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Designing an Integrated Education and Training Program

for English Language Learners at a Community-Based Literacy Organization

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Abstract

Since the passage of the Workforce Innovation and Opportunity Act (WIOA) in 2014, adult

education programs across the country began to plan and implement integrated education and

training (IET) programs. IET programs combine adult basic education or ESL instruction with

workforce preparation activities and training to not only help participants improve their basic

skills or English language proficiency, but also help them advance in their educational or career

paths. This model has been particularly challenging for community-based literacy organizations

(CBLOs) to adopt, as IETs require additional funding streams, collaborative partnerships, and

significant support services. In addition, literature regarding how to implement these programs in

CBLOs is scarce. This materials development independent professional project aims to design a

customer service IET program that not only meets state and federal guidelines, but also aligns

with best practices in ESL for a CBLO in Virginia.

Keywords: adult English language learners, integrated education and training,

community-based literacy organization, curriculum design, materials development

Educational Resource Information Center (ERIC) Descriptors

Adult Education

Adult Learning

Career Readiness

Community Education

Course Organization

Credentials

Curriculum

Instructional Design

Material Development

Retention

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The Workforce Innovation and Opportunity Act (WIOA) was signed into law on July 22, 2014 by President Barack Obama. The purpose of this law is to ensure that the workforce development system prepares adults and youth with the knowledge and skills they need to work in in-demand fields. The key to this legislation is coordination – that is, members of each part of the workforce development system create and implement unified state plans and measure their effectiveness by the same performance indicators. WIOA has precedent and roots in other federal employment and education acts dating back to 1962, with the most recent being the Workforce Investment Act of 1998 (TESOL International Association, 2017).

WIOA includes five titles, but one title in particular explicitly addresses the needs of adult English language learners (ELLs): Title II – Adult Education and Family Literacy Act (AEFLA). Under WIOA law, AEFLA funds adult education programs that help learners improve basic academic skills, earn high school diplomas, transition to post-secondary education, and advance in their careers. Incorporating AEFLA into WIOA law highlights the belief that lacking the English language, academic skills, and training are significant barriers to employment and self-sufficiency, especially for ELLs. The law demands a shift from survival English to helping ELLs earn high school diplomas and industry-recognized credentials so that they can gain employment, advance in their careers, or continue their education (TESOL International Association, 2017).

Some Title II AEFLA funds are used for Integrated English Literacy and Civics Education (IELCE) programs, which primarily provide ESL and civics preparation courses. According to WIOA, IELCE programs must implement integrated education and training (IET) programs to improve learners' English ability, help them earn industry credentials, and transition them to further education or employment. IET is "… a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation

activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement" (Mortrude, Integrated Education & Training (IET) Defined, 2018, p. 2). The law further codifies what qualifies as adult education and literacy activities, workforce preparation activities, and workforce training.

By definition, IET contains three main components: adult education and literacy activities, workforce preparation activities, and workforce training. In order for a program to be considered IET, it must concurrently include the three components throughout the duration of the program in a contextual way. IELCE program managers and English as a second language (ESL) teachers are particularly familiar with adult education and literacy, as this has traditionally been their role within the workforce development system.

In many contexts, however, integrating workforce preparation and workforce training has been a shift in mindset. The law defines workplace preparation activities as "Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills…" (Mortrude, Integrated Education & Training (IET) Defined, 2018, p. 2). Arguably, the largest shift is the emphasis on workforce training. The law provides multiple examples of workforce training, such as occupational skills training, on-the-job training, and skill upgrading (Mortrude, Integrated Education & Training (IET) Defined, 2018).

Beyond these three components, two other phrases are key in designing and implementing IET: "integrated" and "for the purpose of educational and career advancement" (Mortrude, Integrated Education & Training (IET) Defined, 2018, p. 2). For a program to be considered integrated, the three components have to be research-based, rigorous, occupationally relevant, and be centered around a single set of learning objectives. For a program to further

students' education and career, the IET program must be grounded in a state's content standards for adult education and be part of a larger career pathway (Mortrude, Integrated Education & Training (IET) Defined, 2018).

Besides the federal requirements of the law, each state outlines priorities and strategies in a combined state plan. Since this independent professional project focuses on an IELCE program in Virginia, I will briefly summarize Virginia's combined state plan. In Virginia, there seems to be an emphasis on standards, partnerships, and workforce preparation activities (Workforce Innovation and Opportunity Act State Plans for PY2016-2020, 2018). Therefore, it is important that IET programs in Virginia are aligned to the College and Career Readiness Standards (CCRS) for Adult Education or the English Language Proficiency Standards to increase the rigor of instruction. Furthermore, during the development phase, it is important to work with the workforce development boards, employers, and training providers in order to assure that the program is meeting the needs of local employers. This is a key step as adult education providers are supposed to assist in placing students in employment, and this can start with partnerships. Finally, workforce preparation activities, as outlined in the federal law, need to be embedded into the instruction to contextualize the skills.

Background and Rationale

While the law explicitly details what IET programs must include, implementation can be problematic, especially for community-based literacy organizations (CBLOs) funded through AEFLA, as IET requires innovative partnerships, intensive student supports, and additional funding streams. Traditionally, the CBLO where I work has only offered six levels of ESL classes and citizenship preparation courses led by volunteer instructors. However, since the passage of WIOA, we have added additional programs, including computer courses, GED

preparation courses, and contextualized ESL courses focused on specific industries. My journey with IET began when my program director told me that per grant requirements, we need to offer a course that certifies students in first aid and cardiopulmonary resuscitation (CPR)/automated external defibrillator (AED). Based on student data and various resources on bridge programs, I designed a contextualized ESL course for child care. Unfortunately, as more state guidelines for WIOA implementation were released, we realized this program did not meet all of the IET requirements because of the emphasis placed on industry-recognized credentials. While the first aid and CPR/AED certification is considered a basic health certification and pre-requisite to employment in child care facilities, it is not considered an industry-recognized credential, such as the Child Development Associate (CDA).

Even though we continue to offer the child care program today, we still need to offer an IET program to fulfill grant requirements. Based on student data and a list of industry-recognized credentials provided by the community college system, we decided to offer a customer service course that certifies learners in Retail Industry Fundamentals from the National Retail Federation (NRF Foundation, 2018). During the first semester we launched the program, our volunteer teachers trained our students on the curriculum provided by the National Retail Federation so that they could pass the exam to earn their credentials. Even though students earned the Retail Industry Fundamentals credential, one of the most important factors for Virginia state guidelines, this still was not considered an IET program, as it lacked two of the components of IET: ESL instruction and workforce preparation activities.

Therefore, the purpose of this materials development independent professional project is to design a customer service IET program for the CBLO where I work that not only meets state and federal guidelines, but also aligns with best practices in adult education and ESL. The goal of the IET will not only be to prepare students to earn their Retail Industry Fundamentals

credentials from the National Retail Federation, but also to improve their ESL levels and, ultimately, land them their first job or a better job.

Literature Review

In order to plan the customer service IET for our organization, I wanted to learn about the tools, resources, and guidelines currently available, and I was particularly interested in what other organizations, especially CBLOs, are doing to plan, implement, monitor, and evaluate their IET programs. Thus, the purpose of this literature review is to provide a synthesis of the trends in planning and monitoring IET programs and to uncover some of the best practices in implementing and evaluating IET programs in various contexts. First, I will briefly summarize relevant literature. Following the summaries, I will synthesis similar strategies used across programs, such as employer engagement and supportive services, and address some of the limitations of and questions raised by the research, such as the lack of research and representation of IET programs at CBLOs. Finally, I will discuss the implications of the research in my own planning of a customer service IET program for my CBLO.

Summaries

Based on the results of a national survey, the Center for Law and Social Policy (CLASP) and the Texas Workforce Commission provided an overview of IET programs across the United States. They found that only 69% of adult education providers believe their IET programs meet all the requirements as outlined by WIOA law. According to the survey, most IET programs prepare students to enter the healthcare industry as certified nursing assistants (CNAs) or medical assistants. Even though industry-recognized credentials are prioritized in many combined state plans, a little over 60% of IET programs actually help students earn these credentials. Most adult education programs provide supportive services, such as career

navigation and digital literacy, while their partners provide job placement and development, child care, and transportation assistance (Mortrude, Integrated Education and Training: A Career Pathways Policy & Practice, 2017).

Like the purpose of the CLASP and Texas Workforce Commission national survey, Prins and Clymer's (2018) research provided a snapshot of what career pathways look like in Chicago, Houston, and Miami. Unlike the CLASP and Texas Workforce Commission survey, most of the programs that participated in this research were CBLOs. Through case studies, surveys, and focus groups over a three-year period, Prins and Clymer (2018) found that while programs plan and implement their career pathways programs in different ways, one of the most important features of these programs is the on-site or referral-based support services, as these services allow students to successfully complete the programs. While some programs offer the supportive services on a voluntary basis, other programs offer the supportive services as a bundled feature of the career pathways program. In order to implement support services in their programs, organizations have designated staff members to provide these services. The authors argue that bundled support services help participants complete career pathways because they "help students cope with tangible, non-academic problems that undermine success in education and employment … [and] allow students to focus on their goals and enhance relationships with staff …" (Prins & Clymer, 2018, p. 41).

As Prins and Clymer (2018) noted, research on IET programs in CBLOs is quite limited. In Keaton's (2018) *Developing Integrated, Contextualized Industry Mathematics Curricula in Short Term Certificate Programs*, the author shares how So Other Might Eat Center for Employment Training (SOME CET), a CBLO in Washington D.C., embedded contextualized mathematics in their Building Maintenance Service Technician and Medical Administrative Assistant IET programs. While most research focuses on planning and implementing IET

programs within the context of community colleges with multi-faceted partnerships, SOME CET wanted to implement the IET program within its organization. Due to the students' successes in the contextualized mathematics classes, Keaton (2018) argues that contextualized instruction can benefit all learners, even those at the low basic skills levels.

Perhaps the most comprehensive research of IET in a variety of contexts, including CBLOs, is Nash and Hewett's (2017) *Integrated Education and Training: Implementing Programs in Diverse Contexts*. The purpose of this article is to show how programs have applied the principles of IET in order to make it work within the resources and constraints of their organizations. No matter the context, each of the profiled programs discussed at length how the program was planned in collaboration with a partner, such as an employer, a community college, or multiple educators to offer various perspectives on the curriculum. Furthermore, most programs had an intensive intake and onboarding process to ensure that students are successful in the program. Programs also had a case manager of some sort to monitor student progress while they are in the programs. Programs evaluated the success of their programs based on student retention/completion, pre- and post-test scores, number of certifications, and job placements (Nash & Hewett, 2017).

In the state of Virginia, most IET programs fall under the statewide initiative PluggedIn Virginia (PIVA), which was actually featured in Nash and Hewett's (2017) article. However, Gerkens Sanborn (2017) profiled how CBLOs in Virginia are using various strategies to work towards meeting all the IET requirements. Of the organizations profiled, three CBLOs offer industry-recognized credentials as part of their contextualized instruction, three CBLOs work with employer partners for incumbent worker training, feedback on curriculum, or guaranteed job interviews, one CBLO partners with training providers to give participants more information about their next steps, and nearly all of the CBLOs embed job readiness training. The author

argues that the success of IET programs at CBLOs is dependent on meeting the needs of the clients, analyzing labor market statistics, and working closely with training providers and employer partners (Gerkens Sanborn, 2017).

Analysis

The most notable difference in the literature was the contexts in which IET programming occurred. While 265 people took the national survey from CLASP and the Texas Workforce Commission, only 9% of the respondents represented a CBLO. Local educational agencies and institutions of higher education represented a majority of the responses, at 43% and 34% respectively (Mortrude, Integrated Education & Training (IET) Defined, 2018, p. 2). In Nash and Hewett's (2017) *Integrated Education and Training: Implementing Programs in Diverse Contexts*, CBLOs comprised less than half of their profiled organizations. Prins and Clymer (2018) noted that research on career pathways is limited, and it's even more limited within CBLOs. In fact, they argue that the way data is collected and analyzed for career pathways actually disincentivizes programs from serving learners with severe educational challenges and employment barriers – the same learners that CBLOs typically serve.

This is significant because many CBLOs across the country receive AEFLA funds for IELCE programs. According to WIOA law, these programs are required to implement IET programs. Without context-specific research, CBLOs are left to apply what has worked in other contexts in their organization or attempt IET programs through trial and error. As the literature shows, CBLOs are creatively implementing IET to meet the needs of their students within the parameters of the law.

Best practices across the literature include offering supportive services, engaging employers, and building partnerships. According to the national survey, adult education program

providers tend to offer supportive services related to career navigation and digital literacy

instruction, whereas the training partner providers tend to offer supportive services related to job

development, job placement, child care, transportation, and housing assistance (Mortrude,

Integrated Education and Training: A Career Pathways Policy & Practice, 2017). To increase the

likelihood of student success, programs offer supportive services on a voluntary basis or as a

bundled package with their IET programs (Prins & Clymer, 2018). The three CBLOs profiled in

Nash and Hewett's (2017) article highlight the importance of supporting students with non-

academic needs while they are in the program, and in many cases, after they complete the

program. For example, the Asian-American Civic Association in Boston, Massachusetts offers a

Building Energy Efficient Maintenance Skills IET program. Before entering the program, the

intake specialist meets with candidates to address barriers that might prevent students from

participating in the program or securing employment (Nash & Hewett, 2017). Other

organizations, such as SOME CET, provide their supportive services in-house rather than

partnering with other organizations for referrals, as they are affiliated with a larger organization

(Keaton, 2018). Programs that offer supportive services often have a dedicated staff member

who coordinates and navigates these services between the students and the providers.

Programs not only build partnerships to offer supportive services to students. In fact,

programs are using a variety of strategies to engage employers in the design and implementation

of IET programs, which is usually directly linked to student employment outcomes. For example,

the Genesis Center in Providence, Rhode Island offers IET programs for health care and the

culinary arts. In order to develop the curriculum for these programs, the Genesis Center solicited

feedback from their employer partners. Their partnership goes even further in that students intern

at these locations, and these internships often result in employment. As another example, the

Building Energy Efficient Maintenance Skills IET program has engaged over thirty partners to

provide internship and employment opportunities for students and graduates. Finally, the newest IET program at Community Action, Inc. in Austin, Texas is focused on entrepreneurship. The program, which covers topics such as finances, budgets, business plans, banking, and marketing, was completely informed by partners. Moreover, during the course of the program, community partners come to the class and talk with students about relevant topics (Nash & Hewett, 2017).

Discussion

The literature has implications related to the intake and supportive services, employer partnerships, and the planning and implementation of the customer service IET at my CBLO. As I read the CLASP and Texas Workforce Commission survey, I compared the customer service IET program to the results of the survey and found that our program will be within the norms for funding and credentials, but it will be unlike other programs when it comes to the occupation, time, and training costs. More specifically, the survey found that 32% of IET programs use IELCE funds for their programs, which is what our CBLO has primarily done to fund IET programs. Furthermore, the customer service IET program will result in an industry-recognized credential from the National Retail Federation, and there are even additional stackable credentials, which lead to a career pathway (NRF Foundation, 2018). On the other hand, only 11% of survey respondents identified retail as the occupation for their IET programs, and most of the retail IET programs cost between $501-$1000, and 13% cost as much as $2,501-$3,000 (Mortrude, Integrated Education & Training (IET) Defined, 2018). Since our students pay for their classes themselves, it will be extremely important to keep costs as low as possible while still ensuring the best quality of instruction and supportive services. Furthermore, over 50% of IET programs take three months to one year for students to complete, whereas our IET program will take students less than three months to complete (Mortrude, Integrated Education &

Training (IET) Defined, 2018). Helping our program graduates obtain employment or get promoted as soon as possible is important to our stakeholders.

According to Prins and Clymer (2018), common supportive systems in the career pathways include tutoring or academic support, job search assistance and placement activities, career counseling or planning, and case management. They also identified that while supports like child care and transportation assistance are not typically provided, these were identified as significant barriers for learners (Prins & Clymer, 2018). At SOME CET, the organization was able to provide many of these support services in-house, as they are part of a larger organization (Keaton, 2018). All of the articles in the literature review made it abundantly clear that support services are necessary for student success, and our program is at an advantage to provide many of these services in-house, like SOME CET, as we are affiliated with a larger organization that can provide mental health counseling, medical appointments, emergency assistance, legal services and more. However, as we grow IET programs, it will be important to determine an intake process, and upon intake, our program must identify barriers that may prevent learners from persisting in the program and help them overcome those challenges.

A common theme across the programs profiled in the Nash and Hewett (2017) article was not only the employer partnerships for curriculum decisions, but also the internships while students were in the programs. Because our IET will focus on occupations in retail, it will be imperative to build relationships with local employers as the program is designed and implemented so that curriculum can be contextualized, and employers view our program graduates as potential talent pools. Due to the nature of our program and the field of this IET, there could be an opportunity for students to even intern at our organization. Building partnerships with employers is relatively new for our organization, and more research on best practices on engaging employers will need to be completed.

Conclusion

While the demands for meeting all the requirements of IET are high, programs across the country are leveraging their resources in order to help students reach their employment and educational goals. Within CBLOs, research is especially sparse regarding best practices for implementing, planning, monitoring, and evaluating IET programs. However, initial research has shown that offering non-academic supportive services and working closely with employers will not only increase the likelihood that students complete the program, but also have other outcomes, such as employment. As I plan the customer service IET program for my CBLO, it will be important to meet the federal and state guidelines of the three components, as codified in WIOA law and expounded upon in Virginia's state plan. Beyond the IET program itself, our organization will need to strengthen the intake and referral process and develop an employer engagement strategy in order to support students while they are in the program, when they complete the program, and in the months following the program.

Materials Development

As mentioned in the introduction, the purpose of this independent professional project is to develop a grant compliant customer service IET for my CBLO based on best practices in adult education and ESL instruction. In the course foundation section, I will share relevant information regarding my organization, labor market research, and skills that employers have identified as crucial for success in the service industry. In the course blueprint section, I will outline the goals and objectives, scope and sequence, units, and major contextualized activities for the course. Throughout this section, there will be explicit connections to the requirements of IET programs and the literature review to provide a rationale for the course.

Course Foundation

If you only read *Virginia Immigrants in the Economy: Pillars of Prosperity*, you might assume that immigrants in Virginia are doing well, as Goren, Stewart, and Cassidy (2017) overwhelmingly prove that immigrants are vital to Virginia's economy since they are highly educated, and their high level of education leads to white-collar, professional jobs, which in turn leads to higher household incomes. However, I would argue that the reality CBLOs with IELCE programs encounter everyday probably looks more like the challenges my students face.

According to the *Virginia Community Profile of Manassas*, while most Manassas residents have at least a high school diploma, 19% of the population has less education than a high school diploma. This rate is much higher than Virginia (11%) and the United States (13%). When aggregated further, the data shows that nearly half of the Hispanic population 25 years and older have less than a high school diploma (Virginia Employment Commission, 2019). This data is similar to the students in our program, 63% of which are Hispanic and 39% lack a high school diploma (Hogar Immigrant Services, 2019).

In 2017, the unemployment rate in Manassas was 3.4%, which was lower than both Virginia and the United States (Virginia Employment Commission, 2019). However, in the Winter 2019 semester, 45% of our students were unemployed or underemployed (Hogar Immigrant Services, 2019). The average wage in Prince William County and Manassas is $48,817 (NOVA Workforce, 2019), but nearly 70% of our students were living at or below the poverty line (Hogar Immigrant Services, 2019).

No matter our students' education level, their top fields of work include food services, construction, and housekeeping. While this may seem bleak, our students are highly motivated to pursue educational and career advancement; in fact, in the Winter 2019 semester, 35% of our learners indicated that they enrolled in classes for job-related or educational purposes (Hogar

Immigrant Services, 2019). It seems as if a customer service IET program, when designed and implemented properly, could be a viable solution for our learners.

Labor market research. According to the Virginia combined state plan, IET programs must be responsive to the needs of local employers (Workforce Innovation and Opportunity Act State Plans for PY2016-2020, 2018). Based on local labor market research, an IET focused on the service industry could lead to quality employment for students as it is a driving industry in our regional economy. According to NOVA Workforce (2018), from October to December 2018, there were a total of 95,507 jobs posted in the Northern Virginia area; of those jobs, 5,664 were located in Prince William County or Manassas. During this same time period, two of the top ten most advertised jobs were in retail, including sales representatives and retail salespersons (NOVA Workforce, 2018).

The retail trade and accommodation and food services industries combined employ more people than any other industry in Manassas (Virginia Employment Commission, 2019). In fact, as of January 2019, these were two of the top five industries, and together, these sectors employed 62,929 people in the area. In the last 12 months, 25,267 jobs were advertised, and some of the top advertised jobs included retail salespersons, retail sales supervisors, sales representatives, customer service representatives, managers, food preparation and serving workers, food service managers, secretaries and administrative assistants, stock clerks, and merchandise displayers. Furthermore, top specialized skills that employers desired included customer service, sales, retail industry knowledge, customer contact, budgeting, merchandising, and Microsoft Office, and top baseline skills that employers desired included communication skills, teamwork, problem solving, organizational skills, writing, computer skills, and detail-oriented (NOVA Workforce, 2019).

While the retail trade and accommodation and food services are the top employers in the region, these industries also have the highest number of new hires and highest turnover. Because these industries have a high number of new hires and high turnover, it is possible that there is a low barrier of entry for our program graduates. Even though most people in Manassas work in these industries, these industries have some of the lowest weekly salaries, at $803 for the retail trade and $363 for accommodation and food services. Despite the high turnover and low weekly salaries, both the retail trade and accommodations and food services industries are projected to grow 8.82% and 15.11% respectively by 2024 (Virginia Employment Commission, 2019). Furthermore, on average, our students make an annual salary of $23,723 (Hogar Immigrant Services, 2019). This means that securing an entry-level job in the retail trade could result in an $18,033 annual salary increase.

Skills and career pathways for entry-level employees in the service industry. Beyond the demographics of our program and the labor market statistics, it seems like there is a need for skilled entry-level employees and upskilling of incumbent workers. In *Foundational Skills in the Service Sector,* Bergson-Shilcock (2017) analyzed survey results of people between the ages of 16 and 64 who are employed in the service sector (retail, accommodation and food service, and health and social work) from the Organization for Economic Cooperation and Development (OECD) Survey of Adult Skills (PIACC). Due to their demographics, skills deficits, job responsibilities, and barriers, the author urges employers to partner with organizations for their training needs.

In terms of demographics, the study found that most employees in the service sector are women and 26% are Hispanic. Despite being known for high turnover, the study found that most employees have been with their employer for more than three years. Bergson-Shilcock (2017) found that a majority of service employees have low literacy skills (62%), low numeracy skills

(74%), and low digital literacy skills (73%). Furthermore, 75% of those with low skills are over the age of 25. Even though employees have low skills, per their job duties, they are required to read, write, and use math and digital literacy skills on a regular basis. In fact, employees need to read directions and instructions, read letters, memos, and e-mails, use the computer, fill in forms, calculate prices, costs, and budgets, and write letters, memos, and e-mails on the job. Many employees have engaged in some form of education for job-related reasons to build their skills in the past year; however, people overwhelmingly identified lack of time, lack of money, and child care or other family responsibilities as reasons as to why they do not participate in training programs (Bergson-Shilcock, 2017). Since incumbent workers are motivated to pursue further education yet have numerous competing demands, it's important for our customer service IET program to keep costs low, have convenient class schedules, and have a system in place for intake, referrals and wrap-around services.

While our program will prepare students for entry-level positions, there are multiple career pathways in the business and finance, tourism, hospitality, and food, and the health care industries. For example, upon completion of our program, students might find employment as customer service representatives in the business and finance industry; however, they can continue their education to become office managers, payroll specialists, or bookkeepers (NOVA Workforce, n.d.a). Likewise, students might already be currently employed as housekeepers, but upon completion of our program, they may qualify to be promoted to housekeeping supervisors (NOVA Workforce, n.d.c). As a final example, students might find employment as receptionists in the healthcare industry; however, they could then pursue additional training to become medical coders/billers (NOVA Workforce, n.d.b). This customer service IET program should be students' first step on a career pathway.

Description of context. In *Designing Language Courses: A Guide for Teachers*, Graves (2000) argues that it's important to know as much as possible about the context in which a course will take place, including the people, physical setting, nature of the course and institution, teaching resources, and time, so that the resources and constraints can be identified. With these resources and constraints in mind, it will be easier to make decisions regarding curriculum design. Graves not only suggests thinking about the aforementioned characteristics, but she also suggests problematizing the course – that is, thinking about some of the challenges of the course and meeting those challenges head on with solutions. In this next section, I will provide a description of my context, using Graves' framework.

People. In terms of students, the customer service IET program will be available to up to 10 students with at least an intermediate level of English. At or around intake, students will discuss their goals for the course and their educational and employment backgrounds. As mentioned in the literature review, one of the best practices for IET programs is to provide support services to program participants. Therefore, students will also be screened for possible barriers to completion, and these issues will be addressed.

In terms of stakeholders, this course is particularly important to funders, who require IELCE programs to offer an IET program. A program of this nature has never been developed for my CBLO, so directors and program managers are interested in how it will go. This program has the potential to help establish, maintain, and strengthen our relationship with employers in the community.

Physical setting. Our organization is conveniently located on the main road through the city; in fact, many of our students live within 10 minutes of our organization. The classrooms have recently been updated with new floors, paint, and furniture. The computer lab has also been

updated with new 10 brand new desktop computers, a projector, a printer, and furniture. On Monday's and Wednesday's, the course will be in a classroom with a desktop computer and a projector, along with access to laptops and tablets. On Tuesday's and Thursday's, the course will be in the computer lab. Dividing the class between a classroom and a computer lab was a decision based on a number of factors, including course scheduling. However, this will allow the program to meet the requirements of IET programs, which should include digital literacy instruction. Furthermore, according to the labor market statistics, employees are expected to use technology on a regular basis in their jobs, yet they do not have digital literacy skills (Bergson-Shilcock, 2017). Having 50% of class time in the computer lab will allow students to upgrade their digital literacy skills.

Nature of course and institution. The mission of our organization is to help newcomers achieve self-sufficiency and participate in the greater community. The purpose of this IET program is to help students obtain a job in the service industry. This class will have open enrollment; however, students' English levels will be screened as a prerequisite. The main text of the course is the National Retail Federation's Retail Industry Fundamentals (NRF Foundation, 2018). In order to meet the requirements of IET as outlined in WIOA law and the needs of the students, the core text will be supplemented with ESL and digital literacy instruction along with workforce preparation activities. The course must be aligned to the English Language Proficiency Standards for Adult Education, as those are the standards the state of Virginia adopted in the combined state plan, and the Employability Skills, as these are the skills employers have identified as crucial to the workforce (American Institutes for Research, 2016; Employability Skills, n.d.). In this course, the students will take multiple assessments:

- CASAS ESL pre-test within 6 hours of instruction

- CASAS ESL post-test after 70 hours of instruction

- National Retail Federation Retail Industry Fundamentals Credential, Exam #1

- National Retail Federation Retail Industry Fundamentals Credential, Exam #2

- National Retail Federation Retail Industry Fundamentals Credential, Exam #3

- Northstar Digital Literacy Basic Computer Skills Assessment

- Northstar Digital Literacy Internet Basics Assessment

- Northstar Digital Literacy Using E-mail Assessment

- Northstar Digital Literacy Microsoft Word Assessment

Teaching resources. The course will be designed using a combination of required texts and supplementing those with authentic and original materials. As a required text, students will use the National Retail Federation's Retail Industry Fundamentals (NRF Foundation, 2018). However, one requirement of IET is to use authentic materials with contextualized instruction. With help from employers and the instructor, these will be embedded throughout the course.

Time. Class meets Monday through Thursday from 9AM-12PM over the span of six weeks for a total of 72 hours. There are three semesters in a calendar year, and each semester is 12 weeks long. The fall semester begins in August and ends in November. The winter semester begins in December and ends in March. The spring semester begins in March and ends in June. Each semester, there will be two six-week cohorts of this course. Beyond classroom time, students will meet 1:1 with a staff member as a form of a support service.

Problematize. There are some major resources, constraints, and challenges to consider while designing and implementing this customer service IET program. The success of this course will depend on a paid instructor, and this will require additional funding streams to support the instructor's salary; this is significant because our program has traditionally relied on volunteer

instructors. Furthermore, IETs are considered compliant when they involve employer

partnerships. This is something that will need to be established, as our organization has never

done this before. Additional supports, such as academic tutoring, job placement, and referrals,

will be provided for the students by staff members and volunteers.

This course requires weaving various materials together so contextualizing the instruction

will be key. Since this course is open to learners with an intermediate level of English and above,

the teacher will be working with a multi-level group. Furthermore, this is an intensive course that

will meet four days a week. Connecting with students in the form of case management and

additional supports will be key; however, this has never been a feature of our program, so a

system will need to be put in place.

Course Blueprint

Based on the context of our organization and labor market research, it is clear that a

customer service IET could not only meet the demands of the law and be grant compliant, but it

could also be a solution for students who are looking to increase their English proficiency and

employability outcomes. This section will provide more structure to the customer service IET,

including goals and objectives of the course, a general assessment plan, and a more specific

scope and sequence. The decisions for these components were based on the realities of our

context, the labor market research in our area, and the requirements of IET.

Goals and objectives. In *Designing Language Courses: A Guide for Teachers*, Graves

(2000) explains that goals are "…the main purposes and intended outcomes of [the] course"

whereas objects "…are the different points [to] pass through on the journey to the destination"

(p. 75). Like defining and problematizing the context, formulating goals and objectives for a

course is important because it will determine what is important and it will make it easier to make

choices when designing and implementing the customer service IET program. The goals of this course were formed using the A TASK template – awareness, teacher, attitude, skills, and knowledge.

This course will address a total of nine goals: two awareness goals, two teacher goals, one attitude goal, two skills goals, and two knowledge goals. These goals were written to address the needs of the students, based on their skills, educational goals, and employment goals. While most of the objectives are taken directly from the National Retail Federation's Retail Industry Fundamentals curriculum, the objectives related to the teacher goals and the sixth skills goal are original objectives designed to meet the purpose of the course (NRF Foundation, 2018).

- Awareness Goal 1: By the end of the course, students will have become more aware of their career interests, hard, soft, and transferable skills, and short-term and long-term career goals.
    - 1.1: "Develop career goals and personal expectations for advancement in the retail industry" (NRF Foundation, 2018).
    - 1.2: "Describe the best practices for advancement and meeting career goals in the retail industry" (NRF Foundation, 2018).
    - 1.3: "Describe the meaning of SMART goals and how to set them" (NRF Foundation, 2018).
- Awareness Goal 2: By the end of the course, students will have become more aware of what employers are looking for and be able to identify the areas in which they can improve.
    - 2.1: "Identify the problem-solving steps and how to apply them in the workplace" (NRF Foundation, 2018).

- o 2.2: "Explain the principles of effective time management" (NRF Foundation, 2018).

- o 2.3: "Indicate how to receive and apply feedback in the retail environment" (NRF Foundation, 2018).

- o 2.4: "Explain how to lead with initiative and accountability in the workplace" (NRF Foundation, 2018).

- o 2.5: "Describe how to develop a positive attitude and its impact on your work environment" (NRF Foundation, 2018).

- Teacher Goal 3: Throughout the course, the teacher will develop a greater understanding of the students' needs and make adjustments to ensure all students' needs are being met.

  - o 3.1: Solicit what the participants already know about and their experience with a topic to adjust the pace and depth of coverage and to build on participants' experiences.

  - o 3.2: Give students clear instructions and feedback during all stages of assignments.

  - o 3.3: Review students' work on an ongoing basis and help them develop ways to review and revise on their own.

  - o 3.4: Practice active listening and observation in order to identify additional resources that students might need and make appropriate referrals.

- Teacher Goal 4: By the end of the course, the teacher will solicit feedback from the students in order to improve the current and future courses.

  - o 4.1: Maintain oral and written dialogue with the students through conversations and surveys throughout the course and at the end of the course.

- Attitude Goal 5: By the end of the course, students will have developed a positive attitude regarding their career opportunities in retail.
    - 5.1: "Identify possible careers in various areas of a retail business and their general responsibilities" (NRF Foundation, 2018).
    - 5.2: "Describe specific job functions associated with department titles for business retail formats" (NRF Foundation, 2018).
- Skills Goal 6: By the end of the course, students will have developed the ability to use the computer for a variety of purposes.
    - 6.1: "Accurately match retail technology components with equipment names" (NRF Foundation, 2018).
    - 6.2: Use the internet search tools to complete a research project.
    - 6.3: Use the internet, e-mail, and Microsoft Word effectively in the job search cycle.
- Skills Goal 7: By the end of the course, students will obtain the National Retail Federation's Retail Industry Fundamentals credential.
    - 7.1: "Identify goals of the NRF Foundation's RISE Up Initiative and Retail Industry Fundamentals credential" (NRF Foundation, 2018).
    - 7.2: "Identify retail formats and their associated retailers" (NRF Foundation, 2018).
    - 7.3: "Explain profit, profit margin, and their calculations" (NRF Foundation, 2018).
    - 7.4: "Correctly identify customer service standards that represent the brand" (NRF Foundation, 2018).

- o 7.5: "Explain communication techniques used to develop and maintain good customer relationships" (NRF Foundation, 2018).

- o 7.6: "Identify customer interest and know how to solve customer issues" (NRF Foundation, 2018).

- o 7.7: "Recognize standard forms of payment used in retail transactions" (NRF Foundation, 2018).

- o 7.8: "Identify the appropriate steps to satisfy the customer and resolve situations" (NRF Foundation, 2018).

- o 7.9: "Describe how different sales activities relate to the customer life cycle and sales goals" (NRF Foundation, 2018).

- o 7.10: "Explain techniques used by sales associates to familiarize themselves with products and services" (NRF Foundation, 2018).

- o 7.11: "Recognize retail selling techniques used to sell additional products or services to customers" (NRF Foundation, 2018).

- o 7.12: "Discuss correct visual merchandising techniques" (NRF Foundation, 2018).

- o 7.13: "Explain inventory and each stage of the inventory life cycle" (NRF Foundation, 2018).

- o 7.14: "Discuss inventory tracking and the key terms related to inventory tracking" (NRF Foundation, 2018).

- o 7.15: "Identify inventory tracking key skills" (NRF Foundation, 2018).

- o 7.16: "Explain inventory tracking systems" (NRF Foundation, 2018).

- Knowledge Goal 8: By the end of the course, students will be able to understand the process of how to obtain a job.

- o   8.1: "List the steps involved in searching for and applying for a job" (NRF

    Foundation, 2018).

- o   8.2: "Identify the elements of a job application" (NRF Foundation, 2018).

- o   8.3: "Describe the benefits of having a LinkedIn account" (NRF Foundation,

    2018).

- o   8.4: "Explain the interview process and best practices for a successful interview"

    (NRF Foundation, 2018).

- o   8.5: "Summarize activities that are part of the hiring process" (NRF Foundation,

    2018).

- o   8.6: "Identify behaviors and skills demonstrated by successful new employees"

    (NRF Foundation, 2018).

- Knowledge Goal 9: By the end of the course, students will be able to understand how to

    create a safe and professional work environment.

  - o   9.1: "Discuss how to follow rules and regulations to protect customers and

      employees" (NRF Foundation, 2018).

  - o   9.2: "Identify ways to create a good work safety program" (NRF Foundation,

      2018).

  - o   9.3: "Summarize workplace safety and how to prevent workplace injuries" (NRF

      Foundation, 2018).

  - o   9.4: "Explain how personal care can contribute to workplace safety" (NRF

      Foundation, 2018).

  - o   9.5: "Explain the impact of brand professionalism on customer trust and loyalty"

      (NRF Foundation, 2018).

- 9.6: "Describe the specific elements that go into creating a professional look and attitude" (NRF Foundation, 2018).

Assessment plan. In *Designing Language Courses: A Guide for Teachers*, Graves (2000) identifies the three roles of assessment: assessing students' needs prior to and at the beginning of the course, assessing students' learning throughout the course and at the end of the course, and evaluating the course. The customer service IET program will include two forms of needs assessments and six forms of learning assessments.

- Needs Assessments
  - Pre-Course Needs Assessment – Questionnaire/Interview: Before the course begins, a staff member will interview the students using a questionnaire. The questionnaire will include questions related to the students' educational and employment background, goals for taking the course, and any barriers that might impact their success in the course. This information will be shared with the teacher to inform instruction and used by the organization to identify and connect the student with possible support services. This will be a form of support services as we are screening students for wraparound services that could help the succeed in and complete the course.
  - On-Going Needs Assessment – Conferences: As another form of support service, throughout the course, a staff member will meet with the students on a weekly basis to revisit their goals, successes, obstacles, and progress towards employment. The staff member will also check-in on class assignments, projects, and assessments. The purpose of these on-going conferences is to ensure that the students feel supported and that they are successful in the course. Staff members

and the teacher will also use the information gathered from these on-going

conferences to inform the design of the course.

- Learning Assessments

    o Proficiency Learning Assessment – ESL Tests: Per funding requirements, the

      students will take a CASAS ESL pre-test within 6 hours of instruction and a

      CASAS ESL post-test after 70 hours of instruction. The purpose of the ESL tests

      is to measure students' English language proficiency gains. These assessments are

      crucial to evaluating the effectiveness of the course.

    o Diagnostic Learning Assessment – Ranking Activities: During the first class,

      students will rank the topics of the course from the order of the most important to

      the least important to them. Then, students and the teacher will look for patterns

      in their choices to decide how to allot their time throughout the semester.

    o Progress Learning Assessment – Project Portfolio: As students complete the

      major projects of the course, they will keep their work in a portfolio. During the

      ongoing conferences, a staff member will discuss the work with the students.

    o Progress Learning Assessment – Northstar Digital Literacy Assessments:

      Throughout the semester, students will prove their digital literacy skills by taking

      the Northstar Digital Literacy exams on Basic Computer Skills, Internet Basics,

      Using E-mail, and Microsoft Word. These assessments were specifically chosen

      as they address the skills that service industry employees will use on a regular

      basis. These assessments are crucial to evaluating the effectiveness of the course,

      as the teacher will integrate digital literacy instruction throughout the course, and

      these assessments will be a means of evaluating students' digital literacy skills.

- o Progress/Achievement Assessment – Student Surveys: Students will self-assess their knowledge and skills as they relate to the course. Then, at the end of the semester, students will self-assess their knowledge and skills using the same form to measure progress over the semester.

- o Achievement Assessment – Retail Industry Fundamentals Exam: Throughout the semester, students will take three National Retail Federation Retail Industry Fundamentals Credential exams. Once students pass all three exams, they will earn their Retail Industry Fundamentals credential. These assessments are crucial to evaluating the effectiveness of the course. As mentioned in the Virginia state plan, earning an industry-recognized credential is key to IET programs.

Scope and sequence. The scope and sequence for this course details what will be covered in the course and in what order. Because this course is offered two times a semester in six-week cohorts, daily lessons are not outlined, as every six weeks there will be a group of ten new students with various needs. Therefore, this scope and sequence is meant to serve as a roadmap to show where the teacher should be headed with each cohort. It includes the key vocabulary that will need to be explicitly taught to the ELLs for each unit, which is taken directly from the core text. It outlines which sections in the book will be covered during specific units and which digital literacy skills will be focused on during each unit. It also explains how the job search cycle will be integrated throughout the course. See Appendix A for the scope and sequence for the customer service IET.

Weekly conferences. As discussed in the literature review, a common feature between IET programs is a variety of targeted support services and students' relationships with staff members. In order to foster these relationships, students in this program will have weekly

conferences with a staff member. The purpose of these conferences is to not only connect

students with supportive services to address their barriers of completion, but also to review their

coursework and support their job search process. At the initial conference, the staff member will

review the students' registration form, educational and employment history, short-term and long-

term goals, and any barriers to course completion. The staff member will help the student

brainstorm solutions to those barriers and make the necessary referrals. This initial conference

will actually serve as the pre-course needs assessment. Then, during each consecutive

conference, the staff member will review the students' in-class work from the week. This will

help the staff member determine whether or not the student would benefit from additional

tutoring and allow the student the space to raise any concerns or questions. Throughout the

conferences, the staff member will support the students' journey through the job search cycle by

identifying jobs, soliciting references, creating resumes and cover letters, and engaging in mock

interviews. These activities are taken from the job readiness training that our organization

provides and will partially fulfill the requirement to integrate workforce preparation activities.

See Appendix B for the weekly conference checklist.

Unit Plans, Lesson Plans, and Contextualized Activities

In this section, I will describe the unit plans, and the appendix includes a more detailed

overview of the units. As mentioned in the previous section, detailed, daily lesson plans are not a

feasible option for this materials development project, as the students will change every six

weeks. The unit plan templates in the appendix are an adaptation and combination of the unit

plan template provided by The Virginia Adult Learning Resource Center at VCU (n.d.)

combined with the assessments described in Graves' *Designing Language Courses: A Guide for*

Teachers (2000). This format was chosen to ensure that all three components of IET are being

addressed in the unit and the major assessments of the course. Beneath these components, I provide suggestions for major contextualized activities. As described in the description of the context, assessments are key to stakeholders for funding; therefore, they must be placed at the forefront of the units. Including the assessments in the unit plans also ensures that activities leading up to the assessments are contextualized. Within the descriptions of the units, I provide sample contextualized activities for several units. Finally, I supply a lesson plan template for planning the day-to-day lessons of the customer service IET program.

Unit 1 – Careers in retail: A research project. In this introductory unit, students will complete a research project about a career in retail using the computer and informational interviews. At the end of the unit, they will present their research to the class in an oral presentation. The career they choose to research will be based on their experience, knowledge, skills, and interests. This unit will also focus on developing students' basic computer and internet skills. This unit will help students prepare for the Retail Industry Fundamentals Credential Exam, Part 1. See Appendix C for an overview of Unit 1.

Sample contextualized activity 1. In this contextualized activity for Unit 1, students will use their basic computers and internet basics skills to complete a career interest profiler. The purpose of this activity is to create an awareness of the careers that students could pursue now based on their current experience, education, and training and pursue in the future based on their expected experience, education. As students analyze their results, they will pay particular attention to jobs and careers in the customer service industry. This activity will be the basis for the career research project, which is the culmination of Unit 1. See Appendix D for the student handout, which provides a step-by-step guide for completing the interest profiler.

   Sample homework. Even though the course is intensive in nature, students will be

expected to do additional homework in the form of reading in the core text to prepare for class.

This is an important part of the course as it will allow the students and teacher to spend class

time applying the knowledge and practicing the skills instead of being introduced to the material.

In order to assist students with the reading, students will receive a guided reading packet for each

reading section. See Appendix E for an example of a guided reading packet for a section of Unit

1.

   Unit 2 – Customer service role plays. In this unit, students will engage in multiple role

plays to simulate scenarios that they will encounter in retail environments, such as making small

talk, connecting with the customer, making and leaving a great impression, completing payment

procedures, and engaging in service recovery. This unit will also focus on developing students'

e-mail skills through contextualized activities. This unit will help students prepare for the Retail

Industry Fundamentals Credential Exam, Part 1. See Appendix F for an overview of Unit 2.

   Unit 3 – Sales role plays and merchandising project. In this unit, students will engage

in multiple role plays to simulate sales scenarios in retail, such as cross selling and upselling.

Students will develop awareness of merchandising techniques used in brick and mortar stores as

well as online to sell products to consumers. This unit will also focus on developing students'

basic Microsoft Word skills through contextualized activities. This unit will culminate with

students taking the Retail Industry Fundamentals Credential Exam, Part 1. See Appendix G for

an overview of Unit 3.

   Sample contextualized activity 2. This contextualized activity for Unit 3 focuses on

merchandising techniques that stores use both online and in-store to sell products to customers.

This activity requires students to apply the knowledge they have learned in the book by briefly

summarizing what product merchandising, placement merchandising, promotional

merchandising, pricing merchandising, and seasonal merchandising entails. This activity also

requires students to build on the basic internet skills they learned in the previous unit by having

them do quick Google searches to gather more information about the merchandising technique

and to find pictures and techniques in action. This is the first contextualized activity students will

use to practice more advanced skills in Microsoft Word, such as working with a table and

inserting pictures. To extend this activity, students will find at least two examples of the

merchandising techniques in stores and be prepared to share their findings with their classmates.

See Appendix H for the activity handout.

Unit 4 – Inventory project. In this unit, students will learn about professionalism and

safety in the workplace. Students will use the skills they have gained in the class so far to solve

an inventory management problem at our organization. This unit will also focus on developing

students' Microsoft Word skills through contextualized activities. This unit will culminate in the

Retail Industry Fundamentals Credential Exam, Part 2. See Appendix I for an overview of Unit

4.

Sample contextualized activity 3. In this contextualized activity for Unit 4, students will

combine their Microsoft Word skills with the information they have learned in in the Workplace

Safety and Security chapter of the Retail Industry Fundamentals Learner Guide. Students will

assume the role of a shift manager at a retailer of their choice who is responsible for ensuring the

safety of the employees. Students will imagine that they have a new employee starting, and they

need to train the employee on one job-specific safety topic. In order to train the employee,

students will create a visually appealing poster on the topic in Microsoft Word. Students will

then present the poster to the class to solicit feedback from their classmates and teacher. See

Appendix J for the directions, criteria, and single-point rubric for the assignment.

Unit 5 – Job search cycle. In this unit, students will learn about starting and advancing

their careers in retail. Students will use the skills they have gained in the class so far to complete

the job search cycle and engage in mock interviews. This unit will also focus on developing

students' Microsoft Word skills through contextualized activities. This unit will culminate in the

Retail Industry Fundamentals Credential Exam, Part 3. See Appendix K for an overview of Unit

5.

Lesson plan template. This lesson plan template is an adaptation from the lesson plan

template in *Developing Basic Skills Curriculum for an IET: A Guide for the Pathways to*

Employment Program (Institute for the Study of Adult Literacy, 2017, p. 34). The changes that

were made to the template are based on the recommendations from Mortrude's (2018) *Integrated*

Education & Training (IET) Defined and the realities of my context. In the top section of the

lesson plan template, the unit and lesson numbers will be identified, as well as the lesson topic,

objectives, and length of the lesson. The objectives for each lesson will be pulled from the goals

and objectives of the course. As discussed in the literature review, IET programs must integrate

basic skills, workforce preparation, and workforce training. The integration of these components

is reflected in the middle section of the lesson plan template. Since our program serves ELLs, the

lessons will be aligned to the English Language Proficiency Standards for Adult Education to

address their basic skills (American Institutes for Research, 2016). The list of workforce

preparation skills that help students develop the skills they'll need for both college and career

comes from the Employability Skills Framework (Employability Skills, n.d.). The digital literacy

skills come from the Northstar Digital Literacy Assessment Standards to foster students' digital

literacy skills in basic computers, internet, e-mail, and Microsoft Word (Northstar Digital Literacy). The workforce training covers the topics from the National Retail Federation's Retail Industry Fundamentals curriculum (NRF Foundation). When planning individual lessons, the teacher will select the English Language Proficiency Standards, workforce preparation skills, and workforce training topics the lesson will address. In the final section of the lesson plan template, the instructor will list the materials needed to complete the lesson as well as explain the instructional procedure. See Appendix L for the lesson plan template.

Conclusion and Implications

Following a summary of WIOA law, IELCE programs, and Virginia state requirements, the literature review section of this independent professional project highlighted the importance of providing supportive services when designing and implementing IET programs as well as developing relationships with employers. The materials development portion of this independent professional project provides a roadmap for a customer service IET program at my CBLO.

As the program is implemented, staff members will be responsible for onboarding and intaking the students so that we can identify barriers of completion for the students and connect them with both academic and nonacademic supports. The program will be monitored through weekly check-ins with the students to address their coursework, assist them through the job search cycle, and make revisions to the program during the semester and for future cohorts. Since the weekly conferences with students are new to our program, these will also need to be monitored to ensure they are serving the intended purpose – that is, providing a layer of student support services. Therefore, staff members should interview the teacher, students, and volunteers to determine how the weekly conferences assisted with course completion, what they learned through the process, and how it might be adjusted for future cohorts.

Per grant requirements, the customer service IET program will be evaluated based on student retention, students' pre-test and post-test ESL scores, the number of National Retail Federation Retail Industry Fundamentals credentials earned, and the number of job placements within 90 days of course completion. In order to measure the long-term effectiveness of the program, staff should consider following up with students 180 days after course completion to assess whether program graduates retained their jobs and their plans for advancement in their careers. This is important because this program should be viewed as a first step for students – not their final destination. Staff will also review the students' surveys from the beginning and end of the semester, notes from the weekly conferences, and solicit feedback from the instructor and employers to continually improve the program.

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Appendix A

Scope and Sequence

Unit	Vocabulary	Digital Literacy	Retail Industry Fundamentals	Job Search Cycle
Unit 1 – Careers in Retail: A Research Project	• Retail, good, omnichannel retail, retailer, service, skills, knowledge • Profit, product, price, revenue, cost, profit margin, cost of goods, mark up, mark down, high price, low price, luxury service, low service, premium pricing, heavily promotional, global, national, regional, cost avoidance • Team, diversity of talents, collaboration, trust, positive team environment • Brand, customer, customer service, customer satisfaction, customer life cycle	Basic Computer Skills Internet Basics	Course 1: Introduction to the Retail Industry • Introduction to the NRF Foundation • Introduction to Retail Course 2: Fundamentals of Retail Operations • The Customer Experience (Section 1)	• Overview of job search cycle • Identify hard and soft skills • Complete the My Next Move Interest Profiler • Research a career in customer service • Find job announcements online • Set up job alerts • Complete a master job application • Identify people to use for references
Unit 2 – Customer Service Role Plays	• Verbal communication, nonverbal communication, written communication, miscommunication • Customer demographic, customer behavior, open-ended questions, close-ended questions	Using E-mail	Course 2: Fundamentals of Retail Operations • The Customer Experience (Sections 2-6)	• Practice common interview questions • Create an elevator pitch

Unit	Vocabulary	Digital Literacy	Retail Industry Fundamentals	Job Search Cycle
Unit 2 – Customer Service Role Plays (continued)	• Technology, computers CRM, cell phones, calculators, inventory, loss prevention, payment technology, time tracking technology • Payment procedure, cash float, forms of payment, cash drawer, transaction • Service recovery			
Unit 3 – Sales Role Plays and Merchandising Project	• Sale, company promotions, KPIs, customer experience, final transaction, sales goals, comparative sales, SMART goals, commission • Product knowledge, features, service, functions, pros/cons, product, good, direct competitors, indirect competitors, replacement competitors • Salesperson, cross selling, upselling, persuasive, luxury retailers • Merchandising, displays, placement, demonstrations, promotion, seasonality, adjacency sales, discounts, coupons, rebates, sampling, loyalty or reward points	Microsoft Word	Course 2: Fundamentals of Retail Operations • Sales and Merchandising Retail Industry Fundamentals Credential Exam, Part 1	• Create and evaluate resumes • Prepare for mock interviews

Unit	Vocabulary	Digital Literacy	Retail Industry Fundamentals	Job Search Cycle
Unit 4 – Inventory Project	• Workplace safety, workers compensation, accidents, OSHA, ADA, FLSA, sick leave, whistle blowing, PTO • Inventory, supply and demand, management, supplier, vendor, supply chain management • Inventory tracking, shrinkage, excess inventory, inventory replenishment, on-hand inventory, receiving, safety stock levels, stock out, stock room, stocking • Receiving, communicating, stocking, tracking • POS, barcodes, scanners, RFID • Brand, ambassador	Microsoft Word	Course 2: Fundamentals of Retail Operations • Workplace Safety and Security • Inventory Management Course 3: Retail Careers • Demonstrating Professionalism Retail Industry Fundamentals Credential Exam, Part 2	• Create and evaluate cover letters • Prepare for mock interviews
Unit 5 – Job Search Cycle	• Initiative, leadership, accountability • Trustworthiness, integrity, dependable, patience • Attitude, feedback • Problem solving, solution	Microsoft Word	Course 3: Retail Careers • Personal Effectiveness Skills • Looking to the Future: Your Career in Retail • Getting Hired in Retail	• Complete job search cycle • Participate in mock interviews

Unit	Vocabulary	Digital Literacy	Retail Industry Fundamentals	Job Search Cycle
Unit 5 – Job Search Cycle (continued)	- Time management, prioritize, focus, plan - Job description, title, duties, summary, objectives, qualifications - Resume, interview, networking, elevator speech		Retail Industry Fundamentals Credential Exam, Part 3	

Appendix B

Weekly Conferences

Conference 1			
Objective: Complete the intake process and review the course assignments from the week.			
Task	**Complete?**	**Notes - Student**	**Notes – Program Design**

Review/Complete Registration Form, including:
    Phone number
    E-mail address
    Social security number
    Primary goal for course
    Personal short-term goals
    Personal long-term goals			

Employment History
    Occupation in home country
    Current occupation
    Ideal job			

Educational History
    Years of school completed
    What did you like about school?
    What didn't you like about school?			

Task	Complete?	Notes - Student	Notes – Program Design

Barriers to Course Completion
    Transportation
    Health
    Child care/elderly care
    Work schedule/hours
    Other responsibilities			

Week 1 Review
    Student survey
    Skill evaluation
    ESL pre-test results
    My Next Move results
    Career research			

For Conference 2
    Complete Master
    Application			

Conference 2			
Objective: Begin the job search cycle and review the course assignments from the week.			
Task	**Complete?**	**Notes - Student**	**Notes – Program Design**

Review Conference 1
    Master Application
    Check-in on short-term goals
    Check-in on long-term goals
    Check-in on barriers			

Week 2 Review
    Career research report
    Math problems
    Basic Computers
    Assessment results
    Internet Basics assessment results
    Online job search			

Job Search Cycle
    Online job search
    Set up job alerts
    References mini-lesson			

For Conference 3 References			

Conference 3			
Objective: Craft an elevator pitch and review the course assignments from the week.			
Task	**Complete?**	**Notes - Student**	**Notes – Program Design**

Review Conference 2
    References
    Job alerts
    Check-in on short-term
    goals
    Check-in on long-term
    goals
    Check-in on barriers			

Week 3 Review
    Contextualized e-mails
    E-mail Assessment
    results			

Job Search Cycle
    Common interview
    questions
    "Tell me about
    yourself."			

For Conference 4
    Complete/practice a
    response for "Tell me
    about yourself."			

Conference 4			
Objective: Complete company research, view interviews, and review the course assignments from the week.			
Task	**Complete?**	**Notes - Student**	**Notes – Program Design**
Review Conference 3 "Tell me about yourself." Job alerts Check-in on short-term goals Check-in on long-term goals Check-in on barriers			
Week 4 Review Product knowledge report Draft resume NRF Retail Industry Fundamentals, Exam #1 results			
Job Search Cycle View interviews Model company research Mini mock interview			
For Conference 5 Complete company research Practice mock interview questions			

Conference 5			
Objective: Complete a mock interview, self-assess performance, and review the course assignments from the week.			
Task	**Complete?**	**Notes - Students**	**Notes – Program Design**

Review Conference 4
 	
    Company research
    Check-in on short-term goals
    Check-in on long-term goals
    Check-in on barriers			

Week 5 Review
 	
    Draft resume
    Draft cover letter
    Microsoft Word Assessment results
    NRF Retail Industry Fundamentals, Exam #2 results			

Job Search Cycle
 	
    Review resume
    Revise cover letter
    Mock interview
    Self-assessment
    Questions to ask employers			

For Conference 6
 	
    Complete resume
    Complete cover letter
    Practice mock interview questions and questions to ask employers			

Conference 6			
Objective: Review final coursework and determine next steps and check-in protocol.			
Task	**Complete?**	**Notes - Students**	**Notes – Program Design**

Review Conference 5
 	
    Resume
    Cover letter
    Check-in on barriers			

Week 6 Review
 	
    Mock interview results
    NRF Retail Industry
    Fundamentals, Exam #3
    results			

Job Search Cycle
 	
    Determine next steps
    Determine check-in
    protocol			

Next Steps
 	
    Job mentoring
    Continue classes
    Other?			

Appendix C

Unit 1 – Careers in Retail: A Research Project

Unit Description: In this introductory unit, students will complete a research project about a career in retail using the computer and informational interviews and present their research to the class. The career they choose to research will be based on their experience, knowledge, skills, and interests. This unit will also focus on developing students' basic computer and internet skills. This unit will help students prepare for the Retail Industry Fundamentals Credential Exam, Part 1.

Shared Learning Objectives:
- Provide participants the basic foundational skills necessary to obtain an entry-level position in the service sector.
- Increase retail knowledge and skills so that participants are more marketable to employers.

Adult Education & Literacy Activities Objectives & Activities (English Language Proficiency Standards for Adult Education)	Workforce Preparation Activities Objectives & Activities (Northstar Digital Literacy and Employability Skills)	Workforce Training Objectives & Activities (National Retail Federation)
Standards - 1. Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing. - 3. Speak and write about level-appropriate complex literary and informational texts and topics. - 5. Conduct research and evaluate and communicate findings to answer questions or solve problems. - 9. Create clear and coherent level-appropriate speech and text.	Objectives – Northstar - Basic Computer Skills 1-18 - Internet Basics 1-18 Objectives – Employability Skills - Applied academic skills - Critical thinking skills - Personal qualities - Information use - Communication skills - Technology use	Objectives – National Retail Federation - Identify goals of the NRF Foundation's RISE Up initiative and Retail Industry Fundamentals credential - Identify retail formats and their associated retailers - Describe specific job functions associated with department titles for business retail formats

Adult Education & Literacy Activities (continued)	Workforce Preparation Activities (continued)	Workforce Training (continued)
Major Contextualized Activities: • Research a retail career and create a presentation to share information	**Major Contextualized Activities:** • Assess their strengths and weaknesses with hard and soft skills • Complete an interest profiler and identify careers related to retail	**Major Contextualized Activities:** • Use a company's website or app to experience and evaluate omnichannel retail • Conduct an informational interview with a retail employee

Proficiency Assessment	Diagnostic Assessment (First Day of Class)	Progress Assessment (Weekly w/ Staff Member)	Achievement Assessment (Last Days of Unit)
• CASAS ESL Pre-Test • Basic Computer Skills • Internet Basics	• Student Surveys • Ranking Activities	• Conference 1 • Conference 2	• Career Research Project • Basic Computer Skills

Appendix D

Sample Contextualized Activity 1

My Next Move Interest Profiler
Unit 1 of Customer Service IET

Step 1: Use Google Chrome and go to the following website:
https://www.mynextmove.org/explore/ip. Read the instructions and complete the O*NET
Interest Profiler.

Step 2: After completing the O*NET Interest Profiler, record the number next to each interest
area below in the table below.

O*NET Interest Area	# of Responses
Realistic	
Investigative	
Artistic	
Social	
Enterprising	
Conventional	

Step 3: Click on your **TOP THREE** (hint: the ones in **BOLD**), and write the definitions below.

People with _____ (interest area with the **MOST**) interests like

_____

_____

_____

People with _____ (interest area with the **SECOND MOST**) interests
like _____

_____

_____

People with _____ (interest area with the **THIRD MOST**) interests like

_____

_____

_____

Step 4: Reflect on your results by answering the following questions.

1. What did you learn about yourself from the O*NET Interest Profiler?

2. Do any of your top three surprise you? Why?

Step 5: After reading the job zones descriptions, <u>underline your **CURRENT job zone**</u> (the kind of experience, education, and training you have now) and <u>double underline your **FUTURE job zone**</u> (the amount of experience, education, and training you plan to get in the future).

1. little or no job preparation

2. some job preparation

3. medium job preparation

4. high job preparation

5. extensive job preparation

Step 6: On the last JOB ZONES slide, complete the following steps:

1. Select your current job zone.
2. Complete the left side of table below with jobs in your **current job zone** that match your interest profile.
3. Circle the one you are most interested in.
4. Put a * next to ones that relate to customer service.
5. Repeat this process for your **future job zone.**

Current Job Zone Careers (circle the one you are interested in and put a * next to ones that relate to customer service)	**Future Job Zone Careers** (circle the one you are interested in and put a * next to ones that relate to customer service)

Step 7: Chose the job that you circled or one of the jobs with a * next to it in your **<u>current job zone</u>**, print the description, and answer the following questions:

1. What is the name of the job?

2. What do they do?

3. What knowledge do you need for this job?

4. What skills do you need for this job?

5. What abilities do you need for this job?

6. What personality traits do you need for this job?

7. What technology skills do you need for this job?

8. What education do you need for this job?

9. Do you have the knowledge, skills, abilities, personality, technology skills, and education required for this job?

10. If no, how could you develop the knowledge, skills, and abilities that you need for the job?

Appendix E

Sample Homework

Section 1: Retail Industry Overview Guided Reading
Unit 1, Lesson 1 Homework

Directions: Before reading Section 1: Retail Industry Overview, complete the questions under the before reading heading. The, while you read Section 1: Retail Industry Overview, complete the questions under the during reading heading. Finally, once you finish reading Section 1: Retail Industry Overview, complete the questions under the after reading heading.

<u>**BEFORE READING**</u>

1. Circle the title on p. 7.
2. Circle the heading on p. 7.
3. Circle the subheadings on pp. 7-12.
4. List the title, heading, and subheadings below:

-         •
-         •
-         •
-         •
-         •
-         •

5. Look at the pictures on pp. 7-11. Briefly describe them below:

6. Based on the title, heading, subheadings, and pictures, what do you think the section will be about?

<u>**DURING READING**</u>

1. Define the following words & highlight the definitions in your book:
   a. Retail –
   b. Retailer –
   c. Good –
   d. Service –
   e. Omnichannel Retail –

2. Answer the questions on p. 9.
3. What are the five channels of omnichannel retail? (Hint: Look at the list on p. 10 under the subheading CUSTOMER EXAMPLE).
    a.
    b.
    c.
    d.
    e.

4. Answer the questions on p. 11.

AFTER READING

1. Under the NOTES on p. 14, draw the following table:

Examples of Retailers		
Department Stores	**Grocery Stores**	**Food Service**

2. Complete the chart with examples of retailers that you visit, shop at, or know of. Include retailers that you would be interested in working for, too. Try to come up with 3-5 examples of each type of retailer.

Appendix F

Unit 2 – Customer Service Role Plays

Unit Description: In this unit, students will engage in multiple role plays that they will encounter in retail environments, such as making small talk, connecting with the customer, making a great impression, leaving a great impression, payment procedures, and service recovery. This unit will also focus on developing students' e-mail skills through contextualized activities. This unit will help students prepare for the Retail Industry Fundamentals Credential Exam, Part 1.

Shared Learning Objectives:
- Provide participants the basic foundational skills necessary to obtain an entry-level position in the service sector.
- Increase retail knowledge and skills so that participants are more marketable to employers.

Adult Education & Literacy Activities Objectives & Activities (English Language Proficiency Standards for Adult Education)	Workforce Preparation Activities Objectives & Activities (Northstar Digital Literacy and Employability Skills)	Workforce Training Objectives & Activities (National Retail Federation)
Standards 1. Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing. 2. Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.	Objectives – Northstar - Internet Basics 1-18 - Using E-mail 1-13 Objectives – Employability Skills - Applied academic skills - Critical thinking skills - Resource Management - Interpersonal qualities - Personal qualities - Information use - Communication skills - Technology use	Objectives – National Retail Federation - Correctly identify customer service standards that represent the brand - Explain communication techniques used to develop and maintain good customer relationships - Identify customer interest and know how to solve customer issues - Accurately match retail technology components with equipment names - Recognize standard forms of payment used in retail transactions - Identify the appropriate steps to satisfy the customer and resolve situations

Adult Education & Literacy Activities (continued)	Workforce Preparation Activities (continued)	Workforce Training (continued)
• 3. Speak and write about level-appropriate complex literary and informational texts and topics. • 5. Conduct research and evaluate and communicate findings to answer questions or solve problems. • 7. Adapt language choices to purpose, task, and audience when speaking and writing. • 9. Create clear and coherent level-appropriate speech and text. **Major Contextualized Activities:** • Engage in customer service role-plays (connecting with the customer, making a great impression, leaving a great impression, small talk, identifying customer interest, payment procedure, service recovery)	**Major Contextualized Activities:** • Use search tools to find job announcements online • E-mail stores regarding positive and negative customer service experiences • E-mail customers thanking them for their business and apologizing for inconveniences	**Major Contextualized Activities:** • Solve common retail math problems • Balance a cash drawer

Proficiency Assessment	Diagnostic Assessment (First Day of Class)	Progress Assessment (Weekly w/ Staff Member)	Achievement Assessment (Last Days of Unit)
• Customer Role-Plays	• N/A	• Conference 3	• Interment Basics • Using E-mail

Appendix G

Unit 3 – Sales Role Plays and Merchandising Project

Unit Description: In this unit, students will engage in multiple role plays that they will encounter in sales environments, such as cross selling and upselling. Students will develop awareness of various products and merchandising techniques used in brick and mortar stores as well as online. This unit will also focus on developing students' Microsoft Word skills through contextualized activities. This unit will culminate with students taking the Retail Industry Fundamentals Credential Exam, Part 1.

Shared Learning Objectives:
- Provide participants the basic foundational skills necessary to obtain an entry-level position in the service sector.
- Increase retail knowledge and skills so that participants are more marketable to employers.

Adult Education & Literacy Activities Objectives & Activities (English Language Proficiency Standards for Adult Education)	Workforce Preparation Activities Objectives & Activities (Northstar Digital Literacy and Employability Skills)	Workforce Training Objectives & Activities (National Retail Federation)
Standards - 1. Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing. - 2. Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.	Objectives – Northstar - Microsoft Word 1-14 Objectives – Employability Skills - Applied academic skills - Critical thinking skills - Resource management - Interpersonal skills - Personal qualities - Information use - Communication skills - Technology use	Objectives – National Retail Federation - Describe how different sales activities relate to the customer life cycle and sales goals - Explain techniques used by sales associates to familiarize themselves with products and services - Recognize retail selling techniques used to sell additional products or services to customers - Discuss correct visual merchandising techniques

Adult Education & Literacy Activities (continued)	Workforce Preparation Activities (continued)	Workforce Training (continued)
• 3. Speak and write about level-appropriate complex literary and informational texts and topics. • 4. Construct level-appropriate oral and written claims and support them with reasoning and evidence. • 5. Conduct research and evaluate and communicate findings to answer questions or solve problems. • 7. Adapt language choices to purpose, task, and audience when speaking and writing. • 9. Create clear and coherent level-appropriate speech and text. • 10. Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing. **Major Contextualized Activities:** • Engage in sales and selling role plays to demonstrate techniques for selling, cross selling, and upselling • Write a product knowledge report	**Major Contextualized Activities:** • Draft a resume and engage in various review activities	**Major Contextualized Activities:** • Calculate commissions • Notice merchandising techniques used in stores and online

Proficiency Assessment	Diagnostic Assessment (First Day of Class)	Progress Assessment (Weekly w/ Staff Member)	Achievement Assessment (Last Days of Unit)
• Sales and Selling Role-Plays • Produce Knowledge Report • Merchandising Activity	• N/A	• Conference 4	• National Retail Federation Retail Industry Fundamentals Credential, Exam #1

Appendix H

Sample Contextualized Activity 2

Merchandising Scavenger Hunt
Unit 3 of Customer Service IET

Directions: In Sales and Merchandising Section 4: Merchandising, we learned about the 4 P's of merchandising: product, placement, promotion, and pricing. Complete the table below with the explanations from the book, a quick Google search, and a picture from online that demonstrates the merchandising technique. Finally, explain why the picture demonstrates the merchandising technique.

Type of Merchandising	What the Book Says …	What Google Says …	Photo Example of Merchandising Technique	Explanation
Product				This picture is an example of product merchandising because…
Placement				This picture is an example of placement merchandising because…
Promotion				This picture is an example of promotional merchandising because…
Pricing				This picture is an example of pricing merchandising because…

Type of Merchandising	What the Book Says …	What Google Says …	Photo Example of Merchandising Technique	Explanation
BONUS: Seasonality				This picture is an example of seasonal merchandising because…

Extension Assignment. For homework, take a picture of at least TWO merchandising techniques you see in stores over the weekend. Be prepared to show the pictures to the class, identify the merchandising technique, and explain why it is an example of that technique.

Appendix I

Unit 4 – Inventory Project

Unit Description: In this unit, students will learn about professionalism and safety in the workplace. Students will use the skills they have gained in the class so far to solve an inventory management problem at Hogar Immigrant Services. This unit will also focus on developing students' Microsoft Word skills through contextualized activities. This unit will culminate in the Retail Industry Fundamentals Credential Exam, Part 2. **Shared Learning Objectives:** • Provide participants the basic foundational skills necessary to obtain an entry-level position in the service sector. • Increase retail knowledge and skills so that participants are more marketable to employers.		
Adult Education & Literacy Activities Objectives & Activities (English Language Proficiency Standards for Adult Education)	**Workforce Preparation Activities** Objectives & Activities (Northstar Digital Literacy and Employability Skills)	**Workforce Training** Objectives & Activities (National Retail Federation)
Standards • 1. Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing. • 2. Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.	Objectives – Northstar • Microsoft Word 1-14 Objectives – Employability Skills • Applied academic skills • Critical thinking skills • Resource Management • Interpersonal qualities • Personal qualities • Information use • Communication skills • Technology use	Objectives – National Retail Federation • Discuss how to follow rules and regulations to protect customers and employees • Identify ways to create a good work safety program • Summarize workplace safety and how to prevent workplace injuries • Explain how personal care can contribute to workplace safety • Explain inventory and each stage of the inventory life cycle • Discuss inventory tracking and the key terms related to inventory tracking

Adult Education & Literacy Activities (continued)	Workforce Preparation Activities (continued)	Workforce Training (continued)
• 3. Speak and write about level-appropriate complex literary and informational texts and topics. • 4. Construct level-appropriate oral and written claims and support them with reasoning and evidence. • 5. Conduct research and evaluate and communicate findings to answer questions or solve problems. • 7. Adapt language choices to purpose, task, and audience when speaking and writing. • 8. Determine the meaning of words and phrases in oral presentations and literary and informational text. • 9. Create clear and coherent level-appropriate speech and text. **Major Contextualized Activities:** • Create a poster related to workplace safety, using Microsoft Word	**Major Contextualized Activities:** • Create and revise cover letters	• Identify inventory tracking key skills • Explain inventory tracking systems • Explain the impact of brand professionalism on customer trust and loyalty • Explain how to lead with imitative and accountability in the workplace • Describe the specific elements that go into creating a professional look and attitude • Describe how to develop a positive attitude and its impact on your work environment **Major Contextualized Activities:** • Create an inventory management system for a product at the office • Professionalism role plays or scenarios

Proficiency Assessment	Diagnostic Assessment (First Day of Class)	Progress Assessment (Weekly w/ Staff Member)	Achievement Assessment (Last Days of Unit)
• Workplace safety poster • Inventory project • Professionalism role plays/scenarios	• N/A	• Conference 5	• National Retail Federation Retail Industry Fundamentals Credential, Exam #2

Appendix J

Sample Contextualized Activity 3

Microsoft Word Project – Create a Poster
Unit 4 of Customer Service IET

Directions: You are a **SHIFT MANAGER** at a local retailer. It is your job to ensure that all employees understand how to stay safe at work and prevent workplace injuries. You recently hired **A NEW EMPLOYEE**, and you need to train her. You will **CREATE A POSTER USING MICROSOFT WORD** to train her on a relevant topic related to **WORKPLACE SAFETY BASICS, PREVENTING WORKPLACE INJURIES, OR LOOKING AFTER HERSELF**.

Role (Complete)	Audience	Format	Topic (Circle One)
Shift manager at ____ _____, a local_____ _____ (department store, grocery store, or food service).	A new employee	Poster on Microsoft Word	• Workplace safety basics • Safe food handling • Preventing workplace injury • Working with machinery • Working on ladders • Lifting inventory • Taking care of yourself

Examples: Use these examples to help you think about your role and topic:

• You are a shift manager at The Home Depot, a local department store. You are creating a poster on Microsoft Word to train a new employee on lifting inventory.
• You are a shift manager at Giant, a local grocery store. You are creating a poster on Microsoft Word to train a new employee on working on ladders on the sales floor.
• You are a shift manager at Starbucks, a local food service operation. You are creating a poster on Microsoft Word to train a new employee on hand washing.

Use the space below to write out your role and topic:

Criteria. Your poster must meet the following criteria:

> Include relevant information related to ONE specific topic (find this in your book or Google)
> Various font sizes, colors, and types
> A bulleted or numbered list
> At least 3 objects (images, shapes, hyperlinks or tables)
> Visually appealing
> Free of spelling and grammar errors
> One-page
> Printed copies (one for each classmate and the teacher)

Remember, this poster will be used to teach a new employee the information that they need to know about workplace safety or preventing workplace injuries. The information you include on the poster should teach the new employee HOW to stay safe at work or prevent injuries.

You will present this poster to the class on _____.

Microsoft Word Project – Create a Poster
Single-Point Rubric

Directions. Use the rubric to self-assess your work on the poster. Your teacher and classmates will use this rubric to provide you feedback after your presentation.

Concerns Areas that Need Work	Criteria Standards of Performance	Advanced Evidence of Exceeding Criteria

	Content
	    The poster focuses on ONE topic related to workplace safety or preventing injuries.
	    The topic is relevant to the retailer and job.
	    The information is accurate.	

	Format
	    The poster is visually appealing.
	    The poster fits on one page.
	    The poster is printed.	

	Microsoft Word Skills
	    The poster includes a variety of font sizes, colors, and types.
	    The poster includes a bulleted or numbered list.
	    The poster includes at least THREE objects.
	    The poster is free of spelling and grammar errors.	

Appendix K

Unit 5 – Job Search Cycle

Unit Description: In this unit, students will learn about starting and advancing their careers in retail. Students will use the skills they have gained in the class so far to complete the job search cycle and engage in mock interviews. This unit will also focus on developing students' Microsoft Word skills through contextualized activities. This unit will culminate in the Retail Industry Fundamentals Credential Exam, Part 3.

Shared Learning Objectives:
- Provide participants the basic foundational skills necessary to obtain an entry-level position in the service sector.
- Increase retail knowledge and skills so that participants are more marketable to employers.

Adult Education & Literacy Activities	Workforce Preparation Activities	Workforce Training
Objectives & Activities (English Language Proficiency Standards for Adult Education)	Objectives & Activities (Northstar Digital Literacy and Employability Skills)	Objectives & Activities (National Retail Federation)
Standards • 1. Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing. • 2. Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.	Objectives – Northstar • Microsoft Word 1-14 Objectives – Employability Skills • Applied academic skills • Critical thinking skills • Resource Management • Interpersonal qualities • Personal qualities • Information use • Communication skills • Technology use	Objectives – National Retail Federation • Identify the problem-solving steps and how to apply them in the workplace • Explain the principles of effective time management • Describe the meaning of smart goals and how to set them • Indicate how to receive and apply feedback in the retail environment • Identify possible careers in various areas of a retail business and their general responsibilities

Adult Education & Literacy Activities (continued)	Workforce Preparation Activities (continued)	Workforce Training (continued)
• 3. Speak and write about level-appropriate complex literary and informational texts and topics. • 4. Construct level-appropriate oral and written claims and support them with reasoning and evidence. • 5. Conduct research and evaluate and communicate findings to answer questions or solve problems. • 7. Adapt language choices to purpose, task, and audience when speaking and writing. • 8. Determine the meaning of words and phrases in oral presentations and literary and informational text. • 9. Create clear and coherent level-appropriate speech and text.		• Develop career goals and personal expectations for advancement in the retail industry • Describe the best practices for advancement and meeting career goals in the retail industry • List the steps involved in searching for and applying for a job • Identify the elements of a job application • Describe the benefits of having a LinkedIn account • Explain the interview process and best practices for a successful interview • Summarize activities that are part of the hiring process • Identify behaviors and skills demonstrated by successful new employees
Major Contextualized Activities: • Mock job interviews	**Major Contextualized Activities:** • Complete the job search cycle	**Major Contextualized Activities:** • Apply problem-solving steps to common retail scenarios

Proficiency Assessment	Diagnostic Assessment (First Day of Class)	Progress Assessment (Weekly w/ Staff Member)	Achievement Assessment (Last Days of Unit)
• Job search cycle • Mock interviews • CASAS ESL Post-Test	• N/A	• Conference 6	• National Retail Federation Retail Industry Fundamentals Credential, Exam #3 • Microsoft Word

Appendix L

Lesson Plan Template

Unit #, Lesson #		
Lesson Topic		
Objective(s)		
Length		
English Language Proficiency Standards	**Workforce Preparation**	**Workforce Training**
Anchor 1	Applied Academic Skills	Introduction to NRF Foundation
Anchor 2	Critical Thinking Skills	Introduction to Retail
Anchor 3	Interpersonal Skills	The Customer Experience
Anchor 4	Personal Qualities	Sales and Merchandising
Anchor 5	Resource Management	Workplace Safety and Security
Anchor 6	Information Use	Inventory Management
Anchor 7	Communication Skills	Demonstrating Professionalism in Retail
Anchor 8	Systems Thinking	Personal Effectiveness Skills
Anchor 9	Technology Use	Looking to the Future: Your Career in Retail
Anchor 10	Northstar Digital Literacy Assessment Standards	Getting Hired in Retail
Materials		
Instructional Procedure		