



*the Learning Academy* 



# GENESIS

**New Beginnings: Re-Entry Initiative**

**(MOS) Microsoft Certification  
(CSS) Fundamentals Customer Service & Sales Certification**



[www.dciresourcesllc.com](http://www.dciresourcesllc.com)

## New Beginnings: 2<sup>ND</sup> Chance Society Initiative

There is no simple solution guaranteed to reduce the repetition of criminal behavior. We wish there were; that would be easier. Instead, the programs and services which DCI Resources, LLC provides to its clients are involved in the complicated task of accomplishing this mission. According to general statistics with respect to rehabilitation and correction, participation in educational development programs, as well as earning a degree and/or certificate of some tool that allows further, reduces recidivism. In fact, participation in an educational (Occupational) program is a more significant predictor of recidivism than earning a GED, even when including variables such as race, gender, urban/rural, and/or prior convictions. It has been also said that, *"Participants in educational programs have a reduction in recidivism by 25%"* (Evaluation of the Impact of Correctional Education Programs on Recidivism, 2005). A significant number of the men and women who enter programs do not have a high school diploma, and have not passed their high school equivalency test (GED). The Learning Academy's primary objective is to prepare the student for "re-entry" back into mainstream society. DCI's signature style of IT Training & Educational, Career Development and Academic Enhancement provides a "One-Stop" solution to this growing issue. To address educational service needs of these types, DCI Resources (The Learning Academy), has developed an integrated, comprehensive ABE program we've named "Boot Camp" where an initial proficiency level is assessed, which will serve as the basis of a Mathematics and Language Arts/Reading (IEP) **Individualized Education Plan**. The program main focus is to enhance academics by way of continuing education or simply to bring CASAS scores up to par. The Learning Academy understands that there are concepts covered on national examinations that students need to be exposed to, often necessary to meet eligibility requirements for tuition assistance.

Every aspect of typical barriers that more than often cause repeat offense or "negative" behavior is proactively addressed.





## ACADEMIC ENHANCEMENT

DCI's Learning Academy offers a "One Stop" solution to achieving educational goals! The program's primary focus will be to provide Individualized, Web Based and Instructor Lead, Contextualized Training & Education and Life Skills Enhancement. Instructional staff offers tutelage in a wide range of educational subject matter, with focus on Mathematics, Language Arts, Reading & Writing remediation as an integral component to the Occupational Training. One-one-one tutelage, e-Learning and/or Distance Learning, a host of specialized Industry Standard learning based software applications and instructor prescribed methodology are the tools participants will be exposed to. DCI believes strongly in providing solutions to under-employment due to lack of marketable skills. **Nationally recognized Credentials** result in employment opportunities and eventual self-sustainability

DCI Resources' Web Based Learning Labs offer board certified testing in essentially all areas of study with the convenience of Rolling Admission. DCI's "In-House" Microsoft Authorized Certipoint Testing Center (MCTC), National Retail Federation Authorized Testing Center (NRF), as well as CompTIA (Pearson VUE) offer secure delivery of certification testing in a host of career interests, serving as a value-added feature, not to mention... very convenient.

DCI understands the varying proficiency levels students may possess; therefore we've implemented on-line Individualized literacy training, which reinforces the learning experience. Students appreciate this method of training because it allows them to work at their own pace and focus on subjects that are in most need of enhancement. The interactive capability mean the student is continually involved in the program instead of just being a passive listener. A comprehensive performance based assessment tool, CASAS, approved and validated by the U.S. Department of Education and the U.S. Department of Labor, generates baseline testing results for purposes of monitoring skill progress, addressing core indicators of performance, integrating literacy and occupational skill instruction, and evaluating the effectiveness of adult education and literacy programs.



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# Resources, LLC

## LEARNING ACADEMY

# GENESIS

### New Beginnings - Re-Entry Initiative

*Always when judging who people are,  
Remember to footnote the words "So far."  
~Robert Brault*

Training & Education

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## OVERVIEW

Authorized Test Center: Certiport (Microsoft) / Pearson VUE (CompTIA) / NRF

DCI Resources, LLC, full service information technology support & maintenance consulting services firm founded in 2009, with headquarters located in New Haven, CT. DCI principals have 20+ years of multi-industry experience in delivering a multitude of professional services including IT, software/hardware implementation, systems consulting, business analysis, project management, product sales & support featuring a full service & repair center, system manufacturing, LAN/WAN installation and providing software and hardware training/education for its diverse clients. DCI aspires to provide its clients with a stimulating environment where cooperative learning is the key to success. Our goal is to have students learn how to do some amazing things through technology -- all in a supportive and productive atmosphere.

The Learning Academy has developed a program entitled, "**Genesis**", where its sole purpose is to accomplish the complicated task of lessening the rate of recidivism by providing a Comprehensive Occupational Skills program. The contextual style program, features full exposure to **Information & Technology and Customer Service & Sales** with an integrated **Academic Enhancement and Life Skills** component. The program yields **nationally recognized certification** in both fields upon successful completion; **(MOS) Microsoft Certification and (CSS) National Retail Federation**. According to general statistics with respect to rehabilitation and correction, participation in educational development programs, as well as earning a degree and/or a nationally recognized certification of some type, greatly reduces recidivism. DCI has generated a dynamic program that truly addresses the issues associated with the prison re-entry populace. DCI's signature style of Training & Education prepares the client for "re-entry" back into mainstream society creating a "One-Stop" solution to this growing issue. DCI recognizes that students are not only learning new skills, but more importantly, they are learning how to learn. Hopefully, this consequence will help our clients to be able to find better employment opportunities and to productively participate in society.

DCI employs the best people, uses the best material and provides unparalleled service. We pride ourselves on quality, our image and our reliability of which ensures client satisfaction. Client satisfaction, together with a quality responsive service is our primary objective.

It is due to this dedication that we've adopted the motto,

...The Complete Business Solution."

**del** Resources, LLC

## COMPUTER LITERACY & CAREER DEVELOPMENT

### Vocational Training

- Windows OS/Mac OS (Level I,II,III)
- Microsoft Word (Level I,II,III)
- Microsoft Excel (Level I,II,III)
- Microsoft PowerPoint (Level I,II,III)
- Interactive Learning (Online)
- Internet Basics: Email, Social Media
- Desktop Publishing (Level I)

**Microsoft / NRF**  
**Authorized Testing Site(s)**

- (MOS) Microsoft Office Specialist
- (CSS) Customer Service & Sales

**Microsoft**  
**Certification**



**del**  
**EXAM PREPARATION**

- Life Skills / Employability Skills
- Learn About Products & Services / Merchandising
- Store Operations & Inventory Control
- Resume / Cover letter Development
- Work Experience / Job Shadowing
- Job Search via Social Media
- Adult Basic Education
- Career Development / Placement Assistance

**(CSS) Customer Service & Sales Certification**

### Computer Literacy Program Schedule

**PC Training:** Mon., Wed., Thu. & Fri. (8:30am - 1pm)  
**MOS / CSS Certification Exam Preparation:** Tues. (8:30a - 1pm)  
**Academic Enhancement:** Mon. (8:30am - 1pm)  
**Labs/Workshops:** Mon. - Fri. (1:30pm - 3:30pm)

**FOR MORE INFO PLEASE CALL (203) 404-5054**

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## **PROGRAM HIGHLIGHTS: OCCUPATIONAL SKILLS TRAINING**

### **IT TRAINING & EDUCATION / LIFE SKILLS CAREER DEVELOPMENT TRAINING:**

- Occupational Skills Training & Education
- Customer Service / Sales Training & Education
- Entrepreneurial Training & Education
- Financial Literacy
- Certified Academic Enhancement (Learning Academy) - ABE
- CASAS Baseline Testing / Monitoring
- Web Based / Distance Learning (On-Line Training Software)
  - CustomGuide Microsoft Office Suite (Interactive Online Software)
  - G-Metrix (Interactive Exam Preparatory Software)
  - Khan Academy (Academic Enhancement – ABE)
- Authorized Certiport / National Retail Federation Testing Center
- Nationally Recognized (MOS) Microsoft Office Specialist Certification
- Nationally Recognized (CSS) Customer Service & Sales Certification
- Certified Instructional Staff / Courseware
- Stress Management / Conflict Resolution Techniques / Positive Relationship Building
- Various Life Skills and Multiple Career Exploration Opportunities Activities
- Instructional Aide: LanSchool / Tablet PC (Digital Projection)
- Work Experience & Job Ghosting Assignments / Career Development Workshops & Labs
- Placement Assistance
- Livery Vehicle Available\*







## LICENSURE, CERTIFICATIONS AND/OR CREDENTIALS

### Microsoft / Customer Service & Sales - Certification

The program tests all levels of Microsoft Office Suite / Customer Service & Sales; however, we are only issuing exams for Nationally recognized **(MOS) Microsoft Office Specialist** certification with respect to Microsoft Office 2008 – 2016, 365+; Levels I, II, III and **(CSS) National Retail Federation** certification with respect to Customer Service & Sales. Each student who successfully passes the Microsoft Office Specialist Exam and the Customer Service & Sales Exam will receive an immediate indication of such accomplishment and you will be able to print a temporary certificate of achievement. **Microsoft** and **National Retail Federation** will immediately send the official certificate via mail within 2 weeks of the achievement.

Upon successful completion of the program's documented course curriculum, as well as passing all associated testing, each student will also receive a Certificate of Completion from DCI Resources, LLC (The Learning Academy) with respect to all successfully completed modules. DCI's primary goal is to teach the material required by Microsoft to pass the certification exam. The certification exam, issued at DCI **(an authorized Certiport / National Retail Federation Testing Site)**, is given via computer in a closed projection & monitored setting. Exam fees are included in tuition and there will be a onetime make-up exam at no additional charge to the funding source.

### Average Skills / Gains Expectation

Essentially, the outcome goal is between 2-3% gain (or 4-5 points). It has more to do with skills level upon referral. The higher the score entering the program, the less movement you will see, as they are closer to being "topped out". There is also a difference with respect to Language Arts. In any event, DCI is very familiar with this component, as we established these criteria during the "Boot Camp" intervention, and the scores always exceeded the numbers aforementioned.



## OCCUPATIONAL SKILLS TRAINING: (INFORMATION TECHNOLOGY)

INCLUDED: CONTEXTUALIZED, CUSTOMER SERVICE & SALES, CAREER DEVELOPMENT, LIFE SKILLS & ABE

DCI has chosen to respond to the 2<sup>nd</sup> Chance Society Initiative's request for an Occupational Skills Training redirection program because of our extreme familiarity with this demographic population's needs. DCI has been serving this population, very successfully, for roughly 20 years. DCI has developed a **Career Development** focused **Computer Literacy Program (Microsoft Credentials Attainment)**, **Customer Service & Sales Certification (National Retail Federation Credentials Attainment)**, combined with **Adult Basic Education** and **Financial Literacy**, while applying a holistic approach to **Life Skills** education. The program's main focus has been designed to provide WIOA/Re-Entry clientele with opportunities to make knowledgeable career choices and gain an understanding of the work environment. The program features several components that individually serve its respective purposes very effectively; however, the Career Development Program combines Occupational Training with a host of supportive supplemental education and entrepreneurial edification and as a result students are exposed to the idea of self-sufficiency & thinking outside the box. This sense of independence generates driven individuals and properly educated members of our workforce who now understand and appreciate the demands & responsibilities of employment. These acquired skills of leadership often generate aspirations of continuing their education and furthering their careers by attending Community Colleges, Post Secondary Schools, etc. DCI realizes the common occurrence of the student failing to meet the minimum requirements determined by **Accuplacer**. The academic component, by way of a tailor specific **Individualized Educational Plan** focusing specifically on just the areas of problem, determined by various assessment measures, and continue providing tutelage in only those areas. DCI's Learning Academy also addresses the common problem of multi-level Basic Adult Education Skills proficiencies; DCI has developed an Academic Enhancement program that accommodates varying proficiency levels each student may possess. We've implemented Instructor-Lead, Individualized literacy training, which reinforces their learning experience. Students appreciate this method of training because it allows them to work at their own pace and focus on subjects that are in most need of enhancement. The interactive capabilities mean the student is continually involved in the program instead of just being a passive listener.

The program has continued to evolve and respond very effectively to growing concerns relating to employability due, in part; to a holistic approach we apply to training & education. Every component of the program has been developed due to close observation of what students respond positive to, up to and including the **livery service**. We've always included **ABE** in our program for the sole purpose of preparing for a better interview; both in-person and via social media. All of the **IT components** are contextualized, where projects and activities become the basis of the training & education, as this provides students to better relate to the applications, as well as in preparation for certification. **Career Development (Life skills Services)** provides the vehicle by which to deliver the product. All projects & activities relate to topics that are often the basis of barriers. We discuss these issues in full capacity, but through use of the education obtained. This component is also where each student generates a fully functional **Professional Portfolio**, to be used during Placement.

# Microsoft

Office Specialist

DCI is one of few public **Microsoft Authorized Certification Testing Sites** via **Certiport** and **Customer Service & Sales Certification Testing Sites** via **National Retail Federation** in the Tri-State Area. Of the few that do exist (none are in the Greater New Haven / Fairfield County area) and they do not offer on-site training. DCI has been offering a holistic approach to training eligible participants and providing a full continuum of both pre-employment and post-employment activities in addition to the Occupational Skills Training programs to the **Socioeconomically Disadvantaged** population for many years and extremely familiar with navigating through the complexities of WIB (Workforce Investment Board) protocol. Recognizing this difficult task, DCI's intake process has become extremely flexible and is very effective in determining suitable participants and/or developing Individualized Education Plans. Our distant learning applications allow for independent learning assessments, as well as accommodating advanced level proficiencies. Again, all program components (including projects & activities) are contextualized, including the Adult Basic Education component, providing hands on applications for those who require this method of instruction. The ABE component properly prepares the students for the job interview process (including standard employability exams often issued during job interviews). All program components are directly related to one another, Career Development being the common core. This clear road map provides cohesiveness and helps to remove barriers to employment. DCI Resources, LLC is a private organization that specializes in training & education and placing low-income individuals in unsubsidized jobs. DCI has always maintained at least an 87 percent placement record of hard to serve graduates through many past relationships with benchmark measured funding sources.



**DCI's philosophy**, directly reflected in our training methodology, is to intervene programmatically, to promote self-esteem, self-sufficiency, and ultimately a motivated member of society developing career interests and enhancing their marketability armed with the tools in which employers seek. All students will be expected to adhere to the **"Balance Work First"** philosophy, where all program components are developed to assist participants in reaching program goals that and keep them in compliance with participation mandates. The Learning Academy features a variety of program activities that assist participants in overcoming barriers to employment. This effort remains the main focus of the program and continues to be throughout the 12-week program, up to and including; job development, job searching, as well as during the first few months on the job.

In all areas of study; Adult Basic Education (Basic Skills Remediation), Computer Literacy (Office Proficiency & Productivity) – Microsoft Certification Preparation, Career Development and (Life Coach) Instructor Lead Life Skills Services, we've implemented **Individualized Literacy Training**, which reinforces the learning experience. Students appreciate this method of training because it allows them to work at their own pace and focus on subjects that are in most need of enhancement. Interactive instruction, with use of traditional hands-on application, produces the student's continued involvement in the program instead of just being a passive listener.



## TARGET POPULATION

DCI's vocational - basic skills training & education program is specifically designed to accommodate the needs of **WIOA/Re-Entry** participants who reside in WIB/ACJ service areas and fall in any of the following three subgroups;

- **NO** High School diploma, limited work history;
- High School Diploma, and basic skills deficient
- High School Diploma and **NOT** Basic Skills Deficient

Any individuals who meet the additional requirements of the program and reside in the towns that encompass the WIB/ACJ service areas will be included in the target population and will qualify to receive the training set forth in the program description. The program design caters to recipients who have the desire to or are required to find an alternative to receiving assistance (21 month program participants). Those who have remained unemployed (dislocated) and have a multiple of barriers describe the typical referral and the program is developed to address that issues immediately upon enrollment. DCI will recognize the individuals who are closest to the termination period of the 21-month program (high counter) and provide additional (time sensitive) direction to their **Individualized Education Plan**. DCI will also focus on individuals that have serious barriers to employment such as dislocated workers, persons with physical disabilities, teenage mothers and out of home placements; however, TFA clients will be our primary focus.

During this time period, DCI will offer an intense training program that will prepare them for the working realm. Through job training, case management, marketable skills development (Microsoft Certification), and other support services, DCI will service all of its recipients and successfully place them through several partnering employment agency that will either find employment for the individual or place them in an entry-level position with a minimum starting rate of \$9.00 per hr. These positions are entry level; however each agency has opportunities for advancement for all employees. Through the case management staff, follow-up with these individuals will take place and they will be presented with the many opportunities of educational and career advancement.

Many dislocated workers; persons with disabilities, and teenage mothers are faced with the barrier of being at a particular place of employment for several years and then being laid off with a strong lack of skills for today's job market. Many teenage mothers have dropped out of school and now have become TFA recipients who lack job skills for today's market and have not completed their secondary education (high school diploma and/or G.E.D.). No matter what the case these individuals can benefit from the program by receiving current job skills training, Microsoft Certification / Customer Service & Sales (**Nationally Recognized Certifications**), assistance with their job search and job placement services by participating in the program. Work Experience / Job Shadowing, *detailed in the following section*, will also provide the means by which to lessen concern employers often express when it comes to considering those who are under skilled. We often identify the position and tailor the training to satisfy the job description.



**NEWEST LOCATION: BRIDGEPORT, CT**

## INDUSTRY FOCUS

DCI has identified a number of key learning and skills issues, which vary considerably among the surrounding communities. All WIB/ACJ service area contribute to being the highest rate of unemployment in Connecticut. 11.7% of employers in Connecticut reported that they have skills gaps. Failure to train and develop staff was also seen as an important skills gap issue (National Employers Survey). To address this issue, DCI has identified the key objectives and actions needed to decrease worklessness and improve basic skills of members of the New Haven community and, in particular, in the priority neighborhoods. This will help to develop the skills of local residents to ensure that they can take advantage of new employment opportunities. With employment on the rise, the competition for qualified employees has intensified. Since the conclusion of the last recession, the educated labor force has been reaping the benefits of this circumstance, seeing increases in both wages and in opportunity available to them. Although per capita income in Connecticut has been on the rise, disparities are attributed to structural changes in the economy compromising rapid growth in high technology and service industries and little to no growth in construction and manufacturing. Because the available jobs in such an economy tend to require higher levels of skills and education, unskilled and under-educated individuals will have a more difficult time finding viable employment than educated and skilled individuals. DCI recognizes the disadvantage many of the WIOA/Re-Entry population will face when in competition for employment. This reality was essentially the inspiration behind the development of the Learning Academy (Academic Enhancement) component. Employment applications & subsequent interviews have become extremely academic intensive and have become the means by which to weed out the less suitable candidates. Again, DCI's Learning Academy prepares the student for the ultimate goal, "Employment".



**(LMI) Labor Market Information** reveals that a shortage of qualified workers exists in computer related and customer service industry sectors. Certifications of occupational demand issued by the Connecticut Department of Labor confirm that job growth opportunities will occur in both; the computer services sector as well as its supportive counterpart customer Service & Sales. Additionally, the Department of Labor data supports reasonable expectation of employment for individuals who complete training in these sectors. Employers report that shortages of qualified administrative and service sector employees exist and that these employers will hire qualified individuals. Outsourcing, downsizing, and pressure to reduce hiring and training cost have placed a premium on the contingent labor force. DCI has developed many relationships with local businesses and staffing agencies to address these concerns.

DCI's **"The Learning Academy"** provides resources that benefit all students. Acquiring skills on the latest technologies helps students to become better collaborators, communicators, critical thinkers, innovators, problem solvers and citizens of our global economy. More than 50% of today's jobs require some degree of technology skills, and experts say that percentage will increase to 77% in the next decade. Studies suggest that in the next 5 to 10 years there will be a significant shortage in the supply of skilled IT professionals.<sup>2</sup> Over the next four years, IT employment will rise by 5.8 million jobs and 51% of all IT jobs will be software related, creating 75,000 new businesses.

DCI has several employment affiliations and in one instance, an alarm monitoring company, was looking for individuals who can learn the particular skills of the job, employees who will hear the key points of a customer's concerns and can convey an adequate response, employees who have pride in themselves and the potential to be successful, and employees who can get along with customers. In other words, they're looking for employees who: have learned how to learn, have listening skills, oral communication skills, self esteem, goal setting skills and motivation, personal and career development, interpersonal and negotiation skills, and know how to work as a team. This became the template by which our program was developed.





## **APPROX. NUMBER OF HOURS IN PROGRAM / LOCATION(S):**

**IT Training & Education / Academic Enhancement (ABE) / Life Skills Career Development**

**35 hours / week = 455 hours**

- (12-13) Weeks in length / (1) one cycle (session)
- 9:00am to 1:00pm (Monday, Wednesday, Thursday and Friday):  
([Information Technology / Fundamentals Customer Service & Sales](#)) Occupational Training  
9:00am to 1:00pm (Tuesday): [Academic Enhancement \(ABE\) – Math / Lang. Arts Boot Camp](#)  
1:00am to 3:30pm (Monday, Wednesday, Thursday and Friday): [Career Development / Life Skills Training \(MCEO\)](#)
- Location(s):
  - 50 Fitch Street, New Haven, CT
  - 1001 Main Street, Bridgeport, CT
  - 78-79 Bishop Street, Waterbury, CT
  - Hartford, CT / New London, CT (*....locations forming now*)

## **STUDENT /TEACHER RATIO:**

Up to 30:2

## **INSTRUCTOR QUALIFICATIONS:**

Master Applications Specialist: Derrick A. Draughn

All instructors must be Microsoft / Customer Service Certified and/or have prior teaching experience in the IT field, and have experience with providing instruction to students on varying levels of proficiencies or may have a learning disability.

## **SCHEDULE/CALENDAR:**

Please find a tentative schedule attached.

## **LOCATION(S) & ACCESS (BUS LINE):**

Please find attached a local city bus schedule, which denotes and provides a bus stop location conveniently located in close proximity of DCI.

**ADA COMPLIANCY:** Training location(s) are ADA compliant. Elevator Accessibility.

## **REFUND POLICY:**

Refund Policy: DCI Resources, LLC does not have a refund policy, instead we offer to let any student repeat the class (1) one time at no additional cost to WIOA/Re-Entry or the student. As stated in the “admissions requirement” section, should a student receive a less than passing grade and documentation has proven the students attempt to learn the material, that student will be allowed to retake the course at no additional cost. The student will have up to one (1) year from the dropout date to complete the course.

## **FINANCIAL AID:**

No financial aid is currently available; however, DCI is awaiting accreditation from the Accreditation Commission of Career School and College Technology and the Council of Occupational Education that will then lead to financial aid offerings.

## **SUPPORT SERVICES PROVIDED:**

In the rare instance where the applicant isn't suitable for our program, we will refer them back to the respective referring agency for reconsideration. Usually the issue is a scheduling conflict, lack of childcare or funding qualifications not in line. For those enrolled and are in need of support services, we have a host of city-wide support service agencies we've developed over the years, which we reach out to based on a student's service needs, DCI will have access to counselors who have backgrounds in a range of fields related to courseware (e.g. workshop training staff – Instructor/Teaching Assistants, Life Coaches, Adult Basic Education Staff). DCI has developed a weekly workshop (Tuesdays), specifically created to provide additional academic assistance (tutors) as well as a student resource center/lounge. DCI will also have access to counselors experienced in addressing issues such as dependent care (e.g. early childhood development, nursing, family counseling, and social work). If childcare becomes an issue after enrollment, and the funding source is well aware of the issue(s), DCI will work with the student and identify the specific childcare need and/or economic transportation limitations and compile a list of childcare providers that have current openings.

## **DCI RESOURCES LIVERY TRANSPORT SERVICE**

DCI is responsive to the possibility of its program participant's need for transportation and accommodates a wide variety of student transport needs. DCI's program boasts about its high completion rate, by employing proactive measures to increase attendance.

DCI Resources Livery Transport Service accommodates a wide variety of student transportation needs. DCI's program boasts about its high completion rate, by employing proactive measures to increase attendance. DCI's Livery Vehicles transport services addresses this frequent barrier for an additional fee.



DCI is known for maintaining positive student attendance compliancy. We find that non-compliancy is often due to lack of transportation, despite the fact that accommodations have been provided by way of tokens, bus passes, transportation cash assistance, etc. Unfortunately, students often abuse the services and use them for their own personal, non-training related purposes and subsequently the services are not available for the purposes intended. Also, simple lack of motivation is the cause for failure to attend class. DCI Resources Livery Service addresses this frequent barrier to and from the training facility for a small additional fee (special services), although we'd much rather they display a sense of responsibility and responsibly use the resources provided by their employment specialist.

## ADMISSIONS REQUIREMENTS:

### PREREQUISITES/QUALIFICATIONS/SUITABILITY:

**Upon recruitment** (referral/intake) DCI would receive, within the employment plan, the client's ECS-130 scores; both reading and math. These scores would be evaluated by our certified Adult Education staff and their corresponding "Levels" established. These level locator scores would subsequently provide the instructor the educational lesson plan by which the client would be provided tutelage for the duration of their enrollment. Their respective level "**Pre-Test**" would be immediately administered and the results would be logged as the **ALPHA SCORE**. Periodic testing would be administered and monitored, and monthly reporting would be provided to WIB/ACJ administration in graphical form, demonstrating growth/progress. When the Adult Education Instructor determines that the client has demonstrated enough progress, a "**Post Test**" would be administered and again (the results would be logged as the **DELTA SCORE**), these reports provided to WIB/ACJ administration as well.

A comprehensive performance based assessment tool, **CASAS**, approved and validated by the U.S. Department of Education and the U.S. Department of Labor, will be used to generate baseline testing results for purposes of monitoring skill progress, addressing core indicators of performance, integrating literacy and occupational skill instruction, and evaluating the effectiveness of adult education and literacy programs.



With respect to the IT component, all applicants will be asked to either take an entry-level examination or undergo an interview evaluation session, for the sole purpose of determining if the potential client meets the minimal requirement and to determine level proficiency, i.e. Microsoft Office Suite - Proficiency & Productivity (basic reading, writing and mathematical skills assessment would be performed). The tests used are to assess their ability to comprehend verbal instructions and to match students with one another when study groups are formed. Participant selection will be based on first meeting the qualifications of program participation and second first come first serve basis. Once the participants complete the required testing they will be notified of their program start date and convened for a pre-program meeting in which the layout of the program will be provided & explained in further detail. In the event that a participant has not met the basic program requirements they will be referred to our Adult Basic Education instruction staff, where they may increase literacy and numeracy skill levels and issued a curriculum that incorporates these areas of required study into the computer literacy program.

No participants will be turned away, unless they do not meet WIB/ACJ's qualifications for participation. Considering this open-ended policy, we understand the possibility of extreme disparity in proficiency levels and explains why the education is very individualized. Varying points of MOS Certification exam readiness require one-on-one tutoring to meet program deadlines. Although it doesn't happen often, in the instance where a student is still uncertified upon program completion, they will enter into the **Job Development Phase** portion of the program and



## CASE COORDINATION

### CASE MONITORING MECHANISM:

Academic Records: Derrick A. Draughn, Program Director

DCI is very familiar with the standard **WIOA/Re-Entry Reporting Forms** that WIB/ACJ's preferred vendors submit when providing required reporting documentation. All WIOA/Re-Entry Reporting Forms have been converted into automated documents and are generated and provided on a weekly basis (or specific to your request). **Attendance Verification Forms** are maintained for purposes of tracking the hours of actual training exposure, as well as an **Attendance Sheet**. The attendance sheet would be sent weekly along with the Weekly Job Search Logs. **Weekly Job Search Activities Logs** are maintained by all students and sent to CTWorks administration by 12:00pm every Friday. **Bi-Weekly Training Progress Reports** are sent every two weeks providing a brief report on how each student is progressing. **Sanction Forms** are sent upon incident that required such documented action. A full **Progress Report** is maintained, along with an **Exit/Interview Educational Plan**. **Performance Data & Graphs** are maintained with respect to the Adult Basic Education component. A **Training Referral Roster** is maintained and sent via email to AJS throughout the referral process, with comments if necessary. A **"Complete"** Training Referral Roster will be maintained for WIB/AJC purposes of tracking the final group of "Active" enrollees pertaining to all cycles contracted. **Job Placement Forms** are also maintained and sent upon placement. Demonstrated in the **Official Student Handbook** and reiterated during Orientation, where their signature of acknowledgement on the **Job Search Agreement Form** is required, **Job Search Journals** are required to be maintained by all enrollees and are counted as part of their grade. **Student Enrollment Agreement/Contract** is also signature required.

Student progress is informally evaluated and documented throughout the training period. Facilitators review and comment on written quizzes and exercises administered throughout the training period using our customized Academic Progress Report Database, where all activity is documented and available in transcript form at the funding sources request. As aforementioned, DCI will provide **individualized, bi-weekly progress / evaluation reports**, as well as a final report, on or before the conclusion of the contract period. Administrative staff will be available for any/all requested meetings pertaining to the program. DCI may ask for a mid-program conference to discuss the progress of the program as a whole and/or an individual "student update", where we discuss the student's individual progress.

All documentation will be made available in PDF format and sent, via email, to the Lead Employment Specialist. All progress reports may be provided at request or will be provided, under DCI's standard operating procedure, accompanied by a program overview letter.

Tuesday, March 24, 2015

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Name <input style="width: 150px;" type="text"/>		Group ID <input style="width: 100px;" type="text" value="JFES-12"/>																					
<b>COMPONENT BREAKOUT</b>		<b>G-METRIX TESTS</b>																					
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Administrative Signature



## GOAL / MISSION

DCI's primary mission is to meet the goals of area employers while beating the deadline for WIOA/Re-Entry time limited participants. DCI's Learning Academy aims to meet the percentage outcome benchmarks, as well as provide full-time positions to at least 50% of placements. The partnerships between DCI Resources, LLC and local businesses developed primarily due to the lack of qualified individuals to serve as operators, customer service representatives and other entry-level positions. DCI asked: *What would it take to provide a good, qualified candidate?* The answer: An individual who can pass the entrance exam (DCI's has incorporated this endeavor into its overall goal), an individual who can operate a computer (A primary theme to DCI's curriculum), an individual who is punctual, interactive, interpersonal, and can convey information to its customers (DCI has implemented these aspects of necessity into our Life Skills component curriculum) finally, an individual who can produce and has a professional appearance. (DCI has implemented these aspects of necessity into our Employment Readiness component) During one of many recruitment seminars DCI has sponsored, which attracted over 55 people, only 9 of the applicants were qualified for employment. With approval of this proposal, DCI can begin preparing individuals for jobs in this sector. Employment is expected to continue to increase, while specifically the service sector or industry, as it relates to employment is projected to represent 63 percent of total employment increases. The largest net gains in occupational category are expected in "professional, paraprofessional, and technical jobs- increasing more than 15,000 jobs. Technology is a major contributor to job dislocation, just as what would be expected through productivity gains. Automation is seriously affecting these jobs. We aim to prepare people for these service jobs. It is a fairly untapped market; however it is an extremely profitable market. For instance as a customer service representative, which the first five weeks will prepare the students, the expected salary is \$25,000 to \$35,000. Our proposal is designed to offer our students multiple chances to become involved with a professional organization that will build self-esteem and motivation as well as enhance.

Finally, because of increased downsizing and outsourcing, temporary agencies are seeing an increase in demand. Primarily, employers do not accept responsibility for the employee until after a specific period of time. Companies are using temporary agencies as a way to try out new employees with minimal risk before an offer of full time work is made. This also means that the potential employee must be exceptional to gain full time permanent employment. This represents a substantial opportunity for those who presently receive TFA to secure employment with excellent potential for self-sufficiency or advancement to self-sufficiency-provided these individuals receive high quality training and support.

DCI has working relationships with over 75 employers in Connecticut and the proposed program will create a labor force capable of filling entry-level positions in the service sector. These employers continue to report difficulty locating qualified employees for service positions, losing opportunities for profitability, and as a result commit to participating in training and ultimately hiring qualified low-income individuals. DCI also has in its employ; two recruiters, and several case managers

## PERFORMANCE MEASURES

1. Total Participants: **100%** of WIOA/Re-Entry recipients referred with an Employment Services Referral Activity Record
2. Successful Completions: **80%** - Program Completion, Attain MOS Certification and/or (CSS) Customer Service & Sales Certification;
3. Completion of Résumé / Cover Letter (Error Free) / Professional Portfolio = **90%**;
4. DCI provides participants with access to CustomGuide, **80%** of students will receive certificates of completion. DCI is also extremely familiar with Metrix Learning. If WIB/WIOA/Re-Entry/AJC provides participants with access to Metrix Learning, **80%** of students will receive certificates of completion;
5. Progress Reporting (*Sample attached*) will be maintained thru DCI's Student Academic Database and will be issued bi-weekly (or if/when an issue requires immediate documentation and notification).
6. GMetrix simulated exam testing will be incorporated into the curriculum and featured within the Career Development sessions, concluding strategically at the end of each application module. This provides immediate information for redirection purposes. With the exception of the first week, periodic Assessment testing will be issued weekly (Thursdays) and results will be included in the aforementioned progress reporting. Week #12 has been designated for a full review of all material covered and will conclude with Microsoft Certification testing.



## CUMMULATIVE HOURS

- **Occupational Skills Training: 192 hours**  
**(Monday, Tuesday, Wednesday @ 4 hrs. / day, 12 weeks) and (Friday @ 4 hrs., 12 weeks)**

Module One: Orientation/Introduction to Personal Computers – 10 hours (appx.)

Module Three: Introduction to Windows 10 – 20 hours (appx.)

Module Three: WWW, Email, Communications – 40 hours (appx.)

Module Four: Introduction to Microsoft Word 2013/2016 – 70 hours (appx.)

Module Five: Introduction to Excel 2013/2016 – 30 hours (appx.)

Module Six: Introduction to PowerPoint 2013/2016 – 22 hours (appx.)

Module Seven: Intro. Customer Service & Sales Certification Preparation – 60 hours (appx.)

- **Life and Employability Skills Training (Career Development): 48 hours**  
**(Thursday and Friday @ 2.0 hrs./day, 12 weeks)**

This component will deal with the barriers, which an employee must overcome on the job and at home, while learning to retain a job and move up within it. Some of this component will be delivered in a classroom setting as well as one-on-one.

- **Adult Basic Education (Basic Skills Remediation): 96 hours**  
**(Monday – Thursday 1.5 hrs./day, 12 weeks) and Thursday (Tutoring) – 2.0 hrs./week**

DCI's comprehensive ABE curriculum, will serve as the basis of a Mathematics and Language Arts/Reading refresher "Boot Camp" redirection initiative, with a main focus to increase literacy and numeracy rates or simply to bring CASAS scores up to par. This component will also be available to those who wish to go on further to obtain a GED.

- **Job Search / Employment / Post Employment Services: 110 hours**

This component will be provided by DCI's Career Development staff. DCI will assign Work Experience and/or Job Shadowing assignments (not to exceed 40 hours in total). Mock interviews, Proper interviewing technique. Professional Resumes, Cover letters, etc. will be developed & solicited. This component will be after completion of the vocational skills training component (Job Development Phase).

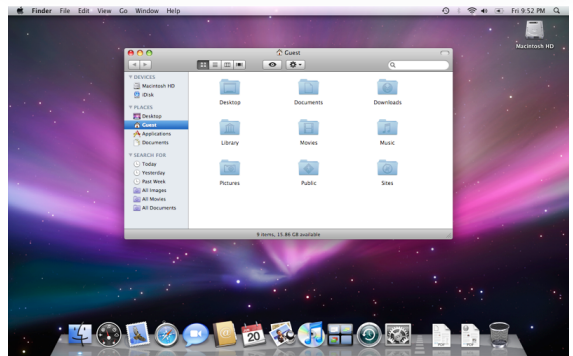
## OCCUPATIONAL SKILLS TRAINING & EDUCATION

### INFORMATION TECHNOLOGY – COMPUTER LITERACY

# Windows 10

#### Topic of Study: Microsoft Windows 10 / Mac OS

- Basic Concepts
- Customizing the desktop & changing their settings
- Modifying taskbar locations and properties
- Creating, modifying and deleting shortcuts
- Advanced Help features
- Advanced file management using Windows Explorer
- Recycle Bin, and advanced search criteria
- Modifying the Start menu
- Installing programs, fonts, printers
- How to Start, log on, log off



#### INTRODUCTION TO INTERNET SERVICES (EMAIL) – SOCIAL MEDIA

- ✓ **Weekly Multiple Career Exploration Opportunities Activities**
- ✓ **Life Coaching & Employer's Expectations (Communications)**



Instruct the students in how to use and create email addresses for the sole purposes of career searches and a direct means of communication between yourself and DCI. During this module student's will receive email addresses and this will also begin the means by which your instructor and/or case manager will facilitate information; i.e. homework assignment, workshop assignments, Job Fair notices, résumé revisions. It is mandatory that email is checked regularly as part of workshop requirements.





## SOFTWARE APPLICATIONS

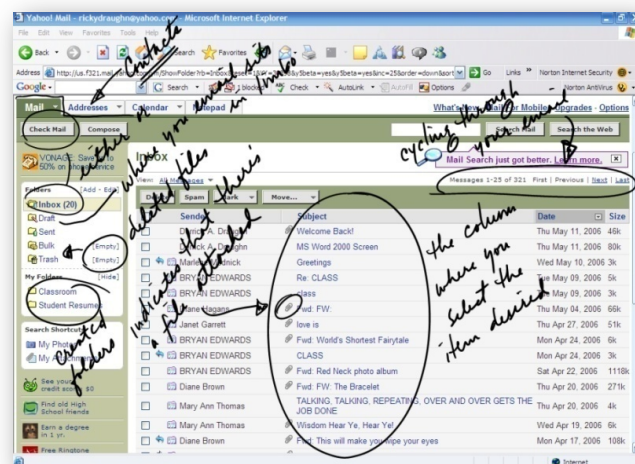
2013 / 2016 / Office 365: Levels I, II, III

- ✓ **Microsoft Word, Microsoft Excel, Microsoft PowerPoint, and Microsoft Outlook**
- ✓ **Weekly Multiple Career Exploration Opportunities Activities**
- ✓ **Career Development / (MOS) Microsoft Exam Specialist Exam Preparation**

To develop proper attitudes such as accountability, enthusiasm and reliability, among other soft skills, all students will participate actively in individual and group assignments.

As students progress through the training curriculum, evaluation scenarios are modeled on likely scenarios in employment situations. Training instructors provide feedback on both explicit performance (through quizzes, exams, attendance and punctuality) and on implicit performance, such as attitude, effort, and professional appearance. By completion of mid point students must recognize, understand, and respond to the totality of ways in which performance may be evaluated in the workplace.

The curriculum features continual exposure to Life Skills Development. While students may have gained a wealth of knowledge pertaining to their career of choice, our experience demonstrates that their potential to maintain focus & interest increases significantly upon exposure to our Life Skills and Multiple Career Exploration Opportunities training.





## Microsoft Word 2013 / 2016 / Office 365

At this point in the program, students interview confidently. They can write a cover letter and a resume, and they understand how to tailor a letter to different employment opportunities. They also have the phone skills necessary to complete a job search, have practiced their networking skills, and understand firsthand what employers are looking for from an entry level job applicant. Friday computer workshop days are not optional. The workshop day is when a student is able to use the computer lab to practice or work one-on-one with the instructor. (Exam 77-418)

- **Create and manage documents**
- **Format text, paragraphs, and sections**
- **Create tables and lists**
- **Apply references**
- **Insert and format objects**



### CREATE AND MANAGE DOCUMENTS

#### Create a document

- Creating new blank documents, creating new documents using templates, importing files, opening non-native files directly in Word, opening a PDF in Word for editing

#### Navigate through a document

- Searching for text within document, inserting hyperlinks, creating bookmarks, using Go To

#### Format a document

- Modifying page setup, changing document themes, changing document style sets, inserting simple headers and footers, inserting watermarks, inserting page numbers

#### Customize options and views for documents

- Changing document views, using zoom, customizing the quick access toolbar, customizing the ribbon, splitting the window, adding values to document properties, using show/hide, recording simple macros, assigning shortcut keys, managing macro security

#### Configure documents to print or save

- Configuring documents to print, saving documents in alternate file formats, printing document sections, saving files to remote locations, protecting documents with passwords, setting print scaling, maintaining backward compatibility



## FORMAT TEXT, PARAGRAPHS, AND SECTIONS

### Insert text and paragraphs

- Appending text to documents, finding and replacing text, copying and pasting text, inserting text via AutoCorrect, removing blank paragraphs, inserting built-in fields, inserting special characters

### Format text and paragraphs

- Changing font attributes, using find and replace to format text, using format painter, setting paragraph spacing, setting line spacing, clearing existing formatting, setting indentation, highlighting text selections, adding styles to text, changing text to WordArt, modifying existing style attributes

### Order and group text and paragraphs

- Preventing paragraph orphans, inserting breaks to create sections, creating multiple columns within sections, adding titles to sections, forcing page breaks

## CREATE TABLES AND LISTS

### Create a table

- Converting text to tables, converting tables to text, defining table dimensions, setting AutoFit options, using quick tables, establishing titles

### Modify a table

- Applying styles to tables, modifying fonts within tables, sorting table data, configuring cell margins, using formulas, modifying table dimensions,

- merging cells
- Create and modify a list
- Adding numbering or bullets, creating custom bullets, modifying list indentation, modifying line spacing, increasing and decreasing list levels, modifying numbering

## APPLY REFERENCES

### Create endnotes, footnotes, and citations

- Inserting endnotes, managing footnote locations, configuring endnote formats, modifying footnote numbering, inserting citation placeholders, inserting citations, inserting bibliography, changing citation styles

### Create captions

- Inserting endnotes, managing footnote locations, configuring endnote formats, modifying footnote numbering, inserting citation placeholders, inserting citations, inserting bibliography, changing citation styles

## INSERT AND FORMAT OBJECTS

### Insert and format building blocks

- Inserting quick parts, inserting textboxes, utilizing building locks organizer, customizing building blocks

### Insert and format shapes and SmartArt

- Inserting simple shapes, inserting SmartArt, modifying SmartArt properties (color, size, shape), wrapping text around shapes, positioning shapes

### Insert and format images

- Inserting images, applying artistic effects, applying picture effects,
- images, positioning images

modifying image properties (color, size, shape), adding quick styles to images, wrapping text around



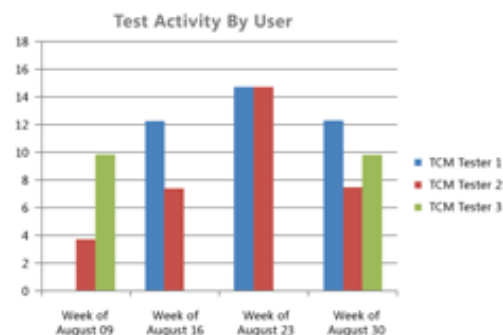
### Microsoft Excel 2013 / 2016 (w/Financial Literacy)

Again, through our holistic approach to education, The Learning Academy has designed and developed its entire curriculum to prepare students with healthy financial / accounting practices. Our workshops/classes are designed so that students can acquire the education through technological application while engaged in “office simulated” projects.

**Microsoft Excel** is the standard spreadsheet application for both the business world and personal use. DCI courses for Microsoft Excel will teach you basic to advanced features of Excel.

Whether you are new to Excel or an advanced user, DCI’s Excel courses will cover what you need to know to become an Excel power user. (Exam #77-420)

- **Create and manage worksheets and workbooks**
- **Create cells and ranges**
- **Create tables**
- **Apply formulas and functions**
- **Create charts and objects**



## CREATE AND MANAGE WORKSHEETS AND WORKBOOKS

### Create worksheets and workbooks

- Creating new blank workbooks; creating new workbooks using templates; importing files; opening non-native files directly in Excel; adding worksheets to existing workbooks; copying and moving worksheets

Name Box

### Format worksheets and workbooks

- Changing worksheet tab color; modifying page setup; inserting and deleting columns and rows; changing workbook themes; adjusting row height and column width; inserting watermarks; inserting headers and footers; setting data validation

### Navigate through worksheets and workbooks

- Searching for data within a workbook; inserting hyperlinks; changing worksheet order; using Go To; using

### Customize options and views for worksheets and workbooks

- Hiding worksheets; hiding columns

and rows; customizing the Quick Access toolbar; customizing the Ribbon; managing macro security; changing workbook views; recording simple macros; adding values to

### **Configure worksheets and workbooks to print or save**

- Setting a print area; saving workbooks in alternate file formats; printing individual worksheets; setting print scaling; repeating headers and footers; maintaining backward compatibility; configuring workbooks to print; saving files to remote locations

## **CREATE CELLS AND RANGES**

### **Insert data in cells and ranges**

- Appending data to worksheets; finding and replacing data; copying and pasting data; using AutoFill tool; expanding data across columns; inserting and deleting cells

### **Format cells and ranges**

- Merging cells; modifying cell alignment and indentation; changing font and font styles; using Format Painter; wrapping text within cells; applying Number format; applying highlighting; applying cell styles; changing text to WordArt

### **Order and group cells and ranges**

- Applying conditional formatting; inserting sparklines; transposing columns and rows; creating named ranges; creating outline; collapsing groups of data in outlines; inserting subtotals

workbook properties; using zoom; displaying formulas; freezing panes; assigning shortcut keys; splitting the window

## **CREATE TABLES**

### **Create a table**

- Moving between tables and ranges; adding and removing cells within tables; defining titles

### **Modify a table**

- Applying styles to tables; banding rows and columns; inserting total rows; removing styles from tables

### **Filter and sort a table**

- Filtering records; sorting data on multiple columns; changing sort order; removing duplicates

## **APPLY FORMULAS AND FUNCTIONS**

### **Utilize cell ranges and references in formulas and functions**

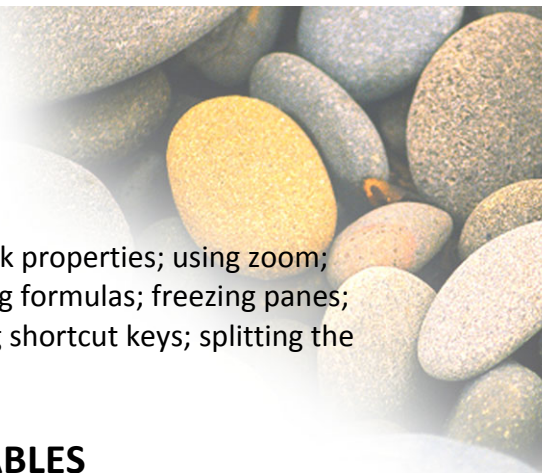
- Utilizing references (relative, mixed, absolute); defining order of operations; referencing cell ranges in formulas

### **Summarize data with functions**

- Utilizing the SUM function; utilizing the MIN and MAX functions; utilizing the COUNT function; utilizing the AVERAGE function

### **Utilize conditional logic in functions**

- Utilizing the SUMIF function; utilizing the AVERAGEIF function; utilizing the COUNTIF function





### **Format and modify text with functions**

- Utilizing the RIGHT, LEFT and MID functions; utilizing the TRIM function; utilizing the UPPER and LOWER functions; utilizing the CONCATENATE function

## **CREATE CHARTS AND OBJECTS**

### **Create a chart**

- Creating charts and graphs; adding additional data series; switching between rows and columns in source data; using Quick Analysis

### **Format a chart**

- Adding legends; resizing charts and graphs; modifying chart and graph parameters; applying chart layouts and styles; positioning charts and graphs

### **Insert and format an object**

- Inserting text boxes; inserting SmartArt; inserting images; adding borders to objects; adding styles and effects to objects; changing object colors; modifying object properties; positioning objects



## **Microsoft PowerPoint 2013 / 2016 / Office 365**

Microsoft PowerPoint has become an industry standard for efficiently communicating information to an assembled group of people.

PowerPoint is full of features, which allow you to present information in a concise and exciting format. DCI has the Microsoft PowerPoint courses and training to help students create professional and captivating PowerPoint presentations. (Exam #77-422)

- **Create and manage presentations**
- **Insert and format shapes and slides**
- **Create slide content**
- **Apply transitions and animations**
- **Manage multiple presentations**

## **CREATE AND MANAGE PRESENTATIONS**

### **Create a presentation**

- Create blank presentations, create presentations using templates, import text files into presentations, import Word document outlines into presentations

### **Format a presentation using slide masters**

- Apply a slide master, add new layouts, modify existing layouts, add background images, control page numbers, insert headers and footers, modify presentation themes



## Customize presentation options and views

- Change page setup options, change to view in color/grayscale, use views to navigate through presentations, modify presentation properties

## Configure presentations to print or save

- Set handout print options, print selections from presentations, package presentations for CD, save presentations as webpages, print presentations in grayscale, print speaker notes, maintain backward compatibility

## Configure and present slideshows

- Create custom slideshows, configure slideshow options, rehearse timing, configure slideshow resolution, use Presenter View, navigate within slideshows, annotate slideshows

## INSERT AND FORMAT SHAPES AND SLIDES

### Insert and format slides

- Add slide layouts, duplicate existing slides, hide slides, delete slides, modify slide backgrounds, apply styles to slides

### Insert and format shapes

- Modify shape backgrounds, apply borders to shapes, resize shapes, insert shapes, create custom shapes, apply styles to shapes

### Order and group shapes and slides

- Insert section headers, modify slide order, align and group shapes, display gridlines

## CREATE SLIDE CONTENT

### Insert and format text

- Change text to WordArt, create multiple columns in a single shape, insert hyperlinks, apply formatting and styles to text, create bulleted and numbered lists

### Insert and format tables

- Create new tables, modify number of rows and columns, apply table styles, import tables from external sources

### Insert and format charts

- Create and modify chart styles, insert charts, modify chart type, add legends to charts, modify chart parameters, import charts from external sources

### Insert and format SmartArt

- Add shapes to SmartArt, change color of SmartArt, move text within SmartArt shapes, reverse direction, convert lists to SmartArt

### Insert and format images

- Resize images, crop images, apply effects, apply styles

### Insert and format media

- Adjust media window size, trim timing on media clips, set start/stop times, set media options, link to external media

## APPLY TRANSITIONS AND ANIMATIONS

### Apply transitions between slides

- Insert transitions between slides, manage multiple transitions, modify transition effect options

### Animate slide content

- Apply animations to shapes, apply animations to text strings, add paths to animations, modify animation options

### Set timing for transitions and animations

- Modify duration of effects, configure start and finish options, reorder animations, use the Animation pane

## MANAGE MULTIPLE PRESENTATIONS

### Merge content from multiple presentations

- Merge multiple presentations, reuse slides from other presentations, view multiple presentations

### Track changes and resolve differences

- Set track changes, modify options for track changes, discard changes from specific users, manage comments

### Protect and share presentations

- Encrypt presentations with a password, proof presentations, mark as final, compress media, embed fonts, restrict permissions, remove presentation metadata, check for accessibility issues, check for compatibility issue



## Microsoft Outlook 2013 / 2016 / Office 365

Learn the basics of Outlook email: send, delete, forward, and reply to others, and learn how to stay organized with some straightforward tips. (Exam #77-423)

- **Manage the Outlook environment (25–30%)**
- **Manage messages (25–30%)**
- **Manage schedules (30–35%)**
- **Manage contacts and groups (15–20%)**

## MANAGE THE OUTLOOK ENVIRONMENT (25–30%)

### Customize Outlook settings

- Include original messages with all reply messages, change text formats for all outgoing messages, customize the Navigation pane, block specific addresses, configure views, manage

multiple accounts, set Outlook options

### Automate Outlook

- Change quoted text colors, create and assign signatures, use Quick Steps, create and manage rules, create auto-replies



## **Print and save information in Outlook**

- Print messages, print calendars, save message attachments, preview attachments, print contacts, print tasks, save messages in alternate formats, create data files

## **Search in Outlook**

- Create new search folders, search for messages, search for tasks, search for contacts, search calendars, use advanced find, use Search by Location

## **MANAGE MESSAGES (25–30%)**

### **Create a message**

- Create messages, forward messages, delete messages, add/remove message attachments, add Cc and Bcc to messages, add voting options to messages, reply to all, reply to sender only, prioritize messages, mark as private, request delivery/read receipt, redirect replies, delegate access

### **Format a message**

- Format text, insert hyperlinks, apply themes and styles, insert images, add a signature to specific messages, format signatures, create and use Quick Parts

### **Organize and manage messages**

- Sort messages, move messages between folders, add new local folders, apply categories, configure junk email settings, clean up messages, mark as read/unread, flag messages, ignore messages, sort by conversation, set attachment reminder options

## **MANAGE SCHEDULES (30–35%)**

### **Create and manage calendars**

- Adjust viewing details for calendars, modify calendar time zones, delete

calendars, set calendar work times, use multiple calendars, manage calendar groups, overlay calendars, share calendars

### **Create appointments, meetings, and events**

- Create calendar items, create recurring calendar items, cancel calendar items, create calendar items from messages, set calendar item times, categorize calendar items, use the scheduling assistant, change availability status, schedule resources, utilize Room Finder

### **Organize and manage appointments, meetings, and events**

- Set calendar item importance, forward calendar items, configure reminders, add participants, respond to invitations, update calendar items, share meeting notes

### **Create and manage notes, tasks, and journals**

- Create and manage tasks, create and manage notes, attach notes to contacts, create journal entries, update task status

## **MANAGE CONTACTS AND GROUPS (15–20%)**

### **Create and manage contacts**

- Create new contacts, delete contacts, import contacts from external sources, edit contact information, attach an image to contacts, add tags to contacts, share contacts, manage multiple address books

### **Create and manage groups**

- Create new contact groups, add contacts to existing groups, add notes to a group, update contacts within groups, delete groups, delete group members

## CUSTOMER SERVICE & SALES CERTIFICATION



Learn how to demonstrate the knowledge and skills in areas that employer's value, how to define retail and the economics of retail, understand the customer, customer service and much more. DCI provides its clients with a stimulating environment where cooperative learning is the key to success. Our workshops/classes are designed so that students can acquire the education through technological application while engaged in "office simulated" projects.

Through *Contextual Learning*, The Learning Academy has designed and developed its entire curriculum to prepare students with healthy occupational training, specifically to accommodate those with minimal to no exposure to Information Technology / Customer Service & Sales related business education. The program's general scope of services objective is to essentially provide impactful IT / Customer Service & Sales job skills training so job seeker's general employment skills are enhanced and better prepared to enter employment. The program content will consist of exposure to the (4) four main software applications within Microsoft Office Suite; Word, Excel, PowerPoint, and Outlook, infused with the entire Customer Service & Sales Curriculum, authored by National Retail Federation. The main objective is to meet/pass certain competencies, established by both Microsoft and National Retail Federation's criteria set forth via GMetrix Learning Online, CustomGuide Online and Customer Service & Sales Courseware.



### WHY SHOULD YOU BECOME CERTIFIED?

Over 110,000 students across the United States (including Puerto Rico) are benefiting from the knowledge and skills they've gained using our Customer Service and Sales credentials. Many of the participants are students, job seekers or current retail employees looking to take the next step in their career. If you are interested in obtaining or pursuing a career in retail that values customer service, look no further.

This program compresses the program content into 12- week cycles of structured hands-on “on-site” training workshops/classes that enables participants to more precisely enhances pre-existing levels of proficiency with new skills. This course will equip the individual with the skills they’ll need to succeed in any business environment and begin the development of a well educated, trained, and self-sufficient individual that can compete in today’s changing global economy.

Contact The Learning Academy for more info!

## WHAT YOU'LL LEARN

- Employability / Life Skills
- Learn about products and services
- Assess and meet customer needs
- Prepare for selling, gain customer commitment and close the sale
- Understand the basics of store operations and inventory control
- Explore the process of merchandising
- Understand the importance of common employability skills
- Craft polished resumes
- Patience / Attentiveness
- Clear Communication Skills
- Using Positive Language
- Customer Engagement
- Time Management / Conflict Resolution
- Persuasion Skills



## HOW LONG IS THE TRAINING?

Most students take an average of 40-60 hours to complete the CSS Fundamentals training prior to testing. If you are interested in pursuing the Advanced Customer Service & Sales certificate, training for this credential would require an additional 65 hours. Please note that the Customer Service and Sales textbook covers content for both the Fundamentals Customer Service and Sales program, as well as for the Advanced Customer Service and Sales program. Chapters 1, 2, and 4 cover the content on the Customer Service and Sales Fundamentals certification exam. The Advanced Customer Service and Sales certification exam covers chapters 1-4 of the textbook.





### **Customer Service and Sales Skills Standards: Learns About Products and/or Services**

- Seeks out and participates in training opportunities to support products, services and to further develop customer service skills.
- Remains current regarding products, services, and industry standards.
- Tests or samples products and/or services to build recommendations for customers.
- Researches and reviews relevant data on competitors' products and/or services.
- Arranges service recovery and handles service failures.

### **Assess and meet customer needs**

- Greets and engages the customer in a personal and professional manner.
- Assesses the customer's needs while determining the customer's knowledge of products or services to promote customer loyalty.
- Listens attentively and responds effectively to customers' comments and questions.
- Identifies the customer's budget through active listening.
- Uses customer feedback to improve customer satisfaction.

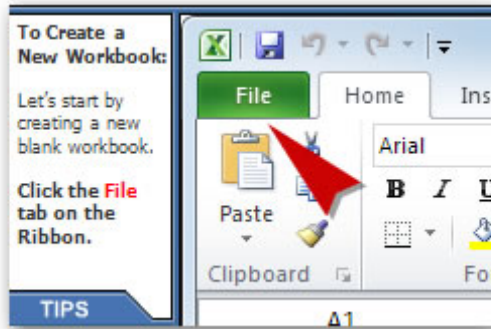
### **Educates Customers**

- Explains levels of product or service value to customers in a way that is relevant to their needs.
- Recommends comprehensive solutions, products, services, and related items based on customer needs.
- Educates customer about service policies and related resources (e.g., returns, warranties, guarantees, service plans, support plans, instruction).
- Knows when to ask for help, support, and advice



## ONLINE/DISTANCE LEARNING - INDEPENDENT STUDIES

### INSTRUCTOR LEAD & ONLINE INDEPENDENT



Online learning enables student-centered teaching approaches. Every student has their own way of learning that works best for them. Some learn visually others do better when they "learn by doing." Online course development allows for a broad spectrum of content. Students can access online training (re-visit training applications and lectures), eBook content and course material and research articles from their PC's 24 hours a day 7 days a week. Often, spoken material in the classroom passes students by due to a number of distractions.

Students often comment that online learning allows them attend classroom lectures, but offers the option of revisiting areas that may have given them problems.

Because there are no geographic barriers to online learning, students appreciate the diverse course material that may not be available to them where they live or work. This is especially true for those who may have secured employment, but still find certain areas of study to remain challenging. Professional applications such as QuickBooks might see the benefits of DCI's online training, as it very difficult for students in remote rural areas to find vocational training facilities that can offer these type services.

Students are issued both; online software training accounts, as well as G-Metrix Online Testing accounts. The online software training accounts will be used extensively, as constant exposure to the training content will be further enhanced. This provides the student with an interactive experience and provides detailed explanation to every step necessary for proper Microsoft execution. This tool essentially prepares you for the "Mock" testing series. Students will be issued an online testing account and granted access to take 3 tests. These three test (each requiring a score of 700 or higher), increase in difficulty only by removing the automated assistance. The idea is to prepare for the eventual test, where test 3 is designed to resemble it to the tee. DCI is the only public testing site that is authorized to issue and proctor the Microsoft Office Specialist certification exam (through Certiport), therefore, the convenience is quite clear.



## CAREER LIFE SKILLS & JOB READINESS TRAINING (MCEO)

### MULTIPLE CAREER EXPLORATION OPPORTUNITIES (MCEO)

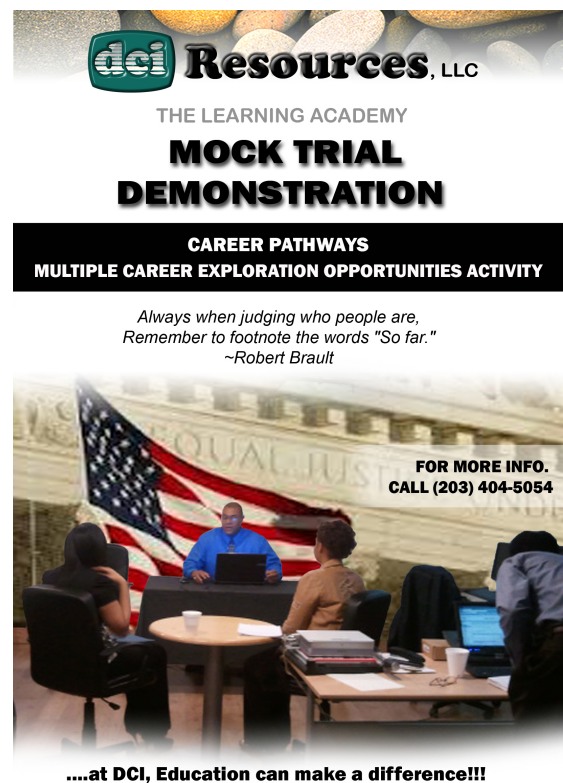


**DCI-CD/LS/WR (DCI-Career Development / Life Skills & Work Readiness Training Program)** is an extension of the structured, 12 week job readiness program that fuses life skills, life coaching and career development. This component will address the issues associated with the barriers, which an employee must overcome on the job and at home, while learning to retain a job and move up within it. Some of the components will be delivered in a classroom setting as well as one-on-one. DCI's Life

Skills Program will focus heavily on customer service social skill development, individual coaching and counseling and job ghosting to support job placement and retention. The occupational training curriculum's subject matter is designed and tailored, to link classroom work in tangent with a host of contextualized **Career Development / Life Skills** and **Work Readiness** (MCEO) activities. DCI has prepared all projects/activities to create awareness and an understanding of the world of employment, post secondary education choices and ultimately help youth indentify appropriate career choices. This approach will equip the individual with the credentials and skills they'll need to obtain and succeed in continuing education and/or entry level support position and begin the development of a well educated, trained, and self-sufficient individual that can compete in today's changing global economy.

### OVERVIEW

The primary goal of Learning Academy and the education presented through the Work Readiness & Career Pathways program is to successfully provide the tools and skills training necessary for our students to gain meaningful employment and to achieve an overall better quality of life. With this goal in mind, DCI Resources Learning Academy has created a series of projects and presentations in each schooling cycle designed to apply the skills learned into every day scenarios, such as the **Mock Trial** demonstration. Statistics will indicate that youth within this demographic are more likely to find themselves part of the judicial system. Projects, such as a Mock Trial, afford our students the opportunity to feel a sense of **accountability** and be critically engaged in a criminal case from various perspectives, including that of the defense, prosecution and witnesses. Every day there is time designated for Life Skills activities. Through innovative projects, IT based presentations, and constant social interaction that link classroom work with a contextualized curriculum; barriers to employment are addressed and subsequently removed. All students must participate and will be reflected in the student transcript (GPA). All students must provide written documentation of their efforts to find employment by way of maintaining a Job



**DCI Resources**, LLC  
THE LEARNING ACADEMY  
**MOCK TRIAL  
DEMONSTRATION**

**CAREER PATHWAYS  
MULTIPLE CAREER EXPLORATION OPPORTUNITIES ACTIVITY**

*Always when judging who people are,  
Remember to footnote the words "So far."  
~Robert Brault*

**FOR MORE INFO.  
CALL (203) 404-5054**

**....at DCI, Education can make a difference!!!**



Search Activities Journal, which accounts for 10% of the grade. It is mandatory that all pre-arranged interviews or job related appointments, career fairs, job clubs or workshops, utilizing the Career Center and actual job search efforts are satisfied. This **Work/Project-Based Learning Activity** will be delivered both in a classroom and a Work Experience / Job Shadowing capacity. Mock interviews, Proper interviewing techniques, Professional Resumes, Cover letters, etc. will be developed / solicited.

The infusion of Life Skills & Work Readiness provides the allowance for more individualized training and support through the provision of a job coach/counselor for each participant while maintaining a highly structured program design with strong support, guidance and direction and basic adult education to address remedial math and reading needs.

- Homework / Classwork completion
- Tests & Quizzes (Overview / Discussion)
- Tutoring, individual attention
- Creating Résumés / Creating Cover letters
- Creating Thank you letters
- Special Media Posting (employment related web sites)
- Creating Job Search Logs
- Mock Interview Sessions
- Self Esteem Building / Motivational Training
- Positive Relationship Building
- Stress management / Conflict Techniques
- Career Seminars
- Life Coaching and Career Development



## **JOB PLACEMENT - EMPLOYMENT ASSISTANCE SERVICES**

- The job search: what it is and how to conduct it.
- How to apply for a job; filling out the application
- The resume: how to write it – format, content, etc.
- The cover letter: the importance of a proper cover letter, it's content.
- How to interview
- How to work with managers and supervisors
- How to dress for the interview: Dress for Success

## 12-WEEK: LIFE SKILLS (CONFLICT MANAGEMENT/CAREER DEVELOPMENT) ITINERARY

### WEEK 1

- Intro to Coaching & Industry History
- Ethics & Requirements for class
- Roles of Client/Coach Defined
- Overview of Current opportunities
- Self-awareness
- Building a Partnership family, friends etc.

### WEEK 2

- Active Listening
- Effective Questioning
- Reflective Observations
- Constructive Feedback

### WEEK 3

- Breakdown of coaching Session
- Pre-session Prep
- Definitions of values and beliefs
- **"All About Me" Friday Presentation Due**

### WEEK 4

- Establishing Trust
- Accountability
- GROW Model
- SMART Goals
- **"Social Networking" Friday Presentation Due**

### WEEK 5

- Cycle of Change

- Life Issues
- Dealing with Difficult life situations
- Creating a Support System
- **"Success vs. Failure" Friday Presentation Due**

### WEEK 6

- Reviewing and talking about social networks and events
- Résumés
- Using Assessments & Other Tools
- Mock Career Development interviews
- **Career Report Project/Presentation Due**

### WEEK 7

- Defining a personal target
  - Career (**Mock Interviews**)
  - Entrepreneurship
  - Dating & Relationship
- Mock Career Development interviews
- Placement Efforts begin
- **Time Management**

### WEEK 8

- Building Your own person
- Creating your own goals
- Using E-commerce and the internet
- Multiple Income Streams
- **"Sell DCI" Friday Presentation Due**

### WEEK 9

- Helping each other to success
- How to.... continue education
- **"Mock Trial" Friday Project Due**

### WEEK 10

- Goal Setting
- Establishing Priorities
- Setting Specific, Attainable, Measurable Goals
- Seven Ways to Get and Stay Organized
- Connecting Goals to Daily Action Plans
- Attitude Shifting Responsibilities
- **"Real Estate" Friday Presentation Due**

### WEEK 11

- Time Wasters
- Six Ways to Stay In Control
- Seven Ways to Work on What Counts
- Increasing Focused Productive Time
- **Life Skills Test**

### WEEK 12:

- Workshops
- Make Ups (If Applicable)
- Resumes (Disbursement)

## BASIC SKILLS REMEDIATION: BOOT CAMP

### EMPLOYABILITY COMPETENCY SYSTEMS

Certified Adult Basic Education Instructor



DCI Resources is proposing a comprehensive curriculum outline, which will serve as the basis of a Mathematics and Language Arts/Reading refresher “**Boot Camp**”, increase **literacy and numeracy rates** or simply to bring CASAS scores up to par. The Learning Academy realizes that there are concepts covered on national examinations that any student needs to be exposed to in order to be competitive. That is why we try to cover all topics that would appear on A.P. tests, SATs, and other standardized tests, including CASAS and Accuplacer tests. DCI may also provide instruction

for the preparation for secondary diploma (GED or External Diploma Program—EDP). All referrals/enrollees will take (re-take) an appraisal test (CASAS - ECS 130) in mathematics only, issued and proctored by DCI, and the test results will be included as part of the referral packet. A “fillable” template has been developed for employment specialists, for the purpose of providing DCI an Initial Academic Assessment, where scores and their respective levels are provided. Assuming the referral process goes smoothly and individuals are referred without special circumstance, DCI administration would conduct an intake orientation and provide a program overview, concluding with the issuance of a (Level Specific) Pre-Test (or schedule an immediate test date). A tailor specific Educational Plan will be immediately developed and Academic Enhancement will commence. Upon completion of the program, authorization by the funding source and/or by recommendation from DCI administration, the student will be issued the Post Test and “Test Out”. Post Testing requires a minimal of 25 hours of tutelage.

All test results will be provided in both the Literacy Weekly Reports and Literacy Quarterly Report. Attendance will be taken during every session, logging hours of education exposure, total hours of available training exposure, a per week tally of hours in attendance as well as progress report comments (for each student).



## THE TRAINING EXPERIENCE....

**KHAN**ACADEMY

DCI Resources’ Web Based Learning Labs offer board certified testing in essentially all areas of study with the convenience of open entry and exit enrollment. DCI’s “In-House” Authorized Testing Centers (ATC) offers secure delivery of certification testing, serving as a value-added feature, not to mention... very convenient. Web Based tutelage is not to be misunderstood as a replacement for Instructor Lead training, but more as a supplement. DCI understands the varying proficiency levels students may possess; therefore, we’ve implemented the use of Web Based, Individualized, literacy training, **Khan Academy**, which reinforces the learning experience. Pre-test CASAS scores are the **Alpha** means by which we determine the student’s



proficiency level. Albeit a great starting point, it doesn't decipher learning obstacles (disabilities) and trouble zones. The physical tests are analyzed and an educational plan is developed. The educational plan will include subject matter, "tailor specific" to address the student's areas of weakness, and will remain the focal point until mastered. One-on-one training is performed on a cycling basis, where the tutoring sessions refine and determine specifically where problems exist and work-study material is developed and prescribed. These personalized prescriptions or "goals" are provided by way of Khan Academy. Staff would have already established a Khan Academy account for each enrolled student, as well as the inclusion to their respective group/class. The instructor or "coach" constantly monitors all progress/activity and provides statistical analysis of each user to determine the next phase of re-direction. We get "at-a-glance" information about everything the student has been learning and whether or not they have been hitting **prescribed goals**. Instructors/Coaches can get a summary of class performance as a whole or a particular student's profile to figure out exactly which topics are problematic. The **class profile** lets coaches glance at their dashboard and quickly develop study groups and determine how best to spend tutoring hours. Khan Academy serves as a **very powerful tool** because it allows the capability of one-on-one sessions without leaving the remaining class members idle. It also increases the effectiveness of the one-on-one tutoring sessions; less review is required, generating positive results in a shorter period of time. A **Delta Test** is issued at some point relative to progress assessment to determine growth.

Students seem to appreciate this approach to training because it allows them to work at their own pace and focus on subjects that are in most need of enhancement, prescribed by the instructor (coach). The interactive capabilities mean the student is continually involved in the program instead of just being a passive listener.

## **CURRICULUM CONTENT....**

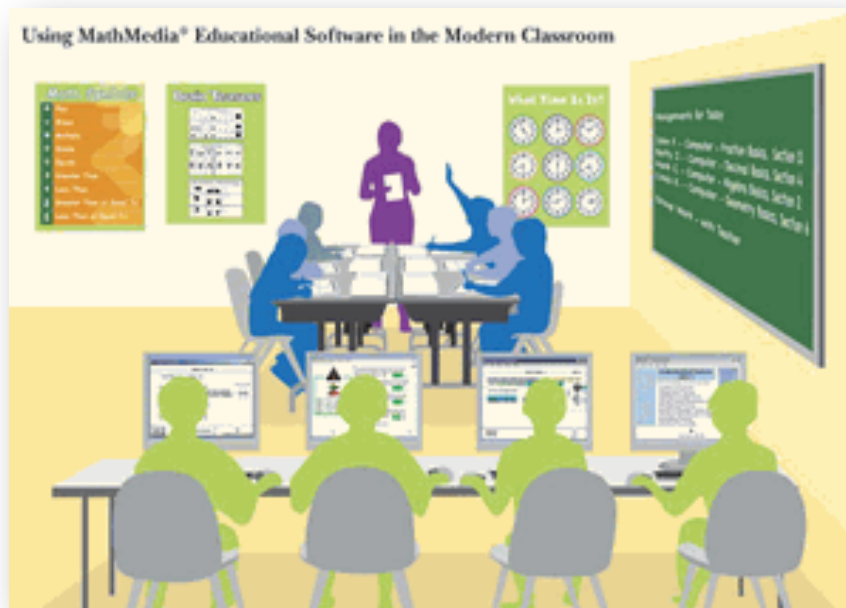
The basic education curriculum consists of lessons in; **Foundational Mathematics, Reading Comprehension, Writing Skills for Business Communication**. Through contextual learning each of the different subject matters taught (Reading, Language Arts, Writing and Mathematics) are taught with an applied and problem solving approach. DCI understands this approach & has found that recent studies show a tremendous lack of proficiency in the Language Arts/Reading/Writing area of study. To address this growing concern, DCI has increased the exposure to Language Arts (by way of aforementioned infused projects), specifically in the areas of Grammar, Sentence Structure, Punctuation, Essay Writing, Reading Comprehension and Vocabulary. We've also incorporated subject matter pertaining to **Human Services & Sociology, the Healthcare industry and General Business Communication**, to better facilitate their continuing education and/or rough employment plan. Mathematics has also been given a contextualized scope, applying many IT based projects, i.e., Slice of Life, Household Budget project, to name a few, where these real life situations help in understanding financial literacy. Subject matter will include; Banking, Budgeting, Savings, 401k, investments, etc., and will be applied through traditional "pencil on paper", IT Microsoft application and Life Skills projects.

The skill levels taught will be determined from the appraisal and pretest results administered at the beginning of the training session. Tailored lesson plans will be developed for each student

after the pretest results are completed and again, varying skill levels will be determined and subsequently varying level classes (high to low) would be established.

Activities apply new learning; provide writing and math remediation, while using currently acquired computer and Internet skills. The entire program is designed to directly apply the acquired skills (contextual) as of tools of which participants will utilize to increase their math, writing, job preparation and job search skills. The adult basic education in conjunction with computer literacy segment of DCI-LSP focuses on labor attachment, improving basic skills (educational), and continues to build student's computer techniques and terminology. Participants will continue to develop basic keyboarding skills and make use of currently acquired Microsoft Office software application skills. Classroom instruction will emphasize resume writing, writing effective cover letters, application preparation, interviewing skills, work ethics, acceptance of personal supervision, effective work place communication skills, teamwork, work appropriate appearance, salary and wages, etc. DCI's resident certified Adult Education instructor will manage this component of the program. While it is difficult to predict the extent of this need, the individualized concept of training ensures that that remediation occurs, as needed, by the individual participant. Again, DCI believes strongly in contextual learning and so every effort will be made to combine remediation with the job readiness and occupational skills training.

All test results will be provided in both the Literacy Weekly Reports and Literacy Quarterly Report. Attendance will be taken during every session, logging hours of education exposure, total hours of available training exposure, a per week tally of hours in attendance as well as progress report comments (for each student).



## JOB DEVELOPMENT

### JOB SEARCH ASSISTANCE PROTOCOL

Demonstrated in the **Official Student Handbook** and reiterated during a **mandatory Orientation** (signature of acknowledgement on **the Job Search Agreement Form** required), all students are responsible for participating in Job Search Activities by way of maintaining a **JOB SEARCH ACTIVITIES JOURNAL**, and accounts for 10% of the grade. Students have an ongoing responsibility to respond to all employment related correspondence and related activities, i.e., Job Clubs or Workshops. This includes emailed job leads, pre-arranged interviews (phone and/or in-person) or online applications. On designated **Life & Employability Skills** sessions, students are responsible for submitting their efforts (via email) to DCI Employment Staff for review. It is mandatory that they keep all of their appointments and attend assigned meeting/activities. All students must provide written documentation of their efforts to find employment. All efforts are instructed to be emailed to the DCI administration, where it is recorded and may be provided to the WIB/ACJ at request. Any days absent (and that we excuse) will require, in exchange, a Job Search Activities Log entry, representing an actual job search directive. In other words, if a student calls out, for whatever the reason and we provide an "OK", then the student should be prepared to give an actual potential job lead for DCI staff to follow up on. Perhaps, maybe a call to the prospective employer. When the student returns the next day, detailed information regarding the directive (i.e., who you spoke to & the outcome of the conversation) should be provided to the Program Director.

**PARTICIPANT JOB SEARCH ACTIVITIES LOGS** are to be completed; weekly, in the event of an absence. These entries are kept with administration & distributed to you upon your return. The student is assumed have entered into an agreement with DOL to maintain 35 hours of employment search related activities. As a courtesy to the student, DCI will send these Job Logs to the WIB/ACJ; via fax/scanned email, by Friday of every week, however, DCI's policy maintains that if the student does not fill them out appropriately and without good cause, they will have to complete them at the WIB/ACJ by scheduling a meeting with their respective employment specialist and hand deliver them. The idea is for them to be forced to explain the reason for the absence(s) and the inability to complete the log(s).





## SOCIAL MEDIA

An increasing number of employers are using social media sites to recruit and to advertise for employees. The majority of open jobs are not posted on job boards, but are found through networking. Using social media sites as a networking tool can help you find unofficial job postings or find out about job openings through your online connections at the companies you are most interested in. Social media has become a way for professionals to network and "meet" hundreds of people.

The key is to shift the emphasis from looking at positions to finding people. We start by creating and maintaining up-to-date comprehensive profiles on one or all of the three most commonly used social media sites: [LinkedIn](#), [Facebook](#), and [Twitter](#).

### Using social networking in your job search is important because:

- It demonstrates to employers that you are well versed in current Internet and social media capabilities.
- It helps you to develop and showcase your "personal brand" or your online profile.
- It connects you to opportunities that are otherwise never made available to job seekers because they aren't posted on job boards.
- It builds your professional networking contacts, which are crucial to your job search.
- It allows you to research industries, companies, and positions of interest.
- It makes you visible to hiring managers, recruiters, and other decision makers.

## TRADITIONAL JOB SEARCH METHODOLOGY

While the social media job search is rapidly growing, there is still a lot of value in the traditional job search. The program will generate and maintain an up-to-date resume that reflects the student's skills (including newly acquired skills) and experience. These components of the job search do not disappear, but need to be balanced and supported with an online presence that reflects the real you.

The Learning Academy's Career Development will ensure that resumes, cover letters and business cards, properly correspond. Ensure that fonts, layout and content reflect the key words that make up your brand/person? In addition to conveying your brand, many people are listing their blog, website, Twitter handles and LinkedIn URLs on their business cards and resumes. Remember that if you list these items on your traditional job search documents, you must commit to keeping them active.



## WORK-BASED LEARNING ACTIVITIES: WORK EXPERIENCE / JOB SHADOWING

The Work Experience Program is designed to partner with public sector employers with the goal of providing high quality on-the-job training and work experience for WIOA/Re-Entry participants who may require experience for employment consideration. Work Experience / Job Shadowing often provides the means by which to lessen concerns employers often express when it comes to considering those who are under skilled. We often identify the position and tailor the training to satisfy the job description.

DCI Career Development staff draws from our pool of employer / high-end placement agency relationships and offers internships as a means of establishing a sense of less commitment to decide to hire on the spot. This gives the student the opportunity to impress the employer as well as generating current and viable business references for future Job Searches. The Work Experience / Job Shadowing assignment never exceeds 40 hours of services.

Each participant will have an assigned Work Experience Coordinator, fully aware of their respective skill set proficiency and schedule of availability and will secure intern assignments accordingly. The Work Experience Coordinator will also serve as a liaison between the student (intern) and the worksite Supervisor, essentially to offer support and guidance for the participant and the employer throughout the internship contract period. Upon initial assignment the employer will be requested to complete a Memorandum of Agreement, a contract demonstrating the nature of the intern position (i.e., skill attainment) and provide the proposed hours/days requested. Upon conclusion of the internship, the Worksite administrator will complete an evaluation form and hopefully consider the client for full-time employment. A Placement Form will be completed and sent to the WIB/ACJ for review.

## WEEKLY PROGRAM SCHEDULE

**TIME/DAY: 8:30AM – 3:30PM (MONDAY – FRIDAY)**

DAY	8:30am – 1:00pm	1:00pm – 1:30pm	1:30pm – 3:30pm
Monday:	<b>Office Proficiency &amp; Productivity – IT Training</b> Re: Microsoft Office Suite 365 / Professional 2013 - DCI Online Software Training (Multiple Learning Opt.) <b>Instructor: TBD</b>	LUNCH	<b>***PRESENTATIONS DUE ***</b> Career Development / Work Experience MCEO - Life Skills Instructor: TBD / Derrick Draughn
Tuesday:	<b>Office Proficiency &amp; Productivity – IT Training</b> Re: Microsoft Office Suite 365 / Professional 2013 - DCI Online Software Training (Multiple Learning Opt.) <b>Instructor: TBD</b>	LUNCH	Career Development / Work Experience MCEO - Life Skills Instructor: TBD / Derrick Draughn
Wednesday:	<b>Office Proficiency &amp; Productivity – IT Training</b> Re: Microsoft Office Suite 365 / Professional 2013 - DCI Online Software Training (Multiple Learning Opt.) <b>Instructor: TBD</b>	LUNCH	<b>IT Training / Financial Literacy</b> Re: Microsoft Office Suite 365 / Professional 2013 <b>- Adult Basic Education (One-To-One Tutoring)</b> Instructor: TBD
Thursday:	<b>Office Proficiency &amp; Productivity – IT Training</b> Re: Microsoft Office Suite 365 / Professional 2013 - DCI Online Software Training (Multiple Learning Opt.) <b>Instructor: TBD</b>	LUNCH	<b>IT Training / Customer Service &amp; Sales Training</b> Re: Microsoft Office Suite 365 / Professional 2013 <b>- Adult Basic Education (One-To-One Tutoring)</b> Instructor: TBD
Friday:	<b>- (MOS) Microsoft Office Specialist Exam Preparation</b> <b>- (CSS) Customer Service &amp; Sales Exam Preparation</b> <b>Instructor: TBD</b>	LUNCH	<b>- (MOS) Microsoft Office Specialist Exam Preparation</b> <b>- (CSS) Customer Service &amp; Sales Exam Preparation</b> <b>Instructor: TBD</b>



## PROGRAM STAFF

### Staff Qualifications / Description:

Given that DCI's approach to all training is holistic and is dedicated to motivating and assisting minority populations especially with regard to employment, the staff assigned to this project will be involved with the participants at all levels. It is not expected, however, that all involved staff will be able to be everything to everyone.

- **Program / Project Administrative Staff** will be onsite during training periods to assure that each participant is receiving the proper attention and training, that barriers to training are managed, that participation is actual (attendance, attitude, etc.) that the program is being delivered as planned, that proper records are kept and that participants are satisfied. The administrative staff will report to WIOA/Re-Entry case manager on a regular basis (to be determined). If warranted, the administrative staff will report any serious infraction to WIOA/Re-Entry case manager as it occurs.
- **IT Instructional Staff (Office Proficiency & Productivity)**
  - Collaborates with administrators to develop and implement the instructional technology goals.
  - Works with staff and students to promote computer literacy and advance technology skills.
  - Monitors compliance with all licensing agreements.
  - Prepares the classroom or designated area for instruction & Teaches assigned classes.
  - Maintains open/effective communications and uses problem-solving techniques to tactfully address and resolve questions/concerns.
  - Refers policy interpretation inquiries to administrators.
  - Maintains a thorough understanding of subject matter and pedagogy
  - Organizes subject content and learning goals. Develops lesson plans that align with DCI courses of study/curriculum goals.
  - Evaluates the academic needs of students.
  - Develops effective student educational experiences (stimulate student learning).
  - Varies instructional techniques to address diverse student learning styles.
  - Helps students use computers, software programs, printers, and other peripherals effectively.
  - Prepares training materials and instruction sheets.
  - Ensures that students use appropriate software for assigned tasks.
  - Provides class profile-appropriate instruction in computing skills, computer vocabulary, using a mouse/keyboard, word processing, spreadsheet, E-mail, and trouble-shooting tips.
  - Teaches strategies for conducting Internet research and the effective use of search engines.
  - Communicates expectations, provides guidance, and shows an active interest in student progress.
  - Helps students understand program objectives and performance standards.
  - Uses formal and informal assessment strategies to manage student learning and monitor progress.
  - Helps students identify and make use of supplemental instructional/media resources.
  - Encourages self-reliance, problem-solving, critical-thinking, creativity, and performance skills.
  - Helps facilitate community participation in activities that enhance student learning.
  - Maintains a positive learning environment.

- Facilitates student-learning activities that encourage collaboration and positive peer relationships.
  - Collaborates with other staff and shares knowledge and resources that enhance student learning
  - Prepares progress reporting.
  - Consults with students as needed (e.g., phone calls, E-mail, written notes, meetings, etc.).
  - Consults with support personnel to address student concerns (e.g., academic difficulties, excessive absences, behavior mental/physical health, family/peer relations, etc.).
  - Requests a student evaluation when a disability is suspected. Assists with the multi-
  - Helps the intervention assistance team (IAT) prepare an Individualized Education Plan (IEP) for classroom students meeting eligibility requirements.
- **Microsoft / Customer Service & Sales Certification Preparation**  
**IT Instructional Staff**  
IT Specialist, will provide IT training, additional to the standard track of Office Proficiency & Productivity. The primary focus will be to provide redirection specifically with respect to Microsoft Word 2013/2016 (Level I, II, III). The main goal will be to prepare for the Microsoft Certification Exam (credentials attainment) and Customer Service & Sales (credentials attainment). This will be an ongoing intervention throughout the 12 week course, where exposure to a refined scope of material to master will be the focus, An Interactive **Online Software Training Account** will be issued and continual “test taking skills” enhancement will also be a key element. DCI does not have influence over the test; however, we are an Authorized Certiport Testing Center, in partnership with Microsoft (by affiliation). Introduces students to Computer Systems & Assembly, providing Hardware/Software, Terms & Vocabulary. During this portion of the program, students are taught primarily how PCs are constructed and the MS-DOS program. The A+ Fundamentals program at DCI is designed to instruct students on how to set up and maintain personal computer systems. More specifically, program participants have the opportunity to study computer operating systems. The program is intended to show students how to manage computerized files, understand security threats, and troubleshoot issues.
  - **The Program/Project Manager** is the senior manager for Computer Training/Education & Career Readiness Program. The Project Managers responsibilities include general project management, providing leadership, direction and oversight of all project activities, functions, policy, and progress toward goals and monitoring project performance against contractual performance outcome measures. This person is also responsible for development, implementation and continuous improvement of the services and operations of the Computer Training/Education & Career Readiness Program. The Project Manager will ensure the delivery of high quality services and quality customer service to its diverse clientele, both enrollees & potential employers. The Project Manager will report to the Executive Director of DCI Resources, LLC. The Project Manager will provide case management services for participants with significant barriers to employment. Project Managers key qualifications include six years in supervisory/management positions, experience in Life Skills and Employability Instruction, four years as a lead case manager, one year as a workforce development specialist and job developer and four years as the supervisor for Case Management contracts.

- **Life Skills / Career Development Specialists** instructs the life skills and employability classes and provides case manager and supportive services to program participants. This person's responsibilities will include administering assessments, determining participant suitability for program participation in conjunction with WIB/AJC staff, classroom instruction, interaction and coordination with One-Stop case management provider, assisting participants with job search, and job placement. Responsibility with the job developer. The Workforce Development Specialists will be accountable for the success of participants per cycle. Workforce Development Specialists key qualifications include two years as the Director of Placement & Development, development of bilingual training manuals, testing and evaluation procedures for job readiness training, job development and the provision of case management services for WIOA/Re-Entry clients.
- **Adult Basic Education Specialist** is responsible for providing remedial / adult basic education in general studies (Language Arts, Reading, Writing, Mathematics), as well as administering CASAS appraisal testing, Pre and Post Testing, and Intermediary Testing. As an integral of the entire program, Basic Skills training will be applied to IT concepts as well. Exposure will include computer based employment readiness skill development including keyboarding, introduction to computers, hardware and software terminology, files, folders, shortcuts, menus, toolbars, customizing toolbars and working with multiple files. Employment readiness content includes application form completion, resume types and styles, application, cover and follow-up letters, business communication and introduction to MS Word. Key qualifications include five years experience as the basic education instructor and certification as an ESL.
- **Case Management Specialists:**  
Integrated and individualized Case Management/Supportive Services will be provided to all program participants. It's also known as the **Education Plan**. The primary objective of this program component is to prepare participants to enter the labor force in a timely and cost effective manner. Case management starts during the participant assessment process and continues throughout training and after program completion. Participants will have access to continuous and connected services as needed. CM/SS will provide potential job seekers / interns with necessary support services, equip them with the self-help skills required to actively achieve long-term self-sufficiency and involve them in a process of problem solving related to adapting to the demands of preparing for and securing work. DCI's case coordination services will also address personal and family issues affecting career development or potential employment. Anticipating that the transition from a potential hardship situation to work will be a stressful time for participants and their families, case management and support services will be provided during the entire preparation program and will continue, as needed for each participant during the first 12 months after program completion (following in compliance with RFP guidelines). Case management services will be provided by DCI staff through initial screening and assessment of case management needs for participants.



## DEMONSTRATED EXPERIENCE / QUALIFICATIONS:

Name(s) of Programs	Funding Source	Target Population	Type of Training Provided	Number Trained	Contract Period
Computer Literacy IT Training & Education	The Workplace, Inc.	JFES Bridgeport	Occupational Skills Training	20	July '16 – June '17
Computer Literacy IT Training & Education	The Workplace, Inc.	Out-Of School Youth Bridgeport	Occupational Skills Training	15	July '16 – June '17
Computer Literacy IT Training & Education (IT Express / MOS Prep)	Workforce Alliance/ American Job Center	JFES New Haven	Occupational Skills Training	45	July '15 – June '16
Computer Literacy IT Training & Education	CTDOL (Workplace, Inc.) Workforce Innovation and Opportunities Act	Low-Income and Underprepared Workers Bridgeport	IT Training & Education MOS Certification	<i>Rolling Admission</i>	Mar. '16 – Feb. '18
Computer Literacy IT Training & Education	CTDOL (Workforce Alliance) Workforce Innovation and Opportunities Act	Low-Income and Underprepared Workers New Haven	IT Training & Education MOS Certification	<i>Rolling Admission</i>	Mar. '16 – Feb. '18
Computer Literacy IT Training & Education	Housing Authority of New Haven	New Haven Housing Residents	Vocational (IT) Training MOS Certification	<i>30/cycle 4 cycles</i>	Mar '16 – Feb. '17
Entrepreneurial Training - Computer Literacy Financial Management -	Workforce Alliance/ Small Business Initiative City of New Haven	JFES New Haven	QuickBooks / Computer Training for Entrepreneurs	40	Oct '14 – June '15
Office Proficiency & Productivity - Computer Literacy -	Workforce Alliance/ CTWorks	JFES New Haven	Vocational (IT) Training / Basic Education MOS Certification	20-40	July '14 – June '15

Name(s) of Programs	Funding Source	Target Population	Type of Training Provided	Number Trained	Contract Period
Computer Literacy	Housing Authority of Bridgeport	Bridgeport Housing Residents	Vocational (IT) Training / Life Skills	<i>Open ended enrollment 20/cycle</i>	April '14 – Mar. '15
Office Proficiency & Productivity - Computer Literacy -	Workforce Alliance/ CTWorks	JFES New Haven	Vocational Training / Basic Education MOS Certification	40	July '13 – June '14
Office Proficiency & Productivity - Computer Literacy -	Workforce Alliance/ CTWorks	JFES New Haven	Vocational Training / Basic Education MOS Certification	32	July '12 – June '13
Learning Academy Academic Enhancement	Workforce Alliance/ CTWorks Casey Foundation	Ex Offender - Transition New Haven	Accelerated Basic Skills Education / IT Training	40+	July '12 – Jan '13
Learning Academy Boot Camp	Workforce Alliance/ CTWorks	WIA New Haven	Basic Education	40	Feb '12 – June '12
Learning Academy Academic Enhancement	Workforce Alliance/ CTWorks Casey Foundation	Ex Offender - Transition New Haven	Accelerated Basic Skills Education / IT Training	30	Jan '12 – June '12
Learning Academy Academic Enhancement	Workforce Alliance/ CTWorks	JFES/WIA Meriden	Vocational Training / Accelerated Basic Skills Education	40	Jan '12 – June '12
Office Proficiency & Productivity - Computer Literacy -	The Workplace, Inc.	In-School Youth Ansonia	IT Training	10	Oct '11 – June '12

Name(s) of Programs	Funding Source	Target Population	Type of Training Provided	Number Trained	Contract Period
Office Proficiency & Productivity - Computer Literacy -	Workforce Alliance/ CTWorks	JFES New Haven	Vocational Training / Basic Education	40	July '11 – June '12
Learning Academy Academic Enhancement	Workforce Alliance/ CTWorks Casey Foundation	Ex Offender - Transition New Haven	Vocational Basic Skills Education / IT Training	30	May '11 – Dec '12
Learning Academy Academic Enhancement	Workforce Alliance/ CTWorks	JFES/WIA Meriden	Vocational Training / Accelerated Basic Skills Education	40	May '11 – Dec '12
Office Proficiency & Productivity - Computer Literacy -	Workforce Alliance/ CTWorks	JFES New Haven	Vocational Training	20	July '10 – June '11 (Addendum)
Office Proficiency & Productivity - Computer Literacy -	Workforce Alliance/ CTWorks	JFES New Haven	Vocational Training	40	July '10 – June '11
Office Proficiency & Productivity - Computer Literacy -	Workforce Alliance/ CTWorks	JFES New Haven	Vocational Training	20	Nov '09 – June '10 (Addendum)
Office Proficiency & Productivity - Computer Literacy -	Workforce Alliance/ CTWorks	JFES New Haven	Vocational Training	20	Nov '09 – June '10





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March 18, 2016

Dear Funder/Review Committee,

I am writing this letter of reference on behalf of Derrick Draughn, DCI Resources, LLC. Workforce Alliance has partnered with Derrick on various projects for the better part of twenty years. Through these various contracts Workforce Alliance has funded programs serving youth (ages 14-21); Adults (ages 18 – 80+); individuals on public assistance transitioning from 'welfare to work'; individuals formerly incarcerated transitioning back into the community; as well as our own staff members who needed to improve their computer skills.

Generally, program services have included computer training (including MOS certification), work readiness, life skills; math/reading skills remediation, and entrepreneurial training. Through these contracts - 20 to 100 people have been served per contract period, usually in group classroom settings.

Our extended partnership has largely been due to Derrick's ability to quickly respond to requests for training provision; his willingness to be flexible and modify his program/curriculum and/or hours to suit the needs of special populations; and his understanding, knowledge and compassion for these special populations. His service strategy includes establishing a strong rapport of trust and collaboration with his participants. Students are made to feel part of a 'family' – and this allows the individual to feel a sense of inclusion, respect and regard (which many students have never experienced in a traditional learning setting). This methodology motivates the participant to stay engaged in the process as they are fully supported through the learning process.

Derrick works collaboratively with the funder, project managers, and line staff effectively and personally participates in resolution of any student challenges or issues that could interfere with their success. Derrick is committed to getting the student to the finish line, sometimes extending the program if he feels students need additional time to attain competencies; and/or providing one-on-one tutoring when needed.

This commitment to the learner/learning process has been the main reason that our partnership has continued over these many years.

Sincerely,

Kymbel D. Branch  
Manager of Career Development Services

## Delivering Employment Solutions

Serving the communities and businesses of Bethany, Branford, Chester, Clinton, Cromwell, Deep River, Durham, East Haddam, East Hampton, East Haven, Essex, Guilford, Haddam, Hamden, Killingworth, Madison, Meriden, Middlefield, Middletown, Milford, New Haven, North Branford, North Haven, Old Saybrook, Orange, Portland, Wallingford, West Haven, Westbrook, and Woodbridge. **A CTWorks Partner.**