1. General Skills

1.1 (a) Demonstrate appropriate case management, counseling, coaching, or advising skills when working one-on-one with adult learners.

1.1 (b) Demonstrate appropriate counseling, coaching, or advising skills when supporting adult learners in small group sessions.

1.2 (a) Use a variety of technology and software applications to work with adult learners.

1.2 (b) Use a variety of technology and software applications to work with internal and external partner staff.

1.3 (a) Use interpersonal communication skills to collaborate with adult learners.

1.3 (b) Use interpersonal communication skills to collaborate with internal and external partner staff.

1.4 Apply organizational skills with verbal and electronic communication and case notes and prioritize student support activities.

1.5 Manage time, meet deadlines, and balance a variety of tasks that may include responding to student needs.

1.6 Use personal research and writing skills to locate and use academic and career-planning resources with adult learners.

1.7 Speak clearly and concisely in oral communication and public presentations in classroom and event settings.

1.8 Demonstrate appropriate oral and written communication when supporting adult learners from different socioeconomic, cultural, and language backgrounds.

1.9 Use creative problem-solving skills for unique barrier support.

1.10 Recognize when to negotiate and use conflict resolution skills.

1.11 Participate in opportunities to network and build and improve relationships with colleagues and WIOA core partners.

1.12 Work as a team member with internal and external staff to meet common goals and outcomes.

2. General Knowledge

2.1   Distinguish how multiple systems, such as higher education, human service, and workforce development operate differently from adult basic education.

2.2   Discuss adult basic education services using appropriate terms and descriptions.

2.3   Identify how to support adult learners in meeting their goals through co-enrollment and braiding funds with multiple partners.

2.4   Connect adult learners to multiple postsecondary education resources, processes, and departments.

2.5   Connect adult learners to multiple community resources and support services and support accessing resources.

2.6   Identify barriers adult learners may encounter and build awareness of community resources that support those barriers.

2.7   Describe occupational profiles, education and training requirements, and labor market projections for local career pathways.

2.8   Identify external partners that can provide support, tools, and resources that focus on career planning and obtaining and retaining employment.

2.9   Describe the process and strategies your adult education program uses to help students identify realistic career and educational goals.

3. Personal Characteristics

3.1   Maintain confidentiality and follow HIPAA laws that protect learners' personal and private information.

3.2   Evaluate personal bias and avoid biased behavior when supporting adult learners with goal setting, barrier reduction, and transition support.

3.3   Convey an optimistic attitude and demonstrate a growth mindset towards new challenges.

3.4   Model a positive learning environment by using student-centered approaches.

3.5   Demonstrate care and compassion by using active listening skills and helping adult learners recognize their assets and strengths to overcome life stressors and barriers.

3.6   Display empathy by using active listening skills and recognizing how different situations or events have affected the adult learner.

3.7   Demonstrate patience when helping an adult learner solve problems and make decisions.

3.8   Display flexibility and willingness and ability to adapt to change.

3.9   Demonstrate high expectations and dedication to student success by following and exceeding adult education program guidelines.