Meeting Recording Notice

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WELCOME!

BUCKLE UP! SESSION 2: IELCE + IET

Texas Adult Education and Literacy

Session Description

Buckle Up (Part 2): IELCE+ IET Services in the New Program Year

Building on the Integrated Education and Training (IET) requirements under WIOA, this session will walk attendees through topics in IELCE development provided by the EARN Project to Texas on structuring IELCE + IET Programs. The session will review typical program designs, partnerships, instructional strategies, integration of civics content, and serving ITPs to enhance services to English Language Learners and build pathways to employment.

Learning Objectives

1) Define relevant terms

2) Understand IELCE Activities (231 and 243)

3) Designing IETS & Career Pathways as IELCE Activities

4) Take aways: IET design strategies that center on the three pillars

5) Clarifying TEAMS Activity/Fund Codes for 231 and 243

The Parking Lot

Agenda for AEL 2024 Fall Institute

Welcome
– IELCE Fundamentals

Topics in IELCE Development
– Program design
– Partnership
– Instructional strategies
– Integration of civics
– Serving internationally trained professionals (ITPs)

Wrap-Up

Enhancing Access
for Refugees
and New Americans

IELCE Fundamentals

09.19.2024

Who's in the room?

Raise your hand if you are…
– An English Language Acquisition (ELA) teacher
– An adult education program administrator
– Other adult education staff (e.g., navigator, caseworker)
– Stakeholder or partner?
– Something else?

Defining IELCE

Integrated English Literacy and Civics Education (IELCE) Activities - Education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables 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.

IELCE delivered through 231 funds

IELCE activities *may* be delivered through 231 funds.

What makes IELCE activities funded through 231 different?

Must integrate literacy, English language acquisition, and instruction on the rights and responsibilities of citizenship and civic participation

and <u>may</u> be delivered in combination with IET

Defining IELCE under 243

Integrated English Literacy and Civics Education (IELCE) Program under 243 Funding - Education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables 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 **must include** workforce training.

The Who, What, and Why of IELCE

Eligible Population	Instructional Services	Objectives

Eligible Population

- Provided to English learners who are adults, including professionals with degrees and credentials in their native countries

See Eligible Participants §463.70

Instructional Services

- Education services shall include instruction in:
  - Literacy
  - English language acquisition
  - The rights and responsibilities of citizenship and civic participation
- May include workforce training

See English Language Acquisition and Civics§463.70 as described under §463.33

Objectives

- To enable such adults to:
  - Achieve competency in the English language
  - Acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States
  - Gain unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency

See Eligible Provider Requirements §463.73

Workforce Innovation and Opportunity Act, Sec. 243, *Integrated English literacy and civics education*

In Texas, 243 Grantees must include Workforce Training for ELLs. With 231, ELLs should also be able to enroll in IETs designed to meet their needs.

Eligible Population	Instructional Services	Objectives

• **Provided to English learners who are adults, including professionals with degrees and credentials in their native countries**
 	
See Eligible Participants §463.70
	• Education services shall include instruction in:
	  – Literacy
	  – English language acquisition
	  – The rights and responsibilities of citizenship and civic participation
	• May include workforce training
	
	See English Language Acquisition and Civics§463.70 as described under §463.33
		• To enable such adults to:
		  – Achieve competency in the English language
		  – Acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States
		  – Gain unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency
		
		See Eligible Provider Requirements §463.73

Workforce Innovation and Opportunity Act, Sec. 243, *Integrated English literacy and civics education*
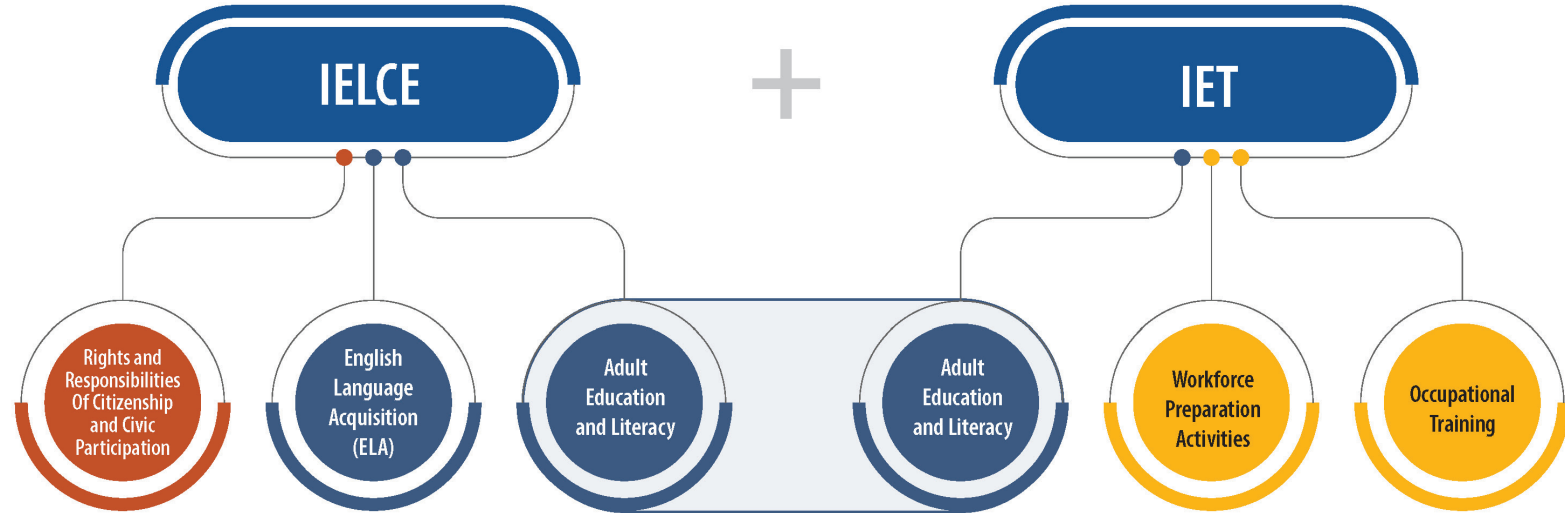
IELCE Immigrant Integration Framework

The IELCE Immigrant Integration Framework illustrates how IELCE/IET efforts align with services and activities that further the linguistic, civic, and economic integration of immigrants.

Enhancing Access for Refugees and New Americans

TEXAS WORKFORCE COMMISSION

Target Population

Adults who are learning English, including professionals with degrees and credentials in their native countries.

Services are delivered by a network of partners, which may include the adult education provider, a training provider, citizenship liaisons, refugee resettlement agencies, and other service providers.

IELCE Programs may be funded under Section 231 of Title II of the Workforce Innovation and Opportunity Act (WIOA). IELCE programs run in combination with IET programs may be funded under Section 243 of Title II of WIOA.

IELCE + IET

- Rights and Responsibilities Of Citizenship and Civic Participation
- English Language Acquisition (ELA)
- Adult Education and Literacy
- Adult Education and Literacy
- Workforce Preparation Activities
- Occupational Training

Pillars of Immigrant Integration and Inclusion

Civic Integration

- Foreign Credential Verification
- Government Documentation Attainment
- Citizenship Preparation Instruction
- Community Services Navigation
- Digital Equity Strategies

Linguistic Integration

- Technology-Enabled Instruction
- Contextualized ELA instruction
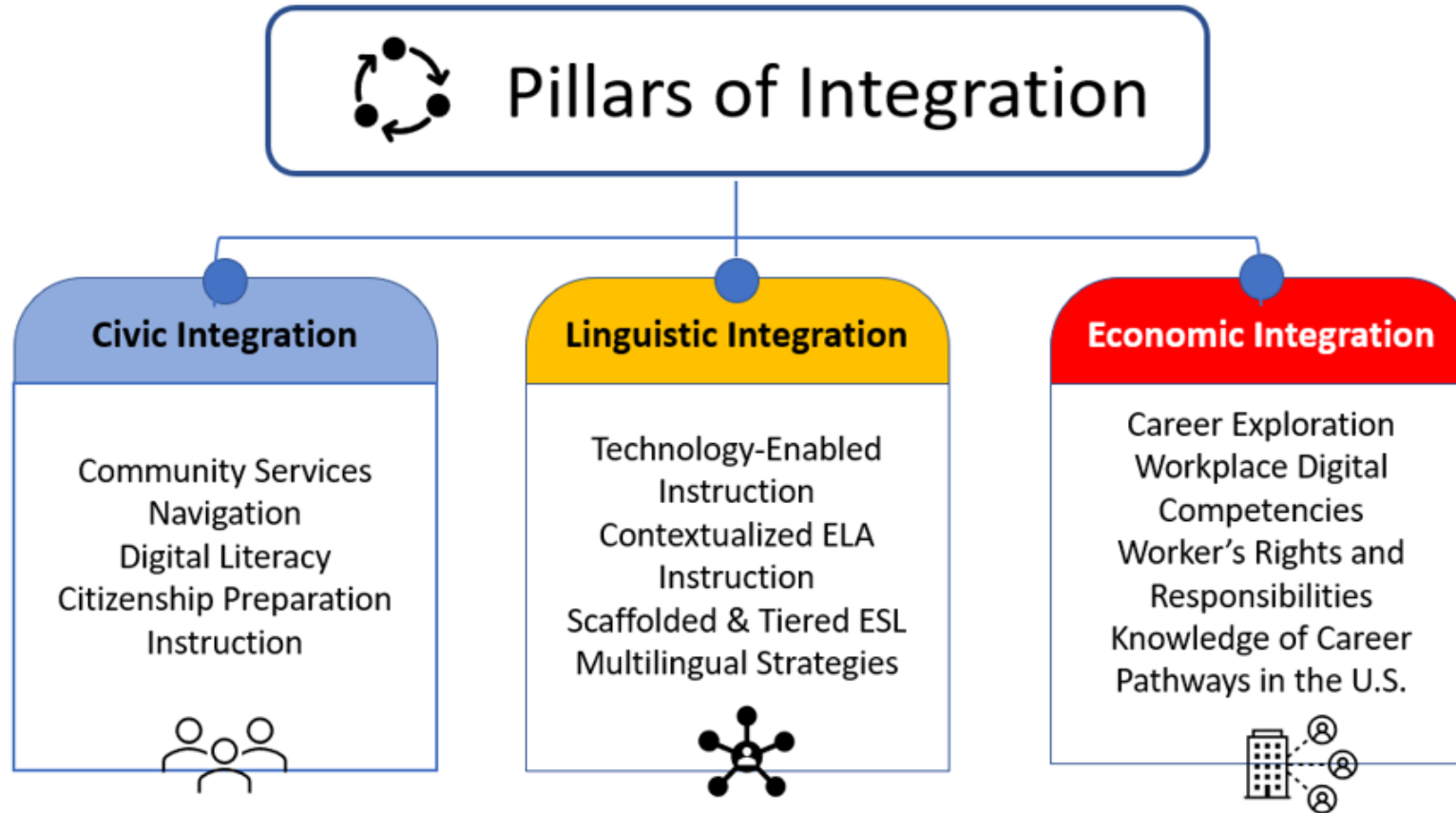- Multilingual Strategies

Economic Integration

- Worker's Rights and Responsibilities
- Workplace Digital Competencies
- Career Exploration

IELCE = Integrated English Literacy and Civics Education; IET = Integrated Education and Training

Three Pillars of Integration

Pillars of Integration

Civic Integration

Community Services
Navigation
Digital Literacy
Citizenship Preparation
Instruction

Linguistic Integration

Technology-Enabled
Instruction
Contextualized ELA
Instruction
Scaffolded & Tiered ESL
Multilingual Strategies

Economic Integration

Career Exploration
Workplace Digital
Competencies
Worker's Rights and
Responsibilities
Knowledge of Career
Pathways in the U.S.

Linguistic Integration

Pillars of Integration

Linguistic Integration

Technology-Enabled Instruction
Contextualized ELA Instruction
Scaffolded & Tiered ESL
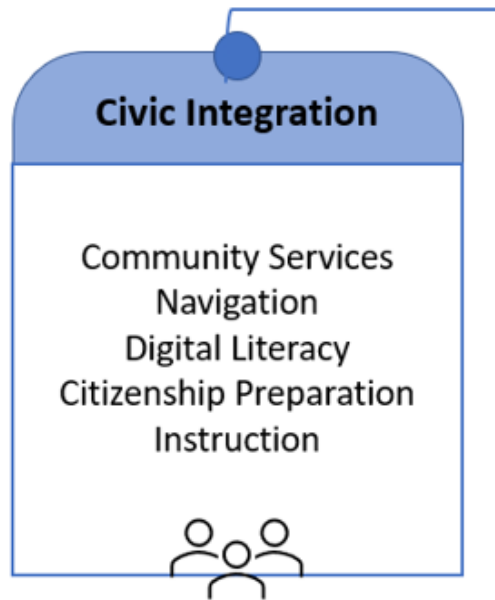Multilingual Strategies

Target Population:
Adults who are learning English, including professionals with degrees and credentials in their native countries.

- Technology-enables Instruction
- Contextualized ELA instruction
- Tiered and scaffolded ELA
- Multilingual Strategies
- Bilingual strategies

Civic Integration

Pillars of Integration

Civic Integration

Community Services Navigation
Digital Literacy
Citizenship Preparation Instruction

Target Population:
Adults who are learning English, including professionals with degrees and credentials in their native countries.

- Community Services Navigation
- Digital Literacy and Equity Strategies
- Citizenship Preparation Instruction
- Foreign Credential Verification
- Government Documentation Attainment

Economic Integration

Pillars of Integration

Economic Integration

Career Exploration
Workplace Digital
Competencies
Worker's Rights and
Responsibilities
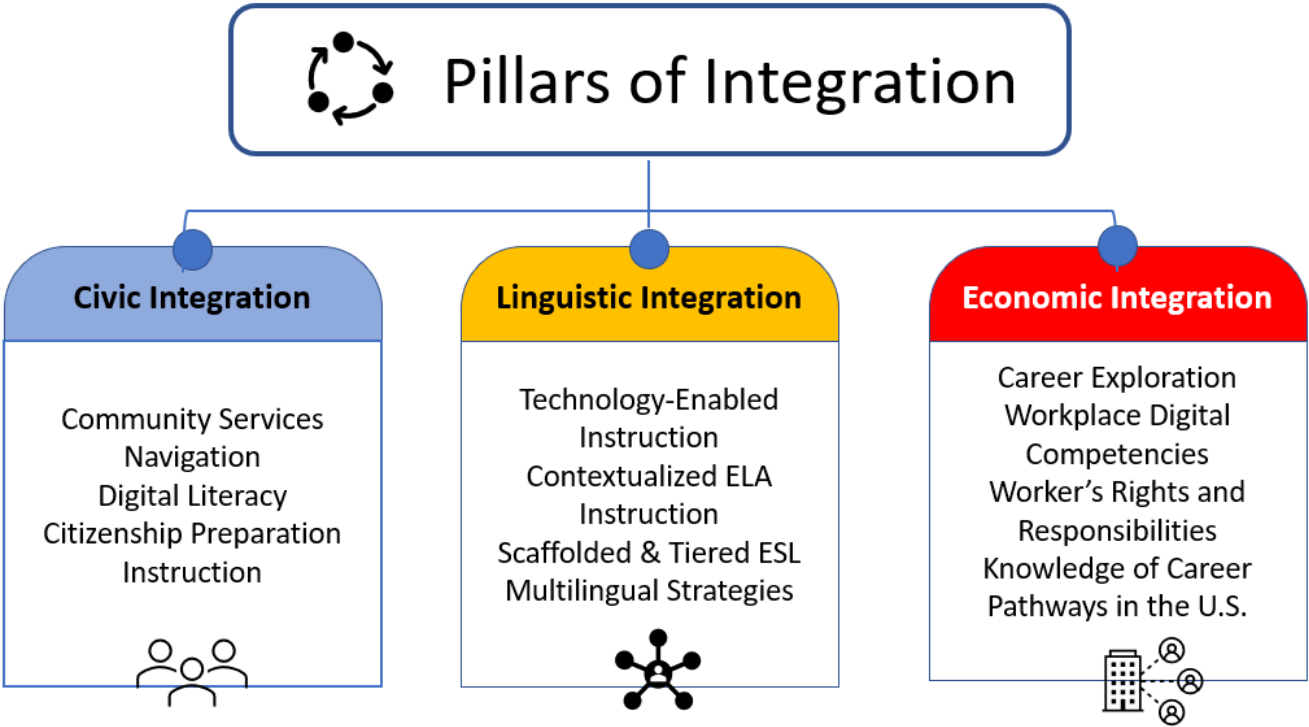Knowledge of Career
Pathways in the U.S.

Target Population:
Adults who are learning English, including professionals with degrees and credentials in their native countries.

- Career Exploration
- Workplace Digital Competencies
- Knowledge of career pathways in the U.S.
- Worker's rights and responsibilities

Service Integration

Pillars of Integration

Civic Integration
Community Services
Navigation
Digital Literacy
Citizenship Preparation
Instruction

Linguistic Integration
Technology-Enabled
Instruction
Contextualized ELA
Instruction
Scaffolded & Tiered ESL
Multilingual Strategies

Economic Integration
Career Exploration
Workplace Digital
Competencies
Worker's Rights and
Responsibilities
Knowledge of Career
Pathways in the U.S.

Target Population:
Adults who are learning English, including professionals with degrees and credentials in their native countries.

Services are delivered by a network of partners, which may include the adult education provider, a training provider, citizenship liaisons, refugee resettlement agencies, and other service providers.

IELCE Programs may be funded under Section 231 of Title II of WIOA. IELCE programs under 243 in Texas run in combination with IET activities when appropriate for the participants.

Discussion:
Program Goals

Discussion: Program Goals

Per the TABLE assignment:
– How is your program addressing linguistic integration?
– How is your program addressing civic integration?
– How is your program addressing economic integration?
– What are sticking points for you in connecting your IELCE activities to immigrant integration?

Topics in IELCE Development:

Program Design

231 and 243

Four General Approaches

IELCE delivered through 231 funds

IELCE delivered through 243 funds that provides access to IET

IELCE delivered through 243 funds that is delivered concurrently with IET

IELCE delivered through 243 funds that serves as a bridge to IET

IELCE That Provides Access to an IET

Targeted Language
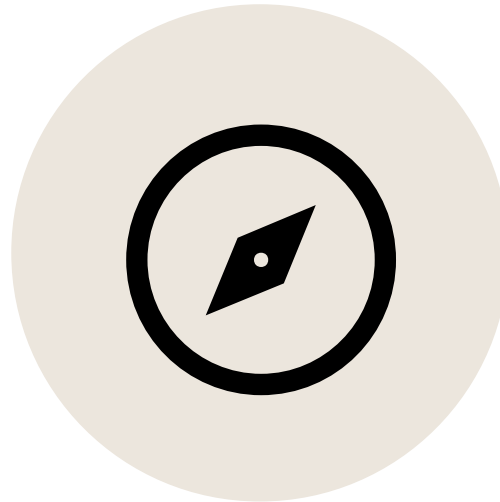
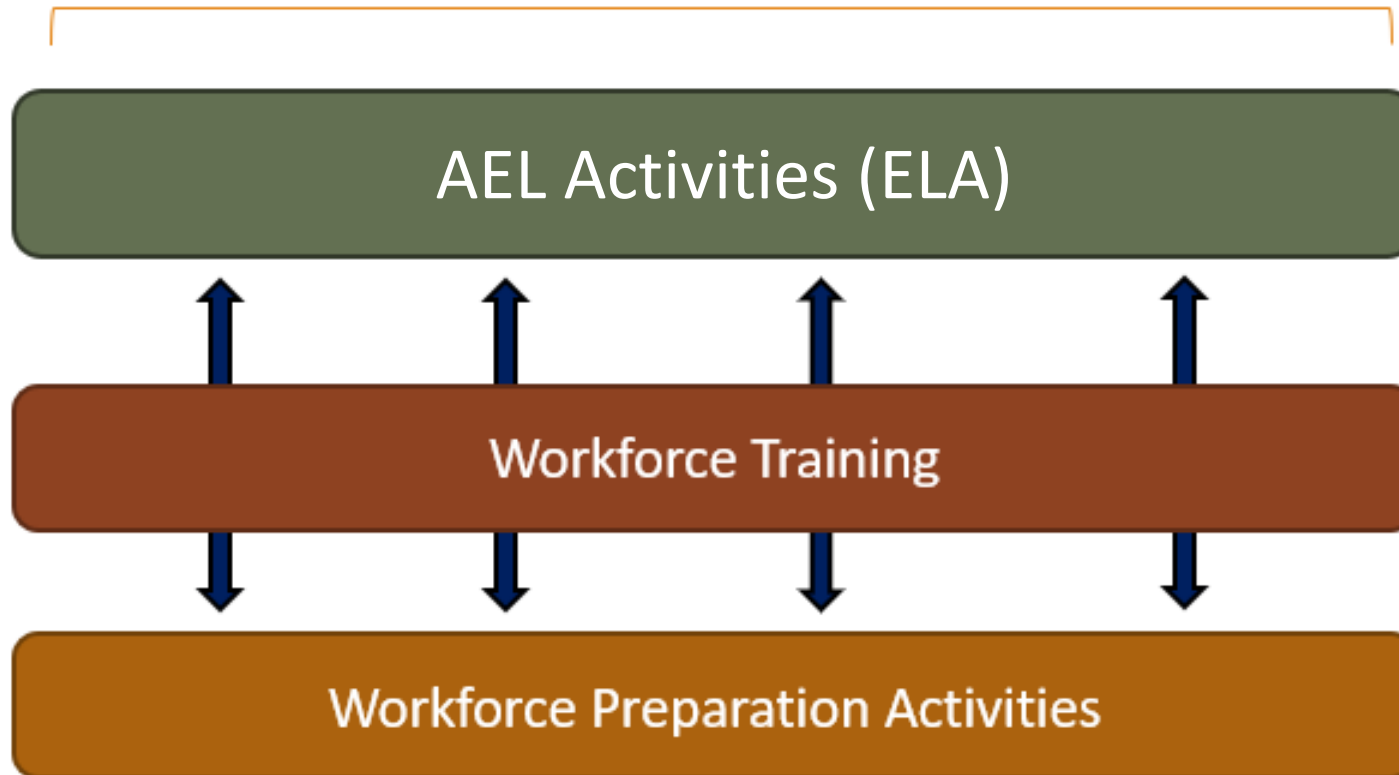**Career Navigation**

Fluency and Comprehension

the Why of an IET for ELLs

Integrated/ Accelerated

AEL Activities (ELA)

Workforce Training

Workforce Preparation Activities

IETs help educationally and linguistically underprepared adults by pairing language and fluency development with workforce preparation and training in in-demand occupations.

Why deliver IELCE activities in combination with an IET?

1

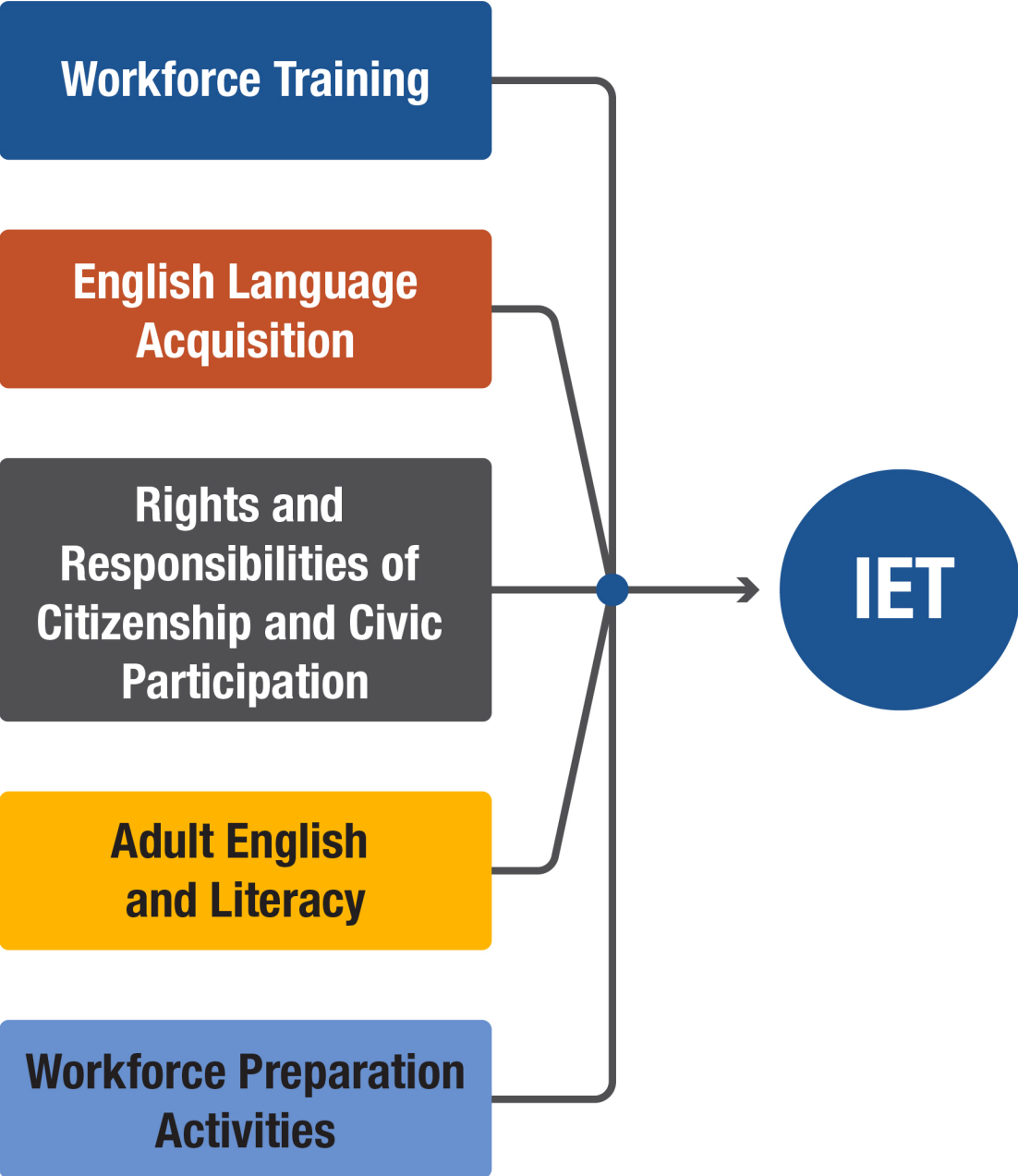Meet federal requirement to deliver IELCE in combination with IET when using Section 243 funds

2

Increase measurable skills gains

3

Further learners' immigrant integration—including economic integration

IELCE Delivered Concurrently **with IET**

Workforce Training

English Language Acquisition

Rights and Responsibilities of Citizenship and Civic Participation

Adult English and Literacy

Workforce Preparation Activities

IET

IELCE Serves as a Bridge to IET

Programming for Beginning ELs

IELCE Activities

IET Program

Further Steps Along a Career Pathway

- This type of programming typically focuses on English language instruction.

Required Components:
- English language acquisition
- Instruction on the rights and responsibilities of citizenship and civic participation

Optional Components:
- Career exploration to help ELs determine next steps and general workforce preparation activities
- Bridge activities including vocabulary, workforce preparation, and/or civics instruction specific to the occupational area of the IET program
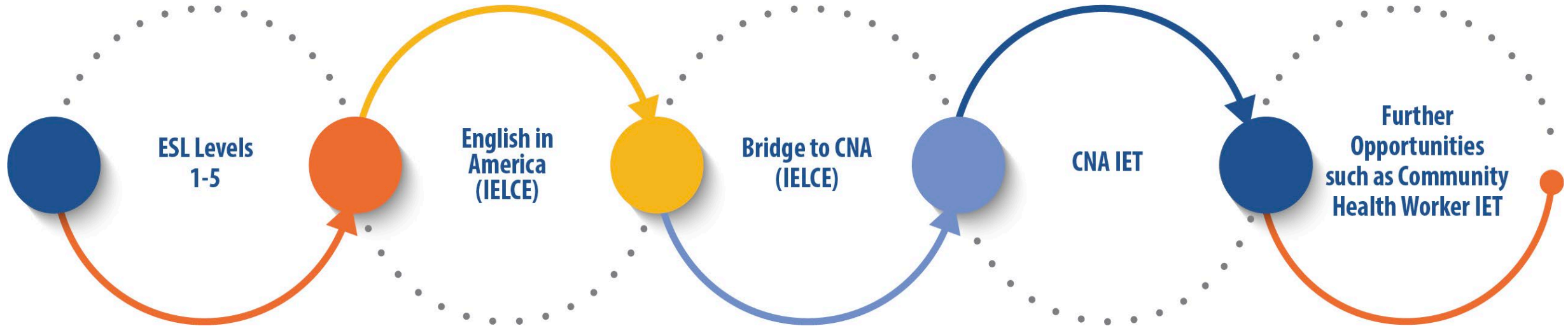- Bridge supports such as navigation and advising

- IET programs must integrate language instruction, workforce training, and workforce preparation activities.

- Further steps could include participation in education/training programs to earn postsecondary or workforce credentials, participation in pre-apprenticeship or apprenticeship programs, and/or continuing to upskill to progress in one's career field.

Benefits of IELCE Bridges to IET Programs

➢ Participants **build the skills** that will be needed for their next step.

➢ Participants **increase their understanding** of short- and long-term career opportunities.

➢ Participants **are directly connected** to an IET program.

➢ Programs can **help learners assess their "fit"** for an IET program.

A Bridge in Action: IELCE/IET Health Care Career Pathway

ESL Levels 1-5 → English in America (IELCE) → Bridge to CNA (IELCE) → CNA IET → Further Opportunities such as Community Health Worker IET

Discussion:
How is IELCE designed at your organization?

Topics in IELCE Development: Partnership

Stretch Goals...

Texas RFA Companion Guide

Program Components

Under WIOA §463.73 the IELCE program must: (a) include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation; and (b) be designed to:

(1) Prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and

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

Programming for Beginning ELs → IELCE Activities → IET Program → Further Steps Along a Career Pathway

What is "be designed to…"

Under WIOA §463.73 the IELCE program must: (a) include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation; and (b) **be designed to:**

(1) Prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and

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

Discussion:

What does it mean "must be designed to"
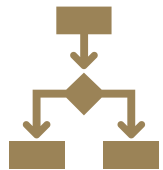
Essential Elements of Effective Partnerships

Shared goals, activities, and benchmarks

Coordination and staffing

Clarity of roles and responsibilities

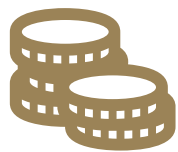Decision-making and governance

Communication and transparency

Tracking progress and outcomes

Allocation of funding and other resources, and sustainability

Partnerships

Diaper banks

Employers

Food banks

Human Services Agency (e.g., SNAP, TANF)

Internal partners within organization

Immigration legal services providers

Libraries

Non-AEFLA funded community-based or faith-based organizations and literacy providers

Public school system and schools

Refugee resettlement agencies

Shelters

Transit

USCIS-funded organizations delivering citizenship preparation instruction

Workforce partners (Title I)

Discussion:
What partnerships does your organization need to develop to better serve ELLs through IELCE?

Topics in IELCE Development: Instructional Strategies

Using Multilingual Approaches to Support English Language Acquisition

Uses an asset-based approach by encouraging multilingual adult learners to take advantage of their previous experiences and knowledge

Supports the development of English

Prepares multilingual adults to meet the demand for bilingual work

Preserves the home language(s) and brings intergenerational benefits

Using Multilingual Approaches to Support English Language Acquisition

Program Design
– Draw on home languages
– Prioritize community engagement
– Promote bilingual career pathways

Instruction
– Generate opportunities for learner agency
– Utilize translation as a tool
– Design multilingual culminating projects

Discussion:

Do you use multilingual approaches in the classroom?

If so, what are your challenges?

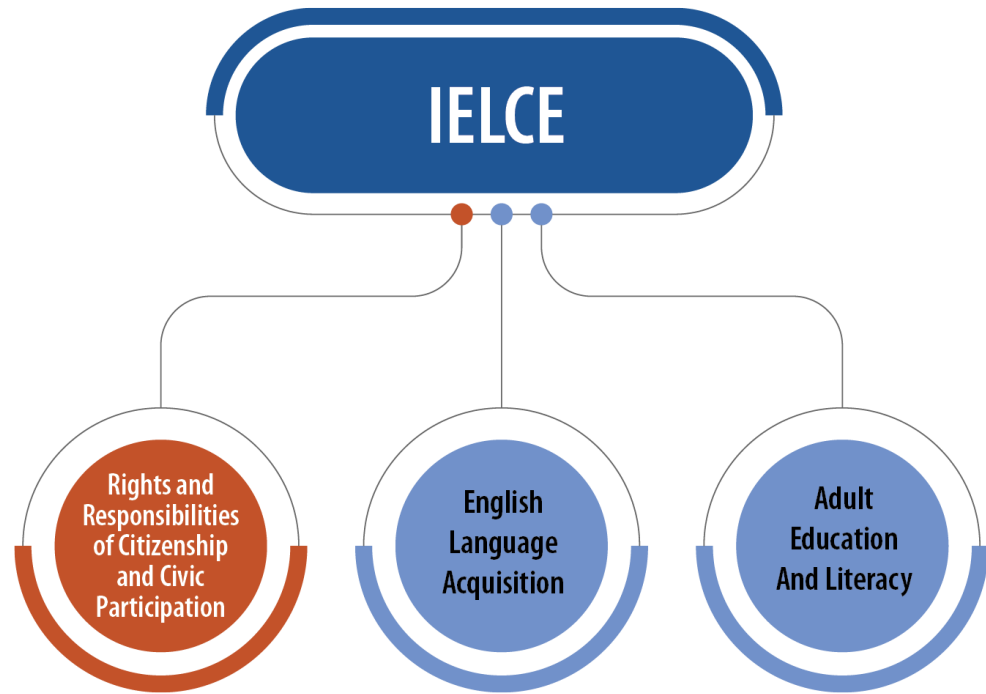# Topics in IELCE Development: Integration of Civics

Civics

IELCE is defined as "education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables 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"** (Workforce Innovation and Opportunity Act, Pub. L. 113–128, July 2014).

IELCE

- Rights and Responsibilities of Citizenship and Civic Participation
- English Language Acquisition
- Adult Education And Literacy

Civic Integration

Foreign Credential Verification

Government Documentation Attainment

Citizenship Preparation Instruction

Community Services Navigation

Digital Equity Strategies

Civic Participation and Civic Integration

Civics in the Adult Education Classroom

There are several **distinct ways** that civics content and activities can be integrated and contextualized into instruction.

- Supporting civics integration
- Offering opportunities for civic engagement
- Teaching civics education topics
- Preparing students for citizenship preparation classes
- Focusing on a civic understanding for the workplace

TEXAS AEL
Citizen/Community Member (Civics) Content Standards

The Citizen/Community Member Content Standards is **Content Area V** in the Texas AEL Content Standards book.

CIVICS

Citizen/Community Member
Content Standards

Adapted from the Equipped for the Future Role Maps (used with permission from the Center for Literacy, Education & Employment (CLEE), University of Tennessee, Equipped for the Future (EFF) project).

Standards 4.0 Training Pathway: Sustained and Rigorous

Rigorous Professional Development Options

Based on Standards 4.0 Training Pilot and TOT, TRAIN PD @ TCALL has developed a two-hour **in-person** or **virtual** Civics Content Standards training.

Sustained Professional Development

At the request of a Texas AEL program or consortium, a cadre of certified Civics Content Standards trainers is available to provide the Civics Content Standards training.

Supporting Civic Integration

Activities that support civic integration help learners acclimate to their new community. Such activities can include:

- Navigating systems such as a child's school, entering work, or postsecondary education
- Digital literacy
- Learning a new community
- Volunteering
- Accessing services

Supporting Civic Engagement in an IET

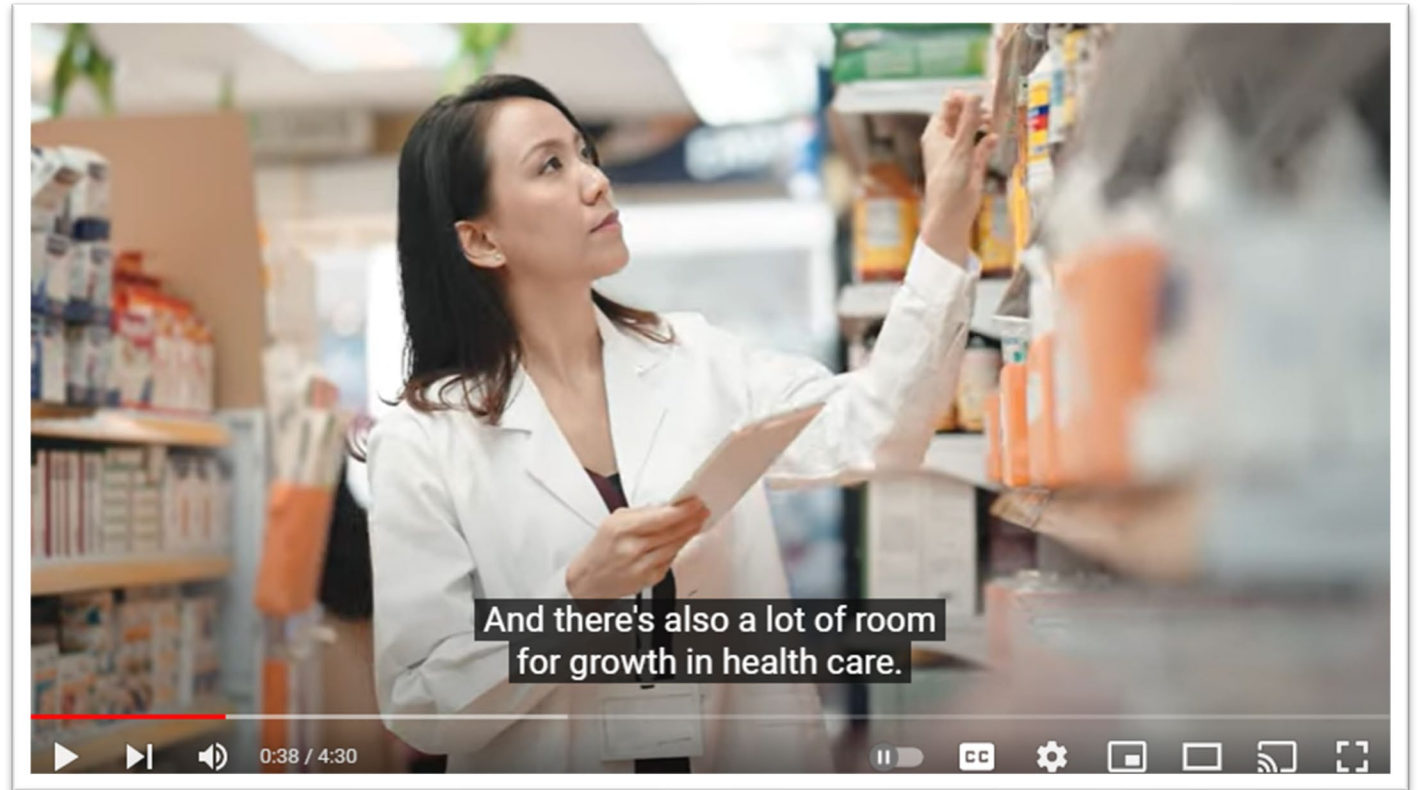# Teaching Civics Educational Content

Teaching Civic Content to Support Workforce Training

Activities that are embedded in IELCE instruction help learners prepare for content related to the occupational sector of a connected IET program. Such activities could include:

– Understanding workplace culture of a particular occupational sector

– Learning about relevant laws that impact the occupational sector (e.g., Fair Housing Act, workplace safety, HIPAA)

– Understanding hiring practices specific to an occupational sector

Contextualizing Civics for the Workplace

IELCE activities that "bridge" to IET programs can select civics content that is relevant to the occupational area of the IET program.

And there's also a lot of room for growth in health care.

0:38 / 4:30

https://www.youtube.com/watch?v=GdweHJEDEhA

Preparing Students for Citizenship Preparation Classes

Activities should help students explore whether U.S. citizenship is a goal that they can or wish to pursue, and if it is, help them prepare to do so. Such activities can include:

– Helping students learn more about the overall naturalization process

– Introducing vocabulary related to naturalization

– Referring students to U.S. Citizenship and Immigration Services (USCIS)–funded programs to learn more about eligibility and receive support through the process

What should adult educators know?

Adult educators should be aware of basic information about the naturalization process so they can provide accurate information to learners.

Adult educators should know when to make referrals and which local USCIS-funded citizenship preparation programs they should refer learners to.

Adult educators should also have a good understanding of the English language skills needed for the naturalization interview and test.

Strategies for Supporting Citizenship

Programmatic Strategies

- Form partnerships with organizations that provide USCIS-funded citizenship preparation classes.
- Design IELCE activities to serve as a bridge to citizenship preparation classes.
- Implement clear referral processes to refer students to citizenship preparation classes at the appropriate time.

Learner Strategies

- Discuss with each learner, privately, whether there is a clear path to citizenship for them.
- If so, discuss with each learner, privately, whether citizenship is a goal for them.
- Provide a warm handoff for students to the citizenship preparation class provider.

Topics in IELCE Development: Serving ITPs

Serving Internationally Trained Professionals in IELCE Activities

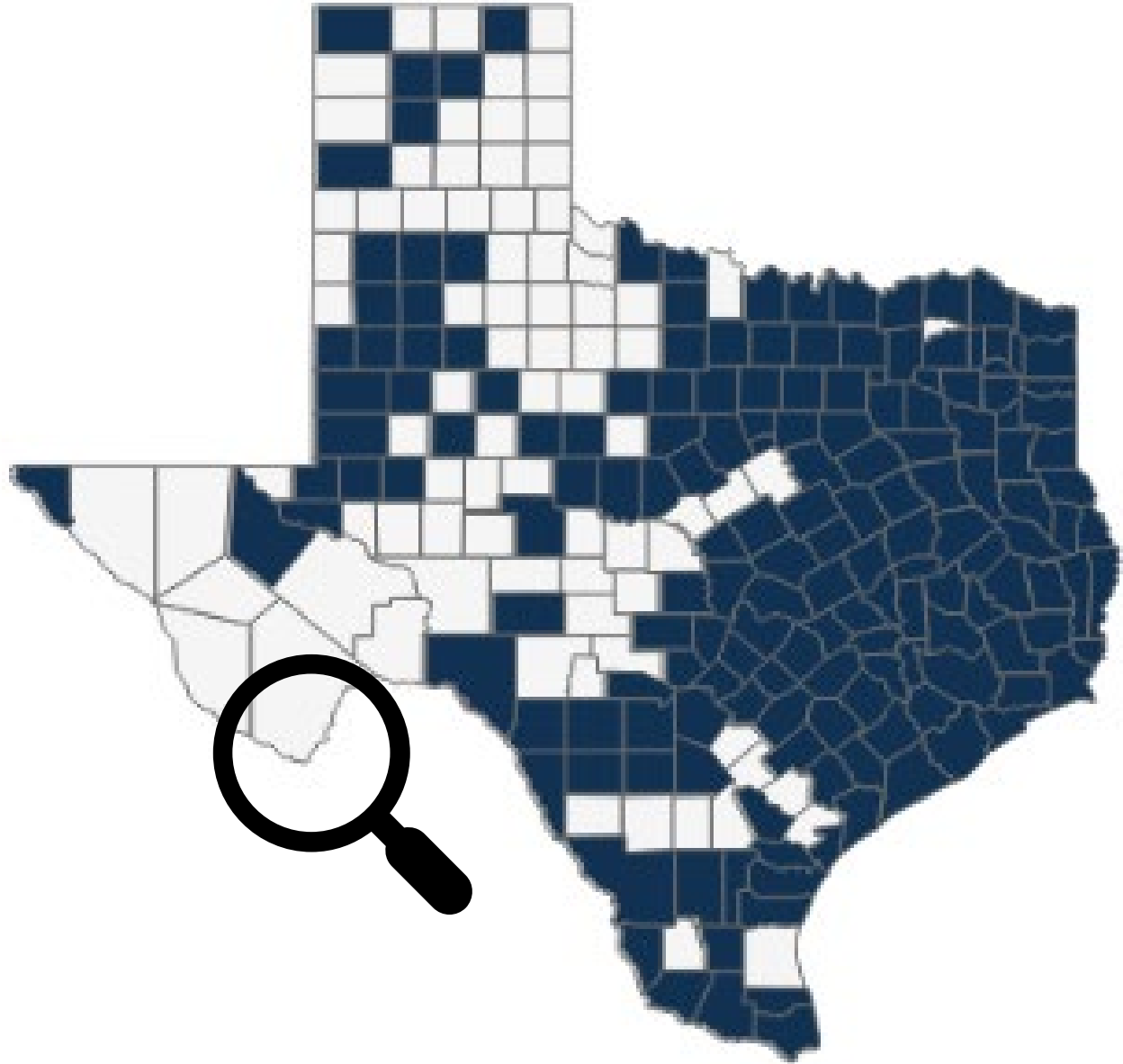**POTENTIAL ASSETS OF INTERNATIONALLY TRAINED PROFESSIONALS (ITPs)**

- Credentials earned in other countries
- Fluency and literacy in multiple languages
- Professional work experience
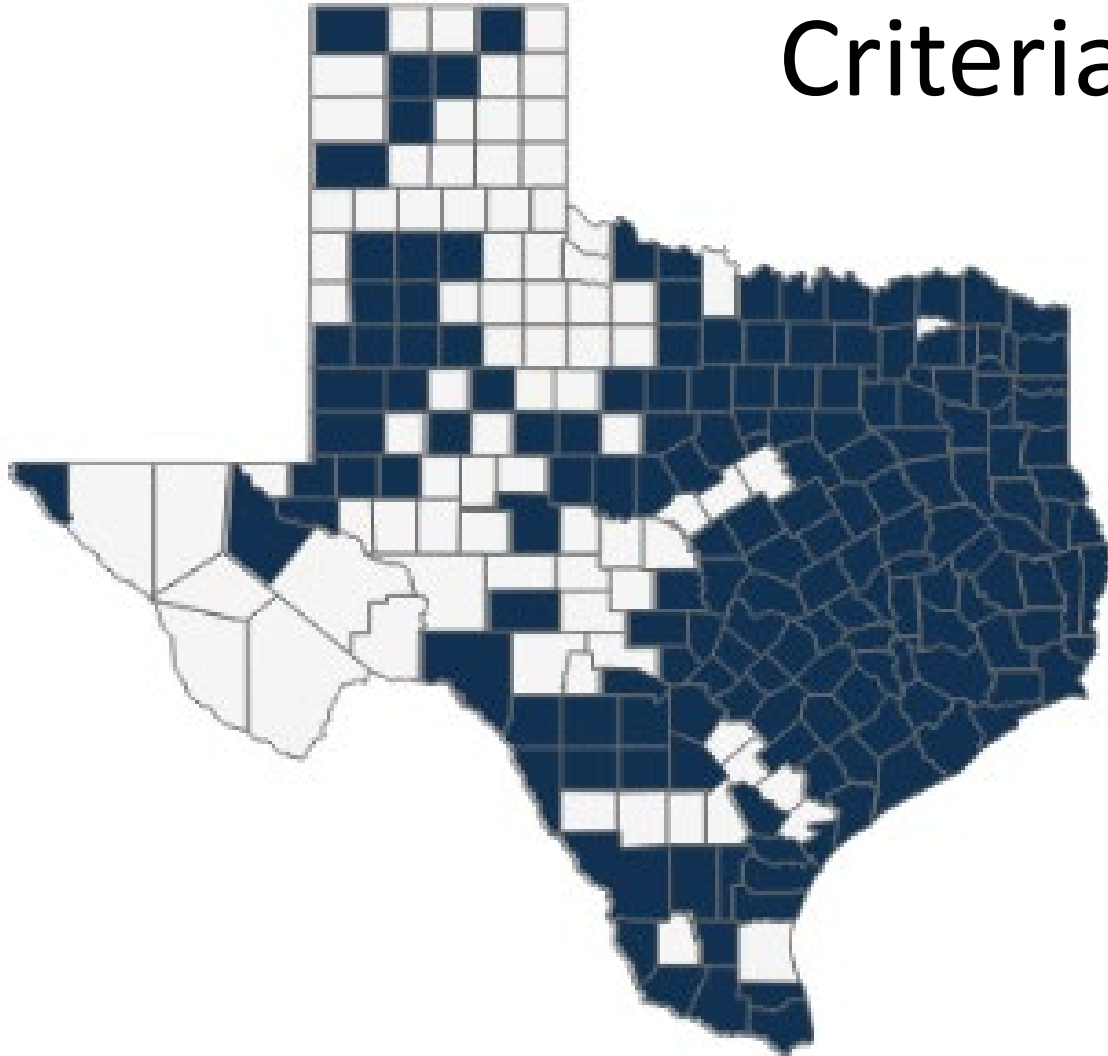- Experience with building social capital

Are there other assets you would add?

Program Practices

Identify ITPs in Your Program

Criteria for ITPs in Texas AEL

1. PSE** or Technical or Vocational Certificate
2. Associate's Degree
3. Bachelor's Degree
4. Beyond Bachelor's Degree

- Reported in PIRL (Participant Individual Report Label) Required Data for WIOA Services (AEL reported)
- ** PSE= Postsecondary education

Py23-24 Enrollment in AEL and ITP Services
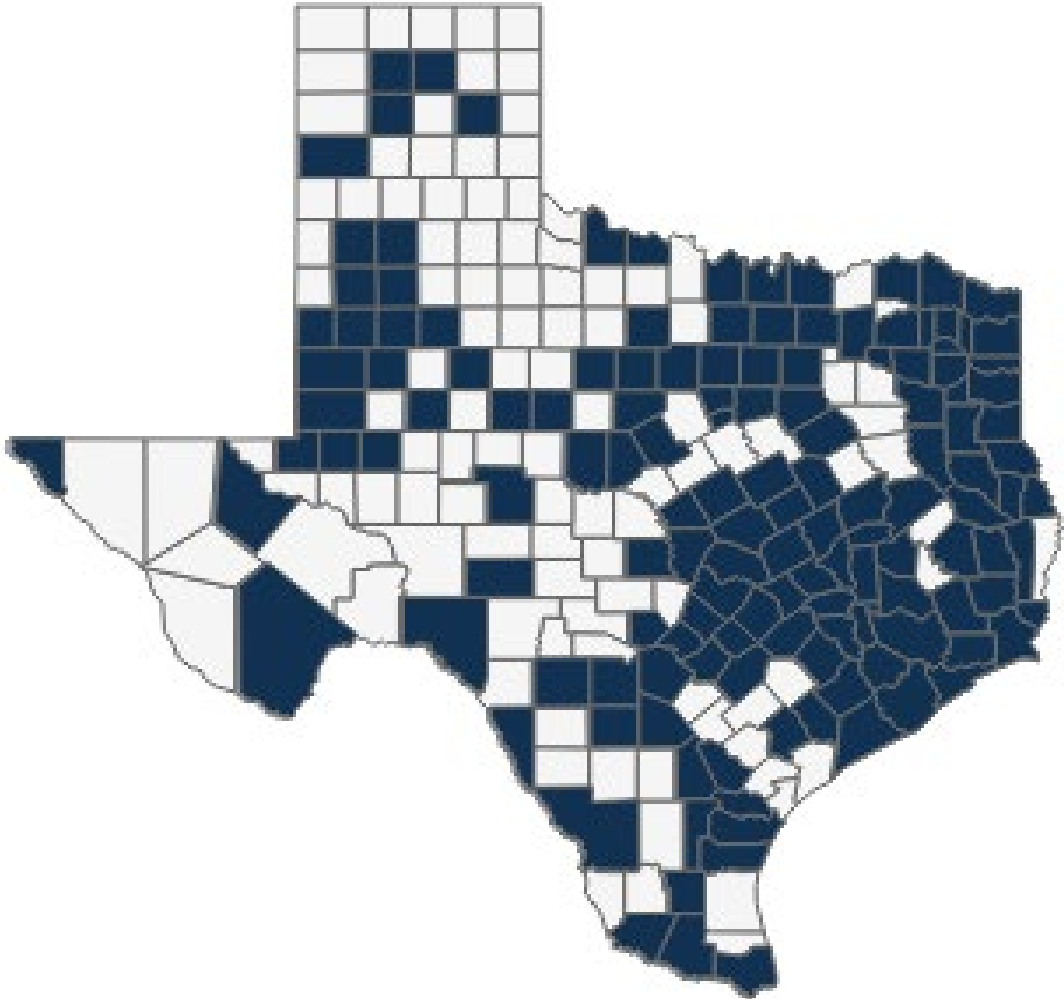
Total AEL Enrollments:

73,254

Total Eligible as ITPs:

16,426 (22%)

Served as ITPs:

4,801 (29%)

Serving Internationally Trained Professionals in IELCE Activities

STATE PRACTICES

- Identify ITPs in your state
- Develop a coordinated state response
- Provide guidance to local programs

PROGRAM PRACTICES

- Identify ITPs in your program
- Develop local and national partnerships to support ITPs
- Design specialized classes that prepare ITPs for career pathways
- Support credential evaluations within the scope of an IET

ADVISING & INSTRUCTIONAL PRACTICES

- Provide robust navigation and advising services
- Provide targeted and contextualized English language instruction

Program Partner Practices

Develop partnerships to support ITPs.

Design specialized classes that prepare ITPs for career pathways.

Support credential evaluations within the scope of the IET

Staffing to Support Career Pathway Programs

The Role of Navigators in IELCE/IET Career Pathways

1 Participant Recruitment and Prescreening

2 Participant Enrollment

3 Participant Support

4 Participant Transitions

ONGOING PROGRAM INVOLVEMENT

Career Navigator – Required Position

Career Navigator: At least one (1) position to act as a customer and organizational liaison between Workforce Solutions Offices, Vocational Rehabilitation Services, community and technical colleges, other training entities and local employers. The Career Navigator provides support for Career Pathways objectives including customer recruitment, career guidance, transition, and retention support, and successful completion of training and job placement, including, but not limited to, customers in Career Pathways models.

The Role of Key Instructors and Curriculum Leads in IELCE/IET Career Pathways

1 Participant Recruitment and Prescreening

2 Participant Enrollment

3 Participant Support

4 Participant Transitions

ONGOING PROGRAM INVOLVEMENT

Instruction and Curriculum Lead

Required to be Full time in 231

Instruction and Curriculum Lead: At least one (1) position equivalent to a FTE at one hundred percent (100%) to effectively lead and coordinate program curriculum and instruction, inclusive of face-to-face and remote learning. Will also coordinate or develop specialized curriculum for Career Pathway models, including coaching new and existing instructors and guiding overall service delivery including implementation of the current and future Texas AEL Content Standards and guidance related to Career Pathways

A Word about Reporting in TEAMS

AEFLA 231

IELCE Activities using 231 should be reported with the activity/fund code:

IELCE (AEFLA)

AEFLA 243

IELCE Activities report as:
IELCE (El Civics)

Services for ITPs use fund code ESL Pro (El Civics)

IET services report as:
IET (EL Civics)

Key Takeaways

✓IELCE activities can be delivered through 231 or 243 funding.

✓IELCE activities can play a key role in making sure that we are providing robust English language acquisition instruction to English learners and resources – to help them meet their immigrant integration goals.

✓Immigrant integration approaches help us conceptualize serving the whole learner – helping them gain the language skills and the ability to navigate systems in order to earn credentials, get into quality jobs, and acclimate into their communities.

Overall, IELCE activities help learners function effectively as parents, workers, and citizens.

Revisiting the Parking Lot

Review of posted questions

Share any remaining questions you have about IELCE design and delivery in the parking lot (Q/A as follow-up)

How can the state better help you understand these services? How can the state better support your efforts?

How to Find EARN Resources

Shout out to the <u>EARN</u> team
that developed many of these resources!

Jessie Stadd
Project Director
RTI International

Blaire Willson Toso
Senior Consultant
WestEd

Thank you!

Ann and Nicole
and our mystery guest!