

Workforce Preparation: Annotated Instructional Resources and References



Instructional Resources

One focus of the Teaching Skills That Matter (TSTM) in Adult Education project is identifying high-quality, evidence-based materials and training to support teachers in integrating transferable skills development in the areas of civics education, digital literacy, health literacy, financial literacy, and workforce preparation skills into adult education and literacy instruction. The following selection of easy-to-use instructional resources have been recommended by subject matter experts in workforce preparation for teaching the skills that matter. Please note that these only are intended as a starting point to support teachers' important work in this area and exploration of existing instructional resources.

Adelson-Goldstein, J. (2016). *Preparing English learners for work and career pathways: Companion learning resource*. Washington, DC: U.S. Department of Education, Office of Career, Technical, and Adult Education. Retrieved from https://lincs.ed.gov/sites/default/files/LINCS_CLR-1_508_0.pdf

This resource was designed for adult learners, with a focus on workforce preparation. Although the primary audience is ELL teachers, the content can be adapted for use with ABE learners. It includes multiple examples of the TSTM skills and suggests adaptations for beginning ESL students. The resource includes suggested instructional materials for all levels of language and literacy proficiency.

CareerOneStop. (2017). Skills and abilities videos. Retrieved from <https://www.careeronestop.org/Videos/SkillandAbilityVideos/skill-and-ability-videos.aspx>

This website presents several videos on topics related to workforce preparation. The videos foster listening skills and the development of academic language related to the workplace. The videos can be used with a variety of instructional approaches, act as prompts for skill building, and provide starting points for discussions about career pathways. These videos are appropriate for learners with intermediate and advanced levels of language and literacy proficiency, but they can be used with lower level learners along with scaffolds and additional instructional support.

CareerOneStop. (2019). Check out CareerOneStop's newest career videos. Retrieved from <https://www.careeronestop.org/Videos/NewCareerVideos/new-career-videos.aspx>

This website presents videos on careers in 16 categories. Many are updates of previously existing career videos, but some are for newly emerging careers. The videos foster listening skills and the development of academic language related to the workplace. The videos can be used with a variety of instructional approaches, act as prompts for skill building, and provide starting points for discussions about career

pathways. These videos are appropriate for learners with intermediate and advanced levels of language and literacy proficiency, but they can be used with lower level learners along with scaffolds and additional instructional support.

ConnectED. (2017). Day at Work videos. Retrieved from <https://www.connectedstudios.org/url-zuF2ha7ENUkhXWnhzOFCGrTn>

This series of videos provides insight for students about what a day looks like for a variety of working professionals. Each video explains what people in each profession do, how they do it, and the career path they took to get there. The language level used in each video requires advanced English proficiency.

Foundation skills framework (FSF series). (2017). Institute for the Study of Adult Literacy. Retrieved from <https://www.cpwdc.org/wp-content/uploads/FSFWorkshopsFinalPortfolio.pdf>

This resource supports teachers in building a common understanding of the skills that are essential for success in work and training. The learning tasks are designed to help students make the connection between the necessary skills and the job requirements outlined in O*Net. These tasks are aimed at learners with intermediate to advanced levels of literacy and language proficiency. The self-assessment tools provide opportunities to develop self-awareness and critical thinking skills. This resource was designed primarily for learners with intermediate to advanced levels of literacy and language proficiency, but instructors could provide content scaffolds for learners with lower levels of language proficiency.

Foundation skills framework. (2017). Institute for the Study of Adult Literacy. Retrieved from <http://www.paadultedresources.org/foundation-skills-framework/>

This website features several resources related to the Foundation Skills framework. The self-appraisal found in the *Foundation Skills Framework Resources Guide* gives students an opportunity to develop self-awareness about their skills but can also be used by teachers to identify the competencies on which to focus instruction. The Foundation Skills Checklist outlines the competencies important in preparing students for work and training. It is organized around Basic Workplace skills (Reading, Writing, Listening, Speaking (based on the Equipped for the Future framework), Employability Skills, and Lifelong Learning Skills, making it useful for teachers of adult education.

Kentucky Educational Television. (2019). Workplace essential skills. Retrieved from <https://www.ket.org/series/WESK/www.ket.org/workplace/>

This website features an extensive resource library of work-related videos.



Oesch, M., & Bower, C. (n.d.). *Integrating career awareness in the ABE & ESOL classroom*. SABES Central Resource Center. Retrieved from <http://www.collegetransition.org/wp-content/uploads/2017/10/ICAcriculumguide.pdf>

This guide is designed for use in the adult education classroom and focuses on issues, concepts, and skills related to workforce preparation. It addresses preparation for work and the transition to college, and it includes topics that can create a challenging transition, such as financial issues and college placement tests. The lessons in the curriculum help students develop self-awareness and problem-solving skills and emphasize navigating the career education system. The language and directions are clear and easy to understand, and the materials are easily accessible for English learners at the high-intermediate and advanced levels and for ABE, GED, and HSE students. Teachers of learners at lower literacy and language proficiency levels can easily adapt many of the goal-setting and interest and skill inventory activities.

U.S. Department of Education. (2017). *Employability skills*. Retrieved from <https://cte.ed.gov/initiatives/employability-skills-framework>

This tool describes the skills that employers want in a user-friendly format that enables students to identify the necessary skills at a glance. It includes clear and easily understandable explanations of the components of the framework. This tool is appropriate for learners with high-intermediate and advanced levels of literacy and language proficiency, but the content from the Employability Skills Framework can be readily adapted for learners at all levels.

Workforce preparation activities in the classroom: Contextualizing employability skills for deeper learning. (n.d.). LINCS. Retrieved from <https://courses.lincs.ed.gov/mod/book/view.php?id=7393&chapterid=1287>

This online LINCS course is designed to help teachers understand the concept of contextualizing skills in workforce preparation classes. It uses the framework created by the National Academy of Sciences called Education for Life and Work: Developing Transferable Knowledge for the 21st Century to highlight essential skills and strategies for teachers. The course guides teachers on how to contextualize instruction, including highlighting skills in current lessons and setting objectives related to contextualization, to help with course development and lesson design. The section on deeper learning, which highlights Key Practices to Promote Deeper Learning, reflects the instructional approaches of the *Teaching Skills That Matter* project and offers case studies of teachers and examples from ESL and ABE classrooms. The site requires creation of a free account, and users must sign-in before the course can be accessed.



Additional References

The following is a selection of additional resources recommended by subject matter experts in workforce preparation skills for adult educators to learn more about the topic area addressed in the *Teaching Skills That Matter* project. Please note that these only are intended as a starting point to support teachers' important work in this area and exploration of existing references resources.

Advance CTE. (n.d.) National career clusters framework. Retrieved from <https://careertech.org/career-clusters>

This website offers comprehensive descriptions of career clusters, specific jobs, and the knowledge and skills required for those jobs. It includes a learning plan to support the transition to college-level work and provides thorough explanations of the required skills. Curriculum developers, program designers, and career navigators will find the resources at this website highly useful.

Hakins, B. (2019). Adult education comes of age. *Education Next*, 19(2). Retrieved from <https://www.educationnext.org/adult-education-comes-of-age-new-approach-blends-basic-academics-job-training/>

This article outlines the most significant changes in adult education related to workforce preparation. The case of Rochester Community College demonstrates how the workforce is evolving and what it takes to build career opportunities for nontraditional students. The article also describes examples of new collaborations that can help adult learners prepare to engage in college-level coursework and participate in certificate programs.

Learn to earn toolkit. (2017). Retrieved from <http://learntoearn toolkit.org/>

This online course is designed for independent learning on 10 topics related to the workforce. There are opportunities for students to practice many of the TSTM skills.



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