English Skills for Personal Success & Store Profitability
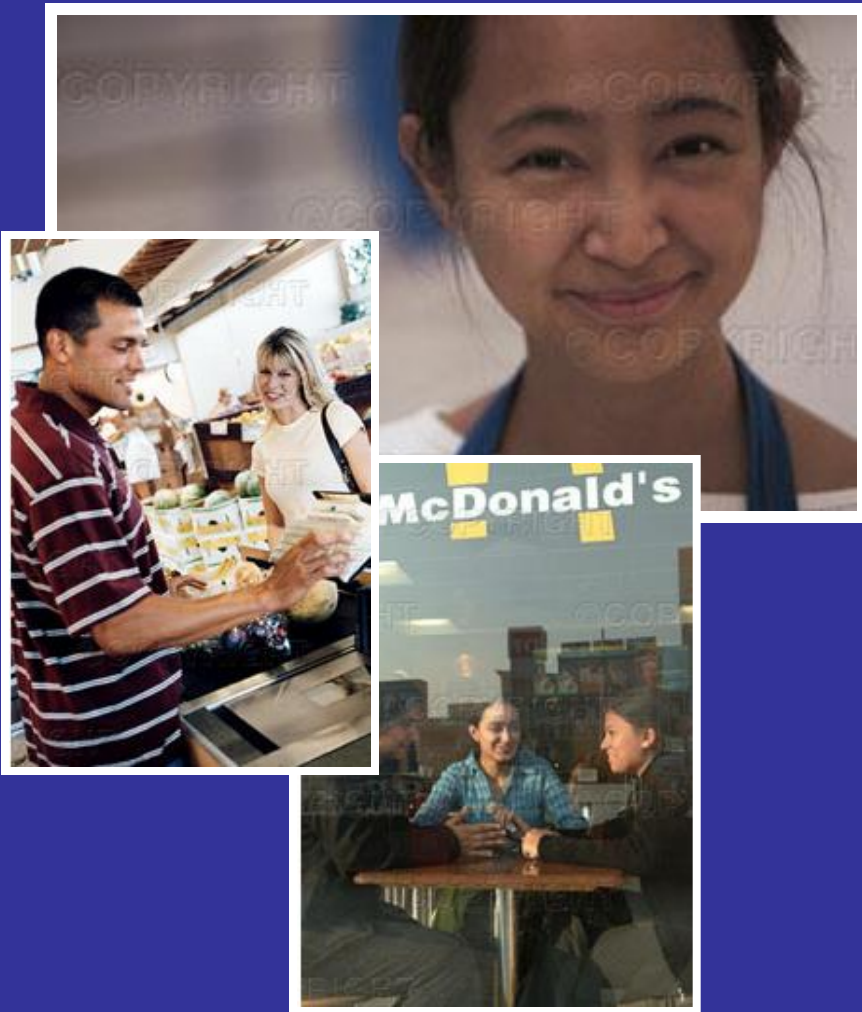
Presented by:
Patrick Dail, Director
Tina Quinones, Coordinator
Borough of Manhattan Community College / CUNY
September 15, 2009

CUNY's VESL Demonstration Project Goals

Grant Goals:

1.) To identify the English language **benchmarks** for the retail/service industry. Knowing the needs of the industry will make it easier to prepare and assess potential immigrant workers wishing to enter the field.

2.) To **develop** an easy-to administer and appropriate assessment tool that can be used by industry to measure the English language skills of potential immigrant workers.

3.) To **partner** with employer community to develop industry-specific curriculum and training that can upgrade the English language and occupational skills of eligible immigrant workers in an accelerated manner.

4.) To **demonstrate** proficiency in English as a key to retention and advancement in the retail sector.

Background on CUNY & BMCC

CUNY is:

- the largest Urban University in the United States

- serving 480k+ learners annually, and growing

- comprised of 23 campuses & professional schools

- a culture of collaboration on academic & workforce projects

BMCC is:

- serving 22,400 degree-seeking & 8,000 ACE learners annually

- delivering 13 A.A.S. programs, 5 A.A. programs and 7 A.S. programs

- where students from 155 countries come to learn, speaking 42 languages

- national leader in awarding 2-yr degrees: Latino & African-American students

English Skills for Personal Success & Store Profitability

Four Approaches:

CUNY Campus:	Strategic Partner:
BMCC	McDonald's
College of Tech.	CAMBA
Kingsborough CC	Grocers
LaGuardia CC	Duane Reade & Crystal Windows

CU
NY
The City University of New York

Partner Responsibilities:

CUNY — The City University of New York

McDonald's · QUEENSCENTER · Local 338 RWDSU/UFCW Stronger Together

- Curriculum Development

- Employee Pre- and Post-Assessment for Placement and Success Tracking

- Instructor Hiring & Training

- Course Delivery

- Report to US Department of Labor

- Identify Training Candidates

- Compensate Training Participants at regular hourly wage

- May/May not be asked to host the training activity

Leveraged Funds = CUNY & Employers were required to contribute "in-kind" to the project at roughly $.60:$1
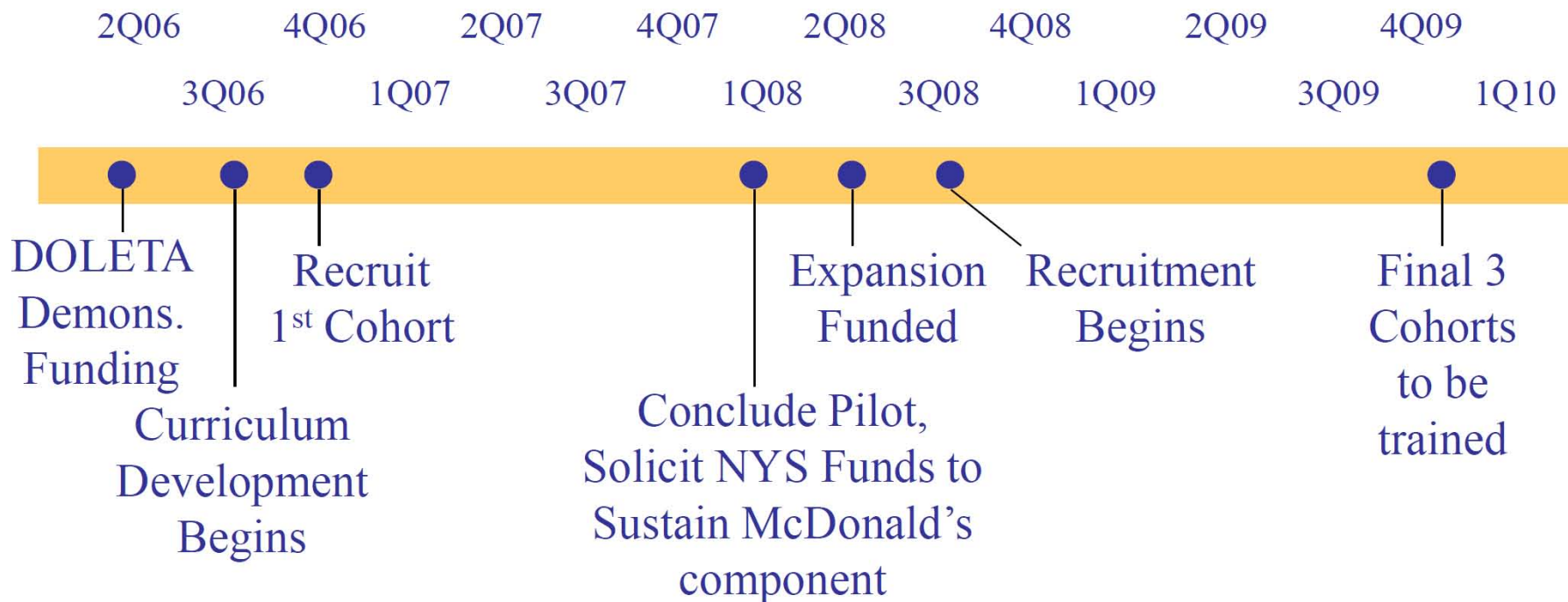
English Skills for Personal Success & Store Profitability

Project Outcomes:

- 257 learners enrolled (107% of goal)

- 17 training cycles conducted (170% of goal)

- 76% of participants completed training (195 of the 257, vs. 80% project goal)

- 86% of completers showed growth (167)

- 39.5% grew 2 NRS levels or more (77)

- learners ethnic heritage: 62% Latino, 13% Chinese, 13% Eastern European, 8% Caribbean

- 2,720 instructional hours provided

- 41,120 hours dedicated to employee learning & development thru US DOLETA funding

English Skills for Personal Success & Store Profitability

VESL Project Timeline:

| 2Q06 | | 4Q06 | | 2Q07 | | 4Q07 | | 2Q08 | | 4Q08 | | 2Q09 | | 4Q09 | |
| 3Q06 | | 1Q07 | | 3Q07 | | 1Q08 | | 3Q08 | | 1Q09 | | 3Q09 | | 1Q10 |

DOLETA Demons. Funding

Curriculum Development Begins

Recruit 1st Cohort

Conclude Pilot, Solicit NYS Funds to Sustain McDonald's component

Expansion Funded

Recruitment Begins

Final 3 Cohorts to be trained

Lessons Learned in Effectively Engaging Employer Partners:

1.) Know the employers' goals / metrics / intentions for getting involved

2.) Set their expectations up-front, then manage them throughout

3.) Be prepared for the "… you people do that?" dialogue, part of your sales pitch

4.) Be prepared to "coach" your partner throughout the process – on how our training programs function, on the adult learning process, on having patience, etc.

5.) Make sure the instructional staff respect the VESL approach, they are front-line relationship managers with the employer partner

6.) Focus on sector(s) where relationship-development is organic to your portfolio

7.) Work thru an intermediary, if possible

8.) Engage a labor organization, if appropriate

9.) Engage the local One Stop, whenever possible

10.) …in the end, they may not want to dance with you.