**Workforce 3One**

**Transcript of Webinar**

**Best Practices in Pre-Apprenticeship Training**

**For Nontraditional Occupations**

**Tuesday, July 14, 2015**

*Transcript by*

*Noble Transcription Services*

*Murrieta, CA*

BRIAN KEATING: All right. With that, I'm going to go ahead and get myself out of the way. I'm going to turn things over to Felecia Hart, team leader and WANTO project officer for the U.S. Department of Labor, Employment and Training Administration. Felecia, take it away.

FELECIA HART: Thank you, Brian. Hi. As everyone heard, my name is Felecia Hart and I'm the team leader for the U.S. Department of Labor, Office of Apprenticeship, Division of Standard National Industry Promotion and I am also the project officer for the WANTO grantees.

The Women in Apprenticeship and Nontraditional Occupations grant provides competitive funding to organizations to increase access for women in nontraditional occupations, which the U.S. Department of Labor defines as occupation that comprises less than 25 percent women.

The 2014 WANTO grantees are nontraditional employment for women, Chicago Women in Trades, and a consortium of trade women organizations led by the Oregon Tradeswomen, Inc. Each of the grantees has launched regional technical assistance center under this grant to provide technical support to the service areas and apprenticeship program sponsors, as you can see on the map.

And today, we have presenting for us Meg Vasey, the executive director for the Tradeswomen, Inc. We have Kathleen Culhane, the executive director for the organization of NEW in New York City. And we also have Leah Rambo, the training director for Sheet Metal Works, Local 28; and Jayne Vellinga, the executive director of Chicago Women in Trades.

Today's presentation is on best practices of peer apprenticeship training for nontraditional occupations. While our focus today is on the construction industry, this model can apply to any industry considered nontraditional, such as advanced manufacturing, engineering, energy, and others.

In 2012, the Department of Labor hosted several listening sessions, engaged in industry stakeholders and department of workforce systems to identify the value of peer apprenticeship. Peer apprenticeship training can support entry-level workforce and successful placement in registered apprenticeship and employment. Today's presentation will provide information on how this model can increase diversity in the workforce pipeline and help women achieve success in registered apprenticeship in nontraditional occupations.

And before we get started, we would like to do a little poll.

MR. KEATING: All right. Thanks.

MS. HART: So if you –

MR. KEATING: Yep. Go ahead, Felecia.

MS. HART: OK. So if you could take a moment to tell us what type of industry of stakeholder you are in and – on the screen.

MR. KEATING: All right. Great. And some of you already voted in this poll earlier before the webinar began. But if you didn't, or if you for some reason you want to change your vote, go ahead and vote right now.

We'd like to know what type of industry stakeholder you are. Your choices are registered apprenticeship program, employer, WIOA or American Jobs Center, community college, community-based service program, government, or something else. And if it's something else, go ahead and let us know what that something is in the chat window if you haven't already done so.

So again, we know a lot of you already voted. If you didn't, go ahead and make sure you click the radio button now to select your choice. And Felecia, I'm going to turn things back to you to comment on what we're seeing.

MS. HART: OK. So what I can see, government has the highest percentage and WIOA. Yeah. They're kind of neck and neck. They're really close, WIOA and the government.

MR. KEATING: All right. Very good. Thanks to everyone who went ahead and took the time to let us know who you are today. Back to you, Felecia.

MS. HART: You're welcome, Brian.

OK. Today, I would like to introduce Meg Vasey, the executive director for Tradeswomen, Inc. Meg, I'll turn it over to you.

MEG VASEY: Thank you, Felecia. And thanks to the Department of Labor's Office of Apprenticeship for the support of our WANTO partnership, which makes this work possible. And thank you to the audience for your attention today.

Tradeswomen, Inc. was established in 1979 and our mission is outreach, recruitment, retention and leadership development for women in the skilled trades. We are located in Oakland, California, and we provided variety of direct and support service in furtherance of our mission, primarily in northern California.

We target specific barriers for women and we work with tradeswomen at all stages in their careers. Please visit our website to learn more about our range of programs.

Today, I'm going to talk about co-educational; that is mixed gender construction readiness programs. You will see in here the acronym PAT – pre-apprenticeship training – to refer to these programs for brevity.

I will talk about some of the best practices to ensure that co-ed programs offer opportunities to women as well as to men. One of the greatest challenges to women entering in apprenticeship in a blue collar trade is the paucity of information about it. This is a general barrier for those not in the know about these great jobs, but it is a specific and higher barrier for women.

One of our traits and best practices is to offer informational workshops for women by women that are entry to apprenticeship for women workshops. We cover construction career basics as well as specifics. We talk about what are the trades? What is apprenticeship? What is a union? And our workshop presenters are tradeswomen and advocates who are experts on women in construction and apprenticeship. Our workshops are a safe and informed environment for women to ask questions that might not be brought forward in a co-educational context.

We also cover what you need to be ready for a construction apprenticeship program, whether you are a man or a woman. Here is a quick checklist for your reference if you're not familiar with apprenticeship entry. And a woman coming to an informational workshop may have many of these qualifications in hand, including some construction experience. She may come out of the military, for example, and she may just need information on her choices and how to apply, and what to expect in the application process.

However, another candidate may benefit from a wraparound PAT program, which may be one of the following types.

We have single craft union-sponsored PAT programs in our area. Both the carpenters and the iron workers have instituted in-house PAT programs, some specifically for women, some co-ed. In California and elsewhere, various agencies have endorsed PAT programs that use the Multicraft Core Curriculum that's developed by the National Building Trades and they use experienced instructors from the industry.

In my area, we also have significant community-based organizations, such as the Cypress Mendella Training Center, which runs a nationally recognized PAT. We also have local city and web-sponsored PATs, such as San Francisco CityBuild and RichmondBuild. And I note that Job Corps and state programs, such as California Conservation Corps, also offer PAT programs.

In addition to covering the readiness basic checklist for apprenticeship preparedness, PATs may offer benefits, such as direct entry into an apprenticeship program. That term probably, in most cases, should be facilitated entry because the candidate doesn't automatically get a placement and a job in most cases, but can get a significant leg up, such as credit for their educational component of their apprenticeship program or slotted into an interview pool ahead of the general application pool but still in a competitive process.

I would note that facilitated entry requires a negotiated agreement with the apprenticeship program in question and that a well-regarded PAT program may also offer other benefits, such as the benefit of coming from a good reputation for the candidate or certifications which make the candidate an attractive prospect for employers.

So we have this training industry with multiple benefits and dedicated to increasing opportunity. Unfortunately, the problems for women have not been solved through the introduction of PAT programs. Currently, co-ed PAT programs on the whole are still replicating the gender segregation of the overall construction industry. Many PAT programs have only from 0 to 5 percent women.

And the best practices, however, for increasing the numbers of women in apprenticeship are also the best practices for increasing the number of women in PAT programs.

It is important that we look at a change of practice and some different allocation of resources to open the PAT pipeline for use for women into the construction trades. Here are the few of the basics.

Have women do the outreach. Tradeswomen with experience working with the tools, preferably, as tradeswomen in this role provide an instant you can do it message just by introducing themselves. Similarly, feature women in promotional materials. Tradeswomen in promotional materials speak both to the men and women of the construction community.

Employ female instructors and case managers in your PAT program. Our most successful co-ed partners have female instructors and or female case managers with knowledge of the trades. This message of you can do it is there from the initial outreach and interview and the message is conveyed to both employers and men in the field as well as the women that tradeswomen are a valuable part of this community.

PAT instructors provide constant support for the women without saying a word. They decrease the likelihood of harassment and provide models for dealing with bullying, both in the PAT program and for the community that they serve as a whole.

Similarly, consider that women of color in your cohort and on your staff provide benefits and remember that a critical mass is important in each class; that a single woman out of 25 to 50 is isolated and will not reap the benefits of a support group that a critical mass of women in your class would have. The support group can last through your apprenticeship and we also would note that successful programs in our area have a target for the numbers of women in their programs.

I would mention that the United Brotherhood of Carpenters has a goal of 20 percent women in their PATs and their apprenticeship classes that they're working to meet. Similarly, retention and placement requires some focus and attention for women specifically.

Tradeswomen organizations, such as Tradeswomen, Inc. and other WANTO grantees can assist co-educational PATs in these best practices. They have resources and expertise. I would like to say that TWI, similar to other WANTO grantees, speak women in an all-male industry. The value added that they can provide are outreach and recruitment targeted to women.

I would note that Tradeswomen, Inc. uses a different network for its outreach than many PATs that rely on a much more male based outreach component. They have a different messenger and messenger and they provide immediate mentors and support to the women who are interested in your PAT program.

They can also support retention. A woman who's well prepared for the construction culture will last longer. Tradeswomen organizations can therefore increase retention and provide ongoing resources for women over their career, particularly if they have developed relationships with the tradeswomen in their organizations early on.

Another important component that Tradeswomen, Inc. provides to support PATs and women in the trades is our work with the Women Building California and the nation conferences. Over the last 15 years, Tradeswomen, Inc. has partnered with the women with the state building trades of California and now with the National Department of the Building Trades AFL-CIO. These conferences provide a high intensity platform with information networks, inspiration, and a reality check, all in one go.

Tradeswomen, Inc. has sponsored a special scholarship program for women in PATs in California to bring them to this conference. And each year, it brings over 100 PAT women to the conference providing them with this high-intensive and exciting opportunity to meet and learn about the trades.

Another successful strategy is all female cohorts within co-educational PATs. Tradeswomen, Inc. has worked with PG&E Power Pathway with an all-female cohort in their co-ed programs and we are excited to be starting a new initiative with Rising Sun, a PAT in our area.

Some successful programs have a target, as I mentioned before, that the Northern California Carpenters have a 20 percent goal and that suggestive target is in line with other apprenticeship programs who have made a goal of 20 percent women by 2020.

We can sum up the significant takeaways as follows. Coeducational PATs can expand the pathway for women into well paid blue collar jobs through the employment of best practices. But changes to the status quo do require a new focus in resources on the part of the PAT community and that tradeswomen organizations are important partners in this effort.

Again, I want to thank you for your attention today. You see my contact information and contact information for Tradeswomen, Inc. on your slides. And please use e-mail and feel free to follow up and ask us any questions or ask for more information about our program.

With that, I'm pleased to introduce Kathleen Culhane, executive director of Nontraditional Employment for Women, and Jessica Suarez, the director of Strategic Initiatives who will present the next segment. Thank you.

KATHLEEN CULHANE: Thank you, Meg, for that and for discussing how to support access for women in pre-apprenticeship training programs. I'm Kathleen Culhane at Nontraditional Employment for Women, or NEW, and I'm joined today by my colleague, Jessica Suarez here at NEW.

And we will discuss our pre-apprenticeship program and our relationship with registered apprenticeship programs, which helps to strengthen the success of our program. We are also very pleased to be joined today by Leah Rambo, the Joint Apprenticeship and Training Council, or JATC, administrator for the Sheet Metal Workers International Association, Local 28 Training Center.

JESSICA SUAREZ: Our goal for today is to focus the attention on our employer relationships. So I'm just going to provide a brief overview of who we are. NEW was founded in 1978 and is based out of New York City. We provide free pre-apprenticeship training to 400 to 500 women per year, preparing them for careers in the building and construction trades.

Our candidates are 85 percent minority. We provide a combination of hands on and job readiness training, an OSHA 10 certificate, and the opportunity for direct entry into apprenticeship programs. Since 2005, NEW has placed over 1,000 graduates into trade union apprenticeship programs.

MS. CULHANE: Thank you, Jessica. Some of the practices that make our pre-apprenticeship training program so successful are our ongoing recruitment. NEW recruits from a wide variety of sources, and these include job fairs, community outreach, relationships with elected officials, and community board members. We also recruit continuously, holding twice weekly information sessions.

We have a consistent training cycle. Our classes are offered year round and we have rolling admission. We offer a new training class every three to four weeks and offer approximately 16 classes a year. Our training mirrors the job site. We continuously work with registered apprenticeship programs to build and strengthen our pre-apprenticeship curriculum. Our training policies, including the importance of attendance and punctuality, are designed to map what graduates will experience in the beginning of their apprenticeship.

We teach, for example, our students that on-time is early and early is on time and on time is late. Another one, for example, is are students lift and carry every day, starting with a 45-pound compound bucket. And by the end of our program, lifting and carrying a 63-pound compound bucket.

MS. SUAREZ: Another essential component of our training program is our social services department. We believe in developing the whole individual to be sure they are truly ready for employment. Often, our candidates are dealing with a number of outside barriers to employment that, if not resolved, can prevent them from being successful. This can include childcare, unstable housing, or the multiple of challenges that arise from being unemployed or underemployed.

Each accepted applicant received the one on one intake assessment with our social services staff to identify areas where candidates may need support during training or prior to enrolling. This is an ongoing relationship that involves case management throughout training and continued support through placement in the life of their career.

What may be the most attractive piece of our pre-apprenticeship training for employers is that NEW provides a comprehensive pre-screening process to ensure that we are delivering the best possible candidate for the specific trade. Because of the reputation of our candidates, NEW will receive notification of NEW apprenticeship classes from our partners outside of public recruitments.

We ensure that our candidates can meet the qualifications of the position. For example, if the structural iron workers are looking for a candidate, we make sure that that candidate can climb the 30 foot I-beam and have the skills needed to begin this career. But we don't just want the candidate to start in apprenticeship. We want them to retire from that trade, which is why we track the retention of our tradeswomen through their first year of apprenticeship and beyond.

In today's job market, it is essential to maintain a constant presence on social media. NEW uses social media to recruit, meet new tradeswomen, and maintain contact with graduates and connect with employers locally and nationally.

Paramount to our success is our partnership with the building and construction trades. This is a listing of our registered apprenticeship program partners in New York. Apprenticeship programs will reserve 10 percent of each new class for NEW graduates. This comes as a direct result of the mayor's commission on construction opportunity here in New York City that was initiated in 2006. And we are very excited to announce this commitment from the building trades, government, and industry partners have been reestablished this year.

MS. CULHANE: In 2010, NEW launched our NEW Signature Projects Program in partnership with our board of directors. The NEW Signature Projects Program is a commitment to tradeswomen made by owners, developers, and contractors to include a goal for tradeswomen participation on their projects and to help a project meet their diversity and local hiring goals.

As mentioned, the key to our success is our strong partnerships with the building trades.

It is my pleasure to now turn it over to Leah Rambo who will discuss the Sheet Metal Workers International Association, Local 28 apprenticeship and her partnership with NEW.

LEAH RAMBO: We've been working with NEW for several years now. And one of the advantages of working with them is that we know that we're going to have a pool of qualified candidates. As mentioned earlier in the building trades, your attendance is everything. You're often partnered up with teams of two and three. If one person doesn't show up, the job doesn't get done.

So being present to work every day and being on time is very key to anyone who's working in the building trade. And NEW can assure for us that their candidates are well aware of what is expected to them in terms of timeliness and coming to work every day.

Another advantage is that there is a difference in working in all male or a predominately male work atmosphere. So NEW also talks to their candidates and helps prepare them for an – a majority male work environment, which there are some challenges there. There aren't challenges that can't be overcome, but at least NEW is able to help their apprentices or their pre-apprentices beforehand to be prepared, to know a proper way or how to handle conflict when it comes along.

And if there is a particular apprentice that is having difficulty once they're in the program, it's a value to us that a NEW office continued support. So if I have a challenge of childcare or sometimes someone may end up in an unfortunate domestic situation, we can refer them back to Nontraditional Employment for Women so that they will have additional help than what the individual union's members assistance program can offer.

We have several successful apprentices and mechanics that have graduates through NEW. Just a few I can think of, one who's been in the trade for over 30 years, Leah Rivera (ph), a veteran who is a longtime member of Local 28. She has worked as a foreman. She can work in all parts of the trade and she's recently appointed as a trustee of the Joint Apprenticeship Committee.

Others like Thia Williamson (ph) who have graduated through NEW as mechanics. We have several that are in key positions. We have Thia Williamson who's working in the drafting office as well as Jaclyn Morello (ph), also in the drafting office. And these are considered our very skilled and key positions within our industry. Another one that comes to mind, a third-year apprentice, Gwen Rice (ph), who is currently in a testing and adjusting and balancing shop. Very technical area of our trade.

So we find that the women that come from NEW, it's not just a matter of them being successful as apprentices, but they go on to become journey workers that are able to remain in the trade, stay employed, and then able to retain skilled positions within the trade.

Our current recruiting cycle that we're in now, this is actually for the last two years. Anyone that comes through our door for recruitment, if it is a woman, we first find out did they come from us from NEW. And if they haven't, then we will send them to NEW to enroll because we feel that even though they might've on their own have access to us, that it is still a benefit for them to go through NEW's pre-apprenticeship program.

We're seeing record numbers now increasing of women in the trade from 3.5 percent four years ago to currently 10 percent now in the apprenticeship program. And with this ongoing recruitment, just in the month of July, our numbers are upwards of 15 percent that are at least applying to the apprenticeship program.

I'm going to turn this back over to Kathleen now so you can see her contact information.

MS. CULHANE: Thank you, Leah, for that really great presentation. The contact information for myself at NEW is on the screen.

And I am now pleased to introduce Jayne Vellinga from Chicago Women in the Trades.

JAYNE VELLINGA: Hello, everyone. Thank you, Kathleen, and thanks, all of you, for joining us today for this important discussion on preparing women for careers in the construction industry.

My role today is to talk about pre-apprenticeship curriculum that works for women and introduce you to some free downloadable resources you can use to help you better understand and adjust the needs of women in your program.

Briefly, Chicago Women in Trades was founded by tradeswomen in 1981 with a mission to improve women's economic equity by increasing their participation in high-wage blue collar occupations.

To achieve this goal, the newly formed agency worked to raise awareness of these career opportunities among women and connect them to apprenticeship programs, most having received little or no prior career education or relevant training and work experience, were not immediately prepared to successfully compete for these opportunities, prompting CWIT to establish the technical opportunities program in 1987 to support women in becoming not only competitive applicants but successful apprentices.

We operate an average of three sessions annually, serving about 25 women each for a total of approximately 75 per year.

MR. KEATING: And Jayne, I'm sorry. Could we just have you slow down a bit and just speak up a bit? Just for our audience.

MS. VELLINGA: Oh. OK.

MR. KEATING: Thank you. No problem.

MS. VELLINGA: No problem. On average, about 70 percent of participants meet graduation requirements, and 70 percent of those are accepted into apprenticeship or other nontraditional occupations. Last year, 65 women from current and past classes were placed in apprenticeship or other high-wage blue collar occupations.

Before getting into the specific career elements, I want to say a few words about the overall culture and philosophy of the class. We consider this to be a bridge program, meeting women where they are and helping them build the skills they need to meet program requirements. We also maintain a sisters helping sisters approach with the idea that they will find support in this community, stay connected to the organization, reach out to other women on the job site, and come back to share their knowledge and experience with the next group.

Since many if not all of the women in the program are doing something brand new and intimidating, it is important to create an environment that supports and celebrates each individual's progress. If I'm going to pick up a circular saw for the first time, I want to do it in a room full of people who are going to clap for me and not make me feel inadequate.

MR. KEATING: And I'm sorry, Jayne. We're still getting feedback that you're a little hard to hear. If you could just speak up, that would be awesome.

MS. VELLINGA: I am talking as loud as I can, Brian.

MR. KEATING: All right.

MS. VELLINGA: I don't know.

MR. KEATING: All right. We are recording. So folks, if you're having trouble, we can always circle back. Back to you, Jayne.

MS. VELLINGA: OK. OK. It should also be an environment that brings people together to learn from and support one another as it builds confidence to have a peer group to share with and rely on, and in some cases, helps women who may be facing resistance from important people in their lives. It also helps women to understand the value of sticking together on the job site and focusing on the bigger picture of success for women in general rather than solely on their individual careers.

Our instructor gives a wonderful talk about this on the first day of class and my favorite line is we have women who love men, women who love women, women who love everyone, and women who don't like anyone at all, and we all have to get along.

Also, the program mimics the requirements of apprenticeship program is essential provide support for women in order to help them meet these requirements. It's not, OK, if you miss three days, you're out; but rather, understanding the issues that as they occur and helping participants to solve problems and access resources that may resolve the issue.

Given the age of most of our participants and the often lengthy process of gaining acceptance into apprenticeship, we find it works best to hold the class in the evenings and on weekends so that women can continue working or find meantime employment to support them through the process. We operate on Tuesdays and Thursday evenings from 6:00 to 9:30 and on Saturdays from 8:00 a.m. to 3:00 p.m. for 12 weeks or about 170 hours.

The curriculum is the result of looking at the barriers women face in applying to and entering an apprenticeship and crafting a curriculum that addresses those needs as comprehensively as possible.

So we're here at math and test preparation. Many apprenticeship programs in our area rely on apprenticeship testing, at least in part to select applicants. Since it is a rare 18-year-old who has the confidence and knowledge to buck expectations for a construction career, the average age of our students is 32; meaning that if they were good at math in high school, they probably need a refresher.

More often, gender stereotyping means that in high school, very few women pictured themselves in technical careers or took more than the required number of math classes. As a result, they are often insecure about math skills and may even suffer from math anxiety.

So this goes for other elements of aptitude testing, including mechanical comprehension and spatial visualization, which are likely to be brand new from any participants. The program moves at a fairly slow pace, built in frequent assessment, including daily quizzes. So people can see their progress and mastery of concepts one at a time. It includes study groups and tutoring available for an hour before class and any time the student can arrange a time with a tutor.

Despite these challenges, we recently had a participant achieve a perfect score and rank number one on the plumber's test.

In addition to the obvious requirements – this is physical fitness, obvious requirements of the industry – many programs include strength testing as part of their assessment process. So women cannot start building their strength and stamina soon enough. We focus on weightlifting and other exercises to build upper body strength as well as aerobics and flexibility exercises. This includes two evenings per week and stretching before and material handling during hands on workshops.

Basic construction skills and hands on experience. I'm switching slides. Even if experience is not a determining factor for apprenticeship selection in your area, this is a critical component of pre-apprenticeship programs for women. This may be the first chance women have really had to explore these careers and get their hands on the tools. It is a great confidence booster for them to demystify this work and help them see that they can do it, too.

I would say that nearly 90 percent of students on pre-test are unable to use a ruler beyond whole numbers, let alone read blueprints or recognize tools. Not only do we teach these skills, but we also give them plenty of opportunity to use them in hands on projects and concentrating electrical, plumbing, pipefitting, sheet metal working, brick laying, and more. This is also a great opportunity to introduce them to apprenticeship programs as NEW discussed and volunteer – and tradeswomen who serve as trades instructors.

We have maybe 40 tradeswomen volunteer each session to provide hands on training in conjunction with apprenticeship program field trips or in our workshop. This exposure not only assures apprenticeship programs that participants have received accurate information about their trade and gives them the opportunity to see them work, but the obvious investment in their recruitment and the presence of successful women in that women go a long way towards building women's comfort level with following through with an application.

Workplace readiness. So yeah. This includes the obvious things with all training programs do. Goal setting, resumes, interviewing. Just bear in mind that the construction industry is very unfamiliar to your female apprentices and every effort should be made to make sure they understand how the industry is organized, how to find a job, expectations on the job site, and strategies for addressing the challenges they are likely to face.

I just want to highlight a few things that have proven helpful for us. So we do sexual harassment training with each class. It's important not to sugarcoat the challenges that they can anticipate. But to work with them to develop strategies and they're going to help them once they get on the job site.

Mock interviews. Interviewing can be especially challenging for women in this industry. Not only are women socialized to be more modest during interviews, but she is walking into an all male environment to talk about her qualifications with an expert or group of experts that she suspects may not want her there. Inviting contractors and apprenticeship programs to come and help them practice and give them useful feedback helps to both build skills and confidence.

And then question and answer with tradeswomen. So since we have tradeswomen working with the class every Saturday, we build in a 30- to 60-minute question and answer with the tradeswomen volunteers after lunch each workday. This is a chance for participants to learn about the experiences, good and bad, of the tradeswomen and the strategies they use to overcome any challenges they face on the job.

And then we're trying something new. It's a book club. And so for the past year, we've been piloting this book club that incorporates a lot of our job readiness and career education curriculum. Using related non-fiction, fiction, and poetry, students engage in guided discussion and create their own poetry. This is an attempt to treat the whole person whose motivation, drive, and resilience is as important as any skills we can teach. It can also be easier to tackle personal issues by focusing on the issues of a third party.

Based on focus groups and student surveys, participants really appreciated this opportunity for introspection, connecting and sharing with their classmates, and building confidence in speaking up in group situations.

So we have been working through the Midwest Technical Assistance Center to have available curriculum that can help all of you to create or to augment your pre-apprenticeship programs.

So I just want to take you now to the website. Brian?

MR. KEATING: Yeah. Just give me sec to bring that up, Jayne. And while we get that ready, we've also brought up the link on your screen. So you can also bookmark that or that's an – obviously in today's presentation. While Jayne brings up that to show you live, I did want to mention that there are a couple of options for you today. So one thing I want to mention is that you've got a full screen option at the top right hand corner of what we're sharing here. Also, right next to that full screen option, it looks like four arrows pushing outward. Feel free to select or deselect that as you need to.

Also, go ahead and right next to that, to the immediate left, there's a zoom in feature. So feel free to play with those options. You can zoom in or choose the default, which was scale to fit. Also, we've got the full screen button. Feel free to select that but don't forget to deselect it in case you want to come back and ask a question.

And we are looking over your virtual shoulder, Jayne. So you're all set when you're ready to give us the web tour.

MS. VELLINGA: OK. Great. So this is how you get to our main website and that's the address for the peers in the webinar slide, the www.chicagowomenintrades2.org. So when you get to our main site, you can access the technical assistant site by clicking here. I've got it pre-opened. So I'm going to go back up here.

So this is the site and it's organized by audience. So we have a tab for pre-apprenticeship providers, other workforce development or training organizations. A tab for apprenticeship programs, a tab for tradeswomen, and a tab for employers. We're also working on resources for the whole Midwest area, too, by the way. So if you click on your state, at least some resources should come up already.

This is a work in progress, by the way. It's not particularly pretty and it isn't finished. So no judging. But I wanted to show you because there are already a lot of resources on here.

So you click on the pre-apprenticeship tab. I'm going to follow up real briefly on Meg's career education piece. And we do have a guide that you can download as well as a video. And I'll show you the guide real quick as I open it up. So this is the table of contents for the guide. Why should you consider a career in the trades, understanding the construction industry. You get the idea. And it includes plenty of words of advice from tradeswomen. OK.

So then you go – so this is our outreach and career education piece. And then there is also a complete assessment guide here. Then you can go to training and this is where the curriculum is.

So we used to use – and original curriculum is right here; in for a change. But it is primarily lesson plans. So when we went to try to work with community colleges and so forth to replicate the curriculum, we found that this wasn't quite enough. And so we developed a lot of original curriculum that you can download for free. And so these are the basic overview of the class and all that. It's including administrative materials, which includes everything you could need, the class requirements, the progress reports, etc.

And then you can go to the curriculum itself. There's math and test preparation. It'll provide a little guidance. And then you can go to the curriculum and you can see what all is here. This is in our area. This is as far as it goes in terms of the level of math required. It may be different in your area.

All of these are downloadable right away, but if you want answer keys, then you have to ask me for a password because we don't trust our students quite that much. There's measuring curriculum. Same thing. And there is what we call a daily challenge, which includes a mechanical comprehension problem with spatial visualization problem and a numerical reasoning problem and they do one every day of the course.

There's the workplace readiness curriculum, which includes the entire book club curriculum that I was mentioning. Construction skills; general materials. So basic skills, materials, but then also for each of these trades, and there are more of it, this is what we have finished right now. There's a lesson plan and all the handouts that you could need.

So in addition to our own curriculum, we have wider opportunities for women's gender lens curriculum that was developed with the building trades – building in construction trades department to complement their pre-apprenticeship curriculum. And this might be good for an apprenticeship program that runs a pre-apprenticeship program or a co-ed program that wants to incorporate a few items into its current curriculum.

So in addition to training, we do have case management and we have job placement and retention, which has a whole lot of materials here.

So with that, I will conclude and turn it back to Felecia.

MS. HART: Thank you, Jayne. And I would like to thank each of the presenters for doing such a wonderful job today. We are now going to open up discussion for questions. And please put all your questions into the chat room. I'm going to turn it over to Brian.

MR. KEATING: All right. Great. Great. And like you said, we're still taking questions. So please continue to type into that chat window that's on your screen. But we are going to go ahead and address a few of the questions that have come in.

And for that, I'll turn things over to Chad Aleshire. Chad?

CHAD ALESHIRE: Thanks, Brian, and thanks to all our presenters today. The questions have been coming in throughout the presentation. So we appreciate it. Keep them coming.

We're going to start with a question from Larry. "How do you interest women in these careers? What might you do different if the audience was a younger audience, say 18 to 24? Does geography matter?"

Leah, do you want to take a crack at that?

MS. RAMBO: Sure. First of all, I will address the last part of it. Does geography matter? I don't think so. I haven't noticed it to matter. The area that we deal with is New York City as well as the outside counties. And I haven't seen geography really play a part in that.

But I would say that one thing that's very important is to start as early as possible. So that would be the biggest thing. So how to interest women? You can't wait generally until a women is 24 or 25. You're going to have a harder way to go. If you're able to start talking about these type of careers at their high school level, at the junior high school level, and even at the elementary school level, then you're going to give yourself an atmosphere where when these careers come up, then it doesn't become something odd. It's just a career option.

So one of the things that we do is we do have outreach as early as junior high school area – as early as junior high school so that young girls know that these opportunities are there.

I think another way is that if you have women in the trade, they are, of course, the best way to recruit other women. You can also speak to the people in a trade. Do you know any of your friends that you think would do well? Because now you have an audience of people who are already there that know what's expected of them, who are more likely to know which of their friends are.

But the main thing I would say is one, start as early as possible to start to at least introduce the concept. I know that that's what worked for me. It never occurred to me from my upbringing that I couldn't do one of these trades. So for me, it was just an inter-option. I like being outside. I'm good with my hands. I like tools. It just seemed like a natural place for me to go. A natural fit.

MR. ALESHIRE: Thanks. Thanks. We appreciate it. We got another question coming in for Meg, it looks like, from Sarah. Sarah asks, "What is the best way to ensure facilitator's entry into an apprenticeship program. Basically, how can we be sure the training leads to placement?"

MS. VASEY: If a program wishes to create a facilitated entry agreement or direct entry agreement, however it actually is termed, it's important to understand that you have to negotiate an agreement with the apprenticeship program itself. And that this is done on a case-by-case basis because different apprenticeship crafts have different entry processes.

And it's very difficult to ensure that a candidate that is unknown to anybody when they start the program has a guaranteed placement at the end, but the reputation and training process of the pre-apprenticeship program can enhance all of the potential outcomes as they go forward.

So just for example, programs in our area have created facilitated entry in that a certain number of their graduates will be promoted to an apprenticeship program and the apprenticeship program gets to interview those graduates to ensure their suitability.

Sometimes a graduate of an apprenticeship program will get a credit for a year of apprenticeship of a three- to five-year apprenticeship program. They may get on the job training credit, depending upon the program. Or they may get educational classroom credit.

Again, these agreements have to be negotiated with a specific training apprenticeship program in your area. It is not a blanket agreement in most cases. So it takes a real understanding of the industry to be successful in facilitating this entry. And while you can guarantee greater consideration, it is important to know that employers hire apprentices.

This is when the apprentice starts. This is paid work. And the employer has control over the workplace and whether or not that apprentice candidate is suitable for the job when they actually get on to the job site as an apprentice.

MR. ALESHIRE: All right. Thanks. We had a number of questions coming in from the audience – bear with us one second. Coming in fast. We want to make sure – there you go.

We had a number of questions coming in from the audience about how to start registering the apprenticeship program for other sectors, such as healthcare. U.S. DOL has an excellent resources that we can steer you to. I'm looking for a website real quick I want to give you. DOL has some excellent resources, including a new toolkit on how to start a registered apprenticeship program. You can find that at www.doleta.gov/oa/employers/apprenticeshiptoolkit.

And I think we've got time to take one more question. For Kathleen, we had some questions from the audience on what type of assessments or evaluation tools are used by pre-apprenticeship training programs. Kathleen, can you take a shot at that?

MS. CULHANE: Thank you, Chad. So for us here at NEW, we use a number of evaluations throughout our process. So women come to our information session about our program here at NEW every Tuesday at 10:00 a.m. and Wednesdays at 6:00 p.m. every week. And so there, we do a basic math and reading assessment. And from there, the next step in the process for us is a one-on-one interview to make sure that this is suited – well suited for women for not just a job but a career.

Another assessment we do before someone starts our class is an intake assessment. And that's where we make sure that they have the resources available for backup to the backup childcare, for example, along with a number of things to make sure that these women are successful not only through our pre-apprenticeship program but ready to go right into an apprenticeship if things happen even that quickly.

And then throughout our training program, we do a number of assessments in terms of examinations in trades math and to earn their OSHA-10 construction certificate, but also full midterm and final evaluations with a combination of input from our shop instructors and with our program staff.

MR. ALESHIRE: Thank you. Thank you. OK. Everybody, listen. We have gotten a lot of great questions we're not going to have time to address today. But just know, we do receive all of these questions and we will do our best to get back to you with responses via e-mail. We may even try to put together a set of FAQs in response to this presentation.

We want to thank you all for joining us today. We – I am going to turn things back over to Francella Kendell from here in the Office of Apprenticeship to wrap things up. Francella?

FRANCELLA KENDELL: Good afternoon, everyone. This has been a very informative webinar and I do appreciate all the participants and everyone who took the time to participate in this webinar. Today's webinar recording and PowerPoint will be available on the Workforce3One website. And as Chad mentioned, we will do our very best to answer all the questions because there have been some very great questions and I think everyone can learn from the responses that these presenters can provide to some of those questions.

I also want to point you to a list of webinars that will be upcoming. These will be provided by WANTO grantees and their apprenticeship program community. They cover a vast array of topics. And so I hope you'll be able to participate on some of these, if not all of these. So please mark your calendar. Registration is free and it will be available on the Workforce3One platform.

Again, if you need more information about WANTO, the federal project officer for the WANTO grant is Felecia Hart. And her contact information is up on your screen. So please, if you need contact information on the WANTO grantees, if you were not able to get it from this webinar, we'd be happy to provide that information to you.

Again, thanks to all the presenters and thanks for all of you that participated. And we look forward to hearing from you the next time. OK? Turning it back over to Brian.

MR. KEATING: All right. Great.

(END)