



*Career Pathways
in Ohio*
4-part webinar
series
Webinar 3

[Tricia]

Welcome to the third of four Career Pathways in Ohio webinars.

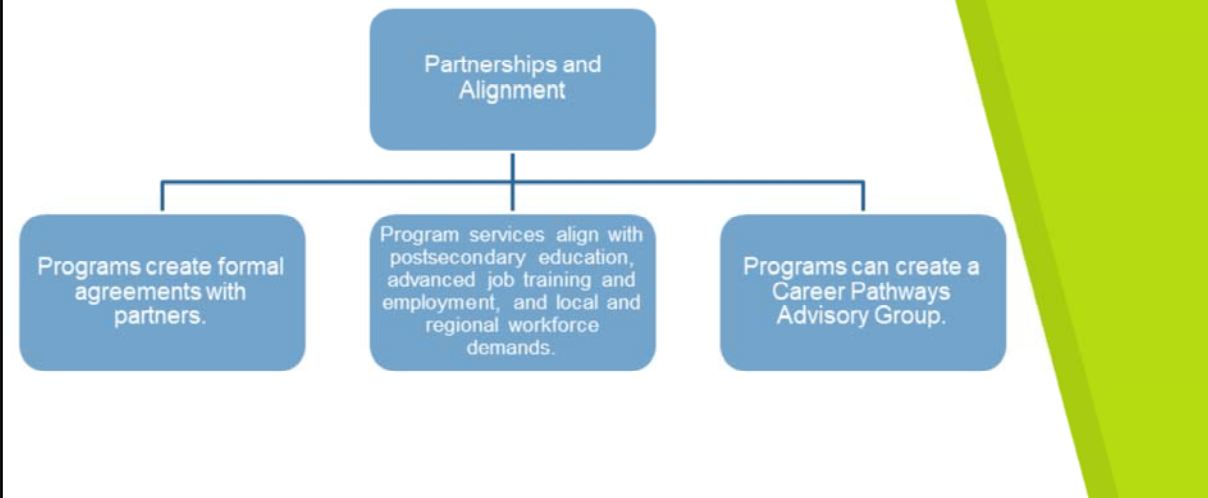
8 ESSENTIAL COMPONENTS OF CAREER PATHWAYS



[Tricia]

Today's webinar will address Essential Component #1: Partnerships and Alignment as well as Essential Component #7: Support Services.

#1 Partnerships and Alignment



[Tricia]

First up is Essential Component #1: Partnerships and Alignment. For this component, programs create formal agreements with partners. Programs also create and implement a strategy to make sure their services align to postsecondary education, advanced job training and employment, and local and regional workforce demands so that students have a smooth transition to life beyond Aspire. To help with this effort, programs should consider a Career Pathways Advisory Group comprised of local partners.

Coach Jane Meyer

Aspire Coordinator, Canton City School District
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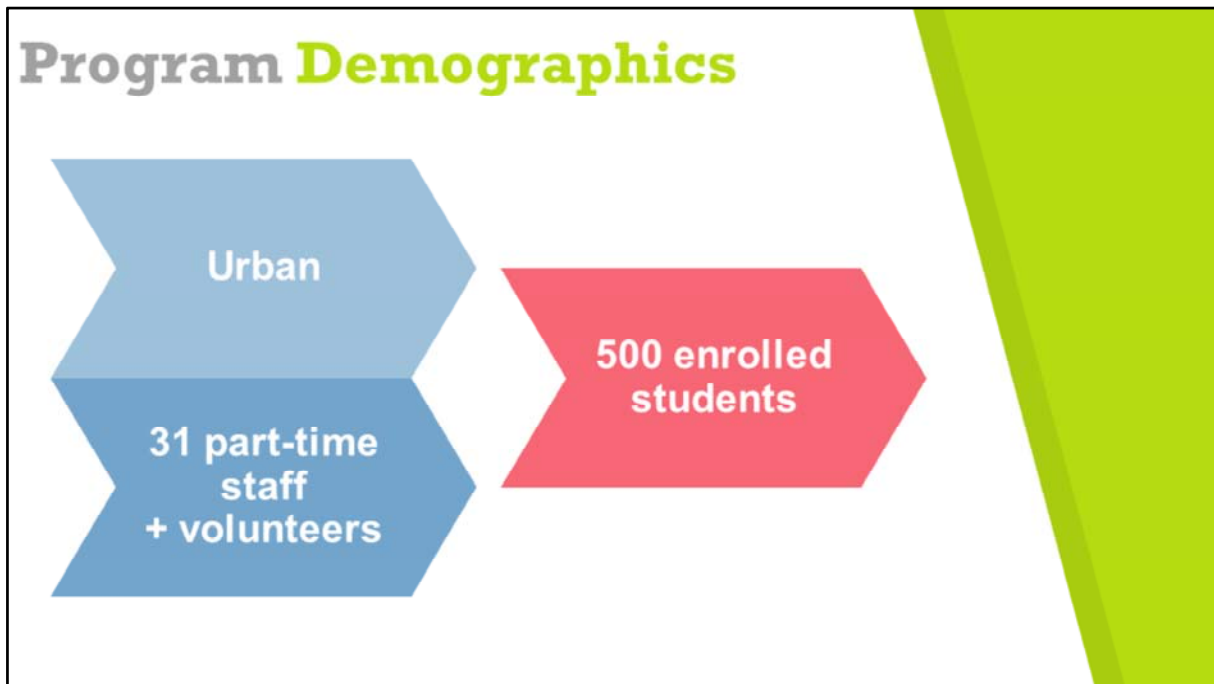


[Tricia]

Jane Meyer is a coach for Essential Component #1: Partnerships and Alignment. Jane is the Aspire Coordinator for the Canton City School District Adult College and Career Readiness Center. If you have additional questions about Partnerships and Alignment, you can contact Jane after this webinar.

Now, Jane will share information about her program and how they addressed the Partnerships and Alignment component.

Program Demographics



[Tricia]

What are your program's demographics?

[Jane]

We are an urban program that serves all of Stark County with classes in Canton, Massillon, Alliance, Minerva, and at Kent Stark, Stark State, ACTE, and corrections. I'm a part-time administrator and we have 1 secretary, 29 part-time teachers, and a handful of volunteers. We currently have about 500 students enrolled. We will serve about 800 during the year.

Partnerships and Alignment

Pre-Gap Analysis

- MOUs with Kent State Stark and Stark State College
 - Bridge classes on their campuses
- Advisory board
- Good relationships with OMJ

[Tricia]

How did the Partnerships and Alignment component look in your program before the gap analysis?

[Jane]

We had strong partnerships with written MOUs with Kent State Stark and Stark State College. We had bridge classes on their campuses. We also had an advisory board. I had good personal relationships with OMJ which could be used to build active partnerships

Partnerships and Alignment

In Action

- Got to know partner agencies
- Connecting students with partner agencies

| | Name, Title and Contact Information | Who can you serve? | What services do you provide? | How and Where do you provide services? | How and where do you currently do intake? |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Vocational Rehabilitation | Cynthia Dyer and Marc Manheim VR Supervisors Opportunities for Ohioans with Disabilities 816 – 30 th Street, NW Canton, OH 44709 330.438.0500 cynthia.dyer@ood.ohio.gov Marc.manheim@ood.ohio.gov | Anyone who is age 14 and up who has a disability that results in a substantial impediment to employment; the person can benefit from services in terms of an employment outcome; and vocational rehabilitation services are necessary for the individual to prepare, secure, retain, or regain employment. | Vocational guidance and counseling; Occupational skills training; Job readiness and soft skills training; Job development and placement assistance; Rehabilitation technology services; On the job supports | Canton OOD Office 816 – 30 th Street, NW Canton, OH 44709 Phone: 330.438.0500 E-Fax: 614.985.7918 VR Portal: WWW.OODWORKS.COM Office Hours: 8:00 am – 5:00 pm OOD offices are located across the State and many Vocational Rehabilitation Counselors are embedded within the local OMJ sites. | The intake process is offered at any of the 14 OOD offices located across the State, local OMJ sites, high schools, career centers and developmental centers. All OOD offices are open from 8:00 am to 5:00 pm. Other site times may vary according to the hours of operation of those sites. Individual appointments can be made with a Vocational Rehabilitation Counselor by walking into the local OOD office, calling the local office or making a referral through the VR portal at: WWW.OODWORKS.COM Other ways to make a referral include mailing, faxing, e-faxing and application to the local office. |

[Tricia] What career pathways-related activities did your program implement to build a comprehensive career pathways model?

[Jane] We worked on 3 tasks related to this element

1. Get students to actually use partner services at OMJ and WIOA partner agencies I'm embarrassed to say, but I didn't even know who the WIOA partners were in our county. I found out they didn't know any more than I did. MY OMJ contact put me in touch with everyone and I set up a meeting so we could get to know each other's programs. Prior to the meeting I asked them to fill out a form asking about their services, who they could serve, and how clients can register. I compiled that information into a handout for our meeting. That was very productive as we all came away at least knowing who does what and we talked about how we can partner. We then had a staff meeting at the OMJ center where we all learned about the many services the partners have there. We brought back information and encourage students to go there but even though it is 5 miles on a bus route from our main site very few students go there. So at the end of each of our 7 week sessions we started holding an open house on student conference day. OMJ and other partners like Kent State and Stark State and the trades, Financial Prosperity, and ACTE come to our building. We have doughnuts and the student talk to all the

partners. This has been very successful! Our hope is that once they make personal connections and see all the good things the partners have to offer they will be comfortable enough to go to the partner agencies. Some students aren't close to GED completion, but talking to the partners spurs them on to complete and each time they feel more comfortable and have more questions. We also invite our graduates to these open houses so they can continue to connect with the partners. Our next steps are to actually take some students to OMJ for services.

Partnerships and Alignment In Action

- Developed a Bridge program with Canton City Schools ACTE



[Jane]

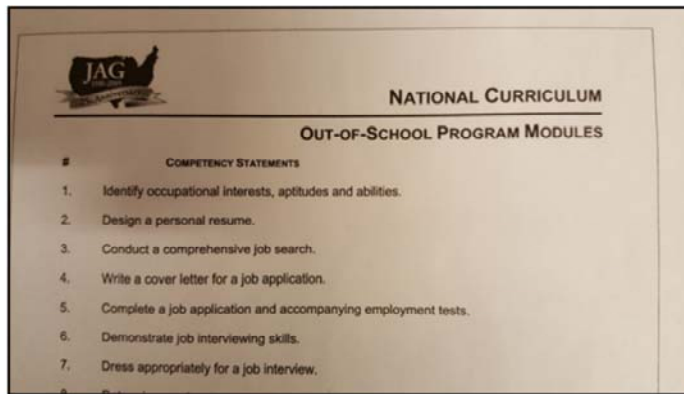
2. Develop a Bridge program with Canton City Schools ACTE

We realized that we have strong partnerships with the branch campus and the community college, but not our own Canton City School ACTE. We were able to secure enhancement grant funds to put a bridge class at ACTE in the spring when they were recruiting for their fall classes. That also opened the door for them to want to come to our open houses to promote their classes and they are working on an STNA IET with us for this spring.

Partnerships and Alignment

In Action

- Made an agreement with JOGS to provide career pathway components for students under age 25



[Jane]

3. Make an agreement with JOGS to provide career pathway components for students under age 25.

This partnership has been great! OMJ hooked us up with JOG, Jobs for Ohio's Graduates. They work with students under age 25. We were able to get a full time JOG teacher in our building. He helps recruit and keep these younger students engaged. They actually get paid through JOG to come to class and they get bus passes and bonuses for earning a GED or going up on the TABE. He connects them to other social services and does things like take them to get clothing for an interview or drive them to the GED test. He works with the students on 25 employment competencies, many of the same things we are doing. The same agency in our area that has JOG funds also has funds for CCMEP so now those students will also be assigned to us and to work with the JOG coach in our building. JOG is now going to put staff at our 2 main outlying sites in Massillon and Alliance so students there can participate too. Although the JOG coach can only officially work with students under age 25 he has been a good resource for our transitions advisor who then does many of the same things with our older students or sometimes they host something together for all the students.



[Tricia]

Would you rate your program Beginning, Developing, or Accomplished based on where you are now with implementing the Partnerships and Alignment component? Why would you give your program the rating you did?

[Jane]

I would rate our program as Developing on this component. Partnerships take time and need to be solid so they aren't dependent only on the people. We need to continue building and include additional partners to serve our students even better.

Program Successes and Challenges

Successes

Strong partnerships and community relationships and a good program reputation has led to more partnerships.

Partner are involved in the Open House at the end of every 7-week session.

Challenges

WIOA partners are not encouraged to partner as much as the Aspire program.

[Tricia]

What were your successes and challenges of implementing the Partnerships and Alignment component?

[Jane]

A challenge is the WIOA partners. Although willing to help I don't think they are being pushed to partner as much as we are. Then, I realized I don't maybe need a really strong partnership with OOD right now. It is enough to know what they do and how to refer and have a contact person.

A success has been the strong partnerships and friendships I've built with community partners over the years and the good reputation of our program made it easy to ask partners for new things and develop new partnerships. Existing partners introduced me to others who could help.

Another success was the open houses at the end of each 7 week class session. I wasn't sure that partners would want to come or that our students would actually engage with the partners but just the opposite happened. The partners love it and after talking with our students they have been suggesting other ways they can help us. The students love talking to the partners and they love that the partners are

taking the time to talk with them.

Program **Lessons Learned**

Build relationships.

- Get out there in your community and meet people.

Consider partner needs.

- Try to figure out bargaining points before meeting with potential partners.

Don't get overwhelmed.

- Start with partnerships that are the easiest to set up and are most important to your project.

[Tricia]

What are your top three lessons learned or pieces of advice you want to give to webinar participants?

[Jane]

1. Get out there in your community and meet people. Build relationships and let people know about your program and people will want to partner with you.
2. When I am trying to set up a partnership I think of what I need from the partner and then I try to think of what they might need from me. I ask myself why they might want to partner with Aspire to try to figure out my bargaining points before I meet with them.
3. There are tons of agencies to partner with but partnerships take time. Don't let yourself get overwhelmed. Pick a place you can start and get started. I'd suggest starting with partnerships that are the easiest to set up and those that are the most important in getting your career pathways project going.

Coach **Connie Shriver, CMPI**

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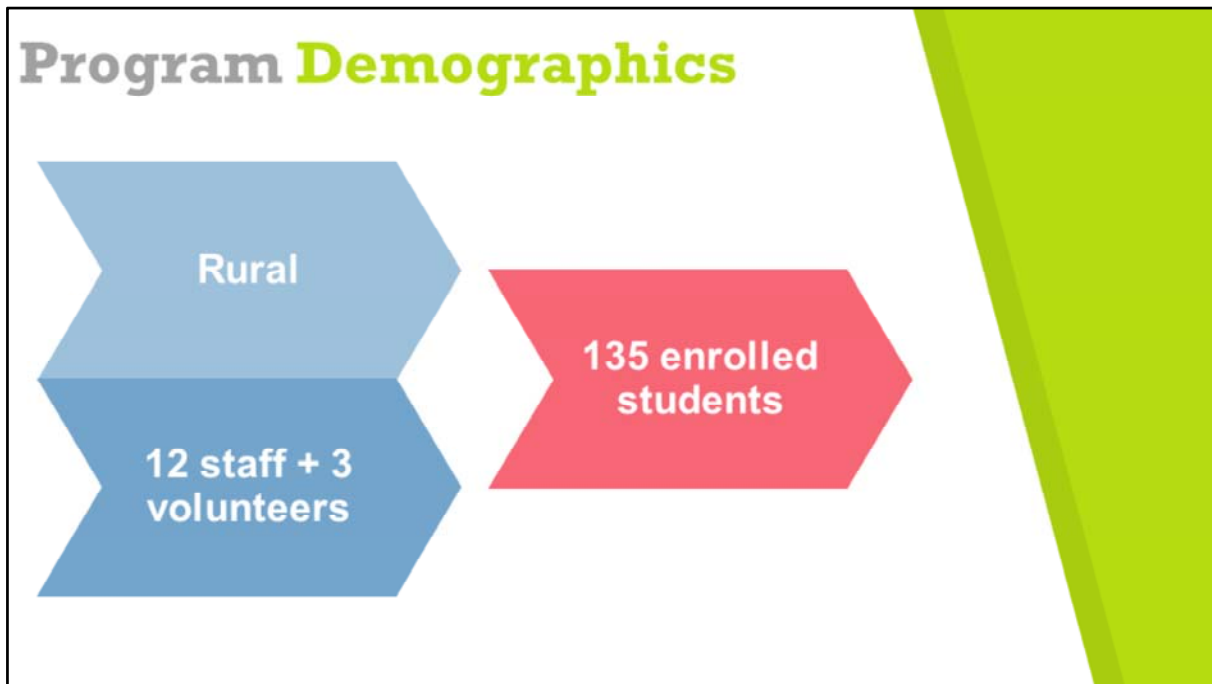


[Tricia]

Connie Shriver is a coach for Essential Component #1: Partnerships and Alignment. Connie is the Career & Academic Readiness Education Coordinator for the Mid-East Career & Technology Centers Aspire Program. If you have additional questions about Partnerships and Alignment, you can contact Connie after this webinar.

Connie will share information about her program and how they addressed the Partnerships and Alignment component.

Program Demographics



[Tricia]

What are your program's demographics?

[Connie]

Mid-East is a rural program. We serve 6 counties in Southeastern Ohio: Guernsey, Muskingum, Perry, Morgan, Noble, and Monroe. As administrator, I'm the only full-time staff member. There are 3 support staff, 8 instructors, and 3 volunteers. We are growing our volunteer pool, so that number will be increasing. We currently have 135 students enrolled, which is down significantly from last year.

Partnerships and Alignment

Pre-Gap Analysis

- We have always had strong partnerships.
- I serve as a member of the Workforce Development Board for 3 of our counties.
- We are a partner in the local Adult Diploma Program.

[Tricia]

How did the Partnerships and Alignment component look in your program before the gap analysis?

[Connie]

Partnerships have always been a strength of our program. Because we have always provided service in a multi-county area, the only way you can really be effective is by establishing strong partnerships.

While I was in the CP Planning Program, the area that I served changed significantly. Some of our strongest partnerships were with our Community College partners. Before FY18, I worked with three different Community Colleges. This year, I only have one Community College in my service area. It has been a year of adjustment in many ways, including the impact on partnerships.

We should not overlook the “Alignment” part of this component. I am a member of the Workforce Development Board for three of my counties, so I feel like I am in the loop when it comes to aligning with regional workforce needs.

Being a partner in our local Adult Diploma Program also helped inform us of those

local workforce demands.

Partnerships and Alignment

In Action

- Created a Menu of Services to promote the program
 - Awarded a CCMEP contract but results never materialized
- Purchased access to an online Customer Service Certification Program to offer as an IET program



Customized Skills for Life and Work

We can facilitate workshops in any of the following topics. Choose the topics you wish to cover, and if you need something not listed please let us know! All participants begin with a pre-assessment to determine participants' skill and interest in the topic to be covered and to guide specific material covered in the workshop. Post-assessments will also be administered to demonstrate increased comfort and skill in material covered. All participants will register on ohioeansjobs.com and save resources in their backpack.

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 - Praise, Criticism or Feedback?
 - Workplace Ethics
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 - Perception vs. Reality
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- Professionalism**
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 - Professional Work Attitudes
 - Teamwork: An Essential Element of Professionalism
 - Self-Reflection: Problem-solving at its Best
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 - Likes/Dislikes
 - Strengths/Weaknesses
 - Skills Inventory
 - Success Stories
- Your Ideal Job**
 - Job Description
 - Job Conditions
 - Pay and Benefits
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- Creating a Winning Resume**
 - Write a Draft
 - The Final Version
 - Resume Checklist
 - Cover Letters for Reference
- The Job Interview**
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 - Common (and Difficult) Interview Questions
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- Workplace Skills**
 - Being Professional
 - Working Effectively
 - Leadership and Teamwork
 - Resolving Conflict
 - Customer Service
 - Managing Stress
- Job Performance**
 - Self-Esteem on the Job
 - Handling Feedback
 - Performance Reviews
 - Disciplinary Action

[Tricia] What career pathways-related activities did your program implement to build a comprehensive career pathways model?

[Connie]

At the time I was writing the CP Plan, my focus was on worming my way into the CCMEP programs in the various counties I serve. The first thing I did was to create a "Menu of Services." I realized I wasn't getting anywhere in just telling people all the things we could do. Someone actually said "We need a menu of things we could pick from."

I think it has been well received, and I think that people are somewhat impressed. I'm sure it is the reason why I was awarded a CCMEP contract in Monroe and Muskingum Counties. The problem is, the contract never materialized into actual students participating. Meaning we received no CCMEP money at all even though we had a contract.

With the understanding that every county OMJ Center in this state gives different answers to the same questions, the way the contracts we have work is that any funding is tied to individuals. So, you don't just get money to run a program, you get paid when you have students show up to your program. That makes it really hard to

get the ball rolling: you can't justify paying someone to be available if no one shows up, but if you don't have someone there then you can't serve the students when they do show up.

I think we just need to keep chipping away at it because my partners still think I am the GED program. So they do send referrals to us when students need their GED but that's about it.

After winning a CCMEP contract in our most populous county, I purchased access to an online Customer Service Certification Program from National Seminars training that results in a certificate approved by the International Customer Service Association. We are in the implementation process currently, but my hope is we will be able to offer integrated education and training with this certification, which will hopefully also lead to increased persistence and more completers. Here is the link for the Customer Service Certification Program:

<http://www.nationalseminarstraining.com/products/ProductGeneratorTTCE.cfm?productcode=22883>

I went with customer service because it was only 6 hours or so to complete, it was economical, and mainly because it is a skill that I believe every working individual can improve upon. Even if you are a welder, you have to use customer service skills with external customers, co-workers, supervisors, etc. Frankly, it helps with personal relationships too!



[Tricia]

Would you rate your program Beginning, Developing, or Accomplished based on where you are now with implementing the Partnerships and Alignment component? Why would you give your program the rating you did?

[Connie]

Definitely Developing. I think I will always feel like I am at the developing stage, and when I think I might be moving to the accomplished end of the spectrum something changes and I move back down the spectrum.

We have strong partnerships in that people know us, but we are still working with them to make sure they know us beyond GED. (And yes, I am using GED deliberately here, because that is what they know.)

Additionally, I think to be accomplished in this component you need to have formal agreements in the business community, and I haven't really even gone there yet.

Program Successes and Challenges

Successes

Existing partnerships were strengthened, and partners were informed we are a workforce development program.

Challenges

Shifting my service area during this process was the biggest challenge of all. Everyone still thinks we are a GED® program!

It's difficult to create formal agreements with businesses because we have to be able to solve their problems and convince them to cover instruction costs.

[Tricia]

What were your successes and challenges of implementing the Partnerships and Alignment component?

[Connie]

We were successful in continuing to strengthen partnerships we already had, and in expanding the dialog to inform our partners that we are a workforce development program, not a GED program.

The challenges are that people still think we are a GED program!

Shifting my service area during this process was the biggest challenge of all. I lost some of my strongest partners, particularly 2 out of 3 community colleges I previously worked with.

The biggest challenge of all is creating formal agreements with businesses. I think I know how the conversation will go to a point. I'm supposed to ask what their challenges are with their workforce, and then hopefully be able to give them a solution to their problem and convince them to pick up the cost of the instruction. With very little ELL population in my area, I'm not confident I can actually solve their

problems.....

Program **Lessons Learned**

Don't wait for referrals.

- There is more success with referrals from programs than referrals to programs.

Partners don't know you.

- Keep telling them everything that your program offers.

Engage your entire staff.

- Staff have great ideas and will have more buy-in when they are involved in the process.

[Tricia]

What are your top three lessons learned or pieces of advice you want to give to webinar participants?

[Connie]

1. When it comes to CCMEP participation, don't wait around for referrals. They won't come. The process to enroll in CCMEP is lengthy. According to my local OMJ, they have more success with referrals they get FROM their partners rather than referrals they make to their partners. This is because we already have the relationship with our students, and we can encourage them to get through the process. In one county I have been told that enrolling in CCMEP is like a golden ticket: OMJ can pay for literally anything that can be considered eliminating a barrier a student has toward gaining self-sufficiency. Transportation assistance, beds for kids to sleep in, bed bug removal, etc. etc.
2. Partners don't really know your program. Yes, you tell them over and over, but they don't really know it. Just keep at it. I'm hoping someday it will sink in?
3. Engage your entire staff in the Career Pathways process. Not only do they have great ideas, they will also have more buy-in to the initiative and they will be more

willing to implement.

Questions about Partnerships and Alignment



[Tricia]

Do you have any questions about how Jane and Connie implemented Partnerships and Alignment into their programs?

[Questions]

Do all sites have Open House day at the same time?

[Jane]

Only the main site hosts the Open House, to allow partners to meet with the most students.

Career Pathways **Resources**

cp.ohioaspire.org

[Tricia]

To learn more about the Career Pathways in Ohio and find Career Pathways resources to use in your program visit cp.ohioaspire.org.

Thank you!

For more information about Career Pathways in Ohio

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[Tricia]

Thank you for participating in this webinar. For more information on career pathways in Ohio, please contact Jody Angelone or Stephanie Schab.