

LOS ANGELES UNIFIED SCHOOL DISTRICT
DIVISION OF ADULT AND CAREER EDUCATION

GUIDELINE NO. 008.00
February 4, 2020

SUBJECT: IMPLEMENTING AND MONITORING ENGLISH LITERACY AND CIVICS
(EL CIVICS)

- I. Background
- II. Implementation
- III. Monitoring

The purpose of this guideline is to provide information on how to implement and monitor the EL Civics program.

I. BACKGROUND

The English Literacy and Civics (EL Civics) is funded under the Workforce Innovation and Opportunity Act (WIOA) and Adult Education and Family Literacy Act (AEFLA, 2014). The purpose of the EL Civics program is to support projects that demonstrate effective practices increasing access to English Literacy programs linked to civics education. The California Department of Education has developed three program areas:

- A. **Civic Participation:** This program connects literacy to the lives of learners and reflects their experiences as community members, parents and participants in the workforce. This program is funded under Section 231 of WIOA.
- B. **Citizenship Preparation:** This program uses ESL methodologies and citizenship preparation materials to prepare learners to take and pass the U.S. Citizenship and Immigration Services (USCIS) (formerly INS) written and oral citizenship test. This program is also funded under Section 231 of WIOA.
- C. **Integrated EL Civics Education (IELCE):** This program connects literacy to the lives of learners and reflects their experiences as community members and parents with an emphasis on participation in the workforce. It gives learners the opportunity to concurrently participate in literacy instruction, workforce preparation activities, and workforce training. This program is funded under Section 243 of WIOA.

II. IMPLEMENTATION

A. Planning

ESL students are eligible to earn performance outcomes from six (6) Civic Objectives and Additional Assessment Plans (COAAP) during one school year. To maximize student EL Civics learning opportunities and funding opportunities, schools must plan the COAAP assessment calendar prior to the start of the school year. Except in special circumstances, each school site determines which EL Civics COAAP to offer. The COAAP options for each school should be guided by data from the annual *EL Civics Student Needs Assessment Surveys*.

The EL Civics assessment calendar should be provided to English as a Second Language (ESL) teachers well in advance of EL Civics assessment windows so that EL Civics instruction can be embedded into long-term planning. Performance Advisors should keep in mind that the two current types of EL Civics Objectives, designated as “231” or “243” (see Background), must be designated in TOPSpro Enterprise (TE) as one or the other. As students can only earn payment points for COAAP earned in an appropriately designated section, at the start of each semester/trimester Performance Advisors will designate each ESL section as either “231” or “243” and select EL Civics Objectives accordingly.

B. Roles and Responsibilities

1. **Principals** are responsible for overseeing all WIOA activities at their school sites, which includes EL Civics. Principals identify and allocate funding and resources to maximize performance outcomes and maintain compliance with federal, state and local assessment policies including professional development activities for ESL teachers. Principals are also required to sign a quarterly *Principal’s CASAS/EL Civics Assessment Certification* form ensuring local assessment policies have been followed.
2. **Performance Advisors** are responsible for coordinating all EL Civics activities:
 - 1) Program planning, 2) Distribution of EL Civics instructional support lessons, 3) Distribution and receipt of EL Civics assessment materials, 4) Maintenance of data collection systems and protocols including tracking and test security, 5) Monitoring and communicating EL Civics performance data outcomes, 6) Facilitating professional development workshops for new teachers regarding EL Civics materials, implementation, and program updates and initiatives in coordination with the ESL Pathway Advisor, and 7) Facilitating completion of the annual EL Civics Student Needs Assessment surveys in coordination with site Instructional Technology Teacher Advisors (ITTA).
3. **English as Second Language (ESL) Teachers** are required to administer EL Civics assessments in accordance with the school’s EL Civics Assessment calendar. Teachers should provide 30 hours of instruction for each EL Civics Objective prior to testing and are encouraged to use the Division’s lesson plans and materials. Teachers are responsible for following test procedure protocols to maintain test security as outlined in the yearly *CASAS/EL Civics Proctoring Certification* form and timely completion and submission of the assessments.
4. **Data Technicians** support the EL Civics TE data collection and entry activities including:
 - a. Printing and scanning test records
 - b. Assisting with organizing, distribution and collection of testing materials
 - c. Archiving records annually
 - d. Assisting with make-up EL Civics assessment sessions

5. **ESL Pathway Advisors** are responsible for working collaboratively with Performance Advisors to ensure the success of the EL Civics program. This includes making sure EL Civics lessons are available to teachers and actively taught in the classroom, assisting with make-up testing as needed, and providing new ESL teachers with assistance integrating civics COAAP into their long-term lesson planning.
6. **Central Office** is responsible for providing schools with support and program guidance to implement all WIOA programs including:
 - a. Creation of state approved EL Civics COAAP
 - b. Creation and distribution of instructional materials
 - c. Training on COAAP implementation and correction protocols

C. EL Civics Assessment

All EL Civics Objectives include COAAPs that determine how assessments should be administered and scored. COAAPs are performance-based assessments with corresponding levels of difficulty aligned to ESL levels. Assessment materials are comprised of two physical elements: 1) Level specific EL Civics Assessment folders, and 2) Level specific task sheets. Most COAAPs require students to complete two or three tasks. Many COAAP include speaking activities to be administered on a one-to-one, student to assessor, basis.

1. **Proctoring:** Unlike the Comprehensive Adult Student Assessment System (CASAS) Reading tests, EL Civics assessments are not strictly timed. Students may take the same EL Civics assessment multiple times, but can achieve only one benchmark, or payment point, for a specific Objective during the program year. Students who do not pass an EL Civics assessment on their initial try may be re-tested at the discretion of the Performance Advisor.
2. **Scoring:** Since most COAAP include a writing portion that simulates a real-life writing task, (e.g., a letter of application, complaint, or persuasion), assessments must only be corrected by certificated assessors who hold a valid ESL teaching credential. Schools are encouraged to invite all ESL teachers to receive training on how to use the standardized rubric to determine COAAP passers. This training qualifies ESL teachers to become EL Civics correction proctors allowing them to grade their students' work. Certificated assessors are eligible to be paid "X" or "Z" time for out-of-classroom correction activities including assisting classroom teachers with speaking or writing assessments.
3. Teachers are encouraged to provide their students with opportunities to complete the EL Civics assessments. Doing make-up tests as well as re-testing non-passers is not only allowed, but expected.

After reviewing documentation, the principal shall complete the Principal's CASAS/EL Civics Assessment Certification form and give it to the Performance Advisor to submit with the quarterly data reports.

III. MONITORING

A. ENTERING EL CIVICS INTO TOPS^{pro} ENTERPRISE

After EL Civics assessments have been corrected, the Performance Advisor shall oversee the proper scanning of the Test Record forms into the TE software. The Test Record forms need to be properly marked as “Pass” by marking “999” or “Not Pass” by marking “000” under the appropriate field on the Test Record form.

B. RECORD MAINTENANCE

The Program Performance Advisor is required to keep a sample copy of each COAAP administered during the school year. The sample will include the following:

1. One task sheet with a sample student passer per COAAP Objective
2. One task sheet with a sample student non-passer per COAAP Objective
3. One task folder for each ESL level, plus a digital or hard copy of the scoring rubric

These records must be archived for five years (including the current year) in a central location for auditing purposes.

For assistance, please contact Laura Chardiet, Coordinator at (213) 241-3830 or by email at laura.chardiet@lausd.net.

APPROVED: Joseph Stark, Executive Director



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