help support sustainability. To build a quality program that is set up for sustainability, consider tasks that:

* Plan for any unforeseeable changes in key program and partner staff.
* Secure funding sources that meet program and learner needs.
* Incorporate tracking of workforce trends and validation of the occupational and workforce preparation skills in the IET curriculum.
* Leverage partnerships related to learner outreach and recruitment, staffing, and contingency plans.
* Communicate progress to stakeholders.
* Practice continuous improvement.
* Invest in ongoing professional development of IET program staff.

Determine your team’s approach to working together and how you will use the work plan to guide your work. For example, how will you approach planning and tracking task completion against a timeline? Use the *Work Plan Template* below to document your work plan and capture details.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Task** | **Task Lead (individual/agency)** | **Timeline (start/end dates)** | **Strategies** | **Evaluation Criteria** |
|  |  |  |  |  |
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# Funding Matrix

IET program funding may come from a variety of federal, state, and community sources that are either readily available or require more in-depth planning. Regardless of the source or availability, a funding matrix will help you to analyze and plan for short- and long-term funding to support participant and program needs. This work can also support sustainability and inform the partner agreements and curriculum design work that follows.

The six steps below will help your team ensure sufficient funding for all aspects of your IET program. As you complete each step, enter the information into the Funding Matrix below.

* **Step 1: Forecast the cost of IET implementation by program component.** For each component of your IET program, consider expenses such as staff personnel, outreach/recruitment, marketing/communication, facilities, equipment and supplies, instructional materials, evaluation costs, etc. Determine whether the funding supports current or future needs and includes any partner budget requirements.
* **Step 2: Identify potential resource- and expense-sharing opportunities.** Look at the components of your IET program to identify where you can share resources and costs with other programs or organizations (e.g., career navigators on a community college campus, recruitment and intake staff, etc.). Note if needs may change over time (i.e., high need during program ramp up for recruitment and intake staff, planning time, and curriculum development with partners).
* **Step 3: Assess existing funding source(s).** For each identified funding source, list amounts, eligibility requirements, reporting requirements, and any restrictions related to timing, likelihood of continued support, etc.
* **Step 4: Prioritize funding sources.** Review potential funding sources and prioritize viable options based on the requirements, restrictions, and reporting information you collected.
* **Step 5: Determine any action steps needed to identify additional funding sources.** If there are funding gaps for IET services or supports, create an action plan to identify additional funding and resources. Other funding sources to explore include: WIOA Title I Adult, Dislocated Worker and Youth Individual Training Account and On-the-Job Training Funding; foundation funding; individual employers; employer consortiums or industry partnerships; and incumbent worker training grants.
* **Step 6: Present your Funding Matrix to stakeholders and partners and reach out to funders.** Reach out to funders and confirm funding before proceeding to design the IET curriculum. Funding is an ongoing challenge, and you will revisit your funding needs through the lifecycle of the IET program.

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| --- | --- | --- | --- | --- | --- | --- |
| IET Component (current/future needs) | **Budget Allocation** | **Partner Budget Requirements** | **Funding Source(s) (note if tentative)** | **Eligibility Requirements or Restrictions** | **Reporting Requirements** | **Action Needed** |
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# Communication Plan

A communication plan ensures that all partners have the information they need, and all required outcomes and documentation are captured. Describe your approach in the plan below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Communication Area** | **Identify the partners and/or information** | **How?** | **When?** | **Who is responsible?** |
| Partner Coordination |  |  |  |  |
| Program Documentation |  |  |  |  |
| Information Sharing |  |  |  |  |

# Program Policies

Review your own and your partners’ policies and procedures (e.g., enrollment, attendance, eligibility, reporting) and decide if any need to be revised. Consider who will address these changes and when they should be addressed, or if new policies need to be created.

Document your policy findings below and include any related actions in your work plan.

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| **Existing Policies (include policy holder)** | **New Policies Needed** |
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# Partner Agreements

Partner agreements should be in place before the IET curriculum design work begins. Agreements or memoranda of understanding (MOU) should include:

* A broad strategic vision of the partnership, purpose, benefits, and expected outcomes of the IET program;
* Expectations around roles and responsibilities, work plans, and communication plans reflective of a single set of learning objectives across the IET program; and
* Sustainability expectations for parts of the program, such as adequate staffing, transition plans for key positions, and contingency plans for emergencies.

Describe any necessary partner agreements or MOUs in the *Partner Agreements* table below.

|  |  |
| --- | --- |
| **Partner** | **Purpose** |
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# Learner Supports

Effective learner supports foster learner success and address life issues that may occur during an individual’s participation in the IET program. These supports may include assistance with things such as childcare, transportation, and financial burdens that can impact an individual’s ability to participate fully or complete the program.

When integrating learner support into your IET program design, consider the following questions:

* What supports are necessary for the targeted population of our IET program?
* What are the personnel resources that are needed to offer these supports?
* Does a partner provider offer a service at no cost to participants through referral? If not, what is our budget for each service? How will costs be covered?
* What facilities are needed for each support? Are they in place? If not, what still needs to be done to get them in place? Are there costs associated? If so, how will they be covered?
* What materials, tools, and other resources are needed for each support, and how will they be obtained/developed? Are there costs associated? If so, how will they be covered?

Available supports should be coordinated for learners during intake and orientation. Describe your plan for identifying learner supports below.

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of Support (Career, Education, Personal, Financial)** | **Tasks** | **Task Lead** | **Timeline** |
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# Outreach and Recruiting Strategies

The first contact potential learners have with the IET program is through outreach and recruiting efforts. Work with your partners to develop strategies to brand and design messaging forthe IET program based on your knowledge of the target population. You will also want to determine how to leverage partnerships to support ongoing learner outreach and recruitment and to support sustainability.

Key tasks to consider are:

* Develop outreach strategies that reach your target audience and ensure equitable access.
* Survey existing marketing materials for ideas.
* Brand your IET program’s messaging.
* Design your marketing materials.

Describe your plans below.

|  |  |  |  |
| --- | --- | --- | --- |
| **Outreach Activity** | **Actions** | **Task Lead** | **Timeline** |
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# Enrollment and Intake

The learner enrollment and intake process ensures that the applicant meets enrollment criteria and identifies types of supports needed to allow for smooth entry into the program and ongoing success. You will need to decide on:

* Enrollment criteria, including required assessment(s) for entry and passing score(s)
* Program registration intake forms that incorporate the Individual Learner Success Plan
* Learner materials to distribute during intake

At the conclusion of the intake process, the learner should have appropriate IET program materials and an individual plan to address their successes and challenges.

Describe your plans for your enrollment and intake process below.

|  |  |  |  |
| --- | --- | --- | --- |
| **Enrollment and Intake Activity** | **Strategies** | **Task Lead** | **Timeline** |
| Enrollment criteria |  |  |  |
| Required assessments and passing scores |  |  |  |
| Program registration intake forms and Learner Success Plan |  |  |  |
| Learner materials to distribute at intake |  |  |  |
| Other |  |  |  |

# Accessibility Needs

Adult education programs are required to provide accommodations to individuals with disabilities. These requirements are described on the [Americans with Disabilities Act (ADA) website](http://www.ada.gov/). Consider the broad accessibility needs and considerations of your target population that need to be addressed in the IET curriculum and program related to:

* Testing and test-taking ability
* Technology and internet skill
* Study skills, note-taking, and time management
* Language barriers

Enter population-level needs in the table below.

|  |  |
| --- | --- |
| **Accessibility Need** | **Strategy** |
| Testing, test-taking ability |  |
| Technology and internet skills |  |
| Study skills, note-taking, and time management |  |
| Language barriers |  |
| Other |  |

# Schedule and Location

Work with your training provider to consider which location and scheduling options address learner needs and maximize learner participation. Scheduling may be impacted by your choices for instructional delivery, other program design decisions, and whether instruction and training occur virtually, face-to-face, or some combination of the two. Ensure your decisions support any long-term sustainability goals you have for the IET program.

Consider the following:

* Are there scheduling barriers to participation for the target population?
* Are there opportunities for flexible scheduling, such as evenings or weekends?
* Are there virtual training opportunities that can be included in the program?
* Will the population have access to any needed technology?
* Can class locations and schedules be aligned to public transportation schedules?

**Note:** You may need to revisit and/or refine your program schedule and location plans once you have developed the IET curricula, as there may be additional considerations related to the training.

Describe your scheduling decisions below.

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| **Class (Occupational Training/ABE)** | **Days / Times** | **Location** |
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# Program Evaluation Plan

A well-designed Program Evaluation Plan will identify program goals and help you identify specific aspects of the program you want to evaluate and improve. It will guide data collection, analysis, and reporting to support continuous improvement. This IET Planning Tool includes a Program Evaluation Plantemplate to support your planning.

There are two common types of evaluation for an IET program:

* Outcomes evaluation measures whether expected learner or partner outcomes are met.
* Process evaluation measures how well the program is launched and implemented according to the program design expectations.

The first step in creating a Program Evaluation Plan is to think about what program outcomes and processes you want to evaluate. As a starting point, refer to the high-level program, learner, and partner goals you developed for your IET program.

Include additional details on how data will be collected to measure progress, timeframes, data collection tools, analysis approach, any reporting requirements and related timelines, and how the results will guide continuous improvement. As you input this information, you may find the need to revise your evaluation goals to ensure you have a measurable and practical Program Evaluation Plan to guide continuous improvement and the sharing of results.

Input your evaluation goals and related activities on the next page.

**Outcome Goal:** Did program stakeholders and learners experience change in capacity, knowledge, attitudes, skills/behaviors, and/or educational or employment attainment and achievement?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Evaluation Type and Goal** | **Date Needed (Measures)** | **Timeframe/ Schedule** | **Data Sources** | **Reporting** | **Continuous Improvement** |
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**Process Goal:** Was the program implemented as intended, meeting IET requirements, recruitment goals, populations of interest, and with intended instructional design? What were success, barriers, and lessons learned?

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| --- | --- | --- | --- | --- | --- |
| **Evaluation Type and Goal** | **Date Needed (Measures)** | **Timeframe/ Schedule** | **Data Sources** | **Reporting** | **Continuous Improvement** |
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# Instructional Planning

**Integrated Unit Learning Objectives and Single Set of Learning Objectives Templates**

IET programs must develop and use a single set of learning objectives to facilitate the contextualization of basic skills and workforce preparation into training skills. The single set of learning objectives aligns the IET program’s specific adult education content standards (CCRS), workforce preparation skills, and workforce training competencies.

The template below can be helpful as you align the occupational training provider’s curricula with adult education content standards and workforce preparation activities. The template is organized by units, which may last one, two, or three weeks—or longer—and includes standards, skills, assessment activities, desired outcomes, and additional information to ensure a program that demonstrates integrated learning. A well-done single set of learning objectives clearly articulates what your learners will know and be able to do after successful completion of the IET program, ensures that you are aligning the instructional content with the three required components of an IET program, and helps guide the development of contextualized lesson plans.

**Integrated Unit Learning Objectives Template**

[Add more rows for each unit of instruction as needed.]

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit** | **Integrated Unit Learning Objective** | **Training Objective**  (include industry standards if applicable) | **Adult Education Objective** (include College and Career Readiness Standards with level) | **Workforce Preparation Objective** (include PA Foundation Skills competencies) | **Amount of time for each component** | **Materials or texts** | **Assessment** |
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**Steps to Develop the Integrated Unit Objective and the SSLO**

1. Begin by working together with the training provider to revisit your learner, program, and partner goals to be sure that this work aligns with these goals.
2. The next step in this approach is to identify the workforce training skills and competencies.
3. Next, you’ll identify relevant CCRS and academic literacy skills and objectives.
4. Then you’ll identify the workforce preparation skills and objectives from the PA Foundation Skills Workforce Preparation. You will want to use the competencies from the Transferable Skills section or the Digital Literacy Skills.
5. Once you’ve identified the skills and competencies for all three required components as well as the CCRS, you’ll create one or more learning objectives for each unit of instruction, by integrating the identified workforce training skills, CCRS and literacy skills, and the workforce preparation skills. Part of this step is to confirm alignment of your SSLO with your program goals.
6. Finalize the Integrated Unit Learning Objectives Template by determining the amount of time for each component, materials, and assessments that demonstrate competency.
7. The integrated learning objectives across the curricula combine to become the single **set** of learning objectives.
8. Finally, build out contextualized units, lessons, and activities.

|  |
| --- |
| **[IET Program Title]** |
| Single Set of Learning Objectives:  1.  2.  3.  4.  5. |

**College and Career Planning**

An IET program must be part of a career pathway. The program must include career and college planning to ensure program participants understand (1) the IET career pathway, (2) their educational and vocational options, and (3) strategies for a smooth transition to continued training or employment.

College and career planning can be integrated into IET programs in two ways:

1. Support activities integrated into the IET program and curricula available to all learners, such as bringing industry representatives into the classroom or providing job shadow experiences; or
2. College and career counseling customized to individual learners, including goal setting and transitional supports.

To integrate college and career planning into the IET program and curricula, identify what you want your learners to know or be able to do as a result of your interventions. Evaluate existing curricula and tools for career and postsecondary education awareness and planning activities and select those you can use as-is or adapt to fit your needs.

Describe your plans in the table below.

|  |  |  |  |
| --- | --- | --- | --- |
| College and Career Plan Element | Task | Task Lead | Timeline |
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# IET Development and Implementation Action Plan

This action plan will help you define your next steps and keep you on track with further IET development and implementation.

Describe your action plans in the table below.

|  |  |  |  |
| --- | --- | --- | --- |
| **Development or Implementation Task** | **Task Lead** | **Timeline** | **Support Needed** |
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# Narrative Questions

**Section 1: Descriptive Overview**

Answer should be in narrative format and include all the following information:

* Who are the targeted/expected participants? How will the program recruit appropriate participants?
* What are the entrance requirements?
* Describe the scope and intensity of the Integrated Education and Training (IET). Include information on each component.
* How are the three required components occurring simultaneously?
* How are the program activities organized to function cooperatively and how do activities in one component build on and scaffold learning from the other components?
* Describe the structure of the IET. How many classes will be offered and for what duration?
* Describe the qualifications of the instructors and trainers.
* Describe the student support that will be provided to participants. What transition support will be provided?

**Section 2: Planning Process**

Answer should be in narrative format and include all the following information:

* How was this IET chosen? Describe any research (need, local plans) or work with partners or employers that informed your decision.
* How did you use labor market information (LMI) to determine the need for this IET and is it still accurate and relevant? What are the existing employment opportunities?
* What sources will you use for funding the IET? Will you be paying all costs out of Division funds, or will some costs be paid with other funds or by a partner?
* Who are your partners in this activity (Local Workforce Development Board, employers, occupational trainer, other)?
* Describe staff collaborations and the planning process.
* Describe meetings and conversations with the training provider.
* Describe the trainer’s involvement in the development of the IET.

**Section 3: Occupational Training**

Answer should be in narrative format and include all the following information:

* Describe how the training is aligned with and supports the strategic vision of the local plan. What occupation(s) will completers be qualified for? Describe any additional requirements that are imposed by employers in order for people to be employed in the occupation(s).
* Does this training result in a credential? If so, identify the credential.
* Who will be providing the occupational training?
* Describe any restrictions on how the content must be provided.
* What career pathway is the occupation part of? What are the next steps in the career pathway after this training? Outline a clear path that includes in-demand occupations that pay a living wage.
* If the training portion of the IET is adapted from an existing training, provide the original training curriculum. (Attach to this document.)

**Section 4: Detailed IET budget**

Provide a detailed breakdown of costs for the amount in the IET column of the Agency Activity Summary.