



OIC/DC Youth Program Newsletter

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President/CEO's Corner

The Need for OIC/DC Economic Empowerment Center

The Nation's Capitol should lead the Nation in providing opportunities for citizens to obtain economic security for themselves and their families. Research has proven that stable employment with a living wage is one of the most important factors in fostering family formation and maintaining stable families in urban areas. In a region that is thriving with "new economy" jobs and businesses. DC still has thousands of people who are being left behind. Unable to take advantage of the new opportunities and unable to earn the income needed to either start or adequately support a family. Thousands of DC residents are unemployed and underemployed. Reviewing the planning documents submitted by the DC government to the United States Department of Labor reveals a city in desperate need of effective workforce investment services. These documents show that DC is fast becoming a city of two extremes--one of affluence and one of poverty. Young workers in DC have one of the highest unemployment rates in the Nation.

From the facts, the need for a comprehensive center that can address the workforce investment needs for both DC youth and adults is clear. To briefly recap: thousands of people are currently unemployed, underemployed and/or living in poverty in the District. The overwhelming majority of these residents are not equipped to take advantage of the workforce opportunities that are available in the Metropolitan area labor market. Furthermore, this negatively impacts upon their ability to start and/or adequately support a family. At a time that employers in the Metropolitan area need well-trained and motivated staff to meet the demands of an ever more competitive global economy, there is a lack of qualified and ready workers. Thus, an unfortunate mismatch of people and jobs exists. Thousands of young people are leaving school each year before they have the tools needed to succeed in the workforce. These young people need a multitude of workforce investment services in order to successfully enter and stay in the workforce.

These facts amply point to the need for a workforce development center that can address the needs of both employers and youth and adult job seekers in a comprehensive and ongoing fashion. This is the need that the OICDC Economic Empowerment Center will be designed to fill.

F. Alexis H. Roberson

President/CEO

INSIDE THIS ISSUE

- 1 OIC/DC'S Project Y.Com
- 2 OIC Youths Comments on the Summer Program
- 3 OIC Youths on how to use the Internet
- 4 OIC Youths School Newsletter
- 5 OIC Youths Movies and Book Reports
- 6 OIC/DC's Launches Two New Training Programs

History Opportunities Industrialization Center of Washington, DC (OIC/DC)

The OIC is a newly chartered operation. As an affiliate of OIC of America, it can draw on the expertise of the national office, engage the major corporations that support OIC and build on the more than 35 years of experience that Local OIC affiliates have in preparing disadvantaged youth and adults for work.

The new Opportunities Industrialization Center of Washington, DC was organized in 1999. With leadership from business, the faith-based community, community organization and the private sector, OIC has been organized based on the principles and experiences of the National OIC movement founded by Rev. Leon H. Sullivan in Philadelphia, PA in 1964. OIC educates, trains, motivates and supports at-risk youth and disadvantaged adults to take control of their lives, build education skills and work related competencies and enter the mainstream workforce on the road to self-sufficiency.

The new OIC of Washington, is led by Board Chairman, Rev Carlton Veazey and Executive Director, F. Alexis H. Roberson, formerly the Director of the District of Columbia's Department of Employment Services who has dedicated her life to preparing youth and adults for employment and improving the opportunities for residents of the District of Columbia. The new OIC of Washington, DC will embrace the mission and philosophy of the OIC movement. It will in time deploy the comprehensive OIC model that motivates people to learn to read and write, motivates them to learn a skill and get a job which enables them to become self-sufficient. OIC trains people for the real economy, offering pre-vocational and job skills training in many different skill areas. Learning is geared to the interest and ability of the individual, the demands of the economy and the opportunities in the local community. OIC works because it shapes attitudes and abilities to enable and empower people to become self-sufficient productive worker.

INTRODUCTION

OIC/DC launched Project Y.COM (Youth. Communications of the Mind) during the summer of 2000. Project Y.COM is a comprehensive and innovative year-round training effort for youth that are 14 to 17 years of age and in school and funded partially by the Department of Employment Services and the Department of Housing and Community Development. This program serves 165 youth, 74 youth in the follow-up phase and 91 currently enrolled in the program. It has both a Summer Phase and an In-School Phase. Project Y.COM directly provides a link for the youth to all of the required comprehensive services under the Workforce Investment Act and enable the youth to initiate a valuable "Passport to Work Preparation" experience. The goal of Project Y.COM is to provide a career experience coupled with academic enrichment and life skills building so that the young person increases basic and world of work skills, returns to and stays in school.

The overarching objective of this program is to enable 165 disadvantaged low-achieving, in-school young people who live in the District of Columbia to have a broader sense of the opportunities awaiting them in the world of work and what they must do in order to prepare for those opportunities. In every sense of the word, this project is aimed at being a successful and innovative "Passport To Work Preparation" initiative. An initiative that turns young people on to what they can be and helps them stay in school and lay the groundwork to achieve their career dream. Under this overarching goal are a number of critical objectives. The primary ones are:

- 1. During the summer portion of the program provide the youth with a comprehensive "Passport to Work Preparation" experience via a project based contextual learning experience related to two growing industry sectors -- Media/Publications/Communication and Information Technology / Telecommunications;***
- 2. Through a comprehensive array of services that includes academic enrichment, career exploration, employability development, mentoring, case management, leadership development, and support maintain the young people's ability to return to school and succeed in school so that they gain a high school credential***

and are adequately prepared for higher education and/or the world of work;

- 3. Through an individualized instructional approach, provide an academic enrichment experience in the summer portion of the program that is designed to complement the project-based learning experience by incorporating contextual learning material to assist the participants to increase their math and reading skill levels;***
- 4. Provide the youth access to businesses within the Washington Metropolitan area through site visits to companies that serve two of the six identified industry sectors that represent the leading edge of business and job growth in DC. These two areas are: Media/Publications/Communication and Information Technology/ Telecommunications;***
- 5. Provide at least ten (14 are planned) related employability development sessions to the youth during the school year with eight related to work readiness preparation and career exploration and two focusing upon business and social etiquette, and***
- 6. Provide leadership development opportunities during both the summer and school year portion of the program.***

Project Y.COM summer phase and in-school phase combines academic enrichment with a project based, contextual learning experience that offers the young people exposure to careers that are a part of two of the six growing industry sectors that were identified by The Department of Employment Services (DOES): 1). IT Group: Information Technology Industry Sector and 2). RP Group: Radio Production Industry Sector. Each group is responsible for the execution of all objectives, expectations, projects, and deadlines set forth for the summer and fall program curricula. The Information Technology Industry Sector is responsible for the design and implementation of WWW.OICDC.ORG website. This web site became operational on Thursday, August 17, 2000. The Radio Production Industry Sector is responsible for the design and implementation of a radio show, WOIC AM, to be heard every Sunday at 5pm on WOL 1450am. The radio program was launched on Saturday, August 19, 2000. Project Y.COM will rely on all participants to make each sector a major success to bridge the communication barrier between young people with more mature adults.

PROGRAM DESCRIPTION

Project Y.COM in-school phase has four (4) developmental phases: weekly “leadership” seminars, quarterly “Town Hall” meetings, weekly operations of WOIC.AM and WWW.OICDC.ORG and weekly academic enrichment and occupational training. All phases will concentrate on tracking students, developing open lines of communications, employability training, and excitement building to keep participants interested.

I. Leadership Seminars

The once a week Saturday “leadership” seminars are specifically planned with the input of the Youth Leadership Council formed by the participants of Project Y.COM. “Leadership” seminars are held for 14 Saturdays from 10am to 11am. “Leadership” seminars are mandatory for all youth who participated in the summer phase of Project Y.COM. The types of “leadership” seminars that will be offered include:

Is College for Me?

I Can Own My Business

Why I Like My Job

SCANS Skills,

How to Use the Internet to Get a Job

What an Employer wants From an Employee

Role-Play: My First Job Interview

Good Careers in DC

What They Pay and What It Takes To Get Them

Working for the Government

SCANS Skills II

Planning for the Future

Working for My Community

A Community Day and

What Our Elected Officials Do.

Hall II Town Meetings

Town Hall meetings are specifically planned by the Youth Leadership Council formed by the participants of Project Y.COM based on the “Leadership” seminars they are attending. The purpose of the open forum is to come and communicate concerns, suggestions, and opinions that effect youth locally and nationally. Town Hall meetings are designed for youth to communicate with government and community leaders; and for government and community leaders to communicate with youth, so youth can understand the real workings of life. Town Hall meetings will be open to the entire Washington metropolitan Junior and Senior high school student population. The Town Hall meetings will be planned for **Fall** (Back to School) to introduce the program and services, **Spring** (start preparing youth for next year, Summer Youth Programs) and **Summer** (before summer break – to organize for summer). Town Hall meetings will be held at local churches, community centers, or other public arenas

during a weekday after work and school hours. The first Town Hall meeting was held on Sept 19, 2000 at Eliot Jr. High School.

III. Weekly Radio Show on WOL 1450 WOIC. AM and WWW.OICDC.ORG

After the launch of WOIC.AM and WWW.OICDC.ORG youth maintain the operation of the radio program and web site. Every week, students are give assignments to do research and writing of news articles for the radio show and the web page. Saturdays from 10am to 2pm, students come to Eliot Jr. High School to present their research and articles assigned by their instructor for that week. All articles and research are evaluated by the instructors to determine if the information can be used on the air and the web page. Students are rotated on the air based on their research of the topic for the show. One student with the best article is given a \$50 cash prize each Saturday. The news article must meet the guidelines set by the instructors, if not, no prize is given that week. A mortgage company donates the cash prize. From 6-10 youth leave Eliot via Metro to go the radio station to produce the show at 4pm every Saturday. Topics and information from “Leadership” seminars and Town Hall Meetings are often the focal point of WOIC.AM and WWW.OICDC.ORG programming.

IV. Weekly Academic Enrichment and Occupational Training and Motivation for Excellence

The academic enrichment is provided every Saturday during the fall and everyday for 5 weeks during the summer. Starting with a diagnostic session, learning needs, an individualize learning plan is created with each young person that specifically is focused on areas were they are behind the grade level for their age cohort.

During the summer, as a regular part of each week's program, the students receive a minimum of six hours of basic education training. There is a post test at the end of the summer session to measure the learning gains that the young people have experienced. During the fall, the youth receive 2 hours per week of academic enrichment. It is anticipated that all of the young people who complete the program will experience gains in both their reading and math abilities. All students receive 2 hours of occupational classroom training per week during the fall on Saturdays. Each student receives 8 hours of homework assignments that include occupational and academic material.

As an enhanced feature for this program, the academic

Instructors work with the occupational project instructors to identify and integrate contextual learning material in the academic enrichment portion of the program. The career related material is directly related to the two industry sectors that are a part of the program; Media/Publications/Communication and Information Technology/Telecommunications. This is being added to the instruction plan of service in order to make the academic enrichment more meaningful to the learners and to show the young people the direct connection between education and success in the career project.

To motivate the youth to achieve, OIC/DC's Project Y.COM and Radio One, Inc. 93.9 Kiss FM (WKYS) launched The Live Squad's "SHAKE IT FAST" – Students Helping Achieve K(c)urriculum Excellence achievement school tour. A tour geared to address the issue of low standardized test scores in the Washington metropolitan area school systems. By using the energy and the format of JIVE recording artist Mystical's new

single, "SHAKE IT FAST", WKYS' Live Squad and Project Y.COM will spread their campaign of increasing test scores this school year by visiting area schools and signing students up to pledge, "I will join OIC/DC to do my best in school , because the Live Squad loves me".

The promotion was for 4-months (October through January) and will include a celebration for area school youth before they break for the summer. The Live Squad visited as many schools as possible within the promotional time frame. OIC/DC will also work to get promotional appearances by celebrities, political leaders, community leaders and professional athletes to accompany Live Squad to some of the area schools. The Live Squad hosted a 30-minute to 1-hour assembly registering youth and encouraging youth to do their best when it comes to their standardized test. Eight schools are currently participating with more than 900 youth.

PRIVATE SECTOR SUPPORT		
<i>OIC/DC has secured the support from the following companies to implement this program</i>		
Company	Type of Support	Value
<i>Radio One</i>	<i>Air Time</i>	<i>\$ 60,200</i>
<i>Radio One</i>	<i>Training Space</i>	<i>\$ 18,000</i>
<i>Radio One</i>	<i>Radio Experts</i>	<i>\$ 75,000</i>
<i>Radio One</i>	<i>Personalities</i>	<i>\$ 65,500</i>
<i>Step, Inc.</i>	<i>Cash</i>	<i>\$ 35,000</i>
<i>Step, Inc.</i>	<i>Telephone Service</i>	<i>\$ 5,200</i>
<i>Step, Inc.</i>	<i>Office Space</i>	<i>\$ 9,000</i>
<i>Step, Inc.</i>	<i>Office Maintenance</i>	<i>\$ 1,664</i>
<i>PEPCO</i>	<i>Cash</i>	<i>\$ 2,500</i>
<i>MCFRA IT Services</i>	<i>IT Experts</i>	<i>\$ 3,500</i>
<i>RTA, Inc.</i>	<i>Software</i>	<i>\$ 6,000</i>
<i>Local Mortgage Company</i>	<i>Cash</i>	<i>\$ 1,600</i>
Total		\$282,664
FEDERAL GOVERNMENT SUPPORT		
<i>OIC/DC has secured the support from the US Department of Labor in the following manner:</i>		
<i>US Department of Labor</i>	<i>One staff assistance(4months)</i>	<i>\$10,000</i>

DISTRICT GOVERNMENT SUPPORT

DC Department of Housing & Community Development

*DC Department of Employment
Services*

DC Public Schools

2001 Summer Program

OIC Youths Comments on the Summer Program

Information Technology

Comment: 1

I learned a lot this summer. In Information Technology I learned how to make tables, how to add bullets to newsletters, flyers and posters. Creating tables was something I wanted to know a lot about because they are often used in the workplace for displaying information. The OIC programs provided me with a better understanding of the many things you can perform using Microsoft Word. I now feel I have excelled in Microsoft Word. The most important thing that I learned though was how to use HTML for web pages. I'll sure use it more often, now that I know how.

Comment: 2

I learned how to make tables and columns and how to cut and paste different documents in Microsoft Word, PowerPoint, and Excel. I learned how to type HTML in notepad, save it on the desktop, click on it and shows how it would look if it were on the web.

Comment: 3

I learned how to type in columns, create tables and use HTML programming.

Comment: 4

I learned how to type.

Comment: 5

I learned a great deal about computers and how to use them.

Comment: 6

I learned a lot about the Internet and how to cut and paste in Microsoft Word.

Comment: 7

I learned the different functions the computer. In Microsoft Word I learned how to paste one document into another. I also learned that if you misspell a word you don't have to delete it, you can right click on the word using the mouse and select the correct spelling of the misspelled word from a list of words. You can correct misspelled by clicking on tools on the task bar and clicking on spelling and grammar.

Work Place Etiquette

Comment: 1

I learned the do's and don'ts in the workplace. I also learned that there are sets of colors that employers look for you to wear to an interview. I was taught how to solve problems at work with the positive resolutions. I learned how to look for a job, get a job, and how keep a job.

Comment: 2

I learned how to plan a budget and keep my money in order. I also learned how compose a memo and how to become an actress.

Comment: 3

I learned how to write a memo

Comment: 4

I learned about poems, plays, and the workplace. I learned that you should report to work on time, dress correctly, act a certain way, and always be respectful to your boss and co-workers.

Comment: 5

I learned how to dress, act, and look on a job.

Comment: 6

I learned how to dress when going to a job interview and how to fill out a resume.

Work Place Reading, Writing, and Mathematics Applications

Comment: 1

I learned how you use math on the job, how to do an inventory and why we use inventories. I also learned how to write a resume.

Comment: 2

I learned different ways to look at a math problem. I also learned how write a resume, and what information is expected to be on the resume.

Comment: 3

I learned how to do an inventory and stocks and how to fill out a resume.

Comment: 4

I learned how to write a resume.

Comment: 5

I learned how to buy a house.

Comment: 6

I was taught how to write out my very own resume.

Radio Production

Comment: 1

I learned all the behind the scenes secrets of radio production.

Comment: 2

I learned all about the structure of a radio station from the following topics:

- Director of Marketing
- Director of Promotions
- Types of Marketing Campaigns
- Types of Promotions
- Good Marketing Strategy, and Promotion Campaigns.

Comment: 3

I got a chance to perform on a live radio show.

Comment: 4

I learned all about the radio.

Comment: 5

I learned about radio broadcasting; and breathing techniques.

Comment: 6

I learned how to write a commercial.

Comment: 7

I learned about populations of black and white people. I also learned about radio talk shows.

OIC Youths on how to use the Internet

1. Turn on the computer
2. Click on programs
3. Click on Internet Explorer

1. Turn on the computer
2. Type in your password
3. Go to the Internet
4. Type in a site you want to go to and wait for the site to load

1. Turn on the computer
2. Use the mouse to select the Internet Icon
3. Type in whatever .com you are looking for wait for the globe in the top right hand corner to stop spinning

1. Turn on your computer
2. Click on Internet Icon
3. Type in the address you want to go to starting with www
4. Press the enter key

OIC Youths School Newsletters

Eastern Senior High School has:

- a red brick foundation
- lots of windows
- brown lockers
- big gym
- track and field and
- long hallways

Upcoming Events!!!!!!!

- 7/23 new lockers
- 8/03 new books
- 8/23 remodeled lights
- 8/31 wall paintings
- 9/05 Back to school

Sousa Middle School

The principal is Mr. Lipscomb, and assistant principal is Ms. Brown. Our school colors are red and yellow.

Our school mascot is a Cobra. Sousa has:

- a good football team
- a good basketball team and
- a good team of teachers.

Eastern Senior High School

Do you want to go to a School that has all of the fun?

Well, come to **Eastern Senior High School**.

They have the best Marching Band in Washington, D.C., all kinds of dances, and it is especially fun during Homecoming Week.

Eastern Senior High School is a huge, red brick building that has a marble staircase when you first walk in and two trophy cases on each side.

So come to Eastern. I guarantee you that you will have the best four years (or 3, 2,1) in high school.

If you like to go to school and have fun too you need to come to Eastern Senior High School.

At Eastern we have the:

- best teachers
- smartest students and
- the best band in Washington D.C.

If you like to look good when you go to school you need to come Eastern.

Eastern is just the best, just come and see for yourself. Eastern is the pride of Capital Hill.

Edison-Friendship Collegiate Academy

Edison is my new school for the 2001-02 school year. It seems strict, but it's a very nice school. The teachers are friendly and the principal is cheerful. The staff seems like they are really looking forward for this school year. My classmates are:

- funny
- bad and
- don't really care about the school rules.

The school is very clean, and is blocked off by security guards for our safety. We have long school hours from 8 to 4, although the school isn't how I would like it to be I'm still going to have the best school year ever!

Anacostia Senior High School

We have:

- Good Teachers and
- Good Sports

Our logo is the Indians. We are an environmental science school

W. Bruce Evans

My school has lots of colors on the right of the outside of the building. We have fun things to do after school.

We have:

- Art,
- Ski club
- Cheerleading
- Voyager program
- Football
- Basketball and
- Volley ball.

We have a nice principal. W. Bruce Evans has four floors: ground, first, second, and third floor. There is a bathroom on each floor. We have a big gym and three-computer labs. The hallways are filled with pictures painted by the students. We can go to our lockers four times a day, before school, before lunch, after lunch, and after school.

That's my school

Ballou Senior High School

I think Ballou is a good school however, it has good and bad times. My school is from 9th through 12th grade. Classes are mixed with all the grade levels. Some of the classrooms are over crowded. When you enter Ballou in the morning they have to pat you down. You have to put your book bag or bag the scanner and walk through the metal detector. Everywhere you go in the school you have to show your ID. You can't get in the school without your ID.

OIC Youths Movie and Book Reports

SELENA

The movie I saw was a biography on Selena Perez. She was a Mexican/American singer. Jennifer Lopez played her. Selena was a loving and caring person. She loved everyone and everyone loved her role. She wanted to marry a man from her band but her father didn't approve until he realized how much she loved the man. She always wanted her own farm, and she wanted to have her own happiness. Before her dream could come true, she was shot and killed by her fan

club president who was caught stealing from her. It was so sad that I cried. The main character Selena:

- ❑ Sang exclusively in Spanish and was
- ❑ Female Vocalist of the Year.

BABY BOY

Jody was one of the main characters in Baby Boy played by Tyrese. Jody, a young black man who mooches off his mom for years and avoids taking care of his child, finally grows up and learns responsibility. The main character Jody was:

- ❑ Cute and
- ❑ strong

TO KILL A MOCKINGBIRD

To kill a Mockingbird was one of my favorite books and movies. It is about three children growing up in a small southern Alabama town in the 1930's. The Main Character and Narrator was Scout. Some facts about her were:

- ❑ She loved to play with her older brother Jeremy
- ❑ She was a tomboy
- ❑ She beat up boys and
- ❑ She called their father by his first name

Scout and brother and their friend Dill, wanted to see what their next door neighbor looked like who hasn't been out the house in 30 years.

RUSH HOUR

Rush hour stars my favorite actors Chris Tucker and Jackie Chan. Jackie Chan plays a Chinese cop who comes over to the USA, to help find the little girl. Chris Tucker plays a LAPD officer, who want to become a FBI agent. Rush Hour is about how two different cultures come together to find a little Chinese girl that was taken a month after she moved here from China. To see what happened go rent the movie. The sequel is coming out to the first Rush Hour so go to see it.

THUG PASSION

Thug Passion is a novel about a thug and a regular girl in love. Their relationship is tested through many struggles and in the end they get married and have a baby. The two main characters are Ronda and Ge-Ge. Ge-Ge gets all types of hats, but only Ronda matters in his life. This book was written by Veronica Miller, a poet, a novelist, and an entertainer. She is currently 14 years old. She recommends this book to you.

ROAD TRIP

I saw "Road Trip. This movie is a real funny. I would like to see it again. The movie is about a group of

friends and who attended to same college. Everybody was telling Mike that his girlfriend was seeing someone else. He decided to see someone else. He videotaped his meeting with this other girl. He sent a videotape to the girl. He thought he was sending another tape that he made for her on the day before. He discovered that he sent the wrong tape. He went to Texas to get the videotape before she received it. Well he makes it to Texas with the help of his friends. They ran into a lot of problems but in the end everybody is happy

KLUMPS

I went to the movies to go see the Klumps. In the beginning of the movie the professor had to find a youth potion for humans. The professor had found a potion that worked and tested it on a dog. He put the potion in the dog's food. The dog ate it and turned into a puppy. In about three minutes the dog turned back to normal. The professor's problem was to find a potion that would last longer. The professor, Mr. Klump had a split personality named Buddy Love. Buddy Love caused the professor to do bad things. The professor wanted to get rid of Buddy Love for good. He stayed at work late to remove Buddy Love from his body. When he finished he dozed off to sleep. He spilled the potion onto the floor. Buddy Love became human from the dog's fur. The professor had to hide the potion from Buddy Love so he would not destroy it. He hid the potion in his refrigerator. When it was time for the professor to show his genius to the people it was a disaster. The professor could not explain to the people what had happened so he left. The movie ended with the professor putting Buddy Love back into his body.

**Two New Training Programs
for Parents and/or Adults**

**OIC/DC Will Launch Two New Training Programs
for Parents and/or Adults at Eliot Jr High School &
PR Harris Community School to Begin Late
October, 2001**

OIC/DC will provide training and job placement for the adult population. This includes, but limited to the offender population, the homeless and the substance abuser population. OIC/DC is funded to provide services for 165 persons over a two-year period. The programs will be come operational in late October, 2001. The programs are outlined below:

*OIC/DC is contracted to operate a 18 month project that will provide skill-training classes in: **MOUS/ Office Practices Training** coupled with basic education and intensive supportive services to 90 unemployed or under employed, basic skills deficient customers and; **A+ Certification Training** coupled with basic education and intensive supportive services to 75 basic skills deficient customers.*

Program Design Curriculum

The core design of this OIC program -- which is called **Opportunities For Closing the Digital Divide (OIC-CDD)** -- is to provide valuable skill training in two growth occupational areas that need workers who can successfully and productively work in the electronic workplace. The two skill areas are:

- **Microsoft Office User Specialist (MOUS) / Office Practice Training:** Three classes, each with 30 customers (total of **90 students slots**) will be offered, one starting in month 1 of the program, the second beginning in month 7, and the third starting in month 13 of program operations.
- **A+ Certification Training** coupled with basic education and intensive supportive services to 75 basic skills deficient customers **A+ Certification Training:** Two classes, each with 37/38 customers (total of **75 students slots**) will be offered, one starting in month 1 of the program and the second beginning in month 10 of program operations.

These training opportunities will enable customers to enter career-starting jobs, which offer good wages, benefits and the chance for career advancement and an aggressive case management and support system to ensure the completion of the program, obtainment of skill competencies, job placement and retention. The OIC-CDD program includes a basic and remedial education package that is designed to address the individual needs of each customer and is built to complement and facilitate the skill training. This basic and remedial instruction package will enable the program to successfully work with basic skills deficient customers and better prepare them for work by enabling them to develop a solid foundation of workplace literacy.

Curriculum Outline

Microsoft Office User Specialist (MOUS) /Office Practice Training Goals and Objectives of Course

The goal of the program is to enable the customer to obtain the skills needed to secure employment as a

Microsoft Office User Specialist (MOUS Specialist). This training directly qualifies graduates for jobs as:

- *General Office Clerks*
- *Secretaries*
- *Receptionist*
- *Information Clerks*
- *Office Managers*
- *Program Support Technicians*
- *Administrative Assistants*

The Microsoft Office User Specialist (MOUS) /Office Practice Training is designed with the following learning objectives:

- *Proficiency in MS Word;*
- *Proficiency in MS Excel;*
- *Basic skills in MS Access;*
- *Proficiency skills in MS PowerPoint; and*
- *Knowledge of and proficiency in standard office practices.*

In order for the trainees to obtain the core competencies needed for job success the training time will span 26 weeks. OIC-CDD is designed to operate in the evening hours (from 6:00 to 9:00 p.m.) every weekday. This feature of the OIC-CDD program enables the trainee to work while in training so that they can support themselves and gain valuable work experience while they acquire enhanced career skills. While not guaranteed, program staff will make every effort to secure private sector work experience opportunities and “stop-gap jobs” for the customers that will complement their skills training.

Curriculum Outline for A+ Certification Goals and Objectives of Course:

The goal of the program is to enable the customers to obtain the skills needed to secure employment using the skills of an A+ Technician, which can qualify the customer for jobs such as:

- *Help Desk level II/III support technician*
- *Internal IT support staff position*
- *LAN support technician*
- *Computer Installer*
- *Microcomputer Maintenance Position*
- *Junior Network Technician*

The A+ Certification program is designed with the following learning objectives:

- *Provide technical knowledge of computer architecture and operations;*
- *Teach basic troubleshooting skills and procedures;*
- *Outline proper use of resources for problem diagnosis and resolution;*

- *Enable clear and professional communication; and*
- *Prepare A+ Certification candidates for the computing industry.*

In order for the trainees to obtain the core competencies needed for job success the training time will span eight months. A+ Certification Training is

designed to operate in the evening hours (**from 6:00 to 9:00 p.m.**) every weekday.

The course is constructed to provide 15 to 18 hours of direct instruction and services each week during the 33-week program.

**FOR ADDITIONAL INFORMATION
CALL (202) 373-0050**