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Career development curriculum for welfare recipients

Eileen Jackson Alsina

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CAREER DEVELOPMENT CURRICULUM
FOR WELFARE RECIPIENTS

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education
Career and Technical Education

by
Eileen Jackson Alsina
December 2006
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Approved by:

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ABSTRACT

Approximately 1.0 million of the 1.6 million individuals on welfare in the United States are not engaged in activity leading toward self-sufficiency. While much effort has focused on helping welfare recipients find jobs, administrators are just now beginning to focus on intervention designs that will help recipients stay employed. The current employment services provided to welfare recipients in San Bernardino County focus on obtaining employment, which is often low paying bottom end jobs. The objective of this Career Development curriculum is to equip employable welfare recipients with the necessary tools to explore, seek, obtain, and maintain employment that is self-sufficient and satisfying. The four-week curriculum utilizes a computer-based career assessment program with the first three weeks addressing major areas of career development. The last week focuses on job search, with assistance available. Upon successful completion of this course, recipients will be self-aware, cognizant of career opportunities, and prepared to obtain and maintain self-sustaining employment.
ACKNOWLEDGEMENTS

Thank you to the faculty and staff of California State University, San Bernardino for all their time and assistance.

Ronald K. Pendleton, Ph.D.
Joseph Scarcella, Ph.D.
Donna Shea, M.Ed.
DEDICATION

This thesis is dedicated to my family Verlin Sr., who encouraged me, supported me, and took care of our family without complaining, Jazmine, for loving me even when I could not, or would not, stop to talk on the phone, Omar, for making me laugh when that was the last thing on my mind. To Verlin, Jr. for reminding the girls to “be quite” so Mom could work, Jahari, who cooked delicious meals for me and the entire family, Jordyn, who always checked on me and asked if I was “okay”. Thank you for all your love and support.

Thank you to my Mother-in-law Barbara for taking time from her vacation to proofread my thesis. To my Mother Zerline, and my brother and sisters, for all the times I wasn’t there physically, mentally or emotionally, and most of all, to my Lord and Savior, Jesus Christ, for reminding me “I can do all things through Christ that strengthens me.” I love you all.
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CHAPTER ONE
BACKGROUND

Introduction

Chapter One presents an overview of the project and a discussion of the project's purpose followed by the context of the problem, the significance of the project, and assumptions. It also reviews the limitations and the delimitations that applied to the project and definitions of terms relevant to this thesis.

Purpose of the Project

The purpose of the project was to develop a new Career Education curriculum for San Bernardino County welfare recipients. The curriculum utilized computer-based career assessments that assist recipients in self-evaluation, career-exploration and decision-making. The curriculum offered lessons and activities designed to assist recipients in obtaining employability and job retention skills. It taught techniques that assist welfare recipients in locating and exploring fulfilling and self-sustaining employment. It also enabled recipients to make more informed and focused job searches, obtain employment in their areas of interest, and find jobs that align with their values and long-term
career objectives. The development of the curriculum was to enhance the employment services currently provided to welfare recipients in San Bernardino County.

Context of the Problem

Research identified a need to address and meet the ultimate goal of the welfare system in assisting recipients to become self-sufficient (Human Social Services, 2006). The current Employment Services designed and implemented after the enactment of federal welfare-to-work legislation in 1996, required recipients to obtain employment within two years after applying for aid. After completing two weeks of Employment Services, welfare recipients often found jobs, but remained dependent on the welfare system to supplement their income, or they returned to the welfare system completely (Martinson, 2000). There were numerous reasons why welfare recipients cycled back and forth between welfare and work. The more prevalent reasons ranged from a lack of or inability to afford childcare; not knowing what was required to maintain gainful employment; or the indignities of a bottom-end job (Lent, 2001). Lent supported a need to develop and implement a Career Education curriculum for employable welfare recipients to teach life skills that reduced recidivism. Welfare recipients must gain the
knowledge and skills necessary to obtain and preserve self-sustaining employment. Only then were they able to find and keep upwardly mobile employment.

Significance of the Project

In the San Bernardino County Employment Services Department a welfare recipient who met the requirements for a high school diploma and did not have any physical, mental, or behavioral health problems was deemed employable and required to participate in Employment Services. The Employment Services were one to two weeks in length and implemented through a program known as Job Club. Job Club is a structured group process designed to facilitate recipient employment matriculation through a sequence of activities. (Rand, 2000). Job Club fulfilled the State of California mandate to assist welfare recipients in seeking and obtaining employment. The GOALS Motivation Program, a Guidebook to Personal Success, was the workbook used to develop Job Club. Recipients also used the workbook as they progressed through Job Club. The Foundation of Self-Esteem in cooperation with the Los Angeles County Office of Education and the Los Angeles County Department of Public Social Services CalWORKs developed the workbook (Canfield, 1998). Robin Caliver, an Employment Services Specialist
(ESS) and Case Manager for San Bernardino County, stated the Employment Services Specialist for Job Club was required to develop a two-week Employment Services program based on the content of the GOALS workbook. There were no guidelines or training given to the thirteen Employment Services Department offices in San Bernardino County. Each office offered a Job Club of their design. Fieldwork disclosed the Fontana, Redlands, and Victorville offices provided services that varied in length and content. It was reasonable to generalize this trend to all San Bernardino County Employment Services offices. However, the researcher utilized the Fontana service model as a typical model for the purposes of this thesis.

Immediately following Job Club, recipients were required to participate in Job Search. Here attention focused on efforts to help welfare recipients find jobs. Recipients were required to make and document five job contacts each workday during a two-week period. The goal then became getting the contact, not necessarily the job. At the end of Job Search, recipients who failed to obtain employment often return to Job Search, causing policymakers and program administrators to recognize a need for interventions to promote job retention (Martinson, 2000).
This curriculum design endeavored to integrate the successful interventions Martinson identified in her 2000 study of welfare recipient employment. It arose from research on computer-based career assessment programs, the employment patterns of welfare recipients, and their job search strategies. The skills presented in this curriculum promote self-awareness, decision-making, and lifelong employment.

Assumptions

The assumptions made regarding the project were as follows:

1. San Bernardino County welfare recipients needed lifelong career development skills.

2. The current San Bernardino County employment services provided to recipients predisposed them to obtain low paying jobs, and offered little or no assistance in obtaining high paying jobs that were self-sustaining.

Limitations and Delimitations

Limitations and delimitations noted during the development of the project are presented in the next section.
Limitations

1. The curriculum design was for San Bernardino County Welfare recipients.
2. The curriculum was designed for administration over a consecutive four-week period.
3. The curriculum was State of California compliant.

Delimitations

1. The curriculum generalized to all unemployed adults.
2. The curriculum can be implemented statewide or nationally.
3. The curriculum can be taught as a stand-alone course.

Definition of Terms

For this project, the following definitions apply:

Adult Basic Learning Exam (ABLE): Measures reading comprehension by asking recipients to answer multiple-choice questions about what they have read. The ABLE also includes a number of fill-in-the blank items (Kruidenier, 2002).

Aid to Families with Dependent Children (AFDC): A program administered and funded by Federal and State governments to provide financial assistance to indigent families (U.S. Census Bureau, 2000).
Assessment: A necessary and important component of the educational process that provides educators with information from numerous sources so informed decisions can be made on behalf of the individual (Brolin, 1995, p.180).

CalWORKs: CalWORKs is a program providing cash aid and support services, moving recipients to work and self-sufficiency (Rand, 2005).

Career Anchors: A combination of perceived areas of competence, motives, and values that an individual would not give up (Schein, 1990).

Career Assessment: A developmental process beginning at the elementary school level and continuing through adulthood (Brolin, 1995, p.192)

Career Development: Career Development is the process of managing life, learning, and work over the lifespan (Department of Education and the Arts, 1998).

Career Education: The development of knowledge, skills, and attitudes through a planned program of learning experiences to facilitate informed decisions about study and/or work options enabling effective participation in working life (Department of Education and the Arts, 1998).


Career Occupational System (COPS): COPS Interest Inventory consists of 168 items providing job activity interest scores related to the 14 Career Clusters. The COPS interpretive material emphasizes a "hands-on" approach to career exploration (COPS, 2006).

Career Orientation Placement and Evaluation System (COPES): Indicates the work environment preferences keyed to individual success and job satisfaction (COPES, 2006).

Computer Based Assessment - There are two main types of computer based testing instruments. In the first type a student responses on a paper form, the form is fed into a computer optical mark reader that reads the form, scores the
paper, and may even report on the test reliability. The second type, computers provide an assessment interface for students who input their answers and receive feedback via a computer (The Riley Guide, 2006).

**Employability Skills:** Basic skills necessary for getting, keeping, and doing well on a job (The Workplace, 2000).

**Employment Services:** Participant-driven model of service delivery designed to increase employment opportunities through greater participant choice and flexibility of services (Morgan Memorial Goodwill Industries, 2006).

**Job Club:** A structured group process designed to help welfare recipients find employment (RAND, 2000).

**Job Retention:** Job Retention is a welfare recipient staying on the job 180 days or more. Job retention is the most critical component in the effort to help low-income people and welfare recipients move from dependency to self-sufficiency (Enterprise, 2006).

**Job Search:** Provides participants with access to phone banks, job leads, direct referrals to employers, and in certain locations, computers to complete a resume and improve typing skills (Riverside County, 2006).

**Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA):** 1996 welfare reform legislation changing welfare from a federal entitlement program to a state run program. Control over welfare policy design, through a block grant, was the states responsibility (University of Vermont, 2004).

**Recidivism:** The act of a person trained to extinguish undesirable behavior, repeating the undesirable behavior (Wikipedia Encyclopedia, 2006).

**Self-Sufficiency:** The state of not requiring any outside aid, support, or interaction for survival. A type of extreme personal or collective (group-based) autonomy (Wikipedia Encyclopedia, 2006).

**Self-Sustaining:** Able to sustain oneself or itself independently (The Free Dictionary, 2006).

Temporary Assistance for Needy Families (TANF): The July 1, 1997 successor to the AFDC providing cash assistance to indigent American families with dependent children through the US Department. of Health and Human Services (Wikipedia Encyclopedia, 2006).

Organization of the Thesis

The thesis portion of the project is four chapters in length. Chapter One introduces the purpose of the project, context of the problem, significance of the project, assumptions, limitations, delimitations, and definitions of terms. Chapter Two consist of a review of relevant literature. Chapter Three documents the steps used in developing the project. Chapter Four presents conclusions and recommendations drawn from the development of the project. Appendix A consists of a Career Development Curriculum and the Project references.
CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

A review of the social problem of welfare and its reform were a natural first step in developing this curriculum. Career Education, current Employment Services provided to San Bernardino County welfare recipients, an overview of computer-based assessment, employability skills, and a summary of the literature reviewed provided the framework for its development.

During and after the Great Depression of the 1930s, government and charities felt overwhelmed by families in need of clothing, food, and shelter (Constitutional Rights, 1998). In 1935, President Roosevelt signed the Social Security Act setting up old age pensions, unemployment insurance, and a national welfare system for the United States. The federal government guaranteed that one-third of the funds spent by each state assisted needy and dependent children. Welfare began as a federal government responsibility. Neither President Roosevelt nor Congress anticipated that welfare would last this long. They assumed it would gradually wither away as employment improved. Instead, it expanded in coverage and federal regulations,

Social Problem of Welfare

The AFDC program began in 1936. This program provided cash aid for over 500,000 families. By 1969 the number had increased to seven million recipients. In his war on poverty, President Lyndon B. Johnson added non-cash benefits, and Congress approved food stamps in 1964. The following year policy makers created Medicaid. In 1974 Congress provided additional aid through Supplemental Security Income (SSI) for needy elderly, blind, and disabled individuals. SSI was the last key component of the Federal Welfare System (Constitutional Rights, 1998). The major criticism of the AFDC program was that children were growing up in homes in which no one had ever held a job. As adults, these children became dependent on welfare thus placing an increased burden on taxpayers (Constitutional Rights, 1998).

Presidential candidate Bill Clinton vowed to “end welfare as we know it” during his 1992 Democratic campaign (Beckerman & Fontana, 2001). Yet, by 1994 there were more needy families, elderly, and disabled people receiving
federal welfare than ever before. Congress and President Clinton signed a welfare reform law, the Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) in 1996. This returned control of welfare to the states ending sixty-one years of federal responsibility giving the States the authority to design welfare programs and required welfare recipients to “work first” (Constitutional Rights, 1998). However, a White House 2002 news release stated that approximately 1.0 million of the 1.6 million individuals on welfare in the United States were not engaged in any activity leading toward self-sufficiency despite welfare reform that required welfare recipients to end their dependency on welfare through employment (The White House, 2002).

The federal PRWORA legislation replaced AFDC with the Temporary Assistance for Needy Families (TANF) program, which promoted temporary welfare assistance rather than long-term support. The grant gave states wide latitude in designing their TANF programs. In California, the Thompson-Maddy-Ducheny-Ashburn Welfare-to-Work Act of 1997 replaced AFDC with the California Work Opportunity and Responsibility to Kids program (CalWORKs). CalWORKs provided cash aid and support services, promoted recipient work and self-sufficiency, and gave counties flexibility to design welfare
programs using a work first philosophy (Rand, 2005). CalWORKs served 58 counties in the State of California. The Public Policy Institute (2002) estimated that fifty-five percent of the state’s welfare caseloads consisted of single parents. More than 30,000 cases involved adults ineligible for aid due to noncompliance with welfare participation requirements (Public Policy Institute of California, 2002).

Welfare reform lowered California’s caseload by forty-six percent, but that decline lagged behind the national average of sixty-two percent. California failed by this standard. Differences in policy at the state level generated caseload variations. California was one of the more generous states in terms of benefits, offering large grants, high-income cutoffs, and allowing children to continue receiving assistance even though their parents had reached their time limits or were sanctioned (MaCurdy, Mancuso & O’Brien-Strain, 2002).

In July 2001, statistics identified thirty-one percent of San Bernardino County’s population received welfare benefits totaling $262 million (County of San Bernardino, 2005). In a recent report prepared June 2005 by San Bernardino County Human Social Services, the average annual financial value of assistance included cash, food stamps, and Medi-Cal totaling $1,810,736,544 (Pickering,
2005). This suggested that despite government intervention the social problem of welfare persisted locally.

Impact of Welfare Reform

The heart of welfare reform encouraged work and required welfare recipients to make every effort to end welfare dependency and gain a secure foothold in the workforce (The White House, 2002).

The 1996 federal PRWORA legislation imposed laws that required welfare recipients to work first, rather than receive training or an education. Under the new law TANF replaced AFDC and received funds through federal block grants and state funds. It required adults find employment within two years of receiving cash assistance with the exception of households with a child under one year old.

PRWORA required 25 percent of all welfare recipients find employment by 1997 and 50 percent by 2002 under penalty of a five percent loss of their federal grant moneys. Each adult was limited to no more than five years lifetime cash assistance. PRWORA also reduced non-cash benefits to welfare recipients and low-income working families (Constitutional Rights, 1998).

Research suggested the interpretation and implementation of PRWORA encouraged recipients to obtain
employment that was not self-sustaining and not in agreement with their personal interest or values. Regardless of their human capital, educational aspirations and abilities, or extenuating circumstances, PRWORA pulled thousands of low-income mothers out of education and forced them into low-wage work in an effort to remove them from welfare (Polakow, Butler, Deprez & Kahn, 2004). The number of jobs needed to move thousands of recipients from welfare to work forced states to create community-service jobs such as cleaning public parks (Constitutional Rights, 1998). Pre-TANF research demonstrated that untrained recipients who left welfare often move in and out of jobs. These transitional jobs predisposed a return to welfare. A twelve state study also found considerable job instability and suggested that a sizable subset of leavers experienced barriers that complicate their efforts to remain off welfare (Anderson & Gryzlak 2002).

Researchers and welfare advocates argued that welfare reform lacked focus on improving the economic well-being of underprivileged families with children. Welfare reform did not improve the living standards of many welfare recipients who left welfare fell victim to dead-end-employment with low earnings, high levels of job instability, and little or no upward mobility (Peterson, 2002). Welfare reform did not
advocate education or training prior to obtaining employment nor did it advocate job retention.

Designing programs to promote sustained employment with potential advancement required understanding employment patterns and factors related to achieving success for welfare recipients. The National Evaluation of Welfare-to-Work Strategies (NEWWS) reviewed and examined the effectiveness of eleven mandatory welfare-to-work programs operated in seven locations. Three sites—Atlanta, Georgia, Grand Rapids, Michigan, and Riverside, California—each operated two different programs concurrently. One employment-focused program emphasized moving quickly into the workforce. The other education-focused program emphasized investing in education and training before employment. Researchers randomly assigned recipients to each group for a two-year period. The study examined employment patterns of the group members at each site who found jobs during the four-year follow-up period. 81 percent of the employment-focused group and 78 percent of the education-focused group worked “at some point” during the follow-up period (Martinson, 2000). The findings were very similar for both the employment-focused and the education-focused groups. The individuals from both groups earned less than $2,500 per quarter representing less than full-time
employment, low wages, and according to the U.S. Census Bureau, poverty level. The employment-focused group members who worked earned $2,315 on average per quarter of employment. Those who were most successful in sustaining employment continued to rely in part on public assistance after they obtained jobs, receiving cash assistance and food stamps. They also had the highest levels of education and skills, more recent work history, and fewer personal barriers. Those least successful did not work after random assignments, were most likely to have low education and basic skills, limited work and scored high on scales measuring family attachment, problems and locus of control (Martinson, 2000).

In summary, the study identified interesting findings about the work patterns of welfare recipients. The group most successful in sustaining employment had higher education and basic skill levels, more recent work history and fewer personal barriers (family or personal problems, family attachment, and locus of control). The availability of employer-provided health insurance was twice as prevalent among recipients who were most successful. They were also more likely to use transitional Medicaid and Child Care services. There was not a large wage difference between the initial jobs of those most and those least successful in
employment indicating that medical benefits and child care were big factors in job retention. Health insurance appeared to be critical in sustaining employment.

Career Education

In response to the War on Poverty and social disarray, Career Education was the most significant work-focused educational movement of the 1970’s. Students rejected social conventions; flaunted and demonstrated against the war in Vietnam. The Nixon administration surmised that youth could not see the relevance of what they were doing in school, which resulted in rebellion and disenchantment. General education programs did not prepare students for higher education or the labor force. Career education changed all this by making all school elements focus on vocational training (Herschbach, 2001).

Career Education Process

Career Education developed knowledge, skills, and attitudes through a planned program of learning experiences. Experiences that promote informed study and work decisions enabled effective participation in working life. Career Education encompassed learning about the world of work, self-awareness, decision-making, general expectations of employers, and acquired skills (Department of Education and
the Arts, 1998). It also involves crystallizing vocational preferences through critically thinking about fields and stages of work, making tentative career choices, and committing to the education or training needed for the selected occupation (Ochs & Roessler, 2004).

Thinking about fields and stages of work required individuals to examine their values and beliefs relevant to work, a process known as self-assessment (Zunker, 1990). Through self-assessment, they learned more about what they liked, did not like, and their reactions to certain situations. Knowing this helped determine compatible occupations and work situations. Self-assessment tools required either interpretive assistance or were self-directed in design. An individual taking a self-directed assessment reviewed the results themselves and did not require the assistance of a professional to interpret the data. A licensed or trained professional reviewed and discussed an interpretive self-assessment with the individual (The Riley Guide, 2006).

More recently computer-based assessments that regularly delivered, marked, and analyzed student assessments became available. There were two main types of computer based testing. The type familiar to many students required candidates fill in responses on a paper form fed into a
computerized optical mark reader, which read the form, scored the results, and sometimes reported on the test reliability. In the second type, computers provided an assessment interface for students to input their answers and received feedback via a computer (PubMed Central, 2004).

In addition to self-assessments, introspective career assessment testing enabled individuals to relate results to academic majors and careers (Columbus State, 2006). It was an effective tool for exploring and making tentative career choices with lifelong impact. Career choice determines an individual’s standard of living and more importantly, determines lifestyle and effect the degree of happiness (Evans and McCloskey, 2001).

Decision-making and a commitment to obtain vocational education and/or skills was the last step in the career education process. A commitment to accomplish goals was necessary to prevent high school dropouts from resigning themselves to any job available to support themselves. Later in adulthood, they were still unwilling to risk change that required new skills even when a better choice presented itself. Loss of work experience and security compounded the difficult decision to make career changes (Corcos & McChesney, 1991).
Employment Services Process

Morgan Memorial Goodwill Industries in Boston (2006) defined employment services as services designed to increase employment opportunities through greater participant choice and flexibility of services. This definition clarified the goal of services provided to welfare recipients in San Bernardino County. A career education curriculum that taught welfare recipients skills that empowered them for a lifetime would be much more valuable than employment services dedicated only to helping recipients find jobs. Education and retraining components of welfare reform needed to take into account the diversity of the welfare population rather than focus only on the already or nearly employable. A focus on processing the largest number of individuals into the labor market in the shortest time only benefited one-fourth of the welfare population with the skills to succeed in the labor market. The rest fell through the cracks (Cohen et al., 1995).

The first step in the Employment Services process for an individual applying for welfare assistance in San Bernardino County was to schedule an intake appointment to determine eligibility. Qualifications require the person have a child in the home deprived of support or care due to the death, incapacity, unemployment, underemployment, or
continued absence of one or both parents. The Employment Services component assisted recipients in obtaining employment that theoretically led to their self-sufficiency (California Department of Social Services, 2006). Many recipients who received employment services were poorly educated. They had few job skills and lacked the experience and discipline needed to maintain a work schedule (Constitutional Rights Foundation, 1998).

The Employment Services programs in the County of San Bernardino varied from one to two weeks in length. Field visits to three San Bernardino county offices, Fontana, Redlands and Victorville, revealed that the length of time and the services offered for Job Club and Job Search varied from office to office. The Job Club process was not outlined in writing. In addition, a great deal of information shared with recipients at a rapid pace provided little time for one-on-one interaction with Job Club and Job Search facilitators. Each subgroup of welfare recipients required different strategies and approaches (Cohen et al., 1995). A written curriculum to serve as a guide for offices in maintaining consistency in service length and services provided was recommended.

It was unrealistic to expect a majority of the recipients who were poorly educated with few job skills to
acquire the needed skills in such a short time. One to two weeks was not sufficient to assess skills, determine a career path, establish a plan for obtaining employment, and develop the employability skills to maintain employment. Research of successful employment services programs revealed a life skills pilot program similar to the curriculum proposed, Steps to Employment and Personal Success (STEPS). The STEPS program received recognition as a model in assisting welfare recipients. Participants in the program built up the capacity to perform the work of the family and the work of the marketplace. The program was delivered by the Department of Family and Consumer Sciences and the Department of Extension Home Economics at New Mexico State University, and received its funding in the form of grants. Its mission was to conduct life skills education for welfare recipients to assist them in sustaining full-time employment and strengthening family functioning. A review of literature, an evaluation of available life skills curricula, and consultation with case managers in New Mexico resulted in eight concepts of focus for the program. The eight concepts identified were: Personal development, personal communications, job search, safety issues, money and benefit matters, balancing work, family, and community commitment, and planning for the future. Each concept area
was developed in depth, allocated an amount of time, and organized into a four-week block program. Participants moved through each week of the program consecutively, completing activities in the following areas: Personal Development, Job Search, Success on the Job and Money and Benefit Matters (Vail et al., 2002).

Of the 323 participants who enrolled in the pilot program, 67 completed the course and completed graduation, 49 became employed prior to graduation, 63 reassigned and 20 were non-compliant. Twenty-three former participants attended local community college, 12 customized training courses, 11 went to business school, 9 GED preparation classes, 5 went into miscellaneous training programs and 3 returned to high school (Vail et al., 2002). This pilot program and its success validated the curriculum design proposed in this thesis. In contrast, the San Bernardino model referred to as Job Club, yielded a high percentage of recidivism according to research previously cited.

The two-week San Bernardino County Employment Services Job Club had recipients matriculate through a workbook entitled GOALS Motivation Program: A Guidebook to Personal Success. The workbook provided ten keys to success:

1. Acknowledge the Positive Past - Letting go of past hurts, a mirror exercise and keeping victory log;
2. Positive Self-Talk - Positive self-talk, eliminating I can't, I'll never or they made me;
3. Acknowledge and Affirm Your Strengths - Personal strengths;
4. Clarify Your Vision and Your Values - Decide what is important, notice who you admire;
5. Plan Your Future - Set goals, write them down and make them measurable;
6. Visualize and Affirm Your Success - Say affirmations, visualize yourself as a winner;
7. Act to Create It - Take action, ask for what you need;
8. Respond to Feedback - Look for feedback, get back on course and it's okay to make mistakes
9. Persevere - Never give up your dream, keep going remember there is no such thing as a failure; and
10. Reap the Rewards - When you reach your goal give yourself a reward, thank those who have helped you (Canfield, 1998).

The GOALS workbook was a good resource and as indicated by its name, a source of motivation and encouragement, but did not develop skills necessary to achieve program goals, establishing the need for a career education curriculum focused more on knowledge and skill development, in addition
to motivation. Leading the researcher to review and consider other career planning workbooks. One relevant workbook considered was *Career Anchors: Discovering Your Real Values*. The Career Anchors workbook designed by Edgar Schein helped individuals to identify their career anchors. Career anchors were a combination of perceived areas of competence, motives, and values that an individual would not give up, and that represented the real self (Schein, 1990).

Having welfare recipients identify their career anchors forced them to think about personal values and their relevance to career choice. Identifying career anchors empowered them to confront choices in a manner consistent with what they truly value and how they really saw themselves (Schein, 1990). Identifying values via Career Anchors, worked parallel with the computer-based assessment.

The facilitators for Job Club were Employment Services Specialist hired as case managers who began serving in various capacities: Employment counselor, case manager for job retention, trainer, and job developer. The use of case managers in these varying roles prompted Florida to conduct interviews with case managers and to revisit the job description. How case managers allocate their time became extremely important in light of the emerging problem of recidivism (Beckerman & Fontana, 2001). The Florida model
aligned with the San Bernardino County model and clarified correcting job title descriptions. A case manager position, which focused on eligibility compliance, shifted to a frontline responsibility with the expectation of communicating to recipients the urgency to find employment while assessing their capacity for an employment-oriented life style and facilitating their transition (Beckerman & Fontana, 2001).

On the third day of Job Club, recipients took three manual assessment tests: Adult Basic Learning Exam (ABLE), Career Orientation Placement and Evaluation System (COPES), and Career Occupational System (COPS). Am Employment Services Technician interpreted the assessments then forwarded them to the recipient’s case manager. The Case Manager scheduled an appointment with the recipient to review the assessment results and to identify the recipient’s career interest. Unfortunately, the assessment process took two to three weeks by which time the recipient often completed Job Club and started the Job Search process.

Job Club concluded at the end of the one or two week period with a graduation ceremony. Recipients who attended and participated in Job Club receive a GOALS Motivation Program certificate of completion. The following week the graduates began the Job Search process.
Research showed a lack of support following employment contributed to low retention resulting in a return to welfare. The need for post-employment development strategies and increased access to public support for those who leave TANF, to ensure success was indicated (Anderson, 2002).

Computer Based Assessments

Significant developers learned to harness the technology of interactive mainframe computing to assist individuals with career development, decision-making, and systems planning (Harris-Bowlsbey, 1992). The technology was low cost, fast, and consisted of four basic components: Structure, assessment tools, databases, and searches. A computer-based career guidance system built on a sound structure that supported career choices and development were "a many-splendid thing" for multiple settings, populations, and cultures (Harris-Bowlsbey, 1992). Research suggested the use of a computer-based assessment program for San Bernardino County welfare recipients would eliminate the need to purchase assessment booklets, the need for additional employees to administer manual assessments, less opportunity for human error, and reduction of the administrative cost. In addition, self-assessment promoted a sense of accomplishment. Utilizing computer-based guidance
systems provided recipients with time to learn job search strategies and basic computer skills.

The author researched and considered several computer-based assessments. However, San Bernardino County Employment Services Department offices had already purchased SIGI software for use in several of their Resource Rooms. Dr. Martin Krantz designed SIGI PLUS and the new on-line software SIGI3, using the value-based theory of career decision-making introduced in 1980 (SIGI3, 2006). His theory maintained that people sought certain values in their work and careers, values that must align with their career choice. Utilizing SIGI software for the assessment process in this curriculum proved cost efficient and increased its chance of acceptance as the San Bernardino County program of choice.

Employability Skills

The changing nature of employment created new challenges for employers and employees alike. Employers faced with a shrinking labor pool encountered many applicants with minimum job competencies. Many of the employers welfare recipients faced believed that employability skills, skills that enable an individual to
acquire and keep a job, were of primary importance (Lankard, 1990).

Employability skills were those basic skills necessary for getting, keeping, and doing well on a job. These skills, attitudes, and actions enabled workers to make critical decisions and function as a team member. They included teachable work ethics. Though categorized in many different ways, they generally fell into three skill sets: a) Basic academic skills, b) Higher-order thinking skills and c) Personal qualities (The Workplace, 2000).

Employability skills training integrated with vocational skills training was essential. The five skill types (communication, mathematics, science, vocational and employability) were interrelated and taught as basics for job market success. Students automatically followed practices and demonstrated behaviors that would enhance their job performance and retention (Lankard, 1990).

Summary

Review of literature on the social problem of welfare and welfare reform were a natural first step in developing a Career Education curriculum for welfare recipients. Contrary to the belief that welfare was temporary and would eventually fade away, it increased in numbers with children
growing up in homes where no one ever held a job. San Bernardino County’s population alone received approximately $262 million in welfare benefits in 2005. In spite of welfare reform legislation in 1996, researchers and welfare advocates argued that welfare did not focus on improving the economic well-being of underprivileged families and their children. This prompted the need to develop curriculum encouraging sustained employment with potential advancement. This curriculum, modeled after a program in New Mexico receiving recognition for its success in assisting recipients in sustaining full-time employment, equipped recipients with lifelong skills by addressing four major areas of career development. In addition, career education was defined along with the career education process, the current Employment Services process in San Bernardino County was discussed and a review was conducted of computer-based career assessment programs. Also addressed, was the need for employability skills.
CHAPTER THREE

METHODOLOGY

Introduction

The following chapter documents the steps used in developing the project. It discusses the population served, curriculum development, curriculum design, and the proposed Career Education curriculum validity.

Population Served

The project was developed for welfare recipients in San Bernardino County, California specifically deemed employable by welfare standards. Employable individuals were those without physical or behavioral health issues or substance abuse problems that affected employability and retention. The majority of the recipients did not complete high school and had little or no basic skills. The Career Education curriculum was designed to assist welfare recipients in self-assessment, career exploration, decision-making, and teach them employability and job retention skills for obtaining and maintaining employment.
Curriculum Development

A concern in the development of curriculum for welfare recipients was hesitation or unwillingness of recipients to disclose their needs adequately fearing exposure to apathy, misunderstanding, or ridicule. It was critical to provide a supportive climate for implementing a curriculum to matriculate recipients toward employment goals (Lent, 2001).

In the development of the curriculum, various workbooks were reviewed to determine if a workbook aligned with the skills to be taught was available. The Career Anchors workbook by Edgar Schein (1990) was designed to help individuals identify their career anchors. Career anchors were defined as a combination of perceived areas of competence, motives, and values that an individual would not give up, and that represent the real self (Schein, 1990). Schein identified eight themes. He explains how people prioritize preferences toward one and/or two themes when seeking employment (Schein’s Career Anchors, 2006). Individuals tended to stay anchored in a career choice and seldom strayed. Schein’s eight areas are as follows:

1) Technical/Functional Competence - This person liked being a guru or expert. They liked challenge then use their skill to meet the challenge, doing the job properly and better than almost anyone else.
2) General Managerial Competence - Unlike technical /functional people, these individuals want to be managers (to get more money, a metric of success). They liked problem solving and dealing with other people. They thrived on responsibility.

3) Autonomy/Independence - These people had a primary need to work under their own rules and steam. They avoided standards and preferred to work alone.

4) Security/Stability - Security-focused people sought stability and continuity as a primary factor of their lives. They avoided risks and were generally "lifers" on their job.

5) Entrepreneurial/Creativity - These individuals liked to invent, be creative and most of all, run their own businesses. They differed from those who sought autonomy in that they shared the workload. Ownership was very important. They easily got bored. Wealth was a sign of success.

6) Service/Dedication to a Cause - Service-oriented people were driven by how they help others instead of using their own talents (which may fall in other areas). They worked well in public services or in areas such as Human Resources.
7) Pure Challenge – People driven by challenge sought constant stimulation and difficult problems to tackle. Such people change jobs out of boredom resulting in a varied career.

8) Lifestyle – Those focused on lifestyle looked at their whole pattern of living. They integrated work and life. They took long periods off work to indulge in passions such as sailing or traveling.

Identifying values via Career Anchors worked parallel with the computer-based assessment program proposed.

Curriculum Design

The curriculum used a backward design process developed by Grant Wiggins and Jay McTighe in their book entitled Understanding by Design (2001). Though written for educators, the book helped enhance recipient understanding by the design of effective curricula and assessments. The backward design process began with the end mind (Wiggins and McTighe, 2001). As Stephen Covey stated in his book The Seven Habits of Highly Effective People (1989) “to begin with the end in mind means to start with a clear understanding of your destination. It means to know where you’re going so that you better understand where you are now and so that the steps you take are always in the right direction” (Covey, 1989, p. 98).
The stages in the backward design process were threefold. The first stage identified desired results and required that the curriculum developer set priorities in terms of what the recipient should be able to do. Examining current Employment Services identified possible content for the course based on the most important career development concepts, skills, and strategies. Choices were made based on realizing curriculum limitation. They were further refined to identify the enduring understanding recipients needed to possess in order to obtain and maintain employment. The enduring understandings identified for the recipients who completed the Career Education curriculum was to be knowledgeable about themselves, their capabilities, and what they wanted in life, then develop a plan to obtain it.

Secondly, the curriculum developer determined acceptable evidence of the measurable outcome by asking the question: How will the curriculum developer know if the recipient achieved the objective? This step required an assessment designed to determine if the recipient had attained the desired information. Several assessment methods were appropriate including presentations, quizzes, role simulations, mock interviews, and performance tasks.

Finally, the curriculum developer planned learning experiences and instruction based on several questions: What
enabling skills did recipients need to perform effectively and achieve the desired results? What needed to be taught and how best to teach it to achieve the stated performance goals? What activities equipped recipients with identified skills? What materials and resources were best suited to accomplish these objectives? Was the overall design coherent and effective (Wiggins & McTighe, 2001)?

The Career Education curriculum developed included four modules: Career and Self Awareness, Career Exploration, Job Search and Retention Strategies, and Job Search (Knowdell, 1996). Each module began with introductions and an overview. On the first day of each module, details were discussed regarding participation requirements and rules for the course. They included proper computer usage and identified recipient expectations. Recipients introduced themselves and the instructor briefly discussed the course syllabus, assignments, and projects. Appendix A details the course content.

Incorporated in the Career Education curriculum were basic academic skills essential for high job performance through activities requiring reading, writing, mathematics, oral communication, and listening abilities. Recipients needed the ability to listen, read, and carry out instructions. The assignments encouraged literacy and
comprehension, including interpretation of graphs, charts, and displays. Higher-order thinking skills addressed the ability to think, reason, and make sound decisions. An employee who thought critically, acted logically, and evaluated situations to make decisions and solve problems was a valuable asset. Skill in higher-order thinking was included through role-playing work scenarios. The arrangement of the classrooms replicated key features of a work setting. The recipients performed tasks similar to those performed by workers in industry (Cotton, 2001).

Personal qualities, including culpability, social skills, team spirit, grooming, and self-management were incorporated into lessons on employer expectations, work attire, and job retention (The Workplace, 2000).

The article Preparing Adults for Transitions: A Blueprint for Developing an Adult Centre for Life Career Planning, stated the process of career development involved successfully completing a series of tasks related to developmental stages, life roles, and life events. The expected outcome of curriculum based on this theory was adults who obtained the knowledge, skills, and attitudes for effective problem solving and decision-making through reflection, sharing, and role-playing (Studd, 1990).
Content Validation

Employment Services Specialists (ESS) employed by San Bernardino County, who facilitated Job Club and Job Search workshops reviewed the final outline of the Career Education curriculum for this project. In comparing it to the current Employment Services provided to welfare recipients, the Employment Services Specialist made two distinctive recommendations. The first recommendation of the Employment Services Specialist (ESS) was to continue using the current GOALS workbook. The ESS felt the proposed and recommended workbook, Career Anchors, was written at an educational level higher than most of welfare recipients served, rendering the workbook difficult to comprehend.

The second recommendation was to have the curriculum reviewed by the District Manager for additional comments and suggestions. The proposed curriculum would pose an additional workload. However, the Employment Services Specialist felt the new curriculum would beneficial, especially considering the large number of recipients go through Job Club and Job Search several times.

Research on the effectiveness of current employment services was limited. However, research on a pilot program and its effectiveness was located and compared to the curriculum proposed. The pilot program, Steps to Employment
and Personal Success (STEPS), helped recipients qualify for, and maintain full-time employment and strengthen their family's long-term success. The participants received training in family management skills such as budgeting, saving and cutting cost, in addition to improving their job search skills. The proposed curriculum included many components of the successful pilot program in terms of length and content. In addition, the new curriculum was cost effective, used current resources and provided life-long skills.

Summary:

The target population for the course was welfare recipients in San Bernardino County. The recipients were at various education levels and needed to acquire skills to obtain and maintain employment. The curriculum development process included layout, design, and content. Current Employment Services Specialist workers in San Bernardino County reviewed the final product, and their suggestions noted.
CHAPTER FOUR
CONCLUSIONS AND RECOMMENDATION

Introduction

Chapter Four presents lists of the conclusions and recommendations that resulted from completion of the project. The chapter ends with a summary of those conclusions and recommendations.

Conclusions

The conclusions extracted from the project follows.

1. The current employment services provided to welfare recipients in San Bernardino County are not as effective or efficient as they could be.

2. The current Employment Services varied from office to office throughout San Bernardino County.

3. Recidivism is high because recipient employment did not provide long-term self-sufficiency.

4. One to two week programs do not offer enough time to obtain the skills necessary to obtain and maintain employment.

5. Computer based assessment programs are efficient and cost effective.
6. Employers believe employability skills are of primary importance.

Recommendations

The recommendations resulting from the project follows.

1. Current Employment Services provided to San Bernardino County welfare participants require review and updates to include long-term career development skills and planning.

2. Replace the use of manual assessments with the utilization of a computer-based assessment in which recipients answer a series of questions related to their interest and values. The computer generates the assessment report.

3. Conduct additional research into all San Bernardino County office Job Club and Job Search services. Provide training to each office to ensure consistency throughout the county, once an effective curriculum is adopted.

4. Additional research is necessary to determine whether a contributing factor to recidivism was the nature of the assessment, case planning, advocacy, or the case monitoring provided (Beckerman & Fontana, 2001)
5. Present proposed curriculum to District Manager for review and possible pilot program.
6. The curriculum requires yearly review and updates to meet future state mandates.
7. Encourage and develop a long-term individualized career plans for each welfare recipient to promote self-sufficiency.
8. Provide contact and supportive services to recipients after employment.
9. Conduct additional research and/or a pilot program to determine if in fact the Career Anchors workbook is too difficult for welfare recipients to comprehend.

Summary

The conclusions extracted from the project and the recommendations from current Employment Services Specialist, indicated the current employment services for welfare recipients in San Bernardino County could be improved. The information provided was up-to-date and from resources at the organizations where welfare recipients seek employment. A written curriculum was established and designed for
implementation throughout San Bernardino County. Finally, contact and supportive services for welfare recipients after employment was included in the design.
APPENDIX A

CAREER DEVELOPMENT CURRICULUM
CAREER DEVELOPMENT

CURRICULUM

Submitted

EILEEN J. ALSINA

A Career Education Curriculum Proposal
Developed for the
County of San Bernardino
County of San Bernardino

Career Development

Career Development Program: 4 Weeks/120 hours

Program Description:

Approximately 1 million of the 1.6 million individuals on welfare in the United States are not engaged in activity leading toward self-sufficiency. The problem is getting into the labor market and staying there. Historically, welfare recipients' have cycled in and out of low-wage jobs. Before the 1996 welfare reforms more than 40% of former welfare recipients returned to welfare within one year. Many of those who left welfare moved into low-wage, traditionally short-tenure jobs. Average wages are about $6 to $8 per hour and only about one-quarter of the jobs provide health benefits. About two-thirds of those surveyed who left welfare were working and about three-fourths had worked at "some point in time" (Strawn and Martinson 2000).

While much effort focused on helping recipients find jobs, administrators now focus on designing interventions that help recipients stay employed. The current employment services provided to recipients can be more focused and effective. This Career Education curriculum will equip recipients with the tools they need to obtain and retain employment that is both self-sufficient and satisfying.

The objective of this Career Education curriculum is to provide welfare recipients determined "employable" with the necessary tools to seek, obtain, and retain employment. After completing the four-week curriculum, recipients will have a plan to facilitate self-sufficiency.

The curriculum consists of four one-week learning segments completed consecutively. Each unit is five days, thirty hours, and utilizes computer-based assessment software addressing one major area of career development. The last week focuses on job search assistance.

Upon successful completion of this course, participants will be self-aware, cognizant of career opportunities, and prepared to obtain self-sustaining employment.
County of San Bernardino

Career Development

**COURSE OBJECTIVES**

By the end of this course, given tools, resources and instruction recipients will be able to:

- Identify careers in line with their interest and values.
- Explore employment opportunities using various sources.
- Develop a career path with at least two alternatives.
- Obtain employment related to their chosen career path.
- Obtain employability and retention skills to assist in maintaining employment.
## County of San Bernardino
### Career Development

**PROGRAM OUTLINE**

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<th>Course Title</th>
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UNIT DESCRIPTIONS

UNIT 1: CAREER & SELF AWARENESS

Clock Hours: 30
Credit Units: 3

In this unit, recipients will receive information and instruction leading to self-awareness, household budgeting, parenting, and goal setting. They will utilize a computer and a computer-based program to conduct career and self-assessments based on their individual values and interest.

State Standards: English 1.0, 2.0; Math 2.0

UNIT 2: CAREER EXPLORATION & PLANNING

Clock Hours: 30
Credit Units: 3

In this unit, recipients explore careers generated by the computer-based career assessment. They perform a dream building exercise, investigate career skills and educational requirements, establish a plan for obtaining employment, discuss barriers to employment, select two career alternatives and identify proper work attire.

State Standards: English 2.0

UNIT 3: RETENTION & JOB SEARCH STRATEGIES

Clock Hours: 30
Credit Units: 3

In this unit, recipients develop job retention and job search strategies. They generate a resume, complete a generic application, select proper attire for interviewing, participate in a mock interview, and discuss employer expectations.

State Standards: English 2.0

UNIT 4: JOB SEARCH

Clock Hours: 30
Credit Units: 3

In this unit, there are visits from guest speakers, and resources are available for recipients to job search in newspapers, on-line, through cold calls, make telephone calls, follow up on job leads, copy or print their resume, fill out applications, and seek suggestions or assistance.

State Standards: English 1.0, 2.0
## County of San Bernardino

### Career Development

#### UNIT 1 (5 DAY SCHEDULE) Career & Self Awareness

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P = Purchase    L = Loaner    C = Consumable    I = In-Class Set    O = On-line Reference    N/C = No Charge

*Start-up Cost to the County
County of San Bernardino
Career Development

EQUIPMENT AND MATERIALS

Equipment

Computers
Printers
LCD Projector
Photocopy Machine
Projection Screen
Camcorder
Television
DVD Player
Dry Erase White Board
Computer Desk
Chairs
SIGI Computer Software
Calculators

Materials

Printer Ink
Photocopy Toner
Clothing Magazines
Calculators
Video Tapes
Telephone Books

Supplies

Photocopy Paper
Construction Paper
File Folders
Pens
Pencils
Tablets
Dry Erase Markers
Dry Erase Board Cleaner & Eraser
Daily Newspapers
UNIT DESCRIPTION

UNIT 1: Career & Self Assessment  
Clock Hours: 30  
Credit Units 3

A. DESCRIPTION

In this unit, recipients will receive information and instruction leading to self-awareness, household budgeting, parenting, and goal setting. They will utilize a computer and a computer-based program to conduct career and self-assessments based on their individual values and interest.

B. BEHAVIOR OBJECTIVES

Cognitive:

By the end of the unit, given instruction and examples, recipients will be able to

Standards

Eng. 1.0  • Identify the parts of a computer successfully.

Eng. 2.0  • Describe themselves in terms of their values, interest, and goals.

Eng. 2.0  • Identify parenting skills that are appropriate and effective.

Eng. 2.0  • Recognize the basic categories of a household budget.
Psychomotor:

By the end of the unit, given examples, guided practice, and computer access, recipients will be able to

Standards

Eng. 1.0 • Use a personal computer to complete a computer-based self assessment.

Math 2.0 • Develop a personal budget of income and expenses that is reasonable.

Eng. 1.0 • Develop personal goals that are realistic.

Affective:

By the end of the unit, given modeling and encouragement, recipients will be able to

Standards

N/A • Demonstrate respect for others by listening to their comments without interrupting.

N/A • Demonstrate interest in the course through active participation.

C. TEXTBOOKS/INSTRUCTIONAL MATERIALS AND REFERENCES

Instructional Materials:

Sigi3 Software - Valpar International Corporation
The World Leader in Work Related Assessment

Career Anchors: Discovering Your Real Values

References:


The 10 Commandments of Parents: the Do’s and Don’ts of Raising Great Kids by H. Edwin Young
Equipment:

- Computers
- Printers
- LCD Project
- Photocopy Machine
- Projection Screen
- Calculators
- SIGI Computer Software

Materials:

- Printer Ink

Supplies:

- Photocopy Paper
- Pens
- Pencils
- Tablets

D. TOPICS

1. Self-Awareness
2. Parenting Skills
3. Budgeting Skills
4. Goal Setting
5. Computer Usage
6. Self-Assessment

E. METHODS OF INSTRUCTION

1. Modeling
2. Encouragement
3. Examples
4. Guided Practice
5. Computer Access
6. Demonstration
7. Lecture

F. METHOD OF EVALUATION

Cognitive:
Recipients will receive a picture of a computer and a list of its parts. They are then required to match the list to the proper part on the computer.

Recipients will receive a list of ten parenting statements and will mark the statements effective or ineffective.

Recipients will give presentations to the class identifying their interest, values, and goals.

Recipients will receive a list with income sources and expenses with amounts. They will list budget categories, placing income and expenses in the correct category, and calculate the difference.

Psychomotor:
Recipients will develop a personal budget, listing categories of the budget and using correct calculations.

Recipients will use the computer to navigate through the SIGI software program to complete self-assessment exercises.

Recipients will complete a goal setting worksheet requiring them to list personal goals, establish a date for reaching each goal, and divide the list of goals into a category of either long or short range.
Affective:

Recipients will be evaluated on their respect for others and interest in the course by using a rubric.

G. EVALUATION CRITERIA

Cognitive

• Recipients should achieve 70% on each of the four test components to demonstrate understanding.

Psychomotor

• Recipients will compute budget calculations with 90% accuracy.

• Navigate SIGI to produce a self-assessment.

• Recipients will complete entire worksheet of short and long-term goals with dates.

Affective

• On a scale of 1-4, 4 being the highest, recipients will average no less than 3.
UNIT DESCRIPTION

UNIT 2: Career Exploration  
Clock Hours: 30  
Credit Units: 3

A. DESCRIPTION

In this unit, recipients explore careers generated by the computer-based career assessment. They perform a dream building exercise, investigate career skills and educational requirements, establish a plan for obtaining employment, discuss barriers to employment, select two career alternatives and identify proper work attire.

B. BEHAVIOR OBJECTIVES

Cognitive:

By the end of the unit, given instructions, handouts, and computer access, recipients will be able to

Standards

Eng. 1.0 • Discuss five careers generated by their assessment.

Eng. 1.0 • Identify personal job skills realistically.

Eng. 1.0 • Identify career goal objectives and two alternate objectives of personal relevance.

Eng. 1.0 • Develop a plan for reaching career goals.

Eng. 1.0 • Identify and address real barriers to employment.

Psychomotor:

By the end of the unit, given instruction, and computer access, recipients will be able to
Standards

Eng. 1.0 • Use a computer to explore careers.

Eng. 1.0 • Share and discuss perceived barriers to success.

Eng. 1.0 • Explore various sources and methods to obtain career information and outlooks.

N/A • Select work attire that is appropriate and cost effective.

N/A • Explore on-line stores, thrift stores and magazines to shop and select appropriate work outfits.

Affective:

By the end of the unit, given modeling, examples and instruction, recipients will be able to

Standards

N/A • Envision the lifestyle they desire to obtain.

N/A • Demonstrate respect for others by listening without interrupting.

N/A • Demonstrate interest in the course through active participation.

C. TEXTBOOKS/INSTRUCTIONAL MATERIALS AND REFERENCES

Instructional Materials:

Sigi3 Software - Valpar International Corporation
The World Leader in Work Related Assessment

Career Anchors: Discovering Your Real Values

References:

The New Professional Image: Dress Your Best for Every Business Situation by Susan Bixler and Nancy Nix-Rice
Equipment:

Computers
Printers
LCD Project
Photocopy Machine
Projection Screen
Calculators
SIGI Computer Software

Materials:

Printer Ink

Supplies:

Photocopy Paper
Pens
Pencils
Tablets

D. TOPICS

1. Career Exploration
2. Barriers to Employment
3. Dream Building
4. Career Planning
5. Skills Assessment
6. Career Alternatives
7. Work Attire
E. METHODS OF INSTRUCTION

1. Lecture
2. Handouts
3. Computer Access
4. Examples
5. Demonstration
6. Web Quest

F. METHOD OF EVALUATION

Cognitive:

Recipients will print five careers he/she generated by the computer-based assessment for the instructors review.

Recipients will write his/her skills in a positive affirmation statement that he/she will present to the class.

Recipients, after exploring five careers, will decide on a career goal and two alternative careers. He/She will write a one-page paper explaining why he/she selected the career, the skill and education requirements, and the salary range.

Recipients will receive a handout of a mountain. The mountain will have several steps up to the top. Each recipient will put his/her career goal at the top of the mountain and list the steps, and alternative ways, of obtaining the goal on each of the steps up the mountain.

Recipients will list three real barriers that can prevent or hinder his/her ability to obtain or maintain employment. He/She will then brainstorm possible solutions and write them down for further discussion as a class.
Recipients will identify their dream car and research the cost of the car using the internet or by visiting a car dealership.

**Psychomotor:**

Recipients will use a computer to explore careers generated by his/her computer-based assessment. He/She will present the findings to the class.

Recipients will explore on-line clothing stores. He/She will print out and put together a work outfit.

**Affective:**

Recipients will be evaluated on his/her respect for others and interest in the course by using a rubric.

G. EVALUATION CRITERIA

**Cognitive**

- Recipients can earn up to 10 points for completing each of the five assignments. Any assignment receiving less than 6 points may be remediated.

**Psychomotor**

- Recipients can earn up to 10 points for completing each of the three assignments. Any assignment receiving less than 6 points may be remediated.

**Affective**

- Recipients can earn up to 10 points for completing each of the two assignments. If the assignment receives less than 6 points, it may be remediated.

- On a scale of 1-4 with 4 being the highest, recipients will average no less than three.
UNIT DESCRIPTION

UNIT 3: Retention & Job Search
Strategies
Clock Hours: 30
Credit Units: 3

A. DESCRIPTION

In this unit, recipients develop job retention and job search strategies. They generate a resume, complete a generic application, select proper attire for interviewing, participate in a mock interview, and discuss employer expectations.

B. BEHAVIOR OBJECTIVES

Cognitive:

By the end of the unit, given instructions and resources, recipients will be able to

Standards

Eng. 2.0 • Explore sources of employment opportunities in his/her career field.

Eng. 2.0 • Identify potential employers using various search strategies and sources.

Eng. 2.0 • Identify appropriate work attire.

Eng. 2.0 • Identify websites related to career choice.

Eng. 2.0 • Identify appropriate questions to ask in an interview.

Eng. 2.0 • Identify different types of resumes and their functions.

Eng. 2.0 • Identify what is appropriate or inappropriate behavior at work.
Psychomotor:

By the end of the unit, given instruction, and computer access, recipients will be able to

Standards

Eng. 2.0 • Use a computer to generate a printable resume and a resume formatted for scanning.

Eng. 2.0 • Complete an application or resume for employment incorporating job related skills and phrasing, without errors or omissions.

Eng. 2.0 • Discuss employers expected behavior of employees honestly.

Affective:

By the end of the unit, given instructions and modeling, recipients will be able to

Standards

N/A • Demonstrate respect for others by listening without interrupting.

N/A • Demonstrate interest in the course through active participation.

C. TEXTBOOKS/INSTRUCTIONAL MATERIALS AND REFERENCES

Instructional Materials:

Sigi3 Software - Valpar International Corporation
The World Leader in Work Related Assessment

Career Anchors: Discovering Your Real Values

References:

Getting and Keeping Your First Job (VHS) by Tmw Success: The Glen Bland Method by Glen Bland

Monster Career Website - www.monster.com

CareerBuilder.com Employment Website www.careerbuilder.com
Occupational Outlook Handbook - www.bls.gov/oco/

O*NET Occupational Titles - http://online.onetcenter.org/

Equipment:
Computers
Printers
LCD Project
Photocopy Machine
Screen
Calculators
SIGI Computer Software

Materials:
Printer Ink

Supplies:
Photocopy Paper
Pens
Pencils
Tablets

D. TOPICS
1. Employment Applications
2. Resumes
3. Employer Expectations
4. Job Search Sources
5. Job Search Strategies
6. Mock Interviews

E. METHODS OF INSTRUCTION
1. Lecture
2. Resources
3. Examples
4. Computer Access
5. Field Trip
6. Modeling
7. Videotaping
8. Demonstrating
7. Research

F. METHOD OF EVALUATION

Cognitive:
Recipients will complete an application for an employment opportunity to submit to the instructor for review of content and errors.

Recipients, after exploring five employment sources, will decide on one source, write a one-page paper explaining why he/she selected the source and how it relates to their career choice.

Recipients will receive a list of popular interview questions and one inappropriate interview question. He/She are required to write a list of responses to the interview questions.

Psychomotor:
Recipients will share an example of appropriate behavior an employer expects from an employee at work.

Recipients will use a computer to generate a scannable resume.

In groups of two, recipients will verbally rehearse their written responses to popular interview questions.

Recipients will be video taped in a mock interview and perform a self-assessment of their mock interview.
Affective:

Each recipient will imagine the first day on a new job and describe it to the class.

Recipients will be evaluated on their respect for others and interest in the course by using a rubric.

G. EVALUATION CRITERIA

Cognitive

• Recipients can earn up to 10 points for completing each of the five assignments. If the assignment receives less than 6 points, it may be remediated.

Psychomotor

• Recipients can earn up to 10 points for completing each of the three assignments. If the assignment receives less than 6 points, it may be remediated.

Affective

• Recipients can earn up to 10 points for completing the assignment. If the assignment receives less than 6 points, it may be remediated.

• On a scale of 1-4, with 4 being the highest, recipients will average no less than three.
UNIT DESCRIPTION

UNIT 4: Job Search  
Clock Hours: 30  
Credit Units 3

A. DESCRIPTION

In this unit, there are visits from guest speakers, and resources are available for recipients to job search in newspapers, on-line, through cold calls, make telephone calls, follow up on job leads, copy or print their resume, fill out applications, and seek suggestions or assistance.

B. BEHAVIOR OBJECTIVES

Cognitive:

By the end of the unit, given assistance, and direction, recipients will be able to

Standards

Eng. 1.0  •Identify jobs for which they are qualified.

Eng. 1.0  •Recognize the sections of a newspaper relevant to job search.

N/A  •Research potential employers effectively.

Psychomotor:

By the end of the unit, given examples and computer access, recipients will be able to

Standards

Eng. 1.0  •Interact with guest speakers asking appropriate questions.

Eng. 1.0  •Use a computer to apply for jobs on-line.
Eng. 1.0 • Use a computer and other sources to identify jobs in their chosen career for which they are qualified.

Eng. 2.0 • Search newspapers and websites for open job in his/her career field.

Eng. 2.0 • Apply for jobs for which they qualify, in person or via mail.

**Affective:**

By the end of the unit, given modeling and encouragement, recipients will be able to

**Standards**

N/A • Demonstrate respect for others by listening without interrupting guest speakers.

N/A • Demonstrate interest in the course through active participation.

N/A • Demonstrate confidence and self-assuredness through class participation.

**C. TEXTBOOKS/INSTRUCTIONAL MATERIALS AND REFERENCES**

**Instructional Materials:**

*Sigil3 Software* – Valpar International Corporation
The World Leader in Work Related Assessment

*Career Anchors: Discovering Your Real Values*

**References:**

Monster Career Website – www.monster.com

CareerBuilder.com Employment Website – www.careerbuilder.com

O*NET Occupational Titles - http://online.onetcenter.org/

Equipment:

Computers
Printer
Photocopy Machine
Calculators

Materials:

Printer Ink

Supplies:

Photocopy Paper
Pens
Pencils
Tablets

D. TOPICS

1. Keeping Your Job
2. Job Search
3. Following-up
4. Researching Employer/Company History

E. METHODS OF INSTRUCTION

1. Assistance
2. Self Assessment
3. Examples
4. Computer Access
5. Modeling
6. Encouragement
F. METHOD OF EVALUATION

Cognitive:

Each recipient will provide a daily list of positions for which he/she has applied.

Each recipient will receive a newspaper to locate the employment want ad section and a job that is of interest to him/her.

Recipients will each have one appropriate question to ask each guest speaker.

Psychomotor:

Recipients will be required to provide a daily list of positions for which he or she has applied.

Recipients will search three different sources for information on the career he/she has chosen. He/She will provide proof of the search in the form of employment ads, job descriptions, job announcements, college major description, etc...

Affective:

Recipients will be evaluated on their respect for, and interest in, guest speakers using a rubric.

G. EVALUATION CRITERIA

Cognitive

• Recipients are required to receive one interview for every ten positions to which they have applied.

Psychomotor

• Recipients will maintain a folder with a list or documentation of jobs applied to, the date applied, and the status.

Affective

• On a scale of 1-4, 4 being the highest, recipients will average no less than three.
CAREER DEVELOPMENT
CURRICULUM DESIGN
COURSE SYLLABUS

SUBMITTED

EILEEN J. ALSINA

A Career Education Curriculum Proposal Development For
County of San Bernardino
County of San Bernardino
Career Development

SYLLABUS

| Instructor: |
| Location: Employment Services Dept. |
| Time: Monday through Friday, 9:00 AM to 3:30 PM |

Contact Information: alsinaej@yahoo.com

20 Days
120 Clock hours
12 Continuing Education Units

DESCRIPTION

Approximately 1 million of the 1.6 million individuals on welfare in the United States are not engaged in activity leading toward self-sufficiency. Historically, welfare recipients' have cycled in and out of low-wage jobs. More than 40% of former welfare recipients returned to welfare within one year. Many of those who left welfare moved into low-wage, traditionally short-tenure jobs. When surveyed, about two-thirds of those who left welfare were working, and about three-fourths had worked at some point in time (Strawn and Martinson 2000). While much effort has focused on helping recipients find jobs, administrators have begun to focus on designing interventions that help recipients stay employed. The present employment services provided to recipients can be more focused and effective. This Career Education curriculum will equip recipients with the tools they need to obtain and retain employment that is both self-sufficient and satisfying.

The objective of this Career Education curriculum is to provide welfare recipients determined “employable,” with the necessary tools to seek, obtain, and retain employment. After completing the four-week curriculum, recipients will have a plan for obtaining and retaining employment.

The curriculum consists of four one-week learning segments, completed consecutively. Each unit utilizes computer-based assessment software addressing one major area of career development. The last week focuses on job search assistance.
Upon successful completion of this course, participants will be self-aware, cognizant of career opportunities, and prepared to obtain self-sustaining employment.

COURSE OBJECTIVES

By the end of this course, given instruction, and examples, recipients should be able to:

- Identify the parts of a computer successfully.
- Describe themselves in terms of their values, and goals.
- Identify the appropriate parenting skills
- Recognize the basic categories of a household budget.
- Use a personal computer to complete a computer-based assessment.
- Develop a personal budget of income and expenses that is reasonable.
- Develop personal goals that are realistic.

EVALUATION

Upon completion of this course, recipients will achieve 70% on each of the five test components and compute budget calculations with 90% accuracy.

TEXT

Required Instructional Materials (Provided for Recipients)

Sigi3 Software – Valpar International Corporation
The World Leader in Work Related Assessment

Career Anchors: Discovering Your Real Values
Recommended for additional reference

The 10 Commandments of Parents: The Do’s and Don’ts of Raising Great Kids by H. Edwin Young
ISBN 0802431488

Success: The Glen Bland Method
by Glen Bland ISBN 084236689X

Monster (Career Website) www.monster.com

Career Builders.com www.careerblders.com

Occupational Outlook Handbook - www.bls.gov/oco/

O*NET Occupational Handbook On-Line
http://online.onetcenter.org/

MATERIALS

Please bring the following to class:

Pencil or erasable pen
Tablet

UNIT DESCRIPTIONS

UNIT 1: CAREER & SELF AWARENESS

In this unit, recipients will receive information and instruction leading to self-awareness, household budgeting, parenting, and goal setting. They will utilize a computer and a computer-based program to conduct career and self-assessments based on their individual values and interest.

UNIT 2: CAREER EXPLORATION & PLANNING

In this unit, recipients explore careers generated by the computer-based career assessment. They perform a dream building exercise, investigate career skills and educational requirements, establish a plan for obtaining employment, discuss barriers to employment, select two career alternatives and identify proper work attire.
UNIT 3: RETENTION & JOB SEARCH STRATEGIES

In this unit, recipients develop job retention and job search strategies. They generate a resume, complete a generic application, select proper attire for interviewing, participate in a mock interview, and discuss employer expectations.

UNIT 4: JOB SEARCH

In this unit, there are visits from guest speakers, and resources are available for recipients to job search in newspapers, on-line, through cold calls, make telephone calls, follow up on job leads, copy or print their resume, fill out applications, and seek suggestions or assistance.
## CALENDAR

### UNIT 1 (5 DAY SCHEDULE) - Career & Self Awareness

<table>
<thead>
<tr>
<th>UNIT 1 - DAY 1</th>
<th>UNIT 1 - DAY 2</th>
<th>UNIT 1 - DAY 3</th>
<th>UNIT 1 - DAY 4</th>
<th>UNIT 1 - DAY 5</th>
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<tbody>
<tr>
<td>Introductions</td>
<td>Parenting</td>
<td>Goal Setting</td>
<td>Self Assessment</td>
<td>Parenting</td>
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<td>Self Awareness</td>
<td>Budgeting</td>
<td>Computer Usage</td>
<td>Goal Setting</td>
<td>Assessment</td>
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<td>Math 2.0</td>
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### UNIT 2 (5 DAY SCHEDULE) - Career Exploration & Planning

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<th>UNIT 1 - DAY 3</th>
<th>UNIT 1 - DAY 4</th>
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<tr>
<td>Introduction</td>
<td>Barriers</td>
<td>Dream Building</td>
<td>Skills</td>
<td>Career Exploration</td>
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<td>Career</td>
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<td>Career Planning</td>
<td>Assessment</td>
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<td>Career</td>
<td>Work Attire</td>
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### UNIT 3 (5 DAY SCHEDULE) - Retention & Job Search Strategies

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<th>UNIT 1 - DAY 1</th>
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<th>UNIT 1 - DAY 3</th>
<th>UNIT 1 - DAY 4</th>
<th>UNIT 1 - DAY 5</th>
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<tbody>
<tr>
<td>Introduction</td>
<td>Job Search</td>
<td>Employer</td>
<td>Graduation</td>
<td>Review/Questions</td>
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<td>Applications/</td>
<td>Techniques</td>
<td>Expectations</td>
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<td>Resumes</td>
<td>Interview</td>
<td>Mock Interviews</td>
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<td>Eng. 1.0</td>
<td>Attire</td>
<td>Eng. 2.0</td>
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### UNIT 4 (5 DAY SCHEDULE) - Job Search

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<th>UNIT 1 - DAY 1</th>
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<th>UNIT 1 - DAY 4</th>
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<tr>
<td>Introduction</td>
<td>Job Search</td>
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CAREER DEVELOPMENT
CURRICULUM DESIGN

Unit ITP's

SUBMITTED

EILEEN J. ALSINA

A Career Education Curriculum Proposal Developed for County of San Bernardino
### County of San Bernardino
### Career Development - Unit I ITP

**Recipient**

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>LECTURE</th>
<th>LAB</th>
<th>VER</th>
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<tbody>
<tr>
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<tr>
<td><strong>Cognitive:</strong> By the end of the unit, given instruction and examples, recipients will be able to</td>
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<td>Identify the parts of a computer successfully.</td>
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<td>Describe themselves in terms of their values, interest, and goals.</td>
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<td>Identify parenting skills that are appropriate and effective.</td>
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<td>Recognize the basic categories of a household budget.</td>
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<td><strong>Psychomotor:</strong> By the end of the unit, given examples, guided practice, and computer access, recipients will be able to</td>
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<td>Use personal computer to complete a computer-based self-assessment.</td>
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<td>Develop a personal budget of income and expenses that is reasonable.</td>
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<td>Develop personal goals that are realistic.</td>
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<td><strong>Affective:</strong> By the end of the unit, given modeling and encouragement, recipients will be able to</td>
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<td>Demonstrate respect for others by listening to their comments without interrupting.</td>
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<td>Demonstrate interest in the course through active participation.</td>
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**COMMENTS**

**LEGEND**

<table>
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<tr>
<th>I - INSTRUCTION</th>
<th>E - EVALUATION</th>
<th>DATE</th>
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<td>VER - VERIFICATION</td>
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### Recipient

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<tr>
<td>Cognitive: By the end of the unit given instruction, handouts and computer access, recipients will be able to</td>
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<tr>
<td>Discuss five careers generated by their assessment.</td>
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<td>Identify personal job skills realistically.</td>
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<td>Identify career goal objectives and two alternate objectives of personal relevance.</td>
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<td>Develop a plan for reaching career goal.</td>
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<td>Identify and address real barriers to employment.</td>
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<td>Psychomotor: By the end of the unit given instructions and computer access, recipients will be able to</td>
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<td>Use a computer to explore careers.</td>
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<td>Explore various sources and methods to obtain career information and outlooks.</td>
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<td>Select work attire that is appropriate and cost effective.</td>
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<td>Share and discuss perceived barriers to success.</td>
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<td>Envision the lifestyle they desire to obtain.</td>
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**County of San Bernardino**  
Career Development – Unit 3 ITP

**Recipient**

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<thead>
<tr>
<th>OBJECTIVE</th>
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<td><strong>Cognitive:</strong> By the end of the unit, given instruction and resources, recipients will be able to</td>
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<tr>
<td>Explore sources of employment opportunities in his or her career field.</td>
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<tr>
<td>Identify potential employers using various search strategies and sources.</td>
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<tr>
<td>Identify appropriate work attire.</td>
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<td>Identify websites related to career choice.</td>
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<td>Identify appropriate questions to ask in an interview.</td>
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<tr>
<td>Identify different types of resumes and their function.</td>
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<td>Identify what is appropriate or inappropriate behavior at work.</td>
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<td><strong>Psychomotor:</strong> By the end of the unit given instruction, and computer access, recipients will be able to</td>
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<tr>
<td>Use a computer to generate a printable resume and a resume formatted for scanning.</td>
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<tr>
<td>Complete an application or resume for employment incorporating job related skills and phrasing, without errors or omissions.</td>
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<td>Discuss employers expected behavior of employees honestly.</td>
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<td><strong>Affective:</strong> By the end of the unit, given instructions and modeling, recipients will be able to</td>
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<tr>
<td>Demonstrate respect for others by listening without interrupting.</td>
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<tr>
<td>Demonstrate interest in the course through active participation.</td>
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**COMMENTS**

**I - INSTRUCTION** | **E - EVALUATION** | **VER - VERIFICATION** | **S - ON-SITE HOURS** | **DATE** | **DATE** | **DATE** | **INITIALS** | **HOURS** | **INITIALS**
|-------------------|-------------------|-------------------|-------------------|--------|--------|--------|-----------|--------|-----------|

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# County of San Bernardino
## Career Development - Unit 4 ITP

**Recipient**

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
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<tbody>
<tr>
<td>Cognitive: By the end of the unit, given assistance and directions, recipients will be able to identify jobs for which they are qualified.</td>
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<tr>
<td>Recognize the sections of a newspaper relevant to job search.</td>
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<td>Research potential employers effectively.</td>
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<td>Psychomotor: By the end of this unit, given examples and computer access, recipients will be able to interact with guest speakers asking appropriate questions.</td>
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<tr>
<td>Use a computer to apply for jobs on-line.</td>
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<tr>
<td>Search newspapers and websites for open jobs in his/her career field.</td>
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<tr>
<td>Affective: By the end of the unit, given modeling and encouragement, recipients will be able to demonstrate respect for others by listening without interrupting guest speakers.</td>
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<tr>
<td>Demonstrate interest in the course through active participation.</td>
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<tr>
<td>Demonstrate confidence and self-assuredness through class participation.</td>
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## Comments

### Legend

- I - INSTRUCTION
- E - EVALUATION
- VER - VERIFICATION
- S - ON-SITE HOURS

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CAREER DEVELOPMENT

CURRICULUM DESIGN

Lesson Plans

SUBMITTED

EILEEN J. ALSINA

A Career Education Curriculum Proposal Developed for
County of San Bernardino
County of San Bernardino
Career Development

Unit 1 Example Lesson Plan

Subject: Career Development
Lesson Topic: Unit 1, Lesson 1 - Self-Awareness

Recipient Performance Objective:

Cognitive: By the end of this unit, given examples and instructions, recipients will be able to

• Describe themselves in terms of their values, interest, and goals.

• Identify the various roles they play.

Psychomotor: By the end of this unit, given a notebook, handouts and instruction, recipients will be able to

• Develop a list of personal values, interest and goals.

• Develop a journal to use for self-reflection exercises.

Affective: By the end of this unit, given the opportunity and encouragement recipients will be able to

• Demonstrate increased self-awareness by active participation in self-reflection exercises and discussion.

Anticipatory Set or Mental Readiness: Describe the introduction to the lesson you will use to get the recipients involved in the lesson.

In movies, the actors act out roles. We all have several roles that we play in life. As parents, we often identify ourselves by that role. “I am John’s Mom”! However, who are you when no one else is around?

Instructional Components: Include type of lesson and major concepts to be covered.

Topics will include self-awareness, roles, questions requiring self-reflection and open discussion.
Check for Understanding and/or Guided Practice and Independent Practice:

Recipients will answer several self-reflection questions in their personal journal. Recipients will spend time alone outside of class to reflect on additional questions designed to assist them in becoming more self-aware and record the results in their journals.

Closure:

Recipients will participate in an open discussion on self-awareness and its affect on the various roles they play.

Materials Needed:

Handouts, Personal Journal, and pencils

Method of Evaluation: How are recipients evaluated and what methods are used to measure competency?

Cognitive: Recipients will give a presentation to the class identifying his or her interest, values, and goals and share their list of the various roles they play.

Psychomotor: Recipients will maintain a personal journal of their daily self-reflections of personal values, interest and goals.

Affective: Recipients will be evaluated on their respect for others and participation in the course using a rubric. On a scale of 1-4, with 4 being the highest, recipients will average no less than a 3.
County of San Bernardino  
Career Development  

Unit 1 Example Lesson Plan

Subject: Career Development  
Lesson Topic: Unit 1, Lesson 2 - Parenting

Recipient Performance Objective:

Cognitive: By the end of this unit, given examples and instruction recipients will be able to

- Identify parenting skills that are appropriate and effective.

Psychomotor: By the end of this unit, given computer access and directions recipients will be able to

- Locate available parenting resources in their community.
- Develop a list of safety strategies for their home.

Affective: By the end of this unit, given encouragement recipients will be able to

- Demonstrate their understanding of parenting through active participation in class discussions.

Anticipatory Set or Mental Readiness: Describe the introduction to the lesson you will use to get the recipients involved in the lesson.

We need a license to drive and a license to get married but nothing is required to become a parent. Yet, parenting is the most important job in the world. When we become a parent, how do we know what is effective and ineffective, appropriate or inappropriate parenting?

Instructional Components: Include type of lesson and major concepts to be covered.

Topics will include parenting skills, dos and don’ts of parenting, safety and discussion.
Check for Understanding and/or Guided Practice and Independent Practice:

Recipients will participate in open discussions, sharing their parenting experiences and asking questions.

Closure:

Each recipient will identify a safety concern they have and share how they will make the situation safer, and one way they can parent better.

Materials Needed:

Nine Steps to More Effective Parenting (Handout),
The 10 Commandments of Parenting: The Do’s and Don’ts of Raising Great Kids, Pencils, Paper and Personal Journal

Method of Evaluation: How are recipients evaluated and what methods are used to measure competency?

Cognitive: Recipients will receive a list of ten parenting statements and will mark the statements effective or ineffective.

Psychomotor: Recipients will locate and present one local parenting resource to the class.

Recipients will receive a form for safety telephone numbers. They will complete the forms by filling in safety telephone numbers for their home address.

Affective: Recipients will be evaluated on their respect for others and participation in the course using a rubric. On a scale of 1-4, with 4 being the highest, recipients will average no less than a 3.
County of San Bernardino
Career Development

Unit 1 Example Lesson Plan

Subject: Career Development
Lesson Topic: Unit 1, Lesson 3 - Budgeting

Recipient Performance Objective:

Cognitive: By the end of this unit, given examples and instruction recipients will be able to

- Recognize the basic categories of a household budget.

Psychomotor: By the end of this unit, given examples and guided practice recipients will be able to

- Develop a personal budget of income and expenses that is reasonable.

Affective: By the end of this unit, given modeling and encouragement recipients will be able to

- Demonstrate interest in course through active participation.

Anticipatory Set or Mental Readiness: Describe the introduction to the lesson you will use to get the recipients involved in the lesson.

How many of you always have more month than money? Do you live from paycheck to paycheck? In this lesson we will learn how you can have more money than month or at least, breakeven.

Instructional Components: Include type of lesson and major concepts to be covered.

Topics will include income, expenses, debt and money management.

Check for Understanding and/or Guided Practice and Independent Practice:

Recipients will receive a handout with a household income and expenses. Following along with the instructor on an overhead, the recipient will write out a reasonable budget plan.
**Closure:**

Each recipient will share one way he or she can reduce their expenses or increase their income.

**Materials Needed:**

Calculators, pencils, budget forms, paper, overhead projector and screen.

**Method of Evaluation:** How are recipients evaluated and what methods are used to measure competency?

**Cognitive:** Recipients will receive a list with income sources and expenses with amounts. He or she will list budget categories, placing income and expense amounts in the correct category and calculating the difference.

**Psychomotor:** Recipients will develop a personal budget listing categories of the budget and using correct calculations.

**Affective:** Recipients will be evaluated on their respect for others and participation in the course using a rubric. On a scale of 1-4, with 4 being the highest, recipients will average no less than a 3.
Subject: Career Development
Lesson Topic: Unit 1, Lesson 4 - Goal Setting

Recipient Performance Objective:

Cognitive: By the end of this unit, given lecture, handouts and examples, recipients will be able to

- Develop personal goals that are realistic.
- Define a positive personal affirmation.

Psychomotor: By the end of this unit, given information and instruction, recipient will be able to

- Develop and write out timelines for reaching their goals.
- Develop and write out positive affirmation statements.

Affective: By the end of this unit, encouragement, each recipient will be able to

- Demonstrate interest in the course through active participation.

Anticipatory Set or Mental Readiness: Describe the introduction to the lesson you will use to get the recipients involved in the lesson.

What is a goal? How may do of your goals have you reached? Many of us never reach our goals. In this lesson, we will find out why.

Instructional Components: Include type of lesson and major concepts to be covered.

Topics will include defining a goal, a positive affirmation, establishing goals, discussions and lecture.
Check for Understanding and/or Guided Practice and Independent Practice:

Recipients will work in groups of three to discuss and define a goal. They will then write out the definition and one goal statement.

Closure:

A recipient from each group will share their goal definition and goal statement.

Materials Needed:


Method of Evaluation: How are recipients evaluated and what methods are used to measure competency?

Cognitive: Recipients will develop personal positive affirmation statements for each of their goals.

Psychomotor: Recipients will complete a goal setting worksheet requiring them to list personal goals, establish a date for reaching each goal, and divide the list of goals into a category of either long or short range.

Affective: Recipients will be evaluated on their respect for others and participation in the course using a rubric. On a scale of 1-4, with 4 being the highest, recipients will average no less than a 3.
Subject: Career Development
Lesson Topic: Unit 1, Lesson 5 - Computer Usage

Recipient Performance Objective:

Cognitive: By the end of this unit, given examples and instruction recipients will be able to

- Identify the parts of a computer successfully.

Psychomotor: By the end of this unit, given computer access and step-by-step instruction recipients will be able to

- Log on and use the internet search engines to locate resources and information.

Affective: By the end of this unit, given modeling and encouragement recipients will be able to

- Demonstrate interest in course through active participation.

Anticipatory Set or Mental Readiness: Describe the introduction to the lesson you will use to get the recipients involved in the lesson.

If you have a computer with internet access, you have the world readily available. You can find information on any topic if you learn how to find it. In this lesson will learn how to find information using the world wide web.

Instructional Components: Include type of lesson and major concepts to be covered.

Topics will include computer log-on, internet search engines, how to locate information and an introduction to the SIGI Software.
<table>
<thead>
<tr>
<th>Check for Understanding and/or Guided Practice and Independent Practice:</th>
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<tr>
<td>Recipients will work in groups of two locating websites listed on an Internet Scavenger Hunt handout.</td>
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<tr>
<th>Closure:</th>
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<tr>
<td>On the overhead, instructor will share some of the websites located by the groups then introduce the recipients to the SIGI Software program.</td>
</tr>
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<tr>
<th>Materials Needed:</th>
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<tbody>
<tr>
<td>Computers with internet access, SIGI Software, handouts, LCD projector and screen, pencils, and paper.</td>
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<thead>
<tr>
<th>Method of Evaluation: How are recipients evaluated and what methods are used to measure competency?</th>
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<tbody>
<tr>
<td>Cognitive: Recipients will receive a picture of a computer and a list of its parts. He or she is then required to match the list to the proper part of the computer on the picture.</td>
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<table>
<thead>
<tr>
<th>Psychomotor:</th>
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<tr>
<td>Recipients will use the computer to search the internet and navigate through the websites.</td>
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<th>Affective:</th>
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<tr>
<td>Recipients will be evaluated on their respect for others and participation in the course using a rubric. On a scale of 1-4, with 4 being the highest, recipients will average no less than a 3.</td>
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County of San Bernardino
Career Development

Unit I Example Lesson Plan

Subject: Career Development
Lesson Topic: Unit 1, Lesson 6 - Self-Assessment

**Recipient Performance Objective:**

**Cognitive:** By the end of this unit, given instruction, information and examples, recipients will be able to
- Identify career interest, likes and dislikes using computer-based assessment.

**Psychomotor:** By the end of this unit, given examples and computer access, recipients will be able to
- Use a personal computer to complete a computer-based self-assessment.

**Affective:** By the end of this unit, given modeling and encouragement, recipients will be able to
- Demonstrate respect for others by listening and not interrupting.
- Demonstrate interest in the course through active participation.

**Anticipatory Set or Mental Readiness:** Describe the introduction to the lesson you will use to get the recipients involved in the lesson.

What can you do? If you asked by an employer to "tell me about yourself", what would you say? Most of us have never thought about it or have never had to. In this lesson, we will get to know our work skills and abilities better.

**Instructional Components:** Include type of lesson and major concepts to be covered.

Topics will include lecture, and presentations on individual interest, skills, and abilities.
**Check for Understanding and/or Guided Practice and Independent Practice:**

Recipients will work in groups of five to discuss, and then compose a list of five positive descriptive words they could use to describe themselves on a resume or to an employer.

**Closure:**

A recipient from each group will share their list of words and discuss why the group selected the words.

**Materials Needed:**

Pencil, Worksheet, Tablets

**Method of Evaluation:** How are recipients evaluated and what methods are used to measure competency?

**Cognitive:** Recipients will write a paper identifying his or her career interest, likes and dislikes.

**Psychomotor:** Recipients will use SIGI to take a self-assessment, then give an oral presentation on their individual self-assessment findings.

**Affective:** Recipients will be evaluated on their respect for others and participation in the course using a rubric. On a scale of 1-4, with 4 being the highest, recipients will average no less than a 3.
County of San Bernardino
Career Development

Unit 2 Example Lesson Plan

Subject: Career Development
Lesson Topic: Unit 2, Lesson 1 - Career Exploration

Recipient Performance Objective:

Cognitive: By the end of this unit, given instructions, handouts, and computer access, recipients will be able to

- Discuss five careers generated by computer-based career assessment program.

Psychomotor: By the end of this unit, given computer access, instructions and handouts, recipients will be able to

- Use a computer to explore careers.
- Explore various sources and methods to obtain career information and outlooks.

Affective: By the end of this unit, given encouragement, recipients will be able to

- Demonstrate interest in class through active participation.

Anticipatory Set or Mental Readiness: Describe the introduction to the lesson you will use to get the recipients involved in the lesson.

Based on SIGI Software assessment results, you will or have already generated a list of possible career options based on your assessments. Next, you will explore five of the career options to determine your possible career path(s).

Instructional Components: Include type of lesson and major concepts to be covered.

Topics will include exploring careers options, requirements, employers and company benefits. How benefits relate to total income, and the importance of benefits in career choice.
**Check for Understanding and/or Guided Practice and Independent Practice:**

Recipients will generate and print out a list of five career options, along with an overview of the careers, based on their SIGI assessment results. From the five, they will select two career options to explore further via internet, company visit, interview, etc...

**Closure:**

From the two career options, each recipient will share the information they discovered for one career option in a presentation to the class.

**Materials Needed:**

SIGI Software, computers with internet access, printers, paper, newspapers, handouts, personal journal, and pencils.

**Method of Evaluation:** How are recipients evaluated and what methods are used to measure competency?

**Cognitive:** Recipients will print five careers he/she generated by the computer-based assessment for the instructors review.

**Psychomotor:** Recipients will use a computer to explore careers generated by his/her computer-based assessment. He/She will present information from one personal career option to the class.

Recipients will use internet websites and other resources to check career option outlooks for their chosen career and share the information with the instructor.

**Affective:** Recipients will be evaluated on their respect for others and participation in the course using a rubric. On a scale of 1-4, with 4 being the highest, recipients will average no less than a 3.
Subject: Career Development
Lesson Topic: Unit 2, Lesson 2 - Barriers

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<th>Recipient Performance Objective:</th>
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**Cognitive:** By the end of this unit, given examples, handouts and instruction, recipients will be able to

- Identify and address real barriers to employment.
- Identify possible resources and support persons to assist in overcoming barriers.

**Psychomotor:** By the end of this unit, given examples and instructions, recipients will be able to

- Use computer to locate community resources that may assist in overcoming barriers to employment.
- Share and discuss his/her perceived barriers to success.

**Affective:** By the end of this unit, given encouragement, recipients will be able to

- Demonstrate interest in class through active participation.

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<tr>
<th>Anticipatory Set or Mental Readiness:</th>
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Describe the introduction to the lesson you will use to get the recipients involved in the lesson.

There are many reasons why we find it difficult to get and keep a job. Some of the more prevalent are lack of childcare and not knowing how to get a job that will meet your family’s needs. In this lesson, we will begin to address these barriers to your success.

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<th>Instructional Components:</th>
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Include type of lesson and major concepts to be covered.

Topics will include real and perceived barriers to success, building a support network and selecting a career that will meet the family’s needs.
| Check for Understanding and/or Guided Practice and Independent Practice: |
| Recipients will participate in open discussions, sharing their real and perceived barriers to success. |
| **Closure:** |
| Each recipient will develop a list of solutions to possible barriers they may encounter in their search and after they have become employed. |
| **Materials Needed:** |
| Pencils, paper, personal journals, and handouts |
| **Method of Evaluation:** How are recipients evaluated and what methods are used to measure competency? |
| **Cognitive:** Recipients will list three real barriers that can prevent or hinder his/her ability to obtain or maintain employment. He/She will then brainstorm possible solutions and write them down for further discussion as a class. |
| **Psychomotor:** Recipients will share their list of resources and personal support persons they can use to eliminate or overcome their personal barriers, real and perceived. |
| **Affective:** Recipients will be evaluated on their respect for others and participation in the course using a rubric. On a scale of 1-4, with 4 being the highest, recipient will not receive less than a 3. |
Subject: Career Development
Lesson Topic: Unit 2, Lesson 3 - Dream Building

Recipient Performance Objective:

Cognitive: By the end of this unit, given definitions, information and instruction, recipients will be able to

- Identify income needed for the lifestyle they wish to obtain.

Psychomotor: By the end of this unit, given examples and guided practice, recipients will be able to

- Discuss the lifestyle they desire in terms of their social, physical, spiritual and educational life.

Affective: By the end of this unit, given modeling and encouragement, recipients will be able to

- Envision the lifestyle they desire to obtain.

- Demonstrate respect for others by listening without interrupting.

- Demonstrate interest in class through active participation.

Anticipatory Set or Mental Readiness: Describe the introduction to the lesson you will use to get the recipients involved in the lesson.

Have you ever taken time to daydream or fantasize about the lifestyle you would like to have? Places you would like to go or what the perfect day would be. Take a few minutes right not to do that. Just relax and imagine your perfect day.

Instructional Components: Include type of lesson and major concepts to be covered.

Topics will include lifestyles, dreaming, and making dreams come true.
Check for Understanding and/or Guided Practice and Independent Practice:

Recipients will do role modeling of someone they would like to be like. They will imagine they are the person and simulate an event in the day that reflects the lifestyle the person leads.

Closure:

Each recipient will share what he or she learned from the role-playing experience and how he or she can apply what he or she learned to his or her life.

Materials Needed:

Personal journals, computers, magazines, brochures and pencils

Method of Evaluation: How are recipients evaluated and what methods are used to measure competency?

Cognitive: Recipients will identify their dream car and research the cost of the car using the internet or by visiting a car dealership.

Psychomotor: Recipients will make a collage on poster board of pictures that reflect the lifestyle he/she would like to live. Recipients will search magazines, the internet and/or brochures to locate pictures to use for his/her collage.

Affective: Recipients will be evaluated on their respect for others and participation in the course using a rubric. On a scale of 1-4, with 4 being the highest, recipient will average no less than a 3.
County of San Bernardino
Career Development

Unit 2 Example Lesson Plan

Subject: Career Development
Lesson Topic: Unit 2, Lesson 4 - Career Planning

Recipient Performance Objective:

Cognitive: By the end of this unit, given handouts, computer access and instruction, recipients will be able to

- Develop a plan for reaching career goals.
- Define career planning in terms of what it entails.

Psychomotor: By the end of this unit, given computer access and step-by-step instruction recipients will be able to

- Explore various sources and methods to obtain career information and outlooks.
- Develop a Career-Planning Portfolio.

Affective: By the end of this unit, given modeling and encouragement recipients will be able to

- Demonstrate interest in course through active participation.

Anticipatory Set or Mental Readiness: Describe the introduction to the lesson you will use to get the recipients involved in the lesson.

Reaching your career goals can be like climbing a mountain. We all know that once you climb the mountain, the next time it becomes easier. Well, today we are going to climb the mountain of our career path.

Instructional Components: Include type of lesson and major concepts to be covered.

Topics will include career planning, reaching goals and/or resetting new goals.
Check for Understanding and/or Guided Practice and Independent Practice:

Recipients will write out a career plan for the two career options selected.

Closure:

The Career Planning Portfolio you develop for the class can be used repeatedly, as you make career changes. Keep the information it contains clean and current.

Materials Needed:

Computers with internet access, SIGI Software, 3 ring binders, plastic sheet protectors, a hole puncher, handouts, pencils, and paper.

Method of Evaluation: How are recipients evaluated and what methods are used to measure competency?

Cognitive: Recipients, after exploring five careers, will decide on a career goal and two alternative careers. He/she will write a one page paper explaining why he/she selected the career, the skill and education requirements, the salary range and how he/she plans to reach that goal.

Psychomotor: Recipients will use a checklist of career planning information to develop and maintain over the next six days, in a career-planning portfolio. The instructor will review the completed portfolio at the end of the third week of the course.

Affective: Recipients will be evaluated on their respect for others and participation in the course using a rubric. On a scale of 1-4, with 4 being the highest, recipient will average no less than a 3.
County of San Bernardino
Career Development

Unit 2 Example Lesson Plan

Subject: Career Development
Lesson Topic: Unit 2, Lesson 5 - Skills Assessment

Recipient Performance Objective:

Cognitive: By the end of this unit, given instruction, information and examples, recipients will be able to

• Identify personal job skills realistically.

• Analyze skills and abilities required for their chosen career options as they relate to their interest, skills, and values.

Psychomotor: By the end of this unit, given examples and computer access, recipients will be able to

• Assess personal education and career skills that are transferable among their chosen career options.

Affective: By the end of this unit, given modeling and encouragement, recipients will be able to

• Demonstrate respect for others by listening and not interrupting.

• Demonstrate interest in the course through participation.

Anticipatory Set or Mental Readiness: Describe the introduction to the lesson you will use to get the recipients involved in the lesson.

What have you done to this point to qualify for employment? What skills do you possess? What skills would you like to acquire?

Instructional Components: Include type of lesson and major concepts to be covered.

Topics will include discussion, self-evaluation, self-reflection and brainstorming.
Check for Understanding and/or Guided Practice and Independent Practice:

Instructor will lead discussion on how to brainstorm to identify skills by giving an example of a job and the skills that are acquired in that type of position.

Closure:

Recipients will work independently to develop a list of employment skills he or she has acquired. He or she will also write down how the skills were acquired.

Materials Needed:

Pencil, Worksheets, Personal Journal

Method of Evaluation: How are recipients evaluated and what methods are used to measure competency?

Cognitive: Recipients will share their list of job skills and discuss how he or she acquired the skills.

Recipients will compare their current job skills to the skills needed for their chosen career and share in a presentation to the class how they might acquire the skills they don’t have.

Psychomotor: Recipients will write his/her skills in a positive affirmation statement that he/she can use during an interview, and share them with the class.

Recipients will list the education and skill requirements side-by-side for their career options on a sheet of paper, then compare skills to identify similar requirements among career options.

Affective: Recipients will be evaluated on their respect for others and participation in the course using a rubric. On a scale of 1-4, with 4 being the highest, recipient will average no less than a 3.
Subject: Career Development
Lesson Topic: Unit 2, Lesson 6 - Career Alternatives

Recipient Performance Objective:

Cognitive: By the end of this unit, given lecture, handouts and examples, recipients will be able to

- Identify career goal objectives and two alternate objectives of personal relevance.

Psychomotor: By the end of this unit, given information and instruction, recipients will be able to

- Develop a list of reasons a career alternative may be required.
- Research career alternatives to career paths chosen.

Affective: By the end of this unit, given encouragement, recipients will be able to

- Demonstrate interest in the course through active participation.
- Demonstrate self-respect through personal affirmations.

Anticipatory Set or Mental Readiness: Describe the introduction to the lesson you will use to get the recipients involved in the lesson.

Planning is good, but even the best plans can go astray. We cannot always plan for all of life's circumstances. When one path is closed, we take a detour or alternate route.

Instructional Components: Include type of lesson and major concepts to be covered.

Topics will include defining career alternatives, establishing alternate routes and alternative career options.
**Check for Understanding and/or Guided Practice and Independent Practice:**

Recipients will research possible career alternatives at different stages on the path to reaching their career goal.

**Closure:**

Open discussion on career alternatives and the affect taking an alternative career path would have on the recipient’s goals and plans.

**Materials Needed:**

Pencil, paper, completed mountain handouts, and personal notebooks.

**Method of Evaluation:** How are recipients evaluated and what methods are used to measure competency?

**Cognitive:** Recipients will receive a handout of a mountain. The mountain will have several steps up to the top. Each recipient will put his/her career goal at the top of the mountain then list the steps, and alternative ways, of obtaining the career on each of the steps up the mountain.

**Psychomotor:** Recipients will give a presentation to the class identifying the steps they planned to take, different paths that are available for their career choice, and the alternate career path they may need to take.

**Affective:** Recipients will be evaluated on their respect for others and participation in the course using a rubric. On a scale of 1-4, with 4 being the highest, recipient will average no less than a 3.
County of San Bernardino  
Career Development  

**Unit 2 Example Lesson Plan**

Subject: Career Development  
Lesson Topic: Unit 2, Lesson 7 - Work Attire

<table>
<thead>
<tr>
<th><strong>Recipient Performance Objective:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cognitive:</strong> By the end of this unit, given instructions and assistance, recipients will be able to</td>
<td></td>
</tr>
<tr>
<td>· Identify work attire appropriate for chosen occupation.</td>
<td></td>
</tr>
<tr>
<td><strong>Psychomotor:</strong> By the end of this unit, given information and instruction, recipients will be able to</td>
<td></td>
</tr>
<tr>
<td>· Select work attire that is appropriate and cost effective.</td>
<td></td>
</tr>
<tr>
<td>· Explore on-line store, thrift stores and magazines to select appropriate work outfits.</td>
<td></td>
</tr>
<tr>
<td><strong>Affective:</strong> By the end of this unit, given encouragement, recipients will be able to</td>
<td></td>
</tr>
<tr>
<td>· Demonstrate interest in the course through active participation.</td>
<td></td>
</tr>
</tbody>
</table>

| **Anticipatory Set or Mental Readiness:** Describe the introduction to the lesson you will use to get the recipients involved in the lesson. |  |
| Have you ever gone to a company, a school or a restaurant and one or more of the employees were not dressed professionally or appropriately? What did you think about the person or company? |  |

| **Instructional Components:** Include type of lesson and major concepts to be covered. |  |
| Topics will include identifying career attire, selecting appropriate career attire, uniforms and visiting stores. |  |
Check for Understanding and/or Guided Practice and Independent Practice:

As a class, with the assistance of the instructor, recipients will visit a local thrift and/or department store and each recipient will put together an outfit appropriate for their chosen career path.

Closure:

Recipient will discover that it is no only important to wear the appropriate clothing, but that the clothing must be clean, pressed, neat and professional.

Materials Needed:

Computers with internet access for each recipient; printers, SIGI Software, pencils, paper and personal notebooks

Method of Evaluation: How are recipients evaluated and what methods are used to measure competency?

Cognitive: Recipients will visit department stores and thrift stores to purchase and then wear an appropriate work outfit to class.

Psychomotor: Recipient will explore on-line clothing stores. He/She will print out and put together a work outfit listing the price of each item, for instructors review.

Affective: Recipients will be evaluated on their respect for others and participation in the course using a rubric. On a scale of 1-4, with 4 being the highest, recipient will average no less than a 3.
Subject: Career Development  
Lesson Topic: Unit 3, Lesson 1 - Applications/Resumes

**Recipient Performance Objective:**

**Cognitive:** By the end of this unit, given instructions, examples and computer access, recipients will be able to

- Identify different types of resumes and their function.

**Psychomotor:** By the end of this unit, given computer access and instruction, and handouts, recipients will be able to

- Complete an application or resume for employment incorporating appropriate job related skills and phrasing, without errors or omissions.
- Use a computer to generate a printable resume and a resume formatted for scanning.

**Affective:** By the end of this unit, given encouragement, recipient will be able to

- Demonstrate interest in class through active participation.

**Anticipatory Set or Mental Readiness:** Describe the introduction to the lesson you will use to get the recipients involved in the lesson.

An application or resume represents you on paper. What do you want your first impression to be?

**Instructional Components:** Include type of lesson and major concepts to be covered.

Topics will include; types of resumes and applications. Why use different types of resumes. Their use and purpose, and how employers review them.
Check for Understanding and/or Guided Practice and Independent Practice:

On an overhead, project a generic application. Go through the application, filling it in and explaining each section. Allow for questions and answers.

Closure:

Discuss with recipients the appropriate ways to request an application in person or over the telephone.

Materials Needed:

SIGI Software, computers with internet access, printers, paper, generic applications, personal journal, and pencils

Method of Evaluation: How are recipients evaluated and what methods are used to measure competency?

Cognitive: Recipients will be given examples of three styles of resume, then asked to identify each style and its function.

Recipients will complete a generic application to submit to the instructor for review of content and errors.

Psychomotor: Recipients will complete an application for an occupation of interest that is neat, accurate and free of errors.

Recipients will use a computer to generate a scannable resume.

Affective: Recipients will be evaluated on their active participation in the course using a rubric. On a scale of 1-4, with 4 being the highest, recipient will average no less than a 3.
County of San Bernardino  
Career Development  

Unit 3 Example Lesson Plan

Subject: Career Development  
Lesson Topic: Unit 3, Lesson 2 - Job Search Techniques

Recipient Performance Objective:

**Cognitive:** By the end of this unit, given instruction, information and internet access, recipients will be able to

- Identify potential employers using various search strategies and sources.
- Identify websites related to career choice.

**Psychomotor:** By the end of this unit, given instruction and role playing and demonstration, recipients will be able to

- Demonstrate ability to network effectively through cold calling.

**Affective:** By the end of this unit, given modeling and encouragement, recipients will be able to

- Demonstrate respect for others by listening and not interrupting.
- Demonstrate interest in the course through participation.

**Anticipatory Set or Mental Readiness:** Describe the introduction to the lesson you will use to get the recipients involved in the lesson.

To find a job, it is not always, what you know, but who you know. How is that possible?

**Instructional Components:** Include type of lesson and major concepts to be covered.

Topics will include discussions on networking and cold calling potential employers.
## Check for Understanding and/or Guided Practice and Independent Practice:

Recipients will role-play networking using a script provided.

## Closure:

The more job search techniques you acquire, the more likely you will obtain the job and/or career you desire.

## Materials Needed:

Telephone access, telephone books, internet access, paper, and pencils

## Method of Evaluation: How are recipients evaluated and what methods are used to measure competency?

**Cognitive:** Recipients will demonstrate ability to network for employment through role-playing.

Each recipient will make a cold call to a potential employer with the assistance of the instructor.

**Psychomotor:** Recipients, after exploring their employment sources, will decide on one source, write a one-page paper explaining why he/she selected the source and how it relates to their career choice.

**Affective:** Recipients will be evaluated on their respect for others and interest in course using a rubric. On a scale of 1-4, with 4 being the highest, recipient will average no less than a 3.
### County of San Bernardino
### Career Development
### Unit 3 Example Lesson Plan

**Subject:** Career Development  
**Lesson Topic:** Unit 3, Lesson 3 - Interview Attire

<table>
<thead>
<tr>
<th>Recipient Performance Objective:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cognitive:</strong> By the end of this unit, given lecture, examples and discussion, recipients will be able to</td>
</tr>
<tr>
<td>· Identify appropriate interview attire.</td>
</tr>
<tr>
<td><strong>Psychomotor:</strong> By the end of this unit, given computer access and step-by-step instruction, recipients will be able to</td>
</tr>
<tr>
<td>· Select an appropriate outfit to wear for employment interviews.</td>
</tr>
<tr>
<td><strong>Affective:</strong> By the end of this unit, given modeling and encouragement, recipients will be able to</td>
</tr>
<tr>
<td>· Demonstrate interest in course through active participation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Anticipatory Set or Mental Readiness:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the introduction to the lesson you will use to get the recipients involved in the lesson.</td>
</tr>
</tbody>
</table>

Regardless of whether we intend to or not, we all form opinions or thoughts about someone from our first image or meeting with them. That is why interview attire is so important. Interview attire will leave a first impression and you want it to be a good impression.

<table>
<thead>
<tr>
<th>Instructional Components:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include type of lesson and major concepts to be covered.</td>
</tr>
</tbody>
</table>

Topics will include interview attire, color and cut. What is appropriate or inappropriate work attire? In addition, what is the importance of the first impression on a job interview?

<table>
<thead>
<tr>
<th>Check for Understanding and/or Guided Practice and Independent Practice:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recipients will work in groups of three. Using a poster board, they will cut, paste and display an appropriate interview outfit.</td>
</tr>
</tbody>
</table>
Closure:

Consider not only making a good first impression on the interview, but in everyday clothes, you wear. What does your clothing say about you?

Materials Needed:

Handouts, magazines, computers with internet access, poster board and glue.

Method of Evaluation: How are recipients evaluated and what methods are used to measure competency?

Cognitive: Recipient will be critiqued on his or her interview outfit worn during the mock interview.

Psychomotor: Recipients will receive an assortment of clothing pictures. They will use the pictures to identify them as appropriate or inappropriate for interviews.

Affective: Recipients will evaluated on their active participation in the course using a rubric. On a scale of 1-4, with 4 being the highest, recipient will average no less than a 3.
Subject: Career Development
Lesson Topic: Unit 3, Lesson 4 - Employer Expectations

**Recipient Performance Objective:**

**Cognitive:** By the end of this unit, given a definition, information and instruction, recipients will be able to

- Identify what is appropriate or inappropriate behavior at work.

**Psychomotor:** By the end of this unit, given examples and guided practice, recipients will be able to

- Discuss employers expected behavior of employees honestly.

**Affective:** By the end of this unit, given modeling and encouragement, recipients will be able to

- Demonstrate respect for others by listening without interrupting.
- Demonstrate interest in class through active participation.

**Anticipatory Set or Mental Readiness:** Describe the introduction to the lesson you will use to get the recipients involved in the lesson.

Work conduct encompasses behavior that demonstrates maturity and professionalism. Employers expect more than getting the work done, being on time and doing the job correctly.

**Instructional Components:** Include type of lesson and major concepts to be covered.

How to identify inappropriate behavior at work. Sexual harassment, conversation tones, language, pranks and customer service.
Check for Understanding and/or Guided Practice and Independent Practice:
Recipients will give their own examples or experiences when they encountered someone who did not act appropriately to them, or around them, in the workplace.

Closure:
Employers expect professional behavior. If you are not sure if a behavior is appropriate, do not behave that way.

Materials Needed:
Personal journals, paper and pencils

Method of Evaluation: How are recipients evaluated and what methods are used to measure competency?

Cognitive: Recipients will receive a list of appropriate and inappropriate work behavior questions. He or she will to mark the behaviors that are appropriate in the workplace.

Psychomotor: Recipients will share an example of appropriate behavior an employer expects from an employee at work.

Affective: Recipients will be evaluated on their respect for others and their interest in the course using a rubric. On a scale of 1-4, with 4 being the highest, recipient will average no less than a 3.
County of San Bernardino
Career Development

Unit 3 Example Lesson Plan

Subject: Career Development
Lesson Topic: Unit 3, Lesson 5 - Mock Interviews

Recipient Performance Objective:

Cognitive: By the end of this unit, given examples, handouts and instruction, recipients will be able to

- Identify and respond to inappropriate interview questions tactfully.
- Identify appropriate questions to ask in an interview.

Psychomotor: By the end of this unit, given examples and instructions, recipients will be able to

- Participate in employment interviews with confidence.

Affective: By the end of this unit, given encouragement, recipients will be able to

- Demonstrate appropriate behavior during an interview.
- Demonstrate interest in class through active participation.

Anticipatory Set or Mental Readiness: Describe the introduction to the lesson you will use to get the recipients involved in the lesson.

We have all heard the expression “practice makes perfect”. In this lesson, we will practice and improve our interviewing skills.

Instructional Components: Include type of lesson and major concepts to be covered.

Topics will include conduct and behavior during interviews, feedback on recorded mock interviews. Appropriate and inappropriate interview questions and responses.
**Check for Understanding and/or Guided Practice and Independent Practice:**

Each recipient will participate in a recorded mock interview.

**Closure:**

Each recipient will receive feedback from the instructor on his or her mock interview.

**Materials Needed:**

Video recorder, small room, Pencils, paper, and handouts

**Method of Evaluation:** How are recipients evaluated and what methods are used to measure competency?

**Cognitive:** Recipients will receive a list of popular interview questions and one inappropriate interview question. He or she are required to write a list of responses to the interview questions.

**Psychomotor:** In groups of two, recipients will verbally rehearse their written responses to popular interview questions.

Recipients will be video taped in a mock interview and then perform a self-assessment of their mock interview.

**Affective:** Each recipient will be evaluated on their respect for others and interest in course using a rubric. On a scale of 1-4, with 4 being the highest, recipient will average no less than a 3.
County of San Bernardino 
Career Development 

**Unit 4 Example Lesson Plan**

**Subject:** Career Development  
**Lesson Topic:** Unit 4, Lesson 1 - Job Search

<table>
<thead>
<tr>
<th>Recipient Performance Objective:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cognitive:</strong> By the end of this unit, given lecture, handouts and examples, recipients will be able to</td>
</tr>
<tr>
<td>• Identify potential employers effectively.</td>
</tr>
<tr>
<td>• Identify the sections of a newspaper relevant to job search.</td>
</tr>
<tr>
<td><strong>Psychomotor:</strong> By the end of this unit, given information, instruction and resources, recipients will be able to</td>
</tr>
<tr>
<td>• Use personal computer and other sources to identify jobs in their chosen career for which they are qualified.</td>
</tr>
<tr>
<td>• Apply for jobs for which they qualify on-line, in person or via mail.</td>
</tr>
<tr>
<td><strong>Affective:</strong> By the end of this unit, given encouragement, recipients will be able to</td>
</tr>
<tr>
<td>• Demonstrate interest in the course through active participation.</td>
</tr>
</tbody>
</table>

**Anticipatory Set or Mental Readiness:** Describe the introduction to the lesson you will use to get the recipients involved in the lesson.

Now you will put everything you have learned and practiced to use. You will be looking for, applying to positions for which you are qualified.

**Instructional Components:** Include type of lesson and major concepts to be covered.

Topics will include sources for job search, job search strategies, unconventional resources and luck.
Check for Understanding and/or Guided Practice and Independent Practice:

Recipients will work to identify positions for which they are qualified, putting into practice the skills they have learned over the past three weeks.

Closure:

Establishing a momentum is essential in obtaining offers of employment. The more you apply, the more you increase the possibility of contact for interviews and the more job offers you will receive.

Materials Needed:

Pencil, paper, newspapers, computer access, copier, telephones, fax machines and other resources.

Method of Evaluation: How are recipients evaluated and what methods are used to measure competency?

Cognitive: Recipients will receive a newspaper to locate the employment want ad section and a job that is of interest to him or her.

Psychomotor: Recipients will be required to provide a daily list of positions for which he or she has applied.

Recipients will search three different sources for information on the career he or she has chosen. He or she will provide proof of the search in the form of employment ads, job descriptions, job announcements, etc...

Affective: Recipients will be evaluated on their active participation in the course using a rubric. On a scale of 1-4, with 4 being the highest, recipients will average no less than a 3.
County of San Bernardino
Career Development

Unit 4 Example Lesson Plan

Subject: Career Development
Lesson Topic: Unit 4, Lesson 2 - Guest Speaker

Recipient Performance Objective:

Cognitive: By the end of this unit, given information, recipients will be able to

• Identify appropriate work conversation topics and language.

Psychomotor: By the end of this unit, given information and instruction, recipients will be able to

• Interact with guest speakers asking appropriate questions.

Affective: By the end of this unit, given encouragement, recipients will be able to

• Demonstrate interest in guest speaker by listening without interrupting.

Anticipatory Set or Mental Readiness: Describe the introduction to the lesson you will use to get the recipients involved in the lesson.

Guest speakers from potential employer companies will visit and make presentations to us. At the end of their presentation you will have the opportunity to ask questions. Please be courteous and show them respect.

Instructional Components: Include type of lesson and major concepts to be covered.

Topics will include what to expect on the job, selecting appropriate career attire, respecting fellow employees, appropriate conversations at work, and sexual harassment.

Check for Understanding and/or Guided Practice and Independent Practice:

As a class, with the example of the instructor, recipients will listen to speakers, remain courteous, and ask questions.
Closure:
Recipients will see that it is important to wear the appropriate clothing, maintain appropriate conversations, and use professional appropriate language on the job.

Materials Needed:
Computers with internet access for each recipient; printers, SIGI Software, pencils, paper and personal notebooks

Method of Evaluation: How are recipients evaluated and what methods are used to measure competency?

Cognitive: Recipients will receive a list of guest speaker questions and will be asked to mark the questions appropriate or inappropriate.

Psychomotor: Recipients will have one appropriate question prepared to ask the guest speaker.

Affective: Recipients will be evaluated on their respect for, and interest in guest speaker, and active participation in the course using a rubric. On a scale of 1-4, with 4 being the highest, recipient will average no less than a 3.
CAREER DEVELOPMENT
CURRICULUM DESIGN
Grading Plan & Rubric

SUBMITTED

EILEEN J. ALSINA

A Career Education Curriculum Proposal Developed for
County of San Bernardino

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County of San Bernardino  
Career Development  

Example Grading Plan and Rubric

Grade Criteria: Activities Percentages

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Computer Activities</td>
<td>40%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>40%</td>
</tr>
</tbody>
</table>
## Career Development Participation

Name: __________________________  Teacher: 

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance / Promptness</strong></td>
<td>Late more than once a week and/or has poor attendance.</td>
<td>Late more than once every two weeks, regularly attends classes</td>
<td>Late once every two weeks and regularly attends classes</td>
<td>Always prompt and regularly attends classes</td>
</tr>
<tr>
<td><strong>Level Of Engagement In Class</strong></td>
<td>Never contributes to class by offering ideas and asking questions.</td>
<td>Rarely contributes to class by offering ideas and asking questions once per class</td>
<td>Proactively contributes to class by offering ideas and asking questions more than once per class</td>
<td>Proactively contributes to class by offering ideas and asking questions more than once per class</td>
</tr>
<tr>
<td><strong>Listening Skills</strong></td>
<td>Does not listen when others talk, when in groups and in class, often interrupts when others speak.</td>
<td>Does not listen when others talk, both in groups and in class.</td>
<td>Listens when others talk, both in groups and in class.</td>
<td>Listens when others talk, both in groups and in class.</td>
</tr>
<tr>
<td><strong>Behavior</strong></td>
<td>Usually displays disruptive behavior during class.</td>
<td>Occasionally displays disruptive behavior during class.</td>
<td>Rarely displays disruptive behavior during class.</td>
<td>Almost never displays disruptive behavior during class.</td>
</tr>
<tr>
<td><strong>Preparation</strong></td>
<td>Almost never prepared for class with assignments and required materials.</td>
<td>Rarely prepared for class with assignments and required materials.</td>
<td>Usually prepared for class with assignments and required materials.</td>
<td>Usually prepared for class with assignments and required materials.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>-----</td>
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<td>-----</td>
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</tr>
</tbody>
</table>

**Teacher Comments:**

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