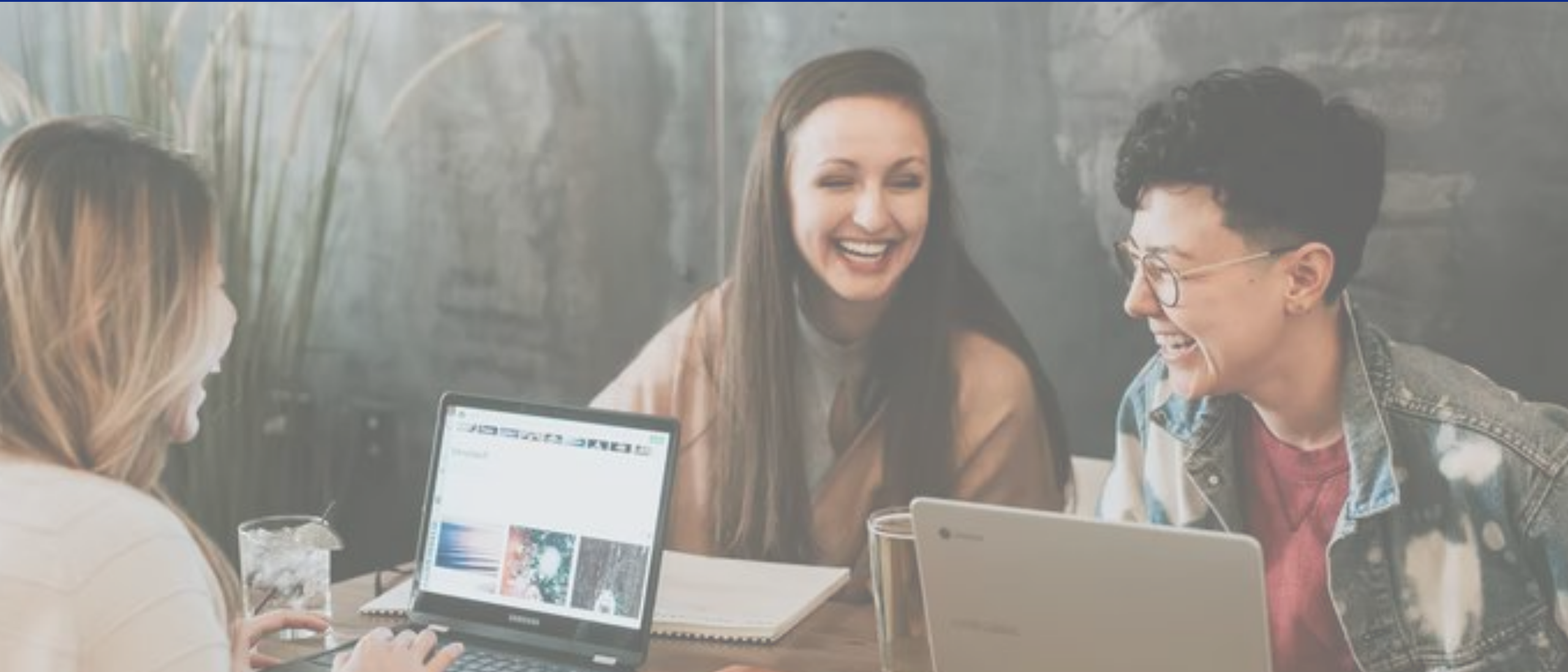


Solve Two Problems at Once



Build talent pipelines and unlock economic opportunity for immigrants, refugees, and speakers of other languages



AGENDA

- Introduction
- Language Learning Overview
- Workplace Language Learning Models
- Making sure it works

**EN
GEN**

Introduction



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EnGen

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The EnGen logo, featuring the word "EN" stacked above "GEN" in white, bold, sans-serif capital letters. A blue horizontal bar is positioned behind the "N" in "EN". The logo is set against a dark blue square background.

**EN
GEN**



EVERYONE IS
WELCOME

- 74,000 Afghan refugees are here or on their way
- Workers without English skills earn 15 - 25% less than those who do speak English, even with bachelor's degrees and credentials from their home countries
- By 2030, 97% of net workforce growth will be immigrants and their children



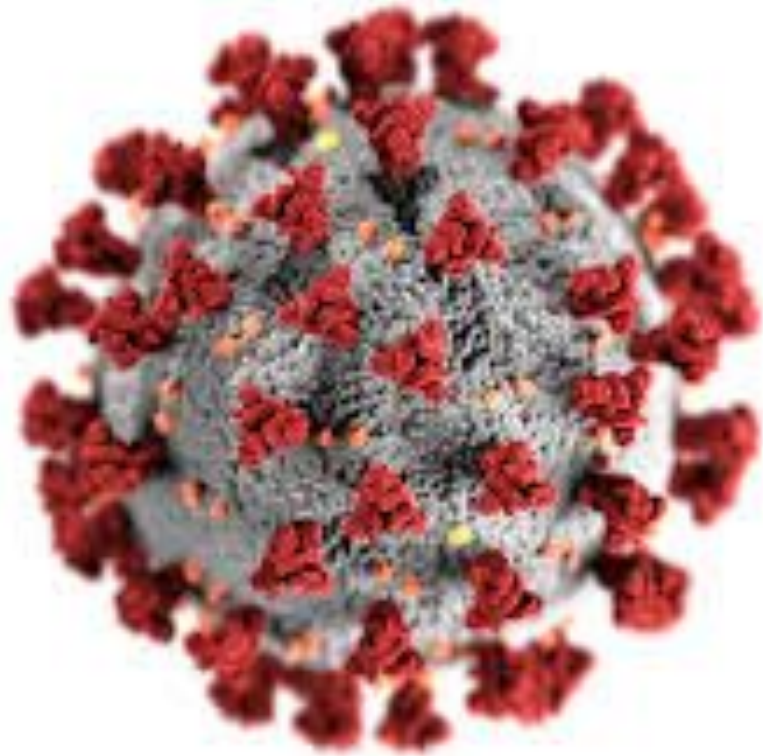
Nearly one quarter of workers in the manufacturing industry is aged 55 or over

“Over the next decade, 4 million manufacturing jobs will likely be needed, and 2.1 million are expected to go unfilled if we do not inspire more people to pursue modern manufacturing careers.”

- <https://www.nam.org/facts-about-manufacturing/>

COVID-19 Exacerbated a Tenuous Situation in Healthcare

The U.S. has had a healthcare worker crisis, and the pandemic has made it much worse.



According to a recent Washington Post/Kaiser Family Foundation poll, 3 in 10 health care workers have considered leaving the profession, and **6 in 10 say the pandemic has burned them out.**

The Food Service Industry Cannot Afford to Overlook Immigrants



- The hospitality industry is struggling to recruit and retain employees
- Nationwide, immigrants make up **22 percent** of the hospitality workforce
- According to the latest Census Bureau information, restaurants employ nearly **2.3 million foreign-born workers**

And, the Future of Work is Here

Job	Projected Growth Rate	Median Pay
Wind turbine service technicians	68.2%	\$56,230
Nurse practitioners	52.2%	\$111,680
Solar photovoltaic installers	52.1%	\$46,470
Statisticians	35.4%	\$92,270
Physical therapist assistants	35.4%	\$59,770
Information security analysts	33.3%	\$103,590
Home health and personal care aides	32.6%	\$27,080
Health services managers	32.5%	\$104,280
Data scientists	31.4%	\$98,230
Physician assistants	31.0%	\$115,390

Source: Bureau of Labor Statistics • [Get the data](#)

- ***Renewable Energy***
- ***Healthcare***
- ***Data / technology***



Career and Technical Education Programs **cannot afford to ignore immigrants and refugees**

- More than 10M jobs for the 8.4M unemployed adults in the U.S.
- 2M immigrants in the U.S. are either unemployed or underemployed
- ELL enrollment in community colleges and adult education programs nationally continues to drop



ENGLISH IS *THE* ENABLING SKILL FOR INTEGRATION AND OPPORTUNITY, BUT...the U.S. only reaches 4% of adult learners



In 2022, the way we teach ESL remains, outdated, ineffective, and completely unscalable

- In-person instruction is an obstacle
- Barriers of time and money preclude completion of degrees and certificates
- Massive disconnect between research and practice



We tend to think of lack of English skills as an **insurmountable obstacle**, but that just is not true.

Advances in technology and recent research in cognitive science **have shown us how to rapidly unlock language skills.**

Learning a language requires **acquiring a skill**, not studying a content area.



Decades of Research Offer a Research-Based Framework for Language Learning



INPUT



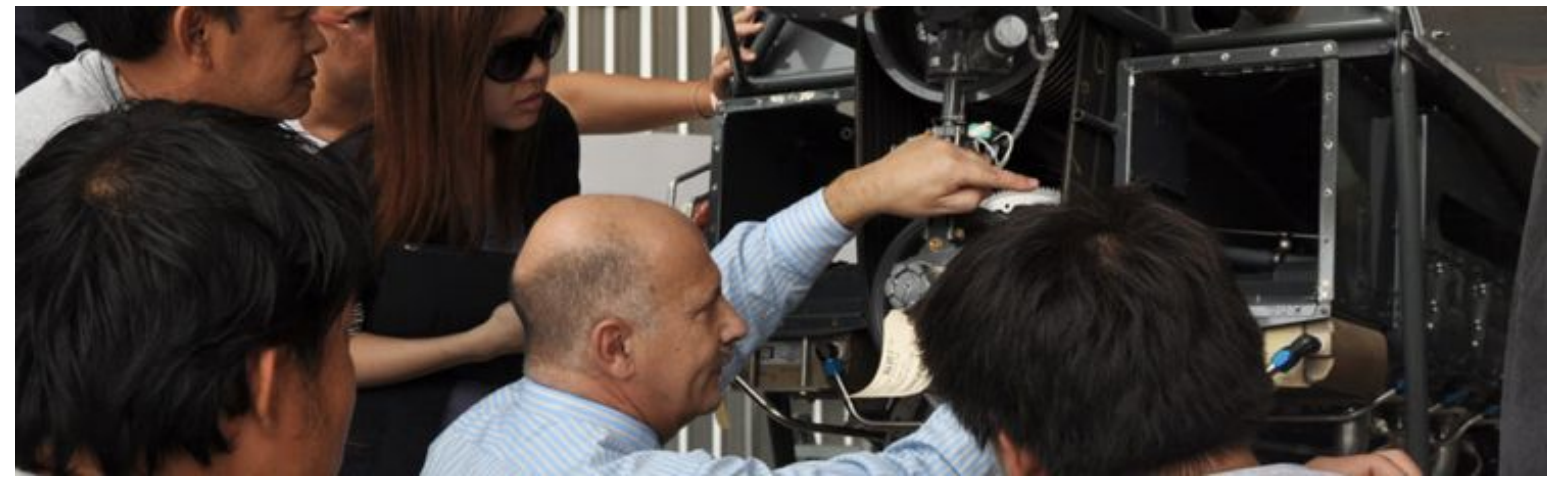
OUTPUT



INTERACTION



FEEDBACK



TASK-BASED LANGUAGE TEACHING (TBLT)

A pedagogic approach to language instruction based on the concept of organizing courses around *tasks*, rather than linguistic concepts or communicative functions.

THE RIGHT THING IS DIFFERENT FOR EVERYONE





**Building a
better
model**



Begin with a Needs Analysis

- Who is learning English?
- Why do they need to learn English?
- What do they need to do with English?
- Will they need to read, write, listen and/or speak?
- What tasks do they need to complete?
- Can we find real examples of the language they will use?



Leverage technology to do what computers do best, so people can do what humans do best

- Reach more learners
- Remove barriers to access
- Individualize instruction
- Measure progress and outcomes for rapid and efficient training transitions
- Optimize learning for competency-based models

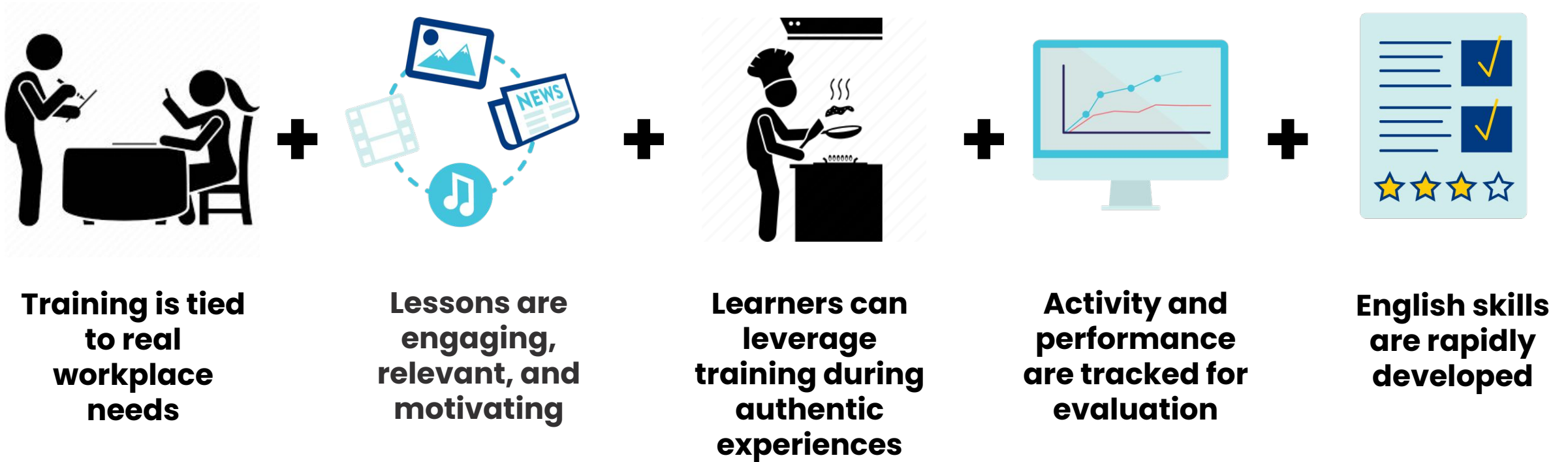


BUT, Do Not Overlook Digital Literacy

- Might be more work up front to ensure learners can use and access relevant tools
- This work is necessary for digital equity and will pay dividends
- Learners must be prepared for jobs and training that all require a facility with technology

WORKPLACES ARE IDEAL ENVIRONMENT FOR ENGLISH TRAINING

Learners receive meaningful, targeted training in an environment where they can practice



Educational Benefits are One Way to Attract and Retain Workers



“Of those enrolled in our educational assistance program, **85% are crew members...** We’ve seen a retention rate that is 3.5 times higher among employees enrolled in the program and crew members participating are **7.5 times more likely to move into a management role within the organization**”

Operations Checklist for Workplace English Program

- 1 Identify participants who would benefit from English skills
- 2 Identify program champion / manager
- 3 Decide if training is to be done at home, at work, or both
- 4 Ensure employees have access to mobile devices and/or computers
- 5 Determine metrics for measuring success:
 - Improved performance and morale
 - Recruit participants for a new training or apprenticeship program
 - Develop and cross-train employees
 - Employee benefit usage
 - Promotions

Program/Content Development Checklist

- 1 Identify jobs of participating employees
- 2 Determine job-specific English needs in current roles:
 - Examples of materials that must be read in English
 - Examples of reports / memos/ documents / emails that must be written in English
 - Examples of instructions that must be understood in English
 - Examples of conversations employees need to have in English
- 3 Determine potential future English needs:
 - Examples of jobs for which these employees could be eligible
 - Examples of reports / memos/ documents / emails that must be written in English
 - Examples of conversations employees will need to have in English
 - Names/descriptions of any courses / programs employees will need to complete to be eligible for promotion / advancement
- 4 Share examples of materials

Leveraging proprietary employer content to create job-specific English courses, enabling frontline workers for promotion, advancement, and further training



MaineHealth Overview, Policies, and Regulations

10 Lessons | 1 Achievement Test

Learn about the values and policies that keep the hospital running smoothly from day to day and explore how you can grow as an employee.

Lessons ▾

Lesson 1 COMPLETED

MaineHealth Values

Lesson 2

Values in Action

Lesson 3

The Story of MaineHealth

Lesson 4

Employment Status and Holidays

Lesson 5

Benefits Overview

Lesson 6

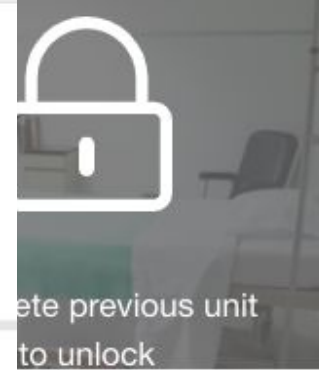
Insurance Policy Reminder

Lesson 7

Employee Policies

Lesson 8

HIPAA and Privacy



Employee Safety and Responsibilities

10 Lessons | 1 Achievement Test

The proper handling and disposal of dangerous chemicals and waste is key to keeping a hospital safe and clean for everyone. In this unit, you will learn how to follow procedures and guidelines to fulf... [more](#)

Lessons ▾

Lesson 1

Personal Protective Equipment (PPE)

Lesson 2

Proper Waste Disposal

Lesson 3

Airborne Precautions

Lesson 4

Bloodborne Pathogens

Lesson 5

If You Are Exposed to a Bloodborne Pathogen

Lesson 6

Chemical Safety

Workplace ESL: Enabling Employees with Opportunity and Access



Bebe and Francisca are two English language learning program graduates from MMC's environmental services department who are piloting a pathway into patient service representative roles. They are on their way to earning a healthcare office patient customer service certificate through a paid-apprenticeship program we created in partnership with Portland Adult Education.



Getting a Workplace-Based Model Started

▶ **Find an Internal Champion**

Someone needs to “own” the workplace-based ESL model, whether it’s someone in training, development, employee benefits, etc.

▶ **Rethink Recruitment**

Learners will not always volunteer for these programs, and they need to be made aware of them. Consider alternative methods of recruiting learners.

▶ **Take Advantage of Technology**

Technology can help you reach more learners who cannot access the traditional education structure, and a flexible, adaptive content partner can save time and improve outcomes.

▶ **Pay Attention to Transitions**

Make sure that as learners develop their English skills that they are able to transition into CTE programs as well as become eligible for additional workplace training opportunities.

▶ **Program Evaluation**

Competency-based models lend themselves well to program evaluation because outcomes are embedded into transitions. Make sure you can demonstrate success for funding, replication, and scale.

Self-paced, Autonomous ESL Program

Learners improve their English skills on their own, and then move into credential programs



Sample Scenario:

- A. Rosa is a high beginner in English and wants to begin a CNA program
- B. Rosa uses platform to improve English skills focused on Allied Healthcare for 2 months
- C. Rosa's level improves to Intermediate
- D. Rosa enrolls in a CNA program and continues using the self-paced ESL program for support

Self-paced ESL with Mandatory Lab Hours

Learners work on their own, but have a required number of sessions with an instructor



Sample Scenario:

- A. Carlos is a high beginner in English and wants to begin an IT career
- B. Carlos uses platform to improve English skills focused on IT careers for 12 weeks
- C. Carlos must attend a weekly “open lab” to practice his English and check in with an instructor on his progress
- D. Carlos’ level improves to Intermediate
- E. Carlos enrolls in an IT helpdesk program and continues using the self-paced ESL program for support

Flipped Classroom for Multi-Level Learners

Teachers use learner data to drive in-class activities; learners move out of class as they demonstrate competency



Sample Scenario:

- Learners enroll in “Workplace” ESL
- Outside of class, learners work on personalized practice tied to their level, interest, and goals
- Instructors leverage out-of-class data to drive productive activities
- During class, learners work in small groups organized by level or sector or interest
- Learners move into CTE programs as they demonstrate competency

Integrated Education and Training

Learners are enrolled in a career or credential program, but use personalized English instruction to support their learning



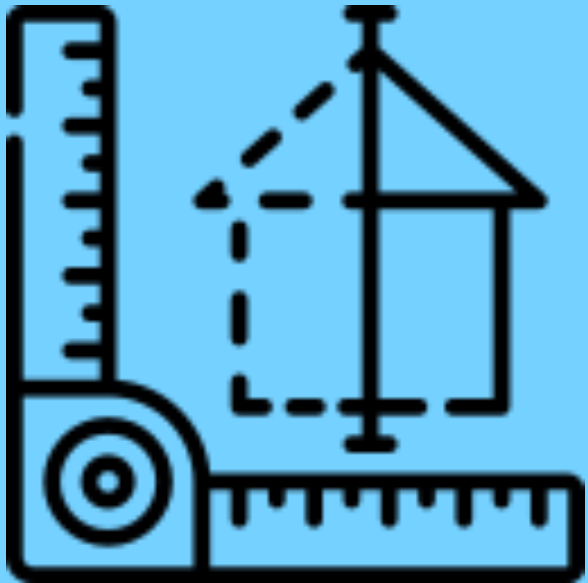
Sample Scenario:

- A. Learners enroll in IT helpdesk Certificate program
- B. Outside of class, learners work on personalized English lessons tied to the course content and objectives
- C. Learners have access to an ESL teacher for synchronous or asynchronous support
- D. Learners complete IT helpdesk Certificate program while also improving their English skills



Measuring Success

Use a Research-Based Framework for Measuring Success



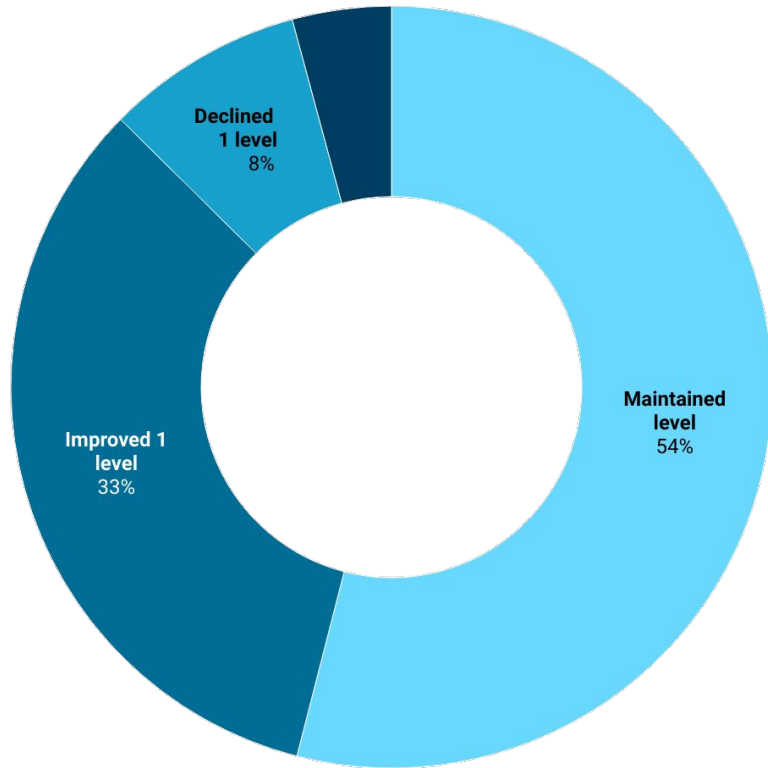
- **Time-on-Task**
 - Overall engagement
 - Spaced practice
- **Demonstrated Mastery of language and content**
 - Proficiency improvement
 - Achievement tests
- **Stakeholder feedback**
 - Learners
 - Teachers
 - Employers
- **Evidence of Real-world Success**
 - Continued education
 - Pay raise, promotion, new job offer
 - Community engagement and confidence

Proficiency improvement and achievement drive impact

92% of learners improve avg proficiency score

Results from 2nd level tests

■ Maintained level
 ■ Improved 1 level
 ■ Declined 1 level
 ■ Improved 2+ levels

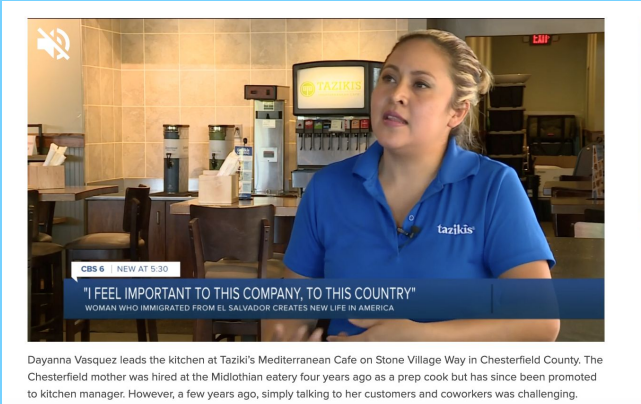


On average, learners improve their scores by 16%

Avg achievement test score of 80%

Learners (N)	Tests completed	Unique pathways	Average test score
3833	27,620	581	80%

Employers and learners publicly report socio-economic effects of English Instruction



Dayanna Vasquez leads the kitchen at Taziki's Mediterranean Cafe on Stone Village Way in Chesterfield County. The Chesterfield mother was hired at the Midlothian eatery four years ago as a prep cook but has since been promoted to kitchen manager. However, a few years ago, simply talking to her customers and coworkers was challenging.

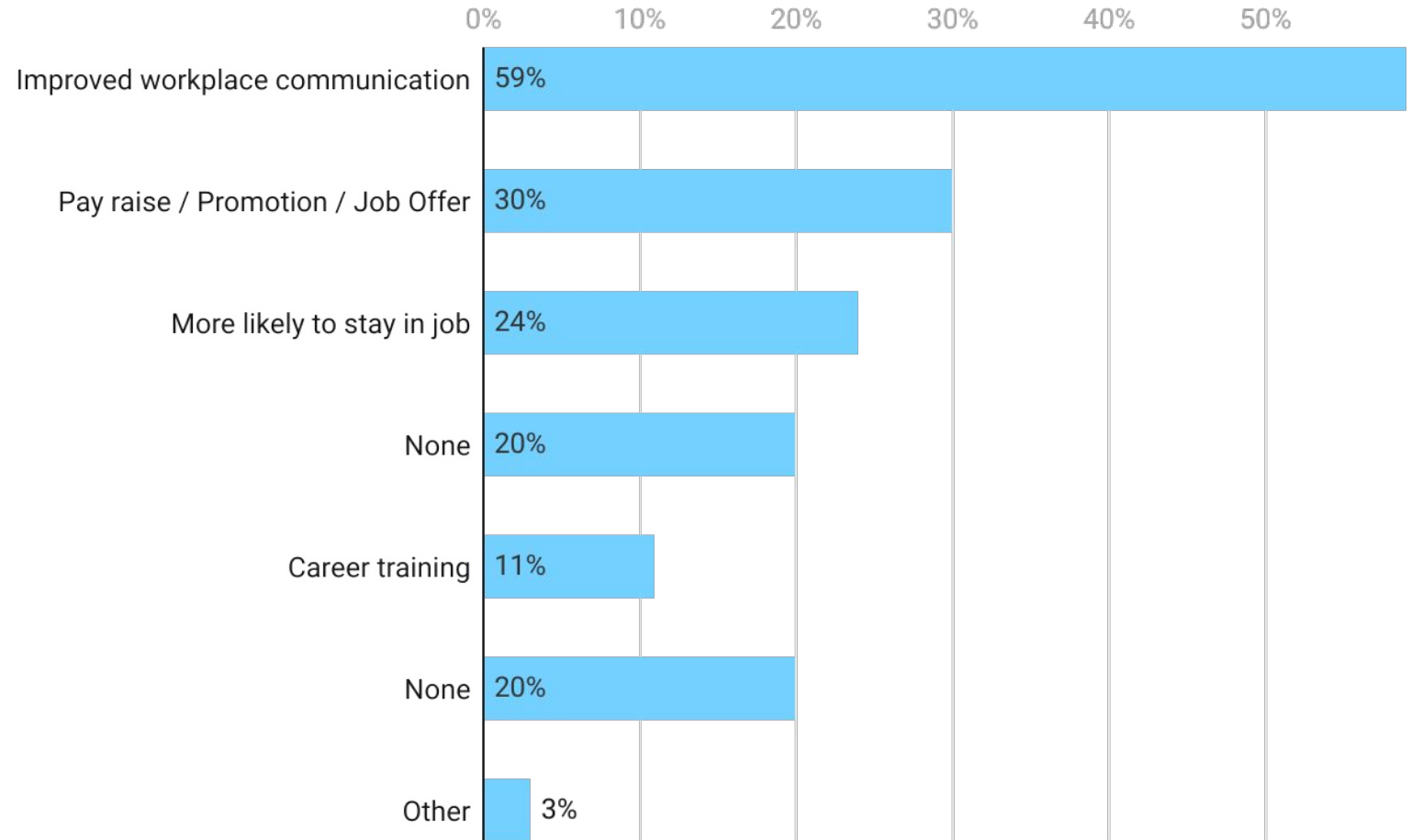
In addition to physicians and nurses on our front lines, jobs in health care – such as medical assistants, certified nursing assistants (CNAs) and technicians – are critically important for delivering care.



Across the country, and especially in Maine, employers are struggling to fill health care roles that require some formal education or certification.

Clients and learners offer strong, significant indicators of success

80% of learners reported EnGen helped them achieve their career goals



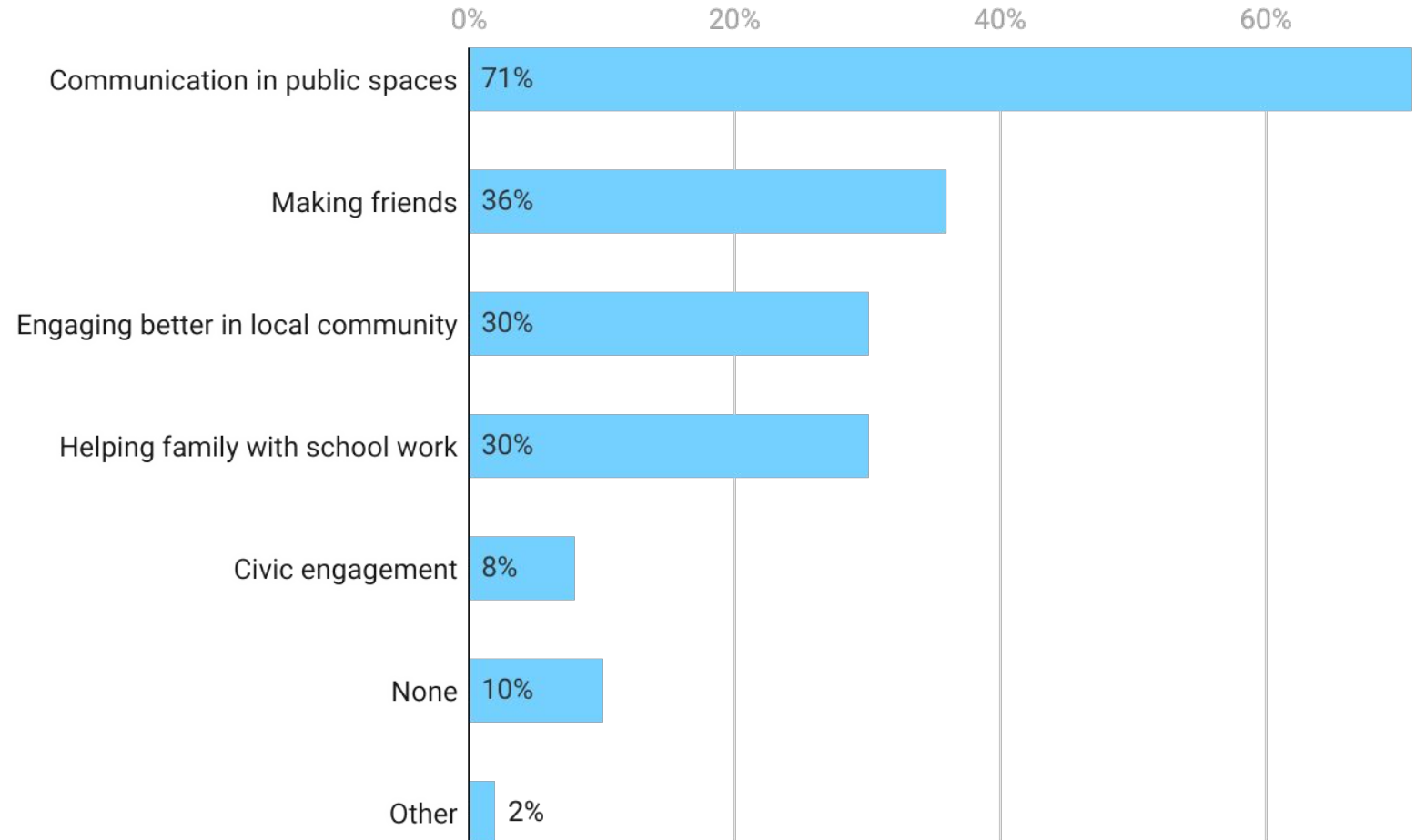
“It's been helping me a lot since moved to the US. It's giving me confidence to do my daily tasks.”

“I have greatly improved my communication in my community to understand native speakers and communicate better.”

“I even take my parents to the doctor. I can speak with the doctor now.”

Learners report successful integration outcomes

90% of learners report EnGen helped them achieve social goals





Investing in English

“Dayanna Vasquez leads the kitchen at Taziki’s Mediterranean Cafe on Stone Village Way in Chesterfield County. The Chesterfield mother was hired at the Midlothian eatery four years ago as a prep cook but has since been promoted to kitchen manager. However, a few years ago, simply talking to her customers and coworkers was challenging.”

“I'm feel confident to schedule a job interview in-person or by telephone. I can understand and communicate very well, I've improved my vocabulary and chatting with native friends.”

It helped me to improve my communication and speak fluently without many pauses. EnGen helped improve my pronunciation as well. People can understand me better. I feel more confident to speak in public and give instructions in English at work.



“I can read faster professional materials, I do not need to use so often the dictionary, and I have improved my understanding of verbal speech”

Workplace English improves productivity and satisfaction

80%

EnGen learners who save time at work as a result of improving their English

53%

EnGen learners who report job skill improvement at a 4 or 5 on a 0-5 scale.

28%

EnGen learners who have received job offers or promotions

“How has EnGen helped you in your current job role?”

Magaly S., TX.



“I’m really happy with having enrolled in this course... I hope to continue with this training until I take my GED.”

173 Hours Studied

Norma G., AZ.



“It has helped me understand what customers are looking for, and give them better customer service.”

51 Hours Studied

Stephanie R., FL.

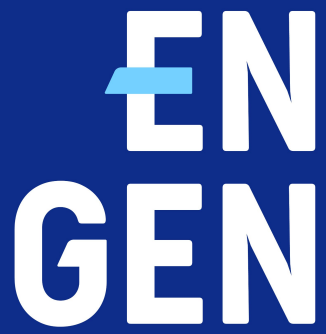


“I can communicate better with customers, coworkers and supervisors.”

7 Hours Studied

Let's Recap

- There is a **massive disconnect** between ESL programs and Academic & Career programs
- We have an untapped pool of potential **immigrant and refugee learners**
- A technology-enabled, competency-based model **reaches more students, more efficiently**
- ESL programs must be tailored to English learners' needs and goals
- **Employers want to upskill their workers** with English skills, but they need help
- CTE providers can work with employers to build **career-focused ESL programs**
- Leverage technology to offer flexibility and the data to improve efficacy and outcomes
- **Personalized, adaptive instruction is critical to student support and success**

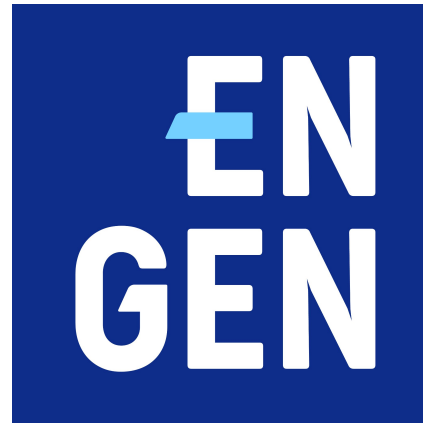
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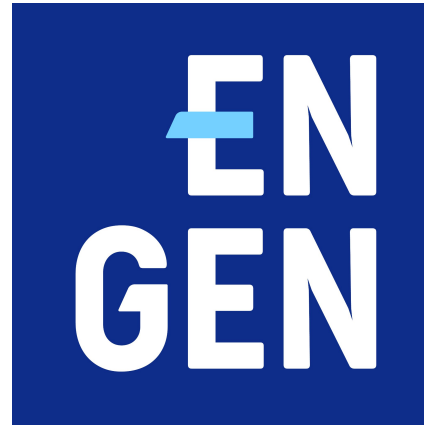
A photograph of two medical professionals in a clinical setting, overlaid with a teal color filter. Both are wearing surgical caps, face shields, and masks. The professional on the left is holding a small object, possibly a medical instrument or sample. The professional on the right is looking down at their work. The background shows a blurred clinical environment.

**INNOVATIVE TECHNOLOGY TO
UPSKILL AND EMPOWER
LANGUAGE LEARNERS FOR THE
JOBS OF THE FUTURE**

Questions?



katie@getengen.com



Thank You!
