Developing a Contextualized Basic Skills CTE Program: LATTC’s Utilities & Construction Prep

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Program Development Framework

5 stages of the Career Pathways Model promoted by the Workforce Strategy Center

www.workforcestrategyc.org

1. Gap Analysis
2. Career Pathways Planning
3. Implementation
4. Continuous Improvement
5. Expand the Pathway
How We Did It

Program Development Timeline

- Convened partners in July 2007
- Curriculum development began in December 2007
- Recruited instructors in February 2008
- Recruited students in March 2008
- Launched April 7, 2008
- Trained two cohorts (60 graduates) by 8/08
Stage I – Partnership Development

- Identify potential partners
- Convene workforce, employer, labor and economic development groups to identify key occupations
- Gain partner participation
- Set mission, vision and goals
- Formalize partner roles and responsibilities
- Gain employer-partner commitment
Industry Partners

- Electrical Training Institute of Southern California and IBEW Local 11
- Industrial Brotherhood of Electrical Workers (IBEW) Local 18-LADWP Joint Training Institute
- Los Angeles Department of Water and Power
- Los Angeles Urban League
- Metropolitan Water District
- Southern California Gas Company
- State Building and Construction Trades Council of California
- UAW Education and Training Corp.
- Watts Youth Opportunity Program
Partner Roles & Responsibilities

- Endorse, support & promote the program
- Curriculum guidance and training materials
- Guest speakers and mock interviewers
- Mutual referrals
  - Refer their “rejected” applicants to us for training
  - Receive and support our graduates in job application process
- Coordinate exams and interviews on-site or right after training ends
- Provide training supplies and student prizes
Identify Gaps and Opportunities

- Map entry and advancement requirements at entry and mid-levels in each field
- Identify gaps and opportunities for collaboration with existing education, workforce and social services
- Coordinate education and training pathways with credit departments
Stage II - Pathways Design

- Illustrate training, education and career mobility
- Incorporate and align programmatic components
- Establish data collection protocols
- Organize data management and reporting procedures among partners
Utilities Career Pathways

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**CAHSEE Test**
- **CASAS Reading and Math Test > 6th grade**
- **Utilities and Construction Prep Program**
  - Contextualized basic skills (315 hours)

**Pre-Electrical Craft Helper (54 hrs)**

- **Lineman Training (54 hrs)**
- **Solar Installation (54 hrs)**
- **Supply Water Cert 1 (_ hrs)**
- **Wastewater Cert 1 (_ hrs)**

**Meter Reader ($13/hr)**

- **Customer Service Rep ($13/hr)**

**Electric Station Operator ($/yr)**

**Electrical Craft Helper ($46K-63K/yr)**

**Maintenance and Construction Helper ($/yr)**

**Steam Plant Asst. ($/yr)**

**Electric Distribution Mechanic ($/yr)**

**ADVANCED EMPLOYMENT**

**UPGRADE EMPLOYMENT**

**ENTRY LEVEL TRAINING**
- **(Short-term CTE college courses)**

**ENTRY-LEVEL EMPLOYMENT**

**PREPARATION**

**RECRUITMENT & ASSESSMENT**

**Electrical and Steam Plant Assns.**

**ENTRY LEVEL TRAINING**

**Electrical Distribution Mechanic ($/yr)**

**Electric Station Operator ($/yr)**

**Electrical Craft Helper ($46K-63K/yr)**

**Maintenance and Construction Helper ($/yr)**

**Steam Plant Asst. ($/yr)**
Construction Trades Career Pathways

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Stage III - Implementation

- Develop, revise, and/or re-package existing curriculum
- Recruit and assess participants
- Deliver training
- Provide support services and case management
- Continue employer development activities
- Utilize data management system
Recruitment, Assessment & Selection

- Four to six week process
- Utilize an extensive email and community-based network to get the word out
- Provide multiple orientations at different venues at different times and over 2-3 weeks
- Integrated into Bridges to Success Center
Recruitment

- Conduct 2-hour presentations on and off-campus over 3-4 week period
- Primarily target “disconnected” adults ages 18-30, first-time or returning college students (increase mkt share)
- Coordinate outreach & referrals with employment assistance agencies, WorkSource centers, community-based partners, faith-based organizations, County Probation Dept. and youth camps
- High School career counselors and career tech instructor contacts
- Internal LATTC “in-reach” (CAHSEE to College, Cal Works, ASO, faculty and staff)
Assessment

- Test all attendees at orientations (CASAS reading and math)
- Instructors and partners interview orientation attendees over two days (first come, first served)
- Provide “refresher” instruction by sending students to CAHSEE classes and re-test for those students that don’t have HSD or GED or scored below 7th grade levels (second chance)
Selection

- Prioritize students that attend orientation, test above 6th grade on CASAS tests and pass interview
- Interview is heavily weighed – assesses level of interest, commitment and capacity to attend everyday
- Prioritize students that have HSD/GED and driver’s license/clean driving record, but not exclusively
- Must not have any enrollment holds
Curriculum Design

- Identify existing noncredit courses that could be part of the program
- Identify existing noncredit courses that could be updated and modified for this program
- Create new contextualized courses for this program that were versatile enough to be used for other industries
- Coordinate with credit disciplines to ensure no duplication
UCP Curriculum Components

- Industry Overview and Career Opportunities (18 hrs)
- Contextualized Basic Skills and Employment Test Preparation (72 hrs)
- Workforce Readiness and Employability Skills (117 hrs)
- Applied Construction Skills (54 hrs)
- Workplace Fitness and Conditioning (54 hrs)
Industry Overview and Career Opportunities

- Employers serve as guest speakers
- Students learn to network and form professional relationships/contacts
- Students research and make PowerPoint presentation on careers, pathways, job opportunities, position requirements, salaries, etc.
- Evaluate and compare job responsibilities and career opportunities with own interests, preferences, skills and aptitudes
- Visit local training centers
Contextualized Basic Skills and Employment Test Preparation

- Contextualized reading, writing, computation and mechanical skills training
- Classroom instruction complemented with KeyTrain training and WorkKeys Testing (Reading for Info, Locating Info and Applied Math)
- Employer exam preparation and study skills strategies – use of employer study guides, etc.
- Coordinate with CAHSEE and GED preparation and testing programs
Workforce Readiness and Employability Skills

- Job search and preparation (student portfolios, mock interviews)
- Financial literacy, personal money management
- Basic computer training for the workplace
- Intensive teamwork and teambuilding foundation class
- Effective workplace communications, listening, problem-solving, conflict resolution and leadership class integrated throughout program (quasi-case management)
- Teach and enforce workplace success standards (strong work ethic, punctuality, teamwork)
Applied Construction

- Introduces students to about 7 different trades, hand tools and small power tools
- Safety orientation & training
- Consistent with NCCER learning outcomes for Core curriculum on Introductory Craft Skills
- Utilizes Paxton/Patterson Building Skills Curriculum

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Workplace Fitness and Conditioning

- Improve endurance, fitness, strength and health
- Construction-related agility
- Ergonomics and safety
- Demolition
- Trenching
- Ladder climbing
- Working in small spaces
- Visit a construction site
Support Services

- Connect women students to mentor and employment assistance program for women in non-traditional careers

- Connect students to trauma counseling, student health center, food stamps, General Relief, CalWorks/GAIN, transportation assistance, financial aid, and housing assistance as needed
Intake, Data Collection and Case Management

- Conducted by staff and faculty during the program (subsidized by grant) and integrated into Bridges
- Conduct individual intake and educational planning session in Week 1
- Conduct assessment of student and feedback session in Week 3
- Conduct employability assessment and feedback session during Week 7
- Review student’s education and job search plan before end of program
Employment Assistance & Case Management Upon Graduation

- Students attend orientation and register with WorkSource Center towards end of program
- WorkSource Center assigns Business Service Rep to those students that are ready for full-time work and complete registration
- CAA staff do case management of those students continuing education
Step 4 – Continuous Improvement

- Conduct regular in-process reviews
- Review overall performance
- Evaluate the performance of each partner
- Make operational adjustments based on evaluations
- Reevaluate the mission, vision and goals
- Document lessons learned
Lessons Learned

- Needed greater focus on behavior modification and support for students’ life challenges
- Need to spread out orientations over 3-4 weeks
- Address computer skills and HSD and GED gaps in coordinated effort
- Students need career and education plan before finish program
Adjustments Made

- Added a foundations course the first week
- Added a quasi-case management course that is integrated through program
- Added class in basic computer use
- Require career and education plan for each student as part of classes
- Increased number of faculty to reduce load on a single instructor
- Provide stipends to faculty for non-instructional work
- Test students on all 3 WorkKeys tests to get national certificate
Student Demographics

- 60 students started the program (2 cohorts)
- 78% men, 22% women
- 54% African American
- 38% Hispanic/Latino
- 4% White
- 2% Asian/Pacific Islander
- 2% Other/Unknown
Outcomes to Date

- 50 students completed (83%)
- Approximately 85% have continued their education at LATTC (majority in credit programs)
- Approximately 25% are working in new jobs
- Approximately half of newly employed working in construction trades (apprentices)
- 100% passed Applied Math WorkKeys Test
- 100% of students without HSD/GED are getting them
- Graduates are better prepared and focused students in credit classes
- Some students earned early release from Probation and earn GED/HSD while in program
Next Steps

- Receive approval for all new courses and Enhanced Funding for Noncredit Certificate by State
- Expand employer partners
- Set annual training schedule (3x/year)
- Review sustainability plan
- Plan and deliver select courses to utility and construction students at higher level training
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