Integrated English Literacy/
Civics Education
and
English Language Acquisition

Karen Brown
Director, ELA & IEL/CE
College and Career Readiness
September 30, 2015
English language learners (ELLs) are consistently a substantial portion of adults served in U.S. adult education programs. Forty percent of the students enrolled in program year 2012-13 were in English literacy classes, and 78 percent of those students were between the ages of 25 and 60. The fact sheet highlights the changes in the Adult Education and Family Literacy Act, or title II of WIOA, for ELLs.
(1) the degree to which they are “responsive to...serving individuals in the community...who are English language learners...”;

“whether the eligible providers’ activities...are based on the best practices derived from the most rigorous research available and appropriate...”;

“whether the eligible provider’s activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship;” and,

“whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs.”
Integrated English Literacy/Civics Education (IEL/CE)
Integrated English Literacy/Civics Education (IEL/CE): A Definition

- **SEC. 203 (12) INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION.**
- Integrated English Literacy and Civics Education (IEL/CE) is defined by the Workforce Investment and Opportunity Act (2014) as “education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.” (WIOA, Title II, Section 203 . 12)
SEC. 243. INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION.

SEC. 243. Integrated English Literacy/Civics Education for the first time specifies work and employment related goals. The new mandated work-related content has direct implications for career pathway programming.

• (c) GOAL.—Each program that receives funding under this section shall be designed to—

(1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and

• (2) integrate with the local workforce development system and its functions to carry out the activities of the program.

(WIOA, Title II, Section 243 . (c) Goal)
Transition of Adult English Language Learners (ELLs) to the Workforce

Career Pathways and Bridge Instruction
WIOA Planning – Integrated English Literacy and Civics Education

• Implementation of contextualized literacy instruction that includes instruction:
  – in the four English language skills
  – in math
  – in financial literacy

• Implementing contextualized instruction programming that includes:
  – civics education content
  – adult citizenship education

• Assessing skills including:
  – the four English language skills
  – computation and math skills
  – civics knowledge and the rights and responsibilities of citizenship
WIOA Planning – Career Pathways

• Bridge instruction assists English language learners:
  – in building vocabulary
  – in conducting self-exploration and occupational exploration
  – in using the internet and other technology for career planning

• Bridge instruction for ELLs requires us to pay special attention to:
  – acknowledging their diverse educational and cultural backgrounds as they begin career pathway learning

• Assessing the skills, needs, goals, and ‘true abilities’ of:
  – your foreign-educated and
  – your highly-skilled immigrants so that they can further their education and training in your program/college
WIOA Planning – Integration with NCWorks Career Centers

• For the first time, WIOA requires work and employment related goals. We will need to work together as we:

  – prepare adult ELLs for unsubsidized employment in high-demand industries and occupations
  – integrate adult ELLs with the local workforce development system to carry out the activities of the program
Integrating English Literacy/Civics Education
IEL / CE Institute

October 15 – 17, 2015
Appalachian State University

February 24 – 27, 2016
Davidson County Community College

March 30 – 31, April 1, 2016
Western Piedmont Community College
 Integrating Career Awareness is a valuable resource. The goal of the curriculum is to encourage students to think about their career, education, and life goals. The curriculum was developed for ABE and ESOL students as well as ASE students to help them explore the career planning process.

Monthly state level training is available. See the NCCCS Training Calendar.
North Carolina Adult ESOL Specialty Certificate Training Plan

http://lincs.ed.gov/programs/ell-u/online-courses

- GATEWAY: Second Language Acquisition
- STRAND A: Teaching Emergent/Beginning Readers
- STRAND B: Formative Assessment
- STRAND C: Second Language Teaching/Effective Lesson Planning
- STRAND D: ESL Methodology (no online course)
- STRAND E: Role of Culture and the Adult ELL
The North Carolina Adult ESOL Specialty Certificate
~ Activities Pathway for Professional Development ~

Gateway to STRAND Activities:
Second Language Acquisition: Myths, Beliefs, and What the ...
  Online via LINCS
    2 hours
    And
ESOL 01: Second Language Acquisition for Teachers of Adult
  F2F via Training Academy
    2 hours

STRAND A:
Teaching Adults ELLs Who are Emergent Readers
  Online via LINCS
    2.5 hours

And

ESOL 02:
Literacy Approaches with Adult ESL Emergent Readers
  F2F via Training Academy
    6 hours

STRAND B:
Formative Assessment to Inform Quality ESL Instruction
  Online via LINCS
    2 hours

And

ESOL 03:
Formative Assessment for Learning in Adult ESL
  F2F via Training Academy
    6 hours

STRAND C:
Instructional Strategies for Second Language Teaching
  Online via LINCS
    3.5 hours

And

ESOL 04:
Effective Lesson Planning for Adult ELLs
  F2F via Training Academy
    6 hours

STRAND D:

ESOL 05:
Principles and Techniques of ESL Methodology
  F2F via Training Academy
    6 hours

And

ESOL 06:
Cultural competence and the Education of Adult ELLs
  F2F via Training Academy
    6 hours
Integrated English Literacy and Civics Education program requires literacy and English language instruction integrated with civics instruction. It is important that instructional staff participate in the USCIS online activities and the content area training in civics education. The instructional practices for the delivery of well-constructed, integrated contextualized instruction requires a skilled and well-trained staff.
What Can You Be Doing Now?

Building Opportunities for Skilled Immigrants

World Education Services (WES) is the largest non-profit credential evaluation service in North America and a leading provider of research on international education.

Imigrant Professional Integration

A coalition of organizations working to streamline complex professional licensing and re-credentialing processes, and advocate for the adoption of policies and best practices that facilitate the rapid integration of these skilled workers.
RESOURCE:

Global Talent Bridge is an initiative of World Education Services that is dedicated to helping skilled immigrants fully utilize their talents and education in the United States.

www.globaltalentbridge.org
RESOURCE:

**IMPRINT Project** is a coalition of organizations in the emerging field of immigrant professional integration. IMPRINT provides webinars, articles, publications, other.

[www.imprintproject.org](http://www.imprintproject.org)
Bridge programs assist students to obtain core skills through:

1) **Contextualized instruction** that integrates basic math, reading, and language skills and workplace knowledge

2) **Career development** that includes career exploration, career planning within a career area, and understanding the world of work.

3) **Support/Transition services** provide students with the information and assistance they need to successfully navigate the process of moving from adult education to credit/non-credit programs.

http://www.idpl.org/images/publicationsPDFs/Instituto2010_HowToBuildBridgePrograms%20final.pdf
Bridge programs prepare adults who lack adequate basic academic and/or English language skills to enter and succeed in post-secondary education and training, leading to career-path employment.

Bridge programs seek to enable students to advance both to better jobs and to further education and training, and thus are designed to provide a broad foundation for career-long learning on the job and for formal post-high school education and training. Bridge programs assist students in obtaining the necessary academic, employability, and technical skills.

Assessments
• These assessments below are suitable for NRS reporting to assess reading, listening, speaking, writing, and math:

**Approved for NRS reporting through February 2, 2017** (Updated August 12, 2015):


- BEST Literacy, Forms B, C, D
- BEST Plus 2.0, forms D, E, F
- CASAS *Life and Work* 980 Listening series
- CASAS *Life and Work* Reading, Forms 27, 28 & 80’s series
- CASAS 50’s series *LifeSkills* Math
- CASAS Reading for Citizenship, Beginning Level A – AX
- GAIN Reading and Math, Forms A & B
- TABE CLAS-E Reading, Speaking, Listening, Writing,
- TABE 9 & 10 and TABE Survey for Reading, Math, Language

**Approved for NRS reporting through June 30, 2016:**

- BEST Plus, Forms A, B, C
These assessments below:

- inform instruction and lesson planning
- are suitable to assess civics education and citizenship interview skills, but are NOT suitable for NRS reporting:

  - CASAS Employability 50’s Reading, Math, and Listening
  - CASAS Life and Work 80’s Listening series
  - CASAS Lifeskills 50’s Reading and Listening series
  - CASAS Citizenship Interview Test
  - CASAS Government and History for Citizenship
  - Accuplacer
Integrated English Language/Civics Education
And
English Language Acquisition

For technical assistance if you have questions or as you set up your IEL/CE program, feel free to contact:

Karen Brown
kbrown@nccommunitycolleges.edu
(919) 807 – 7140