



# PROJECT H.A.T.S.A. (Helping Achieve TANF Success through Actions)



# Purpose of Project HATSA



- To improve a TANF client's employability
- To provide resources for career and technical training at GCC
- Earn college credits that can lead to a higher degree (example: Associates Degree)
- Focused on Education for 3-4 months
- Internship with a Private local or federal contractor
- Earn a National Career Readiness Certificate (NCRC) that is recognized nationally.
- Enroll up to 68 participants for 1 year (17 participants per cycle (4 Cycles)
- Ensure there is no cost to the student/client.

# Process & Timelines

- February 2011 – Met with Career Placement Office Director at the Guam Community College to discuss pilot project
- March 2011 – Researched government of Guam procurement process – Sole source procurement
- March –June 2011 – Developed Memorandum of Agreement
- October 2011 – Received approval from the Attorney General's Office
- November 2011 – Met with GCC and discussed next steps
- December 1, 2011 – Mass Orientation to TANF participants Scheduled
- January 2012 – Commencement of Cycle 1 – Work Readiness Week

# Program Orientation

- Letter hand delivered to each participant, emailed to worksite supervisor , mail and telephone calls made
- 101 Attended: 54 with a High School Diploma and 47 w/out a HS diploma
- Speakers: President of the Community College, DPHSS Director, Work Programs Supervisor, Keynote speaker: Karen Storts from DCK Pacific “Highlighted Women In Construction”





# Selection Process

## Preparation for Cycle 1:

- Initiated the CASAS –Comprehensive Adult Student Assessment Systems which evaluated the reading and listening in life skills in a workplace context.
- Selection – CASAS – Score 7<sup>th</sup> grade level and above
- Telephone contact made to all those selected and inquired regarding interest to participate.

Cycle 2 & 3: CASAS not used in selection process since list from December was exhausted, High School Diploma or GED was the only requirement.

# Registration Process

- Students provided a one page checklist of each step that needed to be completed for the registration process
- Students need to complete PPD Skin test – administered by Nurse – GCC
- Partnered with immunization program within DPHSS for free immunizations for students (not covered under Medicaid if >18 y.o.) – Developed a standard referral with control numbers
- Partnered with local One Stop Career Center and WIA Programs - Funding to support Personal Protective Equipment (PPE's) and Access to military installations if needed

# Work Readiness Week

- WRW contracted by GCC
- Discussed with students – Participants responsibilities and signed Individual Responsibility Plan
- Distribution of Class Schedule and Program expectations
- Subject different each day – Topics included:
  - How to write and effective Resume
  - How to complete a Job Application
  - Interviewing Do's and Don'ts
  - Dress for Success “Communication (Clearly & Effectively)
  - Financial Management
  - Employee Rights
  - Work/Sexual Harassment
  - Guest Speakers from each of the construction trades
- Cycle 3 – restructuring WRW by establishing Post Academic Work Readiness a week before internship begins - Re-emphasize some topics discussed in the Pre-academic stages (i.e. Interviewing skills, etc)



# Program Courses

- Work Readiness Workshop
- CT100 – Introduction to Construction Trades
- CT140 – Industrial Safety
- AE103 – Basic Blueprint Reading
- CT158 – Heavy Equipment Operation
- CT292 – Construction Practicum
- WorkKeys System (National Career Readiness Certificate)
- 40 Hours
- 5 College Credits
- 3 College Credits
- 3 College Credits
- 3 College Credits
- 3 College Credits
- NCRC Certification



# Internship

- GCC's contractor responsible for internship placement
- 120 hours of internship with a private company
  - Each company would chose between a 30 or 40 hour per week Internship Training Plan
  - Each intern was required to submit their weekly timesheets and journals.
  - The Journals contained questions such as:
    - What problems came up that you need help with?
    - What mistakes did you make? How did you handle the situation?
    - What new jobs, procedures, or work issues did you learn from your work this week?
    - Describe the most interesting incident or experience you had this week.
    - Other comments concerning your work experience

## SUMMARY OF WEEK'S WORK

(If you need more space, please use the back of this paper)

1. What problems came up that you need help with?

Had no problems

2. What mistakes did you make? How did you handle the situation?

No mistakes

3. What new jobs, procedures, or work issues did you learn from your work this week?

I learn how to put signs on a building. Also learn how to break down the amount of electricity.

4. Describe the most interesting incident or experience you had this week.

the most interesting thing I had was wiring up the signs I installed.

5. Other comments concerning your work experience:

No comments

## SUMMARY OF WEEK'S WORK

(If you need more space, please use the back of this paper)

1. What problems came up that you need help with?

Verification on Scaffold rigs as per OSHA 1926. With Kurt's assistance it was easy to understand. He explained the procedures and basic Rule of thumbs in inspecting a Scaffold.

2. What mistakes did you make? How did you handle the situation?

I <sup>was</sup> 15 min late. explained the situation & arrived 10-15 mins earlier than scheduled there after.

3. What new jobs, procedures, or work issues did you learn from your work this week?

- Record Keeping - Recognition, Investigation, Education & Motivation  
- Regulation Researching - Elimination & Control  
- Forming - Responsibility & Accountability  
- Proper way to hold a hammer as per carpentry -

4. Describe the most interesting incident or experience you had this week.

Fieldwork - was just interesting in itself. Being able to get full hands-on training on the field was indeed as rewarding as watching your work fall into place.

5. Other comments concerning your work experience:

I came into the company with the intent to get and do field work, as I spend more time w/ safety I've come to realize and appreciate the whole aspect of the position, and its duties & responsibilities. I would like to experience the full culture change in the accountability factor as well. SOON I HOPE!!  
CROSSING MY FINGERS HERE!

# Post - Internship

- Extended internship/work experience with company.
- Collaboration with OSCC/DOL in terms of employment, furthering education in specific trade.
- Aggressive Job Search Activity within the parameters of the TANF regulations.
- Forming new partnerships such as:
  - DCK Pacific Construction Company
  - the National Association for Women in construction:
    - Conducted outreach to over 30 businesses in the industry at their association luncheon

# Key Train Curriculum

- KeyTrain is the complete interactive learning tool for career readiness skills. It helps people master the applied workplace skills as defined by the WorkKeys® system.
- The WorkKeys® system measures the skills required in the everyday workplace. It helps to improve America's workforce by sharpening the workplace skills of students or employees. Employees are then placed in jobs where they can be more successful. This system benefits individuals, businesses and educators by providing a common language for describing basic skills needed for jobs.
- The National Career Readiness Certificate (NCRC) is an industry-recognized, portable, evidence-based credential that certifies essential skills needed for workplace success. This credential is used across all sectors of the economy and verifies the following cognitive skills:
  - Problem solving
  - Critical thinking
  - Reading and using work-related text
  - Applying information from workplace documents to solve problems
  - Applying mathematical reasoning to work-related problems
  - Setting up and performing work-related mathematical calculations
  - Locating, synthesizing, and applying information that is presented graphically
  - Comparing, summarizing, and analyzing information presented in multiple related graphics

# Outcomes



- Enrolled 23 participants Since January 2012 (6 men/17 women)
  - 22 of 23: completed academics
  - 16 of 23: completed internship (7 currently in internship)
  - 2 of 23: Disqualified from Program
  - 1 of 23: to be re-enrolled in Cycle 3
  - 3 of 23: Offered Employment
- Those that have completed the program in its entirety have earned the following:
  - 45 Contact Hours of Industrial Safety
  - USACE EM 385-1-1 Construction Safety Hazard Awareness 16 hour course for contractors (Certificate expires June 12, 2015)
  - Powered Industrial Trucks Certificate (forklift operator safety training per OSHA 29 CFR 1920.178 (Certificate Expires June 14, 2015))

# The Meaning Behind NCRC Levels

- **Bronze** - scores at least a level 3 in each of the three core areas and has the necessary foundational skills for 16 percent of the jobs in the WorkKeys database ( 5 of 23 participants scored)
- **Silver** - scores at least a level 4 in each of the three core areas and has the necessary foundational skills for 67 percent of the jobs in the WorkKeys database (9 of 23 participants scored)
- **Gold** - scores at least a level 5 in each of the three core areas and has the necessary foundational skills for 93 percent of the jobs in the WorkKeys database (3 of 23 Participants Scored)
- **Platinum** - scores at least a level 6 in each of the three core areas and has the necessary foundational skills for 99 percent of the jobs in the WorkKeys database (None.....yet)



# Pilot Project Cost

- \$2,675 Per Student Per Cycle (17 students) = \$45,475
- \$45,475 x 4 cycles = \$181,900
- + Administrative Cost = \$61,832
- = Overall Total: \$243,732 Annually

# Best Practices

- Develop training programs by establishing Employer needs or occupations in demand (Should be skills that can be used rather than skills focused on a particular industry)
- Memorandum of Agreement should include language re: training program curriculum flexibility
- Involve partners from the very beginning to ensure commitment (this include any “subcontractor(s)) involved in the project”)
- Have orientation for employers and companies – provide information regarding the program.
- Mentoring and Communication
- Establish a Liason between college and Pilot Project
- Establish mechanism - Rapid Response Team to address any issues
- Ensure support services are in place for events/training that is beyond the regular established schedule & work with community partners to assist
- Job Development & Marketing the Client:
  - Schedule an appointment with the HR Manager and Training Manager
  - Be Prepared with their resumes’ and provide insight about the client (You must know the client’s work habits, etc – use performance evaluations to support or advocate for your client(s).
  - Allow employer to “test the waters” – and simplify forms if needed. (Employers do not like to fill out a lot of paper-takes up too much time).
  - If placement/employment is successful, utilize the employer to act as your “reference” about the positive value of the program.

# Waiting..





