

Pathway to Success

Curriculum Guide

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Pathway to Success: Unit List

- Unit 1: O*Net Interest Assessment
- Unit 2: Jobs Not Available Due to Criminal Record
- Unit 3: Understanding Job Opportunities at Location of Reentry
- Unit 4: Introduction to Career Pathways
- Unit 5: Introduction to Opportunities at SCI
- Unit 6: Creation of a Career Plan
- Unit 7: Introduction to PA CareerLink System
- Unit 8: Resume, Cover Letters, and Applications
- Unit 9: Interview Skills
- Unit 10: What to Expect When Paroled
- Unit 11: Finalizing Your Career Pathway Plan

Pathway to Success: Curriculum Guide At-A-Glance

Unit	Estimated Hours	Objectives	Portfolio Product	Activity	Handouts
1. O*NET Interest Assessment	10	<ul style="list-style-type: none"> • Student will be able to complete the O*Net Interest Assessment, review their results, and identify 3 jobs in their Jobs Zone • Student be will be able to describe sectors and identify 3 sectors of interest. • Students will be able to identify 3 occupations in each of the 3 interest sectors • Students will be able to complete Foundation Skills Self-Appraisal and indicate evidence of competency in noted employability skills. • Students will be able to identify how employability skills match to occupations 	<ul style="list-style-type: none"> • Completed O*NET Interest Profiler • Target Jobs Chart • Foundation Skills Self-Appraisal • Foundation Skills Priority List 	<ul style="list-style-type: none"> • Activity 1: O*Net Interest profiler (page 3) • Activity 2: Introduction to Sectors (page 11) • Activity 3: Jobvs. Career (page 15) • Activity 4:Introduction to Employability Skills (page 19) • Activity 5: Foundation Skills Framework Self-Appraisal (page 23) 	<ul style="list-style-type: none"> • Activity 1: O*NET Interest Profiler & Score Report (print out) • Activity 1: Target Jobs Chart (pages 7-10) • Activity 2: Job Families and Employment Sectors (page 13) • Activity 2: Sector Notes (page 14) • Activity 3: Job vs. Career Chart (page 16) • Activity 4: Foundation Skills Definitions (pages 21-22) • Activity 5: Foundation Skills Self-Appraisal (print out) • Activity 5: FSF Evidence Sheet (pages 25-26) • Activity 5: FSFPriority List (page 27)

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Unit	Hours	Objectives	Portfolio Product	Activity	Handouts
2. Jobs Not Available Due to Criminal Record	4	<ul style="list-style-type: none"> • Student will be able to list jobs that are not available to persons with a record. • Student will be able to identify barriers to obtaining employment in particular occupations. • Student will be able to identify processes and offer possible solutions or strategies to circumnavigating barriers. • Students will be able to list key components of requests for exceptions. • Student will be able to write a generalized request for exceptions letter. 	<ul style="list-style-type: none"> • Sample letter requesting exceptions or to accelerate the process of being job ready • Barriers to Target Jobs 	<ul style="list-style-type: none"> • Activity 1: Jobs Not Available Due to Criminal Record (page 5) • Activity 2: Barriers to Employment (page 10) 	<ul style="list-style-type: none"> • Activity 1: Jobs Not Available Handout 1 (page 7) • Activity 1: Jobs Not Available Handout 2 (page 8) • Activity 1: Jobs Not Available: General Waiver Letter (page 9) • Activity 2: Common Barriers to Employment (page 12) • Activity 2: Barriers to Target Jobs (page 13)
3. Understanding Job Opportunities at Location of Reentry	4	<ul style="list-style-type: none"> • Student will be able to define in demand occupations and their relevance to a job search. • Student will be able to identify a job wage and make decisions based on his/her budgetary needs. • Student will be able to determine a personal budget. 	<ul style="list-style-type: none"> • Budget Comparison: Completed budget based on potential wages for 2 selected occupations in likely area of reentry • Revised occupational choice list, as applicable 	<ul style="list-style-type: none"> • Activity 1: In Demand Jobs (page 3) • Activity 2: Life Style Choices (page 5) • Activity 3: Budget Comparison (page 8) 	<ul style="list-style-type: none"> • Activity 1: Employment Profile Scavenger Hunt (page 4) • Activity 2: Making Choices (pages 6-7) • Activity 3: Budget Comparison (page 9)

Pathway to Success: Curriculum Guide At-A-Glance

Unit	Hours	Objectives	Portfolio Product	Activity	Handouts
4. Introduction to Career Pathways	9	<ul style="list-style-type: none"> • Students will identify strengths and weaknesses to be job ready: O*NET Skills Inventory; Foundation Skills Priority List; O*NET Job Summaries • Students will be able to define Career Pathway and its relevance to current and future employment and goals. • Students will be able to list areas of strengths and needs related to identified occupations. • Students will be able to identify 2 strategies to strengthen areas of needs for employment (e.g., activities to practice appropriate employability behaviors, training courses) 	<ul style="list-style-type: none"> • O*NET Jobs Summaries: Notes Sheet: List of key Knowledge, Skills, and Abilities needed for targeted occupations (experience, training, etc.) 	<ul style="list-style-type: none"> • Activity 1: Understanding a Career Pathway (page 3) • Activity 2: Identifying Skills and Abilities (page 5) • Activity 3: Identifying Skills and Abilities: My Target Job O*NET Summaries (page 15) 	<ul style="list-style-type: none"> • Activity 1: Electrician Pathway • Activity 1: RHVAC Pathway • Activity 1: Manufacturing (Maintenance) Pathway • Activity 1: Construction Pathway • Activity 2: O*NET Electricians Helper Job Summary • Activity 2: O*NET Jigsaw Activity (pages 8-13) • Foundation Skills List (Unit 1) • Activity 2: What Would You Do? Electrician's Helper Scenarios (page 14) • Activity 3: O*NET Electricians Helper Job Summary • Activity 3: O*NET Job Summaries for identified jobs on Student Portfolio Product Target Jobs Chart (Unit 1 Activity 1) • Activity 3: O*NET Job Summaries Notes Sheet (page 17)

Pathway to Success: Curriculum Guide At-A-Glance

Unit	Hours	Objectives	Portfolio Product	Activity	Handouts
5. Introduction to Opportunities at SCIs	2	<ul style="list-style-type: none"> Students will be able to identify SCI employment or training opportunities. Students will be able to identify SCI employment and training opportunities that are relevant to targeted career goals (based on Unit 4) 	<ul style="list-style-type: none"> Thinking About My Career Pathway 	<ul style="list-style-type: none"> Activity 1: Opportunities at Institution (page 3) Activity 2: Training Opportunities (page 6) 	<ul style="list-style-type: none"> Activity 1: Opportunities at Institution Notes Page (pages 4-5) Activity 2: Thinking About My Career Pathway (page 8)
6. Creation of a Career Plan	8	<ul style="list-style-type: none"> Students will be able to explain and set SMART goals. Students will be able to describe and use a process to identify primary steps to meet career goal. Students will be able to develop a career plan that includes additional steps that might take students beyond targeted career goal on the pathway. Students will be able to develop detailed action steps for each step using SMART goals process; students will include work and educational opportunities at SCI, employability skills development, and potential reentry opportunities. 	<ul style="list-style-type: none"> Detailed Career Pathway Plan which includes: <ul style="list-style-type: none"> concrete goals and steps identified while incarcerated (e.g., training, exploration) associated skills, education, and experience potential reentry opportunities Reviewing My Target Job 	<ul style="list-style-type: none"> Activity 1: Creating a Career Plan (page 3) Activity 2: Problem Solving (page 12) Activity 3: Reviewing My Target Job (page 20) 	<ul style="list-style-type: none"> Activity 1: Career Pathway Plan (page 5) Activity 1: SMART Goals (pages 9-11_ Activity 2: What Would you Do? Problem Solving Scenarios (pages 15-18) Activity 2: Employability Skill: Self-Reflection Sheet (page 19) Activity 3: Reviewing My Target Job (pages 22-24)
7. Introduction to PA CareerLink® System	2	<ul style="list-style-type: none"> Students will be able to name 4 to 6 services or resources provide by PA CareerLink®. 	<ul style="list-style-type: none"> Expanded Career Pathway plan that includes relevant PA CareerLink® services and resources that can support him/her in 	<ul style="list-style-type: none"> Activity 1: Introduction to PA CareerLink® (page 3) Activity 2: PA CareerLink® Services (page 5) 	<ul style="list-style-type: none"> Activity 1: PA CareerLink® Notes Sheet (page 4)

Pathway to Success: Curriculum Guide At-A-Glance

Unit	Hours	Objectives	Portfolio Product	Activity	Handouts
		<ul style="list-style-type: none"> Students will be able to explain eligibility requirements for using PA CareerLink® resources and services. Students will be able to explain the process for enrolling for PA CareerLink® services. 	working towards stated career goals.		
8. Resume, Cover Letter, and Applications	7	<ul style="list-style-type: none"> Students will be able to identify skills, education, and experience and create a resume. Students will be able to align skills and experience to identify appropriate jobs that also match their targeted career goals. Students will be able to write a cover letter for a job. Students will be able to complete sample job applications. 	<ul style="list-style-type: none"> Resume Student created job inquiry letters Student created cover letters Several job application models 	PA DOC Provided <ul style="list-style-type: none"> Activity 1-3: Resumes, Cover Letters, and Applications (page 3) Non PA DOC Provided <ul style="list-style-type: none"> Activity 4: Preparing for the Job Hunt (page 5) 	PA DOC Provided Handouts Activities 1-3 (Intranet) <ul style="list-style-type: none"> Resume Writing PowerPoint John Doe Mock Resume Handout Resume Key Words Handout Cover Letter Overview Cover Letter Template and Examples Application Guide Blank Job Applications <ul style="list-style-type: none"> Activity 4: Student Checklist (pages 6-7)
9. Interview Skills	6	<ul style="list-style-type: none"> Students will be able to identify four key components 	<ul style="list-style-type: none"> Interview script that includes students' skills, experience, education, 	PA DOC Provided (page 4) <ul style="list-style-type: none"> Activity 1: Preparing for a job interview 	PA DOC Provided Handouts Activities 1-5 (Intranet) <ul style="list-style-type: none"> Research Worksheet

Pathway to Success: Curriculum Guide At-A-Glance

Unit	Hours	Objectives	Portfolio Product	Activity	Handouts
		<p>of a well-crafted job interview.</p> <ul style="list-style-type: none"> • Students will be able to script a job interview. • Students will be able to use their resume to identify strengths to include in an interview. • Students will be able to deliver a job interview that incorporates highlighting their skills and abilities and their criminal record. 	<p>personal attributes, employability skills, and criminal record.</p>	<ul style="list-style-type: none"> • Activity 2: Researching the company • Activity 3: Disclosing your criminal record • Activity 4: Delivering the interview • Activity 5: Following up on an interview <p>Non PA DOC Provided</p> <ul style="list-style-type: none"> • Activity 6: Interview Skills Wrap Up (page 6) 	<ul style="list-style-type: none"> • Job notice from a well-known company (e.g., Lowes) • Informational page from the above company's website • 30 Second Commercial • Interviewing Skills • Mock Interview Questions • Tough Interview Questions Regarding Your Incarceration • Sample Thank You Note <ul style="list-style-type: none"> • Activity 6: Script Sheet from Activities 1-5
10. What to Expect When Paroled	2	<ul style="list-style-type: none"> • Students will be able to describe the process of an interview/ parole hearing. • Students will be able to identify 3-5 factors that may be considered positive factors for a parole hearing. • Students will be able to describe expectations for reentry and supervision when reentering. 	<ul style="list-style-type: none"> • A parole hearing script that reflects positive language and behaviors • Adjusted Career Pathway plan with reentry considerations 	<ul style="list-style-type: none"> • Activity 1: Parole Staff Presentation (page 3) • Activity 2: Parole Staff Presentation Follow-up (page 6) 	<ul style="list-style-type: none"> • Activity 1: Parole Staff Presentation Notes Sheet (pages 4-5) • Activity 2: Script Sheet (page 7)
11. Finalizing Your Career Pathway Plan	6	<ul style="list-style-type: none"> • Students will be able to complete Foundation Skills Framework Self-Appraisal 	<ul style="list-style-type: none"> • Completed Employability Skills Self-Appraisal 	<ul style="list-style-type: none"> • Activity 1: Finalizing Your Career Pathway: Employability Skills (page 4) 	<ul style="list-style-type: none"> • Activity 1: Foundation Skills Framework Self-Appraisal (print out)

Pathway to Success: Curriculum Guide At-A-Glance

Unit	Hours	Objectives	Portfolio Product	Activity	Handouts
		<p>and indicate evidence of competency in noted employability skills.</p> <ul style="list-style-type: none"> • Students will be able to reflect on and explain how their employability skills have advanced. • Students will be able to chart and explain the basic steps identified in their career plan. • Students will be able to identify gaps in their training and education for their target job or career path. • Students will be able to identify activities offered by their local institutions and PA CareerLink® that can support their advancement towards being prepared to seek their target job or career path. • Students will be able to set two SMART goals that will identify next steps in working towards their target job or career path. • Students will be able to express how they will address the parole board. 	<ul style="list-style-type: none"> • Completed Final Career Pathway Plan with 2 identified next steps. (page 6) 	<ul style="list-style-type: none"> • Activity 2: Finalizing Your Career Pathway: Reflecting on Your Career or Job Choice (page 6) • Activity 3 Finalizing Your Career Pathway: Putting it All Together (page 11) 	<ul style="list-style-type: none"> • Activity 1: Foundation Skills Framework Self-Appraisal Evidence Sheet (print out) • Activity 2: Portfolio Products Checklist (page 7) • Activity 2: Finalizing Your Career Pathway: Target Job or Career Reflection (pages 8-10) • Activity 3: Final Career Pathway Plan: My Target Job or Career (pages 13-16)

Pathway to Success: Portfolio Products Checklist

Unit	Portfolio Product
1) O*NET Interest Assessment	<ul style="list-style-type: none"> Δ Completed O*NET Interest Assessment Δ Target Jobs Chart Δ Foundation Skills Self-Appraisal Δ Foundation Skills Priority List
2) Jobs Not Available Due to Criminal Record	<ul style="list-style-type: none"> Δ Sample letter requesting exceptions or to accelerate the process of being job ready Δ Barriers to Target Jobs
3) Understanding Job Opportunities at Location of Reentry	<ul style="list-style-type: none"> Δ Completed budget based on potential wages for 2 selected occupations in likely area of reentry Δ Revised occupational choice list, as applicable
4) Introduction to Career Pathways	<ul style="list-style-type: none"> Δ O*NET Jobs Summaries: Notes Sheet: List of key Knowledge, Skills, and Abilities needed for targeted occupations (experience, training, etc.)
5) Introduction to Opportunities at SCIs	<ul style="list-style-type: none"> Δ Thinking About My Career Pathway
6) Creation of a Career Plan	<ul style="list-style-type: none"> Δ Detailed Career Pathways Plan which includes: <ul style="list-style-type: none"> ○ concrete goals and steps identified while incarcerated (e.g., training, exploration) ○ associated skills, education, and experience ○ potential reentry opportunities Δ Reviewing My Target Job
7) Introduction to PA CareerLink®	<ul style="list-style-type: none"> Δ Expanded Career Pathway plan that includes relevant PA CareerLink® and services and resources that can support him/her in working towards stated career goals.
8) Resume, Cover Letter, and Applications	<ul style="list-style-type: none"> Δ Resume Δ Student created job inquiry letters Δ Student created cover letters Δ Several job application models
9) Interview Skills	<ul style="list-style-type: none"> Δ Interview script that includes students' skills, experience, education, personal attributes, employability skills, and criminal record.
10) What to Expect When Paroled	<ul style="list-style-type: none"> Δ A parole hearing script that reflects positive language and behaviors Δ Adjusted Career Pathway plan with reentry considerations
11) Finalizing Your Career Pathway Plan	<ul style="list-style-type: none"> Δ Completed Employability Skills Self-Appraisal Δ Completed Final Career Pathway Plan with 2 identified next steps.

Pathways to Success: Standards and Skills Alignment

Unit		Objectives	Standards/Skills	
1	O*NET Interest Assessment	<ul style="list-style-type: none"> • Student will be able to complete the O*Net Interest Assessment, review their results, and identify 3 jobs in their Jobs Zone • Student be will be able to describe sectors and identify 3 sectors of interest. • Students will be able to identify 3 occupations in each of the 3 interest sectors • Students will be able to complete Foundation Skills Self- Appraisal and indicate evidence of competency in noted employability skills. • Students will be able to identify how employability skills match to occupations 	PA DOE	<ul style="list-style-type: none"> • 13.1.11.B: Analyze career options based on personal interests, abilities, aptitudes, achievements and goals
			CCR	<ul style="list-style-type: none"> • R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • R. 9: Analyze how 2 or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. • R.10: Read and comprehend complex literary and informational texts independently and proficiently. • SL.1: Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively. • SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. • L.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.
			Employability	<ul style="list-style-type: none"> • Locates and Uses Resources • Writes Clearly and Concisely • Makes Decisions (Critical Thinking) • Solves Problems (Critical Thinking)

Pathways to Success: Standards and Skills Alignment

Unit		Objectives	Standards/Skills	
				<ul style="list-style-type: none"> • Works in Teams • Lifelong Learning Skills
2	Jobs not Available Due to Criminal Record	<ul style="list-style-type: none"> • Student will be able to list jobs that are not available to persons with a record. • Student will be able to identify barriers to obtaining employment in particular occupations. • Student will be able to identify processes and offer possible solutions or strategies to circumnavigating barriers, including requests for waivers or to accelerate clearance or meeting of requirements for particular occupations. • Student will be able to list key components of requests for exceptions. • Student will be able to write a generalized request for exceptions letter. 	<i>PA DOE</i>	<ul style="list-style-type: none"> • 13.1.11.B: Analyze career options based on personal interests, abilities, aptitudes, achievements and goals
			<i>CCR</i>	<ul style="list-style-type: none"> • R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. • W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. • SL.1: Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively. • SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. • SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. • SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Pathways to Success: Standards and Skills Alignment

Unit		Objectives	Standards/Skills	
				<ul style="list-style-type: none"> L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
			Employability	<ul style="list-style-type: none"> Locates and Uses Resources Makes Decisions (Critical Thinking) Lifelong Learning Skills
3	Understanding Job Opportunities at Location of Reentry	<ul style="list-style-type: none"> Students will be able to define in demand jobs and their relevance to a job search. Students will be able to identify a job wage and make decisions based on his/her budgetary needs. Students will be able to determine personal budget. 	PA DOE	<ul style="list-style-type: none"> 13.1.8.E: Analyze the economic factors that impact employment opportunities
			CCR	<ul style="list-style-type: none"> R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. SL.1: Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. MP1: Makes sense of problems and perseveres in solving them NBT:1-6: Numbers Operations: Base Ten: Level A & B
			Employability	<ul style="list-style-type: none"> Locates and Uses Resources Makes Decisions (Critical Thinking) Lifelong Learning Skills Understands Finances Applies Mathematical Concepts, Operations, and Reasoning
4	Introduction to Career Pathways	<ul style="list-style-type: none"> Students will identify strengths and weaknesses to be job ready: O*NET Skills Inventory; Foundation Skills Priority List; O*NET Job Summaries 	PA DOE	<ul style="list-style-type: none"> 13.1.8.D: Explain the relationship of career training programs to employment opportunities. 13.1.8.E: Analyze the economic factors that impact employment.

Pathways to Success: Standards and Skills Alignment

Unit	Objectives	Standards/Skills		
	<ul style="list-style-type: none"> • Students will be able to define Career Pathway and its relevance to current and future employment and goals. • Students will be able to list areas of strengths and needs related to identify occupations. • Students will be able to identify 2 strategies to strengthen areas of needs for employment (e.g., activities to practice appropriate employability behaviors, training courses). 	<p>CCR</p>	<ul style="list-style-type: none"> • R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • R. 9: Analyze how 2 or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. • R.10: Read and comprehend complex literary and informational texts independently and proficiently. • SL.1: Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively. • SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. • L.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression. 	
		<p>Employability</p>	<ul style="list-style-type: none"> • Locates and Uses Resources • Makes Decisions (Critical Thinking) • Lifelong Learning Skills 	
<p>5</p>	<p>Introduction to Opportunities at SCI</p>	<ul style="list-style-type: none"> • Students will be able to identify SCI employment or training opportunities. 	<p>PA DOE</p>	<ul style="list-style-type: none"> • 13.1.8.E: Analyze the economic factors that impact employment opportunities.
		<ul style="list-style-type: none"> • Students will be able to identify SCI employment and training opportunities that are relevant to 	<p>CCR</p>	<ul style="list-style-type: none"> • SL.1: Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Pathways to Success: Standards and Skills Alignment

Unit		Objectives	Standards/Skills	
		targeted career goals (based on Unit 4).		<ul style="list-style-type: none"> • SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. • L.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.
			Employability	<ul style="list-style-type: none"> • Locates and Uses Resources • Makes Decisions (Critical Thinking) • Lifelong Learning Skills
6	Creation of a Career Plan	<ul style="list-style-type: none"> • Students will be able to explain and set SMART goals. • Students will be able to describe and use a process to identify primary steps to meet career goal. • Students will be able to develop a career plan that includes additional steps that might take students beyond targeted career goal on the pathway. • Students will be able to develop detailed action steps for each step using SMART goals process; students will include work and educational opportunities at SCI, employability skills development, and potential reentry opportunities. 	PA DOE	<ul style="list-style-type: none"> • 13.1.8.G: Create an individualized career plan
			CCR	<ul style="list-style-type: none"> • R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. • R.8: Delineate and evaluate the argument and specific claims in a text, including the validity of reasoning as well as the relevance and sufficiency of the evidence. • R.10: Read and comprehend complex literary and informational texts independently and proficiently. • W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. • SL.1: Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Pathways to Success: Standards and Skills Alignment

Unit		Objectives	Standards/Skills	
				<ul style="list-style-type: none"> • SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. • L.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.
			Employability	<ul style="list-style-type: none"> • Locates and Uses Resources • Demonstrates Self-Management Strategies (Time Management, Commitment, Self-Initiative) • Lifelong Learning Skills
7	Introduction to PA CareerLink® Services	<ul style="list-style-type: none"> • Students will be able to name 4 to 6 services or resources provided by PA CareerLink®. • Students will be able to explain eligibility requirements for using PA CareerLink® resources and services. • Students will be able to explain the process for enrolling for PA CareerLink® services. 	PA DOE	<ul style="list-style-type: none"> • 13.2.8.B: Evaluate resources available in researching job opportunities
			CCR	<ul style="list-style-type: none"> • SL.1: Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively. • SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. • L.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.
			Employability	<ul style="list-style-type: none"> • Locates and Uses Resources • Lifelong Learning Skills • Listens with Understanding

Pathways to Success: Standards and Skills Alignment

Unit		Objectives	Standards/Skills	
8	Resume, Cover Letters, and Applications	<ul style="list-style-type: none"> • Students will be able to identify skills, education, and experience and create a resume. • Students will be able to align skills and experience to identify appropriate jobs that also match their targeted career goals. • Students will be able to write a cover letter for a job. • Students will be able to complete sample job applications. 	<i>PA DOE</i>	<ul style="list-style-type: none"> • 13.2.8.C: Prepare a draft of career acquisition documents
			<i>CCR</i>	<ul style="list-style-type: none"> • R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • W.1: Write arguments to support claim in an analysis of substantive topics or texts, using valid reasoning and sufficient evidence. • W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. • W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. • W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • SL.1: Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively. • SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. • SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. • L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Pathways to Success: Standards and Skills Alignment

Unit		Objectives	Standards/Skills	
			<i>Employability</i>	<ul style="list-style-type: none"> • Locates and Uses Resources • Writes Clearly and Concisely • Makes Decisions (Critical Thinking) • Solves Problems (Critical Thinking) • Demonstrates Quality Consciousness • Lifelong Learning Skills
9	Interview Skills	<ul style="list-style-type: none"> • Students will be able to identify four key components of a well-crafted job interview. • Students will be able to script a job interview. • Students will be able to use their resume to identify strengths to include in an interview. • Students will be able to deliver a job interview that incorporates highlighting their skills and abilities and their criminal record. 	<i>PA DOE</i>	<ul style="list-style-type: none"> • 13.2.8.A: Identify effective speaking and listening skills used in a job interview
			<i>CCR</i>	<ul style="list-style-type: none"> • R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • W.1: Write arguments to support claim in an analysis of substantive topics or texts, using valid reasoning and sufficient evidence. • W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. • W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. • W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • SL.1: Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively. • SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of

Pathways to Success: Standards and Skills Alignment

Unit		Objectives	Standards/Skills	
				<p>reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> • SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. • L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
			Employability	<ul style="list-style-type: none"> • Locates and Uses Resources • Writes Clearly and Concisely • Makes Decisions (Critical Thinking) • Solves Problems (Critical Thinking) • Speaks Clearly and Concisely • Listens with Understanding • Observes Critically • Demonstrates Self-Management Strategies (Time Management, Commitment, Self-Initiative) • Lifelong Learning Skills
10	What to Expect When Paroled	<ul style="list-style-type: none"> • Students will be able to describe the process of an interview/parole hearing. • Students will be able to identify 3-5 factors that may be considered positive factors for a parole hearing. • Students will be able to describe expectations for reentry and supervision when reentering. 	PA DOE	<ul style="list-style-type: none"> • NA
			CCR	<ul style="list-style-type: none"> • W.1: Write arguments to support claim in an analysis of substantive topics or texts, using valid reasoning and sufficient evidence. • W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. • SL.1: Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively. • SL.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Pathways to Success: Standards and Skills Alignment

Unit		Objectives	Standards/Skills	
				<ul style="list-style-type: none"> • SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. • SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. • L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
			Employability	<ul style="list-style-type: none"> • Listens with Understanding • Demonstrates Self-Management Strategies (Time Management, Commitment, Self-Initiative) • Lifelong Learning Skills
11	Final Career Pathway Plan	<ul style="list-style-type: none"> • Students will be able to complete Foundation Skills Framework Self-Appraisal and indicate evidence of competency in noted employability skills. • Students will be able to reflect on and explain how their employability skills have advanced. • Students will be able to chart and explain the basic steps identified in their career plan. • Students will be able to identify gaps in their training and education for their target job or career path. • Students will be able to identify activities offered by their local 	PA DOE	<ul style="list-style-type: none"> • 13.1.11.B: Analyze career options based on personal interests, abilities, aptitudes, achievements and goals
			CCR	<ul style="list-style-type: none"> • R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • R. 9: Analyze how 2 or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. • R.10: Read and comprehend complex literary and informational texts independently and proficiently. • W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Pathways to Success: Standards and Skills Alignment

Unit	Objectives	Standards/Skills	
	<p>institutions and PA CareerLink® that can support their advancement towards being prepared to seek their target job or career path.</p> <ul style="list-style-type: none"> • Students will be able to set two SMART goals that will identify next steps in working towards their target job or career path. • Students will be able to express how they will address the parole board. 		<ul style="list-style-type: none"> • SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. • SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. • SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. • L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		Employability	<ul style="list-style-type: none"> • Locates and Uses Resources • Writes Clearly and Concisely • Makes Decisions (Critical Thinking) • Solves Problems (Critical Thinking) • Lifelong Learning Skills

Pathway to Success Assignment Tracking Sheet

Student Name _____ DOC # _____

START DATE	END DATE	COMPLETION? (Yes or No)	HOURS
			/

Notes:

Unit 1

Lesson	Date	Comp. v
Introduction to "Pathway to Success"		
Activity #1 O*NET Interest Profiler {Portfolio Product}		
Activity #1 O*NET Interest Profiler Score Report		
Activity #1 Handout 1: Target Jobs Chart {Portfolio Product}		
Activity #2 Introduction to Sectors		
Activity #2 Handout 1: Job Families and Employment Sectors		
Activity #2 Handout 2: Sector Notes		
Activity #3 Job vs. Career		
Activity #3 Handout 1: Jobs Verses Career Chart		
Activity #4 Introduction to Employability Skills		
Activity #4 Foundation Skills Definitions		
Activity #5 Foundation Skills Self-Appraisal		
Activity #5 Handout 1: Foundation Skills Self-Appraisal (wheel) {Portfolio Product}		
Activity #5 Handout 2: Foundation Skills Evidence List		
Activity #5 Handout 3: Foundation Skills Priority List {Portfolio Product}		

Unit 2

Lesson	Date	Comp. v
Unit Overview		
Activity #1 Jobs Not Available Due to Criminal Record		
Activity #1 Handout 1: Jobs Not Available		
Activity #1 Handout 2: Jobs Not Available		
Activity #1 Handout 3: Jobs Not Available – General Waiver Letter {Portfolio Product}		
Activity #2 Barriers to Employment		
Activity #2 Handout 1: Common Barriers to Employment		
Activity #2 Handout 2: Barriers to Target Jobs {Portfolio Product}		

Unit 3

Lesson	Date	Comp. v
Unit Overview		
Activity #1 In-Demand Jobs		
Activity #1 Handout 1: Employment Profile Scavenger Hunt		
Activity #2 Life Style Choices		
Activity #2 Handout 1: Making Choices		
Activity #3 Budget Comparison		
Activity #3 Handout 1: Budget Comparison {Portfolio Product}		

Unit 4

Lesson	Date	Comp. v
Unit Overview		
Activity #1 Understanding a Career Pathway		
Activity #1 Handout 1: Career Pathway Map: Electricians		
Activity #1 Handout 2: Career Pathway Map: RHVAC		
Activity #1 Handout 3: Career Pathway Map: Maintenance		
Activity #1 Handout 4: Career Pathway Map: Construction Workers		
Activity #2 Identifying Skills and Abilities		
Activity #2 Handout 1: O*NET Job Summary: Electricians Helper		
Activity #2 Handout 2: O*NET Jigsaw		
Activity #2 Handout 3: What Would You Do? Scenarios		
Activity #3 Identifying Skills & Abilities: My Target Job O*NET Summaries		
Activity #3 Handout 1: O*NET Job Summaries Notes Sheet {Portfolio Product}		

Unit 5

Lesson	Date	Comp. v
Unit Overview		
Activity #1 Opportunities at Institution (Presentation)		
Activity #1 Handout 1: Opportunities at Institution: Notes Sheet		
Activity #2 Training Opportunities		
Activity #2 Handout 1: Thinking about My Career Pathway {Portfolio Product}		

Unit 6

Lesson	Date	Comp. v
Unit Overview		
Activity #1 Creating a Career Plan		
Activity #1 Handout 1: Career Pathway Plan {Port. Product}		
Activity #1 Handout 2: S.M.A.R.T. Goals		
Activity #2 Problem Solving		
Activity #2 Handout 1: Problem Solving Scenarios		
Activity #2 Handout 2: Employability Skill: Self-Reflection		

Activity #3 Reviewing My Target Job		
Activity #3 Handout 1: Reviewing My Target Job {Port. Product}		

Unit 7

Lesson	Date	Comp. v
Unit Overview		
Activity #1 Introduction to PA CareerLink (Presentation)		
Activity #1 Handout 1: PA CareerLink Notes Sheet		
Activity #2 Handout 1: Expanded Career Pathway Plan {Portfolio Product} (from unit 6)		

Unit 8

Lesson	Date	Comp. v
Unit Overview - Resumes, Cover Letters, and Applications		
Activity #1 Introduction to Resume Writing (PowerPoint presentation)		
Activity #1 Handout 1: John Doe Mock Resume		
Activity #1 Handout 2: Resume Key Words		
Activity #1 Handout 3: Resume {Portfolio Product}		
Activity #2 Cover and Job Inquiry Letters		
Activity #2 Handout 1: Resume Cover Letter Overview		
Activity #2 Handout 2: Resume Cover Letter Template and Example		
Activity #2 Handout 3: Resume Cover Letter {Portfolio Product}		
Activity #2 Handout 4: Job Inquiry Letter Example		
Activity #2 Handout 5: Job Inquiry Letter {Portfolio Product}		
Activity #3 Applications		
Activity #3 Handout 1: Application Guide		
Activity #3 Handout 2: Big Lots Job Application {Portfolio Product}		
Activity #3 Handout 3: Burger King Job Application {Portfolio Product}		
Activity #4 Handout 1: Student Checklist		

Unit 9

Lesson	Date	Comp. v
Unit Overview		
Activity #1 Interview Preparation		
Activity #1 Handout 1: Getting the Interview		
Activity #2 Researching the Company		
Activity #2 Handout 1: Job Notices Information		
Activity #2 Handout 2: Research Worksheet		
Activity #3 Disclosing Your Criminal Record to the Company		
Activity #3 Handout 1: 30-Second Commercial {Port. Product}		
Activity #4 Delivering the Interview		
Activity #4 Handout 1: The interview Guide		
Activity #4 Handout 2: Interview Questions		
Activity #4 Handout 3: Interviewing Skills “The Do’s & Don’ts”		
Activity #4 Handout 4: Mock Interview Questions		
Activity #4 Handout 5: Tough Interview Questions Regarding Your Incarceration		
Activity #5 Following-up on an Interview		
Activity #5 Handout 1: Interview Follow-up		
Activity #5 Handout 2: Thank You Note		
Activity #6 Interview Skills Wrap-up		

Unit 10

Lesson	Date	Comp. v
Unit Overview		
Activity #1 Parole Staff Presentation		
Activity #1 Handout 1: Parole Staff Presentation Notes Sheet		
Activity #2 Handout 1: Script Sheet {Portfolio Product}		
Activity #2 Handout 2: Adjusted Career Pathway Plan {Portfolio Product} (from unit 6)		

Unit 11

Lesson	Date	Comp. v
Unit Overview		
Activity #1 Finalizing Your Career Pathway: Employability Skills		
Activity #2 Finalizing Your Career Pathway: Reflecting on Your Career or Job Choice		
Activity #2 Handout 1: Portfolio Products Checklist		
Activity #2 Handout 2: Finalizing Your Career Pathway: Target Job or Career Reflection		
Activity #2 Handout 1: Foundation Skills Self-Appraisal (wheel) {Portfolio Product}		
Activity #3 Finalizing Your Career Pathway: Putting It All Together		
Activity #3 Handout 1: Final Career Pathway Plan: My Target Job or Career {Portfolio Product}		

Completion	Date	Comp. v
Pathway to Success Student Survey		
Copy of Resume in inmate file		
Copy of Final Career Pathway Plan in inmate file		
Copy of completion certificate in inmate file		
Completed survey to Central Office		
DC47C updated		

Unit 1, Overview

O*Net Interest Assessment

Overview

In this unit students will use the O*NET Interest Profiler to identify areas of interest and competency; identify strengths and areas of improvement using the Foundation Skills Appraisal; and explore skills related to occupations within their chosen sectors.

Estimated Total Hours

10 hours

Objectives

- Students will be able to complete the O*Net Interest Profiler, review their results, and identify three jobs in their job zone.
- Students will be able to describe sectors and identify 3 sectors of interest.
- Students will be able to identify 3 occupations in each of the 3 interest sectors.
- Students will be able to complete the Foundation Skills Self-Appraisal and indicate evidence of competency in noted employability skills.
- Students will be able to identify how employability skills match to occupations.

Portfolio Products

Completed O*NET Interest Profiler
Target Jobs Chart
Foundation Skills Self-Appraisal Foundation
Skills Priority List

Alignment to Pennsylvania Department of Education Standards

13.1.11.B: Analyze career options based on personal interests, abilities, aptitudes, achievements and goals

Alignment to College and Career Readiness Standards

- **R.1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **R.9:** Analyze how 2 or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- **R.10:** Read and comprehend complex literary and informational texts independently and proficiently.
- **SL.1:** Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- **SL.2:** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- **L.6:** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and

Unit 1, Overview

O*Net Interest Assessment

listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.

Alignment to Foundation Skills

- Locates and Uses Resources
- Writes Clearly and Concisely
- Makes Decisions (Critical Thinking)
- Solves Problems (Critical Thinking)
- Works in Teams
- Lifelong Learning Skills

Required Activities

Activity #1: O*NET Interest Profiler

https://www.onetcenter.org/dl_tools/ipsf/Interest_Profiler.pdf

Activity #2: Introduction to Sectors

Activity #3: Job vs. Career

Activity #4: Introduction to Employability Skills (Foundation Skills) Activity #5: Foundation Skills Self-Appraisal

Supplemental Activities Aligned to Foundation Skills

Demonstrates Effective Interpersonal Skills

Works in Teams

Perception Can Sometimes Seem Like Reality

Ask the participants to get into small teams. Have them list 10 characteristics, behaviors, and perceptions that are viewed as negative or irritating.

Debrief the activity with the following questions:

- What stereotypes do we have?
- How can you address these stereotypes?
- How can stereotypes get in the way in the workplace?
- What can you do make sure your workplace doesn't perpetuate stereotypes?

Resources

O*NET Interest Profiler Instrument

https://www.onetcenter.org/dl_tools/ipsf/Interest_Profiler.pdf

PA Career Guide

Target Jobs Chart Handout

Foundation Skills Definitions

Foundation Skills Wheel

Foundation Skills Self-Appraisal

¹Adapted from Institute for the Study of Adult Literacy. (2004). Exploring work-based foundation skills in the ABLE classroom. Accessed at http://www.paadultresources.org/wp-content/uploads/2016/05/foundation_skills_in_able_classroom-2-2-18.pdf

Unit 1, Activity 1

O*NET Interest Profiler

Description

This activity will introduce students to O*NET, O*NET Interest Profiler and the PA Career Guide Occupational Data Bank. The facilitator will present the resources available on O*NET and guide students through the Interest Profiler and related PA Career Guide resources. Students will complete the profiler and identify their occupational interests.

Estimated Time Required

3 hours

Facilitator Preparation

Review the following resources:

- O*NET Interest Profiler Instrument (**NEW**)
https://www.onetcenter.org/dl_tools/ipsf/Interest_Profiler.pdf
- O*NET Interest Profiler Score Report (**NEW**)
https://www.onetcenter.org/dl_tools/ipsf/IP_Score_Report_Starter.pdf
- PA Career Guide

Materials

Paper
Pencils
O*NET Interest Profiler (**NEW**)
O*NET Interest Profiler Score Report (**NEW**)
Student Portfolio
PA Career Guide
Target Jobs Chart

Procedure

1. Introduce students to Pathway to Success program. Tell students that the class will present opportunities to explore jobs and careers. The class will also include many activities that they will work on to develop an understanding and plan for jobs. The class also introduces employability skills and the kinds of skills that employers require. Distribute folders and let students know that they will keep all of their work in these student portfolios. Inform students that they will participate and complete many assignments. The assignments that are labeled Portfolio Products will combine to create their Pathways to Success Portfolio and will also be included in their folders, to be collected and reviewed.
2. Briefly introduce students to O*NET Online. The introduction should orient the students to the purpose of O*NET Online and the tools. Tell the students that they will be learning more about this resource throughout the course.

O*NET Interest Profiler

- a. The O*NET Online program is the nation's primary source of occupational information. Central to the project is the O*NET database, containing information on hundreds of standardized and occupation-specific descriptors. The database, which is available to the public at no cost, is continually updated by surveying a broad range of workers from each occupation. Information from this database forms the heart of O*NET Online, an interactive application for exploring and searching occupations. The database also provides the basis for our Career Exploration Tools, a set of valuable assessment instruments for workers and students looking to find or change careers. The Occupational Information Network (O*NET) is being developed under the sponsorship of the US Department of Labor/Employment and Training Administration (USDOL/ETA) through a grant to the North Carolina Department of Commerce.¹
- b. O*NET Tools to highlight:
 - a. **Interest Profiler**
 - b. **Job summaries**
3. **O*NET Interest Profiler**
 - a. Introduce the **O*NET Interest Profiler** using the instructions in the manual (*attached*). NOTE: An abbreviated Spanish version of the Profiler is available at <https://www.miproximopaso.org>.
 - b. Distribute the **O*NET Interest Profiler** and review vocabulary as needed.
 - c. Ask students to complete the **O*NET Interest Profiler**. Assist students as needed. Instructors may need to read each statement and guide the students to respond, depending on the class. Make sure all students have time to complete the **O*NET Interest Profiler**. NOTE: This is a Portfolio Product, but will not be marked as such.
4. **Interest Profiler** scoring
 - a. Following the instructions in the manual, teachers will score the **O*NET Interest Profiler**.
 - b. During the next class, students will get scores for each of the following *Interest Areas*: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional.
 - c. Have students share their results and what they think their scores mean to selecting a job.
5. **O*NET Interest Profiler** analysis using the **O*NET Interest Profiler Score Report**
 - a. Distribute individual **O*NET Interest Profiler** results to students. Introduce the descriptions for each of the occupational categories.
 - b. You can think of occupational interests as your liking or preference for certain work activities. The Interest Profiler measures interests in each of the six *Interest Areas* described below. **R Realistic**: People with Realistic interests like work activities that include practical, hands-on problems and solutions. They enjoy dealing with plants, animals, and real-world materials, like wood, tools, and machinery. They enjoy outside work. Often people with

¹ Accessed from <https://www.onetcenter.org/overview.html>

O*NET Interest Profiler

Realistic interests do not like occupations that mainly involve doing paperwork or working closely with others.

I Investigative: People with Investigative interests like work activities that have to do with ideas and thinking more than with physical activity. They like to search for facts and figure out problems mentally rather than to persuade or lead people.

A Artistic: People with Artistic interests like work activities that deal with the artistic side of things, such as forms, designs, and patterns. They like self-expression in their work. They prefer settings where work can be done without following a clear set of rules.

S Social: People with Social interests like work activities that assist others and promote learning and personal development. They prefer to communicate more than to work with objects, machines, or data. They like to teach, to give advice, to help, or otherwise be of service to people.

E Enterprising: People with Enterprising interests like work activities that have to do with starting up and carrying out projects, especially business ventures. They like persuading and leading people and making decisions. They like taking risks for profit. These people prefer action rather than thought.

C Conventional: People with Conventional interests like work activities that follow set procedures and routines. They prefer working with data and detail more than with ideas. They prefer work in which there are precise standards rather than work in which you have to judge things by yourself. These people like working where the lines of authority are clear.²

- c. Have the students look at their scores and identify their Primary and Secondary Interest Areas.
 - d. Have students pair up and discuss their results. Ask them to use the following questions to guide their discussion:
 - Do you agree with your identified Primary and Secondary Interest Areas? Why/Why not?
 - What jobs do you think might match up with your Primary Interests Area?
6. PA Career Guide Occupational Data Bank
- a. Introduce students to the PA Career Guide Occupational Data Bank on pages 12-24 of the PA Career Guide. Beginning with the information on page 12, explain that students' Interest Codes from the previous assessment can be found in the first column on the left. Introduce students to the career path information: **W**-going right into the workforce, **T**-other postsecondary training, and **C**-four year college bound.³ Use guided questioning to determine understanding before proceeding.

² Accessed from https://www.onetcenter.org/dl_tools/IP_zips/IP-SR-deskp.pdf

³ Accessed from <http://www.workstats.dli.pa.gov/Documents/Career%20Guides/CareerGuide.pdf>

Unit 1, Activity 1

O*NET Interest Profiler

- b. Survey the students quickly by asking them which career path, **W**, **T**, or **C** they think they would like to target. Ask for volunteers to share and explain their answers. Check for understanding of career path and continue to provide examples until students have developed an understanding.
7. Interest match
- a. Allow time for students to work in small groups to examine job lists. As they examine the job lists that align with their Primary Interest Area, have students choose three jobs that interest them for further exploration. Note: If they don't find jobs in their Primary Interest Area, remind them to use their Secondary Interest Area for jobs of interest.
 - b. Have students fill out the Handout #1 **Target Job Chart** with their choices. They may not be able to complete all sections of the **Target Job Chart**, but inform them that they will revisit this chart throughout the program. Make sure they put notes in the "Why I chose this job" section. Note: Students should use a pencil to complete this form.

Formative Assessment

Informal assessment

Debrief using reflective questions such as:

- What did you learn about yourself?
- Using information in the PA Career Guide, how did you determine the career path?
- What information do you know about your job choices?
- What else do you need to know to make informed decisions about your job choices?

Unit 1, Activity 1, Handout 1

Target Jobs Chart

PORTFOLIO PRODUCT

Directions: Using the jobs you chose after completing the O*Net Interest Profiler, fill out the chart below. You may not be able to complete all of the sections; therefore, you will revisit this chart throughout the class. However, at least the “Why I Chose This Job” should be completed. Make sure to use a pencil to complete this activity as it will be updated frequently.

	Job 1:	Job 2:	Job 3:
Job Sector			
Outlook			
Mean wages: Hourly			
Mean Wages: Annual			
Education			

Unit 1, Activity 1, Handout 1

Target Jobs Chart

PORTFOLIO PRODUCT

	Job 1:	Job 2:	Job 3:
Why I chose this job?			
Knowledge needed (list 3)			
Skills needed (list 3)			
Abilities needed (list 3)			

Which job do you think is most like you? Why? Use your O*NET Profiler and Employability Skills Self-Assessment to provide evidence for your reason.

What skills do you have to do this job?

What abilities do you have to do this job?

What experience do you have to do this job?

What training or education do you have to do this job?

What else do you need to know about this job to see if you are a good fit for this job?

Unit 1, Activity 2

Introduction to Sectors

Description

This activity will introduce students to job sectors and provide examples of information about Pennsylvania's labor market.

Estimated Time Required

2 hours

Facilitator Preparation

Review Career Posters

- Internal Link - [Career Pathways Intranet - Pathway to Success Resources](#)
- External Link - <http://www.workstats.dli.pa.gov/Products/CareerPosters/Pages/default.aspx>.

The posters highlight jobs at each educational level for employment sectors. Wage information and projected annual openings for the occupations are displayed.

Materials

Paper
Pencils
Student Portfolio
Career Posters
Job Families and Employment Sectors
Handout Sectors Notes Handout

Procedure

1. Introductory discussion: Refer to O*Net Interest Profiler from Activity 1 and ask students what they know about sectors/clusters, or job families. Explain that these terms describe groups of occupations that have something in common and focus on similar skills, work requirements, education, and training. While there are many lists of sectors, today we will look at the following:
 - Advanced Manufacturing
 - Building and Construction
 - Energy
 - Agriculture and Food Production
 - Business Services
 - Wood, Wood Products, and Publishing
 - Bio Medical
 - Logistics and Transportation
 - Hospitality, Leisure, and Entertainment
2. Example: students may be most familiar with the manufacturing sector. Explain that the manufacturing sector is large because it includes jobs that create new products.
 - a. Many of these jobs are in a factory or plant. There are also entrepreneurs who can produce goods in a home. Ask for examples of products that can be created as part of this sector. Answers like auto parts, furniture, cars, clothing, and computers are examples of products.

Introduction to Sectors

- b. What are jobs within the manufacturing sector? Answers like machinist, carpenter, inspectors, and assemblers are acceptable.
3. Jig saw activity: Distribute the Career Posters to small groups, ensuring that there are enough groups so that each group has one poster. Instruct students that they will examine their career poster and prepare to present the content to the class. They will need to select a spokesperson for the group and be prepared by providing information to address the following questions (Job Families and Employment Sectors handout):
 - a. What is your sector?
 - b. Describe your sector?
 - c. What jobs are listed as jobs within the sector?
 - d. What other jobs would be considered as jobs within this sector?
 - e. What did you learn about yourself with the Interest Inventory that applies to this sector?
 - f. Are there jobs within this sector that interest you/team? Why or why not?
 - g. What are some products that you can associate with the job titles?
 - h. What is the highest paying job listed in this sector?
 - i. What is the lowest paying job in this sector?
 - j. Which job will have the highest number of job openings?
 - k. Which job will have the least number of openings?
 - l. Using the *PA Career Guide's Occupational Data Bank*, list three jobs that are included in each group's assigned sector.
4. Distribute handout 2 and instruct students to use the sheet to take notes about the sector presentations. Suggest that their notes align to the questions that are being addressed in the presentations. Suggest that they pay careful attention to the sectors where they have an interest or might have an interest. Remind them that information from the presentations may be useful when they update their Target Jobs Chart.

Assessment

Informal assessment

1. Asking reflective questions such as:
 - a. What have you learned about sectors?
 - b. Why is this information important?
 - c. What did you see or hear from other presentations that you would like to know more about?

Unit 1, Activity 2, Handout 1

Job Families and Employment Sectors

Directions: Use the information on your career poster and what you know about job families and sectors to answer these questions.

1. What is your sector?
2. Describe your sector?
3. What jobs are listed as jobs within the sector?
4. What other jobs would be considered as jobs within this sector?
5. What did you learn about yourself with the Interest Inventory that applies to this sector?
6. Are there jobs within this sector that interest you/team? Why or why not?
7. What are some products that you can associate with the job titles?
8. What is the highest paying job listed in this sector?
9. What is the lowest paying job in this sector?
10. Which job will have the highest number of job openings?
11. Which job will have the least number of openings?
12. Using the *PA Career Guide's Occupational Data Bank*, list three (3) jobs that are included in this sector.

Unit 1, Activity 2, Handout 2

Sector Notes

Directions: Using information from the sector presentations, complete the sector notes boxes. This information will help you update your Target Jobs Chart.

Advanced Manufacturing	Agriculture and Food Production	Bio Medical
Building and Construction	Business Services	Wood, Wood Products and Publishing
Energy	Logistics and Transportation	Hospitality, Leisure and Entertainment

Unit 1, Activity 3

Job vs. Career

Description

This activity will identify differences between jobs/careers and wages/salaries.

Estimated Time Required

1 hour

Facilitator Preparation

Review Job vs Career handouts

Print and cut definitions handout, placing definitions in envelopes, one set per envelope

Materials

Paper

Pencils

Student Portfolio

Job vs Career Chart

Jobs, Occupations, and Careers Handouts

Envelopes

Procedure

1. Divide students into groups and provide them with a copy of the Jobs vs Careers chart and an envelope that contains the cut-up answer from the Jobs, Occupations, and Careers Handout.
2. Have students work collaboratively to sort responses into the correct space.
3. Ask groups to share responses. Instructors may either confirm correct answers or write them on the board.
4. Have students discuss information on the chart. Possible questions to discuss:
 - a. Are you more interested in having a job or a career? Why?
 - b. What is the most/least appealing aspect of a job to you? Why?
 - c. What is the most/least appealing aspect of a career to you? Why?
5. Instruct students that this information will be important as they work through the Pathway to Success program.

Adapted from Kenes, A. (2015). College and career readiness standards: career awareness context a checklist and standards-based sample activities. Accessed from: http://www.paadultedresources.org/wp-content/uploads/2016/05/standards-based_sample_activities-12-29-17.pdf

Unit 1, Activity 3, Handout 1

Job vs Career Chart

Directions: Using the cutout pieces provided, complete the chart below.

	Jobs	Occupations	Careers
Definition			
Requirements			
Training/Education Time Frame			
Income			
Security			

Adapted from Kenes, A. (2015). College and career readiness standards: career awareness context a checklist and standards-based sample activities, page 8. Accessed from: http://www.paadultedresources.org/wp-content/uploads/2016/05/standards-based_sample_activities-12-29-17.pdf

Jobs, Occupations, and Careers Handout

	Jobs	Occupations	Career
Definition	<p>A job is an activity through which an individual can earn money. It is a regular activity in exchange for payment.</p> <p>A job is work for which you receive pay. Individuals tend to talk about their work as “just a job” when it doesn’t give them much long-term career satisfaction.</p>	<p>An occupation is generally thought of as a series of related jobs. A high school English teacher’s occupation is education and her job is teaching. She could also become a high school counselor or principal where her occupation is still education. A mechanic may go from working on car engines to diesel trucks and her occupation will continue to be a mechanic.</p> <p>An occupation is a wide category of jobs with similar characteristics. An occupation is a broad title for what someone does on a continual basis.</p>	<p>A career is the pursuit of a lifelong ambition or the general course of progression towards lifelong goals. A career can be thought of as the accumulation of all of the jobs in one or more occupations that have made up an individual’s work life. Your career is comprised of the actions you typically take within a certain occupation. This is often pictured as a staircase or ladder.</p> <p>A career is a lifetime journey of building and making good use of your skills, knowledge and experiences</p>
Requirements	Specific education levels or special training may or may not be required.	May require new learning or training as new jobs are accepted.	Usually requires special training or higher levels of education where the individual is expected to increase their expertise to match higher levels of responsibility.

Adapted from Kenes, A. (2015). College and career readiness standards: career awareness context a checklist and standards-based sample activities, pages 32-33. Accessed from: http://www.paadultedresources.org/wp-content/uploads/2016/05/standards-based_sample_activities-12-29-17.pdf

Unit 1, Activity 3, Handout 1

	Jobs	Occupations	Career
Time <i>Training/ Education Time Frame</i>	Generally for an identified period of time, often short term	Can be either short-term or long-term depending on the relationship of subsequent jobs	Long-term
Income	Varies by demand. Most likely to be categorized as a “wage” by the hour.	<i>NO INFORMATION IN THIS SPACE</i>	Varies depending on value to society or some other entity. Salary is more common.
Security	Dependent on demand, can change rapidly	Dependent on the field	A career may not mean stability of work as it encourages one to take risks. The risks are often internal and therefore planned.

Adapted from Kenes, A. (2015). College and career readiness standards: career awareness context a checklist and standards-based sample activities, pages 32-33. Accessed from: http://www.paadultedresources.org/wp-content/uploads/2016/05/standards-based_sample_activities-12-29-17.pdf

Unit 1, Activity 4

Introduction to Employability Skills

Description

This activity will introduce students to employability skills using the Foundation Skills to identify these skills.

Estimated Time Required

2 hours

Facilitator Preparation

Review the following:

- Foundation Skills Wheel
 - ✓ Internal Link - [Career Pathways Intranet - Pathway to Success Resources](#)
 - ✓ External Link - <http://www.paadultedresources.org/workforce-career-pathways/cp-program-resources/foundation-skills-framework/>
- Foundation Skills Definitions

Materials

Flip chart
Markers
Worker pictures
Student Portfolio
Foundation Skills Definitions
Foundation Skills skills wheel poster

Procedure

1. Introduction to employability skills: Brainstorm activity writing answers on flip chart
 - a. What are employability skills (definition)?
 - b. Why are they important?
 - c. What are other names for employability skills?
 - d. What are some examples of these skills? (you may need to prompt; however, do not use the Foundation Skill verbatim)
2. Work pictures: Divide participants into pairs, and distribute one picture to each pair.
 - a. Working with their partners, instruct participants to look at their pictures to address the following:
 - Describe what the worker is doing
 - What skills would employers say are needed to get this job?
 - What skills would employers say are needed to keep this job?
 - What skills would employers say are needed to advance in this job?
 - b. When it looks like all/most are done, report out.

Unit 1, Activity 4

Introduction to Employability Skills

- c. Select volunteers to hold up their picture, describe or name the job, and tell what employability skills they identified.
 - d. List the skills on flip chart with the intent of looking for similarities and repeats.
 - e. Summarize the list and the activity
3. Introduction to the Foundation Skills skills wheel, using the poster to illustrate.
- a. Lead a brief discussion on the purpose of the Foundation Skills
 - i. Describes the skills employers identify as necessary to get a job, keep a job, and advance in a job
 - ii. Common language to describe the skills and activities associated with the skills.
 - b. Distribute Foundation Skills Definitions. Inform students that they will use this handout throughout the Pathway to Success program. Using the information on the Foundation Skills Definitions informational sheet, define the skills on the Foundation Skills.
 - Basic Workplace Skills, Basic Employability Skills, Basic Workplace Knowledge, Lifelong Learning Skills
 - Review the skills by using the language in the definitions.
 - Brainstorm for potential job activities that for each skill
4. Review the skills students identified with the work pictures. Work with the class to match their original responses with the skills on the skills wheel.

Foundation Skills Definitions

Basic Workplace Skills

Reads with Understanding

Skills needed to read and understand written work-related information, such as reading for various purposes - reading to complete a task, locate specific information, or critically analyze information.

Writes Clearly and Concisely

Skills needed to communicate in writing work-related information and ideas for various audiences and purposes, such as to write accurate and complete messages, and complete documents or forms.

Listens with Understanding

Skills needed to comprehend, analyze, and interpret orally presented communications and directions on familiar and unfamiliar topics.

Speaks Clearly and Concisely

Skills needed to express ideas and information orally in a clear and understandable manner while sustaining interest and attention.

Applies Mathematical Operations, Concepts, and Reasoning

Skills needed to understand, interpret, and manipulate mathematical functions and concepts to complete work tasks and solve problems.

Observes Critically

Critical and reflective thinking and discrimination skills needed to notice, analyze, and respond to visual information, especially in irregular or unusual situations.

Uses Technology

Skills needed to select and effectively use basic technology to perform work-related tasks.

Locates and Uses Resources

Skills needed to identify, select, and allocate resources, such as information, time, people, money, references, equipment, tools, and materials.

Basic Workplace Knowledge

Applies Health and Safety Concepts

Basic knowledge of work-related health and safety procedures and systems and one's role in following the procedures.

Understands Process and Product

Basic knowledge that every organization produces a product or provides a service which is guided by a process, and one's role and importance in that process.

Demonstrates Quality Consciousness

Basic knowledge of how quality is achieved, one's role in contributing to quality, and how and why continuous improvement contributes to quality.

Unit 1, Activity 4

Foundation Skills Definitions

Understands Finances

Basic knowledge of budgets and payroll and how they are related to one's role within the organization.

Works within Organizational Structure and Culture

Basic knowledge of workplace culture and its communication and power structures, and how to work and interact effectively within the modern workplace.

Basic Employability Skills

Demonstrates Effective Interpersonal Relations

Social skills needed to cooperate with others, interact effectively within the workplace as well as advance to new positions and responsibilities.

Demonstrates Self-Management Strategies

Skills and knowledge needed to understand how personal factors contribute to employability, and how to manage time and tasks effectively.

Works in Teams

Social skills needed to work cooperatively and collaboratively with others in order to build and support productive team relations and set and accomplish team goals.

Solves Problems

Critical, creative, and reflective thinking skills needed to identify problems, analyze and evaluate various solutions, implement solutions and monitor their effectiveness.

Makes Decisions

Critical, creative, and reflective thinking skills needed to consider relevant facts and opinions, evaluate potential risks and benefits of various decisions, make a decision, and analyze its outcome.

Lifelong Learning Skills

Lifelong Learning Skills

Core foundation skills that enable one to reach realistic learning and employment goals through lifelong learning opportunities; includes knowing how to learn, applying skills in new contexts, and anticipating and adapting to changes in the workplace.

Adapted from Institute for the Study of Adult Literacy. (2017). Foundation skills competency lists. Accessed from: http://www.paadultedresources.org/wp-content/uploads/2016/05/FSF-competency_list-12-18-17.pdf

Unit 1, Activity 5

Foundation Skills Self-Appraisal

Description

This activity will introduce students to employability skills using the Foundation Skills to define these skills.

Estimated Time Required

2 hours

Facilitator Preparation

Review the following resources:

- Print one for each student: Foundation Skills Self-Appraisal.
 - ✓ Internal Link - [Career Pathways Intranet - Pathway to Success Resources](#)

Materials

Flip chart
Markers
Student Portfolio
Foundation Skills Self-Appraisal Foundation
Skills Evidence List
Foundation Skills Priority List

Procedure

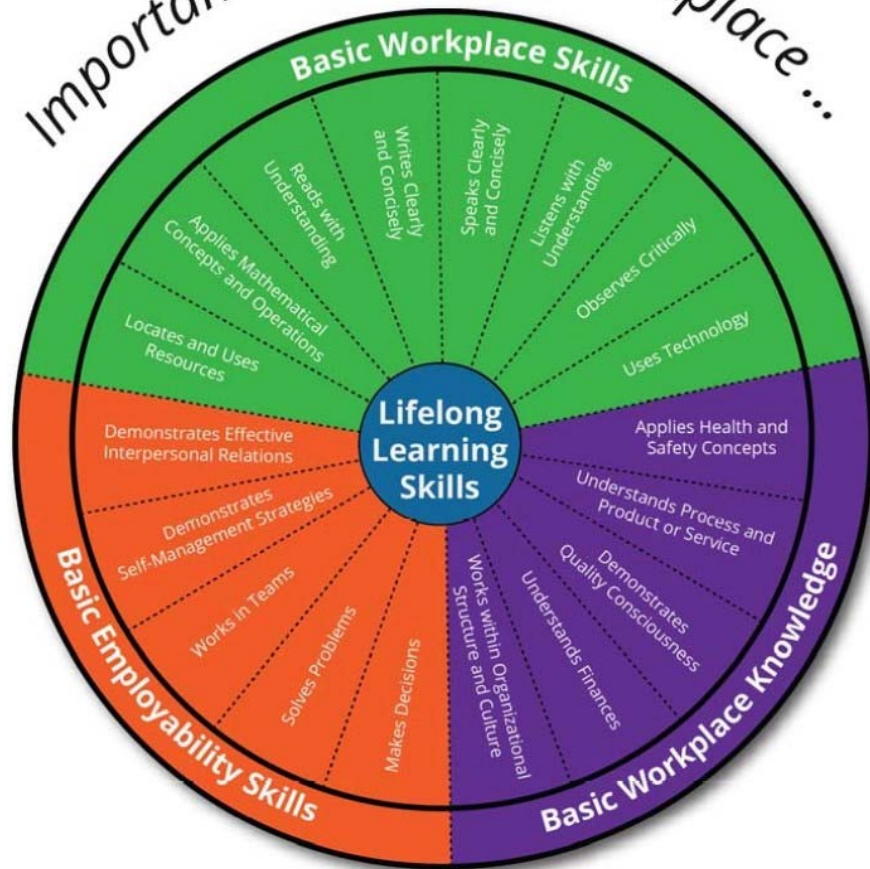
1. Review the Foundation Skills skills wheel by describing skills needed to get a job (Basic Workplace Skills), keep a job (Basic Employability Skills), and advance in a job (Basic Workplace Knowledge). Also, review Lifelong Learning Skills.
2. Discuss that employers are interested in what you can do, not necessarily what you say you can do. It is important for workers to be able to demonstrate skills, not just knowing what to do, but showing what to do. The Foundation Skills Self-Appraisal will help students identify strengths and weaknesses in employability skills and provide evidence of skills or experiences.
3. Distribute previously printed Foundation Skills Self-Appraisal. NOTE: *This is a Portfolio Product and Handout 1, but will not be marked as such.*
4. Provide instructions for completing the Self-Appraisal:
 - a. Read each statement and check the box that most closely describes typical behavior.
 - b. For any activity that you answer **Quite a bit like me**, complete the evidence sheet to document evidence or demonstration of that skill. Complete this activity with the entire class and generate discussion about responses.
 - c. Review the appraisal according to the response chart to determine students' workplace foundation skill areas of strength and weakness.
5. Using information from previous activities, complete the Foundation Skills Priority List handout, listing skills to improve, why they are important to improve, and

Unit 1, Activity 5

Foundation Skills Self-Appraisal

- potential activities and action steps to improve these skills. Note to students that these will be reviewed periodically during this class to note progress.
6. Review Target Jobs Chart and add any information from Activities 2, 3, 4, and 5 of Unit 1. Note to students that this chart will be reviewed periodically during this class and updated as additional information becomes available.

Important skills in the workplace ...



Which do *you* have?

Foundation Skills Self-Appraisal

Step 1:

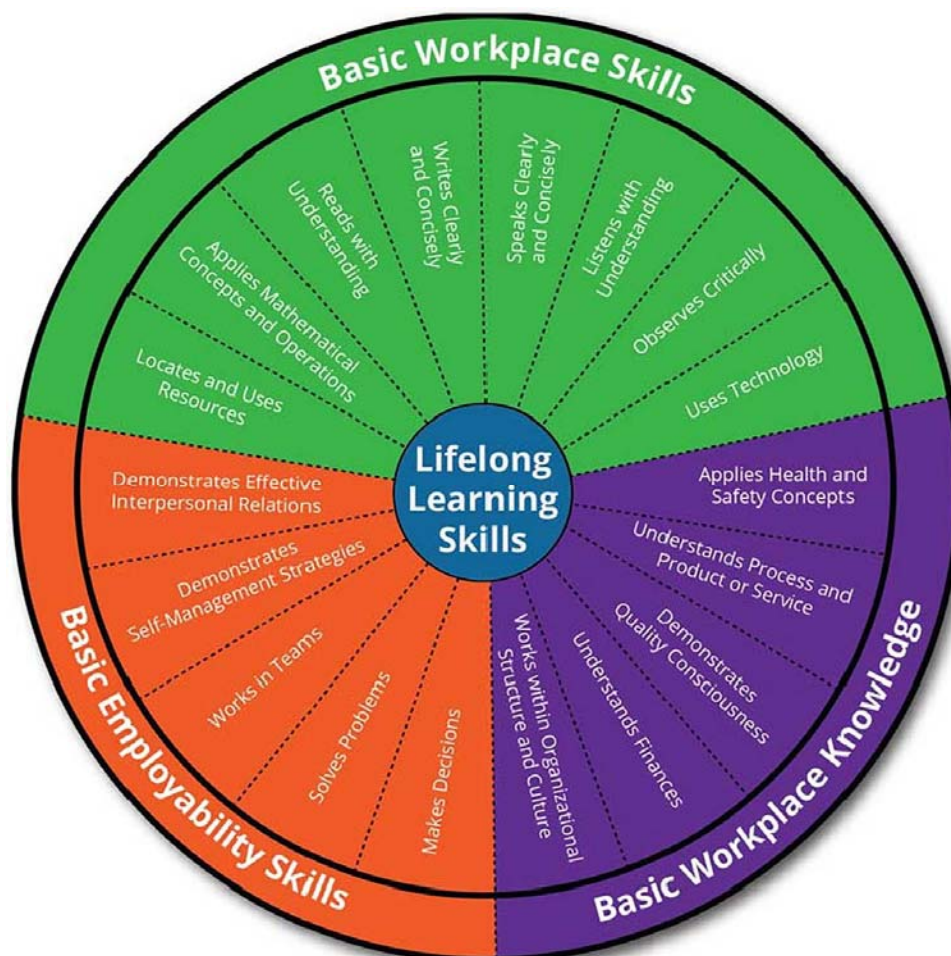
Read each statement on the following page and check the box that most closely describes your typical behavior.

Step 2;

Review the appraisal according to the response chart on page 3 to determine your workplace foundation skill areas of strength and weakness.

Step 3:

Discuss the results with your instructor or case manager. Talk about your strengths and how they can help you on the job. Talk about the areas where you might improve and why they are important. Working with your instructor or case manager, you can develop a plan to strengthen those areas you need for success on the job.



Read the statements below and check the boxes that are most like you.	Almost never like me	Sometimes like me	Quite a bit like me	Not applicable
Basic Employability Skills				
1. I get along well with other people.				
2. I am on time for appointments and activities.				
3. I release stress in healthy ways.				
4. I work well in a team.				
5. I solve problems at work, home or school.				
6. I make decisions at work, home or school.				
Basic Workplace Knowledge				
7. Safety is important to me at work, home or school.				
8. I understand how this company operates.				
9. I know who to go to if I have a problem.				
10. Quality is important to me.				
11. I understand what profit means				
12. I understand the parts of a paycheck.				
13. I know the difference between products and services.				
14. I know how I help provide that product or service.				
Basic Workplace Skills				
15. I understand what I read.				
16. When someone tells me how to do something, I understand and go do it.				
17. I can write clearly and others can understand it.				
18. I communicate clearly so that when I talk with co-workers, other students, friends and neighbors, I am understood.				
19. I can do math including fractions, decimals and percentages.				
20. I pay attention to what is going on around me.				
21. I can use the computer with ease.				
22. I can use e-mail and the Internet.				
23. When I need something to do a job, I go find it.				
Lifelong Learning Skills				
24. I enjoy learning something new every day.				
25. I learn as much as I can when I begin a new project.				
26. I have set educational or work goals for improvement.				
27. I have used skills at work or school that I learned in life.				
28. I have used my work skills outside my work place.				
29. I am flexible when changes are required.				
30. I am willing to learn new skills to adapt to changes.				

To learn more about how to improve the following skills:	Refer to the following competency lists:
Basic Employability Skills	
1. I get along well with other people.	Demonstrates Effective Interpersonal Relations
2. I am on time for appointments and activities.	Demonstrates Self-Management Strategies
3. I release stress in healthy ways.	Demonstrates Self-Management Strategies
4. I work well in a team.	Works in Teams
5. I solve problems at work, home or school.	Solves Problems
6. I make decisions at work, home or school.	Makes Decisions
Basic Workplace Knowledge	
7. Safety is important to me at work, home or school.	Applies Health and Safety Concepts
8. I understand how this company operates.	Works Within Organizational Structure and Culture
9. I know who to go to if I have a problem.	Works Within Organizational Structure and Culture
10. Quality is important to me.	Demonstrates Quality Consciousness
11. I understand what profit means	Understands Finances
12. I understand the parts of a paycheck.	Understands Finances
13. I know the difference between products and services.	Understands Process and Product or Service
14. I know how I help provide that product or service.	Understands Process and Product or Service
Basic Workplace Skills	
15. I understand what I read.	Reads with Understanding
16. When someone tells me how to do something, I understand and go do it.	Listens with Understanding
17. I can write clearly and others can understand it.	Writes Clearly and Concisely
18. I communicate clearly so that when I talk with co-workers, other students, friends and neighbors, I am understood.	Speaks Clearly and Concisely
19. I can do math including fractions, decimals and percentages.	Applies Mathematical Concepts and Operations
20. I pay attention to what is going on around me.	Observes Critically
21. I can use the computer with ease.	Uses Technology
22. I can use e-mail and the Internet.	Uses Technology
23. When I need something to do a job, I go find it.	Locates and Uses Resources
Lifelong Learning Skills	
24. I enjoy learning something new every day.	Lifelong Learning Skills
25. I learn as much as I can when I begin a new project.	Lifelong Learning Skills
26. I have set educational or work goals for improvement.	Lifelong Learning Skills
27. I have used skills at work or school that I learned in life.	Lifelong Learning Skills
28. I have used my work skills outside my work place.	Lifelong Learning Skills
29. I am flexible when changes are required.	Lifelong Learning Skills
30. I am willing to learn new skills to adapt to changes.	Lifelong Learning Skills



Directions: Provide evidence to the statements below that you have identified as “*quite a bit like me.*”

1. I get along well with other people.
 - Evidence:
2. I am on time for appointments and activities.
 - Evidence:
3. I release stress in healthy ways.
 - Evidence:
4. I work well in a team.
 - Evidence:
5. I solve problems at work, home or school.
 - Evidence:
6. I make decisions at work, home or school.
 - Evidence:
7. Safety is important to me at work, home or school.
 - Evidence:
8. I understand how this company operates.
 - Evidence:
9. I know who to go to if I have a problem.
 - Evidence:
10. Quality is important to me.
 - Evidence:
11. I understand what profit means.
 - Evidence:
12. I understand the parts of a paycheck.
 - Evidence:
13. I know the difference between products and services.
 - Evidence:
14. I know how I help provide that product or service.
 - Evidence:
15. I understand what I read.
 - Evidence:

Adapted from Institute for the Study of Adult Literacy. (2017). Foundation skills self-appraisal. Accessed from <http://www.paadultedresources.org/wp-content/uploads/2016/05/foundation-skills-self-appraisal-updated-Dec-1.pdf>



PORTFOLIO PRODUCT

Directions: Provide evidence to the statements below that you have identified as “*quite a bit like me.*”

16. When someone tells me how to do something, I understand and go do it.

- Evidence:

17. I can write clearly and others can understand it.

- Evidence:

18. I communicate clearly so that when I talk with co-workers, other students, friends and neighbors I am understood.

- Evidence:

19. I can do math including fractions, decimals and percentages.

- Evidence:

20. I pay attention to what is going on around me.

- Evidence:

21. I can use the computer with ease.

- Evidence:

22. I can use e-mail and the Internet.

- Evidence:

23. When I need something to do a job, I go find it.

- Evidence:

24. I enjoy learning something new every day.

- Evidence:

25. I learn as much as I can when I begin a new project.

- Evidence:

26. I have set educational or work goals for improvement.

- Evidence:

27. I have used skills at work or school that I learned in life.

- Evidence:

28. I have used my work skills outside my workplace.

- Evidence:

29. I am flexible when changes are required.

- Evidence:

30. I am willing to learn new skills to adapt to changes.

- Evidence:

Adapted from Institute for the Study of Adult Literacy. (2017). Foundation skills self-appraisal. Accessed from <http://www.paadultedresources.org/wp-content/uploads/2016/05/foundation-skills-self-appraisal-updated-Dec-1.pdf>

Directions: List three Foundation Skills that you would like to improve. What are some action steps or activities that you can do to improve these skills?

1. Priority Skill:

Why is this important for you to improve?

- Action step 1:

- Action step 2:

2. Priority Skill:

Why is this important for you to improve?

- Action step 1:

- Action step 2:

3. Priority Skill:

Why is this important for you to improve?

- Action step 1:

- Action step 2:

Unit 2, Overview

Jobs Not Available Due to Criminal Record

Unit Overview

This unit engages students in learning about jobs not available to persons reentering the workforce after incarceration and possibilities for circumnavigating barriers to jobs. Students will explore alternative occupations and learn about processes for requesting exceptions or accelerating the process in order to be job eligible.

Estimated Total Hours

4 hours

Objectives

- Students will be able to list jobs that are not available to persons with a record.
- Students will be able to identify barriers to obtaining employment in particular occupations.
- Students will be able to identify processes and offer possible solutions or strategies to circumnavigating barriers, including requests for waivers or to accelerate clearance or meeting of requirements for particular occupations.
- Students will be able to list key components of requests for exceptions.
- Students will be able to write a generalized request for exceptions letter.

Portfolio Products

- Sample letter requesting exceptions or to accelerate the process of being job eligible
- Identification of barriers to identified occupations identified in Unit 1

Alignment to Pennsylvania Department of Education Standards

13.1.11.B: Analyze career options based on personal interests, abilities, aptitudes, achievements and goals

Alignment to College and Career Readiness Standards

- **R.1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **W.2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- **W.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **SL.1:** Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- **SL.2:** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Unit 2, Overview

Jobs Not Available Due to Criminal Record

- **SL.4:** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- **SL.6:** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- **L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Alignment to Foundation Skills Framework

- Locates and Uses Resources
- Makes Decisions (Critical Thinking)
- Lifelong Learning Skills

Required Activities

Activity #1: Jobs Not Available Due to Criminal Record

Activity #2: Barriers to Employment

Supplemental Activities Aligned to Foundation Skills Framework¹

Locates and Uses Resources

Inventory of Classroom Resources

The workplace process of inventories and the actual procedure of taking inventories should be discussed. Adult learners may have prior experience with inventories, and they should be encouraged to share their experiences. Adult learners will complete an inventory of a variety of classroom resources (human, manmade, natural, capital) that will indicate the number of items, specific use of items, location of items, etc. Teams should be established to complete this project, determining their own procedures as well as method of tracking.

Resources

- Internal Link - [Career Pathways Intranet - Pathway to Success Resources](#)
- External Link - [Legal Remedies and Limitations: Employment of People with Criminal Records in Pennsylvania](#)

¹ Institute for the Study of Adult Literacy. (2004). Exploring work-based foundation skills in the ABLE classroom. Accessed at http://www.paadultedresources.org/wp-content/uploads/2016/05/foundation_skills_in_able_classroom-2-2-18.pdf

Unit 2, Instructors' Information

Jobs Not Available Due to Criminal Record

The following are professions in which employers are legally prohibited by law from hiring persons with certain offenses:

1

- Broad Restriction: "Working with Children"
- Aircraft/Airport Employees (applies to those with direct access to airplanes or secure airport areas and to security screeners)
- Armored Car Crew Member
- Bank Employee
- Child Care
- Child Care Workers in Federal Agencies or Facilities
- Employee Benefits Employee
- Insurance Company Employee
- Nursing Home/Home Health Care/Other Workers in Long-Term Care Facilities
- Police
- Port Workers
- Prison Private Security (Federal)
- Private Detective (including employees of organizations with private detective licenses)
- School Employees
- U.S. Government Employee

Occupational Licenses

Some occupations and professions require a license and are regulated by licensing boards created under state statute. The individual licensing boards are generally given a great deal of discretion to determine the fitness of individuals applying for licenses or certificates and are authorized to refuse or revoke licenses where the applicant has been convicted of any felony or a misdemeanor that relates to the relevant trade, occupation or profession. Many licensing boards are required to consider convictions when making licensing decisions or are even prohibited from licensing individuals with certain convictions.

All licensing boards, however, are governed by a state statute that gives some guidance on the consideration of criminal records. Under 18 Pa. C.S.A. § 9124, licensing boards cannot consider:

- *Records of arrest if there is no conviction of a crime based on the arrest*
- *Convictions which have been annulled or expunged*
- *Convictions of a summary offense*
- *Convictions for which the individual has received a pardon from the Governor*
- *Convictions which do not relate to the applicant's suitability for the license, certificate, registration or permit*

Unit 2, Instructors' Information

Jobs Not Available Due to Criminal Record

Licensing boards are permitted to consider records

- Where the applicant has been convicted of a felony.
- 1 • Where the applicant has been convicted of a misdemeanor which relates to the trade, occupation or profession for which the license, certificate, registration or permit is sought.
- **Individuals with criminal records who are considering training for specific professions should contact the appropriate licensing board to determine whether a particular policy or restriction will make a license in that field difficult or impossible to obtain.**
- Individuals who are provisionally denied a license because of a criminal record can appeal such a denial and seek legal representation to challenge the denial at a hearing in Harrisburg.

The following is a list of licensing boards that may or do consider criminal convictions in their licensing decisions.

<i>Accountant</i>	<i>Architect</i>
<i>Auctioneer</i>	<i>Barber</i>
<i>Bondsman</i>	<i>Casino employee (gaming employee)</i>
<i>Casino employee (nongaming employee)</i>	<i>Chiropractor</i>
<i>Cosmetologist</i>	<i>Dental Hygienist</i>
<i>Dentist</i>	<i>Employment Agent</i>
<i>Engineer, Land Surveyor, Geologist</i>	<i>Funeral Director</i>
<i>Horse Racing (applies to anyone employed at horse gambling or race meetings, including vendors and stable workers)</i>	<i>Hunting/Trip Permit Salesperson</i>
<i>Insurance Adjuster</i>	<i>Medical Technician, Emergency (EMT)</i>
<i>Midwife</i>	<i>Mortgage Broker</i>
<i>Motor Vehicle Dealer</i>	<i>Nurse (Registered Nurse and Licensed Practical Nurse)</i>
<i>Occupational Therapist</i>	<i>Optometrist</i>
<i>Osteopath</i>	<i>Pawnbroker</i>
<i>Pharmacist</i>	<i>Physical Therapist/Athletic Trainer</i>
<i>Physician</i>	<i>Physician's Assistant</i>
<i>Podiatrist</i>	<i>Private Detective</i>
<i>Psychologist</i>	<i>Radioactive Waste Disposal</i>
<i>Real Estate Appraiser</i>	<i>Real Estate Broker</i>
<i>Salesperson of Game of Chance</i>	<i>Speech Pathologist/Teacher of the Impaired</i>
<i>Social Worker</i>	<i>Tax Assessor</i>
<i>Taxi Driver</i>	<i>Truck Drivers of Hazardous Materials</i>
<i>Vehicle Damage Appraiser</i>	<i>Veterinarian</i>

Accessed from

<https://clsphila.org/sites/default/files/issues/Legal%20Remedies%20and%20Limitations%20on%20the%20Employment%20of%20People%20with%20Criminal%20Records%20in%20Pennsylvania-%20May%202016.pdf>

Unit 2, Activity 1

Jobs Not Available Due to Criminal Record

Description

This activity will introduce students to jobs and certifications not available to individuals with criminal records.

Estimated Time Required

2 hours

Facilitator Preparation

Review the following resources:

- *Legal Remedies and Limitations: Employment of People with Criminal Records in Pennsylvania*
 - Internal Link - [Career Pathways Intranet - Pathway to Success Resources](#)
 - External Link - [Legal Remedies and Limitations: Employment of People with Criminal Records in Pennsylvania](#)
- Unit 2 Activity 1 Instructors' Information sheet

Materials

Paper
Pencils
Student Portfolio
Instructors' Information
Jobs Not Available Handout 1
Jobs Not Available Handout 2
Jobs Not Available Handout 3

Procedure

1. Introduce unit topic, describing that much of this information is provided on a summary sheet that students can keep in their portfolios. Distribute Handouts 1 and 2 and encourage students to take notes during the presentation. Using the Instructors' Information sheet, share information about professions in which employers are **legally prohibited by law** from hiring persons with certain offenses. Generate discussions about why this is a requirement. Follow with information about licensing boards that **may consider** a criminal record. Be sure to include the following:

All licensing boards, however, are governed by a state statute that gives some guidance on the consideration of criminal records. Under 18 Pa. C.S.A. § 9124, licensing boards cannot consider:

- *Records of arrest if there is no conviction of a crime based on the arrest*
- *Convictions which have been annulled or expunged*
- *Convictions of a summary offense*

Unit 2, Activity 1

Jobs Not Available Due to Criminal Record

- Convictions for which the individual has received a pardon from the Governor
- Convictions which do not relate to the applicant's suitability for the license, certificate, registration or permit

Licensing boards are permitted to consider records:

- Where the applicant has been convicted of a felony
 - Where the applicant has been convicted of a misdemeanor which relates to the trade, occupation or profession for which the license, certificate, registration or permit is sought
 - **Individuals with criminal records who are considering training for specific professions should contact the appropriate licensing board to determine whether a particular policy or restriction will make a license in that field difficult or impossible to obtain.**
 - Individuals who are provisionally denied a license because of a criminal record can appeal such a denial and seek legal representation to challenge the denial at a hearing in Harrisburg.¹
 - a. Information on licensing boards can be found online or in the library.
 - i. Ask students if this will affect the jobs or career pathways that they have chosen and what additional information they may need.
2. Using Handout 3, guide students through the procedure for writing a letter for additional information about certifications and criminal records. Explain that even though these jobs may not align to the students' target jobs, they may learn about different jobs throughout the program and may want to write a letter in the future. Work in pairs to develop responses to the points listed in Handout 3. Share responses with the class and allow time for discussion. Using the sample letter as a template, instruct students to write a letter. Distribute paper for students to practice letter writing. ***Everyone participates in the letter writing activity.*** NOTE: *This is a Portfolio Product, but will not be marked as such.*

Formative Assessment

Informal assessment

1. Debrief using reflective questions such as:
 - a. What did you learn about jobs that may not be available?
 - b. Has this changed anything about your future job and career goals?
 - c. Where can you get additional information about your criminal record?

¹ Community Legal Services of Philadelphia. (2016). Legal remedies and limitations: employment of people with criminal records in Pennsylvania. Accessed from <https://clsphila.org/sites/default/files/issues/Legal%20Remedies%20and%20Limitations%20on%20the%20Employment%20of%20People%20with%20Criminal%20Records%20in%20Pennsylvania-%20May%202016.pdf>

Unit 2, Activity 1, Handout 1

Jobs Not Available

Directions: Based on the teacher's presentation, answer the questions below on the job/career you chose.

The following lists professions in which employers are legally prohibited by law from hiring persons with certain offenses:

• Broad Restriction: "Working with Children"	• Aircraft/Airport Employees
• Armored Car Crew Member	• Bank Employee
• Child Care	• Child Care Workers in Federal Agencies or Facilities
• Employee Benefits Employee	• Insurance Company Employee
• Nursing Home/Home Health Care/Other Workers in Long-Term Care Facilities	• Police
• Port Workers	• Prison Private Security (Federal)
• Private Detective (including employees of organizations with private detective licenses)	• School Employees
• U.S. Government Employee	

Will this affect the jobs or career pathways that you have chosen?

Is there additional information that you need about any of these jobs or careers?

Unit 2, Activity 1, Handout 2

Jobs Not Available

The following licensing boards *may* or *do consider* criminal convictions in their licensing decisions:

- | | |
|--|---|
| ┆ Accountant | ┆ Architect |
| ┆ Auctioneer | ┆ Barber |
| ┆ Bondsman | ┆ Casino employee (gaming employee) |
| ┆ Casino employee (nongaming employee) | ┆ Chiropractor |
| ┆ Cosmetologist | ┆ Dental Hygienist |
| ┆ Dentist | ┆ Employment Agent |
| ┆ Engineer, Land Surveyor, Geologist | ┆ Funeral Director |
| ┆ Horse Racing (applies to anyone employed at horse gambling or race meetings, including vendors and stable workers) | ┆ Hunting/Trip Permit Salesperson |
| ┆ Insurance Adjuster | ┆ Medical Technician, Emergency (EMT) |
| ┆ Midwife | ┆ Mortgage Broker |
| ┆ Motor Vehicle Dealer | ┆ Nurse (Registered Nurse and Licensed Practical Nurse) |
| ┆ Occupational Therapist | ┆ Optometrist |
| ┆ Osteopath | ┆ Pawnbroker |
| ┆ Pharmacist | ┆ Physical Therapist/Athletic Trainer |
| ┆ Physician | ┆ Physician's Assistant |
| ┆ Podiatrist | ┆ Private Detective |
| ┆ Psychologist | ┆ Radioactive Waste Disposal |
| ┆ Real Estate Appraiser | ┆ Real Estate Broker |
| ┆ Salesperson of Game of Chance | ┆ Speech Pathologist/Teacher of the Impaired |
| ┆ Social Worker | ┆ Tax Assessor |
| ┆ Taxi Driver | ┆ Truck Drivers of Hazardous Materials |
| ┆ Vehicle Damage Appraiser | ┆ Veterinarian |

General Waiver Letter

As we discussed earlier in this unit, you may request a waiver for various reasons. Use time in the library to research additional information, if necessary. Review the list from class and draft responses that addresses each of the following:

- | | |
|--|--|
| Board contact information (if applicable) | Rehabilitation efforts in prison |
| Criminal record (including number and nature of offenses) and release date | Any circumstances about the offense that would favor you |
| Employment history | What you want from the Board (if applicable) |
| Barriers and what you have done while incarcerated to address these barriers | Employability skills that you have evidenced or demonstrated (from Unit 1) |

Sample letter requesting waiver:

(Date)

To Whom It May Concern:

I am requesting a waiver to apply for *(fill in the blank)*. I do have a criminal history and I want to provide you with some information. *(Here is where you can explain your criminal history: offenses and timeframe. Just facts, not additional details, are required.)*

(Use this paragraph to present information about your job history and training. Also include the employability skills that you can demonstrate or have evidence.)

(This paragraph can include information about what you have done while you incarcerated, include education and training, the Pathway to Success program and other things that you have done to improve yourself.)

Thank you for considering this information.

(Use this space to provide information about how you can be contacted.)

Sincerely,

(Your name)

Unit 2, Activity 2

Barriers to Employment

Description

This activity will introduce students to other potential barriers to employment and examine potential solutions to resolve these barriers.

Estimated Time Required

2 hours

Facilitator Preparation

Review handouts for Activity 2

Materials

Paper
Pencils
Student Portfolio
Common Barriers to Employment
Barriers to Target Jobs

Procedure

1. Distribute handout 1 and introduce the barriers listed on the page. Review each barrier and ask students for examples of how these might affect getting a job, keeping a job, and advancing in a job. Instruct students to check all which they identify as their barriers to employment. Monitor class for completion of the checklist and then pair students to complete the open ended questions at the bottom of the page.
2. Divide the class into small groups (4-5). Try to group students who have checked similar barriers to employment. Distribute handout 2 and ask students to work together to complete the worksheet. Each student must address at least three of their barriers to employment. After students have had enough time to complete the handout, report out. Ask class for additional responses to similar barriers and brainstorm additional ideas.
3. Instruct students to review Target Jobs Chart (Unit 1) and adjust as necessary using information from Unit 2.
4. Review the Foundation Skills Priority List (Unit 1) and adjust as necessary using information from Unit 2.

Formative Assessment

Informal assessment

1. Debrief using reflective questions such as:
 - a. What did you learn about jobs that may not be available?
 - b. Are there any jobs that you had considered but now feel may not be realistic choices?

Barriers to Employment

- c. How can you address these barriers while you are incarcerated?
- d. Has this changed anything about your future job and career goals?
- e. What Foundation Skills will you need to improve to be able to address some of these barriers?

Unit 2, Activity 2, Handout 1

Common Barriers to Employment

Directions: Check all that you think are a barrier for you to gain/keep employment.

- | | |
|---|--|
| <input type="checkbox"/> Age | <input type="checkbox"/> Clothing for work |
| <input type="checkbox"/> Disabilities | <input type="checkbox"/> Disadvantaged background |
| <input type="checkbox"/> Domestic violence | <input type="checkbox"/> Drug and/or alcohol abuse |
| <input type="checkbox"/> Education | <input type="checkbox"/> Employer biases |
| <input type="checkbox"/> Has a child with special needs | <input type="checkbox"/> Housing issues or homelessness |
| <input type="checkbox"/> Job search skills | <input type="checkbox"/> Lacks basic and <u>employability skills</u> |
| <input type="checkbox"/> Limited English proficiency | <input type="checkbox"/> Long-term welfare recipient |
| <input type="checkbox"/> Mental illness | <input type="checkbox"/> Needs training |
| <input type="checkbox"/> Needs child care assistance | <input type="checkbox"/> No high school diploma |
| <input type="checkbox"/> No transportation | <input type="checkbox"/> Gaps in employment |
| <input type="checkbox"/> Limited transportation | <input type="checkbox"/> Criminal record |
| <input type="checkbox"/> Coworker Biases | <input type="checkbox"/> Lack of Job References |
| <input type="checkbox"/> Alarm clock (Do you have a clock or watch or phone that will help you keep track of time so that you can get to work on time?) | <input type="checkbox"/> Lack of role models with jobs (Do you have someone who you look up to who has a job and can help you understand the world of work?) |
| <input type="checkbox"/> Availability of documents needed for employment (Social Security number, clearances, legal status) ¹ | |

Which of these do you consider as barriers to your employment?

What other barriers do you face?

Which of these barriers are within your control?

Keeping these barriers in mind, how would addressing and looking for solutions affect your opportunity to get a job?

¹ Adapted from Minnesota State CAREERwise Education. (2017). Barriers to employment. Accessed at <https://careerwise.minnstate.edu/jobs/barriers-employment.html>

Unit 2, Activity 2, Handout 2

Barriers to Target Jobs

PORTFOLIO PRODUCT

Directions: In groups, complete the following for similar barriers you've identified. List what is the barrier, how will you overcome the barrier, what is a possible change that may affect this barrier, and what are other resolutions available.

Barrier	Resolution	What if?	Other Resolution(s)
Example: Transportation to work	Ride with co-worker	Co-worker gets fired	<ul style="list-style-type: none"> • Find a ride with other co-worker • Buy car • Ride bus • Move closer to work to walk

Unit 3, Overview

Understanding Job Opportunities at Location of Reentry

Unit Overview

Students will learn about in demand jobs, associated wages, and the job outlook using Center for Workforce Information and Analysis county information for his/her area of reentry. Using budgeting tools, students will create a budget and compare the wage associated with selected occupations, then revise their targeted occupational list as applicable.

Estimated Total Hours

4 hours

Objectives

- Students will be able to define in demand jobs and their relevance to a job search.
- Students will be able to identify a job wage and make decisions based on his/her budgetary needs.
- Students will be able to determine personal budget.

Portfolio Products

- Completed budget based on potential wages for 2 selected occupations in likely area of reentry
- Revised occupational choice list, as applicable

Alignment to Pennsylvania Department of Education Standards

13.1.8.E: Analyze the economic factors that impact employment opportunities

Alignment to College and Career Readiness Standards

- **R.1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **W.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **SL.1:** Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- **SL.2:** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- **MP1:** Makes sense of problems and perseveres in solving them
- **NBT:** 1-6: Numbers Operations: Base Ten: Level A & B

Unit 3, Overview

Understanding Job Opportunities at Location of Reentry

Alignment to Foundation Skills Framework

- Locates and Uses Resources
- Makes Decisions (Critical Thinking)
- Lifelong Learning Skills
- Understands Finances
- Applies Mathematical Operations, Concepts, and Reasoning

Required Activities

Activity #1: In-Demand Jobs

Activity #2: Life Style Choices

Activity #3: Budget Comparison

Supplemental Activities Aligned to Foundation Skills Framework¹

Locates and Uses Resources

Solves Problems

What Do You Think?

This exercise is designed to allow adult learners the opportunity to identify barriers to possible solutions to problems they may encounter on the job. To begin this session on problem solving techniques, begin by telling the class of adult learners that today they are going to develop a plan of action. An example to begin this session might be, "Your job this morning is to identify ways to increase customer service in each department." Ask adult learners to immediately write 4-5 problems that they think might block the organization from achieving this goal. Examples may be lack of time, lack of staff, lack of training, etc. Divide the class into smaller groups and ask them to discuss their concerns. Then, each group must decide its 3 major problems and write each one on an index card and report to the group. The instructor should collect the index cards and redistribute them to the other groups, asking them to address each of the problems and come up with several ways to solve them. Groups should report their findings to the class after a specified amount of time.

Understands Finances

What Do You Need?

Some people say that to make a budget you must be able to compare your needs (such as food, water, shelter, clothing) with your wants (such as entertainment, cellular phones, cable TV). Make a list of your needs and wants. Which of the extras would you do without if you needed to save money for a new home or vehicle?

Resources

Employment Profiles for each county available on the DOC/PBPP Intranet page.

¹ Institute for the Study of Adult Literacy. (2004). Exploring work-based foundation skills in the ABLE classroom. Accessed at http://www.paadultedresources.org/wp-content/uploads/2016/05/foundation_skills_in_able_classroom-2-2-18.pdf

Unit 3, Activity 1

In-Demand Jobs

Description

This activity will introduce students to local labor market information in their counties.

Estimated Time Required

2 hours

Facilitator Preparation

Review the following resources:

- Review Center for Workforce Information and Analysis (CWIA) Employment Profiles by county found on the DOC/PBPP Intranet page.
- Print one county as a sample CWIA Employment Profile for each student
- Print CWIA Employment Profile of county of reentry for each student

Materials

Paper

Pencils

Student Portfolio

CWIA Employment profiles for county of reentry (updated annually)

Employment Profile Scavenger Hunt

Procedure

1. Divide the class into small groups and distribute copies of a sample CWIA Employment Profile. Introduce students to the profile by reviewing the following sections:
 - Career Types with Annual Openings, Entry Level Wages, and Average Wages
 - Business Types with Annual Openings, Employment Percentages, and Average Wages
 - Comparisons with county and Pennsylvania information
 - Distribute copies of CWIA Employment Profiles from students' county of reentry. Distribute Employment Profiles Scavenger Hunt and pair students with like counties. If students do not have a partner, pair them with any remaining students. Allow time to complete scavenger hunt and remind students that they will need to search for information about the jobs or sectors from their Target Jobs Chart. Ask students to prepare to present information about their target jobs.
2. Facilitate presentations of target jobs information.

Unit 3, Activity 1, Handout 1

Employment Profile Scavenger Hunt

Directions: Use the information from your county of reentry to address these statements.

County: _____

1. 2017 Business Type with highest (county) percentage of employment

2. 2017 Career Type with highest (Pennsylvania) annual openings

3. 2017 Business Type with highest (county) wages

4. 2017 Career Type with highest entry level (county) wages

5. 2017 Career Type with highest average (county) wages

Did you discover information about your target jobs? If yes, what did you discover?

Unit 3, Activity 2

Life Style Choices

Description

This activity will allow students to examine life style choices and estimate monthly costs for these choices.

Estimated Time Required

1 hour

Facilitator Preparation

Review the following resources:

- Life Style Choices handout
- Can utilize newspaper classifieds and other advertisements to assist in assigning cost to budget categories

Materials

Paper
Pencils
Calculators
Making Choices handout

Procedure

1. Initiate a discussion about wages and salaries, explaining that wages are typically hourly payment for work multiplied by the number of hours worked. A salary is based on an annual rate typically divided into payment periods. Brainstorm about jobs that might have wages and jobs that might have salaries.
2. Discuss how lifestyle choices have different costs and that costs will vary based on location. Instruct students to complete the Making Choices handout. Using teacher led classroom discussion, assign an estimated amount to each box in the category. Explain that these costs may vary depending on location and other variables.
3. Have students estimate monthly costs and calculate total monthly and annual expenses. Report out and ask students to adjust their monthly totals based on discussions and instructor input. Initiate a discussion about realistic lifestyles and the costs associated with lifestyle choices. Are the students' choices realistic based on their knowledge of wages and salaries and the information that they learned in Activity 1.

Unit 3, Activity 2, Handout 1

Making Choices

Directions: Assign an estimated amount to each box in each category.

Housing	Utilities	Food	Entertainment	Clothes
Live with parents, family or friends	Mobile Phone Service	I mostly eat at home, and only keep the essentials in my house.	I don't go out often, I usually watch TV or read a book.	I don't buy new clothes ever.
Rent an apartment	Telephone Service	I mostly eat at home, and like to cook fancy foods.	I go out once a week for a movie or a show.	I buy a new outfit every few months.
Buy a place of your own	Cable Television	I mostly eat out, but normally nothing fancy.	I go out more than I stay in, I like clubs and seeing shows.	I need to buy work clothes, but don't really shop otherwise.
Own a place that is already paid for	Internet	I mostly eat out and like nice restaurants.	I am out all the time.	I shop every week or two.
	Gas, electric, water, and trash pickup			
Monthly Cost:	Monthly Cost:	Monthly Cost:	Monthly Cost:	Monthly Cost:

Adapted from PA Career Zone website: <https://www.pacareerzone.org/budget/>

Unit 3 Understanding Job Opportunities in Location of Reentry Activity 2 Life Style Choices Handout 1 Making Choices

Revised 11/5/2018

Unit 3, Activity 2, Handout 1

Making Choices

Transportation	Health Care	Education	Savings	Fines and Other (car insurance, gas for car, maintenance for car, medications, etc.)
I don't own a car, I walk or bike commute.	I'm under 26 and will be on my parents' plan.	I do not plan on having any student loan debt.	I am not interested in saving right now.	Other and monthly cost:
I don't own a car, I take public transportation.	I'll be on a group plan and just pay part of the cost.	I plan to attend a state school and receive some financial aid.	I'd like to save at least 5% of what I spend.	Other and monthly cost:
I own a car, but have no loan.	I'll pay for insurance myself.	I plan to attend a state school and receive no financial aid.	I'd like to save at least 10% of what I spend.	Other and monthly cost:
I own a used car.		I plan to attend private school and receive some financial aid.	I'd like to save at least 25% of what I spend.	Other and monthly cost:
I own a new compact car.		I plan to attend private school and receive no financial aid.	I'd like to save at least 50% of what I spend.	Other and monthly cost:
I own a new luxury car.				
Monthly Cost:	Monthly Cost:	Monthly Cost:	Monthly Cost:	Monthly Cost:

Total monthly costs:

Total amount needed to cover expenses for one year:

Adapted from PA Career Zone website: <https://www.pacareerzone.org/budget/>

Unit 3 Understanding Job Opportunities in Location of Reentry Activity 2 Life Style Choices Handout 1 Making Choices

Revised 11/5/2018

Unit 3, Activity 3

Budget Comparison

Description

This activity will allow students to compare budgets based on life style choices between two jobs of interest.

Estimated Time Required

1 hour

Facilitator Preparation

Review the following resources:

- Budget Comparison handout

Materials

Paper
Pencils
Calculators
Making Choices handout from Activity 2
Budget Comparison handout
Student Portfolio

Procedure

1. Review Making Choices handout. Distribute Budget Comparison handout and guide students through the instructions, using the sector wage information from the CWIA County Profiles for two jobs from their Target Jobs Chart (select other jobs of interest if targeted jobs are not listed). If students were able to identify wages for their target jobs from the Occupational Data bank, use those figures. Introduce gross pay and net pay, noting that the salary information that has been presented in the Employment Profiles has been gross pay. Initiate a discussion that net pay can be calculated at 70% of gross pay. Practice some examples using gross pay from the Employment Profiles, demonstrating how to calculate net pay. Distribute calculators, if needed.
2. Assign a partner and instruct students to complete the handout and review with their partner. Report out results of the comparisons.
3. Review Target Jobs Chart (Unit 1) and adjust as necessary using information from Unit 3.
4. Review the Foundation Skills Priority List (Unit 1) and adjust as necessary using information from Unit 3.

Unit 3, Activity 3, Handout 1

Budget Comparison

PORTFOLIO PRODUCT

Directions: Using your Target Jobs Chart, Employment Profile, and Making Choices handouts complete and answer the following questions.

Job #1: Job Title:

Entry Level *Gross* Salary:

Entry Level *Net* Salary:

Review Life Style Choices handout.

How much was the total of your annual expenses based on the life style choices that you made?

Will this job allow you to live the lifestyle that you have chosen based on the annual net salary?

Where are you willing to change your lifestyle if this salary will not cover annual expenses?

Which categories will you adjust?

Job #2: Job Title:

Entry Level *Gross* Salary:

Entry Level *Net* Salary:

Review Life Style Choices handout.

How much was the total of your annual expenses based on the life style choices that you made?

Will this job allow you to live the lifestyle that you have chosen based on the annual net salary?

Where are you willing to change your lifestyle if this salary will not cover annual expenses?

Which categories will you adjust?

Unit 4, Overview

Introduction to Career Pathways

Unit Overview

In this unit students will learn the definition of career pathway and review occupations within some example industry pathways. Students will explore wages, job outlooks, and demand for jobs. Building on the O*NET Skills Inventory (Unit 1) and the Foundation Skills Self-Appraisal, students will identify related areas of strength or areas of improvement needed for particular occupations or jobs. Students will identify ways to focus on areas that are needed to be better prepared for targeted jobs (e.g., build on-the-job experience, strengthen personal employability skills, and build academic or training skills).

Estimated Total Hours

9 hours

Objectives

- Students will identify strengths and weaknesses to be job ready:
 - O*NET Skills Inventory
 - Foundation Skills Priority List
 - O*NET Job Summaries
- Students will be able to define Career Pathway and its relevance to current and future employment and goals.
- Students will be able to list areas of strengths and needs related to identified occupations.
- Students will be able to identify 2 strategies to strengthen areas of needs for employment (e.g., activities to practice appropriate employability behaviors, training courses)

Portfolio Product

- O*NET Jobs Summaries: Notes Sheet: List of key Knowledge, Skills, and Abilities needed for targeted occupations (experience, training, etc.)

Alignment to Pennsylvania Department of Education Standards

13.1.8.D: Explain the relationship of career training programs to employment opportunities

13.1.8.E: Analyze the economic factors that impact employment

Alignment to College and Career Readiness Standards

- R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- R. 9: Analyze how 2 or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Unit 4, Overview

Introduction to Career Pathways

- R.10: Read and comprehend complex literary and informational texts independently and proficiently.
- SL.1: Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- L.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.

Alignment to Foundation Skills Framework

- Locates and Uses Resources
- Makes Decisions (Critical Thinking)
- Lifelong Learning Skills

Required Activities

Activity #1: Understanding a Career Pathway

Activity #2: Identifying Skills and Abilities

Activity #3: Identifying Skills and Abilities: My Target Job O*NET Summaries

Supplemental Activities

20 Ways to Use Career Pathways Maps provides additional activities on how to use Career Pathways Maps: <http://www.paadultedresources.org/wp-content/uploads/2017/02/20-ways-to-use-career-pathway-maps-12-18-17.pdf>

Resources

Pennsylvania Adult Education Resources website: Workforce/Career Pathways Sector Strategies: <http://www.paadultedresources.org/sector-strategies/>

Unit 4, Activity 1

Understanding a Career Pathway

Description

This activity will introduce the idea of a career pathway. The facilitator will introduce what a career pathway is, the significance of understanding an industry's career pathway, and the importance of an individual having a career pathway to help chart one's goals to getting a job and career.

Estimated Time Required

3 hours

Facilitator Preparation

Review the following resources:

- Industry Career Pathways Maps

Materials

Paper Pencils
Student Portfolio
Electrician Career Pathway Map
RHVAC Career Pathway Map
Manufacturing Career Pathway
Construction Career Pathway Map

Procedure

1. Explaining a Career Pathways Map
 - a. Using the Electricians Career Pathway Map explain the idea of a Career Pathways Map.

INFORMATIONAL NOTE: These career pathways maps provide an overview of a pathway through an industry. These maps list the job progression (left-hand series of boxes). The progression provide the title of the job, the SOC Code, entry level salary, and the projected number of annual openings. The right-hand series of boxes list the education and experience needed to get the job. In other words this industry career pathway map offers students a bird's eye view of what they can expect from a position, the likely availability of their target job, and the general entry requirements to get a job on the pathway. These maps also clearly delineate the entry and exit points on the career pathways. It is also a useful tool to help learners to think about careers in the industry, plan more long term by thinking about salary increases, education for future jobs, and experience that they can gain to move up the pathway.

Understanding a Career Pathway

2. Looking more closely at a Career Pathways Map
 - a. Return to the career pathways map for electrician; pair students; have them look at the map and answer the following questions:
 - What is the entry level position called?
 - In which position can you make the most money?
 - What do you need to get a job for the entry level position Electrician Helper?
 - Notice that you do not need to get more training or education to advance from an Electrical & Electronics Installer to a Supervisor of Mechanics, Installers & Repairers. What do you think you need to do to advance to this new position?

Repeat this activity with the RHVAC Career Pathway, Manufacturing Career Pathway, and the Construction Career Pathway

3. Thinking about one's career pathway map
 - a. As a group have students list types of jobs they have had. Write those jobs on a black board.
 - b. Choose a couple of jobs listed that could lay the groundwork for a career path. Ask the students:
 - Where do you think these jobs could lead?
 - What would you need to do to achieve that future job? (experience, education, skills, abilities, etc.)
 - What steps could you take to get there?
 - What kind of support would you need to achieve these goals?
 - What employability skills would you need to practice for this job?
 - c. Explain that these are all things to consider when developing a career pathway plan.

Formative Assessment

Informal assessment

1. Debrief using reflective questions such as:
 - a. What did you learn about yourself?
 - b. What is one thing you like about your career pathway?
 - c. What is one thing you need to work on for your career path?
 - d. What do you need to know to make informed decisions to begin thinking about your career path?

Unit 4, Activity 1, Handout 1

Career Pathway Map: Electricians Statewide

Information contained in this career pathways map encompasses the entire state of Pennsylvania. The information contains projections of anticipated openings, entry level salary, and job growth. Actual career pathways may look different depending on the individual and the local area job market.

Career Pathways programs provide:

- workplace skills instruction
- GED® Tests preparation
- academic skills specific to the industry
- entrance exam preparation
- postsecondary transition preparation
- English language skills instruction
- goal setting/case management support
- provide employability/soft skills instruction

Postsecondary education and training available through:

- Local Career and Technology Centers
- Local Business Schools
- Local Technical Schools
- Local Community Colleges
- Local Universities

Supervisors of Mechanics, Installers & Repairers

SOC Code 49-1011

Entry Level Salary \$\$\$

Projected Annual Openings

350

E
D
U
C
A
T
I
O
N

Usually requires technical training, on the job experience, or an Associate's degree

Electrical and Electronics Installers & Repairers, Transportation Equipment

SOC Code 49-2093

Entry Level Salary \$\$

Projected Annual Openings 7

E
D
U
C
A
T
I
O
N

Usually requires technical training, on the job experience, or an Associate's degree

Electricians

SOC Code 47-2111

Entry Level Salary \$\$

Projected Annual Openings 679

E
D
U
C
A
T
I
O
N

Usually requires technical training, on the job experience, or an Associate's degree

Helpers - Installation, Maintenance & Repair Workers

SOC Code 49-9098

Entry Level Salary \$

Projected Annual Openings 163

E
D
U
C
A
T
I
O
N

Usually requires High School Diploma/Commonwealth Secondary School Diploma/GED®

Electricians Career Pathway

Sources of Information:

-Pennsylvania Department of Labor & Industry, Center for Workforce Information and Analysis. (2013). Labor Market Information System. Retrieved from <https://paworkstats.geosolinc.com>
 -U.S. Department of Labor, Employment and Training Administration. (2013). O*Net Online. Retrieved from: <http://www.onetonline.org>

Adapted from: Hardy, A. (2013). Institute for the Study of Adult Literacy. <http://www.paadultedresources.org/wp-content/uploads/2016/05/manufacturing1.pdf>

Career Pathway Map: Refrigeration, Heating, Ventilation, and Air Conditioning (RHVAC) Statewide

Information contained in this career pathways map encompasses the entire state of Pennsylvania. The information contains projections of anticipated openings, entry level salary, and job growth. Actual career pathways may look different depending on the individual and the local area job market.

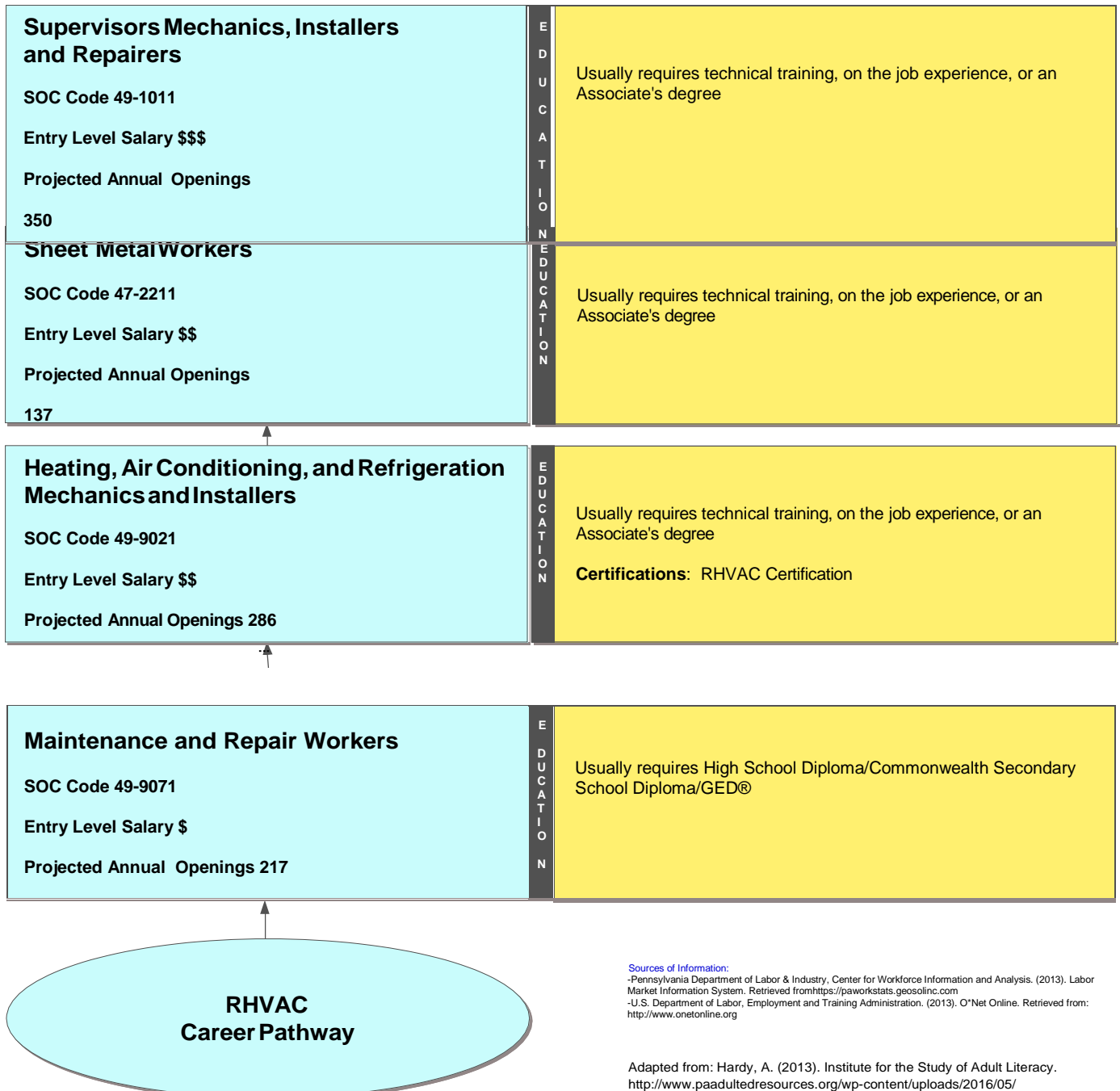
Career Pathways programs provide:

- workplace skills instruction
- GED® Tests preparation
- academic skills specific to the industry
- entrance exam preparation
- postsecondary transition preparation
- English language skills instruction
- goal setting/case management support
- provide employability/soft skills instruction

Postsecondary education and training available through:

- Local Career and Technology Centers
- Local Business Schools
- Local Technical Schools
- Local Community Colleges
- Local Universities

North American Technician Excellence (NATE)



Sources of Information:
 -Pennsylvania Department of Labor & Industry, Center for Workforce Information and Analysis. (2013). Labor Market Information System. Retrieved from <https://paworkstats.geosolinc.com>
 -U.S. Department of Labor, Employment and Training Administration. (2013). O*Net Online. Retrieved from: <http://www.onetonline.org>

Adapted from: Hardy, A. (2013). Institute for the Study of Adult Literacy. http://www.paadultedresources.org/wp-content/uploads/2016/05/architecture_and_construction1.pdf

Career Pathway Map: Maintenance Statewide

Information contained in this career pathways map encompasses the entire state of Pennsylvania. The information contains projections of anticipated openings, entry level salary, and job growth. Actual career pathways may look different depending on the individual and the local area job market.

Career Pathways programs provide:

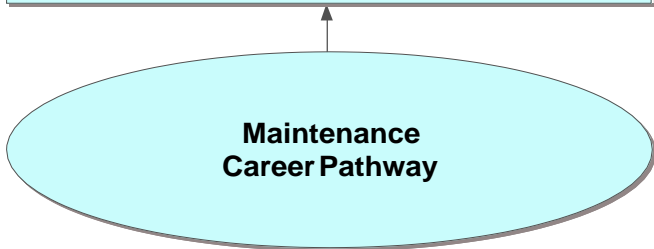
- workplace skills instruction
- GED® Tests preparation
- academic skills specific to the industry
- entrance exam preparation
- postsecondary transition preparation
- English language skills instruction
- goal setting/case management support
- provide employability/soft skills instruction

Postsecondary education and training available through:

- Local Career and Technology Centers
- Local Business Schools
- Local Technical Schools
- Local Community Colleges
- Local Universities

<p>Supervisors of Mechanics, Installers & Repairers</p> <p>SOC Code 49-1011</p> <p>Entry Level Salary \$\$\$</p> <p>Projected Annual Openings 350</p>	E D U C A T I O N	<p>Usually requires technical training, on the job experience, or an Associate's degree</p>
<p>Industrial Machinery Mechanics</p> <p>SOC Code 49-9041</p> <p>Entry Level Salary \$\$</p> <p>Projected Annual Openings 401</p>	E D U C A T I O N	<p>Usually requires technical training, on the job experience, or an Associate's degree</p> <p>Certifications: Instrument Control Technology, Industrial Maintenance Technology</p>

<p>Maintenance Workers, Machinery</p> <p>SOC Code 49-9043</p> <p>Entry Level Salary \$\$</p> <p>Projected Annual Openings 217</p>	E D U C A T I O N	<p>Usually requires technical training, on the job experience, or an Associate's degree</p>
<p>Workers</p> <p>SOC Code 49-9098</p> <p>Entry Level Salary \$</p> <p>Projected Annual Openings 163</p>	E D U C A T I O N	<p>Usually requires High School Diploma/Commonwealth Secondary School Diploma/GED®</p>



Sources of Information:

- Pennsylvania Department of Labor & Industry, Center for Workforce Information and Analysis. (2013). Labor Market Information System. Retrieved from <https://pa.workstats.geosolinc.com>
- U.S. Department of Labor, Employment and Training Administration. (2013). O*Net Online. Retrieved from: <http://www.onetonline.org>

Adapted from: Hardy, A. (2013). Institute for the Study of Adult Literacy. <http://www.paadultedresources.org/wp-content/uploads/2016/05/manufacturing1.pdf>

Career Pathway Map: Construction Workers

South Central WIA

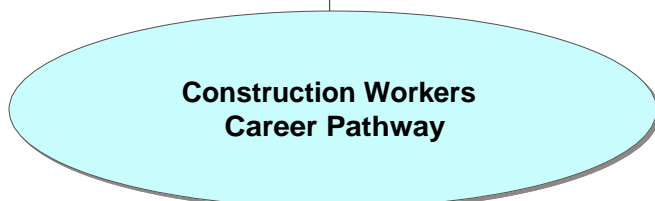
Information contained in this career pathways map is specific to this Workforce Investment Area. The information contains projections of anticipated openings, entry level salary, and job growth. Actual career pathways may look different depending on the individual and the local area job market.

Career Pathways programs provide:

- workplace skills instruction
- GED® Tests preparation
- academic skills specific to the industry
- entrance exam preparation
- postsecondary transition preparation
- English language skills instruction
- goal setting/case management support
- provide employability/soft skills instruction

Postsecondary education and training available through:

- Consolidated School of Business
- Harrisburg Area Community College
- ITT Technical Institute
- Kaplan Career Institute
- McCann School of Business & Technology
- Penn State (Harrisburg, Monte Alto)
- York Technical Institute
- Yorktowne Business Institute



Sources of Information:
 -Pennsylvania Department of Labor & Industry, Center for Workforce Information and Analysis. (2013). Labor Market Information System. Retrieved from <https://paworkstats.geosolinc.com>
 -U.S. Department of Labor, Employment and Training Administration. (2013). O*Net Online. Retrieved from: <http://www.onetonline.org>

Adapted from: Hardy, A. (2013). Institute for the Study of Adult Literacy. <http://www.paadultedresources.org/wp-content/uploads/2016/05/manufacturing1.pdf>

Unit 4, Activity 2

Identifying Skills and Abilities

Description

In this activity students will explore O*NET Job Summaries and learn how to identify relevant information for a determined job. Students will also practice problem solving and decision-making employability skills that are relevant to the electrician's helper job used as a sample O*NET Summary.

Estimated Time Required

3 hours

Facilitator Preparation

Review the following resources:

- O*NET Electrician's Helper Summary
- O*NET Jigsaw Activity
- Electrician's Helper Scenarios

Materials

Paper
Pencils
Student Portfolios
O*NET Electricians Helper Job Summary
O*NET Jigsaw Activity
Electrician's Helper Scenarios
Foundation Skills List (Unit 1)

Procedure

1. Instructor overviews the O*NET Summary using the electrician's helpersummary. Show parts of the summary and point out why each portion of the O*NET Job Summary is important to understanding a job and relevance to a career pathway.
2. O*NET Jigsaw
 - a. Break students into groups of 2 or 3
 - b. Give each student an O*NET Electrician Helper Job Summary
 - c. Assign each group a question from the O*NET Jigsaw Activity
 - d. Have students search through the O*NET Summary to find the information that helps them understand their assigned section of the summary.
 - e. Ask each group to report on the information they have and show where they found the information on the O*NET Summary.
3. Knowledge, Skills, and Abilities
 - a. Discuss with students the Knowledge, Skills, and Abilities needed for the Electricians Helper. Make a list on the board as they respond.
 - b. Have each student find their Foundation Skills Priority List (Unit 1)

Identifying Skills and Abilities

- c. Review the Foundation Skills List
 - d. Working in groups of 2 or 3 have students find Foundation Skills that are applicable to the Electricians Knowledge, Skills, and Abilities
 - e. Once everyone has completed this task, have students share out.
 - f. Ask if they think any skills are more important to employers than others and why they think so.
 - g. Have students individually circle 3 of the Foundation Skills identified that they think they are good at and then star 1 that they would need to work at if they were going to be an Electricians Helper.
4. What Would You Do?
- a. Break students into groups of 4.
 - b. Give each student a scenario that they must discuss and solve as a group. Remind them to consider the O*NET Summary Knowledge, Skills, and Abilities.
 - i. Scenario 1: You are a new electrician's helper on the job. You notice that another electrician's helper that was hired at the same time as you is not following the safety procedures. What will you do? Why? What Foundation Skills would you need to use?
 - ii. Scenario 2: You are a new electrician's helper on the job. You notice that another electrician's helper that has been on the job for many years is not following the safety procedures. What will you do? Why? What Foundation Skills would you need to use?
 - iii. Scenario 3: You are a new electrician's helper on the job. Your supervisor calls you over and says that you have not been following the safety procedures. How should you handle this situation? Why? What Foundation Skills would you need to use?
 - iv. Scenario 4: You are a new electrician's helper on the job. Your supervisor calls you over and says that you have not been following the safety procedures. You know that you have been doing your job by the book. How should you handle this situation? Why? What Foundation Skills would you need to use?
 - c. Discuss the scenarios and the resolutions.
 - d. Ask the groups to create role play how they would handle the situation, practicing the identified Foundation Skills.

Formative Assessment

Informal assessment

- a. Ask students which 3 Foundation Skills they think they are good at; and the 1 they need to work on. Why is it important to them to work on?

Identifying Skills and Abilities

- b. Assess how well students respond to the scenarios and then how well the student identified Foundation Skills (those they are good at and the one they identify as needing to work on) align to your perception of their strengths and weaknesses.

Unit 4, Activity 2, Handout 1

O*NET Job Summary: Electrician's Helper



O*NET OnLine

Occupation Quick Search:

[Help](#) [Find Occupations](#) [Advanced Search](#) [Crosswalks](#)
[Share](#) [O*NET Sites](#)

Details Report for: 47-3013.00 - Helpers--Electricians

Updated 2015



Help electricians by performing duties requiring less skill. Duties include using, supplying or holding materials or tools, and cleaning work area and equipment.

Sample of reported job titles: Apprentice Electrician, Cable Puller, Electrical Apprentice, Electrician Apprentice, Electrician Helper, Electrician's Helper, Unindentured Apprentice

View report: [Summary](#) [Details](#) [Custom](#)

[Tasks](#) | [Technology Skills](#) | [Tools Used](#) | [Knowledge](#) | [Skills](#) | [Abilities](#) | [Work Activities](#) | [Detailed Work Activities](#) | [Work Context](#) | [Job Zone](#) | [Education](#) | [Credentials](#) | [Interests](#) | [Work Styles](#) | [Work Values](#) | [Related Occupations](#) | [Wages & Employment](#) | [Job Openings](#) | [Additional Information](#)

Tasks [Save Table \(XLS/CSV\)](#)

+ - 10 of 24 displayed (23 important)

Importance	Category	Task
78	Core	⊕ Measure, cut, and bend wire and conduit, using measuring instruments and hand tools.
77	Core	⊕ Trace out short circuits in wiring, using test meter.
76	Core	⊕ Strip insulation from wire ends, using wire stripping pliers, and attach wires to terminals for subsequent soldering.
72	Core	⊕ Examine electrical units for loose connections and broken insulation and tighten connections, using hand tools.
69	Core	⊕ Construct controllers and panels, using power drills, drill presses, taps, saws, and punches.
69	Core	⊕ Drill holes and pull or push wiring through openings, using hand and power tools.
69	Core	⊕ Clean work area and wash parts.
69	Core	⊕ Maintain tools, vehicles, and equipment and keep parts and supplies in order.
68	Core	⊕ Transport tools, materials, equipment, and supplies to work site by hand, handtruck, or heavy, motorized truck.
67	Core	⊕ Install copper-clad ground rods, using a manual post driver.

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Technology Skills [Save Table \(XLS/CSV\)](#)

+ - All 5 displayed

- ⊕ **Computer aided design CAD software** 🔥 — Computer-aided drafting or design software
- ⊕ **Data base user interface and query software** — Recordkeeping software
- ⊕ **Office suite software** — Microsoft Office
- ⊕ **Spreadsheet software** — Microsoft Excel 🔥
- ⊕ **Word processing software** — Report generation software

🔥 Hot Technology — a technology requirement frequently included in employer job postings.

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Tools Used [Save Table \(XLS/CSV\)](#)

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- ⊕ **Cable accessories** — Bear claw wire threaders; Cable lacing needles
- ⊕ **Circuit tester** — Continuity testers; Growlers; Loop PSC testers; Residual current device RCD testers
- ⊕ **Conduit benders** — Hydraulic conduit benders; Manual conduit benders; Power conduit benders
- ⊕ **Fish tape** — Fish tape pullers; Wire pullers
- ⊕ **Retaining ring pliers** — External snap ring pliers; Internal snap ring pliers

- ⊕ **Screwdrivers** — Cabinet tip screwdrivers; Phillips head screwdrivers; Screw-holding screwdrivers
- ⊕ **Stripping tools** — Automatic wire strippers; Wire stripping pliers
- ⊕ **Voltage or current meters** — Current clamps; Non-contact voltage sensors; Voltage meters
- ⊕ **Wire lug crimping tool** — Hand operated indentors; Heavy duty crimping tools; Wire crimpers
- ⊕ **Wire or cable cutter** — Cable cutters; Insulated cable cutters; Power cable cutters; Ratcheting cable cutters

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Knowledge [Save Table \(XLS/CSV\)](#)

10 of 33 displayed (6 important)

Importance	Knowledge
64	⊕ English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
63	⊕ Mechanical — Knowledge of machines and tools, including their designs, uses, repair, and maintenance.
60	⊕ Building and Construction — Knowledge of materials, methods, and the tools involved in the construction or repair of houses, buildings, or other structures such as highways and roads.
57	⊕ Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
51	⊕ Design — Knowledge of design techniques, tools, and principles involved in production of precision technical plans, blueprints, drawings, and models.
51	⊕ Physics — Knowledge and prediction of physical principles, laws, their interrelationships, and applications to understanding fluid, material, and atmospheric dynamics, and mechanical, electrical, atomic and sub-atomic structures and processes.
49	⊕ Education and Training — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
46	⊕ Transportation — Knowledge of principles and methods for moving people or goods by air, rail, sea, or road, including the relative costs and benefits.
45	⊕ Mathematics — Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.
42	⊕ Public Safety and Security — Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.

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Skills [Save Table \(XLS/CSV\)](#)

10 of 35 displayed (6 important)

Importance	Skill
53	⊕ Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
53	⊕ Quality Control Analysis — Conducting tests and inspections of products, services, or processes to evaluate quality or performance.
50	⊕ Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
50	⊕ Repairing — Repairing machines or systems using the needed tools.
50	⊕ Speaking — Talking to others to convey information effectively.
50	⊕ Troubleshooting — Determining causes of operating errors and deciding what to do about it.
47	⊕ Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
47	⊕ Coordination — Adjusting actions in relation to others' actions.
44	⊕ Equipment Maintenance — Performing routine maintenance on equipment and determining when and what kind of maintenance is needed.
44	⊕ Installation — Installing equipment, machines, wiring, or programs to meet specifications.

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Abilities [Save Table \(XLS/CSV\)](#)

10 of 52 displayed (16 important)

Importance	Ability
72	Near Vision — The ability to see details at close range (within a few feet of the observer).
69	Manual Dexterity — The ability to quickly move your hand, your hand together with your arm, or your two hands to grasp, manipulate, or assemble objects.
60	Information Ordering — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
60	Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
56	Extent Flexibility — The ability to bend, stretch, twist, or reach with your body, arms, and/or legs.
56	Finger Dexterity — The ability to make precisely coordinated movements of the fingers of one or both hands to grasp, manipulate, or assemble very small objects.
56	Multilimb Coordination — The ability to coordinate two or more limbs (for example, two arms, two legs, or one leg and one arm) while sitting, standing, or lying down. It does not involve performing the activities while the whole body is in motion.
53	Arm-Hand Steadiness — The ability to keep your hand and arm steady while moving your arm or while holding your arm and hand in one position.
53	Control Precision — The ability to quickly and repeatedly adjust the controls of a machine or a vehicle to exact positions.
53	Trunk Strength — The ability to use your abdominal and lower back muscles to support part of the body repeatedly or continuously over time without 'giving out' or fatiguing.

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Work Activities [Save Table \(XLS/CSV\)](#)

10 of 41 displayed (17 important)

Importance	Work Activity
79	Performing General Physical Activities — Performing physical activities that require considerable use of your arms and legs and moving your whole body, such as climbing, lifting, balancing, walking, stooping, and handling of materials.
75	Getting Information — Observing, receiving, and otherwise obtaining information from all relevant sources.
74	Handling and Moving Objects — Using hands and arms in handling, installing, positioning, and moving materials, and manipulating things.
73	Identifying Objects, Actions, and Events — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
71	Monitor Processes, Materials, or Surroundings — Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.
68	Establishing and Maintaining Interpersonal Relationships — Developing constructive and cooperative working relationships with others, and maintaining them over time.
68	Updating and Using Relevant Knowledge — Keeping up-to-date technically and applying new knowledge to your job.
64	Inspecting Equipment, Structures, or Material — Inspecting equipment, structures, or materials to identify the cause of errors or other problems or defects.
58	Communicating with Supervisors, Peers, or Subordinates — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
57	Repairing and Maintaining Electronic Equipment — Servicing, repairing, calibrating, regulating, fine-tuning, or testing machines, devices, and equipment that operate primarily on the basis of electrical or electronic (not mechanical) principles.

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Detailed Work Activities [Save Table \(XLS/CSV\)](#)

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- ⊕ Cut metal components for installation.
- ⊕ Measure materials or objects for installation or assembly.
- ⊕ Test electrical equipment or systems to ensure proper functioning.
- ⊕ Install electrical components, equipment, or systems.
- ⊕ Repair electrical equipment.
- ⊕ Inspect electrical or electronic systems for defects.
- ⊕ Thread wire or cable through ducts or conduits.
- ⊕ Fabricate parts or components.

- ⊕ Clean work sites.
- ⊕ Drill holes in construction materials.

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Work Context Save Table (XLS/CSV)

+ - 10 of 57 displayed

Work Context	Percentage of Top Responses
⊕ Face-to-Face Discussions — How often do you have to have face-to-face discussions with individuals or teams in this job?	99 Every day
⊕ Spend Time Standing — How much does this job require standing?	6 Continually or almost continually 33 More than half the time
⊕ Spend Time Using Your Hands to Handle, Control, or Feel Objects, Tools, or Controls — How much does this job require using your hands to handle, control, or feel objects, tools or controls?	6 Continually or almost continually 34 More than half the time
⊕ Importance of Being Exact or Accurate — How important is being very exact or highly accurate in performing this job?	6 Extremely important 22 Very important 12 Important
⊕ Wear Common Protective or Safety Equipment such as Safety Shoes, Glasses, Gloves, Hearing Protection, Hard Hats, or Life Jackets — How much does this job require wearing common protective or safety equipment such as safety shoes, glasses, gloves, hard hats or life jackets?	6 Every day 11 Once a month or more but not every week
⊕ Contact With Others — How much does this job require the worker to be in contact with others (face-to-face, by telephone, or otherwise) in order to perform it?	6 Constant contact with others 13 Contact with others most of the time 12 Occasional contact with others
⊕ Cramped Work Space, Awkward Positions — How often does this job require working in cramped work spaces that requires getting into awkward positions?	42 Every day 44 Once a week or more but not every day 11 Never
⊕ Frequency of Decision Making — How frequently is the worker required to make decisions that affect other people, the financial resources, and/or the image and reputation of the organization?	22 Every day 24 Once a week or more but not every day 24 Once a year or more but not every month
⊕ Exposed to Hazardous Equipment — How often does this job require exposure to hazardous equipment?	3 Every day 11 Never
⊕ Spend Time Bending or Twisting the Body — How much does this job require bending or twisting your body?	6 Continually or almost continually 24 About half the time 11 Never

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Job Zone Save Table (XLS/CSV)

Title Job Zone Two: Some Preparation Needed

Education These occupations usually require a high school diploma.

Related Experience Some previous work-related skill, knowledge, or experience is usually needed. For example, a teller would benefit from experience working directly with the public.

Job Training Employees in these occupations need anywhere from a few months to one year of working with experienced employees. A recognized apprenticeship program may be associated with these occupations.

Job Zone Examples These occupations often involve using your knowledge and skills to help others. Examples include orderlies, forest firefighters, customer service representatives, security guards, upholsterers, and tellers.

SVP Range (4.0 to < 6.0)

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Education

Percentage of Respondents Education Level Required

Not available High school diploma or equivalent ?

Not available Post-secondary certificate ?

Not available Less than high school diploma

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Credentials

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Interests [Save Table \(XLS/CSV\)](#)

+ - All 6 displayed (1 important)

Occupational Interest	Interest
95	Realistic — Realistic occupations frequently involve work activities that include practical, hands-on problems and solutions. They often deal with plants, animals, and real-world materials like wood, tools, and machinery. Many of the occupations require working outside, and do not involve a lot of paperwork or working closely with others.
39	Conventional — Conventional occupations frequently involve following set procedures and routines. These occupations can include working with data and details more than with ideas. Usually there is a clear line of authority to follow.
28	Investigative — Investigative occupations frequently involve working with ideas, and require an extensive amount of thinking. These occupations can involve searching for facts and figuring out problems mentally.
11	Enterprising — Enterprising occupations frequently involve starting up and carrying out projects. These occupations can involve leading people and making many decisions. Sometimes they require risk taking and often deal with business.
6	Artistic — Artistic occupations frequently involve working with forms, designs and patterns. They often require self-expression and the work can be done without following a clear set of rules.
6	Social — Social occupations frequently involve working with, communicating with, and teaching people. These occupations often involve helping or providing service to others.

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Work Styles [Save Table \(XLS/CSV\)](#)

+ - 10 of 16 displayed (16 important)

Importance	Work Style
91	Attention to Detail — Job requires being careful about detail and thorough in completing work tasks.
89	Dependability — Job requires being reliable, responsible, and dependable, and fulfilling obligations.
82	Innovation — Job requires creativity and alternative thinking to develop new ideas for and answers to work-related problems.
80	Concern for Others — Job requires being sensitive to others' needs and feelings and being understanding and helpful on the job.
80	Integrity — Job requires being honest and ethical.
78	Self Control — Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
72	Cooperation — Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.
72	Independence — Job requires developing one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.
71	Stress Tolerance — Job requires accepting criticism and dealing calmly and effectively with high stress situations.
69	Social Orientation — Job requires preferring to work with others rather than alone, and being personally connected with others on the job.






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Work Values [Save Table \(XLS/CSV\)](#)

+ - All 6 displayed (2 important)

Extent	Work Value
67	Support — Occupations that satisfy this work value offer supportive management that stands behind employees. Corresponding needs







are Company Policies, Supervision: Human Relations and Supervision: Technical.

- 61  **Relationships** — Occupations that satisfy this work value allow employees to provide service to others and work with co-workers in a friendly non-competitive environment. Corresponding needs are Co-workers, Moral Values and Social Service.
- 31  **Working Conditions** — Occupations that satisfy this work value offer job security and good working conditions. Corresponding needs are Activity, Compensation, Independence, Security, Variety and Working Conditions.
- 22  **Independence** — Occupations that satisfy this work value allow employees to work on their own and make decisions. Corresponding needs are Creativity, Responsibility and Autonomy.
- 22  **Recognition** — Occupations that satisfy this work value offer advancement, potential for leadership, and are often considered prestigious. Corresponding needs are Advancement, Authority, Recognition and Social Status.
- 17  **Achievement** — Occupations that satisfy this work value are results oriented and allow employees to use their strongest abilities, giving them a feeling of accomplishment. Corresponding needs are Ability Utilization and Achievement.

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Related Occupations Save Table (XLS/CSV)

 All 10 displayed

- 47-2031.01 [Construction Carpenters](#)  **Bright Outlook** 
- 47-2053.00 [Terrazzo Workers and Finishers](#)
- 47-2132.00 [Insulation Workers, Mechanical](#) 
- 47-2151.00 [Pipelayers](#)
- 47-3012.00 [Helpers--Carpenters](#)  **Green**
- 47-3015.00 [Helpers--Pipelayers, Plumbers, Pipefitters, and Steamfitters](#)
- 47-4061.00 [Rail-Track Laying and Maintenance Equipment Operators](#) 
- 49-3043.00 [Rail Car Repairers](#)
- 49-9011.00 [Mechanical Door Repairers](#)
- 49-9098.00 [Helpers--Installation, Maintenance, and Repair Workers](#) 

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Wages & Employment Trends

Median wages (2016) \$14.20 hourly, \$29,530 annual

State wages



Employment (2014) 69,000 employees

Projected growth (2014-2024)  Much faster than average (14% or higher)

Projected job openings (2014-2024) 21,100

State trends



Top industries (2014) [Construction](#) (93% employed in this sector)

[\(see all industries\)](#)

Source: Bureau of Labor Statistics [2016 wage data](#)  and [2014-2024 employment projections](#) . "Projected growth" represents the estimated change in total employment over the projections period (2014-2024). "Projected job openings" represent openings due to growth and replacement.

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Job Openings on the Web



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Sources of Additional Information

 All 1 displayed

Disclaimer: Sources are listed to provide additional information on related jobs, specialties, and/or industries. Links to non-DOL Internet sites are provided for

your convenience and do not constitute an endorsement.

- [Construction laborers and helpers](#). Bureau of Labor Statistics, U.S. Department of Labor. *Occupational Outlook Handbook, 2016-17 Edition*.

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Site updated April 18, 2017

O*Net Jigsaw

Directions

Give each group of students a different page with their questions. Have them look at the O*NET Electricians Helper Job Summary and answer the questions on their sheet. Once everyone is done, have students share the answers and show the rest of the class where they found their answers.

GROUP 1

What interests are related to this job?
What education do you need for this job?
What tasks do you need to do for this job?

GROUP 2

What are the work activities that you need to do for this job?
What abilities do you need to do this job?
What is the Outlook for this job?

GROUP 3

What activities are in the work context for this job? What skills do you need to do this job?
What are other related occupations to this job?

GROUP 4

What knowledge do you need to do this job?
What work styles are related to this job?
What are the hourly wage and annual salary for this job?

GROUP 5

What are the detailed work activities that you need to do for this job?
What work values do you need for this job?
What technology skills do you need for this job?

Unit4, Activity 2, Handout 2

O*Net Jigsaw

Directions: Look at the O*NET Electricians Helper Job Summary and answer the questions below.

GROUP 1

What interests are related to this job?

What education do you need for this job?

What tasks do you need to do for this job?

.....

Unit4, Activity 2, Handout 2

O*Net Jigsaw

Directions: Look at the O*NET Electricians Helper Job Summary and answer the questions below.

GROUP 2

What are the work activities that you need to do for this job?

What abilities do you need to do this job?

What is the Outlook for this job?



Unit4, Activity 2, Handout 2

O*Net Jigsaw

Directions: Look at the O*NET Electricians Helper Job Summary and answer the questions below.

GROUP 3

What activities are in the work context for this job?

What skills do you need to do this job?

What are other related occupations to this job?



Unit4, Activity 2, Handout 2

O*Net Jigsaw

Directions: Look at the O*NET Electricians Helper Job Summary and answer the questions below.

GROUP 4

What knowledge do you need to do this job?

What work styles are related to this job?

What are the hourly wage and annual salary for this job?

.....

Unit4, Activity 2, Handout 2

O*Net Jigsaw

Directions: Look at the O*NET Electricians Helper Job Summary and answer the questions below.

GROUP 5

What are the detailed work activities that you need to do for this job?

What work values do you need for this job?

What technology skills do you need for this job?

.....

What Would You Do Scenarios

DIRECTIONS

1. Break students into groups of 4.
2. Give each student a scenario that they must discuss and solve as a group. Remind them to consider the O*NET Summary Knowledge, Skills, and Abilities.

Scenario 1: You are a new electrician's helper on the job. You notice that another electrician's helper that was hired at the same time as you is not following the safety procedures. What will you do? Why? What Foundational Skills would you need to use?

Scenario 2: You are a new electrician's helper on the job. You notice that another electrician's helper that has been on the job for many years is not following the safety procedures. What will you do? Why? What Foundational Skills would you need to use?

Scenario 3: You are a new electrician's helper on the job. Your supervisor calls you over and says that you have not been following the safety procedures. How should you handle this situation? Why? What Foundational Skills would you need to use?

Scenario 4: You are a new electrician's helper on the job. Your supervisor calls you over and says that you have not been following the safety procedures. You know that you have been doing your job by the book. How should you handle this situation? Why? What Foundational Skills would you need to use?

Unit 4, Activity 3

Identifying Skills and Abilities: My Target Job O*NET Summaries

Description

In this activity students will explore O*NET Job Summaries and learn how to identify relevant information for two of their identified jobs from Unit 1. Lastly, students will identify key information relevant to their 2 chosen jobs and identify key Knowledge, Skills, and Abilities and Foundation Skills that are pertinent to these jobs.

Estimated Time Required

3 hours

Facilitator Preparation

Review the following resources:

- O*NET Electrician's Helper Summary
- Foundation Skills List

Provide: Student Identified O*NET Job Summaries

- Ask students to identify 2 jobs they have listed on their Student Portfolio Product Target Jobs Chart (Unit 1 Activity 1).
- Print out the 2 related O*NET Job Summaries for the 2 student identified jobs from O*Net: <https://www.onetonline.org/>

Materials

Paper

Pencils

Student Portfolios

O*NET Electricians Helper Job Summary

O*NET Job Summaries for identified jobs on Student Portfolio Product Target Jobs Chart (Unit 1 Activity 1)

Foundation Skills Priority List

O*NET Job Summaries Notes Sheet

Procedure

1. Instructor reviews the O*NET Summary using the electrician's helper summary. Remind students of the different parts of the summary and why each portion of the O*NET Job Summary is important to understanding a job and relevance to a career pathway.
2. Identified Jobs: Knowledge, Skills, and Abilities
 - a. Give each student the O*NET Job Summaries that are related to their identified jobs and the O*NET Job Summaries Notes handout.

Unit 4, Activity 3

Identifying Skills and Abilities: My Target Job O*NET Summaries

- b. Ask the students to look through each of the summaries and note on the O*NET Job Summaries Notes handout what they think are the 4 most important Knowledge, Skills, and Abilities for each of their identified jobs.
- c. Have students discuss what they found.
- d. Have the students compare the Foundation Skills List with the Knowledge, Skills, and Abilities they identified on their O*NET Job Summaries Notes handout. Ask them to write down any Foundation Skills that they think are the same or similar.
- e. Lastly, ask them to identify any Knowledge, Skills, and Abilities, and Foundation Skills that are the same across their two jobs.
- f. Discuss what they found to be the same across their jobs. Ask them:
 - i. Why do they think these skills are necessary for both of their jobs?
 - ii. Are there any that are the same across most of the jobs in the class?
- g. Write the following two questions and two statements on the board:
 - i. What Knowledge, Skills, and Abilities do I have?
 - ii. I need to build these two Knowledge, Skills, and Abilities:
 - iii. What are my strongest three Foundation Skills?
 - iv. I need to work on these two Foundation Skills...
- h. Discuss what the students wrote.
- i. Brainstorm ways to build the Knowledge, Skills, and Abilities and Foundation Skills. Write their ideas on the board.
- j. Have students identify 2 or 3 strategies or ideas that they would like to try out or follow up on to strengthen their own skills. Write them on the back of their Notes handout.

Formative Assessment

Informal assessment

- a. Ask students which 3 Foundation Skills they think they are good at; and the 1 they need to work on. Why is it important to them to work on?
- b. Assess how well students respond to the scenarios and then how well the student identified Foundation Skills (those they are good at and the one they identify as needing to work on) align to your perception of their strengths and weaknesses.

Unit 4, Activity 3, Handout 1

O*NET Job Summaries: Notes Sheet

PORTFOLIO PRODUCT

Directions: Use this sheet to take notes on the O*NET Job Summaries received for the jobs you chose.

Name of Job	Knowledge, Skills, and Abilities Needed	Foundational Skills Needed
Job #1	1. 2. 3. 4.	
Job #2	1. 2. 3. 4.	
<p>Look at the Knowledge, Skills, and Abilities needed to do your target jobs. Are there any that match the Foundation Skills that you wrote down? Write the similar Knowledge, Skills, and Abilities below.</p>		

Unit 5, Overview

Introduction to Opportunities at SCI

Unit Overview

In this unit the CEVC/CEVA (***mandatory***) and/or guest speaker(s) will provide an overview of training and work opportunities available at the SCI so that students can plan more specifically to meet their immediate and future career goals. Overview will cover the following:

- Vocational and education courses
- Inmate employment
- Correctional Industries opportunities
- Overview of other programs (e.g., puppy program, certified peer specialist)

Estimated Total Hours

2 hours

Objectives

- Students will be able to identify SCI employment or training opportunities
- Students will be able to identify SCI employment and training opportunities that are relevant to targeted career goals (based on Unit 4)

Portfolio Product

- Thinking About My Career Pathway

Alignment to Pennsylvania Department of Education Standards

13.1.8.E: Analyze the economic factors that impact employment opportunities

Alignment to College and Career Readiness Standards

- SL.1: Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- L.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.

Alignment to Foundation Skills Framework

- Locates and Uses Resources
- Makes Decisions (Critical Thinking)
- Lifelong Learning Skills

Introduction to Opportunities at SCI

Required Activities

Activity #1: Opportunities at Institution

Activity #2: Training Opportunities

Supplemental Activities

Visit or tour vocational, training or education classes as possible.

Invite instructor or supervisor into classroom as a guest speaker.

Resources

Pennsylvania Adult Education Resources website:

<http://www.paadultresources.org/foundation-skills-framework/>

Opportunities at Institution

Description

In this activity a SCI staff presenter and/or guest speaker(s) will provide an overview of training and work opportunities available at the SCI so that students can plan more specifically to meet their immediate and future career goals.

Estimated Time Required

1 hour

Facilitator Preparation

Instructors will need to contact and schedule the CEVC/CEVA (***mandatory***) and various other SCI staff (***optional***) to come in and discuss the training and work opportunities available to the students.

If applicable, review the following resources:

- Training and work opportunities at SCI including the following:
 - Vocational and education courses
 - Inmate employment
 - Correctional Industries opportunities
 - Overview of other programs (e.g., puppy program, certified peer specialist)

Materials

Paper

Pencils

Student Portfolio

List of Vocational Education Programs

List of training and work opportunities and any other accompanying materials provided by SCI

Training and Work Opportunities at My SCI Notes Handout

Procedure

1. Give students Unit 5 Activity 1: Training and Work Opportunities at My SCI Notes Handout. Ask them to take notes as they listen to the presentation(s).
2. Introduce students to work and training opportunities available at the SCI.
3. Have students identify 3 opportunities they think they would like to explore (use the Notes Handout). Discuss with the students the training and work opportunities that might align with their target job or career.

Formative Assessment

Informal assessment

1. Discussion with students about the opportunities that they might be interested in pursuing and the alignment with their target jobs or careers.

Unit 5, Activity 1, Handout 1

Opportunities at Institution: Notes Sheet

Training, Employment, and Job Opportunities at my SCI: Notes Page

Directions: Use this sheet to take notes on opportunities available at your SCI.

OPPORTUNITIES	NOTES
Vocational and Other Educational Opportunities	
Inmate Employment	
Correctional Industries	
Other programs	

Unit 5, Activity 1, Handout 1

Opportunities at Institution

OPPORTUNITIES TO FOLLOW UP ON	
3 opportunities I would like to explore	Why I am interested in this opportunity... Why this would be helpful for my target job or career...
1.	
2.	
3.	

Training Opportunities

Description

In this activity students will explore how training opportunities at the SCI could support their career goals.

Estimated Time Required

1 hour

Facilitator Preparation

Review the following resources:

- SCI list of jobs or trainings available to inmates

Materials

Paper
Pencils
Student Portfolios
Thinking About My Career Pathway Map

Procedure

1. Beginning to explore your career pathway: Training
 - a. Have students look at their selected jobs from Unit 1 using “Why I chose this Job”
 - b. In pairs have them talk about
 - i. What skills do you have to do this job? (Think about the O*NET Interest Profiler and the Foundation Skills Self-Appraisal);
 - ii. What education or training would you need to get to do this job?
2. Matching available training to SCI
 - a. Have students look at their three identified jobs from Unit 1.
 - b. Do any of these jobs match the available trainings? If they don’t match exactly, are there trainings that might help them gain experience or education that will help them work towards that job (i.e., may not match exactly but will help move them toward their goal?).
 - c. Fill out the Thinking About My Career Pathway Map.
 - d. If these trainings are not available, ask students if they want to reassess their target jobs. Why would they make a different choice? Have them note these new ideas and the associated trainings on their handout.
3. Have students review the SCI work and training opportunities and identify skills or knowledge needed for the job. Then have students compare these skills to their Foundation Skills Priority List. Have them identify the jobs that will build general employability skills that will help them build skills for their target job or career.

Unit 5, Activity 2

Training Opportunities

***NOTE:** This activity is to help students identify employment opportunities that may not specifically align with their target job or career but will help build experience and employability skills that can be listed on a resume.*

4. Have students review their Target Jobs Chart and adjust their target jobs using information that they have gained in Unit 5.

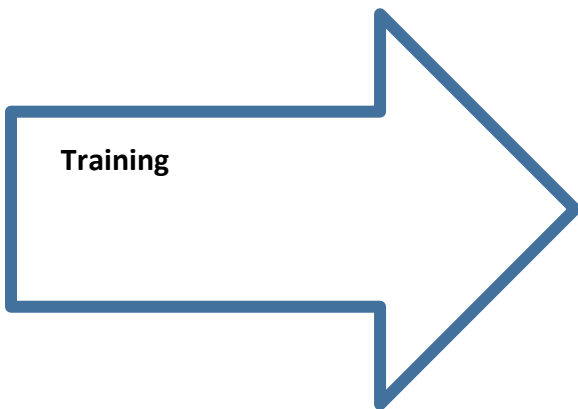
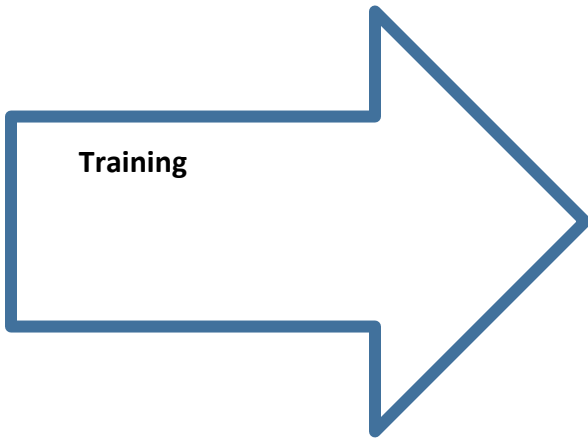
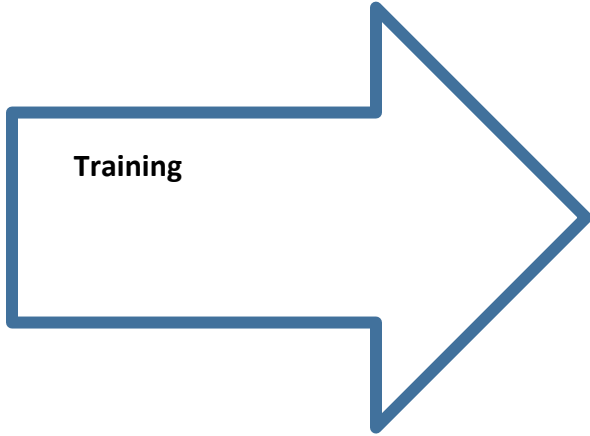
Formative Assessment

Informal assessment

- Ask students what available trainings are associated with jobs

THINKING ABOUT MY CAREER PATHWAY

PORTFOLIO PRODUCT



Unit 6, Overview

Creation of a Career Plan

Unit Overview

Students will learn how to establish and create SMART goals for their Career Pathways goals based on their interests, available courses, and labor market information. They will review what career pathways are and catalog their career goals, interests, and experiences relevant to their identified career pathway. This process will also include determining next steps, enrolling in educational or vocational courses, signing up for inmate employment/Correctional Industries, correspondence course, etc., as appropriate.

Estimated Total Hours

8 hours

Objectives

- Students will be able to explain and set SMART goals.
- Students will be able to describe and use a process to identify primary steps to meet their career goals.
- Students will be able to develop a career plan that includes additional steps that might take students beyond targeted career goals on the pathway.
- Develop detailed action steps for each step using the SMART goals process; students will include work and educational opportunities at SCI, employability skills development, and potential reentry opportunities

Portfolio Product

- Career Pathway Plan which includes:
 - Concrete goals and steps identified while incarcerated (e.g., training, exploration);
 - Associated skills, education, and experience; and
 - Potential reentry opportunities
- Reviewing My Target Job

Alignment to Pennsylvania Department of Education Standards

13.1.8.G: Create an individualized career plan

Alignment to College and Career Readiness Standards

- **R2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **R.8:** Delineate and evaluate the argument and specific claims in a text, including the validity of reasoning as well as the relevance and sufficiency of the evidence.
- **R10:** Read and comprehend complex literary and informational texts independently and proficiently.
- **W.2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Creation of a Career Plan

- **SL.1:** Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- **SL.2:** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- **L.6:** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.

Alignment to Foundation Skills Framework

- Locates and Uses Resources
- Demonstrates Self-Management Strategies (Time Management, Commitment, Self-Initiative)
- Lifelong Learning Skills

Required Activities

Activity #1: Creating a Career Plan

Activity #2: Problem Solving

Activity #3: Reviewing My Target Job

Supplemental Activities

Download and show this Famous Failures video and discuss how to overcome failures and how goal setting might support one in getting back on track:

<https://www.youtube.com/watch?v=zLYECljmnQs>

Resources

There are many videos that address SMART goals. Here is an example of one:

<https://www.projectsmart.co.uk/how-to-write-a-smart-goal.php>

This website will lead you through some interesting activities around goal setting:

<http://www.exploring.org/activity/setting-smart-goals-activity/>

Creating a Career Plan

Description

In this activity students will review what a career pathway is and catalog their career goals, interests, and experiences relevant to their identified career pathway. They will be introduced to SMART goals.

Estimated Time Required

3 hours

Facilitator Preparation

Review the following resources:

- SMART Goals handout Instructor Version

Materials

Paper
Pencils
Student Portfolio
Career Pathway Plan handout
SMART Goals handout

Procedure

1. Revisit career pathways and things to consider using portfolio products already completed: Target Jobs Chart (Unit 1); Introduction to Career Pathway (Unit 4); Thinking About My Career Pathway (Unit 5); Opportunities at SCI (Unit 5).
2. Have students plot this information into the Career Pathway Plan leave square 4 *How I Can Get Experience/Education I Need* blank.
3. Pair students up and have them share their Career Pathway and then ask them to focus on Square 4 *How I Can Get Experience/Education I Need*. Ask them to brainstorm ideas about how they might be able to achieve their goal. Have them take notes in Square 4 about ideas that they think are feasible.
4. Share and discuss their ideas as a class. Discuss what their challenges might be in carrying these ideas out.
5. Introduce and discuss SMART Goals using the SMART Goals handout. Talk them through why one sets SMART Goals and the features of setting them (Specific, Measurable, Attainable, Realistic and Time-Specific).
6. As a group discuss the example of a general goal and the SMART goal provided.
7. As a group, create two more examples of general goals and contrasting SMART Goals.
8. Have students look at their Career Pathway, Square 4 *How I Can Get Experience/Education I Need* ideas and complete the Activity: Set Your Own Goals (SMART Goals handout).
9. Once students have completed this sheet. Have students work in small groups to determine if each person has established SMART criteria. Then have them craft a concise SMART Goal for each person in their group.

Creating a Career Plan

Formative Assessment

Informal assessment

1. Review SMART Goals
2. Ask students to name the elements of setting SMART Goals

Additional Activities

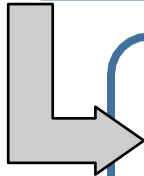
Have students repeat the above activities for the other two jobs that they have listed as target jobs.

Career Pathway Plan

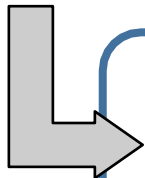
PORTFOLIO PRODUCT

ME
Where I will be:

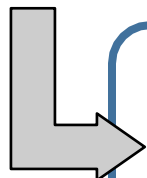
Budgetary needs:



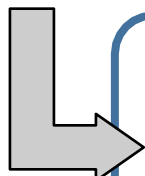
SKILLS & EXPERIENCE I HAVE



EXPERIENCE/EDUCATION (OR TRAINING) I NEED



HOW I CAN GET EXPERIENCE/EDUCATION I NEED



MY JOB

SMART Goals

Setting Career-Related Goals

Helping students set career-related goals can be considered a first step in establishing a solid career pathway. Once goals are set, practitioners may want to assist students to create a written action plan. Action plans lay out the steps to achieve the stated goals. They can also help students stay organized and mark progress. As the action plan is developed and implemented, student strengths and barriers must be considered. Each accomplishment should be celebrated to demonstrate progress and encourage students to take the next step. The action plan should be used as a flexible working document until the final goal is achieved; students and case managers or other supportive staff can adjust the action plan as needed to reflect progress, changes in goals, or address setbacks.

The **SMART Goals Framework** is another tool that can help students set career-related goals. SMART Goals are: Specific, Measurable, Attainable, Realistic and Time-Specific.

Specific: Include details in the goal that are more specific to increase the odds of achieving the goal.

Questions to ask include:

- Who: Who needs to be involved/ considered in setting and achieving the goal?
- What: What do I want for myself?
- Where: Where do I want to work/go to school? (location)
- When: By when do I want to accomplish X? (timeframe)
- Which: Which impediments, constraints, and supports will I encounter? (identify requirements, constraints, and processes)
- Why: Why do I want to do this? (reasons, purpose, gains)

Measurable: Establish how progress will be measured towards each goal. When progress is measured, it helps students to stay on track. The more specific a goal, the easier it is to measure and chart success.

Attainable: Help students identify the most important goals and then determine ways to achieve these goals. Note that smaller goals may need to be set to attain a larger goal.

Realistic: Students must be willing and able to work towards their goal. Have students examine similar experiences or accomplishments to evaluate the legitimacy of a goal. Help students to determine if their current life situation will enable them to achieve their goal. Help students to identify and address barriers so that their goals can be realistic and therefore able to be achieved.

Time-measured: Create a timeline for accomplishing the goal to help create a sense of immediacy and to hold the student accountable.

SMART Goals

ACTIVITY: SET YOUR OWN GOALS

EXAMPLE: General goal: "Get a job." SMART goal: "Become employed using my CDL credential making at least \$11 per hour within the next six months."

Directions: Look at Square 4 (How I Can Get Experience/Education I Need). Choose one idea that you want to set as a goal. Thinking about this goal, write it as a goal and answer the following questions.

MY IDEA:

MY GOAL:

SPECIFIC:

Who: Who needs to be involved/ considered in setting and achieving the goal?

What: What do I want for myself?

Where: Where do I want to work/go to school? (location)

When: By when do I want to accomplish X? (timeframe)

Which: Which impediments, constraints, and supports will I encounter? (identify requirements, constraints, and processes)

Why: Why do I want to do this? (reasons, purpose, gains)

Unit 6, Activity 1, Handout 2 Instructor Version

SMART Goals

Measurable: How will I measure my progress? Are there smaller steps that will help me know I am on the right track?

Attainable: Can I achieve this goal? Is my goal too big or long term? Are there goals I need to set to reach this bigger goal?

Realistic: Why do I think I can achieve this goal? What kind of help do I need? What kind of living situation will I need? What kind of schedule will I need? What do I need to do to be successful to achieve this goal? What kind of barriers might stop me from achieving this goal? Can this barrier be overcome or should I set a different goal?

Time-measured: When will you start working on this goal? How long do you think it will take you to complete this goal? If it will take you a long time to complete this goal. Keep this bigger goal but now do this activity again with a smaller goal.

NOTES

1. Reference: Adapted from Community Action Southwest (n.d.). Pennsylvania career pathways coaching components: A resource guide, pgs. 3-4. Accessed at: http://www.paadultedresources.org/uploads/8/6/3/4/8634493/career_pathways_coaching_resource_final.pdf
2. SMART Goals are first attributed to Doran, G. T. (1981). There's a S.M.A.R.T. way to write management's goals and objectives. Management Review, Volume 70, Issue 11(AMA FORUM), pp. 35–36.

SMART Goals

Setting Career-Related Goals

Setting career-related goals can be considered a first step in establishing a solid career pathway. Once goals are set you can get to work on achieving your employment goal.

SMART Goals are a tool that can help you set career-related goals.

SMART Goals are: Specific, Measurable, Attainable, Realistic and Time-Specific.

Specific: Include details in the goal that are more specific to increase the odds of achieving the goal.

Questions to ask include:

- Who: Who needs to be involved/ considered in setting and achieving the goal?
- What: What do I want for myself?
- Where: Where do I want to work/go to school? (location)
- When: By when do I want to accomplish X? (timeframe)
- Which: Which impediments, constraints, and supports will I encounter? (identify requirements, constraints, and processes)
- Why: Why do I want to do this? (reasons, purpose, gains)

Measurable: Establish how progress will be measured towards each goal. When progress is measured, it helps you to stay on track. The more specific a goal, the easier it is to measure and chart success.

Attainable: Identify the most important goals and then determine ways to achieve these goals. Note that smaller goals may need to be set to attain a larger goal.

Realistic: You must be willing and able to work towards your goal. Examine similar experiences or accomplishments to evaluate the legitimacy of your goal. Determine if your current life situation will help you to achieve your goal. Identify and address any barriers so that your goals can be realistic and therefore able to be achieved.

Time-measured: Create a timeline for accomplishing the goal to help create a sense of immediacy and help you to be accountable.

ACTIVITY: SET YOUR OWN GOALS

EXAMPLE: General goal: "Get a job." SMART goal: "Become employed using my CDL credential making at least \$11 per hour within the next six months."

Directions: Look at Square 4 (How I Can Get Experience/Education I Need). Choose one idea that you want to set as a goal. Thinking about this goal, write it as a goal and answer the following questions.

SMART Goals

MY IDEA:

MY GOAL:

SPECIFIC:

Who: Who needs to be involved/ considered in setting and achieving the goal?

What: What do I want for myself?

Where: Where do I want to work/go to school? (location)

When: By when do I want to accomplish X? (timeframe)

Which: Which impediments, constraints, and supports will I encounter? (identify requirements, constraints, and processes)

Why: Why do I want to do this? (reasons, purpose, gains)

Measurable: How will I measure my progress? Are there smaller steps that will help me know I am on the right track?

Unit 6, Activity 1, Handout 2

SMART Goals

Attainable: Can I achieve this goal? Is my goal too big or long term? Are there goals I need to set to reach this bigger goal?

Realistic: Why do I think I can achieve this goal? What kind of help do I need? What kind of living situation will I need? What kind of schedule will I need? What do I need to do to be successful to achieve this goal? What kind of barriers might stop me from achieving this goal? Can this barrier be overcome or should I set a different goal?

Time-measured: When will you start working on this goal? How long do you think it will take you to complete this goal? If it will take you a long time to complete this goal. Keep this bigger goal but now do this activity again with a smaller goal.

Reference: Adapted from Community Action Southwest (n.d.). *Pennsylvania career pathways coaching components: A resource guide*, pgs. 3-4. Accessed at:
http://www.paadultedresources.org/uploads/8/6/3/4/8634493/career_pathways_coaching_resource_final.pdf

Problem Solving

Description

In this activity students will explore problem solving through a series of scenarios. They will learn about the problem-solving steps. They will also apply self-reflection questions to rate their collaborative behavior in the problem-solving scenario.

Estimated Time Required

2 hours

Facilitator Preparation

Review the following resources:

- Problem Solving scenarios
- Steps for problem solving are adapted from Guffey, E. (1998) Five steps to better critical-thinking, problem-solving, and decision-making skills accessed at <https://www.asa3.org/ASA/education/think/ps-guffey.htm>. Complete descriptions of each step can be accessed at this link.
 1. Identify the problem: Decide what the issue is or what needs to be solved or resolved.
 2. Explore and Learn: Research about causes, possibilities for what can and can't happen, and solutions.
 3. Get creative: Brainstorm and list concrete solutions, plans, ideas that can help resolve the problem.
 4. Think it through: Think through your list and decide what ideas are realistic, what will need to happen to make the solution work, what might create conflict or hamper your ideas for resolving the problem, what information do you need to make the final decision, will your decision work for everyone.
 5. The nitty gritty: Think through all the ideas and information and make a decision that works best for everyone or the target audience (e.g., your boss).
 6. Moving forward: Make a plan to put your idea into action.

Materials

Paper
Pencils
Student Portfolio
Problem Solving Scenarios
Problem Solving Scenarios Instructors Version
Employability Skill: Self-Reflection handout

Procedure

1. Break the students into groups of 3 to 6 students.
2. Go through the Steps for Problem Solving

Problem Solving

3. Give each group a scenario (Problem Solving Scenarios handout) and ask them to come up with a solution. Tell them to take notes as they will have to explain the problem and their solution to the group, and why they came to that conclusion.
4. Report out on the problems and solution.
5. Discuss the different solutions and ask if anyone else would have come up with a different solution and why.
6. Ask students how they felt they did on the problem-solving aspect of this task.
7. Reflection: Ask students to fill out the Employability Skill: Self-Reflection handout. Explain that self-reflection is an employability skill that they need to do on their own to monitor how they are doing on the job and use it to determine if they need to ask for help. Also explain that it is a skill that is often asked about in interviews and job evaluations.
8. Discuss.

Formative Assessment

Informal assessment

1. Ask students the key components of problem solving.
2. Collect student reflection forms to assess students' ratings.

Unit 6, Activity 2, Handout 1

Problem Solving Scenarios: Instructor's Version

Use these scenarios to help students learn how to think through and practice problem-solving, working collaboratively, and communicating with others.

Walk through these problem-solving steps with the students:

1. Identify the problem: Decide what the issue is or what needs to be solved or resolved.
2. Explore and Learn: Research about causes, possibilities for what can and can't happen, and solutions.
3. Get creative: Brainstorm and list concrete solutions, plans, ideas that can help resolve the problem.
4. Think it through: Think through your list and decide what ideas are realistic, what will need to happen to make the solution work, what might create conflict or hamper your ideas for resolving the problem, what information do you need to make the final decision, will your decision work for everyone.
5. The nitty gritty: Think through all the ideas and information and make a decision that works best for everyone or the target audience (e.g., your boss).
6. Moving forward: Make a plan to put your idea into action.

SCENARIOS

1. You are eligible to be released on parole in nine months; unfortunately, you will not be able to complete the GED prior to release. Knowing this is an important piece to obtaining employment, what can you do to ensure you obtain your GED prior or after release?
2. Your cell is always messy and dirty due to your cellmate's lack of cleanliness. There is no outside cleaning crew to take care of this problem. You have been asked to come up with a plan to keep your cell clean and in order. What plan will you come up with to fix this problem and how will you carry it out?
3. Every year the prison plans a family day meeting and barbecue picnic for the inmates. This year they have asked the IGWF Committee to plan the agenda for the meeting and the barbecue dinner after the meeting. You are a member of the IGWF Team and need to plan the agenda for the 3-hour meeting and the barbecue. Work together to come up with an agenda for the meeting and a plan for the barbecue.
4. While you're working in your post-release job, you witness a co-worker stealing various supplies from the warehouse. Talk with your team about what you might do and make a plan that include the steps you should take.

Steps for problem solving are adapted from Guffey, E. (1998) Five steps to better critical-thinking, problem-solving, and decision-making skills accessed at <https://www.asa3.org/ASA/education/think/ps-guffey.htm>. Complete descriptions of each step can be accessed at this link: <https://www.asa3.org/ASA/education/think/ps-guffey.htm>

Unit 6, Activity 2, Handout 1

Problem Solving Scenarios

Think through your scenario and come up with a solution. Use these problem-solving steps to help you think through and resolve the scenario with your group.

1. Identify the problem: Decide what the issue is or what needs to be solved or resolved.
2. Explore and Learn: Research about causes, possibilities for what can and can't happen, and solutions.
3. Get creative: Brainstorm and list concrete solutions, plans, ideas that can help resolve the problem.
4. Think it through: Think through your list and decide what ideas are realistic, what will need to happen to make the solution work, what might create conflict or hamper your ideas for resolving the problem, what information do you need to make the final decision, will your decision work for everyone.
5. The nitty gritty: Think through all the ideas and information and make a decision that works best for everyone or the target audience (e.g., your boss).
6. Moving forward: Make a plan to put your idea into action.

SCENARIO 1

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5. The nitty gritty: Think through all the ideas and information and make a decision that works best for everyone or the target audience (e.g., your boss).
6. Moving forward: Make a plan to put your idea into action.

SCENARIO 2

Your cell is always messy and dirty due to your cellmate's lack of cleanliness. There is no outside cleaning crew to take care of this problem. You have been asked to come up with a plan to keep your cell clean and in order. What plan will you come up with to fix this problem and how will you carry it out?

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Unit 6, Activity 2, Handout 1

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6. Moving forward: Make a plan to put your idea into action.

SCENARIO 3

Every year the prison plans a family day meeting and barbecue picnic for the inmates. This year they have asked the IGWF Committee to plan the agenda for the meeting and the barbecue dinner after the meeting. You are a member of the IGWF Team and need to plan the agenda for the 3-hour meeting and the barbecue. Work together to come up with an agenda for the meeting and a plan for the barbecue.

Steps for problem solving are adapted from Guffey, E. (1998) Five steps to better critical-thinking, problem-solving, and decision-making skills accessed at <http://www.asa3.org/ASA/education/think/ps-guffey.htm>

Unit 6, Activity 2, Handout 1

Problem Solving Scenarios

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5. The nitty gritty: Think through all the ideas and information and make a decision that works best for everyone or the target audience (e.g., your boss).
6. Moving forward: Make a plan to put your idea into action.

SCENARIO 4

While you're working in your post-release job, you witness a co-worker stealing various supplies from the warehouse. Talk with your team about what you might do and make a plan that include the steps you should take.

Steps for problem solving are adapted from Guffey, E. (1998) Five steps to better critical-thinking, problem-solving, and decision-making skills accessed at <http://www.asa3.org/ASA/education/think/ps-guffey.htm>

Unit 6, Activity 2, Handout 2

Employability Skill: Self-Reflection

Think back on your experience of working collaboratively to come up with a plan to your scenario and answer these questions. Then rate your behavior using this scale. Provide examples or evidence of why you think you deserve this rating.

Rating Scale: 1 – Excellent 2 – Good 3 – Needs work

Behavior	Rating	Example or Evidence of My Behavior
I listened to others' opinions.		
I responded appropriately to feedback.		
I used clear and appropriate language.		
I asked questions to find out what others were thinking.		
I continued to participate in the group even when my ideas were not chosen.		
One thing I did really well:		
One thing I would like to do better:		

Reviewing My Target Job

Description

In this activity students will reassess their target job by reviewing the wage for the job and how it meets their budget needs, the training and skills needed for the job, and their willingness to work towards meeting the training and skills needed for the job. They will then set concrete SMART goals that will support them in working towards their target job. In summary, this activity is to reinforce and review their goals so that they are aware of their role and responsibility in getting this job and then determine how realistic this goal is based on their experience and motivation.

Estimated Time Required

3 hours

Facilitator Preparation

Review the following resources:

- Student portfolio products so that facilitator can be prepared to answer job related questions.

Materials

Paper
Pencils
Student Portfolio
Reviewing My Target Job handout
Foundation Skills Priority List

Procedure

1. Ask students to review their O*NET Job Summaries (Unit 4) focusing on their end goal of their selected job. Ask them to reflect on their target job, the training, wages, qualifications, their identified steps, and their SMART goals. Do they still think this is a good job for them? Have them write their answers on the Reviewing My Target Job handout.
2. Discuss with students what they wrote on their sheet. Answering any of the questions they wrote in the *"I still have Questions"* section of the handout.
3. Have students say whether they still want to pursue this job. If not, ask them to identify a new job to consider.
4. Have them revisit their Career Pathway Plan from Unit 6 Activity 1; have them add to it, make changes, and add any new information or thoughts that they might have about their plan.
5. Discuss any changes as a group so that other students may learn from other students or make suggestions for each other's career pathway plans.
6. Have students review the Foundation Skills Framework Priority List and adjust which skills they would like to target based on what they have learned in Unit 6 and if they think they have made progress on one of their previously identified skills.

Reviewing My Target Job

Formative Assessment

Informal assessment

1. Review student's Reviewing My Target Job handout. Note the coherence of their ideas and plan. Note how well-crafted and appropriate student SMART Goals are related to moving towards getting their target job.

Unit 6, Activity 3, Handout 1

Reviewing My Target Job

PORTFOLIO PRODUCT

Directions: Using the O*NET Job Summary from Unit 4, answer the following questions.

Name of Job:	
Wages or Salary: (list below)	Is this enough money for my budget?
	YES (please explain):
Training Required: (list below)	Can I get this training?
	YES (please explain):
	Am I willing to do this training?
	YES (please explain):
Tasks Required: (list below)	Can I do these tasks?
	YES (please explain):
	Am I willing to do these tasks?
	YES (please explain):
If you are still interested in this job, what steps do you need to take? List 3 SMART goals you need to take to work towards this job.	
SMART GOAL 1	
<i>What could stop me from meeting GOAL 1?</i>	

Unit 6, Activity 3, Handout 1

Reviewing My Target Job

<i>What will help me complete GOAL 1?</i>		
<i>Who will help me?</i>		
<i>When will I complete GOAL 1</i>		
SMART GOAL 2		
<i>What could stop me from meeting GOAL 2?</i>		
<i>What will help me complete GOAL 2?</i>		
<i>Who will help me?</i>		
<i>When will I complete GOAL 2</i>		
SMART GOAL 3		

Unit 6, Activity 3, Handout 1

Reviewing My Target Job

<i>What could stop me from meeting GOAL 3?</i>		
<i>What will help me complete GOAL 3?</i>		
<i>Who will help me?</i>		
<i>When will I complete GOAL 3?</i>		
I still have questions:		
1.		
2.		
3.		
4.		

Unit 7, Overview

Introduction to PA CareerLink® System

Unit Overview

In Unit 7 students will be introduced to the PA CareerLink® and resources and services available at the PA CareerLink®. This information will be presented by a PA CareerLink® representative. Students will become familiar with the PA CareerLink® locations so that they will know where to go for services upon reentry.

Estimated Total Hours

2 Hours

Objectives

- Students will be able to name 4 to 6 services or resources provide by PA CareerLink®.
- Students will be able to explain the online PA CareerLink® and its relevance to job searches and career planning.
- Students will be able to explain eligibility requirements for using PA CareerLink® resources and services.
- Students will be able to explain the process for enrolling for PA CareerLink® services.

Portfolio Products

- Expanded Career Pathway Plan that includes relevant PA CareerLink® services and resources that can support him/her in working towards stated career goals.

Alignment to Pennsylvania Department of Education Standards

13.2.8.B: Evaluate resources available in researching job opportunities

Alignment to College and Career Readiness Standards

- **SL.1:** Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- **SL.2:** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- **L.6:** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.

Unit 7, Overview

Introduction to PA CareerLink® System

Alignment to Foundation Skills Framework

- Locates and Uses Resources
- Lifelong Learning Skills
- Listens with Understanding

Required Activities

Activity #1: Introduction to PA CareerLink®

Activity #2: PA CareerLink® Services

Supplemental Activities

Listens with Understanding

Introduce Students to P-Q-R listening strategy (see pg. 160 of the guide Foundation Skills in the ABL classroom). Pay attention; Question; and Restate is a technique that has the listener monitor his or her listening and understanding. Access at

http://www.paadultedresources.org/wp-content/uploads/2016/05/foundation_skills_in_able_classroom-2-2-18.pdf

Resources

Unit 7, Activity 1

Introduction to PA CareerLink®

Description

In this activity a guest speaker from a PA CareerLink® will introduce students to the PA CareerLink® services, including the online PA CareerLink®, training opportunities, eligibility, and enrollment procedures.

Estimated Time Required

1 hour

Facilitator Preparation

Review the following resources:

- PA CareerLink® Services <https://www.pacareerlink.pa.gov/ponline/>
- Any other materials provided by the PA CareerLink®
- List of PA CareerLink contacts on the Resources page on the DOC/PBPP intranet

Materials

Paper
Pencils
Student Portfolio
PA CareerLink® Notes sheet

Procedure

1. Give each student a PA CareerLink® notes sheet. Ask them to write down relevant information on the sheet. Instruct them to pay particular attention to information about services that they may be eligible for or benefit from, such as OVR, Adult Basic Education, Veterans, and the online PA CareerLink®.
2. Introduce PA CareerLink® representative.
3. Questions and Discussion

Formative Assessment

Informal assessment

1. Collect notes sheet to determine the accuracy of the notes indicating the understanding that students gained from the presentation.

Unit 7, Activity 1, Handout 1

PA CareerLink® Notes Sheet

Directions: Use this sheet to take notes as you learn about PA CareerLink® services.

Topic	Notes
What is PA CareerLink®	1. 2.
What services does PA CareerLink® offer	1. 2. 3. 4. 5.
How do I enroll at PA CareerLink®	
What is the online PA CareerLink®	
What can I do with the online PA CareerLink®	
How do I enroll in the online PA CareerLink®	

Unit 7, Activity 2

PA CareerLink® Services

Description

In this activity, students will review and reinforce information about the PA CareerLink®, discuss how it will support them in meeting their career pathway goals once they reenter, and identify how they might use the PA CareerLink® services.

Estimated Time Required

1 hour

Facilitator Preparation

Review the following resources:

- PA CareerLink® Services <https://www.pacareerlink.pa.gov/jponline/>
- Any other materials provided by the PA CareerLink®

Materials

Paper
Pencils
Student Portfolio
PA CareerLink® Notes handout

Procedure

1. Revisit PA CareerLink® Notes from Unit 7, Activity 1.
 - a. Give students their Unit 7 Activity 1 Handout: PA CareerLink® Notes from the PA CareerLink® overview. Have them review their notes.
 - b. Ask 5 students what they thought was the most important service the PA CareerLink® offers for them and why.
 - c. Ask 5 students what they would like to learn more about or if they have questions regarding PA CareerLink®.
2. Reflection
 - a. Write one of the following prompts on the board:
 - i. Two reasons why I will go to the PA CareerLink®
 - ii. Two ways the PA CareerLink® can help me achieve my career pathway plan
 - b. On the back of PA CareerLink® Notes from Activity 1, have students write the response to the prompt.
 - c. Discuss student responses.
3. Demonstrate the online PA CareerLink® by accessing website and drawing attention to career services and the job search features.

PA CareerLink® Services

Formative Assessment

Informal assessment

1. Ask students to name 4 to 6 services the PA CareerLink® offers.
2. Ask students to explain the purpose of the online PA CareerLink®.
3. Review the notes students put on the back of their PA CareerLink® Notes to verify that they understand how the PA CareerLink® services can support their career pathway plan.

Unit 8, Overview

Resume, Cover Letters, and Applications

Unit Overview

In this unit students draw on earlier activities and portfolio products (e.g., O*Net Interest Inventory, Foundation Skills Self-Appraisal, list of experience and education, skills matching between job summaries and student skills) to begin to think concretely about seeking employment. They will create a resume, write a sample cover letter, practice filling out several types of applications.

Estimated Total Hours

7 hours

Objectives

- Students will be able to identify skills, education, and experience and create a resume.
- Students will be able to align skills and experience to identify appropriate jobs that also match their targeted career goals.
- Students will be able to write a cover letter for a job.
- Students will be able to fill out sample job applications.

Portfolio Products

- Resume
- Student created job inquiry letters
- Student created cover letters
- Several job application models

Alignment to Pennsylvania Department of Education Standards

13.2.8.C: Prepare a draft of career acquisition documents

Alignment to College and Career Readiness Standards

- R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- W.1: Write arguments to support claim in an analysis of substantive topics or texts, using valid reasoning and sufficient evidence.
- W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

Unit 8, Overview

Resume, Cover Letters, and Application

- W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- SL.1: Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Alignment to Foundation Skills Framework

- Locates and Uses Resources
- Writes Clearly and Concisely
- Makes Decisions (Critical Thinking)
- Solves Problems (Critical Thinking)
- Demonstrates Quality Consciousness
- Lifelong Learning Skills

Required Activities (PA DOC Provided)

Activity #1: Resumes

Activity #2: Cover Letters

Activity #3: Applications

Activity #4: Preparing for the Job Hunt

Supplemental Activities

Writes Clearly and Concisely

Costly Errors

Brainstorm with the participants why poor handwriting or unclear messages hamper effective communication. What are the costs to the people involved? To the organization's bottom line?

Resources

Jobs for Felons How to Write a Resume: <https://www.jobsforfelonshub.com/how-to-write-a-resume-with-a-felony/>

Unit 8, Activities 1-3 (PA DOC Provided)

PA DOC Provided: Resume, Cover Letters, and Applications

Description

In these activities students will create a resume, write a sample cover letter, practice filling out several types of applications.

Estimated Time Required

6 hours

Facilitator Preparation

Review the following *Pennsylvania Department of Corrections (PA DOC) provided resources*:

- Resume Writing PowerPoint Presentation (DOC/PBPP intranet page)
- John Doe Mock Resume Handout Resume Key Words Handout
- Cover Letter Overview
- Cover Letter Template and Examples
- Application Guide
- Blank Job Applications

Get:

- Blank job applications for students to use for practice (www.jobs-applications.com) – available on the DOC/PBPP intranet page

Materials

Paper

Pencils

Student Portfolio

(PA DOC) provided resources:

Resume Writing PowerPoint

John Doe Mock Resume Handout

Resume Key Words Handout

Cover Letter Overview

Cover Letter Template and Examples

Application Guide

Blank job applications (Big Lots, Burger King)

Procedure (PA DOC Provided)

1. Resumes
 - a. Introduce students to how to develop a resume using the Introduction to Resume Writing presentation.
 - b. Go over an example of a resume using the John Doe Mock Resume handout

Unit 8, Activities 1-3 (PA DOC Provided)

PA DOC Provided: Resume, Cover Letters, and Applications

- c. Have students handwrite a resume using the tools provided in the presentation and the Resume Key Words handout.
2. Cover Letters
 - a. Introduce students to the purpose and how to write a cover letter using Cover Letter Overview.
 - b. Have students create a cover letter using the Cover Letter Template & Examples handout.
3. Applications
 - a. Introduce students to applications and tips for completing an application using the Application Guide.
 - b. Ask students to complete a blank application

Formative Assessment

Informal assessment

- Review resume, cover letters, job applications, and script created by student

Unit 8, Activity 4

Preparing for the Job Hunt

Description

In this activity students will talk through the process of creating a resume, cover letter, and job application. They will review how and why their resume, cover letter, and job application are a reflection of their target job.

Estimated Time Required

1 hour

Facilitator Preparation

Review the following resources:

- NA

Materials

Paper
Pencils
Student Portfolio
Student Resume, Cover Letter, and Job Applications
Student Checklist Handout

Procedure

1. Have students look through their resume, cover letter, job applications, and script and other portfolio products and fill out the Preparing for the Job Hunt Student Checklist Handout.
2. Discuss students' answers.

Formative Assessment

Informal assessment

1. Determine whether students are able to articulate the alignment between their target job and their resume, cover letter, and job application.
2. Determine whether students understand the documents needed for applying for a job.

Student Checklist

Directions: Review your resume, cover letter, job applications, script, and portfolio items and complete the following checklist.

My target job:

Target job key work and employability skills (*check your O*Net Summary and list the key work and employability skills for this job*):

My resume lists these key work and employability skills for my target job: (*write down the key skills that you listed on your resume*)

My cover letter addresses these key work and employability skills for my target job: (*write down the sentences that you used in the cover letter*)

My job application includes experience or training that is relevant to my target job: (*write down what the experience and training you listed on the job application*)

Student Checklist

What are the strengths of your resume, cover letter, and job application? Why?

Resume:

Cover letter:

Job Application:

What do you think you have forgotten or should add to your resume, cover letter, and job application? Why?

Resume:

Cover letter:

Job Application:

Unit 9, Overview

Interview Skills

Unit Overview

In Unit 9 students will explore how to create and deliver a professional job interview. Students will learn tips for handling questions, topics to include or exclude in a job interview. They will have the opportunity to practice and polish the interview through delivery, observation and evaluation by and of other students or recorded interviews. Finally students will learn how to address the topic of having a criminal record in an interview.

Estimated Total Hours

6 hours

Objectives

- Students will be able to identify four key components of a well-crafted job interview.
- Students will be able to script a job interview.
- Students will be able to use their resume to identify strengths to include in an interview.
- Students will be able to deliver a job interview that incorporates highlighting their skills and abilities and their criminal record.

Portfolio Product

- Interview script that includes students' skills, experience, education, personal attributes, employability skills, and criminal record.

Alignment to Pennsylvania Department of Education Standards

13.2.8.A: Identify effective speaking and listening skills used in a job interview

Alignment to College and Career Readiness Standards

- R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- W.1: Write arguments to support claim in an analysis of substantive topics or texts, using valid reasoning and sufficient evidence.
- W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Interview Skills

- SL.1: Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Alignment to Foundation Skills Framework

- Locates and Uses Resources
- Writes Clearly and Concisely
- Makes Decisions (Critical Thinking)
- Solves Problems (Critical Thinking)
- Speaks Clearly and Concisely
- Listens with Understanding
- Observes Critically
- Demonstrates Self-Management Strategies (Time Management, Commitment, Self-Initiative)
- Lifelong Learning Skills

Required Activities (PA DOC Provided)

- Activity #1: Preparing for a job interview
- Activity #2: Researching the company
- Activity #3: Disclosing your criminal record
- Activity #4: Delivering the interview
- Activity #5: Following up on an interview

Non PA DOC Provided

- Activity #6: Interview Skills Wrap Up

Supplemental Activities

Listens with Understanding

Body Language

Roughly 90% of any message we “send” to a person is through our body language. Body language consists of: Eye movement, Tone of voice, Physical stance, gestures, facial expressions, distance/closeness of people talking with you, etc. Body Language “sends” messages to people you are talking with well before your spoken message. What are some “body language” signs that a person is listening and when they are not listening? Write the non-verbal cues on a flip chart and what they mean to the participants.

Unit 9, Overview

Interview Skills

Example:

Body Language

Meaning

Tone of Voice (soft)

Not confident

Rolling your eyes Not interested, bored, frustrated

Speaks Clearly and Concisely

Mock Interviews

Using the Framework “Wheel”, have participants individually identify their top 5 skill areas. Break the participants into pairs and conduct mock interviews.

Resources

ExoffenderReentry.com Interviewing <http://www.exoffenderreentry.com/interviewing.html>

Unit 9, Activities 1-5 (PA DOC Provided)

PA DOC Provided: Interview Skills Activities 1-5

Description

In these activities students will explore how to create and deliver a professional job interview. Students will learn tips for handling questions, topics to include or exclude in a job interview. They will script, practice, and revise the interview through delivery, observation and evaluation by and of other students or recorded interviews. Finally, students will learn how to address the topic of having a criminal record in an interview.

Estimated Time Required

5 hours

Facilitator Preparation

Review the following *Pennsylvania Department of Corrections (PA DOC) provided resources*:

- Getting the Interview Teacher Guide
- Research Worksheet Handout
- Disclosing Your Criminal Record to an Employer Teacher Guide
- 30 Second Commercial Handout
- The Interview Guide Teacher Guide
- Interviewing Skills Handout
- Interview Questions Teacher Guide
- Mock Interview Questions Handout
- Tough Interview Questions Regarding Your Incarceration Handout
- Sample Thank You Note Handout
- Interview Follow Up Teacher Guide

Print out:

- Job notice from a well-known company (e.g., Lowes)
- Informational page from the above company's website

Materials

Paper

Pencils

Student Portfolio

Job notice from a well-known company (e.g., Lowes)

Informational page from the above company's website

(PA DOC) provided resources:

- Getting the Interview Teacher Guide
- Research Worksheet Handout
- Disclosing Your Criminal Record to an Employer Teacher Guide
- 30 Second Commercial Handout
- The Interview Guide Teacher Guide
- Interviewing Skills Handout
- Interview Questions Teacher Guide
- Mock Interview Questions Handout
- Tough Interview Questions Regarding Your Incarceration Handout
- Sample Thank You Note Handout
- Interview Follow Up Teacher Guide

Unit 9, Activities 1-5 (PA DOC Provided)

PA DOC Provided: Interview Skills Activities

Procedure (PA DOC Provided)

1. Interview Preparation
 - a. Discuss how to prepare for an interview using Getting the Interview Teacher Guide.
2. Researching the Company
 - a. Handout the job notice and informational page from the company.
 - b. Break students into groups of 2-4 and have them complete the Research Worksheet Handout for the company. It is okay for all groups to have the same job notice and company.
3. Disclosing Your Criminal Record to an Employer
 - a. Discuss how to disclose one's criminal background using the Disclosing Your Criminal Record to an Employer Teacher Guide.
 - b. Complete the 30 Second Commercial Handout activity.
4. Delivering the Interview
 - a. Give students the Interviewing Skills Handout. Then review and discuss the interview process, how to present oneself in an interview and information to be included in an interview using the Interview Guide Teacher Guide.
 - b. Review the Interview Questions in the Interview Questions Teacher Guide of most frequently asked questions.
 - c. Mock Interview Questions and Tough Interview Questions Regarding Your Incarceration handouts. Review the questions with the students asking for possible responses to the questions. Break students into groups of 2-4 students. Inmates will conduct mock interviews. Each inmate will take turns being the employer asking the questions. Have students divide up the questions among the group so everyone answers a different question. Round #1 will use the "Mock Interview Questions" handout. Round #2 will use the "Tough Interview Questions Regarding Your Incarceration" handout.
5. Following up on an Interview
 - a. Review process for following up with an employer after having an interview. Use Interview Follow Up Teacher Guide.
 - b. Review the Thank You Note Handout with students. Have students write a sample Thank you Note.

Formative Assessment

Informal assessment

1. Review interview script and delivery by students.
2. Determine how well students respond to interview questions (both about target job skills and criminal record).
3. Determine how well students understand the interview process by listening to the questions and feedback they give to other students.

Interview Skills Wrap Up

Description

In this activity students will reflect on their class interview experiences and identify things that they think will be most challenging for them in an interview and identify strategies or examples that they noted as they went through the previous activities.

Estimated Time Required

1 hour

Facilitator Preparation

Review the following resources:

- NA

Materials

Paper

Pencils

Student Portfolio

Commercial script developed by students in earlier Unit 9 activities

Procedure

1. Discuss the following questions with the students. Write their responses on the board. List challenges on one half and strategies and tips for success on the other side.
 - a. What will be the hardest part of a job interview for you? Why?
 - i. What can you do to prepare for this? (take answers from all students)
 - b. What question do you hope they don't ask you? Why?
 - i. How can you answer that question?
 - ii. Did you hear anyone that did a good job answering that question or addressing that issue in their interview script?
 - c. What is one thing you will do to best prepare for an interview? Why?

Formative Assessment

Informal assessment

1. Assess students' challenges and their cumulative answers to determine if they are appropriate responses.

Unit 10, Overview

What to Expect When Paroled

Unit Overview

Parole staff will address the class and discuss what to expect at a parole hearing, what factors may be viewed as positive, and what to expect when reentering and while under supervision.

Estimated Total Hours

2 hours

Objectives

- Students will be able to describe the process of a parole interview/hearing.
- Students will be able to identify 3-5 factors that may be considered positive factors for a parole hearing.
- Students will be able to describe expectations for reentry and supervision when reentering.

Portfolio Product

- A parole hearing script that reflects positive language and behaviors
- Adjusted Career Pathway plan with reentry considerations

Alignment to Pennsylvania Department of Education Standards

Not Applicable

Alignment to College and Career Readiness Standards

- **W.1:** Write arguments to support claim in an analysis of substantive topics or texts, using valid reasoning and sufficient evidence.
- **W.2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- **SL.1:** Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- **SL.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- **SL.4:** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- **SL.6:** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- **L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

What to Expect When Paroled

Alignment to Foundation Skills Framework

- Listens with Understanding
- Demonstrates Self-Management Strategies (Time Management, Commitment, Self-Initiative)
- Lifelong Learning Skills

Required Activities

Activity #1: Parole Staff Presentation

Activity #2: Parole Staff Presentation Follow-up

Supplemental Activity Aligned to Foundation Skills Framework¹

Demonstrates Self-Management Strategies

Employee/Employer Rights Ask participants to divide into 2 groups--employers and the employees. Have them debate the issue of wearing body jewelry. • Employers will debate how the employees' body jewelry may hurt sales or create a dangerous situation in some workplaces. • Employees will debate why it is their personal right and expression of freedom.

Resources

Parole staff

¹Institute for the Study of Adult Literacy. (2004). Exploring work-based foundation skills in the ABLE classroom. Accessed at http://www.paadultedresources.org/wp-content/uploads/2016/05/foundation_skills_in_able_classroom-2-2-18.pdf

Unit 10, Activity 1

Parole Staff Presentation

Description

In this activity students will participate in a presentation by parole staff and take notes on information presented.

Estimated Time Required

1 hour

Facilitator Preparation

Review the following resources:

- Parole Staff Presentation Notes Sheet

Materials

Paper
Pencils
Student Portfolio
Parole Staff Presentation Notes Sheet

Procedure

1. Give each student a Parole Staff Presentation Notes Sheet. Ask them to write down relevant information on the sheet as they are listening to the parole staff presentation.
2. Introduce parole speaker and facilitate presentation, if required.
3. Questions and discussion

Formative Assessment

Informal assessment

1. Collect notes sheet to determine the accuracy of the notes indicating the understanding that students gained from the presentation.

Unit 10, Activity 1, Handout 1

Parole Staff Presentation Notes Sheet

Directions: Use this sheet to take notes as you learn about the parole process.

Topic	Notes
What is the parole interview/hearing process?	1. 2. 3. 4.
What kind of behavior do I want to display in a parole interview/hearing?	1. 2. 3. 4. 5.

Unit 10, Activity 1, Handout 1

Parole Staff Presentation Notes Sheet

What kind of language should I use in a parole interview/hearing?	
What kind of experiences are good for me to present in a parole interview/hearing?	
What kinds of barriers or exceptions will I need to ask for?	
What 3 things did I learn in this presentation?	

Unit 10, Activity 2

Parole Officer Presentation Follow-up

Description

In this activity students will participate in a follow-up discussion and role play after the parole staff presentation.

Estimated Time Required

1 hour

Facilitator Preparation

Review the following resources:

- Completed Parole Staff Presentation Notes Sheets
- Script Sheet

Materials

Paper
Pencils
Student Portfolio
Parole Staff Presentation Notes
Sheet Script Sheet
Foundation Skills Priority List

Procedure

1. Return completed Parole Staff Presentation Notes Sheets. Initiate a discussion about what students thought were important language, behaviors, and experiences learned through the presentation.
2. Have a discussion on what they thought were the 3 most important points of the parole staff presentation and why, with each student given a chance to speak; then ask if they want to change their top 3 points based on other people's ideas in the group.
3. Instruct students to look at their target jobs and barriers sheets to decide which barriers they might have or if they need to ask for exceptions (also on the notes sheet).
4. Individually have students draft a script that they can use to request exceptions or how they will want to present their case to the parole board.
5. Practice scripts with a partner and refine, if necessary.
6. Review Target Jobs Chart (Unit 1) and adjust as necessary using information from Unit 10.
7. Review the Foundation Skills Priority List (Unit 1) and adjust as necessary using information from Unit 10.
8. Questions and discussion.

Formative Assessment

Informal assessment

1. Instructor reviews the scripts and helps students recraft them as appropriate

Directions: List the 3 most important pieces of information that I learned from the parole staff presentation.

1.

2.

3.

List the important points I want to make at a parole interview/hearing. Use conversational language and practice reading with a partner.

Unit 11, Overview

Finalizing Your Career Pathway Plan

Unit Overview

In this unit students will reflect on the development of their employability skills by doing the Foundation Skills Self-Appraisal and comparing it to that of their initial Self-Appraisal. Students will review their job or career choices and career pathway plan by reflecting on past activities and portfolio products. Ultimately students will condense their in-depth career planning pieces into a comprehensive career pathway plan that addresses the different units in this course, as appropriate.

Estimated Total Hours

6 hours

Objectives

- Students will be able to complete Foundation Skills Self-Appraisal and indicate evidence of competency in noted employability skills.
- Students will be able to reflect on and explain how their employability skills have advanced.
- Students will be able to chart and explain the basic steps identified in their career plan.
- Students will be able to identify gaps in their training and education for their target job or career path.
- Students will be able to identify activities offered by their local institutions and PA CareerLink® that can support their advancement towards being prepared to seek their target job or career path.
- Students will be able to set two SMART goals that will identify next steps in working towards their target job or career path.
- Students will be able to express how they will address the parole board.

Portfolio Product

- Completed Employability Skills Self-Appraisal
- Completed Final Career Pathway Plan with 2 identified next steps.

Alignment to Pennsylvania Department of Education Standards

- 13.1.11.B: Analyze career options based on personal interests, abilities, aptitudes, achievements and goals

Finalizing Your Career Pathway

Alignment to College and Career Readiness Standards

- R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- R. 9: Analyze how 2 or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- R.10: Read and comprehend complex literary and informational texts independently and proficiently.
- W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- SL.1: Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Alignment to Foundation Skills Framework

- Locates and Uses Resources
- Writes Clearly and Concisely
- Makes Decisions (Critical Thinking)
- Solves Problems (Critical Thinking)
- Lifelong Learning Skills

Required Activities

Activity #1: Finalizing Your Career Pathway: Employability Skills

Activity #2: Finalizing Your Career Pathway: Reflecting on Your Career or Job Choice

Activity #3: Finalizing Your Career Pathway: Putting It All Together

Finalizing Your Career Pathway

Supplemental Activities

Resources

- Foundation Skills Priority List
- Foundation Skills Self-Appraisal
- Target Job or Career Path Reflection Questions
- Final Career Pathway Plan

Unit 11, Activity 1

Finalizing Your Career Pathway: Employability Skills

Description

In this activity students will re-assess their employability skills and then compare them to their original Foundation Skills Self-Appraisal. Through discussion they will identify the changes and how these changes strengthen their eligibility for their target job.

Estimated Time Required

2 hours

Facilitator Preparation

Review the following resources:

- Foundation Skills Priority List
- Foundation Skills Self-Appraisal available on the DOC/PBPP intranet

Materials

Paper
Pencils
Student Portfolio
Foundation Skills Self-Appraisal
Foundation Skills Evidence Sheet

Procedure

1. Have students complete the Foundation Skills Framework Self-Appraisal, providing evidence for those skills they think in which they rate themselves as proficient.
2. Pass out the original Foundation Skills Framework Employability Self-Appraisal that they completed in Unit 1.
3. Ask students to compare the two and note any changes between the two. Have them mark the changes on today's self-appraisal.
4. Ask students to talk about the changes between the two. Ask them to offer specific things that may explain these changes (e.g., any activity they have learned or practiced these skills).
5. Ask students to write 3 sentences that link their strongest employability skills to their target job. Use this sentence framework: I can _____ which will help me do my job better because _____. Example: I can work in a team to solve problems which will help me to be a better electrician's helper because they need to work together to solve wiring problems.
6. Ask students to read at least one of their sentences out loud. Make sure to note how these sentences can be used in interviews or parole hearings.

Unit 11, Activity 1

Finalizing Your Career Pathway: Employability Skills

Formative Assessment

Informal assessment

1. Note how familiar students are with the Foundation Priority Skills and how comfortable and realistic students are when discussing these skills.
2. Review students' sentences and determine how well they align the employability skill to tasks or skills needed to do the target job.

Unit 11, Activity 2

Finalizing Your Career Pathway: Reflecting on Your Career or Job Choice

Description

In this activity students complete a reflection activity that will help them review their target job or career choice. Students will discuss these decisions and decide whether to finalize their career pathway plan or focus on another job or career.

Estimated Time Required

2 hours

Facilitator Preparation

Review the following resources:

- Students' portfolio

Materials

Paper

Pencils

Student Portfolio

Portfolio Products Checklist

Finalizing Your Career Pathway: Target Job or Career Reflection

Procedure

1. Have students look through their portfolio products. Use the Portfolio Products Checklist to make sure they have all the products and to identify the relevant products.
2. Give students the Unit 11 Activity 2 Finalizing Your Career Pathway: Target Job or Career Reflection handout. Ask them to think about their target job and respond to the questions. Once they complete the reflection questions they will either proceed to completing the Final Career Pathway Plan or begin the reflection process with one of their other identified target jobs.

Formative Assessment

Informal assessment

1. Review the Target Job or Career Handout and determine if student has given thought to their choice of target job or career Informal assessment

Unit 11, Activity 2, Handout 1

Portfolio Products Checklist

Unit	Portfolio Product
O*NET Interest Inventory	<ul style="list-style-type: none"> ┆ Completed O*NET Interest Assessment ┆ Target Jobs Chart ┆ Foundation Skills Self-Appraisal ┆ Foundation Skills Priority List
Jobs Not Available Due to Criminal Record	<ul style="list-style-type: none"> ┆ Sample letter requesting exceptions or to accelerate the process of being job ready ┆ Barrier to Target Jobs
Understanding Job Opportunities at Location of Reentry	<ul style="list-style-type: none"> ┆ Completed budget based on potential wages for 2 selected occupations in likely area of reentry ┆ Revised occupational choice list, as applicable
Introduction to Career Pathways	<ul style="list-style-type: none"> ┆ O*NET Jobs Summaries: Notes Sheet: List of key Knowledge, Skills, and Abilities needed for targeted occupations (experience, training, etc.)
Introduction to Opportunities at SCIs	<ul style="list-style-type: none"> ┆ Thinking About My Career Pathway
Creation of a Career Plan	<ul style="list-style-type: none"> ┆ Detailed Career Pathways Plan which includes: <ul style="list-style-type: none"> ○ concrete goals and steps identified while incarcerated (e.g., training, exploration) ○ associated skills, education, and experience ○ potential reentry opportunities ┆ Reviewing My Target Job
Introduction to PA CareerLink®	<ul style="list-style-type: none"> ┆ Expanded Career Pathway plan that includes relevant PA CareerLink® and services and resources that can support him/her in working towards stated career goals.
Resume, Cover Letter, and Applications	<ul style="list-style-type: none"> ┆ Resume ┆ Student created job inquiry letters ┆ Student created cover letters ┆ Several job application models
Interview Skills	<ul style="list-style-type: none"> ┆ Interview script that includes students’ skills, experience, education, personal attributes, employability skills, and criminal record.
What to Expect When Paroled	<ul style="list-style-type: none"> ┆ A parole hearing script that reflects positive language and behaviors ┆ Adjusted Career Pathway plan with reentry considerations
Final Career Pathway Plan	<ul style="list-style-type: none"> ┆ Completed Employability Skills Self-Appraisal ┆ Completed Final Career Pathway Plan with 2 identified next steps.

Unit 11, Activity 2, Handout 2

Finalizing Your Career Pathway: Target Job or Career Reflection

9. Why do you think you can do this job or work in this career path?

10. What are the gaps in your skills, knowledge or experience that you will need to build?

EVALUATE

Is your target job or career path a realistic career pathway goal?

YES

If yes, continue to your Final Career Pathway Plan.

NO

If no, go back and complete this Target Job or Career Pathway Reflection for one of your other identified target jobs or careers.

Unit 11, Activity 3

Finalizing Your Career Pathway: Putting It All Together

Description

Students will condense their in-depth career planning pieces into a comprehensive and abbreviated career pathway plan that addresses the different units in this course, as appropriate. Students will identify 2 concrete steps they will need to take to advance along their plan towards obtaining their target job.

Estimated Time Required

2 hours

Facilitator Preparation

Review the following resources:

- Students' portfolio products
- Unit 6 Activity 1 SMART Goals Handout
- Unit 11 Activity 2 Finalizing Your Career Pathway: Target Job or Career Reflection Handout

Materials

Paper
Pencils
Student Portfolio
Final Career Pathway Plan

Procedure

1. Have students look through their portfolio products to orient them to their progress.
2. Have students review their completed Unit 11 Activity 2 Finalizing Your Career Pathway: Target Job or Career Reflection handout.
3. Give them Unit 11 Activity 3 Final Career Pathway Plan handout. Walk through the first two pages of the handout components. Demonstrate how they should use their portfolio products to complete their plan. For example, portfolio product from Unit 4 Activity 3 O*NET Job Summaries Notes Handout will help them answer the second box (About the Job/Career) on the Final Career Pathway Plan.
4. Once they have completed the first two pages, revisit the process of writing a SMART Goal (see Unit 6 Activity 1 SMART Goals Handout). Then have students identify 2 next steps for working towards being prepared or obtaining their target job. Ask them to write the steps as SMART Goals.
5. In pairs, have students share and revise their SMART goals.
6. Have students share one of their SMART goals with the whole class.
7. Discuss questions that students still have about their target job and/or about how to move along their career pathway plan. If you cannot answer a question ask students to write the question down and then help them identify where they can find the answer to their question (e.g., who can answer the question).

Unit 11, Activity 3

Finalizing Your Career Pathway: Putting It All Together

Formative Assessment

Informal assessment

1. Review the Final Career Pathway Plan.
2. Review students' next steps and determine how well they have crafted their SMART Goals.

Final Career Pathway Plan: My Target Job Or Career

Revised 11/16/2017

PORTFOLIO PRODUCT

ABOUT ME

My Skills

My Experience

My Education

My Employability Skills

ABOUT THE JOB/CAREER

Skills

Training/Education

Experience

Employability Skills

WHAT ELSE DO I NEED TO GET THE JOB/CAREER?

Skills

Training/Education

Experience

Employability Skills

Final Career Pathway Plan: My Target Job Or Career

Revised 11/16/2017

SCI WORK OPPORTUNITIES

PAROLE

PA CAREERLINK®

(List services or help that you will ask for)

Exceptions Needed

Job Search Resources

Language I can use

Training/Education Resources

SCI TRAINING OPPORTUNITIES

Employer Resources

SCI EDUCATION OPPORTUNITIES

Other Resources

Final Career Pathway Plan: My Target Job Or Career

Revised 11/5/2018

Directions: Review the first two pages of this handout. Think about what you need to do to continue to move toward meeting your career pathway job or career goal. Write 2 SMART goals. Remember to be Specific, Measurable, Attainable, Realistic, and Time Sensitive. You can use your SMART Goals handout from Unit 6 to help you write your next steps.

Next Step: SMART Goal

#1

Next Step: SMART Goal

#2

Final Career Pathway Plan: My Target Job Or Career

Revised 11/16/2017

QUESTIONS I STILL HAVE

Question 1.

Who or what can help me answer this question:

Question 2.

Who or what can help me answer this question:

Question 3.

Who or what can help me answer this question:

OTHER NOTES

Pathway to Success Student Survey

Directions: Please think back on your Pathway to Success class and answer these questions. Your answers will help us make the class better for other students.

1. I took this class because it was mandatory for my GED/CSD.

Yes

No

2. Did you have a career or job goal before you participated in this class?

Yes

No

3. Did you change your career or job goal because of information that you learned during class?

Yes

No

4. If you changed your goal, why did you change your career or job goal?

5. What is your exact career or job goal?

6. Do you feel more prepared for a career or a job after participating in the activities and completing your portfolio?

Yes

No

a) Why or why not?

7. Which activities and portfolio products were most helpful for you as you were exploring careers? (Be specific)

8. The teacher's presentation style helped me to understand the information.

Yes

No

a) Why or why not?

9. What else can DOC provide to help you achieve your career goal?