

Integrated EL Civics: Defining Student Success in WIOA

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Good morning everyone. This is Anson Green I'd like to welcome you to the next in our series of webinars on Defining Student Success in WIOA this webinar is in on the Integrated Civics Program. A webinar replaces a webinar that was done in 2016 February 26. And it's not dated to reflect the requirements that are outlined in the WIOA regulations related to the program. So we will be removing the old webinar and replacing it with this one, I advise you to bring your group together to review it and see some of the new information is contained herein.

Overview

Little overview we're going to look at the law and regulations and kind of do a close reading of those. And begin by kind of comparison how EL Civics was fitted into WIOA and then how again it operated in the Workforce Innovation and Opportunity Act and I will compare more specifically the section 231 and section 243 of the statute to see what options are out there for us to implement the program.

Terms

I want to begin with some terms. In the statute the program is called The Integrated English Literacy and Civics Education program. But at Texas Workforce Commission we're going to be using two different naming conventions to kind of differentiate the uses and the sources of funding. So we will say and then in our publications we will outline that program as EL Civics when it's delivered without the IET or Integrated Education Training component and then we will call it Integrated EL Civics when its funded with section 243 funds and delivering combination with IET. We will come back to those terms as we start to dig into this.

EL Civics: WIA vs. WIOA

So something history here. Let's go back and look at where we been in WIA with EL Civics program and then what it looks like now in WIOA.

WIA vs. WIOA

In WIA we had a program that offered two kind of essential services, the literacy in ESL component. And remember in Texas here we're using the term E.S.L. rather than English Language Acquisition to kind of help clarify things and keep it separate from English Language Arts which also has the abbreviation of a ELA, so we will use ESL in Texas. In WIOA, the program had an E.S.L. component, literacy component, and then a civics component.

We see in WIOA, those two major elements are retained but then there's an additional element of Integrated Education and Training and that's really where some of the excitement in some of the new wants and complexity lies. And that is where the webinar is largely going to help be a part for our providers.

WIA vs. WIOA Customers

If you look at historically I think we're really talking about two different types of customers. In WIA the EL Civics program targeted a very low level student. In Texas many level one and level two students were in our EL Civics programs and often those workers or those individuals were not in the workforce, they weren't workers, and they weren't looking for work. And we can still serve that population, we can still serve that program services as you'll see in the webinar.

But really as we move into WIOA, there's a really different customer that's being fought and a higher level English language learner that want to go into training, wants to go into the workforce and in demand occupation. It's a different population it's going to be a higher skilled English language learner it's going to be in an English language learned they can work and wants to work in the economy at their local areas.

We also see an outline in the statute to a specific targeted population of professionals with degrees and credentials in their native country. I really like that population that are lawyers, are doctors, our teachers, are M.B.A., accountants that are languishing often in lower paid jobs or definitely often not in their field of study in their home country. This program can be designed to really offer them a stepping stone back into their careers.

Demographic show that about five hundred thousand individuals in Texas with a degree from other country but they are English language learners. That means a lot of these individuals you have them in your local programs an E.S.L. classes and they're often languishing looking for a career pathway out of low skilled work.

Summary: WIA vs. WIOA

So a summary we really have a kind of a what you'll see a real dramatic departure from the EL Civics program we did in WIOA. Different more expanded activity, more options including a job placement services, integration with the Workforce Solutions partners as we will describe in a minute. And really a different population that we're looking for a different English language learner population. So two options exist under the law. One is required with the Civic finding and we'll talk more about that in a minute.

Definition: Integrated English Literacy and Civics Education- Section 2

So let's do a close reading of the definition and that'll help us kind of provide a foundation for which we can start to keys apart. What's in the statute meaning the law and what's in the regulations.

(12) Integrated English Literacy and Civics Education

So if we look at the definition in the law very broadly written, but again it underscores right at the very beginning this focus on professionals with degrees and credentials in their native country. Then it moves on to really talk about what the services shall include, shall when you see it in statute means you must do it.

So here I shall include literacy English language acquisition or ESL services as we call them in Texas. A civics component that's the EL Civics piece, the Civic and the "shall" means we must do those pieces. But then at the end of a definition it says in the program may include workforce training and that "may" is permissive language meaning you don't have to do workforce training but you can. That's going to come into play as we kind of see the different options. The

different funding sources we can use for the program.

WIOA Section 231 & 243- Section 3

So let's look at the old let's look at the sections of the law where the definition is more kind of implemented to the program requirement in section 231 in section 243 specifically.

One Program, Two Names

So again keep in mind we're using two names when I say EL Civics I mean the program when it's delivered without IET, and then I say Integrated EL Civics that's when it includes the IET component.

Section 231 (General AEL Funding)

So if we look at Section 231. This would be your general AEFLA funds or your basic fund that you provide most of your service delivery through. And here we see under require local activity a focus on providing adult education and literacy activity. Since they were both outline what those mean. As a definition in itself. And then it also has a reference to saying these programs can also be provided concurrently. And we'll talk about that reference in just a minute.

AEL Activities

So if we look at the activities they really get expanded from WIA. We see four elements in WIA and then eight elements or eight types of services that can be provided in the new law. One of these services is Integrated English Literacy and Civic Education number six. So that means. If we go back and look at the section here.

Section 231 (General AEL Funding)

In the general fund adult education and literacy activities can be provided and of those activities civic, number six lies in there. So that means with your general AEFLA funds, programs can offer the English Integrated Literacy Civics program with the general funds so they have the EL Civic funds, which we will talk more about those or the Section 243 funds. But then with their general fund source they can also offer civics programs.

Changes under WIOA

So here's the first of several options that provide local areas lots of flexibility. Just underscored again, there it is but the section 231 funds, general fund can be used for the civics program.

(12) Integrated English Literacy and Civics Education

And that's where the "may" comes in that definition if we go back.

Changes under WIOA

If we're going to use those general AEFLA funds that's where we have the option of not doing the workforce training piece and so that's why the definition has the "may" because you don't always have to do workforce training to an IET, that's only when you use your civic funds. You know we will describe in more detail in a minute. And you have you have the option when he you use the regular 231 AEFLA fund to do this to the civics program so good options there to help us really integrate and here again I underscore those things.

WIOA Section 231 & 243

Two sections of the law and different funding, and one of them you can do your IET and one of them. You must do the IET, the section 243 fund it will come across that again as we begin this discussion and kind of more in the section 243.

WIOA Section 243- Section 4

So let's look at it here we are.

Section 243

In section 243 funds we see that the funds are available to the state and they shall be used for Integrated English Literacy and Civics Education in combination with IET. So that in combination language and IET means you shall see in that second line there. Shall award grant to provide the Integrated English Literacy and Civics Education in combination with Integrated Education and Training activities. And we're going to find out more about those Integrated Education and Training activities in just a minute. And how this in combination language is viewed.

Program Goal- Section 5

Section 243 Goal

So if we look at the program goal in this section here is where we see some real dramatic departures and I think probably some of the most direct language that Congress put in to really say that this civics program is now a full-fledged workforce program. Look at the language here. The program goal, the goal of providing services. It's to prepared adults who are English language learners and place them in unsubsidized employment and in demand industries and occupations that lead to economic self-sufficiency. That's a real labor market, saturated language there that would be very familiar to work with partners but very unfamiliar perhaps to educators. But we have a job placement focus unsubsidized employment in demand language. We will talk more about all those things.

Note this is the program goal number one. This didn't say the goal is about civics or ESL, it's about placement in training individuals for in demand occupation. So Congress being very direct here in their language. But they don't put us out on a limb. They say also in number two you must do this integrating it. The program shall be designed see the goal to Integrated with the workforce program to carry out the function of the activity. So working with the Workforce Solutions system to carry out the Integrated EL Civics programs. Very direct language but also very direct language on integration and that really I think brings us some real assets in terms of implementing the program.

Summary

So kind of a summary here we have. The 231 fund our general AEFLA funds we can deviate program with a civics and with the E.S.L. component and we may do the workforce training, civics, English language and may do that and remember the may need is permissive. And then a 243 fund we see we can do all these services, the Civic and the education and that's just a reference to all of this. Then we must do it, number two in combination with IET.

So let's begin developing a bit more and see what that would mean. Remember IET is the

definition of a program that provides contextual and current adult education and literacy, workforce prep activities, and workforce training. We've got other webinars and an AEL letter that I'll reference in just a minute, that describes those things in more detail.

Summary Cont.

So let's look at 243 here and see exactly where we're getting into on terms of more program detail. If we do this, I kind of put some things on a graph to kind of show what these things look like. Sometimes people kind of pick up things better for graphics, I sure do. And so we have our civic program at the top there with the three elements. And then the IET component and when we do this program under 243 funds, the civic funds. We have to do all of these activities in combination. So the literacy, the ESL, the Civic and the workforce prep workforce training and the in demand occupations.

I highlight three of these or colored them in yellow. The literacy, ESL, and the adult education activities because they are essentially the same thing all of these are adult's education activities. So it might look like 6 in this graphic elements of the program. It's really 4 the literacy component, the ESL components, with the Civic, and workforce prep and a workforce training. So kind of a graphic image to show how that fit together.

And again underscoring again to thirty-one. We need to do the E.S.L. we can do the ESL and the civic and we might be able to you know we can do workforce training we don't have to. But then we do 243 funds and we do need to provide that IET element. Numbers 3, 4, 5, so it's a program with all of those elements combined.

Important Clarifications

It's an important clarification as we move forward when we look into the regulations they start to outline what some of the terminology means and it's really charged with meeting the regulations and parsing them apart is very important and I'm going to help do that for you here. So we look at Section 243 language again and it says in combination with IET. What is this in combination mean?

Language in Regulation

In the way the regulations outlined things they kind of ask questions and then answer them, and here the question is how does a program doing Integrated EL Civics, meet the requirement of in combination with the Integrated Education and Training.

What does "in combination with IET mean?"

Well let's see what they say. Well they give us two options one is an option that provides the two elements separately. So an E.S.L. component, and I kind of call the model of regulation, but I did this for clarification. So you have this E.S.L. model component and then students transition into an IET. So they're separate programs separate classes, same student. Maybe not all students go into the IET and we'll talk about that. And they may be different providers maybe you have a school district doing the E.S.L. and civic or an ESC and then they transfer to the college to go into an IET service model.

Model 1

I like this model a lot because it allows students to kind of slot in to our existing IET programs that may not have English language learners in them, but if the students are prepared in a high enough level. That model where they go into programs with native English language learners it's really proven to do well because they have to really compete with English speakers in a training program environment in a classroom. That really helps prepare them very well for the workforce because where they have to get on compete in the labor market for jobs. The flexibility also gives programs some more options and so if they're doing IET, and they need to make the classes. If you're at a college and you're Dean says hey we need to have you know 23 students in a class to make it cost effective and you only have sixteen. Well you could slot the rest of the needed students out of the Integrated EL Civics classes when they're ready, and that helps you make classes better to give you another stream of students to build those IET programs.

Model 2

The other model is when where all of the services are combined together and the students basically spent day that cohort together with the literacy, ESL, and civics and IET all provided together. This one it doesn't mean that teachers would have to be the same, but it means really that the services are all integrated into one cohort for example.

Do all Students need to be Enrolled in IET? - Section 7

So another question that was asked in the regulations, do all students need to be enrolled in IET, and I was actually surprised to see the answer to this one.

What Participants?

So they say I know not all students that are receiving the section 243 funds must go into IET. And they specifically say there may be individuals in the community that are already employed, but are eligible for this Integrated EL Civics, or they're self-employed. Or they're going to be many students that aren't ready for the training or don't have the academic skills, they're still building their English or academic skills. And so the statute was very clear. The regulation is very clear that the grant recipients should not exclude those individuals from participating. And so that really challenged us to say OK now we have some more options here. How can we help our providers implement those options while still meeting that target they have in their contracts?

Flexibility

So let's look at some ways we can do this. And I'm going to get in and kind of do a math problem for you to kind of show how you could budget this and find more flexibility and options for your community. So here in this example I take these two program element for the Integrated EL Civics program, and I give you a target of, this is not any one program this is just a sample. So 54 student target, and then the students are all at a cost per of \$2,429. So what I'm going to show you if you can reduce that cost per you can free up some funds that you could provide EL Civics services with no IET, so let's look at how we could do them.

If you look at that cost that keeps out \$2,429. Remember you can bet it with an \$800 cost for IET and so there's where we start to see the higher costs come in. But this training can be done

at cheaper cost and you can also find cost savings by co-enrolling students in title once services or financial aid or other grants at lower cost. So let's look at what happens when we do that.

In finding savings here, but still allow you to meet your contracted target but at a cheaper cost. So here's what a math problem might look like for this one.

So we go through and we look at our allocated amount on the left, the actual cost in the middle, and the balance to the allocated amount is allocated at the full cost for 100 students in this example. And that gives the program \$242,900 in their budget for Integrated EL Civics. Well say they shop around, they find cost savings or leverage some of their funds and they're able to provide the same service at a \$2,000 cost per. And that net estimate program cost \$2,000 is in the right hand column you see they've added a \$42,900 balance. So they can make a contract a target of 100 they're doing it to lower cost and that allows them to get a balance of funds that they can do non on IET related EL Civics services.

Board Integration Requirement- Section 8

Let's talk about the board integration requirement. Remember in the goal we had this very strong language related to integration with the workforce system and in demand occupations and let's look a little bit more at them.

In-Demand Occupations

The in demand language is something people have asked about what does that mean. Well it's got some real specific meaning in the first thing I'll tell you the Workforce Solutions partners in your communities are experts in this. They have and are very well versed and in demand and targeted occupations and let me tell you what these are all about.

So the in demand is a broader list and these are being developed right now in the local workforce planning. Workforce plans that are being developed and basically workforce boards are charged with looking at the labor market where the jobs are what the businesses are what might be available in town currently. But maybe other industries that may be moving to the city or industry to maybe leaving the end of the area. So all of that is kind of the fabric of a very kind of vibrant and I would say complicated labor market a lot of elements that feed into it but the in demand jobs are the ones that are going to be there they're going to stay. They have growth stability and good investments for individuals to go into jobs that will stay in town and that pay a good wage.

The targeted list in the boards kind of segment out of the in demand list at smaller list what they call the targeted list those of the premium occupations the board has chosen to invest its own training dollars in. So its a segment of that in demand, larger list. Often the targeted occupations are higher skilled occupations maybe higher and higher wage. So they may not have many of the targeted or as many of the entry level jobs that you see in the in demand list. They may be a much higher skilled job so understanding those two and working right now with your local board in the development of these list in learning the nomenclature and kind of the fabric that goes into it the input very important I think for providers just start to learn this but always know you don't have to learn it all because your workforce solutions partners are the experts in the area. The integration with the workforce system is what it's all about in terms of

getting that information and providing service delivery.

Additional Program Entry Requirements

I also want to say that when we implement these programs we need to really look at the fact that these are different types of programs and are general adult services. Grant recipients have the option and really are advised to apply additional program entry requirements for participants. When they build their IET EL Civics programs their Integrated English literacy and civics programs. These entry level kind of program requirements would be related to what does it take to get the job or to enter the training. So if we're just doing kind of test scores and general program eligibility, we're not doing a good service for students because often the college or the workforce training program itself has other requirements.

And these individuals are going into the workforce of this work related requirement for these individuals. So understanding those working with your workforce solutions partners and your training partners to understand what does it take actually enter a job and go through training, is very important so that students are positioned well for success. Additional requirements maybe work related requirements and any drug and alcohol testing requirements, criminal background requirements depending on the occupation.

Fitness requirement individuals may have to climb a ladder or go into small tight spaces or drive vehicle or lift a weight fifty pounds or something to do the job. Students should be screened advised for these things very early so that they don't enter into services get their hopes up get their dream put on something and then realize later they can't realize that dream because of an old criminal record. A criminal event from their past is going to prevent them to enter the job or they don't have the fitness requirement to actually do the job. Sometimes it's things such as the shifts of the job. Many entry level jobs, I always think of certified nurse aid. Most of those entry level first time CNA they go into a third shift. They're working at two in the morning. Well not everybody can do that and so letting the student know upfront. If you want to enter into CNA, you need to be able to be flexible on second third shift. It helps to manage their expectation to help set them up for success, rather than failure.

So the additional program makes your requirement that I think are absolutely essential if we're going to do right by our student population.

AEL Letters

We've got from a AEL letters that outline these elements in great detail. A new letter that just came out here in October. AEL 02-16 Change 1, that's a revision letter that's on IET. And 04-16, which is on the Integrated English literacy and Civics education program.

I advise you pull these letters down take a look at them, they are on our website. Meet with your training providers, your workforce solutions partners. Watch this webinar and begin to develop a program and then of course we are always available to answer your question. Our career pathways Institute at TCALL, the Texas Center for Advancement of Literacy and Learning also is good or repository for different resources in the area.

Defining Student Success in WIOA

So I want to thank you for your time and this webinar and I wish you success in

implementing the English Literacy and Civics education program or the Integrated EL Civics program. Thank you, and we look forward to your implementation bye-bye.