

2025-26 Civic Participation (231) and Integrated EL Civics (IELCE 243) Frequently Asked Questions (FAQs)

Note: 1. Information in sections A-G applies to both Civic Participation (231 funded Programs) and Integrated EL Civics (IELCE 243 funded programs).

2. Information added after July 1, 2025 is shown in green.

A. General Information

1. What are the requirements for EL Civics Civic Participation programs?

There are six requirements. These include CASAS pre/post testing, a yearly school community needs assessment survey, selection of Civic Objectives and Additional Assessments (COAAPs) based on the results of the needs assessment survey, preparation or adoption of instruction and assessment materials based on the selected COAAPs, at least 30 hours of EL Civics (ESL) instruction related to the topic of the selected COAAP and administration of Additional Assessments to learners based the EL Civics instruction. Completion of an IELCE Report is also required for 243 funded IELCE agencies.

2. Does my agency need to report student outcomes other than assessment results?

No, but it is a good idea to collect information about student outcomes such as how many students got driver's licenses and how many got a job. This information can be used to report to teachers, administrators, and the community.

3. How does my agency submit EL Civics objectives and additional assessment plans (COAAPs)?

EL Civics objectives and additional assessment plans (COAAPs) are submitted online. Please log on to <https://www.casas.org> > EL Civics > Civic Participation > [Select Civic Objectives and Additional Assessment Plans](#)

4. When must an agency submit their 2025-26 EL Civics objectives and additional assessment plans (COAAPs)?

Agencies must submit at least one EL Civics objective and additional assessment plan (COAAP) by October 31 of the current program year. The last day to add, edit or delete COAAPs is April 30 of the current program year.

5. Will agencies have the opportunity to add or revise civic objectives and additional assessment plans (COAAPs) throughout the program year?

Agencies can add, edit or delete civic objectives and additional assessment plans (COAAPs) until April 30 of the current program year.

Agencies can revise and submit COAAPs by March 30 of the current program year and create new COAAPs until January 30 of the current

program year. The approval process for revised and COAAPs may take up to 60 days. Contact elcivics@casas.org and a CASAS Staff member will assist you.

6. Do agencies need to enter the number of hours that learners study each civic objective into TE?

No.

7. What EL Civics data and information (including Additional Assessment information) do agencies need to save and for how many years?

Agencies need to keep one folder (print or digital) for each Civic Participation or Integrated EL Civics class (not individual student) that contains samples of student assessments (e.g. one pass and one fail), the assessment itself and the criteria that the assessor used to score the students, including the scoring sheets. These need to be kept for three years plus the current year in a central agency location 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 the CASAS Administration Manual for additional information related to saving and archiving documents.)

8. How can agencies make changes to 2025-26 Pre-approved civic objectives and additional assessment plans (COAAPs)?

Contact elcivics@casas.org and a CASAS Staff member will assist you.

9. Our agency has submitted 10 pre-approved civic objectives and additional assessment plans (COAAPs) and has used all 10 in the first 3 quarters. In the 4th quarter we would like to delete one COAAP so we can add a new one. Can we do this?

No, you cannot delete a COAAP you have used in the same school year. Doing that would affect your reporting in TOPSpro Enterprise (TE) and your payment points. Agencies are allowed more than 10 COAAPs but must request permission by emailing their CDE Consultant with a copy to elcivics@casas.org.

10. Do I need to submit my Local Assessment Policy to CDE?

No. Each agency needs to have a written Local Assessment Policy (LAP) in place effective July 1 of the current program year and have it available for review by their CDE Regional Consultant during a program monitoring visit. Access the [Local Assessment Policy](#) Template in Appendix B.

11. How many COAPPS may an agency select each year?

Agencies may select between 3 and 10 COAAPs per year.

12. May an agency select more than ten COAAPs per year?

Yes. An agency may select more than 10 COAAPs but must request permission by email of its corresponding CDE Regional Consultant with a copy to elcivics@casas.org. Once an agency

has been granted permission for the selection of a specific number of COAAPS, the agency need not request permission again until the number of COAAPS exceeds the original request. This FAQ represents a change in the previous policy in which agencies needed to request permission each program year.

Example: if an agency was granted permission to select 11 COAAPS in 2024-25 and wanted to select 11 COAAPS in 2025-26, that agency would not need to request permission again. However, if the agency wanted to select more than 11 COAAPS in 2025-26, this would require CDE permission once again. There would be no need to request permission if the agency wanted to select 11 or fewer COAAPS.

13. A student registered in an EL Civics, Civic Participation class and scored 228 on her CASAS STEPS Reading pre-test. During the semester she passed two Civic Participation Additional Assessments. Now she has scored 238 on her CASAS STEPS Reading post-test. Will this student earn payment points for the Additional Assessments she passed?

Yes. A post-test score of 238 or above does not disqualify the ESL student for WIOA II payment points. The student would earn 2 payment points for passing the Civic Objectives. She would also earn 1 payment point for completing a level.

14. Are there any new Civic Objectives in place for implementation of Integrated EL Civics (IELCE)?

Yes, Civic Objectives 44 and 28 are now 243 funded.

15. Our agency wants to select more than one COAAP in a single Civic Objective. Is that OK?

Agencies are permitted to select more than one COAAP per Civic Objective in the following situations: 1. An agency develops IET/IELCE curriculum including up to 3 COAAPS to support the English language needs of English language learners in a co-teaching or alternating teaching training environment. 2. An agency administers a community needs assessment which reveals student need for more than one COAAP in the same objective for reasons which could include level or content considerations. Agencies must request permission to select more than one COAAP per Civic Objective by emailing elcivics@casas.org. The approval process may take up to 1 month.

16. How do I set up a class to have instruction in both Civic Participation and Citizenship Preparation or Civic Participation and Integrated EL Civics (IELCE)?

If a Civic Participation Class will give instruction in both Citizenship Preparation and Civic Participation or Integrated EL Civics (IELCE) and

Civic Participation, set up 2 classes in TE. Then, in the Focus Area select one of the following for each class:

- Citizenship Preparation
- Civic Participation (231 funded)
- Integrated EL Civics (IELCE) (243 funded)

For example, an agency has planned a class for intermediate level learners M-Th 9am-12pm for the Fall Semester of 2024-25. This agency wants to teach one 231 funded Civic Objective and one 243 funded Civic Objective during the Fall Semester. This can be accomplished in two ways:

Example 1:

- Set up one Civic Participation class from 9-10:30am M-TH designated as 231 funded in TE (see FAQ #4) and teach the 30 hours of the 231 funded Civic Objective and assess it during that time period in the semester.
- Then set up another class from 10:30am-12:00pm M-TH and designate this class as Integrated EL Civics, IELCE-243 funded in TE. Teach the 30 hours of the 243 funded Civic Objective and assess it during that time period in the semester.

Example 2:

- Split the class into two 8-10 week quarters. Set up one class from 9am-12pm M-TH for the first “quarter” designated as 231 funded in TE and teach the 30 hours of the 231 funded Civic Objective and assess it during that quarter.
- Then set up another class from 9am-12pm M-TH for the second “quarter” and designate this class as 243 funded in TE. Teach the 243 funded Civic Objective and assess it during this time period in the quarter.

Be sure to mark “ESL/ELL” for Instructional Program.

B. Option 1: 2025-26 Pre-Approved Civic Objectives and Additional Assessment Plans

1. How can I access the 61 pre-approved EL Civics objectives and related additional assessment plans?

Log on to <https://www.casas.org> > EL Civics> Civic Participation>Select Civic Objectives and Additional Assessment Plans. Then click on [Pre-Approved Additional Assessment Plans List](#).

2. Are the 61 pre-approved EL Civics objectives appropriate for all levels of ESL?

No. The *2025-26 Pre-approved Civic Objectives List* indicates the range of ESL instructional levels that is most effective for each objective. The lowest instructional level in EL Civics is ESL Beginning Low (184-196 on the CASAS STEPS Reading and 182-191 on CASAS STEPS Listening Tests).

3. Can we revise 2025-26 pre-approved civic objectives and additional assessment plans (COAAPs)?

Yes. Contact elcivics@casas.org and a CASAS Staff member will assist you.

4. Can a COAAP be used for a civic objective other than the one for which it was written?

No.

5. **Can agencies add their own language and literacy objectives to COAAPs?**
Yes, with approval. Contact elcivics@casas.org and a CASAS Staff member will assist you.
6. **Can an agency select only part of the pre-approved additional assessment plan?**
No, any revisions to a pre-approved COAAP must be submitted for approval. Contact elcivics@casas.org and a CASAS Staff member will assist you.
7. **Do agencies have to use all of the language and literacy objectives and tasks that are attached to a pre-approved COAAP selected in Option 1?**
Yes, agencies must use the entire COAAP as it is written, or may contact elcivics@casas.org with the requested revisions to the COAAP..

C. Option 2: Revised Pre-approved Civic Objectives and Additional Assessment Plans

1. **Can agencies share each other's Options 2 and 3 approved assessments?**
If an agency wishes to use another agency's approved Civic Objective and Additional Assessment Plan, the agency must contact elcivics@casas.org for approval for using the COAAP as a revised plan for that agency.

D. Option 3: New Civic Objectives and Additional Assessment Plans

1. **How do I submit new EL Civics objectives and additional assessment plans (COAAPs)?**
Contact elcivics@casas.org and a CASAS Staff member will assist you in developing, reviewing and approving your new COAAP.
2. **Can agencies choose objectives, but submit their new additional assessment plans later?**
No, agencies must submit both at the same time. Since the approval process of new Civic Objectives and Additional Assessment Plans (COAAPs) may take up to 60 days, an agency's ability to assess student attainment of the identified civic objective may be delayed.
Contact elcivics@casas.org and a CASAS Staff member will assist you.

E. Assessments/Testing

1. **If I have a Literacy level student in my multi-level class who receives a score of 184 or more on a CASAS test sometime during the school year, will the student receive a payment point for each additional assessment passed?**
If a student has at least one CASAS test score at 184 or higher on CASAS STEPS Reading or 182 or higher on CASAS STEPS Listening, the additional assessment will count. Conversely, if none of a student's CASAS test scores are 184 or higher on CASAS STEPS Reading or 182 or

higher on CASAS STEPS Listening during a program year, the additional assessment payment point will not be awarded.

2. How much time should there be between a failed additional assessment and the retest?

There should be enough time for appropriate instruction to have taken place between the failed additional assessment and a subsequent additional assessment. Each agency should make a retest policy for each COAAP that takes into consideration the content of the assessment and levels of students that take it. Agencies should inform staff members of the agency's retest policy and procedures and keep a retest statement on file as part of the agency's local assessment policy (LAP) to ensure that all students are retested using the same criteria.

3. Do agencies have to enter incomplete assessments into TOPSpro Enterprise as failures? Do agencies have to enter all failures into TOPSpro Enterprise even if the student retakes and passes?

Yes to both questions. In order to make the assessment data reliable, all assessment attempts must be entered into TOPSpro Enterprise (TE). There is a special section in TE which the data person can mark to show a COAAP assessment is a retest.

4. I have some defaced CASAS test booklets and some obsolete ones. What do I do with them?

All defaced or obsolete test booklets (no matter how old they are) must be shredded by the school or agency according to the following process:

- Shred the test booklets
- Send a letter written on school or agency letterhead to CASAS with the following information:
 - Statement of number of test booklets and test forms that were shredded
 - Statement of when they were shredded
 - Signature of the school or agency administrator
- Keep a copy of the letter for your records

If the school or agency cannot shred the test booklets, the test booklets can be sent to CASAS to be shredded. If that is the case, the school or agency must keep a letter on file (on letterhead) noting which test booklets were sent, how many and when they were sent, signed by the administrator.

5. May I use CASAS post-tests administered in 2024-25 as pretests for summer school 2025-26?

CASAS standardized tests administered between May 1 and June 30, 2025, may be rolled over into the 2025-26 program year. Proxied tests are given a date of July 1, so they can be used as the pretest for the new program year.

6. What is performance-based assessment?

According to Chun, 2010, a performance-based assessment measures students' ability to apply the skills and knowledge learned from a unit or units of study. Typically, the task challenges students to use their higher-order thinking skills to create a product or complete a process. Because EL Civics assessments are performance-based, the following may not be included in EL Civics assessments:

- True/False questions
- Matching
- Multiple choice questions
- Fill-in questions (except for applications, etc.)
- Text Boxes which offer students possible answers to questions

7. Can students be assessed in a group?

Students completing Integrated EL Civics Additional Assessments must be evaluated on an individual basis. All oral interview and/or role play assessments must take place in participation with an assessor asking or answering the questions or playing a role. Written and listening 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. No "student to student" interaction is acceptable as part of the assessment process.

8. Can COAAP assessment be done remotely?

Yes. See the [California Remote Testing](https://www.casas.org) page of the CASAS website at www.casas.org for procedures and instructions on how to implement remote COAAP assessment.

9. What are the requirements for developing a COAAP Assessment?

Each California WIOA, Title II Agency funded for Civic Participation and/or IELCE is responsible for writing EL Civics COAAP assessments.* COAAP assessments must be written to follow the tasks, rubrics, and rating scales of the selected COAAP. COAAP assessments must be designed to:

1. Be performance based and simulate a task that the student might have to do in real life.
 - a. students may only have with them during the assessment items they would have in real life. For example, in real life a person might carry with them a resume to help them remember dates during a job interview, so a resume would be an acceptable item to have during a job interview. A person would not have a sample dialogue during a real-life interview, so it is not acceptable for the student to have that with them during a COAAP assessment.
2. be challenging to the student at their level of English proficiency
3. require students to use their critical thinking skills and discernment to complete the assessment. Correct responses must be distinct and differentiated. In the assessment task, a policy that "*any given response is acceptable*" is not allowed.

It is expected that approximately 80-85% of students will pass the assessment the first time it is taken. If more than 85% of students pass, the agency should consider if the assessment is not challenging enough and therefore should be revised to be more challenging. If fewer than 80%

pass, the agency should consider if the assessment is too challenging and if it should be revised to be less challenging.

*COAAP Assessments may be borrowed from another agency. In this situation the borrowing agency must:

1. make sure the assessments meet the requirements mentioned in the body of this FAQ.
2. Keep the assessment secure and not use it for practice lessons.
3. Credit the agency from which the assessment was borrowed in a footer or other appropriate place.

10. What kind of test security are agencies responsible for when implementing COAAP Assessments?

Whether using paper testing materials, technology or online tools for EL Civics Assessments, each agency is responsible for ensuring that only proctored students can access and submit the assessment and that student responses to assessments are not exposed to other students.

11. Can English language learners (ELLs) whose CASAS test scores are above the advanced level earn EL Civics payment points?

English language learners (ELLs) enrolled in Civic Participation (231), Citizenship Preparation (231) or IELCE (243) designated courses must have a pre/post-test pair in an NRS approved CASAS Reading or Listening series to earn a 231 or 243 payment point upon passage of an EL Civics assessment. An Ell’s score on the CASAS tests has no bearing on earning a payment point unless the score designates ESL literacy level (e.g. Reading STEPS -183 or below, Listening STEPS -181 or below). ESL Literacy level students cannot earn EL Civics payment points.

F. TOPSpro Enterprise (TE)

1. What form numbers do I use when entering my additional assessment results into TOPSpro Enterprise?

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)

2. How do I set up a class to have instruction in both Civic Participation and Citizenship Preparation or Civic Participation and IELCE?

See A16 above.

3. How are agencies required to designate EL Civics focus areas for EL Civics classes at the agency and class level in TOPSpro Enterprise (TE)?

- At the Agency level, in the TE Agency Record, participants first record whether they are a 225, 231 and/or 243 funded agency, and then choose from among **three** different EL Civics (ELC) focus areas (instead of the traditional two):
 - i. Citizenship Preparation
 - ii. Civic Participation (231)
 - iii. Integrated EL Civics (IELCE- 243)
- In the TE Class Instance record, in focus area select one of the same three options above. ***As always – each class can only be assigned to one ELC focus area.***

G. Summer School

1. How do I select COAAPs for summer school 2025-26?

Option 1: Pre-approved COAAPs

- For summer school programs which will complete 30 hours of instruction and post-test on or before June 30, 2025:
 - i. use the 2024-25 pre-approved COAAPs and select them before the April 30, 2025 deadline.
- For summer school programs which will begin instruction before or after July 1, 2025 and will complete 30 hours of instruction and post-test in July or August of 2025:
 - i. use new 2025-26 pre-approved COAAPs and select them on or after July 1, 2025.

Option 2 and Option 3 COAAPs

- Agencies may use any 2024-25 Approved COAAP (Option 2 and Option 3) they selected in 2024-25 for summer school 2025-26.

H. Integrated EL Civics (IELCE) (243 Funded Programs)

1. Which Civic Objectives are approved for 231 funding in PY 2024-25?

All Civic Objectives 1-55 and 70-76 can be designated as 231 funded in PY 2024-25.

2. Which Civic Objectives are approved for 243 funding in PY 2024-25?

Any COAAP on the [California EL Civics 231 and 243 Funded Civic Objectives](#) list (find at casasa.org) marked with an † can be designated 243 funded in PY 2024-25. Civic Objectives designated as 243 funded need to be linked to training in PY 2025-26.

3. How do I set up a class to have instruction in both Civic Participation and Citizenship Preparation or Civic Participation and IELCE?

See answer A16.

4. How does my agency qualify for IELCE Integrated EL Civics 243 funds in 2025-26?

In order to qualify for EL Civics 243 funds, 243 COAAPs and Workforce Training must be taught simultaneously in a Career Pathway which is contextualized and uses a single set of learning objectives and activities organized to function cooperatively. English Language Learners must have the opportunity to be co-enrolled in a class or program that offers workforce training. Learners who pass assessments for 243 designated COAAPs can earn up to three 243 designated payment points if they also have a pre/post-test pair.

5. What are the steps to implementation or improvement of IELCE/IET Programs?

There are four steps to implementation or improvement of IELCE/IET Programs:

Step 1 –

Administrators make it possible for IELCE and Workforce Training faculty to meet:

- a. to identify current training (and employment) opportunities for English Language Learners at their agency and/or at other local agencies.
 - i. Identified training leads to industry-recognized credentials
 - ii. Communication with employers in the community is made to ensure that the identified training leads to unsubsidized, family-sustaining employment.

Step 2 – Assess Needs/Offer Support Services

English Language Learners who wish to gain training and employment are:

- a. given a needs assessment to determine placement in IELCE and Workforce Training courses
- b. offered support services (e.g. overview of available training and career pathways, counseling, discussion of barriers to training and employment).

Step 3 – Develop Integrated Program

IELCE/Workforce Training faculty and counselors work together to:

- a. develop curriculum, instruction, support services, schedules and recruitment practices for the IELCE/IET Program.
- b. part of this curriculum can include adding workforce training tasks to existing COAAPs or writing new COAAPs that directly relate to the content of training courses.

Step 4 – Evaluate your Program

Get feedback from students, teachers, staff, administrators, employers, and community members.

- Evaluation
 - Define Success
 - Ask:
 - What went well?
 - What needs change?
- Continuous Improvement
 - Document Progress
 - Plan Next Steps
- Share the story
 - Inform Board of Supervisors, Administrators, Staff, Faculty, Students about successes and future plans.

6. What are the types of teaching models appropriate for Integrated EL Civics?

Examples of IET models for EL Civics classes teaching 243 designated COAAPs include:

- **Co-Teaching:** involves skills instruction in a particular Career Technical Education (CTE) program along with VESL--basic language instruction related to the skill instruction, delivered in an integrated fashion in which the VESL and CTE teachers work together on the instruction and usually use the same textbook (sometimes called I-BEST-Integrated Basic Education and Skills Training)
- **Alternating Teaching:** students enroll in two different, but coordinated courses, one in CTE and the other in VESL/basic language instruction related to the skill instruction and/or workplace preparation.

7. Our 243 funded agency is teaming up with another member of our consortium to offer IELCE/IET (Integrated English Literacy and Civics Education/Integrated Education and Training). They will offer the ESL and we will provide the CTE teacher. Can we claim any 243 payment points for our CTE teacher? How do I mark our CTE class in TE? Can it be marked as an IELCE Focus Area?

For California WIOA: Title II, 243 funded agencies, all of the requirements (as well as all of the benefits) go to the agency providing the ESL or EL Civics, not the one providing CTE. The agency doing the ESL instruction should record the classes and student enrollments in the 243

Focus Area, and record the COAAP Assessment results and other outcomes. Record the CTE classes and instructional hours, just as would for any CTE student. There are no additional data collection requirements.

I. Remote COAAP Instruction and Assessment

1. Can I revise COAAPs to use in remote testing?

For in-person, hybrid or remote classes, COAAP task content and rating scales cannot be changed. However, the assessment type (oral, written, etc.) and related rubric can be adjusted if doing so does not affect the goal, efficacy or real-life application of the task. Examples:

- i. written to oral (except applications, letters, essays, etc.)
- ii. chart to written or oral questions, etc.
- iii. oral to written (except role play, etc.)

When the assessment type is changed, rubric language can be adjusted:

- i. Utterance, communication and/or response etc., can be interpreted as oral or written.
- ii. If written activity is changed to oral, add “clarity” to rubric as follows:

Legibility, Neatness, and Spelling or Clarity

- Neat and legible (if applicable). Spelling or oral errors do not interfere with meaning. 2 pts
- Not neat or legible, or spelling or oral errors interfere with meaning. 0 pts.