

**2007-08 WIA Title II  
Implementation of  
English Literacy and Civics Education  
in California  
*Working Document***

This report was prepared by the Comprehensive Adult Student Assessment Systems (CASAS), in 2007-08, for the California Department of Education (CDE), Adult Education Office (AEO). The data in this report was collected during the 2007-08 program year. CASAS activities are funded by a contract under Public Law 105-220 and are administered by the AEO.



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## List of Acronyms

Please refer to the list below for acronyms used in the report.

Acronym	Definition
ABE	Adult Basic Education
ADA	Average Daily Attendance
AEFLA	Adult Education and Family Literacy Act
AEO	Adult Education Office
ASE	Adult Secondary Education
CAHSEE	California High School Exit Exam
CALPRO	California Adult Literacy Professional Development Project
CASAS	Comprehensive Adult Student Assessment Systems
CBOs	Community-Based Organizations
CCC	California Conservation Corps
CD	Compact Disc
CDC	California Department of Corrections
CDLP	California Distance Learning Project
CCDs	Community College Districts
CDE	California Department of Education
COE	County Offices of Education
CPR	Cardiopulmonary Resuscitation
CYA	California Youth Authority
DDS	Department of Developmental Services
DQSC	Data Quality Standards Checklist
DVD	Digital Video Disc
ED	United States Department of Education
EL Civics	English Literacy and Civics Education
ESL	English as a Second Language
ESL-Cit	ESL-Citizenship
GED	General Education Development
IRCA	Immigration Reform and Control Act of 1986
K-12	Kindergarten Through Grade Twelve
NRS	National Reporting System
OTAN	Outreach and Technical Assistance Network
OVAE	Office of Vocational and Adult Education
POWER	Providing Options for the Workplace, Education, and Rehabilitation
SCANS	Secretary's Commission on Achieving Necessary Skills
TIMAC	Technology Integration Mentor Academy
U.S.	United States
USCIS	United States Citizenship and Immigration Services
USDE	United States Department of Education
VABE	Vocational Adult Basic Education
VESL	Vocational English as a Second Language
WIA Title II	Workforce Investment Act Title II, Adult Education and Family Literacy Act
WIB	Workforce Investment Boards



# Implementation of English Literacy and Civics Education in California

## Introduction

To participate effectively in the education, employment, and civic opportunities of this country, adult English language learners must master English and navigate American institutions and systems such as government, education, workplace, banking, and health care. English Literacy and Civics Education (EL Civics), funded under Title II of the Workforce Investment Act (WIA) of the Adult Education and Family Literacy Act (AEFLA), expands English literacy services and promotes the development of integrated programs to incorporate English language into literacy instruction and civics education.

EL Civics, as defined in the November 17, 1999, *Federal Register*, is “an educational program that emphasizes contextualized instruction focusing on the rights and responsibilities of citizenship, naturalization procedures, civic participation, and United States (U.S.) history and government to help students acquire the skills and knowledge to become active and informed parents, workers, and community members.”

In implementing the EL Civics program, the California Department of Education (CDE) has made a specific effort to build the capacity of agencies serving adult English as a Second Language (ESL) learners. The EL Civics program in California requires agencies to:

- Survey students to identify their needs and goals
- Develop instructional objectives that match student needs for civic participation and English language development
- Develop and use performance-based assessment plans approved by the CDE to measure the outcomes of civic participation instruction
- Monitor and document students’ attainment of identified goals, learning gains, and other outcomes
- Document ways in which students learn to work with community organizations in their neighborhoods
- Provide accessible program and classroom resources and technical assistance

Civic objectives developed for this program require that students be actively involved in their communities. They participate in activities that incorporate various government and community agencies, such as interacting with school officials or health care providers, recognizing the rights and responsibilities of tenants and landlords, researching suitable housing, and accessing employment and training resources.

This document examines the implementation of the EL Civics program in California, focusing on learner goal attainment and performance data, benefits to program implementation, and the availability and use of instructional and program resources. Local agency responses to the *2007-08 Survey of WIA Title II Programs in California*<sup>1</sup> provide information highlighting the impact of EL Civics on learners, their families, their instructional programs, and the communities in which they live and work.

## **Focus Areas**

Agencies funded for EL Civics in California may select from two program focus areas: Citizenship Preparation (programs with a primary focus on preparing learners to obtain their United States citizenship) and Civic Participation (programs with a primary focus on facilitating learners' civic involvement). Agencies were given the opportunity to apply for funding for one or both options.

Both EL Civics programs document learning gains using Comprehensive Adult Student Assessment Systems (CASAS) pre- and post-tests along with additional assessment options. Citizenship Preparation students may take the written CASAS Government and History for Citizenship test and the oral CASAS Citizenship Interview Test, while Civic Participation students have the option of taking up to three agency-developed, CDE-approved performance-based assessments.

## **Program Data**

In 2007-08, the CDE funded 266 agencies to provide WIA Title II educational services to 855,021 adult students. Of the 266 agencies, 174 agencies received funding to provide EL Civics educational services to 228,229 adult learners. The 174 EL Civics funded agencies consisted of 14 agencies that received funding for EL Civics only, and 160 that received funding for EL Civics and WIA Title II, Section 231. Of the 228,229 students enrolled in EL Civics, 27,680 were enrolled in Citizenship Preparation and 210,663 were enrolled in Civic Participation<sup>2</sup>. Adult schools served the majority of these EL Civics enrollees (73 percent) followed by community colleges, community-based organizations, and library literacy programs. All EL Civics funded agencies responded to the WIA Title II survey. Of these respondents, 43 (24.7 percent) were funded for Civic Participation, 10 (5.7 percent) were funded for Citizenship Preparation, and 121 (69.5 percent) received funding for both program areas.

## **Learner Performance Data**

EL Civics learners outperformed all WIA Title II students in the following major areas:

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<sup>1</sup> This survey was posted online on the CASAS website in April 2008, and was completed by the Administrator at each of the 266 WIA II agencies.

<sup>2</sup> Numbers of students enrolled in Civic Participation and Citizenship Preparation programs will not equal the total number of EL Civics students because of the dual enrollment of some students in both programs.

(1) percentage of students who took pre- and post-tests; (2) percentage of students who completed an instructional level; and (3) percentage of students who advanced one or more instructional levels.

Table 1.1 compares data from EL Civics learners with data from WIA Title II learners as a whole (including EL Civics learners):

**Table 1.1 – 2007-08 WIA II EL Civics Program Learners Compared with Total WIA II Learners**

	Total WIA Title II**		EL Civics	
	N	%	N	%
Learners qualified for Federal Table 4	602,837		217,137	
Learners qualified for Federal Table 4B (persisters)*	338,738	56.2	137,965	63.5
Learners completed a level**	209,078	34.7	89,139	41.1
Learners advanced more than one level**	136,235	22.6	62,159	28.6

\*Percentages for persisters and level completion based on the number of learners who qualified for Federal Table 4.

\*\*Including EL Civics

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## Program Structure

### ***Citizenship Preparation***

EL Civics Citizenship Preparation programs focus on students whose goal is to obtain United States citizenship. Students in these programs benefit by learning about the types of questions that may appear on the United States Citizenship and Immigration Services (USCIS) citizenship tests. In addition, they gain confidence to respond to both oral and written questions.

Of the 13,766 Citizenship Preparation students who took the Government and History for Citizenship test, 85 percent (11,779) passed.

Of the 4,635 Citizenship Preparation students who took the oral CASAS Citizenship Interview Test, 80 percent (3,709) passed. Some students attended and were assessed in both Civic Participation and Citizenship Preparation classes.

One comment taken from the WIA Title II Program Evaluation Survey identified the following benefit:

*Students have responded positively to the EL Civics objectives on Citizenship, DMV, Pharmacy, and Emergencies. They see each of these objectives as impacting their lives directly.*

An additional benefit of these programs is the sharing of USCIS testing experiences among students, thereby helping to build the confidence of classmates about to take the exams. Sharing experiences is a key factor in exam success, because it allows students to become familiar with the USCIS system and the test-taking experience. Individuals who are not enrolled in an educational program often face a number of barriers in their attempts to pass the USCIS test such as:

- Misunderstanding the naturalization process
- Fear of the USCIS system
- Not understanding the legal terminology
- Not allowing for enough hours of study prior to participating in the USCIS interview

### ***Civic Participation***

Agencies with Civic Participation programs may select from a list of 46 pre-approved civic objectives or may develop new civic objectives to meet learner needs. For example, an agency may choose the civic objective of “access the health care system and be able to interact with the providers.” This objective has corresponding language and literacy objectives (such as “develop a list of questions to ask community health care providers” or “describe symptoms of an illness”). Agencies select and teach the language and literacy objectives that best match their students’ needs in order to assist students in attaining the broader civic objective.

Civic objectives used in California Civic Participation programs must meet these criteria:

- Integrate English language and literacy instruction into civics education
- Focus on content to help students understand U.S. history and government, understand their rights and responsibilities as citizens, and participate effectively in the education, employment, and civic opportunities this country has to offer
- Integrate active participation of the learners in community activities

In addition to CASAS pre- and post-tests administered to all WIA Title II students, California EL Civics Civic Participation programs assess students through additional performance-based assessments, in order to measure student attainment of identified civic objectives. Slightly more than 100,000 students throughout the state took 166,730 Civic Participation additional performance-based assessments and passed 144,545 of those assessments.

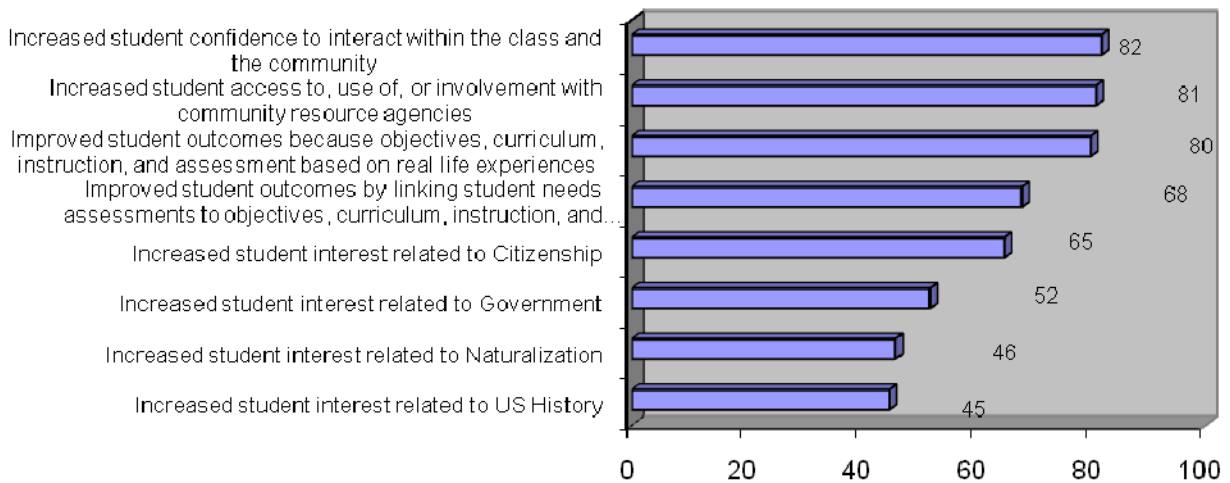
### ***Benefits of Civic Participation Programs for Students***

The survey asked agencies to indicate the benefits of their Civic Participation program implementation for students. As in past surveys, the most frequently-cited benefit was increased student confidence in interacting with others within the class and in the community.

Additional benefits noted include the increased student access to, use of, or involvement with community agencies; improved student outcomes because objectives, curriculum, instruction, and assessment are based on real-life experiences; and improved student outcomes by linking student needs assessments to objectives, curriculum, instruction, and assessment. See Figure 1.1.

Agencies were also asked how the EL Civic Participation program created increased student interest. Agencies reported increased interest in citizenship (65 percent), government (52 percent), naturalization (46 percent) and U.S. History (45 percent). See Figure 1.1.

**Figure 1.1 – 2007-08 Benefits of Civic Participation Program Implementation That Have Affected Students**



Percent of Civic Participation Agency Respondents  
Total N=163

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Respondents to the survey made the following comments regarding the benefits received by students enrolled in the Civic Participation program:

[A benefit of the Civic Participation program to students is] *improved presentation abilities, and seeing projects through to completion* (medium-sized agency).

*Students felt more comfortable after the visit from the police and they can now talk to a policeman without fear* (medium-sized agency).

[The Civics Participation program helped to] *increase awareness of the importance of becoming a citizen* (medium-sized agency).

It is clear that the Civic Participation program is giving adult learners the tools to be engaged, informed and successful participants in their communities.

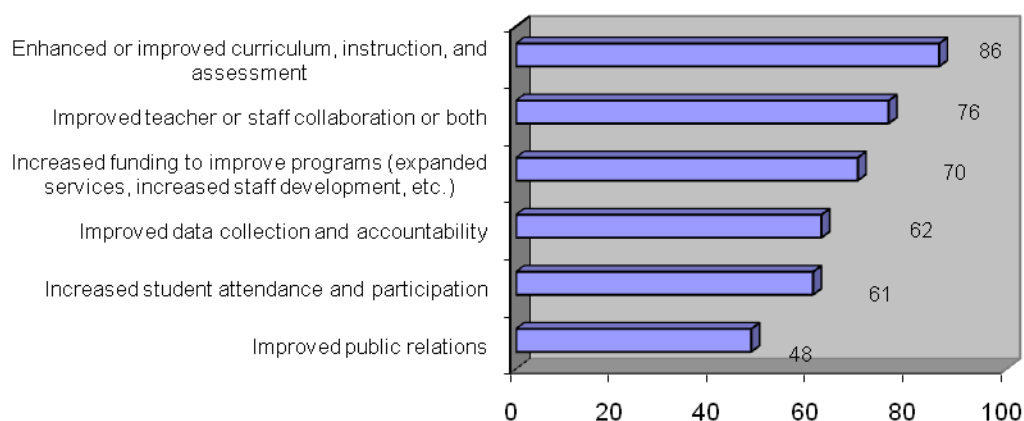
## Benefits of EL Civics Program as a Whole

### *Benefits to the Agency*

The WIA Title II Survey included several questions specifically designed to identify and effectively document the benefits to agencies and students involved in EL Civics.

The survey asked respondents to indicate the benefits of EL Civics program implementation that have affected their agency as a whole. More than 60 percent of the respondents selected the following five benefits: (1) enhanced or improved curriculum, instruction, and assessment; (2) improved teacher and/or staff collaboration; (3) increased funding to improve programs; (4) improved data collection and accountability; and (5) increased student attendance and participation. The complete results are summarized in Figure 1.2.

**Figure 1.2 – 2007-08 Benefits of EL Civics Program That Have Affected the Agency As a Whole**



Percent of Civic Participation Agency Respondents  
Total N=175

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## ***Benefits to Students***

Agencies were asked which EL Civics objective and/or activity had the most positive impact on their EL Civics students in program year 2007-08. The objectives reported are organized similarly to the CASAS competency list. Below are the objectives and the number of agencies that selected that objective as the most important, as well as quotes written by agencies. Agency feedback indicated that Community Resources was the EL Civics objective that had the most positive impact on EL Civics students.

### Community Resources (40)

*[The objective that had the most positive impact on our EL Civics Students was] accessing educational resources for their children or themselves. All students could relate to the objective and this objective generated the most enthusiasm among all levels of learners. (medium-sized adult school)*

*[Community Resource Objectives] had the most positive impact so far in our students. We had a police officer and other law enforcement officers come in to talk to our students about how to report an emergency or a crime. Because of the presentations and classroom related activities, our students have become much more confident during their interaction with the local police department. (medium-sized adult school)*

*Our task on Community Resources was great. Students learned of local agencies and what services they offered. Many students did not know that there are resources for them to use, even if these agencies are not in our city, they can get services at those agencies. Students recommend family members and friends to various agencies in our region. (small adult school)*

### Health (23)

*Students reacted very positively to this theme [Accessing health care system and interacting with the providers] because they found out that all the things they learned have a real life application. Before the unit many students stated that they felt intimidated for not knowing how to interact in the health environment. After the unit these students commented that they feel very confident now that they have the skills to use the health care system and to interact with the providers. This objective had a great impact on our students. (medium-sized adult school)*

*An objective on healthcare incorporated a visit by the Community Hospital of the Monterey Peninsula for presentations and screenings on diabetes. They were able to screen 134 of our students for diabetes and referred some for additional services based on the findings. This was part of a grant to the hospital to provide outreach efforts within the community. The hospital reported a 213% increase in screenings within the community. The students*

*listened attentively and asked questions during the presentations and were pleased to have had the opportunity to be screened on campus. (medium-sized adult school)*

### Employment (23)

*[Employment Resources] is very relevant material. They learn to properly fill out an application and skills to use in a job interview. Many students report on the immediate benefit. (medium-sized adult school)*

*Getting a job is almost always the main goal of our students and they have to perform in many job interviews and fill out countless applications to get those positions. We have volunteers administer the interview so that the students get used to talking to different people. We also video tape them so that they can see firsthand how they did. Performing these skills in a lower stress environment can really help them get over the anxiety of their job search. (small CBO)*

*Students participated in school job fair and career week activities that gave them access to local employers and increased community awareness of what students do at our school. (medium-sized adult school)*

*Our students' top choice for EL Civics each year is employment... the students always dress up and are well prepared with typed resume in hand for their mock interviews. A few of our students have pursued and received jobs as a result of increased confidence to apply and interview. One received a full-time job in the fall and had to drop her course, but she met her goal in attending English classes. (medium-sized community college)*

### Government and Law (17)

*...several of our students became U.S. citizens and all the students reported that they enjoyed learning about our history and government. (medium-sized adult school)*

*The students were most interested in this [U.S. Government] because of the presidential primaries and election. (medium-sized community college)*

### Health Nutrition (8)

*The nutrition unit helped students make immediate positive changes for themselves and their families in what and how they eat. (large adult school)*

*Many students reported having changed their eating habits, getting cholesterol/blood pressure checks, etc. after learning about good nutrition and health in their EL Civics classes. (medium sized adult school)*

### Consumer Economics (6)

*I feel that objective 1, Consumer Economics, Banking was the most beneficial to our students this year as it offered them the opportunity to familiarize themselves with the different banking institutions in our area. They were also required to create a monthly budget and perform an interview with a bank teller requesting information on services available to them. This objective served our students well in preparing them to become more involved participants in the community. (medium-sized adult school)*

*Due to the current economic situation this [objectives having to do with banking and finance] was very useful to their everyday lives. (medium-sized adult school)*

*[The EL Civics objective that had the most positive impact on students was to] identify, evaluate and compare financial services. We offered this just before tax time. Students learned how to write checks and opened bank accounts. (medium-sized adult school)*

### **Priorities for Program Improvement**

Agencies were asked to identify the priorities, identified by previous surveys, in which their agency experienced improvement. Among agencies with EL Civics programs, 77 percent reported expanded or improved use of technology and 63 percent reported improvement in the development or revision of curriculum. Table 1.3 summarizes agency responses.

**Table 1.3 – Priorities in Which Agencies with EL Civics Programs Experienced Improvement:**

	N	%
Improved Persistence Levels	79	45.4
Improved or Expanded the Recruitment of Students	83	47.7
Developed or Revised Curriculum	110	63.2
Expanded or Improved the Use of Technology	134	77.0
Implemented or Improved Student Orientation or Goal-Setting Procedures	96	55.2

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### **Managed Enrollment in EL Civics Programs**

Agencies were asked if they used managed enrollment in their EL Civics programs. Forty-nine agencies reported having managed enrollment in their EL Civics programs. Almost three-quarters of these agencies reported that their managed enrollment program had been in place for more than one year. Other characteristics of the managed enrollment programs are summarized in Table 1.4.

**Table 1.4 – Characteristics of Managed Enrollment Programs:**

	N	%
Managed enrollment has been in place more than one year	36	73.5
Students are dropped after a maximum number of absences	31	63.3
Students must enroll within the first few weeks of the term	21	42.9
Specific class size must be maintained	24	49.0

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### **EL Civics Resources**

In 2007-08 approximately 25 percent of agencies specifically reported EL Civics as one of their three highest anticipated priorities for professional development for administrators and coordinators. EL Civics agencies have taken advantage of the resources provided through the CDE and the four State Leadership Projects. These organizations, which include the California Adult Literacy Professional Development Project (CALPRO), CASAS, and Outreach and Technical Assistance Network (OTAN), assist in professional development for EL Civics programs. EL Civics program specialists have worked closely with the CDE adult education regional consultants to provide comprehensive professional development and capacity-building technical assistance to addresses compliance, program implementation, and continuous improvement issues.

The EL Civics program employs a variety of resources to enhance curriculum and assist agencies and students. Agencies report that the assistance provided by OTAN in developing and implementing technology plans is especially beneficial. Through the EL Civics program, staff becomes proficient in the use of technology and students learn to use technology to increase their involvement in community activities. Seventy-seven percent of agencies also reported using the following support resources made available by CASAS: EL Civics additional performance assessments, citizenship assessments, and writing assessments.

Beginning in 2003, the CDE, in collaboration with the four State Leadership Projects, has supported EL Civics program development and implementation through:

- The development, maintenance, and regular updating of an EL Civics website, [www.casas.org/elc](http://www.casas.org/elc), a dynamic, interactive site that provides a single online location for all California EL Civics information. The EL Civics website provides easy and immediate access to EL Civics curriculum, materials, resources, and information, including an alignment of CASAS QuickSearch online information to EL Civics objectives. The website provides access to a standardized database of 46 pre-approved Civic Participation objectives, with accompanying language and literacy objectives and additional assessment plans. Using the website in its interactive mode, local providers can electronically select and customize their own Civic

Objectives and Additional Assessment Plans based on student needs. The centralized EL Civics website streamlines communication between the funded agencies, the CDE regional consultants, and the EL Civics program specialists.

- Training and technical assistance for all aspects of implementing the EL Civics program - from needs assessment and accountability to the evaluation of student learning and performance in real-life contexts. Program staff is able to attend regularly scheduled regional training workshops and network meetings, access web-based training and other online resources, and use on-site training modules in video home system (VHS) and digital video disc (DVD) formats.

Agencies cited a variety of additional resources that they relied upon, such as ESL and Civics videos, computer programs, websites, instructional DVDs/compact discs (CDs), California EL Civics Mini-Grant materials distributed by OTAN, ESL textbooks, newspapers, magazines, and instructor-developed materials. Agencies were asked to list the curriculum materials that they had found most effective for each of the four EL Civics focus areas: U.S. History, Government, Naturalization, and Citizenship. Some of the most frequently-cited curriculum materials were:

- *America's Storybook* (by Vivian Bernstein)
- USCIS Website (United States Citizenship and Immigration Services)
- *Voices of Freedom* (by Bill Bliss)
- Discovery Education Streaming
- *Citizenship Now* (by Aliza Becker)
- "100 Questions" (United States Citizenship and Immigration Services)
- *U.S. Citizen, Yes* (by Ronna Magy)
- *Citizenship: Passing the Test* (by Lynne Weintraub)

## **EL Civics — Promoting Student Success**

The design and implementation of the EL Civics program provides an opportunity for EL Civics students to use what they learn in the classroom to make a positive impact in their lives and in their communities. As stated by one EL Civics agency:

*"The EL Civics program has been an essential tool in both increasing our participants' facility with the English language and in providing them with the tools and confidence necessary to fully participate in American life."*

The following four examples illustrate how students have successfully used classroom lessons and skills to improve the community-at-large:

### Harbor House

Harbor House has developed an innovative curriculum for students at the lowest ESL instructional levels. These EL Civics students study the history of the United States using children's literature and other unique methods, focusing on the history of immigration in this country. Topics covered include African American history, the Great Depression, Chinese immigrants during the Gold Rush, the Westward Movement, and other similar topics. For each unit students collaborate on the planning and making of a quilt. The quilts have helped students form a connection between the history that they have studied and their own experiences as immigrants. Classroom quilts have been displayed at Mills College, the East Bay Municipal Utilities District (EBMUD) main office, the San Francisco Foundation, and California Prudential Realty offices in Berkeley. Students have attended receptions at Mills College and EBMUD to share their stories and explain the quilts.

The success of this project is measured by the students' pass rate for EL Civics assessments, increased confidence in public speaking, and a broader knowledge of U.S. history and culture. The impact on the community is evident through the widespread interest in student quilts and the positive feedback from community members about the program.

### New Haven Adult School

To promote awareness and understanding of the many different cultures of their students, New Haven Adult School created the Windows into Culture project. The culminating activity, a cultural showcase, enables students to learn about one another through songs, dances, skits, monologues, food, and a fashion show of traditional costumes.

Students prepare for the cultural showcase all semester. They make costumes, organize presentations, and work in groups according to their countries of origin. Students work with instructors to plan and practice their presentations for the showcase. At the showcase, which is attended by family and community members, students learn about different cultures, and are proud to share their own cultures with others.

New Haven Adult School attributes its success to a cohesive faculty and staff, which has a strong emphasis on staff development activities. The success of the Windows into Culture project is seen in the increased participation since the first showcase, the attendance by community members outside of the adult school, and the feedback received from those involved in the project.

### San Diego Community College District

The immigrant rights project of the San Diego Community College District (SDCCD) was created after an assessment survey indicated that students wanted to learn more about what they could do in situations involving immigration status or rights within the community. These inquiries were addressed in EL Civics class lessons. The specific goal of the lessons was for students to share information about immigrant rights and services, to help people feel safe as they commute to school and work, to be more aware of their rights, to know where to get help when needed, and to respond with confidence when

facing challenging situations. Students were enthusiastic about sharing this information to their family and friends.

Students worked together in small groups to make posters presenting information about immigrants' rights, which were hung in the school corridors. In addition to the posters, each student made a directory of immigration service providers. Many students photocopied these directories and presented them as gifts to family and friends. The success of this program is evident through responses to student questionnaires, high pass rates on EL Civics Assessments, and feedback from community members and instructors.

### Ventura Adult and Continuing Education

Ventura Adult and Continuing Education reached a new level of participation for field trips with the Channel Islands Restoration Project. Fifteen EL Civics students participated in a four-day field trip to Santa Cruz Island and assisted the Channel Islands Restoration (CIR) personnel at the University of California at Santa Barbara field station. Forty students from two classes were involved in planning the trip. These students set up travel, lodging, clothing and equipment. During the trip students had hands-on experience in environmental conservation. After seven-hour workdays the students enjoyed trips to different parts of the island to learn about the history and unique ecology of the island. They also participated in group discussions and attended presentations from CIR personnel. This trip provided students with four days of total immersion in English, with an emphasis on ecology. Upon their return, participating students gave presentations and were also interviewed by the local newspaper.

The success of the field trip is evident from the comments of the CIR personnel, who stated that they had never had such hard-working volunteers. The project's success is also reflected in comments from students who said they did something they never would have done otherwise. They said that now they know what the islands need and have informed their families and friends.

### **The Impact of EL Civics**

Agencies report that they are investing major amounts of time, talent, and resources into making the EL Civics program highly successful and valuable for students. Teaching English in the context of the two EL Civics program options, Civic Participation or Citizenship Preparation, is meeting the needs of adult students well beyond the goals of the program. In many cases students have had life-changing experiences that have allowed them to be an integral part of their newly adopted country. One of the most significant benefits of the program, as reported by EL Civics agencies, is increased student confidence when interacting in the classrooms and the community.

The following quotes reflect the positive impact of the EL Civics program in California:

*We continue to enjoy doing EL Civics; our teachers have found the components/units to be very rewarding to the students.*

*EL Civics is a wonderfully beneficial program for improving curriculum and meeting student needs.*

*Our program continues to be enhanced by the EL Civics and 231 grants. Our students continue to learn so much to enrich their lives from the EL Civics objective lessons. We are very grateful for all we have for classroom use, instructor growth, and student enrichment because of WIA Title II funding.*

*This program is such a blessing. Because of EL Civics my agency has completely "overhauled" our curriculum. There is continuity between teachers and class levels. Student outcomes are increasing and are more easily measured.*

Overall, the EL Civics program in California has provided adult learners with valuable resources and skills to help them become engaged and informed citizens. In addition to the important language and critical thinking skills provided by EL Civics lessons in the classroom, the program has successfully motivated students to improve their own lives and communities. It is likely that the EL Civics program will continue to improve the lives of adult learners in California.