



October 2015 Issue 11 Vol. 1

Occupational Spotlight: Automotive Service Technician (A.S.E.)



Automotive service technicians, often called service technicians or service techs, diagnose, adjust, inspect, maintain, and repair automotive vehicles and light trucks.

Most automotive service technicians work in a well-ventilated and well-lit repair shop. Many problems can be fixed with computers; however, technicians still perform many tasks with greasy parts and specialty tools, oftentimes, in uncomfortable positions. Many technicians specialize in a specific category such as engine repair, brake repair, and other specialty fields, while the master mechanic is proficient in all phases of automotive repair.

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INDIANA WAGE INFORMATION

	Entry	Median
Hourly Wage	\$13.66	\$17.99

JOB OUTLOOK IN INDIANA

Long Term	11.2% increase
Short Term	3.5% increase

*Data collected from hoosierdata.in.gov



By Amy Marsh
DWD Director of Career Readiness

In addition to academic and technical skill attainment, employers have long sought high quality “soft skills” in their new and incumbent employees. The only problem with this aspiration is that “soft skills” has never been clearly defined, nor do they identify the same types of skills that are recognized by each industry or employer creating a moving target for those who teach soft skills.

The Department of Workforce Development (DWD) sees this lack of universal acceptance as an excellent opportunity to initiate meaningful conversations among employers and

educators. Such a conversation will help determine what soft skills are, how soft skills should be taught, and how to know when an individual has acquired these skills. DWD is not alone in this endeavor.

There are a number of national conversations addressing the same issue. The commonality across the nation is the move to call these skills—what had been referred to as soft skills —

Employability Skills. By renaming these skills Employability Skills states across the country are better communicating what these skills actually are to industry and employers. In the table above is a representation of what Employability Skills are.

This terminology shift allows us to more clearly define these skills and seek better measurements for each skill. Some regions across the Indiana have found innovative ways to measure these skills. Jobs for America’s Graduates (JAG), which addresses Employability Skills, has expanded programming in high schools rapidly. Regions 1, 10 and 11 have developed their own Work Ethic Certification, in collaboration with local business and industry leaders. These Work Ethic Certificates demonstrate students’

mastery of many Employability Skills.

As other regions or local communities create ways to teach and measure these critical skills, DWD will share their work through a “State of the Workforce” monthly newsletter. Please share your good work around Employability Skills with Amy Marsh at amarsh@dwd.in.gov.

Sample Employability Skills Behavior: Learning Strategies

Can apply reading, writing, math and scientific principals to procedures
Demonstrates critical-thinking skills to make informed decisions
Applies self-motivation and self-direction to learning
Applies existing and emerging media and technology skills
Demonstrates high quality work by paying attention to details
Plans and organizes long- and short-term academic, career and social/emotional goals
Gathers evidence and considers multiple perspectives to make informed decisions
Understands short-comings and sets goals to improve
Applies critical thinking skills to complex problems

Q. Following the DWD's Summer Institute 2015 I had a lot of questions about Contextualized Instruction and Infused Instruction. Mainly many educators asked: What is the difference between Career Contextualized Instruction and Career Infused Instruction?

A. This is a good question. Not only are Career Contextualized Instruction and Career Infused Instruction something many of us heard about during this year's Summer Institute, but they are also important tools educators can use to help Hoosiers get on the pathway to employment with family sustaining wages!

Career Contextualized Instruction is a process by which Indiana's Adult Education students are provided literacy and numeracy services contextualized to the skills necessary for a specific career pathway. For example, a contextualized math class might teach math as it relates to construction careers.

Career Infused Instruction is similar to Career Contextualized Instruction in that it combines training in literacy, numeracy or both with training in skills important



The Answer is.....

to gaining and keeping employment. Unlike Career Contextualized Instruction, which focuses on training for skills in specific careers, Career Infused Instruction focuses on general career awareness and employability skills.

Q. What exactly are employability skills? What can I use to teach these skills?

A. We thought we might answer this question in the current issue of the newsletter, since Amy has spelled out the origin of the term. Employability skills are things that, by and large,

are already being taught in our Adult Education classrooms. In fact, we already know that giving our students better communication skills and better professional skills, as well as teaching students how to write a resumé, apply for a job, and perform better during an interview are things Indiana's Adult Educational professionals strive towards; however, there is always room for improvement!

If you are looking for ways to better implement employability skill instruction in your classroom, look no further! For example, did you know that WIN software, which is available in Indiana, has a comprehensive employability skills module? In addition, Indiana's Adult Education teachers should also consider including Indiana Career Explorer (ICE) as part of their curriculum. Not only does ICE allow students to match their interests and abilities to potential careers, but it also allows students to learn about, discuss in the classroom and work on their employability skills! If you want more ideas about how to implement employability skills in your classroom or program, email Scott Mills at smills1@dwd.in.gov.



Dot Foods/WorkOne Training Partnership

By Acacia St. John, WorkOne Associate Director of Performance and Communications

Sometimes success comes from a conversation. That's what happened with the Dot Foods and WorkOne Eastern Indiana's driver training partnership. During a conversation with a WorkOne business service representative, Dot Foods expressed its need for CDL-A drivers. The business service representative proposed a partnership with Richmond Adult Education to use WorkINdiana funding and to give Adult Education students an opportunity to apply for these positions. Dot Foods jumped on board.

"We are always actively looking at ways to better serve our employers," said Karen Bailey, Associate Director of Operations for WorkOne Eastern Indiana. "This was a perfect opportunity to match WorkOne and Adult Education customers with an employer's need. In addition, these are high-paying, self-sufficient jobs and that is what it is all about."

In PY14, this partnership resulted in nine Adult Education customers being trained through WorkOne and hired by Dot Foods. The program is still in its first year, but the partner groups are gearing up for more! So far this program year, there have been four more placements

Dot Foods states that this partnership has helped it fill part of its transportation needs. In addition, Dot Foods has been able to make many referrals to WorkOne and Adult Education, and through local and state grants has been able to incentive students who sign up for the driver training program.

Reynolds continues, "We have worked with our local and state economic development groups to provide \$500 weekly stipends to these students to help offset some of their costs while attending training. It helps them toward completion and they like that. Students are not obligated to sign a contract with us, but they choose to work for us because of the training, time, and dollars invested in them."

Richmond Adult Education has seen an increase of referrals from this partnership, and they were happy to collaborate in this partnership. They are always seeking ways to partner with local

them this life changing opportunity."

There are challenges to this partnership, mainly educating customers on career change and what Dot Foods CDL positions entail. However, these partners are not deterred by this and all see the program's growth potential.

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EEO/AAE Employer: We will not discriminate in our employment practices due to applicant's race, color, religion, sex, national origin, veteran or disability status.

"The program was fantastic. It gave me a good start to a great career with Dot Foods, and I couldn't have done it without you guys."

Daniel Ball, a WorkOne customer and now full-time Dot Foods employee

and one still in training.

"This has been a fantastic program for us," said Becky Reynolds, IN Assistant Transportation Manager for Dot Foods. "It's been beneficial in that WorkOne customers brush up on their skills and get training, Dot Foods gets a driver, and the student is hired full-time with us and has the opportunity to make up to \$50K in their first year. It's a win-win for all."

agencies and businesses to assist their students with gaining employment and making positive changes in their lives.

"Through this partnership, seven students progressed through adult education and CDL training on to employment at Dot Foods," said Jon Thurlow, Program Coordinator for Richmond Adult Education. "We are grateful to our partners for providing

The partnership has grown to include Adult Education programs in New Castle, Muncie, Connersville, Winchester, and Portland, IN. And ideally, Dot Foods would like to replicate this partnership in other areas in the state.

Dot Foods, the nation's first and largest food redistributor, has been in operation for more than 50 years. Family-owned, Dot Foods operates nine distribution centers and serves all 50 states.

Professional Spotlight: Guadalupe Lopez

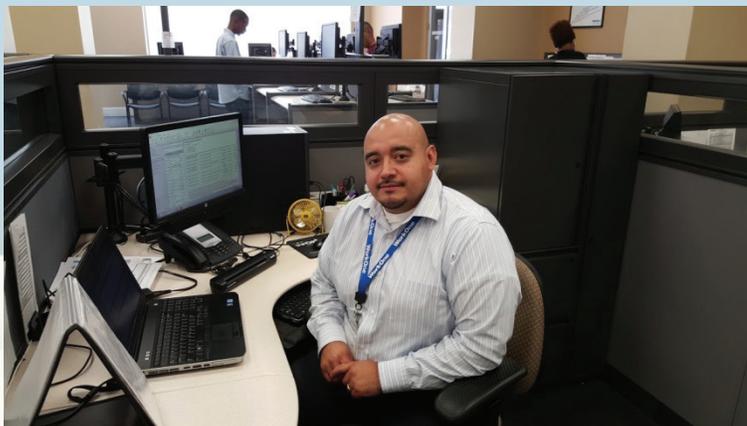
By Acacia St. John, WorkOne Associate Director of Performance and Communications

Jose Torres - the Adult Education Coordinator for regions 1 and 4 - offered Guadalupe high praise when he told us that, "Guadalupe works tirelessly on behalf of [Indiana's] Adult Education students to ensure they are enrolled into WorkINdiana training." Jose goes on to say that, "Guadalupe... is bilingual and readily assists the EL Civics community [by getting EL students] on... career pathways." Guadalupe works with both English Language Learners (ELLs) and Adult Education (AE) students by guiding them to new career opportunities available through obtaining WorkINdiana credentials.

Guadalupe has been with WorkOne since May of 2014. Since that time, his work has been vital in aiding Adult learners integrate into the workforce. Guadalupe's role, among others, is to inform Adult Education students that there are many opportunities for them to pursue during their classroom instruction. But he does not stop there! Guadalupe ensures that each of his students understand that there are many doors that will open up for them after they earn their HSE (High School Equivalency) diploma. WorkINdiana gives Guadalupe the tools necessary to convey this information to them. While WorkINdiana provides opportunities to these learners, Guadalupe uses WorkINdiana as an example to the community of the great things that can be accomplished at their local WorkOne.

Guadalupe is a valuable asset to Region 1's workforce team and will continue to shine for his region.

Last week Guadalupe took some time out of his day to answer some of our



Guadalupe Lopez - Adult Education Advisor, Region 1

questions and to share his experiences with the WorkINdiana community.

Have you ever been unemployed/not sure of where you were going to work next?

Yes, unfortunately I have experienced a period of unemployment. I know all too well how it feels to be without a job and the uncertainty of the future. In fact, I was unemployed for 13 months prior to accepting my employment offer to come to work for WorkOne. Becoming unemployed can happen to anyone and at any time so it's very important to know what to do and to be prepared. Having your resume updated and a positive attitude, to start, is extremely important. Part of my job as a Career Advisor is to help individuals identify what areas they need the most assistance with and to develop a plan to overcome any barriers to employment. Having a plan is key to reducing the anxiety one feels when job searching.

How did you hear about your current job?

Most would assume that I heard about my job through the State's website, however, that wasn't the case. I actually learned about my

current position from the job search website; however, it was a week prior to seeing the posting on the internet that I thought of working for WorkOne. I walked into the unemployment office to file my weekly claim, looked around and thought, "Hey, maybe I should just work here". It was a week later that I would revisit this idea when I came across a job posting on indeed for a Career Advisor for the Hammond WorkOne office. After reading the job description, I knew right away that this was the right job for me. I could really make a difference in people's lives through providing employment assistance and guidance.

What type of boss do you like to work for?

I appreciate a boss that believes in mutual respect. I do my best work when I feel appreciated and at the core of this is respect for one another. I think that most people will do good work if they feel that the work they contribute is being recognized. I feel very lucky that not only have I found a job that I love to do, but that I also have the support of a great Center Manager that makes me feel appreciated. A simple thank you can go a long way!



By Brianna Morse
Youth Program Manager

Sometimes, focusing on what you want to do and what you need to do are two very different things. With youth, we want to help them, but we know we need to teach, guide and educate them so they can make choices and decisions on their own. It can be hard to remember that we have broad goals that we strive to meet, and we do this all while assisting our youth achieve a better future. We must also keep in mind there are milestones and metrics we need to help the youth reach.

Our youth participants can be some of the most difficult to serve as they face a multitude of barriers that our other clients may not encounter. For example, we know that roughly 30% of our participants are pregnant and/or parenting. While many adult clients may also be in this situation, addressing the additional needs of a teen mother (or father) can seem impossible. Additionally, 60% of our youth participants are basic skills deficient, and these could be students who recently dropped out. Trying to help them catch up and get on track with their peers can take years of work from both the case manager and the

“Begin with the end in mind.”

Stephen Covey

Adult Education teacher who is helping them take baby steps to get their High School Equivalency diploma.

Finally, nearly 10% of our youth participants are/were homeless or runaways when they entered the program. When you think about what it takes to help a youth get a job, you also must take into account this basic need for shelter and security, which is where they would shower and eat in order to get ready for work.

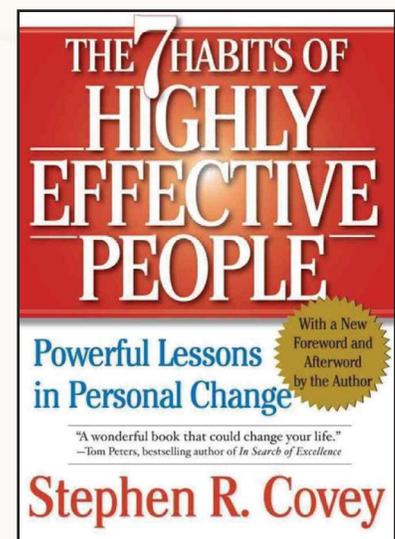
The great news is that even with some of these seemingly insurmountable barriers (an average of 10 barriers per youth) we have been able to achieve some incredible outcomes in our youth program! We are very proud of our successes with both the Workforce Innovation Act and the Jobs for America’s Graduates programs. Some of the highlights are below:

- 52% of our JAG participants received their High School Equivalency
- 70% of our participants went on to post-secondary education, employment, or the military
- 71% of those in jobs were in full-time jobs
- 67% attained a degree or credential
- 45% saw a gain or increase in their literacy testing (TABE scores)

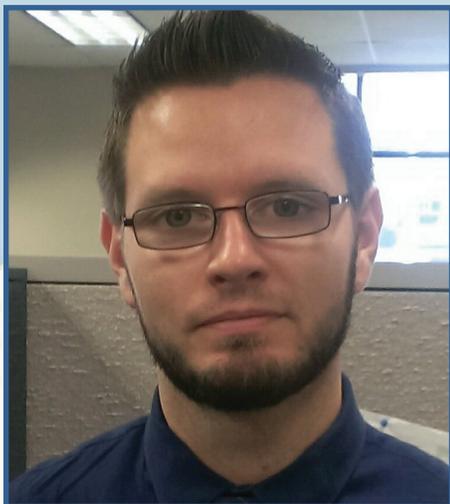
These results are the efforts of our case managers or JAG Specialists, our partner agencies like Adult Education and WorkINdiana, business partners who take a chance on a youth through work experience or permanent placement, and the hard work,

diligence and goal setting of our youth participants. It’s these wrap-around supports, coaching, and mentoring that help all participants meet their end result.

It’s important to remind the youth participants about their goals so they stop seeing roadblocks and barriers in their way to achieve these results. It’s also a valuable tool for the staff to have a consistent and constant awareness of their own steps towards the overall goals of their regional area and state. These reminders can serve as motivation towards the targeted metrics and keep staff striving for the best connections and supports they can provide.



The goal of Stephen Covey’s 7 Habits of Highly Effective People is to help you achieve your goals through seven simple steps. “Begin with the end in mind” is an effective practice for both participants and staff. By envisioning the future and the outcomes you seek, you can set realistic milestones to help you achieve the big goal.



By Kameron Bates
*Adult Education, Governor's
 Summer Intern*

Thanks to all who attended the 2015 Summer Institute at the University of Indianapolis in July. The theme of this year's conference, "The Power of We: Success through Partnerships," was evident in the collaborative learning and relationships built among attendees at this year's event. We set a new attendance record with nearly 550 people at the institute!

Indiana Department of Workforce Development (DWD) Commissioner Steve Braun spoke about current conditions of Indiana's workforce and the future objectives of DWD, including the agency's "One Million Jobs By 2025" initiative. These one million Indiana jobs will require both technical and career skills - skills that employers say are in high demand but short supply.

DWD will work with middle and high schools around the state to help them understand employer and industry needs, and will help colleges and universities make certain that graduates enter the workforce with the employability skills employers expect. Commissioner Braun also emphasized



the importance of educating the 500,000 adults in Indiana without a high school diploma or its equivalent. If we fail to connect these adults to the new career marketplace, we will fall short of our one million jobs goal by 30,000-40,000 jobs per year.

Jackie Dowd, Chief Operating Officer of Workforce at DWD, also spoke about the initiative. She explained that one-third of the current workforce does not have the post-secondary credentials to be employable in the long-term, and that every year in Indiana another 10,000 student's drop out of high school without a diploma or its equivalent. Therefore, in order to reach our goal of 1 million jobs by 2025, DWD will work with Adult Education programs to double enrollment in the next five years.

You can watch the full opening remarks on [YouTube](#), and if you are looking for materials from the conference, you can find those by visiting the [Summer Institute page on AmplifyAE.org](#). Those working with WorkINdiana programs and students may want to check out the following workshop materials:

Identifying and Developing Beneficial Community Partnerships and Symbiotic Relationships

Presenter - Sheila Manley

This workshop provided participants with tools to determine the stakeholders that align best with their local adult education community. During the workshop participants examined internal and external resources for creating partnerships and explored methods for growing

partnerships that best serve students.

Developing Employer Partnerships to Support Bridge Programs

Presenters - Trish Maxwell, Rob Moore, Kris Deckard & Todd Deley

Experienced leaders in adult education and their employer partners spoke of building successful partnerships. They explained their processes for working with employers to gain work experience and career advancement for clients; emphasizing certifications; communicating the "Win-Win"; and coaching candidates through the job applications, interviews, and hiring.

Building Bridges with Contextualized Design

Presenter - Leslie Humphreys

Participants learned techniques for creating a contextualized unit designed to engage students, promote higher level thinking skills, and use real world materials to explore careers in health care, business, or skilled trades while working toward their HSE.



A "save-the-date" for the 2016 Summer Institute will be coming soon. Check [AmplifyAE.org](#), our professional development website, for updates.



By Donna Lovelady
*Administrative Secretary 2,
Adult Education*

Do you ever feel like you are on a tightrope trying to maintain your balance while juggling chainsaws in a business suit? If so, you understand what it is like in today's competitive workplace. It is no longer sufficient to have technical skills alone. Employers are looking for workers who have the knowledge to do the job today and the capability to grow into the job of tomorrow.

A few issues back we began a series on "soft skills." Those were defined as people or interpersonal skills which affect our interactions with others. Over the last few months,

there has been a shift from the terms "soft" and "hard" (specific, teachable abilities that can be defined and measured) skills to "employability" skills. Employability skills are comprised of three areas: applied knowledge, effective relationships, and workplace skills.

Applied knowledge uses both academic (reading, writing, math and science) and critical thinking skills. Critical thinking skills are used in problem-solving, making sound decisions, reasoning, and planning. A person who "thinks outside the box" uses critical thinking skills and creatively forms a solution.

The workplace skills are those that employees need to successfully accomplish work tasks. Included in this section are:

Resource management - time, money, materials, and personnel

Information use - locates, organizes, analyzes, and communicates

Communication skills - verbal, written, and unspoken

Systems thinking - understands, monitors, and improves systems

Developing effective relationships, especially in the workplace, requires balancing personal and interpersonal

qualities. Personal qualities effect how we do the job and they include demonstrating responsibility, having a positive attitude, taking initiative, being willing to learn, and displaying integrity. Interpersonal skills—understanding teamwork, responding to customer (internal and external) needs, exercising leadership, resolving conflict through negotiation, and respecting individual differences—indicate how we do the job with others.

Employability skills are necessary for almost every job in every industry. This is not a complete list of skills needed, but learning to use these abilities according to the situation will aid in both college and career readiness.



About WorkINDiana

The WorkINDiana program offers short-term occupational training to Adult Education students spanning six business sectors and 30 industry-recognized certifications. Please visit this link to find out more: amplifyae.org/view/workindiana

The WorkINDiana Program and Adult Education are supported by WorkOne Centers.

Please let us know how we are doing including: questions, topics of interest, or articles you'd like to submit.

Send your comments to bjohnson@dwd.in.gov.

Look for our October edition in two months!

For past WorkINDiana Newsletters and Adult Education Newsletters, please visit this link: amplifyae.org/newsletters



INDIANA
WORKFORCE
DEVELOPMENT
AND ITS **WorkOne** CENTERS