

2018-19 Civic Integrated EL Civics (IECLE) Frequently Asked Questions (FAQs)

Note: Information added after July 1, 2018 is shown in green.

1. Which Civic Objectives are approved for 231 funding in PY 2018-19?

Answer: All Civic Objectives 1-53 and 70-74 can be designated as 231 funded in PY 2018-19.

2. Which Civic Objectives are approved for 243 funding in PY 2018-19?

Answer: Any COAAP on the *California EL Civics Objectives Funded by WIOA 243 Funds in PY 2018-19* list (find at casas.org) can be designated 243 funded in PY 2018-19. Civic Objectives designated as 243 funded need to be linked to training in PY 2018-19.

3. How do I set up a class to have instruction in both Civic Participation and Citizenship Preparation or Civic Participation and IELCE?

Answer: If a Civic Participation Class will give instruction in both Citizenship Preparation or Civic Participation and IELCE, set up 2 classes in TE. Then, in the Focus Area select one for each class:

- Citizenship Preparation
- Civic Participation (231)
- IELCE (243)

For example, an agency has planned a class for intermediate level learners M-Th 9am-12pm for the Fall Semester of 2018-19. This agency wants to teach one 231 funded Civic Objective and one 243 funded Civic Objective during the Fall Semester. This can be accomplished in two ways:

Example 1:

- Set up one class from 9-10:30am M-TH designated as 231 funded in TE (see FAQ #4) and teach the 30 hours of the 231 funded Civic Objective and assess it during that time period in the semester.
- Then set up another class from 10:30am-12:00pm M-Th and designate this class as 243 funded in TE (see FAQ #4). Teach the 30 hours of the 243 funded Civic Objective and assess it during that time period in the semester.

Example 2:

- Split the class into two 8-10 week quarters. Set up one class from 9am-12pm M-TH for the first “quarter” designated as 231 funded in TE (see FAQ #4) and teach the 30 hours of the 231 funded Civic Objective and assess it during that quarter.
- Then set up another class from 9am-12pm M-TH for the second “quarter” and designate this class as 243 funded in TE (see FAQ #4). Teach the 243 funded Civic Objective and assess it during this time period in the quarter.

Be sure to mark “ESL/ELL” for Instructional Program.

4. How are agencies required to designate EL Civics focus areas for EL Civics classes at the agency and class level in Topspro Enterprise (TE)?

- a. At the Agency level, in the TE Agency Record, participants first record whether they are a 225 or 231 funded agency, and then choose from among **three** different EL Civics (ELC) focus areas (instead of the traditional two):
 - i. Citizenship Preparation
 - ii. Civic Participation (231)
 - iii. Integrated EL Civics (IELCE- 243)
- b. In the TE Class Instance record, in focus area select one of the same three options above. ***As always – each class can only be assigned to one ELC focus area.***

5. How does my agency qualify for IELCE Integrated EL Civics 243 funds in 2018-19:

Answer: 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 pre/post-test pair.

6. What are the steps to implementation or improvement of IELCE/IET Programs?

Answer: There are four 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:

- a. to identify current training (and employment) opportunities for English Language Learners at their agency and/or at other local agencies.
 - i. Identified training leads to industry-recognized credentials
 - ii. Communication with employers in the community is made to ensure that the identified training leads to unsubsidized, family-sustaining employment.

Step 2 – Assess Needs/Offer Support Services

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

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

Step 3 – Develop Integrated Program

IELCE/WorkforceTraining faculty and counselors work together to:

- a. develop curriculum, instruction, support services, schedules and recruitment practices for the IELCE/IET Program.
- b. 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.

Step 4 – Evaluate your 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

7. What are the types of teaching models appropriate for Integrated EL Civics

Answer: Examples of IET models for EL Civics classes teaching 243 designated COAAPs include:

- **Co-Teaching:** 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)
- **Alternating Teaching:** 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.