CASAS®

Comprehensive Adult Student Assessment Systems

California IELCE:
How What we Learned can Help
English Learners in Other Regions

Presented by

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Goals and Objectives

- At the end of this session participants will be able to:
  - **identify** the components of the California WIOA, Title II: AEFLA/Integrated EL Civics Program (IELCE)
    - Performance-based instruction
    - Performance-based assessment
  - **consider** how an element of this model might be utilized in your own program.
  - **access** extensive EL Civics resources

Getting to know you

Please Type in the Chat

- What type of organization do you work for?
  - Adult School
  - Community College
  - Community Based Organization
  - Other important organization

- How familiar are you with IELCE Programs?
  - Very familiar
  - Somewhat familiar
  - A little familiar
  - Not familiar

IELCE Funding

- Integrated English Literacy and Civics Education (IELCE) is funded under the 2014* (1999)
  - **Adult Education and Family Literacy Act (AEFLA)**
  - **Workforce Innovation and Opportunity Act Title II (WIOA Title II)**

* The 2014 grant changed the name from English Literacy and Civics Education (EL Civics) to Integrated English Literacy and Civics Education (IELCE) but EL Civics is commonly used in California to describe the whole program.

IELCE and WIOA

- **WIOA II defines Integrated English Literacy and Civics Education as:**

Education services which enable competency in:
- English language
- advanced skills needed to function effectively as
- parents,
- workers, and
- citizens in the United States

Includes instruction in:
-literacy and English language acquisition
-rights and responsibilities of citizenship and civic participation
-may include workforce training

California EL Civics Civic Participation and IELCE

- The opportunity to:
  - Build on Competency Based Education (CBE)

  - Connect language instruction to the real world.

  - Utilize Performance-Based Assessment to:
    - evaluate how English learners use the language.
    - measure possible English learner success in the community.

  - Connect English learners to the Workplace (IELCE)

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)

California EL Civics (IELCE)

EL Civics

- **EL Civics agencies can hold classes in one or more ESOL focus areas:**
  - Citizenship Preparation (231)
  - Civic Participation (231)
  - IELCE (243)

Civic Participation and IELCE System

- **Instruction and assessment is based on a system of**:

  - **Civic Objectives** (CO) - general competencies that help ESOL students access their community.
    - Employment: CO 33 - Identify and access employment and training resources to obtain and keep a job.

  - **7 Competency Areas**
    - Consumer Economics
    - Community Resources
    - Health
    - Workforce Training
    - Government and Law
    - Transition
    - Employment

Sample Civic Objectives

- **Consumer Economics:** CO 2 - Access community or commercial agencies to resolve a consumer complaint.

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

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

- **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.

Civic Participation and IELCE System

- Instruction and Assessment is based on **Civic Objectives and Additional Assessment Plans** (COAAPs)
  - A COAAP is a plan for a performance-based assessment related to the Civic Objective.
  - COAAPs are standardized and approved by the CA Dept. of Ed.
  - COAAPs have 2 tasks per level

CO 33 - Identify and access employment and training resources to obtain and keep a job.

COAPP 33. 7

Complete a job application

Demonstrate successful job interview techniques

COAAP 33.7 Details

General Information			
Civic Objective#:	33	**Program Year:**	2020-2021
Civic Objective:	Identify and access employment and training resources needed to obtain and keep a job.		
TOPSpro Form #:	337C	**AAP #:**	33.7
Assessment Type:	Oral, Written		
Level Range			
From:	Beginning Low	**To:**	Advanced

Language and Literacy Objectives	
Language and literacy objectives with an asterisk (*) are suitable for beginning low level students.	
4	Analyze and evaluate descriptions of job duties, wages, and benefits.
6	*Complete a job application.
8	*Demonstrate successful job interview techniques.
10	*Identify job titles, responsibilities, and places of employment, and wages associated with jobs.

Task: 1

Description:	**Complete a Job Application**
	Using a level-appropriate agency-created employment history, student (IL-A) will fill out an authentic job application (optimally electronic). Student (BL–BH) will fill out an authentic job application with a reduced number of sections that student needs to complete. This can be accomplished in a variety of ways such as: (1) giving BL-BH the complete form given to IL-A students and highlighting the sections BL-BH students need to fill out or (2) giving BL-BH a reduced form which includes only those sections of the authentic application (given to IL-A students) that are assigned to BL-BH students. Optimally, the application will be completed on a computer and sent to the assessor electronically.

Points Possible:	25	**Level:**	**Beginning Low - Advanced**

Scoring Rubric	Points
Content	
90% of the items assigned to the Intermediate Low-Advanced level students are correct.	21
80% of the items assigned to the Intermediate Low-Advanced level students are correct.	18
70% of the items assigned to the Intermediate Low-Advanced level students are correct.	15
80% of the items assigned to the Beginning Low- Beginning High level students are correct.	12
70% of the items assigned to the Beginning Low- Beginning High level students are correct.	9

Task: 2

Description:	**Role Play a Job Interview**
	In a simulated job interview, student will play the role of the applicant; assessor will play the role of the employer.
	Basic Interview Questions: (up to 6 items, up to 12 points) BL-A student will answer up to 6 basic questions asked on a job interview (BL=4, BH=5, IL-A=6).
	Sample questions: • Are you working now? Where? • What are your skills?
	Advanced Interview Questions: (up to 3 questions, up to 6 points possible) IL-A student will answer up to 3 more involved job interview questions (IL=1, IH=2, A=3) regarding skills, ambitions, qualifications, and work history. **Sample questions:** • Tell me about your experience as a nanny. • Give me 2 reasons why I should hire you for this job.
	Applicant Question (1 item, 2 points possible) In addition, IL-A student will ask 1 question about the job.

Body Language (3 items, 3 points possible)
All students will be rated on 3 proper body language characteristics such as eye contact, posture, no fidgeting, firm handshake as appropriate, etc.

Preparedness (up to 2 items, 2 points possible)
All students will be rated on up to 2 preparedness items e.g. brought resume/application and additional personal information such as awards, references, personal strengths (BL-BH=1, IL-A=2).

Points Possible:	25	Level:	Beginning Low - Advanced

Scoring Rubric	Points
Body Language	
Each appropriate body-language characteristic demonstrated.	1
Each appropriate body-language characteristic not demonstrated.	0
Content	
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 which interfere with meaning but the utterance can be understood with inference.	1
Utterance is inappropriate, incomprehensible or incorrect or there is no utterance.	0
Preparedness	
Each appropriate preparedness item presented.	1
Each preparedness item not presented or not appropriate or not legible.	0

Civic Participation and IELCE System

- **Civic Objectives and Additional Assessment Plans** (COAAPs)

  - COAAPs are selected by the agency based on stated student needs
  - Agency can revise COAAPs or write new ones to meet their needs of their learners and/or the program
  - Assessments are written by the agency based on COAAP content
  - Instruction is written so that students learn the information needed to pass the assessment

Pre-Approved COAAPs

The Civic Objective and COAAP System

- **Civic Objectives**
  - 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

- **COAAPs**
  - There are multiple pre-approved COAAPS for each Civic Objective.
  - There are 164 pre-approved COAAPs in total.
  - View Pre-Approved COAAPs at:
    - [Pre-Approved Additional Assessment Plan](#) List

What questions do you have?

Please type in the chat

Civic Participation and IELCE Requirements

I. Develop and Administer a School Community

   Student Needs Assessment

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 Testing

VII. For IELCE 243 only: Complete an IELCE Report

Civic Participation and IELCE Components Highlights

- Develop and Administer a School Community

  Student Needs Assessment

- Plan and Offer Instruction

- Administer Additional Assessments

Develop/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.

School Community Student Needs Assessment

- **General Needs Assessment**
  - ▫ Assess the needs of the student community as a whole.
  - ▫ What EL Civics information do students need and want to learn?

- **Workforce Training Needs Assessment**
  - ▫ Which career pathways do students want to follow?
  - ▫ English language learners who wish to gain training and employment should be given a specifically designed needs assessment to determine placement in Integrated EL Civics and Workforce Training Courses (IELCE).

  - ▫ **Optional: Classroom Needs Assessment**
    - • After the School Community Needs Assessment has informed the selection of COAAPs, assess the needs of a specific class.
    - • Use the results to select from the agency-chosen COAAPs

Plan and Offer Instruction (ESOL)

- Civic Participation and IELCE instruction prepares
  - Beginning Low to Advanced level ESOL learners
  - to access the community
  - by participating in real or simulated communication and/or interactions.

- 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).

Civic Participation and IELCE 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

  - Note: CASAS and OTAN are developing an EL Civics Instructional Materials Exchange, available in PY 2021-22.

Administer Additional Assessments

- **Additional Assessments must be:**
  - Performance-based
  - administered after 30 hours of specific COAAP related instruction.
  - administered again after appropriate instruction if learner does not pass the assessment.
  - evaluated on an individual basis.

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
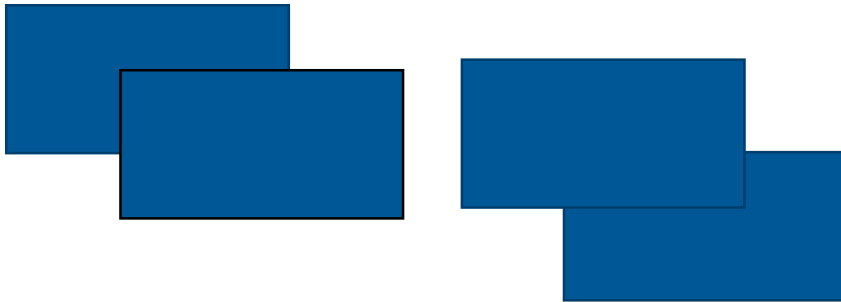
  - ▫ Selected card shows a disease e.g. influenza
  - ▫ Assessor asks: What's the matter?
  - ▫ Student responds about the selected illness

Performance-Based Assessment

- 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 payments earned on condition of taking CASAS pre/post test
  - 3 from 231 Funds
  - 3 from 243 Funds

  (See 231 and 243 Funded Civic Objectives list

What questions do you have?

Please type in the chat

Correlation to Standards

COAAPs correlate to

- College and Career Readiness Standards
- English Language Proficiency Standards
  - Composed of real life tasks
  - Higher level thinking skills
    - Evaluating
    - Analyzing
    - Researching
    - Constructing claims
    - Offering evidence

Correlation to Immigrant Integration Indicators

- All 59 COAAPs correlate to one or more of the California Immigrant Integration Goal Areas
  - Economic Security
  - Credentials and Residency
  - Health and Well-Being
  - Education and Career
  - Children and Family
  - Civic and Community Participation
  - Digital Literacy

EL Civics: CASAS Remote Testing Resources

EL Civics COAAPs

File	Type	Size	Download
EL Civics COAAPs Remote Testing Training Webinar	PDF	1.79 MB	Download
EL Civics COAAPs Remote Testing Guidelines	PDF	432.07 KB	Download
Going Remote! Checklist for EL Civics COAAPs Testing	PDF	250.44 KB	Download
EL Civics COAAPs Remote Testing FAQs	PDF	705.74 KB	Download
COAAP Remote Testing Implementation Recommendations 1-27-21	PDF	584.58 KB	Download

EL Civics Remote Testing: www.casas.org

EL Civics Accountability Successes

- Students enrolled in Civic Participation and IELCE persist and achieve a higher percent of level completions than those enrolled in ESL only.

In 2018–19

- 208,000 students enrolled in ESOL courses in California
- 120,000 participated in EL Civics courses
  - 82,000 took Civic Participation performance-based assessments
    - 95% passed one or more 231-funded COAAPs.
- 102,429 enrolled in IELCE courses
  - 75,000 enrolled in IELCE took performance-based assessments
    - 90% passed one or more 243-funded COAAPs.

Consider

- What is one element you heard about that might be implemented in your agency's Integrated English Literacy and Civics Education (IELCE) Program?

  OR

- What are your take-aways from this session?

Type in the chat

EL Civics Resources

California EL Civics Resources

Find all the information you need on the California Civic Participation and IELCE webpage at www.casas.org or email ELCivics@casas.org

Webinars

• CASAS Website Basics for EL Civics

• EL Civics Basics: Civic Participation and IELCE Requirements

• EL Civics Basics: Understanding, Implementing and Revising COAAPs

• Planning and Implementing a New IET/IELCE Program

• EL Civics Basics: Citizenship Preparation

California EL Civics Resources

California EL Civics Resources continued

- COABE Journal Edition on Racial Equity and Immigrant Integration, Winter 2021
- ***California EL Civics: Seizing the Opportunity to Integrate Performance-Based Assessment***
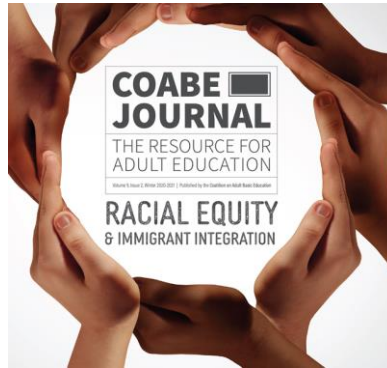
Howard, Lori (2021) California EL Civics: Seizing the Opportunity to Integrate Performance-Based Assessment, *COABE Journal, Volume 9* (Issue 2 Winter 2020-2021) Pages 32-37.

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

Thank you for attending!

Presented by

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