



Comprehensive Adult Student Assessment Systems

Helping ELLs Move into Careers: Models for Integrating Workforce Preparation and Training

Presented by

Drew Gamet, South Bay Adult School

Paige Endo, Mt. Diablo Adult Education

Lori Howard, CASAS, Ibhoward@casas.org

April 2021

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Agenda

Two Workforce Training Programs for ELs

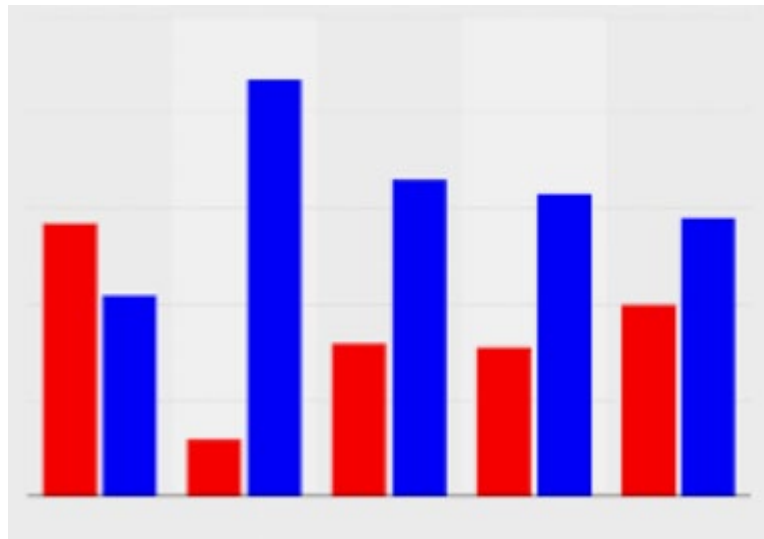
- 2 - 20 minute presentations
- **Career Pathways**
 - Drew Gamet, Director
South Bay Adult School
- **Intro to Healthcare Careers**
 - Paige Endo, Vice Principal
Mt. Diablo Adult Education

Housekeeping

- Please put your questions in the ZOOM chat
- Please stay muted unless asked to speak
- Slides – email Lori at lbhoward@casas.org

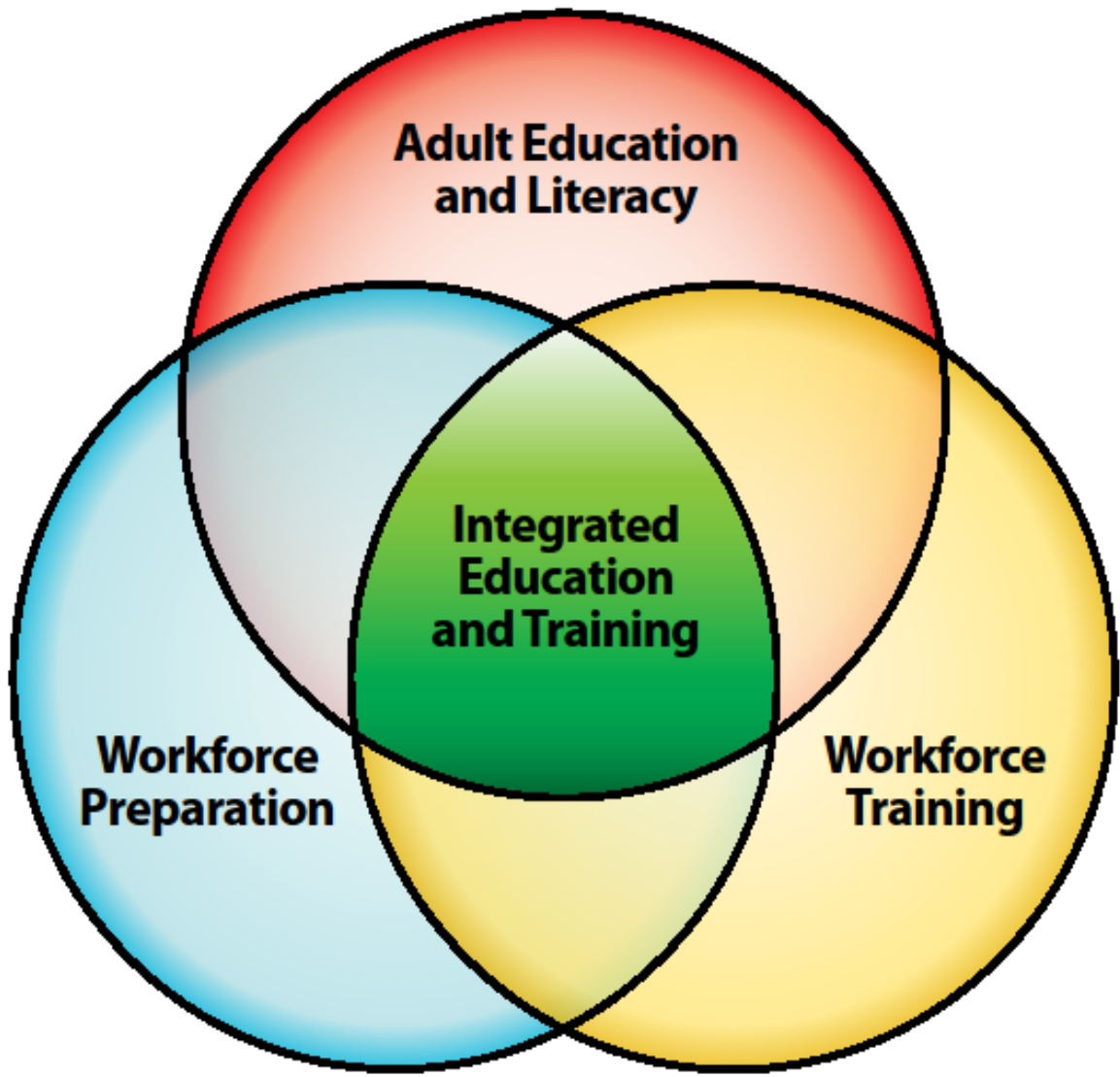
Polls – Getting to Know You

- What type of organization do you work for?
- How familiar are you with IELCE/IET Programs?



Objectives

- By the end of this session, participants will be able to:
 - Identify 2 Career Pathway Models
 - Administration of Career Pathway Programs
 - IELCE/IET Components
 - 243 COAAPs
 - Collaboration to develop Single Set of Learning Objectives
 - Successes and Challenges
 - Remote Learning and Assessment
 - Consider how elements of the 2 models could be implemented at your agency for continuous improvement of your Workforce Training Program for ELs



Consider:

In developing and implementing your agency's Career Pathway/IELCE/IET program:

What are the successes?

Please put your response in the chat

- **Career Pathways**

Drew Gamet, Director

South Bay Adult School

What questions do you have?

Drew Gamet, Director
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Please type in the chat

- **Intro to Healthcare Careers**

Paige Endo, Vice Principal

Mt. Diablo Adult Education

What questions do you have?

Paige Endo, Vice Principal

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Please type in the chat

California EL Civics Resources

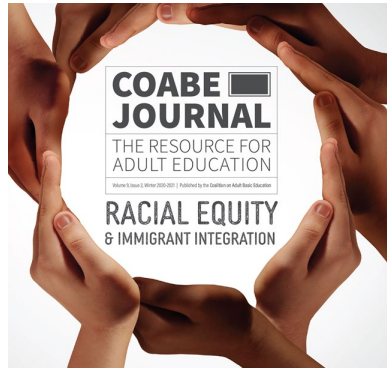
Find all the information you need on the [California Civic Participation and IELCE](http://www.casas.org) webpage at www.casas.org

Webinars

- **Planning and Implementing a New IELCE/IET Program**
- **Developing a Single Set of Learning Objectives**
- Introduction to Designing a Single Set of Learning Objectives
- EL Civics Basics: Civic Participation and IELCE Requirements
- EL Civics Basics: Understanding, Implementing and Revising COAAPs
- EL Civics COAAP Development

California EL Civics Resources continued

- COABE Journal Edition on Racial Equity and Immigrant Integration, Winter 2021
- ***California EL Civics: Seizing the Opportunity to Integrate Performance-Based Assessment***



Howard, Lori (2021) California EL Civics: Seizing the Opportunity to Integrate Performance-Based Assessment, *COABE Journal*, Volume 9 (Issue 2 Winter 2020-2021) Pages 32-37.

<https://coabe-connects.myshopify.com/products/article-04-california-el-civics-seizing-the-opportunity-to-integrate-performance-based-assessment>

Consider

- What is one element you heard about that could be implemented at your agency to enhance your agency's Career Pathway/IELCE/IET Program?

Please put your response in the chat

What questions do you have?



Please type in the chat

Thank you for attending!

Presented by

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SBAS Career Pathways



What worked for us and could work for you

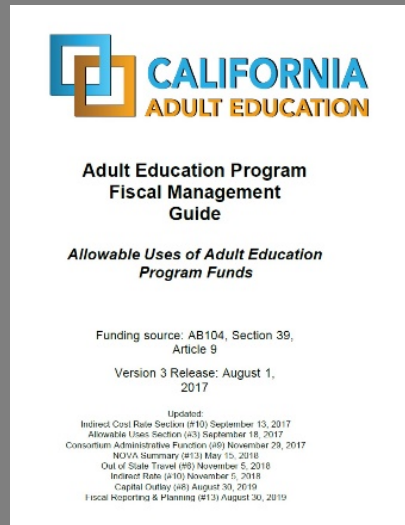


Key Goals

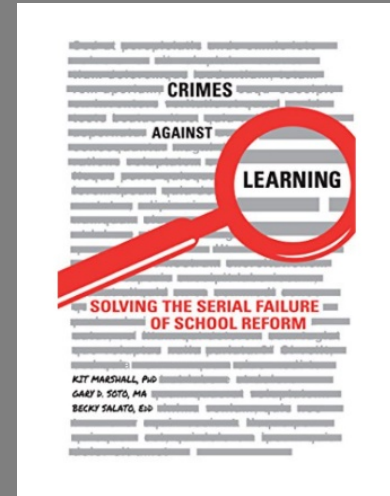
- Provide key information and partnership steps to making our Career Pathways program work.
- Understand what is important to OUR students' success.
- Positioning ourselves for equitable student success now and in the future.

Key Readings

California Adult Education
Program Fiscal Management
Guide: Allowable Uses of Adult
Education Funds

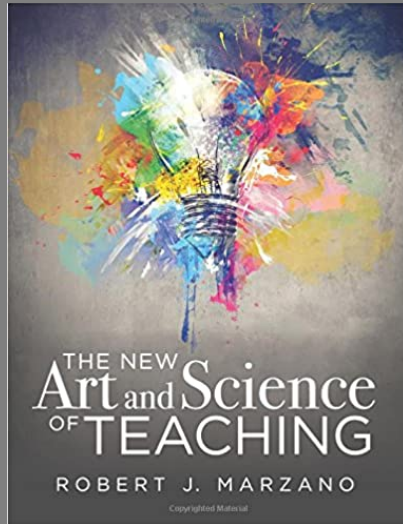


Marshall, K., Soto, G., & Salato, R. (2017). *Crimes Against Learning: Solving the serial failure of school reform*. Action Learning Systems, Inc.

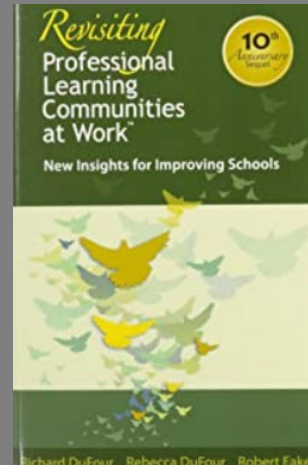


Key Readings (cont.)

Marzano, R. (2017). *The New Art and Science of Teaching*. (Rev. and Exp. ed.) Solution Tree Press.

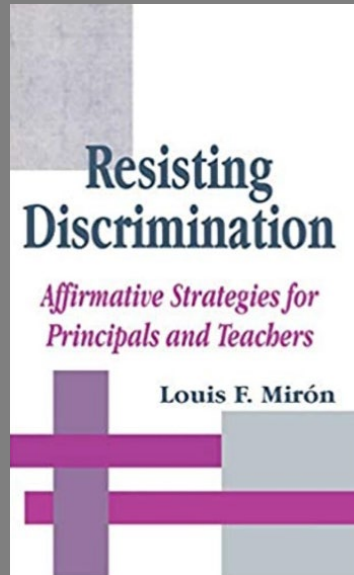


DuFour, Ri., DuFour, Re., & Eaker, R. (2008). *Revisiting Professional Learning Communities at Work: New insights for improving schools*. Solution Tree Press.

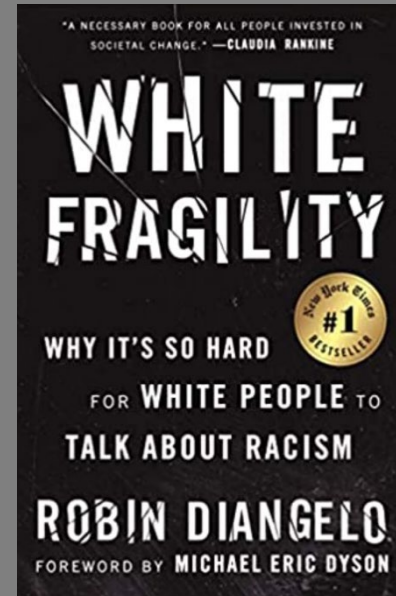


Key Readings (cont.)

Mirón, L. (1997). *Resisting Discrimination: Affirmative strategies for principals and teachers*. Corwin Press, Inc.



Deangelo, R. (2018). *White Fragility: Why it's so hard for white people to talk about racism*. Beacon Press.





Confronting Data

- What does your school data show?
- What does your Community College data show?
- What is the relationship between the two data sets?
- What does your local labor statistics say?
- Does your consortiums 3-year plan data support what you see?
- What anecdotal information do you have from other consortium members, local employers, internal staff?
- What input do you have from current students?
- Where are there inconsistencies?



Confronting Planning With IELCE Partners

- What is the task at hand to address data? Modify or Start Again
- Addressing your product:
 - INSTRUCTION!!! (doing the same thing and expecting a different result?)
 - Support: both inside and outside the classroom
 - Communication: are you providing information to students in ways that work for them
- Making sure to define success metrics ahead of time
- Plan for learning in your process (..or know that you will make mistakes)
- You can't do it alone.



Instruction

- Confronting different instructional cultures
- There is a cost for PD. Make sure you define it in your plans
- Have structures in place to memorialize progress
- Meaningful, collaborative, data driven PLCs
- It takes time



Support In and Out of the CTE Classroom

- Explicit in-class support
 - Supports are clear, precise, definable
 - Support for access, support for content
 - Doesn't mean additional personnel, but it can... (e.g., co-teacher during CC instruction, support lab class)
- Supporting student needs outside the classroom
 - Flexible schedules
 - Access to technology (device and internet)
 - Community resources to keep students in class
 - Student Education Plan helps students visualize program goals

Communication with current and future CTE student

- Multiple communication points
- Get into the community
- Social Media
 - Two way flow of information
 - Multilingual communication is built in
 - Provides data for decision making
 - Cannot be done by someone without expertise
 - Requires funding, but a LOT less that traditional print advertisement
 - Find someone (team) with experience in the world of education





Confronting Equity

- Students that were not successful in their k-12 blame themselves for their lack of success (62%)
- Unemployment with Bachelor's vs. HS or HSE : 5.9% vs. 10.8% (pre-pandemic)
- % of languages spoken other than English: 56.7%
- Unemployment rate: Asian: 18%, Black 17.5%, Hispanic: 15%, and White 14%*

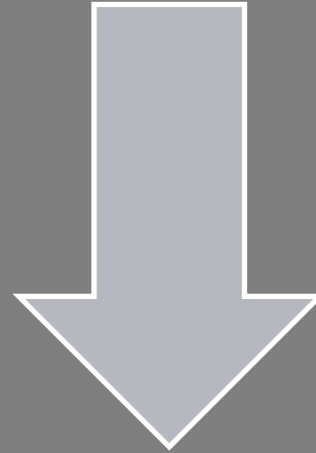


All this, and yet...

We believe that it is critical for our community to provide service with a “success no matter what” mindset. Any comment regarding a student issue that starts with “if they would just” immediately needs to be redefined to “if we would just”.



Quality instruction, support in and out of the classroom, overcoming past perceptions, access to technology and internet, equitable access



TIME

Questions? More Information?



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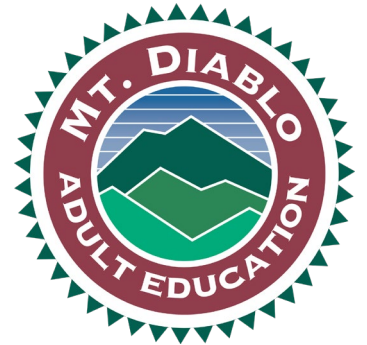
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SCAN ME

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IELCE /IET Program



Two "official" IELCE programs and one honorable mention

Fall 2020

Intro to Healthcare Careers - 18 Ss

Office Professional - a work waiting to be in progress

Early Childhood Education for ESL (Project ACCESS) - 12 Ss

New accelerated class - 5 Ss



Dental Assistant Program Ss

Updates

Spring 2021:

1 from Fall 2020 Intro to Healthcare Careers completed CTE Orientation and enrolled in the Medical Assistant program

8 enrolled in Intro to Healthcare Careers class

3 from Fall 2020 accelerated Project ACCESS class have transitioned to community college Project ACCESS cohort

11 enrolled in Project ACCESS

Team-teacher approach with ESL only portion after content class

- **COAPP 71.1 Health Career Worker - students learn to identify and describe 3 factors of patient abuse/proper reporting policy. Students learn to respond to patient complaints by paraphrasing, asking open-ended questions, and offering solutions.**

Single set of learning objectives

- **10 objectives compiled from COAAP content, CTE course content, and entry level knowledge required/helpful for CNA and other Allied Health Career pathways at MDAE**



Intro to Healthcare Careers - Recruitment and student support

- Registration- one-to-one individual appointment with ESL staff
- Barriers reduced (transportation, childcare) because it's online
- ESL support during co-teaching time and again after CTE content time when students are with ESL teacher only;
- Canvas, Google folders, Quizlet, easytestmaker, Powerpoint presentations, screen share, and annotations engage and support students in class and out



Emergency Medical Technician (EMT) Students



Surgical Technologist Program Students

- **Financial aid counseling for CTE students, so when students transition out of IELCE class and into one of the allied health careers, there is financial aid available in the form of PELL/other grants**
- **Transition specialist, AJCC services, CNA wraparound services, including free meals for all (when onsite)**

Intro to Health Careers - Program Coordination and Support

Collaboration among teachers of separate IELCE/IET components

- **ABE/CTE instructor focuses on teaching medical terminology and major systems in body, such as respiratory, circulatory, and digestive systems**
- **ESL teacher seamlessly weaves in clarifying/comprehension questions and comprehension checks, encouraging students to practice by writing answers in the chat box, takes advantage of pauses, practices pronunciation with students, fades back**
- **ABE/CTE instructor uses tech tools while showing diagrams and highlighting areas on them, writing in vocabulary etc.**

Industry - recognized certifications

Registered Dental Assistant

NCCT Medical Assistant Certifying Exam

CST exam (for Surgical Technologist)

NREMT exam (for Emergency Medical Technician)

CNA (Certified Nursing Assistant)



Dental Assistant Program Student

Successes

- More ownership among departments and staff - at last!
- Right team - so important!
- More students - yay!
- Teachers' use of tech tools - Quizlet, Canvas, Zoom
- "Success is having students looking forward to a nursing career or being part of the medical profession." (NI)
- "Students are getting the hang of distance learning and utilizing quizlets to really practice and learn the terminology on their own, so when we meet on Zoom we can reinforce..." (MC)



Challenges

- **Misalignment between CTE and ESL term start and end dates**
- **Ambitiously robust curriculum**
- **Moving from vision to reality - Getting it "built" and getting Ss to enroll**
- **COVID-19 Shelter in Place**
- **Barriers: CTE orientation steps (hard for ESL students to follow)**
- **"The main challenges we face are our students' computer literacy knowledge. Most often, passwords and usernames are forgotten." (NI)**
- **"It is a challenge not to have the camera function turned on as a requirement for all students." (NI)**
- **"Technology challenges cause our students stress and can be time consuming." (MC) *However... "The students do seem motivated to do well in this class with the goal being to have a career in the healthcare field." (MC)***

Thoughts

Interdepartmental collaboration is still a challenge

We wear many hats with many responsibilities

Persistence is key

Take a step back to recognize progress

Vision is what unites us

Welcome to the discomfort zone

Continue to adapt and improve

For more information, please contact:

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Maren Anton, EL Civics Project Leader - antonm@mdusd.org

Paige Endo, Administrator - endop@mdusd.org - (925) 685-7340 x 6706