

Part I: IELCE Implementation for 2021-2022

Assurances for the Section 243 Integrated EL Civics Program of the Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act (AEFLA)

1. The Integrated EL Civics program meets the Integrated Education and Training requirement of being part of at least one career pathway. (REFERENCE: 34 CFR 463.38(b))
2. The career pathways are designed to meet the following requirements of the Integrated EL Civics program. (REFERENCE: 34 CFR 463.73(b))
 - a. Prepare for and place adult English language learners in unsubsidized employment within in-demand industries and occupations leading to economic self-sufficiency
 - b. Integrate with the local workforce development system and its functions to carry out program activities
3. The Integrated EL Civics program includes the following English language acquisition and civics education requirements. (REFERENCE 34 CFR 463.33(b))
 - a. Instruction in literacy and English language acquisition
 - b. Instruction on the rights and responsibilities of citizenship and civic participation
4. The adult education component of the Integrated EL Civics program is aligned with the state's content standards for adult education (i.e., the College and Career Readiness Standards and the corresponding English Language Proficiency Standards for Adult Education). (REFERENCE: 34 CFR 463.38)
5. The adult education and literacy activities, workforce preparation, and workforce training occur concurrently and contextually in ways that meet the following requirements. (REFERENCE: 34 CFR 463.37 and 436.35)
 - a. Contain sufficient intensity and quality based on rigorous research (e.g., research on reading, writing, math, and English proficiency of eligible individuals)
 - b. Occur simultaneously
 - c. Use occupationally relevant instructional materials
 - d. Have a single set of learning objectives identifying specific adult education content; workforce preparation activities; and workforce training competencies and program activities functioning cooperatively
6. Attendance records and certificates that verify that Integrated EL Civics students have been enrolled in or have completed workforce training programs will be maintained.

I have read all assurances and certify that we will comply with the requirements of the Section 243 Integrated EL Civics program of the Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act (AEFLA) program as a condition of funding and that, to the best of my knowledge, the information contained in this document is correct and complete.

Name and Title	Magdalena Kwiatkowski, WIOA Title II Grant Coordinator
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Signature	Magdalena Kwiatkowski
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Date Signed	4/21/2022
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Part I: IELCE Implementation for 2021-2022

Integration of the IET Components

Program Type

Industry Sector	Information and Communication Technologies
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Career Pathway	Business Information Worker
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Training Program	SDCCE Business Information Worker Program
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Credential Type	Local Education Agency CTE Program Certificate that meets CDE Standards
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Specific Certification	Business Information Worker Stage I Certificate
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Specific Certification

Business Information Worker Stage 1 Certificate

Teaching Model

Alternate Teaching

IET Components

1 - Keyboarding OFSY 541	1 - VESL for Career Pathways	1 - VESL for Career Pathways
Hours per week 9 Total weeks 9 Total hours 81 ELL Enrollment 26 Comments This course is currently offered during the semester. The ELL Enrollment is 26 for Fall 2021, or Spring 2022.	Objectives 52 Hours per week 15 Total weeks 9 Total hours 135 ELL Enrollment 94 Comments VESL for Career Pathways is a new program that offers many options students can choose from. It includes both core and Adv VESL classes (a significant increase compared to previous years). Career Modules seats. The ELL Enrollment is 94 for Pathways in Fall 2021 or Spring 2022.	Objectives 52 Hours per week 15 Total weeks 9 Total hours 135 ELL Enrollment 94 Comments VESL for Career Pathways is a new program that offers many options students can choose from. It includes both core and Adv VESL classes (a significant increase compared to previous years). Career Modules seats. The ELL Enrollment is 94 for Pathways in Fall 2021 or Spring 2022.
2 - Word Processing: Beg OFSY 596 Hours per week 6 Total weeks 9 Total hours 54 ELL Enrollment 35 Comments This course is currently offered during the semester. The ELL Enrollment is 35 for Fall 2021, or Spring 2022.		
3 - Electronic Info Management (Outlook) OFSY 528 Hours per week 4 Total weeks 9 Total hours 36 ELL Enrollment 28 Comments This course is currently offered during the semester. The ELL Enrollment is 28 for Fall 2021, or Spring 2022.		

Single Set of Learning Objectives (Contextualization)

The single set of learning objectives should identify specific content from the IELCE/IET components (i.e. Adult Literacy (ESL), Workforce Preparation, and Workforce Training) that is organized to function cooperatively. List representative objectives that demonstrate the scope of the English language support for the specific workforce training course.

1. Demonstrate techniques and basic principles of keyboarding.
2. Demonstrate the knowledge of vocabulary and meaning of terms related to keyboarding, the world of business, and the concepts used in keyboarding operation for inputting and retrieving information.
3. Follow oral and written instructions to boot the computer system and demonstrate local area network (LAN) procedures to access the word processing program and power down/log off the system.
4. Identify and use common computer hardware components: hard drive, keyboard, monitor, computer processing unit (CPU), printer, and mouse.
5. Explain and use basic computer and word processing terminology.
6. Identify and use basic editing and text enhancement features of the word processing system.
7. Make decisions regarding proper format and features to produce standard business and professional documents such as letters and memos, simple tables, columns, reports/forms, merge documents, resumes and related business correspondence.

8. Use a variety of resource materials such as software manuals, tutorials, on-line help, and internet research to independently find solutions

to office equipment problems.

9. Explain proper procedures to send, receive, and organize email messages.

10. Modify and manage contact information, including sorting, searching and printing.

Workforce Training Providers

Agency Name	San Diego College of Continuing Education
Training Coordinator	Michelle Gray
Address	8355 Aero Drive San Diego, CA 92123
Phone	619-388-1800
Email	mgray@sdccd.edu

Program Coordination and Support

Part A (Qualitative):

1. Describe recruitment and support of students (e.g., counseling, navigation, etc.) in the IELCE/IET program.
2. Describe the collaboration among staff of the IELCE/IET components (i.e., Adult (ESL) Literacy, Workforce Preparation and Workforce Training) to develop, implement, and continue to improve the learning objectives and contextualized instruction.
3. Describe how your courses (i.e., Adult (ESL) Literacy, Workforce Preparation and Workforce Training) are conducted concurrently.

1. SDCCE recruits students through the online and printed schedule, social media, information booths at community events, brochures, class fliers, and targeted emails. CTE certificate programs are listed on the school website (www.sdce.edu) and in Endless Possibilities, annual SDCCD brochure distributed across campuses and available online at https://www.sdccd.edu/docs/StudentServices/Endless_Possibilities_Brochure.pdf

All CTE students receive an orientation.

New ESL students are informed about CTE classes during registration. All ESL students receive a Beg or Int/Adv Student Guide. The Beginning Guide includes a list of CTE courses offered in our program. The Intermediate/Advanced Guide has a chart that shows pathways to CTE certificate programs, high school diploma/GED, and the three credit colleges. Faculty also have access to leveled instructional worksheets for use with the goal setting activities of the Student Guides. Information about local community resources is available online to faculty and students.

SDCCE Student Services programs (DSPS, Veteran's Services, New Horizons/Gender Equity, Rising to Success, SDCEats!) help break down barriers to success among underserved populations. Career Services counselors continue offer appointments with students.

2. Collaboration with the SDCCE CTE program, our sole provider of job training, is primarily initiated by the SDCCE Special Projects Manager, the ESL and the ABE/ASE Deans, and the VESL Coordinator. The SDCCE Offices of Student Services and Instructional Services and the Access, Retention and Completion Pathways Subcommittee provide additional meeting platforms to discuss the alignment of schedules and student support services.

The SDCCE Office of Planning, Research, and Institutional Effectiveness provides a detailed report of ESL/ABE/ASE co-enrollment with CTE, which allows us to identify new career pathways.

Workforce preparation instruction is provided through in-house created EL Civics 243 Student Guides, BurlingtonEnglish, and the VESL Career Modules developed collaboratively with CTE faculty and closely aligned with the WIOA IELCE/IET Plan career pathways. The shared objectives, which provide a roadmap for the VESL Career Modules, are based on the course outline objectives for specific CTE courses and vetted by ESL and CTE faculty.

3. The ESL/VESL courses and the CTE courses are offered at different times, which allows students to enroll in both programs concurrently. In 2021-2022, several SDCCE courses have been offered online, which allowed for more co-enrollment. Workforce Preparation activities are primarily provided by all VESL courses, including VESL for Career Pathways and VESL for Healthcare Careers. Additionally, they are offered to all students as part of core ESL courses through EL Civics 243 curricula and BurlingtonEnglish Career Modules.

Part B (Quantitative):

1. Describe how your agency tracks attendance in the IELCE/IET program within your agency.
2. If your IELCE/IET program partnered with another agency or agencies for Adult (ESL) Literacy, Workforce Preparation and/or Workforce Training, describe how you tracked attendance for those courses.

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1. Student attendance in all SDCCE courses is reported through the PeopleSoft system. Attendance for online courses is reported based on census dates, while attendance for onsite courses is reported daily. All attendance data is uploaded to TOPSpro on a monthly basis. The same process applies to ABE/ASE/ESL and CTE courses. Additionally, every semester, the SDCCE Office of Planning, Research, and Institutional Effectiveness provides a detailed report listing co-enrollment information for every ABE/ASE/ESL student enrolled in CTE courses at SDCCE. This report allows us to see current, emerging, and declining co-enrollment patterns across the school and identify new potential career pathways. Every semester, the Office also provides a summary co-enrollment report for the ABE/ASE/ESL programs.

2. N/A

Planning

Indicate whether each program will continue or discontinue for the 2022-2023 Program Year.

Continuing

The CTE certificate program which is the focus of this pathway is not going to change next year. It is a strong, well-established program. New state-approved VESL course outlines have been adopted in 2021-2022 for all VESL classes. They feature two nine-week courses (Course I and Course II) replacing the previous 18-week format. Successful completion of both courses allows students to earn a program completion certificate.

Program Type

Industry Sector	Business and Finance
Career Pathway	Small Business Planning and Growth
Training Program	SDCCE Small Business Planning Certificate Program
Credential Type	Local Education Agency CTE Program Certificate that meets CDE Standards
Specific Certification	Small Business Planning Certificate
Teaching Model	Alternate Teaching

IET Components

1 - Small Business Essentials BUSN 630	1 - VESL for Career Pathways	1 - VESL for Career Pathways
Hours per week 9 Total weeks 6 Total hours 54 ELL Enrollment 13 Comments This is an online course. Sever represents the total ESL students	Objectives 52 Hours per week 15 Total weeks 9 Total hours 135 ELL Enrollment 94 Comments VESL for Career Pathways is an... many options students can ch... and Adv VESL classes (a signifi... significant increase compared... Career Modules seats. The ELL... Pathways in Fall 2021 or Sprin	Objectives 52 Hours per week 15 Total weeks 9 Total hours 135 ELL Enrollment 94 Comments VESL for Career Pathways is a... However, ELL learners interest... the core ESL or VESL classes o... VESL classes. In Spring 2022, v... year, this is an increase by 32
2 - Small Business Planning BUSN 631 Hours per week 9 Total weeks 6 Total hours 54 ELL Enrollment		

Enrollment	3
Comments	This is an online course. Sever represents the total ESL stude

Single Set of Learning Objectives (Contextualization)

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1. Differentiate and describe legal forms of ownership.
2. Describe business and personal skills necessary to starting a small business.
3. Identify and describe legal issues and requirements of federal, state, county and city governments.
4. Identify and describe best practices for hiring and recruitment of employees.
5. Describe various sales and marketing strategies.
6. Explain and develop a networking strategy, outlining target customers, mentors, industry peers,
7. advisory groups and government.
8. Construct and describe an implementation and exit strategy for a small business.
9. Describe and assess personal skills and develop a personal vision statement outlining their desired lifestyle, professional and financial goals.

Workforce Training Providers

Agency Name	San Diego College of Continuing Education
Training Coordinator	Michelle Gray
Address	8355 Aero Drive San Diego, CA 92123
Phone	619-388-1800
Email	mgray@sdccd.edu

Program Coordination and Support

Part A (Qualitative):

1. Describe recruitment and support of students (e.g., counseling, navigation, etc.) in the IELCE/IET program.
2. Describe the collaboration among staff of the IELCE/IET components (i.e., Adult (ESL) Literacy, Workforce Preparation and Workforce Training) to develop, implement, and continue to improve the learning objectives and contextualized instruction.
3. Describe how your courses (i.e., Adult (ESL) Literacy, Workforce Preparation and Workforce Training) are conducted concurrently.

1. SDCCE recruits students through the online and printed schedule, social media, information booths at community events, brochures, class fliers, and targeted emails. CTE certificate programs are listed on the school website (www.sdce.edu) and in Endless Possibilities, annual SDCCD brochure distributed across campuses and available online at https://www.sdccd.edu/docs/StudentServices/Endless_Possibilities_Brochure.pdf

All CTE students receive an orientation.

New ESL students are informed about CTE classes during registration. All ESL students receive a Beg or Int/Adv Student Guide. The Beginning Guide includes a list of CTE courses offered in our program. The Intermediate/Advanced Guide has a chart that shows pathways to CTE certificate programs, high school diploma/GED, and the three credit colleges. Faculty also have access to leveled instructional worksheets for use with the goal setting activities of the Student Guides. Information about local community resources is available online to faculty and students.

SDCCE Student Services programs (DSPS, Veteran's Services, New Horizons/Gender Equity, Rising to Success, SDCEats!) help break down barriers to success among underserved populations. Career Services counselors continue offer appointments with students.

2. Collaboration with the SDCCE CTE program, our sole provider of job training, is primarily initiated by the SDCCE Special Projects Manager, the ESL and the ABE/ASE Deans, and the VESL Coordinator. The SDCCE Offices of Student Services and Instructional Services and the Access,

Retention and Completion Pathways Subcommittee provide additional meeting platforms to discuss the alignment of schedules and student support services.

The SDCCE Office of Planning, Research, and Institutional Effectiveness provides a detailed report of ESL/ABE/ASE co-enrollment with CTE, which allows us to identify new career pathways.

Workforce preparation instruction is provided through in-house created EL Civics 243 Student Guides, BurlingtonEnglish, and the VESL Career Modules developed collaboratively with CTE faculty and closely aligned with the WIOA IELCE/IET Plan career pathways. The shared objectives, which provide a roadmap for the VESL Career Modules, are based on the course outline objectives for specific CTE courses and vetted by ESL and CTE faculty.

3. The ESL/VESL courses and the CTE courses are offered at different times, which allows students to enroll in both programs concurrently. In 2021-2022, several SDCCE courses have been offered online, which allowed for more co-enrollment. Workforce Preparation activities are primarily provided by all VESL courses, including VESL for Career Pathways and VESL for Healthcare Careers. Additionally, they are offered to all students as part of core ESL courses through EL Civics 243 curricula and BurlingtonEnglish Career Modules.

Part B (Quantitative):

1. Describe how your agency tracks attendance in the IELCE/IET program within your agency.
2. If your IELCE/IET program partnered with another agency or agencies for Adult (ESL) Literacy, Workforce Preparation and/or Workforce Training, describe how you tracked attendance for those courses.

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2. N/A

Planning

Indicate whether each program will continue or discontinue for the 2022-2023 Program Year.

Continuing

The CTE certificate program which is the focus of this pathway is not going to change next year. It is a strong, well-established job training program. New state-approved VESL course outlines have been adopted in 2021-2022 for all VESL classes. They feature two nine-week courses (Course I and Course II) replacing the previous 18-week format. Successful completion of both courses allows students to earn a program completion certificate. We also partnered with our District's ICOM (Interactive Competency-based Online Microcredentialing) Academy to offer online Int and Adv VESL to students across California, which may bring more students to the pathway.

Program Type

Industry Sector	Health Science and Medical Technology
Career Pathway	Personal Care Assistant/Caregiver
Training Program	SDCCE Personal Care Assistant/Caregiver
Credential Type	Local Education Agency CTE Program Certificate that meets CDE Standards
Specific Certification	Personal Care Assistant/Caregiver Certificate
Teaching Model	Alternate Teaching

IET Components

<p>1 - Healthcare Careers HLTH 609</p> <p>Hours per week 10</p> <p>Total weeks 8</p> <p>Total hours 80</p> <p>ELL Enrollment 14</p> <p>Comments This course is currently offered. Enrollment (14) represents the</p>	<p>1 - VESL for Healthcare Careers</p> <p>Objectives 33</p> <p>Hours per week 10</p> <p>Total weeks 9</p> <p>Total hours 90</p> <p>ELL Enrollment 106</p> <p>Comments VESL for Healthcare Careers is workforce preparation. In Fall curricula have been offered in 2020). We also offer 130 Burlingame enrolled in any section of VESL</p>	<p>1 - VESL for Healthcare Careers</p> <p>Objectives 33</p> <p>Hours per week 10</p> <p>Total weeks 9</p> <p>Total hours 90</p> <p>ELL Enrollment 106</p> <p>Comments VESL for Healthcare Careers is workforce preparation. In Fall curricula have been offered in 2020). We also offer 130 Burlingame enrolled in any section of VESL</p>
<p>2 - Personal and Home Care Aid HLTH 610</p> <p>Hours per week 15</p> <p>Total weeks 8</p> <p>Total hours 120</p> <p>ELL Enrollment 12</p> <p>Comments This course is currently offered. Enrollment (12) represents the</p>		

Single Set of Learning Objectives (Contextualization)

The single set of learning objectives should identify specific content from the IELCE/IET components (i.e. Adult Literacy (ESL), Workforce Preparation, and Workforce Training) that is organized to function cooperatively. List representative objectives that demonstrate the scope of the English language support for the specific workforce training course.

1. Describe and compare the different healthcare delivery systems.
2. Demonstrate commonly used medical terminology and abbreviations.
3. Identify safety issues and explain preventative practices for healthcare workers and patients, including national patient safety goals and OSHA regulations.
4. Demonstrate communication in the workplace using various strategies.
5. Describe and compare the different levels of nursing and allied health careers, educational
6. Identify specific job responsibilities of a personal care and home care aide.
7. Identify and describe emergency procedures and safety measures, including infection control, to be used in a home environment
8. Describe proper body mechanic methods used on clients.
9. Demonstrate assisting clients with activity of daily living procedures based on individualized needs including diagnosis, cultural, physical and psycho-social situations.
10. Explain appropriate use of adaptive equipment available in the home.
11. Explain ways to assist clients with medications.
12. Demonstrate interview skills and strategies to gain employment with home care agencies.

Workforce Training Providers

Agency Name [San Diego College of Continuing Education](#)

Training Coordinator [Cassandra Storey](#)

Address [1901 Main Street](#)
[San Diego, CA 92123](#)

Phone [619-388-1910](#)

Email cstorey@sdccd.edu

Part A (Qualitative):

1. Describe recruitment and support of students (e.g., counseling, navigation, etc.) in the IELCE/IET program.
2. Describe the collaboration among staff of the IELCE/IET components (i.e., Adult (ESL) Literacy, Workforce Preparation and Workforce Training) to develop, implement, and continue to improve the learning objectives and contextualized instruction.
3. Describe how your courses (i.e., Adult (ESL) Literacy, Workforce Preparation and Workforce Training) are conducted concurrently.

1. SDCCE recruits students through the online and printed schedule, social media, information booths at community events, brochures, class fliers, and targeted emails. CTE certificate programs are listed on the school website (www.sdce.edu) and in Endless Possibilities, annual SDCCD brochure distributed across campuses and available online at

https://www.sdccd.edu/docs/StudentServices/Endless_Possibilities_Brochure.pdf

All CTE students receive an orientation.

New ESL students are informed about CTE classes during registration. All ESL students receive a Beg or Int/Adv Student Guide. The Beginning Guide includes a list of CTE courses offered in our program. The Intermediate/Advanced Guide has a chart that shows pathways to CTE certificate programs, high school diploma/GED, and the three credit colleges. Faculty also have access to leveled instructional worksheets for use with the goal setting activities of the Student Guides. Information about local community resources is available online to faculty and students.

SDCCE Student Services programs (DSPS, Veteran's Services, New Horizons/Gender Equity, Rising to Success, SDCEats!) help break down barriers to success among underserved populations. Career Services counselors continue offer appointments with students.

2. Collaboration with the SDCCE CTE program, our sole provider of job training, is primarily initiated by the SDCCE Special Projects Manager, the ESL and the ABE/ASE Deans, and the VESL Coordinator. The SDCCE Offices of Student Services and Instructional Services and the Access, Retention and Completion Pathways Subcommittee provide additional meeting platforms to discuss the alignment of schedules and student support services.

The SDCCE Office of Planning, Research, and Institutional Effectiveness provides a detailed report of ESL/ABE/ASE co-enrollment with CTE, which allows us to identify new career pathways.

Workforce preparation instruction is provided through in-house created EL Civics 243 Student Guides, BurlingtonEnglish, and the VESL Career Modules developed collaboratively with CTE faculty and closely aligned with the WIOA IELCE/IET Plan career pathways. The shared objectives, which provide a roadmap for the VESL Career Modules, are based on the course outline objectives for specific CTE courses and vetted by ESL and CTE faculty.

3. The ESL/VESL courses and the CTE courses are offered at different times, which allows students to enroll in both programs concurrently. In 2021-2022, several SDCCE courses have been offered online, which allowed for more co-enrollment. Workforce Preparation activities are primarily provided by all VESL courses, including VESL for Career Pathways and VESL for Healthcare Careers. Additionally, they are offered to all students as part of core ESL courses through EL Civics 243 curricula and BurlingtonEnglish Career Modules.

Part B (Quantitative):

1. Describe how your agency tracks attendance in the IELCE/IET program within your agency.
2. If your IELCE/IET program partnered with another agency or agencies for Adult (ESL) Literacy, Workforce Preparation and/or Workforce Training, describe how you tracked attendance for those courses.

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2. N/A

Planning

Indicate whether each program will continue or discontinue for the 2022-2023 Program Year.

Continuing

The CTE certificate program which is the focus of this pathway is not going to change next year. It is a strong, well-established program. New

state-approved VESL course outlines have been adopted in 2021-2022 for all VESL classes. They feature two nine-week courses (Course I and Course II) replacing the previous 18-week format. Successful completion of both courses allows students to earn a program completion certificate.

Program Type

Industry Sector	Hospitality, Tourism, and Recreation
Career Pathway	Professional Bakeshop
Training Program	SDCCD Professional Bakeshop Certificate Program
Credential Type	Local Education Agency CTE Program Certificate that meets CDE Standards
Specific Certification	Professional Bakeshop Certificate
Teaching Model	Alternate Teaching

IET Components

1 - Professional Bakeshop Skills FDNT 627	1 - VESL for Career Pathways	1 - VESL for Career Pathways
<p>Hours per week 10</p> <p>Total weeks 9</p> <p>Total hours 90</p> <p>ELL Enrollment 0</p> <p>Comments Unfortunately, this course was dropped down to zero. In the culinary arts.</p>	<p>Objectives 52</p> <p>Hours per week 15</p> <p>Total weeks 9</p> <p>Total hours 135</p> <p>ELL Enrollment 94</p> <p>Comments VESL for Career Pathways is an... many options students can choose... and Adv VESL classes (a significant increase compared... Career Modules seats. The ELL... Pathways in Fall 2021 or Spring...</p>	<p>Objectives 52</p> <p>Hours per week 15</p> <p>Total weeks 9</p> <p>Total hours 135</p> <p>ELL Enrollment 94</p> <p>Comments VESL for Career Pathways is a... However, ELL learners interested... the core ESL or VESL classes of... VESL classes. In Spring 2022, v... year, this is an increase by 32... enrolled in any section of VESL...</p>
<p>2 - Advanced Bakeshop Skills FDNT 628</p> <p>Hours per week 10</p> <p>Total weeks 9</p> <p>Total hours 90</p> <p>ELL Enrollment 0</p> <p>Comments Unfortunately, this course was dropped down to zero. In the culinary arts.</p>		

Single Set of Learning Objectives (Contextualization)

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1. Explain fire safety regulations in a kitchen.
2. Identify equipment and small wares used in bakeshop preparation.
3. Demonstrate food safety and sanitation practices in the preparation of baked product and desserts.
4. Explain good personal hygiene practices.
5. Describe food pyramids and the nutritional contribution of baked products and desserts.

6. Describe basic methods of preparing fruit desserts.
7. Identify and follow oral and written instructions to prepare a variety of breads, pies, and advanced pastry products.
8. Identify careers in the baking/pastry industry.
9. List skills required for bakeshop employment.

Workforce Training Providers

Agency Name	San Diego College of Continuing Education
Training Coordinator	Lorie Howell
Address	3249 Fordham Street San Diego, CA 92110
Phone	619-388-1873
Email	lhowell@sdccd.edu

Program Coordination and Support

Part A (Qualitative):

1. Describe recruitment and support of students (e.g., counseling, navigation, etc.) in the IELCE/IET program.
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3. The ESL/VESL courses and the CTE courses are offered at different times, which allows students to enroll in both programs concurrently. In 2021-2022, several SDCCE courses have been offered online, which allowed for more co-enrollment. Workforce Preparation activities are primarily provided by all VESL courses, including VESL for Career Pathways and VESL for Healthcare Careers. Additionally, they are offered to all students as part of core ESL courses through EL Civics 243 curricula and BurlingtonEnglish Career Modules.

Part B (Quantitative):

1. Describe how your agency tracks attendance in the IELCE/IET program within your agency.
2. If your IELCE/IET program partnered with another agency or agencies for Adult (ESL) Literacy, Workforce Preparation and/or Workforce Training, describe how you tracked attendance for those courses.

WORKFORCE TRAINING, DESCRIBE HOW YOU TRACKED ATTENDANCE FOR THOSE COURSES.

1. Student attendance in all SDCCE courses is reported through the PeopleSoft system. Attendance for online courses is reported based on census dates, while attendance for onsite courses is reported daily. All attendance data is uploaded to TOPSpro on a monthly basis. The same process applies to ABE/ASE/ESL and CTE courses. Additionally, every semester, the SDCCE Office of Planning, Research, and Institutional Effectiveness provides a detailed report listing co-enrollment information for every ABE/ASE/ESL student enrolled in CTE courses at SDCCE. This report allows us to see current, emerging, and declining co-enrollment patterns across the school and identify new potential career pathways. Every semester, the Office also provides a summary co-enrollment report for the ABE/ASE/ESL programs.

2. N/A

Planning

Indicate whether each program will continue or discontinue for the 2022-2023 Program Year.

Continuing

Due to the COVID-19 school closure and transition to fully online instruction, several Culinary Arts courses were not offered in 2021-2022. As a result, our co-enrollment numbers dropped down to zero. As the school returns to on-site instruction, more CTE courses will be offered next year. Just before the school closure, a newly constructed kitchen was added to the ECC campus, which serves a large ESL population, and we hope that this is going to be a popular program among our students.

Program Type

Industry Sector	Fashion and Interior Design
Career Pathway	Clothing Construction
Training Program	SDCCE Clothing Construction Certificate Program
Credential Type	Local Education Agency CTE Program Certificate that meets CDE Standards
Specific Certification	Clothing Construction Certificate
Teaching Model	Alternate Teaching

IET Components

1 - Sewing Fundamentals I CLTX 620	1 - VESL for Career Pathways	1 - VESL for Career Pathways
Hours per week 4 Total weeks 18 Total hours 72 ELL Enrollment 11 Comments This course is currently offering enrollment in any section of the program.	Objectives 52 Hours per week 15 Total weeks 9 Total hours 135 ELL Enrollment 94 Comments VESL for Career Pathways is an alternative to many options students can choose between. It includes both core and Adv VESL classes (a significant increase compared to previous years). Career Modules seats. The ELL enrollment in Fall 2021 or Spring 2022.	Objectives 52 Hours per week 15 Total weeks 9 Total hours 135 ELL Enrollment 94 Comments VESL for Career Pathways is an alternative to many options students can choose between. However, ELL learners interested in the core ESL or VESL classes or VESL classes. In Spring 2022, we had an increase by 32 students enrolled in any section of VESL.
2 - Sewing Fundamentals II CLTX 625 Hours per week 4 Total weeks 18 Total hours 72 ELL Enrollment		

ELL Enrollment	8
Comments	This course is currently offered in any section of the course in
3 - Sewing Like a Professional CLTX 630	
Hours per week	4
Total weeks	18
Total hours	72
ELL Enrollment	6
Comments	This course is currently offered in any section of the course in
4 - Contemporary Tailoring CLTX 635	
Hours per week	4
Total weeks	18
Total hours	72
ELL Enrollment	1
Comments	This course is currently offered in any section of the course in

Single Set of Learning Objectives (Contextualization)

The single set of learning objectives should identify specific content from the IELCE/IET components (i.e. Adult Literacy (ESL), Workforce Preparation, and Workforce Training) that is organized to function cooperatively. List representative objectives that demonstrate the scope of the English language support for the specific workforce training course.

1. Select and name fabric, notions, and patterns appropriate to skill level.
2. Identify and name the tools/equipment used in both traditional and contemporary tailoring.
3. Demonstrate the use and maintenance of sewing machines, sergers, cutting tools, and other equipment and supplies necessary for efficient sewing.
4. Demonstrate and describe the use of at least three timesaving techniques in garment construction.
5. Identify and describe different textiles, garment fitting techniques and alterations.
6. Describe fashion industry concepts and trends including green technology.
7. Design, organize, and describe a safe, efficient, and ergonomically correct workspace.
8. Develop a sewing portfolio illustrating new techniques and skills acquired.
9. Identify and describe employment possibilities for sewers in all the different facets of the sewn product industry.
10. Identify and describe the skills acquired that are transferable to the job market and have some knowledge about how to market them.

Workforce Training Providers

Agency Name	San Diego College of Continuing Education
Training Coordinator	Lorie Howell
Address	3249 Fordham Street San Diego, CA 92110
Phone	619-388-1873
Email	lhowell@sdccd.edu

Part A (Qualitative):

1. Describe recruitment and support of students (e.g., counseling, navigation, etc.) in the IELCE/IET program.
2. Describe the collaboration among staff of the IELCE/IET components (i.e., Adult (ESL) Literacy, Workforce Preparation and Workforce Training) to develop, implement, and continue to improve the learning objectives and contextualized instruction.
3. Describe how your courses (i.e., Adult (ESL) Literacy, Workforce Preparation and Workforce Training) are conducted concurrently.

1. SDCCE recruits students through the online and printed schedule, social media, information booths at community events, brochures, class fliers, and targeted emails. CTE certificate programs are listed on the school website (www.sdce.edu) and in Endless Possibilities, annual SDCCD brochure distributed across campuses and available online at

https://www.sdccd.edu/docs/StudentServices/Endless_Possibilities_Brochure.pdf

All CTE students receive an orientation.

New ESL students are informed about CTE classes during registration. All ESL students receive a Beg or Int/Adv Student Guide. The Beginning Guide includes a list of CTE courses offered in our program. The Intermediate/Advanced Guide has a chart that shows pathways to CTE certificate programs, high school diploma/GED, and the three credit colleges. Faculty also have access to leveled instructional worksheets for use with the goal setting activities of the Student Guides. Information about local community resources is available online to faculty and students.

SDCCE Student Services programs (DSPS, Veteran's Services, New Horizons/Gender Equity, Rising to Success, SDCEats!) help break down barriers to success among underserved populations. Career Services counselors continue offer appointments with students.

2. Collaboration with the SDCCE CTE program, our sole provider of job training, is primarily initiated by the SDCCE Special Projects Manager, the ESL and the ABE/ASE Deans, and the VESL Coordinator. The SDCCE Offices of Student Services and Instructional Services and the Access, Retention and Completion Pathways Subcommittee provide additional meeting platforms to discuss the alignment of schedules and student support services.

The SDCCE Office of Planning, Research, and Institutional Effectiveness provides a detailed report of ESL/ABE/ASE co-enrollment with CTE, which allows us to identify new career pathways.

Workforce preparation instruction is provided through in-house created EL Civics 243 Student Guides, BurlingtonEnglish, and the VESL Career Modules developed collaboratively with CTE faculty and closely aligned with the WIOA IELCE/IET Plan career pathways. The shared objectives, which provide a roadmap for the VESL Career Modules, are based on the course outline objectives for specific CTE courses and vetted by ESL and CTE faculty.

3. The ESL/VESL courses and the CTE courses are offered at different times, which allows students to enroll in both programs concurrently. In 2021-2022, several SDCCE courses have been offered online, which allowed for more co-enrollment. Workforce Preparation activities are primarily provided by all VESL courses, including VESL for Career Pathways and VESL for Healthcare Careers. Additionally, they are offered to all students as part of core ESL courses through EL Civics 243 curricula and BurlingtonEnglish Career Modules.

Part B (Quantitative):

1. Describe how your agency tracks attendance in the IELCE/IET program within your agency.
2. If your IELCE/IET program partnered with another agency or agencies for Adult (ESL) Literacy, Workforce Preparation and/or Workforce Training, describe how you tracked attendance for those courses.

1. Student attendance in all SDCCE courses is reported through the PeopleSoft system. Attendance for online courses is reported based on census dates, while attendance for onsite courses is reported daily. All attendance data is uploaded to TOPSpro on a monthly basis. The same process applies to ABE/ASE/ESL and CTE courses. Additionally, every semester, the SDCCE Office of Planning, Research, and Institutional Effectiveness provides a detailed report listing co-enrollment information for every ABE/ASE/ESL student enrolled in CTE courses at SDCCE. This report allows us to see current, emerging, and declining co-enrollment patterns across the school and identify new potential career pathways. Every semester, the Office also provides a summary co-enrollment report for the ABE/ASE/ESL programs.

2. N/A

Planning

Indicate whether each program will continue or discontinue for the 2022-2023 Program Year.

Continuing

The CTE certificate program which is the focus of this pathway is not going to change next year. It is a strong, well-established job training. Due

to transition to online instruction, our co-enrollment numbers for this program decreased significantly. However, it has always been popular among ESL students and, as the school returns to on-site instruction and more onsite CTE courses are offered, we expect an increase in co-enrollment next year.

Program Type

Industry Sector	Education, Child Development, and Family Services
Career Pathway	Childcare Provider
Training Program	SDCCE Family Home Day Care Training
Credential Type	Local Education Agency CTE Program Certificate that meets CDE Standards
Specific Certification	Child Development I Certificate
Teaching Model	Alternate Teaching

IET Components

1 - Family Home Day Care Training HMDV 533	1 - VESL for Career Pathways	1 - VESL for Career Pathways
Hours per week 4 Total weeks 18 Total hours 72 ELL Enrollment 0 Comments Unfortunately, due to the COVID-19 pandemic, we have had a significant decrease in enrollment. We are currently offering this program through our VESL classes.	Objectives 52 Hours per week 15 Total weeks 9 Total hours 135 ELL Enrollment 94 Comments VESL for Career Pathways is an excellent program that provides many options students can choose from. We offer both Basic and Adv VESL classes (a significant increase compared to 2020). We also offer 130 Burlingame Career Modules seats. The ELL students are currently enrolled in Fall 2021 or Spring 2022.	Objectives 52 Hours per week 15 Total weeks 9 Total hours 135 ELL Enrollment 94 Comments VESL for Healthcare Careers is an excellent program that provides workforce preparation. In Fall 2020, we offered this program. We also offer 130 Burlingame Career Modules seats. We also offer 130 Burlingame Career Modules seats. We also offer 130 Burlingame Career Modules seats. We also offer 130 Burlingame Career Modules seats.

Single Set of Learning Objectives (Contextualization)

The single set of learning objectives should identify specific content from the IELCE/IET components (i.e. Adult Literacy (ESL), Workforce Preparation, and Workforce Training) that is organized to function cooperatively. List representative objectives that demonstrate the scope of the English language support for the specific workforce training course.

1. Define the State of California Family Home Day Care and Childcare licensing requirements.
2. Identify successful childcare business practices and develop policies and procedures for staff relations and supervision.
3. Identify the essential components of developmentally appropriate indoor and outdoor childcare learning environments.
4. Identify and discuss good nutrition, menu planning and health and safety practices for the childcare environment, with an emphasis on for infants and toddlers.
5. Develop a handbook to strengthen the caregiver and parent relationship and discuss and demonstrate other techniques that develop and enhance relationships and communication between the childcare provider, the children, their parents, and the community.
6. Practice positive guidance and developmentally appropriate discipline techniques.
7. List and discuss childcare daily routines and age appropriate stimulation and enrichment activities.
8. Create a week-long multicultural curriculum and participate and reflect on a multicultural event both of which demonstrate sensitivity to families of diverse cultural backgrounds.

Workforce Training Providers

Agency Name	San Diego College of Continuing Education
Training Coordinator	Linda Osborn
Address	7358 Armstrong Place San Diego, CA 92111
Phone	619-388-1950
Email	losborn@sdccd.edu

Program Coordination and Support

Part A (Qualitative):

1. Describe recruitment and support of students (e.g., counseling, navigation, etc.) in the IELCE/IET program.
2. Describe the collaboration among staff of the IELCE/IET components (i.e., Adult (ESL) Literacy, Workforce Preparation and Workforce Training) to develop, implement, and continue to improve the learning objectives and contextualized instruction.
3. Describe how your courses (i.e., Adult (ESL) Literacy, Workforce Preparation and Workforce Training) are conducted concurrently.

1. SDCCE recruits students through the online and printed schedule, social media, information booths at community events, brochures, class fliers, and targeted emails. CTE certificate programs are listed on the school website (www.sdce.edu) and in Endless Possibilities, annual SDCCD brochure distributed across campuses and available online at

https://www.sdccd.edu/docs/StudentServices/Endless_Possibilities_Brochure.pdf

All CTE students receive an orientation.

New ESL students are informed about CTE classes during registration. All ESL students receive a Beg or Int/Adv Student Guide. The Beginning Guide includes a list of CTE courses offered in our program. The Intermediate/Advanced Guide has a chart that shows pathways to CTE certificate programs, high school diploma/GED, and the three credit colleges. Faculty also have access to leveled instructional worksheets for use with the goal setting activities of the Student Guides. Information about local community resources is available online to faculty and students.

SDCCE Student Services programs (DSPS, Veteran's Services, New Horizons/Gender Equity, Rising to Success, SDCEats!) help break down barriers to success among underserved populations. Career Services counselors continue offer appointments with students.

2. Collaboration with the SDCCE CTE program, our sole provider of job training, is primarily initiated by the SDCCE Special Projects Manager, the ESL and the ABE/ASE Deans, and the VESL Coordinator. The SDCCE Offices of Student Services and Instructional Services and the Access, Retention and Completion Pathways Subcommittee provide additional meeting platforms to discuss the alignment of schedules and student support services.

The SDCCE Office of Planning, Research, and Institutional Effectiveness provides a detailed report of ESL/ABE/ASE co-enrollment with CTE, which allows us to identify new career pathways.

Workforce preparation instruction is provided through in-house created EL Civics 243 Student Guides, BurlingtonEnglish, and the VESL Career Modules developed collaboratively with CTE faculty and closely aligned with the WIOA IELCE/IET Plan career pathways. The shared objectives, which provide a roadmap for the VESL Career Modules, are based on the course outline objectives for specific CTE courses and vetted by ESL and CTE faculty.

3. The ESL/VESL courses and the CTE courses are offered at different times, which allows students to enroll in both programs concurrently. In 2021-2022, several SDCCE courses have been offered online, which allowed for more co-enrollment. Workforce Preparation activities are primarily provided by all VESL courses, including VESL for Career Pathways and VESL for Healthcare Careers. Additionally, they are offered to all students as part of core ESL courses through EL Civics 243 curricula and BurlingtonEnglish Career Modules.

Part B (Quantitative):

1. Describe how your agency tracks attendance in the IELCE/IET program within your agency.
2. If your IELCE/IET program partnered with another agency or agencies for Adult (ESL) Literacy, Workforce Preparation and/or Workforce Training, describe how you tracked attendance for those courses.

1. Student attendance in all SDCCE courses is reported through the PeopleSoft system. Attendance for online courses is reported based on census dates, while attendance for onsite courses is reported daily. All attendance data is uploaded to TOPSpro on a monthly basis. The same process applies to ABE/ASE/ESL and CTE courses. Additionally, every semester, the SDCCE Office of Planning, Research, and Institutional Effectiveness provides a detailed report listing co-enrollment information for every ABE/ASE/ESL student enrolled in CTE courses at SDCCE. This

report allows us to see current, emerging, and declining co-enrollment patterns across the school and identify new potential career pathways.

Every semester, the Office also provides a summary co-enrollment report for the ABE/ASE/ESL programs.

2. N/A

Planning

Indicate whether each program will continue or discontinue for the 2022-2023 Program Year.

Continuing

We are planning to offer this program next year as onsite classes resume.

Program Type

Industry Sector	Business and Finance
Career Pathway	Project Management
Training Program	SDCCE Project Management Certificate Program
Credential Type	Local Education Agency CTE Program Certificate that meets CDE Standards
Specific Certification	Project Management Certificate
Teaching Model	Alternate Teaching

IET Components

1 - Project Management I BUSN 621	1 - VESL for Career Pathways	1 - VESL for Career Pathways
Hours per week 7.5 Total weeks 8 Total hours 60 ELL Enrollment 14 Comments This course is offered online, v the total ESL student enrollme	Objectives 51 Hours per week 15 Total weeks 9 Total hours 135 ELL Enrollment 94 Comments VESL for Career Pathways is ar many options students can ch and Adv VESL classes (a signifi significant increase compared Career Modules seats. The ELL Pathways in Fall 2021 or Sprin	Objectives 52 Hours per week 15 Total weeks 9 Total hours 135 ELL Enrollment 94 Comments VESL for Career Pathways is a However, ELL learners interest the core ESL or VESL classes o VESL classes. In Spring 2022, v year, this is an increase by 32 enrolled in any section of VESL
2 - Project Management II BUSN 622 Hours per week 7.5 Total weeks 8 Total hours 60 ELL Enrollment 4 Comments This course is offered online, v the total ESL student enrollme		

Single Set of Learning Objectives (Contextualization)

The single set of learning objectives should identify specific content from the IELCE/IET components (i.e. Adult Literacy (ESL), Workforce

Preparation, and Workforce Training) that is organized to function cooperatively. List representative objectives that demonstrate the scope of the English language support for the specific workforce training course.

1. Identify and explain the elements of projects and project management in business.
2. Define and describe steps involved in project planning.
3. Identify and explain the characteristics of effective project teams and the roles and responsibilities of both project managers and project team members.
4. Demonstrate (orally and in writing) and use a software tool on a computer system to create and manage a project.
5. Present orally a sample project completed with a team.
6. Present a written report of a sample project completed with a team.

Workforce Training Providers

Agency Name	San Diego College of Continuing Education
Training Coordinator	Michelle Gray
Address	8355 Aero Drive San Diego, CA 92123
Phone	619-388-1800
Email	mgray@sdccd.edu

Program Coordination and Support

Part A (Qualitative):

1. Describe recruitment and support of students (e.g., counseling, navigation, etc.) in the IELCE/IET program.
2. Describe the collaboration among staff of the IELCE/IET components (i.e., Adult (ESL) Literacy, Workforce Preparation and Workforce Training) to develop, implement, and continue to improve the learning objectives and contextualized instruction.
3. Describe how your courses (i.e., Adult (ESL) Literacy, Workforce Preparation and Workforce Training) are conducted concurrently.

1. SDCCE recruits students through the online and printed schedule, social media, information booths at community events, brochures, class fliers, and targeted emails. CTE certificate programs are listed on the school website (www.sdce.edu) and in Endless Possibilities, annual SDCCD brochure distributed across campuses and available online at https://www.sdccd.edu/docs/StudentServices/Endless_Possibilities_Brochure.pdf

All CTE students receive an orientation.

New ESL students are informed about CTE classes during registration. All ESL students receive a Beg or Int/Adv Student Guide. The Beginning Guide includes a list of CTE courses offered in our program. The Intermediate/Advanced Guide has a chart that shows pathways to CTE certificate programs, high school diploma/GED, and the three credit colleges. Faculty also have access to leveled instructional worksheets for use with the goal setting activities of the Student Guides. Information about local community resources is available online to faculty and students.

SDCCE Student Services programs (DSPS, Veteran's Services, New Horizons/Gender Equity, Rising to Success, SDCEats!) help break down barriers to success among underserved populations. Career Services counselors continue offer appointments with students.

2. Collaboration with the SDCCE CTE program, our sole provider of job training, is primarily initiated by the SDCCE Special Projects Manager, the ESL and the ABE/ASE Deans, and the VESL Coordinator. The SDCCE Offices of Student Services and Instructional Services and the Access, Retention and Completion Pathways Subcommittee provide additional meeting platforms to discuss the alignment of schedules and student support services.

The SDCCE Office of Planning, Research, and Institutional Effectiveness provides a detailed report of ESL/ABE/ASE co-enrollment with CTE, which allows us to identify new career pathways.

Workforce preparation instruction is provided through in-house created EL Civics 243 Student Guides, BurlingtonEnglish, and the VESL Career Modules developed collaboratively with CTE faculty and closely aligned with the WIOA IELCE/IET Plan career pathways. The shared objectives, which provide a roadmap for the VESL Career Modules, are based on the course outline objectives for specific CTE courses and vetted by ESL and CTE faculty.

3. The ESL/VESL courses and the CTE courses are offered at different times, which allows students to enroll in both programs concurrently. In 2021-2022, several SDCCE courses have been offered online, which allowed for more co-enrollment. Workforce Preparation activities are primarily provided by all VESL courses, including VESL for Career Pathways and VESL for Healthcare Careers. Additionally, they are offered to all

primarily provided by all VESL courses, including VESL for Career Pathways and VESL for Healthcare Careers. Additionally, they are offered to all students as part of core ESL courses through EL Civics 243 curricula and BurlingtonEnglish Career Modules.

Part B (Quantitative):

1. Describe how your agency tracks attendance in the IELCE/IET program within your agency.
2. If your IELCE/IET program partnered with another agency or agencies for Adult (ESL) Literacy, Workforce Preparation and/or Workforce Training, describe how you tracked attendance for those courses.

1. Student attendance in all SDCCE courses is reported through the PeopleSoft system. Attendance for online courses is reported based on census dates, while attendance for onsite courses is reported daily. All attendance data is uploaded to TOPSpro on a monthly basis. The same process applies to ABE/ASE/ESL and CTE courses. Additionally, every semester, the SDCCE Office of Planning, Research, and Institutional Effectiveness provides a detailed report listing co-enrollment information for every ABE/ASE/ESL student enrolled in CTE courses at SDCCE. This report allows us to see current, emerging, and declining co-enrollment patterns across the school and identify new potential career pathways. Every semester, the Office also provides a summary co-enrollment report for the ABE/ASE/ESL programs.

2. N/A

Planning

Indicate whether each program will continue or discontinue for the 2022-2023 Program Year.

Continuing

This is a new program which we implemented for the first time in 2020-2021. We plan to continue it without change next year.

Program Type

Industry Sector	Business and Finance
Career Pathway	Account Clerk
Training Program	SDCCE Account Clerk Certificate Program
Credential Type	Local Education Agency CTE Program Certificate that meets CDE Standards
Specific Certification	Account Clerk Certificate
Teaching Model	Alternate Teaching

IET Components

1 - Computerized Accounting ACCT 502	1 - VESL for Career Pathways	1 - VESL for Career Pathways
Hours per week 6 Total weeks 9 Total hours 54 ELL Enrollment 19 Comments This course is currently offered and represents the total ESL students.	Objectives 52 Hours per week 15 Total weeks 9 Total hours 135 ELL Enrollment 94 Comments VESL for Career Pathways is an alternative to many options students can choose between. It includes both the core and Adv VESL classes (a significant increase compared to previous years). Career Modules seats. The ELL enrollment is 94.	Objectives 52 Hours per week 15 Total weeks 9 Total hours 135 ELL Enrollment 94 Comments VESL for Career Pathways is an alternative to many options students can choose between. It includes both the core and Adv VESL classes (a significant increase compared to previous years). Career Modules seats. The ELL enrollment is 94.
2 - Accounting - Beginning ACCT 511 Hours per week 4		

Total weeks	18
Total hours	72
ELL Enrollment	29
Comments	This course is currently offered and represents the total ESL students

Pathways in Fall 2021 or Spring

enrolled in any section of VES

3 - Accounting - Intermediate ACCT 512

Hours per week	4
Total weeks	18
Total hours	72
ELL Enrollment	13
Comments	This course is currently offered as a course in Summer 2021, Fall 2021

4 - Basic Business Math 1 OFSY 500

Hours per week	3
Total weeks	9
Total hours	27
ELL Enrollment	10
Comments	This course is currently offered as a course in Summer 2021, Fall 2021

5 - Basic Business Math 2 OFSY 501

Hours per week	3
Total weeks	9
Total hours	27
ELL Enrollment	11
Comments	This course is currently offered as a course in Summer 2021, Fall 2021

6 - Spreadsheets - Advanced OFSY 577

Hours per week	6
Total weeks	9
Total hours	54
ELL Enrollment	28
Comments	This course is currently offered and represents the total ESL students

Single Set of Learning Objectives (Contextualization)

The single set of learning objectives should identify specific content from the IELCE/IET components (i.e. Adult Literacy (ESL), Workforce Preparation, and Workforce Training) that is organized to function cooperatively. List representative objectives that demonstrate the scope of the English language support for the specific workforce training course.

1. Define accounting and other related terms.
2. Define the elements of accounting and the accounting equation.
3. Follow oral and written instructions to set up an accounting system by preparing a chart of accounts and a balance sheet for a beginning

business.

4. Analyze and describe transactions into debit and credit components and explain how these operations affect owner's equity.
5. Identify and describe the principal difference between the accounting records of a sole proprietorship, a partnership, and a corporation.
6. Follow oral and written instructions to perform selected accounting activities using microcomputers to record basic transactions for a business.
7. Research and describe job duties, educational requirements, and career opportunities in the accounting field.
8. Define professional ethics and personal integrity, and describe potential solutions to ethical dilemmas that may be encountered in real-life business situations.
9. Use math terminology to describe and perform basic accounting transactions.

Workforce Training Providers

Agency Name	San Diego College of Continuing Education
Training Coordinator	Michelle Gray
Address	8355 Aero Drive San Diego, CA 92123
Phone	619-388-1800
Email	mgray@sdccd.edu

Program Coordination and Support

Part A (Qualitative):

1. Describe recruitment and support of students (e.g., counseling, navigation, etc.) in the IELCE/IET program.
2. Describe the collaboration among staff of the IELCE/IET components (i.e., Adult (ESL) Literacy, Workforce Preparation and Workforce Training) to develop, implement, and continue to improve the learning objectives and contextualized instruction.
3. Describe how your courses (i.e., Adult (ESL) Literacy, Workforce Preparation and Workforce Training) are conducted concurrently.

1. SDCCE recruits students through the online and printed schedule, social media, information booths at community events, brochures, class fliers, and targeted emails. CTE certificate programs are listed on the school website (www.sdce.edu) and in Endless Possibilities, annual SDCCD brochure distributed across campuses and available online at https://www.sdccd.edu/docs/StudentServices/Endless_Possibilities_Brochure.pdf

All CTE students receive an orientation.

New ESL students are informed about CTE classes during registration. All ESL students receive a Beg or Int/Adv Student Guide. The Beginning Guide includes a list of CTE courses offered in our program. The Intermediate/Advanced Guide has a chart that shows pathways to CTE certificate programs, high school diploma/GED, and the three credit colleges. Faculty also have access to leveled instructional worksheets for use with the goal setting activities of the Student Guides. Information about local community resources is available online to faculty and students.

SDCCE Student Services programs (DSPS, Veteran's Services, New Horizons/Gender Equity, Rising to Success, SDCEats!) help break down barriers to success among underserved populations. Career Services counselors continue offer appointments with students.

2. Collaboration with the SDCCE CTE program, our sole provider of job training, is primarily initiated by the SDCCE Special Projects Manager, the ESL and the ABE/ASE Deans, and the VESL Coordinator. The SDCCE Offices of Student Services and Instructional Services and the Access, Retention and Completion Pathways Subcommittee provide additional meeting platforms to discuss the alignment of schedules and student support services.

The SDCCE Office of Planning, Research, and Institutional Effectiveness provides a detailed report of ESL/ABE/ASE co-enrollment with CTE, which allows us to identify new career pathways.

Workforce preparation instruction is provided through in-house created EL Civics 243 Student Guides, BurlingtonEnglish, and the VESL Career Modules developed collaboratively with CTE faculty and closely aligned with the WIOA IELCE/IET Plan career pathways. The shared objectives, which provide a roadmap for the VESL Career Modules, are based on the course outline objectives for specific CTE courses and vetted by ESL and CTE faculty.

3. The ESL/VESL courses and the CTE courses are offered at different times, which allows students to enroll in both programs concurrently. In 2021-2022, several SDCCE courses have been offered online, which allowed for more co-enrollment. Workforce Preparation activities are primarily provided by all VESL courses, including VESL for Career Pathways and VESL for Healthcare Careers. Additionally, they are offered to all students as part of core ESL courses through EL Civics 243 curricula and BurlingtonEnglish Career Modules.

Part B (Quantitative):

1. Describe how your agency tracks attendance in the IELCE/IET program within your agency.
2. If your IELCE/IET program partnered with another agency or agencies for Adult (ESL) Literacy, Workforce Preparation and/or Workforce Training, describe how you tracked attendance for those courses.

1. Student attendance in all SDCCE courses is reported through the PeopleSoft system. Attendance for online courses is reported based on census dates, while attendance for onsite courses is reported daily. All attendance data is uploaded to TOPSpro on a monthly basis. The same process applies to ABE/ASE/ESL and CTE courses. Additionally, every semester, the SDCCE Office of Planning, Research, and Institutional Effectiveness provides a detailed report listing co-enrollment information for every ABE/ASE/ESL student enrolled in CTE courses at SDCCE. This report allows us to see current, emerging, and declining co-enrollment patterns across the school and identify new potential career pathways. Every semester, the Office also provides a summary co-enrollment report for the ABE/ASE/ESL programs.

2. N/A

Planning

Indicate whether each program will continue or discontinue for the 2022-2023 Program Year.

Continuing

This is our newest program, implemented for the first time this year. It is also currently our most popular program and we are planning to continue implementing it without major changes next year. It is based on a new state-approved VESL course outline, which has been adopted in 2021-2022 for all VESL classes. It features two nine-week courses (Course I and Course II) replacing the previous 18-week format. Successful completion of both courses allows students to earn a program completion certificate.

Part II (optional): IELCE Planning for 2022-2023

New Programs for 2022-2023