Integrated EL Civics Program Development Toolkit

California Department of Education

December 2017

Contents

Purpose

The purpose of this toolkit is to provide guidance for the development and implementation of the Integrated EL Civics program in California. The toolkit includes an Implementation Framework, a Program Development Tool (optional), a Program Development Plan Template (required), a set of criteria for evaluating the Plan, and a list of resources. These documents are intended to guide agencies as they foster partnerships, develop career pathways, and integrate education and training with the aim of accelerating their students' acquisition of basic and occupational skills through the Integrated EL Civics program.

Background

The Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act (AEFLA) specifies that Integrated English Literacy and Civics Education may be delivered in two ways: as an activity described under Section 231 or as a program described under Section 243. While this toolkit will focus solely on the development of the Section 243 Integrated EL Civics program, it is necessary to understand the commonalities and differences between the activity and the program.

Whether provided as an activity or a program, Integrated English Literacy and Civics Education must include:

- Educational services that enable adults who are 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 in the United States; and

- Instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation.

The primary distinction between the activity and the program is that the activity **may** include workforce training while the program **must** include workforce training.

Specifically, the Integrated EL Civics program must be designed to:

- Prepare ELLs for, and place in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and

- Integrate with the local workforce development system and its functions to carry out the activities of the program.

In California, the term "EL Civics" has been used historically to describe the activities under Section 231, and we continue to use this term. For more information on EL Civics, please visit

the CASAS California EL Civics Webpage at https://www.casas.org/training-and-support/casas-peer-communities/california-accountability/california-el-civics.

The term "Integrated EL Civics" is used in California to describe the program under Section 243. For further discussion on the Integrated EL Civics program, please refer to the Integrated EL Civics Program Implementation Framework section of this toolkit.

Integrated EL Civics Program Implementation Framework

Integrated EL Civics is defined in WIOA, Title II: AEFLA as:

> 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.

Section 243 of WIOA, Title II: AEFLA further explains that, when delivered as a program, Integrated EL Civics must be designed to:

- Prepare ELLs for, and place in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and

- Integrate with the local workforce development system and its functions to carry out the activities of the program.

Additionally, at the program level, the Section 243 Integrated EL Civics program must be provided in combination with Integrated Education and Training (IET).

Integrated Education and Training

IET is a service approach that provides (1) adult education and literacy activities concurrently and contextually with (2) workforce preparation activities and (3) workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. "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; and
- Use occupationally relevant instructional materials.

To meet the IET requirements when designing the curriculum of an Integrated EL Civics program, the 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; and

- Be part of a career pathway.

Instructional Models of Integrated Education and Training

In an IET service delivery model, team teaching strategies are used to deliver the curriculum. The IET service delivery may incorporate one or both of the following teaching models:

- Co-Teaching: The co-teaching model involves skills instruction in a workforce training program along with basic language instruction, delivered in an integrated fashion. In this model, an ESL teacher and a workforce training teacher are teaching in the same classroom; and students are co-enrolled in both the ESL and the workforce training courses.

- Alternating Teaching: In the alternating teaching model, students are co-enrolled in two different but coordinated courses. In this model, an ESL teacher and a workforce training teacher are teaching in two different classrooms; and students attend the two courses at different times.

Students in an Integrated EL Civics program must have the opportunity to be enrolled in both an ESL program and a workforce training program. Co-enrollment in the Integrated EL Civics program may include one or more of the following options:

- ELLs are co-enrolled in a workforce training program provided through an America's Job Center of California℠.

- ELLs are co-enrolled in the provider's workforce training program, such as Career and 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.

Upon completion, it is intended that students will be employable or enrolled in more advanced training in their chosen career pathway. IET must include training, in specific occupations or occupational clusters, which leads to 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; or

- Certificates that meet the threshold for Title IV Federal Student Aid.

For further information on industry recognized credentials, visit the California Community Colleges Doing What Matters™ Industry Credentials Valued by California Employers & Educators Web page at http://doingwhatmatters.cccco.edu/LaunchBoard/IndustryCredentials.aspx.

Definitions (WIOA Sections 3, 134, and 203)

Adult Education and Literacy Activities. The term ''adult education and literacy activities'' means programs, activities, and services that include adult education, literacy, workplace adult education and literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities, or integrated education and training.

Career Pathway. The term ''career pathway'' means a combination of rigorous and high-quality education, training, and other services that—(A) aligns with the skill needs of industries in the economy of the State or regional economy involved; (B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships; (C) includes counseling to support an individual in achieving the individual's education and career goals; (D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster; (E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable; (F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and (G) helps an individual enter or advance within a specific occupation or occupational cluster.

Training Services. Training services may include (i) occupational skills training, including training for nontraditional employment; (ii) on-the-job training; (iii) incumbent worker training; (iv) programs that combine workplace training with related instruction, which may include cooperative education programs; (v) training programs operated by the private sector; (vi) skill upgrading and retraining; (vii) entrepreneurial training; (viii) transitional jobs; (ix) job readiness training provided in combination with services described in any of clauses (i) through (viii); (x) adult education and literacy activities, including activities of English language acquisition and

integrated education and training programs, provided concurrently or in combination with services described in any of clauses (i) through (vii); and (xi) customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.

Workforce Preparation Activities. The term "workforce preparation activities" means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.

Integrated EL Civics Program Development Tool (Optional)

The integration of education and training is a key concept in the Workforce Innovation and Opportunity Act (WIOA). The Integrated English Literacy and Civics Education program (Integrated EL Civics), as described in Section 243 of WIOA, allows adult education providers the opportunity to explore the Integrated Education and Training (IET) service delivery model as a way of better connecting English Language Learners (ELLs) to the workforce.

IET is not a new concept in California. Many adult education providers throughout the state have been offering programs that prepare ELLs for employment. Historically, these programs have often been called Vocational English as a Second Language (VESL). WIOA takes this concept a step further by codifying IET within the Integrated EL Civics program. The WIOA statute and regulations make it clear that students in an Integrated EL Civics program must be provided the opportunity to participate in not only adult education and literacy activities, but also workforce preparation activities and industry specific workforce training.

By using the principles of human-centered design and the framework of IDEO's excellent Design Thinking for Educators Toolkit*, this program development tool seeks to guide your team as you collaboratively experiment to discover innovative ways of integrating education and training. Regardless of what stage your organization is at in meeting the IET requirements of the Integrated EL Civics program, this tool aims to offer a means of continuous and iterative improvement.

DISCOVERY PHASE

Step 1: Assess your Current Status

Before you embark on further developing your Integrated EL Civics program, it is necessary to assess the current status of your program. Remember that the Section 243 Integrated EL Civics program must be provided in combination with Integrated Education and Training (IET) activities. The program must be designed to:

- Prepare ELLs for, and place in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and

- Integrate with the local workforce development system and its functions to carry out the activities of the program.

IET is a service approach that provides (1) adult education and literacy activities concurrently and contextually with (2) workforce preparation activities and (3) workforce training for a specific occupation or occupational cluster for the purpose of educational and career

advancement. In other words, the IET model combines workforce preparation activities and occupational skills training with literacy activities to increase a participant's educational and career advancement.

STATUS OF YOUR INTEGRATED EL CIVICS PROGRAM

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_____
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_____
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Step 2: Define your Measures of Success

Now that you have described where you are with the Integrated EL Civics program, you are ready to think about where you want to go. Measures of success usually emerge as you dig into your project, but it helps to start to think about this at the onset. What are the workforce needs of your learners? What is your agency working toward? What will make your Integrated EL Civics program successful? What are your measures of success?

MEASURES AND INDICATORS OF SUCCESS

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_____
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_____
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Step 3: Write a description of the challenge(s) related to developing an effective Integrated EL Civics Program

A clearly defined challenge related to developing an effective Integrated EL Civics Program will help you stay on track throughout the program development process. Write a short description that clarifies the specific challenge(s) you plan to address. Capture thoughts on why this is a challenge and what the opportunity will be.

THE CHALLENGE(S)

_____
_____
_____
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Step 4: Build your Team

The team is stronger than any individual, and collaboration is inherent to Integrated English Literacy and Civic Education (Integrated EL Civics) and Integrated Education and Training (IET). Having a team of people who offer different strengths and perspectives will enable you to solve complex challenges. Who is on your team? Who are core members and who are extended members? What goals and roles will each member address?

CORE TEAM MEMBERS   GOALS AND ROLES

_____
_____
_____
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EXTENDED TEAM MEMBERS   GOALS AND ROLES

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Step 5: Create a Timeline

Describe the timeline for addressing the identified challenges. What are major dates you'll be working toward? Consider deadlines, meetings, and interim check-in dates. Keep in mind the deadline of April 30 for the delivery of the Integrated EL Civics Program Development Plan.

TIMELINE

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Step 6: Identify Sources of Inspiration

Who in the field can provide ideas or models of what you are trying to accomplish? (e.g., WIOA partners, AEBG partners, local employers, workforce agencies, local educational agencies, community colleges, etc.) Who do you need to meet with in order to learn more about the best

ways to integrate education and training? Where can you go to have an inspiring experience related to your challenge?

SOURCES OF INSPIRATION   LOCATION

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Step 7: Build a Question Guide for your Research

In your conversations with people you identified in item 6, what questions will you ask? What do you need to learn? Ask open-ended questions, such as:

Tell me about your program...
Tell me about your population…
What were the challenges you experienced in setting up the program?
What are the challenges you continue to have?
What are the cost factors in implementing your program? What are the ongoing costs?
What are your successes?
What advice would you give me?

QUESTIONS

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INTERPRETATION PHASE

Step 8: Make Your Research Insights Actionable

Insights only become valuable when you can act on them as inspiring opportunities to address identified challenges. With your team, create generative questions around the insights you gained from your research. Start each statement with "How might we...?" or "What if…?" as an invitation for input, suggestions and exploration. Select three to five of these questions to address in a brainstorming session. Write them in plain language, simple and concise.

ACTIONABLE QUESTIONS

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IDEATION PHASE

Step 9: Describe Your Ideas

With your team, use your actionable questions to brainstorm ways to develop or improve your Integrated EL Civics program. After the brainstorm session, group similar ideas and vote on the most promising ideas. Create a description for each idea that you want to prototype. For now, choose no more than three ideas.

IDEA NAME: _____

WHO DOES IT INVOLVE, BOTH IN BUILDING AND IN USING IT?

_____
_____
_____
_____

WHAT NEEDS OR OPPORTUNITIES DOES THE IDEA ADDRESS?

_____
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ONE-SENTENCE IDEA DESCRIPTION:

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WHAT DO YOU HOPE TO LEARN MORE ABOUT THROUGH PROTOTYPING THIS IDEA?

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EXPERIMENTATION PHASE

Step 10: Identify Sources for Feedback

What about your idea do you need to test? What kind of feedback do you need in order to iterate and refine your idea? What is the most important question you want to ask? Who do you want to engage in the feedback process?

FEEDBACK GOALS   FEEDBACK PARTICIPANTS

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Step 11: Integrate Feedback

Based on the feedback you have received, what do you think is most important to making your ideas a success? How might you improve your prototypes? How can you emphasize what was well received about your ideas?

FEATURES TO ITERATE

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EVOLUTION PHASE

Step 12: Define Success

Review the goals you set out in the beginning of the planning process. Reflect on how your original goals connect to ideas for program development. What do you hope to see happen with this project? How will you track and measure the success of your idea?

IMPACT BEING SOUGHT

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Step 13: Document Progress

Document progress of your idea. What differences have you noticed since implementing your idea? Have the relationships between people changed? What comments have you received from students or colleagues?

NOTES ON PROGRESS

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Step 14: Plan Next Steps

Capture any open questions. What needs to be done to improve on your idea? Who will be responsible for each task? Who will be responsible for finding answers to any open questions?

ACTIONS AND QUESTIONS   PEOPLE RESPONSIBLE FOR FOLLOW-UP

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_____
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Step 15: Share Your Story

Stories are the most powerful way to communicate the experience of the design process. Sharing your story can inform students, colleagues, and partners about your program. It can also draw resources to you which can assist your program development.

Craft a story that can be shared broadly. Remember favorite moments, surprising encounters, and the most challenging days. Use the prompts below to structure your thoughts.

Create an overview:
» What challenge did you start out with?
» Who was part of the team?
» What partners did you integrate?
» What needs did you discover along the way?
» How did you respond to what you learned?

Talk about interesting experiences:
» What was the most surprising thing you learned while looking for inspiration?
» What was your most absurd brainstorm idea? The most creative prototype?

Share your impressions:
» Which moments of the experience were most rewarding?
» Which part of the process was most difficult?

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Who will you share your story with?

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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 adulteducation@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 agenices 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**?

Adult Education and Literacy Courses and Activities	# Enrolled

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 California℠.

☐ 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?

Training Opportunity	# Enrolled	# Completed

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)

d) 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.

Agency Name	Contact Name	Contact Title	Contact Phone #

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)

Criteria for Evaluating the Integrated EL Civics Program Development Plan

The following five criteria will be used to evaluate the Integrated EL Civics Program Development Plans. Each plan will be reviewed by a CDE Regional Consultant and a CASAS Program Specialist. Each criterion will be reviewed holistically based on the information provided in the plan and rated as either "Advanced," "Developing," or "Inadequate." Agencies whose plans receive one or more "Inadequate" ratings will be given targeted technical assistance on implementing an Integrated EL Civics program. Plans will be approved when "Advanced" or "Developing" ratings have been achieved for all criteria.

I. **CAREER PATHWAYS**: The Integrated EL Civics program is designed within a career pathway that aligns with skill needs of industries in the state or regional economy and supports the particular needs of individuals to accelerate their educational and career advancement. (Plan Sections 1a–1d)

ADVANCED	DEVELOPING	INADEQUATE
This element of the plan has been fully implemented in the current program year, and there is a clear plan for continuous improvement in the next program year.	This element of the plan has not been fully implemented in the current program year, but there is a clear plan for implementation in the next program year.	This element of the plan has not been implemented in the current program year, and/or there is no clear plan for implementation in the next program year.

II. **IET COMPONENTS:** The adult education, workforce preparation, and workforce training activities are of sufficient intensity and quality, and the adult education component is aligned with the state's content standards. (Plan Sections 2a–2c, 3a–3d, 4a–4f)

ADVANCED	DEVELOPING	INADEQUATE
This element of the plan has been fully implemented in the current program year, and there is a clear plan for continuous improvement in the next program year.	This element of the plan has not been fully implemented in the current program year, but there is a clear plan for implementation in the next program year.	This element of the plan has not been implemented in the current program year, and/or there is no clear plan for implementation in the next program year.

III. **CONCURRENCE:** The adult education, workforce preparation, and workforce training activities occur simultaneously within the scope of the program rather than sequentially. (Plan Sections 5a and 5c)

ADVANCED	DEVELOPING	INADEQUATE
This element of the plan has been fully implemented in the current program year, and there is a clear plan for continuous improvement in the next program year.	This element of the plan has not been fully implemented in the current program year, but there is a clear plan for implementation in the next program year.	This element of the plan has not been implemented in the current program year, and/or there is no clear plan for implementation in the next program year.

IV. **CONTEXTUALIZATION:** The adult education, workforce preparation, and workforce training activities are organized to function cooperatively and have a single set of learning objectives. (Plan Sections 5b and 5c)

ADVANCED	DEVELOPING	INADEQUATE
This element of the plan has been fully implemented in the current program year, and there is a clear plan for continuous improvement in the next program year.	This element of the plan has not been fully implemented in the current program year, but there is a clear plan for implementation in the next program year.	This element of the plan has not been implemented in the current program year, and/or there is no clear plan for implementation in the next program year.

V. **SUPPORT SERVICES:** Services (e.g., career counseling, navigation services, and placement and retention services) are available, including through partnerships, to support students in their career pathways. (Plan Sections 6a–6c)

ADVANCED	DEVELOPING	INADEQUATE
This element of the plan has been fully implemented in the current program year, and there is a clear plan for continuous improvement in the next program year.	This element of the plan has not been fully implemented in the current program year, but there is a clear plan for implementation in the next program year.	This element of the plan has not been implemented in the current program year, and/or there is no clear plan for implementation in the next program year.

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