



Preparation for Adults Through  
Training and Higher Education



# CLIP CAREERPATH CURRICULUM: MAKING IT IN NEW YORK CITY

**CUNY**

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The City University of New York was awarded \$19.86 million through the United States Department of Labor's Trade Adjustment Assistance Community College and Career Training grant program to offer CUNY CareerPATH, a three-year program aimed at supporting adult students in career advancement and successful college transition, responding to local industry needs, and building CUNY's capacity to serve adult workers. CareerPATH provides academic and English language skills instruction "contextualized" to five industry sectors – health care, education, manufacturing, culinary arts and hospitality, and business – with the goal of engaging adult learners and accelerating their progress once they enroll in college. Strengthened connections between English language pre-college programs, occupational training, and degree programs — bolstered by strong advisement and enhanced student services — help students progress on each step of their education and career pathway. In the short term, participants earn industry-recognized credentials and find jobs. In the longer term, they translate their training into college credit and enter degree programs.

The program director/product liaison should enter the following information below:

- Intended audience
- Product name and description
- Intent of CareerPATH product

The reviewer should complete the information below:

Based on your expertise, how would you rate the product's ability to meet standards within your field?			
<input checked="" type="checkbox"/> Outstanding	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Incomplete

## SUMMARY

Based on knowledge of the product, please summarize your review of the product below in 2-3 paragraphs.

The Curriculum admirably adapts the CLIP model to achieve the goals of CareerPATH. The curriculum is for low level English language learners. The theme of business is introduced in a pedagogically sound and engaging way by inviting the low level learners to relate to their own experiences. It invites them to see themselves as an integral part of the ongoing history of New York and achieving the American dream of "Making It." The essay assignments reveal the progression towards academic proficiency. The students begin by describing their own history. Then they are encouraged to observe, read about, and describe their current surroundings, reading about the Brooklyn Bridge and walking it. Their current observations are integrated into readings about the history of what they see with a wonderful set of photographs from the Metropolitan Museum. History of the Triangle Shirtwaist Factory and visits to the Tenement Museum allow discussion of their working and living conditions in a historical perspective. Essays based on biographies of Duke Ellington and Justice Sotomayor personalize the varied routes to making it in New York. Students have another opportunity to reflect on the city using their newfound perspectives and finally do a project on their own career goals. This progression allows students to develop confidence and proficiency as they incorporate more information and adopt more academic perspectives in their thinking and writing. Importantly, they then bring these new skills to bear on considering their own career paths.

The texts are well chosen. They are young adult texts without being condescending or superficial. They are academic. *The Brooklyn Bridge* combines wonderful illustrations and architectural studies with stories that manage to convey both the drama of construction along with the grandeur of the bridge. *The Triangle Shirtwaist Factory Fire* is thorough and engaging account of the tragedy and trial. *Duke Ellington* is probably the lowest level text, which is fine due to the probable unfamiliarity of the subject. *Sonia Sotomayor* is the most recent book written in a more modern text box style. The biographies serve to reinforce students' aspirational motivations for the long road ahead for low-level students.

In contrast to the other curricula reviewed this is divided into units rather than weekly modules. The handouts are high quality. They use pictures creatively, introduce vocabulary, ask students to make predictions, help them analyze what they read, organize their thoughts and foment discussion. There are more materials than can possibly be covered in one semester. This embarrassment of riches allows the instructor to pick and choose materials focusing according to the class needs and interests within the units.

In sum, this curriculum is both well conceived and well executed.

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David Marshall

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