



## EL CIVICS CONFERENCE 2020-21

# Planning and Implementing a New IELCE/IET Program

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

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

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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:
  - IELCE 243 Orientation for New Administrators September 17, 2020?
  - EL Civics Basics: Civic Participation and IELCE Requirements



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# Goals and Objectives

- At the end of this session participants will be able to:
  - Identify the elements of IELCE/IET 243 Programs
  - Write an action plan for a new IELCE/IET 243 program





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# Things you need





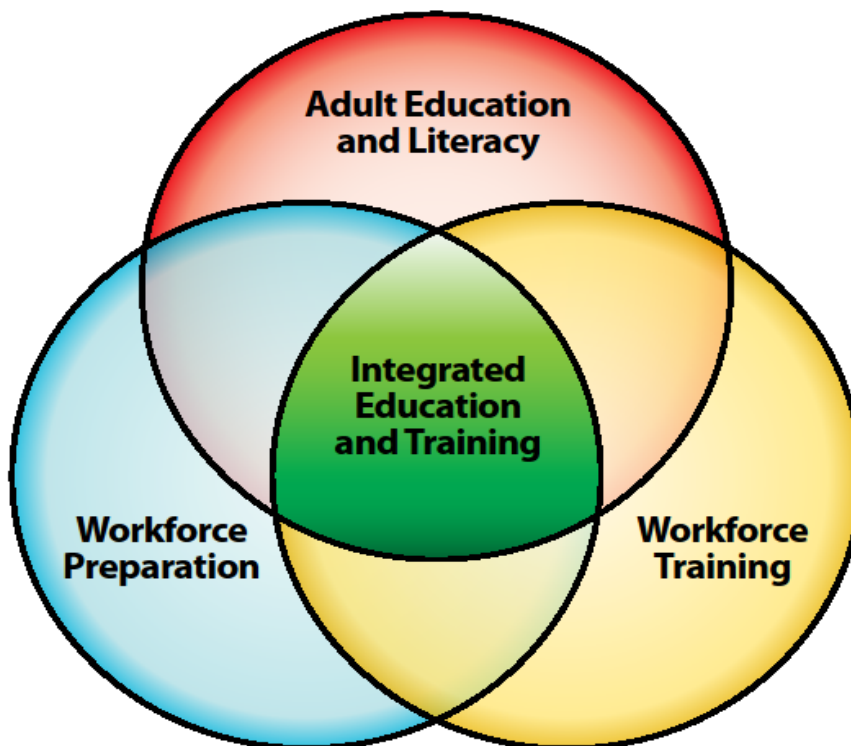
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# IELCE 243 Program Overview



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# IELCE 243 Components





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# IELCE 243 Design

- 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;



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# IELCE 243 Requirements

- For requirements see these slides:
  - [IELCE 243 Presentation for 2020 Orientation for New Administrators](#)
  - [EL Civics Basics: Civic Participation and IELCE Requirements](#)
  - Find at: [www.casas.org](http://www.casas.org)
    - > California Civic Participation and IELCE.





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# IELCE 243 Important Elements

- California IELCE 243 Programs offer **Adult Literacy (ESL), Workforce Preparation and Workforce Training (CTE\*)** that 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.
  - **Contextually** using a single set of learning objectives
  - English language learners in an IELCE Program must have the **opportunity** to be co-enrolled workforce training
- \* CTE = Career Technical Education



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# IELCE 243 Important Elements

- Community and student needs assessment
- Support services that include:
  - Recruitment of students
  - Orientation of students
  - Counseling, navigation, transition assistance
  - Elimination of barriers to training and employment



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# IELCE 243 Important Elements

- **Program coordination** that includes:
  - Collaboration among agency programs and staff members
  - Collaboration among teachers of ESL Workforce Preparation and Workforce Training to
    - develop and implement a single set of learning objectives\*
    - Incorporate Civic Objective and Additional Assessment (COAAP) instruction and assessment\*\*
  - Appropriate data collection

See Webinars:

\*Developing a Single Set of Learning Objectives

\*\*EL Civics Basics: Civic Participation and IELCE Req.



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# Burning Questions and Answers

- Please type your questions into the chat



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# Steps to IELCE 243 Program Implementation



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# Step 1 – Identify Need and Opportunity

- What employment opportunities exist in your area?
- How does your agency stay current on employment opportunities?
- What training opportunities exist at your agency or with your partners?
- What training programs do your English learners want to participate in?
- What training programs could your English learners participate in with English support



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# Step 1 – Identify Need and Opportunity

- **Survey**

- Business Community
- Community Partners
- Current Program
  - CTE Program
  - ESL
- Students



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## Your Turn - Brainstorm

Make a list on your paper:

- What kinds of job opportunities are there in your school community?
- Which Workforce Training Programs does your agency or another agency in your area already offer?





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## Your Turn – Consider and Type

Consider the job/job training opportunities there are there in your 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

2. Type workforce training(s) in the chat



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# 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.
- Interpret Results



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# Interpret Results of Needs Assessment

- Utilize the results of needs assessment to inform your agency's planning and development Training Program:
  - Select:
    - Workforce Training Course
    - Workforce Preparation Course
    - Adult literacy (ESL) Course
    - Teaching Model
    - Teachers
  - Identify schedule of classes
  - Develop curriculum, instruction and assessment including selection of existing Civic Objectives/COAAPs or creation of new ones.



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# Selecting Workforce Training Civic Objectives and COAAPs

- 29 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.
- Job Specific Civic objectives
  - Accounting
  - Building and Construction
  - Early Childhood Education
  - Information Technology
  - Health Care
  - Manufacturing

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



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# Step 2 – Provide Support Services

- **What kind of support services do your English learners need so they can access and succeed in training?**
- **How will you learn this information?**



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# Step 2 – Provide Support Services

- 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



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# Step 3 – Facilitate Program Coordination

- **How will your agency continue to involve your**
  - **CTE staff**
  - **ESL staff**
  - **Counselors**
  - **Navigators**
  - **Support staff**

**to work together to: plan, implement and improve your IELCE Program?**



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## Step 3 – Facilitate Program Coordination

- Collaboration among agency programs and staff members
- Collaboration among teachers of ESL Workforce Preparation and Workforce Training to
  - develop and implement a single set of learning objectives\*
  - Incorporate Civic Objective and Additional Assessment (COAAP) instruction and assessment\*\*
- Appropriate data collection

See Webinars:

\*Developing a Single Set of Learning Objectives

\*\*EL Civics Basics: Civic Participation and IELCE Req.





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## Step 4 – Evaluate the Program

- 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?



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## Step 4 – Evaluate and Share 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



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## CIP – Continuous Improvement Plan

- IELCE Agencies must complete the Continuous Improvement Plan (CIP).
- The CIP emphasizes agency goal setting, and integrates content from three previous WIOA II deliverables:
  - Professional Development Plan
  - Technology and Distance Learning Plan
  - Integrated EL Civics Education (IELCE) Report (for Section 243 agencies only)
- Due to the CDE on April 30 of each program year



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# Continuous Improvement Cycle

- Review and evaluate what has been done
- Plan for changes in current or future programs
- Implement
- Complete the CIP (Continuous Improvement *Plan*) and *IELCE Report*
- Get feedback
  - Agency
  - CDE/CASAS Program Specialists
    - Review
    - Targeted Technical Assistance



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# Questions and Answers

- Please type your questions into the chat



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# Sample Program



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# IELCE 243 Program Type

Industry Sector	Health Science and Medical Technology
Career Pathway	Intro to Allied Health Careers
Training Program	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



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## 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 Adult Literacy (ESL)

### 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

## Additional 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**





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# 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 patients 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.

\***language skills** and content

See: Developing a Single Set of Learning Objectives  
www.casas.org



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# 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



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# View Model Programs

## Webinars and Conference Presentations

- [CAEP 2020 Conference](#) Register/Log In, Search the Auditorium for presentations
  - Creating a Health Care Pathway Through Strong Community Partnerships: "Become a Home Care Aide"
    - Tamalpais Adult School, Deborah Meshel, Joan Prigian
  - [Models for Preparing ELs for the Workplace](#)
    - [Intro to Health Careers – Mt. Diablo AE, Paige Endo](#)
    - Entrepreneurship – Livermore AE, Sara Walke
- [Designing a Single Set of Learning Objectives Webinar](#)

A recording of the webinar held December 6, 2019 is posted in CALPRO's Online Video Library section "Additional IET-Related Professional Development Video Resources"



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# EL Civics Accountability Successes

- Analyses of CASAS data over several years indicates that:
  - students enrolled in Civic Participation and IELCE persist and achieve a higher percent of level completions than those enrolled in ESL only.
  - Review your local agency data to identify areas of success.





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# Questions and Answers

- Please type your questions into the chat



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# Practice: Write an Action Plan



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## Write an Action Plan

- **Work alone, in a group or with your team**
  - Put names of team members in chat
  - Chat to me if you want to move groups
- **Use the Action Plan template**
  - Or your own paper
- **Complete at least one item in each section**
  - **1. Needs Assessment**
  - **2. Support Services**
  - **3. Program Coordination**
  - Consult slides 13-28 for ideas
- **Email Action Plan to [lbhoward@casas.org](mailto:lbhoward@casas.org)**
  - Take a picture
  - complete on your computer
- **Task time: 15 min**

**What questions do you have?**

What will you implement/change?	What are the steps that need to be taken?	Tools, Materials Needed	Staff involved	Target Date
<b>1. Needs Assessment</b>  <b>a. Survey</b>  <b>b. Interpret Results</b>	<b>Survey:</b> Community, Current Program, Students:  <b>Interpret Results:</b>  Determine: Workforce Training, Workforce Preparation, ESL, teaching model, teachers  Identify schedule of classes  Develop curriculum, instruction, assessment, identify/develop COAAPs			
<b>2. Provide Support Services</b>	Recruitment:  Orientation:  Counseling/Navigation/Transition Services:  Elimination of Barriers:			
<b>3. Facilitate Program Coordination and Collaboration</b>	Programs:  Teachers:  Staff:  Support Services  Curriculum and Instruction (Learning Objectives, Select COAAPs)  Data collection:			





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## Share what you learned

- Please type in the chat:
- What are your takeaways from:
  - Action plan
  - This webinar



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# EL Civics Resources



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## **IELCE Planning and Implementation Follow-up Meetings**

- Thursday, December 3, 2020, 1pm
- Wednesday, December 9, 2020, 1pm
- Other meetings TBA

Register at: <https://www.caadulthoodtraining.org>



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# EL Civics Resources & Information

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)

## Webinars

- CASAS Website Basics for EL Civics
- EL Civics Basics: Civic Participation and IELCE Requirements
- EL Civics Basics: Understanding, Implementing and Revising COAAPs
- EL Civics COAAP Development
- Section 243: Integrated English Literacy and Civics Education Program, New Administrator Orientation, 2020
- Developing a Single Set of Learning Objectives

## Documents

- Civic Participation and IELCE FAQs



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# EL Civics Resources

## Webinars and Conference Presentations

- [CAEP 2020 Conference](#) Register/Log In, Search the Auditorium for presentations
  - Creating a Health Care Pathway Through Strong Community Partnerships: "Become a Home Care Aide"
  - Models for Preparing ELs for the Workplace
  - Resiliency: CASAS Remote Testing and What Works for Online Learners
  - Utilizing Remote Assessment of Student Progress on EL Civics COAAPs
- [Designing a Single Set of Learning Objectives Webinar](#)  
A recording of the webinar held December 6, 2019 is posted in CALPRO's Online Video Library section "Additional IET-Related Professional Development Video Resources"
- OTAN - <https://otan.us/>
- CALPRO - <http://www.calpro-online.org/>



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# 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)



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# 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)





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# EL Civics: CASAS Remote Testing Resources

[Home](#) > [Training and Support](#) > [CASAS Peer Communities](#) > [California Adult Education Accountability and Assessment](#) > [California Remote Testing](#)

[California Remote Testing](#)

[Assessments and Curriculum](#)

[California Adult Education Program \(CAEP\)](#)

[CDE Accountability Requirements and Data Submission](#)

[California Program Evaluation Team](#)

[Training and Networking](#)

[California EL Civics](#)

## California Remote Testing

### CDE Remote Testing Memorandum



[J - CDE Remote Testing Memorandum](#)

### Remote Testing Agreements

- [Agency Remote Testing Agreement for California \(ARTA/CA\)](#)
- [Proctor Remote Testing Agreement \(PRTA\)](#)

### CASAS Multiple-Choice Tests

[www.casas.org/product-overviews/remote-testing](http://www.casas.org/product-overviews/remote-testing)









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# EL Civics: CASAS Remote Testing Resources

## EL Civics COAAPs

File	Type	Size	Download
EL Civics COAAPs Remote Testing Training Webinar	PDF	1.79 MB	 <a href="#">Download</a>
EL Civics COAAPs Remote Testing Guidelines	PDF	432.07 KB	 <a href="#">Download</a>
Going Remote! Checklist for EL Civics COAAPs Testing	PDF	250.44 KB	 <a href="#">Download</a>
EL Civics COAAPs Remote Testing FAQs	PDF	705.74 KB	 <a href="#">Download</a>



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# Review Goals and Objectives

- At the end of this session participants will be able to:
  - Identify the elements of IELCE/IET 243 Programs ✓
  - Write an action plan for a new IELCE/IET 243 program ✓





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# Poll

**How ready do you feel to plan a new IELCE Program?**

Type a number 0-5 in chat

Then, answer: What do you need to help you?





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## Reflection

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



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# Thank you for attending!

Presented by

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*Be CASAS Connected*

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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