

Q&A and Resources from the *IET in ESL Settings* webinar

Tyla McCaffrey-Pimentel, Genesis Center:

1. Do you pre- and post-test IET participants, do you capture their data for NRS reporting?
We do pre- and post-test IET participants for NRS reporting. We use the CASAS Life & Work Reading test and the CASAS Life Skills Math test. We use these in accordance with the publisher's guidelines, but typically our students have 100+ hours before they are post-tested (because the programs are so intensive – 30 hours/week adds up quickly).
2. How do you integrate the ESOL services?
An educator visits the class at scheduled times to deliver instruction in Reading, Vocabulary, Writing, Speaking, Listening, etc. She does not use a set curriculum – the curriculum is modified depending on the needs of the particular class. Lessons are developed using authentic training materials, including textbooks, training manuals, and other materials relevant to the training and employment.
3. Can internship hours count towards instructional hours for testing?
I believe that our state administrator has provided us with guidance that internship hours can count as instructional hours for post-testing, but we generally only post-test following the classroom component of the training.
4. How many internship positions are available?
We typically arrange internships for 11-12 training cycles per year (in three different training areas). We typically place 10-15 participants per cycle, but we have placed up to 20 participants. We use multiple employers to ensure that everyone who successfully completes the classroom training portion can complete an internship.
5. My program is experimenting with CNA training. Despite an adjusted, slower-moving training program, our ELLs are often not able to pass the state licensure exams. The gap between the skills we can teach our ELLs and the skills they need to demonstrate to receive a state-recognized certificate is creating a barrier to success. How are you handling that? Most training programs that can issue a vocational certificate have approx. ABE Level 3 as a minimum prerequisite for participation. Same where you are?
This is similar to our experience as well working with a CNA program. It's frustrating because we want everyone to move along at a faster pace, but in the past when ESOL applicants did not meet the minimum score for our training, we have referred them back to their ESOL class for another session until they are able to meet the entrance criteria. We are also looking at the potential for an ESOL class with a focus on Healthcare careers at some point when our resources allow us to make that addition.
6. Can you share your curricula? Is it leveled with content and language objectives for ELLs? and with suggested activities?
Our training curricula is not leveled – it is focused mainly on the competencies that participants will need to enter employment in their field. We have set entry criteria for our training programs based on the work that we know participants will have to do in class and in employment. Our ESOL lessons are developed to meet the needs of participants in each individual class, so it varies depending on the particular group of learners. (Curriculum resources are shared at end of this document.)

7. How many hours of training are offered in the healthcare program? Is it a day or evening program? Are there minimum educational entry requirements?

There are 240 classroom hours and 90 internship hours at 30 hours/week for a total of ~11 weeks. It is currently only offered in the daytime, but in the past we have offered the class in the evening with success. The minimum entry requirements include a score of 210 on the CASAS Life & Work Reading assessment and the ability to complete an interview in English with our enrollment and workforce staff. They also require a clean background check.

Maureen Moreira, Asian-American Civic Center:

1. How do you identify employer partners? And who is responsible for that?

We identify employer partners by identifying an industry that has a consistent need for the sub-industry of Facilities Maintenance. It could be hospitals and universities, and indeed our clients find jobs there, but we have partnered with hotels and property management companies. We look for larger companies that can provide job stability, benefits, a livable wage, and a reputable name. Many of our hotel partners for example, fall under the Hilton umbrella, and the property management companies cover a large geographical area and are leading companies in the industry. Many of the companies we partner with take interns on their own. So, it's not such a hard sell to ask them if they want interns. We have a job developer that our participants work with after the training, and she is the primary person who works with current employer partners. As I said in the webinar many new partners come to us through word of mouth or having hired a client, and we are not currently actively seeking new employer partners.

2. My local CTC says they can only offer "CTC" programs in their facilities. Not sure where that limitation comes from, but I'm wondering if you faced similar restrictions and if so, how you overcame them.

I'm guessing that the limitation of providing a service solely in their facility may be a concern about liability for injuries. We don't formally have something contracted with our program partner, Boston Public Schools. The students probably fall under Boston Public School's insurance. With the employer partner internships in the hotels and property management companies, students sign a waiver releasing the hotel or other company of responsibility for injuries. Students also go on occasional site visits with a teacher, and sign a waiver to do this. I'm attaching a copy of the agreement between the intern host, AACA, and the intern.

3. What wrap around services do the presenters offer to their clients?

We have a Case Manager assigned to each participant. S/he does an initial assessment prior to the start of the program to determine any possible barriers they might face in the program. If it's immediate need for income, our job developer can work with them to help them find a job (usually part time) that fits the schedule of the training program. We also have a multi-service center, where participants can get help with applying for food stamps, fuel assistance, and subsidized housing. We also finance public transportation when we can. The case manager also meets with participants throughout the program as a check in, and helps with any needs, such as unemployment insurance, or court cases.

4. Are all of these programs free to participants or is there an associated tuition?

WIOA funds often follow the participant and can't be used to fund programs, only to pay tuition and related educational costs. How do you access workforce funds? Yes, WIOA funds the participant and not the program. There is an associated tuition for the program. After students are accepted to the program, they need to secure funding through the One Stop Career Centers. Not every student sent

to the career centers receives funding from them. In Boston there is a local city program that can access a few reserve WIOA vouchers, and a program that we have not used because we haven't had a client that fits the criteria is ABAWD or Able Body Adult Without Dependents, a SNAP program. At times we can fund a participant through a private foundation from a grant, but these are not consistent. We are always looking for additional funding through grants. Participants can also pay for the program, but it is costly and we collect the money up front.

5. Who designs the curriculum for your program?
The curriculum is designed in collaboration with the vocational technical school, based on what they can offer in their facility. There is also input by the employer partners based on what they consider relevant skills for the industry. It is in constant flux, with a fairly solid or stable baseline, due to changes in technology and the industry.
6. Where do you have foreign HS credentials translated and evaluated? How do you pay for it?
We do not pay for translation services. Payment is the responsibility of the participant. We can provide translation services at a fee for documents written in Chinese, either Cantonese or Mandarin. For other languages, we refer our clients elsewhere. In some cases, where clients have come from countries under civil war or other turmoil, they have not been able to get transcripts. In this case we try to work with the employer to waive this requirement. (From Andy: World Education Services is a reputable provider of this service: <http://www.wes.org/fees/evaltypes.asp>)
7. After students receive their industry recognized credential and enter a job, if the student chooses to continue his/her education in that career pathway, do these credentials articulate to higher education programs of study (at a minimum credential perhaps)?
Unfortunately, no. This is something we are currently exploring.

Jon Engel and Francesca Ramirez, Community Action, Inc.

1. Who teaches the business class, the ESOL teacher or another teacher?
The Business class is currently taught by one of two Career Counselors in our program. They are also developing a second, more advanced level of the course, and a small number regular ESL teachers are being trained to teach the Business Basics (Level 1) class.
2. How long is the course? Number of hours/week? for how many weeks?
Nine weeks; one 3-hour class per week. Homework is assigned and students are expected to do quite a lot of work outside of class. Students are required to be already enrolled and attending a "regular" ESL/EL Civics class. These regular ESL classes meet two to four times per week depending on location.
3. What curriculum are you using? Do you give students a certificate at completion of the class?
The curriculum was developed, and continues to develop, by Francesca. She is working with another Career Counselor on the curriculum for the level II business class. See answer to question 6 for certificate question.
4. How does digital literacy meet the contextualization requirement?
Digital literacy is a workplace readiness skill, and the course is quite successful in improving digital literacy skills within the context of learning about how to start one's own business. I consider it a strength of the model. WIOA requires that IETs and IELCEs in particular provide English language

instruction, Civics and Citizenship instruction, instruction in workplace readiness (soft) skills, and training--in this case entrepreneurial training.

5. How do you scaffold this business info from outside speakers? Language seems like it would be difficult for ELLs.
Some of the outside presenters are bilingual which helps (as are the teachers). The use of guest speakers is a critical course component. This is why we recruit students that are functioning at high intermediate level (NRS Level 4) or above.
6. What credential do you offer in the business basics class?
Currently, we provide a program generated certificate of completion and the Texas Workforce Commission (TWC) is fine with that. However, TWC recently released a guidance stating that all IETs must result in a Recognized Postsecondary Credential, so we are searching for something that might fit that bill. The TWC guidance goes on to say for certain types of allowable career pathways training, such as Entrepreneurial training or on the job training, such a credential may not be available or appropriate. In such cases, the guidance states that the program must document some form of career advancement for students in such programs. This is something of a gray area that Community Action, TWC, and others will have to sort out together. Community Action is committed to providing business training, if for no other reason than our students really want it, and it is an allowable WIOA Career Pathway training program, but the question of how you demonstrate success remains an open one. I think, for now, we will keep the students PPTs of their business plans as evidence of progress on entrepreneurial career pathway.
7. How are you evaluating success of the business course? What are indicators?
Right now, the strongest indicator is the quality of the business plan that each student must research, develop, and present to their peers. We are developing several mechanisms for staying in touch with class completers so that we may have the opportunity to report "real world outcomes" such as actually starting a business. We think the Level 2 class will help a lot with this.
8. How do you satisfy your funders that your students have succeeded? I have to give my ESL students BEST Literacy and BEST Plus pre-tests and post-tests, and that's the measure that they pay attention to.
We have to give our students the BEST Literacy and Best Plus (or other Texas approved assessment) too. And we do so in the context of the regular ESL/EL Civics class they are attending. Our funders, TWC and OCTAE, pay a lot of attention to this measure, but particularly in the wake of WIOA rollout, TWC has introduced numerical performance targets (# of completers) of IET and IELCE education and training classes, and our program is held accountable for these targets as well.
9. How do you pay for the Chromebooks?
With WIOA Title II federal funds (IELCE).
10. Does the entrepreneur program count for Title I funding or participation?
My understanding is that self-employment does not count toward performance measures. The program counts for Title II funding and participation. Our local workforce board, which is the governing board for Title 1 funding in our area, has supported and provided entrepreneurial training in the past and will have language in its local workforce development plan about supporting small business creation.

11. Can any teacher take this class to receive certification in the business success skills?
Yes. Francesca and the other Career Counselor took the business development certification course through the Economic Development Office of the City of Austin. The program paid for that training. Several adult ed. teachers have taken the business basics class because of their own interest and/or the interest of their ESL/EL Civics students. If they complete the requirements, they get the certificate. I think most teachers are taking the course in order to learn how to integrate some of the content into their regular classes.
12. Could you please give approx numbers of EL/Civics students as compared to the number enrolled in this entrepreneurship class. And how many hours/weeks total is the business class?
Community Action serves about 1,000 ESL/EL Civics students per year. Each cohort of the entrepreneur class has between 10 and 15 students. We will run at least five business classes this year--so between 50 and 75 students. See answer to question 6 for hours and weeks.

Curriculum Resources

From Tyla Pimentel, Genesis Center, RI

Medical Assistant:

Delmar's "Comprehensive Medical Assisting," 5th Edition

American Heart Association Heartsaver First Aid/CPR/AED Student Book

Jane Rice's "Medical Terminology: A Word-Building Approach, 7th Edition

Curriculum Overview:

https://docs.google.com/document/d/1_GtPLrkmsQXRxLQjAdZFhPHpvk3GZys-f1rRU1pFTI/edit?usp=sharing

Culinary Arts:

The Culinary Institute of America's "The Professional Chef"

ServSafe Manager Book, 6th Edition

Curriculum by Arkansas Department of Workforce Education:

<http://ace.arkansas.gov/cte/informationforms/curriculumframeworks/documents/frameworks/facs/culinaryarts2005.pdf>

Health Services:

ServSafe Food Handler Guide

American Heart Association Heartsaver First Aid/CPR/AED Student Book

https://docs.google.com/document/d/1gLdRR8VE78uDgZt0jaa8B966FDo6NjoYeoHqs_GOnWE/edit?usp=sharing

David Rosen's compilation of curriculum resources:

[Work Readiness and Work-Contextualized](#) web page.

From SkillsCommons: a free and open online library

<https://www.skillscommons.org>

Other Resources Supporting IET

1. From LINCS: Preparing English Learners for Work and Career Pathways
https://lincs.ed.gov/sites/default/files/ELL_Context_Instruction_508.pdf
2. From CLASP: Integrated Education and Training: Model Programs for Building Career Pathways for Participants at Every Skill Level
<http://www.clasp.org/resources-and-publications/publication-1/WIOA-IET-Model-Programs.pdf>
3. From the National Skills Coalition: Integrated Education and Training Policy Toolkit, 2016)
<http://www.nationalskillscoalition.org/skillsequity>
4. From NAEPDC/CLASP: IET program survey
<https://www.surveymonkey.com/r/IETexamples>