EL Civics Basics
Part 1:
Information and Requirements

Goals and Objectives

- At the end of this session participants will be able to:

    - Identify the requirements of the AEFLA/WIOA II
      Integrated EL Civics Grant

    - Identify the requirements specific to Civic Participation and Citizenship Preparation

Please let me know if we can make the
learning environment more pleasant for you

What is your role at your agency?

EL Civics Teacher

CTE Teacher

Coordinator

Administrator

Staff

CASAS

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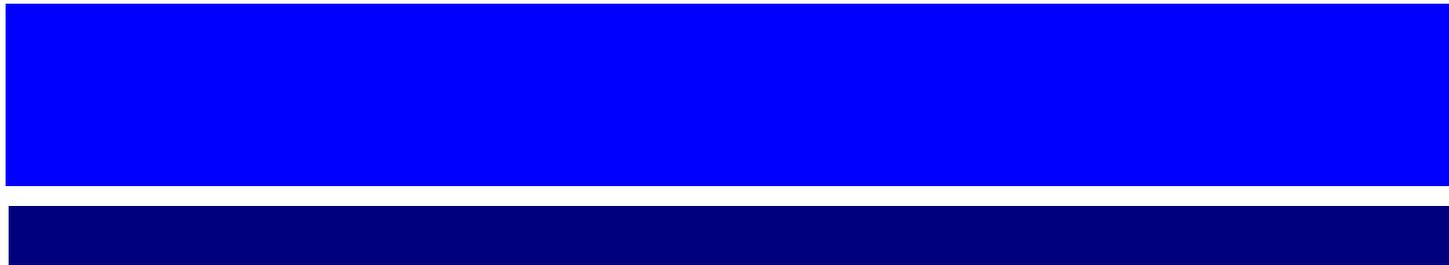
Training & Support

Think of us as your adult assessment partner. We're invested in your success and are with you every step of the way.

California EL Civics

→ www.casas.org

California Remote Testing

California Integrated English Literacy and Civics Education Plan

California Citizenship Preparation

California Civic Participation

California WIOA, Title II: AEFLA/EL
Civics Program Specialist and CDE

The English Literacy and Civics (EL Civics) is funded under The Workforce Innovation and Opportunity Act (WIOA), Adult Education and Family Literacy Act (AEFLA, 2014). The purpose of the EL Civics program is to support projects that demonstrate effective practices in providing and increasing access to English Literacy programs linked to civics education.

This funding is for "integrated English literacy and civics education services to immigrants and other limited English proficient populations." According to Congress, to effectively participate in education, work, and civic opportunities in this country, immigrants and other limited English proficient persons must not only master English, but be able to understand and navigate governmental, educational, workplace systems and key institutions, such as banking and health care. The California Department of Education (CDE) Adult Education Office has offered grant awards for EL Civics Education to promote the development of integrated programs that incorporate English Language and

California Civic Participation

Civic Objectives and Additional Assessment Plans

- Pre-approved Additional Assessment Plan List
- Select Civic Objectives & Additional Assessment Plans (COAAPs)
- Your Agency's civic objectives and AAP selections / Download COAAPs
- COAAPs Selected by California Agencies

EL Civics COAAPs Development

File	Type	Size	Download
Revisions to COAAPS	PDF	590.64 KB	Download
Pre-Approved Civic Objectives List	PDF	1.10 MB	Download
COAAP Information	PDF	533.81 KB	Download
EL Civics Basics Part 1	PDF	2.27 MB	Download
EL Civics Basics Part 2	PDF	1.33 MB	Download
EL Civics 231 and 243 Funded Civic Objectives	PDF	503.12 KB	Download

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EL Civics Basics Part 2	PDF	1.33 MB	Download
EL Civics 231 and 243 Funded Civic Objectives	PDF	503.12 KB	Download
Civic Participation and Integrated EL Civics FAQs	PDF	696.53 KB	Download
COAAP Selection Process	PDF	202.39 KB	Download
EL Civics COAAP Development Webinar 2018-19	PDF	1.24 MB	Download

Integrated EL Civics Documents

File	Type	Size	Download
IELCE Plan for 2019-20 Summary	PDF	491.21 KB	Download
Completing the IELCE Plan	PDF	1.85 MB	Download
Developing a Single Set of Learning Objectives	PDF	651.90 KB	Download
CDE EL Civics Presentation 2020	PDF	303.27 KB	Download
2017-18 Integrated EL Civics Program Development Toolkit	PDF	537.66 KB	Download

Training Videos

You can watch the **Completing the IELCE Plan** and the **Developing a Single Set of Learning Objectives** Training videosbelow.
Or you can click on each video to watch them directly on the CASAS YouTube channel.

Digital Resources

File	Type	Size	Download
Digital Literacy Guidelines	PDF	151.53 KB	Download
How to Create a Fillable Document	PDF	256.48 KB	Download
Getting a Gmail account	PDF	396.10 KB	Download
Make Strong Passwords	PDF	182.01 KB	Download

Integrating Digital Literacy Into English Language Instruction: Companion Learning Resource

KQED Teach has a platform to help educators integrate digital media into their instruction. Courses include **Media Essentials** which reframes traditional media literacy concepts from an audience perspective to a producer perspective and **Taking Charge of Social Media** which helps educators understand the ins and outs of social media tools and explore their applications for professional learning.

Resources

CA AEFLA Regional Network Meeting Presentations

Update Your Agency's Contact Information Here

Designing a Single Set of Learning Objectives Webinar

A recording of the webinar held December 6, 2019 is posted in CALPRO's Online Video Library section "Additional IET-Related Professional

Needs Assessment Information for Civic Participation Agencies - EL Civics agencies with a focus on Civic Participation must complete community and student needs assessments as part of their grant requirements. The extensive number of civic objectives available to Civic Participation agencies can make the process of developing needs assessments challenging. Below are several resources that will assist agencies in the creation process, along with a summary form that will provide documentation of the process for their records.

- Needs Assessment Overview
- Needs Assessment Example for EL Civics Students at BL Level
- Needs Assessment Summary Form
- Meeting the Language Needs of Today's Adult English Language Learner: Companion Learning Resource
- Center for Applied Linguistics Needs Assessment Information and Materials
- Needs Assessment for Adult Learners, CAL Digest (outside link)
- NRS Implementation Guidelines 2016 Appendix E NRS EFLs

EL Civics: Making a Difference in the Community Awards

Oral Rubric Samples for Civic Participation Additional Assessments

Writing Rubric Samples for Civic Participation Additional Assessments

Using Portfolio Assessment in EL Civics Classes in California
This research brief describes portfolio assessment and explains why it may be an appropriate assessment selection for California EL Civics classes. Portfolio assessment is an ongoing process involving learners and their instructors in selecting samples of student work for inclusion in a collection, the main purpose of which is to show the progress of learners. Perhaps the greatest overall benefit of using portfolio assessment in EL Civics projects is that the learners are taught by example to become independent thinkers, and their ability to take control of their own learning is facilitated.

Implementing Performance Based Assessment

California ESL Model Standards (1992) and Key
The ESL Model Standards document, originally published by the California Department of Education, reflects thinking about developmental

[California ESL Model Standards (1992) and Key](#)

The ESL Model Standards document, originally published by the California Department of Education, reflects thinking about developmental stages in second-language acquisition and the nature of communicative competence. The goals of the document are to enrich curriculum and validate the success of existing programs.

College and Career Readiness Standards for Adult Education: https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf

English Language Proficiency Standards for Adult Education: https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf

Immigrant Integration Framework: https://www.allies4innovation.org/our-work/iif/immigrant-integration-framework/

Instructional Resources

- Adult Low-Level Literacy Curriculum Modules

California Citizenship Preparation

The focus of the Citizenship Preparation program is literacy skills. The program uses ESL methodologies and citizenship preparation material to prepare learners to take and pass the USCIS (formerly INS) written and oral citizenship test. The program includes outreach services, skills assessment, curriculum development and instruction, professional development, naturalization preparation and assistance and program evaluation.

Citizenship Information and Resources

• U.S. Citizenship and Immigration Services (USCIS) Resource Center

Find USCIS Lessons and materials to supplement classroom instruction as well as a Citizenship Curriculum Framework and a Professional Development Guide

• USA Learns Citizenship

USA Learns Citizenship is a free online course that helps learners prepare for all aspects of the naturalization interview

• Citizenship Preparation FAQs

These questions and answers will provide information and guidance to California agencies with EL Civics Citizenship Preparation

• EL Civics Basics Part 1

These slides above give all the basic information needed by programs beginning or continuing Civic Participation and Citizenship Preparation Programs. Citizenship Preparation Programs should focus on slides 15-21.

• The Professional Development Guide for Adult Citizenship Educators

• Adult Citizenship Education Sample Curriculum for a Low Beginning ESL Level Course

Assessment

• Citizenship Oral Interview Test (CIT) and Government and History for Citizenship Test

Ensure that your students are well prepared for the citizenship process and USCIS (United States Citizenship and Immigration Services)

California Remote Testing

Remote Testing

CDE Remote Testing Memorandum

📄 CDE Remote Testing Memorandum

Remote Testing Agreements

- Agency Remote Testing Agreement for California (ARTA/CA)
- Proctor Remote Testing Agreement (PRTA)

CASAS Multiple-Choice Tests

www.casas.org/product-overviews/remote-testing

EL Civics COAAPs

File	Type	Size	Download
EL Civics COAAPs Remote Testing Training Webinar	PDF	1.79 MB	📄 Download
EL Civics COAAPs Remote Testing Guidelines	PDF	432.07 KB	📄 Download
Going Remote! Checklist for EL Civics COAAPs Testing	PDF	250.44 KB	📄 Download
EL Civics COAAPs Remote Testing FAQs	PDF	705.74 KB	📄 Download

Citizenship Interview Test (CIT)

File	Type	Size	Download
CASAS CIT Remote Testing Guidelines v1.1	PDF	858.72 KB	📄 Download
Going Remote! Checklist for CASAS CIT Test v1.1	PDF	716.74 KB	📄 Download
CASAS Remote CIT Testing FAQs v1.1	PDF	734.78 KB	📄 Download
CASAS CIT Remote Test Training Webinar	PDF	581.50 KB	📄 Download

Webinars Videos

What Is Integrated EL Civics?

- Integrated English Literacy and Civics Education promotes the development of integrated programs that incorporate:
  - English language and literacy instruction
  - civics education

El Civics AEFLA/WIOA II Funding

- Integrated EL Civics is funded under the 2014 (1999)
  - Adult Education and Family Literacy Act (AEFLA)
  - Workforce Innovation and Opportunity Act Title II (WIOA Title II)
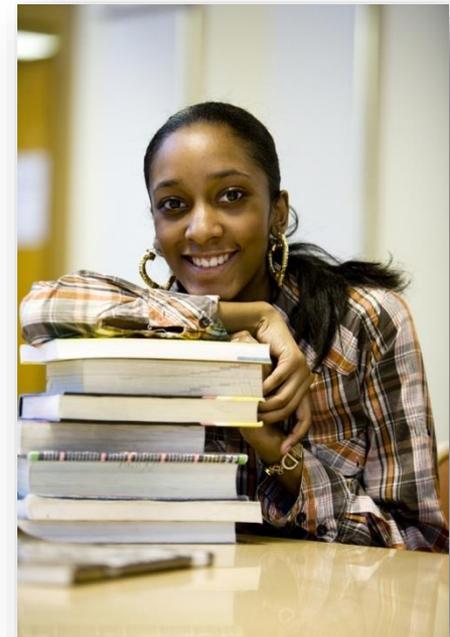
Integrated EL Civics and WIOA

- **WIOA defines Integrated English Literacy and Civics Education (IELCE) as:**

Education services which enable competency in:
- English language
- advanced skills needed to function effectively as
    - parents,
    - workers, and
    - citizens in the United States

Includes instruction in:
- literacy and English language acquisition
- rights and responsibilities of citizenship and civic participation
- may include workforce training

California Integrated EL Civics Focus Areas

EL Civics

- El Civics Agencies can hold classes in one or more Focus Area:
  - **Citizenship Preparation (231)**
  - **Civic Participation (231)**
  - **IELCE (243)**

Citizenship Preparation

Citizenship Preparation

- Requirements to earn payment points:
  - CASAS pre-and post-test
    - One payment point for completing a level
      Note: Students must take a pre/post test pair to earn any of the other CIT Prep payment points
  - Citizenship Interview Test (CIT)
    - One payment point for test passed at 206 or above
      Note: Forms 973 or 974 (alternate forms)
  - Government and History for Citizenship test (G&H)
    - One payment point for test passed at 206 or above
      Note: Forms 965 or 966 (alternate forms)

- Data Reporting:
  - Follow the AEFLA/WIOA II deadlines for quarterly data (find in the Beginning of the year letter (BOY)

Citizenship Tests Descriptions

- **Citizenship Interview Test (CIT)***
  This is a one-on-one oral interview test for high beginning to advanced English language students. Topics include personal identification and information from the N-400 Application for Naturalization.
  - Form 973 or Form 974 — 15 to 20 minutes each

- **Government and History for Citizenship***
  This is a test of U.S. civics for high beginning to advanced English language students. Test questions are administered by CD and answer choices are provided in an accompanying test booklet.
  - Forms 965 or 966 — 25 minutes each

* There are two forms of each test. In case a student doesn't pass the first time, the instructor can offer appropriate instruction and then give the student the other form of the test.

Citizenship Tests Descriptions

- **Reading for Citizenship**
  These tests assess reading comprehension for low beginning English language students. Forms 951 and 952 are at a CASAS Level A. Forms 951X and 952X are "bridge" tests between Level A and Level B.

  - Forms 951 and 952 — up to one hour each
  - Forms 951X and 952X — up to one hour each

- They can be used instead of Life and Work for data reporting

- Note that pre-test/post test pair, must use the same test series.

1. Administer CASAS Tests

   Staff must:

   - be trained in giving CASAS tests:
     - One person from each agency is required by CDE to take CASAS test Implementation Training.
     - Get information about CASAS testing from the person who took the training or take it yourself.
   - complete entry record (or equivalent) for each learner.
   - complete update record (or equivalent) for each learner.

   Learners must:

   - take a CASAS pre-test to measure their skills upon entry.
   - take a CASAS post test to measure skill improvement.

Steps to Begin a Citizenship Preparation Program

2. Plan Instruction:

- Become familiar with information and resources:
  - USCIS Website (uscis.gov/citizenship)
  - USA Learns Citizenship
    - a free online course that helps learners prepare for all aspects of the naturalization interview (usalearns.org)

3. Offer Additional Testing:

- Order the Government and History (G & H) Test
  - Follow the manual to administer the test
- Have a staff member become a CIT Examiner
  - Staff member participates in online training to become certified and must recertify each subsequent year

Citizenship Interview Test

- The CIT test examiner must be currently certified for students to earn a payment point.

- To become a CIT test examiner, place an order for the self-paced online course at www.casas.org.

- CIT Certification expires each year on June 30.
  - Test examiners must be recertified every year between Jan 1 and April 30.
  - Recertification is done online.
  - Test examiners will be notified about Recertification procedures each January.

- Contact CIT@casas.org or at 1-800-255-1036 ext. 108 with questions or for information.

Civic Participation (231) and IELCE (243) Programs

What is Integrated EL Civics?
The California Perspective

- The opportunity to fulfill a dream:

  - Connect language instruction to the real world

  - Utilize Performance Based Assessment (COAAPs) to:

    - Evaluate how learners use the language

    - Measure possible learner success in the community

   I. **Administer a School Community Student Needs Assessment**

      a. Complete a summary form

  II. **Select Civic Objectives and Additional Assessment Plans (COAAPs)**

 III. **Develop/Borrow Additional Assessments**

 IV. **Plan and Offer Instruction**

  V. **Administer Additional Assessments**

 VI. **CASAS Testing**

VII. **For IELCE 243 only: Complete a Program Plan**

I. **Administer a School Community Needs Assessment**

- Successful programs continually assess the needs, interests, and language skills of their learners by conducting ongoing needs assessments

- Requirement:
  - School Community Student Needs Assessment
  - Complete the Needs assessment Summary Form*

- Read the *School Community Student Needs Assessment Requirement for Integrated EL Civics During the Pandemic*

  at www.casas.org>civic participation

School Community Student Needs Assessment

- **General Needs Assessment**
  - What do students need and want to learn?
  - Assess the needs of the student community as a whole.
- **Workplace Needs Assessment**
  - Which career pathways do students want to follow?
  - English Language Learners who wish to gain training and employment should be given a specifically designed needs assessment to determine placement in Integrated EL Civics and Workforce Training Courses.
- **Use the needs assessment information to select Civic Objectives for instruction for the agency.**

- **Optional: Classroom Needs Assessment**
  - Assess the needs of a specific class
  - Use to select from the Agency-chosen Civic Objectives

1a. **Develop a School Community Needs Assessment**

- Select 3-5 Civic Objectives (CO) from each of the 6-7 competency areas on the [Pre-Approved Civics Objectives List](#):

    - Consumer Economics
    - Community Resources
    - Health
    - Employment

    - Government and Law
    - Transition
    - Workforce Training

- Beginning level learners need a picture-based assessment tool.

- Intermediate to Advanced level learners should have pictures and simplified words (not CO Description).

Sample Pre-Approved Civic Objectives

- **Consumer Economics:** CO 2-Access community or commercial agencies to resolve a consumer complaint.

- **Health:** CO 26-Identify and access free or low-cost medical, dental, and other health care services/insurance.

- **Employment:** CO 33- Identify and access employment and training resources to obtain and keep a job

- **Transition:** CO 52-Research, identify and utilize soft skills (Personal Qualities, Customer Care Skills, Leadership Skills) necessary to succeed in post-secondary education, training and employment

- **Workplace Training:** CO 70-Demonstrate the language and literacy skills necessary to effectively participate in workforce training in early childhood education.

- Do this:

Use a bank

- Not this:

  - Civic Objective 1: Identify, evaluate, and compare financial service options in the community such as banks, credit unions, check-cashing services, and credit cards.

1b. Administer the school community student needs assessment to a majority of learners

- Ask learners to check their 3-5 top areas of interest (depending on the number of COAAPS you will be selecting) from each of the 6 general competency areas (excluding workforce training)

- IELCE 243 Funded Agencies: Conduct a Workforce Training Needs Assessment

- Tally your results

- Complete the [Needs Assessment Summary Form](#) at casas.org> civic participation

- Utilize the results to inform your agency's selection of COAAPs

II. Select Civic Objectives and Additional Assessment Plans (COAAPs)

- Select 3-10 Civics Objectives using the results from the School Community Needs Assessment

- Narrow your Civic Objective selections by reviewing each of the pre-approved Civic Objective and Additional Assessment Plans (COAAPs) for the Civic Objective

  - A COAAP is a general description of the performance-based assessment the agency will give learners after 30 hours of instruction based on the selected civic objective.

Select COAAPs

- There are usually 3 assessment plans (COAAPs) for each civic objective (CO).
    - Each plan is numbered.
        - The first number corresponds to the CO e.g 1
        - The second number to the plan designates separate plans for the CO e.g. 1.4 & 1.5 are 2 plans for CO 1.
    - Each plan includes 1-3 tasks learners must complete to demonstrate what they have learned. (Portfolio assessments have more tasks.)

Select COAAPs

- **Select COAAPs** that most closely match the needs of your learners and your agency
    - **Consider Skills Type of Assessment:** Oral, Written, Role play etc.
    - **Consider Content:** For example in Civic Objective 9—Locate and analyze preschool and childcare services
        - COAAP 9.3 includes *List Characteristics of Good Quality Childcare* and *Evaluate a Childcare Facility* (written)
        - COAAP 9.4 includes *Compare Childcare Facilities* and *Present an Oral Report on Childcare Agencies* (oral, written)

Select COAAPs FAQ

16. Our agency wants to select more than one COAAP in single Civic Objective. Is that OK?

- *Answer:* Agencies are permitted to select more than one COAAP per Civic Objective in the following situations:

  - 1. An agency develops IET/IELCE curriculum including up to 3 COAAPS to support the English language needs of English language learners in a co-teaching or alternating teaching training environment.

  - 2. An agency administers a community needs assessment which reveals student need for more than one COAAP in the same objective for reasons which could include level or content considerations.

  Agencies must request permission to select more than one COAAP per Civic Objective by emailing Lori Howard, CASAS Program Specialist Coordinator at lbhoward@casas.org. the approval process may take up to 1 month

Select COAAPs continued

- Once a COAAP is selected:
    - Agencies develop a performance-based assessment based on COAAP and specific to the needs of the learners and the agency.
    - Agencies develop 30 hours of ESL instruction to prepare the learners for the assessment.

III. Develop Additional Assessments

- **Each Additional Assessment:**
  - **is based on the Civic Objective and Additional Assessment Plan (COAAP) selected.**
  - **is performance-based** and assesses how well a learner can interact with or access the community.
  - **relates to instruction** in topic and instruction type (oral, written, listening, reading).
  - **can be done by an outside Assessor or the classroom instructor.**
  - **can be repeated after appropriate instruction** if learner does not pass the assessment.

III. Develop Additional Assessments

- **What is performance-based assessment?**
  - **Performance-based assessment:**
    - measures students' ability to apply the skills and knowledge learned from a unit or units of study.
    - challenges students to use their higher-order thinking skills to create a product or complete a process

(Chun, 2010)

III. Develop Additional Assessments

▪ Performance-based assessments

- The following <u>may not</u> be included in EL Civics assessments:
  - True/False questions
  - Multiple choice questions
  - Fill-in questions
  - Matching
  - Text Boxes which offer students possible answers to questions

III. Develop Additional Assessments

Administration of performance-based assessments

- Students completing Integrated EL Civics Additional Assessments must be evaluated on an individual basis.
  - All oral interview and/or role play assessments must take place in participation with an assessor asking or answering the questions or playing a role.
  - Written and listening assessments can be administered in a group setting but each student must complete the whole task on student's own and the assessment must be evaluated individually.
  - No "student to student" interaction is acceptable as part of the assessment process.

Develop Additional Assessments

- Develop your own assessments based on the COAAP and corresponding Tasks you have selected.
  - Use other excellent agency's COAAPS as model

- Find other agencies who have selected the same COAAP and ask to review/borrow their assessments.

  (see [COAAPs Selected by California Agencies](#))

  - For example: COAAP 19 San Diego Community College District [COAAP 19- Immigrant's rights](#)
  - Be selective and revise as necessary to meet your learner's needs.

IV. Plan and Offer Instruction (ESL)

- **Civic Participation and IELCE instruction prepares students** to access the community by participating in real or simulated interactions.

- **Includes:**
  - all four skills: listening, speaking, reading and writing
  - many of the language and literacy objectives outlined for each objective in the EL Civics Civic Objectives List

Civic Participation and IELCE Instruction

- **Civic Participation and IELCE Instruction**
  - Is not limited to the language and literacy objectives listed in the COAAP
  - **Lasts at least 30 hours** (content specific to the selected COAAP)
  - The 30 hours of Civic Participation and IELCE instruction (ESL) can include classroom instruction and text materials that are already being covered in a related instructional unit.

Plan Civic Participation and IELCE Instruction

- Develop a 30-hour instructional plan which will prepare learners to take and pass the additional assessment

  OR

- Rely on individual instructors to plan at least 30 hours of instruction for their classes
  - Utilize textbooks and supplementary materials
  - View lesson plans and instructional materials for EL Civics at www.otan.us
  - View and obtain materials developed for EL Civics by California agencies such as *Talking with the Police* and other materials.

V. Administer Additional Assessments (based on COAAPs)

Each Additional Assessment:

- **can be administered after 30 hours of instruction**
- **can be administered by an outside assessor or the classroom instructor**
- **can be repeated after appropriate instruction** if learner does not pass the assessment initially

VI. CASAS Testing

Civic Participation and IELCE Learners must:

- take a pre-test to measure their skills upon entry
- take a post test to measure improvement

Staff must:

- complete an entry record or equivalent for the learner
- complete an update record or equivalent for the learner

Note:

1. Civics Participation and IELCE Additional Assessments do not earn payment points unless learner has a pre/post test pair.

2. One person from your agency is required by CDE to take CASAS test Implementation Training. Ask that person about CASAS testing or take the training.

Civic Participation and IELCE Program Requirements

- **Requirements to earn payment points for Agencies:**

  - Learners must take a CASAS pre- and post-test. A learner can earn 1 payment point for completing a level.

  - Learners must take additional assessments based on COAAPs and will earn 1 payment point by passing each additional assessment

  - Students can earn a maximum of 6 payment points per year
    - 3 from 231 Funds and
    - 3 from 243 Funds (see list of 243 Funded Civic Objectives)

    Note that to earn payment points, students must have a complete student outcome data set (SODS) which consists of entry and update records and CASAS pre and post tests.

Review of Civic Participation and IELCE Requirements

- **CASAS Testing**: Administer a pre and post CASAS test to learners

- **Needs Assessment**: Administer a School Community Student Needs assessment and complete and keep on file *School Community Student Needs Assessment Summary Form*

- **COAAPs:** Select 3-10 COAAPs for Beginning Low to Advanced learners based on Needs Assessment.

  - Literacy students can participate in instruction and assessment but agencies will not receive payment points until the students score 180 or above on a CASAS test.

Review of Civic Participation and IELCE Requirements continued

- **Develop/Borrow Additional Assessments**
  - Agencies must select or create an Additional Assessment for each COAAP selected.

- **Instruction:** Valid outcome data must be preceded by a minimum of 30 hours of instruction (content specific to the selected COAAP)

- **Administer Additional Assessments**

- **For IELCE 243 only: Complete a Program Plan**

Civic Objectives and Additional Assessment Plans (COAAPs) and the Selection Process

Option 1: Pre-Approved COAAPs

- **59 Pre-approved Civic Objectives**
  - 1-54, 70, 71, 72, 73, 74, 75 (# 41 is deleted)
  - There are 3 COAAPS for most objectives (164 in total)
  - Preview Pre-Approved COAAPs at
    - Pre-Approved Additional Assessment Plans List

    [Civic Objectives & Additional Assessment Plans - Selection Process > View Pre-Approved Additional Assessment Plans List](#)
  - All 59 Civic Objectives can be used for 231 funding
  - 29 of the 59 have been designated for 243 funding (see list)
    - These are related to workforce preparation and workforce training outcomes

Option 2

- **Option 2- Revise pre-approved or approved COAAPs***
  - Agency selects tasks from various pre-approved objectives and combines to make a revised COAAP
  - Agency writes or revises tasks to make a revised COAAP
  - Resulting COAAPs must challenge all levels
  - [Agency submits into Option 2 portion of the ELC Website](#) after approval by CASAS
  - **Option 2 COAAPs must be selected each year to keep them active in the system**

   * Request assistance of Lori Howard at lbhoward@casas.org

- **Option 3 – Agency-created new COAAPs***
  - Meets a need not covered in list of 59 Civic Objectives
  - Agency writes new Civic Objective, Language and Literacy Objectives, Tasks and Rating Scale
  - [Agency submits into Option 3 portion of the ELC Website](#) after approval by CASAS
  - **Option 3 COAAPs must be selected each year to keep them active in the system**

  * Request assistance of Lori Howard at lbhoward@casas.org

COAAP Selection

- [COAAP Selection Process](#)
  - Agencies may select 3-10 COAAPs

- Agencies wishing to select more than 10 or fewer than 3 COAAPs must make a request to the CDE Regional Consultant [CDE Regional Consultant List](#)

- Only designated persons, ELC Primary or ELC Secondary may submit selected COAAPs [Update Your Agency's Contact Information Here](#)

Civic Participation Deadlines for Submission

- **All Options – October 31, 2020**
  - At least one civic objective and additional assessment plan must be submitted
- **Option 1 – April 30, 2021**
  - Last date to add, edit or delete Option 1 COAAPs
- **Option 2 – April 30, 2021**
  - Last date to add, edit or delete Option 2 COAAPs
- **Option 3 – January 31, 2021**
  - Last date to submit Option 3 COAAPs (The CDE approval process may take up to 60 days.)

WIOA II Data Collection Review

Data Collection Required for Civic Participation, IELCE and Citizenship Preparation

- **Entry Record:**
  - Create upon entry into program
  - One for each EL Civics focus area a student attends:
    - **Citizenship Preparation (231)**
    - **Civic Participation (231)**
    - **IELCE (243)**
  - Must be for an EL Civics designated class
  - EL Civics students must have instructional program of ESL (not ESL-Citizenship)
- **Update Record:**
  - Create after > 12 hours of instruction
  - Update Record in either EL Civics focus area

Data Collection Required

- **Pre-Test/Post-Test:**
  - All students, all programs
  - Can be from any focus area but must be for reading or listening
- **Civic Participation and IELCE only:**
  - Additional Assessments (COAAPs)
- **Citizenship Preparation:**
  - Citizenship Interview Test*
  - Government and History for Citizenship test*

* Optional

EL Civics Accountability Successes

- Beginning in 2005-06, the learners in EL Civics in California outperformed all WIOA Title II learners in four major areas.

EL Civics Information

EL Civics Website - Find at www.casas.org

- Civic Participation & Integrated EL Civics (IELCE) FAQs
- Citizenship Preparation FAQs

- ## EL Civics Network Meetings
  - Monthly meetings August – May
  - Register at www.CAAdultEdTraining.org

- ## AEFLA Network Meetings
  - Held monthly by your Program Specialist
  - Slides posted on the EL Civics Website at casas.org
  - Register at www.CAAdultEdTraining.org

California
English Literacy
and Civics Education

Who can answer your questions about AEFLA/WIOA II/EL Civics?

- CDE Regional Consultants
  - Policy and Fiscal Issues
- CASAS Program Specialists*
  - Instruction, Assessment, Data Collection
- EL Civics Website
  - www.casas.org

*For a list of Program Specialists and CDE Consultants, go to www.casas.org and click on California EL Civics then click on WIOA Title II Program Specialists Contact Information

Integrated EL Civics
IELCE 243 Funds

- Education services that enable **adult** [English language learners] to:
    - achieve competency in the **English** language
    - acquire skills needed to **function effectively as parents, workers, and citizens** in the United States
        - instruction in literacy and English language acquisition
        - instruction on the **rights and responsibilities of citizenship and civic participation**, and
        - **may include workforce training.**

Goals 2020-21

- Adult Education
  - integrate with the local workforce development system
- Prepare English language learners for:
  - unsubsidized employment
  - in in-demand industries and occupations
  - that lead to economic self-sufficiency

Adult Education and Literacy
- ESL
- Workplace related COAAPs

Workforce Preparation
- Workplace related ESL
- Workplace related COAAPs

Workforce Training
- Career Technical Education (CTE), etc.

Integrated EL Civics IELCE 2019-20

- **To qualify for IELCE Integrated EL Civics 243 funds 2020-21:**
  - Civic Objectives and Additional Assessment Plans (COAAPs) must be selected from the 243 Designated Civic Objective List
  - EL Civics classes must be designated as 243 IELCE

California IELCE 2019-20 continued

- **To qualify for IELCE Integrated EL Civics 243 funds 2020-21 (continued):**
  - 243 COAAPs and Workforce Training must be taught simultaneously in a Career Pathway which is contextualized and uses a single set of learning objectives and activities organized to function cooperatively
  - English Language Learners must have the opportunity to be co-enrolled in a class or program that offers workforce training.
  - Learners who pass assessments for 243 designated COAAPS will earn up to three 243 designated payment points if they also have a CASAS pre/post-test pair.

Integrated EL Civics 2019-20 continued

- Examples of IET models for EL Civics classes teaching 243 designated COAAPs include:
  - **<u>Co-Teaching</u>**: involves skills instruction in a particular Career Technical Education (CTE) program along with VESL --basic language instruction related to the skill instruction, delivered in an integrated fashion in which the VESL and CTE teachers work together on the instruction and usually use the same textbook (sometimes called I-BEST- Integrated Basic Education and Skills Training)
  - **<u>Alternating Teaching</u>**: students enroll in two different, but coordinated courses, one in CTE and the other in VESL--basic language instruction related to the skill instruction and/or workplace preparation.

IELCE/IET Program Development

Steps to Implementation or Improvement of IELCE/IET Programs

Step 1 - Identify current training and employment opportunities.

Administrators make it possible for IELCE and Workforce Training faculty to meet

- to **identify current training** (and employment) opportunities for English Language Learners at their agency and/or at other local agencies.

  - Identified training leads to industry-recognized credentials
  - Communication with employers in the community is made to ensure that the identified training leads to unsubsidized, family-sustaining employment.

IELCE/IET Program Development

Step 2 – Assess Needs/Offer Support Services

English Language Learners who wish to gain training and employment are:

- given a **needs assessment** to determine placement in IELCE and Workforce Training courses
- **offered support services** (e.g. overview of available training and career pathways, counseling, discussion of barriers to training and employment, etc.).

IELCE/IET Program Development

Step 3 – Develop Integrated Program

IELCE/Workforce Training faculty and counselors work together to:

- develop curriculum, instruction, support services, schedules and recruitment practices for the IELCE/IET Program.
- part of this curriculum can include adding workforce training tasks to existing COAAPs or writing new COAAPs that directly relate to the content of training courses.

IELCE/IET Program Development

Step 4 – Evaluate Program

Get feedback from students, teachers, staff, administrators, employers, and community members

- Evaluation
  - Define Success
  - Ask: What went well? What needs change?
- Continuous Improvement
  - Document Progress
  - Plan Next Steps
- Share the story
  - Inform Board of Supervisors, administrators, staff, faculty, students about successes and future plans

IELCE/IET Program Plan

- **New in 2020-21:** The previously required IELCE Program Plan will be combined with other plans.
- **The Continuous Improvement Plan (CIP)** will be due to CDE once annually, and will integrate content from three previous WIOA II deliverables:
  - Professional Development Plan
  - Technology and Distance Learning Plan
  - Integrated EL Civics Education (IELCE) plan (for Section 243 agencies only)
- More details to follow on this new deliverable
- **Due on April 30, 2021**

Review Goals and Objectives

- At the end of this session participants will be able to:

  - Identify the requirements of the AEFLA/WIOA II EL Civics Grant ✓

  - Identify the requirements specific to Civic Participation and Citizenship Preparation ✓

- Aha!! What new things have you learned and will use or implement at your agency? Write them down.

Reflection

- What will you do with the information from this meeting?

- What are you going to share with…

  - Administrators?

  - Teachers?

  - TOPSpro Enterprise staff?

  - Others?

- CASAS website at www.casas.org

- Visit the CASAS YouTube Channel