

Instructional Program Description

Consortium name	St. Paul Community Literacy Consortium (International Institute of Minnesota)
Staff contact	Stacy Dietrich Varney
Date of last update	
Policy guidance	From Minnesota ABE Policies website (mnabe.org/law-policy/minnesota-adult-education-policy): • Eligible Content Policy • Distance Learning Policy
Additional resources	ATLAS website (www.atlasabe.org) WIOA Regulations and Definitions (available at mnabe.org/law-policy/federal-law-guidance) Minnesota ABE Distance Learning website (www.literacymn.org/distancelearning/)

Introduction

This document outlines the local ABE consortium's instructional programming, describing how the consortium is complying with state and federal guidance for ABE programs, including the following requirements:

- ABE students must be enrolled and receiving instruction in at least one of the following **core content** areas: reading, writing, math, speaking, listening, ESL, or GED/diploma (except in the case of Conditional Work Referral).
- ABE programs are expected to integrate the state's **content standards** for Adult Basic Education, which have been identified as the College and Career Readiness Standards for Adult Education (CCRS), the Academic, Career and Employability Skills (ACES) Transitions Integration Framework (TIF) and the Northstar Digital Literacy Standards.
- ABE instructional content is expected to align to the **allowable activities** as listed in Title II (AEFLA) of the Workforce Innovation and Opportunity Act (WIOA)

In addition, ABE programs are expected to align instruction to **best practices** as identified in rigorous and scientifically valid research.

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Instructional Program Description – Course Descriptions

Course name	Beginning English					
Site and schedule	International Institute of Minnesota, 1694 Como Ave., St. Paul, MN 55108 Continuous - Monday, Tuesday, Wednesday, Thursday 9:30am – 12:00pm					
Delivery method (In-person, hybrid, DL, combination)	In-Person					
Target student population (including cut scores, score ranges, completion criteria)	Non-native English speakers CASAS score range: 160 – 189 Completion criteria: Write clear letters and understand capitalization and end punctuation. Understand worksheet structure. Can independently speak and write a sentence about a picture/topic using pre-taught vocabulary (i.e. “What do you like about Minnesota?”). Demonstrates awareness of letters to sounds.					
Course goals	1. Build Basic Communication Skills 2. Strengthen Listening Skills 3. Develop Foundational Reading Skills 4. Improve Basic Writing Skills 5. Expand Everyday Vocabulary 6. Build Digital and Classroom Skills					
Course content	CCRS	Writing Standards	Reading Standards	Language Standards	Reading Foundations	Speaking & Listening Standards
		Anchor 3 A Anchor 5 A	Column A Column B	Column A	Column A	Column A
	ACES/TIF					

		Effective Communication	Learning Strategies	Critical Thinking	Self-Manag ement	Developing a Future Pathway	Navigating Systems
		Skill 1.a Skill 1.c Skill 1.e Skill 2.a Skill 3.c	Skill 1.a Skill 1.b Skill 1.c Skill 1.d Skill 1.e Skill 1.f Skill 1.g Skill 2.a Skill 3.a Skill 3.b Skill 3.c	Skill 1.a Skill 1.b Skill 2.a Skill 4.a Skill 4.b	Skill 1.a Skill 1.b Skill 1.c Skill 1.d Skill 3.a	Skill 1.a Skill 1.b Skill 2.a Skill 2.c	Skill 1.a Skill 1.b Skill 1.c Skill 2.d Skill 2.e Skill 3.a
	Northstar	Basic Computer Skills					
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)						
Course text(s), educational technology, other instructional materials	In-House Developed Curriculum Community Workshops Curriculum (Resettlement Programs Office of Minnesota) Stand Out Basic, 3 rd Edition Laptops Interactive Whiteboard						

Course name	High Beginning English																	
Site and schedule	International Institute of Minnesota, 1694 Como Ave., St. Paul, MN 55108 Continuous - Monday, Tuesday, Wednesday, Thursday 9:30am – 12:00pm																	
Delivery method (In-person, hybrid, DL, combination)	In-Person																	
Target student population (including cut scores, score ranges, completion criteria)	Non-native English speakers CASAS score range: 190 – 204, TABE score range: 300 - 439 Completion criteria: Student shows prerequisite skills for Beginning English and the following: Consistently demonstrated understanding of SVO sentence structure. Can independently speak and write three or more sentences about a picture/topic using pre-taught vocabulary (i.e. “What do you like about your city? Write three sentences.”). Shows familiarity with noun-verb agreement (he likes vs. I like) and simple verb tenses (past, present, future). Can create plausible spellings from sounds.																	
Course goals	1. Communicate in Everyday Situations with More Detail 2. Strengthen Listening for Key Details 3. Develop Reading Skills for Practical Texts 4. Improve Writing for Real-Life Communication 5. Expand Vocabulary for Work, School, and Community 6. Strengthen Academic and Digital Skills																	
Course content	CCRS	<table><tr><td>Writing Standards</td><td>Reading Standards</td><td>Language Standards</td><td>Reading Foundations</td><td>Speaking & Listening Standards</td><td>Math Standards</td></tr><tr><td>Column A</td><td>Column A Column B</td><td>Column A Column B</td><td>Column A Column B</td><td>Column A</td><td>Level A Level B</td></tr></table>					Writing Standards	Reading Standards	Language Standards	Reading Foundations	Speaking & Listening Standards	Math Standards	Column A	Column A Column B	Column A Column B	Column A Column B	Column A	Level A Level B
		Writing Standards	Reading Standards	Language Standards	Reading Foundations	Speaking & Listening Standards	Math Standards											
	Column A	Column A Column B	Column A Column B	Column A Column B	Column A	Level A Level B												
ACES/TIF																		

		Effective Communication	Learning Strategies	Critical Thinking	Self-Management	Developing a Future Pathway	Navigating Systems
		Skill 1.a	Skill 1.a	Skill 1.a	Skill 1.a	Skill 1.a	Skill 1.a
		Skill 1.c	Skill 1.b	Skill 1.b	Skill 1.b	Skill 1.b	Skill 1.b
		Skill 1.e	Skill 1.c	Skill 2.a	Skill 1.c	Skill 2.a	Skill 1.c
		Skill 2.a	Skill 1.d	Skill 2.b	Skill 1.d	Skill 2.c	Skill 2.d
		Skill 2.b	Skill 1.e	Skill 2.c	Skill 3.a		Skill 2.e
		Skill 3.c	Skill 1.f	Skill 3.a	Skill 3.c		Skill 3.a
			Skill 1.g	Skill 3.b			
			Skill 2.a	Skill 3.d			
			Skill 3.a	Skill 4.a			
		Skill 3.b	Skill 4.b				
		Skill 3.c					
		Skill 3.d					
	Northstar	Basic Computer Skills					
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)						
Course text(s), educational technology, other instructional materials	In-House Developed Curriculum Community Workshops Curriculum (Resettlement Programs Office of Minnesota) Stand Out Level 1, 3 rd Edition Laptops Interactive Whiteboard						

Course name	Intermediate English						
Site and schedule	International Institute of Minnesota, 1694 Como Ave., St. Paul, MN 55108 Continuous - Monday, Tuesday, Wednesday, Thursday 9:30am – 12:00pm						
Delivery method (In-person, hybrid, DL, combination)	In-Person						
Target student population (including cut scores, score ranges, completion criteria)	Non-native English speakers CASAS score range: 205 – 219, TABE score range: 440 - 460 Completion criteria: Student shows prerequisite skills for High Beginning English and the following: Uses correct verb tenses in speaking and writing. Sentences are complete. Understands and can write a paragraph with an introduction, body, and conclusion with some higher-level vocabulary. Able to express ideas in a clear manner with some organization or grammatical errors.						
Course goals	1. Communicate Effectively in a Variety of Situations 2. Strengthen Listening for Main Ideas and Supporting Details 3. Develop Reading Skills for Academic and Real-World Texts 4. Improve Writing for Academic and Practical Purposes 5. Expand Vocabulary for Work, Education, and Community Life 6. Strengthen Academic, Study, and Digital Literacy Skills						
Course content	CCRS	Writing Standards	Reading Standards	Language Standards	Reading Foundations	Speaking & Listening Standards	Math Standards
		Column B Column C	Column B Column C	Column B Column C	Column C	Column B Column C	Level B

	ACES/TIF	Effective Communication	Learning Strategies	Critical Thinking	Self-Management	Developing a Future Pathway	Navigating Systems
		Skill 1.a	Skill 1.a	Skill 1.a	Skill 1.a	Skill 1.a	Skill 1.a
		Skill 1.b	Skill 1.b	Skill 1.b	Skill 1.b	Skill 1.b	Skill 1.b
		Skill 1.c	Skill 1.c	Skill 1.c	Skill 1.c	Skill 1.c	Skill 1.c
		Skill 1.d	Skill 1.d	Skill 1.d	Skill 1.d	Skill 1.d	Skill 2.a
		Skill 1.e	Skill 1.e	Skill 2.a	Skill 1.e	Skill 2.a	Skill 2.b
		Skill 1.f	Skill 1.f	Skill 2.b	Skill 1.f	Skill 2.b	Skill 2.c
		Skill 2.a	Skill 1.g	Skill 2.c	Skill 2.a	Skill 2.c	Skill 2.d
		Skill 2.b	Skill 2.a	Skill 2.d	Skill 2.b	Skill 3.a	Skill 2.e
		Skill 2.c	Skill 2.b	Skill 3.a	Skill 3.a	Skill 3.b	Skill 3.a
		Skill 3.a	Skill 3.a	Skill 3.b	Skill 3.c		Skill 3.b
		Skill 3.b	Skill 3.b	Skill 3.c			
		Skill 3.c	Skill 3.c	Skill 3.d			
			Skill 3.d	Skill 4.a			
			Skill 4.a	Skill 4.b			
	Skill 4.c						
	Northstar	Email					
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)						
Course text(s), educational	In-House Developed Curriculum Community Workshops Curriculum (Resettlement Programs Office of Minnesota)						

technology, other instructional materials	Stand Out Level 2, 3 rd Edition Laptops Interactive Whiteboard
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Course name	Multi-Level Writing					
Site and schedule	International Institute of Minnesota, 1694 Como Ave., St. Paul, MN 55108 Continuous - Monday, Tuesday, Wednesday, Thursday 12:30 – 2:30pm					
Delivery method (In-person, hybrid, DL, combination)	In-Person					
Target student population (including cut scores, score ranges, completion criteria)	Non-native English speakers CASAS score range: 180 – 219, TABE score range: 440 - 475					
Course goals	1. Develop Writing Skills at Individual Levels 2. Build Confidence in the Writing Process 3. Improve Sentence Structure and Grammar 4. Strengthen Paragraph and Text Organization 5. Expand Vocabulary for Everyday and Academic Writing 6. Apply Writing Skills to Real-Life and Academic Contexts 7. Strengthen Editing and Self-Monitoring Skills					
Course content	CCRS	Writing Standards	Reading Standards	Language Standards	Reading Foundations	Speaking & Listening Standards Math Standards

		<table><tr><td>Column A Column B Column C</td><td></td><td>Column A Column B Column C</td><td>Column A Column B Column C</td><td></td><td></td></tr></table>	Column A Column B Column C		Column A Column B Column C	Column A Column B Column C								
	Column A Column B Column C		Column A Column B Column C	Column A Column B Column C										
	ACES/TIF	<table><tr><td>Effective Communication</td><td>Learning Strategies</td><td>Critical Thinking</td><td>Self-Management</td><td>Developing a Future Pathway</td><td>Navigating Systems</td></tr><tr><td>Skill 2</td><td>Skill 1 Skill 3</td><td>Skill 1 Skill 4</td><td>Skill 1</td><td></td><td></td></tr></table>	Effective Communication	Learning Strategies	Critical Thinking	Self-Management	Developing a Future Pathway	Navigating Systems	Skill 2	Skill 1 Skill 3	Skill 1 Skill 4	Skill 1		
	Effective Communication	Learning Strategies	Critical Thinking	Self-Management	Developing a Future Pathway	Navigating Systems								
Skill 2	Skill 1 Skill 3	Skill 1 Skill 4	Skill 1											
Northstar														
Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)														
Course text(s), educational technology, other instructional materials	In-House Developed Curriculum National Geographic Learning: Great Writing Series (5 th Edition) Ellii worksheets Laptops Interactive Whiteboard													

Course name	Beginning Pronunciation																	
Site and schedule	International Institute of Minnesota, 1694 Como Ave., St. Paul, MN 55108 Continuous - Friday 9:30 – 11:00am																	
Delivery method (In-person, hybrid, DL, combination)	In-Person																	
Target student population (including cut scores, score ranges, completion criteria)	Non-native English speakers CASAS score range: 160 – 219 Completion criteria: Demonstrates awareness of letters to sounds.																	
Course goals	1. Build Awareness of English Sounds 2. Improve Clarity in Everyday Speaking 3. Develop Basic Stress and Rhythm 4. Strengthen Listening Skills 5. Develop Self-Monitoring and Practice Strategies																	
Course content	CCRS	<table><tr><td>Writing Standards</td><td>Reading Standards</td><td>Language Standards</td><td>Reading Foundations</td><td>Speaking & Listening Standards</td><td>Math Standards</td></tr><tr><td></td><td></td><td>Column A Column B</td><td>Column A</td><td>Column A</td><td></td></tr></table>					Writing Standards	Reading Standards	Language Standards	Reading Foundations	Speaking & Listening Standards	Math Standards			Column A Column B	Column A	Column A	
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			Column A Column B	Column A	Column A													
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Effective Communication	Learning Strategies	Critical Thinking	Self-Management	Developing a Future Pathway	Navigating Systems													

		Skill 1.a Skill 1.b Skill 1.e Skill 2.a Skill 2.c Skill 3.c					
	Northstar						
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)						
Course text(s), educational technology, other instructional materials	In-House Developed Curriculum Interactive Whiteboard						

Course name	Online High Beginning English
Site and schedule	International Institute of Minnesota, 1694 Como Ave., St. Paul, MN 55108 Continuous - Monday, Tuesday, Wednesday, Thursday 12:00 – 2:00 p.m.
Delivery method (In-person, hybrid, DL, combination)	Synchronous online
Target student population (including cut scores, score ranges, completion criteria)	Non-native English speakers CASAS score range: 190 – 204, TABE score range: 300 - 439 Completion criteria: Student shows prerequisite skills for Beginning English and the following:

	Consistently demonstrated understanding of SVO sentence structure. Can independently speak and write three or more sentences about a picture/topic using pre-taught vocabulary (i.e. “What do you like about your city? Write three sentences.”). Shows familiarity with noun-verb agreement (he likes vs. I like) and simple verb tenses (past, present, future). Can create plausible spellings from sounds.						
Course goals	1. Communicate in Everyday Situations with More Detail 2. Strengthen Listening for Key Details 3. Develop Reading Skills for Practical Texts 4. Improve Writing for Real-Life Communication 5. Expand Vocabulary for Work, School, and Community 6. Strengthen Academic and Digital Skills						
Course content	CCRS	Writing Standards	Reading Standards	Language Standards	Reading Foundations	Speaking & Listening Standards	Math Standards
		Column A	Column A Column B	Column A Column B	Column A Column B	Column A	Level A Level B
	ACES/TIF	Effective Communication	Learning Strategies	Critical Thinking	Self-Management	Developing a Future Pathway	Navigating Systems
		Skill 1.a	Skill 1.a	Skill 1.a	Skill 1.a	Skill 1.a	Skill 1.a
		Skill 1.c	Skill 1.b	Skill 1.b	Skill 1.b	Skill 1.b	Skill 1.b
		Skill 1.e	Skill 1.c	Skill 2.a	Skill 1.c	Skill 2.a	Skill 1.c
		Skill 2.a	Skill 1.d	Skill 2.b	Skill 1.d	Skill 2.c	Skill 2.d
		Skill 2.b	Skill 1.e	Skill 2.c	Skill 3.a		Skill 2.e
		Skill 3.c	Skill 1.f	Skill 3.a	Skill 3.c		Skill 3.a
			Skill 1.g	Skill 3.b			
	Skill 2.a	Skill 3.d					

		<table><tr><td></td><td>Skill 3.a Skill 3.b Skill 3.c Skill 3.d</td><td>Skill 4.a Skill 4.b</td><td></td><td></td><td></td></tr></table>		Skill 3.a Skill 3.b Skill 3.c Skill 3.d	Skill 4.a Skill 4.b			
		Skill 3.a Skill 3.b Skill 3.c Skill 3.d	Skill 4.a Skill 4.b					
	Northstar	Basic Computer Skills						
Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)								
Course text(s), educational technology, other instructional materials	In-House Developed Curriculum Community Workshops Curriculum (Resettlement Programs Office of Minnesota) Stand Out Level 1, 3 rd Edition							

Course name	Online Intermediate English
Site and schedule	International Institute of Minnesota, 1694 Como Ave., St. Paul, MN 55108 Continuous - Tuesday, Wednesday 6:30 – 8:00 p.m.
Delivery method (In-person, hybrid, DL, combination)	Synchronous online
Target student population (including cut scores, score ranges, completion criteria)	Non-native English speakers CASAS score range: 205 – 219, TABE score range: 440 - 475 Completion criteria: Student shows prerequisite skills for High Beginning English and the following:

	Uses correct verb tenses in speaking and writing. Sentences are complete. Understands and can write a paragraph with an introduction, body, and conclusion with some higher-level vocabulary. Able to express ideas in a clear manner with some organization or grammatical errors.						
Course goals	1. Communicate Effectively in a Variety of Situations 2. Strengthen Listening for Main Ideas and Supporting Details 3. Develop Reading Skills for Academic and Real-World Texts 4. Improve Writing for Academic and Practical Purposes 5. Expand Vocabulary for Work, Education, and Community Life 6. Strengthen Academic, Study, and Digital Literacy Skills						
Course content	CCRS	Writing Standards	Reading Standards	Language Standards	Reading Foundations	Speaking & Listening Standards	Math Standards
		Column B Column C	Column B Column C	Column B Column C	Column C	Column B Column C	Level B
	ACES/TIF	Effective Communication	Learning Strategies	Critical Thinking	Self-Management	Developing a Future Pathway	Navigating Systems
		Skill 1.a	Skill 1.a	Skill 1.a	Skill 1.a	Skill 1.a	Skill 1.a
		Skill 1.b	Skill 1.b	Skill 1.b	Skill 1.b	Skill 1.b	Skill 1.b

		Skill 1.e Skill 1.f Skill 2.a Skill 2.b Skill 2.c Skill 3.a Skill 3.b Skill 3.c	Skill 1.e Skill 1.f Skill 1.g Skill 2.a Skill 2.b Skill 3.a Skill 3.a Skill 3.b Skill 3.c Skill 3.c Skill 3.d Skill 4.a Skill 4.b Skill 4.c	Skill 2.a Skill 2.b Skill 2.c Skill 2.d Skill 3.a Skill 3.b Skill 3.c Skill 3.d Skill 4.a Skill 4.b	Skill 1.e Skill 1.f Skill 2.a Skill 2.b Skill 3.a Skill 3.c	Skill 2.a Skill 2.b Skill 2.c Skill 3.a Skill 3.b	Skill 2.b Skill 2.c Skill 2.d Skill 2.e Skill 3.a Skill 3.b
	Northstar	Email					
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)						
Course text(s), educational technology, other instructional materials	In-House Developed Curriculum Community Workshops Curriculum (Resettlement Programs Office of Minnesota) Stand Out Level 2, 3 rd Edition						

Course name	Online High Intermediate English
Site and schedule	International Institute of Minnesota, 1694 Como Ave., St. Paul, MN 55108 Continuous - Tuesday, Wednesday 6:30 – 8:00pm

Delivery method (In-person, hybrid, DL, combination)	Synchronous Online					
Target student population (including cut scores, score ranges, completion criteria)	Non-native English speakers CASAS score range: 220 - 235, TABE score range: 475 - 539 Completion criteria: Students are evaluated on a rubric Student shows prerequisite skills for Intermediate English and the following: Uses a range of verb tenses in speaking and writing. Sentences are complete. Produce clear, organized paragraphs and short multi-paragraph texts. Participate actively in discussions with mostly accurate speech. Express opinions and describe experiences using appropriate vocabulary and complex structures. Demonstrates growing control over collocations and idiomatic expressions. Understand the main ideas and key details of extended speech. Communicates appropriately in online environments.					
Course goals	1. Communicate Clearly and Confidently in Extended Conversations 2. Strengthen Listening Comprehension for Academic and Workplace Contexts 3. Read and Analyze Multi-Paragraph Texts 4. Write Organized, Coherent Multi-Paragraph Texts 5. Expand Academic and Workplace Vocabulary 6. Strengthen Academic, Digital, and Study Skills for Transition to Next Steps					
Course content	CCRS	Writing Standards	Reading Standards	Language Standards	Reading Foundations	Speaking & Listening Standards Math Standards

		Column C Column D	Column C Column D	Column C Column D	Column C	Column C	Level B
	ACES/TIF	Effective Communica tion	Learning Strategies	Critical Thinking	Self-Manag ement	Developing a Future Pathway	Navigating Systems
	Northstar	Skill 1.a Skill 1.b Skill 1.c Skill 1.d Skill 1.e Skill 1.f Skill 2.a Skill 2.b Skill 2.c Skill 3.a Skill 3.b Skill 3.c	Skill 1.a Skill 1.b Skill 1.c Skill 1.d Skill 1.e Skill 1.f Skill 1.g Skill 2.a Skill 2.b Skill 2.b Skill 3.a Skill 3.b Skill 3.c Skill 3.d Skill 4.a Skill 4.b Skill 4.c	Skill 1.a Skill 1.b Skill 1.c Skill 1.d Skill 2.a Skill 2.b Skill 2.c Skill 2.d Skill 3.a Skill 3.b Skill 3.c Skill 3.d Skill 4.a Skill 4.b	Skill 1.a Skill 1.b Skill 1.c Skill 1.d Skill 1.e Skill 1.f Skill 2.a Skill 2.b Skill 3.a Skill 3.c	Skill 1.a Skill 1.b Skill 1.c Skill 1.d Skill 2.a Skill 2.b Skill 2.c Skill 3.a Skill 3.b	Skill 1.a Skill 1.b Skill 1.c Skill 2.a Skill 2.b Skill 2.c Skill 2.d Skill 2.e Skill 3.a Skill 3.b

	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	
Course text(s), educational technology, other instructional materials	In-House Developed Curriculum Community Workshops Curriculum (Resettlement Programs Office of Minnesota) Stand Out Level 3, 3 rd Edition	

Course name	Online Advanced Pronunciation
Site and schedule	International Institute of Minnesota, 1694 Como Ave., St. Paul, MN 55108 Continuous - Tuesday, Wednesday 6:30 – 8:00pm
Delivery method (In-person, hybrid, DL, combination)	Synchronous Online
Target student population (including cut scores, score ranges, completion criteria)	Non-native English speakers CASAS score range: 220 - 235, TABE score range: 475 - 539 Completion criteria: Student demonstrates consistent, intelligible, and natural-sounding spoken English.
Course goals	1. Refine Production of Complex English Sounds 2. Develop Natural Rhythm, Stress, and Intonation 3. Improve Listening Discrimination for Subtle Differences 4. Strengthen Connected Speech and Fluency 5. Develop Self-Monitoring and Independent Practice Strategies

	6. Increase Confidence and Communicative Impact					
Course content	CCRS					
		Writing Standards	Reading Standards	Language Standards	Reading Foundations	Speaking & Listening Standards
			Column D	Column A Column B Column C	Column C Column D	
	ACES/TIF	Effective Communication	Learning Strategies	Critical Thinking	Self-Management	Developing a Future Pathway
Skill 1 Skill 2 Skill 3		Skill 1 Skill 2 Skill 3 Skill 4	Skill 4			
Northstar						
Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)						

Course text(s), educational technology, other instructional materials	In-House Developed Curriculum Supplemental leveled news reports	
Course name	College Readiness Academy	
Site and schedule	International Institute of Minnesota, 1694 Como Ave., St. Paul, MN 55108 12-week session, 156 hours	
Delivery method (In-person, hybrid, DL, combination)	In-Person	
Target student population (including cut scores, score ranges, completion criteria)	Non-native English speakers TABE score range: 500+ Completion criteria: TABE score of 536+	
Course goals	1. Read and understand college-level texts, identifying main ideas, supporting details, and key vocabulary. a. Write clear, organized academic paragraphs and short essays. b. Summarize readings and lectures in spoken and written form. c. Use academic vocabulary in discussions, presentations, and writing assignments. d. Apply critical thinking skills to analyze information, compare viewpoints, and draw conclusions. e. Participate in class discussions and group work using clear, respectful communication. f. Navigate Google Classroom and Zoom to access materials and complete assignments. g. Understand the structure and expectations of US colleges. 2. Identify personal academic goals and create a plan for entering college. a. Use effective study strategies.	
	CCRS	

Course content		Writing Standards	Reading Standards	Language Standards	Reading Foundations	Speaking & Listening Standards	Math Standards												
		Column C Column D	Column D	Anchor 2, D Anchor 2, E Anchor 3, D Anchor 4, D Anchor 6, E		Column C													
	ACES/TIF	<table><tr><td>Effective Communication</td><td>Learning Strategies</td><td>Critical Thinking</td><td>Self-Management</td><td>Developing a Future Pathway</td><td>Navigating Systems</td></tr><tr><td>Skill 1 Skill 2 Skill 3</td><td>Skill 1 Skill 2 Skill 3 Skill 4</td><td>Skill 1 Skill 2 Skill 3 Skill 4</td><td>Skill 1 Skill 2 Skill 3</td><td>Skill 1 Skill 2 Skill 3</td><td>Skill 1 Skill 2 Skill 3</td></tr></table>						Effective Communication	Learning Strategies	Critical Thinking	Self-Management	Developing a Future Pathway	Navigating Systems	Skill 1 Skill 2 Skill 3	Skill 1 Skill 2 Skill 3 Skill 4	Skill 1 Skill 2 Skill 3 Skill 4	Skill 1 Skill 2 Skill 3	Skill 1 Skill 2 Skill 3	Skill 1 Skill 2 Skill 3
	Effective Communication	Learning Strategies	Critical Thinking	Self-Management	Developing a Future Pathway	Navigating Systems													
	Skill 1 Skill 2 Skill 3	Skill 1 Skill 2 Skill 3 Skill 4	Skill 1 Skill 2 Skill 3 Skill 4	Skill 1 Skill 2 Skill 3	Skill 1 Skill 2 Skill 3	Skill 1 Skill 2 Skill 3													
Northstar																			
Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)																			
Course text(s), educational technology, other	In-House Developed Curriculum																		

instructional materials						
Course name	College Readiness Academy					
Site and schedule	International Institute of Minnesota, 1694 Como Ave., St. Paul, MN 55108 12-week session, 156 hours					
Delivery method (In-person, hybrid, DL, combination)	Synchronous online					
Target student population (including cut scores, score ranges, completion criteria)	Non-native English speakers TABE score range: 500+ Completion criteria: TABE score of 536+					
Course goals	1. Read and understand college-level texts, identifying main ideas, supporting details, and key vocabulary. a. Write clear, organized academic paragraphs and short essays. b. Summarize readings and lectures in spoken and written form. c. Use academic vocabulary in discussions, presentations, and writing assignments. d. Apply critical thinking skills to analyze information, compare viewpoints, and draw conclusions. e. Participate in class discussions and group work using clear, respectful communication. f. Navigate Google Classroom and Zoom to access materials and complete assignments. g. Understand the structure and expectations of US colleges. 2. Identify personal academic goals and create a plan for entering college. a. Use effective study strategies.					
Course content	CCRS	Writing Standards	Reading Standards	Language Standards	Reading Foundations	Speaking & Listening Standards Math Standards

Course text(s), educational technology, other instructional materials		Column C Column D	Column D	Anchor 2, D Anchor 2, E Anchor 3, D Anchor 4, D Anchor 6, E		Column C													
	ACES/TIF	<table><tr><td>Effective Communication</td><td>Learning Strategies</td><td>Critical Thinking</td><td>Self-Management</td><td>Developing a Future Pathway</td><td>Navigating Systems</td></tr><tr><td>Skill 1 Skill 2 Skill 3</td><td>Skill 1 Skill 2 Skill 3 Skill 4</td><td>Skill 1 Skill 2 Skill 3 Skill 4</td><td>Skill 1 Skill 2 Skill 3</td><td>Skill 1 Skill 2 Skill 3</td><td>Skill 1 Skill 2 Skill 3</td></tr></table>						Effective Communication	Learning Strategies	Critical Thinking	Self-Management	Developing a Future Pathway	Navigating Systems	Skill 1 Skill 2 Skill 3	Skill 1 Skill 2 Skill 3 Skill 4	Skill 1 Skill 2 Skill 3 Skill 4	Skill 1 Skill 2 Skill 3	Skill 1 Skill 2 Skill 3	Skill 1 Skill 2 Skill 3
	Effective Communication	Learning Strategies	Critical Thinking	Self-Management	Developing a Future Pathway	Navigating Systems													
	Skill 1 Skill 2 Skill 3	Skill 1 Skill 2 Skill 3 Skill 4	Skill 1 Skill 2 Skill 3 Skill 4	Skill 1 Skill 2 Skill 3	Skill 1 Skill 2 Skill 3	Skill 1 Skill 2 Skill 3													
	Northstar																		
Other (e.g. career/occupational content, science, social studies, civics, citizenship prep)																			
	In-House Developed Curriculum																		

Course name	Housekeeping Training						
Site and schedule	International Institute of Minnesota, 1694 Como Ave., St. Paul, MN 55108 6-Week Session, 75 hours						
Delivery method (In-person, hybrid, DL, combination)	In-Person						
Target student population (including cut scores, score ranges, completion criteria)	Non-Native English Speaker Score 180-200 Attend class 80% or more Complete practical experience in hotel setting						
Course goals	1. Understand role and responsibilities of housekeeper 2. Define and understand importance of reliability and responsibility at work 3. Identify industry specific vocabulary 4. Ability to identify chemicals and their different uses 5. Demonstrate knowledge of cleaning procedures 6. Demonstrate ability to communicate effectively in a work setting 7. Practice good customer service skills 8. Demonstrate ability to use different work forms for their correct purpose 9. Demonstrate good interviewing skills 10. Understand and implement proper infection control protocols						
Course content	CCRS	Writing Standards	Reading Standards	Language Standards	Reading Foundations	Speaking & Listening Standards	Math Standards

		Column A	Column A	Column A	Column A	Column A	Level A
	ACES/TIF	Effective Communication	Learning Strategies	Critical Thinking	Self-Management	Developing a Future Pathway	Navigating Systems
		Skill 1 a Skill 1 b Skill 1 f Skill 2 a Skill 2 b Skill 2 c	Skill 1 c Skill 2 a Skill 2 d Skill 3 a Skill 3 d	Skill 1 a Skill 3 a	Skill 2 a	Skill 1 b Skill 1 c Skill 2 b Skill 3 a Skill 3 b	Skill 1 c Skill 2 a Skill 2 c Skill 3 a Skill 3 b
	Northstar						
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	Worker's rights Resume writing Filling out applications Interviewing skills & mock interviews					
Course text(s), educational technology, other	In house created materials drawn from employers Interactive whiteboard Wordwall quizzes						

instructional materials	
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Course name	Dietary Aide Training
Site and schedule	International Institute of Minnesota, 1694 Como Ave., St. Paul, MN 55108 6-Week Session, 75 hours
Delivery method (In-person, hybrid, DL, combination)	In-Person
Target student population (including cut scores, score ranges, completion criteria)	Non-Native English speaker CASAS score 200 – 220 Attend class 80% or more Observe Dietary Aides in healthcare settings Complete practical dining experience
Course goals	1. Understand role and responsibility of Dietary Aide 2. Demonstrate good customer service skills 3. Identify industry specific vocabulary 4. Be familiar with American foods ingredients and nutritional information 5. Demonstrate basic food order taking phrases 6. Understand food safety knowledge including personal hygiene, time and temperature control, cross-contamination and cleaning and sanitizing 7. Identify the common causes and implications of patient special diets 8. Identify common allergens and the foods that contain them 9. Be introduced to the IDDSI framework for food and drink textures and thickness 10. Demonstrate how to communicate with nursing home residents 11. Demonstrate good interviewing skills 12. Define and understand importance of reliability and responsibility at work

Course content	CCRS	<table><tr><th>Writing Standards</th><th>Reading Standards</th><th>Language Standards</th><th>Reading Foundations</th><th>Speaking & Listening Standards</th><th>Math Standards</th></tr><tr><td></td><td>Anchor 4, D</td><td>Anchor 3, C Anchor 4, D Anchor 5, C Anchor 6, C</td><td>RF.2 RF.3 RF.4</td><td>Anchor 1, D Anchor 4, E Anchor 6, C</td><td>Math standards Level A</td></tr></table>						Writing Standards	Reading Standards	Language Standards	Reading Foundations	Speaking & Listening Standards	Math Standards		Anchor 4, D	Anchor 3, C Anchor 4, D Anchor 5, C Anchor 6, C	RF.2 RF.3 RF.4	Anchor 1, D Anchor 4, E Anchor 6, C	Math standards Level A
	Writing Standards	Reading Standards	Language Standards	Reading Foundations	Speaking & Listening Standards	Math Standards													
		Anchor 4, D	Anchor 3, C Anchor 4, D Anchor 5, C Anchor 6, C	RF.2 RF.3 RF.4	Anchor 1, D Anchor 4, E Anchor 6, C	Math standards Level A													
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Effective Communication	Learning Strategies	Critical Thinking	Self-Management	Developing a Future Pathway	Navigating Systems														
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Northstar																			
Other (e.g. career/ occupational content, science, social studies,	Worker's rights Resume writing Filling out applications Interviewing skills & mock interviews																		

	civics, citizenship prep)	
Course text(s), educational technology, other instructional materials	In house created materials drawn from employers Interactive whiteboard Serve Safe Food handlers workbook and assessment Wordwall quizzes	

Course name	Retail Customer Service Training	
Site and schedule	International Institute of Minnesota, 1694 Como Ave., St. Paul, MN 55108 6-Week Session, 75 hours	
Delivery method (In-person, hybrid, DL, combination)	In-Person	
Target student population (including cut scores, score ranges, completion criteria)	Non-Native English speaker CASAS score 200 – 220 Attend class 80% or more Participate in student store practical experience	
Course goals	1. Understand the role and responsibilities of Cashier 2. Be familiar with POS system 3. Demonstrate good customer service 4. Keep accurate inventory 5. Follow routines in a work setting 6. Identify industry specific vocabulary 7. Demonstrate proper money handling protocols 8. Understand how to deescalate conflict situations 9. Understand cultural differences in politeness	

Course content	10. Demonstrate good interviewing skills					
	11. Define and understand importance of reliability and responsibility at work					
	CCRS					
		Writing Standards	Reading Standards	Language Standards	Reading Foundations	Speaking & Listening Standards
			Anchor 4, D	Anchor 3, C Anchor 4, D Anchor 5, C Anchor 6, C	RF.2 RF.3 RF.4	Anchor 1, D Anchor 4, E Anchor 6, C
	ACES/TIF					
		Effective Communication	Learning Strategies	Critical Thinking	Self-Management	Developing a Future Pathway
		Skill 1 a Skill 1 b Skill 1 c Skill 1 f Skill 2 b Skill 2 b	Skill 1 d Skill 1 c Skill 1 a Skill 2 a Skill 3 d	Skill 2 c Skill 2 d	Skill 1 e Skill 2 a Skill 3 a Skill 3 c Skill d	Skill 3 a Skill 3 c Skill 2 a
	Northstar					
	Other	Worker's rights				

	(e.g. career/ occupational content, science, social studies, civics, citizenship prep)	Resume writing Filling out applications Interviewing skills & mock interviews
Course text(s), educational technology, other instructional materials	In house created materials drawn from employers Interactive whiteboard Wordwall quizzes Square POS system	

Course name	Office Specialist	
Site and schedule	International Institute of Minnesota, 1694 Como Ave., St. Paul, MN 55108 6-Week Session, 75 hours	
Delivery method (In-person, hybrid, DL, combination)	In-Person	
Target student population (including cut scores, score ranges, completion criteria)	Nonnative English Speaker CASAS score 220 – 235	
Course goals	1. Demonstrate basic knowledge in essential office software 2. Manage digital files and information systems 3. Operate office equipment confidently 4. Perform routine clerical tasks 5. Apply effective time-management strategies 6. Maintain organized physical and digital workspaces 7. Communicate clearly in written and verbal formats 8. Demonstrate professional workplace behavior	

Course content	9. Provide quality customer service 10. Apply critical thinking skills to office scenarios 11. Understand workplace policies and procedures 12. Prepare for employment					
	CCRS					
		Writing Standards	Reading Standards	Language Standards	Reading Foundations	Speaking & Listening Standards
		Anchor 1 D Anchor 2 C Anchor 4 C Anchor 5 D Anchor 6 C	Anchor 1 C Anchor 2 C Anchor 4 D Anchor 7 D	Anchor 1 D Anchor 2 D Anchor 3 D Anchor 4 C Anchor 5 C Anchor 6 D	RF 2 RF 3 C RF 4 C	Anchor 1 C Anchor 4 C Anchor 6 D
	ACES/TIF					
		Effective Communication	Learning Strategies	Critical Thinking	Self-Management	Developing a Future Pathway
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Skill 3 c	Skill 3 c		Skill 3 f		Skill d																					
	Skill 3 d																									
Northstar	Google Docs Standards 1 – 17 Using Email Standards 1 – 13 Basic Computer Skills Standards 1 - 18																									
Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	Worker’s rights Resume writing Filling out applications Interviewing skills & mock interviews																									
Course text(s), educational technology, other instructional materials	In house created materials Google Classroom																									

Course name	Professional Leadership Training
Site and schedule	International Institute of Minnesota, 1694 Como Ave., St. Paul, MN 55108
Delivery method (In-person, hybrid, DL, combination)	In person
Target student population	Non-Native English speaker TABE score 440 or above

(including cut scores, score ranges, completion criteria)	Basic Digital Literacy skills (must pass NSDL Google Docs assessment)					
Course goals	1. Describe characteristics of a leader in the workplace. 2. Know their own leadership style. 3. Construct and organize an informative presentation. 4. Effectively communicate the skills and abilities that they bring to a work environment. 5. Use effective communication strategies for resolving conflict, giving feedback, training others and motivating their team. 6. Demonstrate ability to work independently and in a group setting 7. Complete writing assignments and philosophy papers 8. Demonstrate ability to read, reflect and problem solve 9. Use interviewing and networking skills to advance in their career 10. Demonstrate the ability to use Google suite and/or Microsoft applications for work 11. Develop skills in writing a professional resume and cover letter					
Course content	CCRS	Writing Standards	Reading Standards	Language Standards	Reading Foundations	Speaking & Listening Standards Math Standards

		Anchor 1, B/C Anchor 2, C/D Anchor 4, B Anchor 5, B, C & D Anchor 6, C Anchor 7, B Anchor 8, B	Anchor 1, C Anchor 2, C Anchor 3, C Anchor 4, C Anchor 5, C Anchor 6, E Anchor 7, D Anchor 8, C Anchor 9, B	Anchor 1, D Anchor 2, C Anchor 3, D Anchor 4, D Anchor 5, C Anchor 6, D	RF 2, 3 & 4	Anchor 1, D Anchor 2, B Anchor 3, B Anchor 4, C Anchor 6, E																																																																														
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			Skill 4 d			
	Northstar	Microsoft Word Standards 1 – 14 Microsoft Excel Standards 1 – 17 Microsoft Powerpoint Standards 1 – 17 Google Docs Standards 1 – 17 Career Search Skills Standards 1 – 22 Digital Footprint Standards 1 - 11				
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	Worker’s rights Resume writing Cover letter writing Interviewing skills & mock interviews Information Interviewing Networking skills				
Course text(s), educational technology, other instructional materials	In house created materials Google classroom platform					

Course name	Professional Leadership Training (Online)
Site and schedule	International Institute of Minnesota, 1694 Como Ave., St. Paul, MN 55108
Delivery method (In-person, hybrid, DL, combination)	Online via zoom and Google classroom
Target student population	Non-Native English speaker TABE score 440 or above Basic Digital Literacy skills (must pass NSDL Google Docs assessment)

(including cut scores, score ranges, completion criteria)							
Course goals	1. Describe characteristics of a leader in the workplace. 2. Know their own leadership style. 3. Construct and organize an informative presentation. 4. Effectively communicate the skills and abilities that they bring to a work environment. 5. Use effective communication strategies for resolving conflict, giving feedback, training others and motivating their team. 6. Demonstrate ability to work independently and in a group setting 7. Complete writing assignments and philosophy papers 8. Demonstrate ability to read, reflect and problem solve 9. Use interviewing and networking skills to advance in their career 10. Demonstrate the ability to use Google suite and/or Microsoft applications for work 11. Develop skills in writing a professional resume and cover letter						
Course content	CCRS						
		Writing Standards	Reading Standards	Language Standards	Reading Foundations	Speaking & Listening Standards	Math Standards
		Anchor 1, B/C Anchor 2, C/D Anchor 4, B Anchor 5, B, C & D	Anchor 1, C Anchor 2, C Anchor 3, C Anchor 4, C Anchor 5, C Anchor 6, E	Anchor 1, D Anchor 2, C Anchor 3, D Anchor 4, D Anchor 5, C Anchor 6, D	RF 2, 3 & 4	Anchor 1, D Anchor 2, B Anchor 3, B Anchor 4, C Anchor 6, E	

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	Northstar	Microsoft Word Standards 1 – 14 Microsoft Excel Standards 1 – 17 Microsoft Powerpoint Standards 1 – 17 Google Docs Standards 1 – 17																																																																																									

		Career Search Skills Standards 1 – 22 Digital Footprint Standards 1 - 11
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	Worker's rights Resume writing Cover letter writing Interviewing skills & mock interviews Information Interviewing Networking skills
Course text(s), educational technology, other instructional materials	In house created materials Google classroom platform	

Course name	Entrepreneurship
Site and schedule	International Institute of Minnesota, 1694 Como Ave., St. Paul, MN 55108
Delivery method (In-person, hybrid, DL, combination)	In person or hybrid Google classroom ProProfs DL platform
Target student population (including cut scores, score ranges, completion criteria)	Non-Native English speaker TABE score 440 or above Basic Digital Literacy skills (must pass NSDL Google Docs assessment)
Course goals	1. Understand the skills you need to be an entrepreneur 2. Identify who you need on your team

3. Articulate why you want to start a business
4. Understand what makes a good business idea
5. Discover Design thinking tools
6. Practice solving a problem with a business
7. Write a business vision and mission statement
8. Identify what your value proposition is
9. Identify the parts of a business plan
10. Understand what makes a good business plan
11. Identify different types of research and what research is needed for your business
12. Understand who your market is
13. Define and Utilize SWOT analysis
14. Define and utilize a competitive analysis
15. Identify major types of business structures (corporation, LLC, partnership, sole proprietorship and hybrid) and distinguish their identifying characteristics
16. Become familiar with documentation and required features for each type of business structure
17. Identify the business structure that will work best for your business
18. Identify the next steps to incorporating as the business type
19. Define networking and identify networking resources
20. Understand what an operational business plan is and why it is important for businesses.
21. Identify the key aspects of operational management
22. Complete the Operational Needs Checklist for your business
23. Define Tangible and Intangible resources and identify what you need for your business
24. Understand personal finance and credit
25. Identify funding types and ratios
26. Read a financial statement and understand what they mean
27. Learn the questions to ask about financial statements and what metrics to look for
28. Discover the profitability of a business based on financial statements based on case studies
29. Explore types of accounting systems (i.e. Square System, Bookkeeper, Sage, QuickBooks)

	30. Identify the essential components of marketing 31. Describe effective entrepreneurial marketing techniques (guerilla, relationship, expeditionary, real-time, viral, digital, word-of-mouth) 32. Discuss the pros and cons of these marketing techniques 33. Understand branding and identify resources to create a brand 34. Create and present pitch presentation 35. Take US Entrepreneurship Certification Exam						
Course content	CCRS						
		Writing Standards	Reading Standards	Language Standards	Reading Foundations	Speaking & Listening Standards	Math Standards
	Anchor 1, D Anchor 2, D Anchor 4, E Anchor 5, E Anchor 6, E Anchor 7, E Anchor 8, E Anchor 9, E	Anchor 1, D Anchor 4, E Anchor 5, E Anchor 6, E Anchor 7, E Anchor 8, D Anchor 9, D	Anchor 1, E Anchor 2, D Anchor 3, D Anchor 4, E Anchor 6, E	RF2 RF3, C RF4, C	Anchor 1, E Anchor 2, E Anchor 4, E Anchor 5, E Anchor 6, E	MP.1 MP.2 MP.3 MP.4 MP.5 MP.8	
	ACES/TIF						
		Effective Communication	Learning Strategies	Critical Thinking	Self-Management	Developing a Future Pathway	Navigating Systems
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		Skill 2 b Skill 2 c Skill 3 a Skill 3 b Skill 3 c	Skill 1 f Skill 1 g Skill 2 a Skill 2 b Skill 2 c Skill 2 d Skill 3 a Skill 3 b Skill 3 c Skill 3 d	Skill 2 b Skill 2 c Skill 2 d Skill 2 e Skill 3 a Skill 3 b Skill 3 c Skill 3 d Skill 4 b Skill 4 d	Skill 1 f Skill 2 b Skill 3 a Skill 3 b Skill 3 c Skill 3 d Skill 3 e Skill 3 f	Skill 2 b Skill 2 c Skill 3 a Skill 3 b Skill 3 c	
	Northstar	Microsoft Word Standards 1 – 14 Microsoft Excel Standards 1 – 17 Microsoft Powerpoint Standards 1 – 17 Google Docs Standards 1 – 17					
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)						
Course text(s), educational technology, other instructional materials	ProProfs Readings & Quizzes Google Classroom US Entrepreneurship Certification Exam						

Course name	Entrepreneurship (hybrid)
Site and schedule	International Institute of Minnesota, 1694 Como Ave., St. Paul, MN 55108

Delivery method (In-person, hybrid, DL, combination)	Hybrid – 1 day in person, 1 day online
Target student population (including cut scores, score ranges, completion criteria)	Non-Native English speaker TABE score 440 or above Basic Digital Literacy skills (must pass NSDL Google Docs assessment)
Course goals	1. Understand the skills you need to be an entrepreneur 2. Identify who you need on your team 3. Articulate why you want to start a business 4. Understand what makes a good business idea 5. Discover Design thinking tools 6. Practice solving a problem with a business 7. Write a business vision and mission statement 8. Identify what your value proposition is 9. Identify the parts of a business plan 10. Understand what makes a good business plan 11. Identify different types of research and what research is needed for your business 12. Understand who your market is 13. Define and Utilize SWOT analysis 14. Define and utilize a competitive analysis 15. Identify major types of business structures (corporation, LLC, partnership, sole proprietorship and hybrid) and distinguish their identifying characteristics 16. Become familiar with documentation and required features for each type of business structure 17. Identify the business structure that will work best for your business 18. Identify the next steps to incorporating as the business type 19. Define networking and identify networking resources

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		Anchor 1, D Anchor 2, D Anchor 4, E Anchor 5, E Anchor 6, E Anchor 7, E Anchor 8, E Anchor 9, E	Anchor 1, D Anchor 4, E Anchor 5, E Anchor 6, E Anchor 7, E Anchor 8, D Anchor 9, D	Anchor 1, E Anchor 2, D Anchor 3, D Anchor 4, E Anchor 6, E	RF2 RF3, C RF4, C	Anchor 1, E Anchor 2, E Anchor 4, E Anchor 5, E Anchor 6, E	MP.1 MP.2 MP.3 MP.4 MP.5 MP.8																																																																																															
	ACES/TIF	<table><tr><th>Effective Communication</th><th>Learning Strategies</th><th>Critical Thinking</th><th>Self-Management</th><th>Developing a Future Pathway</th><th>Navigating Systems</th></tr><tr><td>Skill 1 a</td><td>Skill 1 a</td><td>Skill 1 a</td><td>Skill 1 a</td><td>Skill 1 a</td><td>Skill 1 a</td></tr><tr><td>Skill 1 c</td><td>Skill 1 b</td><td>Skill 1 b</td><td>Skill 1 b</td><td>Skill 1 b</td><td>Skill 1 b</td></tr><tr><td>Skill 1 d</td><td>Skill 1 c</td><td>Skill 1 c</td><td>Skill 1 c</td><td>Skill 1 c</td><td>Skill 1 c</td></tr><tr><td>Skill 1 e</td><td>Skill 1 d</td><td>Skill 1 d</td><td>Skill 1 d</td><td>Skill 1 d</td><td></td></tr><tr><td>Skill 2 a</td><td>Skill 1 e</td><td>Skill 2 a</td><td>Skill 1 e</td><td>Skill 2 a</td><td></td></tr><tr><td>Skill 2 b</td><td>Skill 1 f</td><td>Skill 2 b</td><td>Skill 1 f</td><td>Skill 2 b</td><td></td></tr><tr><td>Skill 2 c</td><td>Skill 1 g</td><td>Skill 2 c</td><td>Skill 2 b</td><td>Skill 2 c</td><td></td></tr><tr><td>Skill 3 a</td><td>Skill 2 a</td><td>Skill 2 d</td><td>Skill 3 a</td><td>Skill 3 a</td><td></td></tr><tr><td>Skill 3 b</td><td>Skill 2 b</td><td>Skill 2 e</td><td>Skill 3 b</td><td>Skill 3 b</td><td></td></tr><tr><td>Skill 3 c</td><td>Skill 2 c</td><td>Skill 3 a</td><td>Skill 3 c</td><td>Skill 3 c</td><td></td></tr><tr><td></td><td>Skill 2 d</td><td>Skill 3 b</td><td>Skill 3 d</td><td></td><td></td></tr><tr><td></td><td>Skill 3 a</td><td>Skill 3 c</td><td>Skill 3 e</td><td></td><td></td></tr><tr><td></td><td>Skill 3 b</td><td>Skill 3 d</td><td>Skill 3 f</td><td></td><td></td></tr><tr><td></td><td>Skill 3 c</td><td>Skill 4 b</td><td></td><td></td><td></td></tr><tr><td></td><td>Skill 3 d</td><td>Skill 4 d</td><td></td><td></td><td></td></tr></table>						Effective Communication	Learning Strategies	Critical Thinking	Self-Management	Developing a Future Pathway	Navigating Systems	Skill 1 a	Skill 1 a	Skill 1 a	Skill 1 a	Skill 1 a	Skill 1 a	Skill 1 c	Skill 1 b	Skill 1 b	Skill 1 b	Skill 1 b	Skill 1 b	Skill 1 d	Skill 1 c	Skill 1 c	Skill 1 c	Skill 1 c	Skill 1 c	Skill 1 e	Skill 1 d	Skill 1 d	Skill 1 d	Skill 1 d		Skill 2 a	Skill 1 e	Skill 2 a	Skill 1 e	Skill 2 a		Skill 2 b	Skill 1 f	Skill 2 b	Skill 1 f	Skill 2 b		Skill 2 c	Skill 1 g	Skill 2 c	Skill 2 b	Skill 2 c		Skill 3 a	Skill 2 a	Skill 2 d	Skill 3 a	Skill 3 a		Skill 3 b	Skill 2 b	Skill 2 e	Skill 3 b	Skill 3 b		Skill 3 c	Skill 2 c	Skill 3 a	Skill 3 c	Skill 3 c			Skill 2 d	Skill 3 b	Skill 3 d				Skill 3 a	Skill 3 c	Skill 3 e				Skill 3 b	Skill 3 d	Skill 3 f				Skill 3 c	Skill 4 b					Skill 3 d	Skill 4 d		
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	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	
Course text(s), educational technology, other instructional materials	ProProfs Readings & Quizzes Google Classroom US Entrepreneurship Certification Exam	

Course name	Nursing Assistant Training (7-Week)	
Site and schedule	International Institute of Minnesota, 1694 Como Ave., St. Paul, MN 55108	
Delivery method (In-person, hybrid, DL, combination)	Hybrid (3 days in person, one day virtual) per week	
Target student population (including cut scores, score ranges, completion criteria)	Students must have a score of 484 or above on TABE Reading M. Candidates are also given a 1:1 interview to assess English verbal skills and appropriateness for Nursing Assistant job.	
Course goals	To pass the MN State Nursing Assistant Certification exam	
	CCRS	

Course content		<table><tr><td>Writing Standards</td><td>Reading Standards</td><td>Language Standards</td><td>Reading Foundations</td><td>Speaking & Listening Standards</td><td>Math Standards</td></tr><tr><td>Column A</td><td>Column A</td><td>Column A</td><td>Column A Column B</td><td>Column A</td><td>Level A</td></tr></table>	Writing Standards	Reading Standards	Language Standards	Reading Foundations	Speaking & Listening Standards	Math Standards	Column A	Column A	Column A	Column A Column B	Column A	Level A											
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Northstar																									
Other (e.g. career/occupational content, science, social studies, civics, citizenship prep)	Employment Counsellors have created materials to support students with their NAR resumes and interview skills as well as job hunting within the Health Care field.																								
Course text(s), educational technology, other instructional materials	IIMN uses the MN Department of Health Nursing Assistant Curriculum and supplements it as needed.																								

Course name	Nursing Assistant Training (11-Week)
Site and schedule	International Institute of Minnesota, 1694 Como Ave., St. Paul, MN 55108

Delivery method (In-person, hybrid, DL, combination)	Hybrid (3 days in person and two virtual) per week					
Target student population (including cut scores, score ranges, completion criteria)	Students must have a score of 467 or above on TABE Reading E. Candidates are also given a 1:1 interview to assess English verbal skills and appropriateness for Nursing Assistant job.					
Course goals	To pass the MN State Nursing Assistant Certification exam					
Course content	CCRS					
		Writing Standards	Reading Standards	Language Standards	Reading Foundations	Speaking & Listening Standards
	ACES/TIF	Column A	Column A	Column A	Column A Column B	Level A
	Effective Communication	Learning Strategies	Critical Thinking	Self-Management	Developing a Future Pathway	Navigating Systems
		Skill 1	Skill 1	Skill 1	Skill 1	Skill 1
	Skill 2	Skill 3	Skill 2	Skill 3	Skill 2	Skill 2
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	Northstar	
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	
Course text(s), educational technology, other instructional materials	IIMN uses the MN Department of Health Nursing Assistant Curriculum and supplements it as needed.	

Course name	Math Academy
Site and schedule	International Institute of Minnesota, 1694 Como Ave., St. Paul, MN 55108 Continuous – Wednesday 12:30 – 2:30 p.m.
Delivery method (In-person, hybrid, DL, combination)	In-Person
Target student population (including cut scores, score ranges, completion criteria)	Non-Native English speaker TABE 310 - 656
Course goals	1. Strengthen foundational numeracy skills. 2. Apply math to real life situations. 3. Develop problem-solving strategies. 4. Improve understanding of fractions, decimals, and percentages. 5. Build confidence with multi-step word problems. 6. Strengthen math vocabulary and communication. 7. Develop algebra skills.

	8. Build foundational geometry skills. 9. Use charts, tables, and graphs to interpret information. 10. Increase digital math skills.					
Course content	CCRS					
		Writing Standards	Reading Standards	Language Standards	Reading Foundations	Speaking & Listening Standards
						Math Standards
						Level A Level B Level C
	ACES/TIF	Effective Communication	Learning Strategies	Critical Thinking	Self-Management	Developing a Future Pathway
			Skill 2	Skill 1 Skill 2		
	Northstar					
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	Math				

Course text(s), educational technology, other instructional materials	In-House Developed Curriculum	
Course name	Math Academy Online	
Site and schedule	International Institute of Minnesota, 1694 Como Ave., St. Paul, MN 55108 Continuous – Thursday 6:00 – 8:00 p.m., Friday 1:00 – 3:00 p.m.	
Delivery method (In-person, hybrid, DL, combination)	Synchronous online	
Target student population (including cut scores, score ranges, completion criteria)	Non-Native English speaker TABE 310 - 656	
Course goals	1. Strengthen foundational numeracy skills. 11. Apply math to real life situations. 12. Develop problem-solving strategies. 13. Improve understanding of fractions, decimals, and percentages. 14. Build confidence with multi-step word problems. 15. Strengthen math vocabulary and communication. 16. Develop algebra skills. 17. Build foundational geometry skills. 18. Use charts, tables, and graphs to interpret information. 19. Increase digital math skills.	
	CCRS	

Course content		Writing Standards	Reading Standards	Language Standards	Reading Foundations	Speaking & Listening Standards	Math Standards
							Level A Level B Level C
	ACES/TIF	Effective Communication	Learning Strategies	Critical Thinking	Self-Management	Developing a Future Pathway	Navigating Systems
			Skill 2	Skill 1 Skill 2			
	Northstar						
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	Math					
Course text(s), educational technology, other instructional materials	In-House Developed Curriculum						

Course name	US History & Citizenship					
Site and schedule	International Institute of Minnesota, 1694 Como Ave., St. Paul, MN 55108 10-week session, 30 hours					
Delivery method (In-person, hybrid, DL, combination)	Synchronous online					
Target student population (including cut scores, score ranges, completion criteria)	Non-native English speakers CASAS score range: 220 - 235, TABE score range: 475 – 539 Students must be co-enrolled in another English, Math, or IET course.					
Course goals	1. Build foundational knowledge of US history and government. 2. Prepare for the US naturalization interview and civics test. 3. Develop English skills needed for the citizenship process. 4. Understand rights and responsibilities of US citizenship. 5. Navigate the naturalization process with confidence.					
Course content	CCRS	Writing Standards	Reading Standards	Language Standards	Reading Foundations	Speaking & Listening Standards

Course text(s), educational technology, other instructional materials																			
	ACES/TIF	<table><tr><td>Effective Communication</td><td>Learning Strategies</td><td>Critical Thinking</td><td>Self-Management</td><td>Developing a Future Pathway</td><td>Navigating Systems</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>						Effective Communication	Learning Strategies	Critical Thinking	Self-Management	Developing a Future Pathway	Navigating Systems						
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Northstar																			
Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	US Citizenship US History																		
Course text(s), educational technology, other instructional materials	In-House Developed Curriculum USCIS Materials																		