

California EL Civics Basics: Understanding, Implementing, and Revising COAAPs 2025-26

Presented by:

Stephanie Fitzpatrick, CASAS Program Specialist
sfitzpatrick@casas.org

Lori Howard, CASAS Program Specialist
Coordinator
lbhoward@casas.org



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 IELCE/IET COAAPs.



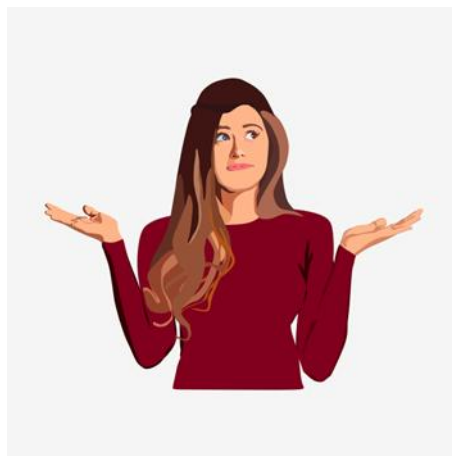
How would you characterize your understanding of:

- a. Selecting COAAPs?
- b. Implementing COAAP Instruction and Assessment?
- c. Developing IELCE/IET COAAPs?

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

1  5

I don't know much I'm an expert



California EL Civics Important Elements: Needs Assessments

Develop 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

Develop a School Community Student Needs Assessment (continued)

- A yearly School Community Student Needs Assessment is required for WIOA, Title II AEFLA/EL Civics funded Agencies
- Agencies assess needs in
 - General Civic Participation topics (Civic Participation 231 funded)
 - Workforce related topics (IELCE 243 Funded)
- Results of this needs assessment inform the selection of the agency's Civic Objectives and Additional Assessment Plans (COAAPs).

- **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

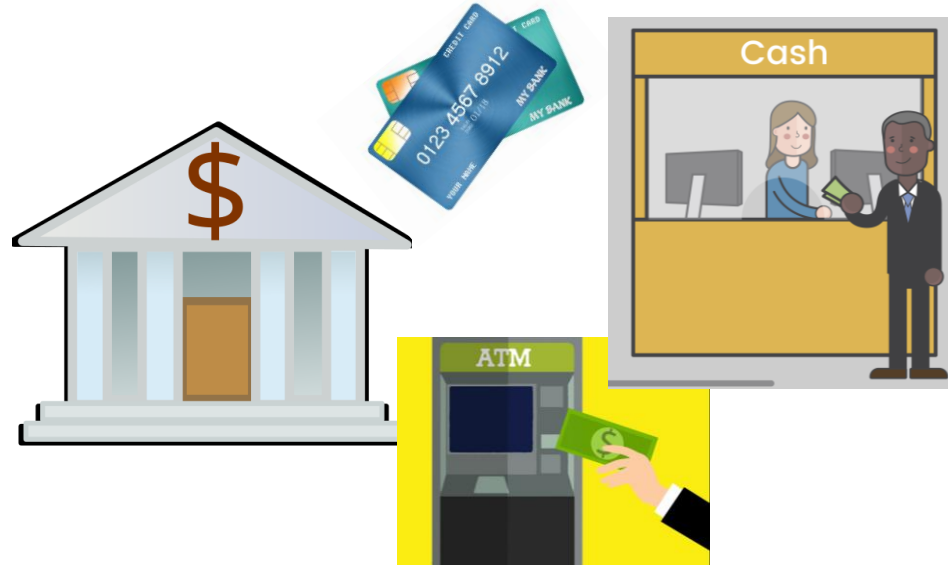
- **Develop and Administer a School Community Student Needs Assessment**
 - Needs assessment surveys can be done:
 - on paper
 - online (e.g., Survey Monkey, Google Forms, etc.)
 - Choose 2 to 4 Civic Objectives (CO) from each of the 7 competency areas on the [Pre-Approved Civics Objectives List](#):
 - Consumer Economics
 - Community Resources
 - Health
 - Government and Law
 - Transition
 - Employment
 - The needs assessment will include approximately 12-24 Civic Objectives for students to choose from.
 - The number of Civic Objectives used in the needs assessment may depend on the level of the student.

■ **Develop and Administer a School Community Student Needs Assessment (continued)**

- Use the chosen Civic Objectives to design a needs assessment.
 - Beginning level learners need a picture-based assessment tool with simplified words.
 - Intermediate to Advanced level learners should have pictures and/or phrases or sentences.
 - Giving CO descriptions to students is not appropriate.

■ Develop and Administer a School Community Student Needs Assessment (continued)

- Do this:



- Not this:
 - Civic Objective 1: Identify, evaluate, and compare financial service options in the community such as banks, credit unions, check-cashing services, and credit cards.

California EL Civics Important Elements: COAAP Selection

Selecting 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.

- 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

- 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 COAAP 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 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*

■ **Example: Civic Objective 33 - Resources (Employment)**

- **Description of CO:** 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):
 - 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 Tasks** – what students need to complete to show competency in a Civic Objective
 - **Assessment Types** – Oral, written, role play, portfolio, observation checklist
 - **Number of Tasks** – 2 to 3 for most, 5+ for portfolios
 - **Task Descriptions** – what students need 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 for COAAP Assessments**

- Beginning Low to Advanced
 - Levels are decided by multiple measures e.g., oral assessment, CASAS reading and/or listening level, writing assessment
- Literacy-level students can participate in COAAP instruction and assessment
 - 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).
- Note that some COAAPS and some Tasks are only for students at certain levels

- **Task & Rubrics** – describes what a student needs to demonstrate to get a certain score.

Example: COAAP 16.5, Task 1

Description:	<u>Identify Emergencies</u> Assessor presents 5 situations requiring either emergency services or community-assistance agency services. Student will indicate orally or in writing the proper response to each situation. Example: Student (IL-A) will respond to a picture prompt by naming or listing an agency or service to contact. Student (BL-BH) will respond orally by only indicating either 911 or other service agency.		
	Points Possible:	5	Level: Beginning Low – Advanced
Scoring Rubric			Points
Content			
Response is correct and comprehensible.			1
Response is incorrect or inappropriate			0

- **Rating Scale/Passing Scores**

- Total Points Possible – highest points any one student can score
- Passing Score – score a student needs to get to pass the assessment at each level

Example: COAAP 16.5

Rating Scale/Passing Scores	
Total Points Possible:	37
Advanced:	33
Intermediate High:	29
Intermediate Low:	24
Beginning High:	20
Beginning Low:	15

▪ **Rating Scales/Passing Scores** – continued

Example COAAP:

- 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 = 18
 - BL = 14

▪ **Rating Scales/Passing Scores** – continued

Example COAAP:

- 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)
 - BH = 18 (60% of the total possible points for BH – 31)
 - BL = 14 (50% of the total possible points for BL – 31 adjusted 1 pt. for 4 pt. spread)

■ **Rating Scales/Passing Scores** – continued

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

Example COAAP: (not all levels do all tasks)

- Task 1: Beginning Low – Beginning High, Points Possible = 6
- Task 2: Intermediate Low – Advanced, Points Possible = 26
- Task 3: Beginning Low – Advanced, Points Possible = 20
- Rating Scale - Total Points Possible = 46 (highest pts any one student can get)
 - A = 41
 - IH = 36
 - IL = 29
 - BH = 16
 - BL = 12

Check After Selecting COAAPs

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.

- Some 2024-25 pre-approved COAAPs are revised for 2025-26
 - Agencies must use the 2025-26 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](#)

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

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 61 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

Important Note:

- Select Option 2 & 3 COAAPs every year to keep in system, whether or not you use them in current year
- If this means your agency must select more than 10 COAAPs, ask permission of your CDE Regional Consultant

- **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.

- July 1, 2025, the 2025-26 COAAP Selection Process opens
- The first time you enter the CASAS website to make your selections you will see the previous year’s selections:

Selections for Rolling Hills Adult School			
2023-2024 COAAP Selections	Form Number	Select	Remove
7.4 view the 2024-2025 version	074C	<input checked="" type="radio"/>	<input type="radio"/>
13.4 view the 2024-2025 version	134C	<input checked="" type="radio"/>	<input type="radio"/>
33.7 view the 2024-2025 version	337C	<input checked="" type="radio"/>	<input type="radio"/>
10.4 view the 2024-2025 version	104C	<input checked="" type="radio"/>	<input type="radio"/>
30.5 view the 2024-2025 version	305C	<input checked="" type="radio"/>	<input type="radio"/>
5.3 view the 2024-2025 version	053C	<input checked="" type="radio"/>	<input type="radio"/>
46.6 view the 2024-2025 version	466C	<input checked="" type="radio"/>	<input type="radio"/>
70.1 view the 2024-2025 version	701C	<input checked="" type="radio"/>	<input type="radio"/>
73.1	731C	<input checked="" type="radio"/>	<input type="radio"/>

- Select what your agency had selected the previous year or remove those selections.
- Be sure to select any Option 2 or 3 COAAPs each year.
- Click on continue the selection process, to add other COAAPs.
- When selections are complete, **Go to Checkout.**

- Once 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](#)

- 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.	1.4	11/22/24	Approved
2	Access community or commercial agencies to resolve a consumer complaint. (This objective has only 2 AAPs.)	2.3	8/1/24	Approved
3	Develop a business plan for a small business in order to participate in the economic growth of the community. (This objective has only 2 AAPs.)	3.2	8/5/24	Approved
40	Respond to questions about the history and government of the United States in order to be successful in the naturalization process.	40.4	11/22/24	Approved
53	Research, identify and utilize the skills necessary to navigate educational, workplace and community environments, access opportunities and/or assert rights.	53.2	7/22/24	Approved
Add, Edit, or Delete Selections Current Selections — Full Details Download COAAPs for Import to TOPSpro View Last Year's Selections				

- 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

California EL Civics Important Elements: COAAP Assessment Development

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)

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 (go to [EL Civics - TAS - Curriculum](#))
 - Ask to borrow their instructional materials and assessments.
 - Be selective and revise as necessary to meet your learner's needs.
 - Keep assessments secure – high stakes

- 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

1. Write Written Assessments

- The following may not 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

2. Write detailed directions for assessors

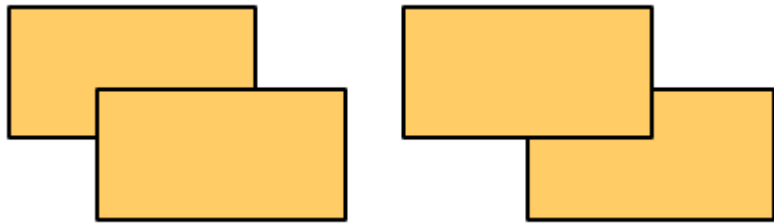
- communicate with teacher (if not assessor) before and after assessment
- set up of assessment environment
- collect paperwork following assessment

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

- produce demonstration video to model oral assessment
- discuss/rate student samples of oral or written task

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 cards



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

EL Civics Objective 7.6 (Safety) Assessment Scoring Sheet

Student Name: _____

Teacher: _____ Site: _____

Points Possible = 40	Task 1 Points:	
	Task 2 Points:	
	Total:	
Points needed to pass:		
Adv = 35		
Int High = 31		
Int Low = 26		
Beg High = 17		
Beg Low = 13		
Assessment Result: Pass / No Pass		

Task 1: Report a Crime (Beginning Low to Advanced)

Shown a picture of a crime taking place, student will participate in a role-play in which student reports the crime to the assessor in the role of a law enforcement officer. (Pictures will differ in complexity according to student level).

Sample Score Sheet (continued)

Levels	What the student needs to do	Points		
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
	Total Score:			

Things to consider:

- 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 Important Elements: COAAP Assessment Security & Record Keeping

- **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.

- **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.

- 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 Important Elements: COAAP Instruction

COAAP Instruction is performance-based.

- 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.

- 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

- 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.	<ol style="list-style-type: none">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.13. Research and interpret information on traffic court procedures and fees.14. Take a practice DMV Drivers’ Test.15. Communicate with traffic court staff or judge
EL Civics Focus Area(s): Civic Engagement Government	
I3 Focus Area: Civic and Community Participation	


California EL Civics Important Elements: Administration of COAAP Assessments

- **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: Developing COAAPs for IELCE Instruction



- **IELCE/IET Personal Care Assistants/Caregivers**
Donna Price, SDCCD



Curriculum

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

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

- Write a 243 designated COAAP that coincides with Personal Care Assistant IELCE Instruction:
 - Include content from 30 hours of instruction for each.
 - Write tasks and assessments.
 - Pay for IELCE instruction with payment points from 243 funds.

Example COAAPs for Personal Care Aid Course:

- **Task 1 Infection Control** – Demonstrate, describe orally and/or write about handwashing techniques and other infection control strategies
- **Task 2 Take Vital Signs** – Demonstrate, describe orally and/or write about how to effectively take vital signs and chart them

- 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**
 - 76 – **Hospitality, Tourism and Recreation**

What questions do you have?



California EL Civics: Data Collection and Submission

- 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

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**

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

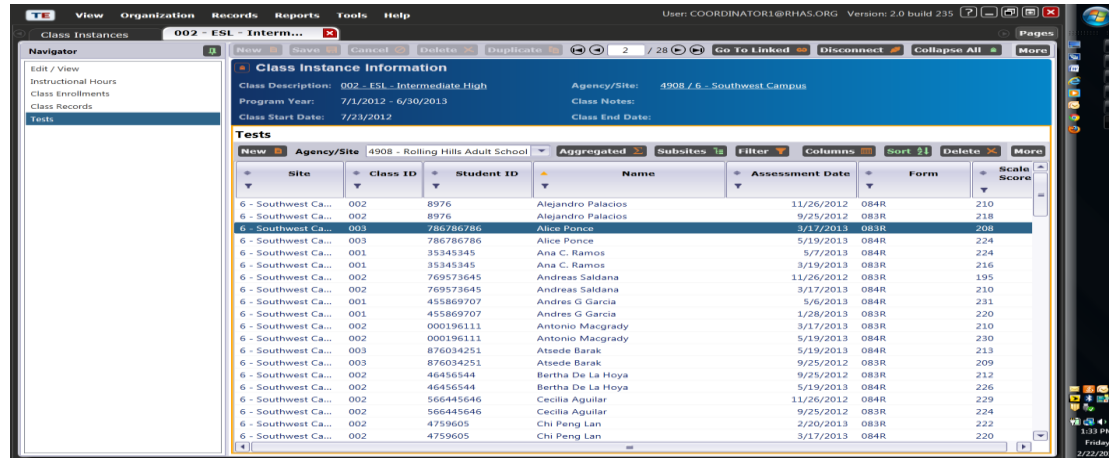
- COAAPs that have been revised or created for your agency specifically and numbered with only the Civic Objective number (e.g., 33) also have a change in form number. The form number for this type of COAAP was formerly 033C but will now change to 330CX.

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)

- In the Focus Area select one:
 - Citizenship Preparation (231)
 - Civic Participation (231)
 - IELCE (243)
- Be sure to mark “ESL/ELL” for Instructional Program
- Go to [EL Civics Support Chanel](#) *Using TOPSpro Enterprise for California EL Civics*

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.



The screenshot shows the TE software interface. The 'Navigator' bar on the left has 'Tests' selected. The main window displays 'Class Instance Information' for '002 - ESL - Intermediate High' at '4908 / 6 - Southwest Campus'. Below this, the 'Tests' section shows a table of student assessments.

Site	Class ID	Student ID	Name	Assessment Date	Form	Scale Score
6 - Southwest Ca...	002	8976	Alejandro Palacios	11/26/2012	084R	210
6 - Southwest Ca...	002	8976	Alejandro Palacios	9/25/2012	083R	218
6 - Southwest Ca...	003	786786786	Alice Ponce	3/17/2013	083R	208
6 - Southwest Ca...	003	786786786	Alice Ponce	5/19/2013	084R	224
6 - Southwest Ca...	001	35345345	Ana C. Ramos	5/7/2013	084R	224
6 - Southwest Ca...	001	35345345	Ana C. Ramos	3/19/2013	083R	216
6 - Southwest Ca...	002	769573645	Andreas Saldana	11/26/2012	083R	195
6 - Southwest Ca...	002	769573645	Andreas Saldana	3/17/2013	084R	210
6 - Southwest Ca...	001	455869707	Andres G. Garcia	5/6/2013	084R	231
6 - Southwest Ca...	001	455869707	Andres G. Garcia	1/28/2013	083R	220
6 - Southwest Ca...	002	000196111	Antonio Macgrady	3/17/2013	083R	210
6 - Southwest Ca...	002	000196111	Antonio Macgrady	5/19/2013	084R	230
6 - Southwest Ca...	003	876034251	Atsede Barak	5/19/2013	084R	213
6 - Southwest Ca...	003	876034251	Atsede Barak	9/25/2012	083R	209
6 - Southwest Ca...	002	46456544	Bertha De La Hoya	9/25/2012	083R	212
6 - Southwest Ca...	002	46456544	Bertha De La Hoya	5/19/2013	084R	226
6 - Southwest Ca...	002	566445646	Cecilia Aguilar	11/26/2012	084R	229
6 - Southwest Ca...	002	566445646	Cecilia Aguilar	9/25/2012	083R	224
6 - Southwest Ca...	002	4759605	Chi Peng Lan	2/20/2013	083R	222
6 - Southwest Ca...	002	4759605	Chi Peng Lan	3/17/2013	084R	220

How to manually enter EL Civics Assessments

California EL Civics: Resources

Meetings

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

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

- 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
 - California WIOA II Agencies can submit materials
- 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
- See presentation ***EL Civics on Canvas***
 - Alisa Takeuchi
 - 10:45 Wednesday, June 11, Garden 2



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

3 active materials

Government and Law

1 active materials

Transition

1 active materials

Workforce Training

3 active materials

- 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
 - Send email to ELCivics@casas.org



What questions do you have?



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

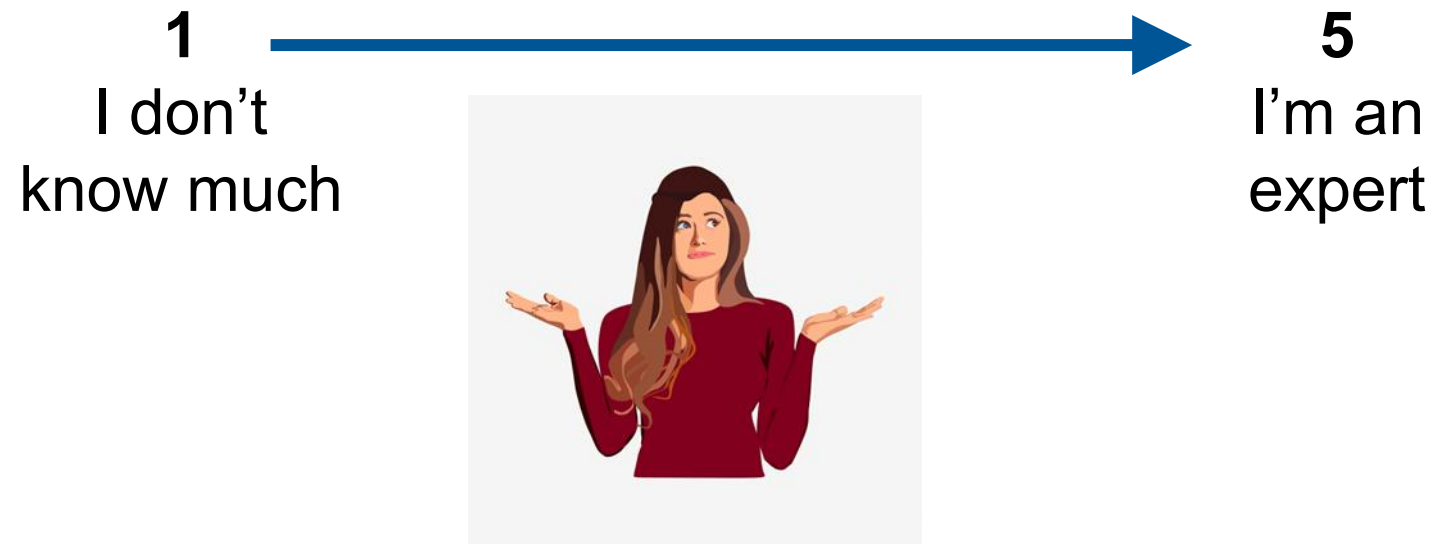
- Select Civic Objectives and Additional Assessment Plans (COAAPs). ✓
- Implement COAAP Instruction and Assessment at your agency. ✓
- Identify the important aspects of developing IELCE/IET COAAPs. ✓



How would you characterize your understanding of:

- a. Selecting COAAPs?
- b. Implementing COAAP Instruction and Assessment?
- c. Developing IELCE/IET COAAPs?

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
- Visit the [CASAS YouTube Channel](#)

Presented by:
Lori Howard
lbhoward@casas.org

Stephanie Fitzpatrick
sfitzpatrick@casas.org

For general questions email
elcivics@casas.org

 [/CASASsystem](https://www.facebook.com/CASASsystem)
 [/CASASSystem](https://www.linkedin.com/company/CASASSystem)
 [/CASASAssessment](https://www.youtube.com/channel/UCASASAssessment)

THANK YOU!

A thick green horizontal bar is positioned below the "THANK YOU!" text.