

HOW CAN MILWAUKEE AREA  
TECHNICAL COLLEGE HELP  
MINORITIES AND WOMEN PREPARE FOR  
SKILLED TRADES

by

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ABSTRACT

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HOW CAN MILWAUKEE AREA TECHNICAL COLLEGE HELP MINORITIES AND  
WOMEN PREPARE FOR SKILLED TRADES  
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Minorities and women are under represented in the skilled trades. According to Wisconsin Apprenticeship Standards Bureau, the 2001 representation of minorities and women is down by 25 apprentices. Unfortunately, Milwaukee Area Technical College closed a GED/Apprenticeship Learning Center early in 2001 that successfully prepared approximately 25 minorities and women for construction apprenticeships each year. MATC trains more people for good paying jobs than any other institution around. Short term and long-term solutions can remedy this social, educational and economical problem.

Experts from MATC and outside organizations were interviewed to identify effective strategies that could be implemented to negate the disproportion of minorities and women in skilled trades.

1. Establish an Apprenticeship Advisory Committee to give input for future programming and strategies.
2. Establish a comprehensive strategy for the recruitment, training, mentoring, and retention of minorities and women for the skilled trades.
3. Reopen the MATC GED/Apprenticeship Learning Center in partnership with the Skilled Trades Collaborative to foster work ethics, career exploration, and retention.

MATC ranks among the best in the world for job training. MATC should take the initiative to do what it does best by implementing the above recommendations to help more minorities and women prepare for the skilled trades.

## ACKNOWLEDGEMENTS

I am deeply grateful to my family for their support and unfailing love. Hopefully, this research project will inspire others as Dorothy Walker inspires me to give all that I have toward helping others succeed in the skilled trades. Dorothy chose a non-traditional career many years ago as trailblazer when minorities and women had very little hope of becoming a journey person. Finally, I want to acknowledge my deceased niece, Sabrina, who drowned while I was away in Menomonie attending Summer College. I dedicate this report in her memory.

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## CHAPTER 1

### INTRODUCTION

Milwaukee is experiencing growth particularly in construction with projects such as a new stadium, three correctional facilities, fine arts center, high school, casino, and major highway reconstruction. These construction project managers are constantly recruiting skilled workers around the country. Suburban Waukesha Technical College president, Richard Anderson and several businesses “are taking their search global with the hope of enticing skilled laborers from foreign land to relocate in Southeastern Wisconsin.... They just can’t find enough technical skilled people.... You can’t find enough people from literally anyplace”(Holly and Johnson, 1999, p. 1-2).

Milwaukee, Wisconsin is the largest city in the state of Wisconsin. The 2000 population for the city of Milwaukee was 596,974, which has been steadily declining as many professional white workers leave the city. The white population has dropped to 298,379 and the African American population has increased to 222,933. The Hispanic population has also grown to 71,646 (<http://www.cr.nps.gov/csd/exhibits/tuskegee/btwstu.htm>). According to Sykes, (2001), a reporter for the Milwaukee Journal Sentinel, “Milwaukee has become more integrated, but the metro area remains among the nation’s most segregated for blacks and whites <http://www.jsonline.com/news/Metro/apr01/seg04040301a.asp>. African Americans, Hispanics, and other ethnic minorities usually live closer to downtown while white tends to live in more affluent neighborhoods. The MATC district includes all of Milwaukee County, and portions of Ozaukee, Waukesha, and Washington Counties. The population of the district is 1.25 million.

The 1995 MATC Alternative Education Delivery Network reports, “The multicultural, urban epicenter of Wisconsin is simultaneously vibrant with a hopeful economy and

devastating with the highest poverty rate in the state” <http://www.milwaukee.tec.wi.us>. This dichotomy suggests that minorities have to make some progress to fully benefit from the economic success of southeastern Wisconsin. Women and minorities constitute a large segment of those living in poverty that cannot make ends meet financially. The 1995 MATC Alternative Education Delivery Network reports “A majority of Milwaukee’s unemployment and working poor are minorities and women, which makes it even more difficult to receive and /or maintain employment” (<http://milwaukee.tec.wi.us>). The high-risk students are mostly minorities, the disabled, and those of low socioeconomic status (Jones, Dionne J, Future Trends, ERIC Digest, September, 1990, p.2).

Milwaukee’s African American business leader, Curtis Harris, criticized the idea of hiring foreign workers. “Why can’t they train folks that are already here”(Holly and Johnson 1999, p.3)? There are two divergent solutions for the shortage of skilled workers in southeastern Wisconsin. The hiring of skilled foreign workers got a cool reception from organized labor. John Goldstein, president of the Milwaukee County Labor Council of the AFL-CIO, said “there is a large labor pool in Milwaukee County that Waukesha County companies aren’t working hard enough to tap”(Holly and Johnson 1999, p.2). Maria Monreal-Cameron, president and chief executive officer of the Hispanic Chamber of Commerce of Wisconsin said, “There are kids that want to go into skilled trades.... They are looking for this kind of opportunity”(Holly and Johnson 1999 p.3). Leaders of businesses, organized labor, government and the general public criticized the concept of hiring foreign skilled workers. It does not appear that foreign skilled workers will be working here anytime soon but this issue concerning the need for skill workers presents new challenges for southeastern Wisconsin.

“Prior to 1968, less than a handful of minorities and women had completed building trades apprenticeships in Milwaukee” (BIG STEP, Inc. 1999). Completing an apprenticeship,

learn while you earn, is the requirement for being recognized as a professional skilled worker. The terms apprenticeship and skilled trades will be used interchangeably for the duration of this research report. “During President Johnson’s War on Poverty in the United States in 1960’s, vocational education attracted considerable attention because it was seen as the most logical vehicle for helping minorities and women” (Prywes 2000, p.67). Former president, Lyndon B. Johnson said, “Education can move people out of poverty.” Shortly after making this statement, the former President Johnson and Congress created Job Corps, Inc. to foster job training for minorities and women. “Equal opportunity is the cornerstone of government-funded training programs such as Jobs Corps, Inc.”(Lytle 1992, p.59). “In 1990 Congress tried again, passing the Carl Perkins Vocational and Applied Technology Education Act, which was designed to establish voc-ed as a major vehicle for resolving the education-employment problems”(Prywes 2000, p.68). The tech-prep programs and School to Work Act was another attempt to utilize vocational education as a resource to help minorities and women find meaningful employment. Similarly today, Milwaukee has minorities and women who could benefit from vocational training.

Milwaukee Area Technical College (MATC) is one of the largest technical colleges in the United States with an enrollment of approximately 60,000 students <http://www.milwaukee.tec.wi.us>. MATC is part of the Wisconsin Technical College System (WTCS), which has sixteen two-year campuses. WTCS’s Services for Minority Students states that “Each of the 16 technical colleges is committed to increasing minority student enrollment, retention and successful completion of occupational programs, especially the high skill/high wage programs. Minority students have access to all the programs and services offered to non-minority students.” ---<http://www.witechcolleges.com/services.html>. MATC’s large student population is diverse and reflects a substantial number of poor minorities and women.

“MATC believes that a common core of abilities for all students is indispensable for productive workers and citizens. MATC serves the community needs by offering quality accredited programs.”—<http://www.milwaukee.tec.wi.us>. One core ability that MATC values are cultural diversity of the community. A major economic contribution of MATC is the support given primarily to minority and women groups.

“Affirmative Action policies and/or changed attitudes of men in position of power have caused some firms to actively recruit and hire women that they would ignored in the past. ...Between 1975 and 1991 the jobless rate of white women decreased 25.5%, while for black women the rate decreased only 4.2%”(Pryor and Schaffer 1999, p 67-69). MATC has over 60 programs for training people to improve their quality of life. The resources, reputation, and respect of MATC as a world leader in “helping people realize their potential as well as productivity” goes far beyond the MATC mission statement as previously paraphrased. MATC is one the most successful institutions in the United States in providing occupational training.

MATC has partnerships with community-based organizations and businesses to operate Workplace Learning Centers to better serve the students who may not opt to take a traditional course on campus. These learning centers are more accessible to non-traditional students because the students are usually attracted to the social services, community services, and physical location of these facilities. According to MATC Workplace Learning Centers Mission/Relationship to MATC Purposes –FPO Report –10/16/00, “MATC partners with business, industry, labor and government to plan and operate on site learning centers. The centers deliver quality educational offerings to increase both personal and work competencies and the confidence to pursue lifelong learning. .... The workplace learning center program contributes to MATC strategic plan through an emphasis on recruitment for the college and

developing strong partnership with business, labor and the community. .... Additionally, MATC contracts with several non-industrial organizations for learning center services. .... The Campaign For Sustainable Milwaukee uses the learning center to prepare community residents for apprenticeship opportunities in the construction trades”(Campaign For Sustainable Milwaukee, Brochure, 2000, p. 1).

During the previous three years, MATC partnered with Campaign for Sustainable Milwaukee to recruit, enroll, and prepare near north side residents for apprenticeship opportunities in the construction trades. The loss of private funding caused the closing of Campaign For Sustainable Milwaukee, who was the owner of the facility that provided the classroom and utilities for the learning center. The building is located on Milwaukee near north side at 3020 West Vliet Street. The learning center’s two instructors assisted central city residents in developing a training and employment plan which included tutoring to pass the GED and/or Apprenticeship examinations. The instructors worked closely with each student to assess individual learning styles and lifelong learning needs. The goal was to have each student demonstrate proficiency in Reading, Writing, Science, Social Studies, Mathematics, Mechanical Aptitude, Spatial Relations, and Interpersonal Skills. Unfortunately, many of the students who were tested at the learning center lacked academic skills to pass GED pretests. Retention of students was another concern for the learning center. The learning center’s enrollment for the 1998/1999 academic year was approximately 160 students. Enrollments increased significantly in 1999/2000 and 2000/2001 to almost 400 students each year. The demographics showed that approximately 75% resided in the near north side with about 50% of the student being unemployed. Approximately 85% were African American with the males constituting about 75% of the enrollment. The average age is 28 years old. A student needs approximately 10-12 weeks to complete the curriculum at the learning center. Annually,

approximately 25 or more students successfully completed the requirements for entry into an apprenticeship each year. It is very significant to emphasize that all of the students were seeking access to employment opportunities and many of those who did not successfully complete the preparatory apprenticeship training have enrolled into other courses at MATC.

The learning center also had collaboration between MATC and BIG STEP. The latter organization, "BIG STEP, is a non-profit corporation whose purpose is to establish and monitor recruitment, education, orientation, counseling, and training programs to acquaint minorities, women, and others who are residents of Milwaukee County with employment opportunities in the skilled trades in Milwaukee County"(Campaign For A Sustainable Milwaukee, Brochure, p.1, 1999). Successful completion of a state approved apprenticeship is a requirement for entry in the skilled trades. BIG STEP, Inc. now operates at a different location but does not have the same collaboration it had with MATC prior to moving away from the central city MATC Learning Center.

The learning center discontinued the instructional services on June 7, 2001 until MATC determines the feasibility of its' presence in this area of the central city. There are exploratory discussions among MATC, community leaders, and the new owner of the building concerning the future of the learning center. If the learning center reopens, then will there be tutoring for minorities and women to prepare for skilled trades?

Successful completion of a state approved apprenticeship is facilitates entry in the skilled trades. BIG STEP, Inc. cannot prepare all the minorities and women needed for skilled trades. According to The National Apprenticeship System Program And Apprenticeship Fiscal Year (2000) reports that "Registered Apprenticeship is a training system that produces highly skilled workers to meet the demands of employers competing in a global economy. A proven strategy, Registered Apprenticeship ensures quality training by combining on-the-job

training with theoretical and practical classroom instruction to prepare exceptional workers for American Industry. The process of apprenticeship registration with federal and state government agencies is standards-based. It is a process designed to ensure that working apprentices, program sponsor, and the general public can gain a clear understanding of the training and measures that are in place to ensure quality" [http://www.doleta.gov/atel\\_bat/](http://www.doleta.gov/atel_bat/). The Office of Apprenticeship Training, Employers and Labor Services (OATEL)/Bureau of Apprenticeship and Training (BAT) reported the nation's total number of Registered Apprentices was 360,511 consisting of 99,124 (27%) minorities and 24,422 (7%) women for the year 2000. The status for the Wisconsin Department of Workforce Development Office of Apprenticeships reported Wisconsin number of Registered Apprentices in Construction for the year 2000 as recorded on December 5, 2000 was 7,222 consisting of 355 (4.9%) minorities and 348 (4.7%) women. A year later, 2001, there was slight increase to 7,416 (+2.7%) apprentices as recorded on December 3, 2001 but a small decrease of minorities 348 (4.7%) and women (2.4%).

#### Problem Statement

Unfortunately, many minority and female applicants for apprenticeships do not have adequate academic skills to be admitted into apprenticeship programs. Milwaukee Area Technical College Learning Centers can negate or minimize this problem by tutoring minorities and women for preparation for GED and Apprenticeship exams.

#### Purpose of the Study

The purpose of this study is to investigate the academic needs for prospective apprentices and determine if Milwaukee Area Technical College can tutor minorities and

women to pass GED and Apprenticeship exams. This research will attempt to answer the following questions:

#### Research Questions

1. What strategies are needed for recruitment and retention of minorities and women for skilled trades?
2. What are the academics needs of minorities and women preparing for the apprenticeship test?
3. Will successful skilled trade workers participate in a mentorship/tutoring program?

#### Significance of the Study

1. Several benefits of this research are the information that can be gleaned by minorities and women job seekers, MATC, and skilled trades are the direct benefactors of this research. The community of unemployed and underemployed workers will be better informed about access to good paying careers within the construction trades. Many job seekers do not understand the benefits of apprenticeship. Apprenticeship is occupational training “where you learn while you earn”. The criteria for most apprenticeships are a high school education or a GED.
2. Milwaukee Area Technical College has the task of delivering quality and meaningful instructional services to improve the social, economic, and quality of life within the district. The college needs the research because of its’ responsibility to make an informed decision about declining enrollment and develop marketing strategies to attract students to attend Milwaukee Area Technical College. Data from this research will enhance the enrollment strategies of MATC.

3. BIG STEP, Inc., has helped many minorities to get access to skilled trades with a proven methodology. Resource material from BIG STEP says that ‘prior to 1968 only a handful of minorities and women had completed building trades apprenticeship training programs. A number of trade unions had no minorities within their memberships.’ This research recognizes the past success by BIG STEP, Inc. and will inspire more organizations to rethink their priorities about occupational training.
4. Trade unions can utilize this information to develop strategies in building a competent and diverse workforce. Milwaukee is a blue-collar town. Recently, the Milwaukee County Board authorized the construction of mural of a blue-collar worker at the airport. This symbolic gesture validates the status of blue-collar workers and reflects the sentiment of Milwaukee’s image. This data will enhance the trades unions in Milwaukee by identifying ways to diversify and increase the membership.

#### Limitations of the Study

1. A potential weakness in the research is that the researcher is a part time instructor at the learning center. A researcher should be objective and allow the data to drive the findings. The data and its’ validity will determine the recommendations and not the will of the researcher.
2. Student test scores for GED and Apprenticeship exams is confidential information and cannot be released to instructors for evaluation without the consent of students. A release of information form could be used in the future to track student test scores. Apprenticeship statistics are not released to the general unless approved by the Wisconsin State Director of Apprenticeship Standards Bureau.

3. Cost is factor since MATC has been placed under tight budgetary restraints by funding sources. There is no cost for the research but there may be unbudgeted costs if MATC implemented some of the recommendations.

## CHAPTER 2

### LITERATURE REVIEW

The organization of this literature will be presented in three sections. A history of vocational technical education as it relates to minorities and women will be presented. The next section of this literature review will delineate various theoretical viewpoints on how minorities and women have been helped to optimize their learning potential. This literature review will conclude with research on outcomes of programs that helped minorities and women to get into in the skilled trades. This review of literature deals with the history of minorities and women in their pursuit of satisfying careers in skilled trades. There are numerous existing studies of what, when, how and where minorities and women have been helped. Researchers have presented theories on learning styles, instructional delivery, and the evaluation of students who have not performed well in traditional educational settings. Theories about race, gender, social and economic status needs to be presented so that significant hiring, and firing practices can be evaluated.

Decisions should not be made in a vacuum without good counsel. The wise old preacher of preachers, King Solomon, said in Proverbs chapter 11, verse 14 that “Where there is no counsel, the people fall; but in the multitude of counselors there is safety”(Nelson, 1982, p. 419). This literature review will delineate viewpoints from a multitude of experts that studied vocational training of minorities and women. This review of literature is essential so that coherent, meaningful, and practical results can be presented.

#### History of Minorities and Women Impacted by Vocational Education

Vocational technical education has a long and rich history of impacting minorities and women by preparing them for skilled trades. The 1882 Morrill Act was passed by Congress,

which established agricultural and mechanical colleges (Prywes, 2000, p68). Today, many southern colleges such as Florida A & M, and Texas A & M are reminders of this legislation. Unfortunately, this legislation did not help youths as intended. Consequently, the Smith-Hughes Act of 1911 attempted to make vocational education more accessible to all (Prywes, 2000, p.68). The targeted population of these bills for vocational education was not to help females and minorities move into skilled trades but were targeted for post secondary learning. Black colleges did benefit from this legislation but few minorities became skilled workers in segregated workforce prior to 1960. The 1960s was an era of awakenings in attitudes toward minorities and women. Civil disobedience and protests across America made new demands for equality in all aspects of our society.

The Manpower Development and Training Act of 1962 was one of the first vocational educational training for poor people. Congress passed the Vocational Education Act 1963 specifically to make vocational education available to people of all ages in the country(Prywes, 2000, p.68). The Carl Perkins Vocational And Applied Technology Act of 1990 “was intended to upgrade the vocational high-school curriculum...as follows: (1) by raising the level of jobs for which students are being prepared; (2) by improving the integration of vocational and academic subjects, thereby providing a mix of broad and specific occupational and academic subjects needed by a wide range of students for various purposes; and (3) by prioritizing resources for counseling, guidance, and other supplementary services in order that such special population as the minorities and women or the disabled might achieve success(Prywes, 2000, p.68). The government finally established comprehensive legislation to make vocational education accessible women, minorities and disabled persons. In 1973, Congress passed The Comprehensive Employment and Training Act (CETA). Congress passed similar legislation to help minorities and women with such bills as the Joint Training Partnership Act (JTPA-

1983), and Work Incentive Program (WIN-1971). The Vocational Education movement did not stop after these bills but more legislation came out of Congress such as the Tech-Prep Movement and School-to-Work which are a part of MATC's current programs.

MATC's history of helping minorities and women through vocational education runs concurrently with the nation's vocational educational movement. The State of Wisconsin passed a law in 1911, which created the State Board of Vocational Education. According to Tarbell, "the law provided a plan of training for four groups of people who were unschooled and forgotten" (Tarbell, page 19, 1958). . A year later in 1912, the city of Milwaukee had its' first vocational school. The school's first apprenticeship classes were held in the fall of 1913. Although the Industrial Commission of Wisconsin regulated the apprenticeship program, the vocational school brought "uniformity in the administration of apprenticeship"(Tarbell, page 70,1958). MATC has long and rich history of helping minorities and women prepare for apprenticeships.

The history of vocational education and its impact upon minorities and women has been delineated. The federal, state and local levels are remarkable alike in that the purpose for the legislation was well intended. MATC has implemented many programs to help minorities and women access skill trades compliance with federal and state guidelines.

#### What Experts Say About Minorities and Women in Vocational Education?

A famous Jewish carpenter/teacher said that "For you have the poor with you always and whenever you wish you may do them good"(Nelson, 1982 p.634). The previous section about history of Vocational education illustrated that our federal and local governments have tried to help minorities and women acquire job skills. These decisions were based upon research from experts who expended much effort to collect, organize, and synthesize data on

educating the poor. “What determines an individual’s probability of obtaining employment? Is race or ethnicity or education or cognitive skills? Why for instance, is joblessness so much higher among African American men than white men? Is it location? Why is joblessness higher in the central city than in rural areas? Is it parent’s background – or age – or gender(Pryor and Schaffer, 1999, p.19)?” To address these questions was fundamental to enacting Economic Opportunity and Affirmative Action legislation. Congress did not pass this legislation without the facts from the experts. We need to know what the experts said about job training for the poor?

“And when the failure of the public schools system to educate large numbers of minorities and women is discussed, the schools are often faulted for making equal opportunity impossible. Civil-rights leaders and other reformers look to education to reduce poverty, another confirmation of the belief that education is the optimal vehicle for social progress”(Prywes, 2000, p.45). African American pioneers, Booker T. Washington and George Washington Carver, had minimal resources for the implementation of Vocational Technical Education at Tuskegee Institute. However, these men became icons for educating African Americans. Today among African Americans and other international scholars, Tuskegee Institute is respected as one of the premier institutions for vocational technical training. “Students were taught vocational skills in conjunction to their academic courses, skills in building construction, brick making, bricklaying, woodworking, soap making, cooking, dressmaking, handicraft, agriculture, electricity, roofing, and printing” These researchers paved the way for others researchers to make groundbreaking theories of employment discrimination against minority and women workers.

Gary Becker's Theory on the Economics of discrimination is based on employers that make decisions for racial comfort, preference, and taste. This theory says that employers would rather hire or promote a white male than tolerate the pain of diversity. Becker theorizes that minorities with the same qualifications would accept lower wages than a white male if given the same opportunity to work. Becker's theory is the same concept that many employers have used for downsizing. Older employers were given options to retire early and younger workers would do the same work at lower wages. One has to be careful about this theory because it could be another form of discrimination (Prywes, 2000, p.234)..

Barbara Bergmann was propelled into national prominence when she proposed her theory on the Crowding Hypothesis. Her theory may have been extracted from the work of John E.Caines who theorized in 1874 that different groups of workers face constraints when they attempt to move outside traditional areas of employment. Bergmann's theory suggests that the labor market is segmented into non-competing clusters. Traditionally, men have higher paying jobs with mobility and women and minorities have been limited to lower paying jobs with no mobility. This segregation creates an over supply of lower paid workers resulting in lower wages. Her theory recommends that women and minorities go after heavily dominated male occupations(Prywes, 2000, p234-237).

#### Outcomes of Assistance to Minorities and Women in Vocational Education

The previous section identified various legislative measures, and proven theoretical concepts applied to move minorities and women workers into skilled trades. More cases of success are needed to establish a clear and concise roadmap for minorities and women to have the confidence to pursue a non-traditional career. Do we have enough empirical evidence to demonstrate that the targeted population will respond under the today's conditions?

### Similar Programs Research and Findings

The following programs were reviewed for their relevance to this research. These programs also provided the researcher applicable evidence to support the effort of helping minorities and women to prepare for skilled trades:

Title: Subject(s): Skilled Trades Collaborative

Source: Author(s): Skilled Trades Collaborative

ISSN: None

This group of skilled workers is composed of primarily minorities and women whose motto states “salvation for a nation, race or group must come from within.” They volunteer their time and resources to promote career opportunities in the trades through apprenticeship training to individuals and organizations throughout the State of Wisconsin. Their purpose also is to network and support skilled workers collectively through their respective union organizations.

The Skilled Trades Collaborative (STC) recruits, retains, and supports African Americans, Native Americans, Latino Americans, and Asian Americans successful entry and completion of their respective construction apprenticeships. STC acts as an advocate and mentor for apprentices and journeypersons in ways that will enhance the interests of their respective communities as well as industry. This organization also works to stimulate, encourage, and support the advancement and growth among the members through lifelong skill development, management, and entrepreneurship.

Title: Subject(s): Your Guide to the New Job Corps

Source: Job Corps, Inc.

Author(s): U.S. Department Of Labor Employment and Training Administration

ISSN: None

“Equal opportunity is the cornerstone of government-funded training programs such as Jobs Corps, Inc.”(Lytle 1992, p.59). For almost 40 years the Job Corps has offered more than 3 million young men and women an opportunity to get a skill. According to the U.S. Department of Labor, Office of Job Corps, "Job Corps is the nation's largest and most comprehensive residential education and job training program for at-risk youth, ages 16 through 24. Since 1964, the program has provided more than 1.9 million young people with integrated academic, vocational, and social skills training that they need to gain independence and get quality, long-term jobs or further their education.”

<http://www.jobcorps.org/home.htm>. The training is offered by experienced journey person of all skilled trades. Job Corps have centers in almost every state including Wisconsin.

Students get free room and board, health care, and tools for the trade, and a small wage for a year.

Title: Should I go to College?

Subject(s): Alternative Careers

Source: Career World Nov/Dec99 Vol. 28 Issue 3 p25

Author(s): Weekly Reader Corporation

ISSN: 0744-1002

This article explores options to careers such as attending a community college, the armed forces or AmeriCorps, or an apprenticeship. The truth is that not everyone is prepared to

attend a four-year college or university. “People need to be ready for college both academically and psychologically.

#### Community College

A person can attend a community college and earn a one-year certificate or two-year degree. Many community colleges have a transfer program so the student can stay at home and transfer later when they are ready for the four-year college. Tuition and fees are a lot cheaper when compared to four-year colleges. “For the person who has just graduated from high school, community colleges can be a good transition from home and high school to college. The community college can help a person ease into the demands of college life and adulthood.”

#### Apprenticeships

Both men and women can pursue technical careers and get paid while they train. Apprenticeships allow new workers to gain experience and training under the direction of veteran workers. The majority of the work involves on-job training. Apprenticeships usually involve employers, a community college, and union. There are some non-union apprenticeships.

#### Armed Forces / AmeriCorps

The government is also competing to recruit as many talented young people to serve our country before considering college. The government will then help pay to college tuition after the public service. They also provide training in many careers before civilian life. I like the discipline, responsibility and character development from high school to adulthood.

#### Preparation

This article goes in depth toward helping people plan for their careers. It advises student to be flexible in planning for a career because a person often changes their mind about

a career. There is a To-do checklist to make sure all of the important things are done such as finances. Finally, there is a short questionnaire to assess if the person is ready for a four-year college. Some people may be more ready than they think!

Title: Labor Department aims to boost more apprentices

Subject(s): Apprenticeships

Source: Making Education & Career Connections

Author(s): Association For Career and Technical Education

ISSN: 1091-0131

The Labor Department proposes to increase the number of persons in registered apprenticeship programs from 415,262 to 458,482 (10 percent) by 2004. The proposal also targets a 10 percent increase for women and five percent for youths under 24 years old. The Labor Department plans to do this by distributing education and awareness materials about the benefits of apprenticeships to schools, sponsors, students, community-based organizations, and Women's Agencies.

“The department notes that school-to work (STW) will play a key role in attaining these goals, especially in Job Corps and the U.S. Education Department of Vocational Education Office. The plan notes that one of the key goals for office staff working on STW is to ensure that the progress made in developing STW systems is sustained after legislation sunsets in the year 2001.”

This article validates the need for more apprentices nationwide. It gives some assurance that every effort will be made to increase the participation of underrepresented classes in skilled trades.

Title: Hurting For Workers, Companies Offer Perks To Grads In Skill Trades

Subject(s): Apprenticeships

Source: Community College Weekly, 2/7/00, Vol. 12, Issue 13

Author(s): Cox Matthews and Associates

ISSN: 1041-5726

This program is relevant because it emphasizes the need for skilled workers and it describes the working relationship between Ranken Technical College and local industries. Ranken Technical College get an average of 12 job offers for each student completing a two-year program. There is a need for blue-collar workers in skilled trades in the St. Louis area. Companies are in need of machinists, auto technicians, and electricians.

Companies are offering to pay full tuition at the two-year technical college to get graduates to work for them three years after graduation. These apprentices start at \$9.00 an hour with a potential to earn as high as \$ 25.00 an hour at the end of their three-year duty. One company spends up to \$ 200,000 to train each apprentice. Eighty percent of the apprentices stick with the companies after their three years has ended.

This program shows that partnerships between the technical college and industry can be a win-win situation. I also like the idea that companies are seeking long-term employer/employee relationships.

Title: Virginia Youth Apprenticeship Program

Subject(s): Apprenticeship

Source: Corrections Today, 10/99, Vol. 61, Issue 6, p128

Author(s): American Corrections Association

ISSN: 0190-2563

I like this program because it represents an effort to engage incarcerated juveniles in marketable skill trades. In Virginia, youth apprenticeship serves as a means to improve the work experience and job training of incarcerated youths. The Virginia Department of Juvenile Justice (DJJ) has several apprenticeship programs for youth. DJJ operates apprenticeship programs at three locations.

Each apprenticeship program requires 140 hours of classroom instruction and a pre determined amount of hours of on-the-job (OJT) training. The youths are compensated for their OJT hours. The DJJ coordinator of Apprenticeships expresses my thoughts on this program. "The apprenticeship program gives youths an opportunity to develop positive work habits and pro work values; consequently they can apply and compete for jobs, work for real businesses, which have counterparts in their homes communities; and acquire acceptable job performance and maintenance skills."

Title: Help mold the future of the industry

Subject(s): Apprenticeship Training Preparatory Outreach Program

Source: B.I.G. S.T.E.P., Inc.

Author(s): Leftwich Management Group

ISSN: None

B.I.G. S.T.E.P. (BIG STEP) stands for Building Industry Group Skilled Trades Employment Program, which has strong ties to the Milwaukee Building & Construction Trades Council. This program provides preparatory services for greater Milwaukee area residents to upgrade their skills for successful careers in construction. BIG STEP is a non-profit corporation whose purpose is to establish and monitor recruitment, education, orientation, counseling, and training programs to acquaint minorities, women, and others who are residents of Milwaukee County with employment opportunities in the skilled trades in Milwaukee County.

The services of Big Step have focused upon recruitment of minorities and women for apprenticeships. The participants are given an academic assessment to identify deficiencies and a corresponding action plan to upgrade the necessary skills for apprentices. Tutoring and counseling is available to promote retention. BIG STEP is highly regarded for its' success for the past 30 years. This organization has affiliations with various contractor associations, joint apprenticeship training committees, and numerous companies in the greater Milwaukee area.

Title: Minority Apprentice Recruitment Program

Subject(s): Careers

Source: Milwaukee Urban League

Author(s): Milwaukee Urban League

ISSN: None

The Milwaukee Urban League is one of oldest organizations dedicated to providing direct services, research, and advocacy for African Americans, and other minorities.

Commonly referred to as the Urban League, the focuses upon issues dealing with employment, youth, family, and economic development. The mission of the Milwaukee

Urban League is to assist African Americans, and other minorities, in achieving social and economic equality. The Milwaukee Urban League has provided these services free of charge for the last 80 years. The local organization has affiliations with the National Urban League.

The Specialized Training and Education Project (STEP) focus on careers in construction and aviation. The minority Apprenticeship Recruitment Program helps African Americans and other minorities, obtain apprenticeships in the construction industry. Services include career counseling and preparation for the apprenticeship aptitude test. The Midwest Express Scholarship Program is designed to encourage African American to become employed as aircraft technicians.

Title: Minority Apprentice Recruitment Program

Subject(s): Careers

Source: YWCA-NET Programs

Author(s): Young Women's Christian Association

ISSN: None

The YWCA of Milwaukee is a membership movement of women from diverse cultural backgrounds and faiths, of different ages and experiences, committed to the empowerment of women. The YWCA has adopted one imperative of thrusting their collective power toward the elimination of racism wherever it exists and by whatever means necessary. The YWCA-NET (Nontraditional Employment Training) is a resource that helps women and minorities overcome barriers in employment. The vision and directive is to provide career paths to high skilled, high wage employment for underrepresented individuals. Developing partnerships with the community and industry to develop training and employment opportunities attains this goal.

The Minority Apprenticeship Recruitment Program is a two-phased program designed to provide pre-apprenticeship applicants with construction skills development and assist them in the successful completion of the State of Wisconsin apprenticeship requirements. The first phase consists of workshops to introduce and prepare the participant for the Apprenticeship process. The second phase provides support for the apprentice for the duration of the period required for indenture. This support includes counseling, tutoring, mentoring, mediation, tool grants, and stipends.

## CHAPTER III

### METHODOLOGY

The methods and procedures used in this study of preparing minorities and women for careers in skilled trades are explained in this chapter under the headings of method of study, sample selection, instrumentation, procedures, and method of analysis.

#### Method of Study

The study of preparing minorities and women for a career in a skilled trade is qualitative research. The authors of Practical Research defined Action research as “A type of research that focuses on finding a solution to a local problem in a local setting.” They also defined Phenomenological research as “A qualitative method that attempt to understand participants’ perspective and views of social realities” (Leedy and Ormrod, page 114, 2001). The research will answer questions about the complex is of underrepresentation of minorities and women in skilled trades because they are minorities and women in the greater Milwaukee area. Participants in the process of preparing and mentoring apprentices will be asked to share their viewpoint during interviews. The research will address the need for skilled workers in the greater Milwaukee area and the lack of representation of women and minorities in the skilled trades. The focus of the study is not problem based but seeking solutions to the problem drove this study. The researcher had taught minorities and women how to prepare for GED and Apprenticeship examinations. The researcher wanted to better understand the perspective of other instructors, trainers, and Apprenticeship Coordinators.

The student’s academic needs can be quantified by test scores but this research study does not measure variables associated with test scores to predict, explain, or control the results of students preparing for the GED and Apprenticeship examinations. Students’ perspective is

not vital for the purpose of this study since test scores quantify their academic needs.

Therefore, no investigation of academic needs for each student will be done. Actual test results from the GED and Apprenticeship examination includes this information, which gives the student a list of subject material for additional study and preparation for the next exam.

The purpose of this qualitative research study was “to describe and understand” the effectiveness of preparing minorities and women for careers in the skilled trades (Leedy and Ormrod, p.100, 2001). This requires a large amount of time interviewing staff, instructors, and coordinators.

The review of literature helped the researcher to get a feel for scope of the problem. The national, state, and local trends for women and minorities in skilled trades are consistent. This helped the researcher to design research questions that addressed common issues such as identifying academic needs, mentoring/tutoring, recruitment and retention. The literature review also helped with making practical solutions that were tried and proven.

### Sample Selection

Leedy and Ormrod said on page 101 in their book, *Planning Your Research Design*, that qualitative research is typically presented with the “description and understanding of the phenomena from the participant’s point of view” (2001). Who are the stakeholders in tutoring minorities and women to prepare for GED and Apprenticeships examinations? Who benefits if the program succeeds and who loses if the program fails? Are there primary and secondary stakeholders? How do you determine the value of each response from the stakeholders? These questions are addressed before the population and sample are selected.

The problem statement said that many applicants for apprenticeships do not have adequate academic skills to be admitted into apprenticeship programs. Milwaukee Area

Technical College Learning Centers can negate or minimize this problem by tutoring minorities and women for preparation for GED and Apprenticeship exams. The primary stakeholder might in some cases be minorities and women.

The research questions drive the investigation to study the academic needs of minorities and women. The first research question is as follows: What are the academics needs of minorities and women preparing for the apprenticeship test? The second research question follows: Will successful skilled trade workers participate in a mentorship/tutoring program? The research questions also raises concerns about mentoring, recruitment, and retention of students. What strategies are needed for recruitment and retention of minorities and women for skilled trades? The latter two research questions imply that there are other primary stakeholders besides the students. Skilled trades workers have gone through the process of studying and preparing for the examinations? Their input and support would be invaluable to minorities and women. Recruitment and retention of minorities and women for this program is the responsibility of the instructors.

The participating students, cooperating skilled trade workers, and instructors are the primary stakeholders, which is a large population? This population is too large for the purpose of this investigation. All students are informally interviewed by the instructors to develop a good teacher to student relationship. This information is invaluable to the instructor and student because it delineates short term and long term goals based upon the student's academic current level and the expected academic level at the completion of the program. The information about the academic level and expectations of incoming students is important to MATC. Unfortunately, while the instructor retains this information, it is not documented for future reference and benchmarks.

There are ten labor unions representing skilled trade workers. This population is too large for the purpose of this study. Each labor union has an Apprenticeship Training Director who reviews the test scores of each participant. The Apprenticeship Training Director plays a very important role in selecting candidates for apprenticeships. A well-designed survey of these directors would extract concise information regarding the research questions about the academic level of students and what support the existing skilled trades workers could make. However, the Wisconsin Bureau of Apprenticeship Standards does not allow union Apprenticeship Training Directors to release records concerning the status of apprentices. Written approval must be issued by the Wisconsin State Director to collect this data from various unions. These union Apprenticeship Directors could be asked to participate in future research only with the authorization of governing state agencies.

The third research question is as follows: What strategies are needed for recruitment and retention of minorities and women for skilled trades? The two instructors have this responsibility for interacting with students to promote recruitment and retention. What information can the instructors provide about recruitment and retention? More importantly, how can this information be presented objectively? Fortunately, there are three organizations in the Milwaukee area doing similar work besides MATC. Face to face interview with these instructors will validate or invalidate the information provided by the MATC instructors.

In summary, the primary stakeholders are the participating students, the skilled trade workers and the instructors. The average academic level of entering students is available through MATC's databases. Each new student is asked to participate in an informal get acquainted discussion with the instructor. Six representatives from outside organizations besides four representatives from MATC will be interviewed about recruitment, tutoring, mentoring, and retention of minorities and women for skilled trades. Fortunately, the

researcher has an extensive network of contacts in Technical Education, which will facilitate a population of experts on the research. The researcher has over thirty years experience in technical work and training. As an engineering student, welder, certified non-destructive examiner, administrator, and educator, the researcher selected participants based upon recommendations and personal contacts. All of the MATC representatives are highly regarded in their area of expertise.

### Instrumentation

This section on instrumentation outlines why the relevant information will be collected utilizing interviews and a Skilled Trades Survey. It is critical that the interview and survey instrument be constructed so that no harm will result to the participants. Qualitative research involves presenting the description and understanding of phenomena from the participant point of view. “An interview is literally an *inter view*, an inter change of views between two person conversing about a theme of mutual interest” (Kvale, page 2, 1996). The lack of academic skills of minorities and women taking GED and or Apprenticeship examinations can be discussed face to face with instructors. These interviews will not specify individuals but will aggregate trends. All of the student records will remain confidential. This will allow the interviewer and the interviewees to have an open conversation about programmatic issues that are addressed in the research questions. The thematic content and purpose of the interview is to collect information as it relates to the task of assisting minorities and women to prepare for GED and Apprenticeship examinations (Kvale, page 95, 1996). The research questions of “what” and “why” have to be answered before the “how” questions of design can be posed meaningfully.

The title and introduction explains the purpose of the survey. The name and title of all participants are optional and each person can remain anonymous. All interviewees are informed that their responses will become public information. Each interviewee will be asked to describe their responsibilities in their own words as they relate to recruitment and retention of persons seeking a career in the skilled trades. The Skilled Trades Survey is the primary data collection instrument to be used during the interview. The survey contains 16 questions with the majority of them designed as multiple-choice questions. Each response must be ranked by the interviewee varying from 1 – very important to 5 – least important. An option is designated as “Other” to allow the interviewee to give their own opinion if they disagree with the choices given.

The Skilled Trades Survey was designed to collect data to do a thorough investigation regarding the problem statement and research questions. Research Question (1) seeks information about the recruitment and retention of minorities and women for skilled trades. The first survey question ( 1 ) and the last two survey questions ( 15 ) and ( 16 ) asks the interviewee’s to give their perspective on successful strategies for recruitment and retention of person interested in skilled trades. Research Question (2) seeks information to identify the needs of minorities and women preparing for GED and apprenticeships. Survey questions ( 2 – 6 ) were designed to identify the needs and attributes of students preparing for GED and Apprenticeships. Research Question (3) targets successful skilled trades workers as a potential source for mentoring minorities and women preparing for apprenticeships. Survey questions (7, 8, 14 and 15) will help to determine the level of support available for minorities and women preparing for apprenticeships. Survey questions (9 – 13) will help to create a statistical baseline to benchmark future trends for minorities and women preparing for GED and Apprenticeship examinations. The face-to-face interview will conclude with an opportunity for the

interviewee to make further comments as they relate to Problem Statement of helping minorities and women to prepare for GED and Apprenticeship exams.

### Procedures

The research will answer questions about the complex issue of the increasing the representation of minorities and women in skilled trades in the Milwaukee area. Participants in the process of preparing and mentoring apprentices will be asked to share their viewpoint during face-to-face interviews. The stakeholders have to be identified by organization and job responsibilities prior to selection for an interview. The purpose and a time frame of 1-2 hours should be clearly delineated in the first contact. The Skilled Trades Survey Instrument should be mailed or faxed to each prospective participant several days prior to each interview.

Plan to arrive 15 – 20 minute early to tour the facility and make observations about the climate for learning. However, such observations should not be intrusive but to create a fluent comfort level to eliminate any nervous apprehension. The purpose of the interview and public release of information should be explained so that the participants will know that the research not be confidential. Extra copies of the survey instrument will be available during the interview. The instrument should be followed as close as possible but each participant should be encouraged to utilize the section designated “Other” if they do not agree with the choices on the survey instrument. Each response and ranking should be discussed and clarified. It is important to be vigilant in restating each response and taking accurate notes. The validity of the interview questions will be assessed at the end of each interview by allowing each participant to comment about the quality of the interview. Conclude the interview with an appreciative attitude regardless of the responses or climate of the interview. Also, make a note if the participant requests a final copy of the report.

Time for reflection and concise documentation should be done immediately after the interview. If there are unclear issues, then contact the participant the next day for clarification. Condensation, categorization, comparison of the data should be done while the events are relatively new. All suspected findings and conclusions should be postponed until the entire population has been interviewed.

#### Method of Analysis

The researcher will analyze the data collected using techniques of condensation, categorization and interpretation. These three approaches to data analysis are discussed by Kvale in the book, *Interviews*, which introduces “how to do” qualitative research interviews (Kvale, page 191, 1996). One key factor about the analysis is that the procedures are designed with the analysis in mind. The researcher has a problem statement and research questions to investigate with the purpose of reporting the perspective of others as they relate to tutoring minorities and women. This approach will facilitate analysis upon the intended subject and reduce irrelevant interpretations.

Condensation involves reducing many words into a few word without altering the meaning of the words. The interviewer will restate the response of the interviewee for clarification. The researcher will be making observations during the interview based upon facial expressions, body language, voice tone and enthusiasm during the interview. A post interpretation will be done after the interview to record reflective observations of the interviewer.

Categorization is an approach that will be used to help evaluate the opinions of different participants on the same questions. Kvale said “To analyze means to separate into parts or elements” (Kvale, page 184, 1996). The data collected will be separated by subjects

and respondents for comparison. The objective is to identify trends and consensus of opinions on how to tutor minorities and women for GED and Apprenticeship examinations.

The final report will involve analyzing and verifying the results, evaluating the validity of the research and recommendations for the research.

## CHAPTER IV

### RESULTS and DISCUSSION

This chapter provides the data collected during the interviews and the observations noted while interacting with each interviewee. This data presented is categorized and condensed as it relates to the Problem Statement and Research Questions. Tables will illustrate the responses to the Skilled Trades Survey and show their relevancy to this research. The population consisted of instructors and support staff of those organizations that are working with minorities and women interested a career in the skilled trades. MATC is the principal organization with the most resources to impact this research. A total of four interviews and Skilled Trades Surveys were conducted at MATC and five interviews and Skilled Trade Surveys were conducted at outside agencies that prepare minorities and women for skilled trades.

The researcher made direct telephone contact with each prospective interviewee to explain the purpose for their participation. All of the interviews were granted and conducted at the facility of the interviewee. Each interview started with a few words of appreciation to the interviewee for participating in the interview. Everyone was receptive and displayed a genuine interest in the researcher's effort to help women and minorities gain access to skilled trades. They did not want to remain anonymous but they welcomed an opportunity to go on public record in support of this effort.

## Results

Table 1 is a quick profile of the interviewees' job responsibilities and their roles in administration, recruitment, training, retention, and mentoring of persons interested in skilled trades.

Table 1 - Participant's Job Responsibilities

<u>Title</u>	<u>Employer</u>	<u>Administration</u>	<u>Recruitment</u>	<u>Retention</u>	<u>Training</u>	<u>Mentoring</u>
Specialist	MATC	No	Yes	Yes	No	No
Counselor	MATC	No	Yes	Yes	No	No
Asst. Dean	MATC	Yes	Yes	Yes	No	Yes
Instructor	MATC	No	Yes	Yes	Yes	Yes
Instructor	MPS-	No	No	No	Yes	Yes
	Vincent H.S.					
Director	BIG STEP	Yes	Yes	Yes	Yes	Yes
Coordinator	YMCA	Yes	Yes	Yes	Yes	Yes
Coordinator	Milwaukee	Yes	Yes	Yes	Yes	Yes
	Urban League					
Consultant	Self	Yes	Yes	Yes	Yes	Yes
Union	Local 113	Yes	Yes	Yes	Yes	Yes

Table 2 reflects the responses from the survey instrument to question 2 regarding the various techniques being utilized to recruit individuals for apprenticeships in skilled trades.

Table 2 - Recruitment Strategies Ranking

	<u>High</u>		<u>Low</u>			<u>Responses</u>	<u>Average</u>
	1	2	3	4	5		
<u>Strategies</u>							
Advertising	x		xxxx	xxxx	xx	10	3.90
Middle School	x					1	1.00
High School	x	xxxxx	xx			10	2.10
		xx					
Tech College	xxx		xxx	xx	x	9	3.33
Trade Union	xx		xx	xx	xx	8	3.25
Community	x				xx	3	3.33
<u>Based Organizations</u>							
Word of Mouth	xx	x				3	1.33
Job Experience					x	1	5.00

Table 3 represents the responses to the survey instrument question 2 in regard to desirable attributes for applicants to possess or develop.

Table 3 - Desired Attributes For Apprenticeship Applicants

Rankings

<u>Attributes</u>	<u>High</u>				<u>Low</u>		<u>Responses</u>	<u>Average</u>
	1	2	3	4	5			
Academics	xxx	xxxx	xxxx				10	2.20
Work Ethics	xxxxx						10	1.00
	xxxxx							
Study Skills				xxxxx	xxx		10	4.30
				xx				
Self Confidence	xx	x	xxxxx	xx			10	2.70
Work Experience					x		1	1.00
Job Interest	x						1	1.00
Interpersonal Skills					xx		2	5.00
Commitment				x			1	1.00
Attendance		x					1	1.00

Table 4 indicates the responses to question 3 on the survey instrument in regard to the academic strength of Apprenticeship applicants.

Table 4 - Desirable Academic Levels

<u>Academics</u>	<u>Rankings</u>					<u>Responses</u>	<u>Average</u>
	<u>High</u>		<u>Low</u>				
	1	2	3	4	5		
Reading	xx	xxxx	x	xx		9	2.33
Math	xxxxx	x	xxx	x		10	2.00
Mechanical & Spatial	xxx	xx	xxx		xx	10	3.88
Problem Solving	xx			x		3	2.00
Algebra					x	1	5.00
Science					x	1	5.00

Table 5 illustrates the responses to question 4 on the survey instrument in regard to the most effective curriculum for preparing Apprenticeship applicants for examination.

Table 5 - Curriculums Used For Pre-apprenticeship Tutoring

<u>Curriculums</u>	<u>Rankings</u>					<u>Responses</u>	<u>Average</u>
	<u>High</u>		<u>Low</u>				
	1	2	3	4	5		
GED	xxxx	xxxx	xx			10	1.80
ARCO	xxx	xx		xxxx	xx	10	3.33
Mechanical & Spatial							
Contemporary		xx	xxxxx	x		8	2.50
Number Power							
Basic Skills	xxx	x		xx		8	2.50
MATC-			x			1	3.00
Madison							
TABE			x			1	3.00
Glencoe				x		1	1.00

Table 6 illustrates the responses to question 5 on the survey instrument concerning the contributions that instructors are expected to make when working with minorities and women.

Table 6 - Instructors' Contributions

	<u>Ranking</u>					<u>Response</u>	<u>Average</u>
	<u>High</u>		<u>Low</u>				
	1	2	3	4	5		
<u>Activities</u>							
Tutoring	xx	xx	xxx	xxx		10	2.70
Workshops	x	xxxxx	x	xx	x	10	2.70
Mentoring	xxx	xxx	xxx		x	10	2.30
Interviewing			x	xxxxx	x	9	4.00
				xx			
Career Exploration	xxx		x			4	2.35
Facilitating			x			1	3.00
Technical Education	x					1	1.00

Table 7 indicates the responses to question 6 on the survey instrument, which pertains to the strategies that MATC could utilize to help students prepare for apprenticeships.

Table 7 - MATC's Impact Toward Minorities and Women

	<u>Ranking</u>					<u>Responses</u>	<u>Average</u>
	<u>High</u>		<u>Low</u>				
	1	2	3	4	5		
<u>Contributions</u>							
Tutoring	xx			xxx	xxx	10	2.70
Tech Ed	xxxx	xxx	xx	x		10	2.30
Workshops	x	xxx	xxxx	x		9	2.56
Diversity Training			x			1	3.00
Mentoring	x	xx	x	xx	xx	8	3.25
<u>Career Exploration</u>							
	x	x	x			3	2.00
Tech Prep		x				1	2.00
Improve Testing Access			x			1	3.00

Table 7 – MATC’s Impact Toward Minorities and Women continued

	<u>Ranking</u>					<u>Responses</u>	<u>Average</u>
	<u>High</u>		<u>Low</u>				
	1	2	3	4	5		
<u>Contributions</u>							
Public Schools Partnerships						1	1.00
	x						

Table 8 represents the responses to question 7 on the survey instrument concerning external communications within the past 12 months about apprenticeship training.

Table 8 - External Communications

<u>Organizations</u>	<u>Frequency</u>	<u>Total Contacts</u>
MATC	xxxxxxx	7
BIG STEP	xxxxx	5
Milwaukee Urban League	xxxx	4

Table 9 represents the responses to question on the survey instrument concerning external communications about apprenticeship training. Participants were specifically asked if they were willing to share information with other organizations.

Table 9 - Shared Information

<u>Title</u>	<u>Employer</u>	<u>Information Sharing</u>	
		Yes	No
Specialist	MATC	x	
Counselor	MATC	x	
Asst. Dean	MATC	x	
Instructor	MATC	x	
Instructor	MPS-Vincent H.S.	x	
Director	BIG STEP	x	
Coordinator	YMCA	x	
Coordinator	Milw Urban-League	x	
Consultant	Skilled Trades Collaborative	x	
Union	Local 113	x	

Table 10 illustrates the responses to question 14 on the survey instrument concerning the attributes that apprentices are expected to develop in order to successfully complete their apprenticeship.

Table 10 - Desirable Attributes

<u>Attributes</u>	<u>Ranking</u>					Response	Average
	<u>High</u>		<u>Low</u>				
	1	2	3	4	5		
Academics		x	x	xxxxx		9	3.67
				xx			
Transportation		x	xxxxx	x	x	9	3.22
			x				
Work Ethics	xxxxx	xx	xx			9	2.33
Dependability	xxxx	xxxx		x		9	1.44
Personal Issues					x	1	5.00
Commitment	x					1	1.00
Mentoring					x	1	5.00

Table 11 indicates the responses to question 15 on the survey instrument concerning the level of support for mentoring women and minorities.

Table 11 - Mentoring

<u>Title</u>	<u>Employer</u>	<u>Support For Mentoring</u>	
		Yes	No
Specialist	MATC	x	
Counselor	MATC	x	
Asst. Dean	MATC	x	
Instructor	MATC	x	
Instructor	MPS-Vincent H.S.	x	
Director	BIG STEP	x	
Coordinator	YMCA	x	
Coordinator	Milwaukee Urban-League	x	
Consultant	Skilled Trades Collaborative	x	
Union	Local 113	x	

Table 12 reflects the responses to question 16 on the survey instrument regarding suggested guidelines for preventing and resolving conflict between the apprentice and journeyperson.

Table 12 - Suggested Guidelines For Conflict Resolution

1. Have neutral person act as a liaison between the apprentice and journeyperson.
2. Appoint a journeyperson to act an advocate for the apprentice.
3. Mediator and advocate to represent apprentice.

Questions 9, 10, 11, 12, and 13 on the survey instrument serves as balance sheet and income statement concerning the status of active participants apprenticeships. In other words, the researcher wanted to collect current numerical information regarding the number of people involved in apprenticeships in comparison to the number of minorities and women in apprenticeships. Most of the participant's responses were estimates since it is extremely difficult to track individuals for a period of five years. It was determined that the numerical data provided in response to these questions did not attain the required validity for this research. Each union and the Wisconsin Department of Workforce Development-Apprenticeship Standards Bureau maintain accurate information. Table 13 illustrates the numerical statistics concerning the active participants in construction apprenticeship during the period of December 5, 2000 thru December 3, 2001.

Table 13 - Apprenticeship Statistics

	12/5/2000	12/ 3/2000	<u>Change</u>	<u>Percent</u>
<u>Construction Total</u>	7,222	7,416	+194	(+2.7)
Minorities	355 –(4.9%)	348 – (4.7%)	-7	(-2.9)
Women	197 –(2.7%)	178 – (2.4%)	-19	(-9.6)

Table 14 reflects the concluding comments of the participants during the interview.

Table 14 - Comments

- There needs to be a joint collaboration among the various pre-apprenticeship training organizations with MATC and Joint Apprentice Training Committees.
- Centralized facilitation of resources to make clients employable to eliminate jumping back and forth from one organization to another.
- Established a central database to follow students to promote continuity in training.

## Summary of Data

The introduction of this research report discussed the need for skilled workers in the Milwaukee area. Milwaukee Area Technical College is heavily involved with apprenticeship testing and training. The social, employment, and economic status of minorities and women lag the general population. The college is committed to increasing the quality of life of all area residents through offering effective lifelong training. Minorities and women are at a disadvantage when it comes to seeking good paying jobs in skilled trades. MATC's Learning Centers are geographically located with the Milwaukee area to better area residents. Due to the closure of Campaign of Sustainable Milwaukee, Inc., MATC had to closed a key-learning center on the near north side, which delivered GED, and Apprenticeship tutoring to minorities and women interested in skilled trades. This learning center annually tutored 380 minorities and women for skilled trades. Annually approximately 25 students satisfactorily completed their requirements for acceptance into their apprenticeship programs.

The data provides several factors to have a positive impact on the problem statement concerning how can MATC help minorities and women prepare for skilled trades. Supporting evidence about retention, recruitment, tutoring and mentoring will satisfy the research questions. Chapter V will very carefully examine the related issues that appear to affect minorities and women student goal completion and programming. A major finding in the annual statistical report shows a decline in minorities and women participating in apprenticeships. Finally in Chapter V, the researcher will analyze and interpret the data presented in Chapter IV and make reasonable recommendations for implementation.

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The construction industry is in need for skilled workers in the Milwaukee area because major construction projects such as building a new technical high school and a five-year reconstruction of two interstate highways in downtown Milwaukee. Milwaukee Area Technical College is heavily involved with apprenticeship testing and training of skilled workers. The social, employment, and economic status of minorities and women lag the general population. The college is committed to increasing the quality of life of all area residents through lifelong training, higher education for economic development, and better access to individuals with less resources to attain employable skills. Minorities and women are at a disadvantage when it comes to seeking good paying jobs in skilled trades.

Special consideration must be given to assisting displaced workers, the unemployed, and those who are challenged academically. MATC's Learning Centers are geographically located with the Milwaukee area to better serve area residents. The facility, which housed the GED and Apprenticeship Learning Center, was sold by the defunct community based organization, Campaign For Sustainable Milwaukee, Inc., which resulted in closing the learning center in June of 2001. This learning center annually tutored 380 minorities and women for skilled trades. Annually approximately 25 students satisfactorily completed their requirements for acceptance into their apprenticeship programs in construction. The Wisconsin Bureau of Apprenticeship Standards released a report on December 3, 2001 that showed decline of 26 minorities and women participating in apprenticeships in construction trades. MATC can help minorities and women prepare for skilled trades by reopening a community learning center with emphasis upon tutoring and career exploration of technical education including the skilled

trades. Conclusive data about recruitment, retention, tutoring, and mentoring was provided to the researcher during the face to face interviews to derive solutions that will mutually benefit MATC and the community at large. The most interesting question during the research is the problem statement, which asks the experts “How can MATC better prepare minorities and women for skilled trades?” Training of instructors within MATC and from outside organizations is the most important contribution from the college. The second choice is workshops that promote technical education and skilled trades. The third and fourth choices are mentoring and tutoring respectively. These findings suggest that MATC needs to implement comprehensive strategies for recruitment, tutoring, mentoring, and retention of minorities and women in skilled trades. The aspect of implementation will be discussed later in the Recommendations.

#### Restatement of the Problem

The goal of this qualitative study was to identify strategies to prepare minorities and women for skilled trades. Recruitment, retention, tutoring and mentoring are the key factors to successfully assist minorities and women so that can they fully participate in apprenticeship programs. Expert opinions were solicited from various individuals who expressed a genuine passion toward increasing the representation of minorities and women in skilled trades.

#### Methods and Procedures

The qualitative research study of preparing minorities and women for a career in a skilled trade is qualitative research. This research answered questions about the complexity of

under representation of minorities and women in skilled trades. Participants in the process of recruiting, tutoring, and mentoring apprentices shared their viewpoint during interviews. The process of face-to-face interviews and utilization of a survey instrument addressed the need for skilled workers in the greater Milwaukee area and the lack of representation of women and minorities in the skilled trades. The researcher had taught minorities and women how to prepare for GED and Apprenticeship examinations. The researcher wanted to better understand the perspective of other instructors, trainers, and mentors.

The student's academic needs are quantified by test scores but this research study does not measure variables associated with test scores to predict, explain, or control the results of students preparing for the GED and Apprenticeship examinations. There was no need to investigate the degree of academic needs for each student. The results from the GED and Apprenticeship examination include this information, which gives each student a list of subjects for study and preparation for the next exam. The purpose of this qualitative research study was "to describe and understand" the effectiveness of preparing minorities and women for careers in the skilled trades (Leedy and Ormrod, p.100, 2001). The problem statement calls for a qualitative research study of minorities and women seeking a GED and Apprenticeship. Information about the learning style of each student is pertinent to this research. The student identity was irrelevant but the trends and demographics are helpful to the researcher when determining feasibility of access to the learning centers.

### Major Findings

There has been a decline of 7 minorities and 19 women participating in construction apprenticeships in the year 2001. The MATC GED and Apprenticeship Learning Center

estimated that approximately 25 of its participants were accepted into apprenticeships a on a annual basis. There is not enough data on demographics and student tracking to make a statistical correlation of cause and effect between these two events. However, approximately 75 prospective students have visited the facility seeking tutoring since its' closure. These prospective students were referred to other organizations such as BIG STEP for assistance but there is no documentation that they got the tutoring that they were seeking.

Sufficient data from the interviews was presented in Chapter IV that adequately addresses the problem statement and research questions concerning the recruitment, tutoring, mentoring, and retention of persons interested in skilled trades. The experts' choice for recruiting prospective students for skilled trades is high school with composite ranking of 2.10 (1.00 high to 5.00 low) and a frequency of 10 responses. Unions are the second choice with a ranking of 3.25 and a frequency 8 responses. Their third choice is technical college with a ranking of 3.33 and a frequency 9 responses. The experts' first choice is work ethics for desirable attributes in students a composite ranking of 1.00 and frequency of 10 responses. Their second choice is academics with ranking of 2.20 and a frequency of 10. Self-confidence is their choice with a ranking of 2.70 and a frequency of 10 responses.

The next findings are related to instructional services, which include learning expectations, curriculum, and instructor to student's contributions. The experts' first choice for desirable academic areas to develop is mechanical aptitude and spatial relations with a composite ranking of 1.88 and a frequency of 10 responses. Their second choice is mathematics with a ranking of 2.00 and a frequency of 10 responses. Reading is their third choice with a ranking of 2.33 and a frequency of 9 responses. The experts prefer GED

curriculum as their first choice with a composite ranking of 1.80 and a frequency of 10 responses. Their second choice Contemporary's Number Power through Algebra with a composite ranking of 2.50 and a frequency of 8 responses. Basic Skills curriculum is the third choice with a ranking of 2.50 and a frequency of 6 responses. ARCO's Mechanical Aptitude and Spatial Relations is fourth choice with a ranking of 3.33 and a frequency of 10 responses. The fourth choice is the primary resource being used for mechanical and spatial tutoring by the experts. Career Exploration is the most important contribution for instructors to make which is the first choice of the experts with a ranking of 2.25 and relatively low frequency of 4 responses. The second choice of the experts is mentoring with a ranking of 2.30 and a frequency of 10 responses. Third choice of the experts drew an even standoff between tutoring and workshops the identical composite ranking of 2.70 and frequency of 10 responses.

Retention and mentoring are important issues in apprenticeships. The experts prefer dependability in apprentices as their first choice with a composite ranking of 1.44 and a frequency of 9 responses. Their second choice is work ethics with a ranking of 2.33 and a frequency of 9 responses. Adequate transportation between the job site and the classroom is their third choice with academics being the fourth choice. Mentoring is closely associated with retention. All of the participants indicate that they are supportive of mentoring. The comments suggest that an advocate or liaison be designated for each apprentice to help prevent and resolve any job related conflict during the process of completing an apprenticeship.

An interesting finding in regard to external communications is that most of the outside organizations besides BIG STEP does not get feedback from other organizations such as

MATC's Testing Center and various Joint Apprentice Training Committees. On the other hand, they all believe that it would be beneficial to share information among the providers of services to individuals preparing for a career in skilled trades. Another finding is that there needs to be a collaboration among these various training and support organizations, Joint Apprentice Training Committees, and MATC to better facilitate the resources to those interested in apprenticeships.

### Conclusions

This qualitative research has consumed many hours of study, interviewing, and observing variables associated with delivering effective instructional services to a specific group. The problem statement and research questions focused upon recruitment, tutoring, mentoring, retention of minorities and women preparing for a career in skilled trades. The results of research involve subjectivity. Perhaps the most subjective aspect of the research involves the interpretation and analysis that were made during the interviews. Conclusions were postponed until all the data had been collected, categorized, and condensed. However, there is one common thread that flowed through all of the research, especially during the interviews. It is the conclusion of the researcher that all of the individuals who participated in this research have something in common. The instructors, coordinators, and administrators displayed a passion and commitment in their voices, body language, and enthusiasm when discussing these variables. Although this conclusion is subjective, nevertheless it is qualitative research in its true form.

The research data provides adequate information to further conclusions about MATC's role in helping minorities and women prepare for skilled trades. It is factual that

there has been a decrease of 7 minorities and 19 women actively involved in construction apprenticeships since MATC closed the GED/Apprenticeship Learning Center on the near north side of Milwaukee. The new building owner has given approximately 75 referrals to interested persons within the last six months. Therefore, it can also be concluded that there is a need for this type of outreach instructional service. Sufficient data has been evaluated to suggest that MATC can optimize its' resources to make a greater penetration into helping minorities and women prepare for the skilled trades. This will be discussed under the topic Recommendations.

#### Recommendations Related To This Research

There are numerous opportunities that administrators, instructors, and support staff can execute to make a positive impact toward increasing the number and minorities and women in apprenticeships. These recommendations identify strategies with benefits that are mutually exclusive for MATC and the community.

1. Establish an Apprenticeship Advisory Committee for the college so that representatives from labor, businesses, government, and community organizations can effectively communicate their needs to MATC toward developing comprehensive strategies for training a skilled workforce within the framework of apprenticeships.
2. Relocate and open the MATC GED/Apprenticeship Learning Center in shared space with the Skilled Trades Collaborative. The learning center should have evening hours to accommodate the many participants who work during the day. This partnership with the Skilled Trades Collaborative will

foster the mentoring of minorities and women who are preparing and participating in apprenticeships.

3. Actively seek the support, approval and authorization from the Wisconsin State Director of Apprenticeship Standards Bureau to perform an annual Skilled Trades Survey of Joint Apprenticeship Training Committees and Apprenticeship Directors of organized labor and businesses to ascertain the effectiveness of MATC's apprenticeship programming and instructional services for apprentices.
4. Sponsor six apprenticeship informational meetings at MATC annually to recruit and inform the public about apprenticeship opportunities and free apprenticeship preparatory services at the MATC GED/Apprenticeship Learning Center and other MATC Academic Support Centers .
5. Extend the same free apprenticeship preparatory services from the MATC GED/Apprenticeship Learning Center to all applicants from labor unions and businesses that attend apprenticeship informational meetings.
6. Provide Career Exploration workshops at MATC on a monthly basis for those interested skilled trades. Workshops should be developed for instructors at outside agencies to enhance their instructional delivery toward preparing persons for apprenticeships.
7. Utilize the Personal Employment Plan/Questionnaire for all individuals who are preparing for apprenticeships. All information provided should be kept in a database to track each individual's lifelong learning activities. Obtain a personal release of information on each participant so that instructors can

obtain test results directly from MATC's Testing Center in order to develop customized learning plans for those who failed the test.

Hopefully, these recommendations can be implemented to reverse the decline in 2001 of minorities and women actively participating in construction apprenticeships. The major hindrance facing MATC is the financial restraint in public spending. However, the rewards of increased enrollment, diversity, and a well-trained skilled force are worth the investment.

#### Recommendations For Future Study

A self-assessment questionnaire could help each student reflect upon their learning style, career path, and to promote retention. Each student could provide information about his or her learning strengths and weaknesses. The problem statement calls for qualitative research study of minorities and women seeking a GED and or Apprenticeship. Information about each student's strategies to achieve lifelong learning plan is pertinent to future research. Some information on the self-assessment questionnaire will be the basis for future surveys and strategies for recruitment and retention. These questionnaires could establish a database for future research to focus upon the student's perspective.

The Skill Trades Survey could be sent out annually to the labor unions Apprenticeship Training Directors pending the approval of the Wisconsin State Director of the Bureau of Apprenticeship Standards to facilitate better programming and related services at MATC. At the completion of research, with the approval and support of the Wisconsin State Director of Apprenticeship Standards Bureau, each Apprenticeship Coordinator for construction trades will be sent a survey. The following is a list of the leading trades that students have selected:

1. Carpentry
2. Cement Mason
3. Electrical
4. Bricklayers
5. Ironworkers
6. Painting
7. Plumbing
8. Steamfitters
9. Sheet Metal
10. Sprinklerfitters
11. Roofers
12. Laborers

In summary, some form of an ongoing self-assessment questionnaire for future incoming students should be extracted from this research. A future incoming student could use this questionnaire reflect upon his or her learning style, career path, and retention. This questionnaire should document the participants' goals and lifelong learning trends. Each student could analyze his or her learning strengths and weaknesses. This information on the self-assessment questionnaire will be the basis for the development of future teaching strategies to advance recruitment, tutoring, mentoring, and retention of all students.

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APPENDIX A

SKILLED TRADES SURVEY

Your response will be used for academic research to facilitate effective instructional techniques to better prepare minorities and women applicants for skilled trades. This information will be available upon request. Please contact Roosevelt McKinney (414) 536-4675 if you desire to see the results of this survey.

Name (optional): \_\_\_\_\_

Title (optional): \_\_\_\_\_

Description of your responsibilities as they relate to the recruitment and retention of apprentices.

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Please rank your responses (1, 2, 3, 4, 5) with 1- very important and 5 - least important.

1. Which do you consider are the most effective resources for recruitment of applicants for an apprenticeship?  
 Advertising       Technical Colleges  
 High School       Trade Unions  
 Other \_\_\_\_\_
  
2. Which attributes do you consider are significant for apprenticeship applicants to possess?  
 Academics \_ College study skills  
 Work ethics       Self-confidence  
 Other \_\_\_\_\_
  
3. Which academics areas are essential for apprentices?  
 Reading       Writing  
 Math       Mechanical and Spatial aptitude  
 Other \_\_\_\_\_
  
4. Which curriculum is most effective for preparing applicants for the apprenticeship examination?  
 GED       Number Power (Whole Numbers to Algebra)  
 Arco's Mechanical Aptitude and Spatial Relations  
 Basic Skills  
 Other \_\_\_\_\_

5. What can instructors do to better prepare minorities and women for apprenticeships?  
 \_\_\_ Tutoring                      \_\_\_ Mentoring  
 \_\_\_ Workshops                    \_\_\_ Interviewing  
 \_\_\_ Other \_\_\_\_\_
6. What could MATC do to help better prepare minorities and women for apprenticeship?  
 \_\_\_ Tutoring                      \_\_\_ Workshops  
 \_\_\_ Train instructors            \_\_\_ Mentoring  
 \_\_\_ Other \_\_\_\_\_
7. Please check  the following organizations that you have given feedback to within the last 12 months concerning apprenticeship training.  
 MATC                       BIG STEP                       YWCA – NET  
 Milwaukee Urban League                       WCTC                       None
8. Would you consider including the above organizations in future mailings, newsletter, and informational meetings?  
 \_\_\_ Yes                      \_\_\_ NO
9. Please indicate the approximate number of apprenticeship applicants for 2000 and the year to date (YTD) for 2001.
- |                  |      |                  |     |
|------------------|------|------------------|-----|
|                  | 2000 | 2001 YTD         |     |
| Total applicants | ___  | Total applicants | ___ |
| Minorities       | ___  | Minorities       | ___ |
| Women            | ___  | Women            | ___ |
10. Please indicate the approximate number of applicants that passed the apprenticeship examination.
- |                  |      |                  |     |
|------------------|------|------------------|-----|
|                  | 2000 | 2001 YTD         |     |
| Total applicants | ___  | Total applicants | ___ |
| Minorities       | ___  | Minorities       | ___ |
| Women            | ___  | Women            | ___ |
11. Please indicate the number of applicants who were interviewed after passing the apprenticeship examination.
- |                  |      |                  |     |
|------------------|------|------------------|-----|
|                  | 2000 | 2001 YTD         |     |
| Total applicants | ___  | Total applicants | ___ |
| Minorities       | ___  | Minorities       | ___ |
| Women            | ___  | Women            | ___ |



APPENDIX B

Personal Employment Plan / Training Retention Program  
(PEP)

Date\_\_\_\_\_

1. Personal Data

Name\_\_\_\_\_

Phone\_\_\_\_\_

ADDRESS\_\_\_\_\_

CITY\_\_\_\_\_ STATE\_\_\_\_

ZIP \_\_\_\_\_

ARE YOU A SINGLE PARENT? YES OR NO

DISPLACED HOMEMAKER YES OR NO

WORK STATUS: EMPLOYED FULL TIME EMPLOYED PART TIME  
UNDEREMPLOYED UNEMPLOYED DISLOCATED WORKER

ARE YOU RECEIVING ANY PUBLIC ASSISTANCE? FOOD STAMPS MEDICAL  
RENT UTILITIES

NUMBER OF LEGAL DEPENDENTS IN YOUR FAMILY INCLUDING YOURSELF  
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APPROXIMATE ANNUAL INCOME FOR YOUR HOUSEHOLD\_\_\_\_\_

*Ethnic Origin*\_\_\_\_\_ *Gender: Male Female*

2. Knowledge: Self-knowledge: “What do I want”?

*A.* Interests: List your top three choices for each of the following areas of  
interest:

Personal: activities that you enjoy	Academic: Training programs you would enjoy taking the most	Work Preferences: departments, interests, people

Abilities: *List personal skills and talents that will be helpful in a career choice:*

<i>“I am good at ...”</i>	<i>“Career areas where my abilities can be useful...”</i>

B. Strengths: *Personal and academic areas I need to strengthen:*

<i>Date</i>	<i>“ I need to strengthen...”</i>	<i>“Steps I will take to strengthen these areas...”</i>

3. Work Experiences

A. Employment Challenges:

1) Present or past difficulties:

<i>“The following things make it difficult for me to get or keep a job...”</i>	<i>“Steps I am taking to deal with these issues...”</i>

*Work related experiences:* I had the following work/life experiences that may be relevant to future jobs: *Please List*

Date:	Work Related Experiences:	Skills Acquired through Work Related Experience:

2) *Careers of Interest: I am interested \_\_\_\_\_ and have discovered the following information about the areas:*

Department or Job Title	Education Requirements	Skills needed to acquire	Employment Opportunities
a)			
b)			
c)			

4. Future Goals and Decision-Making: *“How do I get there?”*

A. Career Goals and Action Steps:

Date:	Goals Resulting From Career Exploration Activities (check the appropriate box below:)	Action Steps: (what I need to accomplish my goals)
	<input type="checkbox"/> New Career <input type="checkbox"/> Advancement in Current Career	

Education Plan: (courses or programs helpful to the pursuit of my career interests)

Current training programs or courses enrolled in:	Anticipated Courses or Training Programs:	<i>Date</i>

The following skills will assist you in succeeding in life, work, education and/or training. Rate your skill level using the following scale:

1-excellent                      2-good 3-fair                      4-poor

Conflict Resolution-resolving conflict \_\_\_\_\_

Thinking Skills-identify & solve problems \_\_\_\_\_

Basic Skills-reading, writing, listening \_\_\_\_\_

Managing Information-find and use information \_\_\_\_\_

Interpersonal Skills-teamwork, getting along with others \_\_\_\_\_

Personal Qualities-plans projects, organized and works independently \_\_\_\_\_

Criticism-Handles constructive criticism appropriately \_\_\_\_\_

GED/Apprenticeship

LIFELONG LEARNING AGREEMENT

Career

- A. I \_\_\_\_\_ am interested in pursuing a career/apprenticeship in \_\_\_\_\_. I need to follow a lifelong learning process of accessing the academic and vocational instructional resources. I also need the employment referral services of MATC.

Assignments/Schedule

- A. I will work hard to finish my assignments and attend classes twice a week for 90 minutes each session. I shall maintain a schedule of studying five hours each week doing my homework. In addition, I will submit a monthly learning schedule to my instructor. I shall notify my instructor five days in advance of any changes in my schedule. My goal is to take my Official GED/Apprenticeship tests within 8 – 10 weeks after starting this learning process.

Book Loan

- A. I understand that my instructor will loan me a book after completing 10 hours of classroom time. I agree to pay the full cost of the book if I lose it or cause severe damage to the book.

Mentor

- A. I have designated \_\_\_\_\_ as my mentor with the authority to hold me accountable to fulfill the terms of this Learning Agreement. I understand that I can get a mentor by participating in the Skilled Trades Collaborative (STC). I give my instructor permission to contact my mentor or me by whatever means possible to help me achieve my Lifelong learning goals.

Participant's Name: \_\_\_\_\_  
Phones (home) \_\_\_\_\_ (work) \_\_\_\_\_

Address \_\_\_\_\_

Signature: \_\_\_\_\_

Mentor's Name: \_\_\_\_\_  
Phones (home) \_\_\_\_\_ (work) \_\_\_\_\_  
Signature: \_\_\_\_\_

Address \_\_\_\_\_

Address \_\_\_\_\_

Instructor's Name: \_\_\_\_\_

Attachment: Monthly Schedule