

## Successful implementation of COAAPs for CAEP Agencies

CAEP agencies are encouraged to implement EL Civics Civic Objectives and Additional Assessment Plan (COAAP) instruction and assessment in order to achieve Immigrant Integration (I-3) outcomes for ESL, ABE and ASE learners.

EL Civics COAAPs were originally developed for California WIOA, Title II funded programs for use by ESL learners. AB 2098 legislation requires the state to provide progress measures to agencies in the area of immigrant integration. In response a statewide workgroup recommended the expansion of the existing EL Civics COAAP system to the other key programs included in CAEP e.g. ABE/ASE/CTE. Although California WIOA, Title II funded programs must fulfill certain requirements when implementing the COAAP system, CAEP only programs need not comply with those requirements.

### COAAP Task and Rating System Correlations

CASAS Reading GOALS test results align with NRS EFLs and COAAP Instructional Levels. The following crosswalk shows how ABE, ASE and CTE students can be placed into a COAAP Instructional Level using test results from CASAS Reading GOALS.

#### 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)

It is recommended that CTE students be tested with CASAS Reading GOALS (60 minutes) so that they have a score. As an alternative, the CASAS Reading GOALS Appraisal Test (30 minutes) could be used. If CTE students are not able to be tested, they should be considered to be at the Advanced (A) level.

### Successful implementation of COAAPs includes the following recommended elements:

1. Needs assessment:
  - a. Research has shown that teaching what students want to learn creates successful learning environments and causes students to attend classes and complete tasks.
  - b. Suggestions for developing and administering needs assessments for COAAP instruction and assessment can be found [here](#).
2. Select Civic Objectives and Additional Assessment Plans (COAAPs)
  - a. Use the results from the needs assessment to inform COAAP selection.
  - b. Choose El Civics objectives that fit the students' needs and the specific assessment plan (COAAP) that fits your agency.

- c. Select the EL Civics objectives and specific COAAPs on the [California Civic Participation and IELCE webpage](#). Download them into TOPspro Enterprise.
3. Develop/Borrow Additional Assessment tools
  - a. Develop assessment tools following the COAAP details for each task.
  - b. Borrowing COAAP assessments from agencies which already developed them is also an option.
4. Plan and Offer EL Civics Instruction
  - a. Develop instructional materials or utilize existing materials which can be accessed at the on the [EL Civics Exchange](#) or by borrowing them from other agencies. You can find out which agencies are utilizing COAAPs [here](#).
  - b. It is recommended that each civic objective have 30 or more instructional hours in order to fully address the objective.
5. Administer COAAP Additional Assessments
  - a. When students have mastered the content of the COAAP, the classroom teacher or trained assessor can administer the COAAP assessment.
  - b. Score each student's individual performance on the assessment using the COAAP rubric and rating scale.
  - c. Enter the results (pass/no pass) into TOPspro Enterprise so that the results show up on the CAEP I-3 outcome table.
6. CASAS Pre and Post Testing
  - a. CASAS pre and post-testing is recommended for ESL, ABE, and ASE students.
  - b. However, CASAS testing is not a requirement for I-3 outcomes.