

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

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Bridges to Success Center

October 14, 2008





Program Development Framework

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

www.workforcestrategy.org

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

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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

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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

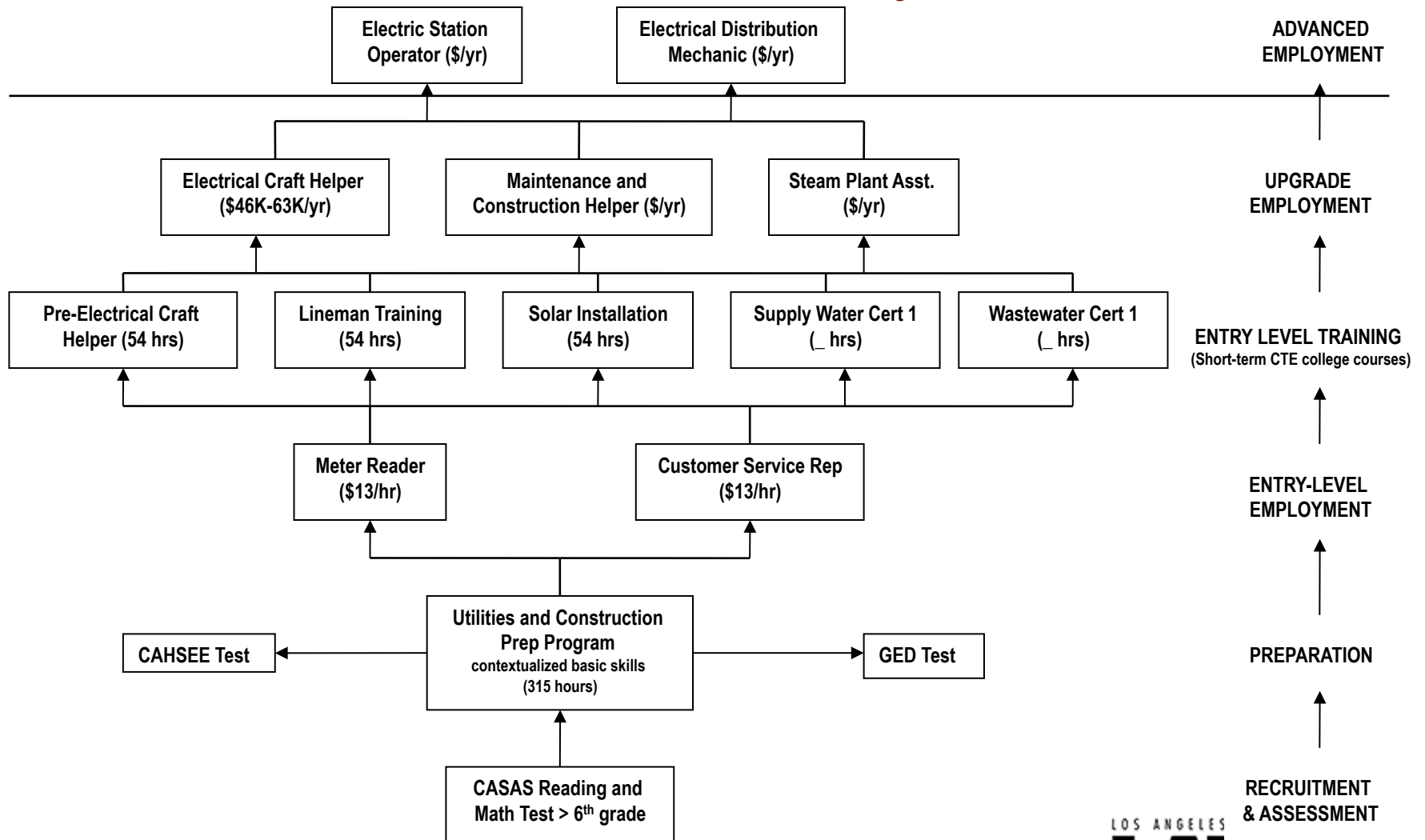
- ❑ Map entry and advancement requirements at entry and mid-levels in each field
- ❑ Identify gaps and opportunities for collaboration with existing education, workforce and social services
- ❑ Coordinate education and training pathways with credit departments



Stage II - Pathways Design

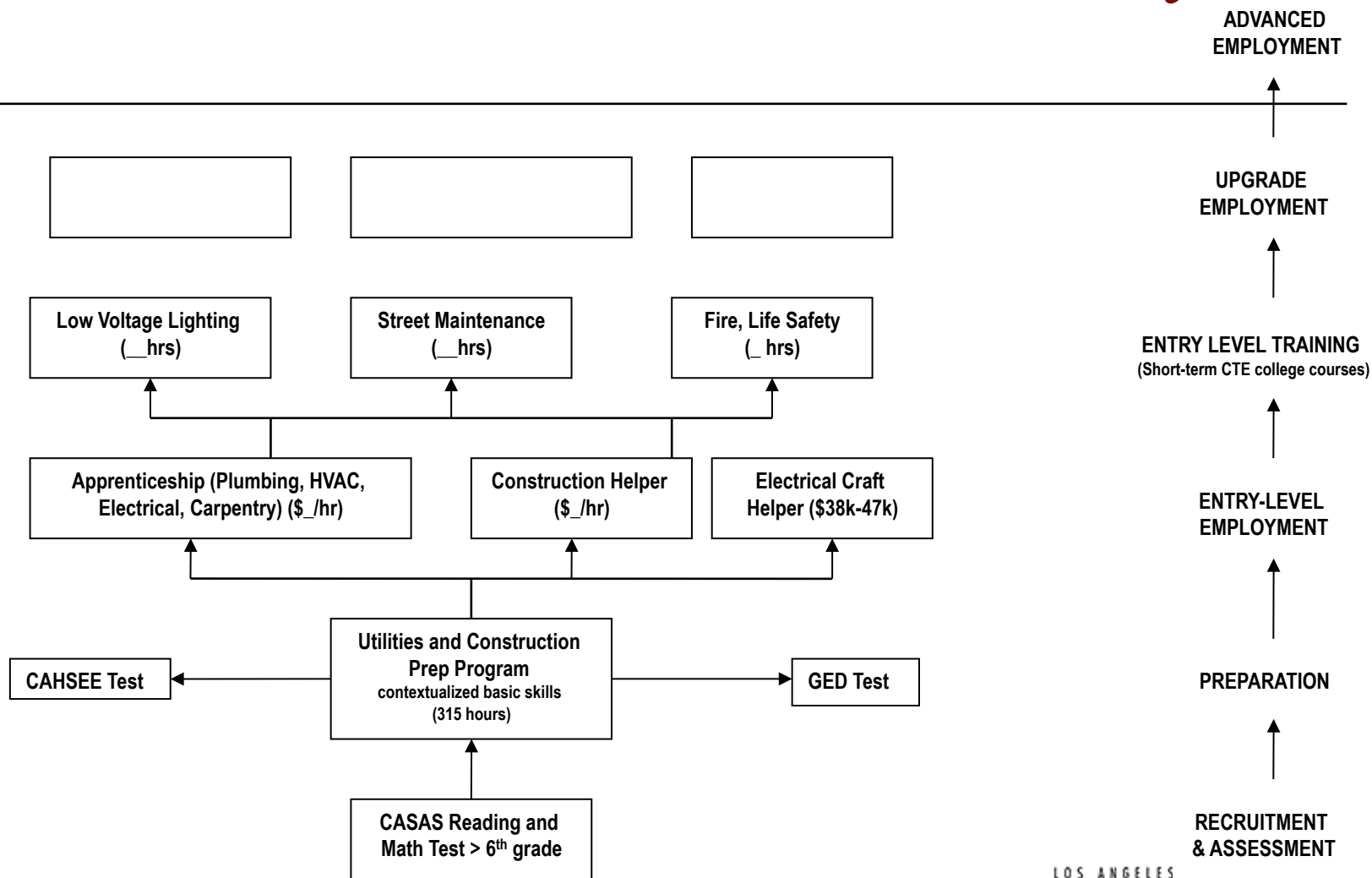
- ❑ Illustrate training, education and career mobility
- ❑ Incorporate and align programmatic components
- ❑ Establish data collection protocols
- ❑ Organize data management and reporting procedures among partners

Utilities Career Pathways



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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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