

Integrated English Literacy and Civics Education (IELCE) Report and Plan Summary of Content

Part I: IELCE Implementation in 2025-26

Assurances for the Section 243 Integrated EL Civics Program of the Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act (AEFLA)

1. The Integrated EL Civics program meets the Integrated Education and Training requirement of being part of at least one career pathway. (REFERENCE: 34 CFR 463.38(b))
2. The career pathways are designed to meet the following requirements of the Integrated EL Civics program. (REFERENCE: 34 CFR 463.73(b))
 - a. Prepare for and place adult English language learners in unsubsidized employment within in-demand industries and occupations leading to economic self-sufficiency
 - b. Integrate with the local workforce development system and its functions to carry out program activities
3. The Integrated EL Civics program includes the following English language acquisition and civics education requirements. (REFERENCE 34 CFR 463.33(b))
 - a. Instruction in literacy and English language acquisition
 - b. Instruction on the rights and responsibilities of citizenship and civic participation
4. The adult education component of the Integrated EL Civics program is aligned with the state's content standards for adult education (i.e., the College and Career Readiness Standards and the corresponding English Language Proficiency Standards for Adult Education). (REFERENCE: 34 CFR 463.38)
5. The adult education and literacy activities, workforce preparation, and workforce training occur concurrently and contextually in ways that meet the following requirements. (REFERENCE: 34 CFR 463.37 and 436.35)
 - a. Contain sufficient intensity and quality based on rigorous research (e.g., research on reading, writing, math, and English proficiency of eligible individuals)
 - b. Occur simultaneously
 - c. Use occupationally relevant instructional materials
 - d. Have a single set of learning objectives identifying specific adult education content; workforce preparation activities; and workforce training competencies and program activities functioning cooperatively
6. Attendance records and certificates that verify that Integrated EL Civics students have been enrolled in or have completed workforce training programs will be maintained.

I have read all assurances and certify that we will comply with the requirements of the Section 243 Integrated EL Civics program of the Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act (AEFLA) program as a condition of funding and that, to the best of my knowledge, the information contained in this document is correct and complete.

Name and Title

Email

Phone

Signature

Date Signed

**Contact information for the
submitter of the Report**

Part I: IELCE Implementation in 2025-26

Integration of the IET Components

Enter training programs using the form below. Click on the **+ADD** button to add another program.

+Add	(new)
Program Type	
Industry Sector	
Career Pathway	
Training Program	
Industry-recognized Training Credential (IRTC)	
Specific Certification	
Teaching Model	
2025-26 Number of ELL IRTC Attainments	
If zero, explain why there are no attainments	
2025-26 Number of ELL Job/Promotion Attainments	
If zero, explain why there are no attainments	

- See IET [‘At-a-Glance Guide’](#) Delineation of Credentials
- Other - selection of “other” IRTC will only be accepted in special cases. Detailed description of credential must be included.

New for 2025-26

Box for “Other” IRTC:

Industry-recognized Training Credential (IRTC)	Other: In the box below, describe how your “Other” Industry-recognized Training Credential (IRTC): 1. Meets regional labor market needs, 2. Is of sufficient intensity and quality, and 3. Prepares students to earn a portable credential that is recognized regionally or statewide. Please number your responses to correspond to the items listed.
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IET Components					
+Add Workforce Training		+Add Workforce Preparation		+Add Adult Education and Literacy (ESL)	
Course Title		Course Title		Course Title	
Hours per week		Objectives		Objectives	
Total weeks		Hours per week		Hours per week	
Total hours		Total weeks		Total weeks	
2025-26 ELL Enrollment		Total hours		Total hours	
2025-26 ELL Course Completers		2025-26 ELL Enrollment		2025-26 ELL Enrollment	
Total Externship hours, if applicable (If not applicable, enter N/A)		List the number of terms this course is offered and any comments		List the number of terms this course is offered and any comments	
List the number of terms this course is offered and any comments		See ‘At-a-Glance Guide’ . Make certain courses listed in the Guide are put in the Workforce Preparation column of the IELCE Report and Plan.			

Single Set of Learning Objectives		New title (previously called "Integrated Syllabus")																													
<p>Include these elements for each IET Program:</p> <ol style="list-style-type: none"> Course schedules Instructor names and roles (ESL, IET, etc.) Single Set of Learning Objectives 																															
		New element: Please make sure to include teacher <u>roles</u> (ESL, IET, etc.)																													
Workforce Training Providers																															
<div style="background-color: #4f7942; color: white; padding: 5px; text-align: center; margin-bottom: 10px;">+New Provider</div> <div style="border: 1px solid #ccc; padding: 10px; background-color: #f1f8e9;"> <p>Complete the form with the training provider(s) from your agency or another agency. Click +New Provider to add another provider.</p> </div>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%; padding: 5px;">Agency Name</td> <td colspan="3" style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Training Coordinator Contact Name</td> <td colspan="3" style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Address</td> <td colspan="3" style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">City</td> <td style="padding: 5px;"></td> <td style="padding: 5px;">State</td> <td style="padding: 5px;">Zip</td> </tr> <tr> <td style="padding: 5px;">Telephone</td> <td colspan="3" style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Email</td> <td colspan="3" style="padding: 5px;"></td> </tr> <tr> <td colspan="4" style="padding: 5px; text-align: center;"> <div style="display: inline-block; background-color: #0072bc; color: white; padding: 5px 10px; margin: 0 5px;">Save</div> <div style="display: inline-block; background-color: #d32f2f; color: white; padding: 5px 10px; margin: 0 5px;">Cancel</div> </td> </tr> </table>			Agency Name				Training Coordinator Contact Name				Address				City		State	Zip	Telephone				Email				<div style="display: inline-block; background-color: #0072bc; color: white; padding: 5px 10px; margin: 0 5px;">Save</div> <div style="display: inline-block; background-color: #d32f2f; color: white; padding: 5px 10px; margin: 0 5px;">Cancel</div>			
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Program Coordination and Support																															
<p>Part A (Qualitative):</p> <ol style="list-style-type: none"> Describe your agency's regional priority training needs and student training and career goals. <ol style="list-style-type: none"> Describe how your agency assessed the priority job and training needs in your region (Workforce Development Board, AJCC, WIOA Title I, CTE Advisory groups, etc.). Describe how your agency assessed the needs and goals of your ESL students in establishing your training programs and a training plan for individual students. Describe recruitment, orientation and continuing support of students in your agency's IELCE programs (e.g., reducing barriers, such as childcare, transportation, scheduling, etc., and improving counseling, job navigation, job placement, etc.). Describe the staff collaboration (i.e., ESL, CTE, Counseling, Administrative) to develop, implement, and improve the learning objectives and contextualized instruction in the IET components (i.e., Adult Education and Literacy (ESL), Workforce Preparation, and Workforce Training). Describe how your agency's courses (i.e., Adult Education and Literacy (ESL), Workforce Preparation, and Workforce Training) are conducted concurrently. Describe your agency's efforts for evaluation and continuous improvement of your program (e.g. student/staff feedback, etc.). 																															
Please <u>number your answers</u> (1 to 5) so we know which question above your answer is referring to!																															
<p>Part B (Quantitative):</p> <ol style="list-style-type: none"> Describe how your agency tracks concurrent attendance and ensures that students are concurrently enrolled and continually attending all three IET components (Adult Education and Literacy (ESL), Workforce Preparation and Workforce Training). If your IELCE/IET program partnered with another agency or agencies for Adult Education and Literacy (ESL), Workforce Preparation and/or Workforce Training, describe how you tracked attendance for those courses. 																															
Please <u>number your answers</u> (1 to 2) so we know which question above your answer is referring to!																															

Planning	
Indicate whether each program will continue or discontinue for the 2026-2027 Program Year. Then complete the box below.	
<div>Note:<div>New for 2025-26<ul style="list-style-type: none">If your agency initiates a new program or makes changes to an existing or planned program during the program year, you must notify your CDE Consultant and CASAS Program Specialist of the details of the new or revised IELCE program.</div></div>	
Action	--Select action--
<div>Save Program</div>	<div><ul style="list-style-type: none">Action: Continuing: Include changes/additions for next year.Action: Discontinuing: Include reasons for discontinuing.<div>Delete Program</div></div>

Part II: IELCE Planning for 2026-27

1. IET Quality Indicators

Select one [IET Quality Indicator](#) that your agency's IELCE program needs improvement on or has not yet implemented. In the box below, describe your plan for addressing this quality indicator in the next program year.

Selected IET Quality Indicator

Selected IET Quality Indicator will be displayed here.

Describe your plan for addressing this quality indicator in the next program year.

2. New Programs in 2026-27

Enter training programs using the form below. Click on the +Add button to add another program.

Leaving this section blank indicates that your agency currently is not planning new programs for the next program year.

If your agency initiates a new program during the program year, you must notify your CDE Consultant and CASAS Program Specialist of the details of the new IELCE program.

Note: This action is required for ANY new program not listed in the 2025-26 IELCE Report and Plan.

+Add (new)

Program Type

Industry Sector

Career Pathway

Training Program

Industry-recognized Training Credential (IRTC)

Specific Certification

Teaching Model

- See IET ['At-a-Glance Guide'](#) Delineation of Credentials
- Other - selection of "other" IRTC will only be accepted in special cases. Detailed description of credential must be included.

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IET Components					
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Total weeks		Hours per week		Hours per week	
Total hours		Total weeks		Total weeks	
Projected ELL Enrollment		Total hours		Total hours	
Projected total Externship hours, if applicable (If not applicable, enter N/A)	New for 2025-26	Projected ELL Enrollment		Projected ELL Enrollment	
Description and comments (please include the following and number your responses to correspond to the items): 1. The schedule for each IET component, including expected start dates. 2. The staff collaboration (i.e., ESL, CTE, Counseling, Administrative) in developing integrated learning objectives and contextualized instruction.		Description and comments (please include the following and number your responses to correspond to the items): 1. The schedule for each IET component, including expected start dates. 2. The staff collaboration (i.e., ESL, CTE, Counseling, Administrative) in developing integrated learning objectives and contextualized instruction.		Description and comments (please include the following and number your responses to correspond to the items): 1. The schedule for each IET component, including expected start dates. 2. The staff collaboration (i.e., ESL, CTE, Counseling, Administrative) in developing integrated learning objectives and contextualized instruction.	
		See 'At-a-Glance Guide'. Make certain courses listed in the Guide are put in the Workforce Preparation column of the IELCE Report and Plan.			

Part III: Finalizing your Integrated English Literacy and Civics Education Report

Review Your Report

Before finalizing your submission, please take time to review your report. You may return to this application and edit your report until you submit it as complete. You may not make any changes to your report once you have submitted it as complete. Please print a copy of your report for your records.

 Submit as Complete

 Print Copy of Report