



Comprehensive Adult Student Assessment Systems

# How to Complete the IELCE Report 2022-23

Presented by  
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March 2023

Please type your name and agency into the chat box  
After the meeting, please register at  
<https://www.caadulthoodtraining.org/> (if you haven't already)

[www.casas.org](http://www.casas.org)

[casas@casas.org](mailto:casas@casas.org)

1-800-255-1036

# Goals and Objectives

- By the end of this session participants will be able to:
  - Complete the 2022-23 IELCE report effectively
    - Note: Only WIOA Agencies funded for IELCE in 2022-23 need to complete this report.
  - <https://www2.casas.org/elc/ielce>

# Getting to Know You

- Did you complete an IELCE Report in 2021-22?

Please raise your hand if the answer is yes

# IELCE Report

- Purpose:
  - Report the implementation of IELCE programs July 1, 2022-June 30, 2023
    - Include implementation April 30-June 30, 2023
  - Report the planning of new IELCE programs for PY 2023-24 (Optional if you are funded agency for 2023-24)
- 2022-23 Report
  - Same as 2021-22 (except for Program Coordination/Support Qualitative Part A added/revised questions)
  - Always use Chrome when entering IELCE Report
  - Opens for submission on or before April 1, 2023
- Who should complete the report:
  - Administrator, ELC Coordinator, Lead teacher with collaboration of ESL, CTE and Support Services staff
  - Email address and phone number are now required items.

# IELCE Report Access (1)

- Access IELCE Report at:
  - [www.casas.org](http://www.casas.org)
  - CA EL Civics or Civic Participation and IELCE pages



The screenshot shows the CASAS website interface. At the top is the CASAS logo and a search bar. Below the logo is a navigation menu with links: Home, Product Overviews, Training and Support, Education Providers, Workforce Development, and a partially visible 'B'. A large blue banner for 'Training & Support' features a dotted pattern and the text: 'Think of us as your adult assessment partner. We're invested in your success and are with you every step of the way.' Below the banner is a breadcrumb trail: 'Home > Training and Support > CASAS Peer Communities > California Adult Education Accountability and Assessment > California'. On the left side, there is a list of links: 'California Remote Testing', 'EL Civics Exchange', and 'California Integrated English Literacy and Civics Education Report'. A large red arrow points to the 'California Integrated English Literacy and Civics Education Report' link. To the right of this list is a section titled 'California EL Civics' with two paragraphs of text. The first paragraph states: 'The English Literacy and Civics (EL Civics) is funded under The Workforce Innovation and Opportunity Act (WIOA, 2014). The purpose of the EL Civics program is to providing and increasing access to English Literacy programs linked to civics education.' The second paragraph states: 'This funding is for "integrated English literacy and civics education services to help adults, youth, and families to effectively participate in education, work, and civic life." According to Congress, to effectively participate in education, work, and civic life.'

# IELCE Report Access (2)

- Access IELCE Report at: [IELCE Report](#)

[Home](#) > [Training and Support](#) > [CASAS Peer Communities](#) > [California Adult Education Accountability and Assessment](#) > [California EL Civics](#) > [California Integrated English Literacy and Civics](#)

California Remote Testing

EL Civics Exchange

California Integrated English Literacy and Civics Education Report

California Citizenship Preparation

California Civic Participation and IELCE

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

The California Department of Education, Adult Education Office, requires all Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act (AEFLA) Section 243 funded AEFLA grantees to submit an Integrated English Literacy and Civics Education (IELCE) Report. The report can be accessed on the CASAS website and is due April 30.

The report includes:

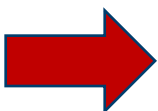
### 1. Assurances

- a) Contact information for the submitter of the Report

### a) Part B: (Qualitative)

- Describe how your agency tracks attendance in the IELCE/IET program within your agency.
- If your IELCE/IET program partnered with other agencies, describe how attendance was tracked.

Note: Only agencies receiving Section 243 IELCE funding need to complete the IELCE Report



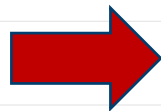
[Integrated English Literacy and Civics Education Reports](#)

# IELCE Report Access (3)

- Access IELCE Report at:
  - [www.casas.org](http://www.casas.org) Civic Participation and IELCE page

## IELCE Report Instructions

- You should submit a response if your agency is funded for California WIOA, Title II: AEFLA Section 243 IELCE.
- Double check that your agency name is correct at the top of the page on the survey navigation bar. If your agency name is incorrect, contact CASAS Tech Support at [techsupport@casas.org](mailto:techsupport@casas.org) or 1-800-255-1036 (option 2).
- Your responses are automatically saved as you navigate between pages and periodically as you enter data.
- If you need assistance, contact CASAS Tech Support.
- Due date for report submission is April 30, 2023.



[Enter 2022-2023 IELCE Report →](#)

[Read/Access 2021-2022 IELCE Report →](#)

[Read/Access 2020-2021 IELCE Report →](#)

[Read/Access 2019-2020 IELCE Report →](#)

# IELCE Report Page 1 (1)

## Part I: IELCE Implementation for 2022-2023

### **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

# IELCE Report Page 1 (2)

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

3/13/2023

# IELCE Report Page 2 (1)

## Part I: IELCE Implementation for 2022-2023

### 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	
Credential Type	
Specific Certification	
Teaching Model ?	

# IELCE Report Page 2 (2)

## Part I: IELCE Implementation for 2022-2023

### 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



Building and Construction Trades

Career Pathway

Business and Finance

Training Program

Education, Child Development, and Family

Credential Type

Health Science and Medical Technology

Specific Certification

Hospitality, Tourism, and Recreation

Teaching Model ?

Information and Communication Technology

# IELCE Report Page 2 (3)

## Part I: IELCE Implementation for 2022-2023

### 2. 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

Credential Type

Specific Certification

Teaching Model ?

Health Careers

Auto Body Repair

Business Information

# IELCE Report Page 2 (4)

## Part I: IELCE Implementation for 2022-2023

### 2. 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

Credential Type

Specific Certification

Teaching Model ?

Pharmacy Technician  
Community Health Worker Training  
Home Health Care Aide  
Structural Repair and Refinishing  
Administrative Assistant Training

# IELCE Report Page 2 (5)

## Part I: IELCE Implementation for 2022-2023

### 2. 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

Credential Type

Specific Certification

Teaching Model ?

California Dept of Consumer Affairs Cert.  
Short-Term Vocational Credit Certificate  
Local Agency CTE Program Certificate  
that meets CDE Standards  
Pre-Apprenticeship or Apprenticeship  
CCTC Childcare Development Program  
Other

# IELCE Report Page 2 (6)

## Part I: IELCE Implementation for 2022-2023

### 2. 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

Credential Type

Specific Certification

Teaching Model ?

Business Information Worker Stage I Cert.  
Rolling Hills Small Business Planning Cert.  
Medical Terminology Certificate  
Certified Pharmacy Technician (CPhT)  
Certified Compounded Sterile Prep Tech  
(CSPT)

# IELCE Report Page 2 (7)

## Part I: IELCE Implementation for 2022-2023

### 2. 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

Credential Type

Specific Certification

Teaching Model ?

### Co-Teaching

- An ESL teacher and a workforce training teacher are teaching in the same classroom.

### Alternating Teaching

- Learners are co-enrolled in two different but coordinated and concurrent courses.

[IELCE CDE Slides](#)

# IELCE Report Page 2 (8)

## IET Components



Workforce Training Courses



Workforce Preparation Activities



Literacy (ESL) Courses

### Add Workforce Training Course

Course Title




Hours per week

Number of weeks

Total hours

ELL Enrollment

Comments

Characters remaining: 500

Close

Save New

Click the Add button above to add a Workforce Preparation Activity to this program.

Click the Add button above to add a Literacy (ESL) Course to this program.

- **Course Title:** Use actual course name:  
Certified Nurse Assistant  
Health Care Essentials
- Add any training courses that are part of the Training Program  
For example:  
Training Program: Pharmacy Tech  
Course Titles:  
Medical Terminology  
Pharmacy Tech 1

# IELCE Report Page 2 (9)

## IET Components

+ Add

 Workforce Training Courses

+ Add

 Workforce Preparation Activities

+ Add

 Literacy (ESL) Courses

Add Workforce Training Course

Course Title

Hours per week

Number of weeks

Total hours

ELL Enrollment

Comments

Characters remaining: 500

Close

Save New

Click the Add button above to add a Workforce Training Course to this program.

Click the Add button above to add a Literacy (ESL) Course to this program.

- **ELL Enrollment:** Only ESL students should be listed

# IELCE Report Page 2 (10)

## IET Components

[+ Add](#) Workforce Training Courses

[+ Add](#) Workforce Preparation Activities

[+ Add](#) Literacy (ESL) Courses

### Add Workforce Training Course

Course Title

Hours per week

Number of weeks

Total hours

ELL Enrollment

Comments




Characters remaining: 500

Close

Save New

Click the Add button above to add a Workforce Preparation Activity to this program.

Click the Add button above to add a Literacy (ESL) Course to this program.

- **Comments:** Include any information that will be helpful to the reviewer in evaluating your program
  - number of terms course held
  - dates course will be held
  - Teacher is certificated CTE and ESL teacher
  - Co-teaching model
    - CTE teacher teaches 6 hour per day training course
    - ESL teacher teaches 2 hour per day in training course

# IELCE Report Page 2 (11)

IET Components

+ Add Workforce Training Courses

+ Add Workforce Preparation Activities

+ Add Literacy (ESL) Courses

Click the Add button above to add a Workforce Training Course to this program.

Add Workforce Preparation Activity

Click the Add button above to add a Literacy Course to this program.

Course Title

Civic Objectives

Select...
▼

Hours per week

Number of weeks

Total hours

ELL Enrollment

Comments

Characters remaining: 500

Close

Save New

- 243 funded civic objectives taught in course(s) as part of single set of learning objectives

# IELCE Report Page 2 (12)

IET Components

+ Add

Workforce Training Courses

+ Add

Workforce Preparation Activities

+ Add

Literacy (ESL) Courses

Click the Add button above to add a Workforce Training Course to this program.

Click the Add button above to add a Workforce Preparation Activity to this program.



Add Literacy (ESL) Course

Course Title

Civic Objectives

Hours per week

Number of weeks

Total hours

ELL Enrollment

Comments

Characters remaining: 750

Close Save New

# IELCE Report Page 2 (13)

The image displays three side-by-side screenshots of the 'IET Components' form. Each form has a blue header bar with its respective title: 'Add Workforce Training Course', 'Add Workforce Preparation Activity', and 'Add Literacy (ESL) Course'. The forms are identical in structure, featuring fields for 'Course Title', 'Hours per week', 'Number of weeks', 'Total hours', 'ELL Enrollment', and 'Comments'. The 'Comments' field includes a character count (500 for the first two, 750 for the third). Each form has 'Close' and 'Save New' buttons at the bottom right.

## Example Courses

Workforce Training	Workforce Prep	Adult Literacy (ESL)	Teaching Model
Bus. Office Skills	Bus. Office Skills	Bus. Office Skills	Co-Teaching
Bus. Office Skills	Bus. Office Prep.	Bus. Office Prep.	Alt. Teaching
Bus. Office Skills	Bus. Office Prep.	ESL 4	Alt. Teaching
Bus. Office Skills	ESL 4 *	ESL 4	Alt. Teaching

\*option not suggested

# IELCE Report Page 2 (14)

## • Co-Teaching Example

### Workforce Training Courses

### Workforce Preparation Activities

### Literacy (ESL) Courses

1 - Electrician	
Hours per week	22
Total weeks	38
Total hours	836
ELL Enrollment	6
Comments	The electrician course is divided into four quarters of nine to ten

1 - Electrician	
Objectives	48, 50, 36, 47
Hours per week	4
Total weeks	38
Total hours	152
ELL Enrollment	6
Comments	

1 - Electrician	
Objectives	48, 50, 36, 47
Hours per week	4
Total weeks	38
Total hours	152
ELL Enrollment	6
Comments	The ESL Literacy course is divided into four quarters of nine

# IELCE Report Page 2 (15)

## •Co-Teaching Example

### Workforce Training Courses

1 - Introduction to Health Careers (Medical Terminology)	
Hours per week	6
Total weeks	16
Total hours	96
ELL Enrollment	6
ESL students typically attend	

### Workforce Preparation Activities

1 - Introduction to Health Careers (Medical Terminology)	
Objectives	71
Hours per week	3
Total weeks	16
Total hours	48
ELL Enrollment	6
COAAP 71.1	

### Literacy (ESL) Courses

1 - ESL (Intermediate Low 2 and above)	
Objectives	48, 23
Hours per week	4.5
Total weeks	18
Total hours	81
ELL Enrollment	6

# IELCE Report Page 2 (16)

- Alternate Teaching Example

## Workforce Training Courses

### 1 - Professional Business Office Technology

Hours per week 3

Total weeks 10

Total hours 30

ELL Enrollment 6

...

## Workforce Preparation Activities

### 1 - Prep for Success

Objectives

Hours per week 3

Total weeks 10

Total hours 30

ELL Enrollment 2

## Literacy (ESL) Courses

### 1 - Intermediate ESL

Objectives 13

Hours per week 9

Total weeks 10

Total hours 90

ELL Enrollment 17

# IELCE Report Page 2 (17)

## • Alternate Teaching Example

### Workforce Training Courses

#### 1 - Career Readiness Paraeducator Certification Program

Hours per week 10  
Total weeks 18  
Total hours 180  
ELL Enrollment 2

This course runs a full semester and is offered for two

### Workforce Preparation Activities

#### 1 - Advanced ESL VESL Bridge

Objectives 48  
Hours per week 8  
Total weeks 19  
Total hours 180  
ELL Enrollment 16

Vocational ESL is offered two semesters -

### Literacy (ESL) Courses

#### 1 - Intermediate/Advanced English Language

Objectives 48  
Hours per week 16  
Total weeks 20  
Total hours 320  
ELL Enrollment 16

The class is offered full

# IELCE Report Page 2 (18)

- Alternate Teaching Example

Workforce Training Courses

Workforce Preparation Activities

Literacy (ESL) Courses

1 - Certified Nurse Assistant	1 - ESL for Certified Nurse Assistant	1 - ESL for Certified Nurse Assistant
<div><div>Hours per week</div><div>8</div></div> <div><div>Total weeks</div><div>15</div></div> <div><div>Total hours</div><div>120</div></div> <div><div>ELL Enrollment</div><div>4</div></div> <div><div>This is a CTE class and the ESL students receive</div></div>	<div><div>Objectives</div><div>47, 48</div></div> <div><div>Hours per week</div><div>8</div></div> <div><div>Total weeks</div><div>15</div></div> <div><div>Total hours</div><div>120</div></div> <div><div>ELL Enrollment</div><div>4</div></div> <div><div>This course</div></div>	<div><div>Objectives</div><div>47, 48</div></div> <div><div>Hours per week</div><div>8</div></div> <div><div>Total weeks</div><div>15</div></div> <div><div>Total hours</div><div>120</div></div> <div><div>ELL Enrollment</div><div>4</div></div> <div><div>This course utilizes both the</div></div>

# IELCE Report Page 2 (19)

- Alternate Teaching Example

Workforce Training Courses

Workforce Preparation Activities

Literacy (ESL) Courses

1 - 1. In-Home Support Service (IHSS) Provider	1 - Job Readiness: 30 Ways to Shine + CPR/First Aid Training	1 - Vocational ESL for Home Health Aide
<div>Hours per week6</div> <div>Total weeks15</div> <div>Total hours90</div> <div>ELL Enrollment135</div> <div>5 Remote Ed cohorts offered as of 1/15/2023</div>	<div>Objectives33</div> <div>Hours per week2</div> <div>Total weeks3</div> <div>Total hours6</div> <div>ELL Enrollment98</div>	<div>Objectives33</div> <div>Hours per week1.2</div> <div>Total weeks15</div> <div>Total hours18</div> <div>ELL Enrollment135</div> <div>COAAP 33</div>
	<div>1 - Vocational ESL for Home Health Aide</div> <div>Objectives33</div> <div>Hours per week1.2</div>	

# IELCE Report Page 2 (20)

- Alternate Teaching Example
- This model NOT SUGGESTED

## Workforce Training Courses

### 1 - Community Healthcare Worker

Hours per week 6  
 Total weeks 12  
 Total hours 72  
 ELL Enrollment 15  
 Comments

## Workforce Preparation Activities

### 1 - Research Educational Opportunities and Training Required to Achieve a Personal Goal (14.5)

Objectives 14  
 Hours per week 9  
 Total weeks 4  
 Total hours 36  
 ELL Enrollment 80  
 Comments

## Literacy (ESL) Courses

### 1 - ESL Beginning, Intermediate and Advanced Level, AM/PM

Objectives 14  
 Hours per week 10  
 Total weeks 11  
 Total hours 110  
 ELL Enrollment 152

AM classes 10

# IELCE Report Page 2 (21)

## Single Set of Learning Objectives (Contextualization)

The single set of learning objectives should identify specific content from the IELCE/IET components (i.e. Adult Literacy (ESL), Workforce Preparation, and Workforce Training) that is organized to function cooperatively. List representative objectives that demonstrate the scope of the English language support for the specific workforce training course.

Characters remaining: 2000

# Single Set of Learning Objectives

## **Business Office Skills**

### TECHNOLOGY

1. Select and use appropriate MS Office software applications to produce common workplace documents.
2. Describe orally actions used to open, save, close, and print existing files and actions used to access particular features within each software application.
3. Use the Internet to research, evaluate, and integrate information into workplace documents.

### COMMUNICATION

1. Compose, send, and respond to various types of office emails (e.g. request, thank you, invitation, and clarification) using appropriate subject line, style, tone, and register.
2. Apply writing conventions in business communications.
3. Use appropriate verbal and non-verbal language to communicate with colleagues and supervisors in an office environment.


[Developing Single Set of Learning Objectives Webinar](#)

# IELCE Report Page 2 (22)

Workforce Training Providers ?

+ New Provider

Complete the form with the training provider(s) from your agency or another agency. Click +New Provider to add another provider.



Agency Name

Training Coordinator Contact Name

Address

City

State

Zip

Telephone

Email

Save New

Cancel

The Training Provider is the person who can answer questions about the training program

# IELCE Report Page 2 (23)

- Program Coordination/Support Qualitative
- Suggest answering question each question by number.
- Questions 1 and 5 are new
- Questions 2,3 and 4 are revised.

## Program Coordination and Support

### Part A (Qualitative):

1. Describe your agency's regional priority training needs and student training and career goals.
  - a. 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.).
  - b. 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.
2. Describe recruitment, orientation and continuing support of students in your agency's IELCE programs (e.g., barriers, childcare, transportation, scheduling, counseling, job navigation, job placement).
3. Describe the staff collaboration (i.e., ESL, CTE, Counseling, Administrative) to develop, implement, and improve the learning objectives and contextualized instruction in the IELCE/IET components (i.e., Adult (ESL) Literacy, Workforce Preparation and Workforce Training).
4. Describe how your agency's courses (i.e., Adult (ESL) Literacy, Workforce Preparation and Workforce Training) are conducted concurrently.
5. Describe your agency's efforts for evaluation and continuous improvement of your program (e.g. student/staff feedback, etc.).

# IELCE Report Page 2 (24)

## Program Coordination and Support

### Part A (Qualitative):

1. Describe your agency's regional priority training needs and student training and career goals.
  - a. 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.).
  - b. 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.
2. Describe recruitment, orientation and continuing support of students in your agency's IELCE programs (e.g., barriers, childcare, transportation, scheduling, counseling, job navigation, job placement).
3. Describe the staff collaboration (i.e., ESL, CTE, Counseling, Administrative) to develop, implement, and improve the learning objectives and contextualized instruction in the IELCE/IET components (i.e., Adult (ESL) Literacy, Workforce Preparation and Workforce Training).
4. Describe how your agency's courses (i.e., Adult (ESL) Literacy, Workforce Preparation and Workforce Training) are conducted concurrently.
5. Describe your agency's efforts for evaluation and continuous improvement of your program (e.g. student/staff feedback, etc.).

# IELCE Report Page 2 (25)

## Part A (Qualitative) **New Question 1**

1. Describe your agency's regional priority training needs and student training and career goals.
  - a. 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.).
  - b. 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.

# IELCE Report Page 2 (26)

## Part A (Qualitative) Questions reworted/renumbered

2. Describe recruitment, orientation and continuing support of students in your agency's IELCE programs (e.g., barriers, childcare, transportation, scheduling, counseling, job navigation, job placement)
3. Describe the staff collaboration (i.e., ESL, CTE, Counseling, Administrative) to develop, implement, and improve the learning objectives and contextualized instruction in the IELCE/IET components (i.e., Adult (ESL) Literacy, Workforce Preparation and Workforce Training).
4. Describe how your agency's courses (i.e., Adult (ESL) Literacy, Workforce Preparation and Workforce Training) are conducted concurrently.

# IELCE Report Page 2 (27)

## Part A (Qualitative) New question 5

5. Describe your agency's efforts for evaluation and continuous improvement of your program (e.g. student/staff feedback, etc.).

# IELCE Report Page 2 (28)

- Program Coordination/Support Quantitative
- Suggest answering question each question by number.

## Part B (Quantitative):

1. Describe how your agency tracks attendance in the IELCE/IET program within your agency.
2. If your IELCE/IET program partnered with another agency or agencies, describe how you tracked attendance.

# IELCE Report Page 2 (29)

Planning

Indicate whether the program will continue or discontinue for the 2023-2024 Program Year. Then, complete the box below.

Action --Select action--

Save Program

Delete Program

Action Continuing

Action Discontinuing

Changes for next year

Reasons for discontinuing

Characters remaining: 2000

Characters remaining: 2000

# IELCE Report Page 2 (30)

## Part I: IELCE Implementation for 2022-2023

### 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	
Credential Type	
Specific Certification	
Teaching Model ?	

# IELCE Report Page 3 (1)

- Complete if planning new IELCE programs 2023-2024
- Only first section and comments needed

## Part II (optional): IELCE Planning for 2023-2024

### New Programs for 2023-2024

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.

**+ Add**

(new)

### Program Type

Industry Sector

Career Pathway

Training Program

# IELCE Report Page 3 (2)

- Complete if planning new IELCE programs 2023-2024
- Only first section and comments needed

Credential Type

Specific Certification

Teaching Model ?

Enter any comments you may have about next year's program (optional).

Include collaborations, timeframes etc.

Characters remaining: 500

Save Program

Delete Program

# IELCE Report Page 3 (3)

- Complete if planning new IELCE programs 2023-2024
- Only first section and comments needed

Credential Type

Specific Certification

Teaching Model

Enter any comments you may have about next year's program (optional).

Characters remaining: 500

Save Program Delete Program

Example comments:

We are developing an internship opportunity in our XXX school readiness (preschool) programs through XXXX College's Work Experience program. The students who take advantage of this opportunity will be co-enrolled in our school's Early Childhood Education Bridge cohort and the college's Work Experience class. These students will get at least 180 hours of ECE work experience which will count toward the 50 days of experience required for their California Associate Teacher Permit..

# IELCE Report Page 4

- Suggest Save a PDF (in print options)

Rolling Hills Adult School (AgencyID 4908)

[← Back](#)


Page 4 of 4


[Next →](#)

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

### 4. Review Your Report

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

 **Submit as Complete**

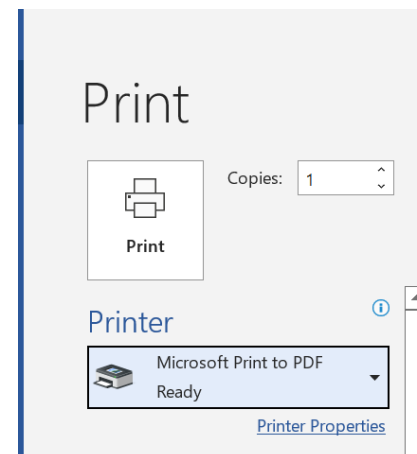
 **Print Copy of Report**

### Print Copy of Report: Save to PDF

Save a PDF of your report

Post in central location in your agency

Send to administrators/coordinators



# IELCE Report Page 4 (2)

- Suggest Save a PDF (in print options)

91303, 2/18/19 Print Report - Integrated English Literacy and Civics Education Report

**Part I: IELCE Implementation for 2022-2023**

**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: xxx

Email: xxx

Phone: xxx

Signature: xxx

Date Signed: 3/13/2023

**Part I: IELCE Implementation for 2022-2023**

**Integration of the IET Components**

Program Type

Industry Sector: Agriculture and Natural Resources

Career Pathway: xxx

<https://www2.casas.org/ielce/PrintPrintReportCFI>

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# What questions do you have?



**Please type in the chat or unmute and ask**

# Link to IELCE Report

- <https://www2.casas.org/elc/ielce>

# Get Your Questions Answered

- EL Civics Network Meeting
  - April 5, 2023, 1-2:30 pm
  - Register at [caadultedtraining.org](https://caadultedtraining.org)
- Contact your [Program Specialist](#)
- Contact [elcivics@casas.org](mailto:elcivics@casas.org)

# California EL Civics Resources (1)

Find all the information you need on the [California Civic Participation and IELCE](http://www.casas.org) webpage at [www.casas.org](http://www.casas.org) or email [ELCivics@casas.org](mailto:ELCivics@casas.org)

## Webinars

- [EL Civics Basics: Civic Participation and IELCE Requirements](#)
- [Planning and Implementing a New IET/IELCE Program](#)
- [Developing a Single Set of Learning Objectives](#)
- [Helping ELLs Move into Careers](#)

# California EL Civics Resources (2)



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## Training & Support

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California Remote Testing

California Integrated English Literacy and Civics Education Report

California Citizenship Preparation

California Civic Participation and IELCE

California WIOA, Title II: AEFLA/EL

## California Civic Participation and IELCE

### Civic Objectives and Additional Assessment Plans

- [Pre-approved Additional Assessment Plan List](#)
- [Select Civic Objectives & Additional Assessment Plans \(COAAPs\)](#)
- [Your Agency's civic objectives and AAP selections / Download COAAPs](#)
- [COAAPs Selected by California Agencies](#)

→ EL Civics Support Channel

This webinar and accompanying slides will be available on this webpage and at the EL Civics Support Channel

# Thank you for attending!

Facilitated by

Lori Howard

[lbhoward@casas.org](mailto:lbhoward@casas.org)

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