

# ECRM > Windows to Work > Curriculum Outline

## Curriculum Outline

[Orientation](#)

[Cognitive Intervention](#)

[General Work Skills and Expectations](#)

[Financial Literacy](#)

[Community Resources](#)

[Job Seeking, Application and Resumes](#)

### **Curriculum**

The Curriculum Outline is a blueprint for facilitating Windows to Work. The method of delivery for required resource materials shall be determined by contracted agency supervisors with direction from DOC Reentry Unit, taking in to account staff resources, institution schedules, and various agency needs.

The competencies and required learning activities for Windows to Work are expected to require 24 lessons for completion, depending on structure and setting, as well as additional discussion during individual meetings. The Windows to Work Coach shall document on the DOC-2960E Windows to Work Curriculum Checklist when components and competencies of the curriculum are completed. This will be designated by the Coach's initials and completion date with the participant.

[Orientation](#)   [Back to Top](#)

An orientation shall be conducted prior to the first group which outlines rules, guidelines, and expectations. The DOC -2960G Windows to Work Guidelines and Expectations shall be reviewed and signed by all individuals, as well as any other necessary contracted agency forms. This can be done individually or as a group.

**Cognitive Intervention**   [Back to Top](#)

Cognitive intervention is designed to help participants recognize their thoughts, feelings, attitudes, and beliefs. The focus shall be to reduce anti-social cognitions, recognize risky

# ECRM > Windows to Work > Curriculum Outline

thinking and feelings, build problem solving, self-management, and coping skills. This intervention is specifically designed to teach participants strategies for identifying and managing high risk situations related to obtaining and maintaining employment. Emphasis shall be placed on skill training with directed practice.

- Implementation of Cognitive Behavior Interventions > Cognitive-Behavioral Interventions for Offenders Seeking Employment (CBI-EMP) is the standardized curriculum identified for use in Windows to Work. CBI-EMP shall be delivered according to the manual guidelines. Program providers may only utilize alternative cognitive-behavioral materials for this section of the program after receiving written authorization from DOC.
- Instruction Timeframe > Lessons are recommended to be 1.5 hours in duration and shall be structured so that there are at least 2 lessons per week. The elements of CBI-EMP shall be delivered over the course of 16 lessons, depending on staff resources and institution availability.

## **General Work Skills and Expectations** [Back to Top](#)

This program component is designed to build upon skills learned in cognitive intervention. Social skills, transferable skills, and problem-solving skills are examined in greater detail. This program component prepares group members to engage in pro-social interactions in the community and the workplace. Participants will begin to examine career options based upon their skills and interests.

- Implementation > Group meetings shall be utilized to engage in a discussion of required resource materials as they relate to obtaining and maintaining employment in the community. Completion of the checklists and assessments can be assigned as homework, and further discussed during a subsequent group meeting. Depending on resources and availability, class time should be spent discussing participants' career interests and employment opportunities in a particular field of work.
- Instruction Timeframe > The competencies and required learning activities in this program component are expected to require 1-2 lessons for completion, as well as additional discussion during individual meetings.

## **Financial Literacy** [Back to Top](#)

Financial literacy is the concept that describes the process of helping someone learn about financial topics. The main focus is to build the skills our participants need to manage money and learn to choose the financial products and services that work for them. When a

# ECRM > Windows to Work > Curriculum Outline

participant is financially empowered they are both informed and skilled. This sense of empowerment builds confidence, helping the participant effectively use their financial knowledge, skills and resources to reach their goals.

- Implementation > Your Money, Your Goals Focus on Reentry companion guide curriculum developed by the United States Consumer Financial Protection Bureau (CFPB) shall be used during this curriculum component. The participant's goals and obstacles are what dictate which tools and information from the toolkit should be used. Each participant's needs are unique and often complex. Only review one or two tools at a time beginning with a key topic and the tools that make the most sense for their situation.

When starting the financial literacy portion of the curriculum with the participant, the Windows to Work Coach shall start by giving the Reentry Tool: My Money Picture worksheet to their participant. The purpose of this is to gauge a better understanding of the participant's values and money decisions. This can be done by giving a copy of the worksheet to the participant or the Coach can read the questions and fill in the participant's responses. The Coach shall use the answer key of the My Money Picture Worksheet chart to analyze the participant's responses. The Coach shall specifically use the analysis of the My Money Picture Worksheet to determine the focus of what tools to use with the participant. The Coach shall incorporate at least one but not more than two tools at a time with a participant. When one tool is completed, the Coach may incorporate additional tools where an identified need was assessed.

Setting SMART goals with the participant shall be incorporated. The Coach and participant shall utilize the Reentry Tool: Setting Goals worksheet and develop at least one SMART goal but not more than three at a time. When a participant completes a goal, additional goals can be developed as needed.

Lastly, the Coach shall utilize the Reentry Tool: Documents and Identification checklist with all participants. This will help the participant and Coach identify any sources for identification and potential issues they may have in securing them.

- Instruction Timeframe > The competencies and required learning activities in this program component are expected to require 1-2 lessons for completion, as well as additional discussion during individual meetings prior to the participants release to the community. Additional tool kit modules can be done pre or post release dependent on ability and time to complete.

# ECRM > Windows to Work > Curriculum Outline

## **Community Resources** [Back to Top](#)

Provides participants with an understanding of the various resources available to them in their community of release.

- Implementation > Windows to Work Coaches shall work with participants to gain an understanding of each individual's needs related to release to the community. This involves case planning, meeting in one-on-one sessions, and group discussions. Coaches shall have access to resource pamphlets, brochures, and other informational materials to provide to participants as necessary. At a minimum, each of the "Community Resources" topics listed in the Windows to Work DOC SharePoint site are to be addressed with participants in order to gauge need related to a particular resource/topic. Workforce Boards and/or subcontracted agencies should develop a comprehensive menu of resources and services available to participants upon release to the community.
- Instruction Timeframe > Limited group time should be spent discussing community resources. Rather, individual planning sessions can be utilized to evaluate a participant's need for services in the community. A brief introduction to the material and various resources can be presented during group time, however this should be limited to no more than one hour. Depending on group dynamics and concerns, additional time can be dedicated to community resources at the end of the program. Materials will be stored in the DOC Windows to Work SharePoint Site.

## **Job Seeking, Applications, and Resumes** [Back to Top](#)

Provides participants the opportunity to learn about various techniques to search for employment. Group members are counseled on how to complete applications and how to build resumes. Keys to successful interviewing are discussed, and participants are required to complete a mock interview.

- Implementation > It is recommended that group meetings be utilized to engage in a discussion of required resource materials as they relate to obtaining and maintaining employment in the community. Completion of sample applications, personal data record, and various checklists can be assigned as homework, and further discussed during subsequent group meetings. As available, documents (resume, reference page, cover letter, thank you letter) shall be typed and saved electronically in accordance with DOC policies and procedures. If not available, participants shall complete these upon release to the community at the Windows to Work Coach's work site. There shall be significant group discussion related to possible interview questions and responses. Participants shall answer during group as they would during an actual interview, and feedback shall be provided. For the mock interview, someone other than the Windows to Work Coach shall conduct the interview if available (approved volunteer, DOC staff, etc.).

## **ECRM > Windows to Work > Curriculum Outline**

- Instruction Timeframe > The competencies and required learning activities in this program component are expected to require five lessons for completion, as well as additional discussion during individual meetings.