

Successful Implementation of COAAPs for CAEP Agencies

Presented by:

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Self-Assessment

How would you characterize your understanding of:

- a. The EL Civics COAAP System?
- b. Implementation of COAAPS for CAEP students?

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



Goals and Objectives

- Identify the importance of using COAAPs for ABE, ASE and CTE students to maximize CAEP outcomes.
- Identify how Immigrant Integration Indicators relate to ABE, ASE, CTE students.
- Demonstrate examples of a Workplace COAAP and how it relates to CAEP students.
- Explain the elements of COAAP instruction, assessment and implementation.

What is a COAAP?

- COAAP stands for *Civic Objective and Additional Assessment Plan*
 - A COAAP is a plan for performance-based instruction and assessment.
 - It was added as assessment “additional” to CASAS Testing to provide a way students could demonstrate their learning in other than a “paper/pencil” test.

What are Immigrant Integration Indicators (I-3)?

- CAEP Agencies report how Immigrant Integration Indicators (I-3) are being met each year in outcome data.
 - COAAPs can measure the knowledge of immigrant and refugee adults:
 - With specific data from a common performance-based assessment
 - Reporting the effectiveness of meeting specific needs

Why are Immigrant Integration Indicators Important? (1)

- 23% of Californians are immigrants
- 49% of all children in California have at least 1 immigrant parent

Why are Immigrant Integration Indicators Important? (2)

- [USC Equity Research Institute](#) working toward immigrant inclusion:
 - ***Honoring their presence in our communities through implementing programs and policies that improve the well-being of immigrants and their families not only improves their lives in real ways but also creates ripple effects, improving neighborhoods, schools, workplaces, and beyond, for both immigrants and U.S.-born residents.***

What are Immigrant Integration Indicators

Figure 4: Overview of the Immigrant Integration Framework



[ALLIES Framework](#)

CAEP and the COAAP System

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

Adult Ed Program Outcome Measures

- **# Adults Served**

- Improved Literacy Skills
- High School Diploma/Equivalency
- Post Secondary Certifications
- Employment
- Improved Wages
- Transition to Post Secondary

CAEP Agency Use of COAAPs

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

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

What questions do you have?



The COAAP System

- **Instruction and assessment is 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 are organized in Seven Competency Areas**
 - Consumer Economics
 - Community Resources
 - Health
 - Workforce Training
 - Government and Law
 - Transition
 - Employment

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**.

The COAAP System

- Instruction and Assessment is based on Civic Objectives and Additional Assessment Plans (COAAPs)
 - A COAAP is a plan for a performance-based assessment related to the Civic Objective.
 - COAAPs are standardized and approved by the CA Dept. of Ed.
 - COAAPs have 2 tasks per level

CO 33 - Identify and access employment and training resources to obtain and keep a job.

COAAP 33. 7

Complete a job application

Demonstrate successful job interview techniques

COAAP 33.7 Performance Tasks

- **Task 1**

- **Complete a Job Application**

- Using a level-appropriate provider-created employment history, student will fill out an authentic job application.

- **Task 2**

- **Role Play a Job Interview**

- In a simulated job interview, student will play the role of the applicant; assessor will play the role of the employer.

Sample questions:

- Are you working now? Where?
 - What are your skills?
 - Tell me about your experience as a nanny.
 - Give me 2 reasons why I should hire you for this job.

COAAP 33.7 Details (1)

General Information			
Civic Objective#:	33	Program Year:	2020-2021
Civic Objective:	Identify and access employment and training resources needed to obtain and keep a job.		
<u>TOPSpro</u> Form #:	337C	AAP #:	33.7
Assessment Type:	Oral, Written		
Level Range			
From:	Beginning Low	To:	Advanced

Language and Literacy Objectives	
Language and literacy objectives with an asterisk (*) are suitable for beginning <u>low level</u> students.	
4	Analyze and evaluate descriptions of job duties, wages, and benefits.
6	*Complete a job application.
8	*Demonstrate successful job interview techniques.
10	*Identify job titles, responsibilities, and places of employment, and wages associated with jobs.

COAAP 33.7 Details (2)

Task: 1			
Description:	<u>Complete a Job Application</u>		
	<p>Using a level-appropriate agency-created employment history, student (IL-A) will fill out an authentic job application (optimally electronic). Student (BL–BH) will fill out an authentic job application with a reduced number of sections that student needs to complete. This can be accomplished in a variety of ways such as: (1) giving BL-BH the complete form given to IL-A students and highlighting the sections BL-BH students need to fill out or (2) giving BL-BH a reduced form which includes only those sections of the authentic application (given to IL-A students) that are assigned to BL-BH students.</p> <p><u>Optimally, the application will be completed on a computer and sent to the assessor electronically.</u></p>		
Points Possible:	25	Level:	Beginning Low - Advanced
Scoring Rubric			Points
Content			
90% of the items assigned to the Intermediate Low-Advanced level students are correct.			21
80% of the items assigned to the Intermediate Low-Advanced level students are correct.			18
70% of the items assigned to the Intermediate Low-Advanced level students are correct.			15
80% of the items assigned to the Beginning Low- Beginning High level students are correct.			12
70% of the items assigned to the Beginning Low- Beginning High level students are correct.			9

Access COAAPs on the CASAS Website

- [Pre-Approved Civic Objectives List](#)

†33	Employment – Resources	Identify and access employment and training resources needed to obtain and keep a job. EL Civics Focus Area(s): Civic Engagement I ³ Focus Area: Education and	1. Identify local employment opportunities and the skills, training and education required for them. 2. Identify and locate employment agencies, training agencies, and/or resource centers and describe their services. 3. Access employment and training information by using community resources (e.g. library, school catalogs and/or the internet, etc.). 4. Analyze and evaluate descriptions of job duties, wages, and benefits. 5. Ask for information about prospective jobs on the telephone or in person. 6. *Complete a job application. 7. Create a resume. 8. *Demonstrate successful job interview techniques. 9. *Read job ads and announcements for specific information.	BL-A
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- [Pre-Approved Additional Assessment list \(COAAPs\)](#)



Civic Objectives and Additional Assessment Plans List

Change font size: A- A+

First select the correct program year. Then click the arrow next to the **Search for** box, select a civic objective number, and click **Go**. (For a list of all civic objectives with corresponding language and literacy objectives, [click here](#)). To view a detailed civic objective and additional assessment plan (COAAP), click **View Details**. Language and literacy objectives with an asterisk (*) are suitable for beginning low level students.

Civic Objective # Program Year

Search for:

[CASAS EL Civics Webpage](#)

EL Civics Exchange


Search Instructional Materials

Civic Objective or COAAP Number:

Instructional Material Keyword:

Levels:

- ☐ Beginning Low
- ☐ Beginning High
- ☐ Intermediate Low
- ☐ Intermediate High
- ☐ Advanced

 Search

Instructional Materials **19 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

elcivics.otan.us

Access Instructional Materials on the EL Civics Exchange (1)

Task 1: Complete a Job Application

Student Name _____ Teacher _____

Task One: Job Application Intermediate–Advanced Practice 2

Directions: Mario Macias is looking for a job. Help Mario get a job. Fill out Mario's job application on the next page.

Mario Macias lives at 5701 Rawlins Way, San Gabriel, CA. His home phone is (626) 562-0901. His e-mail address is m_macias@hotmail.com. Mario is looking for a job as a plumber. He wants to be paid \$28.00 an hour. Mario can start immediately.

Mario went to Great Oak High School in Temecula, CA for 4 years. Mario got his high school diploma. Then, he went to Rio Hondo College in Whittier for 2 years and got an AS Degree. After that, Mario went to the ROP program at Mt. San Antonio College in Walnut for 1 year. He received his

EL Monte-Rosemead Adult School
COAAP 33.7

Access Instructional Materials on the EL Civics Exchange (2)

Job Application

(1) Personal Information			Social Security	Date
Last Name Name	First Name	Middle	XXXXXXXXXXXXXXXXXX	
(2) Present Address (Street, City)			State	Zip Code
(3) Home Phone		Business Phone XXXXXXXXXXXXXXXXXXXXXXXXXXXX	(4) Email Address	
Employment Desired (5) Position Desired		(6) Salary Desired	(7) Date Available	
Education	Name and Location of School	Number of Years Completed	Did you Graduate?	Degree Received
High School	(8)		Yes <u>X</u>	(9)
College/ University	(10)		Yes ___ No ___	(11)
Trade/ Technical	(12)		Yes ___ No ___	(13)
Other				

EL Monte-Rosemead Adult School
COAAP 33.7

Note: Agencies which post on the EL Civics Exchange may lend you their COAAP Assessments. Be sure to keep them secure as they are “high stakes”

Correlation to Standards

COAAPs correlate to

- *College and Career Readiness Standards*
- *English Language Proficiency Standards*
 - Composed of real-life tasks
 - Higher level thinking skills
 - Evaluating
 - Analyzing
 - Researching
 - Constructing claims
 - Offering evidence

Correlation to Immigrant Integration Indicators (I-3)

- All 61 COAAPs correlate to one or more of these *7 California Immigrant Integration Goal Areas*
 - Economic Security
 - Credentials and Residency
 - Health and Well-Being
 - Education and Career
 - Children and Family
 - Civic and Community Participation
 - Digital Literacy

Successful COAAP Implementation for CAEP Agencies (1)

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

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

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

Successful COAAP Implementation for CAEP Agencies (2)

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

[CASAS EL Civics Webpage](#)

Immigrant Integration Indicators (I-3)

Report in TOPSpro Enterprise



EL Civics Immigrant Integration Indicators (I-3)

03/21/2021
15:03:44

by Class

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ELCIII4

Program Year: 2020-2021

Class: 23021112 - ESL Conversation BL/BH

Agency: 4908 - Rolling Hills Adult School (RHAS)

Course: 23001

Site: 01 - RHAS: North Campus

Teacher: N/A

Student		Immigrant Integration Goal Areas	Civic Objectives Passed
Gantt, Toure	4710402	Digital Literacy	48 - Use online tools to learn/communicate/collaborate
		Civic and Community Participation	19 - Identify immigrant rights and access rights assistance agencies
			11 - Research and describe cultural backgrounds/barriers
		Education and Career	13 - Interact with educational institutions for children/adults
Herron, Claudia	6309888	Digital Literacy	47 - Identify strategies and resources for safe internet use
			48 - Use online tools to learn/communicate/collaborate
		Civic and Community Participation	19 - Identify immigrant rights and access rights assistance agencies
		Education and Career	13 - Interact with educational institutions for children/adults
Kangas, Maria	4952627	Digital Literacy	47 - Identify strategies and resources for safe internet use
			48 - Use online tools to learn/communicate/collaborate
		Civic and Community Participation	19 - Identify immigrant rights and access rights assistance agencies
		Education and Career	13 - Interact with educational institutions for children/adults



I-3 Summary Report



03/21/2021

14:56:43

EL Civics I-3 Summary

by Agency

Page 1 of 1

ELCIIIIS2

Program Year: 2020-2021

Agency: 4908 - Rolling Hills Adult School (RHAS)

Immigrant Integration Goal Areas	Attempted	Passed	Percentage
Economic Security			
4 - Describe methods to obtain housing	66	56	84.85 %
Credentials and Residency			
40 - Respond to questions about US history/government for the purpose of naturalization	23	13	56.52 %
42 - Identify people/events in local/state/federal history	12	9	75.00 %
Health and Wellbeing			
30 - Demonstrate how to use pharmacies/medicines	62	42	67.74 %
Education and Career			
50 - Identify and demonstrate study/self-management skills	20	15	75.00 %
52 - Research, identify and utilize employability/soft skills	27	19	70.37 %
14 - Identify educational opportunities to achieve a career goal	36	20	55.56 %
13 - Interact with educational institutions for children/adults	618	588	95.15 %

ABE/ASE/CTE Use of COAAPs

- Example: Corona-Norco Adult School
 - Pharmacy Tech
 - Medical Assisting
 - Use of COAAP 52.1 (Soft Skills) with all CTE students
 - Objective: Research, identify and utilize workplace readiness or soft skills necessary to succeed in post-secondary education, training, career and community.
 - Defines workplace readiness/soft skills
 - Assessment:
 - Task 1: student identifies and describe workforce readiness skills and how learning skills would improve work efficacy
 - Task 2: Compare workforce readiness skills in the US/Another Culture

Workforce Readiness Skills

- **Example Skills:**
 - Personal Qualities
 - Responsibility
 - Integrity
 - Initiative
 - Flexibility
 - Customer Care Skills
 - Responds to customer's needs
 - Negotiates to resolve conflict
 - Leadership Skills/Teamwork
 - Working cooperatively
 - Contributing to group with ideas
 - Participate in group decision making
 - Respect for different opinions, customs, preferences.
- Use scenario and describe how the worker's/learner's/community member's behavior would be appropriate or inappropriate in student's country/culture of origin.

CASAS eWORKs

The Need

- Employers seek workers with strong basic skills to work smart and grow on the job.

The Solution

- CASAS eWORKs. Document and develop employer-validated academic and soft skills and facilitate transition to the workforce using CASAS eTests, Teacher Portal and Student Portal.
- **COAAP 52.3**



- <https://www.casas.org/product-overviews/assessments/CASAS-eWORKs>

What questions do you have?



Please ask or type in the chat

Self-Assessment

How would you characterize your understanding of:

- a. The EL Civics COAAP System?
- b. Implementation of COAAPS for CAEP students?

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



Takeaways

- What are your takeaways from this presentation?
- What did you hear that you might apply in your program?

Thank you for attending!

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