MODULE 8
Workforce Preparation Strategies
LEARNING TO ACHIEVE
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http://lincs.ed.gov/

LINCS is funded by the U.S. Department of Education, Office of Career, Technical, and Adult Education. It is comprised of the Resource Collection, managed by Kratos Learning, the Regional Professional Development Centers, and the Technical Contractor, Quotient, Inc.
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- **A Resource Collection** containing high-quality, evidence-based materials in 16 topic areas;
- An online **Community of Practice** where you can share and collaborate with your peers;
- **A Learning Portal** where you can engage in self-paced and facilitated professional development courses; and
- **Four Regional Professional Development Centers (RPDCs)** that deploy evidenced-based PD trainings to states.

For a video overview of LINCS, visit: [http://www.youtube.com/watch?v=w3bq6Mdn2Qg](http://www.youtube.com/watch?v=w3bq6Mdn2Qg)
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https://community.lincs.ed.gov

★ Access the Learning Portal:  
http://lincs.ed.gov/courses

★ Search the Resource Collection:  
http://lincs.ed.gov/collections

★ Follow the latest updates: @LINCS_ED

★ Join our professional group: LINCS_ED

★ Watch webinar archives and more: LincsEd
Objective

- Describe strategies for helping adults with learning disabilities (LD) develop skills to enhance their workforce readiness and success.

Guiding Questions

- What instructional strategies can an adult basic education (ABE) instructor use to help students with LD develop skills that will support the students’ success at each phase of the employment process?
- What workforce-related resources are available to students with LD, and how can the ABE instructor link these resources to instructional strategies and the learner’s goals?
Discussion

What are some of the challenges adult learners with LD might face in finding and keeping employment?
★ Adults with LD may face challenges in finding and keeping employment in such areas as:

- Demonstrating marketable skills
- Finding job leads
- Completing job applications
- Participating in a job interview
- Following directions
- Communicating with others and maintaining social connections at work
- Managing time
- Asking for assistance
Guiding Question 1

What instructional strategies can an ABE instructor use to help students with LD develop skills that will support the students’ success at each phase of the employment process?
What skills do employers expect workers to have in today’s economy?
Employer Expectations

**Basic Skills**
- English language (spoken)
- Reading comprehension (English)
- Written English
- Mathematics
- Science
- Government/economics
- Humanities/arts
- Foreign languages
- History/geography

**Applied Skills**
- Teamwork/collaboration
- Critical thinking/problem-solving
- Communication
- Professionalism/work ethic
- Information technology application
- Leadership
- Creativity/innovation
- Lifelong learning/self-direction
- Ethics/social responsibility
Activity: Employer Expectations

Purpose
★ To explore classroom instructional strategies to support learners in developing applied skills to meet employer expectations

Tasks
1. Each table will be assigned one of the applied skills.
2. Assign a facilitator, recorder, and presenter for your table.
3. Identify three instructional strategies that you can use with your learners to develop your table’s assigned applied skill.
4. Each table will report out to the large group.
Career Development

1. Awareness of Self

2. Awareness of Opportunity

3. Preparation

4. Work History
Career Development (continued)

1. Awareness of Self
2. Awareness of Opportunity
3. Preparation
4. Work History
Career Development (continued)

1. Awareness of Self

2. Awareness of Opportunity

3. Preparation

4. Work History
Career Development (continued)

1. Awareness of Self

2. Awareness of Opportunity

3. Preparation

4. Work History
Click on the Resources button for a link to askjan.org:

The Job Accommodations Network

Career Development Accommodations
Learning to Achieve: Accommodations

Learning to Achieve: Legal Issues, Self-Disclosure and Confidentiality

Career Development Accommodations
Career Development (continued)

1. Awareness of Self
2. Awareness of Opportunity
3. Preparation
4. Work History
Think about a learner you know who is struggling with employment. Which component would you focus on and how?
Awareness of Self

Example activities:

★ Create an inventory of the learner’s skills and career interest areas, incorporating findings from assessments.

★ Direct the learner to career guidance services that can provide assessments and give advice for career exploration.
Example activities:

- **Research local companies** (online, phone, visits, etc.)

- **Interview people who work in different fields** to gain insights and advice about occupational possibilities.

- **Keep a record of these experiences** in a journal.
Example activities:

- Investigate local libraries’ career resources.
- Learners interested in military service can take the **Armed Services Vocational Aptitude Battery**.
- Explore U.S. Department of Labor online resources including [mynextmove.org](http://mynextmove.org)
Awareness of Opportunity

What do you want to do for a living?

“I want to be a …”

Search careers with key words.

Describe your dream career in a few words:

Examples: doctor, build houses

Search

“I’ll know it when I see it.”

Browse careers by industry.

There are over 900 career options for you to look at. Find yours in one of these industries:

Administration & Support Services

Browse

“I’m not really sure.”

Tell us what you like to do.

Answer questions about the type of work you might enjoy. We’ll suggest careers that match your interests and training.

Start
Example activities:

★ Practice…
- Completing job applications
- Conducting job interviews
- Finding leads, etc.

★ Develop networking skills:
- Introducing yourself
- Expressing interest about what people do for work
Example activities:

- Developing a resume
  - online or from scratch
Example activities:
★ Developing a resume
▪ online or from scratch
★ Examine ways skills have been acquired. What did they learn from these experiences…
  ▪ …about themselves?
  ▪ …about occupational fields?
  ▪ …that they can apply to next steps in their lives?
The economy demands that workers have strong skills in technical areas and basic literacy.

This has led to new approaches in instruction.

- Integrated Basic Skills
  - Career-technical instructors team with ABE/GED and ESL instructors

- Career Pathways
  - Systematic course offerings and planning organized around 16 career clusters
LINCS and OVAE online instructional resource:

Adult Career Pathways Training and Support Center
## 16 National Career Clusters

<table>
<thead>
<tr>
<th>Agriculture, Food, &amp; Natural Resources</th>
<th>Architecture &amp; Construction</th>
<th>Arts, AV Technology, &amp; Communication</th>
<th>Business Management &amp; Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education &amp; Training</td>
<td>Finance</td>
<td>Government &amp; Public Administration</td>
<td>Health Science</td>
</tr>
<tr>
<td>Hospitality &amp; Tourism</td>
<td>Human Services</td>
<td>Information Technology</td>
<td>Law, Public Safety, Corrections, &amp; Security</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>Marketing, Sales, and Service</td>
<td>Science, Engineering, Information Technology</td>
<td>Transportation, Distribution, &amp; Logistics</td>
</tr>
</tbody>
</table>
Other currently used occupational groups include:

- Bright Outlook
- Green Jobs
- Job Families
- Industry groups
- STEM occupations
What do you want to do for a living?

“I want to be a…”

Search careers with key words.

Describe your dream career in a few words:

Examples: doctor, build houses

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Tell us what you like to do.

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Start
Instructors can incorporate the Career Pathways approach into instruction for adults with LD by helping students to:

★ Link interests and aptitudes to specific career areas.

★ Explore the type of skills and training needed for certain careers.

★ Create an educational plan for a particular career pathway.
Guiding Question 2

What workforce-related resources are available to students with LD, and how can the ABE instructor link these resources to instructional strategies and the learner’s goals?
The Workforce System

- Mandated by the federal Workforce Investment Act
- Created local Workforce Investment Boards
- Establishes local workforce centers (One-Stop Career Centers)
- Open to all job seekers who are legally allowed to work
- Accessible to people with disabilities, including LD

To find a nearby One-Stop Center visit www.servicelocator.org
Workforce Investment Act

- Workforce Investment Boards
- Workforce Centers (One-Stop Career Centers)
  - Physical site
  - Hosting employment-related resources
  - Available to the public
Universal Accessibility
People with Disabilities:

★ Have a right to use One-Stop system services.

★ Are entitled to reasonable accommodations and modifications when using One-Stop services.

★ Should not be automatically referred to agencies that serve only people with disabilities.
Locate your nearest One-Stop:
www.servicelocator.org
One-Stop Career Centers

One-Stops

Partners

Customers

Services

Disability-Focused Partners

Job-Seekers

Employers

Core

Intensive

Training
One-Stop Career Center Partners

★ Youth programs
★ Senior employment
★ Migrant and seasonal farm worker
★ Native American employment and training
★ Adult career and technical education
★ Adult education and family literacy
★ Vocational rehabilitation
★ Job Corps
★ Veterans
★ Temporary Assistance for Needy Families (TANF)
★ Dept. of Housing and Urban Development employment and training
Disability-Focused Partners

- Vocational Rehabilitation (VR)
- Community Rehabilitation Providers (CRPs)

National Rehabilitation Information Center (NARIC)

www.naric.com
One-Stops

Vocational Rehabilitation

Community rehabilitation providers

State/local mental health agencies

State disability agencies
Help for individuals with disabilities in accessing One-Stop resources:

- One-Stop liaisons
- Points of contact
- Guides
- Resources person
One-Stop Career Center Customers

- Job seekers eligible to work in the U.S.
  - Career assessments and resource materials
  - Resume assistance
  - Job leads
- Employers
  - Recruitment source
  - Relocation services
  - Business services team
  - Outreach to business community
  - Special events
  - State job database
- Agency representatives and educators assisting job seekers
Overview of One-Stop Services

★ Core
  ▪ Available to anyone

★ Intensive
  ▪ For eligible individuals who have not become employed after accessing core services

★ Training
  ▪ For eligible individuals who have not become employed after accessing core and intensive services
Locate your nearest One-Stop:
www.service locator.org, or
www.careeronestop.org
Accessing and Using the One-Stop

- Registration and orientation
- Staffed resource room
- Computers, workstations, materials, equipment, assistive technology, Internet access, job database
Activity: Preparing for One-Stop Visit

Purpose

- To explore how you would help a learner prepare to visit a One-Stop

Tasks

1. Individually think about a learner you know who you think would benefit from accessing a One-Stop.
2. With a partner describe the learner and discuss what you could do in your current role to support this person.
3. Be prepared to share key points from your discussion with the whole group.
Ideas for supporting students to access and use their local One-Stop career center:

- Arrange a class field visit.
- Encourage exploration of state Department of Labor websites, including online services.
- Help the learner to contact the orientation facilitator in advance of a visit—to get a feel for what will be covered.
- For the student who struggles socially, suggest they visit the One-Stop with a friend.
Review

- What instructional strategies can an ABE instructor use to help students with LD develop skills that will support the students’ success at each phase of the employment process?

Application

- What workforce-related resources are available to students with LD, and how can the ABE instructor link these resources to instructional strategies and the learner’s goals?
Some strategies and resources you might incorporate into your instruction include:

- Practice filling out job applications, writing resumes, and answering interview questions.
- Reading job descriptions or exploring job clusters.
- Exploring online work-related resources (state or national).
- Math instruction based on specific career goals.


