

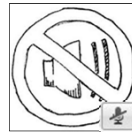
## Networks for Integrating New Americans

Presents  
**Preparing English Language Learners  
For Education and Training**

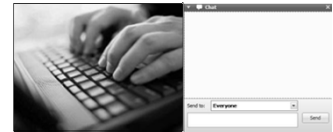


## Webex Overview

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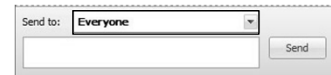
Use chat box for discussion



Raise hand to speak



Send chats to everyone



## Presenters



**Heide Wrigley**  
Senior Researcher  
LiteracyWork, International



**Eduardo Honold**  
Adult Education Director  
Harris County  
Department of Education



**Sandy Goodman**  
Director of Career Pathways  
National College Transition  
Network/ World Education

## Agenda

- The context of WIOA
- Components of a career pathway
- What are the specific considerations for ELLs?
  - For low-skilled immigrants? High-skilled?
  - How do large and small programs get started?
  - What are some program examples?
- Q&A
- Harris County Dept. of Ed. Adult Education Program
- Q&A
- Resources

## Federal Policy Context

### Workforce Innovation and Opportunity Act of 2014

One Hundred Thirteenth Congress  
of the  
United States of America

AT THE SECOND SESSION

*Began and held at the City of Washington on Friday,  
the third day of January, two thousand and fourteen.*

#### An Act

To amend the Workforce Investment Act of 1998 to strengthen the United States workforce development system through innovation in, and alignment and improvement of, employment, training, and education programs in the United States, and to promote individual and national economic growth, and for other purposes.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,*

#### SECTION 1. SHORT TITLE; TABLE OF CONTENTS.

(a) SHORT TITLE.—This Act may be cited as the “Workforce Innovation and Opportunity Act”.

**Let's Play  
Jeopardy**

### Jeopardy Question # 1

Occupations in a state or region that project a large number of open positions and limited supply of trained workers to fill the positions.

### Jeopardy Question # 2

Instruction that embeds academic content within content that is meaningful to students' daily lives, interest, general workplace skills , specific occupation or trade.

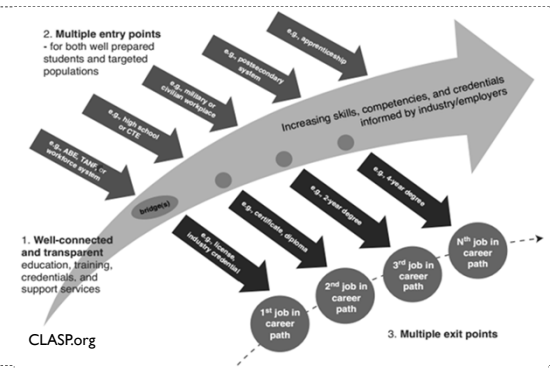
### Jeopardy Question # 3

Groupings of occupations/career specialties based on common knowledge and skill requirements. Used as an organizing tool for curriculum design and instruction.

### Jeopardy Question # 4

Refers to a credential that is part of a sequence that can be accumulated over time to build up an individual's qualifications for career advancement.

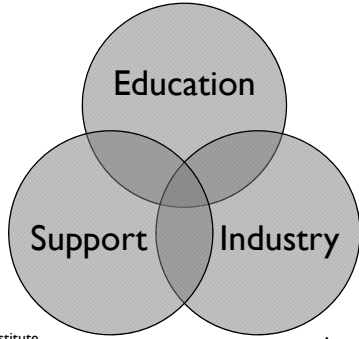
### Alliance for Quality Career Pathways



### Strategic Partnerships and Collaborations



## Program & Partnership Strategies



C2E Aspen Institute

Aspeninstitute.org

## Education Strategy



## Support Strategy



## Industry Strategy



## Program Decision Points

- ▶ Training offered
- ▶ Strong Growth rates
- ▶ Entry level wages
- ▶ Training & advancement
- ▶ Local employer validation
- ▶ Match target population
- ▶ Partnership capacity and expertise



## ELL PATHWAYS | KEY CONSIDERATIONS

HEIDE SPRUCK WRIGLEY | LITERACYWORK INTERNATIONAL



## Critical Elements in ELA

### Curriculum

- ▶ Contextualization
- ▶ Multiple assessments
- ▶ Focus on language development
- ▶ Problem solving strategies
- ▶ Vocabulary
- ▶ Learning how to learn

### Program

- ▶ Needs assessment and follow up
- ▶ Support services
- ▶ Differentiated options for high skilled
- ▶ System's navigator and coach
- ▶ Pro-active job development



## Not as Easy as it Sounds



## Promising Directions

1. Partnerships with immigrant serving institutions
2. Presentations at meetings where employers gather
3. Connections with state level staff in charge of ELA Career awareness responsive to personal and cultural preferences
4. Strong family engagement
5. Entrepreneurship programs
6. Workshops that help build awareness of sensitive cultural issues



## Student Supports

### High Skilled

- ▶ Connections with institutions that evaluate transcripts
- ▶ Pathways that offer alternatives to professional degrees
- ▶ Support for loss of professional status
- ▶ English for Academic and Professional Purposes
- ▶ May not need GED
- ▶ Accelerated learning options
- ▶ Blended learning models that combine face to face with independent learning

### Low Skilled

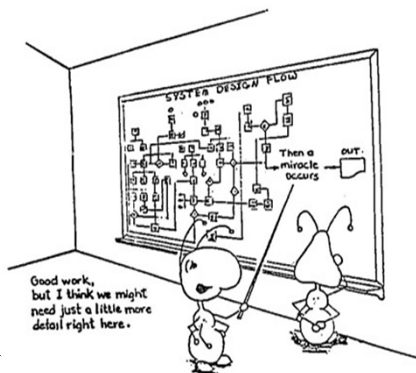
- ▶ Contextualized ELA and bridge programs for lower levels
- ▶ Integrated programs that offer a "hands-on" training component
- ▶ Cohort models that provide peer support
- ▶ Proactive counseling focused on early detection of red flag issues
- ▶ Connections with social service agencies that offer family supports
- ▶ Family engagement and financial "sponsorship" of a family member
- ▶ Consider native language support



## Getting Started

1. Decide on your "target audience"
2. Identify appropriate "next step" program
3. Identify industry sector to focus on
4. Identify appropriate career pathway and training options
5. Conduct community needs assessment and interest inventories
6. Build partnership and set up Advisory Board
7. Decide on program model
8. Collaborate with next step program in designing curriculum

## What Small Programs Can Do



## Problem Solving Scenarios to Build Community



### Abel, the rich immigrant

Abel has a problem. He is a taxi driver who doesn't make much money. But his family back home thinks he is rich because he has a car, a nice apartment and a TV. They expect him to bring back lots of presents each time he visits his home country. Everyone in the village expects presents and if Abel does not deliver, they talk badly about him to his family. Abel cannot afford all these presents and the trip back home is very expensive. What should Abel do? Discuss.



**THANKS  
HEIDE**



## Adult Education

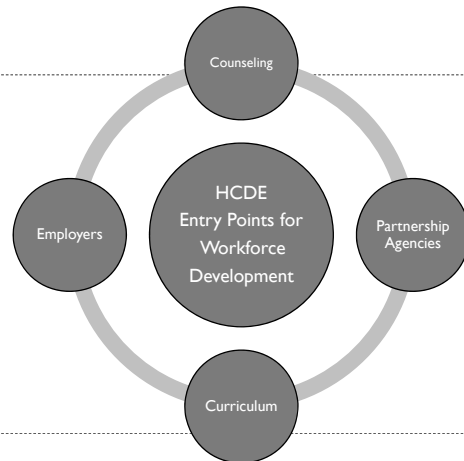
Harris County Department of Education

Gulf Coast Workforce Solutions (Houston-Galveston Area Council)  
Adult Education and Literacy Contractor

A Literacy Program's Journey into Workforce Development  
Eduardo Honold

### Harris County Department of Education (HCDE)

- ▶ Adult Education and Literacy Contractor to Gulf Coast Workforce Solutions (Houston-Galveston Area Council)
- ▶ Large urban program with 33 locations expected to serve 7,400 students at a cost of \$500 per student annually.
- ▶ Only Adult Education Literacy (AEL) provider in Gulf Coast consortium that is not a community college
- ▶ 70% of students ESL; 70% of ESL students at beginning levels and many are not work eligible
- ▶ 1% of students test at Adult Secondary Level (9-12 Grade Equivalent) and 466 achieved GED in 2013-2014; only 30 students have achieved GED in 2014-2015 (so far)
- ▶ Served 1,200 distance learning participants
- ▶ 95.4 % of surveyed students were satisfied with services





## Guiding Students to Career Pathways

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## Transition Specialists

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## Transition Specialists

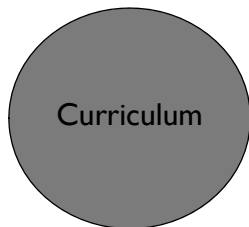
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Individualized Career and Transition Guidance

- ▶ Assist students with:
    - ▶ determining career interests/goals
    - ▶ transitions to work
    - ▶ enrollment in post-secondary education
    - ▶ vocational opportunities
  
  - ▶ Counsel and guide students with:
    - ▶ workforce solution registration and referrals
    - ▶ employment activities
    - ▶ interest inventory assessments
    - ▶ résumé and interview preparation
    - ▶ job search skills
- 
- ▶

Bridging the basic skills gap for work and post-secondary training

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## Developing Career Pathways

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## Integrated Training

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- ▶ I-BEST NCCER Core Curriculum Training for construction for ESL with Texas Workforce Commission grant
  - ▶ I-BEST NCCER Core Curriculum Training for construction with Capital Idea
  - ▶ I-BEST for Certified Nurse Assistant (CNA) and NCCER Rigging with Lee College
  - ▶ ABE/I-BEST for Certified Nurse Assistant (CNA) class with Volunteers of America
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- ▶

## ESL Work Oriented Learning

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- ▶ Redesigned ESL Curriculum to include work themes and skills (Integrated Career Awareness)
  - ▶ Mandatory Goal Setting including career and transition goals
  - ▶ Texas Industry Specific ESL for Customer Service and Healthcare
  - ▶ Encouraging ESL Transitions to ABE/GED and Beyond
    - ▶ Roots to Success
    - ▶ Contextualized ESL for Allied Health professions
  - ▶ Workplace ESL
    - ▶ Contextualized ESL for Construction: Marek Brothers System
    - ▶ Sed de Saber Construction ESL Leap Pad: Mason Road
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Maximize the impact of direct services

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Partnership  
Agencies

**Leverage Resources**

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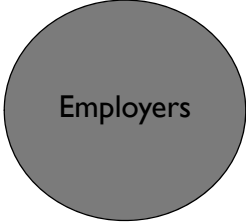
## Leverage Resources

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- ▶ Volunteers of America (IBEST CNA)
  - ▶ The WorkFaith Connection
  - ▶ SER for Jobs (YouthBuild)
  - ▶ Memorial Assistance Ministries
  - ▶ Houston Area Urban League
  - ▶ Lee College (I-BEST CNA)
  - ▶ Capital Idea (I-BEST NCCER class for ESL)
  - ▶ Texas Southern University (Green jobs program)
- 

Upgrade skills of incumbents and foster meaningful connections to work opportunities for new entrants

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Employers

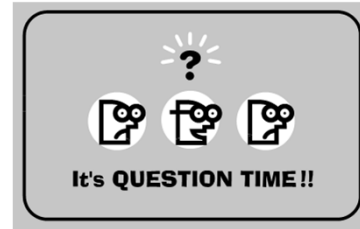
**Workforce Development**

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## Workforce Classes

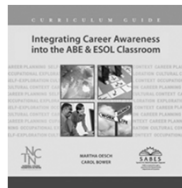
### Incumbent Worker Classes

- Customized company-based classes
  - Socotherm
  - Mason Rd. Sheet Metal
- Work with employers to develop customized workplace class solutions
  - Marek Brothers
    - Assistance with registration
    - Track attendance
- Distance Learning Models
  - Traditional classes supplemented with Distance Education
    - Marek Brothers line supervisor GED class
  - Total Distance Education



## Resources

- ▶ Integrating Career Awareness
- ▶ Transition Integration Framework
- ▶ How to Build Bridge Programs



## Networks for Integrating New Americans

Thank you!

A recording of this webinar and the follow-up discussion will be available on the VCoP. To join the VCoP, please contact Araceli Mendez at [amendez@worlded.org](mailto:amendez@worlded.org)