

# Paving the Way to Career Pathways

**Creating The Skill On-Ramps  
Our ESOL Learners Need**



**Facilitated by  
Jayme Adelson-Goldstein  
Lighthearted Learning**



# THE WHY...

*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)*



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*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)*



## Preparing English Learners for Work and Career Pathways



### This Brief

- Introduction: Responding to a Changing World ..... 1
- Context: Adult English Learners, Work, and Careers ..... 2
- Key Considerations: Dual Needs—Education and Training ..... 3
- Considerations for Administrators ... 7
- Conclusion ..... 7
- Works Cited ..... 7
- Additional Resources ..... 9

### Introduction: Responding to a Changing World

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.” 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). In many cases, this calls for collaborative relationships between training providers, such as community colleges that offer career pathways, and adult education programs focused on English language acquisition (ELA). Research suggests that “good jobs”—that is, jobs that pay family-sustaining wages—require at least some postsecondary education. For many low-skilled adults, including English language learners (ELLs),<sup>1</sup> a good option appears to be focusing on education and training for middle-skill jobs that require some postsecondary education but not a 4-year degree.

**Issue Brief**  
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**Acknowledgements:**  
Author: Heidi Wingley, LiteracyWork International  
Reviewer: Teresita Wisell, Westchester Community College, SUNY  
Editors: Mariann Fedele-McLeod and Catherine Green  
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1 An English language learner is defined as an adult or out-of-school youth “who has limited ability in speaking, reading, writing, or comprehending the English language—and whose native language is a language other than English; or who lives in a family or community environment where a language other than English is the dominant language” (Public Law 113-129, July 2014, Title II, Sec. 203(f)). This term replaces the phrase individual of limited English proficiency, which was used under the former law, the Workforce Investment Act.

LINCS ESL PRO: Preparing English Learners for Work and Career Pathways

1

## AND FOR ESOL...



...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

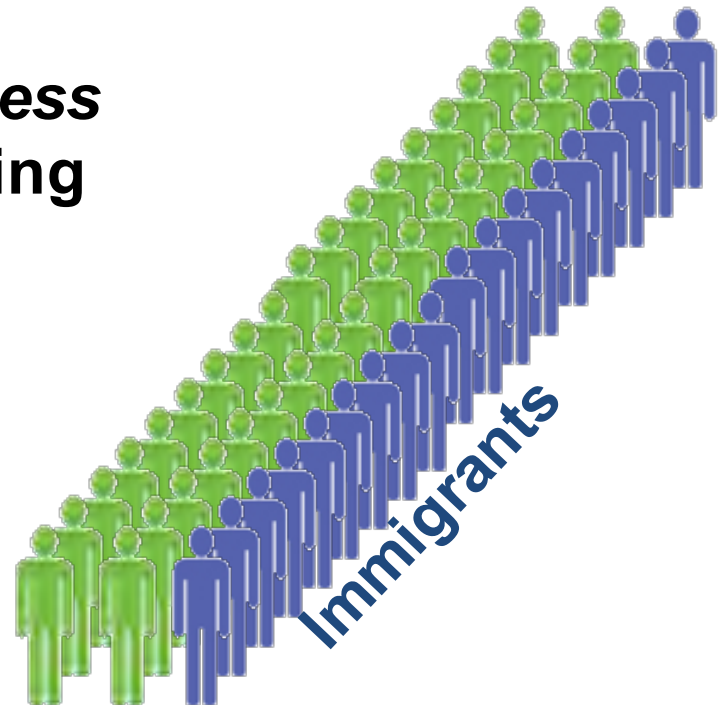


# Deepening Our Understanding

**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.



# OUR GOALS

- **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?



# DEFINING CONTEXTUALIZED INSTRUCTION

**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.

# DEFINING CONTEXTUALIZED INSTRUCTION

*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





# WHAT ARE THE NEEDS?



# WHAT ARE THE NEEDS?

- **ORAL COMMUNICATION SKILLS**
- **WRITTEN COMMUNICATION SKILLS**
- **WORKPLACE READINESS SKILLS**
- **SOFT SKILLS**
- **OCCUPATIONAL SKILLS**
- **CREDENTIALS REQUIRED BY EMPLOYER**



# ANOTHER CHALLENGE



# An Uplifting Thought Along the Path

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



from [LEON County ACE website](#)



from [LEON County ACE website](#)

# AND ONE MORE CHALLENGE...

*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.

# ADDRESSING OUR CHALLENGES

1. *Employability skills **are** life skills.  
Identifying career pathways that help  
learners*





# ADDRESSING OUR CHALLENGES

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**.*



# ADDRESSING OUR CHALLENGES

2. Students need to be at an advanced level

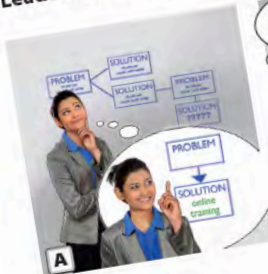
*All students can participate in classes contextualized for work or career preparation--with materials at the appropriate language level.*



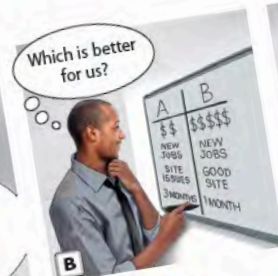


## Soft Skills

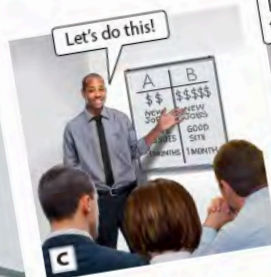
### Leadership Skills



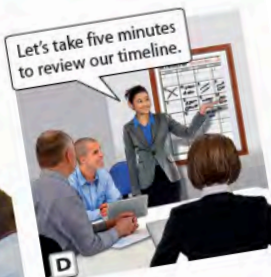
A. solve problems



B. think critically



C. make decisions



D. manage time

### Interpersonal Skills



E. communicate clearly



F. cooperate with teammates



G. clarify instructions



H. respond well to feedback

### Personal Qualities



1. patient



2. positive



3. willing to learn



4. honest

MORE &  
MORE  
MATERIALS  
ARE  
BECOMING  
AVAILABLE...



# ADDRESSING OUR CHALLENGES

## 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







# INVENTORIES & GOAL SETTING



A proud partner of the  o-net in-it

 HOME  SEARCH  INDUSTRIES  INTERESTS

## 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



### INTEREST PROFILER

Rate the activity from 1-5.  
4 = I love to do this.  
0 = I have no interest in this

Build things	4	3	2	1	0
Prepare food	4	3	2	1	0

NEXT →

# INVENTORIES

## (ONE QUESTION SURVEY)

**USE QUESTIONS TO  
SURVEY**

CAN YOU....

DO YOU KNOW HOW TO...

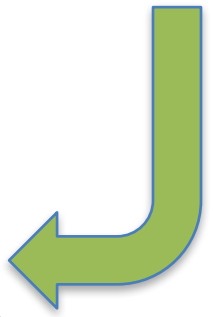
RATE YOUR ABILITY TO...



**TALLY THE  
RESPONSES**

YES	NO

**CHART &  
REPORT  
THE DATA**



*25% of us can \_\_\_\_\_*






# CAREER CLUSTERS

## OCCUPATIONAL OUTLOOK HANDBOOK

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EN ESPAÑOL

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

OCCUPATION GROUPS

Architecture and Engineering  
Arts and Design  
Building and Grounds Cleaning  
Business and Financial  
Community and Social Service  
Computer and Information Technology  
Construction and Extraction  
Education, Training, and Library  
Entertainment and Sports  
Farming, Fishing, and Forestry  
Food Preparation and Serving

SELECT OCCUPATIONS BY

2014 Median Pay ▾ | Entry-Level Education ▾ | On-the-job Training ▾  
Number of New Jobs (Projected) ▾ | Growth Rate (Projected) ▾ [GO](#)

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

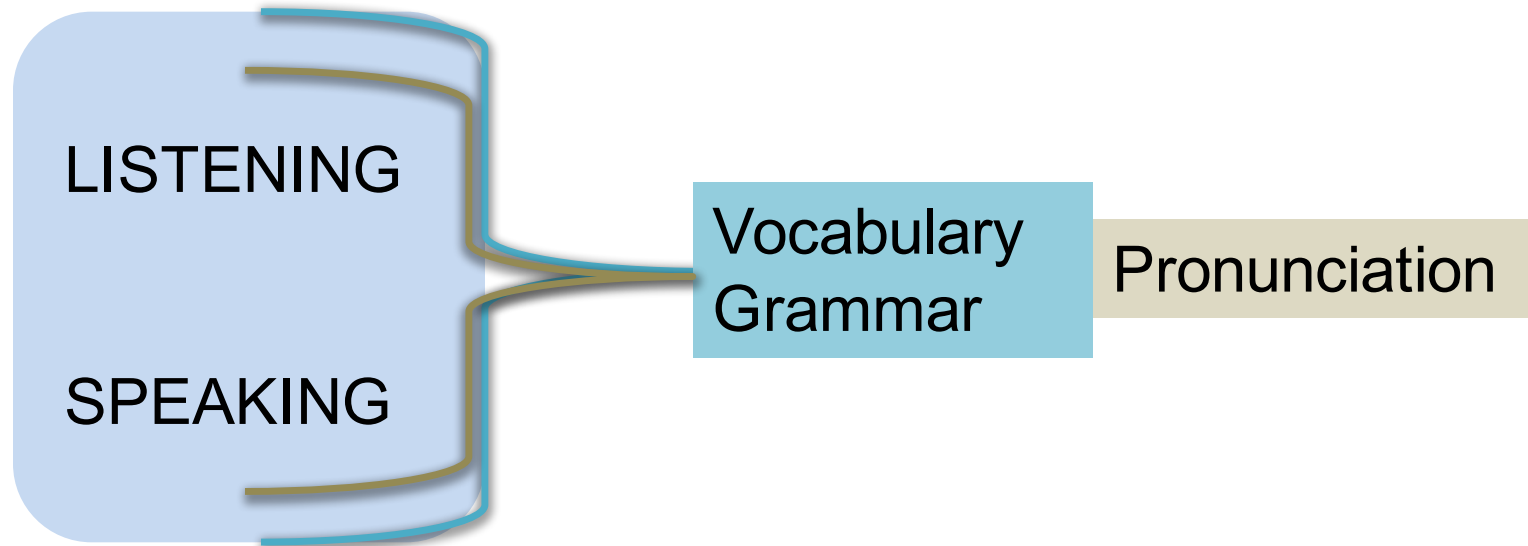
Transportation, Distribution, & Logistics

**REFLECT**

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



# INFUSING CAREER EXPLORATION



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

# INFUSING CAREER EXPLORATION

## USING PARAGRAPH FRAMES

### 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*

# INFUSING CAREER EXPLORATION

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## OCCUPATIONAL OUTLOOK HANDBOOK

### Quick Facts: Heating, Air Conditioning, and Refrigeration Mechanics and Installers

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

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

<b>2012 Median Pay</b> ?	\$36,620 per year \$17.60 per hour
<b>Entry-Level Education</b> ?	Some college, no degree
<b>Work Experience in a Related Occupation</b> ?	None
<b>On-the-job Training</b> ?	None
<b>Number of Jobs, 2012</b> ?	133,100
<b>Job Outlook, 2012-22</b> ?	4% (Slower than average)
<b>Employment Change, 2012-22</b> ?	5,100

# INFUSING CAREER EXPLORATION

JOB	Pay	Education	Apprenticeship /OTJT	Job Outlook
HVAC	20 00/ hour	AA or certificate	sometimes	more jobs in the future
Computer Repair				

JOB	Pay	Education	Apprenticeship/ OTJT	Job Outlook
HVAC				
Computer Repair	17.00/ hour	Some post- secondary training	Some on-the-job training	Fewer jobs in the future

# INFUSING CAREER EXPLORATION

## Fastest Growing Occupations

EN ESPAÑOL | PRINTER-FRIENDLY

**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.*

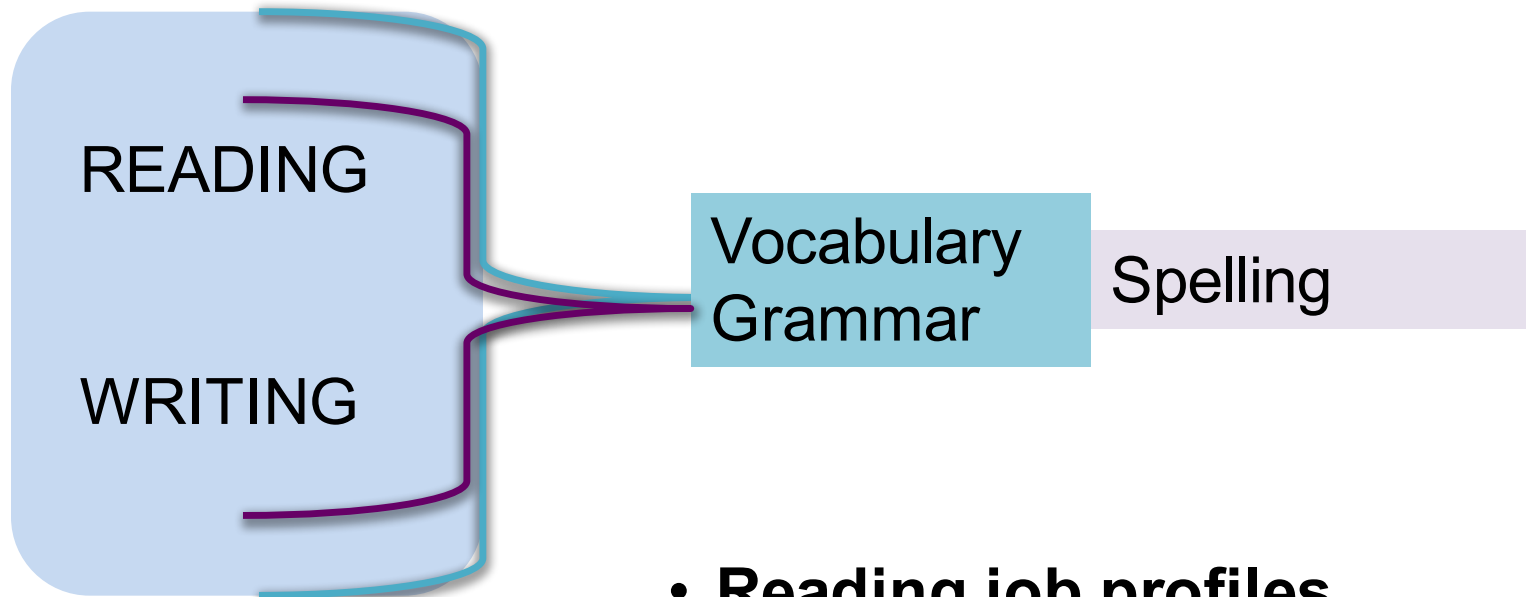
OCCUPATION	GROWTH RATE, 2012-22	2012 MEDIAN PAY
<a href="#">Industrial-organizational psychologists</a>	53%	\$83,580 per year
<a href="#">Personal care aides</a>	49%	\$19,910 per year
<a href="#">Home health aides</a>	48%	\$20,820 per year
<a href="#">Insulation workers, mechanical</a>	47%	\$39,170 per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

# **INFUSING CAREER EXPLORATION**

## **Peer Dictation:**

**Personal care aides help clients with self-care and everyday tasks, and provide companionship.**

# INFUSING CAREER EXPLORATION



- Reading job profiles
- Reading job interest inventories
- Researching job info
- Writing short reports on jobs
- Writing about career goals



# INFUSING CAREER EXPLORATION

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OCCUPATIONAL OUTLOOK HANDBOOK


Installation, Maintenance, and Repair >

Heating, Air Conditioning, and Refrigeration Mechanics and Installers

EN ESPAÑOL | [PRINTER-FRIENDLY](#) 

Summary | **What They Do** | Work Environment | How to Become One | Pay | Job Outlook | Similar Occupations | More Info

## What Heating, Air Conditioning, and Refrigeration Mechanics and Installers Do

About this section 

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



HVACR technicians repair heating, cooling, and refrigeration systems.

- Reading job profiles

# INFUSING CAREER EXPLORATION

LEVEL A – BEGINNING LITERACY

## What Web Dev

Web developers design and create websites. They are also responsible for the site's security, performance, and measures of a website's speed. They may create content for the site.

### Duties

Web developers typically do the following:

- Meet with clients or managers to discuss website needs.
- Create and test applications.
- Write code for websites, web pages, and web services.
- Work with other team members to design and develop websites.
- Work with graphics and multimedia to create website content.
- Integrate graphics, audio, and video into websites.
- Monitor website traffic and user behavior.

When creating a website, web developers use design tools to create websites, to fit clients' needs. They may use advanced graphics, whereas a graphic designer may use a website.

Some developers handle all aspects of a website, while others specialize in web developers:

**Back-end web developers** work on the server side of a website. They ensure that the website works as expected. Back-end



LEARN ABOUT WEB DEVELOPERS

A

They are web developers.



B

They can make \$32.00 an hour.



C

Look at the job outlook!



Source: Occupational Outlook Handbook, 2016

About this section ?



ite from the planning

e, news, or gaming  
e able to handle  
signs will best fit the

of types of specialized

site and ensure that it  
management to

- Reading job profiles

# INFUSING CAREER EXPLORATION

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## OCCUPATIONAL OUTLOOK HANDBOOK

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### Web Developers

[EN ESPAÑOL](#)[PRINTER-FRIENDLY](#) [Summary](#)[What They Do](#)[Work Environment](#)[How to Become One](#)[Pay](#)[Job Outlook](#)[State & Area Data](#)[Similar Occupations](#)[More Info](#)

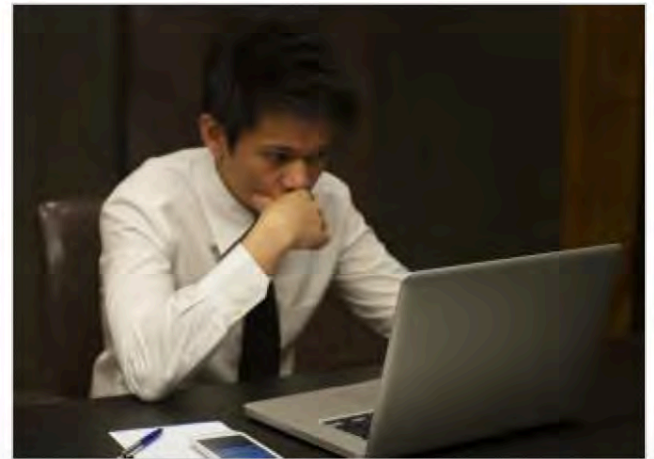
### Summary

#### Quick Facts: Web Developers

<b>2014 Median Pay</b> ?	\$63,490 per year \$30.52 per hour
<b>Typical Entry-Level Education</b> ?	Associate's degree
<b>Work Experience in a Related Occupation</b> ?	None
<b>On-the-job Training</b> ?	None
<b>Number of Jobs, 2014</b> ?	148,500
<b>Job Outlook, 2014-24</b> ?	27% (Much faster than average)
<b>Employment Change, 2014-24</b> ?	39,500

#### What Web Developers Do

Web developers design and create websites. They are responsible for the look of the site. They are



- Reading job profiles



# INFUSING CAREER EXPLORATION

## 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

About this section ?



- Reading job profiles

# 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!



Source: Occupational Outlook Handbook, 2016

- Reading job profiles

# INFUSING CAREER EXPLORATION

## 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...**

# SOFT SKILLS

***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  
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# 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



# Quality Assurance

	Exceeds expectations	Meets Expectations	Does not Meet Expectations
<b>Roles &amp; Responsibilities</b>  All team members....	Carried out roles with no reminders	Carried out roles with few reminders	Did not carry out roles or needed to be reminded several times.
<b>Participation</b>  All team members...	Offered more than one idea and encouraged participation	Offered at least one idea	Did not offer any ideas
<b>Accuracy</b> The group report was...	complete, accurate and eloquent.	complete and grammatically accurate.	incomplete or inaccurate or both.

# PROBLEM SOLVING SCENARIOS: AN INSTRUCTIONAL SOLUTION!

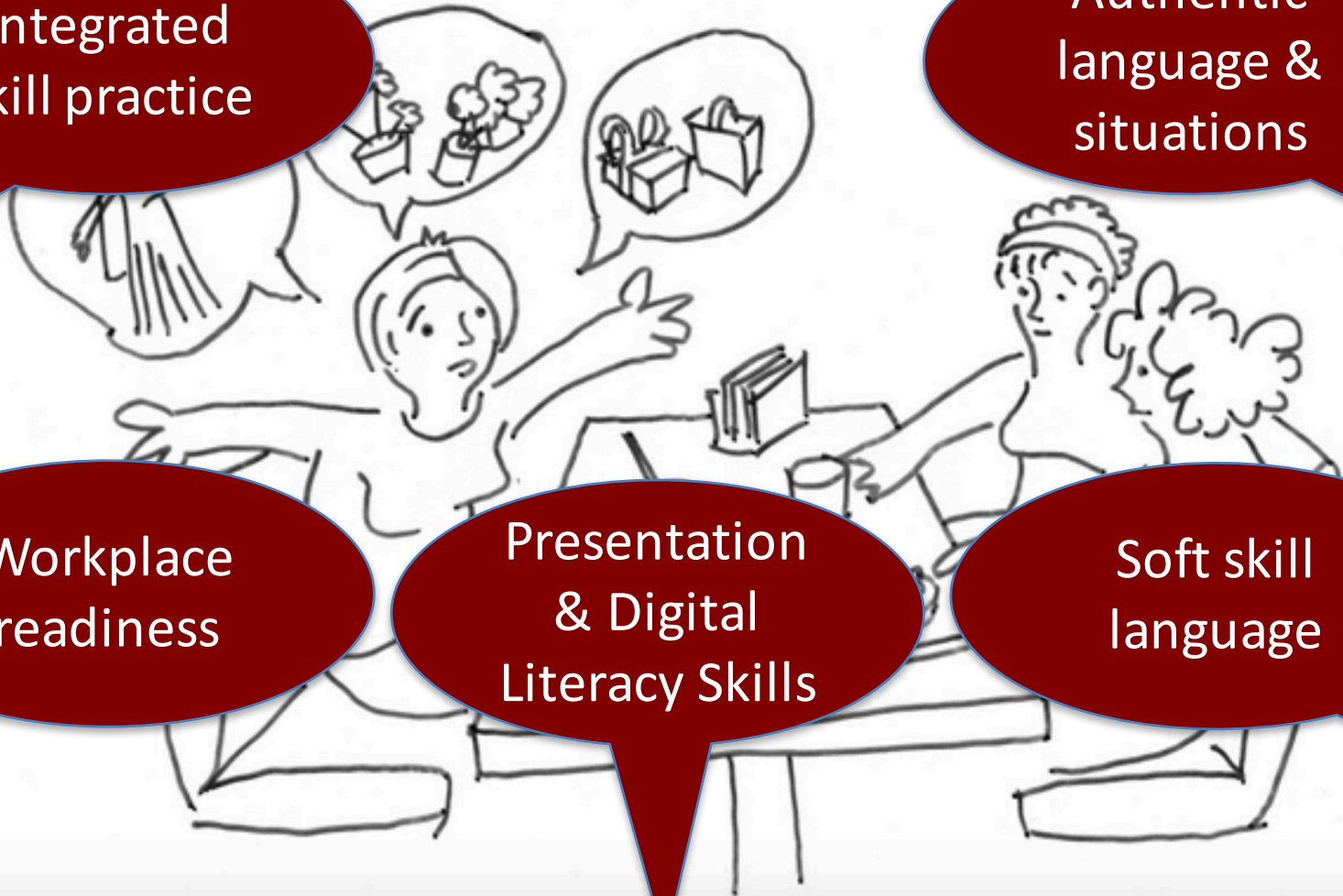
Integrated  
skill practice

Authentic  
language &  
situations

Workplace  
readiness

Presentation  
& Digital  
Literacy Skills

Soft skill  
language



# NEXT STEPS

## READ & EXPLORE

**LINCS**

Literacy Information and Communication System

### Preparing English Learners for Work and Career Pathways



#### This Brief

Introduction: Responding to a Changing World .....	1
Context: Adult English Learners, Work, and Careers .....	2
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Considerations for Administrators ...	7
Conclusion .....	7
Works Cited .....	7
Additional Resources .....	9

#### Introduction: Responding to a Changing World

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##### Issue Brief

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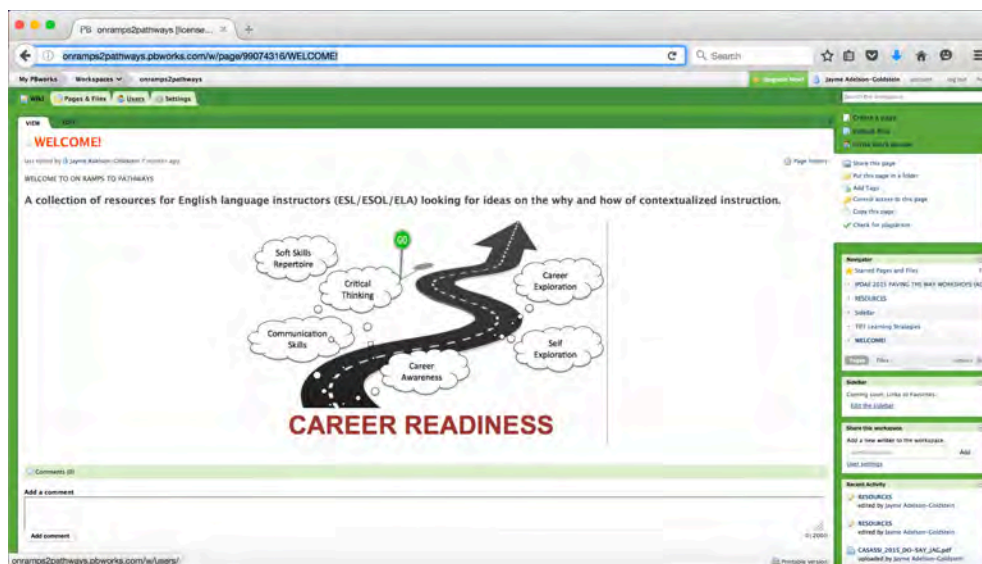
Author: Heidi Wrigley, LiteracyWork International  
Reviewer: Teresia Wisell, Westchester Community College, SUNY

Editors: Mariann Fedele-McLeod and Catherine Green

Graphic Design: Corey Grant, Center for Social Innovation

<sup>1</sup> An English language learner is defined as an adult or out-of-school youth “who has limited ability in speaking, reading, writing, or comprehending the English language—and whose native language is a language other than English; or who lives in a family or community environment where a language other than English is the dominant language” (Public Law 113-128, July 2014, Title II, Sec. 203(k)). This term replaces the phrase individual of limited English proficiency, which was used under the former law, the Workforce Investment Act.

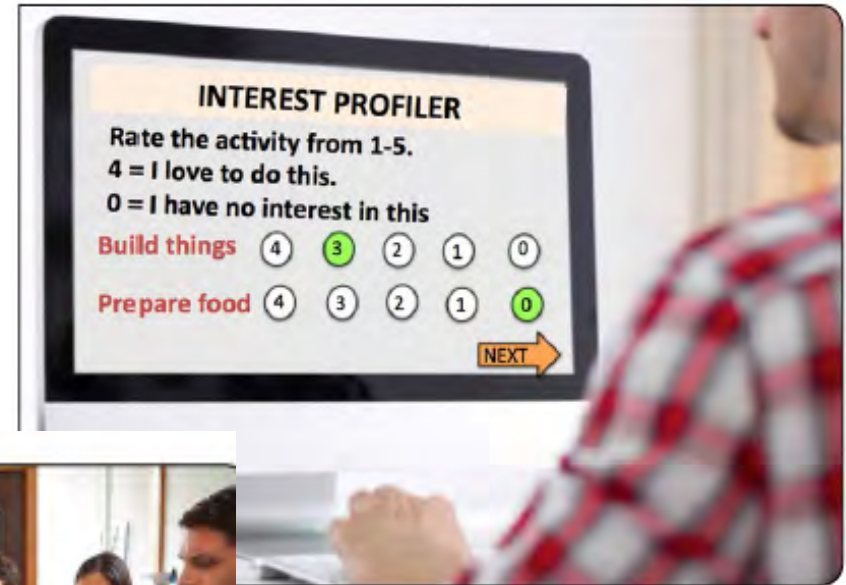
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# NEXT STEPS

## TRY IT OUT!



IT WAS A PLEASURE TO  
SPEND TIME WITH YOU!

