



# **Infusing Workplace Preparation Skills in Beginning-Advanced ESL Classes 2017 TESOL Conference Seattle, WA**

**Presenter:**

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# Objectives

**By the end of this session, participants will be able to:**

- **Provide basic information on WIOA (Workforce Innovation and Opportunity Act) and how it relates to instruction in ESL (and ABE) classes**
- **Incorporate five activities to infuse workplace preparation skills in classes**



# Agenda

- Background Information, WIOA and Instruction
- Ways to Infuse Workplace Preparation Skills in our Classes
- Review, Reflection and Commitment

# Workforce Innovation and Opportunity Act

## Overview

- Formerly called The Workforce Investment Act (WIA) of 1998; emphasized the government's financial investment in workforce
- Currently called The Workforce Innovation and Opportunity Act (WIOA); focuses on labor and educational agencies working collaboratively to develop our workforce.

From WIOA Webinar: An Overview of Adult Education and Literacy, August 28, 2014, U.S. Department of Education and Coleman 2015.



# **Workforce Innovation and Opportunity Act Title II Adult Education and Family Literacy Act (AEFLA) General Themes**

- **Support for Career Pathways and Integrated Training**
- **Emphasis on postsecondary education and employment (CCRS) and now (ELPS)**
- **Collaboration with partners (program level)**
- **Stronger industry sector partnerships (program level)**

# English Language Proficiency Standards for Adult Education

- The ELP Standards for AE were identified to help ELLs acquire the language knowledge and skills necessary to achieve their postsecondary and **career goals**.
- The Workforce Innovation and Opportunity Act (WIOA) highlights the importance of preparing all adults, including ELLs, for continued education and training beyond high school.

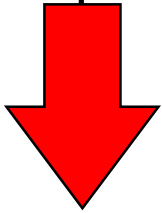
From English Language Proficiency Standards for Adult Education

# English Language Proficiency Standards for AE

- Although many ELLs come to the United States with many valuable skills and resources, they still face the difficult task of acquiring English while simultaneously learning academic or career content and skills.
- The ELP Standards for AE emphasize the need for English language acquisition programs to move beyond teaching life skills. These programs must promote college and career readiness for adults and meet the high expectations set forth in WIOA.

# Onramps and Pathways under WIOA Title II

1. **Onramp:** Help ELLs achieve **competence** in English language reading, writing, speaking and comprehension



2. **Pathway:** Program of Instruction **must lead to attainment** of secondary diploma or equivalent
3. **Pathway:** Program of Instruction **must lead to transition** to postsecondary education and job training, or employment



# **Workforce Innovation and Opportunity Act Title II Adult Education and Family Literacy Act (AEFLA) General Themes**

- **Support for Career Pathways and Integrated Training**
- **Emphasis on postsecondary education and employment (CCRS) (ELPS)**
- **Collaboration with partners (program level)**
- **Stronger industry sector partnerships (program level)**

# Purpose of WIOA Title II

*.....WIOA expands the purpose of AEFLA [Adult Education and Family Literacy Act] to assist immigrants and other individuals who are English language learners to improve their **reading, writing, and comprehension skills in English and mathematics** as well as understanding the **American system of Government, individual freedom, and the responsibilities of citizenship.***

~Johan Uvin, 2016  
Office of Career Technical and Adult  
Education





**Johan E. Uvin; Acting Assistant Secretary of OCTAE**  
**(Office of Career, Technical and Adult Education)**

“Make a commitment to make career pathways available (career pathways is mentioned 22 times in WIOA).”

From Plenary at National College Transition  
Network (NCTN) Conference, Rhode Island 2014



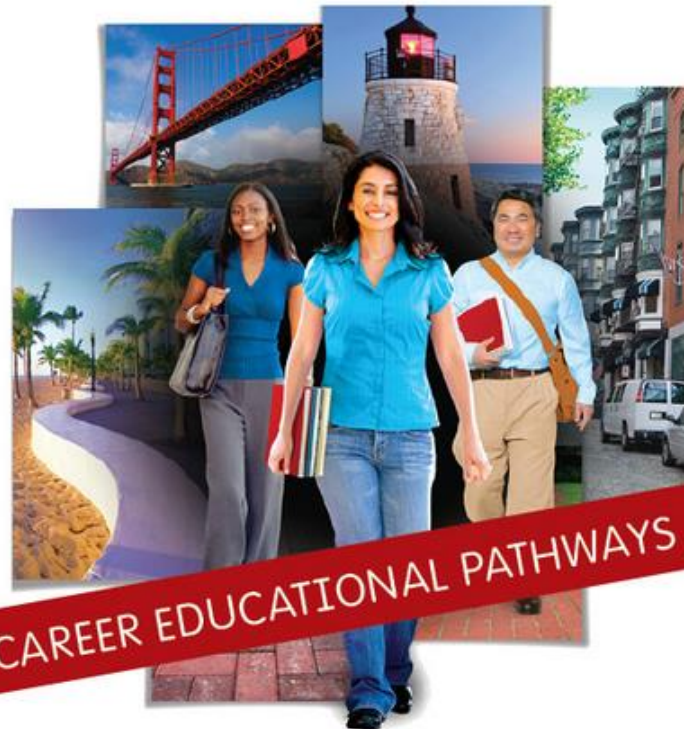
## **WIOA: Instruction**

Support career pathways and  
encourage career goal setting

CAMBRIDGE

# Ventures

CAREER EDUCATIONAL PATHWAYS 2<sup>nd</sup> EDITION



[www.cambridge.org/careerpathways](http://www.cambridge.org/careerpathways)

# CAREER INTEREST INVENTORY



<http://www.cambridge.org/careerpathways/>

# Career Interest Inventory: Career Areas

Look at the pictures. Choose two career areas that interest you.

☐ HEALTH



☐ TECHNOLOGY



☐ ENVIRONMENT



☐ EDUCATION



☐ BUSINESS



☐ COMMUNICATION AND ARTS



<http://www.cambridge.org/careerpathways/>

# Career Educational Pathways example

<http://www.cambridge.org/careerpathways/>

## CAREER INTEREST INVENTORY

### Career Personality Inventory

#### Realistic

- ☐ building things
- ☐ working outdoors
- ☐ solving problems

#### Artistic

- ☐ painting
- ☐ taking pictures
- ☐ making things

#### Enterprising

- ☐ talking with people
- ☐ selling things
- ☐ leading a group

#### Investigative

- ☐ using computers
- ☐ doing math
- ☐ researching topics

#### Social

- ☐ helping people
- ☐ working with children
- ☐ working on a team

#### Conventional

- ☐ following routines
- ☐ working with data
- ☐ following procedures

- **Realistic** occupations require hands-on problem solving. Realistic people enjoy working with plants and animals outside or with real world materials and tools. Examples of realistic occupations include *farmers, construction workers, pilots* and *restaurant workers*.
- **Investigative** occupations require working with ideas. Investigative people enjoy searching for facts and solving abstract problems. Examples of investigative occupations include *scientists, mathematicians, engineers* and *architects*.

Career Awareness: <http://www.mynextmove.org>

<https://www.mynextmove.org>

marks  Google  My Yahoo!  blogger Blogger Dashbo:  Inbox (1) - donliponi1@:  eBay  Compose Mail - Yahoo!  Yahoo! Mail  Amazon.com® Official S



HOME



SEARCH



INDUSTRIES



INTERESTS

## What do you want to do for a living?



"I want to be a ..."



**Search careers  
with key words.**

Describe your dream career in a few words:

Examples: doctor, build houses

Search



"I'll know it when I see it."



**Browse careers  
by industry.**

There are over 900 career options for you to look at. Find yours in one of these industries:

Administration & Support Services ▼

Browse



"I'm not really sure."



**Tell us what you  
like to do.**

Answer questions about the type of work you might enjoy. We'll suggest careers that match your interests and training.

Start



# Career Awareness: <http://www.mynextmove.org>

<https://www.mynextmove.org/profile/summary/39-9021.00>

Google My Yahoo! blogger Blogger Dashbo Inbox (1) - donliponi1@ eBay Compose Mail - Yahoo! Mail Yahoo! Mail Amazon.com® Official S

## Personal Care Aides

Print Share

**Also called:** Caregiver, Certified Nursing Assistant (CNA), Home Care Aide, Personal Care Aide

### What they do:

Assist the elderly, convalescents, or persons with disabilities with daily living activities at the person's home or in a care facility. Duties performed at a place of residence may include keeping house (making beds, doing laundry, washing dishes) and preparing meals. May provide assistance at non-residential care facilities. May advise families, the elderly, convalescents, and persons with disabilities regarding such things as nutrition, cleanliness, and household activities.

### On the job, you would:

- Administer bedside or personal care, such as ambulation or personal hygiene assistance.
- Prepare and maintain records of client progress and services performed, reporting changes in client condition to manager or supervisor.
- Perform healthcare-related tasks, such as monitoring vital signs and medication, under the direction of registered nurses or physiotherapists.

## KNOWLEDGE

### Business

- customer service

### Arts and Humanities

- English language

### Math and Science

- psychology

## SKILLS

### Basic Skills

- listening to others, not interrupting, and asking good questions
- talking to others

### Social

- looking for ways to help people
- understanding people's reactions

## ABILITIES

### Verbal

- listen and understand what people say
- communicate by speaking

### Ideas and Logic

- notice when problems happen
- use rules to solve problems

## PERSONALITY

People interested in this work like activities that include **helping people, teaching,** and talking.

They do well at jobs that need:

- **Dependability**
- **Integrity**
- **Concern for Others**
- **Cooperation**
- **Self Control**
- **Stress Tolerance**

## TECHNOLOGY

You might use software like this on the job:

### Electronic mail software

- Email software
- Voltage SecureMail

### Medical software

- MEDITECH software 🔥

**Optical character reader OCR or scanning**



## WIOA: **Instruction**

Assist adults to become literate and obtain the **knowledge** and **skills** necessary for **employment** and economic **self-sufficiency**

# Think, Pair, Share



What are some work preparation skills?

What are some things that workers  
have to do on every job?

Example: *Follow directions*

**Work with two or three people. Pick a reporter.  
Think of as many as you can in 2 minutes. Reporter  
writes & reports back.**

# Soft Skills [recently called 'non-cognitive skills']

## **Soft Skills: Interpersonal and Communication Skills**

- Listen well/understand instructions
- Manage time
- Monitor performance
- Read and comprehend work documents
- Interact with others
- Teach job duties to others
- Work in a team
- Solve problems
- Take initiative and responsibility
- Lead/plan/delegate

Sources: SCANS report; 21<sup>st</sup> Century Skills

# Soft Skills and Hard 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.*

*Peggy Klaus  
The Hard Truth about Soft Skills*



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

Betsy Parrish & Kimberly Johnson, 2010  
*Promoting Learner Transitions to  
Postsecondary Education and Work*

# Soft Skills

## Soft Skills: Interpersonal and Communication Skills

- **Listen well/understand instructions**
- Manage time
- Monitor performance
- Read and comprehend work documents
- **Interact with others**
- **Teach job duties to others**
- Work in a team
- Solve problems
- **Take initiative and responsibility**
- Lead/plan/delegate

Sources: SCANS report; 21<sup>st</sup> Century Skills

# Transferable Work Skills: Classroom Jobs

Materials Managers, Trainer, and  
Cell Phone Monitor

1. What do you think they do?
2. What do you think they need to say?
3. Why do we have them do it?

# Classroom Roles and Duties

- **Materials Managers-** They pass out handouts and to their classmates. They say: *Here you are. Did everyone get a handout? Who needs one?*
- **Trainer-** They are in charge of students who come late, or new students. They say, *Hello, my name is \_\_\_\_\_ We are on p. \_\_\_\_\_.*
- **Cell Phone Monitor-** This person reminds the class that ringing of cell phones is disruptive to everyone. They say: *Please turn your cell phone to vibrate, or turn off your cell phone.*

## **WIOA: Workforce Preparation Activities**

**Includes competencies in utilizing resources and using information, and acquiring other skills necessary for successful transition into post secondary education, training or employment**

## Quote from vocational training instructor to ESL instructors:

**Welding:** “Ricardo is a great welder, but he’s got a bad attitude. Teach him not to be grouchy. Teach reading and math—we’ll take care of welding. Teach how to act at an interview.”



# What Employers are Looking For...

*Cindy Radamaker, Loews Coronado Bay Resort*

- Answer the telephone
- **Friendly and positive** outlook
- **Smile** and make **eye contact**
- **Listen & directly answer questions**

# Job Ad

## HELP WANTED ADVERTISEMENT

### 1. RESTAURANT

Front Desk/Host. Our front desk/host position ensures guests' initial impressions with Dave & Busters are **positive** and **welcoming**. Acts as ambassador to the building, greeting guests with a **positive attitude** and **enthusiasm** while coordinating game rentals, merchandise sales and telephones. **Smiles** and **greet**s guest upon entering. Apply online.

# WIOA: Workforce Preparation Activities

Activities programs, or services designed to help an individual acquire a combination of basic academic, **critical thinking**, digital literacy, and **self-management skills**

Good article on Digital Literacy from OTAN—

<http://www.otan.us/training/pdfs/newsltr2016/fall2016.pdf>

# Examples of Critical Thinking Skills

- **Organizing**
- Categorizing
- **Predicting**
- Interpreting
- **Analyzing & evaluating**
- Summarizing
- **Decision making**

Parrish/Johnson

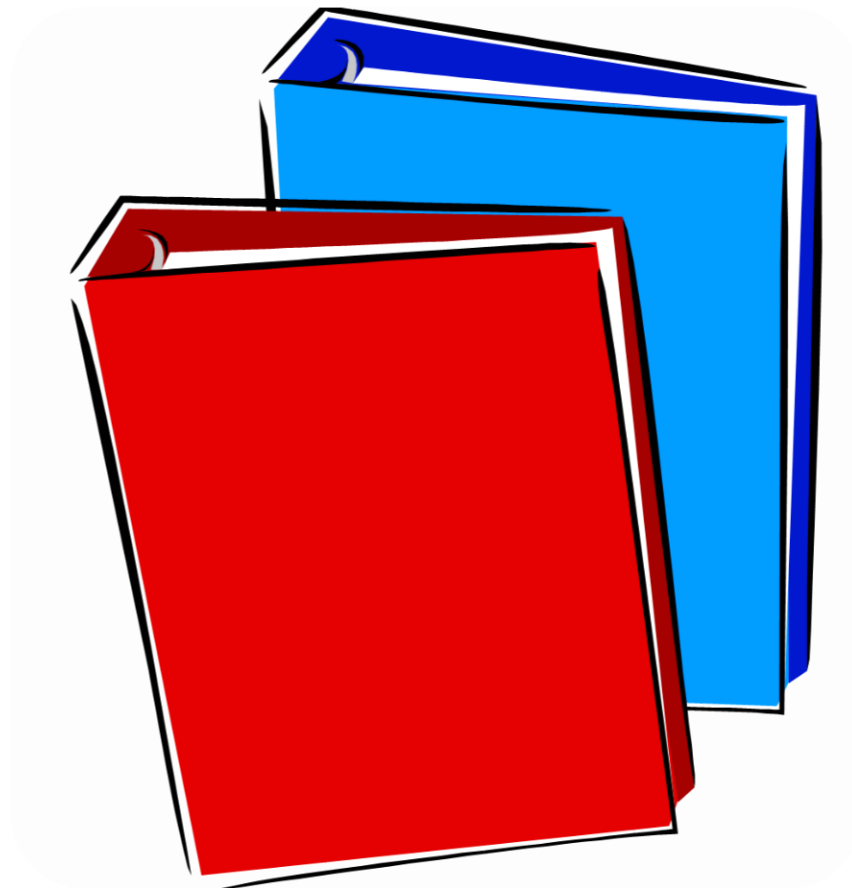


# **Problem Solving and Critical Thinking**

**What can we do in our classes to promote problem solving and critical thinking?**

- **Organize materials**
- **Interpret charts**
- **Problem solving template**

# Critical Thinking: Organizing Materials



# **Management/Organization Strategy: Student Binder Checklist**

Student's Name \_\_\_\_\_

Date \_\_\_\_\_

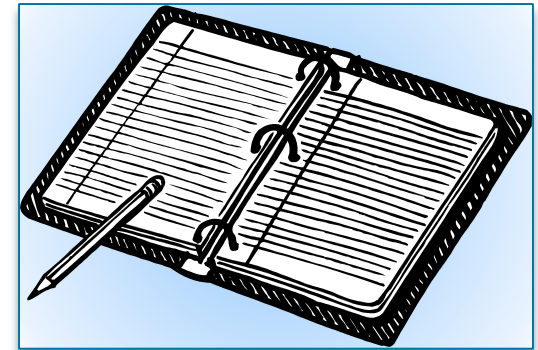
Check “Yes” ✓ if the answer is correct.

Check “No” ✓ if the answer is not correct.

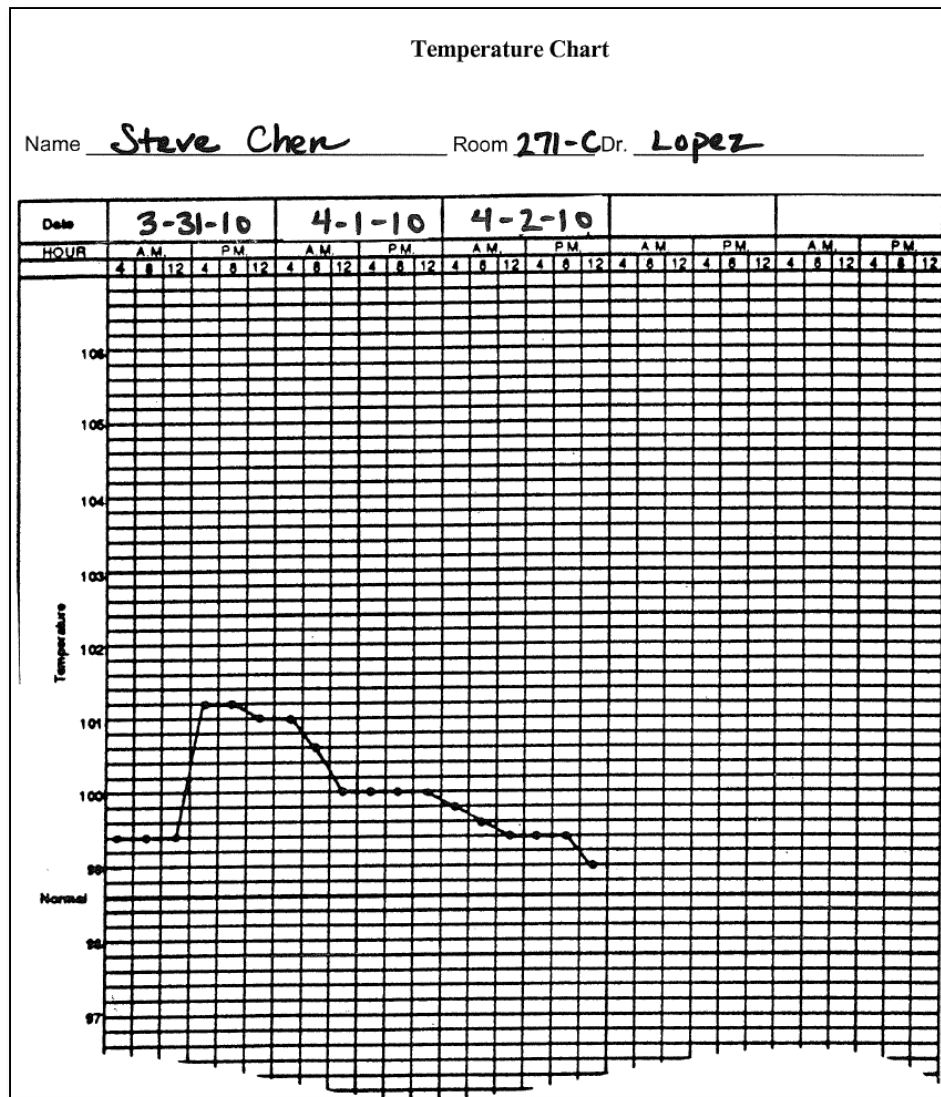
|                                                          | My Answers |    | Evaluator's Answers |    |
|----------------------------------------------------------|------------|----|---------------------|----|
|                                                          | YES        | NO | YES                 | NO |
| 1. My name and class name are on the binder.             |            |    |                     |    |
| 2. I have lined paper in the binder.                     |            |    |                     |    |
| 3. I have five dividers.                                 |            |    |                     |    |
| 4. I have all my papers in the correct divider sections. |            |    |                     |    |
| 5. I have only papers from this class in the binder.     |            |    |                     |    |
| 6. I can find my papers easily.                          |            |    |                     |    |

Number of **YES** checks: \_\_\_\_\_

Evaluator's Name \_\_\_\_\_

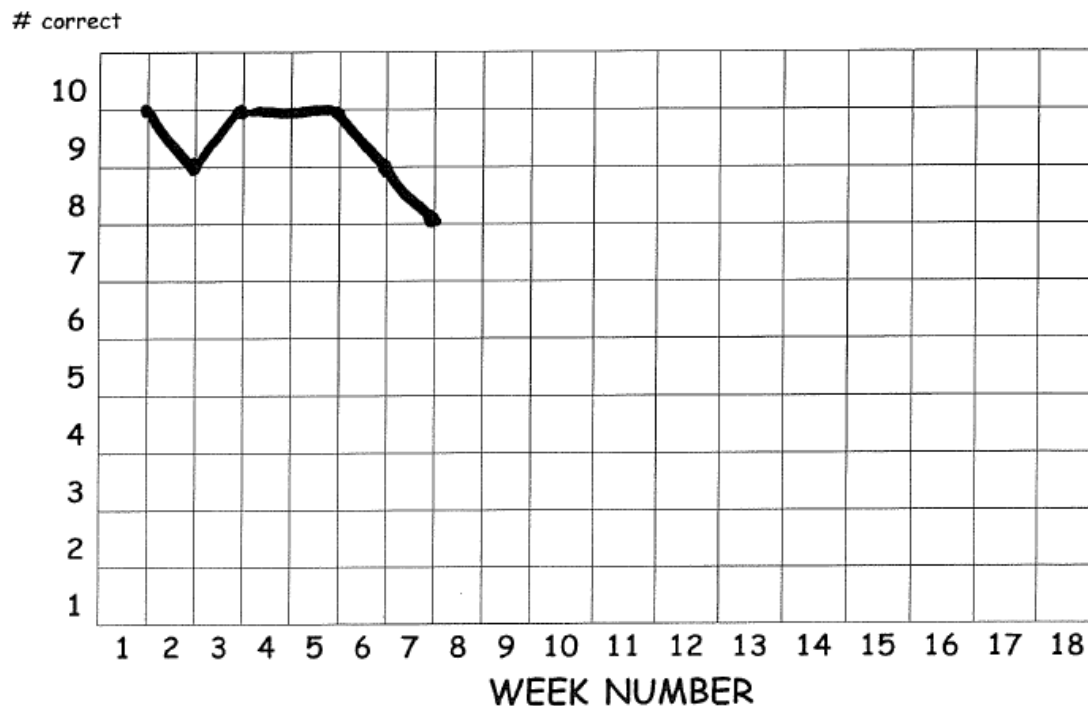


# Critical thinking: Interpreting (an authentic work document)



# Making a Progress Graph

## Weekly Spelling/Grammar/Vocabulary Tests



p. 6 in handout

**Critical thinking:****Interpreting Information from a chart (from an authentic work document: Hotel maintenance worker's weekly job duties)**

| <b>DUTIES</b>                                          | <b>M</b> | <b>T</b> | <b>W</b> | <b>Th</b> | <b>F</b> | <b>Sa</b> | <b>S</b> | <b>Notes</b> |
|--------------------------------------------------------|----------|----------|----------|-----------|----------|-----------|----------|--------------|
| Help housekeepers move carts up & down stairs          | X        | X        | X        | X         | X        | X         | X        |              |
| Clean the entire pool area                             | X        |          | X        |           | X        | X         | X        |              |
| Clean the entire front lobby area & driveway           | X        | X        | X        | X         | X        | X         | X        |              |
| Do a walk-thru of entire building and groups (am & pm) | X        | X        | X        | X         | X        | X         | X        |              |
| Clean all parking lots                                 | X        |          | X        |           | X        | X         |          |              |
| Clean entire lower level                               | X        | X        | X        | X         | X        | X         | X        |              |



## Alignment with the WIOA: Tips to Consider

“Ask students to bring in authentic documents from their jobs, such as work schedules, memos, cleaning checklists, etc., and use them in class in scaffolded lessons.”



## Alignment with the WIOA: Tips to Consider

“Take the time to teach students organizational, self-monitoring/evaluation, and management skills by encouraging use of binders and portfolios, student and teacher-generated rules, quality checklists, rubrics and progress charts, and cooperative group roles.”

# Pair Discussion



How could you use:

- Classroom jobs
- Progress graphs
- Classroom Charting Activities
- Want ads

with your students to infuse transferable workplace preparation skills?

# Examples of Critical Thinking Skills

- **Organizing**
- Categorizing
- **Predicting**
- Interpreting
- **Analyzing & evaluating**
- Summarizing
- **Decision making**

Parrish/Johnson

# **Problem-Solving: Discuss real problems**





## Ventures 4



# Problem Solving: Template

Problem Solving Template

- What is the problem?
- What can he/she do?
- What will happen?
- What will he/she do?

What is the problem?

**A**

What can he/she do?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**B**

What will happen?

Good



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Bad



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

What will he/she do?

Why?

# Problem-Solving: Useful Phrases

- *I think he/she should do \_\_\_\_\_ because\_\_\_\_\_.*
- *The problem is \_\_\_\_\_, so I think that\_\_\_\_\_.*
- *What will happen if she does \_\_\_\_\_?*
- *If she/he does \_\_\_\_\_, then\_\_\_\_\_.*



# WIOA: Instruction

Assist immigrants and English language learners:

Improve reading, writing, math,  
**speaking and comprehending** the  
English language

# **Oral Communication**

**What can we do in our classes to promote oral communication?**



# Oral Communication: Clarification Strategies

- Use everyday classroom situations.
- Practice often. Make it a habit.
- Repeat back/paraphrase/summarize.

“Students, turn to page 14. What did I just say?”

“Go to the cabinet and get the highlighters and hand them out to your classmates. What are you supposed to do?”

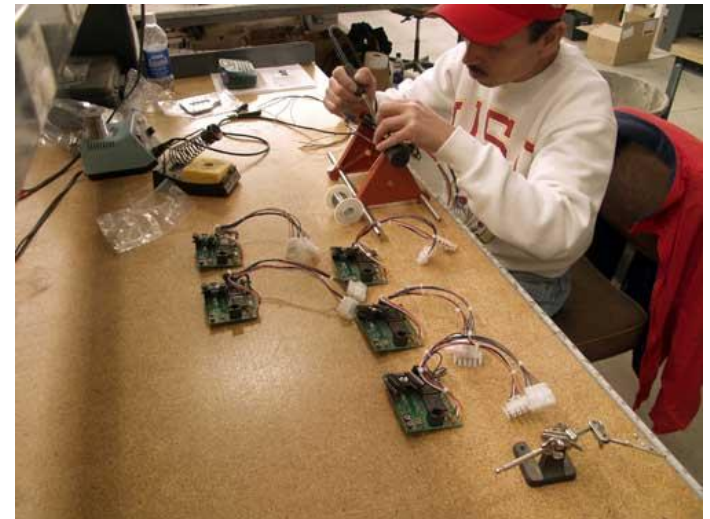
“Ask your partner what he/she did over the weekend. Tell the class (paraphrase).”

**Quote from vocational training instructors to ESL instructors:**

## **Electronics Assembly:**

“Teach clarification skills.

Teach them to ask questions if they don't understand.”



# Lesson C *I work on Saturdays and Sundays.*

## Conversation cards

- A** Everyone takes a card.
- B** Find a classmate. Ask your question. Your classmate answers. Change cards.
- C** Find another classmate. Ask your new question. Your classmate answers. Change cards again.

If you do not work, think of your jobs at home.

|                                                                      |                                                       |                                                    |                                                           |
|----------------------------------------------------------------------|-------------------------------------------------------|----------------------------------------------------|-----------------------------------------------------------|
| Do you like to work alone or with people?                            | Do you like to work the day shift or the night shift? | What are two things you do not like to do at work? | What are two things you like to do at work?               |
| Do you like to have a manager or do you like to be your own manager? | What are two jobs you want to have?                   | What are two jobs you do not want to have?         | Do you like to go out for lunch or bring lunch from home? |
| Do you write letters, e-mails, or reports at work?                   | Do you answer calls or take messages at work?         | Do you take a car, a bus, or a train to work?      | Do you make copies or deliver mail at work?               |
| What is your work schedule?                                          | Do you work the day shift or the night shift?         | Who are your co-workers?                           | Do you speak English or your native language at work?     |

# Courtesy: Simple Phrases for Leaving

- *It was nice talking to you.*
- *Thanks for your time.*
- *Thanks for your help.*
- *See you later.*

Refer to p. 8 in handout for more functional phrases



# Pair Reflection



**How could you adapt these strategies to fit your class:**

- **binders**
- **problem solving**
- **clarification skills**
- **conversation cards**

## WIOA: Instruction

Assist immigrants and English language learners:

Acquire understanding of **American government**, individual freedom, and responsibilities of **citizenship**

CAMBRIDGE

English Language Teaching



# Ventures

2<sup>nd</sup> EDITION

100 Civics Questions

English Test

Preparing for the N-400

Government

History

Rights and Responsibilities

dictionary

**FREE – Student Support Site**  
***Ventures* Arcade**  
**[www.cambridge.org/venturesarcade](http://www.cambridge.org/venturesarcade)**

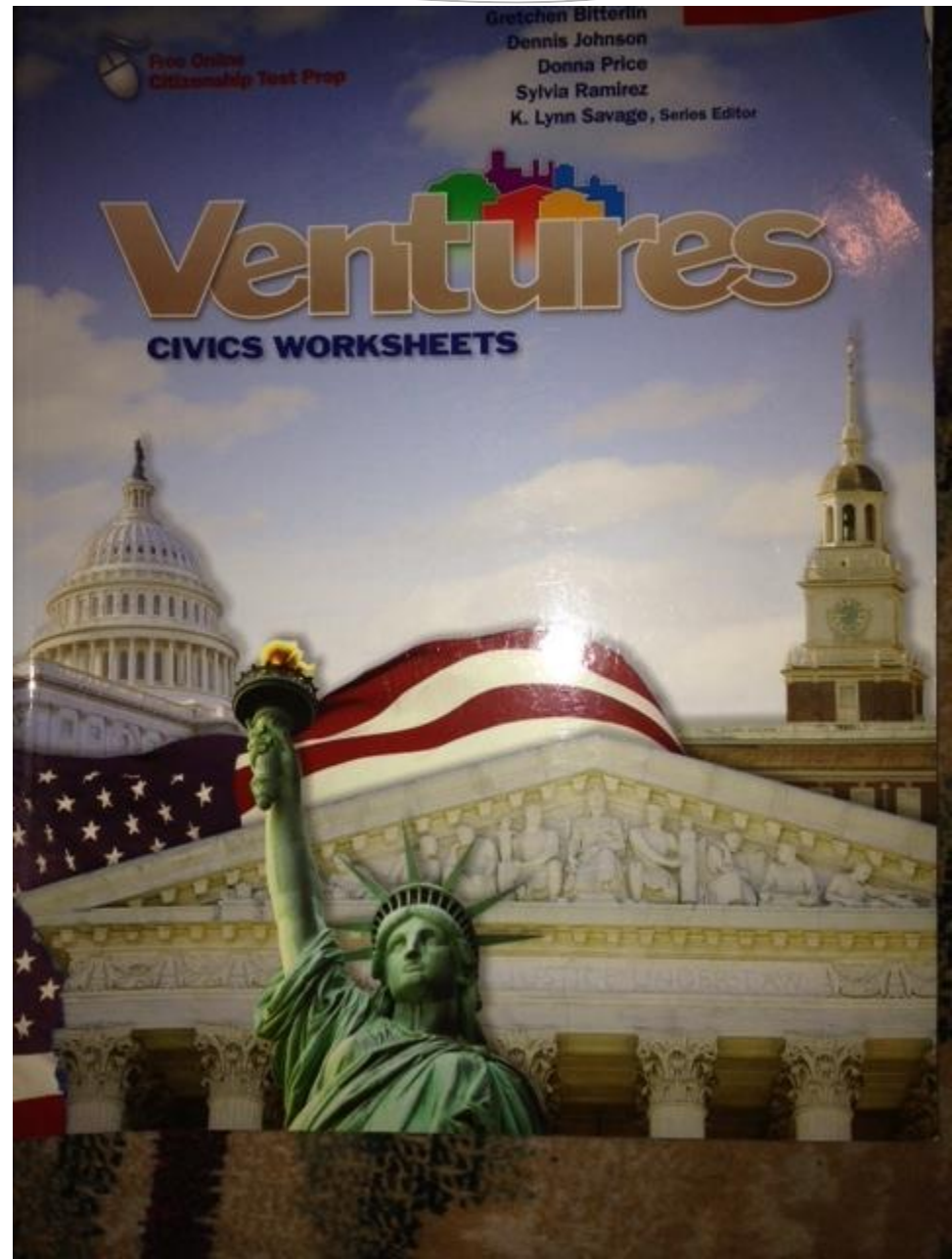


# **WIOA: Instruction: Integrated English Literacy and Civics Education**

Provides instruction in literacy and English language acquisition, civic participation and the rights and responsibilities of citizens, and workforce training

## Ventures Civic Worksheets

[www.cambridge.org/ventures](http://www.cambridge.org/ventures)



**A** Read the article. Complete the paragraph.

## What Are Some Workers' Rights in the United States?

## Workers have the right to:

- work in a safe workplace.
- get a fair wage. Employers cannot pay less than the minimum wage – the minimum wage is the amount that employers must pay employees per hour. Employers must pay overtime (pay for extra hours) after workers have worked 40 hours in a week.
- take a break after they work a certain amount of hours.
- work if they have a disability. Employers cannot discriminate against hiring a worker with a disability.
- work without facing discrimination because of age, gender (male or female), race, or religion.

disability      discrimination      minimum wage      overtime

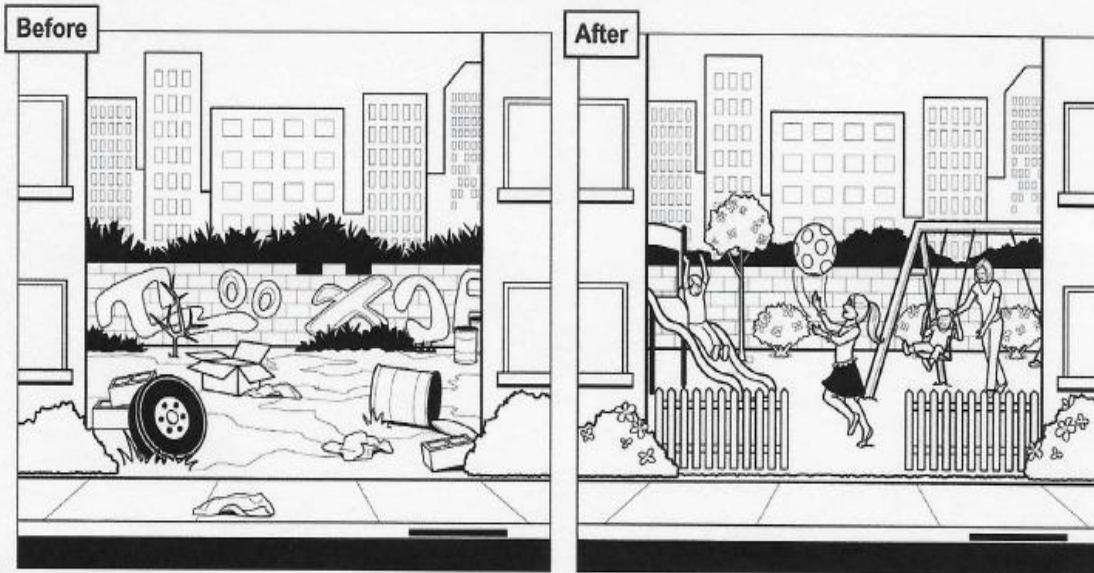
Ali found a new job at the hardware store. Now, he earns the \_\_\_\_\_<sub>1</sub> per hour. If he works \_\_\_\_\_<sub>2</sub>, he gets paid more money per hour. Ali works in a wheelchair. He has a \_\_\_\_\_<sub>3</sub>. Ali got hired because he is a good worker. He can do his job as a cashier while he sits in his wheelchair. He has the right to work without \_\_\_\_\_<sub>4</sub>.

# Ventures Civic Worksheets

**www.cambridge.org/**  
**ventures**

## Worksheet 13 Community cleanup

**A** Read about a community problem. Number the steps in the correct order.



A few years ago, my neighborhood was not very nice. We did not have a park where our children could play. There was an empty lot near the houses. It was dirty. There was no playground. It was not safe for our children.

We talked about the problem in our Neighborhood Association meeting. We decided to clean up the empty lot. Some people cleaned up the trash. Other people planted a tree. A store donated playground equipment. Now we have a nice little park. Our children like to play there after school and on the weekends.

- \_\_\_ People in the Neighborhood Association planted a tree.
- \_\_\_ A local store donated playground equipment to the community.

# Reflection: what did you do in class today?

**Did you . . .**

p. 10 in handout

- work in teams?
- teach other students?
- make decisions?
- find solutions to problems?
- organize your papers?
- volunteer to ask or answer questions?
- check your work and correct your errors?
- use every minute of your time in class?
- feel good about yourself?
- And of course, speak, write, and understand English.

# Reflection: Can you....?

- **provide basic information on WIOA and how it relates to instruction in Adult Education?**
- **identify activities for infusing workforce preparation skills in classes?**

# My Commitment

I will implement the following two things I learned in this workshop in the next month.

1. \_\_\_\_\_
2. \_\_\_\_\_



## **Additional Information**

Handout and PowerPoint presentations can be accessed at:

**[www.quia.com/pages/donna/workshops](http://www.quia.com/pages/donna/workshops)**

**Donna Price**

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