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Milwaukee Area Technical College

*Project Get Started:
Phase II Report*



■
September
1997

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Project Get Started:

Phase II Report

Milwaukee Area Technical College

September 1997

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DEDICATION

Dr. Teresa Kelley was co-director and an integral part of Project Get Started. Tragically, she was killed in a car accident en route to work on April 3, 1997. Her role as chief researcher and statistician was crucial to the project for we, her colleagues, relied on her work to evaluate the collected data. She was a brilliant, caring and understanding individual. Her passion for the project and its success helped to overcome many of the obstacles we encountered as we tried to organize this groundbreaking project. Her humor and positive attitude inspired the teams when we were challenged as well as when we were sailing along smoothly. We, the Project Get Started team and her colleagues at MATC, dedicate this report to her life and legacy.

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SECTION ONE

Project Get Started: Phase II Report

Assessment Team Report

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September 1997

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Assessment Team Report

by Francine Triplett, Milwaukee Area Technical College Project Get Started

Executive Summary

Historically, Aid to Families with Dependent Children (AFDC) welfare employment initiatives have exempted mothers with young children from work requirements. Given the high costs of providing child care and limited funds available for welfare employment programs, most program operators have focused on women with school age children. In Wisconsin welfare reform initiatives have gradually required mothers with younger children to participate in work programs. For over twenty years women with children under six years of age were exempt from work requirements. Then in 1988 Wisconsin lowered the age to exempt only women with children under two years of age, and more recently to exempt only mothers with children under one year of age. Under "W-2," the state's new welfare initiative, only mothers with children under 12 weeks of age will be exempt from work requirements.

As part of a concerted effort to prepare for the transition to the state's work-based "W-2" program, the Private Industry Council of Milwaukee County and Milwaukee Job Center Network agencies created a multi-agency project called Project Get Started to address the needs of caretakers with children under age one. The project was developed by Milwaukee Area Technical College and the Private Industry Council, directed and operated by MATC, with child support staff from Milwaukee County, and with the participation of the following JOBS operators: Goodwill Industries, Job Service, Opportunities Industrialization Center, United Migrant Opportunity Center, and the YWCA.

This project provides an in-depth analysis of the new population of mothers (with children ages three to twelve months of age) now required to work as a condition of their public assistance. The study population was taken from a list of 2,190 women who were caseheads receiving AFDC in November 1996 in Milwaukee County and who were exempt from work requirements because of the age of a child born between January 1, 1996, and October 31, 1996. Project staff contacted all cases by mail or phone to schedule a time for an assessment interview. In all, assessments were conducted on 1,551 of these cases from February through June 1997. The three to four hour orientation and assessment process included a group session which detailed the upcoming changes in W-2, child support policies, rights and responsibilities, followed by reading and math tests and in-depth interviews by project staff. Employment plans for each caretaker included an assessment of the employability of the individual using a classification system developed by project staff in cooperation with the Private Industry Council.

These assessments represent one of the most comprehensive studies available on the population of mothers with young children who are expected to enter the labor force under many new state welfare initiatives. The recommendations and demographic analysis which follow are based on the information obtained during the assessment process and the observations of project staff.

Recommendations

1. Provide short-term training modules in entry level high demand occupations for caretakers with limited labor market experience. Job areas of highest interest were in clerical and computer jobs, health fields, child care, cosmetology, light industrial work, environmental services and food service--all areas of high demand in the labor market.
2. Collaborate with employers, businesses, community-based organizations and educational institutions to provide training designed to upgrade skill levels and improve workplace retention for current workers. Most participants have some prior experience or training and a high level of interest in upgrading their skills. Two examples of employer-linked short term training currently in place at MATC are a pre-employment training program designed to provide entry level skills for assembly machine operator positions with Tecumseh Products Company of Grafton and an entry level skill training program for welders with the Wisconsin Machine Tool Corporation of West Allis.
3. Utilize mentor programs to assist caretakers through their initial employment phase. Under a pilot project developed by Ameritech and MATC, mentors provide comprehensive assistance, emphasizing the importance of values, work ethics, positive interpersonal skills and communication skills in the workplace. Incentives and tangible forms of recognition are offered for successful job performance and retention. Job retention was identified as a major problem for many caretakers assessed by Project Get Started.
4. Develop workshops to address family and personal needs which may interfere with successful transition to the workplace. Many caretakers need to improve their life management, parenting and group interaction skills. Parents requested workshops and other help dealing with money management, parenting, abusive relationships and legal problems.
5. Provide ongoing classes to improve reading and math skills for those caretakers lacking basic workplace skills. The majority of those tested had reading and math scores which required instruction in the basic fundamentals of reading and math.
6. Offer workshops and counseling to assist mothers in identifying infant child care available and assessing the quality of care offered. Two-thirds of the caretakers requested help with child care and only 19 percent had a mother or friend available to care for their baby. Most caretakers had one or more additional pre-school or school-age children needing child care.
7. Develop a system for referring caretakers with serious family problems needing immediate attention to the social service agencies under contract with the State of Wisconsin. During the interview process, Project Get Started staff identified 196

caretakers (12 percent of the total) needing help with abusive relationships and 148 caretakers (9 percent of the total) with AODA problems. These problems may take precedence over job placements for mothers with very young and potentially vulnerable children.

8. Project Get Started assessed the level of employability of caretakers and based on the detailed assessments developed recommendations for each level.

LEVEL 1: Assessed as Most Ready for Employment. These participants showed recent labor market attachment (allowing for pregnancy and childbirth) and did not appear to possess severe barriers to employment. Caretakers in this population need encouragement for continued upward movement in the workplace, additional skill development, and support leveraging their job experience into full-time, permanent employment. One-third of this group is employed, but often that work is part-time or temporary.

LEVEL 2: Assessed as Ready for Employment With Minimal Help. These participants usually had employment history but may have been out of the workforce more than 12 months or had a spotty employment history with job retention problems. These caretakers need support making the transition to employment through career counseling and a combination of short term training and employment. Many caretakers need to see the value of building a good employment history and could use support services to prevent job losses due to personal and family problems.

LEVEL 3: Assessed as Ready for Employment But Facing Barriers. These participants usually had no previous employment history and barriers to employment were identified that might be remedied while engaged in full-time employment. These caretakers need an introduction to realistic job options, job counseling and training, and help learning the attitudes and skills for job retention. Participants need substantial new skills and development of math skills in an occupational context. Both group and individual counseling are necessary for those caretakers in fragile personal situations: e.g. mothers in abusive relationships or recovering from drug abuse, convicted felons building a new life. Others have children with chronic health problems requiring extensive case management and special child care arrangements.

LEVEL 4: Severe Barriers to Employment Identified. These participants had significant impediments to employment, including physical, psychological or alcohol and drug abuse (AODA) problems or limited English-speaking proficiency. Personal support needs are a first priority. Education and training are required to prepare this group for entry level employment since many caretakers had little schooling and their math skills are extremely limited. Most caretakers could benefit from counseling on what is available and feasible in the labor market. True self-sufficiency is likely to prove a most difficult goal for those at Level 4.

I. Background Information - Project Get Started

As of September 1, 1997, the state of Wisconsin will witness the emergence of a new paradigm and movement to self-sufficiency in its transition from welfare to work under Wisconsin Works (W-2). During the month of December, 1996, in a concerted effort to prepare for this transition, the Private Industry Council of Milwaukee County (PIC) and the Milwaukee Job Center Network agencies as local partners of the Wisconsin Department of Workforce Development Division of Economic Support announced a multi-agency project called "Project Get Started" to address the needs of caretakers with children between the ages of twelve weeks and one year old and to help them transition into Wisconsin Works (W-2). The proposal outline was developed by Russell Prust of Milwaukee Area Technical College and Clark Earl of the Private Industry Council. The Milwaukee County Local Collaborative Planning Team (LCPT) designated the Milwaukee Area Technical College as the lead agency for operating the initiative. The goals of the initiative, as developed by Prust and Earl were as follows:

- To effectively assess and prepare an Employability Development Plan for 2300 (previously exempt) AFDC caseloads with children under one year of age;
- To analyze priority needs for this group based on infant-toddler child care, education, parenting skills, work activity and other services necessary to successfully engage this group in W-2 transition;
- To make recommendations based on the above needs as they will impact W-2 plans or contracts;
- To engage 75% of participants in some level of appropriate job readiness, education, parenting skills, or work activity for at least 10 hours per week.

The proposed assessment began on February 3, 1997. After three weeks of intake, a sufficient number of assessments were available for a preliminary report on the population. That report Project Get Started:Phase-I Report offered recommendations to support discussions by the State/PIC team as contract negotiations began with W-2 providers selected to serve Milwaukee County's six regions. The final report provides an analysis of the entire population of 1,551 caseheads assessed. This group of caretakers is considered by the state the most fragile. Some caretakers are already employed. Others are faced with a multiplicity of problems. Their unmet needs relate to the lack of skill attainment, job qualifications and employment readiness compounded by the need for quality child care and viable transportation. It is paramount that a collaborative effort be made to address these problems. Given the collaboration which took place and based on the comprehensive assessment tools designed by the Project Get Started Team, the interviewers were commissioned to obtain pertinent information and make sound recommendations for engagement activities associated with facts rather than anecdotal or unsubstantiated perceptions.

II. Assessment Process

Implementation and operations of Project Get Started required vision and strategic planning which were key elements in the development of the orientation and assessment process. An external team comprised of JOBS operators and representatives from the county and state was recommended by the Local Collaborative Planning Team to develop the processes in working with the participants and to monitor the progress of Project Get Started in this collective venture. The significance of selecting a team of interviewers with diverse backgrounds and ethnic orientations was recognized early on. The MATC team was carefully selected to include individuals of Asian-American, African-American, Caucasian, Hmong, Hispanic, and Native American descent. This made for a heterogeneous group equipped with bilingual skills and a wide range of experiences in education and human services. As a result, the interviews yielded detailed and personal information often not available.

After meeting collectively and debating the merits of various assessment approaches, letters were sent out to caretakers inviting them to MATC for an orientation/assessment. The team settled on single sessions which were conducted morning and afternoon, three to four hours, daily. The length of time largely depended upon the number of participants attending. The session would begin with a group meeting approximately one hour long. That meeting provided caretakers with an overview of the assessment process; an outline of the changes coming under W-2, specific to the circumstances of these individuals; and an introduction to the individual JOBS operator with case management responsibility. A representative from the Department of Child Support Enforcement introduced her agency and was readily available throughout the session to work individually with each participant. The representative from the JOBS center completed the Rights and Responsibilities Form which was the first form to be completed and signed by the participant detailing their rights and responsibilities as caretakers.

Finally, the MATC team guided the caretakers through the remaining forms. An Enrollment form which was developed specifically for the CARES system enabled operators to complete enrollment as well as gain data pertaining to personal and work history for assessment. Next to be completed was the Participant Information form providing information on the participant's education, employment and support service needs. Based on the completion of each of these forms and in-depth interviews with each participant, the interviewer was responsible for providing the JOBS operator with a Summary and Recommendation.

The remainder of the sessions involved moving participants between two activities. They would complete individual interviews and take the Accuplacer test. The interviewers would briefly check and verify information on the enrollment form. They would then proceed to gather additional information needed through probing for intimate or attitudinal information: issues related to family or abuse, problems with alcohol or other drug use, understanding of and adjustment to the changes coming under W-2.

Participants would identify the barriers and needs they saw while the interviewers would outline recommendations and suggestions based on their expertise. (See Appendix -A).

The Accuplacer is a self-paced computerized adaptive test which we chose to use in measuring the literacy of participants. The math and reading segments of the test were conducted. Completing these two segments generally took 45 to 60 minutes. This resulted in a large commitment in time, but as this report later demonstrated, it provided particularly useful information. Participants with little or no English were exempt from the testing. Periodically, because of the newness of the computerized system at MATC, we experienced some problems during the testing process. Assessment could take many forms and fashions (Auspos & Sherwood, 1992). We could probe more deeply, explore more invasively. However, time, space and resources limited the options. The steep learning curve for the team, in terms of W-2 rules and regulations, JOBS operator procedures, and so forth, also dictated certain choices. Within these restrictions, the team collected a large amount of information. (1).

Within a period of six months the MATC team also developed and conducted a total of forty-two workshops with a total of 480 participants attending. The team conducted these workshops in addition to functioning in their interviewing capacity. As a result of the training, many women were inspired to transition to a state of work readiness.

III. Phase I-Recommendations

Dr. Teresa Kelly in her Phase-I Report proposed the following recommendations by levels based on the representative sampling of cases assessed by February 1997.

LEVEL I- Recommendations for participants most ready for employment.

- Encourage continued upward movement in the workplace. These individuals are doing everything they are supposed to do: work, school, child rearing. Validate the effort they make everyday. Their success ought not lead to an immediate elimination of services, particularly education and training;
- Support the transition to employment. One-third of this group is working, but often that work is part-time or temporary. They need help to leverage their work experience into full-time, permanent employment. They must get above the \$5.88 per hour average wage; and they need jobs with benefits;

(1) This information on the assessment process draws upon the description documented by Dr. Teresa Kelley in Project Get Started Phase I - Report.

- Support lifelong learning. This group knows first-hand the value of education. Some already juggle work and school. They need a mechanism so they can continue adding skills that will make them yet more valuable to the workplace;
- Provide greater direction in finding child care;
- Recognize their support needs. The success of these individuals is tenuous. They may not have the personal support systems to help them remain at Level 1. The genuinely greater problems at Levels 3 and 4 should not override the support needs at Level 1.

LEVEL 2 - Recommendations for participants who have been out of the labor force but have work history.

- Encourage and motivate. Their longer history on AFDC suggests these individuals need greater reassurance and longer follow-up to reach full-time, unsubsidized employment. With greater personal resources (self-esteem, motivation, education, and training) they can move to Level 1. Without help, it is possible their barriers will increase. As with Level 1, their relative success should not lead to an immediate end of services, particularly in education and training;
- Support the transition to employment. Few in this group work, but most have worked. Simply getting back to work in a supportive environment may be enough. However, the lower incidence of training suggests a combination of short term training and work may be more appropriate. In addition, job retention is not as good at Level 2 as at Level 1. Individuals need to see the value of building a good work history. Some may also benefit from career counseling;
- Support lifelong learning. Math skills at this level are acceptable but marginal. Occupationally based math should be part of their job readiness. Because they have less in the way of schooling and training, many have gaps they need to fill;
- Provide greater direction in finding child care. As with Level I, the individuals in this group need to know how to find and evaluate caregivers;
- Recognize their support needs. As with Level 1, it is inappropriate to assume that simply holding down a job eliminates all barriers. Preventing recidivism in this group means acknowledging the personal issues in their lives.

LEVEL 3 - Recommendations for participants with no previous work history and mild barriers to employment.

- Build self-esteem. Often, the individuals in this group feel beaten down. They have a notion of the expectations of W-2, but the impending changes overwhelm and sometimes frighten them. Build many small successes along the way to independence. Some individuals at this level are so negative about themselves that motivating them takes on a different quality than at Levels 1 and Levels 2;

- Provide job counseling and job training. The participants need substantial new skills. However, for most, an introduction to realistic job option teamed with individual career counseling is necessary. They do not know the world of paid employment. Learning the attitudes and skills for job retention is particularly important at Level 3;
- Encourage the development of math skills. Most individuals at Level 3 have poor math skills. This lack complicates their personal lives (keeping a budget, balancing a checkbook). It also restricts them to a narrow range of jobs. However, many had negative experiences with school. They need math education set in an occupational context; they have to see a concrete link to their own lives;
- Expect major need for personal support. First, this level is less realistic about the impact of W-2; they need both group and individual counseling on what lies ahead. Some are in fragile personal situations; abusive relationships, recovery from drug abuse, convicted felons building a new life. Others have children with chronic health problems. They will entail extensive case management; inevitably, they will be time-consuming. Child care is but one aspect of their wider personal needs.

LEVEL 4 - Recommendation for participants with significant impediments to employment.

- Tackle personal support needs first. Each person at this level represents a highly complex interaction of many barriers. Each requires individual appraisal. Generally, they fall in two subsets: 1) cultural barriers or 2) psychological barriers;
- Maintain cultural sensitivity. For some at Level 4, especially immigrants, W-2 represents a collision with their values. It may remain for the first generation born in the United States to develop a comfort level with the new values;
- Provide for language-based needs: interpreters, ESL, and occupational ESL. The population that requires these services is small, but the need is intense. The Hmong women we assessed often speak no English. The Spanish-speaking women divide about 50/50. Half have minimal problems; half are struggling;
- Educate and train. Members of this group have little schooling. Most can read but their math skills are extremely limited. They have no job training; 60% have never held paid employment. They need to learn about the workplace and they need job counseling. They need to plan what is reasonable and possible. True self-sufficiency is likely to prove a most difficult goal for those at Level 4 to reach.

IV. Phase II - Recommendations

Dr. Kelley's recommendations in the Phase-I Report remained applicable throughout the full population study. We have also identified a number of pilot projects and training programs which would contribute to improved skills for the assessed caretaker population.

- Continue to collaborate, plan, conduct research and implement activities through collective enterprises and partnerships in support of the participants' transition to employment;
- Continue to motivate, encourage and reinforce education and training of participants.
- Establish and design well thought-out programs and short-term training modules in collaboration with employers, businesses, community based organizations and educational institutions to empower, educate, train and enrich workplace effectiveness of participants. (Examples would include the following:)

A. Mentor/Mentee Training Programs:

Programs should be designed to provide participants with support, tools, resources and information to effectively assist them through their initial employment phase. The mentors would be comprehensively trained to work with mentees, emphasizing the importance of values, work ethics, the development of positive interpersonal skills, and communication skills in the workplace. Mentees should be provided with incentives and tangible forms of recognition if they are retained and maintain average and above average performance on the job. (See pilot Project with Ameritech and Milwaukee Area Technical College in Appendix B.)

B. Develop Soft Skills Training Workshops:

Soft skills training should be a key component in helping participants transition into a work-readiness mode. Participants need an opportunity to develop relevant life management skills to effectively function in the workplace and their community. Many participants requested assistance in acquiring strategies and techniques of positive parenting. Through becoming knowledgeable and enriched by these skills they can become models for their children in order to prepare them for the future. In addition, the participants need connections with an educational institution to access information on job skills, employment trends, career opportunities, parenting techniques and community resources. Through strong commitment, dedication and leadership by community leaders, business leaders, advocates and educators, the anticipated outcome should be a positive and fulfilling one. The Project Get Started Team at Milwaukee Area Technical College developed a series of workshops to help participants address many of the needs they had identified. Based on information disclosed by participants in the workshops, many had very little to no support system. For them the workshops allowed for interactive communication with peers and led to development of

personal support systems and relationships. These participants began to feel comfortable, sharing, caring, listening, speaking and bonding on their personal and family concerns. Other participants simply needed motivation to process their thoughts and feelings in a cooperative group setting. Their desire was to learn how to deal with change in a constructive and self-actualizing way.

Participants were asked to complete evaluation forms pertaining to workshops: Some of the comments were as follows:

Parenting Workshop

“The parenting workshop taught me to be more understanding of my children, and that I should never give up no matter how bad things can get.”

“I really enjoyed the talking and discussions we had. I gave some information back to the group, and I also gained more information than I realized would be available”

Motivation Workshop

“The workshop taught me how to speak out”.

“It gave me a good feeling and it motivated me to move forward. I think they should provide these workshops to teenage mothers before they turn to welfare.”

“Even though I came with a negative attitude, I was motivated before I left”.

Self Esteem Workshop

“With Project Get Started I feel that I have someone that I can talk to.”

“I liked the experience, and it really gave me a chance to look at myself and see the things I need to change about myself”.

Sexuality Workshop

“I feel the class was very informative and helped me to appreciate my body and mind more”.

“I enjoyed it and I learned a lot about how to be more firm in relationships and to treasure my body more and not let men have control and power over me. I also learned to forgive myself for having a baby by the wrong man”. (See Appendix C- Soft Skills Training Workshop).

C. Short Term Vocational Programs

Short term vocational programs would include 6 to 8 week programs designed to focus on availability of jobs, potential salary capacity for program completers and potential for future educational opportunities within the defined minimal entry level occupations.

Milwaukee Area Technical College, through the help of the Deans of the divisions designed short term vocational programs to address the needs of Project Get Started participants as well as others who fell in the E-2 category. (See appendix D- MATC Short Term Vocational Programs).

D. Customized Employer Linked Training

This training involves the educational institution working directly with the employer to identify the specific job skills needed in the curriculum. The employer is involved with the selection of the students who will participate in the training. Upon successful completion of the program, the employer guarantees employment. (See Appendix E - MATC Customized/Employer Linked Training).

E. Support Groups and Support for Participants with Multiple Barriers

Participants should be encouraged to join support groups such as church organizations, work groups, community groups, to gain a sense of belonging, a sense of unity, and develop bonding relationships with others who have similar life situations in order to come to a level of realization that their situations and circumstances are not isolated cases.

To assist some caretakers requires an understanding of the underlying reasons for their strong sense of fear and denial. Some parents experienced a myriad of adverse conditions which re-enforced and exacerbated their fears. They need to plan, heal and move forward. It is important that they are helped in very sensitive, supportive and encouraging ways to develop the skills needed to engage in the world of work competitively and productively. Workable solutions must be established which will enable them to reach their full potential.

Many of the women assessed desired positive change in their lives but felt a sense of powerlessness and fear because they lacked the appropriate and necessary life management skills to affect change through self-actualization.

F. On Line Classes

Developmental classes designed to enhance reading and social skills of participants and to afford them the opportunity to gain knowledge to transmit to their children via special assignments and projects by way of the internet and world wide web. (Computer labs must be available to participants in order for their particular project to be successful at an educational institution or community based organization). (See appendix G - MATC Reading/Writing Partners).

G. Occupational Basic Skills Training

Individuals faced with the requirement to participate in a work activity, but who lack the basic skills needed to transition into unsubsidized employment, can benefit from instruction that integrates academic and occupational content. Such a program prepares participants to enter a specific occupational area. Under the MATC Education for Employment (E-2) program, W-2 participants with less than 12 years of education are engaged in an occupational basic skills component in conjunction with their required work component (See Appendix F for a description of the MATC E-2 Plan).

SECTION TWO

Project Get Started: Phase II Report

Demographic Summary

by

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Demographic Summary of Project Get Started Participants

by Lois M. Quinn, University of Wisconsin-Milwaukee Employment and Training Institute¹

The Private Industry Council of Milwaukee County initiated Project Get Started to assess the employment readiness, skills and child care needs of mothers with children under one year of age who receive AFDC and are expected to find employment under "W-2," the state's new welfare initiative. This project was operated by Milwaukee Area Technical College in cooperation with JOBS program operators. Technical college staff conducted an extensive assessment of caseheads to identify child care, education, work activities, and other services necessary to successfully engage in W-2 transition. Caretakers were then offered a number of workshops to assist them in preparing to find employment, secure child care and address family problems.

This report summarizes the characteristics of the 1,551 caretakers with children three to twelve months of age who were assessed by MATC staff from February through June, 1997. The study population was taken from a list of 2,190 caretakers receiving AFDC in Milwaukee County and caring for at least one child born between January 1, 1996 and October 31, 1996. Only caretakers having a "CA" (caring for child under age one) work exemption code in November 1996 were included in the sample selection.² These assessments were conducted to provide critical information on an AFDC parent population considered difficult to place in employment and a population of babies considered "fragile" and possibly at-risk under current welfare changes. This study utilizes the 110 variables identified by Teresa Kelley, Francine Triplett and the MATC Project Get Started team in the ten to twelve pages of interview data (see Appendix A).

Findings

- Although they had very young children, about 6 percent of the total population assessed were employed full-time and 8 percent were employed part-time (less than 35 hours a week). The median age of babies when mothers reentered the labor market was six months old, although some mothers reported continued employment through their pregnancy and child's early months. In addition to these women who were already employed, 25 percent of the population had recent labor market experience, and 41 had been employed sometime in the past, while 20 percent had no reported labor market history.

¹ Assistance in data analysis was provided by University of Wisconsin-Milwaukee Employment and Training Institute research assistants Valerie L. Colcord, Alice Klima, David J. Rademacher, Chera L. Roovers and Tiffany N. Slade.

² The study population did not include many mothers ages 18-21 who were under the Learnfare or Family and Parental Responsibility Act experiments, mothers recently applying for AFDC without "CA" work exemption codes entered, women with reported pregnancies, women assessed as incapacitated for employment, and caretakers aged sixty and above. About half of the excluded population were young mothers under 21 years of age. The non-"CA" populations may show different demographic characteristics, readiness for employment and educational needs and represent another "challenging" population to be affected by new Wisconsin welfare reforms.

- When caretakers were asked to state their occupational goals, the job areas of highest interest were in clerical and computer jobs, health fields, child care, cosmetology, light industrial work, environmental services and food service. All of these areas are in demand in the current labor market and many require short-term training -- particularly for certified nursing assistants and child care workers. In the health and computer fields, workers may be able to advance to better-paying jobs with additional training.

**TOTAL POPULATION ASSESSED
(1,551 Families With Child Under Age One in November 1996)**

<p>Labor Force Strengths</p> <p>46% have completed high school or a GED 39% were employed within the past 12 months 39% can run some job-related equipment 38% have some job training 19% have some postsecondary education 18% have a job-related license or certificate 15% have drivers license and access to a car 14% are currently employed</p> <p>Labor Force Limitations</p> <p>72% do not have a drivers license 53% have not completed high school 20% have no employment experience 16% have child with permanent health problems complicating work/child care 8% have permanent health problems that could interfere with their employment 7% have less than a 9th grade education 6% have temporary health problems that could interfere with employment 5% are now pregnant 3% do not speak English</p>	<p>Educational Needs</p> <p>72% need basic math skills (of those tested) 35% need remedial reading (of those tested) 5% have limited English proficiency</p> <p>Child Care Needs</p> <p>69% need help with child care 55% have more than two children 24% don't know what child care to use 23% have child with ongoing health problems 19% have a mother/friend to watch children 17% have more than four children</p> <p>Social Service Needs</p> <p>24% requested help with money management 18% requested help with parenting 16% requested help with child's behavior 13% requested help with abusive relationship 9% have history of drug or alcohol abuse 7% requested help with legal problems</p>
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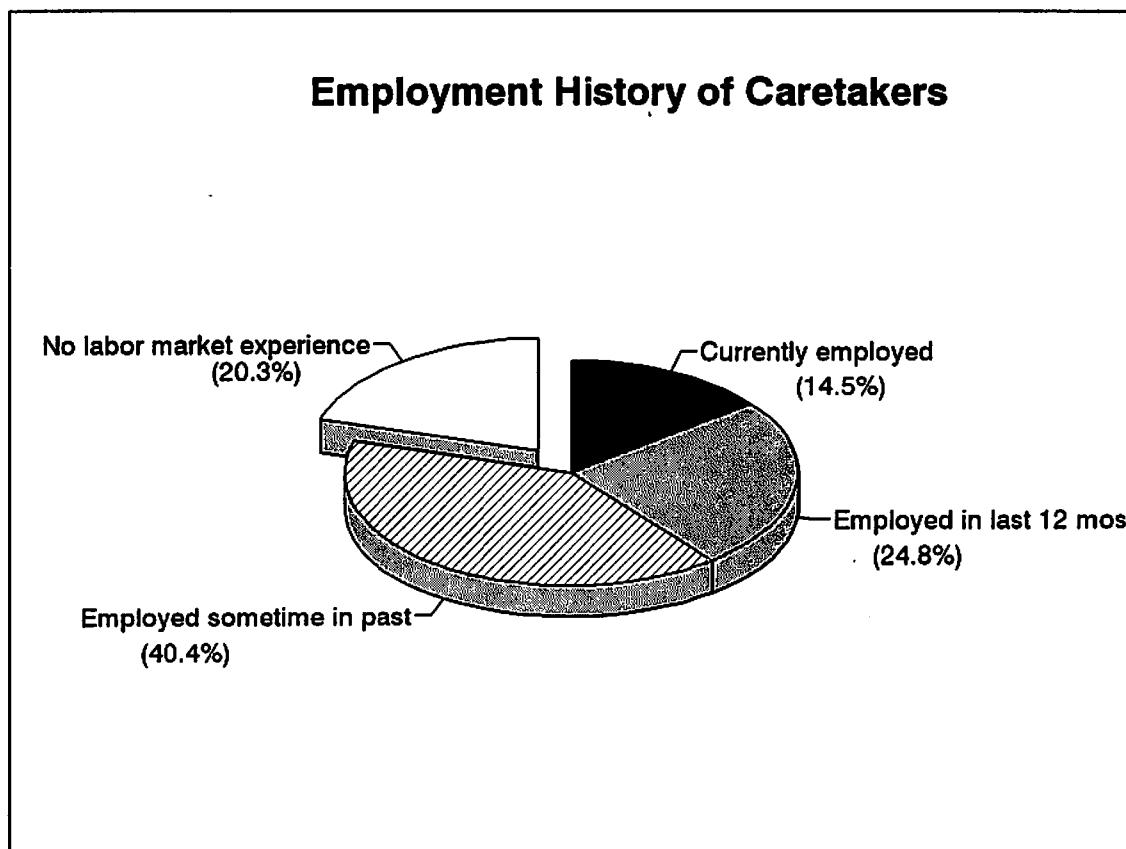
- Wages for the 6 percent of caretakers employed full-time averaged \$238 a week. The 8 percent of caseheads employed part-time averaged \$132 a week in wages. Predominantly, jobs held were concentrated in entry-level positions in the service and retail trade sectors.
- Project Get Started staff assessed the employability levels of caseheads and reported that 28 percent of caretakers were considered most ready for employment or already employed, 36 percent were ready to enter employment with minimal help, and 29 percent were facing barriers to employment but employable. Seven percent of the caretakers were found to face severe barriers to employment due to multiple major barriers (e.g. language, culture, family problems), physical health or psychological health.

- Job retention appeared to be a major concern for the population with recent labor market experience, only in part due to interruptions for childrearing. About a third (31 percent) of workers identified pregnancy, birth of a child or caring for their children as the reason they left their job, while 19 percent were laid off or ended a temporary job, 12 percent left due to conflicts on the job, and 7 percent left because of poor hours, pay or working conditions. In many cases, MATC staff recommended helping caretakers deal more effectively with job retention and pressures of combining employment and family.
- Most full-time job openings in the Milwaukee area require technical training, postsecondary education or occupation-specific experience. However, half of the population had less than a twelfth grade education and 7-8 percent had less than a 9th grade education. The majority of caretakers (83 percent) expressed interest in further education -- usually to gain training for a specific job or to acquire a GED.
- Many caretakers were identified as lacking the basic reading and math skills expected in the labor market. Of participants tested, 35 percent required fundamental reading skills and 72 percent required fundamental skills in math. Further, 5 percent of the population (speaking Hmong or Spanish) had limited English proficiency.
- Most mothers had one or more additional pre-school or school-age children who would require child care during their employed hours in addition to the need for infant/toddler care for their youngest child. Help with child care was requested by two-thirds of the caretakers interviewed. About a fifth (19 percent) reported that their mother or a friend could watch their children and 11 percent identified another care provider available.
- Child care is complicated for employed parents of young children due to childhood illnesses which require parents to stay home with their child or find a child care provider who can accommodate one or more sick children. Additionally, 23 percent of the caretakers had children with ongoing health problems (e.g. severe asthma, epilepsy, sickle-cell anemia, behavioral disorders) which may limit child care options and contribute to job absences.
- In 8 percent of the cases, MATC staff identified permanent health problems of caretakers that could limit their private sector employment options. Another 5 percent of the caretakers were pregnant and 6.4 percent had a temporary health problem that might keep them out of the labor force.
- MATC staff also identified caretakers with serious family problems which needed immediate attention. Notably, 196 caretakers (12.6 percent of the total) requested help dealing with abusive relationships or the aftermath of prior physical or sexual abuse and 148 caretakers (8.8 percent of the total) had reported or apparent alcohol and drug abuse (AODA) problems, with most needing continuing work on this problem.
- Lack of private transportation limits caretakers' access to available jobs outside the county and makes child care arrangements more difficult. Only 14 percent of the caretakers reported having regular access to a car. While many workers acquire cars after securing regular employment, 72 percent of the caretakers lacked driver's licenses.

II. Employment History

During the assessment process caretakers were asked to provide information on their prior labor market experience, job skills, current employment, attitude toward employment and assistance needed to prepare for employment. Nearly 40 percent of the caretakers assessed had recent labor market experience. This included 14 percent of the caretakers with young children who were currently employed and another 25 percent who had held jobs within the last twelve months. However, a sizeable proportion (20 percent) of the population reported no labor market experience, and some women had only a few weeks or months of employment. In many cases the challenge of finding permanent employment for women in their twenties, thirties and forties with no labor market history will be considerable.

Most Recent Reported Employment	Employment History of Caretakers by Age				Total
	Teens	20-29	30-39	40+	
Current employed	22.9%	15.1%	12.2%	10.2%	14.5%
Employed in last 12 months	25.7	26.4	21.5	16.9	24.8
Employed sometime in past	35.7	39.4	43.1	47.5	40.4
No labor market experience	15.7	19.1	23.2	25.4	20.3
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%



Mothers with only one pre-school child were more likely to be currently employed than caretakers with more children. Few mothers with four or more children under age five were employed, although some had a husband who was employed.

Employment History of Caretakers by Number of Pre-School Children				
Most Recent Reported Employment	NUMBER OF CHILDREN UNDER AGE FIVE:			
	<u>1 child</u>	<u>2 children</u>	<u>3 children</u>	<u>4 children</u>
Current employed	17.8%	13.7%	12.1%	6.7%
Employed in last 12 months	27.3	24.4	19.2	17.8
Employed sometime in the past	42.6	38.1	40.2	35.6
No labor market experience	12.3	23.8	28.5	40.0
TOTAL	100.0%	100.0%	100.0%	100.0%

Type of Jobs Held

The employment history of many of the caretakers is characterized by limited employment, short-term employment and concentration in entry-level jobs in the service and retail trade sectors. Most jobs held by caretakers are in the lower pay ranges among Milwaukee area job openings and are often available to workers with limited training or experience. These jobs frequently show high turnover. (Exceptions include jobs as secretaries, apartment managers, food service managers and semi-skilled factory workers.) Many of the jobs listed usually involve part-time and weekend or evening hours.

- | Jobs Commonly Held by Caretakers |
|--|
| - cashiers (fast food, grocery stores) |
| - assembly and packing work |
| - nursing aides |
| - clerical workers (incl. data entry, typists) |
| - waitresses |
| - cooks |
| - retail sales clerks |
| - dietary aides |
| - child care workers |
| - mail sorters |
| - telemarketers |
| - secretaries |
| - other factory workers |
| - retail clerks |
| - customer service workers |
| - receptionists |
| - home health care workers |
| - managers |
| - security guards |
| - file clerks |

Current Employment Hours and Earnings

The 14 percent of AFDC caretakers currently employed were asked to report their weekly earnings and hours on the job, and 77 percent of employed workers provided this information. Most were earning well below the poverty level.

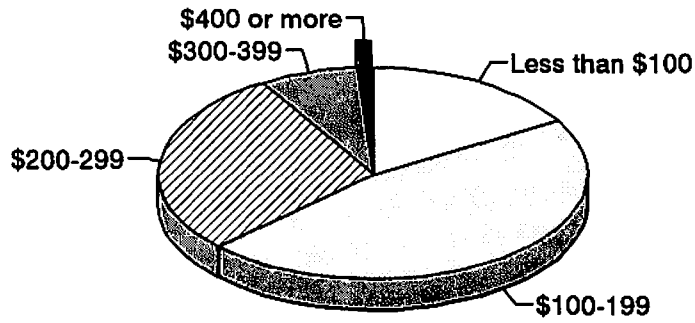
Wages not given	22.5%
Less than \$50	3.1
\$50-99	9.7
\$100-149	15.5
\$150-199	20.4
\$200-249	12.4
\$250-299	9.7
\$300-349	4.0
\$350-399	1.8
\$400-449	0.9
TOTAL EMPLOYED	100.0%

About 6 percent of the total population assessed were employed full-time and 8 percent were employed part-time. The median hours employed per week for those reporting hours was 30. Most workers, even those employed full-time, were earning wages below the poverty level for their family size.

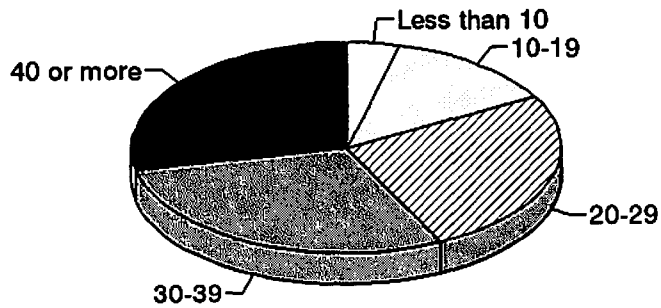
<u>Hours Reported</u>	<u>% of Workers</u>	<u>Avg Weekly Wages</u>
Hours not given	11.1%	--
Less than 10	3.5%	\$43
10 to 19	11.5%	\$90
20 to 29	23.0%	\$142
30 to 34	13.3%	\$182
35 to 39	12.4%	\$208
40 or more	25.2%	\$254
TOTAL EMPLOYED	100.0%	\$178

Caretakers employed 35 hours a week averaged \$5.68 an hour in pay, and caretakers employed 40 hours a week averaged \$6.36 an hour.

Weekly Wages of Caretakers (175 Caretakers Reporting Wages)



Hours Employed Per Week (201 Caretakers Reporting Hours)



Employed caretakers had typically held their current job for about four months (the median length) and had begun when their baby was six months old. Most employed mothers with infants had retained jobs during their pregnancy and child's early months.

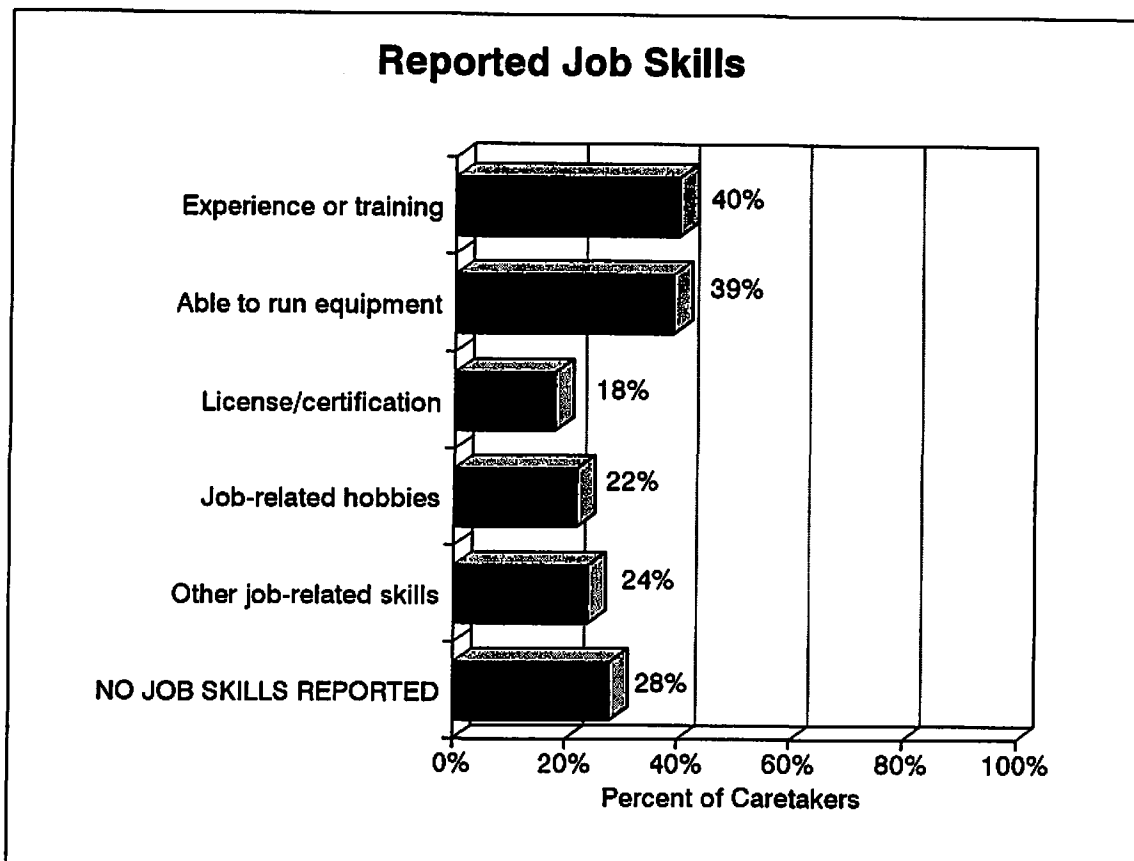
Age of Baby When Caretaker Started Current Job	
<u>Age of Baby</u>	<u>% of Total</u>
1 month	2.2%
2 - 3 months	3.6
4 - 5 months	4.5
6 - 7 months	8.6
8 - 9 months	9.0
10 - 11 months	4.1
12 - 13 months	5.4
14 or more months	2.2
Employed on job before birth	9.9
Job start date not provided	50.5
TOTAL EMPLOYED	100.0%

Because all of the persons interviewed were caring for babies and most were mothers who had recently delivered their child, the duration of the current job was less than for the female labor force with older children. Of those caretakers reporting the starting date of their current job, most had been employed for six months or less.

Length of Current Job	
<u>Months Job Held</u>	<u>% of Total</u>
1-3 months	22.1%
4-6 months	12.1
7-9 months	4.5
10-12 months	0.4
13-24 months	5.0
25 or more months	5.0
Job start date not provided	50.9
TOTAL EMPLOYED	100.0%

Job Related Skills and Experience

Caretakers in the assessed population were asked to identify training or experience they possessed for the job they wanted as well as any job-related licenses, certifications, hobbies or other skills. Over two-thirds of the caretakers (72 percent) could identify one or more skills they brought to the labor market, while 28 percent identified no job-related skills. Use of equipment cited was often in offices -- using computers, copy and fax machines, and typewriters. Other workers had experience with hospital and nursing equipment or industrial machinery for assembly or packing work. The most common certification was for nursing assistants and child care workers. Other caretakers reported chauffeurs licenses, phlebotomy certification, and Licensed Practical Nursing diplomas.



Sample Profiles of Caretakers' Employment Experience

Currently Employed

- *Mother of 2 (6-year-old, 2-month-old) working Monday, Wednesday, Thursday and Friday 7 a.m.-1 p.m. at fast food restaurant for \$5 an hour.*
- *Mother working 40 hours a week in cafeteria of nursing home. She would like additional training but can't give up job to take it.*
- *Mother (age 26) had been working 2 jobs (fast food and department store); now working for telemarketing firm 50 hours a week.*
- *Mother has job and certification in barbering/cosmetology, could add more hours if she had day care for children (ages 11, 7, 4, 7 months).*
- *Mother (age 21) of 10-month-old has worked for cleaning service for last two years. She works 15 hours a week at \$6.45 an hour.*
- *Mother currently employed full-time as a customer service representative at a bank for \$316 a week.*

Employed Within Last 12 Months

- *Mother (35) worked 12 years for bank prior to birth of children (4-year-old, 9-month-old), is anxious to get back into the labor market.*
- *Mother was employed for six months in 1995-96. She has 10 children and speaks little English.*
- *Caretaker employed as a machine operator for 8 years.*
- *Mother has office skills attained on the job, would like training to be more employable.*
- *Mother had office experience with many responsibilities which she enjoyed. She is concerned about handling employment and schooling needs of her children (ages 5, 4, 1-1/2, 5 months).*
- *Mother has worked for temp agency, with prior jobs as mail sorter and bedmaker/feeder at nursing home.*
- *Mother (age 23) needs help with job retention, had 6-7 jobs in last 2 years.*
- *Mother (26) is very focused on her career goals (catering) but needs guidance on where to apply for the best position.*

Employed Sometime in Past

- *Mother (32) has worked as a cashier and doing laundry jobs for a temp service. She is anxious to be in the job market but doesn't have skills needed to support four children; interested in short-term training.*
- *Mother has experience with computers and the duties of a receptionist, mail clerk, scheduler, and switchboard operator; volunteers at son's school.*
- *Married mother (29) with 6 children has been employed sporadically. Has very good academic skills.*
- *Mother (age 24) with 3 children under 4 last employed as waitress in 1992.*
- *Mother (age 23) has philosophy of "if someone gets in your face, quit."*
- *Caretaker has reading problems due to dyslexia, was laid off her job cleaning airplanes. Shows great attributes and disposition.*
- *Single mother of 6 need a support system. She is a willing worker, would like employment in cleaning or laundry, needs employment for stimulation and self-esteem.*
- *Mother was employed as a waitress for 15 years, needs confidence to reenter labor force.*
- *Mother advanced to position of shift supervisor of fast food restaurant before birth of child.*

No Labor Market Experience

- *Mother has 7 children and virtually no marketable skills.*
- *Caretaker (age 40) had only a few days employment in 1982, has a 9th grade education, is caring for 4 children and 2 grandchildren.*
- *Mother would rather find a job than go to school, but has limited English proficiency.*
- *Mother (age 21) has warm personality, loves working with the elderly and wants to pursue certified nursing assistant (CNA) licensing; has no employment history, says she doesn't know how it feels to hold a job. She took initiative to get her GED high school equivalency credential.*
- *Mother (age 33) is in drug program. Needs to gain confidence through part-time entry-level job or community service work.*
- *Mother could not complete assessment forms, attended special education classes when in school. She knows she can clean because she keeps her house in order.*
- *Mother (Hmong) of 9 children has no employment history, does not want to take children to day care.*
- *Mother (Hmong) is attending MATC for electronics assembly, speaks little English but prefers going to work rather than going to school for ESL. (Husband is ill, on SSI.)*

Occupational Goals

Caretakers were asked to state what kind of job they would like to have. The areas of highest interest were in clerical and computer fields, health fields, child care, cosmetology, light industrial work, environmental services and food service.

Most Common Occupations Desired by Caretakers

- Clerical work
- Nursing assistant/CNA
- Child care
- Nursing (LPN, RN)
- Computer work
- Other health/medical fields
- Cosmetology/barber
- Assembly/packing/light industrial work
- Environmental services/cleaning/housekeeping
- Food service
- Retail sales/cashier

All of the areas of highest interest identified by caretakers are in demand in the current labor market and many require short-term training -- particularly for certified nursing assistants and child care workers. In the health and computer fields, workers may be able to advance to better-paying jobs with additional specific targeted training. Several career areas identified by caretakers (i.e. nursing, cosmetology, accounting) require longer educational and training commitments. Some women identified non-traditional jobs (e.g. welding, construction, carpentry, electrician) as their first career goal and other women expressed interest in these fields upon further inquiry.

Reasons for Leaving Past Jobs

Participants were asked to provide a brief history of their employment experience for the past three years, including reasons they had left former jobs. Almost a third (31 percent) of workers identified pregnancy, birth of a child or care of their children as the reason they left their job. About a fifth (19 percent) of workers were laid off or ended a temporary or seasonal job. Workers also identified conflicts at their place of employment, poor hours or working conditions, and health or family problems as reasons for leaving or losing jobs (29 percent).

Reasons Cited for Leaving Previous Jobs	
Layoff, temporary/seasonal job	19%
Pregnancy	18
Conflicts on the job	12
Poor hours, pay, or working conditions	7
Left to care for baby	7
Lack of child care	6
Left for new/better job	6
Moved to another city/state	6
Health problems	5
Family problems	5
School schedule	4
Lack of transportation	3
Other	2
TOTAL	100%

In nearly a third (31 percent) of the cases, participants identified pregnancy or child care responsibilities as the reason for leaving a job. Many workers left employment during their pregnancy and a number cited health concerns as the reason.

Sample Comments:

- *unable to stand*
- *problems with pregnancy*
- *had a difficult pregnancy*
- *left job on doctor's orders*
- *pregnant, was fired*
- *pregnant, couldn't lift*
- *almost miscarried.*

A number of participants left their jobs when their baby was born. Others identified problems finding child care.

- *wanted to spend time with baby*
- *did not have a babysitter*
- *nowhere to keep kids*
- *job was too far with lack of child care*
- *quit to meet children's needs.*

Of some concern are the number of participants who identified conflicts with their employer or supervisors as the reason they left their job. In many cases, workers may need to improve their job behavior and interpersonal skills. In some cases workers believe they were treated unfairly by their supervisors.

- was fired
- had misunderstanding
- couldn't get up
- had disagreement with manager
- had business problems
- was treated unfairly
- wasn't cut out for the job
- hard manager
- didn't get along with clients
- conflict of personality
- change in management
- harassment (was only black worker)
- poor treatment
- company abuses
- employment was unfair

In several cases personal safety or health was a concern.

- was mugged
- couldn't deal with robberies
- kept getting ripped off
- sick from fumes
- too many drunks

A number of workers cited dissatisfaction with their hours, working conditions or pay as the reason they left a job.

- didn't like the work
- small hours
- couldn't handle third shift
- had time conflict
- not enough hours or pay
- unfair wages
- had pay cut
- need better paying job
- job didn't pay enough
- job didn't pay for experience
- dead-end job
- didn't get raise
- didn't like working conditions
- could not afford dues
- job was too stressful
- got tired of job

Many of the entry-level jobs held by workers are subject to frequent lay-offs or seasonal fluctuations which make supporting a family on earnings difficult. Examples of this type of job termination are cited.

- company relocated
- business closed
- company was sold
- business was too slow
- owner passed on
- company had financial problems
- lack of work
- job ended
- was laid off

A number of participants identified family problems as the reason for leaving their job. Some mothers left jobs to care for a parent or grandparent or a sick child.

- *mother was ill*
- *grandmother got ill*
- *child was hospitalized*
- *son's illness*
- *death in family*
- *husband didn't want me to work*
- *accident at home*
- *family emergency*

Other workers cited their own health problems as impediments to continued employment.

- *hurt my back*
- *had seizures*
- *asthma attack*
- *hurt hand*
- *blood clot in thigh*
- *quit due to knee injury*
- *leg injury*
- *got sick*

Some participants attending school held jobs that were related to the school calendar or left employment that conflicted with their school schedule.

- *went back to school*
- *end of work-study job*
- *job interfered with school*
- *job interrupted study time*

A few workers identified transportation as a problem in retaining their employment.

- *car broke down*
- *too far to travel in winter*
- *lack of reliable transportation*

III. Educational Skills and Needs of the Population

During the assessment process clients were asked to provide information on their years of school completed, interest in returning or remaining in school, reasons for seeking more education, and competence in reading and basic mathematics. Again, the population showed a wide range of experience -- from persons who had not advanced to high school to persons completing four or more years of college.

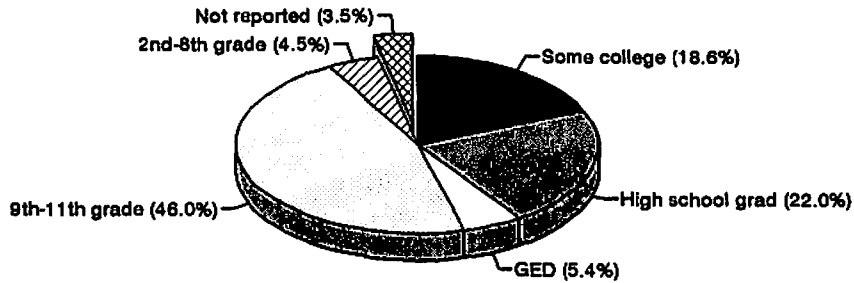
Highest Grade of Schooling Completed

Failure to complete high school is a limitation for over half of the caretakers with young children. In a labor market which increasingly demands high school completion and technical training or occupation-specific experience for most job openings, mothers lacking these educational skills may find access to family-supporting jobs quite difficult. Half of the assessed population had less than a twelfth grade education, and 7-8 percent had less than a 9th grade education. However, in May 1997, less than a fifth of full-time job openings in the Milwaukee area were available to high school non-completers who lacked specific occupational skills or technical training.²

Highest Grade of Schooling Completed	
	<u>Percent of Total</u>
No schooling reported or missing data	3.5%
2nd-5th grade	0.5
6th-8th grade	4.0
9th grade	7.8
10th grade	15.4
11th grade	22.8
12th grade	22.0
GED	5.4
Some college	17.0
Associate degree	1.2
Bachelors degree	0.4
TOTAL	100.0%

² John Pawasarat and Lois M. Quinn, *Job Openings in the Milwaukee Metropolitan Area: Week of May 19, 1997* (University of Wisconsin-Milwaukee Employment and Training Institute, 1997).

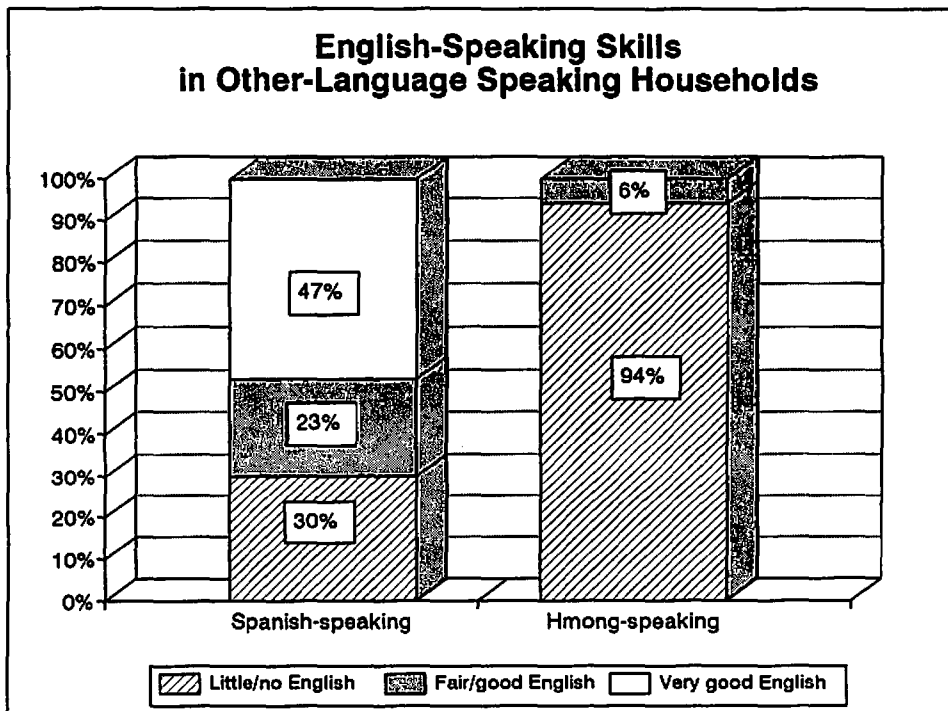
Highest Grade of Schooling Completed



Need for English as a Second Language

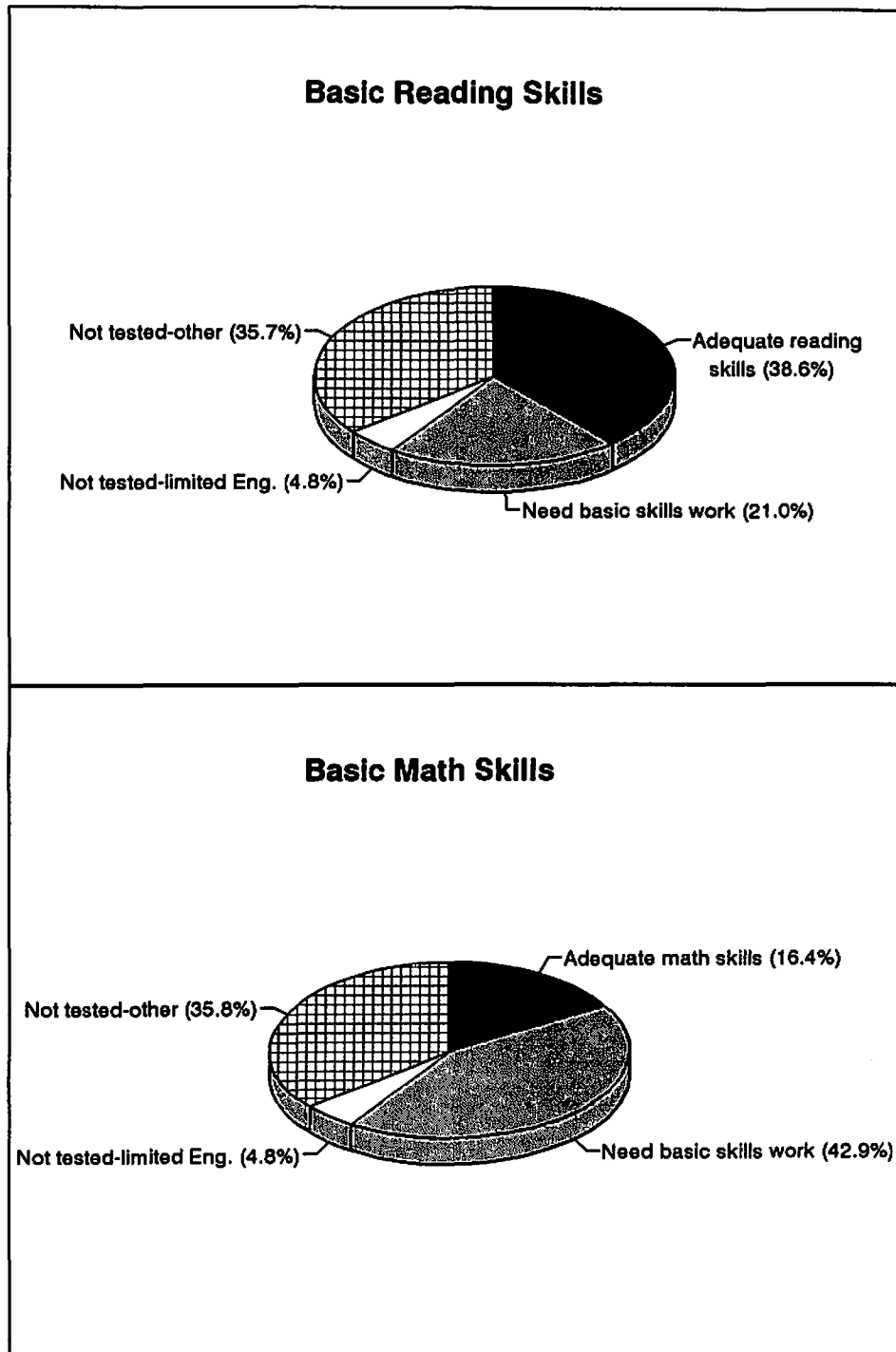
The MATC Project Get Started interviewers identified caretakers with limited English proficiency and rated their use of spoken English from 5 (good) to 1 (no English). In all, 83 caretakers (5.3 percent of the assessed population) had limited English proficiency. Two-thirds of these caretakers spoke little or no English.

English-Speaking Skills in Other-Language Speaking Households



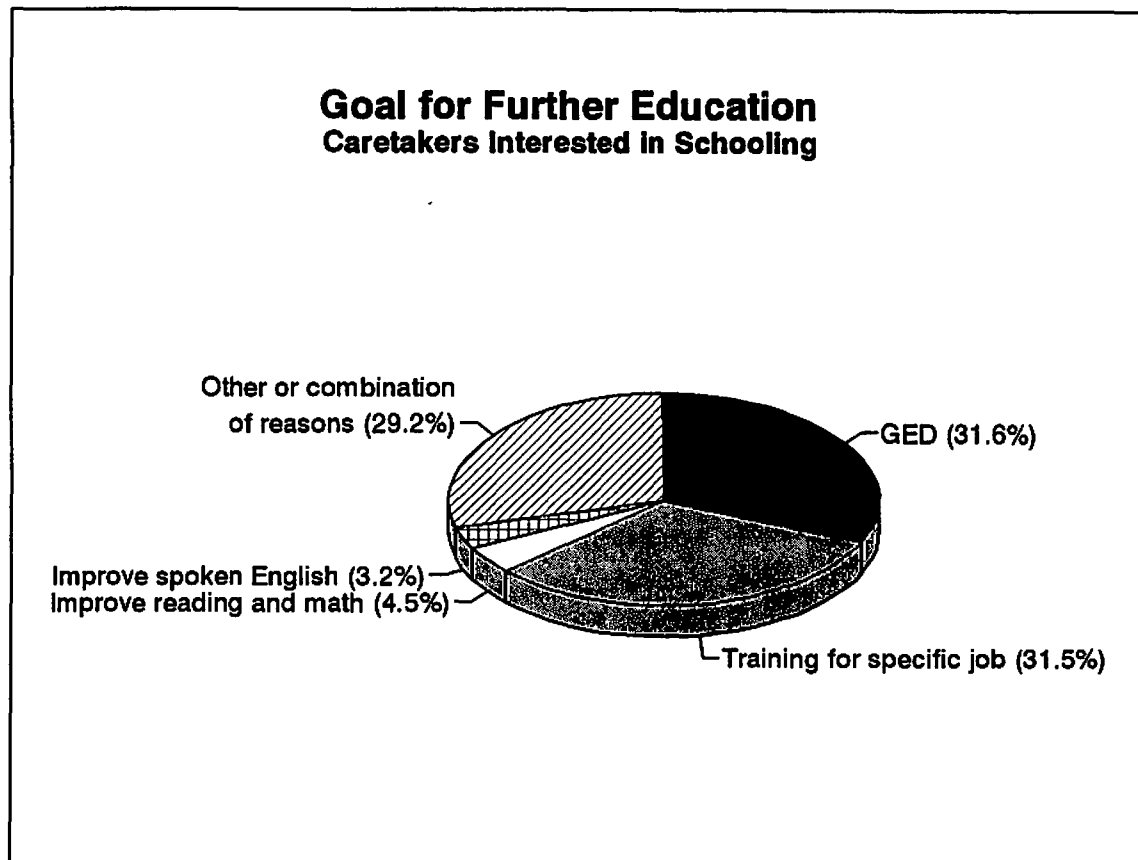
Basic Reading and Math Skills

About 60 percent of Project Get Started participants completed Accuplacer assessment tests in reading and math. These computer-based tests are self-paced, taking 45 to 60 minutes to complete. Participants with limited or no English were exempt from testing. Of those tested in reading, 35 percent needed remedial reading skills. Of those tested in math, 72 percent needed additional skills in basic math and arithmetic.



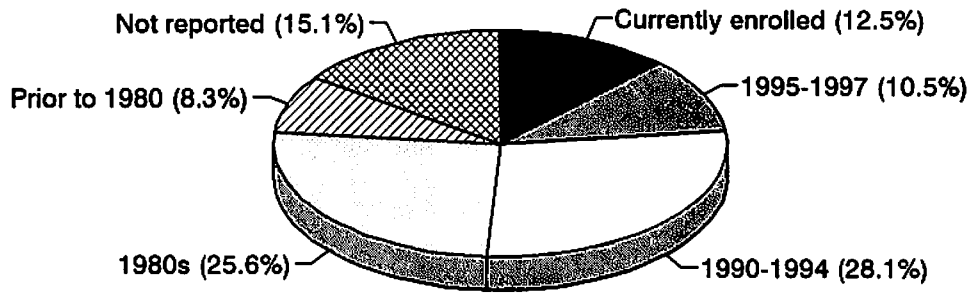
Interest in Further Education

Most caretakers expressed a high interest in gaining further education with 83 percent expressing desire to go back to school or to continue their current schooling. Caretakers were asked to identify their primary motivation for returning to school. The majority of women expressed an interest in gaining training for a specific job or acquiring a GED as their educational goal.



A portion of the caretakers with young children (12.5 percent) were continuing their education at the time of the assessment. Of this group 42 percent were enrolled at MATC, 5 percent at the University of Wisconsin-Milwaukee and the remainder at other community institutions or agencies. Of the population not currently in school, the experience was again varied. Some had attended school within the last three years while many had not been in school since the 1980s or earlier.

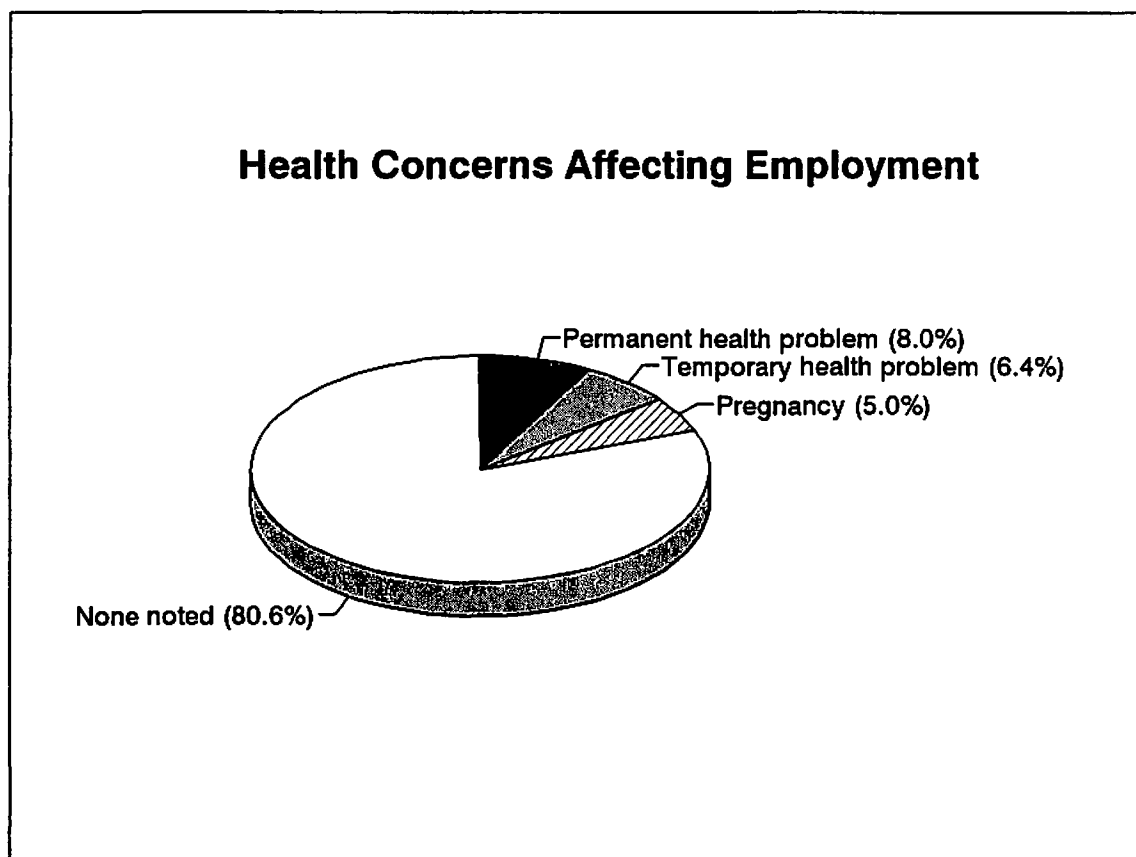
Most Recent Year Enrolled in School



IV. Health Problems Affecting Employment

During the assessment process, MATC staff reviewed any temporary or permanent health problems which might keep the caretaker out of the workforce. In 8.0 percent of the cases, MATC staff identified a permanent health problem that could limit the caretaker's access to private sector employment or keep her out of the workforce. Another 5.0 percent of the caretakers were pregnant and 6.4 percent had a temporary health problem that might keep them out of the workforce.

Examples of permanent health problems included: severe asthma, diabetes, back problems, heart problems, cancer, limited use of hands, hearing loss, hyperactive thyroid, and schizophrenia. Examples of temporary health problems included: broken wrist, dislocated shoulder, back problems, and depression.



V. Requests for Employment/School Assistance

Project Get Started caretakers were asked to identify what types of help they would need to go back to school or to attain employment. Most caretakers (90 percent) asked for help in one or more areas, with child care as the most frequent area of concern. Over half of the caretakers not currently employed asked for help finding a job and more than a third requested help with transportation. Caretakers were more likely to request help dealing with their children's health problems than their own as impediments to employment.

<u>Type of Help Requested</u>	CARETAKER'S MOST RECENT EMPLOYMENT EXPERIENCE:				<u>ALL</u>
	<u>Currently Employed</u>	<u>Employed in Last 12 Mos.</u>	<u>Employed In Past</u>	<u>No Reported Employment</u>	
Child care	59.3%	70.8%	72.2%	66.0%	68.7%
Help finding a job	17.1	52.1	57.2	60.6	50.9
Reliable way to get to school/work	21.2	37.2	44.1	43.2	38.9
Tutor/help with school work	6.2	8.8	10.7	17.5	11.0
Help with children's health problems	4.9	4.9	6.9	11.1	7.0
Help with health problems	2.2	2.3	4.3	7.6	4.2
Other	6.2	3.9	5.4	4.4	5.0
At least one of the above	74.3	92.2	93.8	92.1	90.2

Caretakers were asked to choose the one sentence that best described their feelings about work. While the majority of participants who had previously been employed reported a willingness to enter the labor market, less than half of caretakers who had never been employed reported readiness for employment and 22 percent said they were definitely not ready to go to work.

<u>Sentence Selected</u>	MOST RECENT EMPLOYMENT EXPERIENCE:		
	<u>Employed in Last 12 Mos.</u>	<u>Employed In Past</u>	<u>No Employment Experience</u>
I'd start work tomorrow if I could.	36.5%	28.8%	17.1%
I definitely would like to work.	34.9	38.5	26.7
I'm not sure, but I think I am ready to go to work.	12.2	17.3	19.7
I'm not sure, but most likely I am <u>not</u> ready to go to work.	3.6	6.1	8.2
I definitely am <u>not</u> ready to go to work.	4.2	5.3	22.2

Note: Percents do not total 100.0 due to non-respondents and caretakers indicating more than one response.

VI. Child Care Needs

Most caretakers had one or more additional pre-school or school-age children in addition to their infant/toddler who would require child care during the caretaker's employed hours

Child Care Needs of Assessed Population*	
Children under age 2	1,675
Children ages 2-5	1,080
Children ages 6-12	<u>1,455</u>
TOTAL CHILDREN NEEDING CHILD CARE	4,210

*Numbers are estimated for cases not providing birthdates of children.

Help with child care was requested by two-thirds (68.7 percent) of the caretakers interviewed. About a fifth (19 percent) of caretakers reported that their mother or a friend could watch their children, 11 percent identified another care provider, and 39 percent indicated a preference for day care services. About a fourth of caretakers reported that they did not know what child care they could use for employment or schooling.

Twenty-three percent of the population (358 families) reported a child(ren) with on-going health problems and 134 of these families indicated that they thought it would be difficult to get day care for this child. These included many children with severe asthma problems as well as children with epilepsy, low-birthweight babies, sickle-cell anemia, heart defects, Down syndrome, and serious emotional problems. In 224 cases (14 percent of the assessed population) the MATC interviewer reported that the child's health problems would complicate the caretaker working or finding child care.

Examples of Ongoing Health Problems Among Children

- *4-year-old has asthma. When it gets bad, he goes into seizures.*
- *Employed mother has concerns about deaf child (age 9); provider must know sign language.*
- *8-year-old has attention-deficit hyperkinesis disorder. His mother is frequently called by the school to calm him.*
- *Child born prematurely has lung problems. She is on an apnea monitor and oxygen. Doctor doesn't want mother to leave child for long periods.*
- *8-month-old faces surgery for heart defect.*
- *Child has epileptic seizures up to seven times a day. This has cost mother her job as she needs to be with the child.*
- *Mother of severely emotionally disturbed 7-year-old who is violent and unstable is often called by his school when he can't be handled.*
- *Child has asthma and cries a lot.*
- *8-year-old is epileptic and may need emergency care at any time. Mother does not speak English.*
- *Mother wants to work as long as she can be assured that her 8-month-old son is well cared for; he had seizures at 2 months.*
- *Seven-month old twins born 2 months premature are still under doctor's care. Mother wants to wait until they are stronger and healthier before she returns to full-time office work.*
- *Child has sickle-cell anemia; mother is concerned about health problems.*

VII. Access to Private Transportation

Recent surveys of job openings in the in the Milwaukee metropolitan area show a higher availability of jobs compared to job seekers outside of central city Milwaukee.³ Child care arrangement are also more difficult without access to a vehicle. Additionally, review of September 1996 wages of Milwaukee County workers receiving AFDC showed that parents finding employment very close to home had lower wages than those accessing jobs outside their neighborhood.⁴

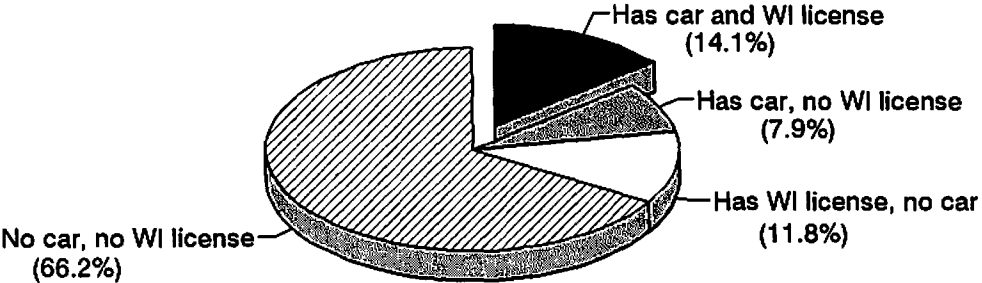
Only 14 percent of the caretakers reported holding a Wisconsin driver's license and having regular access to a car. While many workers acquire cars after securing regular employment, 72 percent of the caretakers reported no driver's license.

Percent of Population With Car and Driver's License					
<u>Regular Access to Car?</u>	TYPE OF DRIVER'S LICENSE:				<u>Total</u>
	<u>Wisconsin</u>	<u>Chauffeur</u>	<u>Out-of-State</u>	<u>None</u>	
Has access to car	13.7%	0.4%	0.7%	7.2%	22.0%
No access to car	<u>11.7</u>	<u>0.1</u>	<u>1.3</u>	<u>64.9</u>	<u>78.0</u>
TOTAL	25.4%	0.5	2.0	72.1	100.0%

³ The ratio of estimated job seekers (21,560) to reported full-time job openings (2,093) in May 1997 exceeded ten to one in neighborhoods targeted by the Community Development Block Grant program of the City of Milwaukee. In Waukesha, Ozaukee and Washington counties the number of persons looking or expected to work (8,253) was only slightly above the number of full-time openings. (Employment and Training Institute, *Survey of Job Openings in the Milwaukee Metropolitan Area: Week of May 19, 1997*).

⁴ John Pawasarat, *Initial Findings on Mobility and Employment of Public Assistance Recipients in Milwaukee County and Factors Relating to Changes in W-2 Regions Over Time* (University of Wisconsin-Milwaukee Employment and Training Institute, April 1997).

Percent of Population With WI Driver's License and Access to a Car



VIII. Social Service/Parent Needs

Requests for Services

Project Get Started participants were asked to identify additional areas where they felt they needed help. Half of the caretakers named one or more areas of concern. Needs were similar for parents who were employed and for those out of the labor force.

Percent of Caretakers Requesting Help	
<u>Area Where Help is Needed</u>	<u>% of Caretakers</u>
Money management	24.2%
Parenting	18.1
Child's behavior	16.0
Abusive relationship	12.6
Legal problems	7.2
Other	3.7
None of the above	49.3

Not surprising given their income levels, nearly one-fourth of participants requested help with money management. A number of caretakers requested help with parenting skills (18.1 percent) and dealing with their children's behavior (16.0 percent).

During the assessment interviews 196 caretakers (12.6 percent) indicated that they needed help dealing with an abusive relationship or the aftermath of prior physical or sexual abuse. Many of these caretakers needed immediate help in dealing with family problems. In a small number of cases some children in the family had been removed to foster care or their continuation in the home was under review.

Examples of Social Services Needs:

- *Mother reported physical abuse by husband related to his drug usage. She has received treatment for drug abuse and has a strong family support system.*
- *Mother is in counseling for domestic violence by her boyfriend. Her two older children are in foster care due to the domestic abuse environment.*
- *Mother has very low self-esteem, doesn't feel that she is good enough to get a good-paying job. She was in foster homes as a teenager and has been abused by her boyfriend.*
- *20-year-old mother with 2 children (4-year-old, 11-month-old) tends to be very depressed and her support system is limited.*
- *Mother with baby claims to have panic attacks, finds people disturbing.*
- *Mother needs immediate counseling, is suffering from severe depression. She is in an extremely abusive relationship for which she feels responsible.*
- *Mother (age 33) needs help - may be on verge of a nervous breakdown. She is separated from her husband, a cocaine user, who physically and verbally abuses her.*
- *Mother who moved to Milwaukee a year ago has no family or friends and is pregnant. Has no one in her life except her kids and alcoholic boyfriend.*
- *Children (ages 9, 7, 1) have exhibited behavioral problems since father's incarceration.*
- *Mother (age 24) and children (ages 10, 2, 9 months) live in shelter; the children's father was incarcerated after accused of sexual abuse.*

Alcohol and Drug Abuse Problems

During the Project Get Started assessment process, MATC interviewers solicited information from caretakers regarding any drug or alcohol abuse problems. A total of 148 cases (8.8 percent) reported or appeared to evidence problems. (This included 54 cases also requesting help with abusive relationships.)

Over a third (39 percent) of caretakers with AODA problems appeared to have dealt with them, 18 percent were currently in an AODA program, and 43 percent likely needed to deal with ongoing AODA problems.

Participant Reports of Drug or Alcohol Abuse		
<u>Interviewer Observation</u>	<u>N of Cases</u>	<u>% of Total</u>
Participant appears to need immediate attention for drugs or alcohol.	8	5.4%
AODA counseling should probably be part of participant's program.	34	23.0
Participant is already enrolled in an AODA program.	27	18.2
Participant appears to have satisfactorily dealt with the problem.	58	39.2
I was <u>not</u> able to evaluate the participant's status, but I detect a problem.	21	14.2
CASES WITH POSSIBLE AODA PROBLEMS	148	100.0%

IX. Assessed Level of Readiness for Employment

The assessment team categorized each caretaker's readiness for employment at one of four levels:

Level I: Assessed as Most Ready for Employment - These participants show recent labor market attachment (allowing for pregnancy and childbirth) and do not appear to possess severe barriers to employment.

Level II: Assessed as Ready for Employment With Minimal Help - These participants usually have employment history but may have been out of the workforce more than 12 months or had a spotty employment history with job retention problems.

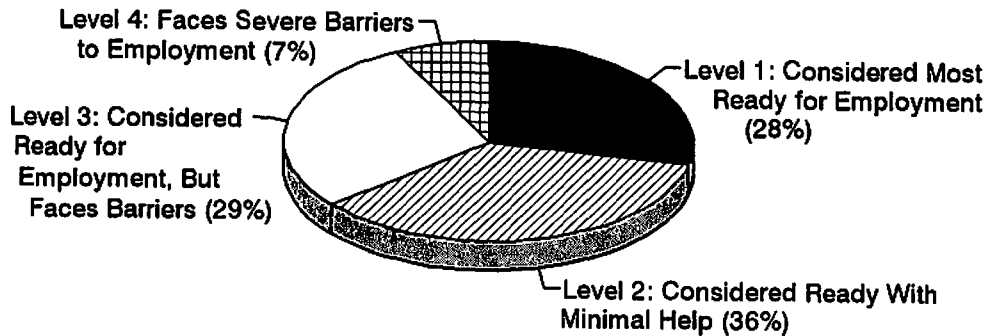
Level III: Assessed as Ready for Employment But Facing Barriers - These participants usually have no previous employment history and barriers to employment were identified that might be remedied while engaged in full-time employment.

Level IV: Severe Barriers to Employment Identified - These participants have significant impediments to employment, including physical, psychological or alcohol and drug abuse (AODA) problems or limited English-speaking proficiency.

Twenty-eight percent of the cases were considered most ready for employment (Level I), 36 percent were considered ready for employment with minimal help (Level II), 29 percent were considered ready for employment but facing barriers (Level III), and 7 percent showed severe barriers to employment (Level 4).⁵ A brief summary of the characteristics of each population is shown below.

⁵ Seventy-one of the 1,551 cases were not categorized -- often pending documentation of pregnancy, health problems or current employment.

Assessment of AFDC Cases With Children Under Age One (N=1,551)



<p>Level I: Considered Most Ready for Employment (28%)</p> <p>80% have completed high school or GED 65% were employed in past 12 months 37% are currently employed 7% have temp/permanent health problems 2% have no employment experience</p>	<p>Level II: Considered Ready for Employment With Minimal Help (36%)</p> <p>50% have completed high school or GED 39% were employed in past 12 months 15% have no employment experience 13% have temp/permanent health problems 8% are currently employed</p>
<p>Level III: Considered Ready for Employment But Facing Barriers (29%)</p> <p>82% have not completed high school 33% have no employment experience 19% have temp/permanent health problems 8% have less than a 9th grade education 7% are now pregnant 2% are currently employed</p>	<p>Level IV: Faces Severe Barriers to Employment (7%)</p> <p>84% have not completed high school 60% have no employment experience 42% have less than 9th grade education 37% do not speak English 29% have temp/permanent health problems 28% are now pregnant</p>

**LEVEL I: POPULATION CONSIDERED MOST READY FOR EMPLOYMENT
(418 Families With Child Under Age One)**

<p>Labor Force Strengths</p> <p>80% have completed high school or a GED 65% were employed within the past 12 months 59% can run some job-related equipment 54% have some job training 37% are currently employed 36% have some postsecondary education 34% have a job-related license or certificate 29% have drivers license and access to a car</p> <p>Labor Force Limitations</p> <p>52% do not have a drivers license 20% have not completed high school 11% have child with permanent health problems complicating work/child care 5% have permanent health problems that would interfere with their employment 2% have no employment experience 3% are now pregnant 2% have temporary health problems that would interfere with employment</p>	<p>Educational Needs</p> <p>58% need basic math skills (of those tested) 18% need remedial reading (of those tested) 1% have limited English proficiency</p> <p>Child Care Needs</p> <p>64% need help with child care 40% have more than two children 22% have a mother/friend to watch children 17% have child with ongoing health problems 15% don't know what child care to use 7% have more than four children</p> <p>Social Service Needs</p> <p>22% requested help with money management 13% requested help with abusive relationship 11% requested help with parenting 10% requested help with child's behavior 7% requested help with legal problems 6% have history of drug or alcohol abuse</p>
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**LEVEL II: POPULATION CONSIDERED READY FOR EMPLOYMENT WITH MINIMAL HELP
(528 Families With Child Under Age One)**

<p>Labor Force Strengths</p> <p>50% have completed high school or a GED 40% can run some job-related equipment 40% have some job training 39% were employed within the past 12 months 19% have some postsecondary education 15% have a job-related license or certificate 14% have drivers license and access to a car 8% are currently employed</p> <p>Labor Force Limitations</p> <p>73% do not have a drivers license 49% have not completed high school 15% have no employment experience 12% have child with permanent health problems complicating work/child care 7% have temporary health problems that would interfere with employment 6% have permanent health problems that would interfere with their employment 3% have less than a 9th grade education 1% are now pregnant</p>	<p>Educational Needs</p> <p>69% need basic math skills (of those tested) 27% need remedial reading (of those tested) 3% have limited English proficiency</p> <p>Child Care Needs</p> <p>72% need help with child care 56% have more than two children 26% don't know what child care to use 20% have child with ongoing health problems 18% have a mother/friend to watch children 13% have more than four children</p> <p>Social Service Needs</p> <p>28% requested help with money management 21% requested help with parenting 14% requested help with child's behavior 10% requested help with abusive relationship 7% have history of drug or alcohol abuse 7% requested help with legal problems</p>
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**LEVEL III: POPULATION CONSIDERED READY FOR EMPLOYMENT BUT FACING BARRIERS
(423 Families With Child Under Age One)**

<p>Labor Force Strengths</p> <ul style="list-style-type: none"> 27% have some job training 21% can run some job-related equipment 21% were employed within past 12 months 17% have completed high school or a GED 9% have a job-related license or certificate 5% have drivers license and access to a car 4% have some postsecondary education 2% are currently employed <p>Labor Force Limitations</p> <ul style="list-style-type: none"> 90% do not have a drivers license 82% have not completed high school 33% have no employment experience 22% have child with permanent health problems complicating work/child care 10% have permanent health problems that would interfere with their employment 9% have temporary health problems 8% have less than a 9th grade education 7% are now pregnant 1% do not speak English 	<p>Educational Needs</p> <ul style="list-style-type: none"> 89% need basic math skills (of those tested) 62% need remedial reading (of those tested) 4% have limited English proficiency <p>Child Care Needs</p> <ul style="list-style-type: none"> 70% need help with child care 68% have more than two children 33% have child with ongoing health problems 28% have more than four children 26% don't know what child care to use 20% have a mother/friend to watch children <p>Social Service Needs</p> <ul style="list-style-type: none"> 25% requested help with money management 24% requested help with child's behavior 21% requested help with parenting 13% requested help with abusive relationship 11% have history of drug or alcohol abuse 6% requested help with legal problems
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**LEVEL IV: POPULATION FACES SEVERE BARRIERS TO EMPLOYMENT
(111 Families With Child Under Age One)**

<p>Labor Force Strengths</p> <ul style="list-style-type: none"> 21% can run some job-related equipment 20% have some job training 14% were employed within past 12 months 13% have completed high school or a GED 9% have drivers license and access to a car 7% have a job-related license or certificate 4% have some postsecondary education 1% are currently employed <p>Labor Force Limitations</p> <ul style="list-style-type: none"> 84% have not completed high school 82% do not have a drivers license 60% have no employment experience 42% have less than a 9th grade education 37% do not speak English 28% are now pregnant 24% have child with permanent health problems complicating work/child care 18% have permanent health problems that would interfere with their employment 11% have temporary health problems 	<p>Educational Needs</p> <ul style="list-style-type: none"> 80% need basic math skills (of those tested) 48% need remedial reading (of those tested) 41% have limited English proficiency <p>Child Care Needs</p> <ul style="list-style-type: none"> 72% have more than two children 69% need help with child care 41% don't know what child care to use 37% have more than four children 27% have child with ongoing health problems 15% have a mother/friend to watch children <p>Social Service Needs</p> <ul style="list-style-type: none"> 22% requested help with abusive relationship 19% requested help with parenting 19% requested help with child's behavior 16% requested help with money management 14% have history of drug or alcohol abuse 6% requested help with legal problems
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X. Demographics of the Assessed Population

The population assessed included 1,550 women and 1 man (whose wife was on SSI). While most of the caretakers were parents, 123 women (8 percent of the total population) were caring for one or more grandchildren, nieces or nephews, siblings, stepchildren, foster children and others. Two-thirds of the caretakers responsible for other children were grandmothers or aunts.

Age of Caretakers

The age of the participant population ranged from 17 to 58 years, with a median age of 24. (As noted previously, due to the methodology used to identify the study population using existing AFDC codes, many young mothers receiving AFDC were not included.)

<u>Age</u>	<u>% of Study Population</u>	<u>% of All AFDC Cases</u>
Under 21	10.1%	23.1%
21-24	36.4	31.9
25-29	26.0	21.6
30-34	14.7	11.4
35-39	9.0	8.0
40-44	3.2	2.6
45 and above	0.6	1.4
TOTAL	100.0%	100.0%

Most caretakers interviewed (68 percent) were in their twenties, except for Asian families where the caretakers were often in their thirties (42 percent).

<u>Age</u>	<u>African American</u>	<u>American Indian</u>	<u>Asian</u>	<u>Hispanic</u>	<u>White</u>	<u>All*</u>
Under 20	70.1%	1.4	--	5.7	21.4	100.0
20-29	70.2%	1.7	1.6	9.2	15.3	100.0
30-39	71.6%	1.7	5.0	7.7	12.2	100.0
40 and above	45.8%	1.7	13.6	11.9	18.6	100.0
All Ages	69.5%	1.7	2.8	8.9	15.0	100.0

* Includes cases reported as other racial/ethnic classifications.

Families in the population included African Americans (71 percent), whites (15 percent), Hispanics (9 percent), Asian Americans (3 percent) and American Indians (2 percent.). Most of the Asians in the AFDC population were refugees. At least 6 percent of the population spoke a language other than English, and about 4 percent of the population had poor or no English-speaking skills.

Number of Children

The average number of children in the assessed population was 3.04, higher than the average AFDC case in part because many of the 18- and 19-year-old teen mothers who have fewer children were not included in the "CA" work exemption population studied for this project.

<u>Number of Children</u>	<u>% of Cases</u>
1	19.5%
2	24.9
3	23.1
4	15.2
5	9.2
6	3.8
7	1.6
8	1.1
9	1.0
10-13	0.6
ALL CASES	100.0%

Partners/Other Adult Family Members in House

The majority (72 percent) of caretakers live in a home without a spouse, "significant other," or other family member (e.g. parent, aunt, sister). Five percent of cases live with a spouse and another 8 percent live with a "significant other." In all, 17 percent of the cases had a family member (other than their children) or a partner in the home.

Sources of Public Assistance

Nearly all (95.5 percent) of the caretakers assessed were still receiving AFDC at the time of their Project Get Started interviews. Most caretakers also received food stamps, while few reported income from unemployment compensation or workers compensation.

Public Support Sources for Population	
AFDC	95.5%
food stamps	92.4%
Title 19 ¹	56.0%
SSI	9.0%
fuel assistance	1.8%
foster child assistance	0.7%
SSF	0.5%
unemployment compensation	0.4%
refugee assistance	0.1%
workers compensation	0.1%
none of the above	1.7%

¹ Cases receiving medical assistance appear to be underreported, possibly due to confusion over the abbreviated title used.

**Related Publications by the Employment and Training Institute
University of Wisconsin-Milwaukee**

Job Openings in the Milwaukee Metropolitan Area: Week of May 19, 1997.

Initial Findings on Mobility and Employment of Public Assistance Recipients in Milwaukee County and Factors Relating to Changes in W-2 Regions Over Time. (1997)

Employment and Training Needs of Central City Milwaukee Workers. (1997)

Child Care Needs of Low-Income Employed Parents in Milwaukee County Under W-2. (1996)

Financial Impact of W-2 and Related Welfare Reform Initiatives on Milwaukee County AFDC Cases. (1996)

Demographics of Milwaukee County Populations Expected to Work Under Proposed Welfare Reform. (1995)

Integrating Milwaukee County AFDC Recipients into the Local Labor Market. (1995)

Concentration of Children in Poverty in Milwaukee County Neighborhoods. (1995)

History of Jobs for Workers on Relief in Milwaukee County, 1930-1994. (1994)

Toward Full Utilization of the Milwaukee Area Labor Force: A Planning Guide for Employers. (1994)

Summaries of these reports are available on the Internet (<http://www.uwm.edu/Dept/ETI/>). For additional information contact the University of Wisconsin-Milwaukee Employment and Training Institute, 161 W. Wisconsin Avenue, Suite 6000, Milwaukee, WI 53203. Phone (414) 227-3388.

-APPENDICES-

-APPENDIX A-

Project Get Started Client Forms

RESPONSIBILITIES

- 1. ASSIGNED ACTIVITIES:** I must keep all JOBS/FSET appointments and complete all other assigned activities or explain why I can't. If I miss one or more appointments or assigned activities, without good cause, my AFDC/Food Stamps (FS) may be reduced.
- 2. CHILD CARE:** If I require Child Care in order to participate and JOBS/FSET makes appropriate Child Care available I must accept it.
- 3. MEDICAL EXAMS:** I may be required to provide medical evidence to verify any physical or mental inability to participate in JOBS/FSET.
- 5. CHANGE IN MAILING ADDRESS OR PHONE NUMBER:** In addition to notifying my Economic Support (ES) worker, I must also notify the JOBS/FSET office of any change in my mailing address or phone number within ten days of the change. I must also notify the JOBS/FSET office of any problems in receiving my mail so communication problems can be minimized.
- 6. NOTIFYING JOBS/FSET WORKER:** If I am unable to keep an appointment, I must call my JOBS/FSET worker before the scheduled appointment or if I anticipate I am going to be late. If I cannot call before the appointment, I must call as soon as possible. I must notify my JOBS/FSET case manager immediately if I get fired from a job. Before I refuse a job offer or quit a job, I will discuss the situation with my case manager. If I refuse a job offer, voluntarily reduce my hours of work, or quit a job, without good cause, my AFDC/FS may be reduced. I must notify my case manager immediately of any problems that would prevent me from participation in JOBS/FSET.

RIGHTS

- 1. SUPPORTIVE SERVICES:** JOBS/FSET will pay for child care and transportation up to the program limits, if necessary for me to participate in the program.
- 2. GOOD CAUSE:** Acceptable reasons for missing an appointment or assigned activity may include family emergency (including illness), required court appearance and no child care.
- 3. FACT FINDING:** After enrollment, if it appears that I am not cooperating with JOBS/FSET, a conference will be scheduled with me before any action is taken to reduce my AFDC/FS.
- 4. NOTIFICATION:** I will be notified by the Department of Health and Social Services (DHSS) in writing (Notice of Decision Letter) if my AFDC/FS is to be reduced for not cooperating with JOBS/FSET.
- 5. GRIEVANCES:** If I have complaints or concerns about discrimination, supportive services, assignments or activities, or other JOBS/FSET problems, I can ask to talk to my local program manager. There is a formal grievance process available to enrollees. The final decision from the grievance process is appealable at a Fair Hearing.
- 6. FAIR HEARINGS:** I may request a fair hearing in writing with my county Department of Social/Human Services, Tribal Agency or the DHSS Office of Administrative Hearings if there is a reduction or termination of my AFDC/FS or supportive services.

Reference: Wisconsin Administrative Code, Chapters HSS 201, 206 and 225
Code of Federal Regulations 7 CFR 271 and 273, 45 CFR 205, 206 and 250.
Social Security Act Titles IV-A & IV-F. Wisc. Statutes 149.124 and 49.193

As a JOBS/FSET enrollee, I must participate in program assignments. IF I DO NOT, MY AFDC/FS MAY BE REDUCED. The following standards must be met before I can be required to accept employment or training assignments.

- I must be capable of performing the work or training assignment on a regular basis. If I claim that the assigned work or training will affect my physical or mental health I will be required to submit written verification of the condition from my physician or licensed certified psychologist verifying my claim.
- I will not be required to commute more than 2 hours each day, round trip, to a work, training or activity site, using available transportation. Taking my child(ren) to and from a child care facility is not included in the travel time. If a longer commuting distance and time is generally accepted in my community, then the round trip commuting time may not exceed the generally accepted community standard without my consent.
- I will not be required to work or train at a site that is in violation of federal, state or local health and safety standards.
- I will not be required to participate in a work, training or other assignment which discriminates against me because of age, handicap, sex, race, creed, color, sexual orientation, national or ethnic origin, or other reason prohibited by state law.
- I will not be required to take a job or training assignment if I need child care and none is available.
- I will not be required to accept employment that does not meet or exceed the federal or state minimum wage if applicable. Wage rates, hours of work, and conditions of employment must conform to requirements in the Fair Labor Standards Act as amended.
- If I am self-employed, the hours I work will be determined by dividing my monthly net earnings by the minimum wage. DOES NOT APPLY TO FSET
- I will not be required to take a job that is vacant because of a strike, lockout or other bona fide labor dispute.
- By taking a job, there cannot be a "net loss of cash income" calculated on actual reasonable work-related expenses, mandatory payroll deductions, other necessary expenses related to work, as well as Earned Income Tax Credit (if applicable). If I have questions on this, I will contact my ES worker. DOES NOT APPLY TO FSET
- I will not be required to take a job against the rules of a union to which I belong.
- I will not be required to take a job that would interfere with my ability to return to my regular job within a short period of time. I may, however, be required to take a temporary job until my regular job resumes.

I HAVE READ AND I UNDERSTAND THE CONTENTS OF THIS DOCUMENT. MY QUESTIONS HAVE BEEN ANSWERED AND A COPY PROVIDED TO ME.

MY LOCAL JOBS/FSET PROGRAM MANAGER IS:

Name

Address

City State Phone

Signature of Enrollee

Date

Signature of Work Program Staff

Phone

Do you own a car or you can regularly borrow a car? No Yes	
Do you have a drivers license? No Yes	
If you have a drivers license, circlce the kind: Wisconsin Out-of-state Chauffeur CDL	
Are you currently in school? No Yes	
If you are in school, where do you go to school?	
What are you studying in school?	
If you are <u>not</u> in school, what is the last year you were in school?	
Circle the highest grade you finished in school:	
Grade 1 2 3 4 5 6 7 8 9 10 11 High school diploma	
GED Some college Associate degree Bachelors degree Masters degree	
Circle all of the following you now receive: AFDC Food stamps Foster child assistance	
Fuel assistance General assistance Refugee assistance Rent assistance RNIP	
SSF SSI Title 19 Unemployment VA benefits Workers comp	
Write the month and year you <u>first</u> started to get AFDC:	
WORK HISTORY:	
If you have <u>never</u> worked for pay, check this box: <input type="checkbox"/>	
Have you had specific job training? No Yes	
If you had job training, what job did you train to do?	
If you have worked for pay, complete one section below for each job you had in the last <u>three</u> years.	
Where did you work?	Job duties:
Start & end dates:	Why did you leave?
Where did you work?	Job duties:
Start & end dates:	Why did you leave?
Where did you work?	Job duties:
Start & end dates:	Why did you leave?
Where did you work?	Job duties:
Start & end dates:	Why did you leave?
Where did you work?	Job duties:
Start & end dates:	Why did you leave?

PROJECT GET STARTED

PARTICIPANT INFORMATION

Name: Last, first, middle:
Social Security number:
EDUCATION
Do you want to go back to school? No Yes
If you want to go to school, circle the <u>one</u> that best describes why: Improve my spoken English. Improve my reading and math. Get my GED. Get training for a specific job. Other—write in
EMPLOYMENT
What kind of job would you like to have?
Do you <u>now</u> have training and experience for the job you want? No Yes
If you do <u>not</u> have training or experience, what do you think you need?
Do you have any job-related license or certification? No Yes
If <u>yes</u> , what license or certification do you have?
Can you run any job-related equipment, such as a computer? No Yes
If <u>yes</u> , what equipment can you run?
Do you have any job-related hobbies? No Yes
If <u>yes</u> , what job-related hobbies do you have?
What other job-related skills do you have?

Circle one sentence that best describes your feeling about going to work.

I definitely am not ready to go to work.

I'm not sure, but most likely I am not ready to go to work.

I'm not sure, but I think I am ready to go work.

I definitely would like to go to work.

I'd start work tomorrow if I could.

I am already working.

SUPPORT SERVICES

Write the names and birthdays of your children:

What child care arrangements did you make today?

If you were in school or working, circle the child care you think you could use:

My mother could watch my children.

My friend could watch my children.

I would prefer my children go to day care.

I don't know.

Other—write in

Do any of your children have on-going health problems? No Yes

If your children have health problems, do you think it would be difficult to get child care? No Yes

If yes, explain why.

Circle the way you got to MATC today: Drove Rode with someone Bus Other:

How do you think you would regularly get to work? Drive Ride with someone Bus Other:

Do you have health problems—including pregnancy—that would interfere with your working? No Yes

If you are pregnant, write the approximate due date:

If you have other health problems that would interfere with working, explain:

What help would you need so you could go back to school or to work? Circle all that apply.

Help finding a job

Child care

Reliable way to get to school or work

Tutor or special help with school work

Help with my health problems

Help with my children's health problems

Other—write in

Circle any of these areas where you feel you need help:

Abusive relationship

Child's behavior

Legal problems

Money management

Parenting

Other—write in

PROJECT GET STARTED: SUMMARY AND RECOMMENDATIONS

BACKGROUND	
Name: Last, first, middle:	
Social Security number:	
Circle assigned JOBS operator: 1801 1811 1821 1831 1841 1871 1891	
CHILDREN, CHILD CARE, TRANSPORTATION	
Number of children:	Date of birth of youngest:
Ages of children:	Number of persons in household:
Check relationship of children: <input type="checkbox"/> biological parent <input type="checkbox"/> biological grandparent <input type="checkbox"/> foster parent <input type="checkbox"/> guardian <input type="checkbox"/> other	Check status: <input type="checkbox"/> single, never married <input type="checkbox"/> divorced <input type="checkbox"/> married, living with spouse <input type="checkbox"/> married, not living with spouse <input type="checkbox"/> other
Check the more accurate statement: <input type="checkbox"/> Participant has access to regular, reliable child care. <input type="checkbox"/> Participant will need help with child care: <input type="checkbox"/> Help finding child care. <input type="checkbox"/> Help paying for child care.	
Check the more accurate statement: <input type="checkbox"/> Participant has access to regular, reliable transportation. <input type="checkbox"/> Participant will need help with transportation: <input type="checkbox"/> Help finding transportation. <input type="checkbox"/> Help paying for transportation.	
HEALTH	
Check the more accurate statement: <input type="checkbox"/> Participant has <u>no</u> health problems which might <u>temporarily</u> interfere with her working. <input type="checkbox"/> Participant has health problems which might <u>temporarily</u> interfere with her working. If so, note briefly: <input type="checkbox"/> pregnant, due: <input type="checkbox"/> other, specify:	
Check the more accurate statement: <input type="checkbox"/> Participant has <u>no</u> health problems which might <u>permanently</u> interfere with her working. <input type="checkbox"/> Participant has health problems which would <u>permanently</u> interfere with her working. If so, note briefly: <input type="checkbox"/> physical health: <input type="checkbox"/> psychological health:	
Check the more accurate statement: <input type="checkbox"/> Participant's children have <u>no</u> health problems which might interfere with her working. <input type="checkbox"/> Participant's children have health problems which might interfere with her working. If so, briefly note:	

SUPPORT SERVICE RECOMMENDATIONS

Note, child care and transportation are on the first page of the form.

Check all areas of support needs the participant and the interviewer identified:

- abusive relationship
- alcohol and other drug abuse
- career counseling
- job finding
- job retention
- money management
- motivation
- parenting, dealing with children
- self-esteem, personal value
- social skills, attitude
- W-2 realities and requirements
- other, specify:

Comments:

Check all that apply:

- Child support services are not applicable.
- Participant saw child support paralegal while at MATC.
- Participant did not contact child support at MATC, but should do so in the future.
- Participant has existing child support order, satisfactorily implemented.
- Participant has existing child support order, but not satisfactorily implemented.
- Participant probably needs case manager follow-up regarding child support.

FINAL RECOMMENDATION

Based on assessment and testing, the team deems this participant to be

- Level I: Most ready for employment
- Level II: Ready for employment with minimal help
- Level III: Ready for employment but faces barriers
- Level IV: Faces severe barriers to employment

If Level IV, check the most appropriate and provide a brief notation:

- physical health:
- psychological health:
- multiple major barriers (e.g., language, culture, family):

ASSESSMENT TEAM INFORMATION

Signature and date of assessment:

COMPONENT RECOMMENDATIONS: HOURS PER WEEK AND LOCATION

COMPONENT 1	
Activity	
Location	
Start date	
Hours per week	
Number of weeks	
COMPONENT 2	
Activity	
Location	
Start date	
Hours per week	
Number of weeks	
COMPONENT 3	
Activity	
Location	
Start date	
Hours per week	
Number of weeks	

-APPENDIX B-

MATC/Ameritech Blueprint For Success Mentoring Program

Project Abstract

“Blueprint for Success”

A mentoring partnership

Project Overview

“Blueprint for Success” is a pilot project designed for Ameritech employees to provide mentoring to a select group of Milwaukee Area Technical College (MATC) students who have been supported by welfare and who have completed their education and are moving into the workplace. Select mentors will receive mentor training from the certified mentor training program at MATC and be paired with an MATC student for a minimum period of six months. Each mentor and student mentee will receive formal training and be required to have regular communication outside of the mentee’s regular work hours throughout a six-month period. The expected outcome of “Blueprint for Success” is that mentees will demonstrate the ability to assimilate into their workplace and become productive, long-term employees. The success of the program will be measured at specific points throughout this period and a full evaluation will be published at the conclusion of the pilot.

MATC will coordinate all communication related to “Blueprint for Success,” including the announcement of the pilot, media opportunities during the project, and wrap-up information/materials at the project’s conclusion.

Target Audience

Students who have been supported by welfare and who are ready to move from school to work often do not have all the soft skills which would allow them to make a successful transition. These skills include timely attendance, knowledge of organizational protocol, problem solving, conflict management, and managing time and money.

Compounding the lack of these skills are the personal issues of low self-esteem, lack of transportation and inadequate child care. These shortcomings and situations make it difficult for these individuals to successfully move into the workplace and thrive over a long period of time. “Blueprint for Success” would, therefore, provide support from mentors who are seasoned professionals and who will help these individuals develop an understanding of ongoing workplace issues and strengths for problem solving.

As an incentive to participate, mentees would receive a scholarship at the conclusion of the six-month pilot.

-APPENDIX C-

MATC Soft Skills Training Workshops

COURSE DESCRIPTIONS
PROJECT GET STARTED

I. THE ROLE OF PARENTING

This course focuses on defining and exploring the roles and responsibilities of parenting. With a greater understanding of parenting styles the students will develop techniques, learn strategies and skills to demonstrate positive parenting.

II. SELF ESTEEM

Students will learn to identify traits of healthy self-esteem through role playing and exploration of their innate abilities. Through utilization of these newly developed skills they will lead more productive lives with an expanded self-image.

III. SEXUALITY

Students will define and clarify the meaning of sexuality through meaningful discussions and participating in activities that explore sexual decision-making, selection of partners, and birth control. They will process the relevance of these issues as they impact on their daily lives and families.

IV. COPING WITH PARENTING AND GRANDPARENTING

This course is designed to help students develop coping mechanisms to effectively deal with the stress related to the dual role of parenting and grandparenting. Strategies of defining and setting parental boundaries are explored and encouraged.

V. MOTIVATION

Participants are challenged to take risks and establish ownership of their personal lives and their own happiness. Exercises and participatory activities are used as aides to enhance the concept of motivation.

VI. ENTERING THE WORKFORCE

Balancing work and family life will be explored. Focus will be placed on identifying coping strategies and support systems when unexpected situations occur. Students will learn to assess their current skills and enhance them through interest inventories and other exploratory techniques.

VII. BEING A VALUABLE EMPLOYEE

Emphasis is placed on the desirable traits of what makes an employee valuable and how to develop those qualities. Activities and exercises are used to develop problem-solving skills from an employers perspective.

VIII. HOW TO MARKET YOURSELF

Students will learn how to promote themselves through self-evaluation of past and current experiences. Successful techniques on application completion and resume writing will be addressed. Students will be assisted in developing and tailoring their own resumes.

IX. COMMUNICATION IN THE WORKPLACE

Strategies for building effective communication in the workplace are discussed. Through exercises, students will explore ways of modifying their behavior to become better communicators. Emphasis will be placed on development of self-control and appropriate workplace behavior.

X. INTERVIEWING/DRESSING FOR SUCCESS

Students are introduced to proper interviewing techniques as well as to the importance of making a good first impression. Emphasis will be placed on developing an appropriate workplace wardrobe.

XI. TOOLS FOR SUCCESS (NON-TRADITIONAL)

Students will explore the various roles women have played in the workplace and be introduced to non-traditional occupations. They will identify barriers to non-traditional occupations and dispel myths pertaining to these occupation. Activities will include inventories, videos and presentations by role model in the occupations.

XII. MONEY MANAGEMENT

An introduction in the study of basic budgeting and banking practices and principles relating to money management. The students will explore the attitudes and techniques ineffective money management through setting realistic goals and budgets pertaining to saving and spending

-APPENDIX D-

MATC Short Term Vocational Programs

CERTIFIED NURSING ASSISTANT CERTIFICATE

SKILLED NURSING ASSISTANT COURSE

Skilled Nursing Assistant is five credit course designed to prepare students for employment in hospitals and nursing homes or home health services. Instruction includes the entire Basic Nursing Assistance course and orientation to a selected facility.

Skills Acquired in Basic Nursing Assistance Include:

- **Nutrition and Feeding**
- **Restorative Activities**
 - Body Mechanics
 - Proper Lifting
- **Charting**
- **Temperature/Pulse**
- **Infection Control**
- **Understanding and Care for Death and Dying**
- **Placing gastric Tubes**
- **Bedmaking**
- **Proper Care in Giving Baths**
- **Communication Skills**
 - Interpersonal Relating
 - Understanding the Need for a Caring Attitude
 - Understanding Fragile State of Some Patients



PRINTING CERTIFICATE

This certificate contains two courses:

Introduction to Printing and Small Press

INTRODUCTION TO PRINTING

This course provides hands-on experience in taking a job through the offset printing process. Lab work is supplemented with an overview of the entire printing process and industry.

Skills Acquired in Introduction to Printing Include:

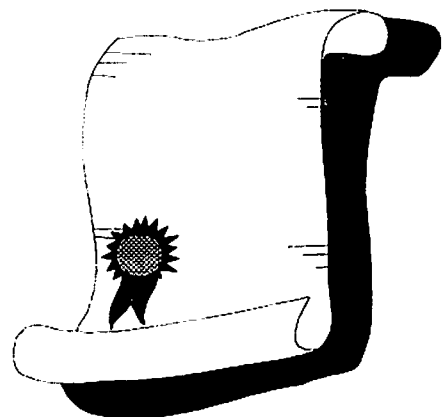
- Copy Preparation
- Image Assembly
- Proofing
- Platemaking
- Small Press Operation

SMALL PRESS

The fundamentals of press operation are introduced using small offset litho and silk screen presses.. Emphasis is on press adjustments that will result in high-quality printing.

Skills Acquired in Small Press Include:

- Paper Handling
- Press Maintenance
- Interpreting Job Specifications
- Understanding of Small Offset Litho and Silk Screen Presses



WELDING CERTIFICATE

FUNDAMENTALS SEMI-AUTOMATIC WIRE WELDING

Welding skills are developed through the use of the semi-automatic solid and cored wire welding processes such as gas metal arc, flux cored and submerged arc.

GENERAL SEMI-AUTOMATIC WIRE WELDING

This course is a continuation of Fundamentals of Wire Welding. Emphasis is on out-of-position welding on common joints.

GAS SHIELDED ARC WELDING PROCESSES

The principles and theory of semi-automatic wire welding processes as applied to different types and thicknesses of metals in various joint configuration are emphasized. Various testing methods used for assuring weld quality are covered.

METAL FABRICATION CAREERS

This course is designed to develop insight and understanding of career opportunities in metal fabrication. Employability skills and modern manufacturing techniques will be emphasized.

BASIC BLUEPRINT READING

This course covers:

- Basic lines and views
- Simple sketches, notes, sections and detail and assembly drawings
- Emphasis is placed on orthographic projections

MATH FOR WELDERS

This course reviews:

- Metrics
- Averages
- Percentages
- Tolerances
- Linear and Angular Measure
- Area and Volume
- Capacities of Metal Shapes and Fabricated Objects
- Material Weight, stretchout calculations, and blueprint calculations are welding specific applications studied.

OFFICE SUPPORT AIDE

Office Support Aide has two courses:

Typing/Keyboarding

This Typing/Keyboarding course is designed to help students develop and understand the following:

- Windows
- Keyboarding
- Numeric keypad function

BASIC OFFICE PROCEDURES

Students receive training in mail handling; alphabetic filing using ARMA-compatible filing rules; hands-on telephone training including effective speaking and listening skills, customer service skills, message-taking skills, and effective use of the telephone directory; facsimile machine; photocopier; business calendar and punctuation.

-APPENDIX E-

MATC Customized/Employer Linked Training

Milwaukee Area Technical College ***Customized/Employer Linked Training***

Introduction

Over the past four years, the Secretary of the Department of Labor has commissioned a number of studies aimed at identifying barriers to employment for economically disadvantaged persons in America's central cities. In addition, various foundations have looked at these barriers in the Milwaukee metropolitan area. Findings in each of the studies highlight **three key factors (or barriers) to employment for central city residents: 1) childcare in the case of W-2 recipients and other economically disadvantaged parents; 2) transportation to jobs in the outlying areas; 3) the lack of job-related hard and soft skills.**

Over the past several years, MATC has nurtured strong working relationships with the Private Industry Council and the Milwaukee County Job Center Network (MCJCN). During this period, more than 25 programs in multiple skill areas were developed and implemented in collaboration with the aforementioned partners and with area employers. *Each of the programs was developed to meet the specific needs of an employer or a consortium of employers.*

In the experience of MATC and its local partners, *the development and implementation of customized training programs has proven to be the most effective methodology for moving individuals from welfare to work.* These programs ensure that employers are involved in the development of the curriculum, as well as in the final selection of students who will enroll in the program. Customized programs offer greater success and improved access to training for participants under Wisconsin Works (W-2), the State's welfare reform program, by *bringing the employer, funding source, educational institution, case management, and job seekers together in a collaborative manner.*

The Milwaukee Metropolitan Statistical Review indicates that there are between 10,000 and 18,000 jobs available in the Milwaukee metropolitan area annually. However, studies have shown that most W-2 recipients do not currently have the occupational skills necessary to enter the workforce in the vast majority of the available jobs. MATC short-term certificate programs help to eliminate the skill gap between job seekers and available employment by preparing students to meet the minimum entry level skills requirements established by employers for a given position.

Customized Training Program Development

Customized training programs offer employers and potential employees (W-2 participants) access to job specific training. Students may be trained in both classroom and work settings at the employer's place of business, or at alternative sites agreed upon by all parties. In certain circumstances, a combination of classroom and simulated work experiences are utilized to enhance the student's knowledge of the job and to orient him/her to the company and its methods of conducting business.

Customized training programs are designed to meet the entry level requirements for a given position. In essence, after the employer and MATC have agreed on the actual training methodology, a participant successfully completing the program would be able to start work and be reasonably productive. In short, the student will be prepared to perform the minimum tasks required to do the job on his/her first day of employment.

To initiate a customized training program, an employer or consortium of employers are required to provide an up front commitment to hire successful program graduates. This commitment stipulates the type and number of positions available, any special skills required to accomplish the job beyond those that can be acquired in an academic/training environment, and any other elements the company views as essential prerequisites to entry into its workforce. The letter of agreement should also indicate the company's commitment to long-term employment of participants who successfully complete the program.

MATC guarantees the quality of the education students receive by selecting certified instructors from its full or part-time faculty to teach all accredited courses in the program. In some cases, approved agency partners may be called upon to provide non-accredited components such as workplace orientations and workshops on workplace diversity. The following academic support for students are provided by MATC: 1) open computer labs at all campuses and other partnership sites; 2) tutoring; and 3) occupational basic skills instruction.

Employer Recruitment

The recruitment of employers is the first step in the development of customized or employer linked training programs. To that end, the Milwaukee Area Technical College has established partnerships with the PIC, W-2 Agencies, the Milwaukee Jobs Initiative (MJI), and the Wisconsin Regional Training Partnership (WRTP) to improve recruitment of employers willing to participate in customized or employer linked training programs. These partners have developed several strategies aimed at recruiting employers who are committed to increasing their work forces and are willing to participate in initiatives that offer access to employment to W-2 recipients and other economically disadvantaged residents in the region.

Existing Training Programs

Based on current labor market information, there is significant employment growth in a number of occupational fields. The following list includes some of the programs that have been developed by MATC and can therefore immediately address the existing workforce needs of area employers and the employment objectives of W-2 recipients:

<u>Program</u>	<u>Length of Program</u>
Alterations Machine Operator	12 weeks
Automotive Servicing	12 weeks
Banking/Finance (Clerks/tellers)	10 weeks
Cabinet/Millwork	12 weeks
Childcare Home & Agency	16 weeks
Data Entry Clerk	12 weeks
Dental Assistant	12 weeks
Food Services/Cooks Line & Prep	8 weeks
Graphic Arts	12 weeks
Health Unit Coordinator	16 weeks
Hotel Front Desk Clerks	16 weeks
Landscape Maintenance	10 weeks
Law Enforcement/Security	12 weeks

Machine Tooling	12 weeks
Metal Casting/Plastics	10 weeks
Nursing Assistant	8 weeks
Office Support/Receptionist	10 weeks
Pharmacy Assistant/Retail	10 weeks
Welding - Various Industries	12 weeks

The number of participants and the program length for each short-term customized training program may vary based on an employer's actual needs.

While many of the positions available are outside of Milwaukee County, transportation to these employers has improved over the past two years. However, this continues to be a barrier for job seekers being offered positions on second and third shifts and weekends. The partnerships MATC has established with the organizations identified in this document will continue to address each of the barriers to employment that W-2 recipients will face during their enrollment in MATC short-term programs or other educational activities.

Each of the programs conducted under this initiative is developed at full cost. Each program's total cost includes the following items:

1. All instructional cost.
2. The cost of curriculum development when appropriate.
3. Direct cost of non-academic staff assigned to the program.
4. Books and instructional materials.
5. Uniforms and tools when appropriate.
6. Space leases when the instruction is performed at a site approved by all the partners and that is not in the normal network.
7. Lease cost for any special equipment that is required for the program that will not be used by MATC in other programs.

All short-term programs at MATC are accredited and provide graduates with an academic base approved by their employers. This provides students with an academic career ladder. After completing the program and moving into the workforce, graduates will have the skills and study habits necessary to upgrade their skills at MATC in a full Diploma or Associate Degree Program. This will ensure that the skills participants acquire can be used industrywide and minimize the number of individuals returning to the public assistance rolls for lack of employment opportunities.

-APPENDIX F-

MATC Education for Employment - "E-2"-Plan

Milwaukee Area Technical College ***Education for Employment - "E-2" - Plan***

Introduction

The dominant complaint of employers about their workers, as outlined in the SCANS Commission findings, is not that job-specific skills are deficient, but that they lack more fundamental competencies, including the ability to read and communicate at appropriate levels. Various studies have found that these competencies can best be taught in a mix of academic and occupational content, appropriately integrated so that students can see how general abilities are necessary in specific occupational settings. The most powerful rationale for integrating academic and occupational education, and one that is consistent with the findings of recent studies, is that students will be better-prepared for occupations over the long run, especially in a world of changing requirements and escalating skill demands, if they are broadly rather than narrowly educated.

One remedy to the problem of how best to provide basic skills instruction is to borrow the method of integrating academic and occupational content, that is, to develop remedial courses and ESL programs with an occupational emphasis. These approaches teach basic academic skills while introducing students to the concepts, tasks, and job-specific skills required in occupational areas (Grubb, 1996)¹. In addition to providing some sense that remedial courses are connected to occupational purposes, these approaches exemplify the position that learning in a particular context is most effective (Collins, Brown & Newman, 1989)².

The integration of academic basic skills instruction and occupational content involves teaching basic skills within a program that draws reading, vocabulary, writing exercises, and other applications from a broad occupational area. Such a program prepares students to enter a specific occupational area, in contrast to most remedial programs which prepare students to pass basic skills tests but fail to link remediation to a career opportunity. The claims that this approach increases retention, in contrast to regular remedial programs where students are unmotivated because they fail to see the connection to vocational goals, suggest that this form of "contextualized" instruction holds real promise for literacy education (Grubb, 1996).

These integrated approaches to teaching basic skills are consistent with the current view that learning in context is a superior method, compared to the conventional practice of teaching reading, writing, math, or science as abstract bodies of skills and facts disconnected from their applications -- consistent both with good practice in adult education and the recommendations of SCANS that educators must "help students see the relationship between what they study and its application in real-world contexts," and that "the most effective way of teaching skills is in context" (1991)³. The integrated approach to literacy education prepares learners for the "real" world. Content is technically-based and job related, therefore making the job the central focus (Fowler, 1992)⁴.

¹ Grubb, W. Norton (1996) *Working in the Middle: Strengthening Education and Training for the Mid-Skilled Labor Force*. San Francisco: Jossey-Bass, Inc.

² Collins, A., Brown, J., & Newman, S. (1989). Cognitive Apprenticeship: Teaching the Craft of Reading, Writing, and Mathematics. In L. Resnick (Ed.), *Knowing, Learning, and Instruction: Essays in Honor of Robert Glasser* (pp. 453-494). Hillsdale, NJ: Erlbaum.

³ Secretary's Commission on Achieving Necessary Skills (SCANS). (1991). *What Work Requires of Schools: A SCANS Report for America 2000*. Washington, DC: U.S. Department of Labor.

⁴ Fowler, R. (1992). How to Build a Successful Program in the Workplace: A Business Perspective. *Adult Learning*, 3(8), 17-18.

State and federal welfare reform initiatives make it more difficult for adult education and literacy programs to provide instruction to adults who are trying to move off welfare and into work because it increases the demand for basic education services while narrowing the timeframe for the delivery of these services. For recipients who enroll in basic education programs, work requirements and time limits on aid mean educators must find ways to shorten completion times and more directly connect instructional services to work⁵.

The MATC Education for Employment Plan provides an adult education program with a service delivery system structured to serve the needs of AFDC recipients faced with a requirement to participate in a work activity but who lack the basic skills needed to transition into unsubsidized employment. In addition, the program responds to the need for an alternative basic skills delivery system connected to the workplace and one that will comply with time limits imposed by Federal and State welfare reform legislation.

Education for Employment (E-2) Plan - Major Components:

Wisconsin's AFDC population has been impacted by the new federal welfare reform legislation that was signed into law in October of 1996. Full implementation of Wisconsin Works (W-2), the Wisconsin welfare reform program, began September 1, 1997. The MATC Education for Employment Plan, approved by the Milwaukee County Local Collaborative Planning Team (LCPT), allows individuals who have less than 12 years of schooling to be engaged in education for up to 10 hours per week in conjunction with their work component. The Plan is consistent with TANF, W-2, and the State's Partnership for Full Employment (i.e., job center) initiatives.

The MATC Education for Employment Plan provides a service delivery model that integrates funding sources and expands the MATC basic skills educational delivery services through the Milwaukee County Job Center Network. Through the utilization of existing resources, and the expansion of the CBO delivery model, AFDC recipients that have less than 12 years of education are engaged in an educational component in conjunction with their required work component.

Full implementation of the Plan provides each W-2 region with at least two comprehensive learning labs to serve the population residing in each of the County's six regions. Each learning lab is fully equipped with state-of-the-art computers. The labs are jointly coordinated by the CBO Job Center Network agencies, the LCPT, and MATC. Occupational basic skills, workbased GED, as well as customized short-term vocational training can all be offered through the comprehensive learning labs.

The goal of the Education for Employment Plan is to develop the capacity to serve over 11,000 job participants. Based on the availability of funding, a further expansion of the existing Learning Lab sites can be implemented in order to increase the capacity as needed. When W-2 was implemented, the AFDC population with less than 12 years of schooling in Milwaukee County was estimated at 10,800. Therefore, the Learning Labs can potentially provide educational services to more than just the W-2 population through the Job Center Network structure.

The MATC Education for Employment Plan is an individualized, student driven model based on the number of hours that a student is enrolled in an MATC course. The number of hours that a student is enrolled in an MATC course is currently one of the benchmarks that generates funding for the labs. The education activity must be

⁵ National Institute for Literacy. *Policy Update: How to Prepare for Welfare Changes*. Washington, DC. October 28, 1996.

linked to a participant's work component as part of their Employability Development Plan (EDP). The success of E-2 will be based on the following:

- Ensurance that all participants with less than 12 years of education are appropriately enrolled in an education activity as part of their EDP
- Development of flexible schedules to serve the population at CBO and Job Center sites
- Maintenance of a high level of achievement and student retention
- Development of workbased GED programs, and workbased ESL programs
- High utilization of the occupational basic skill software programs
- Development of short-term vocational and customized training programs
- Continued development of workbased literacy programs
- Development of Community Service Jobs for MATC students and W-2 participants in the Learning Labs and at MATC campuses

To respond to the need for alternative basic skills delivery systems connected to the workplace and the need to comply with time limits imposed by welfare reform legislation, the MATC E-2 Plan calls for the utilization of the Conover Integrator Series, which is an occupation-specific basic skills system. The Conover Integrator Series is a competency-based, applied academic program integrating, or connecting, an assessment process to a comprehensive skill enhancement process. There are four modules within the Integrator Series: math, communications, interpersonal skills, and problem-solving. The U.S. Department of Labor SCANS Report has defined these core areas as the foundation skills needed in order to function in the workplace.

Each module in the Integrator Series has a diagnostic component and a skill enhancement component. Results of the diagnostic component electronically connect to the skill enhancement component. The assessment results of the Integrator Series relate to basic skill competencies and curriculum. In other words, the modules identify skill components, demonstrate a relationship between academic skills and their use in an occupation, diagnose how well a student can handle the basic skills competencies related to an occupation, and remediate skill deficiencies. In addition, courseware for math, adult basic skills assessment, GED, office technology, and other applications are available in the Learning Labs.

MATC currently administers learning labs located at Job Center sites in Milwaukee County. Each of these existing Job Center Learning Labs have adequate staff to cover the needed scheduling. Also, the existing CBO network is ideally positioned to help participants meet their education and work requirements through the established MATC educational delivery structure. Currently, MATC offers basic skills services through 14 local community based organizations that are located within the six W-2 regions. The integration of available employment training dollars at existing sites can model these programs into comprehensive learning labs that can serve the educationally disadvantaged population. The CBO network programs are based on an open/entry open/exit delivery model that provides services to individuals at times most convenient to them. MATC district short-term vocational programs also provide training to meet the needs of this population at the various campus and CBO network locations.

-APPENDIX G-

Reading/Writing Partners, A Parent/Child Initiative

Reading/Writing Partners, a Parent/Child Initiative
Milwaukee Area Technical College
Milwaukee, Wisconsin 53233

Abstract

The number of students in the Milwaukee area who have not completed high school has risen dramatically with the increase in social and cultural stresses on them. The 1995 "WSRA Fact Sheet on Adult Literacy" noted that there are an estimated 442,460 functionally illiterate adults in Wisconsin. The January 15, 1995 Milwaukee Journal Magazine reported that last year more than 3,409 students dropped out of Milwaukee Public School, Wisconsin's largest school system. This represented a 15 percent local dropout rate, compared to a statewide annual rate for the same period of three percent and a national rate of 4.4 percent.

In an attempt to break the illiteracy cycle in the metropolitan Milwaukee Community, the Adult High School(AHS) On-line Learning Center has developed a new reading/writing curriculum which will be offered to W2 participants, their children, and the Milwaukee Community. READING/WRITING PARTNERS, a developmental reading curriculum, has been designed to increase reading and comprehension skills in W2 participants and their school age children. The philosophy of the program is based on the belief that parents are the child's first and most influential teacher and that parents themselves are motivated to learn more and to upgrade their skills so their children will be able to follow their example.

Facilitating parents' awareness of comprehension and reading strategies to help their children will also help them to learn these strategies and to aid their own reading ability. In an effort to reach out to the Milwaukee Community at large and to further reach out beyond the normal boundaries of regularly scheduled classes, this program is designed to

- aid both parent and child in upgrading their reading skills
- encourage parents to be actively involved in their children's education
- establish good study and reading habits for both parents and children
- encourage children to learn by the positive examples set by their parents and
- help parents earn high school credits toward their diplomas.

It is our belief that this curriculum will be a positive, growing learning experience not only for the W2 participants, but also for their children and indirectly for the community in which they will function in the 21st century.

NARRATIVE

INTRODUCTION

In an attempt to reach out to the Metropolitan Milwaukee community and to break the illiteracy cycle in this community, the AHS On-line Learning Center will offer **READING/WRITING PARTNERS**, a new intergenerational curriculum to MATC W2 participants and their children. This program will offer a reading and writing skills literacy program for W2 participants, who are being prepared for the world of work, along with a reading/writing skills literacy component designed for their school age children.

Mary Sorensen, the Project Director of the AHS On-line Learning Center and the lead teacher of **Reading/Writing Partners**, is a 35 year veteran teacher and reading specialist dedicated to helping students acquire the basic skills that will help them become useful, productive members of society, as well as providing them an environment that encourages creative and critical thinking and teaches the use of innovative technology which these students will most certainly need in the work world of the 21st century. She has done extensive research in learning styles and multi-modalities, adult learning theory, alternative assessments, and brain research.

NEEDS

The National Center for Family Literacy, Louisville, Kentucky, states in its booklet, "Family Literacy: The Need and the Promise" that "...children of poor, uneducated families often fail to achieve a solid grounding in basic skills....At best their home environments provide neither the literacy tools nor the personal support which might enable them to make up their skill deficits. The situation results in a cycle of illiteracy and poverty, low self-esteem, limited expectations and public dependency." It is estimated that there are 442,460 functionally illiterate adults throughout Wisconsin, according to the WSRA (Wisconsin State Reading Association) Fact Sheet on Adult Literacy.

Moreover, large numbers of Wisconsin primary and secondary students experience a myriad of problems that seriously interfere with their learning, school attendance, preparation for employment, or satisfactory progress toward graduation and a place in the world of work. **Reading/Writing Partners** will serve as a program aimed at creating the synergy that develops when the whole family, parents and children, participate in a literacy enhancement program. It will serve parents and children (grades 3 to 8) from economically and educationally disadvantaged families. It is anticipated that 75 per cent will be minority families and/or single parent households.