

# Pathways to Success

Jeffrey A. Fantine, Ph.D.



## CONFERENCE SESSION

### **Career Pathways Strategies for Small & Rural Programs**



2023 MAEA Annual Conference

June 21, 2023

Augusta, Maine

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## Jeffrey A. Fantine, Ph.D.

➤ **Over 30 years in Adult Education**

➤ **Former:**

- **Instructor/Director of Local Adult Education Program**
- **Director, Adult Education Professional Development Center (Ohio)**
- **State Director of Adult Education (Maine)**
- **Director of OCTAE's National Career Pathways Project**
- **COABE Vice President**
- **NCL Vice President and AALPD Chair**

➤ **Current:**

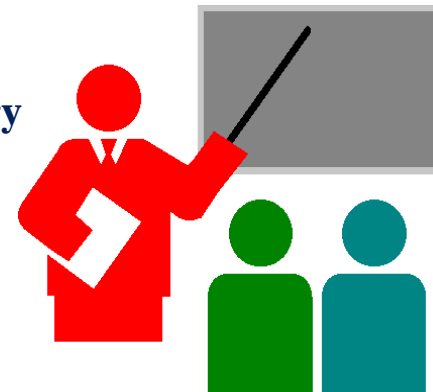
- **Professor of Adult Education Graduate Studies at OSU**
- **National Consultant/Trainer**

**Adult Education – Workforce Development – Career Pathways**



# Session Topics

- **Identifying Career Pathways Challenges**
- **Creating a Career Pathways Services Model**
- **Strategies for Small and Rural Programs**
- **Resources**
- **Next Steps / Closing Thoughts / Bedtime Story**



# Opening Circle



**What is one challenge with addressing career pathways in your small and/or rural adult education program?**





WIOA defines career pathways as a system that includes a series of rigorous and high-quality education and training strategies and other services that enable individuals to secure employment within a specific occupational sector and to advance over time to successively higher levels of education and employment in that sector.

## Career Pathways Definition

### Elements of a Career Pathways System

- Align with the skill needs of industries in the economy of the State or regional economy involved;
- Prepare an individual to be successful in any of a full range of secondary or postsecondary education options, including registered apprenticeships;
- Include advising to support an individual in achieving the individual's education and career goals;
- Include, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- Organize education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent possible;
- Enable an individual to attain a secondary school diploma or its recognized equivalent and at least one recognized postsecondary credential; and
- Help an individual enter or advance within a specific occupation or occupational cluster.



# A Comprehensive Career Pathways Model

- **Messaging** → **Promote Adult Education as a Career Pathways Program**
- **Developing Partnerships** → **WIOA Core & Required Partners and Employers**
- **Alignment** → **Creating a Seamless Education & Training Pipeline**
- **Local Demands** → **Prepare Students for In-Demand Jobs**
- **Integrate Career Services Throughout Program Services** →

- **Career Assessment**
- **Career Exploration & Planning**
- **Contextualized Instruction & IET Programs**
- **Career Advising**
- **Credential Attainment**
- **Transitions to Post-Secondary & Employment**

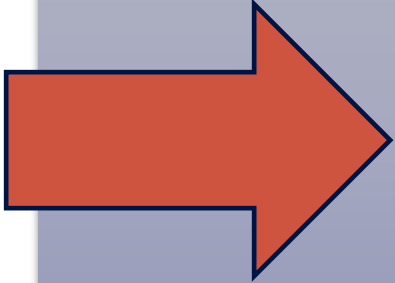


- **Develop Policy**
- **Allocate Funding**
- **Monitor Outcomes**



# THE CHALLENGE

How do we create and deliver career pathways:



**In small or rural programs with limited staff, students and resources for all of the student populations we serve in adult education?**

➤ **Includes ABE, HSE Preparation, ESOL, Justice-Involved, Barriers to Employment...**

**????**



# Creating a Career Pathways Services Model

## Career Pathways Assessment & Planning System



### Essential Component 1: Building Partnerships

**Description:** Partnerships are critical to an effective career pathways system. They help align services within a community and create a seamless education and training pipeline. Partnerships should be strategic and mutually beneficial.

**Considerations -**

- Put relationships in writing. Create formal written agreements with partners critical to an effective career pathways system. These partners include postsecondary institutions, WIOA core and required partners, employers, community agencies, and any other stakeholder relevant to the workforce development system. The agreement should include partner roles and responsibilities, services provided, expected outcomes, how resources will be shared, and when the agreement will be revisited.
- Programs may convene a Career Pathways Advisory Group with relevant stakeholder representation to guide career pathways efforts.
- Have an effective referral network in place with stakeholders to streamline services. Determine how the program handles referrals from other agencies and how the program will make referrals to other agencies.

**Current Activities:**

Include a list of formal partnerships that already exist. Indicate who the partner is and the nature of the partnership.

**Planned New Activities:**

Include a list of formal partnerships the program would like to establish or partnerships that already exists, but the program would like to strengthen. Indicate who the partner is and what the program would like the nature of this partnership to be.

**Plan:**

Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above. Include how the program will go about establishing or strengthening the partnerships listed in "Planned New Activities" above.

**Timeline:**

Component 2: Creating a Career Culture

Component 3: Analyzing Labor Market Information

Component 4: Career-Focused Onboarding

Component 5: Education & Career Planning

Component 6: Intensive Advising

Component 7: Contextualized Instruction & IET

Component 8: Aligning Services

Component 9: Serving Students with Barriers to Employment

Component 10: Providing Support Services

Component 11: Sustainability Planning





# Building Partnerships



- **Workforce Development**
  - **One-Stop Centers**
- **Post-Secondary Education**
  - **Community Colleges & Universities**
  - **Career Technical Education (CTE)**
- **Vocational Rehabilitation Services**
- **Employers**

*What other potential partners can support career pathways efforts?*



# CAFÉ

- **Find a partner**

**Discuss how you do or might partner with**

- 1. Workforce**
- 2. Post-Secondary**
- 3. Employers**
- 4. Other Local Agencies**

- **Will ask a couple of you to share with the larger group**

**Let's HARVEST...**



# Career Pathways Messaging



- **Connect to vision in WIOA State Plan**
  - **Example: A career-driven, adaptable and technologically literate workforce.**
- **Create a Career Culture**
- **Promote your Center as a Career Pathways Center**
- **Align to state's goals for Adult Education:**
  - Example:**
    - **Emphasize College and Career Readiness**
    - **Collaborate with Workforce Partners**
    - **Integrate Career Pathways in Delivery of Services**
    - **Use Curriculum Aligned to College & Career Readiness (CCR) Standards**
    - **Use Technology**



# Career Pathways Messaging

## ASPIRE-GED CAREER PATHWAYS READINESS PROGRAM



### Career Pathways Readiness Program Creating Pathways for Education, Career, and Life Success!

PENTA CAREER CENTER ASPIRE ALERT: Penta Career Center's Aspire program remains open for business (on-site and online). To safeguard Penta Aspire students & staff to combat the spread of COVID-19, all Aspire classes will offer both on-site and online options. The online option will be held in google classroom. Be sure to have Google hangouts/meet downloaded to your tablet, phone, or computer. For more information, contact our office at 419.661.6182.

Offering FREE classes in:

- GED Preparation
- Basic Computer Skills
- Interest/Personality Assessments
- Career Assessments
- Short Term Credentials
- Work Keys Certificates
- Career Ready 101
- Customer Service Training & Soft Skills
- Financial Literacy
- Career Pathways Exploration and Development

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**AVAILABLE CLASSES:**  
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Career Pathways for Small and Rural Programs



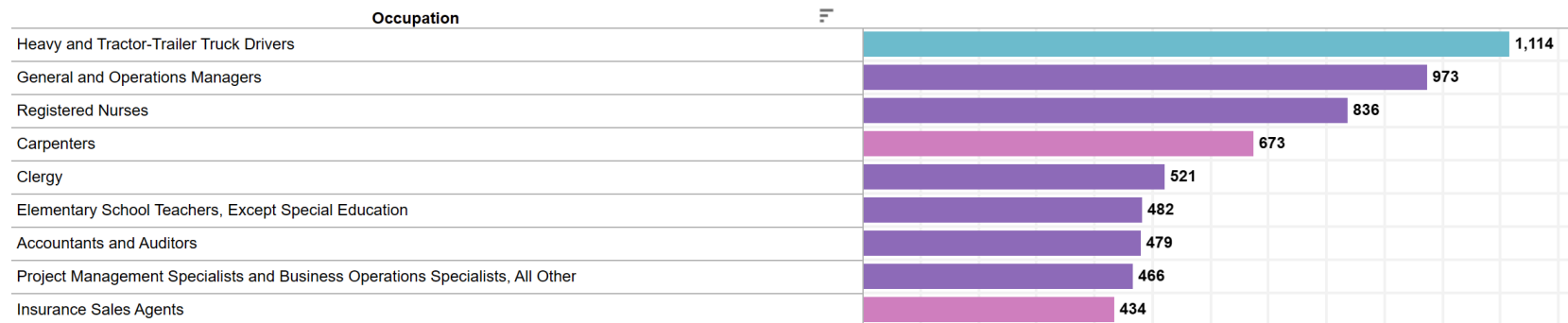
# Emphasize In-Demand Jobs/Careers



- **Access Labor Market Information:**  
<https://www11.maine.gov/labor/cwri/jobseekers.html>
- **Make sure students know which jobs are in-demand**
- **Engage employers in industries that have in-demand jobs**
- **Offer IET courses for in-demand jobs**
- **Have students do job shadowing or internships with employers in industries that are in-demand**

Maine High-Wage, In-Demand Jobs by Education

Education Requirement: **All**



# Don't Forget: Principles of Adult Learning

**Andragogy:** The method and practice of teaching adults

## Principles of Adult Learning...

- 1. Adults are self-directed and responsible for their learning (must be partners in their learning).**
- 2. Adults bring life experiences and knowledge to learning experiences.**
- 3. Adults are internally-motivated and goal oriented.**
- 4. Adults learn best when content is relevant (but must be willing to take risks)..**
- 5. Adults are practical (learning requires immediate application).**
- 6. Adults learning should be process-centered rather than content-centered.**
- 7. Adult learners should be treated with respect.**

Malcolm Knowles

"The andragogical model is a process model, in contrast to the content models employed by most traditional educators." (Knowles, 1973, p.102)



## Integrating Career-Related Services into Assessment, Orientation, and Advising



- **Have students complete a career assessment**
- **Discuss career goals and in-demand jobs**
- **Offer career exploration and planning**
- **Discuss potential barriers to employment**
- **Have students register with one-stop center**
- **Discuss progress toward career goals during advising sessions**
- **Use intensive student engagement and technology**

### STRATEGIES

**Start by saying “this is your first step in your career pathway..”**

**Require students to set a career or life goal**

**Offering a career exploration course for those who need it**

**Ask students: “What do you want to be doing in 5 years?”**

**Have students create their own education and career plan**



# Career Planning



O\*NET OnLine

Occupation Quick Search:

[Help](#) [Find Occupations](#) [Advanced Search](#) [Crosswalks](#)

[Share](#) [O\\*NET Sites](#)

## Summary Report for: 31-2022.00 - Physical Therapist Aides

[Updated 2017](#)



Under close supervision of a physical therapist or physical therapy assistant, perform only delegated, selected, or routine tasks in specific situations. These duties include preparing the patient and the treatment area.

**Sample of reported job titles:** Clinical Rehabilitation Aide, Physical Therapist Aide (PTA), Physical Therapist Technician (Physical Therapy Tech), Physical Therapy Aide (PTA), Physical Therapy Attendant, Physical Therapy Technician, Rehabilitation Aide, Rehabilitation Attendant, Restorative Aide (RA), Restorative Care Technician

View report: [Summary](#) [Details](#) [Custom](#)

[Tasks](#) | [Technology Skills](#) | [Tools Used](#) | [Knowledge](#) | [Skills](#) | [Abilities](#) | [Work Activities](#) | [Detailed Work Activities](#) | [Work Context](#) | [Job Zone](#) | [Education](#) | [Credentials](#) | [Interests](#) | [Work Styles](#) | [Work Values](#) | [Related Occupations](#) | [Wages & Employment](#) | [Job Openings](#) | [Additional Information](#)

### Tasks

+ 5 of 19 displayed

- ☑ Clean and organize work area and disinfect equipment after treatment.
- ☑ Instruct, motivate, safeguard, or assist patients practicing exercises or functional activities, under direction of medical staff.
- ☑ Record treatment given and equipment used.
- ☑ Administer active or passive manual therapeutic exercises, therapeutic massage, or heat, light, sound, water, or electrical modality treatments, such as ultrasound.



## Career Pathways for Small and Rural Programs

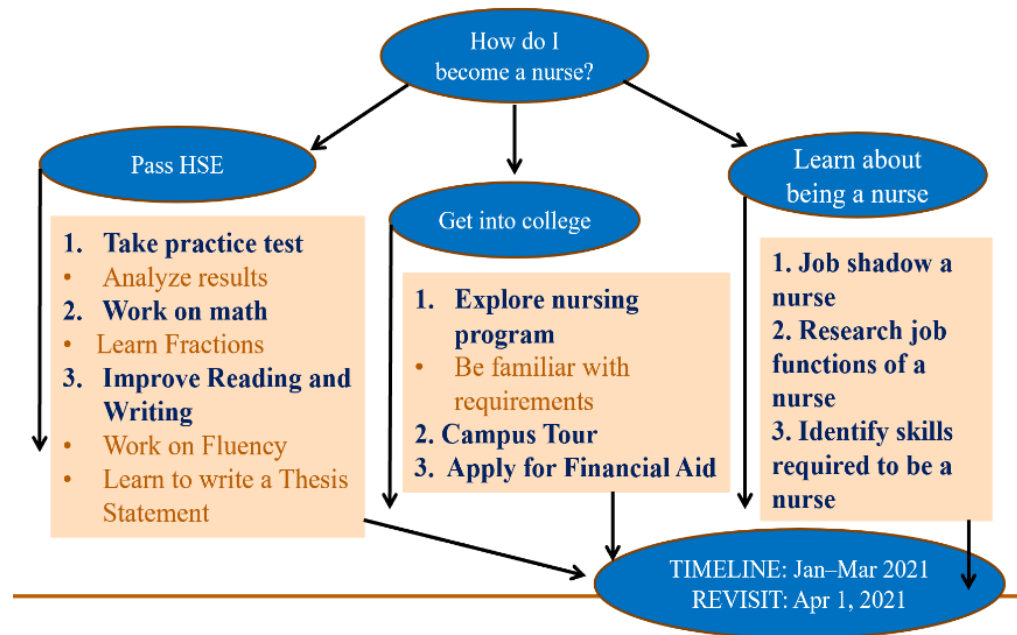


# Career Planning



SMARTER process can be used to help students with career planning...

- **S** State the Question
- **M** Map the Content
- **A** Apply Career Goals
- **R** Reach Decisions
- **T** Task and Timeline
- **E** Evaluate
- **R** Revise



Hawaii's I-CAN Program: [https://www.youtube.com/watch?v=uFDfBpShX\\_g](https://www.youtube.com/watch?v=uFDfBpShX_g)



Career Pathways for Small and Rural Programs



# Career Pathways Maps



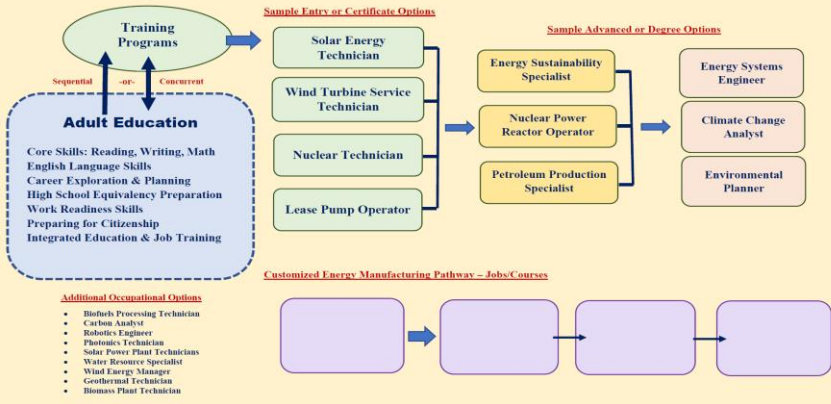
## CAREER PATHWAYS FOR ADULT EDUCATION

### Energy Manufacturing & Technology

The energy manufacturing sector is central to sustainable development and responds to the global challenges of environmental protection, economic development and social inclusion. Jobs in this sector have a direct, positive impact on the environment and typically involve renewable energy, electric transport, energy efficiency or nature conservation. Specifically, this evolving sector works to protect ecosystems, reduce energy and water consumption through high efficiency strategies, de-carbonize the economy, and minimize all forms of waste and pollution.

### ABOUT CAREER PATHWAYS

Career Pathways combine education, work readiness and job training to attain necessary skills and credentials for specific in-demand occupations or industries. Career Pathway maps illustrate how students can move along a career path in a specific occupational area from adult education through post-secondary or advanced job-training programs and into employment. To advance along a career pathway more quickly, explore opportunities to participate in education and training concurrently. It is suggested that this map be used in conjunction with information on specific education and training programs in New Mexico (visit Ready.NM.gov).



## CAREER PATHWAYS FOR ADULT EDUCATION – Energy Manufacturing & Technology

### ADULT EDUCATION – HIGH SCHOOL EQUIVALENCY (HSE)

**Median Wages \$19.49 Hourly/\$21,818 Annual**  
 Many jobs require a HSE diploma. The official HSE tests (GED and HSET) require that students demonstrate proficiency in English, Reading, Writing, Mathematics, Science and Social Studies.  
**Skills**

- Read for comprehension
- Understand math applications and analyze data
- Develop clear and organized written communication
- Express ideas clearly and listen for understanding
- Interact with others collaboratively and use negotiation and compromise to resolve conflicts
- Use computers, MS Office software and the internet to communicate, complete tasks and conduct research
- Think logically, critically and strategically to solve problems

### SOLAR ENERGY TECHNICIAN

**Median Wages \$25.70 Hourly/\$53,459 Annual**  
**Description:** Assemble, install, or maintain solar systems on roofs or other structures in compliance with site assessment and schematics, includes measuring, cutting, assembling, and bolting structural framing and solar modules; may perform minor electrical work such as current checks.  
**Job Duties**

- Assemble and install solar systems in accordance with codes and standards
- Apply weather sealing to array, building, or support mechanisms
- Determine appropriate sizes, ratings, and locations for all system overcurrent devices, disconnect devices, grounding equipment, and surge suppression equipment
- Install module array interconnect wiring, implementing measures to disable arrays if necessary

### WIND TURBINE SERVICE TECHNICIAN

**Median Wages \$32.47 Hourly/\$64,740 Annual**  
**Description:** Inspect, diagnose, adjust, or repair wind turbines; perform maintenance on wind turbine equipment including resolving electrical, mechanical, and hydraulic malfunctions.  
**Job Duties**

- Troubleshoot or repair mechanical, hydraulic, or electrical malfunctions related to variable pitch systems, variable speed control systems, converter systems, or related components
- Perform routine maintenance on wind turbine equipment, underground transmission systems, wind fields substations, or fiber optic sensing and control systems
- Diagnose problems involving wind turbine generators or control systems
- Test electrical components of wind systems with devices, such as voltage testers, multimeters, oscilloscopes, infrared testers, or fiber optic equipment
- Start or restart wind turbine generator systems to ensure proper operations

### NUCLEAR TECHNICIAN

**Median Wages \$33.53 Hourly/\$66,160 Annual**  
**Description:** Assist nuclear physicists, nuclear engineers, or other scientists in laboratory, power generation, or electricity production activities; operate, maintain, or provide quality control for nuclear testing and research equipment; may monitor radiation.  
**Job Duties**

- Follow nuclear equipment operational policies and procedures that ensure environmental safety
- Conduct surveillance testing to determine safety of nuclear equipment
- Monitor nuclear reactor equipment performance to identify operational inefficiencies, hazards, or needs for maintenance or repair
- Test plant equipment to ensure it is operating properly
- Apply safety tags to equipment needing maintenance

### LEASE PUMP OPERATOR

**Median Wages \$34.55 Hourly/\$71,870 Annual**  
**Description:** Test, control, or operate power-driven, stationary or portable pumps and manifold systems to transfer gases, oil, other liquids, or powdered materials to and from vessels and processes.  
**Job Duties**

- Monitor gauges and flowmeters and inspect equipment to ensure that tank levels, temperatures, chemical amounts, and pressures are at specified levels, reporting abnormalities as necessary
- Record operating data such as products and quantities pumped, stocks used, galling, etc.
- Plan movement of products through lines to processing, storage, and shipping units, using knowledge of interconnections and capacities of pipelines, valve manifolds, pumps, and tankage
- Turn valves and start pumps to start or regulate flows of substances
- Communicate with workers, using signals, radios, or phones, to start or stop flows of substances

### NUCLEAR POWER REACTOR OPERATOR

**Median Wages \$35.58 Hourly/\$69,845 Annual**  
**Description:** Operate or control nuclear reactors; move control rods, start and stop equipment, monitor and adjust controls, and record data in logs; implement emergency procedures when needed; may respond to abnormalities, determine cause, and recommend corrective action.  
**Job Duties**

- Maintain all systems for normal running conditions, performing activities such as checking gauges to assess output or the effects of generator loading on other equipment
- Operate nuclear power reactors in accordance with policies and procedures to protect workers from radiation and to ensure environmental safety
- Adjust controls to position rod and to regulate flux level, reactor period, coolant temperature, or rate of power flow, following standard procedures
- Develop or implement actions such as lockouts, tagouts, or clearances

### PETROLEUM PRODUCTION SPECIALIST

**Median Wages \$37.96 Hourly/\$78,949 Annual**  
**Description:** Devise methods to improve oil and gas extraction and production and determine the need for new or modified tool designs; oversee drilling and offer technical advice.  
**Job Duties**

- Specify and supervise well modification and stimulation programs to maximize oil and gas recovery
- Monitor production rates, and plan network processes to improve production
- Maintain records of drilling and production operations
- Analyze data to recommend placement of wells and supplementary processes to enhance production
- Assist engineering and other personnel to solve operations problems

### OTHER OCCUPATION:

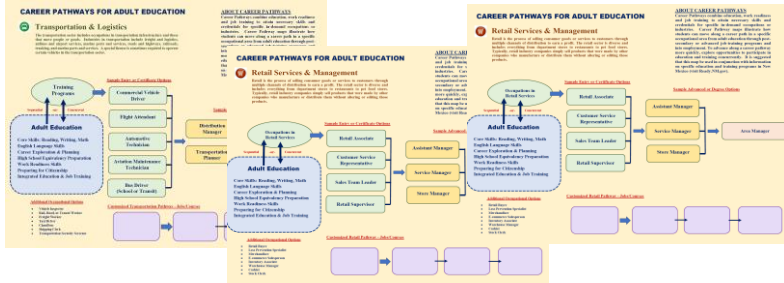
#### Median Wages:

#### Description:

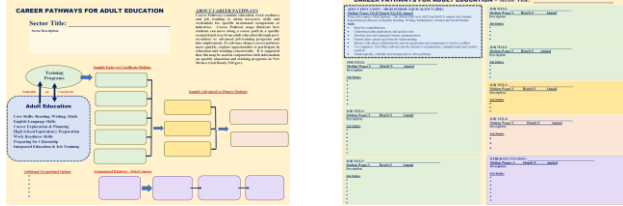
#### Job Duties:

- 
- 
- 
- 
- 

And several more...



..even a blank one.



## Career Pathways for Small and Rural Programs



# Career Advising



## FIVE STAGES OF ACADEMIC & CAREER ADVISING

1. **Initiation Stage**
2. **Exploration Stage**
3. **Planning Stage**
4. **Progression Stage**
5. **Transition Stage**

Who am I?

Where am I headed?

How do I get there?



# Career Pathways Instruction



## Instructional Component in Career Pathways Model

### 1 ABE and ESOL Instruction

- Academic Skills
- Defined by CCR Standards
- Integrate Workforce Preparation – Soft Skills
- Integrate Career and Life Application – Contextualization (sometimes this is in form of job training and should be driven by LMI)

70 - 95%

### 2 IET Programs

- Integrated Education and Training (ABE/ESOL Instruction concurrent with Formal Job Training)
- Integrate Workforce Preparation – Soft Skills
- Should be driven by LMI
- Earn a Certificate

5 - 30%



# Career Pathways Instruction



## Organize Services in a College and Career Context

### Skills Track

- Lower Level (0-5)
- Focus on Basic Skills
- Contextualized Lessons
- Integrate Employability Skills

### Employment Track

- Middle Level
- Focus on Job Training
- Include IET Programming
- Contextualized Lessons
- Integrate Employability Skills
- Job Exposure Opportunities
- Credential Attainment

### College Prep Track

- ASE Level
- Focus on Mastering Basic Skills
- College Prep Activities: Tour, Financial Aid, Academic Assistance, Advising and Transition
- Dual Enrollment



# Career Pathways Instruction



## Developing Contextualized Instruction

1

### AS A DIRECTOR

- Require lessons that focus on academic skills as defined by CCR or ELP Standards
- Require lessons that integrate workforce preparation – soft skills
- Require lessons that integrate career and life application – contextualization

2

### AS A TEACHER

- Determine academic skills you will address in a term or unit
- Create lessons that integrate academic skills and soft skills (workforce preparation)
- Include activities that require students to apply skills to career and life - contextualization

*Consider Problem- or Project- Based Learning.*



# Career Pathways Instruction



## Developing Contextualized Instruction

1

### CHOOSE A CURRICULUM

- A program can choose a curriculum such as Mockingbird or Burlington English that addresses academic skills, soft skills and contextualization

2

### DEVELOP A CURRICULUM

- Have teachers create lessons that address academic skills, soft skills and contextualization
- Use curriculum such as Mockingbird or Burlington English as tools to support above

**GOAL: ACTIVE TEACHING AND LEARNING**



# Career Pathways Instruction



Develop Lessons that Integrate the CCR Standards and Workforce Preparation Activities that are Contextualized to Career and Life

## CCR Standards - Levels 1 and 2 ELA

READING	WRITING	SPEAKING/LISTENING	LANGUAGE
<b>Ask / Answer:</b> <ul style="list-style-type: none"> <li>Questions – Who, What, Where, When, Why, How; Meanings of words and phrases</li> <li>Using Simple Text</li> </ul>	State an opinion in simple statement  List reasons for opinion <ul style="list-style-type: none"> <li>Use because, therefore, since</li> </ul>	Participation in conversation <ul style="list-style-type: none"> <li>One-on-One</li> <li>Group</li> </ul> ...building on conversations and responding to others	<b>Use</b> <ul style="list-style-type: none"> <li>Upper / Lower Case Letters</li> <li>Common / Possessive Nouns</li> <li>Singular / Plural Nouns (regular / irregular)</li> <li>Personal, Possessive and Indefinite Pronouns</li> <li>Present / Past Tense</li> <li>Question Words</li> <li>Prepositions</li> <li>Conjunctions, Verbs and Adjectives</li> <li>Punctuation</li> </ul>
<b>Identify / Retell / Summarize:</b> <ul style="list-style-type: none"> <li>Topic</li> <li>Details</li> </ul>	Write concluding statement	<b>Ask / Answer</b> <ul style="list-style-type: none"> <li>Questions</li> </ul>	
<b>Describe:</b> <ul style="list-style-type: none"> <li>Connection between two events</li> <li>Series of events (sequence)</li> </ul>	<b>Informative text</b> <ul style="list-style-type: none"> <li>Give facts and definitions</li> <li>Use also, another, more, but to connect ideas</li> </ul>	<b>Share main idea, State details, and summarize text:</b> <ul style="list-style-type: none"> <li>Heard</li> <li>Read</li> </ul>	
<b>Use:</b> <ul style="list-style-type: none"> <li>Maps, Charts, Table of Contents, Glossary – to find information</li> </ul>	Write concluding statement	<b>Describe</b> <ul style="list-style-type: none"> <li>Meanings of words</li> </ul>	<b>Spell</b> <ul style="list-style-type: none"> <li>Words</li> </ul>
<b>List:</b> <ul style="list-style-type: none"> <li>Similarities and Differences – between two texts same topic</li> </ul>	<b>Use digital tool:</b> <ul style="list-style-type: none"> <li>Research</li> <li>Produce Writing</li> </ul>		<b>Identify</b> <ul style="list-style-type: none"> <li>Root Words</li> </ul>
<b>Compare / Contrast</b> <ul style="list-style-type: none"> <li>Two texts same topic</li> </ul>	<b>Write Answers to Questions and Summarize (Simple Text):</b> <ul style="list-style-type: none"> <li>Read</li> <li>Heard</li> </ul>		<b>Sort</b> <ul style="list-style-type: none"> <li>Words into Categories</li> </ul>

### Lesson Plan for Active Teaching and Learning

NAME OF THE LESSON: \_\_\_\_\_

CONTENT AREA	LENGTH OF LESSON
<b>STANDARDS ADDRESSED IN LESSON (SKILLS AND CONCEPTS)</b>	
<b>Workforce Preparation Activities Addressed in Lesson (Soft Skills)</b>	
<b>STEP 1: WARM—UP</b> An activity that a) uses previously learned content to begin a new lesson, b) lasts 5-10 minutes, c) uses materials students are familiar with from previous lessons or any fun activity that gets them up and moving.	
<b>STEP 2: INTRODUCTION</b> How will I introduce this topic and the skills and concepts addressed in the standards covered? What is my purpose in teaching this topic?	
<b>STEP 3: PRESENTATION</b> How will I address Language Acquisition Skills: communication, pronunciation, vocabulary, grammar, fluency and comprehension? How will I incorporate Instructional Shifts? What resources will I use to support, supplement, reinforce skills and concepts addressed in lesson?  (NOTE: Provide enough detail in this section so that another teacher can readily use this lesson).	
<b>STEP 4: PRACTICE</b> Teacher directed, with peers or individually. Break into learnings stations or small groups.	
<b>STEP 5: EVALUATION/ASSESSMENT</b> Instructor provides an activity that assesses learners. What evidence will demonstrate student learning? It can even be a verbal, written, or hands-on assessment.	
<b>STEP 6: APPLICATION / CONTEXTUALIZATION</b> An activity that requires students to apply new knowledge to their own lives or relevant situation, particularly to the world of work - Contextualizing Instruction.	





# Career Pathways Instruction



## Developing IET Programs

**1**

### AS A DIRECTOR

- Determine what IET program is needed in your program
- Connect with a partner to provide the job training
- Identify how it will be funded
- Create a plan for the development and execution of the IET program
- Promote program and enroll students

**2**

### AS AN ABE TEACHER

- Work with the instructor who is delivering the job training to develop course objectives and outline
- Develop curriculum that integrates academic skills and workforce preparation
- Build in contextualized activities directly connected to the job training
- Promote program and enroll students



# Career Pathways Instruction



## WAYS TO DELIVER IET PROGRAMS

### **IBEST**

**Integrated Basic  
Education & Training**

- Requires Team Teaching (ABE and Training)
- Varying Teaming Models

### **DUAL ENROLLMENT**

- Students Participate in ABE and Take Post-Secondary Classes
- Can be a partnership with CTE or Post-Secondary Institution

### **EMPLOYER TRAINING**

- Providing ABE Services on the job site or for a particular employer while employer provides job training

*What are the challenges of doing IET courses in small/rural programs?*

**Career Pathways for Small and Rural Programs**



# Career Pathways strategy that emerged from a small and/or rural program:

## Hocking Hills Schools Adult College and Career Readiness Center Orientation Outline

Career Advising begins during the 4-day orientation process and continues at each end-of-session conference.

### Day 1

- Talk about why you are here – your goals
- Talk about **previous education and work experience** and the credentials and skills gained. Record on **Education and Career Plan**
- **Register on OMJ**
- Take OMJ Career Profile. Look at results and **discuss the interest areas**. Record on Education and Career Plan

### Day 2

- Deeper look at interest areas from Day 1
- Discuss factors to consider when choosing a career including level of effort and in demand jobs
- **View careers** on OMJ site based on interested from career profile

### Day 3

- Discuss career clusters and **career pathways** using handouts
- In OMJ **explore** the occupational search (show how can search 4 ways). Record what explored on Education and Career plan

### Day 4

- Review discussion – Why are you here? What are you thinking now? How sure are you?
- Discuss how can we help you reach those goals?
- Writing sample about career interests
- Post **career goal** on wall under decided or thinking about
- **Individual conference with each student to make a plan**. Write career or cluster goal on Education and Career plan



## Career Pathways strategy that emerged from a small and/or rural program:

### Uniontown, PA

The local adult education program initiated a partnership with the Fitness Loft in rural southwestern Pennsylvania. The goal of the partnership is to utilize the community space at The Fitness Loft to conduct community classes in ESL. Integrated in the ESL class is the job training knowledge required for a fitness certification given in tandem by The Fitness Loft and South-Western City Schools. The certification would document that a student successfully completed the course, has had experience speaking and learning English and obtained an intermediate level of understanding and fluency, and has also had basic training in the fitness industry relative to entry level fitness employability skills.



## Career Pathways strategy that emerged from a small and/or rural program:

### Gallup, New Mexico

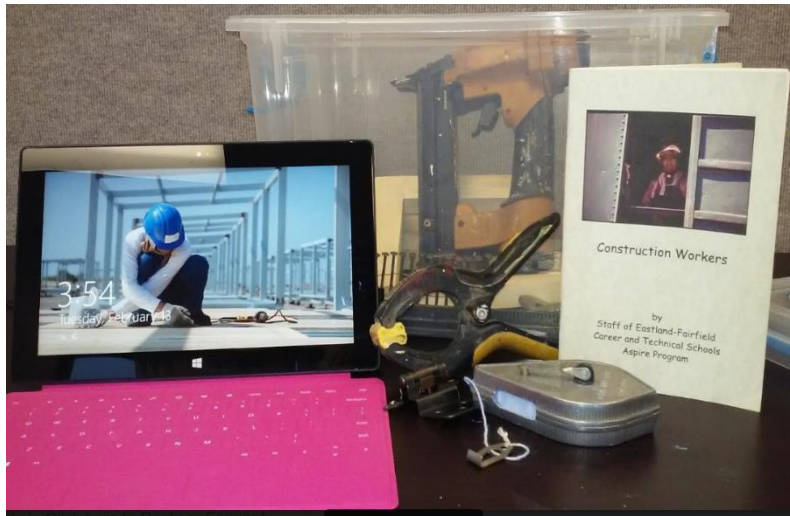
LMI information indicated that food prep/servers and maintenance/repair workers were two occupations with the most annual projected openings in our area over the next five years; thus, we decided to pursue job shadowing opportunities in these occupational areas. In our school district (one of the largest employers in our rural community) we struggle to fill substitute positions in food service and maintenance/custodial areas, so we thought this might be a good time to see if we could put together some job shadowing in the school district for students who meet certain criteria. The school district agreed and now provide our students with job shadowing and internship opportunities, and are given priority for job openings in the school district.



## Career Pathways strategy that emerged from a small and/or rural program:

### Lancaster, OH

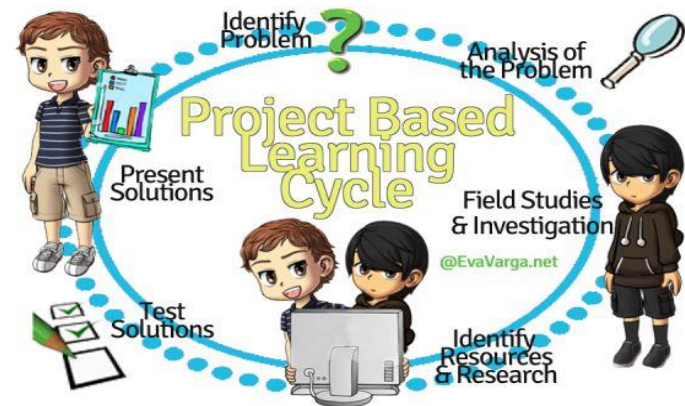
Eastland-Fairfield Career and Technical Center's Contextualized Lesson in a Box Project: the booklet created by teachers over the summer has lesson activities, projects, problems to solve, relevant articles, a list of supplemental online resources and career exploration information in the given field. They have 28 containers currently developed and use them at orientation, during advising sessions and in classroom instruction both for ABE/HSE and ESOL. Their plan is to develop more contextualized lesson boxes.



## Career Pathways strategy that emerged from a small and/or rural program:

### Lecompton, KS

They are implementing Project-Based Learning throughout their instruction. Teachers develop lesson plans aligned to the CCR standards and then students are grouped and are given problems to solve in a particular career cluster or projects to solve/create. Some recent examples include developing marketing campaigns, developing budgets, creating an emergency response plan, creating a newsletter. They hope to develop more, but implementing PBL has brought more energy and active engaged learning into their classrooms.



## Career Pathways strategy that emerged from a small and/or rural program:

### Southeastern Ohio

All of the programs in southeastern Ohio are small, rural programs. It's nearly impossible to implement a successful IET course for a variety of factors. That is why all of the programs came together to develop a regional approach to IET programming. Each program picks one or two IET courses to focus on and ALL of the programs in the region send students to that program's IET course. The state allows us to share outcomes for these students. Now, all of the IET courses we now conduct in the region have the necessary resources and enrollment numbers to happen and be successful.





## Open Space

- With a partner choose one of the challenges we mentioned earlier that you want to discuss.

**Discuss possible solutions to this challenge**

- I will ask a few of you to share your challenge and solution ideas.

Let's **HARVEST...**



# Career Pathways Planning Resources



**ATLAS: Minnesota ABE**  
<http://atlasabe.org/resources/adult-career-pathways>

## Adult Career Pathways Resources

This **Adult Career Pathways (ACP)** resource library is designed as a resource for ABE practitioners as they develop ACP programming. Programs can use these resources to build on the practice of others in the field and avoid starting from scratch.

Confused about Adult Career Pathways and transitions terminology? You're not alone! [See this handy glossary >>](#)

## ACP Course Curricula

In this library, curricula are organized by **Career Fields** on the right-hand side. When you choose a Career Field, you will find a list of course curricula on the right. Choose a course and you will see a brief overview and a link to complete curriculum materials. Each curriculum has been reviewed by ATLAS for inclusion here; the course overview outlines particular strengths and drawbacks of each entry. Sources include MN ABE programs across the state and a few ACP providers in other parts of the U.S.



## ADULT CAREER PATHWAYS

### ACP COURSE CURRICULA:

- Administrative
- Education
- Health
- Retail / Hospitality
- Technical Fields
- Technology
- General / Multi-Pathway

### ACP DEVELOPMENT TOOLS:

- Adult Career Pathways Basics
- Budgeting & Funding
- Course Design
- Effective Collaboration
- Employer Engagement
- Integrated Education & Training
- Local Workforce Devt Boards
- Strong Enrollments
- Workforce Partnerships

## ACP Program Development Tools

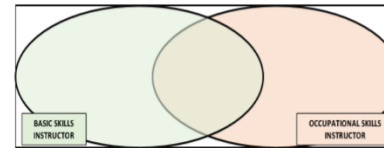
The tools in this section are intended to equip ABE program practitioners in charge of developing and expanding adult career pathway programming around the state, in response to both local needs and WIOA requirements. Resources are organized by aspect of programming. Click on a content area and you will see a list of documents and websites along with a brief description of each resource.



## Developing IET curriculum:

[https://sites.psu.edu/pathwaystoemployment/files/2017/09/IET-Guide\\_FINAL\\_U.ED-EDU-17-48-no-page-on-tools-p7rm7.pdf](https://sites.psu.edu/pathwaystoemployment/files/2017/09/IET-Guide_FINAL_U.ED-EDU-17-48-no-page-on-tools-p7rm7.pdf)

### COURSE PLANNING:



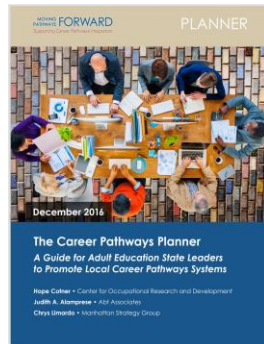
Developing Basic Skills Curriculum for an IET

### Tool #3 Identifying Basic Skills Content

Use this tool to identify content for the basic skills curriculum. In the first column, note the location of the identified content in the curriculum/instructional materials. In the second column, identify the OST content requiring basic skills to understand it. In the last column, identify the basic skill(s) that need(s) to be included in the adult basic education curriculum.

Occupational Skills Training		Adult Basic Education
Unit/Lesson/Page	Content Knowledge Needed	Basic Skills Needed* <small>*Add a skill area that may not need to be addressed*</small>
		Math:
		Reading:
		Writing:
		Workforce prep:
		Math:
		Reading:
		Writing:
		Workforce prep:
		Math:
		Reading:
		Writing:
		Workforce prep:

[https://lincs.ed.gov/publications/topic/mpf/TACP Planner for OCTAE ADA.PDF](https://lincs.ed.gov/publications/topic/mpf/TACP_Planner_for_OCTAE_ADA.PDF)



## Teaching Skills That Matter Toolkit



Overview



Civic Education  
(Tab 1)



Digital Literacy  
(Tab 2)



Financial Literacy  
(Tab 3)



Health Literacy  
(Tab 4)



Workforce Preparation  
(Tab 5)



Other Tools and Resources  
(Tab 6)

<https://lincs.ed.gov/state-resources/federal-initiatives/teaching-skills-matter-adult-education>

## Career Pathways for Small and Rural Programs



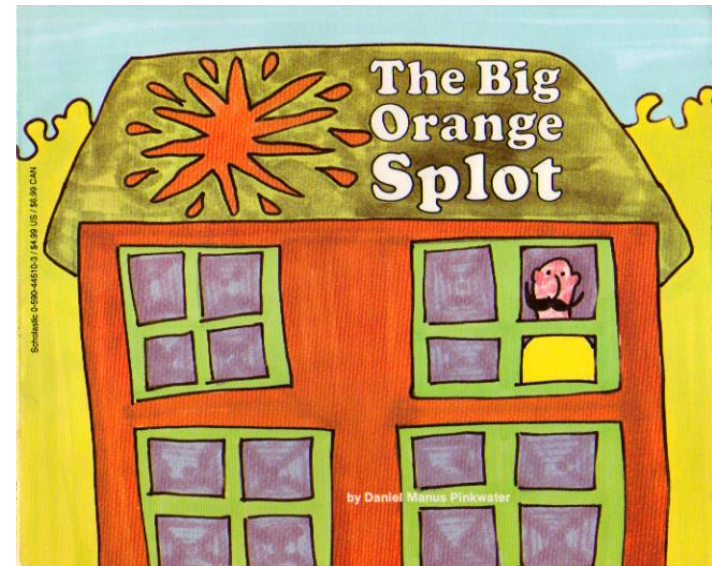
# Closing Circle



**What is one solution to a career pathways challenge that you heard today that you will try in your program?**



# Bedtime Story The Big Orange Sploit



# Finding the right path...

## Autobiography of Five Short Chapters

### Chapter 1

I WALK DOWN THE STREET.

There is a deep hole in the sidewalk.

I fall in.

I am lost...I am hopeless

It isn't my fault.

It takes forever to find a way out.

### Chapter 2

I WALK DOWN THE SAME STREET.

There is a deep hole in the sidewalk.

I pretend I don't see it.

I fall in again.

I can't believe I'm in the same place.

But, it isn't my fault.

It still takes a long time to get out.

### Chapter 3

I WALK DOWN THE SAME STREET.

There is a deep hole in the sidewalk.

I see it is there. I still fall in ...it's a habit.

My eyes are open.

I know where I am.

It is my fault.

I get out immediately.

### Chapter 4

I WALK DOWN THE SAME STREET.

There is a deep hole in the sidewalk.

I walk around it.

### Chapter 5

I WALK DOWN ANOTHER STREET.

*-author unknown*



Questions:  
**Jeff Fantine**  
**jeff.fantine@gmail.com**  
**740-503-4923**

