



DESIGNING INSTRUCTION for CAREER PATHWAYS

Adult Career Pathways Training and Support Center

Project Update, NASDCTEc, Spring 2013

*Hope Cotner, Vice President
Center for Occupational Research and Development*

Project Purpose

Designing Instruction for Career Pathways

- Launched Fall 2010
- Three-Year Initiative of U.S. Department of Education's Office of Vocational and Adult Education (OVAE)
- **GOAL:** Assist state and local adult education providers in **developing and delivering instructional resources** that enable low-skilled adults to **progress on a career pathway** and **succeed in postsecondary education.**



DESIGNING INSTRUCTION for CAREER PATHWAYS

Partners:

- **Kratos Learning**
- **Center for Occupational Research and Development**
- **Technical Work Group**
 - State and Local Adult Education Practitioners
 - Secondary and Postsecondary Faculty/Administrators
 - Employers
 - Researchers

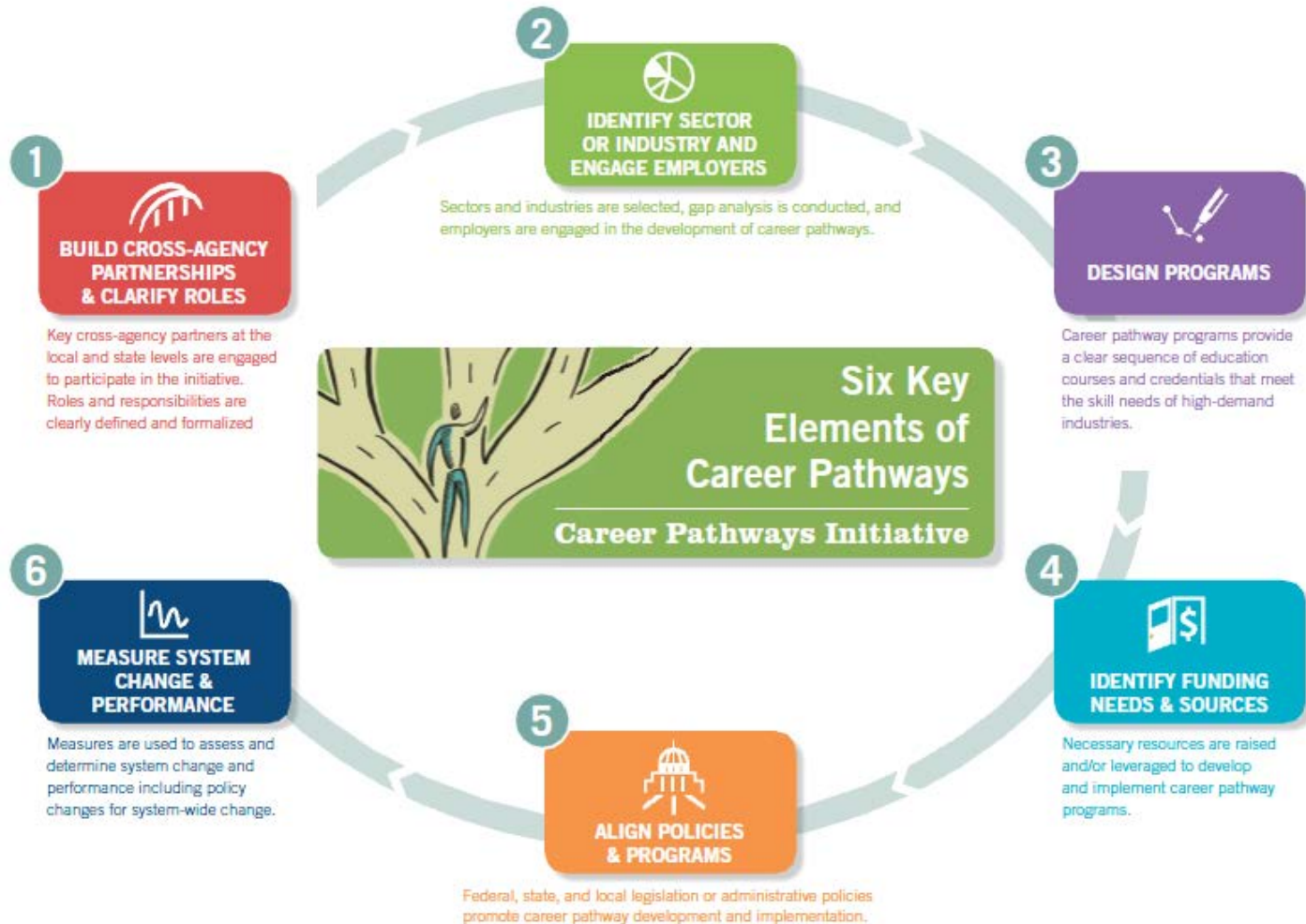
Joint Commitment to Career Pathways

“The U.S. Departments of Education, Health and Human Services, and Labor have made a **joint commitment to promote the use of career pathways approaches** as a **promising strategy** to help adults acquire marketable skills and industry-recognized credentials through better alignment of education, training and employment, and human and social services among public agencies and with employers.”

U.S. Departments of Education, Health and Human Services, and Labor (2012). Interagency Letter on Career Pathways.



Six Key Elements of Career Pathways



U.S. Department of Labor, Employment and Training Administration. (2011). *Six key elements of career pathways: Career pathways initiative*. Retrieved from <https://learnwork.workforce3one.org/view/2001134059875592620/info>



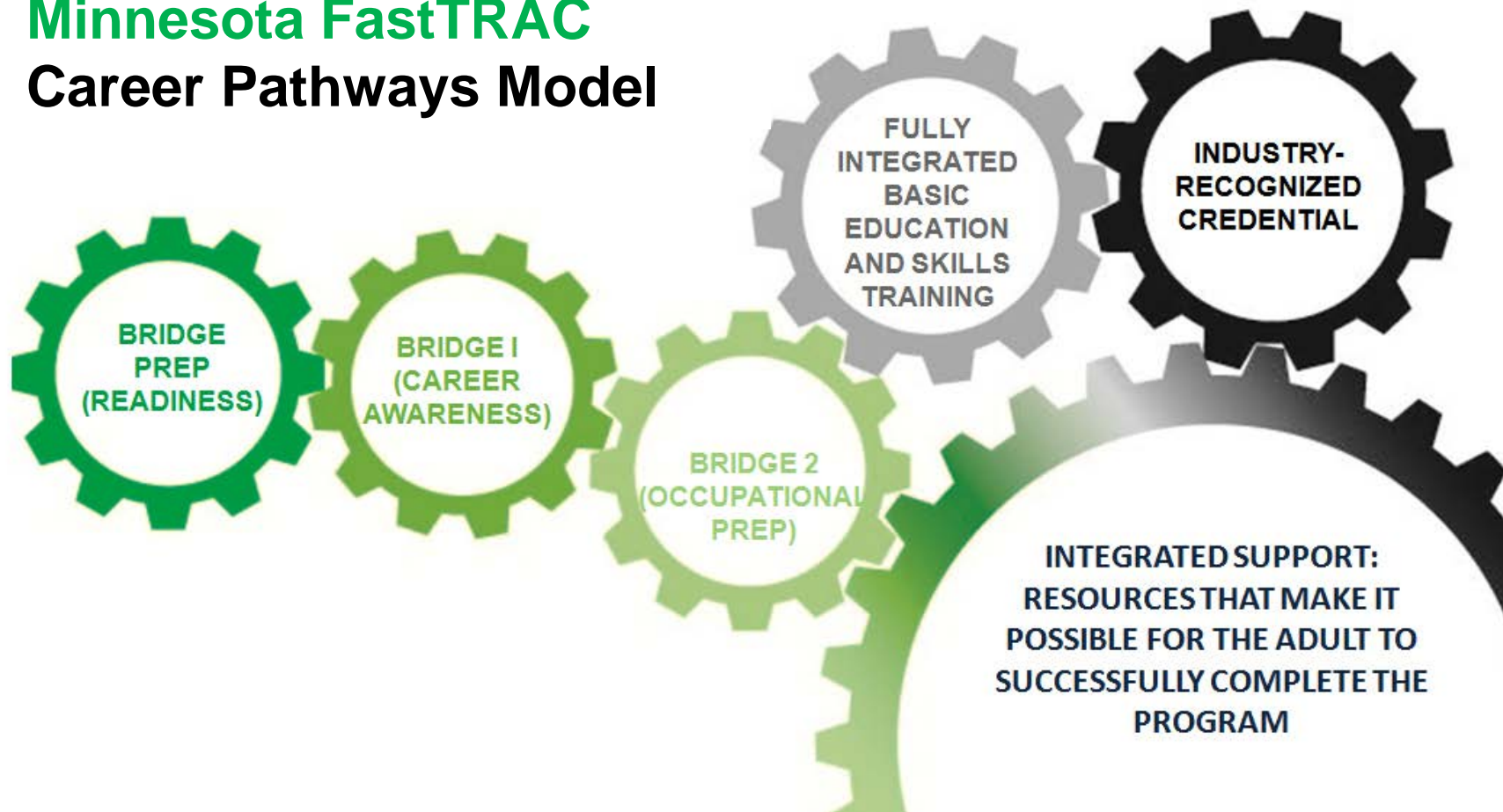
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What Do Career Pathways Look
Like in Adult Education

?

Integrating Adult Education Content into a Career Pathways Model

Minnesota FastTRAC Career Pathways Model



CORE	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6
	PHASE ONE			PHASE TWO		
	Orientation Period	Tour Business	Job Shadow		Mock Interviews	Job Fair
I. GED®	GED® Preparation and Career Readiness Certificate As learners successfully complete the GED® credential and earn their CRC, they will focus on digital literacy certifications until all learners pass the GED® test and obtain the CRC at Bronze, Silver, or Gold level.					
II. PSS	Professional Soft Skills and Business Etiquette As GED instruction is completed and all learners successfully pass the GED® test, soft skills will become the emphasis of this block.					
III. DL	Digital Literacy Microsoft Digital Literacy (MSDL)	Microsoft Digital Literacy (MSDL) or Internet and Computing Core (IC3) Certificates		Integrated Technology Instruction as part of core content and the capstone project		
CC	Contextualized Content	Industry-specific content and skills development	Breaking Through: Allied Health (Medical Assisting/Phlebotomy) Breaking Through: Energy/Mining (Electrical/Welding) Construction/Weatherization			
IV. 21C	21st Century Skills Introduction to 21st century skills	Development of 21C skills; participation in collaborative activities		Development and application of 21st century skills; selection of team members for capstone projects	Capstone Teams Application of GED®, CRC, PSS, DL, CC, and 21C	
INT APP	Integrated Application with Collaborative Learning Activities	Digital portfolio; information challenges; mini-capstone		Digital portfolio; information challenges; capstone project		Digital portfolio; information challenges; capstone project presentations



Bridge to Biotech

- City College of San Francisco/BayBio Institute/Bay Area Biotech Education Consortium Partnership
- Working adults returning to pursue careers in biotech
- Many lack basic academic skills, particularly math
- Two-semester lab assistant certificate program (140 units + 180-hour internship) – All courses credit-bearing
- Taught lab techniques while strengthening math and language skills
- Significant industry involvement in program design/internships



Observations and Considerations

Project Resources

- Online Resource Center
- Professional Development Courses
- Regional Trainings
- E-Newsletters
- Community of Practice
- Webcasts



*All project resources are
available free through
ACP Training and
Support Center:
www.acp-sc.org*

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Access free ACP-SC training and
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Expand your knowledge by engaging
with other professionals who seek
to promote Adult Career Pathways.

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Architecture and
Construction



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The ACP-SC Resource Center provides high-quality materials and information for designing and implementing career pathways. ACP-SC makes it easy to search these resources and target specific areas of interest. The Resource Center is divided into three categories: [Instruction](#), [Professional Development](#), and [Support Services](#).

Submit Resources

All resources included in the Resource Center are vetted and meet the following [criteria](#).

As part of our community of practice, ACP-SC encourages you to [submit](#) your own high-quality Career Pathways resources.

Resource Center Categories

Instruction

Lesson plans, curricula, course outlines, and bridge-related course materials organized by career cluster.

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Professional Development

Resources supporting professional growth and understanding of Adult Career Pathways.

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Support Services

Supports for instructional services such as assessment, career exploration, advising, personal health, and time management.

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[Home](#) > [Resource Center](#) > [Instruction](#) > Building Basics: ESOL Toolkit for General Construction, Landscaping, Painting, and Plumbing

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

Abstract

"Building Basics" is intended to be used with adult ESOL students in publicly-funded or community-based programs who have expressed a need and desire to learn English in the context of general construction, landscaping, painting, and plumbing. Each curriculum contains four or five lessons. Each of the lessons in the curriculum has its own objectives with a focus on integrating ELL and workplace competencies. The lessons correspond to Life Skills Objectives, Equipped for the Future (EFF) Skills, and the Secretary's Commission on Achieving Necessary Skills (SCANS) Skills. Lessons can be adapted to a workplace learning setting or delivered in the traditional classroom setting. Additionally, the materials are geared toward teaching students with English language proficiency levels corresponding to the three lowest National Reporting System (NRS) levels: Beginning Literacy, Low Beginning Literacy, and High Beginning Literacy. Some lessons are more complex than others; however, each lesson has activities that can be used with multiple levels of proficiency within one classroom. The Facilitator Guide provides guidance on the language difficulty for each lesson.

Objective

The objective of this curriculum is to prepare ESOL learners who work in general construction, landscaping, painting, and plumbing, to use the appropriate vocabulary for the profession as well as gain a broader knowledge base in these four areas. Each lesson in the curriculum integrates specific ELL and workplace competencies that will enable learners to achieve success on the job.

Relation to Career Pathways

This curriculum teaches ELL and workplace competencies within the context of the Architecture and Construction career cluster.

Additional Information



Author

Virginia Adult Learning Center

Duration

Each lesson takes approximately 2 hours

Career Cluster

Architecture and Construction

Program Type

ELL

Skills/Knowledge

ELL, Reading


Resource Type

Curriculum

Industry Certification

No

ACP Training Resources: Online Courses



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ACP Training

ACP-SC offers users high-quality professional development opportunities through our national training events and online courses. We disseminate direct training and technical assistance across the country via regional workshops, break-out sessions at national conferences, and online webinars. The webinars are directed by skilled facilitators who walk participants through critical areas related to designing and implementing Adult Career Pathways. Online courses are accessible 24 hours a day. Users can engage in interactive, self-paced learning with high-quality instruction and extended learning activities broken into "how to" modules. The training components are accompanied by additional resources and materials that will help participants further broaden and deepen their knowledge.

Visit the ACP-SC [Events Calendar](#) page for a full schedule of upcoming training events.

Interested in learning more about a training topic? Search the ACP-SC [Resource Center](#) or chat with your colleagues in the field through messaging and the [ACP Community](#).

Online Courses

"How-to" instruction around key areas in developing and implementing Adult Career Pathways

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Participate in a diverse offering of activities geared towards specific needs and audiences

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Resources

Search the ACP-SC resources to view and share high-quality research and information

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Self-Paced Online Courses

Building Strategic Partnerships


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Understanding Strategic Partnerships

Purpose

[Introduction](#) > [Promising Partnership](#) > [Review](#)

Long Beach School for Adults (LBSA) and Goodwill Industries, Inc. of Southern Los Angeles County (SOLAC)

Strategic partnerships contribute to the success of ACP programs. As you read this story, think about what was achieved due to the partnership and what might have been lost if the partnership was not formed.

Promising Partnership

In 2006, [LBSA](#) developed a strategic partnership with Goodwill [SOLAC](#). The school wanted to offer a health care training program at a [HUD](#) location. However, it could not obtain the required approval to offer the ACP program on its own. After describing its services at a health care summit, a Goodwill SOLAC representative approached LBSA about collaborating on the ACP program.

What were the benefits to the partners? Specifically, LBSA was able to reach and retain more adults by increasing its program offerings as well as being able to add tutoring to the program with the support of Goodwill SOLAC.

Goodwill SOLAC met the objectives of its own mission, "to help people feel whole through the power of work," by increasing the number of low-income, unemployed adults who receive training.

What began as an informal meeting became an intentional partnership.

Why is the partnership between LBSA and Goodwill SOLAC important?

After you have thought about your response, [click here](#) to see the answers.

[Click Next to continue.](#)

Course Introduction

Pre-assessment

Understanding Strategic Partnerships

Session 1 Introduction

Purpose

Partners

Impact to Partnerships

Session 1 Conclusion

Engaging Strategic Partnerships

Sustaining Strategic Partnerships

Post-assessment

Course Conclusion

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Understanding Contextualized Instruction

Supporting Research

[Introduction](#) > [Research](#) > [Teaching Methods](#) > [Research on Effectiveness](#) > [Review](#)

Recommended Teaching Methods Compatible with the Contextual Approach

While more research is needed, mastery of the cognitive, interpersonal, and intrapersonal skills correlates to desirable outcomes in education and the workplace. Instructors in ACP programs commonly teach skills in all three domains in the context of job-related scenarios having real-world applications. Contextualized instruction incorporates research-based teaching methods that engage learners in deeper learning, emphasizing not only content knowledge, but also the capacity to transfer and use knowledge in new situations. The teaching methods and strategies the NRC report advocates support the contextual approach, as they include:

- increasing learner motivation by connecting topics to their personal lives and interests, engaging them in problem solving, and drawing attention to the knowledge and skills they are developing and their relevance, rather than grades or scores;
- teaching with examples, cases, and modeling;
- using multiple representations of concepts, such as diagrams and simulations; and
- engaging learners in challenging tasks, while also supporting them with guidance, feedback, and encouragement to reflect on their own learning processes.

[Click Next to learn about the effectiveness of contextualized instruction.](#)

Course Introduction

Self-Assessment

Understanding Contextualized Instruction

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Contextualized Instruction

Principles of Adult Learning

Supporting Research

Session 1 Conclusion

Building Contextualized Lessons

Overcoming Development Challenges

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Laying the Foundation


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Laying the Foundation

Assemble the Components

[Introduction](#) > [Overview](#) > [Step 1](#) > [Activity](#) > [Step 2](#) > [Activity](#) > [Review](#)

Step 1: Select a Career Pathway

The first step is to select a career pathway around which you will develop your bridge program. As you read the following story, from *Illinois adult education bridge evaluation: Technical report*, think about how the bridge program helped meet a need in the community area.

Rock Valley College's TDL Career Express: A Promising Bridge Program

Transportation, Distribution and Logistics (TDL) is the business of moving raw products and finished products from a point of origin (such as the farm or factory floor) to customers. TDL employers, however, are facing a shortage of reliable, hard-working individuals to fill many part- and full-time positions. In response to this need, Rock Valley College in Rockford, IL, developed the TDL Career Express, a bridge program in the TDL career pathway. The TDL Career Express bridge program provides learners with the opportunity to improve their reading, writing, math and computer skills while also acquiring industry-specific skills that will aid their transition into further training or employment in the TDL sector ("TDL Express").

Around what existing career pathway was the TDL Career Express bridge program developed? How did the TDL Career Express bridge program help meet a need in the community area?

After you have thought about your response, [click here](#) to see the answers.

[Click here](#) for a comprehensive profile of Rock Valley's TDL Career Express bridge program.

[Click here](#) for a 508 compliant description of the program.

[Click Next to continue.](#)

Course Introduction

Understanding Bridge Programs

Laying the Foundation

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Determine Program Content

Conducting an Analysis

Compare Bridge Models

Session 2 Conclusion

Developing the Curriculum

Culminating Activity

Course Conclusion

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Adult Career Pathways (ACP) News is a publication of the Designing Instruction for Career Pathways Initiative.

Volume 3 ▶ Issue 1

February 2013

One Size Does Not Fit All: Pennsylvania Develops Flexible Model to Meet Local Needs

The Pennsylvania Department of Education's Bureau of Postsecondary and Adult Education Division of Adult Education recently completed the pilot phase of its Career Pathways for Adults initiative. Local sites were selected based on potential career pathways and job opportunities for students as well as each agency's experience with an earlier successful transitions project, Career Gateway. Twenty-two adult education agencies and eight local workforce investment areas participated. The Career Pathways for Adults initiative builds on strong relationships among multiple state agencies and the vision of a group of adult education leaders to develop a career pathways model that provides both structure and local flexibility. The initiative also leverages significant work by local adult education agencies in building and maintaining partnerships with employers, postsecondary providers, and community-based organizations.

Pennsylvania is a diverse state with great variances in the types of employers. According to KayLynn Hamilton, workforce development liaison for the state's adult education programs, it became clear in the early stages of the Career Pathways for Adults initiative that each area of the state would need customized tools to carry out the design and implementation of their career pathways programs. While state leaders agreed to focus on three industry sectors – manufacturing, healthcare, and energy – the team felt it was important to provide local agencies with a menu of resources they could use to define and build their own pathways.

In addition to a state planning guide for career pathways, individual Career Pathways for Adults guides were developed by Pennsylvania State University's Institute for the Study of Adult Literacy (ISAL) for each local workforce investment area participating in the project. The guides provide:

- An introduction to career pathways,
- Guidance on using career maps,
- A program map illustrating steps students can follow as they progress through career pathways services, and
- Local labor market information on multiple industry sectors.

ACP TRAILBLAZER



Amanda Harrison speaks to graduates at the Tuscarora Intermediate Unit Community Education Services GED® awards ceremony in Lewistown, PA. Photo provided by Lewistown Sentinel.

Amanda Harrison
Chief, Division of Adult Education,
Bureau of Postsecondary and Adult
Education
Pennsylvania Department of Education

Q: *Pennsylvania's efforts to develop career pathway programs for adults have really been an evolutionary journey. Tell us about some of the milestones along the way.*

A: Our recent work in career pathways represents the logical next steps in work the state has been doing for many years. In program years (PY) 2005-07, Pennsylvania conducted a pilot project, called Career Gateway, with Workforce Investment Act (WIA) incentive funds to build cross-agency partnerships at the state and local levels. The goal was to transition adult basic education students to

Issue Briefs

ENGAGING EMPLOYERS to Support Adult Career Pathways Programs



Issue Brief

Introduction

Employer engagement in Adult Career Pathways (ACP) programs can strengthen the efforts of adult educators to help learners attain secondary credentials, transition to postsecondary programs, achieve industry credentials, and secure family-sustaining employment. Whether employer contributions result in the development of workplace relevant curriculum, career awareness activities, work-based learning opportunities, or in-kind support for equipment and other resources, employer engagement is essential for ACP programs. Employers can help ensure programs are responsive to the needs of local industry, while providing adult learners the relevant workplace context and foundational skills they must master to succeed along a career pathway. Interfacing with adult learners in the classroom on a daily basis, teachers are well positioned to work with employers toward the goal of translating workplace skills into learning objectives that can be taught within a career pathways context. This brief offers practical strategies on engaging employers and building business-education partnerships to support ACP programs, and highlights promising examples from adult education providers in three states.


Employers can help ensure programs are responsive to the needs of local industry, while providing adult learners the relevant workplace context and foundational skills they must master to succeed along a career pathway.

Author

David Bond, Ed.D.

David Bond is senior vice president for career pathways at the Center for Occupational Research and Development (CORD) and director of the National Career Pathways Network (NCPN). Since joining CORD in 1993, he has directed 20 national conferences, conducted state and local evaluations of program effectiveness for both traditional and adult education career pathways programs, written dozens of articles for NCPN's publication, Connections, and was a contributing author for the books Career Pathways: Education with a Purpose; Adult Career Pathways: Providing a Second Chance in Public Education; and The Career Pathways Effect: Linking Education and Economic Prosperity.

Webcasts Feature Course Premieres



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Course Premieres

The ACP-SC Webcast Series focuses on key topics that support implementing high-quality Adult Career Pathway programs. Each webcast aligns with the release of a new ACP-SC online course on the same topic. All our past webcasts are archived in full and in chapters below. For more information on the ACP-SC Webcast Series and other events visit our [Events Calendar](#), or follow us on [Facebook](#) and [Twitter](#)!


Available Course Premiere Webcasts

Building Strategic Partnerships for Adult Career Pathways

Developing Effective Bridge Programs

Developing Effective Bridge Programs for Career Pathways by AdultCareerPathways

#CreatePathways



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ACP Community: Forums



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ACP Community

Join the ACP-SC Community for your professional learning!

The ACP Community is an online community where individuals can manage their own level of participation, professional development, and interaction with the other members of the ACP professional network. Use the following ACP Community features to begin collaborating with your colleagues.

Forums

Start or contribute to an online discussion with your peers to address issues and share best practices

- Grant Opportunity - Contextualized GED Program Development Grant

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Community Blog

Keep up-to-date on the latest in Adult Career Pathways

- New on Adult Career Pathways Training and Support Center...

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Featured Resource

Check out the highlighted ACP resource

- This back-to-school guide is designed for people who have...

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Social Media

Find information beyond ACP-SC by engaging with other practitioners through social media. ACP-SC's social media forums give users ongoing access to website activities beyond those provided on the ACP-SC website.

What is social media?

Any online space where people can interact with one another is considered part of the social web. Social media tools are easy-to-use platforms that allow people to connect online.

How is ACP-SC using social media?

Simple, ACP-SC wants to stay connected to you and wants you to stay connected with fellow practitioners and colleagues across the country! We are committed to communicating with, connecting, and reaching those looking to expand Adult Career Pathways. Join our social networks and be part of the conversation.

What social media does ACP-SC use?

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