



Functional Context Education and Workplace Literacy in Scientific Perspective

In Sectoral Studies, the UK's Skills for Life Strategy Embedded (Integrated) Basic Skills and Vocational Skills Education



National Research and Development Centre for adult literacy and numeracy

SUMMARY REPORT

“You wouldn't expect a maths teacher to teach plastering...”

Embedding literacy, language and numeracy in post-16 vocational programmes – the impact on learning and achievement

Helen Casey, Olga Cara, Jan Eldred, Sue Grief, Rachel Hodge, Roz Ivanič, Tom Jupp, Desiree Lopez and Bethia McNeil



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Skills for Life Quality Initiative

Developing embedded approaches

Separate



Partly embedded



Mostly embedded



Fully embedded



Separate vocational and LLN content – learners experience their LLN development and vocational studies as entirely, or almost entirely, separate. Any connections are made by the learners themselves

Partly embedded – learners experience their LLN development and vocational work as integrated to some degree/only in some aspects

Mostly embedded – learners mostly experience LLN development as an integral part of their vocational work, but some aspects of their LLN development and vocational work remain uncoordinated

Fully embedded or integrated – learners experience their LLN development as an integral part of their vocational work



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Learning Outcomes

FIGURE 3.3 →

THE MEAN VOCATIONAL SUCCESS RATE FOR COURSES

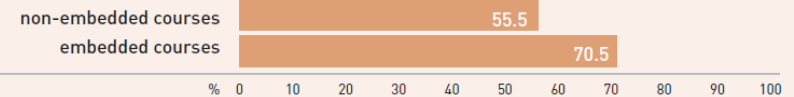


FIGURE 3.4 →

LEARNERS ACHIEVING LITERACY/ESOL QUALIFICATIONS

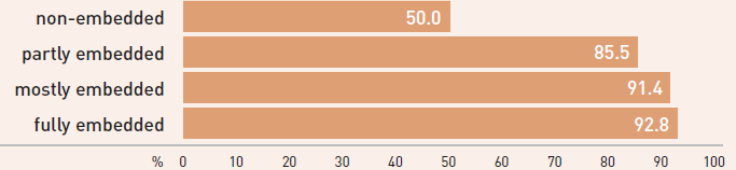
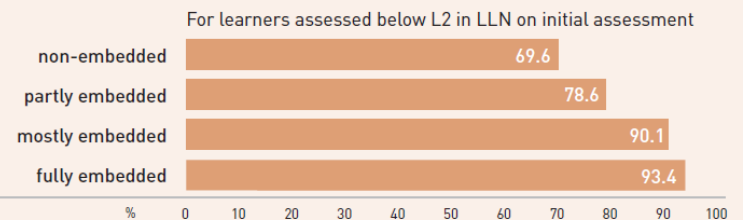


FIGURE 3.5 →

LEARNERS ACHIEVING NUMERACY QUALIFICATIONS





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Learner Perspectives

FIGURE 4.1 → LEARNERS RATING ENGLISH/MATHS AS IMPORTANT FOR THE JOB THEY WANT TO DO

For learners assessed below L2 in LLN on initial assessment

■ Before starting the course ■ After completing the course

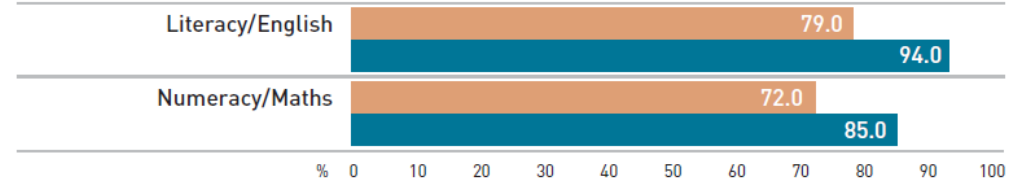
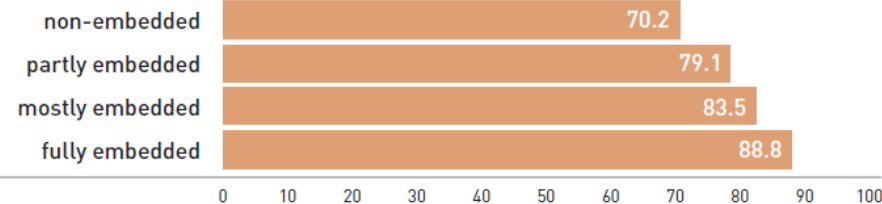


FIGURE 4.2 → POSITIVE LEARNER RESPONSES TO HOW THEIR COURSE HAS PREPARED THEM FOR THEIR FUTURE WORK





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Skills for Life Quality Initiative

Some of the most significant factors associated with achievement

- LLN teachers understand and engage with the vocational area as part of their work
- LLN teachers are willing to develop their skills in relation to the vocational area
- Vocational teachers are willing to develop their skills in relation to LLN.

NRDC 2006 *Embedding literacy, language and numeracy in post-16 vocational programmes – the impact on teaching and learning*



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Skills for Life Quality Initiative

Some of the most significant factors associated with achievement

- Learners perceive both their vocational and Skills for Life development are delivered by a single team
- Formal shared planning between vocational staff, LLN staff supports integration of LLN into vocational teaching
- LLN teachers are viewed by staff and learners as contributing to learners' vocational aspirations

continued...



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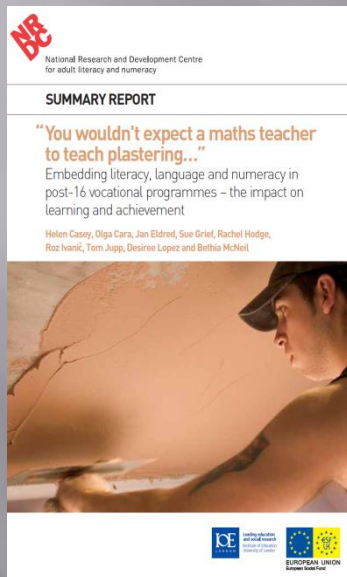


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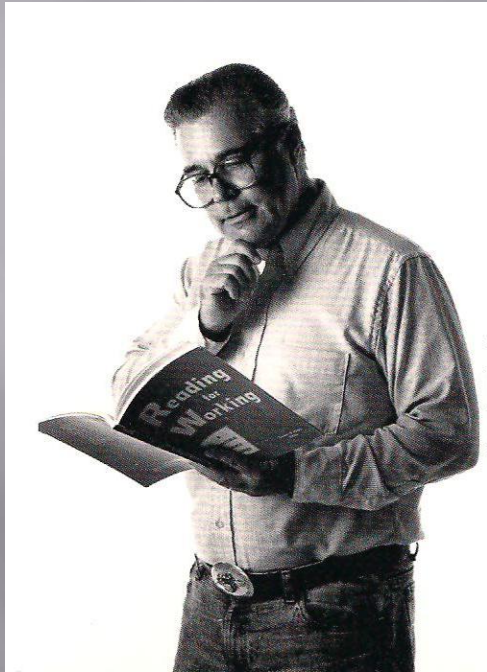


Features of teaching and learning:

- :
- LLN teaching linked to practical, vocational content.
- LLN materials contextualised to the vocational area.
- Initial/ diagnostic assessment contributing to integration of LLN.
- Differentiation according to LLN needs in the way the vocational subject is taught.
- LLN seen as essential in the development of learners' professional identity and success.
- LLN development treated as relevant to all learners, not only those with LLN needs.

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Functional Context Education and Workplace Literacy



EXECUTIVE OFFICE OF THE PRESIDENT COUNCIL OF ECONOMIC ADVISERS

PREPARING THE WORKERS OF TODAY FOR THE JOBS OF TOMORROW
JULY 2009



...one of the more promising curricular innovations that helps to improve student success is “**contextualized learning**,” in which adults obtain basic skills in the context of occupational training. Not only does this allow the students to progress through the programs more quickly but it also helps to keep them engaged with relevant examples and applications. p 20

Another common element of successful programs is that they are based on appropriate curriculum and pedagogy. Washington State’s I-BEST [**Integrated Basic Education and Skills Training**] program, for example, blends basic skills and occupational training to generate more contextualized learning, where traditionally these have been segregated into distinct programs. The result is a more effective approach to teaching adults who need both basic skills and job skills. p.18

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Integrated Basic Education & Skills Training (I-BEST)

(summary information from Pierce College District, Washington State)

Problem:

The State of Washington's economy is highly dependent on the creation of pathways to success in the workforce for English Language Learners and Adult Basic Education students.

Approach:

The Integrated Basic Education & Skills Training (I-BEST) program addresses the need to provide work skills and basic education in a timelier manner. The I-BEST pairs English as a Second Language (ESL), Adult Basic Education (ABE), and General Education Development (GED) instructors with professional-technical instructors in the same classroom to concurrently provide literacy education and workforce skills training to Basic Education (ABE/GED) and English as a Second Language adult students.

In this integrated model, the Basic Skills curriculum is tailored to the skills that are needed to learn and do the job for which the student is training. The basic skills are all taught in the context of the career.



- **23 of 34 colleges engaged - 31 programs approved**
- **More than 400 learners enrolled**
- **Occupation clusters include:**
 - **automotive technology**
 - **business technology**
 - **trades and manufacturing**
 - **early childhood education**
 - **health care**
 - **corrections**
 - **Transportation**

Functional Context Education and Workplace Literacy in Scientific Perspective

Integrated Basic Education & Skills Training (I-BEST)

(summary information from Pierce College District, Washington State)

Outcomes:

10 I-BEST programs piloted in Washington State found that:

Integrated students were 5 times more likely to earn college credits than were traditional Basic Skills students.

Integrated students earned an average of 10 college-level credits compared to only 3 college-level credits earned by the students in traditional Basic Skills classes.

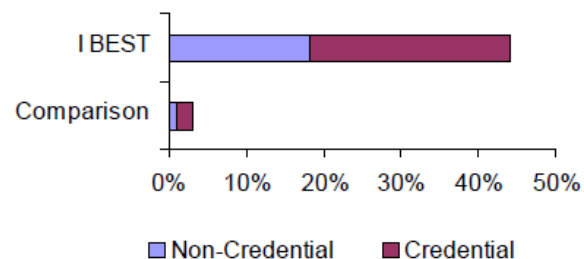
Integrated students earned an average of 12 workforce credits as compared to only 2 workforce credits earned by the comparison group.

Integrated students were 15 times more likely to complete workforce training.

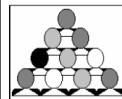
44% of the integrated students completed workforce-training programs as compared to only 3% of the comparison group. Most of these completions were in short term certificate programs that provide living wage employment opportunities and educational progression.

Dropout rates among this segment of the college's student population were significantly reduced.

Workforce Training Completions:
I-BEST and Comparison ESL Students Who Received Workforce Training



Workforce Training Average Credits Earned:
I-BEST and Comparison ESL Students Who Received Training



Research Report
No. 05-2

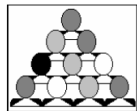
Washington State Board for Community and
Technical Colleges

I-BEST: A PROGRAM INTEGRATING ADULT BASIC EDUCATION AND
WORKFORCE TRAINING

December 2005

Functional Context Education and Workplace Literacy in Scientific Perspective

I-BEST Learners Learned ESL Reading and Listening in the Functional Context of Workforce Training But Performed as Well on CASAS General Reading and Listening Assessments as Did ESL Learners in General Basic Skills Programs

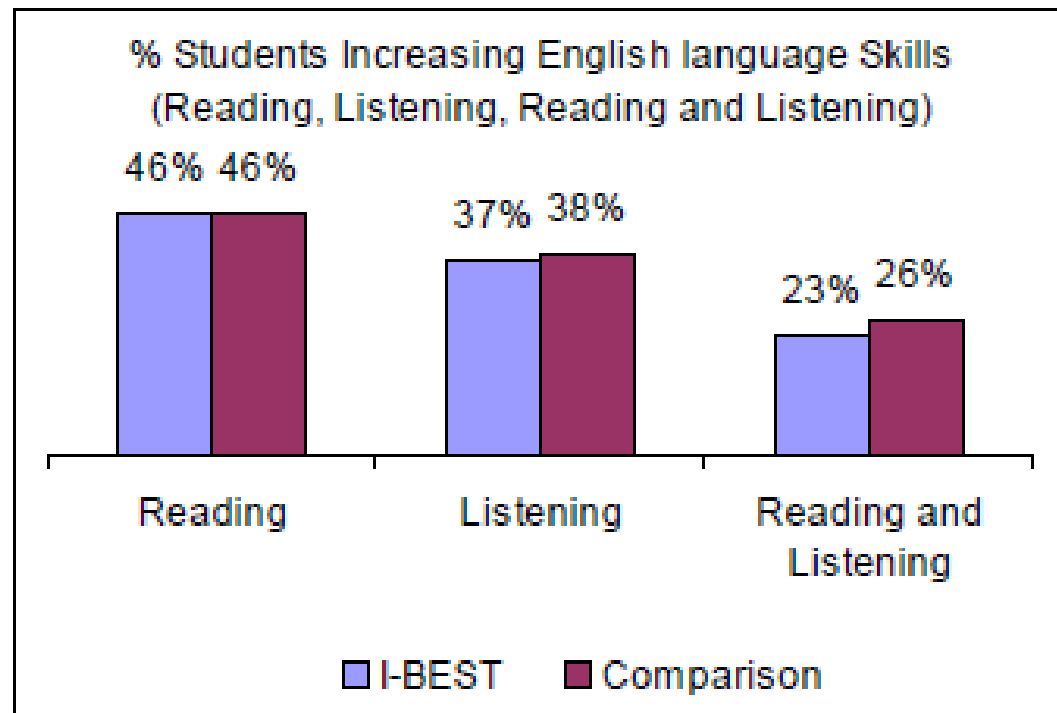


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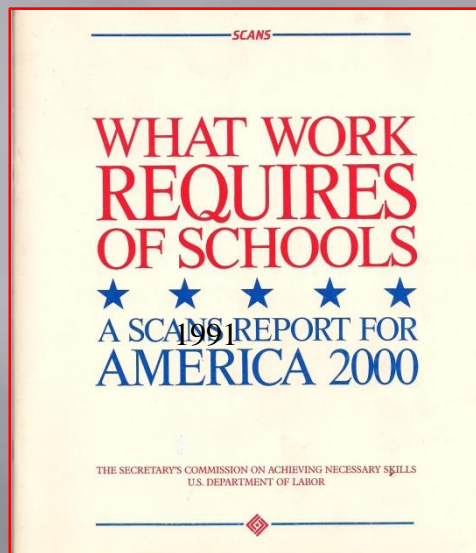
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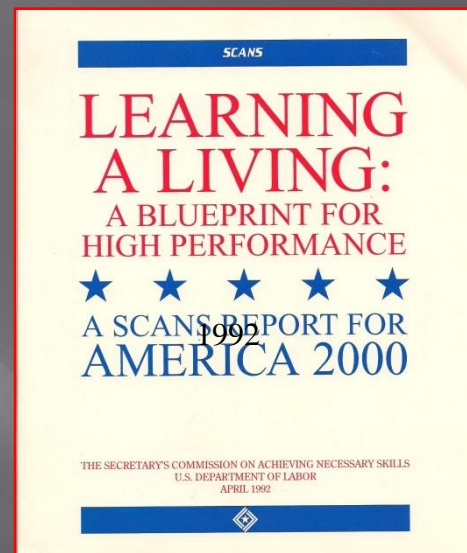


Functional Context Education and Workplace Literacy

Secretary of Labor's Commission on Achieving Necessary Skills (SCANS)



SCANS Heard about FLIT and XFSP functional context education workplace literacy programs at first meeting and later promulgated a “contextual” approach to



We believe, after examining the findings of cognitive science, that the most effective way of learning skills is “in context,” placing learning objectives within a real environment rather than insisting that students first learn in the abstract what they will be expected to apply.

A lifelong learning system serves all adults, including those who lack basic education skills, and adults who did not complete high school. Instead of having to enroll in programs labeled “basic literacy,” these adults are offered courses that teach literacy and other basic skills in the context of job requirements for the SCANS competencies.⁴⁶ Sticht, 1988/89

Functional Context Education and Workplace Literacy

Application of Navy XFSP Book Approach to Civilian Sectoral Trades

ABOUT THE AUTHORS



Thomas G. Sticht

For more than 20 years Dr. Sticht has implemented and proven the Functional Context approach, which he pioneered while working with the Department of Defense to improve the basic literacy skills of military recruits.

He is currently President and Senior Scientist for Applied Behavioral & Cognitive Sciences, Inc., and maintains memberships in a number of organizations including the Secretary of Labor's Commission on Achieving Necessary Skills, the National Commission of Working Women, the National Governor's Association's Advisory Group for Achieving National Education Goals, and the National Advisory Board of the Business Council for Effective Literacy.

Dr. Sticht has also chaired the California Workforce Literacy Task Force.



Barbara A. McDonald

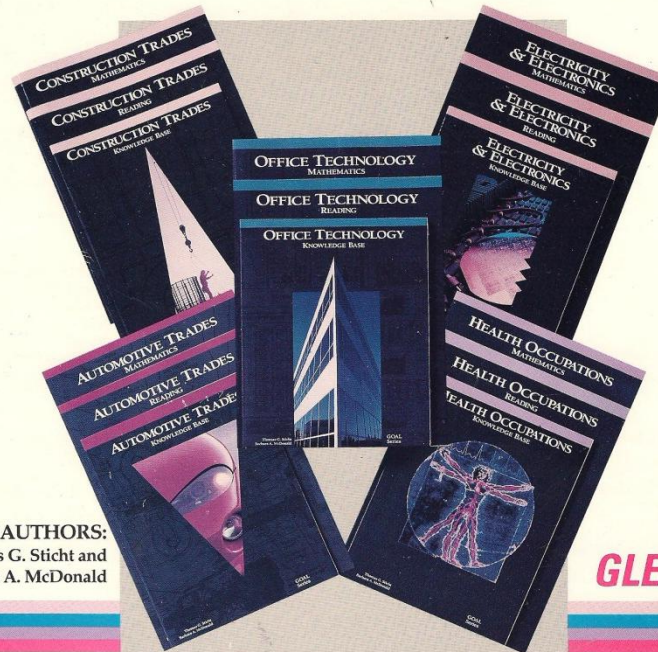
Currently the Director of Action Research Center, Research Activities of San Diego Consortium for Workforce Education and Lifelong Learning, Barbara A. McDonald brings a multifaceted perspective to the GOALS curriculum.

In addition to her affiliations with prominent professional organizations, she is a lecturer for the Department of Psychology at San Diego State University and teaches courses in Adult Literacy and the Social, Emotional and Motivational Conditions of Learning.

GOALS

GLENCOE OCCUPATIONAL ADULT LEARNING SERIES

From now on, this is where success in the workplace begins.



COAUTHORS:
Thomas G. Sticht and
Barbara A. McDonald

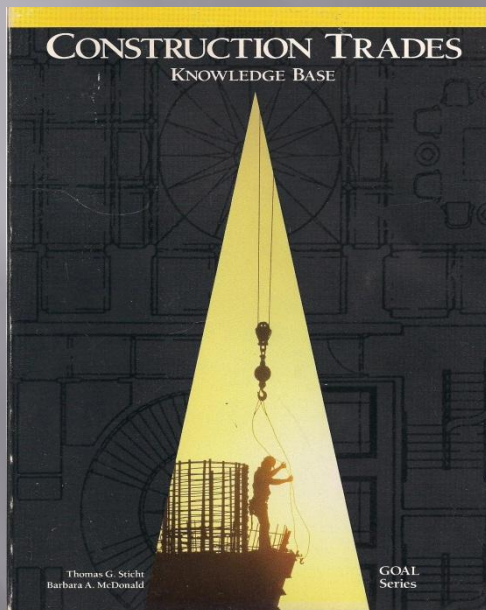
GLENCOE

Functional Context Education and Workplace Literacy

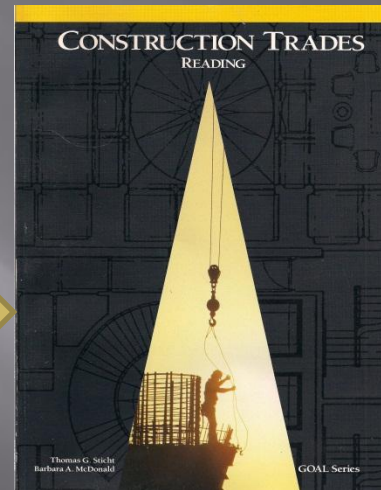
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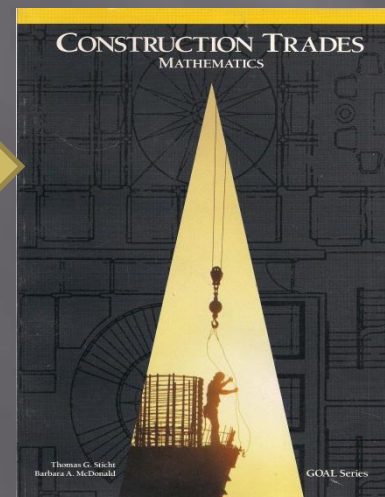
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Reading



Mathematics



Workforce
Preparation
in the
Construction
Trades

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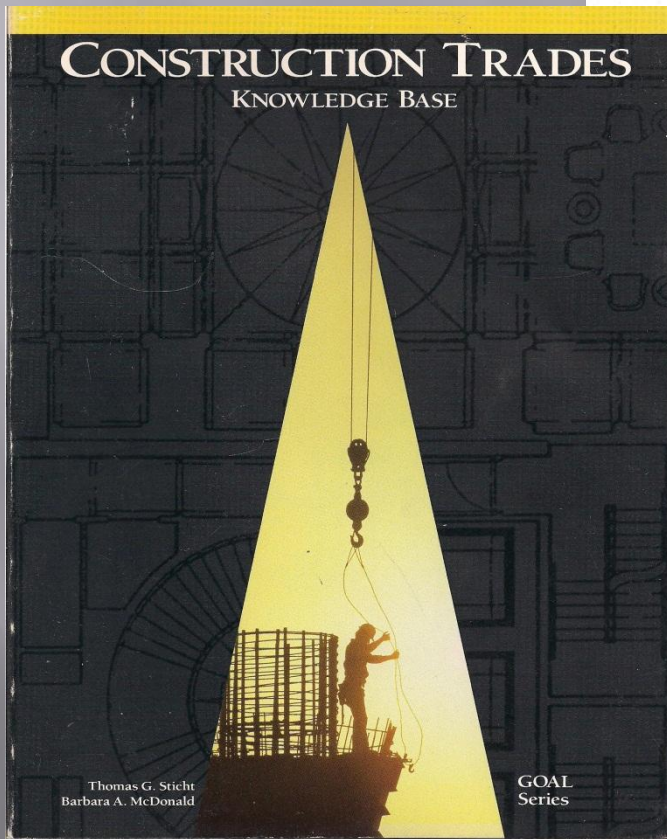


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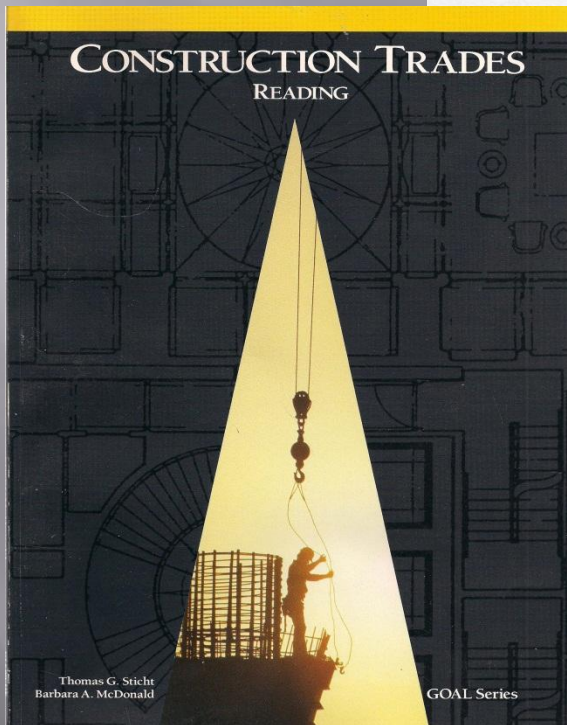


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PART 5

CHANGING TEXT TO PICTURES, TABLES, AND FLOWCHARTS

CHANGING TEXT TO PICTURES

Figure 5-1

CHANGING TEXT TO TABLES

Power Tools			
Name of Tool	Portable	Stationary	Category of Use
Circular Saw	x		Cutting
Radial-Arm Saw		x	Cutting
Electric Drill	x		Drilling
Power Plane	x		Cutting
Portable Router	x		Drilling
Portable Sander	x		Cutting
Power Stapler	x		Fastening
Power Nailer		x	Fastening

CHANGING TEXT TO FLOWCHARTS

When an architect designs a house, the owner takes part in the basic decisions. The owners in this example have stated that either a colonial or a ranch would be fine. The architect will make the decision based on the number of rooms needed. If the family needs more than four bedrooms, the architect will design a colonial.

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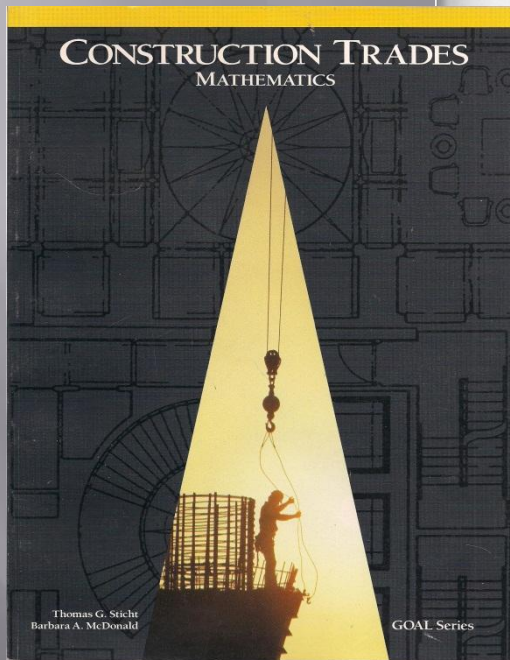


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HOW THE 3 Cs WILL HELP YOU

Using the 3 Cs to solve math problems will help you to get the correct solutions to the problems. It will help you to apply the math skills you have to real-world math problems on the job. You'll have an orderly approach to use each time you encounter a math problem. You may find that you understand what you are doing in mathematics for the first time.

Figure 2-2 summarizes the 3 Cs.

- 1 — Comprehend**
 - State what you are to do.
 - Decide on the steps you should follow.
 - Collect the necessary information.
 - Decide what system of measurement to use.
- 2 — Compute**
 - Decide what computation to do. This involves deciding on the operation to do, the types of numbers you need to use, the system of measurement, and whether to use statistics or graphs as part of the process.
 - Do the computation.
- 3 — Communicate**
 - Communicate the results to yourself and others in writing.

Figure 2-2

The Mathematics Knowledge Base

<u>Basic Operations</u>	<u>Types of Numbers</u>	<u>Systems of Measure</u>
Addition	Whole Numbers	U.S. Standard Measures
Subtraction	Fractions	Metric
Multiplication	Decimals	Length
Division	"Mixed" (+/-)	Area
	Signed (+/-)	Weight
		Volume
		Time
		Temperature
		Money
<u>Relationships Between Numbers</u>	<u>Statistics and Graphs</u>	
Percentages	Count Distributions	
Ratios	Central Tendency	
Proportions	Variability (Range)	
	Bar Graph	
	Line Graph	
	Circle Graph	


Figure 2-1

Functional Context Education and Workplace Literacy

Functional Context Education with Wider Opportunities for Women

WIDER OPPORTUNITIES FOR WOMEN

Paths Out of Poverty



Strategies for Families, Programs, Communities and States

Six Strategies for Self-Sufficiency

The Self-Sufficiency Standard

The Self-Sufficiency Standard calculates how much money working adults need to meet their basic needs without subsidies of any kind. Unlike the federal poverty standard, the Self-Sufficiency Standard accounts for the costs of living and working as they vary by family size and composition and by geographic location.

The Standard provides important guidance for policymakers and program providers regarding how to target their education, job training, workforce development, and welfare-to-work resources. It helps individuals choose among occupations for work, experience and educational training; it also shows policymakers how subsidizing child care, transportation or health care impacts the wages necessary for working families to make ends meet.

Individual Development Accounts

Individual Development Accounts (IDAs) are matched savings accounts dedicated to purchasing a first home, education and job training expenses or for capitalizing a small business. IDAs are managed by community organizations and are held at local financial institutions. This innovative strategy is based on a fundamental truth that long-term economic security is achieved through savings and asset accumulation.

Supporting IDA legislation transforms welfare policy from one that is based on spending, consumption and subsistence to one that is premised on increasing low-income families' ability to invest in their futures and achieve long-term economic independence.

Microenterprise Development

Microenterprise development is an income-generating strategy that helps low-income people start or expand very small businesses. Generally, the business is owned and operated by one person or family, has fewer than five employees and can start up with a loan of less than \$25,000. Microenterprise is an attractive option for low-income women who may have lacked opportunity but who are motivated and have skills in a particular area. Even in underdeveloped economies, microenterprise is a critical strategy for helping families out of poverty.

Targeting High-Wage Jobs

This strategy identifies well-paying jobs in growth sectors that lack trained workers, determines the wage needed by a worker to sustain her/his family (using the Self-Sufficiency Standard) and analyzes the job training and support services infrastructure necessary to move individuals into these jobs. Key components include engaging industry representatives, targeting training for specific jobs, and developing sensible outcome standards.

Because this approach looks at labor market issues from both supply and demand perspectives, it helps communities strengthen their local economies while reinvesting in families and neighborhoods.

Nontraditional Employment for Women

Nontraditional jobs for women are those in which less than 25 percent of the workforce is female. Increasing women's access to nontraditional jobs is a competitive strategy for female economic self-sufficiency. For a variety of reasons, nontraditional jobs that are occupational for women, nontraditional jobs can provide better pay and benefits, more structured career ladders, higher job satisfaction and positive returns for employers. Ensuring that nontraditional occupations are crosswalked as an option for new women and ensuring that training is available to prepare women for these jobs is critical. Given the work first, obtain it, please women may be added into the available job—often a low-wage, traditionally female occupation.

Functional Context Education

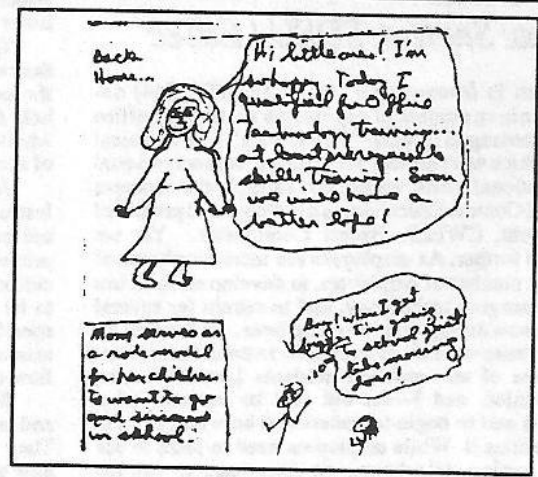
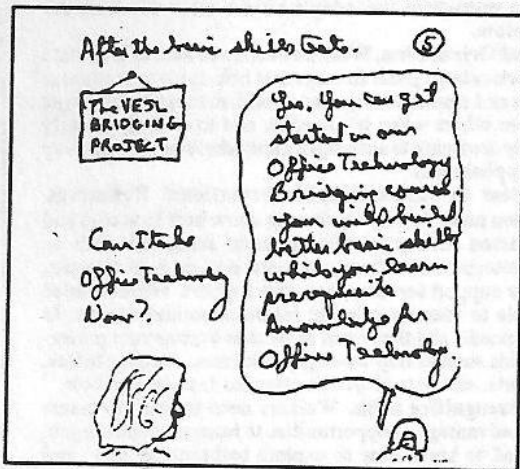
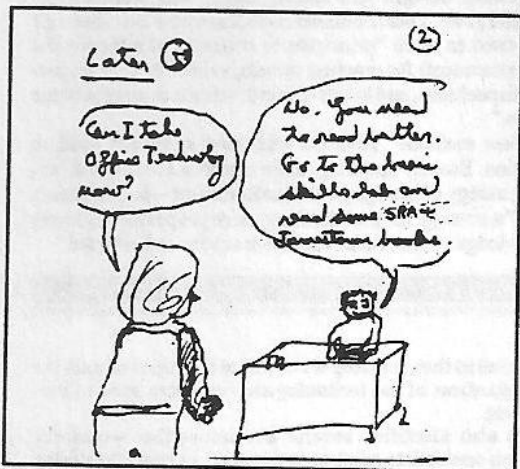
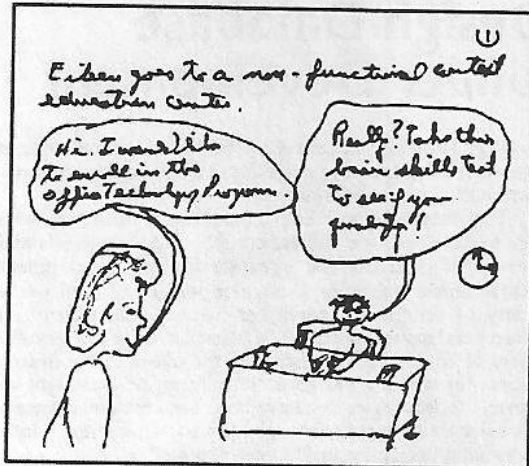
Functional Context Education (FCE) is an instructional strategy that combines literacy skills with motivational content. The FCE model moves learners more successfully and quickly toward their educational and employment goals than traditional programs that teach basic skills and job skills in sequence. This strategy promotes better retention, encourages lifelong learning and supports the intergenerational transfer of knowledge.

Even welfare time limits and restrictions on education and training, it is more important than ever that individuals master basic and job-specific skills as quickly and efficiently as possible.



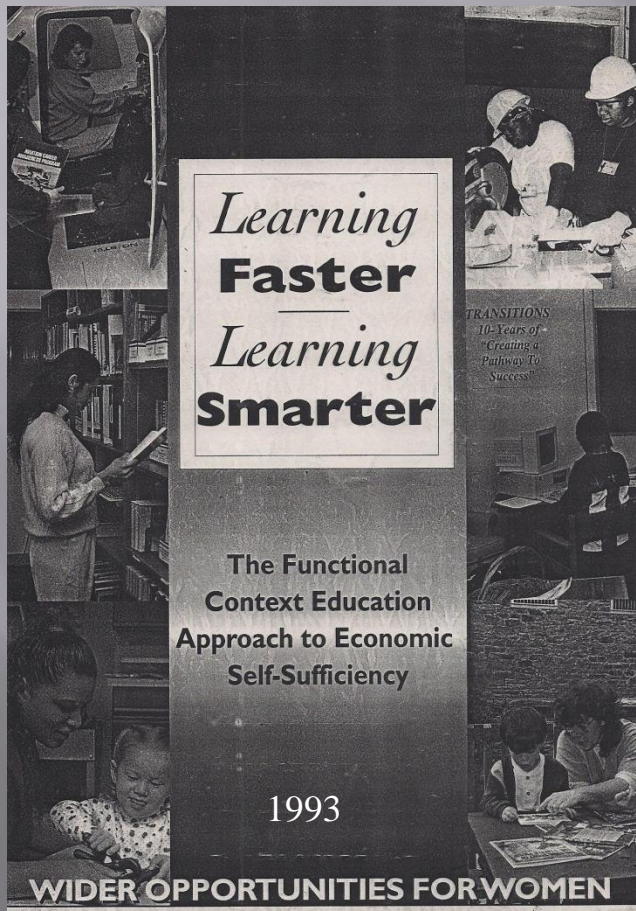
Functional Context Education (FCE): (3)

The SDCCD Centre City/Skills Center Bridging Project Helps Parents Learn to Earn and Children Yearn to Learn

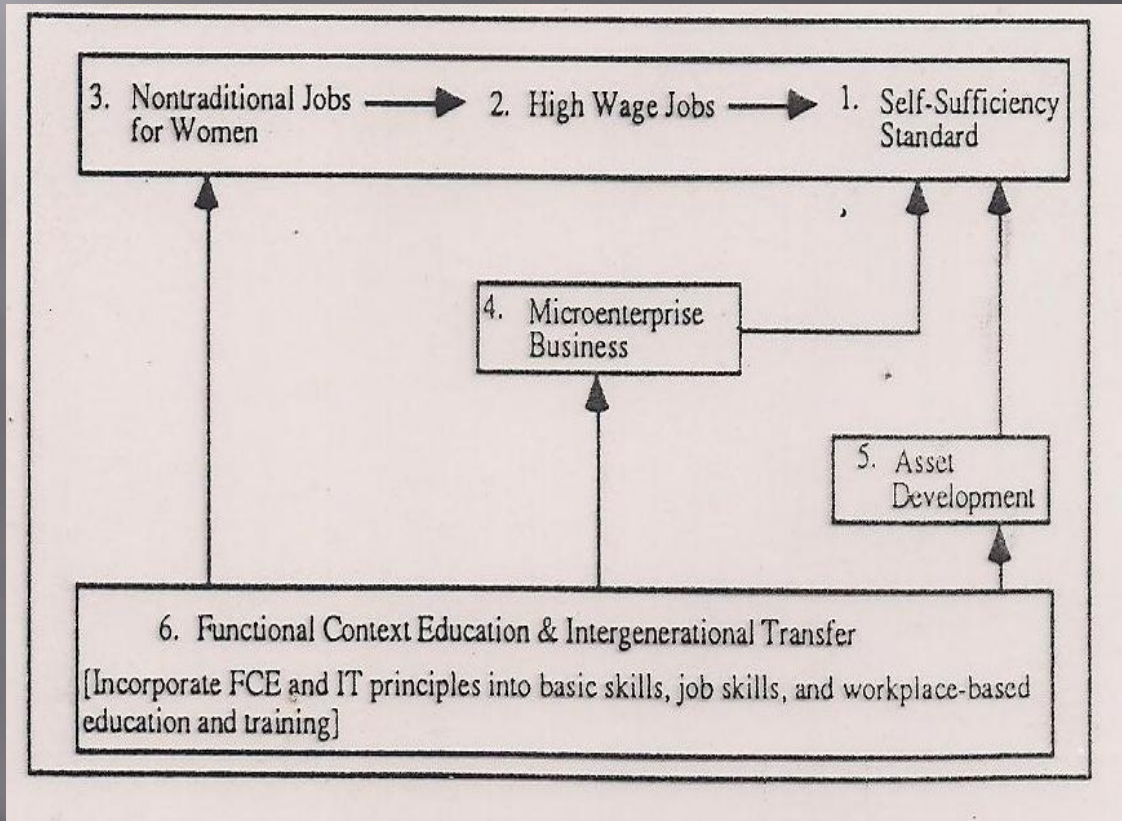


Functional Context Education and Workplace Literacy

Functional Context Education with Wider Opportunities for Women

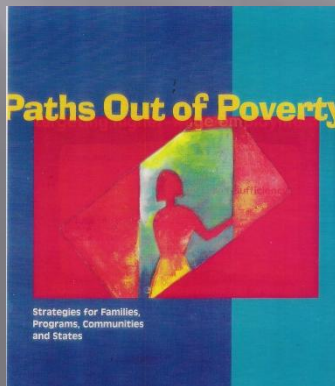
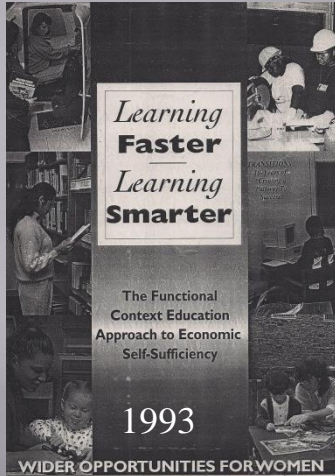


Relationships Among the Six Strategies



Functional Context Education and Workplace Literacy

Functional Context Education with Wider Opportunities for Women



PROGRAM SELF-ASSESSMENT

Name _____ Program _____ Date _____

Check off any blanks which describe your program as it is now. Then, go back and circle the descriptions you would like your program to become.

Not very integrated . . .

___ We send low-level literacy learners away, to upgrade their literacy elsewhere, before they can enter our employment or family development program.

___ The content and activities of the literacy class do not at all relate to the employment or family development content (or if they do, it's by accident.)

___ The literacy class is taught with a different

___ organization

___ teacher

___ location

There is ___ little ___ no coordination in planning together, or sense of one integrated program.

___ We use literacy tests to cream the best learners.

___ Learners are divided into different literacy levels and kept apart.

Somewhat integrated . . .

___ We have a literacy class or component along with our employment or family development component.

___ Much of the content of the other component is used in the literacy class to teach literacy skills; there is literacy teaching during the employment or family development classes. We try to relate the components so they reinforce each other.

___ The literacy class is by a different

___ organization

___ teacher

___ location

BUT there is coordination and planning together to create an integrated program and curriculum.

___ Very few students are turned away; almost all are admitted with any level of literacy skills, except where it's impossible to incorporate them in the program.

___ We have one literacy class, with different subgroups during the class based on abilities.

Fully integrated . . .

___ We thread literacy skill development into our employment or family development program; it's all together.

___ All literacy activities are directly related and reinforce the learner's primary motivating goal: employment or family development.

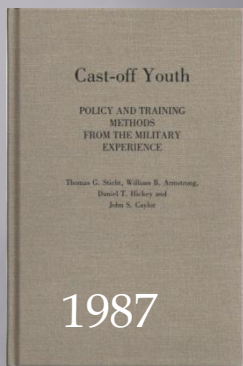
___ The literacy activities are taught by the same instructor that teaches employment or family development, within the same organization and location.

___ Teachers cross-teach (e.g. our vocational education teacher teaches literacy and vice versa sometimes.)

___ They plan together a totally integrated curriculum and meet regularly to refine this.

___ No student is turned away; all are admitted regardless of literacy skills.

Functional Context Education and Workplace Literacy



Related FCE Principle

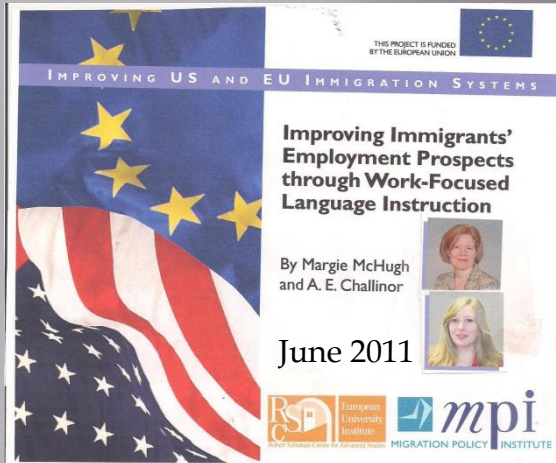
- Use the contexts, tasks, materials, and procedures of the real-life setting that the training and education address. (motivates, facilitates transfer).



III. Recommendations

Expand language instruction contextualized for workplace use. While generic language training programs that provide language “survival skills” for everyday interactions serve an important purpose, language training that is contextualized for workplace use is essential to the long-term self-sufficiency and economic success of many migrants and of the businesses that rely on their labor. Language training programs for general workplace skills (e.g., customer service, routine office interactions) or specific industries (e.g., hospitality, health care) have demonstrated success with adult migrant learners, as have curricula that focus more intensively on specific occupations, from taxi drivers to nurses and doctors.

Functional Context Education and Workplace Literacy



Related FCE Principle-1987

•Integrate instruction in basic reading, writing, and arithmetic into the technical or academic content so that students are better able to negotiate the requirements for the program at hand, and build competency to transfer basic skills to other settings. (facilitates learning)

III. Recommendations

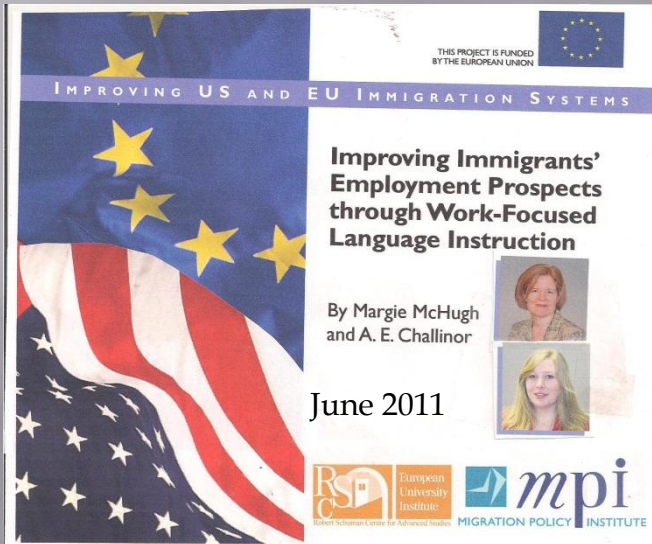
Combine language and skills training. Many migrants may be eager to acquire additional industry-specific work skills in addition to contextualized language training. Yet, too often they receive such training sequentially rather than simultaneously — a process that can take many years to complete, especially for migrants who are working full-time and/or raising families.

The integrated instruction model pioneered by Washington State's I-BEST programs shows the great potential for success in combining workplace-focused language and formal skills training. The creation and expansion of such programs rely on education and training policies that allow for integrated language and workforce skills instruction, capacity-building efforts to develop necessary curriculum models and teacher skills, and in some cases changes in per-student funding formulas to allow for team teaching of students receiving integrated instruction

Functional Context Education and Workplace Literacy

Related FCE Principle-1987

- Derive objectives from the realistic knowledge and skills demands of situations for which the course is providing human resources. (motivates, facilitates transfer).



III. Recommendations

Encourage workplace-based instruction. Mid- to large-size employers with a high proportion of migrant workers and whose industry or workplace requires fluency in the host-country language are the most likely to see a value in providing work-focused language courses. Improved language skills will arguably enhance their workers' productivity and enable them to draw on a wider internal talent pool.²² From the perspective of busy adult workers, worksite-based programs can be a boon, saving them the time and expense of traveling after work hours to an off-site training provider who may not understand the needs of their workplace.

Functional Context Education and Workplace Literacy



THE FISCAL CONSEQUENCES OF ADULT EDUCATIONAL ATTAINMENT

Prepared for the National Commission on Adult Literacy

by
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Joseph McLaughlin
Andrew Sum
with
Sheila Palma

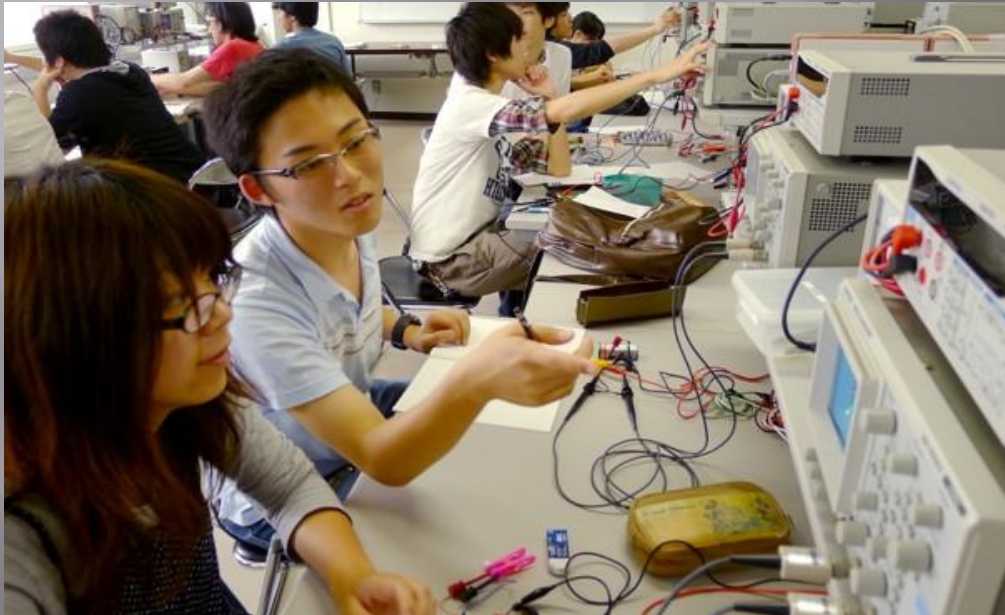
Center for Labor Market Studies
Northeastern University
Boston, Massachusetts

December 14, 2007

Previous national and state level evaluations of literacy and job training programs suggest that workplace based literacy programs are more effective in raising participants' earnings than school or community-based programs with few ties to local employers.⁴⁵ Job training programs for economically disadvantaged adults and welfare recipients that integrate literacy training with occupational skills training appear to be more effective than basic skills training alone.

Functional Context Education and Workplace Literacy

With workplace training, Japan's Kosen colleges bridge 'skills gap'



Kosen are hybrid high school/colleges that serve a small but important slice of the higher education market, attracting students — often from working-class families — who combine an instinctive passion to build gadgets with above-average aptitudes in science and math.

Functional Context Education and Workplace Literacy

With workplace training, Japan's Kosen colleges bridge 'skills gap'



“We are leaving a lot of kids behind,” said [Anthony P. Carnevale](#), director of Georgetown University's [Center on Education and the Workforce](#). “High school in America is about preparing for a college degree that most young people will not get, and in the meantime these kids are disconnected from anything that is real in the world of work.”

A potential cure for what ails secondary and higher education in the United States and in Japan looks a lot like what Kosen colleges have been doing for a half-century: requiring high school-age students to spend time in an actual workplace, integrating abstract subjects like algebra with the use of cutting-edge machinery, and including local industry in the design of a constantly updated curriculum.

Functional Context Education and Workplace Literacy

Professional Development for Workplace
Education & Lifelong Learning Specialists
(WELLS)

Workplace Literacy Programs


Resources for
Assessment, T

Schedule

Thomas G. Sticht
May 1995

CWELL


Applied Behavioral & Cognitive Sciences, Inc.
2062 Valley View Blvd.
El Cajon, CA 92019-2059
(619) 444-9595



Coming up next:

Transferring literacy skills in the workplace

John Benseman describes a study from New Zealand that assesses
how to help low-literate workers learn with the workplace



Passports to Paradise

The Struggle to Teach
and to Learn on the
Margins of Adult Education

January 1996

CWELL - An Online Consortium for Workplace
Education & Lifelong Learning

02:00-02:15 Break



Part 4. 02:15-03:30 Contemporary projects on
contextualizing and integrating program design
and engaging employers and employees.

DE
National Research
for Adult Literacy and
Basic Education

SUMMARY REPORT

"You would
to teach
Embedding literacy
post-16 vocational programmes - the impact
learning and achievement

Robert Coney, Steve Clark, Jani Edwards, Sue Grant, Richard Phillips,
Vivian Young, Terry Ayles, Deborah Davies and Barbara Martin



Learning Smarter

The Functional
Context Education
Approach to Economic
Self-Sufficiency

WIDER OPPORTUNITIES FOR WOMEN



Improving Immigrants' Employment Prospects through Work-Focused Language Instruction

By Margie McHugh
and A. E. Challinor

