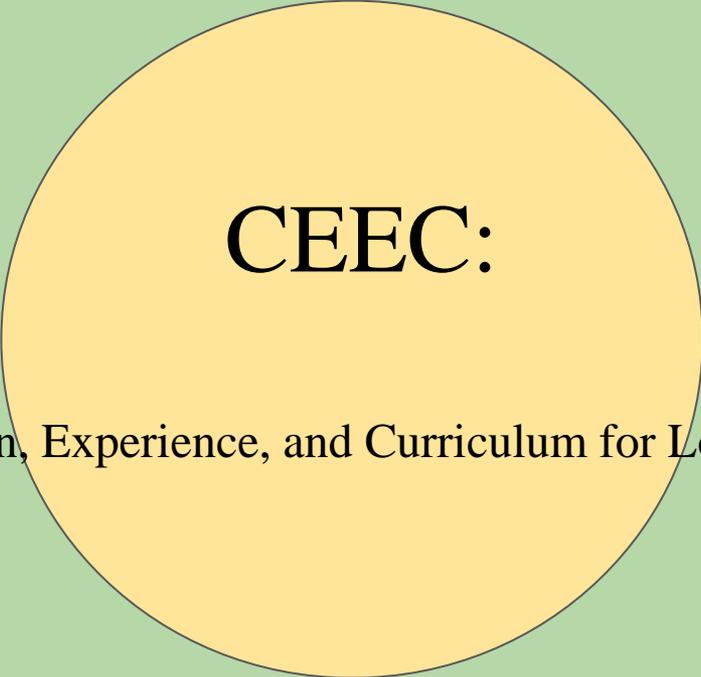


# The Jamaica Plain Community Centers Adult Learning Program

First Literacy Lab Project FY16



**CEEC:**

Career Exploration, Experience, and Curriculum for Low-Literacy Adults

# What led us to developing this project?

Most adult learners cannot wait to master the English language in order to research, apply for, and get employment. They need income to sustain them while gaining higher-level skills job training, and a good track record that will lead to good career ladders as they build their language and job-readiness skills.

However, most **training programs and jobs require a minimum of intermediate basic skills** yet there is **a deficit of opportunities for those who have not yet achieved that level**, and an even larger gap for Homemakers and others with little to no formal work experience.

We recognized that our program, and the ABE field in general, needed to develop partnerships with employers and other organizations to help meet this need and **provide students, unable to enter the workforce due to low literacy and lack of English skills, pathways to employment.**



# What we hoped to accomplish:

## **Build Connections in the community**

Through outreach to local employers and organizations where students can access volunteer and job shadowing opportunities.

## **Connect ESOL literacy and beginner students with resume building opportunities**

Such as volunteer and job shadowing and/or internships that would better prepare them for jobs in various fields and at multiple entry points.

## **Create Curriculum**

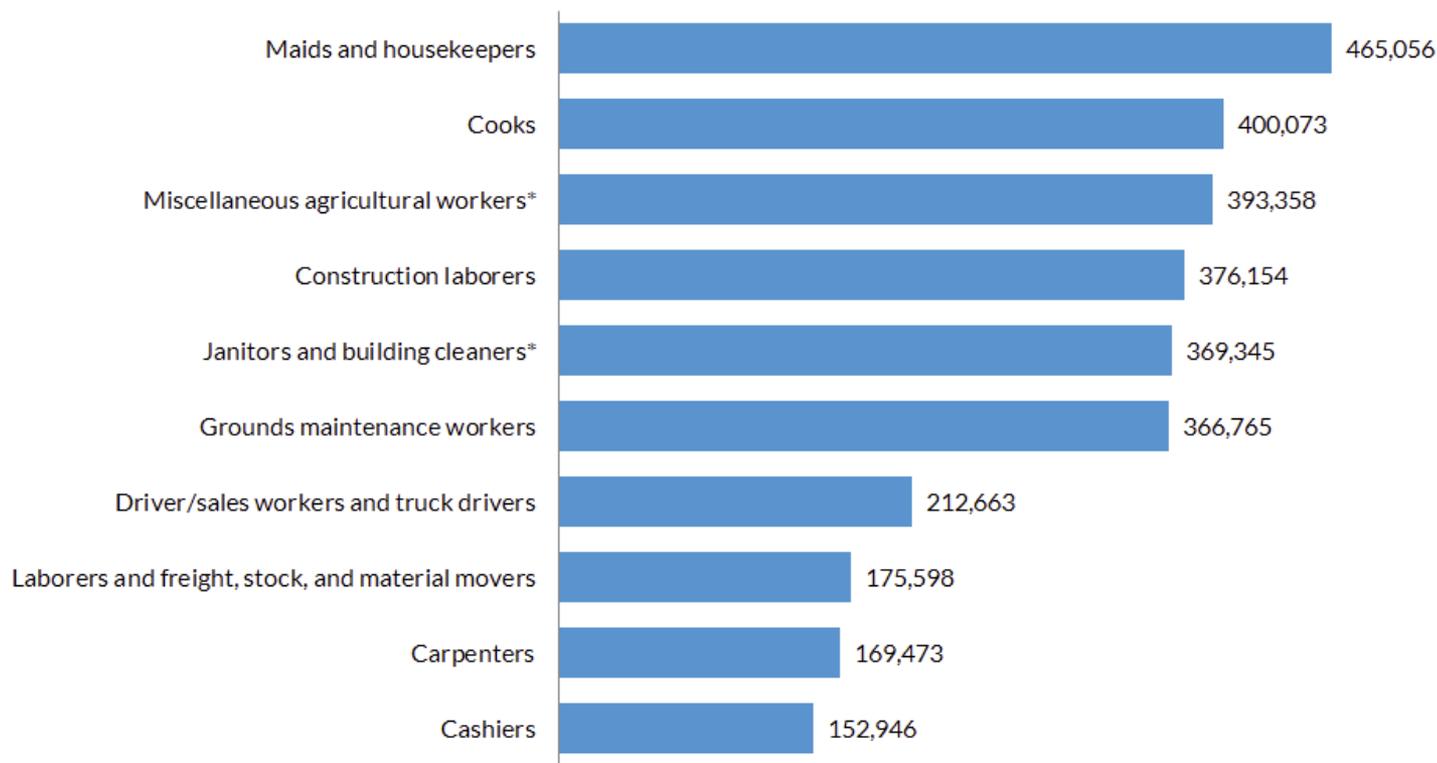
Gather and utilize student surveys and job market research to inform curriculum development that reflects student interest and industry demands

## **Improve Advising**

The advisor collaborates with classroom teachers weekly during **CEEC cohort** workshops that build language around past work experience, identification of transferable skills and career exploration.

## The Importance of career exploration and next steps planning at every level of language acquisition

### Top 10 occupations for immigrant workers without high school diplomas

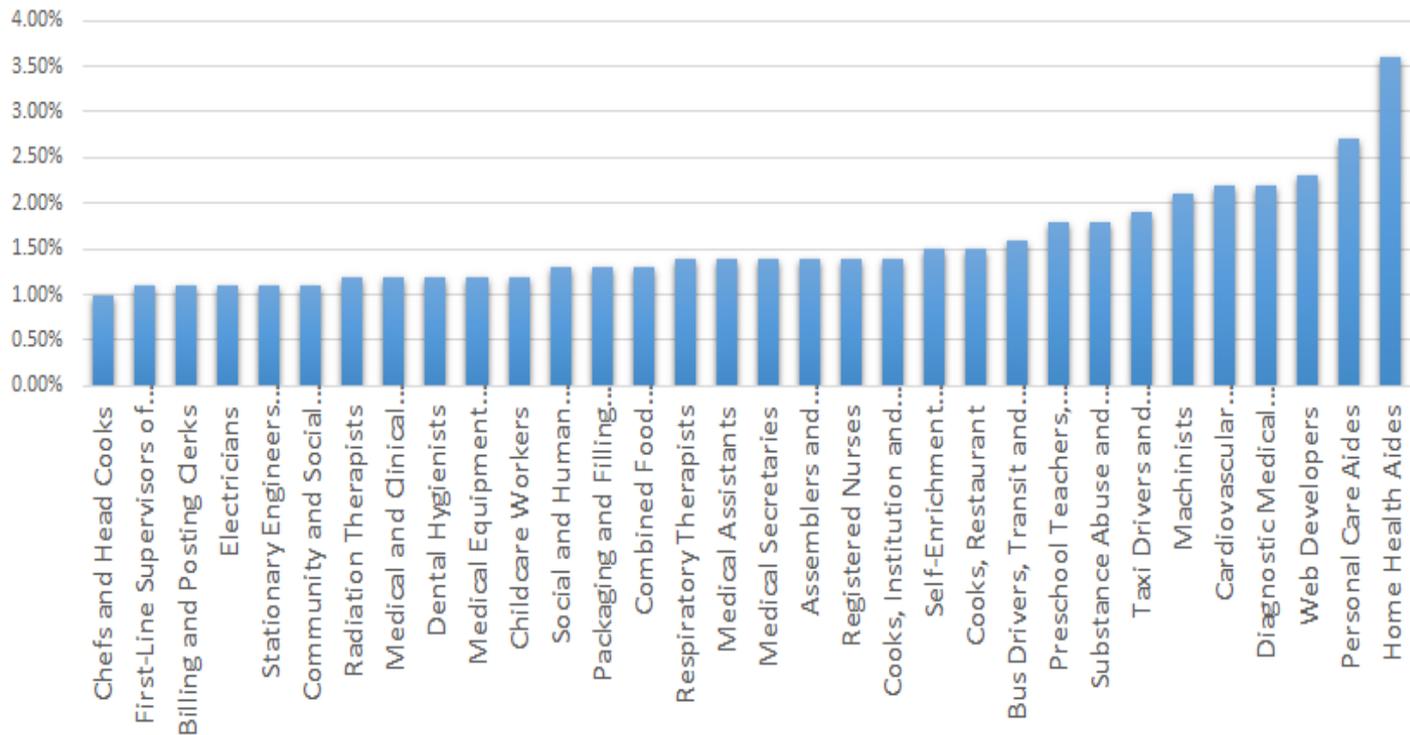


Source: Tabulations by the author based on the 2013 American Community Survey

URBAN INSTITUTE

# Learners can begin at the lowest level to plan for the future they want...

## Job Growth Projections for Boston between 2014 - 2024



# What's the process?

1. Activate student's prior knowledge and experiences



2. Assess job values



3. Explore career interests



4. Connect interests with job market trends



# Project Highlights: Student Participation and Program Planning

- **Identified and reached out to local organizations and employers** who would facilitate student placement in direct service opportunities such as volunteering and job shadowing
- **Registered** low literacy ESOL students and students with basic English skills to become volunteers with the elderly as in-home visitors, shopping assistants and medical escorts at a non-profit assisting local elders.
- **Connected** with a local supermarket that promised to give eligible ALP students priority interviews and discussed the possibility of job shadowing opportunities.
- **Collaborated** with a local organization to put on workshop in “marketing yourself” and identifying skills
- **Gathered and utilized** job market research and student surveys to develop a curriculum spanning 6 months that was responsive to student interests and statewide labor market demands.

# CEEC Scope and Sequence

**\*\*CEEC sessions: 45 minutes after class on Tuesdays**

Unit	Starting Out	Retail	Healthcare	Childcare	Food Service	Human Services	Wrapping Up
<b>Topics Covered</b>	<ul style="list-style-type: none"> <li>-Time Management</li> <li>- Activate prior experience</li> <li>- compile a history of work</li> <li>- Skills Identification</li> <li>- Identify references</li> <li>-SMART Goal Setting</li> <li>-pre resume</li> </ul>	<ul style="list-style-type: none"> <li>-Explore direct/indirect customer service positions</li> <li>-Read a schedule</li> <li>- Basic Math</li> <li>- Making change</li> <li>- Using a cash register</li> <li>- Categorizing</li> <li>- Verbal and Written instructions</li> <li>- Customer Service</li> </ul>	<ul style="list-style-type: none"> <li>-Explore direct/indirect service jobs</li> <li>- Explore potential training programs in healthcare</li> <li>- Verbal and written instructions</li> <li>- note-taking, patient log</li> </ul>	<ul style="list-style-type: none"> <li>- Safety</li> <li>- Sanitation</li> <li>- CPR</li> <li>-CORI/SORI</li> <li>- Certification</li> <li>- Difference between a home childcare provider and a daycare provider</li> </ul>	<ul style="list-style-type: none"> <li>-Overview of direct/indirect service jobs</li> <li>-Verbal and written instructions</li> <li>- Write a log of completed work</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>-Overview of types of human service providers</li> <li>- community needs</li> </ul>	<ul style="list-style-type: none"> <li>- post resume</li> <li>- portfolio organization</li> </ul>
<b>Assessments</b>	K-W-L Chart	K-W-L Chart	K-W-L Chart	K-W-L Chart	K-W-L Chart	K-W-L Chart	K-W-L Chart
<b>Volunteer and Job Shadow Opportunities</b>		<ul style="list-style-type: none"> <li>Ace Hardware</li> <li>Boing!</li> <li>Harvest Co-op</li> </ul>	<ul style="list-style-type: none"> <li>Faulkner Hospital</li> <li>Southern Jamaica</li> <li>Plain Health Clinic</li> </ul>	<ul style="list-style-type: none"> <li>Jumpstart</li> <li>Horizons for Homeless Children</li> <li>Big Brother/Big Sister Association</li> </ul>	<ul style="list-style-type: none"> <li>Hayley House</li> <li>Community Servings</li> <li>Cooking Matters</li> <li>Boston Food Pantry</li> </ul>	<ul style="list-style-type: none"> <li>Ethos</li> <li>RIAC</li> <li>Boston Food Pantry</li> <li>Boston Medical Center</li> </ul>	

## Sample Pre and Post Assessment Tool: Dietary Aide KWL Chart

### Using a KWL chart:

- Assesses students' prior knowledge of topics
- Involves students in classroom discussion
- Catalogs specific learning goals.
- Provides a structured opportunity for reflection, enabling students to gauge their own learning

What do I know?	What I want to know..	What I learned..
 <p>Where are the women?</p> <p>What is the woman in the red shirt doing?</p> <p>What is her job title?</p> <p>What are her job responsibilities?</p>	<p>What are the job responsibilities of a dietary aide?</p> <p>How much money does a dietary aide make?</p> <p>Does a dietary aide work only in hospitals?</p> <p>Do I need special training?</p> <p>How much English do I need?</p> <p>Do I need to read instructions?</p> <p>Do I need to write in English?</p>	<p>Through:</p> <ul style="list-style-type: none"> <li>● Readings</li> <li>● Videos</li> <li>● Role plays</li> <li>● Explicit vocabulary instruction</li> </ul> <p>Students will be able to answer the questions as well as identify career ladders and actionable next steps connected to being a Dietary Aide.</p>

# Pre and Post Resume Prep

## Step 1: Identify Skills

### Things I Have Done

#### Working With People

- Take care of a sick relative
- Give medicine to a child
- Care for child who is disabled
- Help at a school event
- Make phone calls
- Visit friends and family in nursing homes
- Visit new places
- Take care of my children or other people's children
- Teach or coach a sport
- Organize parties for family or friends
- Teach at my place of worship
- Help children with their homework
- Participate in events in my community
- Volunteer at a library
- Work with other parents in the schools
- Go on field trips for teens and help out
- Play music or dance for others
- Other \_\_\_\_\_

#### Working With Data

- Write checks and balance a checkbook
- Do a budget for my family
- Record money for a club or group
- Handle the money/finances for a small business
- Read a map
- Follow directions
- Read a flyer or poster
- Apply for a loan or credit
- Fill out forms and applications
- Make airline arrangements
- File papers
- Enter data onto a computer
- Select and price items to be purchased by a group
- Maintain sales records for an organization's store or sale
- Choose colors for sewing, crafts, decorating projects
- Other types of working with data \_\_\_\_\_

#### Working With Things

- Take care of plants, garden, farm
- Cooking
- Do housecleaning at home
- Flower arranging
- Care for animals
- Type, filing, office work for an organization
- Use a computer
- Take photographs
- Operate stereo equipment
- Build furniture
- Repair equipment, repair appliances
- Operate equipment (lawnmowers, saws, forklifts)
- Use tools
- Drive buses, vans, taxis
- Prepare meals for large groups
- Build things
- Cut down trees
- Give haircuts, or do hair styling
- Take care of cars
- Other \_\_\_\_\_

Things I Have Done • Section II: The Self-Exploration Process, Lesson 5, Part 2 • Page 1

## Step 2: Job History note-taking

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Email: \_\_\_\_\_

### Job History

Job: \_\_\_\_\_

Company: \_\_\_\_\_

Location: \_\_\_\_\_

Date: \_\_\_\_\_

Responsibilities: \_\_\_\_\_

Job: \_\_\_\_\_

Company: \_\_\_\_\_

Location: \_\_\_\_\_

Date: \_\_\_\_\_

Responsibilities: \_\_\_\_\_

Job: \_\_\_\_\_

Company: \_\_\_\_\_

Location: \_\_\_\_\_

Date: \_\_\_\_\_

Responsibilities: \_\_\_\_\_

# Pre and Post Resume Writing

## Step 3: Use Microsoft Word to list job history

Nasra Farah  
97 Bragdon Street, Apt. 3  
Roxbury, MA 02119  
607-232-0597

### Work

Wentworth Institute of Technology  
Boston, MA  
Prep Cook and Server  
September 2014-Present  
cut food  
Clean

Holiday Inn  
Brookline, MA  
Binghamton, NY  
Housekeeper  
2008 – 2013  
Cleaned rooms

Southern Tier Independence Center  
Binghamton, NY  
Personal Care Attendant  
2003 – 2008  
Helped elderly clients  
cooked  
cleaning

Volunteer Experience  
Somali Development Center  
Boston, MA  
Office Assistant  
2013 – 2014

### Education

The Jamaica Plain Community Centers Adult Learning Program  
Jamaica Plain, MA 2014-Present

## Step 4: Polish resume, update to reflect volunteer work

### Nasra Farah

97 Bragdon Street, Apt. 3  
Roxbury, MA 02119  
607-232-0597

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#### Work Experience

**Wentworth Institute of Technology** Boston, MA  
Prep Cook and Server September 2014-Present

- Rinses and cuts raw food products  
Keeps prep area clean and organized
- Stocks and restocks food items
- Cleans and organizes walk-in refrigerator and storage area
- Properly measures ingredients to ensure proper portioning of food items
- Preps items according to the Prep Lists

**Holiday Inn** Brookline, MA & Binghamton, NY  
Housekeeper 2008 – 2013

- Cleaned rooms, using vacuum, mop, broom and cleaning solutions
- Changed linens and make beds
- Read daily assignments

**Southern Tier Independence Center**  
Binghamton, NY  
Personal Care Attendant 2003 – 2008

- Assisted clients with daily needs
- Prepared client meals
- Assisted client in light housekeeping

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#### Volunteer Experience

Clark Cooper Community Garden Mattapan, MA  
Gardener Spring 2016

Somali Development Center Boston, MA  
Office Assistant 2013 – 2014

- Input data
- Scheduled appointments
- Assisted clients with registration and finding resources

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#### Education

The Jamaica Plain Community Centers Adult Learning Program  
Jamaica Plain, MA 2014-Present

## What we would have done differently..

- Align CEEC to core class curriculum so that CEEC sessions reinforce class content
- Build and solidify partnerships and placements timelines before beginning sessions

## How to adapt it at your program..

- This project is applicable for any level and can be modified to include internships for advanced students