

Appendix 6. Ohio's Constructing Futures Initiative

Central Ohio: The Construction Trades Network

The Construction Trades Network offers an eight-month apprenticeship prep training program for the construction trades, housed at the International Brotherhood of Electrical Workers Electrical Trades Center in Columbus, and “designed to enhance the technical skills of the participants and to help them gain the life, employability, and career advancement skills needed to become self sufficient.”³² Participants will alternate periods between classroom learning and on-the-job training (one week in classroom, next week on the job). Those who complete this rigorous program will be considered “Construction Wiremen” and eligible for work in the trades, and will be able to demonstrate they went to work every day and on time, and that they take instruction well. Remedial training for the first of three cohorts began in early July. They will also earn 17 credits of coursework towards a degree from Columbus State community college.

The primary target area for program participants includes the federally designated enterprise zone in Franklin County, where the population is overwhelmingly African-American (68%), half the population is women (52%), over 1/3 of the residents do not have a high school diploma or GED, and nearly 25% of employed residents earn \$25,000 or less per year. Participants have to be dislocated workers, unemployed, TANF eligible, or have incomes below 200% of the federal poverty level.

The Construction Trade Network partnership includes industry, education, community-based organizations, and the workforce system.³³ Over 185 employers are subscribed to the apprenticeship programs participating in this network, which include training programs for electricians, carpenters, heat and frost insulators, and sheet metal workers. The community-based organizations involved were purposely selected to help the project target women, minorities, and otherwise disadvantaged populations. The program's stated goal is to become a direct pipeline for the best and brightest candidates to enter skilled trades apprenticeship programs, and ultimately achieve of journeyman status. In creating the curriculum for the program and pulling together appropriate partners, the group analyzed green increased demand or green enhanced skills requirements.

Expected # of Initial Program Participants: 125

Expected # of Students Receiving Supportive Services: 90%

Expected Placement of Top Students in Registered Apprenticeship: 35%

As of June, 2010: Started 1st class of 32 enrollees (95% minorities, 3 women).

The 8 month program includes:

³² Construction Trade Network proposal in response to the RFP for the Constructing Futures initiative.

³³ Partners include The Electrical Trades Center, Lead Entity (International Brotherhood of Electrical Workers); Sheet Metal Workers Local 24 Training Trust; Carpenters Local 200 JATC, and Insulators Local 50 JATC; COWIC/Job Leaders; Godman Guild Association and the Center for New Directions; Columbus State Community College and Ohio University, Franklin and Delaware County Workforce Investment Boards.

- 1. Recruiting, Screening, Pre-testing (2 weeks).** Recruitment will target women, minorities, and other disadvantaged populations.
- 2. Credit and Non-credit Classroom Programming** (including 17 transferable credit hours at Columbus State), beginning with *Basic Skills Remediation* (4 weeks), such as Life/Employability Skills, and basic math, reading, and writing designed to prepare participants for the rigors of apprenticeship exams. Remedial training is followed by *Basic Skills Development* (8 weeks), including technical core skills, employment skills, and more math/English, and *Basic Skills Enhancement* (4 weeks), which includes workplace preparation, basic skills for the construction Industry, OSHA safety training, and college math.
- 3. 12-week trade-specific paid internship** (at \$11/hour).
- 4. Supplemental Services.** The vast majority of participants (90%) will receive supplemental services such as access to transportation, child care, dependent care, emergency housing, work clothing or uniforms, licensing or testing fees, medical and healthcare supportive services, needs related payments, stipends, and case management.³⁴
- 5. Apprenticeship program placement for top students** (35% of program participants), as well as Columbus State Community College credit towards an associate's degree, which can then also be transferred to Ohio University, where participants can strive for a Bachelor's degree at a reduced tuition rate.

³⁴ Workforce Investment Act funds can be used for tools / equipment / other occupational expenses, childcare, transportation, short-term housing assistance, medical examinations, and other needs, to permit participation on a case-by-case basis. Needs related payments are supportive services in the form of monetary assistance necessary to enable individuals to participate in an eligible WIA training activity, and are based on a family's financial need and enrollment in training. The Federal Pell Grant Program provides need-based grants to low-income students to promote access to postsecondary education. Students may use their grants for the CTN project training.

*Northwestern Ohio*³⁵

In an effort to connect construction-related unions and employers with unemployed adults, veterans, women and minority populations, a coalition of labor groups and construction professionals have partnered with career centers, a local community action agency serving four northwestern Ohio counties, and the Workforce Investment Board of Lucas County, to implement an apprenticeship prep training program that will serve rural, urban, and suburban communities in the area.³⁶ The registered apprenticeship sponsors include heat and frost insulators (lead entity), bricklayers/tile setters, cement masons, glaziers, painters, roofers, and plasterers. The partnership designed education and training services to help participants enroll in registered apprenticeship programs, or find meaningful employment. The program includes both vocational and basic skills components, individualized employment and education plans for each participant based on thorough assessments, and supportive services such as case management, follow-up services, drivers license recovery, world of work training, transportation, and childcare.

Expected # of Program Participants: 100 (with 80 ultimately ending up in training)

Expected # of Participants Receiving Supportive Services: 80

Expected # of Participants Expected to Complete Training: 80

Expected Placement in Registered Apprenticeship or Employment: 50%

As of June 2010: Graduated 1st class with high profile and emotional ceremony, second class started July 6 with 24 enrollees (90% minority, 23% women), program now has a waiting list.

1. **Outreach and Recruitment:** Referrals will come from educational institutions, ABLE/GED programs, youth/adult organizations, social service agencies, faith-based organizations, union halls, local Workforce Investment Act One Stop partners, County Departments of Job & Family Services, veteran associations, and minority associations such as Voices Unidas and the NAACP. Special efforts will be made to make information accessible to laid-off workers at union halls, social service agencies and residents in target areas.
2. **Individual and Family Assessments, Case Management, and Supportive Services.** Supportive Services include barrier and needs assessments, skill and vocational assessments, career pathway employment and education plan, remedial education, transportation, childcare, mentoring, driver's license recover, housing, emergency services, case management, and follow-up.
3. **Classroom Component will address the basic technical skills necessary to succeed**

³⁵ Northwestern Ohio Construction Education Center proposal for the Constructing Futures Grant Project proposal.

³⁶ Partners include Northwestern Ohio Construction Education Center, the Alliance of Construction Professionals of Northwest Ohio; Four County Career Center, Penta Adult Career Center, WSOS Community Action Commission Inc., serving economic development region 2. Registered Apprenticeship Sponsors include Insulators Local #45 (Lead Sponsor), Bricklayers/Tile Setters Local #3, Cement Masons Local #886, Glaziers Local, Painters Local #7, Roofers Local #134, and Plasterers Local #886.

in the various apprenticeship entrance exams—bricklayers, cement masons, glaziers, insulators, painters, plasterers, and roofers)—which are themselves designed to address the basic knowledge and skills needed for a successful career in construction. a) core competencies including workplace skills, technical skills; business processes; problem solving and critical thinking; leadership and teamwork skills; and b) more specialized occupational knowledge and skills.³⁷

4. **Work experience component includes** hands-on training, job shadowing, and field trips with labor organizations so that individuals can get hands-on experience. Emphasis will be placed on In-Demand Energy Efficiency or Renewable Energy construction occupations. If transportation is a barrier, staff will supply transportation vouchers through the local transit providers or gas cards.
5. **Reimburse Employers for On-the-Job Training.** Reimbursement for employers who hire participants, for half the participant's wages, to offset cost of training new hires.
6. **Pre-Apprenticeship Skill Certificates** for a 10 Hr. OSHA Certification/Safety, Environmental Justice 101, Labor 101, Leadership Development, Sexual Harassment Prevention, Financial Literacy, Life Skills, Job Readiness, School Readiness, Work Ethic, and Math for the Trades.

³⁷ Essentially, the classroom component will include basic skills development in reading comprehension, active listening, writing, speaking, math, and science; process skills development in critical, active learning, learning strategies, skills in monitoring performance of self, other individuals, or organizations to make improvements or take corrective action; also, occupation skills development includes classroom instruction in self-esteem, motivation, safety, communication, time management, citizenship, decision-making, and team building as well as presentations on apprenticeship training programs for each participating union.

Greater Cincinnati Regional Construction Trades Partnership

The Greater Cincinnati Regional Construction Trades Partnership works to link the marginalized workforce in Hamilton and Butler Counties and surrounding areas.³⁸ The typical client has low basic skills and education levels, poor work history, some type of criminal conviction, barriers to child care and transportation, mental health issues, learning disabilities, and/or generational poverty issues. The Constructing Futures initiative enabled the partnership to expand and enhance existing pre-apprenticeship programs to build on best practices from other programs; build on basic foundational skills that feed into many construction trades by incorporating some “green” technical training into the curriculum; allowed an opportunity to improve the certifications provided upon completion for existing programs; and, develop articulation agreements to obtain college credits. The Constructing Futures grant also allowed the partnership to develop a unique program with special focus on recruiting women, allocating funding for 60 women to participate in an apprenticeship prep program, as well as do targeted outreach, with recruiting, training, mentoring, supportive services, and technical assistance strategies tailored for women.

Expected # of Participants: 230 (with at least 60 women)

Expected # of participants entering Registered Apprenticeship Programs: 60%

Participants as of June 2010: 58 (90% minority, nearly 20% women)

Most programs are providing stipends and access to supportive services.

The partnership stated the following goals³⁹: Integrate skill standards, assessment, career counseling, and curricula into service strategies; align with areas of anticipated economic and job growth in Ohio, especially in occupations and industries that build a green economy; help non-working low-income adults and dislocated workers, especially minority members and women, to enroll and succeed in Registered Apprenticeship training. The partnership is also working to connect the pre-apprenticeship training program participants to work experience by developing relationships with the region’s

³⁸ Partners include Laborer’s Local 265 JATC (lead), Southwest Ohio Regional Workforce Investment Board, Workforce One Regional Workforce Investment Board of SW Ohio, Easter Seals Work Resource Center, Cincinnati State and Technical College, Butler Tech, ABLE providers Mercy Neighborhood Ministries and YWCA of Greater Cincinnati, Urban League of Greater Cincinnati, Cincinnati-Hamilton Community Action Agency, ONOW, Cincinnati Arts and Technical Center, Straight 2 the Heart, Greater Cincinnati Apprenticeship Council, Greater Cincinnati Workforce Network, SELF, Ohio Construction Coalition/GLOLMC, Great Oaks Career Technical Center, NAWIC Greater Cincinnati Chapter, SuperJobs Center, Messer Construction, Stonehenge Building Group (MBE), Solica Construction (MBE), Megen Construction (MBE), Hard Hatted Women, Independent Electrical Contractors. Bricklayers JATC, Local No. 18, Southwest Ohio Carpenters JATC, Cement Masons JATC, Local 32, Roofers JATC, Local 42, Electricians JATC, Local 212, Heat & Frost Insulators and Asbestos Workers JATC, Local 8, Laborers JATC, Local No. 265, Mechanical Equipment Service JATC, Local No. 392, Millwrights JATC, Local No. 1066, Operating Engineers, Local 18, Painters JATC, Local 12, Pipe Fitters JATC Local No. 392, Plasterers JATC, Local No. 18, Plumbers JATC Local No. 392, Reinforced Concrete Iron Workers JATC, Local No. 18, Sheet Metal Workers JATC, Local No. 24, Sprinkler Fitters JATC, Local No. 669, Structural Iron Workers JATC, Local No. 44, Tile, Marble, Terrazzo JATC, Local No. 18, Boilermakers JATC, Local 105

³⁹ Greater Cincinnati Regional Construction Trades Partnership

minority business enterprise community. To date, demand for sustainability skills in the Cincinnati region has not seen significant growth, so several programs have not yet fully integrated sustainability into their existing curriculum.

Various partners will deliver the following components to participants:

1. **Outreach, Recruitment, and Intake** screening, pre-assessment, determination of WIA Core Services eligibility, use of assessment tool strategies, and individual career planning. The partnership developed a targeted strategy to recruit women.
2. **Technical Instructional Component** includes soft skills like job readiness, workplace culture, mock interviewing, field trips to registered apprenticeship programs, communication/conflict resolution, self-esteem, sexual harassment prevention and similar topics. Microsoft and other computer basic skills will be considered as well. An industry skills component will include tool identification, industry math/science and reading/literacy as well as industry-specific training such as blueprint reading, and safety training. Remedial training, will be provided as needed, including GED preparation and basic adult literacy. Courses in financial literacy and leadership development will also be offered, as well as Skilled-Defined Career Development in order to prepare the participant to transition into the next level of employment and education.
3. **Work Experience and/or field observation** includes 4- 8 weeks of hands-on learning including Photovoltaic Installation and Energy Efficiency.
4. **Customized Supportive Service Plans, the Benefit Bank, and Comprehensive Child Care Assistance Program.** Individualized support service plans will be developed for each program participant. Supportive Services can include stipends for eligible program participants during the length of the pre-apprenticeship training program (most participants), as well as transportation assistance, driver's license recovery help, help accessing public work supports, and the development of a comprehensive child care assistance solution. Program partners are trained in the use of Ohio Benefits Bank software, a program that can identify participants eligibility for tax credits and public work supports such as health care, utility bill assistance, food support, and child care subsidies, among others.
5. **Certifications.** Specific industry-recognized certifications will be provided, such as 10-hour OSHA Safety certifications. Other certifications are also being considered such as weatherization and energy audit certifications, as well as articulation agreements for college credits.
6. **Links to large-scale, publicly funded, multi-year construction projects in the Greater Cincinnati region.**⁴⁰ The partnership will also help participants secure employment on local large-scale infrastructure and development projects, and help contractors meet their specific hiring goals by linking Constructing Futures program graduates to the projects.

⁴⁰ Such projects include, but are not limited to, the Greater Cincinnati Banks Project, I-75 Corridor Expansion Project, the Queen City Square Development Project, the Metropolitan Sewer District of Greater Cincinnati Project and the Cincinnati Public Schools Expansion and Rehabilitation Project.