



Transitions Resources

Discussion Lists

NIFL discussion lists enable participants to discuss the literacy field's critical issues; share resources, experiences, and ideas; ask questions of subject experts; and keep up-to-date on literacy issues. Each discussion list is moderated by an individual with significant expertise in the topic area. To join the list visit <http://www.nifl.gov/lincs/discussions/discussions.html>

Transitions to Post-secondary Education

The purpose of this list is to provide an on-going professional development forum for practitioners, administrators, researchers, and policy-makers from the Adult Secondary Education (ASE), English Language Acquisition (ELA), post-secondary education, and workforce development fields. This list promotes the sharing of information, research, expertise, and resources to help bridge the gap between what ASE and ELA programs traditionally offer and what most adult learners need to succeed in post-secondary education. Topics such as curriculum and instruction, college readiness, counseling, assessment, program development, career awareness, data collection, and partnerships will be explored.

Workforce Competitiveness

The list provides an ongoing professional development forum for adult educators who are interested in or provide work-focused basic skills instruction. The focus of the online forum is to discuss issues relevant to providing research- and evidence-based educational services to adults transitioning to the workplace and to incumbent workers; to share information and resources that can be used to inform practitioners about these issues and improve practice; and to enrich and improve public policies related to workforce education and workforce development systems.

Resource Collections

The new LINCS Resource Collections are online subject-oriented collections of high-quality instructional resources informed by research. Each item on the list has completed a rigorous internal and external process in which researchers and other experts in the field reviewed the resource and found it to be grounded in scientifically based and/or other rigorous research. For each resource on the list, information is given about the author(s), the program or institution affiliated with the resource, publication date, number of pages, type of product, target population, skill levels of instructional materials and more. The thoughts of the reviewers about each resource are also given, and of course, the link to the materials.

Workforce Competitiveness Resource Collection

The Workforce Competitiveness Resource Collection, available at http://www.nifl.gov/lincs/resourcecollections/RC_workforce.html includes resources applicable to workforce basic skills education, English language acquisition, and/or technology. A selection of these resources of particular interest to transitions programs is listed below.

Workforce Education

Adult Learning in Focus: National and State-by-State Data

Council for Adult and Experiential Learning (CAEL) in partnership with National Center for Higher Education Management Systems (NCHEMS)

This report from the Council for Adult and Experiential Learning uses numerous data sets to provide evidence about what is known about adult learning nationally and across each of the fifty states and to identify gaps that hinder increasing numbers of Americans from earning a living wage (defined by some as 150 percent of minimum wage).

Skills to Live By: Participant Reflections on the Value of Their Sectoral Training Experience

Workforce Strategies Initiative, The Aspen Institute (Maureen Conway & Amy Blair)

This resource describes the third phase of a sectoral approach (targeting high priority industry clusters and related jobs) to education and training for low income and low-skilled individuals, especially to identify the successes and challenges they have faced participating and remaining in the labor market four years after training.

Strategies for Success in Career Development: The Career Coach Curriculum Guide

Women Employed (Caren Van Slyke & Karen Lamb)

This thorough, concise, and well-organized career development curriculum is appropriate for instructors and other service providers who work with mid- to higher-level adult learners in the process of choosing a career, changing a career, or exploring education options that match their goals.

Embedded Learning Portal (Curriculum Sample Reviewed: Production Process Module 2)

UK: Department for Education and Schools (DFES)

Practitioners frequently request job-related basic skills curricula and materials. The Embedded Learning Portal offers access to a variety of work-related basic skills curricula that are embedded in a functional context of job areas in specific industry clusters.

GED Career Bridge to Hospitality Curriculum (All Sections)

Virginia Adult Learning Resource Center

Many employers require at least a GED for new entrants into the workplace; however, many new entrants lack fundamental background information concerning the workplace and the world of work in order to stay with the job or move up in the field. This curriculum resource prepares students for the GED credential while providing important background information, skill instruction, and practice within a hospitality career context and career pathway model.

America's Perfect Storm: Three Forces Changing Our Nation's Future

Educational Testing Service, Policy Evaluation and Research Center, Policy Information Center

The authors review and synthesize existing research in three key "powerful forces" in the nation: (1) Wide

disparity in literacy and numeracy skills among American school-aged and adult populations, with particular ethnic/racial groups especially at risk; (2) Profound restructuring of the U.S. workplace driven by globalization, technological change, and higher skill demands; and (3) Changing demographic trends (i.e., an aging and more diverse workforce).

English Language Acquisition

Facilitating Adult Learner Interactions to Build Listening and Speaking Skills

Center for Applied Linguistics (Sharon McKay & Kirsten Schaezel)

This practical resource stresses the importance of building oral (speaking and listening) communicative skills necessary for the workplace and community.

Issues in Improving Immigrant Workers' English Language Skills

Center for Applied Linguistics (Miriam Burt)

This article addresses five points that are at issue for English language learners (ELL) in the workplace (e.g., language and identity, measuring outcomes) and how employers might address them formally (e.g., through targeted English-as-a-second-language (ESL) classes, educating non-immigrant workers) and informally (e.g., providing opportunities to use English on the job, involving leadership).

The Integration of Immigrants in the Workplace

Institute for Work and the Economy

This research report reviews the challenges of integrating immigrants into the workplace and offers seven lessons that will assist in successfully supporting this process. Reported outcomes are based on an extensive literature review, interviews with experts in the field, benchmarking and a discovery forum.

An Introduction to ESL in the Workplace: A Professional Development Packet

American Institutes for Research & Building Professional Development Partnerships for Adult Educators Project, PRO-NET 2000

This step-by-step training resource for developing ESL, work-based programs includes agendas, content, participant activities, handouts, transparencies and trainer resources.

Supporting Adult English Language Learners' Transitions to Postsecondary Education

Center for Adult English Language Acquisition (J. Mathews-Aydinli)

This article focuses on classroom and program (administrator) practices that promote successful transitions for L2 learners to postsecondary education. The brief covers research and theory related to instructional strategies useful in supporting adult ELL students' transition to college.

Tennessee ESOL in the Workplace

University of Tennessee Center for Literacy Studies; Tennessee Department of Labor and Workforce Development Office of Adult Education (Pat Sawyer & Barbara Tondre)

This training manual was a collaborative project of the Tennessee Department of Labor and Workforce Development and the Center for Literacy Studies at The University of Tennessee, using a volunteer task force of Tennessee adult education supervisors and ESOL teachers working together with the authors.

Vocational English as a Second Language: Courses A and B Curriculum Guide

Bridge to Advanced Technological Education and Employment Project, University of Illinois at Chicago (Stephanie Sommers)

The curriculum guide was designed to prepare intermediate level ELL adults for career-path employment

and post-secondary education in advanced technology fields. It is composed of two courses (A and B) that run for 14 weeks, 12 hours per week.

Workplace Instruction and Workforce Preparation for Adult Immigrants

Center for Adult English Language Acquisition (M. Burt & J. Mathews-Aydinli)

This resource describes and discusses three different workforce preparation venues (workplace classes, vocational classes, Adult ESL classes) for English language learners.

Program Management Resource Collection

The Program Management Resource Collection, available at

http://www.nifl.gov/lincs/resourcecollections/RC_planning.html focuses on assessment, learning disabilities, and program improvement. A selection of these resources of particular interest to transitions programs is listed below.

Assessment

I've Opened Up: Exploring Learners' Perspectives on Progress

Parkdale Project Read, Regent Park Learning Centre, Wellington County Learning Centre, Festival of Literacies Office at the Ontario Institute for Studies in Education, University of Toronto

This project explored learners' experiences and understanding of progress and sought to define and articulate this knowledge. The research showed the importance of understanding and valuing the perspectives learners have of their progress. We discovered numerous nonacademic outcomes critical to learners' progress that they associated with adult literacy programs. Learners realized very well what literacy can do for them and value the many nonacademic outcomes they experience in various facets of their lives.

Learning Disabilities

Accommodations and Compliance Series: Employees with Learning Disabilities

Job Accommodation Network (Suzanne Gosden Kitchen & Sarah Dufalla)

The article gives a general explanation of learning disabilities, states what is covered under the Americans with Disabilities Act (ADA), and lists some accommodation ideas for the workplace. It includes several examples of job situations and how the employee was provided with an accommodation to help them succeed.

Building the Bridge Between Community College and Work for Students with Learning Disabilities

De Anza College (Deborah Stern)

This article presents information to assist students with LD, counselors and employers to build the bridge between community college and work. Students must learn to articulate how their LD impacts them in a variety of situations, especially those requiring learning and performing work related tasks. Preparing for job interviews, anticipating barriers throughout the employment process, and developing ways to mitigate these barriers are essential skills that must be learned.

Learning Disability: Life After High School

University at Buffalo, Technology Transfer Rehabilitation Engineering Research Center

In this article, the authors provide guidelines and summarize research on the challenges faced by adults with LD when transitioning to post-secondary schooling and employment. It also highlights issues around disclosure of learning disabilities and requesting appropriate accommodations for a course of study in college or to perform essential functions on the job.

Basic Skills Resource Collection

The Basic Skills Resource Collection, available at http://www.nifl.gov/lincs/resourcecollections/RC_skills.html focuses on reading, writing, and mathematics/numeracy. A selection of these resources of particular interest to transitions programs is listed below.

Writing

Writing Next: Effective Strategies To Improve Writing Of Adolescents In Middle And High Schools

Alliance for Excellent Education/ The Carnegie Corp. of New York (Steve Graham and Dolores Perin)

This report identifies 11 elements of current writing instruction found to be effective for helping adolescent students learn to write well and to use writing as a tool for learning. This resource is appropriate for adult students, especially those who need to transition from the five paragraph essay to writing that meets the expectations for postsecondary education and the workplace.

Mathematics & Numeracy

Preparing Students for College-level Math

Portland Adult Education (Pam Meader)

Part of the National College Transitions Network (NCTN) Promising Practice Series. This series presents information on strategies from the field that are designed to promote the transition of ABE students to postsecondary education.