1. Statement of Need

In 2005, the average age of construction workers was 39, three years older than in 1985. Due to the aging of the workforce and the lack of new workers entering the industry, a serious shortage of construction workers is predicted. Earlier this year, J. Doug Pruitt, new president of the Associated General Contractors of America, stated that the shortage in a variety of careers, such as welders, pipefitters, electrical, plumbing, carpentry, and HVAC (heating, ventilation, air conditioning), is expected to continue for the next decade.¹ In its October 2008 strategic plan,² the Construction Industry Institute reported that the numbers of qualified construction workers are insufficient to replenish the aging workforce that has started to retire. The trend, it reports, “has differing levels of impact for different trades and is especially severe in trades requiring more training such as plumbing, electrical, and carpentry.” The Construction Labor Research Council estimates that each year, for the next decade, the construction industry will need 95,000 replacement workers and another 90,000 new workers. A 2009 report from the President’s Council of Economic Advisors projects strong growth in construction, including the construction of manufacturing and retail buildings, roads and bridges, utility systems, and homes. Investments under the American Reinvestment and Recovery Act will contribute to construction employment growth in the next few years.”³

Nationally, there is a growing need to create programs that help lower-skilled adults earn post-secondary credentials. According to the Bureau of Labor Statistics, between 2004 and 2014, 24 of the 30 fastest-growing occupations will require workers with postsecondary training, an occupational certificate or degree, yet nearly half the workforce has just a high-school education
or less. Approximately 25 million workers aged 18 to 64 lack a high school credential or GED while 52 million adults have had no postsecondary education.\(^4\) According to the Digest of Education Statistics, only about one in four adults with less than a high-school education participates in any kind of training as compared to one-third of high school graduates.\(^5\) Of those who do seek training, most do not persist long enough to earn any kind of credential.

Postsecondary institutions are often unprepared to help lower-skilled adults to overcome the challenges they face even though such credentials – technical certificates or diplomas – are now essential for individuals to enter into existing family-supporting jobs. The Center on Wisconsin Strategy reports that Southeastern Wisconsin will see openings in construction jobs and recommends that Wisconsin technical colleges develop courses for lower-skilled students that provide skills for success in postsecondary pursuits. In its 2008 report, the Center focuses on the need to create connections to higher-wage jobs via postsecondary education and states, “It is therefore crucial that we find ways to help lower-skilled workers make successful transitions from basic education to postsecondary training that has a well-articulated career path.”\(^6\)

At the local level, a 2006 study by the University of Wisconsin-Milwaukee Employment and Training Institute found that within the Milwaukee area “only 12% of skilled construction workers (i.e., carpenters, electricians, plumbers, sheet metal workers, etc.) were minorities.\(^7\) Lack of education credentials contributes to this disparity. According to the HIRE Center (the provider of dislocated worker services for the Milwaukee area), of their current participants, 45% of Hispanics and 56% of the Hmong have less than a high school education. In the past 20 years, the composition of the manufacturing workforce in the Milwaukee area has changed dramatically, propelled by a large influx of limited-English immigrant workers who filled a substantial portion of basic production positions in factories in the area.\(^8\) Many of these workers
have been dislocated with the decline of low-value-added manufacturing in recent years. The continuing dilemma has been that vocational training programs are rarely accessible to academically disadvantaged and limited-English dislocated workers.

The challenge that this represents to the Milwaukee Area Technical College (MATC) is to develop and pilot innovative strategies to help lower-skilled adults earn marketable postsecondary credentials. This means that MATC must increase capacity to provide training services to this population and move them into the labor market. One such innovative strategy is to integrate adult basic education/ESL services with postsecondary training to facilitate credential attainment. Building on this model, MATC intends to develop a training program aimed at providing a credential to lower-skilled unemployed individuals seeking jobs in the construction industry, including energy conservation and “green” building and design. This bridge and career ladder program will provide vocational training options to dislocated workers with academic deficiencies and/or limitations in English proficiency. With the drive toward energy conservation and renewable energy in future job creation, the proposed program will broaden the talent pipeline for middle-skilled construction trades by including competencies related to energy efficiency in residential and commercial buildings. Within the Milwaukee area, the need for such bridge programs is apparent with three populations this project intends to serve – English language learner (ELL) Hispanics, ELL Hmong and Laotians, and native English speakers with academic deficiencies. Immigrants and lower-skilled adults tend to find employment in construction at the lowest levels and focusing on one skill or task only. The proposed PaCT Project will provide them with a wider range of skill competencies so they can find higher-level employment opportunities.
The proposed project will address the impending shortage of workers within the construction industry, increase the number of minorities entering the industry within the area, provide a means of introducing a number of occupations within the construction industry to dislocated workers along with a way of accessing any needed additional training, and to meet the basic educational skills and ESL needs of the dislocated worker population in Milwaukee County wishing to enter the construction trades. This project will enable dislocated workers to earn a marketable skills credential. The proposed project responds to the Department of Education’s 2007-12 strategic plan, goal 3, which is to ensure the accessibility, affordability, and accountability of higher education and better prepare students and adults for employment and future learning.

2. **Addressing the Problem**

The Pathways to Construction Trades (PaCT) Project would create intensive bridge programming for dislocated workers for these three hard-to-serve populations through a training program that integrates the teaching of math and language skill curricula with a hands-on shop-based technical skills curriculum. The training program would be of sufficient duration and depth to function effectively as a bridge to employment as well as to further training and career development. Each training program will be given in five-month periods and involve 512 hours of instruction. Two training cohorts representing two of the three linguistic target groups would be conducted simultaneously. The training for the Hispanic and Hmong English language learners would alternate during the program period with the training for English speakers offered throughout the length of the grant. Training costs would be covered by WIA Dislocated Worker and/or Trade Adjustment Assistance Act funding streams, the two primary sources of federal training dollars for dislocated workers.
Curriculum adaptation and new curriculum development would be a major aspect of the project. Shop-based training by each cohort would involve the actual step-by-step construction of a section of a house, thereby lending itself to the teaching of such skills as framing; window, skylight and door installation; weather-stripping; drywall; and siding. Each cohort would have a kit of building materials that would be used for the building project. In order to simulate the retrofitting environment, the cohort would remodel the module for purposes of weatherization and retrofitting activities. The cohort would later deconstruct the entire structure to allow for the re-use of those building materials that can be salvaged for use by subsequent training cohorts. This will provide training in deconstruction and reverse engineering which is a component of the “green construction” process of dismantling and salvaging re-usable materials from structures destined for demolition.

The shop-based curriculum would require the contextualized teaching of basic math, applied math for construction, prints and schematics, worksite safety, measurement and construction principles. The limited English cohorts would also be provided an integrated Construction Workplace English curriculum that would be developed by the project. In addition, interpreters will be used to assist the technical instructor during the delivery of the technical curriculum. The college has already identified Spanish and Hmong-speaking interpreters who have a good working knowledge of the construction-trades. The project would also provide translations of the primary technical instructional materials into Spanish and Hmong through the use of native-speaking qualified translators. Graduates of the program would have enhanced employment opportunities with contractors to work on weatherization, remodeling and renovation projects, as well as building maintenance.
During the program, participants will be provided with information on accessing other training provided in the construction industry, including pre-apprenticeship and apprenticeship training, and certification programs offered by the technical college. Area pre-apprenticeship programs include the Entry Level Construction Skills Training (ELCS). ELCS is a certificate training program recognized by the Building Trades Industry and union Joint Apprenticeship Committees as a credential that can allow for quicker progression into apprenticed employment. The training provided by PaCT will articulate well with the ELCS certificate training. Participants will benefit from the opportunity PaCT will provide of mastering many of the ELCS competencies (e.g., work skills, safety/OSHA, blueprint reading, tools/materials handling) setting the stage for quick completion of the additional competencies required for the ELCS credential. ELCS certification represents an important pathway into the construction trades.

Because the project will be aimed at serving dislocated workers, it is a joint effort between the Milwaukee Area Technical College (MATC) and the Milwaukee Area Workforce Investment Board (MAWIB) HIRE Center. Training costs will be covered by WIA and/or the Trade Adjustment Assistance Act. Wrap-around support services, such as transportation, child care, case management, placement, on-the-job training and participant follow-up will be provided by the staff of the HIRE Center.

MATC is uniquely suited for the type of training being proposed. The Milwaukee Area Technical College, founded in 1912, is part of a state system of 16 technical colleges and is the 34th largest associate degree granting college in the country. The college serves 55,000 students annually from four campuses and 40 community-based sites. MATC graduates 2,000 to 2,500 students annually from approximately 200 technical and liberal arts degree and diploma programs, certificate programs, and apprenticeship programs. In addition, the MATC Pre-
College Division serves 20,000 students per year in its Adult High School and ABE programs. MATC is the state’s most diverse college with 44 percent of its enrollment composed of minorities.

The PaCT Project will be administered by the Technical and Applied Sciences Division of the Milwaukee Area Technical College. Program faculty will be appropriately credentialed and certified by the Wisconsin Technical College System. The primary partner in this project is the Milwaukee Help in Re-Employment (HIRE) Consortium. HIRE Consortium members include the Milwaukee County Labor Council, Wisconsin Job Service, AFL-CIO Labor Education and Training Center, Wisconsin Regional Training Partnership (WRTP), the Milwaukee Area Workforce Investment Board (MAWIB), and MATC. The HIRE Center is a specialty One-Stop Job Center that provides reemployment and retraining services for dislocated workers. It is anticipated that the project will physically be housed at the WRTP headquarters. WRTP is a non-profit agency run by a board of business and labor organizations that provides employment and training services.

3. **Innovation within the Proposed Project**

Dislocated workers generally have a limited amount of time available to spend on education, whether for upgrading their basic skills, mastering English, or earning a degree. Most adult basic education (ABE) and English as a Second language (ESL) programs are designed to provide up-front classroom instruction and are required before the participant can advance to actual occupational training. Contextualized instruction links what is taught during ABE/ESL sessions with what is needed to succeed in the occupational training. However, most formal contextualized systems, such as Washington State’s Integrated Basic Education and Skills Training (I-BEST) Program, require that the student also be part of a degree program or
approved associate degree program. In other words, the student must have already decided upon a particular vocation before beginning the program. Individuals coming from another industry may not be sufficiently aware of all the occupations open to him/her, nor how to access the career ladder within that industry. However, the advantage of the I-BEST approach was documented by a Community College Research Center study which found that I-BEST students achieved better educational outcomes than other basic skills students and were more likely to earn occupational certificates and continue into credit-bearing coursework.\textsuperscript{11}

The proposed model would follow the guidelines developed for Wisconsin’s Regional Industry Skills Education (RISE) ABE/ELL Bridge Instructional Design\textsuperscript{12} in that it will reflect active cooperation between post-secondary and pre-college divisions within the college; integrate basic skills or ELL development with specific occupational skill development and preparation for postsecondary-level technical training; employ contextualized and applied learning strategies. Incorporating appropriate career development activities, the training program will provide students with a skills certificate and post-secondary credit for the career-exploration component. Currently, RISE projects target the health care industry and manufacturing sectors. As of February of 2009, the Wisconsin Technical College System offers I-BEST to Collegiate Certificate programs integrating ELL/ABE with CNA, Welding, and Artisan Baking. Also under development are Integrated ABE/ELL Hotel/Hospitality and Information Technology. Several pre-college programs are also under development. At this point in time, however, there are no programs being offered or under development for the construction industry. A review of current offerings across the country has also failed to turn up any programs in Integrated ELL/ABE/Construction.
The fundamental skills such as reading, writing and math are key to an employee’s ability to do the job, but employers emphasize that soft skills are more important to work readiness. All MATC technical training programs include the teaching of appropriate “soft skill” behaviors for the workplace. Key areas include verbal communication, i.e., how to communicate with supervisors and fellow employees, and how to work as a member of a team. The ABE/ESL component of the PaCT program is critical to the learning of English oral and written communication skills. Use of the cohort approach, and breaking the cohort down into groups of three or four, provides an excellent opportunity for learning how to become good team members and to develop interpersonal skills and the ability to get along with others in a diverse workplace. The PaCT team-teaching approach provides an opportunity for the ABE/ESL teacher to circulate among the student teams modeling and facilitating critical thinking skills, communication skills, and teamwork. This approach is congruent with the Instructional Conversation model of the Center for Research on Education, Diversity & Excellence (CREDE).

The proposed PaCT project will introduce students to a variety of occupations within the construction industry with a range of hands-on experiences designed to enhance their understanding of the different trades. It will provide them with that first step in making a life-long career choice while directly linking the academic skills they learn to those needed for success on the job.

4. **Prior Experience**

MATC has had success in offering both lower-level and higher-level bridge initiatives for unemployed adults receiving public assistance. One lower-level program, called Life Force, addressed the needs of adults at the fifth to seventh grade literacy and math levels. The MATC Adult High School provided hands-on technical training in the morning and occupational basic
skills instruction in the afternoon. Participants were referred by local one-stop job centers that reported 50% placement rates for graduates of these programs. Successful higher-level bridge programs were developed for adults who were voluntary Food Stamp Employment and Training participants and who tested at 6th and 7th grade reading levels. Graduates of these FSET technical training programs either found employment or continued in a post-secondary program. MATC also has a long history of successfully offering bilingual training programs using either bilingual faculty or interpreters.

Most recently, during the fall semester of the 2009 academic year, a short-term technical training program in welding was conducted for students enrolled in the college’s Food Stamp Employment and Training Program. This was the college’s first experience implementing the I-BEST model that teamed an adult basic education instructor with the technical instructor. The ABE instructor circulated among the students seeking clarification from the technical instructor as needed. Since the ABE teacher worked closely in the classroom with the lead teacher, his or her familiarity with the material and how it was being presented allowed for a more effective support than is offered under tutoring or support services. By contextualizing the basic skills curriculum, students with lower literacy and math levels were able to take a college-level welding training program. Because of the positive experiences the college has had with bridge programs and with both bilingual and I-BEST approaches to technical training, the college is very interested in developing programs in the construction trades for dislocated workers with low reading and math skills and with limited English proficiency.

5. Evaluation

The goal of this program is to successfully train between 120 and 150 dislocated workers with academic deficiencies or linguistic barriers in basic construction skills and integrated green
skills via a 512 hour course resulting in a skills certificate, post-secondary credit, and an employability plan. It will provide knowledge, skill development, and related experiences in the areas of masonry, electricity, and carpentry. The training curriculum will include green-related competencies. The program will include an integrated remedial academic component that will address each participant’s academic deficiencies or linguistic barriers that prevent them from accessing post-secondary course work or training.

Outcomes include successful completion of the training program and selection of a career pathway in a construction trade including the development of an individual employability plan leading to employment or further training. The evaluation plan will include measurable program outcomes assessed through formative and summative methods of program evaluation. Measurable benchmarks will include the program development plan, timeline for program implementation, assessment of learning gains in construction skill areas and language acquisition, and assessment of knowledge gained of construction careers. The focus of the evaluation plan will be on timely provision of feedback for program improvement, and on factors that lead to institutionalization, diffusion, and sustainability.

Formative data, including input from participants, case managers, employers, a program advisory committee, and external evaluator, will guide the development of the training program and inform project personnel of needed modifications to the curriculum during the five-month training periods. Summative evaluation data will include a description of the final training curriculum and quantitative outcomes such as educational gains in both general math and literacy skills and in construction-related skill areas. Summative data in the form of a final report will be extensively disseminated as described in the dissemination plan.
The evaluation strategies are described in the attached chart listing the activities, key measures and benchmarks, data sources, and a timeline. Both formative and summative measures are included. Data will be both qualitative (e.g., expert opinion, employer feedback) and quantitative (e.g., academic gains, statistical data) and will be used as the basis for any modifications to the instructional program as it is being implemented. Assessment will include a heavy reliance on pre- and post-test measurements with the pre-tests providing baseline data on each cohort prior to instruction taking place. A comparison of the post-test results with the baseline data will provide a more reliable documentation of academic learning gains made as a result of participation in the program. See attached Project Evaluation Chart.

The advantage of an external evaluation is that it applies objective, disinterested scrutiny to the results of evaluation processes, unfettered by ties to the applicant institution or the state, or blinded by familiarity with local history or traditions. The disadvantage of an external evaluation is the other side of the coin; an outsider will miss some of the nuances, cannot know the intricacies of an organization’s operations, and operates within a limited amount of time. Mindful of these limitations, and aware that project implementation, evaluation, and dissemination are social processes, the Project Evaluator identified, Dr. Castro Feinberg, plans to develop as much of the evaluation plan as possible in collaboration with project staff and stakeholders.

The comprehensive evaluation plan to be presented within 90 days after start-up will further specify the multiple measures needed to provide evidence that documents the extent to which the project meets its goals and objectives in relation to the assessed needs of each student cohort. The plan will build in feedback loops for project staff at the end of each cohort session. Evaluation procedures and instruments will be described in sufficient detail to be useful to the
funding source and potential replicators. The purpose of the evaluation is to identify the project’s accomplishments, challenges, and outcomes. Specific evaluation questions to be addressed will flow from these purposes and be responsive to aspects and outcomes of the project that are important to stakeholders, including potential replicators. To provide the perspective needed for interpretation of results and for understanding the conditions under which the results were obtained, contextual and implementation variables will also be described. The overall plan will address implementation, results, outcomes, institutionalization, and the impact of the project on the field of post-secondary education.

6. Primary Objectives and Outcomes

The goal of this program is to successfully train between 120 and 150 dislocated workers with academic deficiencies or linguistic barriers in basic construction skills and integrated green skills via a 512 hour course resulting in a skills certificate, post-secondary credit, and an employability plan.

<table>
<thead>
<tr>
<th>Program Objectives:</th>
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<tr>
<td>1. Develop a training program in general construction skills, including green-skill components, consisting of 512 hours of instruction.</td>
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<tr>
<td>2. Implement ten five-month training programs serving between 120 and 150 dislocated workers over a three-year period.</td>
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<tr>
<td>3. At least 85% of participants will increase their skills and knowledge in construction areas presented as well as in literacy skills in the areas of math, writing and reading as measured by mastery tests and pre- and post-test data.</td>
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<tr>
<td>4. One hundred percent (100%) of participants who complete the program will learn about construction careers, select a career path, and develop education and employability plans based on career path selected.</td>
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<tr>
<td>5. Eighty-five percent (85%) of program completers will enter employment and/or an academic program.</td>
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<tr>
<td>6. Evaluator develops plan in cooperation with staff and stakeholders for fostering internal and external sustainability.</td>
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</tbody>
</table>

The numerical goal for the program implementation is to train between 120 and 150 dislocated workers with academic deficiencies and/or language barriers. The program will also provide knowledge of multiple career paths in construction areas. Outcomes include successful completion of the training program and selection of a career pathway in a construction trade, including the development of an individual employability plan. The evaluation plan focuses on
formative and summative measures of program development and implementation and assessments of gains in construction skills and knowledge of construction careers.

The PaCT Project has been designed to serve the unmet needs of a subset of the dislocated worker population, and given the growing need for replacement workers for retirees, and given the changing demographics of the dislocated worker population, locally and nationally, with respect to ethnicity, language, and level of academic preparation, it is anticipated that there will be a significant need for this type of training program for years to come. These dislocated-worker needs have been reported to MATC by both the HIRE Center and the Workforce Investment Board. Therefore, it is the intention of the college that once the curriculum has been developed, tested, and refined under FIPSE funding, it will be offered by MATC on an ongoing basis as one of its technical training options in the construction trades.

7. The Proposed Work Plan

The PaCT Project is designed to be a joint venture between the Milwaukee Area Technical College (MATC) and the Milwaukee Area Workforce Investment Board (MAWIB) HIRE Center. It will be administered by the MATC Technical and Applied Sciences Division. The Project Director will be the Associate Dean over the program areas to be incorporated into the proposed training (See attached summary of the qualifications of the Project Director). He will devote 10% of his time to the project. In addition, a full-time Project Coordinator will be hired and will be responsible for the day-to-day management and the instructional activities of the project. This person will be required to have extensive experience in the construction trades. The staff of the project will include part-time (15%) administrative support and 160 hours of academic support in the form of individual or group tutoring. The project instructors routinely
provide individual help to students. However, postsecondary students in construction trades will be employed to provide additional tutoring support.

The primary partner in this project is the Milwaukee HIRE Consortium. Consortium members include the Milwaukee County Labor Council, Wisconsin Job Service, AFL-CIO Labor Education and Training Center, Wisconsin Regional Training Partnership, MAWIB, and MATC. The HIRE Center is a specialty One-Stop Job Center providing reemployment and retraining services for dislocated workers. The project will be physically housed at the Wisconsin Regional Training Partnership (WRTP) headquarters.

All programs in the Technical and Applied Science Division have advisory committees made up of members of the program’s industry. Each business advisory committee is charged with reviewing issues associated with the academic program and its course curriculum. Their input and direction is essential to the growth and development of the division’s programs. The members of the advisory committees for Construction will serve on the PaCT Project Advisory Committee. In addition, the Advisory Committee will have representatives of the key partners as well as representatives from the largest CBOs serving the Spanish and Hmong speaking communities: the Spanish Center and the Hmong American Friendship Association. A representative from a third CBO, the Milwaukee Careers Cooperative, will help represent the interests of the English-speaking participants, many of whom will be African American. In addition, a representative of the Building Trades Program at the Waukesha County Technical College will be asked to participate. WCTC also serves and provides workers to the greater Milwaukee area. The PaCT Advisory Board will advise on issues affecting the industry, help define needed workforce skills, review curriculum, and visit training classes.
During the 6-month start-up phase of the project, MATC technical faculty will be contracted to develop the training curriculum. They will take competencies from existing curriculum and add competencies from the “green” curriculum that is currently being developed. The curriculum design will include extensive hands-on experiential learning. To facilitate this approach, a warehouse facility located at the WRTP agency site will be leased so that four house modules will be constructed and used by each cohort of 12 to 15 students. This will allow 3-4 students to work on each module. The modules will include framing, insulation, drywall, doors and windows, portions of a roof for laying shingles, electrical wiring, portions of brick or block walls, metal duct work, materials for retrofitting and weatherization, and all of the components to provide actual hands-on experience for the students.

HIRE staff will provide participant outreach, pre-screening and enrollment, case management, placement services, and follow-up services for one year following the completion of the program. MATC will provide project management and oversight; curriculum development and materials translation; remedial education; second-language instruction (ESL), occupational training; in-house evaluation activities; and project dissemination. Program curricula will be developed during the first six months of the project, but refined, if necessary, over the first two years. These refinements will be based on feedback from the instructors, the students, the case managers, and the external evaluator. Translations of the primary training materials into Spanish and Hmong will also be completed in the first six months of the grant. The planned participant flow is illustrated in the flow chart on the following page.

As can be seen on the graph, dislocated workers that meet the requisite criteria for the proposed program, namely Spanish and Hmong-speaking individuals and English speaking individuals with academic deficiencies, will be recruited and referred to the project by the HIRE
The HIRE Center will determine eligibility for WIA Dislocated Worker funding and...
Center. The HIRE Center will determine eligibility for WIA Dislocated Worker funding and Trade Adjustment Assistance Act (TAA) funding. The workers will then be tested at the MATC Tech program located at the Wisconsin Regional Training Partnership site. A HIRE Center case manager, located at WRTP, will provide ongoing case management for PaCT students on site.

The PaCT training program will include 352 hours of training in the carpentry area covering competencies in the following areas: blueprints, construction materials, framing techniques, first aid/OSHA, doors/windows, green technologies, insulation/weatherization, and drywall/vapor barrier. They will then receive 96 hours in the masonry area covering brick and block construction materials and retrofitting of windows and doors and HVAC/sheet metal (duct work). The students will then receive 40 hours in the electrical area learning skills related to safety and rough installation of electrical wiring.

An ABE/ESL instructor will team-teach with the technical instructor. This team approach allows the technical instructor to focus on specific work skills while the ABE instructor works on the academic skills necessary for learning including study skills, note-taking, contextualized vocabulary, writing, math, and other skills expected of a well-educated workforce. Students who need additional foundation skills development will be served as needed at the MATC Tech Lab located at the HIRE Center. The Tech Lab is operated by the MATC Technical and Applied Sciences Division. It is estimated that students will receive an average of 24 hours of services from the Tech Lab.

After completing the PaCT Construction Skills Certificate program, the dislocated workers will move into employment or into a post-secondary education program at MATC. One of the innovative features of this training program is the fact that it can lead dislocated workers into a wide variety of career paths.
8. **Dissemination Strategies**

The results of the Pathways to Construction Trades Project will be disseminated locally, regionally and nationally. Locally, project information will be regularly posted on the MATC website and issued as college press releases to key local media. Reports will be given to the District Board of Directors, the WTCS Board, college faculty and administration, all MATC’s community-based organization sites, all Wisconsin workforce investment boards, and workforce agency partners. To reach the local business community, project information will go to the Greater Milwaukee Committee, the Metro-Milwaukee Association of Commerce, and to members of MATC’s program advisory committees. Regionally, informational updates and progress reports, as well as the project’s final outcomes and findings, will be provided to the Milwaukee 7 Regional Workforce Authority, the University of Wisconsin Center for Wisconsin Strategy and the University of Wisconsin–Extension Hmong and Hispanic Task Forces. It will also be disseminated to the other 15 districts of the Wisconsin Technical College System via the WTCS website. State legislators and congressional representatives as well as local government officials and business people will be invited to open house events showcasing the project. In addition, a workshop on the project will be offered during annual conferences of the Wisconsin Employment and Training Association, either as a stand alone event or as part of a forum for the RISE Program. Other possible statewide dissemination avenues include relevant state groups such as the Associated General Contractors of Wisconsin and the AFL-CIO Labor Education and Training Center. Nationally, MATC intends to provide at least one workshop on the project at either the American Association of Community Colleges or other professional associations dealing with vocational/technical education. Other national conferences to be considered for dissemination are those of the National Association for Bilingual Education (NABE), Teachers
of English to Speakers of Other Languages (TESOL), National Association for Multicultural Education (NAME), National Conference of State Legislators (NCSL) League for Innovation in the Community College. Interactive TV technology will be sued for panel presentations conducted jointly with institutions interested in replicating the PaCT Project. In addition, a webinar will be developed for access by a broader national audience.

Table of Endnotes

2 Strategic Plan, Construction Industry Institute, October 2008