

I-BEST in Healthcare Training for ELLs: Challenges & Promises

Center for Immigrant Education & Training
Division of Adult & Continuing Education
LaGuardia Community College



Reasons for Integrating Basic Education and Skills Training

Sequential skills development vs. integrated skills development:

- Time
- Student attrition
- Motivation
- Retention of learning

I-BEST Outcomes in Washington State

Relative to non-I-BEST basic skills students, I-BEST students:

- Were 82% more likely to earn college credit
- Were 19% more likely to persist into the subsequent year
- Were 56% more likely to earn an award
- Were 18% more likely to show a basic skills point gain

Community College Research Center,
Teachers College, Columbia University
March, 2009

Challenges for Adult ELLs in Training Programs

- Gap between highest level of adult ESL class and entrance requirements for training programs
- Training program pedagogy and curricula
- Need to develop learning skills as well as language
- Psycho-social factors: lack of self confidence; multiple demands on time

Medical Office Clinical Training for ELLs:

- Training: content, length, schedule
- Integrated technical instruction with language instruction and also career coaching/counseling
- Instructional team consisting of Instructors, Career Counselor & Program Coordinator

Medical Office Clinical Training for ELLs (continued)

- 30% increase hours number of technical training hours
- Gradual change in the proportion of language support and technical instruction
- Additional academic support: tutoring, conversation classes

Our Students: Employment Backgrounds

Home Country

U.S.

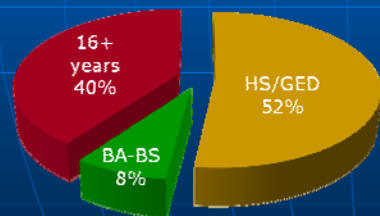
- Physician ----- Unemployed
- Physician ----- Housekeeper
- Physician ----- Printing Shop Clerk
- Physician ----- Card Store Clerk
- Lab Assistant ----- House Cleaner
- Nurse ----- Supermarket Cashier
- Gerontologist ----- Home Health Aide

Our Students: Formal Education

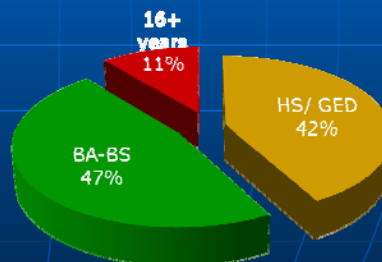
MOCT I

MOCT II

Formal Education (MOCT I)



Formal Education (MOCT 2)

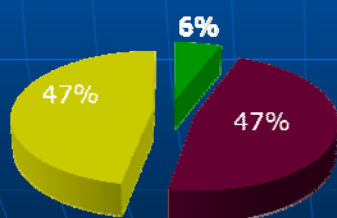


Reading Skills – TABE Test

MOCT I

Pre-Test Levels (MOCT 1)

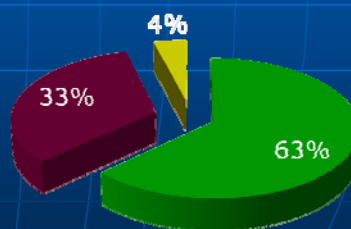
■ 4 - 5.9 ■ 6 - 8.9 ■ 9+



MOCT II

Pre-Test Levels (MOCT 2)

■ 4 - 5.9 ■ 6 - 8.9 ■ 9+



Our Students: Age

Students range in age from 26-61 years old

MOCT I

- 10 students age 25-39
- 6 students age 40-54
- 3 students age 55+

MOCT II

- 8 students age 25-39
- 8 students age 40-54
- 4 students age 55+

Income Levels

MOCT I

- 16% of students are unemployed
- Weekly income range is \$126-\$589
- 26% qualify for TANF

MOCT II

- 50% of students are unemployed
- Weekly income range is \$195-\$460
- 10% qualify for TANF

Retention & Training Pass Rates

25 students initially enrolled
75% completion rate

MOCT I

EKG final exam
90% passed

NHA EKG certification
exam 93% passed

Phlebotomy Practical
100% passed

MOCT II

EKG final exam
95.5% passed

NHA EKG certification
exam results not in yet

Instructional Strategies

- Multiple opportunities to integrate and develop language and technical content
- Making the content comprehensible and accessible via “scaffolding” of instruction
- Ongoing assessment of learning

Instructional Strategies (continued)

- Modeling “good” student behavior
- Identifying and addressing students’ area of difficulty
- Developing independent learning skills

Instructional Challenges

- Navigating the complexity of collaborative and coordinated team-teaching
- Understanding the pedagogical differences in each discipline
- Developing the needed skills and knowledge for the two instructors
- Balancing the need to facilitate both technical content and English language development

Issues for Students

- Loss of identity and professional/social status
- Fear of changing roles
- Pressure to master English language
- Shame about "sounding incompetent"
- Balancing rigorous schedule and multiple responsibilities
- Economic constraints

Career Counseling/Coaching Goals

- Keeping students on track with their studies and success
- Helping students problem solve and identifying resources to resolve their difficulties

Career Counseling Interventions

- Bi-weekly group sessions & twice quarterly individual sessions
- Strength-based approach
- Close collaboration between members of the instructional team
- Development of a peer support group
- Referrals to resources

What our students have to say:

"This program is a great opportunity because this program is with ESL classes." -Olga

"All professors are very helpful and Tania is very understanding." -Maria

"MOCT is one of the best things in my life ... I'm improving English, knowledge in my medical field, and I'm very confident about what I'm learning." -Ysmenia

"This program will definitely help immigrants get a better job and be confident about themselves." -Rejani

QUESTIONS?



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