

THIRD EDITION
(with HiSET updates)

TEACHER MANUAL
ASSESSMENT PROGRAMS

*Empower **your** future:*

The Massachusetts Department of Youth Services
Career Exploration Curriculum



Comprehensive
Education Partnership

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Acknowledgements

A multidisciplinary and multitalented team of *Empower Your Future* Workgroup members and the talented teaching staff of DYS Assessment programs are responsible for the development and refinement of this curriculum.

- From the Department of Youth Services: youth who were participating in the *Empower Your Future* curriculum who contributed their time and perspective to provide feedback on the pilot version of this curriculum.
- From Commonwealth Corporation: Janet Daisley, Senior Project Manager, Darnell Williams, Program Manager, and Briana Wales, Program Manager.
- From the Collaborative for Educational Services: Woody Clift, Director, Shirley Gilfether, Coordinator of Professional Development, Karen Kenny, Transition and Title 1 Coordinator, Nicole Leontakianakos and Wendy Taylor, Education Liaisons.
- Katie Gray, Consultant and former Director of School Counseling at Blackstone Valley Regional Vocational Technical High School, developer of the *Empower Your Future* curriculum, whose expertise into the world of school counseling and professional expertise resulted in the creation of this curriculum.
- From the University of Massachusetts, Amherst, Dr. Richard Lapan, who served as both advisor and evaluator of the *Empower Your Future* curriculum project.
- A special thanks goes to the many educators from DYS Assessment programs who were willing to “pilot” the curriculum over the last year and gave invaluable feedback to help with this finished product.
 - Brockton Boys Assessment and Stabilization, Old Colony YMCA
 - CHD Assessment Program
 - Eliot Boys Assessment
 - Hadley Assessment Unit
 - NFI Lakeside Assessment
 - Pelletier Assessment Program

Special thanks are offered to Christine Kenney, Director of Educational Services for DYS, Katie Cohn, Program Coordinator, Educational Services, DYS, and Becki Moore, community monitor for DYS, who provided unwavering support throughout the development and implementation of this curriculum.



DEVAL L. PATRICK
GOVERNOR

The Commonwealth of Massachusetts

Executive Office of Health and Human Services

Department of Youth Services

27 Wormwood Street, Suite 400
Boston, MA 02210-1613

617.727.7575
FAX#: 617.951.2409

TIMOTHY P. MURRAY
LIEUTENANT GOVERNOR

JUDYANN BIGBY, M.D.
SECRETARY

JANE E. TEWKSBURY, Esq.
COMMISSIONER

To: DYS Educators
From: Christine Kenney, Director of Educational Services
Re: *Empower Your Future* Curriculum for Assessment Programs

For a number of years DYS educators have been asking for a comprehensive curriculum that would support the development of life, career development and employability skills for DYS clients. Through the joint efforts of Commonwealth Corporation, a workforce development agency, the Collaborative for Educational Services, an education service provider and consultants with practical and academic expertise in school counseling and career development, a curriculum ***“Empower Your Future”*** has been developed, piloted and is now ready for use by DYS educators. The curriculum is now available for use by Assessment Programs (this Manual) as well as short and long term treatment programs and programs for DYS clients in the community. Detention and Revocation curriculum will be completed by June 2012.

The purpose of the *Empower Your Future* curriculum is to provide students with a range of personal, life, and employability skills. The curriculum is based on nine key elements:

- **Know Yourself** – understand career interests, job skills, and work values
- **Goal Setting** – know what effective job and career goals are and how to set them
- **Interests** – discover and go after your job and career aspirations
- **Get Along with Others** – develop good relationships and make good decisions
- **Learn How to Learn** – become a successful student and lifelong learner
- **Character** – be respectful of yourself and others
- **Life and Career Skills** – know basic skills for life success
- **Coping Skills** – strategies for overcoming obstacles
- **Believe in Yourself** – benefit from self-confidence and positive beliefs

Teachers in Assessment programs are expected to use the curriculum within the Life Skills teaching block for a minimum of three days per week (45 minutes a class period). In addition, teachers should prepare students to present their work in the *FINAL PROJECT* during the Initial Staffing. If you have any questions about the use of the curriculum, or if you need training or technical assistance to use the curriculum, please contact Katie Cohn, Program Coordinator, Assistant Director, Educational Services, DYS at katie.cohn@state.ma.us or 617-960-3321.

Introduction

Empower Your Future: Assessment Programs is intended for use in DYS assessment programs. In order to implement this curriculum, teachers must first obtain:

- Copies of the **Empower Your Future: Assessment Programs workbooks** for every student
- Copies of the Career Decision Making Tool (CDM) Level 2 (hand scored) Survey Booklets and CDM Interpretive Folders for every student
- An electronic copy of the GED PowerPoint presentation (Unit 2, Lesson 4)
- An electronic copy of the *FINAL PROJECT* template

These materials are available from Barbara Bridger (bbridger@collaborative.org) at the Collaborative for Educational Services.

A complete series of **Empower Your Future** curriculum is being developed for the DYS continuum of care. **Empower Your Future: Treatment Programs** has been developed for long and short term treatment programs and builds upon what youth do while in assessment (this curriculum). **Empower Your Future: Bridging the Opportunity Gap Career Readiness Curriculum Guide** has been developed for use in the community for use with Bridging the Opportunity Gap grant funded programs and can also be implemented by DYS community staff. The entire curriculum is designed to be used during the Life Skills teaching blocks in DYS educational programs. **In Assessment Program life skills classes, the Empower Your Future curriculum is to be used a minimum of three times per week.** It is a project based curriculum that is intended to help students not only acquire the knowledge and skills necessary for career development and employability, but also to help shift youths' attitudes about their future. Further information about research and best practices that helped shape this curriculum can be located in the "Foundations of the *EYF Curriculum*" section of this guide.

What is in this Guide

This instructional guide contains:

- Unit overviews
- Lesson plans
- The *EYF FINAL PROJECT* template and rubric (pages TM-21 – TM-23)
- The full *EYF Assessment Programs Student Workbook*
- An Appendix with activities for students who complete the project but are still in your assessment program

Most of the materials you will need for students are in their workbooks and your lesson plans indicate which workbook pages go with each lesson.

Computer Use

There are some suggested activities included in the lessons that require the use of computers with internet access. All students will need access to a computer with Microsoft Word to complete the *FINAL PROJECT*.

Using Moodle as a Resource

The Collaborative for Educational Services utilizes the Moodle website (<http://moodle.collaborative.org>) to make electronic resources (linked to curricula, professional development, training, and continuing education) available to teachers working in the DYS system. The Moodle website includes an **Empower Your Future** resource repository (<http://moodle.collaborative.org/mod/book/view.php?id=44031>) which currently holds electronic resources, such as videos, PowerPoint presentations and *FINAL PROJECT* templates that are referenced throughout the treatment, detention, and assessment curricula. Additionally, it contains links to other curricula, teacher created lessons, and resources that provide extension activities to supplement content delivery within the scope and sequence included in this guide. The repository organizes resources by the individual units of each curriculum and is continuously updated with more teacher created resources. If you are interested in sharing electronic resources with your colleagues please send them to Mike Furey at mfurey@commcorp.org. In the email, please include a short description of the resource that details: What the resource is; where it fits into the curriculum (Unit and lesson number); suggestions for how others can utilize your ideas.

Submissions will be screened and quality resources will be uploaded onto the Moodle website. In order for teachers to track the source of the documents please include the name of educational program, date of submission, and name of teacher submitting the resource in the footer of the document. Please contact Mike Furey by phone at 617-717-6907 or by email at mfurey@commcorp.org with any questions or concerns.

ASPEN Expectations for EYF

Upon each student's entry to a program, teacher coordinators download *EYF* related materials including resources completed in Detention (*EYF Detention Tracking Sheet*) or other DYS placements when applicable. When each student is discharged, the *EYF Assessment FINAL PROJECT* (PDF or Word Document) and the *EYF Assessment Activity Tracking Sheet* (located on the following page and available electronically on Moodle) **MUST** be uploaded to ASPEN. Uploading documents onto to ASPEN is essential to connect programs across the DYS continuum of care. The goal is to limit repetition in student's course work as they transition between programs.

Expected Discharge: _____

PDF Completed _____

Complete Final Project by: _____

Uploaded X2 _____

Empower Your Future Assessment Program Tracking Sheet

Name: _____

Date Started: _____

Page	Activity: Unit 1	Initials	Date	Page	Activity: Unit 2	Initials	Date
2	Vocabulary			18	Vocabulary		
3-5	Occupational Characteristics Survey			19-20	Consequences of Dropping Out of High School		
6-7	Skills Survey			22-23	Grad Requirements Detective Activity		
8-10	Values Survey			24-25	Grad Requirements Student Worksheet		
	CDM			26	Attendance Policy Scavenger Hunt		
11-12	Career Clusters			28	Attendance Policy Word Search		
13	Career Puzzle			31	GED Vocab Crossword Puzzle		
14	Final Project Part 1			32	Should I Consider a GED?		
Page	Activity: Appendix	Initials	Date	35	GED Scavenger Hunt		
40	Mass CIS Log in User name _____ Password _____			15	Final Project Part 2		
41-45	Career Fact Sheet						
46	School Fact Sheet						

Things You Should Know about the EYF Curriculum

EYF Assessment Curriculum Scope and Sequence

- The **Empower Your Future** curriculum is designed for teachers to lead the class through the two units (10 lessons) each month. Although many of the lessons can be self-directed, whole class instruction adds value to the overall **Empower Your Future** experiences for students. Whole class instruction provides students with a collaborative learning environment that is conducive to student growth. To accommodate the needs of individual students, teachers should work with each student to differentiate instruction on a case by case basis. The exceptions to whole class instruction activities are as follows:
 1. **The Career Decision Making Tool (CDM):** Teachers will need to provide students with the CDM materials and administer the assessment as in the past.
 2. **The FINAL PROJECT:** Students need to use a computer to transfer their *FINAL PROJECT* from their workbook to a word document that can be uploaded into ASPEN, the on-line student information system for education. They will need teacher assistance with this. An electronic version of the *FINAL PROJECT* can be obtained from Barbara Bridger at bbridger@collaborative.org and is also available in the *EYF* Repository on Moodle.
 3. **Presentation of the FINAL PROJECT:** One of the major goals of the curriculum is to cultivate STUDENT VOICE so that youth can become successful self-advocates regarding planning for their future. **It is the responsibility of the instructor to make sure that all students complete both sections of the FINAL PROJECT for presentation at their Initial Staffing.** Therefore class time must be devoted to assisting students with presentation preparation and “airtime” to present in front of their peers. The instructor should connect with the youth’s Education Liaison, caseworker or clinician to make sure this work is integrated into the Initial Staffing meeting.
- Lesson plans are provided to assist you with directing students through the ten lesson sequence.
- The Appendix is designed to provide related activities for students who have completed their *FINAL PROJECT* and have presented it at their Initial Staffing, but are still in your program.

Grading of Student Work

- The curriculum is project based and you will be required to grade student projects using the project rubric (which is provided for you in this guide and for students in their workbooks). This course will appear on students’ transcripts as “Career Exploration Seminar” and will be used for credit recovery purposes so maintaining grades is essential.
- The rubric provided is intended to help students understand what is expected of them. You are encouraged to give feedback using the rubric and give students the opportunity to expand or redo work to help them both enhance their learning and get the best grade possible.
- Throughout the curriculum students are asked to “present” their projects. This is designed to help them improve their communication skills and reinforce positive views of their future. Providing youth with multiple opportunities to articulate and verbally express their goals is an important way for students to internalize and “own” these goals for their future.
- Teachers should hold high expectations that students will engage in high quality work, that students will take this work seriously, and therefore, teachers should hold students to the highest standards possible.



To: All EYF Teachers
From: Deborah Del Dotto, Associate Director of Education
Date: February 5, 2012
Re: EYF Curriculum Extensions

A number of teachers have inquired about what additional curriculum might be available as a supplement to the *EYF Assessment and Treatment Curriculum*. In addition, since curriculum has not yet been developed for Revocation, we have also had requests for guidance on how to handle life skills in these programs. Below please find some possible solutions and extensions to the *EYF Curriculum* – provided by program type – for students who have been through the *EYF Curriculum* and completed it.

EYF on Assessment:

- Run the *EYF Curriculum* for the class as a whole and allow the students who have completed the *EYF Curriculum* to serve as mentor, perhaps rotating in and out to assist new students or co-teaching lessons.
- Explore the Massachusetts Information System more deeply and independently. Students can complete the self-directed “My Career Plan” activities and add these to their Career Portfolio. **www.masscis.intocareers.org**. This website has a rich array of career development tools, information, and activities and can deepen the plan created throughout the *EYF Curriculum*. This is a relatively new feature to this website.
- Select curriculum from Merging Two Worlds, a curriculum developed and used in the juvenile justice system in Arizona. **www.ade.az.gov/ess/SpecialProjects/securecare/merging2worlds/**.
- A min-version of Merging Two Worlds can be found at **www.ade.az.gov/ess**.
- Have students set up an account at the **Your Plan for College** website where they can organize academic info, test scores, get free test prep tutorials, research colleges, submit college applications and research financial aid. **www.yourplanforcollege.org/Home/index.html**.

If you have questions or need additional information, please contact your TC, supervisor or email me at ddeldotto@collaborative.org. Technical assistance on the *EYF Curriculum* is also available from your instructional coach or Mike Furey, program manager, Commonwealth Corporation. Mike can be reached at mfurey@commcorp.org.

Thank you again for all that you do to make this curriculum meaningful, engaging, and relevant to the youth in our programs!

Empower Your Future: Foundations

Empower Your Future is a standards-based curriculum designed to help youth develop the academic/technical, workplace readiness and personal/social competencies outlined in the Massachusetts Career Development Benchmarks, as well as the eight elements of an effective “Possible Self”. The goal is to help youth become proactive, resilient and adaptive as they transition back to school or work in their communities.

“Possible Self” Elements	Definition
Life Skills	Financial literacy, job seeking skills, health and safety, independent living... skills to survive on one’s own
Create Effective Goals	A process to realize one’s potential by taking small steps, tracking progress, identifying motivators, using visualization and self reflection and adapting to environmental factors
Believe in Yourself	An internal sense of overall positive self-worth and self-efficacy
Get Along with Others	Ability to have positive connections with others, resolve conflicts peacefully, demonstrate empathy, accept responsibility for one’s actions
Learn How to Learn	Understanding one’s learning strengths and challenges
Explore and Pursue Your Interests	Skills to use resources and motivation to do so proactively; career awareness
Develop Your Character	Respect for societal and cultural norms, a sense of right and wrong, integrity, resilience
Know Yourself	Self awareness with regards to interests, values and skills

Students work to acquire the Massachusetts Career Development Benchmark competencies as well as the eight “Possible Self” Elements.



Foundations of the EYF Curriculum

Research and Best Practices Informing *Empower Your Future*

The Massachusetts Model for Comprehensive School Counseling Programs (MA Model) and the Massachusetts Career Development Education (CDE) Benchmarks: The MA Model, endorsed by former Department of Elementary and Secondary Education Commissioner David Driscoll in 2004, provides a framework for school counselors to deliver programs and services designed to assist all students to acquire the requisite knowledge and skills for success in school and in their career of choice. The MA Model incorporates as its “standards” the CDE benchmarks. The benchmarks represent a merger of the American School Counselors Association National Standards, National Career Development Guidelines, Massachusetts Certificate of Occupational Proficiency Employability Skills, and Massachusetts Work-Based Learning Plan Competencies.

See www.masca.org for additional information.

The Integrative Contextual Model of Career Development (Dr. Richard Lapan, 2004): Dr. Rich Lapan of the University of Massachusetts at Amherst has served as a consultant to the workgroup that developed this curriculum and has shared his model which he developed after years of research and practice. His work incorporates how to create a strength based curriculum based on his integrative contextual model, the goal of which is to help all students to become proactive, resilient and adaptive adults.

The Framework for 21st Century Learning: The Partnership for 21st century skills has developed a unified, collective vision for 21st century learning. One of the key elements is “Life and Career Skills” which includes:

- Flexibility and adaptability
- Initiative and self direction
- Social and cross-cultural skills
- Productivity and accountability
- Leadership and responsibility

See www.21stcenturyskills.org for additional information.

Resilience Theory: A resilience based approach to youth development is based on the principle that all people have the ability to overcome adversity and succeed despite it. It is a strength based model.

See www.wested.org/cs/chks/print/docs/hks_resilience.html for additional information.

The Implications of Possible Selves Research for School Counseling Practice: Possible self theory is an extension of self-concept theory. It emphasizes the impact that a youth's self-definition has on school behavior. The special contribution of Possible Selves theory is its focus on the motivational power of students' views of themselves in the future. Students' views of the selves that they would hope to become, fear they will become and expect to become can be powerful motivators for present school behavior.

See *School Counseling Research Brief 5.2; Sept. 20, 2007* at www.cscor.org for additional information.

The Character Education Partnership: The goal of character education is to develop students socially, ethically and academically by infusing character development into every aspect of a school's culture and curriculum. "Good Character" includes knowing, caring about and acting upon core ethical values such as respect, responsibility, honesty, fairness and compassion.

See www.character.org for additional information.

The Developmental Assets: The Search Institute's framework of Developmental Assets has become a widely used approach to positive youth development. The Developmental Assets are grounded in research in youth development, resiliency and prevention. They represent the relationships, opportunities and personal qualities young people need to avoid risks and to thrive. Studies show the more assets youth have, the less likely they are to engage in high risk behavior.

See www.search-institute.org for additional information.

The Merging Two Worlds (M2W) Curriculum (created by/for the Arizona JJ system): The M2W curriculum is a transition/career planning curriculum designed to prepare students for reintegration into the community, school or world of work upon release from a secure care facility. Based on resiliency skills research, it focuses on instruction in life skills, career development skills, resiliency and social skills. It is aligned with the Arizona academic standards k-12. Members of the workgroup have also conducted structured conference calls with Dottie Wodraska from the Arizona JJ system to discuss systemic implementation issues.

See www.ade.az.gov/ess/SpecialProjects/securecare/merging2worlds for additional information.

Empower Your Future and Positive Youth Development (PYD)

“Positive Youth Development is an approach to working with and educating youth that integrates multiple areas of growth and development... physical, cognitive, social, emotional, cultural, civic and vocational... with education. Positive youth development allows educators to begin to identify the needs and, more importantly, the strengths of each individual youth, and to use this information to help support and equip young people with knowledge and skills that will help them build a better future for themselves.

Research on adolescent growth and development has provided educators with deeper understanding about helping youth build **Protective Factors** that can strengthen and increase their abilities to handle negative influences and events in their lives successfully. These Protective Factors include:

- Belief in youths own abilities
- Stable sense of identity
- Connections with others
- Sense of control over future outcomes in their own lives

In response to this emerging research, the Massachusetts Department of Youth Services is dedicated to providing youth centered educational and transitional services that build on the unique strengths and skills of each young person.” (Adapted from the DYS English Language Arts 2009 Instructional Guide)

The **Empower your Future** curriculum model, that has at its center the development of a proactive, resilient “Possible Self,” is so closely aligned with PYD that it actually provides a forum for educators to teach lessons that directly encourage the development of PYD’s *Protective Factors*. Therefore the ability to implement this curriculum successfully is dependent upon educators embracing the PYD philosophy.

The diagram below shows the connections between **Empower Your Future’s “Possible Self” Elements** and PYD’s *Protective Factors*.

Alignment of “Possible Self” Elements and Protective Factors

“Possible Self” Elements	PYD Protective Factors
Life Skills	Connections with others Sense of control over future outcomes in their lives
Create Effective Goals	Sense of control over future outcomes in their lives
Believe in Yourself	Believe in their own abilities Stable sense of identity Connections with others
Get Along with Others	Connections with others
Learn How to Learn	Sense of control over future outcomes in their lives
Explore and Pursue Your Interests	Sense of control over future outcomes in their lives
Develop Your Character	Stable sense of identity
Know Yourself	Believe in their own abilities Stable sense of identity

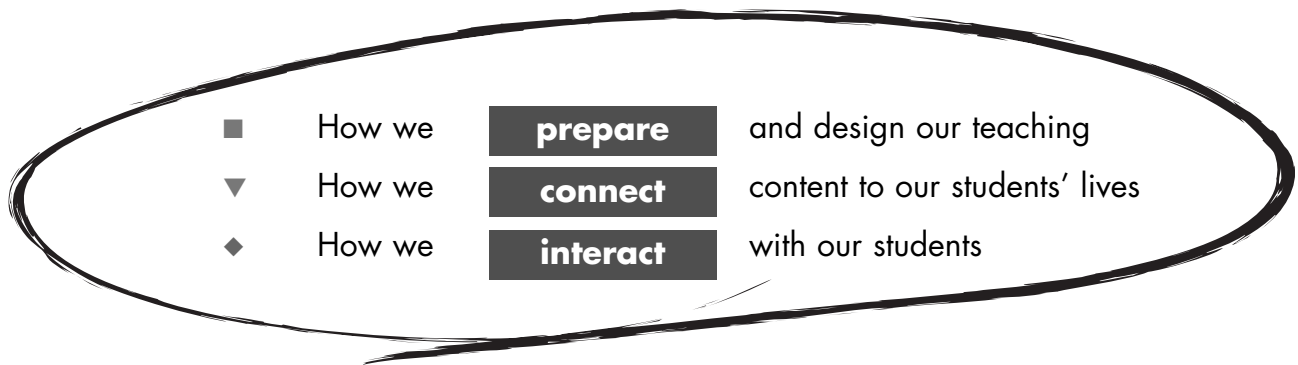
Empower Your Future and Culturally Responsive Practice (CRP)



As educators teaching youth in the DYS system, we have the opportunity to make a real difference in the lives of students, particularly at a time when they deeply need someone to invest in them. A basic premise of being a teacher is that we engage in meaningful interactions with students and create a learning environment in which every student participates and succeeds. How we prepare, the content we teach, and how we interact all have powerful effects on how students learn and see themselves as learners. Our interactions with students constantly inform not just their mastery of content, but also the ways they self-identify as learners and their academic self-esteem.

Culturally responsive teaching involves reflecting on the ways in which we interact with our students, and they interact with one another, to form positive and affirming experiences. The student population in DYS represents a broad range of ages, varied learning styles, multiple intelligences, diverse learning strengths, and wide-ranging cultural and educational backgrounds. The amount of time for which students are in the care and treatment of the Massachusetts Department of Youth Services also varies greatly, and can range from days to years, with students sometimes moving among more than one DYS facility.

Relationships are crucial to effective teaching, and learning about our students is critical to building relationships. While certain factors may limit our students' opportunities to engage in sustained study with a cohort of peers and build relationships with their teachers, we can build strong relationships with the young people in our classrooms.



Fostering meaningful connections, and teaching curriculum that strengthens our students' abilities to engage with the world and become successful in their lives, requires us as educators to participate in ongoing reflection on:

WE CAN PREPARE TO TEACH BY:

- Thinking about the language objectives for the lesson and then determining what kind of supports might be needed for English Language Learners;
 - Reflecting on ourselves and how our own cultural norms affect the ways we teach and interact with students;
 - Learning about and valuing our students' previous experiences and cultural backgrounds;
 - Acknowledging what we do and don't know about our students and their lives;
 - Increasing our awareness of assumptions we make about our students and how they influence our interactions;
 - Becoming purposeful about the verbal and non-verbal messages we send to students;
 - Investigating the experiences and contributions of students' cultural groups throughout history in ways that highlight the engagement of and agency (or power) of people to impact their own lives and futures, not solely their oppression;
 - Researching how to match instruction with students' cultural norms, or participating in site-based inquiry groups around matching instruction with students' cultural norms.
-

WE CAN CONNECT CONTENT TO OUR STUDENTS' LIVES BY:

- ▼ Working from students' prior knowledge;
 - ▼ Employing themes that will help students understand their own histories and see themselves in the curriculum;
 - ▼ Addressing cultural diversity, power, privilege and racism in society;
 - ▼ Working to meet students' diverse cultural and academic learning styles;
 - ▼ Remaining flexible, creative, organized, and enthusiastic;
 - ▼ Challenging students through a rigorous curriculum and promoting their critical thinking;
 - ▼ Applying *EYF* skills, knowledge, and analysis to life outside the classroom.
-

WE CAN INTERACT EFFECTIVELY WITH OUR STUDENTS BY:

- ◆ Building relationships based on mutual respect;
- ◆ Respecting students' life experiences and cultural norms;
- ◆ Creating a safe and welcoming atmosphere;
- ◆ Implementing firm, consistent, high expectations for behavior and academic achievement;
- ◆ Seeing each student as an important member of the classroom community with strength and knowledge to contribute;
- ◆ Creating opportunities for all students to participate and bring their strengths to classroom activities.



UNIT 1: KNOWING YOURSELF

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INTRODUCTION TO UNIT 1

UNIT 1: KNOWING YOURSELF: INTERESTS, VALUES AND SKILLS

DURATION: 5 LESSONS (MINIMUM)

UNIT LEARNING OBJECTIVES:

KNOW

Students will know...

- The vocabulary associated with this unit
- Their interests, skills and values as identified via paper and pencil activities and the Career Decision Making (CDM) tool

UNDERSTAND

Students will understand...

- That different interests, values and skills relate to different career clusters
- It is important to be thoughtful and thorough in filling out the assessment tools so they are a true reflection of a student's interests, values and skills

And therefore be able to DO

- **Complete** a series of paper assessments
- **Reflect** on the results of their assessments
- **Present** their reflections to the group
- **Complete** Part 1 of the "Empower Your Future Assessment Project"

MEASURABLE OUTCOMES:

- Each student will complete paper and pencil assessments including the CDM
- Each student will complete the *Career Puzzle* and present it to their class
- Each student will complete Part 1 of the *Empower Your Future Assessment Project* electronically

Connected Learning Standards (from the CDE benchmarks)

- W1** Knowledge and skills in the planning and decision making process
- W2** An exploratory attitude toward self, life and the world of work

Connected “Possible Self” Elements (from *Empower Your Future Model*)

- Know Yourself
- Explore and Pursue Interests
- Learn to learn

Assessment

Part 1 of the *Empower Your Future* Assessment Project scored with a rubric

UNIT 1: KNOWING YOURSELF: INTERESTS, VALUES AND SKILLS

UNIT 1 VOCABULARY/TERMS

Empower	to enable an individual to take charge of something
Possible Self	the person you imagine you will be in the future
Proactive	to think and/or plan ahead
Resilient	to be able to recover from setbacks
Adaptive	to be able to adjust to changes in life circumstances
Assessment	a set of questions used to evaluate or determine something about a person
Occupational Characteristics	distinguishing features of a job or career
Skills	abilities or talents a person has; things you can do well
Values	principles or qualities considered worthwhile or desirable; things that bring satisfaction from a job
Interests	something you like to do or are curious about
Career	a person's life work; chosen path
Career clusters	jobs with similar characteristics
Career code	a combination of your 2 highest interest area scores on the CDM

UNIT 1: KNOWING YOURSELF: INTERESTS, VALUES AND SKILLS

LESSON 1: INTRODUCTION TO CAREER EXPLORATION

KNOW:

- The goals, objectives and expectations of this unit
- Vocabulary related to Unit 1

UNDERSTAND:

- It is important to be thoughtful and thorough in filling out the assessment tools so they are a true reflection of a student's interests, values and skills
- That there are thousands of different jobs and one must find ways to narrow down the choices

DO:

- **Complete** the *Occupational Characteristics Survey* and the *Skills Survey*

MATERIALS & RESOURCES:

- Workbook pages SW-i, SW-ii, and SW-1 – SW-7

LESSON STEPS:

- Introduce student(s) to the idea that while in DYS **Treatment** they will have a class where they will explore careers of interest. While in **Assessment**, they will complete some activities designed to help them identify some career areas that may suit their interests, skills and values. They will also explore the idea of whether a High School diploma or a GED is the best route for them. This unit will focus on jobs/careers; the next unit on education.
- Give student(s) workbook(s).
- Review the goals and objectives and expectations for Unit 1 (page SW-1).
- Share the model (pages SW-i – SW-ii).
- Have student(s) review *Vocabulary/Terms* (page SW-2).
- Have student(s) complete the *Occupational Characteristics Survey* (pages SW-3 – SW-5) and the *Skills Survey* (pages SW-6 – SW-7).
- Have student(s) report to the class what they learned about themselves from the assessments.

UNIT 1: KNOWING YOURSELF: INTERESTS, VALUES AND SKILLS

LESSON 2: TAKING THE “CDM”

KNOW:

- Their interests, skills and values as identified via assessment tools

UNDERSTAND:

- It is important to be thoughtful and thorough in filling out the assessment tools so they are a true reflection of a student's interests, values and skills
- That different interests, values and skills line up with different careers

DO:

- **Complete** the CDM and their “Summary Profile”
- **Reflect** on the results

MATERIALS & RESOURCES:

- “CDM” (Harrington O’Shea Career Decision Making System Revised) Level 2 Survey Booklets for each student
- “CDM” Interpretive Folders for each student

LESSON STEPS:

- Distribute the “CDM” booklets and Interpretive Folders to each student. Make sure they put their name on both.
- Open to page 2 of the survey booklet; read the general directions together; proceed through the rest of the booklet together so that you can be sure they understand the directions and you can explain any vocabulary terms they may not be familiar with.
- If you have extra time, let students open the Interpretive Folder and explore the big chart.
- Discuss how each student's results on the “CDM” relate to the activities they did in the last class.
- Collect and save the Survey booklets and Interpretive Folders.

UNIT 1: KNOWING YOURSELF: INTERESTS, VALUES AND SKILLS

LESSON 3: VALUES AND CLUSTERS

KNOW:

- Their interests, skills and values as identified via assessment tools

UNDERSTAND:

- It is important to be thoughtful and thorough in filling out the assessment tools so they are a true reflection of a student's interests, values and skills
- That different interests, values and skills line up with different careers

DO:

- **Complete** various paper and pencil assessments
- **Reflect** on the results

MATERIALS & RESOURCES:

- Workbook pages SW-8 – SW-12

LESSON STEPS:

- Give student(s) workbook(s).
- Have student(s) turn to the *Values Survey* (pages SW-8 – SW-10). Review the introduction together and then have them complete the activity.
- Have student(s) turn to the *Career Clusters* activity (pages SW-11 – SW-12). Discuss the concept of a career cluster. Read the introduction together. Have them complete the activity.
- Have student(s) report on what they have learned from these activities.

UNIT 1: KNOWING YOURSELF: INTERESTS, VALUES AND SKILLS

LESSON 4: THE CAREER PUZZLE

KNOW:

- Their interests, skills and values as identified via assessment tools
- What job/career areas relate to their interests, skills and values

UNDERSTAND:

- It is important to be thoughtful and thorough in filling out the assessment tools so they are a true reflection of a student's interests, values and skills
- That different interests, values and skills line up with different careers

DO:

- **Complete** the *Career Puzzle* worksheet and Poster
- **Present** the results

MATERIALS & RESOURCES:

- "CDM" summary profile
- Workbook page SW-13
- Poster sized paper, markers

LESSON STEPS:

- Give student(s) workbook(s)
- Distribute the completed "CDM" booklets and Interpretive Folders and have student(s) turn to page SW-13 in their **Empower Your Future** workbooks.
- Explain that they are going to complete the puzzle and then make a poster which contains all the information from the puzzle. They can copy the puzzle or be creative with their own drawing... so long as it conveys information about their interests, skills, values and possible jobs.
- Encourage student(s) to look back over the activities they have completed in previous lessons.
- Have each student stand in front of the class and present his/her poster.

UNIT 1: KNOWING YOURSELF: INTERESTS, VALUES AND SKILLS

LESSON 5: ASSESSMENT PROJECT: PART 1

KNOW:

- Their interests, skills and values as identified via assessment tools
- What job/career areas relate to their interests, skills and values

UNDERSTAND:

- It is important to be thoughtful and thorough in filling out the assessment tools so they are a true reflection of a student's interests, values and skills
- That different interests, values and skills line up with different careers

DO:

- **Complete** the **Assessment Project**, Part 1

MATERIALS & RESOURCES:

- "CDM" survey booklets completed earlier in this unit
 - Workbook pages SW-14 and SW-38
 - Access to computers with the Assessment Project template (see page TM-iii of this guide)
- NOTE: you will need to load the template onto the student computers

LESSON STEPS:

- Explain to student(s) that they will be completing Part 1 of the Final Project (Part 2 will be done at the end of Unit 2). They will do a rough draft in their workbooks (page SW-14) and then enter it into a template on the computer. Review the rubric (page SW-38) with them so they will understand the expectations clearly.
- Let students know that their projects will be forwarded to the treatment programs they will be going to so that teachers there will have some background information on them. Also, while in treatment, they will have the opportunity to explore the careers they have identified here in much greater depth.
- Let students know that they will present their Final Projects at their Initial Staffing (they will have a chance to practice presenting it in class).
- Distribute the completed "CDM" booklets.
- Give student(s) workbook(s).
- Explain that they can also refer to any of the other materials from Unit 1 that they have completed in their workbooks.
- Have students complete page SW-14 in their workbooks. Review and give feedback.
- Have students enter the information onto the Final Project template on the computer and make sure that they save their work in a manner that identifies it as theirs so they can come back to it and complete Part 2 at the end of Unit 2.
- Have students present their projects to the class.

NOTE: Once a student completes the entire workbook and has presented his/her FINAL PROJECT, direct him/her to the Appendix (SW-40 – SW-46). The student will need access to a computer to work on the Career Fact Sheets (SW-41 – SW-45) and a computer or a copy of the student handbook from his/her high school in order to complete the last activity on page SW-46.



UNIT 2: EARNING A HIGH SCHOOL CREDENTIAL

Comprehensive
Education Partnership

INTRODUCTION TO UNIT 2

UNIT 2: EARNING A HIGH SCHOOL CREDENTIAL: WHAT IS THE BEST ROUTE? 5 LESSONS (MINIMUM)

UNIT LEARNING OBJECTIVES:

KNOW

Students will know...

- The vocabulary associated with this unit
- The requirements for getting a high school diploma in Massachusetts
- What is involved in getting a HiSET (formerly the GED)

UNDERSTAND

Students will understand...

- That the more education they complete, the more earning power they have
- That attendance, grades and MCAS are all part of getting a high school diploma
- That a HiSET credential is difficult to attain and that it is not the best route for many youth

And therefore be able to DO

- **Complete** a graduation grid indicating what they have already completed and what they still need to complete
- **Complete** Part 2 of the "Empower Your Future Assessment Project"
- **Present** their "Empower Your Future Assessment Project"

MEASURABLE OUTCOMES:

- Each student will complete a *Graduation Requirement Grid: Student Worksheet*
- Each student will complete the *Should I Consider a HiSET?*
- Each student will complete Part 2 of the *Empower Your Future Assessment Project* electronically
- Each student will present Parts 1 and 2 of the *Empower Your Future Assessment Project* to the class and at his/her Initial Staffing

Connected Learning Standards (from the CDE benchmarks)

- W1** Knowledge and skills in the planning and decision making process
- W2** An exploratory attitude toward self, life and the world of work

Connected “Possible Self” Elements (from *Empower Your Future Model*)

- Know Yourself
- Learn to learn

Assessment

Part 2 of the *Empower Your Future* Assessment Project scored with a rubric

UNIT 2: EARNING A HIGH SCHOOL CREDENTIAL: WHAT IS THE BEST ROUTE?

LESSONS 1 AND 2 VOCABULARY/TERMS

Consequences: That which naturally or logically follows from a person's actions

Competency Determination Graduation Requirement: This term refers to MCAS requirements for graduation. The Department of Elementary and Secondary Education posts the following on their website:

Students must either earn a scaled score of at least 240 on the grade 10 MCAS ELA and Mathematics tests, or earn a scaled score between 220 and 238 on these tests and fulfill the requirements of an Educational Proficiency Plan (EPP). Students must also earn a scaled score of at least 220 on one of the high school MCAS Science and Technology/Engineering (STE) tests: Biology, Chemistry, Introductory Physics, or Technology/Engineering.

Educational Proficiency Plan (EPP): An EPP must be developed for any student in the class of 2010 and beyond who does not meet or exceed the Proficient level (a minimum scaled score of 240) on the grade 10 ELA and/or Mathematics tests. Each EPP includes, at a minimum:

- a review of the student's strengths and weaknesses, based on MCAS and other assessment results, coursework, grades, and teacher input;
- the courses the student will be required to take and successfully complete in grades 11 and 12; and
- a description of the assessments the school will administer on a regular basis to determine whether the student is moving toward Proficiency.

Legally Required Graduation Requirements in Massachusetts: Massachusetts state law requires the instruction of American history and civics (G.L. c. 71, § 2) and physical education (G.L. c. 71, § 3).

Locally Determined Graduation Requirements: The courses and other things (e.g. portfolios, community service hours, attendance requirements) that a local system requires of its students in order to be eligible for a diploma from that district.

Course Requirements: The sequence of classes required in order to receive a diploma.

Electives: Classes that students take in addition to required courses (e.g. art, music).

Credits: Points awarded for passing a course or elective.

Mass CORE: Is a new sequence of coursework designed to raise academic standards in Massachusetts. It is intended to help high school graduates arrive at college or the workplace well prepared and to reduce the number of students taking remedial courses in college. The Department recommends that high school students complete the MassCore program of studies, which is a comprehensive set of subject area courses and units as well as other learning opportunities, before graduating from high school.

The MassCore program includes four years of English; four years of mathematics; three years of lab-based science; three years of history; two years of the same foreign language; one year of an arts program; and five additional "core" courses such as business education, health, and technology. MassCore also includes additional learning opportunities including AP classes, dual enrollment, a senior project, online courses for high school or college credit, and service or work-based learning.

Attendance Policy: Rules that a school system sets up around how many days a student can miss from school.

Punctuality Policy: Rules that a school system sets up around what happens to a student's credits if they are tardy frequently.

UNIT 2: EARNING A HIGH SCHOOL CREDENTIAL: WHAT IS THE BEST ROUTE?

LESSON 1: WHY IS A HIGH SCHOOL DIPLOMA IMPORTANT?

KNOW:

- The goals and objectives of this unit
- Vocabulary related to Lessons and 1 and 2

UNDERSTAND:

- The financial consequences of dropping out of high school
- The graduation requirements in Massachusetts

DO:

- **Review** *High School Graduation Requirements*
- **Complete** activities related to high school graduation requirements

MATERIALS & RESOURCES:

- Workbook pages SW-17 – SW-23
- Highlighters

LESSON STEPS:

- Introduce this unit to student(s) by telling them that the next several lessons will provide them with facts about why it is important to get a high school diploma and what the requirements are for doing so in Massachusetts. They will also learn the differences between getting a HS diploma or a GED and will begin to understand which path is right for each of them.
- Give student(s) workbook(s).
- Have student(s) review the goals, objectives and expectations for this unit by reading over page SW-17 with you.
- Have student(s) review the *Vocabulary/Terms* for Lessons 1 and 2 (page SW-18).
- Have student(s) turn to page SW-19 and read it and tell them to complete the *Consequences of Dropping Out of High School Worksheet* (page SW-20).
- Give each student a highlighter and have them turn to the *Massachusetts High School Graduation Requirements* (page SW-21) and review it. Tell them that after they review the requirements, they are to complete the *Graduation Requirements Detective Activity* (pages SW-22 and SW-23).
- Have student(s) report on what they have learned from these activities.

UNIT 2: EARNING A HIGH SCHOOL CREDENTIAL: WHAT IS THE BEST ROUTE?

LESSON 2: MY GRADUATION GRID AND ATTENDANCE

KNOW:

- Vocabulary related to Lessons 1 and 2
- Courses required for graduation
- What an attendance policy entails

UNDERSTAND:

- What they still need to do if they want to earn a high school diploma
- The importance of attendance in earning credit for courses taken

DO:

- **Complete** their *Graduation Grid Worksheet*

MATERIALS & RESOURCES:

- Workbook pages SW-18, SW-21, SW-24 and SW-28

LESSON STEPS:

- Give student(s) workbook(s).
- Have student(s) review the *Vocabulary/Terms* for Lessons 1 and 2 (page SW-18).
- Have student(s) review the courses required for high school graduation (page SW-21) by looking at highlighted material.
- Have student(s) turn to the *Graduation Requirement Grid: Student Worksheet* (pages SW-24 – SW-25) and have them complete it as best they can. Provide assistance as needed.

NOTE: Do NOT expect that this will be entirely accurate! Each student's Education Liaison will complete the "real" grid and review it with the student, comparing the 2.

- Have student(s) complete the *Attendance Policy Scavenger Hunt* (page SW-26, answers on page TM-14) by reading through the *Boston Public Schools Attendance Policy* (page SW-27).
- Have student(s) complete the *Attendance Policy Word Search* (page SW-28, answers on page TM-15).
- Have student(s) report on what they have learned from these activities.

Attendance Policy Scavenger Hunt

Answer Key

1. At least half a day
2. Unexcused; No credit
3. Tardy
4. Cutting class
5. Illness; injury; doctor's note
6. Court; excused
7. Tardies
8. Death in family

Bonus: Failing

Attendance Policy Word Search

Answer Key



UNIT 2: EARNING A HIGH SCHOOL CREDENTIAL: WHAT IS THE BEST ROUTE?

LESSONS 3 AND 4 VOCABULARY/TERMS

HiSET- High School Equivalency Test: As of January 2, 2014, the HiSET replaced the GED as the high school equivalency exam in Massachusetts. Passing the HiSET tests is equivalent to a high school diploma. In the state of Massachusetts, the credential earned is titled/Massachusetts State High School Equivalency Certificate.

HiSET Eligibility Form: The form that must be completed by the teaching coordinator at the DYS treatment program and signed by the education and career counselor and a legal guardian (if the student is under 18) before a student may begin to prepare for the HiSET in a DYS program. This is in accordance with the DYS HiSET (formerly GED) policy.

Parent Consent Form: The form that the parent or legal guardian must sign before a student may begin to prepare for the HiSET in a DYS education program. This is in accordance with the DYS HiSET (formerly GED) policy.

SEIS: Special Education in Institutional Settings. The special education teachers in DYS programs are a part of SEIS. In accordance with Department of Elementary and Secondary Education (DESE) regulations, a student who has an active IEP is entitled to receive special education services even if that student is preparing for HiSET.

Education and Career Counselor: The person responsible for ensuring that youth are prepared to reintegrate into the community, making successful transitions to the public school alternative education settings, HiSET preparation, and/or postsecondary education.

Accommodations: A student with disabilities should work with their Education and Career Counselor to submit a request for testing accommodations by mail through ETS. The request includes a packet of forms that can be printed off of the HiSET ETS website (<http://hiset.ets.org/take/disabilities>) and must include documentation to prove diagnosed disabilities. The most common accommodations requested are extended time, separate room, audiocassette or other recorded audio, large print, and use of calculator.

ID: Identification in the form of a state ID, a learner's permit, a driver's license, or a passport.

Eligibility Form: The form that asks for information about where the student lives, how much school the student completed and how old the student is. This form is filled out before the student takes the HiSET tests. The address that the student puts on this form will be the address that the Massachusetts State High School Equivalency Certificate is mailed to when the student passes the HiSET tests.

Withdrawn from School: A student may be withdrawn from school because he/she was withdrawn by his/her legal guardian or because he/she was administratively withdrawn due to lack of attendance. It is important to note that a student is not withdrawn from special education just because he/she is withdrawn from school.

Expelled: The student should have received documentation from the school system letting that student know that he/she is expelled. The district that expels the student or a new district that the student moves to is still responsible to continue to provide educational services to the student during the time of the expulsion.

Credential: Certificate/evidence of achievement.

UNIT 2: EARNING A HIGH SCHOOL CREDENTIAL: WHAT IS THE BEST ROUTE?

LESSON 3: INTRODUCTION TO HiSET

KNOW:

- What the HiSET is
- Vocabulary related to HiSET
- Who is eligible to prepare for HiSET in DYS education programs

UNDERSTAND:

- Whether they are candidates to prepare for HiSET
- How the DYS HiSET policy applies to students in DYS education programs

DO:

- **Evaluate** whether they are eligible candidates for HiSET preparation
- **Identify** whether it is best for them to get a HiSET and why

MATERIALS & RESOURCES:

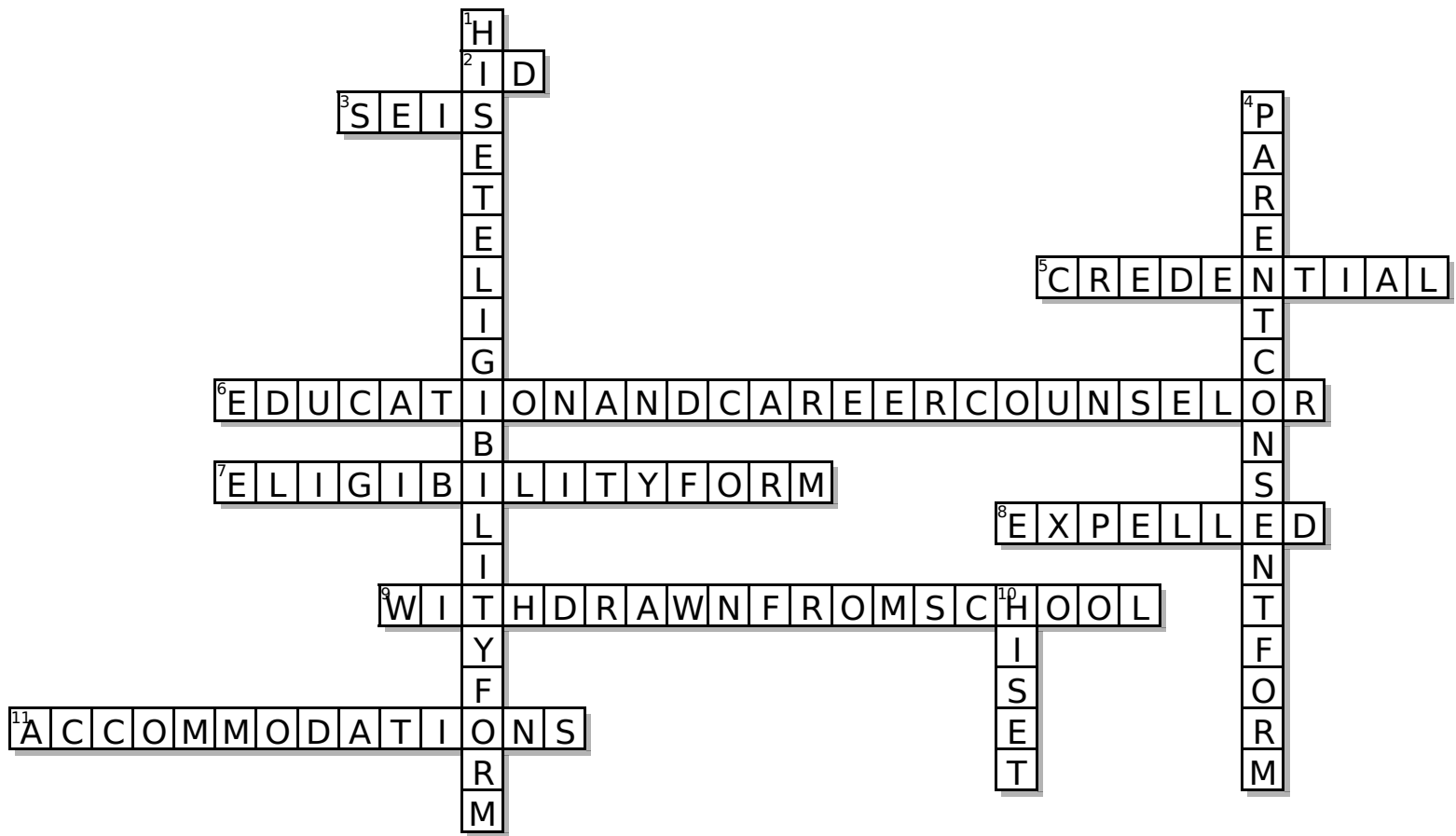
- Workbook pages SW-29 – SW-33

LESSON STEPS:

- Give student(s) workbook(s).
- Have student(s) review the *Vocabulary/Terms* related to the HiSET (page SW-29).
- Have student(s) complete the *HiSET Vocabulary Crossword Puzzle* (pages SW-30 – SW-31, answers on page TM-18).
- Have student(s) complete the *Should I Consider a HiSET?* activity (page SW-32).
- Have student(s) review the *Am I Eligible to Prepare for HiSET in DYS Programs Road Map* (page SW-33). Students may want to use a highlighter to identify which “road” is theirs.
- Have student(s) report on what they have learned from these activities.

HiSET Vocabulary Crossword Puzzle

Answer Key



From: www.puzzle-maker.com

UNIT 2: EARNING A HIGH SCHOOL CREDENTIAL: WHAT IS THE BEST ROUTE?

LESSON 4: THE HiSET TEST

KNOW:

- Facts about the HiSET
- What is required to register for the HiSET tests
- What is required to pass the HiSET tests

UNDERSTAND:

- What taking the HiSET test will entail
- What opportunities the HiSET credential might lead to

DO:

- **Complete** the *Understanding HiSET Requirements Scavenger Hunt*

MATERIALS & RESOURCES:

- Internet link for the HiSET information and regulations on the DESE website: www.doe.mass.edu/hse (for your reference)
- Workbook pages SW-34 – SW-37
- “Top Ten HiSET Facts” PowerPoint (see introduction page TM-iii for where to obtain the PowerPoint)

LESSON STEPS:

- Give student(s) workbook(s).
- Have student(s) review the printed copy of the *Top Ten HiSET Facts* (page SW-34) or electronically via the PowerPoint if possible.
- Have student(s) complete the *Understanding HiSET Requirements Scavenger Hunt* (page SW-35) using the HiSET *Requirements* details from the DESE website (pages SW-36 – SW-37). If there are additional questions about HiSET policies, regulations, or information, the answers can be found on the DESE website at: www.doe.mass.edu/hse.
- Have student(s) report on what they have learned from these activities.
- For students that believe that the HiSET is the best route for them it is strongly encouraged that they watch a ten minute tutorial video to learn more about the HiSET. The video can be found on the following website (<http://hiset.ets.org/prepare/overview>).

UNIT 2: EARNING A HIGH SCHOOL CREDENTIAL: WHAT IS THE BEST ROUTE?

LESSON 5: ASSESSMENT PROJECT: PART 2

KNOW:

- The requirements for getting a high school diploma and/or HiSET

UNDERSTAND:

- Which route to getting a high school credential is best for them (diploma vs. HiSET)

DO:

- **Complete** the **Assessment Project**, Part 2

MATERIALS & RESOURCES:

- Workbook pages SW-15 and SW-38 (plus all completed workbook activities)
- Access to computers with the Assessment Project template

LESSON STEPS:

- Explain to student(s) that they will be completing Part 2 of the Final Project (Part 1 was done at the end of Unit 1). They will do a rough draft in their workbooks (page SW-15) and then enter it into a template on the computer. Review the rubric (page SW-38) with them so they will understand the expectations clearly.
- Let student(s) know that their projects will be forwarded to the treatment programs they will be going to so that teachers there will have some background information on them. Also, while in treatment, they will have the opportunity to continue preparation for a high school credential.
- Explain that they should refer to any of the other materials from Unit 2 that they have completed in their workbooks.
- Have student(s) complete page SW-15 in their workbooks. Review and give feedback.
- Have student(s) find the project that they started and then saved on the computer at the end of Unit 1. Have them enter the information onto the 2nd page of the Final Project template on the computer and make sure that they save their work in a manner that identifies it as theirs. IT IS YOUR RESPONSIBILITY TO MAKE SURE THAT A HARD COPY OF EACH STUDENT'S COMPLETED FINAL PROJECT IS FORWARDED WITH THEIR ASSESSMENT PACKETS TO THEIR TREATMENT PROGRAMS. THE ELECTRONIC VERSION OF THE PROJECT IS TO BE UPLOADED TO ASPEN.
- Remind student(s) that they will be presenting their project at their Initial Staffing and have students present their projects to the class for practice.

Empower Your Future (Assessment)

Final Student Project

After participating in these classes during Assessment, it will be helpful for you to write about what you have learned about yourself so that teachers in your Treatment Program will best be able to help you.

Name: _____

Part 1: Career Goal: (to be completed at the end of Unit 1)

From your CDM Survey Booklet, what are your top 3 WORK VALUES? (page 5)

1. _____
2. _____
3. _____

From your Survey Booklet, what are your top 3 ABILITIES? (page 8)

1. _____
2. _____
3. _____

Enter your scores for your CAREER INTEREST AREAS from page 12.

_____ Crafts _____ Scientific _____ Arts _____ Social _____ Business _____ Office Operations

What is your CAREER CODE? (page 13)

Highest Career Interest Area _____ 2nd Highest Career Interest Area _____

What careers would you like to learn more about? _____

How do these careers relate to your values, skills and interests? What are some of the barriers/challenges you need to overcome? How can you make things happen so you can have this career? **Please write at least 5 sentences.**

Part 2: Education Goal: check one

___ I think it is best for me to work to get my high school diploma

___ I think it is best for me to get a HiSET (I am currently _____ years old)

What does it take to reach this goal? Fill out the side that matches your choice above.

HS Diploma	HiSET
____ years of English	How old do you have to be to take the HiSET? _____
____ years of Math	What 5 subjects are you tested on? _____ _____ _____ _____ _____
____ years of Science	
____ years of Social Studies	
____ years of a foreign language	
What score do you have to get on your ELA and Math MCAS? ____ 220 ____ 240 ____ 260	
What score do you have to get on your Science MCAS? ____ 220 ____ 240 ____ 260	How long does it take to take all 5 tests? _____
What % of the time to you need to attend school? _____	How do you prepare for the HiSET? _____ _____ _____ _____
How many absences per term are allowable? _____	

List at least 3 reasons why you made the choice above:

1. _____
2. _____
3. _____

Empower Your Future (Assessment) Final Project Rubric

Part 1: Careers (Maximum = 50 points)

	Points Possible	Points Earned
Work Values (top 3)	5	
Work Abilities (top 3)	5	
Career Interest Area Scores (6 scores) and Career Code	5	
Careers to learn more about (top 3)	5	
Relating careers to personal values, abilities, interests (5 sentences; 5 points per sentence)	25	
total	50	

Part 2: Educational Choices (Maximum = 50 points)

	Points Possible	Points Earned
Completion of either the HS Diploma or HiSET box	20	
Reasons for choice made (3 reasons; 10 points per reason)	30	
total	50	

Part 1 Total Score _____

Part 2 Total Score _____

FINAL PROJECT TOTAL SCORE _____

Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



STUDENT WORKBOOK

Comprehensive
Education Partnership

EMPOWER YOUR FUTURE: CAREER EXPLORATION CURRICULUM – TEACHER MANUAL

Empower Your Future: Foundations

Empower Your Future is a standards-based curriculum designed to help youth develop the academic/technical, workplace readiness and personal/social competencies outlined in the Massachusetts Career Development Benchmarks, as well as the eight elements of an effective “Possible Self”. The goal is to help youth become proactive, resilient and adaptive as they transition back to school or work in their communities.

“Possible Self” Elements	Definition
Life Skills	Financial literacy, job seeking skills, health and safety, independent living... skills to survive on one’s own
Create Effective Goals	A process to realize one’s potential by taking small steps, tracking progress, identifying motivators, using visualization and self reflection and adapting to environmental factors
Believe in Yourself	An internal sense of overall positive self-worth and self-efficacy
Get Along with Others	Ability to have positive connections with others, resolve conflicts peacefully, demonstrate empathy, accept responsibility for one’s actions
Learning How to Learn	Understanding one’s learning strengths and challenges
Explore and Pursue Your Interests	Skills to use resources and motivation to do so proactively; career awareness
Develop Your Character	Respect for societal and cultural norms, a sense of right and wrong, integrity, resilience
Know Yourself	Self awareness with regards to interests, values and skills

Students work to acquire the Massachusetts Career Development Benchmark competencies as well as the eight “Possible Self” Elements.



INTRODUCTION TO UNIT 1

UNIT 1: KNOWING YOURSELF: INTERESTS, VALUES AND SKILLS

DURATION: 5 LESSONS (MINIMUM)

UNIT LEARNING OBJECTIVES:

KNOW

You will know...

- The vocabulary associated with this unit
- Your interests, skills and values as identified via paper and pencil activities and the Career Decision Making (CDM) tool

UNDERSTAND

You will understand...

- That different interests, values and skills relate to different career clusters
- It is important to be thoughtful and thorough in filling out the assessment tools so they are a true reflection of your interests, values and skills

And therefore be able to DO

- **Complete** a series of paper assessments
- **Reflect** on the results of your assessments
- **Present** your reflections to the group
- **Complete** Part 1 of the "Empower Your Future Assessment Project"

MEASURABLE OUTCOMES:

- You will complete paper and pencil assessments including the CDM
- You will complete the *Career Puzzle* and present it to your class
- You will complete Part 1 of the *Empower Your Future Assessment Project* electronically

UNIT 1: KNOWING YOURSELF: INTERESTS, VALUES AND SKILLS

UNIT 1 VOCABULARY/TERMS

Empower	to enable an individual to take charge of something
Possible Self	the person you imagine you will be in the future
Proactive	to think and/or plan ahead
Resilient	to be able to recover from setbacks
Adaptive	to be able to adjust to changes in life circumstances
Assessment	a set of questions used to evaluate or determine something about a person
Occupational Characteristics	distinguishing features of a job or career
Skills	abilities or talents a person has; things you can do well
Values	principles or qualities considered worthwhile or desirable; things that bring satisfaction from a job
Interests	something you like to do or are curious about
Career	a person's life work; chosen path
Career clusters	jobs with similar characteristics
Career code	a combination of your 2 highest interest area scores on the CDM

Occupational Characteristics Survey

In order to learn more about what kind of job you want someday, answer the following questions by filling in the boxes on the right. Make sure you give reasons why you make the choices you do. Then try to give an example of a job that has that characteristic.

<p>Would you rather work with ideas, things or people?</p>	<p>I would rather work with _____ because:</p> <p>An example of this kind of job is:</p>
<p>Would you rather work alone or with people?</p>	<p>I would rather work _____ because:</p> <p>An example of this kind of job is:</p>
<p>Would you like to wear a uniform or your own clothes?</p>	<p>I want a job where I wear _____ because:</p> <p>An example of this kind of job is:</p>
<p>Do you want to be responsible for making decisions or would you prefer someone else make the decisions?</p>	<p>I want a job where I do/do not make decisions because:</p> <p>An example of this kind of job is:</p>
<p>Would you want to do the same thing every day or would you like to perform different tasks?</p>	<p>I want a job where I do/do not do the same thing every day because:</p> <p>An example of this kind of job is:</p>
<p>Do you want a fast paced job with lots of pressure or a slow paced job with little pressure?</p>	<p>I want a _____ paced job with _____ pressure because:</p> <p>An example of this kind of job is:</p>
<p>Do you prefer to work sitting or standing?</p>	<p>I prefer to work _____ because:</p> <p>An example of this kind of job is:</p>

<p>Would you rather work indoors or outdoors?</p>	<p>I prefer to work _____ because:</p> <p>An example of this kind of job is:</p>
<p>Do you prefer detailed work or work that is not focused on details?</p>	<p>I prefer work that is _____ because:</p> <p>An example of this kind of job is:</p>
<p>Do you prefer regular hours when most people work or irregular hours (nights, weekends)?</p>	<p>I prefer _____ hours because:</p> <p>An example of this kind of job is:</p>
<p>Do you want to work in a quiet place or one that is noisy with lots of activity?</p>	<p>I want to work in a _____ place because:</p> <p>An example of this kind of job is:</p>
<p>Do you want to work near home or would you commute a long distance?</p>	<p>I want a _____ commute because:</p> <p>An example of this kind of job is:</p>
<p>Do you want a job that requires physical strength and endurance or one that doesn't?</p>	<p>I do/do not want a job that requires physical strength because:</p> <p>An example of this kind of job is:</p>
<p>Can you work where there may be unpleasant sights, smells or must you have a clean, pleasant place to work?</p>	<p>I want a job where it is/is not clean and pleasant because:</p> <p>An example of this kind of job is:</p>
<p>Do you want a job where you can make new friends or is developing a social life through work not important to you?</p>	<p>I do/do not want a job where I can make new friends because:</p> <p>An example of this kind of job is:</p>

<p>Would you rather work for a small organization or a large organization?</p>	<p>I want to work for a _____ organization because:</p> <p>An example of this kind of job is:</p>
<p>Do you want a job with excitement and adventure or do you prefer to avoid challenges and risks?</p>	<p>I <u>do/do not</u> want a job with challenges and risks because:</p> <p>An example of this kind of job is:</p>
<p>Do you want a job with security or are you willing to take a job you might lose?</p>	<p>I <u>do/do not</u> want a job with security because:</p> <p>An example of this kind of job is:</p>
<p>Do you want to do unskilled work that will require little further education and training, semi-skilled work that requires some additional training, or skilled work that will require a lot more education and training?</p>	<p>I want _____ work because:</p> <p>An example of this kind of job is:</p>

From your answers above, what are the 3 MOST IMPORTANT CHARACTERISTICS of a job for you?

1. _____
2. _____
3. _____

What jobs do you think might have these three (3) characteristics?

Skills Survey

Whether you are thinking about long-range career goals or a job to earn money right away, you should know your skills. Knowing your skills helps you pick a job where you will be successful. You will also be better able to describe your qualities to an employer in a cover letter or in an interview. From the lists below circle the skills you have. Then list other skills you have that fit into the different categories.

Crafts	Scientific	The Arts	Social	Business	Office Operations
Wood working Making models Fixing bikes Tuning an engine Mowing lawns Using hand tools Painting a room	Taking care of animals Using a microscope Doing science experiments Measuring Using a calculator Caring for Flowers/Plants	Writing Music Writing Poetry Dancing Knitting Designing Clothes Singing Keeping a journal Photoshop	Taking care of people Making people laugh Fundraising Babysitting Teaching people new things Giving advice to others	Computer games Selling things Leading a group Keeping a part time job Managing a list of tasks Developing a budget	Organizing clutter Using Microsoft Office Using a calculator Following a budget Operating a cash register Typing fast
Other skills you have that are like these? 1. 2. 3.	Other skills you have that are like these? 1. 2. 3.	Other skills you have that are like these? 1. 2. 3.	Other skills you have that are like these? 1. 2. 3.	Other skills you have that are like these? 1. 2. 3.	

From what you circled and listed, what do you think are your top 3 skills?

1. _____
2. _____
3. _____

Each column represents a CAREER CLUSTER (a group of jobs that require similar skills)

Which column had the most skills circled and listed? _____
(This is your preferred CAREER CLUSTER)

What are some part time or summer jobs in your preferred CAREER CLUSTER?

What are some full time jobs that fit into your preferred CAREER CLUSTER?

Values Survey...What's Most Important to You?

Fill in the boxes in the 2nd column. Please answer with a complete sentence. **After you have filled in the entire 2nd column**, look back over them and put a check next to the top 5 values that you care about. Then, narrow down your top values by putting a star next to the 3 that are **REALLY** the most important to you.

Values	Give an example of a job or situation where this value is exhibited	Check your top 5	Put a Star next to your top 3
CREATIVITY To have a job where you can use your imagination			
WEALTH/GOOD SALARY To earn a great deal of money			
HIGH ACHIEVEMENT To accomplish important things or succeed in a job that is difficult			
INDEPENDENCE To do work that lets you be your own boss and do the job the way you want without someone watching over you			
JOB SECURITY To have a steady job from which you are unlikely to be fired			
LEADERSHIP To direct the work of others and make decisions affecting others			
OUTDOOR WORK To work outside most of the time			

Values	Give an example of a job or situation where this value is exhibited	Check your top 5	Put a Star next to your top 3
PHYSICAL ACTIVITY To do work that calls for moving about and using physical strength			
PRESTIGE To be seen as successful and important			
RISK To work in a job that requires you to take physical risks			
VARIETY To do many different and interesting things at work			
WORK WITH YOUR HANDS To have a job where you can use your hands, machines, or tools to make or repair things			
WORK WITH YOUR MIND To do work that requires a high level of mental ability			
WORK WITH PEOPLE To work in close contact with people and be able to comfort and help others			
EXPERTISE To be seen as an expert in what you do			

Values	Give an example of a job or situation where this value is exhibited	Check your top 5	Put a Star next to your top 3
HEALTH To maintain physical fitness and enjoy good health			
ENJOYMENT To like work...to have fun at it			
SERVICE To contribute to making the world a better place			
LOYALTY To be loyal to a company/supervisor /employees and have their loyalty in return			
FAMILY To have ample time with family			
POWER To have influence over others			

What are your top 3 values?

1. _____
2. _____
3. _____

Career Clusters

In each box, list 3 other possible jobs for that cluster.

<p style="text-align: center;">MANUAL</p> <p>Roofer 1. _____</p> <p>Truck Driver 2. _____</p> <p>Animal caretaker 3. _____</p>	<p style="text-align: center;">SKILLED TRADES</p> <p>Carpenter 1. _____</p> <p>Farmer 2. _____</p> <p>Cook 3. _____</p>
<p style="text-align: center;">TECHNICAL</p> <p>Medical technician 1. _____</p> <p>Drafter 2. _____</p> <p>Airplane pilot 3. _____</p>	<p style="text-align: center;">MATH-SCIENCE</p> <p>Biologist 1. _____</p> <p>Computer programmer 2. _____</p> <p>Pharmacist 3. _____</p>
<p style="text-align: center;">MEDICAL-DENTAL</p> <p>Chiropractor 1. _____</p> <p>Veterinarian 2. _____</p> <p>X-ray technician 3. _____</p>	<p style="text-align: center;">LITERARY</p> <p>Editor 1. _____</p> <p>Poet 2. _____</p> <p>Translator 3. _____</p>
<p style="text-align: center;">ART</p> <p>Fashion designer 1. _____</p> <p>Photographer 2. _____</p> <p>Architect 3. _____</p>	<p style="text-align: center;">MUSIC</p> <p>Composer 1. _____</p> <p>Choreographer 2. _____</p> <p>Dancer 3. _____</p>
<p style="text-align: center;">ENTERTAINMENT</p> <p>Actor/actress 1. _____</p> <p>Model 2. _____</p> <p>Radio announcer 3. _____</p>	<p style="text-align: center;">CUSTOMER SERVICE</p> <p>Ambulance driver 1. _____</p> <p>Security guard 2. _____</p> <p>Waiter/waitress 3. _____</p>

<p align="center">PERSONAL SERVICE</p> <p>Coach 1. _____</p> <p>EMT 2. _____</p> <p>Home health aide 3. _____</p>	<p align="center">SOCIAL SERVICE</p> <p>Nurse 1. _____</p> <p>Social worker 2. _____</p> <p>Clergy 3. _____</p>
<p align="center">EDUCATION</p> <p>Teacher 1. _____</p> <p>College professor 2. _____</p> <p>Guidance Counselor 3. _____</p>	<p align="center">SALES</p> <p>Travel agent 1. _____</p> <p>Used car dealer 2. _____</p> <p>Real estate agent 3. _____</p>
<p align="center">MANAGEMENT</p> <p>Restaurant manager 1. _____</p> <p>Office manager 2. _____</p> <p>Business executive 3. _____</p>	<p align="center">LEGAL</p> <p>Paralegal assistant 1. _____</p> <p>FBI agent 2. _____</p> <p>Lawyer 3. _____</p>
<p align="center">CLERICAL</p> <p>Cashier 1. _____</p> <p>Court reporter 2. _____</p> <p>Hotel desk clerk 3. _____</p>	<p align="center">DATA ANALYSIS</p> <p>Payroll clerk 1. _____</p> <p>Bookkeeper 2. _____</p> <p>Computer operator 3. _____</p>

Which cluster(s) most closely lines up with your skills? Color those boxes red.

Which cluster(s) most closely line up with your values? Color them blue.

Which clusters did you color red AND blue? These are possible career clusters for you.

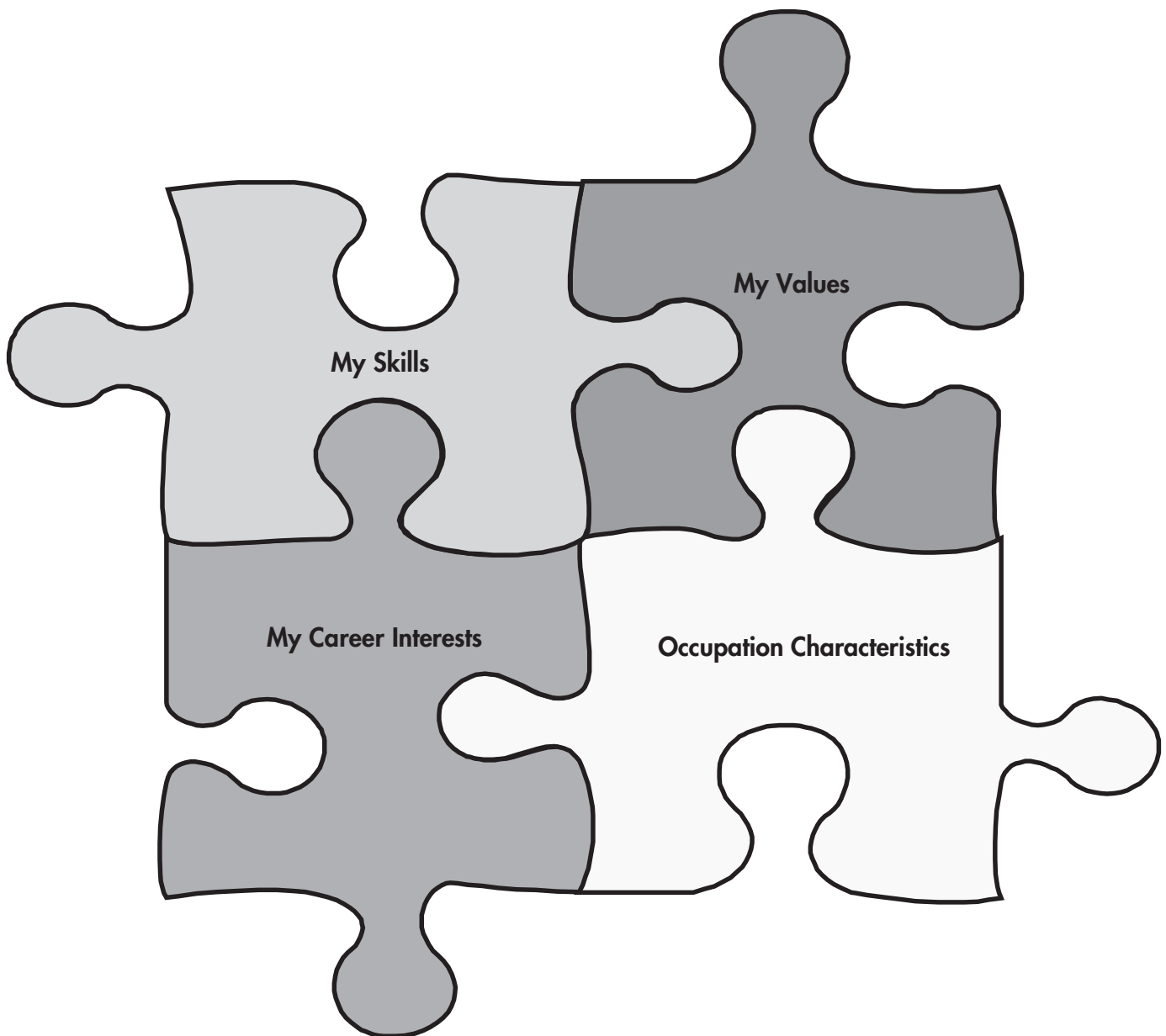
In the space below, list as many jobs as you can think of that are in your career cluster(s)

Career Cluster(s): _____

More Possible Jobs: _____

Career Puzzle

Fill in the pieces of the puzzle with what you have learned about yourself from the last several lessons. Then, on a poster board, create a poster of your own that showcases all of these things about YOU.



A career area I would like to learn more about is _____

because _____

Empower Your Future (Assessment)

Final Student Project

After participating in these classes during Assessment, it will be helpful for you to write about what you have learned about yourself so that teachers in your Treatment Program will best be able to help you.

Name: _____

Part 1: Career Goal: (to be completed at the end of Unit 1)

From your CDM Survey Booklet, what are your top 3 WORK VALUES? (page 5)

1. _____
2. _____
3. _____

From your Survey Booklet, what are your top 3 ABILITIES? (page 8)

1. _____
2. _____
3. _____

Enter your scores for your CAREER INTEREST AREAS from page 12.

_____ Crafts _____ Scientific _____ Arts _____ Social _____ Business _____ Office Operations

What is your CAREER CODE? (page 13)

Highest Career Interest Area _____ 2nd Highest Career Interest Area _____

What careers would you like to learn more about? _____

How do these careers relate to your values, skills and interests? What are some of the barriers/challenges you need to overcome? How can you make things happen so you can have this career? **Please write at least 5 sentences.**

Part 2: Education Goal: check one

____ I think it is best for me to work to get my high school diploma

____ I think it is best for me to get a HiSET (I am currently _____ years old)

What does it take to reach this goal? Fill out the side that matches your choice above.

HS Diploma	HiSET
____ years of English	How old do you have to be to take the HiSET? _____
____ years of Math	What 5 subjects are you tested on? _____ _____ _____ _____ _____
____ years of Science	
____ years of Social Studies	
____ years of a foreign language	
What score do you have to get on your ELA and Math MCAS? ____ 220 ____ 240 ____ 260	
What score do you have to get on your Science MCAS? ____ 220 ____ 240 ____ 260	How long does it take to take all 5 tests? _____
What % of the time to you need to attend school? _____	How do you prepare for the HiSET? _____ _____ _____ _____
How many absences per term are allowable? _____	

List at least 3 reasons why you made the choice above:

1. _____
2. _____
3. _____

Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

INTRODUCTION TO UNIT 2

UNIT 2: EARNING A HIGH SCHOOL CREDENTIAL: WHAT IS THE BEST ROUTE?

DURATION: 5 LESSONS (MINIMUM)

UNIT LEARNING OBJECTIVES:

KNOW

You will know...

- The vocabulary associated with this unit
- The requirements for getting a high school diploma in Massachusetts
- What is involved in getting a HiSET

UNDERSTAND

You will understand...

- That the more education you complete the more earning power you have
- That attendance, grades and MCAS are all part of getting a high school diploma
- That a HiSET is difficult to attain and that it is not the best route for many youth

And therefore be able to DO

- **Complete** a graduation grid indicating what you have already completed and what you still need to complete
- **Complete** Part 2 of the "Empower Your Future Assessment Project"
- **Present** your "Empower Your Future Assessment Project"

MEASURABLE OUTCOMES:

- You will complete a *Graduation Requirement Grid: Student Worksheet*
- You will complete the *Should I Consider a GED?*
- You will complete Part 2 of the *Empower Your Future Assessment Project* electronically
- You will present Parts 1 and 2 of the *Empower Your Future Assessment Project* to the class and at your Initial Staffing

UNIT 2: EARNING A HIGH SCHOOL CREDENTIAL: WHAT IS THE BEST ROUTE?

LESSONS 1 AND 2 VOCABULARY/TERMS

Consequences: That which naturally or logically follows from a person's actions

Competency Determination Graduation Requirement: This term refers to MCAS requirements for graduation. The Department of Elementary and Secondary Education posts the following on their website:

Students must either earn a scaled score of at least 240 on the grade 10 MCAS ELA and Mathematics tests, or earn a scaled score between 220 and 238 on these tests and fulfill the requirements of an Educational Proficiency Plan (EPP). Students must also earn a scaled score of at least 220 on one of the high school MCAS Science and Technology/Engineering (STE) tests: Biology, Chemistry, Introductory Physics, or Technology/Engineering.

Educational Proficiency Plan (EPP): An EPP must be developed for any student in the class of 2010 and beyond who does not meet or exceed the Proficient level (a minimum scaled score of 240) on the grade 10 ELA and/or Mathematics tests.

Each EPP includes, at a minimum:

- a review of the student's strengths and weaknesses, based on MCAS and other assessment results, coursework, grades, and teacher input;
- the courses the student will be required to take and successfully complete in grades 11 and 12; and
- a description of the assessments the school will administer on a regular basis to determine whether the student is moving toward Proficiency.

Legally Required Graduation Requirements in Massachusetts: Massachusetts state law requires the instruction of American history and civics (G.L. c. 71, § 2) and physical education (G.L. c. 71, § 3).

Locally Determined Graduation Requirements: The courses and other things (e.g. portfolios, community service hours, attendance requirements) that a local system requires of its students in order to be eligible for a diploma from that district.

Course Requirements: The sequence of classes required in order to receive a diploma.

Electives: Classes that students take in addition to required courses (e.g. art, music).

Credits: Points awarded for passing a course or elective.

Mass CORE: Is a new sequence of coursework designed to raise academic standards in Massachusetts. It is intended to help high school graduates arrive at college or the workplace well prepared and to reduce the number of students taking remedial courses in college. The Department recommends that high school students complete the MassCore program of studies, which is a comprehensive set of subject area courses and units as well as other learning opportunities, before graduating from high school.

The MassCore program includes four years of English; four years of mathematics; three years of lab-based science; three years of history; two years of the same foreign language; one year of an arts program; and five additional "core" courses such as business education, health, and technology. MassCore also includes additional learning opportunities including AP classes, dual enrollment, a senior project, online courses for high school or college credit, and service or work-based learning.

Attendance Policy: Rules that a school system sets up around how many days a student can miss from school.

Punctuality Policy: Rules that a school system sets up around what happens to a student's credits if they are tardy frequently.

Consequences of Dropping Out of High School

"Dropping out of school is a \$1.5 million dollar decision. This is the average lifetime earnings difference between a high school dropout and a college graduate. Today's employers want people with college degrees, so there aren't many opportunities for high school dropouts. It's our responsibility as educators to catch at-risk students early, provide the extra help and attention they require, and help them graduate with their peers."

Commissioner David P. Driscoll

- 11,145 students drop out of Massachusetts high schools each year
- Dropouts are less likely to work as young adults and over the course of their lives
 - Only 20% of 16-19 year old dropouts in Boston worked in 2004-5, compared with 65% of high school graduates and 83% of those who complete 4 years of college
- Annually dropouts earn far less on average than others due to 3 factors
 - They are less likely to obtain employment
 - Those who are employed work fewer hours annually
 - Those who are employed earn lower hourly wages
- Dropouts make up the majority of prison populations.

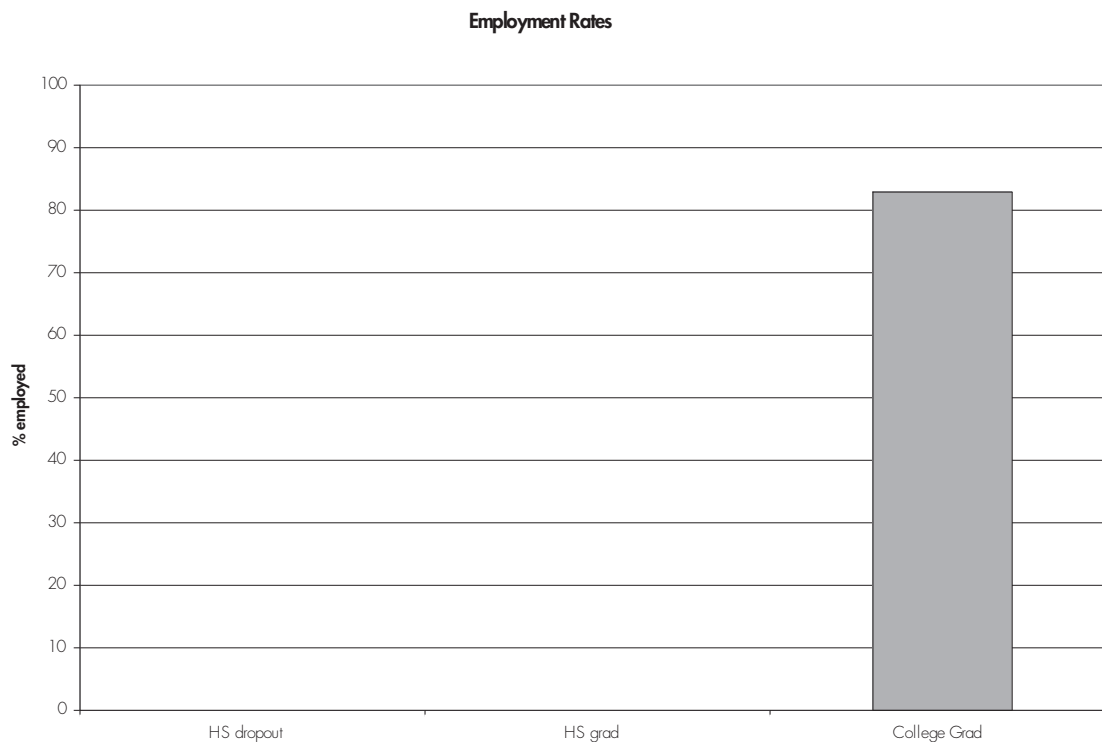
Consequences of Dropping Out of High School Worksheet

1. What are the 3 factors that cause dropouts to earn less money than others?

2. How many students drop out every year?

3. What is the lifetime difference in earnings between dropouts and college graduates?

4. Fill in the chart below:



Massachusetts High School Graduation Requirements

MCAS	Courses	Attendance	Other Possible Requirements
<p>ELA: Score 240 or higher</p> <p>MATH: Score 240 or higher</p> <p>SCIENCE: Score 220 or higher on one of the following:</p> <p>Biology Chemistry Intro Physics Technology/Engineering</p> <p>NOTE: If a student scores 220-239 on ELA and/or Math, he/she must meet the requirements of an EEP (see vocabulary for definition of an EEP)</p>	<p>ENGLISH: 4 years</p> <p>MATH: 3 Years</p> <p>SCIENCE: 3 years</p> <p>HISTORY/SOCIAL SCIENCE: 3 years</p> <p>ELECTIVES such as:</p> <p>Foreign language Health/Phys Ed Guidance Seminar</p>	<p>90% attendance is usually the minimum requirement</p> <p>(There are 180 days in a school year; 90% of 180 = 162 days....This means that a student cannot miss more than 18 days in a school year and expect to be promoted or graduate)</p>	<p>Portfolios of projects</p> <p>Career Plans</p> <p>Senior Projects</p> <p>Community Service hours</p> <p>Some High Schools are beginning to require that students follow a MassCORE sequence of courses (see vocabulary for definition)</p>
<i>These requirements are determined by the state</i>	<i>These requirements are determined by the local school system</i>	<i>These requirements are determined by the local school system</i>	<i>These requirements are determined by the local school system</i>

Graduation Requirements Detective Activity

You are the Guidance Counselor at XYZ High School where the graduation requirements are as follows:

English: 4 years

Math: 3 years

Science: 3 years

Social Studies: 3 years

Foreign Language: 2 years

Community Service: 10 hours per year

Attendance: 90% (162 days)

Senior Project OR Career Portfolio

The following students come to your office to find out what they must do in order to graduate. You must find what they are missing so you can advise them as to what to do.

STUDENT #1

- Dominique is in 11th grade. It is April.
- He scored 256 on MCAS ELA; 240 on MCAS Math and 218 on MCAS Biology.
- He has passed English 1 and 2 and is currently failing English 3.
- He has passed Algebra 1 and Geometry.
- He has passed Biology, Chemistry and 1 year of Spanish.
- He has passed World History and US History 1.
- He did no Community Service in 9th or 10th grade, but has done 15 hours so far this year. He attended school 163 days in 9th grade, 175 in 10th grade but has already missed 18 days of school this year.

What will you tell Dominique he needs to do in order to graduate on time? (What does he need to do for the rest of this year? What classes will he need to take next year? Is there anything else he must do?)

	Grade 11	Grade 12
MCAS ELA		
MCAS Math		
MCAS Science		
English		
Math		
Science		
Social Studies		
Foreign Language		
Attendance		
Other?		

You are the Guidance Counselor at XYZ High School where the graduation requirements are as follows:

English: 4 years	Community Service: 10 hours per year
Math: 3 years	Attendance: 90% (162 days)
Science: 3 years	Senior Project OR Career Portfolio
Social Studies: 3 years	
Foreign Language: 2 years	

STUDENT #2

- Tanya has just completed grade 11. It is June.
- She has passed all her MCAS.
- She passed English 1, 2 and 3.
- She has passed 1 year of Chinese.
- She passed Algebra 1 and Geometry but failed Algebra 2.
- She has passed Biology but failed Physics.
- She has passed World History and US History 1.
- She has perfect attendance all 3 years.
- She has completed no community service.

What will you tell Tanya she needs to do in order to graduate on time? (What classes will she need to take next year? Is there anything she should do this summer? Is there anything else she must do?)

	Summer	Grade 12
MCAS ELA		
MCAS Math		
MCAS Science		
English		
Math		
Science		
Social Studies		
Foreign Language		
Attendance		
Other?		

Graduation Requirement Grid: Student Worksheet

Please fill in this grid to the best of your ability. You may not know all the answers. That is OK. Look at the HS graduation requirements chart on page SW-21 to help you. Ask your Education Liaison next time you see him/her about how he/she filled this out for you.

Student Name: _____

Last High School Attended: _____

Last grade completed with credit: _____ Date last attended school: _____

English	Completed ✓	Currently Enrolled ✓	Need to take ✓
English 9			
English 10			
English 11			
English 12			
Other:			

Math	Completed ✓	Currently Enrolled ✓	Need to take ✓
Algebra 1			
Geometry			
Algebra 2			
Other:			
Other:			

Science	Completed ✓	Currently Enrolled ✓	Need to take ✓
Biology			
Chemistry			
Physics			
Other:			

History	Completed ✓	Currently Enrolled ✓	Need to take ✓
US History 1			
US History 2			
World History			
Other:			

Foreign Language	Completed ✓	Currently Enrolled ✓	Need to take ✓
F.L. 1			
F.L. 2			
Other:			

Mandatory Electives	Completed ✓	Currently Enrolled ✓	Need to take ✓
Physical Education			
Health			
Other:			

Electives	Completed ✓	Currently Enrolled ✓	Need to take ✓

MCAS Grade 10	Test Score	✓ if PASSED	✓ if RETEST NEEDED	✓ if EPP NEEDED
ELA (need 240 or above)				
MATH (need 240 or above)				
SCIENCE (need 220 or above)				

Attendance Policy Scavenger Hunt

Directions: Most public schools have similar attendance policies. Read the Boston Public Schools Attendance Policy on the following page and, using a highlighter, highlight the answers to the following questions. Then write the answers on this page.

1. How long does a student have to be in school on a given day to be marked present?

2. 12 _____ absences during the school year result in a grade of _____.
3. Students arriving after the start of the school day are _____.
4. Unexcused absences include family vacations, babysitting and _____.
5. Excused absences include _____ or _____ with a _____ if more than 5 days.
6. _____ appearances with evidence of requirement to attend are considered _____ absences.
7. Between 3 and 8 _____ can equal an unexcused absence.
8. A _____ (immediate) or significant family crisis are considered excused absences.

BONUS: (answer is IMPLIED in the policy, but not stated)

Too many absences or tardies result in _____ for the year.

Now that you have completed the scavenger hunt, find your answers above hidden in the WORD SEARCH PUZZLE on page SW-28.

Boston Public Schools Attendance Policy (Summary)

1. A student must be in school *for at least a half-day* to be marked present.
(In Boston public high schools this is 3 hours and 10 minutes.)
2. *Credit Recovery/No Credit*: A student receives a grade of *No Credit* when he/she has:
 - a. 3 or more unexcused absences in a marking term
 - b. 4 unexcused absences in three marking terms
 - c. 12 unexcused absences for the school year

If a student earned a passing grade and passes the final exam the grade will be changed, but if the student fails the final he/she will receive an F.
3. *Excused/Unexcused Absences*: A student must bring a note signed by a parent or guardian within 7 days of each absence.
 - a. *Excused Absences* include:
 - i. Injury or illness with doctor's note if more than 5 days
 - ii. Death in family (immediate) or a significant family crisis
 - iii. Student is assigned to counseling and intervention center
 - iv. Court appearances with evidence of requirement to attend
 - v. Medical or psychological tests with evidence the test could not be done after school
 - vi. Religious holy days with signed note from parent or guardian
 - vii. Visit to a special education school
 - viii. Other situations that are out of the student's control (weather or transportation).
 - b. *Unexcused Absences* include:
 - i. Family vacations
 - ii. Babysitting
 - iii. Cutting class
 - iv. Other situations such as parents' work schedule or illness in the extended family.
4. *Punctuality Policy*: Students arriving after the start of school are tardy.
 - a. Tardiness may be linked to unexcused absence
 - b. Between 3 and 8 tardies can equal an unexcused absence

Attendance Policy Word Search

Directions: Now that you have completed the Scavenger Hunt on page SW-26, find your answers hidden from the Scavenger Hunt in the Word Search Puzzle below.

A	C	J	K	L	E	S	W	F	A	I	L	I	N	G
Q	T	A	R	D	I	E	S	L	P	U	J	X	O	L
C	V	L	Q	T	U	X	R	Y	P	Y	B	S	C	D
D	W	U	E	S	Z	S	J	R	C	P	T	I	R	E
M	V	X	L	A	S	D	T	U	F	O	A	S	E	A
S	D	R	I	E	S	X	A	J	B	X	R	E	D	T
H	S	V	N	F	V	T	R	N	S	C	D	T	I	H
E	W	L	U	N	E	D	A	I	S	C	Y	N	T	I
L	L	C	R	V	I	J	S	H	R	Y	I	L	O	N
I	E	X	C	U	S	E	D	J	A	B	U	I	N	F
B	I	C	U	T	T	I	N	G	C	L	A	S	S	A
S	D	H	R	F	B	R	I	P	X	Y	F	U	I	M
M	I	U	F	U	N	E	X	C	U	S	E	D	Y	I
K	O	D	O	C	T	O	R	S	N	O	T	E	A	L
C	T	E	A	F	V	U	J	K	M	L	W	I	U	Y

UNIT 2: EARNING A HIGH SCHOOL CREDENTIAL: WHAT IS THE BEST ROUTE?

LESSONS 3 AND 4 VOCABULARY/TERMS

HiSET- High School Equivalency Test: As of January 2, 2014, the HiSET replaced the GED as the high school equivalency exam in Massachusetts. Passing the HiSET tests is equivalent to a high school diploma. In the state of Massachusetts, the credential earned is titled Massachusetts State High School Equivalency Certificate.

HiSET Eligibility Form: The form that must be completed by the teaching coordinator at the DYS treatment program and signed by the education and career counselor and a legal guardian (if the student is under 18) before a student may begin to prepare for the HiSET in a DYS program. This is in accordance with the DYS HiSET (formerly GED) policy.

Parent Consent Form: The form that the parent or legal guardian must sign before a student may begin to prepare for the HiSET in a DYS education program. This is in accordance with the DYS HiSET (formerly GED) policy.

SEIS: Special Education in Institutional Settings. The special education teachers in DYS programs are a part of SEIS. In accordance with Department of Elementary and Secondary Education (DESE) regulations, a student who has an active IEP is entitled to receive special education services even if that student is preparing for HiSET.

Education and Career Counselor: The person responsible for ensuring that youth are prepared to reintegrate into the community, making successful transitions to the public school alternative education settings, HiSET preparation, and/or postsecondary education.

Accommodations: A student with disabilities should work with their Education and Career Counselor to submit a request for testing accommodations by mail through ETS. The request includes a packet of forms that can be printed off of the HiSET ETS website (<http://hiset.ets.org/take/disabilities>) and must include documentation to prove diagnosed disabilities. The most common accommodations requested are extended time, separate room, audiocassette or other recorded audio, large print, and use of calculator.

ID: Identification in the form of a state ID, a learner's permit, a driver's license, or a passport.

Eligibility Form: The form that asks for information about where the student lives, how much school the student completed and how old the student is. This form is filled out before the student takes the HiSET tests. The address that the student puts on this form will be the address that the Massachusetts State High School Equivalency Certificate is mailed to when the student passes the HiSET tests.

Withdrawn from School: A student may be withdrawn from school because he/she was withdrawn by his/her legal guardian or because he/she was administratively withdrawn due to lack of attendance. It is important to note that a student is not withdrawn from special education just because he/she is withdrawn from school.

Expelled: The student should have received documentation from the school system letting that student know that he/she is expelled. The district that expels the student or a new district that the student moves to is still responsible to continue to provide educational services to the student during the time of the expulsion.

Credential: Certificate/evidence of achievement.

HiSET Vocabulary Crossword Puzzle

Directions: Find the word or words from Lesson 3 and 4 Vocabulary Terms (page SW-29) that fits in the space or spaces.

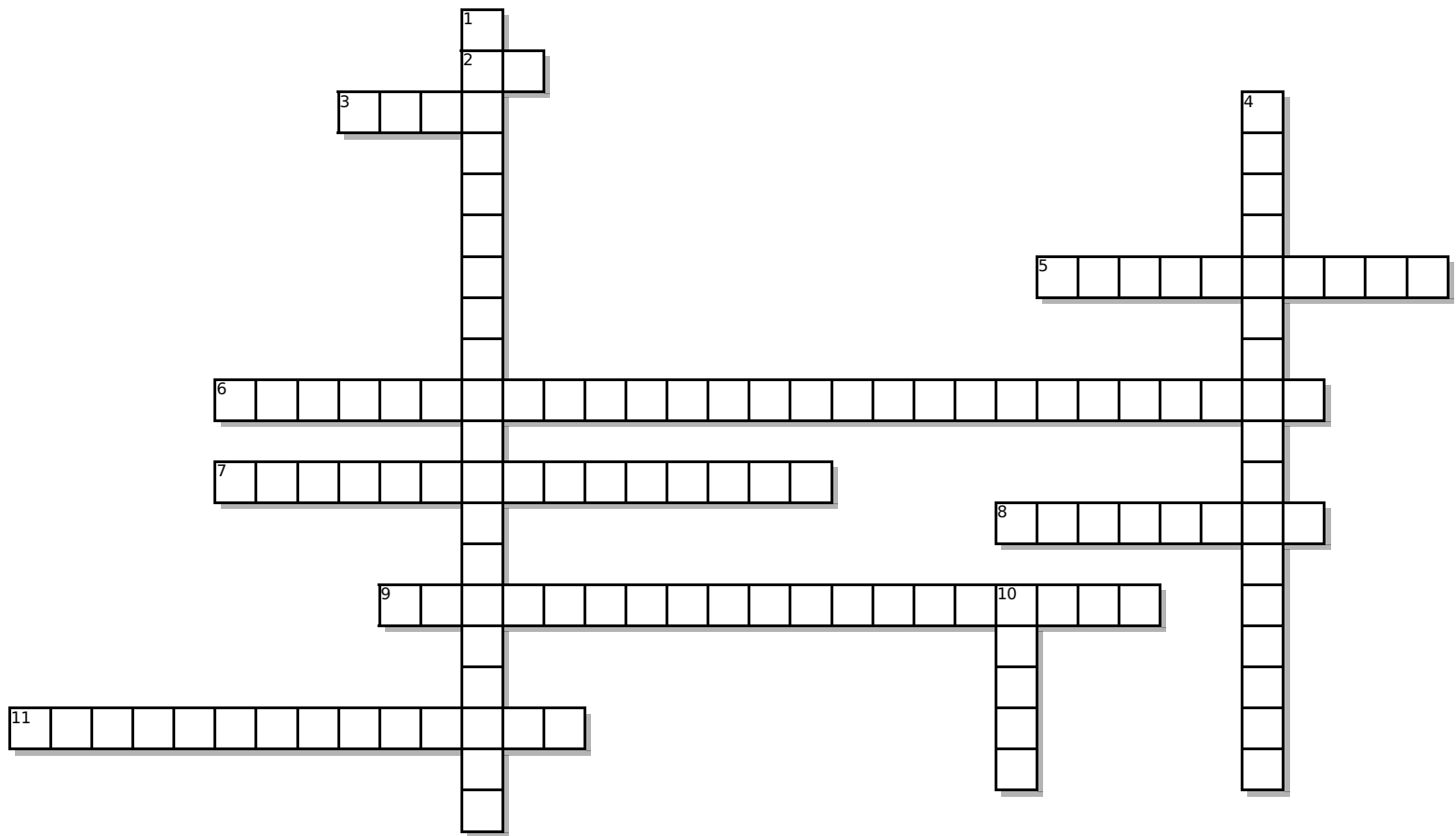
Across

2. Examples of an _____ include a state ID, a learner's permit, a driver's license, or a passport.
3. The special education teachers in DYS programs are a part of _____
5. A _____ is a certificate or evidence of achievement.
6. The _____ _____ _____ can help locate GED programs when DYS clients return to the community. (4 words)
7. The _____ _____ asks for information about where a student lives, how much school the student has completed, and how old the student is can help locate GED programs when DYS clients return to the community. (2 words)
8. A student who is _____ is still eligible for educational services by the district during time of expulsion.
9. A student may be _____ _____ _____ and still enrolled in special education. (3 words)
11. Extended time, separate room, audio-cassette edition, large print edition, and use of calculator are all examples of test _____.

Down

1. Both teaching coordinator and education and career counselor must fill out the _____ _____ _____ before a student begins to prepare for HiSET in a DYS setting. (3 words) .
4. The _____ _____ _____ must be filled out by a parent or legal guardian before a student may begin to prepare for GED in a DYS program. (3 words)
10. Passing the _____ is equivalent to a high school diploma.

HiSET Vocabulary Crossword Puzzle



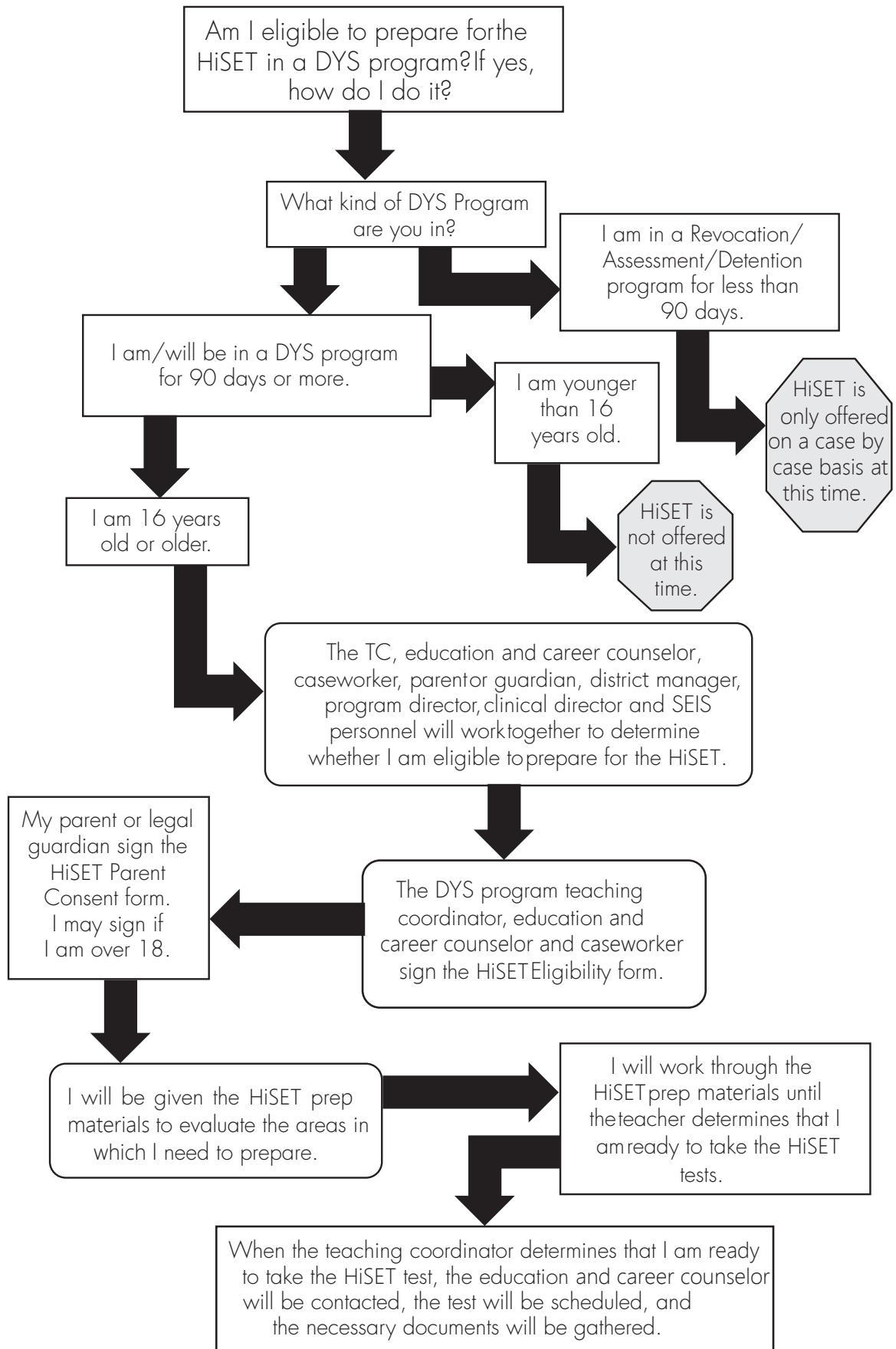
Should I Consider a HiSET?

Directions: Answer the questions below.

Question	Yes	No	Don't know
Am I over 16?			
Am I repeating a grade for the 2nd or 3rd time?			
Am I two or more years older than the other students in my grade?			
Did I score at least ready to review GED in all categories on the TABE?			
Have I been or will I be expelled from school?			
Do I have a history of chronic truancy? (Do I skip school so much that I am failing the same grade more than one time?)			
Do I work well independently? (Can I do school work without a lot of help?)			
Am I already withdrawn from school?			
Will my parent or legal guardian agree to sign the consent form if I want to prepare for the HiSET tests?			

- If you answered yes to most or all of these questions, then you might want to consider preparing for the HiSET tests.
- If you answered no to the first question, you are not eligible to prepare for the HiSET tests.
- If you answered no to most of the questions, then you might want to consider staying in high school.
- If you answered don't know to any of the questions, you can discuss them with your education and career counselor, your teacher, or your case worker.
- If you answered yes to most of the questions, but you did not score **"ready to review"** in most of the categories on the TABE, you might want to consider staying in high school.

Am I Eligible to Prepare for HiSET in DYS Programs Road Map



Top Ten HiSET Facts

- 10.** The old GED is no longer available for Massachusetts test takers. The High School Equivalency Test (HiSET) has taken its place.
 - The last GED test in Massachusetts took place on December 14, 2013.
 - As of January 2, 2014, the HiSET replace the GED as high school equivalency exam in Massachusetts (<http://www.doe.mass.edu/ged>)
- 9.** There are 5 subjects tested: Language Arts-Reading, Language Arts-Writing, Math, Social Studies, and Science
- 8.** Subtest details:
 - Language Arts-Reading: 40 multiple choice questions; 65 minutes
 - Language Arts-Writing: Part I: 50 multiple choice questions 75 minutes Part II 1 Essay 45 minutes
 - Mathematics: 50 multiple choice questions; 90 minutes
 - Science- 50 multiple choice questions; 80 minutes
 - Social Studies: 50 multiple choice; 70 minutes
- 7.** The writing portion will be the only subject to have an essay. HiSET is looking for 5+ paragraphs and requires a high level of thinking to answer the writing prompt. Essay will be scored on a 6 point rubric and test takers will need at least a 2 to pass the entire writing test.
- 6.** There are 3 criteria you need to meet to pass the HiSET
 - Score at least an 8 out of 20 on each subtest.
 - Score at least a 2 out of 6 on the essay.
 - Achieve a total scaled score on all five subtests of at least 45 out of 100
- 5.** The HiSET exam is offered at a lower price than the GED test. Cost option #1- Full battery \$100. Cost Option #2 Individual tests purchased seperately \$125 total. You get up to two free retests in each content area over a 12 month period when you purchase the full battery. Talk with you Education and Career Counselor and/or Caseworkers about possible DYS financial assistance.
- 4.** The HiSET exam can provide an opportunity to pursue higher education. Check with potential post secondary program, college, or university to see if they accept the HiSET.
- 3.** As of 2009, each branch of the military has set the following education standards related to enlistments of GED or equivalent certificate holders: Army- < 5% per year, Navy <5% per year, Air Force <1% per year, Coast Guard no more than 25 enlistments per year. Contact recruiter for more information. (masscis.intocareers.org)
- 2.** The HiSET exam will be offered in two formats: Paper and pencil testing and computer based testing
- 1. You Could be the Next to Pass the HiSET test!**

Understanding HiSET Requirements Scavenger Hunt

Directions: Use the HiSET Requirements from the Massachusetts Department of Elementary & Secondary Education and ETS websites (found on pages SW-36 and SW-37) to answer the following questions:

1. What is the total score required to pass the HiSET tests and earn a Massachusetts State High School Equivalency Certificate?

2. What is the minimum score required to pass each of the five HiSET tests?

3. Do you have to be a Massachusetts citizen to take the HiSET tests in Massachusetts?

4. Who has to have an official letter of withdrawal before they can take the HiSET tests?

5. Do you have to take all 5 tests at one time?

6. How long do you have to take all of the tests for the first time after you register for testing?

7. How many times can you retake each test within a calendar year?

8. How much does it cost to take all the HiSET subtests under Option #1? Option #2?

(Note: if you are in a DYS program when you take the test, you will not be expected to pay for the test. If you are in the community when you take the test, discuss payment of the test with your education and career counselor or case worker.)

High School Equivalency Test (HiSET) Requirements

1. Title of State Credential:

Massachusetts State High School Equivalency Certificate.

2. Methods of Applying:

Once you are ready to take the test, you should work with your education and career counselor to schedule in one of two ways:

- a. **Online:** You can apply online through your HiSET account.
- b. **By Phone:** Applicants can schedule an exam by calling the ETS Customer Service at 1-855-MyHiSET (1-855-694-4738).

* Note: You should work with your ECC to contact ETS to schedule the appointment if you require accommodations or are paying for the exam with a voucher.

3. Requirements for Testing:

- a. **Residence:** Applicant must be a resident of Massachusetts, living at a Massachusetts address. You will be required to complete the Eligibility Form verifying your information and bring it to the test center.
- b. **Age:** 18 with no qualifications; however, if 16 or 17, the applicant must bring the "official letter of withdrawal" from their last school of attendance to the test center.
- c. **School Enrollment Status:** You must NOT be enrolled any secondary school program and must not have received a high school diploma or high school equivalency credential.
- d. **Identification:** You must present proper identification at the test center for each test session. Outdated or expired identification will not be accepted. Failure to provide documentation will prohibit you from taking the test. The approved identification documents include: A valid Passport, a valid driver's license from any state, a state issued ID card, National ID card, or Military ID card.
- e. **Validity of Incomplete Scores and Fees:** You must successfully complete all five tests by December 31, 2016. If you do not complete the battery, all scores and fees become invalid and you must start the process over. The full battery purchase fee structure (described in Cost section on the next page) expires one year from the date of registration. If you have not passed the HiSET by that time, you must select another payment option for subsequent tests. Incomplete GED scores will not be honored towards the HiSET exam.

4. Requirements for Retesting:

Massachusetts encourages examinees to initially complete the full five-test battery before retesting on any individual subtests. If after completing the full battery the examinee has not met the scoring requirements for earning a Massachusetts High School Equivalency Credential, you may retest in accordance with the following guidelines:

- a. If one or more of your subtest scores is below "8", you must retest on those subtests until your scores on all five subtests are "8" or above.
- b. If you have achieved a score of at least "8" on all five subtests but still need more points to achieve a passing score of a 45, you may retest on any of the subtests you choose and in any order.
- c. You may take each subtest only three times during any one calendar year, January 1 through December 31.

5. Costs:

Talk to your Education and Career Counselor to see if DYS can assist in the payment of the HiSET.

There are two ways to pay for the HiSET exam in Massachusetts:

- a. **Option 1:** Full Battery purchase (all five tests) will cost \$100. You are charged \$64 when you schedule your first test; remaining \$36 will be charged when you schedule the four remaining tests at \$9 per test. You may purchase up to two retests in each subtests taken within one year of your initial registration at the cost of \$9 per test.
- b. **Option 2:** Individual Test Purchase (one test at a time) total cost of all five tests is \$125. The first single test initial purchase you are charged \$29 and then each subsequent test including any retests is \$24.

6. Testing Options:

The HiSET test is available in both computer- and paper-delivered formats in Massachusetts. However, both formats are not available at every test center. You must verify that the preferred format is available at the selected test center before scheduling your testing appointment.

HiSET is available in English and Spanish; however, you may not combine English and Spanish subtests. All subtests must be taken in one language to qualify for the credential.

7. Accommodations:

Individuals with documented disabilities may request special accommodations for HiSET testing. Students should work with their Education and Career Counselor to learn more about requesting accommodations from the HiSET website at <http://hiset.ets.org/take/disabilities> or call ETS/HiSET Customer Services at 1-855-694-4738. All complete requests for testing accommodations must be sent to:

ETS Disability Services
P.O. Box 6054
Princeton, NJ 08541-6054

8. Scoring:

Each of the five subtests in the HiSET battery is scored on a scale of 1-20.

- a. **Passing:** In order to pass you must do all of three of the following:
 1. Achieve a score of at least 8 on each of the five individual subtests
 2. Score at least a 2 out of 6 on the essay portion of the writing test
 3. Have a total combined score on all five subtests of at least 45
- b. **College and Career Readiness:** Your individual test score report also indicates whether or not you have achieved the score required to demonstrate college and career readiness - with at least 15 out of 20 on any of the subtests. Students who have scored the college-and career-readiness level have shown a level of performance similar to the minimum level required to succeed in college-level credit-bearing courses.

For Classes: Massachusetts Adult Literacy Hotline 800-447-8844, www.sabes.org/hotline

For a list of Adult Basic Education programs, please go to www.doe.mass.edu/acls

Empower Your Future (Assessment) Final Project Rubric

Part 1: Careers (Maximum = 50 points)

	Points Possible	Points Earned
Work Values (top 3)	5	
Work Abilities (top 3)	5	
Career Interest Area Scores (6 scores) and Career Code	5	
Careers to learn more about (top 3)	5	
Relating careers to personal values, abilities, interests (5 sentences; 5 points per sentence)	25	
total	50	

Part 2: Educational Choices (Maximum = 50 points)

	Points Possible	Points Earned
Completion of either the HS Diploma or HiSET box	20	
Reasons for choice made (3 reasons; 10 points per reason)	30	
total	50	

Part 1 Total Score _____

Part 2 Total Score _____

FINAL PROJECT TOTAL SCORE _____

APPENDIX

MassCIS Log-On Instructions

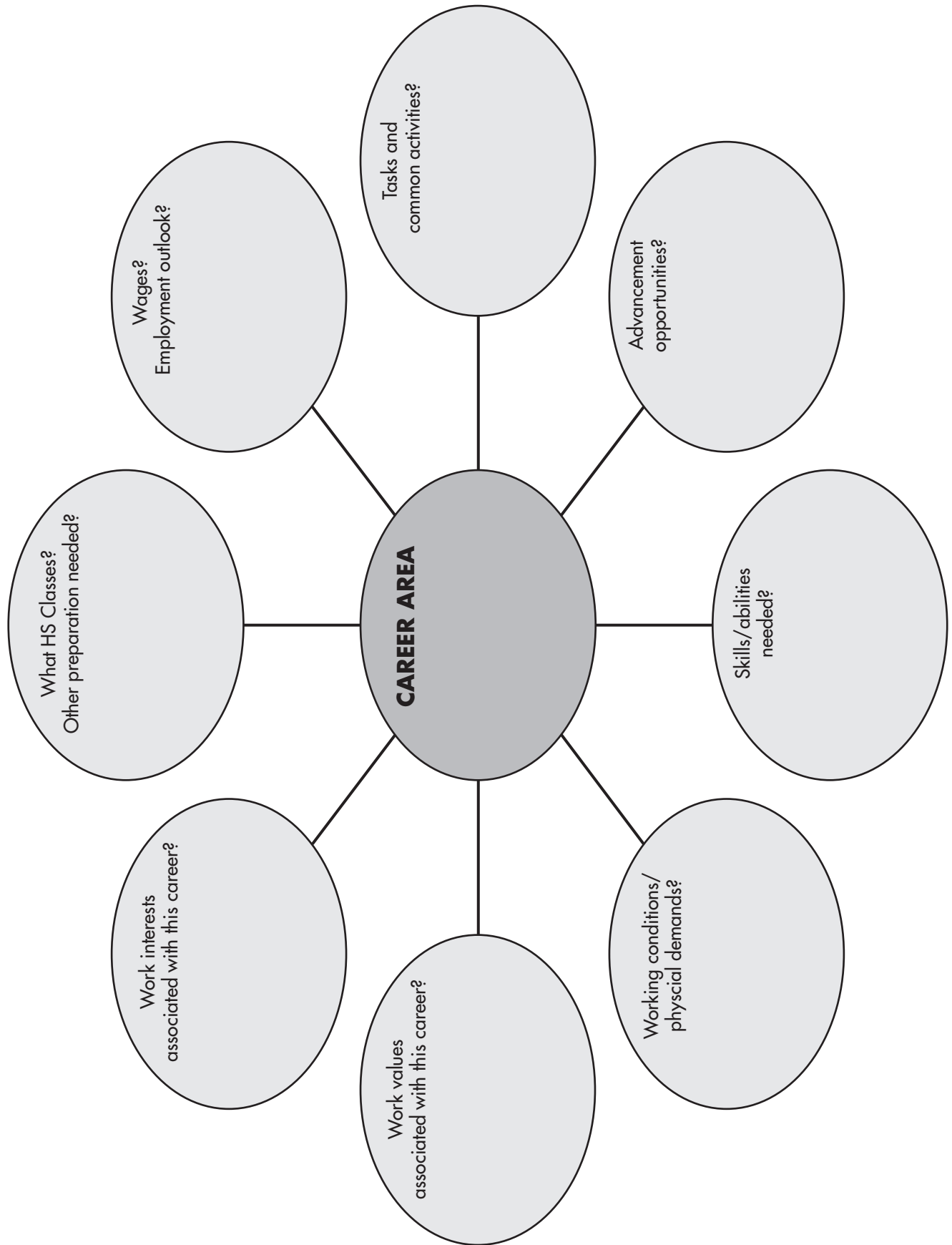
- Go to **www.masscis.intocareers.org**
- Scroll down the page and select your **City/Town**; Enter the Zip Code
- Choose the type of user (HS student)
- Click on **Sign In**

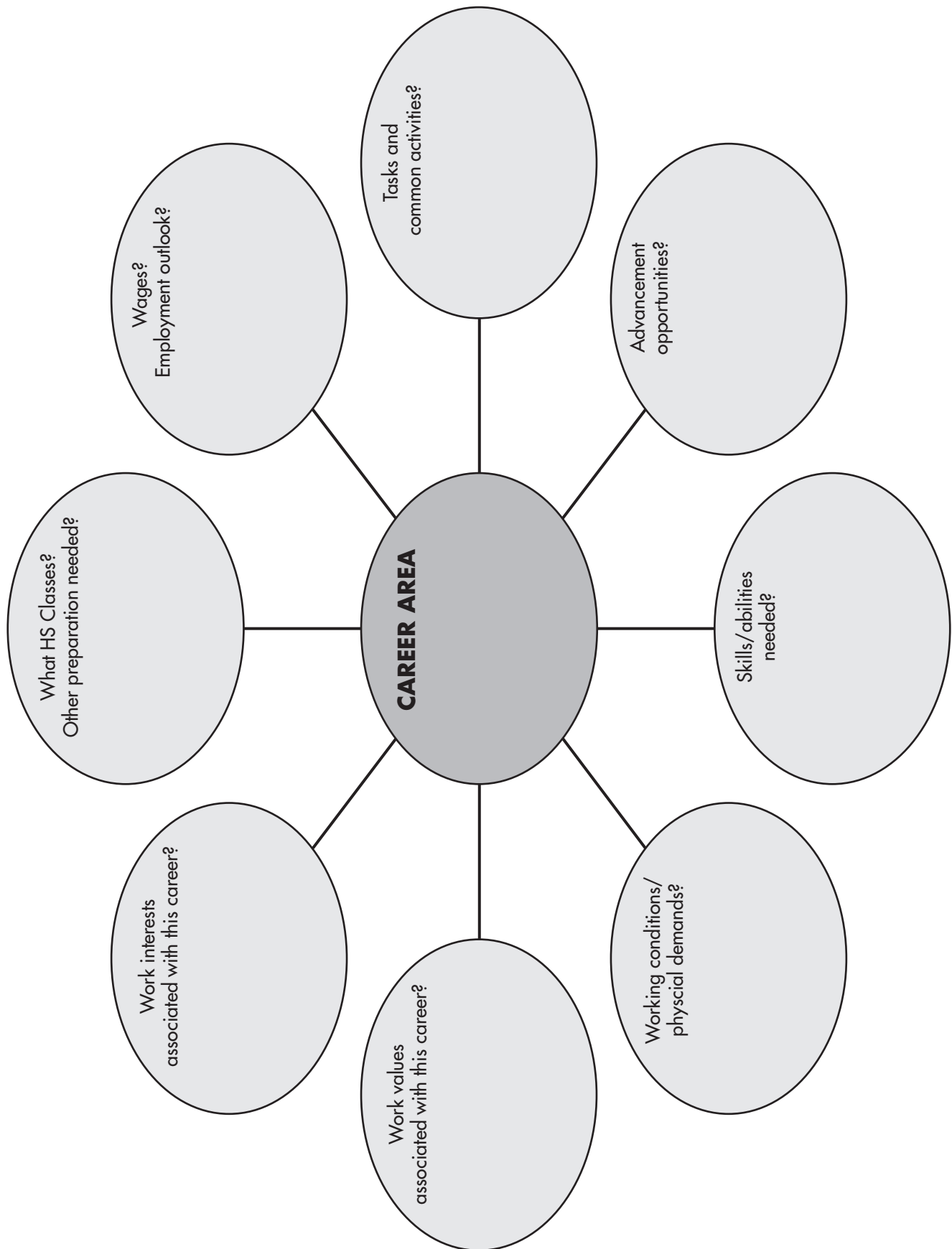
Create a Portfolio

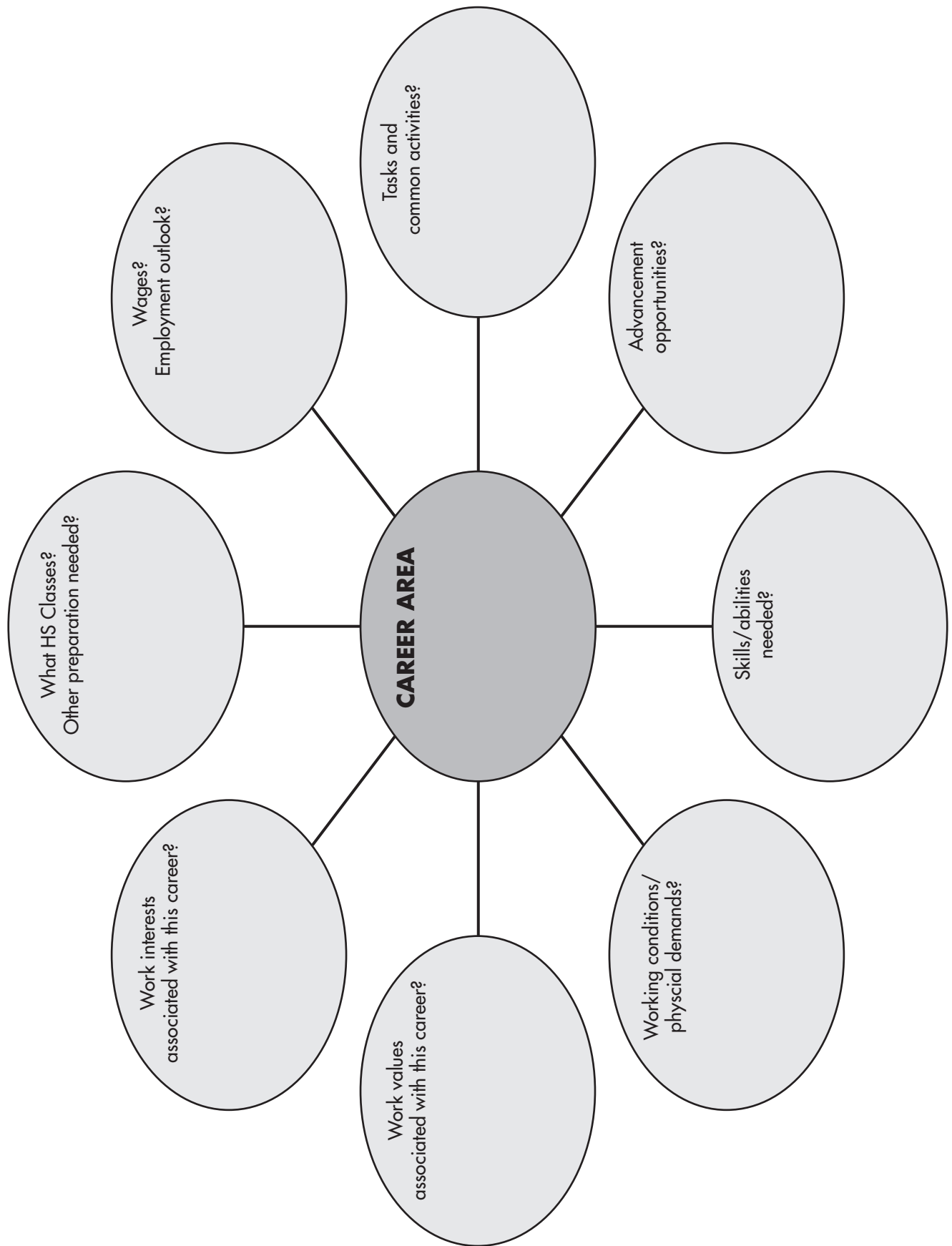
- Creating a Portfolio allows you to choose your own **Username** and **Password** and go onto the website whenever you want
- Click on My MassCIS Portfolio (top right hand corner of the screen)
- Under **New Users**, click on **Create My MassCIS Portfolio...** complete the form
- Record your Username and Password on the inside cover of your workbook
- When finished click **Submit**

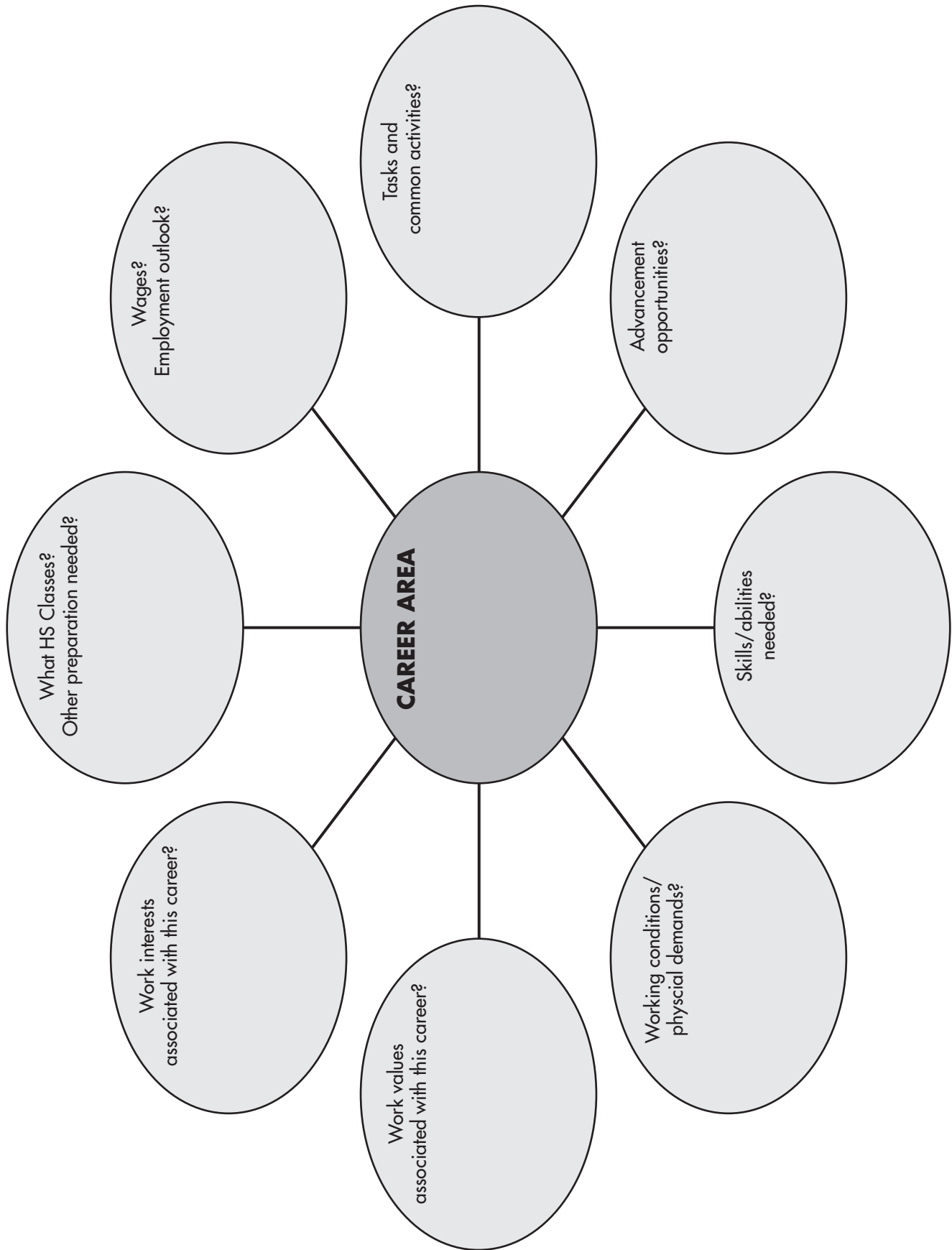
Research Careers

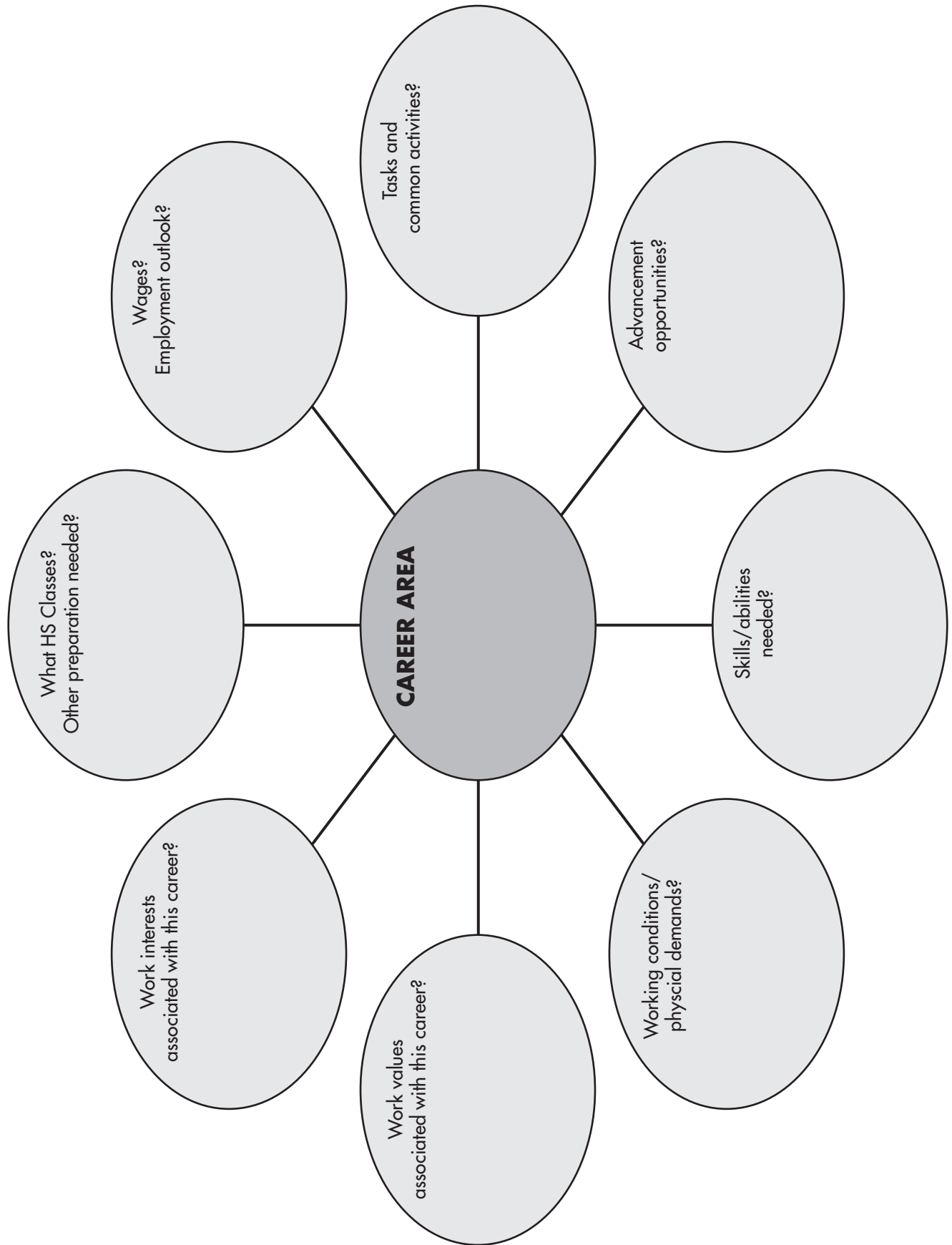
- Log on using your username and password
- Look at the career cluster you picked on page SW-7 and some of the jobs you might be interested in learning more about
- Click on "occupations" on the left hand side of the homepage
- Pick a career to research; click on it
- Use the tabs on the left hand side of the screen to help you complete the *Career Fact Sheet* (page SW-41)
- Research additional careers by repeating these steps and completing additional *Career Fact Sheets* (pages SW-42 – SW-45)











School Fact Sheet

Directions: Visit your high school's website or look at your high school's student handbook in order to answer the following:

Name of High School:

Graduation Requirements:

Attendance Policy:

