

Preparing Adult English Language Learners for the Workforce: Models and Resources

Michigan ESL Conference

March 6, 2020

Susan Roberts, LINCS Career Pathways Trainer,
SCR Consulting LLC



Session Materials

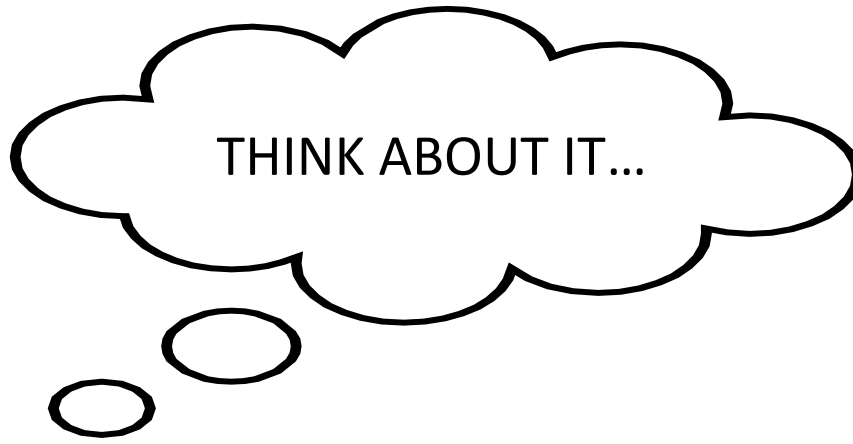
First Job Survey

1. Collect information from six people about their experience finding and preparing for their first job. (10m)

First Name	What was your first job?	How did you find it?	What preparation did you need?

2. At your table, discuss the patterns you see in people's answers. How would it be different today?





What's different about my program since WIOA legislation?

What's different about my position since WIOA legislation?

What's different about my classroom since WIOA legislation?



Contextualized ESL

Work- and career-infused instruction, including cultural and work skill awareness; **all students**



Bridge Programs

Basic skills classes to prepare students for jobs in a specific career pathway; taught by ESL instructor only



Concurrent ESL and tech training

Basic skills class offered concurrently with technical course; taught by two instructors



Integrated Education and Training

Dual enrollment-style course that results in concurrent credentialing for students



Work-based classes

Coursework offered by an employer to enhance employee capability





Skills for America's Future

Case Study: McDonald's English Under the Arches™

English Under the Arches: An Introduction

Begun through a series of pilots in 2007, English Under the Arches™ (EUA) is an English language learning program specifically designed for McDonald's managers and manager trainees.

McDonald's has a long history of promoting from within—70% of restaurant managers and 50% of U.S. company officers began their careers in entry level positions in a McDonald's restaurant. During recent years, McDonald's found that to continue helping some employees take on more responsibilities, they needed to help them improve their English language skills. To be most effective, language training needed to be both available on the job to accommodate busy schedules and tailored to the specific communications tasks required of a McDonald's manager.

With these criteria in mind, McDonald's developed English Under the Arches, a program to develop employees' English skills and to help them advance in their careers at McDonald's. The program currently operates in over 30 sites around the country and is slated to continue to expand in the coming years.

How the Program Works

Individual franchise owners, known at McDonald's as "Owner/Operators," select managers and manager trainees to participate in the program, pay their tuition and provide paid work time for the employees to attend classes while at work. The program is voluntary and Owner/Operators participate when they identify high-potential managers who would provide continued value and would progress rapidly with the aid of language training.

Many McDonald's employees work more than one job and have family responsibilities. To allow employees time to study, classes are held during their work time in McDonald's restaurants (five hours/week), often in their restaurants' "crew room" via computer. Employees connect with other student-employees (in nearby restaurants) and the teacher in real time in a "virtual classroom," allowing employees to gain the language skills they need to advance without losing work or transportation time. Students receive regular wages for the time they spend in language training and are able to immediately apply what they learn to their work.

In addition to the virtual classes, students learn through:

- Face-to-face classes: traditional classes with students and the teacher in a convenient location.
- E-learning practice: independent work by students on an online program.

Fast Facts

- Over 30 sites around the country
- Over 1500 participants since 2008
- 85% course completion
- 90% retention year-to-year
- Over 95% of participants increase their wages following participation in the program

- On-the-job practice: students are assigned specific activities to practice their English skills on the job

The four courses include:

1. **Shift Basics:** this eight-week course focuses on listening and speaking skills needed to train crew in English and prepares students to succeed in the EUA Shift Conversation course.
2. **Shift Conversation:** this 22-week course covers listening and speaking tasks needed to run a shift (delegation, feedback, maintaining a respectful workplace, customer complaints).
3. **Shift Writing:** this 12-week course covers reading and writing tasks needed to run a shift (telephone messages, communication log, incident reports)
4. **Conducting Performance Reviews:** this eight-week course is the newest course available through English Under the Arches. It covers listening, speaking, reading, and writing skills needed to provide performance feedback.

Course sites are determined by groups of Owner/Operators who see a local need for English language courses, and new sites are opening as interest grows. As a commitment to Skills for America's Future, McDonald's has pledged to continue to expand the program over the next year. At most sites, McDonald's works with local community colleges to recruit exceptional English teachers and, in some cases, the face-to-face classes take place at community colleges.

Results

Measurement has been a critical element of program development, including pre- and post-testing using BEST Plus, a nationally used, oral evaluation tool. On average, 86% of students have progressed 1 or more language levels after completing each conversation course. McDonald's has found that the contextualized curriculum helps to accelerate language learning and the unique delivery model encourages the high attendance and high graduation rates.

"Before I took the class, I was afraid of a lot of things—when I was at work, talking to the customer, and with my co-workers. I was afraid of talking to my kids' teachers ... But now, the people that I work with and my customers CAN understand me. I have relationships with them."

- Edna Barrera, 1st Assistant Manager, EUA graduate

Since the program began in 2007, over 95% of participants who complete an English Under the Arches course have received a pay raise due to the increased responsibilities they are able to take on. Significantly, in a high turnover industry, 90% of participants were working for McDonald's three years after completing the program.

Owner/Operators report that the most important results are the changes they see in their employees' behavior. More confident in their English, participants are able to interact with customers, solve problems on their own and answer the phone—all tasks many would have been unable to do before participating in English Under the Arches.

Skills for America's Future is a non-partisan partnership of businesses and community colleges. Its purpose is to address the dual problems of high unemployment and the difficulty many employers face in finding workers with the right skills. Skills for America's Future helps connect employers to community colleges and workforce partners so students are better equipped with the skills necessary to find and retain jobs.

For more information about how your company can partner with community colleges and Skills for America's Future, contact Karen Elzey at karen.elzey@aspeninst.org

<http://www.skillsforamericasfuture.org>

What **Adult Educators** Need to Know About **Serving Skilled Immigrants**

Please Note: This publication summarizes selected content from a 60-minute webinar. To view the complete webinar slides, visit www.imprintproject.org

Adult education programs often serve immigrant English-language learners who were doctors, engineers, or teachers in their home countries.

Your organization can serve these individuals more effectively by:

- 1) Gathering more information about students' educational and professional backgrounds;
- 2) Building staff members' knowledge of credentialing and professional licensure;
- 3) Incorporating professional-career path activities into adult education classrooms.

Read on for more details about each of these steps.

1. Understanding the skilled immigrant population

Are you getting key information at intake? Use a **standardized intake form** to collect data on your students' foreign educational backgrounds, including:

- Type of degree (and major field of study)
- Date of graduation
- Name of college or university
- Country of education (*this may not be the same as the student's country of birth*)



2. Transferring international degrees or credentials to the US

HOW PROFESSIONS ARE ORGANIZED IN THE U.S.

- The US is **decentralized**. Each state typically has own laws to regulate professions.
- **Regulated professions** are generally overseen by a state professional licensing board.

DEFINITIONS: CREDENTIAL TYPES

- An **industry-recognized** credential holds meaning in the job market.
- A **proprietary credential** is unique to the school or company that provides it. It may *not* be industry-recognized.
- A **portable credential** is relevant to multiple employers and may be state-regulated. It is generally industry-recognized. For example, a Registered Nurse.
- **On-the-job and non-accredited training** may not be recognized by future employers – always check for their transferability.

IMMIGRANTS DON'T HAVE TO START OVER

A Ph.D. shouldn't be told to get her GED. But she may need a skills refresher.

UNDERSTANDING CREDENTIAL EVALUATION

Credential evaluation is a rigorous, third-party review of an international degree. A credential evaluation report explains a person's international education in US terms such as grades, GPA, and degree equivalent.

Evaluation reports can be used to apply for US professional licensure, apply for employment, or apply to a US college for additional education.

The cost is typically \$150-300, not including translation.

Beware: Each US college or licensing board has its own rules for which evaluations it will accept. *Make sure to check with the specific entity.*

For a list of credential evaluation services, see the **National Association of Credential Evaluation Services** (naces.org)

3. Helping Adult Immigrant Students Prepare for Professional Employment

Is US job market information integrated into your ESL curriculum? Use role-play and other activities to help immigrant students hone soft skills in these areas:

- **Nonverbal:** handshakes, eye contact.
- **Self-promotion:** practice an "elevator speech" about oneself, mock interviews, leaving voicemail/email, writing short thank you e-mails to interviewers.
- **Seeking key information:** transcribing voicemail, finding company locations on a map, determining public transportation routes.



RESOURCE LIBRARY

There is a wealth of resources to guide skilled immigrants:

- **welcomingcenter.org** has publications including *How to Succeed in the Workplace* and four industry-specific Career Guides.
- **upwardlyglobal.org** has *Guides for Licensed Professionals* for CA, IL and NY, and online training via webinars.
- World Education Services has licensing, certification, and alternative careers information at **globaltalentbridge.org**, and a toolkit specifically for adult educators.

Division of Adult Education and Literacy Customer Satisfaction Survey

Instructions: Please complete this 10 question survey to help us improve the trainings we offer. Your survey is anonymous and confidential. We do not use any technical or non-technical means of tracking responses.

Submit your completed survey to the presenter.

Training Code: CP13FF

Title: Integrating Employability Skills a Framework for All Educators

Date: March 6, 2020

Presenter(s) and Code(s): Susan Roberts (102016)

Current professional role (select one):

- | | |
|---|---|
| <input type="checkbox"/> Teacher | <input type="checkbox"/> State Staff (e.g., data/fiscal/
administrative/program) |
| <input type="checkbox"/> Local Program Staff | <input type="checkbox"/> Researcher |
| <input type="checkbox"/> Professional Development/Trainer | <input type="checkbox"/> Contractor |
| <input type="checkbox"/> State Director | <input type="checkbox"/> Other |

Participant 5-digit zip code (either home or work): _____

Please indicate the extent to which you agree or disagree with the following statements.

(Select **ONE** in each row.)

A. Quality of Materials and Delivery	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The format was an effective method for delivering this content.				
2. The training materials and resources were relevant to the topic.				
3. The training content covered the stated learning objectives in the time allotted.				
B. Presenter Expertise	Strongly Agree	Agree	Disagree	Strongly Disagree
4. The presenter was very knowledgeable about the topic.				
5. The presenter provided opportunities to ask questions and gave quality responses.				

C. Relevance	Strongly Agree	Agree	Disagree	Strongly Disagree
6. The training content was relevant to my practice.				
7. I feel more prepared to incorporate what I have learned into my practice.				
D. Overall Satisfaction	Strongly Agree	Agree	Disagree	Strongly Disagree
8. I know more about this topic than I did before.				
9. I would recommend this training to a colleague.				
10. Based on my experience in this training, I plan to enroll in another LINCS training in the future.				

Open Comment: What suggestions do you have for improving this training?

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is voluntary. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1880-0542 (Expires 7/31/2020). Note: Please do not return the completed Customer Feedback Form to this address.

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Welcome and Introductions

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ACTIVITY 1: Brainercise with Mr. Catman



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Session Objectives: Participants Will...

- Discuss elements of five workforce ELL program models that align with WIOA
- Identify factors to consider when choosing a model
- Collaborate to plan for an instruction model
- Review LINCS resources that support effective workforce ELL programs

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Recalling Our Own Experience: First Job Survey

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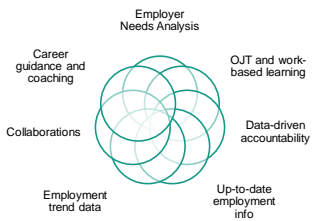


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Beginning the Process

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The 7 Elements of WIOA



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Workforce Innovation and Opportunity Act



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WIOA added 3 workforce-focused activities

- Integrated education and training
(services that concurrently include contextualized education, workforce preparation, and occupational training)
- Integrated English literacy and civics education
(that facilitates job placement, economic self-sufficiency, and integration with the workforce development system)
- Workforce preparation
(critical thinking and problem-solving, digital literacy, self-management, and transition skills)

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WIOA



What changes are happening in your program?

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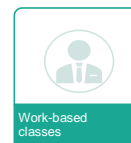
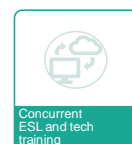
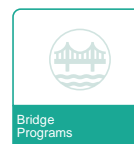
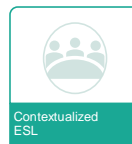


Overview of Models

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Five Models of Workforce ESL

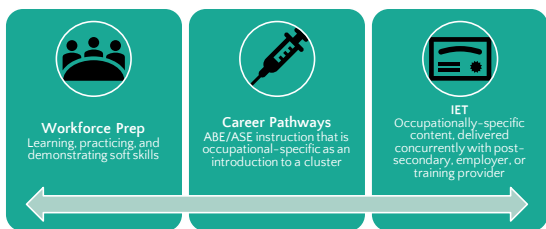


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What's the difference?



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Contextualized ESL

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Five Models of Workforce ESL



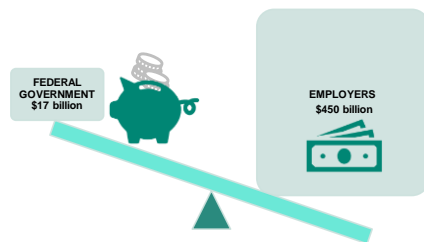
Work- and career-infused ESL, not just "language" classes

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The Case for Soft Skills



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Contextualized Instruction Is...

Education (academic skills) offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.



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Contextualized ESL

Workplace skills infused into traditional ESL environment



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Employability Skills Framework



U.S Department of Education
<http://cte.ed.gov/employabilityskills/>

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Four Corners Activity



- ✓ Go to one of the 4 corners of the room.
- ✓ Listen for the dictated soft skill.
- ✓ Think of an activity for the corner's content area that utilizes the given soft skill.
- ✓ Debrief.
- ✓ Rotate.

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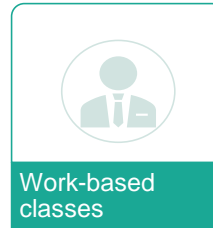
Work-Based Classes

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Five Models of Workforce ESL



Designed for incumbent workers who need a skills upgrade

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Work-based: ESL Under the Arches

- 4 contextualized courses: Shift Basics, Conversation, Shift Writing, and Conducting Performance Reviews.
- Individual franchise owners select high-potential managers and manager trainees to participate in the program, pay their tuition, and provide paid work time for the employees to attend classes while at work.
- Employees receive 5 hours of paid learning time (classroom, online, or on the job practice) per week.



https://assets.aspeninstitute.org/content/uploads/files/content/docs/eop/lincs_nalds_SAF.pdf



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Bridge Programs

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Five Models of Workforce ESL



Basic skills classes to prepare students for a career pathway

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Bridge Programming for Foreign-Trained Professionals

- Upwardly Global specializes in rebuilding the careers of immigrant professionals (physicians, teachers, engineers, accountants). They have some state-specific Professional Licensing Guides: <https://www.upwardlyglobal.org/get-hired/professional-licensing-guides/>
- Welcome Back Centers provide free support for foreign-trained healthcare workers in obtaining credentials and exploring alternatives: <http://www.welcombackinitiative.org>



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Upwardly Global Services

- Industry-specific job search coaching and interview practice with staff
 - Industry specific resumes/cover letters
 - Business communication practice (calls, emails, in-person)
 - Mock interview practice
- Conversation and small group ESL classes
- Toastmasters Chapter for public speaking skills
- Networking
 - What is it and why?
 - Approaching strangers
- Mentoring by local professionals
- Peer support



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Concurrent ESL and Tech Training

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Five Models of Workforce ESL



A pre-IET model which includes traditional ESL instruction (in your program) with technical instruction (in a partner institution)

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Building Energy Efficient Maintenance Skills (BEEMS) Asian-American Civic Association, Boston

- Trains entry level property maintenance technicians, hotel engineers, and the construction trades
- Partners:
 - Boston Public Schools
 - A local "green" contractor
 - Employers: hotels and property management companies
- Funded thru One-Stop Career Centers and grants

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BEEMS Program Design

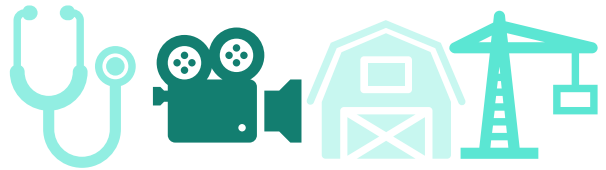
- classes in carpentry, electricity, plumbing, appliance repair in a vocational technical high school
- Basic skills class for English, math and job readiness
- Classes in energy efficiency
- After coursework, 5-week internship in a hotel or property maintenance company



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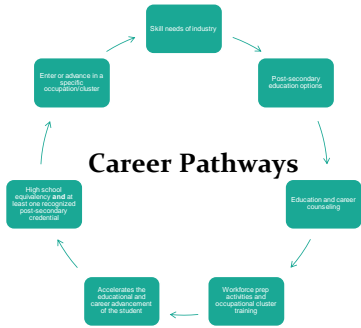
Career Pathways



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Career Clusters



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www.careertech.org/Career-Clusters

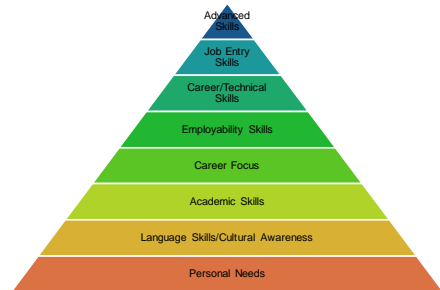


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Adult Career Pathways



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www.careeronestop.org



-  550+ videos for career clusters
-  300+ in Spanish
-  Skills and Abilities videos
-  Industry-specific videos
-  Work Options Videos

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ACTIVITY 5
Workforce Prep, Career Pathways, or IET?

Expected Outcomes of an IET Program

- Measurable Skill Gain
- GED Credential
- Content Mastery
- Post Secondary Credentials
- Industry Recognized Credentials
- Job Obtainment
- On the Job Advancement



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Slide 39

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Wall Talk

- Groups 1 & 3: Career Pathways
- Groups 2 & 4: Integrated Education/Training
- Groups 5 & 6: Workforce Prep



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Serving High-Skilled Immigrants

IDEAL FOR

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High-Skilled Immigrants

Immigrants or refugees with university education and/or professional experience earned abroad, seeking to work in their profession or pursue further education to qualify for a new career.

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Characteristics of High-Skilled Immigrants

- May have strong literacy skills and technical vocabulary
- Study skills
- Professional work experience
- Invested in a profession
- Often refugees/trauma survivors

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Needs of High-Skilled Immigrants

1. Intensive, professional English
2. Credential evaluation, licensure, and career planning
3. Navigating the US labor market and professional job search
4. Professional and peer networks to navigate job culture



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Serving High-Skilled Immigrants

Do Not Necessarily Need	Do Need
1. A U.S. high school credential	1. Connections with institutions that evaluate transcripts.
2. ABE classes	2. Intensive English for Professional Purposes
3. General ESL	3. Managed enrollment programs
4. The TABE	4. Appropriate English language assessment
5. A second BA or AA degree	5. Blended instruction to facilitate independent learning.
	6. Support for loss of professional status



Global Talent Bridge, *Supporting Skilled Immigrants: A Toolkit for ESL Practitioners*

Integrated Education and Training



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Five Models of Workforce ESL



Two instructors (ESL and technical instructor) work together to prepare students for a credential outside of AE



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Developing a Class to Prepare CNAs



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Developing a Class to Prepare CNAs

Factors taken into consideration

- Language level of the students
- Gaps in programming
- Resources to support team teaching
- Materials/curriculum development
- Other?

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Planning Considerations for an IET Program

- **Relevancy:** *What key career pathways are in your area that providing IET will support student entry?*
- **Outcomes:** *What are the goals of providing IET?*
- **Target Population:** *Which students can benefit from IET?*
- **Funding:** *Which partners can provide funding support?*
- **Workforce Partners:** *What can be done so the partnership is a win-win? What are their goals?*
- **Organization Partnerships (Academic Affairs, Economic Development, & Others):** *With whom in your local organization/agency do you partner?*
- **Program Assessment:** *Is your program ready to provide IET?*
- **Programs Not Within Your Organization:** *How do you collaborate with the technical college that's located in your service delivery area?*

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Slide 51

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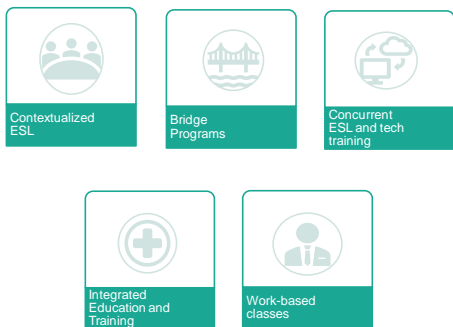
Let's Practice!

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Five Models of Workforce ESL



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In Your Group...

1. Assign roles: **facilitator, recorder, timekeeper, wingman.**
2. Read the given scenario for your group.
3. Use the planning template to begin designing a program in the given model.
4. Discuss potential barriers to success and ways to plan ahead for them.
5. Identify potential student populations best suited for the model.
6. Prepare to share your plan.

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Resources

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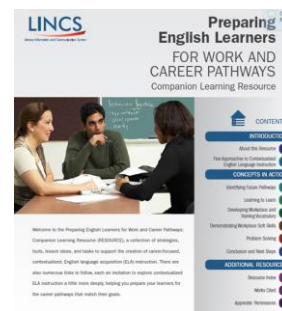
Resources: ESL Pro



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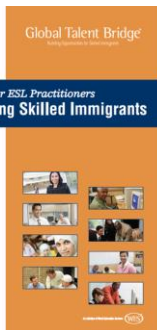
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Resources for Varied Educational Backgrounds



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Reflection on Our Own Classrooms

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Wall Talk: Practice

- Make an activity and assessment for one of these indicators/benchmarks
- **CCR Writing Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

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What is LINCS?

[HTTPS://LINCS.ED.GOV](https://lincs.ed.gov)

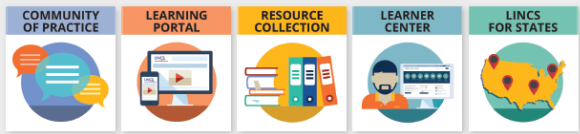
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What is LINCS?

WHAT IS LINCS?

LINCS, the Literacy Information and Communications System, is an initiative of the U.S. Department of Education's Office of Career, Technical, and Adult Education (OCTAE). LINCS aims to expand evidence-based practice in the field of adult education. The LINCS website provides high-quality, on-demand educational opportunities to practitioners of adult education, so those practitioners can help adult learners successfully transition to postsecondary education and 21st century jobs.



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How Can LINCS Help You?

- A **Resource Collection** containing high-quality, evidence-based materials in 16 topic areas critical to the field
- A **Learner Center** that connects adult learners to free online resources to reach life goals
- An online **Community of Practice** where you can share and collaborate with your peers
- A **Learning Portal** where you can engage in self-paced and facilitated professional development courses
- A **Professional Development Center** that provides evidenced-based professional development activities






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New LINCS Quick Reference Guide

Where do I Start?




LINCS COMPONENT	 INSTRUCTORS	 PROGRAM ADMINISTRATORS	 PROFESSIONAL DEVELOPERS	 STATE STAFF	 ADULT LEARNERS
Community	✓	✓	✓		
Learning Portal	✓	✓	✓	✓	
Resource Collection	✓	✓	✓	✓	
State Resources				✓	
Learner Center					✓

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Don't Miss a Beat: Connect with LINCS

- Join the **Community**: <https://community.lincs.ed.gov>
- Access the **Learning Portal**: <http://lincs.ed.gov/courses>
- Search the **Resource Collection**: <http://lincs.ed.gov/collections>
- Explore the **Learner Center**: <https://learner.lincs.ed.gov/>
- Follow the latest updates: @LINCS_ED 
- Join our professional group: LINCS_ED 
- Watch webinar archives and more: LincEd 

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LINCS Survey



Please complete the LINCS survey form.



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Evaluation and Contact Information

Please complete the LINCS Survey.

Susan Roberts

LINCS Trainer

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judy_montrude@worlded.org

LINCS Website: <http://lincs.ed.gov/>

LINCS Help: info@lincs.ed.gov

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Division of Adult Education and Literacy Customer Satisfaction Survey

Instructions: Please complete this 10 question survey to help us improve the trainings we offer. Your survey is anonymous and confidential. We do not use any technical or non-technical means of tracking responses.

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Training Code: EL35FF

Title: Preparing Adult English Language Learners for the Workforce Models and Resources

Date: March 6, 2020

Presenter(s) and Code(s): Susan Roberts (102016)

Current professional role (select one):

- Teacher
- Local Program Staff
- Professional Development/Trainer
- State Director
- State Staff (e.g., data/fiscal/administrative/program)
- Researcher
- Contractor
- Other

Participant 5-digit zip code (either home or work): _____

Please indicate the extent to which you agree or disagree with the following statements.

(Select **ONE** in each row.)

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2. The training materials and resources were relevant to the topic.				
3. The training content covered the stated learning objectives in the time allotted.				
B. Presenter Expertise	Strongly Agree	Agree	Disagree	Strongly Disagree
4. The presenter was very knowledgeable about the topic.				
5. The presenter provided opportunities to ask questions and gave quality responses.				

C. Relevance	Strongly Agree	Agree	Disagree	Strongly Disagree
6. The training content was relevant to my practice.				
7. I feel more prepared to incorporate what I have learned into my practice.				
D. Overall Satisfaction	Strongly Agree	Agree	Disagree	Strongly Disagree
8. I know more about this topic than I did before.				
9. I would recommend this training to a colleague.				
10. Based on my experience in this training, I plan to enroll in another LINCS training in the future.				

Open Comment: What suggestions do you have for improving this training?

Public Burden Statement

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