

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
 - 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.

B. IET Components

1) Workforce Training

- Course Title, Hours per week, Total weeks and Total hours for each term, PY 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 (Industry-recognized Training Certificate) Attainments
 - PY # ELL Job/Promotion Attainments

2) Workforce Preparation

- Course Title, Civic Objectives taught, Hours per week, Total weeks and Total hours for each term, PY ELL Enrollment, Comments (list the number of terms this course is offered and any comments)
- See IET '[At-a-Glance Guide](#)' Clarification of Courses:
 - Make certain courses listed in the Guide are put in the Workforce Preparation column of the IELCE Report and Plan

3) Adult Education and Literacy (ESL)

- Course Title, Civic Objectives taught, Hours per week, Total weeks and Total hours for each term, PY ELL Enrollment, Comments (list the number of terms this course is offered and any comments)

C. Integrated Syllabus (replaces Single Set of Learning Objectives section)

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. an outline of the integrated courses.
 - Use this link to see an [example of an integrated syllabus](#). Please number your responses to correspond to the items listed above.

D. Workforce Training Provider Contact Information

1) Complete the form with the training provider(s) from your agency or another agency.

E. Program Coordination and Support

1) 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., reducing barriers, such as childcare, transportation, scheduling, etc., and improving counseling, job navigation, job placement, etc.).

3. Describe the staff collaboration (i.e., ESL, CTE, Counseling, Administrative) to develop, implement, and improve the learning objectives and contextualized instruction in the IET components (i.e., Adult Education and Literacy (ESL), Workforce Preparation and Workforce Training).
 4. Describe how your agency's courses (i.e., Adult Education and Literacy (ESL), 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.).
- 2) Part B: (Quantitative)
1. Describe how your agency tracks concurrent attendance and ensures that students are concurrently enrolled and continually attending all three IET components (Adult Education and Literacy (ESL), Workforce Preparation and Workforce Training).
 2. If your IELCE/IET program partnered with other agencies, describe how attendance was tracked.
- F. Planning
- 1) Indicate whether the program will continue or discontinue for the 2025-26 Program Year.
 - Action: Continuing: Include changes/Additions for next year.
 - Action: Discontinuing: Include reasons for discontinuing

Part II: IELCE Planning for 2025-26

1. 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.

2. New Programs for 2025-26

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

- 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 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.