



December 2015 Issue 11 Vol. 1

Occupational Spotlight: Emergency Medical Technician Basic (E.M.T.-B)



EMTs are often the first responders on the scene. When a person calls 911, EMTs are contacted to go where help is needed. It is not unusual for a person in need of medical assistance to see an EMT long before they see a doctor. EMTs are on the front line of medical emergencies and disasters when they occur. In Indiana, there are three different levels for EMT: EMT basic (EMT-B), advanced EMT, and paramedic. The State of Indiana requires an EMT to be licensed. Training for licenser takes less than 18 weeks for an EMT-B and includes performing hands-on training at a hospital and in an ambulance.

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INDIANA WAGE INFORMATION

	Entry	Median
Hourly Wage	\$10.98	\$14.03

JOB OUTLOOK IN INDIANA

Long Term	21.2% increase
Short Term	2.1% increase

*Data collected from hoosierdata.in.gov

Q&A TIME

Q: How do we enter the WorkINDiana certification results into InTERS for our ABE (Adult Basic Education) students?

A: Good news! You do not have to manually enter any information about your ABE students who get their WorkINDiana certifications. Also, information regarding your WorkINDiana incentive is automatically uploaded every month.

Q: Why is the WorkINDiana incentive information not showing up in InTERS for this student?

A: Keep in mind that there is an anywhere between 45 and 60 day lag between InTERS receiving WorkINDiana related data and having that data reflected on your WorkINDiana voucher report. If you have concerns, you should contact your WorkOne center or Adult Education Coordinator.

Q: Do I need students' social security numbers before they can participate in WorkINDiana?

A: ABE providers are required to ask students for their social security numbers, but students cannot be denied services if students refuse to provide them. So while it is important that programs try their hardest to get students to divulge important data like social security numbers, students must present a social security number to the WorkOne center before they can participate in WorkINDiana.

A joint project between the Indiana Department of Workforce Development (DWD) and the Indiana Education and Workforce Innovation Network (EWIN) is utilizing the National Center for College and Career Transitions (NC3T) to lead an effort known as the Indiana Pathways Innovation Network, or IN-PIN.

The purpose of IN-PIN is to bring together employer-led organizations, school districts, adult education providers, colleges, and workforce system partners to develop and support educational pathway programs for youth and adults.

IN-PIN helps identify and share promising practices and replicable strategies that can be used to implement and improve programs of study—a program of study is a set of practices, classes and curriculum designed to support students who pursue career pathways—that support career pathways systems. IN-PIN will also promote the structures and processes needed for these organizations to work together to form a viable and successful career pathways system in Indiana. The brochures below describe the IN-PIN effort.

DWD is proud to co-sponsor three career pathways workshops for key stakeholders this December. These workshops will provide guidance on evidence-based strategies that help students attain knowledge, skills, and abilities that will help propel them on a career path toward sustainability. This will help those involved in Adult Education and the workforce system in Indiana to gain the information they need to build a successful career pathways system.

The National Center for College and Career Transitions will also aid programs in creating systems that utilize career pathway programs of study (POS) and build out a regional system in which POS are aligned to each other, as well as meet regional workforce needs.

The workshops, entitled The Power and Promise of Pathways, will provide a framework for communities to build or strengthen pathways systems. Participants will explore successful pathways models and assist in building a community to support the statewide development of a pathways system. Below are the dates and locations. More information may be found at the following link: <http://nc3t.com/indiana-pin>.



Patrick McGrew
Director of Special Projects, DWD

Indiana Pathways Innovation Workshops The Power and Promise of Pathways

December 4:	Mid-American Science Park - Scottsburg
December 10:	Elkhart Area Career Center
December 11:	Ivy Tech Corporate College - Indianapolis



EVERY LEARNER WITH A DREAM AND A PLAN,
EVERY COMMUNITY WITH A CAPABLE, READY WORKFORCE

The Indiana Pathways Innovation Network, or IN-PIN, offers invaluable support to further the development and implementation of pathways systems for

- schools & districts
- career technical districts
- postsecondary & adult education
- organizations & companies
- workforce & economic development groups
- regional partnerships

By joining IN-PIN, organizations accelerate their efforts to develop scalable and sustainable solutions to strengthen connections between education, employers, and economic development to prepare today's youth and adult learners for tomorrow's careers.

INDIANA PATHWAYS NETWORK BENEFITS

NETWORKING

Interact and learn through online collaboration, regional workshops, the Pathways Showcase, peer-to-peer working groups, and topical webinars.

RESOURCES

Utilize NC3T's extensive and proven resources, including processes, templates, and examples gathered within Indiana and from other states.

SUPPORT

Access pathways experts, stay informed, and continue learning via a monthly newsletter.

LEARN MORE AT A PATHWAYS WORKSHOP

Informational workshops are being scheduled throughout the state for fall 2015. If you would like to register for a workshop in your region, visit <http://nc3t.com/indiana-pin>.

JOIN NOW!

To become an IN-PIN member, visit
<http://nc3t.com/indiana-pin>
and complete the brief application

NC3T'S PATHWAYS SYSTEM FRAMEWORK™

NC3T has developed a research-based **Pathways System Framework™** that provides the foundation for all planning and implementation work. The framework focuses on five broad areas:

Cross-Sector Partnerships, creating sustained collaboration among multiple stakeholders who work together to build a local pathways system

Well-organized **Career Exploration and Planning** opportunities, helping learners make informed choices about careers and related education and training

Multiple **Pathway Programs of Study** at the secondary, postsecondary, and adult education levels, aligning with learner interests and workforce demands

Dynamic Teaching and Learning, engaging learners in rigorous and active learning using research-proven instructional practices



CONNECT WITH US AT NC3T.COM

INPIN@NC3T.com ♦ 410.740.2006 ♦ Columbia, Maryland

NC3T developed the **Pathways Innovation Network** (PIN) model to provide systematic career pathways support for schools, postsecondary education, workforce providers, and states. NC3T also offers expertise in career and technical education, STEM education, and employer engagement.



The Power & Promise of **PATHWAYS**

Announcing December Workshops

The Indiana Pathways Innovation Network (IN-PIN) will be holding three no-cost workshops this December. These Power and Promise of Pathways workshops will provide a framework for communities to build or strengthen career pathways systems. Participants will explore successful pathways models and assist in building a community to support the development of pathways systems in schools, as part of postsecondary and adult education, and for workforce and economic development groups.



To register for a workshop go to www.nc3t.com/indiana-pin-events

The workshop will focus on

- Research supporting the use of pathways to prepare youth and adults for rewarding careers
- Successful models of pathways systems
- The Pathways System Framework™—5 components that provide a foundation for implementing successful pathways systems
- Identification of which components of the framework participants already have in place
- Identification of gaps in the framework that participants may need to address

With backing from the **Center of Excellence and Leadership of Learning (CELL)** at the University of Indianapolis, IN-PIN is led and managed by the **National Center for College and Career Transitions (NC3T)**, an organization experienced in all aspects of career pathways development. IN-PIN is supported by the **Indiana Department of Education**, **Indiana Department of Workforce Development**, and the **Indiana Commission on Higher Education**.

For more information about IN-PIN, please visit our website at www.nc3t.com/indiana-pin

Professional Spotlight: Edmond C. O'Neal III

By Rick Farrant, Director of Communications for Northeast Indiana Works and Edmond O'Neal



Edmond C. O'Neal III

Senior Director of WorkOne Services,
Northeast Indiana Works

Edmond C. O'Neal III is senior director of WorkOne Services for Northeast Indiana Works, the Region 3 workforce development board. In his role, he provides day-to-day oversight of the region's 11 WorkOne Northeast career centers. He began working for the workforce development board in 2010, initially overseeing youth programs, including Jobs for America's Graduates (JAG).

He has served on the Adult Education Consortium in Region 3 for three years. As an active member of the consortium, his support is crucial in connecting Adult Education students to training and other opportunities. According to Caroline Foster, Region 3 Adult Education Coordinator, "Edmond offers great insight into the work and strategies of the workforce development board. He is a great partner."

O'Neal is a Flint, Michigan native and a graduate of Stanford University, where he was a sociology major and offensive lineman on the football team. He subsequently earned a master's degree in business administration from Indiana University and a master's in education from Texas Christian University.

O'Neal is an even-mannered, highly organized and effective leader who views his chief mission as empowering staff

members to do their jobs well so the adults, youth, and businesses served by WorkOne can be empowered.

He and his wife Alicia are parents to their 2-year-old son, Preston.

O'Neal took time from his busy schedule to answer some of our questions.

Have you always known what you've wanted to do?

No. I don't know that I've ever figured out exactly what I want to do professionally. I really like cars, so in an ideal world I would own a successful high-end used car lot.

Growing up, what did you think you would be doing now?

I thought I was going to be a professional football player, but I suffered a neck injury in my senior year. Even then, I don't know if I would have been good enough to play in the National Football League.

Have you ever been unemployed?

No, I haven't. I have been employed since the day I completed my undergraduate studies. I have transitioned jobs and career fields, but they were all planned changes.

Have you ever dealt with serious challenges at work? How do you handle them?

The majority of the work issues I would consider "challenging" are serious. The key is to remain objective, identify the root cause or causes, create a plan to address the issue based on the resources available, execute, and reevaluate. Above all, don't panic. All that does is cloud one's judgment.

What is your work ethic?

Get the job done. Period. Most of my non-professional early life experiences were related to sports and the work ethic one develops as an athlete is a very different type of work ethic. You learn to work independently while also understanding

the value of teamwork. As I progressed to the collegiate level, I also quickly learned that everything is filmed. There isn't anywhere to hide from the camera, so every day you show up, you have to come prepared to work. I do that to this day, even if cameras aren't rolling.

Tell us about the work you did before joining Northeast Indiana Works.

I worked in higher education. I worked for a federally funded program in student support services at Texas Christian University and in enrollment management at the University of North Texas.

What type of boss do you like to work for?

I like working for a boss who is innovative, collaborative, well organized, and straightforward.

Is there someone in particular who encouraged you to succeed in school or work?

I honestly think that everyone I have met in my life has encouraged me to succeed in school or work. Academia was always something that was somewhat natural for me, but throughout my educational and professional years, I have had outstanding professors, coaches, mentors, supervisors, colleagues, friends and relatives. Everyone has been supportive, whether it be through words of encouragement, guidance, developmental opportunities, or helping me expand my network. Sometimes it was just having an ear to listen or a shoulder to lean on.

What advice would you give to others in achieving career success?

That's a complex question with sometimes competing values. In short, keep an open mind, always remain objective, take risks, believe in your decisions, be OK with being wrong sometimes, and empower others. Perhaps most importantly, don't take criticism personally. Step back and assess it pragmatically.

How Youth Give and Receive Through Volunteer Opportunities



By Brianna Morse
Youth Program Manager

There are two definitions of community service. The first is the dictionary version, which is simply stated as voluntary work intended to help people in a particular area. The second is defined by law as unpaid work, intended to be of social use that an offender is required to do instead of going to prison. Given that some of our Workforce Innovation and Opportunity Act (WIOA) youth participants have been involved in the juvenile justice system in their past, is it any wonder that they would not want to do community service for our youth programs, even though it could lead to some positive outcomes for their future?

During a recent visit with three youth participants in the Jobs for America's Graduates Out-of-School program, the concept of community service as a recommended component of the program was discussed. Not only did the participants immediately jump to the negative connotation with offender status, but they didn't see the myriad of potential benefits of VOLUNTEERING in their community.

The Corporation for National Community Service (CNCS) reports several key findings that directly

"We make a living by what we get.
We make a life by what we give."

Winston Churchill

connect volunteering and employment. Volunteers without a high school diploma are 51% more likely to find employment than those who do not volunteer. Additionally, volunteers who live in rural areas are 55% more likely to find employment. These statistics are true, regardless of a person's age, gender, ethnicity, and job market conditions. The United Way also cites previous research by CNCS that states volunteering can increase a person's social connections and skill sets, two factors that have been positively linked to employment outcomes.

While many of our young adults may not know their career path yet, volunteering can be a great way to get involved in the community, explore some career options, do a job shadowing experience, or add some valuable skill sets to their resume. Some of our youth participants are actively involved in volunteer experiences around the state, including our Jobs for America's Graduates program, which has chosen Hunger Relief as the statewide community service initiative. Last year's efforts focused on homelessness, where youth participants:

- Collected over \$3,000 for local homeless shelters
- Served over 800 meals to the needy
- Donated over 600 toiletries, 550 clothing items, and 1,700 cans of food

These volunteer experiences can lead to:

- increased demonstration of their leadership skills as they plan and

coordinate events;

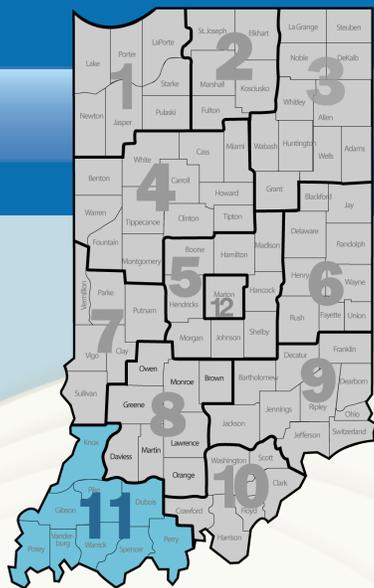
- diversity awareness as they work with people who are different (or even the same) as them;
- a sense of pride in the ability to give back to their community;
- mentorship opportunities from other volunteers or employees at their volunteer site;
- job shadowing, internship, work experience or interviews with other volunteers that could lead to employment opportunities;
- resume builders that prove to potential employers the youth is dedicated and hard-working;
- increased confidence in themselves and with a whole host of other benefits.

When we discussed these benefits with those same JAG Out-of-School youth, they immediately saw the connection to how volunteerism could help them with their future career and educational goals. It was as simple as a change in vernacular that resulted in a change in mindset.

For more information on volunteering, visit:

in.gov/serveindiana
volunteer.in.gov
unitedway.org or
volunteermatch.org

All of the website resources can connect you with volunteer opportunities in your local community.



News from Region 11 Keria Barnes, A Success Story

By Marva Essick, Adult Education Coordinator for Regions 8 & 11

Keria Barnes, 24, woke up one morning several months ago and asked her boyfriend, "Do we have gas in the car? I need to go today and see about getting my high school diploma. We can't live like this anymore."

At the end of her sophomore year in high school at age 16, Keria became pregnant with her first child. She moved out of her parents' home and in with her boyfriend a month later. She started attending Adult Education (AE) classes; however, she would have to wait until her 17th birthday - almost a full year - to take the High School Equivalency (HSE) exam. During the intervening months Keria had her baby, went to work, and forgot about her diploma.

Since then she worked at every fast food restaurant and at Wal-Mart in Newburgh, IN where she resides. She and her boyfriend had two more children, and since transportation and child care were enormous issues for them, they had to alternate shifts so that one of them was always available to care for their children.

Keria felt like her family was not getting

anywhere. They were tired of moving around especially since her oldest child started school. Keria wanted more for herself and her family so she set her mind to doing something about it. She enrolled in the Vincennes University AE program in April 2015 and began attending classes at the WorkOne in Evansville.

Transportation problems sometimes kept her from making it to class, so she worked for hours on her own at home, particularly in math. Keria always loved to read and did well in school. It was not long before she was ready to take the HSE exam. In August, Keria found out that she passed her HSE exam. Later that day she also learned that she had another baby on the way.

"Marinia, [my WorkOne case manager], Nancy, my [Phlebotomy] teacher, and everyone at WorkOne were so awesome and helped me so much! I was a little unsure of myself, but they kept in contact with me and kept encouraging me. They understood that sometimes things get in the way."

During her AE orientation, Nancy Heavrin, the AE Intake Coordinator, spoke to all the students about WorkINdiana training programs. Keria could not afford training on her own and was attracted to the fact that she could be trained, certified, and working within a few months. After reviewing the training opportunities available through WorkINdiana, Keria decided that she wanted to train as a phlebotomist. Marinia Minter, her case manager at WorkOne, enrolled her in the next available WorkINdiana Phlebotomy class.

Keria was not the only person in her family to take advantage of the services at WorkOne in



Keria Barnes

Evansville. Her sister enrolled and completed her Certified Nursing Assistant (CNA) certification through WorkINdiana, received a job offer, and is now working as a team leader. Her sister's boyfriend also enrolled in the AE program with the goal of joining the Army after he earns his HSE diploma.

Keria is at the top of her Phlebotomy class and will graduate December 16th. She has many goals: She wants to pay off debt, open a savings account, buy a home, take her children to fun and exciting places, and with her fourth baby on the way, purchase another car. According to Keria, "It took me eight years to realize that there was more to life and that I needed to pursue my dreams. It's a test of will. Things happen. You just have to be persistent. Things will test you. I did it and I didn't think I could. It felt impossible sometimes. But I did it."

About WorkINdiana

The WorkINdiana program offers short-term occupational training to Adult Education students spanning seven business sectors and 32 industry-recognized certifications. Please visit this link to find out more: <http://www.in.gov/dwd/adultedadmin/workin.htm>

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 February edition in two months!
For past WorkINdiana Newsletters and Adult Education Newsletters, please visit this link: amplifyae.org/newsletters



INDIANA
WORKFORCE
DEVELOPMENT
AND ITS **WorkOne** CENTERS

Occupational Spotlight: Emergency Medical Technician Basic (E.M.T.-B)



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