

**LAWRENCE ADULT LEARNING CENTER
ADVISING PROGRAM**

Scope and Sequence Document

This scope and sequence was developed by the Lawrence Public Schools Adult Learning Center Advisory Team with support from the SABES Program Support Professional Development Center, housed at World Education Inc., in Boston, MA.



INTRODUCTION

This scope and sequence document illustrates the structure of the advising program and informs the process adult learners undertake when they are enrolled at the Lawrence Adult Learning Center. This document serves as guidance for advisors and teachers in the HSE (High School Equivalency), ESOL (English for Speakers of Other Languages), Para-educator, Citizenship, and Family Literacy programs. This document also serves as inspiration to other adult education programs interested in building an advising program. It represents a key tool for implementing and incorporating critical career and college readiness knowledge and skill development.

The Lawrence Adult Learning Center strives to create a welcoming and supportive learning environment that provides our adult learners with the opportunity to build and sustain collaborative relationships; actively engage in their learning; and pursue their options for postsecondary education, training, and employment, based on informed decisions. We believe that education and career advising are essential components of our program and should be conducted in an integrated manner. For example, advisors and teachers work together to link class content with career exploration. Our commitment is to incorporate a restorative justice vision, where all voices are engaged in the decision-making process, rooted in the belief that there is wisdom in each of us and the collective wisdom is always greater than the wisdom of one individual. The Integrating *Career Awareness into the ABE and ESOL Classroom* curriculum as well as the *California Career Resource Network Career & College Readiness Guide* were inspirational resources used to develop this scope and sequence document.

This Advising Scope and Sequence reflects the following components:

- Equitable delivery of advising services;
- Creation and promotion of a culture of self-efficacy and persistence;
- Collaboration to encourage career and college readiness for all learners, including integrated curriculum that brings education and career planning skills into the classroom;
- Enhanced understanding of the importance of integrating education and career planning into curriculum and classroom activities;
- Focus on helping learners identify and achieve authentic goals that are flexible and culturally sensitive.

Linking Advising and Learning

In an integrated education and career advising process, advisors and teachers get to know learners as a whole learner. This collaboration facilitates building community as adult learners develop a sense of belonging and participate as full classroom contributors. Advisors, teachers, and learners work together to discover meaningful goals, understand the importance of goals, and gain clarity of purpose for intentional learning. Adult learners' goals and aspirations need to connect to the curriculum and ongoing advising in order for the program to meet the test of relevance for them. Deepening the engagement of adult learners in the classroom enhances attendance and retention.

PURPOSE

The process described in this scope and sequence shows how our program assists adult learners in acquiring skills they need to succeed in their Next Steps educational, career, and workforce journey. By engaging in this learning process, adult learners will be able to:

- Identify career and occupational goals;
- Describe postsecondary education and training options;
- Understand the role that interests and values play in career selection;
- Understand the financial implications of career decisions, including the cost of education and training in relation to specific occupational goals;
- Complete an initial postsecondary education, workforce, and/or career plan.

The advising curriculum will be introduced during the orientation/enrollment phase of the program. Advisors and teachers will engage in collaborative activities designed to assist adult learners with the career exploration process. Through this process, we enhance and/or develop skills needed to create an effective Next Steps plan. This plan describes the steps each student will take upon completion of studies at the Lawrence Public Schools

Adult Learning Center as it relates to postsecondary training or workforce involvement. The expected outcome is that each adult learner will have an individualized education and career plan upon attainment of his or her HSE credential, paraprofessional credential, and/or ESOL goal attainment.

Four sections focus on the Indicators of Program Quality (IPQ) 6 standards noted at the start of each unit. The CCRS (College and Career Readiness Standards) and IPQ 6 standards are woven into the delivery of each lesson plan. Each unit is designed to take approximately two months to complete, with exception of the first unit, which offers flexibility with time at the beginning of the year. This will vary depending on how often the class meets.

ORGANIZATION

This scope and sequence document is organized into four major topic areas that build education and career planning and readiness skills:



UNIT 1 SELF-KNOWLEDGE

September and October | Guiding question: “Who Am I?”

Learners build an understanding of their interests, values, and skills through assessments and activities. They understand how their values and interests relate to their education and career goals



UNIT 2 CAREER EXPLORATION

November and December | Guiding question: “Where Am I Going?”

Learners conduct research to explore careers and occupations, understand the job market, and learn how labor market information can help determine career and occupational goals.



UNIT 3 CAREER PLANNING

January and February | Guiding question: “How do I Get There?”

Learners explore the career planning process and how it can facilitate the attainment of educational and career goals.



UNIT 4 21st-Century Skills

March, April and May | Guiding question: “How do I Succeed?”

Learners identify essential workplace skills and develop financial and digital literacy skills for the 21st-century workplace.



UNIT 1 SELF-KNOWLEDGE

IPQ 6.1: Learners actively pursue options for postsecondary education, training, and employment, based on informed decisions.

TIME FRAME: September and October; 4 weeks, 10.5 hours

GUIDING QUESTIONS: Who am I? What do I like to do? What am I good at? What is important to me in a job?

VOCABULARY: Job values, digital literacy, persistence, goals, assessments

THE ADVISING PROGRAM WILL	LEARNERS WILL BE ABLE TO:	ACTIVITIES AND CHECKPOINTS
<ul style="list-style-type: none"> • Provide learners with persistence proven tools to succeed as an adult learner at the Adult Learning Center. • Educate learners about the connection between the brain and the learning process. • Define the goals of all learners about what they want to attain by the end of the school year. • Help learners explore skill categories and identify their own skills. • Help learners identify their interests and talents and how to use that information to guide educational and career decisions. <p>ADAPTION FOR REMOTE LEARNING:</p> <ul style="list-style-type: none"> • A Weebly website will be available with all orientation workshops/materials in English and Spanish. • Advisors will conduct workshops via Zoom and create a Google Classroom for each assigned class to post and store completed advising materials. 	<ul style="list-style-type: none"> • Define SMART (Specific, Measurable, Attainable, Relevant and Time-bound) goals for the school year using the goal setting form. • Identify interests and talents and use that information to guide educational and career decisions. • Use reading, writing, speaking, and listening to learn and explain the parts of a neuron and the neurotransmission process, as it relates to the learning process. • Identify barriers and support systems that can help them address barriers. 	<ul style="list-style-type: none"> • Create a MassCIS electronic profile: <ul style="list-style-type: none"> • Interest short form; • Learning styles; • Skills assessment. • Get introduced to goals assignment. • Explore job values. • Take multiple intelligence assessment. • Fill out career and educational planning worksheet. • Take digital literacy assessment. • Define initial short- and long-term goals. • Attend a two-day orientation and build community through a cohort of learners. <p>CHECK POINT!</p> <ul style="list-style-type: none"> ✓ Time frame: At the end of Orientation. ✓ Purpose: Calm some nerves and put things in perspective. Focus on a short-term, attainable goal, such as "Be on time for class for the next four weeks." <p>ADAPTION FOR REMOTE LEARNING:</p> <ul style="list-style-type: none"> • Learners will complete an orientation quiz after finishing the orientation modules.

UNIT 1: SELF-KNOWLEDGE (CONTINUED)

CCR (COLLEGE AND CAREER READINESS) STANDARDS

- **Reading 1.A.** Read closely to construct and analyze meaning; make inferences; evaluate arguments and reasoning; and build knowledge from a variety of increasingly complex informational and literary texts. (CCR Reading 1, 4, 8, 10)
- **Writing 1.A.** Use writing to carry out academic and real-world tasks. (CCR Writing 1, 2, 3, 4, 7, 8, 9)
- **Listening/Speaking 1.A, 1.D, 1.B.** Communicate in varied social, work, and academic contexts; listen closely to construct and analyze meaning; speak clearly and coherently; and converse effectively with diverse partners.

KEY TOOLS AND RESOURCES

MassCIS: <https://masscis.intocareers.org/LandingPage.aspx?Tab=2>

U.S. Department of Labor, O*Net Interest Assessment: <https://www.mynextmove.org/explore/ip>

America's Career Infonet: <https://www.careeronestop.org/Toolkit/ACINet.aspx>

College for Adults: www.collegeforadults.org

SABES: Integrating Career Awareness into the ABE and ESOL Classrooms

- *Setting SMART Goals* (Section 4, Lesson 5)
- *Learning Styles* (Section 4, Lesson 8)



UNIT 2

CAREER EXPLORATION

IPQ 6.2: The program addresses barriers to participation by referring learners to outside social service agencies, as needed.

TIME FRAME: November and December; 6 weeks, 15 hours

GUIDING QUESTIONS: Where am I going?

VOCABULARY: Career, occupation, jobs, training, apprenticeship, certificate, certification, trade, sector, industry-recognized credential

THE ADVISING PROGRAM WILL	LEARNERS WILL BE ABLE TO:	ACTIVITIES AND CHECKPOINTS
<ul style="list-style-type: none"> • Offer different career surveys to learners that can align learner goals with careers of interest. • Facilitate lessons on different career options, required training or education, salary by state, related jobs, etc. • Help learners research and identify the necessary skills and values needed to pursue a career. • Host a career panel of professionals from the community where learners can hear about specific careers. • Facilitate a workshop in collaboration with the Attorney General’s Office on workers’ rights. • Host a job/training fair in partnership with MassHire. <p>ADAPTION FOR REMOTE LEARNING:</p> <ul style="list-style-type: none"> • Advisors will conduct workshops and schedule office hours via Zoom. Completed advising materials will be stored in individual Google Classrooms. 	<ul style="list-style-type: none"> • Use technology and digital literacy skills to take career surveys online. • Research online to explore career information and answer a set of questions about a career or trade. • Answer these questions about a career: <ul style="list-style-type: none"> • What education or training do I need? • How long will it take to pursue this career? • What jobs are available in this career? • How much money can I make? • Do I live in a place where this career is available? • Why do I want to pursue this career? • Consider what job values they have. • Research occupations and identify some of the best databases. • Write out a preliminary career plan using the information they research. 	<ul style="list-style-type: none"> • Complete career research project. • Visit MassHire for information about local jobs and career pathways offered by community resources. • Add items to MassCIS electronic portfolio: <ul style="list-style-type: none"> • Interest profiler; • Skills assessment; • Learning styles survey; • Career cluster inventory. <p>CHECK POINT!</p> <ul style="list-style-type: none"> ✓ Time frame: Right before or after Thanksgiving break. ✓ Purpose: Celebrate and calibrate. Did learners reach a short-term goal? ✓ Re-visit short- and long-term goals and adjust where needed, to boost success and persistence.

UNIT 2: CAREER EXPLORATION (CONTINUED)

CCR (COLLEGE AND CAREER READINESS) STANDARDS

- **Reading 5.A.** Evaluate and use diverse media — including the internet — to gather, interpret, and synthesize information. (CCR Reading 7; ELP 1)
- **Writing 5.A.** Evaluate and use diverse media to collaborate with others and to produce, publish, and enhance original writing. (CCR Writing 6, 8; ELP 3)
- **Writing 2.B.** Employ text structure and style that clearly convey development of ideas. (CCR Writing 2, 4; CCR Language 3; ELP 2, 3, 6, 7)
- **Listening/Speaking 1.D.** Communicate in varied social, work, and academic contexts; listen closely to construct and analyze meaning; speak clearly and coherently; and converse effectively with diverse partners. (CCR Listening/Speaking 1, 3; CCR Reading Foundations 2; ELP 1, 2, 5, 9; MA 1)
- **Listening/Speaking 4.** Apply a variety of listening, speaking, and conversation strategies appropriate to the purpose and context for communicating. (CCR Language 4; MA 3)
- **Navigating Systems Strand. Standard 1.** English language learners will identify and locate systems related to specific personal and family/community needs (e.g., healthcare, education, legal systems).

KEY TOOLS AND RESOURCES

MassCIS: [Career Cluster Inventory \(https://portal.masscis.intocareers.org/\)](https://portal.masscis.intocareers.org/), [Work Importance Locator](#)

U.S. Department of Labor:

[Job Zones Preparation \(https://www.mynextmove.org/find/zone#1\)](https://www.mynextmove.org/find/zone#1)

[America's Career Infonet \(\(https://www.careeronestop.org/Toolkit/ACINet.aspx\):](https://www.careeronestop.org/Toolkit/ACINet.aspx)

[Career Ladders \(https://www.careeronestop.org/competencymodel/buildamodel/overview.aspx\)](https://www.careeronestop.org/competencymodel/buildamodel/overview.aspx)

SABES: Integrating Career Awareness into the ABE and ESOL Classrooms

- *Career Exploration on the Internet handout (Section 3, Lesson 1)*
 - *Version A: Pre-GED/GED learners*
 - *Version B: ESOL learners*
 - *Version C: College transition learners*
- *Informational Interviews — Job/Career Fair (Section 3, Lessons 3 and 4)*



UNIT 3

CAREER PLANNING

IPQ 6.: Learners actively pursue options for postsecondary education, training, and employment, based on informed decisions.

Time frame: January and February; 6 weeks, 14 hours

Guiding questions: How do I get there? How do I make good decisions for myself? How do I find ways to meet my educational and financial needs on my schedule?

Vocabulary: Career planning, decision making, database

THE ADVISING PROGRAM WILL	LEARNERS WILL BE ABLE TO:	ACTIVITIES AND CHECKPOINTS
<ul style="list-style-type: none">• Introduce the career planning process and identify its key elements.• Review learner self-assessments to understand learners' strengths and areas for improvement.• Review learners' educational progress to identify and address needs or problems.• Introduce informational databases related to the career planning process.• Provide information regarding the career ladder process. <p>ADAPTION FOR REMOTE LEARNING:</p> <ul style="list-style-type: none">• Advisors will conduct workshops and meet with learners via Zoom. Google Classroom will be used for posting and storing completed advising materials	<ul style="list-style-type: none">• Describe the steps of the career planning process that will allow them to make effective career decisions.• Understand the importance of making a career plan.• Identify their decision-making style.• Review information gained from their completed assessments to clarify their interests, summarize their current skills, and formulate career goals.• Access informational databases to gather data on career, occupation/trades options.• Make an initial choice from among available occupations.• Make effective career decisions by understanding decision-making style and identifying potential barriers..	<ul style="list-style-type: none">• Define career roadmap.• Fill out individualized career checklist.• Meet with advisor and review progress towards initial short-term goals.• Build MassCIS electronic portfolio by adding all completed assessments and inventories.

UNIT 3: CAREER PLANNING (CONTINUED)

CCR AND ELFP STANDARDS

- **Reading 5.A** (Use of diverse media). Evaluate and use diverse media — including the internet — to gather, interpret, and synthesize information. (CCR Reading 7; ELP 1)
- **Writing 5.A (Use of diverse media)**. Evaluate and use diverse media — including the internet — to collaborate with others and to produce, publish, and enhance original writing. (CCR Writing 6, 8; ELP 3)
- **Writing 2.B (Organization and style)**. Employ text structure and style that clearly convey development of ideas. (CCR Writing 2, 4; CCR Language 3; ELP 2, 3, 6, 7)
- **Listening/Speaking 1.D. (Focus on meaning)**. Communicate in varied social, work, and academic contexts; listen closely to construct and analyze meaning; speak clearly and coherently; and converse effectively with diverse partners. (CCR Listening/Speaking 1, 3; CCR Reading Foundations 2; ELP 1, 2, 5, 9; MA 1)
- **Listening/Speaking 4 (Use of effective strategies)**. Apply a variety of listening, speaking, and conversation strategies appropriate to the purpose and context for communicating. (CCR Language 4; MA 3)
- **Civics Strand. Standard 7**. English language learners will recognize the rights, responsibilities, and opportunities of living in an interconnected digital world and participate in ways that are safe, legal, and ethical.
- **Navigating Systems Strand. Standard 1**. English language learners will identify and locate systems related to specific personal and family/community needs (e.g., healthcare, education, legal systems).

UNIT WORKSHOPS

By this time, students should have basic knowledge and increased vocabulary about the options available to them in order to engage effectively in conversation with presenters/guest speakers.

- **Career Planning Process:** Go over the career planning model and expose learners to different understandings of what career planning is and why it is critical to learners' ability to reach their educational and career goals.
- **Decision-Making Styles:** Learners will participate in a presentation on "Types of Decision Making" and complete the handout to further discuss the pros and cons of each type of decision-making style.
- **College 101 ("College for a Day" Field Trip):** Learners will visit a nearby community college, (which for us is Northern Essex Community College), where they will attend workshops about financial aid and the admission process, as well as participate in a scavenger hunt.
- **Armed Forces Presentation:** Local representatives from the armed forces will present to learners regarding requirements and benefits when joining the armed forces.
- **Trades/Training Presentation:** Learners will attend a presentation at the local MassHire Career Center, where they will learn about trainings available to them once they have attained their High School Equivalency.

*During remote instruction, workshops will be conducted via a virtual video conferencing platform

UNIT 3: CAREER PLANNING (CONTINUED)

KEY TOOLS AND RESOURCES

MassCIS (<https://portal.masscis.intocareers.org/>)

- Electronic portfolio
- Education section (Apprenticeship, Financial Planning)

SABES: Integrating Career Awareness into the ABE and ESOL Classrooms

- *College Awareness* (Section 4, Lesson 9)
- *Different Types of Decision Making* (Section 4, Lesson 4)
- *College Vocabulary* (Section 4, Lesson 10)
- *College Admissions Process* (Section 4, Lesson 13)

College for Adults

- Educational Planning
- College Success Skills



UNIT 4

21ST-CENTURY SKILLS

IPQ 6.3: The advisor and instructional staff work collaboratively to create a culture of learner self-efficacy and persistence.

Time frame: March, April, and May; 6 weeks, 14 hours

Guiding Questions: How do I succeed? What do I need to know and do to successfully plan for my next steps?

Vocabulary: Century skills, budget, resume, FAFSA, cover letter, savings

THE ADVISING PROGRAM WILL	LEARNERS WILL BE ABLE TO:	ACTIVITIES AND CHECKPOINTS
<ul style="list-style-type: none">• Develop learners' resume/cover letter soft skills.• Develop learners' knowledge about the college/university enrollment process.• Identify different industries, skills needed, and the application process.• Introduce financial literacy skills, including budgeting, credit, and financing postsecondary education.• Provide learners with the resources available to support the steps outlined.• Assist learners with their education, career, and or/training transitions.• Help learners apply for and obtain financial aid for their postsecondary education, including completing the FAFSA application, loans, scholarship, grants, and workplace support. <p>ADAPTION FOR REMOTE LEARNING:</p> <ul style="list-style-type: none">• Advisors will conduct workshops via Zoom and will post and store completed advising materials in assigned Google Classrooms.	<ul style="list-style-type: none">• Understand the college selection process.• Understand the college admission process and entrance assessments.• Understand academic structure (semesters, class structure, levels etc.).• Learn about campus resources for supporting learners' success.• Learn about the different methods to pay for college, such as: grants, scholarships, loans, work-study, etc.• Identify how to make better financial decisions.• Create a personal budget.• Develop next steps in the career and educational planning process.	<ul style="list-style-type: none">• Use an easy-to-navigate mobile application to research employment and career opportunities.• Answer questions about key job search elements (pay, schedule, location, etc.).• Complete a resume and cover letter.• Attend/participate in mock interviews.• Visit a college campus and write a one-page report.• Complete and submit a college application.• Complete a FAFSA application.• Apply for and enter a skills training program.• Obtain a certificate, secure a job or advance in a present job.• Learn about the financial benefits of acquiring a postsecondary education (higher wages, better health, benefits, new job opportunities). <p>CHECK POINT!</p> <ul style="list-style-type: none">✓ Time frame: Sometime between March and May.✓ Celebrate goals attained! Check progress towards long-term goals and develop a few action steps, such as "Re-enroll for Fall classes" or "Request information for college prep course."

UNIT 4: 21st CENTURY SKILLS (continued)

CCR AND ELFP STANDARDS

- **Reading 5.A (Use of diverse media).** Evaluate and use diverse media — including the internet — to gather, interpret, and synthesize information. (CCR Reading 7; ELP 1)
- **Writing 4 (Use of diverse media).** Use a variety of writing strategies appropriate to the writing purpose and type of text. (CCR Writing 5, 8; ELP 2 ; MA 3)
- **Writing 5 (Use of diverse media).** Evaluate and use diverse media — including the internet — to collaborate with others and to produce, publish, and enhance original writing. (CCR Writing 6, 8; ELP 3)
- **Listening/Speaking 2 (Organization and style).** Listen for and/or employ a spoken-text structure and style that support the purpose, task, and audience and that help listeners follow the line of reasoning in a presentation or argument. (CCR Listening/Speaking 4; ELP 3, 4, 6, 7)
- **Civics Strand. Standard 7.** English language learners will recognize the rights, responsibilities, and opportunities of living in an interconnected digital world and participate in ways that are safe, legal, and ethical.
- **Navigating Systems Strand. Standard 1.** English language learners will identify and locate systems related to specific personal and family/community needs (e.g., healthcare, education, legal system).
- **Navigating Systems Strand. Standard 4.** English language learners will determine next steps for self-advocacy if system response or support is lacking.

TOOLS AND RESOURCES

SABES: Integrating Career Awareness into the ABE and ESOL Classrooms

- *Self-Sufficiency* standard worksheet (Section 4, Lesson 2)

Google Applied Digital Skills: Create a Resume

- [Crea un currículum en Documentos de Google](#)
- [Job Preparedness and Career Exploration \(https://applieddigitalskills.withgoogle.com/c/en/jobs\)](https://applieddigitalskills.withgoogle.com/c/en/jobs)
- [College Readiness: \(https://applieddigitalskills.withgoogle.com/en/collegereadiness\)](https://applieddigitalskills.withgoogle.com/en/collegereadiness)