

# WIOA, Title II Section 243 Integrated EL Civics Plan 2018-19 (IELCE)

The IELCE Plan is posted on the CASAS website ([www.casas.org](http://www.casas.org)) under California Adult Education Accountability and Assessment>California EL Civics> WIOA Section 243 IELCE Plan webpage (<https://www.casas.org/training-and-support/casas-peer-communities/california-adult-education-accountability-and-assessment/california-el-civics/wioa-section-243-ielce>)

Click **Start WIOA Section 243 IELCE Application Plan**. The link will direct you to the IELCE plan application site (<https://www2.casas.org/surveys/ielc>)

- **Please use one of the following web browsers: Google Chrome, Microsoft Edge or Firefox.**

WIOA Section 243 Integrated EL Civics Plan 2018-19

[Log in](#)

## Plan Instructions

- You can submit a response if your agency is funded for WIOA, Title II Section 243.
- 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.
- Your responses are automatically saved as you navigate between pages and periodically as you enter data.
- If you need assistance, contact CASAS Tech Support at [techsupport@casas.org](mailto:techsupport@casas.org) or [1-800-255-1036](tel:1-800-255-1036) (option 2).
- Due date for plan submission is April 30, 2019.

[Begin Plan →](#)

- Step 1: Click “Begin Plan” and you will be prompted to log in.



[Forgot password](#)

- Step 2: Log on using your CASAS log in credentials.

## Part I: Implementation for 2018–19

### 1. 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 material
  - 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

Signature

Date Signed

- Step 3: Type in your name and title. Under signature, you also can type your full name or initials.

## Part I: Implementation for 2018–19

### 2. Workforce Preparation

a. Which 243 designated EL Civics Civic Objectives have you selected for the 2018–19 program year?

- (3) Develop a business plan for a small business in order to participate in the economic growth of the community
- (11) Research and describe the cultural backgrounds that reflect the local cross cultural society and that may present a barrier to civic participation
- (13) Interact with educational institutions including schools for children and schools or agencies with programs for adult learners
- (14) Identify educational opportunities and research education/training required to achieve a personal goal
- (23) Access and use community service and government agency information
- (25) Identify and describe volunteer opportunities in the community
- (27) Demonstrate knowledge of health and safety precautions by participating in activities such as CPR and First Aid Training
- (30) Demonstrate how to use pharmacies/drug stores and medicines
- (32) Locate, analyze and describe job requirements, licenses, credentials, etc. needed for specific jobs and identify resources available to help access the information
- (33) Identify and access employment and training resources needed to obtain and keep a job
- (34) Identify, describe, select and access free or low cost employment related services
- (35) Identify procedures for protecting employment rights and access resources that support and assist the worker
- (36) Identify work related safety regulations, standards and procedures
- (37) Identify and demonstrate qualities of an effective employee in the American workplace in order to get a job, keep a job or get a better job
- (46) Access resources for nutrition education and information related to the purchase and preparation of healthy foods
- (47) Identify strategies and resources to effectively use the internet safely
- (48) Effectively use online tools to communicate and collaborate with others
- (49) Access necessary information and use it to successfully transition to post-secondary education, training or work e.g. access information from a college website, utilize a student management system, meet with a college counselor and develop an Education Plan, etc.
- (50) Identify and demonstrate the study skills and self-management skills necessary to successfully complete post-secondary education and training e.g. notetaking, organization, active listening, reading and understanding a syllabus, stress management, time-management etc.
- (51) Research, identify and utilize resources and services necessary to successfully transition to and complete post-secondary education, training and employment e.g. counseling, financial-aid, transportation, childcare, barriers to instruction or employment, etc.
- (52) Research, identify and utilize employability/soft skills (Personal Qualities, Customer Care Skills, Leadership Skills) necessary to succeed in post-secondary education, training and employment e.g. communication skills, collaboration, negotiation, adaptability, diplomacy, etc.
- (53) Research, identify and utilize the skills necessary to navigate work and school environment and rights e.g. contacting human resources, participating in diversity or sexual harassment training accessing fair pay/education/services, reporting sexual harassment, etc.

#### Other civic objectives submitted and approved

Objective Number	Objective	Submitted Date	Approved Date
<a href="#">Add custom objective</a>			

#### Other civic objectives submitted and approved

Objective Number	Objective	Submitted Date	Approved Date
<input type="text" value="75"/>	<input type="text" value="Demonstrate the language"/>	<input type="text" value="10/10/2019"/>	<input type="text" value="10/31/2019"/>
<a href="#">Add custom objective</a>			

- Step 4: Select the 2018-19 approved 243 EL Civics Civic Objective/s from the list. If your agency has submitted additional 243 EL Civics Civic Objective to CASAS for approval, please indicate the objective and data submitted for approval. You can leave the approved date empty.

## Part I: Implementation for 2018–19

### 3. Workforce Training Credentials

Which types of industry-recognized, post-secondary credentials can be earned in your Integrated EL Civics program?

- State licensure administered by the [California Department of Consumer Affairs](#)
- Locally approved certificates awarded by an entity on the [EDD's Employment Training Provider List](#)
- [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 6 units
- Certificates recognized by the [Carl D. Perkins Career and Technical Education Improvement Act](#)
- Certificates earned through a CTE program at a Local Education Agency that meet [CDE Standards](#)
- Certificates that meet the threshold for Title IV Federal Student Aid
- Certificates earned through [Pre-Apprenticeship or Apprenticeship Programs](#)
- Other

Other description

Approval Date



- Step 5: Check multiple Workforce Training Credentials that can be earned in your IELCE. Please provide details under “Other” if you have an additional Workforce Training Credentials that do not appear in the above list.

## Part I: Implementation for 2018–19

### 4. Integration of the IET Components

Complete the following table for each career pathway and training program you are implementing for the current program year.

+ New

1

#### Program Type

Industry Sector

Career Pathway

Training Program

Credential Type

Specific Certification

Teaching Model 

#### IET Components

ESL/ELL Literacy Courses

+ Add ESL/ELL Literacy Course

Click the Add button above to add ESL/ELL Literacy Courses for this program.

- Step 6: Click on +New to add information regarding **each** career pathway and training program. Repeat steps 6 through 12 for each career pathway and training program. Refer to the resource document: **Career Pathway Examples for Integrated EL Civics Plan 2018-19.pdf** for examples of Career Pathway and Training Program information required to complete this section. The resource document is posted on (<https://www.casas.org/training-and-support/casas-peer-communities/california-adult-education-accountability-and-assessment/california-el-civics/wioa-section-243-ielce>)

In the co-teaching model, a literacy teacher and a workforce training teacher are teaching in the same classroom; and students are co-enrolled in both courses. In the alternating teaching model, students are co-enrolled in two different but coordinated courses. The literacy teacher and the workforce training teacher are teaching in two different classrooms; and students attend the two courses at different times.

Teaching Model 

Alternate Teaching

- Step 7: Add ESL/ELL literacy courses under each career pathway and training program. **You can add multiple ESL/ELL Literacy Courses (click +Add) for each career pathway and training program.**

### Add Workforce Training Course ✕

**Title and civic objectives**

Personal Home Care Aide Training Class

Begin Date
8/20/2018
📅

End Date
12/7/2018
📅

Days of the week

Su
  M
  Tu
  W
  Th
  F
  Sa

Begin Time
12:00 PM
🕒

End Time
3:00 PM
🕒

Hours per week
6

Number of weeks
18

Total hours
108

Enrollments
20

Close
Save changes

- Step 8: Enter information regarding the ESL/ELL literacy course. If the class meets at different times during the week, please make a note in the text box under Program Coordination and Support at the end of section 4. See step 12 in this document.

## ESL/ELL Literacy Courses

[+ Add ESL/ELL Literacy Course](#)

1 - VESL Personal Care Assistant <span style="float: right;">✖</span>		
<b>Begin Date</b>	8/20/2018	<b>Workforce Preparation Activities</b> ?
<b>End Date</b>	12/7/2018	<a href="#">+ Add Workforce Preparation Activity</a>
<b>Days</b>	M Tu W Th F	<b>Workforce Training Courses</b>
<b>Begin Time</b>	8:30 AM	<a href="#">+ Add Workforce Training Course</a>
<b>End Time</b>	11:30 AM	1 - VESL Personal Care Assistant; COAAPs 71.1 and 52.1
<b>Hours per week</b>	15	1 - Personal Home Care Aide Training Class
<b>Total weeks</b>	18	
<b>Total hours</b>	270	
<b>Enrollments</b>	20	

- Step 9A: Click [+Add](#) Workforce Preparation Activity for each ESL/ELL literacy course. You can add multiple Workforce Preparation Activities.

Workforce preparation activities may be offered in standalone courses or embedded within literacy or workforce training courses and must include instruction in at least one Section 243 designated COAAP.

**Workforce Preparation Activities** ?

[+ Add Workforce Preparation Activity](#)

- Step 9B: Click [+Add](#) Workforce Training Course for each ESL/ELL literacy course. You can add multiple workforce training courses.

### Single Set of Learning Objectives (Contextualization)

The single set of learning objectives should identify specific adult education content, workforce preparation activities, and workforce training competencies that are organized to function cooperatively.

1. Identify the symptoms indicating that a client has a disease 2. Identify and appropriately report signs of abuse and neglect of consumers. 3. Identify problems, devise solutions and implement a plan of action. 4. Communicate appropriately with clients. 5. Take vital signs and communicate the results. |

- Step 10: Enter no more than 2,000 characters.

## Workforce Training Provider ?

+ Add Provider

Fill in the form to the right and click Add to add a provider.

Agency Name	Rolling Hills Community College		
Contact Name	John Callahan		
Address	1000 MILL Road		
City	Oxnard	State	CA
		Zip	91003
Telephone	(310) 555-1214		
Email	jcallahan@rhccd.edu		
<input type="button" value="Add"/>		<input type="button" value="Cancel"/>	

- Step 11: Training Providers can be internal or external. Please provide information on all training providers for the training program.

## Program Coordination and Support

Describe the coordinated and comprehensive process for co-enrolling Integrated EL Civics students into the workforce training.

Our agency works hard to inform learners about our training programs and opportunities for English Language Support. We do workplace school community needs assessments of all learners. We use flyers and in-class visits by counselors to discuss training opportunities. At ESL Levels Intermediate High and above, students can meet with a counselor to discuss workplace needs, goals and barriers. Once ELs are enrolled in an alternating or co-teaching IET program, counselors keep in touch with them by email and office hours to offer support.

Save

Delete

- Step 12: Enter no more than 2,000 characters.

## Part I: Implementation for 2018–19

### 5. Data and Accountability

- PY 2017-18 reflects IELCE enrollment data for NRS Table 4 from July 1, 2017 through June 30, 2018.
- PY 2018-19 reflects IELCE enrollment data for NRS Table 4 from July 1, 2018 through March 20, 2019.

#### Adult Education and Literacy Courses

Educational Functioning Level	Number Enrolled		Number Completing Level		Percentage Completing Level	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19

#### Workforce Preparation

Civic Objective and Additional Assessment Plans (COAAP)	Number of Additional Assessments Attempted		Number of Additional Assessments Passed		Percentage of Additional Assessments Passed	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19

#### Co-enrollment in Workforce Training

Civic Objective and Additional Assessment Plans (COAAP)	Number of Co-enrolled Students Attempting Additional Assessments		Number of Co-enrolled Students Passing Additional Assessments		Percentage of Co-enrolled Students Passing Additional Assessments	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19

- Step 13: PY 2017-18 and PY 2018-19 (through March 20, 2019) reflects data reported in TOPSpro® Enterprise. CASAS automatically populates the data tables.

## Part II: Planning for 2019-20 Program Year

### 6a. Current Programs

For each training program entered for 2018-19 on page 4, indicate whether you plan to continue for 2019-20.

- If continuing, enter any changes to the program for 2019-20.
- If discontinuing, enter reason(s).

2018-19 Pro

--Select action--

Continuing

Discontinuing

Planning

Action

Changes for new program year

Program Type

Industry Sector	Hospitality, Tourism, and Recreation
Career Pathway	Health Careers
Training Program	Personal Home Care Aide
Credential Type	EDD Employment Training Provider
Specific Certification	Course Certificate: Personal and Home Care Aide.
Teaching Model <span style="font-size: small;">?</span>	Alternate Teaching

IET Components

- Step 14: Select continuing or discontinuing in PY 2019-20 for each training program listed for 2018-19.

## 6a. Current Programs

For each training program entered for 2018-19 on page 4, indicate whether you plan to continue for 2019-20.

- If continuing, enter any changes to the program for 2019-20.
- If discontinuing, enter reason(s).

2018-19 Programs

1

2

Planning

Action

Continuing



- Step 15: Select Continuing or Discontinuing in PY 2019-20 for each training program listed for 2018-19. Training programs can be selected by clicking on the tabs indicated above.
- If you would like to add updated information for PY 2019-20 regarding a training program that was provided in PY 2018-19, please select Discontinue under Action and add a new training program under Part II 6b. See step 16 in this document.

# Part II: Planning for 2019-20 Program Year

## 6b. New Programs

Add new programs for 2019-20.

Enter training programs using the form below. Your programs will populate this list as you enter them.

Program Type	
Industry Sector	<input type="text"/>
Career Pathway	<input type="text"/>
Training Program	<input type="text"/>
Credential Type	<input type="text"/>
Specific Certification	<input type="text"/>
Teaching Model 	<input type="text"/>

  

IET Components	
ESL/ELL Literacy Courses	
<a href="#">+ Add ESL/ELL Literacy Course</a>	

- Step 16: Enter New Training Programs information for the 2019-20 program year. **Follow steps 6 through 12** for each new career pathway and training program planned for 2019-20.

## Review your plan

Before finalizing your submission, please take the time to review your plan. You may return to this application and edit your plan until you submit as complete. You may not make any changes to your plan once you have submitted as complete.

 Submit as Complete

 Print Copy of Plan

- Step 17: Please click Submit as Complete. You should receive a confirmation email after you submit the plan. Be sure to print a copy of the plan for your reference.

If you need assistance, contact CASAS Tech Support at [techsupport@casas.org](mailto:techsupport@casas.org) or 1-800-255-1036 (select 2)