

WIOA Roadshow Part 2: Integrated English Literacy Civics Education

(TRANSCRIPTION)

February 3, 2016

Title Slide

Good afternoon everybody, this is Anson Green Director of Adult Education and Literacy at the Texas Workforce Commission and I'm very happy to have you at our second in our series of webinars on the Workforce Innovation and Opportunity Act defining student success in WIOA. I am very excited to bring you further information on implementation of this law and hope that you will have lots of questions and feedback for us as we begin the journey of implementing what would say is a dramatically different type of EL civics program than what we have been used to in Texas or anywhere else before. We're recording this webinar and will make that recording available on the Texas Center for Adult Literacy and Learning website where we've started to collect a series of our webinar and other resources on implementing the WIOA.

Overview slide

A little overview of our webinar today, I'm going to begin with an update of WIOA update and some up to date information on English language learners in Texas and then we're going to dive right into an analysis of the law and how that is critical for our understanding of the Integrated English Literacy and Civics Education program and we'll be using a guidance memo from the Department Of Education to help us through that as well as my own analysis of the law in terms of dissecting some components it, so it's a webinar that you'll probably want to return to and look at that will generate a lot of questions. It's been generating questions nationally for a lot of us because of some the unique of the nuances we found in the law so this is going to be a good foundation for us to be looking at this program design. We'll end the webinar by giving a review of what you need to do if you're a funded program through TWC and kind of implement EL civics and how we are helping to support that implementation in the state.

WIOA OVERVIEW slide

want to go over first an overview of the WIOA.

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WIOA strategically positions adult education literacy to play an integral role in a broader more interconnected workforce development system and this position will help us provide greater access to educational services for our customers through the Texas Workforce Solutions delivery system and increase opportunities for a broader array of services that we can provide to students. While the law aligns all program Workforce and Education services in an exciting and really unprecedented ways, there are several notable enhancements that we must embrace, plan and prepare for - for implementation in the Integrated English Literacy and Civics Education program is one of those. Under WIOA Adult Education Literacy has expanded and to place focus on services promote integration and transition to postsecondary education, training and employment. This shift in programmatic philosophy is apparent throughout the law and many familiar programs especially a program like EL Civics and we're talking

about today are now expanded and enhanced to provide greater service options to students and to support them toward their success in careers, higher education, community and their educational goals.

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Many of you are familiar with but I'll review again that we also see in WIOA some very new exciting activities and areas of development that really will provide AE&L a broader more expansive menu of services. We now find Workforce preparation activity in Digital Literacy, Integrated Education and Training as allowable activities and expenditures and then the Integrated English Literacy and Civics Education program that I mentioned to you earlier, that we'll be talking about. All of these really broaden in a dramatic way, I would say, what we can provide to our students in the opportunities we can take and to really redesign and offer a much different repurposed education system for TX.

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would call the webinar today and where we begin, a call to action and a call for innovation. EL Civics now called the Integrated Literacy and Civics Education program is a familiar program model that is going to undergo a significant transformation from what we have understood EL Civics to be. WIOA reconceives EL Civics as a comprehensive workforce development program and makes other enhancements including emphasizing a focus on serving professionals with degrees and credentials in their native countries. Of all the changes under Title II of WIOA, the changes to the traditional EL Civics programs are perhaps the most impactful and programs and professional development systems must place a priority on what changes are needed to not only recruit for these programs, but to deliver and to train our instructional workforce on this new model.

English Language Learners in TX / Section 4 slide

For context, let's first start with a review of the English literacy or English language customer learner in Texas. I'm sharing some information recently released by the migration policy institutors and in a later slide I have a link to this information so that you can do your own review. But what we see here is the beginning and understanding of our population and how diverse it is in Texas and that will help support how we envision the Integrated Literacy and Civics model in Texas.

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It's no surprise to anyone we have a large foreign born population in Texas just under 4 million students. Perhaps, surprisingly, is that most of those students are over 25 years of age and thus at a prime working age. Recall that in the past, really for the last decade, demographic studies have pointed to the fast growing segment of the Texas workforce. This is a large part of our eligible workforce and employers in the state of Texas are in need of well-trained English literate students to fill jobs in a very rapidly growing economy such as Texas. So as such our work in adult education is critical to training and supporting the economic growth of the Texas economy.

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It's not surprising that most of the students in our state are coming from Latin America and here we see some actual numbers on what that distribution looks like in Texas and this proves very useful for us as we start to look at program designs related to bilingual training as well as Spanish, high school equivalency that we see being implemented in some areas of the state. So there is a great benefit to

having not a complete second language population, but definitely a very large Latin American Spanish speaking population because it does help bilingual models and Spanish language models be implemented in much easier way than other states where they have a much more diverse makeup of languages in their English language acquisition program.

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It may come to a surprise to some of us there, but we're all aware that the state of our state's large undereducated, n high school population, just over 3 million, but we may not be aware that close to half of this population are English language learners. So we must ask ourselves, what we are doing to really accelerate and design programs that support high school equivalency completion for English language learners in the state. So this is a growth area for us in terms of curriculum, program design and professional development.

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Another thing that I think is a great asset for us in Texas and one that we will find support in the law, is that many of our Texas foreign born individuals are also well educated in their native languages. Over one million English language learners in Texas are high school completers or higher with almost half of them having some college, associates or bachelor's degree. We have many programs already outreaching to these students, but many of these students are less inclined to attend the traditional legacy English as a second language model that we have implements in Texas because those models really targeted a lower level student that has a lower level of native language literacy. These customers come in, they're highly trained sometimes and they really benefit from a different type of English language acquisition program and can accelerate into training and into college focused programs as well as employment. Many heard me call this population the workers most left behind because there really isn't a program design that says we welcome you as a prime customer, you well educated, limited English or English language learner population. So we really must do a lot more to attract this vital population to our system.

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Here is the information on the data source for our information, it is a wonderful fact sheet, and there's also started this week discussion forum specifically on the Integrated English Literacy Education model, so I advise you check the migration policy suggest you check the website out and Civic the o so I encourage you to look into the documents and civics education model. So I advise you to check the migration policy website out and start to look into some of their documents. They're done wonderful research in Texas is one of the states that they do very detailed fact sheets related to our population.

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So let's turn out attention now to the integrated English literacy and civics education program and specifically the department of education guidance that was release on January 11, just a couple of weeks ago 2016 and we will use this as a jumping off place to really examine the program within the context of the law and start to provide you with the information you need if you're a TWC grant recipient with what needs to happen, starting July 1, 2016 in your program. It's a big ramp up, I will tell you right now, we're here to support you and we have some pilots that are beginning this work, but pay attention in the next few minutes as we go through this. But I'm willing to bet you will have

questions. We are here to answer those questions and we will be very interested in seeing how things roll out for the next few months.

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So released on January 11, 2016, the Department of Education put out a memo that attempted to resolve some confusion that was in WIOA, or that people read into WIOA, related to the treatment of the Integrated Education Literacy Civics Education program. So let me start by beginning to describe these subtleties in more detail. The main point that the memo clarifies has to do with how the law describes English Literacy and Civics Education and whether or not the programs must include an integrated education and training design. So that's probably the big see

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So change that we see in EL Civics is now prior, before we thought of EL Civics as and English language program with a civics component, but now in the law, there's language that stipulates the inclusion of workforce training and integration with the integrated education and training model. That's the big change in the call to action that I'm advising everyone to pay attention to and so let's begin to look at how we get to this analysis and what it looks like for local implementation.

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So the guidance memo clarifies two distinct allowable activities that are targeted at English language learners, so I'm going to address both of these. The first is some guidance related to the English language acquisition program, formerly what we would call ESL. The new law rebrands ESL as English language acquisition, or ELA and you will see us starting to use that language in our guidance coming from the workforce commission as elsewhere, so make sure that type of information starts to trickle down within programs to instructors, and we expect that to be something that will take quite a while because we have had ESL in our lexicon for decades and now we're going to start migrating into using the terminology of English language acquisition. The memo also provides the information the Integrated English Literacy and Civics Education program and I'll get to that in just a moment. So all of this in this memo, in particular, is meant to help us support July 1, 2016 implementation of these changes. So we were relieved at the release of this memo as we were considering, what guidance to provide our grantees for July 1 implementation and to provide sufficient lead time to begin the development of new curriculum, to look at new instructional staff that might be better positioned to teach these programs, and very importantly, to think of and implement professional development that will help us deploy these programs and deliver student services starting July 1.

Slide 18 - Section 4

So let's look first at the English language acquisition program under WIOA, so this is the ESL program that we've known for years, rebranded as ELA. And see what the memo says about that and what we read in the law about that.

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So what I will do is toggle between how we understood ESL under WIA, our former law, the Workforce Investment Act, and how English Language Acquisition, or ELA, is going to be deployed under the Workforce Innovation and Opportunity Act.

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Under WIA, ESL focused instruction to help English language learners achieve competence in the English language and largely competence in the area of oral and communicative language.

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Under WIOA, the program focuses on helping English language learners to achieve competence, not only in oral language and spoken, but also in reading, writing, speaking, and of course the comprehension of the English language.

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So we start to see some articulation into the law to more defined ways in which English language learners can be supported in the development of their English competency.

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Additionally, and this is where things take a larger departure, the law also stipulates that the program, the ESL or ELA program, must also lead to an attainment of a secondary school diploma or to recognize the equivalent.

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...transition to post-secondary education and training

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...or employment. This is quite a bit of a departure from what we saw under WIA in terms of language in the law.

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And the law really disrupts our historical ESL model that was really based around education for education sake and now really poses the question English literacy or English for what? For what purposes? And the answer to that is for helping individuals work toward high school equivalency. Recall that 1.6 million students in Texas, individuals that are English language learners, lack a high school equivalency or diploma. So that's a significant group that we need to tap and provide services to. English for what? Also transition to post-secondary education and training and then of course English for what? English for employment. So we really see a sea change in what we do and this is of course in Texas, our largest segment of our adult education and literacy population, and thus of our instructors and our curriculum and everything. So looking beyond just learning English and just learning oral English and communicative English, into really looking at a more articulated way of connecting English reading, writing, speaking, listening skills toward real world objectives of his school equivalency, education, and training, in post-secondary settings and in employment is a critical focus for us in the state. Curriculum, program models, professional development, must be significantly redesigned and aligned with these objectives. I'm happy to say that our work with Texas State University is already underway to align the adult education and literacy standards to these objectives.

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So with that being said, let's look in more depth at the law. ELA is outlined in the memo that I mentioned earlier from the Department of Education, but also so is the integrated English Literacy and Civics Education program. So the memo really helps us clarify points that we were debating internally hear, but there was also national debate that many of you were part of, about what the law really meant for the EL Civics program in the future. I want to spend some time examining the text of the law in light of the memo.

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Understanding some elements of the law and I'm going to turn all of you into policy analysts right now as we dig into this and I know some of you really enjoy that, but I'm providing you with the source

documentation for how these interpretations are made. A lot of times people say, well who came up with that idea or how do we point to something that shows us where it says that. That's what I'm going to do right now, is walk through the law and using that memo from the Department of Education, provide the framework for the transformative changes in the English literacy and civics program. So first off, understanding this interplay of what programs are in the law when they say program, what activities mean, and the definitions within the law will really help you understand the options available for implementing Integrated English Literacy and Civics Education. The main message is there's a much broader array of activity. So not limiting what is being done, but we can actually do a lot more under the English Literacy and Civics Education program. And I think that's going to be a great comfort to many of you out there. Especially because many of you have large populations that have come to America looking for the American dream and work is part of that dream and now the EL Civics program can provide that access for those individuals.

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So a look at definitions and definitions in the law really are that, they're just definitions. And it's the programs and activities that take some explanation, but I want to look at the definitions for the Integrated English Literacy and Civics program and then also an examination of program activities.

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So first let's look at the programs versus the activities in the law. In any law, and especially educational law, you have activities that are described. So English language acquisition is an activity. Integrated education and training is an activity. Literacy is an activity.

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Those activities are situated within programs, so all programs are made up of activities.

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For example, if we look at the next slide, I'll give you an example from Section 225 of WIOA, which is the section that defines programs for corrections in education for individuals that are institutionalized. And so in Section 225, the corrections section of the law, you have activities which would include Adult Education and Literacy, re-entry initiatives, and post release services that are all allowable activities within the program corrections education. So as a sample here, I'm just showing you, this is a program Corrections and then there are activities embedded within it. If we look in another part of the law, Section 223, State Leadership Activities, there we start to see some differences and this becomes very important. Foreshadowing what we're going to look at when we look at the integrated English Literacy and Civics Education program. Here, for State Leadership in this example, there are some required activities, for example the state of Texas, TWC is required to provide professional development services with our state leadership funding under section 223.

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And then we can have some options to do other things and we would call those permissive activities. So we're permitted to do them, but we're not required to do them. So in Section 223, state leadership funding, we're required to do professional development service, but we can do other things and here in this example we have the option to do curriculum frameworks and content standards work and that's an option that we opted to do last year and funded our curriculum standards work at Texas State University. So a difference here between required activities in a program and permissive activities and that's going to be very important and I will outline that as it relates to the Integrated English Literacy and Civics Education program.

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Understanding the program and the activities is instrumental in understanding the options available to local programs when implementing the integrated English literacy and civics education program next year.

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So keep this distinction in mind. So as we move into our next section, we're going to dive into the definition of Integrated English Literacy and Civics Education and start to see some of the nuances that are very important for us to pay attention to.

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So in the definition, Integrated English Literacy and Civics Education means educational services provided to English language learners who are adults including professionals with degrees and credentials in their native countries.

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So here we see the law outlining a specific to population to target, if not the only population of English language learners, but it's underscoring for us, let's focus on this population as well as other English language learners, but really stipulating, this is a population of focus. The program helps enable these adults to achieve competency in English language and acquire the basic and more advanced skills needed to function more effectively as parents, workers, and citizens of the United States.

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Such services shall include instruction in literacy and English language acquisition

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...and instruction on the rights and responsibility of civic participation and the word shall there is very important. That means we must do that in the programs. And so we must provide instruction in Literacy and English language acquisition

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...and instruction on the rights and responsibilities on citizenship and participation

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...and we may include workforce training in the deployment of the integrated English literacy and civics education program. And the may here means we don't have to do workforce training in the English Literacy and Civics Education program all the time and this may here will prove to be very important as we look at other aspects of the law. So we shall or we must do English language instruction.

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We shall teach civics education so that individuals can be effective American citizens and workers and parents in the United States and we may in workforce training. And we will see later that there are places where we may do it and then there are actually places where we are required to do it. And that's the nuance that some of us have been struggling with to understand and with the memo from the department of education underscores and clarifies.

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So let's dig in to this inspection of the law in greater detail and you will get a glimpse of some of us in my office spend a lot of time analyzing and I know some of you out there are very interested in this and do spend time looking at the law yourselves. So in WIOA, the Integrated English Literacy and Civics Education program falls in two sections of the law. Section 231 and section 243. And we will look at both of those in detail.

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So understanding these two sections and the associated funding is critical. So you're EL Civics funding that you've gotten in your contract if you're a TWC funded provider is coming out of Section 243. Your regular adult education funding, your AEFLA funding for other services, comes out of Section 231 and we will look at that in more detail now. The bottom line, which I will return to, is that the Integrated English Literacy and Civics Education program can be funded in both Section 231 and 243 and depending on how the program is funded, determines if the program must be integrated with an integrated education training model. So let's start to peel this apart, but that's the bottom line.

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So let's look at first Section 231 of the law grants and contracts for eligible providers.

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So in section 231 this outlines TEAL program requirement, the requirements that are required of all programs that receive AFLA funding in the state of TX. So we have local activities and it says require local activities include any Adult Education and Literacy activities and have that underlined here and so if we go to the next slide

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...we see that if look at the definition of Adult Ed. and Literacy activities in the law we see a broad array of services that are available so many of them we are familiar with so we're allowed under Section 231 to fund Adult Education and Literacy, Workplace Adult Education & Literacy, Family Literacy and English language or formally ESL activity but now the law outlines three new areas the integrated English Literacy and Civic Program, workforce preparation activities, and Integrated Education and Training so these are all activity and it is very important that Integrated Civic Education and Literacy lies here because that means you can fund in Section 231 the English Literacy and Education program and also fund it later as we look at in Section 243. So these are some new areas opening the availability of funds to provide a broader array of services under the standard grant so keep that in mind and then we will continue the analysis here of the different sections of the law.

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So now let's turn to Section 243 and look at what the language says about the English Literacy and Civics Education program. Prior to WIOA EL Civics was not in the law and stipulated in the law but rather was funded was annually through the federal appropriation. So it's new in Section 243 to have ELC actually included within the full law and when the drafters of WIOA did this they put some specific language of

what they thought or wanted accomplished through those specific funds included in the appropriations for the program and the states.

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So here we are in Section 24 Integrated English Literacy and Civics Education and if we look at the language and the law it says some funds made available under Section 211,

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so that's the appropriations area of the law - the secretary shall award grant to state for allotments for Integrative English Literacy and Civics Education in combination with Integrated English training activities

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so we see the Integrated English Literacy and Civics Education language, but then very curiously

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and this is what confounded people when we were first looking at the law and there has been lots of discussion in the list serves and amongst directors and other places about what this other language meant in combination with Integrated Education and training activities.

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So, if you recall in the definition it said that we may be able to do WF training in the may have meant that WF training was permissive but in this section of the law it says that to do Integrated English Literacy and Civics Education you must do it in combination with Integrated Education training activities. So many of us read this and said looks like its contradictory or there is some nuance there that I'm missing and we see that memo from the Department of Education has come out to help clarify that for us. So let me walk you through how this is going to be accomplished and what we will be implementing o July 1st.

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So also in this section on Integrated English Literacy and Civics Education there is something real important and it has to do with the goal of the Integrated English Literacy and Civics Education program and this is critical to our understanding of how we must implement the program.

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So then the goal, look at the language here the program that receives funding under this program, every grantee that receives ELC funding is required to do this starting July 1st, but we implement the program but we must d so prepare adults who are English language learners

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...and place such adults in un-subsidized employment and in demand industries in occupations that lead to economic self-sufficiency

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...and do so integrating services with the local WF Development system, the WF Solutions system in TX to carry out these activities. So here we see and this is why I say its transformative and dramatic in terms of changes in the program but here we see the EL Civics program as its funded in Section 243 including this integrative ed. training piece as well as having a mandate to employ and support employment of individuals in in demand occupations for economic self-sufficiency in do so in concert the WF Solutions system. So when I say the EL Civics program is transformed I am saying this is dramatically different than how we have conceived EL civics in the past. An it's something we will accomplish and we're going to because we have such a wonderful and large population English language learners in TX and we have lots of innovation party and play but start to let this sink in because these are the dramatic new steps in the future, the call to action that I'm urging you to embrace as we look at the English Literacy and Civics Education program.

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So let me summarize here, you heard me earlier say we're not limiting what EL Civics does, we're actually expanding it so let me show you how the law does that in very craftily done way and way that provides us with lots of flexibility.

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So recall the definition in Section 23 there were these different activities we could do and one of them was English Literacy and Civics Education - well so in Section 231 your regular AFLA funding in TX you can do the Integrated English Literacy and Civics Education program following the definition in the law which may include WF training so you can do the EL Civics program you're doing today in your standard primary AFLA funding and that doesn't have to change.

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And the option of doing WF training under that section of the law is just that, it's an option you may include it, you may not.

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It's in Section 243 so there we see our English Literacy Civics our components and then they may, we may do this but the may is permissive

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...we don't do it in in your Section 231 funding but in that specific EL Civics funding the Integrated English Literacy and Civics Education funding Section 243 here we see the language that requires the integration with Integrated English Literacy and Civics Education from those awards those grants that are made from to TWC from the Department of Education

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...we must do the Integrated English Literacy and Civics Education program

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...so that's this program here and do it in combination with Integrated English Literacy and Civics Education training activities.

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So here what that specific funding is where the integration with the training component must happen and

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...so we look at what does Integrated English Literacy and Civics Education training mean we've been implementing this in TX for two years now and in the law it

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...means a program Adult Education and Literacy activities concurrently

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and contextually provided integrated and contextualized for specific occupation of

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inclusion Workforce preparation activities which includes critical thinking skills, digital lit., self-management using resources, working with others and we have programs doing that in the transitions program now but Workforce preparation activities is a new activity we can do in the law we're going to have an upcoming webinar on that in the future

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but then it must also include the Workforce training component and Workforce training means just what we think it means occupational skills training, but it can include on the job training for workers that are employed, skill upgrade, entrepreneurial training and other types of training that are conducted for employers so it doesn't only mean college training. A lot of people think the IET model; must be done only with colleges, not the case and we will be providing guidance in a webinar in IET models to help you expand your options locally to implement that model.

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...so lots of changes there between Section 231 where we can do standard EL Civics program that we've been doing and then in Section 243 we see a lot different program there being implemented,

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...so here in 231 the required activities are literacy and English language acquisition and then the permissive Workforce training it may include Workforce training but it doesn't have to but in section 2

If we look in section 243, we see a lot different program there being implemented. So here in section 231, the required activities are Literacy and English Language Acquisition and Civics and then the permissive include Workforce Training.

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It may include workforce training, but it doesn't have to.

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But then in section 243, we see that addition of the integrated education and training component. That's the required component that we must do. So here I think is where we really need to dig deep and start to look at innovative models. I know a lot of folks in Texas say we really need to recruit and attract new customers for this model. I know a lot of people say we don't have those customers.

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Those customers aren't in the workforce in Texas and I will posit and I will say to you with almost 4 million English language learners in the state of Texas, many, many, many of those students are working, they want to work, they're eligible to work in the United States, and they are very desperately needed by their employers and by the Texas workforce. And we have to do a better job of finding those students. The model of opening the door and filling ESL classes with whoever comes in is a model that we have to disrupt and we have to do something more strategic. And we have been talking about that for well over a year and reaching a different customer. And many of you have been implementing very strategic ways of doing that and we are going to have to step up those efforts. If you have that English Literacy and Civics education funding in your grant, that is not an option anymore. It is a requirement to find and attract new customers for this model that are eligible to work, eager to work, ready to move into very innovative program models for us to implement in the state.

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So when I look at those new customers, I was kind of going between the old, or typical customer under WIA, where typically in EL Civics, low-level English Language Learner. Often not in the workforce, nor working, nor looking for work. And that's the customer that we think of when we say EL Civics.

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And I am telling you today and I am charging the call to action here is to really rethink that customer. And rethink the instructional model. And the instructional workforce. We need to really find a different model in a dramatic new way. Because under WIOA, we're looking at English Language Learners that desire and want training in in-demand industry, that lead to self-sufficiency.

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And that includes reaching over the 500,000 plus individuals in Texas that have degrees and credentials in their native countries that are looking and are working and we need to find those customers and bring them into our programs. Right now we know of them. They come into ESL classes, but they're often in classes that are really not designed for that population. So it's about outreach, it's about recruitment, and it's about branding a dramatically different type of ESL program, English Literacy program for us in Texas under the Civics model.

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So it's a powerful departure. We're in a brave new world. It opens options for English Language Learners. Think of it now. Before these individuals, who have come to America, largely for economic prosperity, to live the American dream. Prior we could provide English Language Acquisition and Civics education, but many, many of those individuals come for economic self-sufficiency. And now through Adult Education and Literacy, we can offer that opportunity by connecting those individuals to work, to the workforce, in concert with our Workforce Solutions System. They're new and different expanded activities that demands a different English language population that we need to access. It's not about excluding the customers we have now. It's about broadening the tent. Opening the tent bigger and attracting a different population. Two models exist under the law and one is required under Section 243. And the one under Section 243, the one that you will implement with your English Literacy and Civics Education funding, is the one that is required to be aligned with the Integrated Education and Training programs.

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So how will this work? And how are we going to do this? Let's look at implementation because that's the question on everybody's mind.

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Right now we are piloting this model with six mavericks out there in the state of Texas who received Program Year '15 reallocated funds recently under AEL letter 01-16. The Literacy Council of Tyler, Socorro ISD, Austin Community College, Community Action Incorporated, Region 5 ESC, and the Houston Galveston Area Council are leading the charge. They received funds to implement career pathways and within those funds we've asked them to implement one model for the Integrated English Literacy and Civics Education program. We are just now learning how they're going to conceive that. This has all happened in the last month since we released those funds. They received a higher cost per as you recall from the AEL letter, and we have asked them to do quite a bit more. I know Community Action, for example, they're in Central Texas, is doing a model with entrepreneurship. Remember entrepreneurship was one of the allowable training activities. Well if you look at information on entrepreneurship and small business development, the Hispanic population and really female Hispanics, are one of the fastest growing populations for new business startups and entrepreneurship. Those individuals that are in your communities that are in your classes, often have their own cottage industries, their own businesses run out of their garages. They want to expand. They want to learn how to start a business. How to do the rules of taxing and become incorporated and things like that. And entrepreneurship training can provide that. So Jon Engel down there at Community Action has taken this on to really provide access to something that his students in many ways are probably doing already and now he's providing a framework to help train them in that area. So I'm very excited that we've got these six programs to lead the way. I know that there are other programs out there that are already providing workforce training to ESL, English Language populations, and it's incorporating that Civics component and then you have the program. Many of you out there, I know though, still aren't there and it's our job to support you in that deployment. And it's your job with those funds that, you need to really make this a priority in order to utilize the funding that's been provided to your community to implement the program. It's not about

thinking of excuses, either. That's one thing that I think we need to really rethink. Because you're going to hear that within your programs. People say "our students aren't here to work." "Our students aren't eligible to work." I'm going to challenge you to look at the data from the Migration Policy Institute. Look at the data that says there are millions of individuals here that can work. They want to work. They've come to America to work. And we need to find those individuals. They're English Language Learners and we can still provide the EL Civics program for those individuals that are not in the workforce. We're not disrupting that. We're expanding the opportunities that we can provide to the customers of our system and that's the magic of it. But it's a lot of work. It's going to take some heavy lifting on your part, on our part, and on our professional development systems because at the end of the day, it's a brave new world and we are here to support you in the implementation of that.

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We were looking at some different models of how this might look. When you read the law, remember it says that EL Civics must be implemented in combination with Integrated Education Training. And we see two different ways that this could be implemented. One would be doing the English Literacy Acquisition or ESL and Civics component and having students transfer into an Integrated Education and Training model. Or another model would be to implement everything together so that you would have essentially your Integrated Education and Training model, the iBest model, the Accelerate Texas model, with a Civics component, a Civics element to it. So we've got some flexibility there and the draft regulations for WIOA even spoke to this type of flexibility. So it's something that I'm real excited about, you might be able to tell. Because I just see, having worked personally with hundreds and hundreds of English Language learners when I was in San Antonio, this is the opportunity that really lifts individuals out of poverty and into the middle class and gives them the delivery of the dream that they came to the United States for, which is work and economic self-sufficiency. We have to say yes to that. That's why we're here. We talk about being learner-centered. We're there for the students. Go into any ESL class and ask that student population "Who here wants to help their family grow in the middle class?" and I will bet you every hand will go up. And that's what you're positioned to deliver. It's going to take some heavy lifting on our side. Curriculum development, teacher training, and really looking for talented individuals to carry the flag for this into the new year. This all goes live July 1st. That's not a lot of time. And so I hope to hear that you're going to pull meetings together. Ask us lots of questions. I'm going to release a survey this afternoon for you to send us your questions because our job, my job, and the job of my team, is to help you with implementation, to help student success in these objectives. So we want to hear from you, we want to hear your questions. And then remember, all of you that are grant recipients, you're the leaders in the program. You're going for change management training. You're going to have to carry this message to the ESL teachers out there, the Civics teachers, and really start to enunciate how this is only opening options for what they can do. And you're not going to ask the EL Civics teacher to become a welding instructor. That's not what we're talking about. EL Civics is an important component. That's there. It's about expanding what we do. Finding ways to integrate it with the training component. And that training component can be entrepreneurship. It can be college training. It can be on-the-job training. All kinds of options are in front of us. And we will be providing you that guidance as we move forward.

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So it's call to action and innovation. We're reconceiving EL Civics as comprehensive workforce program. The transformation is significant. I think you all understand that. And it really expands, not limits, the options that Adult Education and Literacy can provide to English Language learners by opening that access and funding the workforce training. So please take this call to action to heart. We've got to work on programs of professional development. We have to be ready to recruit for and deliver these services to students and especially to train the instructional workforce on the new model.

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So this concludes the webinar. I'm really enthusiastic for your time today and listening. We had over 100 individuals and we will be closing the webinar now and will be sending out a survey for you to bring your questions to us. So thank you very much for your attention and I look forward to future webinars in this series "Defining Student Success in WIOA."

Thank you for your time.