California EL Civics Basics:
Understanding, Implementing, and Revising COAAPs

Presented by

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Goals and Objectives

- At the end of this session participants will be able to:
  - Select Civic Objectives and Additional Assessment Plans (COAAPS).
  - Implement COAAP Instruction and Assessment at your agency.
  - Identify the important aspects of developing Integrated EL Civics (IELCE 243).

California EL Civics System Review: Civic Participation and IELCE

California EL Civics
Civic Participation and IELCE

- Based on a system of:
  - **Civic Objectives** (CO) - general competencies that help students access their community.
    - Employment: CO 33 - Identify and access employment and training resources to obtain and keep a job.
  - There are 59 Civic Objectives
  - 1-54 and 70 -75 (# 41 is deleted)
  - All 59 Civic Objectives can be used for 231 funding.
  - 29 of the 59 have been designated for 243 funding
    - These are related to workforce preparation and workforce training outcomes.
  - See [231 and 243 Funded Civic Objectives](#) list

Understanding Pre-Approved COAAPs

- **Civic Objectives are in 7 areas:**
  - Consumer Economics
  - Community Resources
  - Health
  - Employment
  - Government and Law
  - Transition
  - Workforce Training

Sample Civic Objectives

- **Sample Civic Objectives**
  - **<u>Consumer Economics:</u>** CO 2 - Access community or commercial agencies to resolve a consumer complaint.

  - **<u>Health:</u>** CO 26 – Identify/access free or low-cost medical, dental, and other health care services/insurance.

  - **<u>Government and Law:</u>** CO 45 - Identify features of the legal system including individual rights, laws, and ordinances as well as procedures for obtaining legal help

  - **<u>Transition:</u>** CO 52 - Research, identify and utilize soft skills (Personal Qualities, Customer Care Skills, Leadership Skills) necessary to succeed in post-secondary education, training and employment.

  - **<u>Workplace Training:</u>** CO 70 - Demonstrate the language and literacy skills necessary to effectively participate in workforce training in early childhood education.

California EL Civics
Civic Participation and IELCE

- Based on a system of:
  - **Civic Objectives and Additional Assessment Plans** (COAAPs) - A COAAP is a plan for a performance-based assessment.
    - Complete a job application
    - Demonstrate successful job interview techniques
- **COAAPs**
  - There are multiple COAAPS for each Civic Objective.
  - There are 164 COAAPs in total.
  - Preview Pre-Approved COAAPs at:
    - [Pre-Approved Additional Assessment Plan](#) List

California EL Civics: COAAP Selection

California EL Civics
Civic Participation and IELCE Requirements

I. **Develop and Administer a School Community Student Needs Assessment**
- Complete a summary form

II. **Select Civic Objectives and Additional Assessment Plans (COAAPs)**

III. **Develop/Borrow Additional Assessments**

IV. **Plan and Offer Instruction**

V. **Administer Additional Assessments**

VI. **CASAS Pre and Post Testing**

VII. **For IELCE 243 only: Complete a Report (CIP)**

California EL Civics
Civic Participation and IELCE Requirements

I. Develop and Administer a School Community Student Needs Assessment

Successful programs continually assess the needs, interests, and language skills of their learners by conducting ongoing needs assessments.

California EL Civics
Civic Participation and IELCE Requirements

II. Select Civic Objective and Additional Assessment Plans (COAAPs)

- Needs Assessment results inform the selection of COAAPs.
- COAAPs are plans for performance-based assessment of instruction
- Agencies use each plan (COAAP) to develop an assessment to give to learners after 30 hours of instruction in content specifically related to the COAAP.
- Agencies are required to select 3 -10 COAAPs
  - Agencies selecting fewer than 3 or more than 10 COAAPs must request permission from their CDE Regional Consultant.

COAAP Selection Process

- There are 3 COAAP Selection Options:
  - Option 1: Pre-approved COAAPs
  - Option 2: Revised COAAPs
  - Option 3: New COAAPs

- COAAPs must be selected on the [CASAS EL Civics Civic Participation and IELCE](#) Webpage

- After selection, COAAPs must be downloaded into TE. See [COAAP Download Instructions](#) on the CASAS EL Civics Civic Participation and IELCE Webpage

Option 1: Pre-Approved COAAPs

- There are multiple pre-approved assessment plans (COAAPs) for each Civic Objective (CO).

- Each COAAP is numbered.
  - The first number corresponds to the CO e.g. 1
  - The second number designates individual assessment plans related to the CO e.g. 1.4 & 1.5 are 2 assessment plans for CO 1.

- Each plan includes assessment tasks learners must complete to demonstrate what they have learned.

- Learners at each level must complete at least 2 tasks.
  - Portfolio assessments have more tasks.

Select Pre-Approved COAAPs

- Select COAAPs that most closely match the needs of your learners and your program.

- Consider the **Type** of Assessment related to the language skills required (Oral, Written, Role Play etc.) as well as the **Content.**

- For example in Civic Objective 9: *Locate and analyze preschool and childcare services:*

    - COAAP 9.3 includes written tasks:

        - *List Characteristics of Good Quality Childcare*

        - *Evaluate a Childcare Facility*

    - COAAP 9.4 includes oral and written tasks:

        - *Compare Childcare Facilities*

        - *Present an Oral Report on Childcare Agencies*

- **Civic Objective 33:**
    - Identify and access employment and training resources needed to obtain and keep a job.

- **Language and Literacy Objectives** **(the focus of one or more lessons)
  - CO 33:
    - 1. Identify local employment opportunities and the skills, training, and education required for them.
    - 10. *Identify job titles, responsibilities, and places of work.
    - 16. Identify personal strengths, weaknesses, skills and past work experience.
- **Assessment Types**
  - Oral, written, role play, portfolio, observation checklist

Understanding Pre-Approved COAAPs continued

- **Assessment Tasks** - what students need to complete to show competency in a Civic Objective
  - **Number of Tasks** – 2-3 for most, 5+ for portfolios
  - **Task Descriptions**
    - Describe what student needs to do to complete task
    - Exact content of the task will be determined by each Agency
      - This is denoted by "such as…."
  - **Levels of students**
    - Beginning Low to Advanced (decided by multiple measures e.g. oral assessment, CASAS reading and/or listening level, writing assessment)
    - Note that some COAAPS and some Tasks are only for students at certain levels
  - **Points Possible** – highest score any one student can achieve

- **Task & Rubrics** – describe what a student needs to demonstrate in order to get a certain score

Description:	Identify Jobs and Job Duties The student will be presented with 5 pictures depicting various occupations and will respond to two questions from the examiner about each picture, such as: 1: What is the job/occupation? 2. What does this person do? (or What are the job duties/job responsibilities?)		
Points Possible:	10	**Level:**	Beginning Low - Beginning Low

Scoring Rubric	Points
Response is correct and comprehensible.	1
Response is incorrect or incomprehensible or there is no response.	0

Understanding Pre-Approved COAPs continued

- ## Rating Scale
  - Total Points Possible – highest points any one student can score
  - Points for each level – score a student needs to achieve in order to pass the assessment (There must be a minimum of a 4-point spread between levels.)

Rating Scale	
Total Points Possible:	34
Advanced:	30
Intermediate High:	26
Intermediate Low:	22
Beginning High:	15
Beginning Low:	11

- ## Rating Scales

COAAP 16.5

- Task 1 – Beginning Low – Advanced - Points Possible = 5
- Task 2 – Beginning Low – Advanced – Points Possible = 18
- Task 3 – Beginning Low – Advanced – Points Possible = 14

- 5 +18+14 = 37

- **Rating Scale** - Total Points Possible = 37
  - A = 33
  - IH = 29
  - IL = 24
  - BH = 20
  - BL = 15

Rating Scale: COAAP 16.5

- Task 1 – Beginning Low – Advanced - Points Possible = 5
- Task 2 – Beginning Low – Advanced – Points Possible = 18
- Task 3 – Beginning Low – Advanced – Points Possible = 14

- **Rating Scale** - Total Points Possible = 37
  - A = 33 (90% of the total possible points)
  - IH = 29 (80% of the total possible points)
  - IL = 24 (70% of the total possible points – adjusted 1 point for 4 point spread)
  - BH = 20 (60 % of the total possible points for BH – 31-adjusted 1 pt. for 4 pt. spread)
  - BL = 15 (50 % of the total possible points for BL – 31)

- ## **Rating Scales** – continued
  - All COAAPS do not require ALL levels to do ALL tasks.
  - This will affect total points possible.

  ## COAAP 12.7 (not all levels do all tasks)
  - Task 1 – Beginning Low-Beginning High - Points Possible = 10
  - Task 2 – Beginning Low – Advanced - Points Possible = 13
  - Task 3 – Intermediate Low- Advanced – Points Possible = 20

  - Rating Scale - Total Points Possible = 33 (highest points any one student can get)
    - A = 29
    - IH = 25
    - IL = 21
    - BH = 15
    - BL = 11

Utilizing Option 1—
Check before Developing Additional Assessments

- Once Agencies have selected a COAAP, please do the following:
  - Check how instruction relates to the task(s).
  - Verify how many tasks are required for the assessment.
  - Make sure implementation of the tasks and use of the rubrics is fully understood.
  - Check the passing scores to make sure they are realistic for students in the agency.
  - Make sure that the assessment aligns with the needs expressed in the student needs survey and is appropriate for the levels of the students to be assessed.
  - If there are questions or concerns, consult with your Program Specialist.

- **Revisions to Pre-Approved COAAPS**
  - Some 2020-21 pre-approved COAAPs are revised for 2021-22
    - Agencies must use the 2022-22 version of a pre-approved COAAP (see Revisions List for more detail)
      - Go to the Civic Participation Webpage
      - Click on Revisions to COAAPs
  - View the Pre-Approved Additional Assessment Plan List
    - Go to the Civic Participation and IELCE Webpage
    - Click on Pre-Approved Additional Assessment Plan List

Civic Participation Deadlines for Submission for the Current Program Year

- **All Options – October 31**
  - At least one COAAP must be submitted.

- **Option 1 – April 30**
  - Last date to add, edit or delete Option 1 COAAPs.

- **Option 2 – April 30**
  - Last date to add, edit or delete Option 2 COAAPs.

- **Option 3 – January 31**
  - Last date to submit Option 3 COAAPs.
  - The CDE approval process may take up to 60 days.

Civic Participation and IELCE COAAP Selection

- The first time you enter the CASAS website to make your selections, you will see the previous years selections:

Selections for Rolling Hills Adult School

2019-2020 COAAP Selections	Form Number	Select	Remove
3.2 view the 2020-2021 version	003	◉	○
10.4 view the 2020-2021 version	010	◉	○
49.2 view the 2020-2021 version	049	◉	○
70.1 view the 2020-2021 version	070	◉	○
54.1 view the 2020-2021 version	054	◉	○
Cancel the Selection Process	Continue the Selection Process			

- Select what your agency had selected the previous year or remove those selections.
- When you continue the selection process, you will be able to add other COAAPs
- Be sure to select any Option 2 or 3 COAAPs each year.

California EL Civics: COAAP Assessment Development

I. Develop and Administer a School Community Student Needs Assessment

- Complete a summary form

II. Select Civic Objectives and Additional Assessment Plans (COAAPs)

III. Develop/Borrow Additional Assessments

IV. Plan and Offer Instruction

V. Administer Additional Assessments

VI. CASAS Pre and Post Testing

VII. For IELCE 243 only: Complete a Report (CIP)

Performance-based Assessment

- **Performance-based assessment:**

  - measures students' ability to **apply** the skills and knowledge learned from a unit or units of study.

  - challenges students to use their higher-order thinking skills to **create** a product or **complete** a process.

    (Chun, 2010)

Performance-based Additional Assessments

- **Additional Assessments (***other than standardized tests***):**
  - are performance-based
  - directly relate to the Civic Objective and Additional Assessment Plan (COAAP) selected.
  - assess how well a learner can interact with or access the community
  - are evaluated on an individual basis.
  - are administered after 30 hours of specific COAAP related instruction.
    - include tasks learners must perform in real life such as talking with a doctor and completing an insurance claim.
    - relate to instruction in topic and instruction type (oral, written, listening, reading).
  - Can be administered again after appropriate instruction if learner does not pass the assessment.

Additional Assessment Example

Task: Talk to a medical professional about an illness

- **Instruction:** Students learn 10 illnesses and their symptoms
- **Assessment: Role play**
  - Student selects 1 of 4, 3x5 cars
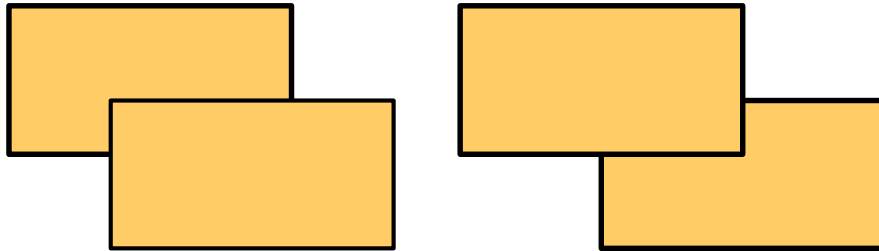
  - Selected card shows a disease e.g. influenza
  - Assessor asks: What's the matter?
  - Student responds about the selected illness

Create Assessment Materials

1. Create Assessment Materials
   - Write COAAP Assessment Tasks
     - What students need to do to complete task
     - Customize to student and community needs
   - Gather Assessment materials (pictures, charts, checklists, written instructions to students, etc.)
   - For Oral Assessment
     - Write Examiner's script for Oral Assessment
       - exactly what examiner will say during assessment including rules for repetition, clarification and rephrasing
       - expected student utterances
     - Create Score sheet with rubrics

Sample Score Sheet

EL Civics Objective #7 Assessment Scoring Sheet

Name of Student _____   Birth date_____

Name of Teacher _____   Site _____   CRN#_____

Possible Points = 40

Points needed to pass =
A - 34
IH - 30
IL - 26
BH- 12
BL - 7

Task One Points _____

Task Two Points _____

Total _____

Assessment results:

Pass   Not Pass

Task One Beginning Low – Advanced: Within a role-play, the learner will report an emergency or crime. The examiner will play the role of the police dispatcher. Pictures depicting emergency situations or crime scenes will be used as role-play prompts.

Sample Score Sheet continued

BL, BH, IL, IH, A	State Problem	0	1	2
BL, BH, IL, IH, A	Identify self upon request	0	1	2
BL, BH, IL, IH, A	**Spell last name**	0	1	2
BL, BH, IL, IH, A	**State location of incident**	0	1	2
	Answer questions about the victim or situation			
BL, BH, IL, IH, A	**Question # 1**	0	1	2
BH, IL, IH, A	**Question # 2**	0	1	2
BH, IL, IH, A	**Question # 3**	0	1	2
BH, IL, IH, A	**Question # 4**	0	1	2
IL, IH, A	**Question # 5**	0	1	2
IL, IH, A	**Question # 6**	0	1	2
IH, A	**Question #7**	0	1	2
IH,A	**Question #8**	0	1	2

Create Assessment Materials

- For Written Assessment

  The following <u>may not</u> be included in performance-based assessments:

  - True/False questions

  - Multiple choice questions

  - Fill-in questions (except for applications, etc.)

  - Matching

  - Text boxes which offer students possible answers to questions

Create Assessment Materials continued

2. Write detailed directions for assessors

- communicating with teacher (if not assessor) before and after assessment
- setting up of assessment environment
- paperwork following assessment

3. Offer training for assessirs to develop inter-rater reliability

- produce demonstration video to model

   oral assessment
- discuss/rate student samples of oral or written task

Borrow Assessment Materials

- Find an agency that is utilizing the same COAAP your agency has selected [COAAPS Selected by CA Agencies](#)

- Ask to borrow the assessment

- Evaluate the assessment
  - Quality
  - Matching your learners goals

- Adjust assessment as needed

- Keep assessment secure – high stakes

Implementing COAAP Assessments

- Who are assessors?
- Training of assessors
- Training of teachers
- Location and manner of testing
- Frequency of testing

- See *Implementing Performance Based Assessments* on the Civic Participation and IELCE Webpage for more detailed information.

California EL Civics: Instruction

California EL Civics
Civic Participation and IELCE Requirements

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- Complete a summary form

II. Select Civic Objectives and Additional Assessment Plans (COAAPs)

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IV. Plan and Offer Instruction

V. Administer Additional Assessments

VI. CASAS Pre and Post Testing

VII. For IELCE 243 only: Complete a Report (CIP)

Plan and Offer Instruction

- Civic Participation and IELCE instruction prepares
  - Beginning Low to Advanced level ESL learners
    - to access the community
    - participate in real or simulated communication and/or interactions.
    - complete the assessment tasks
    - learn information related to the Civic objective

- Literacy students can participate in instruction and assessment, but agencies will not receive payment points until the students score 180 or above on a CASAS test (score out of Literacy level).

Performance-Based Instruction

- includes all four language skills: listening, speaking, reading and writing

- focuses on task type: oral, written, role play, etc.

- Includes the language and literacy objectives listed in the COAAP. See [Pre-Approved Civic Objectives](#) list

- lasts at least 30 hours utilizing content specific to the selected COAAP

Align Assessment and Instruction

- Write/collect robust instructional materials for 30 hours of instruction that teach learners the content of the objective

- Instructional Materials must:

  - include all vocabulary that will appear in assessment tasks.

  - include plentiful and varied practice activities that prepare students for assessment.

  - Include more language and literacy objectives than those listed in the COAAP.
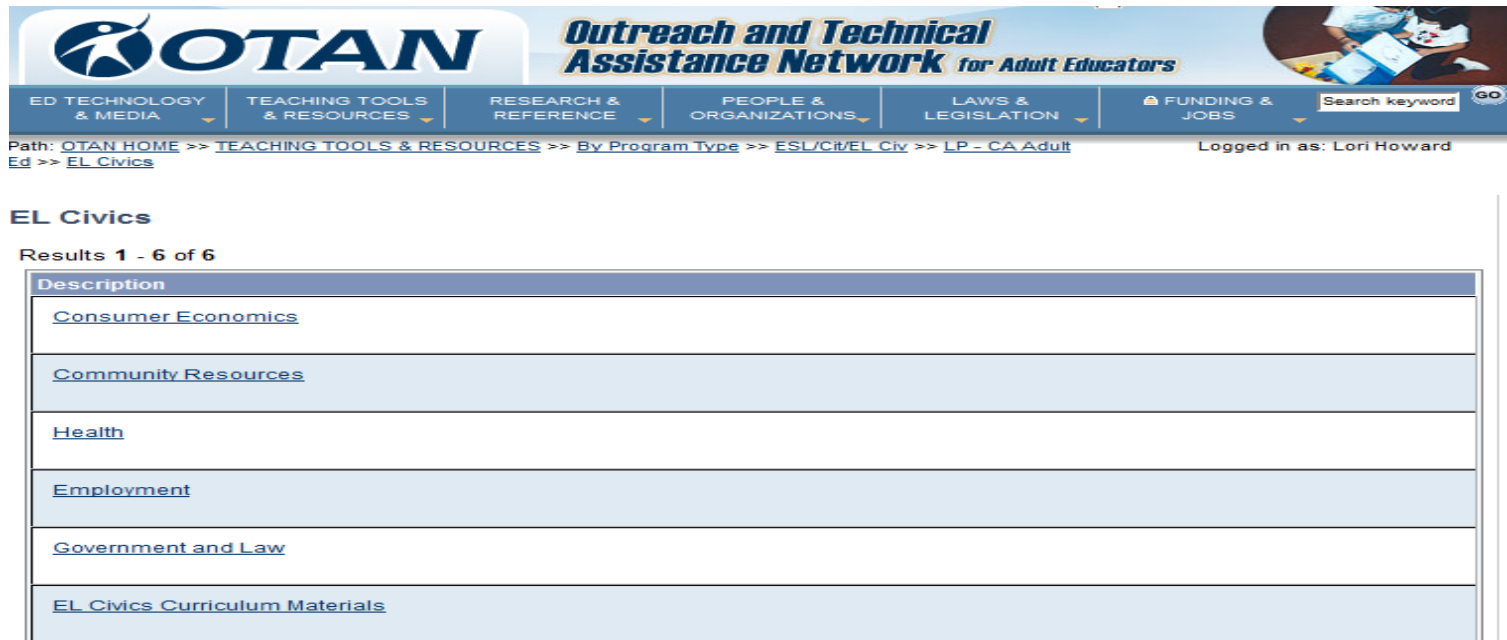
- Only 5 Language and Literacy Objectives are listed in COAAP 12.4 but there are many more to choose from for instruction in the Pre-Approved CO List:

Describe and access services offered at DMV and read, interpret and identify legal response to regulations, roadside signs, and traffic signals. EL Civics Focus Area(s): Civic Engagement Government	1. *Identify and interpret traffic lights, and signals. 2. *Identify and interpret regulatory and warning signs. 3. **Identify** requirements for driver licensing and other licensing information. 4. Discuss law enforcement penalties related to child safety seats, seat belt regulations, etc. 5. *Identify various types of vehicles for the purpose of reporting accidents. 6. *Identify basic car parts for the purpose of reporting accidents. 7. *Fill out an application for DMV identification or driver's license. 8. *Respond to a police officer when stopped for a traffic violation. 9. *Locate the nearest DMV **office and/or identify** the services **provided.** 10. Read and interpret written citations related to traffic or vehicle violations. 11. **Write** questions for a guest speaker **on** traffic safety **(e.g. traffic regulations, safe driving, road signs, child safety seats, seat belts, etc.).** 12. **Listen to a speaker and/or participate in a discussion about traffic safety by asking questions and taking notes on the information provided.**

EL Civics Instructional Resources

- EL Civics Lesson Plans – http://www.otan.us/members/index.cfm?fuseaction=browse&catid=10792

The EL Civics Exchange

- Repository for original EL Civics instructional materials created by California WIOA, Title II: AEFLA/EL Civics agencies
  - Serve as a model of excellent materials
  - Assist agencies in offering varied EL Civics instruction
- A joint project between CASAS and OTAN, funded by the California Department of Education
- Access materials at elcivics.otan.us
- California WIOA II Agencies can submit materials after July 1, 2021

California EL Civics: Revising COAAPs

Option 2 COAAPs: Revised COAAPS

- Agencies can revise approved or pre-approved COAAPS to meet the needs of their students.
  - Select tasks from various pre-approved objectives or
  - Write new tasks to meet students' needs
  - take care to ensure resulting COAAP challenges students at all levels.
- Agency writes a brief description of the proposed revisions and submits it to ELCivics@casas.org
- Once proposal is approved, agency writes or revises tasks to make a revised COAAP with assistance from CASAS EL Civics staff.
- Agency submits revised COAAP in to Option 2 on the EL Civics COAAP Selection webpage

Note: Option 2 COAAPs must be selected each year to keep them active in the system.

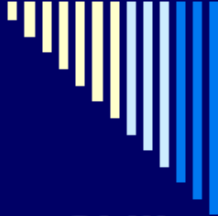# Option 3: New COAAPs

- Agencies can write new COAAPS to meet a student need not covered in the pre-approved COAAPS.
  - New COAAPs must meet students' needs not covered in list of 59 Civic Objectives.
- Agency writes a brief description of the proposed new COAAP and submits it to ELCivics@casas.org
- Once proposal is approved, agency writes or revises tasks to make a revised COAAP with assistance from CASAS EL Civics staff.
- Agency writes new Civic Objective, Language and Literacy Objectives, Tasks and Rating Scale with assistance from CASAS EL Civics staff.
- Agency submits revised COAAP in to Option 3 on the [EL Civics COAAP Selection](#) webpage

Note: Option 3 COAAPs must be selected each year to keep them active in the system.

Option 2 and 3 COAAPS

- Important Note:
  - Agencies that submitted an Option 2 or 3 COAAP previously may use the same COAAP(s) in 2020-21.
    - Select Option 2 & 3 COAAPs every year to keep in system, whether or not you use in current year
    - If this means your agency must select more than 10 COAAPs, ask permission of your CDE Regional Consultant

Revising COAAPs for IELCE Instruction 2021-22

- Link EL Civics instruction/assessment to career pathways by including instruction and assessment tasks that directly relate to training or employment:
  - Add/replace tasks in existing COAAPS.
  - Write new COAAPS that directly relate to training

The I-BEST Model, VESL for Personal Care Assistants/Caregivers, Donna Price, SDCCD

Curriculum

Skills

- ☐ Infection control
  - ▪ Hand washing
- ☐ Interpersonal skills
- ☐ Use good body mechanics
  - ▪ Lifting
  - ▪ Wheelchair positioning
  - ▪ Transferring
- ☐ Take vital signs

Language

- ☐ Sequencing – first, second, third…
- ☐ Infinitives – want to, need to
- ☐ Offer advice, assistance
- ☐ Past was/were
- ☐ Negative past, requests
- ☐ Irregular past
- ☐ Record temperature

https://www.quia.com/files/quia/users/donnapm/I-BEST_SDCCD_TESOL2011DPrice.pdf

Example Civic Participation Plan

Example Civic Participation Plan for Personal Care Assistant Course (260 hours)

- Write three 243 designated COAAPs that coincide with Personal Care Assistant VESL Instruction:

  - Include content from 30 hours of instruction for each.

  - Write tasks and assessments.

  - Pay for instruction with payment points from 243 funds.

Example COAAPs

Example COAAPs for Personal Care Aid Course:

- **Infection Control –** identify, demonstrate, communicate about and utilize strategies to control infection

  - Task 1 – Demonstrate, describe orally and/or write about handwashing techniques and other infection control strategies

  - Task 2 – Report to a supervisor about steps taken to control infection (Role Play)

Example COAAPs for Personal Care Aid Course:

- **Use Good Body Mechanics -**identify, demonstrate, communicate about and utilize good body mechanics

    - Task 1 – Demonstrate, describe orally and/or write about the use of good body mechanics while lifting, transferring and positioning wheelchairs

    - Task 2 – Communicate effectively with patients before, during and after, lifting, transferring or positioning wheelchairs (Role Play)

Example COAAPS continued

Example COAAPs for Personal Care Aid Course:

- **Take Vital Signs -** identify, demonstrate, communicate about and utilize strategies for taking vital signs

  - Task 1 - Demonstrate, describe orally and/or write about how to effectively take vital signs and chart them

  - Task 2 – Communicate effectively with patients before, during and after taking vital signs (Role Play)

IELCE Workforce Training Related Civic Objectives

- Demonstrate the language and literacy skills necessary to effectively participate in workforce training and work in
  - 70 - **Early Childhood Education**
  - 71 - **Health Care**
  - 72 - **Building and Construction Trades.**
  - 73 - **Information and Communication Technologies**
  - 74 - **Manufacturing and Product Development**
  - 75 – **Business and Finance**

California EL Civics: Data Collection and Submission

Payment Points

- EL Civics System is Pay for Performance
- Learners can earn payment points for their agency for up to 6 assessments per year
  - 3 from 231 Funds
  - 3 from 243 Funds

  (See [231 and 243 Funded Civic Objectives](#) list
- EL Civics payment points earned on condition of taking CASAS pre/post test

Record Keeping

- Agencies need to keep one folder for each EL Civics class (not individual student) that contains:
  - the assessment.
  - the criteria that the teacher used to score the students.
  - the score sheets and samples of student work for at least one pass and one not pass.

- These need to be kept for three years plus the current year for auditing purposes, unless an agency knows that they will be the subject of an ongoing audit, in which case they must keep records for 5 years.

- See CDE Management Bulletin 06-03 at https://www.cde.ca.gov/sp/ae/ir/mb0603.asp for additional information related to saving and archiving documents.

Submitting Data – Download COAAP Numbers

- One your agency has selected COAAPs, the COAAP numbers must be downloaded into TOPSpro.

- Follow the instructions for downloading which can be found on the EL Civics Civic Participation web page at www.casas.org.

- You must be logged into the website as Primary or ELC Primary.

California Civic Participation

Civic Objectives and Additional Assessment Plans

- Pre-approved Additional Assessment Plan List
- Select Civic Objectives & Additional Assessment Plans (COAAPs)
- Your Agency's civic objectives and AAP selections / Download COAAPs
- COAAPs Selected by California Agencies

Download COAAPs continued

- Go to View Your Agencies Current Selections

Add, Edit, or Delete Selections | Current Selections — Full Details | Download COAAPs for Import to TOPSpro | View Last Year's Selections

Selections for Rolling Hills Adult School

Civic Obj #	Civic Objective	AAP #	Date Submitted	Approval Status
1	Identify, evaluate, and compare financial service options in the community such as banks, credit unions, check-cashing services, and credit cards.	1.4	7/19/11	Approved
6	Identify basic housing issues, including home maintenance problems tenant rights and responsibilities. Advocate for solutions.	6.3	7/19/11	Approved
18	Access services in the community available to senior citizens. (This objective has only 2 AAPs)	18.4	7/29/11	Approved

- Go to Download COAAPs for import to TOPSpro and follow instructions

Click here to download the assessments for **Rolling Hills Adult School**

When the system asks whether you would like to Open the file or Save As, choose Save As and browse to the desktop of your computer.

Save the file to your desktop

Open TOPSpro

Submitting Data – Form Numbers

Once students have completed the assessment, create a Test Record and input the form number

- Each form must contain a three-digit number, followed by the letter "C" (as in "civics").

COAAP Number		Form Number
1.4	=	014C
28.4	=	284C
34.7	=	347C
70.3	=	703C

- COAAPs that have been revised or created for your agency specifically and numbered with only the Civic Objective number e.g. 33 also have a change in form number. The form number for this type of COAAP was formerly 033C but will now change to 330CX.

Submitting Data – Form Numbers continued

If students have completed **multiple assessments in one Civic Objective**, the form numbers will be as follows:

- **Option 1**: Pre-approved (multiply by 10)
  - 70.1 = 701C
  - 70.2 = 702C
  - 70.3 = 703C

- **Option 2**: Revised
  - 70 (first) = 701CX
  - 70 (second) = 702CX
  - 70 (third) = 703CX

- **For students who completed both Pre-approved & Revised**
  - 70   = 701CX   (revised)
  - 70.1 = 701C   (pre-approved)
  - 70.2 = 702C   (pre-approved)

Designating EL Civics Classes in TE

- If a Civic Participation Class will give instruction in both 231 and 243 designated Civic Objectives set up 2 classes in TE.

- In the Focus Area select one:
  - Citizenship Preparation (231)
  - Civic Participation (231)
  - IELCE (243)

- Be sure to mark "ESL/ELL" for Instructional Program

Designating EL Civics Classes: IELCE FAQ

- **How are classes set up to teach 231 or 243 Civic Objectives?**

  A different class must be set up to teach each differently funded type of Civic Objective, either 231 or 243.

  - For example, an agency has planned a class for intermediate level learners M-Th 9am-12pm for the Fall Semester of 2020-21.

  - This agency wants to teach one 231 funded Civic Objective and one 243 funded Civic Objective during the Fall Semester. This can be accomplished in two ways: (see next 2 slides for examples)

IELCE FAQ continued

- **How are classes set up to teach 231 or 243 Civic Objectives?**

- **Example 1:**

  - Set up one class from 9-10:30am M-TH designated as 231 funded in TE (see FAQ #4) and teach the 30 hours of the 231 funded Civic Objective and assess it during that time period in the semester.

  - Then set up another class from 10:30am-12:00pm M-Th and designate this class as 243 funded in TE (see FAQ #4). Teach the 30 hours of the 243 funded Civic Objective and assess it during that time period in the semester.

IELCE FAQ continued

- **How are classes set up to teach 231 or 243 Civic Objectives?**

- **Example 2:**
  - Split the class into two 8-10 week quarters. Set up one class from 9am-12pm M-TH for the first "quarter" designated as 231 funded in TE (see FAQ #4) and teach the 30 hours of the 231 funded Civic Objective and assess it during that quarter.

  - Then set up another class from 9am-12pm M-TH for the second "quarter" and designate this class as 243 funded in TE (see FAQ #4). Teach the 243 funded Civic Objective and assess it during this time period in the quarter.

Manually Entering Students' Additional Assessments in TE

1. Go to Organization/Class/Class Instances.

2. Double-click on the class where you want to add Additional Assessments.

3. In the Navigator bar, click on Tests. All the tests in that class will show.

4. Click on New.

California EL Civics: Resources

CA EL Civics Information

Find all the information you need on the
[California Civic Participation and IELCE](#) webpage at www.casas.org
Webinars
- CASAS Website Basics for EL Civics
- EL Civics Basics: Civic Participation and IELCE Requirements
- Planning and Implementing a New IET/IELCE Program
- EL Civics COAAPs Remote Testing Training Webinar
- EL Civics Basics: Citizenship Preparation

Documents
- Civic Participation and IELCE FAQs

Meetings
- EL Civics Network Meetings
  - Held Monthly
  - Get on the Mailing list at ELCivics@casas.org
  - Register at www.CAAdultEdTraining.org
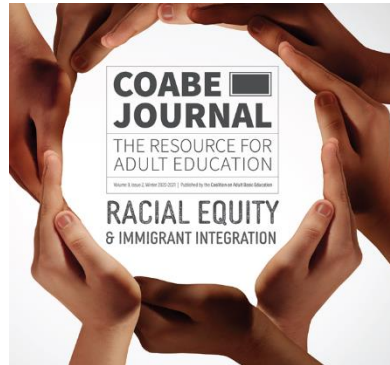
Questions

- California Department of Education (CDE) Regional Consultants
  - Policy and Fiscal Issues

- CASAS Program Specialists
  - Instruction, Assessment, Data Collection

- [California Civic Participation and IELCE](#) webpage at www.casas.org

- ELCivics@casas.org

California EL Civics Resources

- COABE Journal Edition on Racial Equity and Immigrant Integration, Winter 2021

- *California EL Civics: Seizing the Opportunity to Integrate Performance-Based Assessment*

Howard, Lori (2021) California EL Civics: Seizing the Opportunity to Integrate Performance-Based Assessment, *COABE Journal*, *9*(2), 32-37.

https://coabe-connects.myshopify.com/products/article-04-california-el-civics-seizing-the-opportunity-to-integrate-performance-based-assessment

What questions do you have?

Please ask or type in the chat

Review Goals and Objectives

- At the end of this session participants will be able to:
  - ✓ Select Civic Objectives and Additional Assessment Plans (COAAPS).
  - ✓ Implement COAAP instruction and assessment at your agency
  - ✓ Identify the important aspects of developing Integrated EL Civics (IELCE 243).

  Aha!! What new things have you learned and will use or implement at your agency? Write them down.

Reflection

- ▪ What will you do with the information from this meeting?

- ▪ What are you going to share with…

  - • Administrators?

  - • Teachers?

  - • TOPSpro Enterprise staff?

  - • Others?

- •CASAS website at www.casas.org

- •Visit the CASAS YouTube Channel

Thank you for attending!

Presented by

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