

Preparing Adult English Language Learners for the Workforce: Models and Resources

Handouts

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Leecy Wise, LINCS Trainer

leecywise@gmail.com

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AGENDA

- Getting to know you
- LINCS Overview
- Current WIOA expectations
- Five workforce EL program models that align with WIOA
- Factors to consider when choosing a model
- Programming for high-skilled immigrants
- LINCS resources that support effective workforce EL programs
- Sharing and farewells

First Job Survey





1. Collect information from six people about their experience finding and preparing for their first job. (10m)

First Name	What was your first job?	How did you find it?	What preparation did you need?

2. At your table, discuss the patterns you see in people's answers. How would it be different today?

FIVE APPROACHES TO CONTEXTUALIZED ENGLISH LANGUAGE INSTRUCTION

The following lists the five basic approaches to contextualized English language instruction:

-  Contextualized ELA classes
-  Bridge courses
-  Concurrent ELA and career training courses
-  I-BEST classes
- SITE** Work-based ELA classes

Each of these focuses on developing learners' English language proficiency in the context of career awareness, employment, and/or skills training. The descriptions below include links to instructional materials or a video for a closer look at each learning environment. For more detailed descriptions and a step-by-step process for selecting and implementing an approach that best fits your setting, see **Preparing English Learners for Work and Career Pathways: Professional Development Module**.

The Contextualized English Language Class

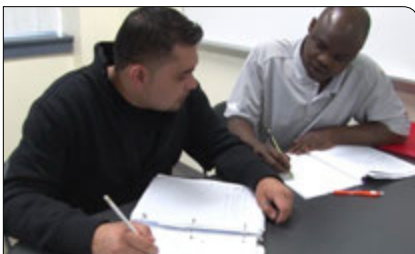
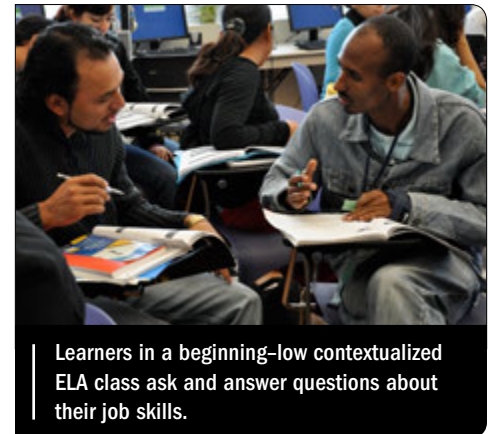
ESL courses that contextualize instruction embed integrated language skill development within themes such as career awareness, career exploration, and goal setting. When contextualized courses are made available to beginning-level English language learners or used in multilevel settings, they typically help learners increase their awareness of career options in high-growth career pathways in the region, explore and compare careers, and develop general workplace

readiness. In some programs, these learning environments may be referred to as vocational ESL courses.

For one example of a beginning-level contextualized ESL curriculum, take a look at [Los Angeles Unified School District's Division of Adult and Career Education VESL Course Outline](#).

When these types of courses are linked to a specific career pathway, they're often considered "on ramps" (that prepare and guide learners onto the pathway) and are developed for intermediate and advanced learners. One example of such an "on ramp"

is Carlos Rosario's ESL Health 4 and 5 courses leading to the program's [Health Pathway](#).



The Caregiver Bridge Program at Illinois' Moraine Valley Community College helps learners develop their language skills within the context of providing daily care to those whose health has been impaired.

The Bridge Course

Bridge classes are commonly aimed at high-intermediate-level and advanced-level English language learners whose goals include postsecondary education and training. Bridge courses that target entry into a career training program contextualize their English language instruction to the content of that training program and focus on building background knowledge and developing the academic skills and the vocabulary learners need to succeed in the training

program. For example, bridge programs in manufacturing cover blueprint reading and statistical process control; those in health care cover an introduction to human biology and vocabulary for health jobs (Strawn, 2007, slide 7). To learn more about bridge programs see [Promoting College and Career Readiness: Bridge Programs for Low-Skill Adults](#). Look at this [video \(Summary\)](#) to learn about the ESL/General Equivalency Diploma (GED) Caregiver Bridge Program at Moraine Valley Community College in Palos Hills, Illinois.

Concurrent Enrollment in ELA and Career and Training Courses

Another approach to contextualization has learners with high-intermediate to advanced levels of English language proficiency simultaneously enroll in career and technical education (CTE) program and ESL courses. For this approach to be most effective, the ELA instructor uses the CTE training course materials to inform English language instruction. Along with revisiting the training course content as part of their English language instruction, students

in this learning environment also work with general workplace skills and the academic skills that will support them as they tackle the training materials outside the ELA class. For an example of one type of ESL course offered concurrently with CTE courses, see this description of a [Portland Community College ESL course](#) and this description of [Diablo Valley College's Project Access](#) (Early Childhood Education Career Pathway).



The professional learning communities that are part of the concurrent early childhood education (ECE) and ESL classes at Diablo Valley College (Pleasant Hill, CA) provide peer support as learners tackle challenging content.



ESL instructor Donna Price and Registered Nurse Manuel Gallegos team-teach the Personal Caregiver—Pre-Certified Nursing Assistant (CNA) I-BEST course for San Diego Community College District's Continuing Education program.

Integrated Basic Education and Skills Training (I-BEST)

In the I-BEST model, learners are team-taught by a CTE and an English language instructor. Pairing the instructors ensures that learners get both the language support and technical skills needed to succeed in their next step on the career pathway. For example, in the class depicted here, the instructors are providing English language instruction and technical training to prepare the learners for positions as caregivers and/or training at the community college, leading to CNA certification. For a detailed look at a nationally recognized I-BEST model, see the [I-BEST web page](#) on the Washington State Board for Community & Technical Colleges website for videos that show the model in action, research that supports the model, and planning resources. For a quick look, view Everett Community College's [video](#).

The Work-Based Course

The work-based ELA class relies on a partnership between employers and adult education providers. These courses provide low-skilled workers with contextualized English language instruction based on a worksite-specific curriculum developed in conjunction with employees' supervisors or business owners. Learners may take classes onsite or participate in blended learning (face-to-face and online instruction) to

accommodate their work schedules. One example is a custodial ELA course run by [Community Action](#) in partnership with the [Leander Independent School District](#). Learners attend classes on Saturdays and use their cell phones (through [Cell-Ed](#)) to practice during the week. Another example is *English Under the Arches* (McDonalds), where manager trainees increase their command of English and technical skills during paid work hours. (See the [Aspen Institute Website](#) for details about the program.)



In this work-based course, Leander Independent School District custodians meet weekly to develop their English language communication skills.

What factors were considered in the development of this Workforce EL program?

Considerations	Considered	Don't know
Potential Students		
• Interests (a sector/occupation, general career exploration)		
• Skill and language levels		
• Work experience and authorization		
• Professional training or foreign credentials		
• Incumbent workers in need of upskilling		
Industry Sector/Occupation		
• Verified high-demand occupation/sector aligned with the local workforce development plan		
• Family-supporting wages		
• Basic skill thresholds and language requirements		
• Certifications and tests required to enter employment		
• Specific barriers to enter (e.g. criminal record checks, equipment and tool costs, drivers' license required, etc.)		
• Availability of local training		
• Type of training required (classroom, shop or lab)		
Partnerships		
• Workforce development system (career centers, WIBs)		
• Technical training providers (community colleges, K-12, training orgs)		
• Employers		
• Support service providers		
Program Development		
• Funding (e.g., to support integrated models, support services)		
• Instructor readiness (technical knowledge, willingness to collaborate)		
• Curriculum development (occupational content, workforce preparation content, collaboration to integrate content)		
• Occupationally relevant materials		
• Support services (e.g., transportation, tools/uniforms, tutors)		

What **Adult Educators** Need to Know About **Serving Skilled Immigrants**

Please Note: This publication summarizes selected content from a 60-minute webinar. To view the complete webinar slides, visit www.imprintproject.org

Adult education programs often serve immigrant English-language learners who were doctors, engineers, or teachers in their home countries.

Your organization can serve these individuals more effectively by:

- 1) Gathering more information about students' educational and professional backgrounds;
- 2) Building staff members' knowledge of credentialing and professional licensure;
- 3) Incorporating professional-career path activities into adult education classrooms.

Read on for more details about each of these steps.

1. Understanding the skilled immigrant population

Are you getting key information at intake? Use a **standardized intake form** to collect data on your students' foreign educational backgrounds, including:

- Type of degree (and major field of study)
- Date of graduation
- Name of college or university
- Country of education (*this may not be the same as the student's country of birth*)



2. Transferring international degrees or credentials to the US

HOW PROFESSIONS ARE ORGANIZED IN THE U.S.

- The US is **decentralized**. Each state typically has own laws to regulate professions.
- **Regulated professions** are generally overseen by a state professional licensing board.

DEFINITIONS: CREDENTIAL TYPES

- An **industry-recognized** credential holds meaning in the job market.
- A **proprietary credential** is unique to the school or company that provides it. It may *not* be industry-recognized.
- A **portable credential** is relevant to multiple employers and may be state-regulated. It is generally industry-recognized. For example, a Registered Nurse.
- **On-the-job and non-accredited training** may not be recognized by future employers – always check for their transferability.

IMMIGRANTS DON'T HAVE TO START OVER

A Ph.D. shouldn't be told to get her GED. But she may need a skills refresher.

UNDERSTANDING CREDENTIAL EVALUATION

Credential evaluation is a rigorous, third-party review of an international degree. A credential evaluation report explains a person's international education in US terms such as grades, GPA, and degree equivalent.

Evaluation reports can be used to apply for US professional licensure, apply for employment, or apply to a US college for additional education.

The cost is typically \$150-300, not including translation.

Beware: Each US college or licensing board has its own rules for which evaluations it will accept. *Make sure to check with the specific entity.*

For a list of credential evaluation services, see the **National Association of Credential Evaluation Services** (naces.org)

3. Helping Adult Immigrant Students Prepare for Professional Employment

Is US job market information integrated into your ESL curriculum? Use role-play and other activities to help immigrant students hone soft skills in these areas:

- **Nonverbal:** handshakes, eye contact.
- **Self-promotion:** practice an “elevator speech” about oneself, mock interviews, leaving voicemail/email, writing short thank you e-mails to interviewers.
- **Seeking key information:** transcribing voicemail, finding company locations on a map, determining public transportation routes.



RESOURCE LIBRARY

There is a wealth of resources to guide skilled immigrants:

- **welcomingcenter.org** has publications including *How to Succeed in the Workplace* and four industry-specific Career Guides.
- **upwardlyglobal.org** has *Guides for Licensed Professionals* for CA, IL and NY, and online training via webinars.
- World Education Services has licensing, certification, and alternative careers information at **globaltalentbridge.org**, and a toolkit specifically for adult educators.

Preparing Adult English Language Learners for the Workforce

Support for Teaching and Learning

ESL Pro: Preparing English Learners for Work and Career Pathways

<https://lincs.ed.gov/state-resources/federal-initiatives/esl-pro/preparing-english-learners-for-work-and-career-pathways>

The suite of ESL Pro materials includes an issue brief, an instructional resource that illustrates the integration of occupational content and language learning, and an online professional development module that explores the range of program models.

- **Issue Brief: Preparing English Learners for Work and Career Pathways**
https://lincs.ed.gov/sites/default/files/ELL_Context_Instruction_508.pdf
- **Companion Learning Resource: Preparing English Learners for Work and Career Pathways**
https://lincs.ed.gov/sites/default/files/LINCS_CLR-1_508_0.pdf
- **Professional Development Module: Preparing English Learners for Work and Career Pathways**
<https://courses.lincs.ed.gov/>

Integrating Curriculum: Lessons for Adult Education from Career and Technical Education

<https://lincs.ed.gov/publications/pdf/IntegratingCurriculum2010.pdf>

Integrating Career Awareness into ABE and ESOL Instruction Curriculum Guide

<http://collegetransition.org/publications.icacurriculum.html>

The Transitions Integration Framework (TIF): designed to provide guidance to adult basic education programs and instructors on the effective integration of transitions skills into ABE and ESL instruction.

<https://lincs.ed.gov/professional-development/resource-collections/profile-763>

Developing Basic Skills Curriculum for an IET: A Guide for the Pathways to Employment Program

https://sites.psu.edu/pathwaystoemployment/files/2017/09/IET-Guide_FINAL_U.ED-EDU-17-48-no-page-on-tools-p7rrm7.pdf

Toolkit for Supporting Skilled Immigrants in the ESL Classroom

<http://www.globaltalentbridge.org/toolkit/pdf/SupportingSkilledImmigrantsToolkit.pdf>

English Health Train (a comprehensive health-focused ESL curriculum developed by the CA Welcome Back Initiative)

<http://welcomebackinitiative.org/englishhealthtrain.org/about/>

Support for Program Development

Contextualizing Adult Education Instruction to Career Pathways

<https://tcall.tamu.edu/docs/ContextualizingAdultEdInstructionCareerPathways.pdf>

Integrated Education and Training: Implementing Programs in Diverse Contexts

http://www.collegetransition.org/docs/IET_Guide.pdf

How to Build Bridge Programs that Fit into a Career Pathway: A Step-by-Step Guide Based on the Carreras en Salud Program in Chicago

<https://lincs.ed.gov/professional-development/resource-collections/profile-249>

I-BEST Resources: Washington's I-BEST is a nationally recognized career pathways model.

http://www.sbctc.ctc.edu/college/e_integratedbasiceducationandskillstraining.aspx

Workforce Collaborations Build a System of Supports for Immigrants: Examples from NINA Initiative

http://worlded.org/WEIInternet/inc/common/_download_pub.cfm?id=17277&lid=3

Policy Brief: Serving English Language Learner (ELL) Populations Using Best Practices and Model Partnerships

<https://cwdb.ca.gov/wp-content/uploads/sites/43/2016/08/LEP-Policy-Brief-Final-Draft-01.26.17.pdf>

Models of Success

<https://www.aspeninstitute.org/publications/models-of-success/>

Steps to Success: Integrating Immigrant Professionals in the U.S. Workforce

<https://www.imprintproject.org/stepstosuccess/>

Unlocking Skills: Successful Initiatives for Integrating Foreign-trained Immigrant Professionals

<http://www.migrationpolicy.org/research/unlocking-skills-successful-initiatives-integrating-foreign-trained-immigrant-professionals>

Reducing Brain Waste: Creating Career Pathways for Foreign Educated Immigrants in Washington State

http://weareoneamerica.org/wp-content/uploads/Brain_Waste.pdf

Accelerating the Success of Low-Level Adult ESL Learners

https://www.cccie.org/wp-content/uploads/2010/06/cccie_accelerating%20success%20of%20adult%20esl%20learners.pdf