

# Models for Preparing Adult English Learners for the Workplace

## Presented by

**Elaine Webber**, Lompoc USD – Lompoc Adult School and Career Center

**Paige Endo**, Mt. Diablo Adult Education

**Marci A. England**, Corona-Norco Adult Education

**Margaret Teske**, CASAS Program Specialist

[www.casas.org](http://www.casas.org)

# Agenda

## Three Workforce Training Programs for Adult Learners

### **Local Influence in Workforce Pathways**

Elaine Webber, Principal, Lompoc Adult School

### **A Tale of Two IELCE Programs**

Paige Endo, Vice Principal, Mt. Diablo Adult Education

### **Early Childhood Education IET Pathway**

Marci A. England, ESL Program Coordinator/Instructor,  
Corona-Norco Adult Education

# Agenda (continued)

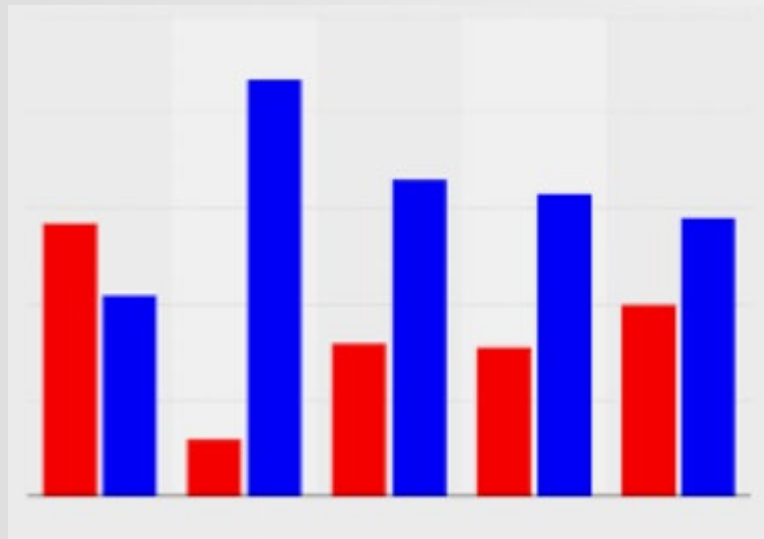
- Introduction to IELCE
- 3 - 20 minute presentations
  - Integrated English Literacy and Civics Education (IELCE)  
WIOA, Title II: Section 243 funded Integrated Education and Training Programs
- 5 minute Q/A period for each
- Participants are muted to keep out extraneous noise
- Please put your questions in the Zoom Chat
- All slides are in the Documents section of the Whova platform

# Objectives

- By the end of this session, participants will be able to:
  - Identify 3 Workforce Training Models For ELs
    - Components
    - Successes
    - Challenges
    - Remote Learning and Assessment
  - Recognize elements of the models which could be implemented at your agency to improve your Workforce Training Program for ELs

# Poll

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



# Integrated English Literacy and Civics Education (IELCE) Funding

- Integrated English Literacy and Civics Education is funded under the 2014
  - **Adult Education and Family Literacy Act (AEFLA)**
  - **Workforce Innovation and Opportunity Act Title II (WIOA, Title II)**



# Integrated English Literacy and Civics Education

Defined as

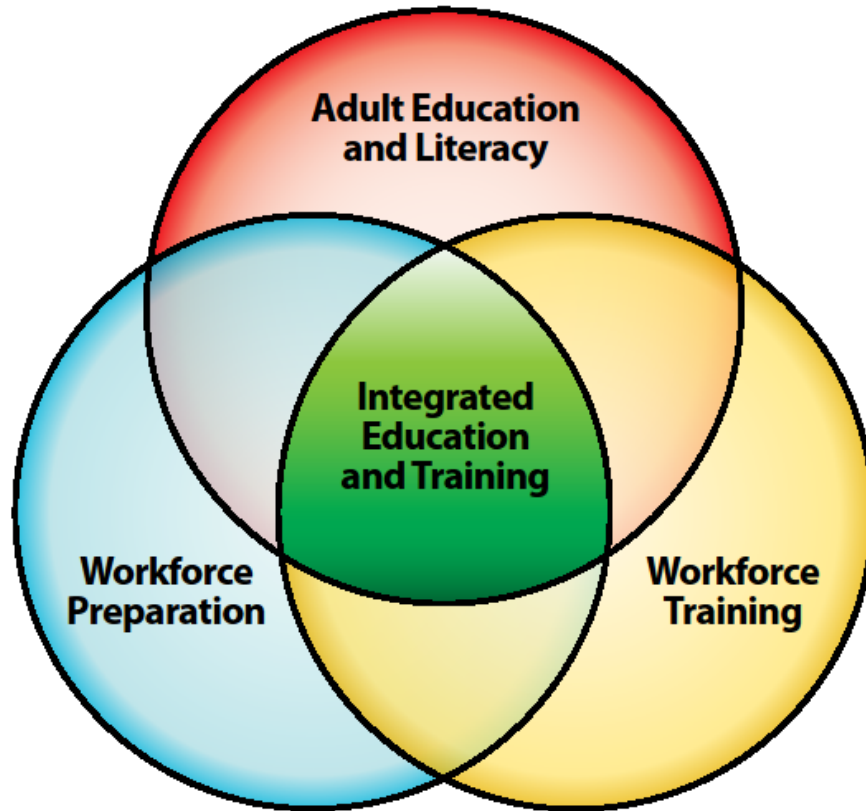
Education services which enable competency in:

- English language
- advanced skills needed to function effectively as
  - parents,
  - workers, and
  - citizens in the United States

Includes instruction in:

- literacy and English language acquisition
- rights and responsibilities of citizenship and civic participation
- may include workforce training (243 Funding)

# Combination of 3 Programs





# California IELCE System

- Performance-based instruction and assessment based on a system of:
  - **Civic Objectives (CO)** - general competencies that help students access their community.
    - Employment: CO 33 - Identify and access employment and training resources to obtain and keep a job.
  - **Civic Objectives and Additional Assessment Plans (COAAPs)** - A COAAP is a plan for a performance-based assessment.
    - Sample Assessment Tasks
      - Complete a job application
      - Demonstrate successful job interview techniques

# Consider

- How might your agency implement some of the elements of these programs?



# Local Influence in Workplace Pathways

**Elaine Webber**

Principal

Lompoc Adult School and Career Center



**LOMPOC ADULT  
SCHOOL AND CAREER  
CENTER**

*Teach • Learn • Succeed*

# Local Influence Workplace Pathways At Lompoc Adult School



Learn strategies to...

- Identify a community's hidden opportunities
- Gain allies who deliver programming ideas
- Attract industry leaders
- Build relevant, popular programming
- Excite and surprise students and community
- Locate new CTE instructors and staff
- Forge strong, new partnerships

# Local Influence Workplace Pathways At Lompoc adult school



## Lompoc

Expensive County

Limited Industry

Geographically Isolated

Small ~ 45,000 population

>50% HSE/No diploma





# Local Influence Workplace Pathways AT LOMPOC ADULT SCHOOL



- 1,000+ registrations
- 1,000+ services
- LASCC has become skilled at finding new, local opportunities
- LASCC has created new partnerships



# Lompoc Adult School & Career Center



We are  
**PROBLEM SOLVERS**



# Local Influence Workplace Pathways

At Lompoc Adult School



## Network with Employers & Others

- Biggest
- Evolving
- Niche markets
- Community



**Discover programming ideas. Find CTE teachers.**



# Local Influence Workplace Pathways

At Lompoc Adult School



## Major Employers

### Cold Call

### Tues – Thurs

- Call/Drop off business card/business flyer
- Talk with HR
- Ask if you can follow-up

## Find Opportunities

### Ask questions

- How's the hiring?
- What are your needs?
- How can I help?
- Know anyone who wants to teach?
- Solicit teachers
- Ask for a meeting

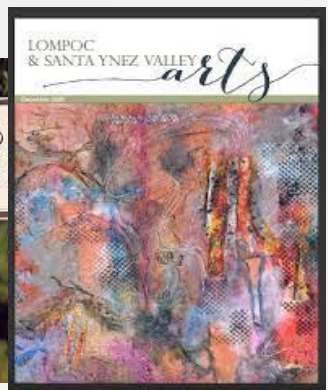
## Niche Markets

### Cold Call

### Anytime

- Artisans
- Tourism
- Wineries
- Groups/Clubs
- Agencies

# Reach out to local businesses to learn of needs & determine opportunities



Problem for Employer	Opportunity for LASCC
Many job openings	Align to train & certify adults
Deluged with applicants not qualified for the position	Provide the right candidates who get interview priority
No training or certification offered in Lompoc	Create the program or a pre-type of program



Strength of Employer	Opportunity for LASCC
May waive high school diploma requirement	
May accept diplomas and other education from outside of the United States	
May offer paid positions that include the certification process for free	
May have their own pathways that can even include RN	

# Local Influence Workplace Pathways At Lompoc Adult School



Local Artisan Group Connection  
Provided LASCC

- 1 RN
- 2 Credentialed Teachers working as Substitutes & who are Fine Arts Teachers for Entrepreneurial
  - Sewing/Alterations, Quilting
  - Metalsmithing & Jewelry Design

# Local Bilingual Paraeducator critical shortage = LASCC pathway to Paraeducator (Union job)



Connects to school district pathways:

- Includes job knowledge & skills plus certification
- Prepares for application and hiring process success
- Can be hired with education from outside US
- Follows school calendar schedule
- Can be hired as substitute or probationary—both can become permanent
- Needed daily in the district
- Can be pathway to teaching & more...



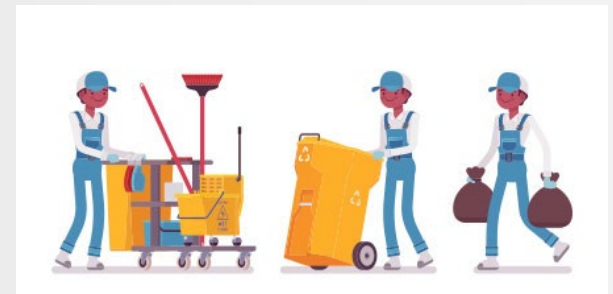


# Local Custodian critical shortage = LASCC custodian & building maintenance (Union job)



Connects to school district pathways

- Includes custodian duties/skills & district regulations
- Prepares for application and hiring process success
- Can be hired with education from outside US
- Work days or evenings
- Can be hired as substitute - no diploma required
- Needed daily & can lead to permanent
- Can be pathway to HVAC & beyond



# Lompoc Pharmacy Technician Shortage = Pre-Pharmacy technician pathway to certification



- Covers all Pharmacy Technician skills/knowledge
- Connects to local employers who
  - Will hire individuals from our program
  - Offer Pharmacy Technician certification after 200+ work hours



# Lompoc CNA candidate & worker Shortage

## = Pre-CNA pathway to certification



- Covers CNA knowledge & skills
- Connects to local employers who
  - Offer paid PT work to include CNA certification over 12 weeks
  - Will prioritize LASCC students for intake interview (300 adults apply for 30 spaces)





# Internal Medical pathways opportunity = LASCC medical office pathway

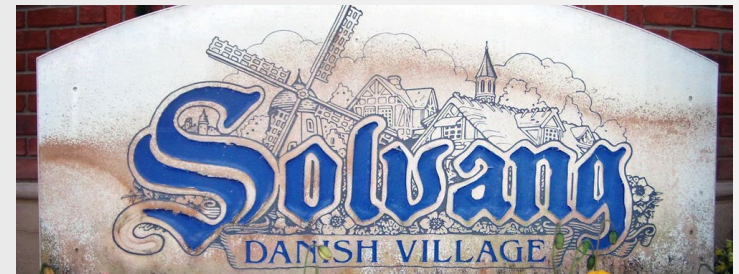


- Use local medical office pathways
- Feature broad medical skills
- Entry-level positions as pathways
- On-the-job training to higher paying jobs
  - Medical Coding
  - Human Resources Assistant
  - Administrative Assistant

# Lompoc artisan opportunities and community support = entrepreneur jewelry design business



- Covers business and artist skills
- Connects to local hospitality industry
- Connects to local population & businesses supportive of artisans
- Supports individuals who want to start a home-based business
- Exclusively offer with VESL



# Lompoc & online digital marketing opportunities = entrepreneur digital marketing



- Covers business and artist skills
- Connects to local hospitality industry
- Connects to local population & businesses that support artisans in many ways
- Supports individuals who want to start a home-based business
- Exclusively offer with VESL

TOP MARKETING SKILLS ON THE RISE	
PAID SOCIAL MEDIA	+116.4%
AD SERVING	+84.6%
ANALYTICS	+46.1%
SOCIAL MEDIA ADVERTISING	+45.9%
MARKETING CONSULTING	+36%
CREATIVITY	+35.4%
CONTENT MARKETING	+31.9%
WEB CONTENT WRITING	+30.3%
INSTAGRAM	+28.4%
SOCIAL MEDIA OPTIMISATION	+26.2%

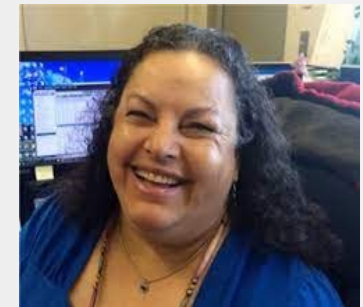
# local challenges & opportunities = LASCC programming



- Understand local businesses
- Be a Problem Solver
- Look for the Opportunities
- Inform students
- Build excitement
- Bring recognizable guest speakers (*students can see themselves in these positions*)



District  
Employees at  
Our Site \$20-  
\$25+/HR Jobs



# What's next?



Work with employers to

- Embed LASCC programming in hiring process
- Prioritize LASCC candidates in the hiring/interview process
- Identify new pathways that exist within local employers/job sectors
- Educate students about the possibilities
- Promote our connections locally
- Create a Local Nexus

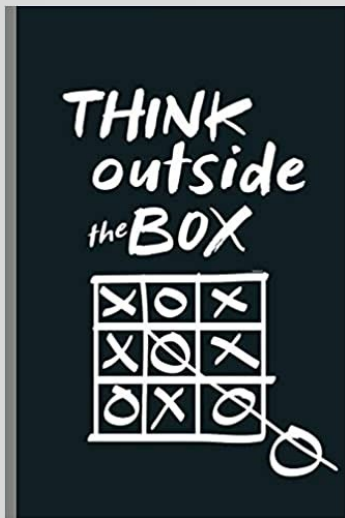


# Lompoc Adult School & Career Center



## Contact Information

- Elaine Webber, Principal
- [webber.elaine@lusc.org](mailto:webber.elaine@lusc.org)
- 805-742-3104
- 805-931-6687 *text*



# What questions do you have?

**Elaine Webber**, Principal

Lompoc Adult School and Career Center

- [webber.elaine@lUSD.org](mailto:webber.elaine@lUSD.org)



**Please type in the chat**

# A Tale of Two IELCE Programs

**Paige Endo**

Vice Principal

Mt. Diablo Adult Education



**MT. DIABLO ADULT EDUCATION**

MOUNT DIABLO UNIFIED SCHOOL DISTRICT



# Mt. Diablo Adult Education Facts

## Student Race/Ethnicity (2019-2020)

	# of Ss	% of population
Hispanic	1568	48%
White, not Hispanic	1018	31%
Asian	410	13%
African American	142	4%
Filipino	84	3%
American Indian/Alaskan Native	20	<1%
Hawaiian/Pacific Islander	20	<1%
Mixed Heritage	21	<1%

## Student Demographics (2019-2020)

Age	# of Ss	% of population
18-24	717	22%
25-34	981	30%
35-44	702	21%
45-54	410	13%
55-64	299	9%
65-70+	174	5%

# 2019-2020 Student Enrollment

<b>High School Diploma or GED</b>	<b>ABE/ASE</b>	<b>516</b>
<b>Adults with Disabilities</b>	<b>AWD</b>	<b>125</b>
<b>Career Technical Education</b>	<b>CTEC</b>	<b>802</b>
<b>English as a Second Language/Family Literacy/Citizenship</b>	<b>ESL</b>	<b>1951</b>
<b>Parent Education</b>	<b>Parent Ed</b>	<b>408</b>
<b>Lifelong Education</b>	<b>Lifelong Ed</b>	<b>2562</b>
	<b>Total Students</b>	<b>6364</b>

## MISSION STATEMENT

Mt. Diablo Adult Education provides lifelong learning opportunities for adults of all ages and abilities to achieve their education, employment, community, and personal goals.

# Current IELCE/IET Enrollment

## Intro to Healthcare Careers –

Fall 2020: 18 enrolled

Spring: 10 enrolled

1 from Fall transitioned to MDAE  
Medical Assistant Program

## Early Childhood Education for ESL (Project ACCESS) –

Fall 2020: 12 enrolled

Accelerated class pilot - 5 enrolled

Spring 2021: 15 enrolled

3 from accelerated class transitioned  
to community college to join Project  
ACCESS cohort in progress



MDAE  
Dental Assistant  
Students

# IELCE/IET Components

## Collaboration among co-teachers:

- **ABE/CTE instructor focuses on teaching medical terminology and major systems in the 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.**

# Co-Teaching Model



We use a co-teaching model with both the CTE and ESL teachers in class at the same time.

The class does English Literacy Civics (EL-Civics) COAAP 71.1 Health Care Worker, in which students learn to

- identify and describe three factors of patient abuse/proper reporting policy. respond to patient complaints by paraphrasing, asking open-ended questions, and offering solutions.
- practice active listening skills.

There is a shared, single set of learning objectives.

Ten objectives were created from COAAP content, CTE course content, and the entry level knowledge which is either required or helpful for CNA, Medical Assistant, and other Allied Health Career pathways at Mt. Diablo Adult Education (MDAE).

# 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, Power Point presentations, screen share, and annotations engage and support students in class and out**

# More Student Supports



MDAE Surgical Technologist Students (and “patient”)

- Financial aid counseling is available for CTE students, so when students transition out of Integrated English Literacy Civics Education/ Integrated Education Training (IELCE/IET) class and into one of the allied health career pathways, there is financial aid available in the form of PELL/other grants
- Transition specialist
- AJCC (America’s Job Centers of California) services onsite
- Free hot meals offered onsite through our partnership with Loaves and Fishes



# Industry-recognized Certifications

Dental Assistant  
Student



- Registered Dental Assistant
- NCCT Medical Assistant Certifying Exam
- CST Exam (for Surgical Technologist)
- NREMT Exam (for Emergency Medical Technician)
- CNA (Certified Nursing Assistant)



# Successes



Certified  
Nursing  
Assistant  
Students

- More ownership among departments and staff
- Good team
- More students
- Actual transition
- Teachers' use of tech tools

"Success is having students looking forward to a nursing career or being part of the medical profession." (CTE Teacher)

# Challenges

- **Misalignment between CTE and ESL term start and end dates**
- **Ambitiously robust curriculum**
- **Moving from vision to reality - Getting it "built" and getting students 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."* (CTE Instructor)**
- ***"It is a challenge not to have the camera function turned on as a requirement for all students."* (CTE Instructor)**
- ***"Technology challenges cause our students stress and can be time consuming." However... "The students do seem motivated to do well in this class with the goal being to have a career in the healthcare field."* (ESL Instructor)**

# Project ACCESS: Early Childhood Education Pathway

## Ingredients of success:

- Cohort model
- Partnership with community college – 10+ years strong!
- Monthly steering committee meetings
  - Steering committee is comprised of MDAE administrator, ESL Coordinator, Program Assistant, and ECE-ESL contextualized class instructor, Diablo Valley College (DVC) dean/administrator, ECE department head, transition specialist, ECE instructor, and ESL-linked class instructor
- Ongoing paid collaboration time for DVC ECE and ESL instructors is crucial



# “Bridge” class students



- “Bridge” students do two COAAPS, including preparing for and attending a job fair at DVC, interviewing potential employers, preparing subsequent PPT presentations and presenting information to the class
- Students prepare and present a portion of a lesson/circle time activity to the class (Classmates role play as children)
- Students are guided through FAFSA application and online assessments and enrollment to DVC
- Students take field trip to DVC and participate in DVC Project ACCESS students’ interactive presentations
- Final week of “Bridge” class takes place at DVC (not this year during Shelter in Place) with Adult Ed instructor Students meet DVC instructors and complete an assignment for them during this time
- Students attend “Meet and Greet”, meeting their peers who are already in the Project ACCESS cohort  
at DVC (and their future classmates)
- Students receive Certificates of Accomplishment and learn they are “Unstoppable!”



# Students transition to DVC and take 12 units of ECE classes over two years

Project ACCESS  
Steering Committee

- Students take linked ESL classes with the ECE classes These used to be credit classes but are now non-credit classes
- DVC instructors are a tight team and use PLC model
- Students continue to be nurtured and encouraged as well as challenged to meet high standards
- Students earn community college Certificate of Completion and are eligible for Associate Teacher's Permit
- Students gain skills, yes, but they also gain confidence and broaden their horizons



# For more information, please contact:

**Judy Schieber, ESL Coordinator**

**[schieberj@mdusd.org](mailto:schieberj@mdusd.org) – (925) 685-7340 x 6755**

**Maren Anton, EL Civics Project Leader**

**[antonm@mdusd.org](mailto:antonm@mdusd.org)**

**Paige Endo, Administrator**

**[endop@mdusd.org](mailto:endop@mdusd.org) – (925) 685-7340 x 6706**

# What questions do you have?

**Paige Endo**, Vice Principal  
Mt. Diablo Adult Education

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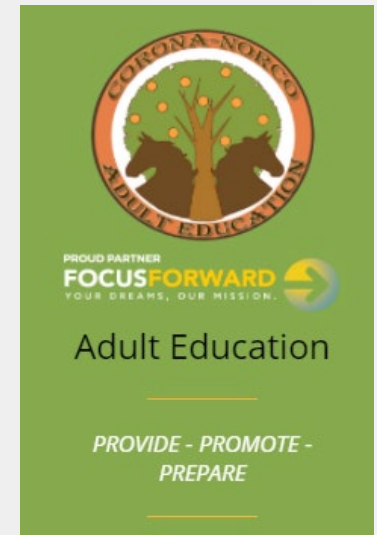


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# Early Childhood Education IET Pathway

**Marci A. England**

ESL Program Coordinator/Instructor  
Technology Team Lead  
Corona-Norco Adult Education

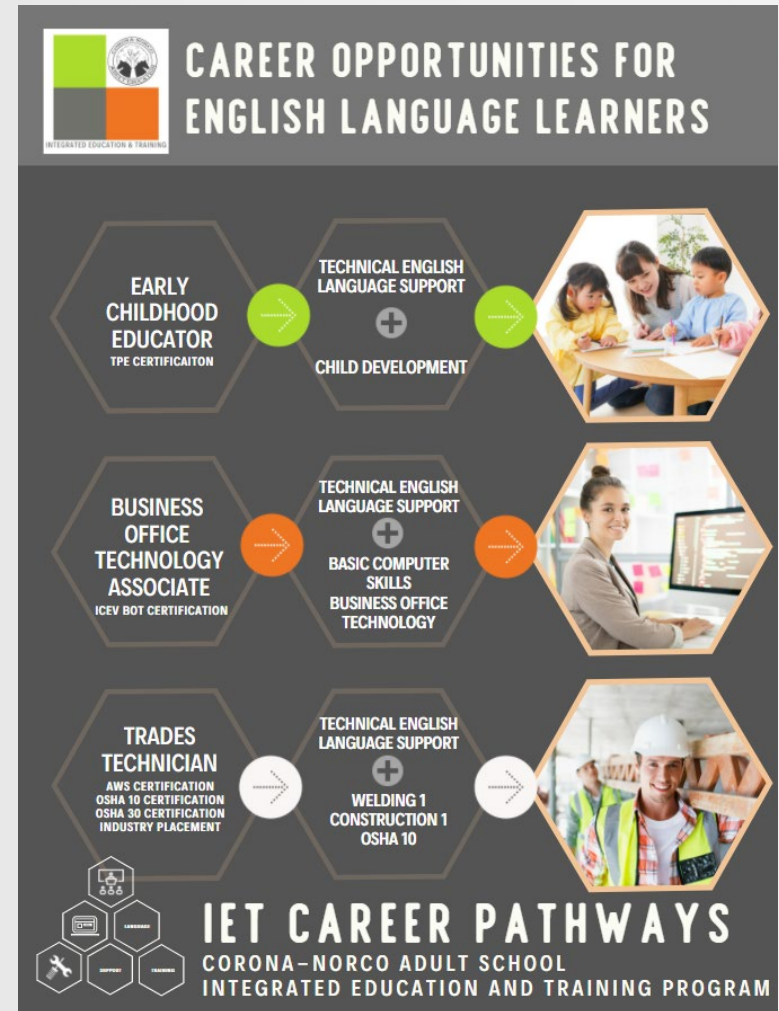




# Overview of IET Program at CNAS

Three Pathways:

- Early Childhood Educator
- Business Office Technology Associate
- Trades Technician



# Childhood Development IET

## EARLY CHILDHOOD EDUCATOR

This is an overview course to gain knowledge and skills related to child growth and development, from prenatal to school-age children. Students study physical, perceptual, cognitive, personality and language development stages of children; and their emotional and social growth as well. This course provides a solid foundation for post-secondary courses and any career that involves working with children.

ESL students are supported with language classes specific to course content two times/week.

ESL students are required to enroll in both the CTE and ESL Support classes.  
Class ends February 10, 2021



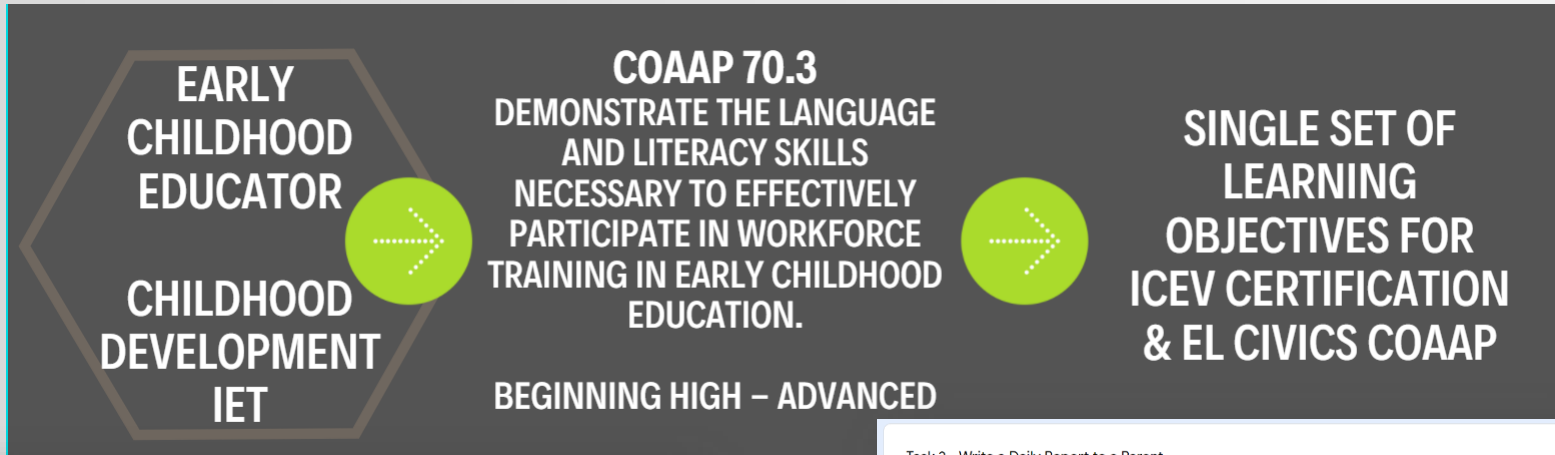
Health Science  
CPR Certification

Transition to ECE  
at Community  
College

Complete ICEV  
Certification

PROGRAM	CTE CLASS TIME	ESL SUPPORT CLASS TIME
EARLY CHILDHOOD EDUCATOR	CHILD DEVELOPMENT MONDAYS ONLINE LESSON WEDNESDAYS 9:30-12:30 PM VIRTUAL	ENGLISH LANGUAGE SUPPORT WEDNESDAY 6:00-8:00 PM VIRTUAL OR FRIDAY 10:00-12:00 PM VIRTUAL

# Childhood Development COAAP



**Task 1 - Describe Unsafe Childcare Situations**  
 For each situation below identify the danger, the negative result that could occur, and the prevention tip.

#1

**Task 2 - Write a Daily Report to a Parent**  
 Based on the information write a summary of a child's day.  
 Set Up - You are a childcare worker and your student, Johnny, is 6 years old.  
 Johnny is active and likes to play with other students. He is very smart and knows his numbers. He knows how to write his name and is beginning to read. He likes to talk about his toys with the teacher and listen to stories about cars.  
 Johnny has a box of toy cars and often brings them in his backpack which causes issues with the other children because he will not share. Students are asked to leave toys at home.  
 Johnny needs to nap at school in the afternoon. He gets sleepy by 3pm and doesn't get picked up until 6pm because his parents work. He gets hungry and often needs two snacks. He is able to sit and pay attention for at least 15 mins at a time.

...

This is 6 year old Johnny

# Childhood Development Collaboration

## IET - Early Childhood Education

**Definition of Course/Main Objective:**

**Students Enrolled** - [HERE](#)

**Calendar/Pacing:** This [12 week](#) course ends February 10, 2021

**Schedule:**

CTE:	ESL Support:	ESL Fundamentals:
<b>Childhood Development</b> Mondays Online Lesson (recorded by the teacher) Wednesdays 9:30-12:30 Zoom	Wednesdays 6:00-8:00 PM Zoom OR Friday 10:00-12:00 Zoom	Varies by ESL Schedule

**CTE:**

Monday ONLINE asynchronous video post 2 hours plus activity = 3-4 hours

(+1 office hour)

Wednesday - 2 hours on zoom synchronous plus homework = 3-5 hours

(+1 office hour)

**ESL:**

2 hours on zoom synchronous (+1 office hour recorded as 3)

3 hours asynchronous work

**Curriculum**

ICEV - Rosalie (Rosalieh/FallECE)

EL - Digital Literacy Civics Objective 70.3

Digital Literacy and Online communication [HERE](#)

Remind, Wakelet, Padlet and Email

Burlington English Online Lessons -

**Assessments**

# Childhood Development Paired Objectives

<p>Week 2 – 10/28</p>	<p>*To identify the signs &amp; symptoms of pregnancy.                  *To evaluate the importance of good prenatal care.                  *To summarize the trimesters of pregnancy.                  *To examine the birth process, stages of labor &amp; delivery.</p>	<p>-Understand general pregnancy vocabulary                  -Sequence birth process using first, next, steps                  -Write summary reports, identify key phrases in written text</p>	<p>Using appropriate pregnancy vocabulary, student will sequence the stages of pregnancy</p> <p>Label the stages of labor and delivery on a timeline.</p> <p>Summarize the unique aspects of each trimester of pregnancy using appropriate language and writing skills.</p>	<p>CTE: ICEV Stages of Pregnancy</p> <p>EL:                  -Pregnancy vocabulary                  -Sequencing                  -Summarizing                  -Writing brief paragraphs                  -Identifying key phrases</p>
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CTE

ESL

Plan to teach

Paired Objective



# Program Coordination and Support

Advertising – start with currently enrolled students


- Orientation
- Class visits/teacher support
- Workforce Development
- City of Corona
- CNUSD Parent Center

Teacher Partnership




- Weekly paid time specifically for curriculum coordination and collaboration
- Shared ongoing communication with students


**CAREER PATHWAY CLASSES FOR ENGLISH LANGUAGE LEARNERS**




**INTRODUCTION TO CHILDHOOD DEVELOPMENT**



**BASIC COMPUTER SKILLS  
MICROSOFT OFFICE BASICS**



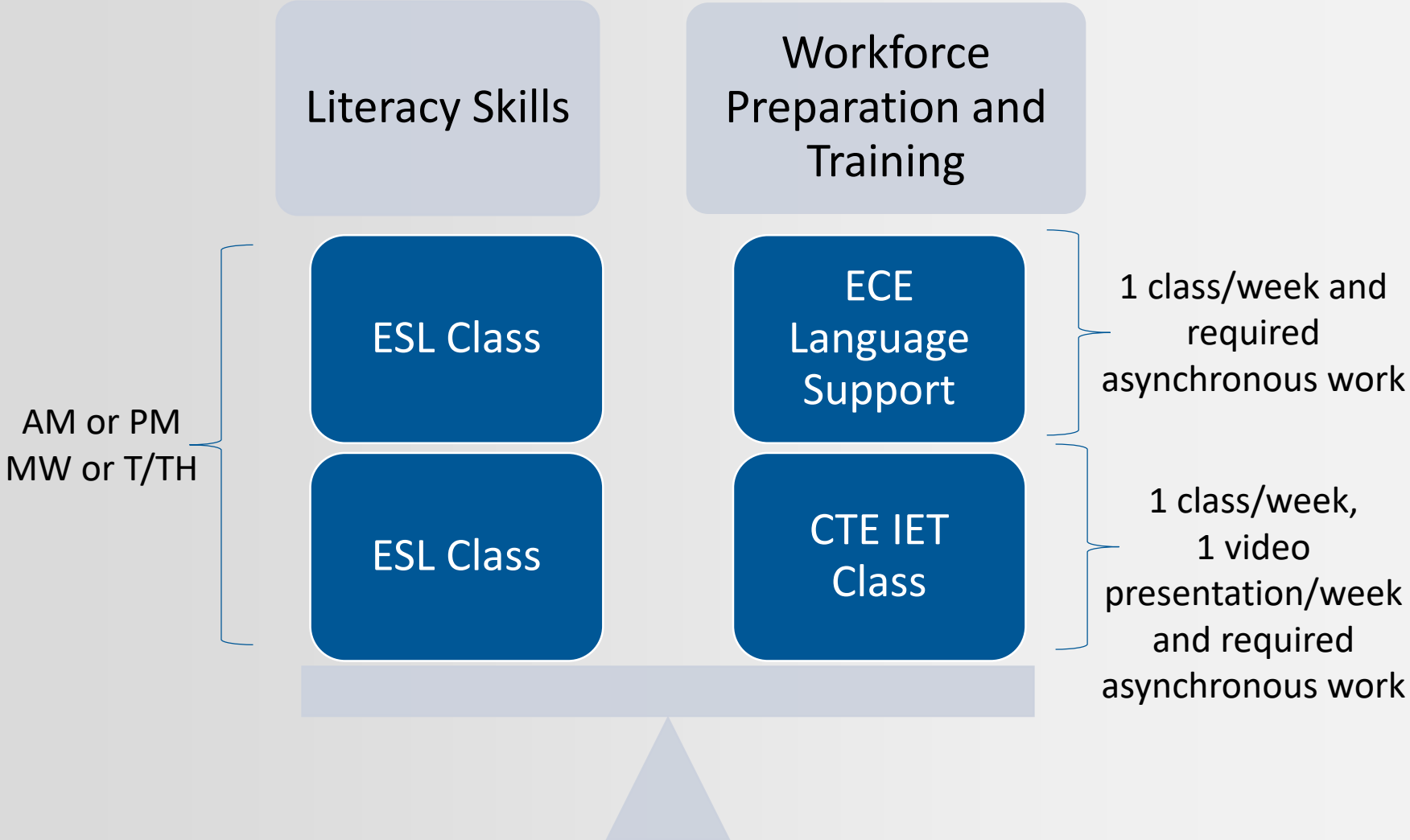
**MICROSOFT OFFICE BASICS**



**CURRENTLY ENROLLING!**  
**[CLICK HERE FOR MORE INFO](#)**

CTE	ESL	CTE	ESL	ECE Support
Video Presentation	9:00-11:00 AM	9:30-11:30 AM	9:00-11:00 AM	9:00-12:00 PM
Online work completed	Zoom	Zoom	Zoom	Zoom and online work

# Successes



# Successes

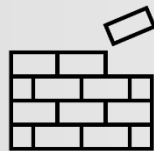
IET Pathway Class	Course Total Enrollment	IELCE Assessment and Certification Completion
Childhood Development	34	
IELCE Support Early Childhood Educator	35	21



# Challenges

- Learning curve for remote assessments and online learning
- Lost access to CPR certification
- Partnership difficulties during pandemic

# Future Plans



- Continue with our hybrid learning format
- Return our three pathways to full capacity
- Focus on assessment completion and tracking of student pathway persistence
- Increase/renew community partnerships
- Rebuild enrollment

# What questions do you have?

**Marci A. England**

ESL Program Coordinator/Instructor Technology  
Team Lead

Corona-Norco Adult Education

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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](http://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

# More Resources

## COABE Journal Article

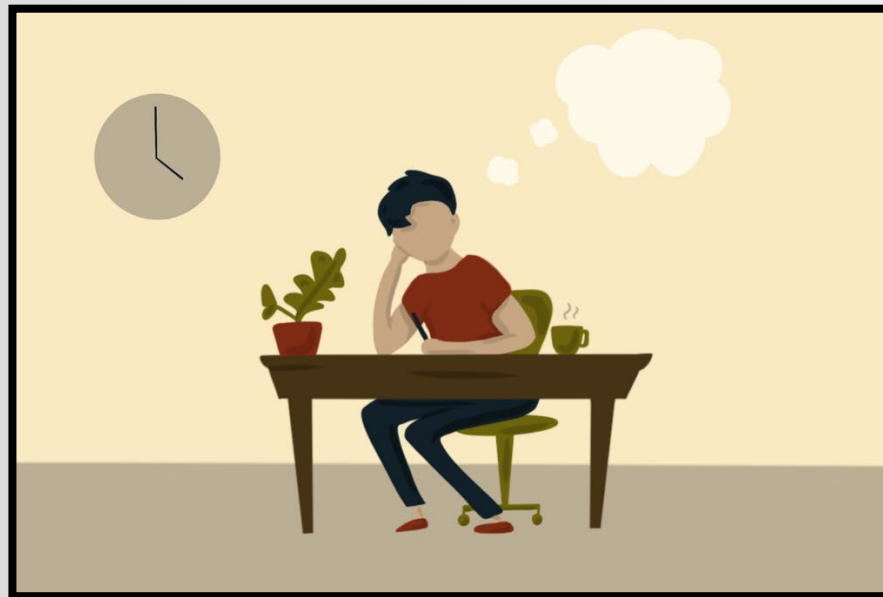
Howard, Lori (2021) California EL Civics: Seizing the Opportunity to Integrate Performance-Based Assessment, *COABE Journal, Volume 9* (Issue 2 Winter 2020-2021) Pages 32-37.

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

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

# Reflect

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



# What questions/comments do you have?



**Please type in the chat.**



# Contact Information

- Margaret Teske, CASAS Program Specialist,  
[mteske@casas.org](mailto:mteske@casas.org)
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[webber.elaine@lUSD.org](mailto:webber.elaine@lUSD.org)
- Paige Endo, Mt. Diablo Adult Education,  
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- Marci A. England, Corona-Norco Adult Education,  
[mengland@cnUSD.k12.ca.us](mailto:mengland@cnUSD.k12.ca.us)



*Assessment (CASAS eTests Online and Paper)*



*TOPSpro Enterprise Accountability Software*



*National External Diploma Program*



*Workforce Skills Certification System*



*Live Facilitated Training*



*QuickSearch Online Curriculum Materials Database*

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