



# **Workforce Development Resources for Adult Ed Students**

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**Maine Adult Education Association Conference**

**June 21, 2023**

# What We'll Talk About

## Workforce Atlas

- Career assessments
  - Interests
  - Skills
  - Literacy
  - Numeracy
- Career recommendations
- Career resources

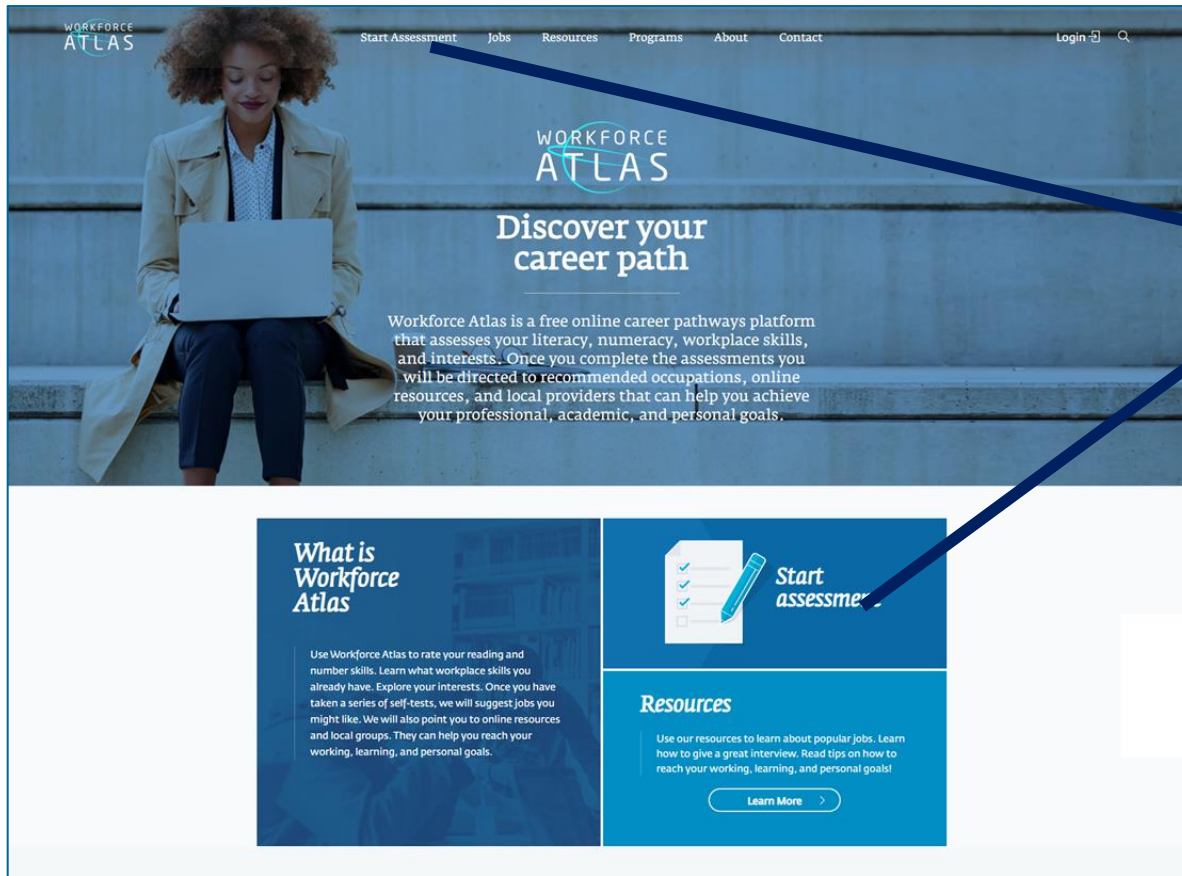
## Pitney Bowes Workforce Collection

- 10 Direct-to-student online courses
  - Setting Career Goals
  - Tailoring Your Resume
  - Acing the Interview
  - Communicating at Work
  - Finding a Job Online
  - Applying for a Job Online
  - Interviewing for a Job Online
  - Digital Workplace Tools (3 courses)
- Supplemental instructor course

# Workforce Atlas

[workforceatlas.org](https://workforceatlas.org)

# Workforce Atlas



## Sign Up

In order to complete the assessments, users will need to create an account. You can still visit the Jobs, Resources, and Programs pages of the website without an account, however, you will not be able to favorite any of the items on these pages.

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First Name \*

Last Name \*

Age

Gender

E-Mail \*

Zip \*

City \*

State

Race/Ethnicity

Current work status

Highest level of schooling you have completed

Password \*

Confirm Password \*

[Sign Up & Start Assessment](#)

[Already have an account?](#)

# Four Assessments





**Job Interests**  
Completed



**Job Skills**  
Completed



**Reading**  
Completed



**Math**  
Completed

# Job Interest Assessment

Simple assessment

Identify what you like to do

Click to select choice on scale

Interest Survey

## Job Interests Assessment

20 of 60 questions

	Strongly Dislike	Dislike	Unsure	Like	Strongly Like	
11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Develop a spreadsheet using computer software
12	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Proofread records or forms
13	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Repair household appliances
14	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Raise fish in a fish farm
15	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Conduct chemical experiments
16	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Study the movement of planets
17	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Compose or arrange music
18	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Draw pictures
19	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Give career help to people
20	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Perform physical therapy

# Job Skills Assessment

Identify what you do best

Simple ranking

Drag and drop sentences

## Instructions

### Task List 1

Drag and drop each task on the left into one of the boxes on the right.

Put the task you think you would perform best in the box labeled 1st. Put the task you think you would perform least well in the box labeled 10th.

Put the rest of the tasks in order based on how well you think you would perform them. Put them in the boxes labeled 2nd through 9th.

You can only put one task in each box. Click Continue when you are done.

**A** Think of the best way to solve a problem

**B** Fix equipment and machines with tools

**C** Write a letter to someone using correct grammar

**D** Choose the right words to use when speaking

**E** Teach or coach others

**F** Work well in a group

**G** Answer math problems

**H** Use science to solve problems

**1<sup>st</sup>** Drag & drop the task you think you would perform **1st best** here

**2<sup>nd</sup>** Drag & drop the task you think you would perform **2nd best** here

**3<sup>rd</sup>** Drag & drop the task you think you would perform **3rd best** here

**4<sup>th</sup>** Drag & drop the task you think you would perform **4th best** here

**5<sup>th</sup>** Drag & drop the task you think you would perform **5th best** here

**6<sup>th</sup>** Drag & drop the task you think you would perform **6th best** here

**7<sup>th</sup>** Drag & drop the task you think you would perform **7th best** here

**8<sup>th</sup>** Drag & drop the task you think you would perform **8th best** here

# Reading Assessment

Decoding skills

Vocabulary

Comprehension

Increase in difficulty

Up to 8<sup>th</sup> grade level

Reading Survey  
**Reading Assessment**  
5 of 20 questions

6 **New Job, New Problems**

Kim comes home from her job at Pizza Time. She sits down to rest her feet.  
Joon walks in the door. He takes off his coat. He says, "I'm glad I don't have to wear a suit to work!"  
Kim jumps up from her chair. "To work?" she asks. "Did you get a job?"  
Joon looks at her and smiles proudly. "I will be a machine operator at Seacoast Industries. I start next Monday."  
Joon hugs Kim. Then he says, "I'll tell you about it during dinner. I'm taking you and Han out to eat!"  
Kim says, "That's a great idea. Can we go to a place that does not serve pizza?" Kim and Joon laugh.  
The Lee family ate at a Tex-Mex restaurant. They talked about the things they could do now that Joon had a job.  
Then Kim said to Joon, "I'm glad our problems are over. I have some news, too. We are going to have a baby!"  
Joon hugged his wife. He said, "This is the best news! I am so happy."

Han said, "I will be a big brother!"  
Then Kim asked, "Joon, what hours do you work?"  
Joon smiled proudly "My shift starts at 4 P.M. I have to catch the bus at 3:30 so I can get there on time."  
Kim shook her head. "Then you won't get home until after midnight," she said. "Joon, we have a problem."  
Joon said, "Oh, no. A new problem?"  
"Yes," Kim said. "During the week, I work from 10:30 A.M. to 4:30 P.M. I get home at 5:15. Then I cook dinner for you and Han. You are home every day after school every day. Now who will be home with Han?"  
Joon said, "I was so glad to get this job. I didn't think of that. What can we do?"  
Kim started to cry. She said, "I don't know. What about childcare?"  
Then Joon smiled. "I have an idea. Childcare is expensive. So, you could ask your boss to schedule you fewer hours. Then you can be there when Han comes home from school."  
"When will we see you?" Kim asked.  
Joon replied, "Kim, we're building our future. Now, you should be there for Han. You can cut your hours. And then you can take better care of yourself and our new baby. We will have family time on the weekends."  
Kim said, "You're right, Joon. We need to make the most of our time together. And we can look forward to a great future."

Which sentence from the passage states Kim and Joon's problem?

- We are going to have a baby!
- Now who will be home with Han?
- We need to make the most of our time together.
- I have to catch the bus at 3:30 so I can get there on time.

Back Next

Reading Survey  
**Reading Assessment**  
7 of 20 questions

8 Read the sentence below.

Manny **bounded** so high on the bed that his head almost hit the ceiling.

What is the meaning of **bounded** as it is used in the sentence?

- sat
- slept
- walked
- jumped

Back Next

Reading Survey  
**Reading Assessment**  
5 of 20 questions

5 Which word has the long **u** sound?

- cub
- tub
- shut
- tube

Back Next



# Math Assessment

- Number operations
- Fractions, decimals, percents
- Negative numbers
- Geometry
- Charts, graphs, tables
- Word problems

Math Survey  
**Math Assessment**

7 of 20 questions

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8

$$\begin{array}{r} \frac{3}{9} \\ \frac{1}{3} \\ + \frac{2}{3} \\ \hline \end{array}$$

$\frac{6}{9}$   
  $1\frac{1}{3}$   
 2  
  $4\frac{3}{9}$

< Back

Math Survey  
**Math Assessment**

18 of 20 questions

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19

Malcolm walks 2 miles to school every day. He kept track of how long his walk took every day for one week:

Monday	Tuesday	Wednesday
31 minutes	28.5 minutes	31 minutes
Thursday	Friday	
32.5 minutes	30 minutes	

What is the average amount of time it takes Malcolm to walk to school?

30 minutes  
 30.5 minutes  
 30.6 minutes  
 153 minutes

< Back Next >

# Recommendations

## Occupation Recommendations

According to your assessment results, these are the occupations you may be qualified to perform. You can add occupations to your favorite list by clicking on the heart symbol in the top right corner.



**Secondary School Teachers, Except Special and Career/Technical Education**

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**Career/Technical Education Teachers, Middle School**

[LEARN MORE >](#)



**Elementary School Teachers, Except Special Education**

[LEARN MORE >](#)



**Education Administrators, Preschool and Childcare Center/Program**



**Recreational Therapists**

[LEARN MORE >](#)



**Kindergarten Teachers, Except Special Education**

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## Jobs You Might Like

*Secondary School Teachers, Except Special and Career/Technical Education: Accounting Teacher/Algebra Teacher/Art Educator* [Show All](#)

**Description:**  
Teachers work in public or private high schools. They teach one or more subjects. Those include English, math, history, and more.

**Things You Would Do In This Job:**

- Teach one or more subjects. Those include English, math, history, and more. Use different ways of teaching to get students to learn.

How Your Interests Relate to This Occupation	Skills You Will Need for This Occupation	Percentage of People Who Work in This Occupation	Reading and Writing Skills You Will Need for This Occupation
<p><b>Social:</b> Work with other people. Teach and talk to other people. Help and serve others.</p> <p><b>Creative:</b> Make artworks that show your feelings and thoughts. Work with pictures, patterns, and shapes. Sometimes work with few clear rules.</p> <p><b>Self-Starting:</b></p>	<p><b>Skill name:</b></p> <ul style="list-style-type: none"> <li>Critical Thinking and Solving Hard Problems</li> <li>Equipment Upkeep and Repairing</li> <li>Reading and Writing</li> <li>Speaking and Active Listening</li> <li>Teaching and Learning Styles</li> <li>Emotional Understanding and Coordinating</li> <li>Math</li> </ul>	<p><b>Did Not Finish High School:</b> Percentage: 0.00%</p> <p><b>High School Diploma or GED:</b> Percentage: 0.00%</p> <p><b>Post-High School Certificate:</b> Percentage: 0.00%</p> <p><b>Some College Courses:</b> Percentage: 0.00%</p> <p><b>Associate's Degree or Two-Year Degree:</b></p>	<p><b>Reading:</b> Read and understand written text.</p> <p><b>Reading for Work:</b> Read and understand written text in work documents.</p> <p><b>Writing:</b> Know the meaning and spelling of words. Know how to write sentences and use correct grammar.</p>

# Resources

## Construction Jobs

— DATA —

Construction work includes building houses and fixing roads. It often includes working as part of a team.

**According to the Bureau of Labor Statistics in 2018:**

**2,286,000**  
people worked in construction jobs as of August 2018





In August 2018, construction workers worked an average of **38** HOURS/WEEK

There were **298** job openings in construction in August 2018


**4.1%** of construction workers were out of work as of August 2018


In August 2018, construction workers earned an average hourly wage of **\$30.18**

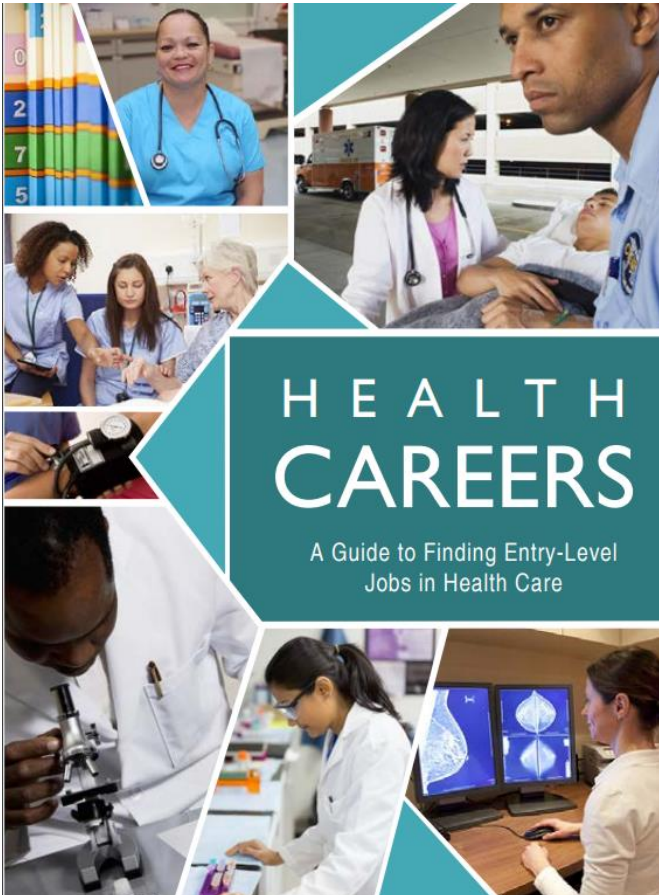
According to the Bureau of Labor Statistics, people worked the following construction jobs (among others) in 2018:

 <b>Construction Workers</b> EARNED AN AVERAGE OF \$39,460/Year	 <b>Carpenters</b> EARNED AN AVERAGE OF \$49,950/Year	 <b>Electricians</b> EARNED AN AVERAGE OF \$54,760/Year	 <b>Construction Managers</b> EARNED AN AVERAGE OF \$99,920/Year
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Source: <https://www.bls.gov/lag/lsg/lsg23.htm>







## HEALTH CAREERS

A Guide to Finding Entry-Level Jobs in Health Care

**First Name Last Name**  
 Street Address, City, State, Zip Code  
 Home Phone / Cell Phone  
 Email Address / LinkedIn Address

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**Professional Summary**

Write a short statement about who you are as an employee and what value you can bring to the prospective employer.

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**Core Qualifications**

*(Include the skills that the employer will care most about. Use keywords from the job ad.)  
 If you have relevant and measurable results, highlight some of them here. If you have limited work experience or few measurable results, then put your relevant skills here.*

- Qualification 1
- Qualification 2
- Qualification 3
- Qualification 4

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**Professional Experience**

*Outline your employment history in reverse chronological order. Don't forget to use action verbs!*

<b>Most Recent Employer</b>	City, State	Start Date–End Date
Job Title		
Job description including responsibilities		
<ul style="list-style-type: none"> <li>• Accomplishments with numbers / Results</li> <li>• Accomplishments with numbers / Results</li> </ul>		
<b>2nd Most Recent Employer</b>	City, State	Start Date–End Date
Job Title		
Job description including responsibilities		
<ul style="list-style-type: none"> <li>• Accomplishments with numbers / Results</li> <li>• Accomplishments with numbers / Results</li> </ul>		

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**Education**

*List certificates, training, and diplomas. State what the certificate is, who awarded it to you, what city and state you got it in, and month and year awarded. List the most important or most recent first.*

<b>Continuing Education Program</b>	City, State	Date
Certification or Credential		
<b>High School or Equivalency Program</b>	City, State	Date
Diploma or Equivalency Certificate		



# Programs

**WORKFORCE ATLAS** Start Assessment Jobs Resources Programs About Contact Hi Todd

## Programs Near You

Type your zip code in the space beneath "Search by Zip Code" to find literacy and learning organizations close to you.

Search by Zip Code: 63139 Within: 5 miles

We found 25 results for you

- Christ Church Adult Ed Class**  
 7126 Bruno  
 Maplewood, MO 63143  
 (314) 415-4940  
<http://www.prcommunityed.org/ael/Pages/default.aspx>
- Maplewood Doors To Success**  
 7126 Bruno  
 Maplewood, MO 63143  
 (314) 415-4940  
<http://www.prcommunityed.org/ael/Pages/default.aspx>
- St Louis Community College-Forest Park (Computer-Based Test)**  
 Assessment Center Room G229  
 ST LOUIS, MO 63110  
 (314) 644-9257
- Forest Park FastTrack HiSET Program**

**Use the resume template to practice writing.**

**Incorporate into the orientation process.**

**Show students career pathway progressions.**

**Host a “Back to Work” workshop for students who are interested.**



WORKFORCE  
ATLAS

**Use resources or job information to start an in-class discussion.**

**Have a tutor or counselor guide a student through the assessments and discuss their results one-on-one.**

**Use the assessments or resources during an exit interview to discuss next steps.**

# The Pitney Bowes Workforce Collection

[proliteracyednet.org/workforce](http://proliteracyednet.org/workforce)

# The Student Courses



- Created with input from the field
- Free with Education Network account
- 10 courses total
  - 4 courses created in 2019
  - 6 courses being released this week
- All courses:
  - Feature simple navigation
  - Contain plain language
  - Are mobile friendly
  - Require minimal computer skills

# Setting Career Goals

Learn how to research careers and create a career plan.

- Complete a career self-assessment
- Differentiate between short- and long-term goals
- Practice writing SMART career goals
- Create a career plan





# Tailoring Your Resume

Learn how to create a customized resume focusing on core qualifications.

- Write about skills and accomplishments
- Use keywords
- Describe work and education
- Write a cover letter



# Acing the Interview

Learn about the best things to do before, during, and after a job interview.

- Research companies
- Practice responses to common or difficult interview questions
- Making a good first impression
- Following-up after a job interview



# Communicating at Work

Learn how to communicate verbally and nonverbally in an effective way at work.

- Identify communication roadblocks
- Use active listening strategies
- Communicate as part of a team
- Phone, voicemail, and email tips



# Finding a Job Online

Learn how to make a plan and use online tools and resources to get a job.

- Asking the Right Questions
- Preparing for the Online Search
- Beginning the Online Search
- Getting Ready to Apply



# Applying for a Job Online

Learn how to collect and organize the materials you need to complete an online job application.

- Preparing to Apply
- Staying Organized
- Breaking it Down
- Completing the Application
- Following Up





# Interviewing for a Job Online

Learn how to successfully interview for a job online.

- How to set up and use online meeting platforms
- What to do before, during, and after an online interview
- Practice answering interview questions



# Digital Workplace Tools: Spreadsheet Basics

Learn how to create and edit basic spreadsheets for work.

- Using Google Sheets
- Creating and Using Spreadsheets
- Added Practice



# Digital Workplace Tools: Using a Word Processor

Learn how to create and edit basic documents for work.

- Using Google Docs
- Creating and Editing Documents
- Added Practice





# Digital Workplace Tools: Email, Calendar & Communication

Learn about commonly used workplace apps and tools.

- Gmail
- Outlook
- Calendars
- Online Meeting Platforms



# Mobile Friendly

Play/Pause  
Progress

Hamburger  
Menu



# The Home Page

Lesson Menu  
Getting Started  
Added Practice

The screenshot shows a web browser window displaying the 'Acing the Interview' home page. At the top right of the browser window is the text 'Resources'. The page header includes 'Acing the Interview' on the left, the ProLiteracy logo in the center, and 'Home Page' on the left and 'Exit' on the right. The main title 'Acing the Interview' is centered in a large blue font. Below the title is a photograph of a man and a woman shaking hands. To the right of the photo is a vertical list of six blue buttons: 'Getting Started', 'Company Research', 'Types of Interviews', 'Interview Questions', 'First Impressions', and 'Follow Up'. Below these is a larger yellow button labeled 'Added Practice'. At the bottom of the browser window is a media player control bar with a speaker icon, a play button, a progress bar, and a refresh icon.

# Simple Navigation

Personalization

Arrows/swipe

Home

Print

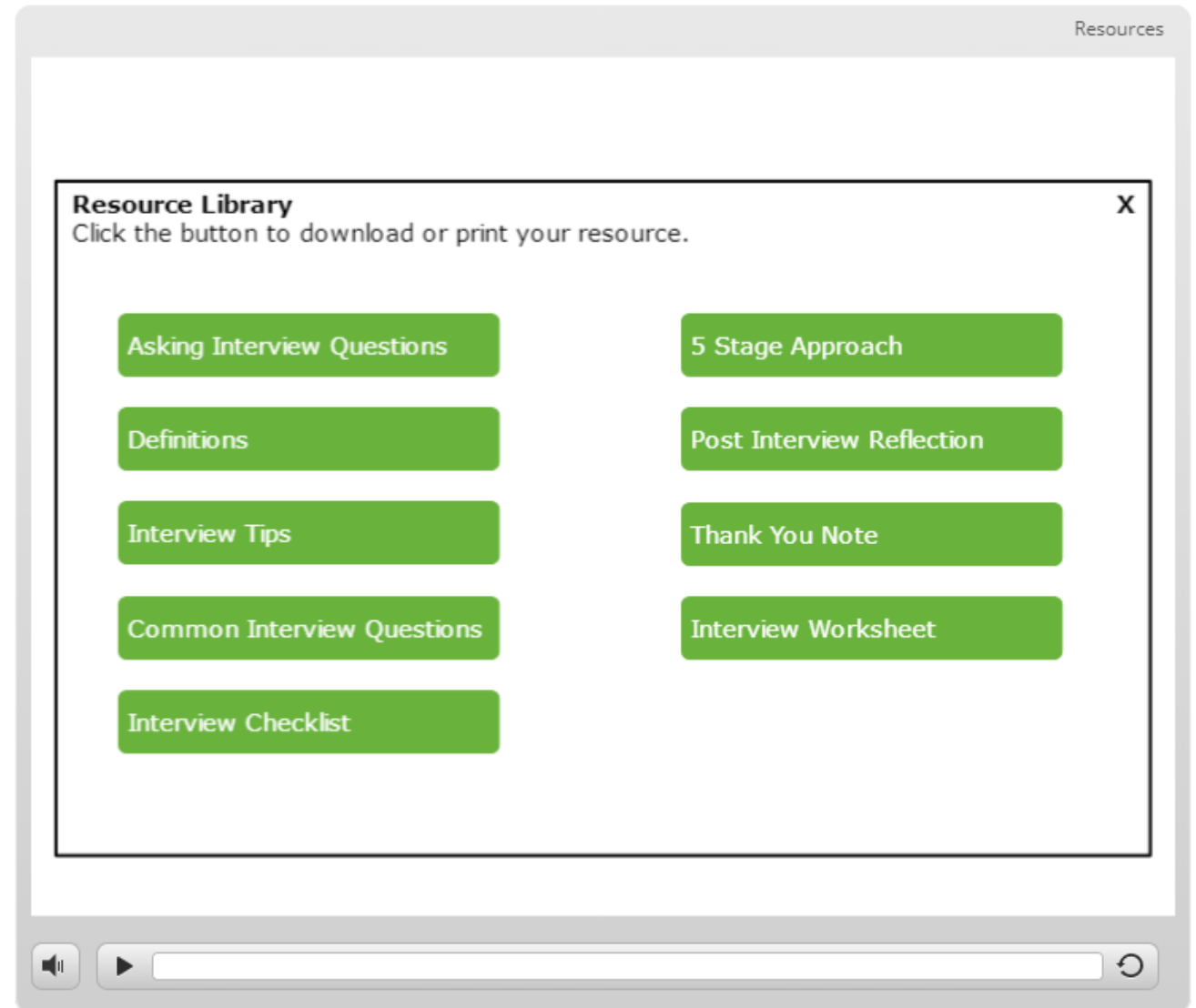
Resources

Highlighted key words

The screenshot shows a digital course interface. At the top right, it says 'Resources'. Below that, the title 'Acing the Interview: Getting Started' is displayed. A dark navigation bar contains 'Moving Around the Course' and an 'Exit' button. The main content area features a cartoon woman named Betsy. She has two speech bubbles: the first says 'Hi Alicia! My name is Betsy and I'll be your guide.' and the second says 'Here are a few tips to help you move around the course.' To the right of Betsy, under the heading 'Navigation tips:', there is a list of instructions: 'Use the left and right arrows to move forward and back between screens', 'Click the symbols to:', followed by three icons with labels: a house icon for 'go to the home page', a printer icon for 'print', and a book icon for 'visit the resource library'. The final tip is 'Click the highlighted words to see a definition', with the word 'highlighted' in a yellow box. At the bottom of the screen, there is a navigation bar with a left arrow, a home icon, a printer icon, a book icon, and a right arrow. Below this is a media control bar with a speaker icon, a play button, a progress slider, and a refresh icon.

# Resource Library

Available on  
View, download, or print  
Information and worksheets



The screenshot shows a window titled "Resource Library" with a close button (X) in the top right corner. Below the title is the instruction "Click the button to download or print your resource." The resources are listed in two columns:

- Asking Interview Questions
- 5 Stage Approach
- Definitions
- Post Interview Reflection
- Interview Tips
- Thank You Note
- Common Interview Questions
- Interview Worksheet
- Interview Checklist

At the bottom of the window is a media control bar with a speaker icon, a play button, a progress bar, and a refresh icon.

# Interactive

Clickable

Popup information

Audio narration

Videos

Resources

## Acing the Interview: Company Research


ProLiteracy

### What to Look For

Exit

You might find a lot of information online. That depends on the size of the company and how long they have been around.

So, how do you know what information is important? Ask three questions:



**Who are they?**      **What do they do?**      **What do they value?**

Click the pictures to learn more.

Navigation icons: Home, Print, Refresh, Left Arrow, Right Arrow

Audio controls: Speaker, Play/Pause, Progress Bar, Refresh

# Knowledge Checks

Scenario-based

Unlimited tries

Feedback

Experience success


Resources

Acing the Interview: Follow Up

Practice: When They Don't Call

ProLiteracy

Exit



It has been 2 weeks since her interview, and June hasn't heard back from the employer as promised.

**What should she do?**

- Call to ask why they didn't call when they said they would
- Nothing. They have to make the next move.
- Call or email to touch base, tell them you are still interested, and leave contact information

Click the box with the best answer.

Navigation icons: Home, Print, Refresh, Left Arrow, Right Arrow

Audio and video controls: Mute, Play/Pause, Progress Bar, Refresh



# Added Practice

Apply learning  
Preparation

Create plans and resources

The screenshot shows a digital interface for a career planning activity. At the top right, it says 'Resources'. The main title is 'Setting Career Goals: Added Practice' with the ProLiteracy logo. Below the title is a dark bar with 'Create a Career Plan' on the left and 'Exit' on the right. The central area features a cartoon woman in a red shirt and yellow pants. A blue speech bubble next to her says, 'Now it is time to try out what you have learned by creating a career plan.' To her right, there are two numbered steps: 1. Click the book symbol. Download the **Career Plan Worksheet**. 2. Use the worksheet to plan your career. Under step 2, there are two bullet points: 'Click the forward arrow if you want to start by researching careers.' and 'Click the **Set Goals** button if you want to skip career research and go straight to setting career goals.' Below the text is a blue button labeled 'Set Goals'. At the bottom of the main content area are icons for home, print, and a stack of papers. The bottom of the interface has a navigation bar with a speaker icon, a play button, a progress bar, and a refresh icon.

Resources

Setting Career Goals: Added Practice

ProLiteracy

Create a Career Plan Exit

Now it is time to try out what you have learned by creating a career plan.

1. Click the book symbol. Download the **Career Plan Worksheet**.
2. Use the worksheet to plan your career.
  - Click the forward arrow if you want to start by researching careers.
  - Click the **Set Goals** button if you want to skip career research and go straight to setting career goals.

Set Goals



# Instructor Course

## Five modules:

- Introduction
- Setting Employment Goals
- Tailoring Your Resume
- Acing the Interview
- Communicating at Work

## Resources include:

- 18 handouts
- 15 audio and video examples
- Links to outside resources
- Activities for learning groups
- **NEW!** Pre- and post-tests

**Note: The Instructor Course only focuses on the first four Pitney Bowes courses.**

# Practical Application

**There are many ways to use the courses:**

- Distance learning
- Blended learning
- Learning circles
- In-class lesson
- One-on-one with tutor
- Facilitated lab time
- Additional practice (aka homework)



# Any Questions?

Thank you for attending!

**Contact:**

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