

Oregon Pathways for Adult Basic Skills Transition to Education and Work Initiative (OPABS)

Career and College Awareness Course

Introduction to Course

Like all of the courses developed in the OPABS Initiative, the Career and College Awareness class grew out of the Oregon Pathways vision that “All Oregonians have access to post-secondary skills, credentials, certificates, and degrees that are valued in the current and future economy leading to good jobs and higher wages.” This particular class focuses specifically on preparing ABE/GED students to enter college, training programs, and high-demand career areas. Its purpose is to help students achieve their educational and career goals by offering:

- A variety of opportunities for the student to identify and reflect on his/her interests, skills and learning styles;
- Occupational information;
- Informational resources related to careers and college, as well strategies for accessing information and for understanding what one finds;
- Practice with a variety of reading strategies to make it easier for the student to understand information that might be somewhat complex or academic in nature; and
- Support in organizing this information and in putting together a plan that moves the student forward toward pursuing a career of his/her choice.

As accessing information often requires some significant reading skills, this class includes practice with a number of the OPABS Reading Skills. Although we talk briefly in the beginning about decoding, this class is grounded in the fundamental concept that reading is understanding (finding the meaning the author hopes to convey and/or creating meaning for ourselves by applying what we read to our personal context). Aspects of reading that are particularly important in this class are:

- Activating prior knowledge and integrating it with new information;
- Previewing text both to locate needed information and to improve understanding by recognizing the organization of the material, seeing relationships and noticing the different formats or presentation of information (text, graphs, summaries, etc.);
- Vocabulary: noticing unfamiliar words, deciding which are important to understand, understanding vocabulary from context, using dictionaries; and
- Reading information presented graphically: in charts, graphs, tables, etc.

This course incorporates four categories of instructional strategies:

Direct instruction – in which the instructor presents unfamiliar information. This happens most in the sections presenting the various websites, but appears throughout;

Indirect instruction – in which the teacher is facilitating student observations, explorations, inferences, etc. One example is when students are analyzing the results of the various inventories and when they are exploring various websites. Another example is when students are reflecting on and writing about their journal topics;

Experiential learning – in which students learn by doing, sharing, and analyzing. This happens often when students are working with various websites; and

Interactive instruction – in which students are working and thinking together to solve a problem and organize information. There are numerous activities where students are asked to think in groups in order to review information, to solve a problem, or to analyze or apply information they have accumulated.

It is important to note that these are not isolated strategies. For example, the teacher may act as facilitator during indirect instruction, interactive instruction and/or experiential learning; students may be identifying relationships or drawing conclusions individually or while working in groups.

Finally, there are essentially two theoretical components to what I am trying to do with this curriculum. The first is that students' knowing themselves and knowing something about the aspects that make up their strengths can/will give them a basis from which to begin making important decisions like choosing a career, deciding whether to go to college, and other life choices. A sub-theory here is that whatever "inventory" (i.e.,

multiple intelligences, skills, interests, abilities) we might use is human-designed and not infallible, and is therefore just an opportunity to reflect on our strengths and needs. The second theoretical component is that students' knowing about sources of information (websites, college catalogs), understanding their structure and the kinds of information they contain, and having some practice using them will allow them to continue to use these sources of information more effectively in the future.

DRAFT

**Oregon Pathways for Adult Basic Skills'
Transition to Education and Work Initiative (OPABS)**

Course Outline: Career /College Awareness

10, 3-hour classes

Mary Mayfield

Lesson	Objectives	Basic Skills' Tasks	Occupational Skills/Knowledge
1	<ul style="list-style-type: none"> • Meet each other • Understand purpose & focus of class • Explore what reading really is • Pretest (possibly fluency) • First look at planning • Reflection 	<ul style="list-style-type: none"> • Previewing materials • Main ideas, supporting details 	<ul style="list-style-type: none"> • <i>Oregon Careers</i> booklet as resource "Steps to Success"
2.	<ul style="list-style-type: none"> • Identify learning styles & personal characteristics using 2 or 3 instruments • Recognize/describe/use the organization of the reading • Make connections between titles and main ideas • Reflect 	<ul style="list-style-type: none"> • Using organization of written material to understand it • Vocabulary • On-line inventories for Learning styles, etc. 	<ul style="list-style-type: none"> • Personal characteristics and learning styles
3.	<ul style="list-style-type: none"> • Analyze inventory results from Lesson 2 • Explore general career information (job categories, types of available information, etc.) • Investigate sources of career information 	<ul style="list-style-type: none"> • Compare/contrast • Vocabulary • Summarize • Reading charts/graphs 	<ul style="list-style-type: none"> • Career information • Locating career information on-line
4.	<ul style="list-style-type: none"> • Continue exploring career information, emphasizing in-demand careers 	<ul style="list-style-type: none"> • Vocabulary 	<ul style="list-style-type: none"> • How can we tell what careers are in demand? • Specific readings and information about careers in some high-need areas such as health and construction
5.	<ul style="list-style-type: none"> • Identify areas of strong interest using "Career Game" booklet • Do skills inventory • Identify our "stage of life" and how it related to work. 	<ul style="list-style-type: none"> • Skills vocabulary 	<ul style="list-style-type: none"> • Skills vocabulary

Lesson	Objectives	Basic Skills' Tasks	Occupational Skills/Knowledge
6.	<ul style="list-style-type: none"> • Assess job needs (What do I need in a job?) • Analyze personal profile and job characteristics to begin matching with a job/career 	<ul style="list-style-type: none"> • Analyze • Draw conclusions 	<ul style="list-style-type: none"> • Identify skills, knowledge, abilities, etc from websites or elsewhere and related to students are considering
7.	<ul style="list-style-type: none"> • Investigate what skills employers want • Explore/discuss which of these skills are “learnable” and how one might learn them • Find out what skills the in-demand jobs require 	<ul style="list-style-type: none"> • Analyze • Evaluate 	<ul style="list-style-type: none"> • Employer needs
8.	<ul style="list-style-type: none"> • Discover sources of information regarding college/training • Utilize sources to find basic information (college entrance process, programs of study, etc.) 	<ul style="list-style-type: none"> • Organization of written informational materials (college catalogs) • Organization of college web sites • Compare/contrast 	<ul style="list-style-type: none"> • Programs of study available at community colleges (What jobs can you train for and what do they require in coursework?)
9.	<ul style="list-style-type: none"> • Learn about “basic information” for college from students and from representatives from special programs • Ask questions 	<ul style="list-style-type: none"> • Ask questions 	
10.	<ul style="list-style-type: none"> • Develop career and education plan • Celebrate 	<ul style="list-style-type: none"> • Organize information • Sequence • Plan 	<ul style="list-style-type: none"> • Specific information or research to meet student needs

OPABS Career and College Awareness Course (CCA): List of Materials

Name: Mary Mayfield
Course Name: CCA

School: Linn-Benton Community College
Date Completed: 5/16/08

Title	Date Published	Author (s)	Publisher	Price of Book, Materials	Web Address for Publication	No. of Lessons in which Document is Used	List if Materials Are Needed for Teacher only (TO) or for all Students (AS)
College catalogs		The specific community colleges		Varies, I obtained mine free, but there might be a charge for multiple copies or for postage.			AS
"InDemand" magazine	Couldn't find, but recent		The McGraw-Hill Companies under contract to U.S. DOL	I had 7 sets of this group of 5 magazines printed in black & white, which worked fine, for \$42.00	http://www.careervo.yages.gov/indemandmagazine-main.cfm	About the equivalent of 3 1-hour lessons.	AS but likely that AS don't need a copy of all 5 magazines
"The Career Game" workbook	2007		Rick Trow Productions	\$1.39 each min. order of 30; cheaper in larger quantities	http://www.careergame.com/07-workbooks.htm	1 or 2 1-hour lessons, but they are consumable	AS
"Learning Styles Inventory"	2002		Educational Activities Software	Cost: 1 computer - \$98.00, Lab (5) -	http://www.ea-software.com/assessment1.shtml	1 lesson	AS

Title	Date Published	Author (s)	Publisher	Price of Book, Materials	Web Address for Publication	No. of Lessons in which Document is Used	List if Materials Are Needed for Teacher only (TO) or for all Students (AS)
				\$294.00, Site/networked (unlimited) - \$490.00	Note that this program comes with a reproducible paper and pencil version for those who have limited computer access.		
Oregon Careers	2007		OR Employment Dept	No charge	http://www.qualityinfo.org/pubs/careers/pdf/careers07.pdf	1 or 2 lessons	AS
Oregon Careers	2008		OR Employment Dept	No charge	http://www.qualityinfo.org/pubs/careers/pdf/careers08.pdf Can download or can order booklets from: Oregon Employment Department Workforce and Economic Research Lmipubs.Emp@state.or.us (503) 947-1207 or (800) 262-3912, Ext. 71204	2 lessons	AS

Title	Date Published	Author (s)	Publisher	Price of Book, Materials	Web Address for Publication	No. of Lessons in which Document is Used	List if Materials Are Needed for Teacher only (TO) or for all Students (AS)
Framework of Competencies by the Advanced Mfg Industry					http://www.doleta.gov/pdf/AdvncdManufactFWK.pdf		
Vocational Biographies	2003		Vocational Biographies, Inc.	\$395 beg, \$295 con't online	www.vocbio.com		This is an <u>optional</u> resource if a teacher wants more occupational information available.

Instructor-created materials to be photocopied:

- “What is Reading?” essay – 3 pages
- Syllabus – 2 pages
- Walter McKenzie’s “Multiple Intelligences Survey” – 4 pages
- Explanatory materials for multiple intelligences and learning styles – approx 4 pages
- A variety of worksheets or recording sheets – approx 30 pages

Materials that MAY be used and need to be photocopied

- Blank journal pages
- Another learning styles or similar inventory
- Creating cards for sorting for 1-3 activities

In addition, there may also be some cost for printing when students print the results of some inventories, of career searches, and other exercises.