Invest In Adult Literacy:
Building a Stronger Workforce through Adult Literacy

Support provided by:
Low Literacy, Unemployment, Poverty
Academy of Hope Forum

April 17, 2012
Ed Lazere(lazere@dcfpi.org)
Rich-Poor Gap in DC Is Among The Widest in the U.S.
Unemployment Continues to Rise For Many DC Residents

Source: DCFPI Analysis of the FY 2011 Budget and Financial Plan (December 2010). All figures are in thousands.
Bleak Employment Picture
For Non-College Graduates in DC
Reducing Poverty in the District Through Better Jobs

Low-Income Residents...

Currently 57,000

If work increased to full-time with no wage increase 42,000

If wage increased to $12/hour with no hours increase 43,000

If wage increased to $15/hour with no hours increase 33,000

If wage increased to $12/hour and work increased to full time 21,000

If wage increased to $15/hour and work increased to full time 12,000
Beyond Basic Skills: Building Pathways to Credentials for Adult Education Students
Marcie Foster, Policy Analyst, CLASP

April 17, 2012
CLASP: Policy Solutions that Work for Low-Income People

• CLASP develops and advocates for policies at the federal, state and local levels that improve the lives of low-income people.

• Our Center for Postsecondary and Economic Success seeks to improve policy, increase investment, and strengthen political will to increase the number of low-income adults and youth who earn the postsecondary credentials essential to open doors to good jobs, career advancement, and economic mobility.
Increase in demand for higher educated workers and continued payoff for a postsecondary credential (social, economic, health, intergenerational)

Decrease in the number of HS graduates (traditional source of higher-educated workers)

Need to provide **more** and **better** opportunities for adult students and workers to **upgrade** their skills and access **postsecondary education**.
Issues with Traditional Adult Education

• Current data show poor postsecondary transition rates.
  – 4,000+ students served, only *hundreds* enter postsecondary education.

• Too many goals, too little funding.

• Too focused on the GED, which does not denote college and career readiness.

• Student’s don’t receive the supports they need to succeed long-term.

• Sequential approach lengthens the time to a credential and reduces the likelihood of success – *time is the enemy!*
The “Path” to Economic Opportunity for Low-Skilled Workers?

- Adult Basic Education/English Language Services
- Developmental Education
- Short-Term “Work Readiness” Course

...And still no credential with labor market value!
Career Pathways: Seamless Transition and a Greater Likelihood of Success

- Adult Basic Education/English Language Instruction
- Short-Term Occupational Certificate
- Long-Term Certificate
- 2-Year Associate’s Degree
- 4-Year Bachelor’s Degree

Bridge Program

Progressively Higher Employment Opportunities
Building Career Pathways and Bridges

1) Combine basic skills and career-technical content, including general workforce skills, pre-college academic and English language skills, and specific occupational knowledge and skills.

2) Contextualize basic skills and English language content to the knowledge and skills needed in a specific occupation or group of occupations.

3) Use new or modified curricula, with identified learning targets for both academic and occupational content, articulated to next level in college and career pathway.
Building Career Pathways and Bridges (cont.)

4) **Change how classes are delivered**, e.g. dual enrollment in linked basic skills & occupational courses; integrated, team-taught basic skills & occupational courses; enrolling students in cohorts.

5) **Support student success** through enhanced student services. E.g. “career coach” helps students navigate campus processes, access college and external services, connects students to other public benefits, and arranges internships in field of study.

6) **Connect to local employer and community needs** by engaging key partners in design and implementation of bridges, such as employers, unions, workforce development boards, community-based organizations and foundations.
Early Results of Career Pathways and Bridges are Promising

- **Illinois Bridge Programs:**
  - 89% of students completed the bridge program.
  - 92% of those who completed went on to higher education or a new job.

- **Minnesota FastTRAC:**
  - 88% of students in integrated, credit-bearing FastTRAC programs completed their initial course.
  - 67% of students enrolled in FastTRAC ABE bridge courses completed and moved into an integrated course.

- **Wisconsin RISE (Regional Industry Skills Education):**
  - Colleges report 90% of students complete postsecondary certificates.
  - RISE students’ math skill gains exceed those of students in standard math instruction (based on pre/post testing at several locations).
  - Students express high degrees of appreciation and satisfaction with integrated instruction in the career pathway bridge approach.
Thank you!

Marcie Weadon-Moreno Foster
Policy Analyst, CLASP
mwmfoster@clasp.org
Welcome

SOME’s Center for Employment Training Orientation
Started in 1970
Community-based
Helps underprivileged in D.C.
Advocates for the poor
Meets immediate daily needs
Provides comprehensive services
About SOME

“Restoring hope and dignity one person at a time.”
The mission of SOME CET is to empower people to move themselves out of poverty and into living wage careers through a holistic approach that includes marketable skills training, human development, basic education and career services.
CET’s career areas were chosen based upon a market study that revealed that these areas met the following criteria:

- Starting salary is a living wage
- At least $10.00 an hour with benefits
- High growth potential
- High demand for personnel in the DC metro area

**Building Maintenance Service Technician (BMST)**

**Medical Administrative Assistant (MAA)**
Skill Development

BMST
- Intro to the Trades
- Plumbing
- Carpentry
- Blueprint Reading
- Electrical
- HVAC
- Safety Standards

MAA
- Health insurance
- Healthcare communications
- Introduction to allied health
- Medical billing
- Patient records
- Cash management

UNIVERSAL EMPLOYMENT SKILLS
- Customer Focus/Services
- Essentials of business practices
- Computer Skills
- Applied Technology
# Growth in the Building Maintenance Sector

## State and National Trends

<table>
<thead>
<tr>
<th></th>
<th>Employment</th>
<th>Percent Change</th>
<th>Job Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>2008</td>
<td>2018</td>
<td></td>
</tr>
<tr>
<td>Maintenance and repair workers, general</td>
<td>1,361,300</td>
<td>1,509,200</td>
<td>+11%</td>
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<table>
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<td>2008</td>
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</tr>
<tr>
<td>Maintenance and repair workers, general</td>
<td>4,280</td>
<td>4,810</td>
<td>+12%</td>
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*Job Openings refers to the average annual job openings due to growth and net replacement.

**National Data Source:** Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections

**State Data Source:** District of Columbia, Department of Employment Services

![Hourly Wage Chart](chart.png)
State and National Trends

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<td>2008</td>
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<td>Medical secretaries</td>
<td>471,100</td>
<td>596,600</td>
<td>+27%</td>
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**Hourly Wage Chart**

- **United States**
  - High: $25.69
  - Median: $15.55
  - Low: $10.21

- **District of Columbia**
  - High: $28.61
  - Median: $20.45
  - Low: $12.43
The CET Model

Professional career training

The CET Experience

Basic Education

Career Development

Skill Development

Human Development
Basic Education

Vocationally necessary skills

- Administer CASAS to develop Education Plan
- 1-1 Tutoring, Group Tutoring
- Grammar and sentence structure
- Writing business plans
- Job-related terminology
- Math (Fractions, Percentages, basic algebra, etc.)
- Reading Comprehension
For enrollment at CET all students complete the CASAS Appraisal. This indicates the starting skill level of the individual. On day one, all students are Pre-tested. The pre-test is scored and the results are reviewed with the student along with a map and education plan indicating areas needing the most improvement. The student is then assigned to a 1-1 tutor. The tutor works specifically on the identified areas from the CASAS Life & Work Series.
## Integrated Lesson Plans

All Industry Curriculum lesson plans have CASAS Integrated as a measurable learning objective.

### COURSE: BMST

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<th>COMPETENCY: Carpentry</th>
<th>LESSON: trim</th>
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<td><strong>OBJECTIVE:</strong> Carpentry: Learn Interior and Exterior carpentry principles and techniques. Learn the various types of materials and equipment used in the building maintenance industry and how they are packaged and sold. Participate in group and individual projects. (Landscape maintenance is also covered in this unit including runoff and heat island control, green roofs, erosion control, proper fertilizer and pesticide use, use of indigenous plant species.) Green construction and retrofit techniques and materials are discussed. Students participate in a deconstruction project. <strong>GOALS:</strong> Learn how to install baseboard, window and door trim and casing, crown molding, and shoe molding using hand and power miter saws</td>
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<td><strong>CASAS COMPETENCIES:</strong> 4.8 Demonstrate effectiveness in working with others as a member of a team 6.5 Use expressions, equations, and formulas 6.5.1 Recognize and evaluate simple consumer formulas 6.6.4 Use or interpret measurement instruments, such as rulers, scales, gauges, and dials</td>
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<tr>
<td><strong>ACTIVITIES</strong> Students learn how to make both inside and outside corners and coped joints using first the hand miter saw, then the coping saw and finally the power miter saw. They construct a square frame of specific size with mitered corners. Students learn the difference in appearance between mitered, but, lap, dado, and rabbit joints. The simulated room previously framed, sheathed and dry walled which now has window and door built interior and exterior trim. Students measure to determine how many linear feet of each type of trim will be needed and calculate cost based on market price per foot. <strong>METHOD</strong> Lecture, demonstration, printed study guide, written quiz, and practicum</td>
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<td><strong>ASSIGNMENT</strong> Each student makes a miter joint and a coped joint, then makes a square frame with mitered corners of a specific size which is graded on accuracy. Students then participate in groups project of installing trim in the simulated room. <strong>EVALUATION</strong> Self evaluation within the context of the group project, quiz, practical test</td>
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<td><strong>RESOURCES &amp; MATERIALS</strong> 1/4 round trim or shoe molding for mitered frame project. 1/2 inch base board and 2/14 inch window and door trim, finishing nails, miter saw and coping saw, nail set</td>
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Weekly each class receives 1 hour of writing instruction related to the industry.
For Example: MAA writes a business letter to an Insurance Company explaining changes in the practice, BMST writes a letter notifying residents of a Unit Safety Check scheduled for next week.

Additionally the BMST receives a weekly math lesson on fundamentals of measurement, adding and subtracting fractions and other necessary industry math skills.
Human Development

- Time management
- Emotion management
- Transportation
- Child care
- Applying for benefits
- Coordinating medical care
Monthly the College Board Educational Opportunities Center offers on-site Pre-GED Testing. The results are reviewed with the student and if he/she is ready for the GED SOME CET will pay for the exam. If the student is not ready we try to accommodate preparation at the center, but often refer him/her to another agency.

CBEOC also offers assistance with College Prep both around financial aid and college selection. FAFSA is completed on-site and college tours are scheduled.
The Job Search

- How to search
- Writing
- Professional cover letters
- Interview skills
- Practice interviewing
- Portfolios

Career Success

- Professional dress
- Business culture
- Work standards
- Public speaking
- Workshops
Self-paced
Individuals decide when they start and end
Individuals control their schedule
Workplace setting
Instructors present material
Competency tests may be repeated
Unit Team

The TEAM
- Instructor
- Trainee Advisor
- LICSW Social Worker
- Career Development
- Basic Education Coordinator

Meets weekly
How to Succeed at CET

Attendance
- Attend all sessions
- Be on time
- Pay attention in class

Competency
- Use available resources
- Seek help when needed
- Study for tests
- Achieve competency levels

Job Readiness Behavior
- Be a team player
- Dress appropriately
- Show respect
Questions?
Invest In Adult Literacy: Re-engaging Disconnected Youth

Next Forum: June 21, 2012, 8:30a-10:30a

Support provided by: