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IELCE Institute

Heartland Community College

Tuesday, August 8, 2023

Welcome In-Person and Virtual Attendees!

Reminders for our hybrid format for today's IELCE Institute.

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Our Purpose for Today:

*Learn about IELCE on a local, state, and national level.

*Learn about supports and models we have in place.

*Learn about IELCE next steps for a great start to FY24.

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Today's IELCE Institute Will Include:

1

About the Institute and IELCE

Big Picture With
ICCB Deputy Executive Director and
Overview of IELCE & Supports

2

OCTAE

Vision From a National Perspective

3

Presenters

SIPDC, BurlingtonEnglish, 3 Effective IELCE Program Models, EARN, and ALRC

4

Where do we Go From Here?

Take-Aways and What Next?

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1

Welcome to the Institute and IELCE

Jennifer Foster, ICCB Deputy Executive Director

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Next, Britt Garton Pisto:

IELCE Overview and Supports

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Definition of IELCE

IELCE provides education services 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.

(§463.33) – Adult Education and Family Literacy Act

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What is IELCE Now?

In 2014, the grant changed from EL Civics to IELCE.

Now, we have **4** key areas that make Integrated English Literacy and Civics Education unique…

IELCE
Program
Participant
Employability
&
Civic
Participation

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English Language Acquisition

Workforce Preparation Bridge

IELCE Program Participant Employability & Civic Participation

Workforce Training ICAPS

Civics Education

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Challenges we are hearing from the field regarding students:

1. Retention of students
2. Different levels of language skills
3. Time involved in getting all students pre and post tested
4. Offering class times that meet the schedule needs of students
5. Difficulty in getting speakers during evening classes
6. Making sure students are a good fit with IELCE programming
7. Confusion with IELCE versus ESL

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Challenges we are hearing from the field with Instructors who teach IELCE classes:

1. Retention of students
2. Understanding expectations
3. Time for professional development trainings
4. Students understanding ICAPS/IET
5. Meeting career pathway requirements
6. Making sure teachers are able to deliver all aspects of an IELCE
7. Appropriate lessons to incorporate

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What we are hearing from the field that is working well:

1. Using Burlington English
2. Employer outreach and workplace literacy
3. Veteran teachers who bring experience with civics lessons
4. Incorporating civics into the curriculum
5. Collaboration with WIOA staff, local businesses, civics organizations, career services
6. Students who have continued in their education onto post secondary ed
7. Students at the advanced ESL level benefit from all aspects of the program

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What we are hearing from the field about opportunities that will support providers' IELCE grant:

1. Closer connections to employer partners
2. Closer connections to CBO referrals
3. Develop new partnerships
4. Collaborate with multiple partners / CBOs
5. Collaborate with another nearby provider
6. Receiving referrals from other programs can support the IELCE grant
7. Develop partnership with WorkNet, One Stop partners

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2

Office of Career, Technical, and Adult Education

Presenter with OCTAE:

Domminick McParland, Education Program Specialist

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Southern Illinois Professional Development Center Presenters:

Sarah Goldammer, Director SIPDC
Tara Schwab, Education Training Specialist
Erin Vobornik, Education Training Specialist

IELCE Resources

IELCE Institute
August 8, 2023

IELCE INSTITUTE

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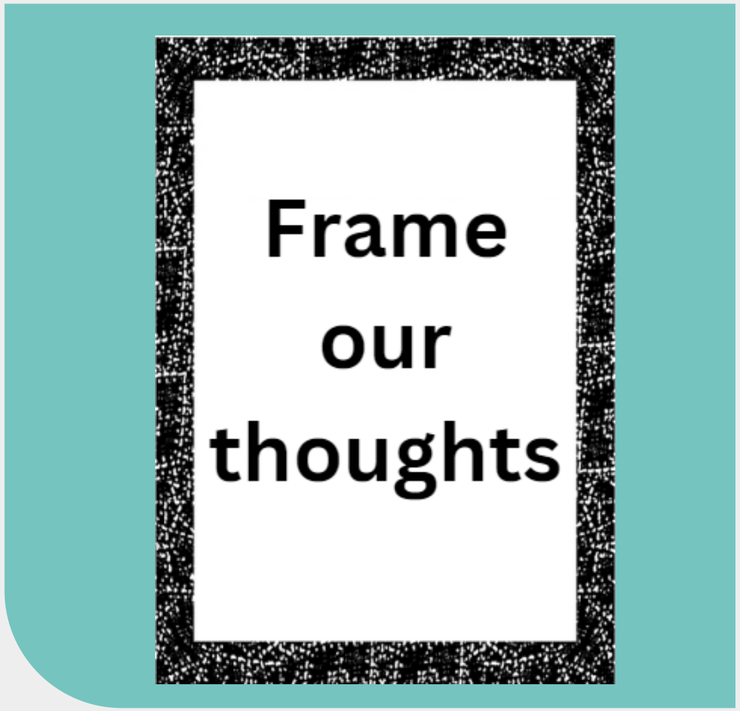
Professional Development Network
Inspiring Adult Education



IELCE pipeline

- Concepts taught in a continuum
- Repeating competencies over time and throughout different learning opportunities
- Understanding grows deeper with contextualization

Healthcare Bridge

- Revised in FY23 and ready for use!
- ESL, Language Arts, and Math standards targeted throughout
- Speaking & Listening opportunities
- Emphasis on communication, teamwork, and workplace skills.

Theme 10 - Next Steps Career Exploration

- EM1 - Identify job titles, responsibilities, wages, and places of work
- EM6 - Locate local job market information using the internet (e.g. Illinoisworknet.com or other resources)
- SC9 - Identify sources of financial assistance for vocational and/or post-secondary education

Theme 9 - Mental Health

- HW7 - Describe situations needing intervention including domestic violence, child abuse, and mental health issues
- HW8 - Identify community resources for crisis services including domestic violence, child abuse, and mental health issues

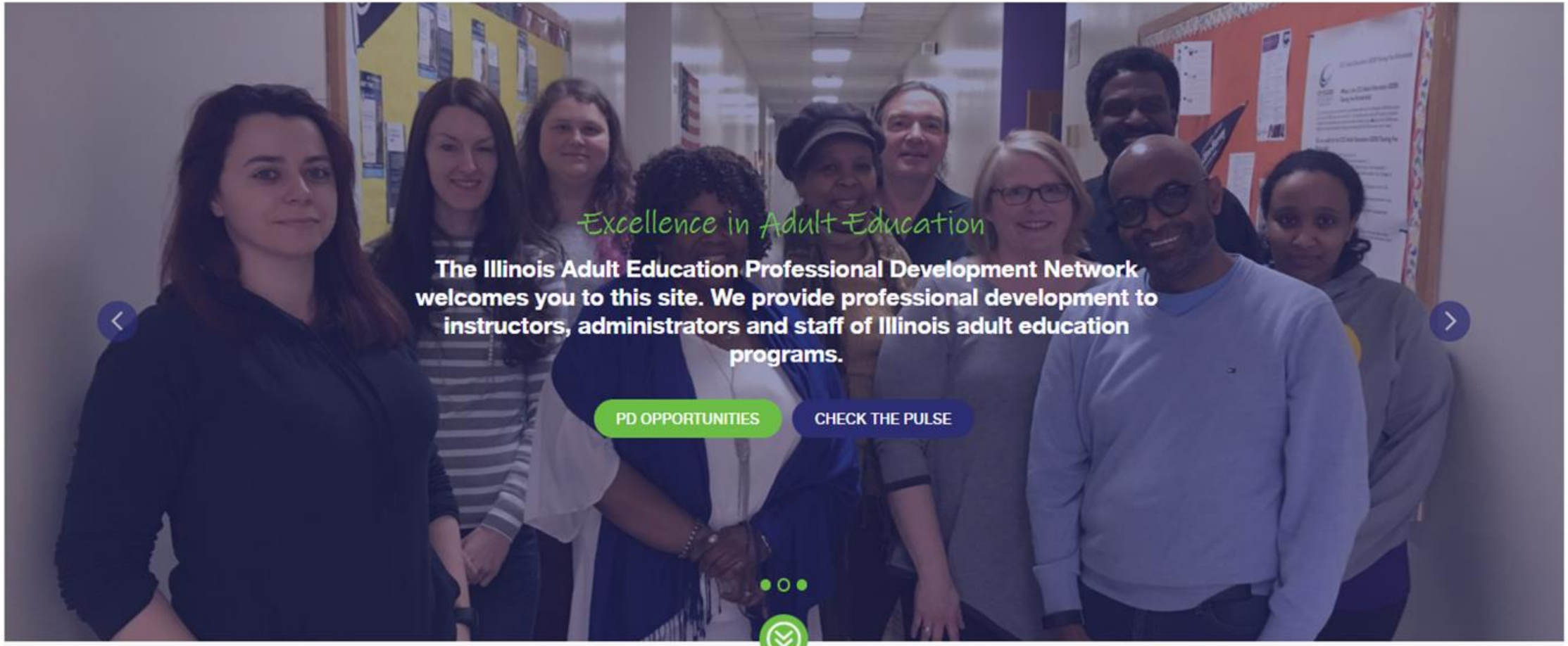
Theme 3 - Preventative Health

- HW6 - Identify community resources for wellness programs including prenatal care, immunizations, and screenings
- HW3 - Complete a health information form, including family medical history, current medications, and allergies

EXCELLENCE IN ADULT EDUCATION

FOR STUDENTS | FOR ADMINISTRATORS iLEARN

PROFESSIONAL DEVELOPMENT LEARNING COMMUNITIES RESOURCES LESSON BANK NEWS & UPDATES ORIENTATION TO ADULT EDUCATION CALENDAR



Professional Development Network

Inspiring Adult Education

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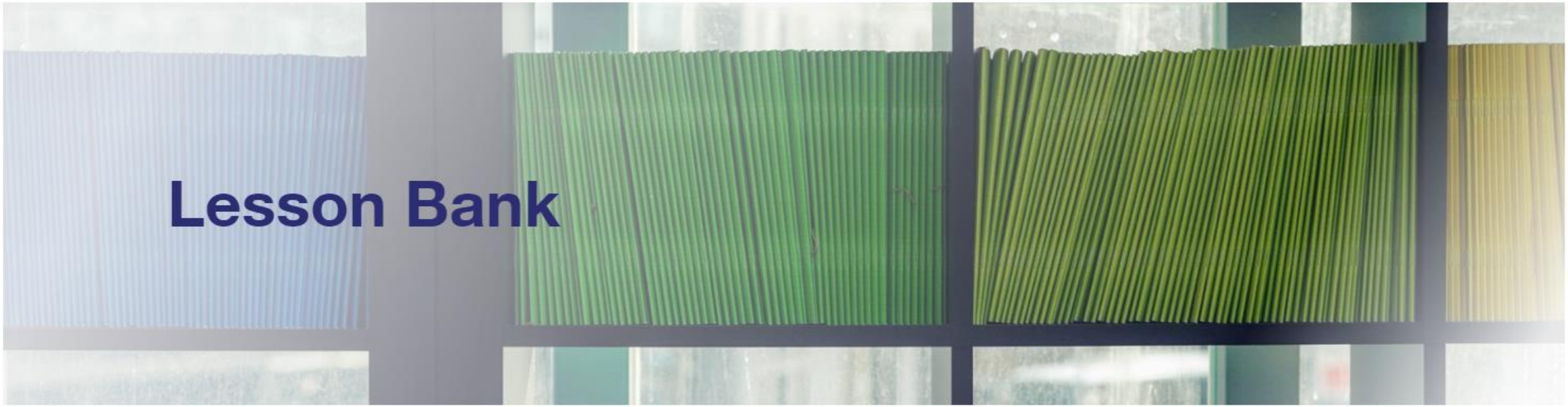
ICCB Statewide Contextualized Curricula

- Career Pathways Contextualized Bridge Curriculum +
- Entrepreneurial Contextualized Bridge Curriculum +
- Healthcare Contextualized Bridge Curriculum +
- IT Bridge Contextualized Curriculum +
- Manufacturing Contextualized Bridge Curriculum +
- Transportation, Distribution, and Logistics (TDL) Contextualized Bridge Curriculum +



Lesson Bank

Select Categories

Inequalities

This lesson guides students through the language of inequalities while introducing foundational math skills.

READ MORE

Lesson Title: High Beginner ESL Lesson with Math Integration: Comparing Numbers Using Inequalities **Created by: Kathleen DeMars**	**Level of Lesson:** **ESL NRS 3 (High Beginning)** **ESL NRS 4 (Low Intermediate)**

Content Area(s)	**Targeted IL ABE/ASE Content Standards** **Targeted Illinois ESL Content Standards**
ELP Standard 2	LI.2.3 - appropriately take turns in interactions with others.
ELP Standard 3	HB.3.1 - communicate information and feelings about familiar texts, topics, and experiences.
ELP Standard 7	HB.7.1 - show emerging awareness of differences between informal and formal language use LI.7.3 - begin to use some frequently occurring general academic and content words.
ELP Standard 8	HB.8.1 - recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in spoken and written texts about familiar topics, experiences, or events. LI.8.1 - determine the meaning of frequently occurring words, phrases, and expressions in spoken and written texts about familiar topics, experiences, or events.
ELP Standard 9	HB.9.1 - communicate basic information about an event or topic. HB.9.2 - use a narrow range of vocabulary and syntactically simple sentences.
1.NBT.3 (Math)	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of the comparisons with symbols >, =, and <
CE5 (Civics)	Compare credit and debit cards

Integrated Essential Employability Skills	
☐ Personal Ethic *(Integrity, Respect, Perseverance, Positive Attitude)*	**X** Teamwork *(Critical Thinking, Effective & Cooperative Work)*
☐ Work Ethic *(Dependability, Professionalism)*	**X** Communication *(Active Listening, Clear Communication)*

Lesson Objectives ***(Students will be able to)***:

- Compare whole numbers between 1-99 using inequality symbols (>, =, <)
- Ask yes/no questions of comparison
- Compare prices of food items using oral and written language and visual inequality symbols.
- Use every day comparative language when speaking.

Engagement is not "one size fits all." How are you providing multiple ways to engage all learners? Click on Multiple Means of Engagement to learn more about providing options for learners and explain how you are including this below:

- Authenticity is optimized by relating content to an annual budget
- Collaboration and community is fostered with large group and partner work
- Expectations are clear and promote motivation

Key Vocabulary:

- greater than
- less than
- equal to
- comparison
- more than
- fewer than
- the same as
- cash back
- Annual Percentage Rate

Instructional Materials:

Textbooks or online curriculum:

Many high beginning ESL textbooks will have a unit that includes comparison. Examples from widely used textbooks include:

- Stand Out 2, Unit 2 (Let's Go Shopping!), Lesson 2 (How Much Is It?)
- Ventures 2, Unit 7 [Shopping], Lessons B and C

Websites: none

Lesson Activities:

Introduce the lesson using the google slides. After presenting the slides, the students will engage in application activity #1, which is included in the lesson plan document and application activity #2, which is supplemental.

Please see the Google Slides notes document. This document suggests talking points and important information to share with each slide. The same notes are available beneath each Google Slide in the presentation for your convenience.

Slide 1: Today we will be talking about comparisons. We are going to use some math vocabulary to help us compare.

Slide 2: Let's say the word together: comparison (repeat 3x)

What is a comparison? A comparison is an examination of two or more things to see if they are similar (the same) or different. We make comparisons all the time.

Let’s make some ripples!

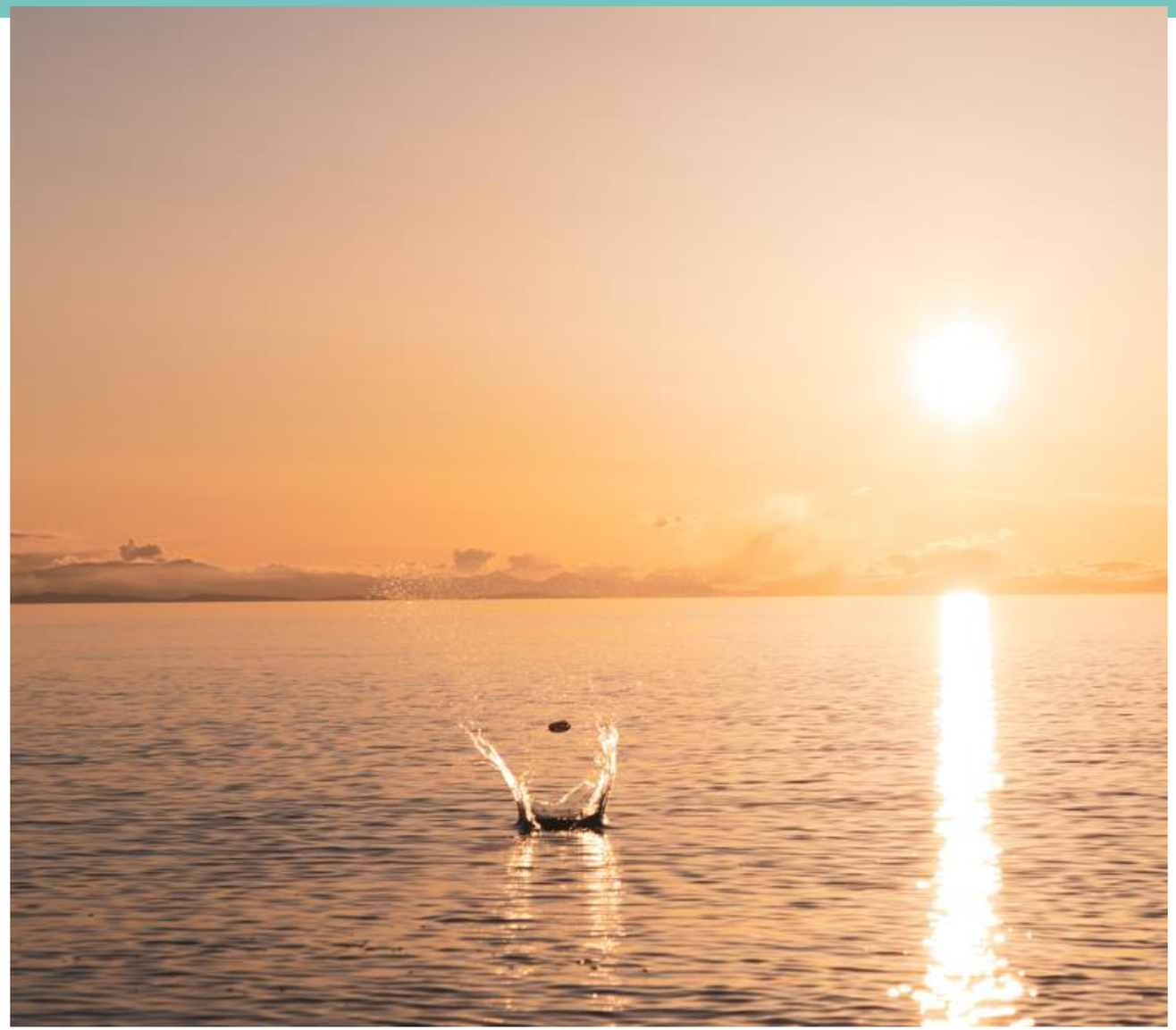


Photo by noelle on Unsplash

THANKS FOR THE WORK YOU DO!

Sarah Goldammer sgoldam@siue.edu

Tara Schwab tarschw@siue.edu

Erin Vobornik evoborn@siue.edu

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Break for Lunch

25 minutes

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IELCE Model 1

Black Hawk College

Ann Young, Director of Adult Education
Renee Gillis-Arnold, Career Advisor

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Black Hawk College

Black Hawk College

Black Hawk College

I am KOMLAN, from Togo, arriving in USA in 2020. My journey began at Black Hawk College Outreach Center, where I started ESL classes. After two semesters my language skills improved significantly, opening doors to a new job opportunity.

Despite the challenges of raising kids and working full-time, I decided to pursue the ICAPS Program in IT Information Technology at Black Hawk College. It wasn't easy, but with the support of teacher Lori and Renee, I successfully completed the Program.

The skills I acquired during the IT program proved invaluable in my new job. My ability with computers caught my supervisor’s attention, who said KOMLAN is the go-to person for any related issues. I was happy but not surprised. This acknowledgment boosted my confidence, and I now look forward to a promising career ahead.

Welcome to our Sponsor and Presenter: BurlingtonEnglish

Amelia Hessling, Customer Manager and Professional Development Specialist

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IELCE Made Easy

Let’s Integrate!

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Presented by

Amelia Hessling (Boggess)
Sr. Customer Manager, Illinois
BurlingtonEnglish

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Today, we will:

Explore how **BurlingtonEnglish** provides programs, students, and teachers with a comprehensive digital platform that addresses IELCE needs by integrating

- Literacy
- English Language Acquisition
- Workforce Preparation
- Civics and Citizenship
- Workforce Training

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BurlingtonEnglish = IELCE Made Easy

Let's Define IELCE!

Under WIOA, IELCE Means:

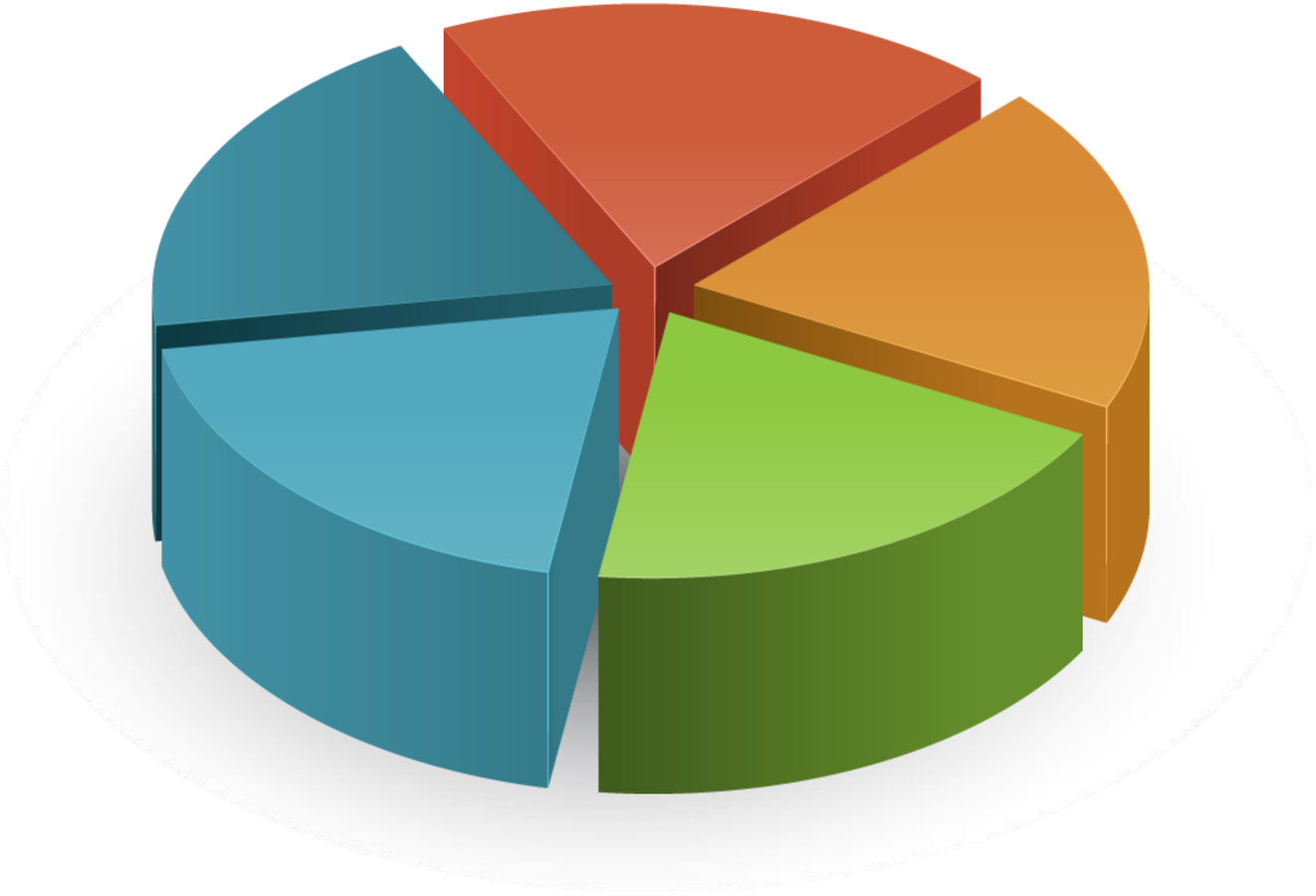
"Education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States."

Let's Dig Deeper!

Under WIOA, IELCE Also Says:

"Such services must include ***instruction in literacy*** and ***English language acquisition*** and instruction on the ***rights and responsibilities of citizenship*** and ***civic participation***. The funds provided under section 243 of the Act must be used in combination with integrated education and training."

Instructional Components of IELCE



- Adult Literacy
- English Language Acquisition
- Workforce Preparation
- Citizenship and Civics
- Workforce Training

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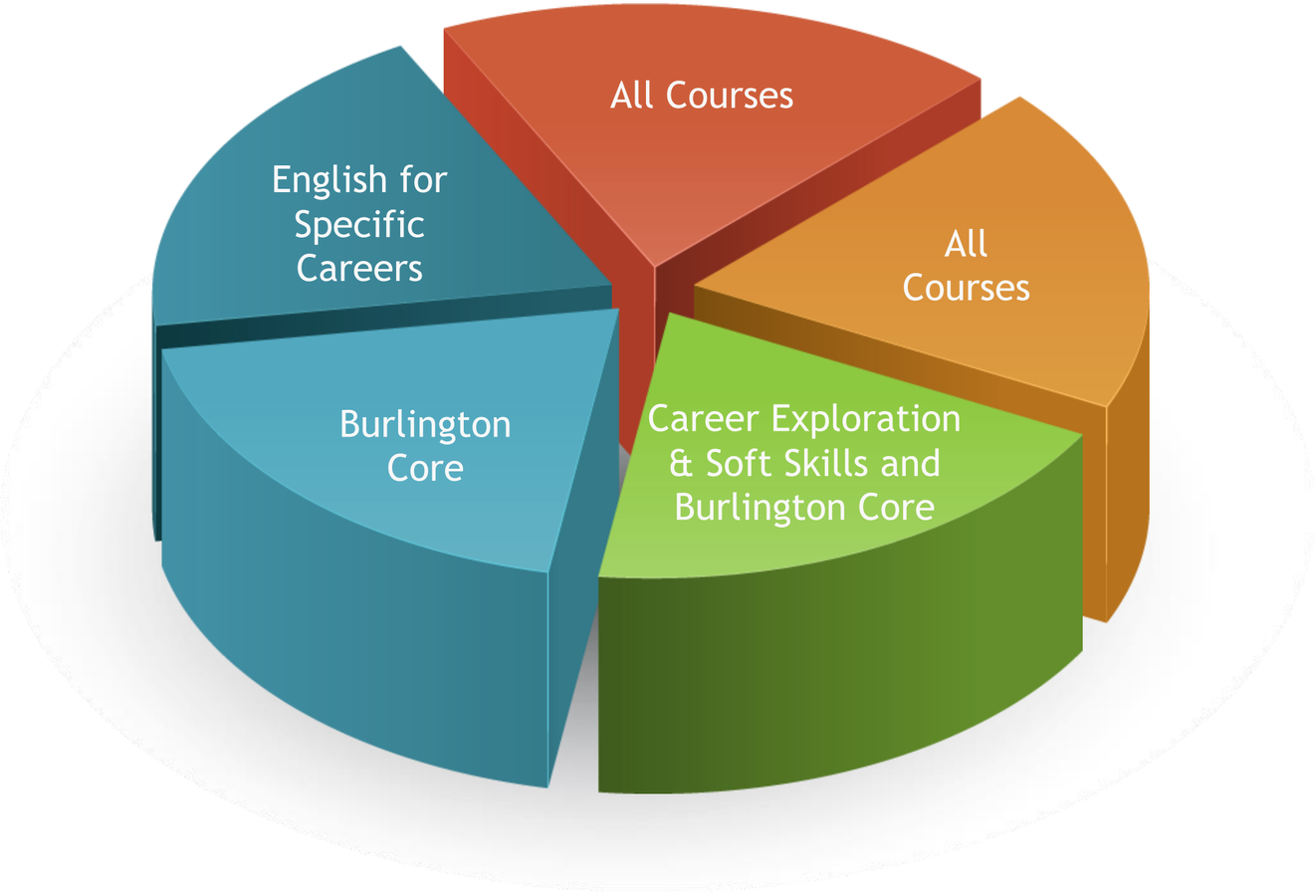
Instructional Components of IELCE



- Adult Literacy
- English Language Acquisition
- Workforce Preparation
- Citizenship and Civics
- Workforce Training

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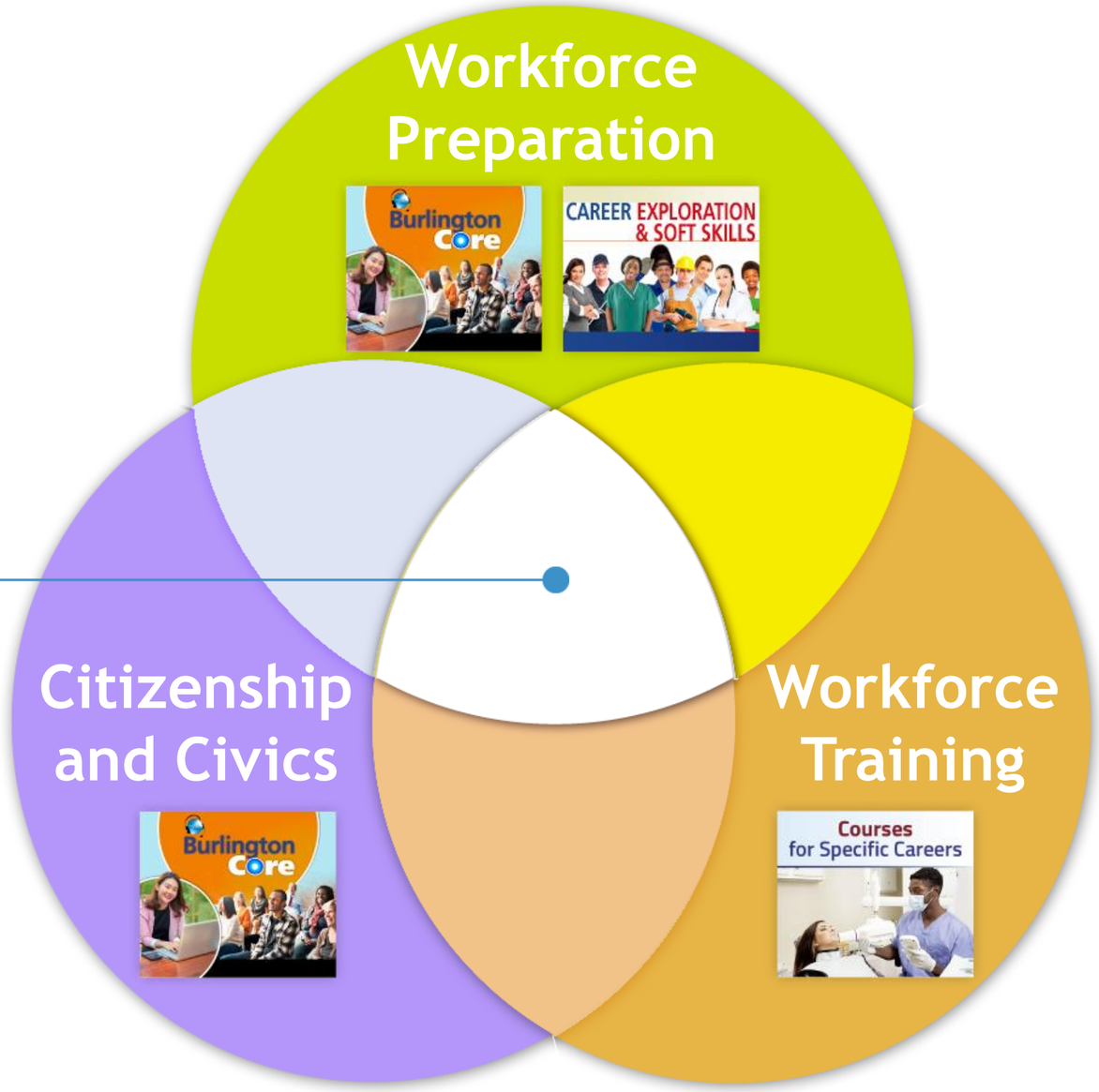
Topics and Skills of IELCE

Reading
Writing
Speaking
Listening
Vocabulary
Grammar
Pronunciation



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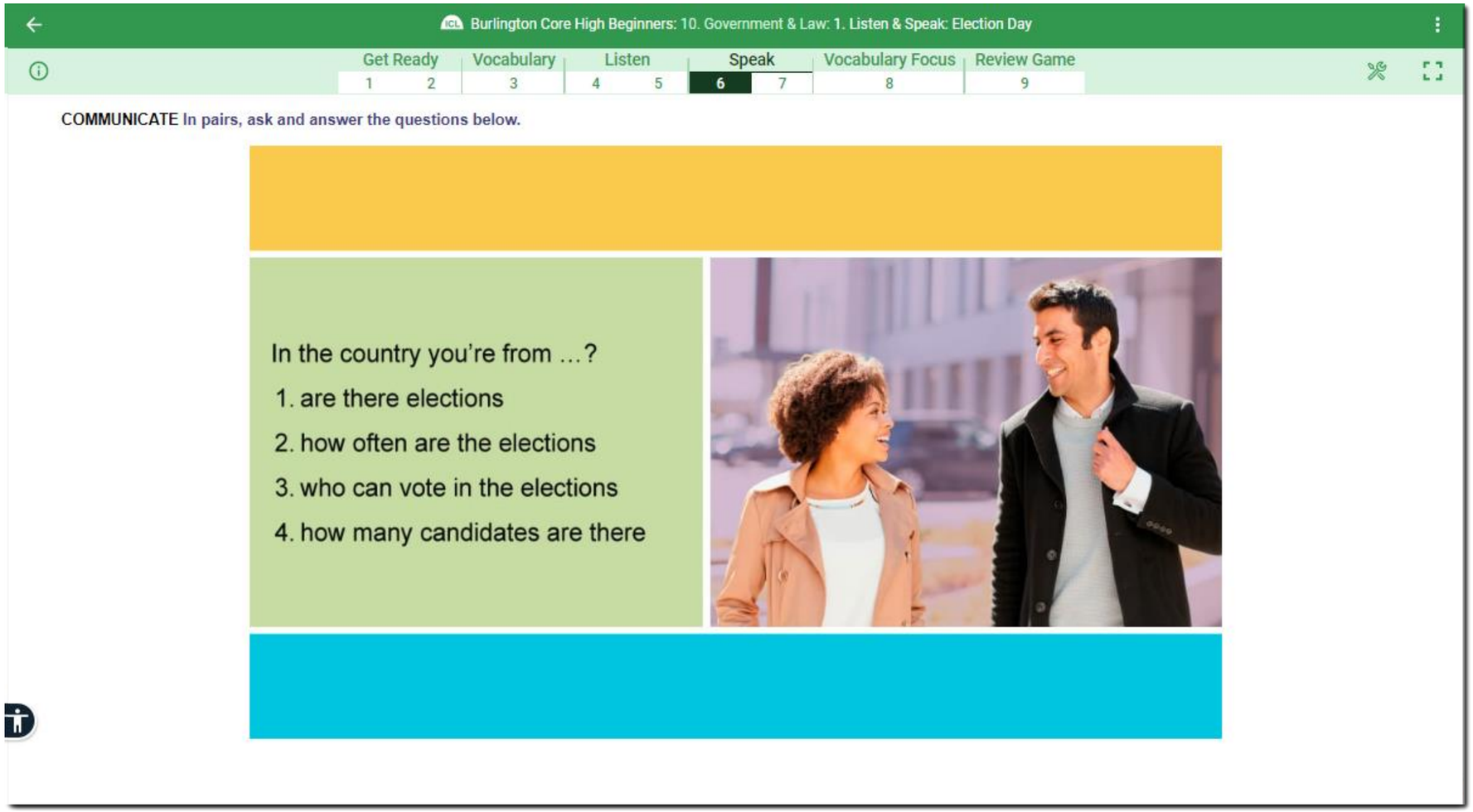
Integrate with Burlington Core - *Listen & Speak*



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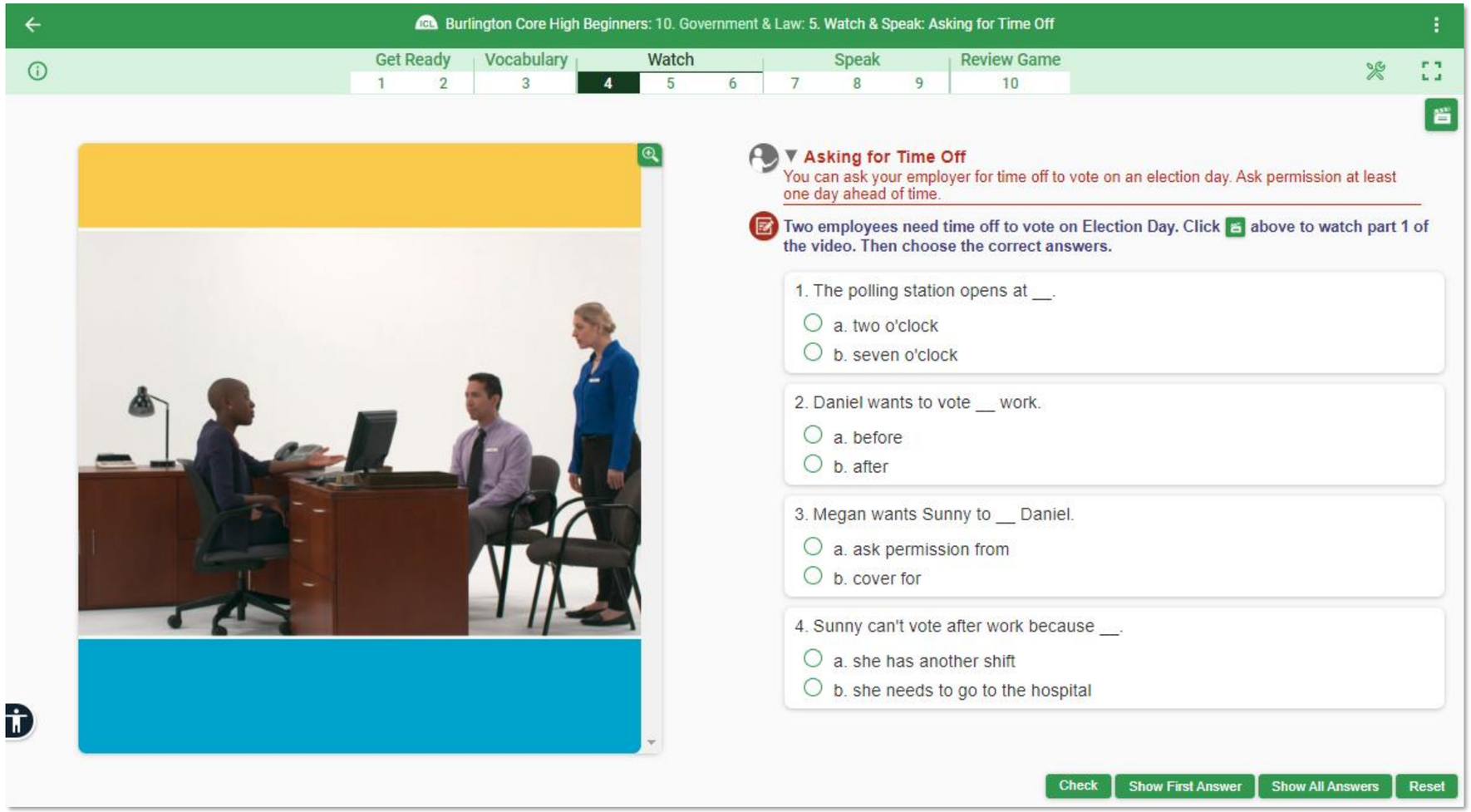
Integrate with Burlington Core - *Watch & Speak*



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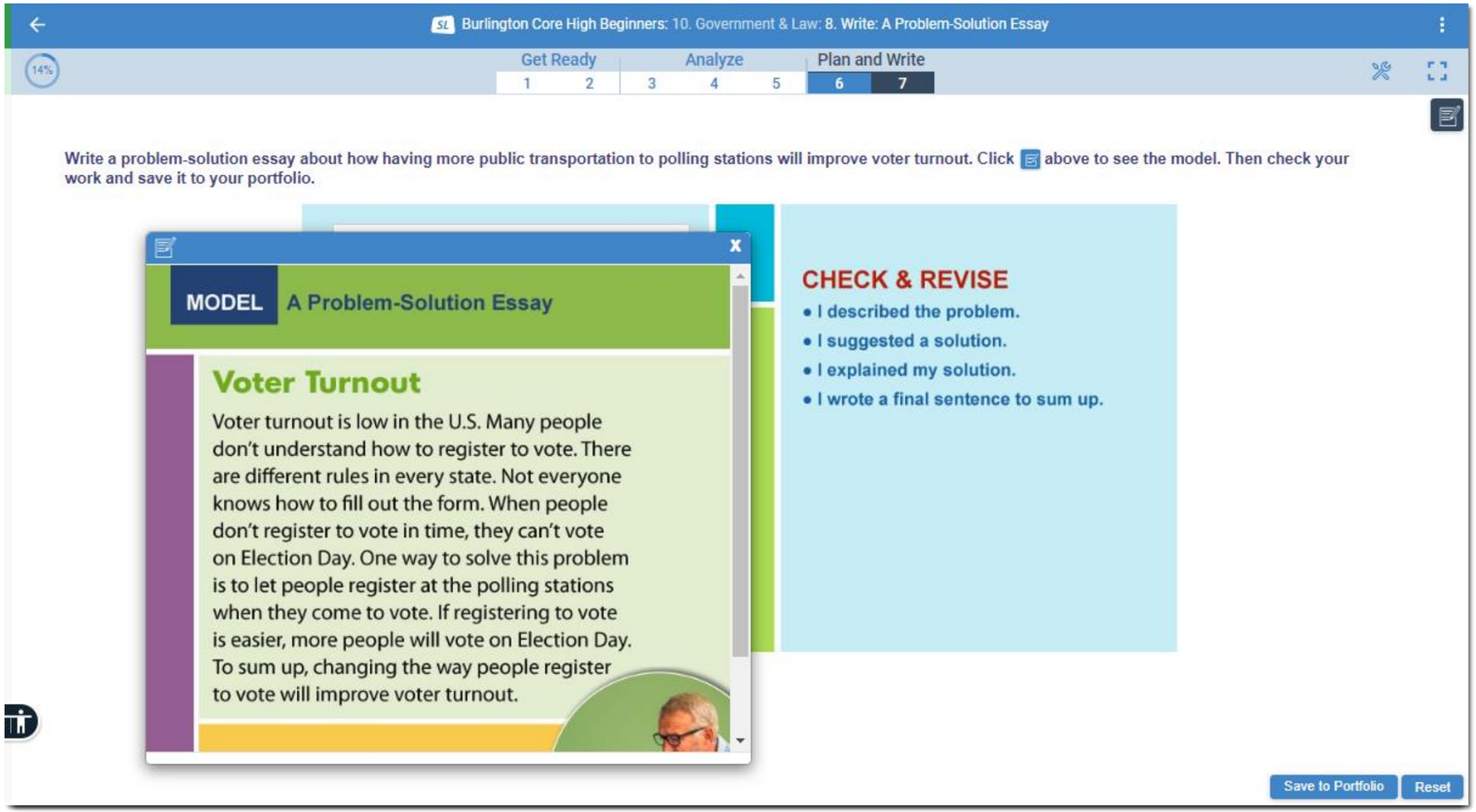
Integrate with Burlington Core - *Write*



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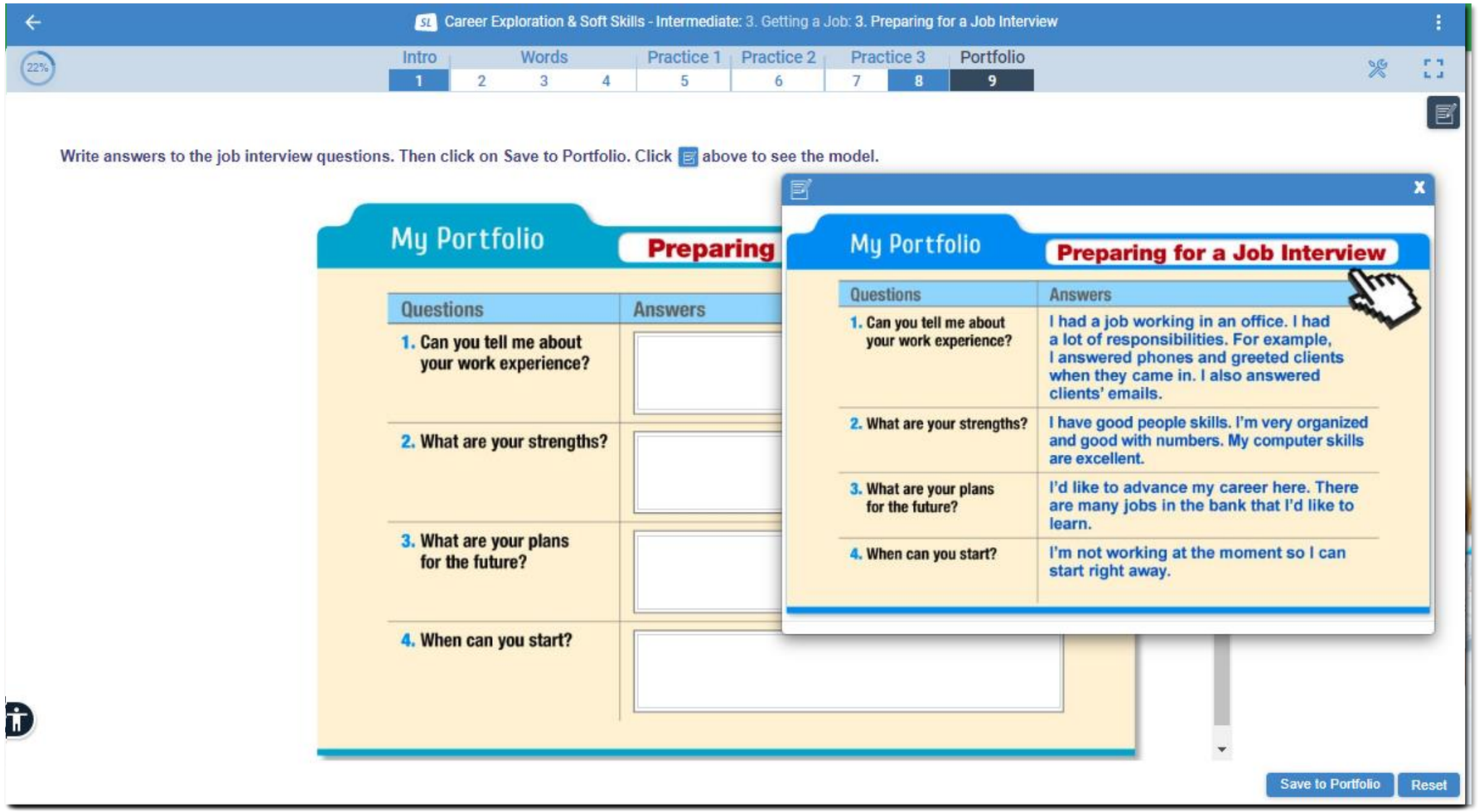
Integrate with Career Exploration & Soft Skills



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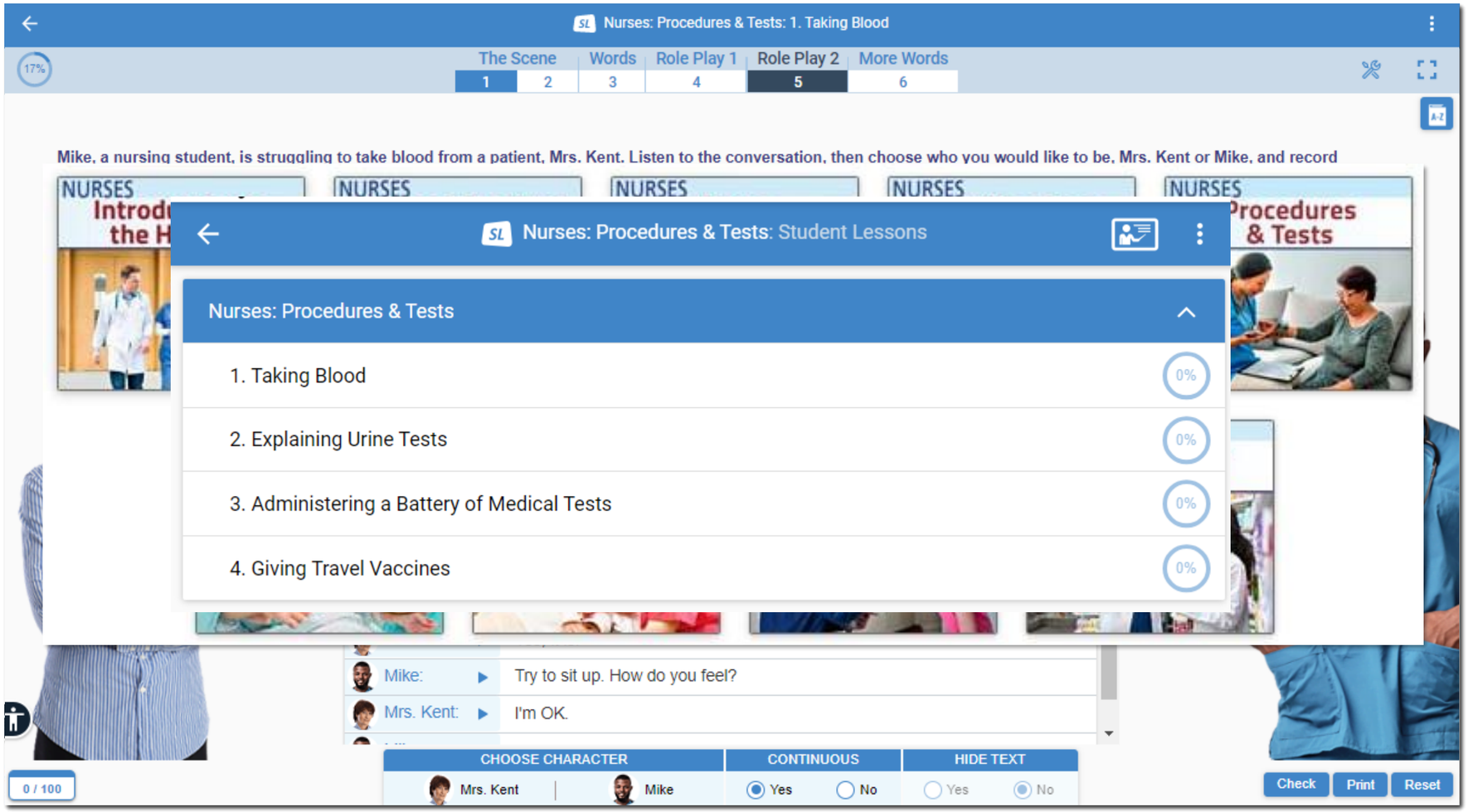
Integrate with English for Specific Careers



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Let's Review!

Q & A

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Thank you

Amelia Hessling (Boggess)
Sr. Customer Manager, Illinois
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Amelia.B@BurlingtonEnglish.com

IELCE Model 2

Mundelein H.S. District 120

Susan Feltz, Director of Adult Education
Mary Edly-Allen, Assistant to AE Director
Lisa Johnson, Assistant Director of AE
Eva Locke, Lake County Job Center Supervisor

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MUNDELEIN HIGH SCHOOL
ADULT EDUCATION

Integrated English Literacy Civics Education

IELCE

MHS Adult Education Federal IELCE funding supports the English Literacy and Civics Education Program with focus on the following:

- Workforce opportunities and/or post-secondary education
- English Language Acquisition
- IELCE competencies:
  - Community Resources
  - Democratic Process
  - School System
  - Health & Wellness
  - Housing
  - Employment
  - Consumer Economics

How are competency requirements met?

- **Field trips**
- **Guest speakers from local businesses and civic organizations**
- **Online programs aligned with the competencies**
  - BurlingtonEnglish EL Civics
  - BurlingtonEnglish Careers exploration and soft skills
- **Core curriculum**
- **Partnerships with the Job Center of Lake County & College of Lake County**
- **Educational partnerships with local businesses**

MHS Adult Education
FY23 IELCE Student Successes

Gained full time employment:

- Celia
- Manuel
- Ashyrbibi
- Iryna
- Aline
- Xinduolina
- Valeriia
- Asmaa
- Farida

Enrolled in post-secondary degree:

- Farida (CLC phlebotomy)

Partnership with College of Lake County

- College & Career navigator located at MHS
- Bridge to Careers Program offered at CLC
- Integrated Career and Academic Preparation System ICAPS offered at CLC

College Lake County™

The following 5 Bridges are offered at CLC:

- Administrative Management & Technology
- Computer Information Technology
- Early Childhood Education
- Manufacturing
- Healthcare

The following 11 ICAPS career and technical education fields are available at CLC:

- Phlebotomy Technician
- Certified Nurse Assisting
- Medical Office Assisting
- Administrative Office Management
- Automotive Technology
- Automotive Collision Repair
- Computer Information Technology
- Heating, Ventilation, Air Conditioning, Refrigeration Engineering Technology
- Welding and Fabrication Technology
- Precision Machining Technology

College of Lake County™

Job Center of Lake County
An Illinois workNet® Center

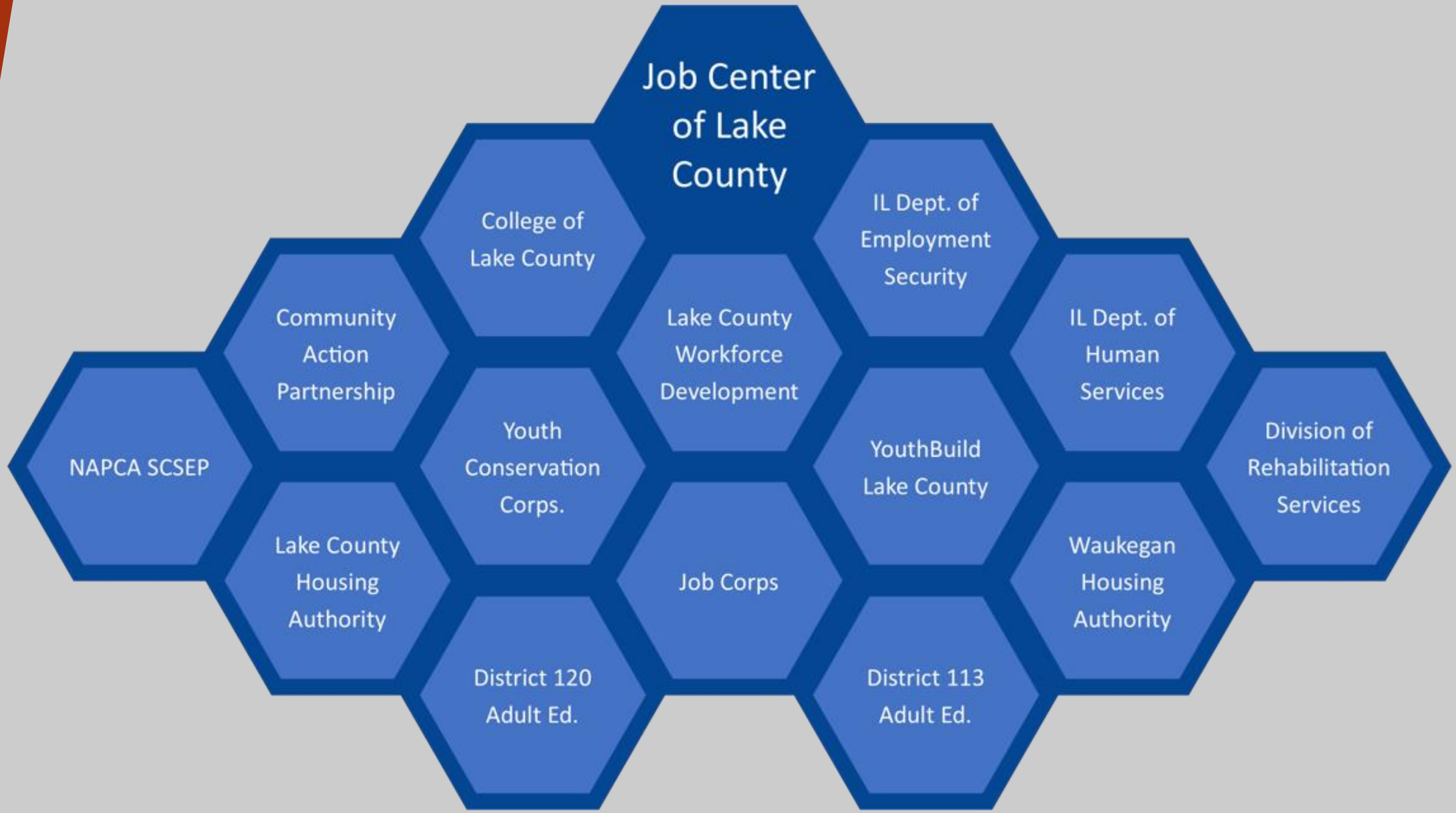
Partnership with CLC and the Job Center of Lake County allow for seamless transitions for our students to ICAPS, workforce and/or post-secondary education

Partnership with the Job Center of Lake County

Eva Locke is an instrumental collaborator with our program.

- Cross-Training
- Operations Committee
- Business Partner Integration
- Unify

Job Center of Lake County
An Illinois workNet® Center



Looking for the American Job Center in your area?
www.servicelocator.org

Unify referral page

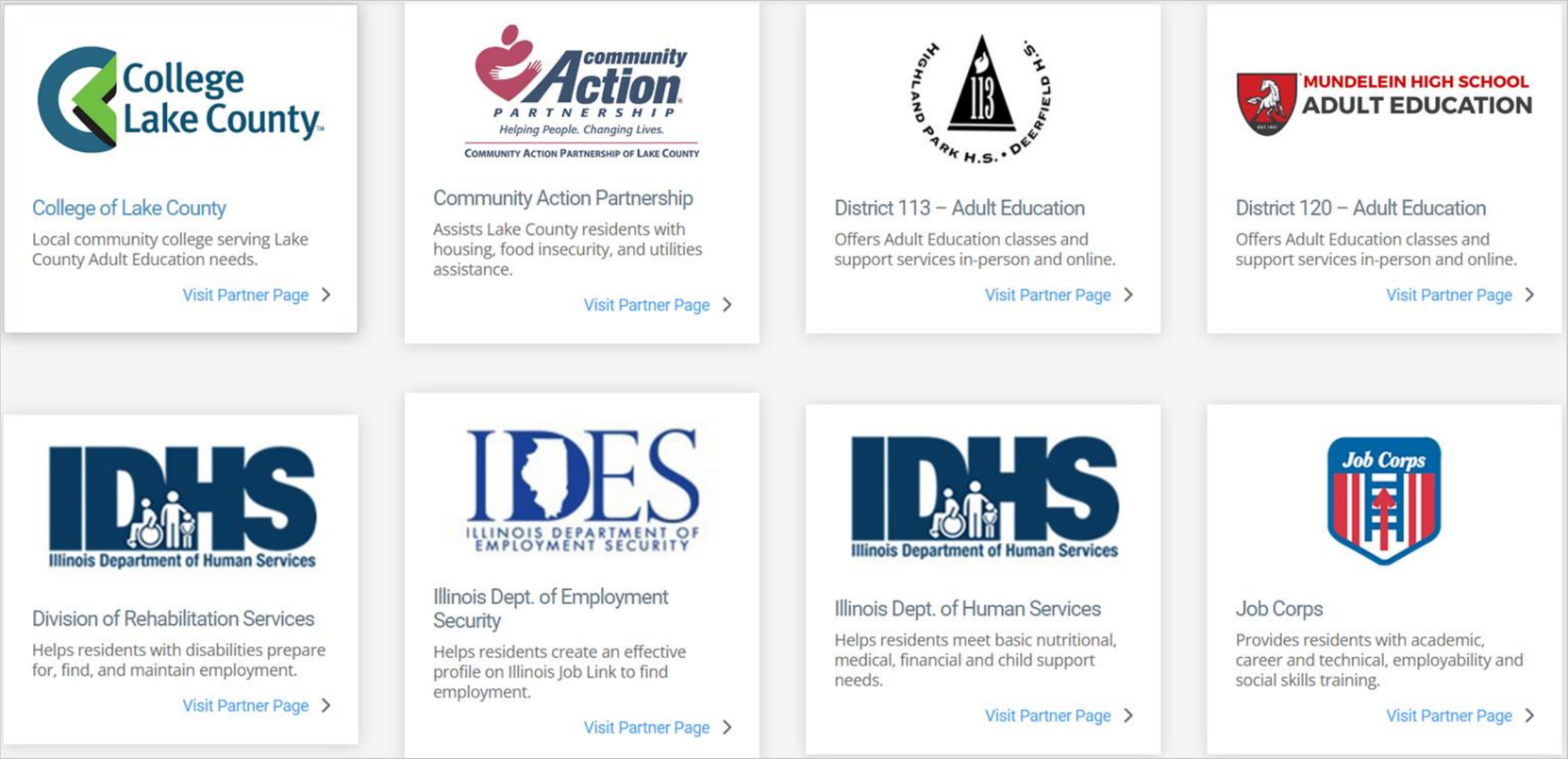
Launched in July 2021

Webpage used by frontline Job Center personnel to:

send referrals to each other

learn about the other Job Center partners

review archived material from previous cross-training events



Unify numbers

1600 referrals made between partners since July 2021.
120+ referrals made by adult education partners.
Examples:
asked her teacher how she might get food stamps as she is struggling financially now.
is interested in joining a GED class and studying in Spanish.
is a student from Ukraine who arrived during the summer of 2022. He has been studying English. . . is now actively looking for a job.
would like information regarding CNA classes and certification.
is looking for help in writing a resume. She is currently in an advanced ABE class.

270+ referrals made to adult education partners
Examples:
would like to take ESL classes.
is limited English speaking and interested in ESL and adult education.

One of our premier accomplishments in the past 2 years has been bringing our Adult Education program to local businesses.

Meat Processing and Protein Distribution Center

KILCOY
Global Foods

RUPRECHT
A DIVISION OF KILCOY GLOBAL FOODS

Power Equipment and Tools Manufacturer

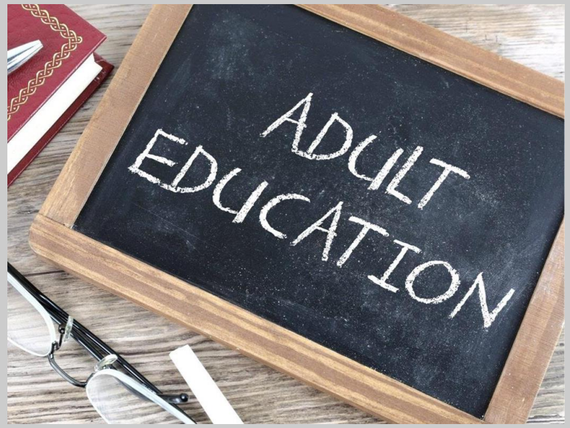
Retaining Rings and Wave Springs Producer

SMALLEY

Sheet Metal Fabrication

LARSEN
MANUFACTURING

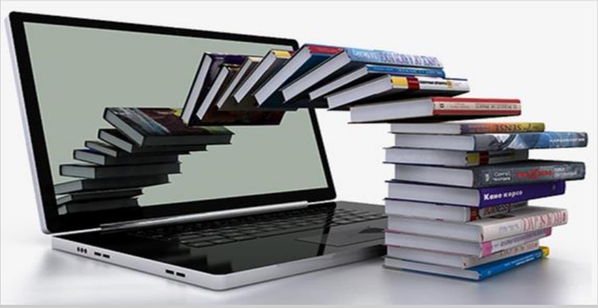
1. Identified students enrolled in MHS Adult ESL Beginning Literacy class working at local businesses



2. Contacted and met with HR representatives at Ruprecht

3. Introductions
Toured the plant facility.

4. Program Information
Provided a description of educational tools & materials



5. Discussed ways to incentivize employees

6. At the joint meeting, we presented core curriculum books, supplemental materials, class sites and schedules

Quote from Ryan Klatt, Ruprecht HR Director,
" So bottom line, what is this going to cost us?"

A watershed moment for the beginning of MHS Adult Education collaboration with Ruprecht

7. Decided a 2-hour session meeting twice a week on site was optimal

Ruprecht advertised class opportunity, designed and distributed a sign-up sheet

35 employees were tested; 14 were identified as beginning literacy students and selected to enroll in the class

Ruprecht offered a financial incentive to students who complete the course

Class met at the end of a work shift 2 days from 3:00 – 5:00PM

Near perfect attendance was achieved for 14 of 14 students

- 12 of 14 students achieved at least 1 NRS level gain
- 2 of 14 students increased their overall scale score

All students received financial compensation from Ruprecht presented by Steven Porter, COO of Ruprecht Company and a certificate of merit presented by Illinois Senator Adriene Johnson.

"Individuals who prioritize the time to learn English while living, working and raising a family in America have better opportunities for job training and therefore, an improved quality of life. The Mundelein High School Adult Education department is a blessing in our community, and this literacy program will continue to make a significant difference to immigrant families who call our area home."

- Senator Adriene Johnson (D-Buffalo Grove)

Contact Information

Susan Feltz sfeltz@d120.org
Lisa Johnson ljohnson@d120.org
Mary Edly-Allen mea@d120.org
Eva Locke elocke@lakecountyil.gov
Yasmin Patino ypatino@clcillinois.edu

IELCE Model 3

Trellus

Mandy Bozart Gearhart,
Adult Education and Literacy Manager
Joseph Do, Instructor and Mentor

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trellus

IELCE Institute

Chicago IELCE Provider

Presented By

Mandy Gearhart and Joseph Do

Trellus Adult Education

- Located in West Ridge on the far northside of Chicago
- Serve approx. 500 students annually
- 7 FT instructors, 3 PT instructors, 3 Admin (program asst., intake and data specialist, AE manager)
- Offer in-person, virtual, and hybrid courses year-round

Trellus Adult Education

- ESL Classes (AM and PM classes, Levels 0 - 5)
- Computer Classes (Basic, Intermediate, Advanced)
- Rights and Responsibilities of U.S. Citizens (2 cohorts)
- ECHO Program

BACK TO AGENDA

ECHO Program

Education

Early Childhood and Education Professionals ICAPS/IET

Computers

Google IT Support Certificate Course ICAPS/IET

Healthcare

Healthcare ESL Bridge Program

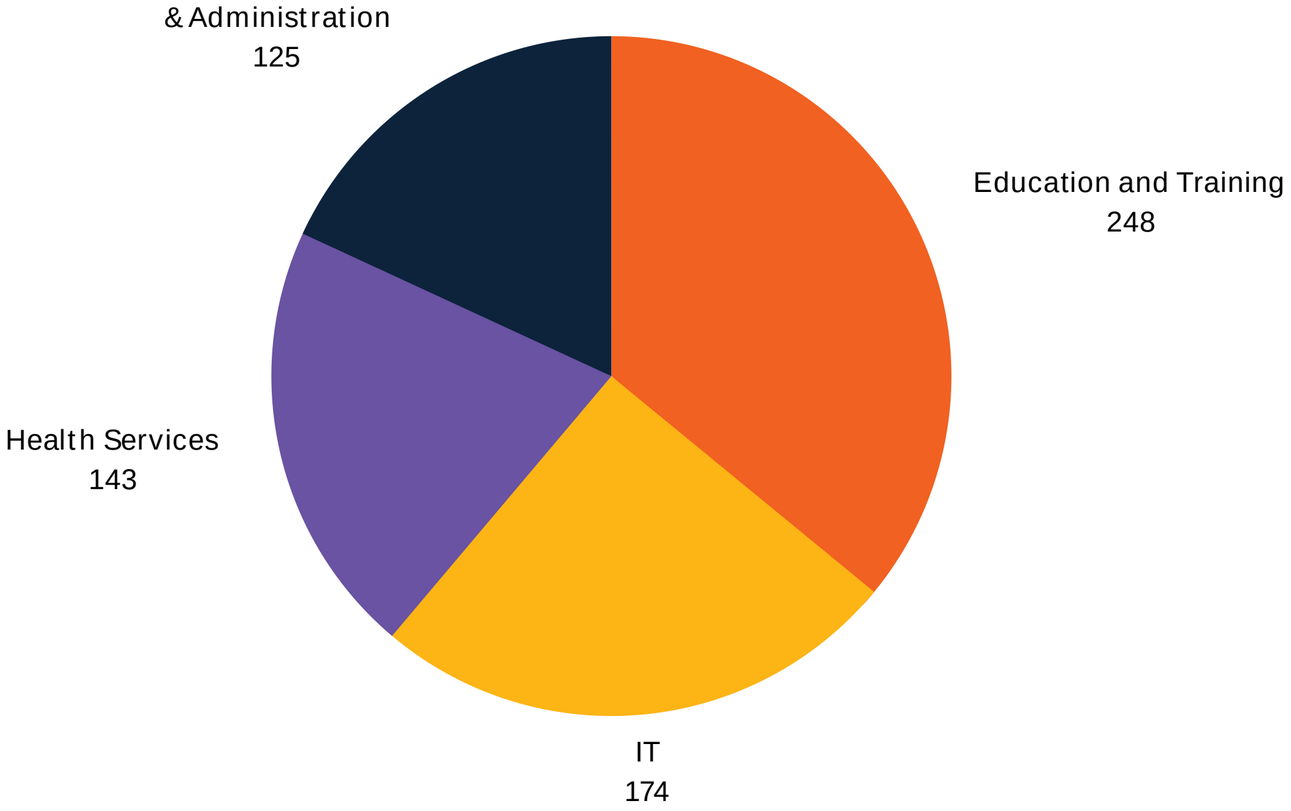
Office

Tech for Employment and Empowerment Bridge Program - designed to help students prepare for the modern office environment

Why these courses?

Student Interest

Career Pathways Selected on AE Registration Form 2020-2022



Community Data

State and Community Need + Growth

	Education	Healthcare	Professional
Illinois In-Demand Occupation	✓	✓	
West Ridge Top Industry	✓	✓	✓

Collaboration and Partners

Agency Support and Buy-In

- Leadership Team and Mission
- Workforce Department (Adult and Youth)
  - Financial (Braided Funding)
  - Referrals
  - Dual Enrollment Programs
- Passages Charter School
  - ECE
  - Family Literacy

trellus

Opportunities for life

Collaboration and Partners

External Partners

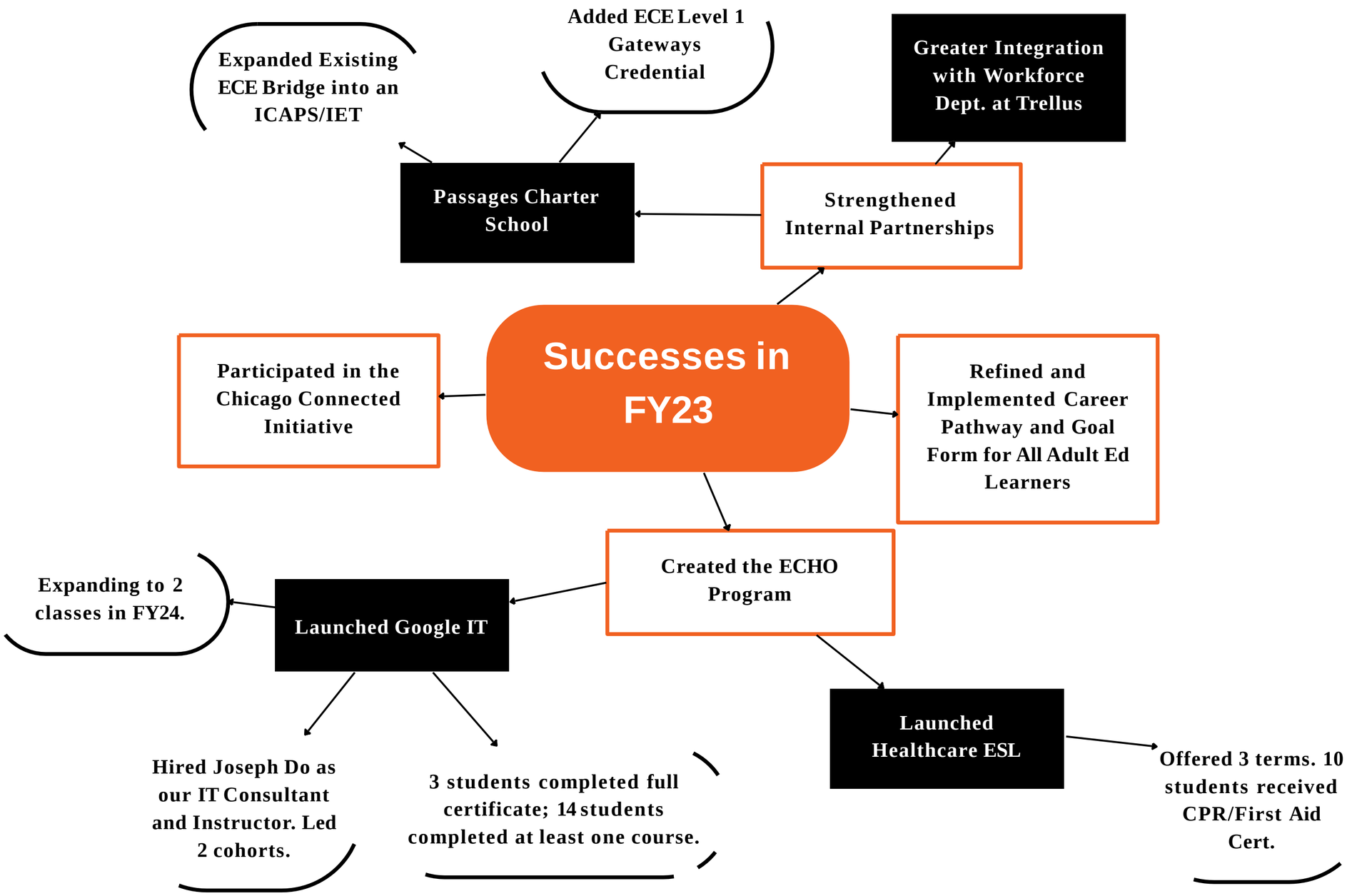
- Identify benefits to an employer partner
- Approach with clear ask, but be open to collaboration
- Importance of having an industry expert at the table

Collaboration and Partners

Google IT Support Certificate Program ICAPS/IET

IT Instructor and Mentor

Joseph Do


Successes in FY23
Passages Charter School
Expanded Existing ECE Bridge into an ICAPS/IET
Added ECE Level 1 Gateways Credential
Strengthened Internal Partnerships
Greater Integration with Workforce Dept. at Trellus
Participated in the Chicago Connected Initiative
Refined and Implemented Career Pathway and Goal Form for All Adult Ed Learners
Created the ECHO Program
Launched Google IT
Expanding to 2 classes in FY24.
Hired Joseph Do as our IT Consultant and Instructor. Led 2 cohorts.
3 students completed full certificate; 14 students completed at least one course.
Launched Healthcare ESL
Offered 3 terms. 10 students received CPR/First Aid Cert.

Student Success Story

"Nargiza"

Nargiza is from Kyrgyzstan. She was a student in the Winter 2023 Cohort of Google IT Support Certificate Program.

Student Success Story

"Alina"

Alina is from Romania. She attended three cohorts of Rights and Responsibilities of U.S. Citizens and Healthcare ESL classes in FY23.

Challenges in FY23

Ensuring courses worthwhile for the time and effort invested

Different groups, different goals

Funding & Braided Funding

Scheduling

IELCE Best Practices

Ideas that we have found to be helpful when implementing IELCE programming, and in Adult Education overall.

Selecting curriculum that incorporates civics (and has natural places to bring in competencies)	
	Staff training on tracking and recording competencies
Shared space for training materials, curriculum, tutorials, etc.	

Contact Info

Email

mbozart@mytrellus.org

Agency Website

www.mytrellus.org
www.mytrellusae.org

Contact

773-564-4963

trellus
Opportunities for life

Break

10 minutes

ICCB
ILLINOIS COMMUNITY COLLEGE BOARD

RTI / EARN Presenter:

Jessie Stadd, Project Director for the Enhancing Access for Refugees and New Americans Project

New Resources from the Department of Education to Support IELCE Implementation

Enhancing Access for Refugees and New Americans

August 8, 2023

Project Goal

Who	What	Why
• Adult education state staff • Local program staff • Integrated English Literacy and Civics Education (IELCE) instructors	• Resources and technical assistance (TA)	• To apply an immigrant integration and inclusion lens to support learners' linguistic, economic, and civic integration needs.

Enhancing Access for Refugees and New Americans

IELCE Immigrant Integration Framework

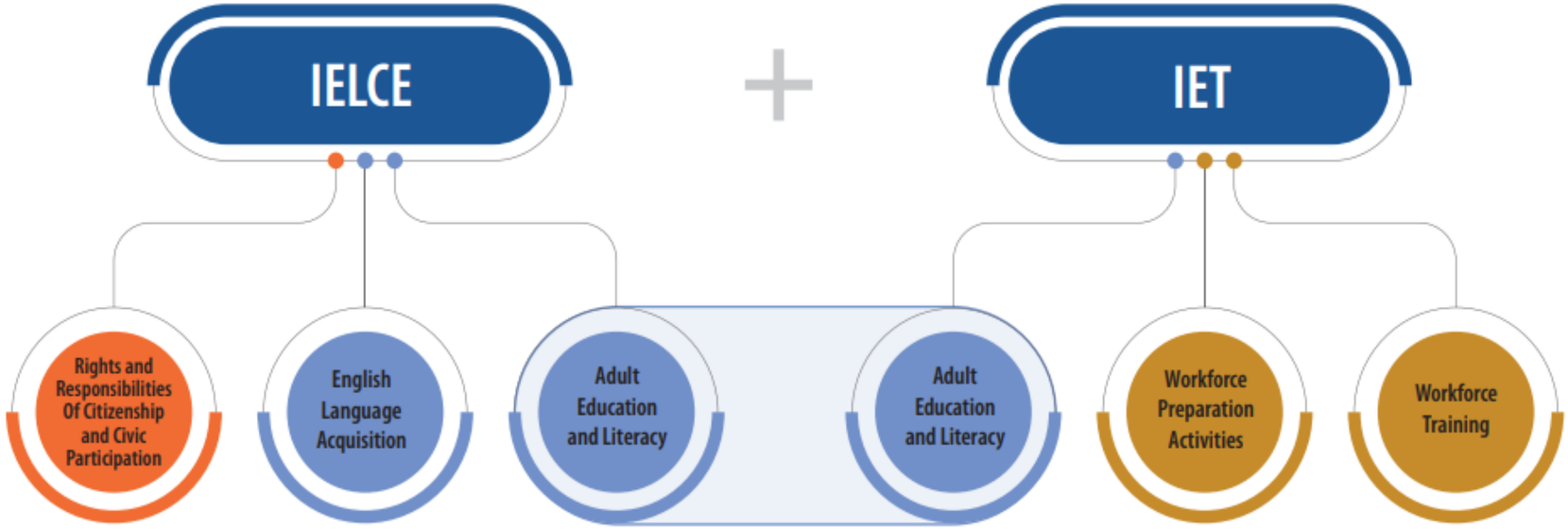
The IELCE/Immigrant Integration Framework illustrates how IELCE/IET efforts align with services and activities that further the linguistic, civic, and economic integration of immigrants.

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 run in combination with IET programs may be funded under Section 243 of Title II of WIOA.



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

Supporting English Learners

EARN resources that focus on supporting adult English learners

- Refugees
- Internationally-trained professionals (ITPs)
- Learners with emerging literacy

Enhancing Access for Refugees and New Americans

Serving ITPs 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

Supporting Program Design

EARN resources that support aspects of IELCE/IET program design

Enhancing Access for Refugees and New Americans

The Role of Navigators in IELCE/IET Career Pathways

Enhancing Access for Refugees and New Americans

SPOTLIGHT

The Role of Navigators in IELCE/IET Career Pathways

By Dani Scherer, World Education and Jessie Stadd, RTI International

Career navigators and advisors provide individualized and targeted supports that help learners navigate their education and training and result in improved outcomes.[1] These supports can help improve student persistence and completion, enabling adult learners to achieve their education and career goals.[2] Career navigators and advisors play a particularly important role in serving English learners (ELs) and immigrants, who benefit from additional aid navigating complex U.S. systems and accessing services to help support their integration into U.S. society. Navigators and advisors can guide ELs through identifying, participating in, and progressing along a career pathway that can include Integrated English Literacy and Civics Education (IELCE) and Integrated Education and Training (IET) components. In addition to working directly with ELs, navigators and advisors can also support elements of program design and implementation, especially by developing and maintaining collaborative partnerships.

The Enhancing Access for R
New Americans project aim
educators in developing and
quality IELCE/IET programm
with an immigrant integrati

Enhancing Access Spotlight
aspects of IELCE/IET implem

Navigator Support A
IELCE/IET Pathway

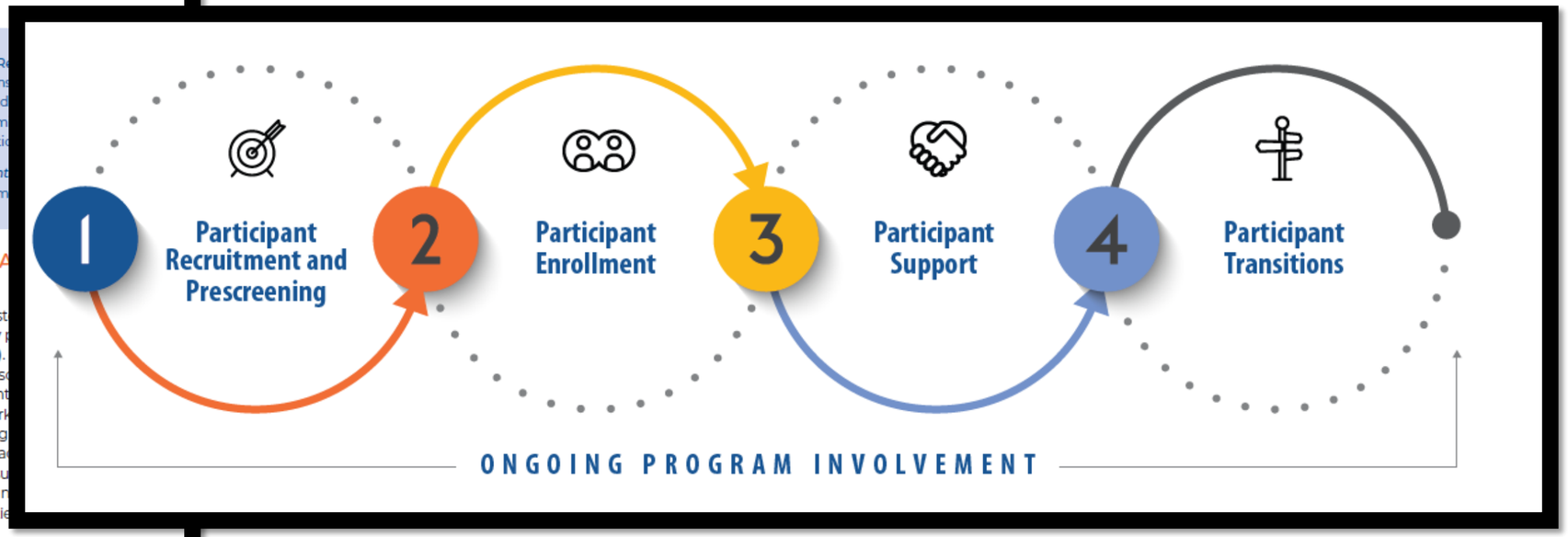
Navigators provide a consist
contact for learners as they
a career pathway (Exhibit 1).
navigation can include pers
and up-to-date and relevant
based on current labor mar
opportunities. The following
potential touchpoints and a
navigators may take to ensu
receiving the support they n
engage in IELCE/IET activiti
pathway.

This product was developed by RTI International under Contract GS00F364CA/91990021F0348 with funding from the U.S. Department of Education. The opinions expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred.

The resource was reviewed by Leticia Farrera, a navigator with Austin Community College.

[1]Borradaile, Kelley, Alina Martinez, and Peter Schochet. 2021. *Adult Education Strategies: Identifying and Building Evidence of Effectiveness* (NCEE 2021-007). Washington, DC: U.S. Department of Education, Institute of Education Sciences. https://ies.ed.gov/ncee/pubs/2021007/pdf/2021007.pdf

[2]Workforce Strategies Initiative. 2014. *A Resource Guide for College/Career Navigators or Those Interested in Starting a Navigator Program*. Washington, DC: The Aspen Institute. https://www.aspeninstitute.org/wp-content/uploads/2017/05/Annotated-Bibliography-Of-Resources-For-Navigators.pdf



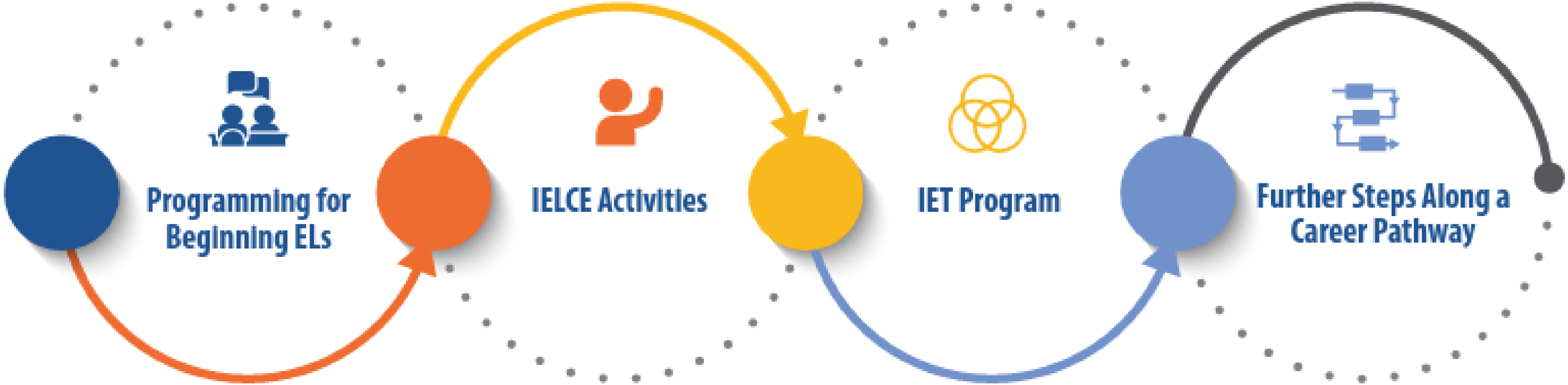
Enhancing Access for Refugees and New Americans

Immigrant Integration Webinar Series

- **Supporting the Economic Integration of English Learners**
  Strategically supporting the economic integration of English learners can occur in a variety of ways. This webinar will highlight state-level funding strategies for encouraging partnerships between IELCE providers, the workforce system, and employers and working with employers to provide workplace literacy programs.
  August 9, 2023 | 1-2pm CT
- **Supporting, Measuring, and Implementing Civic Integration**
  Civic integration, or civic readiness, is a broad category of concepts and skills that help immigrants integrate into U.S. society and their local communities. This webinar will focus on strategies states and programs can undertake to support civic readiness, including ways to guide and measure civics learning.
  August 14, 2023 |1-2pm CT
- **Supporting Linguistic Integration through Multilingual Approaches**
  Using multilingual approaches in English language instruction can help accelerate English learners' progress towards English proficiency and linguistic integration. This webinar will highlight program level actions that can support multilingual approaches for the purposes of accelerating linguistic integration.
  August 22, 2023 | 3-4pm CT

Transitions

EARN resources that support preparing learners for the next steps in education, workforce training, and citizenship.



- 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

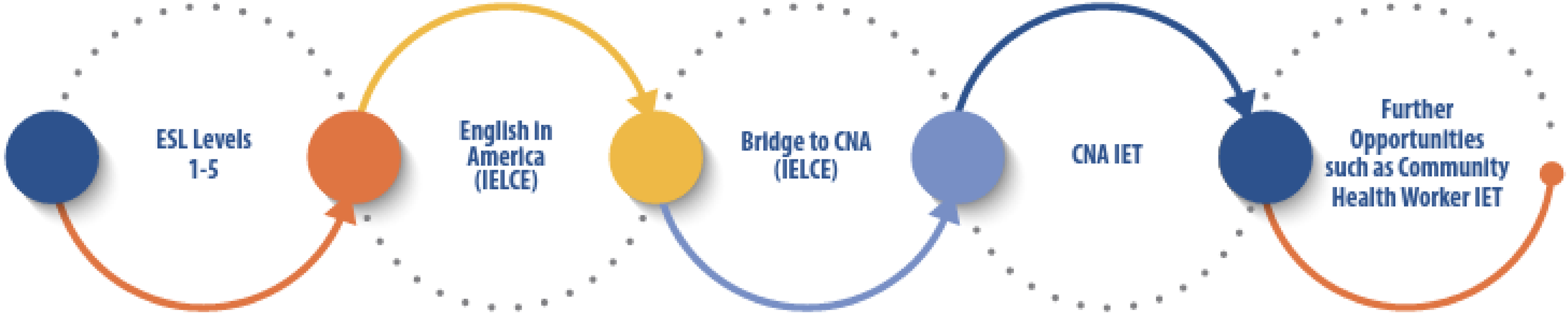
Optional Components:

- 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

- 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.

Prince George's Community College IELCE/IET Health Care Career Pathway



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.

Stay Connected!

- Join the distribution list!
- Email EARN@rti.org
- Visit the project webpage on LINCS: https://lincs.ed.gov/state-resources/federal-initiatives/refugeesandnewamericans

Adult Learning Resource Center Presenters:

Catherine Porter, Professional Development Specialist and Certified CASAS Trainer
Laurie Martin, Professional Development Specialist

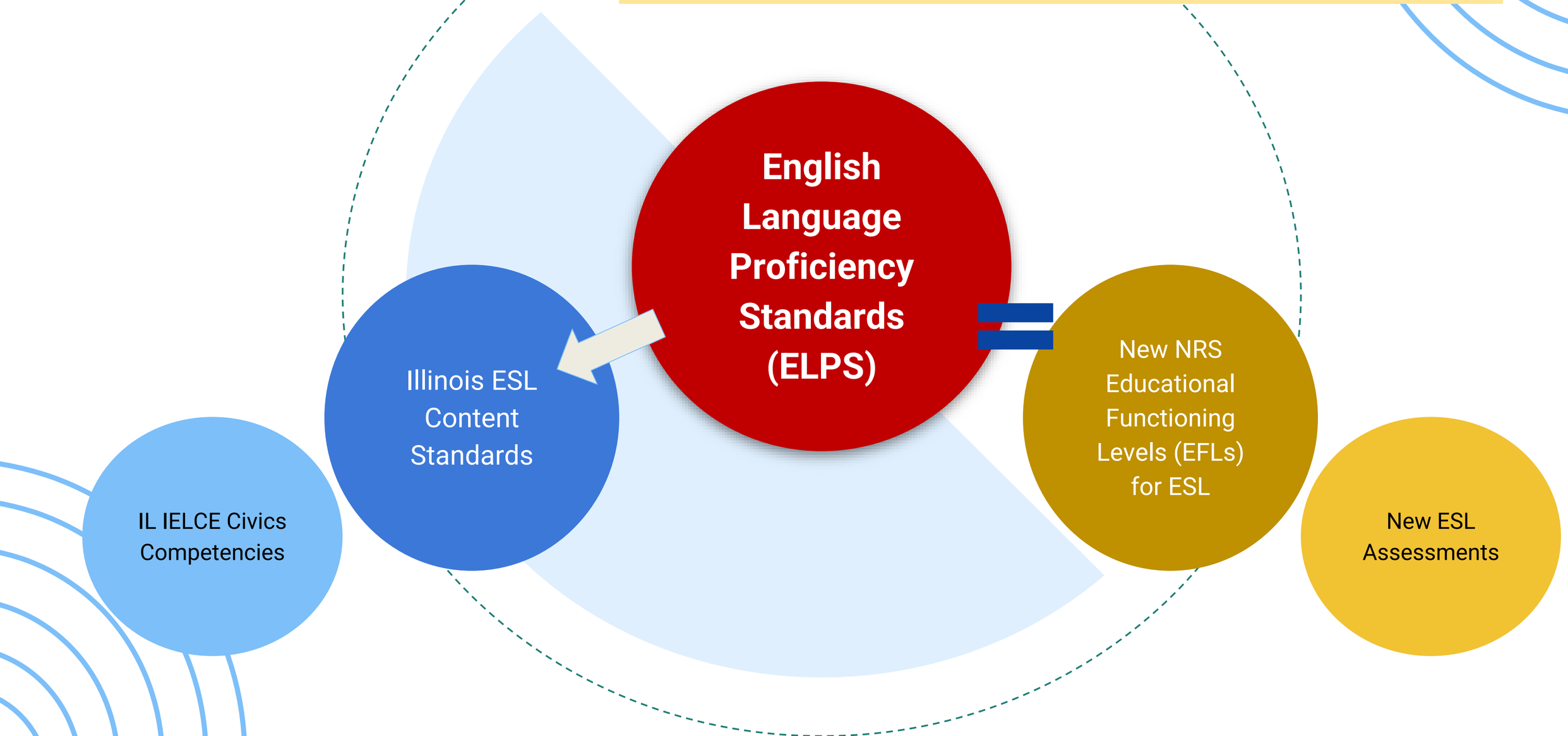
ESL Standards, Assessments, & IELCE Civics: What’s the Connection?

Laurie Martin lmartin@cntrmail.org
Catherine Porter cporter@cntrmail.org
Adult Learning Resource Center

IELCE Institute, August 8, 2023

Where it all begins!

The ELPS were developed through the OCTAE Project *Preparing Adult English Language Learners for Rigorous College and Career Readiness Standards*, 2015-2018



ESL Standards & Assessments in Illinois

2016

ELP Standards

OCTAE releases the English Language Proficiency (ELP) Standards

2017

IL ESL Content Standards

IL ESL Content Standards are expanded to include the ELP Standards

2017

ESPI Training

ESL Standards Proficient Instructor Training opens.

700+ ESL instructors trained to date

FY24

New ESL Tests

NRS approves new ESL assessments, aligned to new Educational Functioning Levels for ESL

Wording of the new EFL descriptors is directly from the ELP Standards

FY25

IL Uses New Tests

July 1, 2024 - Illinois programs begin using new ESL assessments

New NRS Educational Functioning Levels (EFLs) for ESL

Wording of the new EFLs comes directly from the ELP Standards

EXAMPLE: Low Intermediate ESL (NRS Level 4)

Interpretive: The ability to process, understand, interpret and/or engage with level-appropriate literary and informational written and spoken text to construct meaning (1, 6, 8)

ELLs ready to exit the Low Intermediate ESL Level are able to determine a central idea or theme in oral presentations and spoken and written texts, retell key details, answer questions about key details, explain how the theme is developed by specific details in texts, and summarize part of a text using a developing set of strategies.

ELLs ready to exit this level are able to, with support, explain the reasons an author or a speaker gives to support a claim and identify one or two reasons an author or a speaker gives to support the main point.

ELP Standards

ELP Standard 1 for the Low Intermediate ESL Level

By the end of English language proficiency level 3, an ELL can…
use a developing set of strategies to:

- determine a central idea or theme in oral presentations and spoken and written texts
- retell key details
- answer questions about key details
- explain how the theme is developed by specific details in texts
- summarize part of a text.

The IL ESL Content Standards contain ALL of the ELP Standards

New NRS Educational Functioning Levels (EFLs) for ESL

Wording of the new EFLs comes directly from the ELP Standards

ELP Standards

EXAMPLE: Low Intermediate ESL (NRS Level 4)

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ELLs ready to exit this level are able to, with support, explain the reasons an author or a speaker gives to support a claim and identify one or two reasons an author or a speaker gives to support the main point.

ELP Standard 6 for the Low Intermediate ESL Level

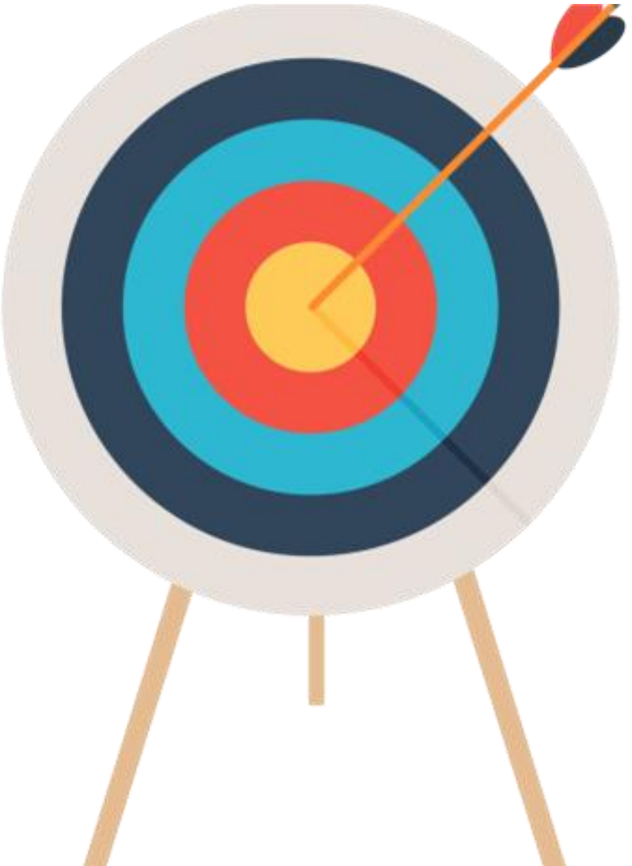
By the end of English language proficiency level 3, an ELL can…with support:

- explain the reasons an author or a speaker gives to support a claim
- identify one or two reasons an author or a speaker gives to support the main point.

The IL ESL Content Standards contain ALL of the ELP Standards

Concerned about the new FY25 ESL tests?

What you can do NOW!



Strategy 1

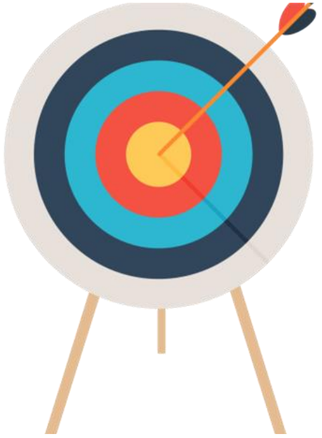
Ensure ESL instructors complete ESL Standards Proficient Instructor (ESPI) Training

Training Goal

- Understand the English Language Proficiency Standards in the IL ESL Content Standards
- Apply the standards to ESL instruction

3 Cohorts in FY 24

- Oct 13 & 20 (Application opens Aug 29)



Applications are announced in the ***PDN Pulse*** Tuesday emails.

Subscribe at https://rebrand.ly/pdnlist

Strategy 2

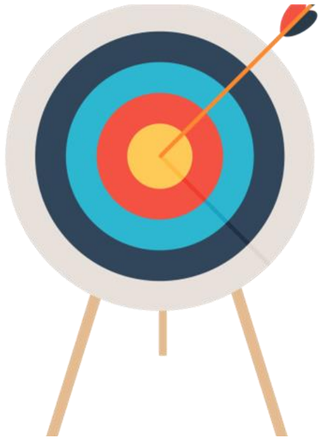
Encourage ESPI-credentialed instructors to take ESL Specialist Training

Training Goal

- Take a deeper dive into the English Language Proficiency Standards and the TESOL Six Principles for Exemplary Teaching of English Learners
- Apply the standards and principles to ESL instruction

<u>2 Cohorts for FY 24</u>

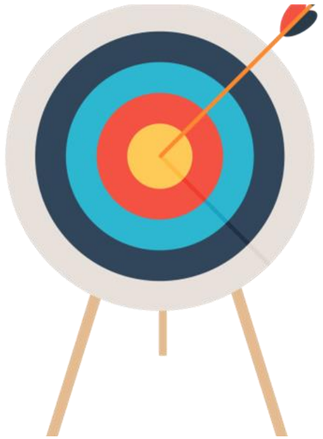
- Fall
- Spring



Strategy 3

Draw on the expertise of your program's ESL Master Teachers

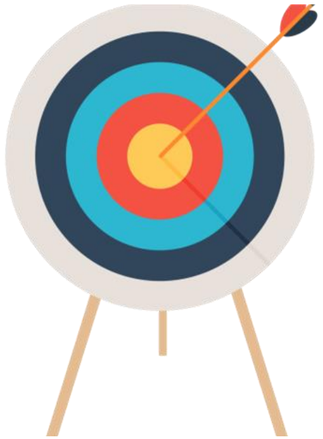
- 41 current participants
- Familiar with new NRS EFLs
- Trained to assess curricula materials for alignment with ELP Standards



Strategy 4

Ensure your program has a curriculum aligned with the ELP Standards

- Stand Out
- Future
- Step Forward
- Ventures
- Burlington English
- Other



Illinois IELCE Civics Competencies
and the
IL ESL Content Standards

Illinois IELCE Civics Competencies

70 Competencies

7 Categories

- The Democratic Process
- Community Resources
- The U.S. School System
- Health & Wellness
- Housing
- Employment
- Consumer Economics

Where's the list?

Excellence in Adult Education
excellenceinadulted.org

https://excellenceinadulted.org/esl-and-ielce-information

Students enrolled in IELCE instruction are required to complete **two** civics competencies per **15 hours** of attendance.

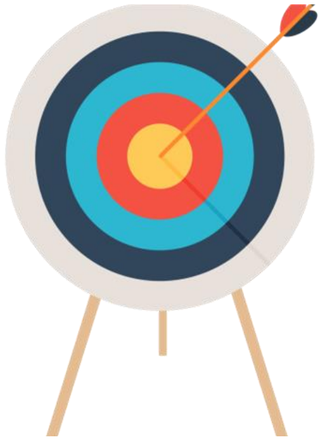
-ICCB FY24 Adult Education & Literacy Provider Manual

One More Strategy!

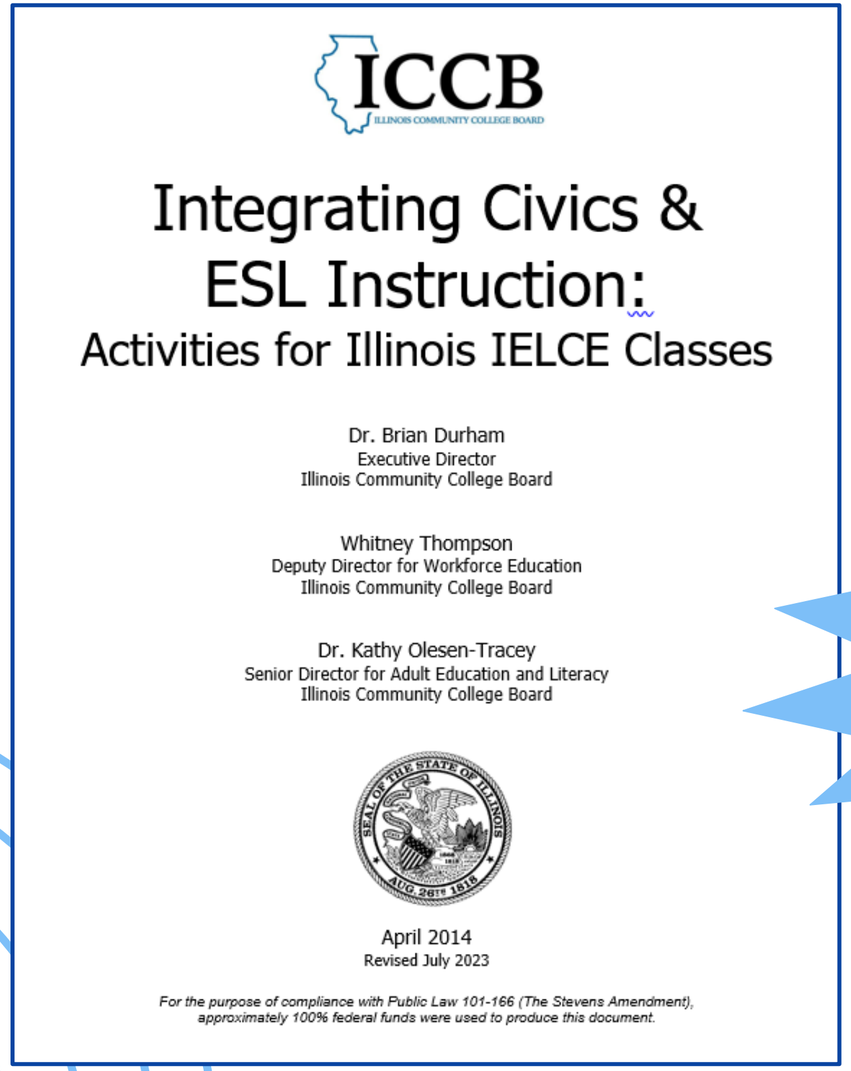
Ensure IELCE ESL instructors are trained to integrate the IELCE Civics Competencies and ESL instruction

iLEARN Courses for IELCE ESL Instructors

- Overview of the IL IELCE Civics Competencies (2 hrs)
- Activities for IL IELCE Classes (1 hr)



Integrating Civics & ESL Instruction: Activities for Illinois IELCE Classes



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Integrating Civics & ESL Instruction:
Activities for Illinois IELCE Classes

Dr. Brian Durham
Executive Director
Illinois Community College Board

Whitney Thompson
Deputy Director for Workforce Education
Illinois Community College Board

Dr. Kathy Olesen-Tracey
Senior Director for Adult Education and Literacy
Illinois Community College Board

April 2014
Revised July 2023

For the purpose of compliance with Public Law 101-166 (The Stevens Amendment), approximately 100% federal funds were used to produce this document.

Formerly called
The EL/Civics Classroom Activity List

Updated for 2023!

Downloadable resource & iLEARN course!

24 IELCE Civics Competencies!

3 Levels!

The Democratic Process (DP)

DP4: Identify the titles of executive leaders of national, state, and local government.

High Beginning (NRS 3)	Intermediate (NRS 4-5)	Advanced (NRS 6)
Classroom Activities: Students are introduced to the titles and names of the President, Vice-President, Governor, and local chief executive (e.g., mayor). Students are shown photos of these leaders and/or visuals that provide a geographic context (e.g., an illustration of the state and the name of the state capital will help students understand that a governor is the head of the state). Students read short descriptions of leaders' roles.	***Classroom Activities:*** In addition to the activities for the High Beginning level, students are introduced to the roles and responsibilities of the executive leaders. Students could also compare the government leadership in the U.S. with that of their native country.	***Classroom Activities:*** Students explore in more depth the roles and actions of executive leaders. Students read current articles or research information about these leaders. The class may discuss current events in which executive leaders are involved or study a historic event where executive leaders played important roles.
To demonstrate the competency: Students match executive leaders to descriptions of their roles or create a simple diagram of leaders and title/role to share with classmates.	***To demonstrate the competency:*** Students create a chart of leaders and responsibilities in the U.S. or create an infographic to compare government leadership in the U.S. and their native country.	***To demonstrate the competency:*** Students develop and present short oral reports about one or more executive leaders. Alternatively, students write a brief report about one or more executive leaders.
Resources: *Community Connections*, Pictures for Vocabulary Development, pp. 5-7; Action Research Activity: Elected Leaders Chart, p. 48 Photos of government leaders accessed from the Internet (printed or displayed) *Step Forward 2* (2nd edition), Unit 10: Steps to Citizenship	***Resources:*** *Community Connections*, Reading Passage 2, pp. 39-40; Pair Activity: Understanding State & Local Government, p. 5 VoteSmart.org Illinois State Board of Elections website Local municipality websites	***Resources:*** The American Presidency Project Whitehouse.gov National Governors' Association Powers and Authority webpage

High Beginning (NRS 3)

***Classroom Activities*:**

Students are introduced to the titles and names of the President, Vice-President, Governor, and local chief executive (e.g., mayor).

Students are shown photos of these leaders and/or visuals that provide a geographic context (e.g., an illustration of the state and the name of the state capital will help students understand that a governor is the head of the state). Students read short descriptions of leaders' roles.

To demonstrate the competency:

Students match executive leaders to descriptions of their roles or create a simple diagram of leaders and title/role to share with classmates.

ELP Standards in this Activity:

ELPS 2

- Participate in short conversations and written exchanges about familiar topics and texts.
- Present information and ideas.

ELPS 3

- Deliver short oral presentations about familiar texts, topics or events.
- Compose simple written narratives or informational texts about familiar texts.

ELPS 5

- Gather information from provided print and digital sources.
- Record information in simple notes.

ELPS 8

- Determine the meaning of frequently occurring words, phrases, and expressions…

ELPS 9

- Introduce an informational topic.
- Provide one or two facts about the topic.

Intermediate (NRS 4-5)
***Classroom Activities*:** In addition to the activities for the High Beginning level, students are introduced to the roles and responsibilities of the executive leaders. Students could also compare the government leadership in the U.S. with that of their native country.
To demonstrate the competency: Students create a chart of leaders and responsibilities in the U.S. or create an infographic to compare government leadership in the U.S. and their native country.

ELP Standards in this Activity

ELPS 2

- Participate in conversations, discussions & written exchanges.
- Build on the ideas of others.
- Ask and answer relevant questions.
- Add relevant information and evidence.

ELPS 3

- Compose written information texts about familiar texts, topics or events.
- Develop the topic with a few details.

ELPS 5

- Carry out short research projects to answer a question.
- Gather information from multiple provided print and digital sources.
- Paraphrase key information in a short written or oral report.

Advanced (NRS 6)
***Classroom Activities*:** Students explore in more depth the roles and actions of executive leaders. Students read current articles or research information about these leaders. The class may discuss current events in which executive leaders are involved or study a historic event where executive leaders played important roles.
To demonstrate the competency: Students develop and present short oral reports about one or more executive leaders. Alternatively, students write a brief report about one or more executive leaders.

ELP Standards in this Activity

ELPS 2

- Participate in conversations, extended discussions, and written exchanges…
- Refer to specific and relevant evidence from texts or research to support his or her ideas.

ELPS 3

- Deliver oral presentations
- Compose written informational texts

ELPS 5

- Carry out both short and sustained research projects to answer a question or solve a problem..
- Gather information from multiple print and digital sources.
- Synthesize information from multiple print and digital sources.
- Analyze and integrate information into clearly organized spoken and written texts.

ELPS 7

- Use a wide variety of complex general academic and content-specific words and phrases.

ELPS 9

- Introduce and effectively develop an informational topic with facts details, and evidence.

Laurie Martin lmartin@cntrmail.org
Catherine Porter cporter@cntrmail.org

Adult Learning Resource Center

Handouts From Today:

Updated IELCE Toolkit

Asset Based IELCE Partner Planning Worksheet

IELCE Workplan

SIPDC

BurlingtonEnglish

Mundelein HS District 120, Trellus, Black Hawk College

EARN

ALRC

Next Steps

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Resources for IL IELCE Programs:

Illinois IELCE Tool Kit

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

ICAPS Resources:
https://www.icapsillinois.com/

IELCE Resources for Teachers and Administrators:
https://alrc.thecenterweb.org/our-programs/esl-ielce/ielce/

EARN – Enhancing Access for Refugees and New Americans from the Literacy Information and Communication System (LINCS), an OCTAE Leadership Initiative:
https://lincs.ed.gov/state-resources/federal-initiatives/refugeesandnewamericans

Instructional Resources to Support IELCE Instruction found on LINCS EARN site:
https://lincs.ed.gov/sites/default/files/EARNOnlineInstructionRes.pdf

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Websites:

www.iccb.org
https://excellenceinadulted.org/esl-and-ielce-information
https://excellenceinadulted.org/lesson-bank
https://excellenceinadulted.org/resources/assessment-hub

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We would like your feedback!

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Special Thanks to:

Kathy Olesen-Tracey, Sarah Goldammer, Tara Schwab, Erin Vobornik, Linda Zimmermann, our Sponsor BurlingtonEnglish, Amelia Hessling, our Host Heartland Community College, Khrystyna Sanborn, OCTAE's Domminick McParland, ICCB's Deputy Executive Director Jennifer Foster, Catherine Porter, Laurie Martin, Todd Jorn, Jessie Stadd, Mundelein HS 120 Staff, Trellus, Black Hawk College, and editing by Jim Flaherty and Ben Greer.

*Credits include: template created by Slidesgo and infographics by Freepik.

Please reach out with any questions to:

Britt Garton Pisto, Director for IELCE
britt.pisto@illinois.gov
312-814-8972
www.iccb.org

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