

USING DATA FOR CAREER CHOICE: THE HEALTHCARE PATHWAY

College: Central Office, Office of Academic Affairs

Program Director: Amy Prince

Reviewer: Moira Taylor, ESOL Professional Development Coordinator for CUNY Adult Literacy Program

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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: *adult students in High School Equivalency programs (HSE) and high level English as a Second Language (ESL) students*
- Product name and description: *Using Data for Career Choice: The Healthcare Pathway*
- Intent of CareerPATH product: *to provide opportunities for adult students to explore healthcare careers as they increase their skills in reading, writing, math, and research*

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 *Using Data for Career Choice: The Healthcare Pathway* toolkit provides meaningful content-based and contextualized lessons in a healthcare pathway for adult students in High School Equivalency programs (HSE) and English as a Second Language (ESL) students. These students are beginning to think about next steps in their educational path and work lives, and access to this toolkit and its resources gives them the chance to focus on the healthcare pathway.

The toolkit is comprised of four units described below. Within each unit are academically-based lessons that give students the chance to develop their basic skills along with skills for the workplace: The basic skills of reading, writing, digital literacy, and math are incorporated in lessons, as are soft skills of critical and creative thinking skills, problem-solving skills, and teamwork.

Each of the four units has lessons designed to effectively challenge students at the appropriate level of academic proficiency, and raise their awareness of work-related issues that directly impact their lives. For example, in Unit One, ("Analyzing the Healthcare Labor Market"), students look at and analyze the graph "Average Lifetime Earnings by Educational Attainment". After reviewing the graph, they are then asked to calculate the difference in earnings between someone with a high school diploma and someone who never earns a diploma. Unit Two, ("Getting Prepared: Education and Experience"), gives the students an insider's look into the steps of career choice with the story of Rebecca, a teacher who decides to take a different career path. As the students follow her story, and see what steps she took in order to attain her goal, they begin to do their own self-assessment, and they take a look at the educational requirements needed for health careers they may want to pursue in college (in this case The City University of New York, but the process is applicable more broadly.) Unit Three, ("In Their Own Words: Health Worker Narratives"), allows students to delve even deeper into learning about real people with real jobs in the healthcare field. In this unit, students are asked to gather information from readings and then work on writing an essay. (NB: In other units, students use academic skills like paraphrasing, predicting, and brainstorming, as a way to approach the reading of texts and other graphically presented information about healthcare career pathways.) The lessons in Unit Three not only work on organizing writing ideas and making them grammatically correct, they also give students the opportunity to develop skills in note-taking, self-correction, and peer review – all while learning information about their healthcare pathway. In the final unit, Unit Four, ("A Patient's Perspective"), students are asked to do something different: Consider the healthcare pathway from the perspective of the consumer or patient. As in other units, students do graph work and engage in critical thinking skills development in Unit Four, using a case study to see how these issues and others are addressed in the public health arena.

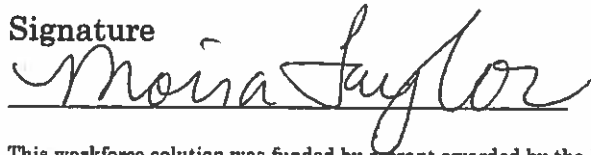
Using Data for Career Choice: The Healthcare Pathway includes materials, such as graphs, career maps, and articles, and draws from CUNY's Labor Market Information Service, New York State's CareerZone, and many other reputable sources and sites. These resources, combined with best practices in teaching, provide students with a solid foundation in their steps towards a healthcare pathway. Skills learning is embedded in the lessons and practiced in innovative and engaging ways throughout, strengthen students' knowledge of and connection to educational programs that prepare people for careers in healthcare. This is an extremely valuable resource for adult learners.

Reviewer: Type Reviewer Name and Title

Moirra Taylor

9/25/2015

Signature

A handwritten signature in cursive script that reads "Moirra Taylor". The signature is written in dark ink and is positioned below the printed word "Signature".

This workforce solution was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. The solution was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership. The CUNY CareerPATH Program is an equal opportunity employer/program and auxiliary aids and services are available upon request to individuals with disabilities.