CASAS ® Comprehensive Adult Student Assessment Systems

www.casas.org

California EL Civics Basics:
Civic Participation and IELCE Requirements

Presented by

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Goals and Objectives

- 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

Self-Assessment

How would you characterize your understanding of California Civic Participation and IELCE?
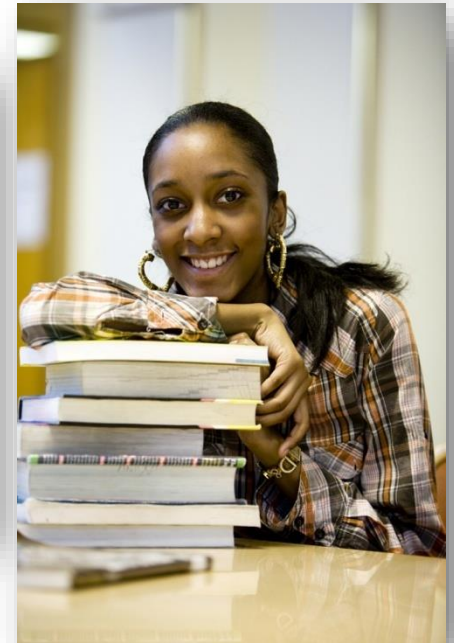
On a piece of paper, rate yourself from 1-5

1 ⟶ **5**

I don't
know much

I'm an
expert

What Is California EL Civics?

- California English Literacy and Civics Education promotes the development of integrated programs that incorporate:
  - English language and literacy instruction (ESL)
  - Civics education

El Civics AEFLA/WIOA II Funding

- EL Civics 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 EL Civics to Integrated EL Civics but EL Civics is commonly used in California to describe the whole program.

EL Civics and WIOA

- **WIOA II defines 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 Focus Areas

EL Civics

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

California
Civic Participation (231) and IELCE (243) Programs

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 learners use the language.
    - measure possible learner success in the community.

  - Connect English learners to the Workplace (IELCE)

California EL Civics Civic Participation and IELCE

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

  - **Civic Objectives and Additional Assessment Plans** (COAAPs) - A COAAP is a plan for a performance-based assessment.
    - Complete a job application
    - Demonstrate successful job interview techniques

California Civic Participation and IELCE Requirements

I. Develop and Administer a School Community Student Needs Assessment

- Complete a summary form

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 only: Complete IELCE Report

California Civic Participation and IELCE Requirements

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: www.casas.org>civic participation

California 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

Develop a School Community Student Needs Assessment

- Choose 2-4 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.

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.

Develop a School Community Needs Assessment

- 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 <u>not</u> appropriate.

Develop a School Community Needs Assessment

- **Do this:**

Use a bank

- **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.

Administer a School Community Student Needs Assessment

- Administer the needs assessment to a majority of learners

- Ask learners to check their 3-5 top Civic Objectives of interest

- Tally the results.

- Use the results to choose 3 -10 Civic Objectives

- Review all the COAAPs related to the Civic Objectives chosen.

- Select the COAAPs that meet the needs of the students in content, level, and type of assessment (oral, written, etc.)

- Complete the Needs Assessment Summary Form to report the process and results of the needs assessment.
Find it at casas.org > civic participation.

Develop and Administer an IELCE Needs Assessment (1)

- Survey community for job opportunities
  - Utilize Information from CTE, WIB and School Advisory Committees
- Decide which job training your agency or partner agencies can offer related to job opportunities
- Discuss with CTE/ESL teachers what level of ELLs could participate in training with English support
- Develop a needs assessment related to that job training.
- Administer the assessment to learners interested in job training.
- Utilize the results to inform your agency's selection of training programs to offer

Develop and Administer an IELCE Needs Assessment (2)

- Utilize the results to inform your agency's selection of training programs to offer
  - Select or create COAAPs which best support the training offered
    - Example **Workforce Preparation** specific COAAPS
      - CO 37 or 52 Soft Skills
      - CO 33 Get or keep a job skills
    - Example **Workforce Training** specific COAAPs:
      - CO 70 Early Childhood Education
      - CO 73 Information Technology
      - CO 71 Health Care
      - CO 74 Manufacturing/Machine Tech
      - CO 72 Building/Construction Safety
      - CO 75 Accounting
- Complete the [Needs Assessment Summary Form](#) to report the process and results of the needs assessment. Find it at casas.org > civic participation.

California Civic Participation and IELCE Requirements

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

- Needs Assessment results inform the selection of COAAPs.

- Agencies use each plan (COAAP) to develop an assessment to give to learners after 30 hours of instruction in content specifically related to the COAAP.

- 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.

California COAAPs

- There are multiple 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 plan 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

- 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*

After Selecting a COAAP

- Once a COAAP is selected (Requirement II):

  - Requirement III - Agencies develop or borrow a performance-based assessment based on the selected COAAP which is specific to the needs of the learners and the program.

  - Requirement IV - Agencies develop 30 hours of COAAP topic-related ESL instruction to prepare the learners to pass the assessment.

Performance-Based Assessment

- **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 Civic Participation and IELCE Requirements

III. Develop or Borrow Additional Assessments

- **Additional Assessments:**
  - are performance-based

  - assess how well a learner can interact with or access the community.

  - directly relate to the Civic Objective and Additional Assessment Plan (COAAP) selected.

  - include tasks learners must perform in real life such as talking with a doctor and completing and insurance claim.

  - relate to instruction in topic and instruction type (oral, written, listening, reading).

Develop Additional Assessments

- The following <u>may not</u> 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

Develop Additional Assessments

- Develop your agency's assessments based on the COAAP selected
  - Use other agency's excellent assessments as a model

- 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
    - 47.2 Torrance Instructional Materials
    - Request the assessment and keep secure
  - Be selective and revise as necessary to meet your learner's needs.

California Civic Participation and IELCE Requirements

IV. Plan and Offer Instruction (ESL)

- Civic Participation and IELCE instruction prepares Beginning Low to Advanced level ESL 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.

Plan and Offer Instruction

- **Civic Participation and IELCE Instruction:**

  - includes all four language skills: listening, speaking, reading and writing

  - is not limited to the language and literacy objectives listed in the COAAP

    - See Pre-Approved Civic Objectives list for supplementary language and literacy objectives for each Civic Objective.

  - lasts at least 30 hours utilizing content specific to the selected COAAP

  - Note: The 30 hours of Civic Participation or IELCE instruction (ESL) can include classroom instruction and text materials that are already being covered in a related instructional unit.

Plan and Offer Instruction

- **Plan Civic Participation/IELCE Instruction**
  Agency Options:

  □ Develop a 30-hour instructional plan which will prepare learners to take and pass the additional assessment.

  □ Borrow instructional materials
    • For example: COAAP 47.2 developed by Torrance Adult School 47.2 Torrance Instructional Materials

  □ Rely on individual instructors to plan at least 30 hours of instruction for their classes.
    • Utilize textbooks and supplementary materials.
    • View lesson plans and instructional materials for EL Civics at www.otan.us

  □ Utilize EL Civics Instructional Materials Exchange available at www.elcivics.otan.us

Civic Participation and IELCE Requirements

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.

Administration of Additional 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 Civic Participation and IELCE Requirements

VI. CASAS 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.

CASAS Testing

- **Requirements to earn payment points for agencies:**
  - 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
    - 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.

EL Civics: CASAS Remote Testing Resources

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

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

California Civic Participation and IELCE Requirements

VII. Complete IELCE Report (IELCE Only)

- IELCE Agencies must complete the IELCE Report.
- [IELCE Report Content Summary](#)
- Due on April 30 of each program year

Review of CA Civic Participation and IELCE Requirements

- **School Community Student Needs Assessment**: Develop and Administer a School Community Student Needs Assessment and complete and keep on file *School Community Student Needs Assessment Summary Form.*

- **Select COAAPs:** Select 3-10 COAAPs based on the School Community Student Needs Assessment.

- **Develop/Borrow Additional Assessments** Agencies must develop or borrow an additional assessment (test) for each COAAP (assessment plan) selected.

Review of CA Civic Participation and IELCE Requirements cont'd

- **Instruction:** Offer a minimum of 30 hours of instruction (content specific to the selected COAAP).

- **Administer Additional Assessments**

- **CASAS Testing**: Administer a pre and post CASAS test to learners.

- **For IELCE 243 only: Complete IELCE Report** due April 30 of each program year.

What questions do you have?

Please ask or type in the chat

COAAP Selection Process

COAAP Selection Process

- 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 3 COAAP Selection Options:
  - Option 1: Pre-approved COAAPs
  - Option 2: Revised COAAPs
  - Option 3: New COAAPs

Option 1: 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 COAAPS for each Civic Objective.
  - There are 170 COAAPs in total.
  - Preview Pre-Approved COAAPs at:
    - Pre-Approved Additional Assessment Plan List

Option 2: Revised COAAPs

- **Enter Revised COAAPs**

  - Agency selects tasks from various pre-approved objectives or considers writing new tasks to meet students' needs taking care to ensure resulting COAAPs 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.

  - Agency submits revised COAAP into Option 2 on the [EL Civics COAAP Selection](#) webpage

  - Note: Option 2 COAAPs must be selected each year to keep them active in the system.

Option 3: New COAAPs

- **Enter New COAAPs**
  - New COAAPs are must meet students' needs not covered in list of 59 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.

  - Agency writes new Civic Objective, Language and Literacy Objectives, Tasks and Rating Scale with assistance from CASAS EL Civics staff.

  - Agency submits revised COAAP into Option 3 on the EL Civics COAAP Selection webpage

  - Note: Option 3 COAAPs must be selected each year to keep them active in the system.

COAAP Selection

- COAAP Selection Process
  - ▫ Agencies may select 3-10 COAAPs.

- Agencies wishing to select more than 10 or fewer than 3 COAAPs must make a request to the CDE Regional Consultant See CDE Regional Consultant List.

- Only designated persons, ELC Primary or ELC Secondary may submit selected COAAPs. Email your CASAS Program Specialist to report any changes to these contacts.

California Submission Deadlines for the current Program Year

- **All Options – October 31**
  - At least one COAAP must be submitted.

- **Option 1 – April 30**
  - Last date to add, edit or delete Option 1 COAAPs.

- **Option 2 – April 30**
  - Last date to add, edit or delete Option 2 COAAPs.

- **Option 3 – January 31**
  - Last date to submit Option 3 COAAPs.
  - The CDE approval process may take up to 60 days.

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

More than half of California ESL students participated in EL Civics classes (both 231 and 243-funded)

Approximately 70% 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

California
EL Civics Resources

CA EL Civics Information

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

Webinars
- California EL Civics Basics: Civic Participation and IELCE Requirements
- California EL Civics: Understanding and Implementing COAAPS
- Planning and Implementing a New IET/IELCE 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

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

California EL Civics Instructional Materials Exchange

- 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

- Attend Exchange presentations at CASAS SI
  - Virtual - Wednesday, June 15 at 10:45 am
  - Poster Session - Thursday, June 16 from 7:30am-9:15 am
  - In person - Thursday, June 16 at 11:15 am

EL CIVICS CONFERENCE 2020-21

EL Civics Exchange

elcivics.otan.us

EL Civics Exchange

Instructional Materials Available

- 27.7 Tasks 1 and 2/BL-BH Mt. Diablo AE
- 27.7 Task 4/All Levels LAUSD
- 33.2 Tasks 1-3, BL-A Teachers' Guide
  Mt. Diablo AE
- 40.4 All Tasks/All levels MiraCosta College
- 48.1 All Tasks/All Levels Rancho Santiago CCD
- 70.2 All Tasks/Levels IL-A, Mt. Diablo AE

Agencies Served

- 121 agencies have selected the COAAPS above

EL Civics Exchange Statistics

- **264** downloads of materials
  - March 21-April 25, 2022
- **260** downloads of materials
  - April 25- May 24, 2022
- **524** Total Downloads
  - March 21-April 25, 2022
- **1,887** Site Visits
  - November 2021-May 25,2022

California EL Civics Instructional Materials Exchange

Call for Submissions

- Most used COAAPs:
  - 11.5, 13.5, 13.6, 28.5, 33.7, 37.3, 46.6, 73.1
- Share your great materials with your colleagues
- Contribute to the the field
- As you develop new materials
  - Use current EL Civics Exchange materials as a model
  - Use instructional materials review rubric on website
  - Make materials accessible
  - Get review/advice from CASAS Staff
- Submit Instructional Materials
  - elcivics.otan.us
    - California WIOA II Agencies Only

California EL Civics EXCHANGE

Accessibility Guide

- Aim of the guide: to help you create accessible instructional materials that you can use in your programs and post on the EL Civics Exchange.
- Developed by Penny Pearson and David Espinoza, OTAN
- Available at:

https://elcivics.otan.us/PublicMaterial/ELCResources

California EL Civics Resources

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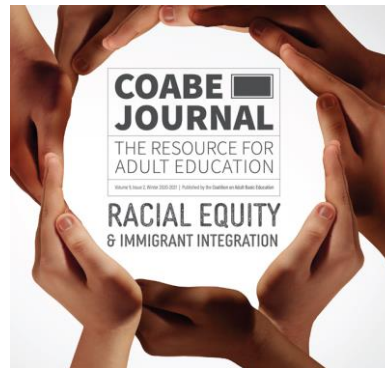
Howard, Lori (2021) California EL Civics: Seizing the Opportunity to Integrate Performance-Based Assessment, *COABE Journal, 9*(2), 32-37.

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

Questions

- California Department of Education (CDE) Regional Consultants
  - Policy and Fiscal Issues

- CASAS Program Specialists
  - Instruction, Assessment, Data Collection

- California Civic Participation and IELCE webpage at www.casas.org

- ELCivics@casas.org

Review Goals and Objectives

- 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 ✓

Self-Assessment

How would you characterize your understanding of Civic Participation and IELCE?

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

1 ——————————→ **5**

I don't
know much

I'm an
expert

Reflection

- What will you do with the information from this webinar?

- What are you going to share with…
  - Administrators?
  - Teachers?
  - TOPSpro Enterprise staff?
  - Others?

What questions do you have?

Please ask or type in the chat

Thank you for attending!

Presented by

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800-255-1036, extension 183

Be CASAS Connected

Use #CASAScommunity and #AdultEdu to connect.

Visit the **EL Civics Conference 2020-21 playlist**
https://tinyurl.com/y3kcaf39 at the CASAS YouTube Channel

Facebook.com/CASASsystem

@CASASsystem

www.casas.org

casas@casas.org

1-800-255-1036