Goals

• Learn about current strategies for serving specialized populations of English learners (EL)
• Consider applicability of strategies in your own context
The Challenge

• Placeholder for OCTAE’s slide around hard to serve pops served in Title II
# Enrollment by Program Type (Unduplicated) For All States and Territories

**Program Types**

<table>
<thead>
<tr>
<th>Program Types</th>
<th>2020 Totals</th>
<th>2021 Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE</td>
<td>332,378</td>
<td>370,147</td>
</tr>
<tr>
<td>ASE</td>
<td>77,070</td>
<td>81,213</td>
</tr>
<tr>
<td>ESL</td>
<td>224,624</td>
<td>323,500</td>
</tr>
<tr>
<td>IELCE</td>
<td>120,670</td>
<td>124,832</td>
</tr>
</tbody>
</table>
Increasing Numbers

• Anecdotally, we are hearing of increases in numbers of specialized EL populations, including:
  • Refugees
  • Learners with emerging literacy and/or English proficiency
  • Learners without current work authorization
  • Internationally-trained professionals
Ask the Audience

• Has your state had:
  • a significant increase in your EL numbers served over the past three years?
  • a significant change in the population or needs of your ELs over the past three years?
Strategies in Action
Strategy: Partnership

• Partnering with non-AEFLA or federally funded programs, where possible, to provide services to populations that are excluded from receiving federally or state-funded services

• Accessing financial supports (e.g., scholarships, tuition assistance) for students who are not eligible for federal financial aid

• Leveraging the resources of state Offices of New Americans (ONA) or local office
  • Maine to open the newest ONA in January 2024
  • Seattle’s Office of Immigrant and Refugee Affairs provides immigration legal assistance, citizenship application support, English language instruction, etc.
  • New York’s ONA recently dedicated over $1 million in funding to support ESOL programs in 16 community-based organizations across the state
Registered Apprenticeship

Amber Gallup
Director, Adult Education Division
New Mexico Higher Education Department
Strategy: Generating Work Experience

• Looking for opportunities to build in work experience that can build ELs’ resumes. This can include:
  • On-the-job training built into IET or other workforce training programs
  • Volunteering opportunities, including options for volunteering at the program
  • Supporting entrepreneurship

• This can be beneficial for ELs who:
  • May be waiting for work authorization
  • Need U.S.-based work experience
  • Need to bolster their resume or work-related English language skills
  • Need to practice certain workforce preparation skills
Entrepreneurship

Carolyn Zachry
Administrator, Adult Education Office
California Department of Education, Career and College Transition Division
California EL Civics: A Framework for Project-Based Assessments

Civic Objectives and Alternative Assessment Plans (COAPPs)

Entrepreneurial Objective
Entrepreneurial Objective

Starting and Managing Your Own Business
Entrepreneurial Objective: Deeper Dive

Directions: Choose a business. Then explain it below.

1. Please draw or paste a picture of your business here.

   [Image: Construction and Landscaping]

   * Anthony's Landscaping
   * Construction

2. Please complete the chart.

<table>
<thead>
<tr>
<th>What is your business?</th>
<th>What do you do or make?</th>
<th>Why do you like this business?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction</td>
<td>Powers, Landscaping, Maintenance, Power Washing</td>
<td>* because I like and I can make money.</td>
</tr>
<tr>
<td>Landscaping</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I choose selling ethnic Ukrainian embroideries as my business. I like it and now it is a fashion trend in the world. Catholic and Orthodox icons are very popular and my business will provide it for religions communities.

The business is an online store to import many diverses of Brazilian products like, candies, chocolates, rice, coffee, powder milk and much more.
Directions: Choose a business. Then explain it below.

1. Please draw or paste a picture of your business here.

2. Please complete the chart.

<table>
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<tr>
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<td>Pavers, Landscaping, Maintenance, power washing</td>
<td>because I like and I can make money.</td>
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</table>
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The business is an online store to import many diverses of Brazilian products like, candies, chocolates, rice, coffee, powder milk and much more.
# 2023-24 Pre-approved EL Civics Objectives

## #33 Employment Resources

<table>
<thead>
<tr>
<th>#</th>
<th>Competency Area/Description</th>
<th>Civic Objective</th>
<th>Language/Literacy Objectives</th>
<th>Bolded Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>133</td>
<td>Employment - Resources</td>
<td>Identify and access employment and training resources needed to obtain and keep a job.</td>
<td>1. Identify local employment opportunities and the skills, training and education required for them.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>EL Civics Focus Area(s): Civic Engagement</td>
<td>2. Identify and locate employment agencies, training agencies, and/or resource centers and describe their services.</td>
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<tr>
<td></td>
<td></td>
<td>Focus Area: Education and Career</td>
<td>3. Access employment and training information by using community resources (e.g. library, school catalogs and/or the internet, etc.).</td>
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<td></td>
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<td></td>
<td>4. Analyze and evaluate descriptions of job duties, wages, and benefits.</td>
<td>BL-A</td>
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<td>5. Ask for information about prospective jobs on the telephone or in person.</td>
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<td>7. Create a resume.</td>
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<td>8. *Demonstrate successful job interview techniques.</td>
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<td></td>
<td></td>
<td></td>
<td>10. *Identify job titles, responsibilities, places of employment, and wages associated with jobs. (revised)</td>
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<td></td>
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<td>11. Deleted</td>
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<td></td>
<td></td>
<td></td>
<td>12. *Name employment possibilities in the community.</td>
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<td></td>
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<td></td>
<td>13. *Identify the steps for applying for a job.</td>
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<td></td>
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<td></td>
<td>15. *Fill out a time card.</td>
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<td>16. Identify personal strengths, weaknesses, skills and past work experience.</td>
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<td>17. Clarify wages and benefits with a personnel director/clerk etc.</td>
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<td></td>
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<td></td>
<td>18. Access the Employment Development Department or other agencies to get information on various services (e.g. look for a job, file an unemployment claim, etc.).</td>
<td></td>
</tr>
</tbody>
</table>
Reading Task Area 3.3

<table>
<thead>
<tr>
<th>CASAS Reading Standards</th>
<th>ABE/ASE NRS Levels (1-6)</th>
<th>CCR Standards for Adult Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>RDG 3</td>
<td>CASAS Levels (A-E)</td>
<td>CCRS Reading Standards</td>
</tr>
<tr>
<td>Reading Comprehension Skills</td>
<td>1</td>
<td>R1. A, B, C, D, E</td>
</tr>
<tr>
<td>Literal Comprehension (DOK 1)</td>
<td>2</td>
<td>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</td>
</tr>
<tr>
<td>Informational and Literary Text</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>RDG 3.3</td>
<td>Interpret information in forms that are simple (e.g., appointment sign-in sheets, class registration) or complex (e.g., rental agreements, insurance forms, payroll statements). CASAS Reading Task Area 1*</td>
<td></td>
</tr>
</tbody>
</table>
Quantitative Data

6 California agencies offered EL Civics Entrepreneurial objective option

1,479 students participated

1,244 passed the objective assessment
What are teachers saying?

The Entrepreneurial IELCE Objective inspired students to think about the possibilities of owning their own business and how they might make that happen.

Students with existing businesses used these lessons to refine and improve their business plans. It confirmed to them that they are on the right path.

Students displayed a great amount of creativity with their portfolios, and they developed their language and digital literacy skills in conjunction with learning how to start their own businesses.
What are students saying?

I never thought I could work for myself until now. I understand now how to create a budget, how to get licensing.

I know I can start small and that’s okay. I can support my community with my business.

At first, I was scared about this, but after a while, I realized I could explore many options to help my family. For example, I can teach the Quran. I can sew.
The Beauty of EL Civics

• Funded under WIOA

• Relevant & Responsive objectives

• Flexible: Objectives are scaffolded to the student’s level

• Project Based tasks include reading, writing, oral, portfolio
Strategy: Reviewing Intake Procedures

• Providing training to adult education providers on understanding:
  • how to ask intrusive questions, such as those pertaining to status, and
  • why, under the right circumstances, it can be beneficial to both students and the program
Ask the Audience

• In your experience, what is the right way to ask these sensitive questions?
• Does your state provide guidance or training on these topics?
• Are these questions a part of your required intake procedures?
Impact on Civics/Citizenship

• Adult education states and programs can Emphasize civics rather than citizenship in IELCE and AEFLA-funded programming because not everyone is eligible for citizenship but everyone is a member of their community.

EARN Resources

• Training Available on Demand: Using IELCE Activities to Promote Civic Readiness and Connections to Citizenship
  1 hour, virtual delivery

• Forthcoming spotlight
Strategy: Learner-Centered Services for ITPs

• Using AEFLA funds to support credential evaluation

• The role of enhanced navigation in meeting ITPs’ unique needs and helping them maximize their education and work experience to move quickly towards economic self-sufficiency

EARN Resources

• Training Available on Demand: Serving ITPs 1 hour, virtual delivery

• EARN Spotlight: Serving Internationally Trained Professionals
IELCE/IET for English Learners

Stephanie Schab
State Director, Aspire
Ohio Adult Readiness
Education
Ohio Department of
Higher Education
Table Talk

• What strategies are we using in our state to serve hard-to-serve populations?

• What strategies did you hear about today that might work in your state?
Thank you!

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