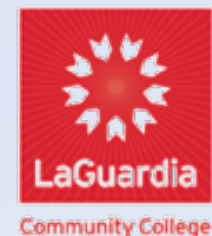# WIOA: What Now?
Shifts in Policy, Shifts in Practice
Webinar Series

Program Models and Resources for Serving English Language Learners

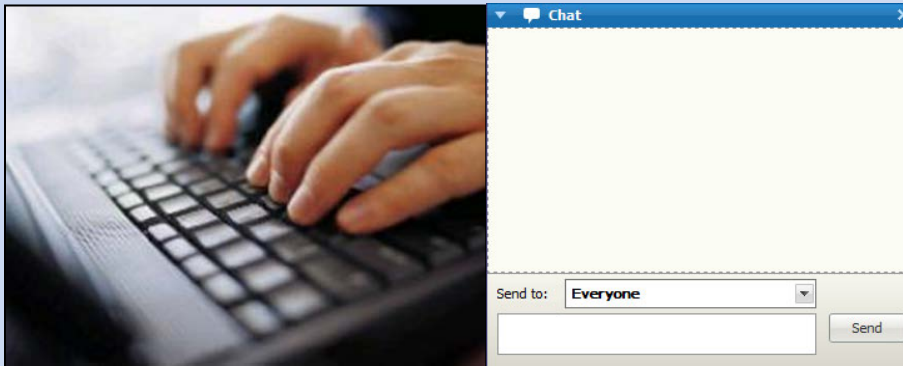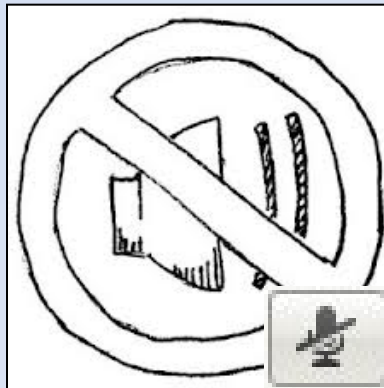*30 January 2015*

Webinar Tools

Use chat box for discussion

Adjust Screen

Please remain muted

Presenters

Silja Kallenbach
Vice President, World Education
Director, Networks for Integrating New Americans

Carey Reid
Staff Developer for Curriculum and
Assessment, World Education

John Hunt
Acting Executive Director, Adult
Community Learning, Division of
Adult and Continuing Education,
LaGuardia Community College

Hillary Gardner
Director, Center for Immigrant
Education and Training,
LaGuardia Community College

Agenda

1. Shifts in Policy:

- WIOA Background
- Framing the Discussion

2. Shifts in Practice:

Write your questions in the chat box.
We'll take time at the end of both presentations to respond.

Please remember to please send chats to everyone

WIOA Basics

- Signed July 2014
- Draft regulations to be issued by OCTAE spring 2015 followed by a public comment period.
- In effect July 1, 2015, but no change in core performance measures until July 2016.

WORLD EDUCATION

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NATIONAL
COLLEGE
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WIOA Key Policy Shifts

Strengthens alignment between adult education, postsecondary education, and employers.

Expands the purpose of adult education –
to transition to postsecondary education and obtain employment.

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NETWORK
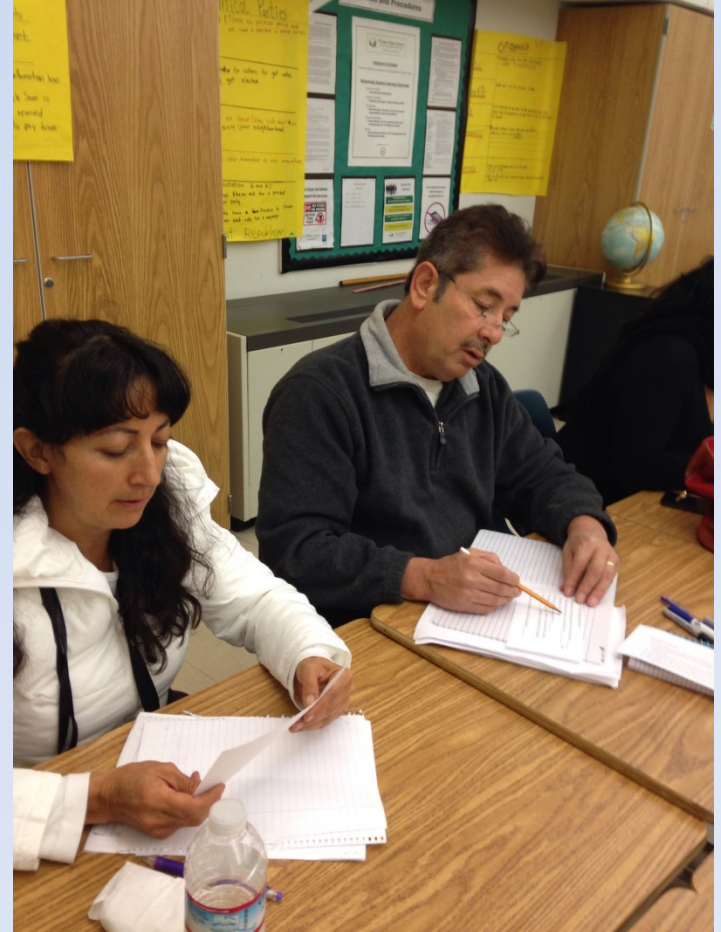*A Part of World Education, Inc.*

WIOA Key Policy Shifts

Emphasis on:

- Integrated education and training

- Workforce preparation activities

- Career pathways

WIOA Key Policy Shift: Integrated English Literacy and Civics Education

Programs should be designed to prepare ELLs for, and place them

into unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency. And they should be integrated with the local workforce development system.

WORLD EDUCATION

www.ed.gov/AEFLA and **http://www.doleta.gov/wioa**

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English Language Learners

Nearly one in ten working-age U.S. adults—19.2 million —is limited English proficient

They earn 25 to 50% less than the English proficient workers.
-Wilson, J.H. (2014). *Investing in English Skills: the Limited English Proficient Workforce in U.S. Metropolitan Areas.* Metropolitan Policy Program at Brookings

LaGuardia Community College, City University of New York

- Large, urban campus in the most diverse US county (Queens)

- Students from 160 countries, 125 languages spoken on campus

- More than 70% of students report annual family incomes of $25,000 or less

- 20% of nearby residents lack a high school diploma

Center for Immigrant Education and Training (CIET) Division of Adult and Continuing Education

Grant-funded ESOL programs for low-income ELLs:

- ESOL for Immigrant Parents

- CUNY Immigrant Education Initiative (ESOL DACA)

- Contextualized ESOL

    civic and parent engagement, health literacy, financial literacy, computer literacy, et al

- NYC Welcome Back Center

- NY-BEST Integrated ESOL Workforce Training

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Center for Immigrant Education and Training (CIET) NYC Welcome Back Center

- National Welcome Back Initiative network out of San Francisco to bring immigrant healthcare professionals back into the workforce

- Career pathways and re-licensing advisement for immigrant physicians, nurses and mental health professionals

- Contextualized and integrated "NY-BEST" courses

NEW YORK CITY
THE **Welcome**
Back
Center

NY-BEST
Education + Job Training = Employment + Success

Success Story : Wilnie
- 11 years RN experience in Haiti
- 2 years in US
- Working as HHA ($8/hr)
- 7th grade TABE pre-test

- Passed LPN NCLEX exam (2012)
- Job as LPN ($20/hr)
- Passed RN NCLEX (2013)
- Job as RN ($30/hr)

NEW YORK CITY
THE **Welcome Back Center**

Common Terms

- Contextualized ESOL

  - sector focused, EL Civics, parent engagement, college and career readiness, etc.

- Bridge Programs

  - usually for 7th to 10th grade reading levels in ABE

  - NRS ESOL 5-6 at CIET but reading levels can vary

- Integrated Programs (I-BEST)

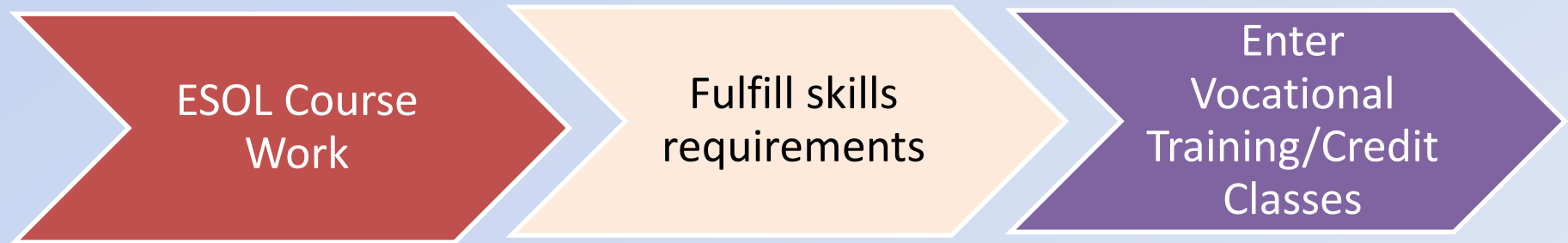 *- ESOL instructors team teach with technical trainers*

Webinar Participant Poll

If applicable, what types of contextualized ESOL curricula have you taught or developed at your agency?

a)   Civics, health or financial literacy

   citizenship, nutrition, personal budgeting, etc.

b) Job readiness

   resumes, interviewing, soft skills, etc.

c) Specific industry-related bridge coursework

   healthcare, manufacturing, hospitality, etc.

Traditional Pathway for ELLs

| ESOL Course Work | Fulfill skills requirements | Enter Vocational Training/Credit Classes |

Challenges:

- Length of time for ESOL proficiency development

- Gap between ESOL NRS 7 and entrance requirements for next step or training programs

- Use of TABE reading comprehension tests on ELLs

- Few persist and transition into further education or training

- Training program pedagogy and curricula lecture-based

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CIET Contextualized and Integrated ESOL Workforce Models

NY-BEST Models (team taught)

--NCLEX for ELL Nurses (LPN and RN)

--USMLE Exploration for ELL Physicians

--Medical Office Clinical Tech (phlebotomy/ EKG)

--ESOL for Bookkeepers

ESOL Bridge Models (contextualized)

--Hotel T.E.A.C.H. for Hospitality

--Customer Service for Duane Reade, McDonald's

--Bridge to Healthcare Careers

--Bridge to Infection Control

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Integrated Technical Training Model

NY-BEST
Education + Job Training = Employment + Success

Employment

Training

Team taught with ESOL instructor and technical instructor, along with educational case manager support.

Vestibule

Recruitment & Intake
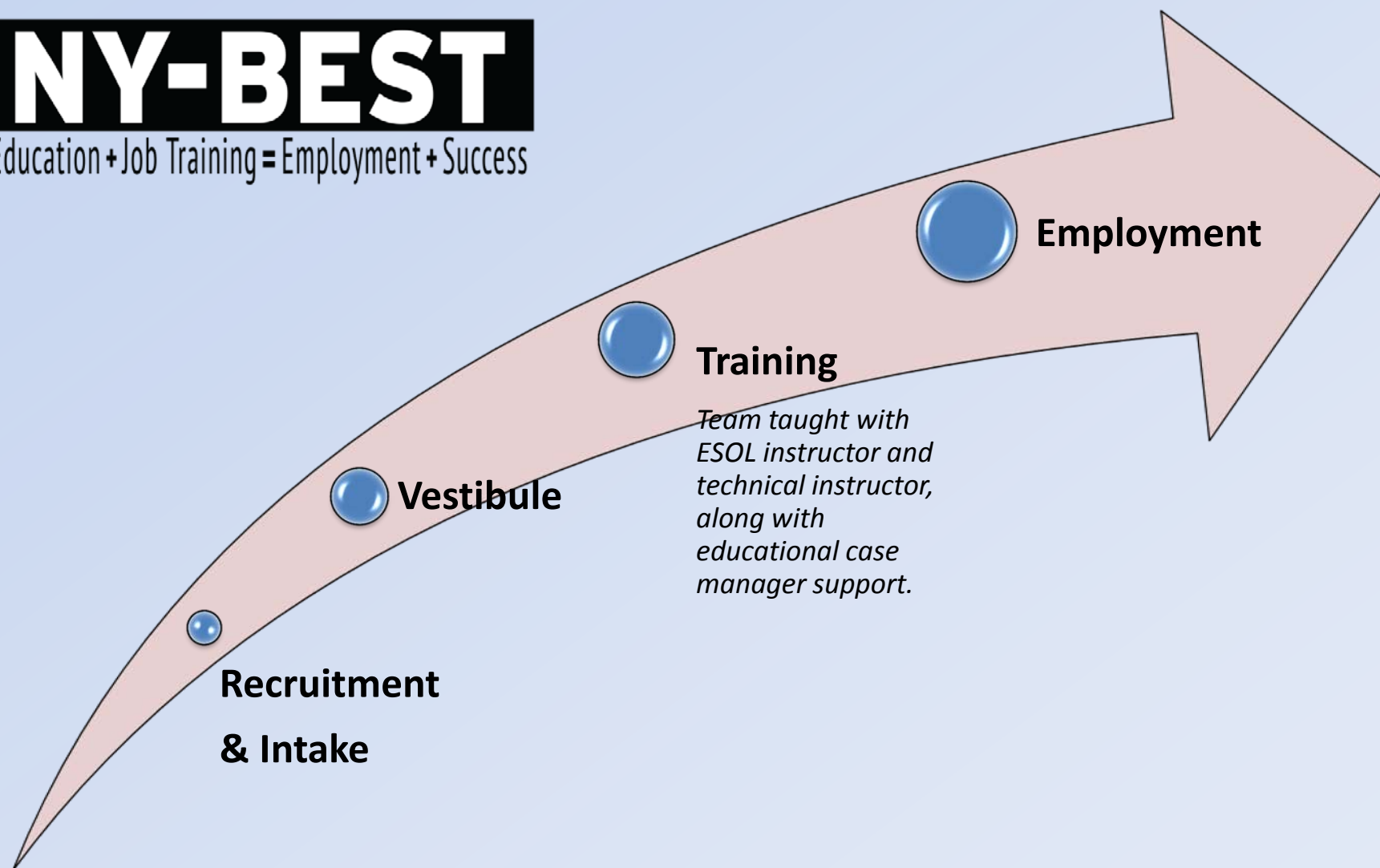
What Does Contextualized Instruction Look Like in the ESOL Classroom?

Teachers are…	Students are…
• Choosing authentic materials to explore the sector focus • Designing pre-, mid-, and post- reading activities • Facilitating active learning, not lecturing • Scaffolding vocabulary acquisition • Supporting independent learning, multi-level classrooms	• Learning collaboratively • Taking an active role in the process of learning • Developing independent study skills • Exploring college and career options • Building English language proficiency for college and/or the workplace

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Contextualized Lesson 1: Healthcare

Audience:

- Foreign-trained nurses; English Language Learners
- Intermediate+ language proficiency

Background:

- Prepare students to enter the NCLEX training
- Practice academic skills
- Preview healthcare content

Contextualized Lesson 1: Healthcare Lesson Progression

Identify healthcare team members and practice pronunciation of occupations with flashcards

Practice using present 3rd person singular in constructions describing healthcare worker duties.

Identify word stress in names of healthcare professionals that end in common suffixes

Practice using context clues to define unfamiliar terms.

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When Nursing Is a Team Sport   By THERESA BROWN, R.N.

Adapted from: http://well.blogs.nytimes.com/2010/04/14/when-nursing-is-a-team-sport/

Directions: Read the text below and identify the parts of speech of the underlined words. Mark the part of speech over each word. The underlined words are nouns, verbs, adjectives and adverbs.

Day shift had just started and a patient down the hall was having a problem. I asked the nurse, Lisa, what was going on. "Not my patient," she said hurriedly as she carried a portable defibrillator into the room, helping out until the patient's nurse got there. One of the doctors shouted a question, and the nurse quickly looked it up on the computer. The patient had a low magnesium level and was experiencing **P.V.C.'s**, or premature ventricular contractions, irregular heart beats that on their own are usually **harmless** but can lead to dangerous cardiac arrhythmias when magnesium levels drop.

I jumped in and called the pharmacy. Soon, the pharmacist arrived and tossed me the bag of I.V. magnesium, which I quick walked down the hall and gave to Mary, the patient's nurse. The doctor was in the room by now and approved the magnesium order. I waited to see if I was needed for anything else. "I think we're good," Mary said, hanging the drug.

(…) In teaching hospitals, every patient's care is managed by a medical team that can include doctors-in-training, nurse practitioners, physician assistants, attending M.D.'s and doctors from other medical specialties. Every team also includes the patient's nurse, who tries to coordinate the work of the team members. **Ancillary** staff who often go unremarked are also members of the team: pharmacists, occupational and physical therapists, behavioral medicine specialists, social workers, dietary experts and respiratory therapists. And often, doctors, nurses and other workers who aren't assigned to the patient must jump in when needed.

Scan the article. Find and circle names of healthcare professionals.

Read the article. Identify parts of speech of the underlined words. Mark the part of speech over each underlined word.

Analyze the words in **bold.** Can you guess what they mean? What part of the context surrounding those words helped you guess the meaning? Highlight parts of text that gave you clues.

Read the article again. Discuss: What was the problem the author described in the article? How did they solve the problem?

Framing Question:
What are some examples of skills that students in career-focused ESOL programs should develop or explore?

Language Skills The foundation needed to learn professional and technical material.	Technical Skills Work related skills that qualify a person to perform a specific job related activity.	Transferable Skills Skills that enhance the effectiveness and efficiency of technical skills.

Framing Question:
What are some examples of skills that students in career-focused ESOL programs should develop or explore?

Language Skills	Technical Skills	Transferable Skills
The foundation needed to learn professional and technical material.	Work related skills that qualify a person to perform a specific job related activity.	Skills that enhance the effectiveness and efficiency of technical skills.
Language Focus • Word stress in pronunciation • Parts of speech • 3rd person singular –s	**Nursing Skills Focus:** • Work duties of healthcare professionals • Working on a healthcare team	**Academic Skills Focus** • Scanning • Context clues • Reading with understanding

Contextualized Lesson 2: Bookkeeping

Audience:

- Foreign-trained accountants or students with interest in financial services field; English Language Learners

- Intermediate language proficiency (NRS 5-6)

Background:

- Prepare students to complete Quickbooks training

- Practice vocational skills related to financial services

http://introtoaccounting.wikispaces.com/

Alphabet Review and Practice

abbreviation	A short way of writing a word to help you take notes or remember it
acronym	A word made from the first letters of the name of something

Practice your accounting abbreviations at:

http://www.abbreviations.com/acronyms/ACCOUNTING/99999

Practice saying the letters in the accounting abbreviations correctly.

Alphabet Pronunciation Practice (Letters that Rhyme)

Do you get the sounds of certain letters in English confused? Use this chart to help you.

```
a – h j k

e – b c d g p t v z

i – y

o

u – q w


f l m n s x

r
```

Related Reading

Source:

First reading and review

Needs assessment

Vocabulary knowledge rating sheet

Further Practice

Source:
http://quizlet.com/45685843/20-basic-accounting-abbreviations-flash-cards/

Listen and pronounce

Practice matching

Test yourself

Dictation

Independent Learning

Learn how to use Quizlet.com for independent study


Search Quizlet

Create a Set

Ready to study?
Start with Flashcards

20 Basic Accounting Abbreviations

20 terms by

PLAY

Learn | Speller | Test | Scatter | Space Race

List | Scores | Info

Source: http://www.rasmussen.edu/degrees/business/blog/basic-accounting-terms-acronyms-and-abbreviations-students-should/

Original | Alphabetical

AR	Accounts Receivable
ACCG	Accounting
AP	Accounts Payable
FA and CA	Fixed Assets and Current Assets
BS	Balance Sheet
CAP	Capital
CF	Cash Flow
CPA	Certified Public Accountant
COGS	Cost of Goods Sold
CR	Credit
DR	Debit

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Framing Question:
What are some examples of skills that students in career-focused ESOL programs should develop or explore?

Language Skills The foundation needed to learn professional and technical material.	Technical Skills Work related skills that qualify a person to perform a specific job related activity.	Transferable Skills Skills that enhance the effectiveness and efficiency of technical skills.
Language Focus: • Pronounce vowel sounds and confusing letter sounds to spell words and abbreviation with accuracy	Accounting Field Focus: • Correctly identify abbreviations for 20 basic accounting terms	Academic Skills Focus : • Use abbreviations and acronyms to take notes in a lecture or at a work meeting • Organize and communicate information • Identify at least two sites for online independent study

Contextualized Lesson 3:
Hotel T.E.A.C.H. for Hospitality

Audience:

- English Language Learners working in the hotel and lodging industry

- Low-high intermediate language proficiency (NRS 4-5)

Background:

- Prepare students to succeed in industry standards

- Orient ELLs to skills expected of workers in lodging industry

http://www.lagcc.cuny.edu/ciet/work_HT_Cur.html

Center for Immigrant Education and Training

| About | Citizenship | Family | Work | Succes | Resources |

Hotel T.E.A.C.H. Project Curriculum

This product was funded by a grant awarded under the President's High Growth Job Training Initiative, as implemented by the U.S. Department of Labor's Employment & Training Administration. The information contained in this product was created by a grantee organization and does not necessarily reflect the official position of the U.S. Department of Labor. All references to non-governmental companies or organizations, their services, products, or resources are offered for informational purposes and should not be construed as an endorsement by the Department of Labor. This product is copyrighted by the institution that created it and is intended for individual organizational, non-commercial use only

Curriculum
Cover
Introduction and Acknowledgements
Overview of Hotel T.E.A.C.H. Curriculum
Unit List
Unit 1: Identifying Your Learning Goals
Unit 2: Greeting and Welcoming Guests
Unit 3: Communicating with the Guests
Unit 4: Explaining Hotel Services to Guests and Providing Information
Unit 5: Understanding and Resolving Guest Problems
Unit 6: Internal Customer Service
Unit 7: Understanding Workplace Expectations
Unit 8: Career Advancement and Getting Ready for the Interview
Bibliography

Name: _____ Date: _____

Checklist of Hotel Industry Skills
Project Hotel TEACH

How would you rate your ability to do the following using English?
(1 =poor, 2 = not good, 3 = so-so, 4= good, 5 = very good)

1. Greet guests at the hotel and welcome them.

2. Interact appropriately with guests when you meet them in the hotel or when you provide services to them.

3. Understand common guest problems and resolve them in face-to-face communication.

4. Understand common guest problems and resolve them over the phone.

5. Explain a problem to a supervisor or co-worker and ask for assistance in solving a problem.

6. Explain hotel services to guests.

7. Provide travel directions to guests who ask for them.

8. Follow procedures and directions explained to you by a co-worker or supervisor.

9. Explain procedures to a co-worker.

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Sheraton's 11 Service Basics

1) **10-5 Rule**
When you are within 10 feet of our guests, initiate eye contact with a genuine smile. When you are within 5 feet, acknowledge our guests with a warm and sincere greeting.

2) **Escort Our Guests**
Anticipate our guests' needs by escorting them to their destination. If you are unable to do so, always ask a fellow associate for assistance. Do not point.

3) **Extend Courtesy**
Exercise common courtesies with our guests; always allow guests to enter or exit any area first (elevators, doorways, etc.)..

4) **One Hundred Percent**
Know your internal and external customers' (employees and guests) expectations. When a guest expresses concern, say "I apologize" or "I'm sorry." Take ownership and follow up to ensure guests' satisfaction.

5) **Our Guests Have Names**
Remember to use guests' names whenever possible. Doing so makes them feel welcome and right at home.

6) **Telephone Courtesy**
A ringing phone is the first impression we make with our guests. Always use proper telephone etiquette: answer the telephone within three rings, with a smile in your voice. Use a pleasant greeting; state your name and department, and say, "How may I assist you?" When necessary, ask the guest if he/she can hold. Do not place them on hold without their agreement.

7) **Exceed Expectations**
Provide our guests with their unexpressed wishes and desires. Strive to enhance each guest's experience of the hotel by going beyond his/her usual requests.

8) **Never Say No**
and   Every guest request can be fulfilled. If you are unable to meet our guests' expectations, be creative always offer options. When you don't know the answer to a question, find someone who does.

9) **Look Professional**
The image you project forms our guests' first impressions of the hotel. Take pride in your personal appearance by maintaining an immaculate uniform (i.e., clean, unwrinkled clothes, polished shoes, neatly groomed hair and nails, etc.). The most important part of your uniform is your smile.

10) **Speak Professionally**
Always use proper vocabulary and grammar when speaking with our guests. (Use words like "yes" instead of "OK" or "yeah," "hello" instead of "hi," "thank you" instead of "thanks" or "uh-huh," and "us," "we," "ours" instead of "they, "them." "theirs.")

11) **Have fun!**
Create a pleasurable environment so that everyone leaves the hotel with a positive memory and looks forward to returning.

Attitude is contagious.

Unit 2, Lesson 3: Handout 2

SCENARIOS:

"Greet the Guests!"

Directions: *Cut out scenarios, and have Sts choose one scenario for their group. Supply Sts with photos of the guests, so they can visualize the guest better.*

Sample Scenario:

Greet two guests as they approach the front desk. (Guests are an elderly couple. One is blind.)

✂ _____

#1 Greet two guests as they enter the hotel. (Guests are very tired.)

#2 Greet two guests as they enter the hotel. (Guests are famous people.)

#3 Greet two guests as they enter the restaurant, and check their reservation. (Guests have a last name that is difficult to pronounce.)

#4 Greet a guest who's walking down the corridor while you are doing your housekeeping.

#5 Greet a guest who calls from Room 2365 to order from room service.

#6 Greet guests who are coming into the pool area. (Guests are a family with two young children.)

#7 Greet two guests who are arriving at the hotel. (One guest is in a wheelchair; the other is pushing it and has a shopping bag hanging from her arm.)

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Contextualized Lesson 4: College and Career Exploration

Audience:

- English Language Learners
- Low-high intermediate language proficiency (NRS 4-6)

Background:

- Promote successful pathways into post-secondary education for non-traditional students and their families using a National Center for Family Literacy toolkit

http://encaminolessons.wikispaces.com

ESOL Lesson Sets for Use with *En Camino* online

Source:

http://encaminolessons.wikispaces.com/

Skills Practiced:

Navigating the Internet

Read for a purpose

Read authentic materials (course catalog)

Understand *majors* and *fields*

LaGuardia Community College — CONTINUING EDUCATION — People, Changing

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Handout 1A

Exploring a College Community Web Site

PART ONE
- Go to the home page (www.lagcc.cuny.edu/home)
- Click on **Prospective student** on the upper left corner.
- Click on **Major** under **Academic Offerings**.
- Click on each of the major to answer the questions below:

A. What is a major that you are interested in learning more about?
_____

B. What is a major that you know very little about?
_____

C. What is a major in the health field? What are some required courses for this major?
_____

D. What is a major in the IT field? What are some required courses for this major?
_____

E. What is a major in the education field? What are some required courses for this major?
_____

F. What is a major in the engineering field? What are some required courses for this major?
_____

PART TWO

Let's learn more about continuing education (non-credit) courses:
- Go to the home page (www.lagcc.cuny.edu/home)
- Click on the *Continuing Education* tab
- Click on "*Click Here for Catalog*" and complete the chart below:

	Course Name	Page Number	Cost	What kind of license or certificate you will receive
A course that you find interesting				
A course that you want to learn more about				
A course that you would recommend to a friend				

Questions, Comments?

The Life Skills, College, and Career Readiness Guide for ESOL Learners

1. **Overview of the Guide**

   - Collection of Tasks

   - Tasks designed for next steps

   - Based on research

   - Designed for all ESOL levels

2. Document walkthrough

3. Summary of research base

4. Correlation with College and Career Readiness Standards (CCRS)

Questions, Comments?

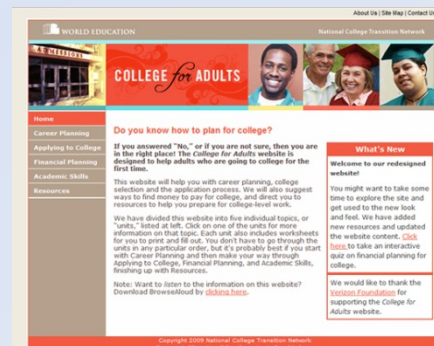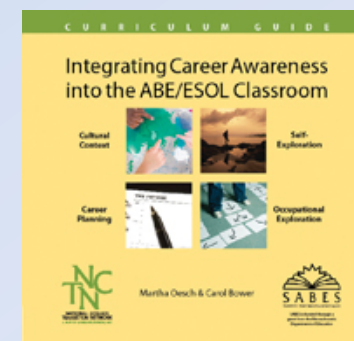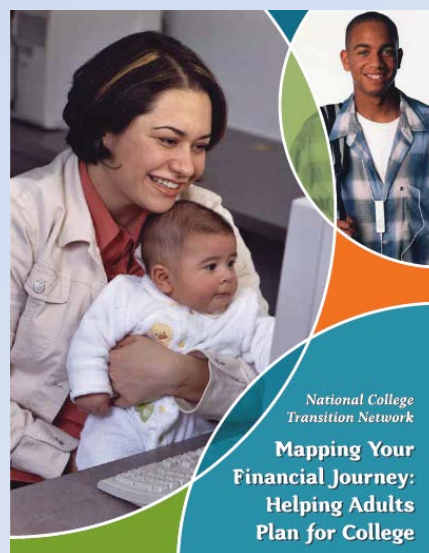# Selected Resources for Career Pathways for ELLs

- *Building Basics: ESOL Toolkit for General Construction, Landscaping, Painting, and Plumbing*

- *Child Development Career Pathways Bridge Prep*

- *English Health Train* for ELL health care professionals

- *How to Build Bridge Programs that Fit into a Career Pathway: A Step-by-Step Guide Based on the Carreras en Salud Program in Chicago*

- *Integrating Career Awareness in the ABE & ESOL Classroom* curriculum

- *The Right to Work: Understanding Immigrant Employment Rights, A Workbook for ESOL Classes*

- *Workplace Health and Safety ESOL Curriculum*

NATIONAL COLLEGE TRANSITION NETWORK

- Technical assistance and professional development
- Online professional development courses on college and career readiness elements
- Curriculum tools for teaching and advising

collegetransition.org

NCTN Resources

www.collegetransition.org