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# EL Civics COAAP Development Webinar

**Facilitated by**  
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# Goals and Objectives

- At the end of this session participants will be able to:
  - Demonstrate understanding of the EL Civics Civic Objective and COAAP System
  - Participate in the process for revising or creating COAAPs



# What is your role at your agency?

EL Civics Teacher

CTE Teacher

Coordinator

Administrator

Staff

Please type your title (and that of anyone attending the meeting with you) into the chat box

## 7 Competency Areas:

- Consumer Economics
- Community Resources
- Health
- Employment
- Government & Law
- Transitions
- Workforce Training

# Civic Objectives

- **Consumer Economics:**

- CO 2-Access community or commercial agencies to resolve a consumer complaint.

- **Health:**

- CO 26-Identify and access free or low cost medical, dental, and other health care services.

- **Employment:**

- CO 33-Locate, analyze and describe job requirements, licenses, credentials, etc. needed for specific jobs and identify resources available to help access the information

- **Transition:**

- 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

- **Workplace Training:**

- CO 70-Demonstrate the language and literacy skills necessary to effectively participate in workforce training in early childhood education.

# Language and Literacy Objectives

- Language and Literacy Objectives are the foundation for EL Civics instruction and assessment

#	Competency Area/ Description	Civic Objective  EL Civics Focus Area(s)	Language/Literacy Objectives <ul style="list-style-type: none"> <li>Starred objectives (*) are suitable for Beginning Low (BL)</li> <li>Bold print indicates revision, including levels, for 2018-19</li> <li>Italics print indicates new objectives</li> </ul>
19	Community Resources – Immigrant Resources	Identify the rights of immigrants in the United States, and access local and state agencies that specialize in these rights.  EL Civics Focus Area(s): Naturalization Civic Engagement Government	<ol style="list-style-type: none"> <li><i>*Name and distinguish the differences among immigrant status categories.</i></li> <li><i>*Read and interpret adapted texts of the U.S. Bill of Rights and Amendments.</i></li> <li>Read and interpret adapted texts of immigrant and naturalized citizens' rights and responsibilities</li> <li><i>*List citizens' and immigrants' rights and responsibilities.</i></li> <li><i>*Identify/list local agencies that specialize in immigrant services, their locations, fees, and hours.</i></li> <li><i>*Contact local and state agencies that specialize in immigrant services and ask simple questions about agency services, hours, fees, etc. Report the information orally or in writing.</i></li> <li><i>*Identify potential areas of cultural conflict related to immigrants' rights and responsibilities (e.g., littering, offering bribes to police, etc.)</i></li> <li>Describe the rights and responsibilities of citizens and/or immigrants and how they relate to one's own life.</li> <li>Describe some violations of immigrant rights. Discuss options for dealing with the violations.</li> </ol>

# EL Civics COAAPS

## **COAAP = Civic objectives & Additional Assessment Plan**

- A COAAP is a plan for a performance-based assessment which assesses how well a learner can interact with or access the community
  - Each plan includes 1-3 tasks learners must complete to demonstrate what they have learned.
    - Portfolios have 2 set additional tasks
- Agencies are responsible for
  - writing an assessment that matches the COAAP based on language and literacy objectives
  - developing curriculum and planning instruction based on language and literacy objectives that prepares learners to pass the assessment

# Sample EL Civics COAAP

<b>Civic Objective#:</b>	19	<b>Program Year:</b>	2018-2019
<b>Civic Objective:</b>	Identify the rights of immigrants in the United States, and access local and state agencies that specialize in these rights.		
<b>TOPSpro Form #:</b>	019	<b>AAP #:</b>	19.8
<b>Assessment Type:</b>	Oral, Written		
<b>Level Range</b>			
<b>From:</b>	Beginning Low	<b>To:</b>	Advanced

## Language and Literacy Objectives

Language and literacy objectives with an asterisk (\*) are suitable for beginning low level students.

1	*Name and distinguish the differences among immigrant status categories.
2	*Read and interpret adapted texts of the U.S. Bill of Rights and Amendments.
3	*Read and interpret adapted texts of immigrant and naturalized citizens' rights and responsibilities.
4	*List citizens' and immigrants' rights and responsibilities.
5	*Identify/list local agencies that specialize in immigrant services, their locations, fees, and hours.
7	*Identify potential areas of cultural conflict related to immigrants rights and responsibilities (e.g. littering, offering bribes to police, etc.).



# Sample EL Civics COAAP

- Task 3 of COAAP 19.8
- Based on L and L 4- List of citizens' and immigrants' rights and responsibilities .

Description:	<p><b>Demonstrate Knowledge about Immigrants' Rights</b></p> <p>Answer Questions about Immigrants Rights (4 items for each of 2 scenarios, 16 points possible)            The student will be presented with 2 scenarios via pictures depicting immigration-related issues or problems and will respond to 4 questions from the examiner about each scenario            Questions may include:</p> <ul style="list-style-type: none"> <li>• What is happening in this situation?</li> <li>• What should the person do/say?</li> <li>• Which right or responsibility protects the person in this situation?</li> <li>• Does the person have to _____ (open the door, answer the question, etc.)</li> <li>• Does the person have the right to _____ (lie, remain silent, etc.)</li> </ul> <p>Identify Appropriate Immigrants' Services Agencies (2 items for each of 2 scenarios, 8 points possible)            The student will be presented with a list of local agencies and services offered related to immigrants' needs and will respond to 2 questions linking the needs presented in each scenario to agency services.</p> <ul style="list-style-type: none"> <li>• Which agency can assist the person in this scenario?</li> <li>• Name one service this agency offers that matches the person's needs.</li> </ul>		
Points Possible:	24	Level:	Intermediate Low - Advanced
<b>Scoring Rubric</b>			<b>Points</b>
Content and Language			
Utterance is appropriate, clear, complete, and has correct content. There may be errors, but they do not interfere with meaning.			2
Utterance is appropriate and has correct content. It may be partially complete. There may be errors that interfere with meaning, but the utterance can be understood with inference.			1
Utterance is inappropriate, incomprehensible, or incorrect, or there is no utterance.			0

# Steps to Revising or Creating COAAPs

- Assess needs
- Research match of existing:
  - Civic Objectives
  - Language and Literacy Objectives
  - Tasks
- Identify/Revise/Create
  - Civic Objective
  - Language and Literacy Objectives
  - Tasks
- Send an email to let CASAS know you plan to participate (Lori Howard at [lbhoward@casas.org](mailto:lbhoward@casas.org))
- Submit Brief Summary of CO, L and Ls and Tasks
- Work with CASAS to finalize COAAP

# Assess Needs

- 231 funded COAAPs
  - Assess needs of learners
    - Utilize current list
    - Add items of identified need
- 243 funded COAAPs
  - Assess needs of workplaces in community
  - Identify available training
  - Assess needs of students related to available training and jobs

# Research

- Is there a match or similarity between existing ones and learner needs?
  - Civic Objectives
  - Language and Literacy Objectives
  - Tasks
- Utilize existing ones
- Base revisions/creations on existing ones

# Additional Research

- For 243 Funded COAAPs:
  - How will you plan contextualized English language instruction utilizing a single set of learning objectives for both IELCE and Training?
  - How will the learning activities in IELCE be organized to function cooperatively with Training.

# Revising COAAPs

- You can revise pre-approved COAAPs by:

## First

- replacing tasks with ones from other related COAAPs
- creating new tasks (can be based on existing tasks)
- use a combination of new and replaced tasks

## Then

- revising the rubrics and rating scale if needed

# Creating COAAPs

- You can create COAAPs by:
  - Identifying existing tasks that may be similar to ones you want to create
  - Utilize rubrics from similar existing tasks
  - Create completely new tasks and rubrics

# Identify/Revise/Create

- Embark on a cyclical process of Identifying/Revising/Creating
  - Civic Objective
  - Language and Literacy Objectives
  - Tasks (should reflect training skills learned)
  - Consider: What are the language skills needed to succeed in training (243) or community (231)
- First:
  - Submit Brief Summary of CO, L and Ls and tasks
  - Get Feedback
- Then:
  - Work with CASAS to finalize COAAP (approx. 30 days)
  - Contact Lori Howard at [lbhoward@casas.org](mailto:lbhoward@casas.org)



# Option 1, 2 and 3 COAAPs

- **Option 1** - If the COAAP you develop will benefit other agencies, CASAS will submit it into Option 1
- **Option 2:** If you revise an existing COAAP and it is for use by your agency only, you will submit it into Option 2 after approval by CASAS.
- **Option 3:** If you create a new COAAP and it is for use by your agency only, you will submit it into Option 3 after approval by CASAS.

# Option 2 and 3 COAAPS

- Important Note:
  - If your revised/created COAAP is submitted into Option 2 or 3
    - Select Option 2 & 3 COAAPS every year to keep in system, whether or not you use in current year

- Rubrics on the CASAS Website
  - Oral Rubric Samples
  - Writing Rubric Samples

<https://www.casas.org/training-and-support/casas-peer-communities/california-adult-education-accountability-and...>

[Oral Rubric Samples for Civic Participation Additional Assessments](#) 

[Writing Rubric Samples for Civic Participation Additional Assessments](#) 

Scoring Rubric	Points
<b>Content</b>	
Utterance is appropriate, clear, complete, and has correct content. There may be errors but they do not interfere with meaning.	2
Utterance is appropriate and has correct content. It may be partially complete. There may be errors that interfere with meaning, but the utterance can be understood with inference.	1
Utterance is inappropriate, incomprehensible, or incorrect, or there is no utterance.	0

- **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 COAAPs cont.

- **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
      - Note “such as....”
  - **Levels of students**
    - Beginning Low to Advanced (CASAS score vs. class name)
    - Note that some COAAPs and some Tasks are only for students at certain levels
  - **Points Possible** - highest score any one student can achieve

# Understanding Pre-Approved COAPs cont.

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

<b>Description:</b>	<p><b><u>Identify Jobs and Job Duties</u></b>          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?)</p>		
<b>Points Possible:</b>	<b>10</b>	<b>Level:</b>	<b>Beginning Low - Beginning Low</b>
<b>Scoring Rubric</b>			<b>Points</b>
Response is correct and comprehensible.			1
Response is incorrect or incomprehensible or there is no response.			0

# Understanding Pre-Approved COAAPs cont.

## Rating Scales

- 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 (must be 4 point spread between levels)

## 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
  - IH = 29
  - IL = 24
  - BH = 20
  - BL = 15

**Note:** All COAAPs do not require ALL levels to do ALL tasks.  
This will affect total points possible.



## 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

#### 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
  - A = 29
  - IH = 25
  - IL = 21
  - BH = 15
  - BL = 11

# Writing Rating Scales

- When 3 levels do the same task items
  - top level is 90%
  - next level is 80%
  - lower level is 70%
  - Note: it is assumed the task/test is aimed toward the middle level so they should get 80% right, it will be easier for the higher level so they should get 90% right and harder for the lower level so they should get 70% right
- When 2 levels do the same assessment task
  - top level is 80%
  - Lower level is 70%
  - Note: it is assumed they higher level can get 80% right and the lower level can get 70% right.

# Goals for IELCE Instruction 2018-19

- Link EL Civics instruction/assessment to career pathways by including instruction and assessment tasks that directly relate to training or employment
  - Identify a single set of learning objectives
  - Add tasks to COAAPS
  - Write new COAAPS that directly relate to Training models of Integrated Education and Training ( IET)
    - Alternating Teaching
    - Co-teaching (IBEST)

## ▪ Child Development Course

### Student Course Objectives

Upon completion of the course the student should be able to:

1. Orally and in writing, introduce children at various stages of development and objectively describe their physical appearance.

## ▪ IELCE Language and Literacy Objectives COAAP 70.5

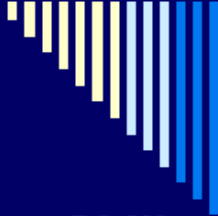
- \*Identify a child's personal information such as name, exact age, native language, primary caregiver and/or siblings, etc., orally or in writing.
- Describe a child's development and/or behavior such as abilities, interests, routines, needs, preferences, socialization skills and/or progress orally or in writing.
- Write an objective and detailed physical description of a child

# COAAP 70.5 Task 1

<b>Description:</b>	<p>Using an agency-created information sheet or after working with a child, student will introduce a child and provide information about the child in writing for example including up to 8 elements (BH=5, IL=6, IH=7, A=8) such as: name, exact age, native language, primary caregiver and/or siblings, the child’s needs, interests, and preferences, etc.</p> <p>Optimally, the writing task <u>will be created on a computer and emailed or submitted electronically to the assessor.</u></p>		
<b>Points Possible:</b>	<b>14</b>	<b>Level:</b>	<b>Beginning High - Advanced</b>

Scoring Rubric	Points
<b>Content</b>	
Addresses all 8 items of the task effectively. Ideas are well stated, clearly expressed, and supported with concrete, relevant detail. No inference is required. Written in a well-organized paragraph.	14
Addresses at least 7 items of the task competently. . Most ideas are well stated. Most ideas are <u>supported with detail</u> . May require minimal inference. Written in <u>competently-organized</u> paragraph.	12

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



## Curriculum

Skills	Language
<ul style="list-style-type: none"><li><input type="checkbox"/> Infection control<ul style="list-style-type: none"><li><input type="checkbox"/> Hand washing</li></ul></li><li><input type="checkbox"/> Interpersonal skills</li><li><input type="checkbox"/> Use good body mechanics<ul style="list-style-type: none"><li><input type="checkbox"/> Lifting</li><li><input type="checkbox"/> Wheelchair positioning</li><li><input type="checkbox"/> Transferring</li></ul></li><li><input type="checkbox"/> Take vital signs</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Sequencing – first, second, third...</li><li><input type="checkbox"/> Infinitives – want to, need to</li><li><input type="checkbox"/> Offer advice, assistance</li><li><input type="checkbox"/> Past was/were</li><li><input type="checkbox"/> Negative past, requests</li><li><input type="checkbox"/> Irregular past</li><li><input type="checkbox"/> Record temperature</li></ul>

[https://www.quia.com/files/quia/users/donnapm/I-BEST\\_SDCCCD\\_TESOL2011DPrice.pdf](https://www.quia.com/files/quia/users/donnapm/I-BEST_SDCCCD_TESOL2011DPrice.pdf)

# Personal Care Assistant

Personal Care Assistant course (260 hours)

- Write Three 243 Designated COAAPS that coincide with Personal Care Assistant VESL Instruction
  - Write tasks and assessments
  - Plan 30 hours of instruction for each COAAP



# Example COAAP for Personal Care Assistant Course (1)

- **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 COAAP for Personal Care Assistant Course (2)

- **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 wheel chairs(Role Play)

# Example COAAP for Personal Care Assistant Course (3)

- **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)

# New Civic Objectives

- There are 4 new Civic Objectives

**70** Demonstrate the language and literacy skills necessary to effectively participate in workforce training in early childhood education.

**71** Demonstrate the language and literacy skills necessary to effectively participate in workforce training and work as a personal care aide.

**72** Demonstrate the language and literacy skills necessary to effectively participate in workforce training and work in Building and Construction Trades.

**73** Demonstrate the language and literacy skills necessary to effectively participate in workforce training and work in Information and Communication Technologies.

# Industry Sectors

- Agriculture and Natural Resources
- Arts, Media, and Entertainment
- Building and Construction Trades
- Business and Finance
- Education, Child Development, and Family Services
- Energy, Environment, and Utilities
- Engineering and Architecture
- Fashion and Interior Design
- Health Science and Medical Technology
- Hospitality, Tourism, and Recreation
- Information and Communication Technologies
- Manufacturing and Product Development
- Marketing Sales and Service
- Public Services
- Transportation

# New COAAPs

- 10 new pre-approved COAAPs are available for selection at [www.casas.org](http://www.casas.org)
  - 53.1 Navigate work and school environment and rights
  - 70.1, .2, .3, .4, .5 Child Development
  - 71.1 Personal Care Aide
  - 72.1 Building and Construction Trades (Safety)
  - 73.1, .2 Digital Technology

# Immigrant Integration

## EL Civics COAAPs Correlate to the Immigrant Integration Framework

Goal: Participation in Civic and Community Life

Key	Strategies					
	Civic Education		Volunteering and Leadership		Cultural Capital and Cross-Cultural Understanding	
	Supporting Objectives	EL Civics COAAPs	Supporting Objectives	EL Civics COAAPs	Supporting Objectives	EL Civics COAAPs
<p>COAAP directly related to supporting objective</p> <p>COAAP partially related to supporting objective</p> <p>NO-existing COAAP for supporting objective</p>	Understanding of Rights and Responsibility	<p>Immigrant Significance 13.4, 12.6, 13.5</p> <p>Law System Immigrant 42.1, 41.4</p> <p>First community services 12.4, 20.6, 20.8, 20.9</p>	Access to Leadership Development		Understanding of U.S. Cultural Diversity and Norms	Cultural Diversity 11.4, 11.8, 11.9
	Understanding of U.S. History	U.S. History and Civ. 41.4, 41.5, 41.6	Active Volunteering	Volunteering 21.1, 20.4	Understanding Workplace Culture	<p>Workplace Norms 17.1, 17.2</p> <p>Workplace Treatment 16.6, 16.7</p> <p>Workplace Protection 16.1, 16.2, 16.3</p>
	Understanding Fundamentals of Local Government	<p>Local Gov. Federal Gov. 42.1, 42.4</p> <p>Representative community issues 11.1, 11.1.1</p>	Building/Fostering Experience		Celebration of Immigrant Cultures	Cultural Diversity 11.4, 11.8, 11.9
	Passing the U.S. Citizenship Exam	Immigration Process 41.4, 41.5, 41.6	Leadership in Faith Communities		Understanding of and Engagement in Social and Political Issues	Representative community issues 11.1, 11.1.1

# Plans for New Civic Objectives & COAAPs

- **Add New 231 Civic Objectives and Related COAAPs for**
  - **Census 2020**
  - **Navigating Transportation Resources**
  - **Consumer Education**
    - thinking critically about print and online sources of information
- **Revise Civic Objective 1 Banking and related COAAPs to include Expense Reduction**
- **Add new language and literacy objectives to various Civic Objectives to match identified needs**



# Review Goals and Objectives - Part 2

- At the end of this session participants will be able to:
  - ✓ Demonstrate understanding of the EL Civics Civic Objective and COAAP System
  - ✓ Participate in the process for revising or creating COAAPs



# Reflection

- What will you do with the information from this meeting?
- What are you going to share with...
  - Administrators?
  - Teachers?
  - TOPSpro Enterprise staff?
  - Others?