



COMMUNITY-BASED ORGANIZATIONS AND UNION APPRENTICESHIP PROGRAMS

CREATING PATHWAYS TO CAREERS IN THE UNIONIZED CONSTRUCTION
TRADES FOR MINORITIES AND LOWER-SKILLED WORKERS

APRIL 2011

A GREENWAYS INITIATIVE TECHNICAL ASSISTANCE WEBINAR

Presented by Tommy Burress, Tom Gannon, and Ragini Kapadia, AFL-CIO Working For America Institute

Green Ways

A JOBS FOR THE FUTURE INITIATIVE



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GreenWays, a Jobs for the Future initiative in partnership with the National Fund for Workforce Solutions, Wider Opportunities for Women, and the AFL-CIO Working for America Institute, provides high-quality workforce services to employers and workers seeking to advance their careers in the green economy. Building on JFF's approach of organizing employers and workforce resources into sectoral workforce partnerships to promote career advancement for lower-skilled workers, *GreenWays* invests in twenty workforce partnerships in eight metropolitan-area labor markets.

With the support of two U.S. Department of Labor grants—Pathways Out of Poverty and the Green Jobs Innovation Fund—totaling \$16 million, JFF's *GreenWays* initiative is preparing thousands of low-income adults for jobs with career advancement potential in six industry sectors in the green economy: advanced manufacturing; construction; deconstruction; landscaping and urban forestry; renewable electric power and utilities; and transportation. *GreenWays* workforce partnerships align literacy, occupational training, support services, career coaching, and other resources with the needs of employers in these sectors.

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The **AFL-CIO Working for America Institute** is a union-sponsored, nonprofit organization dedicated to creating good jobs and building strong communities. Created in 1998 as the successor to the AFL-CIO Human Resources Development Institute, the Institute promotes a vision of a high road economy—an economy that competes in today's global marketplace on the basis of innovation, quality, and skill rather than on low wages and benefits. Working with labor leaders, employers, community activists, government officials, educators, and workforce development professionals, the Institute has become a national leader in helping create high-road partnerships—relationships in which workers obtain higher skills and better pay, employers become more successful, and communities become better places in which to live and work.

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Jobs for the Future identifies, develops, and promotes education and workforce strategies that expand opportunity for youth and adults who are struggling to advance in America today. In more than 200 communities across 43 states, JFF improves the pathways leading from high school to college to family-sustaining careers.

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PREFACE

Community-based organizations around the country prepare workers for entry-level green jobs that have opportunities to advance to jobs that are higher level, higher skilled, and higher paid. Union apprenticeship programs are an excellent option for career advancement, and the Multi-Craft Core Curriculum–MC3–can be an important tool in forging connections between community-based organizations and union-sponsored apprenticeship programs.

The MC3 is an innovative training curriculum that provides a gateway for workforce training graduates to joint labor-management, industry-registered apprenticeships in the Building and Construction Trades, AFL-CIO. This publication is adapted from the transcript of “Community-based Organizations and Union Apprenticeship Programs,” a webinar presented by the Working for America Institute to *GreenWays* grantees on April 12, 2011, with additional writing by Deborah Kobes of Jobs for the Future. It provides a detailed overview of the MC3 and includes real-time responses to questions posed during the webinar.

WHAT WE'D LIKE TO COVER

- AN OVERVIEW OF THE BUILDING AND CONSTRUCTION TRADES DEPARTMENT, AFL-CIO'S MULTI-CRAFT CORE CURRICULUM.
- LEARNING FROM CINCINNATI, HOW COMMUNITY-BASED PROGRAMS AND UNION APPRENTICESHIP PROGRAMS CAN UTILIZE THE MULTI-CRAFT CORE CURRICULUM TO BETTER SERVE THEIR CLIENTAL.

The goal of the *GreenWays* initiative is to prepare lower-skilled, low-income adults for industry standards in the green economy—including the building trades—whether it be in a carpentry position, as a weatherization installer or energy auditor, or maintaining green facilities. *GreenWays* programs around the country seek to place participants in entry-level jobs—but not just in any job: we want them positioned for career advancement. Whenever possible, training programs prepare our students for jobs that are higher level, higher skilled, and higher paid.

One excellent curriculum that can help *GreenWays* program participants is the Multi-Craft Core Curriculum—MC3. This curriculum has been developed looking at “high road” employers who offer higher wages and opportunities for

advancement. This webinar provides a detailed overview of the MC3 and highlights a program that implemented it in Cincinnati, Ohio.

MC3: GATEWAY TO THE BUILDING TRADES



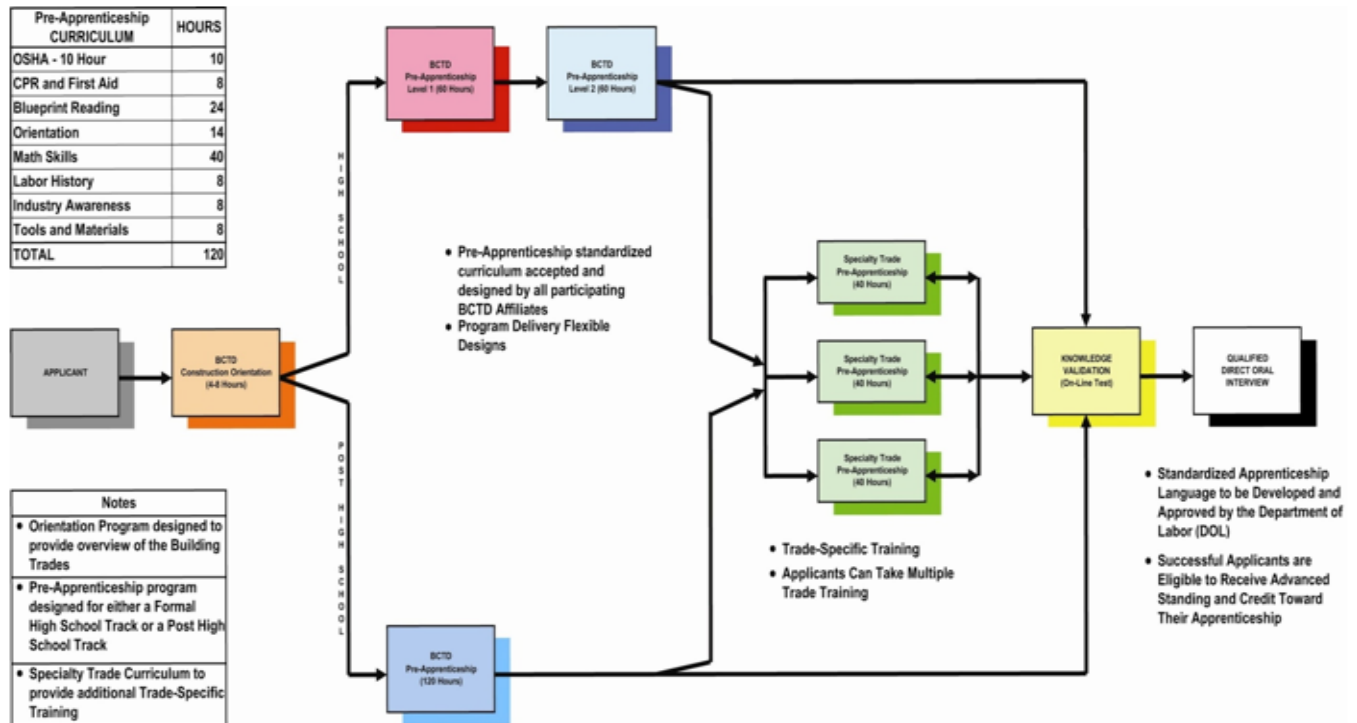
The MC3 is an innovative training curriculum that provides a gateway from high school or community college to joint industry-registered apprenticeships in the Building and Construction Trades Department, AFL-CIO. This establishes the first state-of-the-art standardized pre-apprenticeship for entry into any one of the building trades. In eight modules, the MC3 teaches the common skills, competencies, and knowledge needed to enter any building trade. This presentation covers these modules, as well as a new green component.

The MC3 can be an important tool in forging connections between community-based organizations and union-sponsored apprenticeship programs, and the training can be jointly offered by both types of organization. It establishes union recognition of the high-quality training provided

by community organizations and helps graduates enter registered apprenticeships.

Even with the poor economy reducing the number of apprenticeship slots in construction, the MC3 makes participants more employable by training them to high skill levels. In these ways, MC3 programs strengthen career pathways for participants and help diversify the labor movement by linking the diverse graduates of community-based training programs to union apprenticeships.

PREPARATION FOR ENTRANCE INTO AN APPRENTICESHIP PROGRAM



The process for a candidate to enter a union apprenticeship, as illustrated above, includes several steps from an orientation and pre-apprenticeship training to an application process that includes both a written test and interview. The MC3 fits into this larger pathway to building trades registered apprenticeships as the pre-apprenticeship component prior to any specialized training for a particular trade. It can be offered either to youth within the curriculum of a secondary career and technical education program or independently as part of a program to train adults who have a high school diploma or GED. This webinar focuses on the adult track.

Jobseekers interested in this path to work in the building trades begin with a brief construction orientation before participating in the MC3. After the MC3, a trade may also

require and provide up to 40 hours of additional training in specialized knowledge as part of its pre-apprenticeship training. MC3 graduates then take a registered apprenticeship's entrance exam and, if they achieve a qualifying score, interview for the trade they would like to enter. The MC3 does not bypass this application process, but candidates who pass the entrance exam and interview, and are then accepted into a registered apprenticeship, may receive advanced standing within that apprenticeship.

The MC3 is based on experiences, standards, and skill requirements that have been negotiated between the unions and their contractors. As such, it represents the knowledge that both employers and union training programs (including registered apprenticeship programs) believe is necessary for workers entering an apprenticeship program and ultimately

a trade. The MC3 modules themselves have been developed by a Building and Construction Trades Department standing committee on apprenticeships that includes participants from all the building trades represented in the AFL-CIO:

- > International Association of Bridge, Structural, Ornamental, and Reinforcing Iron Workers (Iron Workers)
- > International Association of Heat and Frost Insulators and Allied Workers (Insulators)
- > International Brotherhood of Boilermakers, Iron Ship Builders, Blacksmiths, Forgers and Helpers (IBB or Boilermakers)
- > International Brotherhood of Electrical Workers (IBEW)
- > International Brotherhood of Teamsters (Teamsters)
- > International Union of Bricklayers and Allied Craftworkers (BAC or Bricklayers)
- > International Union of Elevator Constructors (IUEC)
- > International Union of Painters and Allied Trades (IUPAT)
- > Laborers' International Union of North America (LIUNA)
- > Operative Plasterers' and Cement Masons' International Association of the United States and Canada (OPCMIA)
- > Sheet Metal Workers' International Association (SMWIA)
- > United Association of Journeymen and Apprentices of the Plumbing and Pipefitting Industry of the United States and Canada (UA)
- > United Union of Roofers, Waterproofers and Allied Workers (Roofers).

Curricula are developed in this way because it is the employer, not training providers, who determines what skills are needed on the job. If a hospital were going to hire a nurse's aide, you would not tell the hospital what they need. The employer would tell you what they seek in an employee, and your program would train to those expectations. The same is true of the MC3: The curriculum is based on what the contractors and unions jointly agree is needed for an effective employee.

The MC3 training modules give participants an advantage in the apprenticeship program. As they progress through an apprenticeship, employers evaluate their performance. Success at this apprenticeship stage affects how often a worker is considered for available jobs in the building trades. By ensuring that participants are at their best from the beginning of any employer evaluations during the apprenticeship, the MC3 not only prepares participants for initial entry into an apprenticeship but also helps position them to be employable.

KEY COMPONENTS OF THE MULTI-CRAFT CORE CURRICULUM

PRE-APPRENTICESHIP CURRICULUM	HOURS
Orientation	14
Industry Awareness	8
Tools and Materials	8
CPR and First Aid	8
OSHA 10-hour	10
Blueprint Reading	24
Math Skills	40
Labor History	8
TOTAL	120

The MC3 combines courses common to all building trades apprenticeship programs. The modules are:

- > General orientation to apprenticeship;
- > Industry overview;
- > Tools and materials;
- > Cardiopulmonary resuscitation (CPR) and first aid;
- > OSHA certification;
- > Blueprint reading;
- > Applied mathematics for construction applications; and

- > History of the construction industry, including the heritage of the American worker.

The general orientation module includes the construction process, the structure of the construction industry, an orientation to apprenticeship, and industry standards of work responsibility and craft excellence. The MC3 provides a total of 120 hours of classroom and hands-on training.

As of 2011, the curriculum includes two new modules offered in cooperation with the United States Green Buildings Council: Green Awareness (course 100) and Green Knowledge (course 200). Both are available online from the Building and Construction Trades Department. To make arrangements to offer these two courses contact: Robert Pleasure, Director

of Education for the Building and Construction Trades Department, AFL-CIO, via email rpleasure@bctd.org.

The MC3 sets learning objectives at the beginning of each chapter, whether the material is more subjective (e.g., industry awareness) or objective (e.g., construction math). Students conclude the sections by completing worksheets that match those learning objectives. Rather than treating the worksheets as a test, these lessons are reinforced by discussions of what they have accomplished and understood.

Training organizations interested in implementing the MC3 must be sponsored by their local Building Trades Councils. Once authorized to deliver the program, they receive a variety of materials to support the course including students' books and an instructor's CD that provides more in-depth examples, presentations, videos, and quizzes on each of the outlined sections.



Discussion: At least one of the community organizations participating in the webinar offers all of these sections. Most webinar participants offer an orientation and work-readiness module, followed by math skills and tools and materials. The OSHA certification, a basic 10-hour course, also is popular.

ORIENTATION MODULE (14 HOURS)

- > **Attitudes and Behaviors**
 - » **Time Management**
 - » **Procrastination**
 - » **Everyday Time Management**
 - » **Working Smarter**
- > **Motivation and Codes of Conduct**
- > **Setting and Keeping Goals**
- > **Getting Along at Work**

In determining what content should start the MC3, one goal of the standing committee of apprenticeships of the Building and Construction Trades Department has been to impress upon students that work in the construction trades and an apprenticeship program is a special focus. The department wants students to ask themselves if this is what they want to do, and whether they are willing to commit to an interesting work-preparation system that is a mix of classroom training and on-the-job experience. They want people to understand how the apprenticeship training is structured and why it is done that way. They also want to reach out to people who are

interested in a career in a specific trade, not just a job, and are going to dedicate themselves to following that career.

A vital aspect of the apprenticeship training structure is that these are joint programs: both the union and the employer invest time and money in the student. Any student who enters but does not finish an apprenticeship program represents money wasted. The apprenticeship program still has to fill that slot, because apprenticeship levels are negotiated with employers based on projected hiring needs. The MC3 pre-apprenticeship curriculum is designed to reduce attrition from apprenticeships by orienting participants to the trades before they are accepted as apprentices.

Hence, the first module is Orientation, providing an overview of the attitudes and behaviors needed for successful employment, such as the ability to manage time. This section helps students understand and prepare for the construction industry. The curriculum also uses the opportunity to teach time management, not only for the job but also how these skills can transfer over to personal life. The section highlights how work and personal lives interweave, and why that is important. Content on attitudes and behaviors also addresses time management issues such as procrastination and how to work smarter.

The orientation impresses upon workers the need to understand the employer's codes of conduct, regulations, and expectations. This includes requirements like health and safety and other regulations that they will meet on the job. In a sense, this takes the students out of the classroom and helps them apply their learning on the job.

The motivation component focuses on the importance of teamwork, communicating effectively, and planning effectively. This is especially valuable in the construction industry, because it sequences projects, and tasks that need to be planned and timed accurately to prevent costly delays.

INDUSTRY AWARENESS MODULE (8 HOURS)

- > **Understanding Pieces of Building Construction**
 - » **Unions Involved in the Construction Industry**
 - » **Construction Careers After Apprenticeship**
 - » **Apprentice, Journeymen, Foremen, Direct Supervisor, Superintendent, General Supervisor, Subcontractor, General Contractor, Project Manager, Union Officers, Training Instructors**

» **Occupations Indirectly Related to the Construction Trades**

» **Government Agencies**

> **Background of the Construction Trade**

> **Apprenticeship Roles and Responsibilities**

> **Workers and Union Membership**

The Industry Awareness module sets the stage for students to understand how the construction industry works and whether this is an industry that interests them. This module also helps them figure out what they want to do within the industry and how they can achieve their career goals. The module can immediately follow the orientation or be offered later in the course in conjunction with the labor history module.

The introduction provides an overview of jobs in the construction industry. It opens with a video of a building being built, stimulating discussion of the types of specific skills performed in completing the project. The video helps put the learning in context by showing the specific and multiple trades involved in the building process.

The module leads into an overview of the career opportunities available in the construction industry, such as being a journey-level electrician or pipefitter or similar craftsperson. Other featured occupations in the industry include training instructors, architects, mechanical engineers, building inspectors, subcontractors, and foreperson. These diverse fields, along with supervisory positions, show the range of occupations available in the industry.

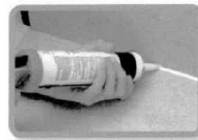
Because MC3 is a union program, the curriculum also conveys union involvement in the construction industry. The background begins with the craft movement in England and the adaptation of the craft movement in the United States. It also includes a brief history on how union development in the United States fit into the overall development of the country and the formation of the government. All of this is tied back to an overview of the construction industry.

The Industry Awareness module also presents information on the federal and state agencies involved in apprenticeship programs. It explains both the development of state apprenticeship councils and how at the federal level the U.S. Department of Labor's Office of Apprenticeship runs and governs the apprenticeship programs. Students learn their rights and responsibilities as an apprentice under these programs.

The module concludes with an overview of union membership in the construction trades. This includes an introduction to each of the individual construction unions, from plumbers to operating engineers to ironworkers, so that students can consider what interests them.

Again, the MC3 provides formalized and consistent training that is common across all the trades. The Industry Awareness module gives students the information to determine which trades they prefer, as opposed to tracking them in a particular trade that they may not like without understanding their other options.

TOOLS AND MATERIALS MODULE (8 HOURS)



Caulking Gun

- The Caulk Gun is used to discharge caulk from a caulk cartridge and is a common tool for construction repair use. It discharges the caulk from the caulk cartridge by use of a plunger driven by a pressure rod.



Every skilled construction worker knows the importance of good tools, and the value of this module is reflected in the fact that many *GreenWays* training programs include it. After completing this Tools and Materials module, students can demonstrate an understanding of tools that are universal across the building trades. They also know how to use these tools.

The module emphasizes learning from experienced tradeswomen and tradesmen on their usage of tools. The in-depth training also includes pictures and descriptions of 47 commonly used tools. For example, the illustration above highlights the caulking gun.

The training emphasizes the utility of the tools and encourages students to add their own notes about how they use each tool throughout the course. As with the other modules, the instructor's materials include additional resources.

CPR AND FIRST AID (8 HOURS)

- > **Recognizing life threatening emergencies and taking action**
- > **Recognizing breathing and medical emergencies**
- > **Recognizing cardiac emergencies that call for CPR**
- > **Best responses to first aid emergencies**
- > **Determining correct procedures to use during weather-related injuries**
- > **Recognizing medical emergencies in children or infants**

This module introduces students to the elements of CPR and first aid courses, as well as noting courses that community partners have already established. Community-based organizations often partner with instructors certified by the American Red Cross or American Heart Association at schools, community colleges, fire departments, or apprenticeship training centers. CPR instruction for the MC3 utilizes these certified providers. MC3 graduates are strongly encouraged to go on to earn a one-year community CPR certificate and a three-year community first aid certificate.

SMART MARK OSHA TRAINING (10 HOURS)

- > **Introduction to OSHA**
- > **Personal Protective Equipment (PPE)**
- > **Fall Protection**
- > **Confined Spaces**
- > **Fire Safety**
- > **Scaffold Safety**
- > **Excavation**
- > **Stairways and Ladders**
- > **Hazard Communication**
- > **Electrical Safety**

Another key component of the MC3 is the Smart Mark OSHA training. Union-sponsored pre-apprenticeship and apprenticeship programs hold workplace safety with the highest esteem to safeguard against the real risk associated with construction jobs. This training helps minimize workplace hazards and maximize safety by teaching students to examine their own workplaces and ensure compliance with all federal and state regulations.

The instructional objectives for the training, which align with standard OSHA 10-hour training programs, are: an introduction to OSHA; overview of personal protective equipment; fall protection; confined spaces; fire safety; scaffold safety; excavation; stairways; ladders; hazard communication; and electrical safety. The MC3 presents this material in a variety of media including text, illustrations, videos, and quizzes.

Upon completing the pre-apprenticeship training program, participants receive an OSHA 10-hour certification wallet card. This portable, recognized certification improves their professional standing; it also indicates that they know about the latest occupational health and safety developments and understand the OSHA Act, safety and health standards, and rules and regulations.

Community-based organizations should make sure this is part of their training program because the credential is very useful to participants. The Smart Mark OSHA program is union affiliated and emphasizes issues around workers rights. A plethora of other providers also offer the certified OSHA 10 training. The Department of Labor's OSHA website includes information, and the OSHA curriculum is widely available at a low cost. The cost will depend on the provider and whether it is offered onsite or online. There is an additional cost for taking the OSHA 10 exam to receive certification.



Discussion: About half of the webinar participants offer OSHA 10-hour training. The remaining programs have safety components but do not provide a safety certification. For those that offer it, finishing the program and receiving certification is not a challenge for most students. In the experience of one provider, the cost of OSHA trainings was about \$6,000 for a certified instructor's time to train two cohorts of 15 to 20 students. Another option is to certify an instructor to offer an official OSHA 10 course.

BLUEPRINT READING (24 HOURS)

Blueprints, plans, and drawings are critical in the construction trades because they communicate how a building will be built and what it looks like upon completion. Almost everyone involved with the planning, supplying, or building process of any structure needs to be able to read a construction print, plan, or drawing. Thus, this is a vital skill

for anyone entering the construction industry. This module teaches these skills in three sections: basic blueprint reading principles; plans and drawings; and scales and dimensions.

BASIC BLUEPRINT READING PRINCIPLES

Trainees learn how to define and read a blueprint, plans, and specifications. The module covers how plans and specifications are prepared so that students can describe how blueprints are made. It focuses on five common areas of plans—architectural, structural, mechanical, plumbing, and electrical. The module presents how plans are labeled as well as how to identify and define the various parts of a set of plans. Teaching materials include figures and illustrations, class exercises, and homework.

The module emphasizes the types of plans and their parts that would be used for large commercial buildings.

PLANS AND DRAWINGS

> Plans and Drawings

- » Projecting the View
- » How to Read Plans
- » The Language of Plans
 - » Symbols
 - » Abbreviations
 - » Lines
- » Drawings
- » Proper Handling of Plans and Drawings

In the second part of the module, students learn how to read and understand plans and drawings. The module identifies the various views of a drawing included in a set of plans and establishes their relationships to one another. Plan reading is defined as gathering information from a print or a plan in two basic ways, visualization and interpretation. The MC3 begins the instruction on how to read a plan with explaining how a building is projected and exactly what the students are looking at.

The module also covers the material symbols, abbreviations, and lines used in drawings. This language of plans is common to the construction industry, and reading and understanding these blueprints is completely dependent upon recognizing these symbols. Much of this has to be learned and memorized, because many of the symbols are not intuitive. The MC3 presents not only the symbols but also where they fit into sample blueprints. In addition, the MC3 also addresses

common abbreviations, both those that are standard and those that are not uniform across the construction industry. This helps students identify unknown abbreviations and look for clues to their meaning.

The drawing instruction focuses on the use and design of lines in blueprints. The module demonstrates the meaning of lines that vary by thickness, height, and length. This enables students who can read a blueprint to also visualize the objects it represents.

The module concludes with how to properly handle a plan and a drawing, an important concern to the construction industry. Most often, apprenticeship programs train workers for jobs in large commercial settings. The MC3 teaches students how to handle prints and keep them usable on the job as part of its overall goal to prepare workers for all aspects of the workplace.

This section of the module is both long and in depth. Teaching materials include many illustrations, sample blueprints, classroom and homework exercises that test competencies, and a list of symbols, abbreviations, and lines.

SCALES AND DIMENSIONS

> Scales and Dimensions

- » Reading the Fractional Rule
- » Reading the Architect's Scale
- » Engineer's Scales
- » Determining Plan Dimensions

Participants begin this hands-on section of the module knowing the roles of plans and drawings and able to read them. This section focuses on how, and what it means, to bring drawings to scale. Students learn how to use a fractional rule to calculate measurements. They move on to what an architect's scale is and how to use it to measure lines, then practice determining the actual length of scaled lines. Students also learn to identify the difference between an engineer's and architect's scale. The section concludes with how to recognize, locate, and determine missing dimensions.

This section is filled with classroom exercises, examples, homework exercises, and model plans and drawings. One strength of the MC3 is its ability to make everything tangible and relevant for students. It presents every topic in the context of the construction industry, which is particularly easy in blueprint reading, as it is in the next module, basic math for construction.



Discussion: Few webinar participants include blueprint reading in their curricula. Several would be interested in adding this kind of classroom and hands-on blueprint training to their programs. In the construction industry, even for job placements into building maintenance, knowing how to read schematics and blueprints makes program participants more employable and useful in the labor market.

BASIC MATH FOR CONSTRUCTION (40 HOURS)

- > **Basic Math Review**
- > **Formulas for Related Mathematics in the Pipe Trades**
- > **Metric Measurements**
 - » **Metric System Awareness**

Basic math is a large component of the MC3, as it is in most pre-apprenticeship programs. The MC3 divides this module into three chapters: basic math review; formulas for related mathematics in pipe trades; and metric measurements. The curriculum assumes that participants have a high school-level knowledge of math, because those entering an apprenticeship program are expected to have a high school diploma or GED.

BASIC MATH REVIEW

The first section briefly reviews math, with a self-test of basic mathematics that students are expected to know already. The section covers addition, subtraction, division, writing numbers, small multiplication, whole numbers, mixed numbers, decimal points, fractions, percentages, rates, ratios, angles, proportions, and square roots. The content builds from the most basic to more complex. The material, with nine checkpoints, includes over 100 questions and instructor-led quizzes. All of the prompts and questions are presented in the context of the construction industry, so every topic is made relevant to the student and her or his desired industry.

FORMULAS FOR RELATED MATHEMATICS IN PIPE TRADES

This section teaches students basic problem-solving skills. Knowing what a straight line is does not always reflect actual problems in the workplace that will involve shapes,

weights, volumes, temperatures, pressures, and other units of measurement. This unit addresses these situations. Once again the material builds on itself. This relatively short unit has about 80 prompts and problems, with six checkpoints.

METRIC MEASUREMENTS

The final section of basic math focuses on the metric system and calculations using it. It also covers metric system awareness, conversion tables, and a glossary of terms.



Discussion: Programs need to be aware of a gap between the math skills of their entering participants and what MC3 expects. Even though a participant has a high school diploma or GED, they may lack the necessary level of math skills. The MC3 highlights that, by the time they graduate, participants should be able to perform the basic geometry, angles, calculations, and measurements required on a job site. Programs may need to budget additional instructional time to bring their participants' math skills up to the levels presented in the MC3.

LABOR HISTORY (8 HOURS)



The final section, Labor History, is built on narratives of working people and leaders who have created enduring labor institutions. This history spans over 350 years, from the organized colonial craft to today's global economy. Students gain a general knowledge of labor history, key labor leaders, and events in the history of working Americans.

It is important that people understand that organized labor is responsible for the 40-hour work week and eight-hour work day, time and a half for overtime, and any number of work and safety standards that we take for granted. Whether

program graduates become union apprentices or work for a residential contractor, they benefit from understanding how we came to enjoy the safety and work standards we have in this country.



Discussion: Webinar participants see merit in using the MC3, but are split on their interest in working with their local Building Trades Council to include the MC3 in their program. To use the curriculum, programs must work with their local or state Building Trades Council, who are authorized to share the curriculum.

EXAMPLE: THE COMMUNITY CONSTRUCTION READINESS COLLABORATION

COMMUNITY CONSTRUCTION CAREER READINESS COLLABORATION:

- CLASS, AN AFL-CIO NONPROFIT TRAINING GROUP
- THE CINCINNATI BUILDING TRADES COUNCIL
- GREATER CINCINNATI JOINT APPRENTICESHIP TRAINING COMMITTEE
- D. W. JONES TRAINING CENTER, AFFILIATED WITH THE BAPTIST MINISTER'S CONFERENCE

One example of a program using the MC3 is Cincinnati, Ohio's Community Construction Readiness Collaboration—3CRC. The program is sponsored by the AFL-CIO and its nonprofit training organization CLASS, which provides services to dislocated workers. A few years ago, when Ohio decided to invest in a state construction futures fund training program, CLASS responded by creating a pre-apprenticeship program.

CLASS began by securing the interest of the local Building and Construction Trades Council and the State Council, who suggested that they use the new Multi-Craft Core Curriculum. CLASS adapted the curriculum for a pre-apprenticeship program provided in partnership with the Greater Cincinnati Joint Apprenticeship Training Committee, the Building Trades Council, and the D.W. Jones Training Center, which is

affiliated with the Baptist Ministers Conference in Cincinnati. The collaboration that emerged targets low-income, African-American, and other community members in the city.

The 18-month program, which finished recently, served 36 participants: 100% are residents of Hamilton County and living below the poverty line; 94% are African Americans; 19% are African-American women. Significantly, 32% have been assisted with recovering a driver's license. This is critical in the construction industry because most jobs require workers to have reliable transportation, and sites are not always near public transportation.

Of the 36 participants, four were accepted into registered apprenticeship programs. More graduates, including 30 who were placed immediately in construction jobs, are waiting for apprenticeship openings in programs that have not

RESULTS YEAR ONE

- > **100%** of participants Hamilton County residents
- > **100%** lived below poverty line prior to graduating
- > **92%** are African-American, Hispanic, or women
- > Have assisted **32%** with license recovery efforts
- > **30%** placed into a construction job
- > **36%** have formally applied to a registered apprenticeship program
- > **44%** are waiting for openings to apply for the apprenticeship programs in the trades
- > **12%** placed into the Cincinnati State Construction Management or Innovative Technologies Programs

The 3CRC program continues to track graduates and assist them in finding careers in construction skilled trades and provide case management support.

accepted new apprentices during the economic downturn. As the economy improves, these slots will become available. Finally, 12 graduates have been placed into a construction management program at Cincinnati State College, where all 3CRC participants earned 16 hours of credits towards an Associate's degree. This was facilitated by a matriculation agreement between the program and college in which academic credit from Cincinnati State College was awarded for knowledge and skills training through the MC3.

3CRC had seamless integration of the MC3 curriculum from the beginning of their program, furthermore they enhanced the program by adding two additional components tailored to their target population. Because local employers emphasized health and safety, the program adopted the Manufacturing

Skills Standards Council's health and safety module. The MSSC curriculum provides an additional assessment and portable certification that is recognized in sectors beyond construction. This strengthens and complements the OSHA 10 credential. 3CRC also added a 32-hour life skills program provided by the Baptist Ministers Conference as part of the partnership with the Ministerial Alliance. The curriculum features resume writing and interviewing skills, which have been particularly helpful as participants sought jobs.

The 3CRC program was broader than a focus on immediate entry into apprenticeships, because graduates need to work even before slots are available. While their first jobs may be temporarily until entering an apprenticeship, they still earn income during the downturn in the construction industry.

CONCLUSION

Building relationships with local Building Trades Councils and Joint Apprenticeship Training Committees may not always be easy for community-based training programs, particularly when not many apprenticeship slots are open in today's economy. However, more openings are starting to become available. Forging relationships lets the apprenticeship programs know about the high-quality workers graduating from programs, so they can be considered for the spots that do exist and open up. Graduates of an MC3 pre-apprenticeship program will be particularly well positioned as the economy improves. This would be a long-lasting and outstanding outcome for programs and their participants.



Discussion: The source of qualified instructors to deliver all or portions of this curriculum is most often going to be experienced apprenticeship instructors. Using the MC3 requires approval from the local or state Building Trades Council, which has qualified instructors. The 3CRC used experienced apprenticeship instructors from two trades, including the electricians.



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