Pathways to Construction Trades (PaCT)
Learn, Practice, Build

Beverly Sroka, Claudia Vasquez, and Mona Schroeder-Beers
2012

This guide is designed to provide project and curriculum detail for groups and organizations who would like to replicate the PaCT project.

Disclaimer: The contents of this project curriculum guide were developed under the Fund for the Improvement of Post-Secondary Education (FIPSE) grant #P116W090125 from the U.S. Department of Education. However, these contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.
Acknowledgements

The PaCT project was a collaborative effort among the MATC administration, HIRE Center staff and the Milwaukee Area Workforce Investment Board. The Department of Education- Fund for the Improvement for Post Secondary Education, FIPSE, funded the project. Project work began in January 2010.

This guide is dedicated to the students, faculty, staff, administrators, and partners who went above and beyond to create, revise, rework or totally change strategies to deliver success. It is difficult to recognize everyone who contributed to this project; please know that your time and talents are appreciated.

The following groups and individuals deserve special recognition for their role and support of the PaCT project.

Department of Education, FIPSE

HIRE Center Staff and Case Managers- for recruiting participants who had the desire to learn construction skills and related academics and understood the demands of a job in constructions. Recruitment was an essential element in the success of the training.

- Alba Baltodano
- Roger Hinkle
- Bob Clark
- Bertha Gonzalez
- Lisa Harmon
- Emma Golden Kearney
- Joseph 'Pepe' Oulahan
- Mildred Navedo
MATC Faculty and Staff
- Mark Mankowski
- Juan Marquez
- David Strem
- James Bollis
- William Hiltner
- Adam Holmes
- Hoja Stolen
- Francisco Urbina

Project Volunteers - who stepped in to provide training and materials for the electrical unit
- Mark Sroka
- Richard Spaulding
- PaCT Advisory Board

WRTP – for project space, job opportunities, and their flexibility in allowing staff to run classes beyond the regular work day

Milwaukee Area Workforce Investment Board and Milwaukee Job Service – for funding the training of Cohorts 1, 2, 3, 4 and a replication project

Dr. Linda Stewart- Graduation speaker

Southeast Wisconsin Carpentry Training School – for providing tours and job options

Dr. Rosa Castro Feinberg, Project Evaluator – for facing the cold Wisconsin winters to meet with students and staff and for her dedication to her work in evaluation

Michael Benner and Duane Schultz, PaCT Project Directors

Dorothy Walker, Interim Dean of T&AS – for supporting PaCT’s future at MATC
A Note on Using this Guide

This guide was created to help replicate the PaCT training and to provide more detail on projects, activities, and the contextualized curriculum. It is divided into six sections: Orientation Materials, Shop Class, Related Classes, Related Trades, Math & Language Arts, and Portfolio & Other Activities.

The Orientation section immediately follows the Table of Contents and contains the outline and forms used during the orientation. The major goal of the orientation is to help students feel comfortable being “in school” again; the students who participated in this project are dislocated workers and many of them have not been in a formal education setting for a number of years. At the orientation session, staff and faculty deliver a positive message about being a successful learner, discuss topics and activities included in the PaCT curriculum, process the various forms and proctor the pre-tests that will be used to measure skill attainment. Students sign release forms and are informed that the project is funded by the Department of Education – FISPE and that a project evaluator will be visiting them to measure various aspects of the project and ask for their input.

The first tabbed section is titled Shop Class. The shop class consists of 180 hours of hands-on activities which use a developmental approach to learning. Accurately reading the tape measure is a fundamental skill that is practiced repeatedly and reinforced through many activities. It is important to note that the math and language arts activities in the shop class are also taught, reinforced, and contextualized in the academic classes. This section provides details about and demonstrates the teaching of hand tools as well as power tools and concludes with a house-building module. This house module includes weatherization, insulation, interior walls, drywall, windows and doors.

The second tabbed section is titled Related Classes. The related classes consist of 32 hours of Blueprint Reading and 54 hours of Construction Fundamentals. Once again a contextualized approach is used to reinforce learning. In this way, students learn by doing. This tabbed section outlines the projects and related readings the students complete in these classes.
The third tabbed section is titled Related Trades. 16 hours are scheduled for a basic overview of masonry; 8 hours are scheduled for an Initial Lead Safety class; 32 hours are scheduled for OSHA, CPR/AED and First Aid. Upon successful completion of this class, students are able to receive certification cards and 1 program credit from the local technical college partner. The language arts instructor works closely and coordinates coursework with the OSHA class reading and test schedule to assure students are prepared for class each day. This is the only class in the PaCT training that is taught for program credit; the other classes are continuing education or ABE classes. The units on electrical and HVAC (heating, ventilation and air conditioning) are taught by the carpentry instructor with assistance from volunteer electricians.

The fourth tabbed section is titled Math & Language Arts. The curriculum allows for 40 hours of math and 64 hours of language arts. Academic lessons are customized to support the reading, writing and math both in the shop and within related classes. This support is instrumental in helping the students to develop study skills and become better-prepared learners. This tabbed section shows how lessons are sequentially delivered to meet the learning needs of the students by contextualizing problems and projects involving the tools and technology used in PaCT.

The fifth tabbed section is titled Portfolio & Other Activities. Infused in the students' sixteen week class schedule are fieldtrips, guest speakers, soft skill training, assessments, and other career activities which result in each student creating a vocational portfolio. Time for these activities is coordinated and scheduled throughout the PaCT experience. The project coordinator works one-on-one with the students to assist with completing the components of individual portfolios. Other activities include Community Night which is a celebration of student accomplishments, graduation, and insights/reflections about the project from faculty and staff.
Staffing
Consistency in staff strengthens the ability to contextualize the curriculum, to evaluate work, and to make curriculum modifications. The following staffing structure is used to deliver the PaCT training:

- Carpentry instructor teaches Shop, Fundamentals, and Blueprint Reading
- Adult Basic Skills instructor teaches Math and Language Arts
- Masonry instructor teaches Masonry
- Painting instructor teaches OSHA, CPR/AED and First Aid
- Painting instructor teaches: Lead Abatement
- ESL instructor teaches contextualized English as a Second Language – curriculum available on Learner-WEB http://MATC.learnerweb.org (contact PaCT for access)
- PaCT Coordinator assists with Career and Portfolio
- Case Managers from partner agency assist with student needs

The following texts and videos are used and are needed to completely replicate this project. Books that the students use are noted as “Student Book” and the books used by the Spanish class are noted as “Spanish Student Book.” A classroom set including all the student books is available at the training site.

Building & Construction Trades Dept, AFL-CIO. (n.d.). Smart Mark OSHA Trainee Booklets. Smart Mark. - Student Booklets available in both English and Spanish


Activities, reading assignments, tests and quizzes from the above resources are identified within the corresponding sections of the guide. The contextualized curriculum of this project is generated by the coordination of the various instructors’ academic and shop content with the appropriate math and language arts curriculum.

We hope that this material is helpful in replicating the success of our project. For more information on PaCT, please visit our website at: http://www.mutc.edu/pact/index.cfm
# Table of Contents

**Orientation Outline and Form**

**Shop Class tab**
- Hand Tools Instructional Unit
  - Tape Measure
  - Hand Tools
  - Sawhorse
- Power Tools Instructional Unit
  - Picture Frame
  - Jigsaw Bird
  - Bird House
- Building of the House Module
  - Floor Framing
  - Wall Framing
  - Insulation
  - Windows and Doors
  - Drywall
- Green Technologies

**Related Classes tab**
- Construction Fundamentals
- Blueprint Reading

**Related Trades tab**
- Electrical
- HVAC
- Lead
- Masonry

**Math and Language Arts tab**
- Contextualized Math
- Contextualized Language Arts

**Portfolio and Other Activities tab**
- Career Awareness, Exploration, and Preparation
- Community Night
- Graduation
- Insights

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Sample Orientation Program

1. Welcome – PaCT Project Director

2. Introductions
   a. Students
   b. PaCT faculty and staff
   c. Name Tents
   d. PaCT Project

3. Questions about experience, interest, and the project

4. MATC Registration and Forms
   a. Registration form
   b. Self-evaluation on Construction Skills
   c. Information/Photo Release/Data Release
   d. Work History
   e. Evaluator’s Informed Consent Form – Note date of site visit

5. Photos

6. Break (15 minutes)

7. Brief Overview of PaCT Curriculum and Activities
   a. Core Abilities
   b. OSHA/First Aid
   c. Blueprint
   d. Fundamentals
   e. Construction
   f. Masonry
   g. Math
   h. Language Arts

8. Attendance, Portfolio, Career Pathway Exploration

9. Tour of facility

10. Career Surveys – Interest, Personality

11. Wrap-up – Questions and Answers, etc.
SELF-EVALUATION OF CONSTRUCTION SKILLS

Please use this rating scale to respond to the following skill sets:

1 = not at all, 2 = some experience, 3 = a lot of experience or 4 = mastered this skill.

I have used and am confident in using the following tools:

1. Hand saw  1 2 3 4
2. Chisel  1 2 3 4
3. Framing hammer  1 2 3 4
4. Miter Saw  1 2 3 4
5. Combination Square  1 2 3 4
6. Drill Press  1 2 3 4
7. Table Saw  1 2 3 4
8. T-Bevel  1 2 3 4
9. Nipper  1 2 3 4
10. Circular Saw  1 2 3 4
11. Jigsaw  1 2 3 4
12. Speed Square  1 2 3 4

Please use the same rating scale to respond to the following statements:

1. I have used electrical testers  1 2 3 4
2. I have change electrical switches, receptacles, and light fixtures  1 2 3 4
3. I know the proper PPE for electrical work  1 2 3 4
4. I know the proper PPE for construction work  1 2 3 4
5. I have installed window and doors  1 2 3 4
6. I have replaced windows and doors  1 2 3 4
7. I have constructed a building  1 2 3 4
8. I have installed insulation  1 2 3 4
9. I understand the “r” value for insulation  1 2 3 4
10. I have installed new drywall  1 2 3 4
11. I have taped drywall  1 2 3 4
12. I have repaired drywall  1 2 3 4
13. I understand and have used Blueprints  1 2 3 4
14. I have done Masonry work  1 2 3 4
15. I understand the basics of Heating, Ventilation and Air-Conditioning  1 2 3 4
CONTACT INFORMATION

My Name: ________________________________

Address: __________________________________

City: ___________________ Zip Code: ______

If necessary, I can be contacted by:

Telephone: ______________________________

E-mail: _________________________________

Cell Phone: _____________________________

PHOTO RELEASE FORM

I, ___________________________ hereby give MATC and their legal representatives and assigns, the right and permission to publish, without charge, photographs taken as part of the PaCT Project from October 17, 2011 to March 27, 2012.

These photographs may be used in publications, including electronic publications, or in audio-visual presentations, promotional literature, advertising, or in other similar ways.

I hereby warrant that I am over eighteen (18) years of age, and am competent to contract in my own name.

Signature: ________________________________

Month/Day/Year: __________________________

PROJECT DATA RELEASE FORM

I, ___________________________ hereby give MATC and their legal representatives and assigns, the right and permission share data on my test scores from assessments taken at the HIRE Center and as part of the PaCT curriculum. I understand this data will be published in reports. I also understand that my individual test scores will never be published with my name. My name and data will be used together only for statistical analysis.

Signature: ________________________________

Month/Day/Year: __________________________
Work History
(Used for FIPSE Project Evaluation)

I, ____________________________, had been working as a

Either name or #

___________________________ for ___________________________.

job title name of company

My wage/salary was ________________ per hour/per year.
Informed Consent Form

We would like you to participate in the Evaluation of Project PaCT. Your participation is important to us and will help us assess the effectiveness of the program. We will ask you to answer questions in an interview.

We will keep all of your answers confidential. Your name will never be included in any reports and none of your answers will be linked to you. The information that you provide will be combined with information from everyone else participating in the study.

You do not have to participate in the evaluation. Even if you agree to participate now, you may stop participating at any time or refuse to answer any question. Refusing to be part of the evaluation will not affect your participation or the services you receive in Project PaCT.

If you have any questions about the study you may call Dr. Rosa Castro Feinberg, External Evaluator, 305-815-XXXX.

By signing below, you confirm that this has been explained to you prior to your interview and that you understand it.

Please Check One:

AGREE TO PARTICIPATE

DO NOT AGREE TO PARTICIPATE

Signed: ________________________________

Participant

Date: ________________________________
Pathways to Construction Trades (PaCT)
Syllabus

Course Information
Credts 1
Contact Hours 420
Instructor Bev Sroka, Dave Strem, Claudia Vasquez
E-mail Address srokab@matc.edu, stremd@matc.edu, mvasquez5@wi.rr.com
Campus WRTP
Office Hours Bev Sroka 414-416-7565
Dave Strem 414-297-7565
Claudia Vasquez 414-617-7565
Mona Schroeder-Beers 414-297-8567

Beginning Date 10/17/2011
Number of Weeks 15
Meeting Times/Location WRTP
3841 W. Wisconsin Avenue
Milwaukee, WI 53208
414-342-9787

Schedule to follow.

Call MATC for class cancellation information at 414-297-8561
If MPS is closed, our classes will also be cancelled.

Description
This program is designed to train dislocated workers in basic construction skills and integrated green skills via a 420 hour course for English language origin participants resulting in skills certificates, postsecondary credit, and employability plans for program graduates.

This course will consist of 420 hours:
32 hours of OSHA/First Aid
180 hours of PaCT Construction (hands on lab work)
56 hours of PaCT Fundamentals of Construction
32 hours of PaCT Blueprint Reading
16 hours of PaCT Masonry
40 hours of PaCT Contextual Math (Arithmetic for Carpenters)
64 hours of PaCT Contextual Language Arts

OSHA/First Aid is designed to introduce students to various OSHA standards necessary to secure employment in the construction trades. Students will also learn basic first aid, CPR and AED.

Construction for PaCT is a practical course which includes the development of skills in the use and care of carpenter hand tools and portable machines.
The fundamental principles of layout and erection of floor decks and walls are practiced in the shop. This course also covers materials and methods used in construction, hanging drywall, taping and repairing drywall, basic door and window installation including casing trim work and resizing door and window openings. Basic electrical, HVAC, and green building technology will also be covered.

Fundamentals of Construction for PaCT is a practical course which includes the development of skills in the use and care of carpentry tools. This course focuses on the basics of tool safety and includes development of the knowledge of building materials.

Blueprint Reading for PaCT is a basic course in reading blueprints. Learning abbreviations and symbols used in print reading. Reading and understanding the prints as they relate to various projects built in the shop.
Masonry for PaCT provides an introduction to bricklaying and masonry. Students will learn about the different building materials used in this trade and will have hands on training in handling bricklaying tools, spreading mortar, laying bricks and blocks. Theory will also be covered.

Textbooks


Learner Supplies
Three-ring binder and a pencil.

Core Abilities
A. Communicate effectively.
B. Collaborate with others.
C. Respect diversity.
D. Demonstrate responsibility.
E. Think critically.
F. Utilize technology.
G. Apply math and science.

Guidelines for Success
Attendance 2
Importance of class attendance: Class attendance contributes significantly to academic success. Students who attend classes regularly tend to earn higher grades and have higher passing rates in courses. Excessive absences may jeopardize your grades or even your ability to continue in this course. Attendance will be taken in each class. Late arrivals and early departures will be documented and weekly attendance records will be sent to the Hire Center.

Class absences: If you are absent from class for any reason you are responsible for all missed work and for contacting the instructor promptly.

Digital Courtesy
If you carry a cell phone to class, turn it off for the duration of the class.

Cell phones are a distraction in the classroom and shop and could be a safety hazard.

How To Get The Most Out Of This Learning Experience
Take charge of your own learning. Raise questions, probe, explore, go after what you need.

Be open. Use your imagination, consider new possibilities, and create something new for yourself.

Give as well as receive. Give liberally to co-learners and be prepared to receive a great deal from them.

Have fun. Plan to thoroughly enjoy this opportunity to learn and to grow.

Safety, Housekeeping, and Property Guidelines
To remain in the program, students must adhere to safety guidelines and treat the WRTP facility as they would a
typical workplace. Horseplay will not be tolerated. Cheating will not be tolerated. Work performed in the shop must be executed in accordance with the safety standards as set forth by MATC and the specific safety precautions for each task. Students are required to wear the appropriate personal protective equipment when in the shop area or working on activities that may pose a hazard to themselves or others. It is the duty of all students to watch out for safety throughout the area and bring any unsafe practices they might observe to the attention of the instructor.

Students are required to know the location of all fire exits, fire extinguishers, emergency evacuation routes, and a procedure to obtain help in an emergency.

Tools belong to MATC and are not to be taken from the WRTP facility. All tools are to be used safely and with respect. Tools are to be returned to their proper storage space at the end of each class. Supplies are provided by MATC and are to be used with discretion. Wasting supplies will not be tolerated.

Students must purchase their own steel-toed safety shoes and wear them any time they are working in the shop.

Good housekeeping is important to safety in any operation, and the construction industry is no exception. Students are expected to keep their work areas neat and orderly, minimizing potential safety hazards.
PaCT Career Options

Pathways to Construction Trades (PaCT) training leads to additional work and training opportunities.

Education

MATC Construction and Related Programs
- Carpentry
- Cabinetmaking
- Plumbing
- Masonry
- Electrical
- Welding
- Architecture Technology
- HVAC
- Appliance Repair
- Civil Engineering

Other Education Opportunities
- MATC offers 200 Associate Degree, Diploma, and Certificate Programs
- PaCT graduates have increased Accuplacer test scores to access these programs
- Transfer options to 4-year schools to advance training and employment opportunities (example: Construction Management @ UW-Stout)

Employment

Other
- Laborer
- Residential Manager
- Welder
- Painting
- Other Apprentice Trades

Self-Employment
- Drywall
- Windows/Doors
- Handyman
- Insulation

Apprenticeships in Carpentry
- Carpenters
- Cabinetmakers
- Floor Coverers
- Millwrights
- Pile Drivers
- Interior Systems
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Daily Feedback Form

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I really liked __________________________________________________________

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Daily Feedback Form

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