

WIOA Section 243 Integrated EL Civics Program Development Plan

Program Year 2017–18

Grantee Name: _____

County Name: _____

Contact Information for Plan Team Leader

Name: _____

Title: _____

E-mail: _____

Telephone: ____ - ____ - _____

In this plan, you will be asked to describe how your Integrated EL Civics program meets the Integrated Education and Training (IET) requirements as described in Section 243 of the Workforce Innovation and Opportunity Act. For more information, refer to the *Integrated EL Civics Program Development Toolkit*.

The plan can be completed using Adobe Reader and must be submitted by e-mail to the Adult Education Office of the California Department of Education (CDE) at adulthoodeducation@cde.ca.gov by **Monday, April 30, 2018, at 5:00 p.m.**

Agencies with multiple career pathways may require additional space to describe their Integrated EL Civics program. These agencies may include with their submission one additional PDF attachment that clearly identifies the grantee name and sections of the plan being expanded upon.

1. Career Pathways

- a) Which industry sectors or sector priorities did your Integrated EL Civics program target in the 2017–18 program year? (Check all that apply.)

Industry Sectors

- ☐ Agriculture and Natural Resources
- ☐ Arts, Media, and Entertainment
- ☐ Building and Construction Trades
- ☐ Business and Finance
- ☐ Education, Child Development, and Family Services
- ☐ Energy, Environment, and Utilities
- ☐ Engineering and Architecture
- ☐ Fashion and Interior Design
- ☐ Health Science and Medical Technology
- ☐ Hospitality, Tourism, and Recreation
- ☐ Information and Communication Technologies
- ☐ Manufacturing and Product Development
- ☐ Marketing Sales and Service
- ☐ Public Services
- ☐ Transportation

For more information on industry sectors, visit the CDE CTE Model Curriculum Standards Web page at <http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp>.

Sector Priorities

- ☐ Advanced Manufacturing
- ☐ Advanced Transportation and Renewables
- ☐ Agriculture, Water and Environmental Tech
- ☐ Early Childhood Education Career
- ☐ Energy, Construction, and Utilities
- ☐ Global Trade and Logistics
- ☐ Health
- ☐ Information and Communication Technologies/Digital Media
- ☐ Life Science/Biotech
- ☐ Public Safety
- ☐ Retail/Hospitality/Tourism 'Learn and Earn'
- ☐ Small Business

For more information on sector priorities, visit the California Community Colleges Doing What Matters Web Page at <http://doingwhatmatters.cccco.edu/>.

- b) Describe the career pathways that your agency has developed within these industry sectors or sector priorities for the Integrated EL Civics program in the 2017–18 program year. (350-word maximum per pathway)

- c) Describe how the career pathways fit into the regional priorities as outlined in your Local Workforce Development Board plan. (500-word maximum)

- d) Describe the career pathways that your agency plans to implement for the Integrated EL Civics program in the 2018–19 program year. (350-word maximum per pathway)

2. Adult Education and Literacy Activities

- a) Describe the adult education and literacy courses and activities you have offered in the 2017–18 program year to meet the needs of the Integrated EL Civics program and how they align with the state’s content standards (i.e., the College and Career Readiness Standards and the corresponding English Language Proficiency Standards for Adult Education). (500-word maximum)

b) How many English Language Learners (ELLs) have enrolled in each of these adult education and literacy courses and activities **by March 31, 2018**?

[illegible]

- c) Describe the adult education and literacy courses and activities you plan to offer in the 2018–19 program year to meet the needs of the Integrated EL Civics program. (500-word maximum)

3. Workforce Preparation Activities

- a) Describe your process of assessing the workforce preparation needs of your Integrated EL Civics students? (500-word maximum)

b) Indicate the Civic Objectives you selected in the 2017–18 program year:

- ☐ 3 Develop a business plan for a small business in order to participate in the economic growth of the community
- ☐ 11 Research and describe the cultural backgrounds that reflect the local cross cultural society and that may present a barrier to civic participation
- ☐ 13 Interact with educational institutions including schools for children and schools or agencies with programs for adult learners
- ☐ 14 Identify educational opportunities and research education/training required to achieve a personal goal
- ☐ 23 Access and use community service and government agency information
- ☐ 25 Identify and describe volunteer opportunities in the community
- ☐ 27 Demonstrate knowledge of health and safety precautions by participating in activities such as CPR and First Aid Training
- ☐ 30 Demonstrate how to use pharmacies/drug stores and medicines
- ☐ 32 Locate, analyze and describe job requirements, licenses, credentials, etc. needed for specific jobs and identify resources available to help access the information
- ☐ 33 Identify and access employment and training resources needed to obtain and keep a job
- ☐ 34 Identify, describe, select and access free or low cost employment related services
- ☐ 35 Identify procedures for protecting employment rights and access resources that support and assist the worker
- ☐ 36 Identify work related safety regulations, standards and procedures
- ☐ 37 Identify and demonstrate qualities of an effective employee in the American workplace in order to get a job, keep a job or get a better job
- ☐ 46 Access resources for nutrition education and information related to the purchase and preparation of healthy foods
- ☐ 47 Identify strategies and resources to effectively use the internet safely
- ☐ 48 Effectively use online tools to communicate and collaborate with others
- ☐ 49 Access necessary information and use it to successfully transition to post-secondary education, training or work e.g. access information from a college website, utilize a student management system, meet with a college counselor and develop an Education Plan, etc.
- ☐ 50 Identify and demonstrate the study skills and self-management skills necessary to successfully complete post-secondary education and training e.g. notetaking, organization, active listening, reading and understanding a syllabus, stress management, time-management etc.
- ☐ 51 Research, identify and utilize resources and services necessary to successfully transition to and complete post-secondary education, training and employment e.g. counseling, financial-aid, transportation, childcare, barriers to instruction or employment, etc.

- ☐ 52 Research, identify and utilize employability/soft skills (Personal Qualities, Customer Care Skills, Leadership Skills) necessary to succeed in post-secondary education, training and employment e.g. communication skills, collaboration, negotiation, adaptability, diplomacy, etc.
- ☐ 53 Research, identify and utilize the skills necessary to navigate work and school environment and rights e.g. contacting human resources, participating in diversity or sexual harassment training accessing fair pay/education/services, reporting sexual harassment, etc.
- ☐ Other: _____ (Submitted for approval on _____)

c) For the Civic Objectives you selected, indicate the specific Civic Objective and Additional Assessment Plans (COAAPs) you have offered in the 2017–18 program year and describe how these COAAPs have helped you to fulfill the Workforce Preparation Activities requirement of IET. (500-word maximum)

- d) How many students have participated in each of these COAAPs in 2017–18? How many students passed each of the additional assessments?

COAAP	# of Participants	# of Passers

4. Workforce Training

a) Which of the following best describe your model(s) of providing workforce training opportunities to students in the Integrated EL Civics program? (Select all that apply.)

- ☐ ELLs are co-enrolled in a workforce training program provided through an America's Job Center of CaliforniaSM.
- ☐ 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.
- ☐ Other: _____

b) Workforce training may be offered in any of the following areas. Check all boxes that apply to your program:

- ☐ Occupational skills training, including training for nontraditional employment
- ☐ On-the-job training
- ☐ Incumbent worker training
- ☐ Programs that combine workplace training with related instruction, which may include cooperative education programs
- ☐ Training programs operated by the private sector
- ☐ Skill upgrading and retraining
- ☐ Entrepreneurial training
- ☐ Transitional jobs
- ☐ Job readiness training provided in combination with services described above
- ☐ Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training

- c) Describe the training opportunities made available to your students in the 2017–18 program year, including how they are of sufficient intensity and quality and lead to industry-recognized credentials. (500-word maximum)

- d) How many students were enrolled in each training opportunity **by March 31, 2018**? Of those who were enrolled, how many completed each training opportunity?

[illegible]

- e) What verification is available to demonstrate that these students have been enrolled in or have completed the workforce training opportunities? (500-word maximum)

- f) Describe the training opportunities that you plan to offer to your students in the 2018–19 program year. (500-word maximum)

5. Concurrence and Contextualization

- a) For each career pathway, describe how the adult education and literacy activities, workforce preparation activities, and workforce training opportunities are offered simultaneously within the scope of the program. (350-word maximum per pathway)

- b) For each career pathway, describe how the curricula for the adult education and literacy activities, workforce preparation activities (e.g., COAAPs), and workforce training are contextualized with a single set of learning objectives and how the activities are organized to function cooperatively. (350-word maximum per pathway)

- c) Describe how you plan to improve and expand the extent to which adult education and literacy activities are provided concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster in the 2018–19 program year. (500-word maximum)

6. Partnerships and Support Services

- a) List the agency name, contact person, title, and telephone number of the partners you are working with to develop career pathways in the Integrated EL Civics program.

[illegible]

- b) Describe the services (e.g., career counseling, navigation services, and placement and retention services), including those provided through partnerships, that support the career pathways you have developed for the 2017–18 program year. (500-word maximum)

- c) Describe the services (e.g., career counseling, navigation services, and placement and retention services) and partnerships that will support the career pathways you plan to develop for the 2018–19 program year. (500-word maximum)

7. Budget Narrative

- a. Provide a budget narrative that describes how Section 243 Integrated EL Civics Program Development funds (i.e., Resource Code 3926, Object Code 8290) are being spent in the 2017–18 program year. (500-word maximum)