Using Data to Improve English Learners' Access to Education-to-Workforce Pipeline

Workforce Development and English Learners (ELs)
- All educators are teachers of ELs
- English language development supports appropriate for levels and needs
- Home language development to promote bilingualism and biliteracy (Multilingualism for Equitable Education Policy and Seal of Biliteracy)
- Access to project-/place-based learning
- Access to a variety of college and career ready pathways
  - Trades
  - Career technical education (CTE)
  - Gifted and talented (GT)
  - Early college and higher education
- Whole child, student-focused, engaging instruction

Key Considerations for EL Supports
Similar to preparing students for college or higher education the following are considerations:
- Build a continuum of supports allowing students to develop language/literacy proficiency while working in a career pathway context
- Contextualize instruction allowing students to acquire job skills leading to meaningful employment/wages
- Connect to businesses where there is a need for bilingual employees (the Language Roadmap and Seal of Biliteracy)
- Connect ELs with mentors/role models, especially those from their home language/culture backgrounds

HIDOE Multilingualism for Equitable Education policy

HIDOE Seal of Biliteracy

Resources for Further Reading:

Mahalo for your participation!

Andreas Wiegand
Educational Specialist/Project Director
andreas_wiegand@notes.k12.hi.us

Emily Lam
Educational Specialist/Project Manager
emily_lam@notes.k12.hi.us