

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:

<https://lincs.ed.gov/state-resources/federal-initiatives/esl-pro>

<https://lincs.ed.gov/state-resources/federal-initiatives/esl-pro/preparing-english-learners-for-work-and-career-pathways>

Mahalo for your participation!

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