



# Career – Infused Adult Education

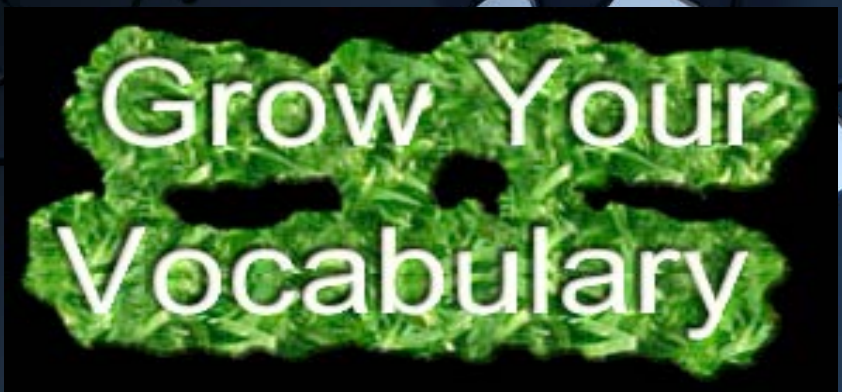
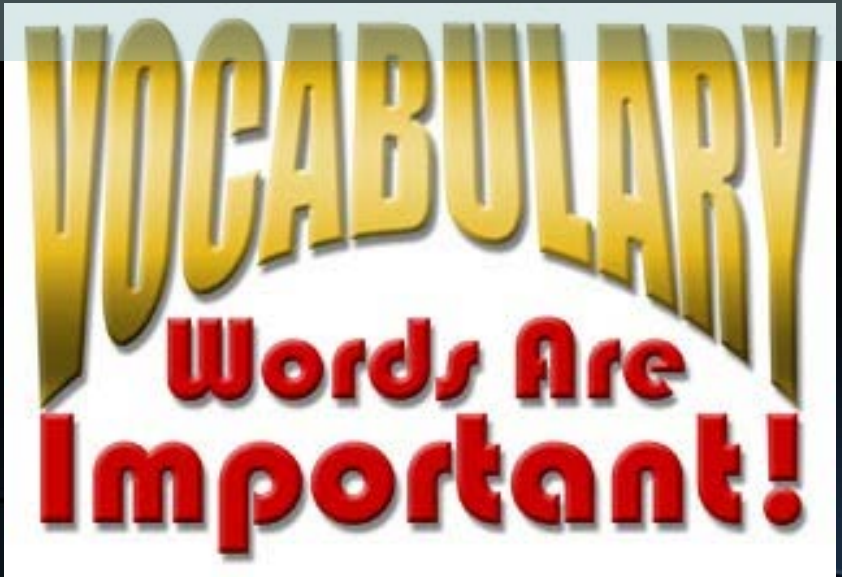
Kansas Adult Education Summer Institute

Facilitator: Lennox McLendon



# New Words to Know

- LMI
- WIOA
- CCRS
- ONET
- Career Clusters





*Why?!*

I Believe



PROSPER

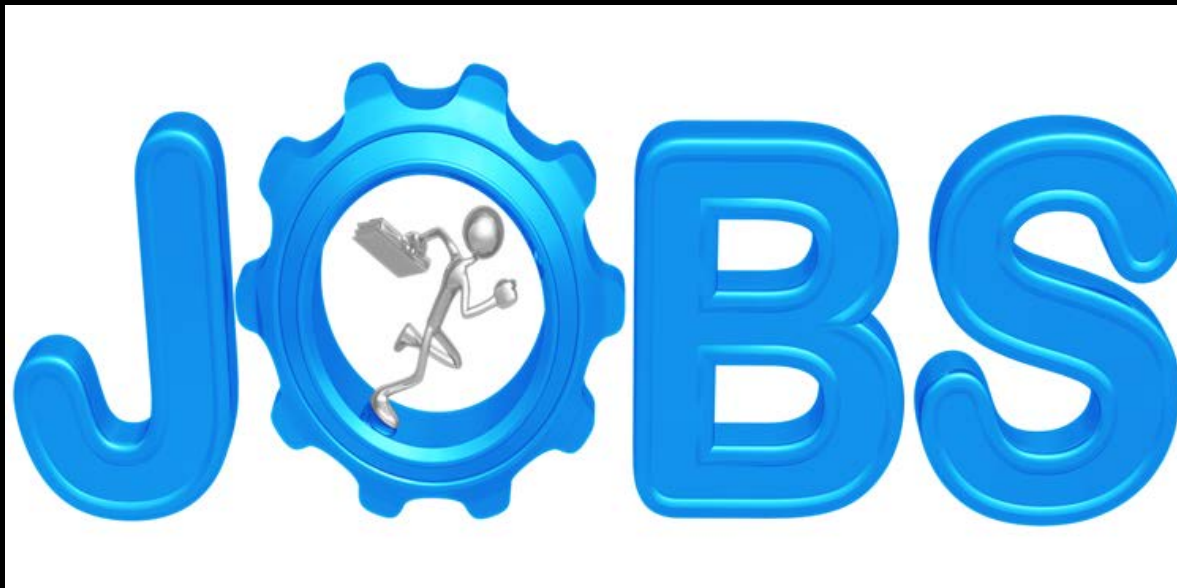


# What adults need to know and do to Prosper

- 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

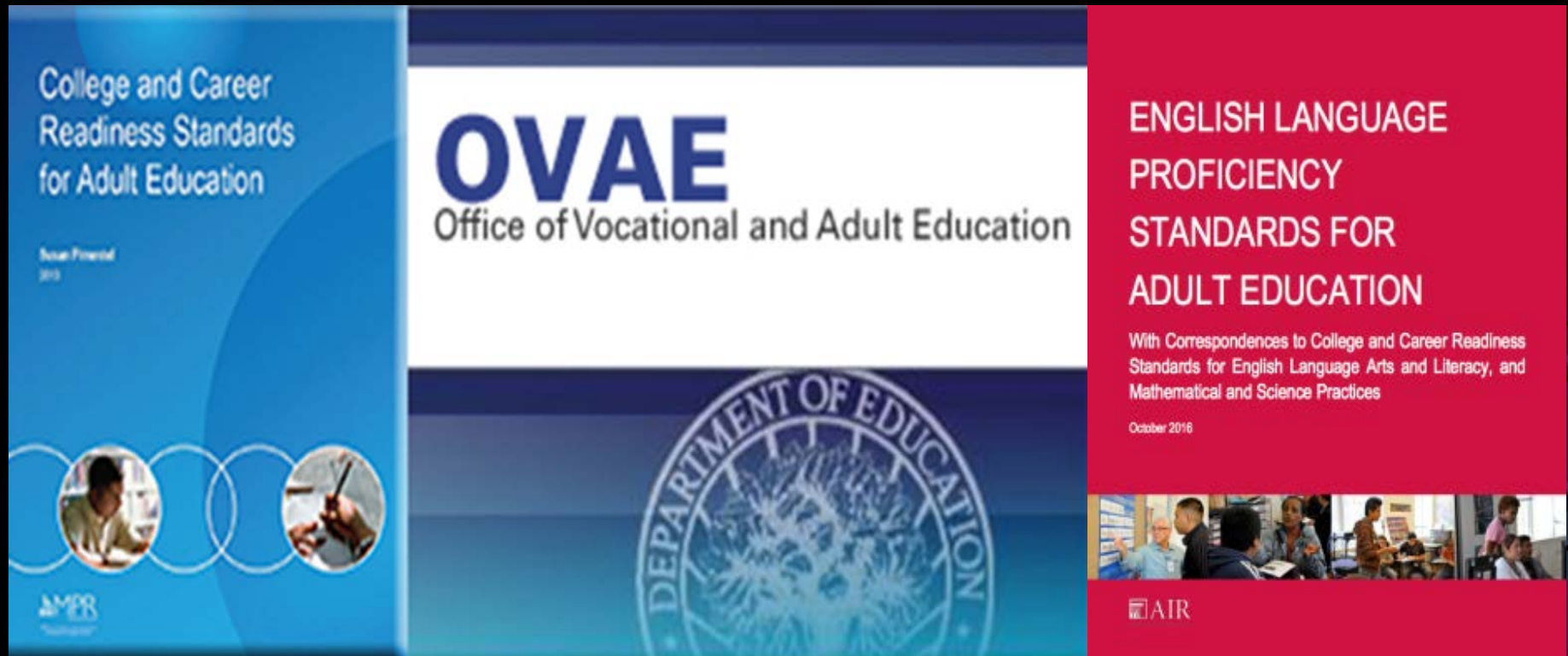
64% of future jobs with family sustaining income  
require some postsecondary





*Why?!*

# The Gift from OCTAE





# Reinventing Adult Education - 2014

WIOA



# Career Pathway Options

## Career Infused Adult Education



- Tier II – I-BEST/Accelerating Opportunity

- 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

# The Big Picture



# 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**.
- A Colleague **Project**





# What are you doing now?

To help students be college and career ready?

1. Instruction

2. Linkage with other  
agencies

3. Involving  
Employers



# Agenda

- Why Career-Infused learning is important?
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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

<http://www.nrsweb.org/docs/OCTAEAEFLA2011-12.pdf>

3,864 ABE

898 ASE

2,880 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



memegenerator.net

A hand in a white shirt sleeve is writing the word "REVOLUTION" in white marker on a teal background. The letter 'R' is crossed out with a large 'X'.

# ~~R~~EVOLUTION

**Assessing, Tweaking, Adding**

# 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

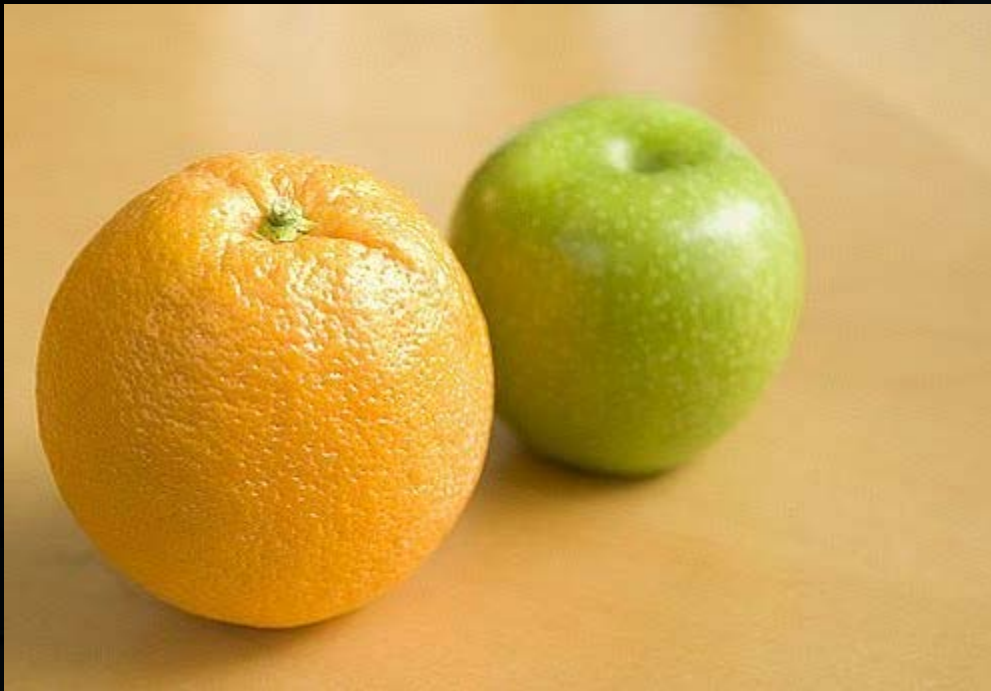
1. Identify the jobs (CLUSTERS) with the best prospects (the high demand jobs)
2. Identify the math, reading, English, vocabulary related to those jobs
3. Identify the soft skills related to those jobs
4. Integrate (infuse) those academic and soft skills.





# The Difference

Contextualizing around  
high demand jobs



# 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
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# HTHDIDT



# How do you identify available jobs?

- Labor Market Information **LMI**
  - <http://www.bls.gov/bls/ofolist.htm>
- O\*NET
  - <http://www.onetonline.org/>
- MyNextMove.com
  - <http://www.mynextmove.org/>





# Kansas Labor Market Information

- <https://klic.dol.ks.gov/vosnet/Default.aspx>
- By Region



# 16 Career Clusters



# Job Sectors/Career Clusters

<https://careertech.org/Kansas>

- 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.





# Resources Galore



**KANSAS  
WORKS**



# Your New Best Friend – Local Workforce Board



# Kansas Workforce Areas



# LMI --- Labor Market Information

- <https://klic.dol.ks.gov/vosnet/Default.aspx>

<http://www.dol.ks.gov/LMIS/howtouse.aspx>





What job can I get now???

☒ NOW  
☐ LATER

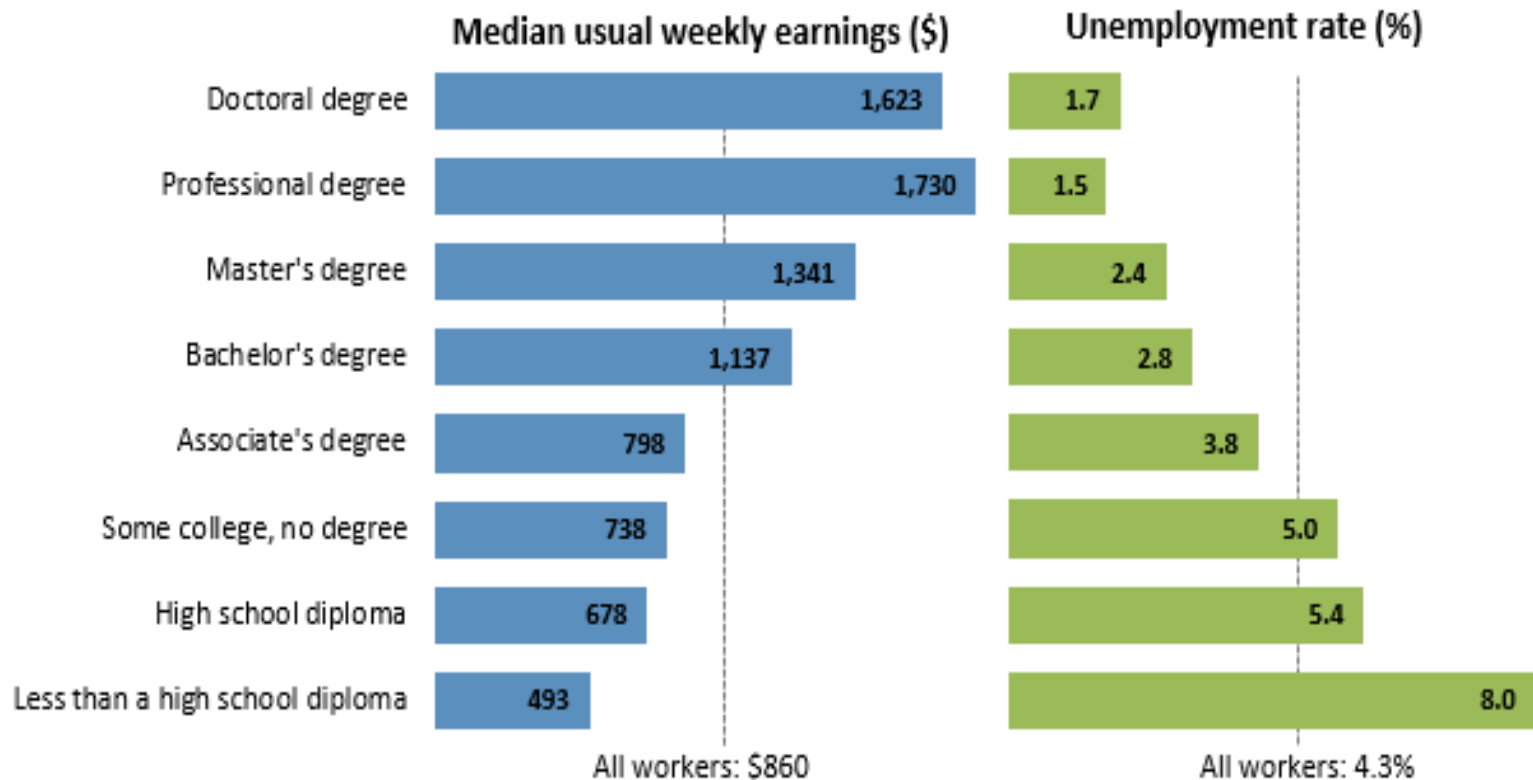
- Which jobs do your students qualify for NOW?
- What jobs will your students qualify for NEXT?
- How much do they pay?



# Education and Earnings: Education Matters

<https://www.bls.gov/careeroutlook/2016/data-on-display/education-matters.htm>

## Earnings and unemployment rates by educational attainment, 2015



Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.

Source: U.S. Bureau of Labor Statistics, Current Population Survey

# 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
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



# How do you identify available jobs?

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- O\*NET
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- MyNextMove.com
  - <http://www.mynextmove.org/>



# Academic Skills

- What does O\*NET tell us?



- What does MyNextMove.com tell us?





## Build your future with O\*NET OnLine.

**Welcome** to your tool for career exploration and job analysis!

O\*NET OnLine has detailed descriptions of the world of work for use by job seekers, workforce development and HR professionals, students, researchers, and more!

[What is O\\*NET?](#)

### What's New?

Tools and Technology database updated



[Learn More](#)



Get O\*NET news by [email](#) or [RSS](#).

### I want to be a...

Start the career you've dreamed about, or find one you never imagined.

[Find It Now](#)



[at My Next Move](#)



### Occupation Search

[Keyword](#) or [O\\*NET-SOC Code](#):



### Find Occupations

[Browse](#) groups of similar occupations to explore careers. Choose from industry, field of work, science area, and more.

Bright Outlook



### Advanced Search

[Focus](#) on occupations that use a specific tool or software. Explore occupations that need your skills.

Browse by O\*NET Data:



### Crosswalks

[Connect](#) to a wealth of O\*NET data. Enter a code or title from another classification to find the related O\*NET-SOC occupation.

Apprenticeship



### ATTN: VETERANS

Put your military skills and experience to work in civilian life. Learn how at:

[MY NEXT MOVE](#)



[Get Started](#)



The **Green Economy** is changing tasks, skills, and jobs across the country.

[Learn More](#)

[Search](#)



# Contextualizing Learning and Instruction

1. Identify the jobs with the best prospects (the high demand jobs)
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## 3.4.2 Soft Skills

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

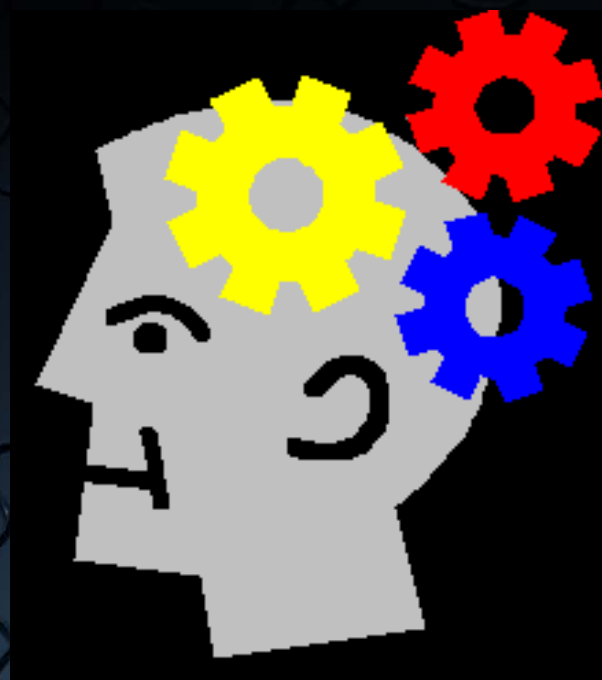


<http://wdr.doleta.gov/SCANS/whatwork/>

# SCANS

Which of the thinking and personal  
skills

do you already  
teach?



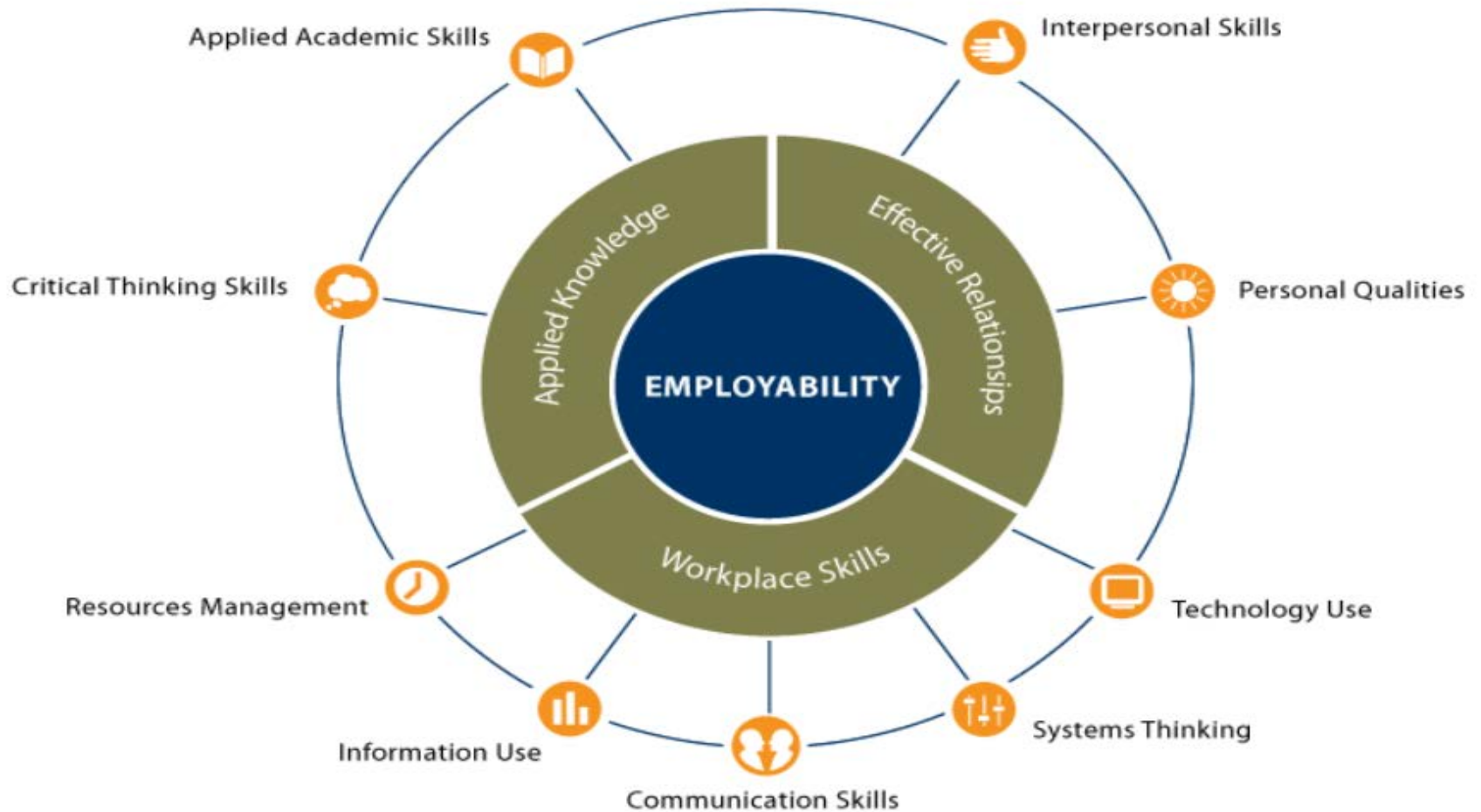
# Employability Skills Framework

- 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>

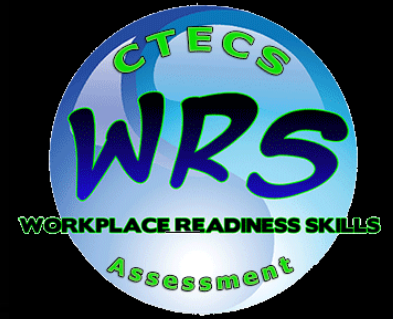


OVAE/CTE

# Employability Skills Framework - OVAE



# Employability Skills for Career Readiness



- Workplace Readiness Skills
  - [http://www.cteresource.org/featured/workplace\\_readiness.html](http://www.cteresource.org/featured/workplace_readiness.html)
- Kansas Work Ready: WorkKeys
  - [https://www.kansasworks.com/ada/mn\\_workready\\_dsp.cfm](https://www.kansasworks.com/ada/mn_workready_dsp.cfm)





# Employability Skills for Career Readiness

<https://careertech.org/sites/default/files/CareerReadyPractices-FINAL.pdf>

- Kansas CTE
  - Career Ready Practices



# Kansas Career Resources

<https://www.kansasworks.com/ada/r/resources>

- **OCCUPATION GUIDES AND RESOURCES**

- [Kansas Resource Guide](#)
- [LearningExpress Job & Career Accelerator](#)
- [My Next Move](#)
- [My Skills, My Future](#)
- [ONET](#)
- [Online Job Search Guide](#)



# HTHDIDT



# Preparing Workers

- <http://llmcl422.weebly.com/soft-skills.html>

## Preparing Workers for the 21st Century

A project of the  
Michigan Department of Labor and Economic Growth  
Office of Adult Education



# 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?











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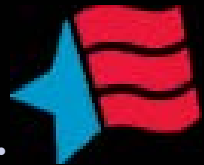
# State Career Information Systems

## Kansas Works

<https://www.kansasworks.com/>

Kansasworks.com

- >Resources



## •CareerOneStop

your source for career exploration, training & jobs

Sponsored by the U.S. Department of Labor.

- A proud partner of the network.

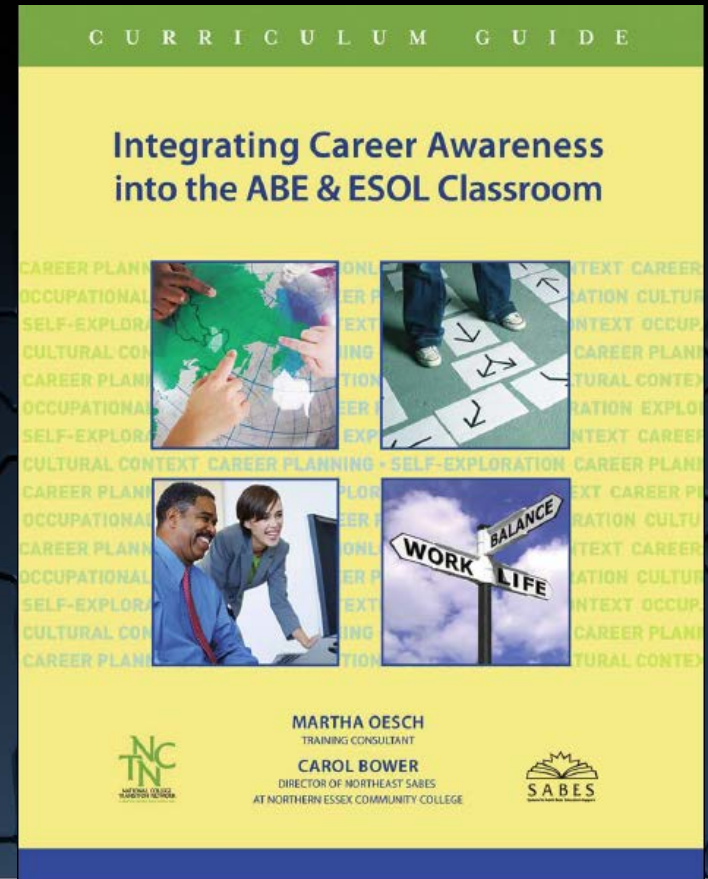


Resource tip



# Resources for Career Awareness

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



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# Organizing your classroom



# Career-Infused Adult Education

- Contextualizing Instruction around high demand jobs
- Integrating soft skills
- Infusing Career awareness



HTHDIDT





# Organizing Learning

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



# Bob Kegan

- *New Pluralism of Adult Education*

- <http://www.ncsall.net/fileadmin/resources/research/report19a.pdf>

- The Power of the Cohort—the Group

- Academics
- Emotional stability
- Persistence



# Organizing Learning: Tier I and Multilevel

## I.G.I.P.

## Cluster Cycles

- **Nightly agenda**

- 6-7:30 **I**ndividual Skill Building
- 7:30-8:30 **G**roup Activities
- 8:30-9:45 **I**ndividual Skill Building
- 9:45-10 **P**lanning

## Managed Enrollment:

- Select one of the High Demand Jobs Clusters in the service area
- For six (8. 10. 12) weeks, contextualize instruction around one of the Clusters:  
e.g.
  - building trades;
  - public health



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# Leadership Role

Create a **STRUCTURE** and a **PROCESS** for staff members

## Boss                      &    Leader

Drives employees	... Coaches them
Depends on authority	... On goodwill
Inspires fear	... Generates enthusiasm
Says, "I"	... Says, " We "
Places blame for the breakdown	... Fixes the breakdown
Knows how it is done	... Shows how it is done
Uses people	... Develops people
Takes credit	... Gives credit
Commands	... Asks
Says, " Go "	... Says, " Let's go "





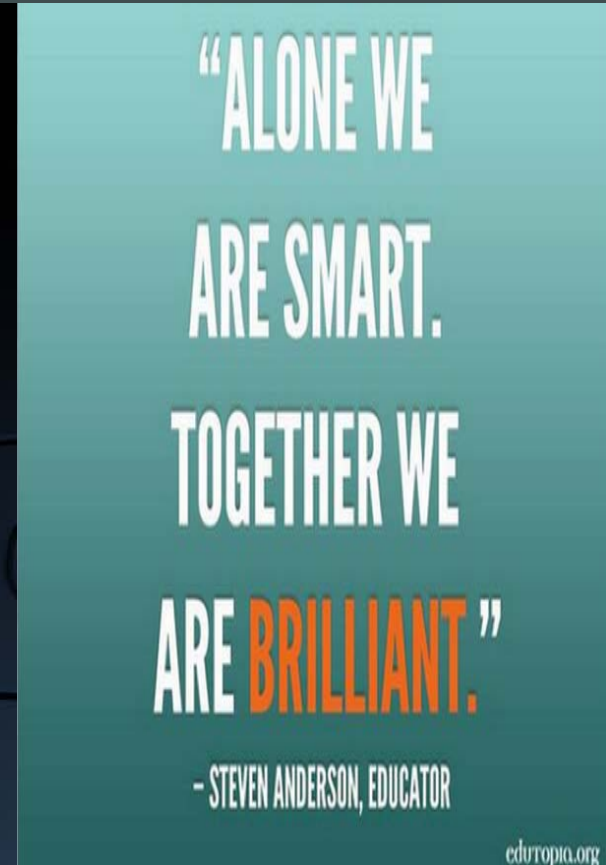
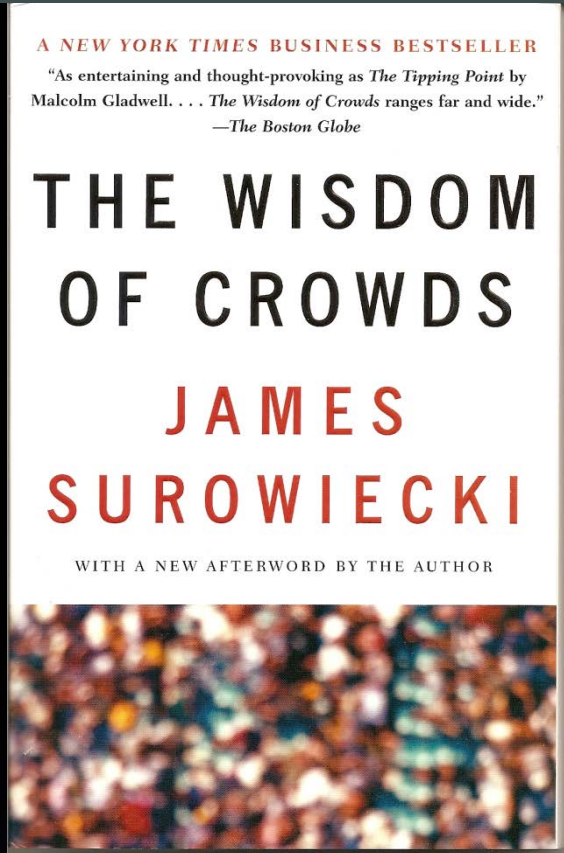
# Leadership Role

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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# 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 *ICA* Curriculum as a resources
  - Kansas Career Information System
- Choose a few examples to try



# We want our students to prosper

They need our help





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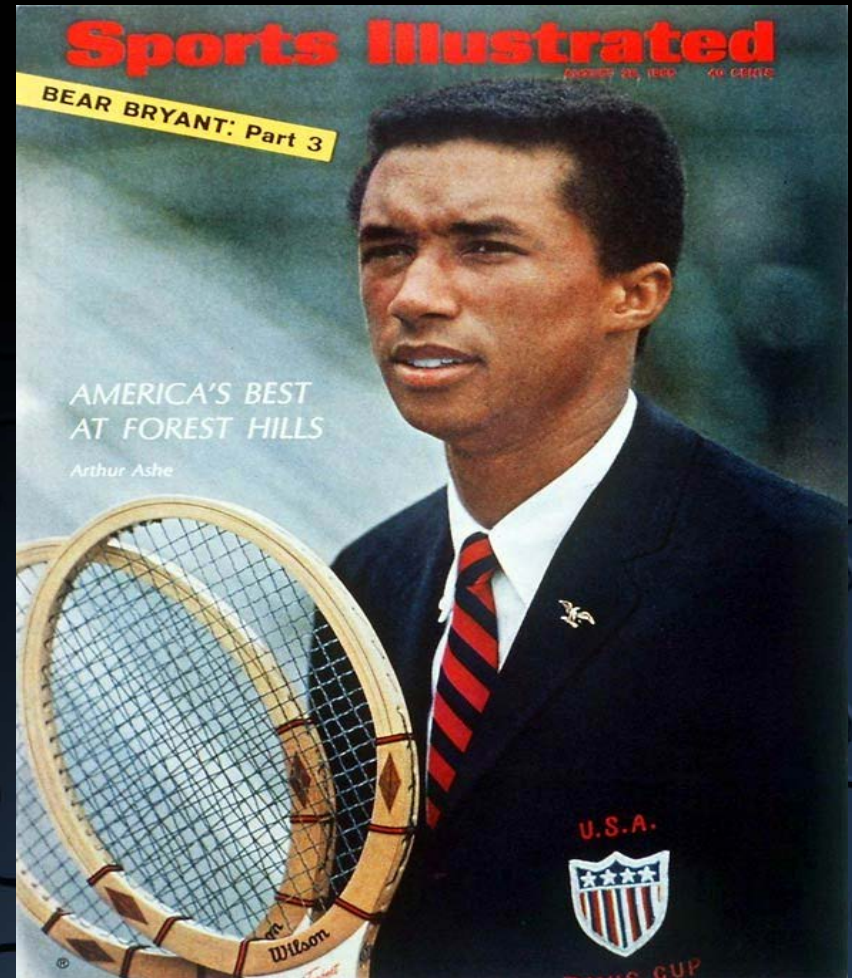


# Thank You for Sharing

From what we get  
we make a living;

What we give makes  
a life

Arthur Ashe  
*Days of Grace*





Lennox McLendon

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