



INSTITUTE FOR THE PROFESSIONAL  
DEVELOPMENT OF ADULT EDUCATORS

# Strategies for Integrating the Compass 100 Requirements into Everyday Academic Lessons for Corrections – Part 2

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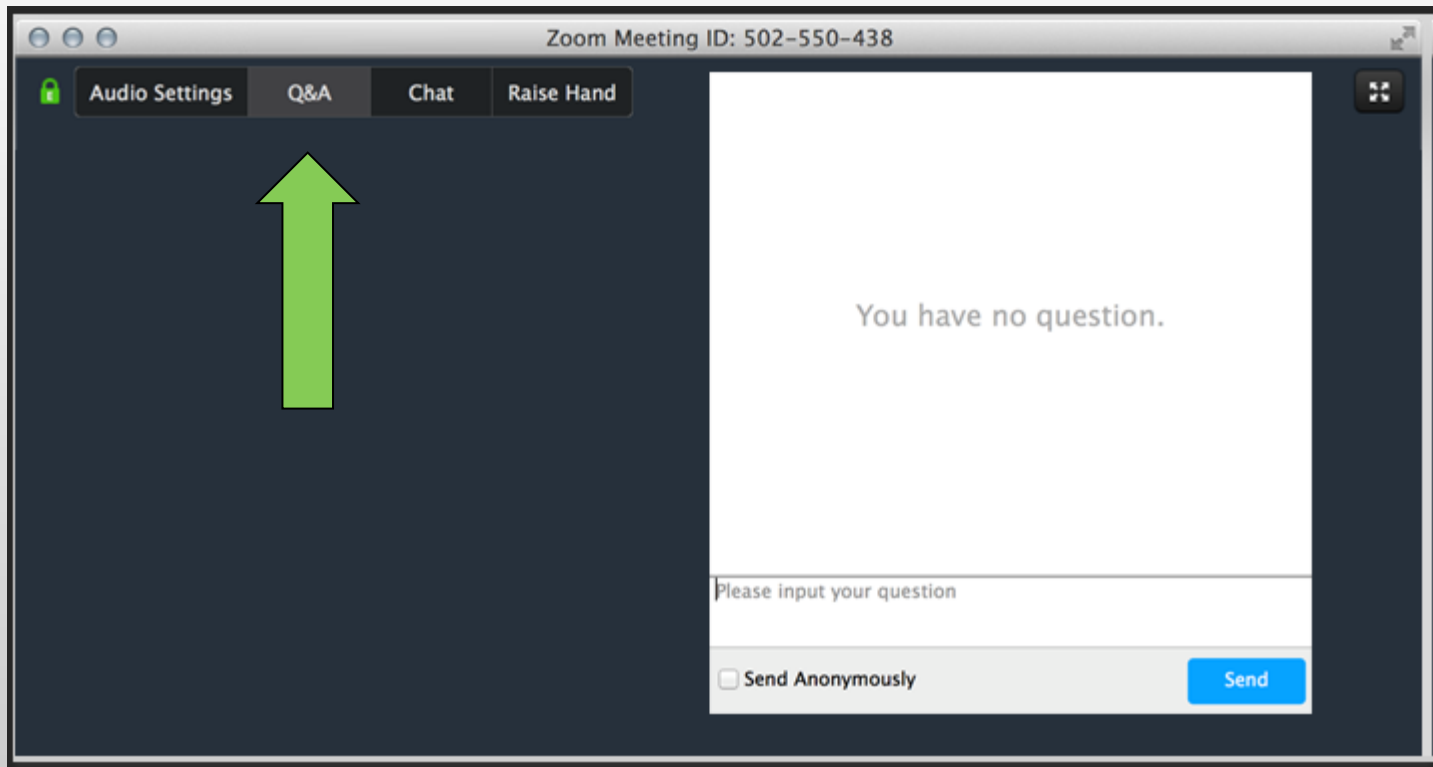
This training event is supported with federal funds as appropriated to the Florida Department of Education, Division of Career and Adult Education for the provision of state leadership professional development activities.

# Welcome!



Anna Schubarth

- If you have a question, please type it into the **Q&A** option.



- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded**. It will be archived and available on the IPDAE website within 48 hours.



- In this session, we will explore:
- The Academic Education Plans (AEP)
  - The Compass 100 Traveler's Map
  - Creating a Crosswalk
  - Strategies for implementation in Reading and Language
  - Sample lessons
  - Activities
  - Resources

## ABE Writing/Language Arts Levels 1-4

- CCR.WR.ABE.1-5, 7-9 Write arguments to support claims/ inform/ explain, convey information clearly and accurately. Edit. Research project: gather info from multiple sources, evidence from texts to support analysis

# GED Reading and Language Arts

- Reading
  - R1 (a-h) Comprehend, summarize, make inferences, evidenced-based generalizations, draw conclusions
  - R8 (b,d,e) Sufficient and relevant evidence, validity of reasoning, evaluate logical support

# GED Reading and Language Arts

- Language
  - L1 (a-i) Edit to correct errors and usage
  - L1-3, W3,5 Write clearly with standard English conventions



# GED Reading and Language Arts

- Writing
  - R1,W1-4 Determine the details of what is explicitly stated and make logical inferences or valid claims that square with textual evidence. Produce an extended analytical response with logical sequence and coherent focus



## **Module 1- Identifying the Traveler: Who am I? CP.ABE.02, V.11, TN.ABE.01**

Life & Work Values Inventory

Life Skills Inventory (LSI)

O\*NET Career Interests Inventory

Career Planning Scale (CPS)

Offender Reintegration Scale (ORS)

Getting Ready for the Journey- Personal  
Documents, Needs & Pre-planning

## **Module 2- Deciding My Destination: Where am I Going?**

**CP.ABE.03, TN.ABE.03**

Identify the Career Clusters

Identify a Career to Explore

Identify required education / training for chosen career

Identify job outlook, advancement opportunities, salary & work environment

## **Module 3- Forging Ahead: Is this the Best Path for Me?**

### **CP.ABE.01, TN.ABE.02**

Identifying Success & Satisfaction in Your Chosen Career

Understanding Education & Income in Your Career Choice

Developing a Pro-Con Comparison of Your Career Choice

Understanding the Successful Job Search After Incarceration

Understanding How to Present Yourself to Employers –  
Applications & Interviews

Creating Documents for the Job Search & Application  
Process

## **Module 4- Footsteps to Freedom: Charting Your New Life** **CP.ABE.04, V.10, TN.ABE.02, TN.ABE.04**

Demonstrate ability to create short & long-term SMART goals

Develop an education plan

Develop a flexible career plan

Develop an outline of your first month post-EOS

Develop a budget for first month post-employment

Responsible Internet Use

## **Module 5- Staying the Course: Dealing with Feeling**

Anger Management

Dealing with Social Situations

Health & Wellness

Substance Abuse, Addiction & Recovery

Families

## **Module 6- Life & Career Readiness Skills**

Positive Attitude, Initiative, Time Management, Professional Hygiene/Grooming

Dependability, Accountability, Attendance & Punctuality, Work Ethic

Flexibility, Confidentiality, Problem-Solving, Customer Service

Interpersonal Communication, Teamwork, Workplace Ethics, Workplace Etiquette

## Frameworks

- Gather information
- Evaluate information
- Organize information
- Use evidence to support a decision
- Edit for clarity and standard English conventions
- Make a useful/meaningful product

## Compass 100

- Gather information
- Research and evaluate information
- Organize into a logical order
- Use information to write useful documents
- Edit for clarity and usage
- Make a Readiness Portfolio

## Pick a direction

- Match a standard (or several) to a Traveler's Map component
- Match a Traveler's Map component to a standard (or several)
- Look at the expected product and use the standards and the Traveler's Map to develop that product





## Sample Unit #1

Objective: Gather and evaluate information.

Standards: CCR.WR.ABE 1, 2, 4, 7-9, LA.ABE 1-6, RF.ABE 2-3, RE.ABE 2,3, 5, 7,9; GED R1, R8 (b, d, e), W1-2

Traveler's Map: Modules 1 & 2

Supplies: Occupational Outlook Handbook, Compass 100 inventories, paper, pencil



Sample Unit #2

Objective: Write effective employment documents

Standards: it's a long list

Traveler's Map: Module 3

Supplies: Compass 100 full-size masters for cover letter and resume.



But how do we make it engaging?

- Make it a game
  - Chart progress
  - Whole class participation in writing one document
- Incorporate movement
  - Results of inventories posted around the room – go find the one that matches you and find out who else has the same traits/skills

But how do we make it engaging?

- Bring it back to the “now”
  - Who do they work for while inside? How would they ask for a reference and what skills are they using in their job?
- Exaggerate the soft skills
  - Polite honorifics not just to staff, but to each other.
  - Sticker or star chart with “points” for demonstrating soft skills: helpful, attentive, productive, on time, polite. Earn preferred seating for a period of time with a number of points.

# Thank you!

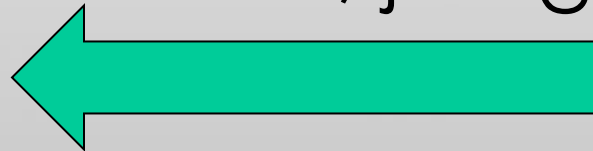
- IPDAE – for this forum and all of their assistance & wonderful trainings
- Allen Richardson – Compass 100 (and many other things) Coordinator
- The Compass 100 development team
- All of you!



Remember, IPDAE is recording this presentation and has Part 1 already available. If you missed it, or want to review, just go here



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We want your  
**Feedback!**

Please respond to the presented questions.  
**Thank You.**





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**Edutopia 2014**

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*The IPDAE Team*