

The background of the slide is a detailed illustration of a workspace. At the top left, a desk lamp with a glass shade is positioned. Below it, a large sheet of paper, likely a blueprint, is spread out. The blueprint features architectural drawings, including a circular diagram and a rectangular area labeled 'BED RM 2' with dimensions '10'0" x 12'4"'. Other faint text on the blueprint includes '56'-8"', 'CLO T CLO', 'BALCON ABOVE', and '16-0'. In the foreground, several drafting tools are scattered: a yellow ruler with black markings, a silver compass, and four markers in white, blue, green, and red. A large, light blue arrow points from the bottom right towards the center of the page.

Career Pathways: How We Can Help Adult Learners Transition to New Careers and Education

*Prepared for the Union County
Workforce Investment Board*

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Objectives

Participants will understand:

1. arguments for and components of a career pathway/transitions approach to ABE and workforce development.
2. how Union County College noncredit programs have developed a career transition system for several industries.
3. What other NJ CC's are doing in this area.

The background of the slide features a desk with a lamp on the left, a brick wall at the top, and a blueprint or architectural drawing on the desk surface. Two pens are visible on the right side of the desk. The main text is centered on the blueprint.

What do you think?

- What is a “career pathway” approach to adult basic education and workforce development?
- What are arguments for a “career pathway” approach?

A desk with a lamp, a ruler, and a pen. The background is a brick wall. The desk is white and has a blue lamp on the left, a ruler on the right, and a red pen on the bottom right. The text is centered on the desk.

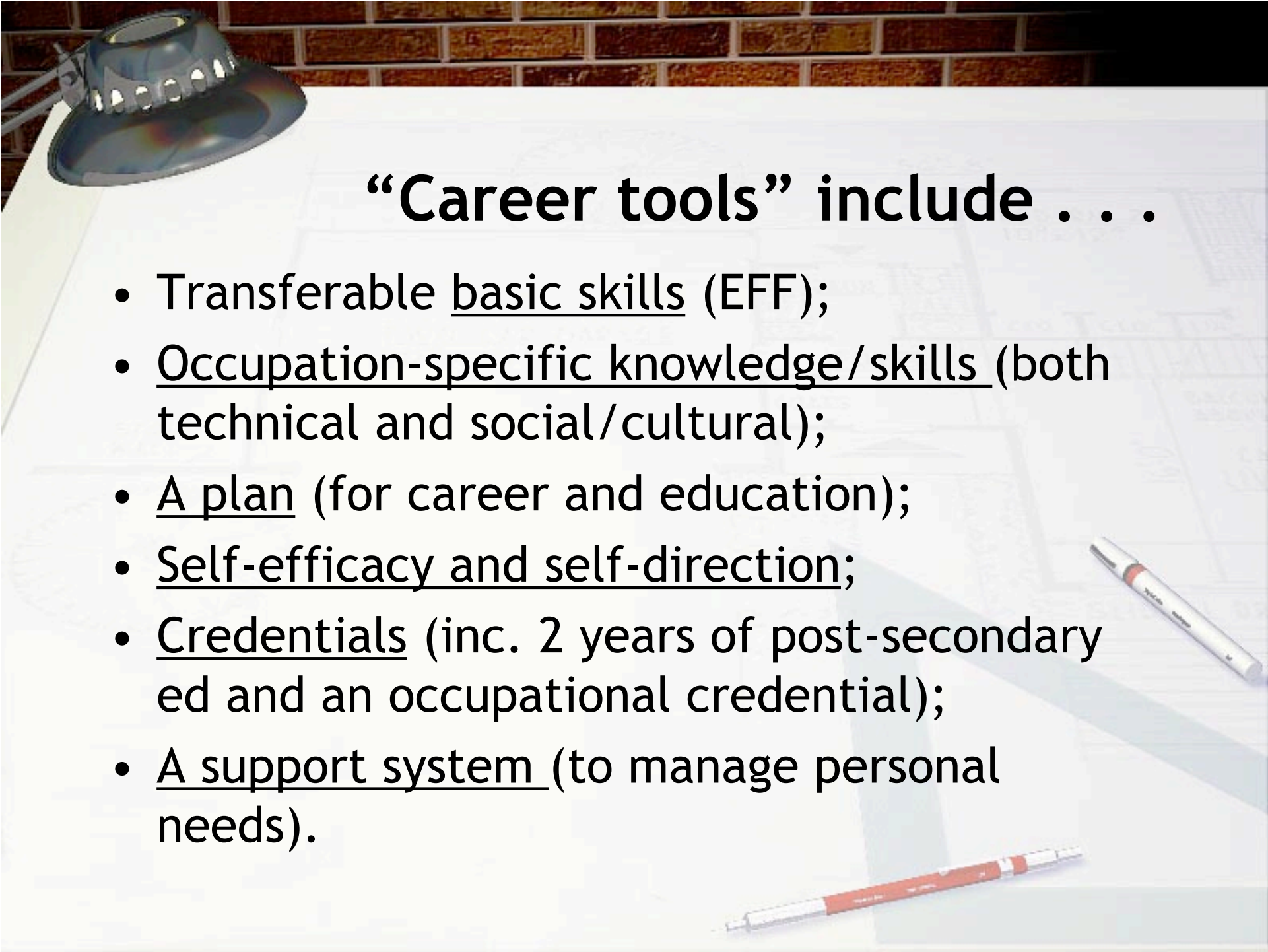
A “career pathway” approach is . . .

- . . . a systematic way to help adults get the career tools they need to attain, retain, and progress in rewarding employment.



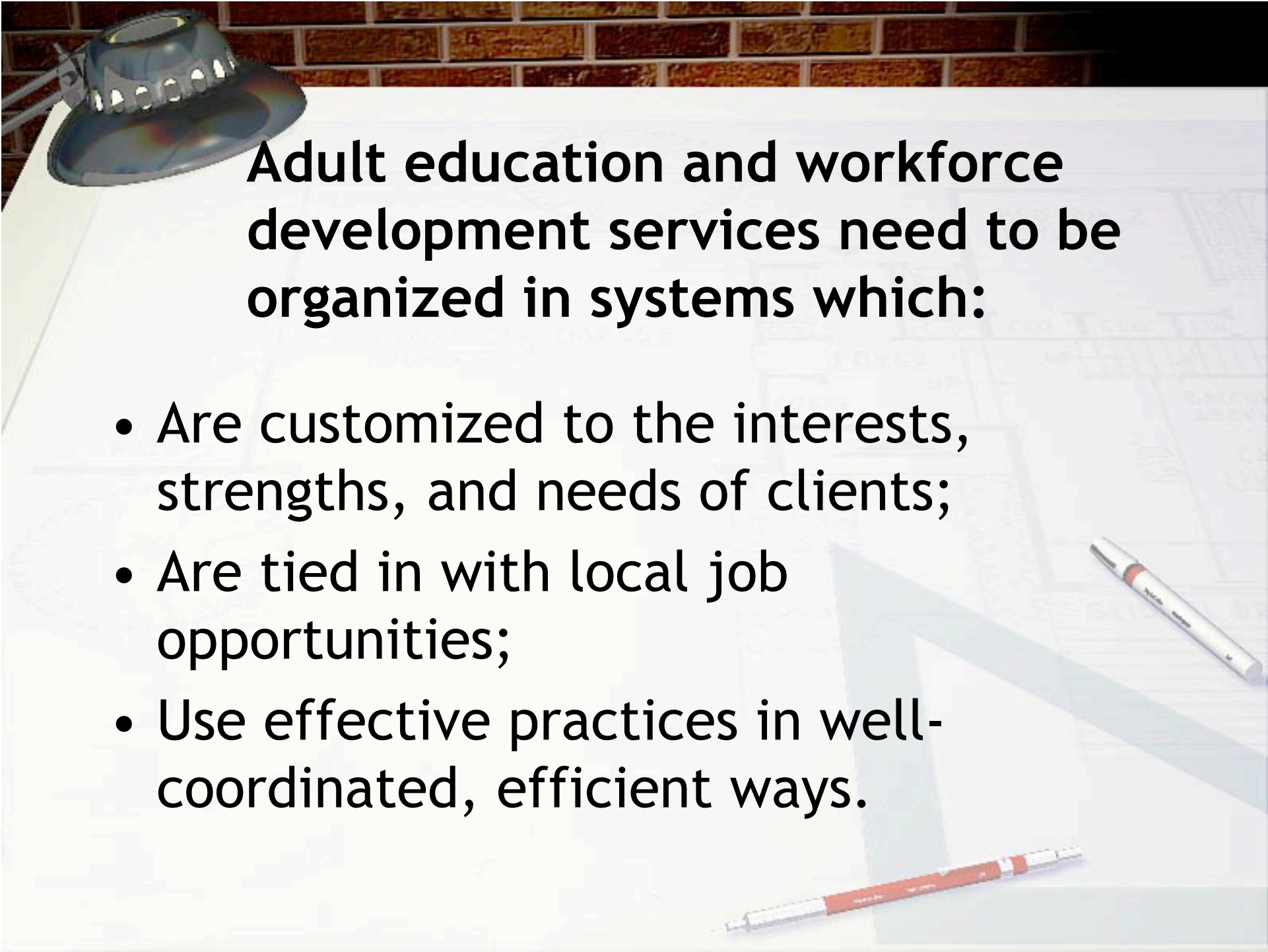
Why a “career pathway” approach?

- Adults need various career tools to attain, retain, and succeed in rewarding employment.
- Education and employment services need to be organized efficiently (systematically) to help job seekers get those tools and connect to employment.



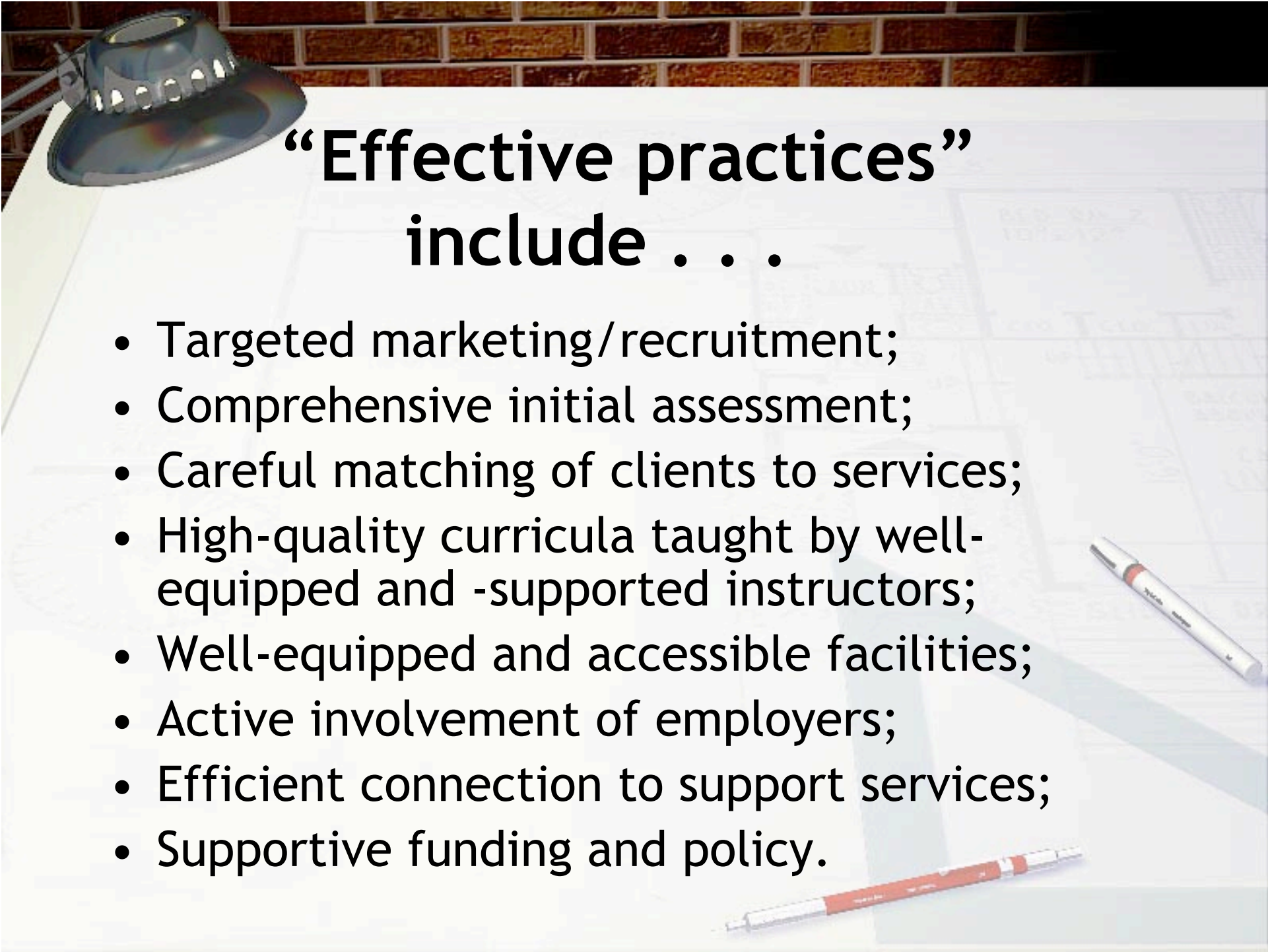
“Career tools” include . . .

- Transferable basic skills (EFF);
- Occupation-specific knowledge/skills (both technical and social/cultural);
- A plan (for career and education);
- Self-efficacy and self-direction;
- Credentials (inc. 2 years of post-secondary ed and an occupational credential);
- A support system (to manage personal needs).



Adult education and workforce development services need to be organized in systems which:

- Are customized to the interests, strengths, and needs of clients;
- Are tied in with local job opportunities;
- Use effective practices in well-coordinated, efficient ways.



“Effective practices” include . . .

- Targeted marketing/recruitment;
- Comprehensive initial assessment;
- Careful matching of clients to services;
- High-quality curricula taught by well-equipped and -supported instructors;
- Well-equipped and accessible facilities;
- Active involvement of employers;
- Efficient connection to support services;
- Supportive funding and policy.

A desk setup featuring a white surface with a desk lamp in the top left, a ruler and two markers in the bottom right, and a brick wall background. The text is centered on the white surface.

What are some examples of career-pathway initiatives at UCC's Retail Skills Center and Industry-Business Institute?



Recent Career-Pathway Courses at RSC (for Eldercare Industry)

- “Intro to Eldercare” PowerPoint
- “ESL for Healthcare Workers” course
(36 hours)

Cont'd.



Recent Career-Pathway Courses at RSC (for Transportation/Logistics/Distribution Industry)

- “Intro to TLD Careers” PowerPoint
- “TLD Career Planning” course (24 hr)
- “TLD Ready” work readiness course (48 hr)
- “TLD Electronics” (220 hr)
- “Healthy Worker, Healthy You” (24 hr)
- “TLD Financial Literacy” (48 hr)
- “Green TLD” (24 hr)
- “TLD 101”
- “Supply Chain Management”



Guidelines for Recent Career Pathway Programs



- Curricula . . .
 - Teach EFF skills
 - Use participatory activities (project based learning, problem-identification/solving, teamwork, . . .)
 - Teach occupational knowledge and skills
 - Incorporate common ed'l technologies as learning tools
 - Emphasize self-study
 - Teach test-taking skills
 - Help learners develop portfolios and plans.

Cont'd.



Guidelines for Recent Career Pathway Programs (cont'd.)

In addition to customized curricula, programs:

- Do careful recruiting and placement;
 - Carefully and prepare select staff;
 - Have well-equipped, accessible facilities (with Internet connections);
 - Engage employers (in designing curricula, visiting classes, attending job fairs, considering program graduates for jobs).
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A desk lamp with a white shade and a silver base is positioned in the upper left corner, casting light on a white surface. The background features a brick wall. On the white surface, there is a ruler and a pen. The text "Coming Up Next at UCC" is prominently displayed in the center.

Coming Up Next at UCC

A Green Workforce Service initiative to help various worker populations move into a number of green career pathways.



Useful Resources

- Center for Law & Social Policy:
www.clasp.org/issues?type=basic_skills_and_work_force_training
- Public/Private Ventures:
www.ppv.org/ppv/publications/assets/294_publication.pdf
- Joyce Foundation “Shifting Gears” study of state workforce systems: <http://www.shifting-gears.org/>
- Council for the Advancement of Adult Literacy paper on “Local Perspectives on WIA Re-Authorization”:
<http://www.caalusa.org/publications.html>



Useful Resources (cont'd.)

- Heldrich Center for Workforce Development: “Helping Jobseekers Who Have Limited Basic Skills”: <http://www.heldrich.rutgers.edu/>
- National College Transition Network: <http://www.collegetransition.org/careerawareness.html>
- National Institute for Literacy Workforce Competitiveness Resource Collection: www.nifl.gov/lincs/resourcecollections/RC_workforce.html