Contextualization:

Creating a Support System for Contextualized Instruction

A Toolkit for Program Managers

Career Pathways

for Adult Learners

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of NAEPDC for

Texas LEARNS

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1. WIA Incentive Grant. Program Authority: Workforce Investment Act of 1998, Title 1, Section 174, Title V, Section 503, Public Law 105-220, 20 U.S.C 9273; Adult Education and Family Literacy Act, 20 U.S.C 9211. Section 503 of WIA provides for states who exceed performance targets for workforce investment, adult education, and vocational education programs to receive incentive grants. Texas received an incentive grant for its performance in 2010. Grant funds from this source were used to implement Integrating Career Awareness, develop local program College and Career Readiness Plans, to implement career pathways pilots and to develop recommendations for revision of Texas Adult Education Content Standards and Benchmarks.

2. The Texas General Appropriations Act, Article III, Rider 35, 82nd Texas Legislature. The General Appropriations Act called for TEA to coordinate with the Higher Education Coordinating Board in efforts to develop and implement an action plan to align Adult Basic Education and post-secondary education and in the provision of data necessary to analyze performance outcomes. TEA addressed that mandate by granting funds to Harris County Department of Education (Texas LEARNS) for the express purpose of contracting with Jobs For the Future. The objectives of the JFF Contract were to

a) Strengthen student career guidance and connections to career pathways using a Counseling to Careers training approach;
b) Build local program knowledge in contextualizing adult education instruction to career pathways; and
c) Increase knowledge and adoption of effective GED to College models and strategies.

3. Adult Education and Family Literacy Act. Local programs and GREAT Centers contributed local program funds to increase the number of staff who could participate in the activities of this project and to intensify implementation within adult education regions and in local adult education programs.

Introducing the Texas Adult Education Career Pathways Project

Purpose of the Texas Adult Education Career Pathways Project

College, Occupational and Career Readiness are essential to the millions of undereducated adults who lack the credentials to seek employment with family sustaining wages. Without clear and effective pathways from ESL and ABE Classrooms to postsecondary education, Texas cannot achieve even marginal college-ready and career-ready outcomes that lead to employment for undereducated adults.

To address the need for clear pathways for transition, the **Texas Adult Education Career Pathways Project** was designed to provide resources to advance the Texas adult education program structure and align it with postsecondary efforts as described in legislation (General Appropriations Act, Article III, Rider 35, 82nd Texas Legislature). This has been achieved by creating and implementing tools, support, and professional development to help local programs build student pathways to college and career readiness.

Components of the Texas Adult Education Career Pathways Project

Beginning in the 2012-2013 program year, Texas LEARNS launched six inter-related components. These components, which are listed below, work together to provide local programs with the tools they need to help students make successful transitions to work and to college.

1. Integrating Career Awareness
2. Counseling to Careers
3. Contextualizing Instruction
4. GED to College Models
5. College and Career Readiness Plans
6. Texas Adult Education Content Standards Review

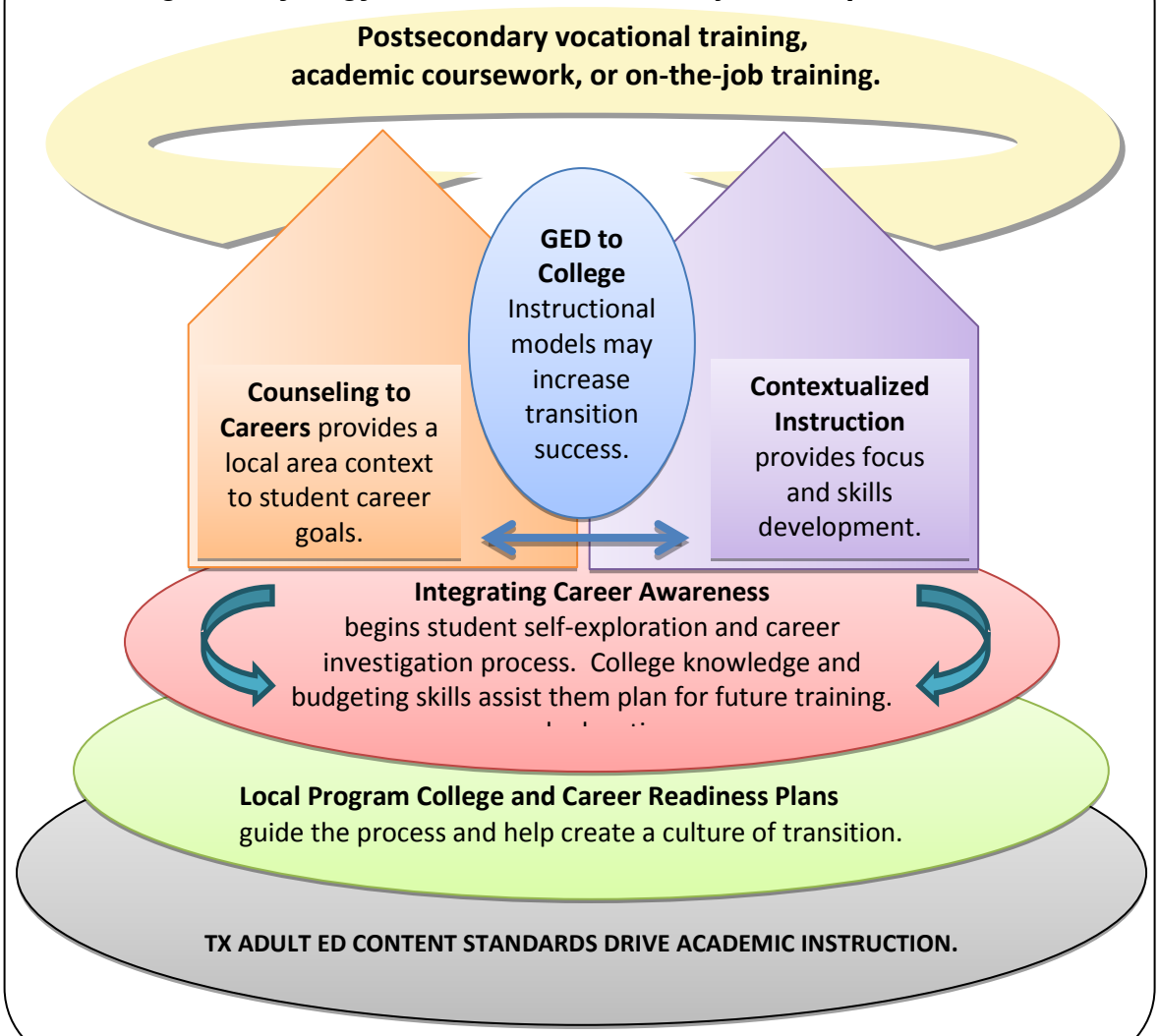
Figure 1 illustrates relationships between the various WIA Incentive Project components.

- The **Texas Adult Education Content Standards** drive instruction. These standards, however, have been reviewed and recommendations for revision have been made based on the new GED® 2014, the Texas College and Career Readiness Standards, and

national College and Career Readiness Standards for Adult Education published in April 2013.

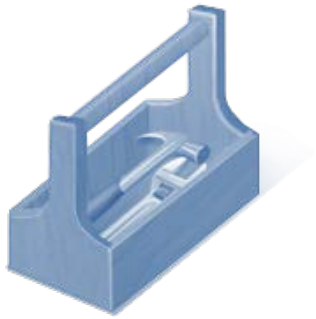
- Local program **College and Career Readiness Plans** help guide programs through the various components as they create a culture of transition for their students.
- **Integrated Career Awareness** has been added to adult education instruction, leading students to develop more informed career goals.
- **Counseling to Careers** provides even more information to students about best bets for career choices in their local communities.
- **Contextualized Instruction** can be used in a general sense, such as teaching and practicing academic skills using the context of employability skills or career awareness exploration. However, **Contextualized Instruction** can be much more focused on a particular industry group or even on a specific occupation.
- Finally, local programs may choose to offer transition classes using particular **GED to College Models** that incorporates contextualized instruction in a particular career area that has been proven a best bet career choice through the Counseling to Careers process.

Figure 1: Synergy of the WIA Incentive Project Components



Local Program Resources Created through Texas Adult Education Career Pathways Project

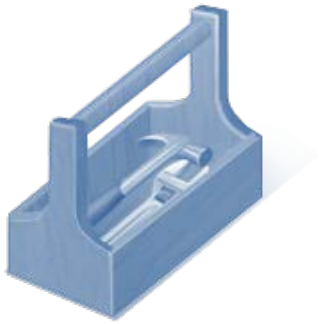
In an effort to provide training, support, and resources on transition strategies, the Toolkits described below have been created for local program teachers and/or administrators.



(#1) Counseling to Careers Program Toolkit

Audience: Adult education programs working as a team, with representation from program administrators, instructors, counselors/advisors.

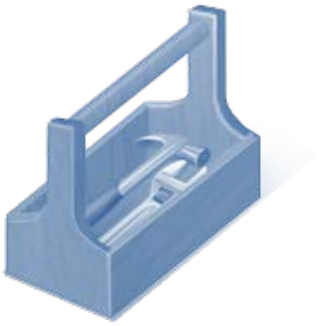
This *Toolkit* was commissioned by Texas LEARNS to make the Counseling to Careers intensive training materials and tools, developed by Jobs for the Future (JFF), available to all adult education programs throughout Texas. The CTC process is about identifying a range of *best bet* occupations and training programs that would be a good fit for a range of students. With up-to-date labor market information and interviews with local industry and training providers, adult education providers can better align program design and student guidance with real labor market opportunity. Instructors and advisors can then guide students to programs of study which align with their interests, aptitudes, and regional employment needs, leading to careers and high-growth employment.



(#2) Contextualization: Creating Career-Infused Classrooms - A Toolkit for Adult Education Instructors for Contextualizing Instruction to High Demand Careers

Audience: Classroom teachers and advisors and/or other staff who support student transition

This *Toolkit* provides programs with the tools needed to "infuse careers" throughout student learning plans. Specifically, the *Toolkit* focuses on how educators can contextualize instruction around the high demand jobs in an identified local service area. The *Toolkit* is designed to be distributed in conjunction with state or regionally sponsored professional development workshops. Prior to attending a workshop and receiving the *Toolkit*, participants will be asked to view the *Toolkit*'s accompanying online tutorial.



(#3) Contextualization: Creating a Support System for Contextualized Instruction - A Toolkit for Adult Education Program Managers for Supporting Career-Infused Classrooms

Audience: Local program administrators and counselors, advisors and/or other staff who support student transition

The primary purpose of this *Contextualization Toolkit* is to provide program managers a guided process for supporting contextualized instruction at the local level. The *Contextualization Toolkit* includes an overview on contextualized teaching, a look at various delivery models, and an examination of the responsibilities that program managers have in working as a team with instructors to ensure instruction applies knowledge and skills to occupations. A one-hour online *Introduction* accompanies the *Contextualization Toolkit*.

(#4) Creating a Career Contextualized Framework: An Introduction for Creating Career-Infused Classrooms

Audience: Local program teachers and counselors, advisors and/or other staff who support student transition

This 30-minute online tutorial serves as an introduction to workshops based on the *Contextualization: Creating Career-Infused Classrooms Toolkit.* The tutorial is designed to be viewed by participants prior to their attendance at workshops that are based on this *Contextualization Toolkit.*

(#5) Overview for Creating a Career Contextualized Framework – A Tutorial to Accompany the Creating a Support System for Contextualized Instruction Guide

Audience: Local program administrators and counselors, advisors and/or other staff who support student transition

This one-hour online tutorial, targeted for local administrative and transition support staff, accompanies the *Creating a Support System for Contextualized Instruction Guide.* The course is divided into eight short lessons that cover how administrators and transition support staff can ensure that curriculum development and teacher training result in effective contextualized classroom instruction.

Creating a Support System for Contextualized Instruction:

A Toolkit for Adult Education Program Managers for Supporting Career-Infused Classrooms

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INTRODUCTION

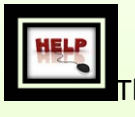
Contextualizing instruction to high demand jobs gives adult learners a new perspective on the relevancy of what they learn in adult education classes. It motivates students to make connections between knowledge and its applications to their career goals. In Texas, many of you have been contextualizing career awareness with academic content through the *Integrating Career Awareness* (ICA) curriculum. Your instructors have been developing lesson plans using the Texas Adult Education Content Standards and Benchmarks. So the topics in this guide are not necessarily new to you – or one more thing you have to do. The guide simply gives you a process and tools to help you better integrate, organize, and support what you are already doing.

A parallel Train the Trainer model and toolkit have been developed to assist instructors in contextualizing instruction and integrating existing career-focused initiatives. However, creating career-infused classrooms also involves local leadership and support. The primary purpose of this guide is to provide program managers a process for supporting contextualized instruction at the local level. A one-hour online tutorial is also available to provide this information in a different format.

Career-infused contextualized instruction does not operate in a vacuum. It is not the responsibility of the instructor alone. Local program managers play a critical role in supporting instructors through the development, implementation, and evaluation of contextualized instruction. Whether a program operates managed enrollment, open entry, or multi-level classes, support is needed to effectively contextualize instruction to high demand jobs.

This guide includes an overview on contextualized teaching, a look at various delivery models, and an examination of the responsibilities that program managers have in working as a team with instructors to ensure instruction applies knowledge and skills to occupations. The parallel toolkit for instructors focuses more specifically on ways to contextualize learning in career contexts.

Trainers and Curriculum Workgroup Members: Trainers may also want to review this guide prior to the face-to-face Train the Trainer workshop to gain a broader perspective. In addition, members of the Curriculum Workgroup may find it helpful to review this guide prior to beginning their development work.



Throughout this guide, you will see an icon that will refer you to valuable online resources. Additional resources are included in the back of the guide. Definitions are included in the glossary.

WHAT IS CONTEXTUALIZED TEACHING AND LEARNING?

A student enrolls in one of your classes and says, "I work in construction and need to learn how to calculate measurements better for my job. I have been having some problems with it, and my boss isn't very happy with me." What would your instructor do? Chances are she would begin by asking questions about the types of measurements he has to make on his job. She would learn in what "context" he needed to improve his skills and would teach him using examples he faces at the construction site every day. That is what contextualized teaching and learning is all about.

Contextualized teaching and learning is not new to Adult Education. For years instructors have implemented creative instructional strategies for teaching discrete academic skills in meaningful contexts to adult learners. Teaching measurements through recipes or geometry through carpet purchases, adult educators link academic skills to real life applications. Family literacy and workplace literacy are just two examples in which skills have been routinely contextualized to specific contexts. With the recent expansion of career pathways and career-infused classrooms, contextualized instruction has become a critical element for accelerating the learning process through academics taught in the context of selected career or occupational clusters.

One of the goals and effects of a contextualized approach is to capture a student's attention by illustrating the relevance of the learning experience. This approach helps students find and create meaning through experience, drawing from prior knowledge in order to build upon existing knowledge. Knowledge becomes the students' own when it is learned within the framework of an authentic context.

> **Instead of first teaching skills and knowledge separated from their context and hoping that learners will *end up* knowing how to transfer what they have learned to life outside the classroom, contextualized classrooms start with real-life contexts and weave these contexts into every stage of the teaching and learning process. Instruction and assessment are aimed directly at the skills and knowledge adults need to move to the next level of education and employment. The focus is on the *application* rather than on the possession of basic skills and knowledge (Merrifield, 2000).**

So why bother? If you or any of your instructors question the need for contextualized instruction, take a look at what the research says below.

The following summary statements were compiled by the Center for Occupational Research and Development (CORD) and provide a distillation of the theories of intelligence and learning.

- Most people learn best in a concrete manner that includes personal participation, hands-on activities, and opportunities for personal discovery.
- Learning is enhanced when concepts are presented in a context that is familiar to the learner.
- Most learners relate better to concrete examples rather than abstract conceptual models.
- Most students learn best when they have an opportunity to interact with other students.
- Rote memorization of isolated skills is relatively inefficient and ineffective for most students.

As a program manager, you want to encourage and support contextualized instruction. So if you walked into a classroom that was delivering contextualized instruction, what should you expect to see?

Adding a particular focus to contextualized instruction: When instruction is contextualized to high demand jobs, contextualization takes on a more specific role because basic skills are contextualized in relation to a particular industry or occupation. This method helps instructors relate their subject matter content to workplace or advanced training situations and motivates students to make connections between knowledge and its applications to their career goals. Research has shown that teaching academic applications in a career context is an effective way to engage hard-to-reach students and motivates them in the areas of math, written and oral communication, critical thinking skills and problem solving.

Remember the student who needed help in measurements? Let's look at a similar student but with a slightly different twist.

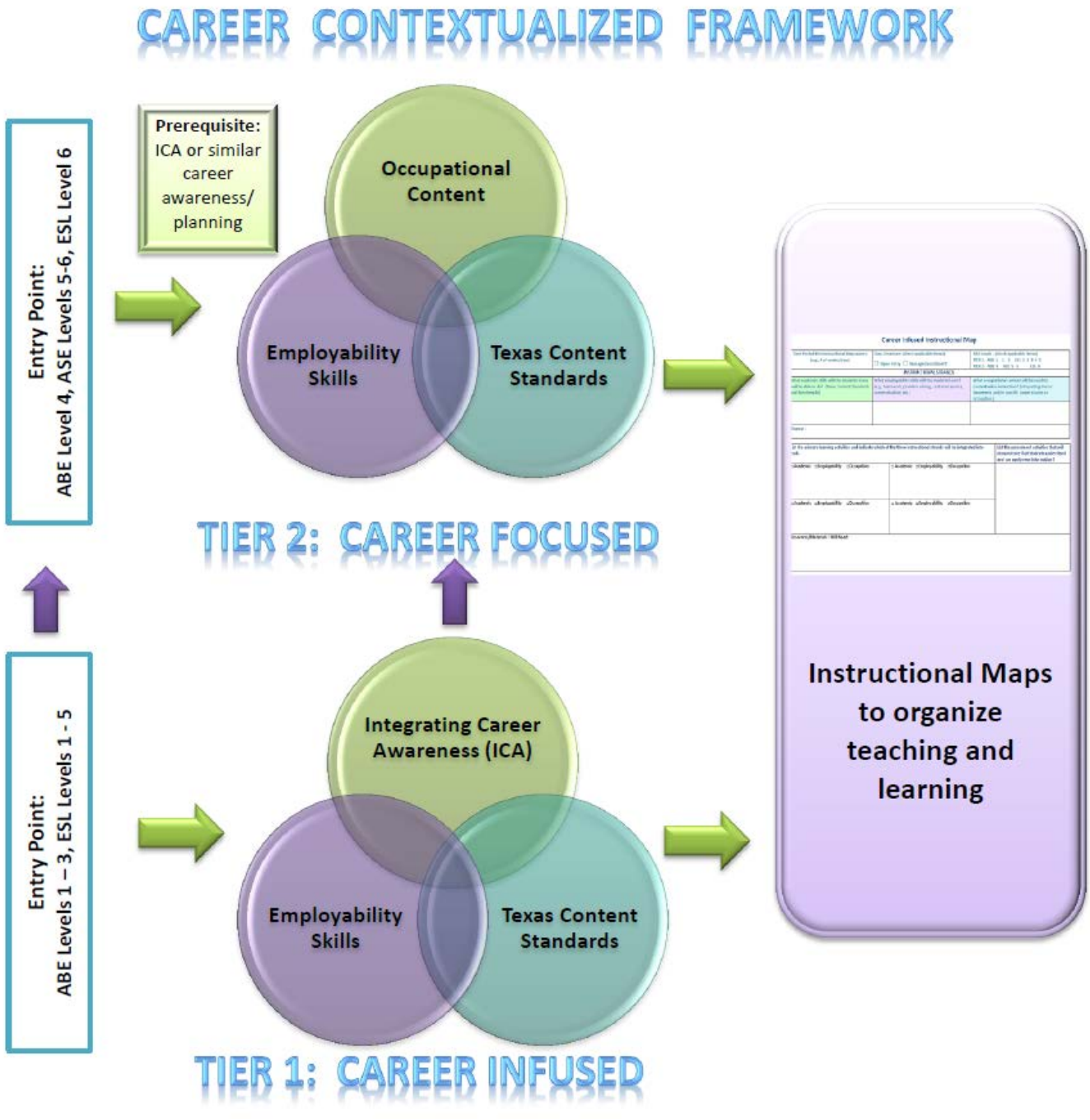
An instructor is setting goals with a student. The student says, "I want to get a better job. I work in construction, and I want to be a welder."

What is the responsibility of the instructor in helping that student pursue his goals? Does the instructor know where the student can enroll in a welding program? Can the instructor tell the student the salary he could expect from a welding job versus what he is doing now? Does the instructor know the type of math, reading, and critical thinking skills the student will need to be successful in a welding program? If not, how could the instructor find out? Are there any entrance requirements such as a high school credential?

The answers to these questions are what differentiate regular contextualized instruction from career-infused teaching that contextualizes academic content to high demand jobs. So how different is it? Let's compare some of the similarities and differences.

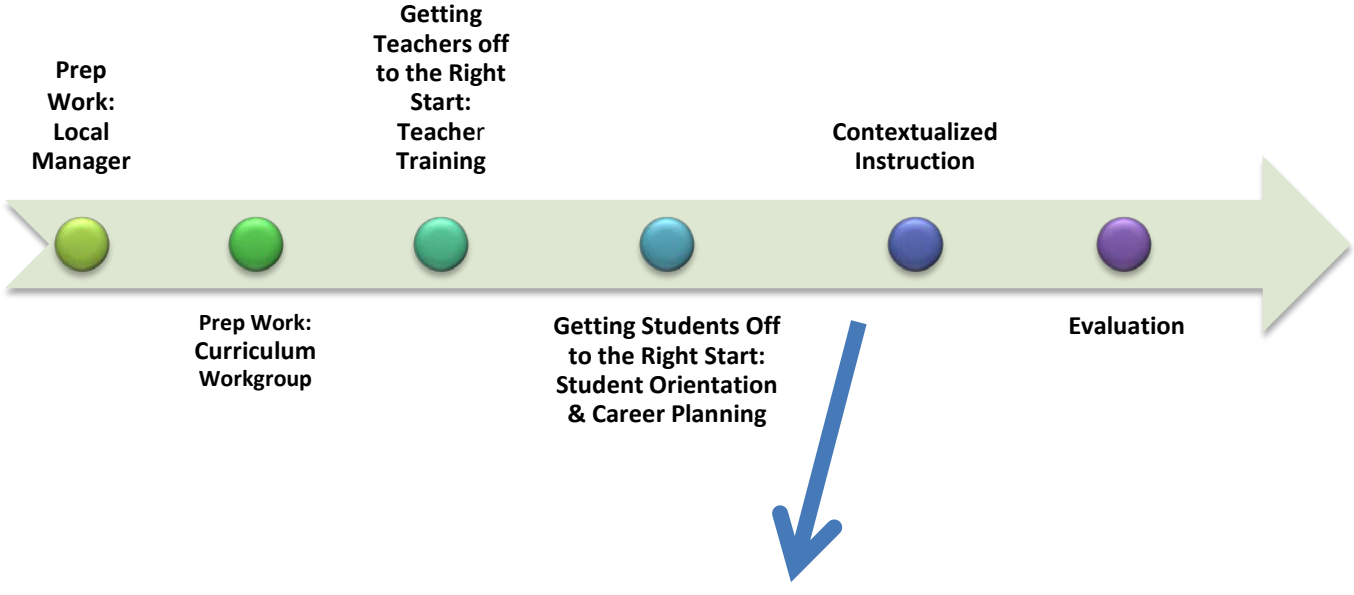
Characteristics	General Contextualized Instruction	Instruction Contextualized to High Demand Jobs
Emphasizes problem solving	X	X
Recognizes that teaching and learning need to occur in multiple contexts	X	X Context directly related to occupational contexts and employability skills.)
Assists students in learning how to monitor their learning and thereby become self-regulated learners	X	X
Anchors teaching in the diverse life context of students	X	X
Encourages students to learn from each other	X	X
Employs authentic assessment	X	X
Requires identification of high demand jobs in the area/region through labor market research		X
Benefits from input from employer and/or trade groups to validate jobs and job skills		X
Involves correlation of work-related competencies to Texas Content Standards		X
Includes integration of career exploration/planning and employability/soft skills instruction		X
Becomes more meaningful if career and academic ladders have been developed for adult learners		X
Can be delivered in multi-level or leveled classes, through open enrollment or managed enrollment, and to beginning - advanced level students	X	X

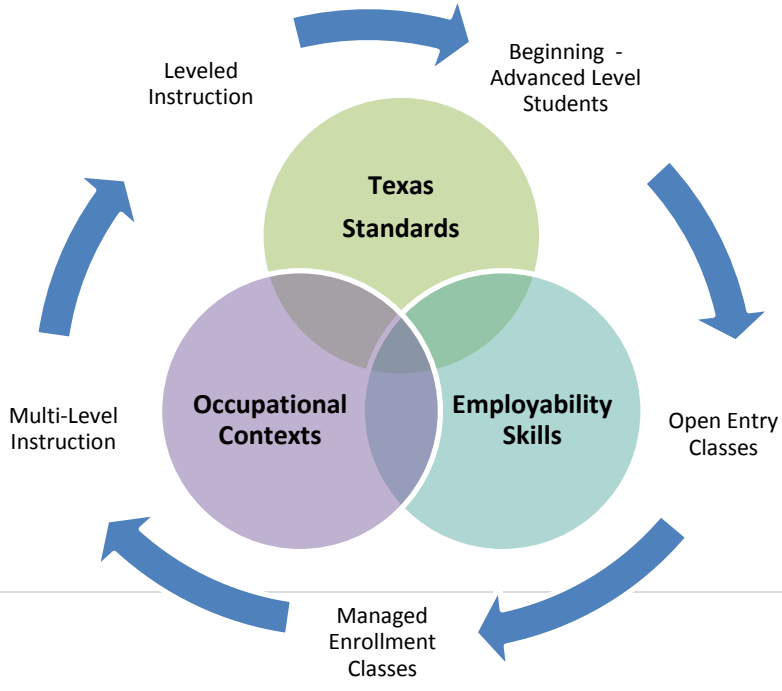
Your instructors will have access to intensive training on strategies and techniques for contextualizing instruction to high demand jobs. They will be introduced to a framework for creating career-infused and career-focused classrooms (as seen below) and templates for developing instructional maps and unit outlines. Take a few minutes and review the Instructor's Toolkit.



But instructors cannot do it alone. In the following chapters, we will explore a process program managers can put into place to support the implementation of the career-infused framework.

Effective instruction contextualized to high demand jobs does not operate in a vacuum. It is part of a process that involves input and development from several important stakeholders. The contextualization process outlined below illustrates the critical tasks that need to occur both before and after contextualized instruction is delivered in the classroom. One of the advantages of this process is the division of labor to ensure that instructors are not burdened with the entire development and integration process.





The support process includes the following components:

- **Prep Work: Local Manager –** A brief description of the manager's tasks that need to be performed prior to the development and implementation of contextualized instruction to high demand jobs.

- **Prep Work: Curriculum Workgroup -** Guidance on forming and supporting a curriculum workgroup to begin initial work on contextualized curricula.

- **Getting Instructors off to the Right Start -** Recommendations for conducting the initial Contextualized Instruction workshop with all instructional staff.

- **Getting Students off to the Right Start -** Recommendations for creating a career-focused climate for students by integrating developed tools and strategies into student orientations and career exploration.

- **Contextualized Instruction -** An overview of the framework that will be provided in the Train the Trainer workshop.

- **Evaluation –** Guidance for developing a system for ongoing evaluation of policies, practices, professional development, and student performance.

SAMPLE DELIVERY MODELS

To better understand what career-infused classrooms look like in practice, let's examine some models of contextualized teaching and learning. As we all know, adult education classrooms often vary significantly in terms of classroom management styles, delivery models, populations being served, and staff and resource capacity.

- Some smaller programs offer multi-level classes only while other programs have a combination of leveled and multi-level classes.
- Some programs operate open-entry classes; others conduct managed enrollment classes with fixed beginning and end dates.
- Some classes focus on the needs of lower level students while many career pathways focus on intermediate to advanced level students.

Regardless of your classroom management or delivery structure, there are options for creating career-infused classrooms. In most cases, the models that were studied fell into two broad categories: (1) stand-alone career-infused classrooms and (2) linked courses that were directly connected to occupational courses being conducted by Career and Technical Education, a community college or other training provider. The linked courses were either (1) sequential, meaning the students were enrolled in your Adult Education classes in hopes of transitioning into employment or postsecondary education after they completed your classes or (2) co-enrolled, meaning the students were enrolled in both Adult Education and some type of occupational or postsecondary education at the same time.

Career-infused classrooms: In career-infused classrooms, academic content is often contextualized to career exploration, such as the *Integrating Career* Awareness curriculum being used in Texas. Students are introduced to the sixteen career clusters and learn math and reading skills through the context of career-related activities.

Career-focused classrooms: In career-focused classrooms, instructors narrow the focus and target a particular career cluster or high demand occupation. Adult Education courses are linked to the skills and knowledge students need to be successful in postsecondary occupational courses. Instructors use one or more sources to determine the career-related skills that need to be integrated into instruction. Some work with their peers teaching occupational courses while others rely on career information websites such as O*NET and Career OneStop. Others work directly with employers to identify work-related competencies.

Name of Program: Career-EASE (Educational Service Center, Region 20 – Adult Education (San Antonio, Texas)

Model Type: Career-infused

Description: The Educational Service Center partners with the CNA and Community Health Worker programs at Alamo College to provide ABE/ESL contextualized instruction. As a prerequisite to the occupational programs, ESC 20 also provides Career-EASE, a five- week orientation to the Alamo College I-BEST initiative that integrates career exploration with basic skills improvement and college readiness skills. It serves as a trial-run for students to see how they adjust to an intense school schedule and to help them decide the specific program they want to commit to. Career-EASE is set up almost like a mini-high school, where each teacher specializes in a subject, and students rotate classes during the day. Once students complete Career EASE, they begin their career program.

Delivery Structure: Managed enrollment/multi-level

Length: Career EASE – 5 weeks

Name of Program: CNA and Community Health Worker Preparation (Educational Service Center, Region 20 – Adult Education (San Antonio, Texas)

Model Type: Career-focused

Description: The Educational Service Center partners with the CNA and Community Health Worker programs at Alamo College to provide ABE/ESL contextualized instruction. The curriculum includes contextualized reading, math, vocabulary and soft skills related to the CNA and Community Health Worker assignments and activities at Alamo College.

CNA consists of CNA with a registered nurse and support instruction from ESC 20 for about 6 weeks, 2 weeks of clinical at a facility, 2 weeks of test prep (ESC-20 only), then the state exam. Of the 8 students who took their State Boards for CNA, 5 passed both the clinical and written exam. The other three who did not pass the written test will retest on June 3, 2013.

Community Health Worker involves a set of unique skills including speaking engagements and interactions with the community. Alamo observed that CHW students did not have some basic presentation/soft skills to actually do well in interviews and the actual work. ESC 20 works one afternoon each week to help build these skills in CHW students.

Delivery Structure: Managed enrollment/multi-level

Length: Career EASE – 5 weeks, **CNA –** 10 weeks

Type of Assessment Used: GAIN and State CNA Exam

Contact: Kim Victory, Program Coordinator, 210.270.5707, Kimberly.victory@esc20.net

Name of Program: Career and Workplace ESL (Kilgore College, Longview, Texas)

Model Type: Career Infused

Description: This is an ESL project focused on careers and workplace etiquette. Class is designed predominantly for the lower two ESL levels. The Cambridge Ventures Series is the textbook for the class, and the instructor looked for ways to incorporate work and career lessons into each unit.

Students in this class increase both their English language level and their understanding of how they can use the language as a tool to reach higher career, community, and family goals.

Although jobs and careers were diverse and the levels of competency were wide-ranging, the instructor partnered with some of the employers as well as researched other general information such as calling in sick, writing and reading orders, or asking questions on the job.

While the lowest level students were not as proficient with writing, reading or speaking, they were engaged through the relevance of the connection of what they were learning to their everyday lives and their future goals.

Delivery Structure: Multi-level ESL class/Open Enrollment

Length: 2 days/week, 3 hours/day

Type of Assessment Used: Best and Best-Plus

Contact: Bobbie McGee-Benson, Program Director, 903-263-2004, bmcgeebenson@kilgore.edu

Name of Program: Austin Community College – Accelerate Texas Certificate Track (Austin, TX)

Model Type: Career-focused

Description: The program uses industry-based curriculum to focus on skills students would need to further themselves in the career paths of CNA and Administrative Assistant. The college and Adult Education teachers meet to determine the knowledge and skills that need to be integrated into the curriculum. Workforce training to help students with interview skills and resume writing is also included. The result has been increased student motivation, retention, and a higher GED pass rate.

Delivery Structure: Managed enrollment

Length: 8 weeks – 5 days/week, 3 – 6 hours/day

Type of Assessment Used: TABE and BEST. An interview process and application are used for the certificate track classes. A criminal background check and immunization records are required for the CNA classes.

Name of Program: Integrated Career Reading (Kilgore College, Longview, Texas)

Model Type: Career-infused

Description: **I**nstructor applied contextualization instruction with another adult education initiative, **Integrating Career Awareness**. Most the students were NRS levels 4,5, or 6. The project focused on integrating career awareness with reading, and it was held during the reading class. The focus content was the six hard and soft skills needed for work readiness: time management, problem solving, etiquette, reading, writing, and computer skills. The basic content was taken from the Integrating Career Awareness notebook, but students had to research these skills and what local employers wanted using the Web, interviews with TWC staff and local employers, as well as ABE/ASE instructional material.

They were put into groups with each group choosing one of the six skills that they would research and report on using their own format. Once the research was complete and their product was finished, each group had to present their project to the class. This took an additional four hours.

We met with the college staff for input on expectations, syllabus, exam schedules, and setbacks for many students.

Delivery Structure: Multi-level/Open Enrollment

Length: 5 weeks – 3 days/week, 1 hour/day

Type of Assessment Used: TABE or GAIN

Contact: Bobbie McGee-Benson, Program Director, 903-263-2004, bmcgeebenson@kilgore.edu

Name of Program: Contextualized Reading for CNA Training (Kilgore College, Longview, Texas)

Model Type: Career-focused

Description: The CNA Reading class is a prep class for students who have expressed interest in the CNA I-BEST class. This class is designed to improve reading skills for students who would then enroll in a certificate nursing assistants class while continuing their study in adult education English classes for ESL students functioning at ESL NRS levels 4, 5, 6 or in ABE levels 3, 4, and a few in the lower realm of level 5.
The instructor used the STAR teaching method to improve the vocabulary, comprehension, and fluency of the students using the CNA textbook and the class syllabus.

Due to the content of the course, tier three vocabulary was the most needed. Glossary work, video clips, cloze reading, and direct instruction were some of the strategies used. Graphic organizers, relating new information to prior knowledge, and mixed text structures were strategies used to teach comprehension skills and how to highlight and note information in text.

Delivery Structure: Multi-level/managed enrollment

Length: 6 weeks - 2 days/week, 1 ½ hour/day with homework assignments between classes

Type of Assessment Used: Assessments were in the form of short answer explanations, multiple choices, true/false, and in some cases simulations. TABE or GAIN/Best & BEST-Plus

Name of Program: CNA Preparation Classes (Kilgore College, Longview, Texas)

Model Type: Career-focused

Description: This is a two part class, the first half is the Reading instruction described above, and the second half is the I-Best model. In this CNA pathway, Kilgore College uses STAR reading strategies to help students prepare for the actual CNA class using the official textbook and syllabus. The class has ESL Levels 4 – 6 and ABE Levels 3 – 4 students. Vocabulary words are studied as well as comprehension and fluency strategies. Writing and charting skills are taught by teaching note taking skills from printed text, live speaking, and recorded videos and audios. The CNA content instructor and Adult Education instructor planned together prior to the beginning and during the contextualized class.

Delivery Structure: Multi-level/managed enrollment

Length: 5 weeks – 3 days/week, 1 hour/day

Name of Program: *Transition Charlotte,* Central Piedmont Community College

Model Type: Career-infused and career-focused classrooms

Description: Central Piedmont Community College (CPCC) in Charlotte, North Carolina, has designed a comprehensive career-infused system that enables students at all levels to prepare for enrollment in college and/or employment. The graphic on the following page illustrates the components of the system. CPCC started in 1998 with a program called Pathways to Employment, a 14-week program that integrated basic skills/GED preparation with short-term occupational training and job readiness for students functioning at a 9.0 – 12.9 grade level. Since that time the services have evolved into occupational training options for all levels and an increased focus on contextualized instruction, career awareness and planning, and college transition skills. A variety of options are used to contextualize the instruction: (1) Adult education instructors observe the occupational classes and analyze the textbooks and learning objectives of the course to develop corresponding linked courses to support the student's participation. (2) For the lower levels that involve on-the-job training and internships, the instructors conduct a job task analysis to determine the context of necessary reading, math, and critical thinking skills. (3) Input from employer-based Advisory Committees for the college-level occupational courses are used to solicit input on instructional design.

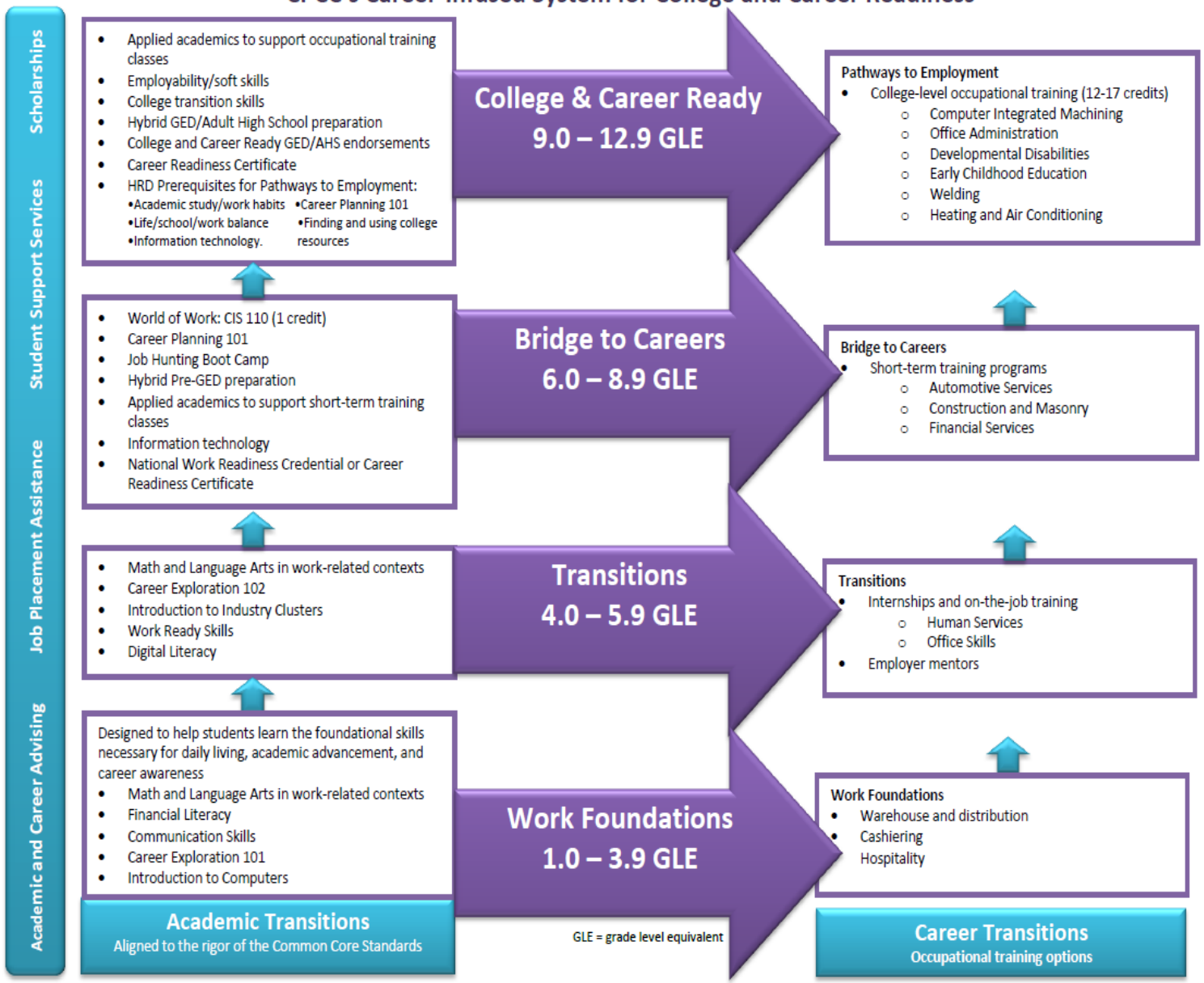
Delivery Structure: Managed enrollment classes with an open-entry lab component for additional instructional support and a "holding tank" until the next set of classes begin

Length: Combination of 8-week and 16-week cycles

Type of Assessment Used: TABE (ABE/ASE), CASAS (ESL), performance-based assessment

TRANSITION CHARLOTTE

CPCC's Career-Infused System for College and Career Readiness



PREP WORK: LOCAL MANAGER

The local program manager plays an essential role in the development and support of career-infused classrooms. As mentioned previously, effective contextualized teaching and learning does not operate in a vacuum. It involves the local manager, support staff, and instructors with input from employers and workforce development and training groups. As the instructional leader, the program manager is responsible for guiding, supporting, and leading the effort.

Here are a few suggestions that can be adapted to fit local needs:

Idea #1: Form a Career-Focused Collaborative.

This group would include local adult education administrators; instructors; occupational/training providers such as community colleges or other job training partners; and workforce development agencies such as the Employment Security Office, One Stop and/ or Chamber of Commerce.

- Identify and agree on goals – to increase viable employment opportunities for Adult Education students by creating instructional programs that integrate academic skills and occupational awareness and training for all levels.
- Identify high demand jobs and analyze to determine which jobs will be selected for integration. Look for high demand jobs that:
  - Lend themselves to a career ladder in which students could advance to family-sustaining jobs with appropriate training and skills,
  - Will generate sufficient student interest,
  - Have training or postsecondary preparation programs available in the area.

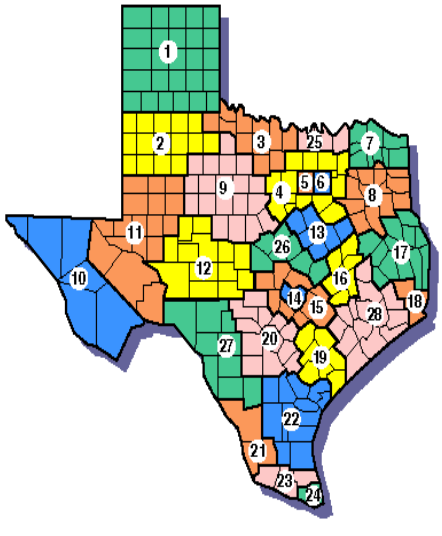
For information on identifying high demand jobs, the Labor Market and Career Information Department (LMCI) of the Texas Workforce Commission provides statistics and analyses on the dynamics of the Texas labor market and informational products designed to support informed, educational and career decisions. In addition, LMCI provides a wide array of career and occupational information through software programs and printed publications. Visit the LMCI website at http://www.lmci.state.tx.us for additional products and services.

The following pages will take you through a step-by-step process for finding the labor market information you need.

Before you get started, you need to know the name of your Workforce Development Area. If you are not sure what it is, go to **http://www.twc.state.tx.us/dirs/wdbs/wdbweb.html** for a map of the state.

Workforce Development Boards Web Sites

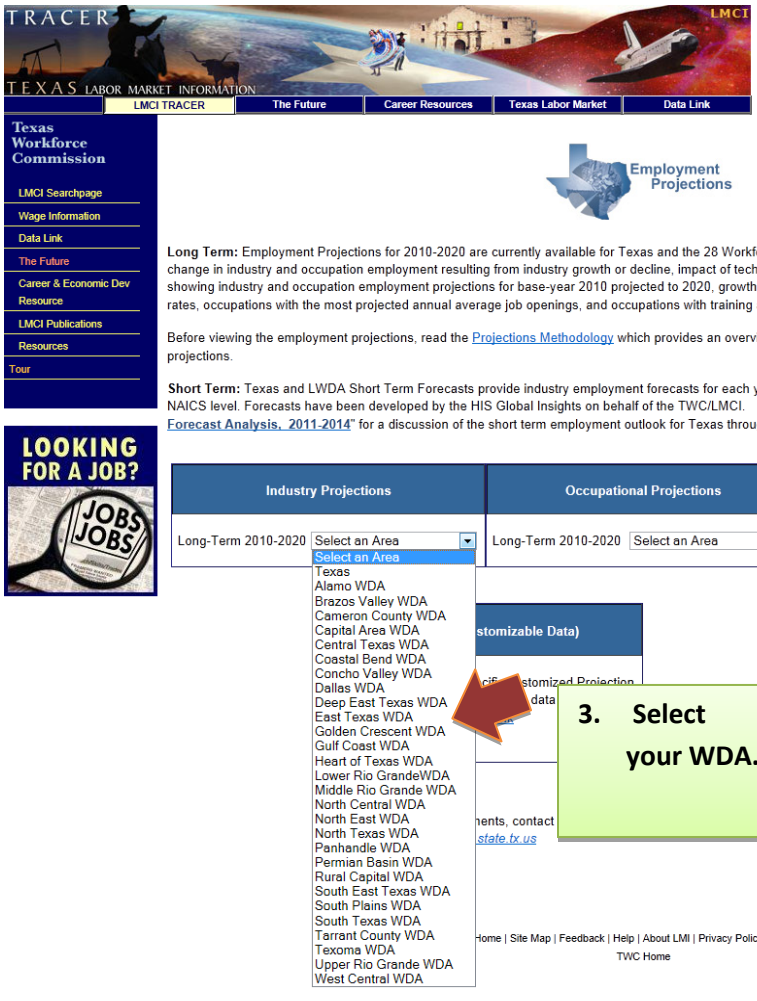
1. Workforce Solutions Panhandle
2. Workforce Solutions South Plains
3. Workforce Solutions North Texas
4. Workforce Solutions for North Central Texas
5. Workforce Solutions for Tarrant County
6. Workforce Solutions Greater Dallas
7. Workforce Solutions Northeast Texas
8. Workforce Solutions East Texas
9. Workforce Solutions of West Central Texas
10. Workforce Solutions Upper Rio Grande
11. Workforce Solutions Permian Basin
12. Workforce Solutions Concho Valley
13. Workforce Solutions for the Heart of Texas
14. Workforce Solutions - Capital Area
15. Workforce Solutions Rural Capital
16. Workforce Solutions Brazos Valley
17. Workforce Solutions Deep East Texas
18. Workforce Solutions Southeast Texas
19. Workforce Solutions Golden Crescent
20. Workforce Solutions Alamo
21. Workforce Solutions of South Texas
22. Workforce Solutions of the Coastal Bend
23. Workforce Solutions (Lower Rio Grande Valley)
24. Workforce Solutions Cameron



Now it is time to go to the Labor Market and Career Information website at **www.lmcl.state.tx.us.**

1. **Click on TRACER.**

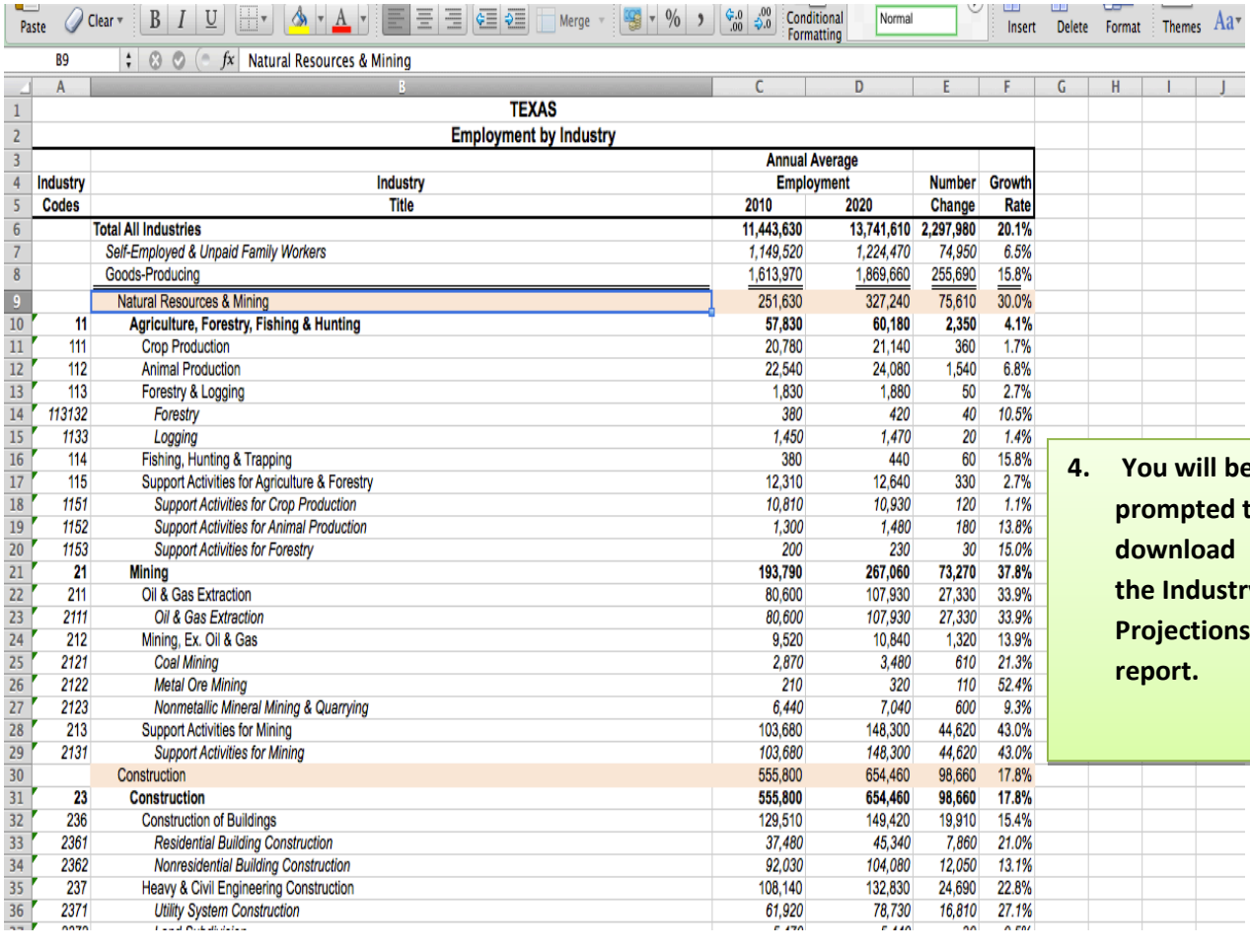
2. **Click on THE FUTURE.**



Three Options:

1. **Industry Projections**
2. **Occupational Projections**
3. **WDA Projections Overview**

3. Select your WDA.



B9 Natural Resources & Mining

TEXAS
Employment by Industry

Industry Codes	Industry Title	Annual Average Employment 2010	Annual Average Employment 2020	Number Change	Growth Rate
	Total All Industries	**11,443,630**	**13,741,610**	**2,297,980**	**20.1%**
	Self-Employed & Unpaid Family Workers	*1,149,520*	*1,224,470*	*74,950*	*6.5%*
	Goods-Producing	1,613,970	1,869,660	255,690	15.8%
	Natural Resources & Mining	251,630	327,240	75,610	30.0%
11	**Agriculture, Forestry, Fishing & Hunting**	**57,830**	**60,180**	**2,350**	**4.1%**
111	Crop Production	20,780	21,140	360	1.7%
112	Animal Production	22,540	24,080	1,540	6.8%
113	Forestry & Logging	1,830	1,880	50	2.7%
113132	*Forestry*	*380*	*420*	*40*	*10.5%*
1133	*Logging*	*1,450*	*1,470*	*20*	*1.4%*
114	Fishing, Hunting & Trapping	380	440	60	15.8%
115	Support Activities for Agriculture & Forestry	12,310	12,640	330	2.7%
1151	*Support Activities for Crop Production*	*10,810*	*10,930*	*120*	*1.1%*
1152	*Support Activities for Animal Production*	*1,300*	*1,480*	*180*	*13.8%*
1153	*Support Activities for Forestry*	*200*	*230*	*30*	*15.0%*
21	**Mining**	**193,790**	**267,060**	**73,270**	**37.8%**
211	Oil & Gas Extraction	80,600	107,930	27,330	33.9%
2111	*Oil & Gas Extraction*	*80,600*	*107,930*	*27,330*	*33.9%*
212	Mining, Ex. Oil & Gas	9,520	10,840	1,320	13.9%
2121	*Coal Mining*	*2,870*	*3,480*	*610*	*21.3%*
2122	*Metal Ore Mining*	*210*	*320*	*110*	*52.4%*
2123	*Nonmetallic Mineral Mining & Quarrying*	*6,440*	*7,040*	*600*	*9.3%*
213	Support Activities for Mining	103,680	148,300	44,620	43.0%
2131	*Support Activities for Mining*	*103,680*	*148,300*	*44,620*	*43.0%*
	Construction	555,800	654,460	98,660	17.8%
23	**Construction**	**555,800**	**654,460**	**98,660**	**17.8%**
236	Construction of Buildings	129,510	149,420	19,910	15.4%
2361	*Residential Building Construction*	*37,480*	*45,340*	*7,860*	*21.0%*
2362	*Nonresidential Building Construction*	*92,030*	*104,080*	*12,050*	*13.1%*
237	Heavy & Civil Engineering Construction	108,140	132,830	24,690	22.8%
2371	*Utility System Construction*	*61,920*	*78,730*	*16,810*	*27.1%*

4. You will be prompted to download the Industry Projections report.

Employment Projections

ıg Term: Employment Projections for 2010-2020 are currently available for Texas and the 28 Workforce Development Areas (WDAs). Projections estimate change in industry and occupation ɔloyment resulting from industry growth or decline, impact of technology, and changing business practices. Tables are provided showing industry and occupation employment projections for e-year 2010 projected to 2020, growth due to largest number change, fastest growth rates, occupations with the most projected annual average job openings, and occupations with training ignments.

ore viewing the employment projections, read the Projections Methodology which provides an overview of the process used to prepare the employment projections.

ɔrt Term: Texas and LWDA Short Term Forecasts provide industry employment forecasts for each year 2011 through 2014. Forecasts include data at the 3 digit NAICS level. Forecasts have n developed by the HIS Global Insights on behalf of the TWC/LMCI. See See "The Texas Economy and Employment - Short-Term Forecast Analysis, 2011-2014" for a discussion of the short ı employment outlook for Texas through 2014. The data worksheet for this study is available from : "TWC LWDA Employment Forecasts by Sector, 2011-14.xlsx"

Industry Projections

ɔng-Term 2010-2020 Texas

Occupational Projections

Long-Term 2010-2020 Texas

WDA Projections Overview (New!)

Long-Term 2010-2020 Select an Area

Data Link (Customizable Data)

Click below to create specific customized Projection and Staffing Pattern data

5. Select your WDA.

C32 Food Service Managers

TEXAS

Summary Level	Occ Code	Occupational Title	Annual Average Employment 2010	Annual Average Employment 2020	Number Change 2010-2020	Percent Growth 2010-2020	Annual Job Openings due to Growth	Annual Job Openings due to Replacements	Total Annual Average Job Openings	Typical Education nee into Occupation
1	00-0000	Total, All Occupations	11,443,630	13,741,610	2,297,980	20.1%	232,480	268,540	501,020	
2	11-0000	Management Occupations	824,950	894,100	69,150	8.4%	8,365	16,340	24,705	
3	11-1000	*Top Executives*	179,960	195,000	15,040	8.4%	1,505	3,475	4,980	
4	11-1011	Chief Executives	16,550	18,440	1,890	11.4%	190	430	620	Bachelor's degree
4	11-1021	General & Operations Managers	161,810	174,780	12,970	8.0%	1,295	3,010	4,305	Associate's degree
4	11-1031	Legislators	1,610	1,790	180	11.2%	20	35	55	Bachelor's degree
3	11-2000	*Advertising, Marketing, Promotions, Public Relations, & Sales Managers*	40,760	47,630	6,870	16.9%	685	1,185	1,870	
4	11-2011	Advertising & Promotions Managers	2,390	2,780	390	16.3%	40	70	110	Bachelor's degree
4	11-2021	Marketing Managers	10,960	12,960	2,000	18.2%	200	320	520	Bachelor's degree
4	11-2022	Sales Managers	24,040	27,890	3,850	16.0%	385	700	1,085	Bachelor's degree
4	11-2031	Public Relations & Fundraising Managers	3,360	4,010	650	19.3%	65	95	160	Bachelor's degree
3	11-3000	*Operations Specialties Managers*	106,580	127,090	20,510	19.2%	2,050	2,275	4,325	
4	11-3011	Administrative Services Managers	25,960	31,340	5,380	20.7%	540	640	1,180	High school diploma or
4	11-3021	Computer & Information Systems Managers	18,030	21,920	3,890	21.6%	390	275	665	Bachelor's degree
4	11-3031	Financial Managers	29,610	34,580	4,970	16.8%	495	540	1,035	Bachelor's degree
4	11-3051	Industrial Production Managers	11,640	14,170	2,530	21.7%	250	275	525	Bachelor's degree
4	11-3061	Purchasing Managers	4,100	4,880	780	19.0%	80	125	205	Bachelor's degree
4	11-3071	Transportation, Storage, & Distribution Managers	9,170	10,600	1,430	15.6%	140	220	360	High school diploma or
4	11-3111	Compensation & Benefits Managers	1,500	1,670	170	11.3%	15	35	50	Bachelor's degree
4	11-3121	Human Resources Managers	4,960	6,030	1,070	21.6%	105	120	225	Bachelor's degree
4	11-3131	Training & Development Managers	1,620	1,920	300	18.5%	30	40	70	Bachelor's degree
3	11-9000	*Other Management Occupations*	497,640	524,380	26,740	5.4%	4,125	9,405	13,530	
4	11-9013	Farmers, Ranchers, and Other Agricultural Managers	252,690	238,290	-14,400	-5.7%	0	4,930	4,930	High school diploma or
4	11-9021	Construction Managers	69,830	79,960	10,130	14.5%	1,015	450	1,465	Associate's degree
4	11-9031	Education Administrators, Preschool and Childcare Center/Program	3,590	4,380	790	22.0%	80	100	180	Bachelor's degree
4	11-9032	Education Administrators, Elementary and Secondary School	24,330	31,720	7,390	30.4%	740	685	1,425	Master's degree
4	11-9033	Education Administrators, Postsecondary	9,110	11,180	2,070	22.7%	205	255	460	Master's degree
4	11-9039	Education Administrators, All Other	950	1,140	190	20.0%	20	25	45	Bachelor's degree
4	11-9041	Architectural and Engineering Managers	17,450	20,580	3,130	17.9%	315	340	655	Bachelor's degree
4	11-9051	Food Service Managers	32,160	34,790	2,630	8.2%	265	595	860	High school diploma or
4	11-9081	Lodging Managers	2,920	3,470	550	18.8%	55	80	135	High school diploma or
4	11-9111	Medical and Health Services Managers	19,440	24,640	5,200	26.7%	520	475	995	Bachelor's degree
4	11-9121	Natural Sciences Managers	1,590	1,880	290	18.2%	30	95	125	Bachelor's degree
4	11-9131	Postmasters and Mail Superintendents	1,230	1,130	-100	-8.1%	0	25	25	High school diploma or
4	11-9141	Property, Real Estate, and Community Association Managers	27,110	30,520	3,410	12.6%	340	570	910	High school diploma or
4	11-9151	Social and Community Service Managers	7,030	8,480	1,450	20.6%	145	150	295	Bachelor's degree
4	11-9161	Emergency Management Directors	850	1,050	200	23.5%	20	15	35	Bachelor's degree
4	11-9199	Managers, All Other	27,360	31,160	3,800	13.9%	380	610	990	High school diploma or
2	13-0000	Business & Financial Operations Occupations	461,450	572,240	110,790	24.0%	11,080	9,415	20,495	
3	13-1000	*Business Operations Specialists*	272,350	338,230	65,880	24.2%	6,590	5,345	11,935	
4	13-1011	Agents and Business Managers of Artists, Performers, and Athletes	540	620	80	14.8%	10	10	20	Bachelor's degree
4	13-1021	Buyers and Purchasing Agents, Farm Products	390	440	50	12.8%	5	5	10	High school diploma or
4	13-1022	Wholesale and Retail Buyers, Except Farm Products	8,380	9,670	1,290	15.4%	130	210	340	High school diploma or
4	13-1023	Purchasing Agents, Except Wholesale, Retail, and Farm Products	22,610	26,210	3,600	15.9%	360	605	965	High school diploma or
4	13-1031	Claims Adjusters, Examiners, and Investigators	20,820	23,590	2,770	13.3%	275	530	805	High school diploma or
4	13-1032	Insurance Appraisers, Auto Damage	1,210	1,200	-10	-0.8%	0	30	30	Postsecondary non-deg

6. You will be prompted to download the Occupational Projections report.

Occ and Education | Adding | Fastest | Job Openings

Normal View Ready Sum=0

Another great online resource!

http://www.workforcesolutionsalamo.org

http://www.workforcesolutionsalamo.org/lmi/targeted_occupations.asp

Yahoo! Google Maps Wikipedia News Popular Imported From Safari Imported From Safari Facebook Welcome to Facebook

Follow us for real hot jobs now! Free Newsletter

WorkforceSolutions ALAMO
BUILDING BUSINESS • BUILDING CAREERS

SOLUTIONS FOR BUSINESS | SOLUTIONS FOR JOB SEEKERS | SOLUTIONS FOR YOUTH | SOLUTIONS FOR CHILD CARE

ABOUT US | BOARD OF DIRECTORS | CAREER CENTERS | EVENTS/NEWS | PROCUREMENTS | CONTACT US

- Labor Market Information (LMI)
- Workforce Solutions Alamo Region LMI
- San Antonio (MSA) LMI
- County LMI
- Monthly Job Reports
- High Priority Occupations
- Publications
- LMI Links
- Career Planning and Trends

LABOR MARKET SOLUTIONS

As part of the annual strategic planning process, Workforce Solutions Alamo identifies occupations demonstrating strong regional growth potential and providing the best employment opportunities for local job seekers.

2011/2012 PDF Version

Click on SOC Codes for detailed descriptions of each occupation.

Corresponding videos comming soon!

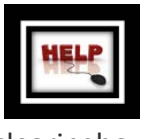
SOC Code	Occupation	2011 Avg Hourly Wage
Aerospace/Advanced Manufacturing		
51-2092	Team assemblers	$12.97
53-7051	Industrial truck and tractor operators	$12.18
49-3011	Aircraft mechanics and service technicians	$21.21
43-5061	Production, planning, and expediting clerks	$18.63
51-9061	Inspectors, testers, sorters, samplers, and weighers	$18.01
51-2099	Assemblers and fabricators, all other	$12.56
51-4041	Machinists	$15.16
Energy		
53-3032	Truck drivers, heavy and tractor-trailer	$18.67
13-1199	Business operation specialists, all other	$32.16
47-2111	Electricians	$18.55

Idea #2. Validate the employability/soft skills that employers are most interested in.

The two greatest concerns of employers today are finding good workers and training them. The difference between the skills needed on the job and those possessed by applicants, sometimes called the skills gap, is of real concern to human resource managers and business owners looking to hire competent employees. While employers would prefer to hire people who are trained and ready to go to work, they are usually willing to provide the specialized, job-specific training necessary for those lacking such skills.

Most discussions concerning today's workforce eventually turn to employability skills. Finding workers who have employability skills that help them fit into and remain in the work environment is a real problem. Employers need reliable, responsible workers who can solve problems and who have the social skills and attitudes to work together with other workers. Employees with these skills are in demand and are considered valuable human capital assets to companies. *(Alabama Cooperative Extension Service*
http://www.fremont.k12.ca.us/cms/lib04/CA01000848/Centricity/Domain/189/employability-skills.pdf

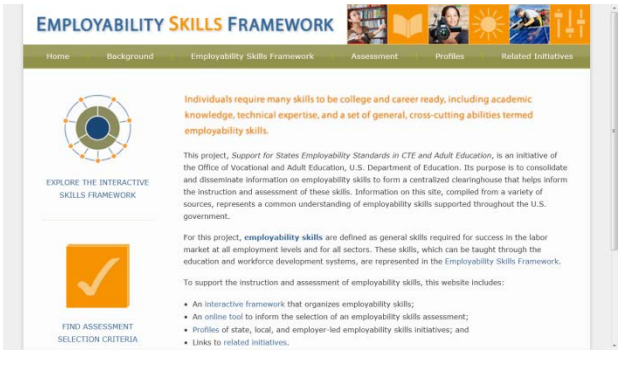
Employability skills are those general skills that are necessary for success in the labor market at all employment levels and in all sectors. Therefore, a career-infused classroom should integrate critical employability skills into classroom activities. Students should be made aware of the importance of demonstrating these skills during the interview and on the job. While there are many resources available on employability or "soft" skills, you may find one particular resource very helpful.



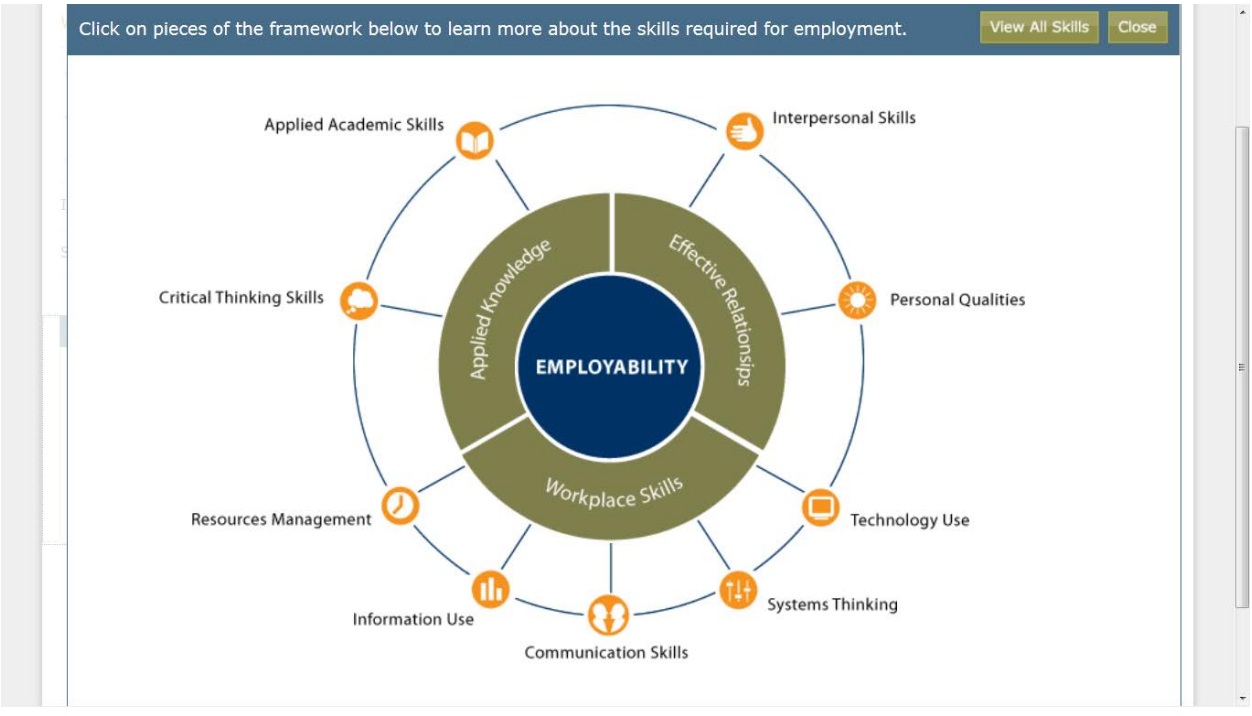
The Employability Skills Framework (http://cte.ed.gov/employabilityskills/) is an initiative of the Office of Vocational and Adult Education, U.S. Department of Education. Its purpose is to consolidate and disseminate information on employability skills to form a centralized clearinghouse that helps inform the instruction and assessment of these skills. Information on this site, compiled from a variety of sources, represents a common understanding of employability skills supported throughout the U.S. government.

To support the instruction and assessment of employability skills, this website includes:

- An interactive framework that organizes employability skills;
- An online tool to inform the selection of an employability skills assessment;
- Profiles of state, local, and employer-led employability skills initiatives; and
- Links to related initiatives.



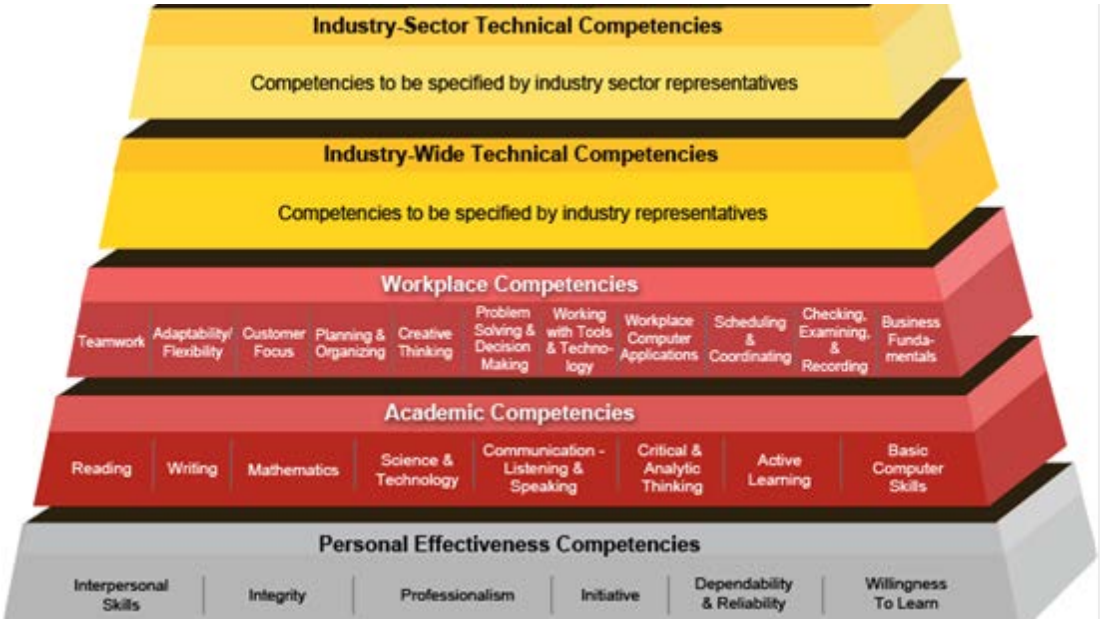
The website includes an interactive framework that provides details on each of the employability skills clusters.



Additional resources for integrating employability skills into instruction are provided in the Train the Trainer module.

Another source of information for employability skills is the [Competency Model Clearinghouse](), developed by the Employment and Training Administration (ETA) in collaboration with business leaders, educators, and others.
http://www.careeronestop.org/competencymodel/pyramid.aspx

The competency model documents the foundational and technical skills and competencies required for workplace success. A broad range of employability skills is included within the model's personal effectiveness and workplace competencies.



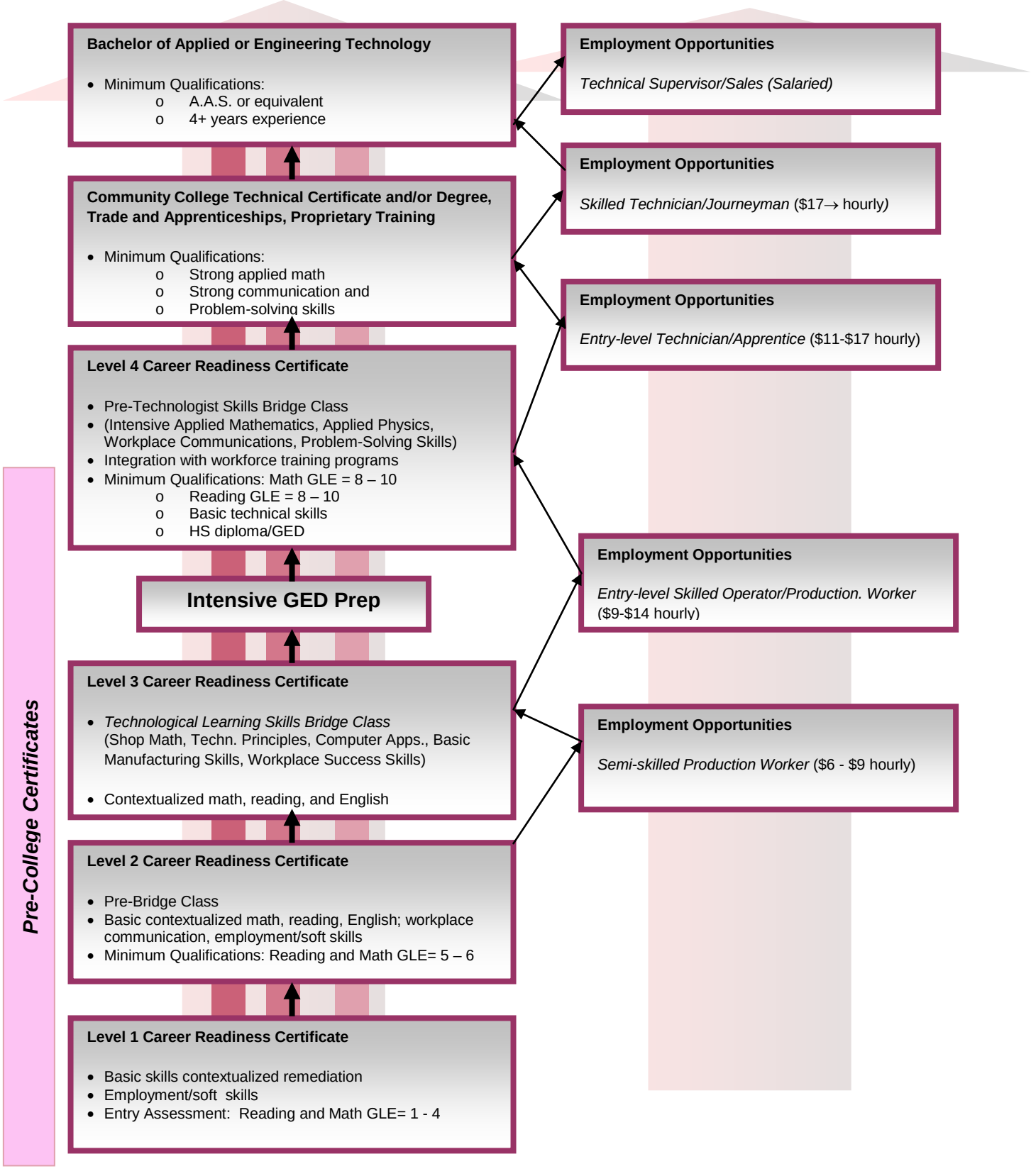
Workplace competencies or employability skills include such areas as teamwork, customer focus, problem solving and decision making. For example, customer focus includes:

- **Understanding customer needs**
  Demonstrates a desire to understand customer needs; listens to what customers are saying and asks questions as appropriate; demonstrates awareness of client goals.
- **Providing personalized service**
  Provides prompt, efficient and personalized assistance to meet the requirements, requests, and concerns of customers; provides thorough, accurate information to answer customers' questions and inform them of commitment times or performance guarantees; actively looks for ways to help customers by identifying and proposing appropriate solutions and/or services; establishes boundaries as appropriate for unreasonable customer demands.
- **Acting professionally**
  Is pleasant, courteous and professional when dealing with internal or external customers; develops constructive and cooperative working relationships with customers, and displays a good-natured, cooperative attitude; is calm and empathetic when dealing with hostile customers.
- **Keeping customers informed**
  Follows up with customers during projects and following project completion; keeps clients up to date about decisions that affect them; seeks the comments, criticisms and involvement of customers; adjusts services based on customer feedback.

Idea #3: Create career ladders

Create career ladders for identified occupations, including alignment with salary and training requirements for each step along the way. There are several different formats you can use. The following two pages illustrate three examples.

Career Pathways:
Technological Employment in Manufacturing



MANUFACTURING CAREER PATHWAY

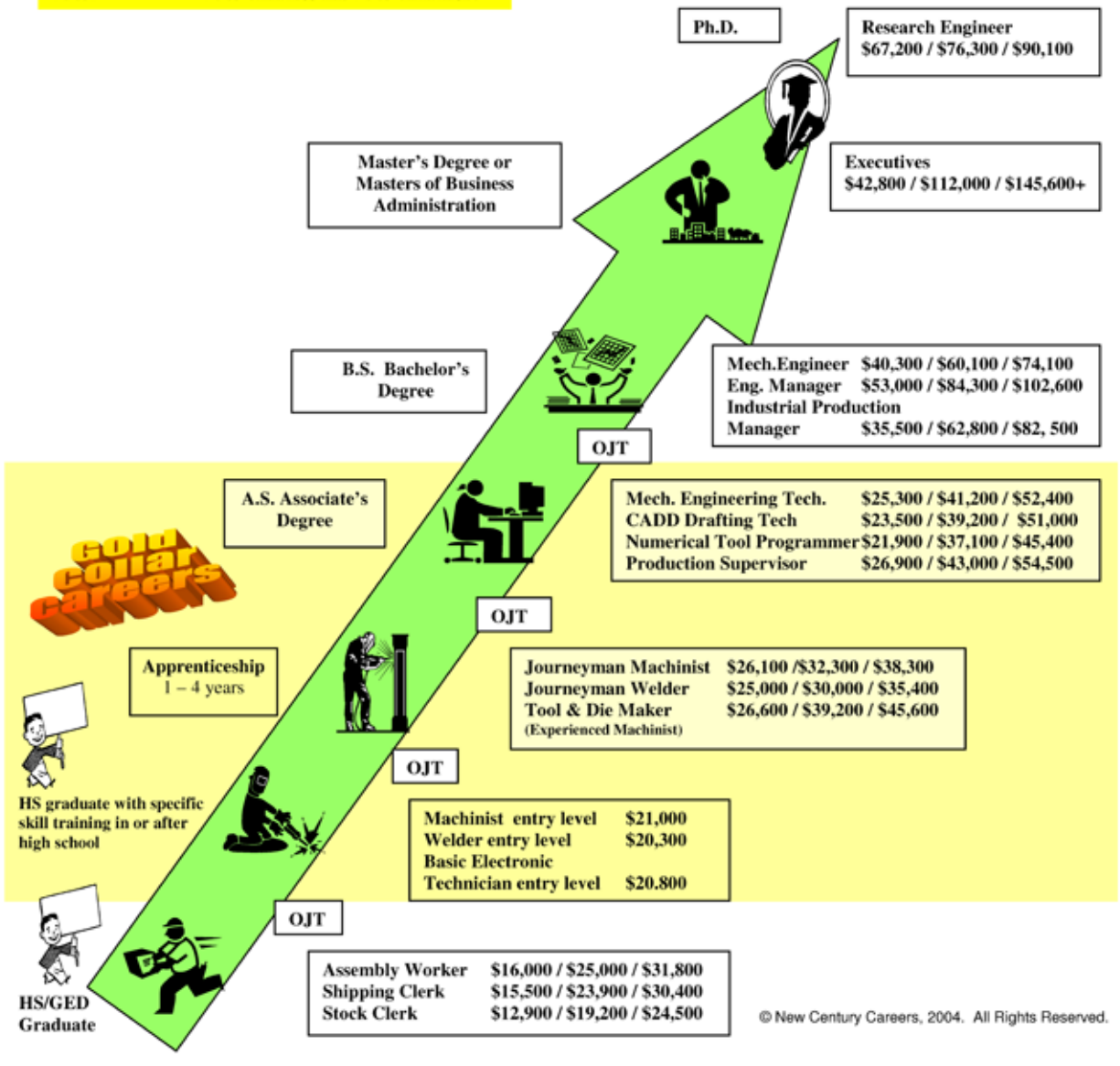
The pathway shows multiple opportunities for work, additional education and On-The-Job Training (OJT). Your individual pathway may vary greatly as you take advantage of everyday work experience, On-The-Job Training and new educational and job opportunities.

Your full commitment is needed to make any career pathway successful!

PATHWAY LEGEND:

OJT: On-the-Job Training

Three salary levels are provided for each career:
Entry level 10% : 10% earn less and 90% earn more
Median salary: 50% earn less and 50% earn more
75%: 75% earn less and 25% earn more



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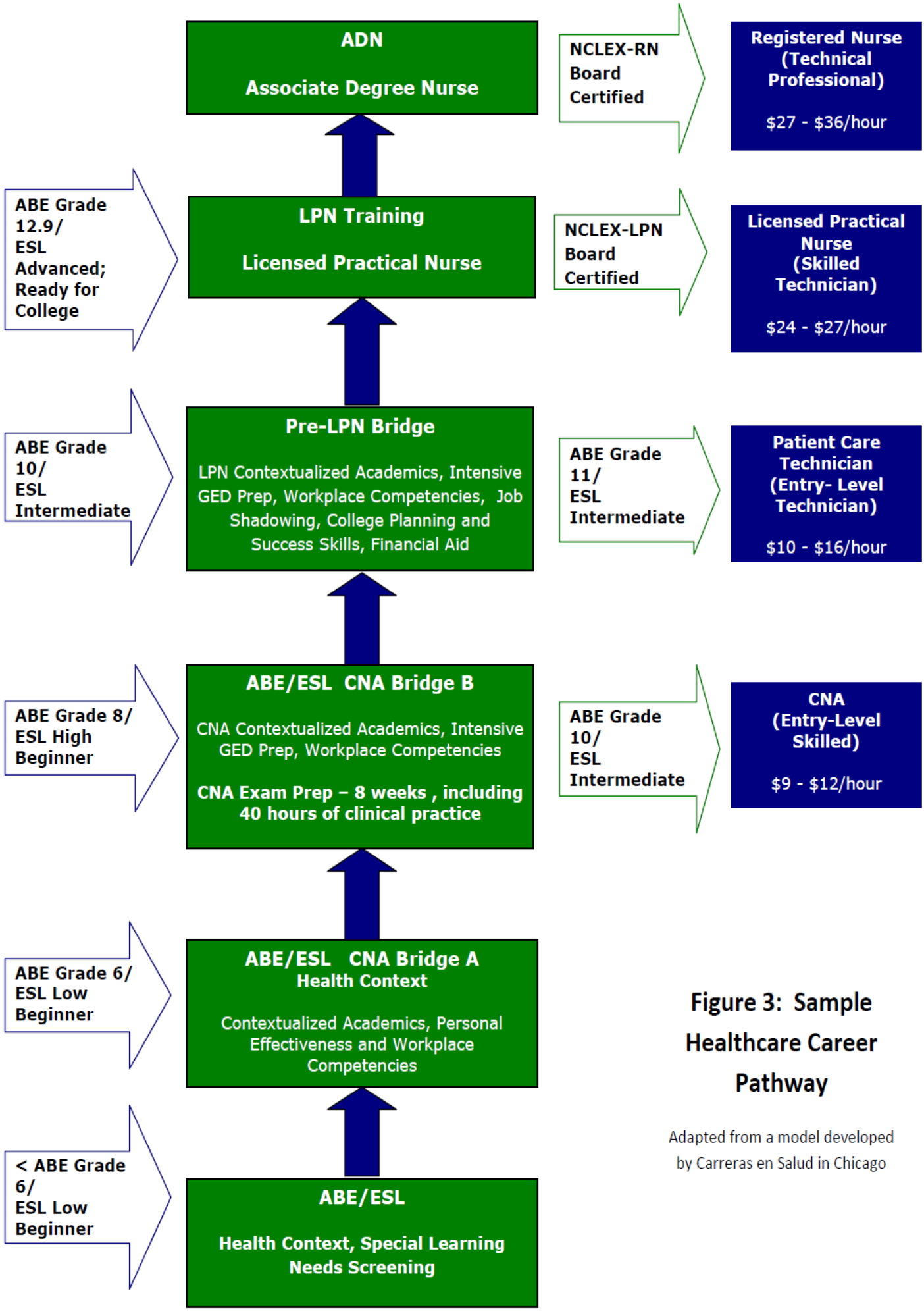


Figure 3: Sample Healthcare Career Pathway

Adapted from a model developed by Carreras en Salud in Chicago

Idea #4: Talk to your community college or training partners.

They can provide the learning objectives for their occupational courses (and textbooks, if possible) related to the occupations in your selected career ladders. These resources will help you see the context in which basic skills are needed.

Idea #5: Form a Curriculum Workgroup

The Curriculum Workgroup can complete preliminary work on contextualizing curriculum around the selected high demand jobs. Select instructors and other staff members who have an interest and skill in developing participatory and engaging instructional activities. Detailed guidance is provided later in this guide for this task.

Idea #6: Select staff members to complete the Contextualized Instruction Train the Trainer workshop that the State Office will offer.

Designate these individuals as leaders of the Curriculum Workgroup.

Idea #7: Develop a system for ongoing curriculum review and evaluation.

This process will include updating contextualized, soft skill and career awareness strategies; forming a common repository for contextualized lesson plans; and defining metrics that will be used the effectiveness of contextualized instruction. More information will be given later in this guide.

Idea #8: Get employer input.

Most of us are challenged when it comes to involving employers in our work. How do you find employers willing to help? How do you approach them? From our discussions with successful programs across the country, we have garnered this advice. Rather than approaching the daunting task of seeking out and engaging employers, **use existing groups**. For example, it is very probable that the community college or technical institute in your area has occupational training programs in the high demand job clusters. Those programs often have trade advisory boards comprised of employers from throughout the service area. These employers, due to their service on the college advisory board, have already been thinking about matching education and training to the needs in the workplace. Contact the department head at the college and ask if you can have an hour on the agenda of their next meeting to 1) review and gain feedback on the soft/employability skills your program is emphasizing and 2) show them the career pathway diagram above and get them to help you design one for their industry. In addition to grounding your program in real industry needs, you set up your students for employment by those around the table for both entry level jobs as well as jobs with family sustaining incomes.

Also check with the Workforce Development Board, Career and Technical Education at the high school, and the Chamber of Commerce. They often have trade groups also.

PREP WORK: CURRICULUM WORKGROUP

Part-time teachers, especially, do not have time to develop career-infused curriculum for their classes. After the program has identified and prioritized high demand jobs and accompanying career pathways, it is recommended that a Curriculum Workgroup be formed to begin preliminary curriculum development. The Curriculum Workgroup serves several purposes:

1. It provides a more efficient approach to contextualizing instruction by conducting preliminary activities and thereby relieving part-time instructors of those responsibilities.
2. It increases the quality of the curriculum by ensuring that trained staff members are involved in the identification of work-related competencies and their alignment to the Texas content standards.
3. It provides mentors and support for other instructors in contextualized instruction.
4. It increases buy-in. "People don't argue with what they help to create."
5. It provides a place for part-time teachers to share the strategies they do develop and therein a place to contribute to the broader work of their colleges.

Who should serve on the Curriculum Workgroup?

The Curriculum Workgroup should:

- Include individuals who have completed the Contextualization Train the Trainer workshop.
- Be familiar with the Texas Content Standards at the literacy, beginning, intermediate, and advanced levels.
- Have experience in developing learning units/lesson plans that involve participatory, active learning.
- Have access to resources specific to the industry or sector to be contextualized and be clear on the technical context to be incorporated in the curriculum at each skill level.
- Become familiar with the tasks involved at each point in the career ladder and the competencies needed to acquire the credentials and certifications required by the industry.

What are the responsibilities of the Curriculum Workgroup?

The Curriculum Workgroup is responsible for:

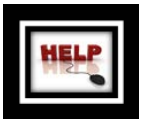
- Identifying the work-related competencies or tasks involved in at least one of the selected high demand career clusters or occupations.

- Aligning those competencies to the Texas Content Standards.
- Developing sample contextualized instructional maps, lesson plans, unit outlines, and assessment strategies.
- Assisting in training and/or supporting other instructors in their program.
- Creating an accessible depository of strategies they create and those created by other staff members.

Participating in the Curriculum Workgroup will involve time and effort. It is highly recommended that participants receive some type of incentive for their work. This could be a stipend, release time, or another type of program recognition.

The curriculum will be defined in terms of the competencies students should be able to demonstrate as a result of completing the course. In other words, what do students need to know and be able to do to successfully enter the next level of education and employment?

There are a couple of starting points that can help the Curriculum Workgroup to determine the answer to that question. Here are three examples.



Starting Point #1: O*NET defines the technical skills needed in occupational sectors so these can help the Workgroup contextualize basic skills within a particular career. You can select a particular occupation and see the required tasks, knowledge, skills, and abilities. For example, some of the tasks for personal care/home health aides include:

- Prepare and maintain records of client progress and services performed, reporting changes in client condition to manager or supervisor.
- Perform housekeeping duties, such as cooking, cleaning, washing clothes and dishes, and running errands.
- Care for individuals and families during periods of incapacitation, family disruption or convalescence, providing companionship, personal care and help in adjusting to new lifestyles.
- Perform health care related tasks, such as monitoring vital signs and medication, under the direction of registered nurses and physiotherapists.
- Plan, shop for, and prepare nutritious meals, or assist families in planning, shopping for, and preparing nutritious meals.

Do you see how this information could assist the Curriculum Workgroup in contextualizing basic skill instruction to scenarios and problems relevant to this occupation?

Starting Point #2: As mentioned previously, the Competency Model Clearinghouse covers a broad range of academic competencies that are needed in most jobs. For example, the

academic competencies include reading comprehension, business writing, mathematics, science and technology, basic computer skills, communication (listening and speaking), critical and analytical thinking, and information literacy.

Examine the sample competencies for reading comprehension and business writing on the next page.

Reading Comprehension
Read and understand procedures, policies, instructions, emergency directives, training materials, newsletters, marketing promotions, and customer letters. • Locate, understand, and interpret written information in documents • Speak and understand English or required language • Understand written sentences in work related materials • Integrate what is learned from written materials with prior knowledge • Apply what is learned from the written material to follow instructions and complete tasks
Business Writing
Use standard business English to write messages to co-workers and customers, reports to managers and associates, and letters to customers. • Create documents to communicate thoughts, ideas, information, messages, and other written information, which may contain technical material, in a logical, organized, and coherent manner • Develop ideas well with supporting information and examples • Use standard syntax and sentence structure; correct spelling, punctuation, and capitalization; and appropriate grammar • Write in a manner appropriate for business using appropriate tone and word choice

In all cases, these statements contain a verb that indicates a demonstrated academic ability in the context of the workplace.

Starting Point #3: Your program is designed to prepare students to advance to employment but also to postsecondary education and job training. If you have developed career pathways around some of your high demand jobs, you and your students will be able to see what type of training will be required to advance to various jobs. Therefore, the Curriculum Workgroup may want to work with occupational/technical instructors to determine how the curriculum can be contextualized to the competencies of the training program to which the adult education student will advance. Whether students will be enrolled in both adult education and occupational training at the same time or whether you have chosen a sequential progression, the curriculum should integrate the occupational competencies of the training course to ensure student success.

Some curriculum developers have found it very helpful to audit the occupational course to fully understand the basic skills competencies that are embedded within the coursework. Others have examined the competencies and the textbooks used in the occupational class to determine how to contextualize adult education content. The good news is that commercial publishers are really embracing the career pathways concept and are beginning to develop a greater variety of adult education materials contextualized to occupational sectors.

It is important to remember, however, that your contextualized class should not be textbook-dependent. Textbooks should be a supplement to instruction, not the primary source of new knowledge and skills.

Learning by Doing

Contextualized teaching and learning is also structured so that students learn by doing through a process that enables them to comprehend new skills and concepts, apply them to different situations or problems, draw conclusions, and make judgments based on evidence. The purpose of teaching in a truly contextualized format is not to merely transfer knowledge, but to create environments that bring students to discover and construct knowledge for themselves and to make students members of communities of learners that make discoveries and solve problems.

For example, to learn fractions, students might learn the new concept and operation (understanding), apply it in a variety of relevant word problems related to a particular occupation (analysis and application), make up hands-on problems in student teams for the class to solve (application), comment on each other's work (evaluation), and design a class problem for other classes to solve (c). They may take field trips to local employers to observe technical skills in practice at the worksite. They may job shadow or serve as an apprentice. The classroom simulates the actual work environment as closely as possible by using authentic materials for hands-on learning.

Technology can bring further real life applications to the classroom and can enhance material covered in class. The use of job-related computer simulations can close the gap between what is learned in the classroom and what happens in a real-work setting.

Revisiting the Responsibilities of the Curriculum Workgroup

The Curriculum Workgroup can save instructors invaluable time if the Workgroup can prepare sample lesson plans, unit outlines, and assessment strategies ahead of time. The following chart lists resources for each of the Workgroup's responsibilities.

Identify the work-related competencies or tasks involved in at least one of the selected high demand career clusters or occupations.	ONET - http://www.onetonline.org/ Career OneStop - http://www.acinet.org/
Align those competencies to the Texas Content Standards.	http://www-tcall.tamu.edu/taesp/index.htm
Develop sample lesson plans and/or unit descriptions and assessment strategies.	Train the Trainer Toolkit
Assist in training and/or supporting other instructors in their program.	Adult Career Pathways Training and Support Center http://www.acp-sc.org/

GETTING INSTRUCTORS OFF TO THE RIGHT START

For many instructors, contextualized instruction is second nature. They have been developing lessons in the context of real life applications for years. Contextualizing to high demand jobs may be a slightly different twist for them but not one that will create any significant problems. On the other hand, you will probably also have some instructors who are a bit resistant for a number of reasons. Perhaps they are part-time, and they feel they don't have time to develop lesson plans in this new context. Maybe they teach multi-level, open entry classes and can't imagine how contextualized instruction would work. Some will say that their students were learning just fine the old way so there is no need to change. Whatever the reason for their resistance, the program manager can address some of their concerns by providing appropriate support and training.

Keep in mind that change takes time. You aren't expected to have career-infused classrooms overnight. Here are some strategies you may want to try.

1. **Train, train, train.** The State Office will be conducting a Train the Trainer workshop to equip selected staff members with the skills and resources to train instructors around the state in creating career-infused classrooms and contextualizing instruction to high demand jobs. Make sure that you solicit a trainer to provide professional development for your instructors.
2. **Save instructors time and effort.** Part-time instructors are busy. They often have other jobs or responsibilities. Finding the time for curriculum development can be overwhelming. After some of your instructors attend the training workshop, put together your Curriculum Workgroup. Give them stipends or some type of incentive for developing sample lesson plans based on the high demand jobs that you identified with your employment partners.
3. **Use technology to your advantage.** Develop an online lesson plan bank to store the lesson plans so instructors have easy access.
4. **Reward innovation.** Everyone likes to be recognized for hard work. Make note of instructors who exercise particular creativity in contextualizing their lessons. Give them an innovation certificate or similar token.
5. **Provide mentors.** Many instructors, particularly new ones, could benefit from mentors -- skilled instructors that they could observe or consult with as they begin contextualized instruction. Identify your very best instructors and give them the opportunity to help their colleagues.
6. **Create learning communities.** Provide online and face-to-face opportunities for instructors to talk with each other and share their ideas, challenges, and solutions.

7. **Provide paid planning time.** If you do not currently compensate part-time instructors for planning time, you may want to examine your budget to see if this is a possibility. Contextualizing instruction and using authentic materials does take time so it is only fair to provide some type of compensation.
8. **Classroom Organization.** In the Instructors Toolkit, there are a number of classroom organization options that 1) do not require major revisions of the class structure while 2) create a climate and structure that encourages infusing careers into class activities. They include **"the backward Piggy"** and managed enrollment clusters. Review these options and be supportive of your teachers when they want to experiment.
9. **Conduct informed classroom observations.** On the following page you will find a sample checklist that you can adapt for your use. With any such tool, it is best to provide copies in a staff meeting and ask teachers to revise it to fit your program and their teaching situations. "People do not argue with what they help create."

Career-Infused Classroom Checklist

Category/Item	Yes	No	Some
Career Awareness: Is there evidence that the instructor:			
1. identifies and explores student's awareness of career exploration?			
2. provides an understanding that all jobs have certain training/skill and performance requirements?			
3. introduces students to the high demand occupations in the region?			
4. introduces students to the vast array of career information available to help them make informed decisions (e.g., http://www.acinet.org/)?			
5. explains the career planning process and how it can facilitate the attainment of educational and career goals?			

Self Exploration: Is there evidence that the instructor:			
6. helps students begin to talk about the hopes and dreams they have for their lives as the starting point for career exploration?			
7. helps students begin to understand the importance of setting goals to reach their dreams?			
8. aids students in identifying their own transferable skills?			
9. helps students find out about their interests and talents and how to use that information to guide educational and career decisions?			
10. helps students learn about skill categories and to identify their own skills			
11. helps students identify their interests and talents and how to use that information to guide educational and career decisions?			
12. helps students identify what job values are and their importance in choosing a career; helps students prioritize their work values and clarify the importance of them?			
13. helps students understand the relationship between their interests, skills, values, and abilities, and how that informs educational and career options?			

Career Exploration: Is there evidence that the instructor:	**Yes**	**No**	**Some**
14. helps students become familiar with how to find occupational information on the Internet and to know what type of information is helpful in comparing occupational choices?			
15. helps students learn what labor market information is and how to use it?			
16. helps students learn how to conduct an informational interview?			
17. helps students think long-term about job opportunities?			
18. helps students learn about the rights of employees in the workplace?			

Career Planning: Is there evidence that the instructor:	**Yes**	**No**	**Some**
19. helps students make a good match between a desired occupation and their basic skills?			
20. engages students in building a monthly budget by identifying household budget items and estimating monthly expenses?			

Career Planning: Is there evidence that the instructor:	Yes	No	Some
21. helps students understand the advantages and disadvantages within choices that we make?			
22. helps students understand the different types of approaches to decision making and to identify their own decision making approach?			
23. helps students understand what a goal is and the criteria for a SMART goal?			
24. helps students develop a system to support them in reaching a goal?			
25. helps students identify potential barriers and solutions to pursuing a career?			
26. helps students understand and identify their preferred learning styles, and become familiar with study strategies that support them?			
27. helps students understand the college admissions process, financial aid and what placement tests are, how they are used, and how to prepare for them?			
28. has students learn about the various types of postsecondary schools and institutions that provide further education and to understand the advantages and disadvantages of each?			
29. helps students learn how to access information from a college website?			
30. raises students' awareness about and use of campus resources for supporting student success?			
31. helps students learn about options for paying for further education?			
32. helps students understand the difference between a need versus a want, and how that can help in managing money?			
33. helps students develop next steps in student's career and educational planning process?			

Contextualized Learning: Is there evidence that the instructor:	Yes	No	Some
34. ensures that student interests and career plans have been identified?			
35. helps students understand why they are learning what she/he is teaching?			
36. knows what experiences the students have had and what their goals are?			
37. relates new concepts to what the students already know?			
38. ensures that students experience learning through hands on activities that allow them to discover new knowledge?			
39. uses real life materials in his/her teaching that are important to the students' lives?			
40. gives students opportunities to apply what they have learned to real life situations?			
41. has students regularly participate in interactive groups where they share information, make decisions, and solve problems?			
42. uses lessons and activities that encourage students to apply what they have learned to new situations including their planned futures?			
43. conducts research, interviews, and/or observations to determine the skills and knowledge needed for successful transition to the next step in the academic ladder of the career pathway?			
44. contextualizes content and skills to tasks related to selected career clusters, occupations, and/or occupational training curriculum?			

GETTING STUDENTS OFF TO THE RIGHT START

Creating career-infused classrooms begins with setting the stage during student orientation. New students need to see that your program is the starting point, not the end point, for meeting their longer term goals of employment or postsecondary education. They need to see how the instruction they will receive is linked to career paths that will help them achieve their employment goals.

This is a good time to examine what your current orientation and intake process looks like. Is it intensive enough to provide students with the information they need to fully participate and make informed decisions? While the length and format may vary, there are some essential elements that can prove to be very effective in your orientation process. They are listed on the next page in a self-assessment format. As you review the elements, keep in mind:

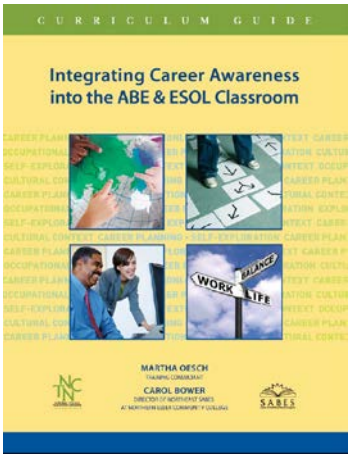
All of the steps are not intended to be completed in one setting. A thorough orientation may involve 10 – 15 hours spread over multiple days.

Your staffing capacity will obviously impact how many of the steps you can include within your orientation. As an alternative, some of the steps can be integrated into classroom activities.

However, don't forget that first impressions really count! If the main thing a new student does during orientation is take a test (which usually scares them to death) and fill out paperwork, chances are his first impression is going to be less than desirable.

Orientation and Intake Decision Points

Does my orientation and intake process include:	Yes	No	No, but need to explore
1. A fun welcoming activity or icebreaker that puts the new students at ease?			
2. A clear overview of program options (classes, schedules, locations, attendance expectations, etc.)?			
3. A "strengths identification" component consisting of a: a. Learning style inventory? b. Career interest inventory?			
4. An explanation of their role in classes: Independent study to build their academic math, reading, writing, and English language skills; group discussions to build problem solving, critical thinking and other soft skills needed to pass high school equivalency tests and for work and college; and group projects to learn to use information and resources also on high school equivalency tests and for work and college.			
5. An introduction to the high demand jobs in your area and accompanying career pathways that illustrate the training required to advance up the career ladder?			
6. An explanation on how their instruction will help them apply their skills to work-related tasks?			
7. A barriers identification and resolution component?			
8. Academic assessment?			
9. Registration?			
10. Follow-up appointments with advisors to help students develop an individual career success plan?			



Career Exploration and Planning: To create a career-infused program, it is essential to integrate career awareness and planning. That is why Texas has placed such an emphasis on the *Integrating Career Awareness* curriculum. This is a valuable resource and one that should be used within your overall career-infused program. Whether it is offered as a stand-alone class or integrated into classroom instruction, the benefits to helping students make informed career decisions is well worth the effort.

The busy and demanding job of adult educators leaves limited time to design instruction that is contextualized to high demand jobs and fits neatly into different program models. To meet this challenge, the Texas approach to career contextualized instruction is through a framework that is designed to ensure instructors can systemically contextualize instruction to meet career needs of students at any level, can be applied to various learning/teaching contexts, and is tied to a learner-centered approach to instruction.

For example,

- Instructors in multilevel programs may want to introduce occupational awareness so learners can access new career opportunities in their area.
- Some instructors may want to contextualize GED preparation to high demand jobs in their area.
- Other instructors may need to contextualize their curriculum to support students' participation in or transition to occupational training programs.
- Workplace literacy instructors may need to contextualize to specific job tasks required at a company's worksite for immigrant workers.
- Instructors in an ESL program need to contextualize instruction so learners know and understand their rights in the workplace.

So what exactly is the Career Contextualized Framework?

The Career Contextualized Framework is simply a structure designed to help instructors organize what they are currently doing in helping students prepare for employment, job training, or postsecondary education. It is a structure to help instructors contextualize instruction to occupational contexts for all levels of students, beginning to advanced, regardless of whether they teach open entry or management enrollment classes, multi-level or leveled.

It can be used to excite and inform students about career opportunities and to prepare students to transition into entry level occupations in high demand industries and/or college level occupational study. The Framework can also be used whenever you have students who want to explore their career options or improve their skills for employment, job training, or postsecondary purposes. Do you have students who fall into one of those categories?

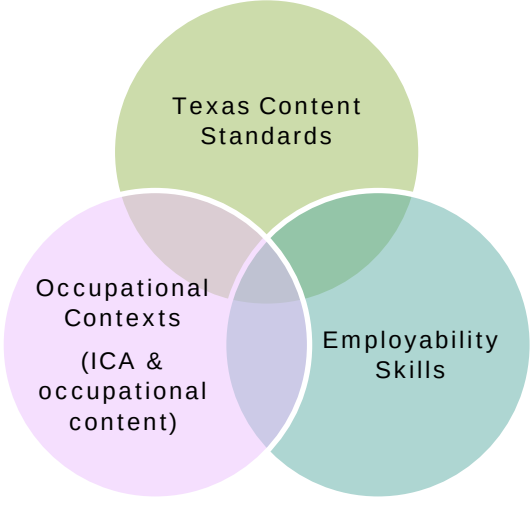
The Framework is:

Systematic
- It can be applied to various teaching/ learning contexts.

Flexible
- Instruction responds to various levels of student needs.

Accountable
- Instruction is anchored to the Texas Adult Education Standards.

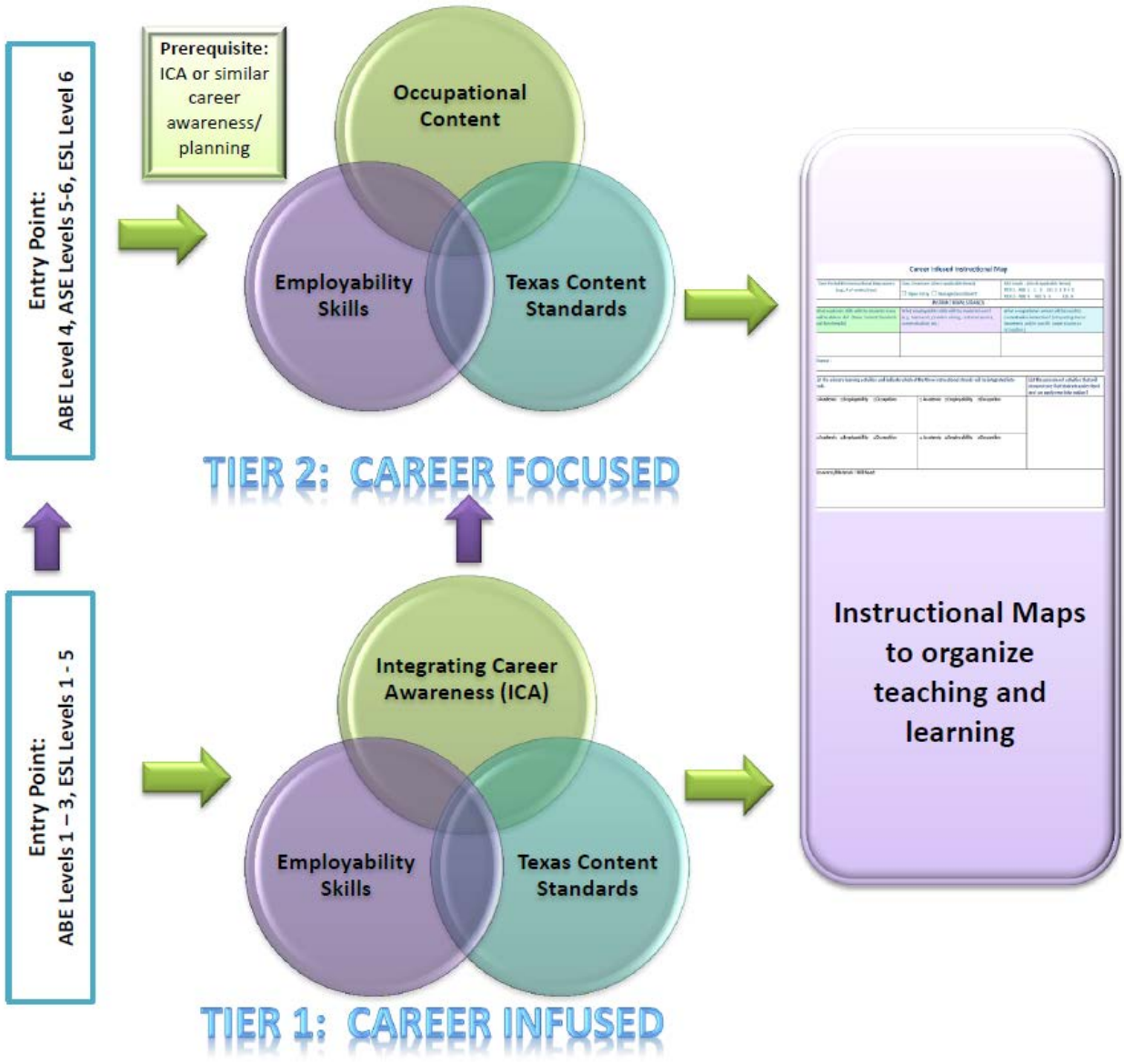
How is the Texas Career Contextualized Framework organized? The Texas Career Contextualized Framework integrates three major skill sets.



These groups of skills have been identified as essential elements that need to be included in instruction if we are to effectively prepare students for occupational training and/or successful employment.

The Framework is also divided into two levels or tiers because we serve students functioning at all levels from beginning to advanced. Career contextualized instruction is not just for higher functioning level students. To address these different populations, Tier 1 focuses on students functioning at lower levels; Tier 2 is designed for students at intermediate to advanced levels. The Framework is illustrated on the next page. Take a look and then we will discuss an important component of the Framework – instructional maps.

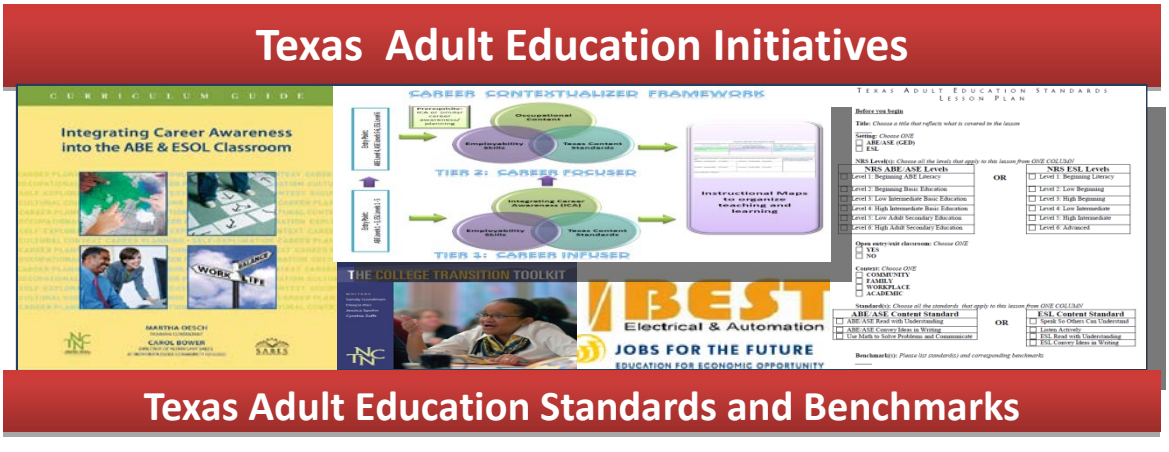
CAREER CONTEXTUALIZED FRAMEWORK



As the Framework depicts, career contextualized instruction shifts focus as learners move to higher levels. Lower level students **(Tier 1**) benefit from career infused instruction that contextualizes the **Texas Content Standards** with **Integrating Career Awareness (ICA)** and **employability/soft skills**. As students progress through their academic and career planning paths **(Tier 2),** the career focus becomes more targeted, and academics are contextualized to the **occupational content** of specific high demand career clusters (such as GED Bridge to Hospitality) or integrated education and training programs (such as IBEST).

The **instructional maps (included on the next page)** are broad planning tools that can be used to develop the overall outline of the career contextualized learning activities over a given period of time. The map is not a lesson plan and is not intended to replace the current Texas lesson plan template. An instructional map, however, can serve as a helpful guide in the development of lesson plans and/or learning units by ensuring that academic content is being contextualized with employability skills and occupational contexts.

We know that you have a lot of initiatives going on in Texas, and at times it may seem overwhelming. Hopefully, the framework and instructional map that your instructors will be introduced to can help you and them see how some of these initiatives are linked to each other. By contextualizing academic content with employability and occupational contexts, we are integrating the Texas Adult Education Content Standards that form the foundation of instruction. We are integrating the ICA curriculum. We are creating a support structure for IBEST-like courses similar to those discussed by JFF and for bridge classes like GED for Hospitality Careers. We are using instructional maps that help instructors use the lesson plan templates they already have in Texas. And we are addressing the needs of students functioning at even the lowest levels – our Tier 1 learners.



During the workshops, your instructors will practice creating instructional maps and using other tools that will make contextualized teaching fun and a lot less complicated than what it may appear to be at times. They will see how all of the pieces fit together rather than duplicate each other in their teaching/learning context. The instructor's toolkit will also contain sample instructional maps to use as resources as well as lots of tips and strategies for effective implementation.

Career Infused Instructional Map

Time Period this Instructional Map covers: (e.g., # of weeks/days)	Class Structure: (check applicable items) ☐ Open entry ☐ Managed enrollment	NRS Levels : (check applicable items) TIER 1: ABE 1 2 3 ESL 1 2 3 4 5 TIER 2: ABE 4 ASE 5 6 ESL 6
INSTRUCTIONAL STRANDS		
What academic skills will the students know and be able to do? (Texas Content Standards and Benchmarks)	**What employability skills will the students learn?** (e.g., teamwork, problem solving, customer service, communication, etc.)	**What occupational context will be used to contextualize instruction?** (*Integrating Career Awareness* and/or specific career cluster or occupation)
Theme -		

List the primary learning activities and indicate which of the three instructional strands will be integrated into each.		List the assessment activities that will demonstrate that students understand and can apply new information?
□ Academic □Employability □Occupation	□ Academic □Employability □Occupation	
□ Academic □Employability □Occupation	□ Academic □Employability □Occupation	
Resources/Materials I Will Need:		

As with any new initiative, you will want to have a system in place at the onset to regularly monitor progress and evaluate the results of your efforts. It is similar to "beginning with the end in mind." You need to know your intended destination so that you can properly plan your journey and identify the critical junctures you need to evaluate along the way. Evaluation of a career-infused program with contextualized instruction is informed through qualitative and quantitative data. It includes both formative and summative processes. It is similar to evaluation processes you are currently doing. However, the uniqueness of career-infused programs also includes specific data elements and evaluation processes that you will need to consider.

Identifying Data Needs

Evaluating career-infused contextualized instruction is heavily reliant on the collection of data that can be used to inform the decision-making process throughout the entire planning, development, implementation, and evaluation phases. The identification of data you will need should be determined at the onset to ensure that you have sufficient information on which to evaluate the effectiveness of your efforts.

Tracking Student Performance and Outcomes: Obviously, one important component of your evaluation process will involve data collection for tracking student performance and outcomes. The good news is that you are already collecting the majority of the data elements you will need to do this.

Below is a list of some of the data you will want to collect.

1. Pre, progress, and post-test scores from standardized assessment
2. Student retention as measured through average student contact hours and percent of students who complete each class compared to the number who begin
3. Enrollment data
4. Number and percent of students who earn a high school equivalency credential
5. Number and percent of students who transition to postsecondary education and complete at least one college class
6. Number and percent of students who earn an occupational certificate, diploma, degree, etc.
7. Number and percent of students who secure employment.

Questions to Ask

As you launch your career-infused initiative, you will obviously want to know how well the contextualized instruction is being implemented. There are four questions that will help you get started in designing your evaluation process.

1. How well are the classes being taught?
2. How well is the program serving participants after completion?
3. How does the program perform over time compared to similar programs?
4. What processes or procedures worked well? Which ones need changed?

How well are classes being taught?

To address this question, your evaluation timeline will include two critical points: (1) half way through the semester or class and (2) the conclusion of the class. By interviewing participants, instructors, and staff, you can identify what is working well and what needs improvement. Make sure that you also interview students who exited the program before completion to find out why they left and what can be done to prevent future attrition.

By adapting questionnaires that you are probably currently using to obtain student and instructor feedback, you can gain helpful information on class content, instructional materials, teaching methods, course scheduling, advising and other support services, etc.

Don't forget to continually examine student attendance and performance data during the course. For example, answering questions such as these will help you to track how well the courses are being taught:

- What percentage of students drop out before twelve or twenty hours of instruction?
- What percent of the students are attending a minimum of 80% of class sessions?
- What percent of students are still enrolled half way through the course? At the end of the course?
- What percent of students are making progress within the course as evidenced by class assignments, assessments, and projects?

How well is the program serving students after completion?

Ideally, you will want to learn as much as you can about participants after they complete the program. To do this, you will need a system that involves communication with the students, instructors, and employers. Focus group discussions work well. For example,

- Interview students who continued to the next level of education or training (e.g., Tier 1 to Tier 2, Tier 2 to postsecondary or employment) to gain their perspective on their readiness level for success as they moved forward.
- Interview instructors and support staff at the next level of education to identify the strengths and weaknesses they are observing with your students.
- Talk with employers who are hiring Tier 2 completers to gain their recommendations on knowledge and skill competencies that could be improved.

How well does the program perform over time compared to similar programs?

Examine the performance of your contextualized classes over time. If you are beginning new contextualized classes and have no other similar classes to use, compare the performance, enrollment, and attendance patterns with your existing adult education classes. This comparison usually provides very powerful data on the impact of career-infused, contextualized instruction compared to traditional adult education classes.

What processes or procedures worked well? Which ones need changed?

As you first embark in your planning process for career-infused instruction, you will want to designate the main components of your program's design being changed or expanded. These might include:

- Partnerships with employers, postsecondary educators, workforce agencies, etc.;
- Orientation and intake process for new students;
- Curriculum development;
- Teacher training;
- Mentoring or other teacher support mechanisms; or
- Classroom observations.

During the summative evaluation, make a list of any major changes that occurred. Your interviews with instructors and staff will help you to better understand the results of these changes and receive input on what worked well and what needs further improvement. This will also make it possible for you to more accurately compare and contrast outcomes with "before" and "after" classes that have been redesigned.

Continuous improvement of a career-infused program requires significant ongoing effort. One of the most important differences in addressing continuous improvement within a career-infused program compared to a traditional adult education program is that improvement is dependent on a larger number of critical partners. A true spirit of teamwork is needed to accomplish improvements identified through the evaluation process.

Strategy: During the planning stage, ask each stakeholder and partner to identify the evidence he/she will need to see to be convinced that this initiative is successful. Those items become a part of your data collection. Reporting that data helps sustain stakeholder and partner commitment.

Working through teams brings a shared expertise and understanding of career-infused instruction and a mutual commitment to ongoing improvement. Empowering team members to identify improvements enhances the opportunity for professional development and accomplishment.

As you and your partners examine the evaluation data, you will have several questions to address, such as:

- How do we address the changes that need to be made based on the evaluation?
- Are we ready to expand our pilot to additional classes? To additional occupational sectors?
- Do we have sufficient funding and resources to move forward?
- What structures do we need to set in place to continually evaluate our work and make necessary improvements?

Bring instructors, staff, and partners together to study and discuss the data from the formative and summative evaluation, diagnose the causes of the problems that prevent students from progressing, and decide on ways to modify programs and services to promote student achievement. Make sure that all of the individuals who were closely involved in program implementation have a voice in the direction the program needs to take. Remember: *People don't usually argue with what they help to create.*

Career Clusters® link school-based learning with the knowledge and skills required for success in the workplace. The National Career Clusters Framework® is comprised of 16 Career Clusters® and related Career Pathways to help students of all ages explore different career options and better prepare for college and career. Each Career Cluster® represents a grouping of occupations and industries based on the knowledge and skills they require.

Career Contextualized Framework is a tool for planning and organizing instruction to meet career needs of students at any level.

Career-infused instruction: instruction that involves teaching academics in the contexts of career awareness, career exploration, career planning, and occupational content.

Contextualized instruction: diverse instructional strategies designed to seamlessly link the learning of foundational skills and academic or occupational content by focusing on concrete applications in a real life context.

Employability skills: also referred to as soft skills, they include a mix of skills, attributes and behaviors necessary to find and sustain employment. Examples include problem solving, critical thinking, teamwork, customer service, communication, conflict resolution and integrity.

Instructional map: a flexible planning tool to organize a career-infused instructional approach to contextualized learning. The map can cover one to four weeks or more of instruction and can help in the later development of lesson plans using the current Texas template.

Occupational contexts: the contexts through which academic content is taught to reflect work-related real life scenarios. Examples include career exploration and planning as provided through the Integrating Career Awareness curriculum as well as occupational knowledge and skills required in high demand jobs.

Texas Adult Education Content Standards and Benchmarks: form the instructional foundation of what students need to know and be able to do.

Tier 1: students functioning at ABE Levels 1 – 3 and ESL levels 1 – 5; **Tier 2:** designed for students functioning at ABE level 4, ASE Levels 5 – 6, and ESL Level 6.

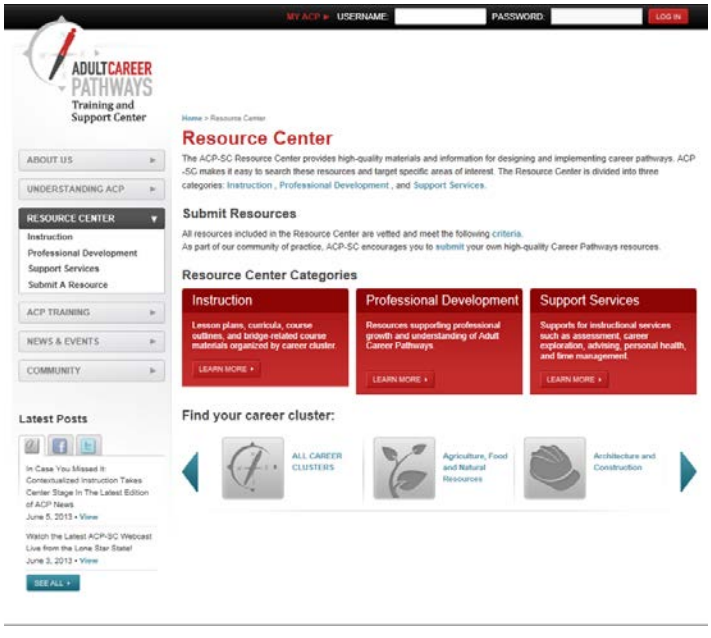
ADULT CAREER PATHWAYS CAREER AWARENESS & DEVELOPMENT
CONTEXTUALIZED, CAREER-INFUSED INSTRUCTION EMPLOYABILITY SKILLS
TRANSITIONS TO POSTSECONDARY

Adult Career Pathways

Designing Instruction for Career Pathways
http://www.acp-sc.org/

Designing Instruction for Career Pathways (DICP) is an initiative funded through the U.S. Department of Education's Office of Vocational and Adult Education (OVAE). DICP helps state and local adult education providers develop and deliver Adult Career Pathways (ACP) programs, which help low-skilled adults succeed in postsecondary education and employment.

The main focus of DICP is to provide technical assistance resources to state and local adult education providers that will help them increase the quality and quantity of career pathways programs.



Technical assistance resources include:

- National professional development activities,
- An online resource center with high-quality instructional resources, including curricula and lesson plans.
- Policy briefs on topics related to developing and implementing career pathways,
- The latest research on the effectiveness of career pathways,
- Online, self-paced professional development courses,
- E-Newsletters, and
- A virtual community of practice where practitioners can learn collaboratively and share resources.

Career Clusters
http://www.careertech.org/

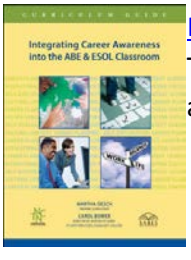
This is the official website for the States' Career Clusters Initiative (SCCI). This website serves as a clearinghouse for Career Clusters research, products, services and technical assistance for implementation of the States' Career Clusters Framework for lifelong learning.

Career Ladder/Lattice Tool - Competency Model Clearinghouse
http://www.careeronestop.org/CompetencyModel/careerpathway/CPWCllInstructions.aspx
Career ladders and lattices are devices that help people visualize and learn about the job options that are available as they progress through a career. Career ladders and lattices consist of a group of related jobs that comprise a career. They often include a pictorial representation of job progression in a career as well as detailed descriptions of the jobs and the experiences that facilitate movement between jobs. Career ladder/lattices are not necessarily organization-specific; they frequently span multiple organizations because movement within one organization may not be possible.

Sample Career Ladders/Lattices
http://www.careeronestop.org/CompetencyModel/careerpathway/ReviewCareerPathways/Retail_CPW.pdf
All the samples use occupations found in the Occupational Information Network (O*NET) list of occupations and includes: Retail, Information Technology, Energy, Construction, Long-term Health Care, Financial Services, Hospitality, Advanced Manufacturing.

Careers Under Construction
http://www.calmis.ca.gov/file/occmisc/careerladdersconstruction.pdf
This website provides a representation developed by California Association of Health Facilities to illustrate nurse aides and certified nursing assistants as a start to other health careers (July 2000).

Career Awareness and Development



Integrating Career Awareness into the ABE & ESOL Classroom
This is a ready-to-use, flexible curriculum that prepares adult educators to incorporate career awareness and planning into their instructional and counseling activities.

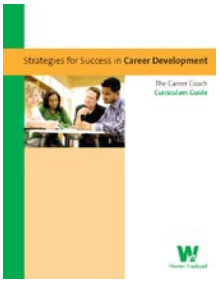
The O*Net
http://www.onetonline.org/

The O*NET program is the nation's primary source of occupational information. Central to the project is the O*NET database, containing information on hundreds of standardized and occupation-specific descriptors. The database, which is available to the public at no cost, is continually updated by surveying a broad range of workers from each occupation. Information from this database forms the heart of O*NET OnLine, an interactive application for exploring and searching occupations. The database also provides the basis for the Career Exploration Tools, a set of valuable assessment instruments for workers and students looking to find or change careers.

O*Net Resource Center-Related Sites
http://www.onetcenter.org/links.html

This webpage offers a good organizational framework of career-related resources including links to electronic tools, job accommodations, U.S. Department of Labor resources, Bureau of Labor Statistics resources, and others.

[Strategies for Success in Career Development (Full Curriculum)]
Program Guide/Curriculum
http://www.womenemployed.org/sites/default/files/resources/StratForSuccessFullCurriculum2008.pdf



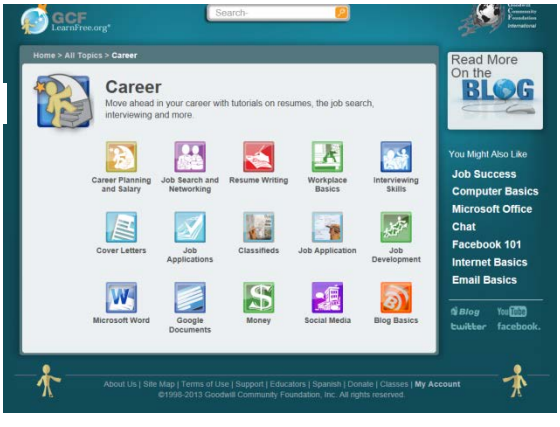
This guide gives colleges, community organizations, and workforce agencies helpful tools to guide adult learners or first-time college students at different levels of experience and education through in-depth career exploration and planning. The curriculum is designed to help more low-income adults transition into and complete college certificate or degree programs.

ACT World of Work Map
http://www.act.org/wwm/index.html

The World-of-Work Map organizes occupations into six clusters (parallel to John Holland's six occupational types), 12 regions, and 26 career areas (groups of similar jobs). It graphically shows how occupations relate to each other according to primary work tasks. The Map is based in substantial research involving analysis of several key databases: expert ratings of basic work tasks from the Department of Labor's Occupational Information Network and ratings from the Department's Dictionary of Occupational Titles. Interest inventory scores of more than 200,000 persons in 640 occupations provide a third source of data.

Vocational Information Center
http://www.khake.com/index.html

The Vocational Information Center website is an education directory that provides links to online resources for career exploration, technical education, work opportunities, trade and technical schools and related vocational learning resources.



GCF Learn Free Work & Career
http://www.gcflearnfree.org/career

From job interview questions to tips for writing the winning resume, this website is packed with tutorials and activities to help with personal career development and training.

The Career Key™
http://www.careerkey.org/

Organized according to the three basic principles of good decision making: 1. Know yourself - your strengths, values, personality, and skills. Take the Career Key test to discover which Holland personality types you are most like. **(Take it free through American Education Services (AES) planner by clicking here.)** Read about Holland's Theory of Career Choice. 2. Know your options. Learn more about the jobs that interest you. Learn about education options. 3. Make a good decision.

JobHunters Bible**:** Counseling, Testing, and Advice
http://www.jobhuntersbible.com/counseling/index.php
This guide from the author of *What Color is Your Parachute?* incorporates his mega-list of job resources online with many of the self-assessment exercises and job searching hints from the book.

- Web Sites for Job Hunting Research
- Job Hunting Online
- Job & Resume Sites

Today's Military
http://www.todaysmilitary.com/
This website is produced by the United States Department of Defense. This site is not intended as a recruiting tool for any branch of the U.S. Military. Rather, it was developed as a resource for parents, educators and young adults curious about military service. Here you will find essential military career information, such as promotions, commissioning programs, military law and justice, assignments, and dress and appearance standards expected of military members.

Career One Stop Testing and Assessment Center
http://www.careeronestop.org/TESTING/TestingAssessmentHome.asp
Discover how pre-employment testing can help businesses find workers with the right skills. Job seekers can use self-assessments to gauge their skill levels and find where improvement is needed.

The Motivated Skills Test
http://stewartcoopercoon.com/jobsearch/motivated-skills/
Career Resources for Job Seekers, free career resources for those who are changing jobs or careers.

ACT Occupational Profiles
http://www.act.org/workkeys/occuprof/
Search occupations alphabetically. The profile includes the Title/O*NET Code, and the corresponding Career Cluster/Career Area related to the ACT World of Work Map. The Occupational profiles identify the skill levels required for an occupation across jobs, companies, or industries.

Note: ACT reports the most recent five years of data. The occupational profiles were developed by combining information from the job profiles for groups of jobs that share the same identification numbers in the O*NET database. Line one is the median profile rounded to the nearest integer, line 2 contains the minimum and maximum skill levels required, and line 3 contains the number of jobs, by skill area, in the median.

Career Development for Diverse Audiences

Information Resources for the Homeless: Released convicts
IMDiversity
http://www.ibiblio.org/rcip/convicts.html
This website is a one-stop career and self-development site devoted to serving the cultural and career-related needs of all minorities. Sponsored by The Black Collegian, this is an excellent resource for all minority and diversity candidates. The many "villages" include resources and information specific for each group, and those without a separate village can find information in the global village.

Employment Information Handbook for Ex-Offenders
http://www.doc.state.nc.us/Publications/DOL.Exoffender.Handbook.pdf
This PDF produced by the U.S. Department of Labor in 2005 has more than 30 pages of information to help recently released ex-offenders prepare for a job search and transition back into life.

Goodwill Industries International Inc. People with Criminal Backgrounds
http://www.goodwill.org/goodwill-for-you/specialized-services/people-with-criminal-backgrounds/?gclid=CMvNlu7y4J4CFVw55QodnTEAKg&ES=Y&EST=%22ex+offenders%22

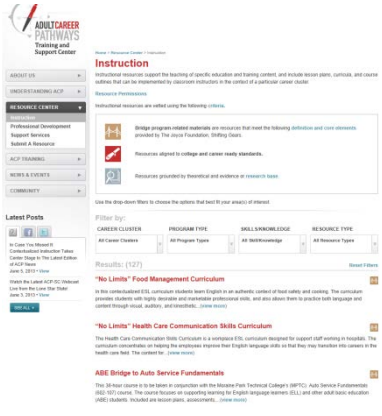
Multicultural Career Counseling Competence: 5 Key Tips for Improving Practice (NCDA)
http://www.associationdatabase.com/aws/NCDA/asset_manager/get_file/9914/minimum_competencies_for_multi-cultural_career_counseling.pdf

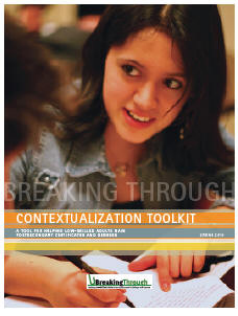
The Riley Guide: Employment Resources for the Disabled
http://www.rileyguide.com/abled.html

Contextualized, Career-Infused Instruction

Texas Adult Education Content Standards and Benchmarks
http://www-tcall.tamu.edu/taesp/index.htm

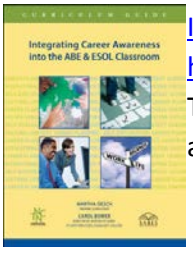
Adult Career Pathways Training and Support Center
http://www.acp-sc.org/resources/instruction
Lesson plans, curricula, course outlines, and bridge-related course materials organized by career cluster. You will need to register to access the content, but it is free.





Breaking Through: Contextualization Toolkit
http://www.jff.org/sites/default/files/BT_toolkit_June7.pdf
This publication is a tool for helping instructors assist low-skilled adults gain postsecondary certificates and degrees through contextualized instruction. The toolkit addresses types of contextualized learning offered, how to do contextualized learning, strategies for engaging students in contextualized learning courses or programs, sustaining the contextualized learning course or program, and contextualization tools.

Common Core Standards
http://www.corestandards.org/the-standards
The Common Core Standards are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.
The present work, led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), builds on the foundation laid by states in their decades-long work on crafting high-quality education standards. The Standards also draw on the most important international models as well as research and input from numerous sources, including state departments of education, scholars, assessment developers, professional organizations, educators from kindergarten through college, and parents, students, and other members of the public.



Integrating Career Awareness into the ABE & ESOL Classroom
http://sabes.org/workforce/integrating-career-awareness.pdf
This is a ready-to-use, flexible curriculum that prepares adult educators to incorporate career awareness and planning into their instructional and counseling activities.

Preparing Workers for the 21st Century
http://maepd.org/lib-preparingworkers.html
This curriculum contextualizes employability skills to math, reading, and citizenship.

The Competency Model Clearinghouse
http://www.careeronestop.org/CompetencyModel/careerpathway/CPWGenInstructions.aspx
Competency models identify the knowledge, skills, and abilities necessary to successfully perform critical work functions in an industry or occupation. The Competency Model Clearinghouse offers the Building Blocks for Competency Models Tool to guide you through the creation of a competency model for an industry. This tool will enable you to create materials that assist businesses, educators, and workforce professionals in identifying the skills needed for success in 21st century careers.

GED Career Bridge to Hospitality Curriculum

http://valrc.org/resources/instruction.html
This website includes the full curriculum for bridging GED instruction to hospitality careers. The site includes resources on workplace context, employment, vocabulary, GED Math, GED Writing, Reading Passages, GED Science and Social Studies, resources, and a student handbook.

GED PLUS College Preparation Program
http://www.floridatechnet.org/gedplus/
This program is designed to help adult students earn their GED credential with the knowledge, skills, and abilities to be successful in college and careers. The website includes a program implementation guide and curriculum resources.

Basics: ESOL Toolkit for General Construction, Landscaping, Painting and Plumbing
http://valrc.org/resources/instruction.html
This website includes hands-on, contextualized instructional materials for:

- **General Construction:** 1. Measurements & Dimensions, 2. Heavy Equipment, 3. Work Schedules, 4. Worker Rights
- **Landscaping:** 1. Trees and Shrubs, 2. Lawn Care, 3. Walkways, 4. My Yard
- **Painting:** 1. Choosing Your Colors, 2. Choosing the Right Paint, 3. Buying Paint, 4. Preparing to Paint, 5. Painting Safety
- **Plumbing:** 1. Help, Call the Plumber, 2. A Plumber's Tools, 3. A Plumber's Career, 4. Plumbing System Plan, 5. Pipe Fittings and Parts

Bridging the Employment Gap: Janitorial
http://www.nald.ca/library/learning/gap/janitorial/pdf/janitorial.pdf
This manual is part of Bridging the Employment Gap for Learners with Low Level Literacy Skills, a two-phase project begun in 2001. Phase 1 of the project focused on students with the lowest level literacy and basic skills, especially the developmentally challenged population. In Phase 2 the focus was expanded to include all Essential Skills Level 1 learners. The manuals include instructor notes, learning activities and learning demonstrations. The materials include five main units safety, understanding hazardous product labels, understanding signs, mopping following a pattern, garbage: bags and recycling, and step-by-step learning activities.

Bridging the Employment Gap: Clerical
http://www.nald.ca/library/learning/gap/clerical/pdf/clerical.pdf
The manuals include instructor notes, learning activities and learning demonstrations for contextualizing literacy skills with clerical positions.

Bridging the Employment Gap: Grounds Maintenance
http://www.nald.ca/library/learning/gap/grounds/pdf/grounds.pdf
The manuals include instructor notes, learning activities and learning demonstrations for contextualizing literacy skills with grounds maintenance jobs.

Bridging the Employment Gap: Kitchen Help
http://www.nald.ca/library/learning/gap/kitchen/pdf/kitchen.pdf
The manuals include instructor notes, learning activities and learning demonstrations for contextualizing literacy skills with kitchen assistant jobs.

Bridging the Employment Gap: Retail

http://www.nald.ca/library/learning/gap/retail/pdf/retail.pdf
The manuals include instructor notes, learning activities and learning demonstrations for contextualizing literacy skills with jobs in the retail field.

Medicine Plus
http://www.nlm.nih.gov/medlineplus/tutorials/
MedlinePlus is the National Institutes of Health's web site for patients and their families and friends. Produced by the National Library of Medicine, it provides information about diseases, conditions, and wellness issues in language you can understand. MedlinePlus offers reliable, up-to-date health information, anytime, anywhere, for free. MedlinePlus presents interactive health tutorials from the Patient Education Institute. Learn about the symptoms, diagnosis and treatment for a variety of diseases and conditions. Also learn about surgeries, prevention and wellness. Each tutorial includes animated graphics, audio and easy-to-read language.

ProjectCARE
http://projectcare.worlded.org/
This website includes four lessons (including activities, vocabulary practice, and evaluation) about caring for others while improving their communication with medical personnel. Topic areas are depression, Alzheimer's disease, alcohol abuse and Aacoholism, and death and dying. The website provides audio and video for listening practice, vocabulary development, project ideas and links to related-health information. There is an accompanying book as well as free activities available to learners.

Embedded Learning Portal
http://rwp.qia.oxi.net/embeddedlearning/index.cfm
The Portal in general can provide practitioners with numerous realistic workplace materials and sample tasks that can be used as they are or adapted for different populations. This resource from the United Kingdom provides an excellent approach to work-related contextualized literacy instruction and can be adapted to many levels of literacy and English language acquisition.

Ingenious Ways to Use Career Information
http://associationdatabase.com/aws/NCDA/pt/sd/news_article/5247/_self/layout_details/false

While there is ample career information available, pouring over virtual or actual pages of writing often does not hold students' attention for very long. Consider the following ideas as possible ways to enhance the use of career information.

National Career Development Guidelines Workforce Career Development Model Crosswalk
http://www.carocp.org/library/document/M4_counseling_career_matrix.pdf

National Career Development Guideline Lesson plans

XpMath
http://www.xpmath.com/careers/math_jobs.php

The database was designed to help the user explore a wide variety of jobs. It includes descriptions for 291 major jobs. These jobs together employ 88 percent of the American workforce. Job descriptions answer questions such as these: What do people in this job do all day? What math topics will I need on the job? How much does the job pay?

STEM Transitions
http://www.stemtransitions.org/using.php

The integrated project materials developed by the STEM Transitions initiative are intended as context-based teaching resources that demonstrate the convergence of technical and academic concepts. Over 60 projects have been developed for use in the community college classroom, although many of them can be easily modified by instructors for use at the high school level. The “projects” offer integrated content that can be used in its entirety or as a resource from which to extract a wide variety of teaching materials to enrich existing curriculum. The projects are designed for use in both technical and academic courses. Where necessary, technical background material is provided for math and science instructors along with implementation options for these two academic areas. Some projects highlight math concepts, others highlight science concepts, and some feature both math and science concepts in addition to the technical content presented.

Teachers' Domain
http://www.teachersdomain.org/

Teachers’ Domain is an online library of more than 1,000 free media resources from the best in public television. These classroom resources, featuring media from NOVA, Frontline, Design Squad, American Experience, and other public broadcasting and content partners, are easy to use and correlate to state and national standards. Teachers’ Domain resources include video and audio segments, Flash inter-actives, images, documents, lesson plans for teachers, and student-oriented activities.

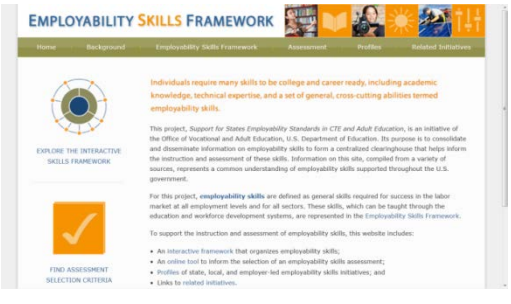
Job Interview Lesson Plans
http://www.thirteen.org/edonline/adulted/lessons/lesson11.html

This website is sponsored by Thirteen Ed Online, public television's web service for teachers. It features everything from standards-based lesson plans and classroom activities to a multimedia primer, online mentors, and reviews of curriculum-based web sites.

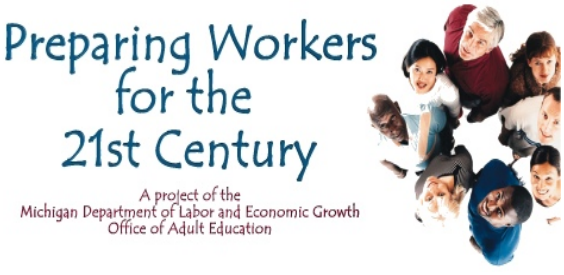
Employability Skills

Employability Skills Framework
http://cte.ed.gov/employabilityskills/

The Employability Skills Framework is an initiative of the Office of Vocational and Adult Education, U.S. Department of Education. Its purpose is to consolidate and disseminate information on employability skills to form a centralized clearinghouse that helps inform the instruction and assessment of these skills. Information on this site, compiled from a variety of sources, represents a common understanding of employability skills supported throughout the U.S. government.



[Preparing Workers for the 21st Century](http://maepd.org/lib-preparingworkers.html)
http://maepd.org/lib-preparingworkers.html



The *Preparing Workers* curriculum developed by the Michigan Department of Labor and Economic Growth, Office of Adult Education, contextualizes employability skills with EFF competencies in math and reading. Adult students who read at the fourth grade level or higher will have little difficulty comprehending the content of the reading selections.

[Competency Model Clearinghouse](http://www.careeronestop.org/competencymodel/pyramid.aspx)
http://www.careeronestop.org/competencymodel/pyramid.aspx

The Competency Model Clearinghouse includes a broad range of employability skills within the model's personal effectiveness and workplace competencies.

[Bridging the Employment Gap: Ready for Work](http://www.nald.ca/library/learning/gap/ready/pdf/ready.pdf)
http://www.nald.ca/library/learning/gap/ready/pdf/ready.pdf

Ready for Work focuses on "soft skills" needed by all employees. Ready for Work was developed in response to requests from employment counselors and job developers.

[National Career Development Guidelines (NCDG) Framework](http://associationdatabase.com/aws/NCDA/asset_manager/get_file/3384/ncdguidelines2007.pdf)
http://associationdatabase.com/aws/NCDA/asset_manager/get_file/3384/ncdguidelines2007.pdf

The guidelines are organized around a framework of three domains including: Personal Social Development, Educational Achievement and Lifelong Learning, and Career Management. The framework and its associated goals offer a continuum of skills for young people and adults that should help them develop skills necessary to get the most from education life and work. Though the guidelines are not associated with particular grade levels, most of the supporting activities are geared to high school and middle school students. Use these guidelines to identify activities and strategies for developing high-quality career programs.

[Employability Skills](http://www.myfuture.edu.au/The%20Facts/Skills/Employability%20skills.aspx)
http://www.myfuture.edu.au/The%20Facts/Skills/Employability%20skills.aspx

myfuture is Australia's career information and exploration service with thousands of resources to plan career journeys. It offers a striking similarity to employability skills identified in the United States.

Transitions to Post-Secondary

General Guides

[Breaking Through Practice Guide]

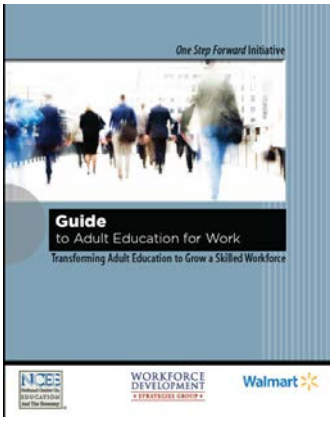
http://www.jff.org/publications/education/breaking-through-practice-guide/1059

JFF developed the Breaking Through Practice Guide to help practitioners serve adults who have low literacy and math levels and who want to succeed in postsecondary education. The Practice Guide highlights innovations from community colleges that participating in the Breaking Through initiative between 2005 and 2009. The Practice Guide has four components, each devoted to a "high leverage strategy" that community colleges and other programs can adopt to increase their success with low-skilled younger and older adults: accelerated learning, comprehensive support services , labor market payoffs, and aligning programs for low-skilled adults.

Achieving Success: The Latest News in Promoting Community College Success
http://www.jff.org/publications/education/achieving-success/133

This quarterly newsletter is designed to help Achieving the Dream colleges, partners, state-level stakeholders, and other interested individuals stay abreast of developments in the initiative. Each issue contains updates from the Achieving the Dream states, resources on student success in community colleges, and a focus on a single policy topic of concern to Achieving the Dream college and state teams.

One Step Forward Initiative: Guide to Adult Education for Work, TransformingAdult Education to Grow a Skilled Workforce
http://www.jff.org/sites/default/files/adult_ed_work_guide.pdf



In Fall 2007, the Workforce Development Strategies Group at the National Center on Education and the Economy received a grant from the Walmart Foundation to identify a set of quality indicators for Adult Education for Work—programs geared to helping low-skilled workers acquire the basic skills they need to succeed in the 21st-century workplace and to enhance U.S. firms' competitiveness. This Guide was based on research conducted by the WDSG and a research paper commissioned by NCEE and written by Forrest Chisman of the Council for the Advancement of Adult Literacy (CAAL).

College for Adults
http://www.collegeforadults.org/

This web site, designed by the National College Transition Network (NCTN) for independent study or as a supplement for in-class study, teaches study skills, links to sites with academic online preparation, and guides prospective college students through offices such as Admissions and Student Support. GED classes and tests by themselves do not prepare adults for college. They do not teach adults how to write term papers, read college texts, understand college terminology, take notes at a lecture, or how to navigate the college environment. The NCTN's College for Adults website helps to fill these gaps.

How to Build Bridge Programs that Fit into a Career Pathway: A Step-by-Step Guide Based on the Carreras en Salud Program in Chicago
http://www.idpl.org/images/publicationsPDFs/Instituto2010_HowToBuildBridgePrograms%20final.pdf

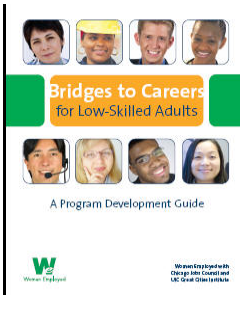
This guide, developed by the Instituto del Progreso Latino and other partners, highlights how to develop a career-based bridge program. It draws on the specific example of health careers. This guide can inform program development for ESL and ABE students.

National College Transition Network
http://www.collegetransition.org/home.html

The Network's goal is to support ABE staff, programs and states in establishing and strengthening ABE-to-college transition services through technical assistance, professional development, collegial sharing, advocacy and increased visibility for this critical sector of the adult basic education system. The website contains a variety of helpful resources and tools.

GED: Beyond the Basics
http://floridatechnet.org/GEDBeyond/index.html

This is a project designed to assist programs in the transition of adult education students to employment and postsecondary education and training. The Florida GED Plus program initiated the movement towards enhancing the GED curriculum through incorporating higher-level skills and college preparation materials. The website includes sample lessons plans.



Bridges to Careers for Low-Skilled Adults: A Program Development Guide (2005)
http://www.womenemployed.org/sites/default/files/resources/BridgeGuide.FullReport.2005.pdf
PDF (717K) provides concrete guidance on how to develop and implement "bridge programs" that help adult students improve their basic skills and succeed in college.

Helping Adult Learners Make the Transition to Postsecondary Education (2005)
http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/transpost.pdf
PDF 101K) discusses the challenges ABE programs must address to develop and implement transition services, provides examples of emerging efforts, and discusses the implications of this transformation for policy and practice.

Career Contextualized Instructional Map

List the primary learning activities and indicate which of the three instructional strands will be integrated into each. **NOTE: Some of these learning activities will be preceded by explicit instruction related to the Texas Content Standards.**		List the assessment activities that will demonstrate that students understand and can apply new information?
X □ **Academic** **X□Employability** **X□Occupation** **1 Career Exploration:** Introduce health-related careers by showing a video on various occupations. Ask students to select two occupations that interested them the most. Group students with identical occupational preferences. Demonstrate to the students how to find information on ONET and have groups read additional information on their selected occupations. Ask them to write down information on training requirements, salary, and job tasks – either in narrative form or graphically on a poster board. Ask them to share what they learned with the class.	X□ **Academic** □**Employability** □**Occupation** **2 Planning a Budget:** Ask students to share ways in which they use decimals in everyday life (money, car's odometer, gas pump, etc.) Demonstrate the concept of adding decimals by using one of their examples. Allow students to practice the concept. Provide students with a budget worksheet that lists typical monthly expenditures (housing, utilities, food, clothing, transportation, entertainment, savings, etc.). Help students to determine what they are currently spending (or would be spending if they were living on their own) for each of the items. Be sure to use standard dollars and cents nomenclature such as $60.25, $100.00, etc. Have the students add all of their items together for a monthly budget. Then have students determine how much they would need for an entire year.	1. **Career exploration:** Class presentation on training requirements, salary, and job tasks of selected occupations 2. **Planning a Budget:** Satisfactory completion of monthly budget and annual projection. 3. **Matching Budget to Occupation:** Satisfactory completion of budget worksheet showing differences between expenditures and salary. 4. **Writing for Purpose and Audience:** Based on a developed rubric, satisfactory completion of graphic organizer and one page narrative describing ways to live within a budget.
X□ **Academic** □**Employability** **X□Occupation** 3. **Matching Budget to Occupations:** Demonstrate the concept of subtracting decimals. Allow students to practice the concept. Using the completed budget worksheets, have the students compare their annual budget to the annual salary for their	X□ **Academic** **X□Employability** □**Occupation** 4. **Writing for Purpose and Audience:** Demonstrate a graphic organizer to show how it can be used to organize ideas. Include sections on the organizer for purpose and audience and discuss how writing might differ depending on various audiences/purposes. Divide the class into groups	

Career Contextualized Instructional Map

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selected health-related occupations. Have them calculate the difference by subtracting the two to determine if they will have money left over or if they will need an occupation with a higher salary. Use a prepared worksheet to help them make their calculations.	and allow them to share the results of their budget activity with each other. Collectively, ask them to brainstorm what options each of them might have in either reducing their monthly expenditures, looking for another occupation with a higher salary, or other ideas on making ends meet. While they are brainstorming, direct them to jot down ideas they gain from the discussion on ways to live within a budget on the brainstorming chart. Students will then complete the writing assessment.	

Resources/Materials I Will Need:

- **Computers and internet access**
- **Health careers video**
- **Budget worksheet**
- **Salary calculation worksheet**
- **Sample graphic organizer**
- **Writing rubric**

Career Contextualized Instructional Map

Time Period this Instructional Map covers:	Class Structure: (check applicable items)	NRS Levels : (check applicable items)
1 week unit – about 12-15 hours of instruction	☐ Open entry X☐ Managed enrollment	TIER 1: ABE 1 2 3 ESL 1 2 3 4 5 TIER 2: ABE 4 ASE 5 6 ESL 6

INSTRUCTIONAL STRANDS

What academic skills will the students know and be able to do?	What employability skills will the students learn?	What occupational context will be used to contextualize instruction?
5.6 ESL Use knowledge of a wide range of more complex cultural conventions to understand oral communication.	Communication Skills	Healthcare

Theme - Explore science and science careers

List the primary learning activities and indicate which of the three instructional strands will be integrated into each.		List the assessment activities that will demonstrate that students understand and can apply new information?
X Academic X Employability XOccupation 1. Introduce the idea of how, until recently, women and racial minorities had little representation in science careers. Begin the discussion by opening up with this statistic: Underrepresented minorities make up 9% of nurses, 6% physicians, and 5% dentists in the US (Zayas & McGuigan, 2006) How does this compare to the population as a whole? Why is this happening? What can we do? 2. Read e and share – Divide students into pairs. Ask each pair to read and take notes on article. Their task is to summarize the article	**X Academic □Employability X Occupation** 3. **Listening for a Purpose** (Listen a few times) Teach strategies for listening for specific information. Give students a purpose for listening. Pick 5 vocabulary words that you want students to recognize when it is said on the video. Play video clip: Hot Jobs – Healthcare in demand. Have each group listen again to get information to the following questions: 1. What occupation is highlighted in the video? 2. Is the occupation in demand? 3. What other healthcare job is in demand? 4. **Inferring** – Work in groups. Research Health	1. Power point presentation. 2. Check listening worksheet. 3. Class Discussion on Pharmacy Tech. occupation

in a power point presentation. They present presentation to the class. Article, First Woman Doctor	Career profession on Pharmacy Technician. Learn about knowledge, skills and abilities. Watch the interview- first section only of Pharmacy Tech.interview. After watching the interview, students explain if this kind of occupation would interest them. Explain answer.	

Resources/Materials I Will Need:

Computer and internet access. It is best if this activity is carried out in a computer lab.

Activity 2: First Woman Doctor

http://science.education.nih.gov/home2.nsf/Educational+Resources/Resource+Formats/Online+Resources/+High+School/B47A2C254724C3FB852570F3006EFA1D

Activity 3: Hot Jobs – Healthcare in demand http://www.youtube.com/watch?v=7gkJa5gksBE

Activity 4 : Pharmacy Tech. Interview - http://www.youtube.com/watch?v=js6HAl1IQAw

Career Contextualized Instructional Map

Time Period this Instructional Map covers:	Class Structure: (check applicable items)	NRS Levels : (check applicable items)
1 week unit –10 hours of instruction	☐ Open entry X☐ Managed enrollment	TIER 1: ABE 1 2 3 ESL 1 2 3 4 5 TIER 2: ABE 4 XASE 5 6 ESL 6

INSTRUCTIONAL STRANDS

What academic skills will the students know and be able to do?	What employability skills will the students learn?	What occupational context will be used to contextualize instruction?
6.5 **Reading:** Organize and analyze information to derive underlying meaning of texts by using classification, comparison/ contrast, making inferences, and drawing conclusions. Analyze and organize information. 5.6 **Writing:** Undertake multiple re-readings of text in order to make comprehensive edits.	Communication Skills – Writing	Business Management and Administration

Theme – Making a living – Entrpreneurs – Are You One?

List the primary learning activities and indicate which of the three instructional strands will be integrated into each.		List the assessment activities that will demonstrate that students understand and can apply new information?
X Academic X Employability X Occupation 1. Background knowledge- Students should already know about careers in this industry cluster. Dictionary use- ask students to look up the definition of entrepreneur. They should give the part of speech and spelling of all forms. Ask them to read the short summary of Sam Walton and Oprah Winfrey and discuss what the class already knows about each person	**□ Academic □Employability X Occupation** 3. Are you an Entrepreneur? Have the class take the test to see if they have the qualities to be an entrepreneur. Compare the qualities listed in this test with their group's ideas. 4. Read the article- Tracking Success Among Immigrant Entrepreneurs – Write a summary of the article. Do peer conference on summary.	1. Instructor grades essay with writing rubric. . 2. Instructor grades summary with writing rubric.

and if they think they are entrepreneurs. 2. Break them into small groups and ask them to read the articles on Sam Walton and Oprah Winfrey. Watch the video on Bio on Oprah Winfrey and read the article on Sam Walton. In groups write a response to the following prompt – What are the personal qualities of an entrepreneur? The essay can be group written, but it must be edited and proofed for accuracy.		

Resources/Materials I Will Need:
You will need internet connection with sound.
Activity 1 Summary
Sam Walton
Born in 1918 in Kingfisher, Oklahoma, Sam Walton is the founder of retailers Walmart and Sam's Club. Growing up during the Great Depression, Sam developed his work ethic while doing many chores to help his family make ends meet. After Sam got out of the Army, he borrowed money from his father-in-law and used money he saved to open a store. Sam opened several more stores over the years. He opened his first Walmart store in 1962 in Rogers, Arkansas. After his death in 1992, the company continued to expand, including online commerce and stores around the world.
Oprah Winfrey
Oprah Winfrey overcame many challenges in her early life to become a media giant. Oprah was born Jan. 29, 1954, in Kosciusko, Mississippi, to unwed teenage parents. She had a difficult childhood, living in poverty in her grandmother's home for her first six years and then between her father's residence in Nashville and her mother's in Milwaukee. An excellent student, she won a full scholarship to Tennessee State University and became interested in journalism and media. After a career in broadcast news, she made the move to talk show television. With the success of *The Oprah Winfrey Show*, Oprah has built a media empire which includes a magazine, film production company, and cable network.
- See more at: http://source.southuniversity.edu/famous-entrepreneur-success-stories-97216.aspx#sthash.7FN4eCo1.dpufmary
Activity 2: Bio - Bio on Oprah Winfrey, Sam Walton Activity 3: Test - .Are you an Entrepreneur
Activity 4: Article: - Tracking Success Among Immigrant Entrepreneurs

SUFFERING FROM INITIATIVE FATIQUE?

Lesson Plan Templates

Content standards

CONTEXTUALIZED INSTRUCTION

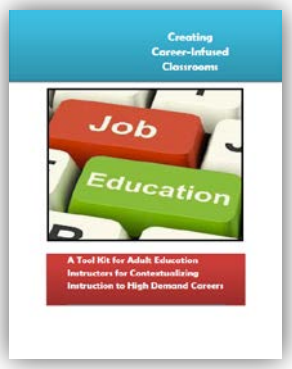
Integrating Career Awareness

JOBS FOR THE FUTURE

Career Pathways

How about an initiative that will put all of the pieces together?

CREATING AND SUPPORTING CAREER-INFUSED CLASSROOMS



Instructors

- 15 minute online overview on creating career contextualized classrooms
- Career Contextualized Toolkit loaded with sample instructional maps, frameworks, and online resources that integrate what you are already doing
- Train the Trainer workshops planned for 2014

Program Managers

- 45 minute online tutorial for creating a support system for contextualized instruction
- Support Toolkit packed full of resources, strategies, sample checklists, and processes for supporting dynamic and engaging career-infused classrooms