



Comprehensive Adult Student Assessment Systems

How to Complete the IELCE Report and Plan 2024-25

Presented by

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

www.casas.org

casas@casas.org

1-800-255-1036

Goals and Objectives

- By the end of this session participants will be able to:
 - Complete the 2024-25 IELCE Report and Plan effectively
 - Note: Only WIOA Agencies funded for IELCE in 2024-25 need to complete this report.

Getting to Know You

- Did you complete the IELCE Report and Plan in 2023-24?

Please raise your hand if the answer is yes

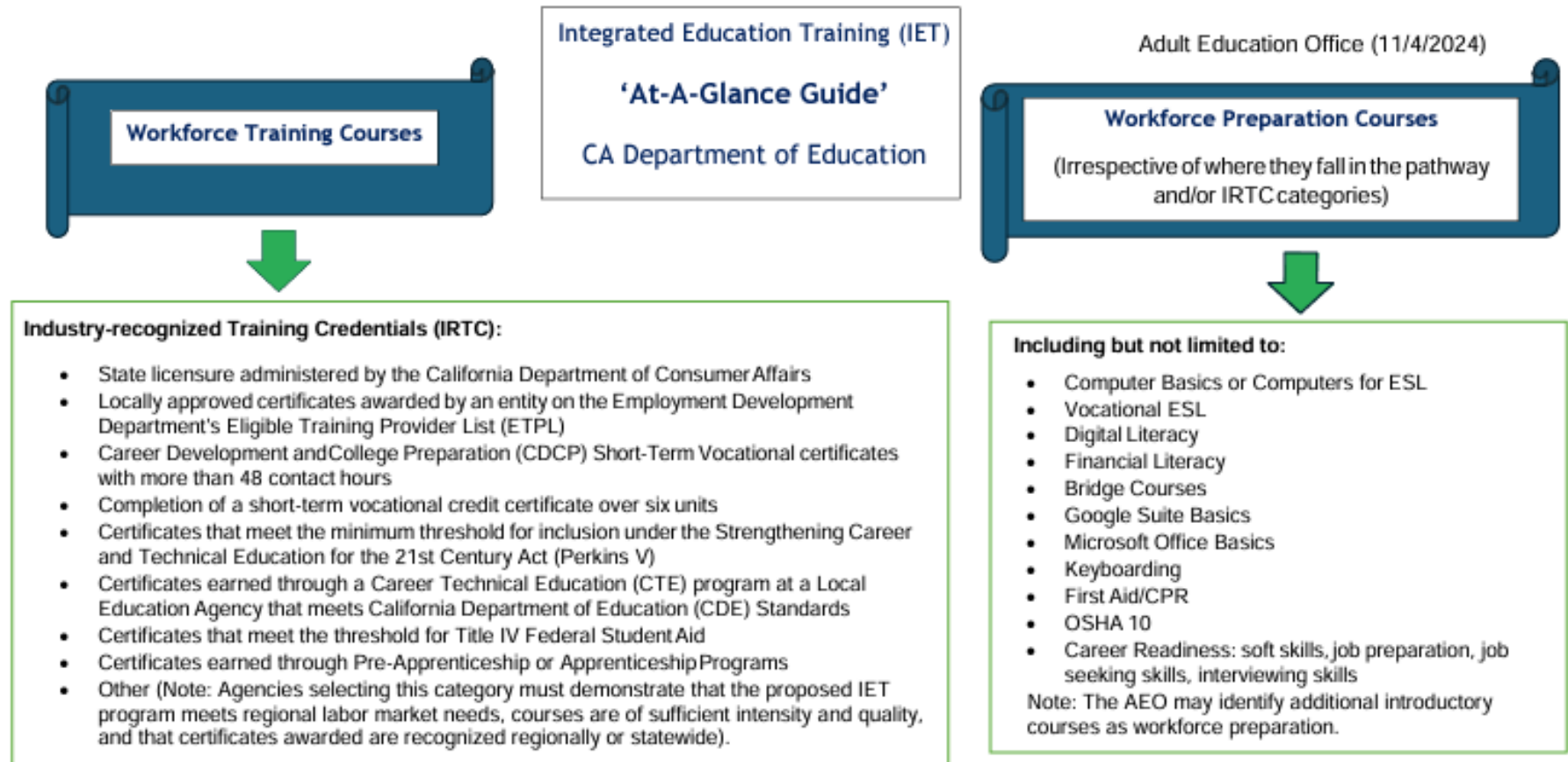
IELCE Report and Plan 2024-25 (1)

- Purpose:
 - Report the implementation of IELCE/IET programs
July 1, 2024-June 30, 2025
 - Include planned implementation from April 30-June 30, 2025
 - Report the planning of new IELCE/IET programs for PY 2025-26 (required)
- 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 2024-25 (2)

- 2024-25 Report and Plan
 - Substantive changes from previous plan
 - Expects implementation of information on IET 'At-A-Glance Guide'
 - Always use Chrome when entering IELCE Report
 - Opens for submission on March 1, 2025
 - New Deadline: March 31, 2025

IET 'At-A-Glance Guide' (1)



[IET At-A-Glance Guide](#)

IET At-a-Glance Guide (2)

Including but not limited to:

- Computer Basics or Computers for ESL
- Vocational ESL
- Digital Literacy
- Financial Literacy
- Bridge Courses
- Google Suite Basics
- Microsoft Office Basics
- Keyboarding
- First Aid/CPR
- OSHA 10
- Career Readiness: soft skills, job preparation, job seeking skills, interviewing skills

Note: The AEO may identify additional introductory courses as workforce preparation.

IET At-a-Glance Guide (3)

Industry-recognized Training Credentials (IRTC):

- State licensure administered by the California Department of Consumer Affairs
- Locally approved certificates awarded by an entity on the Employment Development Department's Eligible Training Provider List (ETPL)
- Career Development and College Preparation (CDCP) Short-Term Vocational certificates with more than 48 contact hours
- Completion of a short-term vocational credit certificate over six units
- Certificates that meet the minimum threshold for inclusion under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V)
- Certificates earned through a Career Technical Education (CTE) program at a Local Education Agency that meets California Department of Education (CDE) Standards
- Certificates that meet the threshold for Title IV Federal Student Aid
- Certificates earned through Pre-Apprenticeship or Apprenticeship Programs
- Other (Note: Agencies selecting this category must demonstrate that the proposed IET program meets regional labor market needs, courses are of sufficient intensity and quality, and that certificates awarded are recognized regionally or statewide).

IET At-a-Glance Guide (4)

IRTC Conditions:

- Certificates must be transferable (certificates awarded locally must demonstrate that students are employable beyond the district and that employment opportunities exist beyond their school district). CASAS and the CDE may require supporting documentation.
- Courses within a CTE pathway (Concentrator and Capstone) are acceptable as workforce training except for courses such as those listed above as workforce preparation. CASAS and the CDE may require supporting documentation (e.g., course outline, syllabus, program of study/sequence of courses). Resource Documents: [CTE Standards and Framework](#)
- Case-by-Case determination: CASAS will flag training courses with less than 35 hours and consult with the CDE. The CDE and CASAS will determine whether the proposed training course is of sufficient intensity and quality. Supporting documentation may be required.
- Zero enrollment = No training

[IET At-a-Glance Guide 11-4-24](#)

Summary of Changes to the IELCE Report and Plan for 2024-25 (1)

- **IET At-a-Glance Guide Clarification of Courses**
 - Make certain courses listed in the **At-a-Glance Guide** as workforce preparation are put in the Workforce Preparation column of the IELCE Report and Plan
- **IET At-a-Glance Delineation of Credentials**
 - Make certain the appropriate Credential is selected
 - Other –
 - selection of “other” will only be accepted in special cases
 - Detailed description of credential must be included

Summary of Changes to the IELCE Report and Plan for 2024-25 (2)

- **Part I - IET Components**

- All Components (Workforce Training, Workforce Preparation, Adult ESL Literacy)
 - Report Hours per week, total weeks and total hours for each term
 - PY (Program Year) ELL Enrollment
 - Comments: list the number of terms this course is offered and any comments
- Each Workforce Training Course:
 - PY# ELL Course Completers
- Workforce Training Program as a whole:
 - PY # ELL IRTC Attainments
 - PY # ELL Job/Promotion Attainments

Summary of Changes to the IELCE Report and Plan for 2024-25 (3)

- **Integrated Syllabus** (*replaces Single Set of Learning Objectives section*). It includes:
 1. course schedules
 2. instructors names
 3. integrated objectives (Single Set of Learning Objectives)
 4. a general outline of the integrated courses including COAAP numbers and instruction.

Always number your responses wherever numbers are indicated

Summary of Changes to the IELCE Report and Plan for 2024-25 (3)

- **Quality Indicators** – *new language*
 - 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.

Summary of Changes to the IELCE Report and Plan for 2024-25 (4)

- **Part II - New Programs in 2025-26**

- a. Description and Comments: Describe (1) the hours per week, total weeks and total hours of each course in each component per term (2) the projected ELL enrollment in each course, (3) the schedule for each IET component, including expected start dates, and (4) the staff collaboration (i.e., ESL, CTE, Counseling, Administrative) in developing integrated learning objectives and contextualized instruction. Please number your responses to correspond to the items listed above. (required)

Always number your responses wherever numbers are indicated

Access the IELCE Report and Plan (1)

- Access the [IELCE Report and Plan Summary of Content](#)
- Access your agency's 2023-24 IELCE Report and Plan at
 - <https://www2.casas.org/elc/ielce>
- Access the 2024-25 plan at link below on March 1, 2025
 - <https://www2.casas.org/elc/ielce>

IELCE Report Access (2)

- Another way to access the IELCE Report and Plan:
 - 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 the following items: Home, Product Overviews, Training and Support, Education Providers, Workforce Development, and B. A large blue banner with white and yellow text reads "Training & Support" and "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. Underneath, 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.

Home > Training and Support > CASAS Peer Communities > California Adult Education Accountability and Assessment > California

California Remote Testing

EL Civics Exchange

California Integrated English Literacy and Civics Education Report

California EL Civics

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 provide and increase access to English Literacy programs linked to civics education.

This funding is for "integrated English literacy and civics education services to help individuals who are unable to effectively participate in education, work, and civic life."

IELCE Report Access (3)

- Access IELCE Report and Plan Summary of Content &
- IELCE Report and Plan at: [IELCE Report](#)

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 March 31.

The report and plan includes:

Part I: IELCE Implementation in 2024-25

I. Assurances

A. Contact information for the submitter of the Report

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

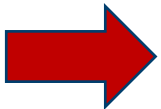
A. Program Type

- Industry Sector, Career Pathway, Training Program Name, Credential Type, Specific Certification, Teaching Model
- o See IET 'At-a-Glance Guide' Delineation of Credentials
- o Other - selection of "other" will only be accepted in special cases. Detailed description of credential must be included.

B. IET Components

c) Note:

- 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.



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

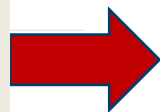
IELCE Report Access (4)

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

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 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 March 31, 2025

You can see your agency's 2023-24 report here. When the system opens, you will also be able to access the 2024-25 Report and Plan here.



[Enter 2023-2024 IELCE Report and Plan →](#)

[Read/Access 2022-2023 IELCE Report and Plan →](#)

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

IELCE Report Page 1 (1)

Part I: IELCE Implementation for 2024-2025

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

3/13/2025



IELCE Report Page 2 (1)

Part I: IELCE Implementation for 2024-2025

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 2024-2025

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](#)

Industry Sectors

- Please be sure to use the correct industry sector so that we can ensure clean data
- *Note that Custodial or Janitorial should be listed under Hospitality, Tourism, and Recreation*
- [California CTE Industry Sectors](#)

IELCE Report Page 2 (3)

Part I: IELCE Implementation for 2024-2025

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

The Career Pathway can encompass a number of Training Programs e.g. Health Careers can include Home Health Aide and Pharmacy Tech

IELCE Report Page 2 (4)

Part I: IELCE Implementation for 2024-2025

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
Auto Body Repair

This encompasses all the course work. It is probably not the course name.

IELCE Report Page 2 (5)

Part I: IELCE Implementation for 2024-2025

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 ?

See slide 7

Industry-recognized Training Credentials (IRTC):

- State licensure administered by the California Department of Consumer Affairs
- Locally approved certificates awarded by an entity on the Employment Development Department's Eligible Training Provider List (ETPL)
- Career Development and College Preparation (CDCP) Short-Term Vocational certificates with more than 48 contact hours
- Completion of a short-term vocational credit certificate over six units
- Certificates that meet the minimum threshold for inclusion under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V)
- Certificates earned through a Career Technical Education (CTE) program at a Local Education Agency that meets California Department of Education (CDE) Standards
- Certificates that meet the threshold for Title IV Federal StudentAid
- Certificates earned through Pre-Apprenticeship or Apprenticeship Programs
- Other (Note: Agencies selecting this category must demonstrate that the proposed IET program meets regional labor market needs, courses are of sufficient intensity and quality, and that certificates awarded are recognized regionally or statewide).

IELCE Report Page 2 (6)

Part I: IELCE Implementation for 2024-2025

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

Name of Certification

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 2024-2025

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 New Admin Orientation 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

Workforce Training

- **Course Title:** Use actual course name:
Certified Nurse Assistant 1
Health Care Essentials
- Add any training courses that are part of the Training Program
For example:
Training Program: Pharmacy Tech
Course Titles:
Pharmacy Tech 1
Pharmacy Tech 2

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

Workforce Training

- **PY 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

Workforce Training

• **Comments:** (list the number of terms this course is offered and any 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

Add Workforce Training Course

Course Title

Hours per week

Number of weeks

Total hours

ELL Enrollment

Comments



Characters remaining: 500

Close

Save New

Workforce Training

- **Each Workforce Training Course:**
 - PY# Course Completers
- **Workforce Training Program as a whole:**
 - PY # IRTC (Industry-recognized Training Certificate) Attainments
 - PY # Job/Promotion Attainments

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.

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

Workforce Preparation

- 243 funded civic objectives taught in course(s) as part of single set of learning objectives
- PY ELL Enrollment,
- Comments (list the number of terms this course is offered and any comments)

IELCE Report Page 2 (13)

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.

Adult Literacy (ESL)

- [243 funded civic objectives](#) taught in course(s) as part of single set of learning objectives
- PY ELL Enrollment,
- Comments (list the number of terms this course is offered and any comments)

Add Literacy (ESL) Course

Course Title

Civic Objectives

Select... 

Hours per week

Number of weeks

Total hours

ELL Enrollment

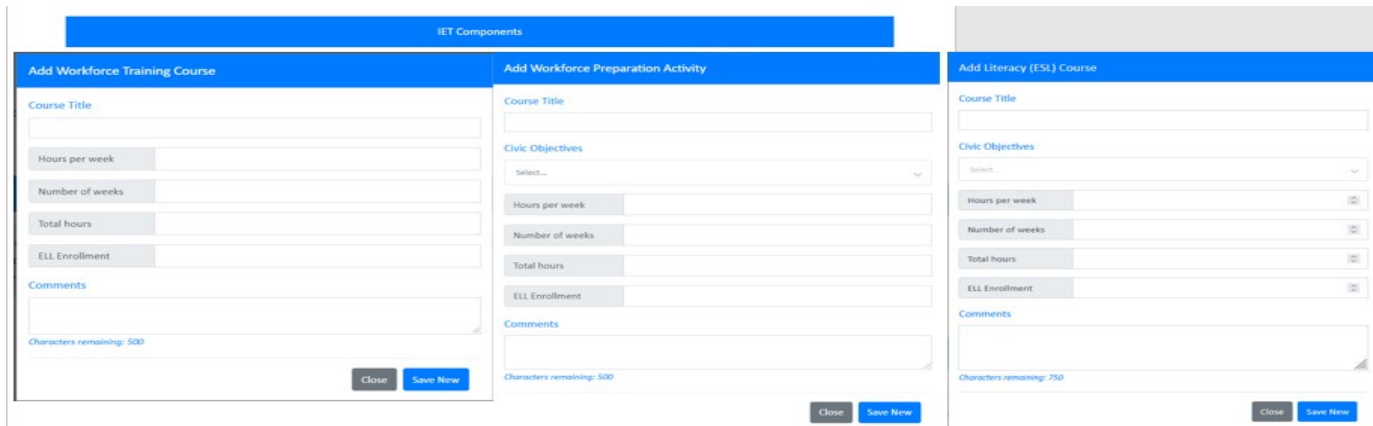
Comments

Characters remaining: 750

Close

Save New

IELCE Report Page 2 (14)



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 (15)

- Co-Teaching Example

- Direct Support Professional: supports an individual with developmental, physical, or intellectual disabilities

Workforce Training

Workforce Preparation

Adult Education and Literacy (ESL)

1 - Direct Support Professional	
Hours per week	6
Total weeks	7
Total hours	42
ELL Enrollment	16
Comments	

1 - Direct Support Professional	
Objectives	71
Hours per week	6
Total weeks	7
Total hours	42
ELL Enrollment	16
Comments	

1 - Direct Support Professional	
Objectives	71
Hours per week	6
Total weeks	7
Total hours	42
ELL Enrollment	16
	In co-teaching

Note: This example is different from the one in the corresponding webinar.

IELCE Report Page 2 (16)

- Co-Teaching Example

Workforce Training

Workforce Preparation

Adult Education and Literacy (ESL)

1 - Medical Assistant AM & PM Class
(2 sections)

Hours per week 12
Total weeks 18
Total hours 216
ELL Enrollment 41

Medical Assistant

Note: This example is different from the one in the corresponding webinar.

1 - Medical Assistant AM & PM Class
(2 sections)

Objectives 52
Hours per week 12
Total weeks 18
Total hours 216
ELL Enrollment 41

Medical Assistant is a new course this yr & so far, is

1 - ESL Intermediate Low to Advanced

Objectives 32, 52, 73
Hours per week 12
Total weeks 36
Total hours 432
ELL Enrollment 405

These ESL courses each have two sections. One

IELCE Report Page 2 (17)

- Alternate Teaching Example

Workforce Training

1 - Early Childhood Education I

Hours per week 8
Total weeks 15
Total hours 120
ELL Enrollment 9
Comments

Workforce Preparation

1 - Work Skills for Early Childhood Education

Objectives 32, 37
Hours per week 6.67
Total weeks 22.5
Total hours 150
ELL Enrollment 9
Comments Workforce preparation skills

Adult Education and Literacy (ESL)

1 - ESL for Early Childhood Education

Objectives 71
Hours per week 6
Total weeks 45
Total hours 270
ELL Enrollment 9
Comments

Note: This example is different from the one in the corresponding webinar.

IELCE Report Page 2 (18)

- 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 48
 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 16

The class is offered full

IELCE Report Page 2 (19)

- Alternate Teaching Example

Workforce Training Courses

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

Workforce Preparation Activities

1 - ESL for Certified Nurse Assistant	
Objectives	47, 48
Hours per week	8
Total weeks	15
Total hours	120
ELL Enrollment	4
	This course

Literacy (ESL) Courses

1 - ESL for Certified Nurse Assistant	
Objectives	47, 48
Hours per week	8
Total weeks	15
Total hours	120
ELL Enrollment	4
	This course utilizes both the

IELCE Report Page 2 (20)

- Alternate Teaching Example

Workforce Training

1 - Clinical Medical Assisting

Hours per week 11
Total weeks 27
Total hours 297
ELL Enrollment 16
Comments

Workforce Preparation

1 - CMA English Support

Objectives 37, 71
Hours per week 3
Total weeks 30
Total hours 90
ELL Enrollment 16
Comments

Adult Education and Literacy (ESL)

1 - CMA English Support

Objectives 37, 71
Hours per week 13
Total weeks 30
Total hours 90
ELL Enrollment 16

In this alternate teaching model,

Note: This example is different from the one in the corresponding webinar.

IELCE Report Page 2 (21)

- 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 (22)

Integrated Syllabus (replaces Single Set of Learning Objectives)

- 1) Describe the elements of the integrated syllabus for each IET program, including:
 1. course schedules
 2. instructors' names
 3. integrated objectives (Single Set of Learning Objectives)
 4. a general outline of the integrated courses including COAAP numbers and instruction.
- Use this link to see an example of an [integrated syllabus](#). Please number your responses to correspond to the items listed above.

Integrated Syllabus Examples (1)

Patient Care Technician IET Sample Syllabus

Name of Course:

Patient Care Technician (PCT)

Course Schedule:

Aug. 19, 2024–Nov. 8, 2024 (12 weeks)
Monday–Thursday, 5–8 pm

Instructor(s):

- Professor Smith, RN, MSN, PCT Instructor, aSmith@rhs.iet.edu, 216-235-0578
Office Hours: Fridays, 2:00–4:30 pm at Riverdale High School, Rm. 35
- Professor Haas, AEL, HSE Instructor, tHaas@rhs.iet.edu, 440-633-6301
Office Hours: Mondays, 9:00–11:00 am, 2:00–4:30 pm, by appt. on Zoom

Integrated Syllabus Examples (2)

Course Outline

Weekly Topic & Assignments	Skills Focus
<p>Week 1: Introduction to Healthcare and School Expectations</p> <p>No quiz this week</p> <p>Complete weekly discussions in online course</p>	<p>PCT Skills: Learning medical terms, understanding important body structures, and recording information in medical charts</p> <p>Academic Skills: Comprehending the meaning of words and phrases using context; interpreting meanings; and workplace writing</p> <p>Work Skills: Collaborative teamwork and communication in a healthcare setting (HIPPA)</p>
<p>Weeks 2–3: Infection Control and Safety Measures</p> <p>Quiz Topics: Infection control procedures, safety drills, and hygiene inspections</p> <p>Complete weekly discussions in online course</p>	<p>PCT Skills: Mastering infection control, following safety procedures, and practicing proper handwashing</p> <p>Academic Skills: Finding the main ideas in a passage, understanding inferences, and summarizing healthcare-related materials</p> <p>Work Skills: Stress management techniques and taking responsibility</p>

Use California Titles

PCT = CTE, Academic Skills = Adult literacy (ESL),

Work Skills = Workforce Preparation (COAAP and other workforce preparation content)

Integrated Syllabus Examples (3)

Integrated Objectives = Single Set of Learning Objectives

Medical Assistant Training

▶ Safety

1. Identify and interpret various safety related signs commonly found in a medical setting.
2. Read and interpret safety instructions for medical assistants.

▶ Emergencies

1. Identify medical emergencies and describe orally or in writing the appropriate steps to take in a medical emergency
2. Use appropriate language to communicate with medical and emergency services staff about medical emergencies

▶ Obtain Patient History and Vital Signs

1. Ask questions of a patient to get their medical history
2. Demonstrate how to take the vital signs of a patient while using customer care skills to give clear explanations and appropriate instructions.

▶ Customer Care

1. Identify, describe and utilize soft skills appropriate to a medical office
2. Identify and describe appropriate and inappropriate work behavior in a medical setting.

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

IELCE Report Page 2 (23)

Workforce Training Providers Contact Information

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 (24)

Program Coordination and Support

- Part A: Qualitative
- Answer each question by number.

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)

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)

IELCE Report Page 2 (26)

Program Coordination and Support

Part A (Qualitative) continued

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 (27)

Program Coordination and Support

- Part B: Quantitative
- Answer 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 (28)

Planning

Planning

Indicate whether the program will continue or discontinue for the 2025-2026 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

[Empty text box for changes for next year]

[Empty text box for reasons for discontinuing]

IELCE Report Page 2 (29)

Part I: IELCE Implementation for 2024-2025

Integration of the IET Components

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

 **+ Add** (new)

Add multiple programs

Program Type

Industry Sector

Career Pathway

Training Program

Credential Type

Specific Certification

Teaching Model 

IELCE Report Page 3 (1)

Part II: IELCE Planning for 2025-26

IET Quality Indicator

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

IELCE Report Page 3 (2)

Part II: IELCE Planning for 2025-26

- Complete if planning new IELCE programs for 25-26

Part II (required): IELCE Planning for 2025-26

New Programs for 2025-2026

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 (3)

Part II (required): IELCE Planning for 2025-26

New Programs for 2025-2026

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

Leaving this section blank indicates that your agency currently is not planning new programs.

Program Type

Industry Sector

Career Pathway

Training Program

Credential Type



Specific Certification

See slide 7

Teaching Model ?

Industry-recognized Training Credentials (IRTC):

- State licensure administered by the California Department of Consumer Affairs
- Locally approved certificates awarded by an entity on the Employment Development Department's Eligible Training Provider List (ETPL)
- Career Development and College Preparation (CDCP) Short-Term Vocational certificates with more than 48 contact hours
- Completion of a short-term vocational credit certificate over six units
- Certificates that meet the minimum threshold for inclusion under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V)
- Certificates earned through a Career Technical Education (CTE) program at a Local Education Agency that meets California Department of Education (CDE) Standards
- Certificates that meet the threshold for Title IV Federal StudentAid
- Certificates earned through Pre-Apprenticeship or Apprenticeship Programs
- Other (Note: Agencies selecting this category must demonstrate that the proposed IET program meets regional labor market needs, courses are of sufficient intensity and quality, and that certificates awarded are recognized regionally or statewide).

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

IELCE Report Page 3 (4)

New Programs for 2025-26

- Description and Comments (required)

1. hours per week, total weeks and total hours of each course in each component per term
2. projected ELL enrollment in each course
3. schedule for each IET component, including expected start dates
4. staff collaboration (i.e., ESL, CTE, Counseling, Administrative) in developing integrated learning objectives and contextualized instruction

Please number your responses to correspond to the items listed above.

IELCE Report Page 3 (5)

New Programs for 2025-26

- **Description and Comments (required)**
- **Note:**
 - 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 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.

IELCE Report Page 4 (1)

- Suggest Save a PDF (in print options)

Rolling Hills Adult School (AgencyID 4908)

← Back

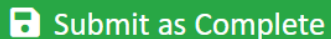
Page 4 of 4

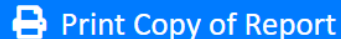
Next →

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

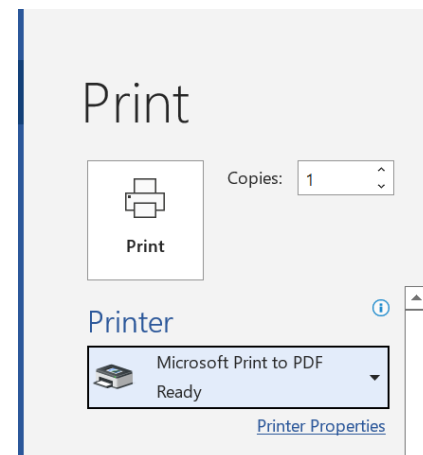
 Print Copy of Report

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
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)

- 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

Margins: Default

Options: Headers and footers, Background graphics

Save Cancel

https://www2.casas.org/ielce/PrintPrintReport.aspx

What questions do you have?



Please type in the chat or unmute and ask

Access the IELCE Report and Plan (2)

- Access the [IELCE Report and Plan Summary of Content](#)
- Access your agency's 2023-24 IELCE Report and Plan at
 - <https://www2.casas.org/elc/ielce>
- Access the 2024-25 plan at link below on March 1, 2025
 - <https://www2.casas.org/elc/ielce>

Get Your Questions Answered

- EL Civics Network Meeting
 - February 5, 2025, 1-2:30 pm (at the end of the meeting)
 - March 5, 2025, 1-2:30 pm (at the end of the meeting)
 - Register at caadulthoodtraining.org
- Contact your [Program Specialist](#)
- Contact 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 or email ELCivics@casas.org

Webinars

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

EL Civics Webpage

- [EL Civics Support Channel](#) – Agency Implementation Examples
- [IELCE Report and Plan Summary of Content](#)

California EL Civics Resources (2)



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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

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Stephanie Fitzpatrick

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