

Professional Development Monthly Advisor and Planner (PD MAP)

Theme: Workforce Preparation for Adult Learners

May/June 2011

[Self-Study](#) [Collaboration](#) [Workshops/Conferences](#) [Courses](#) [Book Corner](#) [Add'l PD Recourses](#) [Follow-up](#)

Welcome to the May-June Professional Development MAP!

When the economy recovers, adult learners need to be ready to compete for jobs. This PD MAP focuses on preparing adult learners to enter the workforce. Basic skills instruction in math, reading, and the English language are essential starting points, but the current trend nationwide is toward focused instruction for specific career pathways. The question that teachers and curriculum developers are now asking is "What does a learner need to know and be able to do to succeed in a specific career area?"

The resources in this PD MAP are organized into four sections:

- Resources for Teacher Knowledge
- Career Awareness Curricula for Use with Adult Learners
- Industry-Specific Curricula for Use with Adult Learners
- Designing Adult Education Programs for Workforce Preparation

The first three sections are targeted to teachers; the last section pertains to the work of program directors. Note that these resources are about *workforce preparation*, not about *workplace* education programs hosted by employers for already-employed adults.

This PD MAP covers May and June. The follow-up webinar discussions will be held on Thursday, June 23rd at 3:00 pm or Friday, June 24th at 9:00 am. See the last page of the PD MAP for details on how to register for the call.

Best regards,

Jane C. Miller, Facilitator
CDE/AEFL PD Advisory Group
Miller_j@cde.state.co.us
303-866-6611

Self-Study:

[Resources for Teacher Knowledge](#)

The Adult Education Teacher's Role in Career Planning

Imel, S., 1986, ERIC Clearinghouse, Identifier: ED 272701

<http://www.ericdigests.org/pre-924/career.htm>

This digest begins with a discussion of the career development needs of adults, then describes the appropriate role for the teacher in providing career planning assistance and suggests activities that can be used to support adult career planning in the classroom. Although written before the Internet age, the content is still relevant and applicable to teachers today.

Integrating Employment Skills in Adult ESL Instruction

Guss Grognet , A., Center for Applied Linguistics, 1997

http://www.cal.org/caela/esl_resources/digests/EskillsQA.html

This Q & A discusses how employment preparation can be integrated into the ESL curriculum, whether in a workplace or a standard adult ESL program. It explains the difference between workforce instruction and workplace instruction, describes the language skills and SCANS skills needed to get, to survive, and to thrive on the job; suggests classroom activities to promote these skills; and touches on future directions for the field.

Hard Work on Soft Skills

Houghton, T., and Proscio, T., 2001

http://www.ppv.org/ppv/publications/assets/109_publication.pdf

This report for program directors, curriculum designers, and teachers examines how four adult education programs successfully teach work ethic, courtesy, teamwork, self-discipline, self-confidence, appropriate dress and language proficiency for the workplace. All of the programs help learners understand the employer's perspectives. Also described are the short and long-term supports that can help remove some barriers for the participants. The final section summarizes six lessons that teachers can use with any population to complement the hard skills being taught.

English That Works: Preparing Adult English Language Learners for Success in the Workforce and Community

Marshall, B., Oakland (California) Adult Education, 2002

Center for Adult English Language Acquisition (CAELA)

http://www.cal.org/caela/esl_resources/digests/Englishwks.html

This digest describes how adult ESL educators can integrate workforce skills into their curricula and convey these skills to their learners through learner-centered instructional strategies and classroom management techniques. Topics covered include: establishing behavioral expectations, classroom rules and routines, and using teamwork to simulate the work environment. The article includes a list of EFF and SCANS competencies.

Multicultural Career Education and Development

Kerka, S., 1992, ERIC Clearinghouse, ERIC Digest No. 123, Identifier: ED347402

<http://www.eric.ed.gov/PDFS/ED347402.pdf>

This article explores how one's cultural identify impacts one's career development. Topics explored are: differences in individuals' Locus of Control and Locus of Responsibility, culturally-based communication styles, systemic barriers to career efforts, and effective teaching strategies for adult learners.

Managing a SCANS-based Classroom, self-paced, online module

California Adult Literacy Professional Development Project (CAL-Pro)

<http://www.calpro-online.org/tto/default.asp>

This course helps teachers create a participatory classroom in which learners practice skills valued in the workplace – time management, teamwork, resource management, information management, etc. The course offers a variety of interactive features such as audios and videos of an instructor and students participating in an actual SCANS-based lesson.

Career Awareness Curricula for Use with Adult Learners***Integrating Career Awareness into the ABE & ESOL Classroom***

Oesch, M., and Bower, C., 2009, National Career Transition Network (NCTN)

<http://www.collegetransition.org/publications.icacurriculum.html>

This guide is a ready-to-use, flexible curriculum for adult educators (ABE/ASE/ESL) to incorporate career awareness and planning into their instructional and counseling activities. The lessons and handouts can be adapted for a range of students and skill levels. The curriculum is divided into four sections: 1) Cultural context for career awareness, 2) Self-exploration (skills, values, experience, interests,

education), 3) Occupational exploration (occupational and job profiles, informational interviews, career and job fairs), and 4) Career and Education Planning (Decision making, goal setting, college success skills, action planning). Each section has 5-24 short lessons, (but full of concepts that are new to most ESL learners.) Each lesson provides learning objectives, materials needed, vocabulary, activity instructions and extension activities. The lessons are diverse, utilize varying learning styles, and address targeted skills and knowledge needed to complete the activity.

Preparing Workers for the 21st Century

Michigan Dept. of Labor and Economic Growth, and Michigan Office of Adult Education

<http://www.maepd.org/lib-preparingworkers.html>

This project contains three curricula: Making Sense of Math at Work, Making the Most of a Job (Reading), and Written Communication in the Workplace. Each curriculum includes a step-by-step teacher guide and learner workbook. The math curriculum contains 32 classroom activities based on scenarios that use math skills in the workplace. There is much use of charts, graphs, tables, and measurements. The 42 selections in the reading curriculum focus on “soft skills” and situational judgment. After reading a workplace scenario, learners identify the best and worst ways to proceed. The materials target ABE readers at 4th – 6th grade reading levels and/or intermediate ESL learners. This curriculum also contains downloadable audio recordings. The writing curriculum contains 30 classroom activities that strengthen grammar and writing skills in workplace contexts.

Strategies for Success in Career Development: The Career Coach Curriculum Guide

Van Slyke, C, and Lamb, K. 2008, Women Employed

<http://www.womenemployed.org/index.php?id=143>

This thorough, concise, and well-organized career development curriculum is for mid- to higher-level adult learners in the process of choosing a career, changing a career, or exploring education options that match their goals. The 16 lessons in the curriculum address these topics: 1) Understanding the importance of education to career development; 2) Using personal values, interests, skills and lifestyle needs to evaluate potential career choices; 3) Exploring potential careers to find a good fit; 4) Setting educational goals; 5) Researching and evaluating different schools or training programs; 6) Making a customized career plan; 7) Managing time; and 8) Making short- and long-term plans. Each lesson includes key concepts, classroom materials, websites, learning objectives, lesson set-up, adaptations, and extensions.

Adult Low-Level Literacy Curriculum: Get and Hold the Job You Want

CASAS, 2010

<https://www.casas.org/LowLiteracyCurriculum/GetAndHoldtheJobYouWant/moduleGetAJob.cfm>

This resource targets low-level ABE learners with an added emphasis on those with intellectual disabilities. This module addresses locating a job, interviewing, time management, dress code, body language, and conversation in the workplace. Materials are multi-level.

Industry-Specific Curricula for Use with Adult Learners

NOTE: The following curricula have been authored by a variety of states and nations. Before using any curriculum, the Colorado AEFL teacher must carefully evaluate whether the curriculum is appropriate for the level of her/his learners. Teachers should delete or adapt any lessons and/or learner materials that specifically pertain to the authoring state or nation so that the materials are relevant to the learners' locale and employment experience in Colorado.

GED Career Bridge to Hospitality Curriculum

Virginia Adult Learning Resource Center, 2007

<http://www.valrc.org/publications/hospitality/>

This curriculum resource prepares ASE Low and ASE High learners for the GED credential while providing background information, skill instruction, and practice within a hospitality career context and career pathway model. The resource has teacher lesson plans, and student materials. The curriculum in-

cludes: 1) GED reading, writing, math, social studies, 2) career awareness, 3) career information (skills & knowledge), 4) certification, licensing, education, specializations, 5) job earnings and opportunities, 6) links to additional sites for practice, 7) numerous glossaries from various hospitality industries. There are crosswalks to Workplace Essential Skills and commercial GED materials for additional instruction and practice. A teacher's guide is included.

ESOL Customer Service Training Curriculum

MontgomeryWorks, the Maryland Dept. of Education, and Montgomery College.

<http://www.dllr.state.md.us/gedmd/customerservice.shtml>

This seven-unit ESL curriculum addresses customer service skills, job readiness, and workplace cultural competencies. Appropriate for learners at the Low Intermediate and High Intermediate skill level. A Teacher Guide and Student Book with step-by-step lessons and activities are available.

Building Basics: ESOL Toolkit for General Construction, Landscaping, Painting, and Plumbing

Virginia Adult Learning Center

<http://www.valrc.org/publications/buildingbasics/#top>

This curriculum is for English language learners with NRS Beginning Low Beginning, and High Beginning. There are four topics with four or five lessons under each topic. Each lesson has three components: Facilitator Guide, Facilitator Materials, and Student Handouts. Activities are designed for different proficiency levels.

Bridging the Employment Gap: Janitorial

Simcoe Muskoka Literacy Network & Human Resources Social Services Canada, 2008

<http://www.nald.ca/library/learning/gap/janitorial/pdf/janitorial.pdf>

This janitorial manual helps beginning level individuals who work in any workplace performing cleaning tasks. It includes five main units: Safety, Understanding Hazardous Product Labels, Understanding Signs, Mopping Following a Pattern, and Garbage: Bags & Recycling.

Project Hotel T.E.A.C.H. Curriculum

Hunt, J., Kurien, M., 2007 Center for Immigrant Education and Training

http://www.lagcc.cuny.edu/CIET/workforce_TEACH_curriculum.aspx

Hotel TEACH targets ESL learners at levels 4, 5, and 6. It develops English language skills, soft skills and technology skills with the goal of helping learners acquire jobs in the hotel industry. There are eight units that cover topics such as: identifying learning goals, communicating with guests, working as part of a team, career advancement and getting ready for the interview. Clear directions for implementation, handouts, material lists, and Teacher Tips are included.

Project Care

World Education, 2007

<http://projectcare.worlded.org/>

This website for high intermediate to advanced English language learners provides four units (including activities, vocabulary practice, and evaluation) about caring for others while improving 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 are teacher resources, a student book (for purchase) and plenty of free activities for learners.

Workplace Health and Safety ESOL Curriculum

Utech, J.L., Massachusetts Worker Education Roundtable, 2005

<http://www.cpcs.umb.edu/lep/documents/Health-Safety-ESOL.pdf>

This curriculum for ESL Low Intermediate (Level 4) and High Intermediate (Level 5) learners contains eleven step-by-step lessons for teaching health and safety principles and how to address these issues in a workplace setting. The curriculum offers lesson plans, complete with variation and extension activities, teacher notes, additional resources, and handouts. The lessons utilize authentic materials (e.g.,

OSHA forms) and base the discussions in learners' lived experiences.

English in the Workplace for School Custodians

Fairfax County Public Schools

<http://www.eric.ed.gov/PDFS/ED320459.pdf>

This curriculum provides ESL lesson plans and learner materials on these workplace topics: giving and taking directions, making phone calls, interacting with co-workers, reporting emergencies, receiving criticism and praise.

Steps to Employment

Language Curriculum Resources Training (LCRT) Consulting (Canada), 2001

<http://www.settlement.org/steps/manuals.html>

This website offers a series of workshop manuals that are used to orient low-proficiency immigrants to their new setting and skills required for different industries. Each curriculum includes materials for 25 hours of orientation, and 25 hours of occupation-specific language training. The 18 industry topics include food services, home health care, construction, automotive, call centers, electrical trade. Each curriculum includes a facilitator guide, implementation guide, and student workbook.

Materials for Embedded Learning

<http://rwp.excellencegateway.org.uk/Embedded%20Learning/> or

<http://rwp.excellencegateway.org.uk/Embedded%20Learning/Vocational/>

These British teaching materials combine the development of literacy, language, and numeracy skills with vocational skills. The 15 vocational topics include: catering, cleaning, horticulture, hospitality, manufacturing, painting operations, retail, transport, and warehousing. Each vocational topic contains 5-8 modules with step-by-step lesson instructions, learner materials, and teacher materials. The materials are suitable for ABE Intermediate High (Level 4) and could be adapted for use with lower levels of ABE or ESL.

Key Skills in Vocational Areas

UK, NGFL

http://www.ngfl-cymru.org.uk/vtc-home/vtc-key_skills-home/vtc-keyskills-in-vocational-areas.htm

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

VESL – Vocational English as a Second Language Curriculum Guide

Sommers, S., 2000

http://www.uic.edu/cuppa/techbridge/PDF/VESLGuide_040100.PDF

This resource provides three 14-week curricula for ESL ABE learners who read at the 4th – 6th grade levels. The VESL A Curriculum focuses on language needed to identify transferable job skills, describe past work experience, strengths and weaknesses and job goals for interview situations and resume writing. The VESL B Communication Skills Option is focuses on improving oral and written communication in the context of interactions with co-workers, customers, and supervisors. The VESL B Career Planning Option helps learners articulate a complete career ladder for themselves. Each curriculum includes English language instruction with a grammar emphasis, basic math instruction, and computer lab work for word processing skills.

For Program Directors – Designing Adult Education Programs for Workforce Preparation

Adult Education for Work: Transforming Adult Education to Grow a Skilled Workforce

National Center on Education and the Economy, 2009

http://www.jff.org/sites/default/files/adult_ed_work_guide.pdf

This Guide outlines the specific steps programs can take to begin to transform their current adult education programs to adult education for work with an emphasis on career pathways. The report provides a framework of twenty-three quality elements organized in seven focus areas – program design, cur-

riculum and instruction, assessment, high-quality teaching, support and follow-up services, connection to the business community, and monitoring/accountability. Sidebars describe adult education providers nationwide who have implemented the quality elements.

ABE Career Connections: A Manual for Integrating Adult Basic Education into Career Pathways

U.S. Department of Education, Office of Vocational and Adult Education (OVAE), 2010

http://www.policy2performance.org/wp-content/uploads/ABE_Career_Connections_Manual.pdf

This manual provides an overview of the Adult Basic Education Career Connections (ABECC) project of 2006-2010. It describes how adult education programs nationwide aligned basic skills training and partnership efforts with local career pathways. The manual describes approaches to implementing pathways components, provides examples from six participating sites, shares challenges and lessons learned, and explores possible implications for policy and practice. Chapters cover student recruitment, orientation and placement, course development, partnerships, and data collection and analysis.

The Breaking Through Practice Guide

Jobs for the Future, 2010

http://www.jff.org/sites/default/files/BT_Documentation_June7.pdf

This resource guides practitioners in developing "high leverage strategies" with low-level literacy adults. The guide identifies four key strategies that help low-income, low-literacy learners overcome barriers and help these learners be successful in a postsecondary educational (occupational or technical) setting. Concrete examples of how the strategies are put in to place at adult education and community colleges around the nation are offered. A contextualization toolkit and other materials are included.

Bridges to Careers for Low-Skilled Adults: A Program Development Guide

Women Employed with Chicago Jobs Council and University of Illinois (UIC) Great Cities Institute, 2005

<http://www.womenemployed.org/docs/BridgeGuideFinal.pdf>

This resource guides educators and administrators in creating a bridge program for adults needing to develop skills in order to enter the work force. Chapters cover designing the program, building partnerships, sustaining employer relationships, developing the curriculum, marketing and funding the program, and implanting the bridge program.

Building Effective Green Energy Programs in Community Colleges

Bozell, M., Liston, C., 2010, Workforce Strategy Center

<http://ccc.edu/Portals/4/EWD/BuildingEffectiveGreenEnergyProgramsinCCs.pdf>

This guide offers information on developing a community college bridge program, highlighting Green Energy jobs for low-level literate adults.

Collaboration with Colleagues:

Locally facilitated staff discussion

To conduct a 60-90 minute staff discussion of any articles in the Self-Study strand, use the following resource:

Guidelines for Facilitating Discussion Groups

<http://www.calpro-online.org/pubs/DiscussionGuidelineforResearchPublications.pdf>

Study Circle on Preparing Adult English Language Learners for the Workforce

The CAELA Guide, Section IV-A, Center for Adult English Language Acquisition (CAELA), 2006

http://www.cal.org/caela/scb/IV_A_PreparingfortheWorkforce.pdf

In this 2-part study circle teachers read two articles about preparing ESL learners for the workforce, implement at least one new research- or theory-based strategy in their teaching, and reflect on the impact of that experimentation on their thinking and practice. A Facilitator Guide with complete step-by-step instructions, participant handouts, and materials list is available. The study circle can be facilitated locally by using the Facilitator Guide or by CDE/AEFL staff upon request. Contact Jane Miller, miller_j@cde.state.co.us or 303-866-6611.

The 52nd Annual Adult Education Research Conference and the 30th National Conference of the Canadian Association for the Study of Adult Education

Ontario Institute for Studies in Education, University of Toronto
June 10-12, Toronto, Canada
<http://www.adulterc.org/Conference.htm>

Courses for Credit:

EDU 131 Introduction to Adult Education

online through CCCOnline, www.ccconline.org/register/, start date June 6

EDU 132 Planning, Organizing, and Delivering Adult Education Instruction

Morgan Community College, www.morgancc.edu, start date June 11
Red Rocks Community College, www.rccc.edu/onlineenroll/, start date July 23

EDU 133 Adult Basic Education (ABE)/Adult Secondary Education (ASE/GED)

Online through CCCOnline, www.ccconline.org/register/, start date June 6

EDU 134 Teaching English as a Second Language (ESL) to Adult Learners

Morgan Community College, www.morgancc.edu, START DATE NOT CONFIRMED

EDAE 590-815 Teaching English as a Second Language to Adults

Colorado State University, www.learn.colostate.edu/degrees/aet-online/curriculum.dot, start date June 13

Book Corner:

The CDE /AEFL office supports three professional development resource centers from which teachers in AEFLA-funded programs can check out books. Check out is free and the books are mailed to the teacher's home for review. It is the teacher's responsibility to mail the books back to the center.

The following books about workforce preparation were recommended by the Northern Colorado Professional Development Center. Use the link below to access the online catalog for the three centers. https://athena.cde.state.co.us/screens/opacmenu_s2.html. Contact the appropriate resource center coordinator for information about the check out process:

State PDR Center (Denver): Debra Fawcett, Fawcett_D@cde.state.co.us
Northern Colorado PDR Center (Longmont): Connie Davis, ncpdc@stvrain.k12.co.us
Southern Colorado PDR Center (Trinidad): Susan Harris, susan.harris@trinidadstate.edu

What Work Requires of Schools: A SCANS Report for America 2000

The Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor, 1991
This document lists "competencies" that both define the skills demanded of contemporary workers in the United States and propose acceptable levels of proficiency for them. It is the result of research involving a wide range of business owners, public employers, unions, workers and supervisors in shops, plants and stores across the nation.

Teaching the SCANS Competencies

The Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor, 1993
This document follows publication of the SCANS competencies and helps educators to incorporate the competencies into curriculum and instruction. It shows examples of how some specific competencies can be incorporated and identifies issues that are likely to arise.

Pathways to Labor Market Success: The Literacy Proficiency of U. S. Adults (A Policy Information Report)

Sum, Kirsch, Yamamoto; ©2004 Educational Testing Service

This report probes the connection between adults' literacy skills and their success in the U.S. labor market during the 1990s, based on data from two national assessments: the 1992 NALS (National Adult Literacy Survey) and the IALS (International Adult Literacy Survey). The performance results are reported on three proficiency scales: prose, document and quantitative.

Additional Professional Development Resources:

Connecting Literacy, Learning & Work

Pinsent-Johnson, Christine, 2008,

<http://library.nald.ca/learning/item/8194>

This downloadable book describes the process of re-thinking an existing adult education program in order to meet a changing population and to help learners transition successfully to the workplace. She addresses how to add concrete workplace skills and knowledge while not becoming a work training program. The author addresses directly the contrasts between school-based literacy approaches (in which learner achievement is easily assessed) and social practice/contextual approaches that use authentic materials.

CDE/AEFL Professional Development Hours

All professional development options listed on this PD MAP earn CDE/AEFL PD Hours as described in the *Guide to Professional Development Reporting* at <http://www.cde.state.co.us/cdeadult/download/PD/Policy/GuideToPDReporting0110.pdf>

For annual AEFLA reporting, teachers completing Self-Study or Collaboration with Colleagues options simply confer with their program director and record the number of PD Hours earned on their *Teacher's Annual Professional Development Activity Record*. Teachers completing workshops, training, or courses for credit receive certificates with PD Hours or transcripts.

<http://www.cde.state.co.us/cdeadult/download/pdf/AnnualPDActivityRecordFY09v3.pdf>

The PD options listed under the Self-Study strand are not acceptable for the LIA Portfolio training hours or for renewing a LIA. <http://www.cde.state.co.us/cdeadult/LIAIndex.htm>

Follow-up to This Month's Professional Development

The CDE/AEFL office is hosting **two** 1-hour discussions on Thursday, **June 23**, at 3:00 pm and Friday, **June 24** at 9:00 am to follow-up with teachers who complete any of the PD options listed in this month's PD MAP. The conference call allows teachers across the state to connect with each other to ask and answer questions about this month's theme of *Workforce Preparation for Adult Learners* and to share successful strategies and ask for advice regarding challenges. Teachers who participate in either conference call earn 1 additional PD Hour. Please register online by Tuesday, **June 21**, 2011 at <http://spreadsheets.google.com/viewform?formkey=dFlnem5sQUlaVHU3UTNsajNpWVN6eHc6MA>

PD Advisory Group Mission Statement

To create an integrated, accessible, and flexible system of professional development for adult education teachers in Colorado.

July/August 2011 PD Monthly Advisor & Planner

Theme: Multi-level ESL Instruction

CDE/AEFL Professional Development Advisory Group members:

Jane Miller, CDE/AEFL

Mary Jo Sobocinski, McLain Community High School, Lakewood

Connie Davis, Northern Colorado Professional Development Center, Longmont

Dave Askeland, CMC Adult Education, Breckenridge

Karin Hostetter, Summer Scholars, Denver

Carmen Collins, SD-11 Adult and Family Education, Colorado Springs