

Models for Integrating IELCE and IET

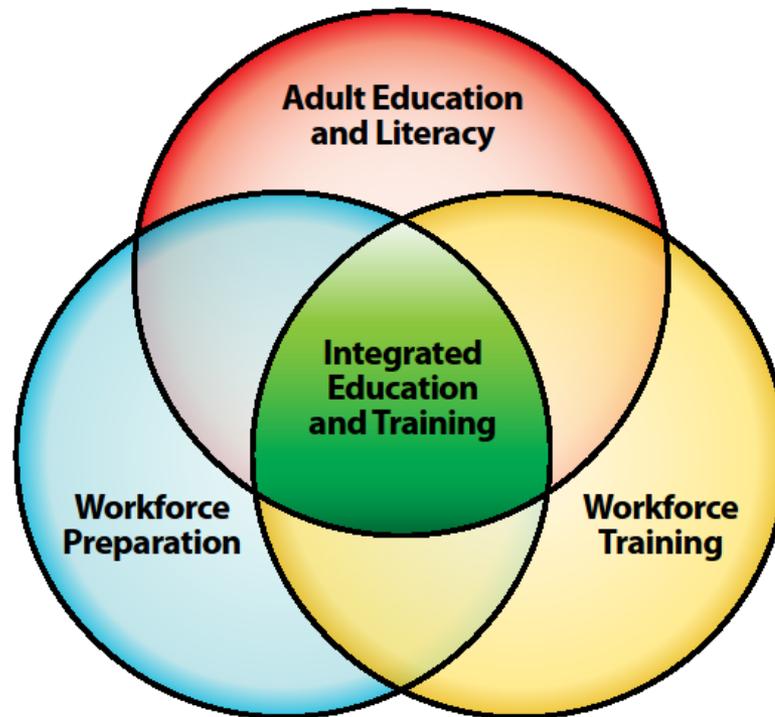
Presenters: Hai Hoang, Boat People SOS

Jessica Bayardo, Baldwin Park Adult & Community Ed

Magdalena Kwiatkowski, San Diego Community
College District

Intro: Margaret Teske, CASAS

Integrated English Literacy and Civics Education (IELCE) and Integrated Education and Training (IET)



Objectives for Today's Presentations

- By the end of this session, participants will be able to:
 - Share 3 models of IELCE/IET with their agencies
 - Consider how elements of the 3 models of IELCE could be implemented to begin or improve your IELCE/IET Program

Presenters

- WIOA II Section 243 Funded Programs
- 130 + CA agencies submitted a plan this year
- Please contact our presenters for more information

Hai Hoang, Boat People SOS, <hai.hoang@bpsos.org>

Jessica Bayardo, Baldwin Park,
<jbayardo601.bpusd.net>

Magdalena Kwiatkowski, San Diego CCD,
<mmkwiat@gmail.com>

Questions?

- Between presentations & at the end.
- Direct your question to one of the presenters if possible.
- Address the question so that others may benefit from the answer.



Entry-level Home Healthcare Co-Teaching for Beginners (An IELCE/IET Section 243 Production)

Hai Hoang

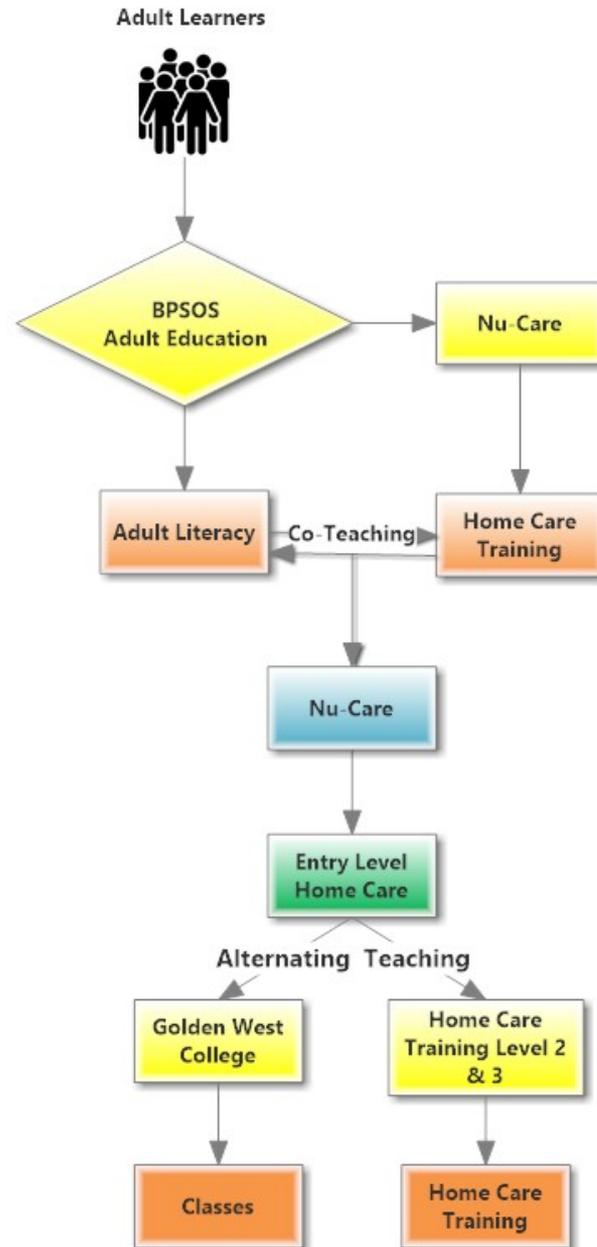
BPSOS Center for Community Advancement

Hai.hoang@bpsos.org

714-248-7433

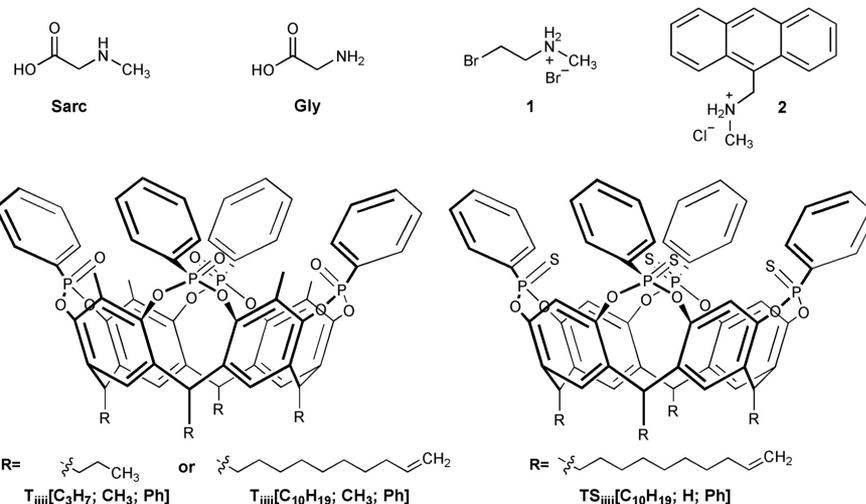
Too Long Didn't Read (TLDR) Version

- We piloted a co-teaching ESL and homecare training course/project
- Partnered with a local home health business to do the co-teaching
- All participant found a job either with the local business that trained them or other vendors
- Some participants went on to level two and three homecare with 1 becoming a trainer and is going to be a RN.
- We're working on improving the program to utilize resource from Regional Center, In-Home Supportive Services, CalWork, and etc.



Thinking outside of the box: a little about Hai

- Basic Cancer Research (Cavitand: cancer drug delivery)
- Public Health Projects
- NIH's Process of Care Research Branch
- Research grant writing, development, implementation, and review



National Cancer Institute: where I used to work



What I'm comfortable doing

Co-Principal Investigators: Liu, Lihua and Hoang, Hai

LAY ABSTRACT

Limit is 5000 characters, including spaces and subtitles.
This form is used for both the peer and programmatic review.

Project Title:

Ethnic Enclave Effect on Vietnamese Breast Cancer Patients

Introduction:

Vietnamese is the 4th largest and fast-growing ethnic Asian population group in the US with over 2 million individuals. Breast cancer is the most common cancer among Vietnamese American women. However, it is very difficult to find breast cancer data and research specific to Vietnamese, because they often get lumped together with other Asian Americans. This has been a serious problem for the Vietnamese community to help the increasing number of its breast cancer survivors. The Vietnamese population in the United States (US) is uniquely different from other Asian ethnic groups for several reasons. It has a much shorter immigration history that started in 1975 when the Vietnam War ended. Most Vietnamese came as refugees eligible for US government's refugee settlement programs and family reunification programs. Most Vietnamese Americans live in neighborhoods with a high concentration of Vietnamese residents. Such places are called "ethnic enclaves." Orange County (OC) in California has the largest concentration of Vietnamese population in the US.

Our community-academic research partnership has enabled us to perform preliminary analysis using California Cancer Registry (CCR) data. We found that despite having lower socioeconomic status and limited opportunities, Vietnamese breast cancer patients have better 5-year observed survival than non-Hispanic white (NHW) women in California. This observation begs the question of what in the Vietnamese community attributes to the better breast cancer outcomes. We would like to examine the impact of Vietnamese ethnic enclaves on breast cancer survivorship outcomes.

Question(s) or hypotheses:

1) Does living inside Vietnamese enclaves affect breast cancer outcomes for Vietnamese women as compared to those living outside the enclaves? 2) What are the factors associated with Vietnamese enclaves responsible for positive or negative breast cancer outcomes? 3) What can we do with the knowledge learned from this project to improve breast cancer outcomes?

~~We hypothesize that there are positive health promoting factors that exist within the Vietnamese enclave that~~

What I'm not comfortable doing



U.S. Department of Education
Office of Career, Technical, and Adult Education
www.ed.gov/octae

Building Opportunities through Integrated English Literacy and Civics Education (IELCE)

Background

English language learners are a substantial portion of adults served in U.S. adult education programs, representing 44% of students in [Program Year 2014-2015](#). The population is diverse in ethnicity, education, language learning needs, and age. The Workforce Innovation and Opportunity Act (WIOA, Pub. L. 113-128, July 2014) encourages new opportunities for innovation and collaboration, particularly for those with barriers to employment, to increase: access to employment, education, training, and support services; and, to services needed to succeed in the labor market.

Under WIOA Title II Section 243, State agencies may fund local providers to offer Integrated English Literacy and Civics Education (IELCE) programs. IELCE is defined in the law as: "education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training." Section 243 adds the requirement that such services be offered in combination with integrated education and training activities.

Overview

The primary goal of this project is to provide technical assistance (TA) to States in implementing the new requirements, under Section 243 of WIOA, for the IELCE program. OCTAE, through a contract with the Manhattan Strategy Group, will design and deliver TA that assists States and eligible local providers—to understand and implement the IELCE activities, and programs in accordance with the legislation and final regulations in WIOA. TA will help States and local providers implement programs consistent with WIOA's expanded focus on career pathways; integrated education and training; and, placement in unsubsidized employment (in in-demand industries and occupations) that lead to economic self-sufficiency. The project period is June 2016 to June 2019.

Project Milestones

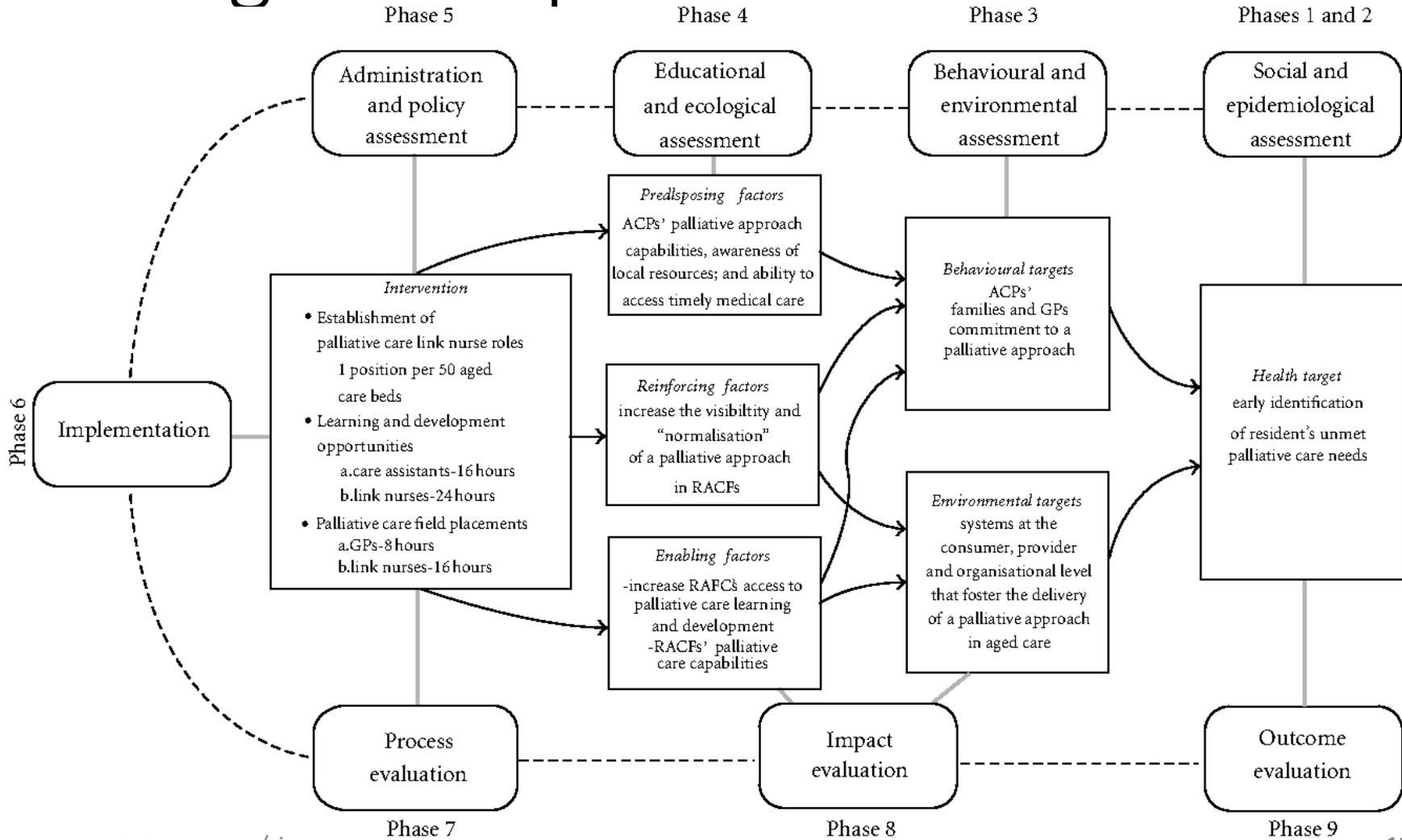
- Design and deliver training to State adult education staff and local providers.
- Provide training to State staff, to create a national IELCE Collaborative.
- Gather and develop training and technical assistance tools and resources.
- Document examples of promising practices that are meeting IELCE requirements.
- Disseminate lessons learned.

Outcomes and Products

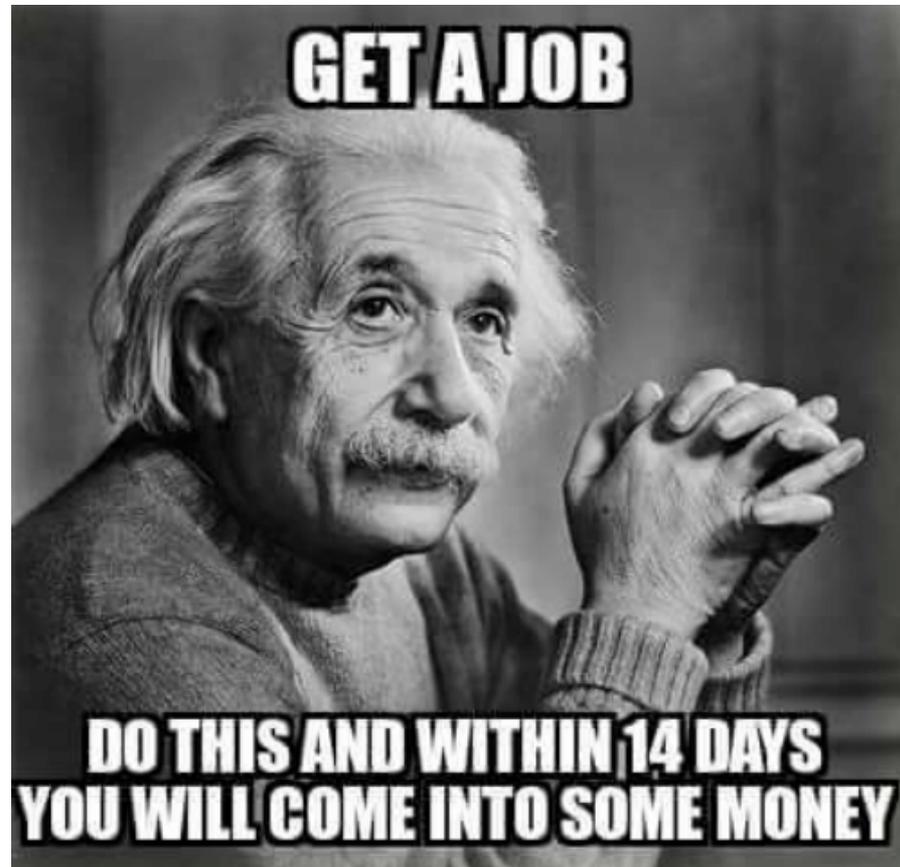
- Produce IELCE-focused technical assistance tools and resources.
- Provide in-person and virtual training to support IELCE regulation compliance.
- Create a national IELCE Collaborative.
- Produce case studies and in-depth profiles of promising practices.
- Produce a final report that summarizes training and promising examples.

Contact: Joseph Perez: Joseph.Perez@ed.gov

PRECEDE-PROCEED Model of Program Implementation



The Outcome



Crude Data Source List

- Local Workforce Developmental Board 2017-2020
 - 5,130 job for Home Health Aides (i.e. respite, homecare)
 - 9,010 jobs for Medical Assistances
 - 10,610 jobs for Nursing Assistants
 - 21,300 jobs for Registered Nurses
- Regional Center Data
- In-Home Support Service Data
- Orange County Health Care Agency Data
- Department of Developmental Agency
- State Council on Developmental Disabilities
- Etc.

Social and Epi Assessment: 5,130 Jobs for Home Health Aides

Regional Center of Orange County **Total Annual Expenditures and Authorized Services by Ethnicity or Race** Fiscal Year 2017-2018
Page 1 of 1

For All Ages

Ethnicity	Consumer Count	Total Expenditures	Total Authorized Services	Per Capita Expenditures	Per Capita Authorized Services	Utilized
American Indian or Alaska Native	44	\$1,033,790	\$1,215,265	\$23,495	\$27,620	85.1%
Asian	3,888	\$46,049,906	\$60,129,854	\$11,844	\$15,466	76.6%
Black/African American	469	\$9,461,899	\$11,772,291	\$20,175	\$25,101	80.4%
Hispanic	8,002	\$74,255,102	\$100,381,858	\$9,280	\$12,545	74.0%
Native Hawaiian or Other Pacific Islander	18	\$200,604	\$253,566	\$11,145	\$14,087	79.1%
Other Ethnicity or Race / Multi-Cultural	3,848	\$37,965,522	\$51,947,330	\$9,866	\$13,500	73.1%
White	7,759	\$184,168,008	\$221,460,570	\$23,736	\$28,542	83.2%
Totals:	24,028	\$353,134,832	\$447,160,733	\$14,697	\$18,610	79.0%

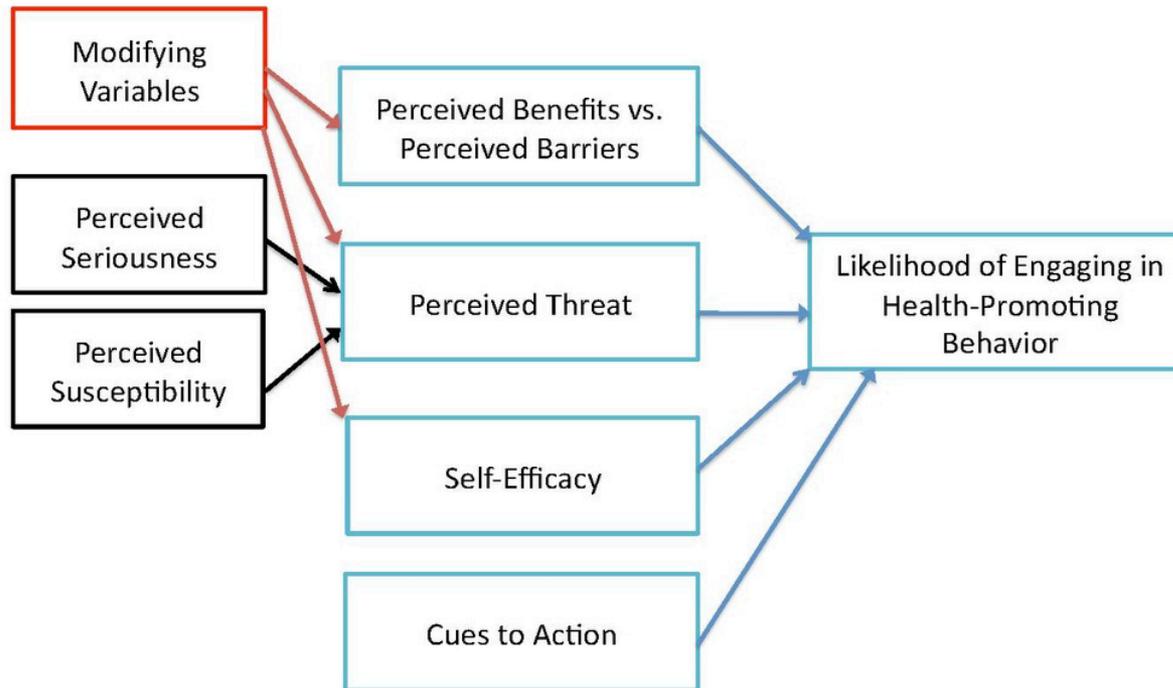
Behavior and Environmental Assessment

- Look at TOPSpro data, then go beyond
- Does the current Socioeconomic systems promote the jobs you are creating?
- Qualitative Assessment
 - Skills
 - Motivations
 - Self-Efficacy
 - Attitude about the job



Change The Construct to “Job Belief Model”

The Health Belief Model



Educational and Ecological Assessment

- Realistically looks at the educational and ecological environment that are required to get the job.



Administration and Policy Assessment

- Review the current policy of the industry you are creating the training for
- Talk to the companies, schools, and funders that you are trying to bring together.
 - Not a criminal
 - English conversational skills
 - Be able to do company's reports
 - Go through the company's training and pass their assessments (incorporated into the co-teaching)
- Ask your “stupid” questions. We all have them—don't worry.

Implementation: Just do it!

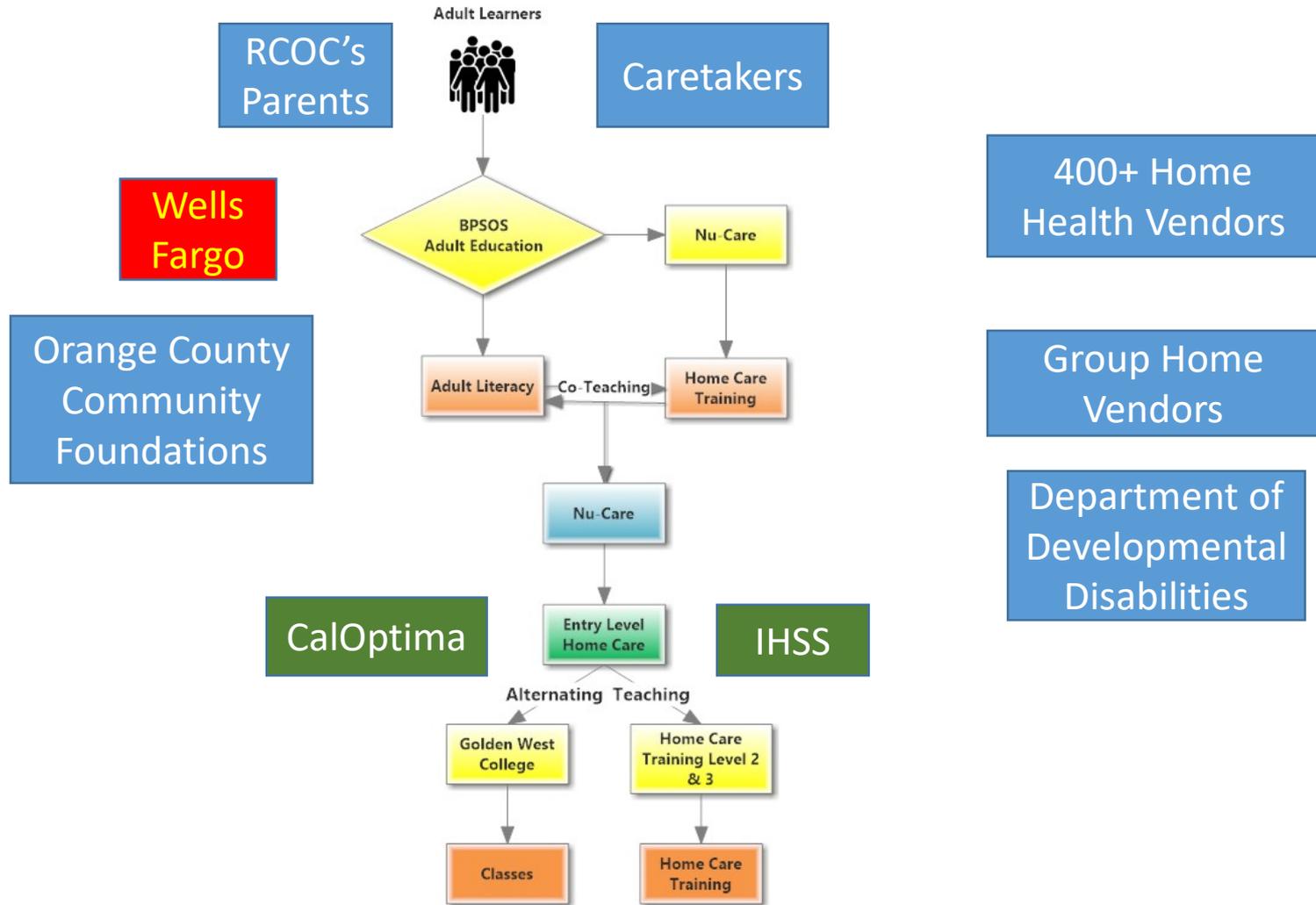
- Co-Teaching: ESL instructor and skill instructor
- 19 Chapters of “The Senior Choice Companion” manual
- ~~6 week, 8 weeks, 12 weeks~~, I mean 16 weeks course
- Meet ~~once~~, twice a week for 3 hours each.
- Use at least ~~three, two~~, one Civic Objective
- Focus on your student and partner needs. It will eventually work. It takes persistence.

Process, impact, and outcome evaluations

- Interview students
- Interview course instructors
- Interview business owner
- Follow student's progress
- Identify the practical and enhance it
- Remove or reduce the impractical
 - “Calculus sure is useful during Calculus season.”
 - Seriously, talk to the managers and supervisors and ask them what skills they wished their staff had.



Do it all over again, but improve...



Key points

- Everything is connected
- Focus on the outcomes
- Understand the systems in which you are working with and how they operate
- Work with your strong points
- Collaborate and leverage your partner's resource





Baldwin Park's IET Program

Jessica Bayardo

Baldwin Park Adult Community and Education

626-939-4456 Ext. 5053

Introduction

Our Pathways

- Automotive Services
- Barbering/Cosmetology
- Electrician
- Food Service & Hospitality
- Heating, Ventilation, and Air Conditioning (HVAC)
- Support Services Medical Assistant Administrative and Clinical
- Pharmacy Technician

ESL Levels

- Pre-Lit and Beg. Low
- Beginning High
- Intermediate Low
- Intermediate High
- Advanced

IET Course/Alternating Teaching

- Intermediate Low
ESL/Contextualized Learning
Course

IET Courses Schedule

Class: Electrician

Weekly Hours

Occupational Training 18

Contextualized AE Instruction - 3

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 am - 12:30 pm	CTE Class	CTE Class	CTE Class	CTE Class	
12:30:pm- 1:30 pm				Weekly Teacher Planning Meeting	
1:30 pm - 4:30 pm		Monthly Planning Meeting		Contextualized AE Class	

IET Courses Schedule

Class: Electrician

Weekly Hours

Occupational Training 14

Contextualized AE Instruction - 3

Time	Monday	Tuesday	Wednesday	Thursday	Friday
3:30 pm - 5:30 pm		Contextualized AE Class		Contextualized AE Class	
5:30 pm - 6:00 pm		Monthly Planning Meeting		Weekly Teacher Planning Meeting	
6:00 pm - 9:30 pm	CTE Class	CTE Class	CTE Class	CTE Class	

Learning Objectives



Cosmetology

- Communicate effectively and professionally with clients/customers.
- Understand initial directions before starting a task.
- Explain the differences between cleaning, disinfecting, and sterilizing



Electrician

- Communicate effectively and professionally with customers.
- List basic workplace safety rules.
- Define basic electrical terms.

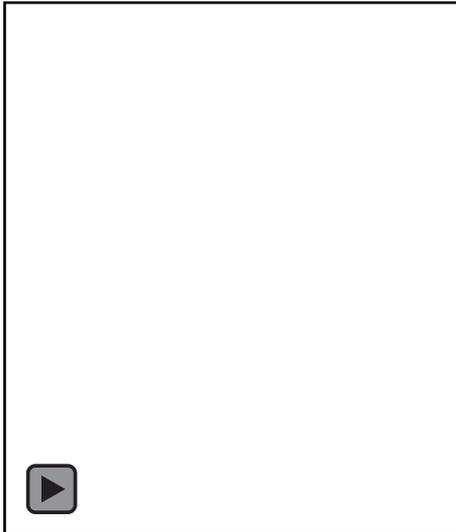


Medical Assistant

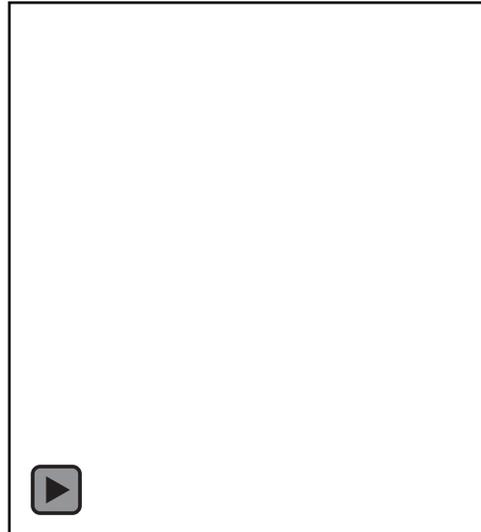
- Communicate effectively and professionally with patients
- Learn how to manage time efficiently.
- Be specific in oral and written reporting.

Student Feedback

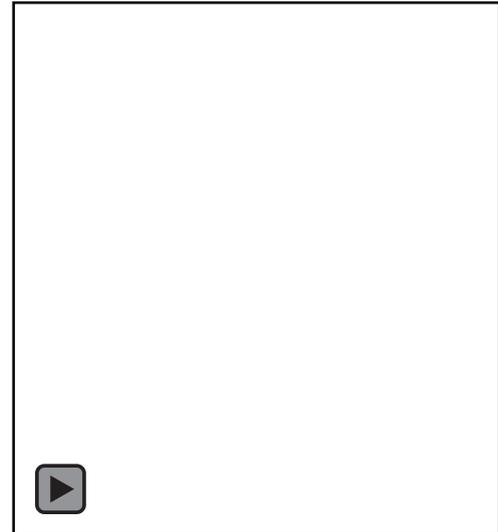
Cosmetology/ Barbering



Medical Assistant



Electrician



Instructor Feedback

“ESL Students do better in Medical Classes because they study harder and take the classes seriously.”



“Today, the whole class took a quiz on the chapter we are studying now, assisting in gastroenterology, and I was surprised to find her passing this quiz with a score 50/50... Three students failed this quiz.”



Instructor Feedback

"The IET students do as well, if not, better than the regular students because they value education, hard work, and are dedicated to completing classroom assignments."



Challenges

- Adopt value of program
- Make commitment to program

Solutions

- Student Contracts
- Flexible Course Schedule

Moving Forward

- IET Orientation (Counseling appointment/student contract)
- Offer afternoon and evening IET Courses

Models for Integrating IELCE and IET: *Business Information Worker (BIW) Certificate Pathway at SDCE*

Magdalena Kwiatkowski
San Diego Continuing Education
mkwiatko@sdccd.edu

SDCE 2018-2019 IET Plan

Career Certificate Pathways



1. Personal Care Assistant/Caregiver/CNA

2. Family Home Day Care/Childcare Provider

3. Small Business Planning/Small Business Growth

4. Business Information Worker Stage I

5. Clothing Construction

6. Professional Bakeshop

SDCE Career Pathway CTE Classes Co-Located with ESL

CE Miramar Campus

Miramar College

North City Campus

CE Mesa Campus

- Family Home Day Care

BIW Module I
Small Business

Mesa College

West City Campus

- Bakeshop
- BIW Module I
- Clothing Construction

Mid City Campus

- BIW Module I
- Clothing Construction
- Personal Care Assistant/CNA
- Small Business

City College

Cesar Chavez Campus

- BIW Module I
- Clothing Construction
- Personal Care Assistant/CNA

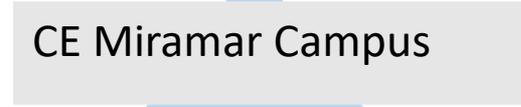
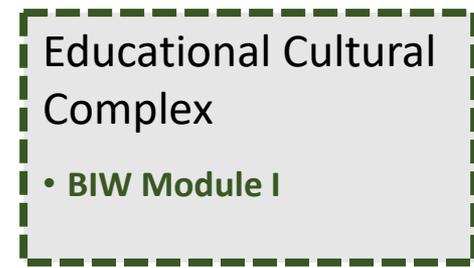
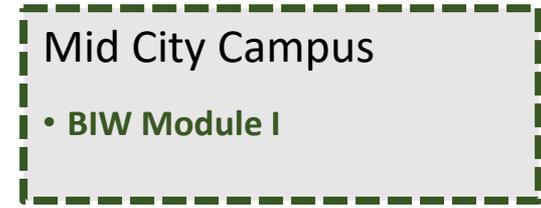
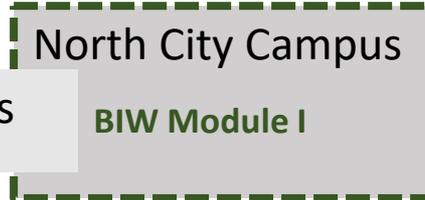
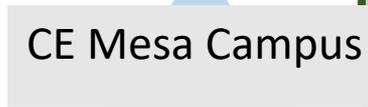
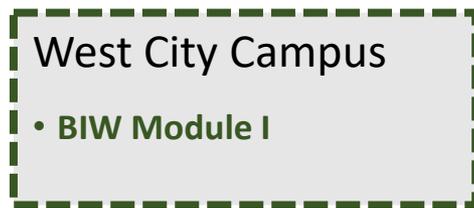
Educational Cultural
Complex

- Clothing Construction
- Bakeshop
- BIW Module I
- Family Home Day Care
- Small Business

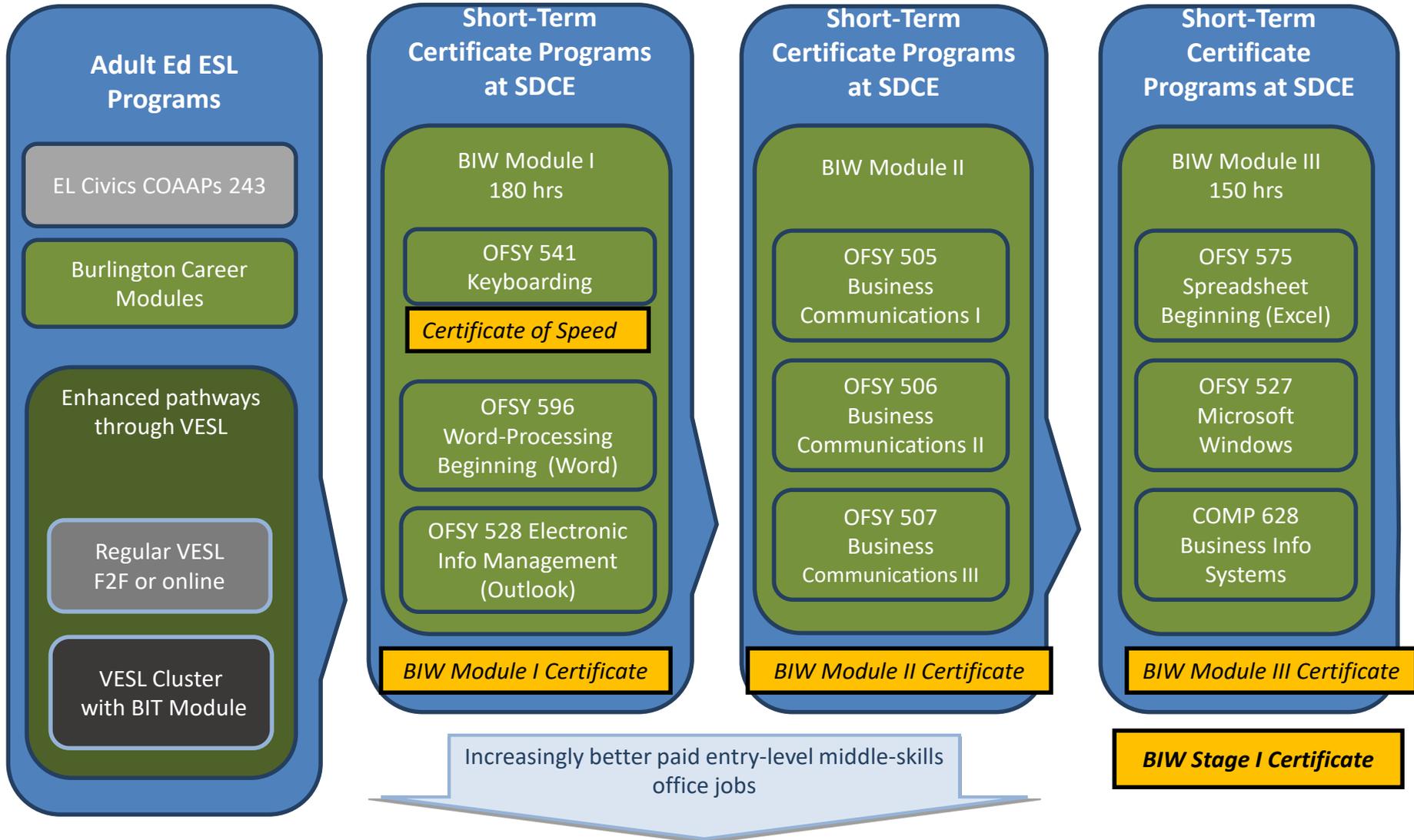
BIW I Certificate Pathway

ESL Students enrolled:

Spring 2018	133
Summer 2018	39
Fall 2018	150
Spring 2019 (2/19)	93



Business Information Worker Stage I (BIW I)



» BUSINESS INFORMATION WORKER JOB TRAINING/CERTIFICATE PROGRAM

Providing key office skills to get a job, with a solid foundation in Microsoft Windows and Microsoft Office as well as strong digital and web literacy skills, the Business Information Worker provides an individual a skill set to work with efficiency and productivity in the workplace.

Steps for Enrollment

1. **Application**
Apply online at sdcc.edu
2. **Mandatory Orientation**
Sign-up online at sdcc.edu
3. **Get Student CSID / Pay for Parking**
Located at Student Services
4. **Register In Class with Instructor**
Students will add courses in class. Students may need to purchase materials.

BIW Modules – Pathway to Success Job Skills Gained

BIW Module 1 Program Certificate Keyboarding - Multilevel Word Processing Beginning Electronic Info Management	Entry Level Skills Keyboarding Microsoft Word Microsoft Outlook
BIW Module 2 Program Certificate Business Communications I Business Communications II Workplace Professional	Communication Skills Business Communications Customer Service Human Relations
BIW Module 3 Program Certificate Microsoft Windows Spreadsheets Beginning Business Information Systems	Technical Skills Microsoft Windows Microsoft Excel Information Systems
Program Certificate Awards for all BIW Modules 1, 2, and 3 equals = BIW Stage One Completion	
Business Information Worker STAGE ONE Completion	Job Skills Gained <ul style="list-style-type: none"> ▪ Entry Level ▪ Communication ▪ Technical

REGISTRATION » CLASSES ARE FREE – AN ORIENTATION IS REQUIRED FOR CLASSES.

Schedule Monday-Friday See Schedule in Classroom	Instructors See Schedule in Classroom	Location Educational Cultural Complex (ECC) 4343 Ocean View Blvd San Diego, CA 92113 610-388-4056
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» BUSINESS INFORMATION WORKER MODULE 1 ONLINE Certificate Program

Attend only one in-class registration in the first week.
Complete all work at home! Lab supports available.

Session 1: 9/4/2018 – 11/2/2018 <ul style="list-style-type: none"> • Keyboarding Multilevel • Microsoft Outlook 2016 * *Software required: Microsoft Office 2016 (Windows version)		Session 2: 11/7/2018 – 1/25/2019 <ul style="list-style-type: none"> • Keyboarding Multilevel • Microsoft Outlook 2016 * *Software required: Microsoft Office 2016 (Windows version)	
Attend ONE in-class registration dates below:			
IN-CLASS REGISTRATION DATES/TIMES	LOCATION	IN-CLASS REGISTRATION DATES/TIMES	LOCATION
• Monday – September 10, 2018 1:00 p.m.	Chavez Campus Room 208	• Monday – November 5, 2018 1:00 p.m.	Chavez Campus Room 208
• Tuesday – September 4, 2018 1:30 p.m.	Mid-City Campus Room 308	• Tuesday – November 6, 2018 1:30 p.m.	Mid-City Campus Room 308
• Wednesday – September 5, 2018 12:15 p.m.	ECC Campus Room C-104	• Wednesday – November 7, 2018 12:15 p.m.	ECC Campus Room C-104
• Thursday – September 6, 2018 12:45 p.m. or 4:15 p.m.		• Thursday – November 8, 2018 12:45 p.m. or 5:00 p.m.	

Students will be awarded Certificate of Business Information Worker Module 1 with completion of all three courses.

1. Keyboarding Multilevel
2. Electronic Info Management (Microsoft Outlook)
3. Word Processing Beginning (Microsoft Word)

BIW Module 1 is one of the three BIW Stage One Program Certificate Modules. What is BIW? The BIW is a state of California recognized certificate. It is a career pathway for the office worker. Visit BIW Pathway from state <https://ict-dm.net/biw>

REGISTRATION » CLASSES ARE FREE – IN-CLASS ORIENTATION IS REQUIRED FOR ONLINE

Schedule ONLINE	Instructor Jolene Lee jolee@sdcc.edu	Location for First-Day Registration See schedule above
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CTE/VESL Course Objectives

OFSY 541 Keyboarding

1. Demonstrate techniques and basic principles of keyboarding.
2. Demonstrate the knowledge of vocabulary and meaning of terms related to keyboarding, the world of business, and the concepts used in keyboarding operation for inputting and retrieving information.
3. Input alphabetic, numeric, and symbol information on a typewriter or keyboard and input numbers on keyboard and/or separate ten-key pad.
4. Attain a minimum keyboarding speed on a five minute timing consistent with the student's specific goal or course of study, or to meet industry standards.

CTE/VESL Course Objectives

OFSY 596 Word-Processing Beginning (Word)

1. Boot the computer system and/or demonstrate local area network (LAN) procedures to access the word processing program and power down/log off the system.
2. Identify and use common computer hardware components: hard drive, keyboard, monitor, computer processing unit (CPU), printer, and mouse.
3. Explain and use basic computer and word processing terminology.
4. Identify and use basic editing and text enhancement features of the word processing system.
5. Make decisions regarding proper format and features to produce standard business and professional documents such as letters and memos, simple tables, columns, reports/forms, merge documents, resumes and related business correspondence.
6. Evaluate and proofread documents to determine needed changes and corrections and make the changes efficiently using editing tools.

CTE/VESL Course Objectives

OFSY 596 Word-Processing Beginning (Word), cont.

7. Demonstrate or explain to others how to perform various word processing functions such as spell check and thesaurus.
8. Relate acquired computer and word processing skills to a variety of personal or employment opportunities.
9. Use a variety of resource materials such as software manuals, tutorials, on-line help, and internet research to independently find solutions to word processing application problems or questions.
10. Demonstrate personal and professional ethics and explain the need for software licensing agreements, copyright laws, virus protection, and other security measures.
11. Share files using the “Cloud” and setup appropriate level of access.

CTE/VESL Course Objectives

OFSY 528 Electronic Info Management (Outlook)

1. Explain proper procedures to send, receive and organize email messages.
2. Demonstrate how to schedule and manage meetings using an electronic calendar.
3. Modify and manage contact information, including sorting, searching and printing.
4. Create and manage tasks and notes, including producing status reports.
5. Demonstrate customizing the software interface.
6. Describe the need for security measures including licensing, copyright laws, virus and malware protection.

IET

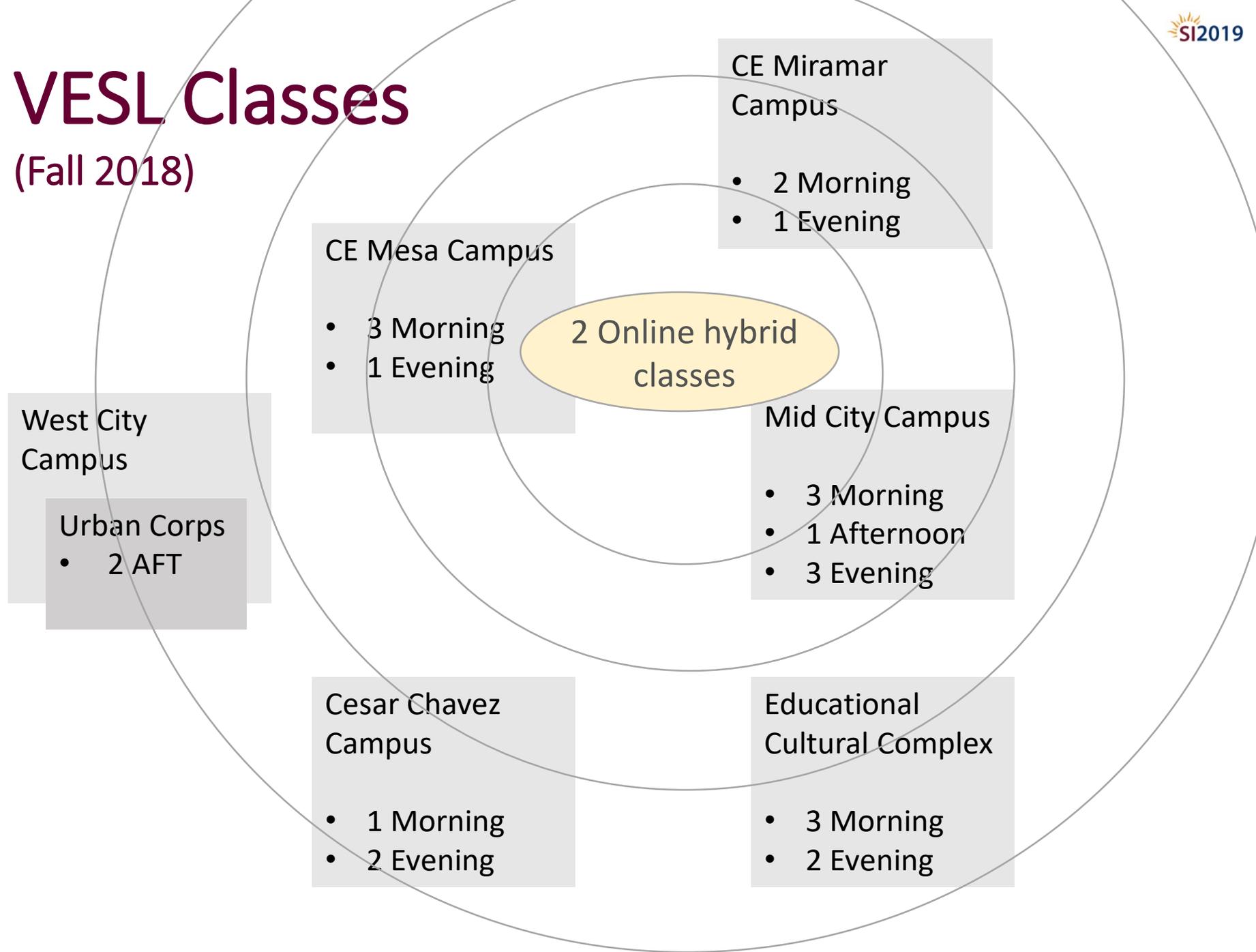
- = Adult Education & Literacy Activities
- + Workforce Preparation Activities
- + Workforce Training

Workforce Preparation at SDCE

- El Civics 243 COAAPs
- VESL classes (face-to-face & online hybrids)
- *BurlingtonEnglish* Career Courses software
- VESL Cluster with Career Modules
- IET Co-Teaching and Alternating Teachers Models (career-specific)

VESL Classes

(Fall 2018)



Sample Schedule for 2018-2019

Workforce Preparation

VESL Cluster with BIW Modules, COAAPs 32 & 33

Begin Date 8/29/2018
 End Date 6/7/2019
 Days M Tu W Th F
 Begin Time 8:30 AM
 End Time 11:30 AM
 Hours per week 15
 Total weeks 36
 Total hours 540
 ELL Enrollment 126

Workforce Preparation

Keyboarding (OFSY 541)

Begin Date 9/2/2018
 End Date 11/3/2018
 Days Th F
 Begin Time 5:00 PM
 End Time 9:00 PM
 Hours per week 10
 Total weeks 9
 Total hours 90
 ELL Enrollment 20

Word Processing Beginning (OFSY 596)

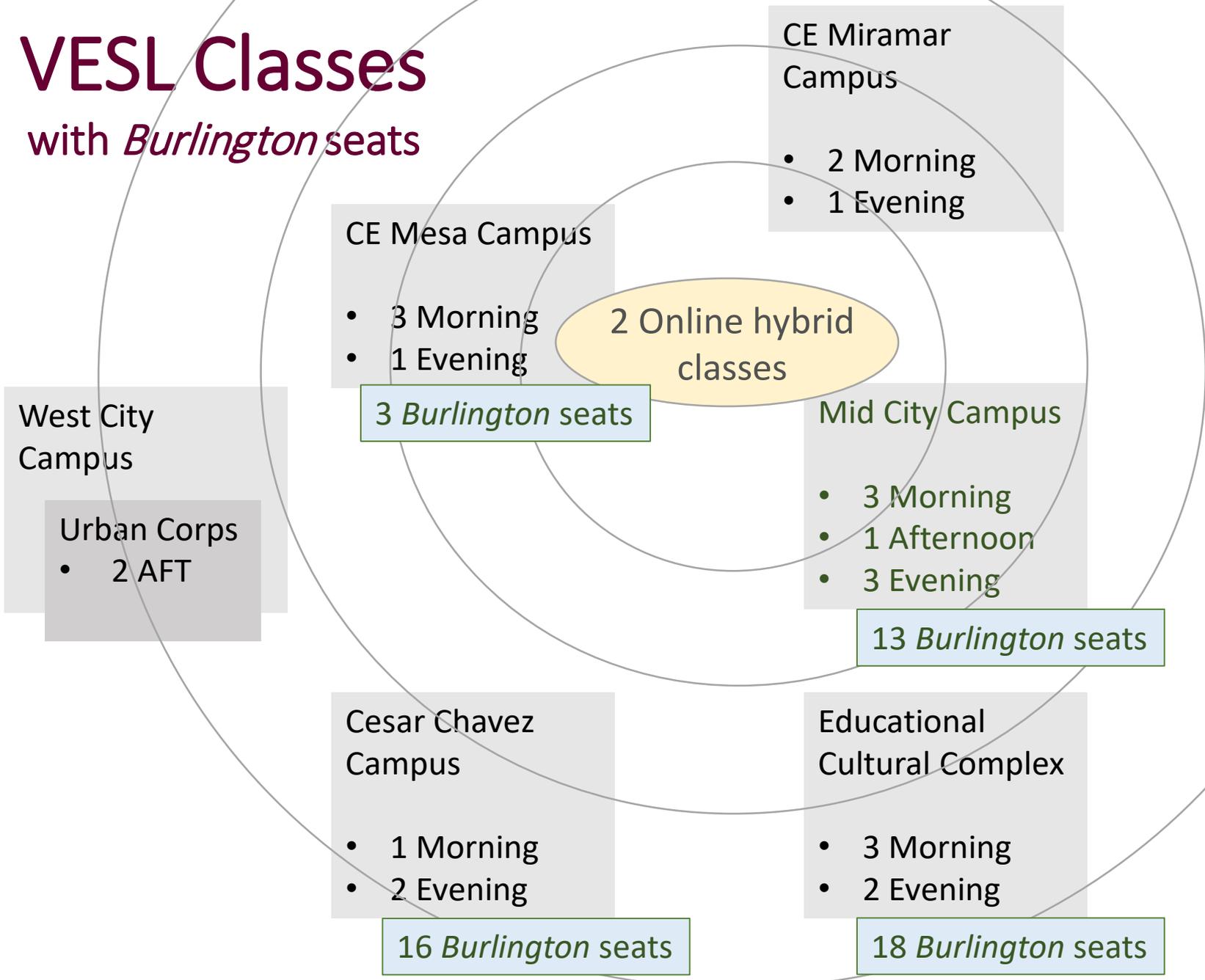
Begin Date 8/29/2018
 End Date 1/26/2019
 Days M W
 Begin Time 4:00 PM
 End Time 7:45 PM
 Hours per week 12
 Total weeks 18
 Total hours 216
 ELL Enrollment 62

Electronic Info Management (OFSY 528)

Begin Date 1/28/2019
 End Date 6/7/2019
 Days Tu W Th
 Begin Time 3:30 PM
 End Time 8:00 PM
 Hours per week 13
 Total weeks 18
 Total hours 234
 ELL Enrollment 17

VESL Classes

with *Burlington* seats



VESL Online Modules for BIW

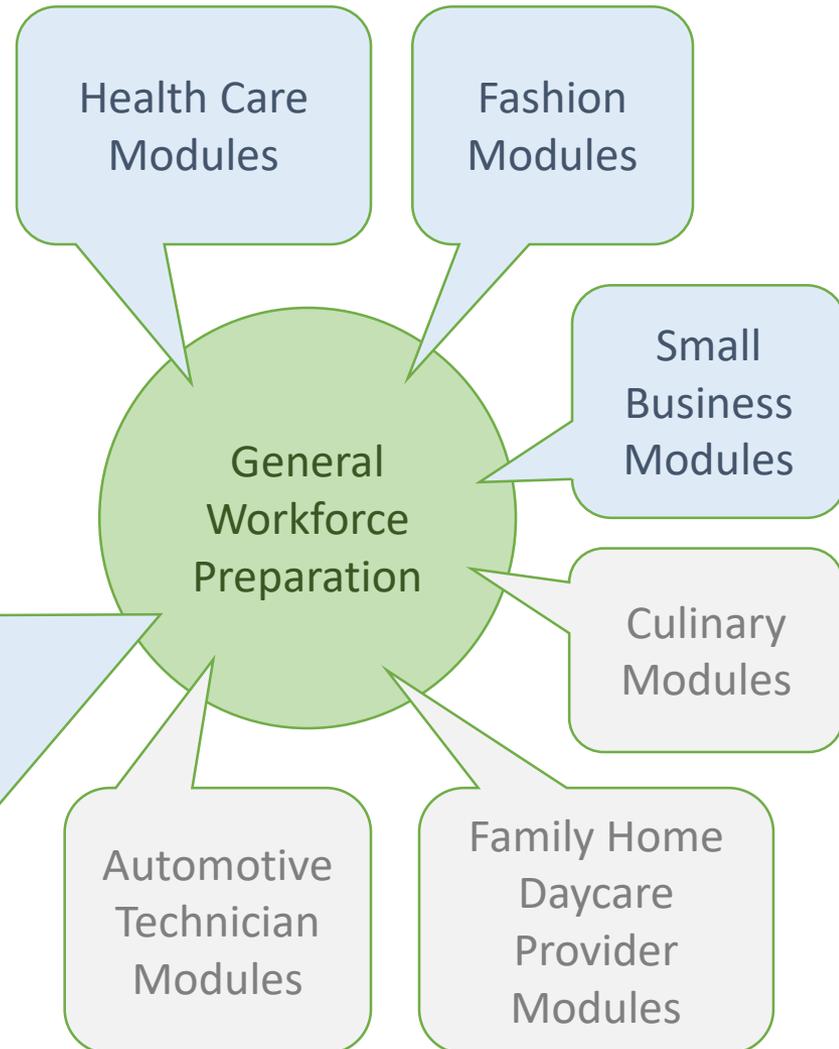
Business Information Worker Modules

Office Skills Modules

1. Introduction to Working in an Office
2. Learning About a New Telephone at Work
3. Business Correspondence
4. Office Technology
5. Next Steps

Digital Skills Practice

1. Typing



VESL Online Modules for BIW

The screenshot shows a web browser window with the following elements:

- Address Bar:** <https://sites.google.com/view/sdcevesl/home/modules/vesl-for-office-w...>
- Page Title:** SDCE VESL
- Header:** Home ▾ 🔍
- Main Content:**
 - # VESL for Business Information Worker
 - ## Module 1, Lesson 1
- Text Block:**

A. In this lesson, you will learn about some of the duties, tasks, and skills required of office workers. Click on the arrow in the presentation below to begin.
- Navigation:** [Previous](#)
- Video Player:**
 - Title:** VESL for Business Information Worker: Module 1
 - Lesson 1:** What do Office Workers Do?
- Taskbar:** Windows taskbar with icons for Internet Explorer, Word, PowerPoint, Outlook, and other applications. System tray shows the time as 1:00 PM on 3/18/2019.

EL Civics 243 COAAPs

Supporting Pathway #4: BIW

- #14 Research Educational Opportunities to Reach a Personal Goal → Fall 2018
- #32 Research Careers and Career Requirements → Spring 2019
- #33 Job Applications, Interviews, and Resumes → Fall 2018
- #52 Communicating at Work → Spring 2019

EL Civics

2018 - 2019



Student Guide
 EL Civics # 14
 Research Educational Opportunities to
Beginning High

Teacher's Name: _____
 Student's Name: _____

Fall 2018

EL Civics

2017



Student
 EL Civics #32 Research
 Adv:

Teacher's Name: _____
 Student's Name: _____

Spring 2018

EL Civics

2018-2019



Student
 EL Civics # 33 Ap

Intermedia

Teacher's Name: _____
 Student's Name: _____

FALL 2018

EL Civics

2017-2018



Student Guide
 Objective # 52
 Communicating at Work
Intermediate Low

Teacher's Name: _____
 Student's Name: _____

Spring 2018

Burlington Career Modules for BIW

BIT Modules

Series A:

- Administrative Assistant
- Bookkeepers
- Network Support Personnel
- Web Developers

Series B

- Accounting English
- Business English
- Finance English
- Office English
- Banking English
- Legal English
- Hi-Tech English

Automotive Modules

- Auto Mechanics

Parent Education Modules

- Childcare Workers

Culinary Arts Modules

- Cooks
- Servers

Healthcare Careers Modules

Series A:

- Nursing Assistants
- Pharmacy Technicians
- Orthopedic Technologists

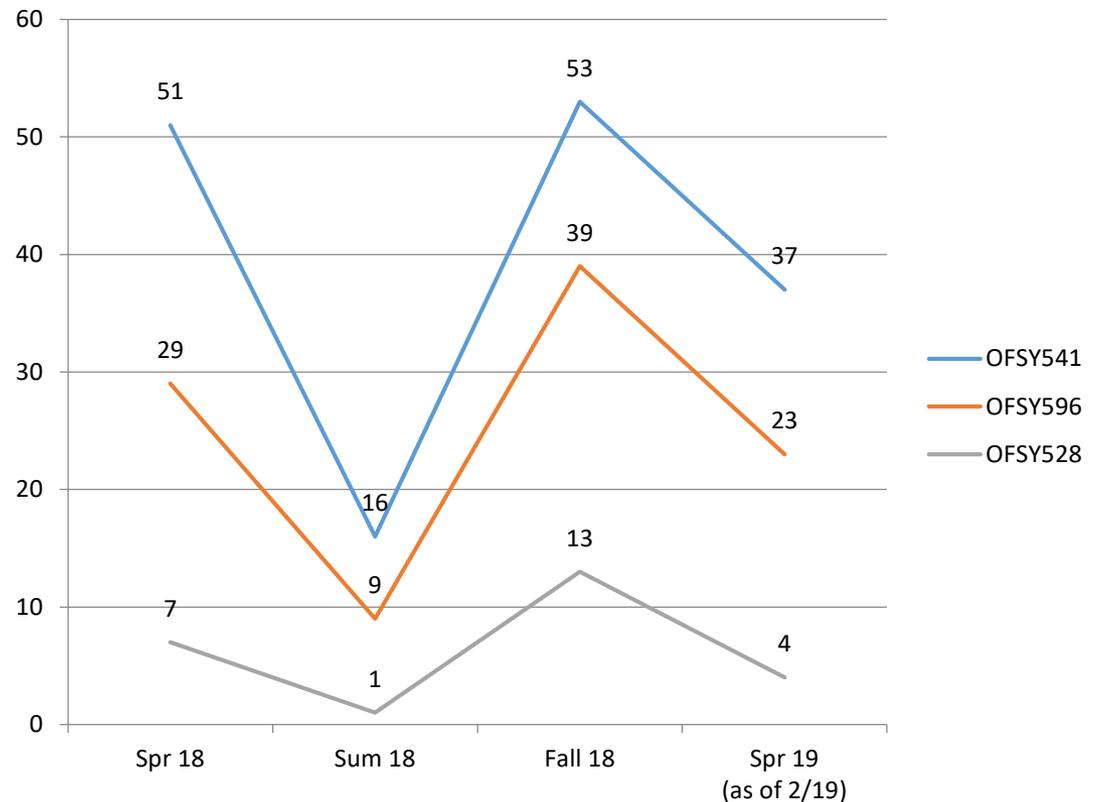
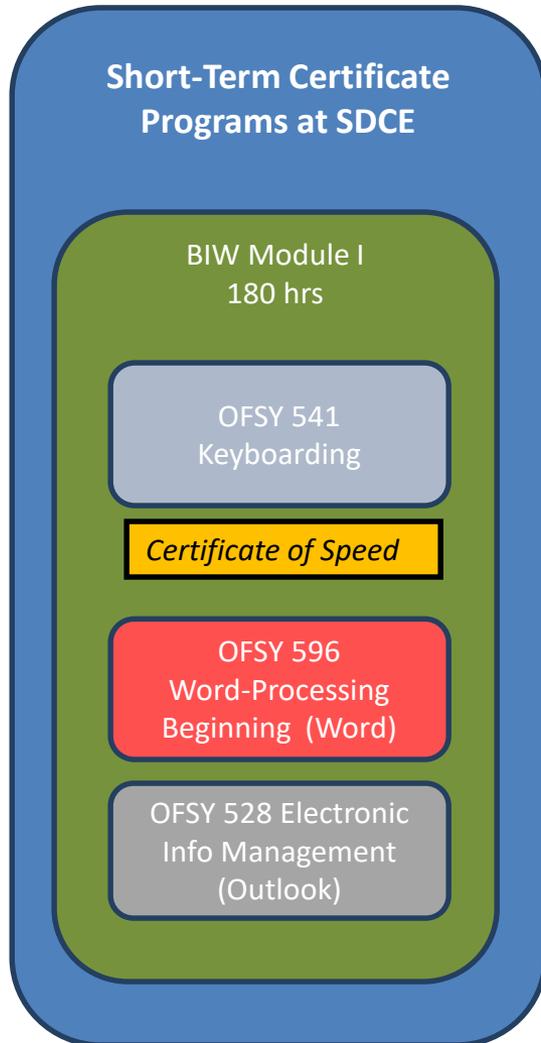
Series B:

- Caregivers' English
- Doctors' English
- Nurses' English

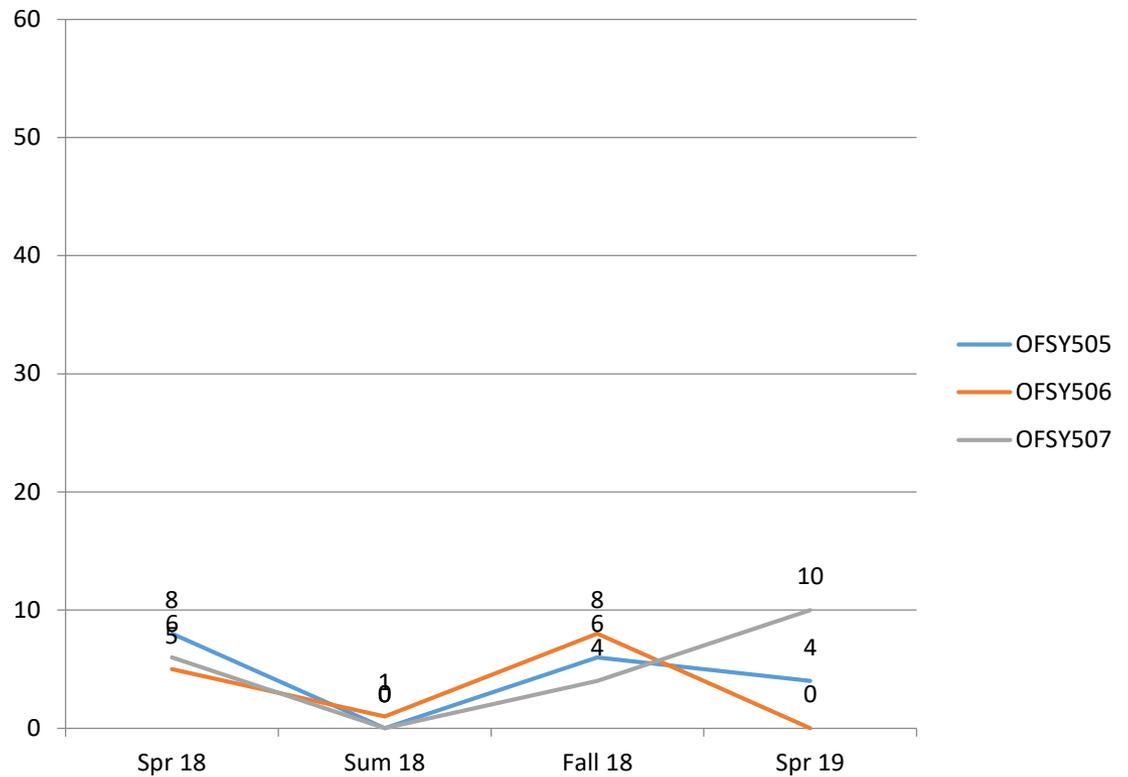
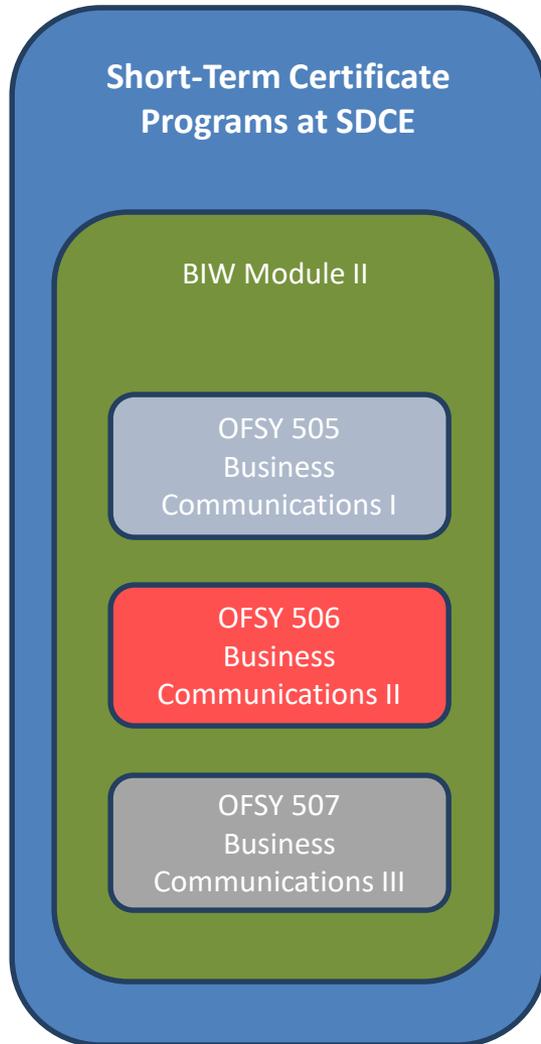
Clothing Construction Modules

- Retail Salespeople

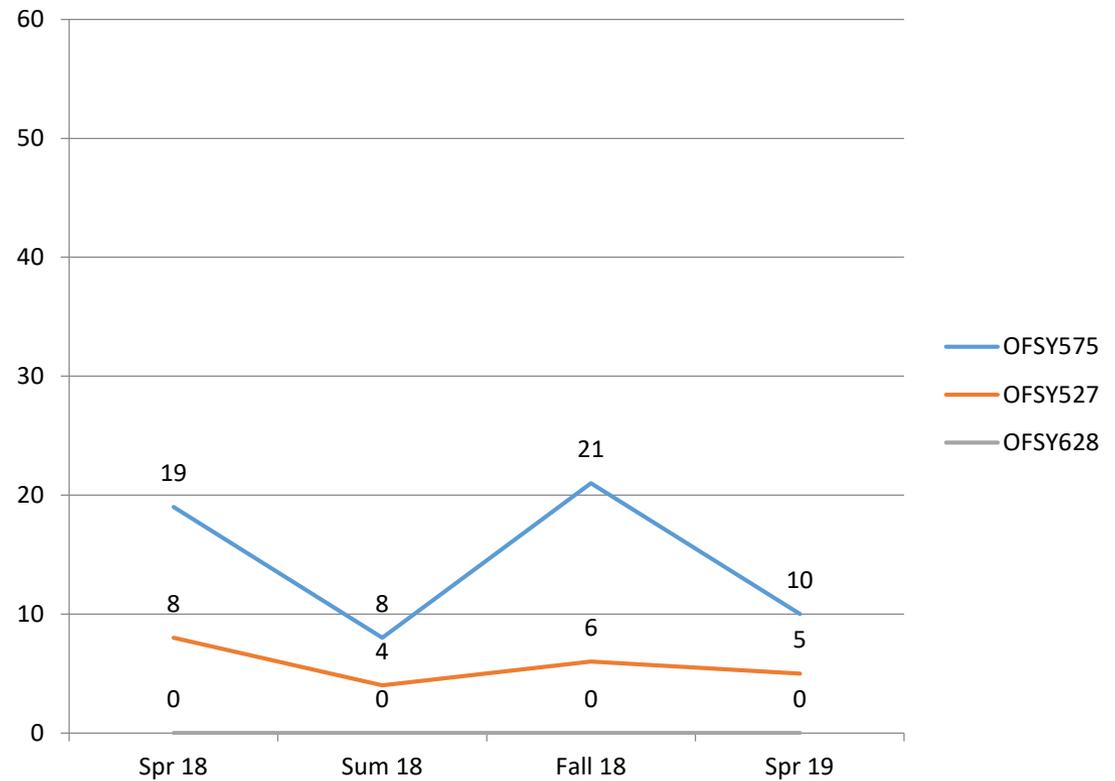
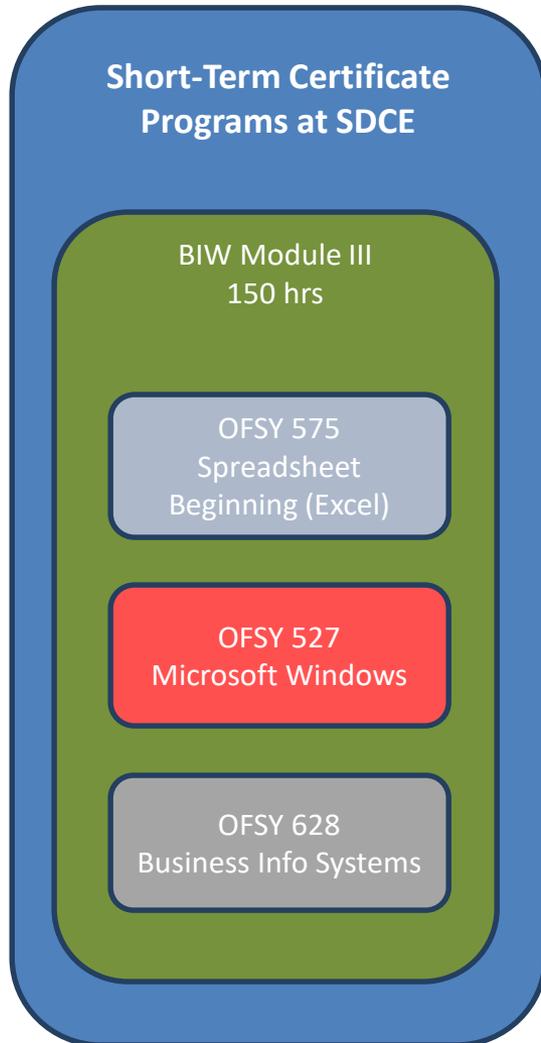
ESL Student Co-Enrollment in BIW I, Module I, Courses



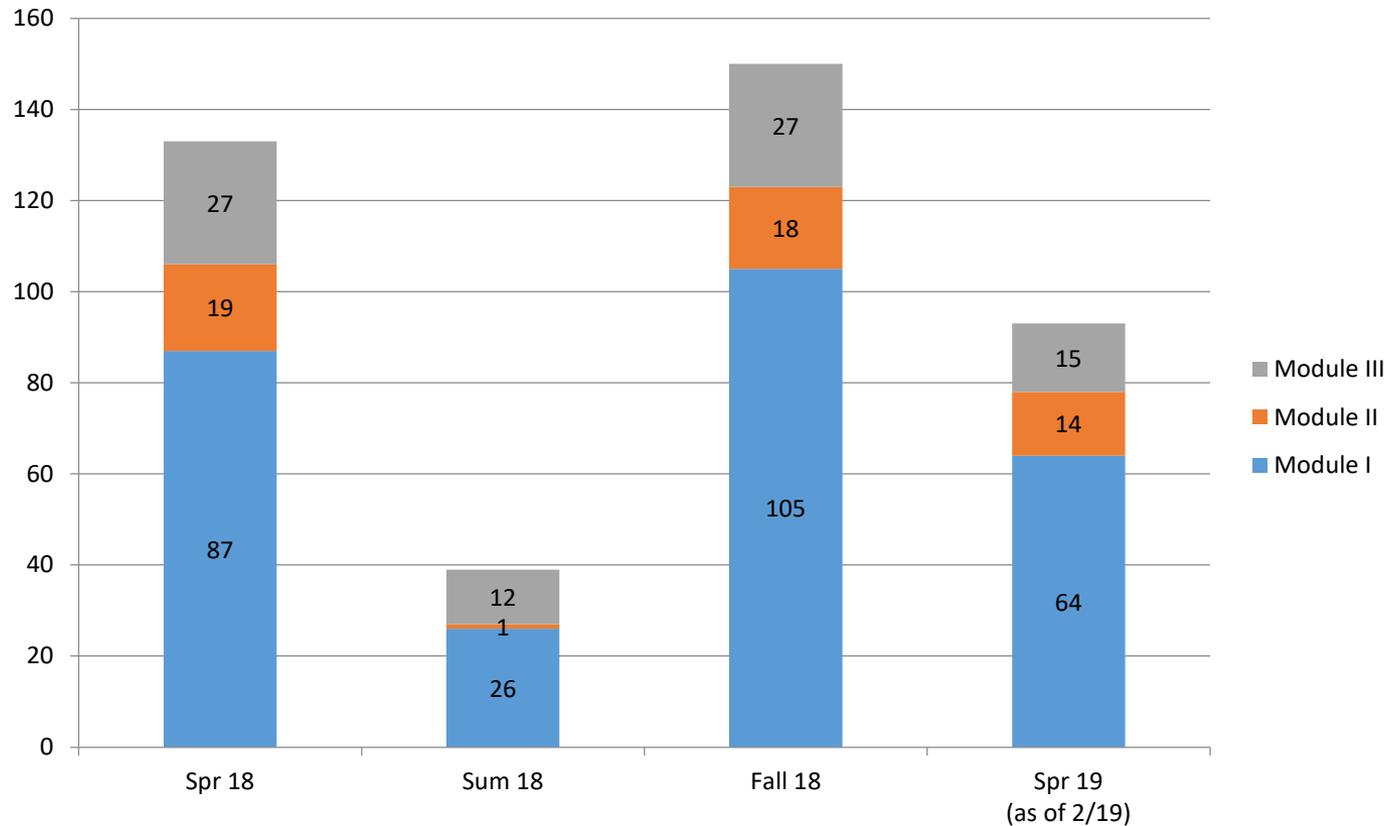
ESL Student Co-Enrollment in BIW I, Module II, Courses



ESL Student Co-Enrollment in BIW I, Module III, Courses



Cumulative ESL Co-Enrollment in BIW I Courses



Recruitment

- Outreach in the community through Student Ambassadors
- Flyers
- ESL placement interview & *ESL Student Profile Form*
- Student Services orientation & Ed Plan
- *ESL Student Guide* and ESL Destinations chart



VESL Classes-Summer 2017

- » Learn English grammar & vocabulary
- » Improve reading, writing, listening, and speaking skills
- » Build confidence in written and oral communication
- » Learn work-related skills: problem-solving techniques, workplace vocabulary, reading work-related materials, and basic computer skills, i.e. effective emails
- » Research the job market and learn about training



Learn English as a Second Language + Workplace Communication

ECC			
Advanced VESL - Auto motive	9:00	11:30 AM	A122
Intermediate VESI	6:00	9:00 PM	79
Advanced VESI	6:00	9:00 PM	77
ECC Placement ESL	Monday, Tuesday, Wednesday:	8:30 AM - 10:00 AM	113
	Monday, Tuesday:	11:30 AM - 12:30 PM	
Mid-City			
Intermediate VESI	8:30	11:30 am	205
Advanced VESI	8:30	11:30 am	107
VESI 1/4	6:30	9:00 pm	207
VESI 5	6:00	9:00 pm	320
Advanced VESL	6:00	9:00 pm	302
Mid-City Campus	Mon & Wed:	8:30 - 12:00 am for morning classes	
	Mon & Wed:	5:15 - 8:00 pm for evening classes	
CE Mesa			
English for Careers Level 4	8:30	11:30 am	202
CE Mesa Placement	Monday, Tuesday, Wednesday:	8:15 AM - 10:30 AM	201
	Monday, Tuesday, Wednesday:	11:30 AM - 12:30 PM	
	Monday, Tuesday:	5:30 PM - 8:00 PM	
Miramar			
Advanced VESL	8:30	11:30 am	107
	Tuesday - Thursday:	8:30 AM - 11:00 AM	
	Monday - Thursday:	5:15 PM - 7:00 PM	

Every effort is made to verify the accuracy of the information provided in this announcement. Information may change, or be eliminated without notice. The San Diego Community College District is governed by its Board of Trustees. No oral or written agreement is binding on the San Diego Community College District without the express approval of the Board of Trustees. SDCE Public Information Office (07/2015)

SAN DIEGO CONTINUING EDUCATION



English for Careers

Spring 2017

*** Morning Schedule - Level 3-4**
February 1-June 8
Monday-Friday 8:30am-11:30am
Room 202

*** Afternoon Schedule - Level 5-7**
February 1-June 8
Mon, Wed, Fri 12:00pm-2:00pm
Room 202

Instructor
Monica Cueva

Location
CE at Mesa College
7350 Armstrong Place, 92111
619-388-1950

Registration
Class is FREE
Placement Office, Room 201

Visit sdce.edu for more information

sdce.edu

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SAN DIEGO CONTINUING EDUCATION



Site/Campus: _____

Morning
 Afternoon
 Evening

San Diego Continuing Education
ESL Student Profile Form

Name: _____ Date: _____

Last Name First Name Middle

Birthdate: _____ Student ID (CSID): _____

Phone: _____ Email: _____

How long have you been in the United States? _____

How many years did you study English? _____

Did you take any classes at this school or another school before? Yes No

If yes, at what school:

Chavez CE Mesa CE Miramar ECC

Mid-City West City Other: _____

Do you have children in school in the U.S.? Yes No What school? _____

Are you currently going to college in the U.S.? Yes No

Are you currently: working looking for a job looking for a better job?

Are you taking English for a: personal goal work-related goal college goal?

How did you hear about our program? Family Friend Teacher Flyer

Sign Website Class schedule Child's School Other: _____

For Office Use Only
Placement Results

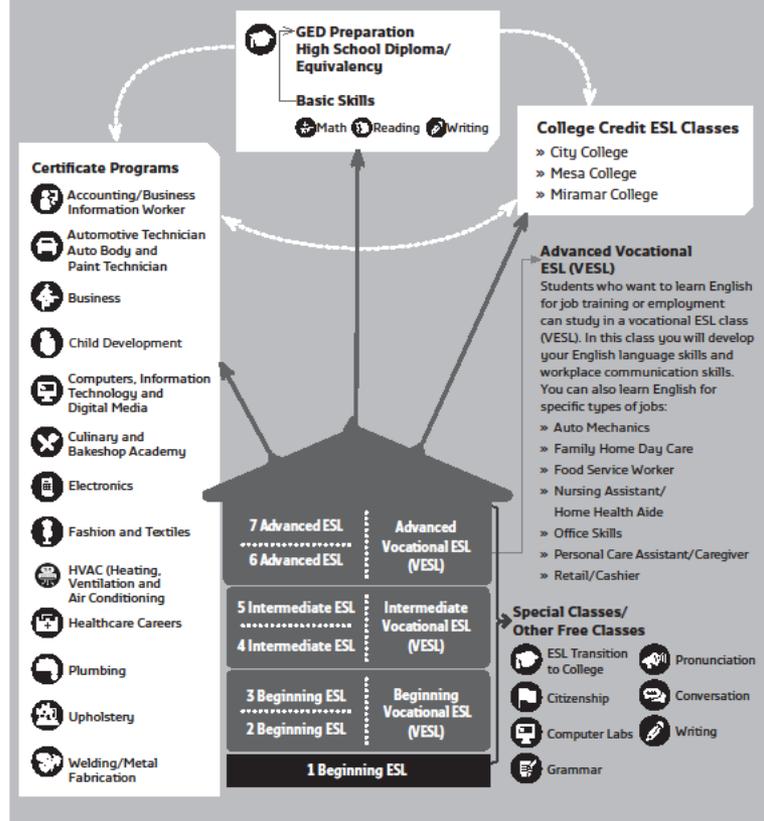
Speaking Level: _____	Writing Level: _____	Final Placement Level: _____
CASAS Reading Appraisal (OBOR) scale score: _____	CASAS Listening Appraisal (OBOL) scale score: _____	
Reading Level: _____	Listening Level: _____	

Class Placement: Teacher _____ Level _____



ESL DESTINATIONS

Pathways from ESL classes to other Continuing Education programs and college classes.
Visit sdce.edu for more information



Support for Co-Enrolled Students

- Student have an Ed Plan & follow up with the counselors
- Career Centers at every campus
- Career Services Calendar sent out monthly → appointments with a Career Counselor available at every campus

SAN DIEGO CONTINUING EDUCATION

CAREER SERVICES SCHEDULE
September, 2018
Career Counselor, Juanita Ledesma, MA

WELCOME SEPTEMBER!

- If you are a current SDCE student or completed a program within the last year, our Career Services are available for individual career planning assistance, job search guidance, and resume critiques. **PLEASE MAKE AN APPOINTMENT** at the front counter.
- Need your resume critiqued? No problem...bring a hard copy or flash drive file of it with you to your career appointment and we will provide you with suggestions!
- Students in computer programming, network & support, media & design or analytics programs interested in an internship or employment, Please contact: Penelope Oseguera at PenelopeOseguera@workforce.org.

Monday	Tuesday	Wednesday	Thursday
3 LABOR DAY	4 No Career Services	5 No Career Services	6 Cesar Chavez Campus 8:00am-12:00p 12:30-2:00p
10 North City Campus 8:00am-12:00p 12:30-3:00p	11 CE Mesa Campus 8:00am-12:00p	12 Mid-City Campus 8:00am-12:00p 12:30-3:00p Resume Workshop 10:00a	13 No Career Services
17 North City Campus 8:00am-12:00p 12:30-3:00p Resume Workshop 10:00a	18 CE Mesa Campus 8:00am-12:00p 12:30-3:00p Resume Workshop 10:00a	19 West City Campus 8:00am-12:00p 12:30-3:00p Resume Workshop 10:00a	20 Cesar Chavez Campus 8:00am-12:00p 12:30-2:00 Resume Workshop 10:00a Room 208
24 North City Campus 11:00am-4:00p 4:30p-6:00p	25 West City Campus 8:00am-12:00p 12:30-3:00p	26 Mid-City Campus 8:00am-10:30a	27 No Career Services

Online resources to prepare you for the world of work: cfs.sdce.edu

Challenges

While we benefit immensely from being a part of a large noncredit college and a large community college district, it also brings about challenges:

- We depend on the district infrastructure and have little flexibility to adapt to WIOA changes
- There is an ongoing discussion about the participation of Student Services in recruitment, placement, and orientation
- It is difficult to organize meetings with such a large number of constituent groups involved
- We are limited by privacy laws and district policies in tracking student co-enrollment



Any questions for our panelists?

- Jessica
- Hai
- Magdalena

Thank you for attending!

Help improve the Summer Institute, take the [survey](#)!

 [Facebook.com/CASASsystem](https://www.facebook.com/CASASsystem) use #casassi2019 to share!

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 [CASASAssessment](#)