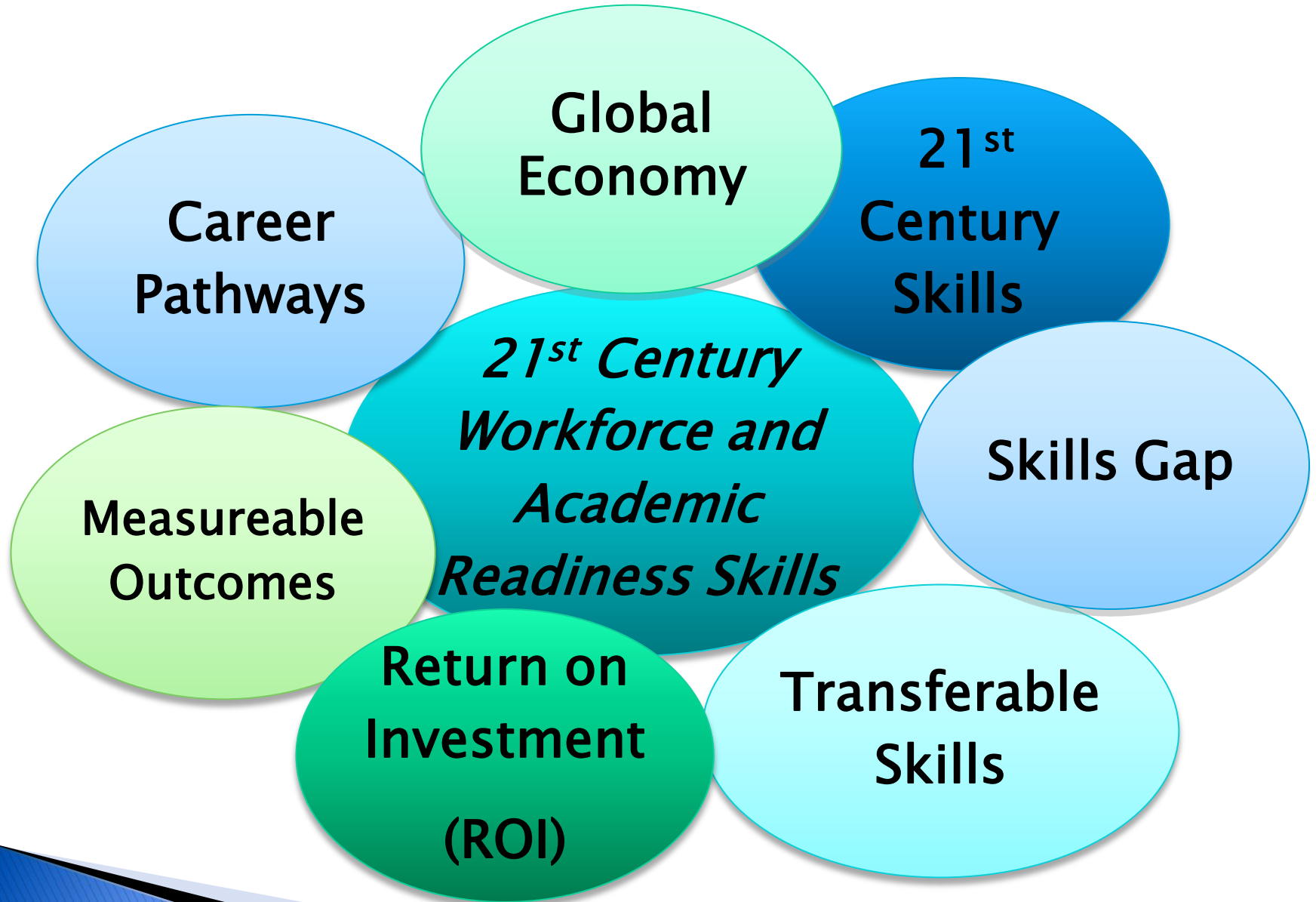


# 21<sup>st</sup> Century Skills: Preparing Students for Academic and Workplace Success

Ronna Magy  
CATESOL Los Padres  
October 2011



# Global Economy

- Everything is connected
- Work gets done anytime, any place
- Shrinking job market
- Automation of labor, “offshoring”
- Baby boomers retiring
- Technology integrated into every sector



-Frank Benest COABE April 18, 2011

*Aligning Adult Education with the Global Economy*

# Global Economy: Implications for Adult Education

- Accelerating Change
- Severe budget cuts to Adult Education
- Students eager to learn English as a Second Language



-Frank Benest COABE April 18, 2011

*Aligning Adult Education with the Global Economy*

# Global Economy: Skills Needed

- Basic/Foundational skills:
  - Reading, writing, speaking, listening
- “Interpersonal “soft skills”  
(communication, self–advocacy, team work)
- Critical thinking, problem solving skills
- Adaptability and flexibility
- Technology skills
- Ability to interpret and apply data
- Entrepreneurial thinking and behaviors



# Global Economy: 21<sup>st</sup> Century Application of Skills

- Career Tech Ed Courses
- Workforce
- Post Secondary Education
- Civic and Community Meetings
- Parent Conferences



# A Competitive Workforce in a Global Economy

- Educated workforce is key to the US in the global economy
- By 2018, 60% of jobs will require some post-secondary education



Occupational Outlook Handbook 2010-2011,  
Bureau of Labor Statistics <http://www.bls.gov/oco/oco2003.htm>

# 21<sup>st</sup> Century Skills: 3Rs and 7Cs

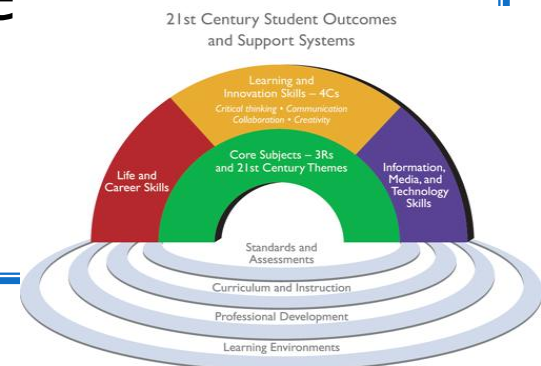
**3Rs:** Reading, Writing, Arithmetic

**7Cs:**

- Critical Thinking & Problem–Solving
- Creativity & Innovation
- Collaboration, Teamwork & Leadership
- Cross–cultural Understanding
- Communication & Media Literacy
- Computing & ITC Literacy
- Career & Learning Self–reliance

–Bernard Trilling and Charles Fadel

*21<sup>st</sup> Century Skills*



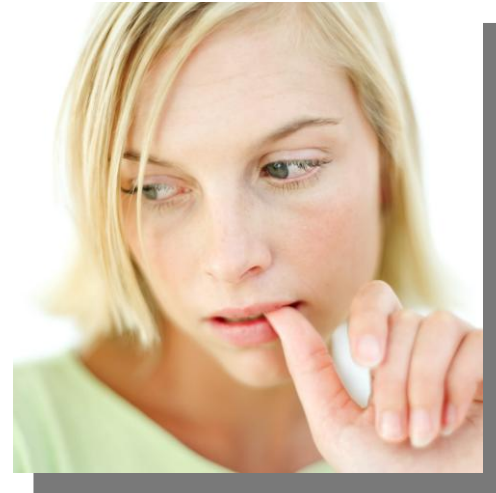
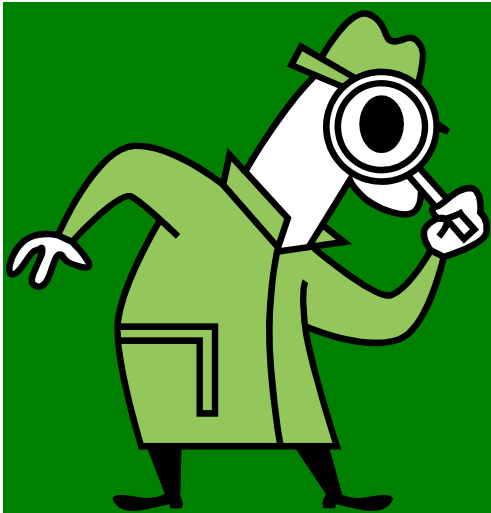
# 21<sup>st</sup> Century Literacy

*The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.*

– Alvin Toffler, American Futurist

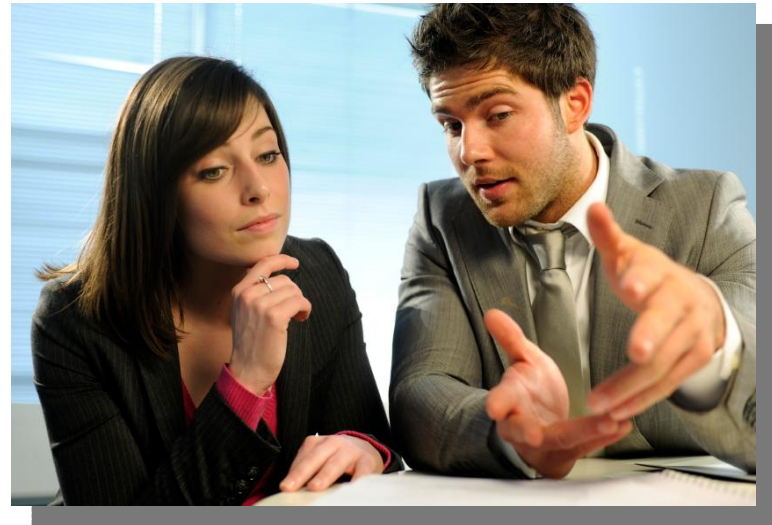


# 21<sup>st</sup> Century Skills Self Inventory



Refer to handout p. 1

# 21<sup>st</sup> Century Skills Mixer



Please tell me about one of your skills and how/when you use it.

Refer to handout

# An Investment in Improving the US Economy



Investing in adult education and workforce skills programs are among the most cost-effective ways to improve economic conditions across the states and the nation.

–McClendon, L., Jones, D., and Rosin, M.  
*The Return On Investment (ROI) From Adult Education And Training : Measuring The Economic Impact Of A Better Educated And Trained U.S. Workforce, 2011*




# The Need for Adult Education in California

- Over 20% of California's adults--5.3 million--lack a high school diploma or GED
- ½ have less than a 9th-grade education
- 3 million speak English "less than well"
- These groups need:
  - Basic skills instruction
  - English Language instruction
  - Other workplace readiness skills

*-Linking Adults to Opportunity, California Department of Education Draft Strategic Plan for Adult Education, 2011*

# Changes in the California Labor Force

- 
- Workforce population changes
  - Worker challenges: language, literacy, workplace readiness
  - Decline in skill level of the workforce
  - Impact on tax revenues, public and social programs

*-Linking Adults to Opportunity*, California Department of Education Draft Strategic Plan for Adult Education, 2011, p. 1–

# Foundational Skills Gap in California

To support sustainable economic growth and equitable social conditions, California must directly focus on closing the foundational skills gaps in its current working-age adult population...

The key foundational skills needs are English language, literacy to postsecondary readiness, and work readiness skills.”

-Darche, Nayar, & Downs, 2009, California Department of Education *Adult Education in California*



# Fixed Mindset



- Everyone has a limited amount of intelligence, a fixed personality, and a set moral character
- You have to keep proving yourself
- Focus is on doing what you can do and not looking bad

–Carol Dweck, *Mindset*

# 21<sup>st</sup> Century Growth Mindset

- Everyone can change and grow
- Talent grows with effort
- Challenges and failures are seen as opportunities for improving and acquiring new skills
- A person's true potential is unknown
- Focus is on development

—Carol Dweck, *Mindset*



# Integrating Workforce and Academic Readiness Skills

*The skills learners need in order to transition successfully to higher levels of education or employment should be integrated at every level of instruction, including ESL classes that are focused primarily on language instruction.*

*–Promoting Learner Transitions to Postsecondary Education and Work: Developing Academic Readiness from the Beginning* Betsy Parrish and Kimberly Johnson, CAELA Network Brief, April 2010

[www.cal.org/caelanetwork](http://www.cal.org/caelanetwork)

# Think, Group, Share

- ▶ What are some things workers have to do on every job? What skills do they need?
- ▶ What are some skills students need to use as they continue their studies?

# Academic and Workforce Readiness Skills

- Ask and answer questions
- Listen and read for specific & general information
- Make predictions
- Infer meaning
- Take notes
- Write reports, present reports
- Organize and interpret information
- Interpret documents
- Think critically
- Problem solving

- Set and achieve goals
- Organize materials
- Interact with native speakers
- Work in teams
- Cooperate with others
- Give and receive feedback
- Work independently
- Provide leadership
- Take initiative
- Monitor progress
- Use technology
- Pass examinations

# Skills for Success

The diagram consists of two overlapping ovals. The left oval is light green and labeled 'Academic Readiness Skills'. The right oval is light blue and labeled 'Workforce & Career Readiness Skills'. The intersection of the two ovals is shaded a lighter green and contains a list of skills. The background features a blue and white gradient at the bottom left.

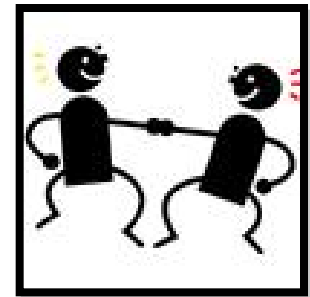
**Academic  
Readiness  
Skills**

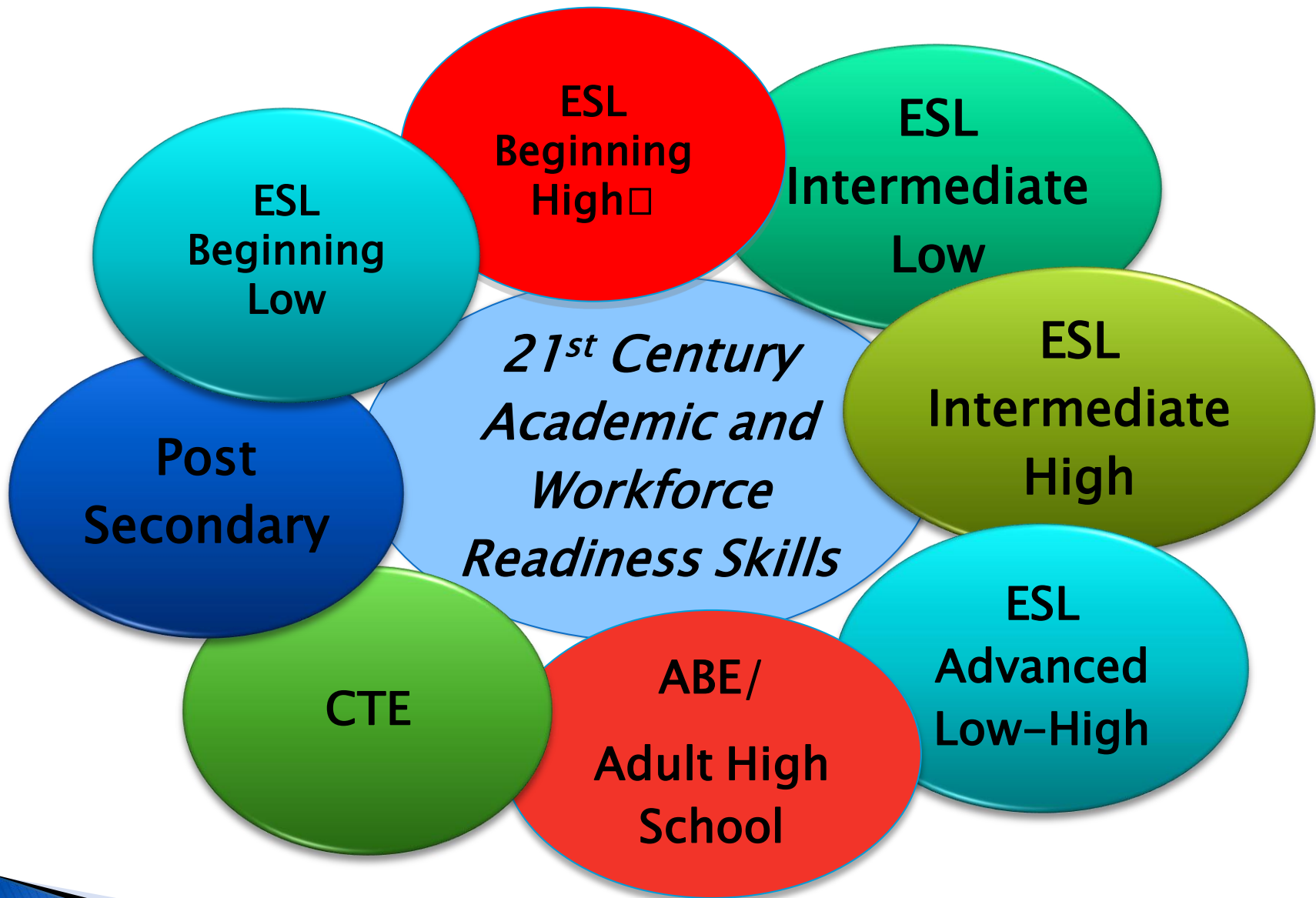
- Listening
- Oral Communication
- Reading
- Vocabulary
- Writing, Note Taking
- Critical Thinking,  
Problem Solving
- Interpersonal Soft Skills
- Technology

**Workforce  
& Career  
Readiness  
Skills**

# Skills Transferable from the ESL classroom to Workplace and Academic Settings

- Leadership
- Cooperation–Collaboration–Communication
- Information Systems
- Social and Cross–Cultural Skills
- Problem Solving and Critical Thinking Skills
- Self Concept
- Setting Goals and Planning and Managing
- Initiative and Self Reliance
- Self Evaluation and Monitoring
- Technology





**ESL  
Beginning  
Low**

**ESL  
Beginning  
High** □

**ESL  
Intermediate  
Low**

*21<sup>st</sup> Century  
Academic and  
Workforce  
Readiness Skills*

**ESL  
Intermediate  
High**

**Post  
Secondary**

**ESL  
Advanced  
Low-High**

**CTE**

**ABE/  
Adult High  
School**

# Explicit Teaching

- Explicitly identify the skills being taught.  
*Today we are going to talk about goal setting.*  
*Today you are going to work in a team.*  
*Today you are going to learn to take notes*
- Summarize the lesson.  
*Today we learned about....*
- Teach the students to articulate the skills they used.  
*I learned about goal setting.*  
*I worked in a team.*  
*I listened to others.*  
*I gave feedback to my team members.*

# Reading / Guided Note-Taking

## Organizing Information

### *Today's Hot Jobs*

The US job market is changing fast. Two kinds of employment are growing: health care and technology.

Many of the fastest-growing jobs are in health care. These older Americans need medical care and help with daily living.

Now there is more need in the field of technology for computer programmers, analysts, and web designers.

1. There are jobs in \_\_\_\_\_ and \_\_\_\_\_.
2. Older Americans need \_\_\_\_\_.
3. In technology, we need more \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

# Guided Note-Taking and Critical Thinking

## *Today's Hot Jobs*

The US job market is changing fast. Two kinds of employment are growing: health care and technology.

Many of the fastest-growing jobs are in health care. These older Americans need medical care and help with daily living.

Now there is more need in the field of technology for computer programmers, analysts, and web designers.

- ▶ **Why** do you think the US job market is changing?
- ▶ **Why** do you think health care and technology are growing areas of employment?
- ▶ **What** do you think is a job you might want in the future? **Why?**

# Interactive Activities

## Numeracy Literacy: Interpreting a Chart




- ▶ Men exercise about \_\_\_\_\_minutes every day.
- ▶ Women exercise about\_\_\_\_\_ minutes every day.

# Critical Thinking: Problem Solving

EXPAND

Show what you know!

## 3 ACT IT OUT What do you say?

**STEP 1.**  Listen to the conversation.

**STEP 2. PAIRS.** Student A, you want to rent an apartment.  
Student B, you are an apartment manager.

**Student A:** You are calling about an apartment.

- Ask the manager about the rooms in the apartment.
- Ask about the furniture and the appliances.
- Ask for directions to the apartment.

**Student B:** Someone calls you to ask about an apartment you manage.

- Answer the questions about the apartment.
- Give directions to the apartment.

### APARTMENT FOR RENT

2 Bedrooms  
Call 310-555-8927



## 4 READ AND REACT Problem-solving

**STEP 1.** Read about Silvia's problem.

Silvia lives in a two-bedroom apartment. She lives with her mother, her husband, and their daughter. The apartment is small, but it's nice. The living room is sunny. The kitchen is new. The appliances are good. The rent is \$800. But now the building manager wants to raise the rent. He wants \$900.

**STEP 2. PAIRS.** Talk about it. What is Silvia's problem? What can Silvia do? Here are some ideas.

- She can get a second job.
- She can find another apartment.
- She can talk to the building manager.
- She can \_\_\_\_\_.

## 5 CONNECT For your Goal-setting Activity, go to page 248. For your Team Project, go to page 269.

# Problem Solving Scenario

## **Problem:**

Jean Paul works for a moving company. His boss always pays him late, so Jean Paul can't pay his bills on time. He is upset and wants to get a new job. Jean Paul is very friendly and likes people. He is interested in a job in sales, but doesn't have any sales training.



**What is the problem?**

**What is a possible solution to his problem?**

*I think he should \_\_\_\_\_ because \_\_\_\_\_.*

# Learner Goal Setting

## Lesson 4

## Read about entrepreneurs

### Reading

#### 1 BEFORE YOU READ

Look at the picture and the title of the article.  
What do you think Ignacio and Eva's goal is?

#### 2 READ

CD1 T20

Listen and read. What is Ignacio and Eva's goal? Was your prediction correct?

#### Reading Skill: Predicting

Before you read, look at the picture and the title of the article. This can help you predict what the article will be about.

## Dream dreams! Set goals!

Ignacio Moreno and his wife, Eva, have their own bakery, *La Flor del Trigo*, in Little Rock, Arkansas. The bakery was Ignacio's dream. He wanted a bakery like the one his parents had in Mexico. When he and Eva came to the United States, Ignacio thought a lot about the bakery he wanted. His dream became a goal and after fifteen years finally became a **reality**.

What's the difference between a dream and a goal? A dream is something that you hope will happen. It might happen and it might not. A goal is something you can make happen. To reach a goal, you have to make a plan, be patient, and never **give up**.

Ignacio and Eva's **long-term** goal was to open a bakery. To reach this goal, they made several **short-term** goals:

- **Save money**  
Ignacio and Eva were careful with their money. They spent as little as possible and saved for a business.
- **Learn about bakeries in the United States**  
For years Ignacio worked in other people's bakeries and learned the business. Eva learned customer service skills when she worked in a donut shop.
- **Find a place for the business**  
Ignacio found an old building. It was cheap, but it needed a lot of work. The windows were old, and the building needed a new roof.
- **Fix the building and buy equipment**  
Ignacio and Eva first needed to fix the building. They borrowed



\$167,000 from a bank. They paid a **contractor** to put on a new roof and replace the windows. Finally, they bought **equipment**, like commercial ovens and mixers.

Now Ignacio and Eva are working 12-hour days, but they are happy. And they have a new long-term goal! They want to sell their bread to large supermarkets. Next month, they will start to sell their bread in a supermarket in their neighborhood.

- Setting goals
- Reading Skill: Prediction
- Read about entrepreneurs
- Discuss supports and obstacles

# Reflection: Did We.....?

- Identify the global issues confronting educators and students in the 21<sup>st</sup> Century?
- Identify transferable academic and workforce skills?
- Name some benefits of integrating workforce and academic skills in ESL classrooms?
- Identify ways to connect these transferable skills to academic settings and the workplace?

## **Additional Information**

Handout and PowerPoint presentation  
can be accessed at:

**[www.quia.com/pages/donna/workshops](http://www.quia.com/pages/donna/workshops)**



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