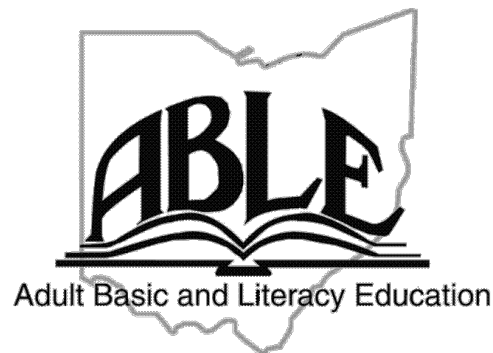




Career Awareness Toolkit

*Helping the ABLE Programs and Students
in Economic Development Region 5
Build Career Awareness*



June 2010

In response to the emphasis placed on building a highly skilled workforce for Ohio by Governor Strickland and Chancellor Eric Fingerhut of the Ohio Board of Regents, the ABLE Collaboratives were born in the fall of 2008. The purpose of the Collaborative project is to encourage ABLE programs to work together to increase the focus on career awareness and planning in their classrooms. In addition to working towards their ABLE goal, students will be able to plan for their transition into postsecondary options that will help meet their career goals.

In Economic Development Region (EDR) 5 of Southwest Ohio, there are 6 ABLE programs offering services to adult learners. When the group convened, a quick inventory of career planning services showed that most ABLE programs offered some career planning assistance but there was no consistent approach. The group agreed that the best place to start career awareness work would be during the ABLE program orientation. With the “when and where” in mind, the next step was to create a common set of tools based on local (EDR 5) information. The Career Awareness Toolkit would provide those tools including talking points for use in the ABLE Orientation.

ABLE directors and instructors served as the developers of the Toolkit. Instructor teams created lesson plans, researched career assessments and inventories, and identified local education providers. The ABLE directors also served as reviewers for the Toolkit. A pilot version was tested in February and April, 2010, with revisions made based on surveys of staff and students.

It is hoped that the Orientation process used by ABLE programs in EDR 5 will now include an introduction to career awareness and planning. In addition, the availability of information customized to EDR 5 should help teachers assist students in their on-going career planning.

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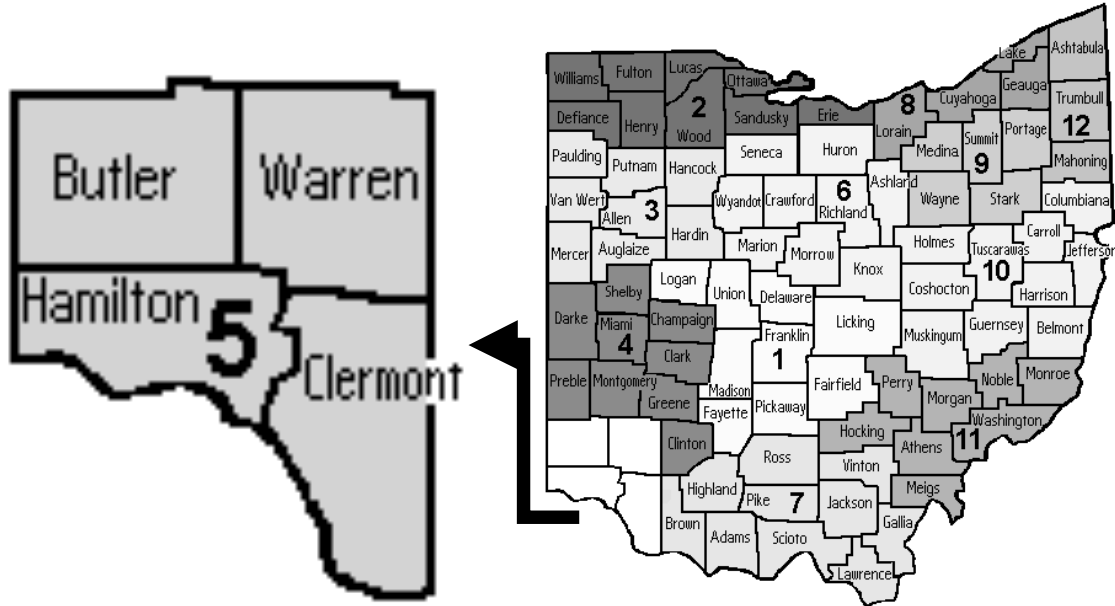
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Ohio's Economic Development Regions



EDR 5 ABLÉ Advisory Committee (FY 2010)

- | | |
|---|--|
| <ul style="list-style-type: none"> • Cincinnati Public Schools ABLÉ • Clermont County ESC ABLÉ • Hamilton City Schools ABLÉ • River City Corrections • Urban Appalachian Council • YWCA of Greater Cincinnati | <p>Robbie Thomas; Elissa Bates
 Jimmi McIntosh (FY2010 Project Lead)
 Kathy Petrek
 Leslie Croley; Troy Burch
 Bonnie Hood Smith; Debra Holmes
 Walter Pierce; Matt Long</p> |
|---|--|

In addition to the above members, these ABLÉ staff participated in the project during FY2009:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Community Correctional Center/Talbert House • Hamilton County Sheriff's Office • Middletown City Schools ABLÉ • Warren County ABLÉ • YWCA of Greater Cincinnati | <p>Karen Kinney (FY2009 Project Lead)
 Marian Alswager
 Rose Marie Stiehl
 Margie Pursell
 Eileen Hopkins</p> |
|---|---|

Role of the Advisory Committee

- Develop ABLÉ Collaborative grant for EDR 5
- Oversee development of the Career Awareness Toolkit, including timelines, review and piloting
- Serve as fiscal contact for individual ABLÉ programs

EDR 5 Development Teams (FY2009)

Career Assessment Team

- Elissa Bates, Cincinnati Public Schools ABLE (Chair)
- Dawn Brandenburg, Middletown City Schools ABLE
- Lesley Dorhout, Clermont County ESC ABLE
- Cheryl Hodge, Urban Appalachian Council
- Cassandra Jeter, Hamilton County Sheriff's Office

Role of Career Assessment Team

- Research and recommend career awareness inventories and full assessments
- Develop talking points concerning career awareness to be embedded into ABLE Orientations

Instruction Team

- Tawna Eubanks, Hamilton City Schools ABLE
- Debra Holmes, Urban Appalachian Council
- Karen Karnes, Warren County ABLE
- Matt Long, YWCA of Greater Cincinnati (Chair)
- Alexa Noel, Cincinnati Public Schools ABLE

Role of Instruction Team

- Research and compile reading, writing and mathematics lesson plans that embed career awareness information

Resource Team

- Robert Hofmann, Community Corrections/Talbert House (Chair)
- Linda McBride, Warren County ABLE
- Nick Prickel, River City Corrections
- Krista Taylor, Hamilton City Schools ABLE

Role of Resource Team

- Research and recommend career awareness resources to support the project

Southwest ABLE Resource Center

- Jennifer Davis; Kathy Knall; Lynn Reese

Role of Resource Center

- Serve as fiscal agent on project
- Facilitate meetings as needed
- Assist in the production of the Career Awareness Toolkit

Orientation Talking Points

“Start with the end in mind.” This advice holds true for the ABLE Orientation as the time and place to start the conversation with students regarding career and post-secondary educational and/or training plans.

These “Talking Points” below can be a helpful means to embed career awareness and lifelong learning tidbits into the ABLE program’s Orientation plan. Ideas for using these Talking Points include placing them on:

- Orientation scripts
 - Print materials supplied to students
 - Bulletin boards in rooms
 - PowerPoint presentations
-
- *Obtaining your GED is not the end of your journey; it is the beginning of furthering your career. A GED will allow you to enter into most colleges, technical schools, and trade schools. Many schools do require some sort of entrance testing along with the high school diploma or GED.*
 - *Workers with higher levels of education have more options in the job market and better prospects for obtaining higher paying jobs than those less educated individuals. Among the top 100 highest paying jobs, 91 require some form of post-secondary training.*
 - *When choosing a career, students should evaluate and consider their interests, skills and aptitudes.*
 - *Ohio ABLE is part of the University System of Ohio. This system is composed of the state’s public universities and their branch campuses, community colleges, adult workforce education centers and ABLE programs. Being part of this system allows students a smoother transition into post-secondary education and training.*

Note: Additional information and tools to use during Orientation are included in the Resource Section.

Career Awareness Assessments

Administering a "Career Awareness" assessment is an important step in helping students plan for post-secondary educational and/or training goals. The assessment provides the student with valuable information on which career fields match their interests, skills and aptitudes. Programs are encouraged to administer a Career Awareness assessment during the Orientation process.

The following pages include:

- matrix of Career Awareness Assessments.
- copies of three assessments that were piloted by EDR 5 programs during FY2010.

Note: Additional information and tools to use for assessment are included in the Resource Section starting on page 112.

Career Awareness Assessment Matrix

Name	Type	Level	Scoring	Time (estimate)	Support Materials	Source
Career Ability Placement Survey (CAPS)	Paper/pencil	High School-Adult	Self scoring All three are linked to the 14 "COPS Career Clusters."	Admin: 50 min; Scoring: 15-20 min	CAPS measures vocationally relevant abilities and is linked to entry requirements for the majority of occupations.	EdITS 800-416-1666 www.edits.net/caps.html www.edits.net/cops.html www.edits.net/copes.html
Career Occupational Preference System Interest Inventory (COPS)				Admin: 20-30 min; Scoring: 15-20 min	COPS consists of 168 items, providing job activity interest scores.	Cost: \$ (see website for current prices)
Career Orientation Placement and Evaluation Survey (COPES)				Admin: 30-40 min; Scoring: 15-20 min	COPES provides a matching of personal values to occupational areas.	
Career Cluster Interest Survey	Paper/pencil	High School-Adult	Self scoring	15 min	Related to Career Clusters	
Career Decision Making (CDM)	Paper/pencil	High School-Adult	Self scoring	20-30 min	www.cdmcareerzone.com Profile based on Career Clusters	American Guidance Service 800-328-2560 www.agsnet.com Cost: \$ (see website for current prices)
Career Exploration Inventory (CEI)	Paper/pencil	High School-Adult	Self scoring; internet scores sent to Admin. account	20-30 min	Free downloadable Admin. Guide; CEI Professional Resources CD-ROM	JIST Publishing www.jist.com 800-648-JIST Cost: \$ (see website for current prices)
Envision Your Career	DVD with print Inventory	High School-Adult Good for students with lower reading levels	Self scoring	22 min (students watch videos; respond to inventory scale)	Free downloadable Video Instructor's Guide and Scoring Sheet	JIST Publishing www.jist.com 800-648-JIST Cost: \$ (see website for current prices)

Name	Type	Level	Scoring	Time (estimate)	Support Materials	Source
Key Train	Paper/ pencil; computer	High School- Adult	Pre and Post Inventories	45 min max.	Downloadable Updates, accessories and other technical assistance	Thinking Media www.keytrain.com 877-842-6205 Cost: \$ (see website for current prices)
RIASEC Model	Paper/ pencil	High School – Adult	Self scoring	10-15 min	Adapted from work of Dr. John Holland	http://pclab.cccoe.k12.ca.us/jobsearch/riasec.doc Cost: Free download
Self Directed Search (SDS)	Paper/ pencil	4 th grade and above	Self scoring	20-30 min	Exploring Your Future with SDS	PAR www.parinc.com Cost: \$ (see website for current prices)

Determining Your RIASEC Code

Directions: Under each letter below, circle the adjectives that you think best describe aspects of your personality. Circle as many under each letter as you want to. Then, in each column, add up the number you have circled, and note that figure next to each letter. The three letters that have the highest number of circled items make up your RIASEC code. See the next page for information on your codes.

<p>R= _____</p> <p>athletic conforming frank materialistic mechanical outdoor-type persistent practical realistic rugged shy stable strong technical thrifty</p>	<p>I= _____</p> <p>analytical creative critical curious independent intellectual logical mathematical methodical precise questioning rational reserved scientific studious</p>	<p>A= _____</p> <p>artistic creative disorderly emotional expressive idealistic impractical independent innovative insightful intuitive original perceptive reflective sensitive</p>
<p>S= _____</p> <p>accepting altruistic caring cooperative empathetic friendly generous helpful humanitarian idealistic kind persuasive responsible understanding</p>	<p>E= _____</p> <p>acquisitive adventurous ambitious articulate assertive confident determined dominant energetic enthusiastic persuasive political productive resourceful</p>	<p>C= _____</p> <p>conforming conventional dependable efficient methodical obedient orderly organized persistent practical reliable systematic traditional well-controlled</p>

Source: <http://pclab.cccoe.k12.ca.us/jobsearch/riasec.doc>

Using RIASEC Results

Your Profile Letters: _____ (Three highest totals)

<p>R is for Realistic</p> <p>People who have athletic ability prefer to work with objects, machines, tools, plants, or to be outside.</p>	<p>Occupations you would enjoy</p> <p>Baker/Chef, Painter, Engineer, Automotive Engineer, Heating/Air Mechanic, Electrician, Truck Driver, Fire Fighter, Carpenter</p>
<p>I is for Investigative</p> <p>People who like to observe, learn, investigate, analyze, evaluate or solve problems.</p>	<p>Occupations you would enjoy</p> <p>Chemist, Physician, Dentist, Pharmacist, Civil Engineer, Translator, Computer Programmer, Structural Drafter, Physician Assistant</p>
<p>A is for Artistic</p> <p>People who have artistic, innovating or intuitional abilities, and like to work in unstructured situations using imagination and creativity.</p>	<p>Occupations you would enjoy</p> <p>Actress/Actor, Dancer, Drama Teacher, Photographer, Graphic Designer, Landscape Architect, Advertising, Interior Designer</p>
<p>S is for Social</p> <p>People who like to work with people to enlighten, inform, help, train, or cure them, or are skilled with words</p>	<p>Occupations you would enjoy</p> <p>Chaplain/Minister, High School Teacher, Social Worker, Registered Nurse, Preschool Teacher, Police Officer, School Counselor, Physical Therapist</p>
<p>E is for Enterprising</p> <p>People who like to work with people, influencing, persuading, performing, leading or managing for organizational goals or economic gain.</p>	<p>Occupations you would enjoy</p> <p>Auto Sale Rep, Credit Manager, Insurance Agent, Real Estate Agent, Business Owner, Marketing, Human Resources, Public Relation, Hotel Manager</p>
<p>C is for Conventional</p> <p>People who like to work with data, have clerical or numerical ability, carry our task in detail or follow through on others' instructions.</p>	<p>Occupations you would enjoy</p> <p>Accountant, Bank Teller, Cashier, Legal Secretary, Auditor, Claims Examiner, Receptionist, Medical Records, Customer Service Representative, Auditor</p>

Career Interests RIASEC Personality Code

Name: _____ Date: _____

Purpose:

To identify your interests and personality type related to career choices. This activity can help you make a career plan and achieve career goals.

Instructions:

1. In the table on the following page, circle any activities that are of interest to you.
2. Count the number of circled activities in each column (identified by category such as “R-Realistic”) and write totals at bottom.
3. If there are not two main areas that interest you, ask yourself if the non-chosen activities are “interesting” or “very interesting.”
4. Keep going until the top two areas of interest have been identified.
5. Compare your code to the definitions on the last page.

	1	2	3	4	5	6
A	FIX MECHANICAL THINGS	WORK ON A SCIENTIFIC PROJECT	SKETCH, DRAW OR PAINT	WORK AS A VOLUNTEER FOR A CHARITY	OPERATE MY OWN BUSINESS	OPERATE OFFICE MACHINES
B	TAKE A WOODWORKING CLASS	STUDY THE STARS THROUGH A TELESCOPE	PLAY IN A BAND OR ORCHESTRA	HELP OTHERS WITH THEIR PERSONAL PROBLEMS	SERVE AS AN OFFICER OF A GROUP	COMPUTE BUSINESS FIGURES
C	TAKE AN AUTO MECHANICS CLASS	SOLVE A MATHEMATICAL PROBLEM	CREATE PHOTOGRAPHS	WORK AS A SPEECH THERAPIST	SURVISE THE WORK OF OTHERS	TAKE AN ACCOUNTING CLASS
D	WORK OUTDOORS	INVESTIGATE A CRIME SCENE	TAKE AN ART CLASS	WORK AS A NURSE	LEAD A GROUP TO ACCOMPLISH A GOAL	TAKE A COMMERCIAL MATH CLASS
E	OPERATE MOTORIZED MACHINES OR EQUIPMENT	READ SCIENTIFIC BOOKS OR MAGAZINES	ACT IN A PLAY	TEACH CHILDREN	READ BUSINESS MAGAZINES OR ARTICLES	WORK IN AN OFFICE
F	BUILD THINGS	DO A LOT OF THINKING	DESIGN FASHIONS	TEACH OR TRAIN OTHERS	MEET IMPORTANT PEOPLE	WRITE A BUSINESS LETTER
G	WORK ALONE	USE A MICROSCOPE	DESIGN INTERIORS	LEAD A GROUP DISCUSSION	GIVE A TALK OR SPEECH	USE A COMPUTER
H	TEND/TRAIN ANIMALS	DO COMPLICATED CALCULATIONS	READ FICTION, PLAYS OR POETRY	PLAY A TEAM SPORT	SELL THINGS	KEEP ACCURATE RECORDS
I	PITCH A TENT	UNDERSTAND PHYSICS LAWS AND THEORIES	ATTEND CONCERTS, THEATER OR ART EXHIBIT	HELP OTHERS RESOLVE A DISPUTE	PROMOTE OR SPREAD AN IDEA	BE RESPONSIBLE FOR DETAILS
J	SOLVE MECHANICAL PUZZLES	INTERPRET FORMULAS	WORK ON CRAFTS	PARTICIPATE IN A MEETING	WIN A LEADERSHIP OR SALES AWARD	TYPE OR USE WORD PROCESSING SOFTWARE
K	PLANT A GARDEN	LEARN ABOUT A NEW SUBJECT AREA	WORK ACCORDING TO YOUR OWN RULES	ARE GOOD WITH WORDS AND TALKING TO PEOPLE	TAKE ON A LOT OF RESPONSIBILITY	WORK WITH NUMBERS
L	READ A BLUEPRINT	USE COMPUTERS	USE YOUR IMAGINATION TO DO SOMETHING SPECIAL	WORK WITH YOUNG PEOPLE	PARTICIPATE IN A POLITICAL CAMPAIGN	BE VERY WELL ORGANIZED
M	PLAY A SPORT	PERFORM LAB EXPERIMENTS	WRITE STORIES AND POETRY	PLAN AND SUPERVISE AN ACTIVITY	CONVINCE PEOPLE TO DO THINGS YOUR WAY	SET UP A SYSTEM FOR DOING SOMETHING AND STICK TO IT
	R	I	A	S	E	C

Career Interest Explanations

Name: _____

Date: _____

The two columns with the most items circled will indicate what your code(s) are:

R _____	I _____	A _____	S _____	E _____	C _____
Realistic	Investigative	Artistic	Social	Enterprising	Conventional
Description					
mechanical and athletic abilities; likes working outdoors with tools and objects; prefers dealing with things rather than people	math and science abilities; likes working alone and solving complex problems; likes dealing with ideas rather than people or things	artistic ability and imagination; enjoys creating original work; likes dealing with ideas rather than things	social skills; interested in social relationships and helping others solve problems; likes dealing with people rather than things	leadership and speaking skills; likes to be influential; interested in politics and business; likes to deal with people and ideas, not things	clerical and math ability; prefer working indoors and organizing things; likes to deal with words and numbers rather than people or ideas
Sample Occupations					
<ul style="list-style-type: none"> • carpenter • truck operator • X-ray technician • pipe fitter • corrections officer • highway patrol • heating and air conditioning • sheet metal worker • electrician 	<ul style="list-style-type: none"> • chemist • microbiologist • computer specialist • pharmacist • doctor • software engineer • veterinarian 	<ul style="list-style-type: none"> • art or language teachers • designer • cartoonist • actor • writer • reporter • TV/radio • advertising • painter • museum technician • film editor • librarian 	<ul style="list-style-type: none"> • nurses • health aide • police officer • social worker • teacher • aide • counselor • paramedic • physical therapist 	<ul style="list-style-type: none"> • lawyer • paralegal • sales • retail • lawn service • marketing • human resources • public relations 	<ul style="list-style-type: none"> • accountant • tax preparer • pharmacy technician • medical secretary • cashier • postal service • library clerk

Career Clusters Interest Survey

Name: _____

Date: _____

Directions: Circle the items in each box that best describe you. You may make as many or as few circles in each box as you choose. Add up the number of circles in each box. Look to see which three boxes have the highest numbers. Find the corresponding Career Clusters on the pages immediately following this survey to see which Career Clusters you may want to explore.

Box 1	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number circled - Box 1
Box 1	<ol style="list-style-type: none"> 1. learn how things grow and stay alive 2. make the best use of the earth's natural resources 3. hunt and/or fish 4. protect the environment 5. be outdoors in all kinds of weather 6. plan, budget and keep records 7. operate machines and keep them in good repair 	<ol style="list-style-type: none"> 1. self-reliant 2. nature lover 3. physically active 4. planner 5. creative problem solver 	<ol style="list-style-type: none"> 1. Math 2. Life science 3. Earth science 4. Chemistry 5. Agriculture 	

Box 2	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number circled - Box 2
Box 2	<ol style="list-style-type: none"> 1. read and follow blueprints and/or instructions 2. picture in my mind what a finished product look likes 3. work with my hands 4. perform work that requires precise results 5. solve technical problems 6. visit and learn from beautiful, historic or interesting buildings 7. follow logical, step-by-step procedures 	<ol style="list-style-type: none"> 1. curious 2. good at following directions 3. pay attention to detail 4. good at visualizing possibilities 5. patient and persistent 	<ol style="list-style-type: none"> 1. Math 2. Drafting 3. Physical sciences 4. Construction trades 5. Electrical trades, HVAC, Technology Education 	

Box 3	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number circled - Box 3
Box 3	<ol style="list-style-type: none"> 1. use my imagination to communicate new information to others 2. perform in front of others 3. read and write 4. play a musical instrument 5. perform creative, artistic activities 6. use video and recording technology 7. design brochures and posters 	<ol style="list-style-type: none"> 1. creative and imaginative 2. good communicator/good vocabulary 3. curious about new technology 4. relate well to feelings and thoughts of others 5. determined/tenacious 	<ol style="list-style-type: none"> 1. Art/graphic design 2. Music 3. Speech and Drama 4. Journalism/Literature 5. Audiovisual Technologies 	

Box 4	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number circled - Box 4
Box 4	<ol style="list-style-type: none"> 1. perform routine, organized activities but can be flexible 2. work with numbers and detailed information 3. be the leader in a group 4. make business contact with people 5. work with computer programs 6. create reports and communicate ideas 7. plan my work and follow instructions without close supervision 	<ol style="list-style-type: none"> 1. organized 2. practical and logical 3. patient 4. tactful 5. responsible 	<ol style="list-style-type: none"> 1. Computer Applications/Business and Information Technology 2. Accounting 3. Math 4. English 5. Economics 	

Box 5	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number circled - Box 5
	<ol style="list-style-type: none"> 1. communicate with different types of people 2. help others with their homework or to learn new things 3. go to school 4. direct and plan activities for others 5. handle several responsibilities at once 6. acquire new information 7. help people overcome their challenges 	<ol style="list-style-type: none"> 1. friendly 2. decision maker 3. helpful 4. innovative/inquisitive 5. good listener 	<ol style="list-style-type: none"> 1. Language Arts 2. Social Studies 3. Math 4. Science 5. Psychology 	

Box 6	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number circled - Box 6
	<ol style="list-style-type: none"> 1. work with numbers 2. work to meet a deadline 3. make predictions based on existing facts 4. have a framework of rules by which to operate 5. analyze financial information and interpret it to others 6. handle money with accuracy and reliability 7. take pride in the way I dress and look 	<ol style="list-style-type: none"> 1. trustworthy 2. orderly 3. self-confident 4. logical 5. methodical or efficient 	<ol style="list-style-type: none"> 1. Accounting 2. Math 3. Economics 4. Banking/Financial Services 5. Business Law 	

Box 7	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number circled - Box 7
	<ol style="list-style-type: none"> 1. be involved in politics 2. negotiate, defend and debate ideas and topics 3. plan activities and work cooperatively with others 4. work with details 5. perform a variety of duties that may change often 6. analyze information and interpret it to others 7. travel and see things that are new to me 	<ol style="list-style-type: none"> 1. good communicator 2. competitive 3. service-minded 4. well-organized 5. problem solver 	<ol style="list-style-type: none"> 1. Government 2. Language Arts 3. History 4. Math 5. Foreign Language 	

Box 8	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number circled - Box 8
	<ol style="list-style-type: none"> 1. work under pressure 2. help sick people and animals 3. make decisions based on logic and information 4. participate in health and science classes 5. respond quickly and calmly in emergencies 6. work as a member of a team 7. follow guidelines precisely and meet strict standards of accuracy 	<ol style="list-style-type: none"> 1. compassionate and caring 2. good at following directions 3. conscientious and careful 4. patient 5. good listener 	<ol style="list-style-type: none"> 1. Biological sciences 2. Chemistry 3. Math 4. Occupational Health classes 5. Language Arts 	

Box 9	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number circled - Box 9
	<ol style="list-style-type: none"> 1. investigate new places and activities 2. work with all ages and types of people 3. organize activities in which other people enjoy themselves 4. have a flexible schedule 5. help people make up their minds 6. communicate easily, tactfully and courteously 7. learn about other cultures 	<ol style="list-style-type: none"> 1. tactful 2. self-motivated 3. works well with others 4. outgoing 5. slow to anger 	<ol style="list-style-type: none"> 1. Language Arts/Speech 2. Foreign Language 3. Social sciences 4. Marketing 5. Food Services 	

Box 10	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number circled - Box 10
	<ol style="list-style-type: none"> 1. care about people, their needs and their problems 2. participate in community services and/or volunteering 3. listen to other people's viewpoints 4. help people be at their best 5. work with people from preschool age to old age 6. think of new ways to do things 7. make friends with different kinds of people 	<ol style="list-style-type: none"> 1. good communicator/listener 2. caring 3. non-materialistic 4. intuitive and logical 5. non-judgmental 	<ol style="list-style-type: none"> 1. Language Arts 2. Psychology/Sociology 3. Family and Consumer Sciences 4. Finance 5. Foreign Language 	

Box 11	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number circled - Box 11
	<ol style="list-style-type: none"> 1. work with computers 2. reason clearly and logically to solve complex problems 3. use machines, techniques and processes 4. read technical materials and diagrams and solve technical problems 5. adapt to change 6. play video games and figure out how they work 7. concentrate for long periods without being distracted 	<ol style="list-style-type: none"> 1. logical/analytical thinker 2. see details in the big picture 3. persistent 4. good concentration skills 5. precise and accurate 	<ol style="list-style-type: none"> 1. Math 2. Science 3. Computer Technology/ Applications 4. Communications 5. Graphic Design 	

Box 12	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number circled - Box 12
	<ol style="list-style-type: none"> 1. work under pressure or in the face of danger 2. make decisions based on my own observations 3. interact with other people 4. be in positions of authority 5. respect rules and regulations 6. debate and win arguments 7. observe and analyze other people's behavior 	<ol style="list-style-type: none"> 1. adventurous 2. dependable 3. community-minded 4. decisive 5. optimistic 	<ol style="list-style-type: none"> 1. Language Arts 2. Psychology/Sociology 3. Government/History 4. Law Enforcement 5. First Aid/First Responder 	

Box 13	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number circled - Box 13
	<ol style="list-style-type: none"> 1. work with my hands and learn that way 2. put things together 3. do routine, organized and accurate work 4. perform activities that produce tangible results 5. apply math to work out solutions 6. use hand and power tools and operate equipment/ machinery 7. visualize objects in three dimensions from flat drawings 	<ol style="list-style-type: none"> 1. practical 2. observant 3. physically active 4. step-by-step thinker 5. coordinated 	<ol style="list-style-type: none"> 1. Math - geometry 2. Chemistry 3. Trade and Industry courses 4. Physics 5. Language Arts 	

Box 14	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number circled - Box 14
	<ol style="list-style-type: none"> 1. shop and go to the mall 2. be in charge 3. make displays and promote ideas 4. give presentations and enjoy public speaking 5. persuade people to buy products or to participate in activities 6. communicate my ideas to other people 7. take advantage of opportunities to make extra money 	<ol style="list-style-type: none"> 1. enthusiastic 2. competitive 3. creative 4. self-motivated 5. persuasive 	<ol style="list-style-type: none"> 1. Language Arts 2. Math 3. Business Education/ Marketing 4. Economics 5. Computer Applications 	

Box 15	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number circled - Box 15
	<ol style="list-style-type: none"> 1. interpret formulas 2. find the answers to questions 3. work in a laboratory 4. figure out how things work and investigate new things 5. explore new technology 6. experiment to find the best way to do something 7. pay attention to details and help things be precise 	<ol style="list-style-type: none"> 1. detail-oriented 2. inquisitive 3. objective 4. methodical 5. mechanically inclined 	<ol style="list-style-type: none"> 1. Math 2. Science 3. Drafting/Computer-Aided Drafting 4. Electronics/Computer Networking 5. Technical classes/Technology Education 	

Box 16	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number circled - Box 16
	<ol style="list-style-type: none"> 1. travel 2. see well and have quick reflexes 3. solve mechanical problems 4. design efficient processes 5. anticipate needs and prepare to meet them 6. drive or ride 7. move things from one place to another 	<ol style="list-style-type: none"> 1. realistic 2. mechanical 3. coordinated 4. observant 5. planner 	<ol style="list-style-type: none"> 1. Math 2. Trade and Industry courses 3. Physical Sciences 4. Economics 5. Foreign Language 	

Disclaimer: Your interests may change over time. These survey results are intended to assist you with informal career exploration. Consider more formal assessments and other resources or services to help you plan your career. This survey does not make any claims of statistical reliability.

Source: Adapted from the Guidance Division Survey, Oklahoma Department of Career and Technology Education (2005).

Sixteen Career Clusters

My top three Career Clusters of Interest are:

1. _____
2. _____
3. _____

CLUSTER DESCRIPTION	SAMPLE OCCUPATIONS
Box 1: Agriculture, Food, & Natural Resources	
The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.	Landscaper, Animal Breeder, Food Scientist, Farm Manager, Biochemist, Butcher, Agricultural Inspector, Dietician, Tree Surgeon, Pet Shop Operator, Fish and Game Officer, Veterinarian
Box 2: Architecture & Construction	
Careers in designing, planning, managing, building, and maintaining the built environment.	Architect, Interior Designer, Landscape Designer, Carpenter, Electrician, Crane Operator, Plumber, Septic Tank Servicing, Surveyor, Civil Engineer, Building Code Official, Urban Planner, Cost Estimator, Draftsman
Box 3: Arts, A/V Technology & Communication	
Designing, producing, exhibiting, performing, writing and publishing multi-media content, including visual and performing arts and design, journalism, and entertainment services.	Art Director, Cartoonist, Animator, Graphic Designer, Fashion Designer, Writer, Sound Engineer, Desktop Publisher, Photographer, Editor, Actor, Dancer, Set Designer, Music Teacher
Box 4: Business Management & Administration	
These careers encompass planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations. Business management and administration career opportunities are available in every sector of the economy.	Legal Secretary, File Clerk, Data Entry, Medical Secretary, Analyst, Meeting and Convention Planner, Paralegal, Office Manager, Market Researcher, Copywriter, Human Resources Manager, Business Analyst, Corporate Trainer
Box 5: Education & Training	
Planning, managing and providing education and training services, and related learning support services.	Elementary Teacher, Librarian, Social Worker, School Principal, Psychologist, College Dean, Professor, Secondary Teacher, Fitness Trainer, Nanny, Counselor
Box 6: Finance	
Planning, services for financial and investment planning, banking, insurance, and business financial mismanagement.	Accountant, Tax Preparer, Financial Planner/Analyst, Billing Clerk, Auditor, Brokerage Clerk, Broker, Investment Advisor, Loan Officer, Bank Teller, Insurance Claims Agent
Box 7: Governmental & Public Administration	
Executing governmental functions to include Governance, National Security, Foreign Service, Planning, Revenue and Taxation, Regulation, and Management and Administration at the local, state, and federal levels.	Policy Analyst, Clerk, Immigration Officer, Lobbyist, President, Mayor, Senator, Administrative Assistant, Census Clerk, Congressional Aide, Government Auditor, Tax Examiner, Planner
Box 8: Health Science	
Planning, managing, and providing therapeutic services, health informatics, support services, and biotechnology research and development.	Chiropractor, Home Health Aide, Dental Technician, Health Educator, Nurse, Doctor, Dentist, Mortician, Acupuncturist, Audiologist, Athletic trainer

CLUSTER DESCRIPTION	SAMPLE OCCUPATIONS
Box 9: Hospitality and Tourism	
Hospitality and tourism encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events, and travel related services.	Chef, Bell Hop, Tour Guide, Hotel Desk Clerk, Convention Planner, Baker, Brewer, Restaurant Operator, Caterer, Bartender, Pastry Chef, Concierge, Hotel Manager or Owner, Night Auditor, Reservation Clerk, Valet Parker, Food and Beverage Director
Box 10: Human Services	
Preparing individuals for employment in career paths that relate to families and human needs.	Preschool Teacher, Social Worker, Nanny, Clergy, Marriage or Family Therapist, Personal Trainer, Sociologist, Mental Health Counselor, Hairdresser, Funeral Director, Nail Technician, Massage Therapist
Box 11: Information Technology	
Building linkages in Information Technology and IT Occupations Framework: For entry level, technical and professional careers related to the design, development, support and management of computer hardware, software, multimedia and systems integration services.	Computer Programmer, Network Administrator, Database Administrator, Web Master, IT Security Consultant, Systems Analyst, Hardware Engineer, Technical Writer, Help Desk Support Technician, Call Center Support Representative, Desktop Publisher, Software Tester, E-Business Specialist, Computer Animator, Multimedia Artist
Box 12: Law, Public Safety & Security	
Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.	Lawyer, Firefighter, Paralegal, Corrections Officer, Police Officer, EMT, Dispatcher, Security Guard, Federal Marshall, Judge, Bomb Technician, Private Investigator, Rescue Worker
Box 13: Manufacturing	
Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities, such as production planning and control, maintenance and manufacturing/process engineering.	Tool & Die Operator, Drycleaner, Cabinet Maker, Welder, Metal Worker, Engineer, Labor Relations Manager, Laser Systems Technician, Meter Installer/Repairer, Biomedical Equipment Technician, Pattern and Model Makers, Medical Appliance Maker
Box 14: Marketing, Sales & Service	
Planning, managing, and performing marketing activities to reach organizational objectives.	Cashier, Sales Representative, Purchasing Agent, Rental Clerk, Merchandise Displayer, Small Business Entrepreneur, Real Estate Broker/Sales Agent or Appraiser, Floral Designer, Model, Stock Clerk, Warehouse Manager, Wholesale Distribution Manager, Marketing Manager
Box 15: Science, Technology, Engineering and Mathematics	
Planning, managing and providing scientific research and professional and technical services (e.g., physical science, social science, engineering), including laboratory and testing services, and research and development services.	Chemical Engineer, Mathematician, Bio Technologist, Electrical Engineer, Biologist, Oceanographer
Box 16: Transportation, Distribution and Logistics	
Planning, management and movement of people, materials and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.	Automotive Technician, Logistics Manager, Pilot, Flight Attendant, Warehouse Manager, Truck Driver, Urban/Regional Planner

Source: <http://www.careerclusters.org/resources/ccinterestsurvey/InterestSurvey.pdf>

Instructional Lesson Plans

The following banks of instructional lesson plans were developed to assist programs in extending career awareness into the classroom. They are targeted for NRS Level 4 with extension information for beginning and advanced students. Benchmarks that are listed support the objectives. Others may apply.

Reading

Lesson 1	Text Marking for Reading Comprehension	22
Lesson 2	Teaching Cause and Effect Relationships	33
Lesson 3	Vocabulary Building	38
Lesson 4	Locating Information	47
Lesson 5	Compare and Contrast (Career Investigation)	50

Communication (Writing, Speaking and Listening)

Lesson 1	Writing a Cover Letter	57
Lesson 2	Interviewing	64
Lesson 3	Writing a Well-Structured Paragraph	66
Lesson 4	Writing an Essay (Career Needs and Wants)	72

Math

Lesson 1	Preparing for Pre-Employment Math Testing	78
Lesson 2	Interpreting Graphs (More Education Means More Money)	85
Lesson 3	Using Known Mathematical Relationships	90
Lesson 4	Using Graphs to Calculate (Education Pays)	94

Text Marking for Reading Comprehension

<p>Objectives Students will use text marking to recognize when an idea has been missed in reading.</p>	<p>Time frame to Complete 45 minutes or break the lesson into two parts 20 minutes for the introduction 30 minutes for the activity</p>
<p>Standard(s) Addressed in Lesson</p>	<p>Read With Understanding</p>
<p>Benchmark(s) Addressed in Lesson</p>	<p>R.4.11; R.4.16</p>
<p>Materials</p> <ul style="list-style-type: none"> • “The Changing Face of Work” from http://thewclc.ca/edge/issue5/index.html • “Green Collar Jobs Overview” from http://www.greenforall.org/resources/green-collar-jobs-overview • “Build Your Career With a Starter Job” from http://www.thebeehive.org/jobs/career-coach/work-your-way/build-your-career-starter-job • Rogers, Sabine A. “Is Your Future Blowing in the Wind?” in <i>Green Career Journal</i>, Vol. 4 Issue 1, Jan/Feb 2009: pages 7 and 10. (Permission to use for educational purposes granted by author) 	
<p>Activities</p> <p><u>Step 1</u> “Explain” text marking and how it will benefit the students in their reading. (Strategy will help students interact with text and help identify when material is understood and not understood.) Write the symbols to be used on the board.</p> <p>√- I knew this before. ! – This is new for me ? – I’m not sure what this means.</p> <p><u>Step 2</u> “Model” for the students how to mark text by marking a simple reading. (This easy level reading passage will allow students to focus on the strategy not the text passage.) Article example: <i>The Changing Face of Work</i>. Demonstrate how to place appropriate markings in the margin of the reading as you read the article with the students. Explain that not everyone will mark text in the same manner depending on their understanding of the passage and the prior knowledge they have about the topic. (Overlays or sticky notes could be used if students are not able to write on the material.) Discuss what to do with the marks when finished reading. Areas marked with a! should be reviewed for understanding. Areas marked with a? should be clarified through discussion, further reading or research.</p> <p><u>Step 3</u> “Guide” the students in using text marking by marking the first three paragraphs of a new reading as a large group. Have the students follow along and mark their article as you demonstrate. Article example: <i>Green Collar Jobs Overview</i></p> <p><u>Step 4</u> Have the students then apply the new strategy working in pairs to mark the remainder of the text in the reading. <i>Students need to use this strategy multiple times so they begin to interact with text instead of just reading words. The articles being read should be at their instructional reading level and should be of value to the reader.</i></p>	

Assessment/Evidence

Marked text to demonstrate use and understanding of appropriate text marking. The text marking strategy is being taught to aid comprehension. Comprehension questions could be written to see if the strategy helped the students to understand the text.

Adaptations for Beginning Students

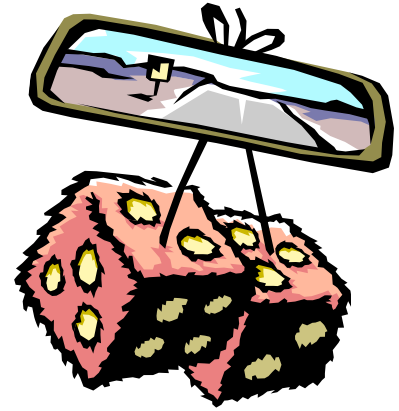
Have students read material at their instructional reading level. Teacher could do several sample readings and then have students work in small groups to mark text.

Sample article : "Build Your Career With a Starter Job"

Adaptations for Advanced Students

Have students read material at their instructional reading level. Have students mark the text individually and then answer comprehension questions.

Sample article: "Is Your Future Blowing in the Wind?"



The Changing Face of Work

<http://thewclc.ca/edge/issue5/index.html>

In this image, we are looking out the window of a car. Let's make the rearview mirror represent the past. It shows us where we have been. The blue sky will represent the future. It shows us where we are going. The dice represent luck. We all need a little good luck.

For many adults, going back to school was a difficult decision because the past brought memories of when we were in school as kids. Many of us did not do well in school and did not develop confidence in ourselves as learner. But despite problems with school, in the past, many brave adults have decided to return to adult literacy programs. Students say the single biggest reason for going back to school is to improve their skills in order to find work. This issue of The Learning Edge is about finding work.

Looking out the window of the car, we see the future. It's where we are going.

Students know that now, and in the future, most jobs will require more skills. All jobs are being changed by computer technology. When we look ten years into the future, we are told that most jobs will require some post-secondary education. Only a few available jobs will require less than a high school diploma.

Build Your Career with a Starter Job

<http://www.thebeehive.org/jobs/career-coach/work-your-way/build-your-career-starter-job>



A good way to start your career is with a starter job. Starter jobs can move you forward on your career path.

What is a starter job?

A starter job is a job in the same field or place as your career goal. At a starter job, you can work with or near people who have the job you want.

Here are some of the advantages of finding a starter job:

- **Build Skills**
You can increase your skills and knowledge. This will help you prepare for the career you want.
- **Build Contacts**
You can learn to connect with people who can help you move your career forward.
- **Build Experience**
You can use lots of different opportunities to build your experience. This will make you a much stronger job applicant in the future.

When should you look for a starter job?

If you know what career you're interested in, but don't have the experience, education, contacts, or skills to get the job you want, start looking for a starter job right away. Be patient – it takes time to work your way into the right job in your new field.

Green-Collar Jobs Overview

<http://www.greenforall.org/resources/green-collar-jobs-overview>

Green For All believes green-collar jobs are well-paid, career track jobs that contribute directly to preserving or enhancing environmental quality. If a job improves the environment, but doesn't provide a family-supporting wage or a career ladder to move low-income workers into higher-skilled occupations, it is not a green-collar job.

Here are some other key characteristics of green-collar jobs:

Green Collar Jobs Rebuild a Strong Middle Class

Green-collar jobs are good jobs. Like blue-collar jobs, green-collar jobs pay family wages and provide opportunities for advancement along a career track of increasing skills and wages. A job that does something for the planet, and little to nothing for the people or the economy, is not a green-collar job. The green economy cannot be built with solar sweat shops and Wal-Mart wind farms.

Green-Collar Jobs Provide Pathways Out of Poverty

Most green-collar jobs are middle-skill jobs requiring more education than high school, but less than a four-year degree -- and are well within reach for lower-skilled and low-income workers as long as they have access to effective training programs and appropriate supports. We must ensure that all green-collar jobs strategies provide opportunities for low-income people to take the first step on a pathway from poverty to economic self-sufficiency.

Green-Collar Jobs Require Some New Skills (and some new thinking about old skills)

The green economy demands workers with new skill sets. Some green collar jobs -- say renewable energy technicians -- are brand new. But even more are existing jobs that are being transformed as industries transition to a clean energy economy: computer control operators who can cut steel for wind towers as well as for submarines; or mechanics who can fix an electric engine as well as an internal combustion engine. We need identify the specific skills the green economy demands. Then we need to invest in creating new training programs and retooling existing training programs to meet the demand.

Green-Collar Jobs Tend To Be Local Jobs

Much of the work we have to do to green our economy involves transforming the places that we live and work and the way we get around. These jobs are difficult or impossible to offshore. For instance, you can't pick up a house, send it to China to have solar panels installed, and have it shipped back. In addition, one of the major sources of manufacturing jobs -- a sector that has been extensively off-shored -- is components parts for wind towers and turbines. Because of their size and related high transportation costs, they are most cost-effectively produced as near as possible to wind-farm sites. Cities and communities should begin thinking now about ways their green strategies can also create local jobs.

A Green-Collar Job Strengthens Urban and Rural Communities

Urban and rural America have both been negatively impacted over the past decades by a failure to invest in their growth -- green-collar jobs provide an opportunity to reclaim these areas for the benefit of local residents. From new transit spending and energy audits in inner cities to windmills and biomass in our nation's heartland, green jobs mean a reinvestment in the community's hardest hit in recent decades.

And By the Way ... Green-Collar Jobs Save Planet Earth

This may be obvious. The "green" in green-collar is about preserving and enhancing environmental quality. Green-collar jobs are in the growing industries that are helping us kick the oil habit, curb greenhouse-gas emissions, eliminate toxins, and protect natural systems.

Green-collar workers are installing solar panels, retrofitting buildings to make them more efficient, constructing transit lines, refining waste oil into biodiesel, erecting wind farms, repairing hybrid cars, building green rooftops, planting trees, and so much more. And they are doing it today. There are already many green-collar jobs in America. But there could be so many more if we focus our economic strategies on growing a green economy.

Is Your Future Blowing in the Wind?

Sabine A. Rogers

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Green Career Journal

The power of the wind is much more than what can be seen by looking at the leaves on a tree as they rustle in the breeze. The wind's power has the ability to level structures; move a semi from the road; or even rip that tree, whose leaves you were watching rustle, right out of the ground. It can also be controlled into a clean, sustainable, and affordable source of energy to meet a portion of the demands of electric use in the United States today and into the future.

The History of Wind and its Emerging Power

The concept of harnessing the wind and utilizing its energy has been around for thousands of years. Sailboats and ships led the way using wind for propulsion. Shortly after, architects utilized the wind for ventilation in early buildings. The notion of utilizing the wind to produce mechanical power, with windmills, arrived on the scene in the 7th century.

These windmills were used for grinding grain and operating irrigation pumps. It was in the late 19th century that the first windmill used to produce electricity was built. This modern equivalent of the windmill is better known as the wind turbine. Nineteen fifty-four marks the year in which the first wind turbine connected to a utility grid was operated.

The wind turbine converts the wind's kinetic energy into mechanical energy which is then directly converted to electricity. The electricity then flows through underground lines to a collection point or further on to a substation for widespread distribution.

Although the design of the wind turbine advanced dramatically in the 20th century, this era also led to the age of oil and industrialization. Network power expanded into what were once rural areas of the country and the use of wind energy declined. Since this time the popularity of wind energy has fluctuated with the price of fossil fuels. As the price of fuel fell after World War II so did interest in wind energy. In turn, attention to wind energy increased when the oil embargoes of the 1970s sent oil prices soaring.

The research and development since the 70s has advanced wind turbine technology ideas and brought about new ways to convert wind energy into usable power. Christine Real de Azua, with the American Wind Energy Association (AWEA), says a US Department of Energy study shows that "wind could provide 20% of the United States electricity by 2030" and that "no technological breakthroughs are needed [to reach that percentage] nor is that a ceiling".

Wind's Power on the Economy

During the last year of economic uncertainty, wind energy has remained a strong force in driving the economy without causing pollution, producing hazardous waste, or reducing our natural resources. With ongoing technological advances and refinements, wind will have the ability to compete economically with coal and oil. It will do so not only with the benefit of being environmentally friendly, but with the promise of sustainable jobs.

Currently the wind industry of the United States directly employs over 2,000 people. In addition approximately 48,000 are employed indirectly through products and services required to build, transport, install, and operate turbines. AWEA recently reported that the manufacturing base for wind energy is expanding quickly, thus "creating jobs and fostering investment and growth even in a difficult financial climate." Greater investment in wind generated energy will yield more jobs in an array of disciplines, including manufacturing and engineering, environmental and consulting services, as well as marketing.

Where the Jobs Are...

Consider the end result of clean wind energy, and it can be said that every job from production of individual turbine parts to operation and maintenance of wind projects is green. Combine that with the Department of Energy's report, 20% Wind Energy by 2030, and the result is over 500,000 green jobs being created and supported by the wind industry over the next 21 years.

"The wind industry is a very diversified industry in terms of it depending upon a lot of different skill sets, a lot of areas of expertise," says Dr. Jonathan Miles of James Madison University's College of Integrated Science and Technology. "Although it might be the temptation for people who aren't familiar with the industry to assume that it picks up engineers and science majors and such," Miles continues, "as you dig into the industry you can understand how important it is to attract attorneys into the field, and people with business backgrounds, and people who understand economics, and people who understand geography and land use."

The division of the wind industry that is likely to provide the most opportunities is in the manufacturing, installation and operation of wind turbines. The manufacturing plants that produce blades, towers, and gearboxes will hire engineers for positions as plant managers, manufacturing engineers, and quality assurance staff. The same plants will need people with computer science, aerodynamics, atmospheric science, and math degrees for research and development positions. This division of the wind industry will also provide service sector jobs to people trained as technicians and in operations maintenance for positions require dafter the installation of the produced turbines. Real de Azua says the current demand for wind technicians is "tremendous".

Prior to turbine installation, resource and environmental assessments must be made. Site selection for wind turbines is based on the availability of wind or wind resource at the particular site. People with expertise in atmospheric science or meteorology will be needed to analyze wind patterns, predict the output of energy a particular location will produce, and from that provide technical information to sustain site choice selections. Once a site is selected for its wind resource, it must then be further studied for the impact the wind power facility may have on the surrounding environment. The effect of the turbines on drinking water, vegetation and wildlife will need to be determined by people with degrees in biology or environmental science.

Beyond the manufacturing, installation and operation of wind turbines is the need for financial, administrative and communications support for current and future wind projects. From business development and land acquisitions to project management and public policy, this division of the wind industry will call for individuals with a wide range of expertise. Real estate, finance, marketing and legal are some of the main degrees required for jobs in this sector.

Opportunities lie outside the industry as well. As wind power continues to define itself on the energy stage the need for more individuals with the ability to educate the next generation of wind experts becomes more apparent. AWEA and the Department of Energy have individually created two programs to bring wind energy education to the forefront, and universities in 21 states currently offer academic programs and technical training for those interested in wind energy. As the path to a more sustainable future continues these programs will undoubtedly grow as will the need for individuals to run them.

Getting Your Foot in the Door

You have a chance of landing a job in the wind industry if you have earned, or are on your way to earning one of the degrees mentioned above. "People need to think about what they are interested in and think about how that might be useful to a wind energy company or be applied within a huge range of possible careers" Real de Azua adds. "Chances are you are going to be able to find a job [in the wind industry] that will fit some of your interests and qualifications".

A good place to start searching for information about the wind energy industry is on AWEA's website, www.awea.org. Here you can find a host of information to assist you on your search including a job board, wind web tutorial, and information guide.

Careersinwind.com is AWEA's job search web site for wind energy opportunities. The site includes; job announcements, a list of upcoming wind energy workshops put on by AWEA, and will soon include information for career changers on how they can transfer their skills and expertise to the wind industry. Real de Azua says AWEA's job board "only lists some of the jobs being offered" and suggests "that people look at the sites of some of the individual companies". A list of AWEA member companies is available on the web site.

If the wind energy industry is where you decide to make your career, knowing all you can will benefit you. Industry insiders suggest learning the basics of the industry and the lingo (it's called a wind turbine, not a windmill) will assist you when you are asked to come in for an interview or simply find yourself in a conversation with someone in the industry. The Wind Web Tutorial (<http://www.awea.org/faq>) along with the news link on the AWEA web site can get you started with some basic information and help keep you informed of the latest, most accurate news on wind energy.

As with any job search having prior experience on your resume is beneficial. Mary McCann-Gates, with Clipper Windpower Inc. a company engaged in wind energy technology, turbine manufacturing, and wind project development, says that "related experience [through] previous work, research, internship or education is a plus". The Wind Energy Information Guide (http://www.awea.org/resources/resource_library) provides contact information and websites for additional resources including a list of universities and research institutes that have programs and workshops dedicated to wind energy. "Get involved in undergraduate research, or projects or as interns – it is very valuable and highly valued as well," says Miles. For current students or soon to be college graduates an internship may be the perfect way to attain that experience and demonstrate how you can be an asset. Many of the companies listed on AWEA's member page offer student intern programs.

A "stand out" for Clipper Windpower adds McCann-Gates is "creating a resume that exudes enthusiasm for being part of the growing renewable energy sector, for making a difference, for making the world a better place, and for being a part of our company and the wind industry."

Who You Know Can Be as Beneficial as What You Know

In addition to reading up on wind power and taking courses in renewable energy, attending workshops, fairs and national conferences can provide you with excellent information and the added bonus of rubbing elbows with the right people.

The WINDPOWER Conference & Exhibition is an excellent example. With over 700 exhibitors, more than 300 speakers and moderators, 150 poster presentations, and 50 sessions on important topics in wind energy, this conference and exhibition series (ongoing annually since 1999) is one of the best places to learn the latest in industry developments. Educational opportunities through various pre-conference seminars and a job fair that includes recruiters from some of the nation's top wind energy related companies help to make this the largest national wind event. WINDPOWER 2009 will be held in Chicago this May.

AWEA's web site includes a calendar of events with information on the larger conferences as well as upcoming AWEA workshops. If you prefer to start small there are several state wind energy fairs (Michigan, New York, Iowa and Minnesota) as well as regional fairs like the Midwest Renewable Energy Fair that are put on annually. Information on these fairs as well as workshops local to you can be found on www.homepower.com, through the resources link.

“Beyond all of that,” Miles adds, “it is a really good education and not too time intensive to get to know what your local communities and regions are doing. For instance there is a lot of education to be had by going to town meetings or meetings of boards of supervisors and planning officials to really get a better sense of how communities and various stakeholders are addressing wind issues.” Check your local city or county web sites for dates and times of these meetings.

The Future of Wind Energy Jobs

A clear priority for renewable energy development with the new administration along with the recent extension of the Production Tax Credit (PTC) for wind and other renewable energy will yield the opportunity for “tremendous growth potential in the long term”, says Real de Azua. Add to that the prospect of offshore wind energy projects (currently in the development process for the United States) and it appears that wind power will take a leading role in our energy future.

So if you have not already gotten started polishing up your resume, attending conferences or workshops, and sifting through the mass amount of information on the internet – now is the time to do it! As we move forward with a President elect who has talked about a new energy future by investing in sustainable energy and creating green jobs, those with clear expertise and interest in the wind industry will have the edge.

Teaching Cause and Effect Relationships

<p>Objectives Students will use text structure to relate ideas in text to what they already know.</p>	<p>Time frame to Complete 40 minutes</p>
<p>Standard(s) Addressed in Lesson Read With Understanding</p>	
<p>Benchmark(s) Addressed in Lesson R.4.11; R.4.12; R.4.16</p>	
<p>Materials</p> <ul style="list-style-type: none"> • Cause and Effect Organizer • “Why Go Green?” from http://www.greencommunitiesonline.org/green/why/ • “Hurricanes” from http://www.globio.org/glossopedia/article.aspx?art_id=40&art_nm=Hurricanes • “What are Green Careers?” from http://www.careeronestop.org/GreenCareers/WhatareGreenCareers.aspx 	
<p>Activities</p> <p><u>Step 1</u> “Explain” how recognizing cause and effect relationships in text will help students understand and remember what they are reading. For example, each action (cause) has consequent reactions (events) leading to an outcome (effect). Making these connections will help them remember events in a reading and why they happened.</p> <p><u>Step 2</u> “Model” using a simple example to fill in a cause and effect graphic organizer.</p> <p>Example: Provide the following paragraph for students to read. (Can be written on the board or on paper.)</p> <p><i>Because a hurricane can be hundreds of kilometers across, people in the area begin to feel the effects hours before it reaches land. The winds arrive first, bringing lots of rain. Strong winds blow roofs off buildings and knock down trees and power lines. The storm surge --- a rise in sea level caused by hurricanes --- is responsible for most hurricane related deaths. The storm surge can cause sudden flooding and can even harm habitats where fish breed.</i></p> <p>When the reading is complete fill in the cause and effect graphic with the students listing the cause and the effects discussed in the paragraph in the appropriate places.</p> <div style="text-align: center; margin-top: 20px;"> <pre> graph TD C["<u>Cause</u> Hurricane"] --> E1["<u>Effect</u> Winds blow off roofs and knock down trees and power lines"] C --> E2["<u>Effect</u> Storm surge leads to death"] C --> E3["<u>Effect</u> Storm surge leads to sudden flooding"] </pre> </div>	

Step 3 Once you have modeled how to fill in the cause and effect graphic organizer, use an article that has text structure containing cause and effect relationships to **guide** students in filling out a cause and effect organizer using the information in the text. For example, use the article *Why Go Green?* Do the first paragraph as a large group filling in the appropriate boxes on the *Cause and Effect Worksheet* with information from the paragraph.

Step 4 “Application”- Have the students work in pairs to finish filling out a graphic organizer sheet for each of the remaining paragraphs.

Step 5 Once students have completed the graphic organizer go over the cause and effect relationships found in the article. If question arise regarding examples of Green Careers, the class can read and discuss the article “What are Green Careers?”

Assessment/Evidence

Cause and Effect graphic organizer sheets

Adaptations for Beginning Students

Use reading material at students’ instructional reading level and have them work in small groups to fill out the worksheets.

Possible samples:

Cause and Effect statement matching from http://edhelper.com/language/reading_comprehension_skills201.html

Cause and Effect interactive presentation from <http://unx1.shsu.edu/~txcae/Powerpoints/CauseandEffect.html>

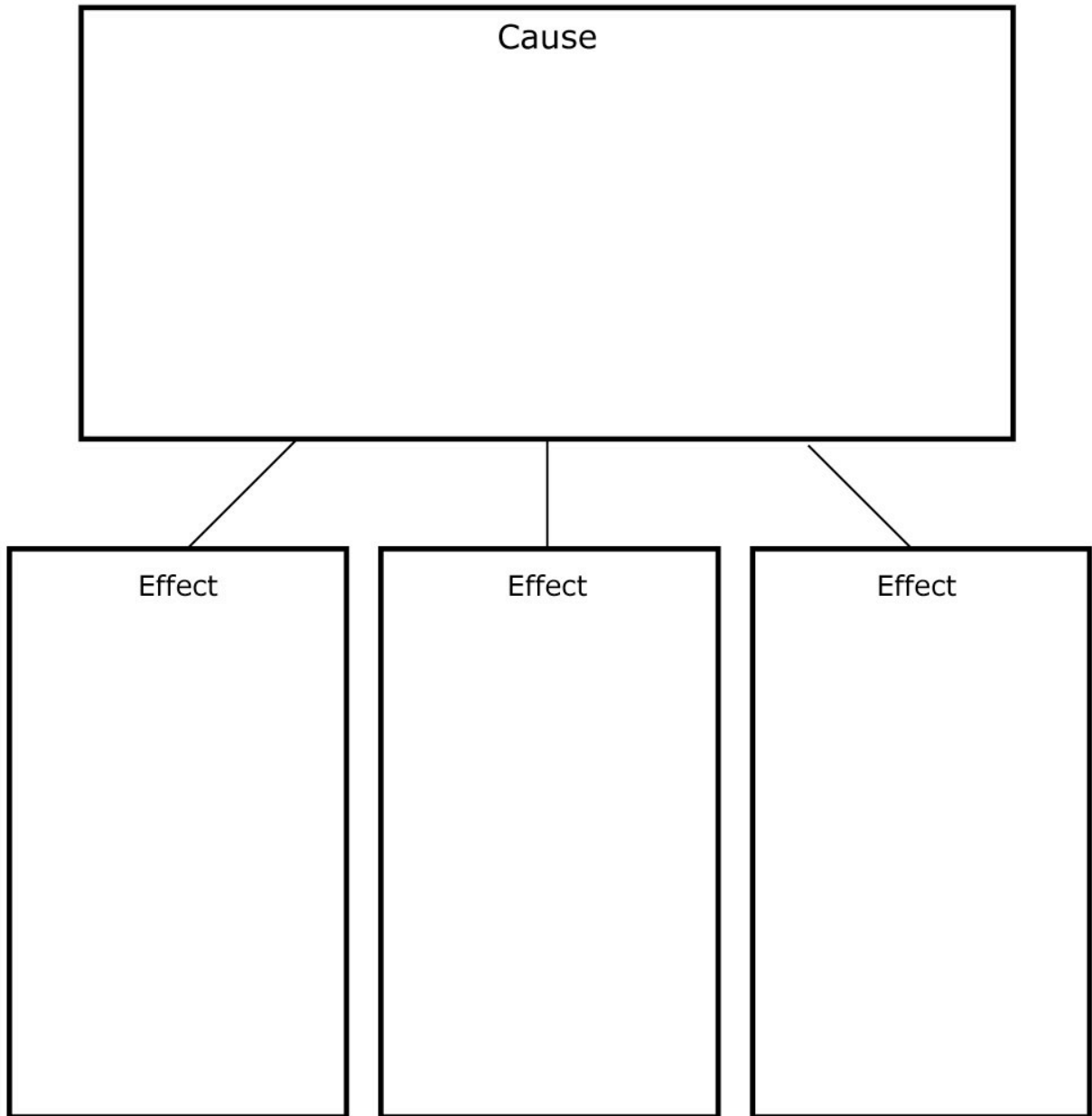
Adaptations for Advanced Students

Have students read another passage at their instructional reading level and fill out a cause and effect organizer independently.

Possible sample: “*Going Green to make Green*” from

<http://abcnews.go.com/Technology/CEOProfiles/Story?id=6776641&page=2>

Cause/Effect:



Why Go Green?

<http://www.greencommunitiesonline.org/green/why/>

A growing body of research shows how a living environment can have profound physical and mental health outcomes, especially for minority families and low-income communities (*Environmental Health Perspectives*, May 2005). Low-income people and minorities are more likely to live in worse environmental conditions and experience greater rates of disease, limited access to health care and other health disparities. Green development is a holistic approach that provides integrated solutions to housing, health and environmental challenges.

Run-down, Unhealthy Housing

Environmentally attributable childhood diseases, including asthma, lead poisoning and cancer, cost our nation nearly \$55 billion annually. More than 2.5 million families live in substandard housing. More than 4 million children in the U.S. have asthma, and it is estimated that more than 40 percent of doctor-diagnosed asthma among U.S. children is due to residential exposures. Asthma prevalence is 40 to 50 percent higher among minority children living in urban areas. Additionally, more than 400,000 children have dangerously high blood lead levels.

Rising Transportation and Energy Costs

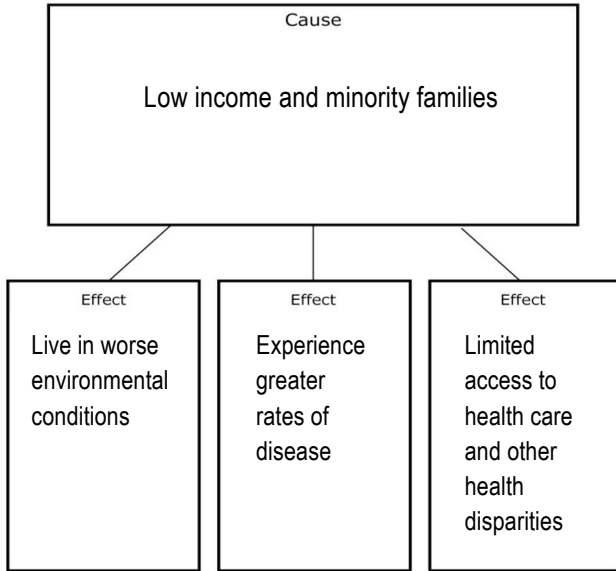
Families at the poverty level spend nearly 40 cents of every dollar they earn on transportation. And energy costs for poor families have increased much faster than their incomes in recent years. Low-income families will spend an average of \$1,335 on energy this year—nearly 17 percent of their income—compared to 15 percent in 1997. Studies have shown that high energy bills force poor families to spend less for food and other essentials.

Sprawling, Unsustainable Development

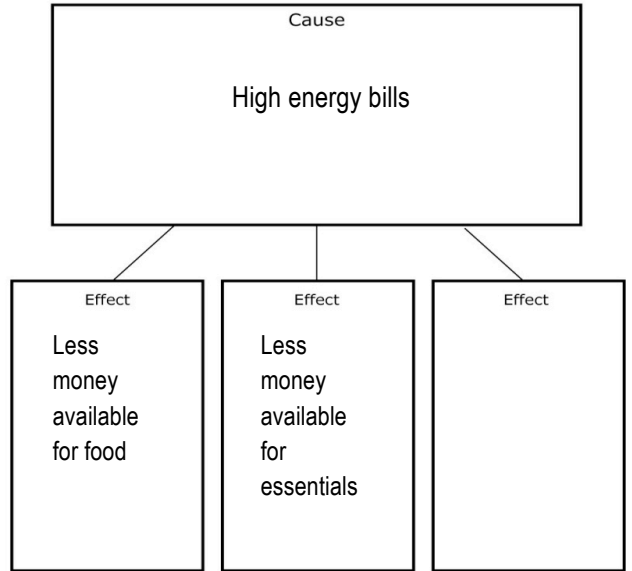
The United States, home to only five percent of the world's population, consumes 25 percent of the world's energy and generates 25 percent of global warming pollution. In addition, sprawl drives good jobs farther from where many low-income people live and has been linked to increased traffic congestion, increased pollution and deteriorating health.

Why Go Green – Answer Key

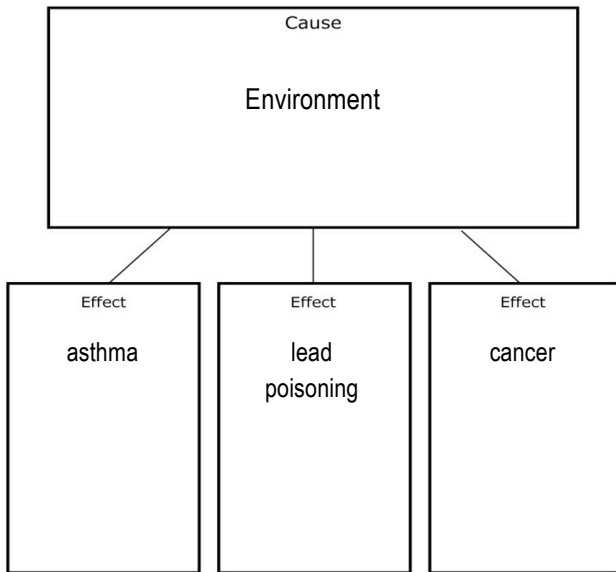
Cause/Effect:



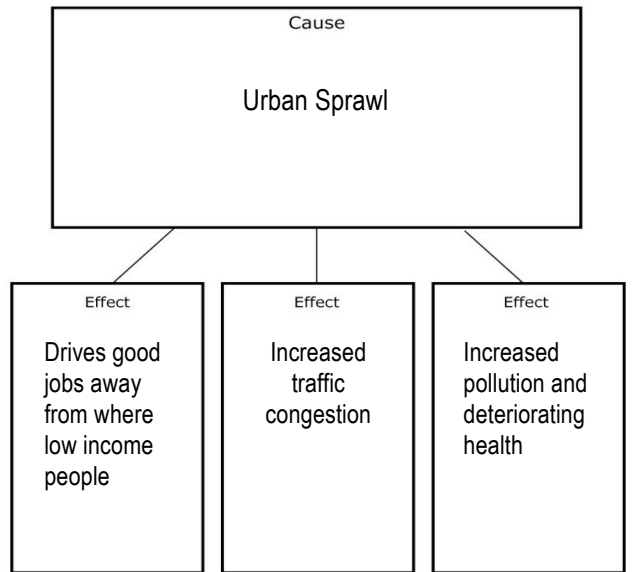
Cause/Effect:



Cause/Effect:



Cause/Effect:



Vocabulary Building

<p>Objectives Students will learn new Tier 2 vocabulary words through explicit instruction.</p> <p>Note: This pattern can be replicated with additional Tier 2 words.</p>	<p>Time frame to Complete Three, 20 minute sessions</p> <p>The sessions should be successive over three days or could be modified to complete in one, longer session.</p>												
<p>Standard(s) Addressed in Lesson</p>	<p>Read With Understanding</p>												
<p>Benchmark(s) Addressed in Lesson</p>	<p>R.4.7; R.4.8</p>												
<p>Materials</p> <ul style="list-style-type: none"> • Knowledge Rating Scale Chart • Quadrant Chart Example • Fill in the Blank Activity sheet • “Ten Myths About Choosing a Career” from http://careerplanning.about.com/od/careerchoicechan/a/myths_choice.htm • Read and Respond Activity Sheet <table border="1" data-bbox="191 993 930 1220"> <thead> <tr> <th>Tier 2 word</th> <th>Definition</th> </tr> </thead> <tbody> <tr> <td><i>process</i></td> <td>procedure, course of action, method</td> </tr> <tr> <td><i>income</i></td> <td>wages, earnings, your pay</td> </tr> <tr> <td><i>impact</i></td> <td>effect, influence</td> </tr> <tr> <td><i>considerable</i></td> <td>large enough to have an effect, sizeable</td> </tr> <tr> <td><i>significant</i></td> <td>important, noteworthy</td> </tr> </tbody> </table>		Tier 2 word	Definition	<i>process</i>	procedure, course of action, method	<i>income</i>	wages, earnings, your pay	<i>impact</i>	effect, influence	<i>considerable</i>	large enough to have an effect, sizeable	<i>significant</i>	important, noteworthy
Tier 2 word	Definition												
<i>process</i>	procedure, course of action, method												
<i>income</i>	wages, earnings, your pay												
<i>impact</i>	effect, influence												
<i>considerable</i>	large enough to have an effect, sizeable												
<i>significant</i>	important, noteworthy												
<p>Activities</p> <p>Day 1 - Have students fill out the Knowledge Rating Scale Chart for the 5 new words before introducing words.</p> <p>Introduce the 5 new words by telling the definition and giving an example of using each word in context. Then, solicit examples from the students by giving them a prompt statement. Do this for all five words.</p> <p>Example – The first word is process. It means procedure, course of action, or method. A sentence using the word process might be, “To get a job I must go through the process of filling out an application.” (Several examples can be given before asking the students for a context that they might use with the particular word.) “What is something you use a process to do?”</p> <p>Once the words have been introduced, ask the students to revisit their Knowledge Rating Scale Chart to see if they would like to make any changes to their ratings now that the words have been introduced. (<i>Many students change their ratings of a word once they hear what meaning of the word is being focused on.</i>)</p>													

Encourage each student to record the information presented for each word by using a graphic organizer. A Quadrant Chart works well, though some students may not be familiar with the format. A brief explanation and an example may be necessary to get students started.

For homework, ask the students to listen to the radio, television, or just other people talking to see if they hear any of the vocabulary words used. Tell them that they will be given an opportunity to share where and how they heard the words being used.

Day 2 – Review meanings of vocabulary words with students. Ask if anyone heard the vocabulary words used outside of the classroom. Give the students time to explain how the word or words were used.

Introduce the Fill in the Blank activity sheet. Do the first few together as a large group discussing the reasons for their word choices to be used to fill in the blank. Have the students complete the worksheet in pairs.

As homework ask the students to try and use some of the vocabulary words in their own personal conversations. Remind them they will be given the opportunity to share how they used the words in the next class meeting.

Day 3 - Read the article “*Ten Myths About Choosing a Career.*” This could be done as a large group read aloud or the instructor could read as students follow along. Once the reading is complete explain how to do a Read and Respond Activity. A question will be asked by the teacher about the article and students should try and respond using the vocabulary words. More than one student should try and respond to each of the questions. This gives students time to apply their new vocabulary words in conversation. Read and Respond questions are normally done verbally, but can be adapted to have students respond in written format.

After multiple encounters with the words have students revisit their Knowledge Rating Scale to see if they can change their prior ratings using a different color or type of mark. This allows students and teachers to document progress in learning new word meanings.

Assessment/Evidence

Knowledge Rating Scale
Fill in the Blank Activity Sheet
Read and Respond Activity Sheet
Teacher documentation of student use of words outside the classroom

Adaptations for Beginning Students

Teacher can fill out the Quadrant Charts with students.
Teacher can guide the students as a large group in doing the activity sheets.
Readings can be done out loud by the instructor.

Adaptations for Advanced Students

Activities sheets and readings could be done individually.
Students could use their new vocabulary words in a writing assignment to demonstrate understanding of the word meanings.

Knowledge Rating Scale

Name _____

Date _____

Vocabulary Word	No Clue	I have heard or seen this word.	I think it has something to do with...	I know this word well.

Vocabulary Quadrant Chart

<u>Vocabulary word</u>	<u>Meaning</u>
<u>Examples</u>	<u>Opposites</u>

<u>Vocabulary word</u>	<u>Meaning</u>
<u>Examples</u>	<u>Opposites</u>

Quadrant Chart Example

Students can use a graphic organizer like the quadrant chart to help them organize vocabulary information that has been presented by the teacher.

<p><u>Vocabulary word</u></p> <p>Process</p>	<p><u>Meaning</u></p> <p>Procedures</p> <p>Course of Action</p> <p>Method</p>
<p><u>Examples</u></p> <p>Filling out application</p> <p>(To get a job I must go through the process of filling out an application)</p> <p>Fixing dinner</p> <p>(I use the same process every night to make dinner.)</p>	<p><u>Opposites</u></p> <p>Chaos</p> <p>Confusion</p>

Answers for Vocabulary - Fill in the Blank

1. Choosing a career can be a difficult or easy **process**.
2. The idea that the more **income** a person has coming in will make them happy isn't always the truth.
3. Improving your academic skill will have a positive **impact** on your job search.
4. Many hobbies can lead you to earn a **significant** salary.
5. Many jobs will take a **considerable** amount of training while others require little.
6. Losing a job can have a big **impact** on the choices you make for your future.
7. It may take a **considerable** amount of time to find a job that you enjoy.
8. Enrolling in a training program or taking college courses may be a challenging **process** for many people.
9. Long hours at work and juggling family schedules could mean **significant** changes will need to be made.
10. Saving part of your **income** each week is a good way to help you save for a new car.

Vocabulary - Fill in the Blank

Name _____

Choose the best vocabulary word to fill in the blank.

impact considerable process significant income

1. Choosing a career can be a difficult or easy _____.
2. The idea that the more _____ a person has coming in will make them happy isn't always the truth.
3. Improving your academic skills will have a positive _____ on your job search.
4. Many hobbies can lead you to earn a _____ salary.
5. Many jobs will take a _____ amount of training while others require little.
6. Losing a job can have a big _____ on the choices you make for your future.
7. It may take a _____ amount of time to find a job that you enjoy.
8. Enrolling in a training program or taking college courses may be a challenging _____ for many people.
9. Long hours at work and juggling family schedules could mean _____ changes will need to be made.
10. Saving part of your _____ each week is a good way to help you save for a new car.

Read and Respond Activity

Ten Myths About Choosing a Career

Read the internet article “Ten Myths About Choosing a Career” with the students.
http://careerplanning.about.com/od/careerchoicechan/a/myths_choice.htm

Have the students try and respond to the following questions using their vocabulary words for the week. (Have more than one student respond to each question.)

impact considerable process significant income

- Do you believe having a job that pays a high salary will make you happy?
- What are some impacts that unemployment can have on people?
- What are some significant benefits to having more education or training when looking for a job?
- What does the “Best Careers” list tell us?
- What can a career counselor do to help you find a job?
- What are some ways you can learn about a career?
- Choosing a career is a first step. What happens after you have made your decision?
- Having to change your career doesn’t mean you will waste your skills. What will happen to your current skills if you obtain a different job than the ones you have had in the past?

Ten Myths About Choosing a Career

http://careerplanning.about.com/od/careerchoicechan/a/myths_choice.htm

Forget What You've Heard About Choosing a Career

Do you think you know everything about choosing a career? Many people think they know the right way to go about picking an occupation, but they often wind up choosing a career that is unsatisfying. Here are ten myths of choosing a career along with resources that can help you make an informed decision.

#1 Choosing a career is simple

Actually, choosing a career is an involved process and you should give it the time it deserves. Career planning is a multi-step process that involves learning enough about yourself and the occupations which you are considering in order to make an informed decision.

#2 A career counselor can tell me what occupation to pick

A career counselor, or any other career development professional, can't tell you what career is best for you. He or she can provide you with guidance in choosing a career and can help facilitate your decision.

#3 I can't make a living from my hobby

Says who? When choosing a career, it makes perfect sense to choose one that is related to what you enjoy doing in your spare time, if you so desire. In addition people tend to become very skilled in their hobbies, even though most of the skill is gained informally.

#4 I should choose a career from a "Best Careers" list

Every year, especially during milestone years, i.e. the beginning of a new decade, there are numerous articles and books that list what "the experts" predict will be "hot jobs." It can't hurt to look at those lists to see if any of the careers on it appeal to you, but you shouldn't use the list to dictate your choice. While the predictions are often based on valid data, sometimes things change. Way too often what is hot this year won't be hot a few years from now. In addition, you need to take into account your interests, values, and skills when choosing a career. Just because the outlook for an occupation is good, it doesn't mean that occupation is right for you.

#5 Making a lot of money will make me happy

While salary is important, it isn't the only factor you should look at when choosing a career. Countless surveys have shown that money doesn't necessarily lead to job satisfaction. For many people enjoying what they do at work is much more important. However, you should consider earnings, among other things, when evaluating an occupation.

#6 Once I choose a career I'll be stuck in it forever

Not true. If you are unsatisfied in your career for any reason, you can always change it. You'll be in good company. Many people change careers several times over the course of their lifetimes.

#7 If I change careers my skills will go to waste

Your skills are yours to keep. You can take them from one job to another. You may not use them in the exact same way, but they won't go to waste.

#8 If my best friend (or sister, uncle, or neighbor) is happy in a particular field, I will be too

Everyone is different and what works for one person won't necessarily work for another, even if that other person is someone with whom you have a lot in common. If someone you know has a career that interests you, look into it, but be aware of the fact that it may not necessarily be a good fit for you.

#9 All I have to do is pick an occupation... Things will fall into place after that

Choosing a career is a great start, but there's a lot more to do after that. A Career Action Plan is a road map that takes you from choosing a career to becoming employed in that occupation to reaching your long-term career goals.

#10 There's very little I can do to learn about an occupation without actually working in it

While firsthand experience is great, there are other ways to explore an occupation. You can read about it either in print resources or online. You can also interview those working in that field.

Locating Information (Career Pathways)

<p>Objectives</p> <ul style="list-style-type: none"> • Students will be able to define career pathways. • Students will be able to discuss academic and employment credentials. • Students will locate information on a chart. 	<p>Time frame to Complete</p> <p>1 hour</p>
<p>Standard(s) Addressed in Lesson</p>	<p>Read With Understanding</p>
<p>Benchmark(s) Addressed in Lesson</p>	<p>R.4.8; R.4.11; R.4.12; R.4.16</p>
<p>Materials</p> <ul style="list-style-type: none"> • Definitions: Academic and Employment Credentials (available in the Resource section on page 121) • Worksheet: Career Pathways and Credentials 	
<p>Activities</p> <p><u>Step 1:</u> Review the academic and employment definitions with students. Explain the concept of building and gaining more skills to complete an advanced credential. Explain how credentials can be used to update skills and employability.</p> <p><u>Step 2:</u> Explain the concept of a career pathway that builds credentials and skills in one sector.</p> <p><u>Step 3:</u> Pass out the Career Pathway and Credential Worksheet. Go over the chart with the student. Explain how the chart relates the academic and employment credential with examples of credentials in different fields.</p> <p><u>Step 4:</u> Have students answer the questions on the worksheet.</p> <p><u>Step 5:</u> Worksheet key</p> <ol style="list-style-type: none"> 1. BS in Civil Engineering 2. Manufacturing Technician associate degree, continuing to BS in Manufacturing Engineering 3. Registered Nurse continuing to BS in Nursing 4. \$9-\$13 as a clerk, cashier, bank teller 	
<p>Assessment/Evidence</p> <p>Completed worksheet for students' portfolios documents reading a chart to locate information.</p>	
<p>Adaptations for Beginning Students</p> <p>Do the questions with the students to show them how to locate the information. Shorten the chart to omit Business column and question 4.</p>	

Adaptations for Advanced Students

Have students make career pathways in other fields such as natural resources, construction and/or medical administration.

CAREER PATHWAYS AND CREDENTIALS

- Career pathways build on current credentials.
- Career pathways can increase your income.
- Career pathways make you more marketable to employers.

Education & Wage/hr	Health Patient Care	Business	Transportation	Manufacturing/ Industrial Technologies
Bachelor of Science Highly skilled \$23 - \$36	Bachelor of Science in Nursing	Bachelor of Business Administration	Bachelor of Science in Civil Engineering	Bachelor of Science in Mechanical Engineering
Associates Degree \$18-\$29	Registered Nurse	Business Information Technology	Civil Engineering Technology	Manufacturing Technician
Post Secondary Certificate \$12 - \$24	Licensed Practical Nurse (LPN) EMT/Paramedic	Computer Systems Support Computer Repair Technician	Diesel Mechanic Surveyor	Industrial Maintenance
GED Diploma Entry Level \$9-\$13	Nursing Assistant Patient Care Assistant	Clerk, Cashier, Bank Teller	Highway Laborer	Order Filler Line Worker

Review the definitions of the academic and employment credentials. Use the information in the above chart to answer the following questions.

1. What credential do “highly skilled” employees in the transportation industry usually have?

2. Adam received his GED and enrolled in a post secondary program in Industrial Maintenance. If he wants to continue his education and increase his income in manufacturing after receiving his Industrial Maintenance Certificate, what credential(s), in what order should he consider obtaining?

3. What credential(s), in what order, following the health care pathway could a license practical nurse obtain to increase his/her income and employability?

4. You are interested in a business career. How much per hour are you likely to make in an entry level position? What are two examples of entry level positions in business?

Compare and Contrast (Career Investigation)

<p>Objectives</p> <ul style="list-style-type: none"> • Students will read 2 career choice narratives of their choosing from an occupational outlook handbook and locate information using bold faced headings. • Students will record specifics using a graphic organizer. The information will be used for comparing and contrasting the two career descriptions and will assist participants in career exploration. 	<p>Time frame to Complete</p> <p>2 hours or 2 -1 hour sessions</p>												
<p>Standard(s) Addressed in Lesson</p>	<p>Read With Understanding</p>												
<p>Benchmark(s) Addressed in Lesson</p>	<p>R.4.1; R.4.11; R.4.12; R.4.15; R.4.16</p>												
<p>Materials</p> <ul style="list-style-type: none"> • Bureau of Labor Statistics Career Exploration Graphic Organizer • <i>Sample Bureau of Labor Career Exploration Graphic Organizer</i> • EZ Occupational Outlook Handbook Career Exploration Graphic Organizer • <i>Sample EZ Career Exploration Graphic Organizer</i> • Identifying Potential Occupations Survey <p>Resources</p> <ul style="list-style-type: none"> • Bureau of Labor Statistics Occupational Outlook Handbook (http://www.bls.gov/OCO/) • EZ occupational Outlook Handbook, Jist Publishing <p>Potential Vocabulary</p> <table border="1" data-bbox="240 1310 1192 1430"> <tr> <td>annual</td> <td>career</td> <td>compare</td> <td>contrast</td> </tr> <tr> <td>gross/net pay</td> <td>median</td> <td>nature of work</td> <td>occupation</td> </tr> <tr> <td>projections</td> <td>qualifications</td> <td>significant</td> <td></td> </tr> </table>		annual	career	compare	contrast	gross/net pay	median	nature of work	occupation	projections	qualifications	significant	
annual	career	compare	contrast										
gross/net pay	median	nature of work	occupation										
projections	qualifications	significant											
<p>Activities</p> <p><u>Step 1</u> Introduce what an Occupational Outlook Handbook is and how it can be useful in learning about careers. Explain what information is given about each career and how it is organized in the source they are planning to use for their reading. Bring to the students' attention some vocabulary words and phrases that might be unfamiliar and give a brief definition of what each word means. (See sample vocabulary words.)</p> <p><u>Step 2</u> Distribute a sample reading taken from an Occupational Outlook Handbook that the students will use. Point out the bold headings that are listed on the page. Talk about what information they might find under each heading. Next, read a section of the listing out loud as a large group. People can volunteer or students can just</p>													

take turns. Discuss the title of the heading and what information was found under this heading. When finished reading, distribute the sample graphic organizer students will use to record information regarding the career. Make clear to the students that this organizer will help them recall particular information about individual careers and also help them to compare and contrast specific areas regarding two different careers. Walk participants through the filled in sample organizer based on the sample reading. Point out where the information was found in the reading that was used to fill out the chart.

Step 3 Once the students are familiar with the organizer, ask students to choose a career they are interested in learning more about. Multiple sources of the Occupational Outlook Handbook are needed so each student can locate their career choice. If not, make copies of the career choice descriptions that the students request and distribute the copies.

Step 4 Have participants read (Skim or Scan) the career choice selection. When they are finished have them fill out the Student Occupation #1 column on the graphic organizer. Make sure to remind them that not all the information is directly stated and they may have to make some generalizations or inferences. Also, they may have to summarize lengthy descriptions.

Step 5 Once they have completed the first occupation, have them select a second career that they might be interested in and repeat the process in the 2nd column. (*If they cannot think of another career to read about, they can look under the Related Jobs heading and choose an occupation that is related to the first career choice.*)

Step 6 Once both columns are completed, have students share some information they learned about their career choices. Ask them to compare and contrast the two careers.

Step 7 Now that the students have done some career exploration. Have them choose one of the careers that they explored in this lesson and use the information to complete the Identifying Potential Occupations Survey form.

Assessment/Evidence

- Completed Career Exploration Graphic Organizer
- Completed Identifying Potential Occupations Survey

Adaptations for Beginning Students

Activity could be done in very small groups with teacher acting as a model reader. Instructor could go through step by step filling out the graphic organizer. Lists could be created regarding similarities and differences between the two careers. Oral discussions could replace the written responses on the *Identifying Potential Occupations Survey* handout.

Adaptations for Advanced Students

- Upper level students might be challenged to write an essay comparing and contrasting the two careers.
- Ask students to do a short oral presentation presenting information learned about a career they chose to explore.

Bureau of Labor Statistics Career Exploration Graphic Organizer

<http://www.bls.gov/OCO/>

	Occupation #1	Occupation #2
Career Choice		
List one significant point concerning this job?		
What are some key points mentioned regarding the nature of this type of work?		
What education and/ or training are required?		
In what type of setting might you find employment?		
What is the outlook for this particular job?		
What is listed as the median hourly wage for this career?		
List at least two related occupations.		
Where could you go to find out more information about this career?		

Bureau of Labor Statistics Career Exploration Graphic Organizer

* SAMPLE *

	Occupation #1	Occupation #2
Career Choice	<i>Home health aide</i>	
List one significant point concerning this job?	<i>May work part time, weekends, and evenings to suit clients.</i>	
What are some key points mentioned regarding the nature of this type of work?	<i>Most aides work with elderly or physically or mentally disabled clients. Home care aides provide instruction and psychological support to their clients. Work under the direct supervision of a medical professional, usually a nurse.</i>	
What education and/ or training are required?	<i>Must receive formal training and pass a competency test to work for certified home health or hospice agencies. Personal and home care aides, face a wide range of requirements, which vary from State to State.</i>	
In what type of setting might you find employment?	<i>Home healthcare services, individual and family services, residential care facilities, and private households.</i>	
What is the outlook for this particular job?	<i>Excellent because of the rise in number of elderly people.</i>	
What is listed as the median hourly wage for this career?	<i>\$9.22-\$9.84</i>	
List at least two related occupations.	<i>Medical assistants Occupational therapists assistants and aides</i>	
Where could you go to find out more information about this career?	<i>National Association for Home Care and Hospice, 228 Seventh St. SE, Washington, DC 20003. Internet: http://www.nahc.org</i>	

EZ Occupational Outlook Handbook Career Exploration

	Occupation #1	Occupation #2
Career Choice		
What are the duties?		
What is the job setting?		
How many hours a day or a week is the job?		
Work alone or with people?		
What kind of equipment is used?		
What is the yearly salary? Monthly?/12 Weekly?/52		
Are there many jobs?		
What education and/or training are required?		

EZ Occupational Outlook Handbook Career Exploration

* **SAMPLE** *

	Occupation #1	Occupation #2
Career Choice	<i>Broadcast/Sound Engineer Technician</i>	
What are the duties?	<i>Set up, operate, and maintain electrical and electronic equipment involved in radio, television, concert, music or movies.</i>	
What is the job setting?	<i>Can be done indoors and outdoors. All types of weather. Heavy lifting and climbing may be involved.</i>	
How many hours a day or a week is the job?	<i>Various Hours are available 7 days a week so weekends and holidays are involved.</i>	
Work alone or with people?	<i>Work with few or many people.</i>	
What kind of equipment is used?	<i>Microphones, TV cameras, digital recorders, projectors, monitors, mixing boards, antennas, and computers.</i>	
What is the yearly salary? Monthly?/12 Weekly?/52	<i>\$18,000 starting salary \$1500 gross \$375 gross</i>	
Are there many jobs?	<i>95,000 jobs held 11,000 job openings a year Average increase in job outlook</i>	
What education and/or training are required?	<i>Associate degree On the job training</i>	

Identifying Potential Occupations Survey

Name _____

Date _____

What need or wants does this occupation fill?

What do you like most about this career?

Is there anything you may find difficult or anything you dislike or worries you about this career?

What one important thing do you think an employer would expect from you in this occupation?

What kind of people do you think might be attracted to this career? Are they the kind of co-workers you would like to work with?

Based on the above information, is this career a potential employment goal for you?
___yes ___no

Why?

Writing a Cover Letter

<p>Objectives</p> <ul style="list-style-type: none"> • Students will identify the basic structure of a cover letter. • Students will write a cover letter. 	<p>Time frame to Complete</p> <p>2 or 3 one hour sessions</p>
<p>Standard(s) Addressed in Lesson</p>	<p>Convey Ideas in Writing</p>
<p>Benchmark(s) Addressed in Lesson</p>	<p>W.4.3; W.4.10; W.4.11; W.4.19</p>
<p>Materials</p> <p>Teachers can use a variety of Cover Letter models found in books and available as templates on Microsoft Word. It is quite easy to print off simple models of resumes from Microsoft Word and use as guides during class. Also see two samples included with lesson.</p> <ul style="list-style-type: none"> • Handout: <i>Cover Letter Information</i> (for students) • Handout: <i>Teacher Resource</i> (a guide for teachers on the parts and purposes of a cover letter) • Handout: <i>Cover Letter Template</i> 	
<p>Activities</p> <p><u>Step 1</u> Introduce students to the cover letter and its purpose.</p> <p><u>Step 2</u> Go over the portions of the cover letter and their function: (1) Introduction, (2) the Body, which highlights skills and experiences relevant to the job, and (3) Closing, ask for interview.</p> <p><u>Step 3</u> Have students create a cover letter for one particular job they have in mind, or make up one. Remind students that a cover letter must change depending on the job. Use a cover letter model from Microsoft or the internet to help students.</p> <p><u>Step 4</u> Have students edit and revise their cover letter. Emphasize the need for correct spelling, punctuation, subject-verb agreement, capitalization, and other writing conventions. Once they have done a rough copy student can reproduce their final version of the cover letter on the computer.</p>	
<p>Assessment/Evidence</p> <p>Completed cover letters</p>	
<p>Adaptations for Beginning Students</p> <p>Beginning students can focus on creating one general cover letter which may be slightly altered for each different job. Beginners should also develop the skills of writing by supporting their claims of being correct for the job through examples and reasons. Beginners should work on basic writing and language skills such as subject-verb agreement, capitalization, and good spelling and not necessarily focus on changing sentence styles or structures.</p>	

Adaptations for Advanced Students

Advanced students should be writing multiple cover letters with each being geared toward a specific job. Different jobs will probably have different skill and experience requirements and therefore a different letter for each job would be appropriate. Additionally, advanced students should employ a greater range of vocabulary and sentence types in their cover letters.

Cover Letter Information

To be effective, your cover letter should follow the basic format of a typical business letter and should address three general issues:

1. Why you are writing
2. What you have to offer
3. How you will follow-up

Why You Are Writing

In some cases, you may have been referred to a potential employer by a friend or acquaintance. Be sure to mention this mutual contact, by name, up front since it is likely to encourage your reader to keep reading!

If you are writing in response to a job posting, indicate where you learned of the position and the title of the position. More importantly, express your enthusiasm and the likely match between your credentials and the position's qualifications.

If you are writing a prospecting letter a letter in which you inquire about possible job openings - state your specific job objective. Since this type of letter is unsolicited, it is even more important to capture the reader's attention.

If you are writing a networking letter to approach an individual for information, make your request clear.

What You Have To Offer

In responding to an advertisement, refer specifically to the qualifications listed and illustrate how your particular abilities and experiences relate to the position for which you are applying. In a prospecting letter express your potential to fulfill the employer's needs rather than focus on what the employer can offer you. You can do this by giving evidence that you have researched the organization thoroughly and that you possess skills used within that organization.

Emphasize your achievements and problem-solving skills. Show how your education and work skills are transferable, and thus relevant, to the position for which you are applying.

How You Will Follow Up

Close by reiterating your interest in the job and letting the employer know how they can reach you and include your phone number and/or email address. Or bid directly for the job interview or informational interview and indicate that you will follow-up with a telephone call to set up an appointment at a mutually convenient time. Be sure to make the call within the time frame indicated.

In some instances, an employer may explicitly prohibit phone calls or you may be responding to a "blind want-ad" which precludes you from this follow-up. Unless this is the case, make your best effort to reach the organization. At the very least, you should confirm that your materials were received and that your application is complete.

If you are applying from outside the employer's geographic area you may want to indicate if you'll be in town during a certain time frame (this makes it easier for the employer to agree to meet with you).

In conclusion, you may indicate that your references are available on request. Also, if you have a portfolio or writing samples to support your qualifications, state their availability.

Teacher Resource: Cover Letters

OBJECTIVE: At the end of the lesson students will understand parts of a cover letter, the purpose of the cover letter, and how to format and proofread prior to mailing.

- 1) What is a cover letter?
 - a. Introduces you to the employer
 - b. Only one page long
 - d. Prepares reader for your resume
 - i. Why you are writing
 - ii. Why you are a good match for the job
 - iii. Sample of your writing abilities
 - e. Parts of a cover letter
 - i. Heading
 1. Contains your contact information
 2. Date of your letter
 3. Name of the person the letter is addressed to
 - a. Verify the person's title
 - ii. Introduction
 1. Greeting
 2. Specify the position you are applying for
 3. Tell how you learned about the job
 4. State why you are the best candidate for the job
 - iii. Body
 1. Use one paragraph for each one of the qualifications you want to highlight
 2. Give specific examples
 3. Make references to your resume DO NOT repeat it
 - iv. Closing
 1. Remind the prospective employer you are the right candidate for the job and why
 2. Ask for an interview
 3. Thank the person for taking the time to read your information
 4. Tell them you will follow up with a phone call
- 2) Proofread
 - a. Wait a few hours after writing the letter
 - b. Read letter
 - c. Give to another person to help you with proofreading

Template of Standard Business Format (Cover Letter)

Your street or box number
City, State, Zip

Contact's Name
Contact's Title
Organization Name
Street Address
City, State, Zip

Dear Mr. OR Ms. (person's last name only):

Paragraph 1: Say what position you are interested in, and how you found out about it. If you found out about the job through a friend or family member who works for the company, include that also. In one or two sentences, say why you are interested in the position.

Paragraph 2: Explain what skills and experiences you have that would make you successful in this job. You can include examples from classes you have taken, previous jobs, or other activities. Explain how these experiences would make you good at this job. Do not just repeat your resume, but highlight interesting things about you that will show the employer that you will be good at this job.

Paragraph 3: Show that you know something about the company you are applying to. It looks very unprofessional to appear clueless about what kind of a place you might work for.

Paragraph 4: State that you would like a personal interview to further discuss this opportunity. If there is something unusual about your resume, explain it here. Tell the employer how you should get in touch with one another; for example, say that if you do not hear from them in two or three weeks, you will call them to follow up on your application. Conclude by thanking them for their time and attention, and express the wish to meet them in the near future.

Sincerely,

Your signature (leave 4 blank spaces for this)

Your name in print

Cover Letter: Example #1

1234 Clifton Ave
Cincinnati, OH 12345

January 5, 2010

Ms. Reynolds
Team Recruiter
Convergys
1212 Reading Road
Cincinnati, OH 45612

Dear Ms. Reynolds:

I am writing to express interest in the administrative assistant position, as described in your advertisement in The Cincinnati Enquirer. As an entry-level career job, it seems to me a perfect fit between my organizational and interpersonal skills, and the needs of your company for someone reliable who is willing to make a commitment.

I am very interested in making a career as an administrative assistant, as I feel that my experiences and interests make me well qualified for the position. I understand the importance of maintaining an organized and efficient office, and do not underestimate the weight of my responsibilities within the organization. Furthermore, I have experience with both Microsoft Office, including Word and Excel which I gained through a computer course in college. In addition, I work well with people from all walks of life, and I know how to interact professionally with both co-workers and clients.

Convergys is a reputable and important company in the Cincinnati area that manages the human-resource, customer service, and financial needs of many other community organizations. As such, it is a perfect setting for a person to enter the professional field and eventually build up their career, which is why this is such a great opportunity.

I thank you very much for this position. Please find my resume attached. I am eager to interview with you at a time of your convenience, and understanding the pressures of time, I will call to follow up on my application should I not hear from you in two weeks. I thank you again sincerely for your time, and I hope to hear from you soon.

Sincerely,

Jasmine Sanchez

Cover Letter: Example #2

5454 Clover Drive
Cincinnati, OH 12345

Mr. Mark Peterson
Owner
2233 Reading Road
Cincinnati, OH 69874

Dear Mr. Peterson:

I am writing in regard to the job opening as a roofer in your company. I was referred to you by Thomas Jenkins, an employee of yours and an acquaintance of mine, and I feel that this is a job that I would be well qualified for.

I have worked in various types of home repair, including painting and refinishing woodwork, as well as dry-walling and carpeting. As such, I know how to use the tools for all those trades, including sanding machines, drills etc., and I quickly master new ones. Furthermore, I am accustomed to working with toxic chemicals, and understand the importance of work safety on any construction site, large or small. Also, I speak a little Spanish, and am used to working on construction teams where many languages are involved. Attached, I have included my application for further reference.

I understand that your company is small and local, and that because of this it is especially important to deliver quality results, most businesses growing as a result of word of mouth, and I am committed to that goal.

Thank you for taking the time to consider my application, and I look forward to speaking with you further. If I have not heard from you in two weeks, I will contact you to follow up on this application. Thank you again, and I hope to hear from you soon.

Sincerely,

Joseph Hamilton

Interviewing

<p>Objectives</p> <ul style="list-style-type: none"> • Students will complete written responses to common questions posed by employers. • Students will role-play an interview scenario using responses. 	<p>Time frame to Complete</p> <p>45-60 minutes</p>
<p>Standard(s) Addressed in Lesson</p>	<p>Convey Ideas in Writing</p>
<p>Benchmark(s) Addressed in Lesson</p>	<p>W.4.3; W.4.13; W.4.19</p>
<p>Materials</p> <p>Handout with 5 questions commonly asked by potential employers</p>	
<p>Activities</p> <p><u>Step 1</u> Teacher will initiate a discussion about job interviews asking students to suggest questions that a potential employer might have asked them. Instructor can provide questions from his/her own job interview experiences. (5-10 minutes)</p> <p><u>Step 2</u> Pass out handout and review questions as a group. Instruct students to choose two for written response. Students will write out responses in complete sentences and with specific details. Teacher may want to write a sample response on the board. Teacher will circulate among students offering assistance when needed. (15-20 minutes)</p> <p><u>Step 3</u> Teacher will pair students or let them choose their partner and have them take on the role of interviewer and interviewee, using their responses to questions. Have students switch roles to ensure that everyone has an opportunity to share their responses. (15-20 minutes)</p>	
<p>Assessment/Evidence</p> <p>Respond to reflection and rewrite responses to clarify meaning.</p>	
<p>Adaptations for Beginning Students</p> <p>Teacher will prepare a sample response to one or two similar questions for students to review before writing their own.</p>	
<p>Adaptations for Advanced Students</p> <p>Teacher will ask them to review word choice used in responses and have them substitute more highly developed vocabulary.</p>	

5 Questions Employers Might Ask

When preparing to interview it often helps to write down what you would say to questions that would most likely be asked of you. This helps you think out professional responses and prepare how to word answers. Choose **two** of the five questions below and write, on a separate piece of paper, professional responses to each one. Write in complete sentences and use specific details to support your ideas.

1. Tell me about your work experiences and skills.
2. Tell me about a time you had to handle a difficult situation with a co-worker. What was the outcome and what did you learn? Would you handle this situation the same way again or would you change your response?
3. Give an example of a time when you had to adapt to a difficult situation in either the workplace or elsewhere. What did you learn from this situation?
4. How have you dealt with an irate customer and what did you learn from this situation?
5. Name two strengths and how each of these would make you a good employee.

Reflection: After you and your partner have role-played the interview answer the two questions below about your peer's responses.

1. Describe the strengths of your peer's responses.
2. What is one way that their responses could be improved?

Writing a Well-Structured Paragraph

<p>Objectives</p> <ul style="list-style-type: none"> • Students will recognize the parts of a 3.5 paragraph. • Students will write a well structured 3.5 paragraph. 	<p>Time frame to Complete</p> <p>1½ hours or two 45 minute sessions</p>
<p>Standard(s) Addressed in Lesson</p>	<p>Convey Ideas in Writing</p>
<p>Benchmark(s) Addressed in Lesson</p>	<p>W.4.1; W.4.4; W.4.10; W.4.12</p>
<p>Materials</p> <ul style="list-style-type: none"> • Paragraph practice worksheet 1 • Paragraph practice worksheet 2 • Career Planning Tools <ul style="list-style-type: none"> ○ What do you want in a boss? Worksheet ○ What does an employer want? Worksheet 	
<p>Activities</p> <p><u>Step 1</u> Explanation - Explain to students how writing will help them on their journey to choosing and completing a career path through use on applications, assignments, and reports that are required on their path. Explain that a well structured 3.5 paragraph consists of a topic sentence (a generalization), the body (related particulars), and a concluding sentence (the generalization restated).</p> <div data-bbox="927 917 1487 1287" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Topic Sentence</p> <hr style="width: 80%; margin: 5px auto;"/> <p style="text-align: center;">Body</p> <hr style="width: 80%; margin: 5px auto;"/> <p style="text-align: center;">Concluding Sentence</p> </div> <p><u>Step 2</u> Model - Distribute the Paragraph Practice 1 Worksheet. Review the defined parts of a 3.5 paragraph. Next, look at an example of a well written paragraph with the different sections being distinguished in some manner. (color, size of text, different font etc.) See attached sample paragraph 1. Discuss the topic sentence and how it is a broad generalized statement about the topic. Point out the body of the paragraph and how the sentences are related ideas to the topic. Look at the conclusion sentence and discuss with the students how this is a restatement of the topic sentence.</p> <p><u>Step 3</u> Guided practice- provide the students with another sample paragraph. (Sample paragraph 2) Let the students highlight the 3 main parts on their own using 3 different colored markers. (Example- yellow to highlight the topic sentence, blue to highlight the body, and green to highlight the concluding sentence.) Then, go over their markings as a large group.</p>	

Step 4 As a practice exercise in writing a 3.5 paragraph, have the students fill in the blanks to the provided statements on the Practice Exercise 1 worksheet. When all the blanks have been completed have them rewrite the statements in paragraph form. Point out that statement 1 will be the **Topic Sentence**. Statements 2-4 will form the **Body** and statement 5 will be the **Concluding Sentence**.

Step 5 To help students with the brainstorming process for writing a paragraph on their own have them complete two of the Career Planning Tool worksheets. (“What do you want in a boss?” and “What does an employer want?”) They will use this information to complete the questions on Paragraph Practice Worksheet 2.

Step 6 Let the students know that they will now use the information from the two career planning activity sheets to complete the questions on the Sample Paragraph 2 worksheet.

Step 7 **Application-** Now that the brainstorming activities are completed; allow students to choose one of the topics listed on Paragraph Practice 2 Worksheet. They will use their personal responses to the questions to write a well constructed 3.5 paragraph in response to their chosen topic.

Assessment/Evidence

- Highlighted sample paragraph
- Completed Paragraph Practice Worksheets 1 and 2
- Student written 3.5 paragraph

Adaptations for Beginning Students

Writings will be done as large group or in small groups with teacher support as needed.

Adaptations for Advanced Students

Students will develop a 3.5 essay in response to the topics provided.

Paragraph Practice 1

Name _____

Date _____

3.5 Paragraph: a paragraph that makes three points in five sentences.

Sentence one – The topic sentence that presents the subject of the paragraph.

Sentences two, three, and four – Sentences that support the topic sentence with specific examples.

Sentence five – The last sentence is the conclusion which re-states the topic sentence.

Sample paragraph 1

Many reasons lead people to make one of the most important decisions about their future, choosing a career. *People may lose their job and need to find a new one. They may be unhappy in a current job and choose to try a different career. Or, they might currently be thinking about going to school and need to decide what area to study. **Whatever the reasons, choosing a career has an important impact on our lives and needs to be taken seriously.***

Sample paragraph 2

Nursing takes a special type of person to do the job well. A nurse must have respect for others and must patiently listen to all the complaints of her patients. A nurse must be able to think quickly on her feet in case an emergency suddenly arises. It is important for a nurse to be knowledgeable about health and wellness and demonstrate healthy behaviors. Not just anyone can be a nurse; it takes someone with many skills

Practice writing a 3.5 paragraph

Add either a word or phrase in each blank. Then, rewrite the sentences in paragraph form.

1. The career I might chose after getting my GED is _____.
2. This choice will require me to _____.
3. _____(name of career) will benefit my future by _____.
4. In ten years, I hope to _____.
5. After thinking about it, after I obtain my GED, _____.

Paragraph Practice 2

Name _____

Date _____

3.5 Paragraph: a paragraph that makes three points in five sentences.

Sentence one – The topic sentence that presents the subject of the paragraph.

Sentences two, three, and four – Sentences that support the topic sentence with specific examples.

Sentence five – The last sentence is the conclusion which re-states the topic sentence.

Practice a 3.5 – Add either a word or phrase in each blank.

1. The occupation I might chose is _____
2. List three important attributes or skills needed to qualify for a job in this occupation. You may use the Career Planning Tool “What Does an Employer Want” to identify the skills needed for the occupation of your choice.

3. List three important characteristics you would like your employer to possess. You may use the Career Planning Tool “What Do You Want in a Boss?” to identify the characteristics you think are important.

Chose one of the topics below and write a 3.5 paragraph.

Topic 1

Write a 3.5 paragraph about three important skills you need to qualify for a job in the occupational field of your choice.

Topic 2

Write a 3.5 paragraph about the three important characteristics you would like an employer to possess.

CAREER PLANNING TOOL: WHAT DOES AN EMPLOYER WANT?

Name _____

Date _____

- Indicate the occupation of your choice
- For those attributes you believe an employer wants, place a check in the **Yes box**;
- For those you think an employer does not want, place a check in the **No box**; and
- For those you are uncertain about or think that the expectation is likely to differ depending on the nature of the job or work situation, check the **Maybe box**.

Occupation: _____

Quality	Yes	No	Maybe
1. Timeliness			
2. A strong work ethic			
3. Willingness to do whatever is asked			
4. Willingness to work late or weekends			
5. Honesty			
6. Observes safety rules			
7. Good grammar			
8. Ability to pace oneself			
9. Careful about appearance			
10. Willingness to learn			
11. Politeness			
12. Willingness to work for low wages			
13. Good math skills			
14. Married with dependent children			
15. Respect for others			
16. Leadership			
17. Good physical and mental health			
18. Physical strength			
19. Good writing skills			
20. Computer skills			
21.			
22.			
23.			
24.			
25.			

What are three important attributes you need to qualify for a job or a promotion in the occupational field of your choice?

CAREER PLANNING TOOL: WHAT DO YOU WANT IN A BOSS?

Name _____

Date _____

- Identify which characteristics you want with a check in the **Yes box**;
- Those that you do not want in the **No box**; and
- Those you're uncertain about in the **Maybe box**.

Characteristic	Yes	No	Maybe
1. Sees himself as a "player coach"			
2. Gives clear instructions			
3. Has high expectations			
4. Pays workers what they're worth			
5. Respects religious commitments			
6. Is appreciative			
7. Delegates authority			
8. Listens to complaints			
9. Demonstrates what is wanted			
10. Is family supportive			
11. Wants suggestions and recommendations			
12. Is decisive			
13. Is open in his criticism			
14. Changes his mind frequently			
15. Is willing to try new approaches			

Which of these characteristics do you consider most important? Why?

Characteristic	Reason
1.	
2.	
3.	
4.	
5.	

Is there one characteristic that you believe is not important at all? What is it? Why do you think this?

Characteristic	Reason

Writing an Essay (Career Needs and Wants)

<p>Objectives</p> <ul style="list-style-type: none"> • Students will identify the structure of a five paragraph essay. • Students will write a five paragraph essay about their career needs and wants. • Students will analyze their career needs and wants and how they impact their career decisions. 	<p>Time frame to Complete</p> <p>2-3 hours</p> <p>The lesson can be done over one or two class periods. Five Paragraph Essay examples on day one. Career Needs and Wants essay on day two.</p>
<p>Standard(s) Addressed in Lesson</p>	<p>Convey Ideas in Writing</p>
<p>Benchmark(s) Addressed in Lesson</p>	<p>W.4.3; W.4.4; W.4.5; W.4.11; W.4.12; W.4.19</p>
<p>Materials</p> <ul style="list-style-type: none"> • Career Needs and Wants Activity • Scissors • Five Paragraph Essay Outline • Getting My GED sample essay 	
<p>Activities</p> <p><u>Warm –up:</u> Quick write</p> <p>Describe someone you know who is either happy or unhappy in his/her career. Explain how you know this person is happy or unhappy. Discuss some things that make people happy. Relate this to having a career. The essay writing activity today will be about Career Needs and Wants. Help students define a career. A career can be defined as a way of living, an occupation, a profession. A career may be a series of jobs over time. A career may or may not involve salary. People want and need different things from their careers</p> <p><u>Step 1:</u> Pass out the Career Needs and Wants Activity</p> <p>Students cut apart the career needs and wants. They stack them with the most important on top and the least important on the bottom. Discuss their top choices. Have them share reasons why these things were important. What is on the bottom of their pile? Why are these items less important? The discussion will give them additional ideas and specific examples for their essay. Do they have additional career wants and needs that were not related to the categories on the handout?</p> <p><u>Step 2:</u> Review the five paragraph essay</p> <p>Use the handout “Five Paragraph Essay Outline” and the “Getting My GED” sample essay. As an alternative this pre-teaching could be done at an earlier time so students are ready to begin their essays after the activity.</p> <p><u>Step 3:</u> Students will write an essay about their career needs and wants</p> <p>A career can be defined as a way of living, an occupation, a profession. A career may or may not involve salary. People want and need different things from their careers. In your essay, identify your most important career needs and wants. Explain how and why these things are important to you.</p>	

Step 4: Help students set up their introductory paragraph

They may use prompts from the topic. They may choose to identify a specific career and relate their needs and wants to a career; however, they do not have to choose a specific career for this essay. Explain how the topics from the activity are broad categories and can be used as the subtopics for the paragraphs in the body of their essay. They will develop these subtopics with examples and details in the body of the essay.

Step 5: Have students complete their essays

Step 6: Ask them if this information is useful to them to make career decisions.

Why or why not? After writing about their career needs and wants did anyone change their mind about the most important things. Explain how writing can help us clarify our thinking.

Assessment/Evidence

Completed essay for students' portfolios

Adaptations for Beginning Students

Students can write one paragraph about their most important career needs and wants.

Adaptations for Advanced Students

Students can research a specific occupation and relate their career needs and wants to information about a specific occupation.

Career Needs and Wants

Think of the 10 career needs and wants in terms of their importance to you. Cut them apart and sort them into stack with the most important on top and the least important on the bottom. Write your top three career needs and wants below:

1. _____ 2. _____ 3. _____

Money	Respect
Some occupations pay higher salaries than other occupations. Some occupations provide you with extra money beyond what you need to live on.	Some occupations provide prestige and respect. Some occupations are not well respected in our society today even though they provide necessary services in our communities.
Freedom	Stability
Some occupations let you work independently or let you choose to work flexible hours. Some occupations let you make choices about where you work.	Some occupations have little turn-over. They offer better job security than other occupations.
Variety	Leisure
Some occupations expose you to many different experiences and let you do many different things. You may have opportunities to meet different people and/or work in different locations.	Some occupations provide you with ample time for family and hobbies. They provide vacation times. They do not require overtime work. They do not require that you take work home to complete by a deadline.
Leadership	Service
Some occupations give you responsibility for others. They give you responsibilities for planning and making policies. They let you be in charge.	Some occupations help people and society in a very direct way.
Interest	Challenge
Some occupations let you do work that you find interesting and stimulating.	Some occupations repeatedly test your skills and abilities. They may present problems that can be challenging but rewarding to solve.
Social	Environment
Some people like to work around people. Some people like jobs where they work with the public. They want opportunities to meet and interact with people.	Some people like to work outside. Some people want a job close to family members. Some people want to work in a big city or small town. Some people want to work in a warm climate or near an ocean.

Five-Paragraph Essay Outline

Title

- I. **Introduction**
 - A. Introduction sentence
 - B. Restate your topic
 - C. Three subtopics to use to develop paragraphs 2, 3, and 4
- II. **Body**
 - A. Supporting details about topic #1
 - B. Supporting details about topic #2
 - C. Supporting details about topic #3
- III. **Conclusion**
 - A. First sentence summarizes your point
 - B. Restate topic
 - C. Restate three subtopics
 - D. Closing sentence

You are required to complete a five paragraph essay as part of your Language Arts GED test. The following is a brief summary that will help you understand what they are asking you to do.

The topic will be assigned to you. It will be a topic that you can relate to and write about, no topic will be assigned that will require specialized knowledge.

Your essay will have an opening paragraph. This is where you restate the topic given to you. You will need to give three examples to support the topic you are writing about. These examples will help you develop the subsequent paragraphs. You may also choose one example and give specific details in the body paragraphs about your example. It is easier to list three subtopics and write about them in paragraphs 1, 2, and 3, than it is to pick one sub topic and write three paragraphs on that one subtopic.

Example topic: Why do you want to get a GED?

Restating the subtopic: "I want to get my GED because it will..."

Three subtopics: get a better job, be an example to my children, prepare to go to college

All of the above will make your introduction paragraph.

*****It is very important you understand what it's being asked in the topic: compare/contrast, describe, cause/effect, etc. Look for these very important works as discussed in class.*****

Now you need three supporting paragraphs on the three examples you gave in the introduction paragraph.

- Second paragraph will explain how the GED will help you get a better job.
- Third paragraph will be about being an example to your children.
- Fourth paragraph is how getting a GED improves your chances of attending college

Your last paragraph will be your closing paragraph. In this paragraph you will restate your topic, restate your three examples, and summarize your essay.

<p>Introductory Paragraph</p> <p>General Topic Sentence: reasons to get GED</p> <ol style="list-style-type: none"> 1. Subtopic One: better job 2. Subtopic Two: example to the children 3. Subtopic Three: enter college <p>(Transition)</p>		
<p>1st Supporting Paragraph</p> <p>Restate Subtopic: better job</p> <p>Supporting Details: better pay, more spending power, buy a new car</p>	<p>2nd Supporting Paragraph</p> <p>Restate Subtopic: example for my children</p> <p>Supporting Details: inspire them to complete school, can help with homework, teach them value of education</p>	<p>3rd Supporting Paragraph</p> <p>Restate Subtopic: college</p> <p>Supporting Details: better career, income power will increase, professional growth potential</p>
<p>Closing or Summary Paragraph</p> <p>Restate your topic and subtopics, summarize.</p>		

Getting My GED

There are many reasons why I want to obtain my GED. The first reason for obtaining my GED is to help me secure a better job. It is very difficult to find a good paying job without a high school diploma. The second reason is my children. Getting my high school diploma will be an example to my children; they will learn how important it is to stay in school. And the third reason is college. I have always wanted to attend college. With a GED diploma my opportunities for a college degree and a better job will increase, not to mention becoming an example for my children.

In today's world you need a high school diploma in order to get a better job. Many companies will not even call for an interview if they see you do not possess a high school education. The opportunities for a better job will increase once you obtain a high school diploma.

Another reason for obtaining my diploma is my children. I want to be an example to them. I want to be able to help with their homework. In addition, by me obtaining a high school diploma, they will learn the value of an education.

I will also be an example to them if I can get into college. Not only will I expand my knowledge by learning but also my potential for an even better job and pay. I will also pave the way for them to attempt the same. A college degree opens many doors for a person looking for a job.

Going back to school and getting my high school diploma is very important to me. There are many reasons why I want to get my GED. I want a better job so I can better my life and the lives of my children. I also want to be an example to my children and help them with their own school years. College is very important and I want to set the example. Again, there are many reasons why I want to get my GED. I am determined to get my diploma and when I get it; my children and I will celebrate that moment together.

Preparing for Pre-Employment Math Testing

<p>Objectives</p> <ol style="list-style-type: none"> 1. Students will become familiar with different types of math problems 2. Students will demonstrate knowledge of math word problems 	<p>Time frame to Complete</p> <p>90 minutes</p>
<p>Standard(s) Addressed in Lesson</p>	<p>Using Math to Solve Problems and Communicate</p>
<p>Benchmark(s) Addressed in Lesson</p>	<p>M.4.2; M.4.3; M.4.25; M.4.28; M. 4.34; M.4.35</p>
<p>Materials</p> <ul style="list-style-type: none"> • Information handout • Sample problems (two handouts) based on math concepts in real life settings (answer keys provided) • Scrap paper • Pencils 	
<p>Activities</p> <p><u>Step 1</u> Introduce students to the concept of reading word problems for meaning. Distribute handout #1 with information on keywords for the four basic math operations plus the five step word problem solving process.</p> <p><u>Step 2</u> Using handout #2 (sample word problems, go over locating key words and key information to solve the five problems presented.) Do these problems on the board.</p> <p><u>Step 3</u> Distribute handout #3 and ask the students to solve the problems independently (Handout #3 has sample questions based on the U.S. Census Bureau Practice Test for field employees). Once students have completed the problems go over the answer orally.</p>	
<p>Assessment/Evidence</p> <p>Handout #2 and #3 contain math practice problems to assess students' understanding of solving math problems based on real life settings.</p>	
<p>Adaptations for Beginning Students</p> <p>Beginning students may need to go over the information contained in handout #1 on keywords for solving the four basic math operations. Instructors may need to present examples of practice problems on the board. Beginning students may need to check their work with calculator.</p>	
<p>Adaptations for Advanced Students</p> <p>Advanced students should be doing the practice problems from handout #2 and #3 with speed and accuracy. These students should not need to use a calculator to complete the problems.</p>	

**Key Words for Understanding Basic Math Operations
and Five-Step Problem Solving Process
(Handout #1)**

ADDITION	SUBTRACTION	MULTIPLICATION	DIVISION
add	subtract	times	split
total	difference	of	share
sum	minus	percent of	average
more	less	product	dividend
how many in all?	take away	twice	quotient
profit	loss	three times	
increase	decrease	multiple	

Steps to Solving Process

1. Understand the question
2. Find the information you need to solve the problem.
3. Make a plan to solve the problem.
4. Solve the problem.
5. Check the answer.

Handout #2

In many workplace settings, workers need to know how to do basic computation problems involving decimals, percents, and fractions. Sometimes you may also know how to do word problems. You may encounter problems involving measurement and time.

1. You are a cashier at a grocery store. Your customer, David, buys a pound of bacon \$1.39, one dozen eggs for \$1.29, and a pound of coffee for \$2.79. What is the sum total of his purchases? If David gives you \$10.00 what is his correct change?
2. Wanda baked 168 cookies, packaged them in boxes of 12, and sold each box for \$1.20. How many boxes of 12 can be packaged if there are 168 cookies? What was the total amount of money that Wanda made for all of the boxes sold?
3. Mary charges \$8.50 per hour to clean a house. If she works 25 hours, how much does she earn in one week?
4. William earned \$9.50 an hour. He worked 40 hours one week and received a bonus of \$75.00. How much did he earn that week?
5. Each truck from Jones Removal Company can haul 500 pounds of trash at a time. On Wednesday the company has jobs to remove 1,500 pounds of trash from one site, 500 from another site, and 2,500 from a third site. How many total pounds of trash will be moved by Jones Company that day? How many trips will it take for the Jones Company to remove all of the trash?

Handout #3

1. $.41 + 21.4 + 6.3 + 280$
2. $17.2 \times 40 =$
3. Mr. Ortiz has to successfully interview 90% of his assigned households. He was assigned 500 households. He has interviewed 430 households so far. Has he met his goal?
4. Your new cell phone battery needs to be charged for 3 hours and 45 minutes before using it. If you plug the battery into the charger at 8:20 a.m., you should wait till what time before using it?
5. $2610.0 \text{ miles} - 2554.8 \text{ miles} =$
6. What is 80% of \$1,200?
7. Joan order carpet that was $11/16$ inch thick. The pad underneath was $5/8$ inch thick. How much thicker is the carpet than the pad?
8. A customer wants to purchase new carpet, her bedroom measures 12 ft by 15 ft. How many sq. yards does the customer need to buy?
9. Danielle got to work at 9:30 in the morning. She worked a six hour day plus she took at 45 min lunch break. What time did Danielle leave work if she worked 6 hours and took a 45 min lunch?
10. Mike works as a waiter in a restaurant. A couple comes in to have dinner and spend \$45.00. Mike needs to add on 6% sales tax to the couple's bill. Mike also knows they will tip 15% on the original bill. Including the tax and tip, what is the total amount of money the couple should give Mike?

Answer Key for Handout #2

1. Add \$1.39 Subtract \$10.00

$$\begin{array}{r} 1.29 \\ +2.79 \\ \hline \$5.47 \end{array}$$

Answer 1: \$5.47 (Total spent) Answer 2: \$4.53 (Change)

2. Divide $168 \div 12 = 14$
Multiply $\$1.20 \times 14 = \16.80

Answer 1: 14 Boxes Answer 2: \$16.80

3. Multiply 25 hours $\times \$8.50 =$
Answer: \$212.50

4. Multiply $\$9.50 \times 40 = \380.00
Add bonus $\$75.00 + \$380.00 = \$455.00$

$$\begin{array}{r} \$380.00 \\ + 75.00 \\ \hline \$455.00 \end{array}$$

Answer: \$455.00

5. Add: 1500 $4,500 \div 500 = 9$

$$\begin{array}{r} 2500 \\ + 500 \\ \hline 4500 \end{array}$$

Answer 1: 4500 lbs. (Total) Answer 2: 9 Trips

Answer Key for Handout #3

1. Add

$$\begin{array}{r} 280.00 \\ 21.40 \\ 6.30 \\ \underline{.41} \\ 308.11 \end{array}$$

Answer: 308.11

2. Multiply

$$\begin{array}{r} 17.2 \\ \times 40 \\ \hline \end{array}$$

Answer: 688.0

3. No, he has not met his goal. He has only interviewed 530 households. He needs 90% of 500.

Multiply:

$$\begin{array}{r} 500 \\ \times .90 \\ \hline \end{array}$$

Answer: 450

4. $8:20 + 3 \text{ hours} = 11:20$
 $+ 0:45 \text{ minutes} = 12:05 \text{ P.m.}$

Answer: 12:05 p.m.

5. Subtract:

$$\begin{array}{r} 2610.0 \\ - \underline{2554.8} \\ \hline \end{array}$$

Answer: 55.2 miles

6. $80\% = .8$
 $1,200 \times .8 = \$960$

Answer: \$960

7. $\frac{5}{8} = \frac{10}{16}$

$\frac{11}{16} - \frac{10}{16} = \frac{1}{16}$

Answer: The carpet is $\frac{1}{16}$ thicker

8. Convert 15 ft to 5 yd ($15 \div 3 = 5$)

Convert 12 ft to 4 yd ($12 \div 3 = 4$)

$4 \text{ yd} \times 5 \text{ yd} = 20 \text{ sq yards}$

Answer = 20 sq yards

9. $9:30 \text{ am} + 6 \text{ hours worked} = 3:30 \text{ pm}$

$3:30 \text{ pm} + 45 \text{ min break} = 4:15 \text{ pm}$

Answer: 4:15 pm

10. $\$45 \times .06$ ($6\% = .06$) = \$2.70

$\$45 \times .15$ ($15\% = .15$) = \$6.75

$2.70 + 6.75 + 45.00 = \$54.45$

Answer: \$54.45

Interpreting Graphs (More Education Means More Money)

<p>Objectives</p> <ol style="list-style-type: none"> 1. Students will use problem solving skills to interpret graphic information 2. Students will work with math concepts involving whole numbers and decimals. 	<p>Time frame to Complete</p> <p>30 to 40 minutes</p>
<p>Standard(s) Addressed in Lesson</p>	<p>Using Math to Solve Problems and Communicate</p>
<p>Benchmark(s) Addressed in Lesson</p>	<p>M.4.1; M.4.17; M.4.24</p>
<p>Materials</p> <ul style="list-style-type: none"> • Worksheet: “More Education Means More Money” • Answer Key: “More Education Means More Money” • Graph: “More Education Means More Money” from <i>U.S. Bureau of Labor Statistics</i>, http://www.careerinfonet.org/finaidadvisor/earnings.aspx?nodeid=21 	
<p>Activities</p> <p><u>Step 1</u> Begin the class by brainstorming about the impact more education might have on student’s lives.</p> <p><u>Step 2</u> Distribute copies of the graph “More Education Means More Money.” Ask the students to look at the graph and describe how numbers are being used. Ask them what type of graph this is? Is there more than one set of data being represented?</p> <p><u>Step 3</u> Provide a short review of some basic terminology and concepts that will be used in the lesson. Some vocabulary terms include: annually, median, salary, associate degree, and bachelor degree. Students should have prior knowledge of decimals but a short review will remind them of the particulars that can be forgotten. (Lining up decimals, counting decimals places, etc.)</p> <p><u>Step 4</u> Distribute copies of the “More Education Means More Money” worksheet. Explain to students that they will use the information presented in the graph to demonstrate their ability to interpret graphic information as well as perform mathematical calculations. Allow students time to skim the worksheet and answer any questions that might come up. Students can work independently or in pairs to complete the word problems.</p> <p><u>Step 4</u> When the worksheets are completed, provide the answers and demonstrate how each answer was calculated. This procedure will allow students to ask questions concerning reading graphs, calculations, and how education can impact future earnings.</p>	
<p>Assessment/Evidence</p> <p>“More Education Means More Money” Worksheet</p>	

Adaptations for Beginning Students

Beginning students can work with calculators to do calculations.

Worksheet can be completed as a large group.

Adaptations for Advanced Students

Advanced students could be asked to make a choice on what level of education they think is the best for them and give reasons to support their decision. Student response could be given in paragraph form. Also, advanced students could be asked to choose a career and have them research the level of education required and what the approximate annual earnings would be.

More Education Means More Money

Name _____ Date _____

1. What is the title of the graph?
2. The term median means the same as average. True False
3. Using the information from the graph, calculate the difference in annual earnings of a person with some college and a person with no high school diploma.
4. According to the graph, the median weekly salary of a person that has an associate's degree is how much?

What would this person earn each month (based on 4 weeks per month)?

What annual salary would this person earn?

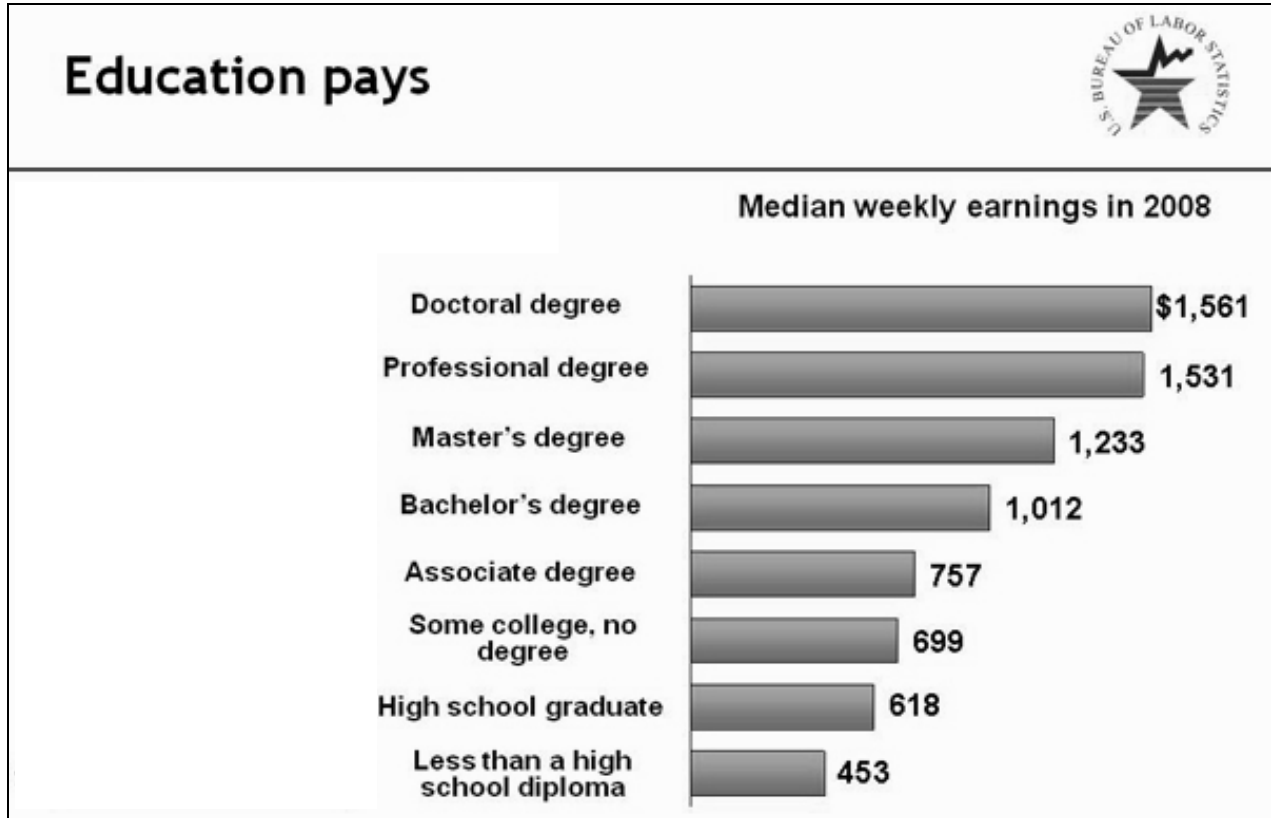
5. Which of the levels of education have median weekly earnings below \$600?
6. Calculate the difference between the median salary of a person with an Associate Degree and the median salary of a person with No Diploma.
7. What level of education would you like to complete?

Answer Key: More Education Means More Money

1. What is the title of the graph? *Education Pays*
2. The term median means the same as average. True **False**
3. Using the information from the graph, calculate the difference in annual earnings of a person with some college and a person with no high school diploma. $(\$699 - \$453) \times 52 = \$12,792$
4. According to the graph, the median weekly salary of a person that has an associate's degree is how much? **\$757**
What would this person earn each month (based on 4 weeks per month)? $\$757 \times 4 = \3028
What annual salary would this person earn? $\$757 \times 52 = \$39,364$
5. Which of the levels of education have median weekly earnings below \$600?
Some High School (No Diploma)
6. Calculate the difference between the median salary of a person with an Associate Degree and the median salary of a person with No Diploma. $\$757 - \$453 = \$304$
7. What level of education would you like to complete?

More Education Means More Money

You will earn more if you have more education. You will also be less likely to become unemployed. A survey from 2008 shows that average earnings grow from \$453 to \$618 per week, just by earning a high school diploma. Getting a college Bachelor's degree increases average earnings to \$1,012 per week. More education pays off in higher earnings.



Source: U.S. Bureau of Labor Statistics
<http://www.careerinfonet.org/finaidadvisor/earnings.aspx?nodeid=21>

Using Known Mathematical Relationships

<p>Objectives</p> <ul style="list-style-type: none"> • Students will understand common known relationships: 52 weeks in a year, 12 months in a year. • Students will write mathematical expressions involving multiplication, division, and known relationships. • Students will compute weekly and annual amounts. • Students will be able to explain how known relationships are used to calculate salary and budget money. 	<p>Time frame to Complete</p> <p>1 hour</p>
<p>Standard(s) Addressed in Lesson</p>	<p>Using Math to Solve Problems and Communicate</p>
<p>Benchmark(s) Addressed in Lesson</p>	<p>M.4.1; M.4.2; M.4.15; M 4.27; M.4.29</p>
<p>Materials</p> <ul style="list-style-type: none"> • Worksheet: Understanding Known Relationships • Calculators 	
<p>Activities</p> <p><u>Warm –up:</u> Use a twelve month calendar as a visual aid to help student visualize the known relationship of twelve months in a year. Explain that a known relationship is a relationship they could be expected to know to solve a problem on a test. We agree that these are common relationships that are constant and not variable. Variable quantities must be provided in the math problem. We do not all agree on a constant amount for variable quantities. Ask students to think of other known relationships related to time. (60 minutes in an hour, 24 hours in a day, 7 days in a week) Have them think of variable time relationships. Consider the number of days in a month. How do they remember how many days in each month?</p> <p>Define annual: in a year</p> <p>Relate the concept to career awareness by discussing salary and wages. Salary is often expressed annually. We can use known relationships to determine monthly and weekly earnings. . Employees need to calculate weekly and monthly earnings to budget money for housing and transportation and extra expenses. Discuss how division would be used to convert an annual salary to monthly or weekly earnings. Wages are often hourly. Discuss how the number of hours per week people work can vary. It is not a known relationship. A common number is 40 hours per week, but it can vary by employee. An employee must use how many hours a week he or she works to make weekly or annual calculations of earnings. What mathematical operation would be used to convert hourly wages to weekly earnings?</p> <p><u>Step 1:</u> Pass out the worksheets. Explain the two common relationships to the class. There are 52 weeks in a year. There are 12 months in a year.</p>	

Step 2: Have the class practice writing mathematical expressions for multiplication and division. Write simple sentences on the board and have students write them different ways.

Five times four equals twenty. $5 \times 4 = 20$ $(5)(4)=20$

Twenty divided by 5 equals 4. $20/5=4$

Have students use the known relationships to write an expression for how many weeks there are in two years:
 $(52)(2) = 104$ $52 \times 2 = 104$

How many years are there in 260 weeks? $260/52=5$

Step 3: Lead the students through the practice problems.

1. $(525)(12)=\$6,300$
2. $(8)(2)(12)= \$192$
3. $28,600/52=\$550$

Step 4: Have students work independently to write expressions and solve the last three problems.

1. $3,6000/52=\$700$
2. $(12)(12)=\$144$
3. $(2.50)(52)=\$130.$

Step 5: Go over the problems with the students. Are they comfortable expressing multiplication and division algebraically?

Assessment/Evidence

Completed worksheet for students' portfolios documents using known relationships to write multiplication and division mathematical expressions.

Adaptations for Beginning Students

Students can work in groups to complete the last three problems.

Adaptations for Advanced Students

Have students write a math problem using each known relationship. Trade problems with a classmate. Have students write the mathematical expressions and solve their classmate's problems.

Using Known Mathematical Relationships

Writing Mathematical Expressions

Purpose: To understand how to use “known relationships” to solve math problems; to write mathematical expressions using known relationships

Here are two examples of known relationships:

- 52 weeks in a year
- 12 months in a year

Practice: Use a known relationship to write a mathematical expression and solve these practice problems.

1. Ann rents an apartment for \$525.00 per month. How much is her rent for one year? Write a mathematical expression, and solve the problem.
2. Geo makes a monthly trip to a doctor in another city. The bus ticket costs \$8.00 one way. How much does Geo spend each month on transportation to the doctor? How much does Geo spend annually on transportation to the doctor?
3. Andy signs an employment contract for his new job. The contract states that his annual salary is \$28,600.00. He will receive a weekly pay check. How much is his weekly paycheck?

Use a known relationship to write a mathematical expression and solve these problems.

1. Lee signs an employment contract for a new job. The contract states his annual salary is \$36,400.00. He will receive a weekly pay check. How much is his weekly pay?
2. Hillary brings snacks to work once a month to share with co-workers. She spends \$12 on the snacks every month. How much does she spend annually on snacks for her coworkers?
3. Shey subscribes to a weekly magazine that costs \$2.50 per week. How much does this magazine subscription cost per year?

Answer Key: Using Known Mathematical Relationships

Writing Mathematical Expressions

Practice: Use a known relationship to write a mathematical expression and solve these practice problems.

1. Ann rents an apartment for \$525.00 per month. How much is her rent for one year? Write a mathematical expression, and solve the problem.

$$\$525 \times 12 = \$6300 \text{ per year}$$

2. Geo makes a monthly trip to a doctor in another city. The bus ticket costs \$8.00 one way. How much does Geo spend each month on transportation to the doctor? How much does Geo spend annually on transportation to the doctor?

$$\$8 \times 2 = \$16 \text{ per month}$$

$$\$16 \times 12 = \$192 \text{ per year}$$

3. Andy signs an employment contract for his new job. The contract states that his annual salary is \$28,600.00. He will receive a weekly pay check. How much is his weekly paycheck?

$$\$28,600/52 = \$550 \text{ per week}$$

Use a known relationship to write a mathematical expression and solve these problems.

1. Lee signs an employment contract for a new job. The contract states his annual salary is \$36,400.00. He will receive a weekly pay check. How much is his weekly pay?

$$\$36,400/52 = \$700 \text{ per week}$$

2. Hillary brings snacks to work once a month to share with co-workers. She spends \$12 on the snacks every month. How much does she spend annually on snacks for her coworkers?

$$\$12 \times 12 = \$144 \text{ per year}$$

3. Shey subscribes to a weekly magazine that costs \$2.50 per week. How much does this magazine subscription cost per year?

$$\$2.50 \times 52 = \$130 \text{ per year}$$

Using Graphs to Calculate (Education Pays)

<p>Objectives</p> <ul style="list-style-type: none"> • Students will interpret data from a bar graph. • Students will compute weekly and annual earnings. • Students will compare numbers and find differences. • Students will compute median earnings. • Students will be able to identify the relationship between education level and earning power by analyzing data from the Department of Labor. 	<p>Time frame to Complete</p> <p>2 hours</p>
<p>Standard(s) Addressed in Lesson</p>	<p>Using Math to Solve Problems and Communicate</p>
<p>Benchmark(s) Addressed in Lesson</p>	<p>M.4.2; M.4.16; M.4.22; M.4.26; M.4.28; M.4.31</p>
<p>Materials</p> <ul style="list-style-type: none"> • Post It Notes or small pieces of paper • File cards • “Academic and Employment Credentials” definitions (available in the Resource section on page 121) • “Education Pays” bar graph from Bureau of Labor Statistics (http://www.bls.gov/emp/ep_chart_001.htm) • Lesson worksheet • Calculators • <i>Contemporary’s Number Power Review</i> page 50-51 is a good workbook lesson to introduce median or to extend the concept before or after this lesson. <p>Note: This math lesson should follow the math lesson on “Known Relationships” which introduces or reviews the concept of annual and introduces students to writing mathematical equations. This lesson should follow the reading lesson on “Career Pathways” which reviews definitions of academic and employment credentials in relationship to hourly salary.</p>	
<p>Activities</p> <p><u>Warm –up:</u> Review median. Give each student a post it note or small piece of paper. Have them write the age they would most like to be. Have students arrange the notes on the board or on a table in numerical order and show them how to determine the median.</p> <p>Explain the rules for finding median:</p> <ul style="list-style-type: none"> • If a set contains an odd number of numbers, the median is the middle number. • If a set contains an even number of numbers, the median is the average of the two middle numbers. <p>Demonstrate both concepts using the data the class provided. Add yourself as needed to start with an odd number of post-it notes for the first demonstration and an even number for the second demonstration. Think aloud and model how to find the median with the data set from the class.</p> <p>Write the rules for finding median on the board and have students copy them on a file card to refer to as they solve the problems on the lesson worksheet.</p>	

Step 1: Explain to the class that we are going to work with the concept of median as we analyze data from the Department of Labor that shows the relationship of education level to earnings power. The data is presented in a bar graph. We will read and understand the bar graph and use the data to make a chart. A chart is another way to display data. We will review and compute measurement concepts of weekly, monthly, annually. We will also practice computing median.

Step 2: Pass out the “Education Pays” graph. Review the bar graph with the students. What is the graph about? What are the labels for the bar graphs? Review vocabulary as needed so students understand the educational levels. Pass out the Academic and Employment Credentials definitions. Review the definitions with the students. (You may have already done this if you did the math lesson “More Education Means More Money”)

Discuss the visual impact of the bar graph. What catches their attention? Discuss the impact of the bars as well as the numbers.

Why do they think the Department of Labor chose to display median weekly earnings for full time wage and salary workers age 25 and over? Why not include younger and part time workers? Why median and not average?

Step 3: Have the students read the bar graph to complete the far left column of the chart for median weekly earnings by reading the bar graph. Discuss how the numbers remain the same but communicating the numbers has changed from the bar graph format to the chart format. Compare the two forms of mathematical communication.

Discuss how it is beneficial to look at the same proportion in different ways. Eighty dollars more per week may not sound like as much as four thousand dollars a year. Have students estimate the 30 year projected income for someone with an associate’s degree. Have them write their estimate off to the side of the chart and tell them to compare it to the actual computation as they complete the chart.

Step 4: Have students use a calculator and do the last row of the chart together showing students with less than a high school diploma. Discuss how to convert median weekly earnings to annual earnings. Discuss how the parentheses are used to write the mathematical expressions in the examples. Discuss how to determine the projected income for the 30 year period. Have students use a calculator to complete the chart with a partner.

Step 5: Practice reading the large numbers on the chart with the students. How close was their estimate of the 30 income someone with an associate’s degree? Does anything surprise them?

Step 6: Have students complete the worksheet “Education Pays.” Depending on the levels of the students, the worksheet can be done with the teacher leading the class or in small groups. The worksheet could be completed again independently at a later date for the students’ portfolios.

Step 7: Review the worksheet with the students. Have them speculate why the median salary of the class in question 2 is lower than the weekly salary in the Bureau of Labor Statistics. Are they surprised at the increase in earnings when a student continues her education? Why is it a good exercise to look at hourly, weekly, annual earnings and also projected earnings over a period of time? Discuss how earning more money can generate even additional income over the 30 year period by saving money that earns interest and by investing. What is the advantage of investing in education? Other than income how else do people benefit by increasing education? Why do they think the unemployment rates are higher for people with less education?

Assessment/Evidence

Completed worksheet for students' portfolios documents reading a bar graph and chart and computing difference and computing median.

Adaptations for Beginning Students

Complete more parts of the chart ahead of time so students have fewer problems to do. The projected income column could also be removed.

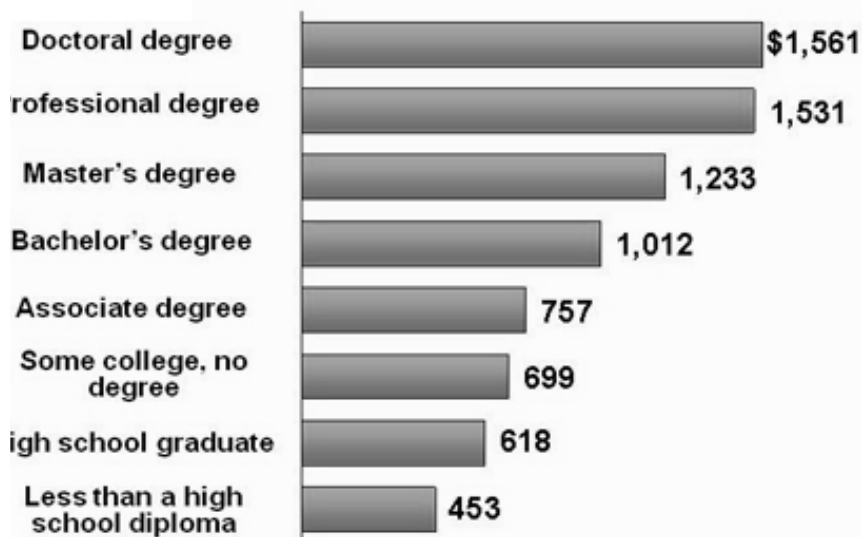
Adaptations for Advanced Students

Have students compute hourly wages based on the weekly median wages for each educational level. Students can divide the median weekly wage by 40. They will round to the nearest cent to determine an hourly wage for each educational level.

Education pays



Median weekly earnings in 2008



Use the bar graph above and a calculator to fill in chart below:

Education Attained	Median weekly earnings in 2008 (dollars)	Annual earnings in 2008 (dollars), (paid sick leave and vacation)	Projected Income over 30 year period (paid sick leave and vacation)
Doctorial degree		\$81,172	\$2,435,160
Professional degree		\$79,612	\$2,388,360
Master's degree		\$64,116	\$1,923,480
Bachelor's degree			
Associate degree			
Some college, no degree			
High school graduate			
Less than a high school diploma	\$453	$(\$453)(52) = \$23,556$	$(\$453)(52)(30) = \$706,680$

Data is for persons age 25 and over. Earnings are for full-time wage and salary workers.
Source: Bureau of Labor Statistics, Current Population Survey

Education Pays

Name _____

Use your completed table and the bar graph “Education Pays” to answer the following questions:

1. There are five students in the morning GED class who are employed full time. The hourly wages of the employed students are \$7.85, \$12.00, \$8.50, \$9.75, and \$21.45. What is the median hourly wage of the five employed students in this GED class?
2. What is the median weekly wage of the employed students in this GED class? (All students have 40 hour per week full time jobs.)
3. How much higher or lower is the median weekly wage of this morning GED class compared to the median weekly earnings in the Bureau of Labor Statistics 2008 population survey?
4. There are eight students in the evening GED class who are employed full time. Their hourly wages are \$7.80, \$11.45, \$13.50, \$9.50, \$20.25, \$8.75, \$10.50, \$12.45. What is the median hourly wage of the employed students in this GED class?
5. According to the Department of Labor Statistics a student who obtains her GED to complete her high school education can expect her median weekly earnings to increase by how much?
6. By how much are her earnings expected to increase annually when she completes her high school education?
7. If the same student continues her education to obtain an associate’s degree, how much more money can she expect to earn working full time for thirty years compared to working full time for thirty years without a high school diploma?

Answer Key: Education Pays

Education Attained	Median weekly earnings in 2008 (dollars)	Annual earnings in 2008 (dollars), (paid sick leave and vacation)	Projected Income over 30 year period (paid sick leave and vacation)
Doctorial degree	\$1,561	\$81,172	\$2,435,160
Professional degree	\$1,531	\$79,612	\$2,388,360
Master's degree	\$1,233	\$64,116	\$1,923,480
Bachelor's degree	\$1,012	\$52,624	\$1,578,720
Associate degree	\$757	\$39,364	\$1,180,920
Some college, no degree	\$699	\$36,348	\$1,090,440
High school graduate	\$618	\$32,136	\$964,080
Less than a high school diploma	\$453	$(\$453)(52) = \$23,556$	$(\$453)(52)(30) = \$706,680$

- There are five students in the morning GED class who are employed full time. The hourly wages of the employed students are \$7.85, \$12.00, \$8.50, \$9.75, and \$21.45. What is the median hourly wage of the five employed students in this GED class? **\$9.75**
- What is the median weekly wage of the employed students in this GED class? (All students have 40 hour per week full time jobs.) **$\$9.75(40) = \390.00**
- How much higher or lower is the median weekly wage of this morning GED class compared to the median weekly earnings in the Bureau of Labor Statistics 2008 population survey? **$\$453 - \$390 = \$63.00$ lower**
- There are eight students in the evening GED class who are employed full time. Their hourly wages are \$7.80, \$11.45, \$13.50, \$9.50, \$20.25, \$8.75, \$10.50, \$12.45. What is the median hourly wage of the employed students in this GED class? **$7.80, 8.75, 9.50, 10.50, 11.45, 12.45, 13.50, 20.25 = \10.98**
- According to the Department of Labor Statistics a student who obtains her GED to complete her high school education can expect her median weekly earnings to increase by how much? **\$165.00**
- By how much are her earnings expected to increase annually when she completes her high school education? **\$8,580**
- If the same student continues her education to obtain an associate's degree, how much more money can she expect to earn working full time for thirty years compared to working full time for thirty years without a high school diploma? **$\$1,180,920 - 706,680 = \$474,240$**

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Resource Matrix - Books		All available through Jist Publishing 800-648-JIST or www.jist.com
Name	Detailed Description	Additional information or Support Materials
<i>Occupational Outlook Handbook</i>	<p>Contains 3-5 page descriptions for nearly 270 major jobs in the U.S. and summary information on additional jobs.</p> <p>For each, the nature of the work, working conditions, job outlook, training and education needed earnings, related occupations, and additional information sources, including Web sites are included.</p>	<p>JIST version contains a personality type assessment (Holland/ RIASEC assessment)</p> <p>Books are dated annually.</p>
<i>EZ Occupational Outlook Handbook</i>	<p>Features one page descriptors of nearly 270 careers described in the Department of Labor's <i>Occupational Outlook Handbook</i>.</p> <p>Similar jobs are grouped together. Jobs are sorted under headings: Management and Business and Financial Operations, Professional and related occupations, Service Occupations, Sales and related occupations, Office and Administrative</p> <p>The appendix sorts job titles found in book to personality types identified on Holland theory assessment of personality types: realistic, investigative, artistic, social, enterprising, conventional.</p>	<p>O*NET values Assessment Holland/ RIASEC personality type</p> <p>Self directed Search</p> <p>This book is not dated and could be used over time.</p>
<i>Enhanced Occupational Outlook Handbook</i>	<p>This book has more job descriptions than regular <i>Occupational Outlook Handbook</i>. Jobs are linked into O*NET data base and Dictionary of Occupational Titles.</p>	<p>The book is not dated and could be used over time.</p>
<i>Occupational Outlook Handbook Activities</i>	<p>Activities to accompany the <i>Occupational Outlook Handbook</i>. These activities could be used with any edition.</p> <p>Sections include: Narrow your Career Focus, Develop Your Employability Skills, Ready Set Goal, Job Search Practice.</p>	<p><i>Occupational Outlook Handbook</i> or internet access to it</p> <p>Activities could be used to accompany <i>EZ Occupational Outlook Handbook</i></p>
<i>50 Best Jobs for your Personality</i> by Michael Farr and Laurence Shatkin	<p>Includes an O*NET Interest Profiler developed by US Department of Labor and linked to O*NET Occupations Master List.</p>	<p>Jobs in the book are grouped under the RIASEC personalities developed by John Holland.</p>
<i>Best Career and Education Web Sites, Sixth Edition</i> by Anne Wolfinger	<p>Listing and reviews of the 350 very best sites on the Internet for learning more about careers, college, training, and job search.</p>	<p>Includes commercial and free job search sites</p>

Resource Matrix - Books		All available through Jist Publishing 800-648-JIST or www.jist.com
Name	Detailed Description	Additional information or Support Materials
<i>Career Quizzes</i> by John Liptak	Career Quizzes guides readers through twelve assessments and helps them start a career plan or job search based on the results of the assessments. A good book for an independent learner to work through.	
<i>Job Interview Tips for People with Not-So-Hot Backgrounds</i> by Ronald and Caryl Krannich	Stressing the importance of preparation, the authors show how to best handle each potential red flag by offering useful strategies along with sample questions and answers.	
<i>No One is Unemployable</i> by Debra Angel and Elisabeth Harney	Creative solutions for overcoming barriers to employment.	Recommended by people who work with hard-to place participants and clients.
<i>Top 100 Careers without a Four-Year Degree</i> by Michael Farr	Information to research careers; learn about pay, outlook, education, and skills for the 100 jobs; match personal skills to the jobs; and take seven steps to land a good job in less time.	This edition features occupational facts and an at-a-glance "Projections Data" table through 2016 for every job

Resource Matrix		Websites
Name	Detailed Description	Contact Information
<i>ABLE Transitions Repository</i>	Collection of recommended resources to aid ABLE programs' transition efforts.	http://mercury.educ.kent.edu/database/uso/resources_all_bytopic.cfm
<i>America Career Resource Network</i>	This site has free, easily reproducible worksheets and a variety of resources/tools: <ul style="list-style-type: none"> • Career Development toolkit • National Career Development Guidelines for teachers • Career Decision Making Tool containing activities for teachers to use in class 	http://cte.ed.gov/acrn
<i>Career One Stop</i>	This has many opportunities to search both local and nationally. It has sections for training, resumes, finding jobs and other opportunities.	Career One Stop Organization (MN) www.careeronestop.org
<i>Dress for Success</i>	Resource for professional clothing for interview and employment.	www.dressforsuccess.org
<i>Federal Student Aid (FAFSA)</i>	This is the site to start the process for financial aid. The information is used in conjunction with the school's financial aid offices to access federal loans, grants and work-study.	www.fafsa.ed.gov
<i>Global Learning</i>	Goodwill Industries site that includes online courses in computers, math, consumer information and employment skills.	www.gcflearnfree.org
<i>Integrating Career Awareness into ABE & ESOL Classroom</i>	The goal of this curriculum is to help adult education teachers and counselors guide adult learners through a comprehensive career planning process that promote a full range of life skills. The curriculum contains lessons and classroom activities to introduce the three phases of career planning: self-exploration, occupational exploration, and education and career planning.	http://www.sabes.org/workforce/integrating-career-awareness.pdf
<i>Ivy Tech Community College</i>	Job Search Handbook (PDF); career planning tools.	http://ivytech.edu/lafayette/career_services/handbook.html

Resource Matrix		Websites
Name	Detailed Description	Contact Information
<i>Jobs and Training Tool</i>	<p>The Jobs and Training Tool allows individuals to quickly identify occupations of interest and corresponding occupational information (wages, projected annual openings, etc.) that are pertinent to making their career choices. Once occupations of interest are identified, the tool</p> <ul style="list-style-type: none"> • allows for immediate searches of job openings • provides a listing of educational programs for selected occupations, as well as schools offering the courses of study. 	<p>http://OhioLMI.com/asp/Career/JobTool.asp</p>
<i>National College Transitions Network</i>	<p>NCTN has a great deal of information on how to help transition students into college; relevant to adult students.</p>	<p>www.collegetransitions.org</p> <p>Overview materials are free; complete CD is available for purchase.</p>
<i>O*NET Career Exploration Tools</i>	<p>The O*NET™ team has designed a set of self-directed career exploration/assessment tools to help workers consider and plan career options, preparation, and transitions more effectively. They also are designed for use by students who are exploring the school-to-work transition. The assessment instruments, which are based on a "whole-person" concept, include:</p> <ul style="list-style-type: none"> • O*NET Ability Profiler (includes math, vocabulary, three dimensional space, name comparison, object matching) • O*NET Interest Profiler (RIASEC based inventory) • O*NET Computerized Interest Profiler • O*NET Work Importance Locator • O*NET Work Importance Profiler (helps determine what is important in a job: achievement, independence, recognition, relationships, support, working conditions) 	<p>http://www.onetcenter.org/tools.html</p> <p>Can be printed free from web site</p> <p>Color version looks easier to score, but could be reproduced in black and white</p> <p>Print version can be ordered</p> <p>Some of these tools are also available from JIST Publishing</p> <p>These instruments will help individuals identify their work-related interests, what they consider important on the job, and their abilities in order to explore those occupations that relate most closely to those attributes. Users of the tools may link to the more than 800 occupations allowing for a seamless transition from assessing interests, work values, and abilities to matching skills with the requirements of local occupations.</p>
<i>Ohio Board of Regents</i>	<p>Portal to Ohio higher education resources and information</p>	<p>http://regents.ohio.gov</p>

Resource Matrix		Websites
Name	Detailed Description	Contact Information
<i>Ohio College Access Network (OCAN)</i>	Resource for gaining access to higher education	www.ohiocan.org
<i>Ohio Labor Market Information</i>	Portal to Ohio's Department of Job and Family Services labor and career information. This site has resources of jobs, education and other services available from the state of Ohio.	http://ohiolmi.com/index.htm Note: Additional information on this website is available in the Resource Section.
<i>Ohio Means Jobs</i>	This resource accesses other career-related search engines like Monster.com, Careers.com, etc. into one resource.	www.OhioMeansJobs.com
<i>Ohio United Way</i>	Portal to all United Way agencies throughout Ohio.	www.ouw.org
<i>State Library of Ohio</i>	Portal to ordering books and media on many topics including career awareness.	www.library.ohio.gov/
<i>Student.Gov</i>	US. Governmental portal to many listings of governmental services for the student. It has planning careers both academic and trade, career development, how to pay for the education and even sites for study help.	www.students.gov/STUGOVWebApp/Public

Ohio Labor Market Information

http://ohiolmi.com

Ohio.gov | Department of Job and Family Services

Search: Google Custom Search

Ohio Labor Market Information

Home Data Tools Jobs Education Careers Coding Maps Links Site Map Contact Us

Welcome to Ohio Labor Market Information

Your source for reports and data about employment levels, unemployment rates, wages and earnings, employment projections, jobs, training resources and careers.

What jobs are in demand? How much do they pay? How many workers are unemployed? If you have questions like these, we have the answers. If you have any problems finding the Labor Market Information (LMI) you need, please [contact us](#). We are happy to assist you.

Quick Links

- Job Search Info
- Explore Careers
- Links for Business
- Links for Researchers

Fast Facts...

Area	Unemployment Rates		
	Mar'09	Feb'09	Mar'08
Ohio	9.7%	9.5%	6.1%
Ohio not seasonally adjusted	10.1%	10.2%	6.2%
U.S.	8.5%	8.1%	5.1%
U.S. not seasonally adjusted	9.0%	8.9%	5.2%

What's New?

[2016 Industry and Occupational Employment Projections](#) for Ohio's eight largest Metropolitan Statistical Areas.

[Tool](#) [Industry Staffing Patterns & Occupational Employment Profiles](#) with

Career Exploration with Job Postings, Training and Occupational Summaries.

Select an occupation to view average wages, projected openings, summary information, job postings and training options.

1. Select an Area of Interest

To get started, select an area by entering a ZIP code in the box or select one of 12 regions by clicking on the Ohio map icon. Some ZIP codes cross county and regional boundaries, so you may be asked to select a specific county for your search. During your search, you can change regions by using the *Change Target Area* button at the top of most pages.

2. Select Type of Search

After you select a region, you can choose among three search options. All three search types provide occupational information and allow you to launch a job search or explore occupational training options.

- *Search All Occupations* allows you to search for a specific occupation or browse through of list of all occupations.
- *Search by Occupational Group* allows you to explore groups of occupations in the same industries, although the individual occupations may be very different. For example, the Healthcare Practitioners and Technical Occupations group includes occupations as diverse as registered nurses and veterinarians.
- *Search High Employment Prospect Occupations* limits your exploration to a smaller group of occupations that tend to have higher than average pay and are expected to be in demand across Ohio.

School List -- Career Training Options

This page displays the different training and education programs for groups of associated occupations. Associated occupations have similar training and education requirements. Not all types of training programs are available in every region. To view programs and schools in regions near your selected area or for all of Ohio, click on the links “*View Surrounding Areas*” or “*View Entire State*.” These links are found near the top of the Training Program list.

Explore Careers

- The [Occupational Outlook Handbook](#) tells you about the training and education, earnings, job prospects, job duties and working conditions for hundreds of different types of jobs—such as teacher, lawyer and nurse.
- [Career Guide to Industries](#) provides career information by industry, including the nature of the industry, working conditions, employment, occupations in the industry, training & advancement, earnings & benefits and employment outlook.
- [Ohio Occupational Profiles](#) supplies wages, skills, education and job outlook.
- [Occupations by Education and Wages](#) allows you to view occupations for education, training and wage levels you specify.
- [Career Exploration with Job Postings, Training and Occupational Summaries](#). Select an occupation to view its average wages, projected openings, summary information, job postings and training options.
- [O*NET OnLine](#) is a resource with occupational information, including worker attributes, job characteristics, skills search and links to other on-line career information resources.
- [Ohio's Job Outlook](#) projects industry and occupation employment.
- [Buckeye Top Fifty](#), in pdf, lists high-wage occupations in Ohio that are in demand and are projected to stay in demand.
- [Career Opportunities: Occupational Trends](#), in pdf, is a pamphlet identifying occupations with more favorable job prospects.
- [High Occupations Prospects](#) lists occupations with at least 50 annual openings and an average wage of \$14.85 per hour, sorted by education and training level.
- [CareerOneStop](#) allows you to explore careers and education & training resources. [Career Videos](#) are available for more than 500 occupations.
- The Ohio Career Information System (OCIS) provides national, state & local information on occupations, training & education, and financial aid. OCIS is available from [One-Stop Offices](#) and many public libraries.

Other Helpful Sections

- [Apprenticeship](#)
- [Military](#)
- [Information for Students](#)
- [More Resources](#)

Occupations with High Employment Prospects in Ohio

Source: Ohio Department of Job and Family Services, Bureau of Labor Market Information, Nov. 2008

Occupations requiring one to twelve months experience/training	Average Wage
Dental Assistants	\$14.93
Bookkeeping and Accounting Clerks	\$15.15
Customer Service Representatives	\$15.00
Police, Fire, and Ambulance Dispatchers	\$17.07
Computer Operators	\$17.34
Construction Laborers	\$17.77
Highway Maintenance Workers	\$15.85
Truck Drivers, Heavy and Tractor-Trailer	\$18.25
Occupations requiring twelve months or more of experience/training	
Claims Adjusters, Examiners and Investigators	\$27.43
Fire Fighters	\$19.08
Police and Sheriff's Patrol Officers	\$22.55
Carpenters	\$18.37
Electricians	\$22.81
Plumbers, Pipefitters and Steamfitters	\$23.04
Automotive Body and Related Repairers	\$18.22
Heating, AC, & Refrigeration Mechanics	\$18.84
Occupations Requiring Postsecondary Vocational Cert.	
Surgical Technologist	\$17.36
Massage Therapists	\$15.04
Real Estate Agents	\$27.34
Automotive Service Technicians and Mechanics	\$17.03
Welders, Cutters, and Brazers	\$16.23
Prepress Technicians and Workers	\$16.74
Occupations Requiring an Associates Degree	
Funeral Director	\$28.92
Computer Support Specialist	\$19.70
Electrical Engineering	\$23.55
Paralegal and Legal Assistants	\$21.04
Registered Nurse	\$27.56
Respiratory Therapist	\$22.76
Dental Hygienist	\$29.45
Occupations Requiring a Bachelor's Degree	
Social and Community Service Managers	\$27.95
Employment, Recruitment & Placement Specialist	\$23.31
Personal Financial Advisors	\$41.04
Computer Programmers	\$30.70
Database Administrators	\$32.47
Electrical Engineers	\$33.59
Chemists	\$30.17
Substance Abuse & Behavioral Dis. Counselors	\$18.52
Family and School Social Workers	\$17.08
Medical and Public Health Social Workers	\$20.68
Special Education Teachers (Annual earnings, typically 9 1/2 months for school)	* \$49,430
Elementary School Teachers (Annual earnings, typically 9 1/2 months for school)	* \$51,880

Green Jobs



This list is taken from a number of different sources which were compiled on Green Economy Post's Website (<http://greeneconomypost.com/green-jobs-metalist-green-careers-1174.htm/1>)

Career Builder: List of The 25 Green Careers with Promise

1. Hydrologist
2. Environmental Engineer
3. Pest Control Technician
4. Conservation Biologist
5. Science Teacher
6. Toxicologist
7. Pollution Control Technician
8. Fund-raising Director
9. Ecologist
10. Camp Counselor
11. Business Manager
12. Economist
13. Forester
14. Environmental Attorney
15. Community Affairs Manager
16. Environmental Health and Safety Technician
17. Landscape Architect
18. Waste Disposal Manager
19. Environmental Chemist
20. Corporate Waste Compliance Coordinator
21. Urban and Regional Planner
22. Agricultural Inspector
23. Wastewater Water Operator
24. Wildlife Biologist
25. Pollution Control Engineer

Yahoo Hot Jobs: Top Green Jobs: In-Demand Jobs That Make Green Industries Go

1. Wind-Energy Developer
2. Wind Construction Project Manager
3. Sustainability Director
4. Energy Engineer
5. Environmental Engineer

E Magazine 10 Great Green Opportunities List

1. Green Globetrotters: Travel and Hospitality
2. Sustainability Stewards: Planning/Land Use
3. Complementary Care: Health and Medicine
4. Power Pushers: Energy and Renewables
5. Planet Protectors: Legal Careers
6. Green Geeks: Information Technology
7. Eco Educators: Green Learning
8. Better Builders: Design and Construction
9. Corporate Social Responsibility
10. Organic Occupations: Food and Farming

The Inventor's Spot Make Some Green Going Green List: Ten Top Green Jobs Today

1. Jobs in Green Car Manufacturing
2. Environment Refuse Processors
3. Hydrologists
4. iPod/ iPhone Doctors
5. Corporate Social Responsibility Professionals
6. Environmental Engineers
7. Wind Energy Developers
8. Organic Farming Specialists
9. Bicycle Technicians
10. Eco-Tourism Jobs

Boston.com List of Green-Collar Jobs

1. Green Interior Designer
2. Eco-Friendly Furniture Builder
3. Green Landscape Architect
4. Green Fashion Designer
5. Environmental Scientist and Hydrologist
6. Protection Technician
7. Heating, Air Conditioning and Refrigeration Mechanic and Installer
8. Construction Manager
9. Farm, Ranch, and Agricultural Manager Specializing in Organic Production
10. Financial Analyst/Adviser Specializing in Socially Responsible Investing
11. Solar Installer
12. Sustainable-Design Architect
13. Environmental Lawyer
14. Fuel-Cell Entrepreneur
15. Environmental Engineer

EcoSalon Green Your Career List: Top 10 Sustainable Green-Collar Jobs for The New Economy

1. Bicycle / Scooter Technicians
2. Public/Private Alternative Energy Engineers
3. Emissions Managers
4. Urban Replanners
5. Urban Gardeners
6. Recycling Specialists
7. Organic Farming Specialists
8. Environment Refuse Processors
9. High School Ecologists
10. Environmental Career Consultant

Fast Company Ten Best Green Jobs for the Next Decade List

1. Conservation Biologist
2. Green MBA and Entrepreneur
3. Recycler
4. Sustainability Systems Developer
5. Urban Planner
6. Farmer
7. Forester
8. Solar Power Installer
9. Energy Efficiency Builder
10. Wind Turbine Fabricator

US News and World Report 10 Hot Green Careers for You

1. Agriculture or forestry supervisors.
2. Architects.
3. Construction managers.
4. Consultants
5. Social responsibility officers.
6. Database specialists.
7. Engineers.
8. Electricians.
9. Scientific researchers.
10. Transportation supervisors and dispatchers.

The Green Economy Post Green Jobs Meta-List

1. Agricultural Inspector
2. Architect (Environmental /Sustainable Design)
3. Bicycle / Scooter Technicians
4. Biologist (Conservation)
5. Building Operations Management
6. Business Manager
7. Camp Counselor
8. Career Consultants (Green)
9. Car Manufacturing (Green)
10. Chemist (Environmental)
11. Climate Risk Analyst
12. Climatologist/Environmental Meteorologist
13. Community Affairs Manager
14. Complementary Health and Medical Care
15. Construction (Energy Efficiency – Green Building)
16. Corporate Social Responsibility Professional
17. Ecologist
18. Economists (Environmental)
19. Educators (Ecological)
20. Emissions Manager
21. Emissions Trader
22. Energy Manager (Renewable)
23. Engineers (Environmental / Pollution Control)
24. Engineers and Developers (Sustainable Energy)
25. Engineer/Biologist (Renewable Fuels/ Bio-Mimicry)
26. Entrepreneur (Green)
27. Environmental Health and Safety (EHS) Technicians
28. Fashion Designer (Green)
29. Financial analyst/adviser specializing in socially responsible investing
30. Foot Massager
31. Food Scientist
32. Forester
33. Fund-Raising Director
34. Furniture Builder (Eco-friendly)
35. Green Travel and Hospitality
36. Heating, air conditioning and refrigeration mechanic and installer
37. Hydrologist / Environmental scientist
38. Industrial Designer (Sustainable)
39. Interface Designers
40. Interior Designer (Green)
41. iPod/ iPhone Doctors
42. IT Specialists (Green Software and Hardware Developers)
43. Landscape Architect (Green)
44. Lawyer (Environmental)
45. Lobbyist
46. Organic Food and Farming Production Specialists
47. Pest Control Technician
48. Pollution Control Technician
49. Protection Technician
50. Scientist (Environmental)
51. Solar Installation
52. Sustainability Specialists
53. Toxicologist
54. Urban Gardeners
55. Waste Management
56. Wind Energy Developers and Construction Professionals

Self Assessment of Work Environment Preferences

To help determine your “best fit” check all that apply. You may not care about some of these issues at this point, and your answers may change over time. It is not necessary to have an opinion in all of these categories now, but using this self-assessment periodically as your career progresses can help you make a decision about which job or career path is right for you at any given time.

Schedule Expectations:

- Full Time/Extended: 50-70 hours/week
- Full Time/Limited: 40 hours/week
- Half time: 20 hours/week
- Full time required/Part time may be an option in the future
- No Weekend work/Occasional Weekend work/Frequent Weekend work required
- Travel: Frequent/Occasional
- Flex time option/Telecommuting option

Location:

- Location: ___ Urban ___ Suburban ___ Rural
- A reasonable commute would be: ___ 20 min ___ 30-55 min ___ 1hour ___ 1 hr. +
- I would work in another state
- I would move to another region
- I would move to another country
- Close to family/Close to friends

Company Size:

- Prefer self-employment
- Prefer small 2-10 employee company
- Prefer 12-20 employee
- Prefer 20- 50 employee
- Prefer 50-100 employee
- Prefer 101-500 employee

Compensation and benefits:

- Prefer salary based compensation with low or no bonuses
- Prefer a lower salary combined with higher potential bonuses
- Require a top salary/comfortable with mid-range salary/money is no object
- Benefits: health, life, retirement

Work Setting Preference:

- Casual or Formal
- High Pressure Setting
- Slow Paced Setting
- High/Low Public Recognition or Fame
- Sole responsibility for matters/working as part of a team
- Rapid advancement within the organization is my primary goal
- Long term job security is important

Work Satisfaction Attributes:

- Work satisfaction is the utmost priority
- I seek variety in my work
- I prefer routines and continuity of work assignments
- Intellectual Challenge
- Sense of Purpose

Career Planning Sheet

Name _____ Date _____

What careers have I explored or am interested in?

Name of Career _____

What is the employment outlook for this career?

What is the average annual income in my area for this career?

What interests me about this career? (List 5)

What skills do I need to be successful in this career? (List 5)

What things about this career don't I like? (List 5)

What 3 traits do I have that make this a good career choice?

What type of schooling is needed? How long will it take me to complete my degree?

- | | |
|--|---|
| <input type="checkbox"/> Certificate program | <input type="checkbox"/> Four-Year College |
| <input type="checkbox"/> Technical (Vocational school) | <input type="checkbox"/> Other requirements |
| <input type="checkbox"/> Community College | |

What schools are located locally?

What career assessments have I completed?

Career Plan Checklist

Name: _____

Date: _____

Mark each of the following statements as true or false. Check the answer that is closest to what you believe about yourself today. Also, mark the skills you wish to learn more about. Even if you answered true in the first column, you may wish to further strengthen your skills in that area.

Self Assessment	T	F	I want to learn more
I know what my academic strengths and weaknesses are.			
I know my personality type.			
I understand my learning style.			
I know what career cluster or career path is a good choice for me.			
Occupation Research	T	F	I want to learn more
I know what occupation I want to pursue.			
I know what workers do in the occupations in which I am interested.			
The occupation I want to pursue will pay me enough to live the kind of life I want.			
I know the training/education I need to qualify for the occupation I want.			
Education and Training	T	F	I want to learn more
I understand the University System of Ohio and training options available to obtain a degree or a certificate that qualifies me for the occupation I want.			
I know where I can get the education and training I need to reach my career goals.			
I have identified any barriers (transportation, child care, family problems) I have to obtaining the education and training I need, and I have a plan to deal with them.			
I am confident about my computer skills, study skills, and test taking skills.			
Career Planning / Goal Setting	T	F	I want to learn more
I am satisfied with the decisions I have made in my life.			
I can determine the steps I need to take to reach a career goal.			
I can set short term goals to reach a long-term goal.			
I am clear about career planning, and I know where to get help if I need advice or support in reaching my goals.			

Most people find that there are a few areas that they need to learn more about in order to be successful in today's workplace. Each of the sections refers to a corresponding step as outlined below:

Self Assessment: This is the foundation for the whole process and critical to professional success! You need to understand who you are and what your strengths and weaknesses are before you can make effective career decisions. The more you understand this information, the better you will be able to plan your career, write a resume, present yourself favourably in interviews, and get the job you really want. You can take a Personality Test, Learning Style Inventory, and Career Cluster Interest Survey. You can take the Test of Adult Basic Education (TABE), Work Keys, or Accuplacer/Compass test.

Occupation Research: In order to connect your strengths and weaknesses to the world of work, it is important that you do some occupational research. This will help you to learn about career pathways and job opportunities that match your interests and talents.

Education and Training: You need to make choices about how and where to get the education and training you need to qualify for the occupation and career you hope to pursue.

Career Planning/Goal Setting: It is important to make decisions about where you are going. This involves setting short-term and long-term goals. A written career plan can help people stay on track and achieve their career goals.

FIRST AND LAST NAME

Address Line 1
Address Line 2
City, State Zip Code
(555) 555-5555

OBJECTIVE: Include objective here

WORK EXPERIENCE:

Job Title **Dates**
Employer, City, State
• List your responsibilities, accomplishments, and skills

Job Title **Dates**
Employer, City, State
• List your responsibilities, accomplishments, and skills

Job Title **Dates**
Employer, City, State
• List your responsibilities, accomplishments, and skills

EDUCATION:

LICENSES AND CERTIFICATIONS:

AWARDS:

PROFESSIONAL MEMBERSHIPS:

Chronological Resume
Source: [Creative Job Search](#), a publication of the Minnesota Department of Employment and Economic Development.

FIRST AND LAST NAME

Address Line 1
Address Line 2
City, State Zip Code
(555) 555-5555

OBJECTIVE

Include objective here

SUMMARY OF QUALIFICATIONS

Qualification—

Short summary of skills, accomplishments, or responsibilities for this specific qualification.

Qualification—

Short summary of skills, accomplishments, or responsibilities for this specific qualification.

Qualification—

Short summary of skills, accomplishments, or responsibilities for this specific qualification.

SUMMARY OF EXPERIENCE

Job Title (can include employer and/or dates)

- Main responsibilities or accomplishments

Job Title (can include employer and/or dates)

- Main responsibilities or accomplishments

EDUCATION

LICENSES AND CERTIFICATIONS

AWARDS OR PROFESSIONAL MEMBERSHIPS

Functional Resume

Source: [Creative Job Search](#), a publication of the Minnesota Department of Employment and Economic Development.

Key Words for Resume and Cover Letter Construction

Action Verbs

accelerated	activated	adapted	administered	analyzed
approved	assisted	completed	conceived	conducted
controlled	coordinated	created	delegated	developed
directed	eliminated	established	evaluated	expanded
expedited	experienced	expanded	facilitated	generated
implemented	improved	increased	influenced	initiated
interpreted	launched	lead	lectured	maintained
managed	mastered	motivated	organized	originated
participated	performed	pinpointed	planned	prepared
programmed	proposed	proved	recommended	reduced
reinforced	revamped	reviewed	revised	scheduled
set-up	simplified	solved	streamlined	structured
supervised	supported	taught	trained	worked
removed	reorganized	repeated	responsible	

Self-descriptive Words

accurately	active	adaptable	adept	aggressive
alert	ambitious	analytical	assertive	astute
attentive	aware	broad-minded	challenging	competent
conscientious	consistent	constructive	contributor	creative
dependable	determined	diplomatic	disciplined	discreet
diverse	dynamic	easily	economical	efficient
energetic	enterprising	enthusiastic	exceptional	experienced
expertise	extensively	extraverted	facilitator	fair
forceful	foresight	high-level	honest	imaginative
independent	initiative	innovative	instrumental	insightful
leading	logical	loyal	mature	methodical
objective	optimistic	participated	perceptive	personable
pioneering	pleasant	positive	practical	productive
readily	realistic	reliable	repeatedly	resourceful
responsible	responsive	self-reliant	sensitive	sincere
sophisticated	strongly	systematic	tactful	talented
unique	versatile	vigorous	will travel	will relocated

Job Interview Tips

An interview gives you the opportunity to showcase your qualifications to an employer, so it pays to be well prepared. The following information provides some helpful hints.

Preparation:

- Learn about the organization.
- Have a specific job or jobs in mind.
- Review your qualifications for the job.
- Be ready to briefly describe your experience, showing how it relates to the job.
- Be ready to answer broad questions, such as "Why should I hire you?" "Why do you want this job?" "What are your strengths and weaknesses?"
- Practice an interview with a friend or relative.

Personal appearance:

- Be well groomed.
- Dress appropriately.
- Do not chew gum or smoke.

The interview:

- Be early.
- Learn the name of your interviewer and greet him or her with a firm handshake.
- Use good manners with everyone you meet.
- Relax and answer each question concisely.
- Use proper English—avoid slang.
- Be cooperative and enthusiastic.
- Use body language to show interest—use eye contact and don't slouch.
- Ask questions about the position and the organization, but avoid questions whose answers can easily be found on the company Web site.
- Also avoid asking questions about salary and benefits unless a job offer is made.
- Thank the interviewer when you leave and shake hands.
- Send a short thank you note.

Information to bring to an interview:

- Social Security card and government-issued ID (driver's license).
- Resume or application. Although not all employers require a resume, it would be helpful.
- References-- typically three. Get permission before using anyone as a reference. Make sure that they will give you a good reference. Try to avoid using relatives as references.
- Transcripts. Employers may require an official copy of transcripts to verify grades, coursework, dates of attendance, and highest grade completed or degree awarded.

Effective Listening

How can you tell if someone is listening to you or not? How do you show others you are listening to them? These are different ways in which you show you are listening and improve your listening skills.

1. It is important to listen carefully if you are working in an office setting so you can understand specific details of your supervisor's instruction. Other times you want to respond to what the speaker is saying.
2. You may want to nod if you work in a large manufacturing plant where it is extremely noisy rather than trying to answer loudly above the noise.
3. Always look straight into the person's eyes when talking to that person. Direct eye contact will show you are listening.
4. Do not talk while the person is talking because it is very rude. Avoid interruption altogether. If you are talking, you will miss important information that is being said.
5. Verbal cues are important. They are short comments that make people want to continue talking. Some of the words are "yes," "I see," "go on." By using these words the person will know you are tuned in and listening.
6. Non-verbal cues are equally important. There are different types of non-verbal cues such as, body language, nodding, leaning forward, and smiling. You should face the speaker with your body positioned to accept the information from the speaker. NEVER cross your arms because it could send a mixed message to the speaker.
7. Always repeat key points. By doing this, you make sure that everyone is clear about what has been said. It will clear up any confusion of what is being asked of you.

Lastly, listening effectively can help you to build a good work relationship between you and supervisors. Do not be afraid to ask questions at appropriate times. By asking questions you get the information needed to do your job.

Academic and Employment Credentials

Certificate of Technical Achievement

A certificate, similar to a report card, which can be updated during and after high school. It is awarded to students who master specific technical skills and knowledge in a certain area.

Stackable Certificates

Pre-college certificates and college level certificates that advance students to a degree along a career pathway. For example, nursing, information technology, transportation, manufacturing

Degree

After finishing a program of study at a college, students receive an academic recognition.

Associate's Degree

The degree granted by colleges after students complete a two-year, full-time program of required courses or its part-time equivalent. These degrees are offered by many kinds of colleges, including community colleges, technical colleges and colleges and universities that offer bachelor's degrees.

Baccalaureate or Bachelor's Degree

The degree granted by a college or university after students have satisfactorily completed a four-or five-year, full-time program of required courses or its part-time equivalent. Students usually receive a Bachelor's of Arts or Bachelor's of Science degree.

Master's Degree

An advanced college degree earned after a bachelor's degree, usually taking at least two years for a full-time student to complete.

Professional Degree

A degree that enables a person to practice in a specific profession such as law or medicine.

Doctorate

The highest university degree, also called a doctor of philosophy (Ph.D.). Physicians usually receive a doctorate of medicine (M.D.), while lawyers receive a juris doctorate (J.D.).

License

Permission given by law to do something. For example, a doctor is licensed to practice medicine.

Financial Aid Resources

Many colleges have financial assistance departments which are helpful. Here are some additional sites for further exploration:

www.uso.edu

www.fafsa.ed.gov

www.mapping-your-future.org

www.collegeboard.com

www.fsa4counselors.ed.gov

Entrance Test Information

What is COMPASS?

COMPASS is a computer based assessment developed by American College Testing Company (ACT). The test is designed for individuals with little or no computer skills. This test is not timed and a proctor is able to offer assistance. The COMPASS exam includes writing, reading, and math and is required for admission into many college programs.

www.studyguidezone.com/compass

www.compass-test.com

www.act.org/compass/sample

What is ACCUPLACER?

The purpose of ACCUPLACER tests is to provide you with useful information about your academic skills in math, English, and reading. The results of the assessment, in conjunction with your academic background, goals, and interests, are used by academic advisors and counselors to determine your course selection.

www.accuplacer.com

www.studyguidezone.com/accuplacertest

<http://www.collegeboard.com/student/testing/accuplacer/preparation-sample.html>

Public Post-Secondary Education Providers in EDR 5		
Name	Phone	Website
Butler Tech	513-868-6300	www.butlertech.org
Cincinnati State Technical And Community College	513-569-1500	http://cincinnati.state.edu
Great Oaks Institute Of Technology And Career Development	513-771-8840	www.greatoaks.com
Miami University <ul style="list-style-type: none"> • Main Campus • Hamilton Branch • Middletown Branch 	513-529-1809 513-785-3000 513-727-3200	www.miami.muohio.edu www.ham.muohio.edu www.mid.muohio.edu
Queen City Career Center	513-977-8081	N/A
Sinclair Community College <ul style="list-style-type: none"> • Courseview Branch (Mason) 	513-339-1212	http://courseview.sinclair.edu/
University Of Cincinnati <ul style="list-style-type: none"> • Main Campus • Clermont Branch • Raymond Walters College 	513-556-1100 513-732-5200 513-745-5600	www.uc.edu www.clc.uc.edu www.rwc.uc.edu
Warren County Career Center	513-932-5677	www.wccareercenter.com

Private Post-Secondary Education Providers in EDR 5		
Name	Phone	Website
Art Academy Of Cincinnati	800-323-5692	www.artacademy.edu
Art Institute Of Ohio - Cincinnati	866-613-5184	www.artinstitutes.edu/cincinnati/
Athenaeum Of Ohio	513-231-2223	www.mtsm.org
Christ Hospital School Of Nursing	513-585-2401	www.health-alliance.com/christnursing.html
Cincinnati Christian University	513-244-8100	www.ccuniversity.edu/
Cincinnati College Of Mortuary Science	888-377-8433	www.ccms.edu
College Of Mount St. Joseph	800-654-9314	http://inside.msj.edu
Gods Bible School And College	513-721-9744	www.gbs.edu/
Good Samaritan College Of Nursing & Health Science	513-862-2631	www.gscollege.edu/
Hebrew Union College - Jewish Institute Of Religion	513-221-1875	http://huc.edu/
Indiana Wesleyan University (online)	765-674-6901	www.indwes.edu
Temple Baptist College	513-851-3800	www.templebaptistcollege.com/
Union Institute & University	800-486-3116	www.myunion.edu/about/locations/cincinnati
Xavier University	513-745-3000	www.xavier.edu

EDR 5 One Stop Information

WIA Area	County	Contact	Agency	Address	Phone	Fax	E-Mail
12	Butler Clermont Warren	Don Kell	Workforce One of Butler County	4631 Dixie Highway Fairfield, OH 45014	(513) 785- 5345	(513) 887- 3221	kelld@odjfs.state.oh.us
13	Hamilton	Wade Smith	Super Jobs Center	1916 Central Parkway Cincinnati, OH 45214	(513) 458- 6566	(513) 458- 6147	wsmith@superjobs.com

To access a complete listing of Ohio's One Stops, please visit:
<http://jfs.ohio.gov/workforce/jobseekers/onestopmap.stm>

EDR 5 Community Action Agencies

WIA Area	County	Contact	Agency	Address	Phone	Fax	E-Mail
12	Butler Clermont Warren	Bruce Jewett, Administrator	Butler CDJFS	315 High St., 9th Floor Hamilton, OH 45011	(513) 887- 4221		jewetb01@odjfs.state.oh.us
		Barb Fabelo, Fiscal Agent			(513) 887- 3223	(513) 887- 4321	fabelb@odjfs.state.oh.us
13	Hamilton	Kevin Holt, Administrator	Hamilton CDJFS	222 E. Central Pkwy Cincinnati, OH 45202	(513) 946- 1840	(513) 946- 2447	
		Mike Hiles, Fiscal Agent			(513) 946- 1854	(513) 946- 2260	

To access a complete listing of Ohio's Community Action Agencies, please visit:
www.development.ohio.gov/cdd/ocs/locate.htm