



Integrated English Literacy and Civics Education Program

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Definition of Integrated English Literacy and Civics Education

- “**Education services** provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that **enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States.** Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.”



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Integrated EL Civics Activity vs. Program

- **EL Civics** as an activity under Section 231 may include workforce training
- **Integrated EL Civics** implemented as a program as described under Section 243 must include workforce training



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Integrated EL Civics Program (1)

- The primary goal of the Integrated EL Civics program is for English Language Learners (ELLs) to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens.



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Integrated EL Civics Program (2)

- The Integrated EL Civics program must be designed to:
 - (1) Prepare ELLs for, and place in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and
 - (2) Integrate with the local workforce development system and its functions to carry out the activities of the program.
- The Integrated EL Civics program must be provided in **combination** with IET activities.



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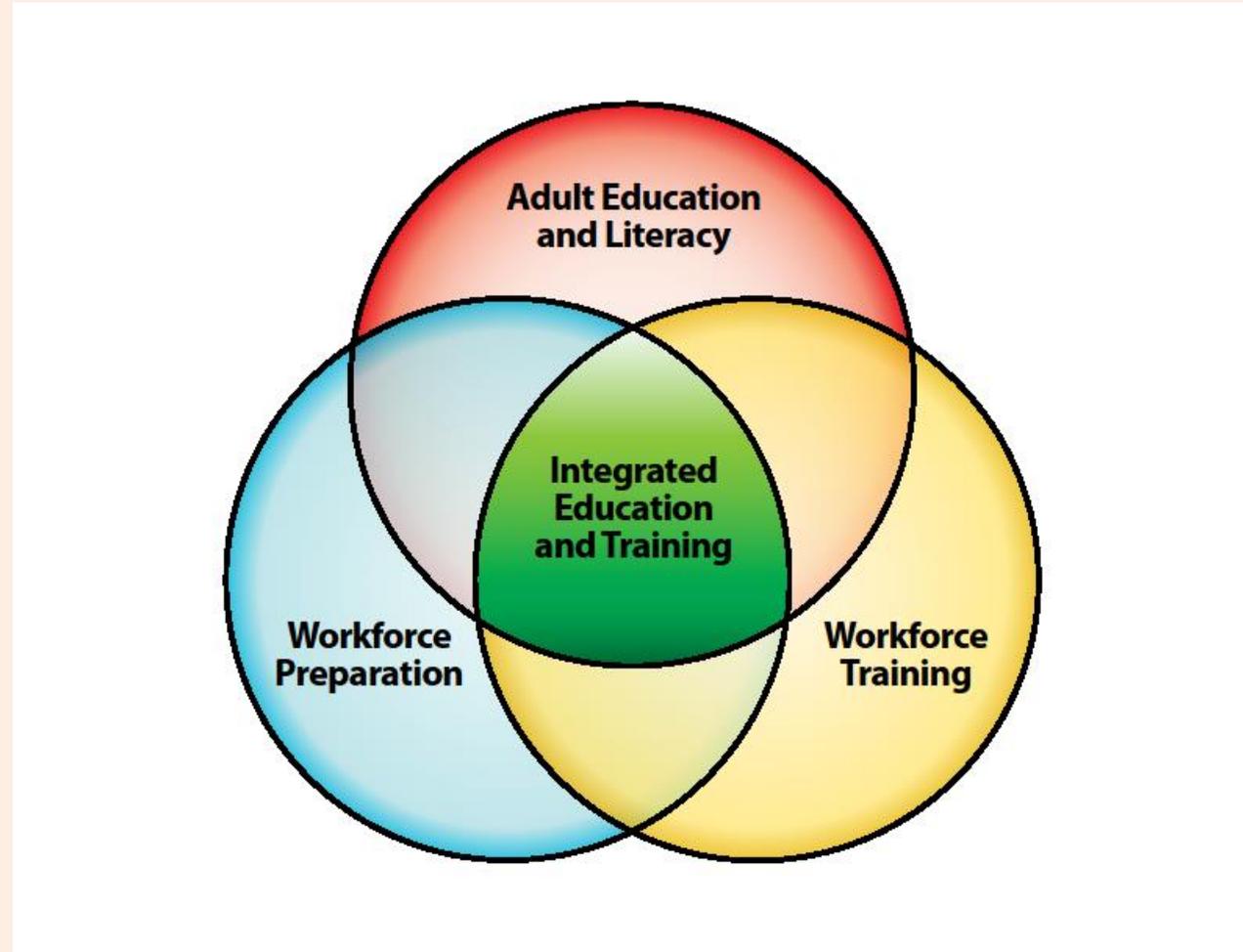
Integrated Education and Training (1)

- IET is a service delivery model that provides **adult education** activities concurrently and contextually with **workforce preparation** activities and **workforce training**.
- IET targets training, in specific occupations or clusters, that leads to industry-recognized credentials.
- Upon completion, learners should be employable or enrolled in more advanced training in their chosen career pathway.



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Integrated Education and Training (2)





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Integrated Education and Training (3)

- “Concurrently and contextually” means that, within the overall scope of the Integrated EL Civics program, adult education, workforce preparation, and workforce training activities must:
 - Be of sufficient intensity and quality, and based on the most rigorous research available
 - Occur simultaneously
 - Use occupationally relevant instructional materials



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Integrated Education and Training (4)

- To meet the IET requirements, an Integrated EL Civics program must:
 - Have a single set of learning objectives and activities organized to function cooperatively
 - Be aligned with the state's content standards for adult education
 - Be part of a career pathway



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Training Services (1)

Training services may include:

- 1) occupational skills training, including training for nontraditional employment;
- 2) on-the-job training;
- 3) incumbent worker training;
- 4) programs that combine workplace training with related instruction, which may include cooperative education programs;
- 5) training programs operated by the private sector;
- 6) skill upgrading and retraining;



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Training Services (2)

- 7) entrepreneurial training;
- 8) transitional jobs;
- 9) job readiness training provided in combination with the services above;
- 10) adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with the services above;
- 11) customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.



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Industry-Recognized Credentials

Industry-recognized training credentials include, but are not limited to:

- Locally approved certificates eligible for inclusion on the Employment Training Provider List
- Career Development and College Preparation (CDCP) CTE certificates with more than 48 contact hours
- Certificates that meet the minimum threshold for inclusion under Perkins
- Certificates that meet the threshold for Title IV Federal Student Aid

For further information, visit the California Community Colleges Industry Credentials Valued By California Employers & Educators Web page at <http://doingwhatmatters.cccco.edu/LaunchBoard/IndustryCredentials.aspx>



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Co-Enrollment in the Integrated EL Civics Program (1)

- Learners in an Integrated EL Civics Program must have the opportunity to be co-enrolled in a class or program that offers workforce training within their career pathway.



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Co-Enrollment in the Integrated EL Civics Program (2)

- Co-enrollment may include one or more of the following options:
 - ELLs are co-enrolled in a workforce training Title I America's Job Center of California program.
 - ELLs are co-enrolled in the provider's workforce training program, such as career technical education.
 - ELLs are co-enrolled in a series of workforce training courses within a career pathway offered by multiple providers designed to lead to employment.
 - ELLs are working directly with an employer through apprenticeship, pre-apprenticeship, or on the job training



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Team Teaching Strategies for Integrated EL Civics (1)

The IET service delivery may incorporate one or both of the following models:

- Co-Teaching
 - Skills instruction in a workforce training program along with basic language instruction, delivered in an integrated fashion
 - An ESL teacher and a workforce training teacher are teaching in the same classroom
 - Learners are enrolled in both the ESL and the workforce training course



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Team Teaching Strategies for Integrated EL Civics (2)

- Alternating Teaching
 - Learners are co-enrolled in two different but coordinated courses

 - An ESL teacher and a workforce training teacher are teaching in two different classrooms

 - Learners attend the two courses at different times

 - Learners are concurrently enrolled in both courses



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Civic Objectives and Additional Assessment Plans

- Section 243 COAAPs meet the **workforce preparation** component of IET.
 - Providers may adopt existing Section 243 COAAPs or propose new ones
 - Section 243 COAAPs should be part of a workforce preparation curriculum targeting an in-demand occupation or cluster of occupations



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Integrated EL Civics Payment Points for 2017–18

- Students in an Integrated EL Civics program can earn up to 3 payment points for completing 243 designated COAAPs.
- Students in an Integrated EL Civics program and co-enrolled in workforce training within that career pathway will earn higher valued payment points for completing 243 designated COAAPs.



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COAAP

Payment Points for 2017–18

COAAP Type	COAAP Description	Relative Payment Point Value
243 COAAP with co-enrollment	An Integrated EL Civics student passes an additional assessment from a 243 COAAP and is co-enrolled in workforce training within that career pathway	\$\$\$
243 COAAP without co-enrollment	An Integrated EL Civics student passes an additional assessment from a 243 COAAP and has access to, but is not co-enrolled in, workforce training within that career pathway	\$\$
231 COAAP	An EL Civics student passes an additional assessment from a 231 COAAP; Access to workforce training within a career pathway is not required	\$



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Integrated EL Civics Program Development Plan

- Section 243-funded agencies are required to complete and submit a Plan
- The Plan template was e-mailed to program administrators in December 2017
- Must be submitted by e-mail to the Adult Education Office of the CDE at adulthoodeducation@cde.ca.gov by **Monday, April 30, 2018, at 5:00 p.m.**



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Integrated EL Civics Program Development Toolkit

- A Toolkit was also e-mailed to administrators in December 2017
- The Toolkit includes:
 - Implementation framework
 - Program Development Tool (optional)
 - Criteria for evaluating the Plan
 - List of resources



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Integrated EL Civics Program FAQs

- A Frequently Asked Questions document is accessible on the CASAS Web site at www.casas.org
- Additional questions can be e-mailed to adulthoodeducation@cde.ca.gov
- The FAQs will be updated on an on-going basis



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Resources (1)

- CALPRO Research Brief No. 14 on Integrated Education and Training. September 2017. Retrieved from <https://www.calpro-online.org/documents/CALPRO2017Brief-IET-508.pdf>
- CLASP Report on Integrated Education and Training: A Career Pathways Policy & Practice. April 2017. Retrieved from <https://www.clasp.org/sites/default/files/public/resources-and-publications/publication-1/Integrated-Education-and-Training-A-Career-Pathways-Policy-Practice.pdf>
- National College Transition Network Report on Integrated Education and Training: Implementing Programs in Diverse Contexts. September 2017. Retrieved from http://www.worlded.org/WEInternet/inc/common/_download_pub.cfm?id=18643&lid=3
- OCTAE Serving English Language Learners under AEFLA webinar held March 24, 2016: Slides with notes [PDF 252KB]. Retrieved from <https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/english-language-learners-under-aepla.pdf>



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Resources (2)

- Program Memorandum on Integrated English Literacy and Civics Education under the Workforce Innovation and Opportunity Act (OCTAE/DAEL 15-7). January 11, 2016. Retrieved from <https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-15-7-ielce.pdf>
- Programs and Activities Authorized by the Adult Education and Family Literacy Act. Federal Register. August, 19, 2016. Retrieved from <https://www.federalregister.gov/documents/2016/08/19/2016-16049/programs-and-activities-authorized-by-the-adult-education-and-family-literacy-act-title-ii-of-the>
- Request for Applications: Workforce Innovation and Opportunity Act, Title II RFA 2017–18. Retrieved from <http://www.cde.ca.gov/fg/fo/r8/wioa17rfa.asp>
- Workforce Innovation and Opportunity Act of 2014, Public Law 113–128 113th Congress. Retrieved from <https://www.gpo.gov/fdsys/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf>