Contextualization: Creating Career-Infused Classrooms
A Toolkit for Instructors

Career Pathways for Adult Learners

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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

Postsecondary vocational training, academic coursework, or on-the-job training.

**Counseling to Careers** provides a local area context to student career goals.

**Integrating Career Awareness** begins student self-exploration and career investigation process. College knowledge and budgeting skills assist them plan for future training.

**Contextualized Instruction** provides focus and skills development.

**GED to College** Instructional models may increase transition success.

**Local Program College and Career Readiness Plans** guide the process and help create a culture of transition.

**TX ADULT ED CONTENT STANDARDS DRIVE ACADEMIC INSTRUCTION.**
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 Career-Infused Classrooms

A Tool Kit for Adult Education Instructors for Contextualizing Instruction to High Demand Careers
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Our profession continues to reinvent itself to meet the changing needs of our students. Our current focus is on jobs because many of our students are undereducated and underprepared for the high demand jobs that provide a family sustaining income. They need us to provide an onramp to a career pathway leading to productive employment.

This toolkit is designed by your colleagues to give you the tools you need to “infuse” careers throughout your learning plans. Specifically, this toolkit focuses on contextualizing instruction around the high demand jobs in your service area.

Therein, academic skills contextualized with employability (soft) skills, occupational contexts, and career planning lead our students along career pathways ending with jobs with family sustaining incomes.

Please note: these recommendations do not mean that you should stop doing all the good things you are currently doing in class. Rather, the toolkit offers ways to organize and “infuse” careers into what you are already doing. As a toolkit, it also serves as a place to store your ideas and resources. Use the side bar to take notes or to add resources you find along the way.

**Toolkit Organization**

This toolkit is organized in chapters, but it is not intended to be followed step-by-step. For some of you, this approach is new and you might want to follow the progression described. For others, the approach is quite familiar so you might just dip in and out and use ideas suggested as they fit.

Most importantly use this opportunity to work with your colleagues to experiment and generate new ideas that improve your teaching and learning and that relates to your everyday work as an adult educator.

*Let’s get started.*
There is no question about it...you, as an Adult Education teacher, have a tremendous job to do! Do any of these statements about job responsibilities resonate with you?

- All you have to do is create individualized learning plans for fifteen students all on different levels with unique interests, half of whom are learning disabled.
- You often do this in a satellite location with few if any colleagues nearby.
- In the process, you are expected to use a variety of learning materials and modalities.
- To those job expectations, now you are expected to infuse careers into those learning plans in order to help our students move on a career pathway toward a job with family sustaining income.

Does this sound a bit overwhelming? Fortunately, it does not need to be. To support your work in the classroom, a number of components are being put into place that will provide you with resources you need to prepare students for career contextualized instruction. Here are a couple of examples:

**Your program manager**: Your director or supervisor plays a significant role in infusing careers into your learning plans. Here are two of those roles:

1. **Identifying the high demand jobs in your service area**: You want to prepare your students for jobs that will support their families. Your program manager’s task is to work with local resources to identify those high demand jobs and provide you with a list from which to work.
2. **Curriculum Workgroup**: Most part-time teachers, i.e., most of our teaching force, do not have time to build curriculum components around those high demand jobs. Your program manager’s task is to establish a curriculum workgroup who have the task of developing sample curricular resources to be used by teachers throughout the program. As you develop resources of your own, you can...
share them with the curriculum workgroup so they can add them to the repertoire from which all teachers draw.

3. **Student Orientation**: In a career-infused classroom, you will be contextualizing skills around high demand jobs; engaging students in developing employability skills (soft skills) like problem solving, critical thinking and team work; as well as exposing them to careers with which they are unfamiliar (career awareness and exploration). As a result, student orientation needs to prepare students for these various learning activities and explain why they are important to be included in the learning plan. That is why the parallel toolkit that was developed for program managers includes recommendations for infusing career discussions and activities in your student orientation agenda. By doing so, your students will better understand the benefits of the career-directed approach you will be taking in the classroom.

**Professional Development**: In addition to this toolkit and the online overview of contextualized instruction, professional development workshops will be offered to help you better understand, practice, and apply what you learn. Make sure you take advantage of these valuable professional growth opportunities.

**Mentoring**: Each of us has special talents that we bring to the teaching profession. Some of us are very good at contextualizing instruction and infusing career-related activities. If you would like to observe one of your colleagues who does this well, ask your supervisor to assign you a mentor. Working with a mentor is a great way to learn firsthand some critical pointers and strategies for delivering career-infused instruction.

Just remember that you are not alone as you move forward with career contextualized instruction. You have the support of your program director, colleagues, and state staff to help you along the way.
WHAT IS CONTEXTUALIZED INSTRUCTION?

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 you do? Chances are you would begin by asking questions about the types of measurements he has to make on his job. You 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.

Many adult educators use a contextualized approach to basic skill instruction. Embedding basic skill instruction in contexts that are relevant and meaningful to learners’ lives is not a new approach. A familiar context provides a vehicle for us to introduce new skills or apply newly learned skills.

Adult ESL instructors commonly embed English language instruction in contexts that focus on a learner’s immediate need to survive in the new community. Adult basic and secondary education teachers use the learner’s experience to introduce and apply new skills.

Contextualization is an instructional approach rooted in learning theories that maintain that adult learning is a process of constructing knowledge by drawing on existing knowledge and experiences, and by making a connection with contexts; learners can more easily transfer their new skill to other situations like the workplace.

Contextualization has been defined as “a diverse family of instructional strategies designed to seamlessly link the learning of foundational skills and academic or occupation content by focusing teaching and learning squarely on concrete applications in a real life context.”

What is your experience with contextualized instruction?

How will contextualizing to high demand occupations immediately impact your day-to-day practices?
applications in specific contexts that is of interest to the
student.’ (Mazzeo, Rab & Alssid, 2003, pp.3-4)

To put this approach into practice, we need to contextualize our
lessons such that we link the teaching of foundational skills in
reading, math, and writing to contexts that are relevant and
meaningful to learners’ goals.

How many of your students would like to get a job or upgrade
to a better job? In many cases, this comprises a significant
percentage of our adult learners. Adult educators can rely on
career contextualized instruction as a tool to plan lessons
around career or occupational or job related contexts. This
approach helps students see a clear connection between skills
being taught in a classroom setting and its application to the
workplace. There is strong evidence that contextualized
teaching and learning is an effective approach for accelerating
learning, improving retention, and transitioning to post-
secondary programs, occupational training, or jobs.

**Integrating Contextualized Instruction for High Demand Jobs
into Adult Education**

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

You are 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 your responsibility in helping that student pursue his
goals? Do you know where the student can enroll in a welding
program? Can you tell the student the salary he could expect
from a welding job versus what he is doing now? Do you know
the type of math, reading, and critical thinking skills the student
will need to be successful in a welding program? Are there any
entrance requirements such as a high school credential? How
could you and the student discover the answers to these
questions?
In career-infused classrooms, contextualization takes on a more specific role because basic skills are often contextualized in relation to a particular industry or career cluster that is deemed in demand. It does require a little more work; however, the beauty of much of the work is the fact that you and the student can learn new information together at the same time through career exploration.

There are sixteen career clusters® under which all jobs are classified. These clusters help focus our efforts in a career-infused classroom and enable students to explore careers in a more organized manner. They include:

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business Management & Administration
- Education & Training Planning
- Finance Planning
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics

So now let’s take a look at a framework that can further help to organize your contextualization efforts!
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 you organize what you are currently doing in helping students prepare for employment, job training, or postsecondary education. It is a structure to help you contextualize instruction to occupational contexts for all levels of students, beginning to advanced, regardless of whether you teach open entry or management enrollment classes, multi-level or leveled.
Why would I use it?

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.

When would I use it?

The Framework can 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:

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.

Definitions/ Reflections/Notes

The **Texas Adult Education Content Standards and Benchmarks** form the instructional foundation. They are used to identify the discrete academic skills that students need to know and be able to do.

**Employability Skills**, also referred to as soft skills, 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.

**Occupational Contexts** refer to career exploration and planning as provided through the Integrating Career Awareness curriculum as well as work skills required in career clusters or occupations that have been identified by your local program managers as in-demand.
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 at it, and then we will break it down piece by piece.

**Definitions/Reflections/Notes**

**Tier 1** is designed for students functioning at ABE Levels 1 – 3 and ESL levels 1 – 5.

**Tier 2** is designed for students functioning at ABE level 4, ASE Levels 5 – 6, and ESL Level 6.
CAREER CONTEXTUALIZED FRAMEWORK

TIER 1: CAREER INFUSED

Entry Point:
ABE Levels 1–3, ESL Levels 1–5

Employability Skills
Texas Content Standards
Integrating Career Awareness (ICA)

TIER 2: CAREER FOCUSED

Instructional Maps to organize teaching and learning

Entry Point:
ABE Level 4, ASE Levels 5–6, ESL Level 6

Occupational Content
Employability Skills
Texas Content Standards

Prerequisite:
ICA or similar career awareness/planning
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 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.

So let’s take a closer look at each element in the Framework.

**Definitions/Reflections/Notes**

**Career-infused** instruction involves teaching academics in the cluster contexts as well as career awareness, career exploration, self-assessment, and career planning.

**Career-focused** instruction targets contextualized teaching to a specific career cluster or occupation.

An instructional map is a flexible planning tool to organize an 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.
Tier 1 is designed for students who enter at ABE Levels 1 – 3 and ESL Levels 1 – 5. The overall intent of Tier 1 is to introduce students to career options so they can make informed decisions about future training and/or employment options as they strengthen their academic skills taught in the context of career awareness and employability skills. In the career-infused Tier 1, the focus is on contextualizing the Texas Content Standards and Benchmarks to high demand career clusters as well as content in the Integrating Career Awareness (ICA) curriculum and selected employability/soft skills that are critical to productive employment and job retention.

**Texas Adult Education Content Standards and Benchmarks:** The core of career contextualized instruction rests in the academic skills that students need to know and be able to do to reach their educational and employment goals. The Texas Adult Education Content Standards and Benchmarks form the foundation for contextualizing employability skills and career awareness in Tier 1. As you will see in the next chapter, it is important for students to see the academic skills they are learning within the employability and occupational contexts. They need to see that while they are learning about career options, for example, they are also learning very important academic skills that are needed for successful passage of high
school equivalency tests, college entrance exams, employment tests, etc.

**Integrating Career Awareness (ICA):** ICA helps students to explore careers and learn about the educational and training requirements as well as the salary expectations for high demand jobs in their area. ICA provides you with valuable career-infused lessons that can be contextualized, for example, to math and language benchmarks so that students see the relevancy in what they are learning. You will find examples of this later in the toolkit. Since many of you are using lessons from ICA right now, the Framework is designed to complement what you are already doing – not create extra work!

**Employability 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)*  

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 three particular resources very helpful.

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.

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.
A second 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.

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

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 also included within the model’s personal effectiveness and workplace competencies such as teamwork, customer focus, problem solving and decision making.
The third resource is a favorite of many adult educators. 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. Many scenarios are in an audio format also.

Three series are available for free download:
- Preparing Workers: Math at Work
- Preparing Workers: Reading
- Preparing Workers: Citizenship

The website, [http://maepd.org/lib-preparingworkers.html](http://maepd.org/lib-preparingworkers.html), includes downloadable teacher’s guides, student workbooks, audio recordings, and video clips. While there is some reference to Michigan, the overall content is generic enough to use in any setting.

Since there is no sequence of skills in the workbook, you can decide where to begin and which topics will likely be of interest to your students. Some of the skills, for example, in the math series include: Using basic math well enough to get the job done, managing time effectively, coping with a work situation or tasks that change frequently, and identifying actual or potential problems related to one’s own work. Several of the reading scenarios focus on using situational judgment.

Now let’s take a closer look at Tier 2 designed for students functioning at ABE Level 4, ASE Levels 5 – 6, and ESL Level 6.
Students who transition from Tier 1 to Tier 2 may have already completed career awareness, self-assessment, and career planning as outlined in the Integrating Career Awareness curriculum. If they have not or if they enrolled directly into your program at a Tier 2 functioning level, you will want to make sure that they complete a career awareness/planning process as a prerequisite before proceeding into the coursework.

For example, the Education Service Center- Region 20 provides Career EASE, a five-week orientation to the Alamo College I-BEST initiative, career exploration, and basic skills improvement. It is 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.
Tier 2 is designed to focus on a specific career cluster or occupation based on students’ interest, selected occupational program of study, and/or high demand jobs in your area.

Tier 2 contextualizes the Texas Adult Education Content Standards and Benchmarks with employability skills and occupational content specific to the selected career cluster or occupation. Tier 2 courses are often offered in one of two different delivery formats.

**Definitions/Reflections/Notes**

**Sequential:** Adult Education courses designed for students to transition into postsecondary or training programs after course completion.

**Co-enrollment:** Courses in which students are enrolled in Adult Education and postsecondary or training programs at the same time.

**GED Career Bridge to Hospitality**

[http://valrc.org/resources/instruction.html](http://valrc.org/resources/instruction.html)

**IBEST**

[http://flightline.highline.edu/ibest/](http://flightline.highline.edu/ibest/)

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**SEQUENTIAL**

- Courses prepare students to enter and succeed in credit-bearing postsecondary education and training after they complete the Bridge course.
- Often focused on a career cluster or group of occupations
- Sometimes referred to as Bridge courses, such as GED Bridge to Hospitality.

**CO-ENROLLMENT**

- Courses in which students are co-enrolled in Adult Education and occupational programs of study at the same time.
- Focus on a specific occupation
- May involve team teaching between Adult Education and occupational instructor
- Concurrent or dual enrollment
Your program’s capacity and available postsecondary and training options will obviously influence which of the models are most appropriate for your target population. Your local manager will work with local training and postsecondary partners to determine available options. The career-focused classes work best in a managed enrollment structure but with a little imagination, you can figure out how to adapt it in an open entry structure. In Chapter 6: Putting It into Practice, we will also look at examples of how the models can work in smaller programs in which you may not have a sufficient number of students interested in the same cluster or occupation.

Before we look at the core components within these models, let’s look at an example of each to give you a better idea of what it looks like in practice.

**Definitions/Reflections/Notes**

**Name of Program:** GED Bridge to Hospitality Careers

**Model Type:** Sequential

**Description:** This course is designed for students who need to earn a high school equivalency diploma and have an interest in pursuing employment or postsecondary education/training in hospitality careers after they earn their diploma. The course includes inquiry activities adapted to hospitality contexts as well as hospitality industry vocabulary lists, hospitality-related reading materials and lessons.

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

**Model Type:** Co-Enrollment

**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.

Students receive CNA training from a registered nurse at the college and contextualized adult education from ESC 20 for about 6 weeks, followed by 2 weeks of clinical at a facility, 2 weeks of test prep (ESC-20 only), then the state
Employability Skills: In both Sequential and Co-Enrollment courses you will want to integrate employability skills to ensure that students can apply appropriate behaviors and practices in the workplace. Refer to the previous information about employability skills for Tier 1 for information on resources to do this.

Texas Content Standards: As with Tier 1, the standards and benchmarks are selected that the students need to reach their educational goals.

- If they need to pass a high school equivalency test, you will want to make sure that these benchmarks are addressed.
- You will also want to make sure that students can explicitly see the connection between the knowledge needed to pass a high school equivalency test and the knowledge needed to be successful in postsecondary education or job training.
- This may also mean that you will need to integrate additional skills and knowledge to ensure they have the prerequisite skills to successfully pass college entrance exams as well as skills needed to succeed in college, such as assistance with financial aid, study skills, time management, digital literacy, etc.
Occupational Content: The most significant factor that differentiates Tier 1 from Tier 2 is the occupational context. In Tier 2, the Content Standards are contextualized to the specific occupational skills associated with the selected career cluster or occupation.

So how do you find out what those occupational skills are so you can contextualize instruction? Here are a few helpful options.

1. **Search online resources that provide the knowledge, skills and abilities (KSA’s) or tasks for various occupations such as:**
   - O*NET
     - [http://www.onetonline.org/find/](http://www.onetonline.org/find/)
   - Career Info Net’s Occupational Profile
   - Texas CARES

The next three pages take you through a step-by-step process on searching for information on nursing assistant from Career Info Net’s Occupational Profile.
1. Insert the occupation. Hit "search."

2. Select "continue."
3. Select “Texas” and hit “continue.”

4. Click on KSA or Tasks & Activities.
Do you see how some of these tasks could be contextualized to reading and math benchmarks?

2. **Talk with your occupational providers.** Community college faculty, for example, are usually very willing to share with you the syllabi of their course offerings that will list the learning objectives of the courses. This is particularly important for integrated or I-BEST-like models because you need to work closely with the occupational instructor to ensure that your instruction is directly linked and supports the occupational instruction.
3. **Explore occupational textbooks.** By examining the content of the textbooks that the students will be using in their occupational or job training programs, you can see what they will be learning, the degree of complexity, and the various contexts in which you need to teach.

4. **Observe or audit the occupational course.** This is a great way to see firsthand what is being taught, the scope and sequence of instruction, and the application of the content.

5. **Talk to employers in your selected career cluster or occupation or observe the worksite in person.** Ask them what types of technical and employability skills are most critical to productive employment in that field. Working with employers is in your supervisors task list.

Now that you have an idea about the structure of the Career Contextualized Framework, let’s take a look at how you transfer the Framework into practice through the use of instructional maps. This is the fun stuff!
The Instructional Map is a tool you can use to plan and organize your instruction. This tool can be used in open entry or managed enrollment classes, multi-level or leveled classes, and with any level of student. Before we take a look at it, let’s examine what it is and what it is not.

**WHAT IT IS**
- A planning tool to help you organize your instructional approach to contextualized learning.
- A tool to help you think about your daily lessons using the lesson plan template you already have.
- A tool that takes a broader approach – may cover one to four weeks of instruction or more.

**WHAT IT IS NOT**
- A lesson plan
- Intended to replace or duplicate current lesson plan templates
- A prescription – can be adapted to fit your needs

Now let’s take a look at an example of an instructional map on the next page. Then we will take it apart – piece by piece.
# Career Infused Instructional Map

<table>
<thead>
<tr>
<th>Time Period this Instructional Map covers: (e.g., # of weeks/days)</th>
<th>Class Structure: (check applicable items)</th>
<th>NRS Levels: (check applicable items)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ Open entry □ Managed enrollment</td>
<td>TIER 1: ABE 1 2 3 ESL 1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TIER 2: ABE 4 ASE 5 6 ESL 6</td>
</tr>
</tbody>
</table>

## INSTRUCTIONAL STRANDS

<table>
<thead>
<tr>
<th>What academic skills will the students know and be able to do? (Texas Content Standards and Benchmarks)</th>
<th>What employability skills will the students learn? (e.g., teamwork, problem solving, customer service, communication, etc.)</th>
<th>What occupational context will be used to contextualize instruction? (Integrating Career Awareness and/or specific career cluster or occupation)</th>
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**Theme -**

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**List the primary learning activities and indicate which of the three instructional strands will be integrated into each.**

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<thead>
<tr>
<th>□ Academic □ Employability □ Occupation</th>
<th>□ Academic □ Employability □ Occupation</th>
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**Resources/Materials I Will Need:**

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**List the assessment activities that will demonstrate that students understand and can apply new information?**

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<td>□ Academic □ Employability □ Occupation</td>
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</table>
The top part provides information about the learning/teaching context including:

1. The time period of the developed instruction – for example, this could range from one week to four weeks or more.
2. The delivery structure of your class (open enrollment or managed enrollment).
3. The level of students being taught (within Tier 1 or Tier 2).
4. And then, notice the three strands or components. The template keeps the three strands in the forefront.
5. You will determine which benchmarks you want to address for the academic skills.
6. The specific employability skills that will be integrated into instruction.
7. The occupational context that will be used to contextualize the benchmarks.
8. Finally, the overall theme of your instruction.

Let’s take a look at an example related to health sciences on the next page.
In this example, Lupe, the instructor, decided to develop four 90-minute lessons that would be rotated every four weeks in her open-entry class. Her class consisted of Tier 1 learners at ABE Levels 2 and 3. Health-related jobs were in heavy demand in her area, and the majority of students were very interested in learning about the different career options. She knew this from the goal setting process she used with all new students. Therefore, she decided to base her contextualized learning activities around the theme of exploring health-related careers to gain a better understanding of the educational requirements and projected salaries for various jobs within this cluster. She posted a schedule in her classroom so the students would know when the health-related lessons would be conducted each week. She was pleasantly surprised that attendance and retention were very high for the sessions.

- Lupe wanted to integrate reading, writing, and math into the learning activities so she listed three specific benchmarks that she would contextualize to the occupational context of career exploration in health sciences.
- She also decided that she could easily integrate teamwork, critical thinking, and communication skills into the activities so that the students would gain important employability skills at the same time.

With her initial planning in place, Lupe started brainstorming what her primary learning and assessment activities would look like. Let’s take a look.
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?**

<table>
<thead>
<tr>
<th>Academic</th>
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**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.

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<thead>
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<td>X</td>
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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.

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<th>Occupation</th>
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<td>X</td>
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3. **Matching Budget to Occupation:**
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 selected health-related

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<tr>
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</table>

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...

<table>
<thead>
<tr>
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<tbody>
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<td>X</td>
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</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Assessment Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Resources/Materials I Will Need:**

- Computers and internet access
- Health careers video
- Budget worksheet
- Salary calculation worksheet
- Sample graphic organizer
- Writing rubric
Do you see how Lupe was able to contextualize math, reading, and writing benchmarks to specific occupational contexts? Do you think the students learned some useful information that will help them both academically and personally? Did you notice how she integrated the employability skills through the learning activities themselves by having the students work in groups to build teamwork, make presentations to build communication skills, and analyze their budgets and ways to make ends meet to develop critical thinking skills? Finally, her assessment activities gave her evidence that the students could actually apply what they learned. Copies of some of her assessment templates are included in the Resource section of the handbook.

Lupe decided to start small by developing four primary learning activities to see how they would go. What she discovered was that students were so excited about the sessions that they wanted more! With her instructional map completed, it was very easy for Lupe to then use that information to develop more detailed lesson plans to expand the health-related sessions. Job well done!

Remember: the instructional map is a broad organizational planning tool. It is not intended to replace or duplicate the lesson plan template you are currently using. It is designed to make lesson planning easier by giving you a chance to first reflect on the overall focus or theme of your career-infused teaching. It is also not a prescription. Feel free to adapt it to meet your needs.
At this point you are saying to yourself, “So let me understand. I am expected to integrate into our student learning plans 1) academic skills contextualized around the high demand jobs in our service area, 2) employability/soft skills, and 3) career awareness, exploration and planning. Just how am I supposed to do that?”

We know this may seem particularly difficult if you are a part-time instructor who teaches three hours a night, two nights a week—in other words, 80% of adult education teachers. Believe it or not, it can be done without totally revamping our class organization.

The first key word is “infuse.” You want to infuse careers into what you are already doing. Using the skills students are learning now, infuse work contexts. For example, if you are teaching root words, prefixes and suffixes, you want students to learn the skill of dissecting words and getting their meaning from the parts. If one of your high demand clusters involves landscaping, there are a number of opportunities: land-scap-ing, grounds-keep-er, equip-ment, drive-ways, hydro-static mowers, multi-limb coordination—all from the O*NET\(^1\) job description.

Likewise, four function math lends itself to perimeter, area, measurements, and the like.

The second key word is “organization.” How do you organize your class time—particularly if you are teaching open entry, multi-level classes? Here are a few ideas:

**The Backward Piggy:** One of our part-time teaching colleagues in South Carolina calls her classroom organization the backward piggy—I.G.I.P. –sort of piggy spelled backward.

\(^1\) O*NET is the Department of Labors website that contains details [http://www.onetonline.org/](http://www.onetonline.org/) See the Resource Section for a full description
6:30 – 7:30  **Individualized instruction:** students working independently or in small groups focusing on reading and/or math skill development; contextualized from time to time around high demand job clusters

7:30 – 8:15  **Group discussion**: students work in groups to discuss topics of interest, explore high demand jobs using lessons from the *Integrating Career Awareness* curriculum (what people do in those jobs, what education and training is needed, how many jobs are out there, how much someone earns in those jobs now and what the career ladder is like); use lessons from Michigan’s *Preparing Workers* to discuss and develop employability skills.

8:15 – 9:15  **Individualize instruction:** students working independently or in small groups focusing on reading and/or math skill development; contextualized from time to time around high demand job clusters

9:15 – 9:30  **Planning:** Once around the room to help students plan what they will be doing next in case they have to miss the next class.

*a note on Group Discussions: Bob Kegan’s research at Harvard examined the effect of the “cohort”—the group—on students. By including group discussions in your Adult Education classroom,*

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2 Michigan Office of Adult Education, [http://www.maepd.org/lib-preparingworkers](http://www.maepd.org/lib-preparingworkers) publications provide discussion scenarios that stimulate discussions about difficult to teach soft skills. See the glossary for a full description.

Kegan’s research found the following results: better academics, better social stability and better persistence. In addition to providing you with a format to explore career options and build employability skills, the group discussion builds a sense of community and benefits learners in a number of ways.

Thus, one way to infuse careers into your classroom is to organize it using the backward piggy or some derivation thereof to facilitate both the academic and soft skill building.

**Leveling within a Multi-leveled Class:**

For those of you who feel like you are teaching in a one-room schoolhouse with students functioning from beginning to advanced, here is an option that allows you to provide a structure to your multi-level class.

6:00 – 6:30  Instructor explains independent study assignments for the evening

6:30 – 7:30  **Focused, teacher–facilitated instruction** with students functioning in levels 1 – 3; higher functioning students complete **independent study assignments** (enhanced if computers are available in the classroom)

7:30 – 8:00  **Whole class career contextualized activity** that instructor links explicitly to content standards and benchmarks from independent study assignments

8:00 – 9:00  **Focused, teacher–facilitated instruction** with students functioning in levels 4 - 6; lower functioning students complete **independent study assignments** (enhanced if computers are available in the classroom)

**Managed Enrollment/Clusters:** Another option comes from our colleagues in North Carolina. Their program works on an eight-week cycle (Managed Enrollment). Every four weeks, the students select one of the high demand clusters as a point of interest. During that time period, each of the academic skills the
students are learning is contextualized around that cluster. Students complete the course, whether it be language arts or math, with a better idea of the vocabulary and skills required in two career clusters. In addition, they gain valuable employability skills through the interactive activities embedded in the curriculum that require problem solving, teamwork, and creative thinking. The switch to this career-infused approach has resulted in greater student retention and increased student performance in standardized post-testing.

**Create Your Own Organizational Structure:** Adult Education happens in so many forms, in various locations, and with a range of student needs and interests. In your classroom, think about how you can organize your class time to 1) give students opportunities to develop the academic skills they need (preferably in context of high demand job clusters as well as contexts of their other interests) as well as 2) provide group activities to develop teamwork, problem solving, critical thinking skills while exploring career options and planning for the future. With a little bit of creative brainstorming, you can customize a classroom management structure that keeps students engaged and motivated through career contextualized instruction.
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: 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

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 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

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.
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://stewartcoopercoong.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*
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)*

*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
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
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](http://valrc.org/resources/instruction.html)

This website includes hands-on, contextualized instructional materials for:

- **Landscaping**: 1. Trees and Shrubs, 2. Lawn Care, 3. Walkways, 4. My Yard

**Bridging the Employment Gap: Janitorial**  

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**  

The manuals include instructor notes, learning activities and learning demonstrations for contextualizing literacy skills with clerical positions.

**Bridging the Employment Gap: Grounds Maintenance**  

The manuals include instructor notes, learning activities and learning demonstrations for contextualizing literacy skills with grounds maintenance jobs.

**Bridging the Employment Gap: Kitchen Help**  

The manuals include instructor notes, learning activities and learning demonstrations for contextualizing literacy skills with kitchen assistant jobs.

**Bridging the Employment Gap: Retail**  

The manuals include instructor notes, learning activities and learning demonstrations for contextualizing literacy skills with jobs in the retail field.

**Medicine Plus**
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 Alcoholism, 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
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
National Career Development Guideline Lesson plans

XpMath
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 interactives, images, documents, lesson plans for teachers, and student-oriented activities.

Job Interview Lesson Plans

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

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

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

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

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

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**

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, Transforming Adult Education to Grow a Skilled Workforce**

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

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](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](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)**

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](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 Infused Instructional Map

| Time Period this Instructional Map covers:  
<table>
<thead>
<tr>
<th>(e.g., # of weeks/days)</th>
<th>Class Structure: (check applicable items)</th>
<th>NRS Levels : (check applicable items)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ Open entry □ Managed enrollment</td>
<td>TIER 1: ABE 1 2 3 ESL 1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TIER 2: ABE 4 ASE 5 6 ESL 6</td>
</tr>
</tbody>
</table>

#### INSTRUCTIONAL STRANDS

<table>
<thead>
<tr>
<th>What academic skills will the students know and be able to do? (Texas Content Standards and Benchmarks)</th>
<th>What employability skills will the students learn? (e.g., teamwork, problem solving, customer service, communication, etc.)</th>
<th>What occupational context will be used to contextualize instruction? (Integrating Career Awareness and/or specific career cluster or occupation)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Theme -

<table>
<thead>
<tr>
<th>List the primary learning activities and indicate which of the three instructional strands will be integrated into each.</th>
<th>List the assessment activities that will demonstrate that students understand and can apply new information?</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Academic □ Employability □ Occupation</td>
<td>□ Academic □ Employability □ Occupation</td>
</tr>
<tr>
<td>□ Academic □ Employability □ Occupation</td>
<td>□ Academic □ Employability □ Occupation</td>
</tr>
</tbody>
</table>

#### Resources/Materials I Will Need:
## Career Infused Instructional Map

### Time Period this Instructional Map covers:
Four 90-minute lessons rotated every four weeks

### 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

<table>
<thead>
<tr>
<th>What academic skills will the students know and be able to do?</th>
<th>What employability skills will the students learn?</th>
<th>What occupational context will be used to contextualize instruction?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading: 1.3 Demonstrate awareness of reading for real-life purposes.</td>
<td>Teamwork Critical Thinking Communication Skills</td>
<td>Career exploration in health sciences</td>
</tr>
<tr>
<td>Writing: 1.3 Determine the <strong>purpose</strong> and audience for communicating in writing with prompting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math: 4.3 Model and apply meanings of addition and subtraction of decimals.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Theme - Explore health-related careers to gain understanding of the educational requirements and projected salaries.

### 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.

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  X□Employability  X□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

   - X□ Academic  □Employability  □Occupation

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

   - X□ Academic  □Employability  □Occupation

### List the assessment activities that will demonstrate that students understand and can apply new information?

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
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.

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Academic</th>
<th>Employability</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Matching Budget to Occupations:</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates 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 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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Writing for Purpose and Audience:</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Demonstrates 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 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.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Resources/Materials I Will Need:
- Computers and internet access
- Health careers video
- Budget worksheet
- Salary calculation worksheet
- Sample graphic organizer
- Writing rubric

List the assessment activities that will demonstrate that students understand and can apply new information:

- budget.
Sample Monthly Budget Worksheet

Fill-in the amount you spend each month on these items.

<table>
<thead>
<tr>
<th>Table 1</th>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Housing:</strong></td>
<td>Rent or mortgage</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electric</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Telephone</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Water/sewer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Garbage pick-up</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Home repairs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td><strong>Food:</strong></td>
<td>Groceries</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Eating out</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td><strong>Transportation:</strong></td>
<td>Car payment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gasoline</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Car insurance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Car maintenance/repairs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bus, parking, tolls</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td><strong>Family:</strong></td>
<td>Babysitting, daycare</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td><strong>Monthly Savings:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total of Table 1</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 2</th>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal &amp; Health:</strong></td>
<td>Clothing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Toiletries &amp; care products</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Haircuts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health insurance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Doctor &amp; dentist visits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prescriptions &amp; medicine</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td><strong>Education:</strong></td>
<td>Tuition and fees</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Books</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Supplies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td><strong>Entertainment:</strong></td>
<td>Tickets for movies, concerts, and events</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td><strong>Debt Payments:</strong></td>
<td>Credit cards and loans</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student loans</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td><strong>Miscellaneous:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total of Table 2</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Directions for Budget Worksheet

1. After you fill-in your monthly expenses, add your costs for table 1. Write your total here.
   ______________

2. Add your costs for table 2. Write your total here.
   ______________

3. Add your answers from #1 and #2 here to get your total monthly budget.

4. To get your budget for one year, multiply your answer in #3 by 12.
## Salary and Budget Comparison Worksheet

1. Fill in the yearly salary from one of your selected health careers occupations here. $__________________

2. Fill in your yearly budget from the Budget Planning Worksheet here. $__________________

3. Subtract the answers from #1 and #2, putting the larger number on top.

4. Which number was higher – your salary or your budget?  
   ___ Salary  
   ___ Budget

5. If your salary was higher, how much extra money would you have each month?

6. If your budget was higher, how much more money would you need each month to make ends meet?
Brainstorming Chart

Directions: As you brainstorm with your classmates, jot down good ideas you hear about ways to live within a budget. You will use these later to write a short essay.
**Purpose and Audience Planning Chart**

A Purpose and Audience Planning chart is a graphic organizer that guides students to plan their writing according to purpose and audience.

**Directions:** Circle or write your purpose for writing in the first column. Answer the questions in the second column.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circle one.</td>
<td>Write answers to these questions.</td>
</tr>
<tr>
<td>• To tell a real story</td>
<td>1. Who will read this?</td>
</tr>
<tr>
<td>• To tell a made-up story</td>
<td></td>
</tr>
<tr>
<td>• To describe a person, place, or thing</td>
<td></td>
</tr>
<tr>
<td>• To explain how to do something</td>
<td>2. What do they already know about my topic?</td>
</tr>
<tr>
<td>• To find something out</td>
<td></td>
</tr>
<tr>
<td>• To give an opinion</td>
<td></td>
</tr>
<tr>
<td>• To ask something</td>
<td></td>
</tr>
<tr>
<td>• Other</td>
<td>3. What do I want them to know?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. What part of my topic would interest them the most?</td>
</tr>
</tbody>
</table>

Writing Scoring Rubric for Purpose and Audience

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose and Audience; Idea Development and Support</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The writing:</td>
<td>□ Lacks purpose</td>
<td>□ Attempts to establish a general purpose; lacks focus</td>
<td>□ Attempts to establish and maintain a narrowed purpose; some lapses in focus</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Lacks awareness of audience</td>
<td>□ Indicates limited awareness of audience’s needs</td>
<td>□ Indicates some awareness of audience’s needs; makes some attempt to communicate with audience; my demonstrate some voice and/or tone</td>
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<tr>
<td></td>
<td>□ Lacks idea development; may provide random details</td>
<td>□ Demonstrates limited idea development with few details and/or weak support</td>
<td>□ Demonstrates some idea development with details/support; support may be unelaborated, irrelevant and/or repetitious</td>
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<td></td>
<td>□ Demonstrates depth of idea development with specific details/support</td>
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<td></td>
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<td></td>
<td>□ Demonstrates reflective, analytical and or insightful idea development; provides specific thorough support</td>
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<tr>
<td>The writing:</td>
<td>□ Establishes and maintains an authentic focused purpose throughout</td>
<td>□ Indicates an awareness of audience’s needs; communicates adequately with audience; conveys voice and/or appropriate tone</td>
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<td>The writing:</td>
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<td></td>
<td>□ Indicates a strong awareness of audience’s needs; communicates effectively with audience; sustains distinctive voice and/or appropriate tone</td>
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<tr>
<td>The writing:</td>
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</tbody>
</table>
# Career Contextualized Instructional Map

<table>
<thead>
<tr>
<th>Time Period this Instructional Map covers:</th>
<th>1 week unit – about 12-15 hours of instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Structure: (check applicable items)</td>
<td>□ Open entry  X □ Managed enrollment</td>
</tr>
<tr>
<td>NRS Levels: (check applicable items)</td>
<td>TIER 1: ABE 1  2  3  ESL 1  2  3  4  5  TIER 2: ABE 4  ASE 5  6  ESL 6</td>
</tr>
</tbody>
</table>

## INSTRUCTIONAL STRANDS

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

### Theme - Explore science and science careers

List the primary learning activities and indicate which of the three instructional strands will be integrated into each.

<table>
<thead>
<tr>
<th>X Academic</th>
<th>X Employability</th>
<th>X Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 &amp; McGuigan, 2006) How does this compare to the population as a whole? Why is this happening? What can we do?</td>
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<tr>
<td>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 in a power point presentation. They present</td>
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<tr>
<td>3. <strong>Listening for a Purpose</strong> (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?</td>
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</tr>
</tbody>
</table>

List the assessment activities that will demonstrate that students understand and can apply new information?

| 1. Power point presentation. |
| 2. Check listening worksheet. |
| 3. Class Discussion on Pharmacy Tech. occupation |
### Career Contextualized Instructional Map

| Presentation to the class. Article, *First Woman Doctor* | 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


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=js6HA11QAw
## Career Contextualized Instructional Map

### Time Period this Instructional Map covers:
1 week unit – 10 hours of instruction

### Class Structure: (check applicable items)
- Open entry
- Managed enrollment

### NRS Levels:
- TIER 1: ABE 1 2 3 ESL 1 2 3 4 5
- TIER 2: ABE 4 XASE 5 6 ESL 6

### INSTRUCTIONAL STRANDS

<table>
<thead>
<tr>
<th>What academic skills will the students know and be able to do?</th>
<th>What employability skills will the students learn?</th>
<th>What occupational context will be used to contextualize instruction?</th>
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<tbody>
<tr>
<td>6.5 <strong>Reading:</strong> Organize and analyze information to derive underlying meaning of texts by using classification, comparison/contrast, making inferences, and drawing conclusions. Analyze and organize information.</td>
<td>Communication Skills – Writing</td>
<td>Business Management and Administration</td>
</tr>
<tr>
<td>5.6 <strong>Writing:</strong> Undertake multiple re-readings of text in order to make comprehensive edits.</td>
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### Theme – Making a living – Entrepreneurs – Are You One?

### List the primary learning activities and indicate which of the three instructional strands will be integrated into each.

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<table>
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<tr>
<th></th>
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<tbody>
<tr>
<td>X Academic</td>
<td>X Employability</td>
<td>X Occupation</td>
</tr>
<tr>
<td>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 and if they think they are entrepreneurs.</td>
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</table>

### List the assessment activities that will demonstrate that students understand and can apply new information?

<p>| | |</p>
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<tbody>
<tr>
<td>1. Instructor grades essay with writing rubric.</td>
<td>1. Instructor grades essay with writing rubric.</td>
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<tr>
<td>2. Instructor grades summary with writing rubric.</td>
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</table>
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
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