

Apprenticeship and Nontraditional Employment for Women

(ANEW)

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Mission

The mission of ANEW is to create opportunities for women to enter and progress in the trades, technical, and other targeted nontraditional jobs by linking education, labor, industry, and the community.

- ☐ *To prepare women for the physical, technical, and emotional demands of nontraditional jobs.*
- ☐ *To focus community attention on the fact that higher paying nontraditional jobs can reduce the increasing percentage of women who form the poverty population in the United States.*
- ☐ *To offer consulting services to employers, unions, apprenticeship training councils, government agencies, community organizations, and other job training programs.*

History

In 1979, a taskforce of representatives from community organizations, labor, industry, and government was formed to address the needs of women who had an interest in entering nontraditional employment, and the needs of labor and management who were committed to hiring women. It was generally recognized that many women lacked basic skills to qualify for entry-level jobs in the trades, and there was an absence of adequate training to address

the need. The result of the work of the taskforce was the formation of Apprenticeship and Nontraditional Employment For Women (ANEW), a nonprofit organization. From the outset, it was agreed that the program

Achievements

Since 1980, ANEW has assisted more than 1,000 women. Over the history of the program, the completion rate has averaged 75%; the placement rate has averaged 70%; and the average wage at placement for a recent class was \$9.32.

ANEW's program is based on the philosophy that to break the cycle of poverty, all factors that bear on a woman's ability to be successful must be addressed. As a result, ANEW not only offers a unique job skills training program, but also places emphasis on removing barriers to employment, teaching life skills, and providing intensive counseling and individual assistance.

design would not only teach trades skills, but would address all factors that have a bearing on a woman's ability to be successful and achieve self-sufficiency.

In 1980, ANEW opened its doors and began providing training services to women in partnership with Renton Vocational-Technical Institute, now called Renton Technical College (RTC). Under the agreement, which continues today, ANEW contracted with RTC to provide instruction in job skills for the trades. ANEW also has its office and primary training facility on the RTC campus. ANEW began by offering a three month program covering a basic

introduction to construction trades, job skills, life skills, strength building and counseling. By 1983, ANEW was providing training for women in both daytime and evening classes. Although the evening classes were later discontinued, ANEW continued to provide the basic training for more than 80 women each year.

In 1983, ANEW also entered into a contract with the Seattle-King County Private Industry Council (PIC) to receive funding under the Job Training Partnership Act (JTPA). This enabled ANEW to expand its training to five months by adding an electrical/mechanical trades component. The five-month format allowed ANEW to provide a more comprehensive introduction to trades competencies, and allows more time to address personal issues that affect success on the job. Today, ANEW continues to provide a unique combination of skills training and assistance towards self-sufficiency.

ANEW has solidified its reputation as one of the country's most unique training programs where low-income women can receive all the skills and services necessary to become successful in nontraditional employment.

What Services Does ANEW Provide?

The core of ANEW's program is to provide job training in an environment that allows women to become successful and self-sufficient. We combined the elements of a job-training program with the most effective techniques of a social service agency. The scope of our program includes:

Recruitment

ANEW targets services to women through public service announcements, newspaper articles, posters, fliers, TV and radio media interviews, and outreach to community agencies.

In 1988, ANEW received a "Distinguished Performance" award for creating training and employment opportunities for the nation's jobless. ANEW was recognized by the National Alliance of Business as "Program of the Year".

Orientation

Orientations are held to give prospective participants a chance to learn about apprenticeships and nontraditional jobs. ANEW sponsors weekly orientations until the classes are filled, with approximately 12 orientations conducted each year.

Training

ANEW provides one of the most unique and successful training programs for women in the country. It is a comprehensive, five-month, full-time program. The training has the following components:

Job Skill for Trades and Industry (ANEW contracts with Renton Technical College to provide instruction).

- Construction Trades Competencies
- Electrical Competencies
- Mechanical Competencies
- Trades Math Competencies

- Strength Building Competencies

- Job/Life Skills Competencies (Instruction provided by ANEW)

- Basic Skills Education

What Services Does ANEW Provide?, cont.

The curriculum is overseen by the Job Skills for Trades and Industry Advisory Committee; which is comprised of employers, apprenticeship coordinators, and tradeswomen.

Counseling

Some of ANEW's students come to the program with barriers to successful employment. Issues include homelessness, abusive relationships, substance abuse, transportation, and child care. The most common barrier is low self-esteem. Information about overcoming barriers is provided to all students during the training. However, an important element of our success is the assistance that each woman received to address individual barriers to success in the program, on the job, and in life. We firmly believe that job skills training by itself will not bring success. We believe that we must help each woman learn skills to address the other factors in her life that affect her ability to be self-sufficient and productive individual.

Job Search

ANEW provides participants with more than forty hours of career counseling and job search assistance which includes resume writing and practice interviews.

Placement

ANEW's employment coordinator maintains contact with over 200 employers to facilitate program graduates' job search efforts. Retention follow-up services are also provided.

Employer Contacts

ANEW works with over 200 employers, unions and apprenticeship programs to facilitate the entry and retention of women in nontraditional jobs.

Community Outreach

ANEW provides outreach, recruitment, and referral services to over 300 community agencies and organizations.

Training Curriculum

The program combines technical skills training with an equal emphasis on training in life skills, general employment skills, and individual counseling.

Technical skills are provided through our partnership with Renton Technical College, which provides instruction through an accredited program called Job Skills for Trade and Industry. Program components include:

Construction Trades Competencies

- Construction Material Identification
- Construction Terminology
- Hand Tool Use
- Power Tool Use
- Construction Blueprint Reading
- Framing
- Concrete Work
- Roof Construction and Roofing Installation
- Stair Construction
- Wallboard Application
- Rebar Installation
- Painting
- Teamwork Skills

Electrical Competencies

- Tools and Terminology
- Electrical Blueprints and Wiring and Schematic Diagrams
 - Mathematical Calculations and Measurement:
- Resistance, Voltage, Current, and Power
- Electrical Components - Identification and Installation

Mechanical Competencies

Combustion Engine- Theory and Assembly	Sheet Metal Plumbing
Oxyacetylene Welding	Teamwork Skills
Soldering	

Training Curriculum, Cont.

Trades Math Competencies

Measurement	Ratios and Proportion
Whole Numbers	Perimeter
Fractions	Area
Decimals	Volume

To address other factors that effect the success of a woman on the job, ANEW also provides:

Job/Life Skills Competencies

Problem Solving	Job Search Skills
Effective Communication	Safety
Work Attitudes	Sexual Harassment
Work Diversity	Management

Strength Building Competencies

Health and Nutrition	Aerobic Exercise/
Muscular Strength Building	Cardiovascular Endurance
Muscular Endurance	Avoidance of Injury

Basic Skills Education

Basic Skills Education
Basic Math Refresher
GED Preparation

Counseling on Self-Sufficiency Skills

Child Care
Transportation
Dealing with Abusive Relationships
Access to Support Services

- ANEW provides three months of job search and placement assistance,
- For thirteen weeks after placement, ANEW tracks the progress of all employed participants.

ANEW assists each participant to identify and address all the issues which can affect her ability to succeed in nontraditional employment. Support services and counseling are available during the three months of job search and the thirteen week follow-up.

Who ANEW Serves

ANEW serves low-income women in King County who are interested in entering the trades or other nontraditional employment, but who are deficient in specific skills. Specific characteristics of our students include:

	Percentage of ANEW Students
Income below federal low-income guidelines	100%
Low basic skills	39%
Resident, City of Seattle	38%
Resident, King County (outside Seattle)	62%
Minorities (as % of City of Seattle enrollees)	77%
Minorities (as % of King County enrollees)	42%
Welfare recipients	46%
JOBS/FIP enrollees	41%
High school dropouts	25%
Ex-Offenders	18%
Veterans	3%

ANEW's policy is to accept women who are deficient in basic skills as well as job-related skills. To address this issue, ANEW conducts a basic math skills refresher class prior to enrollment in the Job Skills training, teaches math concurrent with the Job Skills training, and provides a math tutor to complement the Job Skills curriculum.

In addition, many of ANEW's participants have other barriers to employment, e.g., the lack of stable housing or transportation that are not reflected in the statistics. Many are single parents who have a history of substance abuse, and/or are victims of domestic violence. These types of issues are addressed through individual counseling and life skills training.

Additional Projects

Partnership with the Seattle Police Department and Renton Technical College (funded by the Superintendent of Public Instruction's Office of Vocational Equity)

In collaboration with the Seattle Police Department, ANEW provided recruitment and support service assistance to women enrolled in the Police Officer Prep Training Class. In May and June, 50 women had the opportunity to prepare for the Seattle Police Department entry level test at Renton Technical College. The Saturday four-hour classes provided training in police procedural terminology and in using judgment and common sense to resolve challenging situations. Also included was a strength, endurance, and agility workout.

Of the 50 participants, 25 took the police test and 21 passed. Out of 21, 5 scored in the top 25%. Two have been hired and two are about to be hired.

Office of Port JOBS: Apprenticeship Opportunities Project

The Apprenticeship Opportunities Project (AOP) is a multi-faceted effort involving apprenticeship programs, organized labor, construction contractors, local governments, community organizations, and employment training programs. The project's mission is to assist **women of all races and minority men** and individuals with disabilities to enter state-approved apprenticeship programs and secure jobs in the construction trades. The project includes two major components: an apprenticeship "clearing house" which works with pre-apprenticeship training graduates and other individuals interested in and ready to enter the construction trades, and the Trade Mentor Network which links journey-level workers to newly indentured apprentices.

ANEW produced a report, "Apprenticeship Opportunities in the Puget Sound Region" for the Port of Seattle in March, 1993. In this report, ANEW cited several recommendations on how the Port could best integrate more women and minorities into construction apprenticeship positions. These recommendations provided the basis for quick start-up of the project.

ANEW's performance goals for AOP are:

- *Assist 50 ANEW/Renton Technical College and Seattle Vocational Institute graduates or apprentice-ready recruits from CBO's with their Apprenticeship or trades related employment application process
- *Place 40 of these AOP participants into apprenticeship programs
- *Assist apprenticeship programs and employers to retain a diverse workforce.

The results of the first year were:

Population served: **60% minority males; 20% minority women**

Placed in apprenticeship: 42

Placed in family wage trade related jobs: 15

Average wage at placement: \$11.33 per hour

Also, apprenticeship coordinators were assisted with 28 at-risk apprentices through the AOP support services funds and being matched with journey-level mentors by the Trades Mentor Network operated by the Seattle Workers Center.

Washington Employment Security Department

ANew subcontracted with Employment Security under the "Nontraditional Employment for Women Act" to provide both statewide technical assistance and a local demonstration project. ANew's local demonstration project included the development of a "government construction contractors information system" for King County and a mentorship program for ANew graduates.

Statewide technical assistance consisted of 13 workshops for JTPA service providers, JOBS workers (Employment Security), and community college staff. Workshop topics were: the Nontraditional Job Market, Elements of a Trades Orientation for Women, Case Management for Women in Nontraditional Training, and Working with Employers, Apprenticeship Coordinators, and Union Representatives.

Homeless Initiative Pilot Program (HIPP)

ANew has collaborated with the YWCA of Seattle-King County since 1987 to provide women who are in the YWCA's HIPP program with training at ANew.

Carl Perkins Corrections Alliance

For three years in a row, ANEW has successfully competed for funding from the Carl Perkins Corrections Alliance. Services provided through our first contract included:

- * staff training on opportunities for women in nontraditional training and employment
- * staff training on case management pertaining to linking offenders to trades careers
- * resource manuals for staff at WCCW, Helen B. Ratcliff House, Indian Ridge, and Echo Glen Children's Center
- * Trades Career workshops for offenders at these four facilities
- * math, work environment and physical assessments for each participant
- * training plans for each participant which included options nationwide
- * booklets, tape measures and training on how to read a tape.

Staff training services provided through our second contract included:

- * county corrections staff training on nontraditional training and employment
- * county corrections staff training on case management pertaining to linking offenders to trades careers
- * resource manuals for staff in Clark, King, and Spokane counties.

Starting with our second contract and continuing through our third contract, our offender services included:

- * Trades Information Programs at WCCW, Helen B. Ratcliff House, and Indian Ridge
- * Saturday Orientations which enabled work release residents to participate as well as those from Indian Ridge, Echo Glen and WCCW
- * enrollment of 11 incarcerated women in "Job Skills" classes
- * paying work release residential fees and providing two zone bus passes
- * providing case management, placement, and follow-up.

The results of this demonstration project are summarized below:

Enrolled: 11 women

Returned to WCCW due to infraction the first week of class: 1

Released within six weeks of enrollment; dropped out; returned to WCCW: 2

Released within two months of enrollment; dropped out; lost contact with: 1

Still in training: 1

Released after four months of enrollment or after graduation: 6

Graduated from program: 6

Placed in nontraditional employment: 6

Average wage per offender: \$11.30 per hour.

Apprenticeship Coordinators

ANEW acknowledges and thanks the Apprenticeship Coordinators with whom we worked during the year, and who helped make our program successful.

Accoustical Applicators

Jim Gay, Coordinator*
Western Washington Lathing/Acoustical/
Drywall/Thermal Insulation

Asbestos Workers

Tom Reed, Coordinator*
Seattle Asbestos Workers

Automotive Mechanics (Local 289)

Don Eaton, Secretary
Seattle Automotive Machinists

Boeing Company

Doug George, Training Supervisor
Boeing Company

Boilermakers

Al Black, Coordinator*
Seattle Boilermakers

Carpenters

Jon T. Pugh*
King County Carpenters & Millmen

Carpenter-Linoleum-Soft Tile Layers

Dean Starge, Training Director*
Western Washington Floor Covering

Cement Masons

Mark Maher, Coordinator*
Seattle Cement Masons

Electrical

Nancy Mason, Training Director*
Puget Sound Electrical

John Tobey, Coordinator*
Seattle Electrical Local 46 &
Seattle Marine Electricians

B. Guthmiller, Vice President
Signal Electric

Fire Fighters

Norm Angelo, Chief
Kent Fire Fighters

Gary Castellano, Training Director
King County Fire District #4

Jeff Chikusa, Coordinator
Mercer Island Fire Department

Larry Eager, Training Director
Renton Fire Fighters

Glaziers & Glass Workers

Mike Schuler, Coordinator*
Glaziers, Architectural Metal & Glass

Iron Workers

Mike Asper, Coordinator*
Seattle Area Ironworkers

Laborers

Bob Roberts, Coordinator*
NW Laborers Apprenticeship Committee

*Came to ANEW or students toured their facility.

Apprenticeship Coordinators, cont.

Machinists

Arthur Bolton, Secretary
Seattle Machinists

Marine Pipefitters (Local 32)

Frank Lavish, Coordinator
Marine Pipefitters

Masonry

Jerry Hayes, Coordinator
Seattle Area Masonry

Metro/Heavy Duty Diesel Mechanics

Mike Eeds, Chief of Training
Metro/City of Seattle

NW Line Construction Industry &

Tree Trimmers

Bill Stone, Director
NW Line Construction Industry

Operating Engineers

Duane Lee, Training Director*
Western Washington Operating Engineers

Painters/Decorators/Drywallers

Steve Norling, Coordinator*
Northwest WA Painting & Decorating (JATC)
King County Marine Painters (Trainee)

Pile Drivers

Lonnie Wangen, Apprenticeship Coordinator*
Western Washington Pile Drivers

Plasterers

Rick Anderson, Coordinator*
Western Washington Plasterers

Plumbers, Pipe Fitters, Steam Fitters, & Refrigeration Mechanics

Jack Moss, Coordinator*
Plumbers/Pipefitters

Puget Sound Power & Light

Curt Ross, Secretary
Puget Sound Power & Light

Roofers

Pat Gilliland, Secretary*
Seattle Roofers

Seattle City Light

Melina Nichols, Apprentice Supervisor*
Seattle City Light

Sheet Metal Workers (Local 66)

Bill Nugent, Secretary*
SNO-KING Sheet Metal

Shipwrights

Bob Scott, Coordinator
King County Shipwrights

Sign Painters

Chuck Hord, Secretary
Seattle Sign Painters

Sprinkler Fitters

Donald Ellefsen, Secretary
Seattle Sprinkler Fitters

Stationary Engineers

Dave Hutchins
Western WA Stationary Engineers

*Came to ANEW or students toured their facility.

Speakers

ANew thanks those who spoke to our students during the year, providing both information and inspiration.

Sara Armstrong	Port of Seattle Manager, Facilities Maintenance
Nalani Askov	Seattle Office for Women's Rights
Gehla Ault	City of Seattle Engineering
Marion Braswell	Piledriver Apprentice, Piledrivers Local 2396
Tammy Butts	Material Handler, Sheet Metal Workers Local 66
Marilyn Chase	Painting Contractor
Eva Church	Port of Seattle Operations Engineer Mechanic Apprentice
Teresa Coleman	Drywall Apprentice, LADS Local 1144
Molly Douse	Firefighter
Cindy Ferruci	Physician, drug testing
Judy Fortier	Tacoma Office for Human Rights
Kim Franklin	Seattle Police Officer
Mary Beth Gage	West Coast Grocery Co., Human Resources
Maureen Green	Sheet Metal Apprentice, Sheet Metal Local 66
Peggy Hammer	City of Seattle Health and Safety Specialist
Marian Honeysuckle	King County Police Officer
Bobbie Hughes	City of Seattle Automotive Machinist Apprentice
Sharanda Joe	Willamette Industries Warehouse Worker
Randy Loomans	Journeywoman Ironworker Local 86
Yolanda Lowry	Carpenter Apprentice, Carpenters Local 131
Nina Mitchell	Electrician Apprentice, IBEW Local 46
Urmila Narayan	Metro Recruiter
Susan Navetski	King Co. Recruitment/Public Works
Kale Nephin	Piledriver Apprentice, Piledrivers Local 2396
Alice Olson	King County Solid Waste, Site Attendant
Jody Olvera	City of Seattle Health and Safety Specialist
Nancy Peters	Sheet Metal Apprentice, Sheet Metal Workers Local 66
Lisa Roberts	Electrician Apprentice, IBEW Local 46
Joan Robinson	Seattle Water Department, Water Pipe Helper
Rebecca Rogers	Seattle Water Department, Water Pipe Helper
Venetia Runnion	Industrial Hygiene Manager, Hazcon, Inc.
Melanie Sako	Journey Electrician IBEW Local 46
Rhonda Scoby	King County Solid Waste, Site Attendant
Rebecca Simms	Piledriver Apprentice, Piledrivers Local 2396
Brenda Sowell	Metro Diesel Mechanic Apprentice
Tee Sullivan	Carpenter Apprentice, Carpenters Local 131
MaryAnn Wiesner	Journey Carpenter, Carpenters Local 1797
Julie Wing	King Co. Roads Utility Worker
Vicki Wood	City of Seattle Environmental Field Specialist

Please accept our apologies if we have inadvertently omitted your name from our list.

RENTON TECHNICAL COLLEGE
and
APPRENTICESHIP AND NONTRADITIONAL EMPLOYMENT FOR WOMEN

JOB SKILLS FOR TRADE AND INDUSTRY

Curriculum Competencies

COMPETENCIES
JOB SKILLS

TRADES MATH

DESCRIPTION: The trainee will work from their present skill level to increase proficiency and speed in trades math operations.

<u>COMPETENCIES</u>	<u>ACCOMPLISHED/DATE</u>	
Add, subtract, multiply, and divide whole numbers.	_____	_____
Add, subtract, multiply, divide and round off decimals.	_____	_____
Calculate the average of whole numbers and decimal numbers.	_____	_____
Add, subtract, multiply, divide and reduce fractions.	_____	_____
Read a tape measure to 1/16th of an inch.	_____	_____
Convert fractions to decimals and decimals to fractions.	_____	_____
Use percent in math operations including converting decimals and fractions to percent, and percents larger than 100.	_____	_____
Add, subtract, multiply, divide, and convert linear units of measurement-inches, feet and yards.	_____	_____
Calculate ratio and proportion problems.	_____	_____
Calculate word problems including spacing of holes or cuts and material estimation.	_____	_____
Read circle and angle measurements in degrees.	_____	_____
Use protractor to find angle measurements.	_____	_____
Calculate perimeters and circumference.	_____	_____

COMPETENCIES

ACCOMPLISHED/DATE

Calculate areas of a square, rectangle, parallelogram, triangle, right triangle, and circle.

Convert square units of measurement.

Calculate volumes.

Convert cubic units of measurement.

Use pythagorean theorem.

Calculate measurements in units of time.

Use the functions of a simple calculator.

Read and interpret tables and charts.

Solve for unknowns using Ohm's Law:
 $E = I \times R$.

Solve for unknowns in series and parallel circuits using the proper rule.

Apply math operations to trade applications (workbook).

INTRODUCTION

Add and subtract degrees, minutes and seconds.

Calculate dry and liquid measures.

Plot and interpret graphs.

Identify the units of measurement in the metric system.

COMPETENCIES
JOB SKILLS

Job/Life Skill

DESCRIPTION: The trainee will know the job and life skills that are associated with construction, maintenance, and manufacturing trades.

<u>COMPETENCIES</u>	<u>ACCOMPLISH/DATE</u>	
Demonstrate study skills and reading material organization.	_____	_____
Identify personal values, demonstrate how values affect communication and career choice.	_____	_____
Model problem-solving strategies, demonstrate how to resolve crises both in personal or job site situations.	_____	_____
Demonstrate effective communication: how to be assertive, conflict resolution, and diverse workforce sensitivity.	_____	_____
Identify what constitutes sexual harassment, how to resolve harassment situations, and the legal options available.	_____	_____
Demonstrate setting goals within a timetable.	_____	_____
Demonstrate an understanding of the blue collar nontraditional job market. This includes wages, benefits, working conditions, and advancement and training opportunities.	_____	_____
Identify current job related skills.	_____	_____
Complete information interviews on occupation area of choice.	_____	_____
Complete a master application for blue collar nontraditional job search.	_____	_____
Complete a job resume.	_____	_____
Exhibit capability in a mock employment interview with a panel of area employers.	_____	_____

COMPETENCIES

ACCOMPLISH/DATE

Demonstrate an understanding of workplace expectations to include: employer expectations, supervisor expectations, co-worker expectations, union expectation, apprenticeship expectations, strength and endurance expectations.

Complete a job search plan.

Identify leadership abilities.

COMPETENCIES
JOB SKILLS

ELECTRICAL AND MECHANICAL

ELECTRICAL DESCRIPTION: The trainee will be able to identify and properly use hand and power tools, wire size and color, electrical components, cable, and conduit. The trainee will be able to work electrical blueprints, and wiring and simple schematic diagrams. The trainee will be able to define, measure, and calculate the four electrical quantities as well as understand electrical terminology. The trainee will be able to assemble series and parallel circuits and understand their characteristics and troubleshoot problems.

Tools and Terminology

<u>COMPETENCIES</u>	<u>ACCOMPLISH/DATE</u>	
Identify and properly use cable ripper, side cutters, lineman's pliers, slip joint pliers, needlenose pliers, conduit bender, wire stripper, hacksaw, portaband, vise grips, drill motor, and angle drill with auger bit, and slot and phillips screw drivers.	_____	_____
Understand the function of hot, neutral, and ground wires.	_____	_____
Assemble wire sheathing colors and component screw colors to match functionally.	_____	_____
Understand the function of circuit parts (power source, conductors, load, and switch).	_____	_____
Assemble series and parallel circuits.	_____	_____

Electrical Blueprints and Wiring and Schematic Diagrams

Identify common blueprint symbols for electrical components.	_____	_____
Identify a complete circuit including all components.	_____	_____
Draw wiring and schematic diagrams of class projects.	_____	_____

Four Electrical Quantities: Resistance, Voltage, Current and Power

<u>COMPETENCIES</u>	<u>ACCOMPLISH/DATE</u>
Define the 4 quantities.	_____
Recognize the ratings of electrical components, cable/wire, appliances, equipment, resistors, fuses, circuit breakers, and power tools as they relate to the 4 quantities.	_____
Calculate the total load on a circuit.	_____
Find the electrical quantities using a Ohm's Law, for a device or circuit.	_____
Measure the 4 quantities using a variety of digital and analogue multimeters.	_____
Use continuity and voltage testers.	_____

Electrical Components

Identify a variety of switches, outlets including GFCI, device boxes, cable, wire, conduit, raceways, elbows, circuit breakers, fuses, bathroom fans, incandescent and florescent light fixtures, pagoda lights, subpanels, bushings, connectors, and couplings.

Assemble electrical components in series/parallel circuits for residential applications.

Troubleshoot problems in circuits or electric devices.

MECHANICAL DESCRIPTION: The trainee will understand combustion engine concepts and assemble a small gas engine, assemble oxyacetylene welding equipment, weld and cut; solder copper pipe; identify and safely use hand tools; understand plumbing concepts; understand sheet metal concepts.

Combustion Engine

Understand the 4 cycles of the combustion process.

Identify the parts of a small gas engine.

COMPETENCIES

ACCOMPLISH/DATE

Identify and safely use the following wrenches: Socket, ratchet, torque, box, open end, and allen.

Identify and safe use tap, spark plug gaper, feeler gauge, flywheel puller, rubber mallet, table vise, ring compressor, and spring compressor.

Disassemble and assemble a small gas engine.

Troubleshoot small gas engine.

Disposal of Hazardous Waste.

Welding

Complete three welding safety packets.

Set-up welding tanks, regulators, hoses, torch and torch tips.

Cut and pierce using oxyacetylene torch.

INTRODUCTION

Perform a variety of welds.

Soldering

Demonstrate safe use of equipment.

Prepare surface to be soldered.

Solder copper pipe to fittings.

Solder an electronic component.

Mechanics

Produce a metal template using the drill press and bench grinder.

Disassemble and assemble gate valves.

Identify globe, gate and ball valves.

Produce a threaded hole using a tap and thread die.

Identity thread gauge system.

COMPETENCIES

ACCOMPLISH/DATE

Use drill bit gauge.

Sharpen tools on bench grinder.

Sheet Metal

Identify and safety use right and left aviation snips, bulldog snips, Whitney Jr. punch, sheet metal hammer, tongs, vise grips, punches, scratch awl, crimpers, lever style snip, dividers, rivet gun, and double cuts.

Identify the parts of and safety operate box brake and jump shear.

Plumbing

Understand plumbing terminology including traps, vent system, grade, sewer line, waste line, backflow prevention, and fixture.

Assemble ABS pipe.

Identify a variety of drainage elbows.

Cut, ream, and thread pipe.

INTRODUCTION

Interpret Fixture Chart, Drainage and Vent Pipe Chart, Water Distribution Chart, and Water Pipe Sizing Chart.

Teamwork Skills

Work cooperatively with co-workers.

Effectively lead an assignment or a portion of a project.

COMPETENCIES
JOB SKILLS

Construction Trades

DESCRIPTION: The participant will be able to identify construction materials, understand construction terminology, identify and safety use hand power tools, interpret blueprints, install wallboard, install roofing materials, frame, paint, tie steel, and build stairs.

Construction Material Identification

<u>COMPETENCIES</u>	<u>ACCOMPLISH/DATE</u>	
Recognize and properly use a variety of nails: Finish, box, bright, galvanized.	_____	_____
Recognize and properly use a variety of concrete and masonry fasteners.	_____	_____
Identify the different types and grades of framing and building lumber and plywood.	_____	_____
Identify types and grades of sheathing and their use.	_____	_____
Identify types and grades of sandpaper and their use.	_____	_____

Construction Terminology

Understand and apply the following general terms: "On center" (oc), stud, etc; end nail or toe nail; lay out a plate and lay out sheathing for cuts; load, stress and shear; squaring; leveling; plumbing; butts; bevel or miter cut; and rough opening.	_____	_____
Understand and apply the following wall framing terms: Sole plate or bottom plate, stud, queen or king stud, trimmer, "cripple" or short, header, corner studs, and bracing.	_____	_____
Understand and apply the following floor framing terms: Joists and rim joists, mud sill, anchor bolt and sub-floor.	_____	_____
Understand and apply the following form building terms: Footing, stem wall, cleats, ties, and stakes.	_____	_____

COMPETENCIES

ACCOMPLISH/DATE

Hand Tool Use

Identify and safety use the following hand tools: Hammers, chalk line, steel tape measure, combination square, framing square, utility knife, cat's paw, screwdrivers, and wrenches.

Identify and safety use handsaw.

Demonstrate ability to measure, mark and cut a variety of materials with a handsaw.

Set up and shoot elevations using a builders level.

Obtain a powder actuated card by safety operating a powder actuated tool and passing a test.

Power Tool Use

Identify parts of a jig saw.

Change a jig saw blade.

Safely operate a jig saw.

Identify parts of a circular saw and a variety of saw blades.

Change the blade on a circular saw.

Safely operate a circular saw.

Identify the parts of a power miter saw (chop saw).

Safely operate a power miter saw.

Safely operate a table saw.

Safely operate a band saw.

Identify the parts of a drill press.

Safely operate a drill press using both wood and metal.

Safely operate a power cut off saw.

COMPETENCIES

ACCOMPLISH/DATE

Identify parts of a drill motor.

Identify types and uses of drill bits.

Change drill bits.

Safely operate drill motor.

Safely operate a radial arm saw.

Safely operate a wood lathe.

Safely operate a reciprocation saw.

Change the blade on a reciprocating saw.

Safely operate a router.

Safely operate palm and belt power sanders.

Change the sandpaper or belt on power sanders.

Change the bits for a rotohammer.

Safely operate a rotohammer.

Construction Blueprint Reading

Identify the 3 orthographic views: top, front, and sides.

Ability to do orthographic projection as required by Employment Security office GATB test.

Identify parallel and perpendicular lines.

Measure dimensions using 1\4"per foot scale on an architect's scale ruler.

Identify scale used on a blueprint.

Identify the following lines: dimension, extension, object, leader, break, center, and hidden.

Identify types of architectural drawings to include: plot plan, foundation plan, floor plan, elevations, and details.

COMPETENCIES

ACCOMPLISH/DATE

Identify basic floor plan terms and symbols to include: outside door, inside door, archway, bi-fold doors, by-pass doors, windows, stud wall framing, concrete, overhead light outlet, duplex outlet, and single pole switch.

Read a basic floor plan.

Draw a basic floor plan to scale.

Use graph paper to draw a plan to scale.

Ability to interpret a simple project plan in order to make a material list, gather materials and construct the project.

Framing

Identify the basic components of frame construction.

Layout and assemble a framed wall.

Squaring of a frames wall.

Apply sheathing.

Re-bar Installation

Identify uses of re-bar.

Cut, install and tie re-bar.

Concrete Work

Identify the components of concrete form construction.

Build a form.

Calculate volume of concrete needed for form.

Mix cement.

Pour and finish concrete.

COMPETENCIES

ACCOMPLISH/DATE

Roof Construction and Roofing Installation

Identify types of roofs to include: flat, shed, gable, and hip.

Identify roof framing terms to include: span, total rise, total run, rafter, top cord, bottom cord, webbing, overhang, soffet, and fascia.

Calculate and construct a simple gable truss.

Identify types of roofing materials to include: wood shake, shingle, 3-tab, rolled roofing, tile, hot tar and torch down.

Install 3-tab asphalt roofing.

Stair Construction

Identify stair construction terms to include: tread, riser, total rise, total run, stringer, unit of rise, unit of run, and dropping.

Calculate, layout, and cut out a stair stringer.

Wallboard Installation

Identify gypsum wallboard uses and types.

Install gypsum wallboard.

Finish wallboard (tape, mud, and sand).

Painting

Identify types of paints and finishes.

Identify thinning agent for each type of paint and finish.

Identify applications for a variety of rollers and brushes.

COMPETENCIES

ACCOMPLISH/DATE

Demonstrate preparation of surfaces
for painting or finishing.

Demonstrate painting techniques such as
"cutting in."

Operate airless paint sprayer.

Disposal of Hazardous Materials.

Measuring

Ability to accurately measure to 1/16th
of an inch.

Teamwork Skill

Work cooperatively with co-workers.

Effectively lead an assignment or a
portion of a project.

COMPETENCIES
JOB SKILLS

Strength Building

DESCRIPTION: The trainee will perform strength building exercises by lifting free weights, participating in aerobic exercise, and using weight lifting and exercise equipment.

<u>COMPETENCIES</u>	<u>ACCOMPLISH/DATE</u>	
Identify health and nutrition concepts that are necessary for body health and fitness.	_____	_____
Demonstrate proper warm-up, stretching, weight lifting and exercise techniques.	_____	_____
Participate in approximately 90 minutes of aerobic exercise every week.	_____	_____
Complete an individualized weight training program.	_____	_____
Identify how to avoid injury.	_____	_____
Identify the treatment for common injuries and community resources for injury care.	_____	_____
Show a 10% (average) improvement in muscular endurance activities within 10 weeks. Measurements include: sit ups and push ups (bent knee or regular) per minute.	_____	_____
Show an additional 20% (average) improvement in muscular strength by program completion.	_____	_____
Show a 10% (average) improvement in cardiovascular endurance exercises within 10 weeks. Measurements include: one mile run in minutes, stair climbing in minutes, and bench stepping per one minute.	_____	_____
Show an additional 10% improvement in cardiovascular endurance by program completion.	_____	_____

COMPETENCIES
JOB SKILLS

Heavy Work Station

DESCRIPTION: The trainee will perform actual and simulated construction tasks using safe and correct procedures. These heavy repetitive tasks include: material handling, material transport, height experience, trade knowledge-safety, shop keeping, and trade skills.

<u>COMPETENCIES</u>	<u>ACCOMPLISH/DATE</u>	
Demonstrate safe material carrying, stacking and lifting (from ground to above waist.) Materials included are cinder blocks, concrete sacks, conduit, lumber, cable, sheet metal, plywood, rebar, galvanized pipe, 5 gallon paint buckets, and sheetrock.	_____	_____
Demonstrate safe material transport techniques using a pallet jack, wheelbarrow, hand truck, forklift, and scissor lift.	_____	_____
Complete height experience work stations to include: balance beam, pyramid climb, step ladder-8' and 10', extension ladder-24', steel curtain-12', power pole climb-18', scissor lift-18', and scaffolding erection-14'.	_____	_____
Demonstrate general trade knowledge to include: wearing proper safety gear, basic knot tying, tying off a load, hand signals, working around power lines, shoring standards, demolition method, and filling out an accident report.	_____	_____
Interpreting an MSDS sheet on hazardous material handling and storage.	_____	_____
Obtain Industrial First Aid card.	_____	_____
Obtain Flaggers Card.	_____	_____
Demonstrate shop keeping ability. Work area to be kept clean, safe, and organized.	_____	_____

COMPETENCIES

ACCOMPLISHED/DATE

Demonstrate the following general trade skills: Hand Tool Operation: nail drive, nail pull, overhead nailing, screw driving, shoveling and ditch digging, stake driving, hacksawing, pipe cutting, reaming & threading, and crosscut saw operation - 2 person.

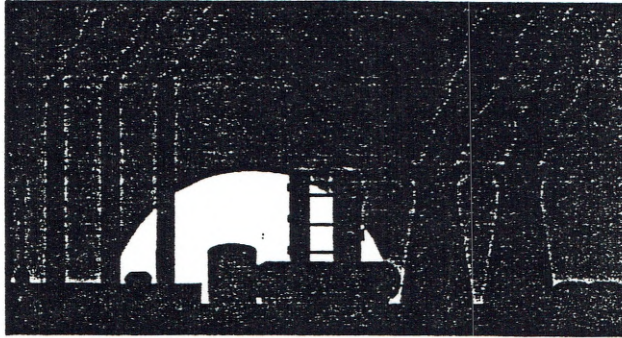
Demonstrate the following general trade skills: Power Tool Operation: rotohammer operations, airless paint sprayer operations, and electric drill motor operations.

Pneumatic Tool Operation: Safe operation of air nailer and pavement breaker.

Gas Tool Operation: Safe operation of portable generator, soil compactor, chainsaw, and post hole digger.

RENTON TECHNICAL COLLEGE

3000 Northeast Fourth Street
Renton, Washington 98056-4195



JOB SKILLS FOR TRADE & INDUSTRY

PROGRAM OUTLINE

CIP No. 46.9998

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Job Skills for Trade & Industry

Program Option

- Certificate of Completion

This program is designed to help women gain skills which make them competitive applicants for entry level employment in the following areas: Apprenticeship, Industrial Trainee Positions, the Machine Servicing Industry and many other "non-traditional" employment opportunities. The program begins with an orientation to the trades and occupations and includes counseling to match personal interests and abilities with appropriate careers. Participants study subjects applicable to many occupations: Basic and Trade Math, Building and General Construction, and Maintenance terms, Blue Print Reading/Drawing, Personal and Industrial Safety, use and care of Hand and Power Tools, Basic Electricity/Electronics, Employer/Employee Expectations, Oxy-Acetylene Burning and Arc Welding, Strength Building and Height Experience and Lab Experiences. Practical work experience includes projects in carpentry, pipe cutting and threading, machine service and troubleshooting, welding and soldering, cement mixing and pouring, erection of scaffolding and exercises to build physical strength and endurance. An emphasis will be placed on assembly, disassembly and troubleshooting in a practical lab situation. When appropriate, students may be assigned to a cooperative work station in industry. *This course is only for low income women who live in King County.

COURSE LENGTH

5 months

630 hours/35 credits

Monday - Friday, 8 a.m. - 3: 30 p.m.

COOPERATIVE EXPERIENCE

A cooperative education option may be available for qualified, approved students.

REQUIREMENT

Minimum age: 18 years

Orientation and individual interview with ANEW staff.

Vocational interest and goals related to the program of study.

*Must meet JTPA eligibility.

Math placement test.

RECOMMENDATIONS

Upon completion of the program, high school diploma or equivalency certificate to assist in job placement. Valid Washington State Driver's License.

ENROLLMENT

Eligible students may enter the program in September and February.

JOB SKILLS FOR TRADE & INDUSTRY

Required Courses

Course Code	Course Title	Course Hours	Course Credits
IND 070	Industrial First Aid	18	1
ANew 089	Trades Math	54	3
ANew 101	Electrical and Mechanical	216	12
ANew 103	Construction Trades	162	9
ANew 105	Job/Life Skills	36	2
ANew 107	Strength Building	72	4
ANew 109	Heavy Work Station	54	3
ANew 111	Forklift and Flagging	18	1
	(additional hours supplied by ANew)	<u>100</u>	
Totals		630	35

COURSE DESCRIPTIONS

An introduction to strength building exercises to promote proper physical conditioning for the construction, maintenance and manufacturing trades. Included are lifting of free weights, aerobic exercises and weight lifting and exercise equipment familiarity.

ANEW 109 Heavy Work Station

54 hrs/3 cr

Students perform actual and simulated construction tasks using safe and correct procedures. These heavy, repetitive tasks include: material handling, material transport, work with heights, trade safety knowledge, shop keeping and trade skills.

ANEW 111 Forklift and Flagger Training

18 hrs/1 cr

The course prepares students to be certified in the safe operation of a forklift and to receive state certified flagger training.

COMPETENCIES

JOB SKILLS FOR TRADE & INDUSTRY ,

IND 070 Industrial First Aid

18 hrs/1 cr

This course will instruct individuals in the proper techniques of industrial first aid and CPR.

COMPETENCIES

ACCOMPLISHED/DATE

Demonstrate knowledge of how to properly assess and handle serious injuries including: injuries to the circulatory system, shock, injuries to the head, injuries to the neck and back and injuries to the chest and abdomen.

Demonstrate effective CPR and basic life support techniques.

Demonstrate knowledge of how to accurately assess and provide effective emergency care for medical conditions such as stroke, diabetic emergencies, epilepsy, hyper-ventilation, burns, poisoning, frostbite and hypothermia and heat related emergencies.

Demonstrate appropriate first aid procedures such as: bandaging, splinting, patient examination, treatment of burns and bleeding control.

Date First Aid card issued.

COMPETENCIES

JOB SKILLS FOR TRADE & INDUSTRY

ANEW 089 - Trades Math

<u>COMPETENCIES</u>	<u>ACCOMPLISHED/DATE</u>
Use the functions of a simple calculator.	_____ / _____
Add, subtract, multiply, divide and round off whole numbers, decimals, fractions.	_____ / _____
Read a tape measure to 1/16 of an inch.	_____ / _____
Convert fractions to decimals and decimals to fractions.	_____ / _____
Add, subtract, multiply, divide and convert linear units of measurement: inches, feet and yards.	_____ / _____
Calculate perimeter/circumference and ratio/proportion problems.	_____ / _____
Demonstrate knowledge of basic algebraic functions.	_____ / _____
Calculate: Area, volumes, dry and liquid measures.	_____ / _____
Read and interpret tables and charts.	_____ / _____

COMPETENCIES

JOB SKILLS FOR TRADE & INDUSTRY

ANEW 101 - Electrical and Mechanical

ELECTRICAL COMPETENCIES

ACCOMPLISHED/DATE

Identify and safely use hand and power tools associated with electrical work.

_____ / _____

Understand wire sheathing and component screw color code system.

_____ / _____

Understand the function of circuit parts, i.e.: power source, conductors, load and switch.

_____ / _____

Assemble series and parallel circuits.

_____ / _____

Identify common blueprint symbols for electrical components.

_____ / _____

Using Ohm's law, find and define the four electrical quantities for a device or circuit.

_____ / _____

Identify and name various electrical components/parts and recognize the ratings of these component/parts.

_____ / _____

Troubleshoot problems in circuits or electrical devices using continuity and voltage testers.

_____ / _____

COMPETENCIES

JOB SKILLS FOR TRADE & INDUSTRY

ANEW - 101 (continued)

<u>MECHANICAL COMPETENCIES</u>	<u>ACCOMPLISHED/DATE</u>
Demonstrate knowledge of the concept and internal/external workings of the combustion engine.	_____ / _____
Demonstrate ability to properly use the various hand and power tools used in the mechanical field.	_____ / _____
Demonstrate the ability to set up and use welding tanks, regulators, hoses, torch and torch tips in a variety of welding applications.	_____ / _____
Demonstrate the ability to properly use soldering equipment to prepare and solder copper pipe and electrical components.	_____ / _____
Demonstrate knowledge of general mechanics.	_____ / _____
Demonstrate knowledge of the sheet metal trade and associated machinery.	_____ / _____
Demonstrate knowledge of plumbing tools, terminology and components.	_____ / _____
Demonstrate knowledge of good teamwork skills.	_____ / _____

COMPETENCIES

JOB SKILLS FOR TRADE & INDUSTRY

ANEW 103 - Construction Trades

<u>COMPETENCIES</u>	<u>ACCOMPLISHED/DATE</u>
Demonstrate the ability to identify the various construction materials used.	_____ / _____
Demonstrate knowledge of construction trade terminology.	_____ / _____
Demonstrate knowledge of the safe use of hand and power tools used in construction.	_____ / _____
Demonstrate the ability to read and use blueprints.	_____ / _____
Demonstrate knowledge of the basic components and methods involved in frame construction.	_____ / _____
Demonstrate knowledge of the uses of re-bar.	_____ / _____
Demonstrate an understanding of concrete work.	_____ / _____
Demonstrate knowledge of roof construction and roofing installation.	_____ / _____
Demonstrate knowledge of stair construction.	_____ / _____
Demonstrate knowledge of wallboard installation.	_____ / _____
Demonstrate knowledge of paint and paint finishing.	_____ / _____
Demonstrate knowledge of taking measurements.	_____ / _____
Demonstrate knowledge of good teamwork skills.	_____ / _____

COMPETENCIES

JOB SKILLS FOR TRADE & INDUSTRY

ANEW 105 - Job/Life Skills

<u>COMPETENCIES</u>	<u>ACCOMPLISHED/DATE</u>
Understand the importance of personal values and setting realistic personal goals.	_____/____
Demonstrate effective communication and problem solving techniques.	_____/____
Understand what constitutes sexual harassment and your personal and legal responsibilities.	_____/____
Prepare a resume and a mock interview.	_____/____
Complete a job search plan.	_____/____

COMPETENCIES

JOB SKILLS FOR TRADE & INDUSTRY

ANEW 107 - Strength Building

<u>COMPETENCIES</u>	<u>ACCOMPLISHED/DATE</u>
Identify health and nutrition concepts that are necessary for health and fitness.	_____ / _____
Participate in an aerobic exercise program.	_____ / _____
Complete an individualized weight training program.	_____ / _____
Show a 10% (average) improvement in muscular endurance activities within 10 weeks and 20% by program completion.	_____ / _____
Show a 10% (average) improvement in cardio-vascular endurance exercises within 10 weeks and an additional 10% by program completion.	_____ / _____

COMPETENCIES

JOB SKILLS FOR TRADE & INDUSTRY

ANEW 109 - Heavy Work Station

<u>COMPETENCIES</u>	<u>ACCOMPLISHED/DATE</u>
Demonstrate safe material carrying, stacking and lifting from ground to above the waist.	_____/____
Demonstrate safe use of material handling equipment.	_____/____
Complete height experience work stations.	_____/____
Demonstrate general trade knowledge.	_____/____
Interpret an MSDS sheet on hazardous material handling and storage.	_____/____
Demonstrate safe operation of hand, power and pneumatic tools.	_____/____
Demonstrate safe operation of gas powered tools and equipment.	_____/____

COMPETENCIES

JOB SKILLS FOR TRADE & INDUSTRY :

ANEW 111 Forklift and Flagger Training

18 hrs/1 cr

COMPETENCIES

ACCOMPLISHED/DATE

Forklift:

Demonstrate appropriate knowledge of functions and parts of a forklift, OSHA forklift regulations, proper procedures for picking and placing a load, the stability triangle/pyramid properties of propane gas.

Demonstrate safe driving habits in forklift operations.

Effectively demonstrate attention to safety and knowledge of their own equipment and capabilities.

Properly perform a complete preshift inspection.

Properly pick and place a variety of loads and properly move through a predetermined course of the workplace.

Flagger:

Demonstrate how to establish and maintain a safe traffic flow in a construction zone.

Demonstrate understanding of hazards and of safe behaviors involved in a variety of flagger situations.

Successfully pass State exam which results in 3-year flagger certification.

Effectively practice zone set-up and flagger situations.

RFP

RFP 94-01
SECTION A: RESPONSE PACKAGE
PROGRAM DESIGN

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A.1. PARTICIPANT TARGETING

ANew will continue to serve women over the age of 17 who are interested in entering nontraditional employment. ANew proposes to recruit 168 women for training in the next contract period. ANew will continue to focus its recruitment efforts to draw this target population from King County - high density poverty areas.

ANALYSIS: ANew 1992/93 and 1993/94 PARTICIPANTS RESIDING IN SEATTLE/KING COUNTY HIGH POVERTY DENSITY AREAS		
# of Participants	High Poverty Density Area Zip Codes	Area
9	981- 03,05,07,15,17,25,33,77	North Seattle
4	981- 02,09,12,19,99	Central Seattle
49	981- 06,08,16,18,26,34,36,44,46	South Seattle
17	980- 04,05,06,07,08,11,19,27,33,34, 40,56,72	North & East King County
56	980- 01,02,03,10,22,23,31,32,42,55, 56,58/ 981-48,58,66,88,98	South King County
Total: 135 Enrollees	Conclusion: ANew enrolled 160 participants during the 1992/93 and 1993/94 contract period; 135 or 85% of those enrolled reside in Seattle and King County high poverty density areas.	

ANew will continue to enroll minority women at our goal level. For 1994-5 this will be 59% for the city and 35% for the county. Any paid advertising is only used to recruit in targeted communities of color. (See A-14 Chart.)

Often women have not had opportunities in school, family life or at jobs to familiarize themselves with the tools necessary to enter trades or industry.

The chart below shows actual work skill deficiencies of past classes as well as projections for our target population, 1994-96:

Work Skill Deficits	1989-90	1990-91	1991-92	1992-94	1994-96
Lack of job skills	100%	100%	100%	100%	100%
Unemployed 15 out of the last 26 weeks (minimum), SDA Barrier	52%	59%	74%	81%	75%
Lacks Work History, SDA Barrier	46%	54%	58%	48%	45%
Lacks Work Maturity				56%	45%

ANew continues its commitment to create the opportunity for women with pre-employable and nearly employable basic skills to receive nontraditional job skills training. The chart below summarizes past and planned enrollment of women with basic skill deficits:

Basic Skills Deficit	1989-90	1990-91	1991-92	1992-94	1994-96
Enrollment	92	70	68	160	168
Nearly employable	20%	30%	43%	22%	20%
Pre-employable	12%	14%	10%	11%	10%
High School Dropout	23%	26%	18%	24%	24%

Life skills deficits are the most challenging of the employment barriers faced by ANew participants. In addition to poverty, the majority of ANew students have had to deal with one or more of the following life situations while in training. The chart below summarizes life barriers for student populations from previous and planned contracts.

Life Circumstances	1989-90	1990-91	1991-92	1992-94	1994-96
Welfare Recipient	64%	57%	62%	55%	45%
Substance Abuse (Received treatment)	22%	28%	25%	21%	25%
Offender	22%	19%	12%	29%	18%
Single Parent				64%	65%

In 1992-94, 16% of the 160 participants had 3 or more of the specified employment barriers, 33% had 2 barriers, 42% had one barrier, and 9% had no JTPA barriers.

An additional barrier that ANEW participants face is domestic violence. Upon initial assessment approximately 25% of the potential applicants in each class report a history of domestic violence, with very few (1 to 2) identifying current abuse. In the past two classes, by program completion there were 37 (46% out of an enrollment of 80) known cases of past and/or present domestic violence.

The continuum of violence and abuse ranges from verbal and emotional abuse (constantly belittling a participant, making it difficult for them to attend school or study, accusing them of sexual misconduct because they are working with men) to physically abusing them and/or threatening to kill them. ANEW staff responds to these needs through individual counseling, support groups, referrals to domestic violence centers and shelters, bringing in speakers for the class from DAWN, a domestic violence center, and developing a "safety plan" for the participants while they are in school.

Another barrier is lack of a Washington State Driver's License, a requirement for most nontraditional jobs. Often the worksite is not on a bus line or shifts do not correspond with bus schedules, which necessitates owning a vehicle. Entering the construction trades is very difficult without a dependable vehicle and almost impossible without a driver's license. In the last four classes 50 out of 160 trainees did not have a valid driver's license. In the most recent graduating class for example, only 2 out of 10 women who did not have a driver's license obtained it upon completion.

Trainees are encouraged to study and take the licensing test. If, as in the case of some women who did not finish high school, they don't know how to drive, there is no funding available for driving lessons. Staff suggests they have a friend teach them or use their Pell Grant for lessons (lessons average \$80.00 an hour). In most cases, women do not have a valid license due to fines for violations. Pell Grants can be used to pay off fines, but this is often not possible since participants need their grant money for living expenses.

A.2. OUTREACH AND RECRUITMENT

ANew has developed and will continue to implement a comprehensive recruitment and community outreach plan. Essentially, the plan employs five recruitment strategies : public relations/networking, bulk mailing, promotional literature and displays, media, community outreach and miscellaneous recruitment opportunities (Appendix, Exhibit 1).

ANew is intensely aware that outreach and recruitment are crucial to providing access to the

employability process. Accordingly, we are particularly committed to targeting our outreach efforts to those populations that disproportionately suffer from harder-to-service characteristics (i.e. ethnic minorities, single parents, youth and ex-offenders residing in high poverty density areas in Seattle and King County). Implementation of our plan during the 1992/1993 and 1993/1994 contract period resulted in 85% of ANEW enrollees recruited from high poverty density areas in Seattle and King County. Since ANEW provides a unique training opportunity, participants are drawn county-wide from Woodinville to Enumclaw.

The ANEW Outreach/Retention Worker will conduct all on-going recruitment activities and maintain and establish key linkage relationships with CBO's, State entitlement agencies, recruitment networks community groups, and Career Development Learning Centers.

A.3. PRE-APPLICATION

Upon initial contact, usually by phone, preliminary information is provided to a prospective participant. Additional program information and a schedule of orientation dates is mailed to her. Approximately 500 flyers are mailed to individuals before each class enrollment. The pre-application establishes the following: initial income eligibility, family status and work history (see Appendix, Exhibit 2).

The ANEW Orientations will be once every two weeks in June, July, December and January. The scheduled day is 8:30 a.m. to 3:30 p.m. Within the Orientation the morning activities review JTPA services offered county-wide, the nontraditional job market, ANEW's services,

and curriculum offered in "Jobs Skills." The afternoon incorporates assessment (see A.5).

The Outreach Worker, Director and Counselor conduct the Orientation.

A.4. ELIGIBILITY DETERMINATION

ANew has successfully provided up-front eligibility verification for over 160 participants.

In 1992-93, our JTPA 8% grant, awarded by the Employment Security Department, required income verification of all participants. In 1993-94, the PIC required 100% verification for both income and an employment barrier.

Procedures: At the end of Orientation, those interested in applying for the ANew program sign-up for an Assessment Interview and receive one-to-one instructions on what to bring as documentation for their JTPA application. On their Assessment Interview Day, applicants bring in income and barrier documentation, which is copied and placed in their application envelope. All staff (except the Math and Fitness Instructors) are trained to use the T.A.G. to determine the documentation needed to accompany the applicant's JTPA forms.

During the one-to-one Assessment Interview, staff review with the applicant her income and barrier documentation and compare it to her JTPA application. Any further documentation necessary to complete the application is requested of the applicant and noted on the envelope. Assistance with document gathering is provided by the Outreach Worker and Training Assistant. Assistance has included phone verification of AFDC status for the current month, phone calls to obtain birth certificates, and directions for obtaining a Social Security card.

The Director reviews each application and accompanying documentation within 30 days.

A.5. OBJECTIVE ASSESSMENT AND ISS

The process of appropriate and effective applicant assessment is the key to a comprehensive and successful service strategy. Assessment of employment goals and needs begins in Orientation with the Work Environment Assessment and Job Interest Survey (Exhibit 1). Basic skills are assessed using the Washington Basic Skills Appraisal Test. Training needs and barrier assessment continues with the Fitness Assessment (Exhibit 1) and monitoring timeliness and behavior. The Counselor, Director, Job Developer, and Client Services Technician assist the Outreach Worker with administering the Physical Assessment, which is organized with four applicants per test group.

Evaluation of employment and personal barriers is accomplished through the Assessment Interview (Exhibit 1). ANEW staff are trained to conduct Assessment Interviews, which take approximately one and a half hours. Rating the applicant and reviewing "program entry criteria" and eligibility documentation takes another half hour. The initial assessment process can be summarized as follows:

ASSESSMENT CRITERIA	ASSESSMENT TOOL
Basic Skills	Washington Basic Skills Appraisal Tests
Work Skills motivation	Orientation/Interview punctuality, behavior Physical Assessment, Interview: Goals & Expectations, Plan of Action
Trade skill aptitude & potential	Job Interest Survey, Work Environment Assessment, Interview: Work History, Education Assessment, Training Related, Physical Health
Life Skills Barriers to employment	Interview: Mental Health, Family/Stability Issues, Training Related, Work History, Work Maturity Checklist
Barriers to completion	Orientation: Budget Form, Child Care Plan, Interview: Family Stability Issues, Plan of Action

Based on the above information, minimum entry criteria includes:

- * applicant Assessment Interview score of at least 60
- * "satisfactory" score on Physical Assessment
- * Washington Reading and Math Appraisal Tests scores above 200.

Selection for enrollment is based on: 1) the applicant's Assessment Interview and Physical Assessment scores; 2) applicant follow-through; and 3) ANEW's target population goals. ANEW uses as a guide the JTPA mandate to serve those who cannot make it in the labor market without "sustained intervention."

The next step for accepted applicants is to attend an Individual Service Strategy Update

meeting, which includes being fitted for boots, reviewing expectations, and one-to-one updating of the ISS (See Exhibit 1). The Director and Outreach Worker conduct ISS day with ISS development assistance from ANEW staff. The ISS Update specifically matches lack of work skills with enrollment in "Job Skills," lack of basic skills with enrollment in "math refresher," and remediation and/or GED prep, and life circumstances with strategies for resolution.

Objective assessment is integrated in the five months of training at five points: 1) Three week check-in; 2) Mid-point evaluation; 3) "One month to go"; 4) Exit interview; and 5) Final grade report. At the third week of training the ANEW Counselor will meet with participants for a one-on-one counseling "check-in." This provides women who are hesitant to voice their needs to an instructor or in small groups an opportunity to be heard. The "check-in" also builds trust between staff and participants. This lays a foundation for communication if any future problem arises.

At the eleventh week of training, each participant has the opportunity to evaluate herself, the ANEW program, and to be evaluated by each instructor. One RTC instructor and one ANEW staff meet with each participant to discuss her "Assessment of Trainee Performance," which includes a performance review from each instructor (See Exhibit 1). Five weeks before program completion, the instructors and Counselor prepare a "One Month To Go" report (Exhibit 1) for any participant who has assignments due. This tracking alerts participants to what they need to accomplish in order to graduate and prevents last minute

misunderstandings.

One of the most important case management tools to facilitate placement is the Job Search Plan and "Exit Interview" (See Exhibit 1). This is a one-to-one meeting between the Job Developer and each participant prior to completion of training. This interview is to re-evaluate employment goals and capabilities and to build trust in the relationship between the Job Developer and the job seeker. The "Exit Interview" is also used when participants go into cooperative education (employment prior to the end of training) or drop-out of training but plan to go to work.

A.6 CASE MANAGEMENT

ANew takes a team approach to case management. This is possible because staff and participants are housed in the same facility and have daily contact. The ANew staff meets weekly to discuss overall program functioning as well as specific participant situations. The ANew staff and Renton Technical College Instructors meet weekly as well to track trainees' progress, to schedule monthly events, and to discuss programming to keep trainee motivation high.

Participants are not "assigned" to counseling staff. Depending on the nature of her request, the trainee could select either the Counselor or Job/Life Skills Instructor, or possibly the Job Developer or Director. However, the majority of case management is done by the Counselor (caseload 30-50) and the part-time Job/Life Skills Instructor (caseload 12-22). Caseloads are

heaviest in February, March, and September, due to the overlap of participants who have just graduated and those who are starting. After graduation, the Outreach/retention Worker and Job Developer pick up the case management functions.

On-site services: Support service assessment, counseling, and referral are available for students between 7:30 am and 8:00 am, during lunch period, during weekly resource hour, and after school at 3:30 pm. Until the end of the 6 month follow-up, graduates can receive support services, counseling, and referrals Tuesday evenings until 7:00 pm or by appointment. Additional counseling contact takes place during the weekly 75 minute small group and if needed for crisis situations, at anytime between 7:30 am and 5:00 pm. The Counselor has a Master's degree in Social Work with special areas of expertise in abuse issues and group process. The Counselor meets with participants on a case-by-case basis. If a participant needs on-going, in-depth counseling, a referral is made to an outside source.

The Counselor and Job/Life Skills Instructor coordinate services for participants in the areas of childcare, JOBS employment plan approval, transitional and permanent housing, financial aid application, medical services provision including the student accident insurance plan, ESL referral, legal assistance referral, learning disabilities testing, and drug/alcohol assessment. Referrals and outcomes are tracked in the "case management notes" section of each participant's Individual Service Strategy.

Coordination and Advocacy: The Math Instructor and Counselor monitor the progress of

those needing basic skills remediation and GED completion. These participants attend the RTC Adult Learning Center to receive concurrent and/or sequential instruction. Twice a month the Counselor and Renton Technical College Basic Skills Instructor consult to track the attendance and skill level of each co-enrolled participant. The Counselor meets twice a month with the participant to ensure that her needs are being met and to assist in the elimination of potential or existing barriers that could prevent her from completing.

Mentoring

Once a week for 75 minutes the participants meet in small groups of ten facilitated by either the Counselor or Job/Life Skills Instructor. The small groups are a place where women learn how to network and to give and receive support from one another. This is also a venue for demonstrating skills learned in Job/Life Skills class. Participants use this time to share their successes in school as well as the difficulties. Participants advise each other on life circumstances and employment issues. This is also a time for the counseling staff to become aware of those participants dealing with abusive partners, alcohol and drug related problems, parenting, anger management, or budgeting issues. This prevents trainees with problems from falling through the cracks as well as providing an avenue for counseling staff to approach trainees about sensitive issues.

These participant contact times are designed to identify, track and address those behavioral or attitude problems which often occur for people who have multiple barriers which affect employability. The goal of the ANEW staff is to work with participants to facilitate healing

and behavior changes so they will be successful in getting and keeping a job when they complete training.

Supportive elements that include counseling, small support groups, emergency services and community resource referrals are components that compliment instruction. These supportive elements are essential for ANEW participants to commit to and remain in a 5 month pre-employment training program.

A.7 TRAINING SERVICES

ANEW offers an effective menu of training services for future tradeswomen. These training services include WBSCS remediation, GED preparation, "Job Skills for Trade and Industry," and Cooperative Education. These services are offered at Renton Technical College, which is accessible by several bus routes and Interstate 405.

A supportive atmosphere is created by the multi-cultural staff where participants can learn the technical and behavioral skills needed to complete a successful job search. Skills training (Construction, Electrical/Mechanical, Strength Building, and Trades Math) is taught using methods appropriate for different learning styles. Trainees acquire transferrable technical skills necessary to get a nontraditional job. Integrated Pre-employment class teaches behavioral skills in a relevant context. Assertiveness, problem-solving, conflict resolution, and cultural diversity enable trainees to acquire the skills necessary to keep a job.

Basic Skills Training:

For the past eight years, ANEW has formed a linkage with the Adult Learning Center at Renton Technical College (RTC) to provide WBSCS learner driven, competency based remediation to ANEW participants scoring below 225 in math and/or below 230 in reading on the Washington Basic Skills Appraisal tests. Participants are provided with individualized instruction and curriculum that is self-paced, matched to their functional levels, and focused on their identified competency deficiencies. The math curriculum has been adapted by the RTC Basic Skills Instructor and ANEW staff so that it is trades related. Those with math scores below the employability level are required to attend "Math Refresher," a 30 hour class offered at the Learning Center before enrollment into "Job Skills."

ANEW participants can also pursue study and testing for their GED. Options to participate at the Adult Learning Center include sequential and/or concurrent remediation and GED programs. Of the 168 participants ANEW plans to enroll in skills training, at least 40 will be high school drop-outs. They will attend classes at the RTC Learning Center Monday through Thursday from 3:00 pm to 4:45 pm for an average of 80 hours. Participants enrolled only in remediation average 50 hours. An average of two participants per class continue either remediation or GED prep beyond the five months of "Job Skills." The Basic Skills Instructor will monitor attendance, administer CASAS pre and post diagnostic tests to measure gains, and report results to the ANEW Counselor. Both the Learning Center and ANEW are on the RTC campus. This proximity will facilitate case management communication. If a participant would find it more convenient to study at one of the Career

Development Learning Centers, arrangements will be made for her to attend classes there.

Youth may earn a Learning Incentive Payment for: 1) the achievement of basic skills competencies at the employable level in reading and/or math; 2) for passing the third GED test; and 3) for passing the fifth GED test. There will be a maximum of \$150 in LIP payments per participant.

Classroom Occupational Skills Training:

Through subcontracting agreements with RTC for the past fourteen years, ANEW has offered a five month multi-trades training program: Job Skills for Trade and Industry. Contractually, "Job Skills" is a cross between customized classroom occupational training and tuition based training. Enrollment into "Job Skills" is not open to the public, but only to ANEW-selected JTPA eligible participants. However ANEW only pays tuition at the current rate per hour to RTC and "Job Skills" has a state certified curricula. (Exhibit 3)

"Job Skills" consists of four main components: I. Construction Trades; II. Electrical-Mechanical Trades; III. Strength Building; IV. Pre-Employment Training. Total curriculum hours are 675 (600 are reported on the RTC Preparatory Grade Report and 75 on the Job/Life Skills Report).

I. Construction Trades: This competency based component focuses on the skills necessary to gain entry level employment in a variety of construction trades. The participant will gain working knowledge of trades math, blueprint reading, and safety. The curriculum covers

heavy, repetitive tasks such as: ditch digging, tying rebar, welding, burning, soldering, spray painting, erecting scaffolding, and lifting, carrying, and stacking materials. Classroom learning is applied to projects which mirror the "job" situation. The RTC Construction Trades Instructor teaches this section as well as trades math, heavy work stations, and assists in Strength Building. Trades Class ratio is 1 to 21.

An emphasis on math is essential since a high school math proficiency is the minimum required to qualify for apprenticeship programs. During program year 1991-92, ANEW increased structured math class from 2 hours to over 5 hours a week. This additional time plus the low instructor to student ratio (1 to 10) is key to integrating math skills into the trades curriculum, especially for those with low basic skills. This has paid off for participants. The three ANEW trainees who applied for the carpenters apprenticeship last January scored the highest of all apprenticeship applicants. Fifty percent of the applicants failed the math test.

II. Electrical/Mechanical Basic Skills: This competency-based component of skills training prepared participants for entry level jobs dealing with basic electricity, wiring, and mechanical aptitude. The curriculum covers a working knowledge of electricity, troubleshooting electrical and mechanical devices, and repair and maintenance of these devices. Trades math focuses on Ohm's Law and using the characteristics of series and parallel circuits to find unknowns (voltage, resistance and amperage). Safety issues are stressed. During project time participants will be expected to apply classroom learning to the

practical setting. The curriculum also covers fabricating sheet metal projects, bending electrical conduit, cutting, reaming, and threading pipe, and operating equipment such as a chainsaw, jack hammer, two person post hole digger, tamper, forklift, and scissor lift. The RTC Electrical/Mechanical Instructor teaches this section as well as trades math, heavy work stations, and assists in Strength Building. Class ratio is 1 to 21.

III. Strength Building: One of the most important components of the ANEW program is Strength Building. In this part of the training, participants learn basic health and nutrition concepts as well as build upper body strength and overall endurance. Participants spend between 3-1/2 and 4-1/2 hours a week at the RTC Health and Fitness Technology facility. This fully equipped facility includes an aerobics room, swimming pool, exercise equipment, free weights, and universal weight lifting machines. Each student has a pre, mid, and post test to document her progress. Also during the five months, students take simulated entry tests for these occupations: carpentry, fire fighter, utility lineworker and laborer. The Strength Building Instructor has designed a comprehensive program involving stretching, weight lifting, and aerobic exercise. Class ratio is 1 to 42 in lecture; 1 to 10 in fitness training.

IV. PRE-EMPLOYMENT TRAINING:

ANEW provides comprehensive pre-employment training via our Life and Job Skills development curriculum. The curriculum is competency-based and furnishes individual trainees with nearly 85 hours of training during the 20 week training period. (See Exhibit 4) The Life and Job Skills Curriculum is divided into three components: The Job and Life

Skills Class, the Pre-employment Resource Hour and the Pre-employment Small Groups.

The Job and Life Skills Class is taught by the Job/Life Skills Instructor, with assistance from the Counselor and the Job Developer. Each trainee is provided a 300 page Job and Life Skills Workbook, 35 hours of life and job skill classroom instruction and interactive challenge. The Life Skills component offers an in-depth opportunity to understand values and how these affect communication with others. Working on self-esteem and communication skills is an important component to facilitate women in a successful job search. The Job Skills component focuses on career awareness, employer expectations, filling out applications, completing a resume, and how to interview successfully. Class ratio 1 to 21.

The Pre-employment Resource Hour (25 hours), taught by the ANEW Job Developer, provides trainees with additional job skills training, a Job Search Notebook and opportunities for practical application designed to assist them in the retention of their learning. Participants will learn about the apprenticeship system, as well as nontraditional jobs available in the public sector, construction trades, manufacturing, transportation, industry, and operations work. Class ratio 1 to 21.

Lastly, the **Pre-employment Support Groups** (25 hours) facilitated by the Counselor and Job/Life Instructor, assist trainees in addressing personal issues that might impede positive personal growth and employability. Class ratio 1 to 10.

In addition to the Life and Job Skills development curriculum, trainees receive 40 hours of speaker presentations and "real world" information from tradeswomen, union representatives, apprenticeship co-ordinators, and community resource people. Each week a different "Trade of the Week" is featured. Speakers (tradeswomen and union reps) are all representatives from the featured trade and the heavy work curriculum focuses on skills for that trade.

Cooperative Education: ANEW in cooperation with RTC has developed the opportunity for participants to complete training while working. This capability is called "Co-op." After completion of 50% of classroom training, a participant can go to work in a training related job and also receive a certification of completion for "Job Skills." Attendance and performance are monitored closely by the Instructors, Job Developer, and employer.

Attendance Policy: A trainee missing class for any reason except co-op or a job interview is counted as absent or tardy. There are seven steps in ANEW's attendance policy which range from meeting with the Counselor to program termination. A participant can appeal to the RTC Associate Dean if 1) unusual circumstances (hospitalization, death in the family) allow her to apply for a leave of absence for hours missed and 2) her violation of probation has caused termination from ANEW/RTC. A minimum of 75% attendance is required for program completion. The Counselor and instructors work as a team to assist trainees to resolve attendance problems by use of "Action Plans" and "Attendance Contracts."

Program Completion: Over 75% of enrolled participants complete the ANEW program. In

the February 1994 class, 100% of the youth completed, received their GEDs, and attained basic skill employability levels. ANEW's youth employability enhancement rate is 67% only because our youth enrollment is so small that one person dropping out has a great effect on performance goals.

A.8 EMPLOYER PARTICIPATION

Since ANEW's inception in 1979, labor and industry have been at the forefront of guiding ANEW's direction. ANEW was formed to address the training needs of women interested in entering the trades and the needs of labor and management who were committed to hiring women. Initial funding sources included the Weyerhaeuser Company*, Todd Shipyards, Associated General Contractors*, Puget Power*, and labor unions.*

*(Made donations in 1993-94.)

Job Skills for Trade and Industry Advisory Committee: Direct input into curriculum and placement is given by members of the "Job Skills" Advisory Committee. Committee members have included the apprenticeship coordinators for the Carpenters, Electricians, Ironworkers, Boilermakers, Marine Electricians, Asbestos Workers, Plumbers/Pipefitters and Seattle City Light.

Employers and apprenticeship coordinators speak to each ANEW class to explain the entry level qualifications and work environment of their industry. A panel of employers and union representatives conduct a mock interview with each participant which is videotaped and

played back for group critique. In addition, tours are arranged at a variety of industrial and construction work sites as well as training seminars at apprenticeship program facilities.

A.9 JOB TARGETING

Wages, Benefits, Hours per week: The Nontraditional Employment for Women Act, passed in 1991, requires states and Service Delivery Areas (SDA) to plan for and to increase the access of women served in JTPA to nontraditional training and jobs. These nontraditional jobs pay much higher wages than traditionally female jobs. The average starting wage for our most recent class was \$9.90 per hour. Since 1989, over **50%** of ANEW placements have been in unionized jobs. These jobs have pension, health, vacation, and other benefits negotiated through the union contract. Apprenticeship and public sector employment (**32%** average) offer structured training avenues as well as career advancement opportunities. Some of the non-union employers do offer benefit packages or include the cost of benefits in the salary paid (prevailing wage jobs). Nontraditional work offers many career advancement possibilities. Upon completion of an apprenticeship (2 - 5 years), wages average \$16 to \$25 per hour plus benefits. Non-union jobs, although lower in pay and often without structured advancement, still give women a higher earning potential.

A.10 JOB PLACEMENT SERVICES

The Job Developer seeks employment opportunities that offer the specific attributes of quality jobs: wage of at least \$6.50 per hour, training availability, stability, benefits, and opportunities for advancement. The Job Developer is responsible for placement and

replacement of participants. During the ninety day placement period, the Job Developer maintains participant contact during weekly Transition-to-Work class and weekly phone contacts.

A cooperative relationship with King, Pierce and Snohomish County employers has grown over the past fourteen years. On-going contact with 38 apprenticeship coordinators, government contract compliance offices, and human resources staff of over 100 employers keeps ANEW posted on changes within the workforce. Close to 90% of ANEW's placements are through direct calls or job announcements sent to ANEW.

Until December 1994 and hopefully into 1995, the Job Developer will be assisted by the ANEW Employment Coordinator. Funding through the Office of Port JOBS has provided this opportunity to focus on job development with government funded construction contractors and subcontractors as part of the Apprenticeship Opportunities Project. The Port of Seattle has scheduled \$10 million of construction. Since January, three ANEW graduates have found employment through this project.

ANEW's proposed job placement rate is 67%. Lack of a valid driver's license and failure of drug tests has resulted in participants being ineligible for a number of jobs. This has caused a steady attrition of our placement rate. Of our most recent 160 participants, 49% had two or more barriers to employment. In comparison with 1981-83, the actual placement rate was 86% for non-JTPA participants.

A.11. POST PROGRAM FOLLOW-UP SERVICES

The Outreach/Retention Worker, assisted by the Job Developer will make post placement follow-up contacts at least twice a month for the 6 month follow-up period. (From June 1993 through May 1994, the Outreach/Retention position was funded through the Washington Employment Security Department through NEW Act funds.) Frequency of contact depends on the needs of the participant. Employment staff act as a source of encouragement and reassurance as well as a facilitator between the ANEW graduate and employer if there are problems. Discussions center on helping graduates problem solve around issues such as sexual harassment, employer expectations, daycare problems, physical stamina concerns, job safety, transportation problems, co-worker relationships and job performance.

The Outreach/Retention Worker is available one night per week at the ANEW office until 7:00 pm to assist working women who can't come by during day time hours. If a participant loses her job during post-placement follow-up period, she can come back to Transition-to-Work class sessions with employment staff.

The following time line indicates the minimum frequency of post-training contacts between participants and ANEW employment staff:

- * Transition-to-Work class until placement (2 hrs once a week for 12 weeks)
- * Job Information phone calls (1/2 hr/wk)
- * Placement Contact (1 - 5 hrs)
- * Bi-weekly Post Placement Contact (1/2 hr for 6 months)

- * 13 Week Post Placement Contact (1 hr)

- * 6 month Post Placement Contact (1 hr)

Participants will average 40 hours of post program contact with ANEW staff (24 to 80 hours)

A utilized link for retention is the Trades Mentor Network, whose mission is to improve the retention rate of women and minorities in King County apprenticeship programs. Three ANEW graduates will have used this service. To further leverage staff time, ANEW, through the NEW grant, formed its own mentorship program. From December 1993 to the present, 6 mentor/protegee teams have been matched. An additional 8 volunteers will be matched with participants who graduate in July.

A.12. SUPPORT SERVICES (JTPA)

ANEW will continue to provide all three types of JTPA funded support services to participants during training, job search, job placement and post-placement follow-up.

Child Care: Participants needing child care services will be referred to the City of Seattle Department of Housing and Human Services (DHHS). All participants receiving public assistance will arrange for child care through their JOBS case worker. If welfare funding shortages exist, the participant will be required to bring a written statement from their worker documenting the fact that welfare funds are not available to pay for child care. Then the participant will be linked with DHHS services. In-home child care will be made available if DHHS cannot accommodate individual participant needs. Approximately 65% of

ANEW participants are single parents.

Needs-based Payments: ANEW's Counselor identifies those participants not receiving public assistance who are eligible to receive these payments. The Training Assistant coordinates time sheet completion and check distribution.

Support Services: These direct support services are issued to participants on the basis of individual need within the guidelines of the PIC directive. The Counselor, Job Developer, Job/Life Skills Instructor, and Client Services Technician are trained to approve support services requests. After a participant receives a Pell grant, the grant is utilized for training expenses in place of JTPA support services.

A.13. COORDINATION AND ANCILLARY SERVICES

ANEW has established an informal agreement with the RTC on-site Child Care Center to "hold" 4-6 slots for children of ANEW participants. ANEW participants apply for Pell grants with assistance from the RTC Financial Aid Office. These dollars, which range from \$500-2,000.00 per eligible student replace students' JTPA support services dollars.

HOUSING ASSISTANCE:

Since 1989, ANEW has collaborated with the Homeless Initiative Pilot Project (HIPP) at the YWCA of Seattle-King County. A participant may be enrolled in HIPP and ANEW in one of two ways: full enrollment, which means the HIPP program pays for their ANEW trades

B.1. Organization's Mission and Services

OUR MISSION AND GOALS

The mission of ANEW is to create opportunities for women to enter and progress in the trades, technical, and other targeted nontraditional jobs by linking education, labor, industry and the community. OUR GOALS:

- To prepare women for the physical, technical, and emotional demands of nontraditional jobs;
- To focus community attention on the fact that higher paying nontraditional jobs can reduce the increasing percentage of women who form the poverty population in the United States; and
- To offer consulting services to employers, unions, apprenticeship councils, government agencies, community organizations, and other job training programs.

SERVICES PROVIDED/POPULATIONS SERVED/FUNDING SOURCES

In cooperation with Renton Technical College (RTC), ANEW sponsors "**Job Skills for Trade and Industry**," a five month multi-trades training program which includes strength building and job/life skill components. Basic skills and/or GED preparation at the RTC Learning Center are offered two weeks prior to "Job Skills" enrollment or concurrently.

For "Job Skill" trainees, ANEW staff provides recruitment, orientation and referral of applicants and selection of participants. Case management including personal and employment counseling as well as job placement assistance are provided from enrollment

A.14 Participant Targeting Levels

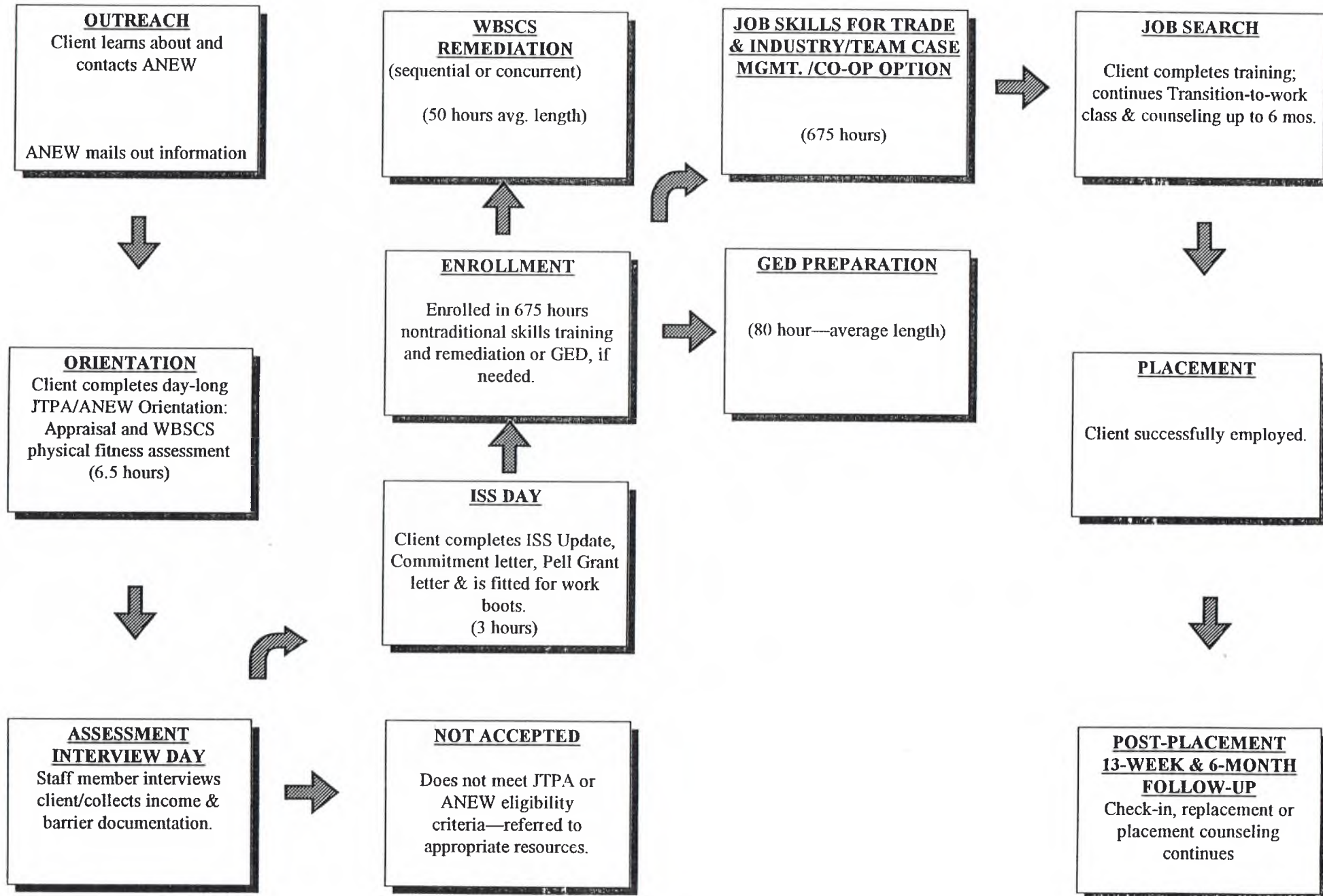
For each of the target groups listed below, indicate the proposed enrollment (into training) objectives. Proposed service levels must be based on the anticipated number of participants entering training, not on participants enrolled in OAS. Numbers and percentages provided should be based on new PY 94 and new PY95 participants combined. Do not include PY 93 Carry-In Clients. If planning to propose different PY 94 and PY 95 service percentages for any of the target groups below, provide the overall percentage on this form and attach a separate page breaking out the program year difference. Complete both columns only if submitting a proposal for both Adult and Mature Worker funding.

	Adult (For RFP 94-01)		Mature Worker (For RFP 94-03)	
	#	%	#	%
Total Persons Enrolled into Objective Assessment	280			
Total Participants Enrolled in Training	168	100 %		100 %
City Residents	76	45 %		%
Balance of County Residents	92	55 %		%
A. Competency Targeting				
Basic Skills Levels*	168	100 %		100 %
Limited English	0	0 %		%
Pre-Employable in Reading and/or Math	17	10 %		%
Nearly-Employable in Reading and/or Math	34	20 %		%
Employable in Reading and Math (Need Upgrading)	75	45 %		%
Employable in Reading and Math (No Upgrading)	42	25 %		%
Deficient in Job Specific Skills	168	100 %		%
Deficient in Pre-Employment/Work Maturity Skills	76	45 %		%
B. Barrier Targeting				
Disabled	5	3 %		%
Ex-Offenders/Offenders	30	18 %		%
High School Drop-Outs	40	24 %		%
Welfare Cash Recipients	76	45 %		%
C. Ethnicity/Gender				
Women	168	100 %		%
Minorities (City of Seattle)	45	59 %		%
Black/African-American	33	44 %		%
Hispanic/Latino	5	6 %		%
Native American	5	6 %		%
Asian/Pacific Islander	2	2 %		%
Minorities (Balance of County)	32	35 %		%
Black/African-American	20	22 %		%
Hispanic/Latino	6	7 %		%
Native American	5	5 %		%
Asian/Pacific Islander	1	1 %		%
Minorities Total	77	46 %		%
D. Other				
Non-JTPA Eligible Participants (10% maximum)	0	0 %		%
Youth ages 16 to 21 (10% maximum)	12	7 %		%

* Basic Skills Levels: Should be unduplicated and include all participants in training. Estimate numbers/percentages for each based on lowest CASAS scores (e.g., persons who are nearly employable in reading, but are pre-employable in math would be considered pre-employable). Limited English participants are those who need to take the CASAS listening test. Indicate the number of persons you expect to serve who will score at the employable level on the CASAS, but need basic skills upgrading (i.e. GED preparation or basic skill upgrading to enter vocational training) and the number of persons you expect who will not need any basic skills training.

ANEW PROGRAM FLOW CHART

A. 15.



training costs, or co-enrollment, ANEW pays training costs. In either case HIPP provides these participants with housing resources and case management (value \$700-\$900 per person). From 1992-1994, five women were fully enrolled through HIPP and six were co-enrolled. Another valuable housing resource utilized by three ANEW participants from 1992-1994, is the Single Residents Occupancy (SRO) program, operated by the Kent County Multi-Service Center. They provide housing resources and case management to single women who are in substance abuse recovery. Participants who become homeless during the training program are referred to additional shelters and programs in the community.

Department of Social and Health Services/Employment Security

Participants receiving AFDC benefits are referred to the JOBS program for child care assistance and potentially, transportation and "start-up" training and employment costs. The ANEW Counselor and Job/Life Skills Instructor coordinate with the JOBS case workers to maximize limited resources. Participants are also referred for emergency assistance when appropriate.

Washington Correctional Center for Women/Helen B. Ratcliff House

Since 1992, ANEW has worked directly with WCCW, Ratcliff House and Indian Ridge Correctional Center to educate, recruit and train female offenders. Through Carl Perkins Corrections Alliance funds ANEW has enrolled and trained eleven female offenders during the 1992-94 contract period. These contracts totaled over \$38,000. Due to the success of this project, ANEW has recently completed a proposal for a Sex Equity grant to continue

funding with this work release project. ANEW is represented on the Washington Council for Female Offenders and the WCCW Advisory Committee. ANEW also presented the work release project at the 1994 Washington State Corrections Conference, and participates in job fairs held at Helen B. Ratcliff House. These linkages are essential to ANEW's commitment to serve 18% female offenders in the training program. In the 1992-94 contract period, ANEW enrolled 29% offenders.

ANEW collaborates with a number of other social service agencies and community based organizations such as: **Central Seattle Recovery Program**-substance abuse assessment (7 people, value \$100.00 @) and treatment (2, value \$2,000-4,000.00 @); **DAWN**-domestic violence counseling, shelter and information (200, \$21.00 per hour); **Welfare Rights**-information on welfare issues(160,); **DVR**-information and referral (6); **Lions Club**-eye exams and glasses (8, value \$125.00 @); **Emergency Feeding Program**-brings food to ANEW participants (40, value \$25-50.00 @); **King County Labor Council** - bring Christmas gifts and food; (80, \$50.00 @) and **Boeing Adopt-a-Family program** Thanksgiving (40, \$100-200.00 @) and Christmas (40, \$200.00-500.00 @) packages of food and gifts; **Northwest Women Law Center and Evergreen Legal Services**-legal assistance (20, \$50.00 @); **Parenting Effectiveness Groups**-parenting support (15, \$20.00 @); and **Literacy Programs**-tutoring (10, \$50.00 @).

Since 1993 ANEW has identified the need for learning disability testing/assessments for six students. Unfortunately this need has been left unmet due to the extraordinary costs of the

testing and assessments. However, after much investigation into both public and private resources (RTC Learning Center, PIC, DVR, private assessor), ANEW has located a psychologist who will potentially provide testing on a sliding scale fee of approximately \$100.00 per student (all estimates prior to his were \$500.00 or more). ANEW is looking forward to the availability of this service until the CDLC are able to provide assessments.

RFP_94-01
SECTION B: RESPONSE PACKAGE
PROGRAM MANAGEMENT AND AGENCY QUALIFICATIONS

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B.1. Organization's Mission and Services

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For "Job Skill" trainees, ANEW staff provides recruitment, orientation and referral of applicants and selection of participants. Case management including personal and employment counseling as well as job placement assistance are provided from enrollment

through 6 month follow up.

The population served is women who meet JTPA low income criteria and barrier profiles set forth by the Seattle-King County PIC. The PIC provides 86% of the funding for this comprehensive training project. The homeless program (HIPP) at the YWCA of Seattle-King County provides funds for enrollment of participants from their agency.

From 1992 to the present, the Carl Perkins Corrections Alliance has funded ANEW's **"Linking Offenders into Living Wage Occupations Project."** Eleven women have been able to attend "Job Skills" while incarcerated. In addition to paying these women's work release fees, the project included 12 trades information seminars for 140 women at corrections facilities and 4 Saturday orientations at ANEW for 30 women offenders. Also training on trades options available to women offenders was provided to jail system staff in King, Spokane, and Clark County.

In 1992-93, the Washington State Employment Security Department, through a competitive bid process, funded ANEW's **"Basic Skills for Future Tradeswomen Project."** This JTPA 8% funding provided basic skills remediation, GED preparation, math tutoring and support services to women enrolled in "Job Skills for Trades and Industry."

In collaboration with the Seattle Police Department and SPI's Vocational Equity Office, ANEW provided recruitment and support service assistance to women enrolled in the **"Police**

Officer Prep Training" class. On eight Saturdays in May and June 1993, 50 women, including ANEW trainees, prepared for the Seattle Police Department entry level tests, both the written (police procedures and terminology) and the physical (strength and endurance).

Through a competitive grant proposal process, Washington Employment Security was awarded one of six grants funded nationally through the Nontraditional Employment Act for Women. ANEW was one of four agencies in the state whose projects were included in the Washington grant proposal. ANEW provided both statewide education and a local demonstration project. For each JTPA Service Delivery Areas (SDAs) in Washington, ANEW provided a workshop for service provider staff on: **"Implementation of the Nontraditional Employment Act for Women"** and **"Integrating Women into the Nontraditional Workforce."** ANEW's local demonstration project included two significant enhancements to our existing program, a **Government Contractors Information System** and an **ANEW Graduate Mentor Program**.

ANEW conducted a study, "Apprenticeship Opportunities in the Puget Sound Region," for the Port of Seattle in March 1993. In this report ANEW cited several recommendations on how the Port could best integrate more women and minorities into construction apprenticeship positions.

Based on the study's results and ANEW's thirteen years of serving as a pre-apprenticeship training program, ANEW received funding from PortJOBS to place 50 low income and

"working poor" women and minorities into apprenticeship programs. ANEW will also track all participants' employment progress until contract completion, December 1994. SVI, the Seattle Urban League, the Seattle Workers Center and ANEW are all collaborating in this one year demonstration project. The main goal of the **Apprenticeship Opportunities Project (AOP)** is to assist women and minorities to enter and succeed in good living wage careers in the construction industry. First priority for enrollment into AOP is given to ANEW/RTC and SVI graduates.

B.2. MANAGEMENT AND STAFFING PLAN

There are currently 9 key positions at ANEW; 6 full time and 3 part-time. During the four months of recruitment a temporary person is hired to answer the phone and assist with new trainees. **Equal Opportunity Profile:** Six Caucasian women, one of whom is over 55; one African-American woman; one Asian-American woman; one Portuguese-Hawaiian-Caucasian. Staff receive training as a group on communication skills and diversity. Staff individually attend classes and workshops pertinent to their job responsibilities.

The responsibilities of each position, the minimum qualifications and current staff experience are as follows:

ANEW DIRECTOR: Responsible for supervision of staff, financial management, and grant/report preparation for the ANEW Board of Directors as well as funding sources. Also negotiates and monitors contract compliance with both funding sources and subcontractor. Provides class instruction, orientations, and ISS development. Full time, 90% this contract.

Qualifications: Three years experience in program planning, analysis, research or counseling, administration, supervision, budget development and management. BA degree in related field. **Current employee:** Three years at ANEW. Three years experience as trades employment program co-director. BA in Communications from Indiana University. ANEW/RTC Electrical Mechanical instructor for 2-1/2 years. Eight years experience as sheet metal worker, estimator, and inspector. Labor representative on the Sheet Metal Workers' JATC for 5 years.

CLIENT SERVICES TECHNICIAN: Responsible for overall bookkeeping systems, including support services for 42 to 70 and coordination of all contract invoicing. Maintains financial documentation for the accountant and auditor. Assists with phones, correspondence and filing. Provides eligibility determination, ISS development and referral. Full time, 100% this contract. **Qualifications:** High school diploma/GED, minimum of 4 years increasingly responsible bookkeeping experience. Ability to type 60 wpm, use WordPerfect 5.1, operate office machines, use pegboard accounting system including accounts receivable/payable, payroll and taxes. Excellent communication skills, written and oral. **Current employee:** 10 years at ANEW. Over 30 years office experience in personnel and accounts payable and receivable. Over 2 years of college courses in business skills.

TRAINING ASSISTANT: Responsible for phones, word processing, filing, copying, mailing correspondence, ordering supplies, and managing ANEW library. Assists with recruitment and attendance monitoring. Responsible for all MIS forms and status changes for 70 to 140. Provides eligibility determination, ISS development, and needs based distribution. Full time, 100% this contract. **Qualifications:** High school diploma/GED.

Type 60 wpm, file, operate copy machine/calculator functions, and use WordPerfect 5.1.

Two years of office experience or additional education may be substituted. Excellent oral and written communication skills. **Current employee:** 4-1/2 years at ANEW. Over six years experience in office positions. Proficiency in word processing, database management, office communications and records management. Training and placement counselor for disabled persons at vocational rehabilitation agency. BA in Theology, Masters of Divinity Degree. United States Air Force, Viet Nam era veteran.

OUTREACH/RETENTION WORKER: Responsible for coordination and conducting of recruitment including community outreach, advertising, orientations and intake interviewing of potential participants and providing 13 week and 6-month follow-up for 70 to 140. This will be a new position.

JOB/LIFE SKILLS INSTRUCTOR Responsible for coordinating and teaching job/life skills classes, facilitating two small groups and counseling students on employment issues and personal problems. Provides ISS development. Job/Life Skills class size is 20. Small group size is 10. Case management load of 12 per 5 month class. Half-time, 100% this contract.

Qualifications: One year experience instructing job/life skills. Minimum of two years work experience providing social services to adult diverse populations. Counseling experience preferred. BA degree in related field or 2 additional years of experience. **Current employee:** 3 years at ANEW. Sixteen years of increasingly responsible experience in the Human Services, with diverse populations. Developed and instructed "Project: Up and Out of Poverty" for Welfare Rights.

JOB DEVELOPER: Responsible for job development, union and employer outreach, the

placement process, and employer-employee follow-up after initial placement. Conducts Transition-to-Work sessions for participants throughout training and job search period. Arranges work site tours and employer and union representatives to speak to class. Monitors industry trends and employer feedback to assure training curriculum addresses the industry's demands. Facilitates Resource Hour (class size 20), Transition-to-Work (size 30). Employer accounts responsibility is approximately 60 per class. Job placement responsibility is 84 for two classes. Full time, 100% this contract. **Qualifications:** Minimum of two years work experience, with union officials and/or trades or manufacturing employers. Job development experience preferred. BA degree in related field or 2 additional years of experience. Experience working with diverse populations helpful. **Current employee:** 6 months at ANEW. Member of the Bricklayers and Allied Crafts Union of Seattle for twelve years. First woman to achieve journey level status in the tile trade in Seattle. Three years served as a union executive board member. Graduate of ANEW's Class #2. BA from Evergreen College.

COUNSELOR: Responsible for providing retention and crisis intervention counseling for ANEW participants. Provide case management for 30 minimum to include PIC/JOBS child care coordination; tracking attendance, basic skills attainment, GED completion, trainee recognition, midpoint performance evaluation, and graduation requirements. Coordinates Math Refresher, basic skills remediation and GED programs with RTC Learning Center. Teaches designated life skills, class size 20. Facilitates support groups, 10 in each. Conducts recruitment orientations and develops ISS. Maintains a network of agency contacts, especially with the corrections community. **Qualifications:** Three years counseling

experience in human services agency, six months experience in teaching and/or facilitating client groups. Work experience with diverse populations preferred (all ethnic, economic and age levels). BA in Human Services, MSW preferred. **New employee:** Six years of counseling and human services agency experience. MSW, University of Washington.

MATH INSTRUCTOR: Responsible for teaching trades math and providing one-to-one math tutoring. Math class size is 20. 16 hours per week, 100% this contract. **Qualifications:** Minimum of two years experience providing math instruction to culturally diverse groups of adults. Instruction includes math operations for whole numbers, fractions, decimals, and word problems as well as plane geometry, algebra, and trigonometry. College degree in education, math, accounting, or related field. **Current employee** for 6 months: Over two years of classroom math instruction experience, one year of math teacher trainer experience, and one year experience as a math tutor. Taught 8th grade through high school as well as college students. Math instruction included trig, algebra, pre-algebra and basic math. Instructed high school students-at-risk, Upward Bound Program/Summer Bridge Program for colleges; two years with the Peace Corps in Nepal.

STRENGTH BUILDING INSTRUCTOR: Responsible for strength building/body conditioning instruction. Assists with heavy work stations. Fitness class size is 20; lecture is 40. 11 hrs. per week, 100% this contract. **Qualifications:** Minimum of 2 years experience instructing strength building and endurance exercise. BA in PE or related field preferred. **Current employee** for 3 years: BS in PE from Pacific Lutheran University. Six years of fitness instruction specializing in individualized programs for women. Nontraditional experience as a brickmaker for 1-1/2 years.

EMPLOYMENT COORDINATOR: Review qualifications of "apprentice-ready" applicants.

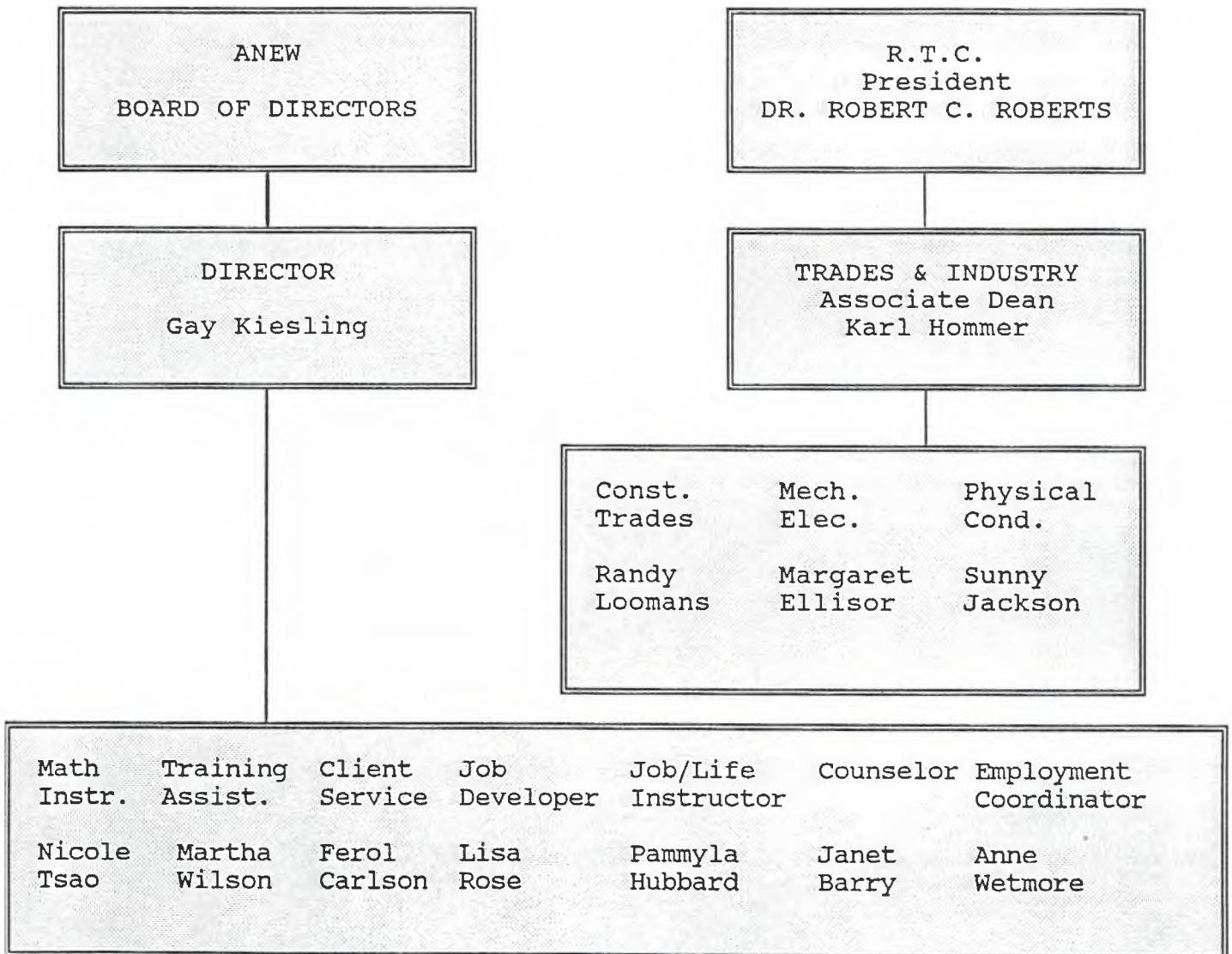
Maintain up-to-date contact with contractors, government jurisdictions, unions, and apprenticeship programs. Maintain government contracts and enrolled participant information on database. Match workforce needs with career objectives for 20 to 50 participants. Full time, 25% this contract. **Qualifications:** Two years experience in the construction arena which can include working with contractors, subcontractors, unions, and apprenticeship programs. Two years of experience in employment counseling or with employment issues working with clientele from diverse backgrounds. Ability to do word processing and maintain databases. **Current employee:** 4-1/2 years at ANEW as Job Developer. Member of Teamsters Union Local #174 for six years. Trades helper/painter for 3 years. Former member of the Seattle Women's Commission. BA in Social Work. ANEW graduate.

THE ANEW/RTC STRUCTURE

ANEW is the primary contractor, in cooperation with the Seattle-King County Private Industry Council, for JTPA funds. ANEW subcontracts to Renton Technical College for the skills training portions of the course. The organizational chart describing this agreement is as follows:

United States Congress: Department of Labor

Seattle-King County P.I.C.
Robert Roach, Contract Representative



B.3. INTERNAL MONITORING SYSTEM

Enrollment: Tracking Significant Segments

To ensure meeting enrollment goals, the Training Assistant tracks applicants' data using the database Q & A. Twenty-two categories are tracked initially. ANEW has consistently met or exceeded most significant segment goals.

Completion: Monitoring Skill Proficiency and Attendance

ANEW has evolved extensive case management, intra-staff communication, and student motivation systems. At three weeks, the Counselor "checks-in" with each participant to identify and assist with any problems. (Part of ISS Update-Exhibit 1.) Each week at the ANEW staff meeting and at the ANEW/RTC staff meeting, participants' skill performance and attendance is reviewed. Based on case management contacts, the Counselor and the Job/Life Instructor keep trades instructors informed about who needs extra encouragement. The trades instructors share information on trainees who need problem-solving assistance to better their attendance and/or their skill competencies. ANEW has designed an attendance/disruptive behavior policy for trainees that focuses on a behavior change contract which includes deadlines. The instructor/case management team has created a system designed to develop responsible work habits, not to expel participants.

The competency based curriculum provides an efficient system not only for the instructors to monitor each participant's skill proficiency but also for each trainee to monitor her own performance. After midpoint (eleven weeks), each trainee receives her "Assessment of

Trainee Performances" at a personal meeting with an instructor/counselor team. (See Exhibit 1.) This is also an opportunity for participants to evaluate their own progress and give feedback to staff as well. One month before completion, every trainee behind in assignments or hours, receives a "One Month To Go" report listing all assignments past due. The report clarifies for trainees the expectations for program completion. Plus an instructor/counselor team reviews strategies for successful follow-thru with these participants.

MIS completion data is compiled from the graduate roster submitted to the RTC registrar. A copy of the RTC "Preparatory Grade Report" and ANEW "Job/Life Skills" certificate is placed in each graduate's file. For each participant placed, and at follow-up, the Job Developer compiles the placement/wage and the Training Assistant processes the status change forms.

In addition to weekly staff meeting updates, the Job Developer completes a report every month for the Director on placements and follow-ups for that period. The reports are forwarded to the ANEW Board of Directors. Any significant segment or performance objective falling below goal is discussed and remedies sought by the staff and board. Our weekly review of goal and participant performance allows us to pinpoint problems - recruitment of the targeted population, retention in training, placement, and in the past 13 week retention; and to take the steps necessary to correct any problem.

However, the nature of private sector construction work is that within a company's project

schedule are "down times" both during a job and between jobs. Also some apprenticeship programs or nontraditional openings with public sector employers are only open once a year. ANEW employment staff will make every effort to ensure that participants are working at the 6th month of follow-up, even though the trade chosen may not have an opening at the 13th week or 6-month points.

B.4. PIC MANAGEMENT INFORMATION SYSTEM

The Training Assistant will continue to be responsible for the maintenance of the Management Information System (MIS) and timely submission of MIS forms. The Training Assistant briefs the staff on MIS requirements and provides all forms and interview materials needed for assessment and enrollment. The Training Assistant monitors, submits and files each applicant's paperwork during the enrollment process. As the participant moves from OAS to TST and later IAC, the Training Assistant, in coordination with the Counselor, monitors and submits status changes. Terminations and placements are coordinated between the Training Assistant and Job Developer.

B.5. FINANCIAL MANAGEMENT SYSTEM

ANEW has instituted adequate safeguards for expenditure of program funds, as well as invoicing of expenditures. The Director approves all expenditures. All of ANEW's revenues and expenses are tracked using:

- * a code for each revenue source
- * a code for each expense/budget category

- * and a program code to delineate expenses as administrative, direct training, or training related services

A monthly computerized report breaks out expenditures and staff time by revenue source, budget line item, and program cost category. Cost allocation is made by either directly identifying an expense as chargeable to a revenue source or by spreading an expense among revenue sources according to the percentage of staff time worked per revenue source. Invoices are prepared monthly by the Director and Client Services Technician using this computer-generated ledger.

ANEW has had up to eight simultaneous contracts which have up to three separate programs. This means that up to twenty-four separate categories are monitored by the Director in order to stay within those twenty-four budgets.

ANEW contracts with an independent accountant who works only for nonprofit agencies. The accountant prepares monthly financial statements and the computerized program ledgers. He receives our unopened bank statements in order to balance our two checking accounts - one for general expenses and the other for support services (limited to \$1,200 deposit). We contract annually for an external audit. In August 1992 ANEW reimbursed PIC \$577.00 for accidentally overbilling tuition for Contract #COANW-10. Inadvertently full tuition was billed when RTC had charged partial tuition.

B.7 SUBCONTRACTING ARRANGEMENTS

ANew will continue to subcontract technical skills training to Renton Technical College (RTC). ANew will pay tuition to RTC. Then RTC will use state funds to pay for instructors' salaries, GED preparation, WBSCS remediation, facility costs, and instructional supplies and materials.

In the current agreement between the two organizations, Renton Technical College agrees to enroll participants into RTC and provide office space and training space adequate to meet the needs of the enrolled participants. RTC will also provide utilities, custodial services, and building fire coverage. RTC agrees to comply with PIC reporting formats and procedures and various contract assurances. In addition to paying participant tuition, ANew agrees to purchase textbooks, work boots, safety glasses, locker padlocks, student accident insurance, notebooks, hardhats, and other supplies intended to be kept by participants. ANew also agrees to pay for telephone service and to carry fire and theft insurance for its own property. (See Section E, Exhibit 7.)

B.8 SERVICE DELIVERY FACILITIES

The ANew office as well as the skills training lab and classrooms are located at Renton Technical College, 3000 NE 4th, Construction Trades Building L, Renton, WA, 98056. This new facility was constructed with designated space for the ANew program. Our location is especially helpful in meeting the balance of King County goal.

Trainees participate in strength building classes twice a week at the RTC Health and Fitness Technology Center, in Building B. The Health and Fitness Center has an aerobics room, a well equipped weight training room, and a swimming pool. Math Refresher, basic skills and GED prep are offered on RTC campus in Building D. All buildings are accessible to the disabled and meet the restroom and parking requirements of the Disability Act.

ANew plans to continue offering trades information and recruitment seminars at Washington Corrections Center for Women and Helen B. Ratcliff House. We hope to offer these seminars at the Adult Career Development Learning Centers and at the five JOBS offices in King County.

B.9. ORGANIZATION'S EMPLOYMENT AND TRAINING EXPERIENCE

Since 1980, ANew in cooperation with Renton Technical College has provided recruitment, training, counseling, placement, and follow-up services, for women choosing to enter nontraditional occupations. The past five years of Target Population and Outcome Performance levels are summarized in the charts below.

TARGET POPULATION PERFORMANCE

		1989-90	1990-91	1991-92	1992-94
	Enrollment	92	70	68	160
Minority Women	Goal	43 %	59 %	59 %	54 %
	Actual	41 %	57 %	56 %	54 %
Welfare Recipient	Goal	35 %	45 %	45 %	45 %
	Actual	64 %	57 %	54 %	55 %
High School Drop-Outs	Goal	32 %	25 %	20 %	20 %
	Actual	23 %	25 %	18 %	29 %

OUTCOME PERFORMANCE

		1989-90	1990-91	1991-92	* 1992-93 # 1993-94
	Enrollment	92	70	68	120 * # @
Completion	Goal	75 %	75 %	74 %	75 %
	Actual	75 %	75 %	75 %	78 % * # @
Placement	Goal	65 %	71 %	71 %	70 %
	Actual	75 %	71 %	69 %	63 % * @
Retention	Goal	59 %	62 %	62 %	62 %
	Actual	59 %	57 %	59 %	@
Wage at Placement	Goal	NA	NA	\$7.00	\$7.00
	Actual	\$8.58	\$9.79	\$9.47	\$10.02 * @

@ The contract period is not complete.

In addition to 120, there are 40 who started training February 1994.

A brief synopsis of performance levels for the previous six years follows. The performance outcomes for ANEW's sixth contract with PIC, contract #T8ANW-06, demonstrate ANEW's consistency in meeting and exceeding performance objectives. Of the 88 women enrolled 75 % successfully completed which met the planned objective. Placement, Wage at Placement, and Training Related Placement rates were 71 %, exceeding the objective of 65 %. The Retention rate was 63 %, exceeding the objective of 60 %. The average hourly wage at placement of \$8.40 exceeded the objective of \$6.80. The total minority service level of 43 % exceeded the objective of 40 %.

Performance outcomes for ANEW's fifth contract with PIC, contract #TANW7-06, were as follows: completion rate, 76 %; placement rate, 65 %; average hourly wage at

placement, \$7.87. Again major performance objectives were met.

Performance outcomes for ANEW's fourth contract with PIC, contract #S6GFK/ZN-01, continued at the above level, except for an increase in handicapped enrollment of 100% and a decrease in completions from 80% to 75%. ANEW continued to claim 95% of its performance-based funds.

The next year ANEW operated under PIC contract #S5ANW/01-01. This contract was amended to include approximately \$60,000 of incentive monies from the PIC to allow an increase in service levels. This contract included enrollment of 92 low-income women, and a raise in our placement goal to 65%. ANEW met or exceeded all significant segment goals; met all performance goals; and exceeded the retention goals.

The second PIC contract, #SAN84/01-06, covered program year 9/1/84 to 10/31/85. This contract was to serve 72 women with a goal of 60% placement. ANEW met or exceeded most significant segment goals while exceeding placement and retention goals.

ANEW has contracted with the Seattle-King County Private Industry Council for JTPA funding since October 1983. In the first contract (6 months) ANEW met or exceeded the contract goals, with 66% of the graduates placed at an average starting wage of \$6.60/hr. ANEW exceeded its minority goal by 177%, its youth goal by 250%, and its high school drop-out goal by 275%.

ANEW has been providing employment training services to women interested in the trades since 1980. ANEW's average placement rate from 1981 to 1983 was 86% and the average wage at placement was \$7.40/hr.

RFP 94-01
SECTION E: RESPONSE PACKAGE
EXHIBITS

- Exhibit 1.** **Assessment Form(s) and Individual Service Strategy**
- ~~**Exhibit 3.**~~ **Selected Training Courses, Summaries and Training Institutions**
- Exhibit 4.** **Summary of Competency Based Curriculum for pre-Employment/Work Maturity Training**
- ~~**Exhibit 5.**~~ **Linkage and Coordination Letters of Agreement**
- ~~**Exhibit 7.**~~ **Sub-Contract Agreements and/or Letters of Intent**

INDIVIDUAL SERVICE STRATEGY UPDATE

NAME: _____ CLASS: _____ SSN _____

MATCH OF SERVICES TO NEED:

The participant has completed an orientation, interview assessment/ISS and this ISS Update. Through this process her goal of nontraditional training and employment has been matched with enrollment into the ANEW/RTC " Job Skills for Trade and Industry."

ANEW will provide 5 months of training: from ___/___/___ to ___/___/___

☐ Will attend math refresher, provided by ANEW: from ___/___/___ to ___/___/___

☐ Will attend GED Prep/Basic skills 2:45pm to 4:45pm, provided by Renton Technical College: from ___/___/___ to ___/___/___

Math WBSCS _____ Pre-test: _____ Post-test: _____ Final _____ *

Math WBSCS _____ Pre-test: _____ Post-test: _____ Final _____ *

_____ Completed GED* Date: _____

* copy is in file

BARRIERS TO TRAINING AND EMPLOYMENT

A. Life Circumstances

1. Housing Situation:

✓	Housing	Contact Person	Phone #	Date
	Stable			
	Section 8			
	HIPP			
	Transitional			
	Homeless Prevention			
	Rent Assistance			
	Other			

Comments: _____

2. Childcare Plan:

✓	Childcare Plan	Contact Person	Phone#	Date
	Approved			
	Need referral to DHHS			
	Need Advocacy for DSHS			
	DSHS in-process			
	Other			

Comments: _____

3. Medical Plan:

✓	Medical Plan	Contact Person	Phone#	Date
	DSHS Medical Coupons			
	Basic Health			
	Private Insurance			
	Needs Student Accident Insurance			

Comments: _____

4. Support Services Assistance: (anticipated need and referrals)

✓	Support Services Asst.	Contact	Phone #	Date
	Needs-based Payments Eligibility			
	Transportation			
	Work Clothing/Shoes			
	Food			
	Counseling			
	Other			

Referrals: _____

B. OTHER TRAINING RELATED ISSUES

✓	Referrals to:	Contact	Phone	Date
	Applied w/ JOBS or FIP Employment Programs			
	Applied for Federal Financial Aid			
	ESL Classes			
	Learning Disabilities Testing			
	Learning Disabilities Classes			
	1:1 Tutoring			
	Legal Assistance			
	Driver's License			

Comments: _____

C. IDENTIFY THREE OCCUPATIONAL OBJECTIVES**OBJECTIVES****DOT CODES**

1. _____

2. _____

3. _____

The participant plans to seek employment either in the occupations listed above or any other nontraditional occupation which the participant discovers is of interest during training.

THREE WEEK CHECK-IN**Electrical/Mechanical or Construction Trades:****Job/Life skills:****Math:****Physical Fitness:****GED/Basic Skills/Test Results:****Areas To Work On/Goals:**

Trainee _____ **Date** _____ **Counselor** _____

10 wks
Finished 13 wks

ASSESSMENT OF TRAINEE PERFORMANCE

NAME _____ CLASS _____

PERFORMANCE CATEGORIES	EXCEEDS PERFORM	MEET PERFORM EXPECT	NEEDS IMPROVE	COMMENTS
ATTENDANCE RECORD				
PUNCTUALITY				
CLASSROOM PARTICIPATION				
SHOP\LAB PARTICIPATION				
HEAVY WORK STATION PARTICIPATION				
SAFETY CONSCIOUSNESS				
WEARS APPROPRIATE ATTIRE:GYM SHOES,WORK BOOTS, EYE PROTECTION,WORK CLOTHES,ETC				
DEMONSTRATES INITIATIVE AND HUSTLE PARTICIPATES WITH ACCURACY & SPEED				
CURRENT IN CLASS WORK & PROJECTS				
COMPLETES MAKE-UP WORK AS NEEDED				
DEMONSTRATES INITIATIVE				
CONCENTRATES OR FOCUSES ON WORK AT HAND				

PERFORMANCE CATEGORIES	EXCEEDS PERFORM	MEET PERFORM EXPECT	NEEDS IMPROVE	COMMENTS
FOLLOWS INSTRUCTION AND WORKS WITHOUT CONSTANT SUPERVISION				
COMMUNICATES WITH PEERS AND INSTRUCTORS				
WORKS AS A TEAM MEMBER				

STUDENT\COUNSELOR\INSTRUCTOR COMMENTS

INSTRUCTOR'S SIGNATURE:

ELECTRICAL\MECHANICAL E

CONSTRUCTION TRADES CT

PHYSICAL STRENGTH P

JOB\LIFE SKILLS J

STUDENT

COUNSELOR C

DATE

POSSIBLE HRS _____ HRS TO DATE _____

HRS MISSED _____

STUDENT PERFORMANCE ASSESSMENT

POSSIBLE HRS: _____
HRS. TO DATE: _____
HRS. MISSES: _____

NAME: _____
ELECTRICAL\MECHANICAL :STRENGTHS AND AREAS TO WORK ON: _____ GRADE TO DATE: _____

NAME: _____
CONSTRUCTION SKILLS :STRENGTHS AND AREAS TO WORK ON: _____ GRADE TO DATE: _____

NAME: _____
JOINT LIFE SKILLS :STRENGTHS AND AREAS TO WORK ON: _____ GRADE TO DATE: _____

NAME: _____
PHYSICAL CONDITIONING :STRENGTHS AND AREAS TO WORK ON: _____ GRADE TO DATE: _____

NAME: _____
MATH : STRENGTHS AND AREAS TO WORK ON: _____ GRADE TO DATE: _____



You can do it!

Trainee Name _____ Today's Date _____

___ Construction Trades	___ Total Program Hours Possible
___ Electrical/Mechanical	___ 75% Hour Minimum
___ Job/Life Skills	___ Your Attendance Hours
___ Strength Building	___ Hours Needed
___ Math	

PLAN OF ACTION: Assignments to complete
 Hours to make up

Trainee Signature _____ Instructor/Counselor _____

___ As of today's date, you completed necessary assignments and maintained at least a "C" or 75% average.

___ As of today's date, you have 75% or better attendance.

ANew EXIT INTERVIEW

Student: _____ Date: _____

Phone: _____ Message #: _____

What type of work are you going to be looking for? Specify 2 or 3 areas:

Is your resume or master application completed? If not, what remains to be done with it? Do you need help?

How far are you willing to commute? (Where do you live now?)

Are you willing to relocate? (or planning to?)

What transportation will you be using?

Do you have a driver's license?

Do you anticipate any barriers to your job search?

What steps are you taking to work on overcoming or minimizing these problems?

Attendance issues to discuss:

Your job search and employment strengths and weaknesses?

Exhibit 1

DATE: _____

PLACEMENT

Company: _____ Contact: _____

Address: _____ Phone: _____

Placement Date: _____ Title: _____ Wage: _____

Union: _____ Benefits: _____

[illegible]

13 WEEK FOLLOW-UP

Company: _____ Contact: _____

Address: _____ Phone: _____

Placement Date: _____ Title: _____ Wage: _____

Union: _____ Benefits: _____

Jobs Applied For:

Co-op Jobs: _____

ANEW LIFE AND JOB SKILLS DEVELOPMENT

Exhibit 4

DATE	LIFE SKILLS	JOB SKILLS	DATE	PRE-EMP. RESRCE HOUR	DATE	PRE-EMP SUPRT GRP
3/2	Orientation	Study Skills/ Learning Styles	3/3	Orientation/Employ- ability Factors	3/3	No group meeting
3/9	Self-Esteem	Skills ID	3/8-10	Overview NT Work Options	3/8-10	Self-Esteem
3/16	Self-Esteem	Intro Master App	3/15-17	Apprenticeship Progs	3/15-17	Self-Esteem
3/23	Comm Skills	Master App	3/22-24	Master App	3/22-24	Comm Skills/ Setting Boundaries
3/30	Comm Skills	Master App	3/29-31	Master App	3/29-31	Comm Skills
4/13	Conflict Resolut	Master App	4/12-14	Job Search Skills	4/12-14	Conflict Resolut
4/20	Relationships	Interviewing	4/21-23	Job Search Skills	4/21-23	Relationships
4/27	Diversity	Interviewing	4/26-28	Emp Interest/ Obstacles to Emp	4/26-28	Relationships
5/4	Assertiveness	Mock Interviews	5/3-5	Explanation Co-op	5/3-5	Diversity
5/11	Decision Making	Mock In Playback	5/10-12	Occupational Rsch	5/10-12	Assertiveness
5/18	Goal-Setting	Resume	5/17-19	Review WTF/ Occ Rsch	5/10-12	Goal-setting-Pers
5/25	MIDTERM	MIDTERM	5/24-26	Telephone Skills	5/24-26	Goal-setting-Prof
6/1	Stress Mgmt	Effective Phone Contacts	5/31- 6/2	Newspapers/WantAd/ Job Board	5/31- 6/2	Coping Skills
6/8	Time Management	Home Management	6/7-9	Planning for Job Search Day	6/7-9	Coping Skills
6/15	Job Srch Skills	Job Srch Skills	6/14-16	Review JSD Plan	6/14-16	Coping Skills
6/22	Job Srch Skills	Job Srch Skills	6/21-23	Review JSD	6/21-23	Coping Skills
6/29	Workplace Skills	Workplace Skills	6/28-30	Workplace Attitudes	6/28-30	Coping Skills
7/6	Workplace Skills	Workplace Skills	7/5-7	General Review	7/5-7	Coping Skills
7/13	"Being Good to You" Workshop	"Being Good to You" Workshop	7/12-14	Post Graduation Preparation	7/12-14	Coping Skills
7/20	Closure	Celebration	7/19-21	Closure	7/19-21	Closure

JOB AND LIFE SKILLS CLASS SCHEDULE * CLASS 34

DATE	WEEK	SUBJECT
Sept 13	2	Introduction
20	3	Skill Identification/ Study Skills
27	4	Occupational Research /Field Trip: RTC Library
Oct 4	5	Master Application
11	6	Master Application
18	7	Master Application / Resume Writing
25	8	Master Application /Resume Writing
Nov 1	9	Informational Interviews
6	10	Interviewing
15	11	Interviewing
22	12	Interviewing
29	13	☺☺☺ MOCK INTERVIEWS ☺☺☺
11/20 thru 12/1	13	LABOR HISTORY WEEK
Dec 6	14	Mock Interview Playback
13	15	Employment Letters
Dec 18 / Jan 1		WINTER BREAK
Jan 3	16	Employment Letters
10	17	Job Search Skills
17	18	Job Search Skills
24	19	Job Search Skills
31	20	Budgeting / Household Management
Feb 7		Closing/Celebration

REMEMBER JOB SEARCH DAY IS JANUARY 17TH!!!! "BE READY OR BE SQUARE"

ANEW JOB/LIFE SKILLS GRADE REPORT

NAME: _____
 CLASS #: _____ SOC. SEC. #: _____

STUDENT STARTING DATE OF REPORTING PERIOD: _____
 STUDENT ENDING DATE OF REPORTING PERIOD: _____

UNITS OF STUDY	GRADE
LIFE SKILLS: STUDY SKILLS, LEARNING STYLES AND BARRIERS, SELF-ESTEEM, SKILL ID (SELF-ASSESSMENT), COMMUNICATION SKILLS, CONFLICT RESOLUTION, RELATIONSHIPS, DIVERSITY, ASSERTIVENESS, DECISION-MAKING/PROBLEM-SOLVING, GOAL-SETTING, STRESS/TIME/HOUSEHOLD MANAGEMENT	
JOB SKILLS:	
NONTRADITIONAL OPTIONS	
SEXUAL HARASSMENT	
WORKFORCE OVERVIEW	
OCCUPATIONAL RESEARCH	
MASTER APPLICATION	
INTERVIEWING	
RESUME/EMPLOYMENT LETTER WRITING	
JOB SEARCH SKILLS	
WORKPLACE SKILLS	
FINAL GRADE	

STUDENT SIGNATURE: _____

INSTRUCTOR'S SIGNATURE: _____

JOB/LIFE SKILLS COMPETENCIES

Description: The trainee will know the job and life skills that are associated with construction, maintenance, and manufacturing trades.

Trainee will:

1. Identify personal values.
Demonstrate how values affect communication and career choice.
2. Model problem-solving strategies.
Demonstrate how to avoid crisis both in personal or job site situations.
3. Demonstrate effective communication:
 how to be assertive
 conflict resolution
 diverse workforce sensitivity
4. Identify what constitutes sexual harassment and the legal options available.
5. Demonstrate setting goals within a timetable.
6. Demonstrate an understanding of the blue collar nontraditional job market. This includes wages, benefits, working conditions, and advancement and training opportunities.
7. Identify current job related skills.
8. Complete information interviews on occupation area of choice.
9. Complete a master application for blue collar nontraditional job search.
10. Complete a job resume and cover letter.
11. Exhibit capability in a mock employment interview with a panel of area employers.
12. Demonstrate an understanding of workplace expectations to include:
 employer expectations
 supervisor expectations
 co-worker expectations
 union expectations
 apprenticeship expectations
13. Demonstrate leadership abilities.

Contract

EXHIBIT C
PERFORMANCE OBJECTIVES

PY 95 Contract Forms: Adult Participant Targeting Levels

For New Participants in Training

Contract #: C5ANW-

Adult

☒

Mature Worker

☐

	#	%
Total Persons Enrolled into Objective Assessment	130	
Total Participants Enrolled in Training	78	100%
City Residents	35	45%
Balance of County Residents	43	55%

A. Competency Targeting

Basic Skills Levels *	78	100%
Limited English	0	0%
Pre-Employable in Reading and/or Math	4	5%
Nearly-Employable in Reading and/or Math	12	15%
Employable in Reading and Math (Need Upgrading)	42	54%
Employable in Reading and Math (No Upgrading)	20	26%
Deficient in Job Specific Skills	78	100%
Deficient in Pre-Employment/Work Maturity Skills	36	46%

B. Barrier Targeting

Disabled	3	4%
Ex-Offenders/Offenders	12	15%
High School Drop-Outs	19	24%
Welfare Cash Recipients	36	46%
Hard-to-Serve (one or more of 7 characteristics)	64	82%

C. Other

Non-JTPA Eligible Participants	0	0%
--------------------------------	---	----

PY 95 Contract Forms: Adult Performance Objectives

Contract #: C5ANW-01

Section I. Planned Placement Performance In PY 95

	Carry-In	New	Total
Participants in Training	42	78	120
Terminations	42	44	86
Placements	28	27	55
Placement Rate	67%	61%	64%

Section II. Planned Placement Performance by Participant Group

(Final performance outcomes when all participants have terminated in PY 95 and beyond).

	PY 94 Carry-In	New PY 95
Participants in Training	42	80
Placements	28	54
Placement Rate	67%	68%

Section III. Other Performance Goals

(Goals for all terminations in PY 95)

Placement

	All
Average Weekly Wage at Placement	\$320
Percent of Employed Receiving Benefits	n/a

Follow-Up

Adults Employed at Follow-Up	58%
Welfare Employed at Follow-up	56%
Average Weekly Wage at Follow-Up	\$300
Welfare Average Weekly Wage at Follow-Up	\$280

Competency Attainment/Enhancements

Attained at least one competency	75%
Attained all competencies in which deficient	70%
Employability Enhancement Rate	75%

PY 95 Contract Forms: Adult Program Activity Flow

Contract #: C5ANW-01

July 1, 1995 - June 30, 1996

A. NEW ENROLLMENTS IN PY 95

	1st QTR	2nd QTR	3rd QTR	4th QTR
New Objective Assessment	65	0	65	0
Participants in Training at Start of Quarter (a)	0	38	35	58
New Participants in Training (b)	38	0	40	0
Terminations (of PITS) (c)	0	3	17	24
Participants in Training at End of Quarter (a+b-c)	38	35	58	34

B. PY 94 CARRY IN PARTICIPANTS (PY 94 Contractors Only)

	1st QTR	2nd QTR	3rd QTR	4th QTR
Participants in Training at Start of Quarter (a)	41	16	0	0
Terminations (of PITS) (b)	25	16		
Participants in Training at End of Quarter (a-b)	16	0	0	0

C. NEW ENROLLMENTS AND CARRY IN PARTICIPANTS

	1st QTR	2nd QTR	3rd QTR	4th QTR
Participants in Training at Start of Quarter (a)	41	54	35	58
New Participants in Training (b)	38	0	40	0
Terminations (of PITS) (c)	25	19	17	24
Participants in Training at End of Quarter (a+b-c)	54	35	58	34

D. CUMULATIVE COST PROJECTION SCHEDULE

Administration	\$10,552	\$21,104	\$36,655	\$42,207
Direct Training	\$43,114	\$135,304	\$227,495	\$270,608
Training Related and Support	\$27,337	\$54,674	\$82,011	\$109,348
Total Planned Quarterly Expenditures	\$81,003	\$211,082	\$346,161	\$422,163

**PY 95 Contract Forms: Adult Program Training Activity and Cost
by Training Activity (For New PY 95 Participants)**

Contract #: C5ANW-

	A. Total Number Served	B. Avg. Training Weeks per Participant	C. Average Hours per Week per Participant	D. Total Average Hours per Participant to Completion (B x C)	E. Total Hours of Service to Completion (A x D)
Pre-Enrollment Activities	1200	1	1.2	1.20	1,440
Objective Assessment	130	1	8	8	1,040
Basic Skills Training	16	8	4.25	34	544
Occupational Skills Training	78	18.5	29	537	41,847
On-the-Job Training	0	0	0	0	0
Other Work-Site Training	0	0	0	0	0
PET	0	0	0	0	0
Hold Status	78	7	4	28	2,184
Follow-Up Activities	78	13	0.2	3	203

F. Average Weeks of Program Participation for New Participants in Training (from Enrollment in OAS to Termination)

30

	G. Hours of Service in PY 95	H. Hours of Service in PY 96	I. Hours of Service in PY 97
Pre-Enrollment Activities	1,440		
Objective Assessment	1,040		
Basic Skills Training	544		
Occupational Skills Training	39,169	2,678	
On-the-Job Training	0		
Other Work-Site Training	0		
PET	0	0	
Hold Status	1,136	1,048	
Follow-Up Activities	81	122	
Totals	43,410	3,848	0

Percentage (%) of Basic Skills Hours in Column E, anticipated to be provided through CDLCs.

0%

J. Activity Cost for PY 95	K. Cost per Hour of Service in PY 95
\$387,124	\$8.92

L. Estimated Activity Cost for PY 96	M. Estimated Cost Per Hour of Service in PY 96
\$34,319	\$8.92

PY 95 Contract Forms: Adult Program Training Activities and Cost
(For PY 94 Carry-In Clients: Activity after July 1, 1995)

Contract #: C5ANW-01

	A. Total Number Served	B. Avg. Training Weeks per Participant	C. Average Hours per Week per Participant	D. Total Average Hours per Participant to Completion (B x C)	E. Total Hours of Service to Completion (A x D)
Pre-Enrollment Activities					
Objective Assessment	0			0	0
Basic Skills Training	0			0	0
Occupational Skills Training	40	3	27	81	3,240
On-the-Job Training	0			0	0
Other Work-Site Training	0			0	0
PET	0	0	0	0	0
Hold Status	42	7	2	14	588
Follow-Up Activities	42	13	0.2	3	109

F. Average Weeks of Program Participation for Carry-In Clients (from July 1 to termination)

10

	G. Hours of Service in PY 95	H. Hours of Service in PY 96
Pre-Enrollment Activities		
Objective Assessment	0	
Basic Skills Training	0	
Occupational Skills Training	3,240	
On-the-Job Training	0	
Other Work-Site Training	0	
PET	0	
Hold Status	588	
Follow-Up Activities	109	
Totals	3,937	0

Percentage (%) of Basic Skills Hours in Column E, anticipated to be provided through CDLCs.

n/a

J. Activity Cost for PY 95	K. Cost per Hour of Service in PY95
\$35,038	\$8.90

L. Estimated Activity Cost for PY 96	M. Estimated Cost per Hour of Service in PY 96
\$0	\$0.00

**SEATTLE-KING COUNTY PRIVATE INDUSTRY COUNCIL
STAFF WAGES**

CONTACTOR: ANEW

PAGE 2 OF 11

CONTRACT #: C5ANW-01

List each position that will be charged to this contract by job title. Include the monthly salary from all sources, the percent charged to this contract and the number of months assigned to the contract.

POSITION	MO SALARY- ALL SOURCES	% CHRGD TO CONTRACT	# OF MONTHS	ADMIN	DIRECT TRAINING	TRG REL'D & SUPPORT	TOTAL
Director	3375.00	77.5%	12	7581.	11056.	4738.	23,375
Client Serv.Tech.	2565.00	87.5%	12	13505.	5402.	8103.	27,010.
Counselor	2730.00	97.5%	12		31941.		31,941.
Job Developer	2650.00	97.5%	12		15503.	15503.	31,006.
Training Asst.	1978.00	97.5%	12	2314.	11571	9257.	23,142.
Job/Life Instructor	1345.93	97.5%	12		15748.		15,748.
Math Instructor	1188.00	97.5%	10		11583.		11,583.
Fitness Instructor	1135.75	100%	2		2272.		2,272.
Outreach/Retention Worker	2253.34	97.5%	12		5273.	21091.	26,364.
Life Skills Instructor	693.33	97.5%	12		8112.		8,112.
Overtime/Merit (\$ 7304.)					6529	775.	7,304.
TOTAL STAFF WAGES				23,400.	124,990.	59,467	207,857.

SEATTLE- KING COUNTY PRIVATE INDUSTRY COUNCIL
FRINGE BENEFITS

CONTRACTOR: ANEW

PAGE 3 OF 11

CONTRACT #: C5ANW-01

List all of the types of benefits to be paid with funds requested (retirement, Social Security, medical, dental, unemployment, etc.). Show all calculations, rates, etc. by cost category.

FRINGE BENEFITS	ADMIN	DIRECT TRAINING	TRAINING RELATED & SUPPORT	TOTAL
<p>FULL TIME: Director, Client Services Technician, Counselor, Job Developer, Training Asst., Outreach/Retention Worker</p> <p>PART TIME: Job/Life Instructor, Math Instructor, Fitness Instructor, Life Skills Instructor</p> <p>FICA = 7.65%</p> <p>L & I = Hours worked x .1473 (Out of office work included) Hours worked x .0866 (All duties performed in office)</p> <p>Unemployment Insurance SUTA x .0260</p> <p>Cafeteria Plan (included medical, dental, and choice of TSA, life, and disability insurance) Available to full time employees @ \$350; pro-rated for Job/Life Skills Instructor 50% x 350 x12</p>				
	2,438	12,484	6,329	21,251
	2,437	12,940	8,558	23,935
TOTAL FRINGE BENEFITS	4,875	25,424	14,887	45,186

SEATTLE- KING COUNTY PRIVATE INDUSTRY COUNCIL
OFFICE SUPPLIES

CONTRACTOR: ANEW

PAGE 4 OF 11

CONTRACT #: C5ANW-01

List and describe desk top, reproduction and miscellaneous supplies by cost category.

OFFICE SUPPLIES	ADMIN	DIRECT TRAINING	TRAINING RELATED & SUPPORT	TOTAL
FORMS		195		195
DESKTOP/GENERAL OFFICE SUPPLIES	292	2,145	975	3,412 0
OFFICE EQUIPMENT/FURNITURE DEPRECIATION	585	3,705	2,047	6,337
MISCELLANEOUS SUPPLIES (UNPLANNED FOR STUDENTS, INSTRUCTIONAL OR PROGRAM RELATED EXPENSES - i.e. GRADUATION CEREMONY EXPENSES, CLEANING/KITCHEN SUPPLIES)		2,437		2,437
AUDIO/VISUAL		195		195
TOTAL OFFICE SUPPLIES	877	8,677	3,022	12,576

SEATTLE- KING COUNTY PRIVATE INDUSTRY COUNCIL
CONTRACT AND OTHER SERVICES

CONTRACTOR: ANEW

PAGE 5 OF 11

CONTRACT #: C5ANW-01

Include subcontracts with other agencies or persons who will provide training or other professional services under this contract, a brief description of services and estimated service dates. Include insurance (liability, bonding, etc.) and audit costs.

CONTRACT AND OTHER SERVICES	ADMIN	DIRECT TRAINING	TRAINING RELATED & SUPPORT	TOTAL
ACCOUNTING FEES	6,142			6,142
AUDIT FEES	3,900			3,900
INSURANCE: Property & General Liability Insurance Employee Dishonesty Insurance	1,657			1,657
PROFESSIONAL SERVICE FEES: Outside speakers to supplement classroom instruction; misc. program support		1,462		1,462
COMPUTER SERVICES		292		292
TEMPORARY OFFICE HELP: \$90 per day x 40 days		1,755	1,755	3,510
FORKLIFT TRAINING		3,315		3,315
TOTAL CONTRACT & OTHER SERVICES	11,699	6,824	1,755	20,278

SEATTLE- KING COUNTY PRIVATE INDUSTRY COUNCIL
COMMUNICATIONS

CONTRACTOR: ANEW

PAGE 6 OF 11

CONTRACT #: C5ANW-01

List all communications equipment, phones, installation, postage, delivery services, fax machines, etc. by cost category.

COMMUNICATIONS	ADMIN	DIRECT TRAINING	TRAINING RELATED & SUPPORT	TOTAL
ADVERTISING/MARKETING:			3,900	3,900
<u>Student recruitment:</u> Brochures, Posters, business cards, information booths, publication advertising, misc. printed materials, public awareness activities, etc.				
TELEPHONE		341	195	536
POSTAGE		341	780	1,121
SUBSCRIPTIONS/MEMBERSHIPS: Trades and professional journals / fair	170	146	610	926
AUDIO/VISUAL INSTRUCTIONAL/EDUCATIONAL MATERIALS		975		975
PRINTING		487	975	1,462
TOTAL COMMUNICATIONS	170	2,290	6,460	8,920

SEATTLE- KING COUNTY PRIVATE INDUSTRY COUNCIL
STAFF TRAVEL

CONTRACTOR: ANEW

PAGE 7 OF 11

CONTRACT #: C5ANW-01

Indicate costs for staff who are authorized to travel (local and out-of-area). Show calculations for mileage reimbursement. Include parking, air fare, per diem and other travel related costs. Indicate destinations for out-of-area travel.

LOCAL (Within King County)	ADMIN	DIRECT TRAINING	TRAINING RELATED & SUPPORT	TOTAL
<i>(All staff travel to some extent)</i> <i>(Figures represent 97.5% charged to the Adult Contract; 2.5% charged to the Youth Contract)</i>				
DIRECTOR: 500 mi x .30 mi	292	146		438
1000 mi x .30 mi				
JOB DEVELOPER: 334 mi x .30 mi			97	97
OUTREACH: 2,666 mi x .30 mi		97	780	877
COUNSELOR: 100 mi x .30 mi		30		30
TRAINING ASST./CLIENT SERVICES:				
334 mi x .30 mi		97		97
38 mi x .30mi	122			122
Also includes: Parking estimates and Per Diem Remimbursement				
Ferry Fees			120	120
SUBTOTAL LOCAL TRAVEL	414	370	997	1,781
OUT-OF AREA TRAVEL (Outside of King County)				
One quarterly Apprenticeship Council meeting per year - may be in Eastern Washington	ADMIN	DIRECT TRAINING	TRAINING RELATED & SUPPORT	TOTAL
SUBTOTAL OUT-OF AREA TRAVEL				
TOTAL STAFF TRAVEL	414	370	997	1,781

SEATTLE- KING COUNTY PRIVATE INDUSTRY COUNCIL

EQUIPMENT	
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CONTRACTOR: ANEW PAGE 8 OF 11

PAGE 8 OF 11

CONTRACT #: C5ANW-01	
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List all equipment rental, lease, purchase and maintenance by type/model. Indicate lease/purchase options and justification for equipment purchases.

[illegible]

SEATTLE- KING COUNTY PRIVATE INDUSTRY COUNCIL
STAFF TRAINING

CONTRACTOR: ANEW

PAGE 9 OF 11

CONTRACT #: C5ANW-01

Identify the type(s) of staff training, cost & number of staff attending.

STAFF TRAINING	ADMIN	DIRECT TRAINING	TRAINING RELATED & SUPPORT	TOTAL
<u>INDIVIDUALIZED STAFF TRAINING:</u> Covered costs includes tuition. Staff will attend workshops, conferences, and seminars on topics that will prepare staff to better perform job duties. Emphasis will be placed on training methods that focus on cultural sensitivity; student motivation methods;	292	975	487	1,754
<u>STAFF PROGRAM EVALUATION</u> one day meeting with RTC staff twice a year		487		487
COMPUTER SKILLS/USAGE TRAINING FOR ANEW STAFF - in areas of word processing and database	292	292	292	876
TOTAL STAFF TRAINING	584	1,754	779	3,117

SEATTLE- KING COUNTY PRIVATE INDUSTRY COUNCIL
TUITION, BOOKS AND SUPPLIES

CONTRACTOR: ANEW

PAGE 10 OF 11

CONTRACT #: C5ANW-01

List number of participants & describe tuition and participant owned books and training supplies charged to this contract.

TUITION, BOOKS AND SUPPLIES	DIRECT TRAINING
<u>TUITION</u>	
78 Participants x \$875 TUITION	68,250
<u>GED TEST FEE</u>	
18 participants x 25 = 450	550
10 retakes x 10 = 100	
<u>BOOKS & SUPPLIES</u>	
78 participants x \$310 per participant	24,180
BOOKS: Electrical wiring, Carpentry text & workbook, Math books: \$120 per person	
SUPPLIES: Locker padlock, "Where to Turn" handbook, notebooks, index tabs, map, calculator, ruler: \$50 per person	
TRADE-RELATED SUPPLIES: Steel-toed workboots (\$103) tape measure, safety glasses, ear protection, hard hat: \$140 per person	
<u>GRADUATION FEES:</u>	
\$30 per person X 62 graduates	1,860
<u>STUDENT ACCIDENT INSURANCE</u>	
39 participants X \$60 per person (other 39 have medical coupons)	2,340
<u>STUDENT ACHIEVEMENT AWARDS</u>	975
TOTAL TUITION, BOOKS AND SUPPLIES	98,155

SEATTLE- KING COUNTY PRIVATE INDUSTRY COUNCIL
SUPPORT SERVICES

CONTRACTOR: ANEW

PAGE 11 OF 11

CONTRACT #: C5ANW-01

Described the types and estimated cost of support services to be provided to participants served under this contract.

SUPPORT SERVICES	TRAINING RELATED & SUPPORT
<p>PARTICIPANTS' SUPPORT SERVICE CATEGORIES</p> <p>In-Home Day Care</p> <p>Food</p> <p>Gas</p> <p>Car Repair</p> <p>Tools for Work</p> <p>Bus Passes (2 zone monthly pass: \$57.50)</p> <p>Plus: Emergency Rent, Union Dues, Child care, Counseling, Phone, and other necessary expenses allowable by PIC.</p> <p>78 X \$277.50</p>	<p>21,645</p>
TOTAL SUPPORT SERVICES	21,645

**SEATTLE-KING COUNTY PRIVATE INDUSTRY COUNCIL
BUDGET SUMMARY**

CONTRACTOR: ANEW

CONTRACT #: Y5ANW-15

FUND SOURCE: Title II-C

	ADMIN	DIRECT TRAINING	TRAINING RELATED & SUPPORT	TOTAL
STAFF WAGES	600	3,072	1,598	5,270
FRINGE BENEFITS	125	648	382	1,155
OFFICE SUPPLIES	23	223	78	324
CONTRACT & OTHER SERVICES	301	176	45	522
COMMUNICATIONS	5	60	165	230
STAFF TRAVEL	11	10	23	44
EQUIPMENT	5	55	9	69
STAFF TRAINING	16	46	21	83
BUILDING RENTAL & UTILITIES				0
INDIRECT COSTS				0
OJT WAGES				0
TUITION, BOOKS & SUPPLIES		2,515		2,515
LEARNING INCENTIVE PAYMENTS (II-C Youth Only)				0
WORK EXPERIENCE WAGES				0
VOCATIONAL EXPLORATION				0
LIMITED INTERNSHIPS (II-C Youth Only)				0
SUPPORT SERVICES			555	555
OTHER				0
TOTAL BUDGET:	1,086	6,805	2,876	10,767

**SEATTLE-KING COUNTY PRIVATE INDUSTRY COUNCIL
STAFF WAGES**

CONTRACTOR: ANEW

PAGE 2 OF 11

CONTRACT #: Y5ANW-15

List each position that will be charged to this contract by job title. Include the monthly salary from all sources, the percent charged to this contract and the number of months assigned to the contract.

POSITION	MO SALARY- ALL SOURCES	% CHRG'D TO CONTRACT	# OF MONTHS	ADMIN	DIRECT TRAINING	TRG REL'D & SUPPORT	TOTAL
Director	3375.00	2.5%	12	194.	284.	122.	600.
Client Serv.Tech.	2565.00	2.5%	12	346.	138.	208.	692.
Counselor	2730.00	2.5%	12		819.		819.
Job Developer	2650.00	2.5%	12		397.	397.	794.
Training Asst.	1978.00	2.5%	12	60.	297.	237.	594.
Job/Life Instructor	1345.93	2.5%	12		403.		403.
Math Instructor	1188.00	2.5%	10		297.		297.
Outreach/Retention Worker	2253.34	2.5%	12		135.	541.	676.
Life Skills Instructor	693.33	2.5%	12		208.		208.
Overtime/Merit (\$ 187.)					94.	93.	187.
TOTAL STAFF WAGES				600.	3072.	1598.	5,270.

SEATTLE- KING COUNTY PRIVATE INDUSTRY COUNCIL
FRINGE BENEFITS

CONTRACTOR: ANEW

PAGE 3 OF 11

CONTRACT #: Y5ANW-15

List all of the types of benefits to be paid with funds requested (retirement, Social Security, medical, dental, unemployment, etc.). Show all calculations, rates, etc. by cost category.

FRINGE BENEFITS	ADMIN	DIRECT TRAINING	TRAINING RELATED & SUPPORT	TOTAL
<p>FULL TIME: Director, Client Services Technician, Counselor, Job Developer, Training Asst., Outreach/Retention Worker</p> <p>PART TIME: Job/Life Instructor, Math Instructor, Fitness Instructor, Life Skills Instructor</p> <p>FICA = 7.65%</p> <p>L & I = Hours worked x .1473 (Out of office work included) Hours worked x .0866 (All duties performed in office)</p> <p>Unemployment Insurance SUTA x .0260</p> <p>Cafeteria Plan (included medical, dental, and choice of TSA, life, and disability insurance) Available to full time employees @ \$350; pro-rated for Job/Life Skills Instructor 50% x 350 x12</p>				
	62	316	162	540
	63	332	220	615
TOTAL FRINGE BENEFITS	125	648	382	1,155

SEATTLE- KING COUNTY PRIVATE INDUSTRY COUNCIL
OFFICE SUPPLIES

CONTRACTOR: ANEW

PAGE 4 OF 12

CONTRACT #: Y5ANW-15

List and describe desk top, reproduction and miscellaneous supplies by cost category.

OFFICE SUPPLIES	ADMIN	DIRECT TRAINING	TRAINING RELATED & SUPPORT	TOTAL
FORMS		5		5
DESKTOP/GENERAL OFFICE SUPPLIES	8	55	25	88
OFFICE EQUIPMENT/FURNITURE DEPRECIATION	15	95	53	163
MISCELLANEOUS SUPPLIES (UNPLANNED FOR STUDENTS, INSTRUCTIONAL OR PROGRAM RELATED EXPENSES - i.e. GRADUATION CEREMONY EXPENSES, CLEANING/KITCHEN SUPPLIES)		63		63
AUDIO/VISUAL		5		5
TOTAL OFFICE SUPPLIES	23	223	78	324

SEATTLE- KING COUNTY PRIVATE INDUSTRY COUNCIL
CONTRACT AND OTHER SERVICES

CONTRACTOR:

PAGE 5 OF 12

CONTRACT #: Y5ANW-15

Include subcontracts with other agencies or persons who will provide training or other professional services under this contract, a brief description of services and estimated service dates. Include insurance (liability, bonding, etc.) and audit costs.

CONTRACT AND OTHER SERVICES	ADMIN	DIRECT TRAINING	TRAINING RELATED & SUPPORT	TOTAL
ACCOUNTING FEES	158			158
AUDIT FEES	100			100
INSURANCE: Property & General Liability Insurance Employee Dishonesty Insurance	43			43
PROFESSIONAL SERVICE FEES: Outside speakers to supplement classroom instruction; misc. program support		38		38
COMPUTER SERVICES		8		8
TEMPORARY OFFICE HELP: \$90 per day x 40 days		45	45	90
FORKLIFT TRAINING		85		85
TOTAL CONTRACT & OTHER SERVICES	301	176	45	522

SEATTLE- KING COUNTY PRIVATE INDUSTRY COUNCIL
COMMUNICATIONS

CONTRACTOR: ANEW

PAGE 6 OF 12

CONTRACT #: Y5ANW-15

List all communications equipment, phones, installation, postage, delivery services, fax machines, etc. by cost category.

COMMUNICATIONS	ADMIN	DIRECT TRAINING	TRAINING RELATED & SUPPORT	TOTAL
ADVERTISING/MARKETING: <u>Student recruitment:</u> Brochures, Posters, business cards, information booths, publication advertising, misc. printed materials, public awareness activities, etc.			100	100
TELEPHONE		9	5	14
POSTAGE		9	20	29
SUBSCRIPTIONS/MEMBERSHIPS: Trades and professional journals / fair	5	4	15	24
AUDIO/VISUAL INSTRUCTIONAL/EDUCATIONAL MATERIALS		25		25
PRINTING		13	25	38
TOTAL COMMUNICATIONS	5	60	165	230

SEATTLE- KING COUNTY PRIVATE INDUSTRY COUNCIL STAFF TRAVEL	
CONTRACTOR: ANEW	PAGE 7 OF 12
CONTRACT #: Y5ANW-15	

PAGE 7 OF 12

CONTRACT #: Y5ANW-15	
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Indicate costs for staff who are authorized to travel (local and out-of-area). Show calculations for mileage reimbursement. Include parking, air fare, per diem and other travel related costs. Indicate destinations for out-of-area travel.

LOCAL (Within King County)	ADMIN	DIRECT TRAINING	TRAINING RELATED & SUPPORT	TOTAL
<i>(All staff travel to some extent)</i> <i>(Figures represent 97.5% charged to the Adult Contract; 2.5 % charged to the Youth Contract)</i> DIRECTOR: 500 mi x .30 mi 1000 mi x .30 mi JOB DEVELOPER: 334 mi x .30 mi OUTREACH: 2,666 mi x .30 mi COUNSELOR: 100 mi x .30 mi TRAINING ASST./CLIENT SERVICES: 334 mi x .30 mi 38 mi x .30mi Also includes parking estimates and per diem reimbursements Ferry Fees	8	4		12
			3	3
		3	20	23
				0
		3		3
	3			3
SUBTOTAL LOCAL TRAVEL	11	10	23	44
OUT-OF AREA TRAVEL (Outside of King County) One quarterly Apprenticeship Council meeting per year - may be in Eastern Washington	ADMIN	DIRECT TRAINING	TRAINING RELATED & SUPPORT	TOTAL
SUBTOTAL OUT-OF AREA TRAVEL				
TOTAL STAFF TRAVEL	11	10	23	44

SEATTLE- KING COUNTY PRIVATE INDUSTRY COUNCIL	
EQUIPMENT	
CONTRACTOR: ANEW	PAGE 8 OF 12
CONTRACT #: Y5ANW-15	

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CONTRACT #: Y5ANW-15	
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List all equipment rental, lease, purchase and maintenance by type/model. Indicate lease/purchase options and justification for equipment purchases.
--

[illegible]

SEATTLE- KING COUNTY PRIVATE INDUSTRY COUNCIL
STAFF TRAINING

CONTRACTOR: ANEW

PAGE 9 OF 12

CONTRACT #: Y5ANW-15

Identify the type(s) of staff training, cost & number of staff attending.

STAFF TRAINING	ADMIN	DIRECT TRAINING	TRAINING RELATED & SUPPORT	TOTAL
<u>INDIVIDUALIZED STAFF TRAINING:</u> Covered costs includes tuition. Staff will attend workshops, conferences, and seminars on topics that will prepare staff to better perform job duties. Emphasis will be placed on cultural sensitivity, student motivation methods, etc.	8	25	13	46
<u>STAFF PROGRAM EVALUATION</u> one day meeting with RTC staff twice a year		13		13
COMPUTER SKILLS/USAGE TRAINING FOR ANEW STAFF - in areas of word processing and database	8	8	8	24
TOTAL STAFF TRAINING	16	46	21	83

SEATTLE- KING COUNTY PRIVATE INDUSTRY COUNCIL
TUITION, BOOKS AND SUPPLIES

CONTRACTOR: ANEW

PAGE 10 OF 12

CONTRACT #: Y5ANW-15

List number of participants & describe tuition and participant owned books and training supplies charged to this contract.

TUITION, BOOKS AND SUPPLIES	DIRECT TRAINING
<u>TUITION</u>	
2 Participants x \$875 TUITION	1,750
<u>BOOKS & SUPPLIES</u>	
2 participants x \$310 per participant	
BOOKS: Electrical wiring, Carpentry text & workbook, Math books: \$120 per person	620
SUPPLIES: Locker padlock, "Where to Turn" handbook, notebooks, index tabs, calculator, ruler: \$50 per person	
TRADE-RELATED SUPPLIES: Steel-toed workboots (\$103) tape measure, safety glasses, ear protection, hard hat: \$140 per person	
<u>STUDENT ACCIDENT INSURANCE</u>	
1 participant, \$60 per person	60
<u>STUDENT ACHIEVEMENT AWARDS</u>	25
<u>GRADUATION FEES</u>	
2 participants, \$30 per person	60
TOTAL TUITION, BOOKS AND SUPPLIES	2,515

SEATTLE- KING COUNTY PRIVATE INDUSTRY COUNCIL
SUPPORT SERVICES

CONTRACTOR: ANEW

PAGE 12 OF 12

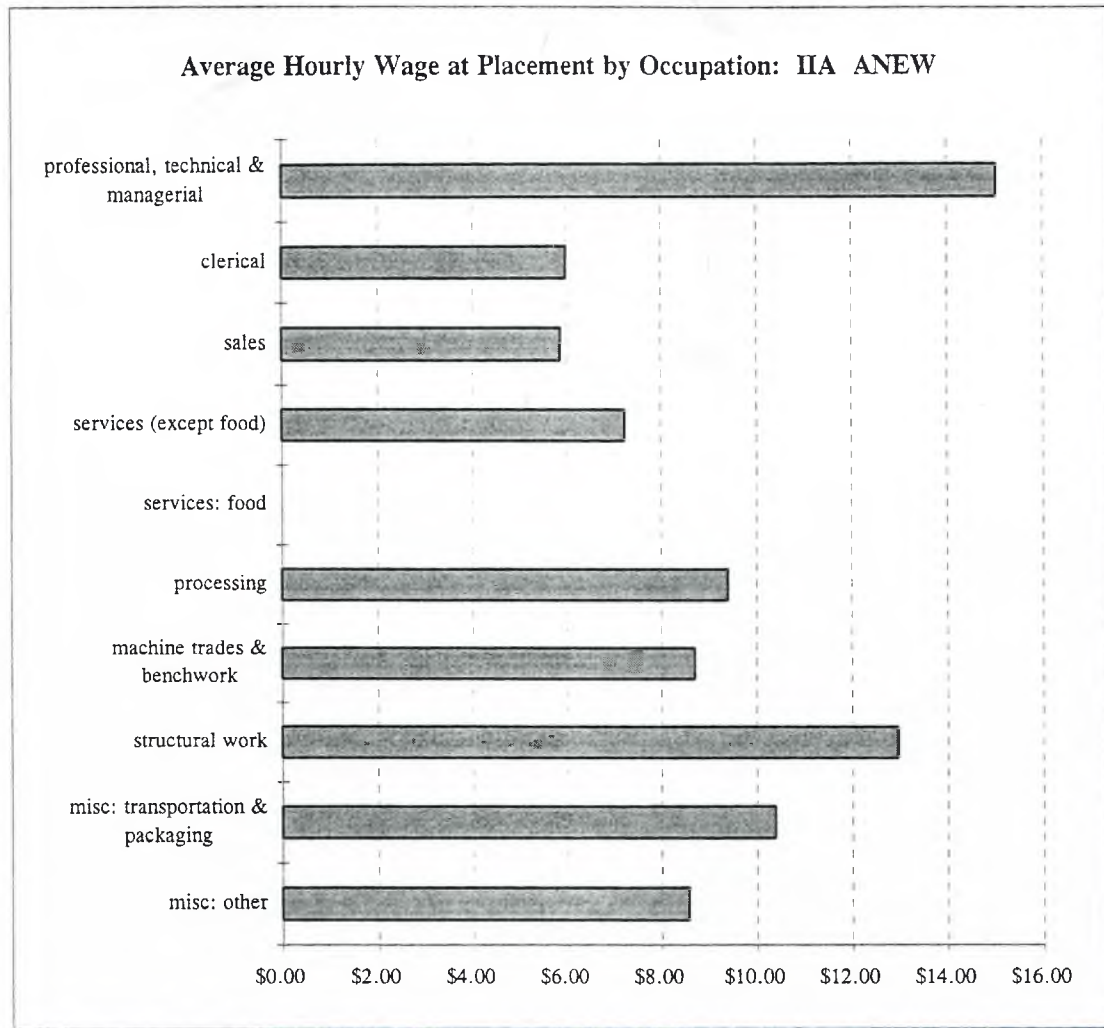
CONTRACT #: Y5ANW-15

Described the types and estimated cost of support services to be provided to participants served under this contract.

SUPPORT SERVICES	TRAINING RELATED & SUPPORT
<p>PARTICIPANTS' SUPPORT SERVICE CATEGORIES</p> <p>In-Home Day Care</p> <p>Food</p> <p>Gas</p> <p>Car Repair</p> <p>Tools for Work</p> <p>Bus Passes (2 zone monthly pass: \$57.50)</p> <p>Plus: Emergency Rent, Union Dues, Child care, Counseling, Phone, and other necessary expenses allowable by PIC</p> <p>2 X \$277.50</p>	<p>555</p>
TOTAL SUPPORT SERVICES	555

PIC Stats

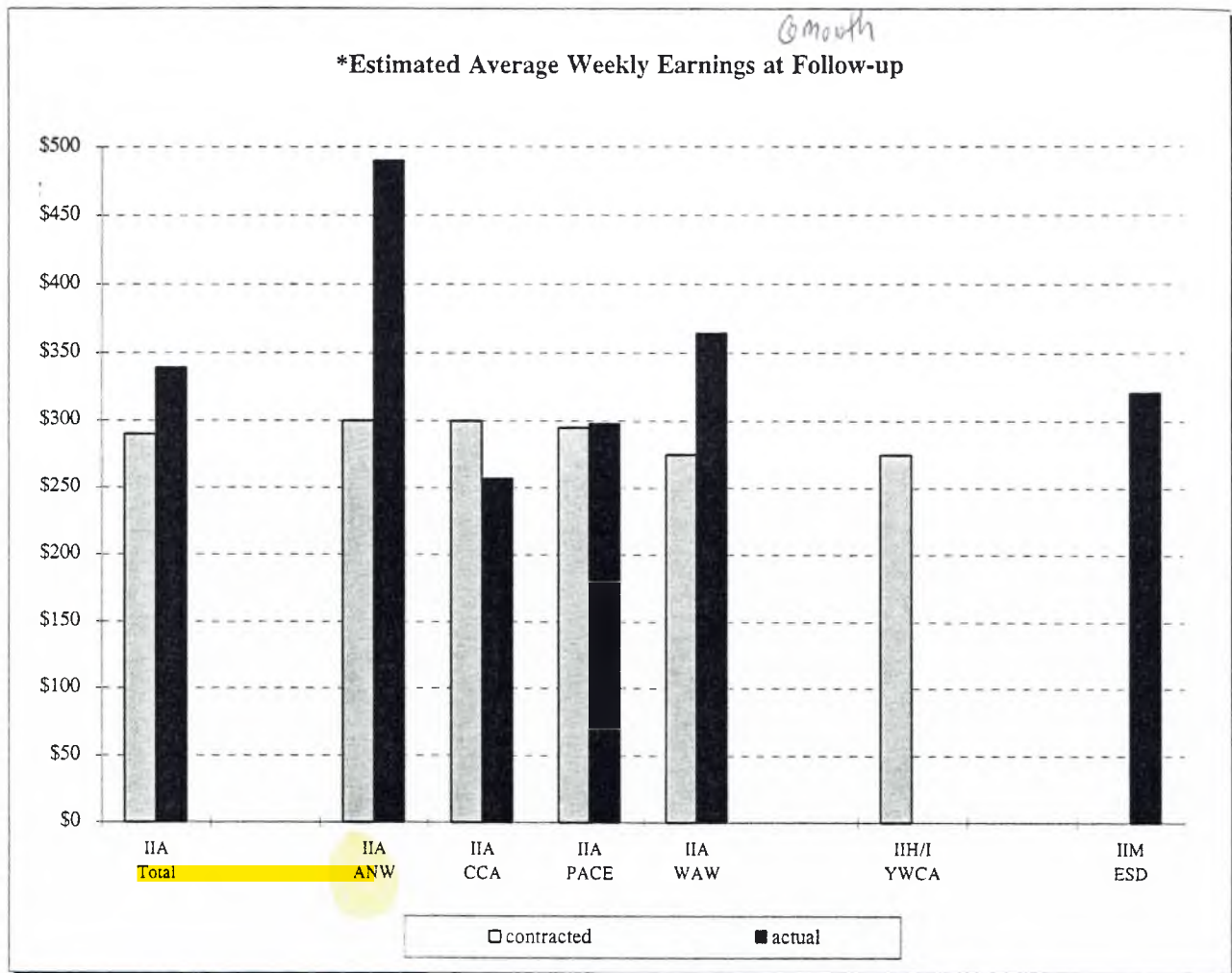
**Title IIA PY94 Average Hourly Wage at Placement by Occupation:
IIA ANEW**



DOT code (2 digits)	Occupational Groups	Average Hourly Wage at Placement
♦ 00-19	♦ professional, technical & managerial	\$15.05
♦ 20-24	♦ clerical	\$6.00
♦ 25-29	♦ sales	\$5.89
♦ 30-39 (except 31)	♦ services (except food)	\$7.25
♦ 31	♦ services: food	na
♦ 50-59	♦ processing	\$9.41
♦ 60-79	♦ machine trades & benchwork	\$8.71
♦ 80-89	♦ structural work	\$12.98
♦ 90-92	♦ misc: transportation & packaging	\$10.40
♦ 40-49 & 93-97	♦ misc: other	\$8.59
	Total	\$11.24

Note: See Appendix A for a more detailed list of the two-digit divisions of Directory of Occupational Titles (DOT) referenced above.

Average Weekly Earnings at Follow-up



*Estimated Average Weekly
Earnings at Follow-up

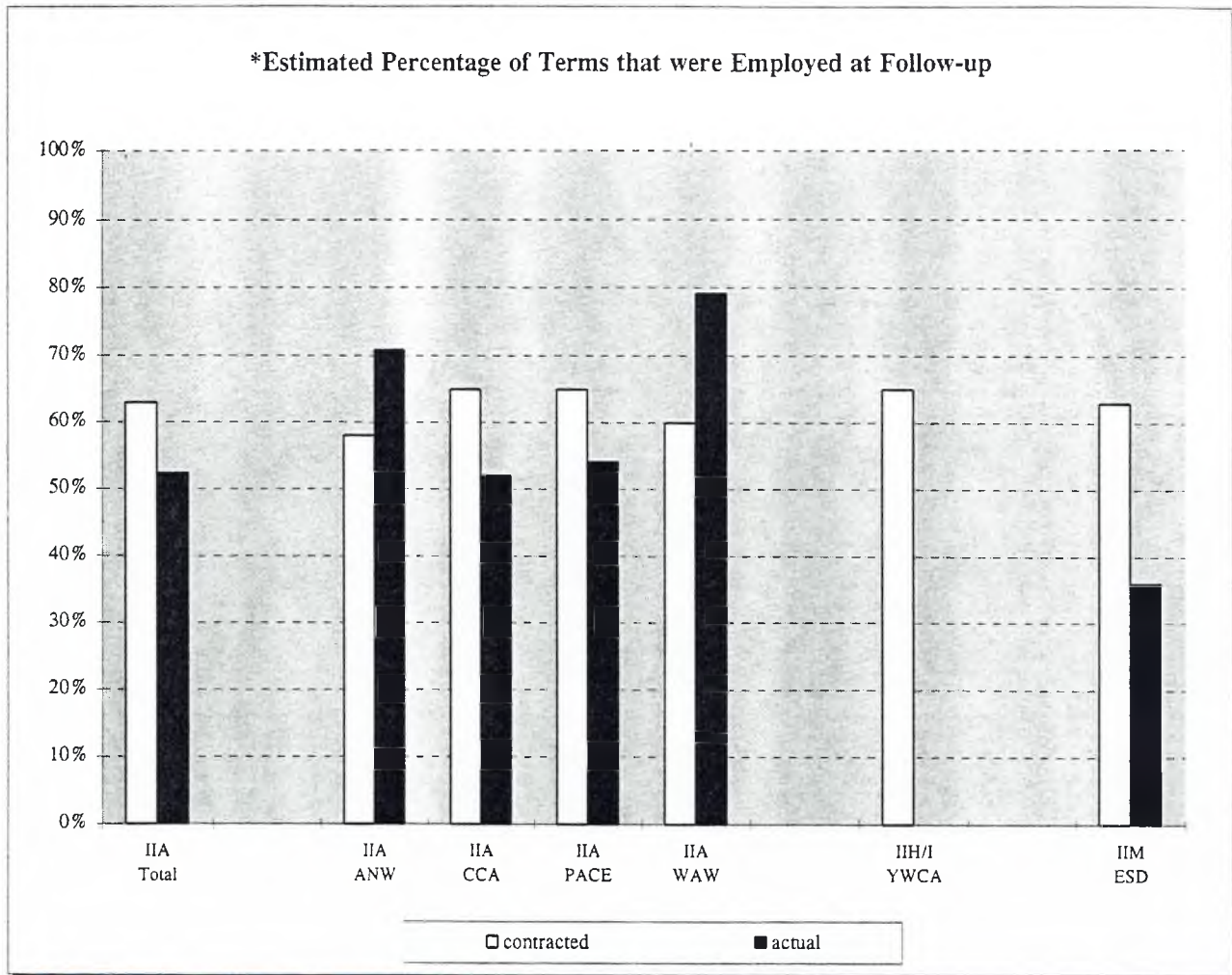
	contracted	actual
IIA (Adult) Total	\$290	\$339
♦ ANEW	\$300	\$490
♦ CCA	\$300	\$257
♦ PACE	\$295	\$298
♦ Wash. Works	\$275	\$364
IIH/I (Homeless) YWCA	\$275	na*
IIM (Mature Worker) ESD	na*	\$321

*Note: "Estimated Average Weekly Earnings at Follow-up" is based on the Federal methodology for calculating Adult Follow-up Weekly Earnings (AFWE). "Estimated Average Weekly Earnings at Follow-up" equals the estimated average weekly earnings at follow-up of terms (who termed during the follow-up year -- 4/1/94-3/31/95) that were employed and working 20 or more hours per week at follow-up (90 days after term).

The data above (except for IIH/I YWCA) is based on ETI's sampled data. ETI does not provide follow-up data for IIH/I participants.

IIM ESD does not have a contracted goal for weekly wage at follow-up.

Employment Rate at Follow-up



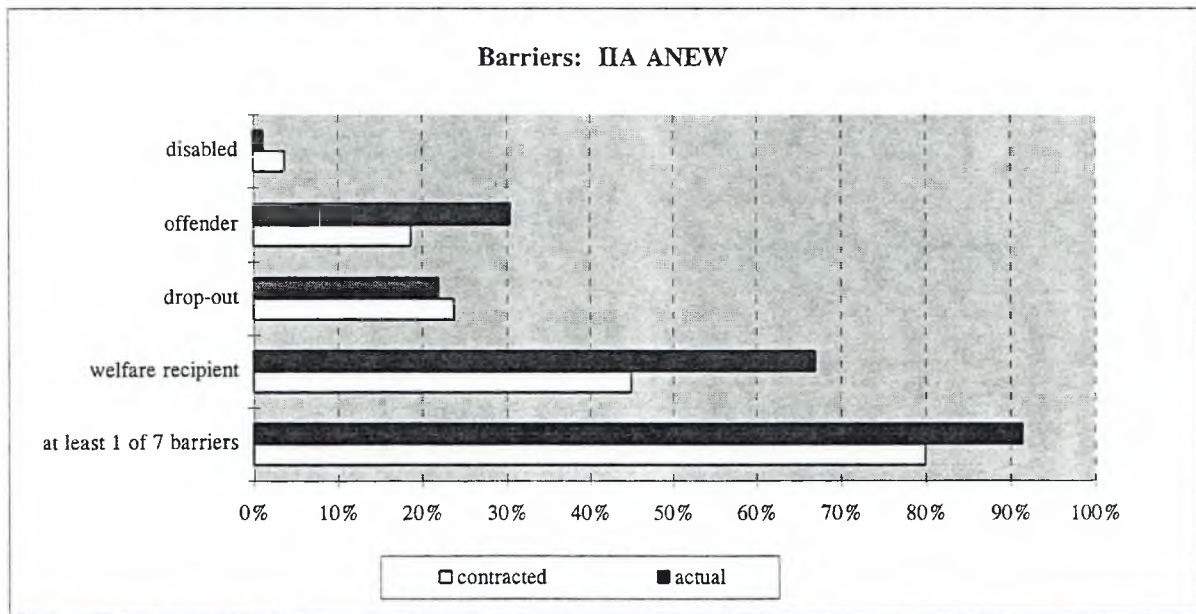
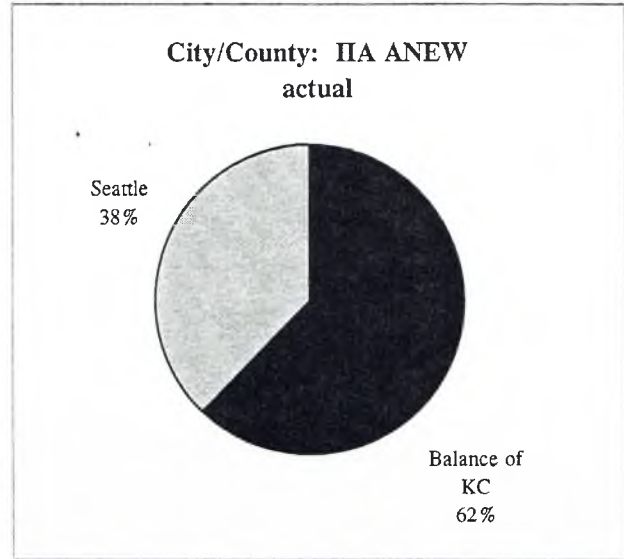
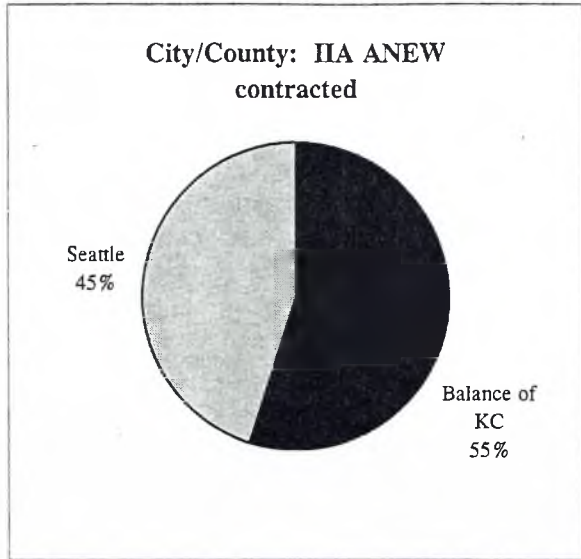
***Estimated Percentage of Terms
that were Employed at Follow-up**

	contracted	actual
IIA (Adult) Total	63.0%	52.4%
• ANEW	58.0%	70.8%
• CCA	65.0%	52.0%
• PACE	65.0%	54.1%
• Wash. Works	60.0%	79.2%
IHH/I (Homeless) YWCA	65.0%	na*
IIM (Mature Worker) ESD	63.0%	36.0%

***Note:** "Estimated Percentage of Terms that were Employed at Follow-up" is based on the Federal methodology for calculating the Adult Follow-up Employment Rate (AFER). "Estimated Percentage of Terms that were Employed at Follow-up" equals the estimated percentage of total terms during the follow-up year (4/1/94-3/31/95) that were employed and working 20 or more hours per week at follow-up (90 days after term).

The data above (except for IHH/I YWCA) is based on ETI's sampled data. ETI does not provide follow-up data for IHH/I participants.

**Title IIA PY94 Enrollments by City/County Service and by Barriers:
IIA ANEW**



	Percent of Total Enrollments	
	contracted	actual
♦ disabled	4%	1%
♦ offender	19%	30%
♦ drop-out	24%	22%
♦ welfare recipient	45%	67%
♦ at least 1 of 7 barriers	80%	91%

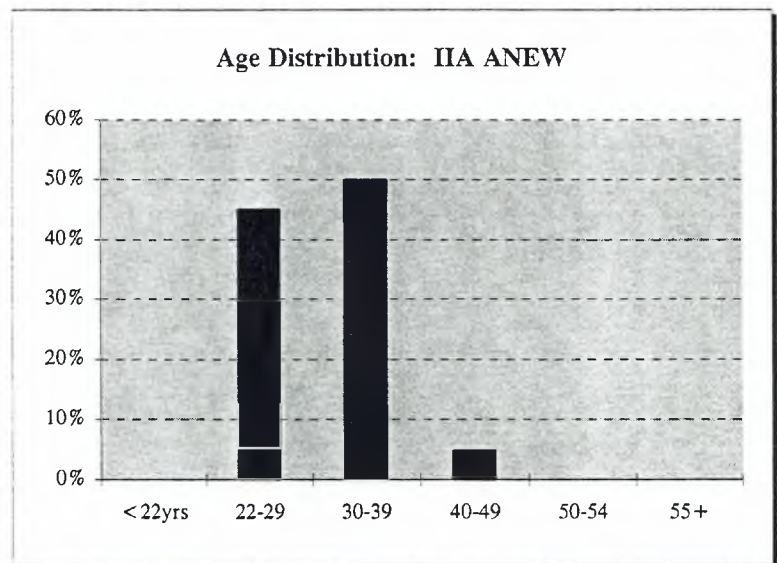
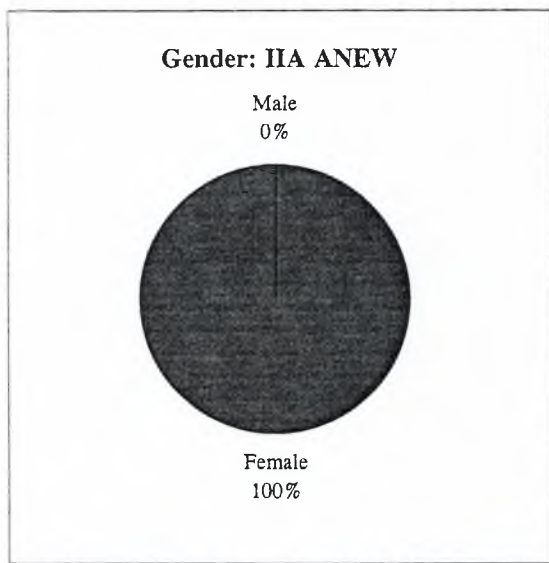
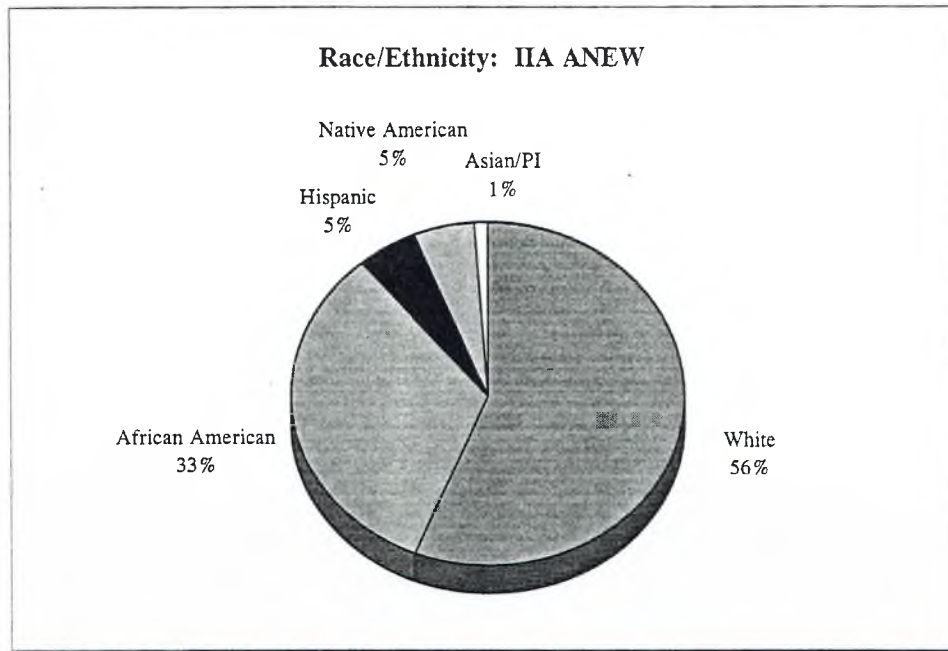
Zip Code Distribution of Title IIA PY94 Enrollments:
IIA ANEW



Note: Each dot represents one person enrolled in IIA ANEW in PY94 randomly distributed within the corresponding zip code.

942aanw.wor

Title IIA PY94 Enrollments by Race/Ethnicity, Gender and Age: IIA ANEW



	Percent of Total PY94 Enrollments
♦ <22 years old	0%
♦ 22 - 29	45%
♦ 30 - 39	50%
♦ 40 - 49	5%
♦ 50 - 54	0%
♦ 55 +	0%
Total	100%

Data: Title IIA (Adult) -- ANEW

MIS data cut on: 8/31/95

----- PY 94 -----

Page 1:

	PY92	PY93	94-07	94-08	94-09	94-10	94-11	94-12	95-01	95-02	95-03	95-04	95-05	95-06
Participants onboard:	41	35	24	25	47	34	35	33	35	65	59	50	43	42
Planned participants onboard:					56			38			74			34
Enrolled participants:			0	11	26	0	1	0	3	39	2	0	0	0
Cumulative enrollments:	77	73	0	11	37	37	38	38	41	80	82	82	82	82
Planned cumulative enrollments:					40			40			80			80
Termed participants:			11	10	4	13	0	2	1	9	8	9	7	1
Cumulative terms:	72	79	11	21	25	38	38	40	41	50	58	67	74	75
Planned cumulative terms:					16			34			38			78

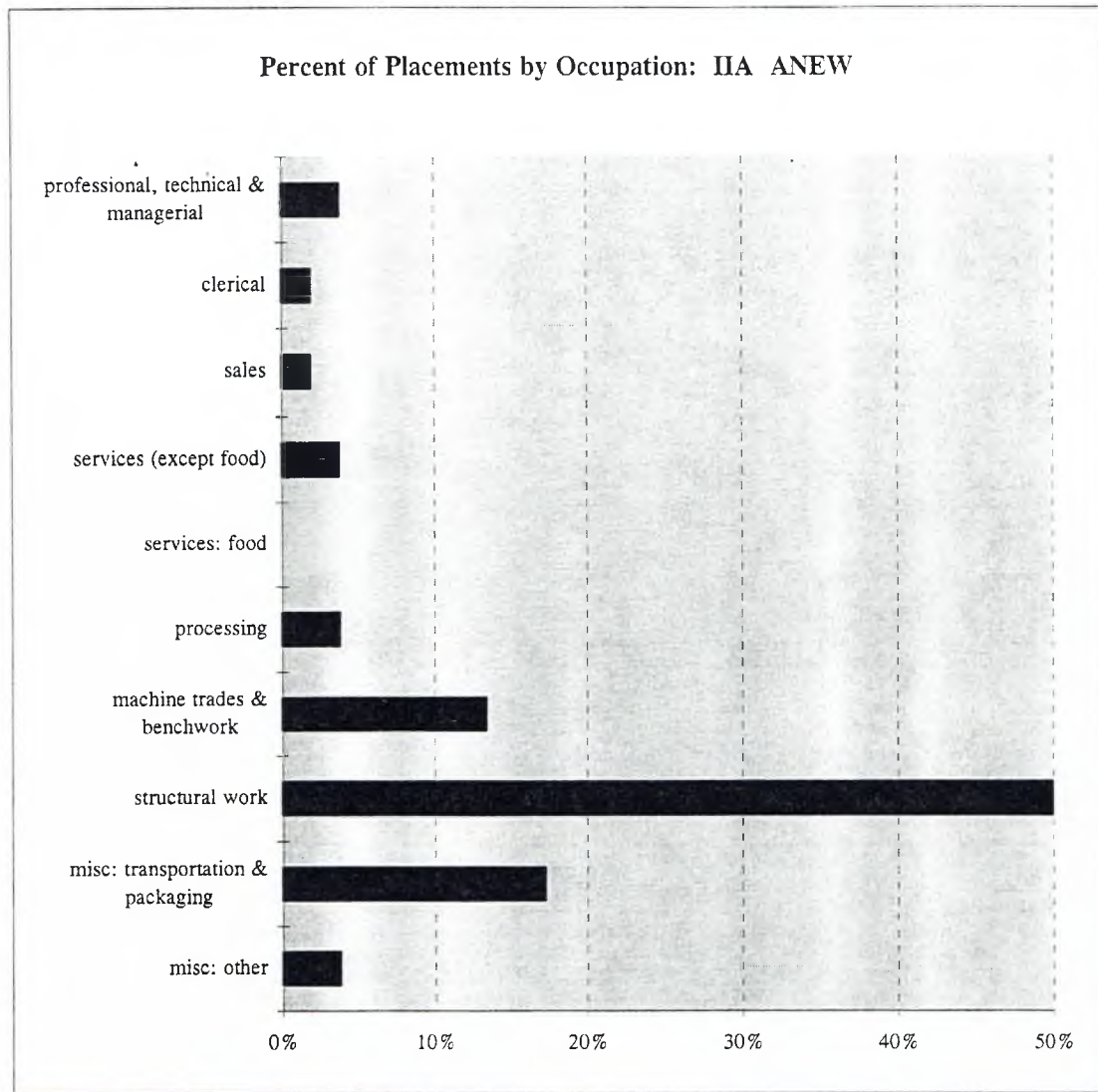
Page 2:

Placed participants:			10	9	1	6	0	1	0	8	8	6	3	0
Cumulative placements:	51	53	10	19	20	26	26	27	27	35	43	49	52	52
Planned cumulative placements:					10			22			24			50
Placement rate (PY to date):	71%	67%	91%	90%	80%	68%	68%	68%	66%	70%	74%	73%	70%	69%
Planned placement rate:			64%	64%	64%	64%	64%	64%	64%	64%	64%	64%	64%	64%
Average hourly wage (\$) (pytd):	9.43	9.62	12.13	12.96	12.62	12.57	12.57	12.40	12.40	11.90	11.20	11.13	11.24	11.24
Planned average hourly wage:			8.21	8.21	8.21	8.21	8.21	8.21	8.21	8.21	8.21	8.21	8.21	8.21
Average weekly wage (\$) (pytd):	372	384	485	519	492	486	486	478	478	466	440	438	443	443
Planned average weekly wage:			320	320	320	320	320	320	320	320	320	320	320	320

Page 3:

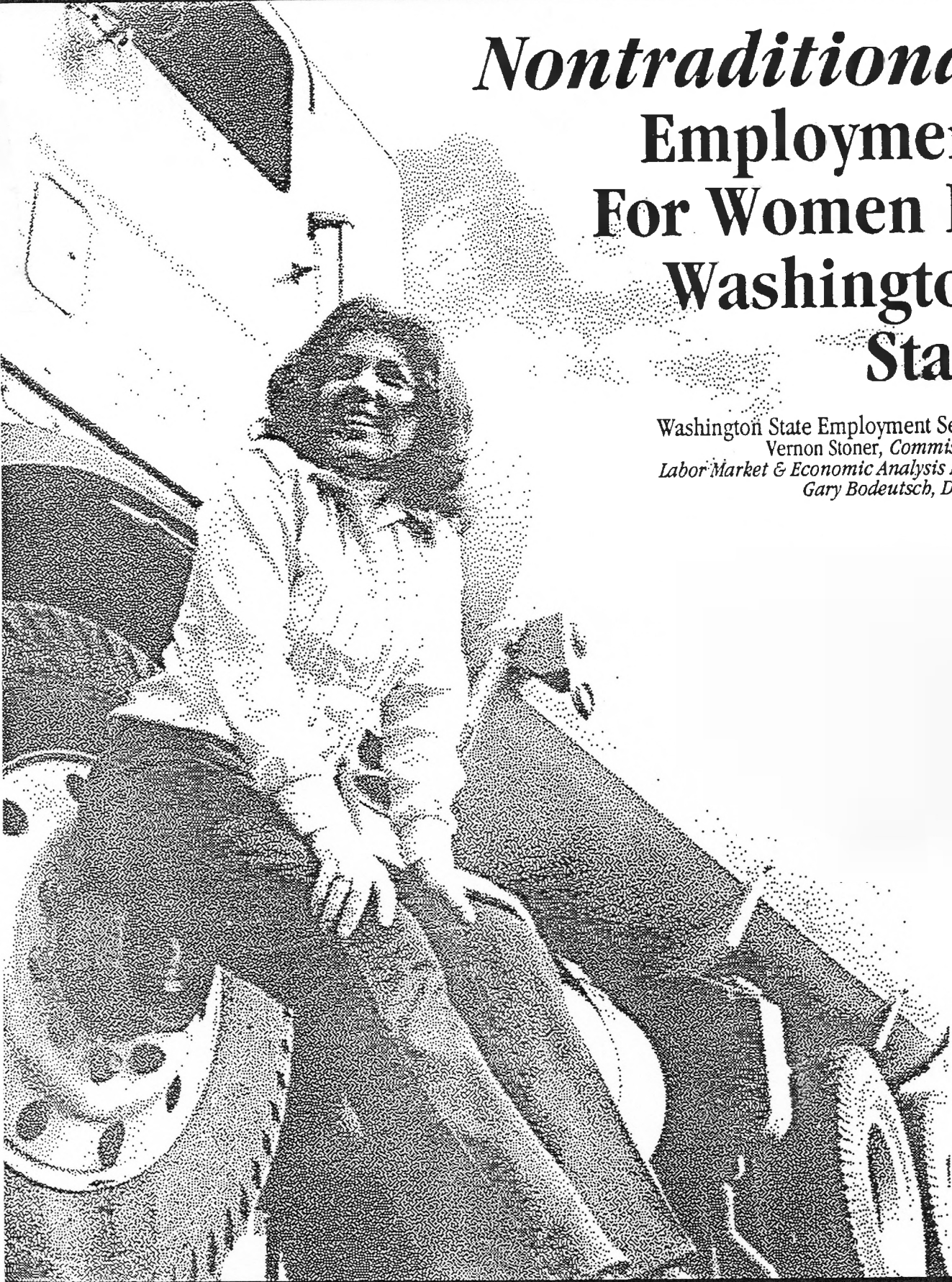
Attained 1+ competencies (pytd):	83%	77%	91%	90%	80%	76%	76%	75%	73%	76%	78%	73%	74%	73%
Planned attained 1+ competencies:			75%	75%	75%	75%	75%	75%	75%	75%	75%	75%	75%	75%
Attained all competencies (pytd):	81%	67%	91%	90%	80%	76%	76%	73%	71%	72%	74%	70%	72%	71%
Planned attained all competencies:			70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%
Emp. enhancement rate (pytd):	83%	81%	91%	90%	80%	76%	76%	75%	73%	76%	78%	73%	74%	73%
Planned enhancement rate:			75%	75%	75%	75%	75%	75%	75%	75%	75%	75%	75%	75%

Title IIA PY94 Job Placements by Occupation: IIA ANEW



DOT code (2 digits)	Occupational Groups	Percent of Placements
♦ 00-19	♦ professional, technical & managerial	3.8%
♦ 20-24	♦ clerical	1.9%
♦ 25-29	♦ sales	1.9%
♦ 30-39 (except 31)	♦ services (except food)	3.8%
♦ 31	♦ services: food	0.0%
♦ 50-59	♦ processing	3.8%
♦ 60-79	♦ machine trades & benchwork	13.5%
♦ 80-89	♦ structural work	50.0%
♦ 90-92	♦ misc: transportation & packaging	17.3%
♦ 40-49 & 93-97	♦ misc: other	3.8%
	Total	100.0%

Note: See Appendix A for a more detailed list of the two-digit divisions of Directory of Occupational Titles (DOT) referenced above.



Nontraditional Employment For Women In Washington State

Washington State Employment Security
Vernon Stoner, *Commissioner*
Labor Market & Economic Analysis Branch
Gary Bodeutsch, *Director*

Nontraditional Jobs for Women

Introduction

In 1991, the Labor Market and Economic Analysis Branch produced a special publication titled *Occupational Outlook for Washington State*. It was well received by the public as a useful tool for career planning and it has gone through several reprints. This report follows that same format but shifts the focus to nontraditional jobs for women.

The term "nontraditional employment" as applied to women (in Public Law 102-235 passed by the 102nd Congress) refers to occupations or fields of work where women comprise less than 25 percent of employment.

The data used in this report originate from several sources. First, the 1990 Census provided a detailed breakout of the labor force by occupation and race. That information was matched with Occupational Employment Statistics data to link the Census information with occupational employment projections produced by the LMEA Branch in cooperation with the Bureau of Labor Statistics (BLS). The Census data were also matched with BLS median wage information.

The enhanced data base was further sorted to identify occupations with at least 10 projected openings per year and wage rates that equal or exceed the median rate of \$445 per week.

The resulting list of jobs was then separated into four education and training categories that indicate how workers get the skills needed for their jobs, based on responses to the January 1991 Current Population Survey: (a) no formal training, (b) a high school education, (c) postsecondary/employer training, and finally (d) a college degree.

The occupations in each of these categories have been selected because they show adequate or better than average job openings and wages. Complete 1990 Census listings of "nontraditional jobs" in Washington State and individual counties are also available at duplicating cost. To order such listings please contact the Labor Market and Economic Analysis Branch, P.O. Box 9046, Olympia, WA 98504-9046. Telephone: (206) 438-4800.

This report was funded by a grant from the Women's Bureau of the U.S. Department of Labor.

Published September 1993

Nontraditional Jobs for Women

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Openings
Wages
Requirements

Nontraditional Jobs for Women

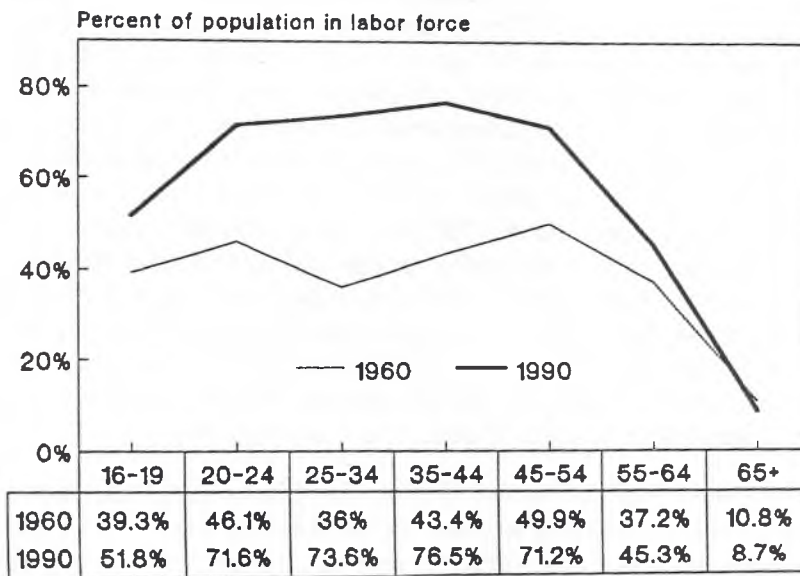
General Background

- **Labor Force Participation:** *In 1940, the labor force participation rate of women stood at 28.2 percent. After mobilization for World War II, it rose to 30 percent, and climbed to 36.5 percent by 1944 as "Rosie the riveter" became an important cog in the manufacturing effort. The rate fell to 31.2 percent at the end of the war when many women were displaced by returning male veterans and the winding down of armament-related production. Yet in every year since 1946 (with the exception of 1953, 1962, and 1991), women's labor force participation has been on the rise. In 1956 it regained the peak of 1944; by 1975 it rose to 46.3 percent; in 1978 it attained the half-way mark of 50 percent; and in 1990 the participation rate reached 57.5 percent. The historical chart on the next page shows how marriage and motherhood impacted women's labor force participation in 1960. Participation reached its initial peak for ages 20 to 24, dropped sharply for those 25 to 34, rose to a second, higher peak for ages 45 to 54, and then gradually declined, assuming the classic M-shape. By 1990, the pattern had changed dramatically, reflecting the transformation of women's roles in society. Now women's labor force participation has taken on the shape of an inverted U, similar to that of men's.*
- **The Glass Ceiling/Glass Wall:** *In the last decade, the "glass ceiling" has come to epitomize the barriers impeding the advancement of women into executive or senior management positions. In recent years the "glass wall" has emerged as another (though related) facet of career blockage: the longstanding workplace situation known as occupational segregation, which limits the lateral movement of women in the workplace. The "glass wall" restricts women to a narrow field such as human resources or administrative positions, making it difficult for them to extend their abilities into positions like production, marketing and finance that have a known fast-track to the executive suite.*
- **The Wage Gap:** *In 1979, according to a BLS survey, the average hourly earnings for women came to only 64.1 percent of men's earnings. By 1987 the gap had narrowed to 69 percent of men's. More recent data from 1990 (based on median earnings) show that weekly wages of full-time male workers was \$485 while women received \$348. This translates into 71.8 cents for every dollar earned by men.*
- **Progress:** *All data point to a significant increase in the economic standing of women over the past 40 years. That progress, however, is tempered by the recognition that the starting point was far back in the pack and that there is still a considerable way to go to reach the front. This publication should provide useful information in the efforts of women to achieve equal opportunity.*

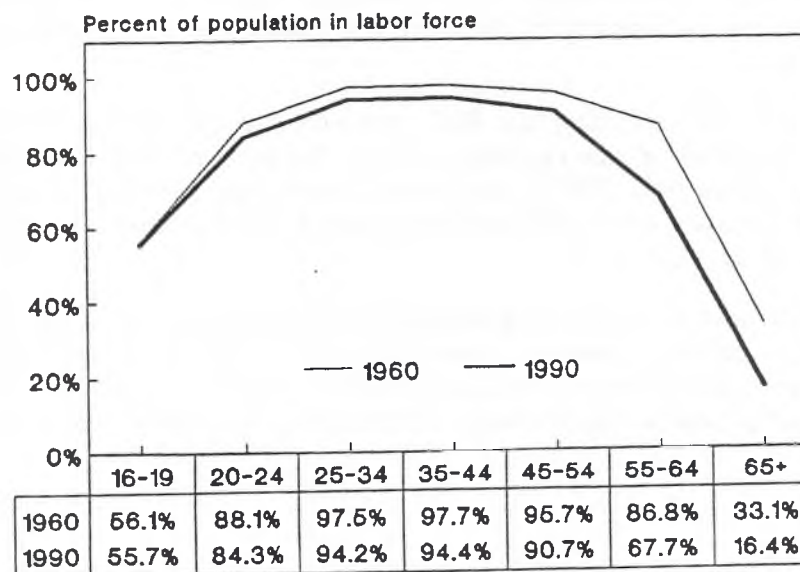
Nontraditional Jobs for Women

Labor Force Participation by Age: 1960 vs. 1990

Women by Age: 1960 and 1990



Men by Age: 1960 and 1990



Nontraditional Jobs for Women

How to use this guide

- ☐ *First, decide which of the four education and training levels you wish to consult:*

A: No Formal Training:

This level includes occupations for which few workers have needed formal training or education to obtain their jobs. They are jobs that require only a demonstration or brief on-the-job training or that require skills learned through informal training obtained on the job or in some other setting.

B: High School:

At this level, many workers obtained their qualifying training in high school vocational programs. Frequently, high school vocational training provides the specific skills that are needed to begin a job as well as the foundation for developing advanced skills in other programs or with the help of an employer.

C: Postsecondary/Employer:

Workers at this level need specific formal training, but not to the same extent as in professional specialties. Public and private institutions as well as employers offer programs providing the necessary skills. Institutions range from those that train for one specific occupation (such as beauty schools) to those that offer a wide spectrum of vocational programs and general education (technical and community colleges). Formal employer training includes apprenticeship, military training and other types of training designed to meet specific company needs.

D: College Graduation:

A bachelor's degree is generally the minimum level of education needed to enter jobs in this category. An advanced degree (master's or doctorate) is often required. Many of the jobs for which experience once qualified workers now demand college graduation.

- ☐ *Next, consult the appropriate table for a listing of occupations in descending order by number of job openings. An Alphabetical Cross Reference for these jobs is provided in the Appendix I. Employment growth is indicated on pages 9-10.*
- ☐ *Then, turn to Appendix II of this guide if you need clarification of terms; finally, consult Appendix III to locate additional Labor Market Information Sources about careers and jobs.*

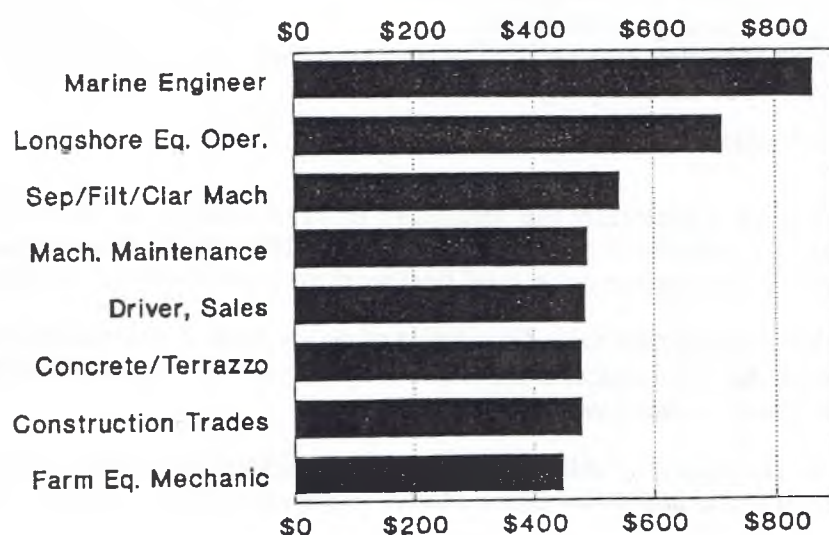
Nontraditional Jobs for Women

No formal training

No.	OCCUPATION	ANNUAL OPENINGS	MEDIAN WAGES \$	PERMIT REQUIRED	REQUIREMENT SYMBOLS
1.	Driver-Sales Workers	178	486		A
2.	Longshore Equipment Operators	148	713		A
3.	Construction Trades, N.E.C.†	139	479		A
4.	Farm Equipment Mechanics	39	448		A
5.	Machinery Maint. Occupations	38	490		A
6.	Marine Engineers & Naval Architects	34	862	Yes	A, C
7.	Concrete & Terrazzo Finishers	26	479		A
8.	Separating, Filtering, & Clarifying Machine Operators	16	543		A

† N.E.C. = Not elsewhere classified

Median Weekly Wages: Top 8 Occupations
Requiring Less than a HS Education



Nontraditional Jobs for Women

High school

No.	OCCUPATION	ANNUAL OPENINGS	MEDIAN WAGES \$	PERMIT REQUIRED	REQUIREMENT SYMBOLS
1.	Electrical & Electronic Technicians	430	593	Yes	B,C,D
2.	Electricians	408	550		B,C
3.	Supervisors, Mechanics & Repairers	349	613		B,C
4.	Drafting Occupations	261	527		B,C,D
5.	Bus, Truck, & Stationary Engine Mechanics	260	453		B,C
6.	Electronic Repairers, Communication & Industrial Equipment	167	484		B,C
7.	Misc. Electrical & Electronic Equipment Repairers	106	599		B,C
8.	Heavy Equipment Mechanics	88	516		B,C
9.	Millwrights	65	594		B,C
10.	Tool & Die Makers	56	642		B,C
11.	Electrical Power Installers & Repairers	56	647		B,C
12.	Household Appliance & Power Tool Repairers	55	604		B,C
13.	Announcers	29	557		B,C,D
14.	Brick Masons & Stone Masons	22	480		B,C

Note to the tables:

- ☐ The median wage means that 50 percent of workers earn as much as or more than this figure and 50 percent earn as much as or less. The median reflects all pay levels and is substantially higher than entry-level wages.
- ☐ An occupation with two or more requirement symbols indicates that the job may be obtained through different types of training or that more than one kind of training is required. For example, mechanics may qualify through either high school or postsecondary vocational training; physicians must graduate from medical school as well as undergo internship.

A = No formal training; B = High School; C = Postsecondary/Employer; D = College

Nontraditional Jobs for Women

Postsecondary/Employer

No.	OCCUPATION	ANNUAL OPENINGS	MEDIAN WAGES \$	PERMIT REQUIRED	REQUIREMENT SYMBOLS
1.	Mechanics & Repairers, N.E.C.	1,733	485		C
2.	Sales Representatives, Mining, Manufacturing, & Wholesale	1,728	616		C,D
3.	Engineer, Electrical & Electronic	759	892	Yes	C,D
4.	Physicians	669	1,007	Yes	C,D
5.	Electrical & Electronic Technicians	430	593		B,C,D
6.	Electricians	408	550	Yes	B,C
7.	Engineers, N.E.C.	365	862	Yes	C,D
8.	Supervisors, Mechanics & Repairers	349	613		B,C
9.	Machinists	337	492		C
10.	Engineer, Mechanical	326	823	Yes	C,D
11.	Engineer, Civil	320	830	Yes	C,D
12.	Supervisors, Production Occupations	293	574		C,D
13.	Drafting Occupations	261	527		B,C,D
14.	Bus, Truck, & Stationary Engine Mechanics	260	453		B,C
15.	Industrial Machinery Repairers	229	498		C
16.	Architects	214	692	Yes	C,D
17.	Correctional Institution Officers	211	470		C
18.	Engineer, Aerospace	185	947	Yes	C,D
19.	Electronic Repairers, Communication & Industrial Equipment	167	484		B,C
20.	Plumbers, Pipefitters & Steamfitters	165	518	Yes	C
21.	Police & Detectives, Public Service	164	615		C,D
22.	Engineer, Industrial	161	782	Yes	C,D
23.	Automotive Mechanics, Except Engine	154	576	Yes	C
24.	Firefighting Occupations	130	636		C
25.	Misc. Electrical & Electronic Equipment Repairers	106	599		B,C
26.	Sheet Metal Workers	105	486		C

Nontraditional Jobs for Women

Postsecondary/Employer [Cont.]

No.	OCCUPATION	ANNUAL OPENINGS	MEDIAN WAGES \$	PERMIT REQUIRED	REQUIREMENT SYMBOLS
27.	Supervisors, Construction & Related	105	622		C
28.	Supervisors, Transportation & Related	104	609		C
29.	Inspectors, Testers, & Graders	98	499	Yes	C
30.	Airplane Pilots & Navigators	96	885	Yes	C,D
31.	Heavy Equipment Mechanics	88	516		B,C
32.	Mechanical Engineering Technicians	87	550		C,D
33.	Precision Assemblers, Metal	82	511		C
34.	Operating Engineers	79	514		C
35.	Surveyors & Mapping Scientists	77	675	Yes	C,D
36.	Precision Grinders, Filers, & Tool Sharpeners	74	478		C
37.	Heating, Air Conditioning, & Refrigeration Mechanics	74	474		C
38.	Sales Engineers	73	920		C,D
39.	Data Processing Equipment Repairers	69	619		C,D
40.	Millwrights	65	594		B,C
41.	Stationary Engineers	62	618	Yes	C,D
42.	Construction Inspectors	61	601		C,D
43.	Sheriffs, Bailiffs, & Other Law Enforcement Officers	60	496		C,D
44.	Tool & Die Makers	56	642		B,C
45.	Electrical Power Installers & Repairers	56	647		B,C
46.	Household Appliance & Power Tool Repairers	55	604		B,C
47.	Surveying & Mapping Technicians	54	456		C,D
48.	Mining Occupations, N.E.C.	52	635		C
49.	Mechanical Controls & Valve Repairers	47	485		C
50.	Glaziers	46	479		C
51.	Sailors, Deckhands, Ship Engineers	44	530	Yes	C
52.	Boilermakers	42	511		C

A = No formal training; B = High School; C = Postsecondary/Employer; D = College

Nontraditional Jobs for Women

Postsecondary/Employer [Cont.]

No.	OCCUPATION	ANNUAL OPENINGS	MEDIAN WAGES \$	PERMIT REQUIRED	REQUIREMENT SYMBOLS
53.	Water & Sewage Treatment Plant Operators	41	503	Yes	C
54.	Crane & Tower Operators	40	570		C
55.	Power Plant Operators	37	612	Yes	C
56.	Supervisors, Police & Detectives	37	642		C,D
57.	Engineer, Metallurgical & Materials	37	902	Yes	C,D
58.	Marine Engineers & Naval Architects	34	862	Yes	A,C
59.	Engineer, Chemical	34	982	Yes	C,D
60.	Purchasing Agents & Buyers, Farm Products	34	594		C,D
61.	Misc. Plant & System Operators	33	612		C
62.	Captains & Other Officers, Vessels	33	699	Yes	C
63.	Office Machine Repairers	31	476		C
64.	Geologists And Geodesists	31	731		C,D
65.	Announcers	29	557		B,C,D
66.	Funeral Directors	28	650	Yes	C,D
67.	Supervisors, Firefighting & Fire Prevention Occupations	27	642		C,D
68.	Camera, Watch, & Musical Instrument Repairers	26	485		C,D
69.	Furnace, Kiln, & Oven Operators, Except Food	23	475		C
70.	Clergy	23	496		C,D
71.	Brick Masons & Stone Masons	22	480		B,C
72.	Structural Metal Workers	19	569		C
73.	Lay-out Workers	18	511		C
74.	Locksmiths & Safe Repairers	18	485		C
75.	Aircraft Engine Mechanics	18	606	Yes	C
76.	Mathematical Scientists, N.E.C.	18	799		C,D
77.	Forestry & Conservation Scientists	15	731		C,D
78.	Tool Programmers, Numerical Control	14	585		C,D
79.	Locomotive Operating Occupations	10	715		C
80.	Tile Setters, Hard & Soft	10	479		C
81.	Engineer, Nuclear	10	890	Yes	C,D

Nontraditional Jobs for Women

College Graduation

No.	OCCUPATION	ANNUAL OPENINGS	MEDIAN WAGES \$	PERMIT REQUIRED	REQUIREMENT SYMBOLS
1.	Sales Representatives, Mining, Manufacturing, & Wholesale	1,728	616		C,D
2.	Lawyers	798	1,085	Yes	D
3.	Engineer, Electrical & Electronic	759	892	Yes	C,D
4.	Physicians	669	1,007	Yes	C,D
5.	Electrical & Electronic Technicians	430	593		B,C,D
6.	Engineers, N.E.C.	365	862	Yes	C,D
7.	Engineer, Mechanical	326	823	Yes	C,D
8.	Engineer, Civil	320	830	Yes	C,D
9.	Supervisors, Production Occupations	293	574		C,D
10.	Drafting Occupations	261	527		B,C,D
11.	Architects	214	692	Yes	C,D
12.	Dentists	189	962	Yes	D
13.	Engineer, Aerospace	185	947	Yes	C,D
14.	Police & Detectives, Public Service	164	615		C,D
15.	Engineer, Industrial	161	782	Yes	C,D
16.	Airplane Pilots And Navigators	96	885	Yes	C,D
17.	Mechanical Engineer, Technicians	87	550		C,D
18.	Surveyors & Mapping Scientists	77	675	Yes	C,D
19.	Sales Engineers	73	920		C,D
20.	Data Processing Equipment Repairers	69	619		C,D
21.	Stationary Engineers	62	618	Yes	C,D
22.	Construction Inspectors	61	601		C,D
23.	Sheriffs, Bailiffs, & Other Law Enforcement Officers	60	496		C,D
24.	Surveying & Mapping Technicians	54	456		C,D
25.	Supervisors, Police & Detectives	37	642		C,D
26.	Engineer, Metallurgical & Materials	37	902	Yes	C,D
27.	Engineer, Chemical	34	982	Yes	C,D

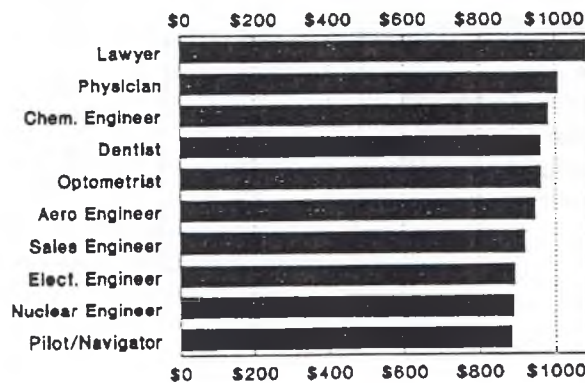
A = No formal training; B = High School; C = Postsecondary/Employer; D = College

Nontraditional Jobs for Women

College Graduation [Cont.]

No.	OCCUPATION	ANNUAL OPENINGS	MEDIAN WAGES \$	PERMIT REQUIRED	REQUIREMENT SYMBOLS
28.	Purchasing Agents & Buyers, Farm Products	34	594		C,D
29.	Optometrists	31	962	Yes	D
30.	Geologists & Geodesists	31	731		C,D
31.	Announcers	29	557		B,C,D
32.	Funeral Directors	28	650	Yes	C,D
33.	Supervisors, Firefighting & Fire Prevention Occupations	27	642		C,D
34.	Camera, Watch, & Musical Instrument Repairers	26	485		C,D
35.	Clergy	23	496		C,D
36.	Engineering Teachers	21	799	Yes	D
37.	Mathematical Scientists, N.E.C.	18	799		C,D
38.	Forestry & Conservation Scientists	15	731		C,D
39.	Physics Teachers	14	799		D
40.	Tool Programmers, Numerical Control	14	585		C,D
41.	Engineer, Nuclear	10	890	Yes	C,D

Median Weekly Wages: Top 10 Occupations
Requiring a College Education



Nontraditional Jobs for Women

Employment Growth 1990-1995

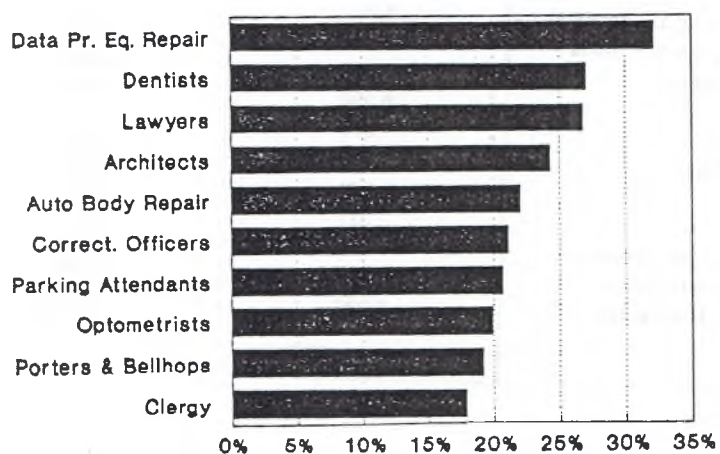
OCCUPATION	ESTIMATED EMPLOYMENT		GROWTH
	1990	1995	Percent Change
Data Processing Equipment Repairers	951	1,256	32.1%
Dentists	1,876	2,382	27.0%
Lawyers	8,725	11,066	26.8%
Architects	2,527	3,141	24.3%
Automobile Body & Related Repairers	3,922	4,785	22.0%
Correctional Institution Officers	3,407	4,126	21.1%
Parking Lot Attendants	1,114	1,345	20.7%
Optometrists	307	368	19.9%
Baggage Porters & Bellhops	474	565	19.2%
Clergy	212	250	17.9%
Electrical & Electronic Technicians	8,535	10,042	17.7%
Engineer, Electrical & Electronic	13,310	15,600	17.2%
Surveyors & Mapping Scientists	1,148	1,341	16.8%
Marine Engineers & Naval Architects	568	660	16.2%
Physicians	7,559	8,761	15.9%
Geologists & Geodesists	787	904	14.9%
Guards, Police, Except Public Service	8,896	10,131	13.9%
Surveying & Mapping Technicians	1,272	1,448	13.8%
Atmospheric & Space Scientists	116	132	13.8%
Automotive Mechanics	12,388	14,048	13.4%
Engineer, Civil	6,396	7,230	13.0%
Funeral Directors	370	417	12.7%
Sales Workers, Parts	7,459	8,371	12.2%
Announcers	961	1,078	12.2%
Shoe Repairers	231	259	12.1%
Misc. Textile Machine Operators	25	28	12.0%
Locksmiths & Safe Repairers	268	300	11.9%
Airplane Pilots & Navigators	2,294	2,565	11.8%

Nontraditional Jobs for Women

Employment Growth 1990-1995 [Cont.]

OCCUPATION	ESTIMATED EMPLOYMENT		GROWTH
	1990	1995	Percent Change
Misc. Electrical And Electronic Equipment Repairers	1,940	2,169	11.80
Engineer, Chemical	841	935	11.18
Sales Representatives, Mining, Manufacturing, And Wholesale	29,735	33,041	11.12
Motion Picture Projectionists	264	293	10.98
Engineer, Mechanical	6,726	7,464	10.97
Tool Programmers, Numerical Control	529	587	10.96
Bus, Truck, & Stationary Engine Mechanics	5,448	6,026	10.61
Printing Press Operators	3,731	4,122	10.48
Machinists	7,351	8,101	10.20
Taxicab Drivers And Chauffeurs	612	674	10.13
Mining Occupations, N.E.C.	2,021	2,224	10.04

Occupational Employment: 1990-1995
Top Ten in Percentage Growth



Nontraditional Jobs for Women

Appendix I: Alphabetical Cross Reference to Jobs

A	NO FORMAL TRAINING	C	POSTSECONDARY EMPLOYER
7 3 1 4 2 5 6 8	Concrete & Terrazzo Finishers Construction Trades, N.E.C. Driver-Sales Workers Farm Equipment Mechanics Longshore Equipment Operators Machinery Maint. Occupations Marine Engineers & Naval Architects Separating, Filtering, & Clarifying Machine Operators	75 23 30 65 16 52 71 14 68 62 70 42 17 54 39 13 5 45 6 19 18 59 11 3 22 10 57 81 7 24 77 66 69 64 50 37 31 46 15 29 73 74 79 9	Aircraft Engine Mechanics Aircraft Mechanics, Except Engine Airplane Pilots & Navigators Announcers Architects Boilermakers Brick Masons & Stone Masons Bus, Truck, & Stationary Engine Mechanics Camera, Watch, & Musical Instrument Repairers Captains & Other Officers, Vessels Clergy Construction Inspectors Correctional Institution Officers Crane & Tower Operators Data Processing Equipment Repairers Drafting Occupations Electrical & Electronic Technicians Electrical Power Installers & Repairers Electricians Electronic Repairers, Communication & Industrial Equipment Engineer, Aerospace Engineer, Chemical Engineer, Civil Engineer, Electrical & Electronic Engineer, Industrial Engineer, Mechanical Engineer, Metallurgical & Materials Engineer, Nuclear Engineers, N.E.C. Firefighting Occupations Forestry & Conservation Scientists Funeral Directors Furnace, Kiln, & Oven Operators, Except Food Geologists & Geodesists Glaziers Heating, Air Conditioning, & Refrigeration Mechanics Heavy Equipment Mechanics Household Appliance & Power Tool Repairers Industrial Machinery Repairers Inspectors, Testers, & Graders Lay-Out Workers Locksmiths & Safe Repairers Locomotive Operating Occupations Machinists
B	HIGH SCHOOL		
13 14 5 4 1 11 2 6 8 12 9 7 3 10	Announcers Brick Masons & Stone Masons Bus, Truck, & Stationary Engine Mechanics Drafting Occupations Electrical & Electronic Technicians Electrical Power Installers & Repairers Electricians Electronic Repairers, Communication & Industrial Equipment Heavy Equipment Mechanics Household Appliance & Power Tool Repairers Millwrights Misc. Electrical & Electronic Equipment Repairers Supervisors, Mechanics & Repairers Tool & Die Makers		

Nontraditional Jobs for Women

Appendix I: Alphabetical Cross Reference [Cont.]

C	POSTSECONDARY (Cont.)	D	COLLEGE GRADUATION
58	Marine Engineers & Naval Architects	16	Airplane Pilots & Navigators
76	Mathematical Scientists, N.E.C.	31	Announcers
49	Mechanical Controls & Valve Repairers	11	Architects
32	Mechanical Engineering Technicians	34	Camera, Watch, & Musical Instrument Repairers
1	Mechanics & Repairers, N.E.C.	35	Clergy
40	Millwrights	22	Construction Inspectors
48	Mining Occupations, N.E.C.	20	Data Processing Equipment Repairers
25	Misc. Electrical & Electronic Equipment Repairers	12	Dentists
61	Misc. Plant & System Operators	10	Drafting Occupations
63	Office Machine Repairers	5	Electrical & Electronic Technicians
34	Operating Engineers	13	Engineer, Aerospace
4	Physicians	27	Engineer, Chemical
20	Plumbers, Pipefitters & Steamfitters	8	Engineer, Civil
21	Police & Detectives, Public Service	3	Engineer, Electrical & Electronic
55	Power Plant Operators	15	Engineer, Industrial
33	Precision Assemblers, Metal	7	Engineer, Mechanical
36	Precision Grinders, Filers, & Tool Sharpeners	26	Engineer, Metallurgical & Materials
60	Purchasing Agents & Buyers, Farm Products	41	Engineer, Nuclear
51	Sailors, Deckhands, Ship Engineers	36	Engineering Teachers
38	Sales Engineers	6	Engineers, N.E.C.
2	Sales Representatives, Mining, Manufacturing, & Wholesale	38	Forestry & Conservation Scientists
26	Sheet Metal Workers	32	Funeral Directors
43	Sheriffs, Bailiffs, & Other Law Enforcement Officers	30	Geologists & Geodesists
41	Stationary Engineers	2	Lawyers
72	Structural Metal Workers	37	Mathematical Scientists, N.E.C.
27	Supervisors, Construction & Related	17	Mechanical Engineering Technicians
67	Supervisors, Firefighting & Fire Prevention Occupations	29	Optometrists
8	Supervisors, Mechanics & Repairers	4	Physicians
56	Supervisors, Police & Detectives	39	Physics Teachers
12	Supervisors, Production Occupations	14	Police & Detectives, Public Service
28	Supervisors, Transportation & Related	28	Purchasing Agents & Buyers, Farm Products
47	Surveying & Mapping Technicians	19	Sales Engineers
35	Surveyors & Mapping Scientists	1	Sales Representatives, Mining, Manufacturing, & Wholesale
80	Tile Setters, Hard & Soft	23	Sheriffs, Bailiffs, & Other Law Enforcement Officers
44	Tool & Die Makers	21	Stationary Engineers
78	Tool Programmers, Numerical Control	33	Supervisors, Firefighting & Fire Prevention Occupations
53	Water & Sewage Treatment Plant Operators	25	Supervisors, Police & Detectives
		9	Supervisors, Production Occupations
		24	Surveying & Mapping Technicians
		18	Surveyors & Mapping Scientists
		40	Tool Programmers, Numerical Control

Nontraditional Jobs for Women

Appendix II: Terms

Wages

An important factor in the choosing of any job or profession is the amount of money that you will be paid and the opportunities available to increase that amount. The wages presented in this publication are median weekly rates based on national data. These rates are not entry-level wages, which are invariably lower. It should be noted that wage rates will vary by location: a General Office Clerk, for example, may receive more pay in Seattle than in Yakima. Supply and demand as well as other factors such as education, training and work experience will determine how much a particular individual is paid. The median wage for all occupations was \$445 per week.

Openings

Openings occur for several reasons. The most prominent reasons are growth in the field (new openings) and current workers leaving their jobs. The number of openings listed for each position represents the average number of estimated openings for each job for each year from 1990 through 1995. However, job openings that arise when people change jobs are not included; only new openings and those created when people leave the labor force (retirement, death, etc.) are estimated.

Occupations

The Occupational Employment Statistics survey of employers uses approximately 700 occupational titles to collect occupational information. This publication, however, lists only the 100 or so occupations that have not traditionally been held by women (with less than 25 percent of employment), that pay more than the median wage for all occupations, and that are expected to have a minimum of ten openings annually between 1990 and 1995.

Permit

For the safety, health, and well-being of the consuming public, a number of jobs in Washington State have some type of licensing requirement. Testing can vary from the comprehensive bar exam for lawyers to the basic instruction and training given to food service workers.

Symbols

A variety of one letter symbols are used as abbreviations for the education and training levels required for a particular job.

Nontraditional Jobs for Women

Appendix III: Labor Market Information Sources

User's Guide to Labor Market Information

Employment Security Department
Labor Market and Economic Analysis Branch
P.O. Box 9046
Olympia, WA
98507-9046

Area Wage Survey—Substate Areas

Employment Security Department
Labor Market and Economic Analysis Branch
P.O. Box 9046
Olympia, WA
98507-9046

Occupational Profiles—By Industry, by Area

Employment Security Department
Labor Market and Economic Analysis Branch
P.O. Box 9046
Olympia, WA
98507-9046

Occupational Projections—State and Counties

Employment Security Department
Labor Market and Economic Analysis Branch
P.O. Box 9046
Olympia, WA
98507-9046

Occupations in the Labor Market:

Demand, Supply, and Characteristics
Employment Security Department
Labor Market and Economic Analysis Branch
P.O. Box 9046
Olympia, WA
98507-9046

Annual Demographic Information

— State and Counties
Employment Security Department
Labor Market and Economic Analysis Branch
P.O. Box 9046
Olympia, WA
98507-9046

Affirmative Action Information

— State and Counties
Employment Security Department
Labor Market and Economic Analysis Branch
P.O. Box 9046
Olympia, WA
98507-9046

“Women in the Work Force,” *LMI Review*, April
1992—A Quarterly Review of Washington State
Labor Market Information
Employment Security Department
Labor Market and Economic Analysis Branch
P.O. Box 9046
Olympia, WA
98507-9046

WOIS/The Career Information System—Provides
career and training information on occupations in
Washington State.
Washington Occupational Information System
1415 Harrison Avenue NW, Suite 201
Olympia, WA 98502

Plan for Tomorrow Today, A Guide to Careers-
Occupations in Washington State
Workforce Training and Education
Coordinating Board
Building 17, Airdustrial Park
P.O. Box 43105
Olympia, WA
98504-3105

Directory of Licensed Occupations
Washington State Occupational Information
Coordinating Committee
Washington State Employment Security
P.O. Box 9046
Olympia, WA
98507-9046

Appendix III: Labor Market Information Sources

Where to find BLS Statistics on Women

U.S. Department of Labor
Bureau of Labor Statistics
Government Printing Office
Washington, D.C.
20402-9328

Working Women: A Chartbook

U.S. Department of Labor
Bureau of Labor Statistics
Government Printing Office
Washington, D.C.
20402-9328

Employment in Perspective:

Women in the Labor Force
U.S. Department of Labor
Bureau of Labor Statistics
Government Printing Office
Washington, D.C.
20402-9328

Area Wage Surveys—Selected occupations in firms with more than 50 employees for several locations in Washington

U.S. Department of Labor
Bureau of Labor Statistics
Superintendent of Documents
Pittsburgh, PA
15250-7954

Guide for Occupational Exploration

(GOE)—Provides a grouping of occupations based on interest factors and also provides world-of-work and career awareness through evaluative questions.
U.S. Department of Labor
United States Employment Service
U.S. Government Printing Office
Washington, D.C.
20402-9328

Occupational Outlook Handbook (OOH)—Contains detailed information for 250 selected occupations including narratives on the nature of work, training and qualifications, job outlook and earnings.

U.S. Department of Labor
Bureau of Labor Statistics
Superintendent of Documents
Washington, D.C.
20402-0001

Occupational Outlook Quarterly—Periodical designed to keep counselors and education planners abreast of occupational and employment developments.

U.S. Department of Labor
Bureau of Labor Statistics
Superintendent of Documents
Washington, D.C.
20402-0001

Career Guide to Industries—Provides a companion to the Occupational Outlook Handbook from an industry perspective.

U.S. Department of Labor
Bureau of Labor Statistics
U.S. Government Printing Office
Washington, D.C.
20402-9328

Occupational Projections and Training

Data—Provides information on occupational supply and demand conditions and training and qualifications for over 500 selected occupations.

U.S. Department of Labor
Bureau of Labor Statistics
Superintendent of Documents
Washington, D.C.
20402-0001

Nontraditional Jobs for Women

Appendix III: Labor Market Information Sources

Other federal references for using labor market information—*Dictionary of Occupational Titles (DOT)*, *1991 Selected Characteristics of Occupations Defined in the Revised Dictionary of Occupational Titles (DOT)*, *Standard Occupational Classification Manual (SOC)*, *1980 Standard Industrial Classification Manual (SIC) 1987*

Using Labor Market Information in Career Exploration and Decision Making: A Resource Guide—Provides a curriculum for career decision making and labor market information.

National Occupational Information

Coordinating Committee

Garrett Park Press

P.O. Box 190F

Garrett Park, MD

20896

Military Careers, A Guide to Military Occupations and Selected Military Career Paths

U.S. Department of Defense

U.S. Government Printing Office

Pittsburgh, PA

15250-7954

How Workers Get Their Training: A 1991 Update

Bulletin 2407

U.S. Department of Labor

Bureau of Labor Statistics

Washington, D.C.

20212

Appendix IV: Reader Questionnaire

We would like to hear from you....

We are very interested in hearing what readers have to say about this report. Please take a moment to fill out and mail this cut-out sheet. Your comments and suggestions are greatly appreciated.

*Gary Bodeutsch, Director
Labor Market and Economic Analysis Branch
Washington State Employment Security Department*

1. On the scale below, please rate this report in terms of its usefulness in providing an overview of nontraditional employment for women in this state (circle one number).

not useful (1) > (2) > (3) > (4) > (5) very useful

2. On the scale below, please rate this report in terms of its organization (circle one number).

poorly organized (1) > (2) > (3) > (4) > (5) well organized

3. How do you think you or others in your organization will use information presented in this report?

4. What changes would you suggest in order to make this report more useful?

Thank you for providing us with this information. Please mail to:

Labor Market and Economic Analysis Branch, PO Box 9046, Olympia, WA 98507-9046.



Acknowledgements

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*Nontraditional Employment for Women in Washington State:***

Sheryl Baker, Employment Security Department

Carol Boe, Pacific Mountain Consortium

Rosemary Rafael, Northwest Washington PIC

Caroline Conradus, King County PIC

**This report was prepared by research staff at
the Labor Market and Economic Analysis Branch:**

Carol Stoker

Dick Armstrong

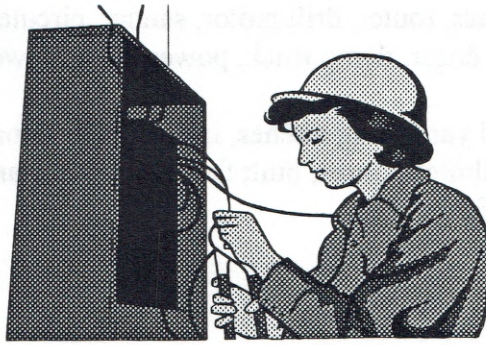
Monica Tanner

Bonnie Dalebout

Jack Schillinger

Robert Wm. Baker

Ivars Graudins



BLUE COLLAR JOBS

GETTING MORE SKILLS

Take a night course at a local community college or vocational school in a related subject such as carpentry, beginning auto mechanics, blueprint reading, plumbing, electricity or math.

Ask friends to show you how to use tools and equipment such as power mowers, circular saw, compressor, chain saw, etc., to gain more experience with tools. Volunteer to work on projects such as house painting, installing roofing, cutting and splitting wood, etc.

Get a good how-to book such as the Reader's Digest Fix-It-Yourself Manual and start doing more repairs around your own house and for others.

GETTING INTO BLUE COLLAR JOBS

Start applying for blue collar jobs that sound interesting, even if you are unsure you're qualified. Going through the process of applying and interviewing gives you more experience and confidence in selling yourself and your skills.

On employment applications and in interviews, list or talk about all your blue-collar skills, such as tool use, regardless of where and how you acquired them. An example of how to list your skills on an application:

Comments/Other Information

Hand Tools: Familiar with use and care of hammers, screwdrivers, wrenches, level, chalkline, pliers, caulking gun, block and tackle, come-along, vise, maul, C-clamps, post hold digger, shovel, pick, axe, square, bevel, plumb bob, chisel, mallet, plane, file, brace, paint brushes, level, tape measure, handsaw, nail puller, crowbar.

Power Tools/Equipment: chain saw, drill press, router, drill motor, sander, circular saw, table saw, shop and pool vacuums, Case 350 dozer, dump truck, power lawn mower.

Construction-related Experience: landscaped yards, dug ditches, installed tile in bath, painted (interior and exterior), installed plumbing fixtures, built fence, installed landscape timbers and bricks, built and worked on scaffold.

GETTING SUPPORT / NETWORKING

- Talk to other tradeswomen; network

Talk to women who are doing blue-collar work. Ask how they applied, what they like and don't like, and to describe their work.

Attend the yearly Women in Trades Fair at Seattle Center (brochure attached), where there are many trades represented, and many tradeswomen to talk to.

Contact companies who have blue collar positions and ask to get an appointment with tradeswomen who work there. Talk to the women about their work, how they got started, where they got support.

- Join a support group

Form your own support group, either through a union (many tradeswomen have formed women's committees within their unions), or on your own informally outside of work. It is very important that you talk to other women who do similar work to get support, problem solve, and exchange ideas. Another option is to attend a meeting of the Coalition of Labor Union Women (CLUW) or the National Association of Women in Construction (NAWIC).

- Read more about blue-collar work

Subscribe to TRADESWOMAN MAGAZINE (P. O. Box 40664, San Francisco, CA 94140). It comes out quarterly and includes lots of information about blue collar jobs and women who do these jobs.

Read books about women in blue collar work, such as: Alone in a Crowd, by Jean Reith Schroedel; High-paying Blue Collar Jobs for Women, by Larry J. Ricci; Hard Hatted Women, by Molly Martin. All are available at bookstores or local libraries.

Washington Contacts for the National Association of Women in Construction

SEATTLE

Linda Helm-Turner Construction Company
601 Union St-Suite 400
Seattle, WA 98101
office (206) 224-4343
home (206) 874-7792
fax (206) 224-4399

SPOKANE

Carolyn Pierce-Inland Empire Chpt Assoc Gen'l
E 4935 Trent
Spokane, WA 99220
office (509) 535-0391
home (509) 328-6485
fax (509) 535-3706

TACOMA

Betty Susan-Associate Subcontractors of WA
3312 S Union Ave
Tacoma, WA 98409-3197
office (206) 383-4591
home (206) 383-2295

TRI-CITIES

Terry Janssen-Vincent Construction Inc
210 East Albany
Kennewick, WA 99336
office (509) 582-6399
home (509) 545-0425

GREATER BELLEVUE

Freiheit Kim-AAR Testing Laboratory Inc
PO Box 2523
Redmond, WA 98073
office (206) 881-5812 fax (206) 881-5441
home (206) 883-4123

GREATER EVERETT

Diane Ferguson-Group Four Inc
16030 Juanita Woodinville NE
Bothell, WA 98011
office (206) 775-5481
home (206) 353-6213
fax (206) 362-3819

YAKIMA VALLEY

Renn Abrams-REW General Contractors
PO Box 2668
Yakima, WA 98907
office (509) 248-4535 fax (509) 248-6625
home (509) 966-7485

Guide to Deciding What Nontraditional Job is Right for Me

1. A. Some jobs or skills that are nontraditional that I have the most interest in include:

B. Other nontraditional areas I would consider include:

2. My paid and unpaid nontraditional work experience has mainly been in the following areas:

3. Some of my values around work are:

4. Some employers I'd like to work for

A. In the public sector include:

B. In the private sector include:

C. Apprenticeship programs I'm interested in are:

D. Other interests:

5. Working conditions I would like include:

- A. guaranteed schedule vs. varied or flexible schedule
- B. one work location always vs. variety of work sites
- C. day shift, swing shift, graveyard shift or any shift
- D. indoor work vs. outdoor work
- E. work alone or as a team
- F. heavy physical work or variety of duties (some physical)

6. Transportation I have now is by _____

Driver's license status _____

Changes in the near future in transportation may be _____

Locations I want to work in or around include _____

I am willing to relocate (Y) ____ (N) ____

I am willing to commute _____ miles.

7. At the end of this section is a list of licenses and documents; I have these licenses and documents, and have copies of them; or, if not, my plans to get copies include:

I do not have a license; my plan to get to the job site are: _____

- A. High school diploma or GED
- B. Driver's License
- C. Flaggers Card
- D. First-Aid Card
- E. Social Security Card

8. Any tickets or convictions? (Y) _____ (N) _____ If yes, what are they? _____

Steps I will take to take care of these include: _____

9. Employment issues to discuss:

Attendance

Punctuality

Physical Strength

Math Skills

Do you need to work on any of these?

What are your plans? _____

10. Salary needed to survive _____ Salary preferred _____

Special benefits _____

11. The economic forecast for jobs I like are _____

12. In 2 years I see myself _____

In 5 years I see myself _____

In 10 years I see myself _____

In 20 years I see myself _____

Apprenticeship

★ ★ ★ ★ Trades ★ ★ ★ ★

- | | |
|--|--|
| <ul style="list-style-type: none"> ✓Heat & Frost Insulators, Asbestos Workers ✓Automotive Mechanics ✓Boeing Company ✓Boilermakers ✓Carpet-Linoleum Soft Tile Layers ✓Carpenters ✓Cement Masons ✓Culinary ✓Electricians ✓Glaziers ✓Ironworkers ✓N.W. Laborers ✓Machinists ✓City Light ✓Masonry | <ul style="list-style-type: none"> ✓Meatcutters ✓Lathing, Acoustical, Drywall, Insulators ✓Operating Engineers ✓Painters & Decorators ✓Piledrivers ✓Plasterers ✓Shipwrights ✓Plumbers, Pipefitters, & Refrigeration ✓Roofers ✓Sheet Metal ✓Sign Painters ✓Sprinkler Fitters ✓Stationary Engineers ✓Other |
|--|--|

1. Name of apprenticeship program you are interested in _____

2. Who is the appropriate person to contact to inquire about entry?

Name _____ Phone _____

Address _____ City _____ State _____ Zip _____

3. How often does the apprenticeship open to applicants? _____

When? _____

4. How long does the apprenticeship take to complete? _____

5. How often must an apprentice attend school to complete? _____

Are there any expenses incurred to attend school?

a) books b) tuition c) supplies/tools d) other

Where is the schooling held, specifically? (get the address)

6. Briefly describe the responsibilities of an apprentice in this trade:

7. Briefly describe the responsibilities of a journey person in this trade:

8. What kinds of tools, equipment, and/or machinery is commonly used?

9. What does a typical apprentice's schedule look like?

Are there: a) weekdays? b) weekends? c) overtime?

 d) graveyard? e) rotating shifts f) other

Is the work consistent or seasonal? _____

Which seasons? _____

10. What is the beginning apprentice package offered?

Starting wage _____ Insurance coverage _____

Vacation _____ Life/death benefits _____

NOW what will I actually take home per hour? _____

11. What wage will I journey out at? _____

Is the package/benefits the same as above? _____

What is different? _____

12. What is the procedure for getting my first job with your apprenticeship?

13. Are there any prerequisites to applying for the apprenticeship, i.e., going to union hall, interviews, tests, applications, any special training, math requirements, etc.?

14. How many apprentices do you have in your program? _____

How many are women? _____

15. What specifically are you looking for in a potential apprentice, i.e., attitude, specific knowledge/skills, tools/equipment, experience, lifting, people skills, communication? GET SPECIFIC ANSWERS.

16. What advancement opportunities are open after completing your apprenticeship? _____

17. Are there other types of work I will be qualified for from the experience your trade offers?

18. Who are the companies that hire most of your apprentices?

Name _____

Name _____

Name _____

19. What is the economic outlook for your trade? _____

20. Additional comments/questions

Your Name _____ Skills Group # _____ Locker # _____

Searching for a Job in the Construction Industry: Some Tips for Women

- Target your search for jobs by seeking out contractors that have government contracts, since they have affirmative action goals and timetables for hiring women.
- Try to get an up-to-date list of job sites from the local union.
- Go to the job site dressed for work. Wear jeans or overalls, boots, and work shirts that hang from the shoulder. Pin up long hair. Do not wear dangling earrings or bracelets. It is a good idea to get a hard hat, because on some work sites no one is allowed without one. Hard hats can be purchased at Salvation Army or other second-hand stores.
 - * Take a tool pouch with a hammer, tape, and other tools of your trade.
 - * Take your lunch.
- Talk to workers on job sites, asking about other construction work in the city. Drivers of trucks, taxis, and "chuck wagons" are also good sources of information about construction going on in an area. Follow up leads in newspapers and drive around, looking for signs of building or renovation projects.
- Go to the site early in the morning. The best days for hiring are Monday through Thursday.
- Whenever possible, two or three women should go job hunting together. There are several advantages:
 - * Parking on job sites is sometimes difficult. One person can circle the block while the other makes inquiries.
 - * Working on a construction site is much easier if there is more than one woman on the site. There is someone nearby for mutual support, and harassment is usually reduced. (The Federal regulations on equal employment opportunity for women and minorities in construction specify that contractors where possible will assign two or more women to each construction project (Federal Register, p.14896, Sec. 60-43, Para. 9,7) (3)).
 - * It is important to document what you are told when seeking jobs in order to support a possible complaint action. This is easier to do with two people doing the job hunting together.
- When you get to the job site, park your vehicle where it will not obstruct work.
- Be careful not to distract workers on the site by talking to too many people.
- Find out who does the hiring for your trade, who the labor foreman is (the Dictionary of Occupational Titles uses "blue-collar supervisor," but "foreman" is commonly used on job sites), and what the hiring procedures are.
- Find out, if possible:
 - * whether it is a union or a nonunion job.
 - * the total number employed

- * the number of women employed
 - * the probably duration of the job
 - * the number of apprentices in your trade
 - * the ratio of journeyworkers to apprentices (usually should be about 5 craft workers to 1 apprentice).
- Tell the foreman, steward, or contractor what kind of work you want and what your qualifications and experiences are, and that you have passed the apprentice examination. It is much better to talk to the foreman/steward/contractor alone than when they are surrounded by other workers.
 - If you are told the company is not hiring how, ask when it will be hiring. Also ask about other locations at which the contractor may have work. Leave your resume/application with the contractor/foreman/steward.
 - If you were told to come back Monday, go back. Very few people are hired the first time. Even if you were not told to return, do so anyway. By returning to the site you demonstrate interest and determination, and you may find out about new job openings. In addition, you can find out if new apprentices have been hired since your last visit. If they have, ask why you weren't hired.
 - Visit the business offices of contractors and subcontractors. Tell them you are looking for work and are qualified. Leave your resume.
 - If you are told that hiring will take place at a later date and you find a job in the meantime, pass on the information.
 - Keep an accurate record of where you have tried to get work, the date, name of the foreman/contractor/steward, and what was said.
 - Once you have tried a particular site a number of times and feel you have not been hired or were given a hard time because of race or sex, you should consider filing a complaint with OFCCP or contacting a women's support group if there is one in your area. Other women may have had similar problems with the same contractor or may have ideas about what you might do next.
 - The attached "Job Search Record" can be kept by an individual woman or by program operators to document the job search efforts and subsequent acceptance or rejection. Information can be valuable to track interest of women in construction and can be useful in future complaint or litigation activity.

Note: The suggestions for job hunting were developed by Elizabeth Howard, a union carpenter and consultant on women in construction, in connection with her work with women seeking construction jobs.

Suggestions for Generating Job Leads: What to Do; Where to Look

Many jobs are not advertised! You won't find them by looking in the want-ads or by reading employment bulletin boards. You must explore the "hidden job market" and acquaint yourself with the following resources.

The more productive sources to explore, and those which should receive top priority, will depend to some extent on the type of job you want and the labor market supply.

Talk ...

- Talk to *friends, family, and acquaintances* about your job search and what you are looking for. Ask them for ideas on where to apply, and other people to contact. Let everyone know you are looking for a job, and what kind. (To use them as your only source, however, would seriously restrict your prospects since their knowledge is likely to be limited to their own place of employment).
- Talk to the various *union apprenticeship coordinators*, particularly Carpenters, Ironworkers, Electricians, Cement Masons, Bricklayers, Laborers. Familiarize yourself with local union halls. Each union has exclusive hiring authority for some firms, and each deals with a limited number of occupations.

Visit ...

- Visit in person as many companies/agencies as possible that hire people with your skills and interests. Talk to the person with the "authority to hire" and develop a chain of contacts.
- Visit Employment Security on a weekly basis; check the job boards.
- Check job boards at YMCA, YWCA, community colleges, and universities.
- If you see a job site, or a business that looks like it might have nontraditional jobs, go in and apply for work. ASK QUESTIONS. CHECK IT OUT.

Check back ...

- Check back with companies where you have already applied or interviewed and weren't yet hired.

Call ...

- Call Job Line numbers to contact government agencies (city, county, transit) and institutions (hospitals, school districts, etc.).

Publications/Library/Yellow Pages

- Spend some time in the library using Contacts Influential and/or other employment directories for ideas on where to go. Also, check Chamber of Commerce directories for individual cities.
- Review Daily Journal of Commerce, Puget Sound Business Journal, and/or other newspapers for ideas.
- Use the Yellow Pages for listings of businesses where you may want to work; develop employer contacts in various occupational clusters.

Newspaper Want-ads

- These provide listings on a broad range of openings. However, details are often insufficient for determining if you are qualified. Analysis of the ads will provide information about the extent of employment activity in job fields throughout the area.

College Placement Service

- Make a daily visit to see what new jobs are posted. Review employer directories and resource materials. Instructors are also a potential resource.

Associations

- Contact contractor associations like:

Master Builders Association

King & Snohomish Counties

2155 112th N.E.
Bellevue, WA 98004
(206)451-7920

Central Washington

P. O. Box 10862
Yakima, WA 98909
(509) 966-4812

Spokane

2026 N. Washington St.
Spokane, WA 99205
(509) 328-3602

Tri-Cities

8300 Gage Blvd.
Kennewick, WA 99336
(509) 735-2745

National Electrical Contractors Association (NECA)

Puget Sound Chapter

711 6th N.
Seattle, WA 98109
(206) 284-2150

Eastern Washington

N. 1715 Atlantic
Spokane, WA 99205-4804
(509) 328-9670

Sheet Metal & Air Conditioning Contractors National Assn. (SMACNA)

Western Washington

1200 Westlake N.
Seattle, WA 98109
(206) 285-4144

Eastern Washington

E. 3810 Boon, Suite 202
Spokane, WA 99202

Associated General Contractors of America, Inc. (AGCA)

AGCA of Washington

1200 Westlake N.
Seattle, WA 98109
(206) 284-0061

Eastern Washington

P. O. Box 3266
Spokane, WA 99220
(509) 535-0391

Self-employment

- Become "self-employed." Gain experience doing work for private individuals: painting, remodeling, landscaping, etc.

Private Employment Agencies

- Make sure they are reputable. Many require a fee for placement. They also require a contact, so be sure to read the entire contract before signing, since they are legally binding contracts.

Other Important Job Search Activities

- Start/finish your resume.
- Type up a list of hand and power tools and equipment that you can use.
- Network.
- Prepare your list of references.
- Do some "informational interviews."
- Write a "thank-you" note for an interview.
- Avoid burn-out--take breaks to rest and play.

JOB SEARCH CHART

* REMEMBER TO DATE EACH ENTRY, EACH CONTACT, ETC.....

COMPANY/APPRENTICESHIP: _____

PHONE: _____ **DATE:** _____

ADDRESS: _____

PERSON CONTACTED: _____ **TITLE:** _____

LEFT APPLICATION? _____ **RESUME?** _____ **INTERVIEW?** _____

RESULTS: _____

FOLLOW UP: _____

RESULTS: _____

FOLLOW UP: _____

COMPANY/APPRENTICESHIP: _____

PHONE: _____ **DATE:** _____

ADDRESS: _____

PERSON CONTACTED: _____ **TITLE:** _____

LEFT APPLICATION? _____ **RESUME?** _____ **INTERVIEW:** _____

RESULTS: _____

FOLLOW UP: _____

RESULTS: _____

FOLLOW UP: _____

COMPANY/APPRENTICESHIP: _____

PHONE: _____ **DATE:** _____

ADDRESS: _____

PERSON CONTACTED: _____ **TITLE:** _____

LEFT APPLICATION? _____ **RESUME?** _____ **INTERVIEW?** _____

RESULTS: _____

FOLLOW UP: _____

RESULTS: _____

FOLLOW UP: _____

JOB SEARCH CONTACT LOG

Date	Organization Name & Address	Contact by: Resume Application Phone	Name & Phone # of Contact Person	Result	Follow-up Plans/Comments

Reminder List of Friends, Relatives, Former Co-workers, Former Classmates

	Name:	Place of Employment:
Friends:		
Relatives:		
Former Co-workers:	Last Job:	Co-workers:
	Second Job:	Co-workers:
	Third Job:	Co-workers:
Classmates/Instructors:	School:	Instructors:
	Classmates:	
	School:	Instructors:
	Classmates:	
	School:	Instructors:
	Classmates:	
Others:	Name:	Where They Work:

JOB SEARCH PLAN

Name _____ SS# _____

Address: _____

Phone: _____ Message #: _____

Paid Work History (including homemaker)

<u>Dates</u>	<u>Employer</u>	<u>Job Title</u>	<u>Responsibilities</u>
--------------	-----------------	------------------	-------------------------

_____ to _____	_____	_____	_____
----------------	-------	-------	-------

_____ to _____	_____	_____	_____
----------------	-------	-------	-------

_____ to _____	_____	_____	_____
----------------	-------	-------	-------

_____ to _____	_____	_____	_____
----------------	-------	-------	-------

Unpaid Nontraditional Work Experience

Valid Washington Driver's License? _____

Type of Transportation _____

GED or high school diploma? _____ Date? _____

First Aid Card? _____

Flagging Card? _____

Social Security Card? _____

Master application ready? _____

Resume complete? _____

"jbschpln"

Employment Exit Interview

Student Name _____ SS# _____

1. Where are you going to work?

Employer Name _____ Phone # _____

Address _____ Zip _____

Supervisor or contact person _____

2. What will you be doing? _____

Job title _____

What tasks do you expect to be performing?

3. Location of job site _____

Directions:

4. Transportation: How will you be getting to work? Do you need gas or bus tokens?

Other transportation issues and steps you are taking to deal with them:

5. Childcare: What arrangements are you making?

6. Are there special tools, safety equipment, or clothing needed to perform your job?

Have you discussed the minimum that is essential for beginning work?

Steps being taken to secure necessary items:

"exitintv"

7. Wage Issues

How much will you be earning to start? _____

When do increases occur? _____

How are they usually given? _____

What is a reasonable time frame in which to expect a raise? _____

Concerns about negotiating wages/increases: _____

8. Is this a union or a non-union job? _____

8a. -If union, discuss:

-If apprenticeship, when will you attend school?

-Dues, initiation fees--amounts and systems for payment:

-Accountability to J.A.T.C., training coordinator, and employer:

-Contract(s), if any discussed:

-Know who shop steward is; request steward's presence at any company disciplinary hearings.

-Who should apprentice call if she has problems on the job?

8b. If non-union or "under the table," discuss lack of protections under the law (pros and cons of the work):

9. Survival tactics for early days

- Watch what other workers do, and what goes on around you.
- Listen carefully to instructions.
- Ask questions when you don't understand.
- Know kinds of communication, interaction, or harassment to expect (i.e., co-worker comments, being yelled at or insulted for not knowing; in some production factories there is no talking, etc.); maintain awareness of your legal rights.
- Don't oversocialize or excessively seek approval. Be friendly, but remember you are there to work.
- Do look busy and maintain a steady work pace; don't overdo and injure yourself.
- Don't take extra smoke breaks, etc. Usually you will get 30" for lunch and two 10" breaks, one morning and one afternoon. On some construction sites or other jobs, you don't get formal 10-minute breaks. In those situations, watch what other workers do and keep working.
- Be at work everyday, on time. Otherwise you will be laid off or fired. Get back to work early from breaks, etc.
- Humanistic vs. profit orientation.
- Make sure you have the proper clothing, rain gear and tools everyday. Dress in layers for changes in temperature.
- Take good energy-producing food and water, always.

10. Self-care issues

- Nutrition/rest
- Continue to work out
- Coping with physical discomfort
- Emotional/personal support

11. ANEW as a continuing resource

- Call office, talk to staff or instructor within one week.
- Call anytime you have questions/concerns about unions, people or situations on the job, or just need moral support. We are here to help you solve problems before they get out of hand.
- If the job does not work out for any reason (termination or voluntarily quit), notify office and return to school or Job Club immediately. We want to continue working with you.

12. Important phone numbers

A graduate you could network with: _____

Labor & Industries, Apprenticeship Division (Ernest Huntley) 956-5320

City of Seattle Human Rights Commission 625-4381

U. S. Equal Employment Opportunity Commission 442-0968

Washington State Human Rights Commission 464-6500

Labor & Industries, Employment Standards Division 281-5505

Union Office _____

13. Co-op:

- Are you participating in co-op program?
- Have met with instructor?
- What is co-op agreement? When/how will you be submitting time sheets?
- Employer evaluations?
- Who will set up co-op agreement?
- Do you have necessary forms?
- Any questions?

Stress importance of submitting paperwork on time. Notify the instructor or staff if there is a problem with co-op.

14. We will be contacting your employer to verify your employment information and status for reporting to the Private Industry Council.

15. FINAL CHECKLIST -- HAVE YOU COMPLETED:

- All classroom assignments
- Midterm final
- Midterm evaluation
- Job/Life Skills assignments

I, THE UNDERSIGNED, CERTIFY THAT THE ABOVE INFORMATION HAS BEEN DISCUSSED.

Student Signature

Date

Counselor Signature

Date

ANew EXIT INTERVIEW

Student: _____ Date: _____

Phone: _____ Message #: _____

What type of work are you going to be looking for? Specify 2 or 3 areas:

Is your resume or master application completed? If not, what remains to be done with it? Do you need help?

How far are you willing to commute? (Where do you live now?)

Are you willing to relocate? (or planning to?)

What transportation will you be using?

Do you have a driver's license?

Do you anticipate any barriers to your job search?

What steps are you taking to work on overcoming or minimizing these problems?

Attendance issues to discuss:

Your job search and employment strengths and weaknesses?

Issues which will affect your employment:

Health:

Transportation:

Child care:

Gas money:

Tools and clothing:

Other:

What is the minimum wage you require or are willing to work for?

Where have you already applied for work?

What is your immediate job search plan?

How has the ANEW Program helped you? How can we best be of further help during your job search?

Student signature

Date

ANEW Interviewer signature

Date

ANEW EMPLOYER INTERVIEWS

Mock Interview Evaluation

Date _____

Interviewee: _____

Job: _____

Please comment on the following interview skills. The more specific you can be in your comments, the more helpful it will be to the trainee. Thank you for your assistance.

NONVERBAL PRESENTATION:

1. **Appearance:**
2. **Body Language:**
3. **Eye Contact:**

VERBAL PRESENTATION:

1. **Focused (knew what she was applying for):**
2. **Applied her skills to the job:**
3. **Questioning Skills:**
4. **Convincing (that she was best for the job; that she has the physical strength needed; that she is reliable):**

ATTITUDE:

1. **Self-presentation:**
2. **Assertiveness/Motivation:**

As a potential employer, would you consider this applicant for employment?

Yes _____ **No** _____

Questions Frequently Asked during the Employment Interview

Interview Preparation Worksheet

Know this information before you go to the interview:

1. Name of Company and their major area of activity
2. Description and duties of position for which I am applying
3. Minimum requirements for the position
4. Date I must apply by and/or starting date
5. Salary range
6. My experience and training as it relates to the job applied for
7. My indirectly-related experience and training
8. Community, school activity, or hobbies as they relate to the position

Be prepared to answer these questions in relation to the job you are applying for:

1. Why do you want to be a _____ with our company?
2. Do you know what the job involves?
3. Are you presently employed? If so, where?
4. Do you have any previous experience in this field? What qualifications do you have that make you appropriate for this job?
5. Does outdoor employment appeal to you?
6. Can you do mechanical work?
7. What jobs have you held? Why did you leave them?

8. What are your future vocational plans?
9. Do you have any hobbies?
10. How did you do in school? What courses did you take? What did you like? Dislike?
11. Is there anything you would like to add about yourself?
12. Do you have any questions?

EMPLOYMENT AND COVER LETTERS

Always enclose a cover letter when you mail a resume, whether it is just mailed out generally or in response to a specific job opening. Your major purpose is to interest an employer in hiring you. The first step is to get the person to read your resume. So keep the following in mind when you write your cover letter:

1. Address your letter to a specific person by name (and title) when possible.
2. The first 20 words are important; they should attract the reader's interest.
3. Tell your story in terms of the contribution you can make to the employer.
4. Be sure to refer to your resume. It gives facts.
5. Keep the cover letter short. You need not cover the same ground as your resume. Your letter should sum up what you have to offer and act as an introduction card for your resume.
6. Avoid expressions such as "reliable" or "capacity for hard work" or "intelligent"; self-appraisal like this should be demonstrated through examples, and should also be clearly evident from your resume (again, by example--not by your stating it).
7. Use simple, direct language, correct grammar and correct spelling. Type neatly on standard-size white bond paper (8-1/2 x 11). Proofread carefully. Hand-sign above your typed signature.
8. Let your letter reflect your individuality, but avoid appearing aggressive, overbearing, familiar, "cute," or humorous. You are writing to a stranger about a subject that is serious to both of you.
9. Close the letter with a request for direct action. You may end the letter by saying you will contact the employer about an interview to discuss your qualifications.

THE COVER LETTER

March 13, 1984

Ray Sherril, JATC Coordinator
Ironworkers Local 86
2800 First Avenue
Seattle, Washington 98107

Dear Mr. Sherril:

I am applying for an apprenticeship with the Ironworkers. I want to become an Ironworker because it combines working with metal, building large structures, and doing heavy work outside.

I have completed 1200 hours of welding. I am presently taking evening welding classes at Renton Vocational Technical Institute. I have also worked as a carpenter, welder, and siding installer.

Last month I completed the ANEW (Apprenticeship and Nontraditional Employment for Women) course through RTC. Special projects I completed in that program included tying rebar, building a rebar curtain as a class practice site, and extensive physical strength building. The course stressed trades math and blueprint reading and drawing. I attended the evening class which met two evenings and all day Saturday; during the class I missed only one session.

I have talked to several Ironworkers and to you,, and visited the King County Jail site and the West Seattle Bridge. I understand it is a demanding trade, but that is part of the challenge to me.

I think I will make an excellent apprentice. I want to learn Ironworking,, I am good at heavy work and enjoy working outdoors, I can already weld,, and I have the discipline to attend school after working all day.

I look forward to hearing from you soon. Thank you for your consideration.

Sincerely,

THE THANK YOU LETTER

March 27, 1984

Ray Sherril,, JATC Coordinator
Ironworkers Local 86
2800 First Avenue
Seattle, WA 98104

Dear Mr. Sherril:

Thank you for considering my application for the Ironworkers Apprenticeship. I enjoyed the JATC interview this morning and appreciated the opportunity to present my qualifications.

I am excited by the prospect of becoming an Ironworker Apprentice, and feel confident I will be an asset to the Trade.

I look forward to hearing from you soon.

Sincerely,

=====

OBJECTIVE

An apprenticeship position.

HIGHLIGHTS OF QUALIFICATIONS

- * Good physical condition.
- * Learned to safely and skillfully use hand and power tools.
- * Ability to understand and follow instructions.
- * Work independently, or as a team member, as required.
- * Good sense of humor.
- * Learn quickly and easily through demonstration.
- * Dedicated and determined.

EXPERIENCE

ANEW (Apprenticeship and Nontraditional Employment for Women)

Renton Technical College, Renton, WA; 3/93 - 7/93; Pre-apprenticeship Trainee

- Trained in basic trade skills, including welding, carpentry, trades math, mechanical, sheetmetal, and electrical. Also trained in rebar tying, maintenance and operation of stationary tools, hand power tools, transporting material, shopkeeping, First Aid, and flagging.
- Routinely performed hard physical work; lifted up to 40+ pounds.

Columbia River Correctional Institution, Portland, OR; 9/90-6/91; Laborer

- Safely and effectively used cleaning equipment, as well as a variety of chemicals; stripped and waxed floors, lifting machinery weighing up to 30 pounds.
- Efficiently performed painting and tiling tasks throughout the building complex.
- Built scaffoldings, prepared surfaces for painting, and mixed paint.
- Performed state highway landscaping and parks maintenance, using a wide variety of hand and power tools.

Grisby Bros., Portland, OR; 1986-1988; Maintenance Supervisor

- Developed a good working knowledge of janitorial chemicals and their safe use.
- Tasks included window washing, heavy cleaning, restocking, and floor cleaning.
- Developed superior independent working skills.

=====

EDUCATION & TRAINING

**ANew Program, RTC, Renton, WA; Job Skills for Trade and Industry, 1993
Trade Skills, 3/93 - 7/93**

Earned:

- * Flagging Card (expires 1996)**
- * Hilti Powder Actuated Tool Certification**
- * Industrial First Aid/CPR (expires 1995)**

Portland Community College, Portland, OR; earned G.E.D. 1986

Excellent references will be provided on request.

=====

OBJECTIVE

A long-term apprenticeship position.

HIGHLIGHTS OF QUALIFICATIONS

- * Good physical condition and manual dexterity; high energy.
- * Learned to safely and skillfully use hand and power tools.
- * Ability to understand and follow instructions.
- * Work independently, or as a team member, as required.
- * Good sense of humor; work harmoniously with people from diverse backgrounds.
- * Learn quickly and easily; 3.8 GPA.
- * Strong communication skills.

EXPERIENCE

ANew (Apprenticeship and Nontraditional Employment for Women)

Renton Technical College, Renton, WA; 3/93 - 7/93; Pre-apprenticeship Trainee

- Trained in basic trade skills, including welding, carpentry, trades math, mechanical, sheetmetal, and electrical. Also trained in rebar tying, maintenance and operation of stationary tools, hand power tools, transporting material, shopkeeping, First Aid, and flagging.
- Routinely performed hard physical work; lifted up to 80 pounds.

Continental Mills, Inc., Kent, WA; 10/89-6/90; Quality Assurance Auditor

- Monitored product quality before, during, and after cooking and freezing.
- Calibrated scales to ensure standards were continuously met.
- Ensured product dates were correct.

Roche Harbor Store, Roche Harbor, WA; 3/80-9/90; Cashier/Stock Person

- Served up to 200 people per day in this busy resort grocery store.
- Responsible for stocking store, including heavy beverage cases weighing up to 50 pounds.
- Accurately handled all transactions, including charge and cash.
- Given responsibility for opening and closing procedures.

K-Mart Store #4081, Bellevue, WA; 3/79-9/79; Garden Shop Cashier

- Assisted customers with their gardening selections.
- Helped customers load heavy purchases into their vehicles.
- Ensured all transactions were performed accurately and quickly.
- Developed and maintained good rapport with customers through providing top quality customer service.

Excellent references will be provided on request.

Exercise

Warm-ups
Stair Climb
Chin-up Bar
Rope Climb
Fast Walk

Material Handling

Cinder Blocks
Concrete Sacks - 60#
Conduit
Lumber
Cable
Sheet metal
Plywood
Rebar

Material Transport

Pallet Jack
Wheelbarrow
Forklift
Hand Truck

Height Experience

Balance Beam
Pyramid Climb
Step Ladder
Extension Ladder
Steel Climb
Scaffolding
Pole Climb
Scissor Lift

Trade Knowledge

Safety Films
Knot Tying
Hand Signals

Shop keeping**TRADE SKILLS**Hand & Power Tool Operation

Nail Drive
Nail Pull
Overhead Nailing
Screw Driving
Ditch Digging
Shoveling
Stake Drive
Hacksawing
Pipe Cutting & Threading
Rotchammer Operations
Airless Paint Sprayer
Electric Drill Motor Operations
Crosscut Saw (2 person)

Pneumatic Tool Operation

Air Nailer
Jack Hammer

Gas Tool Operation

Portable Generator
Soil Compactor
Chainsaw
Post Hole Digger (2 person)

TOOL LIST

ANEW '39

HAND POWER TOOLS

Drill Motor
 Angle Drill Motor
 Reciprocating Saw (Sawsall)
 Jig Saw (Saber Saw)
 Portaband
 Grinder/Sander
 Belt Sander
 Orbital Sander
 Rotohammer
 Router
 Circular Saw (Skil Saw)
 Power Wood Planer
 Portable Electric Shears (Double Cut)
 Cordless Drill Motor
 Screwgun (Kwik Driver)

HAND TOOLS

Utility Knife
 Hand Saws
 Framing Square
 Combination Square
 Bolt Cutter
 28" Level
 Chalk Line
 Plumb Bob
 Wood Chisels
 Cats Paw
 Nail Set - 1/32",
 Block Plane
 Swing Brace 10"
 Side Cutter
 Socket Set - 3/8" & 1/4" Drive
 Bevel Square
 Screwdrivers -Phillips & Standard
 Wrecking Bar
 Visegrip
 Adjustable Wrench (Crescent)
 Combination Wrench
 Lineman's Pliers
 Cable Ripper
 Wire Stripper
 Adjustable Plier (Channel Locks)
 Pliers
 Conduit Bender - 1/2"
 Pipe Threader - 1/2" & 3/4"

Needlenose Pliers
 Fishtape
 Hack Saw
 Right & Left Hand Aviation Snips
 Compass Scribe
 Bulldog Snips (Bull Snips)
 Whitney No. 5 Jr. Hand Punch
 Punches: Center Punch
 Drift Punch (Drift Pin)
 Prick Punch
 Crimpers
 Scratch Awl
 Hand Notcher
 Lever Style Snip - Straight Cut
 Dividers
 Torpedo Level - Magnitized
 Allen Wrench Set
 Rivet Gun (Pop Riveter)
 Hammers: Claw
 Rip
 Ball Peen
 Roofing
 Setting (Sheet Metal)
 Mallet
 Sledge
 Maul
 Shovel - Square Nose & Round Nose
 Pick
 Pipe Reamer
 Pipe Cutter

POWER MACHINES

Table Saw
Drill Press
Bench Grinder
Radial Arm Saw (Cut-off Saw)
Power Miterbox (Chop Saw)
Band Saw
Scroll Saw
Wood Lathe
Saw - Jointer Combo
Airless Paint Sprayer
Floor Buffer

GAS TOOL OPERATION

Portable Generator
Soil Compactor
Chainsaw
Post Hole Digger (2 Person)
Portable Cut-off Saw (Concrete)
Gas Air Compressor (1750)

PNEUMATIC TOOL OPERATION

Air Nailer
Paving Breaker (Jack Hammer)
Air Stapler

EQUIPMENT

Sissor Lift
Pallet Jack
Wheelbarrow
Forklift
Hand Truck
Step Ladder
Extension Ladder
Scaffolding
Box Brake (Finger Brake)
Jump Shear
Acetylene Tank - B Tank for Soldering
Oxyacetylene Set-up: Welding & Cutting
Bench Vise
Pipe Stand
Transite/Level

POWDER ACTUATED TOOLS

Hilti DX - 200

MEASURING TOOLS

Tape Measure
Micrometer
Architects Scale Rule
Calipers

TESTING EQUIPMENT

Neon Tester
Voltage Tester (Wiggy)
Continuity Testers
Multimeters:
Universal M30K
Sperry SP-160
Fluke: 23 & 73
Sperry Snap 6, Clamp-on
Ammeter

What Do I Do When I Start My First Job?

1. Keep a low profile:
 - Don't talk about your education.
 - Don't brag about what you know.
 - Don't talk about your personal business or experiences.
2. Be concerned with your health; get rest, eat right, stay fit.
3. Expect to be exhausted--after 2-3 weeks, you'll feel better.
4. Have your own support system ready to be activated. Call upon concerned friends and relatives if you need someone to talk to or need help.
5. Expect to feel discouraged some days. This is especially likely to happen when you feel tired. Things will improve.
6. Be a good observer. Watch people around you. How do they handle the tasks they are assigned? Follow their lead.
7. If tools are required, make sure you have them. Have necessary safety gear--especially safety glasses and ear protection.
8. Dress for work. This means durable, appropriate clothing. Be prepared for weather changes by wearing layers, but don't leave extra clothes all over the job site.
9. Pay your initiation and union dues in a timely manner.
10. Plan on being at work at least 15 MINUTES before it starts.
11. Don't have a chip on your shoulder. It will make your life miserable.
12. Don't expect instant friendship. Be cautious about what you tell people and how you relate to them at first. Time demonstrates who your real allies are.
13. Expect to be observed almost every minute. The extra fascination with you will eventually fade.
14. Don't overextend yourself financially. You'll need savings to get you through unemployed times.
15. Have back-up transportation and day care arrangements for your self. Missing work **WILL GET YOU FIRED.**

KEEP A LEARNING ATTITUDE

1. OBSERVE

Watch closely. You need to find your way around as soon as possible. Learn to get materials, plan and arrange your work, master the daily routine in order to become a "producer." Maintain a learning attitude. Be alert for any departure from doing things which may be different from the way you were previously trained. Be flexible and adaptable, adjusting to the methods used in your new position.

Regardless of how highly you think of previous procedures and equipment you have used in training or prior employment, try to refrain from mentioning how you used to solve problems. If your supervisor suggests that you do a certain task in a new way, give the new way a fair chance. Like the customer, remember that the boss is always right and even if she or he isn't always right, she or he is always the boss.

2. PAY ATTENTION; BE APPRECIATIVE

Listen carefully when given instructions. Ask questions. Repeat instructions. Note special tips and short-cuts and the order in which an operation is to be done. Most supervisors would rather spend extra time with an employee than to have errors appear. Don't say you understand if you really don't. Be appreciative. Say "thank you" for the instruction or help you receive. Be willing to admit mistakes and accept constructive criticism with graciousness. Say "thanks" when errors are pointed out, and resolve to do better next time.

3. USE COMMON SENSE

A mature person knows the difference between a sensible question and a question which has no relevance to the work, or one which she or he could figure out independently. Handle simple problems yourself, thus demonstrating maturity. Spare your co-workers/supervisor unnecessary interruptions. Use your head and maintain a sense of proportion and perspective.

4. TAKE NOTES

It seems obvious. Yet we often tend to trust things to our memory. Be a note taker. Write down important points. Make diagrams. Write down methods step by step. Write down questions which arise and refer to those when you meet with your supervisor or attend staff meetings.

FIND OUT WHERE YOU FIT

Become familiar with what others are doing. Get a sense of the larger picture, where you fit into the organization, the department, the overall task. It is beneficial to know how the work that comes to you has been processed and what happens to it when it leaves your desk. This helps you understand the importance of your part in the work flow and might help you solve some problems. Ask for the organization chart. Learn names, titles, and responsibilities.

IMPORTANT THINGS TO DO

1. REPORT ON TIME

Know exactly when and where and to whom you should report to begin your duties. Arrange transportation in advance and arrive early. It is your responsibility to get to work on time. Your supervisor and management will not be interested in excuses. Your first day will be difficult enough without arriving late and breathless.

2. STAY HEALTHY

The first few days will take more energy than you might expect. The strain of starting a new job will tire you physically. Plan to get plenty of rest, eat regularly, and pace yourself so as to have enough energy to last the day. Persons undertaking new responsibilities are prone to getting colds or other health problems. So plan to stay healthy by taking preventive measures.

3. INCREASE YOUR EFFICIENCY

Even though your employer and co-workers will make allowances for the fact that you are new and perhaps slow, you need to learn to do your job better and faster each day. Your co-workers, after all, will be carrying the burden of extra work until you can manage the job on your own.

FOLLOW THE RULES

1. EMPLOYEE HANDBOOK

Many organizations spend a great deal of money developing a handbook for new employees. These handbooks contain vital information. Read them carefully. Get every piece of information possible about company and personnel policies/procedures. You will be better

informed and avoid making mistakes which might affect your employer's assessment of your ability to follow rules.

2. TARDINESS IS CAUSE FOR DISMISSAL

The value of ten wasted minutes per working day multiplied over a year's time is astonishing! It amounts to more than a week. Even an easygoing supervisor cannot afford to overlook the wasted time and the expense of an employee who is continually late for work in the morning or returning from lunch or breaks. If several employees take liberties, considerable waste occurs. Be scrupulous about promptness!

3. UNREASONABLE ABSENCE

Employers recognize that workers will necessarily be absent sometimes. However, unreasonable absences are a serious problem for businesses. Such absences cause unnecessary delays in work, reduces the productivity of co-workers who must carry additional tasks, and can create resentment among fellow employees. Customers or clients will not tolerate delays. Employers do not look favorably upon employees who take advantage of the privilege of sick leave pay. Try to stay healthy and call in sick as little as possible. Your employer will appreciate your dependability.

4. ALWAYS DO THE JOB THE BOSS' S WAY

You have been hired to do a specific job. In the beginning, learn to do the job the way the boss wants it done. Later, when you have established some skill and knowledge of your job, your ideas and suggestions will be welcomed.

WORK SMOOTHLY WITH OTHERS

Most people lose their jobs not because of incompetency, but because of an inability to get along with others! Good relationships are the key to success. The successful completion of your work assignments could depend on the cooperation of your co-workers. Because cooperation is a two-way street, you must expect to cooperate with others and help them cheerfully.

Deeds of friendliness and concern for the interests and rights of others will help you gain acceptance by other employees. Any job becomes more pleasant when there is an atmosphere of mutual helpfulness and respect.

WAIT FOR A CUE

As a newcomer, you will be anxious to make a good impression . . . to have others like you and to learn everything about the job as soon as possible, but some things take time. Forcing yourself on new co-workers will not impress anyone. They'll make the move when they conclude that it's worthwhile getting to know you better.

One of the traps in human relationships that you can easily fall into is making a close friend out of another worker too soon. What if this friendly person is not respected by the other employees? What if she or he has selfish reasons for friendliness and has a poor reputation in the department? Sometimes people who have not earned respect and friendship at work (often they are poor producers and/or have negative attitudes) reach out and make a great effort to win the friendship of a new employee. Be careful not to build one or two strong friendships at the expense of others. This might hurt you with other employees. You will do well to be somewhat reserved for the first few weeks, building relationships with all people and not devoting your time to just one person.

SUMMING UP

To get started right and get ahead . . .

- DO ask questions when learning your job.
- DO keep cool with difficult employees.
- DO be courteous to all employees.
- DO work willingly, and well, and enthusiastically.
- DO be loyal to your company.
- DON'T pass the buck.
- DON'T carry a chip on your shoulder.
- DON'T carry tales or "go underground."
- DON'T come on too strong with your new boss.

Words from the Workplace

Blue Collar Workers. Manual workers, usually those employed in production, maintenance, and related occupations, paid by the hour or according to the amount they produce.

Bonus Plan. A wage system that includes payments in addition to regular wages for production in excess of the standing for the job, department, or plant. "Bonus" alone also may refer to any payment in addition to the regular wage. Thus, a Christmas bonus is an extra payment given to workers during the Christmas season.

Breaktime (coffee break, rest period). Brief interruption in the work day, often 5 to 15 minutes long, during which workers rest, smoke, or take refreshments without loss of pay.

Checkoff. Practice whereby an employer, by agreement with a union (and upon written authorization from each employee where required by law or by a collective bargaining agreement), regularly withholds union dues from employee's wages and transmits these funds to the union.

Collective Bargaining. Method whereby representatives of employees (the union) and employer determine the conditions of employment through direct negotiation. Negotiation generally results in a written contract, called the agreement or the collective bargaining agreement, which sets forth the wages, hours, and other conditions to be observed for a stipulated period, such as 2 years. The term "collective bargaining" also is applied to union-management dealings during the term of the agreement.

Commission Earnings. Compensation to salespeople based on a predetermined percentage of the value of sales. Commissions may be additions to a guaranteed salary rate or else may constitute total pay.

Cost-of-Living Adjustment. Raising or lowering wages or salaries in accordance with changes in the cost of living. These changes are measured monthly by the Bureau of Labor Statistics and take the form of a Consumer Price Index, i.e., a percent change in the cost of a standard "market basket" of goods from month to month.

Craft. Usually, a skilled occupation requiring a thorough knowledge of the process involved in the work, the exercise of considerable independent judgment, usually a high degree of manual dexterity, and, in some cases, extensive responsibility for valuable products or equipment.

Death Benefit. Payment, usually a lump sum, provided to a worker's beneficiary in the event of the worker's death. Money for the payment may come from the employer, from contributions made by the employer and the worker, or from a union.

Disability. Any injury or illness, temporary or permanent, which prevents workers from carrying on their usual occupations. A disability retirement is retirement because of physical inability to perform the job.

Discharge. Dismissal of a worker from employment. The term implies discipline for unsatisfactory performance and thus is usually limited to dismissals for such reasons as insubordination, absenteeism, or inefficiency.

Discrimination. Unequal treatment of workers in hiring, employment, pay or conditions of work because of race, national origin, creed, color, sex, age, union membership or activity, or any other characteristics not related to ability or job performance. Discrimination is prohibited by Federal, State, and local laws.

Double Time. Premium rate for overtime work, work on Sundays or holidays, or other work, amounting to twice the employee's regular rate of pay for each hour worked.

Economic Strike. Union-authorized strike to bring about changes in wages, hours, or working conditions. The term is usually associated with contract negotiations.

Employer. General term for any individual, corporation, or other operating group which hires workers. The terms "employer" and "management" are often used interchangeably.

Fringe Benefits. Generally, supplements to wages received by workers at a cost to employers. The term covers a host of practices such as paid vacations, pensions, and health and insurance plans, and will vary from union to union.

Funeral Leave Pay. Pay to a worker, usually for a limited period such as up to 3 days, for time lost because of the death and funeral of a member of the worker's immediate family.

Garnishment. A legal attachment to an employee's wages to pay a debt owed by the worker to someone other than the employer.

Grievance. Any complaint or expressed dissatisfaction by employees in connection with their jobs, pay, or other aspects of employment.

Grievance Procedure. Typically a formal plan, specified in the collective bargaining agreement, which provides a channel for the adjustment of grievances. This process involves discussions at progressively higher levels of authority in the company and union. Formal plans also may be found in non-union companies.

Health and Insurance Plan (Welfare Plan). A program providing financial protection to the worker and his or her family against death, illness, accidents, and other risks, in which the costs are borne in whole or in part by the employer. Plans usually consist of insurance purchased from a group medical insurer or commercial insurance company. Some welfare plans provide for health centers or clinics.

Hospitalization. Plan that provides workers, and in many cases their dependents, with hospital room and board or cash allowances toward the cost of such care. This payment is for a specified number of days, plus the full cost of specified services. Hospitalization benefits are usually part of a more inclusive health and insurance program.

Hourly Rate. Usually, the rate of pay, expressed in dollars and cents per hour, for workers paid on a time basis.

Initiation Fee. Payment to a union required of workers when they join.

Job Description. A written statement listing the elements of a particular job or occupation. The statement may include the purpose of the job, duties, equipment used, qualifications, training requirements, physical and mental demands, and working conditions.

Job Posting. Listing of available jobs, usually on a bulletin board, so employees may bid for promotions or transfers.

Journeyman. A full qualified crafts worker, generally one who mastered the trade by serving an apprenticeship.

Jury Duty Pay. Pay or allowance paid by some employers to workers who serve on jury duty during work hours.

Layoff (Reduction in Force). Involuntary separation from employment for a temporary or indefinite period through no fault of the worker. The term "layoff" usually implies that workers will eventually be recalled to their jobs or that employers at least intend to recall workers. However, the term is occasionally used for separations signifying permanent loss of jobs. The term "reduction in force" usually signifies a permanent layoff.

Leave. Excused time away from work. Leave may be used for sickness, vacations, and personal or other reasons; it may be paid or unpaid.

Maternity Benefits. Health and insurance plan benefits payable to women workers absent because of pregnancy and childbirth; and for related hospital, surgical, and medical benefits to women workers and, in some cases, to the wives of workers.

Merit Increase. An increase in a worker's pay rate, usually given on the basis of such criteria as efficiency and performance.

Minimum Wage. The lowest rate of pay, established by law or through collective bargaining, at which covered workers may be employed. The minimum wage is usually expressed as an hourly rate.

Moonlighting. Simultaneously holding more than one paid job. For example, a worker may hold a full-time job with one employer and a part-time job with another.

Open Shop. Generally, an establishment where union membership is not a condition of employment.

Overtime. Work performed in excess of the basic work day or work week, as defined by law, the collective bargaining agreement, or company policy.

Overtime Pay. Payment at premium rates--time and one-half or double time; for example--for work defined as overtime.

Paid Holidays. Holidays are days of special religious, cultural, social, or patriotic significance on which work or business ordinarily ceases. Paid holidays are those, established by collective bargaining agreement or company policy, for which workers receive their full daily pay without working.

Paid Vacations. Excused leaves of absence, with full pay, granted to workers annually for purposes of rest and recreation.

Payroll Deductions. Amounts withheld from employees' earnings by the employer for Social Security, Federal and State income taxes, and other governmental requirements. Deductions also may be made for union dues, group insurance premiums, and other programs for which employees authorize payments.

Payroll Period. Frequency with which workers' wages are calculated and paid, usually weekly, biweekly, or semi-monthly.

Pension Plan (Retirement Plan/Group Annuity Plan/Annuity). Any plan whose primary purpose is to provide regular payments for life to employees upon retirement. Additional benefits often are provided. Frequently, the term private pension plan is used to distinguish a voluntary plan from the Social Security system. If the employee shares in the cost of a pension plan, the plan is contributory; if the cost is borne entirely by the employer, the plan is noncontributory.

Personal Leave. Excused leave for reasons important to the individual worker but not provided for through vacation or sick leave plans.

Piecework. Method of wage payment based on the number of units produced.

Premium Pay. Compensation at greater than regular rate, as overtime pay or shift differentials.

Prevailing Wage Job. Based on the Davis-Bacon Act, requiring nonunion contractors to pay journey level union wages to all workers on that job, regardless of training or experience.

Probationary Period. Usually, a specified period of time, such as 30 days, during which a newly hired employee is on trial prior to establishing seniority or otherwise becoming a regular employee.

Profit Sharing Plan. Any procedure under which an employer pays employees a share of the profits of the business as a whole in addition to their regular pay.

Retirement. Withdrawal from working life or from a particular employment, with an income, because of old age, disability, achievement of a specified number of years of service, or other reasons. Normal retirement is retirement for age, often at age 65.

Right to Work Law. State legislation which prohibits any requirement that a worker join a union in order to get or keep a job.

Salary Rate. The rate of pay expressed in terms of dollars per week, month, or year. The term generally refers to the pay received by clerical, technical, professional, managerial, and other employees hired on a weekly, monthly, or annual basis.

Savings Plan (Thrift Plan). An arrangement under which payroll deductions are made, with the work's consent, for investment or savings to which the employer also contributes.

Seniority. Term used to designate an employee's status relative to other employees and used in determining order of promotions, layoffs, vacations, etc. Straight seniority is acquired solely through length of service, while qualified seniority is built on length of service as well as on other factors, such as ability.

Severance Pay (Dismissal Pay/Separation Pay). Money paid by an employer to displaced employees, generally upon permanent termination of employment with no chance of recall.

Shift. The daily working schedule of a plant or its employees. The day shift usually occurs during daylight hours, and the evening shift generally ends at or near midnight, when the night shift or graveyard shift begins. Schedules for workers on a fixed shift change their hours at periodic intervals. A split shift is a daily work schedule divided into two parts or more, and a swing shift is the fourth or rotating shift used on continuous 7-day or round-the-clock operations.

Shift Differential. Additional compensation paid to workers employed other than at regular daytime hours.

Shop Steward (Union Steward). A local union's representative in a plant or department. The steward is elected by union members or appointed by the union to carry out union duties, adjust grievances, collect dues, and solicit new members.

Sick Leave. Period of time during which a worker may be absent without loss of job or seniority if unable to work because of illness or accident. A paid sick leave plan provides for full or partial pay for such absence, usually up to a specified maximum.

Social Security Act. A Federal law establishing a national social insurance program. The law provides for retirement income and survivor's and disability payments to eligible workers or their families, public assistance to the aged, to the blind, and to needy families, and

unemployment insurance. Deductions for Social Security retirement benefits are made from the pay of most workers in the private sector.

Stock Option Plan. A plan allowing employees or officers of a company the privilege of purchasing company stock at a certain price at a time of their own choosing.

Stock Purchase Plan. A plan enabling employees to purchase stock in the company, with or without employer contributions, generally under more favorable terms than are available in the open market.

Straight Time. Time worked at the regular pay rate, as distinguished from overtime.

Strike (walkout). Temporary stoppage of work by a group of employees to express a grievance, enforce a demand for changes in the conditions of employment, obtain recognition, or resolve a dispute with management. A wildcat or outlaw strike is one not sanctioned by a union. It violates a collective bargaining agreement. A slowdown is a deliberate reduction of output without an actual strike in order to force a concession from an employer. A sit-down strike is one during which workers stay at the work place but refuse to work or allow others to do so.

Suggestion System. A plan whereby employees' ideas that may increase efficiency or improve operations or safety are channeled to the attention of management; usually combined with a system of rewards for usable ideas.

Take-home Pay Generally, earnings for a payroll period minus deductions; the amount of cash a worker "takes home."

Time and one-half. Premium pay consisting of one and one-half times the employee's regular rate.

Tuition Payment Plan. Plan providing for payment by an employer of part or all of the costs of job-related training courses undertaken by employees.

Unemployment Insurance. A joint Federal-State program under which State-administered funds provide payments to eligible unemployed persons for specified periods of time. Funds are obtained through payroll taxes paid by employers. Levels of benefits, tax rates,, and eligibility requirements are established by each State.

Union. An organization in which workers participate as members, which exists for the purpose of dealing with employers on grievances, wages, hours, and conditions of work.

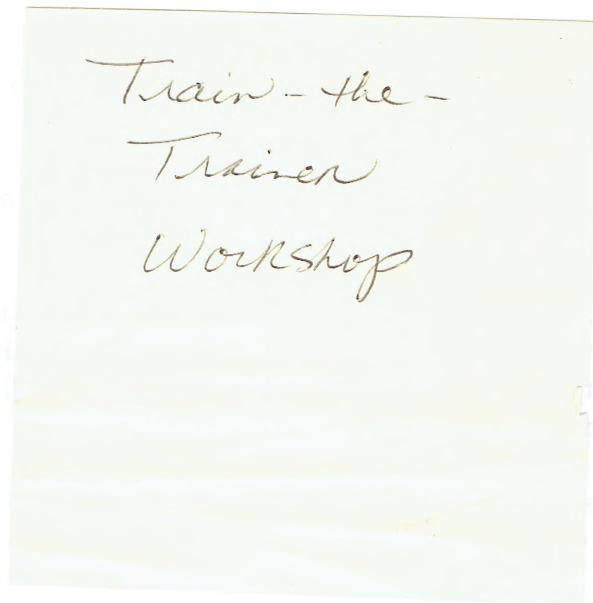
Union Dues. Fee paid periodically, usually monthly, by members of a union, typically as a condition of continued membership.

Union Shop. Employer within a collective bargaining agreement that requires all employees to become members of the union within a specified time after hiring--usually 30 days--or after a new provision is negotiated. Also, workers must remain members of the union as a condition of continued employment.

Wage Rate. Monetary compensation for a given unit of time--\$5.00 an hour, for example, or \$40 a day--or pay per unit of output.

White Collar Workers. Term used to describe office, clerical, administrative, sales, professional, and technical employees, as distinguished from production and maintenance workers who are usually called blue collar workers.

Workers Compensation. A system of insurance required by State law and financed by employers which provides payment to workers or their families after occupational illness, injuries, or fatalities resulting in loss of wage income.



What Advice Would You Give to Your Client in These Situations?

1. Her foreman has asked her and her work partner to cut and lay out transite pipe. Transite pipe is a concrete asbestos pipe which on this job was used to exhaust diesel fumes. She told her foreman she needed a mask before she would cut the pipe due to the asbestos in the dust. The foreman said there was no asbestos in the pipe. She said she still wanted the mask. He said angrily that he would cut the pipe himself. How should she handle this tomorrow?
2. This is her first job on a construction site. She is working with a man who is 61. The job requires anchors to be drilled and set into a concrete ceiling. In order to do this, a rotohammer, a heavy power tool, is used to drill the holes in the ceiling. Her 61 year old partner won't let her use the rotohammer because he thinks it is too heavy for her. She actually doesn't know if she can do it either, but she feels guilty having him drill all the holes.
3. She is working on a construction site with a construction worker who is loud and cusses all day. In fact, he cusses so profusely that men from other trades come over to her and ask her how she stands it. What should she do?
4. Your client has only been working as an electrician apprentice for two months. She didn't realize when she chose the electrical field that she would have to work off of a scaffold. What can you suggest to her to help her get over her fear of heights?
5. Your client, who is a roofer, has an opportunity to be selected to travel to Yakima with two male crew members. They are to work there three weeks putting the roof on the new Yakima sewage treatment plant. One of the crew members, Joe, is really lobbying for her not to be sent to this job. But she is lobbying just as hard to be chosen to go. She needs this experience as an apprentice and also hope to gain the respect of the crew. From another crew member she learned that the real reason Joe doesn't want her to go is because his wife is upset that he'll be staying at a motel with a female crew member for three weeks. What can she do now?
6. Your client successfully completed training, passed her "pre-app" test for the carpenters' apprenticeship program, and got a great first job. However, due to the financial problems of the project developer, her entire crew has been laid off. It is uncertain when or if work on the project will continue. She needs another carpentry job as soon as possible. How will you help her?

Nine Ways to Get Past Gatekeepers

Methods recommended for everybody:

1. **Call and ask.** Once again, most candidates never even try, and those who do don't try enough times.
2. **Call early, late, and during lunch.** Avoid the obstructionist altogether.
3. **Use the "presumptive call" technique.** Use manner and tone of voice to establish that you are somebody who should be put through.
4. **Get referred down from a higher office.** When the call is sanctioned by a higher executive or *her secretary*, this is very effective.
5. **Ask the gatekeeper for her help.** This is a fascinating technique, a last-ditch effort, and it is usually either surprisingly effective or ends your chances.
6. **Mail something to the person you're trying to reach, stating that you will be calling.** This makes every call a "warm call."
7. **Make an appointment for the telephone call.** Schedule it just like a meeting.
8. **Cite your referral source.** Even if the gatekeeper doesn't know the referral source, you have more authority.

A tricky method that is interesting, but not for everybody:

9. **Use the "implied referral" technique, an old sales trick.**

Getting past gatekeepers takes a little practice. How many times in your business career have you heard lines like the following? "She's not available right now. Would you like to leave a message?" How many times would you call back if your contact never returned your call?

Call at least once per day for at least seven business days before abandoning a lead.

This is not a social call! This is an unsolicited business telephone call. If your social contacts don't return your phone calls, you are justified in dropping them off your social calendar. However, in the world of business, an unsolicited telephone call

PLAN FOR TOMORROW TODAY
INDIVIDUAL SERVICE STRATEGY
HYPOTHETICAL SITUATIONS

1. A person comes to you with an interest in the construction trades but does not have any previous trades experience. She is a single mother of three who was recently laid off from a factory position. She is now receiving unemployment compensation but expects that this will end in three months. She mentions that she has had difficulty paying rent and is fearful of an eviction. What additional information would you need from this person? What information would you want to give her about construction trades? Where would you refer her for possible training? What support services may she need? What other referrals might you make?

PLAN FOR TOMORROW TODAY
INDIVIDUAL SERVICE STRATEGY
HYPOTHETICAL SITUATION

2. A 45 year old former musician comes to you because she is interested in a change of career for economic reasons. She is uncertain as to what she would like to do. As you talk with her you find that she has an interest in repairing things, particularly musical instruments. In passing she mentions her concern about her partners drinking as she compares it to her own drinking. What additional information might you want from her? What information would you want to give her? Where might you refer her to for training, for support?

PLAN FOR TOMORROW TODAY
INDIVIDUAL SERVICE STRATEGY
HYPOTHETICAL SITUATION

3. A person comes to you with an interest in "physical work with high pay, steady employment and good benefits." She does not have her GED or drivers license and has been on SSI for the past seven years. Her work history prior to that is vague. What additional information do you need from her? What information can you give? What referrals might you make?

Plan for Tomorrow Today Individual Service Strategy Hypothetical Situations

4. A 23 year old woman comes in to learn about training opportunities. She had one class in Algebra in high school and did well. She would like to look into potential job opportunities as an electrician or working for the electrical utility company. She heard this was the highest paid trade. She has no children. Her only work experience has been in restaurants.

- What can you tell her about careers as an electrician?
- Does she need a license?
- What steps does she need to take before applying to an apprenticeship program?
- What resources can you find that would help her build her confidence/self-esteem so that she could handle being the only woman on a job site?

Plan for Tomorrow Today

Individual Service Strategy

Hypothetical Situations

5. A 21 year old woman comes in to learn about training opportunities. She had one class in Algebra in high school and did well. She would like to look into potential job opportunities as a carpenter. She heard this was the highest paid trade. She has no children. She dropped out of high school the last half of her senior year.

- What can you tell her about careers as a carpenter?
- Does she need a license?
- What steps does she need to take before applying to an apprenticeship program?
- What resources can you find that would help her build her confidence/self-esteem so that she could handle being the only woman on a job site?