

## **Q & A from the IELCE VLC on 4-23-24**

1. How do we address trauma while interacting with students in the classroom?

There is a recording available, Essential Education has done a webinar on 4-23-24 “Empathetic Andragogy: Trauma-Informed Teaching Approaches for Adult Students” *Adult students who have experienced trauma have deeply personal and complex learning needs. When instructors utilize trauma-informed instructional strategies, they can strengthen student success, attendance, and program completion. Join this webinar to learn how to support these learners through differentiated instruction.*

[https://8125094.fs1.hubspotusercontent-na1.net/hubfs/8125094/Marketing/Educator/TWEED%20\(all%20assets\)/Empathetic%20Andragogy/Empathetic%20Andragogy\\_TWEED\\_Replay.mp4](https://8125094.fs1.hubspotusercontent-na1.net/hubfs/8125094/Marketing/Educator/TWEED%20(all%20assets)/Empathetic%20Andragogy/Empathetic%20Andragogy_TWEED_Replay.mp4)

2. Could we have a list for resources for transitions, such as upwardly, international credential evaluation, etc.

Evaluations can get to be expensive, for example, this organization (International Education Evaluation <https://myiee.org/>) can range from \$95-\$185.

Click here for numerous Illinois Licensing Guides via Upwardly Global:

<https://www.upwardlyglobal.org/career-coaching/professional-licensing-guides/illinois/>

3. Could we have ideas/strategies to keep students motivated and to be consistent in class.

Are instructors using interactive methods and small group work? Keep it applicable to adults who bring real life experiences to the classroom.

Instructors can help adult learners be actively engaged in the learning process by providing instructional activities that require the transfer of new knowledge to other content areas and real-life experiences. -Example drawn from: “Providing Deep Learning through Active Engagement of Adult Learners in Blended Courses.”

4. What are the greatest areas of needs for refugees? What community & state assistance is available?

Welcome To Illinois group has a great amount of resources placed in Google Docs in 11 Folders and can be found here:

[https://drive.google.com/drive/folders/1O-BRhU\\_tlOOyYDXe-wsQnxbxG5EgHrH](https://drive.google.com/drive/folders/1O-BRhU_tlOOyYDXe-wsQnxbxG5EgHrH)

5. How do you put IELCE into a Bridge that is already full and mostly ABE or ASE?

This is where you can place an individual student in a bridge, who is funded with

IELCE funding – review the DAISI Resource for IELCE Providers and this will show you how to do this.

6. How do you manage refugee, asylee, and/or migrant students that have experienced trauma?

Literacy MN has some upcoming webinars - check this one out on June 12<sup>th</sup> – this is an online training for trauma informed teaching practices:

<https://www.literacymn.org/trauma-informed-teaching-practices-for-adult-learners-presented-by-andrea-echelberger-webinar>

7. Can workplace literacy programming fall under IELCE dollars?

If an IELCE funded student is, for example in a Bridge focused on healthcare, food service, manufacturing, etc., and this Bridge focuses on workplace literacy related to those topics, then yes, this is tied into “workplace literacy programming.”

8. How do other programs support the New Arrival population.

IDPL has provided some great examples during the IELCE VLC 4-23-24. Watch for the recording to be placed on the Excellence in Adult Education website and click on the Learning Communities tab: <https://excellenceinadulthood.org/>

9. What are the issues that come up with IELCE (programming)?

One issue that has come up is making sure the IELCE funded student is marked as such in DAISI. Making sure the data loaded into DAISI is accurate.

10. Do you know of any resources that offer specific lessons to meet the requirements?

Remember to utilize the wealth of information found on Excellence in Adult Education, including curriculum on contextualized instruction with Bridges and more:

<https://excellenceinadulthood.org/resources/iccb-statewide-contextualized-curricula>

11. How can providers increase retention with refugees, asylees and Migrants?

Providing wrap-around services is key during the process of working with the New Arrivals population: bus cards, childcare while parent(s) attends an ELL class, etc.

12. How have you paired with your Undocumented Student Liaison on campus to best serve students?

Through Illinois Bill HB60 (aka Acevedo Bill In-State Tuition Bill):

Undocumented students with or without Deferred Action for Childhood Arrivals (DACA), are eligible for in-state tuition. **[Read more about the bill](#)**

13. What are some interesting facts about the New Arrival population that adult education programs should know about?

\*Most often, people who are New Arrivals to IL and Chicago are from the following

countries, and fleeing war, religious persecution, domestic violence, or political persecution:

- Venezuela (often as asylees)
- Colombia
- Mexico
- Ecuador
- Honduras
- Afghanistan (often as humanitarian parolees)
- Ukraine (often as humanitarian parolees)
- Democratic Republic of Congo (often as refugees)
- Burma (often as refugees)

Data dashboard for New Arrivals in Chicago can be found here:

<https://www.chicago.gov/city/en/sites/texas-new-arrivals/home/Dashboard.html>

14. Ideas to bring back to instructors to help asylee, refugee, migrant students.

This is a great resource with the information provided by Sarah Boltinghouse, instructor at Parkland College:

<https://excellenceinadulthood.org/file/695/IELCE%20VLC%20Slides%2010.31.23%20S.%20Boltinghouse.pdf>

15. Have you noticed an increased number of refugees lately? If so, has that changed how you approach teaching?

Yes, the numbers of New Arrivals has reached almost 40,000 in Chicago and the greater Chicago area! Teachers are needing more and more support and with teachers and AE staff working together, especially with access to wrap-around supports, our New Arrival students can be successful!

16. What do you talk about with a refugee?

If the individual is open to this topic, depending on what situation they came from, family could be a topic of discussion, if there was a lot of trauma due to loss of a family member(s), food is an excellent ice breaker – this was brought up by our guest speaker in October, instructor, Sarah Boltinghouse, from Parkland College. Food often can bring people together and can be comforting and fun to share and learn about different cultures' food.

17. Can you talk about ways you create a trauma-informed classroom environment?

There is a great training available with MN Literacy on June 12<sup>th</sup> – it is an online webinar and the link is found in #6 and also here:

<https://www.literacymn.org/trauma-informed-teaching-practices-for-adult-learners-presented-by-andrea-echelberger-webinar>

18. How to have a flexible approach to all levels of teaching?

Instructors can incorporate small groups, leveled groups with one advanced peer student to...

help lead as a role model, and incorporate different leveled booklets including resources from Bow Valley College – examples found here:

<https://globalaccess.bowvalleycollege.ca/learners/readers.php>

19. How to best support Bridge students?

Check out a great example of an Entrepreneurial Bridge and many more Bridges on this website:

<https://excellenceinadulthood.org/resources/iccb-statewide-contextualized-curricula>

20. Expectations in IELCE.

Check out the IELCE Toolkit that was updated recently in 2023:

[https://excellenceinadulthood.org/file/699/IL\\_IELCE\\_Tool\\_Kit%20Updated.pdf](https://excellenceinadulthood.org/file/699/IL_IELCE_Tool_Kit%20Updated.pdf)

21. Please share any interactive IELCE PD.

Check out this recording related to Serving Immigrant Workers & Refugees:

<https://www.workforcegps.org/events/2023/02/02/15/42/Providing-Services-to-Immigrant-Workers-and-Refugees>

22. What new resources are available for New Arrivals?

Welcome To Illinois group has amazing resources online, as noted in #4:

[https://drive.google.com/drive/folders/1O-BRhU\\_tlOOyYDXe-wsQnxbxG5EgHrH](https://drive.google.com/drive/folders/1O-BRhU_tlOOyYDXe-wsQnxbxG5EgHrH)

23. How to incorporate meaningful activities and lessons for the students?

[Compliments of Sarah Boltinghouse, instructor from Parkland College – on using multiple senses in the classroom:](#)

**Visual** - text/pics/videos accompany all types of instruction

**Auditory** - music, discussion, and read alouds

**Kinesthetic** - up to the board, stretches, learning stations, and clocks

**Multimodal** - syllables, step on strong syllables using Judith Gilbert's techniques:

<https://www.cambridge.org/io/cambridgeenglish/authors/judy-gilbert>

24. Will IELCE develop digital skills competencies?

This is an area that needs to be further developed. Those using Burlington English can find practice speaking sections, so students can practice pronouncing work-related words with this tool on pronunciation feedback – once you click into this resource, scroll further down and click on “vocabulary practice”:

<https://www.burlingtonenglish.com/courses/english-for-specific-careers/>

25. What are the rules for Workplace Literacy programs from IELCE?

Here are some examples of the Employment Competencies that relate directly to

workplace literacy:

EM10. Read and interpret a pay stub.

EM11. Read safety signs and instructions commonly found at work.

EM12. Read and write basic work-related messages.

EM13. Compare and contrast differences in U.S. workplace behavior and communication with workplace behavior and communication in their native countries.

EM14. Describe ways employers may evaluate work performance.

26. Community organizations that have speakers who would welcome the opportunity to share the services they provide with the public.

This Google Doc provides information focused on Asylee/Migrant/Refugee healthcare and childcare services AND it has individual contact information for the organizations that are representative throughout the Chicagoland area – They could provide information on services available to the public:

<https://docs.google.com/spreadsheets/d/15PHtd0uB8qzCM9ttLUVp7T0WKue5lxmVYm8LuMvJzal/edit#gid=0>

27. Any changes in the pipeline.

We will inform the field when changes occur.

28. What services are provided?

If the question is related to resources, here is a listing of resources for New Arrivals with a City of Chicago focus and some national level resources:

<https://drive.google.com/drive/folders/1tsxrSdkSWxW7ptvihGgPx2qMLvmdRTw>

29. Our Bridge Courses are ABE courses because so many of our ESL students test out of the CASAS test and become ABE students. Is this still ok? (Not sure how this will change with the STEPS test).

Yes, this is still ok in this situation. IELCE funds can be used for this situation.

Because the student has tested out of ESL, they still need to provide ESL supports.

– note: this can look a few different ways from program to program as far as what supports are in place, whether within the classroom, with a weekly check-in meeting from an AE Transitions Specialist or Navigator – just to name a few examples. This won't change with the new assessments.

30. Last but not least, here are 3 Trainings that are being offered very soon from Literacy Minnesota and are great resources for instructors:

<https://www.literacymn.org/volunteer-trainings?training-type=905>

Wednesday, April 24 – 6:30-8:30pm - Reading Activities for Beginning Literacy

Friday, April 26 – 1:00-3:00pm - Working with Literacy and Beginning Level ESL Learners

Monday, April 29 – 6:30-8:30pm - Teaching Intermediate Alphabets

