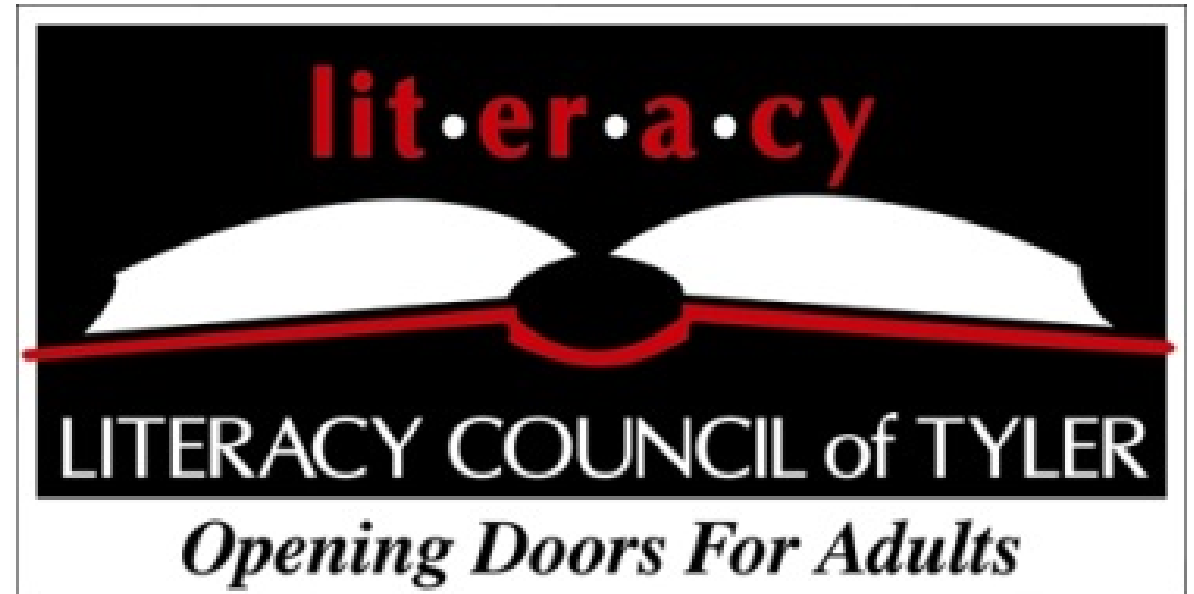


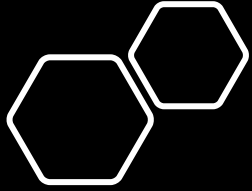
Increasing Successful Outcomes with Intensive Student Support

Chera Crawford, Director of Career Pathways and Transition
Brooke Awbrey, Student Support Coordinator

Literacy Council of Tyler

- Non-profit adult education program
- Serve roughly 2000 students a year
- Partner with Tyler Junior College
- HSE and ESL programs
- HSE for ESL program
- Career Pathway program
- Lead in a 5 member consortium
- Located in East Texas
- Large Medical community





Career Pathway Program history

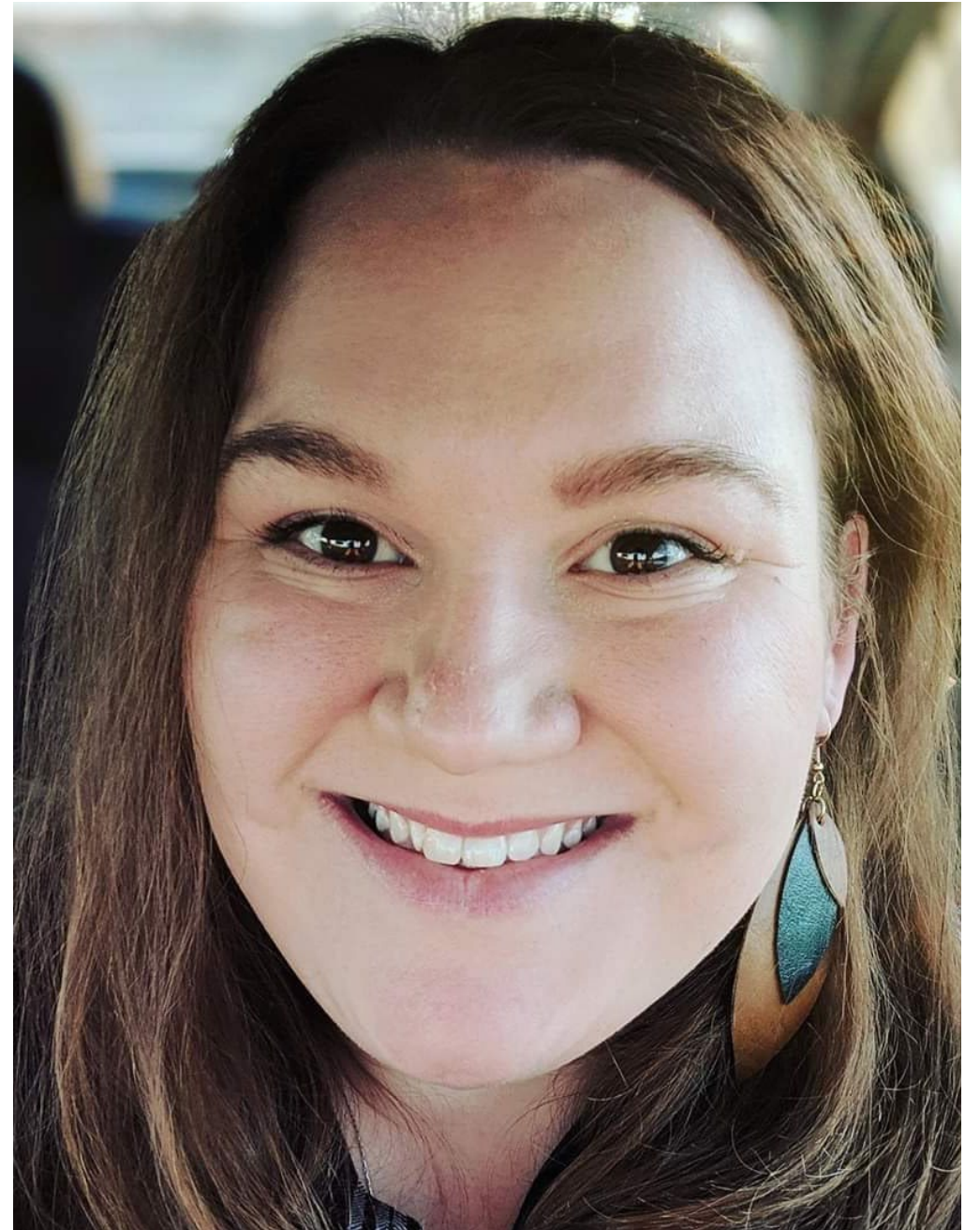
- Serving students for 10 years
- Started under THECB grant
- Started with serving 25 students/yr
- Now serve about 100 year
- Went from case management/advising to offering a full vocational support class
- Expanded from offering 3 programs to offering 3 different pathways in each of our 3 different academies
- Currently working on expanding our ATB, Ability to Benefit Program
- Launching our CDL program this fall



A student's journey in career pathways

Begins with an encounter with our student
support specialist

Brooke Awbrey





What that encounter looks like on the phone or in person

- General information from the student
- Student's goals
- Program they are interested in
- Student availability
- Brief overview of our Career Pathway program
- Sign up for enrollment
- Zoom link

Literacy Council Enrollment

- Day 1: Zoom orientation
- Students learn about Literacy Council of Tyler and what we offer
- Day 2: Paperwork and testing
- Students take the CASAS Reading and Writing evaluation
- Day 3: PIRL Interview
- Students complete an individual interview
- Complete Career Pathway application
- Start Course 1





Career Pathway application-Keep it simple

- Who are you
- What program
- When do you want to start

WHAT DO YOU WANT TO DO?



Course one

- 12 hours required
 - In person or zoom lab
 - Resume creation
 - Reading comprehension
 - Math practice
 - Academic refresher
-



Career Pathway Interview

All about getting to know the student’s wishes and goals



Tell me about yourself. _____

Why do you want to do this training? Why now? _____

Why are you in GED/ESL classes now? Why did you choose the GED route vs. HS, and what helped in your decision to go back to school now? Is this your first time in GED classes? If not, what happened last time to make you stop? How are you preventing it from happening this time? *What high school did you attend? Did you have any difficulties academically? Did you attend college? Degree?* _____

How is your attendance in class? Do you strive to meet the 75% rule or give every effort to come every day? What is your work history like? Stay at one job for a long time? Get along well with co-workers? Most rewarding/ challenging of job? _____

What is your goal date to finish your GED? How did you hear about this program? _____

What do you know about this career field? _____

This is a X hour course, X days a week/ X hrs. a day. What are your arrangements for childcare and transportation? What will you do if they fall apart? Are there any obstacles you may for see that may keep from finishing? _____

Where do you see yourself in 5 years? What are your goals? What are your plans after getting your license? _____

What kinds of support do you have to help you achieve your goals? _____

What kind of personal or professional experience do you have that is good preparation for this course? Give examples of work history and ability to get along with others. _____

Personal issues come along all the time that we don’t have control over. What reassurance can you give me that this program will remain a priority for you if a situation arises, and that you will continue the program if it is at all possible? (COVID) _____

Do you have a disability you want to disclose or think we should know that may affect your training? _____

My notes: _____

Spoken English: 1 2 3 4 5 Listening English 1 2 3 4 5 Attitude 1 2 3 4 5 Genuine 1 2 3 4 5



- Continue to work on academic skills for improvement
- assign a tutor
- wait for next semester
- offer assistance with application for other programs

Options for students Not accepted



Students accepted
into the program
are required to
attend a 12 hour
workforce
prep/orientation
week

Schedule 1 week prior to the
start of training



12 hour workforce prep orientation week

What's covered

- Overview of Career Pathways
- What's expected/what's required
- Student contract/agreements
- Overview of training
- Overview of profession
- Academic readiness
- Resume creation
- Interview skills
- Time management
- Goal setting
- Identifying barriers

What we look for

- Student attendance
- Barriers to attendance
- Punctuality
- Academic readiness
- Ability to work in groups
- Ability to follow instructions
- Student's knowledge of the career field
- Student's readiness to work

Orientation activities

- Research Bureau of Labor statistics on career field

- [U.S. Bureau of Labor Statistics](https://www.bls.gov)

- <https://www.bls.gov>

- [Phlebotomists : Occupational Outlook Handbook: : U.S. Bureau of Labor Statistics \(bls.gov\)](https://www.bls.gov/ooh/healthcare/phlebotomists.htm)

- <https://www.bls.gov/ooh/healthcare/phlebotomists.htm>

Phlebotomists : Occupational Outlook Handbook

United States Department of Labor

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Occupational Outlook Handbook > Healthcare

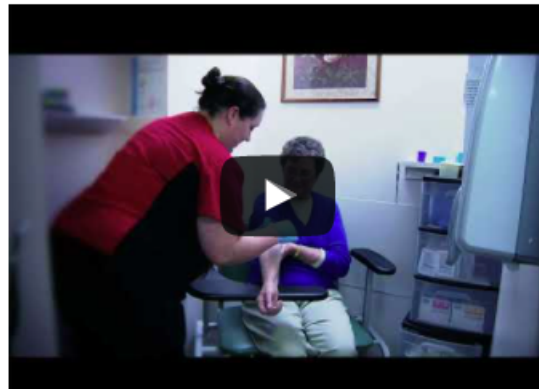
OOH FAQ | OOH GLOSSARY | A-Z INDEX | OOH SITE MAP

Search Handbook Go

PRINTER-FRIENDLY

Environment | How to Become One | Pay | Job Outlook | State & Area Data | Similar Occupations | More Info

Quick Facts: Phlebotomists	
	\$36,320 per year \$17.46 per hour
	Postsecondary nondegree award
	None
	None
	132,600
	17% (Much faster than average)
	22,800



is, transfusions, research, or blood donations.

hospitals, medical and diagnostic laboratories, blood donor centers, and doctors' offices.

Orientation Activities

Resume lesson
Goodwill learn for free
<https://edu.gcfglobal.org/en/>

Resume Writing

In this free tutorial, learn the process of creating a professional resume that stands out from the crowd.

[Go to YouTube Playlist](#)

Log in to save your progress

Developing Your Resume

1

Why You Need a Resume

Learn the importance of having a professional resume.

2

Resume Formats: Choosing the Right One

Consider these factors when choosing what type of resume to create.

Time Management: A Valuable lesson for a happier life

<https://www.youtube.com/watch?v=SqGRnIXplx0>



Stephen Covey's Time Management Matrix

[Stephen Covey's Time Management Matrix Explained \(planetofsuccess.com\)](http://www.planetofsuccess.com/blog/2015/stephen-coveys-time-management-matrix-explained/)

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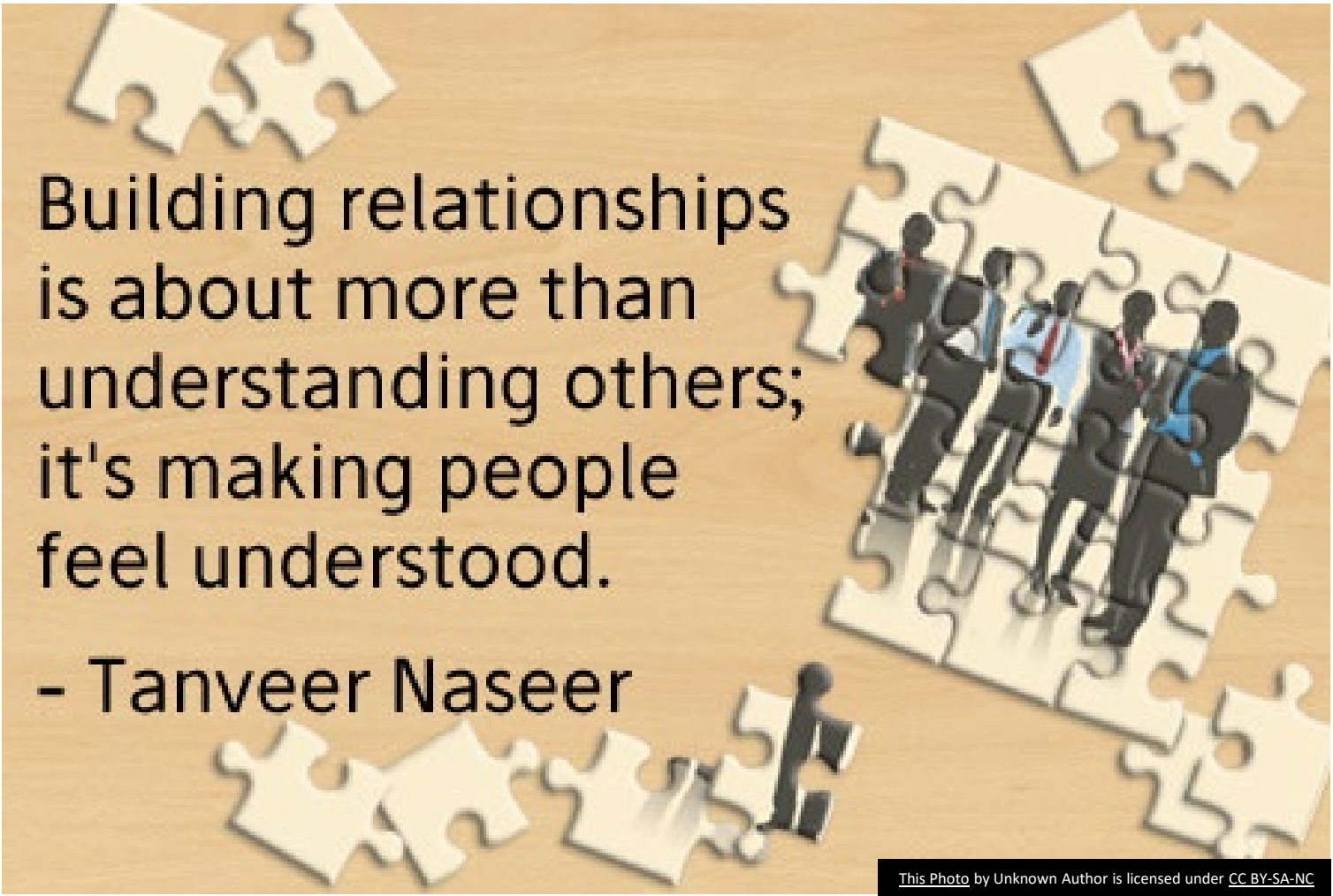
	URGENT	NOT URGENT
IMPORTANT	<i>Quadrant I:</i> Urgent & Important	<i>Quadrant II:</i> Not Urgent & Important
NOT IMPORTANT	<i>Quadrant III:</i> Urgent & Not Important	<i>Quadrant IV:</i> Not Urgent & Not Important



Old Fashion Planner

- Pen and paper
- Write down daily activities on an hourly schedule
- Help students recognize how much time they have or don't have for this program
- Carve out study time/class time
- Family time





Building relationships
is about more than
understanding others;
it's making people
feel understood.

- Tanveer Naseer

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Builds
relationships
and
accountability

Vocational training support

- Weekly contact
- Required attendance
- Utilize zoom
- Verify training attendance
- Reading comprehension using training textbooks
- Practice test taking with mock test
- Practice public speaking
- Resume building/interview skills



First week of training/First day of School

- First day of class, we are there
- Email follow ups, "how's it going"
- Remind App, where to be and when

Support all the way
From beginning to End



WHO'S AWESOME?

YOU'RE AWESOME

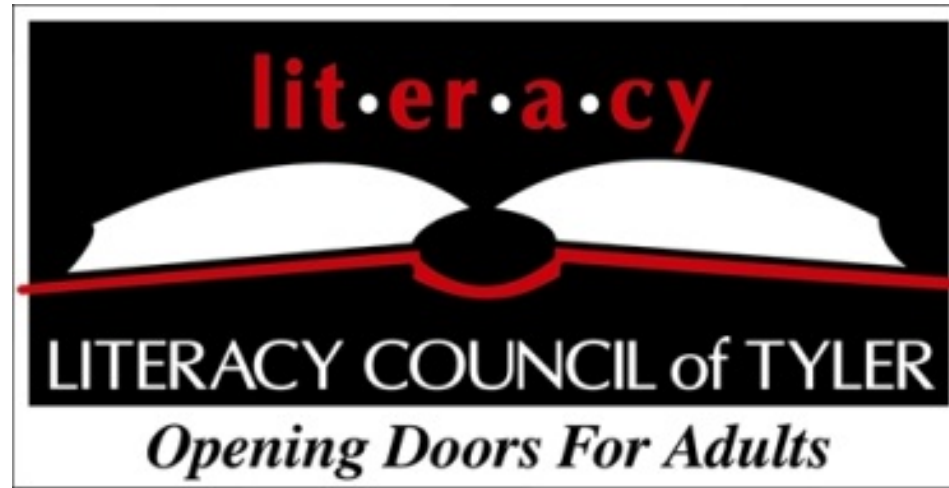
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Celebrate
Success....
Big Groups Or



Or
Small.....
We celebrate
them all





Thank you

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903.533.0330