

The page features three large, 3D-rendered red circles of varying sizes. One large circle is at the top right, a smaller one is in the middle right, and the largest one is at the bottom right. Thin red lines extend from the top left and middle right towards the circles, and another line extends from the bottom right towards the largest circle.

DREAM 2 ASPIRE GREATNESS

WORKFORCE DEVELOPMENT & RESOURCE PROGRAM

D2AG believes that there are multiple viable pathways for youth to become successful and productive members of society. We focus on areas of Youth Workforce Development and provide resources to ensure that the County continues to develop and strengthen its system of work-readiness services, skills training and certification programs, and employment opportunities for young people and low income families.

PROGRAM DESCRIPTION

Dream 2 Aspire Greatness (D2AG) is a career and technical education program based on the cooperative education method of instruction. The program should serve students with a wide variety of career interests, including careers not traditionally considered “vocational”.

Academic study is combined with paid, supervised employment in a career area of interest. The employment is planned and supervised by the school in cooperation with a business or industry. A formalized agreement between all cooperating parties specifies the role each is to play as part of the program. A written plan of instruction details the knowledge and skills to be mastered.

The teacher-coordinator responsible for the program conducts periodic visits to the student’s workplace in order to better correlate classroom instruction with employment skills, and to complete evaluations of the student’s performance which are supplemented by employer evaluations. Credit is awarded for the classroom instruction and for the on-the-job experience in compliance with established policies.

Dream 2 Aspire Greatness programs may also utilize work-based learning experiences in addition to cooperative education such as job shadowing, short term internships, career exploration activities and school based enterprises.

The following factors are considered to be components of quality Dream 2 Aspire Greatness Programs:

1. Quality co-op placements in which the student is allowed to perform work that both provides opportunities to develop new competencies and contributes to the productivity of the organization.
2. Teacher/coordinators with appropriate occupational experience as well as professional preparation for operating a school-supervised work education program.
3. Close supervision at the worksite by a training supervisor, as well as a mechanism by which the supervisor can share his own professional expertise with the coop student.
4. At the onset, an accurate and realistic description of the job for the student as well as accurate expectations by the employer of the skills the student brings to it.
5. Strong links between job training and related instruction, which includes an individualized, written training plan that is correlated to the students' in-school curriculum.
6. Frequent and specific informal and formal evaluations of the students' progress by the teacher/coordinator, with feedback and follow-up to improve performance.
7. Involvement of parents or guardians.

8. Placement of graduates in full-time positions, or referrals for additional instruction, and follow-up of graduates after three and five years.
9. Strong administrative support for the program.

GENERAL PROGRAM GOALS

The following are goals for the Dream 2 Aspire Greatness program.

1. Development of occupational competence.
2. Development of higher level, transferable knowledge and skills related to careers.
3. Development of core academic skills through application in the workplace.
4. Development of career knowledge and awareness.

PROGRAM DESIGN

Dream 2 Aspire Greatness (D2AG) has two essential elements: classroom instruction and work-based learning opportunities. These elements are linked by a planned program of activities which provides the student with an opportunity to apply knowledge and skills learned in the classroom in a real world setting, and to acquire new skills at the work site.

A qualified teacher-coordinator who serves in the roles of teacher, supervisor, program administrator, counselor, student organization advisor, and public relations expert has responsibility for operating the program. The traditional program design is an 18-month program composed of a class and one or two hours of the student’s schedule assigned for the cooperative education experience at the workplace, after the initial training track and development plan is established. Students will have the opportunity to earn two or three units of credit upon successful completion of the program.

Program Types

- **Shorter Programs:** A program of one semester length which focuses on career exploration and employability skills with concurrent cooperative education placement.
- **Longer Programs:** A program spanning two years with classroom experiences the first year supported by short term work-based activities such as job shadowing and internship leading to more in depth occupational preparation and cooperative education the second year.
- **Seminar Programs:** Rather than a scheduled class which meets on the regular class schedule, the related classroom instruction is provided on an individualized basis with scheduled seminar meetings occurring during study or advisement time, before, or after the school day. The teacher-coordinator plans and leads the seminar and supervises the students’ cooperative education experience.

- Summer School: The option of operating the program during summer school provides the opportunity to bridge the gap between class and the cooperative education experience for two year programs, or as a pre-employment workshop and early placement for students enrolled in a one year program.
- Specialized Programs: Develop specialized courses where career interests in one occupational area are sufficient to support enrollment.

For example, if most students enrolled in the Dream 2 Aspire Greatness program have career interests in Marketing and are placed in marketing related occupations, then offering a Marketing Education program with related occupationally specific curriculum can best serve the needs of students.

- Coop Other Career Programs: The teacher-coordinator can provide cooperative education for students enrolled in other career education programs through close collaboration with the classroom teacher and the workplace.
- Coop as a Capstone Experience: Dream 2 Aspire Greatness can provide a capstone experience for students in a wide variety of career areas, especially those areas not traditionally served by career education programs. A semester or year-long cooperative education placement for a student interested in an engineering career for example, supported by instruction on workplace readiness skills, can be a valuable career exploration and preparation experience.

Participation Criteria: Students enroll in Dream 2 Aspire Greatness with various levels of preparation. Some may require additional preparation in seeking employment, employability skills, or workplace competencies before participating in cooperative education.

Selecting students for the cooperative education component of the program who are prepared to participate and benefit from the program while providing assistance for those not adequately prepared adds value to the program.

Other Work Based Experiences: Many of the benefits of Dream 2 Aspire Greatness can be derived from experiences which are less of a time commitment for students than cooperative education. A program which utilizes a variety of work-based experiences in addition to cooperative education could serve more students.

Job shadowing, short term internships, simulations, collaborative projects involving the business community, and school based enterprises can all support parts of the Dream 2 Aspire Greatness curriculum. Designing a program which can deliver the many benefits of cooperative education will require new thinking, imagination, and a commitment to try new ideas if Dream 2 Aspire Greatness is to realize its potential in the secondary schools of the future, as well as meet post-secondary needs.

SCANS BACKGROUND

The Secretary's Commission on Achieving Necessary Skills (SCANS) was convened in February 1990 by the U.S. Secretary of Labor to examine the demands of the workplace and to determine whether the current and future workforce is capable of meeting those demands. The Commission was composed of distinguished representatives from education, business, labor and government. The Commission was directed to (1) define the skills needed for employment; (2) propose acceptable levels in those skills; (3) suggest effective ways to assess proficiency; and (4) develop a strategy to disseminate the findings to the nation's schools, businesses, and homes. The Commission's final report, *Learning A Living: A Blueprint for High Performance*, was released to "to encourage a high performance economy characterized by high-skills, high-wage employment."

Based on its research, the Commission identified five competencies — skills necessary for work place success, and three foundation skills and qualities that underlie competencies.

The competencies are: effective workers can productively use:

1. Resources — allocating time, money, materials, space and staff;
2. Interpersonal Skills — working on teams, teaching others, serving customers, leading, negotiating and working well with people from culturally diverse backgrounds;
3. Information — acquiring and evaluating data, organizing and maintaining files, interpreting and communicating and using computers to process information;
4. Systems — understanding social, organizational and technological systems, monitoring and correcting performance and designing or improving systems; and
5. Technology — selecting equipment and tools, applying technology to specific tasks and maintaining and troubleshooting technologies.

The foundation skills are:

1. Basic Skills — reading, writing, arithmetic and mathematics, speaking and listening;
2. Thinking Skills — thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn and reasoning;
3. Personal Qualities — individual responsibility, self-esteem, sociability, self-management, and integrity

Although the commission completed its work in 1992, its findings and recommendations continue to be a valuable source of information for individuals and organizations involved in education and workforce development. The Commission has urged that school adopt these foundations and competencies as part of the renewal of secondary education to better prepare students and the country's workforce for the challenges of the future.

The Partnership proposes six key elements for fostering 21st century learning.

These elements are:

1. Emphasize core subjects. Learning for the 21st century is built not only upon mastery of the core subjects at the basic competency level, but must also include understanding the core subjects at higher levels of learning.
2. Emphasize learning skills. Students need to know how to keep on learning by mastering the three broad categories of learning skills: information and technology, thinking and problem solving, and interpersonal and self-directional skills.
3. Use 21st century tools to develop learning skills. Students must master digital technology to access, manage, integrate and evaluate information, construct new knowledge, and communicate with others.
4. Teach and learn in a 21st century context. Students need to learn academic content through real world examples, applications, and experiences both inside and outside school.
5. Teach and learn 21st century content. Three areas critical to success in the 21st century communities and workplace are: global awareness, financial, economic and business literacy; and civic literacy.
6. Use 21st century assessments that measure 21st century skills. High quality standardized testing must be accompanied by classroom assessments to improve teaching and learning.

Preparing students for the 21st century requires schools to stress the *what*, that is the content, of knowledge and skills required for success, but also to stress the *how*, the methods used to learn these skills. Career education, particularly those programs which use work based learning methods such as cooperative education, has a long history of developing academic competence through application experiences in the real world. Dream 2 Aspire Greatness programs are dedicated to emphasize 21st century content and context as part of their curriculum planning process.

WORKPLACE READINESS

Workplace readiness is the combined general knowledge, skills and attitudes identified by employers as being fundamental for an individual's entry into employment. Workplace education programs should endeavor to produce a quality workforce by developing academic, technological, personal, and technical skills through application experiences within a broad context of careers.

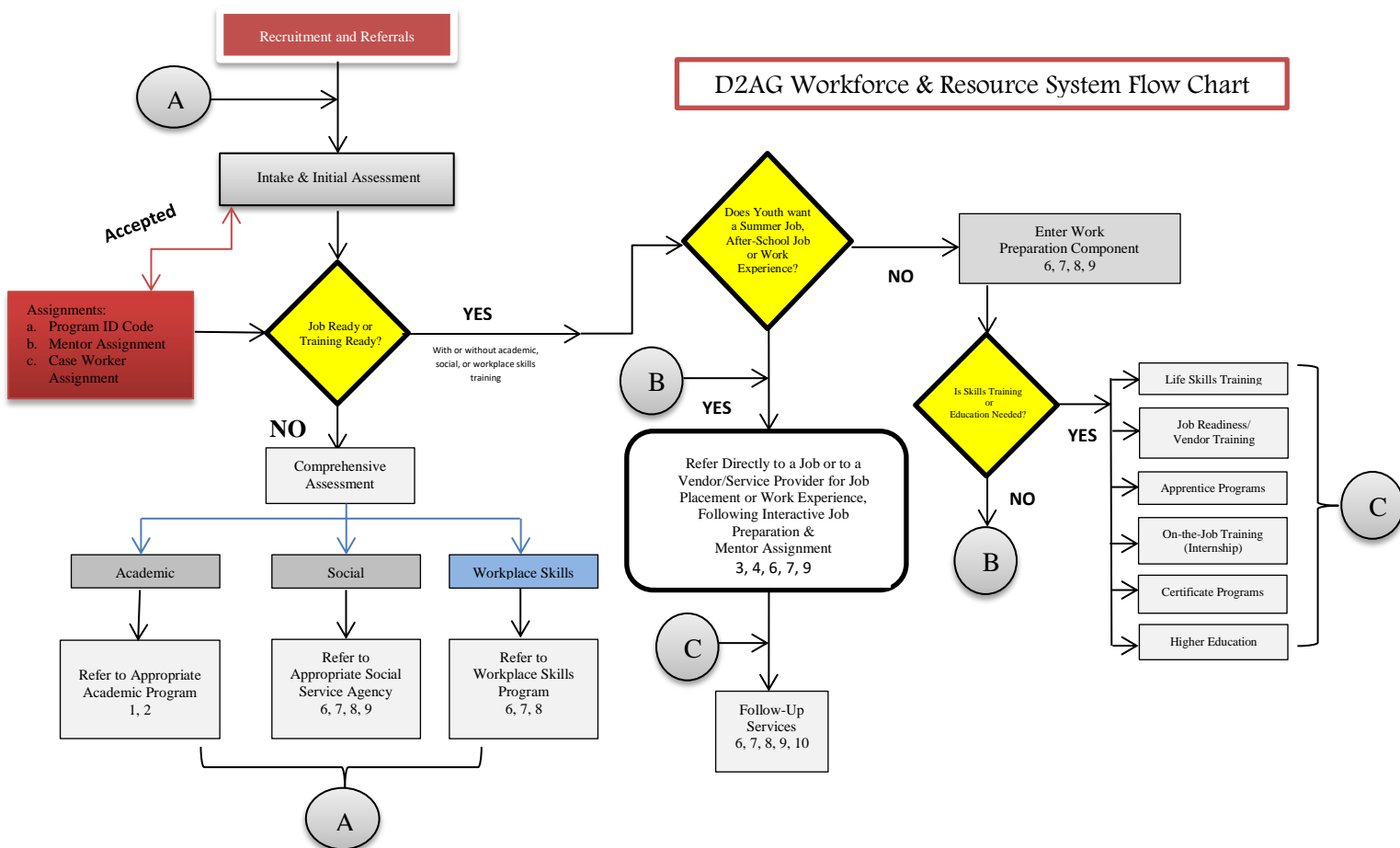
Workplace education programs can be pre-employment school based programs supported by more in depth skill development in career education programs at the secondary and postsecondary levels, or they can be work based programs delivered as formal or informal training. The extent of change within jobs requires that an employee be prepared to learn and gain new knowledge throughout their career.

The model for secondary education remains firmly rooted in the industrial age in spite of attempts at reform. This design, which is based on fragmented subjects delivered on an agricultural calendar with learning constricted to a finite amount of instructional time, is still the primary structure of secondary schools even though the work world has changed drastically since the early 20th century. The Bureau of Labor statistics in *Working in the 21st Century* has identified the following workforce changes:

- ❖ The labor force is growing more slowly
- ❖ The labor force is getting older
- ❖ More women are working today than in the past
- ❖ Minorities are the fastest growing part of the labor force
- ❖ Immigrants are found at the high and low ends of the education scale
- ❖ Education pays
- ❖ Some jobs with above-average earnings do not require a bachelor's degree, but most require substantial training
- ❖ Workers with computer skills are in demand
- ❖ The ten occupations that will generate the most jobs range widely in their skill requirements
- ❖ Benefits account for more than one-quarter of total compensation
- ❖ Retirement plans are changing
- ❖ Workers will be supporting more Social Security recipients
- ❖ The trend in years spent with an employer is down for men and up for women
- ❖ The temporary help industry has grown rapidly
- ❖ The most common alternative employment arrangement is independent contractor
- ❖ Most mothers work
- ❖ Married couples are working longer
- ❖ The workplace is becoming safer

Clearly the nature of work and the demands on the workforce are different for students today than they were for their parents and grandparents. The very structure of schools must change, as must the goals. The emphasis on standardized test scores which measure mastery of core academics cannot alone address the need for a world class education which prepares students for entry into a complex, rapidly changing, and highly competitive, interdependent world.

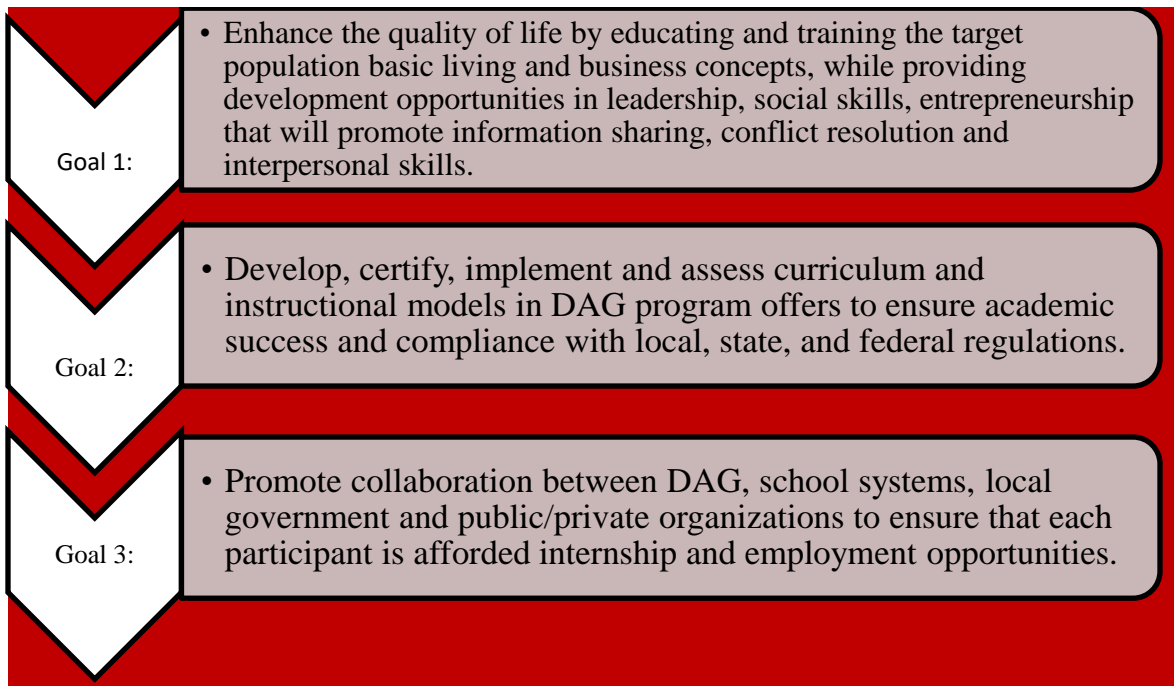
Dream 2 Aspire Greatness programs are committed to build upon the base of academic skills, provide opportunities to enhance those skills through application in authentic workplace activities, and provide the employability and occupational knowledge and skills required for the workforce of the 21st century.



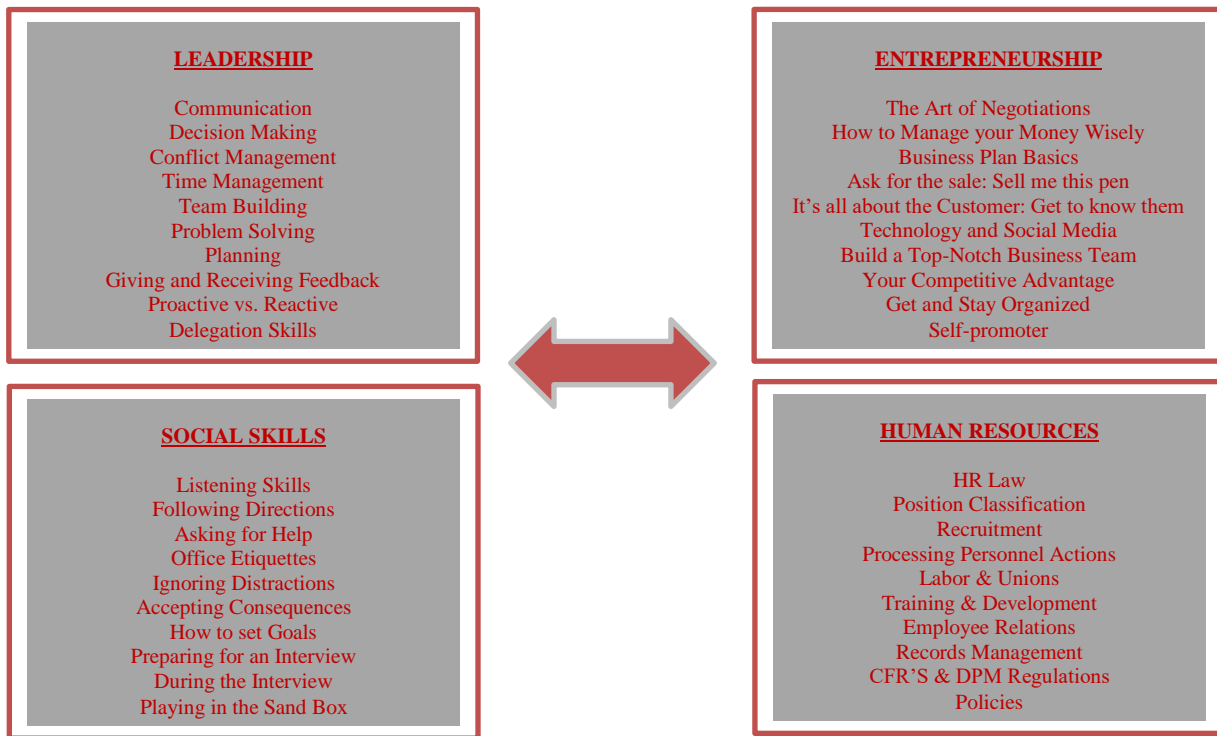
PROGRAM OBJECTIVES:

1. Regularly participating students will enhance social and emotional skills.
2. Regularly participating student will show improvement in academic studies.
3. Regularly participating middle school students will increase their knowledge of career options and understand requirements for entering those fields.
4. Regularly participating students will enhance leadership and workforce/job readiness skills.
5. Parents/family members of students/participants will show increased engagement in their child’s education in order to promote academic improvement and success for their child.

DAG'S STRATEGIC GOALS



An Integrated Development Plan – Core Program Competencies



An Integrated Development Plan – Certification Programs

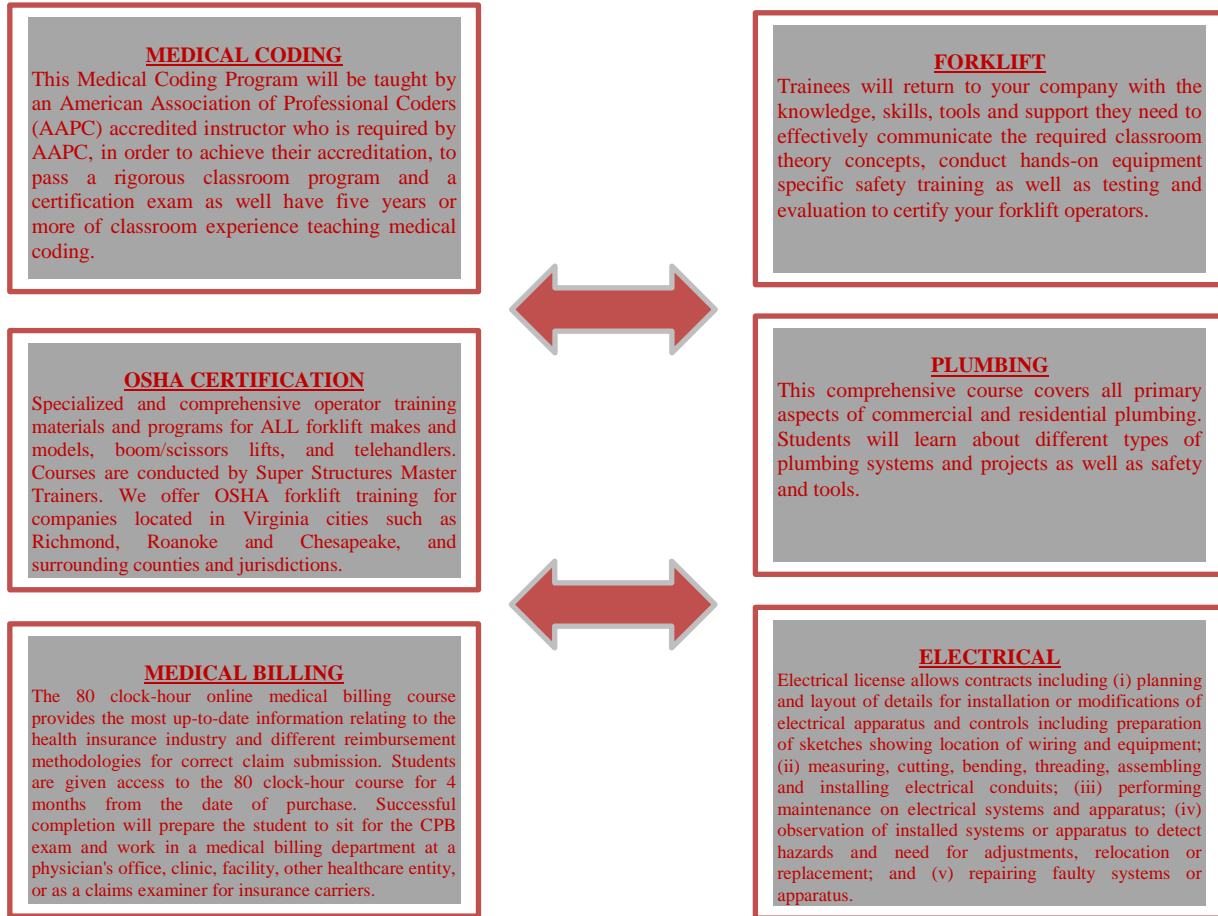


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JOB READINESS SEMINARS/WORKSHOPS

INDIVIDUAL DEVELOPMENT/EMPLOYMENT PLAN (IDP/IEP)

Program / Workshop	Description	Action Plan	Resources Needed	Measurement
Counselor and Case Management	Guide the participant throughout the entire program and track progress after the completion of program up to one year. Conduct follow-ups and assist with life-living skills such as employment	1 year	Career Coaches/Staff, IEP Forms, checklist, Completion or check-in session at least three times a month	Complete all necessary appointments and successfully obtain employment for a year and learn life/ living skills
Occupational Skills Training	Classroom and work experience training to include interpersonal and communication skills (presentation), take personal qualities test to examining problem-solving skills, listening, speaking, and other related qualities. Assist with GED	4 Weeks	Staff, books, supplies, and equipment	Successfully Complete training and get a certificate
Basic Skills And Remedial Education	Basic computer skills (i.e. using the key board, basic internet search, turning the computer off and on, using email/setting up email, software application, closing and minimizing windows, assist with basic English and/or Math,	6 weeks	Computers, Staff, resources, such as books, supplies (i.e. Pencils/pens, paper, notebook)	Successfully Complete training and get a certificate
Work Readiness / Job Placement Assistance	To include resume writing (dos and don'ts) – Basic, fill-out applications, “hot seats” (mock interviews), assisting with OJT placement	6 Weeks	Computers, staff, supplies	Successfully Complete training and get a certificate
Mentorship	Offer support and guidance/ assistance to help participants with trials and tribulation. Assist women and men with a better relationship with kids	1 year +	Staff, group, and partners	Connect participant with a mentor that can successfully guide or be there throughout the whole program. Show participants that they can make it. In addition, be able to establish a great relationship and healthy relationship.

WORKSHOP/COURSE DESCRIPTIONS

<p><i>Counselor and Case Management</i></p>	<p>Guide the participant throughout the entire program and track progress after the completion of program up to one year. Conduct follow-ups and assist with life-living skills such as employment. Meet with case manager at least 3 times a month to discuss barriers, remedial training, needs/assistance, and progress with employment. Counselors will assist with all avenues to include developing partnerships/vendors relationship; briefing employers/companies about hiring ex-offenders. ALL PARTICIPANTS WILL TAKE THE INITIATIVE TO APPLY FOR JOBS. COUNSEOR/CASE MANAGERS WILL NOT DO THE WORK FOR THEM.</p>
<p><i>Occupational Skills Training (3 hours)-</i></p>	<p>Classroom and work experience training to include interpersonal and communication skills (presentation), take personal qualities test to examining problem-solving skills, listening, speaking, and other related qualities \$625;</p> <p>All equipment and materials will be provided. During this Class participant will do and learn the follow:</p> <ol style="list-style-type: none"> 1) Skill-sets needed for today's workforce 2) Take a personal qualities (learn and possess certain qualities; responsibility, integrity, adaptability, positive work ethics, etc.) 3) On-hand job related activities / training (3 stations) 4) Practice communication skills to include interpersonal and presentation
<p><i>Work Readiness / Job Placement Assistance</i></p>	<p>basic resume writing (dos and don'ts); fill out applications, "hot seats" (mock interviews), assisting with OJT placement, \$325</p> <p>During this Class participant will do and learn the follow:</p> <ol style="list-style-type: none"> 1) Learning the basics of interviewing 2) Basic Resume and Cover Letter writing (if a participant does not have resume or cover letter, they will be required to do one in order to develop a professional resume upon graduation) 3) Military Terminology vs. Civilian Terminology (veterans) 4) How to prepare for an interview, what employers expect from candidates, and how to handle the most common interview questions. Conduct Mock Interview (Hot seat) 5) Activities that how participant how to better explain prior criminal activity 6) Learn the basics of how to network in this interactive session. We will discuss informational interviewing, LinkedIn and how to connect to professional organizations to meet

	<p>people in your chosen field.</p> <ol style="list-style-type: none"> 7) Benefits of doing an internship, search tips, informational interviewing, networking, how to create your own internship, etc. 8) Tips on what to do and what not to do when attending a job fair 9) Give insights and practical tips about what networking and how to tap into the power of networking. 10) Effective networking tactics including how to grow your network 11) How to leverage social media including LinkedIn, Facebook and Twitter in networking. LinkedIn (hints and tips) in the most recognized online network for business professional. The importance of each social media. Build a personal profile that has significant impact on your credibility and brand. 12) Search for contacts at specific companies (include a list of employers that will accept ex-offenders) 13) How to prepare for an interview, what employers expect from candidates, and how to handle the MOST difficult questions
<p><i>Basic Skills and Remedial Education</i></p>	<p>Basic computer skills (i.e. using the key board, basic internet search, turning the computer off and on, using email/setting up email, software application, closing and minimizing windows, assist with basic English and/or Math, \$425</p> <p>During this Class participant will do and learn the follow:</p> <ol style="list-style-type: none"> 1) Classroom instruction or test designed to improve basic reading and/or math skills (if needed). This includes reading comprehension, mathematical computation, writing, speaking, listening, problem solving, and reasoning. 2) Hand-on practical computer training (minimizing and closing windows, managing files and folders, set-up emails, keyboard and mouse, turning the computer on and off).

Life Skills Workshops

1. Work In Progress Series

This fascinating four-part Life Skills curriculum series uses role-play, games, open conversation and fun exercises to teach learners how to handle anger, deal with domestic abuse, avoid drugs and alcohol and resolve conflict. This unique series is a comprehensive “crash course” in life-skills.

Down-to-earth and engaging,

- **Anger Management** - Topics explored include anger triggers, different types of anger, communication and listening, mediation, bullying, peer pressure and avoiding fights. The anger management activities for teens provide structure to your groups
- **Domestic and Sexual** - provides breakthrough domestic and sexual abuse lessons with a fresh approach for dealing more effectively with what has become a growing menace in communities.
- **Substance Abuse and Guns** - provides interactive life skills activities to teach your students about the dangers of drug and alcohol abuse, tobacco use, gun facts and gun control, guns and violence and much more.
- **Violence and Conflict** – provided topics to teach youth at risk about conflict and decision making, dealing with violent acts, police confrontation, violence in the media, the nonviolent code and getting along with authority figures.

2. Four Wheel Drive Series

Four Wheel Drive provides the extra traction needed for success. Help teenagers conquer their fears and achieve their dreams in life with these evidence based life skills activities and lesson plans for teens and at-risk youth. This compelling collection features engaging stories, short lessons and helpful strategies specifically designed to entertain learners while teaching them how to believe in themselves, network, job search, manage their money and negotiate wisely for everything they want in life.

- Self Esteem
- Learning Strategies and Time Management
- Networking Jobs and Money

3. Dropout Prevention Series

Dropping out of school is like dropping something heavy on your foot: it hurts you and keeps you from moving forward. The to-the-point life skills activities in Book 1 of the school dropout prevention series, *So You're Thinking of Dropping Out of School?*, paint a clear picture of how difficult life can be for a high school dropout. Book 2: focuses on the life skills youth at risk of dropping out need to successfully complete their education—communication and relationship skills, decision making, and maintaining a positive attitude.

- *So You're Thinking of Dropping Out of School*
- *So You're Thinking of Staying In School*

4. Brainfood Series

Want to know how to study more effectively? Find the perfect career? Want to know how to be a safe driver? How to handle money? Brain Food uses short, to-the-point exercises and inside tips to help learners make the most of their lives and become thriving adults.

- Peaceful Living
- Creating a Positive Outlook
- Supercharging Your System
- Being Safe
- More Secrets of Success
- The Right Stuff and Money Matters

BASIC OFFICE ADMINISTRATION/ ADMINISTRATIVE ASSISTANT

Certificate in Office Administration

The curriculum of an office administration program can focus on business skills, such as writing, communications, and mathematics, and on specific business-related activities, such as desktop publishing and office procedures. Medical or legal office administration programs will typically include courses in relevant terminology, as well as medical Billing/Coding or legal transcription as they apply. Students learn to communicate effectively as part of an office team, manage time efficiently, organize an office space, and demonstrate knowledge of common office systems. Other topics covered in a program may include:

- Data processing
- Record management
- Customer service
- Computer information systems
- Proofreading and editing
- Spreadsheets

CAREER DEVELOPMENT

10 Soft Skills You Need

The meaning of “soft skills” can sometimes be difficult to describe. It can be that unique attribute or characteristic that facilitates great communication. It can be the special way you show confidence in a challenging situation. These and other events can become more easily managed with this great workshop.

With our 10 Soft Skills You Need workshop, participants will begin to see how important it is to develop a core set of soft skills. By managing and looking at the way people interact and seeing things in a new light, participants will improve on almost every aspect of their life & career.

- ❖ Module One: What are Soft Skills?
- ❖ Module Two: Soft Skill 1: Communication
- ❖ Module Three: Soft Skill 2: Teamwork
- ❖ Module Four: Soft Skill 3: Problem Solving
- ❖ Module Five: Soft Skill 4: Time Management
- ❖ Module Six: Soft Skill 5: Attitude
- ❖ Module Seven: Soft Skill 6: Work Ethic
- ❖ Module Eight: Soft Skill 7: Adaptability/Flexibility
- ❖ Module Nine: Soft Skill 8: Self-Confidence (Owning It)
- ❖ Module Ten: Soft Skill 9: Ability to Learn from Criticism
- ❖ Module Eleven: Soft Skill 10: Networking

Communication Strategies

Face-to-Face Communication

Even as technology has allowed us to connect with an ever-expanding global network through the click of a mouse, face-to-face communication is still as important as ever. Improving one's in-person communication may seem nonessential and downright quaint in this computerized age, yet many workplace situations, often those involving conflict, feelings, or other sensitive issues, still demand human contact. FACE-TO-FACE COMMUNICATION explores why personal contact remains the most powerful type of human interaction and what students can do to improve their skills to become excellent communicators.

- ❖ Module 1: Face the Facts
- ❖ Module 2: Practice Your Non-verbals
- ❖ Module 3: Choose Your Words Carefully
- ❖ Module 4: Listen Closely
- ❖ Module 5: Communicate Across the Miles

Presentation Skills

Give confident, enthusiastic, and persuasive presentations. With an emphasis on the need for preparation and practice, this course provides guidance on how to organize, create, and deliver effective presentations. Conquer your fear of public speaking. Prepare and deliver well organized presentations. Capture and maintain audience interest.

- ❖ Module 1: Assessing Your Skills
- ❖ Module 2: Planning Your Presentation
- ❖ Module 3: Slides and Other Visual Aids
- ❖ Module 4: New Technology for Presentations
- ❖ Module 5: Preparing Your Presentation
- ❖ Module 6: Delivering Your Presentation with Energy and Composure

Telephone Courtesy & Customer Service

Give employees effective telephone skills and you will see what a powerful business tool the phone can be. Everything from voice inflection to follow-up calls is covered in this course. Understand customers' needs. Ask effective questions. Master proper telephone techniques.

- ❖ Module 1: Quality Customer Service
- ❖ Module 2: Proper Telephone Skills
- ❖ Module 3: Understanding Customer Needs
- ❖ Module 4: Managing the Customer's Perception

ESSENTIALS OF HUMAN RESOURCE MANAGEMENT

The Essentials of Human Resource Management certificate is a true introduction to human resource management. The primary focus of this course is to provide participants with a broad overview of the human resource functions. This course is led by a SHRM certified instructor and utilizes the official SHRM curriculum.

The course consists of six modules to be offered over two days, for a total of 17 contact hours. The course includes readings, lectures, class discussions, application activities, and a test. The discussions will help students make connections between the readings and the lectures, while the application activities assist in applying new concepts to their workplace. The test will help gauge the level of understanding of the material.

- ❖ **Module 1: Essentials of Human Resource Management**
Overview: This module answers the question "What is human resource management?" It explains the key HR roles and responsibilities and details the planning process that is at the center of HR efforts.
- ❖ **Module 2: Employment Law in Your Workplace**
Overview: Being cognizant of legal issues and ensuring compliance throughout the organization is a significant responsibility. This module explains the key pieces of legislation with which an organization must comply.
- ❖ **Module 3: Effective Recruitment and Selection Techniques**
Overview: Staffing an organization with qualified employees who can assist it in meeting its strategic goals and objectives is important to every manager in an organization. This module examines several important aspects of staffing and focuses on how to make the best match between the job and the person.
- ❖ **Module 4: Basics of Compensation**
Overview: This module discusses key aspects of a total compensation system, maps out the process for developing pay structures, and describes the common types of pay increases.
- ❖ **Module 5: Orienting and Training Your Employees**
Overview: This module discusses the purpose of employee orientation, training and development. It provides a perspective on how adults learn while considering several methods of training and gives you insight into determining whether training is successful.
- ❖ **Module 6: Ensuring Quality Performance**
Overview: Performance management encompasses processes used to identify, encourage, measure, evaluate, improve, and reward employee performance. Performance appraisal is the focus of this module. The module discusses the purpose of performance appraisals and maps out the appraisal process. It introduces you to various appraisal methods and lays out the steps to follow when disciplinary action becomes necessary.

ELECTRICAL FUNDAMENTALS & BASIC ELECTRICITY

This 8-hour course is based on Mike Holt’s “Illustrated Guide to Electrical Fundamentals & Basic Electricity” textbook, which is loaded with colorful illustrations and graphics.

Electrical Fundamentals & Basic Electricity teaches students everything they need to know about how electricity behaves. Starting from the basic scientific principles, it covers the following topics and related skills:

- ❖ Matter
- ❖ Electron Theory
- ❖ Magnetism
- ❖ Electricity
- ❖ Electromagnetism
- ❖ Use of Electromagnetism
- ❖ The Electrical Circuit
- ❖ Electrical Formulas

FORKLIFT OPERATOR PROGRAM

FORKLIFT OPERATOR TRAINING & CERTIFICATION PROGRAM

Trainees will return to your company with the knowledge, skills, tools and support they need to effectively communicate the required classroom theory concepts, conduct hands-on equipment specific safety training as well as testing and evaluation to certify your forklift operators. Our programs aren’t make or model specific and covers concepts common to all types of forklifts including Clark, Hyster, Raymond, Clark, Crown, John Deere, Toyota, Nissan, Gradall, Lull, Skytrack, Skyreach, and Yale brands.

Program Details:

Program Duration: 5 days (8:00AM – 5:00PM) (40 hours)

Equipment:

- Counterbalanced Forklift
- Rough Terrain Telehandler Forklift (Variable Reach)
- Aerial Boomlift
- Scissor Lift

Program Structure:

- 70% Classroom Theory Training
- 30% Practical Hands-on Training

Program Capacity: Maximum of 12

Program Outline:

<p>Day 1</p> <ul style="list-style-type: none"> • Introduction and program requirements • Trainer pre-test • Program overview and objectives • Review of applicable regulations and industry standards • Classroom and practical instructional techniques • Counterbalanced (CB) Forklift Reference Manual review • CB Forklift Operator Theory Test • Homework assignment 	<ul style="list-style-type: none"> • <p>Day 4</p> <ul style="list-style-type: none"> • Review Day 3 • Combined Aerial Lift (ALP) Reference Manual review • ALP Operator Theory Test • ALP Practical training exercises (hands on) • ALP Practical evaluation exercises (hands on) • Combined Aerial Lift Trainer Theory Test •
<p>Day 2</p> <ul style="list-style-type: none"> • Review Day 1 • Practice Theory Presentation • Practical training theory • Practical training skills (hands on) • Practical training exercises (hands on) • Homework assignment 	<p>Day 5</p> <ul style="list-style-type: none"> • Review Day 4 • Trainee theory presentations • Documentation/certification procedures • Operator recertification procedures • ALP Familiarization procedures • Establishing site & equipment-specific operator training program and lesson plan • Final Written Examination • Program review and wrap-up
<p>Day 3</p> <ul style="list-style-type: none"> • Review Day 2 • Review Practical Evaluation Form • Practical evaluation skills • Practical evaluation exercises (hands on) • Rough Terrain (RT) Forklift Reference Manual review • RT Forklift Operator Theory Test • Practical training exercises (hands on) • Practical evaluation exercises (hands on) • Powered Industrial Truck Trainer Theory Test • RT Forklift Trainer Theory Test • Homework assignment 	<p>Day 6</p> <ul style="list-style-type: none"> • OSHA (4 Hours)

Important Details:

- Trainees must have functional English language reading, writing and speaking skills.
- Trainees will be sent a Counterbalanced Forklift, Rough Terrain Forklift and Aerial Lifts Operator Reference Manual prior to the program for review and completion. Each trainee must bring their completed manual with them to the program.
- Trainees are strongly encouraged to bring their own safety harness and fixed fall restraint lanyard (recommended 4-6 ft. adjustable).
- Load charts are detailed extensively; therefore, basic math skills are required.
- Trainees should have experience working on and/or with the equipment addressed.
- Operator credentials are not issued during this program. A successful trainee will be qualified as an IVES Certified Trainer.

OSHA Operator Safety Training

Our forklift training courses consist of a combination of classroom training, informative training videos and hands-on instruction. Training program highlights include:

- Classroom time of approximately four hours
- Reviews conducted throughout training sessions to keep important material fresh
- Classes held at your location using your forklift equipment as preferred by OSHA
- Attendees receive a wallet card and 8 x 10 certificate of completion
- Certification lasts three years from date of class

Total Course Hours: 44 (Forklift/OSHA)

WAREHOUSE MANAGEMENT

Inventory and Warehouse Management Courses

Students learn the key aspects of inventory control and materials handling. They develop their knowledge of receiving and storing materials with an eye to greater profitability. Instructors provide lessons in proper material processing, including the picking and shipping of goods. Students learn the technologies and computer systems that assist managers in maintaining inventory and forecasting supply needs.

Essentials of Warehouse Management Operations: Stores, Distribution & Stockage

OVERVIEW: *Stay in touch with the most important ideas in the stores-warehousing-distribution field.* More and more, you are being asked to increase customer service, reduce inventories, increase productivity, handle more and more stock-keeping units, and operate in less and less space. We'll show you how to meet these challenges and win!

This intensive and practical training on **essentials of warehouse management operations** will help you stay in touch with the most important new concepts in the warehousing/distribution field. Trainer has the experience to get you started. You will not only learn practical ways to improve equipment selection, warehouse layouts, inventory control, put-away, packing, loading, picking, and receiving, but you will start immediately to identify ways to apply these ideas to your specific environment.

During the *essentials of warehouse management operations training*, you will have the chance to develop your own action plan so you can put the information to work for you right away. Furthermore, you will soon see how the time-tested techniques from can be used successfully on the job to strengthen the relationship between the overall organization and your warehouse operation.

Essentials of warehouse management operations training can offer you a powerful methodology for planning, managing and controlling your stores, distribution and stocking operations.

At essentials of warehouse management operations training you will learn:

- How to identify the precise problems that are most troublesome in your warehouse
- Cost-cutting, productivity improvement, and cost-effective measures for your warehouse
- The most important concepts in the warehousing-distribution field today and its emerging role
- How to layout your warehouse for good space utilization, material handling compatibility, and optimum efficiency
- Which equipment best suits your particular operations for storage and handling
- Practical techniques for improving your day-to-day warehouse operations
- How to develop a balance between warehouse service level and your customers' needs.

WAREHOUSE MANAGEMENT

- ❖ Module 1: Role of the warehouse in the supply chain

- ❖ Module 2: Elements of warehousing strategy
- ❖ Module 3: New warehouse technologies
- ❖ Module 4: Warehouse functions
- ❖ Module 5: Management issues
- ❖ Module 6: Developing a warehouse strategy
- ❖ Module 7: Warehouse planning
- ❖ Module 8: Warehouse cost management
- ❖ Module 9: Performance management and improvement

Program Components	Core Competency-Based Training	Benefits
<ul style="list-style-type: none"> ❖ Assessments ❖ Role-playing ❖ Practical applications ❖ Exposure to computer-based learning tools ❖ Interactive learning exercises ❖ Public Service Motivation applications 	<ul style="list-style-type: none"> ❖ Fundamental leadership competencies ❖ Oral and written communication ❖ Facilitation of effective relationships ❖ Personal branding 	<ul style="list-style-type: none"> ❖ Organizational return on investment (ROI) ❖ Build fundamental leadership skills ❖ Improve written and oral communication ❖ Develop a plan for continual growth ❖ Learn from exposure to other organizations ❖ Commitment to personal development

OSHA GENERAL INDUSTRY TRAINING

OSHA 10-hour General Industry Training Course

The 10-hour General Industry Outreach Training Program is intended to provide an entry level worker's general awareness on recognizing and preventing hazards in a general industry setting.

Course Outline

- Orientation
- Module 1: Introduction to OSHA and the OSH Act
- Module 2: Walking & Working Surfaces
- Module 3: Emergency Action Plan
- Module 4: Hazardous Materials
- Module 5: Personal Protective Equipment
- Module 6: Machine Guarding Safety
- Module 7: Electrical Safety
- Module 8: Hazard Communication
- Module 9: Hazardous Substances & Industrial Hygiene
- Module 10: Safety and Health Programs
- Final Exam

Testing: At the end of each module, you will be given a 10 question module quiz. You must score at least 70% on each module quiz to move forward in the course. You will be given up to three opportunities to pass each module quiz. Failure to successfully pass the quiz will result in being locked out of the course and not allowed to continue with an online training format for your Outreach training. Once you have successfully completed all of the modules, you must

pass a final exam to receive full credit for the course. The exam is 20 questions long and will test your knowledge on information covered throughout the course. You must make a score of at least 70% to pass this course. You will be given up to three opportunities to pass the final exam; if you do not pass it after three tries, you will be locked out of this course will no longer be able to take your Outreach training in an online format.

ACQUISITION AND PURCHASING COURSES

These classes survey the duties of purchasing agents and the methods use in acquiring materials and goods. Assignments allow students to develop familiarity with source selection, contracting, acquisitions law and pricing. Lessons include tips pricing materials and key negotiating skills. Students will analyze the value offered by vendors for products and use this information when planning equipment and supply purchases.

❖ **Supply Chain and Logistics Management Courses**

Instructors discuss the challenges facing supply chains in a global economy. Students acquire the ability to coordinate logistical information so the movement of materials is seamless. Class topics include emphasis on meeting deadlines, customer service and accurately forecasting future logistical needs. Students also learn the technologies used in the industry and production planning.

❖ **Transportation and Freight Operations Courses**

Students develop an understanding of the role transportation plays in society and the economy. Classes discuss the environmental impacts of transportation operations and the regulations affecting the industry, including federal and international counter-terrorism laws. Students learn the effective management of transportation hubs and transportation pricing standards. Assignments introduce the technologies used in managing transportation operations and maintaining shipment security.

MEDIAL BILLING/CODING PROGRAM

<p>MEDICAL CODING PROGRAM Program Details: Duration: 12-weeks/80-Hours/2-days per week Hours: 6:00pm – 9:30pm</p>	<p>MEDICAL BILLING PROGRAM Program Details: Duration: 12-weeks/80-Hours/2-days per week Hours: 6:00pm – 9:30pm</p>
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These are separate twelve weeks, 80 hours of classroom training is offered two evenings a week from 6:00pm-9:30pm. The first session will be on Monday and Wednesday evenings with future sessions planned for Monday and Wednesday evenings as well as Tuesday and Thursday evenings.

DESCRIPTION:

- ❖ **MEDICAL BILLING:** This course introduces the student to health insurance and reimbursement. In this course the student will become familiar with the health insurance

industry, legal and regulatory issues, and differences in reimbursement methodologies. The student will learn principles of medical billing related to proper claim form preparation, submission and payment processing, and the follow up process. This course is recommended for anyone who is preparing for a career in a medical billing department at a physician's office, clinic, or similar positions. This course is strongly recommended for anyone who is preparing for AAPC's CPB™ certification exam.

- ❖ **MEDICAL CODING**: This course introduces the student to medical coding from the ground up. Designed to teach the fundamentals of medical coding, prepares the student for certification and helps them establish a career in the medical coding industry. Get your medical coding training, exam preparation, exams and continuing education all from a source you trust – the largest medical coding organization in the world.

This Medical Billing/Coding Program will be taught by an American Association of Professional Coders (AAPC) accredited instructor who is required by AAPC, in order to achieve their accreditation, to pass a rigorous classroom program and a certification exam as well have five years or more of classroom experience teaching medical Billing/Coding.

Through D2AG each student will be pre-screened to assure they have not been convicted of a crime that will prohibit them from being able to be hired by a company/organization offering a medical Billing/Coding position after completing the course work and passing the certification exam. Certain crime classifications are prohibited from being employed in the medical field. In addition, as part of the enrollment process, each applicant will be required to fill in an Intake Form as well as take a Wonderlic Aptitude Test. The Intake Form asks basic questions regarding the students' education, work experience, etc. The Wonderlic Test is designed to assess an individual's aptitude to be able to succeed at the complex material that is presented in this program and is required of a Certified Medical Coder or Billing Specialist. We want to assure that once enrolled in the course; the student has every opportunity of becoming certified and of being placed in a well-paid medical Billing/Coding position.

Once the student has successfully completed the Medical Billing/Coding class work, they will be prepped to take the 5 hour and 40 minute certification exam. The Certification Exam is offered at various locations in each regional area and has a separate test fee which is included in the cost of the course. However, if a student does not pass the course on the first attempt and is required to retake the exam, this additional test fee is not covered. It is important to note that AAPC is the organization that provides the certification exams. Students who take an AAPC Billing/Coding Course, have a much higher rate of passing the Certification Exam than a student who took another Billing/Coding course from some other program.

One of the key benefits of the Medical Billing/Coding Program is once the student has become a Certified Professional Coder (CPC); we have a placement partner to help the student find a well-paying Billing/Coding position. After all, the goal of this program is to help Veterans, their families and prior offenders, learn a skill and start on a long term career path.

WHAT THE STUDENT RECEIVES

- 80 hours of classroom training developed by AAPC
- All the books, workbooks and test material

- Opportunity for one-on-one training with no more than a 15:1 student teacher ratio
- A voucher to take the Certification Exam

The 80 clock-hour online medical billing course provides the most up-to-date information relating to the health insurance industry and different reimbursement methodologies for correct claim submission. Students are given access to the 80 clock-hour course for 4 months from the date of purchase. Successful completion will prepare the student to sit for the CPB exam and work in a medical billing department at a physician's office, clinic, facility, other healthcare entity, or as a claims examiner for insurance carriers.

ASPIRING LEADER PROGRAM

Overview

The Aspiring Leader Program (ALP) provides individuals with a foundational understanding of leadership skills and competencies essential for individual and organizational success. ALP is designed to challenge participants to increase the capacity of their current skills and abilities. Participants will engage in a variety of learning activities and planning efforts, which will result in key learnings and practical applications. These learning activities better prepare participants to continue to add value to their organizations and contribute to the success of the federal workforce.

Objectives

- ❖ Assess and identify current skills and competencies to improve performance.
- ❖ Develop a plan outlining individual career development goals.
- ❖ Identify barriers and strategies for overcoming challenges.
- ❖ Create a personal framework for practicing leadership.
- ❖ Provide participants with foundational leadership skills.

YOUTH APPRENTICESHIP

Youth Apprenticeship

Apprenticeships through the D2AG programs follow the Virginia Department of Labor and Industry guidelines. This means that the students must complete 2000 hours with their employer to successfully complete the apprenticeship. At the completion of these hours, students will also receive an employability certificate, recognized throughout the state as a sign that a potential employee has trained and worked in the field and will have the skills to reflect that.

To complete the Youth Apprenticeship, students are introduced to the many opportunities with the D2AG Business Partners within their program area. Students then interview with those businesses and go through the hiring process as any regular employee would. Once the student is hired and turned their paperwork in, he or she is able to begin working.

Eligibility and Requirements

- As a full-fledged employee of the sponsoring company, a registered apprentice completes a minimum of 2,000 hours of supervised on-the-job training and a minimum of 144 hours of related classroom instruction for each year of apprenticeship.
- Apprenticeship terms are occupation specific, but the average term is four years.
- Successful completion of the registered Apprenticeship Program earns the apprentice nationally recognized state certification as a journey person.
- All apprentices are registered through a Department of Labor and Industry apprenticeship representative.