Thinking about Innovations

The Spring Administrator Meeting provided inspiration for those in attendance. It began with Deputy Director for Adult Education and Workforce, Jennifer K. Foster, sharing thoughts on THINKERS from the work of Dr. Mike Moore. In working to serve Illinois adult learners, she stated:

WE CANNOT DO THIS WORK ALONE

- Partnerships are critical
- Surround ourselves with people that think differently
- Understand what people bring to the table
- Develop appropriate individuals on our team that will help us achieve our goals
  - Analytical Thinkers
  - Conceptual Thinkers
  - Strategic Thinkers
  - Customer Oriented Thinkers

Senior Director for Adult Education, Jamil Steele, urged everyone to focus on innovations as we rise to meet the challenge of WIOA, Workforce Innovation Opportunity Act. This edition of the Transitions Newsletter focuses on some of the innovations already occurring in Illinois. We thank all those who shared their innovations and applaud their efforts. Our students are achieving in part because of the powerful THINKERS in our state. This edition is greatly expanded because of the wealth of innovations shared. Let’s keep the ideas flowing! Anyone wanting to share additional innovations, please contact Sarah Goldammer at sgoldam@siue.edu to be featured in upcoming newsletters.

Analytical Thinkers
- Define the problems
- Determine who may be affected or impacted
- Gather information
- Come up with options or solutions

Conceptual Thinkers
- Ability to understand a problem or a situation
- Look at the data
- Understand the bigger picture

Strategic Thinkers
- Visualize the future
- Look at long-term directions beyond the here and now
- Think ahead

Customer Oriented Thinkers
- Think about the needs of customers and their priorities
Innovations in Illinois

Stephen Alderson, Instituto del Progreso

Through its innovative CYBER ESL program, Instituto del Progreso Latino has shown that distance and technology based education can work and be successful with working adults of all ages in the immigrant Latino Community. In a study done for the MacArthur Foundation, researchers measured a 58% rate of grade level gains after 16 weeks of study in CYBER ESL, and a retention rate above 90%. Instituto provided students with computers to study at home, but also provided a teacher and frequent structural contacts with students at regular intervals. “My teacher called me, and I practiced my job interview,” said former student Isabel Guzman, now a technology coordinator at a local Chicago charter high school. “They didn’t let us quit and they supported our studies.” Isabel still had her schedule in which she had to indicate at what time she was going to study every week. Students completed 8 hours of work with USA Learns, an online ESL curriculum, during 16 weeks, plus writing and speaking assignments, and met together as a group twice a month. Researchers found that neither age, nor previous educational levels, nor income level affected student level gains in the program. Students who were recruited could not be complete novices in computer skills, but did not have to be experts either to join the program. While in the program, they studied English at a low intermediate to high intermediate level, and also had English first language reading scores between 4th and 7th grade.

Isabel Guzman being interviewed for Channel 66, Chicago

Kim Kunce, Prairie State College:

In the past year, Prairie State College’s Adult Education department created a new course designed to bridge the academic language gap that poses a barrier to first-year college success for many advanced proficiency English learners. The course, entitled “Reading and Writing for Non-native English Speakers,” focuses on the types of reading skills that are necessary in order to comprehend introductory college-level textbooks such as those students encounter across general education content courses. The course also guides students in how to address complex writing prompts in response to topics in the reading, and teaches contextualized vocabulary from the Academic Word List (Coxhead, 2000).

The two-semester pilot of this course resulted in students demonstrating significant improvement in their comprehension of textbook material and in their written fluency. Students also show improved metacognitive awareness of the strategies they employ as they tackle complex readings. Approximately 50% of course completers plan to enroll in credit or non-credit courses at the college during the next year.
Dawn Fentem, Illinois Central College:

A Teen Express class for 16 and 17 year olds was created in FY14. We distributed information through the Area Planning Council and local school districts. This accelerated program meets in the afternoon, which better suits teenagers. The curriculum is accelerated as they are recent drops from high school and have retained many skills needed to be successful on the HSE exam. Drop Out Recovery Grant through Title 1-Career Link is available for students who qualify. Students are enrolled in and utilize Blackboard to prepare for post-secondary education. The instructor and students work closely with the Transition and Bridge Coordinator to ensure post-secondary and/or ICAPS/IET enrollment. These students typically complete their HSE credential in 8-16 weeks.

Enrollment/Recruitment: Our program has enrollment opportunities every 8 weeks. Yet, students still call after we fill wanting into a class. In FY17, we created a “Fast Friday” class that students could enroll into and complete orientation in one day. This occurs on a walk-in basis taking the first 48 through the door. This event is held at the 2nd week mark and meets for five consecutive Friday mornings until the next 8-week session starts. Students are required to attend four out of five classes for a total of 12 hours to enroll into the next 8-week session. The two class offerings are a Constitution or i-Pathways class. Students responded well to this, which accelerated their attendance hours needed for TABE post-testing and thus quicker progression through the program. Overall enrollment and retention numbers increased as a result.

The program also saw a large number of ESL students coming to the program after it was closed in August. In FY18 we decided to start our ESL program 2 weeks after the college and surrounding school districts start. We opened enrollment and testing for one month prior to class starting. This allowed instructors more time to meet with individual students to register/test/enroll. The program added more classes and divided Basic and Low/High Beginning students to provide more focused instruction. Data shows by doing so it has increased level gains in each area.

College and Career Readiness Workbook: In FY16, our Transition and Bridge Coordinators created an online Career Foundations course along with a College and Career Readiness workbook for all HSE students. The workbook includes Career Foundations lessons on employability skills along with items students typically have trouble with when taking the GED® Test. These two specialists meet with each class to complete Career Foundations 1 and 6 as a group in the computer lab. The other 4 are to be completed with the instructor using the Blackboard system. The workbook has been revised twice to include the alignment of the ABE/ASE LA and Math Content Standards. These lessons are cross-matched to the page numbers in our McGraw Hill and New Readers Press materials. Our Math and LA Specialists worked closely with the creators to provide extra Math and LA practice pages. The workbook is uploaded on the ICC Adult Education Blackboard page along with extra lesson ideas to supplement learning.

ICAPS/IET - Manufacturing

For Fall FY19, the program will implement an opt-out option for Manufacturing Bridge program whereby students who mark Manufacturing as their career pathway will automatically be placed in a bridge program. Partnership with Perkins program yielded a locker full of the supplies that students need in their ICAPS/IET welding classes. Since students have to pay a lab fee in addition to tuition, they are struggling to cover the expenses of welding supplies. Supplies include welding apron, helmet, and gloves. Students can check out these supplies and return them as they are able to purchase their own set.
Innovations in Illinois (cont.)

Michael Matos, Albany Park Community Center:

For many years the Workforce Program had mostly overlooked the more than 700 adult education students yearly because they believed that the lack of a high school diploma or English proficiency made them unemployable. We wanted to change that especially in the new world of WIOA.

I hired all new job placement specialists that had both teaching adult education and job placement skills in their work history. We redesigned the job readiness curriculum and enriched it with the language and activities needed to successfully teach and encourage new potential job and career seekers. The curriculum was designed to work with high beginning to advanced ESL, ABE and ASE students. We included 1.5 hours of job readiness per week for every class from high beginning to advanced ESL, ABE and ASE with co-teaching (job specialist and ESL/ABE/ASE instructors) in our adult education curriculum and all taking place on computers (Chromebooks and/or desktops). We also included one hour per week in each class (aforementioned levels) of Career Foundation with a curriculum from Women Employed. We included both our Healthcare Bridge and Childcare Bridge classes into the mix. We have also been using the same model in our two off-sites and in these off-sites we have classes with similar formats for those customers at-large which are not in our Adult Education Program.

In the last six months, we have noticed through data: increases in level gains, increases in job placements, increases in customers being placed in training programs, increases in successful completions in our Bridge classes, and increases in the demand for college visits and career goal setting. With support from instructors and transition specialists that have attended a number of professional development opportunities to help their efforts, we continue to improve and integrate this new adult education pathway.

We are achieving more educational goals, job placement, training and career goals. We are meeting the demands of grants (ICCB, EPIC/DCEO, CDBG, Fatherhood Initiative, McCormick Foundation).

Michaela McDaid, Waubonsee Community College:

Last December our director, Jeri Dixon, and an ESL faculty member, Carrie Upjohn, attended an I-DEA (Integrated Digital English Acceleration) conference in New York. We are hoping to implement an I-DEA class with our low beginning students who traditionally have had to learn English first before learning college and job-based skills.

As you probably know, I-DEA is based on Washington state’s I-BEST program which integrates instruction, college-readiness and job skills preparation. We have developed an Intro course and a series of 8-week courses for students at the low-beginning level, where face-to-face interaction is combined with online practice to develop basic skills in reading, writing, grammar, speaking, listening, and pronunciation. Navigation of the LMS, Canvas, as well as Google Docs and Microsoft Office Suite are an essential part of the instruction. Students receive computers and Internet access to complete coursework. They complete online modules to learn, practice and develop before coming to class. They use class time to apply and practice what they have learned. In-class instructors and peers provide support and guidance. The curriculum has already been developed for this course and the modules range from navigating the community and information literacy to professional communication, job exploration and interview skills.

The I-DEA model has yielded very promising results. According to WSBCTC, the outcomes are 9 percent to 16 percent higher than traditional English language classrooms. We are very excited to pilot this class this fall and will keep you posted!
Innovations in Illinois (cont.)

Reni Mitkova, District 113

1. We want to focus heavily on digital literacy. Therefore, our new bridge course and our ESL Work Readiness course in FY19 will include some of the Northstar Digital Literacy modules. Additionally, we will be making a continuous effort to "force" technology integration through the addition of online test administration of the CASAS and the TABE, as well as completion of the student entry and exit surveys online (where and when possible). We just started using the student exit survey this semester and will include the "Entry Interview Survey" in the beginning of FY19. We will include technology in any shape or form any chance we get.

2. The other not so radical idea is to focus on introducing technology and workforce preparation skills through workshops on-site for our students. Having our own short sessions on resume writing, job search, career exploration, using email, Word, Excel, PowerPoint, and other topics should make a difference. I am excited about this new format.

3. To better support our teachers, we will encourage all of them to complete the standards-proficient training in order to ensure that they provide standards-based instruction inclusive of the elements mandated by WIOA. The big item for me next year is that we'll train one ESL and one ABE/ASE content specialist who will start observing and mentoring the instructors. We want to make sure that each staff member is not only aware, but also implements standards-based instruction, includes math and technology, focuses on employability and skills necessary for students to transition into postsecondary education and/or employment, adds the required rigor within the targeted content, and predominantly uses informational texts as opposed to fiction/literary. Having the support of the specialists should eventually result in increased gains under the WIOA measures.

4. The academic ABE/ASE courses that we offer are intense but very different from the traditional comprehensive basic skills classes. Book club uses a selected book serving as the main text that leads discussion. The pronunciation and conversation class is based on selected TED talks and has a pronunciation component to each session. This is geared to the highest level learners and mostly uses research-based or project-based assignments. Those classes are only available to students who are already enrolled in comprehensive classes. Students who are enrolled in both, a comprehensive and a supplemental class, typically advance to the next level or exit Adult Education within a year or so. This is my favorite format!

Glenda Nicke, Black Hawk College:

This isn’t an innovation – more an infusion of common sense. In preparing our ESL students for the Patient Care Aide/Patient Care Assistant classes, we spent a lot of time on medical vocabulary, but we missed some simple words that are key. I got the following message from our content CNA instructor one morning:

I was thinking of compiling a list of vocabulary words (non-medical) that students asked me to define in NA 100. These were words on my tests that they came across that they didn’t know. Would there be anyone interested in receiving this, if I do it?

Words like…tilt, forward, dim, firm, and so on.

I, of course, responded that we would welcome such a list.
Innovations in Illinois (cont.)

David Wu, Pui Tak:

In Region 1, 13 adult education providers have pooled our financial resources together to hire a Career Navigator who is housed at the Pilsen One-Stop (American Job Center). Robert Guzman was recently hired for this position. He reaches out to those seeking jobs and refers them for adult education services. He will also help connect adult education students at programs to services that are offered at the Pilsen One-Stop.

If you want more information, you can reach Robert at robert@chicagocitywideliteracy.org. Robert is employed by the Chicago Citywide Literacy Coalition. Each of the adult education providers contributes a portion of our federal basic funds to CCLC which coordinates this position so that the work of the Career Navigator treats each provider fairly.

At Pui Tak Center, we will be introducing more technology into our classes. Due to FY2017 carry-over and FY2018 grant funds, we finally have the resources for more technology. We are equipping our classes with smart boards and have been able to purchase laptops and chrome books for students to use in class.

Matt Beasland, South Suburban College:

There is a new Latino Liaison at South Suburban College who acts as a transitions specialist. This individual helps to navigate the social system and has knowledge of citizenship while providing access to information on transitioning into the college. Other resources include how to access scholarships for undocumented students, parent resources, and the ability to offer bilingual answers to specific questions. This new position evolved from the entire college as everyone worked to find innovative ways to capture the Latino population. Survey responses from students drove this new innovation.

Dan Deasy, College of DuPage:

One innovation is creating excitement and making potential community partners of what adult education can provide for them through promotion and media. The College of DuPage created a magazine, “Engage,” to highlight programs, students, college activities, benefits to the community, etc. ICAPS was highlighted in the inaugural issue which was sent to every home within our district.

http://www.cod.edu/about/office_of_the_president/engage/pdf/engagev1-1.pdf
Maggie Wolf, Kankakee Community College

- We are working with the college to create a process through which our students register for our classes the same way that the college students apply - online. This requires working closely with many different departments such as IT, Student Services etc, to make sure that all of the information that we are required to have per the ICCB will be captured. Also, through this integration of processes, our students will be included in a Customer Relationship Management software system that will be used to reach out to and stay in contact with the students both in our program and beyond. This is a retention and recruitment tool. This also allows students to become familiar with the college processes so that when they continue beyond the HSE, they will feel comfortable with the institution beyond our fun little corner of the world.

- Also, our IT department is writing code that will allow us to import the demographic data from Colleague, Kankakee’s student management system, into DAISI.

- The new TABE test is going to be longer than the old one. This may potentially cut into our orientation time and the agenda that we use to introduce the student to the program, including our transition programs and career assessment. We are working with our testing center to allow our students to pre- and post-test in the testing center. This is still in development, but we’re optimistic. Like the registration process, this mirrors the college process in the fact that the student has to go to the testing center prior to registering for our classes. We, however, control the TABE test. We use the online TABE.

- My vision/belief is that if our students are integrated into the larger institution, they will feel more comfortable accessing services and then registering for credit classes, whether those classes are CTE or transfer level classes.

“No one puts ABE in the corner!”
Innovations in Illinois (cont.)

Christina Hutcheson, Rend Lake College:

To be available to all communities in the district, Bridge and ICAPS/IET classes have historically only been offered on the main Rend Lake College campus in Ina. However, transportation to campus can be a barrier for adult education students. In order to combat this problem, AEFL staff have plans to introduce a new delivery method for the manufacturing bridge course in the fall of 2018. A new AEFL distance learning lab will now allow the program to offer simultaneous bridge classes at two satellite sites. This means students typically unable to make the eleven (Mount Vernon) to thirty-one (Pinckneyville) mile trip to Ina will have an opportunity to enroll.

While many details of the project are still under development, the groundwork includes:

- Conducting on-site orientations for each class, allowing students and instructor an initial face-to-face introduction, a clear presentation of expectations, and a demonstration of remote/distance teaching
- Using volunteers at remote locations for classroom management and to assist students with technology
- Utilizing the online courses from McGraw Hill Education Workforce Access Bridge to Careers in Manufacturing and Tools for Workplace Success in combination with the Illinois Bridge Manufacturing Curriculum
- Enroll students in an online iPathways class
  - Classes will be held two days per week for three hours with a minimum requirement of three

WIOA Collaborative Business Engagement Regional Workshops

The workshops are designed as professional development for WIOA professional staff. The content of these workshops is specifically designed for core partner’s and required partner’s administrators, managers and supervisors involved in working with businesses.

Meeting Locations
Northeast (4), Northern Stateline (5), Northwest (6)
Monday, June 4, 2018
10:00 AM – 3:00 PM CST
Harper College

Central (1), East Central (2), North Central (3), West Central (10)
Monday, June 11, 2018
10:00 AM – 3:00 PM CST
Parkland College

Southeastern (7), Southern (8), Southwestern (9)
Friday, June 15, 2018
10:00 AM – 3:00 PM CST
Thelma Keller Convention Center, Effingham

Registration
Registration for any of these events can be accessed via the following page: https://icsps.illinoisstate.edu/machform/view.php?id=76902

For assistance or questions related to registration please contact Connie Borowski at cjborow@ilstu.edu
FORUM FOR EXCELLENCE

September 25 & 26, 2018

Bloomington-Normal Marriott Hotel & Conference Center

The Forum for Excellence is Illinois’ premier professional development event. The conference highlights the continuing partnership of Career, Technical and Adult Education in Illinois. The Forum is sponsored by the Illinois Community College Board, and hosted by the Illinois Center for Specialized Professional Support, the Southern Illinois Professional Development Center, and the Central Illinois Adult Education Service Center.

For more information and to register visit icsps.illinoisstate.edu/pd/forum-for-excellence

SAVE THE DATE

REQUEST FOR PRESENTATIONS

Share your expertise by submitting a request for presentation for the 2018 Forum for Excellence at icsps.illinoisstate.edu/pd/forum-for-excellence/

Topic Areas for the Forum Include

- Partnerships
- Instructional Strategies
- Support/Wrap Around Services
- Data, Accountability, and Assessment

Transitions Blog

To view the latest information and to share ideas with other Adult Educators in Illinois, visit the Transitions blog at:

http://www.illinoistransitions.blogspot.com/
**Webinars**

**Using Employment 101 in Adult Education**

Presenter: Natasha Telger, Integration and Training Coordinator, Illinois workNet

Employment 101 provides a complete set of free online tools and steps your students will need to get started developing a roadmap to reach their training and employment goals. This webinar will provide an overview of Employment 101 and the Illinois workNet Customer Support Center that is used to view saved student results and plans.

**Friday, June 1 10:30-11:30 am**

One hour of professional development credit will be available through the Southern Illinois Professional Development Center. This webinar will be archived for future use.

Register: [https://attendee.gotowebinar.com/register/8350617480768879105](https://attendee.gotowebinar.com/register/8350617480768879105)

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**Brought to you by the Southern Illinois Professional Development Center and Illinois Center for Specialized Professional Support**

**Illinois Essential Employability Skills Framework**

**June 4th 10:00-11:00am**

The Illinois Essential Employability Skills Framework is designed to define and clarify the essential employability skills and provide a standard for the state. Essential employability skills are those general skills that are required to be successful in all sectors of the labor market and are separate from the technical skills attained in career pathways or academic skills such as math and reading. The framework was developed through the collaboration of the Illinois Community College Board; the Illinois Department of Commerce and Economic Opportunity; representatives of Illinois businesses; local chambers of commerce; secondary, postsecondary and adult educators and professionals; and other important stakeholders.

Presented by: Bevan Gibson, SIPDC, and Casey Anderson, ICSPS

To register visit [https://attendee.gotowebinar.com/register/5300760241897176579](https://attendee.gotowebinar.com/register/5300760241897176579)
CTE Academic Advising and Counseling Summer Summit
June 28, 2018 – Radisson Hotel, Normal, IL

You will not want to miss the CTE Academic Advising and Counseling Summer Summit at the Radisson Hotel in Normal. Leadership from the National Alliance for Partnerships in Equity will lead this dynamic session designed for secondary and postsecondary counselors and advisors. During this session participants will identify the four sources of self-efficacy producing actions steps on how to incorporate mindset and self-efficacy strategies into practice. NAPE workshop leaders will assist counselors and advisors in realize the potential of each and every student through fostering growth mindset. Bringing all the resources together as participants plan to increase the participation and completion of under-represented CTE students. Each participant will receive BOTH the Realizing Potential with Mindset and Inspiring Courage to Excel through Self-Efficacy Toolkits!

Space is limited to REGISTER TODAY!
Summer Summit please visit https://icsps.illinoisstate.edu/ machform/view.php?id=73464

New iLearn Class for Professional Development

Effective Grant Writing

Presented by: Dr Carolyn Pryor, Southern Illinois University at Edwardsville
Dr. Caroline Pryor from Southern Illinois University at Edwardsville, shares a necessary element of every adult education/CTE program—effective grant writing. Dr. Pryor gives an overview of the elements of grant writing. This session is available online through iLearn and is worth one hour of professional development. Contact the Southern Illinois Professional Development Center (sipdctrainer@gmail.com) for log-in information and enrollment code.

There is also a graduate level online class offered through SIUE from June 4 – July 6, 2018. Contact Dr. Pryor at capryor@siue.edu for information about CI 568: Special Topics: Effective Grant Writing.

ONLINE COURSE: Teaching Lincoln
July 2-August 4, 2018

Teachers from across the country can plan a summer trip to the Abraham Lincoln Presidential Library and Museum at a time frame that fits their 2018 summer plans and align their visit with SIUE’s Teaching Lincoln online course.

Register for CI 568-504 Teaching Lincoln, K-12 Visit siue.edu/apply

For more information contact: Dr. Caroline Pryor capryor@siue.edu
New Format for the Transitioning Continuum

The Transitioning Continuum has outgrown its current format. Therefore, the Southern Illinois Professional Development Center has completed a redesign of the Transitioning Continuum. The new format is more user-friendly and categorizes all units by the following topics:

- Technology
- Special Learning Needs
- Career Development
- Pre-IET
- IET

To obtain an enrollment code for any of the topic areas, please send an email to sipdctrainer@gmail.com and mention the unit name. The current Transitioning Continuum will still be available through June 30, 2018 to allow time for participants to finish any online training they have started. Effective July 1, 2018, only the new format Transitioning Continuum will be available. Please check out the redesign and let SIPDC know if you have any questions, suggestions, or problems.

Also new, the Transitioning Continuum is categorized into Instructional/Professional Pathways for Special Learning Needs and Transitions, making it easier for individuals to track their progress on a Specialist or Master Pathway. Career Navigator Pathway section coming soon!

To learn more about the Transitions Pathways, visit the PD Portal: http://www.excellenceinadulted.com/pd_portal/professional-pathways/transitions-pathway/

New Career Navigator Orientation Ready for Use!

The New Career Navigator Orientation is now available on the iLEARN. Login information is available on the PD Portal (excellenceinadulted.com) under Career Navigator Professional Pathway or send an email to sipdctrainer@gmail.com to request access.
As part of the sustained professional development for ICAPS, Menus of Resources were created by ICSPS and SIPDC and are housed on the ICAPS website. To continue to grow the available resources, we are soliciting additional examples/templates/processes from experienced programs. If you have resources in any of the categories below, please send them to Sarah Goldammer at sgoldam@siue.edu. If you have suggestions for additional items not listed below, please share that as well as we hope this will be an evolving and responsive collection of resources. Thanks for any assistance you can provide.

Integrated/Bridge class offerings
Integrated/Bridge scheduling
Contextualized curriculum
Distance learning
College success courses
Staff integration roles for best student results
Articulation agreements
Sustaining ICAPS/Bridge programs
Working within APC
Braided funding
How to fund a career navigator

Integrating career development at all levels
Career/transitions plan
College success courses
Partnerships materials (introductory materials, agreements, meeting agendas, sustaining materials, etc.)
Checklists
Screening and selection process materials

Be sure to visit the ICAPS website at: http://www.icapsillinois.com/

New to the ICAPS Website
ICAPS/IET Toolkit!
News from the National College Transition Network (NCTN) at World Education, Inc.

NCTN is excited to introduce a new fresh look and website. Check out their new content, resources and services at https://www.collegetransition.org/

Join NCTN at the annual national conference at the Hyatt Regency in Cambridge, MA on November 12 – 14, 2018. The conference’s theme is Advancing College and Career Readiness: Preparing Adult Learners for the Future of Work.

Register now! The 2018 conference continues a tradition of providing a forum for adult education, workforce development, and postsecondary educators, advisors, and administrators to learn from experts and each other, and to affirm a shared commitment to educational and economic opportunity for adult learner.

The Change Agent
World Education, Inc.’s The Change Agent is a magazine and website that provides adult student-generated, authentic, relevant content in print and audio at various levels of complexity - all designed to teach basic skills and transform and inspire adult learners. Here are some Change Agent resources which are free and do not require an online subscription:

All of the Lesson Packets are free. Here is one that is particularly relevant to transitions: Lesson Packet #3, “Thinking About Becoming a CNA?,” for deeper exploration of this job/career.


And another one: Lesson Packet #4, “Workplace Safety: Learn It, Teach It.”


One of our favorite pieces in the magazine (pp. 24-25) is by Carlos Contreras. His article, "My Life in Concrete" talks about how his work as a concrete finisher was hard on his knees, and so now he is looking to make a transition to another type of work. Learn more about Carlos!

Listen to his 3.5 minute digital story.

Students have a lot to say about Career Pathways, and The Change Agent is proud to share their perspectives in this first-ever exploration of the topic from a student point of view. Hear what they have to say about the challenges and opportunities they face as they work to achieve their goals. Share their hopes and moments of regret as they learn and grow from their sometimes twisted path toward a career. Hear from young people just starting out, older students switching careers, highly skilled immigrants who need new credentials, and those for whom available career pathways don’t quite align with their dreams. Compare pathway maps, lattices, and roadways. Study graphs and charts that encourage critical thinking about job prospects. Support your students to pursue research that will teach them about jobs and careers, as well as how to connect with resources. Access a PDF of the Career Pathways issue by getting an online subscription. The cost is $20 per teacher per year, and teachers share their username and password with all their students. Students can log on and listen to the audio versions of articles we have available. See a global table of contents here, and note that it is sortable by LEVEL.

Looking for more information or guidance about how to use the Career Pathways issue of The Change Agent in the classroom? Check out a recording of this free webinar on that very topic! Download a pdf of the webinar slides. Please contact the editor of The Change Agent, Cynthia Peters, for more information.
LINCSEd YouTube Channel

Be sure to check out new resources from LINCS!

The LINCSEd YouTube Channel
https://www.youtube.com/user/LincsEd

Uploaded videos include webinars, live recordings, and other materials related to OCTAE’s national activities projects including professional development and training materials. Materials may be useful for adult education instructors, program administrators, trainers, researchers, and curriculum developers.

Illinois Digital Learning Lab

The Illinois Digital Learning Lab is a community of educators working together to experiment with technology in ABE, ESL, and GED classrooms. We are experimenting with a variety of software, hardware, and free/open resources in an effort to explore what resonates with students. Currently we have 25 educators participating in the community and hope to grow the lab in the future. As part of our initiative, we need your help to build the conversation around best practices for technology in adult basic education. How are you or your instructors currently using technology in the classroom? What digital tools or technologies are you eager to explore? Join the conversation and visit our website for more information on the program. You can also get in touch with our program manager at aohm@idl-lab.org.

Pathways to Careers Network

The emphasis on career pathways from WIOA and other legislation has left a lot of practitioners wondering exactly what it is they have to accomplish and how they fit into the system. So Women Employed and the Chicago Jobs Council worked with state agencies and policymakers, like ICCB, DCEO, and the governor’s office, to develop a single definition of career pathways and to provide some initial guidance on the definition for practitioners. The definition has been approved by several state agencies—ICCB, IBHE, DCEO, ISBE, and the P-20 Council—and is now the governing definition for the state.

Save the date for a Pathways to Careers Network on Monday, June 19th from 1:00 – 2:00 p.m. Central to hear more about the definition, learn how it affects you and your organization, and ask questions. Representatives from ICCB and DCEO will help present the definition and participate in the discussion.

If you have questions or want to ensure you’re invited, please contact Sarah Labadie at slabadie@womenemployed.org.

We look forward to our conversation with you!
For more information please contact
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