CoABE PreConference

For

Adult Education State Staff

Sponsored by

The State Staff Workgroup

of the

National Adult Education Professional Development Consortium, Inc.
A natural resource for adult education state directors and their staff members
Philip Less (AK), State Staff Workgroup Chair
Joanie Rethlake (TX), NAEPDC Chair

Dr. Lennox L. McLendon
Executive Director

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COABE/ProLiteracy Pre-Conference

Sponsored by NAEPDC

**State-Level Decision Points for Building
Career Pathways**
March 15, 2010
8:30 – 3:30
Hilton Chicago   Chicago, Illinois

This timely and interactive all-day session is sponsored by the State Staff Workgroup of the National Adult Education Professional Development Consortium (NAEPDC). The session is designed for adult education state staff who are interested in initiating career pathways in high growth job clusters. During the morning, you will examine key considerations in developing an infrastructure for a coordinated adult learning system that builds upon the expertise and resources of multiple partners and helps adult learners transition to further training and family sustaining employment. You will actively participate in discussions around such options as state-level partnerships, policy alignment, funding mechanisms, student support services, and integrated curricula critical to your success.

During the afternoon, you will have the opportunity to learn, share, and talk with your colleagues from the state office and a local community college in Illinois to see how they addressed the critical decision points at the local level. You will leave the pre-conference with a 'getting started framework' and resources to help you begin your planning process.

8:30   Welcome—Lennox McLendon

Career Pathways: Tweaking and Connecting

8:40   What is a Career Pathway strategy and how is it different from what we are doing now?

8:50   Career Pathways—What do they look like, what are all the pieces, how do they fit?
        1. Lower Tier
        2. Upper Tier

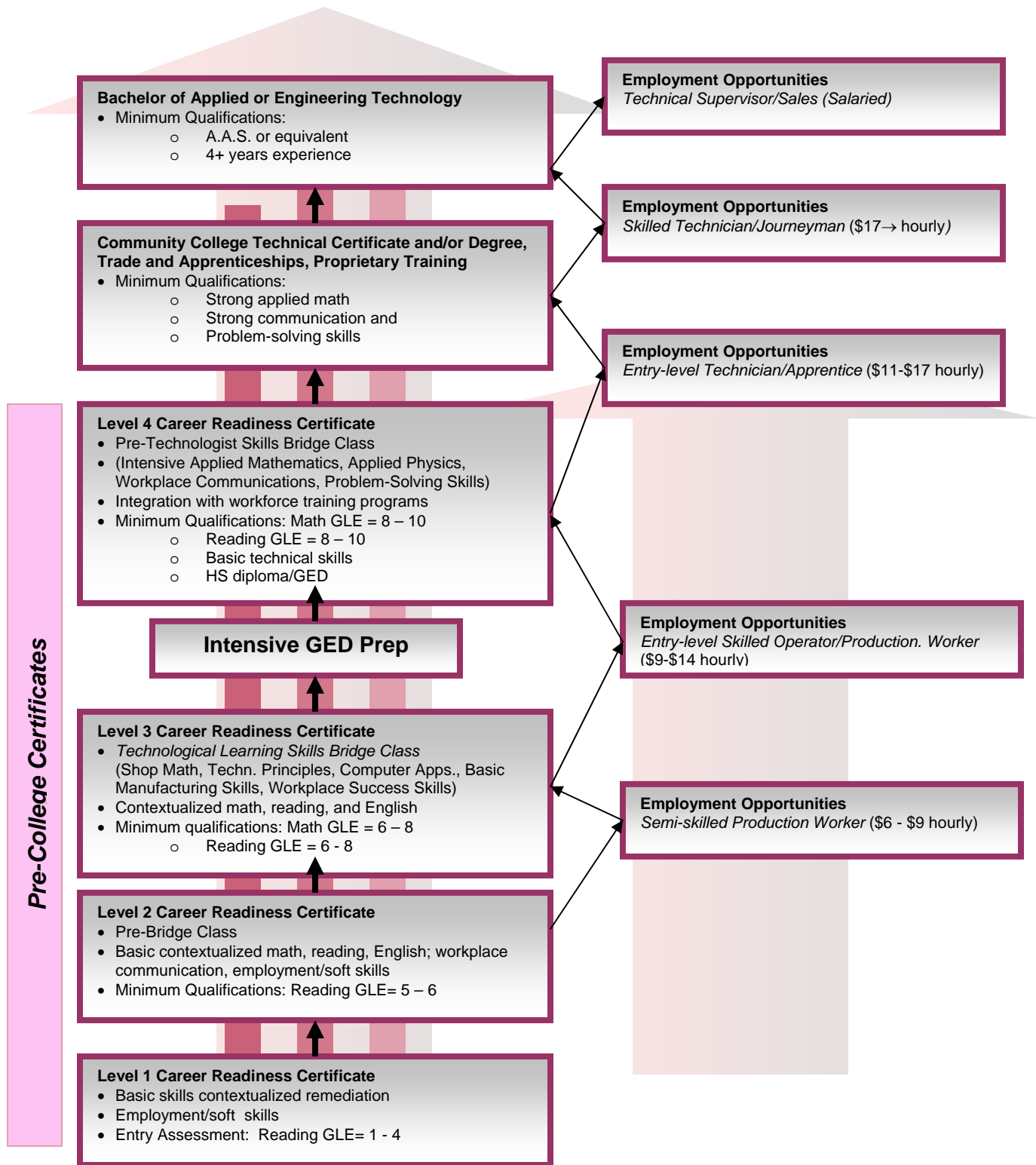11:00 Decision Points for State Staff: How do I get started?

12:00 Lunch

Talk With Your Colleagues

1:00   How Illinois approached Key Decision Points
   ❖ Jennifer Foster, Illinois State Director of Adult Education

2:00   How CLS has implement Pathways services
   ❖ Mary Charuhas
   ❖ Susanne Leibman, ESL
   ❖ Jeff Hines, Shifting Gears
   ❖ Gary Morgan, Bridge Classes

Career Pathways:
Technological Employment in Manufacturing

Bachelor of Applied or Engineering Technology
- Minimum Qualifications:
    - A.A.S. or equivalent
    - 4+ years experience

Employment Opportunities
Technical Supervisor/Sales (Salaried)

Community College Technical Certificate and/or Degree, Trade and Apprenticeships, Proprietary Training
- Minimum Qualifications:
    - Strong applied math
    - Strong communication and
    - Problem-solving skills

Employment Opportunities
Skilled Technician/Journeyman ($17→ hourly*)*

Employment Opportunities
Entry-level Technician/Apprentice ($11-$17 hourly)

Level 4 Career Readiness Certificate
- Pre-Technologist Skills Bridge Class
- (Intensive Applied Mathematics, Applied Physics, Workplace Communications, Problem-Solving Skills)
- Integration with workforce training programs
- Minimum Qualifications: Math GLE = 8 – 10
    - Reading GLE = 8 – 10
    - Basic technical skills
    - HS diploma/GED

Intensive GED Prep

Employment Opportunities
Entry-level Skilled Operator/Production. Worker ($9-$14 hourly)

Level 3 Career Readiness Certificate
- *Technological Learning Skills Bridge Class* (Shop Math, Techn. Principles, Computer Apps., Basic Manufacturing Skills, Workplace Success Skills)
- Contextualized math, reading, and English
- Minimum qualifications: Math GLE = 6 – 8
    - Reading GLE = 6 - 8

Employment Opportunities ($6 - $9 hourly)
Semi-skilled Production Worker

Level 2 Career Readiness Certificate
- Pre-Bridge Class
- Basic contextualized math, reading, English; workplace communication, employment/soft skills
- Minimum Qualifications: Reading GLE= 5 – 6

Level 1 Career Readiness Certificate
- Basic skills contextualized remediation
- Employment/soft skills
- Entry Assessment: Reading GLE= 1 - 4

Pre-College Certificates

		29-1069.12 Urologists InDemand
Much faster than average ▪▪▪▪	218,000	31-9092.00 Medical Assistants InDemand
Much faster than average ▪▪▪▪	189,000	43-6013.00 Medical Secretaries InDemand
Much faster than average ▪▪▪▪	182,000	29-2052.00 Pharmacy Technicians InDemand
Much faster than average ▪▪▪▪	161,000	31-9091.00 Dental Assistants InDemand
Much faster than average ▪▪▪▪	124,000	39-9031.00 Fitness Trainers and Aerobics Instructors InDemand
Much faster than average ▪▪▪▪	98,000	29-2021.00 Dental Hygienists InDemand
Much faster than average ▪▪▪▪	79,000	29-1123.00 Physical Therapists InDemand
Much faster than average ▪▪▪▪	70,000	29-2071.00 Medical Records and Health Information Technicians InDem
Much faster than average ▪▪▪▪	66,000	19-1042.00 Medical Scientists, Except Epidemiologists InDemand
Much faster than average ▪▪▪▪	66,000	21-1022.00 Medical and Public Health Social Workers InDemand
Much faster than average ▪▪▪▪	61,000	21-1023.00 Mental Health and Substance Abuse Social Workers InDem
Much faster than average ▪▪▪▪	50,000	21-1014.00 Mental Health Counselors InDemand
Much faster than average ▪▪▪▪	46,000	29-2055.00 Surgical Technologists InDemand
Much faster than average ▪▪▪▪	46,000	29-1122.00 Occupational Therapists InDemand
		29-1122.01 Low Vision Therapists, Orientation and Mobility Specialists, and Vision Rehabilitation Therapists InDem
Much faster than average ▪▪▪▪	43,000	29-1071.00 Physician Assistants InDemand
		29-1071.01 Anesthesiologist Assistants InDemand
Much faster than average ▪▪▪▪	41,000	29-1126.00 Respiratory Therapists InDemand
Much faster than average ▪▪▪▪	36,000	21-1011.00 Substance Abuse and Behavioral Disorder Counselors InD
Much faster than average ▪▪▪▪	30,000	31-2021.00 Physical Therapist Assistants InDemand
Much faster than average ▪▪▪▪	23,000	31-2022.00 Physical Therapist Aides InDemand
Much faster than average ▪▪▪▪	23,000	49-9062.00 Medical Equipment Repairers InDemand
Much faster than average ▪▪▪▪	19,000	29-2031.00 Cardiovascular Technologists and Technicians InDemand
Much faster than average ▪▪▪▪	18,000	29-1011.00 Chiropractors InDemand
Much faster than average ▪▪▪▪	12,000	31-2011.00 Occupational Therapist Assistants InDemand
Faster than average ▪▪▪▫	422,000	31-1012.00 Nursing Aides, Orderlies, and Attendants InDemand
Faster than average ▪▪▪▫	106,000	29-1051.00 Pharmacists InDemand
Faster than average ▪▪▪▫	99,000	11-9111.00 Medical and Health Services Managers InDemand

"The other night they were interviewing Snoop Dogg and others and they asked them a question about what they thought about the dress code that the NBA players now had to follow. Snoop Dogg was the one who said, 'If you're not writing the check then you dress the way your boss says to dress. (In my business) I write the checks, and I can dress any way I want.' And I think that is a very key point."

David Porter, Administrator, Detroit Public Schools, MI (2006)

EFF Work Readiness Profile Tasks
Acquire, use, and share information accurately and in a timely manner in order to respond to requests from internal and external customers.

Self Management: display responsible behaviors at work (maintain appropriate grooming and hygiene).

Vocabulary
Receptionist · Reputation · Professional · Appointments

Reading Selection 1.1 *Alyssa*

Alyssa just started working as a receptionist for a law firm. The law firm has many cases each year. It has a good reputation for being very professional. However, the lawyers and their clients are a little old-fashioned.

Alyssa is a smart young woman. She has a great voice on the phone. She makes people feel good. She is very good at setting up appointments. She always makes sure that phone messages are correct.

Alyssa rides motorcycles on the weekends. Her friends have been trying to talk her into getting a tattoo and piercing her eyebrow. Alyssa likes the idea and is thinking about it. She thinks tattoos are really cool.

Alyssa told her friend Nancy that she was thinking about getting a tattoo and piercing her eyebrow. Nancy said that she should think about how it might affect her job. Alyssa loves her job and hopes to stay with the firm. She is going to school at night studying to be a legal assistant.

Think About It!

1. What should Alyssa do? Why? State the likely result of each choice.
    a. Get the tattoo and body-piercing. It's her body and her business.
    b. Get the tattoo, but forget the body-piercing. She can cover up the tattoo.
    c. Forget about both.
    d. Ask her boss what he thinks.
    e. Other ideas:

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State Decision Points for Getting Started with Career Pathways

Based on the *Adult Education for Work* report prepared by the
National Center on Education and the Economy, 2008

Component	Quality Elements *From Adult Education for Work* Report	Sample State-Level Decision Points
1. Program Design	• Work with all partners in a community-wide career pathways learning system to clearly define the role of Adult Education for Work programs in the broader system; • Provide an orientation to career pathways for students; • Help each student develop a career pathways plan; • Offer a continuum of instruction from basic skills (including English language) to the skills and knowledge needed for postsecondary readiness (without remediation) and for family-sustaining jobs; • Provide programs and supports to ensure a smooth transition from Adult Education for Work programs to postsecondary education and training; • Provide accelerated pathways through the system so students can move ahead as quickly as possible; and • Accommodate work schedules and other responsibilities of adult students.	• Who are the key partners that you need to involve in the planning process to clearly define the role of Adult Education in the broader system? How do you do that? • Do you know the high-demand occupations in various regions of your state? If so, what are the skill requirements for career progression in those occupations? • Which of these occupations lend themselves to career pathways appropriate for adult education students? Are there postsecondary or adult career technical certificate programs already developed for some of these occupations for which adult education could develop 'feeder' readiness programs? • Do you want to develop different levels of certificates that would progress from basic skills to postsecondary readiness? If so, how many levels do you want and what criteria will be used to issue the certificates? • Who can explore the existing integrated models for each certificate level to determine their appropriateness and level of adaptation needed for your state? • Will you offer specialized career pathways classes to accelerate pathways through the system or will the pathways be integrated within existing classes – or both? • What staffing positions will be necessary for effective implementation of your pathway framework (e.g., counselors/advisors, instructors, curriculum developers, professional developers, etc.)? • What guidance or models do you need to provide related to student orientation and

Hall of the States ❖ 444 North Capitol Street, N.W. ❖ Suite 422 ❖ Washington, DC 20001
phone: 202.624.5250 ❖ fax: 202.624.1497 ❖ website: www.ncsdae.org
❖ dc2@ncsdae.org

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Component	Quality Elements *From Adult Education for Work* Report	Sample State-Level Decision Points
		• intake to help students develop a career pathways plan? • Based on your available funding, how can you phase in your career pathways framework?
2. Curriculum & Instruction	• Make postsecondary education and training and work readiness the goal of the curriculum; • Make work a central context for the curriculum; • Use instructional strategies that help adults learn by doing; • Manage the classroom in ways that enhance readiness for postsecondary education and training and work; and • Make extensive and appropriate use of technology for instruction.	• Who can research the contextualized curriculum included in the integrated models in the Hire Expectations framework to determine adaptations to fit your state? • Who can research the postsecondary curriculum available on the National College Transition Network website http://www.collegetransition.org/? • Who can develop contextualized curriculum for your selected career pathways and make sure that curriculum and instruction focuses on work and helps adults learn by doing? • Is your technology capacity (hardware, instructional capacity, etc.) at the local level sufficient to include a strong technology component within your pathways model? • Do you have crosswalks between your state-approved assessment tools and various college entrance exams to help guide curriculum development and instruction?
3. Assessment & Credentialing	• Use assessment tools (including assessments of work and postsecondary readiness) to place students in appropriate programs, help them develop career pathways plans and periodically assess their progress; • Base advancement policy on assessments of skills and knowledge.	• What assessment tools will you use to determine appropriate student placement into the appropriate level and help adult learners develop career pathway plans? • What assessment tools will you use to help students measure their progress? • What assessments (including assessments of work and postsecondary readiness) will you use to determine completion of certificate levels and career pathways?
4. High Quality Teaching	• Require high standards and recognized teaching credentials for adult education teaching staff; and • Provide on-going professional development and classroom supports for adult education	• Who will develop and deliver specialized professional development for the curriculum, classroom management, and instructional strategies that instructors will need to teach the integrated models? • Will you develop a specialized job description for career pathways instructors?

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Component	Quality Elements *From Adult Education for Work* Report	Sample State-Level Decision Points
	teachers.	• Will your career pathways model involve other classroom supports, such as new materials or classroom management procedures, at the local level? Do they have the funds to purchase these? • How will you prepare all teachers to support adult learners with career pathway goals?
5. **Support and Follow-Up Services to Encourage Access and Retention**	• Make high quality counseling a priority; and • Partner with providers in the community to provide case management services to students including comprehensive social and academic supports.	• How can you develop a counseling component to help adult students develop career pathway plans and provide ongoing support? • How will you market your pathways system to other agencies? To adult education practitioners? To adult students?
6. **Connections to the Business Community**	• Focus instruction on the needs of industries and occupations in which there is a strong demand for labor; and • Develop partnerships with employers.	• Once you have identified your high demand occupations, how can you involve the business community in the development of adult education career pathways in those occupations?
7. **Monitoring & Accountability Systems**	• Develop customer-friendly performance information; • Track longitudinal data on learning gains and employment outcomes; and • Use data to improve programs.	• What criteria and processes will you use to measure the effectiveness of your career pathways effort? • How can you track longitudinal data on learning gains and employment outcomes?

Career Pathways
Program Design
Decision Points Worksheet

o From the perspective of your state:

■ For each element in the Program Design,
   ■ What would you need if you decided to implement this element into your Adult Education system?

■ Professional development:
   ■ What would you need to prepare all teachers to add a Pathway component to her/his classroom?

   ■ What would you need to prepare all local program managers to support teachers adding Pathway components to their classrooms?

Career Pathway
Annotated References

O*NET: http://online.onetcenter.org/
The O*NET program is the nation's primary source of occupational information. Central to the project is the O*NET database, containing information on hundreds of standardized and occupation-specific descriptors. The database, which is available to the public at no cost, is continually updated by surveying a broad range of workers from each occupation. Information from this database forms the heart of O*NET OnLine, an interactive application for exploring and searching occupations. The database also provides the basis for our Career Exploration Tools, a set of valuable assessment instruments for workers and students looking to find or change careers.

Career Clusters and Occupations:
Also called Job Sectors, there are 16 career clusters.

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business, Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics

Under each cluster are OCCUPATIONS that make up that cluster—if you go to the career cluster website http://online.onetcenter.org/find/career and select any cluster, you will see the occupations that are part of that cluster.

For instance, if you select the Health Occupations Cluster (http://online.onetcenter.org/find/career?c=8&g=Go) a listing of all of the occupations for that cluster appears.

If you click on one of the occupations, you will find the requirements for that occupation: Tasks, Tools and Technology, Knowledge (English, math, reading), Skills (Work Readiness), Abilities, Work Activities, and Work Context.

All of this information is helpful in a) building contextualized content for your classes and b) helping students explore the kind of occupation that interests them.

Integrating Work Readiness Skills--*Preparing Workers*:
How do you integrate Work Readiness Skills into the current content? Actually Work Readiness Skills are also needed in family and community contexts. Problem solving, critical thinking, critical analysis, using technology, team work, ethics, and other critical skills are not limited to work. Many adult educators include group activities in their classroom now to equip their students with these skills.
There is a great resource developed by the Michigan Adult Education Program call "Preparing Workers" http://www.maepd.org/lib-preparingworkers.html which provides teachers with work related scenarios and discussion guides to address those skills.
NOTE: Michigan is glad for you to use these materials if you will send a request to the state director, Dianne Duthie (mailto:duthied@michigan.gov) so they can report the use of their materials.

Assessing Work Readiness Skills (WorkKeys http://www.act.org/workkeys/)

WorkKeys® Foundational and Personal Skills assessments provide reliable, relevant information about workplace skill levels.

❖ **FOUNDATIONAL SKILLS** >>

WorkKeys Foundational Skills assessments measure cognitive abilities such as applied mathematics, reading for information, and locating information.

❖ **PERSONAL SKILLS** >>

WorkKeys Personal Skills assessments are designed to predict job behavior and measure the full potential of individuals.

Creating Career Pathways—Lots of Options:
http://www.naepdc.org/State%20Alignment%20Initiatives%20-%20FINAL%202.2.10.pdf State and local adult educators are developing a variety of collaborations with labor, postsecondary, rehabilitation, and welfare partners. At the URL above you will find a 117 page booklet of state and local examples in 43 states.

NIFL/NAEPDC Web Resource Library (http://www.nifl.gov/pd/careerpathways)

Industry Specific Basic Skills Instruction

Industry: architecture & construction
Topic: construction
Basic Skills and Communication for Construction Workers: Guidelines and Training Materials
This UK resource, developed by Basic Skills for Work, is a curriculum that focuses on the important social and communication skills particularly required for construction workers.

Industry: architecture & construction
Topic: construction
Building Basics: ESOL Toolkit for General Construction, Landscaping, Painting, and Plumbing
This curriculum, developed by the Virginia Adult Learning Center, is for English language learners with NRS Beginning Low Beginning, and High Beginning. There are four topics with four of five lessons under each topic. Each lesson has three components: Facilitator Guide, Facilitator Materials, and Student Handouts. Activities are designed for different proficiency levels.

Industry: human services
Topic: custodial
Bridging the Employment Gap: Janitorial
The Janitorial manual, developed by the Simcoe Muskoka Literacy Network & Human Resources Social Services Canada, will help beginning level individuals who may have the opportunity to work in any workplace performing cleaning tasks. It includes five main units: Safety, Understanding Hazardous Product Labels, Understanding Signs, Mopping Following a Pattern, Garbage: Bags & Recycling.

Industry: human services
Topic: custodial
English in the Workplace for School Custodians
This Manual and Curriculum Guide, developed by the Fairfax County Public Schools, is designed for non-native English speakers. The resource provides guidance on setting up vocational English as a second language (VESL) program, curriculum, and lesson plans.

Industry: health science
Topic: health care
Project Care
Project Care, developed by the World Education, is a website for high intermediate to advanced English language learners with four lessons (including activities, vocabulary practice, and evaluation) about caring for others while improving their communication with medical personnel. The four topic areas are Depression, Alzheimer's Disease, Alcohol Abuse and Alcoholism, and Death and Dying. The website provides audio and video for listening practice, vocabulary development, project ideas and links to related-health information. There is an accompanying book. There are also plenty of free activities available to learners.

Industry: hospitality & tourism
Topic: hospitality

✳Hotel T.E.A.C.H. Project Curriculum

This curriculum, developed by the Center for Immigrant Education and Training at LaGuardia Community College, addresses the needs of immigrant adults employed in back of the house jobs in hotels. It focuses on teaching English, skills for the hospitality industry, career counseling, soft skills, skill transfer, and technology skills. There are eight units, complete with lesson plans, teacher guidance, activities and extension activities.

Industry: manufacturing
Topic: OSHA regulations
✳Workplace Health and Safety ESOL Curriculum

This curriculum, developed by the Massachusetts Worker Education Roundtable, contains eleven lessons teaching health and safety principles and how to address these issues in a workplace setting.

Industry: multiple
Topic: multiple – e.g., childcare, cleaning, hairdressing, social work
✳Embedded Learning Portal (Curriculum Sample Reviewed: Production Process Module 2)

The Embedded Learning Portal, developed by the UK Department for Education and Schools (DFES), offers access to a variety of work-related basic skills curricula that are embedded in a functional context of job areas in specific industry clusters.

Industry: multiple
Topic: multiple – e.g., hairdressing, hospitality, retail, travel, wood occupations
Key Skills in Vocational Areas

This UK website, developed by the UK NGFL, contains learning materials in a number of vocational areas. There are resources for hairdressers, wood occupations, retail, travel and hospitality.

Industry: multiple
Topic: multiple – e.g., electrical trades and occupations, industrial trades, logistics
Steps to Employment

This website, developed by Language Curriculum Resources Training (LCRT) Consulting (Canada), offers series of workshop manuals that are used to orient new immigrants (basic proficiency in English) to their new setting and skills required for different industries. Each topic specific curriculum includes materials for 25 hours of orientation, and 25 hours of occupation-specific language training. Topics cover a host of industries including trade, telecommunications, food services, home health care, etc.

Work Readiness

Industry: multiple
Topic: Bridge Program development
Bridges to Careers for Low-Skilled Adults: A Program Development Guide

This resource, developed by Women Employed with Chicago Jobs Council and University of Illinois (UIC) Great Cities Institute, guides educators, administrators, and curriculum developers in creating a bridge program for adults needing to develop skills in order to enter the work force.

Industry: hospitality & tourism

Topic: hospitality

✳GED Career Bridge to Hospitality Curriculum (All sections)

This curriculum resource, developed by Virginia Adult Learning Resource Center, prepares students (ASE Low-NRS Educational Functioning Level 5 and ASE High NRS Educational Functioning Level 6) for the GED credential while providing information, skill instruction, and practice within a hospitality career context and pathway model. Included are several sections to integrate GED studies with the hospitality industry: 1) GED reading, writing, math, and social studies (instructor will need to contextualize examples); 2) career awareness; 3) career information (skills and knowledge); 4) certification, credentials, licensing, education, specializations; 5) job earnings and opportunities; 6) links to additional sites for practice; 7) numerous glossaries from various hospitality industries; and 8) crosswalks to Workplace Essential Skills and commercial GED materials for additional instruction and practice. A teacher's guide is included.

Industry: multiple

Topic: customer service & workplace literacy program development

ESOL Customer Service Training Curriculum

This curriculum was developed by MontgomeryWorks in partnership with the Maryland Department of Education and Montgomery College. It is designed for students who are both language learners and job seekers. The curriculum incorporates customer service, job readiness, and ESOL with cultural competencies. The program was developed and field tested on students at the Low Intermediate and High Intermediate skill level. The package includes both Teacher Guide and Student Book covering seven units with lessons and activities that can be readily accessed and implemented in the classroom.

Industry: multiple

Topic: workplace literacy program development

✳Tennessee ESOL in the Workplace

This is a training manual, developed by the University of Tennessee Center for Literacy Studies, Tennessee Department of Labor and Workforce Development Office of Adult Education, for instructors and supervisors. The manual was developed for English Speakers of Other Languages (ESOL) supervisors and instructors to prepare them to launch successful workplace initiatives in business and industry. Major topics include: knowing and presenting your adult education program to business and industry, knowing your community's needs and understanding the workplace, designing a plan to deliver and sustain educational services to the workforce, and knowing your results by evaluating and monitoring progress. Materials for the ESOL learners are not included.

Industry: multiple

Topic: work contextualized ESL instruction

✳Vocational English as a Second Language: Courses A&B Curriculum Guide

This curriculum, developed by the Bridge to Advanced Technological Education and Employment Project, University of Illinois at Chicago, is composed of two courses (A and B) that each run for 14 weeks, 12 hours

per week and offers structured lesson plans. Career paths and lifelong learning are stressed, as are grammar, writing, and speaking skills, in the context of work and careers. Both A and B courses in this guide rely on interactive writing techniques with the instructor and in student pairs. Many of the activities are project-based and require active teaching and learning techniques such as role-plays. The activities represent a broad variety of scenarios and situations that are typically encountered by adults on the job or with goals for good jobs and opportunities for advancement.