



California Adult Education

Labor Force Status	Morning		Afternoon		Evening	
	N	%	N	%	N	%
Employed	38,823	30.2	10,529	8.2	79,700	61.7
Unemployed	1,415	1.1	8,216	6.4	1,306	1.0
Retired	5,465	4.3	1,630	1.3	1,159	0.9
	131,350	44.5	36,024	12.9	123,454	42.6

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Relationship Between California EL Civics Objectives and CASAS Competencies

California EL Civics funded adult education programs identified key civic objectives through extensive community and student needs assessments from 2001 to 2003. These agency-identified civic objectives were then correlated to CASAS Competencies. The correlation demonstrates that CASAS Competencies continue to reflect critical adult learner needs across states, across adult population groups, and across functional levels. CASAS Competencies form the basis of the CASAS integrated assessment and curriculum management system, documenting more than 300 essential skills that youth and adults need to be successful members of families, communities, and the workforce.

The EL Civics funded program development process and the resulting approved list of EL Civics objectives provide a powerful affirmation of the continued relevance and content validity of the CASAS Competencies. The objectives, based on current student and community needs assessments, correlate directly with established CASAS Competencies in the areas of Consumer Economics, Community Resources, Health, Employment, Government and Law, and Learning to Learn.

From 2001-2003 EL Civics funded agencies conducted community and student needs assessments as an initial step in determining their priority civics objectives. To be effective, needs assessments used with learners and potential learners needed to be appropriate for the language proficiency levels of those being assessed. EL Civics agencies received training and support from CASAS in using a variety of student needs assessment forms and formats, enabling students at all levels of proficiency to participate meaningfully in the information gathering process.

Student needs assessments enable students to identify the skills and knowledge they most require and most value. By eliciting this information directly from the learners, agencies can ensure that they provide the skills and knowledge their own students have identified as essential in order for them to interact

successfully with the systems and institutions that affect them, as well as to enjoy long-term civic participation and engagement. Basing curriculum and instruction on learner-identified needs enhances recruitment, retention, and motivation, measurable as increased learning gains and enhanced learner outcomes.

Agencies reviewed the results of the student needs assessments, examined community needs assessments, and reviewed additional relevant information, such as local demographics and economic and job market trends. They then analyzed this data to identify priority civics objectives. These objectives inform curriculum development and instruction, ensuring that the agency addresses those areas of instruction that learners identified as priorities.

Agencies submitted their priority objectives with corresponding language and literacy objectives to CDE/CASAS for approval. From this CDE approved objectives list totaling 786 submissions for 2002-2003, a team of EL Civics program specialists organized the list by content areas, and edited duplicate objectives. The resulting list of 45 objectives with accompanying language and literacy objectives corresponds directly to the CASAS Competencies. The objectives sets were sorted into the corresponding CASAS competency areas and further grouped by area of emphasis within each competency area.

The development process and final list of approved objectives for EL Civics demonstrates that CASAS Competencies continue to reflect adult learner priorities. The 45 EL Civics objectives emerged from a variety of needs assessments at the local program level, from the community needs assessment, and from student needs assessments mapped directly to the CASAS Competencies. This corroborates the body of research and surveys that have been done over a 20-year period that continue to identify CASAS Competencies as critical competencies, across states, across adult population groups, and across functional levels.

Since 1980 the competencies have been refined and validated at state and national levels based on field research, state and national surveys, and recommendations from education providers, students, business and industry representatives, and community-based organizations.

The development process and list of approved objectives for California's EL Civics programs demonstrate that the competencies included in the CASAS Competencies continue to reflect adult learner priorities.

See Table 1 for a complete list of the 45 EL Civics objectives and their relationship to CASAS Competencies. (For a complete copy of the EL Civics Language and Literacy Objectives as well as the CASAS Competencies, go to www.casas.org)

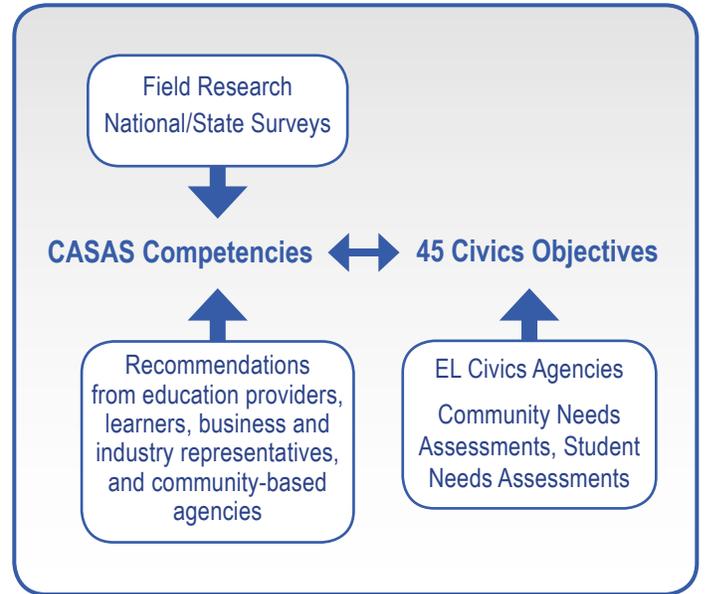


Table 1 *EL Civics Objectives Relationship to CASAS Competencies*

Objective Number	General Topic Area	EL Civics Objectives	CASAS Competencies
1	Banking	Identify, evaluate, and compare financial service options in the community such as banks, credit unions, check-cashing services, and credit cards.	1.8
2	Consumer Complaint	Access community or commercial agencies to resolve a consumer complaint.	1.6
3	Business Plan	Develop a business plan for a small business.	4.7
4	Housing	Describe methods and procedures to obtain housing and related services including low-cost community housing	1.4
5	Housing	Interpret renters' rights, lease and rental agreements	1.4.3
6	Housing	Identify basic housing issues, including home maintenance problems, and advocate for solutions.	1.4.7 1.4.5
7	Insurance	Identify effective ways to safeguard families and homes	1.4.6
8	Advocacy	Identify a local community need or civic-oriented complaint; research, and address the issue.	2.5
9	Child-care services	Locate and analyze preschool and childcare services in the community	2.5.9 2.5.4
10	Directory (locate & map services)	Locate and map important places in the community, the state, and the country.	2.5
11	Diversity	Research and describe the cultural backgrounds that reflect the local cross-cultural society.	2.7
12	DMV	Describe and access services offered at DMV and read, interpret and identify legal response to regulations, roadside signs, and traffic signals.	1.9.2
13	Interact with school system	Interact with the local school system regarding children's education.	2.5.5
14	Identify educational opportunities/training	Identify educational opportunities and research education/training required to achieve a personal goal	4.4 7.1.1
15	Emergencies	Demonstrate basic knowledge and awareness of the emergency services available in the community and ways to contact and use emergency services and legal assistance agencies.	2.5.1
16	Emergencies	Follow appropriate procedures and access community assistance agencies available in the case of an emergency or disaster.	3.4

17	Family Problems	Analyze community resources and find appropriate ways to solve family problems (teenage children, substance abuse, spousal abuse).	2.5 3.1 3.4.5 5.3
18	Services for seniors	Access services in the community available to seniors.	2.5 2.6 3.1 5.6
19	Immigrants	Access local and state agencies that specialize in immigrant rights and orientation to the new culture.	5.3.6 5.6
20	Parenting	Describe and evaluate children's extra-curricular community activities.	2.6
21	Parenting	Access resources on parenting skills that help children at different levels of development.	2.5
22	Recreation	Access leisure-time, cultural, and/or recreational resources.	2.6
23	Locate community resources	Access appropriate websites, yellow pages, and the library to obtain relevant and/or pertinent community service information.	2.5
24	Safety measures	Describe ways, such as neighborhood watch, to prevent personal accidents and avoid becoming a crime victim.	3.4.2
25	Volunteers	Identify and describe volunteer opportunities in the community.	2.5 2.7
26	Health costs	Identify how, when, and where to obtain free or low cost medical, dental, and other health care services.	3.1.3
27	Health-emergencies	Participate in CPR and First aid training and demonstrate knowledge of health and safety precautions.	3.4
28	Health care	Access the health care system and be able to interact with the providers.	3.1
29	Health Insurance	Interpret medical insurance coverage and resolve insurance coverage problems and issues with medical service providers.	3.2.3
30	Pharmacy	Demonstrate how to use pharmacies/drug stores and medicines.	3.3
31	Health - substance abuse	Demonstrate how to use pharmacies/drug stores and medicines.	3.4.5
32	Employment requirements	Locate, analyze, and describe job requirements, including licenses and/or credentials, or occupations in the U.S	4.1
33	Employment resources	Identify and access employment and training resources needed to apply for a job	4.4
34	Employment resources	Identify, describe, select, and access free or low-cost employment-related services available in the area.	4.1.3 4.2
35	Employment rights	Identify and access procedures for protecting employment rights.	4.4.1 4.4.4
36	Employment Safety	Identify work-related safety standards and procedures.	4.3
37	Employment Soft Skills	Compare and contrast U.S. workplace culture expectations with those of other cultures.	4.5
38	Govt & Law - Citizenship Prep	Identify the basic organization of state and local/county government.	5.5
39	Voting process	Identify and discuss the voting process including rights and responsibilities and the political process in the U.S.	5.1
40	History & government	Respond correctly to questions about the history and government of the United States in order to be successful in the naturalization process.	5.2 5.5
41	Personal Information (INS 400)	Respond correctly to personal information questions found on the INS Form 400 in order to be successful in the naturalization process.	0.2.2
42	People & events in state & local history	Identify people and events in state and local history.	5.5.8
43	Environment	Identify environmental problems and recognize appropriate steps for resolution	5.7
44	Personal ID	Identify, access, and complete an application to agencies that provide identification cards such as the DMV and various Consulate Offices	2.5.2
45	Law - legal rights	Identify common laws, ordinances, and individual rights and procedures for obtaining legal help.	5.3