

**Career Gateway Program:
Profiles of Year One Pilot Sites**

Submitted to:

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Introduction

The Career Gateway program, funded through a Federal Incentive Grant, is a 2-year partnership between the Pennsylvania Bureau of Adult Basic and Literacy Education (ABLE), the Pennsylvania Department Labor and Industry (L&I), and the Pennsylvania Higher Education Assistance Agency (PHEAA). The purpose of Career Gateway is to

- Improve the ability of the adult basic education system, the public workforce system, and the postsecondary education (pse) and training system to support individuals' transition between systems.
- Document and disseminate models and accompanying materials that facilitate career development and individuals' transition between adult basic education and postsecondary education and training.
- Increase the number of adults and older youth (aged 16 and above) who successfully transition from adult basic and literacy education to postsecondary education and training, and ultimately to sustainable employment.

In Year 1, the Bureau of ABLE recruited five adult education programs to participate as pilot sites based on their previous successful track records transitioning adult learners to postsecondary education and training. Programs chosen were Bidwell Training Center in Pittsburgh, Community College of Philadelphia (CCP), Northwest Tri-County Intermediate Unit (IU5), Adult Literacy Center of the Lehigh Valley (ALCLV), and Private Industry Council (PIC) of Westmoreland/Fayette, Inc. Each site received \$40,000 to establish a Career Gateway program that would build upon existing successful practices. Sites were also required to establish a network with local postsecondary and training partners including the PA CareerLinks, and they were expected to develop tools and procedures that could become part of a "Tool Kit" for use by Year 2 sites and the broader field of ABLE providers. The overall project is being coordinated by Ellen McDevitt who provided a consistently high level of guidance and support to the pilot sites throughout the year.

The external evaluation team of World Education and Cassandra Drennon & Associates, visited each of the sites in March 2006 to document their program design, and determine the strengths and challenges that were being encountered. The result of those visits are the site profiles that comprise this report.

The evaluators conducted their day-long site visits to the five locations over a two week period. Prior to the visits we sent a *Program Inventory of Career Preparation Topics* (Appendix B.1) to the director and coordinator at each site, to prepare for a discussion of Career Gateway implementation. At each site, we interviewed the instructor, the coordinator, the agency director, and at least one PA CareerLink representative, using interview guides based on area of expertise (Appendices B.2-B.5). At three sites, we were also able to observe a Career Gateway class in action following a classroom observation guide (Appendix B.6). The site visits drew our attention to areas in which the pilot programs were excelling and also where they were having difficulty implementing the project as it was designed.

Summary of Findings

Each site designed its Career Gateway program primarily around existing activities, resources, and relationships. Bidwell, for instance developed a more coordinated relationship with the training side of its organization, while IU5 built on its successful history with postsecondary institutions in the northwestern part of the state. At all five sites, partnership building was a major aspect of the work that needed to be done. The ABLÉ programs had had very limited interaction with PA CareerLink prior to Career Gateway, with the exception of the PIC, and even there, gaps were found in the communication system. Another emphasis was to raise awareness of the need for social service support for transitioning students. The three-pronged networking of education, social services, and Labor & Industry served to address a wide range of needs.

These profiles illustrate many changes that Career Gateway has brought to the five adult education programs, the majority of which are counted as successes. Generally, Career Gateway teams reported developing a more career-oriented approach to classroom instruction, building a more supportive environment in which students could address obstacles to transition, and partnering with a new group of agencies to coordinate services and better serve a shared population. Within at least two of the sites, working on Career Gateway also created a sense of internal teamwork that had not previously existed. Several sites developed tools to use in the transition process and were successful at implementing them throughout their programs. There were challenges too; the one experienced by all of the sites was finding the time to spend planning and implementing the program; frequently we heard that the level of time-commitment was unexpected. Another common issue was the difficulty of coordinating services from two different perspectives, education and labor. There were initial difficulties with addressing some of the specific requirements of Career Gateway, such as how the cohort would be created and development of assessment tools.

Through the similarities of experience we observed, we formulated the following list of recommendations which may serve to guide the planning and implementation of Phase 2 of the project.

Recommendations

1. Provide written guidelines to each ABLÉ program specifying eligibility requirements for the Career Gateway cohort. Guidelines should reflect the realities of open-entry open-exit programs, multi-site programs, and those that are housed within community college or vocational training centers.
2. Clearly delineate the role of PA CareerLink staff in the Career Gateway program. Distribute in writing the suggested strategies that would distinguish Career Gateway from business-as-usual, the logic model, and policies pertaining to Individual Training Accounts (ITAs) in the context of Career Gateway.
3. Provide programs with very specific guidance and support in documenting their promising practices for the tool kit and a timeline for doing so. This guidance should be provided in a face-to-face group meeting with an opportunity for practice and feedback.
4. Before the Cohort 2 begins, assess all the Career Gateway administrative procedures and attempt to streamline the record keeping requirements of the program.

5. Provide more guidance to ABLÉ programs regarding promising Career Gateway program activities that can be expected to yield the desired outcomes. (e.g., type and intensity of career awareness activities and whether programs are expected to provide additional academic preparation.)
6. Make clear to programs whether they should direct students to both training programs and college.
7. Offer clear directives and possible incentives for the PA CareerLink staff to prioritize Career Gateway students and deliver services at the ABLÉ programs initially. Students can then be gradually transitioned over to the PA CareerLink site for the services it accustomed to providing.

PROFILE: BIDWELL TRAINING CENTER

Bidwell is the best thing that's happened to me. I had given up. I heard about Bidwell in the early '80s. As my kids got older, I remembered Bidwell and realized it isn't too late to get an education. I came here knowing I wanted to be a chef. I took the entrance test and flunked reading comprehension. I was in the academic program for three months before I got into my program in culinary arts. Going to school was a real struggle for me at the beginning but the staff here gave me such encouragement that I believed I could do it. Here they treat everyone equal. We're all on the same team. Their goal is to see that other people succeed. They challenge you here. They say, 'Here are the steps you have to take. They dare you to climb those steps.' They tutored me in one-on-one sessions so I understand. They won't stop helping you until they know for sure you've accomplished the goal. I was totally computer illiterate and people were telling me I would never amount to anything. Bidwell got all that out of my head and told me, 'Nothing beats a failure but a try.' I got my report card yesterday and I made the honor roll.

~ Sharon, Career Gateway Student at Bidwell

Background

The Bidwell Training Center's vision is to "respond to employment markets in southwestern Pennsylvania by offering programs providing career paths and



opportunities in the high-tech, culinary and medical fields.”¹ The non-profit Center, which is nationally endowed, provides career paths and training opportunities in chemistry, culinary arts, horticulture, medicine, and office technology at no cost to the learner. A separate Academic Department, provides adult basic education and GED services for those who do not qualify for the training programs (according to the Vice President of Operations, 50 percent of those who apply to the Bidwell Training Center do not pass the entrance exam). This adult education program provides basic reading, math and GED preparation classes and it is here that the Career Gateway program is housed.

Program Design

The Career Gateway team at Bidwell is the project administrator, Joe Moyo (Academic Department director for Bidwell), the coordinator, Nate Williams, and a student advisor, Justine Davis, who provides clerical support and follow-up. The primary component of Bidwell's Career Gateway program is a weekly career planning class led by Nate. The purpose of this seven-week course is to increase student awareness of postsecondary

¹ <http://www.bidwell-training.org/>

education and training options so that students can make better informed decisions about careers. The course is divided into five sections: 1) Self-assessment, 2) Goal setting; 3) Skills analysis; 4) Resumes and cover letter writing; and 5) Job search. Once a month, PA CareerLink counselors are guest presenters in the course. The text used in this course is *Getting the Job You Really Want: A Step by Step Guide to Finding a Good Job in Less Time* by J. Michael Farr (JIST Works, 2001). This is an open enrollment course that is repeated as a continuous loop. It has been integrated into the regular offerings of the Academic Department.

An orientation to the Bidwell Training Center and optional career-shadowing of its training classes were added to introduce Bidwell's adult education students to the vocational side of the Center. Prior to Career Gateway, Bidwell's Academic Department was not coordinated with the Vocational Center. In fact, Bidwell employees pointedly refer to the two divisions as "upstairs" and "downstairs." A survey conducted by Nate earlier this year revealed that many of his students were not aware of higher education or vocational education opportunities, even those offered at Bidwell. Bidwell's Academic Department designed its Career Gateway program to address this gap.

In preparation for the evaluation team's March 2006 site visit, the evaluation team asked each Career Gateway program to complete an inventory that specified topics they were currently addressing or planning to address. Nate consulted with Joe and Justine and completed the inventory. They determined that, as of that time, Bidwell was addressing or planning to address a wide range of topics to prepare its students for postsecondary education and training. The only areas excluded from their plans relate to academic preparation for college, based on their belief that college programs are too expensive and of little value to their students. In the words of the Department Director, Joe Moyo, "College, we try to avoid that. Unless the student insists, then we'll help them. For many, they're wasting their money. The courses are non-credit and the students don't realize that."

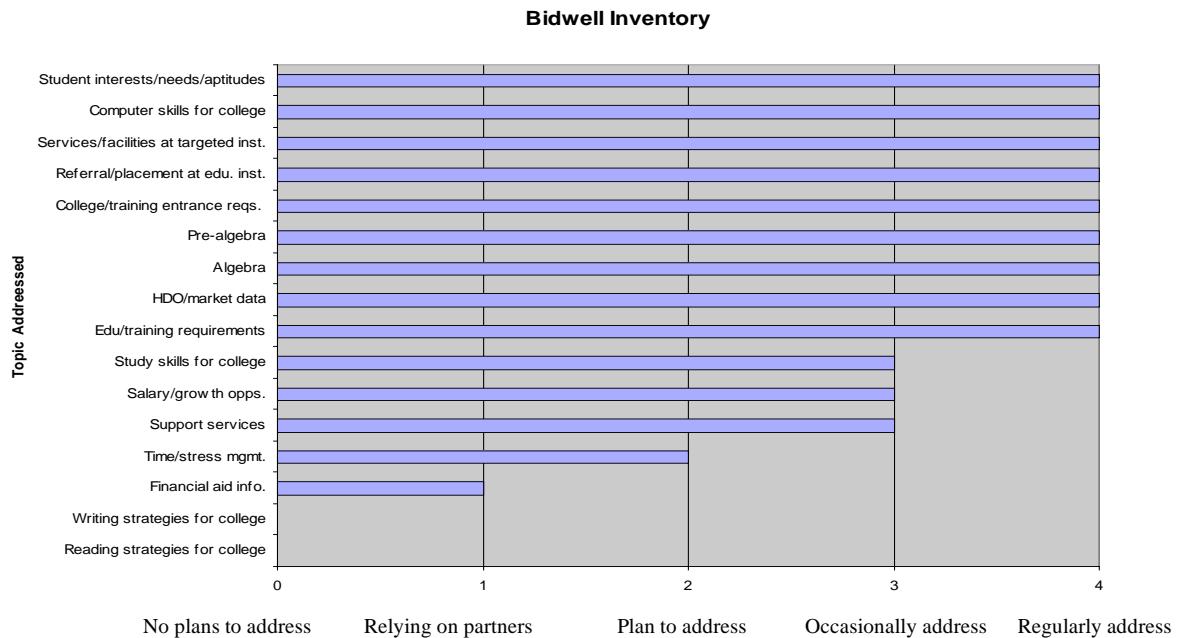


Figure 1

Working with Val Njie, Bidwell’s Vice President of Operations, Nate arranged for his students to begin career shadowing with the vocational education classes upstairs. He has also begun to bring in representatives of other vocational programs to talk to the Career Planning class, despite some initial concern about competition with Bidwell’s training program. The evaluation team observed a Career Planning class in March, in which a faculty member from the Vocational Division presented a guest lecture on resume building.

Recruitment for Career Gateway consists of signing up all students who are willing to attend the Wednesday Career Planning class. They must either have a high diploma or score at level 9 on the TABE test. Students who have a high school diploma are typically adults who did not meet the entrance requirements of the vocational department and have been referred to Academics to brush up their skills. Joe Moyo, referring to the growing list of 45 names, said that he expects they will have no trouble reaching the 10-student deliverable at the end of the grant year.

Partners

Bidwell Career Gateway program’s primary partners are the local PA CareerLink office and Bidwell’s own in-house training programs. A local TRIO² program counselor

² TRIO is Educational Opportunity for Low-Income and Disabled Americans, a series of Title IV programs that help low-income Americans enter college, graduate and move on to participate more fully in America’s economic and social life.

provides information about local college options and assistance on filling out application and financial aid forms to students who are interested in college. The TRIO counselor mentored the Career Gateway coordinator to administer the career decision-making test. Bidwell also collaborates with various local human service providers to help students access child care, counseling, housing and other support services.

The partnership between Bidwell and the local PA CareerLink office got off to a rocky start. In October 2005 the Bidwell coordinator called the WIB director at Pittsburgh's PA CareerLink office, and was told that the WIB had no connection to Career Gateway. It took several attempts before the PA CareerLink office responded. By March '06, however, PA CareerLink had registered Bidwell students for PA CareerLink services, and the director and a counselor had begun making monthly presentations to the Career Gateway class.

Changes Brought by Career Gateway

Career Gateway has brought two primary changes to Bidwell's adult education program: improved coordination with the vocational faculty and partnership with PA CareerLink. GED students now attend a Bidwell Training Center orientation to introduce them to the Center's state-of-the-art vocational programs; career-shadowing of vocational classes has been introduced; and faculty from both divisions are learning to communicate and coordinate resources. "The staff tended to work in isolation from each other and not share students," said Nate. "Now we have students shadowing at the training programs and the faculty members interact with each other more. The students now know what's going on," he observed. "If I can introduce them to the (Career Gateway) program they are less likely to drop out...We want to bridge that gap between the two."

Working with PA CareerLink is new as well. Bidwell students have begun using the PA CareerLink website to research jobs and post their résumés online, and Bidwell is now referring them to PA CareerLink for counseling. Bidwell is now using formal tools for career aptitude testing and counseling, which they were not doing prior to Career Gateway.

Successes

- Bidwell has implemented a two-week pre-training orientation and skills brush-up that screens students for readiness to commit to its training programs.
- The career shadowing activity coordinated with the Bidwell Training staff has given participating students a better understanding of potential careers. The experience of Darrell, a Bidwell Academics student who has leukemia, illustrates this clearly. Although he receives a disability check, Darrell expressed an interest in entering the Training Center's culinary arts program. Because of the physical demands involved, Nate felt that the goal was unrealistic and initially tried to discourage the young man. Once career-shadowing was incorporated into the Career Gateway program, however, Nate agreed for Darrell to spend a week with the culinary arts students to develop a first hand understanding of the work. Speaking to the evaluation team in March, Darrell gave an enthusiastic account of his week with the training program, observing the classes and pitching in to wash dishes. He and Nate talked again after his experience and came up with a career plan: Darrell would spend the next few months

working on improving his health and brushing up on his reading skills. If all went well, he would enroll in the September class. The coordinator felt that Career Gateway helped Darrell develop a more realistic approach to his culinary arts goal.

- The collaboration is providing access between PA CareerLink and Bidwell students. PA CareerLink's supervisor, Brian Williams, said, "The biggest change is that we've opened up that rapport altogether (with Bidwell)... It's a great outreach tool for me."

Challenges

Bidwell has encountered five major challenges to implementing the Career Gateway program:

- Attendance and Retention – Bidwell has an open entry/open exit policy, making it difficult to identify a Career Gateway cohort. The career planning classes are designed to last three months, but many students drop out sooner or attend only when the subject interests them. They tell the student coordinator, "I already have a job. I don't need that," and for many, getting a GED certificate is the only goal.
- Tracking Career Gateway Students - The coordinator did not feel confident that he could measure the impact of Career Gateway once a student leaves. Once students leave Bidwell, and they tend to "disappear" as soon as they pass the GED test.
- Coordination with Training Center staff – the Career Gateway coordinator explains, "Each [Bidwell Training program] director has their turf and doesn't want me getting involved." This is changing because of the intervention of Bidwell's administration.
- Implementing the assessment activity – as of March, Bidwell had not decided on a culminating assessment activity, as requested by the evaluation team. The coordinator found it problematic to create a cohort out of a group that has such spotty attendance. He said that individual student portfolios would be hard to do because, "I only see them once a week for an hour and it's difficult to get anything from them."
- Initial difficulty of implementing the partnership - The PA CareerLink supervisor, Brian Williams, felt he did not initially receive the information about Career Gateway on time, but now "The relationship has improved."

PROFILE: COMMUNITY COLLEGE OF PHILADELPHIA

Charles is a non-traditional student from West Africa with an interest in the medical field. After moving to the U.S., Charles completed an ESL program and got a job as a Certified Nursing Assistant, but he found this a less than fulfilling career. He decided to continue his education in 2005, but when he took the Community College of Philadelphia's entrance exam his test scores were too low for acceptance. Charles enrolled in Career Gateway in January 2006 with the goal of bringing up his scores, getting into college, and eventually becoming a nurse anesthetist.

Charles worked diligently in the Career Gateway classes and his reading comprehension and essay scores gradually improved, as did his command of English. He completed his PA CareerLink exercises, applied for financial aid, and in April he successfully passed the CCP placement test. Charles's Career Gateway research project was on developing a career in nursing, first earning a B.S. in Nursing and then the Nurse Anesthetists degree. Charles plans to begin college classes Fall semester, 2006.

Charles, Career Gateway student, Philadelphia

Background

Community College of Philadelphia (CCP), the largest and only public institution of higher learning in Philadelphia, is a two year school known for its accessibility and low-cost education. In the last 20 years, CCP has provided adult basic education (ABE) classes at no cost for more than 20,000 adult learners 17 and over who want to improve their skills for college or job training.



More than 300 learners are currently enrolled in the ABE program. CCP applicants who take the college placement test and score into the ABE level are encouraged to register for ABE classes before retesting. They are assessed with the Tests of Adult Basic Education (TABE) instrument three times during the semester: at entry, mid-semester, and at the completion of class. In addition, students provide writing samples needed to assess strengths and areas for improvement in their writing skills. When the students' skills reflect they are college-ready, they receive an eligibility letter to retake the placement test. Student goals are generally to re-take the placement test, pass it, and register for CCP courses. They are encouraged to get involved in campus activities during the time they are working toward these goals.

Program Design

Students come to the adult education program initially because they have applied to CCP's degree program but did not pass the college entrance exam. Jerome Gladden,

Career Gateway coordinator, believes that these students want to attend college but they do not always understand what it means to be a college student; the goal of attending a traditional college is, in fact, not realistic for all of them. “[Some of our students] need to do something else and we need to find a way to move them in that direction,” Jerome said. The CCP team designed the Career Gateway project to support all their students as they advance to the next level, whether it be vocational training or other postsecondary education (pse).

Planning for the implementation of Career Gateway at CCP began in the fall of 2005 by the Career Gateway team, consisting of the project coordinator, a grant administrator (Suzanne Felix), and an instructor (DeForio Barlow). Their initial action plan focused on gathering resources and tools to support students as they transition to pse. One step was to learn more about Career Gateway partners and their resources, in particular PA CareerLink and CCP department personnel. The team recruited a CCP counselor to assist with planning and provide counseling services to students. By December 2005 the team intended to have in place:

- social service referrals re: housing, child care, employment, etc.
- instruments to help students identify career interests and aptitudes
- instruments to identify learning styles
- resources (including those of partners) to design and lead workshops on transitioning skills
- information on job requirements and pse opportunities (relying on PA CareerLink)
- a rigorous, “college ready” syllabus

In January 2006, the Career Gateway cohort began with approximately 28 students; by March, when evaluators conducted their site visit, this number was down to 22. The three criteria for participation were:

1. Adequate placement test scores
2. A desire to participate
3. The ability to attend class five days a week

A hallmark of the project design has been the addition of a fifth day to the teaching week devoted to Career Gateway activities. Classes run for three hours each morning – Monday is Math Skills lab day; Tuesday, Wednesday and Thursday are regular class days; and the Career Gateway class meets on Friday. The teacher, DeForio, brings in outside speakers from business and Labor & Industry, and PA CareerLink visits frequently (four trips during the first quarter of 2006), and they have held workshops on resume-building, career inventory, and Work Keys. These workshops were set to continue for several months after the semester ends. To assess the students’ transitional learning, DeForio assigned a career research project that each student would complete as a culminating activity.

Support is ongoing throughout the week. DeForio infuses Career Gateway topics (such as time/stress management and study skills) into daily classroom discussions, and Jerome avails himself to Career Gateway students for individual career counseling. The CCP

counselor who assisted in the development of the project offers counseling on personal issues that could become an obstacle to attendance.

Interviewed in March, Jerome emphasized the value of the five day schedule, asserting that constant support is needed to help students deal with the challenges of everyday living and to accommodate the different needs of mature students versus young students. He says:

Being here five days a week is very important. No one has actually come here [for counseling] and then not gone to class. If a situation comes up, the student can come here and talk about the issue, which helps to diffuse some of the anxiety.

In class DeForio uses strategies to help students build their self-confidence. “I want everybody to learn how to ask questions,” he said. “I’m trying to get them to open up and talk more.” One way he accomplishes this is by putting the students into groups to edit each other’s research project writing. It’s a “get to know each other” approach that has built peer support. To encourage class participation and build confidence around his lessons, DeForio often asks students to work out their answers and then polls the class with three questions:

- “How many are sure?”
- “How many think they *might* be sure?”
- “How many don’t know?”

“In my class,” he says, “you need to really raise your hands way up. In my class, you need to raise your hand high. If you don’t raise your hand high then I know you’re not sure.” These are strategies DeForio has developed over 19 years of teaching ABE, and he professes not to treat Career Gateway students differently from his other students.

In preparation for the March 2006 site visits, the evaluation team asked each Career Gateway program to complete an inventory that specified topics they were currently addressing or planning to address. The Career Gateway Program Inventory completed by DeForio indicated that CCP was at that time regularly addressing many of the topics listed in the inventory and occasionally addressing or planning to address others. (See Figure 2.) They relied on partners to discuss high demand occupations with students, and there was evidence that PA CareerLink was addressing this topic. Although DeForio did not note any activity in the areas of *educational/ training requirements* and *support services* on the survey, it is clear from the March interviews that the CCP team is regularly addressing these topics as well.

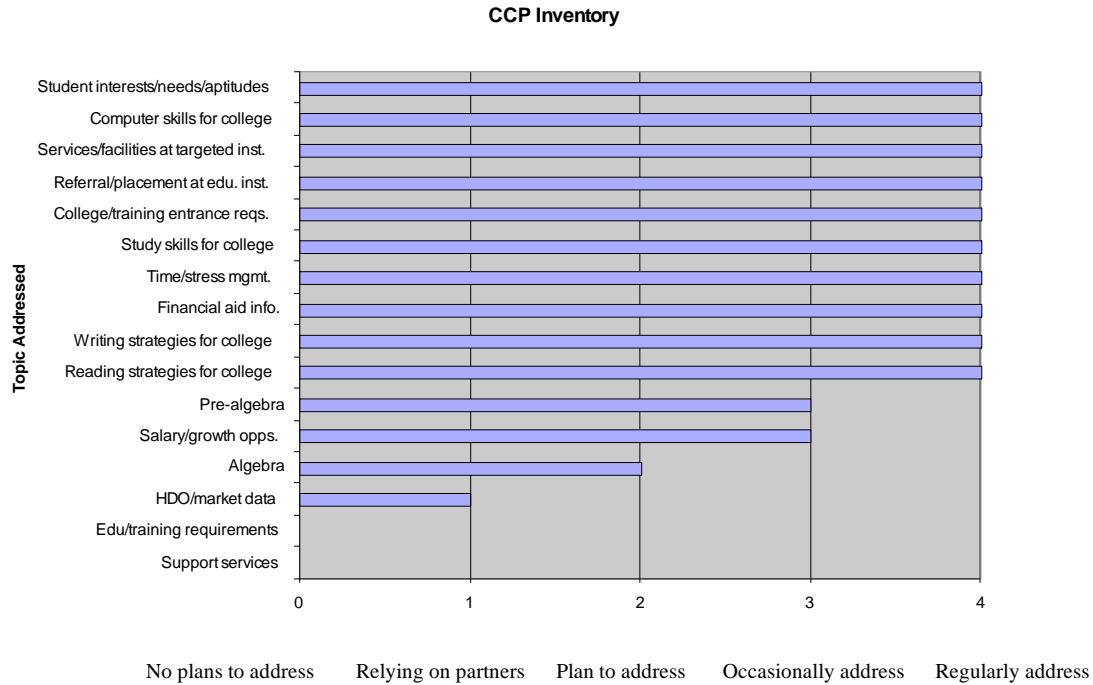


Figure 2

Partners

Susan Kirby of the Philadelphia Workforce Development Center is Career Gateway’s key partner. She serves as liaison to PA CareerLink, visiting Career Gateway classes to discuss the PA CareerLink system, its online services, and to talk about high priority occupations in the area. Eleven students in the cohort had posted their resumes online with PA CareerLink as of March 2006. Susan feels that at this point Career Gateway students could benefit from visiting the PA CareerLink site personally.

After the local kickoff, Jerome noted the benefit this project has gotten from meeting face-to-face with partners. This has helped to establish rapport and a better understanding of each other’s programs. Partners for the region represent CCP, the local Workforce Investment Board, the Philadelphia Workforce Development Corporation, and PA CareerLink.

Changes Brought by Career Gateway

CCP staff is now able to offer additional support to students, targeted specifically to pse transition. To facilitate transition, Career Gateway students who pass the CCP entrance exam can now bypass the waiting list to register for classes, which Jerome attributes to being “not just another student in the college; they’re participating in a special program.” Career Gateway has also brought new opportunities for ABE students to the attention of the Career Gateway team, such as the Center for Business and Industry’s (CBI) short-term certificate programs. Although CBI is a part of CCP, Jerome was previously

unaware of this as an alternative to CCP's degree programs. "We have students who will be a good fit for that program," he said.

PA CareerLink has begun visiting the CCP campus for the first time, giving students more concentrated attention from PA CareerLink staff than they would receive at the PA CareerLink site. The PA CareerLink partner also noted that through the project PA CareerLink has developed a state level relationship with ABLE, having previously worked only with ABE programs at the local level.

Successes

Career Gateway has accomplished the following:

- Career Gateway gives students a clear vision and is "a vehicle that will take them through the shortest route," says Jerome.
- Prior to Career Gateway, the adult education program at CCP and PA CareerLink had not worked together. Susan Kirby has seen the CCP develop a better understanding of PA CareerLink since the project began.
- Career Gateway students have already begun transitioning to CCP credit programs. For those who have made it into pse, DeForio commented, "Career Gateway ...was indeed that gateway they needed...a teacher who was dedicated and structured individual assignments as needed, an administrator who had an open door, and directors and deans who were personable and non-threatening."

Challenges

The Career Gateway team has encountered a number of challenges in their efforts to implement the project:

- Increasing options for students – "We tend to look at things with blinders on," said Jerome. "We follow traditional patterns." One example of an opportunity that had been overlooked was the short-term certificate programs run by CBI.
- Getting students into high demand careers – although Labor & Industry wants students to transition into these jobs, the fact is, entrée into some trades takes time, particularly when unions are involved. "We can get them started in the high demand occupation area but who knows what will happen in two years," said Jerome.
- Coordinating between Career Gateway and PA CareerLink sites – the PA CareerLink partner finds repeated trips to CCP very time intensive and suggests that students could also benefit from visiting PA CareerLink. An obstacle to this is the amount of time it takes to commute on public transportation.
- Communication between PA CareerLink and Career Gateway – the PA CareerLink partner would like to streamline communication with CCP. "We generally send our questions to Harrisburg and wait for an answer. When we get the answers – we send new questions. It's the nature of the pilot program. I expected to get more direction from CCP," said the PA CareerLink partner.
- CCP programs not being on the ITA list – PA CareerLink is concerned that this will be an obstacle to accessing the funds.

PROFILE: INTERMEDIATE UNIT 5

Background

The Northwest Tri-County Intermediate Unit (IU5) Adult Education Program provides ABE, GED, ESL and Workforce Preparation programming to a three county area in northwestern Pennsylvania that includes the cities of Erie, Meadville and Warren, as well as a number of smaller communities. Program offices are located at the Center for Adult Education in Erie, which also has classrooms, an assessment center and a tutor

management service.



A successful history of working with postsecondary education (pse) and support service providers positioned IU5 well for the Career Gateway project. There is no community college here, but several four year institutions and the International Brotherhood of Electrical Workers (IBEW) regularly refer students to the adult education program. IU5 has also served high numbers of adults who transition from blue collar jobs through layoffs to training for high demand

jobs in the medical field. The IBEW accepts the IU certificate of completion for algebra in lieu of a high school diploma – an impressive agreement, considering IBEW’s rigorous standards.

IU5 had several tools at hand to use in Career Gateway: a computerized program called “Choices” provides an interest inventory and abilities test, and textbooks from area colleges guide the curriculum. IU5 also prepares students who fail the entrance exam at Mercyhurst to qualify for RN and LPN programs and helps them test out of the developmental classes—and they have been successful at both goals, according to the staff. Unfortunately, 50 percent of those who transition drop out before the end of the first year, a concern that the Career Gateway team plans to address.

Program Design

Despite their success with student transition, the Career Gateway team (Ed McAtee, administrator, Regina Rastatter, coordinator, and Ginny Pollard, teacher) found many gaps they wanted to address. They identified the need to learn more about pse, including curriculum requirements and student support providers, so they could educate their own staff about pse preparation and share pse information with their students. In the Career Gateway action plan, Regina and Ginny said they would gather transition-related information from pse institutions, support service agencies, PA CareerLink, and the students (through surveys). The team planned to use this data to update curriculum, recruit students, and develop new activities with Career Gateway partners. Their objectives were:

- to provide more support services to students

- to take better advantage of PA CareerLink services
- to develop a process for students to access Individual Training Account (ITA) funding.

The Career Gateway team met with social service agencies and contacted pse institutions to expand their knowledge of transition resources. As a result, they revised their intake process, adding a student information form and a “barriers form” that explores potential obstacles to transition. Now when students come in, as Ginny described the process, she interviews them to learn what they want from the program. “Sometimes their goals are realistic and sometimes not,” Ginny says. Right away, the staff goes to the college catalogue and copies course requirements to help new students understand what they will need. Next the TABE is administered, and with the test results, the Career Gateway staff can guide the student to develop a realistic plan that can be accomplished within a year. A Career Gateway file is created for the student at the initial interview. The next step is for the student to go to PA CareerLink, to learn more about career planning and skill levels needed with different careers.

IU5 also revamped its curriculum to help students build their academic skills before they matriculate. As Ginny explained at the March 2006 evaluation visit, “We got a big shock, finding out that our students were having to take remedial math [once they transitioned to pse]. We could have helped them with that.” The team decided to address the need for better college preparation in their regular classes, rather than design activities specific to Career Gateway. They created a display of pse materials in classrooms, and they now keep track of application deadlines and entrance requirements so they can alert students about pse opportunities in their area of interest. Each student also gets a packet of information that includes the FAFSA application, income tax forms, and an organized list of support service agencies with contact information.

Between 30 and 35 students were enrolled in Career Gateway by March, although some were expected to drop out. Because the IU5 enrollment year ends June 30, the team encouraged students to set Career Gateway goals they could achieve by that time. During the evaluation visit, Regina and Ginny decided on a culminating assessment activity that would be a pre- and post-test of career knowledge, although it was not clear to the evaluation team how this would be assessed in a program that was already underway. In preparation for the March 2006 site visits, the evaluation team had asked each Career Gateway program to complete an inventory that specified topics they were currently addressing or planning to address for the Career Gateway program. Ginny completed this inventory for IU5 (see Figure 3). She indicated that, as of that time, they were regularly or occasionally addressing nearly the full range of topics and would depend on partners to address time and stress management. They were not yet using the student outcome form (*Student Entries to Postsecondary Education and Training*) developed

IU5 Inventory

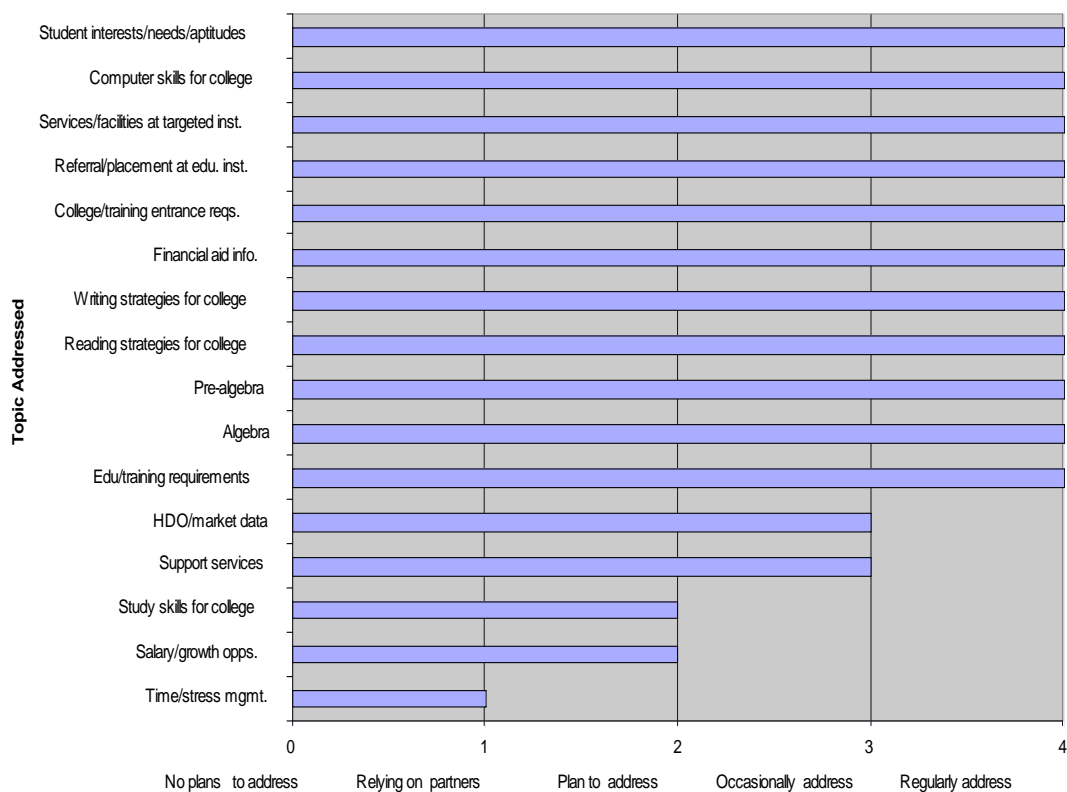


Figure 3

by the evaluation team or making PA CareerLink referrals.

Partners

IU5's partner list includes the PA CareerLink site in Erie, several local colleges and universities, the Regional Center for Workforce Excellence, and GECAC (the Greater Erie Community Action Center), among others. Of these, IU5 already had a good ongoing relationship with Mercyhurst College North East and Erie Institute of Technology, as well as Urban Erie Community Development Corporation. Regina said they intend to visit all the training schools on the partner list.

Prior to Career Gateway, IU5's contact with PA CareerLink consisted of an adult education booth they rented and staffed one morning a week at the PA CareerLink in Erie, but no referrals had ever resulted from this endeavor. A partnership is now developing around the project with the Erie PA CareerLink. The PA CareerLink partner, Jean Burrell, had assigned PA CareerLink counselors to Career Gateway students by March 2006 followed by an orientation on PA CareerLink services and high priority occupations for all IU5 adult education teachers in April.

Changes Brought by Career Gateway

Postsecondary institutions have a history of referring students to IU5, but referrals from the PA CareerLink office are new. The focus on high demand occupations is also new for IU5, and they are relying on PA CareerLink to help with this. For PA CareerLink's part, Jean Burrell mentioned the integration of services as being new to the relationship between the agencies. IU5's relationship with Mercyhurst College has also changed. "I've learned that we have to turn around what we've been doing all these years, and come at it from the other side," said Regina. "We have to be more open with the rest of our students. Mercyhurst would always send *us* students, now we are trying to send *them* students."

IU5 has always worked closely with pse institutions in the area, but their curriculum is now better geared to preparing students for college level courses. Ginny says the IU5 team has expanded its understanding of pse – colleges and training programs in the area, their requirements and distances involved – and has updated and expanded the materials they share with students. They have learned about PA CareerLink and have met with social service providers. "That's excellent," Ginny acknowledged. "I was unaware of the barriers, I was completely unaware," Ginny admitted. "In the past we would just do math, and now we discuss [the barriers]." One outcome of these discussions is that students can share their knowledge with one another. An example is a resource someone knew about for free inoculations that are required for admission into certain medical training

Successes

- A more career-oriented approach at IU5 – Ginny described two outcomes of this: a more thorough intake process, and closer attention to pse entrance requirements and application deadlines to share with students. Students discuss transition more in class now.
- Better follow up – Regina sees the opportunity to develop new ways to follow through with students.
- Student transitioning – In March several Career Gateway students were already moving into LPN programs.
- New referrals – Because Career Gateway strengthens IU5's track record with transition, Ginny expects the carpenters' union to start referring people soon.
- Increased communication – IU5 and pse partners meet regularly now to discuss transition issues.

Challenges

Although transition was already a part of IU5, there were challenges to the implementation of Career Gateway.

- Unclear ITA guidelines – Students were ready to transition in March 2006, and Ginny admitted, "We don't know what to do." Both Career Gateway and PA CareerLink were still waiting for clarification from the state on how to administer blanket approval of all students in the Career Gateway project.
- Time commitment – the organization that had to be done at the beginning of the grant required a lot of Regina's time, but she feels this would lessen now that the project is underway.

PROFILE: ADULT LITERACY CENTER OF LEHIGH VALLEY

Rosalita is a 35 year old Latina and a mother of four. She started the adult education program at ALCLV with enthusiasm and determination, and teachers saw very early that this woman wanted to do something with her life. Rosalita passed the GED in the summer of 2005, planning to enter college in the fall. At times, however, Rosalita's bouts of doubt and insecurity affected her progress, and when the fall semester started she did not follow through with her plans. The ALCLV staff heard about this at the same time they were starting the Career Gateway program, and coordinator Deserie Harper convinced Rosalita to enroll. With encouragement from the counselor, her teacher, and her classmates, Rosalita began to participate in Career Gateway activities and attended PA CareerLink's intensive series of workshops. She has now qualified for an Individual Training Account and is back on the path to college.

Rosalita, Career Gateway student, Lehigh Valley

Background

The Adult Literacy Center of the Lehigh Valley (ALCLV) is a non-profit, community-based agency providing adult education to an economically depressed area of Allentown since 1977. Its mission is to create a literate Lehigh Valley, providing neighborhood-based adult education and community enhancement programs. ALCLV has taught basic education, GED preparation, and English as a second language to more than 14,000 adults and has trained more than 2,500 volunteers. In 2003-2004, ALCLV was selected as one of 18 successful adult education programs in the United States for inclusion in a study by ORC Macro and World Education.



Program Design

The Career Gateway team at ALCLV is Arthur (Art) Hochhauser, interim administrator, Deserie Harper, coordinator, and three teachers – Andrea Petresky, Chris Leiby, and Patricia Cooper. The team based Career Gateway's program design on their experience with the Allentown Weed & Seed (a collaboration between law enforcement and human service agencies). Through strong partnership they planned to provide counseling to help students develop social and life skills and guidance from PA CareerLink and the WIB to help them transition into "hot jobs," according to Art. A student focus group held in December 2005 provided insight into the many obstacles that can discourage transition: childcare, transportation, finances, employment, computer literacy, college requirements, counseling, encouragement and support, tutoring, internships, issues with welfare, and affordable parking. ALCLV immediately tried to address several of these issues by investigating subsidized childcare, free bus tickets, and financial aid with local colleges. At the local Career Gateway kickoff the team learned that social service partners could pay for the GED for qualifying students and that there were resources for day care.

Tutoring would also be offered on an ongoing basis after the GED and during the first semester of college or technical training. In partnership with PA CareerLink and with pse institutions they intended to provide financial information to students sooner than they had in the past and to streamline the financial aid application process.

Most of ALCLV's Career Gateway students are 16 to 20 year olds who are parenting as well as pursuing their schooling. At the beginning of the project, the Career Gateway team concentrated on offering the support services and counseling that the students needed. "They need to deal with these issues in addition to their career path," said Deserie. She developed a 40-item assessment of internal and external influences in one's background that may affect career development based on the Search Institute's list of "40 Developmental Assets." (See Appendix A.1) Although the assessment was designed for pencil and paper, Deserie found it more effective when administered orally. She now holds individual counseling sessions and bi-weekly group support meetings with students to work through problems that discourage them. From these sessions a sense of community has developed, Deserie says. Students provide peer support and brainstorm solutions to their problems. When they encountered long waiting lists for subsidized childcare, for example, they shared other ways to create affordable child care and work out back up plans.

Friday classes at ALCLV are devoted to Career Gateway activities. A Career Interest Inventory is given to students and Career Gateway teachers then help them to hone their goals. For instance, an interest in the health field does not mean that a student needs to be limited to the Certified Nursing Assistant program (a common goal that is easy to attain), because there are many other health-related possibilities available. Using curriculum ideas they gained from Florida's *GED Plus College Preparation Program*, teachers focus on preparing students for college work and for taking placement exams. The teachers said that they used the GED as a primary assessment tool. "They need to pass the GED before they can even consider training through the PA CareerLink," said one of the teachers, and this was confirmed by the PA CareerLink representative.

In preparation for the March 2006 site visits, the evaluation team asked each Career Gateway program to complete an inventory that specified topics they were currently addressing or planning to address for the Career Gateway program. Completed by Deserie in March, the inventory reflected ALCLV's ongoing focus on student interests, needs, and aptitudes as well as the sharing of information on pse institutions. (See Figure 4.) The team was regularly addressing computer skills development and occasionally addressing other academic preparation. They were relying on partners to address the area of salary and labor market growth opportunities. Although time and stress management was not marked, Deserie told the evaluation team that this was an important issue that was being addressed both at ALCLV and through PA CareerLink workshops.

Lehigh Inventory

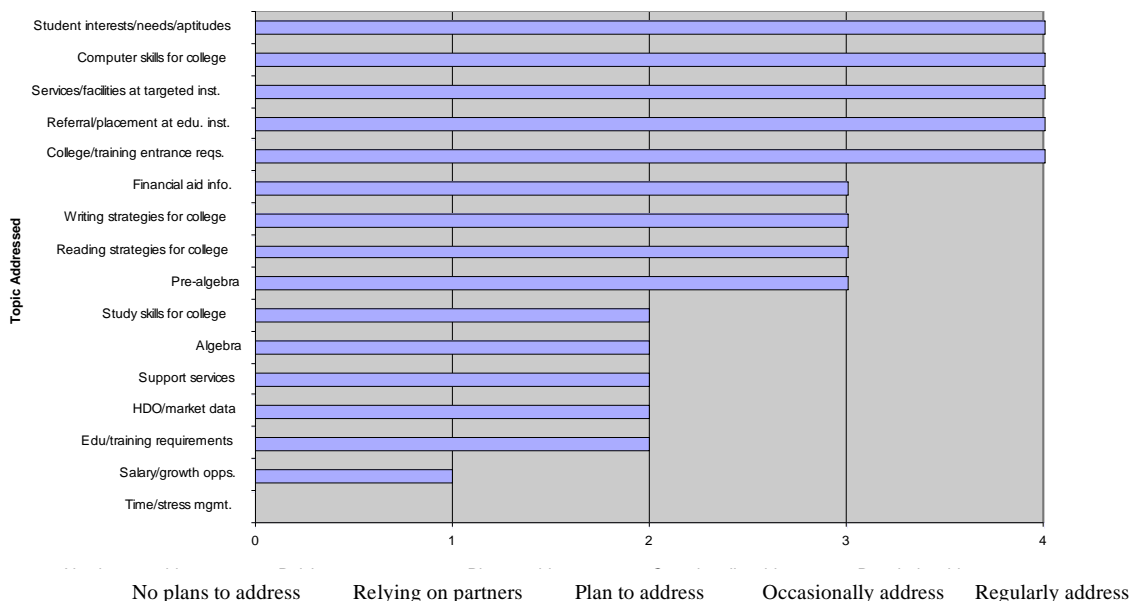


Figure 4

More than 20 students had entered ALCLV’s Career Gateway program as of March 2006. Teachers selected the cohort from students who were close to taking the GED test and who stated a desire to transition, as well as those who had already passed the GED, applied to pse, and were waiting for financial aid to come through. Art commented on and how this process was influenced by the 50 percent success rate set as a Career Gateway deliverable: “This benchmark encourages you to be selective about who you accept,” he cautioned. The evaluation team has requested that Career Gateway teams develop a student assessment activity to measure increased knowledge and understanding of transition issues. Deserie said in March that the Career Gateway team had not yet discussed what the final assessment activity would be.

Partners

Partners include ABLE Lehigh Valley Coalition, PA CareerLink, WIB trade schools and community colleges, particularly Northampton Community College, Pennsylvania School of Business, and Lehigh Carbon Community College (LCCC). Many of these partnerships are new or have been formalized for the first time. Partners are focusing on transitioning students to training and postsecondary education and are sharing resources.

PA CareerLink assigned a staff person to the project and began inviting Career Gateway students to participate in activities, including a training information fair in March and PA CareerLink decision-making workshops that are open to the public. In February 2006 the Allentown PA CareerLink hosted two introductory sessions at the facility attended by a total of 15 Career Gateway students. They described Workforce Investment Act services and gave students a tour of the Center. Career Gateway students have attended a number of workshops at PA CareerLink on decision-making and career exploration among other topics.

Changes Brought by Career Gateway

Through Career Gateway, ALCLV is partnering with a new group of agencies for whom past activity had been limited to referral exchange. Increased coordination between these agencies is becoming evident:

- PA CareerLink is now considering accepting ALCLV test results in place of its own for students from Career Gateway.
- The Pennsylvania School of Business has requested that ALCLV do a financial aid class with its students who are entering certificate programs.
- ALCLV is talking to LCCC about setting up a computer training lab there to offer more specialized computer training.

ALCLV has experienced internal changes as well. Working as a team is new within the agency – they are now sitting down together to do reports and organize other Career Gateway activities. Prior to Career Gateway, ALCLV staff did not know about other school or agency requirements, so they were not able to share that with students. The most fundamental change, however, according to the teachers, is following up with students. Teachers will maintain contact with them, and, if they need support services after they transition, “we will be there for them.”

Successes

ALCLV counts several successes among the changes that Career Gateway has brought about:

- Expanded partnerships – “We’re more involved now because we have an actual program to collaborate on,” said a PA CareerLink advisor.
- Teamwork and support – “The teachers have been awesome. They work right along with me,” said Deserie. The teachers in turn, say that they get good support from Art and Deserie
- Career information – Deserie credits PA CareerLink with offering a wealth of information for the students.
- Supportive environment – Career Gateway teachers created an open, sincere, and supportive atmosphere for students. Deserie reported, “The students could see our sincerity and enthusiasm and how much we wanted them to succeed and be successful.”

Challenges

- Coordinating with PA CareerLink – ALCLV and PA CareerLink have come to the project from two different perspectives (education and labor) and they are learning to coordinate their differences through dialogue, according to Art. “The more we get to know them, the more open the communication,” he noted.
- Expanded PA CareerLink client base – Philadelphia Workforce Development Corporation and PA CareerLink’s client base has typically been dislocated workers who are highly-motivated to find new careers. Career Gateway, however, is sending them people who may not have considered such services before. PA CareerLink has coped with the challenge of a younger and differently-oriented clientele by assigning a counselor to Career Gateway who has worked with young adults. PA CareerLink is

also encouraging ALCLV to offer classes to these students in problem solving, teamwork, and attitudes.

- Time to fulfill project demands – Developing the program has involved a lot of work. “You can’t assume anything in a pilot project,” said Deserie. “There’s a lot of research that goes into it.”
- Implementing Career Gateway in the multi-level classroom – “Things go slow. I’m reviewing constantly and taking steps slower than I normally would,” said one of the teachers.
- Limited funds – ALCLV would like to offer services to their students that they don’t have the funding for. Teachers mentioned being unable to afford materials that prepare students for college courses, and Art described the desire to give students more real-life experiences in mainstream society. They also need to upgrade technology.
- Organizational changes – the loss of the long-time ALCLV director last fall created a leadership vacuum at the beginning of the project that was resolved with the appointment of the interim director. Deserie emphasized the importance of each participating organization being able to build its own Career Gateway team.

PROFILE: PRIVATE INDUSTRY COUNCIL OF WESTMORELAND/FAYETTE, INC. (PIC)

My story starts in October of '05. I was kicked by my horse and injured my leg pretty badly. I was an inspector for the steel industry. I was in a cast for a long time. Now I have a condition called RSD and I can't go back to my former job. I went to Office of Vocational Rehabilitation and they sent me to Mary Lou, a teacher at the PIC adult education center, who sent me to CareerLink. I took the TABE test and failed the math. I started adult education classes in February 2006 and it's been a great experience all around. You walk in and you're nervous. It's absolutely not like that at all. The teacher relates everything to real world situations.

I wanted to go on to school, but I didn't have a clue what to do. I was lost. Mary Lou said list some interests and start eliminating. Architecture and engineering all stood out and I'm heading in that area. I always liked engineering and drafting. So she suggested taking the Accuplacer and my math was better. This year in May I started a class in Foundations of Algebra at Westmoreland Community College and I'm first or second in the class. In the fall I'm taking a full course load. I'm also still at adult education taking a typing class, improving my writing to get me ready for college writing, just making sure things are in place for the fall.

~ Philip, Career Gateway Student at the PIC

Background

The Private Industry Council (PIC) is a nonprofit organization offering Early Childhood Development, Education, and Workforce Development programs in Westmoreland and Fayette Counties. The programs target youth, adults, dislocated workers, and the economically disadvantaged. PIC's adult education program offers instruction in basic reading; math; English; and GED test, postsecondary education or training, and employment testing preparation at six locations. Study skills and test taking strategies are also included.



Program Design

PIC's Career Gateway project was designed to support the adult education program and the public workforce system to transition students to postsecondary education and training. It is staffed by Mary Lou Friedline, coordinator and full-time instructor, and Rebecca Price, a full-time instructor (pictured above). The PIC counselor, who handles intake, is also an integral part of the project. Their goal is to incorporate transition content into instruction at all six sites. However, by their own account, in the first few months Rebecca and Mary Lou's classes have been the most focused on transitions. To work toward the goal of full infusion of college and

training readiness at all sites, the Career Gateway staff are looking closely at communication issues within the organization – top down, bottom up, and lateral – as they are implementing the project. The coordinator began by creating several tools to guide teachers and Career Gateway partners through the transition process.

Questionnaires completed by PA CareerLink staff at the local Career Gateway kickoff, revealed that many of them were uninformed (or misinformed) about how to assess and support clients' readiness to transition to postsecondary education or training. The PA CareerLink counselors put much stock in the results of the TABE tests they administer as an indicator of such readiness. Mary Lou's goal is to change this perception and practice. She asserts that a dependency on TABE scores alone ignores other more informative indicators of postsecondary education readiness. To remedy this lack of understanding, she created the following tools:

- A checklist of "Skills Needed for Transition" (Appendix A.2)
- A pie chart of "Transitioning Readiness Indicators" (Appendix A.3)
- A chart delineating "What the TABE Results Tell Us/Don't Tell Us" (Appendix A.4)

Mary Lou held several workshops with PIC instructors and presented the material to partners at the local kickoff in January. "We started the shift from TABE to looking at what was missing that kept them (students) from succeeding," she explained.

In preparation for the March 2006 site visits, the evaluation team asked each Career Gateway program to complete an inventory that specified topics they were currently addressing or planning to address for the Career Gateway program. Career Gateway staff completed the inventory indicating that the PIC was, at that time, regularly addressing a wide range of topics to prepare students for pse. (See Figure 5.) Many of these topics target preparation for college study. The program was offering financial aid information on an as-needed basis and has plans to address additional areas in the future. They address support services (such as child care and transportation) by referring and collaborating with child care and human service providers in the community. These areas are individually addressed with adults prior to enrolling in the program.

By March the PIC had signed up about 12 students for Career Gateway, and from this cohort the Coordinator expects to have 10 pse referrals by the end of the project year. No follow up plan was yet in place to track students, according to the Career Gateway teacher, because PA CareerLink has an established tracking system. Participants were selected according to the following criteria:

- Mastery of needed skills
- Evidence of interest and motivation to pursue postsecondary education or training
- Financial need

The evaluation team observed a typical Career Gateway activity while in Westmoreland, in which the instructor, Rebecca Price, was using transition materials in a regular classroom. The group of eight included both Career Gateway and non-Career Gateway students. Rebecca facilitated a lesson on high growth occupations, using a local PA CareerLink newspaper about healthcare professions to guide the discussion. She had

students read an article, answer a sheet of questions, and discuss the content. Several of the students discussed ways to find jobs. There were three students in the class who had

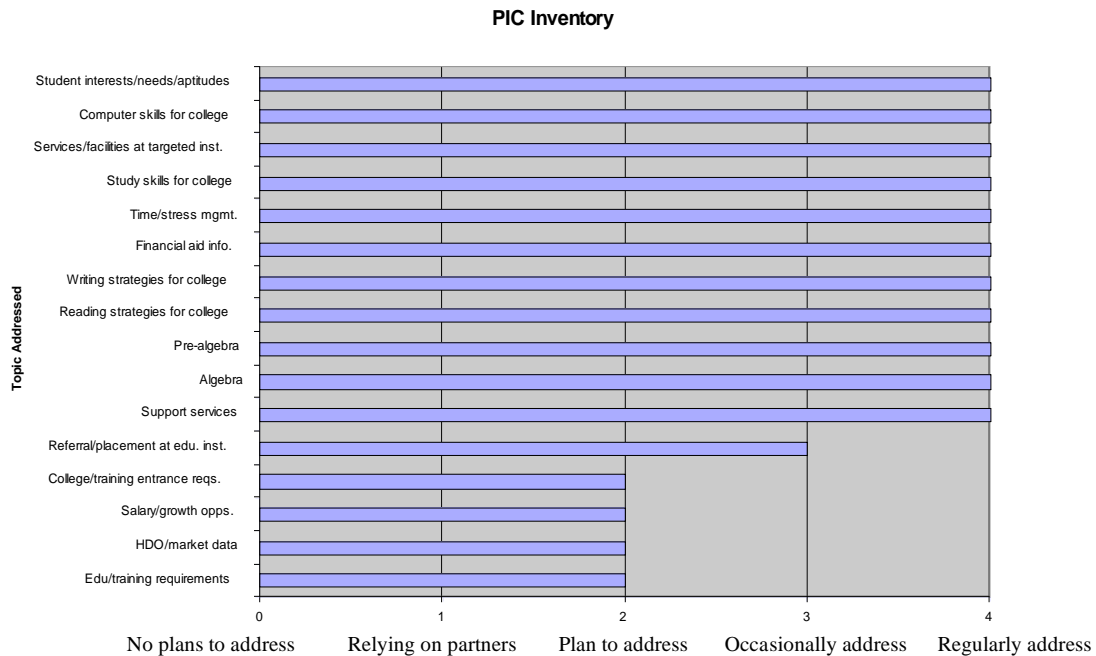


Figure 5

come to the adult education program through PA CareerLink, and they were the most knowledgeable contributors. One of these students was in the process of completing her culminating assessment activity, a PowerPoint presentation on research she had done for her new career in computer technology. Rebecca said she was encouraging the student to present it to the class, but the student had not yet made up her mind.

Partners

When the Workforce Investment Act developed the WIB and PA CareerLink system, the PIC employment specialists/counselors were integrated into the Westmoreland CareerLink with employment specialists from the Department of Labor & Industry. Therefore, the PIC adult education staff has an ongoing, established association with PA CareerLink because they were already familiar with one another’s programs. At the local kickoff in January, Mary Lou shared her Career Gateway plans and tools with PA CareerLink staff and got very positive feedback. Partners identified a need to understand transitioning skills, postsecondary education requirements, and who the postsecondary education and training providers are. PIC’s adult education director, Tami Ozegovich, was pleasantly surprised at “how willing our partners are to work with us.” After a PA CareerLink conference call, she said, “I realized that we were all on the same page.” A Career Gateway partner, an OVR counselor, has met with her fellow rehabilitation counselors from the Office of Vocational Rehabilitation (OVR) and discussed the TABE

and its relevancy and limitations as an indicator of academic success. This counselor also shared the *Skills Needed for Transition* checklist with OVR rehabilitation counselors to help them expand their recognition of transition issues among their clients.

At the March 9 site visit, however, it was clear that in spite of the kickoff, the PA CareerLink employment specialists who would actually be working with Career Gateway were in their own words, “lost.” They were uninformed about how to go about implementing the Career Gateway project because they hadn’t understood that they were to use the checklist skills as a conversation starter with PA CareerLink clients. All three specialists who attended the site visit were unclear as to what would be expected of them. One admitted, “No, we didn’t even realize our PA CareerLink was to be a part of this.” The coordinator was surprised at this revelation since other partners returned to their agencies and institution and immediately began implementation of the concepts and expectations of the Career Gateway project. The March visit gave Career Gateway coordinator Friedline an opportunity to explain the program and PA CareerLink’s role, and the specialists left feeling much more confident about the process. “It’s a valuable, systematic approach to helping people not get lost,” remarked one. However, there was still some concern about who at the PA CareerLink would be responsible for which Career Gateway services. For example, not everyone at CareerLink administers ITAs.

The PIC adult education staff has been learning about the entry requirements and assessment methods of some local postsecondary education and training providers. The Career Gateway coordinator is working with Westmoreland County Community College, and their learning support counselor has visited the Latrobe class to learn more about Career Gateway services.

Changes Brought by Career Gateway

The primary change that staff attributed to the Career Gateway project has been a new, more coordinated, approach to transition readiness, both in the adult education classroom and at PA CareerLink. Using the *Skills Needed for Transition* checklist is new for the PIC adult education center. The Career Gateway coordinator is targeting all teachers at the six sites, many of whom have students in their classes preparing for postsecondary education or training. PA CareerLink acknowledges that the change in approach has also affected their work. “The value now since the Career Gateway inception is that I have learned more about student goals and our relationship with them,” said one PA CareerLink specialist. “We had been here for meetings, but we didn’t know how we impacted the client and how we affect the outcomes.”

Career Gateway has also revived the referral process between the Office of Vocational Rehabilitation and the PIC adult education program. Despite a concern that most, if not all, of its clients need educational services, OVR had stopped sending them to the PIC. “I think the reason they’d stopped referring to us is that we haven’t provided what they need,” said Mary Lou. OVR is now beginning to send clients again after learning about Career Gateway at the kickoff.

Successes

- Students are thrilled with the new emphasis on transition, says the coordinator. One 25 year old man in the Career Gateway cohort said, “I thought I was coming here just to study for my GED. I’m pleasantly surprised that it’s more than that.”
- Communication and coordination have improved between the adult education program and workforce education programs. The local Career Gateway Kickoff “was a wonderful meeting - a working meeting,” said the ABE director. “We are learning new things about how we can work together.”
- The new *Skills Needed for Transition* checklist is being implemented widely in the adult education classrooms, and by PA CareerLink and OVR counselors, and is helping those who work with potential pse students better understand the transition process. In the past, for instance, PA CareerLink had sent clients to the PIC only when there was a need to bring up TABE scores. Additionally, both OVR and Westmoreland County Community College have raised their awareness of how this partnership with the PIC supports their clients. The counselor at PIC is asking incoming students different questions now. The Career Gateway instructor says that she is getting to know her students better because of this project and is having “more one-on-one discussions that aren’t just about academics.”

Challenges

- Implementing Change – “Newer instructors are receptive while others seem resistant. ...Change is slow,” said the coordinator.
- Staffing/Time –The Career Gateway coordinator finds herself in a new and challenging leadership position without authority to enforce programmatic changes and one that detracts from her ability to meet her full-time teaching responsibilities. She noted that she has less time to devote to teaching. The instructor also finds it difficult to juggle lesson planning, documenting for files and e-data, individualizing studies, meeting individual needs and goals, and attending the various required meetings.
- The Director commented on the surprising amount of work involved in the project.

APPENDIX A

Selected Tools Used by the Pilot Sites

APPENDIX A.1

40 Development Assets

Adult Literacy Center

Search Institute has identified the following factors in young people’s lives that make them more likely to grow up healthy, caring and responsible. A teacher, counselor, and a student can assess and talk about the assets you both experience or lack. Please complete the checklist separately, and then discuss similarities, differences and ways to build new strengths.

External Assets

SUPPORT

1. Family Support	Family life provides high levels of love and support. ____yes ____no
2. Positive Family Communication	The student and his or her parent(s) or partner communicate positively, and the student is willing to seek advice and counsel from them. ____yes ____no
3. Other Adult Relationships	The student receives support from three or more non-parent adults. ____yes ____no
4. Caring Neighborhood	Student experiences caring neighbors. ____yes ____no
5. Caring School Climate	School provides a caring, encouraging environment. ____yes ____no
6. Parent Involvement In Education	Parent(s) are actively involved in helping the young person succeed in school.

	_____yes _____no
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EMPOWERMENT

7. Community Values Youth	Student perceives that adults in the community value youth. _____yes _____no
8. Youth As Resources	Student is given useful roles in the community. _____yes _____no
9. Service To Others	Student serves in the community one hour or more per week. _____yes _____no
10. Safety	Student feels safe at home, school, and in the neighborhood. _____yes _____no

BOUNDARIES AND EXPECTATIONS

11. Family Boundaries	Family has clear rules and consequences, and monitors the student's whereabouts. _____yes _____no
12. School Boundaries	School provides clear rules and consequences. _____yes _____no
13. Neighborhood Boundaries	Neighbors take responsibility for monitoring student's behavior. _____yes _____no

14. Adult Role Models	Parent(s) and other adults model positive, responsible behavior. _____yes _____no
15. Positive Peer Influence	Student's best friends model responsible behavior. _____yes _____no

16. High Expectations	Both parent(s) and teachers encourage the student to do well. _____yes _____no
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CONSTRUCTIVE USE OF TIME

17. Creative Activities	Student spends three or more hours per week in lessons or practice in music, theater, or other arts. _____yes _____no
18. Youth Programs	Student spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. _____yes _____no
19. Religious Community	Student spends one or more hours per week in activities in a religious institution. _____yes _____no
20. Time At Home	Student is out with friends "with nothing special to do" two or fewer nights per week. _____yes _____no

COMMITMENT TO LEARNING

21. Achievement Motivation	Student is motivated to do well in school. _____yes _____no
22. School Engagement	Student is actively engaged in learning. _____yes _____no

23. Homework	Student reports doing at least one hour of homework every school day. _____yes _____no
24. Bonding To School	Student cares about his or her school. _____yes _____no
25. Reading For Pleasure	Student reads for pleasure three or more hours per week. _____yes _____no

POSITIVE VALUES

26. Caring	Student places high value on helping other people. _____yes _____no
27. Equality And Social Justice	Student places high value on promoting equality and reducing hunger and poverty. _____yes _____no

28. Integrity	Student acts on convictions and stands up for his or her beliefs. _____yes _____no
29. Honesty	Student “tells the truth even when it is not easy.” _____yes _____no
30. Responsibility	Student accepts and takes personal responsibility. _____yes _____no
31. Restraint	Student believes it is important not to be sexually active or to use alcohol or other drugs. _____yes _____no

SOCIAL COMPETENCIES

32. Planning & Decision-Making	Student knows how to plan ahead and make choices. _____yes _____no
33. Interpersonal Competence	Student has empathy, sensitivity, and friendship skills. _____yes _____no
34. Cultural Competence	Student has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. _____yes _____no
35. Resistance Skills	Student can resist negative peer pressure and dangerous situations. _____yes _____no

36. Peaceful Conflict Resolution	Student seeks to resolve conflict nonviolently. _____yes _____no

POSITIVE IDENTITY

37. Personal Power	Student feels he or she has control over “things that happen to me.” _____yes _____no
38. Self-Esteem	Student reports having a high self-esteem. _____yes _____no
39. Sense Of Purpose	Student reports that “my life has a purpose.” _____yes _____no
40. Positive View Of Personal Future	Student is optimistic about his or her personal future. _____yes _____no

APPENDIX A.2

CAREER GATEWAY

STUDENT _____

PIC OF WESTMORELAND/FAYETTE, INC.

LOCATION _____ PY _____

SEE the Transitioning Skills for student success

SKILLS NEEDED FOR TRANSITIONING	Need more Information ✓	Date achieved
Financial Aid		
Understand various types of financial aid		
Know how to complete the FAFSA		
Understand sources of financial aid		
Know the deadlines for applying for financial aid		
Know about alternate sources of financial aid		
Labor Market		
Know careers most in demand and the level of competition		
Know what education/training is needed for career choice		
Know ways of researching careers (tests, Internet, shadowing, internship, etc.)		
Know where training is provided		
Know the difference between college & technical training		
Know the admission requirements for selected schools		
School Requirements		
Know the differences among the delivery of academic programs		
Know the differences among programs of study (certificate, degree, diploma)		
Know what placement assessment the school requires		
Know the skills prospective students should have		
Know what is taught in specific courses		
Know about pre-requisite courses		
Know what courses may be transferable, if applicable		
Know what learning support services are available		
Know start dates for courses, programs, semesters		

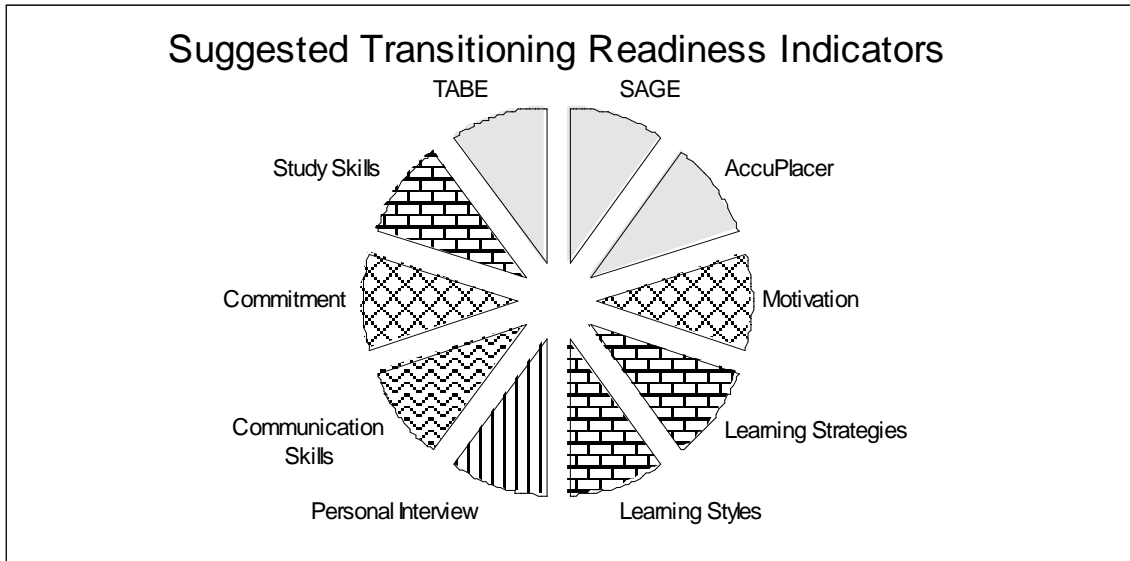
SKILLS NEEDED FOR TRANSITIONING	Need more Information ✓	Date achieved
Preparing Yourself / Building Support		
Have arranged for family's needs, including emergency childcare, if applicable		
Have reliable transportation and have arranged/know about alternate ways		
Is able to be rested before going to class		
Eat adequately		
Know about and use time management		
Can prioritize daily, weekly, monthly, etc.		
Know if will need to work or if have resources not to		
Is able to arrive on time		
Know how to relax to listen or study		
Can acknowledge that it's okay to be tired or discouraged at times		
Believe that learning is possible		
Engage in positive self-talk		
Understand the importance of the study environment—where, what, how, when		
Have set up work space that is comfortable, large enough, and distraction free		
Know most efficient time to study, order of subjects, and time to devote to each		
Have met with learning support staff at college or training site, if applicable		
Know what academic support is available for all students		
Know about counseling/mental health options, if applicable		
Know about available assistive technology for learning disabilities		
Know about and effectively working with OVR counselor, if applicable		
Understanding Learning		
Understand personal learning differences, if applicable		
Know available classroom accommodations, if applicable		
Know my preferred learning style(s)		
Know learning strategies that fit varying learning style(s)		
Know about multiple intelligences and varying strategies to learn/study		
Understand how to and set goals		
Know that reading texts/notes/etc. can start at the beginning, middle, or end		
Know that 20-30 minute study blocks are suggested		
Preparing for Class		
Know to check the training outline/syllabus before class		

SKILLS NEEDED FOR TRANSITIONING	Need more Information ✓	Date achieved
Know to think about the topic and what might be known about it		
Know about how the course information will be used on the job		
Know how to write questions to get the information needed		
Understand the value of study/gripe groups		
Know about and can use a variety of memory strategies (mnemonics)		
Before Reading		
Know to skim materials before reading		
Look for titles, sections, and organization		
Read underlined, italicized, and bolded words		
Know to read all graphics and information in the margins of texts		
Know to read first and last paragraphs		
Know to scan questions at the end of the chapter		
While Reading		
Know what to include in notes		
Know when to highlight		
Read materials in charts, diagrams, and boxes		
Read and answer summary questions		
Understand how to use context clues		
Knows about and uses varying skills such as analyzing, applying, and evaluating		
Can read and interpret documents, charts, graphs, maps, etc.		
While Questioning		
Know about active listening		
Know about and can use assertive communication skills		
Write down questions while reading		
Can ask questions that need to be answered		
Can ask closed questions to get specific information		
Can ask open questions to get specific information		
Know the difference between "I" and "you" questions		
During Lectures		

SKILLS NEEDED FOR TRANSITIONING	Need more Information ✓	Date achieved
Know about Cornell or other effective note taking system		
Know that notes from lectures include repeated or emphasized information		
Know how to take notes on handouts		
Can use categories to help organize the material		
Know what clues to listen for as to what is important		
Understand importance of body language		
Can identify key topics and terms		
Can reword materials into terms that can be remembered		
Can relate new materials to own knowledge		
Know how to use personal method or "shorthand" to make note taking easier		
After Taking Notes		
Know how to make and use note cards		
Know how to make/use/find graphic organizers for review or note taking		
Know ways to organize notes so they make sense		
Review notes soon after lecture		
Know about chunking topics and branching/webbing related materials		
Preparing for Testing		
Know to keep up with class work to be prepared for tests		
Know what needs to be studied and practiced		
Know how to help self relax before and during a test		
Know how to take multiple choice tests		
Know how to take essay exams		
Know how to practice smart guessing		
Can evaluate if time on task is efficient and effective		
Computer		
Can type		
Can use a mouse		
Can effectively search and use the Internet		
Know about the wealth of online tutorials, study guides, text companions, etc.		
Can use the Microsoft Office		
Know how to open documents, Web sites, etc. from a disk/memory key		

SKILLS NEEDED FOR TRANSITIONING	Need more Information ✓	Date achieved
Know how to save documents, Web sites, etc. to a disk/memory key		
Math		
Can compute whole numbers, decimals, fractions, and percents		
Know algebra basics		
Can solve word problems		
Know to round off numbers and use estimation		
Can use a calculator		
English/Writing		
Know grammar, sentence structure, and mechanics		
Can write simple, compound, and complex sentences		
Can write clearly and concisely		
Understand brainstorming, webbing, mapping, etc.		
Can write paragraphs and essays		
Can proofread		

APPENDIX A.3



MLF, Career Gateway, PIC of Westmoreland/Fayette, Inc.