

LEP GUIDE FOR WORKFORCE PROFESSIONALS

Module 3: Scorecards for Evaluating
Training Services for
LEP Customers



— TEXAS —
WORKFORCE SOLUTIONS



LEP Guide for Workforce Professionals

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Copies of this guide are available at:
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LEP Guide for Workforce Professionals

The LEP Guide for Workforce Professionals consists of four individual modules, each a key component of the Texas workforce system.

Each module is meant to assist Local Workforce Development Boards (Workforce Boards) and Texas Workforce Center (Workforce Center) staff, and system partners on how best to serve the limited English proficiency (LEP) population from entrance to post employment. The four modules are:

Module 1

Effective Case Management & Counseling

Module 2

Nontraditional Occupations and Entrepreneurial Opportunities

Module 3

Scorecards for Evaluating Training Services for LEP Customers

Part 1. Preparing the Workforce of the Future

Part 2. Finding Solutions Using the Work-Based ESL Training Scorecard Learning More about Scorecards

Part 3. Five Work-Based ESL Training Scorecards Work-Based ESL Scorecards at a Glance

Module 4

Comprehensive Assessment for Customers with Limited English Proficiency

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Terms Used in This Module

Assessment. The process of collecting information about individuals, groups, or systems that relies upon a number of instruments, one of which may be a test. Therefore, assessment is a more comprehensive term than *test*.

Balanced Score Card Approach. The balanced scorecard is a management and measurement system that enables organizations to clarify their vision and strategy and translate them into action. It provides feedback around both the internal business processes and external outcomes in order to continuously improve strategic performance and results. When fully deployed, the balanced scorecard transforms strategic planning from an academic exercise into the nerve center of an enterprise.

Contextualized Curriculum. Contextualized curriculum situates the development of knowledge, skills, and abilities in real world “contexts” so that teaching and learning reflects on the job application.

Eligible Training Provider List (ETPL). The ETPL is a list of training programs approved to receive training funds under the Workforce Investment Act. The ETPL provides information not only on specific performance criteria, but also a detailed program description, program length, cost and provider contact information. The ETPL is useful not only for individuals using federal dollars for training, but for all those seeking education and training.

High-growth, High-demand Occupations. High-growth, high-demand occupations and industries are characterized by a high number of new jobs projected or currently being added, or by a large number of existing jobs. Each Local Workforce Development Board develops area-specific lists that are available to the public.

Individual Employment Plan (IEP). A service plan developed by the participant and the case manager to identify the participant’s employment goals, the appropriate achievement objectives, and the appropriate combination of services for the participant to achieve the employment goals.

Industry Cluster. Industry cluster means a concentration of businesses and industries in a geographic region that are interconnected by the markets they serve, the products they produce,

their suppliers, trade associations and the educational institutions from which their employees or prospective employees receive training. While located in close proximity, these industry clusters are economic in nature and not geographically bounded.

Language Skills. Refers to English language speaking and listening, unless reference is made to another language.

Literacy. An individual’s ability to (1) read, write, and speak in English, and (2) compute and solve problems, at levels of proficiency necessary to function on the job, in the family, and in society.

Literacy Tests. Standardized tests such as TABE, CASAS, or ABLE that measure literacy levels.

National Reporting System (NRS). The national data collection system that establishes reporting requirements, instruments, and frequency of reports for WIA Title I, Out-of-School Youth and Title II Adult Education and Family Literacy programs.

Testing. Testing refers to a set of questions that has been compiled to measure a specific concept such as achievement or aptitude.

Work Readiness Skills. Businesses understand work readiness skills on a continuum, from the basics of appearance, showing up to work on time, working while you are there, and taking direction from supervisors, to more complex competencies such as commitment to serve a team, taking responsibility, and a drive to learn.

Work-based ESL. Employment-focused basic education and training programs for LEP customers.

Introduction: A Balanced Scorecard Approach for Evaluating Training Services for LEP Customers

Purpose of This Module

This module is designed to serve as a foundation on which Local Workforce Development Boards (Workforce Boards) can build effective work-based English as a Second Language (ESL) training programs for limited English proficiency (LEP) customers.

Workforce Boards can use this module to guide the use of precious state and federal training resources in strategic and prescriptive ways to ensure that adult education and training providers deliver market-driven programs for LEP customers.

The module provides Workforce Boards with a user-friendly evaluation tool that uses a balanced scorecard approach to selecting quality work-based ESL training courses. The five different scorecards measure unique areas that are critical to delivering training programs based on local business demand.

The five scorecards can assist Workforce Boards in:

- ◆ selecting courses for inclusion on the Eligible Training Provider List or other Workforce Board-approved vendor lists;
- ◆ improving the planning and evaluation of programs designed to connect LEP customers to high-growth, high-demand occupations;
- ◆ developing Requests for Proposals (RFPs); and
- ◆ guiding training and adult education capacity-building efforts.

What the module is intended to do

- ◆ The module can be used by Workforce Boards to provide local leadership and direction to adult education and training providers.
- ◆ Criteria in the scorecards can be used to evaluate or assess the capacity of education and training providers to deliver instructional programs designed to connect LEP customers to 21st century jobs.
- ◆ The module provides a compendium of evaluation questions around which a local LEP program evaluation can be structured.
- ◆ The module provides specific guidance for the development of a continuous quality improvement process using a balanced scorecard system.

Dictionary

While several different models exist, the term **work-based ESL** will be used generally to refer to employment-focused basic education and training programs for LEP customers. More-specific terms will be used to distinguish the different research-based models.

Who Should Use This Module?

Workforce Board and Workforce Center staff can use this module to evaluate local training and education efforts for LEP customers.

Training providers, including community colleges, career schools, and community-based organizations, can use the module as a research-based guide for developing effective programs for Texas' growing LEP workforce.

Related TWC Workforce Development Letters

WD 66-07

WD 34-07

Why This Module Is Important

Until the end of the 20th century, employers relied on a continually expanding pool of better-educated, native-born workers capable of effectively adapting to advances in technology to meet their labor needs. However, this pool of workers is no longer growing and employers will have to recruit from more-diverse labor sources, including the growing immigrant workforce in the United States (Murdoch, 2007). The net growth of the Texas workforce is projected to come from foreign-born workers, many of whom are limited English proficient. How prepared is the Texas workforce system to train them?

Part 1. Introduction

Texas' Readiness to Meet New Workforce Demands

Effective training services for LEP workers require the coordinated efforts of both occupational training and adult education providers.

Adult Education Preparedness: According to the Texas Education Agency's (TEA) Extension of Texas State Plan for Adult Education and Family Literacy (2006), the current adult literacy system is unable to meet the demand for adult ESL and literacy classes. With the current allocated resources, Texas is serving only 3.5 percent of the 3.8 million individuals in need of adult basic education services.

A recent study by the National Association of Latino Elected and Appointed Officials (NALEO, 2006) found that inadequate funding created capacity gaps and waiting lists as well as curtailed access to adult education and ESL classes in certain Texas communities (NALEO, 2006). The NALEO study documented that waiting lists were common in Texas, especially in areas with high concentrations of Hispanic and immigrant populations.

Although waiting lists were reported in all studied communities, they were more evident in El Paso, where all program providers reported waiting lists with a more than three-month average waiting period. Houston providers reported that 71 percent of their classes had one-month waiting periods. Specialized programs tend to have the longest waiting times.

These statistics are projected to worsen as the LEP population grows. Assuming current demographic and service delivery trends, the capacity of the adult literacy system will decline to 2.5 percent of the eligible population by 2010 (Texas Workforce Investment Council, 2003).

The adult education system cannot support the needs of this rapidly growing population, and also is poorly prepared to deliver the employment and training

LEP Labor Force Facts

- ◆ Texas has the second-largest LEP population in the United States.
- ◆ LEP individuals constitute approximately 27 percent of the total population and 28 percent of the adult workforce.
- ◆ LEP populations will become an even more important source of workers for Texas businesses.
- ◆ Assuming current population growth trends continue, LEP individuals will account for the entire U.S. civilian labor force growth between 2016 and 2035.
- ◆ 25 percent of LEP adults have earned a high school diploma, and 17 percent have completed some college work.
- ◆ The vast majority of LEP workers, 84 percent, are foreign-born.
- ◆ Lack of English proficiency and job skills are the top barriers to the LEP population's success in the labor market.

National Immigration Law Center, 2003

outcomes Texas employers require. In a survey of over 2,400 Texas employers, only 6 percent reported having ever worked with adult education providers [Texas Workforce Investment Council (TWIC), 2006]. In 2006, only 1,445 of over 108,000 adult education students, including ESL students, had the goal of entering employment. Of those, just 655 students reported finding jobs (National Reporting System, n.d.). While some postsecondary education or training is required for almost all jobs today (National Center on Education and the Economy, 2007), just 602 of over 108,000 adult education students in Texas reported a goal of transitioning into college or occupational training. Of those, just 172 students statewide reported accomplishing this goal (National Reporting System, n.d.). Significant work must be done to ensure students see adult education programs as a means to transitioning into occupational training or other postsecondary education and career-building jobs.

Occupational Training Preparedness: Community colleges, career schools, and other training providers are not any better positioned to train the LEP workforce for current and future jobs than adult education providers.

While a wide variety of training services are available for English-speakers in all Workforce Areas occupational training services for LEP customers, such as Spanish language and bilingual programs, are nonexistent in 57 percent of the local workforce development areas (workforce areas) [Texas Workforce Commission (TWC) Eligible Training Provider Certification (ETPC), 2006].

Of the workforce areas that do have training options for LEP customers, the majority of providers are located in two workforce areas: Upper Rio Grande and Gulf Coast. Outside of the Upper Rio Grande and Gulf Coast workforce areas, very few training options or certified training providers are available to effectively improve the labor force participation of LEP populations (Table 1).

While Texas community colleges are the significant providers of ESL and adult education, they do not appear to be a major player in the delivery of work-based ESL instruction. However, although career schools often have higher fees than community colleges, “for-profit models are surprisingly effective with minority, adult and first-generation students” (DOL, 2007, p.18). A review of these training providers shows that 81 percent of the providers for these services were community-based organizations or career schools (Table 2).

Capacity Issues

1. Adult Education Programs

Texas is serving only 3.5 percent of the 3.8 million individuals in need of adult basic education services.

Waiting lists of up to 3 months were reported in workforce areas with large LEP populations like Upper Rio Grande and Gulf Coast (NALEO, 2006).

Enrollment has dropped for the last four years in adult education programs (TEA, 2006).

2. Work-Based ESL Programs

No work-based ESL training programs are available in 57% of the workforce areas.

Almost 70% of work-based ESL or bilingual training providers are in two workforce areas (Upper Rio Grande and Gulf Coast).

The vast majority of work-based ESL and bilingual training providers are career schools or nonprofit organizations.

NALEO, 2006. TWC, 2006a, TEA, 2007.

TABLE 1 Workforce ESL, Bilingual, and VESL Eligible Training Provider Certification (ETPC)			
Workforce Area	Provider	Occupational Areas	Percentage
1 – Panhandle	1	1	1.82
2 – South Plains	1	1	1.82
3– North Texas	1	2	3.64
6 – Dallas	2	2	3.64
10 – Upper Rio Grande	13	23	41.82
11- Permian Basin	1	1	1.82
14 – Capital Area	3	2	3.64
20 – Alamo	3	1	1.82
21 – South Texas	2	3	5.45
23 – Lower Rio Grande Valley	4	1	1.82
24 – Cameron County	2	4	7.27
28 – Gulf Coast	8	14	25.45
Totals	41	55*	100
*57% or 16 of 28 LWB, list no providers			
Self-generated table from Texas Workforce Commission, ETPC list for December 2006. * 32 unduplicated occupational areas.			

Field Notes

Traditional linear ESL models are not designed for LEP populations with short-term employment goals.

“(T)he traditional paradigm, in which students follow a sequential, lineal model... has met with little success among Latinos who are unemployed and seeking job retraining and education” (Huerta-Macias, 2002. p. 27).

Work based ESL programs are available in the Upper Rio Grande and the Gulf Coast workforce areas.

El Paso Community College and Houston Community College are leaders in the delivery work-based ESL training programs.

Recommended training models include Vocational English as a Second Language, bilingual training, work readiness preparation, internships, Spanish GED, and integrated support services.

TABLE 2 Profile of Workforce ESL, Bilingual, and VESL Vendors Eligible Training Provider Certification				
Organizational Profile	Proprietary/ Nonprofits	Community Colleges	Univ.	Total
Number of Training Programs*	25	6	0	31
Adjusted Percent of Total	81%	19%	0%	100%
Self-generated table from TWC, ETPC list for December 2006 *Training providers that deliver only teacher certification programs were not counted because these are alternative certification programs for college graduates, not LEP participants.				

Community colleges represent only 19 percent of the work-based ESL providers statewide. El Paso Community College and Houston Community College are two notable exceptions; both are leaders in the delivery of traditional adult literacy and ESL programs as well as in the design and delivery of a variety of work-based ESL and bilingual training programs for LEP populations.

Without effective mechanisms to assess and upgrade the language and occupational skills of LEP populations, Texas will face great disadvantages in the competitive global market. The fact that the LEP population is expected to become an even more important source of workers for Texas businesses requires an examination of the capacity of the workforce and education systems to prepare LEP individuals for employment in high-growth, high-demand occupations.

New Directions in Texas Workforce Education

Until recently, there has been a tendency to regard LEP workers as a “special population” in workforce and training programs. One look at the future demographics of the Texas labor market shows that workforce professionals can no longer maintain this view—training and educating this future workforce is a primary concern for public education, training, and workforce professionals.

Business and workforce development leaders such as the U.S. Chamber of Commerce and National Association of Manufacturers have taken the lead in researching and developing resources to support business efforts to tap into the vast potential of this growing LEP workforce, including efforts to support job attainment and advancement in high-growth, high-demand industry clusters (AFL-CIO Working for America Institute, 2004).

While traditionally viewed as an undereducated workforce, data suggests that the LEP population is a more diverse population with untapped assets. Although 30 percent of immigrant workers have less than a high school education and tend to be employed in low-wage work (Capps, Fix, Passel, Ost, & Perez-Lopez, 2003), almost one-third of the foreign-born LEP population has completed the equivalent of a bachelor’s degree or higher in their native country (Capps et al., 2003). An additional 25 percent of the LEP population has earned a high school diploma, and 17 percent has completed

For-Profits Lead the Way

Career schools can “provide a road map to the kinds of changes in organizational model that will be needed across higher education” (DOL, 2007. p.18). The following innovative practices distinguish career schools:

- ◆ Offerings targeted to meet specific career needs of adult learners
- ◆ Faculty hiring decisions biased toward applicants who have industry experience, an appreciation of applied learning, and an education credential in their field
- ◆ Instructional methods are hands on and practical
- ◆ Integration of education courses with occupational content, and delay of general education courses until after students have started their technical program
- ◆ Employment focus that emphasizes counseling, placement, and tracking employment outcomes
- ◆ Flexible scheduling with frequent entry and exit options
- ◆ Accelerated time to degree as a priority, with shorter course lengths
- ◆ Data-driven assessment of student learning and program value to students (Bailey et al. 2003, as cited in DOL, 2007)

some college work (Capps et al., 2003). The LEP population's substantial workforce potential has not escaped the attention of employers. Workforce and training professionals must find ways to better identify and train these workers.

In 2005, the U.S. Department of Labor (DOL) funded the first wave of new LEP programs under the "English Proficiency and Hispanic Worker Initiative" (DOL, 2006). Using models that integrate occupational training and language skills, the DOL projects are demonstrating that it is possible to connect LEP participants to critical high-growth, high-demand occupations in many fields, such as the automotive, manufacturing, hospitality, health care, and construction trades.

Texas employers and Workforce Center customers all stand to benefit from the development of work-based ESL programs that align with business and industry requirements.

4 Step Approach to Improving LEP Training

Step 1 Evaluate Current Courses

Use the scorecards to determine the effectiveness of current programs.

Step 2 Improve Planning

Use the scorecards to establish future planning goals and objectives for local programs training LEP customers.

Step 3 RFP Development

Use the scorecards to establish research-based RFP design objectives and proposal evaluation criteria.

Step 4 Capacity Building

Use the scorecards to guide local training and adult education providers' efforts to develop effective training services for LEP customers.

Part 2. Finding Solutions Using the Work-Based ESL Training Scorecards

This section of the module is intended for use by Workforce Board and Workforce Center staff and identifies strategies to identify and procure training that can effectively prepare LEP customers for 21st century jobs.

Businesses continue to look for assistance in recruiting qualified workers, including workers who may have limited skills in English. Training linked to industries and employers holds the potential to produce the highly skilled workforce that businesses must recruit in the coming years. Workforce Center customers expect training that prepares them for these jobs and Workforce Boards are strategically positioned to work with training and education providers to design and implement effective training programs. The work-based ESL training scorecards provide Workforce Boards with a user-friendly approach to better assess the quality of existing training programs and develop new programs designed for LEP customers.

What Areas Do Scorecards Measure?

Each scorecard in this module has multiple core measures that are based on a review of best practices, LEP program effectiveness literature, and field research.

Scorecard 1: Employer Engagement

Scorecard 2: Instructional Design

Scorecard 3: Quality Learning Environments

Scorecard 4: Continuous Improvement System and Return on Investment

Scorecard 5: Comprehensive Assessment

How the Scorecards Can Be Used

Specifically, Workforce Boards can use the scorecard criteria to:

- ◆ evaluate courses for inclusion on the Eligible Training Provider List or other Board-approved vendor lists;
- ◆ improve the planning and evaluation of programs designed to connect LEP participants to high-growth, high-demand occupations;
- ◆ develop RFPs to ensure effective training for LEP customers; and
- ◆ guide capacity-building efforts for local training and adult education services.

Scorecard Mechanics

Each of the five scorecards has core measures that describe the review criteria. The illustrated scorecard below describes the various elements.

Using the Work-Based ESL Training Scorecard				
Core Measure	Description	Weight	Score	Total Score
		Scoring Rubric: 3 = Exceeds; 2 = Meets; 1 = Unacceptable		
2	Provider documents that employer assisted in determining LEP training program curriculum objectives.	2	3	6

The core measure **Description** is provided here. More detail for each description is provided following each scorecard table.

Workforce Boards establish the **Weight** for each measure here. *(How much value the Workforce Board places on the item.)*

Score the local training program's response on the core measure using the scoring rubric.

Tabulate the **Total Score** by multiplying the weight by the score.

Scorecard Core Measure Recommendations

The work-based ESL training scorecards are divided into the five core areas essential for positive LEP training results. However, in the overall implementation of training programs some areas carry a heavier burden toward program success than others. Accordingly, Workforce Boards may want to consider assigning each area a specific percentage of the overall number of available points.

Weighting the Core Measures

Just as the five scorecards vary from each other in overall value, the core measures for each scorecard also carry different weights depending on the Workforce Board's strategic priorities. One approach is to establish a rating scale that considers the relationship of each core measure to the total score. Thus, the most important core measures will be assigned higher weights than less critical measures. When assigning weights to each core measure, consider the following guide:

- ◆ High point range, 30%–40% for essential core measures
- ◆ Moderate-to-high point range, 20%–30% for critical core measures
- ◆ Low-to-moderate point range, 5%–10% for important core measures

The process is similar to the process procurement specialists use when weighing sections of an RFP. Sample values are listed in Table 3:

Scorecard 1	Employer Engagement is an essential core measure that should have a high range point value of between 20% - 30%.
Scorecard 2	Instructional Design is an important core measure that should have a moderate to high range point value of between 30%-40%.
Scorecard 3	Quality Learning Environment is a required core measure that should have a low to moderate point value of between 5%-10%.
Scorecard 4	Continuous Quality Improvement and Return on Investment is a value added core measure that should have a low to moderate point value of between 5%-10%.
Scorecard 5	Comprehensive Assessment is an important core measure that should have a moderate to high range point value of between 20%-30%.

Maximizing the Benefits of Scorecards: Putting Together the Right Mixture of People and Resources

Workforce Boards may want to consider using a multidisciplinary team when implementing the use of scorecards. The right team of professionals can provide the leadership and insight needed to maximize the usefulness of a scorecard system as well as to effectively design, implement, and evaluate LEP training initiatives.

While the scorecards provide the framework within which program design and evaluation takes place, team members provide expertise within specific scorecard criteria.

For instance:

- ◆ Procurement professionals can provide expertise in defining the weights of scorecards and core measures.
- ◆ Adult education specialists can evaluate program design criteria, assessment, and facilities.
- ◆ Business Services representatives and employers can evaluate employer engagement and alignment with industry requirements.
- ◆ Workforce development professionals can evaluate continuous improvements and conformance with prescribed timelines, rules, and regulations.

Coupled with a qualified team of professionals, these evaluative instruments can provide Workforce Boards with enhanced training and employment outcomes and greater return on public investment.

LEP Dream Team

Workforce Boards may want to consider organizing a multidisciplinary team of professionals to oversee the design, implementation, and evaluation of LEP training programs. Please see Module 1 for more information on the LEP Dream Team.

Part 3. Five Work-Based ESL Training Scorecards

This section presents the five work-based ESL training scorecards. Workforce Boards can use the scorecards to examine adult education and training services.

Scorecard Alignment to Research

Evidence from proven training programs for LEP customers, as well as a review of the research literature, provides a theoretical basis for each scorecard. Each scorecard aligns with one or more of the characteristics of promising bilingual programs for LEP and low-level education adults identified in Table 4 by El Paso-based researcher Ana Huerta-Macias (2002).

Table 4

Five Work-Based ESL Training Scorecards	Characteristics of Promising Bilingual Training Programs (Huerta-Macias, 2002)
1 Employer Engagement	<ul style="list-style-type: none"> ◆ Close relationships and collaborations with industry
2 Instructional Design	<ul style="list-style-type: none"> ◆ An integrated (rather than sequential) model that includes ESL or VESL, basic education, occupational training, and/or General Educational Development (GED) instruction ◆ Bilingual instructional materials ◆ Employment placement assistance
3 Quality Learning Environments	<ul style="list-style-type: none"> ◆ Bilingual and biliterate administrative and instructional staff ◆ A nurturing, caring, and motivational environment ◆ Instructional staff who are experienced and knowledgeable in the areas they are teaching ◆ Counseling and referrals to social service agencies for students facing educational barriers
4 Continuous Quality Improvement and Return on Investment	<ul style="list-style-type: none"> ◆ Accountability based on a variety of measures and assessment instruments ◆ Ongoing professional development for instructional staff
5 Comprehensive Assessment	<ul style="list-style-type: none"> ◆ Formative evaluation of student progress to satisfy accountability requirements set by funding agencies ◆ Ongoing assessment so that students, instructors, and program administrators can monitor learning

Work-Based ESL Training Scorecards At-A-Glance		Page
Scorecard 1 Employer Engagement		
1	Training provider has engaged local businesses in labor market analysis documenting job demand courses in occupational areas that are in the Workforce Board's cluster industries or occupations.	24
2	Training provider documents that employer assisted in determining LEP training program curriculum objectives.	25
3	Training provider documents that employers are involved in program implementation activities, such as curriculum development, guest demonstration, mentoring, practice interviews, shadowing, internships, and job development.	26
4	Training provider has a business steering or advisory committee that monitors and advises program on LEP training effectiveness for LEP customers.	27
Scorecard 2 Instructional Design		
5	Instructional design follows research-based design elements for work-based ESL training.	32
6	English language curriculum is aligned to the competencies identified in an occupational language task analysis.	33
7	Occupational training curriculum is aligned to the competencies, skills, and industry requirements and certifications identified in a job task analysis.	34
8	Training provider documents that program employs well-trained staff and instructors experienced in working in business-driven programs.	35
9	Training provider documents a process that ensures close collaboration between the English language and occupational training faculty.	36
Scorecard 3 Quality Learning Environments		
10	Training provider documents that the program will be delivered in dedicated facilities that are clean, safe, well lit, and comfortable for adult students.	39

11	Training provider documents LEP participants will have access to instructional support including computer labs, tutors, and student support.	40
12	Training provider provides evidence of student policies that identify the rights, grievance process, and standards of respect.	41
13	Training provider documents procedures for making Workforce Center support services and personnel accessible at training location.	42
Scorecard 4 Continuous Quality Improvement System and Return on Investment		
14	Training provider uses employer and student surveys or data for program improvement.	46
15	Training provider documents having met or exceeded performance in previous training contracts and is evaluated on cost-per-placement and return-on-investment variables.	47
Scorecard 5 Comprehensive Assessment		
16	Training provider documents use of a multidimensional assessment process to determine the interests, skills, and abilities of LEP customers including, but not limited to, assessment of: <ul style="list-style-type: none"> ◆ literacy, language, and numeracy in English and Spanish; and ◆ career aptitude, occupational skills, and interests. 	50
17	Training provider uses National Reporting System (NRS)–endorsed assessment instruments to assess participants’ English language and basic skills.	51
18	Training provider identifies assessment process that aligns the skills and abilities of customers to academic and occupational training plans that ensure completion in the time allotted by the Individual Employment Plan (IEP) or other parameters.	52
19	Training provider has systems in place to identify dispositional and affective barriers as well as learning needs.	53
20	Training provider follows required test administration procedures as outlined by the test publisher.	54

Scorecard 1 Employer Engagement

Lewis and Paral (2001) found that employer engagement is the single most important step in designing effective and responsive programs for LEP customers.

Many options exist for engaging employers in the design and delivery of training programs for LEP customers. In work-based ESL programs, employer engagement is often used to assist instructors in contextualizing the curriculum and ensuring that learning closely matches business needs.

Workforce Boards can use Scorecard 1 to measure the extent to which training providers engage employers and use related information from business to shape program design across four core measures:

- ◆ Alignment with local cluster and high-growth, high-demand occupations
- ◆ Engagement in developing curriculum objectives
- ◆ Involvement in implementation of programs
- ◆ Contribution of business steering or advisory committees

Business-Driven Programs Engage Employers by:

- ◆ Gathering information about labor market trends (local wisdom)
- ◆ Aligning courses to local industry cluster and high-growth, high-demand occupations
- ◆ Assessing the adequacy of training curriculum
- ◆ Soliciting advice on program effectiveness
- ◆ Encouraging businesses to serve on advisory committees

Work-Based ESL Training Scorecard				
Scorecard 1: Employer Engagement				
Core Measure	Description	Weight	Score	Total Score
		3= Exceeds; 2 = Meets; 1 = Unacceptable		
1	Training provider has engaged local businesses in labor market analysis documenting job demand courses in occupational areas that are in the Workforce Board's cluster industries or occupations.			
2	Training provider documents that employer assisted in determining LEP training program curriculum objectives.			
3	Training provider documents that employers are involved in program implementation activities, such as curriculum development, guest demonstration, mentoring, practice interviews, shadowing, internships, and job development.			
4	Training provider has a business steering or advisory committee that monitors and advises program on LEP training effectiveness for LEP customers.			
Notes				Total Score

Scorecard 1

Core Measure Descriptors

Core Measure 1

Training provider has engaged local businesses in labor market analysis documenting job demand courses in occupational areas that are in the Workforce Board's cluster industries or occupations.

Overview

This measure addresses the need for work-based ESL programs to align with local high-growth, high-demand occupations. Workforce Boards have aligned their strategic plans to high-growth, high-demand occupations (or sectors) as a means to move participants toward economic self-sufficiency. Because work-based ESL programs are designed to lead to jobs in demand occupational clusters, customers can often pursue a career path with opportunities for upward mobility based on further education or training.

Labor market information (LMI) analysis is a fundamental component of workforce development programs. LMI is data collected from employers to determine occupational demand, educational requirements, labor force availability, compensation, and job forecasting.

Employer involvement is critical to validating LMI data and providing local wisdom. Training providers can use local wisdom to help identify elements of business expansion or decline that may not show up in aggregated data. Local wisdom can be collected from local employers through Business Services contact, employer associations, local surveys, or advisory committees.

Critical Aspects

Industry Cluster Analysis – The State of Texas as well as several Workforce Boards have completed cluster analyses that can be used to identify current and emerging high-growth, high-demand occupations. Work-based ESL programs should take these studies into consideration when targeting employers for involvement in program development or in serving on advisory boards.

Connections to Untapped Labor Force – Work-based ESL programs should be designed to provide employers with an increased supply of workers in areas that face critical labor shortages or that have the potential for significant job growth. LEP customers can be a new source of skilled or semiskilled workers and increase the likelihood that key industry sectors will continue to support economic growth.

Career Pathways – LMI can identify jobs where upward mobility is possible. Training programs in these high-growth, high-demand occupations greatly improve the current and future job opportunities for LEP customers.

Program Alignment – Work-based ESL programs can be designed to address Workforce Boards' strategic goals for targeting jobs in high-growth, high-demand industries, providing education and training programs with the ability to contribute to the Workforce Boards' attainment of strategic objectives.

Local Wisdom – Workforce programs use local wisdom to identify emerging occupations and local occupational requirements that may not show up in state-aggregated data. For example, several Lower Rio Grande Valley Workforce Board staff members identified employers with limited English language requirements that would hire LEP dislocated workers.

Scorecard 1

Core Measure Descriptors

Core Measure 2

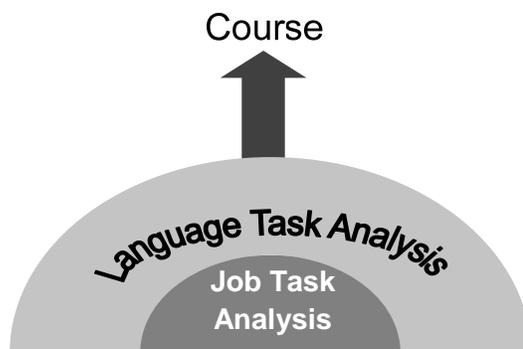
Training provider documents that employers assisted in determining LEP training program curriculum objectives.

Overview

Employer involvement is critical during the curriculum development process because employers are the training provider's ultimate customer. Work-based ESL programs must engage local employers during the curriculum development phase if they are to strategically address the unique needs of local businesses and identify the specific language competencies needed for these businesses.

While curriculum developed through other projects or commercially developed curriculum may be useful, curriculum objectives must be customized to the needs of local businesses. Only they can truly determine the specific skill competencies that LEP workers must possess to be effective and job ready in their business.

Truly customized curriculum development requires that employers define the program competencies and skill standards through both job and language task analysis processes that allow employers to define the English literacy, job competencies, and skill sets. (NOTE: Core Measures 6 and 7 provide specific guidance Workforce Boards can use to determine the extent to which a thorough job task and language task analysis has been conducted by the training provider.)



Critical Aspects

Communicate Frequently with Upper Management – Successful training programs have strong, frequent communication linkages with company management. Because management is more aware of the strategic direction of the company, it can provide training providers with direction related to the future needs of the company that supervisors or foremen may not know.

Additionally, while managers are usually not the experts in specific training competencies, they can provide trainers with the access to the right people within the company who can identify specific training objectives and competencies for curriculum development.

Engage Human Resource Generalists – Often, important contacts are Human Resource (HR) generalists who can identify the basic skills and knowledge that employees will need to possess. HR generalists should have a good grasp of training and education requirements, though they may not have the specific knowledge needed for specific curriculum development.

Rely on Content Experts or High-Performing Workers – Because of their proximity to the actual services or work product, these workers are the most appropriate employer representatives for identifying specific curriculum objectives. These workers must be engaged in skill-mapping analysis of tasks, sequencing of curriculum, and identification of machinery and equipment.

Make Continuous, Not Onetime Efforts – While employer engagement is critical during the curriculum development phase, communication with business partners at all levels should be continuous. Business needs change continuously, and thus training providers should communicate with business regularly to adjust curriculum to meet changing requirements.

Scorecard 1

Core Measure Descriptors

Core Measure 3

Training provider documents that employers are involved in program implementation activities, such as curriculum development, guest demonstration, mentoring, practice interviews, shadowing, internships, and job development.

Overview

Employer involvement during program implementation shows business partners that the training program is authentic in its desire to address their unique needs. Additionally, employer involvement can close the gap between “earning the training certificate” and “getting the job.”

In work-based ESL training programs, employer engagement can assist instructors by ensuring that language learning closely matches business needs. Employers can also support the instructional component by serving as guest trainers, mentors, and role models, increasing student motivation and retention in the program.

In San Antonio, workers dislocated after the closure of the Levi's® plant reported that employer engagement was an important dimension of the St. Philip's College–Southwest Campus program. Employers assisted the trainees in gaining a better understanding of job requirements, career opportunities, and job benefits. These programs also allowed trainees to engage in employer internships.

Employers can be valuable role models for trainees and provide support through coaching and mentoring. Trainees see employers' active participation in the program as evidence that the program is a direct path to real job opportunities and employment—not just a program that will help them become more employable.

Employers can support the instructional component by serving as mentors, role models, and enablers for LEP participants.

Critical Aspects

Curriculum Customization – Training providers should show evidence of how employers were involved in customizing lesson plans to meet direct business requirements.

Interaction with the Training Program – Customized training programs provide a valuable service to business partners and businesses often want to be involved in the training. Training providers should show how they provide opportunities for employers to participate in lectures, equipment demonstration, review of company procedures, tours, and identification of class projects that can provide trainees with applied learning opportunities.

Identification of Employment Requirements – Employers can provide trainees with information on job requirements and assist in determining work readiness. Employers can articulate the specific process of applying for jobs, the types of tests that may be required, and other requirements such as background checks or drug screening that may not have surfaced in the curriculum development process. Employers can also bring realism to employment interview practice, assist with employment portfolio development, and evaluate trainees who are ready to begin job search.

Creating Opportunities for Internships – Employers can provide trainees with work readiness experience through job shadowing opportunities and internships. This can provide opportunities for trainees to observe how skills learned in class are applied on the job. Internships can also provide business with a valuable way to get to know trainees that can lead to job opportunities.

Scorecard 1

Core Measure Descriptors

Core Measure 4

Training provider has a business steering or advisory committee that monitors and advises program on LEP training effectiveness for LEP customers.

Overview

Steering or advisory committees facilitate employer engagement in work-based ESL training programs. These committees should be an integral and valuable part of the program because they provide program administrators and instructors with ongoing program guidance and support. These committees facilitate employer participation in satisfaction surveys, evaluations, and program improvement processes.

The Texas Higher Education Coordinating Board requires that all occupational or technical training programs seeking accreditation, including programs for LEP customers, have a business advisory committee.

Time to Partner

Changing demographics and workforce shortages contribute to the willingness of employers to participate in workforce and work-based ESL training program advisory committees.

Critical Aspects

Workforce Boards should determine the extent to which training providers engage businesses in the following areas:

Serving as Resource Brokers – Employers who participate in advisory committees have access to significant resources that can support work-based ESL training programs. They can assist in identifying other employers to participate in the various implementation phases of the program such as guest demonstration, mentoring, practice interviews, job shadowing, internships, and job development.

Providing Program Improvement and Evaluation – Advisory committees can provide customer feedback to program staff, faculty, and administration regarding LEP participants who complete the program and become employed. Workforce Boards can use this data to support continuous program improvement processes.

Gaining Stakeholder Support – Advisory committees can ensure that learning objectives closely match business needs, thereby building trust and valuable support from business partners. Employer advisory committees can also serve as program champions and advocates on behalf of the program to assure Workforce Boards that work-based ESL training programs meet the “demand” side expectations that Workforce Boards have built into their strategic and business service plans.

Broadening Engagement – Employers who participate in business advisory committees make excellent partners. Their familiarity with the training organization often increases their willingness to engage in expanded partnerships that cover a wide spectrum of activities, from writing letters of support, to providing investments through scholarships, donating equipment, and assisting with the identification of additional funding.

Scorecard 2

Instructional Design

Adult education and training programs for LEP workers cover a wide spectrum of models, approaches, and activities in part because of the diverse language proficiency and marketable skill levels of adult learners.

Workforce Boards can use Scorecard 2 to measure specific areas common to work-based ESL models across five measures:

- ◆ Instructional design is founded on research-based, work-based ESL training models.
- ◆ Language curriculum is aligned to the competencies identified through a language task analysis.
- ◆ Occupational skills curriculum is aligned to industry requirements and certifications identified in a job task analysis.
- ◆ Training providers employ fully qualified and experienced training staff and instructors.
- ◆ Training providers facilitate collaboration between English language and occupational training faculty.

Work-Based ESL Models

A growing consensus from the research literature asserts that the most-effective program models are those that coordinate, in some manner, occupational training, work readiness, and English language acquisition (Ramsey & Robyn 1992, Friedenberg, 1995, Forbes, 1995, MDRC, 2001, Burt 2004, Casey et al., 2006).

LEP customers who receive both occupational and English language training have greater success at work in terms of attendance, production, and job retention (National Immigration Law Center, 2003).

Work-Based ESL Training

- ◆ Curriculum customized, based on an occupational and language task analysis.
- ◆ Coordinated curriculum provides short-term options for customers to learn occupational skills and English.
- ◆ Programs promote integration and collaboration between English and occupational trainers.
- ◆ Programs have high retention rates and motivate participants to complete.
- ◆ Occupational training can be delivered in the customer's native language.
- ◆ Customers with very limited English are able to find employment in demand occupations as helpers or paraprofessionals that can be aligned to career paths.

Because of their alignment with occupational objectives, businesses view customized work-based ESL training programs as a business asset, but they do not have the same opinion of traditional ESL programs funded by the Workforce Investment Act (WIA), which address other objectives such as civics engagement, life skills, and family literacy (NAW/Jobs for the Future, 2006).

Forbes (1985) found that LEP participants who engage concurrently in job training and language acquisition have the most labor market success as compared to others who engage in either English acquisition or work programs.

The (2001) found that the most successful workforce development programs for transitioning LEP populations to jobs used an integrated approach that blended short-term education and training with a job search program that emphasized family-sustaining jobs. Similar findings were reported by Ramsey and Robyn (1992) and more recently by Miriam Burt (2004).

Ramsey and Robyn reported that VESL courses were more effective in moving adult LEP participants into jobs than programs that follow a sequential process requiring participants to enroll in stand-alone ESL courses in order to raise literacy levels to meet vocational training program prerequisites. Burt (2004) researched integrated models in the workplace concluding that learning in the context of work can improve work skills while improving language skills.

In a comprehensive study addressing retention and program design, Sticht (2005) considered the tendency of training providers to offer stand-alone education programs that aim to develop academic cognitive skills, and the impact these programs have on adults who have very specific goals in mind, such as getting a job. Sticht found that, if the institution offered education and/or job training directly related to a participant's job goals, the participant's motivation and retention significantly increased.

Characteristics of Effective Work-Based ESL

Although many variations of work-based ESL models exist, most share at least one of these common components:

- ◆ Instructional components are designed to provide job readiness to prepare LEP participants for entry into target occupations.
- ◆ Instruction is designed to ensure that LEP customers can communicate and function in the workplace or occupations.
- ◆ Occupational training is provided in demand occupations or occupational clusters.

More recently, the National Research and Development Centre research resulted in similar findings and found that the more embedded literacy education was with occupational skills training, the steeper the rise was in English literacy development as measured by standardized assessments. This research proposed that adults are more likely to engage in literacy development when it is relevant to occupational development (Casey, H., Cara, O., Eldred, G., Hodge, S., Roz R., Ivanic, T., Lopez, D., & McNeil B., 2006).

Thus, for LEP participants who have a goal of attaining employment, VESL programs will result in higher retention and completion rates. The Sticht research is particularly significant because it validates TWC's call to increase the number of workforce training programs available for LEP customers whose goal is to transition into 21st century jobs.

Work-Based ESL Training Scorecard				
Scorecard 2: Instructional Design				
Core Measure	Description	Weight	Score	Total Score
		3 = Exceeds; 2 = Meets; 1 = Unacceptable		
5	Instructional design follows research-based design elements for work-based ESL training.			
6	English language curriculum is aligned to the competencies identified in an occupational language task analysis.			
7	Occupational training curriculum is aligned to the competencies, skills, and industry requirements and certifications identified in a job task analysis.			
8	Training provider documents that program employs well-trained staff and instructors experienced in working in business-driven programs.			
9	Training provider documents a process that ensures close collaboration between the English language and occupational training faculty.			
Notes				Total Score

Scorecard 2

Core Measure Descriptors

Core Measure 5

Instructional design follows research-based design elements for work-based ESL training.

Overview

Several work-based ESL training models exist that are grounded in the workforce LEP research literature. The Appendix A of this module describes these models in detail.

When implemented, each model uniquely addresses and reflects the variety of needs of both LEP customers and employers by coordinating, in some manner, occupational training, English language training, and work readiness preparation. Effective programs also provide customers with access to both academic (tutors and instructional resources) and employment (case management) support services to address barriers to successfully completing training.

The models can be categorized under two broad frameworks:

- ◆ Bridge Models
- ◆ Concurrent Bilingual Models

The common elements Workforce Boards should look for in work-based ESL training programs are listed to the right. Several variations of each of these models exist, and Workforce Boards should consider which elements are most important for the unique training needs of their customers.

Critical Aspects

Vocational English as a Second Language (VESL) – VESL courses teach the English language required for specific occupations or occupational clusters. These courses should augment occupational training courses and include the specific language skills required for employment.

Occupational Training – These courses teach the skills required for specific occupations. Effective work-based ESL training models make occupational training accessible to LEP customers through native language or bilingual instruction.

GED Preparation – Programs should include GED test preparation if the GED credential is required for employment. Spanish GED courses can build the academic skills of participants in their native language and may assist them in making more rapid progress in VESL classes and in being better prepared for occupational training [Council for Adult and Experiential Learning (CAEL), 2006].

Work Readiness Preparation – Businesses rank work readiness skills first in the list of skills that were most important for an entry-level employee (TWIC, 2006). These skills include basic requirements such as adhering to dress codes, punctuality, working while you are at work, and taking direction, to more sophisticated competencies such as having a commitment to serve a team and taking initiative and responsibility.

Internships – Job internships provide customers with exposure to how the skills learned in the classroom are applied on the job. Internships can also provide businesses with a valuable way to identify potential employees, which can lead to job opportunities.

Scorecard 2

Core Measure Descriptors

Core Measure 6

The English language curriculum is aligned to the competencies identified in an occupational language task analysis.

Overview

Workforce Boards should ensure that a language task analysis forms the foundation for English language curriculum development in work-based ESL training programs. The analysis defines the specific language and skill level that LEP customers must attain to perform successfully on the job. Effective language task analysis focuses on both the functional and social aspects of communicating on the job.

To determine these language requirements, direct observation and interviews are conducted with peer employees, foremen, supervisors, management, and HR personnel, as well as others with whom the worker will have to interact. Meetings and team activities may be observed for language use.

The language task analysis should also identify skills required for reading, writing, and math. Written materials used in the workplace or in the particular occupation—for example, manuals, notices, safety instructions, and office forms—also should be collected and analyzed for linguistic or mathematical difficulty.

Language Task Analysis Elements

- ◆ Establish a language task analysis team
- ◆ Conduct an organizational scan based on interviews with key personnel, site tour, observations, and employee interviews to document workplace environment, workflow, and operational procedures
- ◆ Analyze job tasks, critical thinking, oral skills, and job requirements
- ◆ Conduct a job literacy skill audit that focuses on reading, writing, and numeracy
- ◆ Analyze and synthesize results

New Zealand Centre for Workforce Literacy Development

Critical Aspects

Training Provider Makes This the First Step – Language task analysis should be conducted before the curriculum, lesson plans, and instructional approaches for a particular work-based ESL training program are determined. This analysis should ensure that language development is focused on both the functional and social aspects of communicating on the job.

Businesses Are Engaged – A language task analysis must be conducted in cooperation with employers and workplace representatives. The analysis must involve learning about the worksite from multiple perspectives. In occupations where bilingual workers function as “part-time interpreters,” programs should carefully interview these workers, as they may be able to define more critical communication areas.

The Analysis Includes All Modes of Communication – The language task analysis must review all language interactions the LEP worker will encounter, including:

- ◆ **Reading and Writing** – specific technical words, symbols, numbers, and diagrams from simple single words and symbols to understanding of signage and technical written information
- ◆ **Speaking and Listening** – common one-on-one dialogues, large and small group communication, and more complex language requirements related to successful performance on the job including specific jargon and oral communication related to critical aspects of safety and customer service
- ◆ **Numeracy** – numbers, symbols, and words—from simple addition to complex formulas—as well as the use of equipment such as calculators and measuring devices.

Scorecard 2
Core Measure Descriptors

Core Measure 7
Occupational training curriculum is aligned to the competencies, skills, and industry requirements and certifications identified in a job task analysis.

Overview

Job task analysis forms the foundation for occupational skills curriculum development in work-based ESL training programs. Workforce Boards should evaluate the extent to which training programs have engaged employers to:

- ♦ define occupational competencies, required skill sets, and job tasks;
- ♦ identify and prioritize necessary curriculum competencies and skill standards; and
- ♦ identify required certifications or other “exit points” required for employment in the industry.

Because it forms the learning objectives and assessment benchmarks for occupational training, job task analysis, along with language task analysis, are critical to any effective work-based ESL training program.



Recognized Job Task Analysis Processes

DACUM (Developing A Curriculum) and ADDIE (Analysis, Design, Development, Implementation, and Evaluation), are job task analysis processes familiar to employers and used by many community and technical colleges.

Critical Aspects

Job Task Analysis Is Aligned with Business Demand – Work-based ESL training programs contextualize curriculum by collaborating with business partners to ensure that learning closely matches the business needs and aligns with requirements of the job.

Job Task Analysis Is Used as a Basis to Simulate the Work Environment – Work-based ESL training programs should document that training simulates the requirements of the particular occupations. Training labs should meet the industry standard for the particular skill level of the training program.

Ensure Continuous Improvement – Training programs should improve curriculum by continually incorporating input from participants and business. Workforce Boards should review the extent to which instructors improve the curriculum on an ongoing process.

Include Industry Certifications – Industry certification provides employers with a third-party validation of individual job-related skills and abilities. Industry certification identifies individuals who have met the industry-established proficiency requirements in a specific occupation, competency, or skill area. By achieving industry certification, individuals are able to differentiate themselves from other individuals and have greater advantages in the labor market.

Many industries such as the automotive industry will hire only certified mechanics (NATEF, National Automotive Technicians Education Foundation) or I-Car certified auto collision technicians. Industry certifications are available in a wide range of occupations. A small sampling of occupations that utilize industry certifications are skill trades, manufacturing, automobile mechanics, computer network administrators, computer applications, and heavy equipment operators.

Scorecard 2

Core Measure Descriptors

Core Measure 8

Training provider documents that program employs well-trained staff and instructors experienced in working in business-driven programs.

Overview

Workforce Boards should review the extent to which training providers employ experienced instructors who have knowledge of adult learning theory, workforce readiness competencies, and contextual learning methods. Student achievement, retention, and completion rates are significantly improved when experienced instructors lead work-based ESL training programs.

In describing barriers to implementation of work-based ESL training models, difficulty finding experienced instructors is a primary consideration in both the field research and the literature review.

In 2006, 83 percent of all adult basic education program staff in Texas were part-time. Of the 113 programs reporting information, 62 had no full-time teachers and only 3 of the programs had more than 10 full-time teachers (Texas Learns, personal communication).

While the relevant experience of instructional staff is a critical aspect Workforce Boards should consider when evaluating local programs, they should also review the professional development plans for instructional staff. Belzer (2003) found that professional development is linked to better teaching and learning outcomes. Workforce Boards should ensure that training providers have a well-defined professional development approach that focuses on LEP instructional improvement to support instructors and program staff.

Macias-Huerta (2003) found that instructors working with LEP adults need to build their conceptual knowledge of curriculum and effective learning methods with linguistically and culturally diverse populations.

Critical Aspects

Ensure Training Staff Is Qualified – Workforce Boards should give priority consideration to programs that employ full-time instructors who have demonstrated experience implementing effective workforce-related education and training programs for LEP customers.

Review Relevance of Ongoing Professional Opportunities – The teaching function in work-based ESL programs requires a high degree of knowledge regarding instructional pedagogy, complex instructional models, and alignment to business needs. Therefore, professional development is an essential dimension of effective programs. Workforce Boards should evaluate the extent to which instructors are knowledgeable about adult learning theory so they can create lessons that are most effective for LEP customers.

Facilitate Alternative Professional Development – Professional development is often conceived as additional training in an individual's particular field, such as language task analysis training for VESL teachers. Programs should consider alternative ways to develop the ability of staff to deliver work-based ESL training. For example, ESL instructors could participate in internships, company tours, and other activities that will enable them to contextualize language acquisition lesson plans. Workforce Boards are well positioned to assist training providers in identifying such alternative professional development opportunities

Scorecard 2

Core Measure Descriptors

Core Measure 9

Training provider documents a process that ensures close collaboration between the English language and occupational training faculty.

Overview

The most-effective work-based ESL training programs facilitate frequent communication and integration between English language and occupational instructors. Ideally, the two instructional components should directly reinforce one another so that LEP participants are learning the fundamental language and skill requirements of the select occupation in a strategically coordinated manner.

Traditionally, most English literacy instructors lack knowledge about occupational training competencies and occupational training instructors lack knowledge about teaching LEP customers. English literacy instructors can build their knowledge of occupational training through frequent discussions with trainers about course content or even taking the training course to learn directly what types of language and math skills are needed for the occupation.

Similarly, occupational instructors should also be familiar with adult learning theory and teaching methods designed to best engage LEP customers in the teaching and learning process. These instructors are often accustomed to a top-down approach to teaching using lectures and demonstrations to transmit knowledge, but this approach is not as effective with LEP students. Training providers should create opportunities for these faculty members to meet in order to strengthen the program's ability to train LEP customers.

Critical Aspects

Review Opportunities for Instructor Collaboration – Work-based ESL training programs should allow time for occupational and VESL instructors to meet and discuss lesson plans, coordinated projects, and discuss individual LEP participant needs. The interaction between the instructors is an absolute necessity and should be allotted for both in terms of time release or instructional workloads. It is recommended that instructors meet at least once a week on a formal basis.

Consider Workforce Partner Participation – Case managers and job developers should be invited to attend curriculum planning meetings. Workforce Center staff can provide unique perspectives on instruction-related customer needs and can assist training providers in scheduling training events so they align best with the customer's IEP. Additionally, by learning more about the training course and requirements, Workforce Center staff is also better positioned to guide customers in selecting training options that best meet their needs.

Scorecard 3

Quality Learning Environments

When evaluating training programs for LEP customers, Workforce Boards should ensure that these programs are delivered in safe and comfortable learning environments that are accessible to students and have up-to-date equipment.

While ensuring that training is held in quality learning facilities may seem like an obvious point, fieldwork for this project identified instances where LEP displaced workers described inadequate facilities and the absence of adequate instructional support, such as tutors and computer labs. Many experienced a sense of inferiority and reported feeling like the training provider was delivering “second-tier services.” Some LEP displaced workers also reported a lack of convenient access to job search and case manager assistance through the training provider.

Considerations for a quality learning environment start with the basic facility and educational resources allocated to the program. Programs should be safe, comfortable, easily accessible to where participants live, and equipped with computer labs that provide video, audio, and computer-based interactive learning systems to complement classroom instruction.

Workforce Boards can use Scorecard 3 to evaluate the extent to which training providers offer a quality learning environment for trainees across four core measures:

- Facilities are accessible, clean, safe, and comfortable.
- Students have access to instructional support including tutors, guidance counselors, and computer labs.
- Program includes policies to solicit information on student satisfaction as well as identified rights, grievance processes, and standards of respect.
- Program includes procedures for facilitating student access to Workforce Center staff and services at the training site.

Work-Based ESL Training Scorecard Scorecard 3: Quality Learning Environments					
Core Measure	Description	Weight	Score	Total Score	
		3= Exceeds; 2 = Meets; 1 = Poor;			
10	Training provider documents that the program will be delivered in dedicated facilities that are clean, safe, well lit, and comfortable for adult students.				
11	Training provider documents LEP participants will have access to instructional support including computer labs, tutors, and student support.				
12	Training provider provides evidence of student policies that identify the rights, grievance process, and standards of respect.				
13	Training provider documents procedures for making Workforce Center support services and personnel accessible at training location.				
Notes				Total Score	

Scorecard 3

Core Measure Descriptors

Core Measure 10

Training provider documents that the program will be delivered in dedicated facilities that are clean, safe, well lit, and comfortable for adult students.

Overview

While space is always a premium for most training providers, the willingness to dedicate quality classroom facilities for work-based ESL programs is usually a good indicator of the importance that the organization places on programs for LEP customers.

More effective teaching and learning will occur in facilities that are designed, dedicated, and configured for adult populations. Classrooms should be configured to include course and program information in a bilingual format and posters that present relevant occupational content such as posters of the nervous and skeletal systems in health care programs or critical safety procedures for industrial-related training.

Workforce Boards should also review the extent to which training providers offer dedicated classrooms for training programs. Classrooms that are shared by multiple classes or with daytime public schools greatly limit opportunities for instructors to configure the classroom into an optimal learning environment for adult LEP customers. In addition, shared classrooms create a logistical challenge for instructors who must transport class materials and equipment from one location to another.

Review Suitability for Adults

The use of public school elementary and middle school classrooms may not be appropriate for adult learners because they are equipped with chairs, desks, and furniture designed and sized for children.

Critical Aspects

Review Facility Quality – LEP customers should enjoy a quality learning environment that begins with a safe, clean, well-lit classroom that is also properly ventilated and acoustically designed to facilitate learning with ergonomically designed furnishings. The overall facility should provide easy access to bathrooms and break areas as well as adequate parking.

Ensure Accessibility – LEP customers need access to quality facilities and equipment. Accessibility to facilities should include factors such as proximity to public transportation systems. Accessibility must also be extended to meeting the needs of customers with special needs. All facilities must be ADA compliant.

Review Campus Safety – Classroom safety is a critical consideration Workforce Boards should review. Additional precautions may be necessary due to unique circumstances such as classes that dismiss late in the evening or are offered off campus. Training providers should also develop staff awareness of the potential for violence related to students who have family members who may be unsupportive of their educational pursuits. Site managers should assess the need for on-site security or request that local police provide extra patrols at dismissal times. Workforce Boards should ensure that all members of the training provider staff and students are aware of emergency procedures including:

- ◆ having emergency phone contacts for all participants;
- ◆ displaying maps of the classroom and the building indicating all entrances;
- ◆ changing entrance/exit locations if the location is in a hidden or blind area; and
- ◆ when possible, having staff meet all visitors at controlled entrances.

Scorecard 3
Core Measure Descriptors

Core Measure 11
Training provider documents LEP participants will have access to instructional supports including computer labs, tutors, and student support.

Overview

Perhaps even more than traditional students, LEP students benefit from services that support program completion. Unfortunately, many of the programs designed for LEP customers in community colleges tend to be isolated from the core services available to other students. A 2004 study by Jobs for the Future found that adult education students did not benefit from the counseling, advising, financial aid, or academic support enjoyed by college students.

When evaluating training services for LEP customers, Workforce Boards should review what types of instructional support is made available to participants. LEP customers should have access to tutors, campus support services, and computer labs to reinforce learning.

Computer-based learning opportunities are especially valuable in situations that require individualized instruction due to multiple ability groupings because they can be customized for different literacy levels. Many programs have diagnostic components that can provide instructors with valuable feedback on student academic progress.

Another dimension of instructional support is the availability of support services. For LEP and other individuals with multiple barriers to employment, support services are often critical to the students' ability to complete programs and transition into employment.

Critical Aspects

Review Computer Lab Access – LEP participants should have access to computer labs staffed by bilingual staff and equipped with appropriate instructional software programs designed for lower-level literacy students.

Review Availability of Tutoring Services – The use of bilingual tutors to provide individualized instructional assistance or to assist with interpretation is often mentioned in the research literature as an effective instructional support strategy. For VESL models, bilingual tutors with occupational content expertise are very helpful when the occupational instructors are not bilingual.

Evaluate Access to Support Services – Many LEP customers require support services to successfully complete training programs. Research (MDRC, 2006 and AFL-CIO, 2004) reveals that retention and completion rates are improved by incorporating case management and tutorial services into the instructional program of studies. Modules 1 and 2 provide extensive information and strategies for support services that are appropriate for LEP populations.

Promising Practice

By pooling resources from community partners, public and private alike, St. Philip's College in San Antonio was able to provide services to dislocated workers that include child care assistance, transportation, textbook loans, and financial assistance. Students also had access to services such as community closets, food banks, and counseling advising as well as referral to a network of community resources. To help further services, faculty and staff were supplied with information in the form of a guide to help them work with students who might be in need of services (Jobs for the Future, 2004).

Scorecard 3

Core Measure Descriptors

Core Measure 12

Training provider provides evidence of student policies that identify the rights, grievance process, and standards of respect.

Overview

An important goal of adult training programs is to create a productive climate for learning. For adults, learning experiences are enhanced when they are active participants in the instructional process and have input into aspects of institutional procedures. For many LEP customers, their language as well as factors such as low formal education and cultural norms, inhibit their ability to voice suggestions or concerns and advocate in their own behalf.

In addition to the physical and programmatic dimensions of adult learning environments that were discussed in Core Measures 10 and 11, Workforce Boards should review the extent to which training providers have transparent procedures through which students can make program improvement suggestions and, when necessary, file grievances.

Workforce Boards should look for policies that:

- ◆ signal that students are a primary customer;
- ◆ outline a transparent process for including student feedback in continuous program improvement;
- ◆ ensure students are apprised of their rights and understand the training provider's grievance process;
- ◆ include processes that ensure students understand all relevant aspects of training operations; and
- ◆ identify the individuals students can turn to for assistance in different areas, such as a campus ombudsman.

Policies and procedures like these serve to support adult learning as well as to help stave off challenges before they become serious problems. In short, they promote successful student participation by providing a healthy and respectful learning environment.

Critical Aspects

Ensure Notification of Legal Rights – WIA-funded programs must provide a process for dealing with grievances and complaints. Workforce Boards should review the extent to which training providers have clear-cut processes for resolving complaints as well as addressing student concerns. Additionally, training providers should have policies that address civil rights violations under WIA Section 188. These complaints must be referred to DOL's Civil Rights Center (WIA Final Rule, 1988).

Review Student Involvement in Program – Education research pioneer Malcolm Knowles identified a cooperative learning climate as well as how students are involved in mutual instructional planning as critical aspects of effective education programs for adults (Knowles, 1970). Workforce Boards should review the extent to which both the operational procedures and curriculum of training providers allow students to provide input to ensure learning is customized to meet their educational needs.

Ensure Comprehension of Procedures – LEP customers may not understand procedures designed to solicit their input and protect their rights because they have a limited ability to understand the language of these procedures.

Training providers must ensure that procedural information is written in clear and understandable language. Because many LEP participants have low literacy levels in their native language, bilingual print material still may not be fully understood. Bilingual staff can convey oral information to LEP customers who need this assistance.

Additionally, while U.S. culture promotes individual assertion, taking initiative, and "making your voice heard," these concepts may be perplexing for LEP customers coming from cultures where students are viewed as having a "lower status in the classroom" (Ziegahn, 2001). Such students may be less inclined to self-direct, provide input, question authority, or complain. Workforce Boards should review how training providers ensure that all customers can comfortably signal their needs.

Scorecard 3

Core Measure Descriptors

Core Measure 13

Training provider documents procedures for making Workforce Center support services and personnel accessible at training location.

Overview

LEP customers are best served through the collaboration of various stakeholders including Workforce Board and Workforce Center staff and training providers. These collaborations provide greater integration of services, sharing of resources, and, ultimately, support increased employment and training results for customers.

Promising practices identified through this project demonstrate the value of having Workforce Center staff, such as case managers, visit with customers at the training provider's facilities. Close contact between Workforce Center staff, instructors, and students promote various benefits:

- ◆ LEP customers can spend less time going to and from Workforce Centers for things like transportation vouchers and meetings with case managers, leaving more time for training.
- ◆ Workforce Center staff can get out of the office and get to know training providers and their services. Being at the training location also signals to customers that their training is important and that the case manager is taking extra steps to ensure that students are not pulled out of training needlessly.
- ◆ Training providers get more time for instruction with students and can gain special expertise or information from Workforce Center staff and can address potential case management issues on-site.

Training and job search requires flexibility, patience, and close communication. Workforce Boards should encourage training providers to develop multiple ways to ensure all stakeholders have avenues to communicate and be involved in the training program.

Critical Aspects

Provide Dedicated Space for Workforce Center Staff – Workforce Boards should encourage training providers to provide a dedicated work space in which Workforce Center staff can meet with customers at least once a week. On-site locations:

- ◆ support students during the learning process;
- ◆ assist students in connecting with necessary support services; and
- ◆ provide students with immediate LMI analysis on which businesses are hiring.

Identify Points of Contact – Workforce Center staff should have a specific point of contact within the training program with whom they can communicate regularly regarding participant progress and issues.

Address Challenges Immediately – When Workforce Center staff communicates frequently with training providers, they can more readily anticipate challenges that may arise for customers and proactively assist them with support services and guidance. For example, if an internship location changes unexpectedly, and customers face an immediate transportation challenge, Workforce Center staff familiar with the business partner providing internships can help address the challenge until a transportation solution is developed.

Meet Regularly – Promising practices include brown bag lunches or coffee and donuts meetings where Workforce Center staff and training providers can share information regarding the progress of customers or other relevant workforce and training issues.

Scorecard 4

Continuous Quality Improvement System and Return on Investment

Collectively, quality improvement systems drive continuous improvement. Because training providers are a critical component of Workforce Boards' organizational performance, they, too, should provide evidence of a quality improvement strategy. Workforce Boards that adopt quality improvement systems should consider the impact of outcomes on customers, operational procedures, and financial strategies.

Training providers are a critical component of Workforce Boards' organizational performance, they, too, should provide evidence of a quality improvement strategy.

Scorecard 4 addresses the need for Workforce Boards to evaluate accountability and continuous quality improvement systems used by training providers. The essential components of this measure include:

- ◆ use of employer and student feedback, including satisfaction surveys and other data; and
- ◆ a demonstrated track record of meeting or exceeding training performance standards and providing transparent and reasonable cost-per-trainee information.

Quality Improvement

Kaiser (2005) concluded that the overarching goal of quality systems such as TQM, ISO 9001, Six Sigma, Baldrige, Kaizen, and Lean Manufacturing are to create cultures of excellence based on the ability of organizations to measure and improve performance.

Because employment is the key goal of work-based ESL training programs, performance measures should reflect the effectiveness of the program in assisting participants with gaining full-time employment.

At a minimum, there are two primary evaluation variables that should be embedded in work-based ESL training programs:

- ◆ Because employers and participants are customers of the workforce system, training providers should solicit satisfaction data from these groups.
- ◆ Because employment is the key goal of work-based ESL training programs, performance measures should reflect the effectiveness of the program in assisting participants with gaining full-time employment.

Workforce Boards should look for program evaluation strategies that are ongoing processes used by training providers to monitor progress toward meeting specific employment-related outcomes. Training providers should have transparent processes that guide program improvement corrective actions that program administrators, instructors, and staff can take.

Return on Investment

Workforce Board evaluation procedures often include some form of return-on-investment methodology. Many Workforce Boards will measure this by adherence to their strategic goals and objectives.

LEP customers will be an ever-growing population in the Texas workforce and effective training and placement is critical to Workforce Boards' performance. An analysis of the training system in Texas demonstrates that adequate capacity to meet the needs of the LEP workforce does not currently exist. Therefore, Workforce Boards may need to make the upfront investment necessary to build adequate training infrastructures including close communication with training providers to share business needs, new course approvals in the Eligible Training Provider System, and investments in curriculum development.

Building capacity to serve LEP customers can result in additional costs when compared to less-expensive training for English speakers. Yet, the return on this investment is not only worthwhile but necessary: This is a growing segment of the future workforce of Texas and, more and more, Workforce Board performance will be tied to the ability of training providers to effectively train LEP customers.

Quality training for LEP customers will go a long way in securing Texas' ability to successfully train our growing workforce and allow us to remain economically competitive in the years to come.

An analysis of the training system in Texas demonstrates that adequate capacity to meet the needs of the LEP workforce does not currently exist.

Building capacity to serve LEP customers can result in additional costs when compared to less-expensive training for English speakers.

Work-Based ESL Training Scorecard				
Scorecard 4: Continuous Quality Improvement System and Return on Investment				
Core Measure	Description	Weight	Score	Total Score
		3 = Exceeds; 2 = Meets; 1 = Unacceptable		
14	Training provider uses employer and student surveys or data for program improvement.			
15	Training provider documents having met or exceeded performance in previous training contracts and is evaluated on cost-per-placement and return-on-investment variables.			
Notes				Total Score

Scorecard 4
Core Measure Descriptors

Core Measure 14
Training provider uses employer and student surveys or data for program improvement.

Overview

LEP workers and employers are the primary customers of training programs. Survey data from these groups is necessary to ensure accountability, improve instructional effectiveness, and support continuous improvement.

Surveys can document the quality of training and determine the effectiveness of the curriculum. They can also be designed to provide broad-based information critical to matching LEP customers with business requirements.

Workforce Boards should look for evidence that training providers use survey data to support and improve training programs for LEP customers including student and employer satisfaction and other surveys that gather outcomes related to job placement, wages, long-term job retention, and continued training or certification.

Critical Aspects

“Customer” Service Surveys – Employers and students are the primary customers of training providers. Workforce Boards should evaluate the extent to which surveys used by training providers determine if work-based ESL training programs are effective in preparing students for work and meeting business needs. Survey questions may include questions on the effectiveness of the program to meet the job requirements expected by businesses, responsiveness to student or business partner needs, and other customer service indicators.

Workforce Board Surveys – Customer surveys provide evidence that the training provider has met the satisfaction standards established by the Workforce Board. Work-based ESL programs should be held to the same performance accountability standards and reporting requirements as other program providers.

Content Alignment Surveys – Training providers should use employer surveys to align or realign curriculum competencies and learning objectives to meet changing business needs or industry standards. Work-based ESL training should have processes for monitoring changing language requirements and specific workplace jargon and vocabulary because they are usually moving targets. Training providers should describe how employer survey data is continually used to enhance program curriculum.

Scorecard 4

Core Measure Descriptors

Core Measure 15

Training provider documents having met or exceeded performance in previous training contracts and is evaluated on cost-per-placement and return-on-investment variables.

Overview

Most Workforce Boards measure past demonstrated effectiveness during the RFP evaluation process to ensure that job training providers have a proven record of instructional effectiveness and accountability. Cost-per-training and placement variables should also factor in the Workforce Board's review of training providers.

Many Workforce Boards require that proposers provide historical data regarding performance relative to the local WIA performance measures. While traditional stand-alone ESL programs are usually not evaluated against employment-related outcomes, these WIA performance standards should apply for work-based ESL training programs because the programs are designed for the specific purpose of preparing LEP customers for employment.

Critical Aspects

Review Effectiveness – Like all other training programs, work-based ESL training programs should meet performance measures established by the Workforce Board.

Evaluate Alignment with High Growth, High-Demand Occupations – Training providers should demonstrate reliance on accurate LMI studies regarding industry growth so LEP customers can be placed in high-growth, high-demand jobs for which they are trained.

Reevaluate Costs vs. English Language Courses – Workforce Board review should include a return-on-investment review that aligns training costs against performance measures set forth in the Workforce Board's strategic plan. Because work-based ESL training programs include a wide variety of unique elements, costs for these training programs may be higher than the costs for traditional training in English. Well-trained instructors who are also bilingual, Spanish-language occupational instructors, and ESL instructors who understand training and business needs all have unique skill sets. Additionally, these programs will have intricate curriculum designs that integrate all of the objectives of standard English occupational training courses with an intensive VESL component.

For these reasons, a one-to-one comparison of cost between English language courses and those of LEP customers is not advised.

Scorecard 5

Comprehensive Assessment

Comprehensive assessment approaches play an instrumental part in effective work-based ESL training programs. Because assessment generates metrics that document training program effectiveness, Workforce Boards should evaluate the quality and comprehensiveness of assessment approaches among training providers.

Workforce Boards can use Scorecard 5 to measure various aspects of assessment across four measures:

- ◆ Use of a multidimensional process that includes, but is not limited to, measuring English language skills, literacy, and occupational skills and interests
- ◆ Use of NRS-approved tests
- ◆ Processes that align training plans to IEP parameters
- ◆ Systems that gather information regarding dispositional or affective barriers as well as learning needs.

In training programs, assessment serves multiple functions. First, assessment scores are used for academic diagnostics to determine placement in courses and programs, serving as a blueprint to guide participants toward the attainment of personal goals. Second, assessments are incorporated into instructional design to measure student progress. Finally, assessments serve as an accountability or effectiveness indicator to evaluate and report program success.

Scorecard 5 will assist Workforce Boards in determining if the training providers have a well-defined approach to assessing LEP customers so that assessment adequately informs both training and employment outcomes.

Work-Based ESL Training Scorecard Scorecard 5: Comprehensive Assessment				
Core Measure	Description	Weight	Score	Total Score
		3 = Exceeds; 2 = Meets; 1 = Unacceptable		
16	Training provider documents use of a multidimensional assessment process to determine the interests, skills, and abilities of LEP customers including, but not limited to, assessment of: <ul style="list-style-type: none"> ◆ literacy, language, and numeracy in English and Spanish; and ◆ career aptitude, occupational skills, and interests. 			
17	Training provider uses National Reporting System (NRS)–endorsed assessment instruments to assess participants’ English language and basic skills.			
18	Training provider identifies assessment process that aligns the skills and abilities of customers to academic and occupational training plans that ensure completion in the time allotted by the Individual Employment Plan (IEP) or other parameters.			
19	Training provider has systems in place to identify dispositional and affective barriers as well as learning needs.			
20	Training provider follows required test administration procedures as outlined by the test publisher.			
Notes				Total Score

Scorecard 5

Core Measure Descriptors

Core Measure 16

Training provider documents use of a multidimensional assessment process to determine the interests, skills, and abilities of LEP customers including, but not limited to, assessment of:

1. literacy, language, and numeracy in English and Spanish; and
2. career aptitude, occupational skills, and interests.

Overview

An important objective of assessment in workforce development programs is to help participants set realistic employment goals and establish service plans and related timelines. Assessment results should be used to determine if LEP customers require intensive services, basic skills development, or job training. Unfortunately, no single assessment instrument is capable of providing workforce professionals with this information. A multidimensional assessment process is required, and Workforce Boards should determine the extent to which training providers are prepared to offer LEP customers assessment in the three areas listed to the right.

Performance Portfolios

A performance portfolio can be used to organize elements of a multidimensional assessment process. This portfolio may contain work samples, instructor observations, performance verification assessments, and test scores. To provide test results with a real-world context, scores can be aligned against performance descriptors, such as the NRS educational functioning level descriptors.

This collection can highlight demonstrated attainment of relevant competencies or skill sets in a way that test scores alone cannot. Moreover, instructors and customers can engage in ongoing feedback to develop the portfolio and to discuss progress.

Résumés and other job application materials can be included to create a collection that aligns instructional accomplishments with job search. Because of their comprehensiveness, portfolios are a “valuable tool to for gauging in-depth learning relative to a wide range of standards.” (Ananda, 2000).

Critical Aspects

Language, Literacy, and Numeracy in English– Tests in these areas measure all or some of the following abilities: speaking and listening, reading, writing, and numeracy. Workforce Boards should encourage training providers to use tests that are approved by NRS (refer to Core Measure 17 for more information).

Language, Literacy, and Numeracy in Spanish– It is sometimes assumed that if an individual speaks Spanish that they have corresponding reading and writing skills in Spanish. Very often, Spanish-speaking customers have very limited academic preparation and thus weak reading and writing skills in Spanish. This can make placement in Spanish-language training courses a challenge if the courses require extensive reading. Training providers should use Spanish-language tests to determine the academic preparation customers have in Spanish. Training providers can use this information to determine appropriate placement in training courses. In addition, customers who score high on Spanish-language assessments can often progress more quickly in ESL courses because they have a strong academic foundation in their native language. These individuals are good candidates for fast-track ESL courses and Spanish-language GED courses.

Career Aptitude, Vocational Skills, and Interests– Tests in these areas typically assess skills and abilities and inform LEP customers about career opportunities and related educational requirements. Because the native language reading skills of LEP customers can vary greatly, Workforce Boards should ensure that assessment instruments used by training providers are appropriate for LEP participants with low literacy levels in Spanish.

Scorecard 5
Core Measure Descriptors

Core Measure 17
Training provider uses NRS-endorsed assessment instruments to assess participants' English language and basic skills.

Overview

NRS establishes a national system of accountability for the federally funded programs providing basic skills training under the Common Measures.

The NRS provides criteria that training providers can use to establish baseline Educational Functioning Levels (EFL) and measure the educational gain of participants. Each EFL level describes a set of skills and competencies that reflect student performance and abilities in the areas of reading, writing, numeracy, speaking, and listening.

The use of NRS-approved tests is encouraged because NRS assessment instruments are subject to rigorous testing and public accountability standards. In addition, TEA-funded adult education programs are required to use NRS-approved tests making portability of test scores between Workforce Center contractors and adult education providers possible, thus reducing unnecessary (and costly) duplication of assessment. Of the four NRS-approved tests for ESL, TEA has designated two for use in adult education programs statewide.

Critical Aspects

Table 5 provides a list of both the NRS-approved assessments for measuring language and literacy in English and those tests required by TEA adult education programs. If data sharing between Workforce Boards, TEA-funded adult education programs, and training providers is a consideration, Workforce Boards and Workforce Centers should consider requiring training providers to use the TEA-approved tests. A full analysis and description of each test is available in Module 4. More information on NRS can be found at www.nrsweb.org.

Table 5
NRS- and TEA- Approved Tests

	NRS-Approved Tests	TEA-Approved Tests
English as a Second Language (ESL)	<ul style="list-style-type: none"> ◆ CASAS ◆ BEST ◆ Oral BEST ◆ BEST Literacy ◆ BEST Plus 	<ul style="list-style-type: none"> ◆ BEST Plus ◆ Best Literacy

Scorecard 5

Core Measure Descriptors

Core Measure 18

Training provider identifies assessment process that aligns the skills and abilities of customers to academic and occupational training plans that ensure completion in the time allotted by IEP or other parameters.

Overview

When LEP customers are not adequately assessed, they often are unable to complete training in the time stipulated in their IEP because the training plan was not built on accurate data related to the customer's skills and abilities. Because basic skills tests like TABE are not closely aligned with job or training requirements, they cannot be used as a sole indicator for placement in training programs.

Training providers should document how multiple sources of assessment data are used to inform placement in training programs that are designed to ensure completion in the time permitted in the customer's IEP.

For Trade Adjustment Assistance (TAA) Workers

Enrolling LEP workers in any form of stand-alone remedial education (including without limitation English as a Second Language, General Educational Development, Adult Basic Education, and basic computer skills courses) must be avoided unless:

- ◆ assessment indicates that the worker only needs remedial education, and no vocational skills, to become job ready in an appropriate demand or target occupation; or
- ◆ the stand-alone remedial education is of limited duration and approved in conjunction with dual-language or standard vocational training, and the case manager reasonably expects the worker to complete both the remedial and vocational parts and be job ready within the time allowed under TAA.

Texas Workforce Commission, 2006b

Critical Aspects

Resist One-Size-Fits-All Approaches– LEP customers have a wide variety of skills and abilities in English and their native language. Workforce Boards should insist that training providers have training options that recognize these variations and have assessment protocols that ensure proper placement. Some LEP customers may have very strong skills and even postsecondary credentials in their native language. Others may have similar skills in English but very limited skills in their native language. Training providers should capture these variations in the assessment process to ensure proper student placement in training options that will better ensure LEP customers can complete training.

Avoid Stand-Alone ESL Programs – Students with limited English proficiency who function at lower literacy levels often do not complete the traditional sequence of stand-alone ESL courses and English language training. Therefore, Workforce Boards should encourage the development of IEPs and occupational and academic plans that include training in the work-based ESL training models described in this module. These models are designed around the employment needs of LEP populations and participants who have a higher likelihood of completing training within the allowable time limits.

Monitor Customer Progress Continually – In addition to aligning customer assessment with the development of an IEP and occupational training plan, it is essential that Workforce Boards and Workforce Centers collect and use midterm assessment data to closely monitor the progress of LEP customers throughout the training to ensure adequate progress is being made and to retain sufficient time for job placement.

Scorecard 5

Core Measure Descriptors

Core Measure 19

Training provider has systems in place to identify dispositional and affective barriers as well as learning needs.

Overview

Dispositional and affective barriers such as low self-esteem, fear of school, lack of interest and commitment, and unclear academic goals are more common among nontraditional populations in training programs (Green, 1998). LEP customers, especially those who have lost their jobs due to trade dislocations, may be at higher risk for exhibiting dispositional and affective barriers especially if they have limited formal education or evidence of prior poor academic performance.

In addition, some customers may have unidentified disabilities that impact learning or attention. Unlike most physical disabilities, these disabilities, such as learning disabilities, are “hidden” disabilities and can be interpreted as low intelligence, poor motivation, mental health problems, or substance abuse.

Because learning disabilities are less well understood and harder to screen for in LEP populations, these barriers are almost always unidentified. Dispositional, affective, and learning barriers can greatly reduce success rates in training programs. Workforce Boards should review the comprehensives of screening and counseling services training providers make available to LEP customers to address these barriers.

Adults with these barriers may be perceived as difficult work with or detached from the program. Such behavior can be a sign of individuals’ lack of confidence in their ability to learn or the belief that they will ultimately fail. Green (1998) further found that the use of structured strategic communications and support systems improved engagement and completion rates.

Critical Aspects

Identify Sufficient Support Services – A common theme expressed in this guide is the need to ensure that LEP programs have good communication systems between the instructional and support services components to ensure that customer needs, including screening for dispositional and learning needs, can be identified and addressed.

Review Appropriateness of Service Provider – LEP customers should have access to counseling and support services and these services should be provided by bilingual staff to ensure that language does not inhibit the delivery of service and assistance.

Review Availability of Learning Needs Screening – Learning needs screening tools for languages other than English are very limited. Research on identifying learning needs, including learning disabilities in LEP populations, has revealed this to be a complex topic with no simple solutions (Schwarz, n.d.). Nonetheless, training providers should have an awareness of how to identify customers who may need additional testing services to identify barriers to learning. (Module 4 provides more information on identifying learning needs for LEP individuals.)

Develop Effective Communication Protocols – LEP instructional programs should provide customers with easy access to Workforce Center staff and services. Workforce Boards should review the extent to which training providers develop procedures for ensuring clear communication with Workforce Center staff to avoid delay in addressing dispositional, affective, and learning barriers that may hinder customer progress in training or the transition to work. (See Core Measure 13 for additional guidance.)

Scorecard 5

Core Measure Descriptors

Core Measure 20

Training provider follows required test administration procedures as outlined by the test publisher.

Overview

Testing is a science and Workforce Boards should ensure that training providers treat assessment of LEP customers as such. For the results of standardized tests to be valid and reliable, the test must be administered under standard conditions (Sticht, 1999). Workforce Boards should evaluate the thoroughness, quality, and security of testing procedures established by training providers to ensure that test administration provides accurate customer placement and valid measures of ability and progress.

If initial assessment procedures are careless or unstructured, the reliability of test results is compromised. This can result in inaccurate placement or mismatches between the actual abilities of customers and the requirements of employers wishing to hire them. In some cases, poor test administration can raise Equal Employment Opportunity challenges or accessibility concerns for individuals with disabilities.

Adult education providers rely on student progress assessment as a primary performance accountability measure, and thus these providers often have a considerable amount of expertise assessing LEP customers. Many training providers have less experience working with LEP customers and thus have less expertise assessing them. Workforce Boards may want to consider convening an assessment task force of all parties who provide assessment to LEP customers. This group can work to establish common assessment protocols, establish data-sharing agreements, and share assessment expertise.

Workforce Boards can modify the Assessment Administration Standards Checklist on the next page to use as a review tool for evaluating the quality of training provider assessment procedures. The checklist can also be modified to evaluate the testing procedures of Workforce Center contractors.

Critical Aspects

Review Adherence to Protocols for Published Tests – Workforce Boards should ensure that Workforce Center staff is properly trained and follows the administration procedures stipulated in the technical or administration manual of each test. Translating test items, providing extra time, or otherwise not adhering to test administration standards jeopardizes the reliability of the test results and could expose the training providers or the Workforce Board to legal challenges.

Review Staff Qualifications – Most tests require examiners to be trained, and often, to be certified to administer tests. Workforce Boards should review the qualifications of testing staff.

Review Test Security and Privacy – All testing materials, manuals, and answer sheets must be kept in a locked area, available only to staff involved in test administration. Additionally, all testing results should be secure, as these are private records.

Review Disability Accommodation Procedures – Workforce Boards must ensure that training providers have adequate resources and procedures to provide appropriate testing for customers with various disabilities. All tests reviewed in Module 4 of this guide have either some form of alternative format or alternate administration procedures to accommodate customers with different disabilities. The How to Begin section of Module 4 provides additional guidance on ensuring that customers with disabilities receive appropriate testing services.

Training providers should also have a designated testing area for customers with disabilities who have specific lighting, space, or sound needs, or individual administrators to accommodate their disabilities.

Assessment Administration Standards Checklist Adapted from: Assessment Policy and Guidelines (2006). Maryland Literacy Works	
Test Security	✓
All test materials, including test booklets, answer sheets, test manuals, and related materials, are kept in locked storage, available only to those involved in test administration.	
A system is in place to distribute and collect test materials for testing. Numbering of test booklets should be part of the system under most circumstances.	
Test administrators are responsible for the security of all test materials in their possession.	
All test booklets are periodically reviewed for condition. Those that are marked, torn, well worn, etc., are discarded and replaced.	
Test Selection	
An internal review process documents the rationale for test selection.	
Selected tests measure language, literacy, and numeracy in English and skills in native language.	
Selected tests assess occupational interests and skills for LEP customers.	
Alternative versions of tests are selected to accommodate customers with disabilities.	
Test Training	
All staff who administers a specific test receives initial and updated training on how to administer the test.	
All staff who administers a specific test receives training on how to score it.	
All staff who administers a specific test has the test training dates recorded.	
All staff who administers a specific test is trained on how to provide test-taking accommodations and/or specific assistive technology in accordance with test-publisher guidance.	
Test Preparation	
The test administrator has a copy of the test's current test administration manual and follows the test publisher's written instructions for administering the test.	
The test administrator regularly consults the test publishers to check for modifications in test information.	
All test materials (booklets, answer sheets, etc.) and supplies are assembled.	
A clock or watch is available for the test administrator/proctor.	
An overhead projector is provided if a transparency of the answer sheet will be used for demonstration.	
Test Administration	
The test administrator provides step-by-step verbal instructions to the customers, following the procedures in the test administration manual.	
Customers are administered a placement, locator, or appraisal test to determine the appropriate test to be administered.	
A quiet, comfortable testing location with adequate space for each customer is provided.	
The testing location is not in the same room where instruction is taking place.	
If more than eight learners are testing, at least one proctor should assist the test administrator.	

Appendix A: Work-Based ESL Models and Program Approaches

Scorecard 2, Instructional Design, assists Workforce Boards in evaluating work-based ESL training programs that aim to train LEP customers with the specific language vocabulary and competencies needed to attain or advance in employment.

This Appendix provides Workforce Boards with additional information that can be used to evaluate local training services for LEP customers, including information on the following:

- ◆ Traditional, sequential ESL models
- ◆ Vocational English as a Second Language (VESL)
- ◆ Spanish GED preparation
- ◆ Work readiness skills
- ◆ Bridge training models
- ◆ Concurrent bilingual models

No One-Size-Fits-All Models

Several research-based models exist to address specific workforce needs. No one model is necessarily better than the other, and when implemented, every program should be customized to meet the needs of the business environment, labor market, and LEP customer. In addition to language, academic, and occupational skills, job internships and support services are critical components that should be present in each work-based ESL training model.

Different work-based ESL training models will be more effective at meeting the different needs of workers than others. For example, LEP workers who are highly skilled in a trade may require only an occupation-specific VESL class. A dislocated worker who has LEP and lacks transferable occupational skills for reemployment would require training in a model that delivers both English and occupational instruction.

The work-based ESL programs models featured in this manual augment occupational training with combinations of VESL, Spanish GED preparation, and work readiness skills training. Each of these curriculum components is discussed in more detail below.

Work-Based ESL Training Models	
Bridge Models (CAEL, 2006)	Concurrent Bilingual Model (Huerta-Macias, 2003; Taggart and Martinez, 2003)

Workforce Boards can use the models presented below to gauge the extent to which local training and adult education providers have aligned their programs with research-based approaches to address the various needs of LEP customers.

Texas-based examples are provided for each model to document each research-based model in real-life practice.

A Word about Traditional ESL Models

The traditional, or stand-alone, sequential ESL program is the most prevalent instructional model in Texas. The model allows students to start at any level in a linear continuum, at their own pace, until they can meet the academic standards needed to enroll in ABE, GED preparation, higher education, or job training programs.

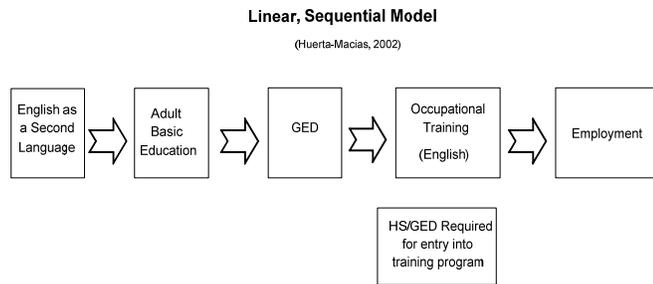
When working with LEP customers who have employment goals, Workforce Center staff often make referrals to traditional ESL classes either because they are offered at no cost or because it is the only instructional option available. While no-cost ESL classes may be financially attractive, Workforce Boards and Workforce Center staff, as well as contractors should consider the potential trade-offs of referring customers to these programs.

Upper Rio Grande Workforce Board Expressed a Need for More Work-Based ESL and VESL Programs

“The driving forces in English as a Second Language (ESL), basic skills, and GED are stand-alone activities followed by occupation (vocational) training. However, the linear approach does not meet the need of many LEP individuals who may need to enter/reenter the workforce as quickly as possible...”

Upper Rio Grande 2007-08
Workforce Plan

Because of the extended linear sequence, LEP customers languish in the sequence of ESL courses “without making enough progress to move on to occupational training...” [Government Accounting Office (GAO), 2001]. Most students either run out of time in time-limited training programs (Huerta-Macias, 2002) or leave ESL programs for other reasons. In a recent study of *exemplary* ESL programs, between 33 percent and 37 percent of students in these ESL classes failed to reenroll beyond one term (Chisman and Crandall, 2007).



Most TEA-funded ESL programs use this model for ESL instruction. As such, these programs are available throughout Texas and benefit from having significant instructional and professional development resources. However, because these programs lack a direct connection to training or work, they are not considered work-based ESL models.

VESL Courses

Vocational English as a Second Language—or VESL—courses focus on employment-related content. VESL classes form the English language portion of each of the work-based ESL training models featured in this module.

VESL courses can take a wide variety of approaches, from employer-based courses that last only a few hours or days and address very specific purposes, to longer-term courses that augment occupational training courses or employment transition.

VESL programs develop curriculum competencies based on a language task analysis process that focuses on the language skills needed for specific occupations. (Core Measure 6 provides more information on language task analysis.) This analysis identifies the reading, writing, listening, speaking, and numeracy competencies required for training on the job as well as how workers must *apply* these skills on the job.

Though rare in publicly funded adult education programs, VESL course options are often attractive to LEP customers because they “often believe that traditional educational pathways are too long for them to follow” (CAEL, 2006).

Spanish GED Preparation

Work-based ESL models in Texas often incorporate Spanish GED coursework in their course design. Workforce Boards like Upper Rio Grande have relied on these programs to provide LEP customers with much-needed access to this important credential. Students enrolled in Spanish GED courses sometimes enroll concurrently in VESL courses or enroll upon completion of the GED coursework.

The Spanish GED coursework prepares students to pass the nationally normed GED exam in Spanish. The Spanish GED course is similar to the English version but is based on the Spanish language, culture, and social norms of Latin American countries (Cotton and Cantu-Luja, 1998). The official transcript for the Spanish GED credential is the same as that for the English version.

For some, the Spanish GED coursework may not seem to be a logical choice in programs designed to increase the English skills of LEP customers, but there are multiple reasons why the Spanish GED courses make sense for LEP customers. These courses:

- ◆ develop the critical thinking skills valued by employers;
- ◆ prepare workers for a high school equivalency credential required for certain jobs and for certifications (such as the Certified Nursing Assistants in most states) (CAEL, 2006);
- ◆ provide a credential generally sufficient to gain admission into college and obtain financial aid; and
- ◆ show lower-level LEP customers that they possess academic skills, often providing the moral boost needed to take on the challenges of learning English.

In addition, Spanish GED coursework allows trainees, especially those who have been out of a classroom envi-

Benefits of the Spanish GED

LEP customers “who pass the Spanish GED subsequently enroll in ESL courses...may be able to make more rapid progress than they would otherwise. And if they seek to make the transition to postsecondary education, they will be prepared with the other skills (particularly math) that the GED tests.”

CAEL, 2006

ronment for 5, 10, or even 20 years, to re-acclimate to a learning environment and develop academic and study skills in their native language. This can prove to be a valuable foundation for learning English and can help customers develop reading and writing skills in English more quickly (CAEL, 2006).

The Alamo and Upper Rio Grande Workforce Boards have funded Spanish GED programs that enabled LEP dislocated workers to mainstream into community college and career school programs. For many LEP participants, the goal of acquiring a Spanish GED credential may be the most appropriate recommendation as it increases both employment and educational options.

While the Spanish GED credential presents many benefits to LEP participants, there are challenges with Spanish GED services. Because the market for the Spanish GED credential is limited (compared to the market for the GED credential in English), there are limited adult-oriented curriculum materials for GED preparation (Strucker, 1997).

Another challenge is related to funding to support Spanish GED programs. Neither the Trade Act nor WIA Title I prohibit the use of these funds to allow customers to take GED coursework in Spanish. However, the same is not true for adult education programs funded under WIA Title II in Texas. Although WIA Title II does not specifically prohibit foreign language instruction in adult education programs, Texas Learns, the contractor that administers the state adult education program in Texas for TEA, has forbidden instruction in Spanish, including Spanish GED coursework (Texas Learns, 2004). This greatly limits the availability of these classes in Texas and creates challenges for some Workforce Boards.

Though unsubstantiated by research undertaken for this project, some educators and workforce professionals believe that employers will not accept the GED credential in Spanish. What is known is that employers value critical-thinking skills and English fluency. VESL and Spanish GED options help LEP customers develop both of these skills. TWC has long operated under the premise that Workforce Boards know whether or not employers will accept the GED in Spanish.

Spanish GED Strengths

- ◆ Local employers often require a high school diploma or GED credential as a condition of employment.
- ◆ Some LEP customers opt for the Spanish GED because the time it takes to prepare for the test in their native language is shorter than for the English GED.
- ◆ The Spanish GED increases the employability of LEP participants because many employers use the GED as a proxy for critical thinking and basic skills ability.

Limitations

- ◆ The Spanish GED is not appropriate for LEP populations with lower literacy levels in their native language.
- ◆ The Spanish GED is not available in all communities.

Work Readiness Skills

Work readiness are a critical component to the curriculum of any work-based ESL program. In Texas, businesses rank these skills “such as teamwork, problem-solving ability, and dependability” first in the list of skills “they felt were most important for an entry-level employee” ahead of technical or job-specific, academic and customer services skills (TWIC, 2006).

Workforce professionals often consider résumés, cover letters, and practice on completing job applications as work readiness skills, but they are not. For LEP customers, these are *literacy* activities first because they involve complex writing for a specific purpose.

“The Right Stuff” for Today’s Worker		
Plays well with others	Self-motivate	Self-educate
1 Good collaborator 2 Gives and receives direction 3 Values customer	1 Passion for work 2 Takes responsibility 3 Adapter 4 Synthesizer	1 Curious 2 Learn how to learn 3 Problem solve 4 Create solutions

Friedman, T. (2006). *The World Is Flat, (updated and revised)*

Businesses understand work readiness skills on a continuum, from the basics of appearance, showing up to work on time, working while you are there, and taking direction from supervisors, to more complex, often subtle, competencies such as commitment to serve a team, taking responsibility, and a drive to learn.

Because they are largely behavioral in nature, representing competences that individuals learn over long periods of time from parents, teachers, and at work, these skills often cannot be easily learned through lecture or by reading about them. They must be developed through modeling and practice.

Workforce Boards should ensure that work-based ESL training programs incorporate employability skills preparation *throughout* the course, rather than as a unit at the end of an ESL or training class. Instructional designs should indicate how employability skills are modeled and practiced in class. Simple strategies include establishing ground rules and classroom policy that reflect employer

expectations of behavior. Visiting worksites and explicitly pointing out examples of these skills in action is another strategy programs can use.

Learning labs and occupational training courses present multiple opportunities to develop employability skills. When reviewing courses, Workforce Boards should look for instructional examples that include project-based learning and hands-on activities that build skills such as taking responsibility, time management, team building, collaboration, taking and giving direction, adapting, and problem solving toward solutions.

Work Readiness Certificates

An idea growing in popularity and application among employers and workforce professionals alike is the concept of work readiness certification.

Employers, many of whom have long complained that job seekers lack even the basic academic and employability skills needed for entry-level work, desire some form of certificate or credential that signals job seekers have a certain level of readiness for work.

Jobs for the Future has reviewed four of the leading work readiness certification systems (Norma, C., Rey-Alicea, N. & Scott, G., 2007). Such credentials may serve positively to highlight certain skills and abilities LEP customers exhibit that may not show up in more traditional academic indicators of achievement like ESL test scores or a GED credential. Workforce Boards may review the findings of this research to consider the extent to which such certification would be beneficial to businesses in their area and for LEP customers.

Bridge Models

Purpose

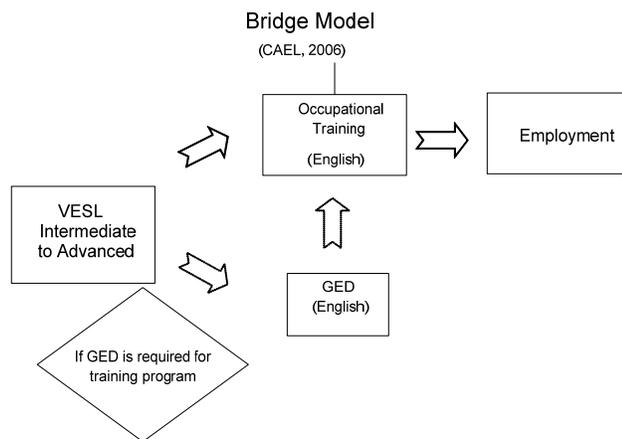
Bridge models deliver curriculum “based on the competencies needed to succeed in a particular postsecondary training program and/or in jobs that lead to career advancement” (CAEL, 2006).

Bridge models take various forms but most can be cate-

gorized as either Bridge-to-Training models or Bridge-to-Work models. Bridge-to-Training models provide VESL curriculum designed to prepare LEP customers to enter occupational training. Bridge-to-Work models are designed to provide the English skills needed to move directly into work.

Intended Populations

Bridge-to-Training models are usually designed for intermediate to advanced ESL students who require occupation-specific language development to enter English language degree or certificate training programs (CAEL, 2006). Bridge-to-Work models are usually designed for beginning level students with immediate entry-level (and often low-wage) employment goals.



Description: Bridge-to-Training Model

The Bridge-to-Training model provides LEP customers with the English skills needed to transition into English language occupational courses. Because training is in English, this model is easier for programs to implement because they do not require the use of hard-to-find occupational instructors who are skilled in facilitating bilingual instruction, like those required for bilingual models. Similarly, mainstreaming LEP customers into standard English language classes reduces the perceptions that trainees are in a “special course.”

Bridge-to-Training models have been designed in a variety of different occupational areas, including machine operator, welding, certified nursing assistance, office skills, computer technology, medical records, construc-

tion, and dental assistant.

Bridge-to-Training models sometimes modularize or “chunk” training components into smaller sections rather than require customers to commit to full-time, all day training. This also allows trainees to work while making progress toward a credential (CAEL, 2006).

VESL curriculum in this model must be specifically customized to teach the language and literacy skills required for successful entry into occupational training. This curriculum may also require math skills development. Customers with lower levels of English ability may require multiple VESL classes. GED preparation in English or Spanish may be required for training programs that require a GED credential or high school diploma for entry.

As with other work-based ESL training models, training internships and comprehensive support services increase transfer of learning, trainee persistence, and likelihood of employment.

Texas Project: St. Philip’s College - Southwest Campus

St. Philip’s College - Southwest Campus is a workforce specialty campus of the Alamo Community College District. During 2003-2005 almost 200 Levi Strauss displaced workers participated in one of several VESL programs in Electrical Trades, Office Skills, Homebuilding, Plumbing, Welding, and Auto Collision Repair. Each program connected to the college business advisory committee to validate the language and occupational competencies of the program curriculum. In addition, Southwest Campus assigned student service staff to support the instructional function.

The VESL programs teamed college bilingual vocational faculty and work-based literacy instructors to deliver concurrent VESL programs. Approximately 90 percent of the Levi’s® dislocated workers completed Workforce and Marketable Skills Certificates. Almost 85 percent of completers looking for work were employed within 90 days of completing their VESL program of studies.

Bridge Model Strengths

- ◆ Models reflect significant employer input.
- ◆ Models can be aligned to career paths or cluster industries.
- ◆ Models have high retention rates.
- ◆ Model provides a short-term option for employment.
- ◆ Model can be implemented in institutions that do not have occupational training programs, like public independent school districts.

Description: Bridge-to-Work Model

This model provides LEP customers with the English skills needed to transition directly into work in specific occupations (e.g., home health aide) or occupational clusters (e.g., health care). More general programs that focus on occupational clusters often appeal to customers with varied career interests or who need to immediately enter the workforce.

This model often stresses “survival level English and the vocational English and cultural orientation needed to get and keep an entry level job” (Gillespie, 1996). Because it lacks an occupational training component, this model often leads to low-wage work. Curriculum often includes ESL and job readiness to reinforce job placement outcomes.

Texas Project: Seguin Independent School District provides instruction in health care-related ESL, manufacturing-related ESL, and industry-based GED preparation at the Alamo Community College District’s Central Texas Technology Center in New Braunfels. Employer partners include Mission Pharmacal, Moll Industries, Chemical Lime, Kirkwood Manor, McKenna Hospital, and The Institute for Public Health and Education Research located in New Braunfels.

Concurrent Bilingual Model**Purpose**

This model provides LEP customers with immediate access to occupational training through native language training aligned with VESL and basic skills instruction.

Intended Populations

This model is best suited for LEP customers who need immediate access to training that leads to higher skilled employment options. It is also well suited for LEP customers who have higher literacy levels or credentials such as higher education degrees in their native language.

This model is the only work-based ESL training model

Bridge Model Disadvantages

- ◆ VESL curriculum may not be appropriate for customers with citizenship, GED, or family literacy goals.
- ◆ Lower level workers may require several VESL courses to transition into English language training.
- ◆ There is little off-the-shelf curriculum.
- ◆ Bridge-to-work models typically prepare LEP populations for low-wage, entry-level employment as helpers or assistants.
- ◆ Higher tuition and program costs than stand-alone or traditional ESL.
- ◆ Limited number of experienced instructors.
- ◆ Curriculum may be too short to show educational functioning level gains.

that allows lower level literacy students—regardless of their proficiency in English—to access vocational training without first having to attain a specific level of English language competency.

Description

The concurrent bilingual model is the most comprehensive training model for LEP customers. It is also the most complex model in its instructional design and implementation. The model emerged from the Bilingual Vocational Training program developed in the 1970s under the Carl Perkins Vocational Education Act. In Texas, this model has been successfully adapted in El Paso to address weak training infrastructure for Spanish-speaking displaced workers (GAO, 2001).

Common instructional elements of the model include:

- ◆ The stacking of occupational skills training, VESL and Spanish GED components
- ◆ The use of Spanish to teach higher-order cognitive skills
- ◆ VESL curriculum coordinated with the language and literacy skills needed for occupational training
- ◆ Work readiness components
- ◆ Training internships
- ◆ Comprehensive support services

The stacking of instructional elements requires a full day of coursework often with intensive VESL and GED classes in Spanish in the mornings and afternoon occupational skills training (GAO, 2001). The model has been proven with intermediate-level LEP customers (Huerta-Macias, 2002). Beginning-level customers may begin ESL and Spanish GED components before they tackle the additional load of occupational training (Huerta-Macias, 2002).

Businesses desire workers with critical thinking skills. Even though trainees may have limited English language skills, this model supports students' ability to engage and develop higher-order, critical thinking skills in their native language as they tackle more challenging occupa-

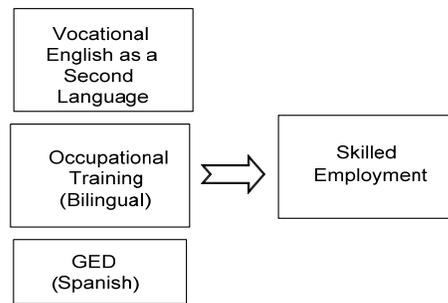
Concurrent Bilingual Model

Strengths

- ◆ Uses customer's native language to learn occupational skills.
- ◆ Accelerates attainment of curriculum competencies through the use of native language.
- ◆ Effective in communities with large numbers of LEP and immigrant workers who share a common native language.
- ◆ Development of higher-order cognitive skills through Spanish GED courses.
- ◆ Bilingual courses can lead to college credit or occupational certificate.
- ◆ Approved bilingual degree programs may be eligible for financial assistance.

tional and GED preparation coursework. This cognitive

Concurrent Bilingual Model
(Huerta-Macias, 2003, Taggart and Martinez, 2003)



foundation in the native language prepares trainees for the challenges of learning English. As the trainees become more fluent in English, instructors strategically increase the use of English in class (Huerta-Macias, in press).

Most concurrent bilingual programs in El Paso have fully bilingual, bicultural staff. This model uses bilingual instructional aids and materials, such as texts, in both Spanish and English. Because it is difficult to find instructors who can teach both English literacy and an occupational skill, most programs use different instructors for the ESL, GED preparation, and training sections. These instructional teams meet regularly to coordinate lesson plans and activities (Gillespie, 1996).

In El Paso, private career schools regulated by TWC have pioneered this model into their programs that include close business collaboration, carefully monitored internships, and various career tracks. Training in occupations that require a high school diploma or GED credential add a GED component to the curriculum. In El Paso, programs provide the Spanish GED component.

Texas Project

Anamarc Educational Institute, a private career school in El Paso, works with the Upper Rio Grande Workforce Board and local employers to help students with limited-English skills enter high-growth, high-demand occupations, such as a nursing assistant, through a cooperative program. Courses use bilingual instructors who work with students on workplace language and assist students by providing them with occupational training.

Concurrent Bilingual Model

Disadvantages

- ◆ Difficult to find experienced and effective bilingual instructors who have experience in adult bilingual methodology.
- ◆ Stigma associated with the misconception that participants do not want to learn English.
- ◆ Teacher training in adult bilingual methodology is almost nonexistent.
- ◆ Spanish or native language dominance may limit English literacy needed to succeed on the job.
- ◆ Misconception that because instructors are bilingual, they can teach bilingual courses.
- ◆ High tuition costs due to market demand, complex instructional design scarcity of qualified instructors.

Internships provide students with direct experience and a better understanding of the job requirements. The school's high student retention, employment, and certification rates underscore the ability of this program model to help customers succeed through intensive occupational training programs (National Association of State Workforce Board Chairs, 2007).

Sample Concurrent Bilingual Lesson Model

Source: Huerta-Macias, A.G. (2003). Meeting the challenge of adult education: A bilingual approach to literacy and career development. *Journal of Adolescent & Adult Literacy*, 47(3), pp. 223-224. Reprinted with permission of the International Reading Association.

The following is an outline of a lesson for adults learning about plastic injection molding.

Introduction—The instructor begins by introducing the lesson to the students in the native language. A general description of what plastic injection molding entails is first provided. The discussion, for example, focuses on what plastic injection molding is, the types of products that are made with the molding process, the extent to which it is used in manufacturing in the United States, and the local demand for workers who are certified in plastic injection molding. This discussion is brief, as the more extensive dialogue on these topics comes in later lessons. The instructor next explains that the lesson for the day involves an initial overview of the operation of the molding machine. Some vocabulary in English relevant to the lesson (e.g., mold, temperature, eject, and pressure) is introduced during this part of the lesson using visuals, realia, or text.

The Lab—This part of the lesson involves a visit to the lab, where the students gather around the molding machine. English is used in this part of the lesson as the instructor describes the operation of the machine. The students observe, listen, and take notes during this time. The instructor occasionally walks to the chalkboard and writes the names of some of the parts of the machine or draws some of the internal mechanism using arrows to show direction of movement.

Reflection—The class returns to the classroom where the discussion on the basic parts and operation of the machine continues in English. On the chalkboard is a more detailed blueprint of the machine with all the parts labeled. The basic steps (e.g., checking the oil pressure,

closing the operator safety gate, selecting the mode of operation, injecting the plastic, and cooling) are reviewed as the instructor poses questions to the students and they respond in English. As a comprehension check, the students are asked to list the basic steps on the board and to label some of the external moving parts on a chart that shows a large photograph of the machine.

Technology Integration—Technology might be integrated at this point for the purpose of taking digital pictures of different parts of the machine, printing them, attaching labels to the pictures, and compiling them for study at home. The instructions on this part of the lesson would be most effective in the native language. Use of that language would ensure comprehension of this integration of technology with the lesson and would allow the process to proceed rapidly and efficiently.

Recap—At the end of the lesson, the instructor would have a general question-and-answer period. This could be done in the native language or bilingually, depending on the students' proficiency. Questions could also be fielded in the native language and answered in English. The lesson would close with some brief statements in the native language on the home assignment and on the agenda for the following lesson.

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