

# **ACADEMIC CATALOG**

**(Updated January 2021 to include the Welding Bridge Program)**

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## Welcome to A Safe Haven's Education and Center for Workforce Development - 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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## **WELDING BRIDGE PROGRAM/WELDING BRIDGE TRAINING CURRICULUM OUTLINE/JOB READINESS TRAINING PROGRAM/**

### **The Welding Bridge Program**

ASHF's Bridge Welding is patterned after the research-based Integrated Education and Training (IET) model. As defined in WIOA Section 203(11), we will "provide Adult Education and Literacy (AEL) activities concurrently and contextually with workforce preparation activities and workforce training in [Welding] for the purpose of educational and career advancement." ASHF's primary objective is to address the education and workforce training needs of low-skilled adults (at least a 6-grade reading level) who reside in the Chicagoland area. We endeavor to increase the economic power of Chicagoland families by helping participants earn an industry-recognized certification in Welding. Our expected outcomes during the grant period are:

- participants will be TABE tested and receive an education and career plan;
- participants will enroll in the Bridge Welding course;
- participants will increase their measurable skills gain by one grade level;
- the participants will earn an industry-recognized certification
- the participants will gain employment or enroll in a post-secondary program by the end of the grant period.

The IET model aligns with ASHFF's established practices and enables our low-level (concerning educational functioning levels) participants to quickly and successfully transition into high-demand industries that pay living wages, such as Welding.

The Bridge program will not cause any adverse effects on our existing program courses. The Bridge Welding program or course of study will allow individuals with low educational skills who are interested in this career pathway to enter it. This course of study will "provide Adult Education and Literacy (AEL) activities concurrently and contextually with workforce preparation activities and workforce training in [Welding] for the purpose of educational and career advancement." Once the individual or student attains the education and workforce preparation skills, they will transition into our existing Welding program. As a result, the Bridge Welding will grant opportunity and access to those individuals who may not have received the chance to obtain the essential knowledge and skills otherwise.

ASHF received approval from the Illinois Board of Higher Education for our welding program to be formally classified as a private vocational school - a critical step towards long-term financial sustainability of our vocational skills training programs.

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ASHF's technical curriculum is industry-driven and offers trainees opportunities to earn the OSHA 10 certification and the American Welding Society AWS GMAW qualification. The goal of the 14-Week 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 welding program increased the number of sector-based, vocational skills programs available, while addressing the skills gap in the metal fabricating industry that has created a critical skills shortage and has left many positions unfilled.

Obtaining industry credentials is a vital component of the welding training program, and these credentials help make trainees, who are new to the manufacturing field and/or ex-offenders who have more significant barriers to employment, more competitive in the job market. Trainees test for the OSHA 10 Certification mid-point in the training, and trainees who complete the course test for the AWS through Jane Addams Resource Corporation.

ASHF's licensing certification requirement remains the same for the proposed Welding Bridge programs as it does for the Welding Training Program. The Welding Bridge program allows for students to enter the career pathway program and receive the necessary knowledge and skills in Welding with at least a 6<sup>th</sup> grade reading and math level. Contrast to the Welding training program, a student must have a 10<sup>th</sup> grade reading and math level. Due to the educational reequipments for Welding, the Bridge Welding program will run longer than the 14-week Welding Training Program. The Welding Bridge curriculum will be comprised of the following components: Adult Education & Literacy, workforce preparation activities and the occupational skills piece, which is Welding. We anticipate that Bridge Welding program combined with the original Welding training program will be at least 24 weeks.

**WELDING BRIDGE ADMISSIONS REQUIRMENTS:** The requirements for admission to the proposed Bridge Welding program are as follows- Residents of ASHF or community members of the Chicagoland area who are unemployed or underemployed, do not hold an AWS MIG certificate, and are at least 18 years of age must score at least a 6<sup>th</sup> grade in reading and math on the approved NRS assessments to be eligible for the program. In addition, participants do not have to hold a high school diploma to enroll in the Welding Bridge program.

**PROGRAM / COURSE OBJECTIVES:** The Welding Bridge Program is a 24-week program designed for low level learners who desire to be employed as a Welder. This program will also provide students with the support services (i.e., tutoring, guidance counseling as defined by ICCB, referrals to housing, food, mental & physical health services, etc.) needed to successfully complete the program. The objective of this course is to provide low-level learners with the opportunity to obtain the essential knowledge and skills to become AWS certified, so that they may attain gainful employment. This course will provide contextualized instruction in reading, writing, and math that is specific to Welding. It will also provide work readiness content, workforce preparation activities, soft skills, and the necessary occupational skills needed to become AWS certified.

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The class hours will be spent between the classrooms at 2750 and 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. When possible, 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 TI G and Stick welding and grinding skills into the training curriculum. The full curriculum follows:

## **PROJECTED INSTITUTIONAL WELDING BRIDGE CALENDAR**

Cohort 1 : February 2021 -July 2021

Cohort 2: June 2021 – December 2021

LENGTH OF PROGRAM: The length of each Welding Bridge program cohort is 24 weeks.

## **WELDING CURRICULUM OUTLINE**

- 1. Integrated Education & Training Overview for Welding**
  - a. Modules based in Education & Training.**
    - i. Contextualized to Welding and Manufacturing**
      - 1. Vocabulary**
      - 2. Writing**
      - 3. Math**
  - b. Industry Best Practices-Demonstrations**
    - i. Observations & Modeling**
    - ii. Field Visits**
    - iii. Volunteer Opportunities**
    - iv. Sample/Practice Daily Work Plan**
    - v. Sample Print Reading and Welding Symbols**
    - vi. Sample GMAW Process Principles Resource**

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2. **Daily work plan**
  - i. **Hands-on Training**
  - ii. **Print Reading and Welding Symbols**
  - iii. **GMAW Process Principles Resource**
  - iv. **Completing work plans**
3. **Credential**
  - a. **Preparing students for**
    - i. **OSHA**
    - ii. **AWS D1. 3**
4. **Tracking and Evaluation**
  - a. **Dashboard Indicator**
  - b. **Skills Inventory**
  - c. **Progress Tracker**
5. **Completion of Student Projects**
6. **Equipment**
7. **Take Industry-Recognized Exam**

## **THE JOB READINESS MODEL**

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

The JOB READINESS 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**

JOB READINESS'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, JOB READINESS 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

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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 JOB READINESS's most significant contribution to the discourse on workforce development is the program's unique emphasis on the impact and value of attitudinal training. JOB READINESS's belief is that successful entry-level to semi-skilled job experiences are related more to 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 JOB READINESS model calls for 120 instructional hours delivered over three to four weeks (see Appendix A: Core Curriculum Training Schedule Overview) in a learning environment that challenges clients to rid themselves of negative behaviors and mindsets 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. JOB READINESS'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, JOB READINESS 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.

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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 JOB READINESS 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.

JOB READINESS 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 JOB READINESS 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. JOB READINESS 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 JOB READINESS’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 JOB READINESS's clients and be attainable given their skill and experience levels. JOB READINESS 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.

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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. JOB READINESS'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.

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

### *Graduate Services*

Follow-up is a staple of the JOB READINESS model. JOB READINESS 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

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

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performance standards. JOB READINESS National will make available recommended strategies for these retention services, but affiliates are free to design their own procedures.

### *Career Advancement*

JOB READINESS has also started a career development program for JOB READINESS graduates. This service has as its primary goal the placement of JOB READINESS 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 JOB READINESS 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 JOB READINESS 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 JOB READINESS program, after the basic employment services have been solidified. JOB READINESS 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 JOB READINESS run specific fatherhood programs as well, targeted at non-custodial fathers. Programs in which JOB READINESS is functioning as part of an existing organization have many examples, such as JOB READINESS San Francisco that runs its own child care programs, or JOB READINESS San Diego that is connected to a program that provides services for people who are homeless.

JOB READINESS 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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## **Culinary Arts**



### **ASHF Foodservice Curriculum**

#### **Introduction to Culinary Arts/Food Service Sanitation**

**9-Week Program, Monday - Friday 6:45a.m - 1:30p.m.**

#### **Course Goals:**

To participate in and successfully complete Entry-Level Culinary Arts 6-week Certification program and ServSafe Manager Certification program.

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Each student will learn basic FOH/BOH kitchen fundamentals and techniques to include stock, soup, and sauce preparation, knife skills, weights and measurements, cooking methods, seasoning and flavoring: Vegetable, fruit, meats and fish fabrication and complete Food Service Sanitation Manager's Certificate examination.

**Texts:**

The Professional Chef, 9th Edition. The Culinary Institute, Wiley.

ServSafe, 7th Edition. National Restaurant Association, Pearson.

On Cooking: A Textbook of Culinary Fundamentals, 4th Edition. Labensky, Pearson.

**Week One**

**Instructor and Student Introductions, Class Expectations and Goals**

Lab 1: Storage and receiving principles; stacking, labeling and dating; food and kitchen safety (fire and burns, knife skills, slips and falls, chemicals and equipment). Kitchen walk-through.

ServSafe Chapters: 1, 2, 3, 4

**Week Two**

**Kitchen Practical Application**

Monday - Classroom Discussion/Quizzes

Tuesday - Friday

Lab 2: Demonstration/Student Practice: knife skills, roux variations, veal and chicken stocks, soups and sauces. Culinary measurements & calculations.

Lab 3: Demonstration/Student Practice: Consommé and broths, cream soups, chowders, bean soups and bisques.

Lab 4: Demonstration/Student Practice: espagnole, red (tomato) sauce, velouté, béchamel and hollandaise sauces.

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ServSafe Chapters: 5, 6, 7

### **Week Three**

#### **Kitchen Practical Application**

Monday - Classroom Discussion/Quizzes

Tuesday - Friday

Lab 5: Demonstration/Student Practice: various vegetable cuts and fruit preparation. Use of fresh herbs in cooking. Vegetarian cooking, stuffed vegetables, marinated and roasted vegetables.

Lab 6: Demonstration/Student Practice: mashed (food mill), roasted, gratin, scalloped, Anna, Lyonnaise potatoes.

Lab 6: Demonstration/Student Practice: pasta varieties, risotto, polenta, jambalaya, rice and beans.

Lab 7: Demonstration/Student Practice: practical on grilling, roasting, sauté and searing of meats, chicken and fish.

SafeServ Chapters: 8, 9, 10

### **Week Four**

#### **Kitchen Practical Application**

Monday - Classroom Discussion/Quizzes

Tuesday - Friday

Lab 8: Demonstration/Student Practice: boning and fabrication of flat and round fish and boning chicken and meats.

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Lab 8: Demonstration/Student Practice: couscous, quinoa, rice pilaf, jasmine rice and stir fry.

Lab 9: Demonstration/Student Practice: various salad preparations.

Lab 10: Demonstration/Student Practice: eggs and cheeses. Cooking eggs, various procedures and techniques.

ServSafe Chapters: Review 1, 2, 3

## **Week Five**

### **Kitchen Practical Application**

Monday - Classroom Discussion/Quizzes

Tuesday - Friday

Lab 11: Demonstration/Student Practice: making fresh pasta, cooking pasta and noodles, pasta and noodles with sauces.

Catering Operation Demo and Execution.

Student meal preparation for staff luncheon.

## **Week Six**

### **Sanitation Certification Training**

Monday - Friday

Classroom Training Only - ServSafe Chapter Review: 4, 5, 6, 7, 8, 9, 10

Team Challenge

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Food Service/Sanitation Exam

### **Weeks Seven - Nine**

#### **On The Job/Internship/Job Search**

Student menu development, Pricing and Costing out, Catering and Job search

ASHF Staff Luncheon

On the Job Training at another food service operation or on-site

Financial Assistance with transportation to and from Work Assignment

#### **Certifications**

All program graduates receive ServSafe Food Handler Certification recognized by the National Restaurant Association and have the practical experience necessary to be successful in a restaurant environment.

#### **Culinary Calendar Course Schedule**

#### **3 -4 Proposed Cohorts for Calendar Year 2021**

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## **WELDING -14 Week Program**



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 JOB READINESS 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

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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.

ASHF's technical curriculum will be industry driven and will offer trainees an opportunity 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.

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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).

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 full curriculum follows:

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## **Welding Calendar Course Schedule**

### **3-4 Proposed Cohorts Calendar Year 2021**

A Safe Haven's Welding Vocational Skills Training offers an Open Entry/Open Exit program model and students can enroll in the training at any time during the calendar year. The peer-to-peer model has allowed for an increased number of students in our classroom and a smoother path to job training, placement, and retention services for our resident population.

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## **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.

### **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*)**

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**WORKFORCE DEVELOPMENT**

**JOB TRAINING AND PLACEMENT IMPACT**

<b>A Safe Haven Foundations Outputs Table</b>						
<b>Expected Outputs</b>	<b>Previous Year Goal (FY2016)</b>	<b>Previous Year Actual (FY2016)</b>	<b>Current Year Goal (FY2017)</b>	<b>Previous Year Actual (FY2017)</b>	<b>Project Goal for FY2018</b>	<b>Project Goal for FY2019</b>
Provide Interim, Emergency, and Overnight Shelter	4,470	5,570	5,000	2,673	5,000	5,000
Assess clients for Substance Abuse and/or Mental Health	4,470	5,570	5,000	2,673	5,000	5,000
TABE test trainees to determine track	500	770	500	275	500	500
Provide JOB READINESS job readiness training	200	349	200	162	200	200
Provide on-the-job training to assist clients on a career path (landscaping)	80	95	100	85	100	100
Provide ongoing networking and skills development opportunities	500	520	500	360	500	500
Provide Financial Literacy One-on-One Counseling	200	224	200	125	200	200
Provide Financial Literacy Group	24	24	24	12	24	24

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Sessions						
Provide vocational skills training (welding)	50	31	35	12	35	35
Provide vocational skills training (Culinary Arts)	60	59	48	26	48	48
Youth receive job readiness training	70	60	110	104	110	110
Youth receive financial literacy training	70	60	110	104	110	110
Trainees are prepared for AWS Welding Certification	35	25	25	12	35	35
Trainees are prepared for OSHA 10 Certifications	45	23	35	16	35	35
Trainees are prepared for ServSafe (culinary arts certifications)	50	37	38	24	38	38
Manufacturing bridge for low-literacy learners	10	10	10	5	10	10

**A Safe Haven Foundations Outcomes Table**

<b>Expected Outputs</b>	<b>Previous Year Goal (FY2016)</b>	<b>Previous Year Actual (FY2016)</b>	<b>Current Year Goal (FY2017)</b>	<b>Previous Year Actual (FY2017)</b>	<b>Project Goal for FY2018</b>	<b>Project Goal for FY2019</b>
Improve employability of residents and low-income community	120	118	120	49	120	120

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members						
Youth develop critical life skills (work ethic, time management, money management)	70	60	110	104	110	110
Direct Hire job placements	350	399	300	175	300	300
Transitional job placements	480	522	430	280	430	430
Subsidized job placements (Youth)	70	60	110	104	110	110
Increases in net income	600	770	500	559	500	500
30 Day job retention JOB READINESS, Welding, Landscaping, CTA Apprenticeship and Summer Youth	100	338	100	280	150	150
60 Day job retention JOB READINESS, Welding, Landscaping, CTA Apprenticeship and Summer Youth	150	218	150	174	150	150
90 Day job retention Landscaping, CTA Apprenticeship and Welding	80	114	80	40	80	80
1 Year retention Landscaping and CTA Apprenticeship	80	114	80	70	80	80
Trainees improve	96	85	90	45	90	90

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academic achievement						
Trainees earn industry-recognized credentials	130	85	98	52	108	108

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