

# The Need for Adult Education

As of 2009, in California:

- 5.3 million adults do not have a high school diploma
- 3 million speak English “less than well”
- These two groups will need:
  - Basic skills instruction
  - English language instruction
  - Other workplace readiness skills

Source: California Department of Education, Adult Education in California, Strategic Planning Process Needs Assessment for California p 6

# Transitioning Adult ESL Students to Academic and Workforce Programs

- Ronna Magy:  
21<sup>st</sup> Century Academic and Workforce Skills
- Sylvia Ramirez:  
Transitioning to Academic Programs
- Donna Price:  
Transitioning to CTE and the Workplace

# **Teaching 21<sup>st</sup> Century Academic and Workforce Skills to ESL Students**

*Ronna Magy*

*Los Angeles Unified School District (retired)*

# Integrating Academic and Workforce Readiness Skills

*The skills learners need in order to transition successfully to higher levels of education or employment should be integrated at every level of instruction, including ESL classes that are focused primarily on language instruction.*

*Promoting Learner Transitions to  
Postsecondary Education and Work: Developing Academic Readiness from  
the Beginning*

Betsy Parrish and Kimberly Johnson  
CAELA Network Brief, April 2010  
[www.cal.org/caelanetwork](http://www.cal.org/caelanetwork)

# Transferable Skills: 21<sup>st</sup> Century Skills

*It's rarely a shortfall in technical expertise that will limit your chances to land a good job or to move up in the workplace. It is rather a shortcoming in social, communication, and self-management behaviors.*

*You can have all the technical expertise in the world, but if you can't sell your ideas, get along with others, or turn your work in on time, you'll be going nowhere fast.*

*Nancy Barry*

*Work-Based Learning Connections*

<http://wblconnections.com/wordpress/>

# 21<sup>st</sup> Century Skills: 3Rs and 7Cs

**3Rs:** Reading, Writing, Arithmetic

**7Cs:**

- Critical Thinking & Problem-Solving
- Creativity & Innovation
- Collaboration, Teamwork & Leadership
- Cross –cultural Understanding
- Communication & Media Literacy
- Computing & ITC Literacy
- Career & Learning Self-reliance

*Bernard Trilling, 21<sup>st</sup> Century Skills*

# Brainstorm

- ✧ What are the academic and workplace readiness skills?
- ✧ How can we integrate these skills into classroom instruction?

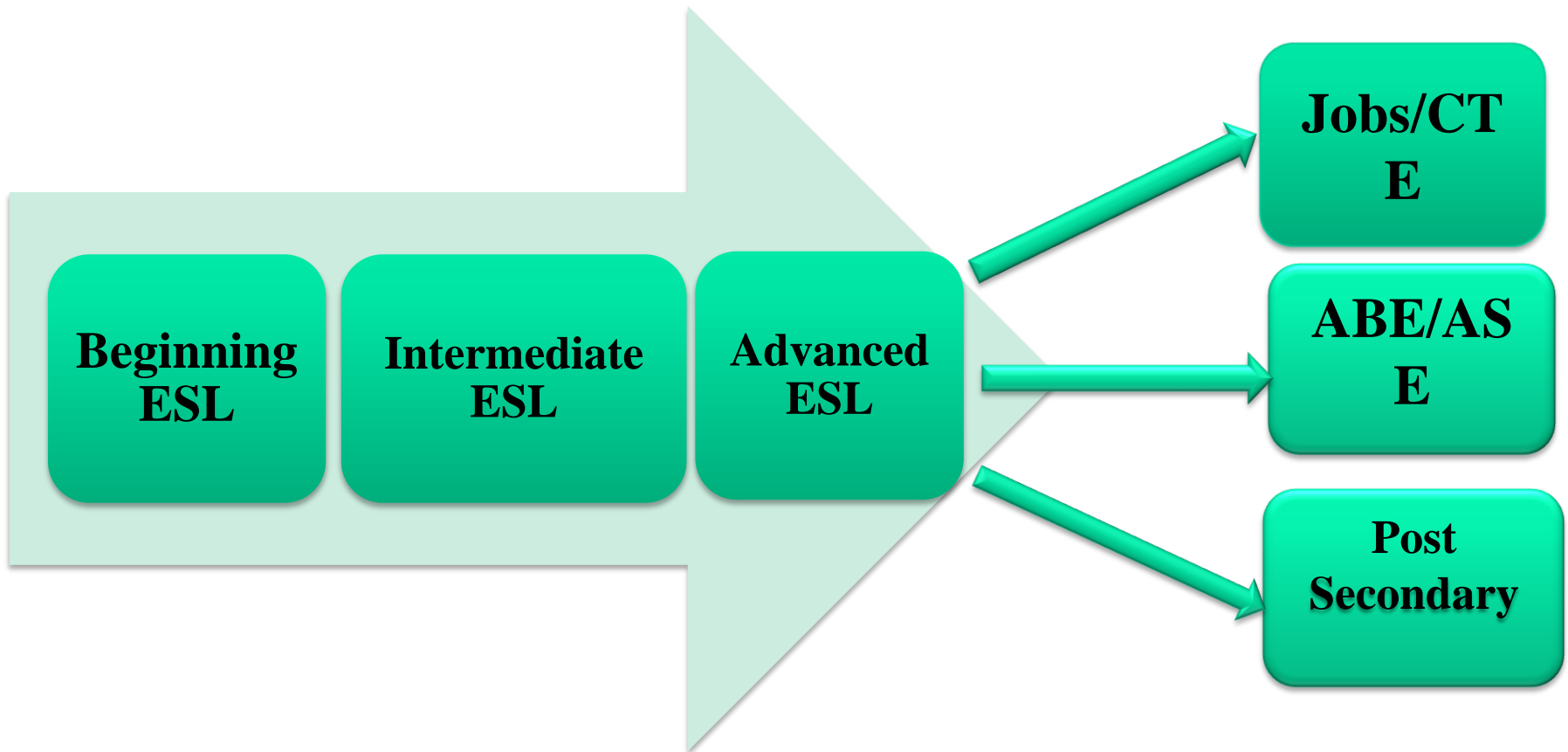
# Academic and Workplace Readiness Skills

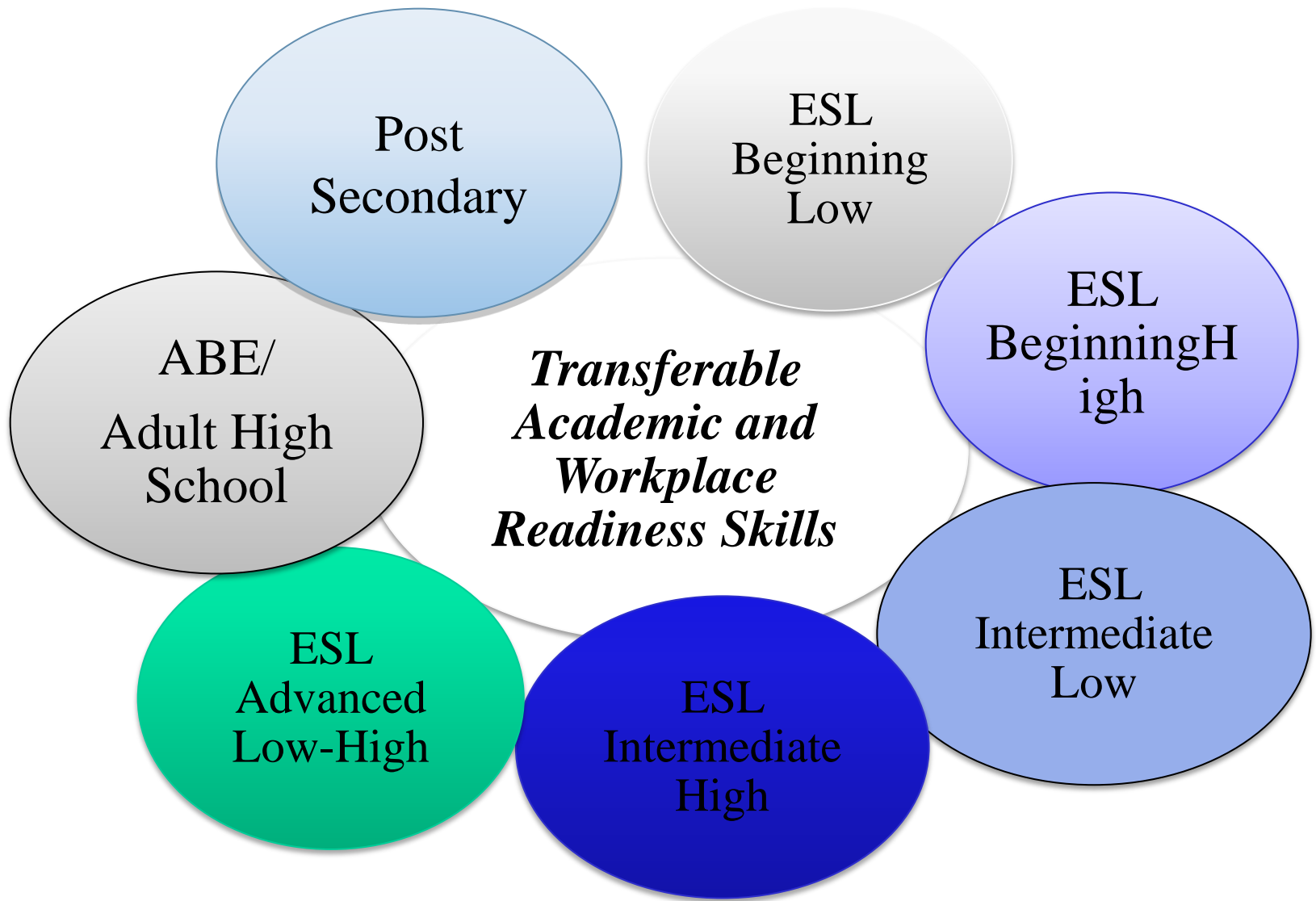
- Ask and answer questions
- Listen and read for specific & general information
- Make predictions
- Infer meaning
- Take notes
- Write reports, present reports
- Organize and interpret information
- Interpret documents
- Think critically
- Problem solving

- Set and achieve goals
- Organize materials
- Interact with native speakers
- Work in teams
- Cooperate with others
- Give and receive feedback
- Work independently
- Provide leadership
- Take initiative
- Monitor progress
- Use technology
- Pass examinations



# When should academic and workplace readiness skills be integrated in ESL Classes?





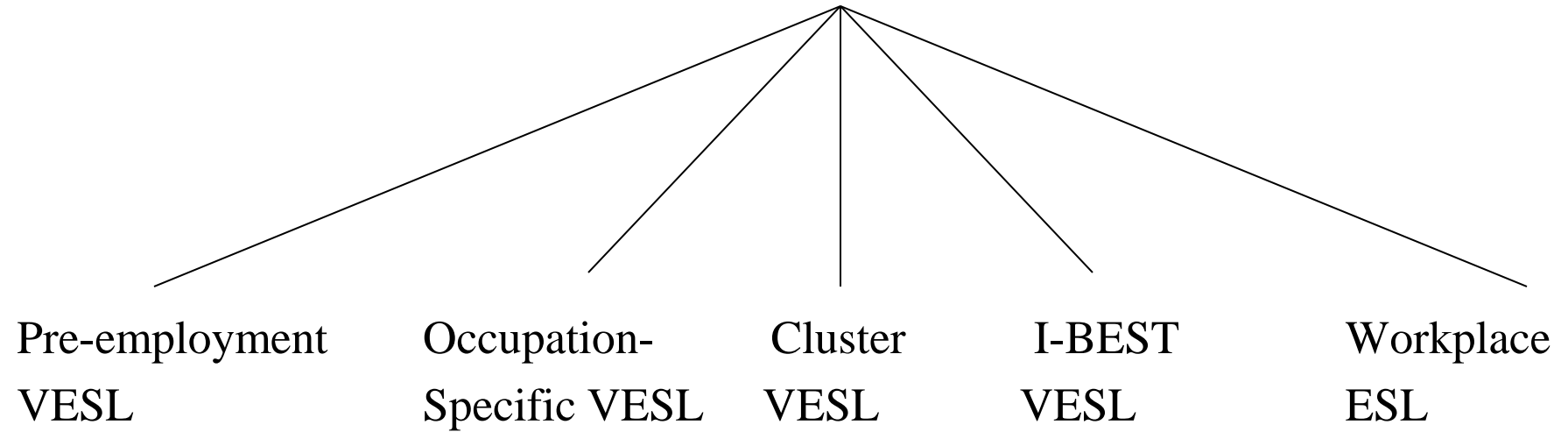
# **Transitioning Adult ESL Students to Career/Technical Programs:**

**Cluster VESL  
I-BEST VESL  
(Integrated Basic Education and  
Skills Training)**

**Presented By:  
Donna Price, Instructor**

**San Diego Continuing Education  
San Diego Community College District**

# Vocational ESL (VESL)



# Why Cluster VESL?

- Attendance requirements
- Exposure to different career fields

# How does a 3-hour Cluster VESL class work?

First half of class:

- 1 ½ hours whole group; theme “World of Work” including small talk, getting along, giving and asking for advice
- ESL methodology (listening, speaking, reading, writing, grammar, pronunciation)

# How does second half of cluster VESL class work?

- 1 ½ hours students work on career specific modules, including CNA, Business Information Technology, Food Service, Auto Tech, etc.
- Worksheets, computer lessons, DVDs, CDs

# Challenges of Cluster VESL

- Vocational classes are often full
- Modules need to be updated
- VESL teachers need to visit vocational classes



# Rewards of Cluster VESL

- Excellent persistence
- There's a beginning and an end.
- Students have more or less the same goals.

# VESL Materials

- [www.otan.us](http://www.otan.us)
- Click Site Info
- Click Site Index
- Click VESL Workplace Clearinghouse

## VESL Workplace Clearinghouse

This collection offers public domain vocational ESL (VESL), vocational ABE (VABE), and workplace curriculum available for purchase

[Agriculture](#)

[Appliance Repair](#)

[Auto Body](#)

[Auto Mechanics](#)

[Auto Upholstery](#)

[Child Care](#)

[Clothing & Textiles](#)

[Construction](#)

[Cosmetology](#)

[Electronics](#)

[Food Service](#)

[Hotel & Restaurant](#)

[Machine Shop](#)

[Mail Service](#)

[Maintenance](#)

[Medical](#)

[Office Skills](#)

[Parking](#)

[Retailing](#)

[Upholstery](#)

[Waste Management](#)

[Welding](#)

[World of Work](#)

# **I-BEST VESL for Personal Care Assistants/Caregivers**

**Instructors:**

**Donna Price, ESL Instructor**

**Manuel Gallegos, Registered Nurse**



# Contextualized Workforce Instruction

**What is contextualized workforce  
instruction?**

# Contextualized Instruction

## **Definition**

Developing skills, knowledge, and attitudes drawn from the context in which they will be used, using real-life materials and situations from that context.

Source: Workforce Education Research Center

# Identify the Need

- Students not getting in to CNA class due to low TABE scores
- Create a career ladder for ESL students
  - Get a job
  - See if they like the field
  - Go further to become a CNA

# Transitioning Students

- Certified Nursing Assistant Program
- Additional ESL instruction
- Jobs

# Curriculum

## Skills

- Infection control
  - Hand washing
- Interpersonal skills
- Use good body mechanics
  - Lifting
  - Wheelchair positioning
  - Transferring
- Take vital signs

## Language

- Sequencing – first, second, third...
- Infinitives – want to, need to
- Offer advice, assistance
- Past was/were
- Negative past, requests
- Irregular past
- Record temperature



# Co-Teaching – The Dynamics

- Simultaneous teaching
- Lots of interaction with each other
- Developed teaching dynamics over time



# Co-Teaching – The Schedule

- Monday
  - Donna introduces topic, teaches vocabulary, does reading comprehension from the book
- Tues-Thurs
  - Donna teaches language 8:30-9:30
  - Manuel teaches skills; Donna & Manuel teach together 9:30-12:30

# Co-Teaching – The Process

- Donna teaches the language BEFORE the students learn the skill
- Manuel teaches the hands-on skills
- When Manuel teaches a skill, Donna writes notes on the board and the students copy
- While Donna reviews language, students are individually tested on the skill by Manuel

### **Enrollment Fall 2009 (1<sup>st</sup> class)**

- 54 students enrolled in September
- 44 (81%) graduated in January

### **Enrollment Spring 2010 (2<sup>nd</sup> class)**

- 46 students enrolled in January, 2010
- 35 (76%) graduated in June

### **Enrollment Fall 2010 (3<sup>rd</sup> class)**

- 42 students enrolled in September
- 38 (91%) graduated in January

# Student Assessment Outcomes

## Spring 2010 Semester

- 43 students took CASAS pre and post
- 40 had paired scores
- 93% with paired scores



# Goals Attained Spring 2010

- 16 students got jobs
- 3 students went to the CNA class (all 3 students became certified)
- 1 studied Medical Assisting
- 13 went to ESL Level 6-7
- 4 students went go to Intermediate ESL or VESL
- 9 went to GED
- 2 went to college

# The First Class



Here are a few of the 44 students



## Spring 2010 I-BEST Students







Students  
practicing  
skills



Students doing hands-on practice

## Students practicing skills



# For Additional Information.....

Handouts and PowerPoint presentation can be accessed online at:

**<http://www.quia.com/pages/donna/workshops>**

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