Enhancing Access for Refugees and New Americans

Expanding the Use of Online Resources in IELCE Activities to Support Immigrant Integration and Inclusion

Acknowledgments

This guide was developed by the Enhancing Access for Refugees and New Americans (EARN) project with funding from the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) (Contract No. GS00F354CA/91990021F0348). The opinions expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred.

The guide was developed by the RTI project team with support from staff at the Sacramento County of Education and the Garden Grove Adult Education program.

Many thanks to the U.S. Department of Education staff who reviewed and supported the development of this guide.

About the Project

Funded by OCTAE, the EARN project aims to support adult educators in developing and delivering high-quality Integrated English Literacy and Civics Education (IELCE)/Integrated Education and Training (IET) programming in alignment with an immigrant integration approach. For more information or resources created by the EARN project, visit https://lincs.ed.gov.

INTRODUCTION

Adult education instructors are increasingly turning to online resources and strategies to enhance their curricula. Whether by teaching a fully virtual class or incorporating online resources into classroom lessons, there are many benefits to integrating technology into adult education programs. These benefits include (1) improving learners' digital literacy skills to prepare them to use technology in further education, careers, and life, and (2) ensuring equitable access to quality instruction.[1] Additionally, research has shown that learners enrolled in distance learning programs attain similar outcomes as those in traditional (in-person) programs.[2] For English learners (ELs), distance learning strategies may be especially valuable because they provide access to high-quality English language instruction while addressing common challenges like scheduling constraints and transportation or childcare needs.[3]

This guide offers tips and guidance for program administrators and instructors on using virtual learning strategies for serving ELs, especially in the Integrated English Literacy and Civics Education (IELCE) context (Figure 1). This guide also describes how programs can leverage online resources for IELCE instruction to support immigrant integration and inclusion, as defined in the next section.

[1]Jobs for the Future and World Education, "Digital Resilience in the American Workforce: Findings from a National Landscape Scan on Adult Digital Literacy Instruction" (report, JFF & Ed Tech Center @ World Education, 2022), accessed December 22, 2022, https://lincs.ed.gov/sites/default/files/DRAWLandscapeScan-Publication-081122_508_Reviewed-7_0.pdf.

[2]Caitlin Clause McLemore, "ISTE's California Digital Learning Integration and Standards Guidance Project Literature Review," in *California Digital Learning Integration and Standards Guidance* (Sacramento, CA: California Department of Education, 2021), 622–43.

[3]Johan Uvin, Silja Kallenbach, Annalisa Crowe, Catalina González, Navjeet Singh, Jen Vanek, and Alison Ascher Webber, "The Transformation of Adult ESOL Learning: A Practice and Policy Brief" (policy brief, Ed Tech Center @ World Education, Boston, MA, 2020), accessed December 22, 2022, https://edtech.worlded.org/wp-content/uploads/2020/12/esol-policy-brief.pdf.

Overview of Access America

The Access America course, designed by USA Learns, is a freely available self-paced online course that offers English language instruction contextualized with civics information to help immigrants and refugees improve their language skills and navigate life in the United States. Modules cover topics that range from using community services and public transportation to managing money, finding childcare, planning for emergencies, and preparing for citizenship. The course is hosted on the USA Learns website: https://www.usalearns.org/.

The course also includes a teacher site (https://usalearns.org/teacher), which enables teachers to easily monitor learners' progress with tools such as viewing unit scores, tracking the time spent on each lesson, and downloading usage reports.

The Access America course is used as an example in this guide because it addresses key civics content and employability skills and contextualizes English language instruction with immigrant integration concepts.

Many online instructional resources, including curricula, courses, and tools, can be used to help ELs strengthen their language skills, improve their digital literacy, and navigate life in the United States. This guide does not specify which materials to use; rather, it offers considerations for using existing online resources for distance, hybrid, or in-person learning environments, using the virtual Access America course for new Americans as an example (see sidebar).

IELCE AND IMMIGRANT INTEGRATION

This guide emphasizes the connections between IELCE instruction and immigrant integration and inclusion, both of which support larger goals of providing skills and knowledge-building opportunities to help immigrants be successful in the United States. IELCE activities are defined in Section 203(12) of the Workforce Innovation and Opportunity Act (WIOA) and are summarized in Figure 1. The definition describes the eligible population, instructional services, and objectives of IELCE activities and programming. An immigrant integration and inclusion approach supports access to the knowledge, skills, and resources needed for the linguistic, civic, and economic integration of immigrants in U.S. society and aims to meet the diverse needs of the immigrant population. When aligned with IELCE activities, immigrant integration and inclusion approaches can expand services and activities to meet immigrants' holistic needs.

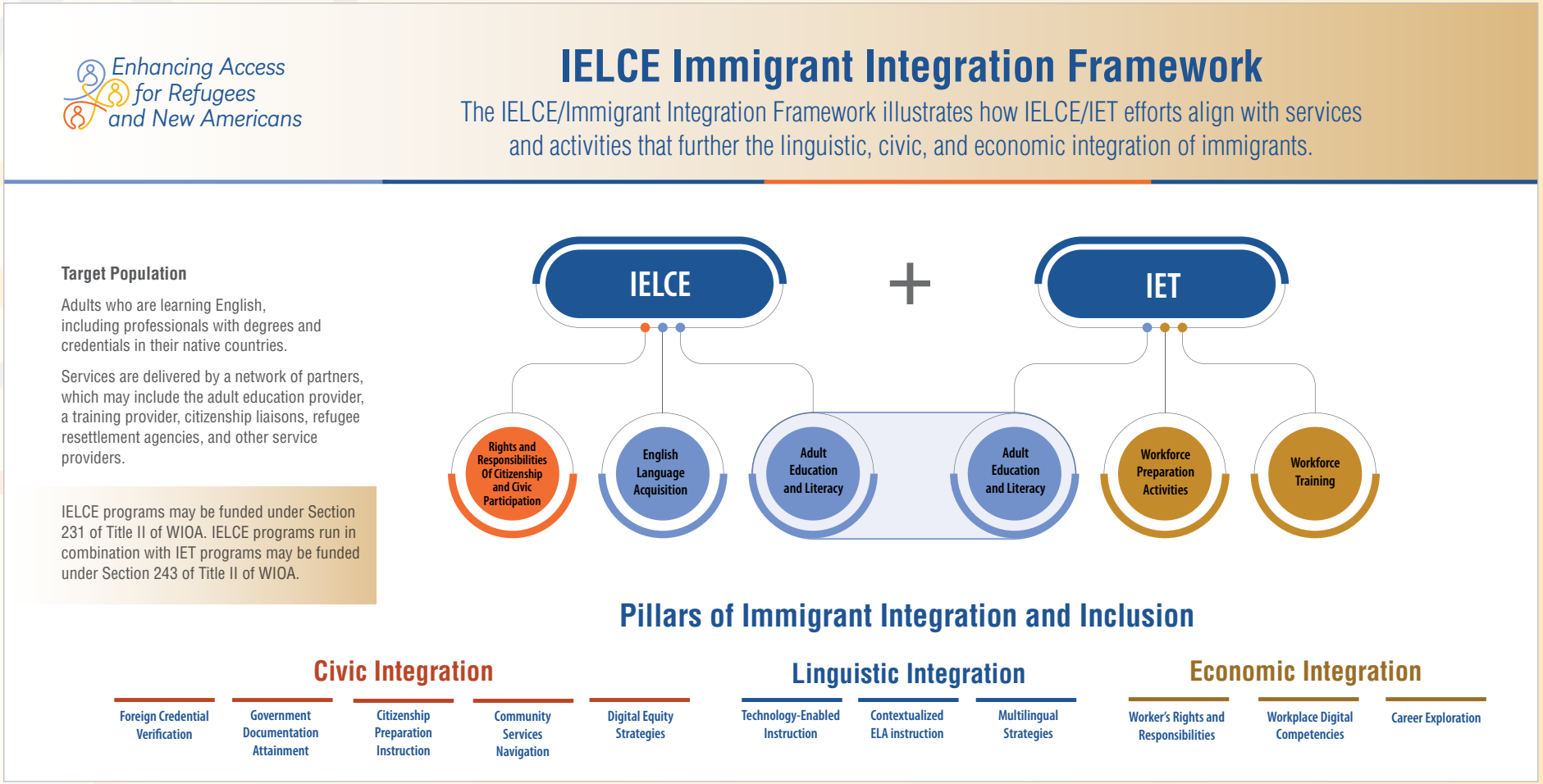
Figure 1. IELCE Overview

Eligible Population	Instructional Services	Objectives
- English learners who are adults, including professionals with degrees and credentials in their native countries See *Eligible Participants (§463.70)*	- Education services shall include instruction in ◦ literacy, ◦ English language acquisition, and ◦ the rights and responsibilities of citizenship and civic participation, and ◦ may include workforce training. See *English Language Acquisition* and *Civics §463.70* as described under *§463.33*	- To enable such adults to do the following: ◦ Achieve competence in the English language ◦ Acquire the basic and more-advanced skills needed to function effectively as parents, workers, and citizens in the United States See *Eligible Provider Requirements §463.73*

Workforce Innovation and Opportunity Act. Section 243. Integrated English Literacy and Civics Education

The IELCE Immigrant Integration Framework (Figure 2), developed by the Enhancing Access for Refugees and New Americans (EARN) project, illustrates the connections between IELCE programming and the civic, linguistic, and economic integration services that make up an immigrant integration approach.

Figure 2. IELCE Immigrant Integration Framework



Considerations for Using Online Resources in IELCE Contexts

Many online instructional resources focus on English language acquisition. For IELCE activities, though, resources should offer opportunities to integrate civics content into English language instruction and use an immigrant integration and inclusion approach. However, a single resource may not fully integrate the three components of IELCE instruction (English language acquisition, civics preparation, and adult education and literacy) and the three pillars of immigrant integration (economic, linguistic, and civic). Instead, online resources can serve as a supplement to fill a gap in or expand available materials for IELCE instructional activities.

After selecting an online resource, consider the following steps for integrating it into IELCE instruction:

- Review state distance learning policy to check whether the resource has been approved.
- Check whether the resource aligns with state instructional standards or competencies.
- Take steps to integrate the resource into instruction.
- Customize the resource to support immigrant integration and inclusion.

The following sections describe these steps and provide tips for using online resources to support IELCE instruction and immigrant integration and inclusion.

REVIEW STATE DISTANCE LEARNING POLICIES

Although this guide is intended for program administrators and instructors, state adult education administrators play a key role in supporting the use of online instruction for IELCE activities. State adult education agencies are required to develop distance learning policies that identify approved online curricula and an approach for how instructional hours are documented through the National Reporting System (NRS).[4] For example, for a program to count instructional hours using Access America or a similar online resource, the resource would need to be listed on the state's approved distance education curricula list.

[4] For more information, see the following reference: National Reporting System for Adult Education, "Adult Education Participants in Distance Education" (tip sheet, U.S. Department of Education, Washington, DC), accessed January 5, 2023, https://nrsweb.org/sites/default/files/DistanceEdTipSheet-508.pdf.

State Example: Texas' Approved List of Distance Curriculum

Texas Adult Education and Literacy maintains an Approved List of Distance Curriculum for Texas Adult Education. To be included on the list, vendors respond to a survey to provide information about the model for determining instructional hours, alignment of the curriculum to the state's literacy content standards, and reporting capabilities. A team of seven distance education leaders reviews the survey responses and determines approval according to a rubric that includes factors such as the ability to track time on task and mobile friendliness.

Other strategies for state administrators to support the use of online resources for IELCE programming include the following:

- Develop a process for communicating with local program administrators and instructors about approved IELCE distance learning curricula or materials.
- Support curriculum developers on the approval process to ensure that online IELCE resources align with the state's distance learning policy (see sidebar).

» Take Action: Check your state's distance learning policy to determine whether the selected online resource is on your state's approved distance learning list.

ENSURE ALIGNMENT WITH CIVIC COMPETENCIES AND WORKFORCE PREPARATION ACTIVITIES

Before selecting online curricula or materials for IELCE instruction, program administrators and instructors will want to align the learning objectives with state content standards for English literacy, civic competencies, and workforce preparation activities. More specifically, programs should consider whether the online materials address the required IELCE activities: the rights and responsibilities of citizenship and civic participation, English language acquisition, and adult education and literacy. This can be done, for example, by reviewing:

- scope and sequence documents,
- content outlines, or
- a standards alignment chart.

The scope and sequence chart for Access America, for example, shows how the course aligns to the following standards for guiding or assessing civics competencies and workforce preparation activities:[5]

[5] Workforce preparation activities are identified in WIOA as a required component of Integrated Education and Training (IET) programs. This brief on the Literacy Information and Communication System provides more information about workforce preparation activities: https://lincs.ed.gov/sites/default/files/TSTMWorkforcePrepBrief-508.pdf.

Understanding Instructional Delivery Models for Integrating Online Resources

Instructional delivery models consist of in-person and virtual learning strategies. The latter include fully online — or distance — learning and a combination of in-person and online — or hybrid/blended and HyFlex — learning. These terms are defined here with links to more information. Regardless of the instructional delivery model used, IELCE instruction must still substantively address all required components.

- **Distance learning** is defined by the National Reporting System as a "formal learning activity where students and instructors are separated by geography, time, or both for the majority of the instructional period."[7]
- **Hybrid or blending learning** is an instructional approach that includes in-person and virtual components.[8] The IDEAL Consortium's Distance Education and Blended Learning Handbook defines hybrid instruction as a model that "employ[s] both an online curriculum product and in-class teaching, but though the teacher is checking it, the assigned work that students complete online may not be directly aligned with what happens in the classroom."[9]
  - » The "flipped classroom" is one example of hybrid or blended learning. It is an approach in which students gain exposure to new materials outside of the class. Class time is then used for activities to support assimilating that knowledge through activities such as problem-solving and discussion.[10]
- **HyFlex learning** is synchronous instruction in which some learners are in the classroom and others participate virtually. According to the IDEAL Consortium, participants can select whether they want to participate in in-person or online learning and can shift between these learning environments.

- Civics competencies
  - » EL Civics and Immigrant Integration Indicators (i3), which are associated with the civic objectives and additional assessment plans (COAAPs) developed by the Comprehensive Adult Student Assessment System (CASAS) and widely used in California
  - » Texas Adult Education and Literacy Content Standards[6]
- Workforce preparation activities
  - » The Employability Skills Framework developed by the U.S. Department of Education

The scope and sequence chart is an example of how you can review and align your instructional tools to your state's preferred standards. A scope and sequence chart template is provided in Appendix A.

» Take Action: Make sure online resources align to your program's instructional units, textbooks, or state standards.

INTEGRATE ONLINE RESOURCES INTO IELCE INSTRUCTION

Along with deciding *which* online resources to use, steps should be taken to determine *how* the resources will be incorporated into the IELCE activity and what additional supports may be needed. These steps include the following:

Review IELCE instructional models.

There are different strategies for using online resources for delivering IELCE instruction depending on how and where the class will meet (see the "Understanding Instructional Delivery Models for Integrating Online Resources" sidebar).

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[6] Texas Workforce Commission, "Texas Adult Education and Literacy Content Standards v. 3" (Austin, TX, 2021), accessed December 22, 2022, https://tcall.tamu.edu/docs/Standards/Standards_FINAL_2021_Accessible-Full.pdf.

[7] National Reporting System for Adult Education, "Technical Assistance Guide for Performance Accountability under the Workforce Innovation and Opportunity Act" (guide, U.S. Department of Education, Washington, DC, 2021), accessed January 5, 2023, https://nrsweb.org/sites/default/files/NRS-TA-Mar2021-508.pdf.

[8] David J. Rosen and Carmine Stewart, "Blended Learning for the Adult Education Classroom" (guide, Essential Education), accessed January 5, 2023, http://app.essentialed.com/resources/blended-learning-teachers-guide-web.pdf.

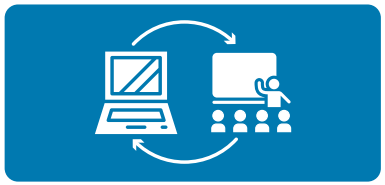
[9] Jen Vanek, Destiny Simpson, Jamie Harris, and Jeff Goumas. "IDEAL Distance Education and Blended Learning Handbook, 8th Edition" (EdTech Center @ World Education), accessed January 5, 2023, https://edtechbooks.org/ideal_dl_handbook.

[10] Cynthia J. Brame, "Flipping the Classroom" (guide, Vanderbilt University Center for Teaching, Nashville, TN, 2013), accessed December 22, 2022, https://cft.vanderbilt.edu/guides-sub-pages/flipping-the-classroom/.

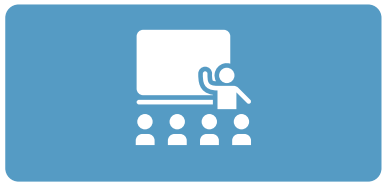
When selecting a delivery model, review the overall scope of a program's IELCE activities for opportunities to use online instructional materials and strategies. Also consider how the online resource aligns with the various IELCE components (English language acquisition, adult education and literacy, and the rights and responsibilities of citizenship and civic participation) and where the existing instructional model — whether online, hybrid, or in person — allows for the flexibility to integrate the resource (see Figure 3).

Figure 3. Instructional Delivery Models in Action

In a **distance learning model**, students use the online resource, such as a course, on their own, in a fully virtual environment.



In a **hybrid model**, such as a flipped classroom, students might review the online resource on their own, then participate in extension activities (e.g., small group discussion of new terms, role-play) during in-person class times.



In an **in-person model**, students might access the online resource on their own from a computer lab during class time or as a group using an instructor's computer or projected onto a screen and participate in other class activities to supplement the modules.

Ensure IELCE participants' readiness for engaging with online resources.

Regardless of the instructional model, learners must be prepared to use the online resource. First, learners need access to technology, such as a smartphone, tablet, or computer and the internet,[11] to view the resource, participate in virtual instruction, and complete assignments. Some resources may require access to more-sophisticated technology devices or software.

Second, consider the English language skills and vocabulary needed to use the online resource. Students might benefit from a review of needed or frequently used vocabulary terms before they engage with the resource.

[11] Data show that households with lower income and education levels have lower rates of access to home broadband. See the following reference: Pew Research Center, "Internet/Broadband Fact Sheet" (fact sheet, Washington, DC, 2021), accessed December 22, 2022, https://www.pewresearch.org/internet/fact-sheet/internet-broadband/#panel-e60540d5-6342-47eb-835d-21b1c0a5e37b.

An Instructor's Experience: Using the Access America Course to Supplement Classroom Instruction

By aligning course materials with an online resource, such as the Access America course, learners receive additional scaffolding and extension activities that focus on digital literacy, such as typing, audio recording, and using the internet.

Alisa Takeuchi, a beginning literacy English as a second language (ESL) teacher in California, uses the Access America course to supplement her instruction, which is largely organized around her core textbook. She aligns the Access America content to reflect the chapters in the book as another opportunity for her students to engage in and enhance their knowledge with familiar concepts and vocabulary. For example, in her textbook, there is a unit on health. In the Access America Scope and Sequence resource of the USA Learns teacher site, she uses Ctrl-F to find every place the word "health" appears in the document. From this search, Alisa can determine which units correlate to her book. In this example, Units 2.3, Dealing with Healthcare, 2.5, Emergencies, and 3.1, Eating Healthy, all have activities that can supplement the content in the textbook and provide challenging activities for extended learning. The units in Access America not only supplement the activities in the classroom textbook but also provide additional information to help students complete EL civics units (which relate to COAAP 46.4).

Finally, support should be provided to ensure that learners have the digital skills needed to navigate the technology. Digital skills are those that are needed to navigate and use technology in a changing environment, and they are critical to successfully navigating systems in the United States. WIOA defines digital literacy as "skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information"[12]; it can also include digital citizenship and the responsible use of technology. For more information on digital literacy, see Teaching Skills that Matter Digital Literacy and Digital Resilience in the American Workforce.

All of these readiness factors — access to technology, language preparation, and support for digital literacy — help address important equity considerations and ensure that learners are prepared to fully engage with the online resource.

Align the online resource with course materials.

Instructors should integrate online resources thoughtfully, in alignment with learning goals and objectives and at an appropriate pace. For example, instructors should consider the following: What content from the resource could be reinforced or delivered through group instruction or for small group discussion? How many units or activities in the resource will students complete on their own each week? How might instructors provide opportunities for students to reflect on and apply course content during classroom instruction?

See the sidebar for an example of how one instructor uses online resources to supplement classroom instruction.

Reinforce connections to immigrant integration and inclusion.

As instructors integrate online resources, they should look for and emphasize content related to the pillars of immigrant integration, even if the resource itself does not explicitly focus on economic, linguistic, or civic integration. Instructors can reflect on important questions about these connections:

[12] WIOA uses the definition of *digital literacy* from the Museum and Library Services Act of 2010 (Pub. L. No. 111-340).

An Instructor's Experience: Using the Access America Course to Support Civic Integration

Alisa Takeuchi also uses Access America to help students explore whether U.S. citizenship is a goal they wish to pursue. Alisa assigns her ESL students Unit 5.2, Rights and Responsibilities of Citizenship, in the Access America course, which introduces vocabulary that is used throughout the citizenship application process and materials, as well as other ways to become involved in their community. Alisa supports the Access America unit with teacher-led instruction that introduces vocabulary and U.S. government systems and prepares students for a classroom discussion on applying for citizenship. Students who are interested in pursuing citizenship are able to continue with the USA Learns freely available Citizenship online course.

An Instructor's Experience: Using the Access America Course to Support Economic Integration

Students in Alisa Takeuchi's class typically complete a needs assessment, which includes questions about their career interests. Alisa uses this information to assign healthcare-related units in the Access America course (e.g., Units 2.3, 2.5, and 3.1) to students who indicated an interest in healthcare. After students complete these units, Alisa meets with them to ascertain whether they are still interested in learning more about the healthcare field. If so, she refers them to the USA Learns freely available Skills for the Nursing Assistant online course, which provides advanced exploration of the healthcare field.

- What connections can be made from the resource to learners' experiences transitioning to U.S. society?
- What other community resources or partnerships could supplement classroom instruction to provide further support for immigrants?
- How can instructional activities prepare students for new opportunities for civic engagement, such as volunteering in the community?

See the next section for ideas about how to customize resources for the local community and to emphasize the connections between IELCE activities and immigrant integration and inclusion.

Take Action: Take the time to identify the instructional delivery model, prepare learners to use online resources, align the resources with course content and structure, and reinforce connections to immigrant integration and inclusion as you integrate online instructional resources into your overall IELCE instruction.

CUSTOMIZE RESOURCES TO SUPPORT IMMIGRANT INTEGRATION AND INCLUSION

No matter which online instructional resource is used in instruction, consider developing or customizing resources to support the linguistic, civic, and economic integration of ELs and immigrants. Additional resources or activities that are delivered in the classroom or online can support learner-centered instruction and provide the extra supports or practice learners need to integrate into their new communities.

Linguistic Integration

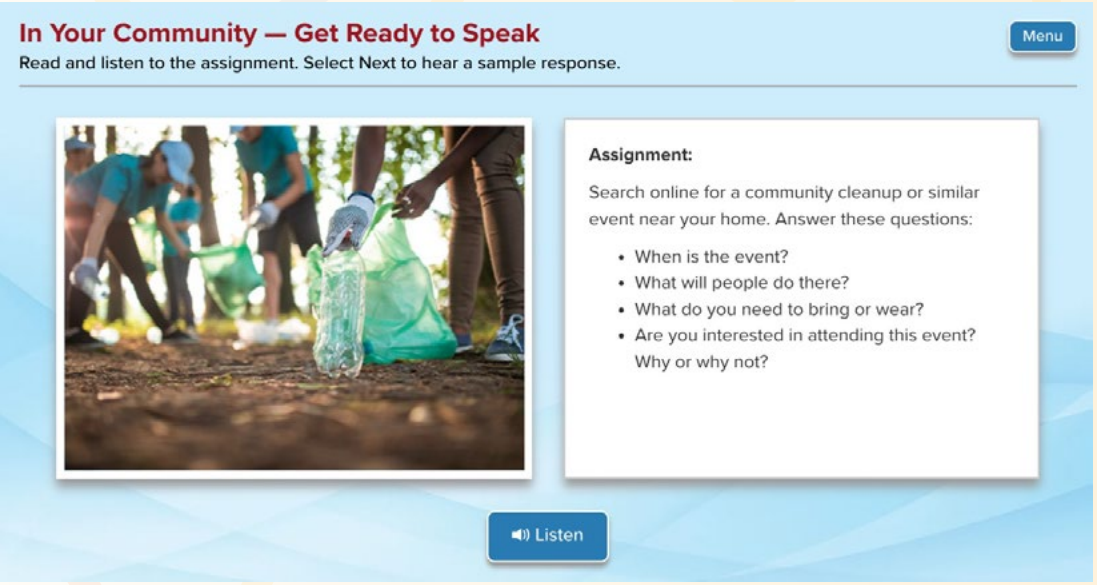
English language instruction is at the core of any IELCE activity, and whatever online instructional resource is selected should have a clear focus on language instruction. Additionally, instructors can apply strategies in their instruction to further strengthen language development, such as the following examples:

- **Include multilingual strategies**. Are there opportunities to include multilingual strategies, such as bringing in tutors or volunteers who speak the students' first language to provide

additional support? If the majority of students speak the same first language, are there opportunities to include first language instruction?

- **Highlight students' heritage and home countries.** Take the time to get to know your learners' background and experiences through activities such as intake interviews, office hours, conversation journals, trading voice memos, and having students share their experiences during class or bring in mementos, food, or other materials from their home country. Based on what you learn about students' background and experiences, are there opportunities to connect the online resource to their personal experiences?
- **Differentiate learners' needs.** Instructors can use online resources to support the individual needs of learners. For example, instructors can assign specific course units to help reinforce or introduce content to learners who may need further instruction or practice on a topic.

Figure 4. In Your Community — Taking Care of the Environment



Civic Integration

Instruction related to the rights and responsibilities of citizenship and civic participation is one of the required components of IELCE activities. This instruction can include activities that support civic integration or that help immigrants acclimate to their new community. Strategies for supporting civic integration can include these examples:

- **Tailor activities to the local community.** When using existing resources, instructors should consider how they can create other materials or classroom activities that are tailored for the local area or community. These materials or activities can provide additional opportunities to apply the online resource to the local context through in-person activities. For example, although the Access America course is set in a specific community, it includes "In Your Community" activities for each lesson. These activities ask participants to respond to a scenario prompt about their own communities, such as the one in Figure 4 about finding a local community cleanup event.

Instructors also can expand on these activities during classroom instruction or by developing other prompts that are specific to the local area or community. For example, students might be asked to expand on the idea of protecting the environment in the scenario shown in Figure 4 by researching local recycling procedures and locating recycling services. Or, for a lesson on public transportation, instructors could identify local landmarks and community resources (e.g., public agencies or services) and ask learners to describe how they would get there via public transportation. Instructors can also extend these activities outside of the classroom through field trips, volunteer opportunities, tours, and visiting guest speakers.

- **Build digital literacy and systems navigation skills.** Instructors also can use community lessons as an opportunity for classroom sharing about civics and to build digital literacy skills. For example, learners can discuss their community experiences in groups, conduct research and create a presentation, work together to create a local community resource book, or develop a digital bulletin board. Class discussions also offer an opportunity to help participants learn more about their new communities. Instructors can introduce them to community events like international festivals, farmer's markets, or festivals; landmarks like local parks or statues; and public services like the library by reviewing schedules, maps, and public transit routes, or even organizing field trips. Even in rural and remote settings, which may have few public transit options or opportunities to take field trips, students still need an understanding of available public services and spaces.
- **Support a welcoming community.** Communities that are welcoming enable, value, and leverage the contributions of all residents, including immigrants. Instructors can and should take advantage of opportunities to help the community learn more about new community members. For example, one digital literacy class provided in a university–school partnership for parents of ELs led to a parent presentation for school members (e.g., principal, ESL teacher) about multilingual digital resources that the parents had reviewed and how they supported their children in reading at home.[13]

[13] Silvia Noguerón-Liu, "Rethinking Digital Resources in Adult and Family Literacy: Immigrant Parents' Perspectives in a Digital Literacy Program," in *Contested Space of Teaching and Learning: Practitioner Ethnographies of Adult Education in the United States: Rethinking Digital Resources in Adult and Family Literacy,* ed. Janice Hurtig and Carolyn Chernoff (Lanham, MD: Lexington Books, 2020), 27–48.

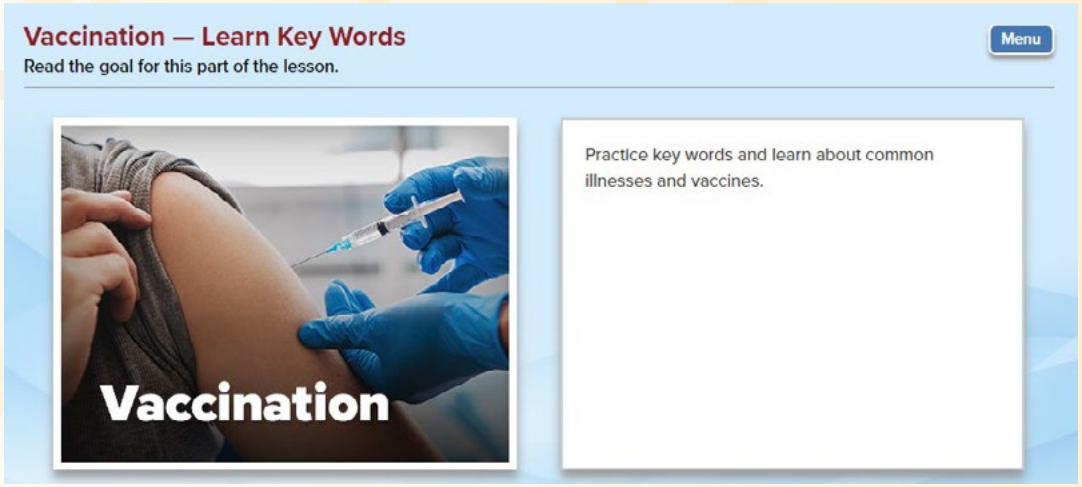
Economic Integration

IELCE activities may be delivered in combination with IET programs. IET programs provide contextualized workforce training, adult education and literacy or English language acquisition, and workforce preparation activities. The following is a major way of using IELCE to promote economic integration:

- **Design IELCE activities to prepare learners for IET programs.** IELCE activities can be connected to specific IET programs or occupational sectors.[14] In those cases, consider building in activities and resources that prepare learners for the IET program. For example, if IELCE activities act as a bridge to healthcare IET programs, additional time or activities could be spent developing follow-up materials that further explore healthcare topics or vocabulary. For example, as shown in Figure 5, the Access America course has content related to healthcare that could serve as a starting point for further activities or for discussing opportunities for learning more about careers in healthcare.

» Take Action: Tailor or expand online instructional resources to help meet learners' specific linguistic, civic, and economic integration needs and help them acclimate to and succeed in the local community.

Figure 5. Access America Example



[14] Explore "Enhancing Access: Using Bridge Strategies to Connect IELCE Activities to IET Programs" for more information about how states, regions, and programs are using bridge strategies to prepare learners in IELCE activities for IET programs. This EARN resource is available through LINCS: https://lincs.ed.gov/sites/default/files/EARNBridgeSpotlight.pdf.

NEXT STEPS AND RESOURCES

NEXT STEPS

Using online instructional resources for IELCE activities can help increase flexibility in instructional delivery, support learners in strengthening digital literacy skills, and connect to immigrant integration and inclusion outcomes/goals. As noted in this guide, many available online resources address different aspects of IELCE activities and the pillars of immigrant integration. However, there may not be one single resource that meets the needs of all learners in your program. Therefore, instructors should consider how an online resource might complement or expand existing activities within the overall scope of the IELCE program.

Regardless of the actual resource, these tips can help instructors integrate online materials into IELCE instruction:

- Use resources approved by state distance learning policies.
- Determine areas of alignment between the resource's content and state instructional standards or competencies.
- Prepare to use the resource by identifying the appropriate delivery model, ensuring access to technology and support for digital literacy, building the resource into the course content and schedule, and making connections to immigrant services and resources available in the local community.
- Customize the resource to support immigrants' economic, civic, and linguistic integration.

For more information about immigrant integration and inclusion, check out other resources developed by the EARN project. These and other resources can be found at https://lincs.ed.gov/state-resources/federal-initiatives/refugeesandnewamericans.

RESOURCES

The following resources may be helpful in exploring the use of online instructional resources to support IELCE instruction.

Resources to Support Online Instruction

IDEAL Consortium. Distance Education Program Development Checklist. EdTech Center @ World Education.

This checklist can be used by adult education programs and instructors who are looking to develop or refine distance education programs.

U.S. Department of Education, Office of Educational Technology. Teacher Digital Learning Guide.

This guide provides resources and recommendations to support teacher implementation of digital learning.

Jen Vanek, Destiny Simpson, Jamie Harris, and Jeff Goumas. IDEAL Distance Education and Blended Learning Handbook, 8th Edition. EdTech Center @ World Education.

This handbook provides overall how-to material and examples for developing and implementing distance and blended instruction. For a quick summary, review Appendix B: Tips for Teaching Distance or Blended Learning.

California EL Civics Exchange

The Exchange, a joint project between CASAS, Outreach and Technical Assistance Network, and the California Department of Education, is a repository for original instructional materials that can be used to teach civics content to ELs.

California Digital Learning Integration and Standards Guidance

The guidance provides strategies to build California educator capacity and system capacity.

Teaching Skills That Matter in Adult Education

The Office of Career, Technical, and Adult Education's Teaching Skills That Matter project includes instructional resources in civics and digital literacy.

Standards and Frameworks for Measuring Civics

California Civic Participation and IELCE. CASAS.

These resources include pre-approved civic objectives and additional assessment plans as well as resources to support implementation.

Texas Adult Education and Literacy Content Standards v. 3. Texas Workforce Commission.

These instructional standards include citizen/community member content standards.

Resources for Immigrant Integration and Inclusion

Citizenship Resource Center. U.S. Citizenship and Immigration Services.

The Citizenship Resource Center hosts a range of resources to support immigrants, educators, and program administrators in preparing for and obtaining U.S. citizenship.

ALLIES Immigrant Integration Framework

The framework provides a broader set of goals and associated metrics to record an immigrant's progress more accurately.

USA Learns — Access America Course
Scope and Sequence

Appendix A. Scope and Sequence Template

Unit	Conversation	Topics	Digital Literacy	Grammar	Community	Add the standard(s) from your state's content standards that align to each topic.
Unit 1: New Beginnings: The Honeymoon Phase						
1.1 A New Community	Elena talks to a customer service agent	» Places in the community » Community services » Using the library **CULTURE TIP/READING:** U.S. names	Using public Wi-Fi	» *Can* and *can't* » Prepositions for time and day	Research and share information about a store in the local community	
1.2 Getting Around Town	Diego asks for directions to the library	» Using public transportation » Understanding traffic signs and safety **CULTURE TIP/READING:** How to be polite on U.S. public transportation	Planning a route with Google maps	Present tense statements; questions and short answers with *be*	Research and explain how to get to a place in the local community on public transportation	
1.3 Managing Your Money	Elena opens a bank account	» Choosing a bank » Making a budget » Taxes **CULTURE TIP/READING:** Money is a personal topic	Online security — keeping your financial information safe	» Simple present *yes/no* questions and short answers » Statements and questions with "would like"	Research and share information about a local financial institution	
1.4 Finding a Job	Elena interviews for a job	» Understanding job ads » Going on job interviews » Creating a resume **CULTURE TIP/READING:** U.S. body language	Searching for a job online	» Present continuous verbs » Adjectives to adverbs	Research and describe a job of interest	
1.5 Getting Child Care	Diego talks to a preschool teacher	» Child care in the U.S. » The benefits of preschool **CULTURE TIP/READING:** A child care center discipline policy	Looking for child care online	» *have to/don't have to/must/must not*	Research and share information about a local child care provider	
1.6 Unit Test						

USA Learns — Access America Course
Scope and Sequence *(continued)*

Unit	Conversation	Topics	Digital Literacy	Grammar	Community	Add the standard(s) from your state's content standards that align to each topic.
Unit 2: Facing Challenges: The Culture Shock Phase						
2.1 Finding a Home	Elena and Diego talk to an apartment manager	» Renting an apartment » Renters' rights » Home repairs » Shopping for household goods	Finding a home online	» Questions with *how often* » Frequency adverbs and expressions	Research and describe an available housing unit	
2.2 Getting Started at School	Elena registers Rudy for elementary school	» U.S. schools » Starting school » Registering a child for school **CULTURE TIP/READING:** Classroom expectations in U.S. schools	Technology skills (basic skills required in school)	Introduction to phrasal verbs	Research and share information about a local school	
2.3 Dealing with Healthcare	Diego makes a medical appointment for Rudy	» Vaccinations » Dental care **CULTURE TIP/READING:** Health insurance in the U.S.	Avoiding inaccurate health information online	Promises with *will*	Research and share information about a local healthcare provider	
2.4 Communicating with the School	Elena reports Rudy's absence from school	» School attendance » Communicating with the school **CULTURE TIP/READING:** Getting involved with children's schools	Using a school website	*Going to* future	Research and share information about a local parent-teacher organization	
2.5 Emergencies and Natural Disasters	Diego talks to a friend who had an accident	» Calling 911 » Non-emergencies » Preparing for natural disasters	Cell phone and emergency alert systems	Past tense of *be*	Research and share information about natural disasters that happen locally and how to prepare for them	
2.6 Unit Test						

USA Learns — Access America Course
Scope and Sequence *(continued)*

Unit	Conversation	Topics	Digital Literacy	Grammar	Community	Add the standard(s) from your state's content standards that align to each topic.
Unit 3: Taking Control: The Coping Phase						
3.1 Healthy Eating	Elena tells a friend how to make pupusas	» Food groups » A healthy breakfast **CULTURE TIP/READING:** A recipe	Finding health/nutrition information on the internet/apps	Count/non-count nouns, *Many/much/a lot of*	Research and share information about a local place to buy healthy food	
3.2 Safety	Diego reports a safety problem at work	» Workplace safety » Handwashing » Safety at home **CULTURE TIP/READING:** Workers' Compensation Insurance	Passwords and backups	*Should/shouldn't*	Identify safety features and possible safety problems at home, at work, and in the community	
3.3 Job Skills	Elena deals with a difficult customer	» Hard skills » Soft skills **CULTURE TIP/READING:** Behavior that employers expect	Cell phones at work	Regular past tense verbs	Research and explain hard and soft skill requirements of a job of interest	
3.4 Building Good Credit	Diego disputes a credit card charge	» Making minimum payments » Payday lenders **CULTURE TIP/READING:** Building good credit	Credit scores and reports	Connecting words *but, so, and, or*	Research and share information about a credit card offer	
3.5 Driving	Elena talks to a car seller	» Getting a driver's license » Dealing with a traffic stop **CULTURE TIP/READING:** Car insurance	Using the DMV site	Irregular past-tense verbs	Research and share information about a used car that is for sale nearby	
3.6 Unit Test						

USA Learns — Access America Course
Scope and Sequence *(continued)*

Unit	Conversation	Topics	Digital Literacy	Grammar	Community	Add the standard(s) from your state's content standards that align to each topic.
Unit 4: Becoming Part of the Community: The Adapting Phase						
4.1 Taking Care of the Environment	Diego talks to a neighbor about neighborhood cleanup	» Reducing and reusing » Recycling **CULTURE TIP/READING:** Tap water in the U.S.	Searching for information online	Past tense questions and negative statements	Research and share information about a community cleanup or similar event nearby	
4.2 Choosing a Path	Elena talks to a career counselor	» Diplomas, degrees, and licenses » Choosing a career **CULTURE TIP/READING:** Career tests	Researching careers online	Sentences with *before* and *after*	Research and share information about career services that are available nearby	
4.3 Interviews and Promotions	Diego talks about getting a promotion	» Answering job interview questions 1. Tell me about yourself » Answering job interview questions 2. Teamwork skills **CULTURE TIP/READING:** Getting a raise	Writing a resume	Adjectives + infinitives (*be happy to*)	Find and discuss employee reviews of a local employer	
4.4 Achieving Goals	Elena talks to a college advisor	» SMART goals » Time management **CULTURE TIP/READING:** Today's college students (adults returning to school)	Ways to avoid digital distractions	Preposition + gerund	Find and describe a good place to study in the local community	
4.5 Unit Test						

USA Learns — Access America Course
Scope and Sequence *(continued)*

Unit	Conversation	Topics	Digital Literacy	Grammar	Community	Add the standard(s) from your state's content standards that align to each topic.
Unit 5: Settling In: Full Integration						
5.1 Getting Involved	Elena goes to a parent event, talks about volunteering	» Volunteering » Enrichment classes **CULTURE TIP/READING:** Community gardens	Online classes and meetings	Present perfect	Research and share information about a volunteer opportunity nearby	
5.2 Rights and Responsibilities	Diego talks to neighbor about Neighborhood Watch	» U.S. laws » Getting legal help **CULTURE TIP/READING:** Facts about immigration in the U.S.	Online resources for becoming a citizen	Comparative adjectives	Research and share information about a place to get legal help or help preparing for citizenship	
5.3 Expanding Horizons	Blanca talks about plans for college	» Planning for college » STEM careers **CULTURE TIP/READING:** Starting a business in the U.S.	Managing your online reputation	Past continuous	Research and share information about a place that can help you achieve your goals	
5.4 Seeing the Country	Diego, Elena, and Blanca talk about vacation plans	» Famous places in the U.S. » The national parks **CULTURE TIP/READING:** U.S. history and government	Reading customer reviews	Superlatives	Research and share information about a place in the U.S. that you would like to visit	
5.5 Unit Test						