

# California EL Civics Basics:

## Civic Participation & IELCE Requirements for WIOA Agencies, Best COAAP Practices for CAEP Agencies 2025-26

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Presented by:

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At the end of this session participants will be able to:

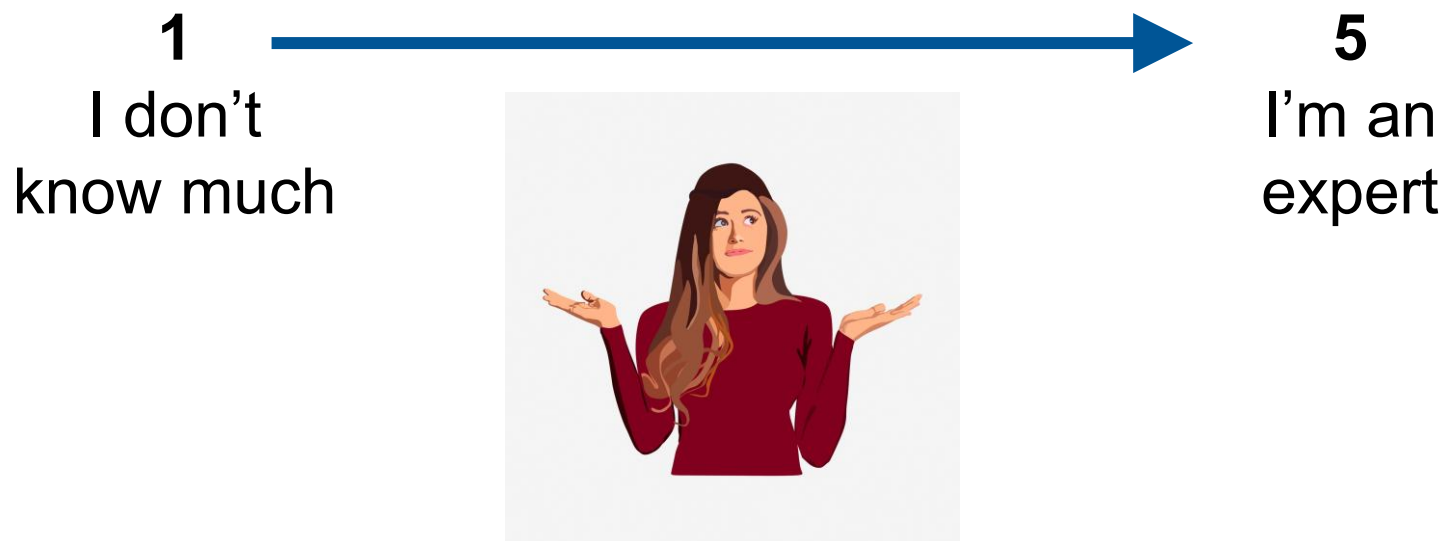
- Identify the requirements of the California WIOA Title II AEFLA/EL Civics Grant specific to Civic Participation and IELCE
- Identify the best practices for CAEP Agency use of the California COAAP System



## How would you characterize your understanding of:

- a. California Civic Participation/IELCE?
- b. Best practices for CAEP Agency use of the California COAAP System?

On a piece of paper, rate yourself from 1-5



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



## **WIOA, Title II defines Integrated English Literacy and Civics Education as:**

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



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

To learn more about Citizenship Preparation:

- See presentation ***California EL Civics Basics: Citizenship Preparation***
  - Portia La Ferla
  - 1:15 PM Tuesday, June 10, Location: Imperial



- California Legislature via AB2098 recommends that CAEP (California Adult Education Program) agencies utilize the California COAAP System for instruction and assessment of students to demonstrate Immigrant Integration Indicator (I-3) outcomes.
- TOPSpro Enterprise (TE) records I-3 outcomes
- See the California Adult Education Website at <https://caladulted.org/>



# California EL Civics System Overview: Civic Participation, IELCE and CAEP

- The opportunity to:
  - Build on Competency Based Education (CBE)
  - Connect language instruction to the real world.
  - Utilize Performance-Based Assessment to:
    - evaluate how learners use the language.
    - measure possible learner success in the community.
  - Connect English learners to the Workplace (IELCE)



- Based on a set of **Civic Objectives** (CO) - general competencies that help students access their community.
  - **Civic Objectives are in 7 areas:**
    - Consumer Economics
    - Community Resources
    - Health
    - Employment
    - Government and Law
    - Transition
    - Workforce Training

## 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.

- There are 61 Civic Objectives
- 1-55 and 70 -76 (# 41 is deleted)
- All 61 Civic Objectives can be used for 231 funding and CAEP agencies.
- 31 of the 61 have been designated for 243 funding
  - These are related to workforce preparation and workforce training outcomes.
- See [231 and 243 Funded Civic Objectives](#) list

- The Civic Objectives are an integral part of the COAAPs:
  - **A COAAP** (Civic Objectives and Additional Assessment Plan) is a plan for a performance-based assessment.
    - Examples:
      - Complete a job application
      - Demonstrate successful job interview techniques

## ■ COAAPs

- There are multiple COAAPs for each Civic Objective.
- There are approximately 185 COAAPs.
- View the Pre-Approved COAAPs at:
  - [Pre-Approved Additional Assessment Plan](#) List

# **California EL Civics: WIOA, Title II Requirements and Best Practices for CAEP Agencies**



# California EL Civics: Civic Participation & IELCE Requirements, CAEP Best Practices (1)

- 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 Pre and Post Testing**
- VII. For IELCE 243 funded agencies only: Complete an IELCE Report and Plan**

# California EL Civics: Civic Participation & IELCE Requirements, CAEP Best Practices (2)

## 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.
- Requirements:
  - Develop and Administer a School Community Student Needs Assessment
    - Complete the [Needs Assessment Summary Form](#)\*
    - Read the [School Community Student Needs Assessment Requirement for WIOA, Title II AEFLA/EL Civics Funded Agencies](#)\*

\* Go to: [California Civic Participation and IELCE](#) webpage

- **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 need employees in the community?
- 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

# California EL Civics: Civic Participation & IELCE Requirements, CAEP Best Practices (3)

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

- Needs Assessment results inform the selection of COAAPs.
- 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.
- Agencies use each COAAP to develop a COAAP assessment.
  - Assessment is given to learners after 30 hours of instruction in content specifically related to the COAAP.

- One or two agency staff members should be designated to select COAAPs for the agency.
  - COAAPs should be selected by the agency, not each teacher,
  - Contact your CASAS Program Specialist to be the designee.
- To select COAAPs, go to the [CASAS EL Civics Civic Participation and IELCE](#) Webpage
- This is a flexible system. Most people choose pre-approved COAAPs, but agencies have the option to revise existing COAAPs or write new ones. To learn more, please refer to the webinar: [EL Civics Basics: Civic Participation, IELCE and CAEP 2024-25](#), starting at timestamp 57:30.

- **October 31** (WIOA II)
  - At least one COAAP must be submitted.
  
- **April 30** (all Agencies)
  - Last date to add, edit or delete Option 1 COAAPs.
  
- If you are writing a revised or new COAAP, be sure to submit your proposal as early as possible but no later than March 31 of the program year.

# California EL Civics: Civic Participation & IELCE Requirements, CAEP Best Practices (4)

## III. Develop/Borrow Additional Assessments

- COAAP Assessments are performance based.
- Performance based instruction:
  - 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 Instruction
  - Includes all four language skills: listening, speaking, reading and writing
  - Focuses on COAAP 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.



## **Agencies are required to develop COAAP Assessments which:**

- Directly relate to the Civic Objective and Additional Assessment Plan (COAAP) selected.
  - Use other agency's excellent assessments as a model.
- Assess how well a learner can interact with or access the community.
- Are evaluated on an individual basis.

## **Agencies are required to develop COAAP Assessments which:**

- Are administered after 30 hours of specific COAAP related instruction.
  - Include tasks learners must perform in real life such as talking with a doctor or completing an insurance claim.
  - Relate to instruction in topic and instruction type (oral, written, listening, reading).
- Can be administered again after additional appropriate instruction if learner does not pass the assessment.

- Find other agencies who have selected the same COAAP and ask to review/borrow their instructional materials and assessments. (see [COAAPs Selected by California Agencies](#))
  - For example: COAAP 47.2 developed by Torrance Adult School
    - [EL Civics - TAS - Curriculum](#)
    - Request the assessment and keep secure
- Be selective and revise as necessary to meet your learner's needs.

# California EL Civics: Civic Participation & IELCE Requirements, CAEP Best Practices (5)

## IV. Plan and Offer Instruction (ESL)

- Agencies are required to plan and offer Civic Participation and IELCE instruction:
  - Based on the COAAP content
  - Which prepares Beginning Low to Advanced level ESL learners to:
    - access the community
    - participate in real or simulated communication and/or interactions
    - complete the COAAP assessment tasks
    - learn additional information related to the Civic Objective

- Literacy-level students can participate in COAAP instruction and assessment, but agencies will not receive payment points until the students score 181 or above on the CASAS Listening STEPS test, or 183 or above on the CASAS Reading STEPS test (score out of Literacy level).

- Write/collect robust instructional materials for 30 hours of instruction that teach learners the content of the objective (WIOA II requirement)
- 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

- The EL Civics Exchange is a repository for original EL Civics instructional materials created by California WIOA, Title II: AEFLA/EL Civics agencies
  - Serves as a model of excellent materials
  - Assists 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](https://elcivics.otan.us)
- California WIOA II Agencies can submit instructional materials



Search Instructional Materials

Civic Objective or COAAP Number:

Instructional Material Keyword:

Levels:

☐ Beginning Low

☐ Beginning High

☐ Intermediate Low

☐ Intermediate High

☐ Advanced

Search

Clear All

## Instructional Materials

20 sets of Materials



**Consumer Economics**  
3 active materials



**Community Resources**  
2 active materials



**Health**  
6 active materials



**Employment**  
4 active materials



**Government and Law**  
1 active materials



**Transition**  
1 active materials



**Workforce Training**  
3 active materials



# California EL Civics: Civic Participation & IELCE Requirements, CAEP Best Practices (6)

## V. Administer Additional Assessments

- Additional Assessments can be administered:
  - after 30 hours of specific COAAP related instruction.
  - by an outside assessor or the classroom instructor.
  - again after appropriate instruction if learner does not pass the assessment.

## **COAAP Assessments must be kept secure**

- Students earn payment points by passing COAAP assessments.
- They are “high stakes” so must be kept secure.

## **How to ensure security**

- Proctoring
- Storage
- Online access
  - Ensure students cannot take pictures of the assessment.
  - Ensure that only students who are taking the test can see the test.
- Remote testing

## Test Security Policy

- Ensure that all COAAP examiners read and sign the [Test Security Agreement \(P.27\)](#).

## Local Assessment Policy

- Describe actions to keep COAAP assessments procedures and how the assessments are kept secure

## **COAAP Assessments must be kept secure**

- Guidelines (FAQ E-10):
  - Whether using paper testing materials, technology or online tools for EL Civics Assessments, the agency is responsible for ensuring that only proctored students can access and submit the assessment.

- **Students completing Additional Assessments must be evaluated on an individual basis.**
  - Oral interviews and/or role play assessments must take place in participation with an assessor asking or answering the questions or playing a role.
    - No “student to student” interaction is acceptable as part of the assessment process.
  - Written, listening and oral report assessments can be administered in a group setting but each student must complete the whole task on student’s own, and the assessment must be evaluated individually.

# California EL Civics: Civic Participation & IELCE Requirements, CAEP Best Practices (7)

## VI. CASAS Pre and Post Testing

- Civic Participation and IELCE learners must:
  - take a pre-test to measure their skills upon entry.
  - take a post test to measure improvement.
- Staff must:
  - complete an entry record or equivalent for the learner.
  - complete an update record or equivalent for the learner.

Note: One person from each WIOA Title II agency is required by the CDE to take CASAS Test Implementation Training.

## ■ Requirements to earn payment points for WIOA II agencies only:

- Learners must take a CASAS pre- and post-test. A learner can **earn 1 payment point for completing a level** on a CASAS pre or post test.
  - Learners must take additional assessments based on COAAPs and will **earn 1 payment point for each additional assessment passed as described below**:
    - Students can earn a maximum of 6 payment points per year for passing a COAAP
      - **3 from 231 Funds**
      - **3 from 243 Funds**
- (See [231 and 243 Funded Civic Objectives](#) list)

**Note that to earn payment points, students must have a complete student outcome data set (SODS) which consists of entry and update records and CASAS pre and post tests.**

[Home](#) > [Training and Support](#) > [CASAS Peer Communities](#) > [California Adult Education Accountability and Assessment](#) > California Remote Testing

California Remote Testing

Assessments and Curriculum

California Adult Education Program (CAEP)

CDE Accountability Requirements and Data Submission

California Program Evaluation Team

Training and Networking

California EL Civics

## California Remote Testing

### CDE Remote Testing Memorandum



[J - CDE Remote Testing Memorandum](#)

### Remote Testing Agreements






- [Agency Remote Testing Agreement for California \(ARTA/CA\)](#)
- [Proctor Remote Testing Agreement \(PRTA\)](#)

### CASAS Multiple-Choice Tests

[www.casas.org/product-overviews/remote-testing](http://www.casas.org/product-overviews/remote-testing)



## EL Civics COAAPs

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

# California EL Civics: Civic Participation & IELCE Requirements, CAEP Best Practices (8)

## VII. For IELCE 243 funded agencies only: Complete an IELCE Report and Plan

- IELCE Agencies must complete the IELCE Report and Plan.
- [IELCE Report and Plan Summary of Content](#)
- Due on March 31<sup>st</sup> of each program year.

- 67% of California ESL students participated in EL Civics classes (both 231 and 243-funded)
- Approximately 99% of EL Civics students took COAAP assessments
- More than 90% of students who took the tests passed one or more COAAP assessments\*

\* After multiple instruction/assessment cycles

# What questions do you have?



# California EL Civics: CAEP Agency Use of COAAPs

## **Increasing CAEP I-3 Outcomes to Demonstrate Program Effectiveness using COAAPs**

- California EL Civics Civic Objectives and Additional Assessment Plans (COAAPs) can be used with ABE, ASE and CTE students.
- COAAPs can be used to plan instruction and assessment to demonstrate efficacy in real-life tasks such as
  - completing a job application
  - consulting with a school counselor
  - making a consumer complaint
- ABE, ASE and CTE students can achieve CAEP Immigrant Integration Indicator (I-3) outcomes by passing a COAAP assessment.

# CAEP Agency Use of COAAPs (2)

## Successful implementation of COAAPs for CAEP Agencies

- ABE, ASE and CTE students can be placed in the appropriate COAAP level using the following chart:

**Crosswalk for ABE/ASE/CTE Student Placement into ESL COAAP Instructional Level**

<b>ABE/ASE NRS Level</b>	<b>Reading ABE/ASE EFL</b>	<b>Reading GOALS Score Ranges</b>	<b>ESL COAAP Instructional Level</b>
1	Beginning ABE Literacy	203 and below	Intermediate Low (IL)
2	Beginning Basic Education	204-216	Intermediate High (IH)
3-6	Low Intermediate- High Adult Secondary	217 and above	Advanced (A)

- See these documents for further information and support:
  - [Increasing CAEP I-3 Outcomes to Demonstrate Program Effectiveness using COAAPs](#)
  - [Successful implementation of COAAPs for CAEP Agencies](#)
  - [CASAS EL Civics Webpage](#)

# California EL Civics: Data Collection



COAAP Type	COAAP Description	Relative Payment Point Value
243 COAAP with co-enrollment	An IELCE student passes a 243 COAAP and is co-enrolled in workforce training within that career pathway	\$\$\$
243 COAAP without co-enrollment	An IELCE student passes a 243 COAAP and has access to, but is not co-enrolled in workforce training within that career pathway	\$
231 COAAP	An EL Civics student passes a 231 COAAP. Access to workforce training within a career pathway is not required	\$

- Civic Participation (\$) & IELCE (\$) - **\$104**
- IET/IELCE (\$\$\$) - **\$355**

- 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 no 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 2018-12](#) for additional information related to saving and archiving documents.

# California EL Civics: Resources

## Meetings

- EL Civics Network Meetings
  - Held Monthly
  - Get on the Mailing list at [ELCivics@casas.org](mailto:ELCivics@casas.org)
  - Register at [www.CAAdultEdTraining.org](http://www.CAAdultEdTraining.org)

Find all the information you need on the [California Civic Participation and IELCE](#) webpage at [www.casas.org](http://www.casas.org) or email [elcivics@casas.org](mailto:elcivics@casas.org)

## **Webinars 2024-25**

- [California EL Civics Basics: Civic Participation, IELCE and CAEP 2024-25](#)
- [California EL Civics: Understanding and Implementing COAAPS](#)
- [Planning and Implementing an Effective IELCE/IET Program](#)
- [Developing a Single Set of Learning Objectives](#)
- [Helping ELLs Move into Careers](#)
- [Models for Preparing ELs for the Workplace Part 1](#)
- [Models for Preparing ELs for the Workplace Part 2](#)

## **Documents**

- [Civic Participation and IELCE FAQs](#)

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

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



**COABE JOURNAL**  
THE RESOURCE FOR  
ADULT EDUCATION

**RACIAL EQUITY & IMMIGRANT INTEGRATION**

- A joint project of CASAS and OTAN funded by the California Department of Education, Adult Education Office
- Access EL Civics Instructional Materials
  - [elcivics.otan.us](http://elcivics.otan.us)
- See presentation ***EL Civics on Canvas***
  - Alisa Takeuchi
  - 10:45 Wednesday, June 11, Garden 2



- For Policy and Fiscal Issues:
  - Contact California Department of Education (CDE) Regional Consultants
- For Instruction, Assessment and Data Collection:
  - Contact CASAS Program Specialists
  - Go to the [California Civic Participation and IELCE](#) webpage at [www.casas.org](http://www.casas.org)
  - Send email to [ELCivics@casas.org](mailto:ELCivics@casas.org)





# What questions do you have?



At the end of this session participants will be able to:

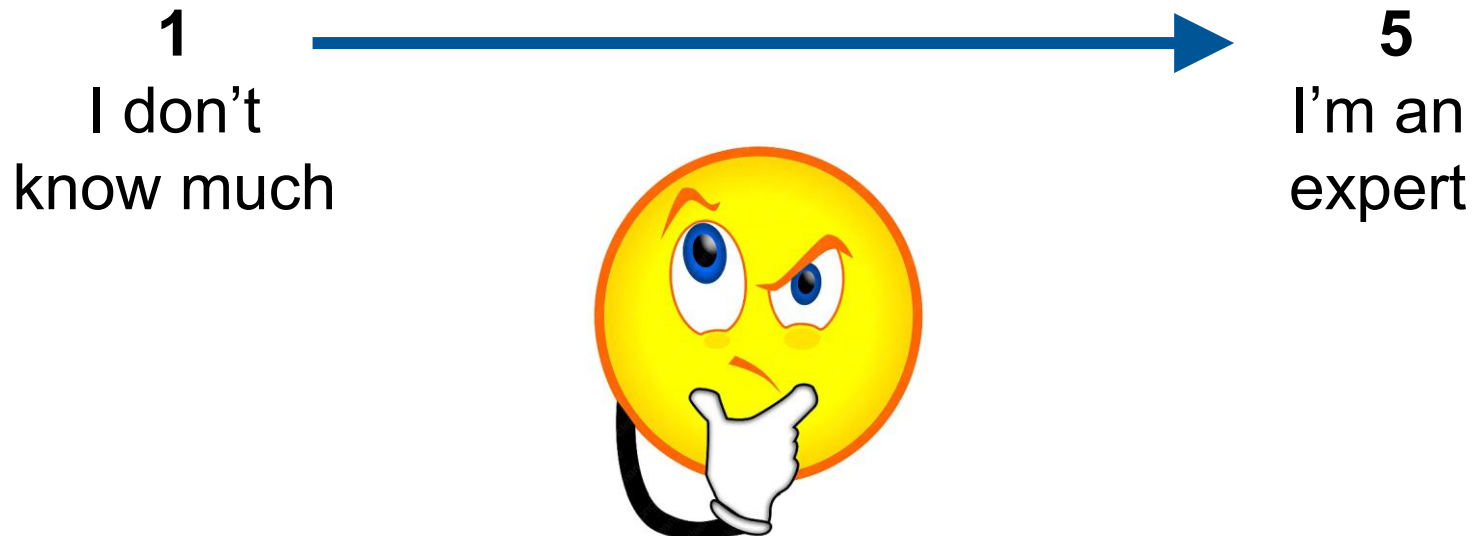
- Identify the requirements of the California WIOA Title II AEFLA/EL Civics Grant specific to Civic Participation and IELCE ✓
- Identify the best practices for CAEP Agency use of the California COAAP System ✓



## How would you characterize your understanding of:

- a. California Civic Participation/IELCE?
- b. Best practices for CAEP Agency use of the California COAAP System?

On a piece of paper, rate yourself from 1-5



- 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](http://www.casas.org)
- Visit the [CASAS YouTube Channel](#)

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# THANK YOU!

