WIOA Section 243 Integrated English Literacy and Civics Education Program

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Familiarity Poll

How familiar are you with the IELCE Program?

Definition of Integrated English Literacy and Civics Education

"Education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training."

Activity vs. Program

- **English Literacy and Civics Education (ELCE)** as an activity under WIOA Section 231 **may** include workforce training.

- **Integrated English Literacy and Civics Education (IELCE)** implemented as a program as described under WIOA Section 243 **must** include workforce training.

Integrated English Literacy and Civics Education Program

The IELCE program must be designed to:

1. Prepare ELLs for, and place in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency

2. Integrate with the local workforce development system and its functions to carry out the activities of the program

The IELCE program must be provided in combination with IET activities.

Integrated Education and Training (1)

IET is a service delivery model that provides **adult education** activities concurrently and contextually with **workforce preparation** activities and **workforce training**.

Integrated Education and Training (2)
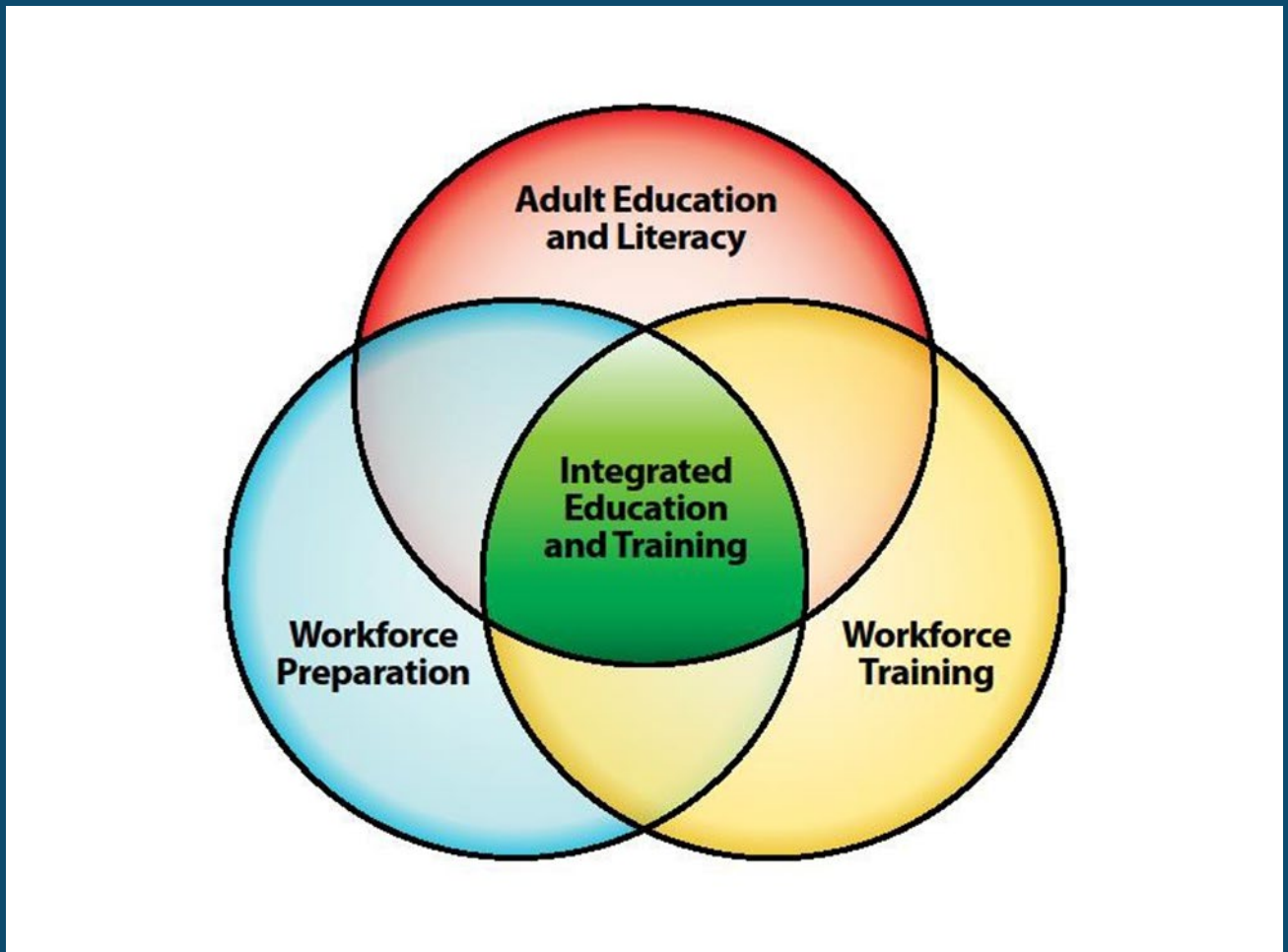
Integrated Education and Training (3)

"Concurrently and contextually" means that, within the overall scope of the IELCE program, adult education, workforce preparation, and workforce training activities must:

- Be of sufficient intensity and quality, and based on the most rigorous research available

- Use occupationally relevant instructional materials

- Occur simultaneously

Integrated Education and Training (4)

To meet the IET requirements, an IELCE program must:

- Have a single set of learning objectives and activities organized to function cooperatively

- Be aligned with the state's content standards for adult education

- Be part of a career pathway

Training Services (1)

Training services may include:

1. occupational skills training, including training for nontraditional employment

2. on-the-job training

3. incumbent worker training

4. programs that combine workplace training with related instruction, which may include cooperative education programs

5. training programs operated by the private sector

6. skill upgrading and retraining

Training Services (2)

7. entrepreneurial training

8. transitional jobs

9. job readiness training provided in combination with the services above

10. adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with the services above

11. customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training

Industry-Recognized Credentials

Industry-recognized training credentials include, but are not limited to:

- 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

Co-Enrollment (1)

- Remember, IELCE implemented as a program as described under WIOA Section 243 **must** include workforce training.

- English language learners in an IELCE Program must have the **opportunity** to be co-enrolled in a class or program that offers workforce training within their career pathway.

Co-Enrollment (2)

Co-enrollment may include one or more of the following options:

- ELLs are co-enrolled in a workforce training Title I America's Job Center of California program.
- ELLs are co-enrolled in the provider's workforce training program, such as career technical education.
- ELLs are co-enrolled in a series of workforce training courses within a career pathway offered by multiple providers designed to lead to employment.
- ELLs are working directly with an employer through apprenticeship, pre-apprenticeship, or on the job training.

Team Teaching Strategies

The IET service delivery may incorporate one or both of the following models:

- **Co-Teaching**
  - An ESL teacher and a workforce training teacher in the same classroom at the same time

- **Alternating Teaching**
  - Learners co-enrolled in two different but coordinated and concurrent courses

Civic Objective and Additional Assessment Plans (1)

What is a COAAP?

- A Civic Objective and Additional Assessment Plan (COAAP) is a general description of the performance-based assessment the agency will give learners after 30 hours of instruction based on the selected Civic Objective.

- WIOA Section 243-designated COAAPs meet the **workforce preparation** requirement of IET.

Civic Objective and Additional Assessment Plans (2)

- Providers may adopt any of the existing WIOA Section 243 COAAPs or propose new ones.

- WIOA Section 243 COAAPs should be part of a workforce preparation curriculum targeting an in-demand occupation or cluster of occupations.

Program Requirements

I. Administer a Student Needs Assessment

- Complete a summary form

II. Select Civic Objectives and Additional Assessment Plans

III. Create (or borrow) Additional Assessments

IV. Plan and offer instruction

V. Administer Additional Assessments

VI. Administer Pre and Post CASAS Testing

VII. Complete the IELCE Report (243 only)

Payment Points

COAAP Type	COAAP Description	Relative Payment Point Value
243 COAAP **with co-enrollment**	An IELCE student passes a 243 COAAP and is co-enrolled in workforce training within that career pathway	$$$
243 COAAP **without co-enrollment**	An IELCE student passes a 243 COAAP and has access to, but is not co-enrolled in, workforce training within that career pathway	$
231 COAAP	An EL Civics student passes a 231 COAAP; Access to workforce training within a career pathway is not required	$

IELCE Report

- WIOA Section 243-funded agencies are required to complete and submit an IELCE Report along with their Continuous Improvement Plan (CIP).

- The IELCE Report is due April 30, 2024. An outline of the required information will be available to program administrators.

Questions and Answers

Please type your questions into the Q&A.

IELCE Implementation 2023–27 (1)

Opportunity to begin this cycle

- Review and evaluate what has been done
- Plan for changes in current or future programs
- Implement
- Complete the IELCE Report
- Get feedback

IELCE Implementation 2023–27 (2)

Step 1 – Identify Needs and Opportunities

- What priority jobs and training needs exist in your area?
    - How do you interact with your Workforce Development Board, AJCC, WIOA, Title I partners, CTE advisory groups, etc.?

- What training opportunities exist at your agency or with your partners?

- What training programs do your English learners want to participate in?

IELCE Implementation 2023–27 (3)

Step 2 – Provide Support Services

- What kind of support services do your English learners need so they can access and succeed in training?
  - Orientation to available training?
  - Counseling/Navigation?
  - Elimination of barriers to training and employment?
    - Childcare
    - Transportation
    - Time constraints
  - Other?
- How will you learn this information?

IELCE Implementation 2023–27 (4)

Step 3 – Facilitate Program Coordination

How will you continue to involve your CTE and ESL staff, Counselors, Navigators, and support staff to work together to improve your IELCE Program?

- Single Set of Learning Objectives?
- Curriculum including COAAPs and Additional Assessments?
- Instruction?
- Support Services?
    - Schedules of classes?
    - Recruitment practices?
- Other?

IELCE Planning - Activity 1

Activity 1

- Identify Training and Employment Opportunities
- Provide Support Services
- Facilitate Program Coordination
  - Break-out group: (10 minutes)
    - Briefly introduce yourselves
    - Identify a Facilitator and a Reporter
    - Discuss the three questions (Steps 1-3)
    - View the list of questions in the chat
    - Report back briefly, orally or in the chat

Activity 1 Questions

1. What opportunities for training and employment exist in your area/agency?

    -   How do those match the needs of your students?

2. What kinds of support do your English learners need to succeed in training?

3. How will you continue to involve your CTE and ESL staff, Counselors, Navigators, and support staff to work together to improve your IELCE Program?

IELCE Implementation 2024–27 (5)

Step 4 – Evaluate the Program

- How will you get feedback about the success of your program?
  - IELCE Report Review? Other?
- How will you define success?
  - What went well?
  - What would you change?
- How will you plan for continuous improvement?
  - Document progress?
  - Plan next steps?
- How and to whom will you share success and future plans?

IELCE Planning - Activity 2

Activity 2

Evaluate the program

Type in the chat and include the number of the question

1. How will you get feedback about the IELCE program?
2. How will you document progress?
3. How will you define success?
4. How will you share the story?

IELCE Implementation 2024–27 (6)

Opportunity to begin this cycle

- Review and evaluate what has been done
- Plan for changes in current or future programs
- Implement
- Complete the IELCE Report
- Get feedback

Exit Poll

How ready do you feel to work on this IELCE cycle?

For Further Information

- Contact your CDE Consultant or CASAS Program Specialist
- CASAS
  - EL Civics Civic Participation and IELCE Webpage
  - EL Civics Network Meetings
  - EL Civics Conferences
  - EL Civics Training
- CALPRO Training
- OTAN Training
- *See the Resource document for links*

Contact Information

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