EL Civics Basics
Part 2: Understanding, Implementing and Revising COAAPS

Goals and Objectives

- At the end of this session participants will be able to:
  - Select Civic Objectives and Additional Assessment Plans (COAAPS)
  - Implement COAAPS at your agency
  - Identify the important aspects of developing Integrated EL Civics (IELCE 243)

Please let me know if we can make the learning environment more pleasant for you

COAAP* Selection Options

- **How many COAAP* selection options are there?**
  - **Option 1**: Pre-approved COAAPs
  - **Option 2**: Revised pre-approved or approved COAAPs
  - **Option 3**: Agency created new COAAPs

* Civic Objective and Additional Assessment Plans

Option 1-Pre-Approved COAAPs

- **How many pre-approved Civic Objectives are there?**
  - **59 Pre-approved Civic Objectives**
  - 1-54, 70, 71, 72, 73, 74, 75 (#41 is deleted)
  - Approximately 3 COAAPS for each objective

Civic Participation Deadlines for Submission

- All Options – October 31, 2020
  - At least one civic objective and additional assessment plan must be submitted.
- Option 1 – April 30, 2021
  - Last date to add, edit or delete Option 1 COAAPs
- Option 2 – April 30, 2021
  - Last date to add, edit or delete Option 2 COAAPs
- Option 3 – January 31, 2021
  - Last date to submit Option 3 COAAPs (The CDE approval process may take up to 60 days.)

Option 1-Pre-Approved COAAPs
continued

- **Revisions to Pre-Approved COAAPS**
  - Some 2019-20 pre-approved COAAPs are revised for 2020-21
    - Agencies must use the 2020-21 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 Webpage
    - Click on Pre-Approved Additional Assessment Plan List

Selecting COAAPs FAQ

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

- ***Answer:*** 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 Lori Howard, CASAS Program Specialist Coordinator at lbhoward@casas.org. the approval process may take up to 1 month

Understanding Pre-Approved COAAPs

- **Civic Objectives** are in 7 areas:**
  - Consumer Economics
  - Community Resources
  - Health
  - Employment
  - Government and Law
  - Transition
  - Workforce Training

**see Pre-approved Civic Objectives List

Understanding Pre-Approved COAAPs

- **Civic Objective 33:**
  - Identify and access employment and training resources needed to obtain and keep a job.

Understanding Pre-Approved COAAPs cont.

- **Language and Literacy Objectives** **(the focus of one or more lessons)
  - CO 33:
    - 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 Types**
  - Oral, written, role play, portfolio, observation checklist

Understanding Pre-Approved COAAPs cont.

- **Assessment Tasks** - what students need to complete to show competency in a Civic Objective
  - **Number of Tasks** – 2-3 for most, 5+ for portfolios
  - **Task Descriptions**
    - Describe what student needs 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**
    - Beginning Low to Advanced (decided by multiple measures e.g. oral assessment, CASAS reading and/or listening level, writing assessment)
    - Note that some COAAPS and some Tasks are only for students at certain levels
  - **Points Possible** – highest score any one student can achieve

Understanding Pre-Approved COAAPs cont.

- **Rubrics** – describe what a student needs to demonstrate in order to get a certain score

Description:	**Identify Jobs and Job Duties** **The student will be presented with 5 pictures depicting various occupations and will respond to two questions from the examiner about each picture, such as:** **1: What is the job/occupation?** **2. What does this person do? (or What are the job duties/job responsibilities?)**		
Points Possible:	**10**	**Level:**	**Beginning Low - Beginning Low**

Scoring Rubric	Points
Response is correct and comprehensible.	1
Response is incorrect or incomprehensible or there is no response.	0

Understanding Pre-Approved COAAPs cont.

Rating Scales

- Total Points Possible – highest points any one student can score
- Points for each level – score a student needs to achieve in order to pass the assessment (There must be a minimum of a 4 point spread between levels.)

COAAP 16.5

- 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
  - IH = 29
  - IL = 24
  - BH = 20
  - BL = 15

Note: All COAAPS do not require ALL levels to do ALL tasks. This will affect total points possible.

Understanding Pre-Approved COAAPs cont.

COAAP 16.5

- 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 – adjusted 1 point for 4 point spread)
  - BH = 20 (60 % of the total possible points for BH – 31- adjusted 1 pt. for 4 pt. spread)
  - BL = 15 (50 % of the total possible points for BL – 31)

- **Rating Scales** - continued

COAAP 12.7 (not all levels do all tasks)

- Task 1 – Beginning Low-Beginning High - Points Possible = 10
- Task 2 – Beginning Low – Advanced - Points Possible = 13
- Task 3 – Intermediate Low- Advanced – Points Possible = 20

- Rating Scale - Total Points Possible = 33
  - A = 29
  - IH = 25
  - IL = 21
  - BH = 15
  - BL = 11

Utilizing Option 1—
Check before Developing Additional Assessments

- 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.

Create Assessment Materials

1. Create Assessment Materials
   - Examiner's script:
     - exactly what examiner will say during assessment including rules for repetition, clarification and rephrasing
     - expected student utterances (oral assessment)
   - Written instructions for examiners (set up, implementation procedures, paperwork procedures)
   - Assessment materials (pictures, charts, checklists, written instructions to students, etc.)
   - Score sheet with rubrics

Sample Score Sheet

EL Civics Objective #7 Assessment Scoring Sheet

Name of Student _____ Birth date_____

Name of Teacher _____ Site _____ CRN#_____

Possible Points = 40

Points needed to pass =
A - 34
IH - 30
IL - 26
BH- 12
BL - 7

Task One Points _____

Task Two Points _____

Total _____

Assessment results:

Pass Not Pass

Task One Beginning Low – Advanced: Within a role-play, the learner will report an emergency or crime. The examiner will play the role of the police dispatcher. Pictures depicting emergency situations or crime scenes will be used as role-play prompts.

Sample Score Sheet (cont.)

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**

Create Assessment Materials (continued)

2. Write detailed directions for examiners
   - communicating with teacher before and after assessment
   - setting up of assessment environment
   - paperwork following assessment

3. Produce demonstration video (oral assessment) or samples of written task

Align Assessment and Curriculum

- Develop curriculum that:
  - includes all vocabulary that will appear in assessment tasks.
  - includes plentiful and varied practice activities that prepare students for assessment.
  - Includes more language and literacy objectives than those listed in the COAAP.

Language and Literacy Objectives for COAAP 12. 4

- 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:

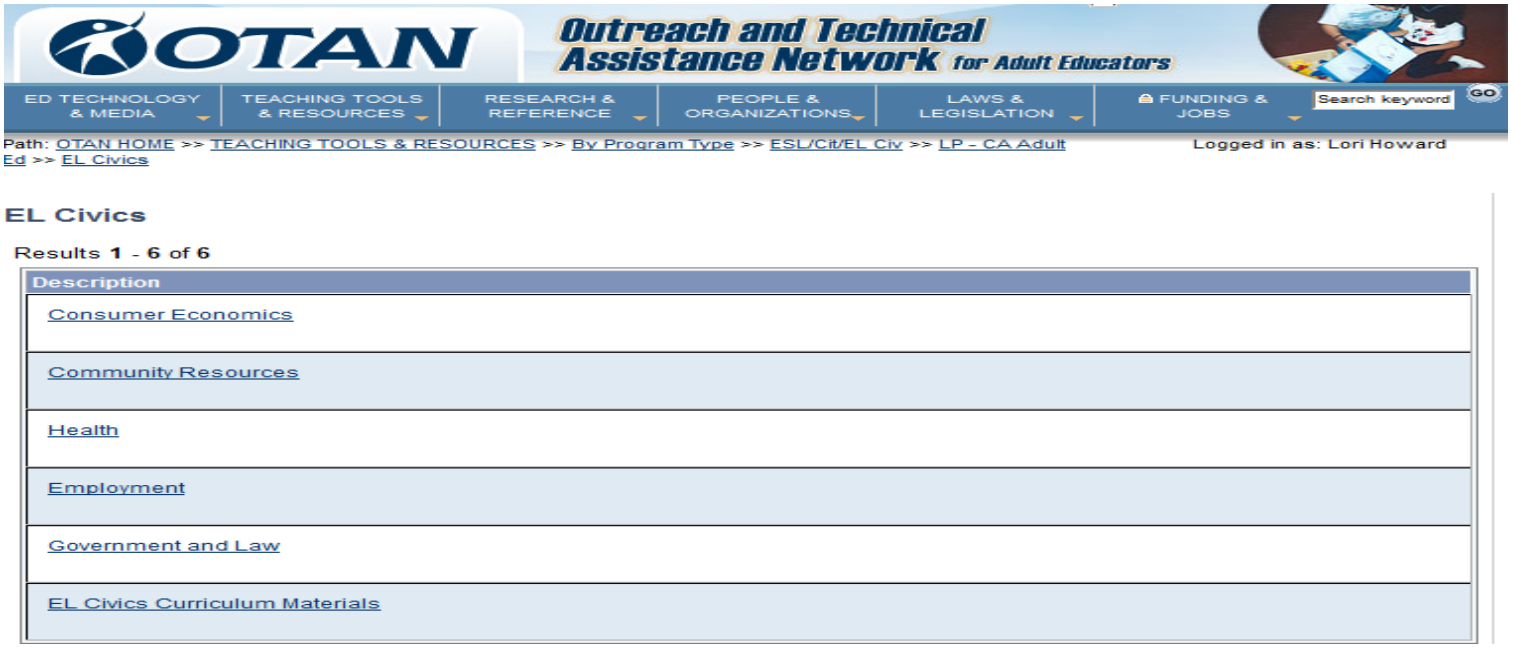
Civic Objective **EL Civics Focus Area(s)**	**Language/Literacy Objectives** ▪ **Starred objectives (*) are suitable for Beginning Low (BL)** ▪ **Bold print indicates revision, including levels, for 2015-16** ▪ **Italics print indicates new objectives**
Describe and access services offered at DMV and read, interpret and identify legal response to regulations, roadside signs, and traffic signals. EL Civics Focus Area(s): Civic Engagement Government	1. *Identify and interpret traffic lights, and signals. 2. *Identify and interpret regulatory and warning signs. 3. List 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 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 and list the services the DMV provides. 10. Read and interpret written citations related to traffic or vehicle violations. 11. Prepare a list of questions for a guest speaker (CHP officer or police officer) on topics such as traffic regulations, safe driving, road signs, child safety seats or seat belts. Participate in the discussion by asking questions of the speaker and take notes on the information provided. 12. Research and interpret information on traffic court procedures and fees. 13. Take a practice DMV Drivers' Test.

EL Civics Instructional Resources

- EL Civics Website
- California EL Civics Products (Mini Grants) listed on OTAN Website
  - http://www.otan.us/browse/index.cfm?fuseaction=view&catid=3169

EL Civics Instructional Resources cont.

- EL Civics Lesson Plans – http://www.otan.us/members/index.cfm?fuseaction=browse&catid=10792



- EL Civics Exchange 2020-21 CASAS/OTAN collaboration

Record Keeping

- 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 not 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 06-03 at https://www.cde.ca.gov/sp/ae/ir/mb0603.asp for additional information related to saving and archiving documents.

Implementing COAAPs Other Issues*

- 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 Webpage for more detailed information

EL Civics
Data Submission

Submitting Data – Download COAAP numbers

- One 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

Download COAAPs continued

- 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 such as banks, credit unions, check-cashing services, and credit cards.	1.4	7/19/11	Approved
6	Identify basic housing issues, including home maintenance problems tenant rights and responsibilities. Advocate for solutions.	6.3	7/19/11	Approved
18	Access services in the community available to senior citizens. (This objective has only 2 AAPs)	18.4	7/29/11	Approved

- 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

Submitting Data – Form Numbers

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.

Submitting Data - Form Numbers continued

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)

Designating EL Civics Classes in TE

- If a Civic Participation Class will give instruction in both 231 and 243 designated Civic Objectives set up 2 classes in TE
- In the Focus Area select one:
  - Citizenship Preparation (231)
  - Civic Participation (231)
  - IELCE (243)
- Be sure to mark “ESL/ELL” for Instructional Program

Designating EL Civics Classes: IELCE FAQ

- **How are classes set up to teach 231 or 243 Civic Objectives?**

  A different class must be set up to teach each differently funded type of Civic Objective, either 231 or 243.

  - For example, an agency has planned a class for intermediate level learners M-Th 9am-12pm for the Fall Semester of 2020-21.
  - 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: (see next 2 slides for examples)

IELCE FAQ continued

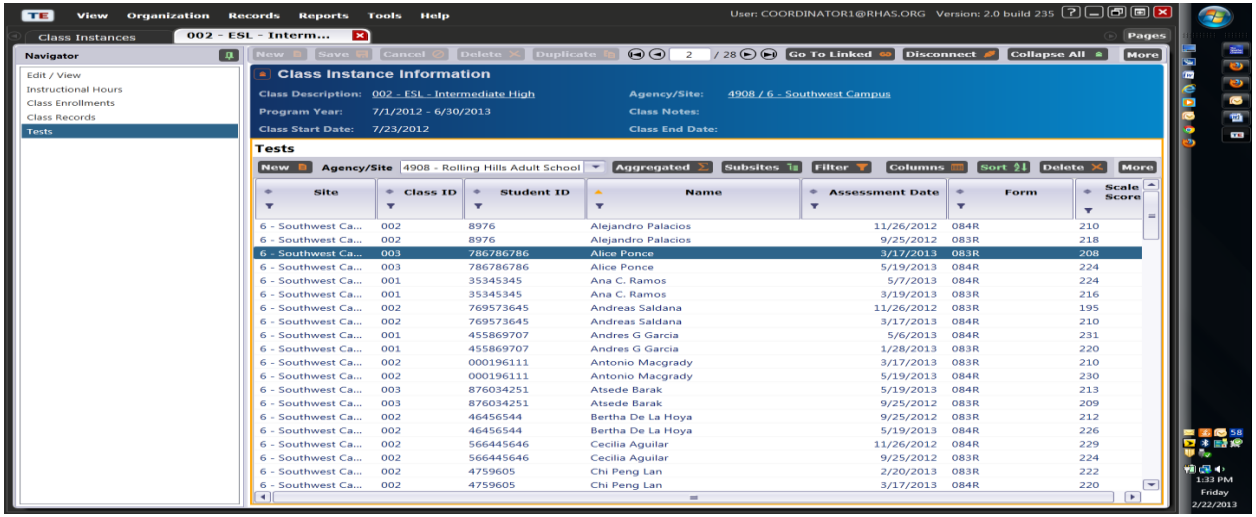
- **How are classes set up to teach 231 or 243 Civic Objectives?**
- **Example 1:**
  - Set up one class from 9-10:30am M-TH designated as 231 funded in TE (see FAQ #4) and teach the 30 hours of the 231 funded Civic Objective and assess it during that time period in the semester.
  - Then set up another class from 10:30am-12:00pm M-Th and designate this class as 243 funded in TE (see FAQ #4). Teach the 30 hours of the 243 funded Civic Objective and assess it during that time period in the semester.

IELCE FAQ continued

- **How are classes set up to teach 231 or 243 Civic Objectives?**
- **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 (see FAQ #4) 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 (see FAQ #4). Teach the 243 funded Civic Objective and assess it during this time period in the quarter.

Manually Entering Students' Additional Assessments in TE

- 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.



Revising COAAPS

Option 2 and 3 COAAPs

- Option 2: Revised COAAPS
  - Agencies can revise approved or pre-approved COAAPS to meet the needs of their students.

- Option 3: New COAAPS
  - Agencies can write new COAAPS to meet a student need not covered in the pre-approved COAAPS

Option 2

- If pre-approved COAAPs do not meet the needs of your students, you can revise pre-approved COAAPS by:

First

- replacing tasks with ones from other related COAAPS
- write new tasks
- use a combination of new and replaced tasks

Then

- revising the rating scale if needed
- submitting into Option 2 on the EL Civics Website

Contact Lori Howard at lbhoward@casas.org for assistance in revising or writing new COAAPS.

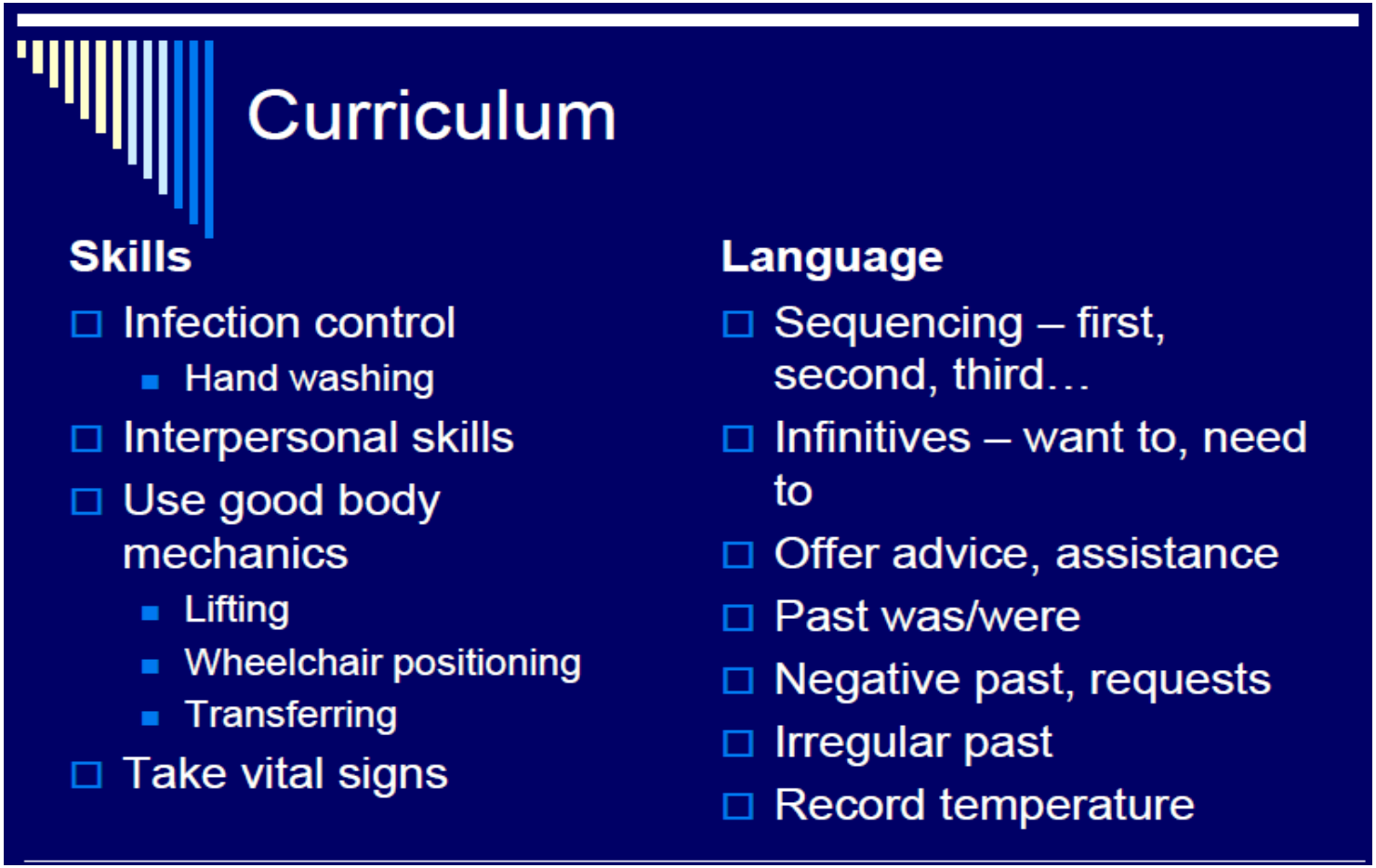
Option 2 and 3 COAAPS

- Important Note:
  - Agencies that submitted an Option 2 or 3 COAAP previously may use the same COAAP(s) in 2020-21.
    - Select Option 2 & 3 COAAPs every year to keep in system, whether or not you use in current year
    - If this means your agency must select more than 10 COAAPs, ask permission of your CDE Regional Consultant CDE Regional Consultant List

Revising COAAPs for IELCE Instruction 2019-20

- Link EL Civics instruction/assessment to career pathways by including instruction and assessment tasks that directly relate to training or employment
  - Add tasks to COAAPS
  - Write new COAAPS that directly relate to Training models of Integrated Education and Training (IET)
    - Alternating Teaching
    - Co-teaching (IBEST model)

The I-BEST Model, VESL for Personal Care Assistants/Caregivers, Donna Price, SDCCD



https://www.quia.com/files/quia/users/donnapm/I-BEST_SDCCD_TESOL2011DPrice.pdf

Example Civic Participation Plan

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

- Write three 243 designated COAAPs that coincide with Personal Care Assistant VESL Instruction
  - Include content from 30 hours of instruction for each.
  - Write tasks and assessments.
  - Pay for instruction with payment points from 243 funds.

Example COAAPs

Example COAAPs for Personal Care Course:

- **Infection Control –** identify, demonstrate, communicate about and utilize strategies to control infection
  - Task 1 – Demonstrate, describe orally and/or write about handwashing techniques and other infection control strategies
  - Task 2 – Report to a supervisor about steps taken to control infection (Role Play)

Example COAAPS continued

Example COAAPs for Personal Care Course:

- **Use Good Body Mechanics -**identify, demonstrate, communicate about and utilize good body mechanics
  - Task 1 – Demonstrate, describe orally and/or write about the use of good body mechanics while lifting, transferring and positioning wheelchairs
  - Task 2 – Communicate effectively with patients before, during and after, lifting, transferring or positioning wheelchairs(Role Play)

Example COAAPS continued

Example COAAPs for Personal Care Course:

- **Take Vital Signs -** identify, demonstrate, communicate about and utilize strategies for taking vital signs
  - Task 1 - Demonstrate , describe orally and/or write about how to effectively take vital signs and chart them
  - Task 2 – Communicate effectively with patients before, during and after taking vital signs (Role Play)

Review Goals and Objectives - Part 2

- At the end of this session participants will be able to:
  - ✓Select Civic Objectives and Additional Assessment Plans (COAAPS)
  - ✓Implement COAAPS at your agency
  - ✓Identify the important aspects of developing Integrated EL Civics (IELCE 243)

Aha!! What new things have you learned and will use or implement at your agency? Write them down.

Reflection

- 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