

# Career Gateway: Resources for Practitioners

Transitioning from Adult Basic and Literacy Education  
to Postsecondary Education and Training



Career Gateway materials were produced to assist workforce development partners with the delivery of services to support the transition of adults to postsecondary education and training. These materials include the Career Gateway Tool Kit, Career Gateway Curriculum Guide, and Career Gateway Practitioner Guide.

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# Career Gateway: A Curriculum Guide

This project was made possible through a partnership among  
the following agencies:



Department of Education,  
Bureau of Adult Basic and Literacy Education



Department of Labor and Industry,  
Bureau of Workforce Development Partnerships



Pennsylvania Higher Education Assistance Agency

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# Career Gateway: A Curriculum Guide

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## Introduction

Career Gateway set out to increase the number of ABLÉ students who set the goal, enrolled, and succeeded at transitioning to postsecondary education and training. The project fostered improved communication among workforce development partners and enhanced overall system performance by providing critical support for adults transitioning from adult basic education to postsecondary education and training.

Career Gateway was targeted to improve system performance by focusing on improving both performance within systems and between them. It assisted adult basic and literacy education programs in developing and documenting materials and procedures to support the transition of adults to postsecondary education and training. It also assisted postsecondary education and training programs in similar activities to support individuals' transition from within their system. The local Workforce Investment Boards were involved, providing services and financial support through career counseling, Individual Training Accounts, and case management.

The Career Gateway services built on rather than duplicated existing services. Generally, adult participants in the adult basic and literacy education system who transition to postsecondary education and training, do so through informal networks. Career Gateway documented effective paths for this transition and established formal networks for supporting it. This increased the number of adults who made the transition from adult basic and literacy education to postsecondary education and training and increased the success rate for those who transitioned.

The goals of developing this formal system were to:

1. Strengthen the networks between adult basic and literacy education and training programs to provide support for adults transitioning between the two systems.
2. Increase the number of ABLÉ students who achieve the following
  - a. Set the goal of transitioning to postsecondary education and training;
  - b. Prepare a career development plan;
  - c. Make the transition to postsecondary education and training; and succeed in postsecondary education and training programs.

Over the course of two years, ten adult basic education programs piloted the project and transitioned 52% of program participants from adult basic and literacy education to post secondary education and training, and strengthened networks with workforce development partners.

At the conclusion of year two of the pilot we had gained a substantial amount of knowledge about the topic of transitioning to postsecondary education and especially about the process of partnering with PA CareerLinks to leverage resources and achieve success. To capture that knowledge we created two professional development offerings: one for administrators and one for teachers. Each offering provides the participants with the skills, materials, and procedures to increase their effectiveness in

supporting transition. In addition we developed a Career Gateway Curriculum. These four products represent the culmination of two years of work on transitioning adult literacy clients to postsecondary education: the Tool Kit, the Administrator's Seminar; the Adult Literacy Practitioner Guide; and the Career Gateway Curriculum.

This curriculum guide was designed to be used with the Career Gateway Tool Kit. Many of the resources referenced in this curriculum can be found in Section 2 of the Tool Kit. Resources from several of the Career Gateway pilot agencies are listed with the acronyms that follow:

- Luzerne County Community College (LCCC),
- Intermediate Unit # 1 (IU1),
- Private Industry Council of Westmoreland, Fayette, Inc. (PIC),
- Northwest Tri-County Intermediate Unit #5 (IU5),
- Bidwell Training Center (BTC),
- Somerset County Technology Center (SCTC),
- Greater Pittsburgh Literacy Council (GPLC),
- Literacy Council of Mercer County (Mercer).

Learning is iterative; especially when things are new for adults, it is necessary to introduce a concept and continue developing it. This is consistent with how the curriculum is designed.

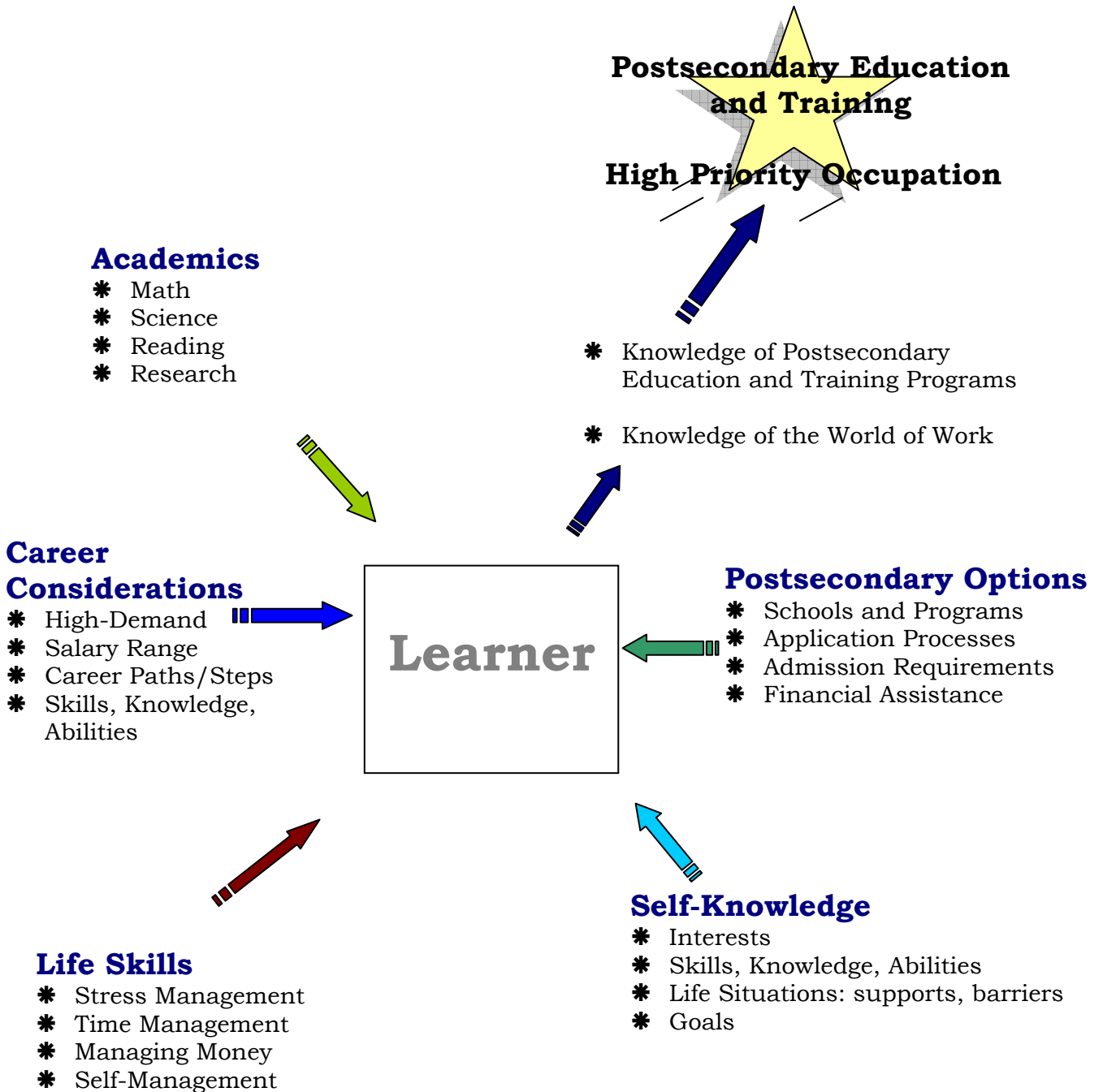
There are many references to on-line resources, because they are available to everyone. They are dynamic and will evolve to meet changing needs. Practitioners can use a search engine across time to keep the curriculum current.

Some on-line resources can be downloaded and printed freely, e.g., NCSALL, College Transitions. Units and Topics are a framework. Depending on skills of learners and program design, the curriculum provides flexibility.

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# Career Gateway Curriculum Guide



## Section A. Introduction and Orientation

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### ***Educational Aims – What the instructor will do in this section***

1. Provide an overview of your Career Gateway program.
2. Provide an opportunity for learners to begin to understand the requirements for postsecondary education and training programs.
3. Introduce the concept of cohorts to learners.
4. Clarify roles and responsibilities: what learners can expect of the program and of you, and what you expect of learners.
5. Introduce culminating project, including expected content, timeline, and evaluation criteria.
6. Provide an opportunity for learners to reflect on their current knowledge, skills, and abilities; their goals; and the challenges to attaining those goals.

### ***Learning Objectives – What learners will be able to do***

1. Describe the requirements of the program, including what High Priority Occupations are.
2. Develop the framework of a portfolio that captures who they are, based on assessments, personal histories, and requirements of culminating project.
3. Create a plan for achieving SMART goals leading to success with this program.
4. Have knowledge of the appropriate person to contact for help and support throughout the program.

This section may be one of the **most important** in aiming learners for success. It is a time for you to establish a positive rapport with and among students, and a welcoming, physically and psychologically comfortable environment that encourages inquisitiveness, creativity, and success.

Following introductions begin setting clear expectations. Make sure learners understand that the focus of this program is to prepare to transition to postsecondary education and training. Assure learners that the agency offers other classes in which they could participate if transitioning to postsecondary is not their goal. Clarify staff and student responsibilities, such as attendance policies, content, criteria for completion, the role of partner organizations—PA CareerLink for example—and incentives and benefits of participation. It's also important for learners (and you) to know who they are as learners, wage earners, and members of communities. Use assessments and checklists to begin the process of self-discovery and benchmarking. Skills, knowledge and abilities can be compared with those on the *Foundation Skills Framework* and with those recommended by the American Diploma Project<sup>1</sup>; later in the curriculum, they can be compared with

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<sup>1</sup> See <http://www.achieve.org/>. The Achieve Reports delineate learning targets across a range of academic subjects that are needed for postsecondary success.

entrance requirements for specific postsecondary programs and with High Priority Occupations of choice.

Also, guide learners in beginning a personal portfolio that gives insights into who they are. This portfolio will provide a foundation for self-discovery and be helpful in developing the culminating project for this curriculum (as described in Section G and in the Career Gateway Tool Kit). Finally, use this section as an opportunity to present goal-setting models and help learners begin using them for mapping the journey to postsecondary education and beyond.

The programming aims of **Career Gateway** are to support ABLE students in:

- Achieving entrance to **postsecondary education programs**
- Preparing career development plans for **High Priority Occupations**
- **Transitioning into and succeeding** in postsecondary education or training

## ***Section A Topics***

1. **Overview of Program and Content**-Note:Before using this curriculum, peruse *Ready or Not: Creating A Diploma That Counts* at [www.achieve.org/files/ADPreport\\_7.pdf](http://www.achieve.org/files/ADPreport_7.pdf) to remind yourself of the academic benchmarks required for success in postsecondary programs. Also, as you work through this and all other sections, introduce several tools described in Section F and have learners use them for activities. In particular, anchor as many activities as possible in the use of computers.

### **a. Welcome and Introductions**

#### Teaching Tips and Techniques

There are many ways to do this activity. Whatever you choose, remind learners—before they introduce themselves—that first impressions are often the most lasting. This is an opportunity to practice poise and public speaking! For ideas, see *Learning Skills*, University of TN at <http://www.cls.utk.edu/publications.html>.

### **b. Program Syllabus and Schedule**

#### Resources

- Career Gateway Tool Kit
  - *Overview PowerPoint Presentation* (LCCC)
  - *Barriers Assessment* (GPLC)
  - *Barriers Form* (IU5)
  - *SEE Checklist* (PIC)
  - *Career Gateway Syllabus* (LCCC)
- *Learning Skills*, at [www.cls.utk.edu/publications.html](http://www.cls.utk.edu/publications.html)
- *Foundation Skills Framework* at [www.pawerc.org/foundationskills/cwp/view.asp?Q=92970](http://www.pawerc.org/foundationskills/cwp/view.asp?Q=92970)
- *Ready or Not: Creating A Diploma That Counts* at [www.achieve.org/files/ADPreport\\_7.pdf](http://www.achieve.org/files/ADPreport_7.pdf)
- *Transitioning Adults to College* (NCSALL) at <http://www.ncsall.net/index.php?id=106>

### Teaching Tips and Techniques

- Show the Career Gateway program overview – Overview PowerPoint Presentation.
- Show the impact of education versus income using charts and graphs from *Transitioning Adults to College* and other examples from your Workforce Investment Board partners and PA CareerLink. Make sure learners understand how to interpret a graph and the value of presenting information in this format.
- Have learners complete a checklist for your program, including one that addresses potential barriers to success. Review the models from the Career Gateway Tool Kit and adapt as needed.
- Emphasize to learners that they will be identifying regional High Priority Occupations later in the Career Gateway curriculum. Note the program aim of linking them with postsecondary education and training that leads to High Priority Occupations.

### Learner Activities and Assignments

- Study the charts showing income versus educational level in *Transitioning Adults to College* (NCSALL). Explain what these charts mean and how they apply to you.
- Review the program syllabus; what questions do you have?
- Compare the syllabus to the *Foundation Skills Framework* and participate in class/small group dialogue to discuss the areas that are of most interest to you.
- Complete the program checklist(s), including a barriers assessment. How do your identified needs match up with the syllabus so far?

### **c. Cohort Concept**

Career Gateway Pilot agencies created cohorts of learners to participate in their transitioning programs. These cohorts were identified and selected based on their seriousness about transitioning, their willingness to do what was necessary to get themselves into school, and their readiness in terms of skills level. In Career Gateway each pilot agency created *Cohort Selection Criteria* to guide them in choosing learners for the program. Refer to the Career Gateway Tool Kit for additional information by reading the agency stories and reviewing the appropriate tools.

### Resources

- Career Gateway Tool Kit
  - *Cohort Building* (IU1)
- *Foundation Skills Framework* at [www.pawerc.org/foundationskills/cwp/view.asp?Q=92970](http://www.pawerc.org/foundationskills/cwp/view.asp?Q=92970)

### Teaching Tips and Techniques

- Cohorts vary among Career Gateway programs. After explaining the meaning to your class, encourage learners to talk about the concept and their previous experiences with similar groups *before* writing. See

Career Gateway Tool Kit: *Cohort Building*. Relate cohort skills to the *Foundation Skills Framework*.

- If possible, have learners from former classes describe their experiences with being part of a cohort.

#### Learner Activities and Assignments

- After learning what a cohort is, write a short paper about the concept: What it is, why it works, what you can learn, what you need to do.
- List the skills required for being part of a cohort. Then rank-order them—most important to least important—and explain your choices.
- Look at your list of rank-ordered cohort skills. Then refer to the *Foundation Skills Framework*. Which skills are on the skills wheel?

#### **d. Program Partners**

Throughout the Career Gateway program, you are working with an array of professionals—both external and internal—to help students achieve their goals related to postsecondary education and training and employment in a High Priority Occupation. While this is a powerful pooling of expertise, it may become a coordination challenge! Make sure you maintain excellent communication among all of the professionals that are working with your students, so that efforts remain aligned and all bases are covered. Some programs have forms that support this communication. Others need to create them. Check with your administrator if you're not sure if your program has such forms. Refer to the Career Gateway Tool Kit for samples of useful forms.

#### Resources

- Section F: *Questioning Skills, Using the Internet, Note-Taking Skills*
- PA CareerLink Web site at [www.pacareerlink.state.pa.us](http://www.pacareerlink.state.pa.us)
- *Scavenger Hunt* at [www.paworkstats.state.pa.us/carguide/Classroom%20Activities\\_RG\\_06-07.pdf](http://www.paworkstats.state.pa.us/carguide/Classroom%20Activities_RG_06-07.pdf)

#### Teaching Tips and Techniques

- Introduce the Use of the Internet, Questioning Skills, and Note-Taking Skills (Section F) as you work through activities and assignments.
- Use the Scavenger Hunt on the PA CareerLink site or design one of your own that is relevant to your learners. An example is shown on the following page. Emphasize information that will be helpful to Career Gateway learners: job services, job fairs, learning sessions (workshops).
- Arrange for a brief presentation by a PA CareerLink or partner agency representative. Make sure that (a) the presentation includes information about workshops in which learners can participate, and (b) that learners have their questions answered. Hold a debrief session immediately following the presentation; encourage learners to talk about their hopes and concerns.

### Learner Activities and Assignments

- Use the Internet to complete a “Scavenger Hunt” of your PA CareerLink office; then prepare and give a brief presentation on three categories of information that you found on the Web site and why the categories are useful.
- With a partner, use the Internet to find any local service agency’s Web site; identify the services offered and how they might be useful. Create your own Scavenger Hunt for others in your class.
- From what you know about PA CareerLink and other partner agencies, what are your questions? Prepare a list. During the presentation by the agency representative, take notes. Make sure your questions are answered.

#### **CAREER GATEWAY PA CAREERLINK SCAVENGER HUNT**

**Instructions:** In this program, you will be accessing the services of, and working with, PA CareerLink. To prepare for the experience, go to the PA CareerLink Web site at <http://www.pacareerlink.state.pa.us> and find the answers to the following questions.

1. What services are available through the PA CareerLink? Which ones might be of interest to you?
2. What is an ITA?
3. What is an Individual Learning Plan, what does it consist of, and how is it developed?
4. What information can you find on the Job Seekers link?
5. Who is the director of the PA CareerLink office in your area?
6. What workshops does your PA CareerLink offer this quarter?

## **2. Program Assessment Process**

### **a. Why We Assess**

#### Resource

- *Learning Skills* at [www.cls.utk.edu/publications.html](http://www.cls.utk.edu/publications.html)

#### Teaching Tips and Techniques

- Use the suggestions in *Learning Skills* (pp. 67ff) to structure a dialogue about assessment.
- Discuss assessment in broad terms, both standardized assessment and informal assessment.

### Learner Activities and Assignments

- Participate in a dialogue about the need for assessment.
- Reflect on your perspective and write a few paragraphs describing your past experiences with assessment.

## b. Exploring Test-Taking and Self-Assessments

### Resources

- Career Gateway Tool Kit
  - *The Tests of Adult Basic Education* (PIC)
  - *Test Taking Booklet* (IU1)
- Section F: **Test Taking Skills**

### Teaching Tips and Techniques

- As practice, suggest that students look up these tests online and answer the sample questions if available: CASAS, Accuplacer, COMPASS, WorkKeys. This activity can alleviate anxiety.
- You might also want to review the points made in the Career Gateway Tool Kit related to the TABE (PIC)

### Learner Activities and Assignments

- Complete activities in Section F, Test Taking Skills.
- Write a one-page summary of test-taking strategies that are likely to be the most effective for you.

## c. Formal Program Assessments

Administer the Pennsylvania ABLE approved tests appropriate for your Career Gateway program. Following assessment, encourage learners to reflect on what they discovered about themselves in terms of academic and work skills. Use small group discussion or journal-writing. This will be helpful in later topics, in portfolio development and in determining a personal focus for the curriculum content.

### Resource

- Program-specific and ABLE-approved tests, such as CASAS and TABE,

## 3. Goals and Gap Analysis

A goal without a measure or an action plan may be relying on luck or hope. By incorporating SMART goals into learners' plans, the individual students can set personal goals that are aligned to academic skills and abilities. Individual learner goals should focus on areas in which the student needs to improve academically in order to succeed in postsecondary education or training. Goals should also address career development paths. SMART goals are effective in that they are designed by the learner to be specific, measurable, achievable, reasonable and time-framed.

### a. SMART Goals

#### Resources

- Career Gateway Tool Kit:
  - "Managing Your Time", p. 10. *Managing Stress Booklet* (IU#1).
  - *Creating Smart Goals* at [www.topachievement.com/smart.html](http://www.topachievement.com/smart.html)
  - Internet search engines, such as *Google*

SMART Goals  
specific,  
measurable,  
achievable,  
reasonable  
time-framed.

### Teaching Tips and Techniques

- Encourage learners to apply the concept of SMART Goals to several different types of goals.
- Facilitate a dialogue related to the pitfalls of leaving out one element of a SMART Goal. What is likely to happen?

### Learner Activities and Assignments

- Use the Internet or printed materials to figure out what SMART Goals are.
- Refer back to the Barrier Form that you completed previously. Develop at least one example of a personal SMART goal.
- Participate in a dialogue about what happens if you omit one or more components of a SMART Goal.

## **b. Career Interests**

This section builds on the career exploration that partner agencies will do (or have begun) with your learners. Work with your PA CareerLink partner to determine the best timing for use of their Resource Guide. It can be accessed from the PA CareerLink Web site at <http://www.paworkstats.state.pa.us/> – [Products – Publications] - Resource Guide. Classroom Activities is one section. Others that will be of interest are Information and Reference, and Lesson Plans.

### Resources

- *PA CareerLink Resource Guide* at [www.paworkstats.state.pa.us/carguide/Classroom%20Activities\\_RG\\_06-07.pdf](http://www.paworkstats.state.pa.us/carguide/Classroom%20Activities_RG_06-07.pdf).
- *Beyond the GED* (NCSALL) at [www.ncsall.net/fileadmin/resources/teach/beyond\\_ged.pdf](http://www.ncsall.net/fileadmin/resources/teach/beyond_ged.pdf)

### Teaching Tips and Techniques

- This might be a good time to introduce mind mapping and have learners begin laying out their ideas about academic disciplines, skills, knowledge and other aspects of at least one career of interest. This will be a beginning of the process.
- If possible, arrange for tours of work sites or presentations by professionals who are employed in High Priority Occupations of interest. Your PA CareerLink partner will be able to help with this.
- See *Beyond the GED* for more ideas about introducing career interests.

### Learner Activities and Assignments

- Complete the *Assess Your Interests* worksheet in the PA CareerLink Resource Guide: [www.paworkstats.state.pa.us/carguide/Classroom%20Activities\\_RG\\_06-07.pdf](http://www.paworkstats.state.pa.us/carguide/Classroom%20Activities_RG_06-07.pdf), pp. 65-69.
- If interested, read and complete the Exploring Apprenticeships section of the PA CareerLink Resource Guide:

[www.paworkstats.state.pa.us/carguide/Classroom%20Activities\\_RG\\_06-07.pdf](http://www.paworkstats.state.pa.us/carguide/Classroom%20Activities_RG_06-07.pdf), pp. 79-82.

- Interview people who are in a career of your choice. Find out about a typical daily routine; work schedule; knowledge, skills and credentials that are required; and anything else that is of interest.
- Read a case study or biography about the decision-making process for a career.
- Write a SMART goal about your career interest.

### c. Personal Goal Setting

#### Resources

- Career Gateway Tool Kit
  - *Student Barriers Survey* (IU1)
  - *Goal Setting* (Mercer)
  - *Sample Lesson – Setting Goals* (SCTC)
- *Learning Skills* at [www.cls.utk.edu/publications.html](http://www.cls.utk.edu/publications.html).

#### Teaching Tips and Techniques

- For other ideas, see Career Gateway Tool Kit, *Sample Lesson – Setting Goals*, *Goal Setting*, and *Learning Skills*, pp. 55ff
- Make sure learners know that the drafts of goals will be revisited and updated throughout this curriculum, based on what they will learn about themselves and their career requirements.

#### Learner Activities and Assignments

- Complete a Goal-Setting Form.
- Review the Barrier Form, career interests, and any other information that stands out for you when you think about entering postsecondary learning and a career. Identify the priority goals and draft SMART goal plans for achieving them. Include any goals that you've written previously, but modify them as needed.

### d. Introduction of Portfolios

A portfolio is a collection of materials that demonstrates to others the work learners have done. With career gateway, begin this project early in the class to allow time to accumulate information for learners' portfolios. While each agency and individual can determine specific items that will be included in portfolios, you'll want to be sure to provide instruction on what the end product will include. Portfolios should not be hand-written. Learners should be encouraged to use various software applications to make the portfolio graphically pleasing. It should have a professional look and be something that will serve a purpose after the program is finished.

### Teaching Tips and Techniques

- We suggest that you present the portfolio project separately from the culminating project, so that learners don't confuse the two.
- A poster session gives learners an opportunity to learn from and model themselves on someone who succeeded in doing what they are trying to do. This is one of the most powerful ways to help adult learners step outside preconceived notions of who they are and to envision possibilities. If possible, arrange a poster session about portfolios with previous students. Be sure to ask presenters to discuss roadblocks and how they overcame them. Following the session, have learners create an outline of how they will represent themselves in their portfolios. If necessary, give them brief instruction on how outlines are created.
- If a poster session isn't likely, arrange to have examples of portfolios available.
- Help learners create a timeline for the completion of this project.

### Learner Activities and Assignments

- Participate in a poster session by previous students. As you explore the posters, prepare to answer: *What is the purpose of a portfolio? What should be included? How does it help in developing a final project?*
- Draft topics and materials for your Personal Portfolio.
- Practice making your own flowchart (or a time-line) to show your career path to date and the decisions you've made along the way.

**4. Expectations**-Note: By now, learners will be better able to understand how the Career Gateway curriculum differs from other ABLE programs. Use this section as an opportunity to reiterate, reinforce, clarify and expand on what was presented in the first sections. Continue drawing in and applying tools from Section F.

#### **a. Roles and Responsibilities: Staff and Students**

##### Resources

- Section F: **Study and Learning Skills** for mind-mapping and flowcharting
- "Take Responsibility for Learning" in *Learning Skills* at [www.cls.utk.edu/publications.html](http://www.cls.utk.edu/publications.html)

### Teaching Tips and Techniques

- Present the criteria for program completion, so that learners can practice creating a mind-map from the information. Be sure to clarify the expectations of learners in working with partner organizations.
- Use the material from *Take Responsibility for Learning* (pp. 61ff) to help you discuss roles and responsibilities in making the Career Gateway program a success for individual learners.

### Learner Activities and Assignments

- Participate in creating a mind-map of criteria for completion: attendance and other policies and procedures, content, the role of

partner organizations—PA CareerLink for example—and incentives and benefits of participation.

**b. Contact Names and Information**

Don't let the lack of contact information be a stumbling block to success! Make sure contact information between staff and learners is complete. Encourage learners to suggest ways to keep the contact numbers handy.

**c. Culminating Project Introduction**

Resources

- Career Gateway Tool Kit
  - *PowerPoint Presentation Template* (LCCC)
  - *Career Exploration Booklet* (IU1)
  - *Scoring Rubric* (IU1)
  - *Culminating Assignment* (GPLC)
- Section F: **Questioning Skills**
- Samples of final projects

Teaching Tips and Techniques

- Refer learners to *Career Exploration* (IU1), the *Culminating Assignment* (GPLC) and to the *Scoring Rubric* (IU 1) in the Career Gateway Tool Kit. Typically, culminating projects require applying many post-secondary skills. The focus is often a chosen career and a planned path for achieving it. Show the PowerPoint Presentation Template to give learners a clearer idea.
- Before beginning the poster sessions, it may be appropriate to work through the section on Questioning Skills in Section F.
- Similar to when portfolios were introduced, if former students aren't available for a poster session, use a display or presentation of sample final projects.

Learner Activities and Assignments

- Read the *Career Exploration Booklet* to get an idea of expectations for the culminating project. Also, review the *Scoring Rubric* for the culminating project. What are your initial ideas? Concerns? Discuss these with your class.
- Before the poster session by previous students, develop questions, e.g. What goes into a culminating project? What process is used to develop it?
- During the poster session, interview the presenters.

**d. Program Contract and Other Program Forms**

Teaching Tips and Techniques

- By the end of this section, learners should be clear about the intent and expectations of the program. Reviewing and signing program forms is a way to make sure there are as few misunderstandings as possible. Although forms will be specific to your program, you might want to peruse some of those offered in the Career Gateway Tool Kit:

*Student Responsibilities (Somerset CTC), Participant Agreement (GPLC); Career Gateway Contract of Requirements (LCCC)*

Learner Activities and Assignments

- Complete forms as required. File a copy of each for yourself.

## 5. Reflection on Learning

Among other things, reflection is a method for **aiding memory** and **reinforcing learning**. Students make the best progress when they can identify the results of their learning efforts and gain further, helpful lessons from those results. But there are many other benefits to reflection. This section is a time for learner feedback to you. Responding open-mindedly is a way to model non-defensiveness, good listening skills, the sincere desire for learner success, and continuous program improvement.

### a. What Have I Learned and How?

Resources

- *Learning Skills* pp. 31ff; pp. 243ff at [www.cls.utk.edu/publications.html](http://www.cls.utk.edu/publications.html)

Learner Activities and Assignments

- Review what you've learned in Section A: What and why was it important? Outline or mind-map your major points and then write a short paper on this topic.
- Participate in a dialogue about what you learned in this section and how you learned it. What was easy? Difficult? Summarize the results of the dialogue as a journal entry.

### b. What Are My Remaining Questions?

This activity is paired with reflection on learning. Encourage dialogue about what learners are feeling and thinking; follow up with a written activity. Listen carefully, observe, and take notes. Use information from Reflections to guide material and methods for subsequent sections. This is also an opportunity to give positive feedback to individuals regarding their abilities to interact, ask questions, and listen.



## ***Evaluation***

By the end of this section learners should have:

1. Demonstrated that they know the requirements of the transitioning program. Possible formats for demonstration include explaining or creating a flowchart of the program; and mind-mapping learner, staff and partner agency roles and responsibilities. A Contract signed by both learner and staff should be on file.
2. Produced the framework of a portfolio that captures who they are, including—but not limited to—categories of work history; career and other interests; strengths and gaps (as learning targets) in knowledge, skills and abilities based on the assessments. This should be in a format that allows additions and modifications during the program.

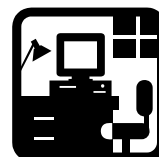
3. Produced a plan for achieving important goals that will lead to success with this program. This must contain the elements of a SMART Goal plan: Specific, Measurable, Achievable, Realistic and Timely.
4. Demonstrated that they know who to contact for various kinds of help and support during the program and how to contact them. Possible formats for demonstration include evidence that they can readily produce the program contact list and that they can describe who their primary contacts will be. Examples of contacts are counselor, coordinator, practitioner, and administrative support.

### ***Resources and References***

#### Career Gateway Tool Kit

- *Barriers Assessment* (GPLC)
- *Barriers Form* (IU5)
- *Career Exploration* (IU1)
- *Career Gateway Syllabus* (LCCC).
- *Cohort Building* (IU1)
- *Culminating Assignment* (GPLC)
- *PowerPoint Presentation Template* (LCCC)
- *Managing Stress-Managing Your Time* (IU1).
- *Scoring Rubric* (IU1)
- *SEE the Transitioning Skills for Student Success* (PIC)
- *Test Taking Booklet* (IU1)
- *Test of Adult Basic Education* (PIC)

*Ready or Not: Creating a High School Diploma that Counts* at [www.achieve.org/files/ADPreport\\_7.pdf](http://www.achieve.org/files/ADPreport_7.pdf)



*Beyond the GED: Making Conscious Choices About the GED and Your Future* at [www.ncsall.net/fileadmin/resources/teach/beyond\\_ged.pdf](http://www.ncsall.net/fileadmin/resources/teach/beyond_ged.pdf)

*Creating Smart Goals* at [www.topachievement.com/smart.html](http://www.topachievement.com/smart.html)

*Learning Skills: A Comprehensive Orientation and Study Skills Course Designed for Tennessee Families First Adult Education Classes* at [www.cls.utk.edu/publications.html](http://www.cls.utk.edu/publications.html)

*Foundation Skills Framework* at [www.pawerc.org/foundationskills/cwp/view.asp?Q=92970](http://www.pawerc.org/foundationskills/cwp/view.asp?Q=92970)

*Pennsylvania Resource Guide* at [www.pacareerlink.state.pa.us](http://www.pacareerlink.state.pa.us).

*Transitioning Adults to College* (NCSALL) at [www.ncsall.net/index.php?id=106](http://www.ncsall.net/index.php?id=106)

## Section B: Career Options and Personal Profiles

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### ***Educational Aims – What the instructor will do in this section***

1. Provide an opportunity through PA CareerLink and other resources for learners to identify industry clusters, High Priority Occupations in your region, salary ranges and typical work schedules, and skill requirements.
2. Facilitate a process for learners to refine their understanding of who they are: their interests, learning styles, skills, strengths, career preference, and learning needs.
3. Provide an opportunity for learners to revise their SMART Goals and their portfolios by reflecting on their learning and their progress.

### ***Learning Objectives – What learners will be able to do***

1. Describe a High Priority Occupation of interest and give an overview of the occupational requirements, potential salary, and additional benefits.
2. Discuss the importance of interpersonal and communication skills; identify personal strengths and learning needs related to these.
3. Continue developing a personal portfolio by adding material that supports what has been learned in this section.
4. Revise the goal plans to include career, family, and community.



### ***Section B Topics***

#### **1. Career Exploration**

##### **a. High Priority Occupations**

###### Resources

- Career Gateway Tool Kit
  - *Sample Lesson – High Priority Occupations* (SCTC)
- *Career Interest* Web site at [www.livecareer.com/?ref=22](http://www.livecareer.com/?ref=22)
- Section F: **Research Round-up**

###### Teaching Tips and Techniques

- Refer to the *Sample Lesson – High Priority Occupations* for more ideas.
- Web sites can be confusing to navigate. Provide structured support as needed.
- Learning is an iterative, reinforcing process. Build on prior use of the Internet and on the brief career exploration of the last section.
- Encourage learners to apply a research process for identifying High Priority Occupations. Refer to Research Round-up (Section F) for ideas.

### Learner Activities and Assignments

- On the Internet, access [www.livecareer.com/?ref=22](http://www.livecareer.com/?ref=22) and take the career interest assessment. How do the results align with your expectations?
- On the Internet, access the O\*Net Web site at [online.onetcenter.org/](http://online.onetcenter.org/). Choose a job family that is of interest to you, and within that job family, find an occupation that is in demand and also of interest to you. In general, what tasks, skills and abilities are required? Organize the information in column format and present it to your class.
- Access the Pennsylvania Workforce Web site at [www.paworkforce.state.pa.us](http://www.paworkforce.state.pa.us) and click on the Statewide High Priority Occupations link. Find a job that is of interest to you for which more than 500 people are hired annually statewide, and that also pays more than \$30,000 per year. Report the results to your class.
- From the Pennsylvania Workforce Web site at [www.paworkforce.state.pa.us](http://www.paworkforce.state.pa.us), click the link for Regional High Priority Occupations. What were the 2004 wages for a job that you are interested in? How many annual openings are there for this job, and what is the job opening projection for 2012? Take notes and report to your class.

- The Pennsylvania Occupational Outlook Handbook (POOH) contains detailed occupational information for more than 230 occupations. See [www.paworkstats.state.pa.us/qsipub/index.asp?docid=455](http://www.paworkstats.state.pa.us/qsipub/index.asp?docid=455)
- The Occupational Outlook Handbook (OOH) includes the training and education needed for a job, the expected earnings, the expected job prospects, what workers do on the job and working conditions on the job. See [www.bls.gov/oco/](http://www.bls.gov/oco/).
- The O\*Net lists the distinguishing characteristics of occupations, the day to day aspects of the jobs, and the interests of the typical worker. See [online.onetcenter.org/](http://online.onetcenter.org/).

### **b. Career Interests and Options**

#### Resources

- Career Gateway Tool Kit
  - *PA CareerLink Referral Form (IU1)*
- *Pennsylvania Occupational Outlook Handbook* at [www.paworkstats.state.pa.us](http://www.paworkstats.state.pa.us)
- *Occupational Outlook Handbook (OOH)* at <http://www.bls.gov/oco/>.
- *Pennsylvania Resource Guide* at <http://www.pacareerlink.state.pa.us>.
- Section F: **Questioning Skills**

### Teaching Tips and Techniques

- Provide opportunities for learners to job shadow or hear speakers from occupations of interest. Encourage learners to prepare questions in advance. If needed, review the section on Questioning Skills, Section F.
- If possible, match learners with mentors and help them set up specific learning goals.
- Another site that can be included in this activity is the *Occupational Outlook Handbook (OOH)* at [www.bls.gov/oco/](http://www.bls.gov/oco/).
- In addition to the PA CareerLink Referral Form you develop for your program (see Learner Activities and Assignments below), you may want to consult the sample forms in the Career Gateway Tool Kit for additional ideas about preparing learners for meaningful support from their PA CareerLink counselors.

### Learner Activities and Assignments

- On the Internet, access the Pennsylvania Workforce Web site at [www.paworkstats.state.pa.us](http://www.paworkstats.state.pa.us). Click the link for the Pennsylvania Occupational Outlook Handbook and then click the link for How to Use the Handbook. What kinds of information can you find in the Handbook about a specific occupation of interest? Read the Introduction, take notes, and participate in a dialogue about this with your class.
- Select an occupation of interest from the Occupational Outlook Handbook. Using the categories of information specified in the *How to Use the Handbook*; develop a mind-map that creates a more fully-developed sense of your occupation of interest.
- Using a computer, create a brochure using the instructions in the PA CareerLink Resource Guide, *Creating A Tri-Fold Brochure* (M-S Word).
- Develop a PA CareerLink Referral Form that will be submitted to your PA CareerLink counselor. Make sure it reflects the interests that you identified during your Internet research.

#### **c. PA CareerLink Counseling**

Arrange for individual counseling services with PA CareerLink or partnering agency according to the guidelines of your program and your local PA CareerLink office. (Typically this includes registering online and assignment of a personal counselor). Consistently these agencies have expertise in career exploration and counseling, in helping with identifying High Priority Occupations, and in finding approved training organizations. They also have connections in the business community.

## **2. Take It to the Top: Who Am I?**

Figuring out personal styles, likes and dislikes is key to choosing a suitable occupation. It's difficult to become a lawyer if you don't like to read. Likewise, it's difficult to be a good machinist if you can't think in multiple dimensions and axes. This section provides a framework for learners to understand who they are and how that reinforces—or creates a disconnect—with an occupation that they would like to pursue.

Amy planned to become a phlebotomist. But during her first on-the-job training session, she discovered that the sight of blood made her faint! This forced the choice of a different occupation.

## a. Learning Styles

### Resources

- Career Gateway Tool Kit
  - *Study Skills: Helpful Suggestions for Improving Study Skill Strategies* (IU#1)
- *Learning Styles* at [www.ldpride.net/learning\\_style\\_work.html](http://www.ldpride.net/learning_style_work.html)
- *Learning Skills: A Comprehensive Orientation and Study Skills Course Designed for Tennessee Families First Adult Education Classes* at [www.cls.utk.edu/publications.html](http://www.cls.utk.edu/publications.html)

### Teaching Tips and Techniques

- The Internet has become a powerful tool for finding information. At the same time, there is no enforced system to review content: anything can be written and published. Any time learners are using the Internet for an assignment, emphasize the openness of this media and the need to check credibility of information that is presented.
- Supplement activities in this session with material from *Learning Skills*, Lesson 10, pp. 103-108.
- Meet with students one-to-one to discuss how their favored learning style aligns with a career interest and with postsecondary education.

### Learner Activities and Assignments

- Complete the activities in Career Gateway Tool Kit *Study Skills* booklet related to learning styles.
- Write a short essay to summarize your learning style and the type of learning activities that will work best for you. If possible, include how this aligns (or does not) with your occupational interests so far.

## b. Multiple Intelligences

### Resources

- *Myers-Briggs Personality Type Indicator* if available, or [www.humanmetrics.com/cgi-win/JTypes2.asp](http://www.humanmetrics.com/cgi-win/JTypes2.asp)
- Materials related to Multiple Intelligences
- *Learning Through Many Kinds of Intelligence* at [www.newhorizons.org/strategies/mi/dickinson\\_mi.html](http://www.newhorizons.org/strategies/mi/dickinson_mi.html)

### Teaching Tips and Techniques

- Provide printed resources related to multiple intelligences as needed. There is also an abundance of resources online.
- Encourage learners to use word processing for documenting the results of the personality test experiment and how they match up to their personal expectations.

- Make sure learners have an opportunity to relate multiple intelligences, learning styles and career choices; use cohort dialogue, written activities, or other methods.
- Lead a discussion about the predictability of matching intelligences with learning styles.

#### Learner Activities and Assignments

- Identify the seven different intelligences proposed by Howard Gardner. Which would you predict are most aligned with who you are and why? Discuss this with your class.
- Take an online or hardcopy multiple intelligence test. What do the results mean, and in what ways are they consistent with what you thought, based on your choice of occupation and your favored learning style? Make a two-column compare and contrast table. List the results of the multiple intelligence analysis in one column. In the second column, indicate how each item on your list matches up (or doesn't) with what you expected.
- Think about various aspects of your daily routine: how you've organized your home, your work area, how you shop and study, what you do in your free time and what your hobbies are. How do these activities align with what you've discovered about learning styles and multiple intelligences? Write a short paper about what you notice.

#### **c. Communication Skills**

Communication among people is a process during which everyone receives, sends, interprets, and infers with all of the senses at the same time. What gets in the way? –our tendency to judge, evaluate, approve, or disapprove of a message that we are receiving.

Based on the work of Johnson & Johnson

#### Resources

- Career Gateway Tool Kit
  - *Communication Lesson* (SCTC)
- *Learning Skills: A Comprehensive Orientation and Study Skills Course Designed for Tennessee Families First Adult Education Classes* at [www.cls.utk.edu/publications.html](http://www.cls.utk.edu/publications.html)
- *Foundation Skills Framework* at [www.pawerc.org/foundationskills/cwp/view.asp?Q=92970](http://www.pawerc.org/foundationskills/cwp/view.asp?Q=92970)

#### Teaching Tips and Techniques

- Use the materials and activities in *Communication Lesson* (SCTC), *Learning Skills*, Lesson 7 "Communication" (pp. 79-86) and Lesson 13, "Listen Actively" (pp. 123-128) to guide learning about this topic.
- Identify as many examples of good communication within the classroom as possible, during the time spent studying this topic and

beyond. Openly reinforce good listening and speaking skills as appropriate.

#### Learner Activities and Assignments

- Think of a shape and make a sketch of it to scale. Describe the shape to a partner *without showing it*. Your partner will draw it *without showing you what is being drawn*. When ready, compare shapes. Discuss what worked and what didn't.
- After working through class material on communication skills, create a table with three columns. In the first column, list tips for delivering messages effectively. In the second column, list tips for listening effectively. In the third column, list what gets in the way of effective communication; circle the items that are most likely to be barriers for you. How can you overcome them?
- Observe a conversation. Analyze what you perceive to be the "noise" in the conversation.
- Review the *Foundation Skills Framework*. Which of the skills are relevant to communication skills? Discuss this with your class and summarize what you decide.

#### **d. Interpersonal and Social Skills**

##### Resource

- *Pennsylvania Occupational Outlook Handbook* at [www.paworkstats.state.pa.us](http://www.paworkstats.state.pa.us)

##### Teaching Tips and Techniques

- Interpersonal and social skills are very much a part of individual value systems and cultural norms. These can change with time, but at any given point, noticing and staying within established boundaries is a useful skill. While the dialogue about this topic is necessarily open-ended, learners should agree on some of the basics.

##### Learner Activities and Assignments

- With other members of your class, write and enact a short role play illustrating inappropriate social skills in a work situation, such as checking out at a grocery store or being served at a restaurant.
- What role do observation skills have in interpersonal and social skills? How do communication skills play into this? Discuss this in your class; then write a short paper summarizing the key points. Give one or two examples to support each point.
- For one 24-hour period, observe and record examples from public contexts of what you consider to be good and not-so-good examples of interpersonal skills. Discuss these examples with your class.
- Review the tasks and skills required for an occupation of choice. In what ways will interpersonal and social skills be important? Make notes about what you think.

## **e. Individual Learning Plans**

### Teaching Tips and Techniques

- Use the Individual Learning Plan model that has been adopted by your program and manage it according to the policy established by your program. Make sure it includes consideration of what learners have discovered about themselves up to this point. Leave the wording open to include more academic specifics as details of learning needs unfold.

### Learner Activities and Assignments

- With your teachers, complete an Individual Learning Plan form that addresses your learning needs as you know them. This may be given more specificity later in the program.

## **f. New Eyes**

### Resources

- Career Gateway Tool Kit
  - *Student Barriers Survey* (IU1)
  - *Goal-Setting: Are you equipped?* (Mercer)

### Teaching Tips and Techniques

- Encourage learners to re-think their responses to the checklists they completed in Section A, and any other checklists you may have given them as well.
- By now learners know much more about themselves and career options than they did at the beginning of the program. This section is a time to reflect on previous drafts of goals, to refine them, and to expand them—all within the SMART framework. Allow time to update goal plans and revise portfolios.
- This might be a good time to begin looking into the culminating project. See Section G.

### Learner Activities and Assignments

- Review the Barrier Survey and the Goal-Setting checklists that you completed earlier. What has changed about your perspective of yourself and why?
- Look again at your SMART goals plan to date. Revise them as appropriate, framed by new information about yourself and your career options.
- Review your portfolio. Add to it as appropriate. Be sure it includes artifacts of your work history, academic and vocational study history, your accomplishments and skills.

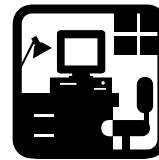


## **Evaluation**

At the end of this section, learners should be able to do the following:

1. Describe a High Priority Occupation of interest and give an overview of the potential salary and benefits, the skills and knowledge required to be successful in it, and the potential for employment.
2. Describe their preferred learning styles, give examples, and relate these to study needs required in postsecondary education and training as well as choices of occupation.
3. Discuss the importance of interpersonal and communication skills; identify personal strengths and learning needs related to these.
4. Show a revised personal portfolio that supports what has been learned in this section.
5. Show revised goal plans that include career, family, and community.

## **Resources and References**



Career Gateway Tool Kit:

- *Barriers Assessment* (GPLC and Mercer)
- *Communication Lesson* (SCTC)
- *Sample Lesson – High Priority Occupations* (SCTC)
- *SEE Checklist* (PIC)
- *Study Skills: Helpful Suggestions for Improving Study Skill Strategies* (IU1)

*Learning Skills: A Comprehensive Orientation and Study Skills Course Designed for Tennessee Families First Adult Education Classes* at [www.cls.utk.edu/publications.html](http://www.cls.utk.edu/publications.html)

*Learning Styles* at [www.ldpride.net/learning\\_style\\_work.html](http://www.ldpride.net/learning_style_work.html)

*Live Career* at [www.livecareer.com/?ref=22](http://www.livecareer.com/?ref=22)

*Myers-Briggs Personality Type Indicator* or [www.humanmetrics.com/cgi-win/JTypes2.asp](http://www.humanmetrics.com/cgi-win/JTypes2.asp)

*Multiple Intelligences: New Intelligences. Basic Books. Alternatively* at [www.newhorizons.org/strategies/mi/dickinson\\_mi.html](http://www.newhorizons.org/strategies/mi/dickinson_mi.html)

*Occupational Outlook Handbook (OOH)* at [www.bls.gov/oco/](http://www.bls.gov/oco/)

*O\*Net* Web site at [online.onetcenter.org/](http://online.onetcenter.org/)

*Foundation Skills Framework* at [www.pawerc.org/foundationskills/cwp/view.asp?Q=92970](http://www.pawerc.org/foundationskills/cwp/view.asp?Q=92970)

*Pennsylvania Occupational Outlook Handbook (POOH)* at [www.paworkstats.state.pa.us](http://www.paworkstats.state.pa.us)

*Pennsylvania Resource Guide* at [www.pacareerlink.state.pa.us](http://www.pacareerlink.state.pa.us).

Pennsylvania Workforce Web site at [www.paworkforce.state.pa.us](http://www.paworkforce.state.pa.us)

## Section C. Pinpointing a Postsecondary Program

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### *Educational Aims – What the instructor will do*

1. Provide an opportunity for learners to understand the process for entering postsecondary programs.
2. Develop learner understanding of financial assistance, ways of obtaining it, and the repayment systems for various types of assistance.
3. Identify at least one postsecondary college or training school of interest based on criteria that they have developed, including program strengths, academic requirements, costs, and the application process for entrance.
4. Support the application processes as needed, for admittance to at least one school and for financial assistance.

### *Learning Objectives – What learners will be able to do*

1. Explain the process for entering postsecondary programs, including the tests required, financial aid options, and anchors for being successful.
2. Be able to explain the repayment processes and systems for various types of financial aid.
3. Identify at least one postsecondary program that is a realistic option on the path to achieving occupational success
4. Complete application processes for matriculation into a postsecondary program and for financial aid.

### *Section C Topics*

The method for selecting a postsecondary option varies among ABLE and PA CareerLink programs. Know and apply the policies and procedures for your situation. Consider the suggestions in this section as just that...suggestions! In general the process is iterative, involving a process of elimination that requires research and advice. Learners will need to work closely with their PA CareerLink and program counselors, and with admissions staff at the postsecondary schools of choice.

#### **1. Postsecondary Options**

##### **a. Criteria for Options**

###### Teaching Tips and Techniques

- Emphasize the value of first developing criteria as a whole group activity; that is, learners will likely generate more ideas than if they worked alone.

###### Learner Activities and Assignments

- In your class, develop criteria for a postsecondary educational program that would meet your needs. Be sure to consider factors such as location, entry requirements, costs and potential financial aid, support services, access to research resources, and strengths of career-related

programs. Remember that, in some cases, programs must be pre-approved by your local PA CareerLink office.

- Using the group-generated list, make another list of criteria that are important to you.

## **b. Postsecondary Paths**

### Resource

- College Transition Web site at [www.collegetransition.org/](http://www.collegetransition.org/)
- Pennsylvania Higher Education Assistance Agency (PHEAA) Web site at [www.pheaa.org](http://www.pheaa.org)

### Teaching Tips and Techniques

- The point here is to help learners build a mental model of preliminary postsecondary processes and of campus life in general. The College Transition Web site was designed specifically for adult basic education learners who are transitioning to college. Use the activities on the site, expand them, or develop a Scavenger Hunt that will give a solid sense of selecting a postsecondary school, the admissions process and potential sources of financial aid.
- Emphasize that this Web site is generic. There will be some variations from region to region, state to state. These will become clearer in the next topic.

### Learner Activities and Assignments

- Explore the College Transition Web site at [www.collegetransition.org/](http://www.collegetransition.org/). What information can be found here?
- From the College Transition Web site, click on the link for the College for Adults [www.collegeforadults.org/career/index.html](http://www.collegeforadults.org/career/index.html), and then go to Admissions. What are the four sections in Admissions? Read the material on each section page, complete all activities and answer all questions. Make sure to print the *Campus Map Activity*. What important information did you find?
- Create a flowchart or mind map of the typical application process as described on the College Transition Web site.
- From the College for Adults Web site, go to Financial Aid. What are the five sections in this area? Read the material on each section page, complete all activities and answer all questions. Make sure to print the *Monthly Budgeting* spreadsheet. What important information did you find?
- What are some ways that college students can save money? Prepare a few PowerPoint slides and make a presentation to your class.
- Using information from the PHEAA Web site and working with a partner, develop a PowerPoint presentation on Grants and Scholarships. Include: How are they different and the same? What types of each may be available to you? How would the application process work?

### c. Finding a Match

#### Resources

- Section F: *Research Round-Up; Questioning; Study Skills – Note Taking, Computer Skills, Problem-Solving and Decision-Making, Presentation Skills.*
- College Transition Web site at [www.collegetransition.org/](http://www.collegetransition.org/).

#### Teaching Tips and Techniques

- Make sure learners know that, if they will be applying for an Individual Training Account (ITA) grant, their counselors from PA CareerLink will advise them on programs that have been pre-approved for the career of choice.
- Arrange for a presentation by a dean, admissions officer or counselor from one of the area schools. Solicit student questions in advance and submit them to the presenter.
- If possible, arrange for students to attend a session of a college class. During the session, have them take notes. Also, encourage them to notice other things that are going on in the class: cultural/gender diversity, number of students, types of learning activities, topics covered, and texts used. Debrief with students following this experience.
- Incorporate the tools in Section F as appropriate here, so that learners become familiar with using them and understand their value.
- Typically, community colleges will accept (and approve) applications at any time during the year.

#### Learner Activities and Assignments

- Narrow your search: identify a postsecondary program that is a reasonable choice for you, using the criteria that you developed earlier and what you now know about the admissions process. If a choice is not apparent, list the pros and cons of each option. Assign a weighted score from 1-10, both positive and negative. Add the scores algebraically to help determine a best option.
- Working with your PA CareerLink counselor, dean of admissions and others, complete the application process.

## 2. Finding the Finances

### a. How Much Is Enough?

#### Resources

- Pennsylvania Higher Education Assistance Agency (PHEAA) Web site at [www.pheaa.org](http://www.pheaa.org)

#### Teaching Tips and Techniques

- If needed, provide a short lesson on how to use Excel.
- Hopefully learners will build on information learned in previous sections about financial aid, so that the information presented here will be somewhat familiar.

### Learner Activities and Assignments

- With your class, discuss expenses that will be added into your regular budget in a postsecondary program. Besides tuition, books, and fees, make sure to include transportation, childcare, any cuts in current working hours.
- Identify courses that will be required for your first year of postsecondary education. Then identify the texts and materials that are required for these courses, along with the costs of each. What is the total amount?
- Create a budget that is relevant to you and your situation. Set up a spreadsheet in Excel (or begin with the Monthly Budgeting spreadsheet on the College Transition Web site)

### **b. Free and Not Free**

#### Resources

- *PA CareerLink Resource Guide*, "Finding the Money", pp. 72-74 at [www.pacareerlink.state.pa.us](http://www.pacareerlink.state.pa.us)
- Pennsylvania Higher Education Assistance Agency (PHEAA) Web site at [www.pheaa.org](http://www.pheaa.org)
- College Transition Web site at [collegetransition.org/](http://collegetransition.org/)

### Learner Activities and Assignments

- Explore the PHEAA Web site, paying particular attention to sections that may impact your repayment plans and any special programs for which you may be eligible.
- Attend a PA CareerLink workshop on Financial Aid. Prepare a list of specific resources that are available to you, based on your situation: grants, loans, scholarships. Include those that you discovered earlier on the College for Adults Web site and the advice offered in PA CareerLink Resource Guide *Finding the Money*, pp. 72-74.
- Create timelines to show the process for attaining various kinds of financial assistance for which you will apply.
- Apply for financial assistance as appropriate, working with program and partner staff.

### Teaching Tips and Techniques

- Using the information available on the PHEAA Web site, you may want to review the processes for FAFSA (make sure to emphasize that application is free!), the differences between scholarships, grants, loans, and public service awards. Also, consider using the Resource Guide and the College for Adults (Financial Aid) for more ideas.



## ***Evaluation***

At the end of this section, learners should be able to do the following:

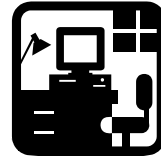
1. Explain the general process for entering postsecondary programs, including the tests required, financial aid options and the repayment systems for them, and other considerations that lead to success.
2. Apply for admission to at least one postsecondary program that is a realistic option on the path to achieving success in their chosen occupation.
3. Describe viable options for financial aid and complete the application processes for ones that are appropriate.

## ***Resources and References***

College Transition Web site at [www.collegetransition.org/](http://www.collegetransition.org/)

Pennsylvania Resource Guide at [www.pacareerlink.state.pa.us](http://www.pacareerlink.state.pa.us)

Pennsylvania Higher Education Assistance Agency (PHEAA) Web site at [www.pheaa.org](http://www.pheaa.org)



## Section D. Academic Knowledge and Skills

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### ***Educational Aims – What the instructor will do***

1. Provide a path for learners to identify academic knowledge and skills required for admission to a postsecondary program of choice, and those related to a chosen career as well.
2. Assist with developing and implementing a plan to identify gaps and achieve the required academic knowledge and skills

### ***Learning Objectives – What learners will be able to do***

1. Create checklists that delineate their learning needs related to college entrance exams, first-year course work, and a chosen career
2. Develop and implement a plan for achieving skill and knowledge levels required to test into a post-secondary program of choice and to place into credit bearing courses that are required to obtain a degree or certificate.

Offering a curriculum for academic knowledge and skills is beyond the scope of this Guide. Rather, the aim of this section is to help adult learners identify and focus on learning the specific knowledge and skills required to satisfy (a) career requirements, (b) college entrance requirements, and (c) placing into—and succeeding with—credit bearing courses that are required to obtain a degree or certificate. These become learning goals that can be benchmarked and achieved during the Career Gateway program. Make sure to include them in each learner’s plan.

### ***Section D Topics***

#### **1. Picturing Academic Success**

##### Resources

- Career Gateway Tool Kit
  - *Basics of Usage and Writing Skills Checklist* (LCCC)
- *Foundation Skills Framework* at [www.pawerc.org/foundationskills/cwp/view.asp?Q=92970](http://www.pawerc.org/foundationskills/cwp/view.asp?Q=92970)
- *Reading Skills, Writing Papers* at [ccc.byu.edu//learning/strategy.php](http://ccc.byu.edu//learning/strategy.php)
- *Aligned Expectations? A Closer Look at College Admissions* at [www.achieve.org](http://www.achieve.org)
- *Ready or Not: Creating a High School Diploma that Counts* at [www.achieve.org/files/ADPreport\\_7.pdf](http://www.achieve.org/files/ADPreport_7.pdf)

##### Teaching Tips and Techniques

- In addition to the *Foundation Skills Framework*, consult other resources that highlight academic needs for transitioning to postsecondary programs. For insights into postsecondary reading, writing and math requirements, see *Aligned Expectations?*

- Encourage learners to think broadly about subjects; understanding of algebra, geometry, probability, physics, biology and other subjects may be relevant to success going forward. Now is a good time to figure out what these subjects are about.
- Encourage the use of software applications so this becomes a dynamic activity. The first checklist that learners develop may be similar to the one shown below. Checkmarks and notes can be added during research.

Learner Activities and Assignments

- What kinds of writing will be required for (a) your career of choice? (b) satisfying your college entrance requirements, including the entrance exam? (c) succeeding in credit bearing courses that are required to obtain a degree or certificate? What skills must you have? Create a checklist using either Word or Excel. Refer to the *Basics of Usage and Writing Skills Checklist* from the Career Gateway Tool Kit as a starting point.
- Create similar checklists for math and other subject areas that are specific to your postsecondary program and your career. Examples might be biology, physics, or calculus.
- Conduct research to develop these checklists: ask current or previous students at your planned postsecondary program; with teachers and counselors; check relevant Web sites, such as Brigham Young University at [ccc.byu.edu//learning/strategy.php](http://ccc.byu.edu//learning/strategy.php) and *Ready or Not: Creating a High School Diploma that Counts* at [www.achieve.org/files/ADPreport\\_7.pdf](http://www.achieve.org/files/ADPreport_7.pdf), pp. 54-72; look again at the *Foundation Skills Framework*; interview people who are already working in your chosen occupation. Skim through high school and beginning college texts. Add to and delete from your lists, depending on what you find out.

Math Requirements

	Career	Entry Tests	Pre-req to Courses
<b>Topic</b>			
Calculating with whole numbers, fraction, decimals, percentages and exponents with a calculator		√	
Calculating with whole numbers, fraction, decimals, percentages and exponents <i>without</i> a calculator	√		

- An extensive analysis has already been done for some occupations. For example, the National Institute for Metalworking Skills has published an expanded list for machinists who are at varying skill levels. The OOH, POOH, and O\*Net also list knowledge and skill



requirements for various occupations. Some PA CareerLink centers have WorkKeys available for assessment. These PA CareerLink centers can also help learners use the information available through WorkKeys to access additional career information. A PA CareerLink counselor can help locate this type of resource. Learners can use these lists where available.

To be prepared for college, students need to be strong writers, capable of using evidence and clear reasoning to stake out a position and persuade their readers. Students also need a solid foundation in writing fundamentals, such as grammar and punctuation, word choice, sentence structure, organization and style.

Aligned Expectations? (2007), page 19

## 2. Planning for Academic Success

### Teaching Tips and Techniques

- This activity can be coordinated with the goals that learners have been writing. It can also be used as a tool for reflecting on pre-assessment and other scores as learners work through the program. Finally, it may require some adjustments to learners' education plans, depending on how broadly or narrowly these were written.

### Learner Activities and Assignments

- Using the checklists you've developed, reconfigure the tables so that you have columns labeled Completed and Complete By. Then add checkmarks to indicate the skills and knowledge that you've already acquired in the Complete column. Add a date for completing what you have yet to learn. Use this checklist as a learning plan to track your academic progress, marking off items as you master them.



## **Evaluation**

At the end of this Section, learners should be able to do the following:

1. Explain their checklists for academic learning needs related to college entrance exams, first-year course work, and a chosen career. This includes the process for developing the lists.
2. Describe their plan for achieving skill and knowledge levels required to test into a postsecondary program of choice and to place into credit bearing courses that are required to obtain a degree or certificate.

## **Resources and References**

Career Gateway Tool Kit:

- *Basics of Usage and Writing Skills Checklist* (LCCC)

*Aligned Expectations? A Closer Look at College Admissions* at [www.achieve.org](http://www.achieve.org)

*Ready or Not: Creating a High School Diploma that Counts* at  
[www.achieve.org/files/ADPreport\\_7.pdf](http://www.achieve.org/files/ADPreport_7.pdf)

*Foundation Skills Framework* at  
[www.pawerc.org/foundationskills/cwp/view.asp?Q=92970](http://www.pawerc.org/foundationskills/cwp/view.asp?Q=92970)

*Reading Skills, Writing Papers* at [ccc.byu.edu//learning/strategy.php](http://ccc.byu.edu//learning/strategy.php)



## Section E. Strategies for Managing Life with School

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### *Educational Aims – What the instructor will do*

1. Guide learners through topics and related strategies for managing life with school.
2. Structure activities so that concepts are explored and kept alive, serving to promote lifelong thinking and learning.

### *Learning Objectives – What learners will be able to do*

1. Recognize principles of self-management in their daily routines, including self-advocacy, assertiveness, time management, and stress reduction.
2. Identify strategies for managing life with school that will be most helpful to them.

### *Section E Topics*

#### 1. Self-Management

##### Teaching Tips and Techniques

- If needed, provide a short brush up on research strategies and questioning skills. You may also have to assist in locating resources.
- Make sure learners consider aspects of external and internal self-management. Examples are organizing physical spaces (external) and planning for tasks, pacing, self-discipline and exercising the ability to say “no!” All of these cross into topics that will be explored in this Section.
- During the dialogues about both positive and negative attitude, make sure learners don’t stop with the concept of having a positive attitude. Although very important, magical thinking has to be backed up with action if goals are to be achieved.

Worrying about something is like paying interest on a debt you don't even know if you owe.

Mark Twain

I used to get really mad when people said I did something wrong. But when I first started my job, I said to myself, okay, I've never done this before. I'm going to use my mistakes for learning. This has made such a difference in my attitude and how I feel about work! If someone says to me, “You didn’t do that right,” I say, “Okay, I want to learn from this. How should I have done it?”

New Employee, Retail Management

##### Learner Activities and Assignments

- What is self-management? Research this topic using the Internet, printed sources, and by interviewing your counselors and others. Prepare a brief presentation to share with your class.
- To achieve various goals, what aspects of self-management are required? Review your goal statements to date and list the self-management components that will be important for each.

- How does attitude play into self-management? Think of examples when a positive attitude was helpful and share them with your class.
- Think about a project that you have completed recently. Describe the self-management components that you used to complete the project. Create a mind-map to show how this worked.

## 2. Self-Efficacy

Self-efficacy as used here refers to our beliefs about our ability to participate in the world to make things happen for ourselves. Two aspects of this are considered in this section: Assertiveness and Self-Advocacy. For other aspects and interpretations, see writings by Bandura and others.<sup>2</sup>

The following example illustrates what can be done in extreme examples of self-efficacy. Not all are as extreme, yet self-efficacy can be as effective and illustrated with other examples. For instance, there is day-to-day self-efficacy like "If I study, I know I will do better in school."

### *A Story about Self-Efficacy.*

*A Career Gateway client had her sights set on pharmacy tech as soon as she entered the cohort. She worked hard, passed her GED® test to receive her Adult Secondary Education diploma, counseled with PA CareerLink and started her application process. But pharmacy tech was not an approved program at the school where she planned to enroll. She brought this to the attention of staff at her Career Gateway Program and at PA CareerLink as well. Then she advocated at the school to change their policy. The administration acknowledged their oversight, changed the policy, and the client enrolled in the program.*

### a. Assertiveness

#### Resources

- Career Gateway Tool Kit:
  - *Assertiveness, Managing Stress Booklet (IU1)*

#### Teaching Tips and Techniques

- When presenting the concept of assertiveness, open the conversation to different ways of being assertive. Explore the notion of assertiveness as being clear about what you need. Draw from your experiences and from those of learners for examples.

Dependency eats at the heart of the development process.  
Jane Vella

<sup>2</sup> Bandura, Albert on <http://www.des.emory.edu/mfp/BanEncy.html>.

### Learner Activities and Assignments

- Take the assertiveness assessment in the *Managing Stress Booklet* from the Career Gateway Tool Kit. Discuss the results with a partner.
- Write a short paper on assertiveness. Include what it is, why it's important, and the different forms it can take.
- With a partner, design a role play demonstrating assertiveness or the lack of it. Present this to your class. Base the role play on an actual or created case.

Which is clearer?

"I need you to delete your files from my computer. What would be a good time for you to do this?"

"I need you to delete your files from my computer right away."  
(What does "right away" mean—tomorrow? This minute?)

### **b. Self-Advocacy**

#### Teaching Tips and Techniques

- How deeply you delve into this topic depends on the needs of your learners. Consider using counselors within your program and at your partner agencies for advice and to give presentations.

#### Learner Activities and Assignments

- What is self-advocacy? What role does assertiveness play in self-advocacy? Discuss the concept with your class.
- Write a story about an example from your life when self-advocacy made a difference.

## **3. Time Management**

### **a. What Is Time Management?**

#### Resources

- Career Gateway Tool Kit:
  - *Postsecondary Organizational Booklet* (IU1);
  - "Wasting Time" pp. 12-13 in *Managing Stress Booklet* (IU1)
- *Study Guides and Strategies* at [www.studygs.net/](http://www.studygs.net/)
- *Mind Tools* at [www.mindtools.com/](http://www.mindtools.com/)
- *College Rules!* Chapter 7, Nist and Holschuh,

It is easier to find something to do with extra time than to find extra time to do something.

From George Mason University Web site

### Teaching Tips and Techniques

- Facilitate a dialogue with learners about how previous topics in this Section, such as self-management and self-advocacy, relate to time management. Remind learners that realistic planning is also a part of time management.
- Have a copy of *College Rules!* or similar material available for learners to read.

### Learner Activities and Assignments

- Research the main keys to time management in printed materials and online. Read *Postsecondary Organizational Booklet* and complete the exercises. Then read *Managing Stress* from the Career Gateway Tool Kit. Consult the *Study Guides and Strategies* and the *Mind Tools* Web sites. Give a presentation or write a brief report on what you learned, especially as it relates to your ability to manage time.
- Make a timeline or chart of how you spend your time for one or two days. What did you discover?

## **b. Planning for Time Management**

### Resources

- *Time Management* at [counseling.gmu.edu/time.htm](http://counseling.gmu.edu/time.htm)
- *Managing Time* at [ccc.byu.edu//learning/strategy.php](http://ccc.byu.edu//learning/strategy.php)

### Teaching Tips and Techniques

- Planning for managing time is much easier than making the behavioral changes that bring better time management to life. Facilitate dialogues about examples of the benefits that learners have experienced from improved time management. Link the conversation to self-efficacy and assertiveness. Encourage learners to include these ideas in their papers.

### Learner Activities and Assignments

- Print the Weekly Schedule form on the Brigham-Young University Web site or design one similar to it. Then complete it for a few weeks. Write a paper on the experience, including strategies for managing time better.

## **4. Stress Reduction**

### **a. What Causes Stress?**

#### Resources

- Career Gateway Tool Kit:
  - *Managing Stress Booklet* (IU#1)

### Teaching Tips and Techniques

- Stress is a challenger and a motivator—to learn, grow, and overcome. But it can also be a detriment to quality of life. Managing it requires a person-specific design. The first step to this is for individuals to gain an awareness of what causes stress for them. The next step is to design

and implement a plan for managing stress. The activities in this section guide learners in this process.

#### Learner Activities and Assignments

- Different events cause stress for different people. After reading the *Managing Stress Booklet* in the Career Gateway Tool Kit, completing the checklist, and consulting other sources, discuss what stress is, its useful functions, and what causes it.
- What did you learn about yourself and what causes you stress? Were your stressors mostly internal or external? Write a short paper on what causes both good and bad stress in your life.

### **b. Eliminating Too Much Stress**

#### Resources

- *Learning Skills: A Comprehensive Orientation and Study Skills Course Designed for Tennessee Families First Adult Education Classes* at [www.cls.utk.edu/publications.html](http://www.cls.utk.edu/publications.html)
- *College Rules! How to Study, Survive, and Succeed in College*, Nist and Holschuh

#### Learner Activities and Assignments

- Read *College Rules!* Chapter 9 on ways to handle stress. Take notes and then summarize what you read for your class as you participate in a dialogue.
- Create a two-column table in Word or Excel. In the first column, list the events that cause too much stress in your life. Order your list from the greatest stressors to the least intense ones. In the second column, list strategies that you will use to reduce or eliminate too much stress. Discuss with your class as you are comfortable. Discuss with your instructor and seek referrals, if needed.

#### Teaching Tips and Techniques

- Hopefully, learners will notice that a strategy for reducing one type of stress will not work for another. For example, if procrastination causes stress, relaxing with a cup of tea won't help! You might want to facilitate a dialogue about how stress can be linked to time management.
- Another important point is that stages and phases of life combined with wisdom and insight cause the list of stressors to change. This requires a lifetime of reflecting and revising stress strategies.
- For other ideas on teaching about stress, see Ford, Knight, and McDonald-Littleton, *Learning Skills* Lesson 22 and other references listed at the end of this Section.

## 5. Support Systems

### Teaching Tips and Techniques

- Support systems are person-specific but always necessary. Learners who understand and exercise self-advocacy will have an easier time identifying the need for and establishing support systems. Be provocative in this activity so that all learners are likely to find and use support systems.

### Learner Activities and Assignments

- Think about examples of when you needed help from others. (If you can't think of any, carry a small notebook with you for the next few days and jot examples in it). Now generalize: What kinds of support do you need? Write a short paper about the support systems that you have and the ones that you are missing.
- What kinds of support are available to you? Work with the staff at your program and your PA CareerLink counselor until you understand this. Then make a mind map showing the systems and how each can help you.
- How does tapping into support systems relate to self-efficacy and success? Discuss this with your class.

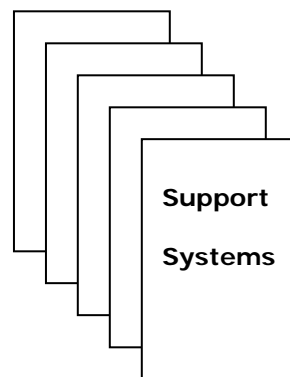
## 6. Reflection on Learning

### Resources

- Career Gateway Tool Kit
  - *Session Evaluation* (IU1)
  - *Goal Setting Achievements* (Mercer)

### Teaching Tips and Techniques

- Adapt the *Session Evaluation* form in the Career Gateway Tool Kit or design one of your own for this section. Respond to learners' feedback, either individually or as a class—whichever is appropriate.
- To summarize and review, make a deck of cards with a section title written on each one. Turn them face down. Have learners draw a card and say one point they've learned related to that title and how they can apply it.



### Learner Activities and Assignments

- Revisit the goals you set in Section A using the Goal-Setting Achievements or similar form. Revise as needed.
- Revisit other goals that you've set. Discuss the progress you've made with someone in your support network.
- What are your remaining questions or concerns? Document these and discuss them with your counselor(s).



## **Evaluation**

At the end of this section, learners should be able to do the following:

1. Give examples of self-management in their daily routines, including self-advocacy, self-efficacy, assertiveness, time management, and stress reduction.
2. Describe how they have applied time-management strategies from other parts of their lives to school and how that has been helpful to them.

## **Resources and References**

Career Gateway Tool Kit:

- *Managing Stress* (IU1)
- *Goal Setting Achievements* (Mercer)

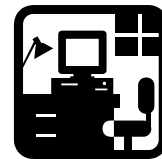
*Managing Stress*, American Institute for Preventive Medicine

*Learning Skills: A Comprehensive Orientation and Study Skills Course Designed for Tennessee Families First Adult Education Classes*, Ford, Knight, and McDonald-Littleton at [www.cls.utk.edu/publications.html](http://www.cls.utk.edu/publications.html)

*Managing Time* at [counseling.gmu.edu/time.htm](http://counseling.gmu.edu/time.htm).

*Managing Time* at [ccc.byu.edu//learning/strategy.php](http://ccc.byu.edu//learning/strategy.php)

*Mind Tools* at [www.mindtools.com/](http://www.mindtools.com/)



*College Rules! How to Study, Survive, and Succeed in College*, Nist and Holschuh

*Study Guides and Strategies* at [www.studygs.net/](http://www.studygs.net/)

## Section F. Postsecondary Tools and Skills

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### ***Educational Aims – What the instructor will do***

1. Provide instruction, practice, tips and techniques for developing postsecondary tools and skills.
2. Add other tools and skills as needed by your learners.

### ***Learning Objectives – What learners will be able to do***

1. Describe the different types of questions and demonstrate how to apply different questioning strategies to the interviewing processes.
2. Apply the problem-solving/decision-making model to a problem of their choice.
3. Successfully complete a research project.
4. Demonstrate understanding of at least three memory strategies and how they can apply them.
5. Give a presentation on a topic of their choice.
6. Demonstrate the ability to apply study skills effectively to various types of subject matter.
7. Use the computer for authentic tasks related to the Internet, word processing, e-mail and using spreadsheets for charts and graphs.

The topics in this section are not intended to be studied sequentially. Rather, include them at every opportunity throughout the Career Gateway curriculum until learners develop expertise with all of the tools and skills.

There are a number of online and hardcopy resources that are intended to assist learners with postsecondary experiences. Two books that may be helpful are by Sherrie Nist and Jodi Patrick Holschuh: *College Rules!* and *College Success Strategies*. Both are reader-friendly and contain many helpful tips for studying, learning, and succeeding in college. Among our favorite online resources are Brigham Young University Web site at [ccc.byu.edu//learning/strategy.php](http://ccc.byu.edu//learning/strategy.php), *Study Guides and Strategies* at [www.studygs.net/](http://www.studygs.net/), George Mason University Web site at [counseling.gmu.edu/time.htm](http://counseling.gmu.edu/time.htm), and *Mind Tools* at [www.mindtools.com/memory.html](http://www.mindtools.com/memory.html).

### ***Section F Topics***

#### **1. Questioning Skills**

##### Resources

- *Asking Questions More Open-Endedly and More Creatively* at [www.newconversations.net/w7chal5.htm](http://www.newconversations.net/w7chal5.htm)

##### Teaching Tips and Techniques

- This document includes permission to download and print copies: *Asking Questions More Open-Endedly and More Creatively*. The activity

included is an exercise for converting closed questions to open ones—a skill that is essential for interviewing purposes.

- Give learners many opportunities to apply questioning skills. Point out examples in class when a closed or open-ended question could change the information gained.

#### Learner Activities and Assignments

- What are the different types of questions? How can they be used effectively? To answer these two open-ended questions, locate some printed materials on this topic and read the document *Asking Questions More Open-Endedly and More Creatively* at [www.newconversations.net/w7chal5.htm](http://www.newconversations.net/w7chal5.htm).
- Observe at least one conversation. Document the questions that are open-ended and those that are closed. Summarize the usefulness of each in this particular conversation.
- Interview someone in your class to find out something that you don't know, e.g. how to do something or what they know about something. Use both closed and open-ended questions. Discuss how your questions worked for you and how the information you obtained from the two types of questions differed.

## **2. Problem-Solving and Decision-Making**

#### Resources

- *Problem-Solving Process in Learning Skills*, Lesson 21 at [www.cls.utk.edu/publications.html](http://www.cls.utk.edu/publications.html)
- *Study Guides and Strategies* at [www.studygs.net/index.htm](http://www.studygs.net/index.htm)

#### Teaching Tips and Techniques

- For other ideas for problem-solving and decision-making exercises, see *Problem-Solving Process*, Lesson 21 in *Learning Skills* at [www.cls.utk.edu/publications.html](http://www.cls.utk.edu/publications.html)
- The method used for problem-solving and decision-making can have life-changing results. Concrete decisions—whether to spend money or not, for example—are often easier than interpersonal ones. Sometimes problems are yes/no: Do I do something or not? Sometimes they are of a different kind: What do I do? Then there's always the option of doing nothing. Weighing pros and cons is key to solving problems and making decisions, as is writing out a structure for the process. Facilitate a dialogue about various methodologies, especially as they are useful in calming reactivity and resulting in more rational choices. Encourage learners to share examples of problem-solving and decision-making as appropriate.

#### Learner Activities and Assignments

- Find a problem-solving and decision-making model. (An example is on the Study Guides and Strategies Web site as *Making Decisions – Solving Problems*). Identify a problem that you solved recently, and follow it through the steps. If you left out any of the steps, describe

how your solution or decision might have changed if you had included each step.

- Write a brief role play about applying a problem-solving/decision-making model to daily life decisions. (This can be based on a movie, play, book or television show plot). Present this to your class.

### 3. Research Round-Up

#### Resources

- *Planning and Writing a Research Paper* at [www.wisc.edu/writing/Handbook/PlanResearchPaper.html](http://www.wisc.edu/writing/Handbook/PlanResearchPaper.html)
- *Reading, Writing and Researching for History*, Patrick Rael at [academic.bowdoin.edu/WritingGuides/](http://academic.bowdoin.edu/WritingGuides/)

#### Teaching Tips and Techniques

- Have instructors at local colleges present their expectations for research projects and papers. Make sure to include positives and pitfalls. If possible, have them show good examples.
- If learners are ready, follow up by assigning a research paper. Make sure to delineate your expectations for the paper. One good way to approach this is to have each step be a separate assignment that is submitted and discussed. For example, a topic and thesis statement could be submitted as the first assignment. Three supportive facts with reliable resources could be the second. An outline could be the third; a first draft the fourth, and so on.

#### Learner Activities and Assignments

- Using printed material and the Internet, find out what is involved in a typical postsecondary research paper project. Make sure to document your resources so that you can give correct attributions! Then create a mind map showing the steps and most important points about each one. Add notes highlighting the typical pitfalls.
- Participate in a dialogue with your class about the similarities and differences of research and the problem-solving/decision-making process.
- Using one of the topics in the Career Gateway curriculum, conduct research by following the steps in your model. Give a presentation of what you discovered.

### 4. Remembering and Memory Skills

After about 24-hours, almost 60% of what was learned will fade—unless we consistently use techniques to remember. Some of the techniques include weaving stories into what we've studied, simple and short review sessions, applying mnemonics and abbreviations, verbalizing, and converting what's to be remembered into vivid images. Whatever technique we use, it must be

used regularly<sup>3</sup>. In this section, encourage learners to identify a strategy for remembering and to use it often.

Many kinds of remembering are important for efficacy in school and life. Examples of these have to do with focus and “being present”, so that we keep appointments, are on time and come to a situation equipped appropriately. Be sure to include these kinds of remembering in addition to the ones presented in the previous paragraph.

#### Resources

- Career Gateway Tool Kit:
  - “Improving Memory” in *Study Skills Booklet* (IU1)
- *Learning Skills*, Lesson 19, Ford, Knight, and McDonald-Littleton at [www.cls.utk.edu/publications.html](http://www.cls.utk.edu/publications.html)
- *Mind Tools* at [www.mindtools.com](http://www.mindtools.com)
- *Study Guides and Strategies* at [www.studygs.net/index.htm](http://www.studygs.net/index.htm)

#### Teaching Tips and Techniques

- Suggest that learners consult two Web sites for more information: *Mind Tools* at [www.mindtools.com](http://www.mindtools.com) and *Study Guides and Strategies* at [www.studygs.net/index.htm](http://www.studygs.net/index.htm). These Web sites can be overwhelming, but the information is helpful and relevant.
- For more ideas about teaching memory skills, see *Learning Skills*, Lesson 19 at [www.cls.utk.edu/publications.html](http://www.cls.utk.edu/publications.html).

#### Learner Activities and Assignments

- What helps and hinders memory? Read the section about Improving Memory in *Study Skills Booklet* (Career Gateway Tool Kit). Take notes as you read.
- What might work best for you and why? Given your learning style and the different types of information that you have to remember, what strategies are likely to work best? Discuss this with your class.
- Based on your reading, research, and notes, create a two-column table showing the kinds of information you are likely to need to remember, and the most effective strategies for remembering each.

### **5. Presentation Skills**

#### Teaching Tips and Techniques

- Show a videotape of a presentation. Facilitate a dialogue about what worked (and what didn't if appropriate). Make sure learners connect techniques with the various learning styles and intelligences.
- Encourage learners to incorporate a variety of techniques in their presentations. Options are humor, examples, visuals, drama and music as appropriate.

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<sup>3</sup> Schacter, Daniel (2001). *The Seven Sins of Memory: How the Mind Forgets and Remembers*. New York: Houghton-Mifflin.

- If available, include the use of audio-visual equipment in the presentation activity. Some learners will know or learn how to use the equipment easily; they can teach others who may have more difficulty.

#### Learner Activities and Assignments

- Research to discover the answer to these questions: What is the purpose of presentations? What makes a presentation engaging and helpful? What skills are required to give a good presentation? Take notes and summarize your findings in a brief essay.
- Develop a short presentation about a hobby or another topic of interest. Make sure you use different methods of delivery, such as graphics and manipulatives. Include humor if possible. Deliver the presentation to your class or other audiences until you feel comfortable with it.

## 6. Study and Learning Skills

### a. Note-taking

#### Resources

- Career Gateway Tool Kit:
  - “Taking Notes in Lectures; Reading Techniques” in *Study Skills Booklet* (IU#1)
- *Note-taking in Class* at [ccc.byu.edu/learning/strategy.php](http://ccc.byu.edu/learning/strategy.php)

#### Teaching Tips and Techniques

- Some strategies may match learning styles better than others. Encourage learners to reflect on this, engage in dialogue about it, and devise systems that work best for them.
- Offer some class content in formats that lend themselves to note-taking, for example, delivering lectures or viewing films.
- Select some higher level reading materials for note-taking practice.

#### Learner Activities and Assignments

- What is the Cornell Note-taking system? Read about it in *Study Skills* from the Career Gateway Tool Kit, and then apply it to at least one lecture and film documentary.
- Apply the Cornell Note-taking system to a selection from a college-level text.
- Explore other strategies for taking notes, such as mind-mapping. Resources that will be helpful include *Note-taking in Class* - Brigham Young University (<http://ccc.byu.edu/learning/strategy.php>). Discuss advantages and disadvantages of the various methods.

### b. Listening in Class

#### Resources

- Career Gateway Tool Kit:
  - “Taking Notes in Lectures” in *Study Skills Booklet* (IU1)
- *Listening in Class* at [ccc.byu.edu/learning/strategy.php](http://ccc.byu.edu/learning/strategy.php)

### Learner Activities and Assignments

- Research to understand both effective and ineffective listening habits. What gets in the way of good listening habits? What can you do about it?
- Create a mind-map of reminders. Highlight the points that are most important to you.

### **c. Reading and Study**

#### Resources

- Career Gateway Tool Kit
  - "Taking Notes in Lectures" in *Study Skills Booklet* (IU1)
  - *SQ3R Method* (PIC)
  - *Sample Lesson – Study Skills* (SCTC)
- *Listening in Class* at [ccc.byu.edu//learning/strategy.php](http://ccc.byu.edu//learning/strategy.php)
- *College Rules!* by Nist and Holschuh

#### Teaching Tips and Techniques

- See *Sample Lesson – Study Skills* (STCC) for more ideas.

### Learner Activities and Assignments

- Read about SQ3R in *Study Skills* from the Career Gateway Tool Kit. Explain and demonstrate how to apply it to a chapter of text.
- Prepare both an outline and a mind-map of text relating to a procedure for doing something. Discuss the advantages and disadvantages of each method as a study technique.
- Explore other strategies for studying and remembering text: underlining, notes in the margins, preparatory questions, and the PARCER System. Resources you can use include other sections in *Study Skills* from the Career Gateway Tool Kit and the Brigham Young University Web site. Prepare a synopsis explaining each.
- Complete the reading activity on p. 176, *College Rules!*

### **d. Reviewing**

#### Resources

- Career Gateway Tool Kit:
  - "Effective Study Habits; Study SYSTEMS" in *Study Skills Booklet* (IU1)
- *Starting a Study Group* at [ccc.byu.edu//learning/strategy.php](http://ccc.byu.edu//learning/strategy.php)

### Learner Activities and Assignments

- Read about study groups at [ccc.byu.edu//learning/strategy.php](http://ccc.byu.edu//learning/strategy.php). Explore the differences, advantages and disadvantages of Study Groups versus reviewing alone. For what subjects would each work best for you? How does each relate to your learning style? Discuss this with your class.
- Identify four or five strategies for reviewing alone. Write a brief paper about how these relate to what you learned in the memory section of this curriculum.

### Teaching Tips and Techniques

- Use class dialogue to highlight the differences in approaches among learners. Ask students to reflect on what they are learning about themselves during these activities and how they will apply it.

**7. Computer Skills**-Note: Contact your regional Professional Development Center (PDC) to find information on staff training for any of the topics below. Specific skills are suggested in the second column. Make sure that learners have plenty of opportunity to become fluent with computer skills and software by giving them authentic computer tasks whenever possible.

<b>Computer Applications</b>	<b>Computer Skill</b>
<b>Windows Explorer</b>	Organizing files and folders by category, organizing the Desktop, creating and deleting shortcuts, emptying the trashcan
<b>Word Processing</b>	Creating, formatting, editing files and saving them in logical folders for future retrieval; inserting references, headers and footnotes. Deleting files
<b>Using Spreadsheets (e.g. Excel)</b>	Creating, editing spreadsheets; adjusting column height, width; creating graphs and charts; linking cells across worksheets; formatting cells with borders and colors
<b>Using the Internet</b>	Conducting searches, book-marking sites, testing credibility of information
<b>E-mail Use and Protocols</b>	Creating new messages, Sending, Replying to; saving, deleting, and organizing messages; applying auto-signature; setting options, using spell check
<b>PowerPoint for Presentations</b>	Creating new presentations, editing, setting background and format, using different slide views; using animation

## 8. Test-Taking Skills

Ed was signed-up to take the COMPASS\* test so that he could enter an apprenticeship program. The apprenticeship was being offered at his company in partnership with a local community college. He hadn't taken any sort of test for 17 years, nor had he participated in any formal course work. His buddies told him the test was easy, so Ed didn't try to refresh his reading, math or test taking skills for that matter. When the test results were returned, his scores on all parts were between 30% and 60%--too low to qualify for the apprenticeship program.

*\*COMPASS is an assessment tool used by many in postsecondary and training institutions as a placement tool. The COMPASS measures skills in reading, writing, mathematics and ESL.*

### a. General Approaches

#### Resources

- Career Gateway Tool Kit
  - *Test Taking Booklet* (IU1)
- *Test Taking Strategies* at [ccc.byu.edu/learning/strategy.php](http://ccc.byu.edu/learning/strategy.php)
- *College Rules!*, Nist & Holschuh

#### Teaching Tips and Techniques

- Encourage learners to record the "rights/wrongs" of their experience with test-taking in table format using two columns; a third column can be added later for recording what they've learned that's related to each item—reinforcing the "rights" and suggesting ways to avoid the "wrongs".
- Brainstorm learners' experiences, recent and past, with tests. What reactions have they had that could alter the results of the tests?
- Introduce terminology associated with test taking. Examples are summarize, discuss, clarify, explain, and illustrate.

#### Learner Activities and Assignments

- Have learners take turns leading class discussions concerning test anxiety. What could they do to help eliminate test anxiety?
- Discuss and record your experiences with test-taking: what goes right/wrong?
- Practice developing test questions using the terminology introduced.
- Read the *Test Taking Booklet* in the Career Gateway Tool Kit and complete the activities. How does this information match up with your experiences? Participate in a discussion.
- Read Chapters 20 and 21 of *College Rules!* Then use compare/contrast to analyze similarities and differences in test taking skills.

## b. Types of Questions and Strategies for Answering Them

### Resources

- Career Gateway Tool Kit:
  - *Test-Taking Strategies: Helpful Suggestions for Improving Test Performance* (IU1)
- *Test Taking Strategies* at [ccc.byu.edu//learning/strategy.php](http://ccc.byu.edu//learning/strategy.php)
- *College Rules!* Nist & Holschuh,

### Teaching Tips and Techniques

- Cover all types of questions: True/False, multiple choice, short answer, and essay. Give plenty of opportunity for practice.

### Learner Activities and Assignments

- Take the practice tests on the Brigham Young U. Web site. Review the types of questions in the *Test Taking Booklet* (Career Gateway Tool Kit). Write a short synopsis about each type of question and the strategies that you find helpful for answering it correctly.
- Read and take notes on Chapters 22 in *College Rules!* Then write a paragraph explaining what stands out for you in this material.



## **Evaluation**

At the end of this section, learners should be able to do the following:

1. Describe the different types of questions and demonstrate how to apply different questioning strategies to the interviewing processes.
2. Apply the problem-solving/decision-making model to a real world problem of their choice.
3. Successfully complete an academic research project.
4. Demonstrate understanding of at least three memory strategies and how they can apply them.
5. Successfully give a presentation on a topic of their choice using PowerPoint.
6. Demonstrate the ability to apply study skills effectively to various subjects.
7. Demonstrate the ability to use computer software for authentic tasks.
8. Manage the process for successfully taking tests.

**Note:** Since learning the tools and skills in this section applies throughout the Career Gateway Curriculum, the “end of this Section” may coincide with the end of the Career Gateway program!

## **References and Resources**

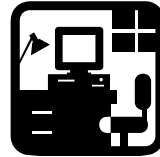
Career Gateway Tool Kit:

- *Test Taking Booklet* (IU1)
- *Sample Lesson – Study Skills* (SCTC)
- *Study Skills Booklet* (IU1)

*Asking Questions More Open-Endedly and More Creatively* at [www.newconversations.net/w7chal5.htm](http://www.newconversations.net/w7chal5.htm)

*Brigham Young University Learning Strategies* at [ccc.byu.edu//learning/strategy.php](http://ccc.byu.edu//learning/strategy.php).

*Learning Skills, Lesson 21* at [www.cls.utk.edu/publications.html](http://www.cls.utk.edu/publications.html)



*George Mason University* at [counseling.gmu.edu/time.htm](http://counseling.gmu.edu/time.htm)

*Mind Tools* at [www.mindtools.com/memory.html](http://www.mindtools.com/memory.html)

*Note-taking in Class, Practicing Exams, Starting a Study Group, Test Taking Strategies* at [ccc.byu.edu//learning/strategy.php](http://ccc.byu.edu//learning/strategy.php)

*College Rules! How to Study, Survive, and Succeed in College.* Nist and Holschuh

*Planning and Writing a Research Paper* at [www.wisc.edu/writing/Handbook/PlanResearchPaper.html](http://www.wisc.edu/writing/Handbook/PlanResearchPaper.html)

*Reading, Writing and Researching for History* by Patrick Rael, at [academic.bowdoin.edu/WritingGuides/](http://academic.bowdoin.edu/WritingGuides/)

*The Seven Sins of Memory: How the Mind Forgets and Remembers* by Daniel Schacter

*Study Guides and Strategies* at [www.studygs.net/](http://www.studygs.net/).

## **Section G. Final Assessment and Project Presentations**

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### ***Educational Aims – What the instructor will do in this section***

1. Facilitate the process for learners to develop culminating projects.
2. Facilitate the process for each learner to present their culminating project to the class.

### ***Learning Objectives – What learners will be able to do***

1. Develop a culminating project that meets the criteria established by the program. The culminating project should include evidence of learning from the previous sections of the curriculum. Projects and assignments that have been completed throughout the program should be included in the culminating project.
2. Present their culminating projects to the class using multiple media arrangements. Learners should be encouraged to use the communication and technology skills acquired throughout the program, in addition to the content of the project.

### ***Section G Activities and Resources***

#### Resources

- Career Gateway Tool Kit:
  - *Career Exploration Booklet* (IU1)
  - *Scoring Rubric* (IU1)

#### Learner Activities and Assignments

- Develop your project according to the criteria established by your program. Review the project, with a checklist if this is helpful; to make sure that it meets all criteria.
- Use the projects that you have been collecting in your portfolio. Highlight the work that is exemplary for your culminating project.
- Consider using alternative media, such as PowerPoint presentations, photographs, or video to include in your project.
- Practice presenting your project several times before presenting it to your class.

#### Teaching Tips and Techniques

- The culminating project pulls together much of the learning that has occurred throughout the curriculum, including the learners' occupational and postsecondary choices, and what they have discovered about both. It's a roadmap to the future. A model for culminating projects is described in *Career Exploration Booklet* (IU1). Also, see the *Scoring Rubric* (IU1); this shows a method for delineating project criteria.

- Review other topics in this curriculum with learners as needed. If you haven't already done so, it might be helpful to assign learners to previous students who will help mentor them through this process.
- Celebrate!

## **Career Gateway Tool Kit Resources**

*These tools can be found in Section 2 of the Career Gateway Tool Kit. The tools for each agency follow their respective stories*

### **Luzerne County Community College**

Overview PowerPoint Presentation	Attachment 1-D
Contract of Requirements-	Attachment 1-F
Basics of Usage and Writing Skills Checklist	Attachment 1-G
Career Gateway Syllabus	Attachment 1-H
PowerPoint Presentation Template	Attachment 1-I

### **Intermediate Unit #1**

Study Skills Booklet	Attachment 2-J
Test Taking Booklet	Attachment 2-K
Managing Stress Booklet	Attachment 2-L
Postsecondary Organizational Booklet	Attachment 2-M
Career Exploration Booklet	Attachment 2-N
Scoring Rubric	Attachment 2-O
Cohort Building	Attachment 2-P
Student Barrier Survey	Attachment 2-Q

### **Private Industry Council (PIC) of Westmoreland/Fayette, Inc.**

SEE the Transitioning Skills for Student Success	Attachment 3-B, C
The Tests of Adult Basic Education (TABE)	Attachment 3-D
SQ3R Method	Attachment 3-K

### **Northwest Tri-County Intermediate Unit #5**

Barriers Form	Attachment 4-B
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### **Somerset County Technology Center**

Student Responsibilities	Attachment 6-D
Sample Lesson – High Priority Occupations	Attachment 6-I, J
Sample Lesson – Setting Goals	Attachment 6-K
Sample Lesson – Study Skills	Attachment 6-L
Communication Lesson	Attachment 6-M

### **Greater Pittsburgh Literacy Council**

Barriers Assessment	Attachment 7-F
Culminating Assignment	Attachment 7-I
Participant Agreement	Attachment 7-J

### **Literacy Council of Mercer County**

Goal Setting	Attachment 8-G
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## ***Annotated References and Resources for Practitioners***

Achieve, Inc. (April 2007). *Aligned Expectations? A Closer Look at College Admissions and Placement Tests*. Retrieved from [achieve.org/node/839](http://achieve.org/node/839) (or Achieve.org – Publications - National Reports).

Achieve, Inc. is a bipartisan, non-profit organization aimed at preparing young people for postsecondary education, work and citizenship. *Aligned Expectations?* is an analysis of purposes for postsecondary testing and a study of how to better align high school curricula so that students are better prepared for college instruction. Includes a survey of skills required for reading, math, writing and a general analysis of tests being used for college admissions and placement.

Achieve, Inc. (2004). *Ready or Not: Creating a High School Diploma that Counts*. Retrieved from [www.achieve.org/files/ADPreport\\_7.pdf](http://www.achieve.org/files/ADPreport_7.pdf)

Launched as an 18-month project to identify the knowledge and skills required for post-secondary and high-demand occupations, this document represents collaborative thinking of K-12, post-secondary instructors and representative from the workplace. Sections include benchmarks for English and math (including algebra, geometry, data interpretation and statistics, and number sense). There are a number of real world applications and learning activities suggested in the Appendix of the document.

American Institute for Preventive Medicine. *Managing stress* (1997). New York: New Readers Press.

This resource was used in developing the Career Gateway Tool Kit Stress Management workbook.

Blacket, Karine and Weiss, Patricia (2004). *College Success Guide: Top 12 Secrets for Student Success*. Jist Works.

Contains strategies for successfully navigating through college. This book has an Instructors' Resources CD-ROM. Send an e-mail to [info@jist.com](mailto:info@jist.com).

Brigham Young University Web site retrieved from [ccc.byu.edu/learning/strategy.php](http://ccc.byu.edu/learning/strategy.php)

This Web site contains a summary of strategies for success in post-secondary settings; topics are related to Listening in Class, Practicing Exams, Note-taking in Class, Reading Skills, Test-Taking Strategies, Writing Papers, Managing Time and others. This Web site was used in the development of various Career Gateway Tool Kit materials.

*DVC Online Learning Styles Survey for College* retrieved from [www.metamath.com/lswb/fourls.htm#vv](http://www.metamath.com/lswb/fourls.htm#vv)

The DVC online guide includes a Learning Style Survey. It also includes learning strategies to match learning styles. This Web site was used in the development of the Career Gateway Tool Kit Study Skills Booklet.

Fass & Garner (April 2000). *Beyond the GED: Making Conscious Choices About the GED and Your Future*. Occasional Papers. Retrieved from

[www.ncsall.net/fileadmin/resources/teach/beyond\\_ged.pdf](http://www.ncsall.net/fileadmin/resources/teach/beyond_ged.pdf) [www.ncsall.net/](http://www.ncsall.net/) (See Teaching & Training Materials).

Three units of lessons for adult literacy learners examine career choices, post-secondary education, wages and more. Topics include kinds of jobs and what is happening to them, wages, education and earnings correlation, what going to college really means, policy regarding GED and more. Gives adult learners the opportunity to practice writing, use graphs, read charts, analyze. Can be downloaded as a .pdf file.

Ford, J., Knight, J., McDonald-Littleton, E. (November 2001). *Learning Skills: A Comprehensive Orientation and Study Skills Course Designed for Tennessee Families First Adult Education Classes*. <http://www.cls.utk.edu/publications.html>  
A detailed curriculum laid out for four weeks of learning. Units are Motivation, Self-Discovery, Lifelong Learning, and Next Steps. Includes teacher materials and a learner handbook. Materials can be freely-copied for classroom use. Can be downloaded as a .pdf file.

*Foundation Skills Framework* retrieved from [www.pawerc.org/foundationskills/cwp/view.asp?Q=92970](http://www.pawerc.org/foundationskills/cwp/view.asp?Q=92970)  
Developed for adult learning programs, the skills wheel and accompanying tables show competencies and skills needed for successful employment. Topics include reading, writing, listening, use of technology, locating resources, quality consciousness, among others.

Ginsburg, Lynda; Manly, Myrna, and Schmitt, Mary Jane (December 2006). *The Components of Numeracy*. NCSALL, Occasional Papers. Retrieved from [www.NCSALL.org](http://www.NCSALL.org).  
Describes how adults use math skills. Sections include content component, the cognitive and affective components, implications for practice. Examples suggest learning activities. Can be downloaded as a .pdf file.

Graphic Organizer Web site retrieved from [edtech.tennessee.edu/~anonis/TYPES/CHART\\_MATRIX/chartmatrix.html](http://edtech.tennessee.edu/~anonis/TYPES/CHART_MATRIX/chartmatrix.html)  
This site provides a description of the types and uses of graphic organizers and links and references as well. It was used in the development of the Study Skills workbook.

*How to Have a Successful Groundhog Job Shadowing Day* retrieved from [www.jobshadow.org](http://www.jobshadow.org)  
Offers tip and helpful resources for setting up a job shadow experience.

Loyola University Chicago, Learning Assistance Services retrieved from [www.luc.edu/depts/lac/skills/testing.html](http://www.luc.edu/depts/lac/skills/testing.html)  
This Web site was used in the development of the Test Taking Strategies workbook.

*MindTools: Essential Skills for an Excellent Career* retrieved from [mindtools.com/](http://mindtools.com/)  
This Web site provides articles and suggested activities for many of the post-secondary transitioning skills. Anyone can register for a free bi-monthly newsletter that highlights new career skills. Mind Tools' mission is "to help people around the world learn the practical skills needed to excel in their careers".

National Assessment of Adult Literacy retrieved from <http://nces.ed.gov/naal/>

National College Transition Network retrieved from [www.collegetransition.org](http://www.collegetransition.org)  
This Web site was developed as a joint effort by the [New England Literacy Resource Center](#) and the [Nellie Mae Education Foundation](#) to provide an online resource for Adult Basic Education providers who wish to implement an effective college transition program. The information on this site comes directly from the current participants in the New England ABE-to-College Transition Project. The site provides publications of promising practices, suggestions for program development and design, curriculum resources for preparing learners for college, research links, and counseling resources. Most resources can be downloaded as .pdf documents.

NCSALL (July 2005). *Understanding What Reading is About: Teaching Materials and Lessons for Adult Basic Education Learners*. Retrieved from [www.ncsall.net/](http://www.ncsall.net/) (See Teacher and Training Materials).

Includes 13 lessons designed to help learners become fluent readers. In general, these lessons are for adults who are just learning to read.

Nist, S. and Holschuh, J. (2002) *College Rules! How to Study, Survive, and Succeed in College*. Berkeley, CA: Ten Speed Press.

An easy-read for students who are beginning college. Includes tips and reminders about all aspects of life in school: choosing a field of study, managing stress, studying, taking notes, reading textbooks for examples.

Occupational Outlook Handbook retrieved from [www.bls.gov/oco/](http://www.bls.gov/oco/)

Includes information about training and education needed for a job, the expected earnings, the expected job prospects, tasks and typical working conditions for a job.

O\*Net retrieved from [online.onetcenter.org/](http://online.onetcenter.org/)

Lists the distinguishing characteristics of occupations, the day-to-day aspects of various jobs, and the interests of a typical worker.

Pennsylvania Higher Education Assistance Agency (PHEAA) retrieved from <http://www.pheaa.org/>

Tools and resources to help plan for higher education.

Pennsylvania Occupational Outlook Handbook (POOH) retrieved from [www.paworkstats.state.pa.us/gsipub/index.asp?docid=455](http://www.paworkstats.state.pa.us/gsipub/index.asp?docid=455)

Contains detailed occupational information for more than 230 occupations.

Pennsylvania Resource Guide retrieved from [www.paworkstats.state.pa.us/gsipub/index.asp?docid=406](http://www.paworkstats.state.pa.us/gsipub/index.asp?docid=406)

This Web site provides an interest survey and classroom exercises that help in the career exploration process. It provides information on High Priority Occupations and complements the **2006-07 PA Career Guide booklet**. The Web site was used in the development of the Career Exploration workbook.

Planning and Writing a Research Paper retrieved from [www.wisc.edu/writing/Handbook/PlanResearchPaper.html](http://www.wisc.edu/writing/Handbook/PlanResearchPaper.html)

General tips for developing a research paper from conception to completion.

Reading, Writing and Researching for History by Patrick Rael, Bowdoin College retrieved from [academic.bowdoin.edu/WritingGuides/](http://academic.bowdoin.edu/WritingGuides/) Brunswick, ME 2004

Step-by-step path for developing a research paper, including the typical pitfalls. Intended for history paper, the information applies to all types of subject areas.

Schacter, Daniel (2001). *The Seven Sins of Memory: How the Mind Forgets and Remembers*. New York: Houghton-Mifflin.

A source for understanding how and why we remember and forget. The author gives pointers for remembering throughout. Adult educators will connect the underlying theories with many of our routine teaching and learning practices.

Stein, Sondra Gayle (2000). *Equipped for the Future Content Standards: What Adults Need to Know and Be Able to Do in the 21st Century*. Washington, D.C.

National Institute for Literacy. Retrieved from [eff.cls.utk.edu/fundamentals/eff\\_standards.htm#four](http://eff.cls.utk.edu/fundamentals/eff_standards.htm#four)

Study Guide and Strategies retrieved from [www.studygs.net/](http://www.studygs.net/)

This Web site provides tips, strategies and activities for a number of areas associated with studying. It covers learning strategies, test taking strategies, math strategies, classroom participation strategies, and study strategies to name a few. This Web site was used in the development of the Study Skills Booklet by Intermediate Unit #1.

Teacher Files Web site retrieved from

[www.teacherfiles.com/teaching\\_resources.htm](http://www.teacherfiles.com/teaching_resources.htm)

This Web site is one of the largest free teacher clipart sites on the internet; it was used in the development of the Study Skills Booklet by Intermediate Unit #1.

University of Buffalo, Counseling Services Web site retrieved from

[ub-counseling.buffalo.edu/selfhelp.shtml](http://ub-counseling.buffalo.edu/selfhelp.shtml)

This Web site provides self-help resources related to stress and anxiety and study skills; it was used in the development of the Career Gateway Tool Kit Test Taking Strategies workbook.

Viens, Julie and Kallenbach, Silja (2004). *A Sourcebook for Practitioners*. NY: Teachers College Press.

Zaffts, C., Kallenbach, S., and Spohn, J. (December 2006). *Transitioning Adults to College: Adult Basic Education Program Models*. NCSALL, Occasional Papers.

Retrieved from [www.ncsall.net/index](http://www.ncsall.net/index).

A review of (5) models that are used in transitioning ABE learners to post-secondary education. The authors define the greatest barriers to success and include strengths and limitations of each model in meeting student needs.

Zemke, Ron and Susan. *30 Things We Know for Sure about Adult Learning*.

Innovation Abstracts, (Vol. VI, No. 8, March 9, 1984). Retrieved from

[honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/adults-3.htm](http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/adults-3.htm)

Thirty reminders for adult education practitioners about motivating adults to learn, curriculum design, and structuring classroom learning.



# Career Gateway: Practitioner Guide

This project was made possible through a partnership among  
the following agencies:



Department of Education,  
Bureau of Adult Basic and Literacy Education



Department of Labor and Industry,  
Bureau of Workforce Development Partnerships



Pennsylvania Higher Education Assistance Agency

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For additional information about Career Gateway, or to receive a copy of this  
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# Career Gateway: Practitioner Guide

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### **Resources**

- [Resource 1](#) Career Gateway Career Guidance PowerPoint presentation, Career Gateway Tool Kit Attachment 1-D
- [Resource 2](#) SEE the Transition Skills Checklist, Career Gateway Tool Kit Attachment 3-B, 3-C
- [Resource 3](#) Career Gateway PA CareerLink WebQuest
- [Resource 4](#) The Career Gateway Partner Involvement Record
- [Resource 5](#) Action!
- [Resource 6](#) Service Coordination Plans, Career Gateway Tool Kit Attachment 2-H
- [Resource 7](#) Career Gateway ABLE to Postsecondary Planning Tool, Career Gateway Tool Kit Attachment 2-M, 2-I
- [Resource 8](#) Career Gateway Planning Tool A, Career Gateway Tool Kit Attachment 1-A, 2-A
- [Resource 9](#) Cohort Selection Criteria, Career Gateway Tool Kit Attachment 2-E, 4-E, 7-B
- [Resource 10](#) Steps to Goal Setting, Career Gateway Tool Kit Attachment 6-K, 8-G
- [Resource 11](#) Career Gateway Case Study 5, Career Guidance and Exploration
- [Resource 12](#) Luzerne County Community College PowerPoint Presentation, Career Gateway Tool Kit Attachment 1-I
- [Resource 13](#) Intermediate Unit #1 Study Booklets, Career Gateway Tool Kit Attachment 2-J

# Overview

What is Career Gateway?

Career Gateway was a two-year Pilot Project that aimed to improve the ability of the Pennsylvania Workforce Development System and the postsecondary education and training systems to support individuals' transition between systems.

Career Gateway was a collaborative effort of the Departments of Education, Bureau of Adult Basic and Literacy Education (ABLE), Labor & Industry, Bureau of Workforce Development Partnerships (BWDP), and the Pennsylvania Higher Education Assistance Agency (PHEAA). A federal incentive grant awarded to Pennsylvania for exceeding performance levels in WIA Title I, Adult Education (AEFLA), and Vocational Education (Perkins Act) programs for Program Year '03 provided the funding for the Career Gateway project.

Career Gateway was targeted at improving system performance. The project focused on improving performance both within and between systems. It assisted adult basic education programs with the development and documentation of materials and procedures that support the transition of adults to postsecondary education and training. The local Workforce Investment Boards provided services and financial support through career counseling, Individual Training Accounts, and case management.

## Why do you need to know about transitioning?

Without further education beyond the GED®, learners are not as likely to get a job or to advance in an existing job. For adult educators to provide assistance to learners transitioning to postsecondary education or training, it is important to understand the process necessary to achieve success.

“Business as usual” went out of business with the passage of the Workforce Investment Act in 1998. Adult literacy programs were increasingly called to be accountable for what we said we were going to do. Policy makers also wanted outcomes that were measurable. These outcomes included not only educational gains, but also job-related and postsecondary education information. Reporting now included how many learners set AND succeeded in pursuit of their goals of:

- getting a high school diploma, or an adult secondary education diploma by passing the GED test
- getting a job
- keeping a job
- transitioning to postsecondary education and training

Adult educators know how to help learners move up the educational levels. And we know how to help people get an adult secondary education or high school diploma. Some educators; however, may be in the dark about exactly how to help learners accomplish the other goals.

Practitioners have been trying to help learners accomplish that last goal, transitioning to postsecondary education and training; however, some just don't know enough about the process to be effective. Transitioning to postsecondary education and training IS a process and most adult literacy programs deal with transitioning in an informal, inconsistent fashion.

## Does your organization need to do this?

Career Gateway and transitioning programs in general are not for every ABLE agency. In fact, transitioning is not for every adult learner. You do not need to go out and recruit new learners; however, if there are learners in your program who can move in that direction, it is important for you to know how to help them use available resources to achieve success in postsecondary education and training.

Agencies that plan to have a formalized transitioning program understand that the adult secondary diploma is not an end; it's a stop along the way. We need to upgrade our skills and our understanding of what is required to help learners make that journey. Transitioning programs provide agencies the opportunity to help learners reach the goal of transitioning to postsecondary education.

## What is in it for your learners?

Getting a GED test isn't enough. A significant skill gap exists between what is required to pass the GED test and what is required to pass an entrance exam for postsecondary education. The global economy requires a workforce that is well educated. If all we do is prepare learners to pass the GED test we are doing them a disservice. Consider the following:

- A high school diploma or its equivalent is no longer an adequate credential for most jobs in today's market (Reder, 2002, 2007).
- A total of 4 million adults in Pennsylvania have literacy skills that are low enough to limit their employment options. (*Adult Literacy in Pennsylvania*)
- The number of unskilled jobs has decreased dramatically; in 1950, 73 percent of Pennsylvania's jobs were unskilled. Today, that number is

30 percent; consequently, our citizens need more education to keep pace with the needs of the marketplace. (*U.S. Bureau of Labor Statistics, Center for Workforce Information and Analysis*)

- 43 percent of those with the lowest literacy skills live in poverty. (*Adult Literacy in America*)
- There is minimal formal connection between ABE, career development programs, and community college programs (Reder, 2000, 2007). As a result, the transition of individuals from adult basic and literacy education programs to postsecondary education and training is often not successful.
- 82 percent of all Pennsylvania businesses surveyed by the Team PA Business Calling Program since 2003 reported difficulty recruiting and hiring workers with requisite skills for their current job openings.

You can help your learners define new educational goals by helping them understand the need for a more rigorous preparation for postsecondary education.

### **ACTIVITY**

Review the Career Gateway Career Guidance PowerPoint presentation, (see Resource 1).

# Key elements of transitioning programs



**Plan**



**Identify Learners**



**Explore Careers**



**Explore Schools**



**Set Learners Up For Success**



**Support Learners**



## Plan

Programs need a plan for transitioning learners from ABLE programs to postsecondary education and training. The activities of transitioning must be intentional and they must be part of a process.

Ask yourself the following questions:

- Do we help our learners transition to postsecondary education or training?
- Does every staff person do it?
- Does every staff person know what to do and how it's done?
- Does every staff person know the process?
- Does every student get the same chance for transitioning services?

If you answered "NO" to even one of these questions, your organization doesn't have a plan in place for transitioning learners to postsecondary education and training.

The following pages provide steps for developing and executing a plan for transitioning learners from ABLE to postsecondary education and training.

## Step 1: Identify your program strengths

Adult educators, used to doing it alone, may find it difficult to admit that they are not strong in all areas of transitioning their learners. Adult educators may not even know what is important for their learners to know and be able to do in order to successfully enter postsecondary education at the credit level.

The Career Gateway Pilot Coordinator for the Private Industry Council of Westmoreland/Fayette worked with her internal and external partners to develop a list of skills that learners need for successful transitioning. The *SEE the Transitioning Skills Checklist* (see Resource 2) is a great place to start identifying program strengths.

### **Activity**

Go through the *SEE the Transitioning Skills Checklist*. After you've read through it, go back and check off the following items. Check only those items that you know are being done. If you aren't sure, don't check the item.

- In column 1, which of the items is measured by the TABE?
- In column 4, which of the items is discussed in an interview with the adult education counselor at your program?
- In column 5, which of the items is discussed in class by all adult education teachers at your program?

The items that haven't been checked are the items that no one is covering in your program.

## **Step 2: Identify potential partners to fill the gaps and research what they do**

If you are not covering the items on the *SEE the Transitioning Skills Checklist*, you need to find out who IS doing that work. Who are your existing partners? Could they help you fill in the gaps that you found with the checklist? Do you need new or additional partners?

### **Online Exploration**

Use the "Career Gateway PA CareerLink WebQuest" located on the PA CareerLink Web site to learn about PA CareerLink services (see Resource 3). The PA CareerLink Web site is found at [www.pacareerlink.state.pa.us](http://www.pacareerlink.state.pa.us)

Review the Career Gateway Career Guidance PowerPoint presentation slides 19-27.

### **Activity**

Using the gaps you've identified on the *SEE the Transitioning Skills Checklist* make a list of potential partners who might be able to help fill those gaps. Think about partners within your own organization as well as those from other organizations.

After you make the list, identify what the partners might be able to contribute to your program. You will also need to consider what is in it for them. How will they benefit from the partnership? Use the "*Partner Involvement Record*" to organize the information (see Resource 4). It is especially important that you have a contact name at the organization. If you find that you don't know what a potential partner can contribute to your plans, make a note on the "*Action Steps*" (see Resource 5).

## Step 3: Engage partners in planning the project

When planning with partners, the first question you will need to address is what is in it for each partner—do all benefit? This is the key concept of a partnership. Planning a project is like assembling a jigsaw puzzle--it takes many different pieces to complete the picture. You know the pieces you can bring to the puzzle and you have identified other potential partners who can bring additional pieces to the table. Now you need to work with those partners to plan the project.

The nature of partnerships is that stakeholders are engaged from the beginning of the planning process. They aren't brought in after all the plans have been made. You have identified your partners and what they can bring to the process, as well as what they will get out of it. Use the following questions to guide your actions as you engage your partners:



- What strengths does each partner bring to the process?
- What activities will all partners agree to?
- What outcomes does each partner need to see to justify committing resources to the project?
- How much can each partner devote to the process—time, personnel, and other resources?
- Who will be the “go to” people at each agency?
- What process will you establish to communicate with each other?  
Include verbal and written communications.

- How will you handle conflict and disagreements? Does this need to be specific for each partner or can you generalize?
- What will your meeting schedule be during planning and after?

## **Step 4: Create a Service Delivery Plan**

The Service Delivery Plan should be a graphic or itemized list describing what happens to a learner from intake through ABE classes and onto postsecondary education. It should include every step and should indicate the persons or agencies responsible for each step. If it is at all possible, get partners to sign off on the Service Delivery Plan so that each partner can rely on what the others have said they would do.

The Service Delivery Plan should be revisited and revised as circumstances change. Remember to get input and approval from all partners before amending the Service Delivery Plan. In the Career Gateway Pilot, agencies found that their plans evolved as they learned more about their partners and about what would be required for their learners to transition.

### **Activity**

Examine the *Service Coordination and Delivery Plans* of Intermediate Unit #1 and Luzerne County Community College. Note how each plan identifies input from both internal and external partners (see Resource 6).

Using a sheet of newsprint, draw a first draft of your Service Delivery Plan. Where you think partner input is required, use a marker to outline or highlight that step.

## **Step 5: Create an Action Plan**

An Action Plan puts in writing the work that still needs to be done, actions that all have agreed are important, provides deadline dates for accomplishing each action, and notes the person/s responsible for accomplishing each action. Some Action Plans may also note expected outcomes from each action and why those actions are important or necessary.

### **Activity**

Examine the forms titled "*ABE to PSE Action Planning Tool*," and "*Career Gateway Planning Tool A*" (see Resources 7 and 8). Which form do you find more helpful in creating an action plan? How will you use this form? Will you work alone or with other staff members and partners? Which form will you recommend to your partners as you define your plan and the steps to accomplishing it?



## Identify Learners

Where will you find learners for transitioning to postsecondary education?

We all know that many of our learners express an interest in going on to further education, but we also know that many learners are not prepared to do so. In Career Gateway agencies identified some important factors about our learners.

### ***Lack of academic rigor***

- They often lack strong academic backgrounds.
- GED classes may prepare them well to pass the test but don't always prepare them to pass college entrance exams or to succeed in college.

### ***Lack of models***

- Many of our learners are the first in their families to consider going on to postsecondary education. There is no one to whom they can turn for advice or information about even the simplest things.
- They may not have life models who have shown them how to manage time, handle conflict, make and adhere to a schedule, follow through, ask questions, use appropriate language, and dress appropriately.

### ***They don't know what they don't know***

- They may rely too heavily on what trusted others tell them. They do not have the habit of investigating for themselves.
- Many are not practiced at navigating the world of the Internet, the library, or the newspaper to get information and judge its value.
- They are unaware of how they learn.

- They believe that a good test score is a predictor of success—and they are unaware that the skills measured by the test often don't resemble the skills needed in college or on a job.
- They don't understand that learning is a whole system of its own. Recognizing lifelong learning skills is important to help learners achieve success.

Career Gateway Pilot agencies created cohorts of learners to participate in their transitioning programs. These cohorts were identified and selected based on their seriousness about transitioning, their willingness to do what was necessary to get themselves into school, and their readiness in terms of skills level. In Career Gateway each pilot agency created *Cohort Selection Criteria* to guide them in choosing learners for the program.

### **Activity**

Review the *Cohort Selection Criteria* for Intermediate Unit #1, Intermediate Unit #5, and Greater Pittsburgh Literacy Council (see Resource 9). Would any of these criteria fit your program needs? What criteria would you add to your own list? Why?

Each of the three *Cohort Selection Criteria* lists contains some reference to goal setting. In Career Gateway we found that the goal setting typically done in adult literacy programs was not sufficient for identifying learners likely to be successful in transitioning. Review the "*Steps to Goal Setting*" (see Resource 10). Does your procedure for goal setting reflect the good practice listed here? If not, what can you do to address the suggested steps that your program lacks?



## Explore Careers

Career exploration is unfamiliar territory for many adult educators. Some Career Gateway Pilot agencies thought that they were already doing career exploration. Because of their lack of experience and training, it didn't take long for them to realize that they were not as well equipped as some workforce development partners and potential partners.

The Career Gateway Pilot agencies worked as partners with the PA CareerLink in each pilot area. Partners at these sites offer career exploration as part of their services. Typically, partners offer these services to *many* of the clients that enter a PA CareerLink. Because of their experience, these partners can offer much more about exploring careers and advising learners about their choices.

The Career Gateway Pilot agencies sometimes sent learners on to postsecondary education with unrealistic expectations. It was important for the agencies to develop an understanding of Pennsylvania's High Priority Occupations and their local labor market. High Priority Occupations are defined as job categories that are in demand by employers, have higher skill needs, and are most likely to provide family sustaining wages. Each Workforce Investment Board region has identified High Priority Occupations for their particular region. Regional High Priority Occupations may include industries or businesses that have *New Job Growth* or *Emerging Occupations*.

- **New Job Growth**-New economic development or business investment in a certain field or industry that is likely to stimulate

job growth in occupations that is not captured by the historical data.

- **Emerging Occupations**-Industry partnerships that can demonstrate an unmet need for an emerging occupation in their sector able to generate a sufficient number of openings in the next five years.

With this knowledge, the agencies were better equipped to offer guidance about careers that were in demand.

### **Case Study**

Read the Career Gateway Case Studies #5 Career Guidance and Exploration. (Resource 11) Individually, consider answers to the questions. In small groups compare answers.

### **Group Activity**

Based on previous discussions with learners, list 10 occupations that your learners would be likely to select if asked to do so. Select one of the occupations for the following online exploration.

### **Online Exploration**

The Internet offers comprehensive, free information about careers. Several useful sites are the Pennsylvania Workforce Development site, Occupational Outlook Handbook, the Pennsylvania Occupational Outlook Handbook, and the O\*Net.

- The Pennsylvania Workforce site provides information about high priority jobs in each of Pennsylvania's regions. This site also details what skills, abilities, and educational requirements are needed to be successful in each job. <http://www.paworkforce.state.pa.us>

- The Occupational Outlook Handbook (OOH) tells you the training and education needed, the expected earnings, the expected job prospects, working conditions, and what workers actually do in a given job.  
<http://www.bls.gov/oco/>
- The O\*Net lists the distinguishing characteristics of occupations and describes the day to day aspects of the jobs and the interests of the typical worker. <http://online.onetcenter.org/>
- The Pennsylvania Occupational Outlook Handbook (POOH) contains detailed occupational information for more than 230 occupations.  
<http://www.paworkstats.state.pa.us/gsipub/index.asp?docid=455>

Go to each of these sites to inform yourself about the career you chose in the Case Study activity on the previous page. At the conclusion of your exploration share your information with the group to inform them about the career.



## Explore Schools

What does your learner need to know about a school? The world of postsecondary education is a mystery to many of our learners and as adult educators we often make assumptions about schools that we can't back up with hard facts. Helping learners explore schools is critical to helping them make good choices. Many of our learners will be part time students so it is especially important to know the requirements and costs for that group.

What do you actually know about schools in your area and what they offer?

It is important that you can answer questions about the:

- Programs offered
- Tests
- Costs and financial aid situation
- Paperwork required, and
- Deadlines

### **Online Exploration**

Select a school in your area that your learners might want to enter. Use the "*Career Gateway WebQuest*" as a guide for exploring that school's Web site.

You may not be able to answer all the questions online. What would you advise your learners to do in that case? What will you do to find the answers?



## Set Learners Up For Success

Agencies want to set people up for success in postsecondary education and training. Further, the goal is to get our learners into school beyond developmental classes and into credit classes that count toward graduation.

What is success? In this case, success can be defined as completing an academic or training program at a postsecondary institution, with the ultimate goal of obtaining employment in their chosen field.

In Career Gateway we found that the usual adult education menu of services wasn't enough to do that for our learners. The academic work in postsecondary classrooms requires a higher skill level than passing the GED test.

Setting learners up for success requires:

- Increased academic rigor
- An expanded menu of instructional topics
- Preparation for academic life as well as college environment



### Academic Rigor

The skills required to pass the GED test are not the same skills necessary to pass college entrance exams or to succeed in the postsecondary classroom. You need to know about the increased skill needs. One way to inform yourself is to go to the schools, speak with representatives of different programs, and examine course materials. You can also examine sample questions from different entrance exams.

The Intermediate Unit #5 (IU#5) in Erie reviewed the textbooks and syllabi of their postsecondary education partners' programs and found that IU#5's algebra classes were inadequate to prepare learners to succeed in those programs. IU#5 completely revised its algebra classes. As a result retention in the college programs has increased dramatically.

### **Online Exploration**

Most postsecondary education and training institutions have their own entrance requirements. Since many transitioning adult learner enter community colleges, it is important to understand the entrance requirements of these particular institutions. The two major entrance exams for community colleges are the Accuplacer and the Compass. Go to the Web sites for each test and review the sample questions.

#### **Accuplacer:**

[http://www.collegeboard.com/prod\\_downloads/student/testing/accuplacer/accuplacer-sample.pdf](http://www.collegeboard.com/prod_downloads/student/testing/accuplacer/accuplacer-sample.pdf)

#### **COMPASS:**

<http://www.act.org/compass/sample/>

Review the Luzerne County Community College PowerPoint presentation on Evaluating and Simplifying Expressions to see the innovative approach they took to helping learners move from computation to algebra (see Resource 12).



**Answer the following questions:**

- What subjects are you teaching at the level required to pass the entrance exams with a score that will place learners beyond the developmental classes?
- What kind of professional development do you need to enable you to teach skills at these enhanced levels?
- Think of students who are currently enrolled in your programs and who are ready to move into enhanced level classes. On the "*Action!*" sheet, note specific steps you need to take to change your practice. Include actions for yourself, others, and your organization.

**Expanded menu of class topics**

In Career Gateway agencies began to see the need for a higher level of service in ABLÉ programs. The content of our highest level classes did not prepare our learners to enter and succeed in postsecondary education and training.

Also, our learners had serious skill needs beyond basic academics and we were surprised by some of those needs. They needed to acquire skills in:

- Note-taking
- Test taking
- Studying
- Time management
- Self management
- Stress management
- Communication
- Identifying and using resources

- Self advocacy

Each of these skill areas was addressed in various ways by different pilot sites. Some created PowerPoint presentations to anchor instruction. Some created topic-specific booklets to be used in class.

### **Activity**

Examine each of the following Career Gateway documents. Select one and prepare to teach a segment of it to the group.

Study Booklets from Intermediate Unit #1 (see resource 13);

- *Study Skills*
- *Test Taking*
- *Managing Stress*
- *Postsecondary Organizational and Time Management*
- *Career Exploration*



### **Preparation for College Life**

In spite of ever-increasing numbers of adults enrolling in postsecondary education and training, many schools are still oriented to the full time, younger student. Part-time adult students, who identify themselves as workers or parents first and as students second, will need your help negotiating that world.

Several Career Gateway Pilot agencies set up opportunities for learners to experience the college world before they enrolled in it. Learners all commented on the fact that these opportunities made them feel more comfortable when they actually started in school. Here are some ideas from the pilots.

### **Tips for Preparing Adult Learners for College Life**

- Take learners on a tour of at least one school, introducing them to admissions, student services, the library, and financial aid staff
- Invite speakers from schools to do presentations to your learners
- Give learners an assignment to write questions for the speakers ahead of time
- Partner with schools to allow you to conduct a class in their library
- Arrange opportunities for learners to sit in on a college class



## Support Learners

Career Gateway pilots had a goal of transitioning 50% of the cohort to postsecondary education or training. At the conclusion of the project they had achieved a 52%. Part of their success was due to their attention to detail and their willingness to be flexible with how they defined their roles and tasks.

### **Five Ways to Support Learners in Postsecondary Education**

1. Keep an “open door” policy so learners can come back to ask you questions or get advice
2. Find out the extent of college advising and offer to fill in some of the gaps
3. Consider having brush up classes, study halls or other informal academic assistance for graduates
4. Work with PA CareerLink to monitor student success so the learners don't get lost in the system
5. Ask graduates to come back to classes to talk about their experiences to additional transitioning adults in your program



## Resources

Many of the resources that are mentioned in this Practitioner Guide can be found in Section 2 of the Career Gateway Tool Kit. Please refer to the Career gateway Tool Kit for the following Resources:

- Resource 1 Career Gateway Career Guidance PowerPoint presentation, Career Gateway Tool Kit Attachment 1-D
- Resource 2 SEE the Transition Skills Checklist, Career Gateway Tool Kit Attachment 3-B, 3-C
- Resource 6 Service Coordination Plans, Career Gateway Tool Kit Attachment 2-H
- Resource 7 Career Gateway ABLE to Postsecondary Planning Tool, Career Gateway Tool Kit Attachment 2-M, 2-I
- Resource 8 Career Gateway Planning Tool A, Career Gateway Tool Kit Attachment 1-A, 2-A
- Resource 9 Cohort Selection Criteria, Career Gateway Tool Kit Attachment 2-E, 4-E, 7-B
- Resource 10 Steps to Goal Setting, Career Gateway Tool Kit Attachment 6-K, 8-G
- Resource 11 Case Study 5
- Resource 12 Luzerne County Community College PowerPoint Presentation, Career Gateway Tool Kit Attachment 1-I
- Resource 13 Intermediate Unit #1 Study Booklets, Career Gateway Tool Kit Attachment 2-J

The remainder of the Resources referred to in this Practitioner Guide can be found on the pages that follow.

## Resource 3: PA CareerLink WebQuest

### WebQuest

Directions: Select an occupation for which you would need further education. Select a school, go to the school website and answer the following questions. Note that not all questions may be answered online. In that case, decide what you would advise a learner to do to complete the WebQuest.

**School Name:** \_\_\_\_\_

**School URL:** \_\_\_\_\_

#### Programs Offered

- Is this institution an approved training provider?
- What programs are approved?
- What are the prerequisites for entering each program?
- How long does each program take to complete?
- What certificate or degree will be awarded for each program?

#### TESTS

- What is the entrance exam?
- Are sample questions available in each of the subject areas?
- What score is required to enter?
- What score is required to enter beyond developmental classes?
- How and when is the test given? Is it timed?
- Are calculators permitted? Are they provided? Is the choice of calculator specified?
- How is the student informed about test scores?
- Is anyone exempt from taking the test?
- Are any additional tests required for special programs?
- Are there accommodations on the test?
- What documentation is required to obtain the accommodation?

**Resource 4: Partner Involvement Record**

**Career Gateway Partner Involvement Record**

<b>Partner Name and Contact Information</b>	<b>What has this partner's involvement been to-date in your ABE/GED Program?</b>	<b>What is this partner's expected role in your transitioning plan?</b>

**Resource 5: Action!**



# Action!

Task or Question	Who Can Help?	Resolution Date

## **Resource 11: Career Gateway Case Study 5**

### **Career Guidance and Exploration**

The Players: A large literacy program, a PA CareerLink office, and a postsecondary educational facility.

The Scenario: The postsecondary educational facility is known for its nursing program and the literacy program prepares candidates to pass the entrance examination. It comes as a shock to find out that 50% of the nursing students who complete the literacy program classes and pass the entrance exam drop out. The literacy program revises its curriculum to better reflect the course requirements of the nursing program. Since that revision students are transitioning successfully and are staying in the program. But one student dropped out after 2 weeks. Her reason? She didn't know nurses had to deal with body fluids.

**Question 1: What caused the problem here?**

**Question 2: What steps would you take to address the problem?**

- a. with the postsecondary educational facility
- b. within your own literacy program

**Question 3: How might you engage your PA CareerLink partner in helping to solve the problem?**