



BUILDING OPPORTUNITIES

THROUGH INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION

Supporting Successful WIOA Implementation



Building Opportunities through Integrated English Literacy and Civics Education

IELCE SELF-ASSESSMENT TOOL



For the U.S. Department of Education
Office of Career, Technical, and Adult
Education (OCTAE) Division of Adult
Education and Literacy (DAEL)

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Introduction

Building Opportunities through Integrated English Literacy and Civics Education (IELCE) Background

The IELCE program (Section 243 of the [Workforce Innovation and Opportunity Act](#) [WIOA]) provides a unique opportunity to serve a sub-population of the [estimated over 43 million](#) foreign-born people living in the U.S. as of 2016 who are in need of linguistic, civic, and economic integration. As part of the [Building Opportunities through Integrated English Literacy and Civics Education](#) project, the U.S. Department of Education's Office of Career, Technical, and Adult Education (OCTAE) contracted with the Manhattan Strategy Group to develop this IELCE Self-Assessment Tool that may be useful in the development or review of an IELCE program.

As defined under WIOA, an IELCE program provides education services to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enable 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.

IELCE programs supported by Section 243 funding must be delivered in combination with Integrated Education and Training (IET). Regulations regarding an IELCE program funded under Section 243 have been codified and published in the Federal Register: [34 CFR, Part 463](#).

Purpose of the IELCE Self-Assessment Tool

This IELCE Self-Assessment Tool is developed for IELCE program providers to use as a programmatic review and reflection resource. It is our intention that this tool will also, subsequently be useful and utilized by the greater community of stakeholders in their implementation of IELCE programming. Completing the tool will provide you with a systematic review of your Section 243 IELCE programming as it relates to law and regulations and other programmatic content.

In addition to this important review and assessment purpose, the tool has several potential uses at the state and local IELCE program provider levels. Some of these uses could include employing the tool: (a) as an observation or self-assessment instrument, (b) as a request for proposal (RFP) model, (c) for determining professional development needs, (d) for explaining the program design to partners/stakeholders, (e) for teamwork and IELCE planning and professional development efforts among states and their providers, and (f) for setting goals within program components.

Description of the Self-Assessment Tool

The first two sections of the tool, items 1–6 and 7–11, seek your perspectives and reflections on your local IELCE program implementation, including how your program provides IELCE services in combination with IET. The first section underscores required components of an IET—a combined requirement for IELCE programs funded under Title II Section 243 funds—while the second section focuses on other required components of the IELCE program. The assessment items in each section highlight compliance issues noted in law and regulations. Law and regulation citations are referenced for easy consultation.

In both sections, and for each compliance issue described, the tool asks for your perspective on the presence of the highlighted component, the status or phase of implementation, whether you feel that specific component is exemplary, and any challenges that you are facing with the implementation of that component. These two sections of the tool were also patterned after the [IELCE](#) and [IET](#) Checklists previously developed by the Building Opportunities project.

The third section, items 12–19, seeks your perspectives on a variety of program quality and support services. The fourth section of the tool, items 20–24, asks you to reflect on the overall implementation of your IELCE program. Specifically, this section asks for feedback on the overall program status, challenges, best practices or innovations, and future programming directions.

Questions have some redundancy due to the need to capture and identify trends in each section and for each regulation. Some redundancy in the questions also represents content overlaps found within the regulations.

Guidance for Completing the Self-Assessment Tool

The IELCE Self-Assessment Tool is meant to be filled out by provider programs that are implementing Section 243 IELCE programming. Providers may administer and complete the tool to help build better understanding of IELCE program requirements and measurements, set and track program goals, and document instances of “bright spots” that exemplify promising practices.

The amount of time required to complete the IELCE Self-Assessment Tool depends on the approach adopted to administer and use it. Some sections of the tool may be answered in more detail than other sections in conjunction with where states and providers fall within phases of IELCE program implementation. In addition, the IELCE Self-Assessment Tool does not need to be completed in any one period of time, and it can be used periodically as IELCE implementation and goals advance.

Section 1: Integrated Education and Training (IET) Implementation

The Self-Assessment Tool begins with the IET component review of your program or the IET program that you are collaborating with in response to regulation 34 CFR 463.70, which requires IELCE services be delivered in combination with IET activities. Under 463.36, IET activities include adult education and literacy activities, workforce preparation activities, and workforce training. The phrase “**your** IET program” is used in the survey items below and refers to the required IET component of your overall IELCE program that students may access, regardless of the funding source or agency control of that IET component.

ADULT EDUCATION AND LITERACY ACTIVITIES

1. Does your IET program include one or more of the following suggested adult education and literacy activities? (REFERENCE: 34 CFR [463.30](#) and [463.36](#))

Workplace adult education and literacy activities (e.g., activities offered in collaboration with an employer at a work site or as further defined in Sec. 203 of WIOA)	YES	NO
English language acquisition activities	YES	NO
Integrated English literacy and civics	YES	NO
Workforce preparation activities (utilizing resources, understanding systems, digital literacy, working with others, employability skills, or as further defined in 34 CFR 463.34)	YES	NO

1a. Where [in what phase] is your IET program with implementing [adult education and literacy activities](#)? Please check one.

Planning the practice(s)

Initial implementation phases (hiring staff, preparing systems, expected go-live date)

Early implementation (recruiting/enrolling participants, some systems/functions, some sites operational)

Full implementation (established practice(s), all systems/functions in place, all sites operational)

N/A (not included in program design or other)

Please Explain your Choice:

1b. Which adult education and literacy activities in your IET program, if any, would you highlight as exemplary (e.g., highly effective, very successful, meets aims, etc.)? Why?

1c. What, if any, challenges have you faced with implementing your IET program’s adult education and literacy activities? What practices, if any, have you found best address these challenges?

WORKFORCE PREPARATION ACTIVITIES AND TRAINING

2. Does your IET program include one or more of the following workforce preparation components? (REFERENCE: 34 CFR [463.34](#) and [463.36](#))

Activities, programs, or services targeting basic academic, critical thinking, digital literacy, and self-management skills	YES	NO
Employability skills addressing competencies using resources and information; working with others; and understanding/obtaining skills for successful postsecondary transition or completion, training, and employment	YES	NO
Other employability skills that increase workforce preparation	YES	NO

Please Describe:

2a. Where [in what phase] do you feel your IET program is in implementing [workforce preparation activities](#)?

- Planning the practice(s)**
- Initial implementation phases (hiring staff, preparing systems, expected go-live date)**
- Early implementation (recruiting/enrolling participants, some systems/functions, some sites operational)**
- Full implementation (established practice(s), all systems/functions in place, all sites operational)**
- N/A (not included in program design or other)**

Please Explain your Choice:

2b. Which workforce preparation practices in your IET program, if any, would you highlight as exemplary and why?

2c. Has your IET program faced any challenges with implementing workforce preparation activities? If yes, what challenges have you faced, and what practices have you used to address them?

3. Does your IET program or services include at least one of the following workforce trainings? (REFERENCE: WIOA 134 (c)(3)(D) and [463.36](#))

Occupational skills training (including nontraditional employment)	YES	NO
On-the-job training	YES	NO
Incumbent worker training	YES	NO
Programs combining workplace training with related instruction (including cooperative education programs)	YES	NO
Private sector-operated training programs	YES	NO
Skill upgrading and retraining	YES	NO
Entrepreneurial training	YES	NO
Transitional jobs	YES	NO
Job readiness training	YES	NO
Adult education and literacy activities that are provided concurrently or in combination with any of the services above	YES	NO
Customized training with employer hiring commitment	YES	NO
Other	YES	NO

Please Describe:

3a. Where [in what phase] do you feel your IET program is in implementing workforce training?
Please select one.

Planning the practice(s)

Initial implementation phases (hiring staff, preparing systems, expected go-live date)

**Early implementation (recruiting/enrolling participants, some systems/functions,
some sites operational)**

**Full implementation (established practice(s), all systems/functions in place,
all sites operational)**

N/A (not included in program design or other)

Please Explain your Choice:

3b. Which workforce training activities in your IET program, if any, would you highlight as exemplary and why?

3c. Has your IET program faced any challenges with implementing workforce training? If yes, what challenges have you faced, and what practices, if any, have you used to address them?

INTEGRATION OF THE REQUIRED COMPONENTS

4. Do your “integrated” services occur concurrently and contextually in ways that your IET program, adult education and literacy activities, and workforce training include the following requirements? (REFERENCE: 34 CFR [463.37](#) and [436.35](#))

Contain sufficient intensity and quality based on rigorous research (e.g., research on reading, writing, math, and English proficiency of eligible individuals)	YES	NO
Occur simultaneously	YES	NO
Use occupationally relevant instructional material	YES	NO
Have a single set of learning objectives identifying specific adult education content; workforce preparation activities; and workforce training competencies and program activities functioning cooperatively	YES	NO

4a. Based on your answers to the questions above, in what phase do you feel your IET program is with implementing “integrated” IET services? Please select one.

Planning the practice(s)

Initial implementation phases (hiring staff, preparing systems, expected go-live date)

Early implementation (recruiting/enrolling participants, some systems/functions, some sites operational)

Full implementation (established practice(s), all systems/functions in place, all sites operational)

N/A (not included in program design or other)

Please Explain your Choice:

4b. Which integrated practices in your IET program, if any, would you highlight as exemplary and why?

4c. Has your IET program faced any challenges with implementing integrated services? If yes, what challenges have you faced, and what practices have you used to address them?

EDUCATIONAL AND CAREER ADVANCEMENT – INCLUDING STATE PLAN AND PATHWAY ALIGNMENT

5. Is your IET program “for the purpose of education and career advancement” met by the following requirements? (REFERENCE: 34 CFR [463.38](#))

Aligning the adult education component with the state’s content standards for adult education as defined in your state’s Unified or Combined State Plan	YES	NO
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AND

Having the IET program part of a career pathway	YES	NO
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6. Which elements or practices of a career pathway as defined in WIOA does your IET program include? (REFERENCE: WIOA Sec. 3 [7])

Aligns with industry skills needed within the state or regional economy	YES	NO
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Prepares individuals for secondary or postsecondary education success	YES	NO
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Includes counseling in support of an individual’s education and career goals	YES	NO
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Includes concurrent and contextualized education with cluster-specific workforce preparation and training	YES	NO
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Organizes education, training, and other services to support an individual’s needs to accelerate education and career advancement	YES	NO
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Enables an individual to attain a secondary school diploma or equivalent	YES	NO
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Helps an individual enter or advance in an occupation or occupational cluster	YES	NO
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6a. Based on your answers to the questions above, in what phase do you feel your IET program is with implementing an education and career advancement concept?

Planning the practice(s)

Initial implementation phases (hiring staff, preparing systems, expected go-live date)

Early implementation (recruiting/enrolling participants, some systems/functions, some sites operational)

**Full implementation (established practice(s), all systems/functions in place,
all sites operational)**

N/A (not included in program design or other)

Please Explain your Choice:

6b. Which education and career advancement practices in your IET program, if any, would you highlight as exemplary and why?

6c. Has your IET program faced any challenges with implementing education and career advancement practices? If yes, what challenges have you faced, and what practices have you used to address them?

Section 2: Integrated English Literacy and Civics Education (IELCE) Implementation

This section of the self-assessment reviews required components and activities of the IELCE program as described under Section 243 of WIOA.

ELIGIBLE PARTICIPANTS

7. Are your IELCE services delivered to adult English language learners, which can include professionals with degrees and credentials from their native countries? (REFERENCE: 34 CFR [463.70](#))

YES

NO

If you answered “yes” to the question above, does your program provide services to adult English language learners who have degrees and credentials from their native countries?

YES

NO

If yes, how?

7a. Based on your answer above, in what phase do you feel your program is in with implementing services to adult English language learners?

Planning the practice(s)

Initial implementation phases (hiring staff, preparing systems, expected go-live date)

Early implementation (recruiting/enrolling participants, some systems/functions, some sites operational)

Full implementation (established practice(s), all systems/functions in place, all sites operational)

N/A (not included in program design or other)

Please Explain your Choice:

7b. Which adult English language services in your program, if any, would you highlight as exemplary and why?

7c. What challenges, if any, has your program faced with serving adult English language learners, and how have you addressed challenges?

INTEGRATED ENGLISH LANGUAGE ACQUISITION AND CIVICS EDUCATION

8. Do your IELCE services and program include the following English language acquisition as well as civics education requirements? (REFERENCE 34 CFR [463.33](#))

Instruction in IELCE <i>and</i> instruction in literacy and English language acquisition as described in 463.33	YES	NO
Instruction on the rights and responsibilities of citizenship and civic participation as described in 463.33	YES	NO

8a. Where [in what phase] do you feel your program is in implementing English language and civics education?

Planning the practice(s)

Initial implementation phases (hiring staff, preparing systems, expected go-live date)

Early implementation (recruiting/enrolling participants, some systems/functions, some sites operational)

Full implementation (established practice(s), all systems/functions in place, all sites operational)

N/A (not included in program design or other)

Please Explain your Choice:

8b. How is your ELA program aligned with the State's content standards for adult education?

8c. How has your program provided citizenship rights and responsibilities and civics participation instruction?

8d. Which English language acquisition and civic education activities in your program, if any, would you highlight as exemplary and why?

8e. What percentage of students passed the Form 966 versus the Form 965? What feedback have you received from students regarding citizenship instruction?

IELCE IN COMBINATION WITH IET REQUIREMENT

9. As an eligible IELCE provider, are your integrated English literacy and civics education activities combined with integrated education and training activities in one or both of the following ways? (REFERENCE: 34 CFR [463.74](#))

Co-enrolling participants in an IET program (described in subpart D) provided within the local/regional workforce development area from funding sources other than Section 243	YES	NO
AND/OR		
Using Section 243 funds to support IET activities described in subpart D	YES	NO

9a. Where [in what phase] do you feel your program is in implementing IELCE in combination with IET?

- Planning the practice(s)**
- Initial implementation phases (hiring staff, preparing systems, expected go-live date)**
- Early implementation (recruiting/enrolling participants, some systems/functions, some sites operational)**
- Full implementation (established practice(s), all systems/functions in place, all sites operational)**
- N/A (not included in program design or other)**

Please Explain your Choice:

9b. Based on your answers above, how has your program delivered and/or funded IELCE in combination with IET activities for participants?

9c. Which delivery and/or funding methods for IELCE in combination with IET activities that you mentioned above, if any, would you highlight as exemplary and why?

9d. What challenges, if any, have you faced in how you have delivered and/or funded IELCE in combination with IET activities, and how have you addressed these challenges?

COORDINATION WITH THE WORKFORCE DEVELOPMENT SYSTEM

10. As an eligible provider receiving funding through the IELCE program, are your services designed to provide access to the following requirement? (REFERENCE: 34 CFR [463.73](#))

Prepare for and place adult English language learners in unsubsidized employment within in-demand industries and occupations leading to economic self-sufficiency	YES	NO
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10a. Where [in what phase] do you feel your program services are in preparing for and placing adult English language learners in unsubsidized employment within in-demand industries?

Planning the practice(s)

Initial implementation phases (hiring staff, preparing systems, expected go-live date)

Early implementation (recruiting/enrolling participants, some systems/functions, some sites operational)

Full implementation (established practice(s), all systems/functions in place, all sites operational)

N/A (not included in program design or other)

Please Explain your Choice:

10b. Based on your answers to the questions above, how have your program services been designed to prepare for and place adult English language learners in unsubsidized, economically self-sustaining employment or occupations within in-demand industries?

10c. Which of your program services designed to prepare for and place adult English language learners in unsubsidized, economically self-sufficient, and in-demand employment, if any, would you highlight as exemplary and why?

10d. What challenges, if any, have you faced with your services designed to prepare for and place adult English language learners in unsubsidized, economically self-sufficient, and in-demand industry employment? How have you addressed challenges?

11. In addition to being designed to prepare for and place adult English language learners in unsubsidized employment within in-demand industries and occupations leading to economic self-sufficiency, do your program services include the following requirement?

(REFERENCE: 34 CFR [463.73](#))

Integrate with the local workforce development system and its functions to carry out program activities	YES	NO
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11a. Where [in what phase] do you feel your program services are in integrating with the local workforce development system?

Planning the practice(s)

Initial implementation phases (hiring staff, preparing systems, expected go-live date)

Early implementation (recruiting/enrolling participants, some systems/functions, some sites operational)

Full implementation (established practice(s), all systems/functions in place, all sites operational)

N/A (not included in program design or other)

Please Explain your Choice:

11b. How have your program services been designed to integrate with the local workforce development system and its functions to carry out program activities?

11c. Which of your program services designed to integrate with the local workforce system, if any, would you highlight as exemplary and why?

11d. What challenges, if any, have you faced with your services designed to integrate with the local workforce development system, and how have you addressed challenges?

Section 3: IELCE Program Quality and Support Components

This section of the self-assessment seeks information about seven non-required activities related to the development and implementation of your IELCE program.

12. Does your program include an ongoing professional development component for program staff?	YES	NO
13. Did the design of your program include the use of local or regional data or information such as workforce or National Reporting System data to inform the selection of your IET occupational or certification choice(s)?	YES	NO
14. Does your program delivery reflect evidence-based instructional practices?	YES	NO
15. Do you have employer engagement in your workforce training component?	YES	NO
16. Does your program include formal partnerships or collaborations with other agencies, institutions, coalitions, or the local community?	YES	NO
17. Does the design of your program intentionally align with your state or local workforce plan?	YES	NO
18. Does your program provide support or wraparound services for participants?	YES	NO

19. For items 12 through 18 above, from your perspective are any of these features within your program exemplary (i.e., you are extremely pleased with the design, process, and/or outcomes) and worthy of best practice/dissemination status? If so, which ones and why?

Section 4: IET/IELCE Implementation Reflections

This section of the self-assessment requests your feedback regarding your IELCE operational status, challenges, best practices or innovations, and potential future goals or strategies.

20. Where [in what phase] do you feel your overall program is in meeting IELCE program implementation and requirements and why?

Planning the practice(s)

Initial implementation phases (hiring staff, preparing systems, expected go-live date)

Early implementation (recruiting/enrolling participants, some systems/functions, some sites operational)

Full implementation (established practice(s), all systems/functions in place, all sites operational)

N/A (not included in program design or other)

Please Explain your Choice:

21. Overall, what have been the most significant challenges your program has faced with IELCE program implementation and services and why?

22. Based on your answer to the question above, what strategies do you have or plan to use in the future to address main challenges?

23. Overall, what have been the most significant best practices or innovations that your program has used for IELCE program implementation and services, and why are those practices working?

24. What IELCE program implementation and services strategy or goal, if any, is your program planning for the future, and what are the anticipated outcomes? How will outcomes be measured?



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