

# GET THERE

Florida's Workforce Education Initiative



# 2021-2022 Adult Education and Family Literacy Education Act

## Integrated English Literacy and Civics Education (IELCE)



# Webinar Logistics

- All participants will be muted for the duration of the webinar.
- All webcams are disabled for the duration of the webinar.
- How to submit questions during the webinar?
  - You may submit questions during the presentation through the webinar question and answer (Q&A) feature.
  - The Q&A will be utilized for questions throughout the presentation.

# Note about Questions

- Invited presenters will not address any questions related to the Request for Proposals (RFPs) requirements.
- Florida Department of Education (FDOE) staff may address specific RFP questions after the general presentations.
- Questions requiring research will be submitted to the grant contact for posting as part of the Frequently Asked Questions process.
- Contact for questions on the submission of RFP, [Mallory.Martinez@fldoe.org](mailto:Mallory.Martinez@fldoe.org).

# 2021-2022 Funding Opportunity - Adult Education and Family Literacy Act (AEFLA)

## **Consolidated – Grant Application**

- Adult General Education (AGE) – Sec. 231
- Integrated English Literacy and Civics Education (IELCE) – Sec. 243

## **Individual – Grant Application**

- Corrections Education (CE) – Sec. 225

Go to: [www.fl DOE.org/WIOAGrants](http://www.fl DOE.org/WIOAGrants)

**Due June 30, 2021**

# Agenda

- Welcome and Introduction
- FDOE Overview
- Invited Speaker:  
Judy Mortrude  
Senior Technical Advisor  
World Education, Inc.
- Questions and Answers



# Priority 2 Overview



**Goals for Priority 2:** Expand the state's talent pipeline through attainment of credentials of value and acquisition of postsecondary certifications, industry-recognized credentials, and degrees.

- This priority promotes the attainment of credentials of value and the alignment of adult education and training programs to high-quality, high-wage credentials of value.
- To do so local programs must:
  - Drive career pathways and credentials offered through Integrated Education and Training (IET) and family literacy (also referred to as two generation) approaches between partners and provide incentives for completion.
  - Design postsecondary transition programs with state and technical colleges that lead to larger numbers of adult learners accessing and completing postsecondary education and training programs. Adult education redesign efforts must link to current statewide postsecondary education attainment goals to make Florida number one in workforce education by 2030.



# Intent of RFP

- Pursuant to AEFLA, each program that receives funding under section 243 shall:
  - Prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and
  - Integrate with the local workforce development system and its functions to carry out activities of the program.
- The Integrated English Literacy and Civics Education (IELCE) program funded through Section 243 includes education services provided to English language learners who are adults, including professionals with degrees and credentials earned 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.
- **Offer at least one Integrated Education and Training** program aligned to in-demand sectors in the first year of this Adult Education Grant Application two-year plan. In year two, one additional IET must be developed informed by the results of the regional needs assessment.
- **IET Requirements:**
  - Each IET Program of Study offered by an eligible provider must be submitted with this grant application and
  - AEFLA funds can only be used to support IET programs that are prior approved by FDOE.

# Priority 2

## Implementation Guide

### Considerations:

- Who are the identified adult learners (adult education (section 231), IELCE (section 243), and/or corrections education (section 225) that need to be engaged in IET?
- Will the design of the educational services enable adults who are English Language Learners (ELLs) to achieve competency in the English language and acquire the basic and more advanced skills needed?
- Does the IELCE program focus on literacy and English language acquisition and provide instruction on the rights and responsibilities of citizenship and civic participation?
- Are the recruitment and orientation efforts reasonable and likely to lead to a cohort of participants who can successfully complete the activities?
- Will IELCE be available to adult learners at all functioning levels or be limited to certain functioning levels?
- How will the IELCE programs be promoted to recruit and engage participants?
- Is there a unique set of partners that need to be involved for adult education (section 231), IELCE (section 243) and/or Corrections Education (section 225)?
- Have single sets of learning objectives for the planned IET/IELCE service approach been developed to ensure all components of the IET function cooperatively? What percentage of time is devoted to core the IET components (adult education, workforce preparation, workforce training)?
- What is needed to effectively plan and implement an IET service delivery approach from the perspective of the applicant?

# Invited Speaker Judy Mortrude



# Invited Speaker: Judy Mortrude

- Judy Mortrude is the Senior Technical Advisor at World Education, Inc. She has 35 plus years of experience in adult education. Judy is highly skilled and knowledgeable about AEFLA, professional learning for adult educators, educational technology and distance learning, digital literacy, implementation and scaling of evidence-based educational reforms, and preparation of adult learners for the workforce.
- Judy has served as a consultant for FDOE for the last year to support IET development in the state of Florida. Her expertise has proven priceless!
- Judy also has extensive experience in working with Corrections:
  - She directed the Minnesota FastTRAC Adult Career Pathway initiative that included direct partnership with the Minnesota Department of Corrections to establish adult bridge and integrated programming within state prisons.
  - At the national level, her technical assistance included the 2019 Maximizing the Power of Career Pathways national dialogue produced a brief focused on *Advancing Racial Equity through Career Pathways Community-Centered Solutions*, including serving justice involved communities.
  - Judy provided technical assistance on funding IET career pathways to the OCTAE Young Adult Diversion project and has been a subject matter expert for the U.S. Department of Health and Human Services, Administration of Children and Families, Office of Family Assistance Strengthening Self-Sufficiency Pathways national meetings.

IELCE:

# Integrated English Literacy & Civics Education

Judy Mortrude  
May 12, 2021



## KEY IDEAS

**IELCE: Activity & Program**

**IELCE & IET**

**Target Populations &  
Partners**



## Adult Education & Literacy

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“...programs, activities, and services that include:  
(a) adult education, (b) literacy, (c) workplace adult education and literacy activities, (d) family literacy activities, (e) English language acquisition activities, (f) **integrated English literacy and civics education**, (g) workforce preparation activities, or (h) integrated education and training.” WIOA Sec 203(2)

## Integrated English Literacy and Civics Education

“(a) education services provided to English language learners who are adults, including professionals with degrees or credentials in their native countries that enable such adults to achieve competence 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. (b) Integrated English literacy and civics education services must include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation and may include workforce training.” 34 CFR 463.33

## Integrated English Literacy and Civics Education

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## **Integrated English Literacy and Civics Education**

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## Integrated English Literacy and Civics Education

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## ALLIES Immigrant Integration Framework

[https://www.allies4innovation.org/wp-content/uploads/2017/05/Allies\\_WhitePaper\\_ImmigrantIntegrationFramework-hr.pdf](https://www.allies4innovation.org/wp-content/uploads/2017/05/Allies_WhitePaper_ImmigrantIntegrationFramework-hr.pdf)





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## WORKFORCE DEVELOPMENT

[Refugee Services](#)[Workforce Development](#)[Education](#)[Immigration and Citizenship](#)[Additional Services](#)[Home](#) » [Programs](#) » [Workforce Development](#) » Hospitality Careers Pathway

## HOSPITALITY CAREERS PATHWAY

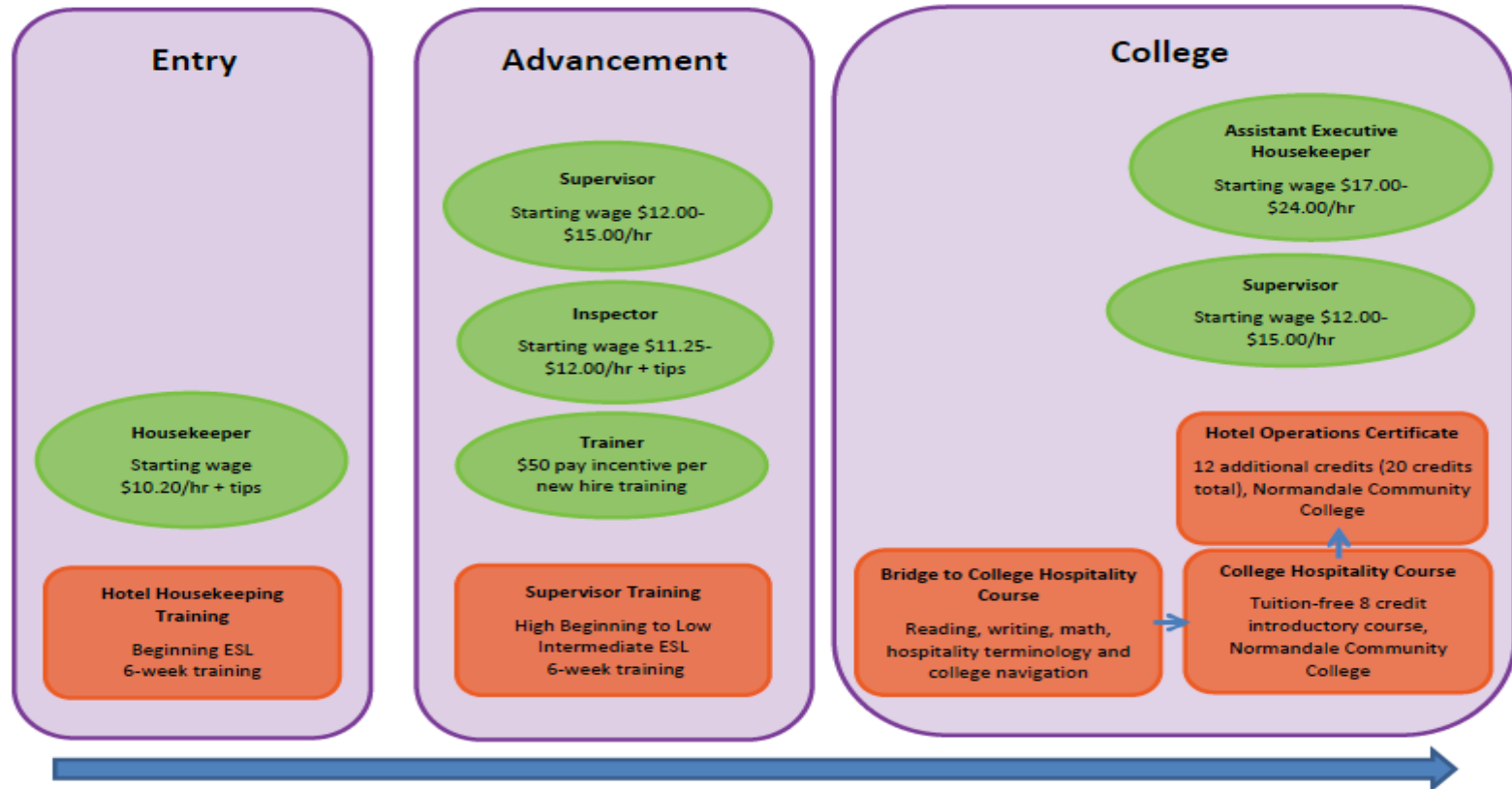
When newly arrived clients walk into the Institute searching for their first job in the United States they need an entry-level position that does not require a high level of English or previous experience. For many, hospitality is a great fit. The Hospitality Careers Pathway helps New Americans overcome barriers to employment and advance in their careers. In addition to Housekeeping Training, the pathway includes Dietary Aide Training and Professional Leadership Training to help build a career in which students can earn a sustainable living.

[Translate »](#)



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## Hospitality Careers Pathway



### **Employment Outcomes:**

105 New American women employed in the hospitality industry—the majority in full-time positions

### **Student Demographics:**

- 82% of students were not working and had no individual income prior to the program. The rest were under-employed.
- For around half of students, their job placement after graduation is their first job in the United States
- 33% of students were single parents of minor children
- 17% of students were homeless or at immediate risk of homelessness

### **Return on Investment:**

Achieving Economic Stability. Paying Taxes. Spending Dollars in the Community.



Students Income Below 200% Poverty Line at Time of Enrollment	Average Starting Wage for Program Graduates	Current Average Wage for Program Graduates
98.4%	\$10.15	\$10.83

### **Advancing Careers:**

- 10 graduates were promoted into training or supervisory roles
- 5 graduates are currently attending college – 3 are currently pursuing career advancement training in the hospitality industry at Normandale Community College



Refugee Services

Workforce Development

Education

Immigration and Citizenship

Additional Services



### KASAHUN'S STORY: "A VOICE FOR THE PATIENT"

A curious little face pops into the Zoom frame. A small voice floats toward the microphone from afar. A toddler's...

## MEDICAL CAREER ADVANCEMENT



Medical Career Advancement (MCA) at the International Institute of Minnesota is a program that offers guidance and tuition assistance to foreign-born individuals advancing their medical careers. We have current scholarship funding for **immigrant**

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# Florida CareerSource

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## Local Workforce Development Board

plans identify  
employment trends, in-  
demand occupations, and  
credentials with value in  
your local labor market.



## Florida

People and Population

Race and Ethnicity

Families and Living Arrangements

Health

Education

Business and Economy

Employment

Housing

Income and Poverty

### Foreign Born

21.1% +/- 0.2%

Foreign born in Florida

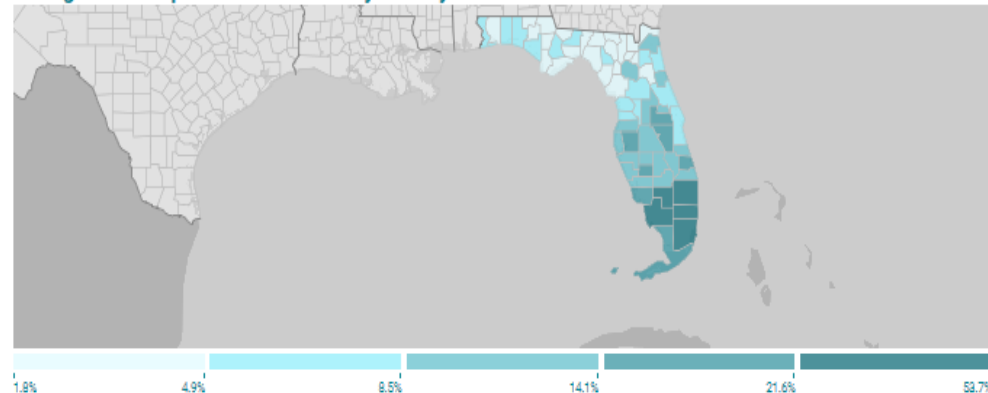
13.7% +/- 0.1%

Foreign born in the United States

Table: DP02

Table Survey/Program: 2019 American Community Survey 1-Year Estimates

### Foreign Born Population in Florida by County



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Customize Map

### Language Spoken at Home

30.3% +/- 0.2%

Language other than English spoken at home in Florida

22.0% +/- 0.1%


### Types of Language Spoken at Home in Florida

English only - 69.7%

Spanish - 22.5%





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Global Impact

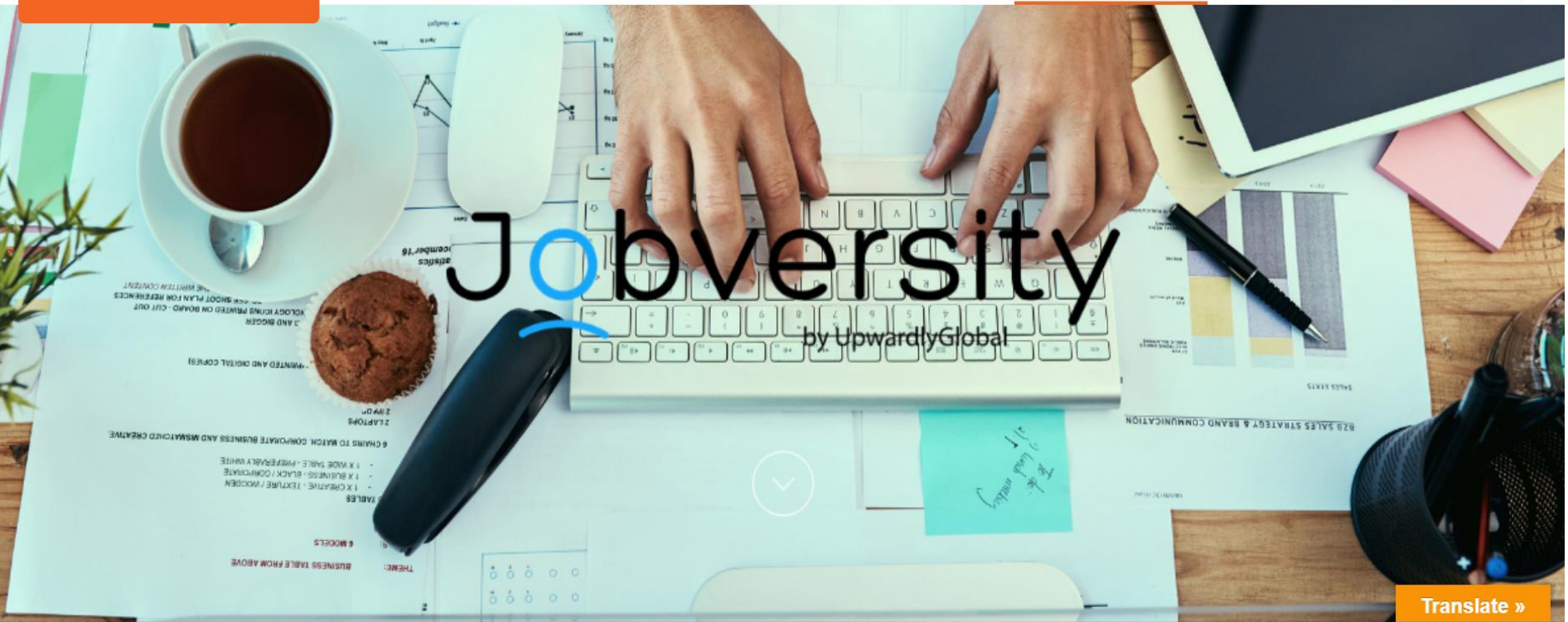
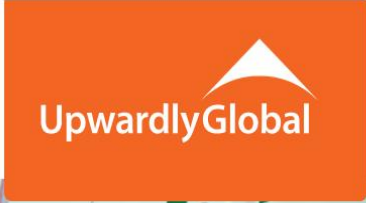
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## **BUILDING OPPORTUNITIES**

THROUGH INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION

*Supporting Successful WIOA Implementation*

# **Integrated English Literacy and Civics Education (IELCE) Program Guide**

## **34 CFR Part 463 Subpart G**

An IELCE program must meet the definition and requirements set forth in [WIOA](#) and the final [regulations](#) as published by the Department of Education on August 19, 2016 in the Federal Register. 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. 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.

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 contracted with the Manhattan Strategy Group to develop this guide that may be useful in the development or review of an IELCE program.

<https://lincs.ed.gov/program/building-opportunities-ielce/resources>

**Eligible Participants §463.70**

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

**Review Questions:**

1. Describe the eligible individuals 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?

## English Language Acquisition and Civics §463.70

1. The IELCE program must include instruction in IELCE and must include instruction in literacy and English language acquisition as described under §463.33.
2. The IELCE program must include instruction on the rights and responsibilities of citizenship and civic participation as described under §463.33.

### Review Questions:

1. Describe the literacy and English language instruction.

2. How is it aligned with the State's content standards for adult education?

3. Describe the rights and responsibilities of citizenship and civic participation instruction- how is it offered in the IELCE program?

<https://lincs.ed.gov/program/building-opportunities-ielce/resources>

## Eligible Provider Requirements §463.73

Eligible providers receiving funds through the Integrated English Literacy and Civics Education program must provide services that are designed to:

1. Prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; AND
2. Integrate with the local workforce development system and its functions to carry out the activities of the program.

### Review Questions:

1. What is the strategy or design for preparing ELL participants for, and placing them in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency?

2. How does this IELCE program integrate with the local workforce development system to carry out the activities of the program?



**IET Component of an IELCE Program<sup>1</sup>**

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:

- 1. 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
- 2. Using funds provided under section 243 to support integrated education and training activities as cited in subpart D.

**Review Questions:**

1. How is IELCE delivered **in combination with** the IET activities for participants?

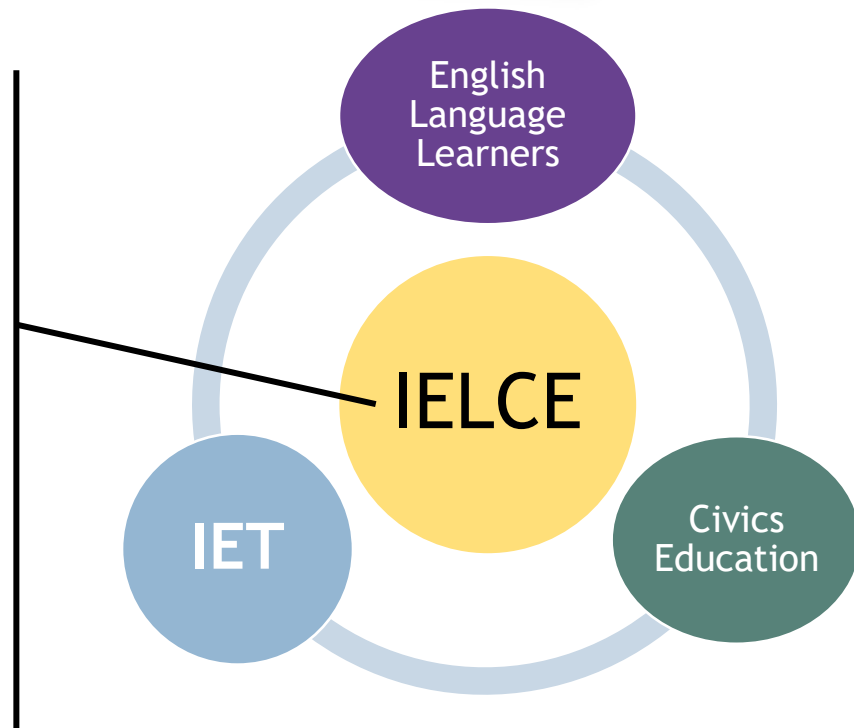
2. If participants are co-enrolled in an IET program provided from sources other than WIOA Section 243 funding, describe how IELCE participants access and participate in the IET program?

3. If the IET program is provided using WIOA Section 243 funds, describe how IELCE participants access and participate in the IET program?

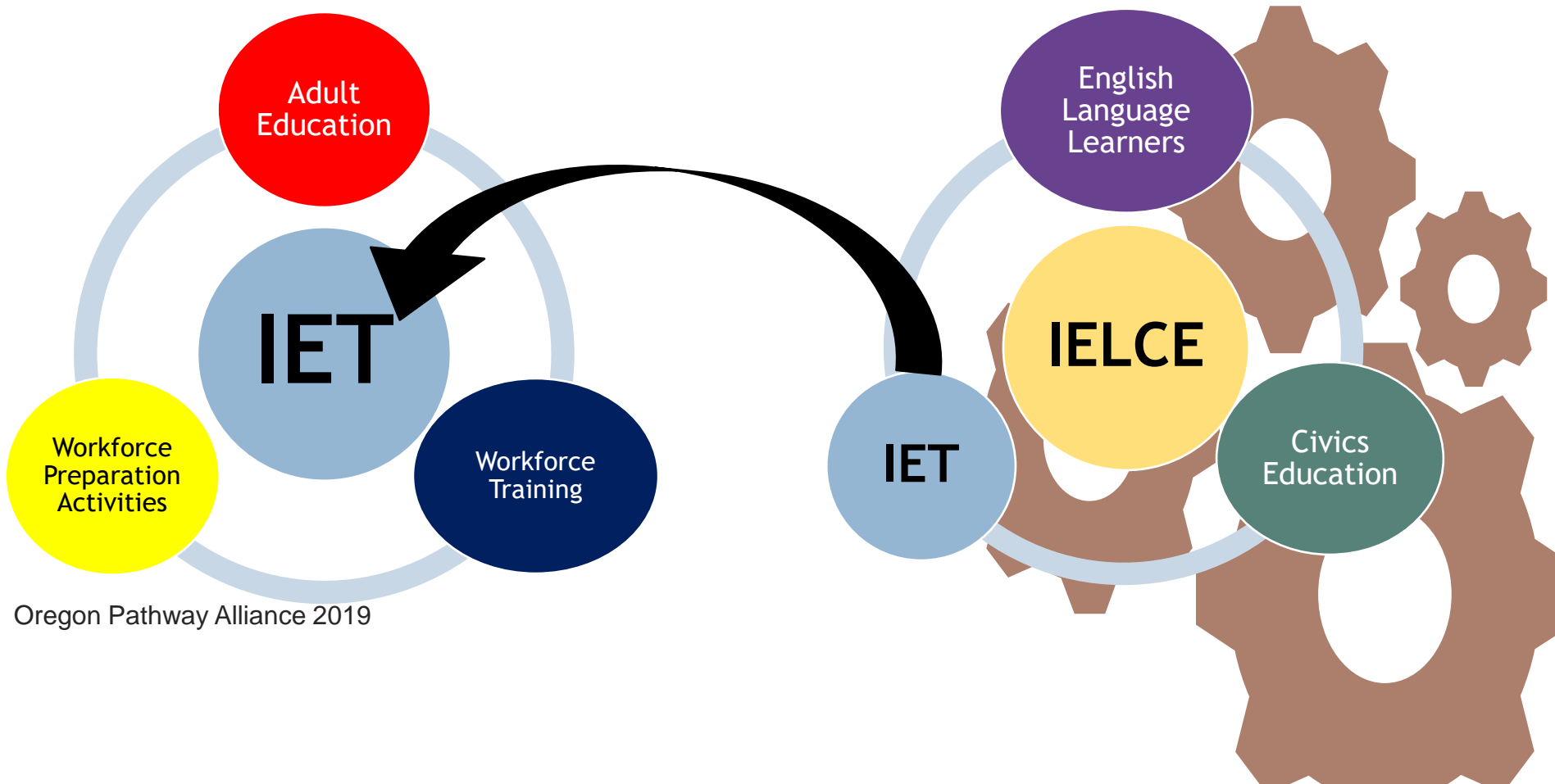
<sup>1</sup> For reviewing the IET required content of an IELCE program, use the *Integrated Education and Training Guide*.

# What is the IELCE Program?

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

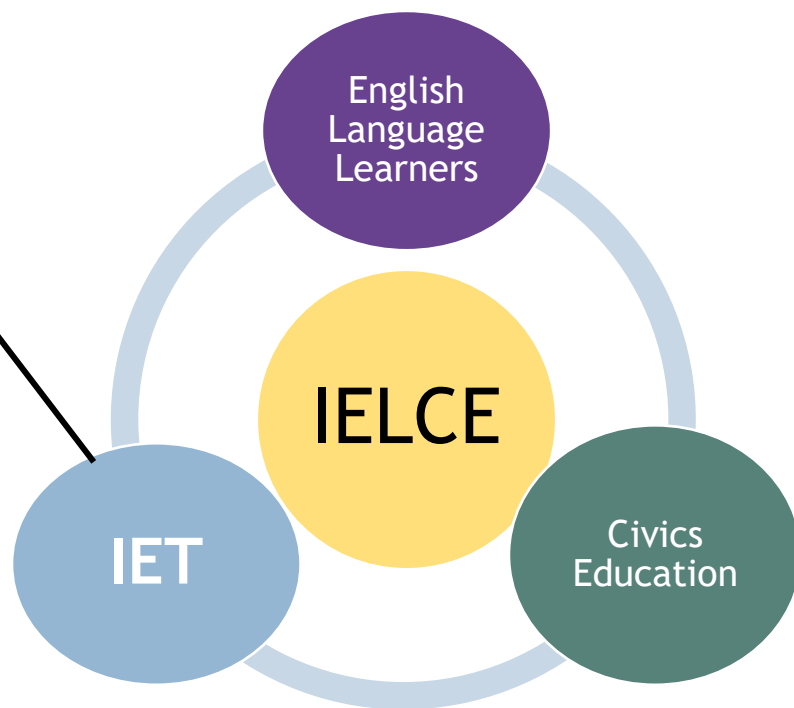


**Services must be delivered in combination with integrated education and training activities.**



## How does an IELCE grantee meet the requirement to use funds in combination with IET activities?

- Co-enrolling participants in integrated education and training as described in subpart D of this part that is provided within the local or regional workforce development area from sources other than section 243 of the Act; or
- Using funds provided under section 243 of the Act to support integrated education and training activities as described in subpart D of this part.

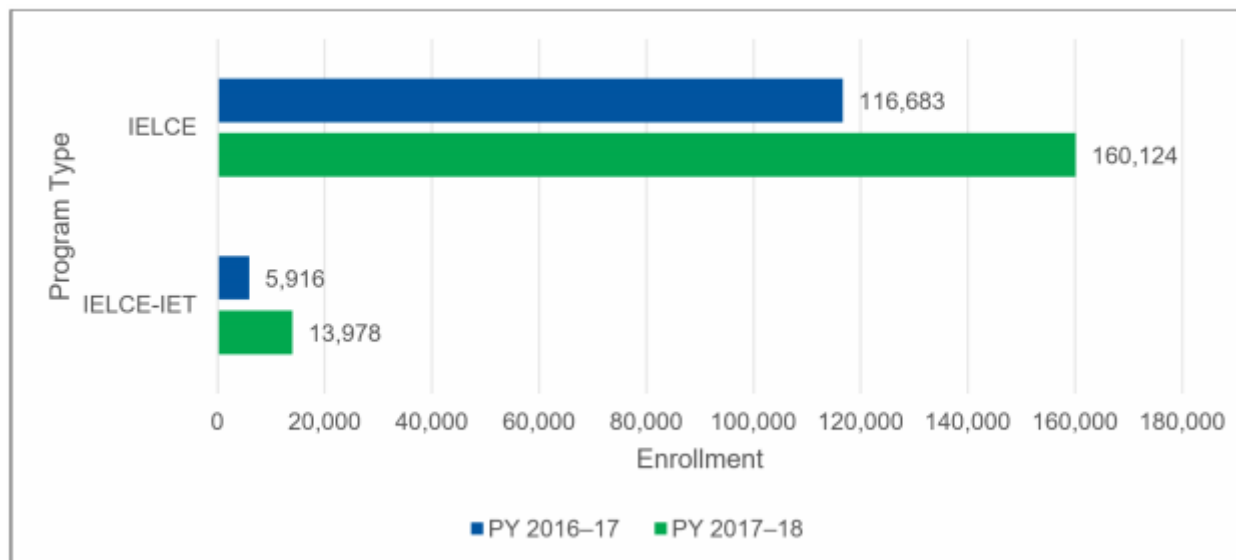




# Integrated English Literacy and Civics Education

Under Section 243 of the Workforce Innovation and Opportunity Act

Figure 1. Student Enrollment in IELCE by Program Type



<https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-ielce-report-to-congress-final-508.pdf>

**Table 9**  
**Outcome Achievement for Participants in**  
**Integrated English Literacy and Civics Education**

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Measurable Skill Gain						
Employment Second Quarter after exit						
Employment Fourth Quarter after exit						
Median Earnings Second Quarter after exit			N/A			
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit						
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit						
Attained a Postsecondary Credential while enrolled or within one year of exit						

Civics Education Follow-up Outcome Measures (Optional)	Number of Participants Who Exited	Number of Participants Who Exited Achieving Outcome	Percent Achieving Outcome
(A)	(B)	(E)	(F)
Achieved Citizenship Skills			
Voted or Registered to Vote			
Increased Involvement in Community Activities			

[www.nrsweb.org](http://www.nrsweb.org)

# Thanks!

Does anyone have any questions?

Judy Mortrude  
[Judy\\_mortrude@worlded.org](mailto:Judy_mortrude@worlded.org)

# Participants' Questions





# Submission of Questions for RFP

- As a reminder, questions should be submitted in writing and answers will be posted as specified in the RFP.
  - Contact: Mallory Martinez
  - Email: [Mallory.Martinez@fldoe.org](mailto:Mallory.Martinez@fldoe.org)
- Location for Posting of Answers to Questions:
  - <https://www.fldoe.org/WIOAGrants/>

# Webinar Schedule

- Go to [www.fldoe.org/WIOAGrants](http://www.fldoe.org/WIOAGrants) for the schedule, registration links, and recordings for all webinars.