

Workforce Innovation and Opportunity Act

Section 243 Integrated EL Civics Program

Frequently Asked Questions 2017-18

PROGRAM DESIGN

- 1. Is it expected that there will be some level of coordination between English as a Second Language (ESL) courses and workforce training that we will need to describe for each co-enrollment opportunity?**

Yes. According to final rule 34 CFR §463.37, the integrated education and training program must have a single set of learning objectives that identifies specific adult education content, workforce preparation activities, and workforce training competencies, and the program activities must be organized to function cooperatively.

- 2. We have senior citizens in all our ESL classes at every level and we don't want to exclude them from day-to-day learning activities. Are they eligible for participation in Section 243 Integrated EL Civics programs?**

Yes. According to the discussion on final rule 34 CFR §463.70, English language learners seeking English language proficiency and civics education, but not seeking workforce training, should not be excluded or discouraged from participation in the Integrated English Literacy and Civics Education program.

- 3. Do all students in a Section 243 Integrated EL Civics program need to be co-enrolled in workforce training?**

No, but providers need to ensure that all students have access to, and are provided the opportunity to co-enroll in workforce training in their career pathway.

- 4. What percentage of Integrated EL Civics participants need to be co-enrolled in workforce training in order to be in compliance with the Integrated Education and Training (IET) requirements of Integrated EL Civics?**

While there is no minimum percentage for co-enrollment required at this time, in order to demonstrate that students have access to workforce training, it is expected that some percentage of students will be co-enrolled.

5. If an ESL student has a job that includes a job training component, does this meet the training component of IET?

Yes, but only if the training component is coordinated between the agency and the employer as part of a career pathway designed to place students in unsubsidized employment. The training activities must also be of sufficient intensity and quality, use occupationally relevant instructional materials, and the program activities must be organized to function cooperatively.

6. What constitutes industry-recognized credentials?

Industry-recognized 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) Career Technical Education (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, visit the [California Community College's Industry Credentials Valued by California Employers & Educators](#) Web page.

USE OF FUNDS

1. How can Integrated EL Civics Program Development funds be spent?

Section 243 Integrated EL Civics Program Development funds (i.e., Resource Code 3926, Revenue Object Code 8290) can be expended during the 2017–18 program year on personnel, activities, and supplies necessary to produce the Integrated EL Civics Program Development Plan or to develop and implement the Integrated EL Civics program. These expenditures are to be reported on the quarterly expenditure claim reports in object codes 1000 through 5000.

2. How can we leverage funding to meet the IET requirements of the Integrated EL Civics program?

The California Department of Education encourages providers to seek out partnerships that leverage workforce services for participants of the Integrated EL Civics program. For example, a provider might collaborate with local WIOA partners to fund the training component of the IET activities. Similarly, a provider

might collaborate with CTE programs funded by the Perkins Act or Adult Education Block Grant.

COAAPS AND PAYMENT POINTS

1. How will COAAP payment points be valued?

There are three levels of COAAP payment point values as described below.

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	\$

2. If an agency provides an opportunity for students to continue to a workforce training course with the lessons learned in their EL Civics class, does that count for Section 243 \$\$ payment points?

No. Merely providing students the opportunity to continue to a workforce training course does not meet the integrated education and training requirements of the Integrated EL Civics program. According to the discussion on final rule 34 CFR §463.37, integrated education and training is part of a career pathways strategy that supports acceleration in accordance with the definition of career pathways in section 3(7)(E) of the WIOA and, accordingly, within the scope of the program, the adult education and literacy activities, workforce preparation activities, and occupational training should occur simultaneously and not sequentially.

3. If we have no intention of having any students earn Section 243 \$\$\$ payment points, do we still have to tie in workforce training courses to get Section 243 \$\$ payment points in our plan?

Yes. Agencies receiving funds provided under section 243 for Integrated EL Civics are required to provide Integrated EL Civics in combination with integrated education and training.