Career – Infused Adult Education
Arkansas Adult Education
Facilitator: Lennox McLendon

I Believe

Prosper

What adults need to know and do to Prosper

• 1960s -- read, write and basic math
• 1970s – skill applications
• 1980s – applications to work, family and community
• 1990s – family literacy and workplace education
• 1998 -- Workforce Investment Act
• 2000s -- Jobs

Reinventing Adult Education: 2000s

A high school diploma is not longer good enough
64% of future jobs with family sustaining income require some postsecondary

The Gift

College and Career Readiness Standards for Adult Education
OVAE
Office of Vocational and Adult Education

Why?!
The Big Picture

Career Pathway Options
Career Infused Adult Education

• Tier II – I-BEST
  - Upper level ABE and ESOL and ASE
  - Bridge to occupational training
  - Co-enrollment or team teaching

• Tier I
  - Lower level ABE and ESOL and multilevel classes
  - Infusing Career Content
    - Infusing contextualized content around the high demand jobs in your area
    - Infusing soft/work readiness/work preparedness skills
    - Infusing career awareness, exploration and planning

Agenda

• Why Career-Infused learning is important?
• What does it look like?
• How does it vary in different parts of your program?
• Resources for you and your colleagues to choose from.
• Simple ways to organize the classroom to facilitate career-infused teaching and learning.
• Ideas for planning and organizing instruction.
• Program Manager/Instructional Leaders role.
• A classroom observation checklist.

What are you doing now?
To help students be college and career ready?

1. Instruction
2. Linkage with other agencies
3. Involving Employers

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What does a Career-Infused Classroom Look Like?

- Integrating:
  - Instruction Contextualized around the high demand jobs in the service area
  - Work Readiness (Soft) Skills
  - Career Awareness

Infusing Careers & Career Pathways

- Tier II -- NRS Levels 4, 5, 6
  - Integrating education and occupational training
  - Soft skills
  - Career exploration

- Tier I -- NRS Levels 1, 2, 3 & Multilevel Classes
  - Contextualizing
    - Academic
    - Soft skills
  - Career awareness, exploration
    - self-assessment, and planning

Current Enrollment


58% ABE
47% ABE
20% ABE
40% ESOL
22% ESOL

Multi-Level Classroom

Teachers: Part-time, Full-time, Volunteers

Infusing Careers & Career Pathways

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    - Academic
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Student Goals

The trigger that caused them to come to us for help

Three INFUSED Components
- INFUSE Contextualizing Academics (reading, math, English, writing) around local high demand jobs
- INFUSE Soft Skills (problem solving, critical thinking, work ethics, etc) in high demand job contexts
- INFUSE Career Awareness, Exploration, Self Assessment and Planning

Contextualizing Learning and Instruction

1. Identify the jobs (CLUSTERS) with the best prospects (the high demand jobs)
2. Identify the math, reading, English, vocabulary related to those jobs
3. Identify the soft skills related to those jobs
4. Integrate (infuse) those academic and soft skills.
How do you identify available jobs?

- Labor Market Information LMI
- O*NET
  - http://www.onetonline.org/
- MyNextMove.com
  - http://www.mynextmove.org/

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

Occupations

- Career Cluster Occupations
  - Tasks,
  - Tools and Technology,
  - Knowledge (English, math, reading),
  - Skills (Work Readiness),
  - Abilities,
  - Work Activities, and
  - Work Context.

Your New Best Friend – Local Workforce Board
What job can I get now??

- Which jobs do your students qualify for NOW?
- What jobs will your students qualify for NEXT?
- How much do they pay?

How much does it pay?

Next Job: Occupational Growth by Education and Training

Contextualizing Learning and Instruction

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4. Integrate (infuse) those academic and soft skills.
3.4 What skills do we contextualize around those jobs?
- Academic Skills
  - English
  - Vocabulary
  - Math
  - Reading
- Soft Skills
  - Problem solving
  - Critical analysis
  - Work ethics

Academic Skills
- What does O*NET tell us?
- What does MyNextMove.com tell us?

Work Keys
- Reading for Information – the ability to understand information in common workplace documents such as letters, memos, procedures and instructions
- Applied Mathematics – the ability to use mathematics in solving common workplace problems
- Locating Information – the ability to understand and extract information from graphics such as charts and tables

Key Train®
- Assessment and Training With KeyTrain®
  - http://www.keytrain.com/

Contextualizing Learning and Instruction
1. Identify the jobs with the best prospects (the high demand jobs)
2. Identify the math, reading, English, vocabulary related to those jobs
3. Identify the soft skills related to those jobs

Integrate (infuse) those academic and soft skills.
3.4.2 Soft Skills

- Secretary’s Commission on Achieving Necessary Skills (SCANS)
  - Academic Skills
  - Thinking Skills
  - Personal Skills
- Page 5 and Page 12

http://wdr.doleta.gov/SCANS/whatwork/

SCANS
Which of the thinking and personal skills do you already teach?

Employability Skills Framework
- Applied Knowledge—the thoughtful integration of academic knowledge and technical skills, put to practical use in the workplace.
- Effective Relationships—the interpersonal skills and personal qualities that enable individuals to interact effectively with clients, coworkers, and supervisors.
- Workplace Skills—the analytical and organizational skills and understandings that employees need to successfully perform work tasks

- http://cte.ed.gov/employabilityskills

Employability Skills Framework - OVAE

Employability Skills for Career Readiness

WAGE
http://ace.arkansas.gov/adulteducation/programs/WAGE/Pages/fastFacts.aspx
Employability Skills for Career Readiness


Preparing Workers

**On Your Portal**

Three Components

- **Contextualizing Academics** (reading, math, English, writing) around local high demand jobs
- **Integrating Soft Skills** (problem solving, critical thinking, work ethics, etc) in high demand job contexts

- Career Awareness, Exploration, Self Assessment and Planning

4. Learning more about available jobs

- Career Awareness
- Career Exploration
- Self Assessment
- Career Planning

Learning about available jobs

- What jobs are out there?
- What do people do in those jobs?
- What skills do you need?
- How much do they pay?
- Is there a career ladder?
- Where can I start on the ladder?
State Career Information Systems

CareerOneStop
- your source for career exploration, training & jobs
Sponsored by the U.S. Department of Labor. A proud partner of the network.

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Resources for Career Awareness
- Integrating Career Awareness into the ABE & ESOL Classroom
  • http://www.collegetransition.org/publications.icacurriculum.html

Resource Tip
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Organizing your classroom

Career-Infused Adult Education
- Contextualizing instruction around high demand jobs
- Integrating soft skills
- Infusing Career awareness

Bob Kegan
- New Pluralism of Adult Education
- The Power of the Cohort—the Group
  - Academics
  - Emotional stability
  - Persistence

Organizing Learning
- Individualized Instruction
- Academic skills in context
- Group discussions
  - Career awareness
  - Career exploration
  - Soft skills
- Group projects
  - Team building
  - Soft skills

Organizing Learning: Tier I and Multilevel

Managed Enrollment:
- Select one of the High Demand Jobs Clusters in the service area
- For six (8-10) weeks, contextualize instruction around one of the Clusters:
  - building trades;
  - public health

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Leadership Role
Create a STRUCTURE and a PROCESS for staff members

- Identify the high demand jobs
- Curriculum workgroup
- Employers and Occupational Staff
- Student intake
- PD for teachers
- Planning time for teachers

The Plan

"People do not argue with what they help create" Ron Froman

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We want our students to prosper
They need our help

Colleague Project
Select One
- Contextualizing instruction around high demand jobs
  - Select one career cluster with high demand in your area
  - Create curriculum (reading, math, vocabulary) components
    - O*NET as a resource
    - Occupational staff as a resource
  - Integrating work readiness (soft) skills
    - Michigan’s Preparing Workers as a resource
    - IGIP as a strategy
  - Career Awareness, Exploration, Self-Assessment, and Planning
    - NCTN ICPA Curriculum as a resource
    - Nevada Career Information System
    - Choose a few examples to try

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Thank You for Sharing
From what we get we make a living;
What we give makes a life
Arthur Ashe
Days of Grace

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