Paving the Way to Career Pathways

Creating The Skill On-Ramps Our ESOL Learners Need

Facilitated by
Jayme Adelson-Goldstein
Lighthearted Learning
In the United States, as elsewhere, there is an increasing demand for a job-driven adult education system that teaches adults the skills needed for work in “good jobs.”
THE WHY...

As the Workforce Innovation and Opportunity Act (2014) makes clear, adult education and training need to be more closely aligned to prepare students for employment in a reasonable time frame (Biden, 2014)
As the Workforce Innovation and Opportunity Act (2014) makes clear, adult education and training need to be more closely aligned to prepare students for employment in a reasonable time frame (Biden, 2014).
...skills that learners need in order to transition successfully to higher levels of education or employment should be integrated into every level of instruction, including ESL classes that are focused primarily on language instruction.

from the National Center on Education and the Economy (2009) as reported by Parrish and Johnson
One-third of the 35 million low-skilled adults in the U.S. are immigrants.

-Making Skills Everyone’s Business
A Call to Transform Adult Learning in the United States.
Office of the Vice President.

35 million low-skilled adults in the U.S.
• Describe the rationale for contextualizing English instruction for work and career pathways

• Identify correlations between contextualization and English language development

• Infuse career awareness tasks across ESOL levels
DEFINING CONTEXTUALIZED INSTRUCTION

HOW WOULD YOU DEFINE IT?
Contextualization refers to the integration of English language and basic skills instruction within the context of general career and workplace readiness topics OR within the context of a general occupational area such as healthcare, construction or information technology OR within the context of a specific type of technical training such as pharmacy technician or a culinary training.
Contextualization for English language acquisition: A process of providing language and literacy services contextualized to the skill demands of work or career and technical training. Instruction is offered in a supportive environment and uses authentic materials gathered from workplace and technical training.
MOVING TOWARDS THE “GOOD JOB”

JOBS THAT...

- PAY A FAMILY SUSTAINING WAGE

- ARE MIDDLE-SKILL JOBS

- TYPICALLY REQUIRE SOME POST SECONDARY EDUCATION, BUT NOT A 4-YEAR DEGREE
WHAT’S A CAREER PATHWAY?

A career ladder with a sequence of training steps, each associated with a certificate that leads to progressively more advanced jobs in a single career or occupation.
ONE OF THE CHALLENGES

ESOL

CTE

ACADEMIC SKILLS PREP
WHAT ARE THE NEEDS?

• ORAL COMMUNICATION SKILLS
• WRITTEN COMMUNICATION SKILLS
• WORKPLACE READINESS SKILLS
• SOFT SKILLS
• OCCUPATIONAL SKILLS
• CREDENTIALS REQUIRED BY EMPLOYER
WHAT ARE THE NEEDS?

- ORAL COMMUNICATION SKILLS
- WRITTEN COMMUNICATION SKILLS
- WORKPLACE READINESS SKILLS
- SOFT SKILLS
- OCCUPATIONAL SKILLS
- CREDENTIALS REQUIRED BY EMPLOYER
ANOTHER
CHALLENGE
The power of being an immigrant: Immigrants face barriers, but when it comes to transferable skills like problem solving, adaptability, or cross-cultural competency, newcomers have the advantage over other job seekers.

Identify Your Employability Skills and Predict Your Future
Canadian Newcomer
Issue 44
Teaching life skills is essential for our learners.

Students need to be at an advanced level before they can participate in work or career preparation classes.

We have to be experts in the content we present to our learners. In order to effectively integrate basic skills and employment skills, we would have to become experts in each of the CTE courses.

AND ONE MORE CHALLENGE…
1. Employability skills are life skills. Identifying career pathways that help learners achieve a sustainable family wage is essential.
1. Teaching life skills is essential for our learners.

*Employability skills are life skills.*

Identifying career pathways that help learners achieve a sustainable family wage is essential.
2. Students need to be at an advanced level before they can participate in work or career preparation classes. All students can participate in classes contextualized for work or career preparation— with materials at the appropriate language level.
MORE & MORE MATERIALS ARE BECOMING AVAILABLE...

OPD 3e (in press)
3. We have to be experts in CTE…

Our expertise is in ELA. Applying our expertise to ready-made CTE content, employability materials, and local industries’ identified needs is a natural extension of what ESOL instructors do.
WHAT ARE THE CONTEXTUALIZED ESOL MODELS?

- General Contextualized ESOL Class
- Bridge ESOL Class
- I-BEST Class
  (Integrated Basic Education & Skills Training – FICAP in Florida)
- Concurrent Classes (ESOL and CTE)
- Work-based Class (On site)
WHAT ARE THE FIRST STEPS ON THE PATH?

CAREER READINESS

- Soft Skills Repertoire
- Critical Thinking
- Communication Skills
- Career Awareness
- Career Exploration
- Self Exploration

CAREER READINESS
What do you want to do for a living?

“I want to be a ...”
“I’ll know it when I see it.”
“I’m not really sure.”

MY NEXT MOVE
INVENTORIES
(ONE QUESTION SURVEY)

USE QUESTIONS TO SURVEY

CAN YOU....

DO YOU KNOW HOW TO...

RATE YOUR ABILITY TO...

TALLY THE RESPONSES
YES NO

CHART & REPORT THE DATA

25% of us can _______
The OOH can help you find career information on duties, education and training, pay, and outlook for hundreds of occupations.

**FEATURED OCCUPATION**

**Food Preparation Workers**

Food preparation workers perform many routine tasks under the direction of cooks, chefs, or food service managers. Food preparation workers prepare cold foods, slice meat, peel and cut vegetables, brew coffee or tea, and perform many other food service tasks.
CAREER CLUSTERS

Agriculture, Food & Natural Resources
Architecture & Construction & Extraction
Arts, A/V Technology & Communications
Business Management & Administration
Education & Training Planning
Finance Planning
Government & Public Administration
Health Sciences
Hospitality & Tourism
Human Services
Information Technology
Law, Public Safety, Corrections & Security
Manufacturing
Science, Technology, Engineering & Mathematics
Transportation, Distribution, & Logistics

HOW COULD YOU MAKE USE OF THE CAREER CLUSTERS IN YOUR TEACHING?
INFUSING CAREER EXPLORATION

LISTENING

SPEAKING

- Vocabulary
- Grammar
- Pronunciation

- Listening to interviews with different workers, comp questions
- Asking and answering questions about job interests
- Information gap activities about jobs titles, duties, salaries
MY CAREER GOALS

In 1 year I want to be working __ __ ____________ in a
at

In 3 years I want to be working __ __ ____________ in a
at

In 5 years I want to be a______________________, working __ __ ____________ in a
at
### Quick Facts: Heating, Air Conditioning, and Refrigeration Mechanics and Installers

<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012 Median Pay</td>
<td>$43,640 per year</td>
</tr>
<tr>
<td></td>
<td>$20.98 per hour</td>
</tr>
<tr>
<td>Entry-Level Education</td>
<td>Postsecondary non-degree award</td>
</tr>
<tr>
<td>Work Experience in a Related Occupation</td>
<td>None</td>
</tr>
<tr>
<td>On-the-job Training</td>
<td>Long-term on-the-job training</td>
</tr>
<tr>
<td>Number of Jobs, 2012</td>
<td></td>
</tr>
<tr>
<td>Job Outlook, 2012-22</td>
<td></td>
</tr>
<tr>
<td>Employment Change, 2012-22</td>
<td></td>
</tr>
</tbody>
</table>

### Quick Facts: Computer, ATM, and Office Machine Repairers

<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012 Median Pay</td>
<td>$36,620 per year</td>
</tr>
<tr>
<td></td>
<td>$17.60 per hour</td>
</tr>
<tr>
<td>Entry-Level Education</td>
<td>Some college, no degree</td>
</tr>
<tr>
<td>Work Experience in a Related Occupation</td>
<td>None</td>
</tr>
<tr>
<td>On-the-job Training</td>
<td>None</td>
</tr>
<tr>
<td>Number of Jobs, 2012</td>
<td>133,100</td>
</tr>
<tr>
<td>Job Outlook, 2012-22</td>
<td>4% (Slower than average)</td>
</tr>
<tr>
<td>Employment Change, 2012-22</td>
<td>5,100</td>
</tr>
<tr>
<td>JOB</td>
<td>Pay</td>
</tr>
<tr>
<td>----------------</td>
<td>-------------</td>
</tr>
<tr>
<td>HVAC</td>
<td>20(\text{$/hour})</td>
</tr>
<tr>
<td>Computer Repair</td>
<td></td>
</tr>
<tr>
<td>HVAC</td>
<td></td>
</tr>
<tr>
<td>Computer Repair</td>
<td>17.00/\text{hour}</td>
</tr>
</tbody>
</table>
## Fastest Growing Occupations

**Fastest growing occupations:** 20 occupations with the highest percent change of employment between 2012-22.

*Click on an occupation name to see the full occupational profile.*

<table>
<thead>
<tr>
<th>OCCUPATION</th>
<th>GROWTH RATE, 2012-22</th>
<th>2012 MEDIAN PAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial-organizational psychologists</td>
<td>53%</td>
<td>$83,580 per year</td>
</tr>
<tr>
<td>Personal care aides</td>
<td>49%</td>
<td>$19,910 per year</td>
</tr>
<tr>
<td>Home health aides</td>
<td>48%</td>
<td>$20,820 per year</td>
</tr>
<tr>
<td>Insulation workers, mechanical</td>
<td>47%</td>
<td>$39,170 per year</td>
</tr>
<tr>
<td>Interpreters and translators</td>
<td>46%</td>
<td>$45,430 per year</td>
</tr>
<tr>
<td>Diagnostic medical sonographers</td>
<td>46%</td>
<td>$65,860 per year</td>
</tr>
<tr>
<td>Helpers—brickmasons, blockmasons, stonemasons, and tile and marble setters</td>
<td>43%</td>
<td>$28,220 per year</td>
</tr>
<tr>
<td>Occupational therapy assistants</td>
<td>43%</td>
<td>$53,240 per year</td>
</tr>
<tr>
<td>Genetic counselors</td>
<td>41%</td>
<td>$56,800 per year</td>
</tr>
<tr>
<td>Physical therapist assistants</td>
<td>41%</td>
<td>$52,160 per year</td>
</tr>
</tbody>
</table>
Peer Dictation:

Personal care aides help clients with self-care and everyday tasks, and provide companionship.
INFUSING CAREER EXPLORATION

READING

WRITING

Vocabulary Grammar

Spelling

• Reading job profiles
• Reading job interest inventories
• Researching job info
• Writing short reports on jobs
• Writing about career goals
What Heating, Air Conditioning, and Refrigeration Mechanics and Installers Do

Heating, air conditioning, and refrigeration mechanics and installers—often called HVACR technicians—work on heating, ventilation, cooling, and refrigeration systems that control the temperature and air quality in buildings.

Duties

Heating, air conditioning, and refrigeration mechanics and installers typically do the following:

- Use blueprints or design specifications to install or repair HVACR systems
- Connect systems to fuel and water supply lines, air ducts, and other components
- Install electrical wiring and controls and test for proper operation
- Inspect and maintain customers’ HVACR systems
- Test individual components to determine necessary repairs
- Repair or replace worn or defective parts
- Determine HVACR systems’ energy use and make recommendations to improve efficiency
- Travel to worksites

• Reading job profiles
Reading job profiles

What Web Developers Do

Web developers design and create websites. They may also be responsible for the site’s functionality. Web developers write code that measures a website’s speed, load time, and other measures. They may create content for the site.

Duties

Web developers typically do the following:

- Meet with clients or managers to discuss the structure and content of websites
- Create and test applications that allow people to interact with websites
- Write code for websites
- Work with other team members to make sure sites work as expected
- Work with graphics and multimedia files, such as images or videos
- Integrate graphics, audio, and video into websites
- Monitor website traffic

When creating a website, developers may use different tools and languages to make the site look and work as expected. Designers may create the visual aspects of the site, whereas developers create the functionality and content. Some developers handle all aspects of web development:

**Back-end web developers**

Back-end web developers work as expected. Back-end developers create the server-side logic of websites and applications. Back-end developers work closely with other developers and often coordinate with product managers, front-end developers, and the marketing team.

**Front-end web developers**

Front-end web developers create websites and applications that people see in their web browsers. Front-end developers create the Web pages that users see and interact with.

**Full-stack web developers**

Full-stack web developers create both the front-end and back-end of websites and applications. They work closely with front-end and back-end developers and know how to use both types of languages and tools.

**Mobile web developers**

Mobile web developers create websites and applications that people access through mobile devices. Mobile web developers work with front-end and back-end developers to create experiences that are optimized for mobile browsers.

**UX designers**

UX designers create websites and applications that people can use easily and effectively. They work with front-end and back-end developers to make sure websites and applications are easy to use.

**UI designers**

UI designers create websites and applications that look visually appealing. They work with front-end and back-end developers to make sure websites and applications are well-designed.

**Content writers**

Content writers create the content for websites and applications. They work with front-end and back-end developers to make sure websites and applications have the right type of text.

**Editorial managers**

Editorial managers work with front-end and back-end developers to make sure websites and applications have the right type of content.

**Product managers**

Product managers work with front-end and back-end developers to make sure websites and applications meet the needs of users.

**QA analysts**

QA analysts work with front-end and back-end developers to make sure websites and applications are free of bugs and errors.

**Systems administrators**

Systems administrators work with front-end and back-end developers to make sure websites and applications run smoothly.

**Data scientists**

Data scientists work with front-end and back-end developers to make sure websites and applications are successful.

They are web developers.

They can make $32.00 an hour.

Look at the job outlook!

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>148,000</td>
</tr>
<tr>
<td>2024</td>
<td>167,960</td>
</tr>
</tbody>
</table>


- Reading job profiles
**Web Developers**

**Summary**

<table>
<thead>
<tr>
<th>Quick Facts: Web Developers</th>
</tr>
</thead>
</table>
| **2014 Median Pay** | $63,490 per year  
$30.52 per hour |
| **Typical Entry-Level Education** | Associate's degree |
| **Work Experience in a Related Occupation** | None |
| **On-the-job Training** | None |
| **Number of Jobs, 2014** | 148,500 |
| **Job Outlook, 2014-24** | 27% (Much faster than average) |
| **Employment Change, 2014-24** | 39,500 |

- **What Web Developers Do**
  Web developers design and create websites. They are responsible for the look of the site. They are also responsible for the functionality of the site. They work with databases and content management systems to organize and format content and to ensure that the site functions correctly.

- **Reading job profiles**
What Web Developers Do

Web developers design and create websites. They are responsible for the look of the site. They are also responsible for the site's technical aspects, such as its performance and capacity, which are measures of a website's speed and how much traffic the site can handle. In addition, web developers may create content for the site.

Duties

Web developers typically do the following:

- Meet with clients or management to discuss the needs and design of a website
- Create and test applications for a website
- Write code for websites, using programming languages such as HTML or XML
- Work with other team members to determine what information the site will contain
- Work with graphics and other designers to determine the website's layout
- Integrate graphics, audio, and video into the website
- Monitor website traffic

When creating a website, developers have to make their client's vision a reality. They build particular types of websites, such as ecommerce, news, or gaming sites, to fit clients’ needs. Different types of websites may require different applications to work right. For example, a gaming site should be able to handle advanced graphics, whereas an ecommerce site needs a payment-processing application. The developer decides which applications and designs will best fit the site.

Some developers handle all aspects of a website’s construction, and others specialize in a certain aspect of it. The following are examples of types of specialized web developers:

**Back-end web developers** are responsible for the overall technical construction of the website. They create the basic framework of the site and ensure that it works as expected. Back-end web developers also establish procedures for allowing others to add new pages to the website and meet with management to
INFUSING CAREER EXPLORATION

LEVEL A – BEGINNING LITERACY

LEARN ABOUT WEB DEVELOPERS

A. They are web developers.

B. They can make $32.00 an hour.

C. Look at the job outlook!

- 148,000 jobs in 2014
- 167,960 jobs in 2024


• Reading job profiles
USING PARAGRAPH FRAMES: Research

To be a successful ______________________ you must have the following skills:
  • __________________________
  • __________________________
  • __________________________
  • __________________________
  • __________________________

To become a ______________________ you’ll need to get a high school diploma or a GED. You will also need ________________________________.
  additional training/a certificate/ a degree

The average salary for a ______________________ is ______________________.
Ask yourself:
How would I define soft skills?

Let me think about that...
The character traits and interpersonal skills that characterize a person's relationships with other people.

In the workplace, soft skills are considered a complement to hard skills, which refer to a person's knowledge and occupational skills.
WHAT ARE THE FIRST STEPS ON THE PATH?

SOME SOFT SKILLS IDENTIFIED AS MORE CRITICAL AND LACKING IN EMPLOYEES THAN OTHERS

**Communication**
**Problem solving**
**Reliability**

*teamwork, professionalism, and organizational skills.*

The Importance of Soft Skills in Entry-Level Employment and Postsecondary Success: Perspectives from Employers and Community Colleges
J. Pritchard
Seattle Jobs Initiative
Jan 17, 2013
WHAT ARE THE FIRST STEPS ON THE PATH?

DIFFERENT OCCUPATIONS RESPONDED DIFFERENTLY

• Manufacturing
  teamwork, problem solving, and reliability;

• Healthcare
  customer service skills and positive attitudes;

• Professional services (Admin) –
  teamwork, professionalism, and organizational skills.

The Importance of Soft Skills in Entry-Level Employment and Postsecondary Success: Perspectives from Employers and Community Colleges

J. Pritchard
Seattle Jobs Initiative
Jan 17, 2013
Take 30 seconds and brainstorm a list of soft skills

I HAVE

- Communication skills
- Active listening skills
- Problem solving skills
- Team management skills
- Time management skills
- Resource management skills
- Presentation skills
- Leadership skills
- Critical thinking skills

I AM

- Patient
- Adaptable
- Persuasive
- Collaborative
- Pleasant
- Punctual
- Responsible/Trust worthy
- Calm in a crisis
HOW DO WE BRING SOFT SKILL PRACTICE INTO THE ENGLISH LANGUAGE CLASSROOM?

- Communication skills
- Active listening skills
- Problem solving skills
- Team management skills
- Time management skills
- Resource management skills
- Presentation skills
- Leadership skills
- Critical thinking skills
- Patient
- Adaptable
- Persuasive
- Collaborative
- Pleasant
- Punctual
- Responsible/Trust worthy
- Calm in a crisis
<table>
<thead>
<tr>
<th>Quality Assurance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Roles &amp; Responsibilities</strong></td>
</tr>
<tr>
<td>All team members.....</td>
</tr>
<tr>
<td><strong>Exceeds expectations</strong></td>
</tr>
<tr>
<td>Carried out roles with no reminders</td>
</tr>
<tr>
<td><strong>Meets Expectations</strong></td>
</tr>
<tr>
<td>Carried out roles with few reminders</td>
</tr>
<tr>
<td><strong>Does not Meet Expectations</strong></td>
</tr>
<tr>
<td>Did not carry out roles or needed to be reminded several times.</td>
</tr>
</tbody>
</table>

| **Participation** |
| All team members... |
| **Offered more than one idea and encouraged participation** |
| **Offered at least one idea** |
| **Did not offer any ideas** |

| **Accuracy** |
| The group report was... |
| **Complete, accurate and eloquent.** |
| **Complete and grammatically accurate.** |
| **Incomplete or inaccurate or both.** |
PROBLEM SOLVING SCENARIOS: AN INSTRUCTIONAL SOLUTION!

Integrated skill practice

Workplace readiness

Presentation & Digital Literacy Skills

Authentic language & situations

Soft skill language
NEXT STEPS

READ & EXPLORE

http://onramps2pathways.pbworks.com/
NEXT STEPS

TRY IT OUT!
IT WAS A PLEASURE TO SPEND TIME WITH YOU!