



**Please type your name and agency in the chat.**

**If other members of your agency are attending, please type TEAM after your agency name.**

# Planning and Implementing an Effective IELCE/IET Program

Presented by  
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# Getting to know you

Please complete the polls by answering these questions:

- What is your role in your IELCE 243 Program?
- How familiar are you with IELCE/IET 243 Programs?
- Have you participated in or seen slides from:
  - [WIOA 243 IELCE Program - Orientation for New Administrators 2023](#)
  - [California EL Civics Basics: Civic Participation, IELCE and CAEP 2023-24](#)
  
  - This Webinar: [Planning and Implementing and Effective IELCE/IET Program](#)
  - [These Slides; Planning and Implementing an Effective IELCE/IET Program](#)



# Goals and Objectives

- At the end of this session participants will be able to:
  - Identify the elements of a California WIOA, Title II IELCE/IET 243 Funded Program
  - Identify the steps to take to plan and implement an effective IELCE/IET Program





# Things you need





# California WIOA, Title II IELCE 243 Funded Program Overview

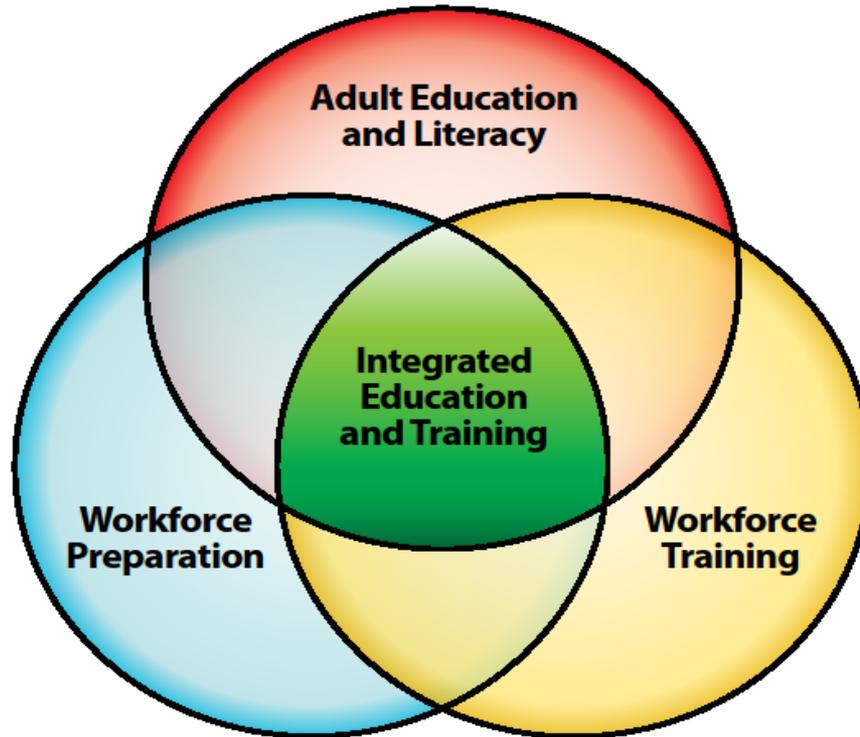


# IELCE 243 Federal Grant

- The WIOA, Title II Grant requires the IELCE program be designed to:
  1. Prepare ELLs (English Language Learners) for, and place in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency;



# IELCE 243 Components





# California IELCE 243 Program Coordination and Support (1)

## 5 Important Qualitative Elements

1. Needs Assessment:
  - a. Assessment of agency's regional priority job and training needs/program and partner goals
  - b. Assessment of student training needs and career goals
2. Articulated marketing and outreach plan for recruitment, orientation and continuing support of students
3. Time, funding and implementation of a plan for staff collaboration and professional development



# California IELCE 243 Program Coordination and Support (2)

## 4. Plan and implement curriculum and instruction in Adult (ESL) Literacy, Workforce Preparation and Workforce Training

- conducted concurrently
- uses a single set of learning objectives
- high-quality, occupationally contextualized content
- real world application
- instructional technology that is responsive to student and industry needs

## 5. Use of data and feedback for evaluation and continuous improvement of the program



# California IELCE 243 Program Coordination and Support (3)

## Quantitative Elements

### Track concurrent attendance

1. Within your agency

Ensure that students are concurrently enrolled and continually attending all 3 components (Adult (ESL) Literacy, Workforce Preparation and Workforce Training) and track attendance

2. With other agencies

If your IELCE/IET program partners with other agencies, track that attendance



# California WIOA, Title II, IELCE 243 Requirements (1)

- The 3 instructional components, Adult Literacy (ESL), Workforce Preparation and Workforce Training (CTE\*) must occur:
  - **Concurrently** in a co-teaching or alternate teaching model
    - **Co-Teaching** – Learners are in one classroom with both an ESL teacher and a workforce training teacher teaching
    - **Alternating Teaching** - Learners are co-enrolled in two different but coordinated and concurrent courses.

\* CTE = Career Technical Education



# California WIOA, Title II, IELCE 243 Requirements (2)

- English language learners in an IELCE 243 Funded Programs must have the **opportunity** to be co-enrolled in workforce training
- IELCE 243 programs use the COAAP (Civic Objective and Additional Assessment Plan) System for Adult (ESL) Literacy and/or Workforce Preparation instruction.
  - 243 payment points are generated via Implementation of COAAP instruction and assessment.



# California WIOA, Title II, IELCE 243 Requirements (3)

- For other requirements see these presentations:
  - [WIOA 243 IELCE Program - Orientation for New Administrators 2023](#)
  - [California EL Civics Basics: Civic Participation, IELCE and CAEP 2023-24](#)
    - [Webinar](#)
    - [Slides](#)
  - Find at: [www.casas.org](http://www.casas.org)
    - > [California Civic Participation and IELCE](#)



# What questions do you have?



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



# Steps to IELCE/IET 243 Program Implementation



# Before Taking Any Steps

- **Form an agency IELCE/IET Team**
  - Administrators
  - Coordinators (ESL, ABE, ASE, CTE)
  - Teachers (ESL, ABE, ASE, CTE)
  - Counselors/Navigators/Job placement staff
  - Data Staff
  - Clerical Staff

# Steps to IELCE 243 Program Implementation (1)



- **Agencies new to IELCE/IET:**
  - Follow the steps to design and implement your program
- **Continuing agencies**
  - Identify which steps need implementation or improvement
  - Prioritize the implementation of those steps for continuous improvement



# Step 1 – Identify Needs and Opportunities

- What priority jobs and training needs exist in your area?
  - How does your agency interact with your Industry partners, Workforce Development Board, AJCC, WIOA, Title I partners, CTE advisory groups, etc.?
  - How does your agency stay current on employment needs and opportunities?
- What training opportunities exist at your agency or with your industry and educational partners?
- What training programs do your English learners want to participate in?
  - What training programs could your English learners participate in with English support



# Step 1 - Your Turn A – To Do after training

Find the answers:

- What priority jobs and training needs exist in your area?
  - How does your agency interact with your Industry partners, Workforce Development Board, AJCC, WIOA, Title I partners, CTE advisory groups, etc. to find this information?
  - How will your agency continue work with these partners?
    - Meetings
    - Advisory Groups
    - Established processes for communication
  - How does your agency stay current on employment needs and opportunities?



## Step 1 - Your Turn B - Brainstorm

Make a list on your paper:

- What kinds of job opportunities are there in your region and/or school community?
- Which Workforce Training Programs does your agency or another agency in your area already offer?
- **Continuing agencies:**
  - **Are you offering them in your IELCE/IET program?**
  - **If not, why not?**



## Step 1 - Your Turn C – Consider and Type (1)

- Review your list from *Step 1 Your Turn B*
- Consider the job/job training opportunities there are there in your region/school community?

- If your agency provided English support, what kinds of workforce training might your English learners
  - Be interested in?
  - Be able to participate in?

1. Circle the possible workforce training on your list

2. Type workforce training(s) in the chat (limit repeats)



# Developing a Workforce Training Needs Assessment

- Survey community for job opportunities.
- Decide which job training your agency or partner agencies can offer.
- Discuss with CTE/ESL teachers what level of ELLs could participate in training with English support
- Develop a needs assessment related to that job training.
- Administer the assessment to learners interested in job training.
- Utilize the results to inform your agency's development of related instruction and selection of existing Civic Objectives/COAAPs or creation of new ones.



# Selecting Workforce Training Civic Objectives and COAAPs (1)

- **33** Civic Objectives funded for IELCE 243
- They are related to workforce preparation and workforce training outcomes.
- **General Civic Objectives**
  - Identify and access employment and training resources needed to obtain and keep a job
  - Research, identify and utilize soft skills (Personal Qualities, Customer Care Skills, Leadership Skills) necessary to succeed in training and employment.

See [231 and 243 Funded Civic Objectives](#) list



# Selecting Workforce Training Civic Objectives and COAAPs (2)

- Job Specific Civic Objectives
  - Business and Finance
  - Building and Construction
  - Early Childhood Education
  - Hospitality, Tourism and Recreation
  - Information Technology
  - Health Care
  - Manufacturing
- COAAPs (Civic Objective and Additional Assessment Plans)
  - Multiple COAAPs for each Civic Objective
  - Approximately 190 COAAPs in total
  - Preview Pre-approved COAAPs at:
  - [Pre-Approved Additional Assessment Plan](#) List

See [231 and 243 Funded Civic Objectives](#) list



## Step 1 - Your Turn C – Consider and Type (2)

How will you continue to collaborate with our Workforce Training Partners, the Community and students for continuous improvement of Workforce Training Assessment and Planning?

1. Type in the chat (no repeats, if possible)



# What questions do you have?



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



## Step 2 – Provide Support Services

- Prioritize student success by providing wraparound services that address basic needs and logistical barriers to strengthen IET program persistence.\*
- Put in place an articulated marketing and outreach plan which includes:
  - Recruitment of students
  - Orientation of students to available training and follow-up
  - Counseling/Navigation/Transition Services
  - Elimination of barriers to training and employment
    - childcare
    - transportation
    - time constraints
    - other

\*AIR IET Quality Indicators



## Step 2 – Your Turn -Brainstorm

Make a list on your paper:

- **What kind of support services do your English learners need so they can access and succeed in training?**
  - Recruitment of students
  - Orientation of students to available training and follow-up
  - Counseling/Navigation/Transition Services
  - Elimination of barriers to training and employment
    - childcare
    - transportation
    - time constraints
    - other

Type in the Chat items not on the list above

- **How will you learn this information?**

Type in the Chat (no repeats if possible)

## Step 3 – Facilitate Program Coordination (1)



Collaboration among agency programs (ESL, ABE, ASE, CTE) and staff members is crucial to the success of your IELCE/IET Program.

- There must be an organized plan to facilitate this collaboration
- All these persons must be involved:
  - Administrators
  - Coordinators (ESL, ABE, ASE, CTE)
  - Teachers (ESL, ABE, ASE, CTE)
  - Counselors/Navigators/Job placement staff
  - Data Staff
  - Clerical Staff

## Step 3 – Facilitate Program Coordination (2)



All Programs and Staff members must have time and funding and professional development to collaborate to develop:

- Articulated Marketing and Outreach Plan
  - Recruitment practices
- Wraparound Support Services
  - Orientation
  - Schedules of classes
  - Counseling
  - Training and Job Navigation and Placement
  - Eliminating Barriers to participation in programs
    - Childcare
    - Transportation
    - Funding/Scholarships



## Step 3 – Facilitate Program Coordination (3)

All Programs and Staff members must have time and funding and professional development to collaborate to develop:

- Curriculum and Instruction which
  - uses a single set of learning objectives\*
  - has high-quality, occupationally contextualized content
- Incorporates COAAP instruction and assessment\*\*
- Includes real world application
- Includes instructional technology that is responsive to student and industry needs

See Webinars:

\*Developing a Single Set of Learning Objectives

[Webinar](#) [Slides](#)

\*\*California EL Civics Basics: Civic Participation, IELCE, CAEP

[Webinar](#) [Slides](#)

## Step 3 – Facilitate Program Coordination (4)



All Programs and Staff members must have time and funding and professional development to collaborate to develop:

- Data Collection Practices
  - TE
  - Evaluation of programs for continuous improvement



# Step 3 – Your Turn – to do after training (1)

- **How will your agency organize a plan to (continue to) involve your Administrators, Coordinators, Teaching staff, Counselors, Navigators, Data and Support staff to work together to plan, implement and/or improve your IELCE/IET Program?**
  - Marketing and Outreach
    - Recruitment practices
  - Wraparound Support Services
    - Orientation
    - Schedules of classes
  - Data Collection
  - Curriculum and Instruction
    - Single Set of Learning Objectives
    - COAAPs and Additional Assessments
  - Other

Type in the Chat (no repeats if possible)



# Step 3 – Your Turn (2)

## Consider and Type

- **How will your agency organize a plan to (continue to) involve your Administrators, Coordinators, Teaching staff, Counselors, Navigators, Data and Support staff to work together to plan, implement and/or improve your IELCE/IET Program?**

Consider and write on your paper:

1. What are the barriers to involving some/all persons listed above in planning and implementation?
2. What are some ways you can overcome these barriers?

Type in the Chat the barrier and way to overcome



# Step 3 – Your Turn (3)

## Poll

- **What type of Professional Development will be offered to staff members?**
  - Conference attendance
  - Invited Presenters
  - Communities of Practice
  - Self-directed Learning
  - Online Courses and Webinars
  - Other



# Step 3 – Your Turn (4)

## Poll

- **How will time and/or funding be set aside for the staff collaboration and professional development?**
  - Teacher-advisor hours
  - Class preparation time
  - Use of Grant Funding
  - Professional Development Funds/budget allocation
  - Other



# What questions do you have?



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

# Step 4 – Plan and Implement Curriculum and Instruction



ESL, ABE, ASE, CTE teachers must collaborate to develop curriculum and instruction in Adult (ESL) Literacy, Workforce Preparation and Workforce Training which

- is conducted concurrently
- uses a single set of learning objectives\*
- has high-quality, occupationally contextualized content
- Incorporates COAAP instruction and assessment\*\*
- Includes real world application
- Includes instructional technology that is responsive to student and industry needs

Professional Development Activities are a key part of the success of this collaboration and the IELCE/IET program

See Webinars:

\*Developing a Single Set of Learning Objectives

[Webinar](#) [Slides](#)

\*\*California EL Civics Basics: Civic Participation, IELCE, CAEP

[Webinar](#) [Slides](#)

# Step 4 – Your Turn- Consider and Type



**How will your agency ensure that ESL, ABE, ASE, CTE teachers collaborate to develop curriculum and instruction in Adult (ESL) Literacy, Workforce Preparation and Workforce Training?:**

which

- is conducted concurrently
- uses a single set of learning objectives\*
- has high-quality, occupationally contextualized content
- Incorporates COAAP instruction and assessment\*\*
- Includes real world application
- Includes instructional technology that is responsive to student and industry needs

**What are the barriers to overcome to make collaboration possible?**

Type in the Chat (no repeats if possible)



## Step 5 – Evaluate and Share the Program

It is important to use data and feedback for evaluation and continuous improvement of the program

- Survey/Evaluations
  - Community Partners
  - Faculty/Staff
  - Students
- Assess
  - What went well?
  - What would you change?
- Based on assessments, plan for continuous improvement
  - Document progress
  - Plan next steps
- Share success
  - Student to student
  - Teacher to teacher
  - Agency to Board of Education
  - Industry partners



## Step 5 – Your Turn

### Brainstorm a list on your paper

- How will you get feedback about the success of your program
- How will you define success?
- How will you plan for continuous improvement?
- How and to whom will you share success and future plans?

Type in the chat an answer to one or more of these questions. (Please include the number of the question.)



# Continuous Improvement Cycle (1)

- Review and evaluate what has been done
- Plan for changes in current or future programs
- Implement
- Complete *IELCE Report and Plan*
- Get feedback
  - Industry and Agency Partners
  - Agency staff and students
  - CDE Consultants/CASAS Program Specialists
    - Review
    - Targeted Technical Assistance
  
  - Resources and Training:
    - [California Civic Participation and IELCE](#)
      - CA IELCE Report and Plan Summary
      - How to complete the IELCE/IET Report and Plan Webinar



# What questions do you have?



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



# Sample Program in IELCE Report Format



# IELCE/IET 243 Program Type

Industry Sector	Health Science and Medical Technology
Career Pathway	Health Careers
Training Program	Intro to Allied Health Careers
Credential Type	Local Education Agency CTE Program Certificate that meets CDE Standards
Specific Certification	Medical Terminology Certificate upon completion of this course. Eligibility to Enter CNA Pathway
Teaching Model	Co-teaching

# Health Careers: Co-Teaching Model



## Workforce Training

### 1 - Intro to Health Careers

**Begin Date** 3/4/2020  
**End Date** 5/29/2020  
**Days** W F  
**Begin Time** 6:00 PM  
**End Time** 9:00 PM  
**Hours per week** 6  
**Total weeks** 10  
**Total hours** 60  
**Enrollment** 12  
**Comments** The CTE teacher offers a secondary class time on Friday mornings from 9:00 AM-12:00 PM

## Workforce Preparation

### 1 - Intro to Health Careers

**Objectives** 71  
**Begin Date** 3/4/2020  
**End Date** 5/29/2020  
**Days** W F  
**Begin Time** 6:00 PM  
**End Time** 9:00 PM  
**Hours per week** 6  
**Total weeks** 10  
**Total hours** 60  
**Enrollment** 12  
**Comments** The CTE and ESL teacher co-teach on Wednesday nights from 6:00-9:00 PM. The CTE teacher offers a second class time on Fridays from 9:00 AM to 12:00 PM for additional support and

## Adult Literacy (ESL)

### 1 - Intermediate High 1 ESL

**Begin Date** 2/4/2020  
**End Date** 6/4/2020  
**Days** Tu Th  
**Begin Time** 6:30 PM  
**End Time** 9:15 PM  
**Hours per week** 5  
**Total weeks** 16  
**Total hours** 80  
**Enrollment** 10  
**Comments**



# Single Set of Learning Objectives

- Student will be able to\*:
  - **Describe in writing** 3 factors of patient abuse such as type of abuse and the proper reporting policy of patient abuse or neglect (COAAP 71.1, Health Care Worker)
  - **Respond orally** to a patient's complaint (COAAP 71.1)
  - **Describe orally or in writing** a patient's medical history while using medical terminology for diseases and symptoms.
  - **Chart in writing** the associated signs and symptoms of disease in the respiratory system.
  - **Identify orally or in writing** medical pre-fixes and suffixes used in Medical Terminology.
  - **Demonstrate** orally how to convert pounds to kilograms in order to calculate dosage, learn dosage formulas, interpret a medical chart and take vital signs.

\***language skills** and content



# Program Coordination

## Excellent Practices

- Orientation/Needs assessment surveys/class follow up surveys
- Orientation follow-up
- CTE Campus Tours
- CTE Teacher visits/teachers in ESL classes
- Paid teacher collaboration time (continuing as needed)
- Continuous evaluation and improvement of course content and materials
- Continued assistance/navigation to follow career pathway:
  - Schedules/webpages/testing requirements/locations
  - Registration and enrollment forms and deadlines
  - Assistance/elimination of barriers e.g. childcare, transportation



# Complete the following Practices with your Agency Team



# Practice 1: Consider IET Quality Indicators



# Consider IET Quality Indicators

1. Download the [IET Quality Indicators](#) \*
2. Read IET Quality Indicators 1-8
3. On a piece of paper numbered 1-8  
Mark each as follows:
  1. √ = Effective implementation
  2. NI = Implementation needs improvement
  3. 0 = Not yet implemented
4. Prioritize which you will work on this year/next year
5. Continue process with other Quality Indicators.

Note: this activity may be part of the IELCE Report and Plan for 2023-24

[\\*https://lincs.ed.gov/sites/default/files/2023-07/IET-Quality-Indicators-508.pdf](https://lincs.ed.gov/sites/default/files/2023-07/IET-Quality-Indicators-508.pdf)



# Practice 2: Write an Action Plan



# IELCE/IET Program

## Planning Activity & Action Plan

- Work with a team of staff members responsible for planning and implementing the IELCE/IET Program
  - Identify a Facilitator, Recorder and Reporter
- Review the slides of this presentation for each Step of the Process
  - Step 1 - Identify Training Needs and Opportunities
  - Step 2 - Provide Support Services
  - Step 3 - Facilitate Program Coordination
  - Step 4 - Plan and Implement Curriculum and Instruction
  - Step 5 – Evaluate and Share the Program
- Discuss the questions for each Step with your group or sub-group
- Write an [action plan](#) including:
  - Action to be completed
  - Staff members responsible
  - Date to be completed



# Action Plan (1)

Describe Steps you will take in your Action Plan:

1. Needs Assessment:
  - a. Assessment of agency's regional priority job and training needs/program and partner goals
  - b. Assessment of student training needs and career goals
2. Articulated marketing and outreach plan for recruitment, orientation and continuing support of students
3. Time, funding and implementation of a plan for staff collaboration and professional development



## Action Plan (2)

Describe Steps you will take in your Action Plan:

4. Plan and implement curriculum and instruction in Adult (ESL) Literacy, Workforce Preparation and Workforce Training
  - conducted concurrently
  - uses a single set of learning objectives
  - high-quality, occupationally contextualized content
  - real world application
  - instructional technology that is responsive to student and industry needs
5. Use of data and feedback for evaluation and continuous improvement of the program



# EL Civics Resources

# Civic Participation and IELCE Information (1)



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

## Webinars

- [California EL Civics Basics: Civic Participation and IELCE Requirements](#)
- [California EL Civics: Understanding and Implementing COAAPS](#)
- [Developing a Single Set of Learning Objectives](#)
- [Helping ELLs Move into Careers](#)
- [Models for Preparing ELs for the Workplace Part 1](#)
- [Models for Preparing ELs for the Workplace Part 2](#)
- [WIOA 243 IELCE Program - Orientation for New Administrators 2023](#)
- [Planning and Implementing an Effective IELCE/IET Program](#)

## Documents/Slides

- [Civic Participation and IELCE FAQs](#)
- [IELCE/IET Action Plan](#)
- [Planning and Implementing and Effective IELCE/IET Program](#)



## Civic Participation and IELCE Information (2)

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

### YouTube

- [EL Civics Support Channel](#)

#### Agency Implementation Examples

- Whittier Adult School – Restructuring ESL: Focus on Job and Career Readiness
- Chaffey Adult School – MS Office, Instructional Ass.
- Sweetwater USD – Medical Pathway



## Other Resources

- Virginia IET Blueprint and Checklist
  - [The Virginia IET Blueprint](#)
  - [Full Virginia IET Checklist – The Virginia IET Blueprint](#)
    - Step by Step Action Plan for new IELCE/IET Programs with linked resources
- AIR's [IET Quality Indicators](#)
- [CALPRO https://www.calpro-online.org/](https://www.calpro-online.org/)
- [OTAN https://otan.us/](https://otan.us/)



# EL Civics Resources & Information

## Meetings

- EL Civics Network Meetings
  - Held Monthly
  - Get on the Mailing list at [ELCivics@casas.org](mailto:ELCivics@casas.org)
  - Register at [www.CAAdultEdTraining.org](http://www.CAAdultEdTraining.org)
- AEFLA WIOA II Meetings
  - Held Monthly
  - Contact your Program Specialist to Get on the Mailing list
  - Register at [www.CAAdultEdTraining.org](http://www.CAAdultEdTraining.org)



# Questions

- CDE Regional Consultants
  - Policy and Fiscal Issues
- CASAS Program Specialists
  - Instruction, Assessment, Data Collection
- [California Civic Participation and IELCE](#) webpage at [www.casas.org](http://www.casas.org)
- [ELCivics@casas.org](mailto:ELCivics@casas.org)





# What questions do you have?



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



# Review Goals and Objectives

- At the end of this session participants will be able to:
  - Identify the elements of a California WIOA, Title II, IELCE/IET 243 Program ✓
  - Identify the steps to take to plan and implement an effective IELCE/IET Program ✓





# Poll

How ready do you feel to **begin** a new IELCE Program or **improve** your continuing program?

Type a number 0-5 in chat



Then, write on your paper the answer to this question, What do you need to help you?



## Reflection

- What will you do with the information from this webinar?
- What are you going to share with...
  - Administrators?
  - Teachers?
  - TOPSpro Enterprise staff?
  - Others?



# Thank you for attending!

Presented by

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Use #CASAScommunity and #AdultEdu to connect.



Visit the **EL Civics Conference 2020-21 playlist**

<https://tinyurl.com/y3kcaf39> at the CASAS YouTube Channel



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