**ILLINOIS COMMUNITY COLLEGE BOARD**

**FY17 ADULT EDUCATION AND LITERACY NARRATIVES**

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| **PROGRAM NAME:** |       |

**General Narrative**

**The Workforce Innovation and Opportunity Act (WIOA) of 2014, which took effect July 1, 2015, contain three new Title II activities: Integrated Education and Training, Workforce Preparation Activities and Integrated English Literacy and Civics Education (IEL/CE) as well as alignment with the Elementary and Secondary Education Act (ESEA) and State Adopted Content Standards.**

**In a maximum of three (3) pages at the end of this document, provide responses to each of the following items:**

1. **New WIOA Title II Activities**

How is your program preparing for the initiatives and new requirements detailed by the Workforce Innovation and Opportunity Act of 2014 (WIOA)? Include instruction to those with low literacy skills; preparing individuals to transition to postsecondary education and employment; implementation of technology into instruction; accelerated learning strategies that will be used for all students; plans to the incorporate math in English language acquisition (ELA) instruction; and describe the ways in which your program is already meeting any of the new requirements? Please provide examples.

1. **Planned program changes for FY 2017**

Briefly describe any changes implemented in FY16 and/or planned for FY17 to the program’s curriculum and instructional offerings in light of your program’s participation in the ABE/ASE Curriculum Institutes. Include progress towards alignment with common core and college readiness standards, curriculum development and implementation activities.

Also indicate any changes or development of integrated education and training pathways, bridge programs, Workforce Preparation activities, English Language Acquisition (ELA)/ESL curriculum student recruitment and retention practices implemented or planned for FY17.

1. **Alignment with Local Workforce Plans and participation in One-Stop system**

Describe your engagement with the Local Workforce Innovation Board (LWIB) and the One Stop system. What new partnerships have been developed with the LWIB and within institutions to prepare students for success along a career pathway, in the workforce or in Post-Secondary education? What actions have been taken to facilitate these partnerships? Please provide examples.

Describe how your program will work with the four core partners, including Department of Commerce, and Employment and Security, and Vocational Rehabilitation as well as the required partners to deliver services to those most in need to ensure that all students receive appropriate support services as they prepare to enter the workforce and/or postsecondary education.

1. **Professional Development**

Briefly describe the top professional development priorities (limit to top three) that will be the focus for the program in FY 2017. Describe how these priorities were determined and how the effectiveness of these activities will be evaluated during the fiscal year.

**Integrated English Literacy and Civics Education (IEL/CE)**

**The Workforce Innovation and Opportunity Act (WIOA) of 2014 defines Integrated English Literacy and Civics Education (IELCE) as 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. These services will include instruction in literacy and English language acquisition and instruction on the rights and responsibility of citizenship and civic participation, and include workforce training. Draft rules suggest there are additional requirements that support stronger ties to employment and the workforce system. Final guidance will provide additional information on the requirements under IELCE.**

**NOTE: This following section applies only to programs receiving Integrated English Literacy and Civics Education. If not receiving IELCE funding, indicate so in the following check box and no further information is needed. If currently receiving EL/Civics funding and requesting funding for FY17, provide the additional information requested.**

**[ ]  Program does NOT receive IEL/CE Funding**

All programs wishing to continue receiving Integrated English Literacy and Civics Education (IELCE) funding source should complete the chart listed below. The EL/Civics Competencies will still be used in at the highest Educational Functioning Levels to ensure student mastery of concepts. Programs should continue to use current competencies as listed in the AEL Provider Manual.

**Complete the following table using the EL/Civics Report (Program) in DAISI's Static Reports Center.**

|  |  |  |  |
| --- | --- | --- | --- |
| **EL Civics Data to provide** | **FY15Actual** | **FY16Estimated** | **FY17 Projected** |
| **Total number of students funded with IEL / CE funding source (Unduplicated)** |       |       |       |
| **Total number of students achieving competency requirement** |       |       |       |
| **Percent achieving requirement\*** |       |       |       |
| **Total number of IEL / CE attendance hours generated in the program** |       |       |       |
| **Total number of IEL / CE competencies achieved in the program** |       |       |       |

***\* State rate of "Percent achieving requirement" in FY15 was 89%.***

**In a maximum of two (2) page following the General Narrative, provide responses to each of the following items: Additional information will**

1. Given the new definition of IELCE formerly EL/Civics, what services would you propose to English language learners and those seeking instructional services who are professionals with degrees?
2. How do you propose to connect IEL/CE instruction with employment and the workforce system?
3. Indicate how competencies are used in the classroom and what strategies have been put in place to ensure students meet the competency requirements.
4. What competencies should be modified to ensure the new requirements of the law are met? What is your reasoning?

**General Narrative - Page 1** (3 page total maximum)

**General Narrative (continued) - Page 2** (3 page total maximum)

**General Narrative (continued) - Page 3** (3 page total maximum)

**IEL/CE Narrative - Page 1** (2 page total maximum)

**IEL/CE Narrative (continued) - Page 2** (2 page total maximum)