

EL Civics Basics

Part 1:

Information and Requirements

Facilitated by

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- At the end of this session participants will be able to:
 - Identify the requirements of the AEFLA/WIOA II EL Civics Grant
 - Identify the requirements specific to Civic Participation and Citizenship Preparation



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EL Civics

The English Literacy and Civics (EL Civics) per section 1000(a) (4) of the Consolidated Appropriations Act (P.L. 106-113) is funded under the 1999 Workforce Investment Act (WIA), Title II, Adult Education and Family Literacy Act (AEFLA). The purpose of the EL Civics program is to support projects that demonstrate effective practices in providing, and increasing access to, English Literacy programs linked to civics education.









Congress has reserved this funding for "integrated English literacy and civics education services to immigrants and other limited English proficient populations." According to Congress, to effectively participate in education, work, and civic opportunities in this country, immigrants and other limited English proficient persons must not only master English, but be able to understand and navigate governmental, educational, workplace systems and key institutions, such as banking and health care. The California Department of Education (CDE) Adult Education Office has offered grant awards for EL Civics Education to promote the development of integrated programs that incorporate English Language and literacy instruction and civics education. The CDE has developed two program areas: **Civic Participation** and **Citizenship Preparation**.

Civic Participation: This program supports the design, creation, implementation and delivery of instructional activities that either integrates civics education content with ESL instruction. This program connects literacy to the lives of learners and reflects their experiences as community members, parents and participants in the workforce. Through these programs, adults understand and deal with social issues through community research projects, collecting and analyzing information, and interpreting findings in ways that connect school-based learning with personal knowledge and community experience.





Citizenship Preparation: This program uses ESL methodologies and citizenship preparation material to prepare learners to take and pass the USCIS (formerly INS) written and oral citizenship test. The program includes outreach services, skills assessment, curriculum

Civic Objectives and Additional Assessment Plans





- [Pre-approved Additional Assessment Plan List](#)
- [Select Civic Objectives & Additional Assessment Plans \(COAAPs\)](#)
- [Your Agency's civic objectives and AAP selections / Download COAAPs](#)
- [COAAPs Selected by California Agencies](#)

FILE	TYPE	SIZE	DOWNLOAD
EL Civics Civic Objectives Funded by 243	PDF	456.04 KB	 Download
Pre-Approved Civic Objectives List	PDF	720.21 KB	 Download
Civic Participation FAQs	PDF	230.85 KB	 Download
EL Civics Basics Part 1	PDF	1.37 MB	 Download
EL Civics Basics Part 2	PDF	1.05 MB	 Download
COAAP Information	PDF	368.11 KB	 Download
Revisions to COAAPs	PDF	97.39 KB	 Download
			

Integrated EL Civics Documents







FILE	TYPE	SIZE	DOWNLOAD
WIOA Section 243 Integrated EL Civics FAQs	PDF	227.74 KB	 Download
Integrated EL Civics Program Development Plan Fillable PDF	PDF	2.88 MB	 Download
Integrated EL Civics Program Development Toolkit	PDF	537.66 KB	 Download
2017-18 Integrated EL Civics Conference Slide Show	PDF	455.71 KB	 Download

Digital Resources

FILE	TYPE	SIZE	DOWNLOAD
Digital Literacy Guidelines	PDF	151.53 KB	 Download
How to Create a Fillable Document	PDF	256.48 KB	 Download
Getting a Gmail account	PDF	396.10 KB	 Download
Make Strong Passwords	PDF	182.01 KB	 Download

[Update Your Agency's Contact Information Here](#)

Needs Assessment Information for Civic Participation Agencies - EL Civics agencies with a focus on Civic Participation must complete community and student needs assessments as part of their grant requirements. The extensive number of civic objectives available to Civic Participation agencies can make the process of developing needs assessments challenging. Below are several resources that will assist agencies in the creation process, along with a summary form that will provide documentation of the process for their records.

- [Needs Assessment Overview](#) 
- [Needs Assessment Example for EL Civics Students at BL Level](#) 
- [Needs Assessment Summary Form](#) 
- [Meeting the Language Needs of Today's Adult English Language Learner: Companion Learning Resource](#) 
- [Center for Applied Linguistics Needs Assessment Information and Materials](#) 
- [Needs Assessment for Adult Learners, CAL Digest](#) (outside link)
- [NRS Implementation Guidelines 2016 Appendix E NRS EFLs](#) 

[EL Civics: Making a Difference in the Community Awards](#)

[Oral Rubric Samples for Civic Participation Additional Assessments](#)

[Writing Rubric Samples for Civic Participation Additional Assessments](#)

[Using Portfolio Assessment in EL Civics Classes in California](#)

This research brief describes portfolio assessment and explains why it may be an appropriate assessment selection for California EL Civics classes. Portfolio assessment is an ongoing process involving learners and their instructors in selecting samples of student work for inclusion in a collection, the main purpose of which is to show the progress of learners. Perhaps the greatest overall benefit of using portfolio assessment in EL Civics projects is that the learners are taught by example to become independent thinkers, and their ability to take control of their own learning is facilitated.

[Implementing Performance Based Assessment](#)

[California ESL Model Standards \(1992\) and Key](#)

Instructional Resources

- [Beginning Civics Lessons from Santa Ana College on OTAN](#)
- [California EL Civics Mini-Grant Products Listed on OTAN](#)
- [EL Civics Lesson Plans, CA Adult Education Approved](#)
- [Adult Low-Level Literacy Curriculum Modules](#)
- [Noteworthy Practices: Outcomes of 7 EL Civics Demonstration Grant Projects](#)

California Citizenship Preparation

The focus of the Citizenship Preparation program is literacy skills. The program uses ESL methodologies and citizenship preparation material to prepare learners to take and pass the USCIS (formerly INS) written and oral citizenship test. The program includes outreach services, skills assessment, curriculum development and instruction, professional development, naturalization preparation and assistance and program evaluation.

Citizenship Information and Resources

[U.S. Citizenship and Immigration Services \(USCIS\) Resource Center](#)

[CASAS Bibliography of Citizenship Materials](#)

The bibliography is an annotated index of commercially published citizenship textbooks, audiocassettes, videos, and Internet sites and is a terrific resource and time saver for citizenship programs and instructors. The bibliography provides publisher information for ordering all materials.



[Citizenship Preparation FAQs](#)

These questions and answers will provide information and guidance to California agencies with EL Civics Citizenship Preparation.



[EL Civics Basics Part 1](#)

These slides above give all the basic information needed by programs beginning or continuing Civic Participation and Citizenship Preparation Programs. Citizenship Preparation Programs should focus on slides 9-21.

The Professional Development Guide for Adult Citizenship Educators

<https://lincs.ed.gov/professional-development/resource-collections/profile-905>

Adult Citizenship Education Sample Curriculum for a Low Beginning ESL Level Course

<https://lincs.ed.gov/professional-development/resource-collections/profile-997>

- English Literacy and Civics Education promotes the development of integrated programs that incorporate:
 - English language and literacy instruction
 - civics education



- EL Civics is funded under the 2014 (1999)
 - Adult Education and Family Literacy Act (AEFLA)
 - Workforce Innovation and Opportunity Act Title II (WIOA Title II)



- WIOA defines Integrated English Literacy and Civics Education (IELCE) as:

Education services which enable competency in:

- English language
- advanced skills needed to function effectively as
 - parents,
 - workers, and
 - citizens in the United States

Includes instruction in:

- literacy and English language acquisition
- rights and responsibilities of citizenship and civic participation
- may include workforce training.



- EL Civics Agencies can do one or more:
 - Citizenship Preparation (231)
 - Civic Participation (231)
 - Integrated EL Civics (243) (IELCE)

Citizenship Preparation



- Requirements to earn payment points:
 - CASAS pre- and post-test.
 - one payment point for completing a level.
 - Citizenship Interview Test (CIT)
 - 1 for test passed at 206 or above
 - Government and History for Citizenship test (G&H) to earn payment points
 - 1 for test passed at 206 or above

- Data Reporting:
 - Follow the AEFLA/WIOA II deadlines for quarterly data [\(find in the Beginning of the year letter \(BOY\)\)](#)

Complete a Level

NRS Levels for ESL	CASAS Scale Score Range	CASAS pretest scaled score range for California Payment Point	CASAS post-test score required to Complete a Level
Beginning ESL Literacy	180 and below	180 and below	180
Low Beginning ESL	181 – 190	181 – 190	190
High Beginning ESL	191 – 200	191 – 200	200
Low Intermediate ESL	201 – 210	201 – 210	210
High Intermediate ESL	211 – 220	211 – 220	220
Low Advanced ESL	221 – 235	221 – 235	235

Steps to Begin a Citizenship Preparation Program

1. Administer CASAS Tests

Staff must:

- be trained in giving CASAS tests:
 - one person from each agency is required by CDE to take CASAS test Implementation Training.
 - get information about CASAS testing from that person or take the training yourself.
- complete entry record (or equivalent) for each learner
- complete update record (or equivalent) for each learner

Learners must:

- take a CASAS pre-test to measure their skills upon entry
- take a CASAS post test to measure skill improvement

Steps to Begin a Citizenship Preparation Program

2. Plan Instruction:

- Become familiar with information and resources on [USCIS Website](#)

3. Offer Additional Testing:

- Order the Government and History (G & H) Test
 - Follow the manual to administer the test
 - Score of 206+ earns a payment point
- Have a staff member become a CIT Administrator
 - Staff member participates in online training first year to become certified and must recertify each subsequent year
 - Test Beginning High-Intermediate level learners
 - Score of 206+ earns a payment point



Citizenship Interview Test

- The CIT test administrator must be currently certified for students to earn a payment point.
- To become a CIT test administrator, register for a self-paced online course at www.casas.org.
- CIT Certification expires each year on June 30. Test administrators must be recertified every year between Jan 1 and June 30. Recertification is done online. Test administrators will be notified about Recertification procedures each January.
- Contact Adriana Terry, aterry@casas.org or at 1-800-255-1036 ext. 185 with questions or for information.

Civic Participation

What is EL Civics?

The California Perspective

- The opportunity to fulfill a dream:
 - Connect language instruction to the real world
 - Utilize Performance Based Assessment (COAAPs) to:
 - Evaluate how learners use the language
 - Measure possible learner success in the community



- I. Administer a School Community Needs Assessment
- II. Select Civic Objectives and Additional Assessment Plans (COAAPs)
- III. Develop/Borrow and Administer Additional Assessments
- IV. Plan and Offer Instruction
- V. CASAS Testing

I. Administer a School Community Needs Assessment

- Successful programs continually assess the needs, interests, and language skills of their learners by conducting ongoing needs assessments
- Requirement:
 - Once a year School Community Needs Assessment
 - Complete the Needs assessment Summary Form
 - Find it at [casas.org>civic participation](https://casas.org/civic-participation)

- General Needs Assessment
 - What do students need and want to learn?
 - Assess the needs of the student community as a whole
- Workplace Needs Assessment
 - Which career pathways do students want to follow
 - English Language Learners who wish to gain training and employment should be given a specifically designed needs assessment to determine placement in Integrated EL Civics and Workforce Training Courses
- Use the needs assessment information to select Civic Objectives for instruction for the agency

- Optional: Classroom Needs Assessment
 - Assess the needs of a specific class
 - Use to select from the Agency-chosen Civic Objectives

1a. Develop a School Community Needs Assessment

- Select 3-5 Civic Objectives from each of the 6-7 competency areas on the [Pre-Approved Civics Objectives List](#):
 - Consumer Economics
 - Community Resources
 - Health
 - Employment
 - Government and Law
 - Transition
 - Workplace Training
- Beginning level learners need a picture based assessment tool.
- Intermediate to Advanced Level learners should have pictures and simplified words (not CO Description)

- **Consumer Economics:** CO 2-Access community or commercial agencies to resolve a consumer complaint.
- **Health:** CO 26-Identify and access free or low cost medical, dental, and other health care services.
- **Employment:** CO 33-Locate, analyze and describe job requirements, licenses, credentials, etc. needed for specific jobs and identify resources available to help access the information
- **Transition:** CO 52-Research, identify and utilize soft skills (Personal Qualities, Customer Care Skills, Leadership Skills) necessary to succeed in post-secondary education, training and employment
- **Workplace Training:** CO 70-Demonstrate the language and literacy skills necessary to effectively participate in workforce training in early childhood education.

Develop a School Community Needs Assessment

- Do this:



- Not this:

- Civic Objective 1: Identify, evaluate, and compare financial service options in the community such as banks, credit unions, check-cashing services, and credit cards.

1b. Administer the school community needs assessment to a majority of learners

- Ask learners to check their 3-5 top areas of interest (depending on the number of COAAPS you will be selecting) from each of the 6 general competency areas (excluding workforce training)
- 243 Funded Agencies: Conduct a Workforce Training Needs
- Tally your results
- Complete the [Needs Assessment Summary Form](#) at casas.org> civic participation
- Utilize the results to inform your agency's selection of COAAPS

Requirements of a Civic Participation Program

II. Select Civic Objectives and Additional Assessment Plans (COAAPs)

- Select 3-10 Civics Objectives using the results from the School Community Needs Assessment
- Narrow your Civic Objective selections by reviewing each of the pre-approved Civic Objective and Additional Assessment Plans (COAAPs) for the Civic Objective
 - A COAAP is a general description of the performance-based assessment the agency will give learners after 30 hours of instruction based on the selected civic objective.

- There are usually 3 assessment plans (COAAPs) for each civic objective (CO).
 - Each plan is numbered.
 - The first number corresponds to the CO e.g 1
 - The second number to the plan designates separate plans for the CO e.g. 1.4 & 1.5 are 2 plans for CO 1.
 - Each plan includes 1-3 tasks learners must complete to demonstrate what they have learned. (Portfolio assessments have more tasks)

- Select COAAPs that most closely match the needs of your learners and your agency
 - Consider Skills Type of Assessment: Oral, Written, Role play etc.
 - Consider Content: For example in Civic Objective 1—Use a bank
 - COAAP 1.4 includes complete a bank application, complete a check and check register, complete deposit and withdrawal slips, reconcile a bank statement (written)
 - COAAP 1.6 includes inquire at a bank, make budget, compare banking institutions (written, role play)

- Once a COAAP is selected:
 - Agencies develop a performance-based assessment based on COAAP and specific to the needs of the learners and the agency.
 - Agencies develop 30 hours of instruction to prepare the learners for the assessment.

III. Develop and Administer Additional Assessments

▪ Each Additional Assessment:

- is based on the Civic Objective and Additional Assessment Plan (COAAP) selected
- is performance-based and assesses how well a learner can interact with or access the community
- relates to instruction in topic and instruction type (oral, written, listening, reading)
- can be done by an outside Assessor or the classroom instructor
- can be repeated after appropriate instruction if learner does not pass the assessment

- Develop your own assessments based on the COAAP and corresponding Tasks you have selected.
 - Use other excellent agency's COAAPS as model
- Find other agencies who have selected the same COAAP and ask to see/borrow their assessments.
(see [COAAPs Selected by California Agencies](#))
 - COAAP 19 San Diego Community College District [COAAP 19- Immigrant's rights](#)
 - Be selective and revise as necessary to meet your learner's needs

IV. Plan and Offer Instruction

- EL Civics instruction prepares students to access the community by participating in real or simulated interactions
- Includes:
 - all four skills: Listening, speaking, reading and writing
 - many of the language and literacy objectives outlined for each objective in the EL Civics Civic Objectives List

■ EL Civics Instruction

- Is not limited to the language and literacy objectives listed in the COAAP
- Lasts at least 30 hours (content specific to the selected COAAP)
- The 30 hours of instruction can include classroom instruction and text materials that are already being covered in a related instructional unit.

Plan EL Civics Instruction

- Develop a 30 hour instructional plan which will prepare learners to take and pass the additional assessment
OR
- Rely on individual instructors to plan at least 30 hours of instruction for their classes
 - Utilize textbooks and supplementary materials
 - View lesson plans and instructional materials for EL Civics at www.otan.us
 - View and obtain materials developed for EL Civics by California agencies such as [Talking with the Police and other materials](#)

V. CASAS Testing

Civic Participation Learners must:

- take a pre-test to measure their skills upon entry
- take a post test to measure improvement

Staff must:

- complete an entry record or equivalent for the learner
- complete an update record or equivalent for the learner

Note:

1. Civics Participation Additional Assessments do not earn payment points unless learner has a pre/post test pair.
2. One person from your agency is required by CDE to take CASAS test Implementation Training. Ask that person about CASAS testing or take the training.



■ Requirements to earn payment points:

- Learners must take a CASAS pre- and post-test. A learner can earn one payment point for completing a level.
- Learners must take additional assessments based on Civic Objectives and Additional Assessment Plans (COAAPS) and will **earn 1 payment point by passing each additional assessment**
- **Students can earn a maximum of six payment points per year**
 - 3 from 231 Funds and
 - 3 from 243 Funds (see list of 243 Funded Civic Objectives)

Note that learners will not earn payment points for passing additional assessments unless they have taken both a pre- and post- CASAS test.

- **CASAS Testing:** Administer a pre and post CASAS test to learners
- **Needs Assessment:** Administer a School Community Needs assessment and complete and keep on file Student Needs Assessment Summary Form
- **COAAPs:** Select 3-10 COAAPs for Beginning Low to Advanced learners based on Needs Assessment.
 - Literacy students can participate in instruction but agencies will not receive payment points until the students score 180 or above on a CASAS test.

Civic Participation

Requirements Review continued

- **Develop/Borrow Additional Assessments**
 - Agencies must select or create an Additional Assessment for each COAAP selected.
- **Instruction:** Valid outcome data must be preceded by a minimum of 30 hours of instruction (content specific to the selected COAAP)
- **Administer Additional Assessments**

Civic Objectives and Additional Assessment Plans (COAAPs) and the Selection Process



■ 54 Pre-approved Civic Objectives

- 1-53, 70, 71 (# 41 is deleted)
- There are 3 COAAPS for most objectives
- Preview Pre-Approved COAAPs at
 - Pre-Approved Additional Assessment Plans List
 - [Civic Objectives & Additional Assessment Plans - Selection Process > View Pre-Approved Additional Assessment Plans List](#)
- All 54 COAAPs can be used for 231 funding
- 24 of the 52 have been designated for 243 funding (see list)
 - These are related to workforce preparation and workforce training outcomes

- Option 2- Revise pre-approved or approved COAAPs*
 - Agency selects tasks from various pre-approved objectives and combines to make a revised COAAP
 - Agency writes or revises tasks to make a revised COAAP
 - Resulting COAAPs must challenge all levels
 - [Agency submits into Option 2 portion of the ELC Website](#)
 - Option 2 COAAPs must be selected each year to keep them active in the system
- * Request assistance of Lori Howard at lbhoward@casas.org

- **Option 3 - Agency-created new COAAPs***
 - Meets a need not covered in list of 54 Civic Objectives
 - Agency writes new Civic Objective, Language and Literacy Objectives, Tasks and Rating Scale
 - [Agency submits into Option 3 portion of the ELC Website](#)
 - **Option 3 COAAPs must be selected each year to keep them active in the system**
- * Request assistance of Lori Howard at lbhoward@casas.org

- [COAAP Selection Process](#)
 - Agencies may select 3-10 COAAPs
- Agencies wishing to select more than 10 or fewer than 3 COAAPs must make a request to the CDE Regional Consultant [CDE Regional Consultant List](#)
- Only designated persons may submit selected COAAPs [Update Your Agency's Contact Information Here](#)



- **All Options – October 31, 2018**
 - At least one civic objective and additional assessment plan must be submitted
- **Option 1 – April 30, 2019**
 - Last date to add, edit or delete Option 1 COAAPs
- **Option 2 – April 30, 2019**
 - Last date to add, edit or delete Option 2 COAAPs
- **Option 3 – January 31, 2019**
 - Last date to submit Option 3 COAAPs (The CDE approval process may take up to 60 days.)

WIOA II Data Collection Review

Data Collection Required for Civic Participation and Citizenship Preparation

- **Entry Record:**
 - Create upon entry into program
 - One for each EL Civics focus area a student attends
 - Must be for an EL Civics designated class
 - EL Civics students must have instructional program of ESL (not ESL-Citizenship)
- **Update Record:**
 - Create after > 12 hours of instruction
 - Update Record in either EL Civics focus area

- **Pre-Test/Post-Test:**
 - All students, all programs
 - Can be from any focus area but must be for reading or listening
- **Civic Participation only:**
 - Additional Assessments
- **Citizenship Preparation:**
 - Citizenship Interview Test*
 - Government and History for Citizenship test*

* Optional



- Beginning in 2005-06, the learners in EL Civics in California outperformed all WIOA Title II learners in four major areas.



EL Civics Website - Find at www.casas.org

- Civic Participation Questions and Answers
- Citizenship Preparation FAQs
- **EL Civics Network Meetings**
 - Monthly meetings October - May
 - Register at casas.org
- **AEFLA Network Meetings**
 - Held monthly by your Program Specialist
 - Slides posted on the EL Civics Website at casas.org



Who can answer your questions about AEFLA/WIOA II/EL Civics?

- CDE Regional Consultants
 - Policy and Fiscal Issues
- CASAS Program Specialists*
 - Instruction, Assessment, Data Collection
- EL Civics Website
 - www.casas.org



*For a list of Program Specialists and CDE Consultants, go to www.casas.org and click on California EL Civics then click on WIOA [Title II Program Specialists Contact Information](#)

Integrated EL Civics (IELCE) 243 Funds

THIS IS THE BEGINNING!

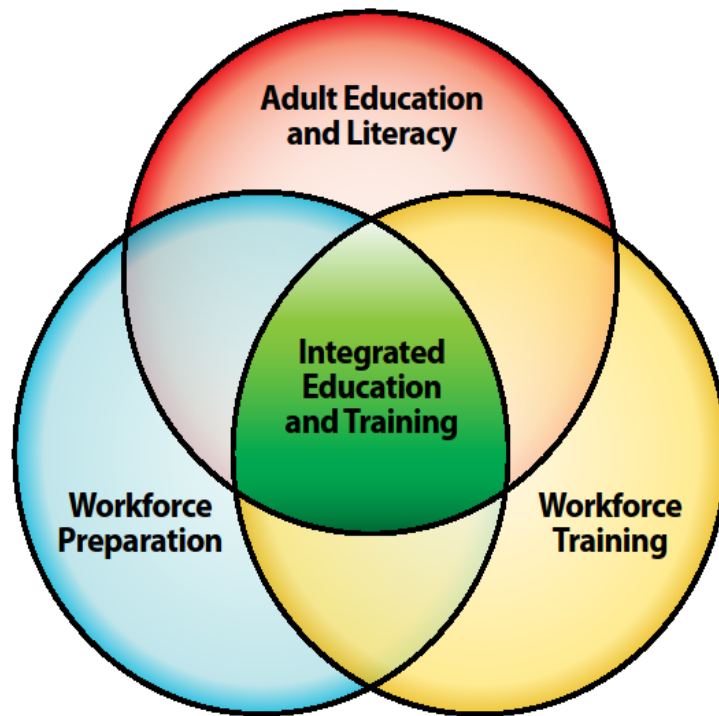
- Your agency's plan has been submitted
- Your IELCE/IET Program has begun
- Wherever you are you now..
plan for continuous improvement
so your program can meet the
workforce training needs of your
learners

- Education services that enable adult English language learners to:
 - achieve competency in the English language
 - acquire skills needed to function effectively as parents, workers, and citizens in the United States
 - instruction in literacy and English language acquisition
 - instruction on the rights and responsibilities of citizenship and civic participation, and
 - may include workforce training.

Goals 2018-19

- Adult Education
 - integrate with the local workforce development system
- Prepare English language learners for:
 - unsubsidized employment
 - in in-demand industries and occupations
 - that lead to economic self-sufficiency





Adult Education and Literacy

- ESL
- General COAAPs

Workforce Preparation

- Workplace related ESL
- Workforce Training COAAPs

Workforce Training

- CTE, etc.

- To qualify for IELCE Integrated EL Civics 243 funds 2018-19:
 - Civic Objectives and Additional Assessment Plans (COAAPS) must be selected from the 243 Designated COAAP List
 - EL Civics classes must be designated as 243 IELCE



- To qualify for IELCE Integrated EL Civics 243 funds 2018-19:
 - 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.

continued

- 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.

Steps to Implementation or Improvement of IELCE/IET Programs

1. 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.



What's next?

- IELCE TOOLKIT-Evolution Phase
 - Feedback
 - What went well?
 - What needs change?
 - Evaluation
 - Define Success
- Continuous Improvement
 - Document Progress
 - Plan Next Steps
- Share your story

Reflection

- What will you do with the information from this meeting?
- What are you going to share with...
 - Administrators?
 - Teachers?
 - TOPSpro Enterprise staff?
 - Others?