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More information on community colleges and the Division of Community Colleges & Workforce Preparation is on the Iowa Department of Education's website.

www.educateiowa.gov

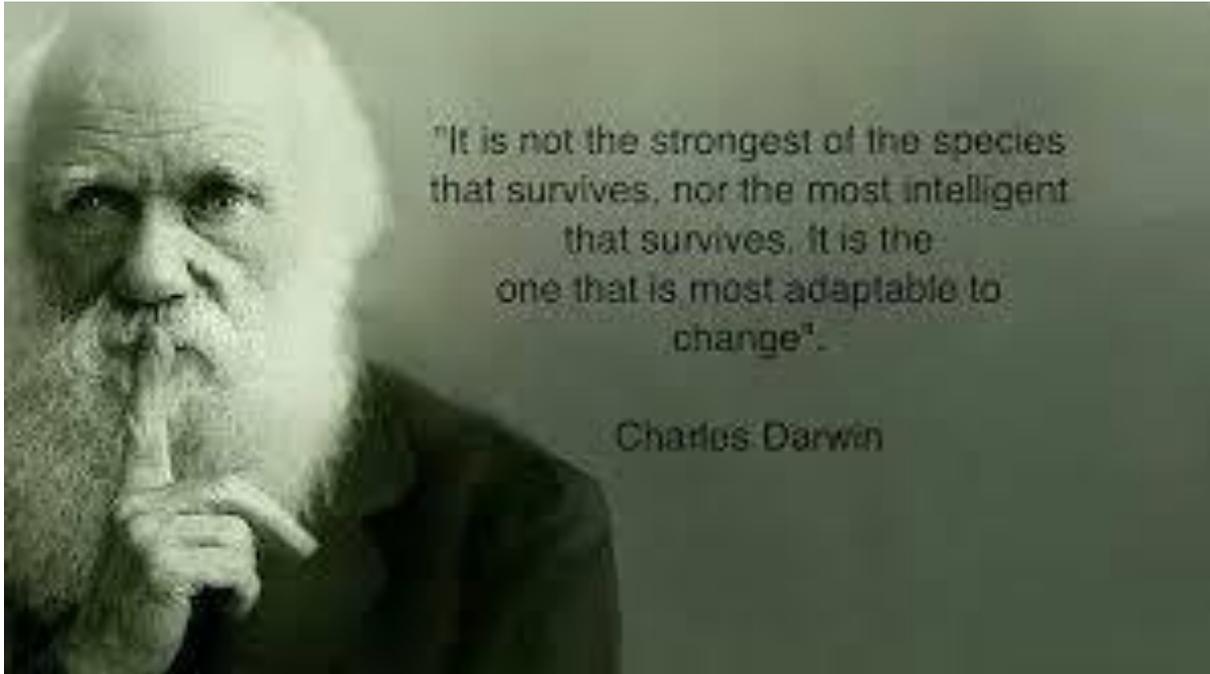
**COMMUNITY COLLEGES &
WORKFORCE PREPARATION**
Prosperity Through Education

HOUSEKEEPING

Slides will be provided.

Recording of the webinar will be available.

Time will be allocated in the end to address your questions.



WEBINAR OVERVIEW

- Structure
- Part 463 Subpart D- Adult Education and Literacy Activities
- Part 463 Subpart G-Integrated English literacy and civics education program
- Changes from WIA to WIOA
- Content of the regulations
- Technical Assistance Resources
- Q & A

STRUCTURE

- ▶ Title 34 of the Code of Federal Regulations (CFR) contains regulations pertinent to ED.
- ▶ Parts are organized into subparts (denoted by capital letters)
- ▶ Part 462 addresses NRS assessment for WIOA performance accountability reporting.
- ▶ Part 463 addresses WIOA requirements particular to AEFLA including joint regulation.

SOURCES

Public Law 113-128

AEFLA WIOA Final Rules

WIOA Joint Final Rules

DOL WIOA Final Rules

PART 463 SUBPART G-IELCE PROGRAM

WIA

- ▶ There was no IELCE in WIA. Funding for EL/Civics program to states was authorized through annual appropriations.
- ▶ EL/Civics focus on learning English while also learning about civil rights, civic participation and responsibility, and obtaining citizenship. There was no explicit focus on workforce development
- ▶ WIA was silent on specific service subpopulation as it pertains to individuals needing English language instruction

WIOA

- ▶ WIOA authorizes and codifies the Integrated English Literacy and Civics Education program (IELCE).
- ▶ In the IELCE Program, literacy, English language acquisition, and civics education must be delivered in combination with integrated education and training activities.
- ▶ Clarifies that program services are also available to “professionals with degrees and credentials in their native countries.”

IELCE PROGRAM

▶ CONTAINS SIX RULES

▶ 463.70

▶ 463.71

▶ 463.72

▶ 463.73

▶ 463.74

▶ 463.75

WHAT IS THE INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION (IELCE) PROGRAM?

▶ **Section 463.70**

- ▶ a) Refers to the use of funds provided under section 243 of the Act for education services for English language learners who are adults, including professionals with degrees and credentials in their native countries.
- ▶ b) Delivers educational services as described in 463.33.
- ▶ c) Services must be delivered in combination with integrated education and training activities as described in 463.36

SECTION 463.71

- ▶ How does the Secretary make an IELCE award to States ? (463.71)
- ▶ Not applicable

▶ **463.72**

▶ **How does an eligible provider that receives funds through the IELCE program meet the requirement to use funds for IELCE in combination with IET?**

- ▶ Requirements for IELCE Program Eligible Providers Eligible providers must provide services that—
- ▶ a) Include instruction in literacy and English Language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and b) are designed to: prepare adults who are English Language Learners (ELLs) for and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and integrate with the local workforce development system and its functions to carry out the activities of the program

OVERVIEW DISCUSSION

- ▶ “We agree with commenters’ observations that not all students seeking services under section 243 of the Act will require employment related services and therefore may have no need to be co-enrolled in occupational training.”
- ▶ “We further agree that some students who have employment related educational needs may not be adequately prepared for integrated education and training and may benefit most from more basic educational services in preparation for integrated education and training.”

WHAT ARE THE REQUIREMENTS FOR ELIGIBLE PROVIDERS THAT RECEIVE FUNDING THROUGH THE IELCE PROGRAM?

- ▶ Section 463.73
- ▶ Eligible providers must provide services that—
- ▶ a)
 - ▶ Include instruction in literacy and English Language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and

SECTION 463.73

B)

- ▶ are designed to:
 - ▶ Prepare adults who are English Language Learners (ELLs) for and place such adults in, unsubsidized employment in-demand industries and occupations that lead to economic self-sufficiency; **and**
 - ▶ Integrate with the local workforce development system and its functions to carry out the activities of the program

463.74

- ▶ How does an eligible provider that receives funds through the IELCE program meet the requirement to use funds for IELCE in combination with IET?

TWO OPTIONS

- ▶ **Co-enrolling** participants in integrated education and training (as described in subpart D) that is provided within the local or regional workforce development area from sources other than section 243
- ▶ Using section 243 funds to support integrated education and training activities as described in subpart D.

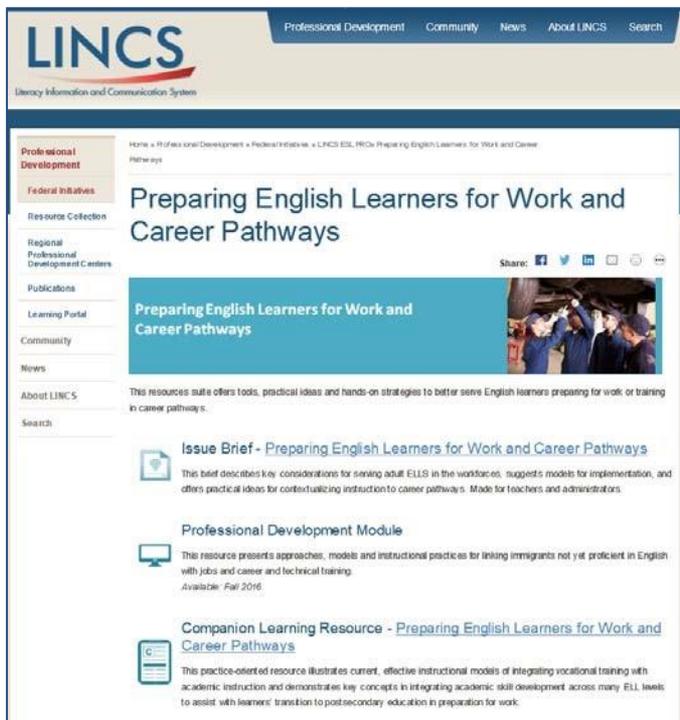
OVERVIEW DISCUSSION

- ▶ Not all students seeking services under section 243 of the Act will require employment related services and therefore may have no need to be co-enrolled in occupational training.”
- ▶ “We further agree that some students who have employment related educational needs may not be adequately prepared for integrated education and training and may benefit most from more basic educational services in preparation for integrated education and training.”

WHO IS ELIGIBLE TO RECEIVE EDUCATION SERVICES THROUGH THE IELCE PROGRAM?

- ▶ Section 463.75
- ▶ Individuals who otherwise meet the definition of “[eligible individual](#)” and are English language learners, including professionals with degrees and credentials obtained in their native countries, may receive [Integrated English Literacy and Civics Education](#) services.

RESOURCES



The screenshot shows the LINCS (Literacy Information and Communication System) website. The main navigation bar includes 'Professional Development', 'Community', 'News', 'About LINCS', and 'Search'. The page title is 'Preparing English Learners for Work and Career Pathways'. The content area features a blue header with the title and a photo of people in a classroom. Below the header, there are three resource cards: 'Issue Brief - Preparing English Learners for Work and Career Pathways', 'Professional Development Module', and 'Companion Learning Resource - Preparing English Learners for Work and Career Pathways'. Each card includes a brief description of the resource.

- Building Strategic Partnerships
- Developing Effective Bridge Programs
- Designing Contextualized Instruction
- Integrating Career Counseling and Planning
- Engaging Employers in Adult Career Pathways

Coming Soon!

- Connecting English Language Learners with Career Pathways
- English Language Proficiency Standards for Adult Education

Available @ LINCS

Adult English Language Learners

Welcome to the LINCS Adult English Language Learners Group.

The group is a community of practice for educators to discuss issues relevant to providing research- and evidence-based educational services to adult English language learners; share information and resources that can be used to inform practitioners about these issues and improve practice; and enrich and improve public policies related to adult English language learners.

Topics discussed include:

- Instructional practices
- Program design
- Research
- Policy

Become more informed, get involved, and be inspired! Share your knowledge with the Adult English Language Learners Group and help advance our field of practice.

[Log in](#) or [register](#) to post comments

Who's in the Adult English Language Learners Group?

Is your profile complete? This pie chart shows the professional roles of Adult English Language Learners group members who have completed their LINCS profiles. Complete your profile to make sure the chart includes you! All information in your profile will remain anonymous.

Professional Role	Count	Percentage
Administrative Support	9	1.4%
Administrator	6	0.9%
Health Professional	15	2.4%
Instructor	15	2.4%
Librarian	53	8.3%
No Role Defined	9	1.4%
Professional Developer	80	12.6%
Professional Services	1	0.2%
Researcher	163	25.6%
Student	2	0.3%
Volunteer/Tutor	283	44.3%

Recent Members (2081)

- Cynthia Zafft
- Ellen Marino
- Michele Gonzales
- Aymara Lorente
- Marian Thacher
- Gee Hendricks
- Faye Best

[View All Members](#)

RESOURCES

WorkforceGPS
Navigate to Success

Username Password Login [Join now! It's free.](#) [Password Assistance](#) Include Entire Site [Advanced Search](#) Search

Resource Library ETA Grants Workforce System Strategies Communities Collections Events Online Training About

Career Pathways

Home About Announcements Blog Discussion Topics Resource Library

Welcome to the Career Pathways Community of Practice

The Career Pathways Community of Practice helps workforce development leaders, practitioners, and policymakers expand state and local career pathways efforts currently underway or being planned. This CoP will enhance your knowledge, skills, and expertise in building effective career pathways systems.

[READ MORE](#)

Featured Announcements

- Career Pathways Joint Letter Signed by 12 Federal Agencies
- The Release of the Career Pathways Toolkit: A Guide for Syst...
- 12 Federal Agencies sign Joint Letter promoting the use of career pathways.
- Video Featuring Career Pathways, Registered Apprenticeships,...
- National Request for Information on Career Pathways

[Announcement List](#) [Blog List](#)

Resources

Top	New
Views: 1188	Likes: 458
Views: 1199	Likes: 0
Views: 559	Likes: 404

ADULT EDUCATION AND IMMIGRANT INTEGRATION

Lessons Learned from

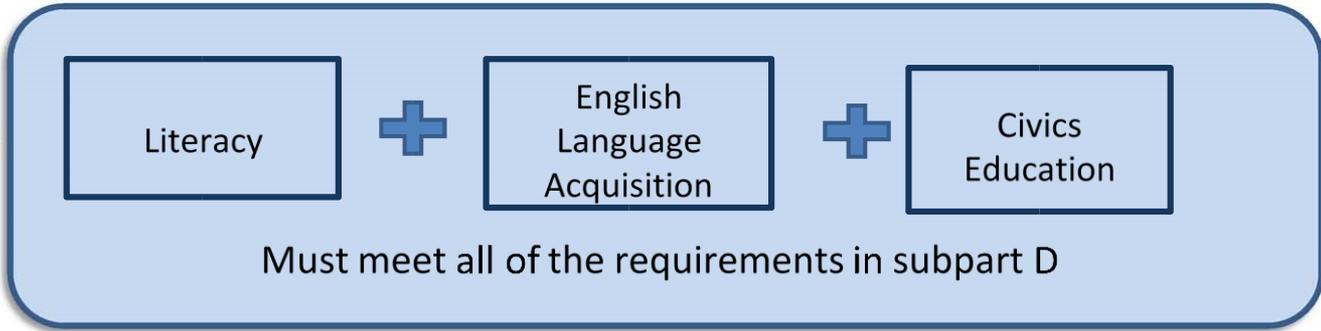
THE NETWORKS FOR INTEGRATING NEW AMERICANS INITIATIVE

By World Education, Inc.

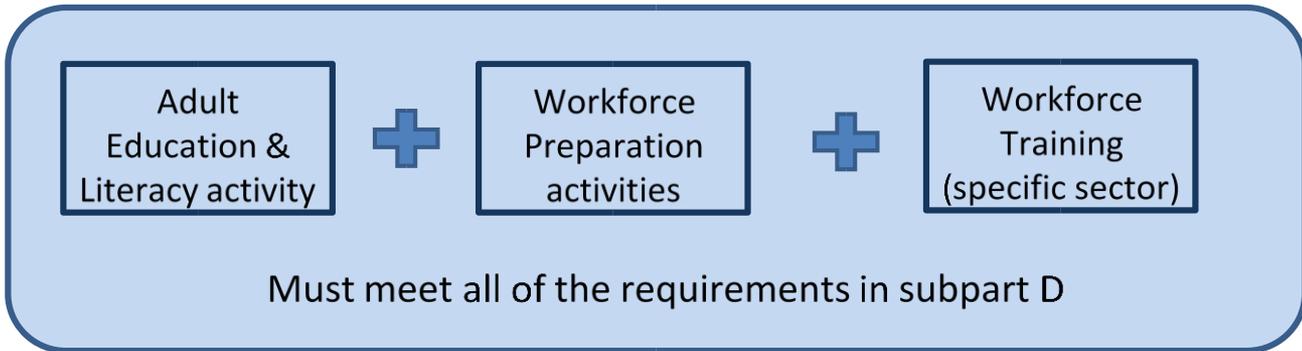
IN PARTNERSHIP WITH

- Community Science
- IMYANT
- National Partnership for New Americans
- Network Impact, Inc.
- Welcoming America, Inc.

2016



Provided in combination with IET



463 SUBPART D 463.30

WIA

- ▶ 1. Adult Education
- ▶ English Literacy
- ▶ Workplace Literacy
- ▶ Family Literacy

WIOA

- ▶ 1. Adult Education
- ▶ 2. Literacy
- ▶ 3. Workplace Adult Education and Literacy
- ▶ 4. Family Literacy
- ▶ **5. English Language Acquisition**
- ▶ **6. Integrated English Literacy and Civics Education**
- ▶ **7. Workforce Preparation Activities**
- ▶ **Integrated Education and Training**

LITERACY

- ▶ LITERACY.—The term “literacy” means an individual’s ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society

ENGLISH LANGUAGE ACQUISITION

- ▶ (6) ENGLISH LANGUAGE ACQUISITION PROGRAM.—The term “English language acquisition program” means a program of instruction—
- ▶ (A) designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and
- ▶ (B) that leads to— (i) (I) attainment of a secondary school diploma or its recognized equivalent; **and (II) transition to postsecondary education and training; or (ii) employment.**

CIVICS EDUCATION

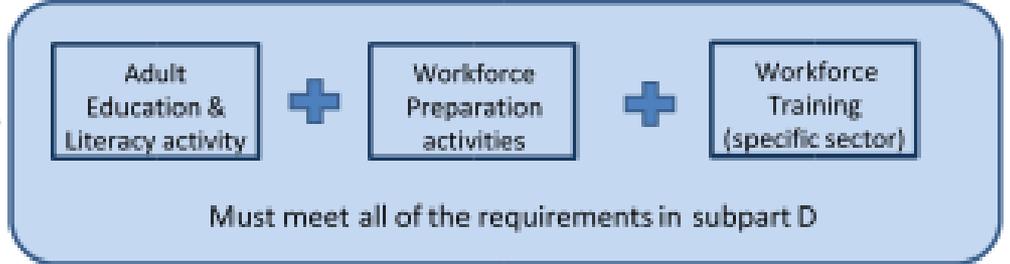
Instruction on the rights and responsibilities of citizenship and civic participation

INTEGRATED EDUCATION AND TRAINING

- ▶ 3 components
 - ▶ Adult education and literacy activity
 - ▶ Workforce preparation activities
 - ▶ Workforce training



Provided in combination with IET



30



ADULT EDUCATION AND LITERACY ACTIVITIES

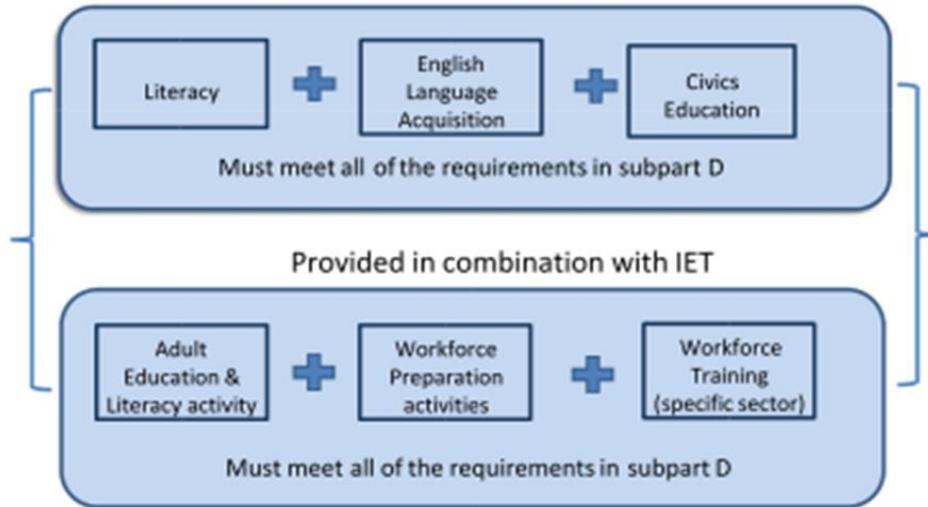
- ▶ (2) ADULT EDUCATION AND LITERACY ACTIVITIES.—The term “adult education and literacy activities” means programs, activities, and services that include adult education, literacy, workplace adult education and literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities, or integrated education and training

WORKFORCE PREPARATION ACTIVITIES

Proposed §463.34 restated statutory language in WIOA that establishes workforce preparation activities as activities, programs, or services that are designed to help an individual acquire a combination of basic academic skills, critical thinking, digital literacy, and self management skills.

WORKFORCE TRAINING

- ▶ (i) Occupational skills training, including training for nontraditional employment
- ▶ (ii) On the job training
- ▶ (iii) Incumbent worker training in accordance with subsection 134(d)(4)
- ▶ (iv) programs that combine workplace training with related instruction, which may include cooperative education programs
- ▶ (v) Training programs operated by the private sector
- ▶ (vi) skill upgrading and retraining
- ▶ (vii) entrepreneurial training
- ▶ (viii) transitional jobs in accordance with subsection 134(d)(5)
- ▶ (ix) job readiness training provided in combination with services described in any of clauses (i) through (viii)
- ▶ (x) adult education and literacy activities, including activities of English Language acquisition and integrated education and training programs, provided concurrently or in combination with services described in any of clauses (i) through (vii), and
- ▶ (xi) customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.



30

9/27/2016



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20

10/17/2016



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33

IET (463.35)

- ▶ A service approach that provides adult education and literacy activities concurrently and contextually with workforce activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement

IELCE 463.33

- ▶ A service 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.

ENGLISH LANGUAGE ACQUISITION

- ▶ (6) ENGLISH LANGUAGE ACQUISITION PROGRAM.—The term “English language acquisition program” means a program of instruction—
 - ▶ (A) designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and
 - ▶ **(B) that leads to— (i)(I) attainment of a secondary school diploma or its recognized equivalent; and (II) transition to postsecondary education and training; or (ii) employment**

KEY CONCEPTS

- ▶ Participants who do not have credential attainment or workforce related goals can still participate
- ▶ IELCE services includes three distinct activities: literacy, ELA and civics education
- ▶ IELCE program includes six activities: literacy, ELA, civics education, IET (3 activities)

OVERVIEW DISCUSSION

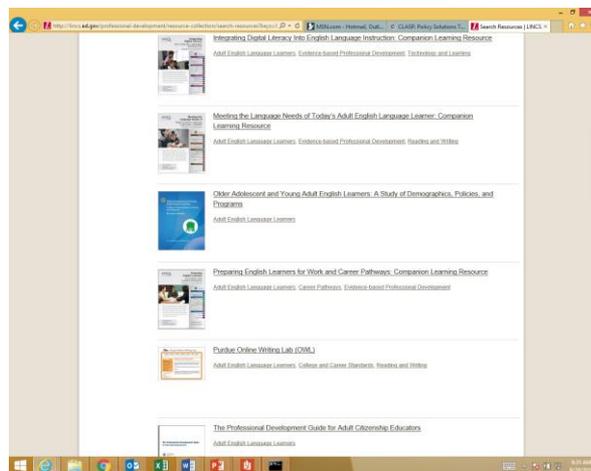
- ▶ We believe that it is clear that English language acquisition programs should not discourage or exclude eligible individuals from participation, regardless of whether they are seeking a secondary school diploma or its recognized equivalent, or transition to postsecondary education or training or employment.

ACRONYM FEVER

- ▶ ELL= English language learner (a type of eligible individual defined in WIOA)
- ▶ ELA= English language acquisition (a particular adult education and literacy activity under WIOA)
- ▶ ESL= English as a Second Language (a set of educational functioning levels used for ELLs)

RESOURCES

- ▶ [State Plan](#)
- ▶ [CLASP](#)
- ▶ United States Department of Labor





SUMMARY

- ▶ Part 463 Subpart G IELCE Program
- ▶ Part 463 Subpart D Adult Education and Literacy Activities

