

April 27, 2017

Onondaga Pathways to Careers Community of Practice - Career Exploration

MEERA ADYA: I'm just going to go over who I believe is with us so that we don't all talk over each other in the saying hello part and then if I don't mention you please definitely do speak up so that we make sure we hear from you because if you're not on the computer system it may be simply that I'm not aware that you're there. So of course we have our B.B.I. staff who are helping us moderate this session. I see William and Dean from O.P.C. have joined us. I know Helga has joined us from Kentucky and Dave from Nebraska. I see Doug from the [Lynn TAC], Mindy from I.E.L. Janet from [Odette]. Barry and Pam I see you from the Southeast ADA center, Rebecca I see from N.D.I. Have I left anybody out?

DAVE: No, Just that Dave is not from Nebraska, actually.

MEERA: Oh, why so I keep saying that!

DAVE: I don't know, I don't know, I don't know. I don't eat that much corn, come on. It's OK I'm from National Disability Institute, N.D.I., Technical Assistant Liaison.

MEERA: Yes, Yes I'm getting my Ns confused, I'm very sorry.

DAVE: Quite all right. I'm in Sacramento.

ZACH HARDER: This is Zach Harder on the call, I am a corn husker so you gotta be careful there, Dave.

DAVE: Oh no! I can't eat Corn just because I put on too many love handles when I eat too much corn.

ZACH: All right, we can accept that.

MEERA: Zach I am a Cornhusker myself. I went to graduate school there and met my husband in graduate school so very fond of, go big red.

ZACH: Awesome, awesome. Good to hear, good to hear.

DAVE: Hail Tom Osbourne, right.

ZACH: Yeah, he's still a walking legend around here.

MEERA: All right, did I miss it in body else, or misconstrue anybody else and again my apologies. Great. You're mom went to high school with Tom Osbourne? So many connections, we'll have to explore this in a whole separate within our somehow.

OK, So for today, has everybody got the email, I hope, that's working through the listserv. If not certainly let us know if you're having difficulties either receiving emails or responding to the listserv, I will just ask again that if everyone hasn't already done so, I know I'm starting to get the information. Do send me your bio's and just a little blurb about your program, if you're willing to share you know a small logo or just permission that we can rip it off your website I'd love to sort of build out our site more robustly to indicate who our members are provide some information about them.

And just start getting familiar with each other in different ways so please keep us posted with that information. In addition, the emails that went out through the listserv of the initial ones a few weeks ago had a link where not only could you add the specific meeting to your calendar, but you could add the meeting in a recurring way to your calendar, so just to make it easy for you to make this a regular part of your schedule and not have to sort of track down each time where it's coming up. Let us know if those are working for you too, or if you have any difficulty using that, and we will definitely make sure we correct what we can.

Ok, so for today's meeting some introductions as to who our speakers are, I will help facilitate the discussion and Michael will be joining us to help facilitate the discussion as well. We also have from O.P.C. to present their model as usual. We'll have Dean, Jay, and Matt, they will be presenting on pre-joining O.P.C. career exploration strategies that they use and post joining O.P.C. So of course these are all occurring under the auspices of O.P.C., but Dean will talk about what he does when he's doing outreach with high school students, and beginning students and scholars. And then Jay and Matt will of course discuss what happens when students join O.P.C.

Jay, As you as you know, has been with us before and talked about their career based strategies, and as we mentioned on our last meeting, Jay has now moved to O.A.R., the office that supports students with disabilities at O.C.C., where that is what he focuses on and that is

taking over some of the career based activities.

So, not everyone joining us today, this slide is a general slide of our membership. We did introductions at the beginning, and I hear some ding, though I might actually pause since we're on the slide and just confirm. Has anybody from [Telus to be] joined us today.

?: Here, that was me, I had to call and I had some difficult technical difficulties assisting from Onondaga.

MEERA: Oh, ok, great, just in and out then I'll just quickly go down the list, do we have anyone...

SHELDON: Sheldon [...]

MEERA: Hey Sheldon, and Janet, too.

OK, from Kentucky I know we have Helga got some Nebraska I know and Zach. Any others? Virginia.

Dave, I know we have you from D.E.I. I've got me head on straight now, any other D.E.I. projects?

We've got Doug from [Wen TAC] and we've got Janet and Sheldon from [Odette] and Mindy from I.E.L., as well, we should list I.E.L. and C.W.D. down here Mindy for you as well.

Ok.

So, as I mentioned, our agenda is just to discuss career exploration from the perspective of how you can start this, you know at the beginning before the beginning, as it were, and then have it continue to proceed because of course it's an ongoing process and students are evolving in their perspectives. Particularly as they enter college and start to learn about other opportunities that they may not have considered previously. I will provide just some background and best practices that have been promulgated previously, and I would love to

hear, at the end, from some of our other O.P.C. members, again thank you for those of you who have sent me information. I also did a little internet sleuthing and put up some information from some of the other programs that I hadn't yet heard from, but I would love if we could just hear from you about what you do with respect to career exploration as well.

OK, So, Mindy, thank you for all the wonderful resources that your organization always provides, they're my first go-to. And looking at when they talk about career exploration activities, it's clear that they are very important to help identify what the students might be interested in and align that to their possible careers of interest. Certainly, there's a lot of assumptions that go into what a certain type of job or career might entail, but through career exploration students can really start to understand what are the specific skills that they would need, what are the activities that would be associated with the careers that sound interesting, but what are they really, I guess is one way to say that, and then if it's still interesting to them to really start thinking through what the post-secondary training might be that's required to pursue one of those careers. Do they need two-year or four-year degrees, do they need to pursue this through to a graduate program? So, career exploration really is about building out their understanding of what it is they think they want to do, and may be interested in.

You are clear to mention to us, Mindy, your organization emphasizes that obviously there has to be a quality learning environment. This can improve, research demonstrates to us.

MINDY: Thank you!

MEERA: The research demonstrates to us that students who do experience career exploration activities and effective transition services and quality learning environments, will have higher career search self-efficacy. They will have more confidence that they can do this and they can do it well, and that will help them pursue their goals and, you know, really persevere, which has also been shown by research to really get students to effective outcomes and get people to effective outcomes in their careers, they have to have this sort of characteristic of tenacity, and providing them with good strong experiences can help them believe in their ability that with tenacity they will get there. And this, of course, relates to higher self, academic self-efficacy, which is important, as we know, when they begin college they begin pursuit of certain programs and goals, but they often change them around and sometimes changing them can be a function of thinking they may not be able to succeed and so it's wonderful that these

kinds of activities can not only help them believe they can succeed, but move towards those goals effectively. So in that vein, what are quality learning environments? Not to drop that thread, I.E.L. has also posted guideposts for success and when it comes to career preparation, which is the second guidepost, and thinking about quality learning environments, they do mention that providing career assessments can really be a strong factor helping identify, providing structured exposure to post-secondary education and other lifelong learning opportunities.

And I see that David has asked us a question about whether anyone has used the core gift assessment. So in that vein, I will turn it over to Dean and the audience to see if anyone has done that in their program, or, Dean, if you ever use that either at O.C.C. or elsewhere.

DEAN: This is Dean speaking. I have not used the core gift assessment in my role at O.C.C. or any previous roles.

DAVE: This is Dave asking the question I just recently [through the Idaho Youth B.B.I.] Project and they've just recently gone through the court gift assessment training and started using it with youth with disabilities and it seems like an incredible way to break through lots of communication and to fear barriers of youth who have not really made connections with providers. Something that I would, you know, probably suggest that you take a look at because they really are looking at it as an incredible resource pumping to the effect as being used as and [I.O.P] of shorts trying to figure out how they fit together with the [I.C.P.] also. Just wanted to bring that up.

DEAN: Thank you

MEERA: Thank you. Dave, I will certainly look that up I'd like to post that as a resource to our Web site along with the materials from this meeting, so I'll be in touch if I can find it and I hope you can help me with that, but that sounds great thank you.

Ok. In addition, the guideposts note that it's important to understand the relationships between benefits planning and career choices. I know William has spoken to our audience before about benefits planning that is occurring through the O.P.C. program that is something

that they actively will do and understanding its importance and I'm sure many of the other programs are as well. Those might be natural activities that are taking place by virtue of the other services you're also providing as agencies.

Learning to communicate disability related work support and accommodation needs, that is something we can elaborate on in a future meeting, but something that we have been connected with the Georgia vocational rehabilitation agency's career pathways program and providing them modularized trainings much more modularized materials, sorry, and trainings on how to use them with students so that there's really a curriculum. There's Powerpoint materials there are interactive exercises that just help walk students through the process of thinking about how do you advocate for yourself. And in a work setting, how do you ask for accommodations and what can you expect to help you do your job. So these materials might be useful for some of the other projects and we'd love to share that. Learning to find and formally request and secure appropriate supports and reasonable accommodations, not just in the education setting but also when receiving training. Also when in employment.

And with that, I'll pause and see if there are any thoughts or additional questions.

And it looks like I.E.L and [N.C.W.D.] will have some additional resources forthcoming with respect to career assessment. So we will also stay tuned and share those when available.

Ok. With that I will turn it off to Dean to talk about what he does with pre-college career exploration.

DEAN: Thank you Meera. So my role with the project is really outreach and recruitment and trying to identify students that are eligible for the or pathways to careers program. So in our program we really try to emphasize career exploration and career planning as early as we can and that includes even before students are matriculated into our pathways program so.

In my recruitment efforts I really try to emphasize that and use a variety of different tools so I'll talk about ways in which we do Career Exploration, career planning with students before they're in the pathways program so a couple things we'll highlight is high school outreach to both inclusive and special education classrooms, our Onondaga pathways to career Scholars Program. Which we've talked on other community practice calls about is our college preparatory program for high school seniors with disabilities and then, our individualized career exploration with students and families.

You can go ahead, thank you.

And so a lot of what I do is outreach to Secondary Schools. Really the age group of fourteen to twenty one. And so of course I could go into these schools and talk about the pathways to careers program and the elements that we have and talk about it as a transition program, but in also doing that we've used career exploration as a way to get in the classrooms it gives something to students that may not be interested in attending O.C.C. or a post-secondary institution after they graduate from high school. And so I've been able to do this with both inclusive classrooms, so students that are both in general education and with students that have disabilities. And I've also been able to target special education classrooms as well so.

Our real goal is to increase occupational literacy, so many students have an idea what they want to do. They have an occupation in mind but they're not really keen on what they need to do to get there, you know, what credentials do I need, what types of experiential experiences do I need to access that career. So we really help pick through that so that if a student says I want to work as a mechanical engineer, Ok they might think they're ready for that type of career but they're not really keen on what type of training do I need for that, so we really try to help to take through that process. And in doing so we'll introduce them to a variety of career and personality inventories, so we have just a couple that we've used, the Myers Briggs technology indicator, The Hollands codes assessment. So that really gives them an idea of what they're good at and what their natural, what types of career they might want to think about based on their interest.

Also on these high school visits we've utilized peer mentors, which are students that are in the pathways to careers program at O.C.C. that of that have been successful, that have really benefited from our services and they've been able to talk about their process of finding a career that they're excited about, that they've chosen. Many of the students said have switched their careers and their majors at O.C.C. at several different occasions so it really gives students an idea of that Ok I don't have to be totally set on what I want to do it age sixteen, there's opportunity for me to change and explore and figure out things about myself.

And last, they really assist students in evaluating their readiness for their desired career, you know I know I've gone to the classrooms where students have indicated that they're interested in a specific career and after you know doing a career exploration exercise they understand, Ok I really have to make a plan for myself this isn't just going to happen for me.

And in so doing this it gives students some tools to work with and it helps us in terms of

recruitment identify students that might be eligible and really be able to benefit from our pathways to careers program.

You can go ahead and advance the slide. And this is just a snapshot of one of the tools that we use here at O.C.C. called Career Coach which is an open access tool and you can access from anywhere and it's linked O.C.C. So this is just a snapshot of what students see when they can do career exploration through the site so they can search for specific career they can type anything as broadly as they want into that. They can enter a program that might interest them at the college level.

If they're not sure where to start that prompts them to take a career assessment and career coach, its actually the [hound] assessment which is one that we regularly use it with the O.P.C. project and they're also able to see hot jobs in the in the local area so where is there a high demand for employment in the Central New York region so they're able to see salaries associated with that what credentials they need to access their career, so. And this is linked to O.C.C.'s academic majors so O.C.C. and O.P.C. is invested in this tool to help students engage in career exploration and we found it really useful and it's one great thing about it is students can access it from anywhere they don't have to be at their school they don't have to be with us they can use it at home with their friends or their family or any time they feel like maybe just playing around with it and learning more about careers.

The second way we engage students in career exploration prior to being involved in the pathways to careers program is through our Onondaga pathways career Scholars Program which is. A college preparatory program that we have built at the college where currently we have about twenty-five high school seniors from the local area where they come to the college once a month on a Saturday and engage in activities that are, prepare them for life after high school and specifically in our case it's mostly students that are thinking about attending college and many of them on track to attend Onondaga community college and so either the nine sessions that we have over the course of the academic year three are really heavily embedded in career exploration and so We've really carved out three workshops in the curriculum that are focused on career exploration and planning and so we used a variety of ways to use this engage in exploration we've had guest speakers we've had, A guest speaker talk about inclusive entrepreneurship and bow individuals with disabilities have been successful entrepreneurs and what that path looks like and what are some of the barriers some of the successes we've engaged them in collaborative learning where really they're

sharing Suggestions with their peers and helping each other Career develop and career plan helping each other. And we use a variety of self assessment and we've used NCWD's guiding your success tool which is a way for students to kind of look at the guidepost that Meera had mentioned in their earlier slides and evaluate.

How they engage in activities that have fulfilled the guideposts and specifically guide post number two which focuses on Career Exploration. Students are able to at the at the end of the third session of career planning they're able to really look at that and say OK what activities have I engaged in over the last couple of months to help figure out what I want to do after high school.

And then the great thing about the Scholars Program is that students choose to enroll Onondaga Community college after completing scholars they continue to receive services through our staff so they are they become part of the pathways to careers program so there's a continuity of services. Between what they got in high school with the Scholars Program in terms of career development and career exploration and what they'll get from my colleagues. Once they're matriculated students at the college.

And then lastly what will happen a lot with our pathways to careers program as we'll get inquiries from parents or families or students that say hey we've heard about this unique program that there is at Onondaga community college that can benefit me or my student we want to learn more about it can we come meet with you and so of course I could meet with them and talk about the program and You know what were the elements of the program one of our staffing What are some of the things that are available to students but many times students come in and they don't know what they want to do once they exit high school so that's a perfect opportunity for us to engage them in a career one on one career exploration.

Kind of conversation or exercise and so it can be more of an informal conversation where we just kind of talk and plan and and talk about you know what are some things that interest you and introduce them to a variety of resources to take an assessment or access something we can introduce them to career coach as a tool because it's open access and so they can they don't have to sit with me and do a career exploration exercise they can go home and work out at home with their family or by themselves and so it just gives me a good opportunity to provide that career exploration with students one on one rather than just talk about the elements of the program.

And also provide them with other resources to make informed decisions about what they want to do after high school so not just O.P.C. but other things in our community that are a great transition tool for whether they want to go into Post-secondary education where they want to enter the workforce or a job training program so. By meeting with students on a one on one basis it gives me the opportunity to do those things.

Any questions regarding The Career Exploration end of what goes on Prior to matriculation into our pathways to careers program or before they are college students.

MEERA: Ok Thank you Dean thank you. And I thank you Mindy I see that you've provided the link to one of the resources that Dean mentioned over in our chat box and we'll make sure to get that up on our website as well.

OK Well, With no further questions Jay and Matt. Do I have you on the line I don't see you in my Web space but that could be because you're on the phone. William or Dean do you have a Jay or Matt with you?

WILLIAM: Were in a different location. I will try and reach them seperately

MEERA: So Jay and Matt were going to help us understand what happens in the transition once the students come on board.

Dean has certainly helped us understand how he engages in career exploration with those prior to beginning O.P.C. And then of course when you mentioned career coach Dean as you mentioned it's something that's really open access and available to them in an ongoing way and it really does seem to be an excellent sort of you know across the continuum of time tool because I recall in the slide the snapshot you showed it also provides a link to purple briefcase which is a tool that I know the O.C.C. students continue to use as they're developing their portfolios towards employment like building their resumes. They can see I think mock interviews through that system and just you know begin to continue their career preparation through that tool.

OK Well I think should we return to this. Or Dean...

WILLIAM: This is William, if I could jump in for just one second. Jay will be joining us momentarily, on the phone momentarily. Matt Has been pulled away with [suit] needs but jay will be able to speak to some of the things as soon as he joins.

MEERA: Oh Great OK. Thank you William. I like this cartoon that they've put together for us on the slide I think it exemplifies nicely with students just throwing their hands in the air saying I can't decide I don't know what I want that's I think something probably all of us have encountered both in our personal lives but certainly in our work with students. But in all fairness it's an exciting time when you are in college and there are so many opportunities available to you and them so many things you're learning about for the first time it can be hard to have to force yourself to narrow down.

I think that's actually probably the one hallmark of my career as well. As a student and post student. Even in my graduate days I remember advisors saying narrow down your projects Why do you have to work on so many and instead what I did was come and find a home and BBI where I was allowed to work on seventeen different projects. Sometimes. I can't decide I don't know what I want my just be the answer.

While we wait for Jake to join us by phone I can see that basically they're getting more from the general exploration phase to starting to focus towards thinking about the O.P.C. majors and the careers that are associated with those. And getting specific with their skill sets as well. Understanding how to search out those jobs and what skills you need to do it. Starting to think about their specific goals and setting them.

It would be interesting to hear from some of our partner programs here on the line because I think a lot of these as I was looking through materials a lot of the high growth industries that have been identified really seem to overlap across the programs and that makes sense these are just the you know growth careers of our times across the country manufacturing information technology, health, it just seems to be sort of the core component but that's great because that just increases the relevance of all the sharing we're doing.

But We all, all the programs seem to have slightly different approaches to where they are targeted how they are enrolling students. So it will be it will be interesting to hear from you

about your various exploration strategies as you're bringing students into these careers and particularly Nebraska I know you're actually looking at career advancement and then back filling positions so that will be interesting to hear to you. And it looks like Jay and Matt we're able to join us. Jay and Matt welcome we were enjoying your first slide with a cartoon and certainly resonating with what it teaches us about students and. Level and the place that their at.

And I made a little joke about how I'm pretty much perpetually there as you probably well know now we're looking at your first slide if you wouldn't mind I'll turn it over to you.

And audio is not coming through to me but I am on the conference line. Does anyone else hear...

[?]: Jay and Matt are you on the telephone line. You can try things on chat area.

MEERA: Oh I Hear a ding.

JAY: Matt and Jay from O.P.C. and O.A.R.

MEERA: Welcome Matt and Jay from O.A.R. and O.P.C. good to have you with us. We just went through your title slide which we all enjoyed the cartoon very much and you can take it away now thank you for coming we know you have other commitments tugging away at you as well we appreciate it.

JAY: That's not a problem. Good afternoon everyone my name is Jay Harrison I'm Assistant director of the O.A.R. office and I started as project as the employment coordinator and I am going to talk about of the things that we are currently doing ith the students that's been successful and then Matt is the career coach will take over and talk about some addition to some things that they're adding to the.

OK. So I'll start with the first slide. The goal of the program in terms of career goals for

students is increased career and self-awareness and we do have to develop in job search skills with students one on one meetings where we create career goals with them so we can bring awareness into the field that the O.P.C. major which is manufacturing information technology, health, criminal justice, media and hospitality. Next slide please.

And we continue to develop the employability skills and solve skills as they progress in the program one of way or when another piece of the program is helping young people develop leadership skills and we accomplish to a peer mentor program which we train students to be in back to this for our program we do cross training across campus. The father of student employee employment programs we have on campus they're trained to Res Life they receive RA training resolution training they also receive training for students who do tours on campus as well as we work with the H.R. in our campus to make sure that the students have. They have the skills to deescalate Certain situations that they're in so they do a deescalation technique training with H.R..

Once students are employed as O.P.C. peer mentor we have them attend conferences with OPC staff they lead workshops and work with students as mentors and we do it in a organics fashion where we put them in leadership roles and hope that students will gravitate towards them and would want them to be their mentor. We also help students gain exposure and experience to work for certain opportunities such as internships, job, volunteering, service learning, and [shop] visits.

Next slide please.

Now we also through an intake and sometimes through our Scholars Program which I believe in previous slides, Dean had talked about that, am I corrected on that?

MEERA: Yes

JAY: Sorry. So we have students do a caress assessment we do the Hollands with them the Hollands is an assessment that assess students' work person, their personalities with their work styles and we use this really to have a student do a self exploration try to identify what is their career interests. Although the program does focus on the current areas I mentioned before we do note that students tend to change their majors as well as their current interests Once they're enrolled in college or as they still develop their careers so the career assessment uses the Hollands we choose you know the most common assessment used with most work

force labor departments and we find that our students tend to match up with the career interest that they choose as a major at O.C.C. but we also use this in terms of advisement setting when a student realize that this may not be the Career choice for them there may be some other careers that we can explore. next slide.

During career exploration, this where we really want to give students that exposure to really start doing research in school on the careers and we tend to use three websites to give them that opportunity to explore the careers. The first one is mynextmove which is you know over net but it's a more User friendly format as soon as they're able to use this to you know get particular stats on which careers are growing and declining, salaries. What type of education they need we also use on the futures, bigfuture by [the College Board] and I know [the college board] is most commonly known for S.A.T.'s but they also having major career search option which allows students to get the same if mission they would receive from all that but it's what makes it unique is that it also based on that information on the major students the students select doesn't just give them back if it doesn't just given information on particular careers but on college majors. And the last programs we use we have students use for research is careeroach so this is the program that we launched here at the college would allow students to tie in those careers with the majors we have here at O.C.C..

So they all provide the same type of information which is You know the stats based on the current interested and each have a different function. Next slide.

Sorry next slide. Thank you. So we also use the word base learners opportunity it really gives students exposure in that field given that real life work experience. So that they came to really gauge it and see is the right field for me I often tell students sometimes we view it change my life as a you know an option to say I don't like something to learn something new so it's really a process of elimination versus a process of really finding a good fit. So we use internships, jobs, volunteer experience and service dining and site visits to really give the students a sense of this is what to prepare for and this is. You know the creative guarantors and see if it's a good fit for. For them. Next slide.

There are a lot of ways we try to engage students in the career development the most common way is one on one advice and so this is an opportunity for us to sit down with students who have finished your assessments identified careers that they're interested in using those work based learning Opportunities to really explore those skills get the exposure but also work with them as we you know take those necessary steps to make sure that they're on track academically as well as on track with attaining those career goals and we also use group

settings to accomplish this in workshops learning communities we often go into the classrooms with certain faculty members that we have good relationships with to do a resume writing class or Sometimes we do a networking class as well and below I see some of the topics that we also cover which is job search skills, affective interviewing, salary negotiation. I already mentioned work based learning as one of the tools we use for career development but one of the key to that we're using is an action plan which is a plan that we work with students each semester to help develop these goals and create in the Veldt the skills. next slide.

So they action plan is really a the best way I think of it is a goal setting, goal setting worksheet. So students really just sit down with a coordinator and identify ways to achieve their goals and we take the we take the concept that long term goals to achieve the long term goals we kind of break them into Small short term goals then able to help them achieve those goals and. I have a example to show you but we really want to work on developing the whole student with these action plans it helps develop relationships with the coordinator and the student as well as give the students some ownership allow us to you know plant some check ins as well. And you know the action plan doesn't just focuses on careers it also focuses on academical students may have some personal goals for example if the student needs help in time management and we will develop some techniques to talk about you know some ways how we can attain that goal, time hard work time management what they call it in this time but please be patient with me still but these are some of things that we're working with students with. Next slide.

So this is an example of a sample of an action plan and with our students we identify a goal so for this one in particular J. Harrison. Oh my grandfather they want to create a resume so they can get an internship so after we identify the goal we identified the resources available which of course they can receive on campus or outside the campus and this student identified that they can get help from our Career Center we have here on campus as well as their coordinator Jay Harrison and this student is an EOP student so the student can also get support from the staff there as well and what's great about this plan is once we identify the supports that allows the coordinator and the career coach to really figure out if a student is you know working towards this goal by checking in with each of these resources that has that sense of community that's working that's working together to help them towards this goal we also then next step is actually students identify you know what tasks or you know what actions are you going to take in able to attain this goal and this would the identify attendance of O.P.C. workshops resume writing and internship workshop as well as attending workshops with the career center now this student who wanted to you know we get suggestions in terms of you

know some other actions they take but the idea is really for them to develop their own actions that they feel confident they will be able to do.

The last part is the evidence of achievement and this is what we have for students so what proof will you have enables us to know that you achieved this goal for the student they identify get an internship or get in an interview and that's key because we want to make sure that they establish what that evidence for them would be for achieving this goal and so they can easily have chosen complete have a completed resume or even if it can have start my first year my internship so it is really just trying to get them allow them to choose what type of measure they view would be a good fit for the evidence of achievement. And midway through you know we decide like a month or some students to two weeks or a week of us to review whether or not they have attained this goal. And below that you see are there any risks or obstacles to obtaining those goals and for a lot of our students this is an opportunity for us to provide additional for services so with this particular student that identified that they don't have interview attire so we would work with organizations or the program stuff we're trying to see if there's ways we can help the student you know get this obstacle out of the way. It is important for us to identify that a lot of our students will come in with barriers. So we want to make sure that we address each of the barriers when we talk with them in terms of career development and identify how to obtain these goals because sometime students may not view certain things in their life as a barrier and it's really a benefit from us to have these you know heart to heart conversation with them.

Because one another barrier for a lot of our students which is common for law students looking for employment is transportation. And that sometimes will come up so for other students maybe transportation is a barrier they don't have access to an automobile or maybe the place where they're interested in an internship is not within the means of public transportation. So these are conversations we need to have with the students and it could be part of it to actually be in addition to their action plan. To work on getting a driver's license. Next slide.

MATT: This is Matt [Coran] I'm the career readiness coach with the O.P.C. project and as Jay said a very thorough overview of what we're doing and coming up we're ending the spring semester now but through the summer and into the fall we're going to really plans to beef up

and ramp up certain areas of the project. One of those being employability skills training and It's we In partnering with our workforce development staff we have learned of a tool that they have a separate assessment that really hones in on employability skills and the things it takes to be a good employee and remain a good employee sort of the soft skills sort of things rather than the specific skills needed for a job. The assessment is pretty thorough, video based, user friendly. Accessible and we're able to kind of utilize the results and plan based on them for the needs of the students in general for our ongoing seminars and workshops that we offer.

In conjunction with that will still continue to do some intense one on one career advising and counseling. Students right now who are nearing graduation or are planning to transfer to get experience under their belts. But they might not have a resume or they may have attended a resume workshop but haven't really submitted one for approval yet so we're kind of focusing in on those things to make sure students all have their professional documents in line and really know how to navigate the job search world and be prepared for interviews and that sort of thing. Next slide.

Thank you. Another one of our big ventures right now is to enhance our work base learning opportunities. Jay outlined what those were previously but now it's really focused on broadening and expanding our network of employers that are in tune with the mission of our program and project but also in the field of industries that the students are looking to venture into. Two of our big major systems are information systems and Electronic Media Communications for example and our current network is employers more along the lines of manufacturing and hospitality so we kind of have to target other areas but also intensify the areas that we have available right now as well so a lot of stuff going on and a lot of stuff to be going on and we'll take and questions.

MEERA: I see that do we had a question from Doug about I believe perhaps the planning that Jay was discussing and whether thirteen months seems reasonable, have you had any experience moving students quickly that quickly through it or are they are they taking long and what you've seen so far.

JAY: In regards to, I'm sorry.

MEERA: The option plan that you put together, is that the question Doug?

DOUG: Yes.

JAY: OK So the action plan and there seems to be a typo there the year being 16 and it started on 15th you know we do actually we perform that action plan each semester so there's one completed in the fall and one completed in the spring. I don't know if that answers your question.

MEERA: Gotchya So it's kind of an ongoing process it's not necessarily just a bounded one.

JAY: Ya, it's an ongoing process. I mean some goals may take a year but the idea is to really make sure that we're not using the action plan to redevelop long term goals if the student's long term goal is to let's say get their associates in computer science then of course we're going to break down every goal into so short term goals which is attend class, or get experience in the field or do sessions at learning centers work with a tutor to make sure that their on task.

MEERA: Gotchya. So setting milestones and revisiting the plan.

JAY: Correct

MEERA: Any other questions?

JANET: Hi Meera, this is Janet, and sorry I'm not online I'm having a little difficulty figuring out

the link to the slides. I am I know that Onondaga Pathways to Careers through Jay's leadership and with Matt now, has worked to put in place a lot of different reports on career development for students but I know that increasingly we're looking at well linking work for stuff at the college and to the effort and I was just curious I mean some of it is so, you know discrete and the goals specific for the students how do you see that that moving of or do you see it being a similar process or and how do you or have you had a chance to put a look at that.

MATT: Can you repeat the first part of your question there

JANET: Sure the first part of my question was you know, the discrete noticing the discrete things that you're teaching students from resume writing to goal planning. And knowing that you all having done this sort of in O.P.C. in-house are now expanding to work with folks in your workforce arena with this as well I'm thinking specifically [in the air and in the yahoo] I was wondering what you envision will be the way in which the students continue to work at this light so for example will there to be continue to be a workshops or will it be carried out differently.

MATT: We look to retain the same sort of, you know different options and menu of services but still using the action plan as our driving force even with additional staff so some of it might be More group focused but also keeping the Individualized career counseling options available as well.

JANET: Thanks Matt.

SHELDON: This is Sheldon and I know that we are running out of time for this call I did want to mention that Onondaga recently developed a two-year timeline that identifies specific career based skills for your one students and your two students and then gives an operational definition to each of these categories. Scroll through activities and they relate to menu that

sets the students agree to as far as what they will participate in the program perhaps that might be something in the future call that we could address.

MEERA: Thank you Sheldon ypu know you could share things that would be great

SHELDON: Definitely.

MEERA: I have a zero I think you pointed out we have run out of time one of these days I will create a powerpoint presentation that's not two hundred slides long so maybe we shall continue this topic and go into this timeline which I think will help us understand how this is an ongoing milestone driven process that can take place and then we can also hear from some of our other programs on the line.

Saved By The Bell but Zack and Helga I hope we can hear about your programs a little bit more next time and hopefully have Georgia and Virginia with us as well. All right well I think everybody we will post this presentation and many of the resources we heard discussed today and we will look forward to speaking with you again in two months. Again please let me know if you're having any difficulties with the listserv and I will continue to stay in touch through that mechanism. Take care everybody.