

Career Pathways Promising Practices 2012-2013

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Career Pathways More Promising Practices

1199c Training and Upgrading Fund

Background

With funding from the Pennsylvania Department of Labor & Industry and the Division of Adult Education, Philadelphia's 1199c Training and Upgrading Fund developed and supported the delivery of training for consumer-employed home health care attendants. The program was designed to create career advancement opportunities as well as improved care for the consumers with disabilities. In addition to their funding partners, 1199c worked with six Centers for Independent Living (CILs) and seven adult education agencies. These partners were essential for the basic skills component of the training.

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Program Design

This unique training opportunity combined vocational training, delivered by registered nurses (RN), and contextualized basic skills instruction focused on a healthcare curriculum, provided by adult education practitioners. The training curriculum highlighted the key concepts of direct care work, foundation knowledge, attitude, and skills, personal centered care and other issues associated with direct care. Tuscarora Intermediate Unit #11 staff reviewed the curriculum and embedded basic skills instructional activities to inform the reading, writing, and numeracy instruction needed to pass certification requirements. These activities included opportunities for following directions, reading labels, and practicing medical prefixes. The co-teacher model (RN/adult basic skills instructor) provided the opportunity for participants to acquire the skills and demonstrate the competencies simultaneously rather than sequentially.

Outcomes

Over the two year pilot, 115 home care attendants enrolled in the training and 101 received certifications in Home Health aide, CPR, and First Aid. All 101 completers received hourly wage increases between \$.10 and \$.50 per hour. While TABE testing was not a required component of the training, three of the CILs did pre- and post-test; they reported that 28.6% of the participants increased one educational functioning level. (p. 7*)

In addition to the home care attendants, 50 home care consumers participated in the training (p. 7*). Eighty-two percent of the attendants and consumers reported increases in the understanding of the independent living philosophy, including consumer rights and attendants' roles and responsibilities in support of the consumers. Seventy-five percent of the participants reported improvement in the relationship between attendants and consumers, a key factor in this finding was the method of communication between them (p. 8*).

This unique program provided training that promoted career advancement for a workforce that typically has limited opportunities for the outcomes achieved given their skill and literacy levels.

**Holley, M. (2012, September). Project summary implementation of a statewide consumer-attendant training model. District 1199c Training and Upgrading Fund.*

Career Pathways More Promising Practices

Greater Pittsburgh Literacy Council

Background

The Three Rivers Casino in Pittsburgh has a high number of employees who are refugees. The casino was looking for an educational agency to provide a class onsite to help staff improve their English speaking skills. The human resource staff contacted Greater Pittsburgh Literacy Council (GPLC) because they were aware of GPLCs experience providing English as a Second Language classes. GPLC staff met with the Three Rivers Casino human resource staff and the Environmental Services (EVS) department head to discuss how GPLC could assist employees in improving their English speaking and job related English speaking skills. After a series of meetings, the casino staff decided that GPLC would provide a class on the casino premises four days a week, two morning and two afternoons, in order to accommodate the employees working different shifts.

Forming the Partnership

The casino is very employee orientated and their interest in providing these classes showed how much they wanted their employees to be successful. The casino staff was very specific about the vocabulary and conversation skills the employees needed to improve. The casino staff provided work related material relevant to the work employees were doing on the job. GPLC instructors used these materials as real examples in the classroom. The supervisory staff in the EVS department was also very instrumental in describing specific tasks which the

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employees needed to have more practice. These examples allowed for ample preparation and instructor familiarity for the class to be as real and practical as possible.

While these classes were being provided, the instructor met individually with the Three Rivers Casino training staff, supervisory staff, and human resource staff to discuss topics/items to include in the class, update them on class attendance, establish a teamwork atmosphere and in general, get to know each other. This collaboration allowed GPLC and the Three Rivers Casino an opportunity to establish a relationship that could grow into something bigger.

Expanding the Partnership

GPLC staff met with the casino's human resource staff members and EVS department head to discuss an idea to continue this partnership. The proposed plan was to move from an onsite workplace class to a pre-employment hospitality class held at GPLC's downtown center. The idea was to provide a holistic pre-employment class which would prepare students for most hospitality type jobs. This particular class would focus on working at a casino, job interviewing skills, resume writing, and applying for jobs online. This idea was welcomed by the Rivers Casino staff. In addition, the Three Rivers Casino staff offered to routinely visit GPLC's downtown center to provide informational sessions and pre-screening interviews. In addition, the Three Rivers Casino agreed to interview students who successfully completed the hospitality class.

Information sessions: The Three Rivers Casino human resource staff and hiring managers visit the downtown center and discuss the process of applying and working at the casino. The sessions are open to all GPLC students and allow students the opportunity to meet someone from the casino as well as ask questions about working there. These are planned monthly as time allows.

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Luzerne County Community College

Background

Luzerne County Community College (LCCC) provides short courses to train unemployed and underemployed workers for the new jobs that are in demand in the Energy, Advanced Manufacturing, and Health Information Management sectors. These sectors were identified in Pennsylvania as focus sectors for Trade Adjustment Assistance Community College and Career Training (TAACCCT) funding. LCCC TAACCCT funding supports a career coach for eligible students to receive case management and guidance as they advance in one of these programs.

Program Design

At LCCC, the TAACCCT career coach is also the *Adult Learners' Training and Assistance Program* (ALTA) transition support specialist. Having the same person serve as the ALTA transition support specialist and the TAACCCT career coach has been beneficial to both programs and the students transitioning from one program to another. These programs have been working closely to develop a transition pathway for students. To assist in these efforts, adult education career pathways program support staff worked together with LCCC staff to develop career pathway maps highlighting two career paths in the Energy sector and three career paths in the Health Information Management sector.

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One example of the Energy sector career pathway maps highlights a career path for students interested in the Solar Photovoltaic program. The career pathway map shows how someone

Information provided by Melanie Ferris, Luzerne County Community College.

could begin a career as an Electrician's Helper, complete the Electrical Construction Technology Associate in Applied Science degree to become an Electrician, and then complete the Solar Photovoltaic Electrical Certificate program to become a Solar Photovoltaic Installer.

Another pathway map highlights an example of a career path for students interested in LCCCC's Electronic Health Records program. The career pathway map shows how someone could begin as a Medical Office Clerk, complete the Medical Office Specialist Certificate Program, move into a Medical Billing position, then get the Medical Office Specialist Associate in Applied Science degree and become a Health Information Technician.

Outcomes

One of the successes the ALTA program had last year was the successful transition of an adult who obtained a Commonwealth Secondary School Diploma into the Health Information Technology Program which is part of the TAACCCT Program. The ALTA transition support specialist was able to share the information about the TAACCCT program to help the student make an informed decision on a career pathway. Once a pathway was decided upon, the ALTA transition support specialist referred her to the Commission on Economic Opportunities (CEO) for additional support. This student was able to benefit from Career Pathway discretionary funding received by CEO. CEO assisted her by paying for her GED® test fees and filling out the Free Application for Federal Student Aid (FAFSA). She also met with EOC (Educational Opportunities Center) to further her financial aid support. She now meets with the career coach from TAACCCT on a bi-weekly basis and is due to graduate in the spring of 2013.

For more information on the TAACCCT program at LCCC: <http://www.luzerne.edu/jobtrakpa/>