

Career Pathways Promising Practices 2017-2018

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Career Pathways More Promising Practices

Framing Instruction Around Focus Sectors

ARIN Intermediate Unit #28

Background

ARIN Intermediate Unit #28 (ARIN) has been serving Armstrong and Indiana counties for over 30 years. Whether they are providing services at their local PA CareerLink® or at additional sites in a two-county area, ARIN staff found a simple, yet effective, strategy for helping adult learners be more focused on their long-term career goals.

Customized Math Workbook

ARIN instructors created a high school equivalency workbook with simple graphics to help learners connect each math topic with an associated industry sector. ARIN staff consulted with PA CareerLink® Title I staff to determine the graphics and the skills that to link to industry sectors. Both the staff and students were focused on how the academic skills they were learning in the classroom transferred to the industry sectors that are the focus of their Local Workforce Development Area (LWDA) Plan.

Outcomes

ARIN instructors became more aware of the local focus sectors and the specific skills students needed to transition to employment or post-secondary education. According to staff, when learners complete the workbook, they are more prepared academically, and more knowledgeable about the skills that align to industry sectors that are the focus of the LWDA Plan. Staff reported that the graphics do help keep students' focused and help them make connections to how the math fits into their long-term employment and /or training goal.

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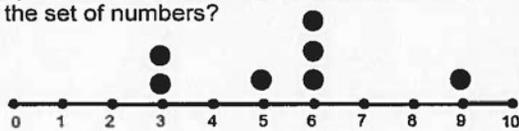
Sample Page

The median amount Claudio earned in tips was \$24.

Another way to analyze a set of numbers is to find the **mode**. The mode is the most frequently occurring number in a set.

Example 3: Eight students were asked to pick a number from 1 to 10. Below are the results. What is the mode in the set of numbers?

6 3 9 6 6 5 9 3



Note: You can have more than one mode!

The most frequently occurring number is 6. The mode is 6.

The graphics show adult learners that calculating mean, median and mode is a skill used in five different industry sectors





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Creative Combination of Career and College Readiness Standards, Foundation Skills Framework, and Career Pathways Resources

Lancaster-Lebanon Intermediate Unit #13

Background

Lancaster-Lebanon Intermediate Unit #13 (LLIU13) Community Education staff endeavors to work alongside learners to help them gain knowledge of themselves, careers, training, and resources to promote self-efficacy. Learners begin to know themselves and set goals at orientation by doing a four-part assessment activity using the PHEAA Education Planner: Assess Your Skills. Instructors use resources on the Pennsylvania Adult Education Resources website including the Integrating Career Pathways Elements into Adult Education Programming Guide which highlights interactive goal setting, career interest profilers, college website and placement test investigation, and much more.

Learner/Staff Website

At LLIU13 Community Education, staff created an interactive website, [UI13 Career Pathways Resources](#), where instructors and learners access (and suggest additions) to valuable links and resources that instructors and learners use regularly. The Career Pathways Lesson Bank, Foundation Skills Framework Resources/Checklists, and PA Career Guide Companion Document are examples of links on the interactive website. These resources give learners a chance to practice reading, writing, speaking, and technology while working on CCRS standards in instructor-designed classroom activities.

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Other links featured on the LLIU13 website include:

- ***Mynextmove.org***- learners can type in a career choice, and explore the skills, abilities, and typical education needed for a career they want to focus on, in addition to finding a local training program.
- ***Bureau of Labor Statistics***- connects learners to short informational videos such as “Unemployment Rate Explained” and “Fastest Growing Occupations 2014-2024”.
- ***PA CareerZone***-has a great *Budget Your Life* activity in which learners can develop their budget concepts, personal and work-related finances, and spending plans.
- ***The Career Café***- offers activities where learners write, speak, and listen clearly and concisely to complete activities and share their results with peers.

Outcomes

By bringing a variety of resources together on one website (and allowing learners to suggest links) staff observed learners demonstrating evidence of the competencies listed in the Foundation Skills Framework Resources Guide. Basic Employability Skills such as: demonstrates effective interpersonal relationships, demonstrates self-management strategies and lifelong learning skills are skills employers in their local area claimed aligned with current local employment needs. The website is updated and used weekly to help students set and reach their career goals.



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Foundation Skills Framework Highlighted in Orientation

Tri-County OIC

Background

Tri-County OIC provides adult literacy services to over 800 adults each year. During the 2017-2018 program year, staff looked at ways to improve the orientation process. They wanted to take a more personal approach and get to know each individual learner better from day one.

Foundation Skills Framework from Day One

Staff modeled good interpersonal skills by greeting each learner with a smile and handshake and walking them to the orientation area. Staff was able to highlight some additional Foundation Skills Framework (FSF) skills into the orientation process through a speaking and listening activity.

Orientation participants were grouped with a partner; partners interviewed each other about past jobs, hobbies, interests, and future goals. During these partner interviews, staff observed participants' speaking and listening skills, as well as individuals' abilities to work with others to complete a task. Participants were then introduced the person they interviewed. Staff used the FSF competency lists "speaks clearly and concisely" and "listens with understanding" to establish participants' areas of strength and need (which later informed instruction). These activities helped staff gather useful information and participants got to know their future classmates. Along with other activities, these FSF activities were completed on the first day of orientation and TABE assessments and intake forms were on another day.

Outcomes

Staff reported that making a personal connection with each learner on the first day, instead of just gathering data on paper through forms and assessments, improved the overall process of orientation. In addition to having more learners become enrolled after orientation, the overall attendance hours increased throughout the program year as well.

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Career Pathways More Promising Practices

Using the Career Pathways Student Report Summary to Guide Program Improvement Literacy Pittsburgh

Background

Literacy Pittsburgh, formerly known as Greater Pittsburgh Literacy Council, serves a wide variety of learners. During the 2016-2017 program year, the agency submitted one hundred Career Pathways Student Reports (CPSRs). This represented about 20% of their learners.

Sharing the Summary Report

During the 2017-2018 program year, Literacy Pittsburgh used the 2016-2017 CPSR Summary in several ways. For example, staff used the CPSR summary to determine if learners' career choices were connected to industry sectors included in the Allegheny County LWDA Plan. Further, Literacy Pittsburgh used this information to plan and host a local job fair with Pennsylvania CareerLink® Pittsburgh/Allegheny County and OVR. This information helped to ensure that the job fair was aligned with the industry sectors students were pursuing. The employer engagement and learner support areas of the summary also helped Literacy Pittsburgh staff see if learners were accessing additional services offered through Literacy Pittsburgh and their workforce partners.

Outcomes

Literacy Pittsburgh shared the CPSR summary report with PA CareerLink® partners and worked in strategic planning sessions to create a better referral system to increase the number of adult learners receiving Title I services. Literacy Pittsburgh also collaborated with their PA CareerLink® partners and the Career Development Center to increase employer engagement activities, such as mock and actual interviews, that related to industry sectors that matched both learner goals and the LWDA Plan.

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Career Pathways More Promising Practices

Finding Common Ground with Workforce Partners Employment and Training Inc.

Background

During 2017-2018 Employment and Training Inc. provided both Title I and Title II services at PA CareerLink® Huntingdon County. However, it takes more than just a shared supervisor or shared physical space to make a partnership successful. Title I and Title II staff collaborated as equals, combined and shared resources (everyone brought something to the table), had common interests and concerns, and looked at ways to measure success and outcomes....TOGETHER.

Making the Most of Weekly Partner Meetings

During the 2017-2018 program year, Title I and Title II staff met weekly to review shared client progress, goals met by learners in both programs, attendance at workshops, and employer engagement activities.

Title I and II staff also began to use the weekly meetings as a time to share data and cross-train staff. The Career Pathways Student Report summary (received yearly from Workforce Development Project staff) was shared and discussed among Title I and Title II staff at one of the weekly meetings; which helped spark conversation about employer engagement activities. At another meeting, Title I staff were cross-trained in the Foundation Skills Framework and both Title I and Title II staff used the Foundation Skills Framework Resources Guide with job seekers and employers because of that cross-training.

Outcomes

This strong collaboration between Title I and Title II staff helped increase the number of co-enrolled learners, employer engagement activities, and the number of learners that obtained employment.

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Innovative Workforce Partner Activities Take Off in South Central Pennsylvania

South Central Coalition

Background

The South Central Coalition met quarterly during 2017-2018. The Coalition was comprised of adult education programs and workforce partners that are in the second largest workforce development area in the Commonwealth. Coalition members discussed how they could collaborate and share resources in a way that best served clients of eight counties.

Title I and Title II Summit

With the help of Jesse McCree, Chief Executive Officer of South Central PA Works (SCPa Works), the coalition organized a summit event. A virtual meeting, via Zoom, helped coalition members take the first step to outline cross-agency goals and prepare for the face to face summit. Title I and Title II staff in the local PA CareerLink® locations met to prepare a group presentation (about their local cross-agency goal plan) for the face to face summit. Over 30 people from Title II, Title I and SCPa Works met face to face, and each team presented their local cross-agency goals to the other teams. Teams were encouraged to be creative with their presentations (and the top presentation got rewarded with a free lunch from Jesse McCree).

Outcomes

SCPa Works and the South Central Coalition reported that both Title I and Title II staff had a better understanding of each other's programs and during the time they worked on the group presentations they discovered ways to reduce duplication of services.

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Prison Partnerships

Altoona Area School District

Background

The Altoona Area School District (AASD) realizes that strength comes in numbers when helping justice-involved adults overcome obstacles to entering employment. Through the use of volunteer tutors and development of effective partnerships with the county prison, probation office, and other community programs, justice involved individuals received support to complete career pathway programming leading to self-sufficiency.

A Smooth Pathway

When the Blair County Prison ran out of classroom space that didn't stop staff from finding a way to help incarcerated individuals improve literacy skills and prepare for employment upon release from prison. Twice a week, individuals preparing to transition back to the community were escorted by Blair County Prison and Probation Staff to the Rescue Mission building. Here they were greeted by AASD volunteer literacy tutors and other community support program staff. Through this unique transitioning program, inmates worked on basic literacy skills, obtained documents they needed for employment, prepared resumes, and developed housing and transportation plans. After six weeks of programming, many of the inmates returned to the community and were more prepared to re-enter the workforce.

Outcomes

Once individuals left the prison, they were encouraged to transition to adult education classes at AASD Community Education Center. AASD and their PA CareerLink® partners helped some of the reentrants (and other people in the community with criminal backgrounds) transition to training and/or self-sustaining employment during a specialized event just for ex-offenders. The PA CareerLink® in Blair County plans to hold another event (in the near future) to help reentrants find employment, and help employers meet employment needs through individuals they may have not considered in the past.

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