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ABSTRACT

A project was conducted to improve access to adult education for clients of Pennsylvania's Erie Family Center. The project's primary objectives were as follows: include adult education services in the referral services provided to family center clients; expedite students' referral to adult education services; provide career counseling to individuals; and provide a library of materials for career counseling at the family center and a procedure for utilizing the materials. A model career exploration experience designed to provide learners with the tools to enter training, obtain a job, or identify barriers to employment was developed and implemented with nine adults, and a multiagency program for women that focused on information needed to achieve self-sufficiency/self-preservation was developed and offered to 10 women (8 of whom completed the program). (Appendixes constituting approximately 75% of this document contain the following: family center checklist; family center enrollment; family center needs assessment; flyers for Career Exploration Workshop to determine client needs; programs of Erie County flyer; table of contents for postsecondary schools; employability and career training guide; list of materials reviewed; recruitment materials; and request for additional tutors to continue the program. Also included is a manual for training mentors.) (MN)

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ADULT EDUCATION ACCESS PROJECT

Barbara Kroh, Adult Education Coordinator
Marcy Bencivenga, Project Counselor
(814) 866-3105

Northwest Tri-County Intermediate Unit Adult Education Program
252 Waterford Street
Edinboro, PA 16412

FY 95-96
Contract No: 98-6004-
\$31,014

The activity which is the subject of this report was supported in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department or the Pennsylvania Department of Education, and no official endorsement by these agencies should be inferred.

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Northwest Tri-County Intermediate Unit

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ABSTRACT PAGE

Title:	Adult Education Access	Funding:	\$31,014
Project No.	98-6004	Phone No.:	814-734-5610
Project Director	Dr. Richard C. Gacka	Phone No.:	814-3105
Contact Person:	Barbara Kroh		
Agency Address	252 Waterford Street Edinboro, PA 16412		

Purpose

The purpose of this project is to provide access to adult education through information, referral, and programming to clients associated with the Erie Family Center

Procedures

In order to meet this purpose, the project had as its objectives:

1. Include adult education services as part of the referral service provided to families at the Family Center
2. Expedite the referral of students to adult education services
3. Provide career counseling to individuals using the model of this grant
4. Provide a library of materials for career counseling at the Family Center
5. Provide a way that these materials can be utilized.

Summary of Findings

Clients of the Family Center like many adult students had many barriers to self sufficiency. Educational level is part of the intake for the clients and information about ABE program sites was provided along with a collection of post secondary educational agencies and appropriate career development materials for the library. Two activities were conducted during this funding year. First, a group of adults was given a Career Exploration experience using the model developed under this program which provided them with the tools to enter training, get a job, or identify the barriers that they must rectify. Second, a multi-agency program for young women with the focus on information for self sufficiency and self preservation was developed and conducted. This class brought together a number of professionals from diverse social, health, and educational resources.

Products

- A flyer describing the programs supported by the Bureau of Adult Basic and Literacy Education
- An outline for working with Career Exploration with adult education students.

Descriptors

INTRODUCTION

Through the doors of the Family Centers in Pennsylvania, come parents and children who are in need of help and who believe that receipt of that help will improve the quality of their lives. The recognition of need may be driven by referral agencies or self identification of medical, emotional, parenting, or educational issues. According to the Pennsylvania Family Center Directory (p. 5), most contacts are initiated with mothers and children (65%) and revolve around health and support concerns (45%). This source also noted that only half of the contacts are high school graduates, yet 75% of them are unemployed. Adult education clearly has a role to play with this population even though a mere 2.4% come with this as the primary objective. The participants in Family Center programs may not realize that education is part of the solution to the problems that they are experiencing. The purpose of this project was to insure the place of adult education a part of the referral services provided by Family Service and to introduce education as a means toward the self sufficiency desired by the participants through the introduction of career and training information.

The **objectives** of the project were to:

1. Include adult education services as part of the referral service provided to families at the Family Center
2. Expedite the referral of students to adult education services
3. Provide career counseling to individuals using the model of this grant
4. Provide a library of materials for career counseling at the Family Center
5. Provide a way that these materials can be utilized.

The **time frame** of this project was FY 95-96 and the outline of services included:

- August through November: Met with the Family Center staff to request inclusion of adult education services as part of the referral process
- Developed that referral process
- Reviewed of available materials
- Researched the approach of Family Centers to adult education referrals
- December through January Accumulated information about educational services in the area which would benefit adult students
- Included materials in the Family Center library
- Developed training program for use of materials
- Field tested this program with adult students
- Provided career exploration services for nine adult education students with follow-up.
- February through March Worked with volunteer agencies to develop program to include issues that would prevent successful achievement of goals
- March through July Worked as part of the multi-agency program called Working With the Future

Personnel under these funds included, Barbara Kroh served as the coordinator and liaison with the Family Center and the agency volunteers; Marcy Bencivenga provided the career counseling and the career exploration program development. Dr. Richard C. Gacka is the Director of the Northwest Tri-County Intermediate Unit Adult Education Program.

While the original intent of this project was to serve Family Centers and their participants, the real **audience** for this project could be any adult education program and student. Follow-up and results of participation in adult education services becomes important documentation for all adult education programs. The program outlines ways to work with adult students that will encourage them to assess their skills and become independent learners in career and job research.

Copies of this report were sent to:

The Pennsylvania Department of Education
Bureau of Adult Basic and Literacy Education
333 Market Street
Harrisburg, PA 17126-0333

Copies will be on file at:

AdvancE
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Products of this grant are available at:

Erie Family Center
1151 Atkins Street
Erie, PA 16503.

BODY OF REPORT

STATEMENT OF PROBLEM

Participants in adult education programs are often wracked with barriers to completion. Within the Intermediate Unit's own adult education program, of the students terminated with early separation classifications, 34% were due to issues of child care, family problems, transportation, or health. Family problems and health issues constituted 23% of those situations. Without a solution or a plan of attack, these types of problems will stop the student from reaching their goal no matter how worthy or reasonable the goal may be. Family Centers were established to work with the whole family to alleviate some of the barriers to success through direct programming and referral.

The Erie Family Center was established with the task of providing a seamless service delivery system to families in the northeastern part of the City of Erie. One of the objectives of the Family Center is the encouragement of economic self sufficiency through adult education, training, and employment. To this end, the planning committee included representation of the Northwest Tri-County Intermediate Unit, the School District of the City of Erie, the Hispanic American Council, and Greater Community Action Committee. Each of these agencies was selected for the variety of expertise and service that can be provided. Each of these agencies is also funded through the Bureau of Adult Basic and Literacy Education. From its inception, the influence and value of adult education was felt. The intent of this project is to enhance the seamless flow for clients from the Family Center to adult education and then on to employment or training.

OBJECTIVE 1

Include adult education services as part of the referral service provided to families at the Family Center

Procedure

A review of the services reported by 24 different Family Centers across the state indicated that the focus of the family is first the child.

- The primary programming included parenting, parent groups, health and developmental assessment of young children, and infant toddler activities.
- Social service referrals were used for dealing with identified problems.
- Adult education services were sometimes connected with family literacy and Even Start .
- Head Start is a partner in the services provided by the Family Centers.
- Clients are referred to existing adult education and JTPA programs.

To determine the referral system used within the Erie Family Center, meetings were held with the Family Center Director and the Family Development Specialists.

These meetings emphasized the intimate and extensive nature of the work that the specialists and center do for the families. Through the enrollment process (Appendix A), the parent(s) and child(ren) are evaluated for needs. The enrollment form requests information concerning the status of the family which includes educational and language information about the parents (Appendix B). Through a series of visits with the Specialist, a needs assessment (Appendix C) is developed. This needs assessment sets forth the plan and priorities for the family's involvement with the Family Center. The following conclusions were made through this contact:

- Much of the service that is provided for the families is done through home visits and periodic group meetings.
- The Family Center's space is limited and houses offices, a small lending library, and a very limited amount of dedicated meeting space.
- The Erie Family Center is a proactive agency whose specialists seek out the services required by their clients.
- The Center is very active within the School District with parenting students.

One of the most successful programs provided through the Center is the Father's Workshop. The intent of this group is to assist fathers in becoming better parents to their children even if they do not live with them or have had minimal contact with them. To assist in the determination of need within the area of adult education and career exploration, a meeting of the Father's group was conducted with one of the topics being career exploration (Appendix D). Of the 15 participants, 4 were fathers who were still in high school. The stated intent among these individuals was to complete high school but 2 expressed concern about the financial responsibilities that they are facing. The older men spoke of career and education with their children in mind rather than their own prospects. Through the discussion entitled, Vision + Energy = Success, the following insights were made:

- A commitment to adult education and post secondary training was influenced by the amount of time required. There is an impatience often driven by both need and level of confidence.

- Some of the men expressed an aversion to education left over from their own formal educational experiences. There was hope that their children would fare better in school than they did.
- There was an need for solid information concerning how to take the action needed to change the career or job that they had known and move to the unknown.

Implication/Evaluation

The Family Center deals with a spectrum of adult situation which include a need for basic skills . Considering Maslow's hierarchy of needs, the situations of many Family Center clients fall in the area of psychological, survival, and safety needs. Not all participant in Family Center programs are good candidates for adult education services because of over-riding problems in their lives.

The clients are often in poor financial situations and time does not permit the luxury of preparation in and exploration of careers. This means that any programs developed must take into consideration the family factors of time (of class and of involvement), readiness (to make the changes and take the risks necessary), and resource (child care and transportation).

OBJECTIVE 2

Expedite the referral of students to adult education

Procedure

During the meetings with the Family Center Staff, it was determined that the adult education information was being collected as part of the enrollment process for each family and that information concerning the programs available could be provided. The Erie County members of the North West Professional Development Steering

Committee provided information about each of the programs funded through the Bureau of Adult Basic and Literacy Education. A draft of this book was assembled by the Erie School District, has been distributed for correction, and will be completed with FY 96-97 information. In the interim, the information provided by the programs was condensed to a tri-fold flyer for distribution to potential students. The flyer has the descriptions of the programs, their locations, contact phone numbers, and services provided.

Post secondary training and education agencies were contacted to provide information about their programs which could be passed on to potential adult education students. The resulting collection provides information about local providers so it will not be included as a product of this grant. The Table of Contents for this collection which is housed at the Family Center is Appendix F.

Implication/Evaluation

Once a client is identified as ready for adult education through the evaluation process, they are referred to programs using a listing of programs. Consideration for participation is contingent upon the support services and location of the programs. The post secondary program collection can be used by the Development Specialists throughout their contact with the client as well as in preparation for Career Exploration.

OBJECTIVE 3

Provide career counseling to individuals using the model of this grant

Procedure

The Career Exploration program developed with this grant touched four domains:

- Self examination: This portion of the program encouraged the student to look for patterns in their behavior that may inhibit their ability to succeed or to look for traits which need to be enhanced for their success. During this portion, the clients used an interest inventory to explore career options.
- Translation: Once these behaviors and interests were ascertained, the clients used the resources to look at job or training options that correspond to the information learned in the self examination. Up to three options were selected to examine further.
- Plan: A determination of things that will aid and inhibit success are examined. This may include finances, child care, or transportation. A plan must be devised to overcome these barriers to success which may include JTPA funding, identification of child care options, and public transportation. Work was also done concerning interviewing and applying for a job or questioning a training program to see if it meets their needs.
- Action: Finally, the client must act on the translation and plan that had been developed. They were aided by the counselor to contact schools to learn more about the programs and resulting employment and about how to finance the education. They contacted employers for shadowing experiences or to learn more about the career in question. Once this information was assembled the student moved forward toward the goal of self sufficiency by making an informed choice about their career goal.

Nine clients were selected to pilot this program. All of them were women ages 24 to 31 with 1 to 4 children. Each had attained a high school diploma or a GED and expressed a readiness and willingness move on their lives. The homogeneity of the group had no bearing on the implementation of the project which was very individualized. The self examination portion of the program brought varied introspection:

- "Why is it that no matter how many jobs I apply for, I am never called for an interview."
- "I tend to be influence by my friends, and recently, I made some friends that landed me in jail."
- "I'm always the one that people bring their troubles to."

During the translation portion of the program, the clients examined how the discovered information related to them:

- "I thought that I wanted to work in an office on computers, but I hate to sit still all day."
- "I never liked school that much so I think that I better not be a nurse-- too much time in school. I want a job now."

The plan stage elicited insights such as the following:

- "My boyfriend will watch the kids if I go to school in the evening."
- "If I can get into this program, JTPA will pay for the training."

The action part of the program was the most exciting:

- "I found out that being a paralegal is boring. I didn't mind the office work, but sitting in court was boring."
- "I got interviewed when I went to the Job Center."

- "I got a job!"
- "I got accepted in the Personal Care Technician program!"

Of the nine individuals who participated, the average length of participation was 20 hours. One client attended only 10 while still another needed 25 hours. The results for these individuals by the end of this project year were:

- One individual did not enroll or continue.
- Two entered training programs.
- Three obtained a job.
- One client was referred for additional social services.
- One is planned to enter adult education classes in the fall; she is working with the Family Development Specialist on her parenting skills.

Implementation/Evaluation

Working with the adults in this program provided the resources that they needed to decide whether to take a job, continue in education /training, or alleviate/eliminate the barriers that are holding them back. This program has implications for adult education students already in PDE funded programs. As stated in the Transition Time, a 353 project of the Lutheran Settlement House, GED (and ABE) students with in the classes are often not equipped or prepared to set goals after the GED. On the other hand, the instructors do not feel confident or have the resources to provide career information. The program developed for this project should assist teachers in finding the resources that they need.

OBJECTIVE 4

Provide a library of materials for career counseling at the Family Center

Procedure

After consulting with the Family Center, it was clear that space was a serious concern. Since a library had already been established, carefully selected materials added to that library were preferred. Adult education catalogues and book stores for materials that would be adaptable to working with the adult student in career and job exploration were examined using the phases designed in the Career Exploration portion of the program, that is self-exploration, translation, plan, and action.

Additionally the materials were graded on a Lickert scale of 0 to 5 for usage in this project where 0 = no information, 1 = inadequate, 3 = satisfactory, 5 = unique.

Materials most versatile, creative, and expansive were selected for the Family Center library. The review listing is Appendix H. Where ever possible in this program real life materials are used. A large selection of actual job applications is available for review and use with students preparing to apply for work.

Implementation/Evaluation

Examination of the material review clearly indicates that very few materials address all of the needs of the adult involved in career and job search. It is through a combination of these materials devised by the explicit need of the adult client that will edit and elucidate the various topics. For example, some people will need guidance in child care resources while others have family willing to care for their children. The materials list can be used in conjunction with the Career Exploration Program as a guide to locating the source of topics in the project.

OBJECTIVE 5

Provide an environment where these materials can be utilized.

Procedure

During the course of this funding year, the Family Center identified a need to develop an program for young women to help them make informed choices about their lives. This resulted from young women involved with the Family Center who tolerated abuse when they knew they shouldn't, dropped out of training programs because of external pressures, and suffered unwanted pregnancies. All of these things had effectively put a halt to realization of self sufficiency.

Professional expertise and materials in the library provided by this grant were utilized by volunteers from social and service agencies in the development of a 14 week program which evolved into the program, Working with the Future (Appendix I). Through the cooperative efforts of professionals from the Family Center, Community HealthNet, the Erie County Department of Health, the Adult Learning Center, Health Place/Blue Cross, Family Health Council, St. Benedict Education Center, and the Northwest Tri-County Intermediate Unit, this program elaborated on the self exploration and translations portions of this program. The two adult education agencies, the Northwest Tri-County Intermediate Unit and the Adult Learning Center provided the portion of the program aimed at plan development and action.

Through this inter-agency program building, the goals of the program were moved forward using professional expertise that would not be available without this coalition. A summer session is being planned. The Northwest Tri-County

Intermediate Unit is currently recruiting additional mentors to work with individuals who have completed Working with the Future (Appendix J).

Implementation/Evaluation

After working with the Family Center this objective took on a different focus. Rather than recruiting volunteers who required a great deal of training, the professional collaboration of this program enabled energy to be spent on collection of resources and extensive program development. The program was successful in that through the 14 weeks, 8 individual out of a starting 10 completed the course and are ready for additional educational or career programming.

CONCLUSION/RECOMMENDATION

The Erie Family Center is an active place for the clients, but also for the providers. Because of the needs identified through the Family Center, affiliations must be developed with a full spectrum of services from early intervention to health care to education, to parenting. Not only can the Family Center serve as single stop agency for clients, it can be a catalyst in bringing together professionals to assist not only Family Center clients but to broaden the referral network among the other agencies working with the Family Center.

Appendix A: Family Center Checklist

Quality Assurance Checklist

Family	_____
FDS	_____
Date	_____
Date 1st Contact	_____

Component	Within # of Visits	Date Completed	Sup. Initial	Standard Met?		Comments
				Yes	No	
Referral/ Enrollment	2					
Welcome Letter	2					
Family Needs Assessment	4					
Authorization to Release Information	2					
Family Needs Assessment Chart	4					
Health Questionnaire	5	1. 2. 3. 4.				
Immunization Form	5	1. 2. 3. 4.				
Authorization for screening	5					
MIS Information						
Personal Visit Record	Every Visit					
Exit Record	Last Visit					

Appendix B: Family Center Enrollment

Erie Family Center for Child Development Recruitment/Enrollment Record

Child's Name _____	Parent(s) Name _____
Address _____	Phone _____ home office
Best times to contact family by phone: _____ a.m. _____ p.m.	
Date of Birth _____ mm/dd/yy	Baby's Due Date _____ mm/dd/yy
Date of Enrollment _____ mm/dd/yy	

IN-TAKE INFORMATION: (The following may be recorded later while working with the family.)

Date of Contact _____ Referral Source _____	Length of residence at this address _____
Need transportation to center? Yes _____ No _____	Length of time in this community _____
Age of mother at enrollment _____	Second address (is family is separated or moves) _____
Does primary caregiver speak/understand English? Yes _____ No _____	Do you plan to move from this school district within the next three years? Yes _____ No _____ Unsure _____
If family decides not to participate, please indicate reason: _____	

FAMILY INFORMATION:

Marital Status: Married _____ Separated _____ Single _____

Name(s) and birthdate(s) of siblings living in the home: _____

	<u>Mother</u>	<u>Father</u>	
Name	_____	_____	Residents in home other than immediate family (specify relationship with child): _____ Language most frequently used in the home _____ Is there a history of a handicap or disability in the family? _____ What? _____ Did/does the family receive public assistance from state or federal agency (if yes, please specify): _____
Month, Day and Year of Birth	_____	_____	
Ethnic Background	_____	_____	
Presently employed?	_____	_____	
If so, hours per week	_____	_____	
Do you plan to return to work/school?	_____	_____	
If so, approximate date	_____	_____	
Occupation	_____	_____	
Last grade completed (K-12)	_____	_____	
Other post-high school training (number of years)	_____	_____	

INFORMATION ON THE CHILD:

Any illnesses or complications during pregnancy or delivery? _____

Was infant's hospital stay longer than average (three days)? If so, why? _____

Name and address of child's medical care provider: _____

Phone: _____

Name and address of regular childcare provider other than parent: _____

Phone: _____

Attach Parent Release Form

If family withdraws from the project, indicate reason and date. _____

Additional comments or information (attach sheet if necessary): _____

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Appendix C: Family Center Needs Assessment

Family Needs Assessment

Parent(s) Name _____ Birthdate _____

Marital Status:

Married _____ Single _____ Separated _____ Divorced _____

<u>Children's Names</u>	<u>DOB/Age</u>	<u>Sex</u>	<u>Highest Grade Completed</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

A. Family Resources

Does the family have a car? Yes _____ No _____

If no, what transportation is available to the family? _____

Does the family own or rent housing? _____

Does the family have enough space? _____

Does the house need emergency repairs? _____

Community Agencies

Has family received: (check all boxes that apply for each service)

<u>Services</u>	<u>Current Receiving</u>	<u>Received in Past</u>	<u>More Info Requested</u>
AFDC/Welfare	_____	_____	_____
Food Stamps	_____	_____	_____
Medicaid/Medicare	_____	_____	_____
Unemployment Insurance	_____	_____	_____
SSI	_____	_____	_____
Free/Reduced Lunch	_____	_____	_____
Even Start Program	_____	_____	_____
WIC	_____	_____	_____
EPSDT Screening	_____	_____	_____
Housing Assistance	_____	_____	_____
Well Baby Clinic	_____	_____	_____
Babies First	_____	_____	_____
Head Start	_____	_____	_____
Child Care/Day Care	_____	_____	_____

Family Needs Assessment

Child's Name _____ Date _____

Problem Areas	Child's Name		Planned Approach	Follow-up
	Strengths and Needs of Child, Family Members	Problems		
27				28

Supervisor Review _____ Date _____

1. What do you wish were going better in your life? (wishes, dreams, or goals)

2. What do you feel is going well in your life?

3. Short term goals:

4. Long terms goals:

Signature _____

Appendix D: Flyer for Career Exploration Workshop to determine client needs

FATHERS DON'T MISS THIS!

Two Great Workshops In One

Monday • August 21, 1995
9:00am - 2:00pm

Erie Family Center

East High School Annex • 1151 Atkins Street • 871-6682

CAREER EXPLORATION

WORKSHOP

What kind of career do I want?

What would I be good at?

What kind of training do I need?

How do I pay for college?

WHAT MAKES A GOOD

FATHER?

What do my children expect of me?

What do my children need?

How can I have a closer relationship with them?

How can I avoid making the same mistakes again?

Find the answers you need!

To register, call 871-6682



The Erie Family Center invites your participation in exciting activities and informative workshops with dynamic guest speakers. The Family Center will send this calendar of events each month to keep you informed of new activities and programs.

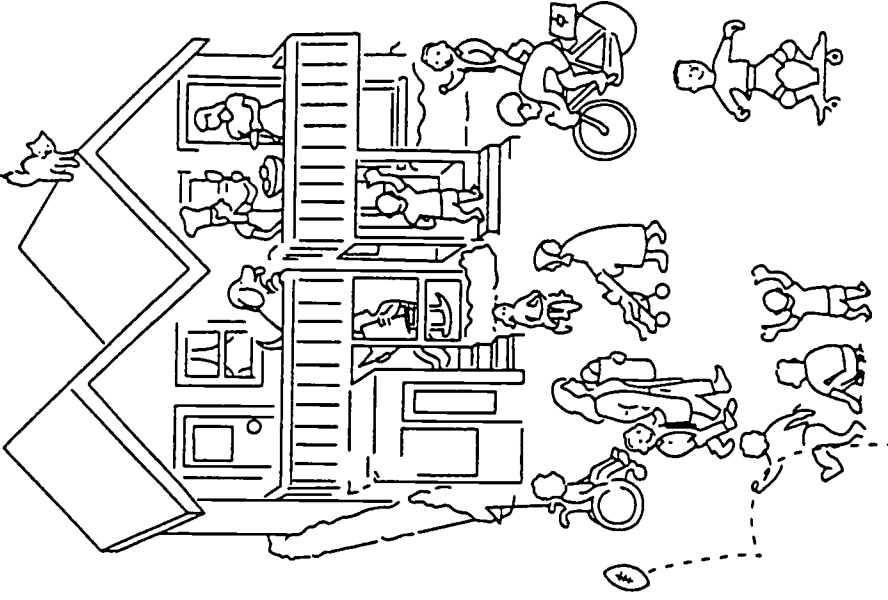
The goal of the Erie Family Center for Child Development is to enhance the positive development of children and families. This is accomplished through:

- Effective use of community services and resources
- Improve children's readiness for school
- Improve health practices
- Increase access to and use of primary care for pregnant women
- Increase enrollment in health insurance programs
- Improve stability and integrity of the family

For more information on the Erie Family Center for Child Development's services, call 71-6682.

Robert Z. Butler Program Manager
 Marie Gilewski Family Development Specialist
 Sharon Jones Family Development Specialist
 Beth Moffett Family Development Specialist
 Randall Turner Family Development Specialist

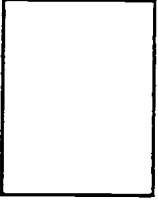
Erie Family Center for Child Development



The Erie Family Center believes that a child's foundation for success is a strong and healthy family. The Family Center strives to preserve families on Erie's lower east side by promoting effective parenting, early intervention and outreach services.

A New Way of Doing Business

Erie Family Center
 East High School Annex
 1151 Atkins Street
 Erie, PA 16503



Appendix E: Programs of Erie County Flyer

AN INTRODUCTION TO ADULT EDUCATION IN ERIE COUNTY

Pennsylvania Bureau of

Because the many types of people, reasons, and locations where adult education services are needed, eight different agencies in Erie County are funded through the Bureau of Adult Basic and Literacy Education of the Pennsylvania Department of Education.

Each of the programs provides:

- Programs staffed by experienced professionals and paraprofessionals
- Classes, books, and materials supplied free of charge to qualified students
- Class schedules to accommodate the demands of work and home responsibilities
- Individualized and small group instruction
- Referral and counseling services

Individual programs may offer other services to adults and families.

This information was collected through the cooperation of the North West Professional Development Steering Committee. This project is administered by the Northwest Tri-County Intermediate Unit.

Adult Education Basic and Literacy Education

Programs of Erie County

It is the policy of the Northwest Tri-County Intermediate Unit not to discriminate on the basis of age, religion, sex, race, color, national origin, or disability in the admission or access to, or in the provision of services, programs, or employment in compliance with Title IX, Title VI, Section 504, or the Rehab Act of 1973 as amended, and The Americans with Disabilities Act of 1990. For information relevant to this policy, contact Dr. Dennis Valone, 504 Coordinator and ADA Coordinator, or Dr. Marjorie Wallace, Title IX Coordinator, 252 Waterford Street, Edinboro, PA 16412; Phone (814) 734-5610, TDD (814)-734-1098.



The Erie County programs listed below provide testing services for all of the adults entering their programs. Most classes operate on an "open enrollment" basis which means that new students can enter at any time. The individual programs should be contacted directly for more information.

Dr. Gertrude Barber Center
 136 East Avenue
 Erie, PA 16507
 (814) 453-7661

The Dr. Gertrude Barber Center is for individuals interested in upgrading their basic reading and math skills. The program is appropriate for persons with mild to moderate learning challenges.

- Dr. Gertrude Barber Center
- Barber Industries West
- Barber Center in Girard

Students may be assigned to morning or afternoon classes.

**Northwest Tri-County Intermediate Unit
 Center for Adult Education**
 670 West 36 Street
 Erie, PA 16508
 (814) 866-3105

The Intermediate Unit Adult Education Program is used by people who need to change their careers, enter or re-enter the workforce, stay competitive in their job, or go back to school for training and education. Students can take classes in basic skills education (reading, writing, and math) GED preparation, and English as a second language.

Class Locations:

- Center for Adult Education
- Regional Occupational Skill Center
- Harbor Homes Learning Center
- Tri-State Business Institute
- Harborcreek High School
- Northwestern Middle School
- Fairview High School
- McDowell High School
- Corry Higher Education Council
- Corry High School
- Warren County Higher Education Council
- Warren Career Center
- Women's Shelter Services

Classes are available during the day and in the evening depending on the location.

Erie Adult Learning Center
 Hamilton School
 2931 Harvard Road
 Erie, PA 16508
 (814) 871-6656

The Learning Center, sponsored by the School District of the City of Erie, provides classes in English, writing skills, reading, general math, algebra, science, social studies as well as four levels of English as a second language for adults 18 years or older.

- Hamilton School
- Central High School
- Booker T. Washington Center
- Harbor Homes Learning Center
- Crossroads Hall
- Erie County Prison

Volunteers can be provided for students in the most need; computers are available for typing and keyboarding skills; and counselors are available for personal and career assistance.

Classes are conducted during the day or in the evening depending on the location.

GECAC Learning Center
 106 West 10 Street
 Erie, PA 16501
 (814) 451-5610

The GECAC Learning Center provides comprehensive GED curriculum covering social studies, science, literature and the arts, mathematics, English grammar and composition. A family centered program entitled POWER involves the whole family in vocabulary building and reading comprehension.

Classes are located at the Learning Center both during the day and evening.

State Correctional Institution in Albion
 Albion, PA 16401
 (814) 756-5778

This program provides educational services for inmates who need Adult Basic Education or GED preparation.

Hispanic American Council
 554 East 10 Street
 Erie, PA 16503
 (814) 455-0212

While the council specializes in services for the Spanish speaking, any county resident is welcome at the Council for English as a second Language, GED preparation (available in Spanish), and Spanish literacy. A mentoring program pairs clients with English speakers to enhance language and cultural awareness skills; case management, health care, and vocational exploration are provided as needed. Classes and other services are available at the Council from 8:30 AM to 4:30 PM.

International Institute of Erie
 517 East 26 Street
 Erie, PA 16504
 (814) 452-3935

The mission of the Institute is to build bridges of understanding between people of diverse ethnic backgrounds. Immigrants and refugees receive English as a second language education in phonics, beginning, intermediate levels using a grammar based curriculum with strong real life experiences. Classes are conducted at the Institute in the daytime and in the evening.

Stairways
 138 East 26 Street
 Erie, PA 16504
 (814) 453-5806

The Stairways Literacy Center provides individualized instruction for interested persons in the community and specifically for individuals with mental illness. The primary focus is in Adult Basic Education; GED preparation is available for those individuals who due to their illness are unable to function in another community setting. Depending on the student's needs, classes are available in the daytime and the evening.

Appendix F: Table of Contents for Post Secondary Schools

Table of Contents for Post Secondary Programs

School Name and Address

Type of Programs

American Red Cross
4961 Pittsburgh Ave.
Erie, PA 16509
833-3764

Short term training

Community Resources for Independence
2222 Filmore Ave.
Erie, PA
838-7222

On the Job Training: Nurse Aide

Edinboro University
Reeder Hall
Edinboro, PA 16412
732-2761

Four year degrees
Associate degrees
Certificate

Emergency Services Training Academy
5901 West 26 Street
Erie, PA 16506
835-1199

Technical training

Erie Business Center
246 West 9 Street
Erie, PA 1501
456-7504

Certificate
Associate degrees
Short term training

Erie Homes for Children and Adults, Inc.
226 East 27 Street
Erie, PA 16504
454-1534

On the job training

Erie Institute of Technology
2221 Penninsula Drive
Erie, PA 16506
838-2711

Technical training

Table of Contents for Post Secondary Programs

School Name and Address

Type of Programs

Erie Technical Institute
429 East Grandview Blvd.
Erie, PA 16504
825-8048

Associate degrees
Certificate
Technical training
Funding resource

Gannon University
6th and Peach Street
Erie, PA 16501
871-7240

Four year degrees
Associate degrees
Certificate

GECAC Training Institute
1006 West 10 Street
Erie, PA 16502
459-9859

Certificate
Technical training
Short term training

J H Thompson
2908 State Street
Erie, PA 16508
456-6217

Technical training

Mercyhurst College
501 East 38 Street
Erie, PA 16546
824-2297

Four year degrees
Associate degrees

Mercyhurst McAuley
Glenwood Hills
Erie, PA 16546
824-2202

Certificate
Associate degrees

Northwest Institute of Research
652 West 17 Street
Erie, PA 16502
459-8347

Funding resource
Short term training

Table of Contents for Post Secondary Programs

School Name and Address

Type of Programs

Penn State Behrend
Station Road
Erie, PA 16563
898-6103

Four year degrees
Associate degrees
Certificate

Regional Occupational Skill Center
8500 Oliver Road
Erie, PA 16509
868-5443

Technical training

Stairways
138 East 26 Street
Erie, PA 16504
453-5806

Short term training

Toni and Guy Academy
930 Peach Street
Erie, PA 16501
452-1900

Technical training

Tri-State Business Institute
5757 West 26 Street
Erie, PA 16506
838-7673

Certificate
Associate degrees

Triangle Tech
2000 Liberty Street
Erie, PA 16502
453-6016

Technical training

Table of Contents for Post Secondary Programs

School Name and Address

Type of Programs

American Red Cross
4961 Pittsburgh Ave.
Erie, PA 16509
833-3764

Short term training

Community Resources for Independence
2222 Filmore Ave.
Erie, PA
838-7222

On the Job Training: Nurse Aide

Edinboro University
Reeder Hall
Edinboro, PA 16412
732-2761

Four year degrees
Associate degrees
Certificate

Emergency Services Training Academy
5901 West 26 Street
Erie, PA 16506
835-1199

Technical training

Erie Business Center
246 West 9 Street
Erie, PA 1501
456-7504

Certificate
Associate degrees
Short term training

Erie Homes for Children and Adults, Inc.
226 East 27 Street
Erie, PA 16504
454-1534

On the job training

Erie Institute of Technology
2221 Peninsula Drive
Erie, PA 16506
838-2711

Technical training

Appendix G: Employability and Career Training

Message to Mentors

The Purpose

The purpose of your work with an adult student in this project is threefold:

- To help them understand that there are options and that the path they take to fulfill their dreams will be determined by choices that they can make.
- To assist in the translation of the goal into a realistic choice that fits into their life.
- To develop a do-able plan which includes the skills necessary to follow through with education, training, or job acquisition.

This outline is designed to guide rather than to dictate how you work with your student. Every case is different and every person's needs vary. You may work with someone who under the best circumstances could be successful in a degree program, but the reality of their current life requires that they seek immediate employment or short term training. Another student may be very unrealistic in the goals that they have chosen considering their abilities. These exercises are intended to give you the tools to guide the student and to the student, the resources to make informed choices.

The Mentor/Student Commitment

While the project is designed to work with adult education students, not all students are ready for developing a plan. Whether the student is preparing for GED, learning English, or improving their basic skills, the key to selecting a good candidate for the program is within the student. They must be ready to commit to

examining options, putting in the time, and following through with the plan. Individuals who have set views on life and refuse to examine options do not need this program since they have already made up their minds. Even if the students end up with the same goal that they had when they began, the examination of other options leads to mature informed choices with a plan for success. While that is the ideal in selecting a student for participation in this program, mentors should be prepared to accept the fact that some individuals will be excited about the search and even spend the time only to discover that current life circumstance prohibit the fruition of the plan. Following through with the plan may be postponed for some people, but through the process of discovery, techniques and resources are learned so that the plan can be adjusted for later implementation. Time is the real enemy. If the student does not open their mind and commit to the at-home and on-their-own time that this process takes, then the "timing" for their participation is not right.

The qualifications for a mentor are simple. The mentor should be aware of the resources available in the community, in the library, and through the adult education program; a patient, supportive, but assertive personality will keep the student on track and . Just as the student opens their mind to possibility, the mentor must do the same. What works in the mentor's life may not work for the student's. Ending a tutor or mentoring relationship is very tricky. How long should these relationships last? The intent of this project is to minimize contact hours through the setting of short term action objectives which can be achieved by the student between contacts with the mentor. It is suggested that a mentor and student plan on meeting at least 20 hours. This meeting schedule can vary, but it is suggested that

the exploration and the translation portions of the program require more contact time. Through the process of setting interim goals to attain, the progress or lack of progress can be monitored. By the time the student is involved with the development of the plan, the relationship is one of report and support. This is an opportunity to wean the student from the relationship. If the goals are not met, then the timing of the endeavor must be evaluated.

Materials and Resources

The materials used in this project are intentionally inexpensive. Part of the goal was to make this project accessible to people and programs without a heavy cash investment. The most important part of the program is the end result--a student with a realistic plan for self sufficiency. Realizing, over a lifetime, that the plan will be re-adjusted many times, the materials were chosen to provide transferable skills in assessing life situations, looking for a career, and finding employment. The student should be able to draw on the resources gained to obtain each succeeding job.

Selection of individual resources can be as complex as integrating all of the materials reviewed here or new ones available or as simple as acquainting you and your student with the library and Job Center in your area. The program outline provided here is intended to guide you in determining the individual needs and barriers of your student. **Remember, this process should be easily replicated by the student themselves throughout their lifetime. Keep it simple, concrete, and student-centered.**

The Format

This program is divided into three sections: exploration, translation, and the plan. Each of these sections poses questions for the student to answer followed by several suggested activities that can be used to open the discussion. The student is asked to keep a journal of their activities so that they can review the process that they followed. As the program is used and new ideas are identified, they can be added to the repertoire of the individual mentor.

Part 1: Exploration

The exploration portion of the program examines the life condition of the person who is in the career exploration. The questions below can be given formally or informally and will determine the route or form that the plan should take. They are also “assignments” for the student to resolve potential barriers before they arise. Some of these questions may seem very personal, but using the activities listed can act as an ice-breaker as a rapport is developed.

Exploration Questions

1. Work History

Have you every worked before?

Where have you worked?

Why haven't you worked before?

Why did you leave the job?

What type of work were you doing?

Was this the type of work that you would want to continue to do if you could find another job?

If you did not like the job, why didn't you like it?

SIGNIFICANCE: It is important to understand the attitude and experiences of the individual to help them to determine the direction that their plan could take. Students may think that a career with computers is a good choice but express a disdain for sitting in an office all day. The anticipated job may have been selected for economic reasons without knowledge of the nature of the work and how it fits into the person's life style.

2. Family and children

Do you have any children?

How old are they?

Are they all in school?

Who watches them when you are not available?

Do you have any back-up daycare?

Do you have any other responsibilities that may cause you to miss work?

How will your family members react to your absence from the home?

What do they think about you going to school or work?

SIGNIFICANCE: Many people think that they should work, but have not thought out the details of managing a family while they are gone day by day. Individuals with a large number of demands or problems on the home front may find that they cannot concentrate on school or training without resolving or becoming aware of them first.

3. Career Choice

What type of job do you think that you would want to pursue?

Where would you like to work?

Where did you get that idea?

What characteristics of that career appeal to you?

What would be the worst part of that choice?

SIGNIFICANCE: Some individuals have a misunderstanding of the demands and day to day activities required or rewards attained by certain jobs particularly if they themselves have a patchy work history.

4. Economics and Expectations

Are you able to pay your bills and take care of your family now?

How long will you be able to go without working?

What kind of salary would you need to live comfortably?

What are you willing to invest to reach this goal?

What is the average salary of persons in your chosen field?

Can you afford to go into debt?

SIGNIFICANCE: Post secondary training or education may seem like a way to a better life, but the individual should be able to realistically assess the investment financially and emotionally before taking the plunge.

5. Who are you?

What is your strongest characteristic?

What is your weakest characteristic?

How do you manage your time?

What do you like to do in your spare time?

Do you like to read?

Did you like school?

How do you handle criticism?

Why are you taking this step now?

SIGNIFICANCE: Again, students should be made aware of their personal characteristics and how those characteristics fit into the anticipated career or career preparation.

Suggested Exploration Activities

ACTIVITY ONE: Your Autobiography (adapted from Understanding Yourself. (1989) JIST Works, Inc.

PURPOSE: This exercise requires that the student look at their past history so that they can be more objective about their own background, life trends, and choices. This information can be used to elicit discussions concerning family, personal characteristics, and expectations.

Knowing who you are and what you need is vital when you are making any major life or career decision.

This exercise will be a chronological collection of your emotional, intellectual, and social growth experiences. To benefit, you need to be as thorough as possible. Set aside some time in your day to organize your thoughts about your life. You will probably want to spread the project out over several days.

Describe the kind of person you were and are today. What life events shaped that person you were and are today. What life events shaped that person, and give thought to what type of person you wish to become. Write in a free flowing manner. Be sure to include your feelings along with the facts as you remember them.

If you have a very close friend or access to a tape recorder, talk about your life and its highlights before putting them on paper.

Start when you were very young. Try dividing your life into segments. These could be 5-10-year periods or even broader groupings, such as childhood, teenage years, young adult, family years, and adulthood. Do whatever seems easiest. You could start your autobiography by completing this sentence: "The thing I remembered most in my preschool years is..."

This outline will be helpful as you write about your life segments:

- | | |
|-----------|------------------------|
| A. People | C. Highlights |
| 1. Self | 1. Accomplishments |
| 2. Family | 2. Contributions |
| 3. Others | 3. Important Decisions |
| | 4. Failures |

- B. Experiences
1. Education
 2. Occupation
 3. Hobbies
 4. Interests

- D. Feelings
1. Joys
 2. Disappointments
 3. Fears
 4. Hopes

IMPORTANT: Before you start writing, read over the following Autobiography Checklist. Try to include each of these ideas in your writing. Check off areas on the list as you cover them.

Autobiography Checklist

- _____ **Your Feelings.** How did you feel during each segment of your life? How did your feelings influence your work experiences and your relationships with others? Be sure to include your disappointments as well as your successes.
- _____ **Your Family Life.** What family relationships did you have during this time period? How did they influence you?
- _____ **Other People in Your Life.** What people were important to you at this time? What were their influences on your life? Who did you most admire? Why?
- _____ **Your life as a Student.** How did you handle the course work? What subjects did you like and which were your best? What subjects were your worst? Include activities outside of the classrooms as well.
- _____ **Your Jobs--Paid and Unpaid.** Be very specific, and detail each duty performed on the job. How did you get along with co-workers? What were your feelings about your positions?
- _____ **Your Hobbies and Interests.** Were you involved in any organizations? What did you do with your spare time? What did you do for fun?
- _____ **Accomplishments.** What made you feel proud? How did they effect other areas of your life? How did they reflect on your relationships with others and your work experiences?
- _____ **Places You Have Lived and Visited.** How have the places you have been influenced your life and attitudes? What were your likes and dislikes about each? How do you feel about where you were and where you are going now?

_____ **Important Decisions.** What were these decisions? What steps were involved in the decision making process? Do you have any decisions you regret? Why?

_____ **Ways You Have Matured.** How are you different from other times in your life? When did your life goals become focused? How have your life experienced the goals you have made?

ACTIVITY TWO: The Job From Heaven/Hell (adapted from I could do anything if I only knew what it was. (1994) Dell Publishing.

PURPOSE: This activity was designed allow the student to use their imagination to determine job characteristics that they could or could not tolerate. This information can be used as they look for careers that would fit into their life style.

*Since a job takes up a great deal of our time
and energy, life in that job could be like
heaven or hell.*

HEAVEN: Let your imagination run wild and give yourself the gift of the best job in the world. Don't limit yourself by practicality and explain the job fully. Here are some guide posts for you:

- What would you be doing? (It has to be a job; not a life)
- Where would you be working? (Think about the environment and work conditions.)
- Who would you be working with?

HELL: Sometimes it is easier to think in the negative; this time, use that same imagination to construct the job from hell. Put in this job description everything that you hate about any job that you can imagine. Design a job that would make you miserable.

- What would you be doing?
- Where would you be working?
- Who would you be working with?

CONCLUSION: Examine the characteristics of the job from Heaven. Maybe the actual job is out of the question but there are jobs where the same conditions could be met.

Examine the job from Hell. Hopefully, that job does not exist, but if you examine the characteristics that were torture and then flip them, you will find job conditions that may interest you.

By using the ideas generated in this exercise the student can begin to look at careers and jobs in a new light. A light that is reflective of who they are and what they will be able to do in the workplace.

Part 2: Translation

The translation of the information that has been collected and digested from exploration should lead to a statement that the student constructs that will outline type of work they would like to do and why. Once that information has been translated into a statement, the student can begin to investigate the career options that will meet that goal.

Translation Questions

1. Personal Characteristics

What type of environment would I like?

What type of conditions would make me thrive?

Do I want a job or training that will require work beyond 9 to 5?

Do I want to work with things, people, or data?

Do I have any physical limitations?

2. Career Cluster

Based on what you know about yourself now check the types of careers that may interest you:

- Manufacturing/Technical
- Business
- Personal Services
- Education
- Sales and Marketing
- Construction
- Transportation
- Agriculture
- Repairs and Mechanics
- Health Occupations
- Social Science
- Communication and Art
- Science and Technology

3. What level of education interests you?

Based on what you know about yourself now check the types of careers that may interest you:

- No HS diploma
- On the job training
- HS diploma or GED
- HS diploma/vocational
- Junior/Technical/Community
- Apprenticeship
- Bachelor Degree

Suggested Translation Activities

ACTIVITY ONE: The Career Statement (use the Occupational Outlook Handbook or The Directory of Occupational Titles as a resource in this activity.)

*Stating the direction that you are interested in
narrows your search
without eliminating possibilities.*

PURPOSE: The students can now concentrate their exploration in a manageable way. By stating their goal and why they have chosen it, they can proceed to explore the possibilities that it invites.

Statement of Career Goal and Rationale.

ACTIVITY TWO: The Grid

PURPOSE: This is the first time that the student is relating the career goal to the real world of school, training, or jobs. In this exercise the student will take at least

*The goal that you have can translate
into a real job.*

Information	Career/School #1	Career/School #2	Career/School #3
School/Employer Address Phone No			
Contact Person Position			
Course/ Job investigated			
Resulting/required Accredita- tion			
Cost of course/ Potential salary			
Length of course/ training required			
Start and end dates			
Employment potential			
Interview with graduate/employee			
Interview with employers			
Relationship to career goal			
Pros and Cons			

This chart can be adapted as necessary to accommodate a training, job, or school investigation.

Part 3: The Plan

The plan takes the information to the realization phase. During the planning time the student plots what they are going to do, sets time lines, makes appointments and finalizes the process.

Plan Questions

1. Work or School

Where are there potential employers for the job?

What are they looking for in an employee?

If you complete the course of study/training will there be a job?

2. Personal readiness

Do you meet the prerequisites for the job or training?

Do you have your resume/portfolio prepared?

Do you know what will be asked of you?

What do you have to do to complete this goal?

3. Economics

Will this job give you the salary that you will need to support yourself?

Will you be eligible for financial aid if you pursue this course of study?

Suggested Plan Activities

ACTIVITY ONE: Setting a to do list (adapted from Keys to Catching Your Dream (1993) Curtis and Associates)

PURPOSE: Time can get away from people if they do not monitor it. By developing a to do list the students can organize themselves to meet the required deadlines or to make the necessary appointments

SAMPLE:

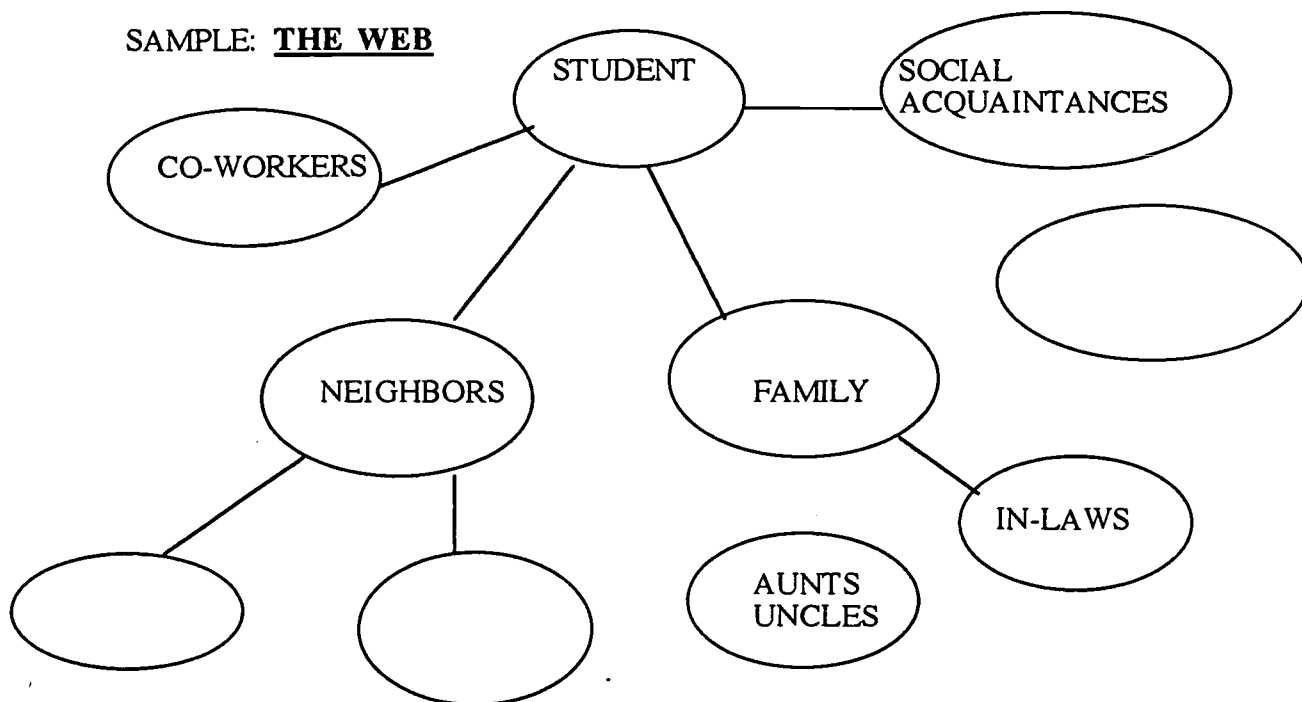
To Do List		
x = appointment to keep * = contact to make # = deadline		
Code	Date	Activity
x	2/12/96	Adult Education Program pretest 670 W. 36 St. 2 PM
#	2/25/96	Application for Financial Aid
*	3/1/96	Job Training Partnership Meeting ph. 453-4990

ACTIVITY TWO: Establishing a Network (Job Search Guide Department of Labor. available free at the Job Centers)

PURPOSE: Since 63% of jobs are found through informal means rather than want ads or employment agencies, it is necessary to establish a network of people who know you are looking for work and also know people who may need your services. Two different methods are being shown here. The first is webbing sample that will help the student begin thinking of how far reaching their existing

network really is. The second is a more formal contact log that maintains a record of contacts being made.

SAMPLE: **THE WEB**



SAMPLE: **TRACKING THE NETWORK CONTACTS**

Contact Record		
Name	Nancy Smith	Arthur Miller
Company/ Affiliation	Ace Employment Agency	Mellon Bank
Phone Number	555-8979	555-8989
Source of referral	Dentist (wife)	Nancy Smith
Date of Contact	5/4 by phone at 10 AM	5/6 by phone at 9 AM
Result	Suggested that I call Arthur Miller 555-8989	Information Interview 6/1/96 at 2 PM
Follow-up	Let her know results	

A Final Note to Mentors

The tools that a student learns through this process should be tools that are carried throughout their lives. Most likely, this experience will not be unique for that student; they may need to rethink their goals once again. Helping the students requires that you become acquainted with the available materials through the library, adult education and especially the Job Centers. Many materials are free; employers may supply sample applications and schools will provide you with brochures about all of their programs.

Appendix H: Materials Review

Materials Review

The following materials have been reviewed for usability in working with adult clients of the Erie Family Center. The following scale was used to determine the quality of the material. The factors used to set the rating of the materials included readability, clarity of organization, readiness to use with clients, format, quality of activities, and appropriateness to the four segments of the Career Exploration Program.

Key:
 0 no information... inadequate... ..
 1
 2
 3 ...satisfactory... ..
 4
 5 ... unique/creative

Book Titles	Self Exploration	Translation	Plan	Action
Anema, Durlynn (1978) <u>Don't Get Fired: 13 Ways to Hold Your Job</u> . Janus Book Publishers.	0	0	0	3
Barron-Tieger, Barbara and Paul Tieger (1995) <u>Do What You Are</u> . Little, Brown, and Company.	3	4	0	0
Brewner, McHahon, and Roche (1988) <u>Job Survival Skills</u> . Educational Design.	0	0	2	2
Brewner, McHahon, Paris, and Roche (1990) <u>Life Skills Attitudes on the Job</u> . Educational Design, Inc.	0	0	0	3
Bringham, Mindy and Sandy Stryker (1988) <u>More Choices</u> . Advocacy Press	4	0	5	0
Bringham, Mindy, Judy Edmondson and Sandy Stryker (1993) <u>Choices</u> . Advocacy Press	4	0	5	0
Bringham, Mindy, Judy Edmondson and Sandy Stryker (1993) <u>Changes</u> . Advocacy Press	4	0	5	0
Chapman, Elwood (1990) <u>Attitude, Your Most Priceless Possession</u> . Crisp Publishing.	0	4	3	0
Chapman, Elwood (1988) <u>Career Discovery Program</u> . Crisp Publishing.	3	3	2	0
Chapman, Elwood (1993) <u>Plan B: Converting Change into Career Opportunity</u> . Crisp Publishing.	2	2	2	0
Clark, Mahaffy, St. John, Weihmann. (1991) <u>You're Hired</u> . Contemporary Books.	0	0	3	2
<u>Dictionary of Occupational Titles Volume I and II</u> . U.S. Department of Labor	4	0	3	0

DeCaprio, Annie (1990) <u>Finding a Job</u> . Steck Vaughn.	0	2	3	3
Farr, Michael (1993) <u>The Very Quick Job Search</u> . JIST Works, Inc.	0	0	0	5
Farr, Michael (1994) <u>America's 50 Fastest Growing Jobs</u> . JIST Works, Inc2	0	0	4	3
Farr, Michael (1993) <u>The JIST Career Planning and Job Search Course</u> . JIST Works, Inc.	0	0	4	4
Farr, Michael and Susan Christophersen (1993) <u>Why should I Hire You</u> . JIST Works, Inc.	0	0	2	4
Farr, Michael (1995) <u>Getting the Job that You Really Want</u> . JIST Works, Inc.	2	3	4	3
Farr, Michael (1992) <u>Understanding Yourself</u> . JIST Works, Inc.	5	4	0	0
Farr, Michael (1990) <u>Making Good Decisions</u> . JIST Works, Inc.	4	3	3	0
Farr, Michael (1990) <u>Preparing for Work</u> . JIST Works, Inc.	0	0	3	4
Farr, Michael (1994) <u>The Quick Resume and Cover Letter Book</u> . JIST Works, Inc.	0	0	0	3
<u>Gateway to Employment</u> Curtis and Associates	0	0	2	4
Goble, Dorothy (1985) <u>How to Get a Job and Keep It</u> . Steck Vaughn.	0	0	3	3
<u>Keys to Catching Your Dreams</u> Curtis and Associates	4	3	5	0
Ludden, LaVeme (1992) <u>Job Savvy: How to be a Success at Work</u> .	0	0	4	4
Medley, Anthony (1993) <u>Sweaty Palms: The Neglected Art of Being Interviewed</u> Ten Speed Press.	0	0	4	4
Norris, Phil (1990) <u>The Job Doctor</u> Jist Works, Inc.	0	0	3	4
<u>Occupational Outlook Handbook (1994-5)</u> NTC Publishing Group.	0	5	4	0
Quattini, Joseph (1990) <u>The Working Citizen</u> Amsco School Publisher.	0	0	3	0
Rowe, Fred (1994) <u>Career Connection for Technical Education</u> Jist Works, Inc.	0	0	4	3
Sher, Barbara (1994) <u>I Could Do Anything if I Only Knew What It Was</u> Dell Publishing	5	5	0	0
<u>Steps to Self Sufficiency</u> Curtis and Associates	0	0	4	4
Stevenson, Ollie (1995) <u>101 Great Answers to the Toughest Job Search Problems</u> Career Press.	0	0	0	5

Appendix I: Recruitment for Working with the Future

Erie Family Center

1151 Atkins Street • East High School Annex • Erie, PA

WORKING WITH THE FUTURE

New exciting program
for Young Women
Ages 15-25



Topics will include:

- Children come first
- Preventing abuse
- Dress for success
- Communication skills
- Self-esteem
- Problem Solving
- Goal Setting

12 Week Program

Wednesday Evenings • 6:00 PM

Starting March 13, 1996

No fee for this program

Transportation and Childcare will be provided

For information
call 871-6682

Working With the Future

Program Outline

This 14 week program will be conducted once per week from 6 PM to 8:30 PM on consecutive Wednesdays beginning in March, 1996. Two to three topics will be addressed each week.

I. Introduction

- Organization
- Problem Solving
- Attitude Development
- Assertiveness
- Dependency/co-dependency
- Self Esteem
- Communication

II. My Body, My Health

- Wellness
- Peer Pressure
- Anatomy & Physiology
- STD's & Birth Control
- Prevention & Risk Reduction
- Stress/Meditation

III. Skill Building

- Communication
- Self Sufficiency
- Juggling Multiple Roles
- Relationships
- Defining the family

IV. The Next Step

- Career Exploration
- Resume Writing
- Professional Dress
- Interviewing
- Goal Setting

The 14 sessions will be followed by a celebration of completion and a celebration of the participants.

Appendix J: Request for additional tutors for continuance of program.

BIBLIOGRAPHY

Cross, Patricia (1988) Adults as Learners Jossey Bass Publishers

Knowles, Malcolm (1980) The Modern Practice of Adult Education Prentice Hall Regents

Waltz, Theresa (1994) Transition Time: Student Goals Beyond the GED Project Number 98-4014

Manual for Training Mentors

Message to Mentors

The Purpose

The purpose of your work with an adult student in this project is threefold:

- To help them understand that there are options and that the path they take to fulfill their dreams will be determined by choices that they can make.
- To assist in the translation of the goal into a realistic choice that fits into their life.
- To develop a do-able plan which includes the skills necessary to follow through with education, training, or job acquisition.

This outline is designed to guide rather than to dictate how you work with your student. Every case is different and every person's needs vary. You may work with someone who under the best circumstances could be successful in a degree program, but the reality of their current life requires that they seek immediate employment or short term training. Another student may be very unrealistic in the goals that they have chosen considering their abilities. These exercises are intended to give you the tools to guide the student and to the student, the resources to make informed choices.

The Mentor/Student Commitment

While the project is designed to work with adult education students, not all students are ready for developing a plan. Whether the student is preparing for GED, learning English, or improving their basic skills, the key to selecting a good candidate for the program is within the student. They must be ready to commit to

examining options, putting in the time, and following through with the plan.

Individuals who have set views on life and refuse to examine options do not need this program since they have already made up their minds. Even if the students end up with the same goal that they had when they began, the examination of other options leads to mature informed choices with a plan for success. While that is the ideal in selecting a student for participation in this program, mentors should be prepared to accept the fact that some individuals will be excited about the search and even spend the time only to discover that current life circumstance prohibit the fruition of the plan. Following through with the plan may be postponed for some people, but through the process of discovery, techniques and resources are learned so that the plan can be adjusted for later implementation. Time is the real enemy. If the student does not open their mind and commit to the at-home and on-their-own time that this process takes, then the "timing" for their participation is not right.

The qualifications for a mentor are simple. The mentor should be aware of the resources available in the community, in the library, and through the adult education program; a patient, supportive, but assertive personality will keep the student on track and . Just as the student opens their mind to possibility, the mentor must do the same. What works in the mentor's life may not work for the student's.

Ending a tutor or mentoring relationship is very tricky. How long should these relationships last? The intent of this project is to minimize contact hours through the setting of short term action objectives which can be achieved by the student between contacts with the mentor. It is suggested that a mentor and student plan on meeting at least 20 hours. This meeting schedule can vary, but it is suggested that

the exploration and the translation portions of the program require more contact time. Through the process of setting interim goals to attain, the progress or lack of progress can be monitored. By the time the student is involved with the development of the plan, the relationship is one of report and support. This is an opportunity to wean the student from the relationship. If the goals are not met, then the timing of the endeavor must be evaluated.

Materials and Resources

The materials used in this project are intentionally inexpensive. Part of the goal was to make this project accessible to people and programs without a heavy cash investment. The most important part of the program is the end result--a student with a realistic plan for self sufficiency. Realizing, over a lifetime, that the plan will be re-adjusted many times, the materials were chosen to provide transferable skills in assessing life situations, looking for a career, and finding employment. The student should be able to draw on the resources gained to obtain each succeeding job.

Selection of individual resources can be as complex as integrating all of the materials reviewed here or new ones available or as simple as acquainting you and your student with the library and Job Center in your area. The program outline provided here is intended to guide you in determining the individual needs and barriers of your student. **Remember, this process should be easily replicated by the student themselves throughout their lifetime. Keep it simple, concrete, and student-centered.**

The Format

This program is divided into three sections: exploration, translation, and the plan. Each of these sections poses questions for the student to answer followed by several suggested activities that can be used to open the discussion. The student is asked to keep a journal of their activities so that they can review the process that they followed. As the program is used and new ideas are identified, they can be added to the repertoire of the individual mentor.

Part 1: Exploration

The exploration portion of the program examines the life condition of the person who is in the career exploration. The questions below can be given formally or informally and will determine the route or form that the plan should take. They are also “assignments” for the student to resolve potential barriers before they arise. Some of these questions may seem very personal, but using the activities listed can act as an ice-breaker as a rapport is developed.

Exploration Questions

1. Work History

Have you every worked before?

Where have you worked?

Why haven't you worked before?

Why did you leave the job?

What type of work were you doing?

Was this the type of work that you would want to continue to do if you could find another job?

If you did not like the job, why didn't you like it?

SIGNIFICANCE: It is important to understand the attitude and experiences of the individual to help them to determine the direction that their plan could take. Students may think that a career with computers is a good choice but express a disdain for sitting in an office all day. The anticipated job may have been selected for economic reasons without knowledge of the nature of the work and how it fits into the person's life style.

2. Family and children

Do you have any children?

How old are they?

Are they all in school?

Who watches them when you are not available?

Do you have any back-up daycare?

Do you have any other responsibilities that may cause you to miss work?

How will your family members react to your absence from the home?

What do they think about you going to school or work?

SIGNIFICANCE: Many people think that they should work, but have not thought out the details of managing a family while they are gone day by day. Individuals with a large number of demands or problems on the home front may find that they cannot concentrate on school or training without resolving or becoming aware of them first.

3. Career Choice

What type of job do you think that you would want to pursue?

Where would you like to work?

Where did you get that idea?

What characteristics of that career appeal to you?

What would be the worst part of that choice?

SIGNIFICANCE: Some individuals have a misunderstanding of the demands and day to day activities required or rewards attained by certain jobs particularly if they themselves have a patchy work history.

4. Economics and Expectations

Are you able to pay your bills and take care of your family now?

How long will you be able to go without working?

What kind of salary would you need to live comfortably?

What are you willing to invest to reach this goal?

What is the average salary of persons in your chosen field?

Can you afford to go into debt?

SIGNIFICANCE: Post secondary training or education may seem like a way to a better life, but the individual should be able to realistically assess the investment financially and emotionally before taking the plunge.

5. Who are you?

What is your strongest characteristic?

What is your weakest characteristic?

How do you manage your time?

What do you like to do in your spare time?

Do you like to read?

Did you like school?

How do you handle criticism?

Why are you taking this step now?

SIGNIFICANCE: Again, students should be made aware of their personal characteristics and how those characteristics fit into the anticipated career or career preparation.

Suggested Exploration Activities

ACTIVITY ONE: Your Autobiography (adapted from Understanding Yourself. (1989) JIST Works, Inc.

PURPOSE: This exercise requires that the student look at their past history so that they can be more objective about their own background, life trends, and choices. This information can be used to elicit discussions concerning family, personal characteristics, and expectations.

Knowing who you are and what you need is vital when you are making any major life or career decision.

This exercise will be a chronological collection of your emotional, intellectual, and social growth experiences. To benefit, you need to be as thorough as possible. Set aside some time in your day to organize your thoughts about your life. You will probably want to spread the project out over several days.

Describe the kind of person you were and are today. What life events shaped that person you were and are today. What life events shaped that person, and give thought to what type of person you wish to become. Write in a free flowing manner. Be sure to include your feelings along with the facts as you remember them.

If you have a very close friend or access to a tape recorder, talk about your life and its highlights before putting them on paper.

Start when you were very young. Try dividing your life into segments. These could be 5-10-year periods or even broader groupings, such as childhood, teenage years, young adult, family years, and adulthood. Do whatever seems easiest. You could start your autobiography by completing this sentence: "The thing I remembered most in my preschool years is..."

This outline will be helpful as you write about your life segments:

A. People

1. Self
2. Family
3. Others

C. Highlights

1. Accomplishments
2. Contributions
3. Important Decisions
4. Failures

- B. Experiences
1. Education
 2. Occupation
 3. Hobbies
 4. Interests

- D. Feelings
1. Joys
 2. Disappointments
 3. Fears
 4. Hopes

IMPORTANT: Before you start writing, read over the following Autobiography Checklist. Try to include each of these ideas in your writing. Check off areas on the list as you cover them.

Autobiography Checklist

- _____ **Your Feelings.** How did you feel during each segment of your life? How did your feelings influence your work experiences and your relationships with others? Be sure to include your disappointments as well as your successes.
- _____ **Your Family Life.** What family relationships did you have during this time period? How did they influence you?
- _____ **Other People in Your Life.** What people were important to you at this time? What were their influences on your life? Who did you most admire? Why?
- _____ **Your life as a Student.** How did you handle the course work? What subjects did you like and which were your best? What subjects were your worst? Include activities outside of the classrooms as well.
- _____ **Your Jobs--Paid and Unpaid.** Be very specific, and detail each duty performed on the job. How did you get along with co-workers? What were your feelings about your positions?
- _____ **Your Hobbies and Interests.** Were you involved in any organizations? What did you do with your spare time? What did you do for fun?
- _____ **Accomplishments.** What made you feel proud? How did they effect other areas of your life? How did they reflect on your relationships with others and your work experiences?
- _____ **Places You Have Lived and Visited.** How have the places you have been influenced your life and attitudes? What were your likes and dislikes about each? How do you feel about where you were and where you are going now?

_____ **Important Decisions.** What were these decisions? What steps were involved in the decision making process? Do you have any decisions you regret? Why?

_____ **Ways You Have Matured.** How are you different from other times in your life? When did your life goals become focused? How have your life experienced the goals you have made?

ACTIVITY TWO: The Job From Heaven/Hell (adapted from I could do anything if I only knew what it was. (1994) Dell Publishing.

PURPOSE: This activity was designed allow the student to use their imagination to determine job characteristics that they could or could not tolerate. This information can be used as they look for careers that would fit into their life style.

*Since a job takes up a great deal of our time
and energy, life in that job could be like
heaven or hell.*

HEAVEN: Let your imagination run wild and give yourself the gift of the best job in the world. Don't limit yourself by practicality and explain the job fully. Here are some guide posts for you:

- What would you be doing? (It has to be a job; not a life)
- Where would you be working? (Think about the environment and work conditions.)
- Who would you be working with?

HELL: Sometimes it is easier to think in the negative; this time, use that same imagination to construct the job from hell. Put in this job description everything that you hate about any job that you can imagine. Design a job that would make you miserable.

- What would you be doing?
- Where would you be working?
- Who would you be working with?

CONCLUSION: Examine the characteristics of the job from Heaven. Maybe the actual job is out of the question but there are jobs where the same conditions could be met.

Examine the job from Hell. Hopefully, that job does not exist, but if you examine the characteristics that were torture and then flip them, you will find job conditions that may interest you.

By using the ideas generated in this exercise the student can begin to look at careers and jobs in a new light. A light that is reflective of who they are and what they will be able to do in the workplace.

Part 2: Translation

The translation of the information that has been collected and digested from exploration should lead to a statement that the student constructs that will outline type of work they would like to do and why. Once that information has been translated into a statement, the student can begin to investigate the career options that will meet that goal.

Translation Questions

1. Personal Characteristics

What type of environment would I like?

What type of conditions would make me thrive?

Do I want a job or training that will require work beyond 9 to 5?

Do I want to work with things, people, or data?

Do I have any physical limitations?

2. Career Cluster

Based on what you know about yourself now check the types of careers that may interest you:

- Manufacturing/Technical
- Business
- Personal Services
- Education
- Sales and Marketing
- Construction
- Transportation
- Agriculture
- Repairs and Mechanics
- Health Occupations
- Social Science
- Communication and Art
- Science and Technology

3. What level of education interests you?

Based on what you know about yourself now check the types of careers that may interest you:

- No HS diploma
- On the job training
- HS diploma or GED
- HS diploma/vocational
- Junior/Technical/Community
- Apprenticeship
- Bachelor Degree

Suggested Translation Activities

ACTIVITY ONE: **The Career Statement** (use the Occupational Outlook Handbook or The Directory of Occupational Titles as a resource in this activity.)

*Stating the direction that you are interested in
narrows your search
without eliminating possibilities.*

PURPOSE: The students can now concentrate their exploration in a manageable way. By stating their goal and why they have chosen it, they can proceed to explore the possibilities that it invites.

Statement of Career Goal and Rationale.

ACTIVITY TWO: The Grid

PURPOSE: This is the first time that the student is relating the career goal to the real world of school, training, or jobs. In this exercise the student will take at least

*The goal that you have can translate
into a real job.*

Information School/Employer Address Phone No	Career/School #1	Career/School #2	Career/School #3
Contact Person Position			
Course/ Job investigated			
Resulting/required Accredita- tion			
Cost of course/ Potential salary			
Length of course/ training required			
Start and end dates			
Employment potential			
Interview with graduate/employee			
Interview with employers			
Relationship to career goal			
Pros and Cons			

This chart can be adapted as necessary to accommodate a training, job, or school investigation.

Part 3: The Plan

The plan takes the information to the realization phase. During the planning time the student plots what they are going to do, sets time lines, makes appointments and finalizes the process.

Plan Questions

1. Work or School

Where are there potential employers for the job?

What are they looking for in an employee?

If you complete the course of study/training will there be a job?

2. Personal readiness

Do you meet the prerequisites for the job or training?

Do you have your resume/portfolio prepared?

Do you know what will be asked of you?

What do you have to do to complete this goal?

3. Economics

Will this job give you the salary that you will need to support yourself?

Will you be eligible for financial aid if you pursue this course of study?

Suggested Plan Activities

ACTIVITY ONE: Setting a to do list (adapted from Keys to Catching Your Dream (1993) Curtis and Associates)

PURPOSE: Time can get away from people if they do not monitor it. By developing a to do list the students can organize themselves to meet the required deadlines or to make the necessary appointments

SAMPLE:

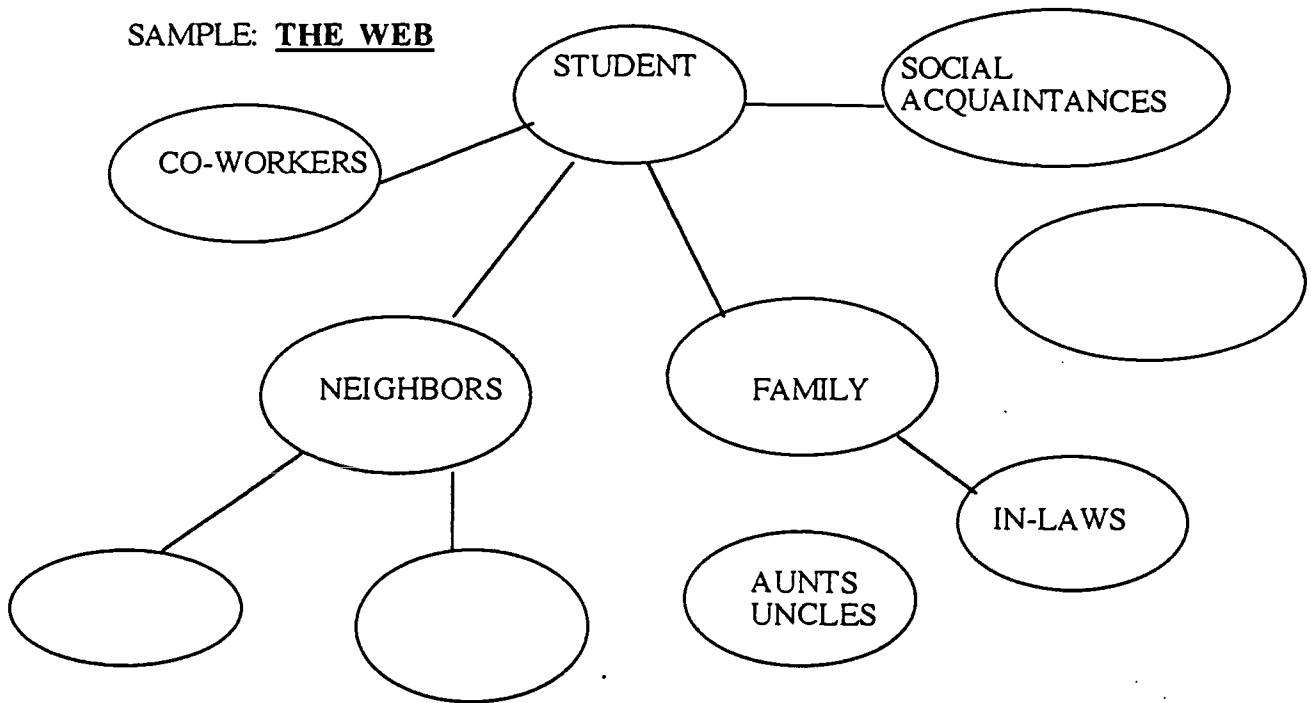
To Do List		
x = appointment to keep * = contact to make # = deadline		
Code	Date	Activity
x	2/12/96	Adult Education Program pretest 670 W. 36 St. 2 PM
#	2/25/96	Application for Financial Aid
*	3/1/96	Job Training Partnership Meeting ph. 453-4990

ACTIVITY TWO: Establishing a Network (Job Search Guide Department of Labor: available free at the Job Centers)

PURPOSE: Since 63% of jobs are found through informal means rather than want ads or employment agencies, it is necessary to establish a network of people who know you are looking for work and also know people who may need your services. Two different methods are being shown here. The first is webbing sample that will help the student begin thinking of how far reaching their existing

network really is. The second is a more formal contact log that maintains a record of contacts being made.

SAMPLE: THE WEB



SAMPLE: TRACKING THE NETWORK CONTACTS

Contact Record		
Name	Nancy Smith	Arthur Miller
Company/ Affiliation	Ace Employment Agency	Mellon Bank
Phone Number	555-8979	555-8989
Source of referral	Dentist (wife)	Nancy Smith
Date of Contact	5/4 by phone at 10 AM	5/6 by phone at 9 AM
Result	Suggested that I call Arthur Miller 555-8989	Information Interview 6/1/96 at 2 PM
Follow-up	Let her know results	

A Final Note to Mentors

The tools that a student learns through this process should be tools that are carried throughout their lives. Most likely, this experience will not be unique for that student; they may need to rethink their goals once again. Helping the students requires that you become acquainted with the available materials through the library, adult education and especially the Job Centers. Many materials are free; employers may supply sample applications and schools will provide you with brochures about all of their programs.



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