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Class/Program Name	Employability and Career Development			
Class Site(s)	Department of Corrections		Days & Times	M-F, 90 minutes
Student Placement Level(s)	TABE 6.0D and above	Class Assessment(s)	Northstar Digital Literacy Assessment, iSeek, Career Scope, National Career Readiness Credential and related tools	Scaled Score Range	
Class Led By	*ABE Literacy teachers*	Delivery Style	Class X One-to-One Distance Learning Hybrid Other (Please Specify)		
Class Goals	Explore careers. Develop future pathway goals. Understand self-management strategies and navigating systems. Present future pathway plan through Powerpoint and/or speaking. Create resume. Attain basic computer literacy skills.				
Standards Addressed	College and Career Readiness Standards (CCRS)	Reading Anchor 7, Level D Writing Anchor 7, Levels B, C, and D Speaking & Listening Anchor 2, Levels C, D, and E Speaking & Listening Anchor 4, Levels D and E Speaking & Listening Anchor 5, Levels C, D, and E			

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	Academic, Career, and Employability Skills Transitions Integration Framework (ACES TIF)	Effective Communication: Skills 1-3 Learning Strategies: Skills 1-4 Academic Language & Skills: Skills 1-5 Critical Thinking: Skills 1-4 Self-Management: Skills 1-3 Developing Future Pathway: Skills 1-3 Navigating Systems: Skills 1-2
	Northstar Digital Literacy Standards	Required Modules on Northstar Assessment: Module 1: Basic Computer Module 2: World Wide Web Module 3: Windows/Mac Os X Module 4: Email Module 5: Microsoft Word Students may attempt optional modules.
	Other?	DOC Offender Network SMARTboard PowerPoint

Class Content	Competency	Core Materials	Artifacts
	Resume Completion	Grammar, writing, basic principles of resume writing: review of qualifications, skills based, unique qualifications, marketing yourself, effective communication – essential information, resume format comparison chart (from MN WFC "Creative Job Search"	Completed Resume
	Self- Management		

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Competency	Core Materials	Artifacts
Skill 1: Set Realistic Goals		
Identify steps to achieve a goal	MN Careers (2013) Choosing a College (2015) Power of Learning (2009), iSeek, Step Ahead, Career Scope, misc. goal setting curriculum resources - SMART Goals, and other supplemental contextualized reading articles in an occupational context for math and reading skills enhancement.	Career Interest Survey results
Identify potential obstacles		Learning Styles Inventory results
Use strategies and resources to overcome obstacles		Completed lessons on personality traits, goal-setting, understanding causes/failures, decision-making, problem-solving, needs vs. wants, short/long-term goal development
Monitor progress in achieving one's goal and make adjustments as needed		Personal goals summary
Persevere and stick with a task until completion		Skills identification summary
Evaluate the quality of the outcome or product of a task		Final Personal SMART goals
Skill 2: Manage Information		
Identify tools and organizational method (chronologically, categorically) for the organization of information and/or materials	Understanding change, attitude, emotions lessons from Creative Job Search, Step Ahead and/or P.O.W.E.R. of Learning, KeyTrain modules. Development of PEP. Financial Literacy packet	Personal Education Plan, Advising checklist
Select and use appropriate organizational tool(s) for given task		Completed career planning packet Completed financial literacy packet
Evaluate effectiveness of organization strategy		Completed KITE (system for communication in corrections) requesting access to courses and/or library. Assessment: National Career Readiness Certificate
Self- Management		

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Competency	Core Materials	Artifacts
Skill 3: Manage Time		
Identify time demands	Lessons in P.O.W.E.R. of Learning text. computer/digital literacy research exercises.	Journal reflections on managing personal style of time management
Utilize tools for time management		Completed scavenger hunt using "help" feature on a computer
Prioritize tasks using criteria (negotiable v. nonnegotiable, proximity of deadline, importance) to build efficiency and competence		Examples of a prepared a list of possible resources, individuals, or services that can help solve a personal problem or task.
Estimate time needed to complete tasks		Personal time log
Set deadlines		
Evaluate progress and adjust accordingly		
Developing a Future Pathway		

Competency	Core Materials	Artifacts
ABE Instruction aligned to ACES TIF Developing a Future Pathway that addresses competencies identified in domain	Career Scope modules iSEEK modules Goal setting lessons Digital literacy instruction on Powerpoint and creating presentations	Presentation of Future Pathway plan. Rubric score and completed feedback forms on presentation.
APEX College and Career Readiness Course (aligned to standards)		
Guided career packet completion with workforce development staff		

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Approved and aligned independent project that utilizes online resources (such as iseek.org, Minnesota Career Information System, GPS LifePlan, mymncareers.org) that addresses competencies		

Navigating Systems

Competency	Core Materials	Artifacts
Skill 1: Seek information		
Identify and utilize resources (print, electronic, and human that aid in navigating specific systems (employee handbooks, HR Department, student support services)	NCTN Aspirations Tookkit Planning tools: student self-assessment (grading); ADP and/or advising checklist. Other Corrections courses that focus on navigating systems and life skills: Rivers Course, Thinking for a Change Computer-based: KeyTrain modules, Career Scope modules on jobs research and career exploration, Aztec modules on contextualized instruction in specific career cluster. DOC prerelease books	KITE to instructor or advisor request testing appointment or course change. Copy of certificate of completion of Rivers course (or Thinking for a Change): anger & relationship management plan
Recognize, develop, and maintain relationships that may provide further or future assistance		Completed KeyTrain modules. Completed Career Scope assessments
Demonstrate appropriate self-advocacy when faced with barriers		
Skill 2: Identify and comply		
Follow standard procedures and protocols regarding behavior and tasks (punctuality, calling in sick, proper cell phone or computer	Classroom activities: teamwork, problem-solving, decision-making Classroom procedures:	Journal entries

use)	attendance, daily journaling, timesheet/check-in. Role play: Mock interviews, Mock job applications (on computer) and in person. Lessons in KeyTrain and Career Scope. Corrections lesson/activities on: Navigating systems Criminal Background Questions	
Use appropriate documentation processes for tasks (filing emails, cc-ing emails to others, taking messages)		Participation in mock interviews, mock job applications and completion of modules in Career Scope and/or KeyTrain.
Differentiate formal and informal speech, dress and communication and apply appropriately to various situations		Completed criminal background question responses. (e.g. Put employer at ease, own up to it, state accomplishment/what have you done since) Completed dress for success project
Actively reflect on personal performance and seek feedback		Scored rubric and feedback forms on mock interviews, job applications
Acknowledge mistakes, recognize consequences for them and offer options for redress		PEP revisions/fulfilling appointment(s) with advisor
Navigating Systems		

Competency	Core Materials	Artifacts
Skill 3: Identify and follow	Corrections and student handbooks. Procedures and policies in Corrections. (e.g. KITE for communication, schedule, lay-in, visitors, communication via email/phone)	Signed document verifying reviewed procedures and policies for corrections. Student contract(s)
Identify the hierarchy or chain of command of an institution		
Choose appropriate processes for communication within a hierarchy (scheduling a meeting, using communication forms, completing documentation)		

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| | Recognize one's rights and processes for appeals within an organization | | |
| | Identify opportunities for advancement within an organization | | Certifications of completion (corrections courses), ABE level gains, secondary diploma, career-technical certificates |

| | Digital Literacy | | |

	Competency	Core Materials	Artifacts
	Northstar Digital Literacy 85%		
	Module 1: Basic Computer		Northstar Digital Literacy assessment
	Module 2: World Wide Web		Northstar Digital Literacy assessment
	Module 3: Windows/Mac OS X	MIRC Digital Literacy and one-to-one tutoring	Northstar Digital Literacy assessment
	Module 4: Email		Northstar Digital Literacy assessment
	Module 5: Microsoft Word (or Google Docs)		Northstar Digital Literacy test
Class Activities	Lectures, PowerPoint Presentations, Class Readings, Group Discussions, Projects, Independent Study, Career Exploration, Goal Setting, Learning Styles Inventory, Personality Assessments, digital literacy assessments and activities, problem-solving/decision-making team activities, role play.		
Class Text(s), Educational Technology, & Other Instructional Materials	P.O.W.E.R. of Learning, NCTN Aspirations Toolkit, DEED: Creative Job Search, University of MN Extension Financial Literacy, Four Cornerstones of Financial Literacy, MnCareers, Corrections Education personalized curriculum (TPSC). Computer-based: Career Scope, Aztec, KeyTrain, MIRC digital literacy modules, iSEEK		