

Models for Preparing English Learners for the Workplace

Drew Gamet, South Bay Adult School agament@rbusd.org

Ashley Bunk, El Rancho abunk@erUSD.org

Christopher Felix, El Rancho cfelix@erUSD.org

Joan Prigian, Tamalpais Adult jprigian@tamdistrict.org

Barbara Lehman, CASAS blehman@casas.org

www.casas.org

IET and IELCE Training Programs for Adult Learners

Career Pathways - Southbay Adult School

Drew Gamet, South Bay Adult School

Custodial IET Program - El Rancho Adult School

Christopher Felix, El Rancho

Ashley Bunk, El Rancho

Home Care Aide Basics – Tamalpais Adult School

Joan Prigian, Tamalpais Adult

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 (IELCE)

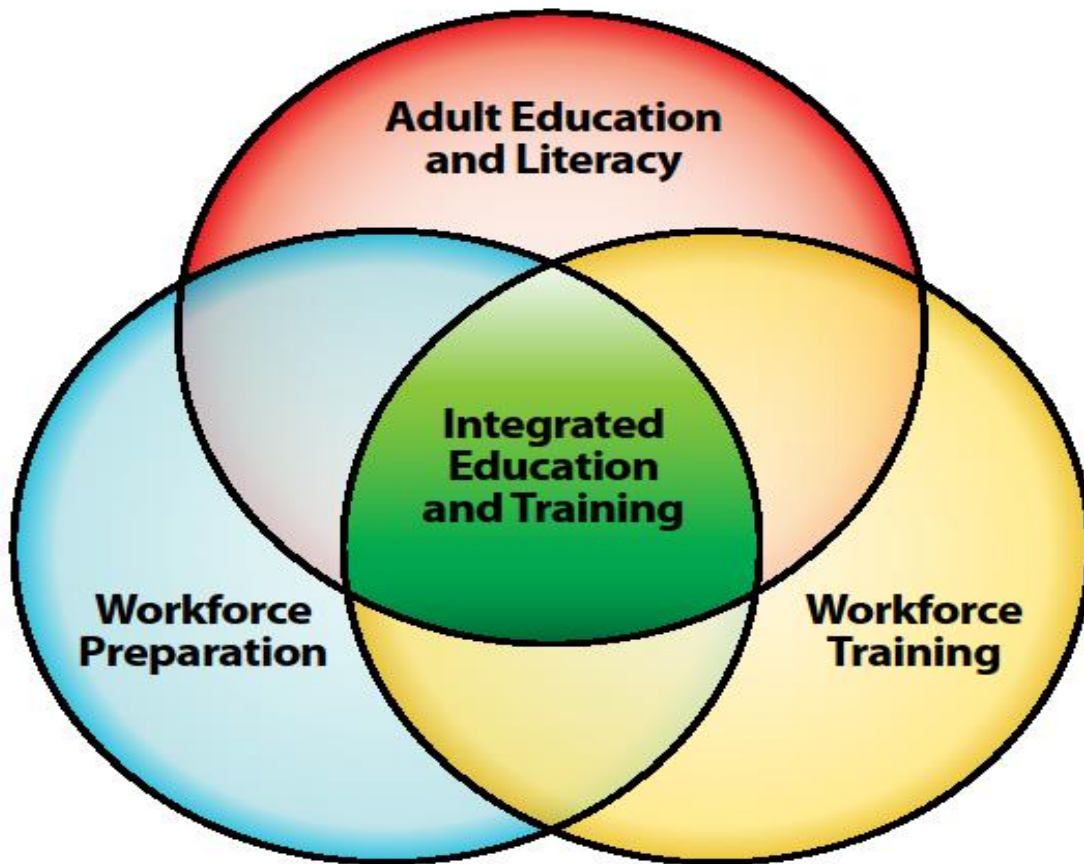
Defined as

- 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 (ESL/ELL)
- -rights and responsibilities of citizenship and civic participation (EL Civics 321)
- -may include workforce training (243 Funding)

243 combination of 3 Programs



California EL Civics

Resources

Find all the information you need on the

[California Civic Participation and IELCE](#) 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 Integrated English Literacy and Civics Education System

- Performance-based instruction and assessment based on a system of:
 - **Civic Objectives (CO)** - general competencies that help students access their community.
 - **Civic Objectives and Additional Assessment Plans (COAAPs)** - A COAAP is a plan for a performance-based assessment.
 - [California Civic Participation and IELCE \(casas.org\)](https://casas.org)

SBAS

Career Pathways



What worked for us and could work for you.



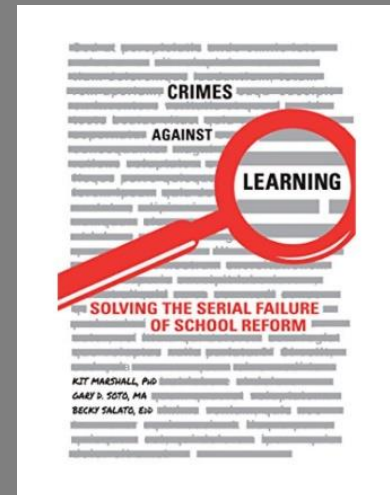
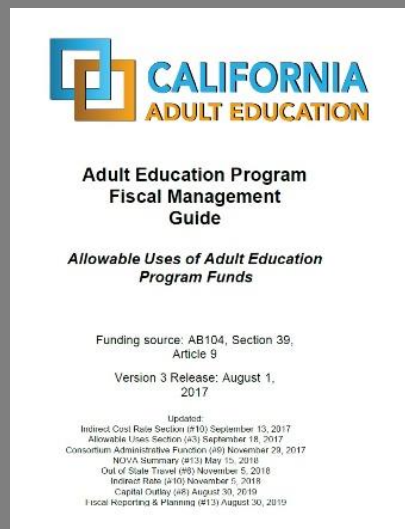
Key Goals

- 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

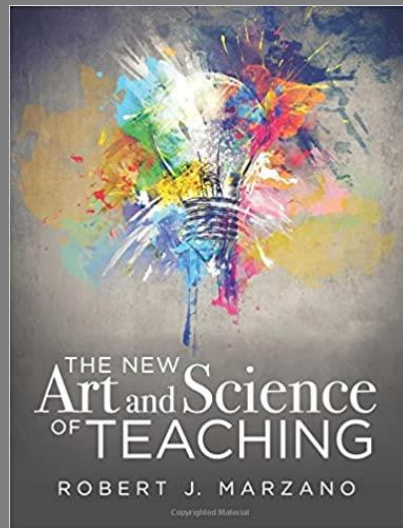
California Adult Education
Program Fiscal Management
Guide: Allowable Uses of Adult
Education Funds

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

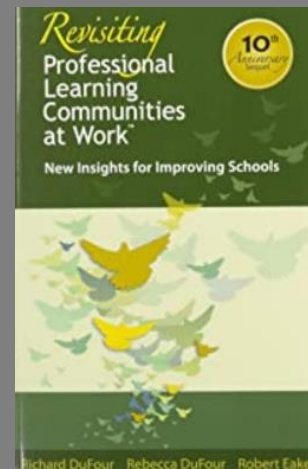


Key Readings (cont.)

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

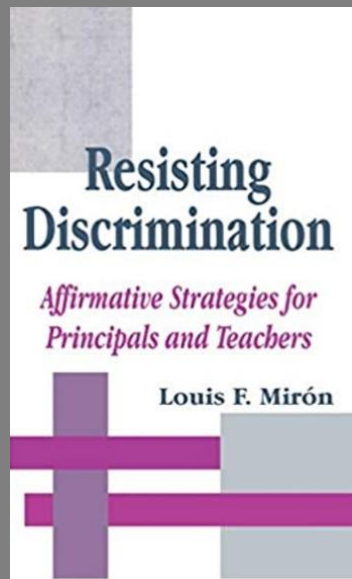


DuFour, Ri., DuFour, Re., & Eaker, R. (2008). *Revisiting Professional Learning Communities at Work: New insights for improving schools*. Solution Tree Press.

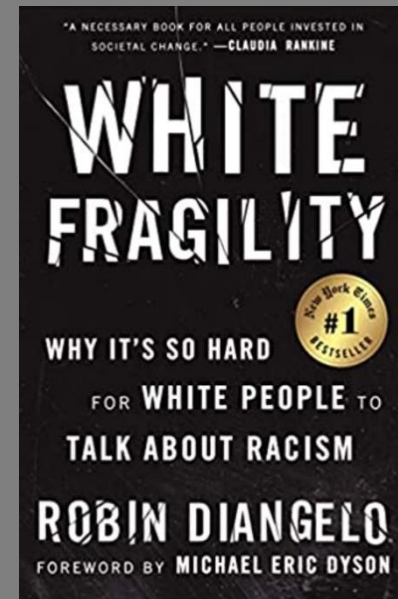


Key Readings (cont.)

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- visibility at all major community events
- Identify and utilize “influencers”
 - A figure from your local community (DJ, minister)
 - Current students, alumni, staff
 - They support YOUR message
 - Your message is concise, but connects to a larger narrative
 - They represent perspectives from your community



Example: an SBAS Influencer





Communication with current and future CTE student- Social Media

- Two way flow of information
- Multilingual communication is built in
- Cannot be done by someone without expertise
- Requires funding, but a LOT less than traditional print advertisement
- Find someone (team) with experience in the world of education

DATA INFORMED DECISION

- ❖ Messages generate feedback data
- ❖ Analytics data must be compared with data from your State's data system
- ❖ Modify your messages based on what works.
- ❖ Support your students while supporting your community partners (WIOA I, IV, AJC)

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%*

*Ward, J. (2020) <https://www.rand.org/blog/2020/08/la-has-the-nations-highest-unemployment-for-some-groups.html>



What does your partnership offer?

- How diverse are the job sectors that you are supporting?
- Is there diversity in the kinds of opportunities? (e.g., training, internships, apprenticeships)
- Are your services and support accessible to students (when do classes/meetings occur)?
- Do you and your partners have plans for addressing barriers (transportation, broadband access, child care, language, college readiness)?

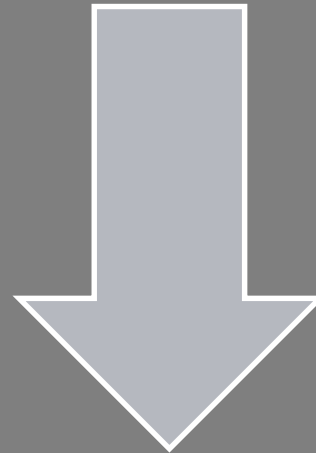


All this, and yet...

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?



www.southbayadult.com
agamet@rbusd.org

3401 Inglewood Avenue
Redondo Beach, CA 90277

SCAN ME

Custodial IET Program at El Rancho Adult School





Who are we?

El Rancho IET team



Sean Abajian
Principal / Administrator



Chris Felix
CTE Teacher



Ashley Bunk
ESL Teacher



Brief overview

- Small school 700+ students/year
- 19 enrolled in Custodial Maintenance program
- 6 dropped
- 13 completed



Brief overview

Duration of Course: 18 weeks

Monday - Thursday

8:00AM - 12:00PM

Primarily Hispanic students



COVID-19 impact

The program was slated to begin in March 2020. Therefore, the entire class was quickly moved virtually due to the pandemic.

Roadmap

1
Dec 2019-Mar 2020
Recruitment /
advertisements

3
First cohort completes
program end of July
2020

5
Team development with
CALPRO IET clinic
Spring 2021

2
Classes scheduled to
begin March 16, 2020,
but classes began online
due to pandemic

4
Temporary pause on
Custodial Maintenance fall
2020/ spring 2021
program (due to covid)

6
Projected start date in
August 2021



What is the class like?



COAAPS

1. Health and Safety
2. Chemistry of Cleaning
3. Technical Knowledge and Skills
4. Soft Skills



What was the method?



Recruitment and onboarding

- Individual Contact
- Social Media (e.g. Nextdoor)
- Email blast to current student body, alumni, community members
- Word of mouth
- Flyers

Affiliation

Industry recognized certification provided by ISSA/CMI (The Cleaning Management Institute)





Success of Career pathway

- High demand
- Potential for placement within the district
- Arrangement with school district for graduates of program to enter Custodial Pool
- 2 Graduates have promoted to Plant Manager/Custodial Supervisor
- 2 Graduates became sub Custodians for different school districts
- 1 Graduate was able to start her own family cleaning business



Challenges

- Class was scheduled to begin in-person, but never actually met in-person because of Covid
- Not being able to provide the hands-on experience and introduction to various different cleaning machines in the Custodial field



Changes

- All of Custodial Maintenance textbooks for course were replicated using Powerpoint Presentations.
- Utilization of videos, different web resources and virtual Guest Custodial Supervisors for the Supervision course



What is next?



Fall 2021 setting

- Low likelihood of virtual learning
- Support through ESL level 4
- Begin in-person instruction and training
- Give students the real life Custodian experience by traveling to different school campuses within the district as well as speaking to actual Custodians and Supervisors

Thanks!

ANY QUESTIONS?

You can find us at

Ashley Bunk:

Chris Felix:



CREDITS

Special thanks to all the people who made and released these awesome resources for free:

- Presentation template by [SlidesCarnival](#)
- Photographs by [Unsplash](#)

Home Care Aide Basics

Tamalpais Adult School



Tamalpais Adult School (TAS)

- One of 6 schools in the Tamalpais Union High School District
- Located in Marin County, California
- Serves students 18 years and older
- WASC accredited
- WIOA funded
- Teachers fully credentialed
- All classes and materials are free of charge



Visit www.tamadulthood.org to learn about programs



CTE

GED



High school Diploma



ESL

Tamalpais Adult School

Got  ?

Free Online Course
Home Care Aide Basics

Designed for English Language Learners at the intermediate level and above



May 25 - June 29, 2021
(10 sessions)

Tuesday and Thursday Online Classes
9:00am-11:30am

Classes are Free

and include:

- Basics of working as a Home Care Aide
- Guest experts from the field
- Job Fair with potential employers
- Certificate of Participation

To Register, Click [Here](#)

Or Call Tamalpais Adult School
415-945-3780



Tamalpais Adult School Home Care Aide Basics

- Developed at the request of / in partnership with county home care agencies and community based organizations to meet the urgent need for employees in this field.
 - WorkForce Alliance of the North Bay (WANB)
 - CareerPoint MARIN
 - Community Action Marin
 - County home care agencies
- Recipient of CASAS 2020 Award: “Making a Difference in the Community”



Preparing ELLs for the Workplace

- IELCE career pathway course targeting ESL students at the intermediate level and above
- In person class: 12 weeks-40 hours / Zoom online pilot class: 10 weeks-35 hours
- Based on training requirements of California Assembly Bill 1217: “Home Care Services Protection Act” (Mandates that HCA employees participate in initial and ongoing annual training/ Students far exceed training requirements)
- COVID-19 Pandemic: Many clients prefer in-home care over assisted living facilities
- Students are “Job Ready” and are in demand by employers (JOB FAIR)



Become a Home Care Aide: Alignment with Needs

- Course aligns with priorities:
 - Regional: Local Workforce Alliance of the North Bay (Aging population/Urgent need for caregivers)
 - State: California Initiative for Aging Goal 4: Caregiving That Works (Target: one million high quality caregiving jobs)
 - National: Department of Labor (Cites senior home care as one of the fastest growing industries in the US)



IBEST Model

- Co-Teachers: RN and ESL Teacher
- Single Set of Learning Objectives: Developed by CTE & ESL teachers utilizing the *RELIAS workforce training curriculum and EL Civics workforce preparation curriculum (COAAP 71.1)
- Adult Literacy: ESL Support

(*Relias.com/ Gabriel Angeles: 919-674-3614)

Adult Literacy Component: ESL Instructor

Support the development of contextualized skills to accelerate learning and gain skills for employment along a health career pathway

- Listening
- Speaking
- Reading
- Writing



Workforce Preparation Component: ESL Instructor

- ***EL Civics COAAP 71.1:** Demonstrate the language and literacy skills necessary to effectively participate in workforce training and work as a personal care aide.
 - **Role Play :** In a simulated interaction, student (in the role of the Personal Care Aide) will respond to the consumer's (Assessor's) complaint and offer an appropriate solution.
 - **Written Assessment:** After reading a case scenario which includes examples of abuse or neglect, the student will document the situation in writing and include 3 factors such as type of abuse, signs observed, proper reporting policy followed
- **Digital Literacy Skills**
- **Working with Others**
- **Critical Thinking Skills**



Workforce Training Component: Registered Nurse



- Provides training specific to the workplace
- Unit outlines
- Training videos
- Unit assessments

- Roles and responsibilities of a Home Care Aide
- Nutrition basics
- Food safety
- Diabetes
- Personal Care for Clients
- Infection control/ COVID-19
- Universal precautions
- Fall prevention
- Safe Transfers and Equipment
- Body Mechanics
- Emergency Procedures
- Basic First Aid
- Mental Health
- Communication Skills
- Important Documents
- HIPA
- Last Phase of Life
- Hospice Care
- Self Care for Caregivers

Workforce Training Component: Guest Speakers - Experts in their field

Nutritionist

Physical Therapist

Hospice Worker

Alzheimer's Specialist

Licensed Psychologist



Career Pathways Panel: Career Counselors

- Bilingual Career Counselors from partner agencies

- College of Marin Career Pathways Counselor
- CareerPoint MARIN Career Pathways Counselor
- Community Action Marin Career Pathways Counselor

- Career Pathways Panel presentation

- Provide information about available career pathways
- Provide resource options
- Provide bilingual support
- Make personal connection between counselors and students
- Encourage students to make future appointments for individual counseling and guidance



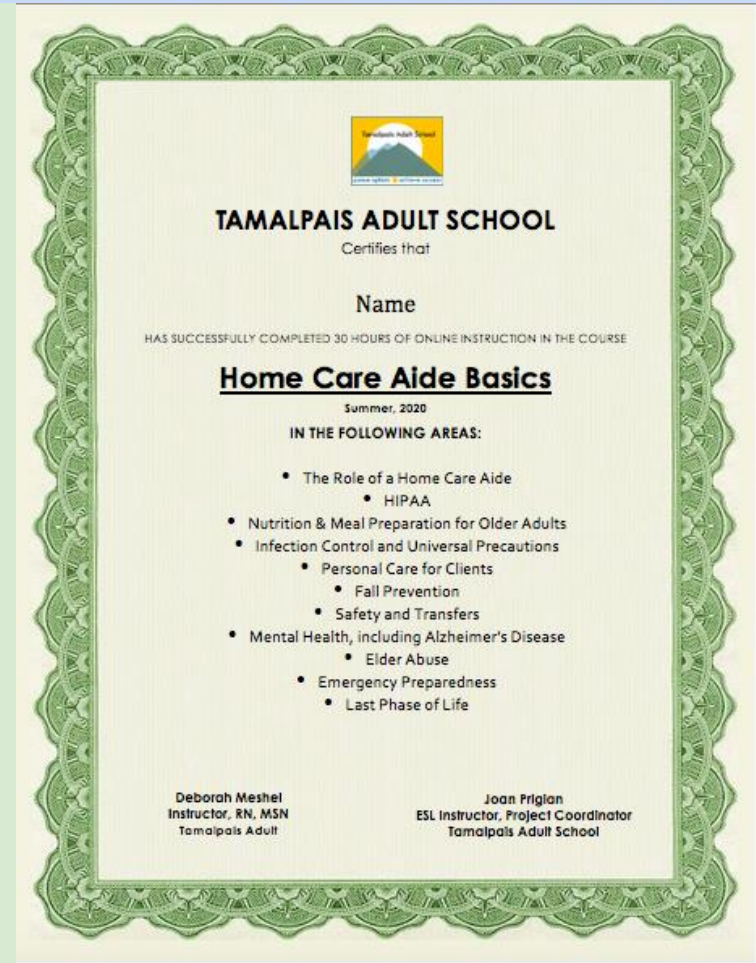
Employment Opportunities!



- A JOB FAIR is held at the final class
- The purpose of the “Job Fair” is to give the students the opportunity to meet prospective employers and to learn about each of the participating agencies in order to determine which agencies might be a best match for their career as a Home Care Aide, resulting in employment upon course completion.
- In order to attend the Job Fair, student must complete all course requirements, including attending all classes, passing all unit assessments with a score of 90% or above, passing the assessments for the EL Civics COAAP 71.1 and taking a CASAS pre and post-test.
- Representatives from partnering home care and senior living centers describe:
 - Employment options/ opportunities
 - Application process
 - Initial and ongoing training opportunities
 - Programs for advancement
 - Opportunity to interact in person/ Students ask questions
 - Contact information is exchanged/ Most employers contact students immediately after
 - A job interview with a partner agency is guaranteed for students who complete the class
- 2. Agency website: www.tamadulthood.org

Certificate of Participation

- Attend all classes
- Achieve passing scores on each unit assessment & EL Civics Assessments
- Complete all assignments
- Complete CASAS pre/post testing



What TAS Students Are Saying

“The course gave me self confidence”

-Student

“I found all of the subjects to be very informative and helpful.”

-Student



“I really like this course. The teacher and class are amazing!”

-Student

“I really appreciate the opportunity to earn the course certificate for free!”

-Student

“I was very impressed with the caliber of student you attracted. Keep up the great work you do. I believe you not only impact the lives of your students, but the lives of the many families that they serve as well.”

-Erick Larson, Regional Director of Operations, Hired Hands Homecare

ABC News Coverage



[News Clip](#)

Thank you for attending!

Presented by

Drew Gamet, South Bay Adult School agament@rbusd.org

Joan Prigian, Tamalpais Adult jprigian@tamdistrict.org

Christopher Felix, El Rancho cfelix@erUSD.org

Ashley Bunk, El Rancho abunk@erUSD.org

Barbara Lehman, CASAS blehman@casas.org

Be CASAS Connected

Use #AdultEdu and #CASAScommunity to connect.



[Facebook.com/CASASsystem](https://www.facebook.com/CASASsystem)



[@CASASsystem](https://twitter.com/CASASsystem)



[CASASAssessment](https://www.youtube.com/CASASAssessment)

www.casas.org

casas@casas.org

1-800-255-1036



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

Connect with Summer Institute participants, use [#casassi2021](#) to share!

 [/CASASsystem](#)

 [/CASASsystem](#)

 [/CASASAssessment](#)

www.casas.org

casas-si@casas.org

1-800-255-1036