



Comprehensive Adult Student Assessment Systems

# How to Complete the IELCE Report and Plan 2023-24

Presented by  
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February 2024

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 2023-24 IELCE report effectively
    - Note: Only WIOA Agencies funded for IELCE in 2023-24 need to complete this report.
  - <https://www2.casas.org/elc/ielce>

# Getting to Know You

- Did you complete an IELCE Report in 2022-23?

Please raise your hand if the answer is yes

# IELCE Report and Plan (1)

- Purpose:
  - Report the implementation of IELCE/IET programs July 1, 2023-June 30, 2024
    - Include implementation April 30-June 30, 2024
  - Report the planning of new IELCE/IET programs for PY 2024-25 (New emphasis, not optional)
- Who should complete the report:
  - Administrator, ELC Coordinator, Lead teacher with collaboration of ESL, CTE and Support Services staff
  - Email address and phone number of submitter are required items.

# IELCE Report and Plan (2)

- 2023-24 Report and Plan
  - Same as 2022-23 except for
    - Part I
      - Program Coordination/Support Part B Quantitative
        - revised question 1
    - Part II
      - Not optional
      - New Question 1 IET Quality Indicators
  - Always use Chrome when entering IELCE Report
  - Opens for submission on or before April 1, 2024

# IELCE Report and Plan 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 left is the CASAS logo. To its right is a search bar with a magnifying glass icon and a double arrow icon. Below the logo and search bar is a navigation menu with links: Home, Product Overviews, Training and Support, Education Providers, Workforce Development, and B. The main content area features a blue banner with the text 'Training & Support' in yellow and white, followed by the tagline '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. The left sidebar contains three links: 'California Remote Testing', 'EL Civics Exchange', and 'California Integrated English Literacy and Civics Education Report'. A large red arrow points to the third link. The main content area has a heading 'California EL Civics' and two paragraphs of text describing the program's funding and purpose.

# IELCE Report and Plan Access (2)

- Access IELCE Report/Plan Summary 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](#)

[California WIOA, Title II: AEFLA/EL Civics Program Specialist and CDE Regional Consultant Contact Information](#)

[EL Civics Support Channel](#)

[Citizenship Preparation Support Channel](#)

## Integrated English Literacy and Civics Education (IELCE) Report and Plan 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 describing the program from July 1 to June 30 of the current program year. The report can be accessed on the CASAS website and is due April 30.

The report and plan includes:

### Part I: IELCE Implementation in 2023-24

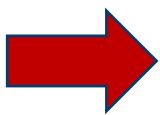
#### 1. Assurances

- a) Contact information for the submitter of the Report

#### 2. Integration of the Integrated Education and Training (IET) Components

- a) Program Type
  - Industry Sector, Career Pathway, Training Program Name, Credential Type, Specific Certification, Teaching Model

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



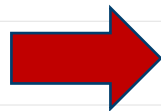
[Integrated English Literacy and Civics Education Reports](#)

# IELCE Report and Plan 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 →](#)

Note: years will be updated



# IELCE Report and Plan Page 1 (1)

## Part I: IELCE Implementation for 2023-2024

### 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 and Plan 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.

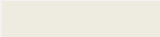
Name and Title

Email

Phone

Signature

Date Signed



# IELCE Report and Plan Page 2 (1)

## Part I: IELCE Implementation for 2023-2024

### 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 2023-2024

### 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

[California CTE Industry Sectors](#)

# IELCE Report Page 2 (3)

## Part I: IELCE Implementation for 2023-2024

### 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 2023-24

### 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 2023-2024

### 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 2023-2024

### 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 2023-2024

### 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

[+ 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.

- **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 Training Course 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)

These activities are part of a course

## 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

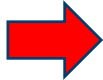
Total hours

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

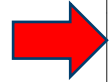
**+ Add** Workforce Training Courses

**+ 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

Select... ▾

Hours per week

Number of weeks

Total hours

ELL Enrollment

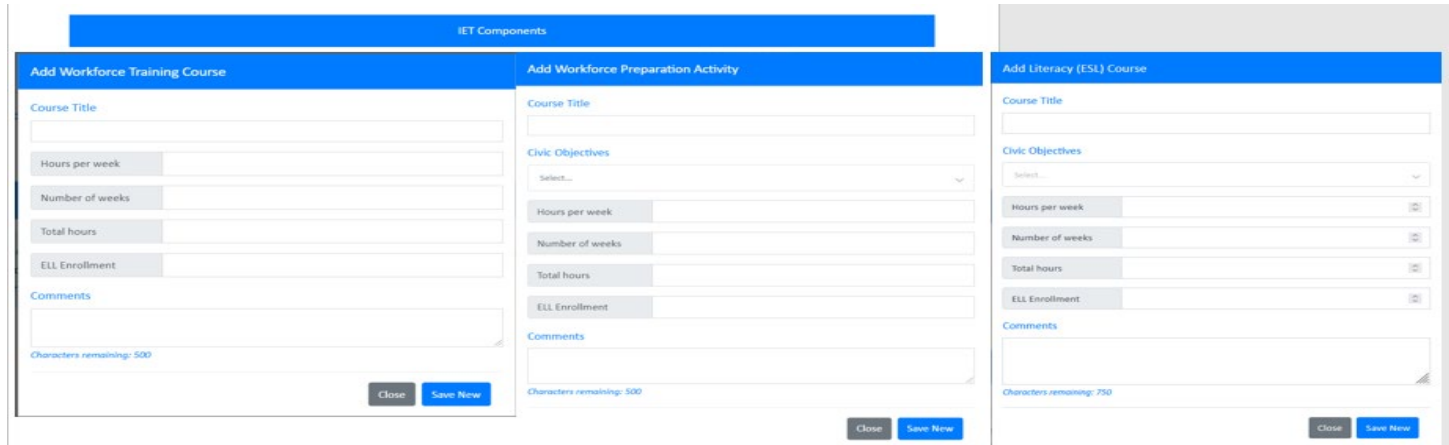
Comments

Characters remaining: 750

Close

Save New

# IELCE Report Page 2 (13)



## 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 Skills	ESL 4	Co-Teaching
Bus. Office Skills	Bus. Office Prep.	Bus. Office Prep.	Alt. Teaching
Bus. Office Skills	Bus. Office Prep.	ESL 4	Alt. Teaching

# 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

## Workforce Preparation Activities

## Literacy (ESL) Courses

1 - Introduction to Health Careers (Medical Terminology)	1 - Introduction to Health Careers (Medical Terminology)	1 - ESL (Intermediate Low 2 and above)
<b>Hours per week</b> 6 <b>Total weeks</b> 16 <b>Total hours</b> 96 <b>ELL Enrollment</b> 6 ESL students typically attend	<b>Objectives</b> 71 <b>Hours per week</b> 3 <b>Total weeks</b> 16 <b>Total hours</b> 48 <b>ELL Enrollment</b> 6 COAAP 71.1	<b>Objectives</b> 48, 23 <b>Hours per week</b> 4.5 <b>Total weeks</b> 18 <b>Total hours</b> 81 <b>ELL Enrollment</b> 96

# IELCE Report Page 2 (16)

- Alternate Teaching Example

## Workforce Training Courses

1 - Certified Nurse Assistant	
<b>Hours per week</b>	8
<b>Total weeks</b>	15
<b>Total hours</b>	120
<b>ELL Enrollment</b>	4
	This is a CTE class and the ESL students receive

## Workforce Preparation Activities

1 - ESL for Certified Nurse Assistant	
<b>Objectives</b>	47, 48
<b>Hours per week</b>	8
<b>Total weeks</b>	15
<b>Total hours</b>	120
<b>ELL Enrollment</b>	28
	This course

## Literacy (ESL) Courses

1 - ESL for Certified Nurse Assistant	
<b>Objectives</b>	47, 48
<b>Hours per week</b>	8
<b>Total weeks</b>	15
<b>Total hours</b>	120
<b>ELL Enrollment</b>	28
	This course utilizes both the

# IELCE Report Page 2 (17)

- Alternate Teaching Example

## Workforce Training Courses

## Workforce Preparation Activities

## Literacy (ESL) 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

### 1 - Advanced ESL VESL Bridge

Objectives 52, 73  
 Hours per week 8  
 Total weeks 19  
 Total hours 180  
 ELL Enrollment 16

Vocational ESL is offered two semesters -

### 1 - Intermediate/Advanced English Language

Objectives 48  
 Hours per week 16  
 Total weeks 20  
 Total hours 320  
 ELL Enrollment 128

The class is offered full

# IELCE Report Page 2 (18)

- COAAP instruction is **not** a separate course
- A regular ESL course is **not generally enough** support to a student participating in Workforce Training.



## Workforce Training Courses

## Workforce Preparation Activities

## Literacy (ESL) Courses

### 1 - Community Healthcare Worker

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

### 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	

### 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 (19)

## 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 (20)

## 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

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

# IELCE Report Page 2 (21)

- Program Coordination/Support Qualitative Part A
- Answer each question by number/letter so answer can easily be found by reviewer.

## 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 (22)

## 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 (23)

## 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.

# IELCE Report Page 2 (24)

## Part A (Qualitative)

2. 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)
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).

# IELCE Report Page 2 (25)

## Part A (Qualitative)

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 (26)

- Program Coordination/Support Quantitative Part B
- Answer each question by number/letter so answer can easily be found by reviewer.
- Revised Question 1
  1. 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).
  2. If your IELCE/IET program partnered with other agencies, describe how attendance was tracked.

# IELCE Report Page 2 (27)

## 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/**Additions** for next year

Reasons for discontinuing

Characters remaining: 2000

Characters remaining: 2000

# IELCE Report Page 2 (28)

## Part I: IELCE Implementation for 2023-2024

### 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)

- New Question 1
- Begin considering this now

## Part II: IELCE Implementation for 2024-2025

### 1. IET Quality Indicators

Select one of AIR's [IET Quality Indicators](#) which your agency's IELCE program needs improvement on or has not yet implemented. Describe your plan for implementing or improving on this quality indicator in the next program year. You will report on your progress on this indicator in the IELCE Report and Plan next year.



# IELCE Report Page 3 (2)

## Part II: IELCE Implementation for 2024-2025

### 1. IET Quality Indicators

Quality Indicators	
	<p><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 while advancing equity, diversity, and inclusion; and aligns with federal and state policies.</p>
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.	Advances equity, diversity, and inclusion by increasing access to and success in in-demand workforce training and career advancement opportunities for historically underserved communities.
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.

# IELCE Report Page 3 (3)

- Complete if planning new IELCE programs 2024-2025
- Only first section and comments needed

## Part II: IELCE Implementation for 2024-2025

### New Programs for 2024-2025

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.

**+ Add** (new)


Program Type


Industry Sector



Career Pathway

# IELCE Report Page 3 (4)


- Complete if planning new IELCE programs 2024-2025
- Only first section and comments needed

Credential Type 

Specific Certification 

Teaching Model  

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

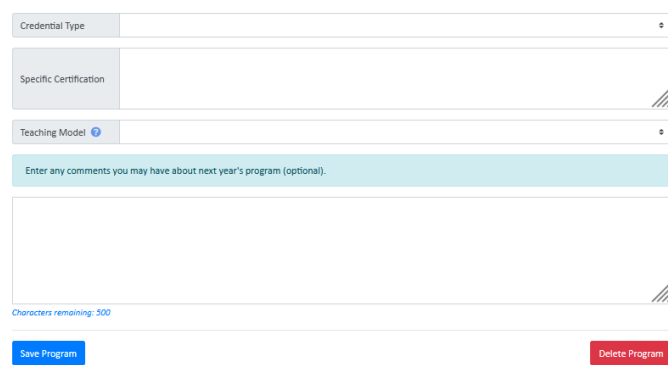
Include collaborations, timeframes etc. 

*Characters remaining: 500*

[Save Program](#) [Delete Program](#)

# IELCE Report Page 3 (5)

- Complete if planning new IELCE programs 2024-2025
- 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

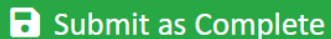
Page 4 of 4

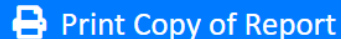
Next →

## 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

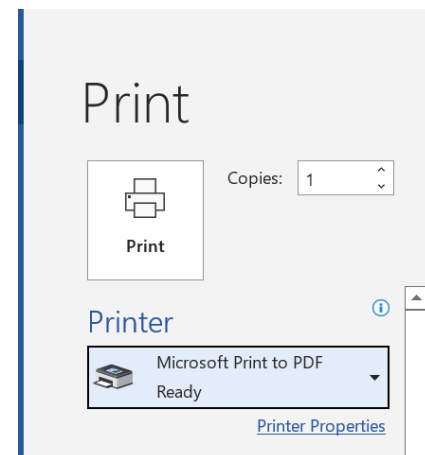
 Print Copy of Report

### 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)

91323\_23876 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)**

- 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))
- The career pathways are designed to meet the following requirements of the Integrated EL Civics program. (REFERENCE: 34 CFR 463.73(b))
  - Prepare for and place adult English language learners in unsubsidized employment within in-demand industries and occupations leading to economic self-sufficiency
  - Integrate with the local workforce development system and its functions to carry out program activities
- The Integrated EL Civics program includes the following English language acquisition and civics education requirements. (REFERENCE 34 CFR 463.33(b))
  - Instruction in literacy and English language acquisition
  - Instruction on the rights and responsibilities of citizenship and civic participation
- 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)
- 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)
  - Contain sufficient intensity and quality based on rigorous research (e.g., research on reading, writing, math, and English proficiency of eligible individuals)
  - Occur simultaneously
  - Use occupationally relevant instructional materials
  - Have a single set of learning objectives identifying specific adult education content, workforce preparation activities, and workforce training competencies and program activities functioning cooperatively
- 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

Print 4 pages

Destination: Save as PDF

Pages: All

Pages per sheet: 1

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Options:  Headers and footers,  Background graphics

Save Cancel

# What questions do you have?



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

# Link to IELCE Report

IELCE Report

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

IELCE Report and Plan Summary

[IELCE Report/Plan Summary](#)



# Get Your Questions Answered

- EL Civics Network Meeting
  - February 28, 2024, 1-2:30 pm
  - April 4, 2024, 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](#) webpage at [www.casas.org](http://www.casas.org) and the [EL Civics Support Channel](#) or email [ELCivics@casas.org](mailto:ELCivics@casas.org)

## Webinars

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

# California EL Civics Resources (2)



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[EL Civics Support Channel](#)

## 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](#)

This webinar and accompanying slides will be available on this webpage [California Civic Participation and IELCE](#)

# Thank you for attending!

Facilitated by

Lori Howard

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

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