

Transferable Skills Resources Overview

Description

This overview describes the transferable skills resources that are available for adult education practitioners, workforce partner staff, and adult learners. Transferable skills are part of workforce preparation skills within the [PA Foundation Skills](#), which provide a common language and understanding of the skills adult learners need for success in the workplace, postsecondary education and training, and the community. You can learn more about the PA Foundation Skills by watching this [video](#). Please [contact the Workforce Development System Liaison Project](#) for customized technical assistance and support related to transferable skills.

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1 Transferable Skills Resources for Adult Education Staff

Adult education programs are encouraged to examine the resources provided in this guide and determine the best way to use these resources to support adult learners in building competencies within the transferable skills to get a job, keep a job, move along a career pathway, and be an active participant in their community. The [Workforce Development System Liaison Project](#) can meet with program administrators and/or staff to review the resources and discuss how the resources can best meet the needs of learners, staff, and partners (including employers).

[PA Foundation Skills Posters](#): Full-color PA Foundation Skills 2-by-3-foot posters are available to hang in classrooms, meeting rooms, PA CareerLink® locations, and other spaces where adult learners engage with adult education services. The [PA Foundation Skills Poster Suggestions document](#) provides suggestions for ways staff at an agency might use the information on the posters with adult learners and partners. Contact Chrissie Klinger at cok5111@psu.edu for posters.

[Introduction to Workforce Preparation Skills course](#): This course provides adult education practitioners with an introduction to Workforce Preparation Skills (Transferable Skills and Digital Literacy Skills) included in the PA Foundation Skills. Participants will examine how skills, competencies, indicators, and tasks align with everyday responsibilities at home, in the community, and in the workplace. Contact Loretta Lininger at lml160@psu.edu to learn how this course can be used as a customized professional development opportunity for adult education agencies.

[Transferable Skills Checklists](#): The checklists help adult education instructors, classroom aides, student support coordinators, and tutors plan instruction that is meaningful and contextualized to meet the needs of the adult learner. These checklists can also be used with occupational training providers and employers to build Integrated Education and Training (IET) and workplace literacy programming.

[Resources to Build Learners' Transferable Skills](#) (videos and worksheets): Select the resources that are the best fit for your students' goals and current skills. The resources listed on this webpage can be used in the following ways:

- Incorporate them into a lesson plan. (Contact Alexis Vang at amv6178@psu.edu for sample lesson plans that integrate the PA Foundation Skills.)
- Incorporate them into your learning management system as a pre- or post-lesson activity.
- Assign a task as homework or an extension activity.
- Have a student coordinator or classroom aide complete some of the activities with a small group of learners.

1 Transferable Skills Resources for Adult Education Staff (continued)

Transferable Skills Routines

The use of routines can help learners develop comfort with tasks, familiarity with tools, and competency with multiple skills. Routines can help instructors be more efficient, provide opportunities to reinforce academic skills, and spend less time on grading. Programmatic routines are consistent and similar for all learners despite the academic classes in which they participate. Instructional routines are repeatable activities used regularly in class. Routines can be used with an individual, pair/small group, or whole class. For support with implementing routines, contact Loretta Lininger at lml160@psu.edu.

Types of Routines

- Warm-up
- Presentation of new information
- Strategy instruction (e.g., problem-solving, comprehension)
- Skill practice/application
- Assessment
- Class management (e.g., attendance, submitting work)

Examples of Routines in Adult Education

Description	Skills Addressed
Programmatic Skill Practice/Application Routine: Learners create a SMART goal and develop action steps to achieve the goal and share it in a Google Doc with their teacher and student support coordinator.	Writing, self-management, communication
Instructional Strategy Instruction Routine: Learners work together to solve math problems and identify multiple ways to address the same problem.	Math, information literacy, working with others, critical thinking

Implementing Routines

1. Identify the purpose and content for the routine.
2. Identify the specific transferable skills that will be addressed in the routine.
3. Describe the routine and expected outcomes for learners.
4. Introduce the routine to your student(s).
5. Repeat the routine at least two times with the same student(s).
6. Reflect each time on the routine:
 - a. What did the student(s) learn?
 - b. How did they react to the routine?
 - c. What did you do well?
 - d. What would you do differently next time?

2 Transferable Skills Resources for Adult Learners

For support with using or adapting these resources with adult learners and English language learners, contact Alexis Vang at amv6178@psu.edu.

For support with using supplemental distance learning to reinforce transferable skills, contact Chrissie Klinger at cok5111@psu.edu.

Transferable Skills Self-Reflection: This tool can help adult learners be better prepared to enter the workforce or move along a career path by understanding their current strengths and possible areas for improvement.

Transferable Skills Help Sheet: The help sheet tells adult learners what each skill means and why it is important in the workplace. There is also space to take notes on ways a learner may have used these skills in the past at work, home, school, or in the community.

Transferable Skills Workbook for Adult Learners: The resources in this workbook can help adult learners reflect and assess how they use transferable skills at work, home, or school to be prepared for their first job or a new job. The *Transferable Skills in Action* pages give learners a space to reflect on how they are using transferable skills which could help them be more prepared for an interview or a promotion. This resource is not available electronically. To receive a printed bound copy of this workbook, contact Alexis Vang at amv6178@psu.edu.

Resources to Build Learners' Transferable Skills (videos and worksheets): These resources can be used before, during, or after a lesson or independently of lessons. Most of the resources are at lower reading levels so that learners can complete the work independently. If you would like support on adapting the resources for English language learners or beginning readers, contact Alexis Vang at amv6178@psu.edu.

3 Transferable Skills Routines for Workforce and Community Partners

Transferable Skills Checklists: These checklists can be used with occupational training providers and employers to build Integrated Education and Training (IET) and workplace literacy programming.

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