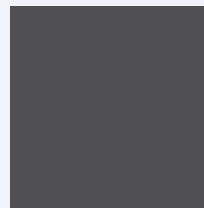
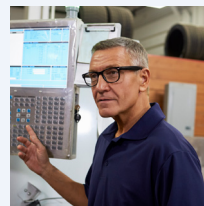
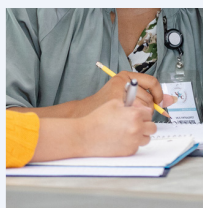
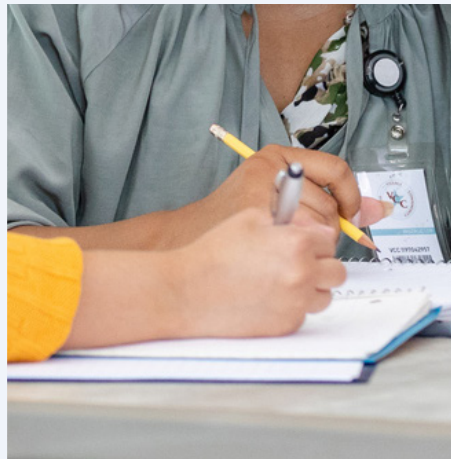


Enhancing Access to Workforce Training: A Guide to Supporting Multilingual Learners' Participation in Integrated Education and Training

JULY 2024





Acknowledgments

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About the Project

Funded by OCTAE, the EARN project aims to support adult educators in developing and delivering high-quality Integrated English Literacy and Civics Education (IELCE) and Integrated Education and Training (IET) programming in alignment with an immigrant integration approach. For more information or resources created by the EARN project, visit <https://lincs.ed.gov>.



Introduction

In 2021, the White House described the important contributions that immigrants make to the U.S. workforce, such as how they increase the size of the labor pool and improve productivity and innovation.¹ Adult education programs, funded under Title II of the Workforce Innovation and Opportunity Act (WIOA) of 2014, play a critical role in preparing immigrants and New Americans—referred to here as multilingual learners—for employment. In addition to building multilingual learners' English language skills, adult education programs may also support workforce preparation and training. Addressing multilingual learners' economic integration needs, one of the three pillars of immigrant integration, along with civic and linguistic integration,² includes being able to navigate key economic systems—like the U.S. workforce—and building workforce preparation and digital literacy skills to ensure that multilingual learners can fully participate in the U.S. economy.

Workforce training can be any type of formal training program that prepares adult learners for careers in a specific industry or occupational sector. This training can be delivered through bridge programming,* dedicated workforce training, or integrated education and training (IET) programs. Currently, only a small percentage of multilingual learners enroll in IET programs, but participation is growing.³ For example, in the 2022–2023 program year, there were more than 434,000 individuals enrolled in English language acquisition (ELA) or Integrated English Literacy and Civics Education (IELCE) classes nationally, and just over 5,484 (1.34%) of those individuals participated in IET programming.⁴ Therefore, adult education providers have a critical role to play in making sure that multilingual learners can access IETs and be successful once enrolled.

This guide is designed for adult education providers who are already offering IET programming or connections to IET programs. The guide describes the required components of IET, potential barriers for multilingual learners, and, finally, strategies for supporting their participation and success in education and workforce training. The strategies focus on four key topics: program design, partnerships, navigation and advising, and instructional approaches. For each strategy, the guide summarizes actions to take and additional resources to explore.

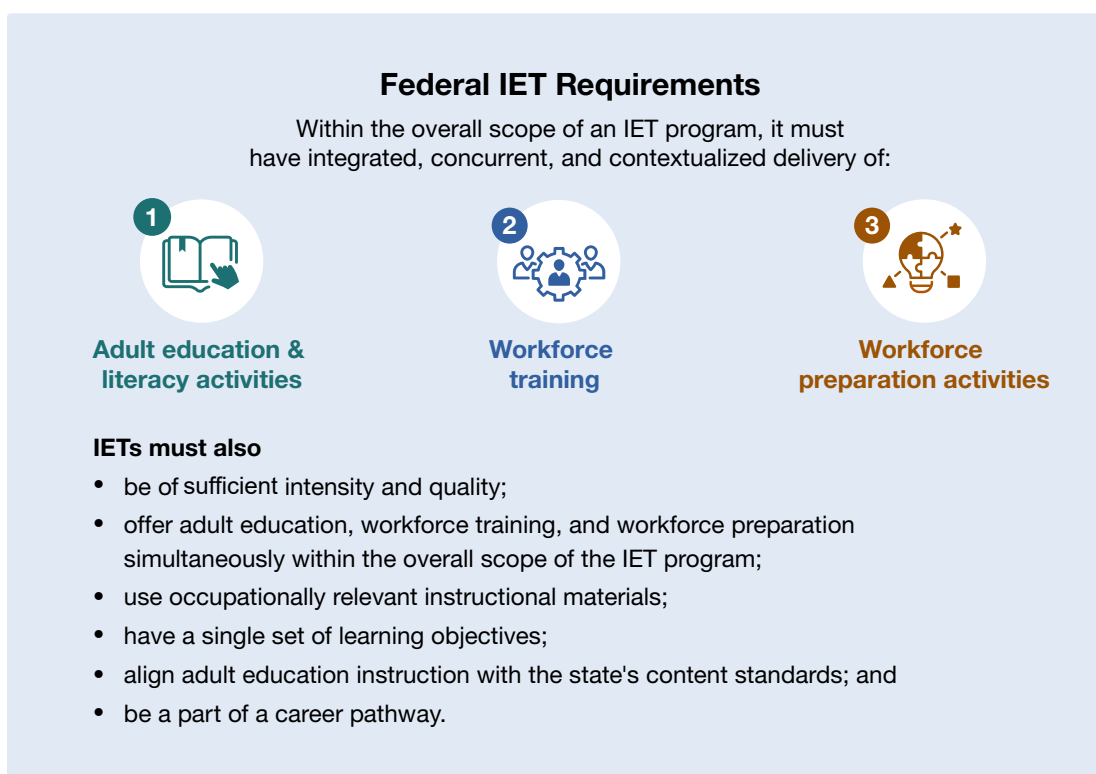
* The term “bridge” is used to refer to different readiness activities that prepare learners for their next steps in a career pathway. These activities include bridge programs, on-ramps, preparation courses, pre-IET programs, and bootcamps. For more information, see <https://lincs.ed.gov/sites/default/files/EARNBridgeSpotlight.pdf>.



Understanding IET for Multilingual Learners

IET provides adult learners with an accelerated path to employment by combining basic skills instruction, workforce training, and workforce preparation activities (see Exhibit 1). In the IET model, instructors deliver these three components concurrently and contextually. For multilingual learners, IET programs can also offer contextualized English language instruction for the workplace as the adult education and literacy component. This means that learners can simultaneously participate in workforce training as they strengthen English language and basic skills, which can accelerate their advancement toward employment.

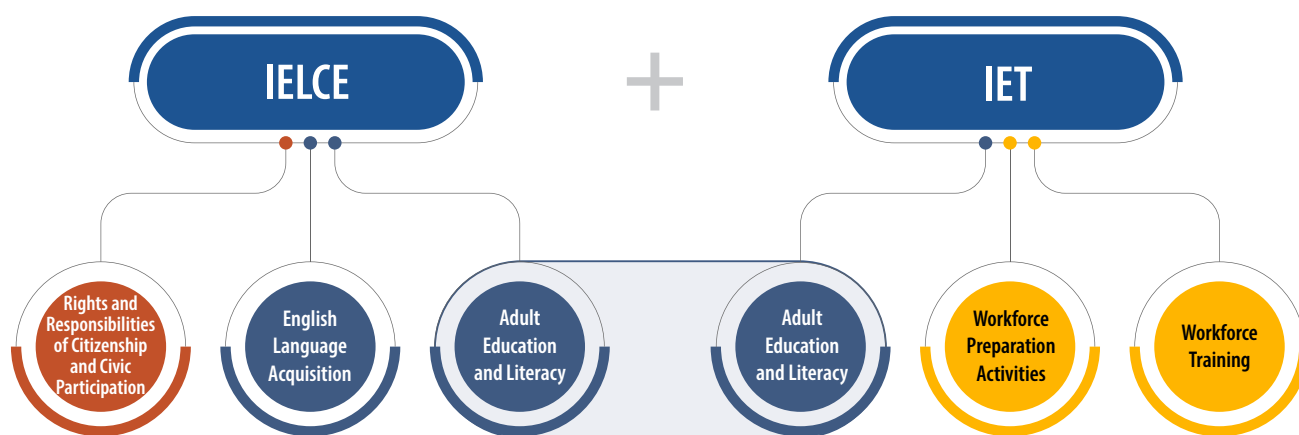
Exhibit 1. WIOA IET Requirements





IET programs may be connected to IELCE programs, which provide instruction in literacy, ELA, and the rights and responsibilities of citizenship and civic participation. IELCE may also offer workforce training. IELCE activities may be offered in combination with IET programs (Exhibit 2) in a variety of ways. For example, in California, multilingual learners can be co-enrolled in simultaneous IELCE/IET activities. Alternatively, in Maryland, IELCE activities serve as a bridge to IET programs.

Exhibit 2. Required Components of IELCE and IET



Source: IELCE Immigrant Integration Framework, https://lincs.ed.gov/sites/default/files/IELCE_Framework.pdf.



Developing IELCE activities in combination with IET programs provides extra support to multilingual learners to ensure their success in the IET and allows participants to progress along their chosen career pathway. Depending on their starting points, this could mean preparing multilingual learners for entering the workforce, obtaining a good job that pays family-sustaining wages, or advancing in their careers.

Take Action to Learn More about IET

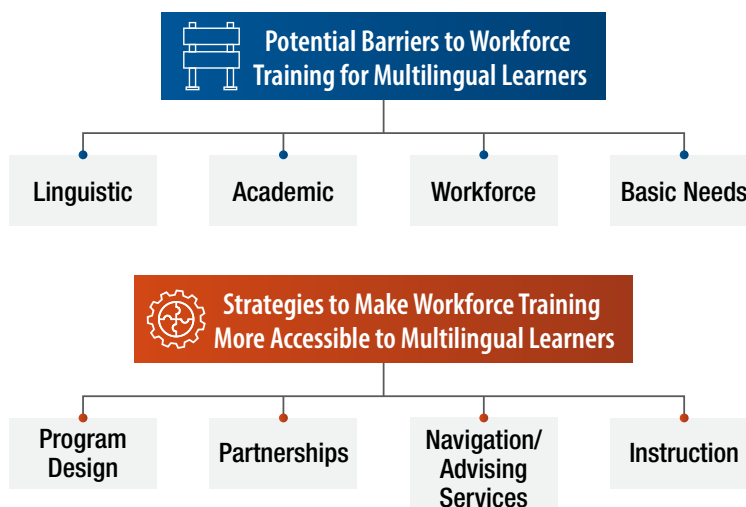
Learn more about designing an IET program:

1. Review the [IET Design Toolkit](#). The Toolkit outlines four phases of IET design and implementation and provides tools and resources for each phase.
2. Review the [QuickStart Guide for English Learners Desk Aids](#) (a part of the IET Design Toolkit) to explore options for designing IET programs that are fully accessible to multilingual learners.

Barriers to Multilingual Learner Participation and Success in IET

To better support multilingual learner participation and success in IET programs, adult education programs should actively identify and leverage multilingual learners' assets and strengths. These assets include multiculturalism, proficiency and literacy in multiple languages, professional work experience and credentials earned in other countries, transferable personal and workplace skills, experience navigating new systems and building social capital, and self-advocacy. At the same time, programs should actively address linguistic, academic, workforce, and basic needs barriers as shown in Exhibit 3.⁵

Exhibit 3. *Barriers to and Strategies for Supporting Multilingual Learners' Success in IET*





Linguistic Barriers

To understand workforce content in a training program, multilingual learners may need additional language support. This support may range from basic language support to ensure they can fully participate in the IET to targeted support for a particular language skill domain, such as reading or speaking.

Multilingual learners that have emerging literacy in their first language may benefit from native language literacy instruction alongside English language instruction to accelerate English growth and prepare for additional academic requirements. Multilingual learners also may need to learn occupation- or sector-specific vocabulary that lays the groundwork for entering the IET. This approach can be especially helpful in preparing multilingual learners for IET programs that have language requirements or thresholds for participation as they help to ensure that participants have the necessary level of English literacy to master the IET content and pass exams to earn industry-recognized credentials.

Academic Requirements

IETs often have academic requirements or other thresholds for enrollment, such as completing certain prerequisite courses, performing at specific National Reporting System functioning levels, or having high school equivalency credentials. Moreover, many international credentials, such as a high school diploma, industry certifications, or postsecondary certificates or degrees, may need to be recognized or verified in the United States to meet IET enrollment requirements.

Workforce Systems Barriers

To benefit from workforce training, multilingual learners need the skills to navigate the U.S. workforce system and access employment opportunities and further training, including understanding the following:

- Workplace culture
- Occupation-relevant terminology
- What an occupation entails
- Pathways that lead from entry jobs to a fuller career

Additionally, multilingual learners may need support in building the professional and social networks that can pave the way to employment and a career. They, or members of their family or community, also may have gender- or culturally bound perspectives on the particular jobs that the IET program targets. Similarly, multilingual learners may benefit from broadening their understanding about U.S. career pathways, local labor market needs and opportunities, employee benefits (e.g., health care, retirement, and tuition assistance), and options for ongoing education and skills development for employment and career advancement.



Basic Needs

Multilingual learners may experience multiple challenges in their personal and family lives that can impact their readiness to succeed in an IET. These challenges may include limited access to transportation or childcare, scheduling conflicts due to work or family responsibilities, housing or food instability, and health and mental health care needs. By proactively taking the time to understand and help multilingual learners meet their basic needs, adult education programs can prepare them for success in IET programs and, more importantly, promote their well-being.

Take Action to Reflect on Current Programming

Reflect on these questions:

1. Which of these barriers to participation in workforce training do your multilingual learners face: language, academic, workforce, and/or basic needs?
2. Which barriers do you think are the most pressing to address to help multilingual learners be successful in education and workforce training programs?
3. How is your program currently addressing these barriers?

Strategies for Supporting Multilingual Learners' Participation/Success in IET

A learner-centered approach to program design and delivery can help multilingual learners overcome barriers to IET participation and success. A learner-centered approach begins with learners' individual needs, experiences, perspectives, cultural competencies, and goals in mind and can be applied to program design, partnerships, career navigation and advising, and instruction. In the next sections, this guide will further describe the learner-centered strategies that providers may use to support multilingual learners' participation and success in IET programs.

Program Design

Adult education programs can build learner awareness of IET opportunities and the benefits of participation in a number of ways, such as:

- Illustrating how IELCE and IET programming aligns to career pathways and the steps involved in advancing along a pathway
- Helping learners to identify how their skills and experiences connect to career pathways
- Sharing available services provided by workforce partners, immigrant-serving organizations, and training providers



- Teaching the vocabulary necessary for engaging with service providers mentioned above
- Exposing learners to workplace culture and vocabulary by contextualizing English skills for the workplace

These strategies serve to connect multilingual learners' skills, credentials, and experiences with IET opportunities. It is important for programs to also communicate the specific language skills needed for success in the IET program, credentials or education required for entry into the industry, and any workplace culture expectations or norms that may be unique to working in the United States.

Program staff can make connections to IET during English language courses, in separate IET preparation activities (e.g., a workshop or specialized class), or by using bridge strategies to deliver IELCE activities. Bridge strategies are used in adult education to prepare learners for the next step in a career pathway. In the IELCE context, bridge strategies focus on building the language and academic skills required for success in the workforce training component of an IET. Programs might incorporate career exploration activities to help multilingual learners select a career pathway or begin to introduce workforce content through contextualized language and civics instruction aligned to the IET workforce focus.

To make other IET preparation activities accessible to multilingual learners, program staff should design workshops or classes that build students' awareness of careers in the industry field without requiring advanced language comprehension. For example, information might be conveyed through school or workplace tours or videos that illustrate the typical workday.

Other preparation activities might involve bringing in IET participants to speak with learners about the program, inviting guests or volunteers who can provide first-language support for learners as they explore potential career pathways, or offering job shadowing opportunities.

Additionally, program staff may want to identify external resources that can support students in preparing for an IET program. These resources are often available through county and municipal human services agencies, organizations funded by the Office of Refugee Resettlement, and workforce development boards that focus on immigrant integration, first-language support, and other activities. These organizations may offer a variety of support for multilingual learners to address academic, financial, and personal barriers to IET participation. Examples include first-language support to help multilingual learners strengthen literacy skills in their primary languages and targeted vocabulary development for the workplace.



Learner-Centered Design Tips

Get to know your learners:

- Ask about their education and training experiences, as well as interests and needs, to inform program design.
- Gather learner feedback and suggestions on program delivery formats.
- Include learners (and program alumni) as core members of the program design process.



Strategy in Action: Garden Grove Education Program

The Garden Grove Adult Education Program in Garden Grove, California, connects multilingual learners with career exploration resources to help them understand different career pathway options. After learners complete a needs assessment to identify their career interests and work experience, instructors introduce relevant and customized workforce content into the curriculum. For example, for learners interested in health care careers, an instructor might direct them to health care–related units in the online course “Access America,” from USA Learns, which supplements instruction in the ELA program. For learners who want to explore the industry further, instructors will connect them with other resources, such as the freely available USA Learns “Skills for the Nursing Assistant” online course.

Learn more at <https://ae.ggusd.us/> 



Take Action to Reflect on Current Programming

1. Apply these strategies:

- Provide information about how IELCE and IET programming act as steps within career pathways and how learners’ skills and experience connect to a pathway.
- Use bridge strategies and other preparation activities such as orientations and bootcamps to prepare learners for workforce training.
- Assist learners in understanding and accessing relevant service providers.

2. Explore more:

- Explore EARN’s [Enhancing Access: Using Bridge Strategies to Connect IELCE Activities to IELCE Programs](#) spotlight, which provides a conceptual model for how bridge strategies can be used to connect IELCE and IET along with several examples.
- Watch EARN’s [Contextualizing Civics in the Workplace](#) video, which shows how civics content can be contextualized in IELCE activities to prepare learners for an IET.
- Explore [IET for English Learners Desk Aid 2: Design and Plan](#) for additional considerations for designing IET programs that are accessible for multilingual learners.



Partnerships

Employer partnerships are essential to IET programs, especially to ensure that the curriculum aligns to labor market needs and that participants are prepared for work in the industry focus area. Other partnerships, such as with workforce development boards and industry associations, support IET programs by leading workforce preparation activities, offering referrals for personal and workforce supports, and connecting learners with employment opportunities. Adult education program staff can make the most of these partnerships by:

- Leveraging employer partnerships to provide career exploration and on-the-job training experiences
- Partnering with American Job Centers and other workforce development organizations to connect multilingual learners with employment opportunities
- Easing access to community or immigrant-serving organizations that can help meet basic needs*

Cultivating partnerships with employers and workforce development agencies also serves to raise awareness of the tremendous value that multilingual learners bring to their communities and the workplace.

Effective partnerships depend on strong communication, reciprocity, common goals, and clearly defined roles. All partners need to have a shared understanding of the barriers that multilingual learners may experience by participating in an IET and be committed to collaborating on solutions. The history of the partnership is also an important consideration; some partners' roles may need to be redefined to address the unique needs of multilingual learners. Furthermore, some partnerships with local employers that recognize international credentials and are accustomed to hiring non-native English speakers can serve as champions who help multilingual learners understand how they can immediately participate in the local workforce.



Learner-Centered Design Tips

Build on learners' previous experience and cultural perspectives of work:

- Talk to learners about their perceptions of employment in the IET industry focus area.
- Ask learners about the culture of work in their home countries to gain understanding of how U.S. work culture may differ.
- Consider how gender, age, and other factors play a role in certain career pathways.
- Understand learners' social and professional networking needs.

* OCTAE Program Memo 24-3 clarified that Adult Education and Family Literacy Act (AEFLA) funds may be used by states and eligible providers to pay costs related to child and dependent care and transportation to ensure that adult learners are able to attend and participate in AEFLA-funded programs, so long as these costs are reasonable, necessary, and allocable to AEFLA. For example, if a learner is not able to pay these costs, and other sources of funding are not available, and the learner could not otherwise regularly participate in AEFLA-funded programming, AEFLA funds may be used to pay these costs. For more information, review the memorandum here: <https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-24-3.pdf>.



Strategy in Action: Workforce Essentials

Workforce Essentials, a community-based organization that serves adults in northern middle Tennessee, partners with employers to develop workforce training programs, including IETs, and to deliver these and other workplace literacy programs. Workforce Essentials works with employers to identify vocabulary and skills that workers need and designs a corresponding assessment that employers review. The ELA instructor then incorporates those workforce skills into ELA programming. The IET coordinator also supports the development of lesson plans that address those skills. This backward-planning approach has led to strong student outcomes and high levels of satisfaction from employers.

Workforce Essentials works with employers to understand the importance of providing instruction specifically for multilingual learners. For example, the organization reported that workers can suffer higher rates of on-the-job injuries if they have a language barrier and have difficulty understanding safety concerns or reacting to emergency directions or commands. Workforce Essentials has found that employers are receptive to on-the-job workplace literacy activities when they incorporate instruction on workplace safety.

Learn more at <https://workforceessentials.com/> 



Take Action to Leverage Partnerships

1. Apply these strategies:

- Partner with employers that have a history of hiring and supporting multilingual workers.
- Help learners understand how to access American Job Center resources.
- Connect learners with immigrant-serving and other organizations to address their basic needs.

2. Explore more:

- Explore EARN's spotlight on [Adult Education and the Workforce Development System: Partnering to Improve Services](#) for more information about strategies and examples of how adult education can effectively collaborate with workforce development system partners.
- Explore the [IET for English Learners Desk Aid 1: Research and Assess](#) for IET design considerations around partnerships that improve services for multilingual learners.



Career Navigation and Advising

Career navigators and advisors provide support to learners throughout the education and career planning process by facilitating career exploration, making connections to community resources, and preparing learners for their next steps in the pathway. In adult education, career navigators offer a range of services that are linked to positive student outcomes⁶:

- Career planning, exploration, and counseling
- Educational planning
- Support to navigate systems
- Learner skill building
- Job placement⁷

In an IET program, the learner experience begins with pre-enrollment and continues through enrollment and intake, participation, and transition to employment, or further education and training (see Exhibit 4). Navigators support learners, including multilingual learners, by providing a consistent point of contact and direct service throughout all phases of learners' IET experience. These services include supporting recruitment efforts to identify multilingual learners and assess for good fit (Phase 1), providing robust intake and orientation processes to prepare learners for the expectations of the program (Phase 2), supporting learners' digital literacy skill development and ensuring access to needed technology (Phase 3), and helping multilingual learners evaluate and transfer applicable foreign degrees and credentials (Phase 4).

Exhibit 4. Phases of Navigator Support



Navigators also help to develop multilingual learners' career awareness so they understand the expectations, requirements, and cultural aspects of the workforce training component of the IET. During program intake conversations, for example, navigators should discuss multilingual learners' education and work experiences, which can inform their choices of career pathway options and help to determine whether they have credentials from their home country that might help them gain a head start toward employment.



Although their education and work experiences will vary, multilingual learners can benefit from education and career planning discussions that help them better understand and navigate U.S. education and workforce systems. The following activities prepare multilingual learners for workforce training in an IET:

- Orientation to the U.S. educational and workforce systems
- Review of job descriptions and job requirements for regulated and unregulated professions
- Crosswalks of multilingual learners' educational history, industry credentials or certificates, and work history to IET/career pathway requirements
- Workplace tours and/or employer speakers
- Connections to partners, networks, and mentors that can help multilingual learners build social capital
- Regular goal setting and education and career planning discussions



Strategy in Action: Asian American Civic Association

The Asian American Civic Association (AACA) in Boston, Massachusetts, provides education, training, and advising services to multilingual learners, including large numbers of internationally trained professionals (ITPs). AACA has a robust intake process to help determine which of its programs best fit the needs of the learner, based on eligibility factors including English proficiency, writing skills, work experience, degrees earned, desired career field, licensing requirements of the desired career, and work authorization. Intake also aims to identify potential barriers, like lack of childcare, transportation, and internet, and connects students to supports for basic needs services.

ITPs typically are enrolled in either AACA's Career Advancement for Professionals program or Next Steps Transitional Program (Next STEP). Both programs have dedicated advisors experienced with helping ITPs reenter the workforce in a job that leverages their education and work experience. This process for reentering the workforce often includes connecting to and completing education and workforce training programs. Advisors also work with ITPs on goal setting, level-setting expectations, and obtaining credential evaluation, as appropriate.

Learn more at <https://www.aaca-boston.org/> 



Take Action to Provide Navigation and Advising

1. Apply these strategies:

- Provide targeted career awareness and exploration activities to help multilingual learners understand opportunities in the training field.
- Help learners build employability and digital skills.
- Consider using a long-term case management approach to supporting multilingual learners before, during, and after IET programming to help them persist through further education and workforce training and transition to next steps, including employment, postsecondary, or further training.

2. Explore more:

- Explore EARN's [The Role of Navigators in IELCE/IET Career Pathways](#) spotlight, which provides suggested actions for navigators to take as they support multilingual learners along an IELCE/IET career pathway.
- Explore EARN's [Serving Internationally Trained Professionals in IELCE Activities](#) spotlight, which describes strategies for leveraging ITPs' assets.

Instructional Approaches

Contextualized instruction is a key part of an IET program. Program staff (instructors and partners) must integrate and concurrently deliver adult basic education, workforce preparation, and workforce training content. This delivery model improves the accessibility of workforce training content for multilingual learners while also helping them achieve their language goals. In an IELCE/IET program, instructors integrate English language instruction with the workforce context. To prepare multilingual learners for this delivery model, programs should consider implementing specialized methods—such as contextualization, multilingual approaches, workforce preparation activities, and digital literacy instruction—during English language courses. These strategies are summarized in Exhibit 5.



Learner-Centered Design Tips

Incorporate learner voice into instruction:

- Collect feedback from learners on different instructional strategies.
- Create opportunities for learners to share their experience and background in class activities.
- Ask learners to determine when it is useful for them to rely on other languages in the classroom and to identify relevant class content.



Exhibit 5. *Instructional Strategies to Prepare Multilingual Learners for Workforce Training*

Strategy	Description	Other Considerations
Contextualization	Delivers workforce content, including occupation-specific vocabulary and learning about workforce culture, within the context of ELA instruction	<ul style="list-style-type: none">• Using job-relevant materials in classroom activities• Training for staff on how to contextualize content
Multilingual approaches	Introduces workforce content in multilingual learners' primary languages to support ELA	<ul style="list-style-type: none">• Using other languages within workforce preparation and English language instruction• Aligning programming with bilingual career pathways• Using multilingual volunteers to support learners and talk about their careers
Workforce preparation activities	Focuses on the skills needed to gain and secure employment, like critical thinking and communication skills	<ul style="list-style-type: none">• Helping learners understand the cultural context of the U.S. workplace relevant to the workforce training• Integrating civics topics related to workforce preparation—like navigating systems, self-advocacy, and communication—into instruction
Digital literacy instruction	Helps learners gain the skills they need to use and navigate technology, especially for the workplace	<ul style="list-style-type: none">• Providing access to explicit digital literacy instruction or digital skills orientations to prepare learners for the class or program• Ensuring participant access to devices and broadband• Using hybrid or blended programming



Culminating Example

Many adult programs are already putting these strategies in action. One such program prioritizes making education and workforce training accessible to multilingual learners:



Strategy in Action: Metropolitan Community College

Metropolitan Community College (MCC) in Omaha, Nebraska, helps adult education students, continue their journey in postsecondary education and training and employment. The adult education program serves a wide range of multilingual learners, including refugees, those with emerging literacy, and internationally trained professionals, with IELCE and IET programming at the center of the college's career pathways programming. All learners meet with career coaches to develop personalized education-to-career plans that guide their educational journeys.

Program Design: MCC's IET programs lead to high-skill, high-wage jobs, and IELCE activities embed workplace terminology and career readiness. The occupational content becomes more intensive as multilingual learners progress into IET programs, with learners receiving access to career coaching and career placement support. These activities help to create a pipeline of students into MCC's credit-bearing programming, including workforce training.

MCC also is piloting an approach to provide financial support to participants in short-term training programs with COVID relief funds and other financial sources. Eligible learners can receive grants that pay \$16/hour for in-seat class time for IET classes. The grants also cover tuition, fees, books, and materials, so that learners can participate at no cost to themselves. MCC developed this support model to address the challenge faced by many learners with being able to afford taking time off from work to participate in training programs and ultimately progressing along a pathway to sustainable and high-wage employment.

Partnerships: MCC operates the Career Placement Program in collaboration with Heartland Workforce Solutions. The program serves individuals with barriers to successful employment, including limited English proficiency, and prepares participants to earn work readiness certifications. It also provides resume and job application support and other job readiness services. MCC partners with over 300 businesses that support the program, including by interviewing and hiring candidates. The program culminates in a hiring event or direct company connection for participants, which also helps employers gain work-ready talent. According to MCC, 85% of Career Placement Program completers receive jobs at an average wage of over \$23/hour with a plan for advanced training opportunities.

Continued



Career Navigation and Advising: Learners work with career skills coaches to develop individualized Education to Employment Plans. The Employment Plan documents employment objective(s), participants' strengths, job search activities, work experiences, work-based learning, education and training programs past employment and support services, and other information. Learners are placed into education and training tailored to their employment objectives. Programming options range from short-term training to credit-bearing classes. Likewise, MCC maintains strong partnerships with local employers to supply employment and work-based learning experiences for participants, with a variety of support services available to students to address any participation barriers.

Instructional Approaches: MCC's IET classes feature English language instruction contextualized for the workplace, with language learning aligned to the specific demands and communication needs of the workplace. The approach combines language acquisition with job-related skills development to enhance learners' overall employability. Prior to IET enrollment, English language instruction incorporates workplace and civic readiness. MCC engages instructional designers and subject matter experts to create the contextualized curriculum, which involves identifying workplace language needs, incorporating job-related tasks, utilizing workplace materials, and integrating technology tools.

Learn more at <https://www.mccneb.edu/> 



Next Steps

By strengthening the path to IET, more multilingual learners can accelerate their preparation for the workforce and enhance their engagement in their local economies and communities. The following checklist provides steps to explore how adult education providers can design strategies to help multilingual learners access and succeed in IET programs:

1. Review program data to reflect on multilingual learners' assets and potential barriers to IET participation:

- ☒ What assets do learners have that prepare them for success in IET programs?
- ☒ Which of these barriers to participation in education and workforce training do your multilingual learners face: language, academic, workforce, and/or basic needs?
- ☒ Which barriers do you think are the most pressing to address to help multilingual learners successfully complete education and workforce training programs?
- ☒ How is your program currently addressing these barriers, and what work still needs to be done?

2. Consider which of the following program design strategies can be used to intentionally prepare learners for and connect them with an existing IET program:

- ☒ Introduce learners to career pathways, showing how specific IELCE and IET activities represent steps within the pathway.
- ☒ Use bridge strategies and other preparation activities, like program orientations and bootcamps, to prepare learners for further education and workforce training programs.
- ☒ Connect learners with the wraparound services, supports, and referrals that will help them be successful in the program.
- ☒ Integrate career exploration and hands-on work experiences, like job shadowing and internships.
- ☒ Other strategies _____

3. Assess current partnerships to identify existing connections (and any gaps) with the following partners:

- ☒ Employers that have a history of hiring and supporting multilingual and multicultural workers
- ☒ American Job Centers and other workforce development organizations to provide work readiness, career exploration, job openings, and other services, and two-way referrals
- ☒ Immigrant-serving and other community organizations to address learners' basic needs and to ease access to basic needs supports
- ☒ Other partners _____



4. Review the phases of the learner experience—pre-enrollment, enrollment and intake, participation, and transition—and determine where additional support is needed to connect multilingual learners with IET opportunities by:

- ☒ Providing targeted career awareness and exploration
- ☒ Discussing how learners' educational and employment backgrounds can be applied to the IET pathway
- ☒ Helping learners build employability and digital skills in preparation for the workforce
- ☒ Other navigation and advising services_____

5. Incorporate the following instructional strategies into English language classes to prepare multilingual learners to be successful in education and workforce training programs:




- ☒ Career-specific contextualized language instruction
- ☒ Multilingual approaches
- ☒ Workforce preparation activities
- ☒ Digital literacy skills
- ☒ Other instructional strategies_____

Conclusion

To prepare multilingual learners—including immigrants, refugees, and other New Americans—for success in the workforce, adult education programs can design programming that connects learners to an IET; partner with employers, workforce development programs, and other organizations; provide career navigation and advising to help learners explore careers; and refine instructional approaches to introduce workforce content. In doing so, adult education programs can help learners build the language skills and workforce knowledge they need to participate and be successful in IET and other education and training opportunities. By using a learner-centered approach and intentionally connecting multilingual learners with IET programs, adult educators can leverage learners' assets to address their linguistic, academic, workforce, and basic needs barriers and bring learner voice into program design. These practices can help multilingual learners access and succeed in workforce training programs, preparing them for good jobs that enable their economic integration into their communities.



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- ⁴ “Table 3: Participants by Program Type and Age” (National Reporting System for Adult Education, 2024), <https://nrs.ed.gov/rt/reports/aggregate/2021/all/table-3>.
- ⁵ Sarah J. Flynn et al., “Barriers to Education for the Marginalized Adult Learner,” Alberta Journal of Educational Research 57, no. 1 (2011): 43–58, <https://doi.org/10.11575/ajer.v57i1.55454> .
- ⁶ Julie Bruch et al., “Career Navigators in Adult Education: What Experts Say about Their Role and How to Support Their Success ” (Mathematica, March 28, 2023), <https://www.mathematica.org/publications/career-navigators-in-adult-education> .
- ⁷ Dani Scherer and Jessie Stadd, “The Role of Navigators in IELCE/IET Career Pathways” (EARN, 2023), <https://lincs.ed.gov/sites/default/files/14175EARNNavigatorSpotlight.pdf>.