



# ACADEMIC CATALOG

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## **Welcome to A Safe Haven Training Academy — Creating Your Success Story**

We're so glad you're exploring career training at A Safe Haven Foundation as the place to start a new chapter in your life. We hope you will find A Safe Haven's Job Training program has much to offer, in addition to its workforce development initiatives.

Everyone wants a career they love. Regardless if you're a recent high school graduate, seasoned workforce professional looking to make a career change, member of the military or a parent, a career where you can be successful is something we all aspire to have, or in need of safe Affordable Housing or Behavioral Health Counseling, A Safe Haven understands this – and that's why we've been the place to come for Career Training.

ASH was founded in 1994 and has been licensed by the State of Illinois to provide substance abuse treatment services since 2001. For over 20 years ASH has been committed to helping people transform their lives from one of alcoholism, addiction and crime to self-sufficiency in sobriety with gainful, living wage employment and affordable housing. In a safe and supportive treatment environment, clients are able to identify and address the root causes of criminal thinking and behavior. ASH seeks to stabilize individuals, unite families, strengthen neighborhoods, and create vibrant, viable communities.

Our Continuum of Care program allow youth, young adults and adult men and women to earn a High School Diploma, Certification in Culinary Arts and Welding faster so you can enter the workforce sooner.

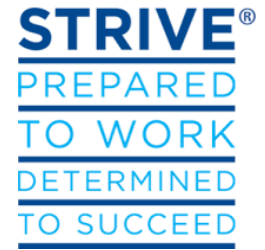
There's no better time to pursue the career training you've always wanted, and our Workforce Development Employment Specialists are prepared to help you during the enrollment process, and can walk you step-by-step through the necessary requirements needed to become an A Safe Haven Alumni.

Thank you!

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## **STRIVE JOB READINESS / LIFE SKILLS TRAINING PROGRAM AND CURRICULUM OUTLINE**

### **THE STRIVE MODEL**

The STRIVE model begins with three fundamental elements: attitudinal training, job development and placement services, and post-placement support. Once established, STRIVE affiliates have expanded to a comprehensive system of services that also includes social services for targeted groups of participants, and career advancement programs.

The STRIVE model is predicated on the therapeutic concept of self-help. As a result, it is important that a client be at least to some degree self-motivated for employment training and placement efforts to be successful. Professionals cannot give an individual inner will, desire, or ambition, but with skill and dedication, they can cultivate even the smallest seed of motivation and cause it to grow.

### **ATTITUDINAL TRAINING**

STRIVE's attitudinal training takes a no-nonsense, tough-love approach to employment preparation that goes well beyond traditional methods that teach clients how to complete a job application, write a resume, and dress appropriately for an interview. While these topics are covered during the intensive, three-week training program, STRIVE staff also stress rigorous self-examination, critical thinking, relationship building, self-discipline, and other life skills or "soft skills." The program encourages participants to take on personal responsibility and helps them to build or rebuild a sense of self-worth, a feeling of empowerment, and a willingness to accept constructive criticism.

Perhaps STRIVE's most significant contribution to the discourse on workforce development is the program's unique emphasis on the impact and value of attitudinal training. STRIVE's belief is that successful entry-level to semi-skilled job experiences are related more attitudinal "soft skills" development than to technical "hard skills" development. Employers in every sector of the economy expect entry-level candidates to be self-motivated and possess strong interpersonal skills. The STRIVE model calls for 120 instructional hours delivered over three to four weeks in a learning environment that challenges clients to rid themselves of negative behaviors and mindsets

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that could hinder their success in the workplace. The curriculum covers self-awareness and goal setting, communication skills, working in teams, giving and receiving feedback, and appropriate workplace behavior and dress. All participants develop a resume, and practice interviewing skills and completing job applications. Computers and audio/visual equipment are used as training tools, and the classes are run to simulate the structure and demands of a real work environment. The average class size should be anywhere from twenty to thirty participants. Based on the nature of the activity and available staff resources, the staff to participant ratio in group sessions can range from one-to-eight to one-to-thirty.

Participants seldom receive a stipend for participating in or completing any phase of the program. STRIVE's experience has demonstrated that persons truly interested in improving their current situation and actively participating in the program without pay are the caliber of individuals most likely to succeed in a professional position later. On a case-by-case basis, some individuals may be assessed by staff as having individual circumstances that warrant some form of emergency financial intervention. In such cases, emergency grants or loans may be provided if funds are available, but only if the grant or loan does not impact on any other part of overall program service provision.

Outside of the formal staff/participant interactions, STRIVE uses the support of volunteers for inclusion of their skills and services within the training curriculum. Employers, board members, and other professionals conduct seminars on various topics during the course of the training. These activities enable participants to spend time with role models and potential mentors, and also provide a forum for developing buy-in from outside interested parties.

Many of the issues clients face can be addressed in the group setting of the classroom. Individual needs are addressed in one-on-one sessions with training, job development and/or graduate services staff. Part of the focus of these meetings is on long term career development and guidance. Graduates are assisted in constructing their own customized career "road maps" that reflect their particular talents, skill sets, qualities, and aspirations.

Trainers distribute a formal feedback instrument that solicits anonymous recommendations for program improvements. The trainers review this valuable feedback and, whenever possible, incorporate appropriate recommendations into their training process.

Graduation ceremonies are held at the end of each training cycle where graduates are affirmed by their peers and the program staff, and afforded an opportunity to speak about their experience in the class. Invitations are often extended to families, friends, community members and employers to provide them with a "hands on" feel for the STRIVE experience and its commitment to the people it serves. The connection to family and friends strengthens the graduates' chances at remaining employed and being productive. The premise is that such shows of support from their families, friends and the larger community will go a long way towards adding to a graduate's incentive to stay employed, stay on track with their future goals and ultimately stabilize their lives.

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STRIVE affiliates are expected to run their workshops with the approaches and principles that have developed from the original New York program, and to use some key curriculum elements. Within those basic outlines, however, affiliates have the flexibility to adapt the classes in order to meet the local needs of their populations. Affiliates will be asked to keep STRIVE National up to date with modifications they are using in the curriculum.

### **JOB DEVELOPMENT AND PLACEMENT**

Upon completion of the training, participants move on to the job placement phase of the program. STRIVE staff are the primary source of job leads for graduates' first placements, although some graduates do secure employment through their own leads. An essential element of STRIVE's job development strategy focuses on the continual building of relationships with hundreds of companies, government agencies, and non-profit institutions for the purpose of securing job opportunities for its graduates. These jobs include the broadest possible spectrum of entry-level and semi-skilled positions, and placements extend from small to large employers. They must represent the wide range of interests demonstrated by STRIVE's clients and be attainable given their skill and experience levels. STRIVE affiliates place graduates in all sectors of the economy – financial services, information technology, hospitality, health, manufacturing, construction, etc. – in positions such as secretaries, back office support staff, basic computer service technicians, quality inspectors, assembly line workers, receptionists, maintenance personnel, retail clerks, customer service representatives, etc.

The average graduate will take anywhere from three to six weeks to be initially placed on their first job by the job developer. Two keys to the success of placements are the proper matching of graduates to opportunities and the maintenance of good working relationships with employers. Job opportunities are stratified according to the graduate's potential at acquiring additional marketable skills, work hours, full-time/part-time schedules and whether the job is permanent or temporary. For example, it may be advantageous for a graduate to only work part-time while preparing for his or her GED.

Starting hourly wages usually range from six dollars an hour to ten dollars an hour. Emphasis is placed on employment opportunities that provide skill development and advancement potential for graduates. However, no job should be automatically viewed as “dead end” simply because it is inherently menial in nature or lacks significant advancement potential. Many graduates will either have no work history or a sporadic one at best. Often a graduate will need to be placed on one or more jobs whose primary purpose will be to establish stable attendance and performance, and the beginning of a work history. STRIVE's experience shows that some graduates will have to learn to “walk before they can run,” and therefore no opportunity for employment should be dismissed out of hand. Using career plans and follow up strategies, staff work with clients to help them move on from these initial experiences to jobs that have the potential for career advancement.

STRIVE will share its procedures for working with employers with a new affiliate, and affiliates are expected to track data for national reporting. Beyond that, approaches to engaging employers

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will develop to respond to particular opportunities. There is a wide range of approaches that are used throughout the STRIVE network.

### ***Graduate Services***

Follow-up is a staple of the STRIVE model. STRIVE offers lifetime services to its graduates based on the understanding that stable employment for individuals who face significant barriers is a continual learning experience.

Follow up services begin as soon as a client is placed in a job. After placement, the job developer monitors the graduate's progress through personal phone contact and, where permissible, contact with the employer. Staff not only monitor a graduate's progress once they begin working, but also try to identify the tell-tail signs of problems that might be arising at the job site. Job developers are prepared at a moment's notice to arbitrate or broker any such difficulties. Should the graduate be threatened with or actually terminated, the job developer has to be prepared to provide replacement assistance for the graduate. In certain extreme cases, if the graduate is exhibiting a pattern of behavior that is causing him or her to continually be terminated, the job developer, in consultation with the training staff, has the option of mandating the graduate into repeating all or part of the initial three-week training. The job developer continues to work with those graduates who consistently demonstrate their ability to stay employed and express an interest in advancing in the workforce.

For two years following their graduation, graduates are contacted regularly by staff. Contact is in the form of telephone calls, correspondence, worksite visits (with the mutual agreement of the graduate and employer), and home visits when requested or deemed necessary by the consensus of the program staff. STRIVE affiliates also offer a variety of counseling sessions, evening and weekend activities, alumni forums, career development seminars, and crisis intervention services. Re-placement services are a vital part of the program, assisting clients in securing new positions if they lose a job, and helping them find better jobs as they are ready for advancement.

The graduate services functions can be viewed as an out-stationed employee assistance program for companies who hire program graduates and do not have this sort of employee benefit at their disposal. Many employers view this as a significant value-added to doing business with the program and staff often use this as a marketing point with new employers.

Follow-up staff seek ways to recognize graduates' accomplishments as they begin to acquire some longevity and stability in the workforce (60, 90, 180 days, etc.). Personal notes, group activities, small gifts, invitations to speak at new clients' graduations, etc., are all used to congratulate clients' tenure in the workforce.

Graduates are entitled to lifetime services following the two year follow-up period, but the responsibility is on the graduate to initiate contact.

The success of STRIVE programs is measured in part using two key outcomes: placement rates and retention rates. Nationally, STRIVE programs typically achieve a 75% placement rate for

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graduates of the attitudinal training program. Affiliates have attained up to a 70% job retention rate of those placed, after two years of employment. All affiliates are expected to provide two-year follow up and life time access to services and to meet certain performance standards. STRIVE National will make available recommended strategies for these retention services, but affiliates are free to design their own procedures.

### ***Career Advancement***

STRIVE has also started a career development program for STRIVE graduates. This service has as its primary goal the placement of STRIVE graduates in occupations with advancement potential and salaries of twenty thousand dollars a year or more in order to foster their self-sufficiency. It provides a combination of advanced attitudinal training and industry-focused skills training. Career path programs have been formally implemented in a handful of STRIVE sites, while others have career advancement activities that are less structured. Eventually, all affiliates are expected to offer career advancement services to help people to advance professionally and financially. No single model has proven to be uniquely successful, so it is anticipated that there will continue to be significant innovation and variation in the types of programs affiliates run.

### ***Incorporating Social Services***

Many of the services STRIVE clients need beyond those directly pertaining to employment can be provided by other agencies, through referrals or collaborations. But in certain cases, it may be necessary or desirable to provide some services as a part of the STRIVE program, after the basic employment services have been solidified. STRIVE New York developed "For Women Only," an educational and counseling program, to respond to the unique needs of women making the transition from welfare to work. New York and Baltimore STRIVE run specific fatherhood programs as well, targeted at non-custodial fathers. Programs in which STRIVE is functioning as part of an existing organization have many examples, such as STRIVE San Francisco that runs its own child care programs, or STRIVE San Diego that is connected to a program that provides services for people who are homeless.

STRIVE affiliates have usually begun adding services of this type after the first three years of operations, when they have mastered all of the employment-related components and when they can analyze multi-year trends relating to the needs of their clients.

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# CORE CURRICULUM AND TRAINING SCHEDULE



<b>Day 1</b>	9:00 – 10:00 10:030 – 12:00 12:00 – 1:00 1:00 – 3:00 3:00 – 3:30 3:30 – 4:00 4:00 – 4:30 4:30 – 5:00	<ul style="list-style-type: none"> <li>▪ Latecomers/Review of Orientation</li> <li>▪ Handshake 101</li> <li>▪ Lunch</li> <li>▪ Rules and Regulations</li> <li>▪ Work Assignments</li> <li>▪ Distribute Resume Outlines</li> <li>▪ Diary Entry</li> <li>▪ Admin/Carfare Distribution</li> </ul>
<b>Day 2</b>	9:00 – 9:30 9:30 – 10:00 10:00 – 12:00 12:00 – 1:00 1:00 – 4:00 4:00 – 4:30 4:30 – 5:00	<ul style="list-style-type: none"> <li>▪ Latecomers/ Collect Resume Outlines</li> <li>▪ Social Services Presentation</li> <li>▪ Great Expectations</li> <li>▪ Lunch</li> <li>▪ Job Development Presentation</li> <li>▪ Diary Entry</li> <li>▪ Admin/Carfare Distribution Diary Entry</li> </ul>
<b>Day 3</b>	9:00 – 9:30 9:30 – 12:00 12:00 – 1:00 1:00 – 1:30 1:30 – 4:00 4:00 – 4:30 4:30 – 5:00	<ul style="list-style-type: none"> <li>▪ Latecomers</li> <li>▪ Stand &amp; Deliver/5-Minute Video</li> <li>▪ Lunch</li> <li>▪ Stand &amp; Deliver/5-Minute Video</li> <li>▪ Praise Poem</li> <li>▪ Partners/Diary Entry</li> <li>▪ Admin/Carfare Distribution</li> </ul>
<b>Day 4</b>	9:00 – 9:30 9:30 – 10:30 10:30 – 12:00 12:00 – 1:00 1:00 – 3:30 3:30 – 4:00 4:00 – 4:30 4:30 – 5:00	<ul style="list-style-type: none"> <li>▪ Latecomers</li> <li>▪ Guest Speakers</li> <li>▪ Computer Instruction</li> <li>▪ Lunch</li> <li>▪ Resume Input</li> <li>▪ 500-Word Essay</li> <li>▪ Diary Entry</li> <li>▪ Admin/Carfare Distribution</li> </ul>

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<b>Day 5</b>	<b>9:00 – 9:30</b> <b>9:30 – 12:00</b> <b>12:00 – 1:00</b> <b>1:00 – 2:00</b> <b>2:00 – 4:00</b> <b>4:00 – 4:30</b> <b>4:30 – 5:00</b>	<ul style="list-style-type: none"> <li>▪ <b>Latecomers</b></li> <li>▪ <b>Resume Input</b></li> <li>▪ <b>Lunch</b></li> <li>▪ <b>SETUP EMAIL ACCOUNT</b></li> <li>▪ <b>TAPESTRY</b></li> <li>▪ <b>Diary Entry</b></li> <li>▪ <b>Admin/Carfare Distribution</b></li> </ul>
<b>Day 6</b>	<b>9:00 – 9:30</b> <b>9:30 – 10:30</b> <b>10:30 – 1:00</b> <b>1:00 – 1:30</b> <b>1:30 – 2:00</b> <b>2:00 – 3:00</b> <b>3:00 – 4:00</b> <b>4:00 – 4:30</b> <b>4:30 – 5:00</b>	<ul style="list-style-type: none"> <li>▪ <b>Latecomers/Documentation for Folders</b></li> <li>▪ <b>1<sup>st</sup> Week Completion – How Do You Feel?</b></li> <li>▪ <b>Math and Reading Test</b></li> <li>▪ <b>Lunch</b></li> <li>▪ <b>Oral Directions Test</b></li> <li>▪ <b>Resume Input (final)</b></li> <li>▪ <b>Mock Interviews</b></li> <li>▪ <b>Diary Entry</b></li> <li>▪ <b>Admin/Carfare Distribution</b></li> </ul>
<b>Day 7</b>	<b>9:00 – 9:30</b> <b>9:30 – 12:00</b> <b>12:00 – 1:00</b> <b>1:00 – 2:00</b> <b>2:00 – 3:00</b> <b>3:00 – 4:00</b> <b>4:00 – 4:30</b> <b>4:30 – 5:00</b>	<ul style="list-style-type: none"> <li>▪ <b>Latecomers</b></li> <li>▪ <b>Career Path Presentation</b></li> <li>▪ <b>Lunch</b></li> <li>▪ <b>Interview Techniques</b></li> <li>▪ <b>Interview Game</b></li> <li>▪ <b>Role-Play Exercise</b></li> <li>▪ <b>Diary Entry</b></li> <li>▪ <b>Admin/Carfare Distribution</b></li> </ul>
<b>Day 8</b>	<b>9:00 – 12:00</b> <b>12:00 – 1:00</b> <b>1:00 – 5:00</b>	<ul style="list-style-type: none"> <li>▪ <b>Guest Speakers Men’s and Women’s Groups</b></li> <li>▪ <b>Lunch</b></li> <li>▪ <b>Men’s and Women’s Groups</b></li> </ul>
<b>Day 9</b>	<b>9:00 – 9:30</b> <b>9:30 – 12:00</b> <b>12:00 – 1:00</b> <b>1:00 – 3:30</b> <b>3:30 – 4:00</b> <b>4:00 – 4:30</b> <b>4:30 – 5:00</b>	<ul style="list-style-type: none"> <li>▪ <b>Latecomers</b></li> <li>▪ <b>Mock Interviews</b></li> <li>▪ <b>Lunch</b></li> <li>▪ <b>Mock Interviews</b></li> <li>▪ <b>Mock Interviews Completed – How Was It?</b></li> <li>▪ <b>Diary Entry</b></li> <li>▪ <b>Admin/Carfare Distribution</b></li> </ul>

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<b>Day 10</b>	<b>9:00 – 9:30</b> <b>9:30 – 11:00</b> <b>11:00 – 12:00</b> <b>12:00 – 1:00</b> <b>1:00 – 4:00</b> <b>4:030 – 4:30</b> <b>4:30 – 5:00</b>	<ul style="list-style-type: none"> <li>▪ <b>Latecomers</b></li> <li>▪ <b>Cover Letter Instruction</b></li> <li>▪ <b>Cover Letter Homework</b></li> <li>▪ <b>LUNCH</b></li> <li>▪ <b>Man on the Street</b></li> <li>▪ <b>Diary Entry</b></li> <li>▪ <b>Admin/Carfare Distribution</b></li> </ul>
<b>Day 11</b>	<b>9:00 – 9:30</b> <b>9:30 – 10:00</b> <b>10:00 – 12:00</b> <b>12:00 – 1:00</b> <b>1:00 – 2:30</b> <b>2:30 – 4:00</b> <b>4:00 – 4:30</b> <b>4:30 – 5:00</b>	<ul style="list-style-type: none"> <li>▪ <b>Latecomers</b></li> <li>▪ <b>Reading The Classifieds</b></li> <li>▪ <b>Cover Letter Input</b></li> <li>▪ <b>Lunch</b></li> <li>▪ <b>D.I.S.C. Exercise</b></li> <li>▪ <b>Job Survival Skills</b></li> <li>▪ <b>Diary Entry</b></li> <li>▪ <b>Admin/Carfare Distribution</b></li> </ul>
<b>Day 12</b>	<b>9:00 – 9:30</b> <b>9:30 – 12:00</b> <b>12:00 – 1:00</b> <b>1:00 – 2:00</b> <b>2:00 – 4:00</b> <b>4:00 – 4:30</b> <b>4:30 – 5:00</b>	<ul style="list-style-type: none"> <li>▪ <b>Latecomers</b></li> <li>▪ <b>Computer Instruction</b></li> <li>▪ <b>Lunch</b></li> <li>▪ <b>Graduation Preparation</b></li> <li>▪ <b>Hats Off Discussion</b></li> <li>▪ <b>Diary Entry</b></li> <li>▪ <b>Admin/Carfare Distribution</b></li> </ul>
<b>Day 13</b>	<b>9:00 – 9:30</b> <b>9:30 – 12:00</b> <b>12:00 – 1:00</b> <b>1:00 – 4:30</b> <b>4:00 – 4:30</b> <b>4:30 – 5:00</b>	<ul style="list-style-type: none"> <li>▪ <b>Latecomers</b></li> <li>▪ <b>Computer Instruction</b></li> <li>▪ <b>Lunch</b></li> <li>▪ <b>Career Path Interviews</b></li> <li>▪ <b>Diary Entry</b></li> <li>▪ <b>Admin/Carfare Distribution</b></li> </ul>
<b>Day 14</b>	<b>9:00 – 9:30</b> <b>9:30 – 12:00</b> <b>12:00 – 1:00</b> <b>1:00 – 4:00</b> <b>4:00 – 4:30</b> <b>4:30 – 5:00</b>	<ul style="list-style-type: none"> <li>▪ <b>Latecomers</b></li> <li>▪ <b>Graduate Services Presentation</b></li> <li>▪ <b>Lunch</b></li> <li>▪ <b>Job Development Interviews</b></li> <li>▪ <b>Diary Entry</b></li> <li>▪ <b>Admin/Carfare Distribution</b></li> </ul>
<b>Day 15</b>	<b>9:00 – 2:00</b> <b>2:00 – 5:00</b>	<ul style="list-style-type: none"> <li>▪ <b>Graduation</b></li> <li>▪ <b>Complete Administrative Paperwork</b></li> </ul>

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# WELDING



ASHF's CWD offers training in several industry sectors. We implement training in those sectors that have employment needs and offer gainful employment. Welding jobs fit the criteria of both demand and pay that will help our clients transcend homelessness to achieve self-sufficiency. The metal fabricating industry which includes welding is expected to experience a 15% growth and an increased demand for trained welders, cutters, solderers, and brazers. Our program, along with helping our clients, also addresses the skills gap in the metal fabricating industry that has created a critical skills shortage and left many positions unfilled.

As a result of the demand for a properly trained workforce, ASHF and its local collaborative partners are joining together to offer a well-rounded community-based welding training program. Launched in July 2014, the Welding Training will offer an Introduction to Welding, GMAW-MIG. ASHF brings together STRIVE Job Readiness, Life Skills, Adult Basic Education and Welding Skill Training courses from its newly developed Training Warehouse with a dedicated sole purpose of providing trainees with a real-life shop floor environment. The facility, managed by ASHF is adjacent to our main headquarters, easily accessible to residents. Under the pilot program, ASHF will develop a recruitment, training, placement and retention program to help provide local manufacturers with a ready and well-trained local workforce for occupations that are in high demand." At program launch, the pilot will focus on ASHF unemployed residents, giving priority to ex-offenders which makes up over 50% of our client population.

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ASHF's technical curriculum will be industry driven and will offer trainees an opportunities to earn industry credentials in OSHA 10 and American Welding Society. The technical skill training is combined with ASHF's supportive services to ensure trainees success and economic self-sufficiency. The program will address the skills gap in the metal fabricating industry through its welding training program. The skills gap is now reaching critical levels, with over 600,000 unfilled positions throughout the United States. Approximately, 30,000 of those positions exist in Illinois. This skills gap – originally identified by the Illinois Critical Skills Shortage Initiative – is an openly acknowledged problem that has engaged manufacturers, educators and local government for years. The Bureau of Labor Statistics' Occupational Outlook Handbook 2012-2020 indicates the employment of welders, cutters, solderers, and brazers is projected to grow 6 percent from 2012 to 2022, slower than the average for all occupations, with a median annual wage of \$36,000.

The curriculum will prepare completers for entry-level MIG welding positions, but will also offer opportunities for trainees to advance up the career ladder, for example, TIG, Stick, and quality control. Each trainee completes a skills and needs identification assessment that includes taking and reviewing the results of the Test of Adult Basic Education (TABE) to determine math and reading skill levels, as well as a one-on-one interview with a case management staff to assess the test scores and soft skills, industry and business skills/experience, career interests, barriers to employment, evaluation of any disabilities or barriers that might impact employment opportunities (i.e., vision, hearing, criminal background, or mobility limitations), support service needs (such as transportation, childcare, housing), and eligibility determination for program-specific purposes (i.e., work-readiness/life skills training for those who have diplomas or GED certificates, or the GED program for those with neither credential).

The goal of the welding job training, placement and retention program is to provide instruction for homeless, unemployed ex-offenders to learn vocational and life skills that will prepare them for entry-level positions in the metalworking industry, and reduce their risk of recidivism. ASHF's technical curriculum will be industry-driven and offer trainees opportunities to earn industry credentials in OSHA 10 and the American Welding Society. The technical skill training is combined with ASHF's comprehensive supportive services which is aimed at addressing any barriers to each trainees long-term success.

Welding trainees will earn certifications through OSHA 10-Hour for General Industry, and the American Welding Society (AWS). Obtainment of industry credentials is a vital component of the welding training program. These credentials will help make trainees more competitive in the job market, and are particularly important for trainees who are new to the manufacturing field and ex-offenders who have more significant barriers to employment. We have added a contractual welding instructor with an extensive career in the metal fabricating industry as well as significant teaching experience. The curriculum will have a heavy focus on Gas Metal Arc Welding (GMAW), which is more commonly known as MIG, and introductions to other common welding processes, such as Shielded Metal Arc (Stick) and Gas Tungsten Arc Welding (GTAW or TIG) (see attached curriculum).

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The majority of class hours will be spent on the shop floor with trainees focusing on hands-on competency-based training. Classroom instruction will include interpretation of welding drawings and symbols, types of joints and types of welds. ASHF will provide all materials, supplies, tools, safety gear, and testing fees for trainees during their training. ASHF will also provide weekly CTA fare cards during training and for the first two weeks after job placement to ensure that trainees are able to get to training and work. Trainees will not be required to pay anything out of pocket throughout the entire training. Trainees will be required to attend training at ASHF training center located at 2501 West Taylor Street. The facility is 25,683 sq. ft., of which 4,000 sq. ft. will be dedicated to the welding program. We have four separate welding booths that are equipped for MIG Welding. Over time, the plan is to expand the number of welding booths to build capacity and serve more clients and this will allow for the integration of more TIG and Stick welding and grinding skills into the training curriculum. The schedule is as follows:

- STRIVE Job Readiness Hours- 2 weeks, Monday through Friday, 9:00 a.m.- 4:30 p.m.
- OSHA 10 Training Hours- 1 week, Monday through Friday, 9:00 a.m.- 1:00 p.m.
- MIG Welding Training- 4 weeks, Monday through Friday, 4:00 p.m.- 8:30 p.m.
- Blue Print Reading- 1 week, Monday through Friday, 4:00 p.m.- 8:30 p.m.

#### **ASHF welding Curriculum: Gas Metal Arc Welding Basic**

- Gas Metal Arc Welding basic, Course Overview
- Introduction to Gas Metal Arc Welding
- Safety & Health of Welders
- Installation Set up & Maintenance of equipment
- Surfacing Welds, Flat Position
- Square Groove & Fillet Welds, Butt, Lap & T-Joints, Flat Position
- Square Groove & Fillet Welds, Butt, Lap & T-Joints, Horizontal Position
- The Quality of Welds
- Square groove & Fillet Welds, Butt, Lap & T-Joints, Vertical position, Down
- Square groove & Fillet Welds, Butt, Lap & T-Joints, Vertical position, Up
- Metal Transfer & Shielding Gases
- Square groove & Fillet Welds, Butt, Lap & T-Joints, Overhead position
- Single V-Groove Weld, Butt Joint, Horizontal Position
- Single V-Groove Weld, Butt Joint, Horizontal Position, Guided Bend Test
- Single V-Groove Weld, Butt Joint, Vertical Position Down
- Single V-Groove Weld, Butt Joint, Vertical Position Down, Guided Bend Test
- Single V-Groove Weld, Butt Joint, Vertical Position, Up
- Single V-Groove Weld, Butt Joint, Flat Position
- Single V-Groove Weld, Butt Joint, Overhead Position
- Fillet Welds, Lap & T-Joints, Horizontal Position
- Fillet Welds, Lap & T-Joints, Vertical Position Down
- Fillet Welds, Lap Joints, Flat Position with Spray Transfer

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- Fillet Welds, Lap Joints, Horizontal Position with Spray Transfer
- Single V-Groove Weld. Flat Position with Spray Transfer

### **Blueprint Reading for Welders and Fitters**

- Mathematics and Metrics
- Blueprint Reading for Welders
- Blueprint Reading for Fitters
- Set Up Tools and Their Use
- Set Up Applications

### **MIG Certification Test:**

- We will have to utilize one of the AWS certified testing sites for the actual MIG certification test (3/8 inch groove plate backing flat). The Calumet Welding Center, accredited testing facility is located at: 1947 North Griffith Blvd. Griffith IN, 46319

## **TUITION, FEES AND OTHER CHARGES**

### **2) Schedule of tuition, fees and all other charges and expenses necessary for completion of the course of study, and cancellation and refund policies;**

ASHF covers all training, examination fees, supplies, materials and in some cases, transportation costs and any other expenses associated with the job training, certification and placement process. ASHF recognizes the value of sending its trainees to obtain nationally recognized AWS for Welders and ServSafe Credentials. The multiple benefits allotted to AWS certified welders and Certified Culinary Arts professionals include potential for higher salary, stronger employment demand and increased job stability. Moreover, initial certification offers improved opportunities for career advancement and eventual specialized certification. ASHF's welding and culinary arts training program, in conjunction with certification, provides program participants with the tools for self-sufficiency and long term success in a fulfilling career.

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**3) Student success data as required pursuant to Section 37 of the Act and this Part and any data to satisfy Board reporting requirements; (See section 1095.240 below for list of required disclosure information)**

## WORKFORCE DEVELOPMENT JOB TRAINING AND PLACEMENT IMPACT

Expected Outputs	Previous Year Goal	Previous Year Actual	Reason for Change	Current Year Goal	Actual	Next Year Goal	Reason for Change
	FY 2015	FY 2015	FY 2015	FY 2016	FY 2016	FY 2017	FY2017
# of People Served in STRIVE Job Readiness	300	220	Capacity	200	387	200	
# of People Served in Center for Workforce Development**	500	1105	Increase in staffing structure / More Stringent Placement and Retention Criteria	600	770	600	
Welding Students	0	1	Increase in Number of Planned Welding Booths	4	6	64	Change to open entry – reflects Clients served increase stations to 8
Culinary Cohorts of 14	4	4	No Change	4	4	5	Increase to 14
Financial Literacy Training (Bi-Monthly)	12	12	Mandatory Requirement	24	24	24	
Expected Outcomes	Previous Year Goal	Previous Year Actual	Reason for change	Current Year Goal	Actual FY16	Fiscal Year 2017	
Direct Hire Job Placements	389	389	Addition of Job Developer	350	399	425	
Transitional Job Placements	650	673	No Changes	400	408	400	
Landscaping Job Placements	60	60	No Change	80	95	90	
Welding Job Placement (January-December)	11	24		50	31	50	
Welding AWS Certification	8	20	Performed better than anticipated	35	25	50	
OSHA 10 Certification	18	20	N/A	45	31	50	
Average Welding Hourly Wage	\$10.00	\$12.00	N/A	\$11.00	11.00	\$12.00	
Culinary Arts Job Placement	48	48	No Change	60	59	56	

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Culinary Arts Serv Safe Certifications (City and State)	32	40	N/A	50	<b>37</b>	60	
Culinary Arts Average Hourly Wage	\$9.00	\$10.00	Increase in Minimum Wage	\$10.00	\$10.00	\$10.50	
Manufacturing Bridge Training	10	6	Decreases in low-literacy enrollment	10	10	10	

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