MIDDLE-SKILL JOBS PREPARATION: THE ROLE OF EMPLOYABILITY SKILLS IN THE ADULT EDUCATION SETTING

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Meet the Presenter

GeMar Neloms, MPA
Senior Technical Assistance
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Agenda

1. Overview of Middle-Skill Jobs
   a. What are they?
   b. Why are they important?
   c. Middle-skill jobs: California landscape

2. Overview of Employability Skills
   a. Defining employability skills
   b. Middle-skill jobs and the employability skills connection
   c. Employability skills framework

3. Integrating Employability Skills Into the Adult Education Space

4. Resources
Overview of Middle-Skill Jobs
Middle-Skill Jobs: What Are They?

Middle-skill jobs require some level of postsecondary education but less than a four-year college degree.
# Middle-Skill Jobs: What Are They?

<table>
<thead>
<tr>
<th>Emergency medical technician (EMT)</th>
<th>Paralegals/legal assistants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electricians</td>
<td>Law enforcement (police officers, sheriffs)</td>
</tr>
<tr>
<td>Radiation therapists</td>
<td>Civil engineering technicians</td>
</tr>
<tr>
<td>Carpenters</td>
<td>Nurses (LPN, RN, vocational nurses)</td>
</tr>
<tr>
<td>Plumbers</td>
<td>Patient care technicians</td>
</tr>
<tr>
<td>Air traffic controllers</td>
<td>Web designers</td>
</tr>
<tr>
<td>Green construction</td>
<td>Computer network specialists</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Cargo/freight agents</td>
</tr>
<tr>
<td>Event planners</td>
<td>Claims adjusters</td>
</tr>
<tr>
<td>Early childcare/education</td>
<td>Bookkeepers</td>
</tr>
</tbody>
</table>
Middle-Skill Jobs: Why Are They Important?

- By 2020, **65% of all jobs** will require training beyond high school and postsecondary education.

- By 2020, **30% of job openings** will require some college or an associate’s degree.

- Employers across several industries have cited middle-skill jobs as being the most difficult to fill (Achieve Inc., 2012; Pew Research Center, 2016).

Source: Georgetown Center on Education and the Workforce analysis, 2014.
Middle-Skill Jobs: California Landscape

• Fifty percent of all jobs in 2015 were middle-skill jobs.

• Middle-skill gap:
  – Middle-skill jobs account for 50% of the California labor market.
  – Only 39% of California workers are trained to the middle-skill level.

• Between 2014 and 2024, 43% of job openings will be for middle-skill jobs.

## Middle-Skill Jobs: California Landscape

### Top Three Industries With Jobs That Don't Require a B.A. and Pay at Least $35,000, 2013–2015

<table>
<thead>
<tr>
<th>Industry</th>
<th>Number of Jobs</th>
<th>Wages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manufacturing</td>
<td>419,000</td>
<td>$60,000</td>
</tr>
<tr>
<td>Health services</td>
<td>389,000</td>
<td>$56,000</td>
</tr>
<tr>
<td>Information, finance, real estate</td>
<td>371,000</td>
<td>$62,000</td>
</tr>
</tbody>
</table>

*Source: Joint Economic Committee Democrats, 2018, p. 11.*
Middle-Skill Jobs: Why Are They Important?

• Human success
  – Gainful employment
  – Sustainable wages and lifetime earnings

• Economic success and competitiveness
  – Regional and global
Overview of Employability Skills
Defining Employability Skills

Employability skills are the general skills and knowledge necessary for success in the labor market at all employment levels and in all sectors.
Middle-Skill Jobs and the Employability Skills Connection

• Frequently cited as among the most important skills by employers (Hart Research Associates, 2015; National Association of Colleges and Employers, 2018).

• The demonstration of employability skills is correlated with better hiring rates, success on the job, and earnings (Lippman, Ryberg, Carney, & Moore, 2015).
Middle-Skill Jobs and the Employability Skills Connection

• Since 1980, employment in jobs requiring stronger social skills, namely interpersonal, communications or management skills, increased by 83% (Pew Research Center, 2016).

• Judgment/decision-making, communications, analysis, and administration will be the four most in-demand competencies in the labor market. (Carnevale, A., Smith, N., & Strohl, J. (n.d.)).

• When workers are asked about the skills they rely on most in their jobs, interpersonal skills, critical thinking, and good written and spoken communications skills top the list (Pew Research Center, 2016).
Employability Skills Framework

- The thoughtful integration of academic knowledge and technical skills put to practical use in the workplace
- The skills that enable individuals to interact effectively with clients, coworkers, and supervisors
- The skills employees need to successfully perform work tasks
Effective Relationships

- Understands teamwork and works with others
- Responds to customer needs
- Exercises leadership
- Negotiates to resolve conflicts
- Respects individual differences
Effective Relationships

- Demonstrates responsibility and self-discipline
- Adapts and shows flexibility
- Works independently
- Demonstrates a willingness to learn
- Demonstrates integrity
- Demonstrates professionalism
- Takes initiative
- Displays positive attitude and sense of self-worth
- Takes responsibility for professional growth
Workplace Skills

- Manages time
- Manages money
- Manages materials
- Manages personnel
Workplace Skills

- Locates information
- Organizes information
- Uses information
- Analyzes information
- Communicates information
Workplace Skills

- Communicates verbally
- Listens actively
- Comprehends written material
- Conveys information in writing
- Observes carefully
Workplace Skills

- Critical Thinking Skills
- Applied Knowledge
- Effective Relationships
- Personal Qualities
- Resource Management
- Technology Use
  - Understands and uses technology
- Information Use
- Systems Thinking
  - Understands and uses systems
  - Monitors systems
  - Improves systems
- Communication Skills

Employability

Workplace Skills
Applied Knowledge

- Uses reading skills
- Uses writing skills
- Uses mathematical strategies and procedures
- Uses scientific principles and procedures

Critical Thinking Skills
- Thinks critically
- Thinks creatively
- Makes sound decisions
- Solves problems
- Reasons
- Plans and organizes
Employability Skills Framework
Integrating Employability Skills Into the Adult Education Space
Identify the most applicable employability skills and integrate them into instruction. Monitor the depth and breadth of skills in lessons.

Share what employability skills are and why it is important to call attention to them as they are being taught to adult learners.

Help adult learners communicate their own employability skills to employers.
Employability Skills in Adult Education

Identify needed employability skills and share them to inform curriculum or program development.

Partner with adult education and training programs and community colleges.

Provide work-based learning opportunities for adult learners to develop employability skills.
## Formative Lesson Planning Tool

<table>
<thead>
<tr>
<th>Outcomes or Standards</th>
<th>Teacher-Led Elements</th>
<th>Student-Led Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you want students to learn or experience in the course?</td>
<td>What do you do during class to guide student learning?</td>
<td>What do students do? How will they interact with each other?</td>
</tr>
</tbody>
</table>

### Identify Employability Skills and Provide Detail (Check all that apply.)

- Interpersonal Skills
- Personal Qualities
- Resource Management
- Information Use
- Communication Skills
- Systems Thinking
- Technology Use
- Applied Academic Skills
- Critical Thinking Skills
# Formative Lesson Planning Tool

<table>
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<th>Outcomes or Standards</th>
<th>Teacher-Led Elements</th>
<th>Student-Led Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General objective</strong></td>
<td><strong>What do you do during class to guide student learning?</strong></td>
<td><strong>What do students do? How will they interact with each other?</strong></td>
</tr>
<tr>
<td>• Students will understand how to evaluate and complete job application</td>
<td>• Pose open-ended and closed questions.</td>
<td>• Work together as a team.</td>
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<tr>
<td></td>
<td>• Explain and share key information to the group.</td>
<td>• Identify and share necessary information.</td>
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<tr>
<td></td>
<td>• Provide materials for students to assess.</td>
<td>• Read materials and demonstrate understanding of the content.</td>
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<tr>
<td></td>
<td>• Capture student reflections and feedback.</td>
<td>• Work collaboratively to reach consensus.</td>
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<tr>
<td></td>
<td>• Observe student work and listen to students to assess understanding.</td>
<td>• Express and share thoughts with classmates.</td>
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<tr>
<td></td>
<td>• Provide feedback.</td>
<td>• Provide feedback to classmates.</td>
</tr>
<tr>
<td></td>
<td>• Clarify information when needed.</td>
<td>• Provide reasoning for decision about each application.</td>
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<tr>
<td></td>
<td>• Encourage and motivate students.</td>
<td>• Pose open- and closed-ended questions.</td>
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<td></td>
<td>• Manage class pacing.</td>
<td>• Work independently.</td>
</tr>
</tbody>
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**Identify Employability Skills and Provide Detail (Check all that apply.)**

- Interpersonal Skills
- Information Use
- Personal Qualities
- Communication Skills
- Resource Management
- Systems Thinking
- Technology Use
- Applied Academic Skills
- Critical Thinking Skills
# Critical Thinking Skills

<table>
<thead>
<tr>
<th>Skill Components</th>
<th>Number of Lessons Including This Skill (From Part 1)</th>
<th>Number of Lessons Including This Employability Skill Component</th>
<th>How Is the Employability Skill Component Incorporated Into Lessons?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinks creatively</td>
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<td></td>
</tr>
<tr>
<td>Thinks critically</td>
<td></td>
<td></td>
<td></td>
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<td>Makes sound decisions</td>
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<tr>
<td>Solves problems</td>
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<td></td>
</tr>
<tr>
<td>Reasons</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plans and organizes</td>
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<td></td>
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</table>
Employability Skills Tool for Workplace Experiences

Examples of the guiding questions:

- What are potential goals for your students? What would you want students to learn or experience through this activity?

- If you were an employee in this scenario, what would you be doing during this activity to guide student learning? What would your role be throughout?

- What are students doing during this activity? What roles would they take on? How will they interact with each other?

- Given what you know about employability skills, what skills would be highlighted during this activity?

- How will you communicate and engage with the school, college, district or program to reinforce the skills being reflected in the above scenario?
## 2. Critical Thinking Skills

<table>
<thead>
<tr>
<th>Employability Skills in This Category</th>
<th>Alignment to Standard or Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Explicit (does not require an inference beyond the description)</td>
</tr>
<tr>
<td>Thinks Creatively: Students create innovative and novel ideas or solutions and display divergent thinking. This thinking can be seen in oral presentations, creative-writing assignments, open-ended tasks, and project design.</td>
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</tr>
<tr>
<td>Thinks Critically: Students display analytical and strategic thinking. This thinking can be seen in debating an issue, converging on an understanding, assessing a problem, and questioning (e.g., playing devil’s advocate).</td>
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<tr>
<td>Makes Sound Decisions: Students differentiate between multiple approaches and assess options.</td>
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<tr>
<td>Solves Problems: Students assess problems involving the use of available resources (i.e., personnel and materials) and review multiple strategies for resolving problems.</td>
<td></td>
</tr>
<tr>
<td>Reasons: Students negotiate pros and cons of ideas, approaches, and solutions, and analyze options using an “if-then” rationale.</td>
<td></td>
</tr>
<tr>
<td>Plans and Organizes: Students plan steps, procedures, or approaches for addressing tasks. This planning occurs naturally in most assignments, ranging from solving one problem to completing long-term projects in mathematics and science classes.</td>
<td></td>
</tr>
<tr>
<td>Reflections on Explicit and Implicit Alignment:</td>
<td></td>
</tr>
</tbody>
</table>
Questions
Resources
College and Career Readiness and Success Center Website

- Free resources, trainings, briefs, and guides are available on a variety of education topics.

- Key content:
  - College and career readiness
  - Professional learning
  - Work-based learning

www.ccrscenter.org
Professional Learning Module

Integrating Employability Skills: A Framework for All Educators

http://www.ccrscenter.org/technical-assistance-networks/professional-learning-modules/integrating-employability-skills
Employability Skills Framework Website

- One-stop resource for information on employability skills for instructors, administrators, employers, and students
- Key content:
  - Interactive skills framework
  - Assessment comparison worksheet
  - Lesson planning checklist
- Access to audience-specific landing pages

References


References (continued)


