



October 2016 Issue 16 Vol. 1

New WorkINDiana Awareness Videos

The new WorkINDiana awareness videos are here! These three to five minute videos are designed to help our partners and clients understand the WorkINDiana training program and process better and hear first-hand from WorkINDiana students about selected occupations.

Please visit these links to see the videos:

Medical Assistant

https://www.youtube.com/watch?v=c0_zlp3XIC8

Welding

<https://www.youtube.com/watch?v=GwatrHIVZtw>

Commercial Driver's License

<https://www.youtube.com/watch?v=sJ5ljuYKoik>

Fun fact for your classroom . . .

The first microwave oven was almost as tall as a refrigerator.

National Geographic Fact Pack

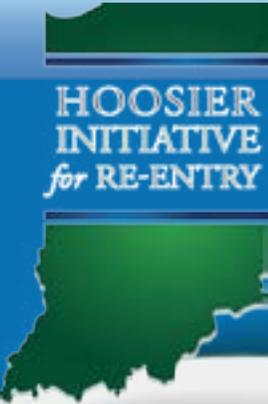
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Out There



Superman's apprentice



HOOSIER INITIATIVE for RE-ENTRY

By Kara Burgess

*Educational Site-Manager,
Rockville Correctional Facility*

In 2011, the Indiana Department of Workforce Development (DWD) designed the WorkINdiana program to provide Adult Education students with basic occupational training opportunities and certifications. In 2013, DWD reached out to John Nally, Director of Education, IDOC (Indiana Department of Correction) about providing WorkINdiana training combined with the services of the Hoosier Initiative for Re-Entry (HIRE) to their Adult Education students. Their first student enrolled in WorkINdiana in September of 2013. To date, 712 students have participated in training with an 87% completion rate and 99% earning certifications. The employment rate for released WorkINdiana students is 68%¹ compared to 40% for all released.

At the Indiana Department of Correction it was hoped that WorkINdiana would give offenders the boost they needed to access good employment opportunities, instead of having to “just settle” for what jobs were available upon release.

This past spring the Rockville Correctional Facility (RCF) offered a WorkINdiana course to 36 students that focused on providing customer service-based training and workplace skills. Students earned certifications through the International Business Training Association (IBTA) in Customer Service and Business Etiquette as well as Microsoft Word Specialist certifications from Certiport. As described by the IBTA, these courses were chosen

to provide students with a “foundation-level, industry-neutral, certification that would differentiate participants in the eyes of potential employees as competent business professionals instead of ‘ordinary employment seekers.’”

One of the biggest benefits to prisoners participating in the WorkINdiana program is the connection that they make with DWD and their introduction to the Hoosier Initiative for Re-Entry (HIRE) program, prior to release.

This is an excellent program through which DWD advocates for its participants with employers to encourage those employers to hire ex-offenders. The program also provides testing and evaluation for its participants to determine their skills and strengths and to assist them with job placement upon release. The HIRE program provides ex-offenders additional job training, if necessary, and meets with participants regularly for the first year of their release to identify any work-related issues or needs. This helps ex-offenders reach self-sufficiency through employment and minimizes the chance of recidivism.

At RCF many of those enrolled in the WorkINdiana program make the most use out of their time, and are dually enrolled in vocational programs (such as Building Trades, Business Technology, Cosmetology or Culinary Arts) in order to maximize the amount of certifications and work skills they will earn before re-entering the job market.

While enrollments and outcomes are important measurements, student evaluations of the program are just as important. One RCF WorkINdiana student (Tiffany), who will be entering the workforce again in October, says that WorkINdiana has not only taught her how to handle customer care issues, but also how to handle stressful workplace situations. In fact, Ellen Milligan, a vocational instructor at

RCF, feels that WorkINdiana training makes a huge difference to students, making “positive change(s) in attitude and a desire to learn new life skills” for the students.

RCF is unique among most DOC facilities, because it has a fully operational call center, Televerde. This work gives WorkINdiana students as well as other offenders the chance to practice their skills while incarcerated, which range from being responsible, conscientious workers to managing their earnings from their prison paying positions. They may work up to eight hours a day with opportunities for overtime.

Their work experience as Call Center Representatives, Data Entry Clerks, and as Campaign Leaders enhances their resumes by including their work with Televerde. The WorkINdiana training is very detailed and thorough. Ron Henton II, Televerde Call Center Operations Manager at RCF was pleased to see that the CBP courses were chosen for WorkINdiana, stating:

“So much of what happens in the workplace consists of the interactions between employees and not the actual work itself. How do you speak to your peers, a supervisor, a CEO or owner? How do you take a client out to dinner, or talk to someone over the phone? These are all great skills that are often neglected in job training programs within a correctional facility. This focus on professionalism is a key to student post-release success.”

WorkINdiana, in conjunction with Department of Workforce Development support, serve an important role for at RCF and at all DOC facilities. They provide students with the opportunity to learn skills, both vocational and professional, that will give them the best chances of success post-release. People who are able to establish a stable and livable wage after they are released from corrections environments are much more likely to stay out of prisons and jails and to return to a normal life.

Q. Can a youth who is under the age of 18 be enrolled in training funded by WorkINdiana?

A. Yes. The WorkINdiana program can be an effective tool to help 16 and 17 year olds begin to prepare for a career pathway. Often these students have not completed high school and also need to work on earning their HSE. WorkINdiana provides an opportunity for them to begin occupational training while preparing for the HSE test. Since some training programs and occupational licenses have age restrictions, assessment and career counseling should be provided to youth under 18 to make sure they select a training program that is allowable and appropriate for their age. WorkOne staff should also provide information about which local businesses are willing to hire workers under 18 in the student's chosen career and any requirements or restrictions that apply. More information about age restrictions can be found in the WorkINdiana Learning Outcomes at <https://secure.in.gov/dwd/files/WorkINdianaLearningOutcomes.pdf>. Since youth under the age of 18 are often subject to Child Labor Laws, information available from the Indiana Department of Labor's Bureau of Child



Labor should also be consulted when helping youth under 18 to develop a training and employment plan. More information about Indiana's Child Labor Laws can be found at <http://www.in.gov/dol/childlabor.htm>.

Q . How can youth under the age of 18 who attend WorkINdiana training become better prepared to compete for available jobs?

A . Earning a WorkINdiana certification can certainly add value to their resume, but the lack of experience in the workplace often makes it hard for youth under 18 years old to compete for a job in their chosen career pathway. The WIOA Youth Program can provide work based learning opportunities for eligible youth to help them gain hands on experience. Through the use of paid or unpaid internships and work experience opportunities with local businesses, youth can gain

marketable skills that will help make them more qualified for available positions. These opportunities also allow youth to get a foot in the door with a local employer. Youth who maintain good attendance and punctuality and perform well during the work experience assignment are often hired by the host employer.

Q . What if an individual is eligible for WorkINdiana training but does not have sufficient funds to pay for child care, transportation or required classroom tools and supplies? Is assistance available to help with these costs?

A . WorkINdiana funds can be used to pay for these types of supportive service costs that are directly related to a student's attendance at a training program. Each region may have different rules and procedures that must be followed to access this assistance. Students who need help with these expenses should speak to their WorkOne Career Counselor to see if they qualify for supportive service assistance.



An article about the responsibilities of Life Coaches in the Adult Education programs first appeared in the August 2016 newsletter. As you would expect, the duties and responsibilities of life coaches may vary from program to program, and like Shawndra stated below, the position has evolved over time. We are extremely pleased to share our second article with you.

Shawndra Hamilton is currently the Lead Life Coach at the Walker Career Center in Indianapolis. She has spent four years in Adult Education. As a life coach, Shawndra counsels students on education and employment opportunities and helps students understand the opportunities available to them. Shawndra is often providing students with information about the High School Equivalency (HSE) process and discussing both careers and training options with students. The students that Shawndra works with often have a lot on their plate; they come to her to for help in figuring out how to move forward with their goals.

Life coaching appealed to Shawndra, because she finds that assisting students with their educational and career goals is a rewarding experience. As Shawndra says, "It's a job that makes you feel good about yourself." Shawndra's role has developed and evolved over time.

Instead of merely meeting with and counseling students, Shawndra also helps with student orientations, works with LensCrafters to assist people who need glasses, helps those in need of clothing, and connects individuals to a wide array of other supportive services. In this part of Shawndra's

job, she helps students overcome barriers to make certain that they have the capacity to further their education and career goals, while simultaneously supporting themselves and their families.

Natalie Reuter, the Adult Education Coordinator at MSD Warren Township Schools, praises how involved Shawndra is in helping students, saying that "[Shawndra] meets every student who comes to orientation" and builds such a rapport with them that once these students begin their adult education or training classes, they continue to stop by to see her for advice or motivation.

One of the goals many of Shawndra's students have is earning their HSE Diploma. This is because students know that it is difficult to improve their career path without first obtaining a high school credential; however, Shawndra often reminds her students that a good career often takes more than a high school diploma or HSE.

Shawndra works with each student to try and find a career that will meet their financial needs while satisfying them on a personal level. In doing this, she also helps students understand which occupations are in higher demand than others so her students have a better understanding of which careers paths offer the best chance for employment.

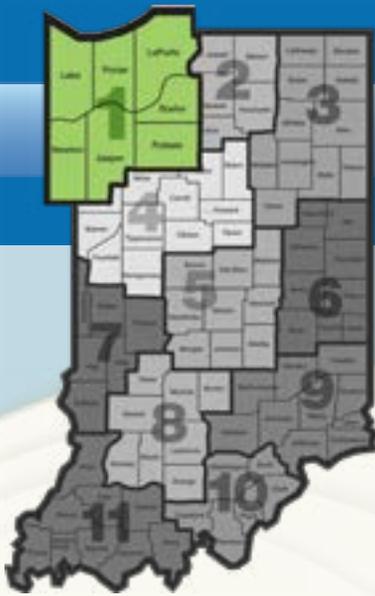
These counseling methods involve consulting students, student career assessments, and researching career possibilities. Often times Shawndra directs her students to the numerous tools and training opportunities available to them that go beyond the HSE. For example Shawndra's



Shawndra Hamilton, Life Coach

students often find themselves using the Indiana Career Explorer or enrolled in WorkINdiana and 180 skills courses.

Shawndra is proud of the students in the Walker Career Center's Adult Education programs, many of whom have achieved success. A large percentage of her students have experienced quick progress, moving rapidly from education and training programs into a steady career. It is helping those students who "started out with nothing and move on to a brighter future" that Shawndra finds to be the most rewarding aspect of her work. She says she can tell that she is truly making a difference in people's lives when the friends and family of former students, who are also looking to improve their level of education or get started on a career path, are referred to her for assistance. She enjoys when she hears her former students tell her how much they enjoy their new careers!



News from Region 1 - Priscilla Lawler, WorkOne Career Advisor

By: Alfred Hughes, LaPorte Center Manager & Jose Torres, Adult Education Coordinator

As the Adult Education community in Region 4 expands to help more Hoosiers attain their goals, Region 4's Adult Education programs have stepped up to meet new challenges. One of the best Adult Education providers in Region 4 is the Lafayette Adult Resource Academy (LARA). LARA's diverse and dynamic population—made up of LARA staff, students and volunteers—has been improving the lives of those who live in Region 4 by providing educational and enhanced career opportunities to residents for over three decades.

During that time LARA has had to evolve with the community. As a result, today LARA offers 21st century classrooms, skills, and career readiness training to anyone 16 years old and up! Students can come to LARA to earn a high school equivalency (HSE) diploma, prepare for college, study for the ASVAB military entrance exam, or to receive job training.

LARA is also intentional about analyzing data and implementing responsive strategies to better serve its students. One of LARA's most successful strategies has been using college and career counselors. Despite the fact that LARA's enrollment has reached 584 this program year, surpassing the total number of students enrolled at LARA this time last year, every new adult education student meets with an advisor. These advisors, along with advisors from Region 4 WorkOne, come together to help identify a student's goals, resources, and needs.

Specifically, LARA's counselors work to identify the strengths of the student. This is important as understanding student strengths play an important part in helping those students identify and obtain their goals. In other words, LARA believes that every student has assets that ultimately will help her succeed, and it is

LARA's job to help students identify and fortify those assets so students can reach their short and long term goals.

Roy Melton is an excellent example of a LARA counselor who works hard for his students. Roy brings plenty of his own strengths to the talented and committed LARA team: he received a BS in electrical and computer engineering from North Carolina Agricultural and Technical State University and an MS from Purdue in computer and electrical engineering. Roy is continuing his own academic journey by pursuing a PhD in Engineering Education from Purdue University.

More importantly Roy is consistently dedicated to the welfare and success of his students. When asked about his philosophy and approach to serving Region 4's Adult Education students, this is what he said:

I do not clock out. Someone in my family once told me that you can destroy something by neglecting it. [Because of this lesson]... I cannot focus solely on... [my] student's educational needs. I have to consider the whole person.

I [am also]... actively engaged in the community, because it is the community which nurtures and empowers every family. I have a holistic approach to creating revolutionary change in the individual, family, community and nation... I do not clock out.

Career and Academic counselors like Roy work closely with the local WorkOne to help students take advantage of the WorkINdiana program. This program gives students access to vocational credentials which can be earned in less than 14 weeks.

Both LARA and WorkOne know that WorkINdiana is often the first step to building a sustainable and livable future for students and their families. By getting to know students on a personal level, and by using tools like Indiana Career Explorer (ICE) to help students understand which careers match their interests, both LARA and WorkOne counselors use WorkINdiana to help students get the following credentials:

- Administrative Assistant (IC3 or MOS)
- Truck Driver, Heavy/Light and Tractor Trailer (CDL-A/CDL-B)
- Certified Nurse Aide (C.N.A)

- Production Worker (MSSC CPT)
- Patient Access (CHAA)

So if you are a member of the community in Region 4 or elsewhere and need to finish high school, get ready for college, or are considering a career change, LARA and WorkOne can provide guidance on how to identify your interests and achieve your goals. While LARA focuses on getting students to achieve immediate goals like English language fluency or obtaining a high school equivalency, both LARA and WorkOne's primary concern is with students. So no matter what your goals, LARA's teachers, staff, and college and career counselors will help you plan your future and put you on the pathway to a better career or a higher education.

Region 4 and LARA's Adult Education learners are fortunate to have such a great Adult Education provider in their community. WorkOne and LARA's staff goes above and beyond to help students obtain their goals. An important part of that help comes from the men and women who counsel students and set them on a pathway to success—a pathway that often starts with WorkINdiana. It is through providers like these that Adult Education both serves and uplifts the community.



Priscilla Lawler &
David Meals



By Brianna Morse
Youth Program Manager

As school starts back for young adult and adult learners alike, it's important to remember that relationships with students matter to their growth and building trust can be a valuable learning tool. When you think back to the teachers that made the most impact in your education through the years, even the straight-A student will recall the teacher who took their time to get to know them or set aside time to assist with difficult assignments.

For me, Mrs. Dunn, the Algebra II teacher at Sheridan High School was that teacher. Although I was a high achiever in school, math was always (and continues to be) a weak subject for me. Thank goodness for the use of formulas in Excel! To most students, Mrs. Dunn had strict classroom rules that were meant to be broken. As a rule follower, her authoritarian nature fit perfectly with my need to have a controlled and quiet environment in order to learn. By showing respect of her classroom rules, I showed that I

"Students don't care how much you know, until they know how much you care." ~ John C. Maxwell

respected her, which caused her to soften her demeanor and take some time out of her schedule to help me with some of the most difficult concepts. This led to her mentorship through the college application process, serving as a scholarship sponsor and allowing me to serve as her student assistant during my free period.

These days, most of us are able to translate these relationship building tools easily into our workday. We chat with our colleagues about the latest episode of must watch television or our busy weekend with home improvement projects, but as teachers, these skills are necessary to have engaged and energetic students who are eager to learn. The National Education Association has four tips for help build relationships with students, and they are as easy as the ABC's:

1. Get to know your students. Not just academically, but personally. Know their situation and be available to listen or assist them in finding resources to be meeting their goals outside of school too.
2. When possible, individualize. Everyone learns differently and at different speeds. Customizing a lesson plan or teaching to multiple learning styles can help more students succeed. Don't forget to celebrate the little milestones for each learner, sometimes it's the only compliment or positive feedback they will

receive all day.

3. Watch what you say. Be careful with sarcasm and jokes, especially if you want people to know you care. Sarcasm can be hurtful and shameful to someone trying to learn something new. Don't forget to offer the "feedback sandwich" when giving feedback. It helps people feel good about at least one thing, but also helps them know there is room for improvement.
4. Keep trying to reach your students. Never give up on a student, even if you are having a bad day (and you're allowed to do that sometimes). If you slip up, it's ok to say "I'm sorry."



For students, you can apply the same principles to your education. Get to know your teachers, they can be a valuable tool when you least expect it. Always watch what you say to your teachers and fellow students; think of the Golden Rule. And finally, don't give up on yourself, your teacher or your classmates. A little positive thinking can go a long way when you are striving to achieve a goal!

Occupational Spotlight: Computer Numerically Controlled Machine Operator



Many materials and parts in today's consumer products are produced by numerical control machines. Abbreviated CNC, these machines cut, shape, or otherwise modify metal, plastic or wood parts. Computer programming determines which tools are to be used and how to use them, but machine operators are responsible for setting up, tending, and maintaining CNC machines.

Operators load the CNC machines with instructions or programs. They then determine the speed and feed ratios as well as the size and position of cuts. They select, measure, install, and secure the tools and attachments the machines will use, reading blueprints and using their knowledge of the job to select the proper tools.

While the machines are operating, operators may enter commands or adjust machine controls to correct errors. When the process is completed, they remove the finished products, taking measurements to ensure they meet requirements.

Many modern machines are enclosed, minimizing safety hazards. As needed,

INDIANA WAGE INFORMATION

	Entry	Median
Hourly Wage	\$13.22	\$15.56

JOB OUTLOOK IN INDIANA

Long Term	6.7% increase
Short Term	5.2% increase

*Data collected from hoosierdata.in.gov

operators wear protective equipment, such as safety glasses, to protect them from flying particles of metal or plastic, earplugs to guard against noise from the machines, and steel-toed boots, to shield their feet from heavy objects that are dropped.

Most CNC workers are employed full time during regular business hours. Overtime is common and evening and weekend work is also common.

(Certifications include: CNC NIMS or 180 Skills Certified CNC Lathe Production Technician or 180 Skills CNC Machining Center Production Technician)

Former Off-Shore Driller Finds Satisfaction in Business Ownership

By Karen McKinley



Guy Davies

It is not often that staff in our WorkOne offices meet up with a laid-off off-shore oil and gas driller, but in Lawrenceburg, that's just what happened in early May.

U.S. Air Force veteran Guy Davies spent 8 years in the service then, after leaving service, moved on to a position as an offshore driller – a job that eventually paid him nearly a hundred dollars an hour and sent him to job sites all over the world. Sadly, that job ended in April, and he returned home to Ripley County to seek new job opportunities.

After reviewing available positions in the area, Davies decided to embark on a career in truck driving and met with an admissions counselor at Ivy Tech Community College in Lawrenceburg, who directed him

to Adult Education classes at the Dearborn County WorkOne for testing, possible remediation, and WorkIndiana-funded training.

Davies successfully completed his Adult Education requirements, met several times with WIOA Case Manager Michelle Houze, and not long into the three-week-long CDL (Commercial Drivers' License) course at IVY Tech Community College, Lawrenceburg, decided to test the entrepreneurial waters of trucking company ownership. He was connected with a trucking company business owner in Brazil, IN; made the drive there to meet with him, and says he received valuable advice on

the process of becoming business owner, not to mention encouragement in pursuing this goals.

Now, just less than three months after first meeting with Ivy Tech Community College, Adult Education, and his WIOA case manager, our driller-turned driver has already completed all required DOT (Department of Transportation) paper work, purchased a truck and has brought more than \$3,000 into Guy Davies Trucking Company in his first week on the road! Davies said, "I have never been surrounded with people that care so much to get things done right and want to help you anyway they can."

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

