



Illinois IELCE Tool Kit

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Illinois IELCE Took Kit *

Instructions

1. If your institution does not have an IET component as part of its IELCE program, please complete the document in its entirety.
2. If your institution has an existing IET component as part of its IELCE program, please complete the document omitting the following questions in Part II: D1, D2 and D4 in the IELCE/Workforce Training/IET section on pages 7-8.

I. Eligible Participants

The IELCE program must provide education services to English language learners who are adults, including professionals with degrees and credentials in their native countries.

1. Who is eligible to be served in this IELCE program?
2. Are professionals with degrees and credentials in their native countries included in the target population? Why (not)?
3. What demographic or other data were used to determine the target population for this IELCE program?

Recruitment and Retention

1. What level of ELLs is the IELCE program designed to serve?
2. How is the IELCE program going to be marketed? How are the IELCE students recruited?
 - Survey students
 - Share information gathered from LMI and other sources and provide options for offered pathways/certificates, etc. with students
 - Determine student interest in learning the skills needed, earning certificates and ultimately getting a job and earning industry wage
3. What strategies will be utilized to aid student retention?
4. Identify specific strategies to measure the effectiveness of your IELCE program's recruitment and retention plan.

I. ELIGIBLE PARTICIPANTS. SUMMARY OF KEY POINTS FOR OUR PROGRAM

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*Information in this Tool Kit is drawn from three sources listed in the Appendix, page 12.

II. Required Components of Integrated English Language Acquisition and Civics Education (IELCE)

A. English Language Acquisition/Literacy Activities

The IELCE program must include instruction in IELCE and must include instruction in literacy and English language acquisition as described under §463.33.

1. Describe the literacy and English language instruction you plan to offer to meet the needs of the IELCE program.
2. How is it aligned with the State's content standards for adult education?

A. ENGLISH LANGUAGE ACQUISITION/LITERACY ACTIVITIES. SUMMARY OF KEY FEATURES FOR OUR PROGRAM

B. Civics Education

The IELCE program must include instruction on the rights and responsibilities of citizenship and civic participation as described under §463.33.

1. Describe how the rights and responsibilities of citizenship and civic participation instruction is offered in the IELCE program?
2. Indicate the civic objectives you have selected to address in your IELCE program.

The Democratic Process (DP)

- DP1. Identify the basic rights of immigrants and U.S. citizens.
- DP2. Define and explain the importance of voting.
- DP3. List the requirements for voting in their communities.
- DP4. Identify the titles of executive leaders of national, state, and local government.
- DP5. Identify the legislative leaders of national, state, and local government.
- DP6. Identify various courts of the judicial system (e.g., traffic court, small claims court, Supreme Court).
- DP7. Identify ways to contact their elected leaders.
- DP8. Contact an elected official to express their opinions.
- DP9. Participate in a decision-making process in their communities (e.g., by attending a local government meeting, by signing a petition, by sending a letter or email).

Community Resources (CR)

- CR1. Distinguish between emergency and non-emergency situations and make a list of the corresponding telephone numbers to call for help.
- CR2. Call 911 or other police/fire emergency telephone numbers to report an emergency.
- CR3. State the laws regarding safe transportation of themselves and their children in motor vehicles (e.g., using seat belts and child car seats, following speed limits).
- CR4. Read common traffic and pedestrian signs.
- CR5. Identify or participate in community safety education programs (e.g., Neighborhood Watch, crime prevention, CPR classes).
- CR6. Identify social services available in the community (e.g., elder care, food pantries, transportation for disabled residents).
- CR7. Locate, visit, or use a public library in the community and, if applicable, apply for a library card.
- CR8. Identify opportunities for volunteer work in the community.
- CR9. Use appropriate language and behavior if stopped by the police.
- CR10. Identify situations in which they are entitled to interpreter services (e.g., health clinics, courts, 911).

The U.S. School System (SC)

- SC1. Identify how schools are organized in the U.S. school system (i.e., preschool through college).
- SC2. Identify the ages of children that public schools are required to serve.
- SC3. Identify the organization of grades and schools within their local school districts.
- SC4. Explain the function of school boards.
- SC5. Differentiate between public and private schools.
- SC6. Describe the similarities and differences between the U.S. school system and the school system in their native countries.
- SC7. Identify ways in which parents and community members can participate in schools and interact with school personnel.
- SC8. Identify additional services available to students in local school districts (e.g., extracurricular activities, lunch programs, accommodations for disabilities).
- SC9. Identify sources of financial assistance for vocational and/or post-secondary education.

Health and Wellness (HW)

- HW1. Explain the difference between public and private health care.
- HW2. Locate public health services in their communities and/or complete an application.
- HW3. Complete a health information form, including family medical history, current medications, and allergies.
- HW4. Explain the importance of good nutrition and where to find information about it.

- HW5. Explain the importance of physical fitness and locate fitness programs in their communities.
- HW6. Identify community resources for wellness programs including prenatal care, immunizations, and screenings.
- HW7. Describe situations needing intervention including domestic violence, child abuse, substance abuse, and mental health issues.
- HW8. Identify community resources for crisis services including domestic violence, child abuse, substance abuse, and mental health issues.

Housing (HO)

- HO1. Identify types of housing in their communities (e.g., rental, purchase, shelter).
- HO2. Locate agencies to assist with finding affordable housing.
- HO3. Identify the rights and responsibilities of landlords and tenants.
- HO4. Identify components of a rental or lease agreement and list typical features of rental agreements (e.g., first/last month's rent, 12-month agreement, pet policy).
- HO5. Report housing problems to landlords, property associations, or other officials.
- HO6. Contact utility providers for service or to report a problem.
- HO7. Identify resources for resolving housing problems.
- HO8. Identify resources for home ownership information.
- HO9. Check the references of contractors or solicitors and/or report a complaint against them.

Employment (EM)

- EM1. Identify job titles, responsibilities, wages, and places of work.
- EM2. Describe common employee benefits (e.g., health care, vacation, sick days).
- EM3. Identify typical steps in obtaining a job.
- EM4. Complete a job application (paper or online), resume, or cover letter.
- EM5. Identify local employment agencies, training agencies, and/or resource centers.
- EM6. Locate local job market information using the Internet (e.g., Illinoisworknet.com or other resources).
- EM7. Identify typical and illegal job interview questions and how to respond.
- EM8. Describe the function of a labor union.
- EM9. Explain the rights that workers are entitled to (e.g., overtime pay, breaks, safe work environment) and identify ways to report violations.
- EM10. Read and interpret a pay stub.
- EM11. Read safety signs and instructions commonly found at work.
- EM12. Read and write basic work-related messages.
- EM13. Compare and contrast differences in U.S. workplace behavior and communication with workplace behavior and communication in their native countries.
- EM14. Describe ways employers may evaluate work performance.
- EM15. Identify opportunities to gain marketable skills and work experience as a volunteer in a work setting.

Consumer Economics (CE)

- CE1. Locate financial service options (e.g., banks, check cashing services) in their communities and describe services offered.
- CE2. Describe the advantages and disadvantages of bank services and check-cashing services.
- CE3. Prepare a household budget.
- CE4. Explain the role of credit in the U.S. economy (e.g., credit cards, personal credit rating, interest rates).
- CE5. Compare credit and debit cards.
- CE6. Define identity theft and describe ways to protect against it.
- CE7. Distinguish between legitimate and fraudulent mail, phone, and email solicitations.
- CE8. Identify common consumer complaints and locate agencies to help resolve them.
- CE9. Identify services provided by notary publics in Illinois and locate notaries in their communities.
- CE10. Describe types of insurance (e.g., car, home, life) and/or how to file a claim.

B. CIVICS EDUCATION. SUMMARY OF KEY FEATURES FOR OUR PROGRAM

D. Workforce Training/IET

(See also Appendix B. ICAPS/IET Planning Template for additional required elements.)

* Note: If your institution has an existing IET component as part of its IELCE program, only complete item 3 in section D and then proceed to III - Curriculum.

1. Need/demand for career pathway

- a) Which career pathway cluster does your IELCE program target?
- b) Does the career pathway fit into the regional priorities as outlined in your Local Workforce Development Board plan?
- c) What labor market information was used for the selection of the targeted industry sector?
 - Available jobs
 - Desired skills by employers
 - Earning potential
 - Employment options
 - Opportunities for advancement
- d) Are the industry jobs from proposed certificate program in alignment with Local and Regional Plans for Workforce Development?
- e) Is the certification credential on LWIB Demand List?

2. Partnerships related to Career Pathway

- a. Who are your partners for the implementation of the IELCE program?
 - Business and industry: _____
 - Career and Technical Education departments/training facilities _____
 - LWIB/LWIA
 - Institutional departments

 - Obtain letters of commitment from ALL partners
- b. What services are to be provided by the partners to support the IELCE program?

3. IET Component of an IELCE Program

IELCE in Combination with IET - §463.74 specifies that an eligible provider that receives funds through the IELCE program may meet the requirement to use funds for integrated English literacy and civics education in combination with integrated education and training activities by:

- *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; OR*
- *Using funds provided under section 243 to support integrated education and training activities as cited in subpart D.*

- a. How is IELCE delivered in combination with the IET activities for participants? Check the model your program is using and describe.
- If participants are co-enrolled in an IET program provided from sources other than WIOA Section 243 funding, describe how IELCE participants access and participate in the IET program?
 - If the IET program is provided using WIOA Section 243 funds, describe how IELCE participants access and participate in the IET program?
- b. Workforce training may be offered in any of the following areas. Check all boxes that apply to your program:
- Occupational skills training, including training for nontraditional employment
 - On-the-job training
 - Incumbent worker training
 - Programs that combine workplace training with related instruction, which may include cooperative education programs
 - Training programs operated by the private sector
 - Skill upgrading and retraining
 - Entrepreneurial training
 - Transitional jobs
 - Job readiness training provided in combination with services described above
 - Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training
- c. Describe the training opportunities that will be made available to the IELCE participants, including how they are of sufficient intensity, quality, and duration and lead to industry-recognized credentials.

4. Credentials to be awarded to the IELCE participants who have completed the program’s IET component: Mark all that apply

- College/Credit-based credentials (where applicable)
 - Program of Study for the certificate program
 - Stackable certificates for ICAPS/IETs
 - Marketable programs
- Industry recognized credentials
- High School Equivalency (GED®, HiSet®, TASC®)
- Evidence-based dual enrollment strategies (paired courses, etc.)
- Possible articulation agreement (for ICAPS 2)

D. WORKFORCE TRAINING/IET. SUMMARY OF KEY FEATURES FOR OUR PROGRAM

D. WORKFORCE TRAINING/IET. SUMMARY OF KEY FEATURES FOR OUR PROGRAM

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III. CURRICULUM. SUMMARY OF KEY FEATURES FOR OUR PROGRAM

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**IV. STAFFING AND PROFESSIONAL DEVELOPMENT.
SUMMARY OF KEY PD NEEDED FOR OUR PROGRAM**

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Appendix

Appendix A

Building Opportunities through Integrated English Literacy and Civics Education: IELCE Self-Assessment Tool, OCTAE/MSG 2018.

<https://community.lincs.ed.gov/sites/default/files/IELCE%20Self-Assessment%20Tool.pdf>

Appendix B

ICAPS/IET Planning Template

<https://www.icapsillinois.com/wp-content/uploads/2019/01/ICAPS-Planning-Template-19.pdf>

Appendix C

Integrated EL Civics Program Development Toolkit, California Department of Education, 2017

<https://tinyurl.com/y5bql4zg>