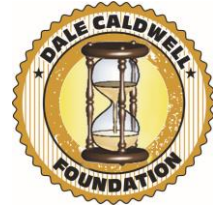


Dale Caldwell Foundation



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An Overview of the DCF Work College Poverty Reduction Program

“Job Placement Aligned with Dr. Caldwell’s Entrepreneur Zones Program”

Poverty is a chronic problem throughout the world because many wealthy and influential people support “safety net” activities instead of “safety trampoline” programs. They believe that supporting “safety net” services that simply feed and house the poor are sufficient to reduce poverty in society. This assumption is based on the theory that if you keep people from being homeless or hungry they can “pull themselves up out of poverty.” Unfortunately, people getting these basic support services are often caught in the “net” of poverty and stay there. Eliminating poverty requires a commitment to trauma-informed job training that serves as a “trampoline” bouncing people up into jobs that enable them to enter the middle class.

DCF Overview

The mission of the **Dale Caldwell Foundation Inc. (DCF)** is to end poverty through employment. Our focus is on reducing poverty in local communities by providing trauma-informed job training and placement for the long-term unemployed. We believe that the best social programs create jobs. Research suggests that many individuals living in economically challenged communities experience trauma that negatively impacts their academic performance and readiness for work. Traditional job training programs have failed because they have not taken into account the impact of this trauma.

Increasing employment for individuals who have been out of the workforce for extended periods of time eliminates poverty, reduces crime, increases student academic performance and improves the quality of life in communities. We created the **DCF**

Work College to provide trauma-informed job training and placement for all people living in economically challenged communities. Our focus is on placing the long-term unemployed in jobs in small businesses. We help our students find temporary jobs that lead to full-time positions paying a living wage. The biggest challenge facing small business owners is finding quality employees. The **DCF Work College** is free for students because it is funded entirely by contributions. This exceptional program not only reduces poverty, it increases the success of small businesses by enhancing the work skills of employees.

Our Program

The foundation of our curriculum is our innovative **Jobs Skills Development Program**. However, there are a lot of programs that cover many of the same topics. We believe that job placement will not be sustainable unless job training provides development of the whole person not just their work skills. What sets our program apart from others is the intense focus on financial, intellectual, emotional and physical health in addition to job skills. Our program is successful because we have created measures of success in each of these areas to ensure that our training is having the desired impact. The **DCF Work College** has a unique curriculum that trains our students in the following five distinct areas:

- I. **Job Skills Development:** Our curriculum is aligned with Dr. Dale Caldwell's book *School To Work To Success*. The job skills development is presented in two parts. **Part I: Finding A Job** covers often overlooked topics such as why a job is necessary, what kind of job is appropriate, what employers look for and the secrets of getting hired. **Part II: Succeeding at Work** teaches skills like effective communication, time management, ethical behavior, transportation, getting promoted and the ten rules of career management. We utilize the "Audition Placement Approach" to increase the probability of someone securing and keeping a job. In this effective strategy, we convince employers to hire an individual on a temporary basis. If they do a good job then they can hire them full-time. This provides employment opportunities that some people would not have otherwise.

Measure of Success: We evaluate our success by our *Job Placement Index (JPI)* which measures the percentage of our students who have remained in a position for 6 months or longer. This helps us continually monitor the success of our job training and placement.

- II. **Financial Health Management:** Unfortunately, many people who earn income don't know how to keep and save money. We teach our students that it is as important to focus on increasing their net worth as it is on increasing their income. Dr. Caldwell was a former Certified Financial Planner (CFP) and the first financial planning columnist for BlackVoices.com. Our financial health curriculum follows *Section III: Financial and Life Planning* of Dr. Caldwell's book *School To Work To Success*.

Measure of Success: We measure the financial success of our graduates with the *Living Wage Index (LWI)* that we created. This assessment is based on the MIT Living Wage Calculator which indicates what income a household needs to pay their bills. The *LWI* tells us what percentage of our students live in households that can pay their bills on time. This will help us assess the financial impact of the **DCF Work College**.

- III. **Intellectual Health Management:** We have found that the Lexile reading Levels aligned with different jobs are a valuable tool to measure the job readiness of our students. We administer a Lexile Assessment to each of our students to assess what types of academic remediation programs are necessary to succeed in their chosen profession. Some of the Lexile Job range measures that we use are:

Agriculture/Natural Resources:	1270-1510L
Architecture/Construction:	1210-1340L
Arts/AV Technology/Communication:	1100-1190L
Business and Administration:	1210-1310L
Education and Training:	1210-1310L
Health Science:	1260-1300L
Hospitality and Tourism:	1230-1260L
Human Services:	1050-1200L
Law and Public Safety	1420-1740L

Manufacturing	1200-1310L
Retail/Wholesale Sales and Service	1180-1270L
Scientific Research/Engineering	1190-1250L
Transportation and Distribution	1170-1350L

Measure of Success: We measure the success of our program using the *Reading Level Index (RLI)*. This measures the percentage of our placed students that are reading at the appropriate Lexile level for their job.

- IV. **Emotional Health Management:** Tragically, many people in economically challenged communities suffer from intense stress and trauma. Some even demonstrate Post Traumatic Stress Disorder (PTSD) symptoms. These individuals have difficulty controlling their emotions and focusing because of this trauma. However, the trauma is “continuous” not “post.” They experience it on a regular basis. Dr. Caldwell recognized this and created the term Urban Traumatic Stress Disorder (UTSD) to describe this condition. Since many of the individuals that we work with are dealing with high levels of stress and trauma our training is trauma-informed. Research has demonstrated that 15 minutes of mindfulness (a mental exercise where individuals track their breathing to remain present in the moment) a day enhances their ability to manage their emotions and focus. We will work with each of our students to help them do 15 minutes of mindfulness a day to enhance their emotional resilience and job readiness.

Measure of Success: We assess the success of this aspect of our program through the *Emotional Health Index (EHI)*. This measures the percentage of days our students do 15 minutes of mindfulness, meditation or yoga. This will tell us how closely our program participants are following the emotional health aspect of our program.

- V. **Physical Health Management:** A person’s physical health can help them succeed in a job. Higher paying jobs often require people to have greater energy. We encourage, but do not require, our students to increase the intensity of their exercise regimen. This will increase their energy levels and mental attitude.

Measure of Success: One of the most effective measures of physical health and energy is blood health. We measure the success of the physical health aspect of our program through the *Blood Health Index (BHI)*. Students are encouraged, but not required, to measure their *BHI* to assess their physical health and energy. We will track the percentage of our students who have a Good or better *BHI* to gauge the health of our participants and support those that are out of shape.

GOOD SHAPE BLOOD HEALTH INDEX (BHI)

Total Cholesterol = 170 to 190
High-density Lipoprotein (HDL) Cholesterol = 45 or more Triglycerides (blood fats) = 125 to 150
Glucose (blood sugar) = 85 to 95
Uric Acid = 5 or less (women), 6 or less (men) Insulin = 10 or less
Glycosylated hemoglobin (HgA1C) = 5% or more

EXCELLENT SHAPE BLOOD HEALTH INDEX (BHI)

Total Cholesterol = 150 or less
High-density Lipoprotein (HDL) Cholesterol = 65 or more Triglycerides (blood fats) = 75 or less
Glucose (blood sugar) = 85 or less Uric Acid = 5 or less
Insulin = 10 or less
Glycosylated hemoglobin (HgAiC) = 5% or more

Conclusion

The **Dale Caldwell Foundation's** unique **Work College** program will reduce poverty by preparing individuals mentally, emotionally and physically to keep and succeed in jobs. This innovative trauma informed job training should reduce poverty and provide high quality employees for local businesses. This program can benefit society because the reduction in poverty should lead to a drop in welfare costs that can potentially reduce taxes. Please contact Matt Stevens, Executive Director of DCF, at (973) 820-8999 if you would like more information about **DCF** or our **Work College**.