



## Tips for participants:

- To hear the presenter, call the Meet Me number.on:
  - Wednesday, July 15, at 2:00 pm **919-501-4275**
  - Thursday, July 16, at 10:00 am **919-501-4275**
- To view the IEL/CE Orientation powerpoint, go to the ELA webpage:  
<http://www.nccommunitycolleges.edu/college-and-career-readiness/english-second-language-esl>
- This session will be interactive with questions from the field. To be recognized you will state your name and agency with whom you work.
- Keep your telephone on mute throughout the entire webinar until you have a question to ask.
- Do NOT put your phone on HOLD as that function seems to trigger the music or college marketing ads.



*2015 – 2016: Transition Year*

*Integrated English Literacy/  
Civics Education  
Orientation*



U.S. DEPARTMENT OF EDUCATION  
OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

### WORKFORCE INNOVATION AND OPPORTUNITY ACT

## ENGLISH LANGUAGE ACQUISITION

<http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/english-language-acquisition.pdf>

English language learners (ELLs) are consistently a substantial portion of adults served in U.S. adult education programs. Forty percent of the students enrolled in program year 2012-13 were in English literacy classes, and 78 percent of those students were between the ages of 25 and 60.<sup>1</sup> This fact sheet highlights the changes in the Adult Education and Family Literacy Act, or title II of WIOA, for ELLs.



## SEC. 231. GRANTS AND CONTRACTS FOR ELIGIBLE PROVIDERS.

### ENGLISH LANGUAGE ACQUISITION

<http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/english-language-acquisition.pdf>

#### What states must consider in funding local adult education programs.

WIOA lists thirteen considerations, including four that deal specifically with how such providers serve the instructional needs of ELLs:

- (1) the degree to which they are “responsive to...serving individuals in the community...who are English language learners...”;
- “whether the eligible providers’ activities...are based on the best practices derived from the most rigorous research available and appropriate...”;
- “whether the eligible provider’s activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship;” and,
- “whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs.”



# *Integrated English Literacy/ Civics Education (IEL/CE)*



## *Integrated English Literacy/Civics Education (IEL/CE): A Definition*

- SEC. 203 (12) INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION.
- Integrated English Literacy and Civics Education (IEL/CE) is defined by the Workforce Investment and Opportunity Act (2014) as “education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.” (WIOA, Title II, Section 203 . 12)



# Transition to the Workforce Innovation and Opportunity Act (WIOA)



## Transition to the Workforce Innovation and Opportunity Act (WIOA)

### WIOA Planning – Integrated English Literacy and Civics Education

- How are you implementing contextualized literacy instruction that includes instruction in the four English language skills and in math and financial literacy?
- How are you implementing contextualized instruction programming that includes civics education content and adult citizenship education programming?
- How are you assessing the aforementioned skills including the four English language skills, computation and math skills, civics knowledge, and the rights and responsibilities of citizenship?



## Transition to the Workforce Innovation and Opportunity Act (WIOA)

### WIOA Planning – Career Pathways

- What ‘pre-bridge’ instruction are you implementing that assists English language learners in building vocabulary, in conducting self- exploration and occupational exploration, and in using the internet and other technology for career planning?
- What bridge instruction are you implementing to assist English language learners to take the first steps onto career pathway learning and that acknowledges their diverse educational and cultural backgrounds?
- How are you assessing the skills, needs, goals, and ‘true abilities’ of your foreign-educated and highly-skilled immigrants so that they can further their education and training in your program/college?



## Transition to the Workforce Innovation and Opportunity Act (WIOA)

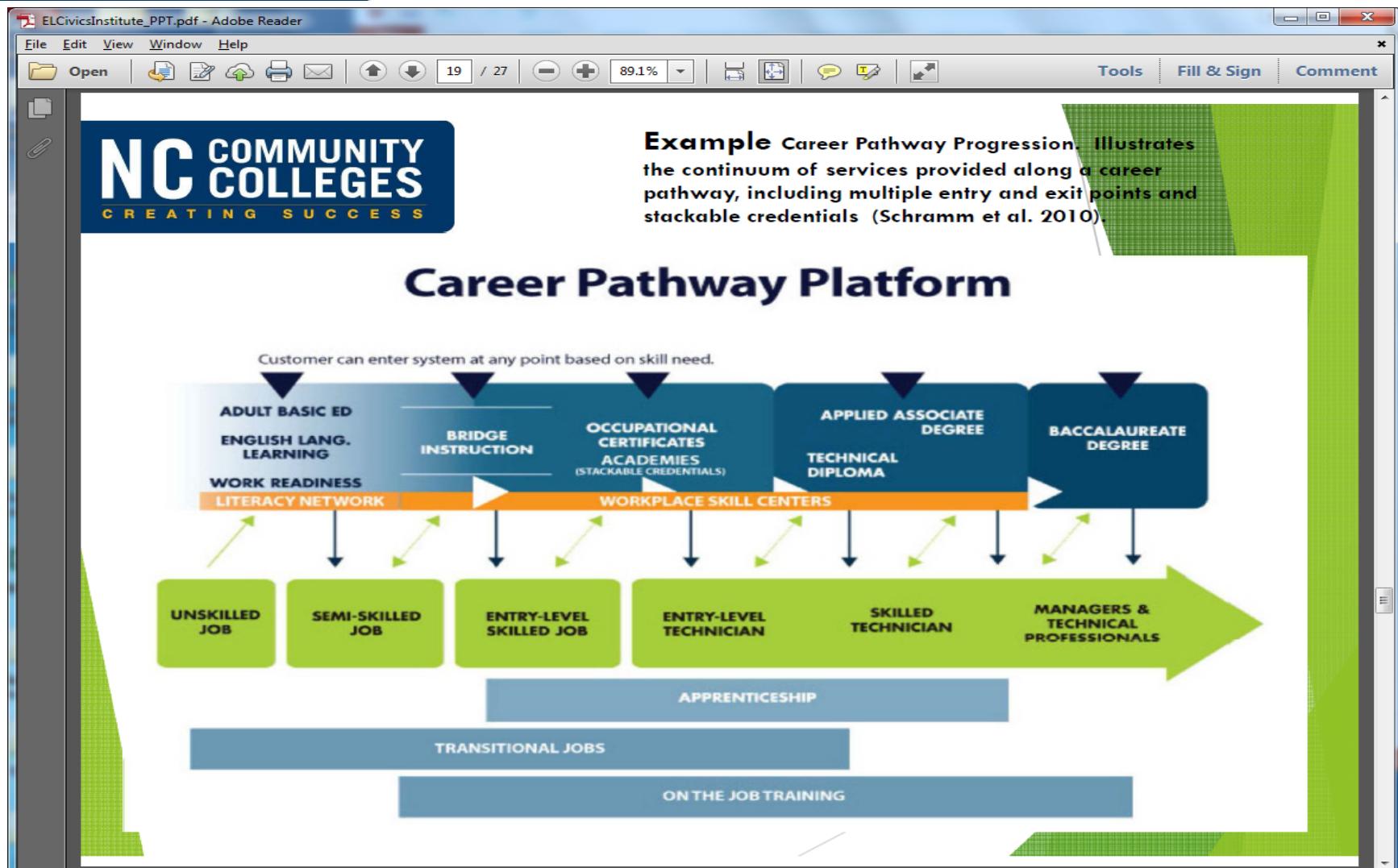
### WIOA Planning – Integration with NCWorks Career Centers

- How are you preparing adults who are English language learners in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency?
- How are you integrating adults who are English language learners with the local workforce development system in order to carry out the activities of the program?



# Career Pathways and Bridge Instruction

## CAREER PATHWAYS AND BRIDGE INSTRUCTION





## SEC. 243. INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION.

SEC. 243. Integrated English Literacy/Civics Education for the first time specifies work and employment related goals. The new mandated work-related content has direct implications for career pathway programming.

- (c) GOAL.—Each program that receives funding under this section shall be designed to—
  - (1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and
  - (2) integrate with the local workforce development system and its functions to carry out the activities of the program.

(WIOA, Title II, Section 243 . (c) Goal)



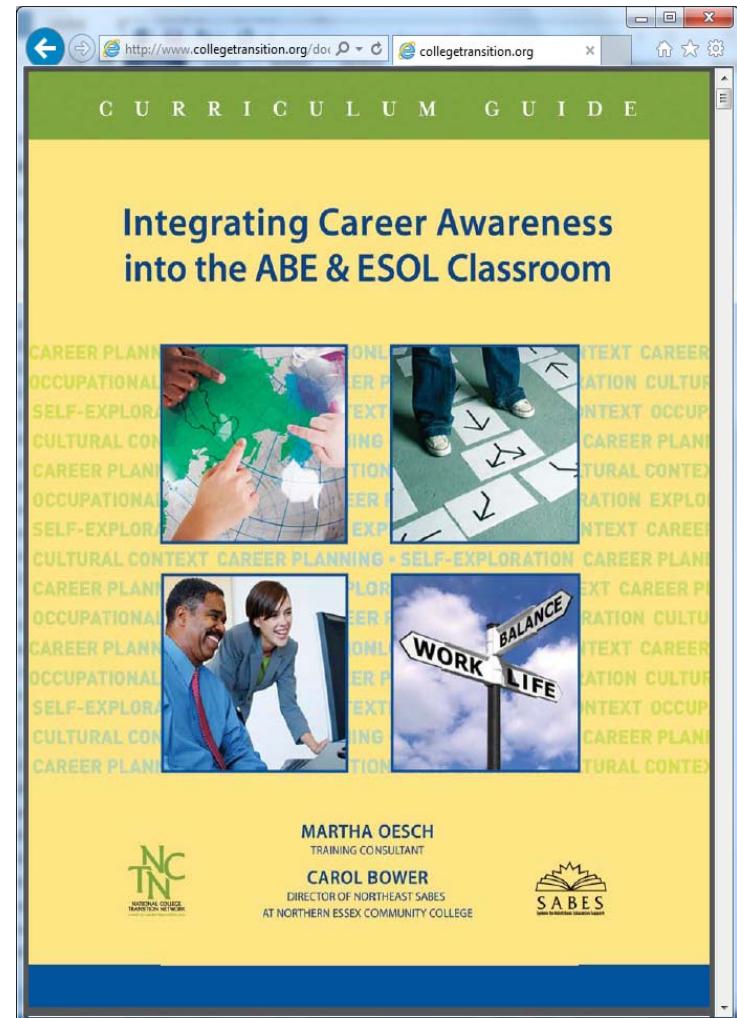
## CAREER PATHWAYS AND BRIDGE INSTRUCTION

- Transition Questions addressing Workforce Innovation and Opportunity Act (WIOA)
- What ‘pre-bridge’ instruction are you implementing that assists English language learners in building vocabulary, in conducting self- exploration and occupational exploration, and in using the internet and other technology for career planning?

## CAREER PATHWAYS AND BRIDGE INSTRUCTION

*Integrating Career Awareness* is a valuable resource. The goal of the curriculum is to encourage students to think about their career, education, and life goals. The curriculum was developed for ABE and ESOL students as well as ASE students to help them explore the career planning process.

This curriculum is encouraged for use in our basic skills classes. Training for effective use of the curriculum is provided at the state-wide Training Academies by the state level ICA Trainers.





## CAREER PATHWAYS AND BRIDGE INSTRUCTION

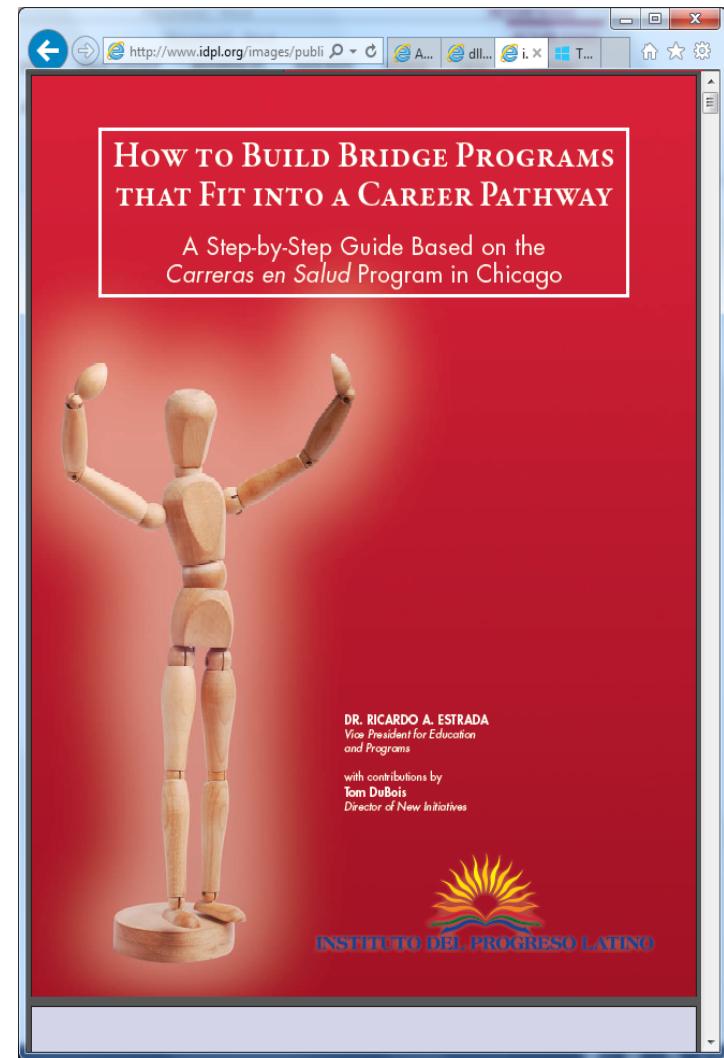
- Transition Questions addressing Workforce Innovation and Opportunity Act (WIOA)
- What bridge instruction are you implementing to assist English language learners to take the first steps onto career pathway learning and that acknowledges their diverse educational and cultural backgrounds?

## CAREER PATHWAYS AND BRIDGE INSTRUCTION

Bridge programs assist students to obtain core skills through:

- 1) **Contextualized instruction** that integrates basic math, reading, and language skills and workplace knowledge
- 2) **Career development** that includes career exploration, career planning within a career area, and understanding the world of work.
- 3) **Support/Transition services** provide students with the information and assistance they need to successfully navigate the process of moving from adult education to credit/non-credit programs.

[http://www.idpl.org/images/publicationsPDFs/Instituto2010\\_HowToBuildBridgePrograms%20final.pdf](http://www.idpl.org/images/publicationsPDFs/Instituto2010_HowToBuildBridgePrograms%20final.pdf)

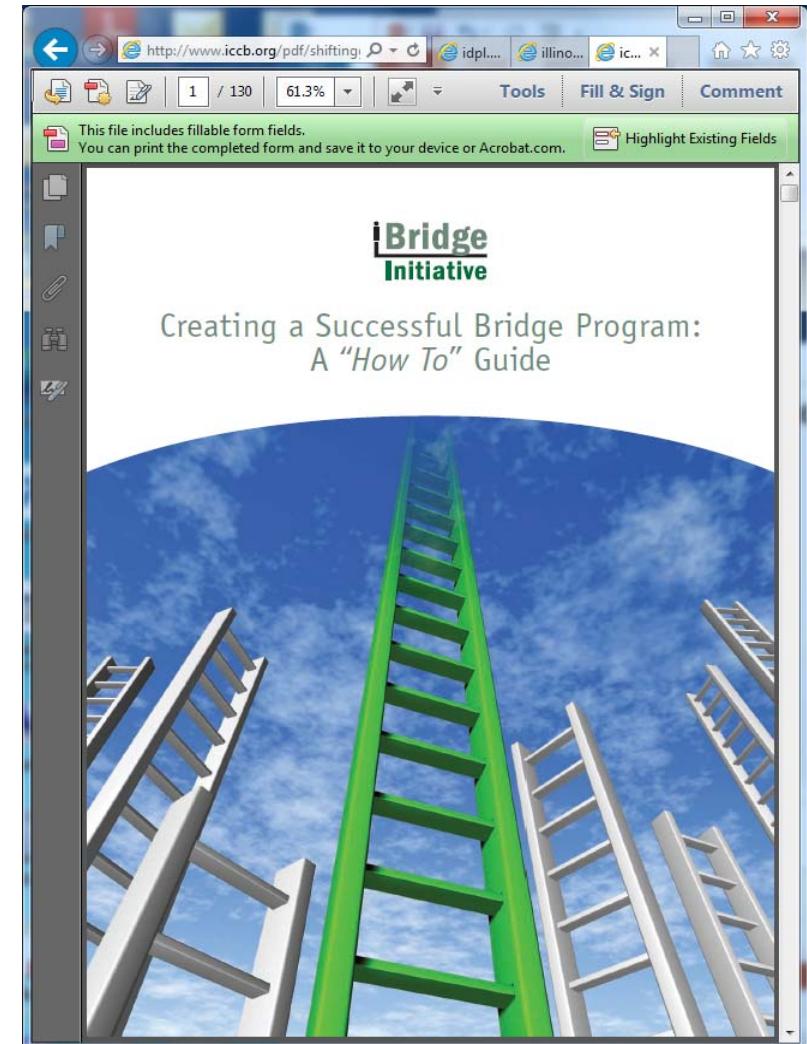


## CAREER PATHWAYS AND BRIDGE INSTRUCTION

Bridge programs prepare adults who lack adequate basic academic and/or English language skills to enter and succeed in post-secondary education and training, leading to career-path employment.

Bridge programs seek to enable students to advance both to better jobs and to further education and training, and thus are designed to provide a broad foundation for career-long learning on the job and for formal post-high school education and training. Bridge programs assist students in obtaining the necessary academic, employability, and technical skills.

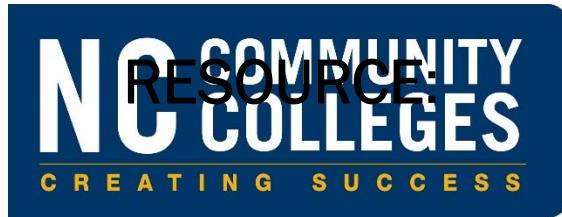
[http://www.iccb.org/pdf/shiftinggears/ICCB\\_2012BridgeGuide\\_web\\_REV\\_OCT2012.pdf](http://www.iccb.org/pdf/shiftinggears/ICCB_2012BridgeGuide_web_REV_OCT2012.pdf)





## CAREER PATHWAYS AND BRIDGE INSTRUCTION

- Transition Questions addressing Workforce Innovation and Opportunity Act (WIOA)
- How are you assessing the skills, needs, goals, and ‘true abilities’ of your foreign-educated and highly-skilled immigrants so that they can further their education and training in your program/college?



## RESOURCE:

Global Talent Bridge is an initiative of World Education Services that is dedicated to helping skilled immigrants fully utilize their talents and education in the United States.

[www.globaltalentbridge.org](http://www.globaltalentbridge.org)

The screenshot shows a web browser window with the URL <http://www.cccie.org/images/stories/> in the address bar. The main content area features a blue header with the text "Global Talent Bridge" and a large yellow title "Bridging the Gap for Foreign-Educated Immigrants". Below the title is a black and white photograph of four diverse young adults smiling. In the bottom right corner of the image is a yellow circular badge with the text "A GUIDE FOR COMMUNITY COLLEGES". At the bottom left, there is a logo for "CCIE Community College Consortium for Immigrant Education".



## RESOURCE:

*IMPRINT Project* is a coalition of organizations in the emerging field of immigrant professional integration. *IMPRINT* provides webinars, articles, publications, other.

[www.imprintproject.org](http://www.imprintproject.org)

The screenshot shows a Microsoft Internet Explorer browser window displaying the 'Promising Practices' publication from the IMPRINT Project. The page title is 'Promising Practices: How Community Colleges Are Serving Skilled Immigrants'. A note at the top indicates the content is selected from a 60-minute webinar, with a link to view the recording and slides. The main text discusses the unique learning goals of skilled immigrant students and highlights the work of the Community College Consortium for Immigrant Education. It lists three bullet points: 'Outlines how community colleges can help skilled immigrants', 'Identifies key elements of successful programs', and 'Spotlights two examples of best practices'. To the right, there is a portrait of Teresita Wisell, Executive Director of the Community College Consortium for Immigrant Education, with her name and title below it. A sidebar on the right contains a quote from Teresita Wisell about supporting local economic development and its resonance with the mission of community colleges. At the bottom, there is a thumbnail image of the 'Increasing Opportunities for Immigrant Students: Community College Strategies for Success' report, with a link to full reports available at [www.cccle.org](http://www.cccle.org).

## RESOURCE:

It is estimated that 2.7 million internationally-trained professionals are unemployed, employed at poverty-level wages in unskilled jobs, or significantly underemployed in semi-skilled jobs.

**Filling an Unmet Need:**  
**Career Pathways Program for Immigrant Professionals**

 Note: This publication summarizes content from a 60-minute webinar. To hear the recording and see slides associated with this summary, visit [www.imprintproject.org](http://www.imprintproject.org).

The Welcoming Center for New Pennsylvanians (WCNP) is tapping into foreign born professionals for high-priority occupations in the field of healthcare, science, technology, engineering and math (STEM) through its Immigrant Professional Career Pathways Program.

**The Welcoming Center for New Pennsylvanians (WCNP)**

Founded in 2003, the WCNP focuses on connecting newly arrived individuals from around the world with economic opportunities. Since its inception it has served over 13,000 people from over 140 countries. Its core programming includes:

- Employment Services
- Education and Training
- Small Business Services
- Research and Policy

  
*Connecting immigrants, employers, and communities*

**Setting the Scene: Aging Workforce, Growing Health Sector, Filling High-Priority Occupations**

Philadelphia, identified as a 're-emerging gateway' for immigrants, has more than 500,000 immigrants residing in the region, and 175,000 in the city alone. With more than 38% identified as college educated, the Migration Policy Institute (MPI) estimates that approximately 32,000 are unemployed or underemployed.<sup>1</sup>

The identification of low earnings (and in many cases no earnings) led to the discussion around the need to devise of program model that would sustainably uplift immigrant professionals residing in the region. As a result, the Immigrant Professionals Career Pathways Program was created.

With a mission focused on helping eligible immigrants obtain professional-level employment in Philadelphia, the program offers services to clients who meet the following eligibility criteria:

- Minimum of a foreign bachelor's degree in Health / Healthcare or STEM
- Residence in the greater Philadelphia area
- Full work authorization
- Ability to communicate in English
- Commitment to pursue professional employment

1. McHugh, M., & Batalova, J., & Morawski M., Brain Waste in the Workforce: Select U.S. and State Characteristics of College-Educated Native-Born and Immigrant Adults. Migration Policy Institute. Retrieved May 2014, from [www.migrationpolicy.org/research/brain-waste-us-state-workforce-characteristics-college-educated-immigrants](http://www.migrationpolicy.org/research/brain-waste-us-state-workforce-characteristics-college-educated-immigrants)

**PETER GONZALES**  
PRESIDENT & CEO (WCNP)

An immigration attorney by training, Peter Gonzales has a distinguished record of civic and business leadership and advocacy, and a longtime interest in and commitment to community economic development.



**MANUEL PORTILLO**  
DIRECTOR, IMMIGRANT PROFESSIONALS CAREER PATHWAYS PROGRAM (WCNP)

Manuel Portillo is a seasoned nonprofit leader who comes to the Welcoming Center after a substantive career in nonprofit program development and community organizing.



IMPRINT | Immigrant Professional Integration | [www.imprintproject.org](http://www.imprintproject.org)



# Assessments



## ASSESSMENTS

- These assessments below:
  - are suitable for NRS reporting to assess reading, listening, speaking, writing, and math:

Approved for NRS reporting through February 2017:

- BEST Literacy
- BEST Plus
- CASAS 80's series *Life and Work Reading*
- CASAS 50's series *LifeSkills Math*
- CASAS Reading for Citizenship, Beginning Level A - AX
- TABE CLAS-E Reading, Speaking, Listening, Writing,
- TABE 9 & 10 Reading, Math, Language

Approved for NRS reporting through June 30, 2016:

- CASAS 980 Listening series
- GAIN Reading and Math

## ASSESSMENTS

- These assessments below:
  - inform instruction and lesson planning
  - are suitable to assess civics education and citizenship interview skills, but are NOT suitable for NRS reporting:
    - CASAS Employability 50's Reading, Math, and Listening
    - CASAS Life and Work 80's Listening series
    - CASAS Lifeskills 50's Reading and Listening series
    - CASAS Citizenship Interview Test
    - CASAS Government and History for Citizenship
    - Accuplacer



## FOR INFORMATION AND QUESTIONS

- Integrated English Language/Civics Education Grant Manager

Karen Brown

[kbrown@nccommunitycolleges.edu](mailto:kbrown@nccommunitycolleges.edu)

(919) 807 – 7140

- Go to **Training Calendar** for date/time/location of trainings.  
[http://www.nccommunitycolleges.edu/Basic\\_Skills/trainingCalendar.htm](http://www.nccommunitycolleges.edu/Basic_Skills/trainingCalendar.htm)