

Serving Specialized Populations of English Learners in Adult Education

Jessie Stadd, RTI International



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Goals

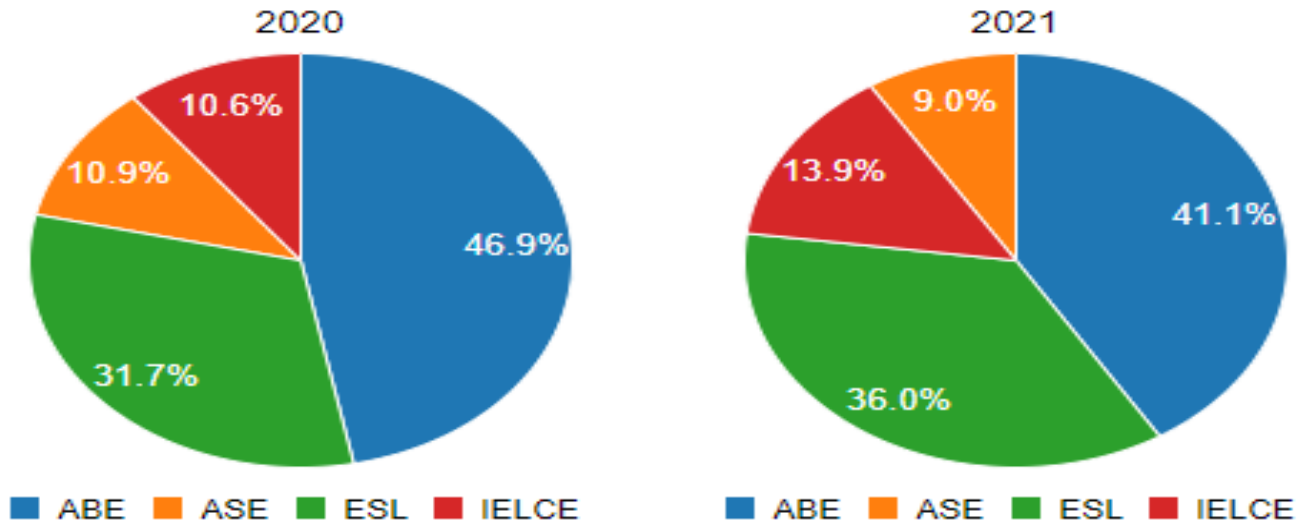
- Learn about current strategies for serving specialized populations of English learners (EL)
- Consider applicability of strategies in your own context



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	2020 Totals	2021 Totals
ABE	332,378	370,147
ASE	77,070	81,213
ESL	224,624	323,500
IELCE	120,670	124,832

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



CALIFORNIA DEPARTMENT OF EDUCATION
Tony Thurmond, State Superintendent of Public Instruction



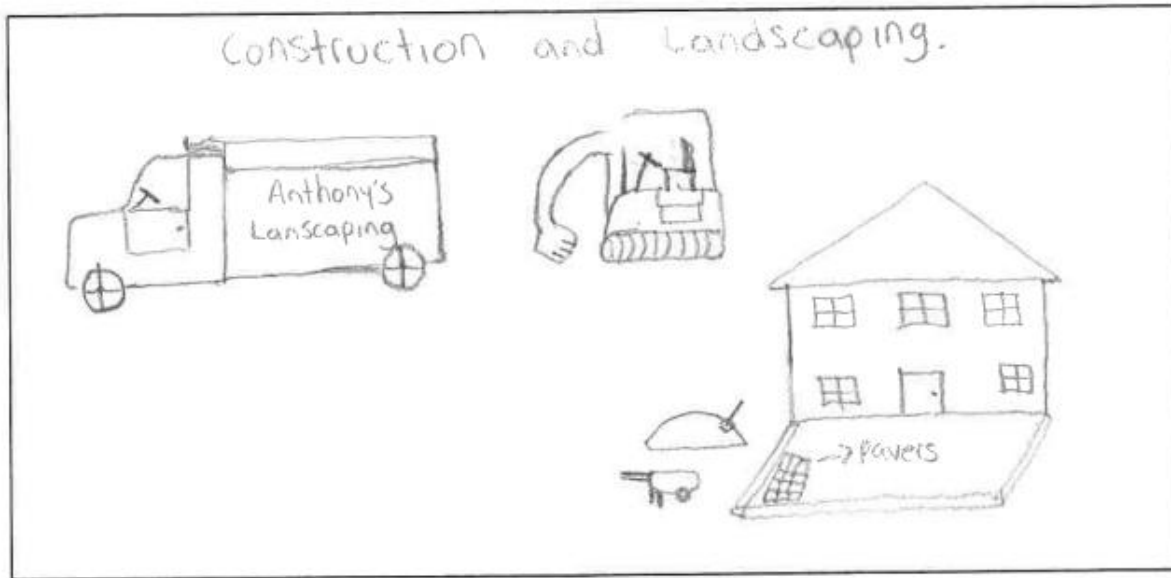
Entrepreneurial Objective

Starting and Managing Your Own Business

Entrepreneurial Objective: Deeper Dive

Directions: Choose a business. Then explain it below.

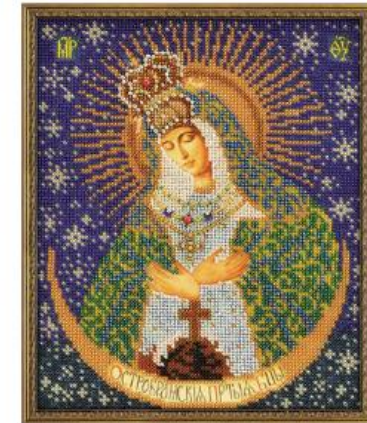
1. Please draw or paste a picture of your business here.



2. Please complete the chart.

What is your business?	What do you do or make?	Why do you like this business?
<ul style="list-style-type: none"> • construction • Landscaping 	<ul style="list-style-type: none"> • pavers • Landscaping • Maintenance • power washin. 	<ul style="list-style-type: none"> • because I like and I can make money.

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.



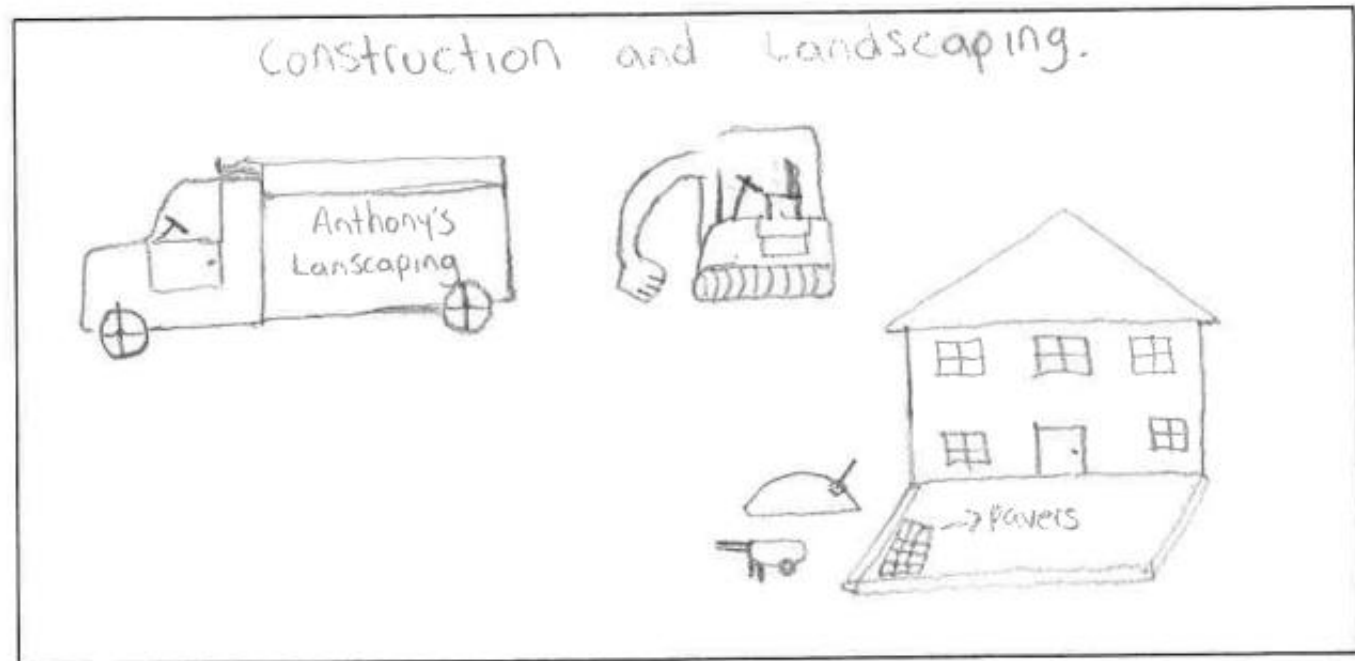
The business is an online store to import many diversives of Brazilian products like, candies, chocolates, rice, coffee, powder milk and much more.



Business Plan Construction

Directions: Choose a business. Then explain it below.

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



2. Please complete the chart.

What is your business?	What do you do or make?	Why do you like this business?
<ul style="list-style-type: none">• construction• Landscaping	<ul style="list-style-type: none">• pavers• Landscaping• Maintenance• power washin.•	<ul style="list-style-type: none">• because I like and I can make money.

Selling Ukrainian Embroidery Business Plan

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.



2023-24 Pre-approved EL Civics Objectives

#33 Employment Resources

2023-24 Pre-Approved EL Civics Objectives

#	Competency Area/ Description	Civic Objective EL Civics Focus Area(s) I ³ Focus Area	Language/Literacy Objectives <ul style="list-style-type: none"> ▪ Starred objectives (*) are suitable for Beginning Low (BL). ▪ Bold print indicates revision, including levels, for 2023-2024. ▪ Italics print indicates new objectives. ▪ All Civic Objectives are Section 231 funded. Those marked with a † are also 243 funded. 	Bolded Level
†33	Employment – Resources	Identify and access employment and training resources needed to obtain and keep a job. EL Civics Focus Area(s): Civic Engagement I ³ Focus Area: Education and Career	<ol style="list-style-type: none"> 1. Identify local employment opportunities and the skills, training and education required for them. 2. Identify and locate employment agencies, training agencies, and/or resource centers and describe their services. 3. Access employment and training information by using community resources (e.g. library, school catalogs and/or the internet, etc.). 4. Analyze and evaluate descriptions of job duties, wages, and benefits. 5. Ask for information about prospective jobs on the telephone or in person. 6. *Complete a job application. 7. Create a resume. 8. *Demonstrate successful job interview techniques. 9. *Read job ads and announcements for specific information. 10. *Identify job titles, responsibilities, places of employment, and wages associated with jobs. (revised) 11. Deleted 12. *Name employment possibilities in the community. 13. *Identify the steps for applying for a job. 14. *Read and interpret a pay stub. 15. *Fill out a time card. 16. Identify personal strengths, weaknesses, skills and past work experience. 17. Clarify wages and benefits with a personnel director/clerk etc. 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.). 	BL-A

Reading Task Area 3.3

CASAS Reading Standards Aligned to CCR Standards for Adult Education and the NRS EFLs

CASAS Reading Standards		ABE/ASE NRS Levels (1-6) CASAS Levels (A-E)						CCR Standards for Adult Education
RDG 3	Reading Comprehension Skills	1	2	3	4	5	6	CCRS Reading Standards
	Literal Comprehension (DOK 1) Informational and Literary Text	A	B	B	C	D	E	
RDG 3.3	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*	●	●	●	●	●	●	R1. A, B, C, D, E 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.

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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