



State of Rhode Island and Providence Plantations  
**DEPARTMENT OF EDUCATION**  
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**POLICY AND PRACTICE GUIDANCE LETTER: EL/CIVICS FOR ADULT EDUCATION  
STUDENTS [PPGL-0606]**

**Introduction:** The English Literacy and Civics Education Program (EL/Civics) is an integrated program of educational services to immigrants and other limited English proficient populations to acquire the basic skills they need to function effectively as parents, workers, and citizens. Local programs implementing EL/Civics programs are charged with incorporating instruction on the rights and responsibilities of citizenship and civic participation.

**The purpose:** The English Literacy (EL) and Civics (EL/Civics Education) program is to support projects that demonstrate effective practices in providing, and increasing access to, English Literacy programs linked to Civics Education.

**Description of allowable activities:** The EL/Civics Education program is authorized under WIA Title II – Adult Education and Family Literacy Act. Under provisions of the Act, financial assistance has been made available to state grantees to establish or expand projects that demonstrate effective practices in providing English Literacy programs that incorporate Civics Education and related support services into an integrated and coordinated program for individuals of limited English proficiency.

**General project activities:** Projects may be funded by the state to support a variety of activities and costs related to EL/Civics Education instruction, including the costs of staff and instructors, materials, staff training, and support services such as childcare and transportation costs for program participants.

Relevant definitions – The following definitions are included in Section 203, Definitions, Title II, WIA of 1998 and in the November 17, 1999 Federal Register:

*English Literacy Program* – a program of instruction designed to help individuals of limited English proficiency achieve competence in the English language.

*Individual of Limited English Proficiency* – an adult or out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language, and (a) whose native language is a language other than English; or (b) who lives in a family or community environment where a language other than English is the dominant language.

*Civics Education* – an educational program that emphasizes contextualized instruction on the rights and responsibilities of citizenship, naturalization procedures, civic participation, and U.S. history and government to help students acquire the skills and knowledge to become active and informed parents, workers, and community members.

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*Literacy* – an individual’s ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

*Citizenship* – the status of becoming a citizen. One who is entitled to the rights and privileges of a free enterprise, individual freedom and responsibilities of being a citizen.

**National Priorities for Project Activities**, as approved by the U. S. Secretary of Education:

- a. Projects that demonstrate successful partnerships with local agencies, organizations, or institutions, such as institutions of higher education, community-based organizations, and local education agencies, in providing EL/Civics Education and related support services.
- b. Projects that demonstrate effective innovative approaches in providing EL/Civics Education instruction, such as integrating technology into curriculum, establishing work- or community-based instruction sites, and providing EL/Civics Education and related support services.
- c. Projects that demonstrate effective strategies for professional development opportunities to help teachers develop networks to share ideas and best practices, promote effective use of technology, and develop contextualized and content-based curricula linked to appropriate assessments.
- d. Projects that demonstrate development of effective materials, such as curricula and assessment instruments, that address emerging areas in EL/Civics Education, such as preparation for citizenship interviews, the naturalization process, life skills curricula, employability skills from a cross-cultural perspective, and learning disabilities.

**State Reporting:** RI Office of Adult Education will submit to the U.S. Department of Education an annual narrative report that provides a description of EL/Civics Education activities and how these funds have expanded access or program enhancements. Further, it will submit the Financial Status Report that will include funds that may be expended for administrative expenses (not more than 5 percent) and state leadership activities (not more than 12.5 percent) used to support integrated EL/Civics Education activities and services.

**Local Reporting Requirements for CALIS (starting FY07):** States are required to track and report EL/Civics expenditures but not student activities. States are not required to expect local programs to track and report EL/Civics students separately nor are they required to report EL/Civics separately in the NRS. All EL/Civics participants should be reported as ELL/ESL students in the NRS. Therefore, in the future the EL/Civics funding source will be removed from CALIS and students shall be counted under their primary funding source.

**Resources:** New England Literacy Resource Center (NELRC):

<http://www.nelrc.org/cpcc/index.htm>

<http://www.nelrc.org/publications/cpandesol.html>