MAKING ECONOMIC GROWTH WORK FOR POOR WOMEN:
WOMEN IN ELECTRONICS
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WOMEN IN ELECTRONICS

Final Report on a
Training Demonstration
Conducted in
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From March 1982 until December 1983, MDC, Inc., collaborated with eleven private corporations and an equal number of public agencies in the design and testing of an innovative training program for women. Known as "Women in Electronics," the demonstration trained 59 women from unemployment and welfare rolls for jobs with career potential in North Carolina's growing electronics industry. Eighty-eight percent of the graduates obtained jobs, and 69 percent continued working 18 months after training. Although, on average, participants had earned less than $2500 the year prior to training, the average annual earnings of working graduates 18 months after training was $14,250.

This report summarizes the major strategies employed by this demonstration and the long-term impact of the program on participants. It includes a comparison of the economic status of graduates with several comparison groups six months after program intervention and an analysis of the economic status of program graduates 18 months after program completion. The report concludes with an assessment of the feasibility of replicating demonstration techniques in other expanding economies.

Background

Despite the traditionally high percentage of women in the North Carolina labor force, women continue to suffer from occupational segregation and limited preparation for the more-skilled and high-paid jobs in industry. Attempts to remedy occupational segregation have frequently focused on opening up opportunities for women in traditionally male sectors -- the construction trades, in particular. Those efforts, however, have been
hindered by the cyclical nature of the construction industry and by resistance from unions, employers, training institutions, and women themselves. Affirmative action programs have also helped to break down occupational segregation, but the effectiveness of such programs in recent years has been greatly eroded by shifting federal priorities and declining resources.

The Women in Electronics project was a new strategy for helping disadvantaged women gain economic independence — a strategy which relied less on governmental intervention and more on labor market forces. More specifically, the project attempted to train and place low-income women in jobs in an industrial sector where the demand for workers was expanding, where job mobility and new skill needs were high, and where the opportunity to advance up a career ladder was more prevalent because of the press for obtaining reliable and trainable workers.

The project focused on the electronics industry in North Carolina because of favorable projections for that industry's growth and expansion in several areas of the state. Existing community resources and established training and service agencies were tapped by the project to avoid the need for securing external resources to keep the program operational after its developmental period.

The costs for developing the program model and for researching program outcomes were met by grants from The Ford Foundation, the North Carolina Department of Community Colleges, IBM Corporation, Northern Telecom, Inc., and the Southern Education Foundation. Operational costs were met by grants from the Central Piedmont Employment and Training Office, the City of Raleigh Office of Human Resources, and the Wake/Johnston Counties Private
Industry Council, and by donations of equipment, supplies, and instructional services from cooperating electronics firms.

Tested in three communities adjacent to North Carolina's Research Triangle Park, the program continues to operate at the first pilot site in Durham, North Carolina, as the Electronics Manufacturing Training Program for Dislocated Workers. The program has been opened to men as well as women, and to date over 150 women and 50 men have completed training. "Women in Electronics" also spawned three spin-off demonstrations for low-income women and teenage girls in Durham, Burlington, and Charlotte, North Carolina.

In the Beginning: Slow and Deliberate Planning

Nearly a year was devoted to developing the program model and to designing a training curriculum. During the first six months of the project, MDC explored the project concept with a variety of employers and service delivery agencies in North Carolina. MDC also called on a number of state agencies for support and ideas, including the Department of Community Colleges, the North Carolina Council on the Status of Women, the Division of Employment and Training, the Department of Administration, the North Carolina Microelectronics Center, and the Office of the Governor.

MDC initially proposed training women for the skilled technician positions which occupied the mid-level strata of the electronics industry. These positions were both high-paying and stable but dominated by white males. Training, we proposed, would be accomplished by reorganizing the existing two-year electronics program offered in several of North Carolina's technical schools to a six- to twelve-month training program which focused on the essential aspects of electronics. Employers were quick to point
out, however, that there was little that could be cut from the two-year program if our goal was to turn out technicians. The technical schools identified additional problems related to funding and space, and other service agencies predicted attendance and retention problems if the training were to be long term and to offer only minimal support services.

After reconsideration, a six-week course in electronics assembly was designed under the guidance of local electronics employers. Though assembly jobs would pay less than technician jobs, their compensation levels compared favorably to those of entry-level positions in other North Carolina industries accessible to low-skilled workers. Further, employers assured us that the most motivated could move up in the electronics industry because of the projected growth of the industry in the next several years. In order to facilitate this upward movement, special course materials in career advancement were incorporated into the training to motivate participants to take more-advanced training after they secured employment, thereby preparing themselves for the more-desirable mid-level and supervisory jobs.

The involvement of local electronics firms during the project planning phase was crucial to program success. In order to win initial support for the project, MDC did not ask employers to make job commitments for program participants. Rather, corporate staff of the Greater Durham Chamber of Commerce asked employers first only for advice. Personnel and plant managers who expressed an interest in the project were appointed to an employer advisory panel charged with development of a training curriculum and criteria for participant selection. As the employer representatives saw their recommendations implemented and the progress of the trainees, they gained sufficient confidence in the program to hire program graduates.
Shortly after the employer advisory group was organized, MDC and Chamber staff organized another committee of representatives from public agencies with interest in the target group. The mission of this committee was to maximize program effectiveness and minimize program costs by coordinating agency resources and services. As a result of this group's planning, the Department of Social Services agreed to refer public assistance clients to the program, provide day-care assistance to qualifying trainees, and deliver counseling and motivational training; the local technical institute agreed to test applicants for reading ability and provide skills training; the Job Service agreed to recruit and screen applicants and administer a manual dexterity test; the Chamber of Commerce agreed to provide job placement assistance; and the employment and training office agreed to provide training funds and vocational counseling services. Once a service delivery plan was developed, the public agency committee was merged with the employer advisory group so that both sectors could oversee project progress.

After six months of planning by the employers and public agencies, the first training cycle was held. Fifteen women were enrolled, all graduated, and 11 went to work five days after graduation at one of the cooperating electronics firms. As Durham geared up for its second and third cycles of trainees, MDC initiated discussions with other area employment and training administrators for two additional pilot sites in the nearby city of Raleigh and its surrounding county of Wake. Although the planning period was greatly truncated in these communities, the process of involving area employers and public agencies was essentially the same as the one used in Durham. In the fall of 1983, the City of Raleigh sponsored one training
cycle for women; and then in the spring and summer of 1984, Wake County sponsored three additional cycles for women and men.

Selection Process

An elaborate screening process was adopted for the program in order to assure employers that good candidates would be selected for training. Applicants were required to have high school or equivalency diplomas and to take a test of reading ability. They were also tested for manual dexterity and were interviewed by a committee of representatives from the cooperating industries and public agencies. A formula was developed to combine and weigh applicants' scores on the dexterity and reading tests and the screening interview. For each cycle, the fifteen applicants having the highest composite scores were selected for training. As a result, participants in the several training cycles came to the program with varying capabilities, sometimes high in both reading and manual dexterity skills and sometimes weak in one area or both.

The dexterity tests were important, employers felt, because they indicated probable success in doing assembly work. The reading tests were given to screen out women who because of weak reading skills would probably have difficulty undertaking advanced electronics training after initial job placement. The screening interview was used to give employers an early look at the candidates and to judge levels of commitment and interest in pursuing electronics careers.

The screening process produced a well-educated (average of 12.8 years of school) but nevertheless disadvantaged group of trainees. The average age of participants in the first four pilot cycles was 28.1 years. Just over 60 percent had worked some during the year preceding training, but
their average personal earnings for the year were only $2474. Those who had worked the year before training earned, on average, $4.01 an hour on their most recent jobs. About a fifth of the group was receiving public assistance and another fifth was receiving unemployment compensation at time of application to the program. Most of the women were black (90 percent) and 57 percent were single parents.

**Program Design and Placement Rates**

The program designed by area employers consisted of 120 hours of electronics skills training and 30 additional hours of skills practice. The specific job skills have varied from cycle to cycle depending upon the needs of cooperating electronics firms. Occasionally, the cycles have been extended by one or two weeks to provide specialized training requested by one or more employers.

Trainees also participated in 40 hours of job readiness and career advancement training designed to help them find, keep, and advance in electronics jobs. Durham's first two cycles received modest training subsidies of $1 per training hour and day-care and transportation allowances. Raleigh's first class received $3.35 per training hour. All other classes have been offered without training subsidies and with only modest day-care and transportation support.

The employer representatives continued to play active roles during the instructional phase. They visited the classes as guest speakers and graduation speakers. Several companies provided training films, donated equipment and supplies, and loaned company trainers to the program for several days at a time. One company loaned a trainer for an entire six-week class when the technical school lost its electronics instructor. Another
company provided free medical exams for all trainees. Many opened their plants for tours by the training classes.

The extensive donations from industry (estimated value of $25,000 during the pilot phase) and from the cooperating public agencies enabled the program to keep costs to $600 per placement in Durham. The Raleigh and Wake programs cost nearly twice that amount because of the higher training allowances offered in Raleigh and because Wake coupled the classroom training with a brief on-the-job training component which required the program to pay one-half of participants' salaries the first several weeks on the job.

The initial test cycles achieved an average job placement rate of 88 percent, with 82 percent of the trainees obtaining electronics jobs. Placement rates in Wake County eventually dropped to about 60 percent due primarily to a slowdown in hiring in that area. The Durham program has raised its placement rates to near 95 percent for cycles conducted in 1985. Durham's most recent cycle achieved a 100 percent placement rate in electronics.

Long-Term Outcomes: Six Months After Training

While placement statistics have been impressive, MDC's principal goal was to determine the relative advantage to training women for jobs in new and expanding industries over more traditional training strategies. As a result, a six-month follow-up study was designed to compare the economic and employment status of the 59 women enrolled in the first four WIE classes (three conducted in Durham and one conducted in Raleigh) with the status of women in three comparison groups. The comparison groups consisted of 14 women who had applied to but were not accepted into the WIE program;
21 women who participated in WIN job search classes offered during the same period as the electronics training; and 28 women who participated in other skills training programs funded by the Central Piedmont Employment and Training Office. The fourth comparison group included women trained for retail sales occupations and others trained for computer operation jobs. Altogether, 121 women were included in the study.

The electronics trainees differed from the comparison groups in three main ways: As a group the electronics trainees had worked more weeks and earned more money in the year preceding training; they had smaller families (with the exception of the WIN trainees, whose family size averaged 2.8 compared to 2.9 for the electronics trainees) and fewer dependents; and they had completed more years of school. In addition, a relatively high proportion (40 percent) of the electronics trainees had participated in other CETA training prior to enrollment. (CETA participation rates for the comparison groups ranged from 18 to 25 percent.) Thus, despite their many disadvantages, the electronics trainees entered training with a somewhat better chance for success than did the comparison groups. (Please see Tables 1, 2, 3, and 4.)

The six-month follow-up was conducted by phone and, when necessary, by mail. (See sample survey form in appendix.) The response rate was highest for the electronics trainees (90 percent) and varied from 64 percent for the unselected electronics applicants to 50 percent for the WIN trainees and 71 percent for the skills training participants. In all, 92 women (76 percent) participated in the six-month follow-up study.

The electronics trainees responding to the survey tended to be older and more highly educated than the group of electronics trainees as a whole. The respondent group also included a smaller percentage of women with
children. However, the electronics respondents included a higher percentage of women who had not worked at all the year prior to training.

Compared to the other respondents, the electronics respondents continued to be favored by having more formal education, fewer dependents, and longer periods of employment during the year preceding training. (Please see Tables 5, 6, and 7.)

Employment Status at Time of Follow-Up

The electronics trainees enjoyed the highest employment rate after six months (74 percent) and they were outearning members of the comparison groups, sometimes by as much as $1.60 an hour. In addition, a larger percentage of the electronics trainees were receiving medical insurance from their employers (85 percent). However, participants in the retail sales and computer operator classes also enjoyed a high employment rate (70 percent). The other groups did not fare as well, with a 60 percent employment rate for the WIN trainees and only a 33 percent employment rate for the group that received no training at all.

Since the electronics trainees were enjoying a higher rate of employment, higher hourly wages, and more fringe benefits, it was not surprising to find that the electronics workers more frequently expressed satisfaction with their jobs (77 percent) than did the other study groups. In fact, the only comparison group expressing any job satisfaction was the skills training employees, but not even half of that group (43 percent) said they were content with their current employment situation. (Please see Table 8.)

The six months had not been completely satisfying to any group, however. All of the WIN trainees and the unselected electronics applicants
had received some public assistance during the follow-up period; so, too, did 30 percent of the skills training respondents and 40 percent of the electronics trainees. (Please see Table 9.)

Although the majority of working respondents reported having received a raise during the follow-up period, the only women to report receiving promotions were electronics trainees. This is of particular interest since, on average, the employed electronics trainees had been on the job for a shorter period of time than employed members of either the WIN or the unselected electronics applicant groups and for only two days longer than employed respondents from the skills training comparison group. (Please see Tables 8 and 10.)

**Advanced Training Activities**

Several questions on the follow-up survey were aimed at determining whether respondents had sought out training opportunities during the last six months in order to advance their careers or salaries. Another question asked whether the women planned to return to school within the next six months.

The skills training comparison group had been the most aggressive pursuers of training during the six months that followed their training. Ten percent of this group said they had participated in advanced training on the job, and another 25 percent said they had applied for courses at local educational institutions. Half of the skills training respondents said they would have applied for more course work if it had not been for lack of funds or conflicts with work schedules.

The electronics trainees exhibited only about half as much interest in advanced training during the six-month period. Just 6 percent had
received advanced training on the job, and only 11 percent had applied for training programs at local schools. About a fifth of the group said that lack of child-care and tuition support, along with conflicts between school and work schedules, had kept them from applying for more courses. The WIN and unselected electronics trainees were also less interested in training during this period principally, they said, because of lack of money. (Please see Table 11.)

Several factors undoubtedly influenced the attitudes of the electronics trainees toward training during this period. For one thing, the electronics trainees were earning hourly wages that were, on average, 35 percent higher than their average pre-training wages, and they were well on their way toward quadrupling their annual pre-training income. The skills training participants, by contrast, were earning eleven cents an hour less than their average pre-training wages and $1.60 an hour less than the electronics trainees. In addition, as several electronics trainees pointed out, the electronics workers could not qualify for tuition support from their companies until they had been employed for nine months. Thus, of the two study groups, it was the skills training group that had more to gain by additional training at this point, and, indeed, several of them specifically mentioned having applied for training in electronics during this period.

When asked to look into the future, the unselected electronics applicants were the most hopeful about going to school full- or part-time. Over a fifth said they expected to be working and also going to school, and another fifth said they expected to be in school full-time. Many of the electronics trainees (36 percent) also hoped to be working and going to school on the anniversary of their graduation. The other study groups were less enthusiastic about school, with only a fourth of the skills
training participants and a fifth of the WIN trainees predicting they would be enrolled in courses. (Please see Table 12.)

Additional Expectations for the Future

The majority of respondents from each of the study groups expected to be working full-time on their one-year anniversary dates. However, the electronics trainees were the most optimistic about being employed (92 percent), while the skills training participants were the least (65 percent). Working respondents in all groups were more optimistic about being employed than were the unemployed respondents. Yet, once again, the electronics trainees were the most optimistic about getting jobs by the time of their graduation anniversary than were the other unemployed respondents.

Those who were working were asked to predict whether they would be employed in the same job, in a different job with the same employer, or in a new job with a new employer. The electronics trainees and skills training participants more frequently predicted that they would be working for the same employer in six months, yet electronics trainees were the most optimistic about being in higher-level jobs with their current employers. The majority of both the WIN trainees and unselected electronics applicants thought they would be working for new employers. (Please see Tables 12 and 13.)

Bottom Line After Six Months

As was noted previously, the electronics trainees, though disadvantaged, had an edge on members of the several comparison groups even before receiving training. Common sense would suggest that they
would be ahead of the comparison groups six months after training so long as their training was of reasonable quality. How much of the differences in the economic status of the electronics program participants and the comparison groups six months after program completion, then, can be attributed to the training program?

A precise answer is not possible. However, it is fair to credit the training approach for most of the difference for two reasons:

-- Prior to their training, the electronics trainees had earned hourly wages that averaged $4.01 an hour, a little less than the unselected electronics applicants had earned, a little more than the skills trainees had earned, and 35 cents an hour more than the WIN trainees had earned. After six months, the electronics trainees had raised their average hourly wage by 30 percent to $5.42. The unselected electronics applicants raised their average hourly earnings by only one percent from $4.04 to $4.09 an hour. WIN trainees raised their average hourly earnings by just 5 percent from $3.66 to $3.83. But most surprisingly, the skills training participants, whom one would have expected to profit significantly from their job-specific training, actually experienced a 3 percent decrease in hourly earnings from an average of $3.93 prior to training to an average of $3.82 after training. (Please see Chart 1, page 15.)

-- The increase in hourly wages was achieved by the electronics trainees despite the fact that the comparison groups had more seniority on the job after six months. (The one exception to this involved the skills training group which had, on average, just two days less seniority than the electronics group.) The unselected electronics trainees, for example, who most closely resembled the electronics trainees prior to training, had nearly two months more seniority on the job than did the electronics trainees, yet they were earning $1.33 an hour less than the electronics trainees.

While MDC planned to conduct additional follow-ups with each of the study groups at six-month intervals for two years after training, funding was not sufficient to permit more than an 18-month follow-up on the electronics trainees. (More on this follow-up in the next section of this report.) Responses to the six-month follow-up, however, suggest that the economic advantages the electronics trainees enjoyed over the comparison groups after six months were likely to continue at least six months more
Chart 1. Pre- and Post-Training Average Hourly Wages for Electronics Trainees and Comparison Groups

Source: WIE Program Applications, WIN Applications, Skills Training Applications, Six-Month Follow Up Survey
into the future. For one thing, the electronics trainees were far more satisfied with their current jobs than members of the comparison groups, and they less frequently predicted that they would be changing jobs during the upcoming six months. More so than any other group, the electronics trainees expected to be in better-paying jobs with their same employers six months into the future. Furthermore, a larger portion of the employed electronics trainees planned to go to school part-time during the next six months. If their predictions were right, twelve months after training the electronics trainees would probably have greater seniority and higher wages than the comparison groups. They would also be preparing for an even brighter future through continuing education while having their education and medical bills paid through fringe-benefit packages offered by their employers.

**Eighteen-Month Follow-Up**

Thirty-nine (66 percent) of the 59 electronics trainees were found during the 18-month follow-up. Sixty-nine percent of these were employed at the time of the follow-up -- 89 percent in electronics jobs and 11 percent in other jobs. Thirteen percent were not working due to personal or family health reasons, while the remaining 18 percent were unemployed for other reasons. Among the latter group was one woman who was enrolled in school full-time for electronics technician training.

The working trainees were doing well at this point in time, now two years since they had enrolled in the electronics training program. Their average hourly wage was $6.30 or 57 percent more than their average pre-training wage and 16 percent higher than their average wage at the six-month follow-up. With overtime compensation (respondents were working,
on average, 43.5 hours a week), they were earning annual incomes that averaged $14,250, an amount equal to 476 percent of their average annual pre-training income.

About one-fifth of the employed respondents were working for the same employer that hired them after graduation from WIE, and 70 percent (all working in electronics jobs) reported having received one or more pay raises from their current employers. Those with raises were earning, on average, $1.17 an hour more than their starting wage. In addition, 65 percent of the employed respondents were working in jobs above the entry level.

Half of the twelve women who were not working at the time of the 18-month follow-up reported having worked for an electronics firm for a portion of the time since graduation. Two of these former electronics workers were out of work due to health problems, but the other four gave no information about the reasons for their unemployment. Of the twelve unemployed women, six offered no reason for their unemployment. These women had been unemployed, on average, just over six months, and three were receiving some form of public assistance.

At the six-month follow-up, 92 percent of the electronics trainees predicted they would be working on the anniversary of their graduation, and 36 percent hoped to be going to school. As it turned out, 79 percent were working on their anniversary and 26 percent were enrolled in advanced training. Another 10 percent had applied for but had not enrolled in additional educational courses. Although their employment rate had dropped to 69 percent at the 18-month follow-up, had the 13 percent who were unemployed due to health reasons been able to work, the employment rate at the 18-month follow-up could have approached 82 percent.
If the women were as good at predicting the future at the 18-month follow-up as they were at the six-month follow-up, there is reason for optimism for this group of trainees. Eighty-seven percent of the respondents expected to be working on the second anniversary of their training, and nearly half (49 percent) expected to be in school either full- or part-time. One-fourth of the employed women expected to be in higher-level positions within six months. Only 11 percent hoped to find new employers in the next half year.

Bottom Line After Eighteen Months

Prior to their enrollment in WIE, the first 59 trainees had an average annual income of less than $2500. All were unemployed at time of enrollment, and a fifth were receiving public assistance. Eighteen months later, 69 percent of the women were employed and earning, on average, $14,250 a year. In addition, the percentage of women receiving public assistance had been cut in half to 10 percent.

Further, one out of every four participants had enrolled in advanced training after program completion, and nearly half expected to be in school within the next six months. These accomplishments are particularly impressive considering program costs of $600 per participant in Durham and $1200 per participant in Raleigh. (Please see Chart 2, page 19.)

Potential for Replication at Other Sites

The Women in Electronics demonstration was a carefully orchestrated initiative that involved many months of planning and extensive coordination among public agencies and employers. It relied heavily on the forces of the marketplace to move women from poverty to economic self-sufficiency,
Chart 2. Employment Status of Electronics Trainees before Training and at 18-Month Follow Up

Percent Employed:

---At time of enrollment
---At 18 month follow up

Average Hourly Wages on Most Recent or Current Job:

---Prior to enrollment
---At 18-month follow up

Annual Earnings:

---Prior to enrollment
---At 18-month follow up (projected)

Percent Receiving Public Assistance:

---At time of enrollment
---At 18-month follow up

Source: WIE Applications and 18-Month Follow Up Survey
and by design it used a neutral third party (MDC) to facilitate interagency and public/private communication. For these reasons WIE may not be replicated easily, but the principles utilized by this training strategy can be applied in any area with an expanding economy.

In our view there were critical features of the WIE demonstration that should be duplicated in any replication attempt:

1. **The involvement of the private sector from the beginning of the project and continuing throughout its life is essential.** Although the private sector normally will not have time to help make all programming decisions, certain ones are best made after consultation with local employers. In this demonstration, employers were asked to identify topics to be covered by the training curriculum and to recommend minimum program entry criteria. Other details regarding where to train participants, what support services to offer, and how to fund training expenses were left to agency personnel. Employers were brought into the training classes frequently as guest speakers and visitors so they could observe the training program firsthand. They were also asked to serve on selection committees that interviewed program applicants. Finally, they were invited to graduation ceremonies and occasionally scheduled as graduation speakers to provide an opportunity for them to see the training program's "finished product." These efforts paved the way for continuing corporate donations to the project as well as for hiring commitments.

2. **The interagency approach, though difficult to organize and sustain, made it possible to keep program costs low and to enrich program**
services. In the Durham demonstration five public agencies plus the Chamber of Commerce collaborated on program design and administration. In the other pilot sites fewer public agencies were involved and fewer donated services were used to supplement services funded through the employment and training system. Though demonstrations at these sites were organized quickly and sponsoring employment and training offices exercised greater control over the programs, those sponsors bore the brunt of program costs. They also lost the opportunity to use the WIE collaboration, as Durham did, as the basis for additional collaboration on other training projects.

3. **Careful analysis of the labor market is necessary to assure that there will be jobs with career potential once participants complete training.**

To make the most of the forces of the labor market, programs must be aware of local hiring schedules. Despite the intense planning that preceded this demonstration, two of the first several WIE classes graduated during a downturn in the local electronics economy. Even the participating advisers from the private sector were caught by surprise by the sudden turn in their businesses in late 1983 and early 1984. As a result of the decline, some graduates waited three or more months before they received job offers. By then their confidence had waned and their skills had become rusty. While the recovery kept most graduates from total disillusion, great harm could have been done if expectations had been raised but not fulfilled. In Durham this meant continuing job placement assistance for some participants beyond the normal 90-day follow-up period.
4. **Responsibility for coordinating public and private collaboration needs**
to be vested in a single individual or agency. So long as MDC took
responsibility for facilitating project work, activities occurred in
an orderly enough fashion. Once MDC attempted to move out of this
role, however, there was a period when no agency or individual was
willing to assume lead responsibility for the program. This was
particularly so at the Durham site. Although each cooperating agency
was committed to fulfilling its respective role in the project,
interagency communication had not been institutionalized. Messages
did not get from one agency to another on a timely basis. Hence the
ability of the agencies to perform their roles was weakened. In the
end, the problem was resolved by vesting responsibility for program
coordination with Chamber of Commerce staff responsible for the
JTPA-sponsored Private Sector Initiatives Program. This proved to
be an ideal arrangement since the Chamber staff had working relation-
ships firmly established with both the public and the private
collaborators.

**Conclusion**

The Women in Electronics demonstration proved to be a useful approach
for moving low-income women into good-paying jobs with long-term career
mobility. It also successfully mobilized public and private resources for
the simultaneous benefit to women and to local industry. Further, while
the employment strategies utilized by WIE can be replicated most readily
in areas with expanding economies, the specific techniques for focusing
private and public resources on the special needs of women can be
implemented in any setting. This was demonstrated in Burlington, North Carolina, by one of the several spin-off programs spawned by WIE in North Carolina. At that site, JTPA administrators brought representatives of the local technical school, the public high school, the Department of Social Services, and the Job Service together with personnel from a major new employer to design a training and employment program for WIN clients.

WIE is not the answer to every poor woman's job training needs, however. Only women with high school diplomas were allowed to enroll in the program, and enough steps were included in the application process to discourage less-than-serious applicants. Further, limited resources for supportive services and training expenses necessitated the design of a relatively short training program with little or no time for women to brush up on basic skills or otherwise "get up to speed."

Those women who come to JTPA or other training and employment programs with low educational levels, motivational problems, or without previous work experience will likely require other JTPA preparation prior to enrollment in a program like WIE. Furthermore, long-term training will likely produce a need for additional child-care and transportation support. However, for those women who can benefit from six weeks of skills and job readiness training, WIE is a valuable approach. In cities with burgeoning economies, such as Raleigh, Durham, Boston, and Austin, it may be the best approach. Besides providing job opportunities, WIE helped participants regain self-confidence, discover the value of continuing education, and provide new types of role models for their children. In the long run, this impact on the children of WIE participants may well be the greatest impact of WIE overall.
Finally, WIE is a model for high payback intervention where the market system fails to trickle down. Couple it with remediation for less-educated women and with transportation and day-care funds for those with greater support needs, and WIE may be a solution, and not merely an alternative approach.
TABLES

(1 through 13)
Table 1. Characteristics of Electronics Trainees and Comparison Groups: Age, Education, and Race

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<td>Unselected Electronics Applicants (n=14)</td>
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<td>WIN Job Search Trainees (n=20)</td>
<td>27.9</td>
<td>11.3</td>
<td>89</td>
</tr>
<tr>
<td>Skills Training Trainees (n=28)</td>
<td>27.0</td>
<td>12.5</td>
<td>86</td>
</tr>
</tbody>
</table>

Source: WIE Program Applications, WIN Applications, Skills Training Applications
Table 2. Characteristics of Electronics Trainees and Comparison Groups: Family Status, Family Size, and Number of Dependents

<table>
<thead>
<tr>
<th>Family Status</th>
<th>Single Parent</th>
<th>Parent in 2-Parent Family</th>
<th>Other Family Member</th>
<th>Nondependent Individual</th>
<th>Average Family Size</th>
<th>Average Number of Dependents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronics Trainees</td>
<td>58</td>
<td>14</td>
<td>19</td>
<td>10</td>
<td>2.9</td>
<td>1.3</td>
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<tr>
<td>(n=59)</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unselected Electronics</td>
<td>79</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>4.6</td>
<td>2.9</td>
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<tr>
<td>Electronics Applicants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>(n=14)</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Win Job Search</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2.8</td>
<td>1.8</td>
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<td>Trainees</td>
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<tr>
<td>Skills Training</td>
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<td>7</td>
<td>25</td>
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<td>3.2</td>
<td>2.2</td>
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<td>Training Trainees</td>
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<td></td>
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<tr>
<td>(n=28)</td>
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</tr>
</tbody>
</table>

Source: WIE Program Applications, WIN Applications, Skills Training Applications
Table 3. Employment History of Electronics Trainees and Comparison Groups at Time of Enrollment

<table>
<thead>
<tr>
<th></th>
<th>Percent Having Worked in Last 52 Weeks</th>
<th>Average Length of Most Recent Job (wks.)</th>
<th>Average Hourly Wage of Most Recent Job</th>
<th>Average Weeks Unemployed in Last 52 Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronics Trainees (n=59)</td>
<td>61</td>
<td>10</td>
<td>$4.01</td>
<td>33</td>
</tr>
<tr>
<td>Unselected Electronics Applicants (n=14)</td>
<td>62</td>
<td>7</td>
<td>$4.04</td>
<td>39</td>
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<tr>
<td>WIN Job Search Trainees (n=20)</td>
<td>42</td>
<td>13</td>
<td>$3.66</td>
<td>39</td>
</tr>
<tr>
<td>Skills Training Trainees (n=28)</td>
<td>35</td>
<td>12</td>
<td>$3.93</td>
<td>40</td>
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</tbody>
</table>

Source: WIE Program Applications, WIN Applications, Skills Training Applications
### Table 4. Income and Training History of Electronics Trainees and Comparison Groups at Time of Enrollment

<table>
<thead>
<tr>
<th></th>
<th>Average Personal Earnings Last 52 Weeks</th>
<th>Percent on Public Assistance</th>
<th>Percent on Unemployment Insurance</th>
<th>Percent Previously Enrolled in CETA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Electronics Trainees (n=59)</strong></td>
<td>$2474</td>
<td>20</td>
<td>20</td>
<td>41</td>
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<tr>
<td><strong>Unselected Electronics Applicants (n=14)</strong></td>
<td>$2378</td>
<td>29</td>
<td>7</td>
<td>21</td>
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<tr>
<td><strong>WIN Job Search Trainees (n=20)</strong></td>
<td>$1384</td>
<td>30</td>
<td>-</td>
<td>25</td>
</tr>
<tr>
<td><strong>Skills Training Trainees (n=28)</strong></td>
<td>$1560</td>
<td>18</td>
<td>4</td>
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</table>

Source: WIE Program Applications, WIN Applications, Skills Training Applications
Table 5. Characteristics of Respondents to Six-Month Follow-Up Survey: Age, Education, and Race

<table>
<thead>
<tr>
<th></th>
<th>Average Age at Enrollment</th>
<th>Average Years of Schooling</th>
<th>Percent Black</th>
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</thead>
<tbody>
<tr>
<td>Electronics Trainees</td>
<td>28.6</td>
<td>12.9</td>
<td>91</td>
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<tr>
<td>(n=53)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Unselected Electronics</td>
<td>28.2</td>
<td>12.4</td>
<td>89</td>
</tr>
<tr>
<td>Applicants (n=9)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WIN Job Search Trainees</td>
<td>30.1</td>
<td>11.3</td>
<td>80</td>
</tr>
<tr>
<td>(n=10)</td>
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<td>85</td>
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<td>(n=20)</td>
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</table>

Source: WIE Program Applications, WIN Applications, Skills Training Applications
Table 6. Characteristics of Respondents to Six-Month Follow-Up Survey: Family Status, Family Size, and Number of Dependents (At Time of Program Application)

<table>
<thead>
<tr>
<th>Family Status</th>
<th>Single Parent</th>
<th>Parent in 2-Parent Family</th>
<th>Other Family Member</th>
<th>Nondependent Individual</th>
<th>Average Number of Dependents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronics Trainees</td>
<td>55</td>
<td>11</td>
<td>15</td>
<td>19</td>
<td>1.4</td>
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<tr>
<td>(n=53)</td>
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<td>67</td>
<td>11</td>
<td>11</td>
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<td>2.6</td>
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<tr>
<td>Applicants (n=9)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WIN Job Search Trainees</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1.9</td>
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<td>(n=10)</td>
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<tr>
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<td>65</td>
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<tr>
<td>(n=20)</td>
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</table>

Source: WIE Program Applications, WIN Applications, Skills Training Applications
Table 7. Employment History of Respondents to Six-Month Follow-Up Survey

<table>
<thead>
<tr>
<th>Training</th>
<th>Percent Having Worked in 52 Weeks Prior to Training</th>
<th>Average Number of Weeks Unemployed in Year Prior to Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronics Trainees</td>
<td>57</td>
<td>35</td>
</tr>
<tr>
<td>(n=53)</td>
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<td></td>
</tr>
<tr>
<td>Unselected Electronics Applicants (n=9)</td>
<td>44</td>
<td>38</td>
</tr>
<tr>
<td>WIN Job Search Trainees (n=10)</td>
<td>30</td>
<td>41</td>
</tr>
<tr>
<td>Skills Training Trainees (n=20)</td>
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<td>42</td>
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</tbody>
</table>

Source: WIE Program Applications, WIN Applications, Skills Training Applications
Table 8. Employment Status at Time of Six-Month Follow-Up Survey

<table>
<thead>
<tr>
<th></th>
<th>Percent Working</th>
<th>Average Hourly Wage</th>
<th>Months at Current Job</th>
<th>Percent of Workers Receiving Medical Insurance Benefits</th>
<th>Percent of Workers Satisfied with Current Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronics Trainees</td>
<td>74</td>
<td>$5.42</td>
<td>3.6</td>
<td>85</td>
<td>77</td>
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<tr>
<td>(n=53)</td>
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<td></td>
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<td>5.7</td>
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<tr>
<td>Applicants (n=9)</td>
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<td></td>
</tr>
<tr>
<td>WIN Job Search Trainees</td>
<td>60</td>
<td>$3.83</td>
<td>4.0</td>
<td>50</td>
<td>-</td>
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<tr>
<td>(n=10)</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Skills Training Trainees</td>
<td>70</td>
<td>$3.82</td>
<td>3.5</td>
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<td>43</td>
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<td>(n=20)</td>
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</tbody>
</table>

Source: Six-Month Follow-Up Survey
<table>
<thead>
<tr>
<th></th>
<th>Electronics Trainees (n=53)</th>
<th>Unselected Electronics Applicants (n=9)</th>
<th>WIN Job Search Trainees (n=10)</th>
<th>Skills Training Trainees (n=20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent Having Worked Some</td>
<td>87</td>
<td>67</td>
<td>90</td>
<td>70</td>
</tr>
<tr>
<td>During 6 Months</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent Unemployed</td>
<td>26</td>
<td>67</td>
<td>40</td>
<td>30</td>
</tr>
<tr>
<td>Looking for Work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent Receiving Public</td>
<td>38</td>
<td>100</td>
<td>100</td>
<td>67</td>
</tr>
<tr>
<td>Assistance during 5</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Months</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Six-Month Follow-Up Survey
Table 10. Raises and Promotions Reported by Respondents to Six-Month Follow-Up Survey

<table>
<thead>
<tr>
<th></th>
<th>Percent Working</th>
<th>Percent of Workers Reporting Raises</th>
<th>Percent of Workers Reporting Promotions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronics Trainees (n= 53)</td>
<td>74</td>
<td>67</td>
<td>8</td>
</tr>
<tr>
<td>Unselected Electronics Applicants</td>
<td>33</td>
<td>67</td>
<td>-</td>
</tr>
<tr>
<td>(n =9)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WIN Job Search Trainees (n=10)</td>
<td>60</td>
<td>67</td>
<td>-</td>
</tr>
<tr>
<td>Skills Training Trainees (n=20)</td>
<td>70</td>
<td>50</td>
<td>-</td>
</tr>
</tbody>
</table>

Source: Six-Month Follow-Up Survey
Table 11. Advanced Training Activities of Respondents to Six-Month Follow-Up Survey

<table>
<thead>
<tr>
<th></th>
<th>Percent Having Applied for Training</th>
<th>Percent Interested but Not Applying for Training</th>
<th>Percent Receiving Advanced Training on the Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronics Trainees (n=53)</td>
<td>11</td>
<td>23</td>
<td>6</td>
</tr>
<tr>
<td>Unselected Electronics Applicants (n=9)</td>
<td>11</td>
<td>11</td>
<td>-</td>
</tr>
<tr>
<td>WIN Job Search Trainees (n=10)</td>
<td>10</td>
<td>20</td>
<td>-</td>
</tr>
<tr>
<td>Skills Training Trainees (n=20)</td>
<td>25</td>
<td>50</td>
<td>10</td>
</tr>
</tbody>
</table>

Source: Six-Month Follow-Up Survey
Table 12. Expectations for Six Months into the Future by Respondents to Six-Month Follow-Up Survey

<table>
<thead>
<tr>
<th></th>
<th>Percent Expecting to Work FT</th>
<th>Percent Expecting to Work/Study</th>
<th>Percent Expecting to Study FT</th>
<th>Total Percent Expecting to Work</th>
<th>Total Percent Expecting to Study</th>
<th>Other or Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Electronics Trainees (n=53)</strong></td>
<td>57</td>
<td>36</td>
<td>2</td>
<td>92</td>
<td>38</td>
<td>6</td>
</tr>
<tr>
<td><strong>Unselected Electronics Applicants (n=9)</strong></td>
<td>56</td>
<td>22</td>
<td>22</td>
<td>78</td>
<td>44</td>
<td>-</td>
</tr>
<tr>
<td><strong>WIN Job Search Trainees (n=10)</strong></td>
<td>60</td>
<td>10</td>
<td>10</td>
<td>70</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td><strong>Skills Training Trainees (n=20)</strong></td>
<td>50</td>
<td>15</td>
<td>10</td>
<td>60</td>
<td>25</td>
<td>25</td>
</tr>
</tbody>
</table>

Source: Six-Month Follow-Up Survey
Table 13. Expectations for Six Months into the Future by Working Respondents to Six-Month Follow-Up Survey

<table>
<thead>
<tr>
<th></th>
<th>Working in Same Job</th>
<th>Working in New Job, Same Employer</th>
<th>Working in New Job, New Employer</th>
<th>Working and Going to School</th>
<th>Attending School FT</th>
<th>Total Expecting to Work</th>
<th>Total Expecting to Study</th>
<th>Other or Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronics Trainees (n=39)</td>
<td>15</td>
<td>26</td>
<td>10</td>
<td>44</td>
<td>-</td>
<td>95</td>
<td>44</td>
<td>5</td>
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<tr>
<td>Unselected Electronics Applicants (n=3)</td>
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<td>-</td>
<td>67</td>
<td>33</td>
<td>-</td>
<td>100</td>
<td>33</td>
<td>-</td>
</tr>
<tr>
<td>WIN Job Search Trainees (n=6)</td>
<td>17</td>
<td>-</td>
<td>67</td>
<td>-</td>
<td>17</td>
<td>83</td>
<td>17</td>
<td>-</td>
</tr>
<tr>
<td>Skills Training Trainees (n=14)</td>
<td>29</td>
<td>21</td>
<td>21</td>
<td>7</td>
<td>7</td>
<td>79</td>
<td>14</td>
<td>14</td>
</tr>
</tbody>
</table>

Source: Six-Month Follow-Up Survey
Six-Month Follow-Up Study Notes

A total of 121 women were included in the six-month follow-up survey. Attempts were made to contact each by phone six months after completing training. Those found by telephone were interviewed using the attached survey instrument. Those who could not be reached by phone were sent survey instruments along with a stamped return envelope. Second mailings were made to those not responding to the first mailing.

Electronics Trainees

--- 15 participants from Durham's first WIE class
     (5/83 graduation date)
--- 14 participants from Durham's second WIE class
     (7/83 graduation date)
--- 15 participants from Durham's third WIE class
     (9/83 graduation date)
--- 15 participants from Raleigh's first WIE class
     (8/83 graduation date)

Unselected Electronics Applicants

--- 8 applicants to Durham's first WIE class
--- 6 applicants to Durham's second WIE class

WIN Job Search Trainees

--- 8 trainees from classes held in Durham in spring 1983
--- 12 trainees from classes held in Durham in summer 1983

Skills Training Trainees

--- 9 trainees from computer operator classes held in
     Orange County in spring 1983
--- 11 trainees from retail sales classes held in
     Durham in spring and summer 1983

Partial or complete information was obtained from 92 women (76 percent) as follows:

--- Electronics Trainees --- 90 percent
--- Unselected Electronics Applicants --- 64 percent
--- WIN Job Search Trainees --- 50 percent
--- Skills Training Participants --- 71 percent
SAMPLE SURVEY INSTRUMENT
TRIANGLE AREA JOBS SURVEY

MDC, Inc., is conducting a study of persons in the Raleigh-Durham-Chapel Hill area who have been trying to find good jobs. Information is being collected about such persons and their job-seeking activities to learn how quickly they are able to find jobs and to improve job training programs in the future.

We need your help in providing complete and accurate information about what you have been doing between _______ and _______.

month/year   month/year

You may remember that you agreed to be part of this study in _______.

(month/year)

when you

MDC, Inc., an employment policy research organization located in Chapel Hill, is performing this study under a grant from The Ford Foundation. The information you provide will be used for research purposes only and will not be reported to any government agency or to your employer.

1. Are you currently employed?
   __ Yes (Go on to question 2)
   __ No (Skip to question 13)

FOR THOSE WHO ARE WORKING:

2. Date when you started work on present job: _______ _______ month year

Name of employer/company: ____________________________________________

Type of business: _____________________________________________________

Rate of pay: $____ per hour _____ day _____ week _____

Number of hours usually worked per week _____

Job title and description of duties: ______________________________________
3. Have you held any other jobs during this six-month period?
   ___ Yes   (Please complete the job information below)
   ___ No

3.a. Dates when you worked on that job: from ___ to ___
     month year   month year

Name of employer/company: ________________________________

Type of business: _______________________________________

Rate of pay: $_____. per hour ___ day ___ week ___

Number of hours usually worked per week ___

Job title and description of duties: _________________________

4. Are you satisfied with your current job?
   ___ Yes
   ___ No

4.a. Why or why not? ______________________________________

5. Does your current employer provide you with medical insurance?
   ___ Yes
   ___ No

5.a. If yes, does that insurance cover:
     ___ You only?
     ___ You and your family?

6. Have you received any pay increases during this six-month period?
   ___ Yes
   ___ No

6.a. If yes, give details: _________________________________
7. Have you received any promotions during this six-month period?
   ___ Yes
   ___ No

7.a. If yes, describe: ________________________________

8. Have you applied for other jobs in the company you are working for during this six-month period?
   ___ Yes
   ___ No

8.a. If yes, what jobs have you applied for? ________________________________

9. Have you applied for jobs with other companies during this six-month period?
   ___ Yes
   ___ No

9.a. If yes, what positions? ________________________________

   What companies? ________________________________

10. Have you gone through any training at your place of employment during this six-month period?
    ___ Yes
    ___ No

10.a. If yes, what type of training? ________________________________
11. Have you applied for or received any training or education outside of your place of employment during this six-month period?
   ____ Yes
   ____ No

11.a. If yes, please indicate:

<table>
<thead>
<tr>
<th>Type of training</th>
<th>Place offered</th>
<th>Date applied</th>
<th>Date enrolled</th>
<th>Date completed</th>
<th>Certificate or degree received (specify type)</th>
</tr>
</thead>
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<tr>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11.b. IF NO, is there any training you would have like to have taken during the last six months, but did not?
   ____ Yes
   ____ No

11.c. IF YES, what type of training? __________________________________________

11.d. What prevented you from taking it? _______________________________________

12. What do you expect to be doing six months from now? (Check only one answer.)
   ____ Working on this job
   ____ Working on another job with same employer
   ____ Working on another job with different employer
   ____ Working and enrolled in a training or education program
   ____ Not working; enrolled in training or education program
   ____ Taking care of home and family full-time
   ____ Other (please specify) _____________________________________________

PLEASE SKIP TO QUESTION 18
FOR THOSE NOT CURRENTLY WORKING

13. Have you worked at all during this six-month period?
   ____ Yes
   ____ No

13.a. If yes, please indicate:

Dates of most recent job: from __________ to __________ month year

Name of employer/company: __________________________

Type of business: ________________________________

Rate of pay: $____ per hour ____ day ____ week ____

Number of hours usually worked per week ____

Job title and description of duties: __________________________

14. Have you held any other jobs during this six month-period?
   ____ Yes
   ____ No

14.a. Dates when you worked on that job: from __________ to __________ month year

Name of employer/company: __________________________

Type of business: ________________________________

Rate of pay: $____ per hour ____ day ____ week ____

Number of hours usually worked per week ____

Job title and description of duties: __________________________
15. Are you currently looking for a job?
   __ Yes
   __ No

15.a. If yes, what type of job? __________________________________________

15.b. If no, which of the following most accurately explains why you are not looking for a job? (Check only one answer.)
   __ Enrolled in school or training program
   __ Transportation problems
   __ Child-care problems
   __ Personal health problems
   __ Family health problems
   __ Home or family responsibilities prevent working
   __ Do not want to work at this time
   __ Other (please specify) __________________________________________

16. Have you applied for or received any job training during this six-month period?
   __ Yes
   __ No

16.a. If yes, please indicate:

<table>
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<tr>
<th>Type of training</th>
<th>Place offered</th>
<th>Date applied</th>
<th>Date enrolled</th>
<th>Date completed</th>
<th>Certificate or degree received (specify type)</th>
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17. What do you expect to be doing six months from now? (Check only one answer.)
   ___ Working
   ___ Not working; enrolled in a training or education program
   ___ Working and enrolled in a training or education program
   ___ Taking care of home and family full-time
   ___ Other (please specify) _______________________________________

18. What is your marital status?
   ___ Now married ___ Widowed
   ___ Separated ___ Never married
   ___ Divorced ___ Living as married

19. How many people live in the same household with you, EXCLUDING yourself?
   ___ Number of people in household

IF YOU LIVE ALONE, SKIP TO QUESTION 24

20. How many persons are dependent on you for financial support, including spouse, children, other family members, or others living with you?
   ___ Number of dependents

21. How are these people related to you? (Check all that apply)
   ___ Spouse or partner
   ___ Children
   ___ Parent
   ___ Other family or relatives
   ___ Friends
   ___ Others (please specify) ______________________________________
22. If you have children of your own living with you, please indicate:

__ Number of children under 6 years of age

__ Number of children 6 through 17 years of age

22.a. What do you do with your children while you are at work?

__ Children are at home alone

__ In care of family members

__ Babysitter

__ Child-care facility

__ Other (please specify) ________________________________

22.b. Approximately how much per week do you pay for child-care?

$____ per week

22.c. Do you receive any financial aid to help pay for child-care?

__ Yes

__ No

22.d. IF YES, How much? $____ per ____.

From Whom? _________________________________________

23. Excluding yourself, how many people over age 16 in your household are currently employed?

__ Number of household members currently employed

24. During this six-month period, have you received income from any of the following sources:

__ Food stamps

__ AFCD

__ SSI

__ Unemployment compensation
IT IS IMPORTANT THAT WE HAVE ACCURATE, UP-TO-DATE INFORMATION SO THAT WE CAN LOCATE YOU FOR A FOLLOW-UP STUDY 6 MONTHS FROM NOW. PLEASE COMPLETE THE FOLLOWING INFORMATION.

YOUR NAME: 

First Middle Last

STREET ADDRESS:


Apartment Number - Post Office Box Number, etc.

City State Zip Code

TELEPHONE NUMBER: ( )

Area Code

In the space below, please list the names, addresses, and telephone numbers of two relatives or friends who usually know where to reach you.

1. NAME:

STREET ADDRESS:


Apartment Number - Post Office Box Number, etc.

City State Zip Code

TELEPHONE NUMBER: ( )

RELATIONSHIP TO YOU:
2. NAME:
   First ___________________ Last ___________________

STREET ADDRESS: ___________________________________________

   Apartment Number - Post Office Box Number, etc.

   City ___________________ State __________ Zip Code ____________

TELEPHONE NUMBER: (_____) _______

RELATIONSHIP TO YOU: _______________________________________

FOR THOSE WHO WERE IN TRAINING PROGRAMS

25. How helpful was your training in preparing you for your job and job search?
   ___ Excellent
   ___ Very good
   ___ Good
   ___ Fair
   ___ Poor

26. Was the training you received worth the time you invested in it?
   ___ Yes
   ___ No
   ___ Not sure

THANK YOU FOR PROVIDING THIS INFORMATION.
WE WOULD LIKE TO CONTACT YOU AGAIN IN SIX MONTHS TO FIND OUT HOW YOU ARE DOING.

MDC, Inc.
December 1983
PRESS REPORTS AND ARTICLES
Busy at work

Antionette Holmes studies the chart that will help place the proper electronics components on the circuit board. She is participating in the Women in Electronics program at Durham's Lyon Park School.

Sun staff photo by Jim Thornton

Women get electronics training

By MELINDA STOVALL

Fifteen women sat hunched over circuit boards this week in a class at Durham's Lyon Park School.

They worked with trays of small electronic components with names like transistors and capacitors.

As these women figured out the dotted maze on the boards, they also worked toward a better chance in life. These women — most from low-income circumstances and no permanent jobs — were training their eyes toward a career in electronics.

But this chance they got came from one of the most unusual and complete cooperative efforts ever in Durham County. Governmental agencies, educational institutions and private businesses joined to launch this first Women in Electronics Program.

The program has brought together: five electronics-related firms in the Triangle — IBM Corp., Data General, Northern Telecom, Sperry Electro Components and Troxler Electronics; Durham Technical Institute; the Durham Chamber of Commerce; the Durham Comprehensive Employment and Training (CETA) office; the Department of Social Services; and the Durham office of the Employment Security Commission.

The idea is the brainchild of MDC Inc. of Chapel Hill, a private, non-profit research and demonstration organization concerned with employment and training issues.

Two years ago, Dr. Juanita Kreps of Durham, former Duke...
Women get electronics training

Continued from 1-A

University professor and administrator and U.S. Secretary of Commerce, encouraged MDC, of which she serves as chairman of the board, to find ways for low-income women to get into good-paying careers, according to Carol Lincoln.

"The percentage of women in poverty in North Carolina is a significant problem here," said Lincoln, an MDC staff member, yesterday. "There is a large number of female-headed households in poverty, and by 1990, it is predicted to be even more severe. We picked that target group because they do need help."

Previously, women simply haven't been directed toward technical work in training programs. Occupational segregation between the sexes has continued, and women also aren't directed toward upwardly mobile jobs, Lincoln said.

"Our theory was that if we could train women in technical work, we can then raise their standard of living," she said.

Recognizing the trend in North Carolina toward high-technology, electronics-related industries, MDC then moved to develop a course in that direction.

Lincoln received the support of the state Department of Community Colleges and a $100,000 grant last year from the Ford Foundation for research and development of the program.

With the grant, MDC is required to raise a matching $50,000, she said. So far, the state has contributed $10,000, the Southern Education Foundation $2,500 and IBM Corp. $5,000 for the three-year project.

Durham Technical Institute became involved early because of its training programs in electronics, Lincoln said. However, with funding cutbacks, Durham Tech couldn't support the entire training program and elicited the support of Durham's CETA office.

CETA has contributed about $10,000 for this first six-week class, which is to conclude May 10. There are plans for two more classes, which could carry training costs to nearly $22,000 for the three classes.

The support from industry has been tremendous, according to Calvin Gillie, director of adult continuing education at Durham Tech. The firms have donated more than $5,000 in surplus equipment.

"The extent of cooperation from industry is more than ever before," Gillie said. "The companies' representatives have given their time to assist in the screening of applicants, the design of the curriculum and allowing field trips in their firms."

Gillie is even more delighted that all 15 women have stayed in the course. The women are in class Monday through Friday from 8 a.m. to 2 p.m. learning the basics of electronics assembly.

Carol Hill, a work-incentive supervisor with the Department of Social Services, spends four hours a week providing motivational training, resume tips and job-hunting skills.

When the training is concluded, the women will be seeking employment.
Program gives chance for higher-paying jobs

By MELINDA STOVALL

Daphne Crank of Durham is trying to raise three young boys alone. She has yet to get a permanent, higher-paying job to support her family, but sees a chance in the Women in Electronics program.

"I had a temporary job in this type of work, but I just didn't know the technical things when I tried to find another job," Crank said yesterday. "I figured that what I'd be learning here and from my other job, that maybe I could get a better job."

Crank and 14 other women are striving for better careers. They make up the first Women in Electronics program in Durham County, which combines the efforts of governmental agencies, an educational institution and private firms.

For six hours, Monday through Friday, the women learn the "hands-on" approach to electronics assembly at Durham's Lyon Park School, according to Gladys Martin, the course instructor.

"They have to know the components by sight," she said. "If they see a certain transistor, they must know how it fits on the circuit board."

An exhaustive screening process determined how the women were admitted to the course, said Dorothy Brower, administrator of Comprehensive Employment and Training programs at Durham Technical Institute.

The women received what is called the GATE test to determine dexterity and hand-eye coordination; a color-blindness test to ensure they could color match the components; and a basic reading and vocabulary comprehension test.

The testing was done at the Durham office of the Employment Security Commission, Brower said.

Each woman was interviewed by representatives of the various groups involved in the pilot program, she said.

"This first group has been very carefully selected, a criterion we plan to continue," Brower said. "... This program is new to everyone. All eyes are on it."

The 15 women in the program might be described as ones who "haven't been very successful in life," Carol Hill, a work-incentive supervisor at the Department of Social Services, said yesterday.

Hill comes four hours a week to provide motivational training and job-hunting tips for the women.

"I'm here to provide instruction and the positive stroking they need. Most have had problems of not working very long or not in good-paying jobs, so their self-confidence has been low-

"I would love to be a supervisor (in an electronics firm)," she said. "This is going to prepare me to go out into the world."

Continued from I-A

ered," Hill said. She discusses career planning as well as emotional motivation.

One-third of the class members have children in what are termed single-parent households, she said. One-fourth receive some sort of public-assistance money.

Some simply have no income, she added. The women receive $1 an hour under the program to help defray the cost of getting to the school or for personal expenses.

"There is a lot of group dynamics here. They are encouraging each other. They don't have anywhere else to go or turn to," Hill said.

Deborah Lambertson, a class member, said the motivational training provides a break. "It's given us new ways to discover other things, like how to seek a job, ways of presenting yourself to others," she said.

Class member Regina Melvin, a single parent with two children, finds the course challenging, a way to work with her hands. Even though she has never done this type of work, she is already making plans for the future.
Electronics program

Arnetta Cates, seated on stool at front, receives instruction from Gladys Martin in the Women in Electronics program at Durham's Lyon Park School as the other students work.

The program is a cooperative effort among government agencies, educational institutions and business to help women find career paths in electronics.

Sun staff photo by Jim Thornton
EQUITY EXPRESS

NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

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THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM DOES NOT DISCRIMINATE AGAINST STUDENTS, EMPLOYEES, OR APPLICANTS ON THE BASIS OF RACE, COLOR, NATIONAL ORIGIN, POLITICAL AFFILIATION, RELIGION, SEX, AGE, OR HANDICAP.
WOMEN IN ELECTRONICS AT DURHAM TECHNICAL INSTITUTE

Carol Hill stood erect and smiling before the class of fifteen women and waited for the chatting and laughter to subside.

"How many people did their homework on assertiveness?" asked the Durham Department of Social Services worker.

All fifteen women raised a hand.

"How did you assert yourself?" she nods to one.

Jane grinned and told a story about how she had politely asked someone in class to quit bothering her. It had gone okay, she said, and both women were still friends.

Building self-esteem and training for career advancement constitute part of a 6-week, 180-hour program at Durham Technical Institute. The rest of the program teaches basic skills for assembling electronic components.

This is a program that Carol Lincoln and her associates at MDC, Inc. of Chapel Hill developed with Durham Technical Institute and an advisory committee of public agencies and private industries. Their goal is to demonstrate how women with limited income and education can be trained for jobs with career potential in the electronics industry.

But "it took a lot of cooperation among local agencies, industries, and educators to make the program work," says Ms. Lincoln.

Calvin Gillie, director of continuing education at Durham Tech., is so pleased with the commitment of both project supporters and students, that he hopes to make the program permanent at the institution. Presently CETA contributes most of the funding, but Gillie thinks that the institution can carry at least .60% of the financial burden next year and subsequently generate enough FTE to pay for the program.

MDC, Inc. originally planned to train women for six to twelve months to enter industry as technicians. But so few funds were available that they had to scale down the program to six weeks' training of fundamental assembling skills. Consequently MDC built into the present program a heavy emphasis on motivation and career advancement.

A major theme that the women are learning, says Ms. Lincoln, is, "Manage your life. Get yourself started on a career ladder."

"Right now we are trying to instill the motivation not just to go out and find a job. We also want them to know what kind of behavior and personality it takes to get promoted."

The combination of skills the program tries to teach is unusual, notes Ms. Lincoln. "We are asking them on the one hand to learn how to cope on an assembly line," she says. "But we are also asking them to think of themselves as supervisors some day."
"There is a lot to learn," says Lena, who graduated from North Carolina Central University as an English major and then decided she did not want to teach school.

"It's very precise work," she continues. Lena worked temporarily at IBM in the Research Triangle Park and hopes to go back to a similar job, but this time with skills and better training.

"I like starting from nothing," she says, "and then seeing what you've built with your own hands."

Manual dexterity and abstract thinking are important in electronics assembling. The women took the General Aptitude Test Battery (GATB) as part of their application. Screening also included an interview with college and industry personnel, and a reading test. The school ranked the composite scores and took the top applicants from the 41 (out of an original 81) who met the low income criterion.

When the project is complete, Ms. Lincoln says, MDC will conduct follow-up studies at six, twelve, eighteen and possibly twenty-four month intervals.

"Each time we will try to get a brief history," says Ms. Lincoln. "What jobs have they had? How long have they worked? Did they get a pay raise or promotion? Are they enrolled in any college courses or employee programs for upward mobility?"

Ms. Lincoln intends to compare the outcomes with other groups with similar characteristics such as WIN and CETA groups.

"Chances are our graduates will have jobs," says Ms. Lincoln, "but we want to see if they will have established a career ladder."

HERE'S HOW IT'S DONE

The "Women in Electronics" program at Durham Technical Institute works because educators, employers, and community agencies cooperated with each other.

Tom J. White, director of the private sector initiative program at the Durham Chamber of Commerce, is excited about the progress that can result from cooperation of private employers.

"I can't say enough," he says. "They loaned us their technical people to design a relevant, state-of-the-art curriculum. They provided a summary of skills that employers need. They helped design admissions criteria, and they participated in interviewing the applicants for the program."

"They know they're getting darn good training at Durham Tech., and that it is a way to maximize a resource already in place," says White.

White thinks the students are "dynamic" and "competitive," and that "it is in the basic financial interest of employers to try at all times to help the unemployed."
White has offered to help the graduates of the program apply for jobs after they complete the course. Although many of the women ranked in the eightieth and nintieth percentiles of the GATB, White says that they tend to fall down on interviewing. To help the women over this hurdle, White will accompany them on the interview, if they wish.

Private industries that participated in the project are International Business Machines, Data General, Northern Telecom, Sperry Electro Components and Troxler Electronics.

Just as critical to the success of the program are contributions of public service agencies, says Carol Lincoln, who is coordinating the project for MDC, Inc.

When it turned out that the project had not enough money to hire an orientation-motivation instructor, Lincoln says, the Department of Social Services provided Carol Hill for the career advancement training. Social Services also gave bus passes to those who needed them and day care for children of those who could not afford it.

Employment Service screened the applicants and did the GATB testing. They also provided space for interviewing applicants for the project.

CETA provided most of the equipment. They paid all of the administrative cost and 40% of the instructional cost. They also provided a part-time counselor for the program.

Durham Technical Institute provides space and 60% of the instructional cost. They also oversee the instruction.

GOVERNOR HUNT APPOINTS ASSEMBLY ON WOMEN AND THE ECONOMY

Governor James B. Hunt, Jr., announced in March the appointment of 145 citizens from across the state to serve on the North Carolina Assembly on Women and the Economy.

The assembly is composed of men and women who are knowledgeable about the issues surrounding the economic role of women in North Carolina. It includes representatives of civic and professional organizations, business, and industry who are concerned about the factors that affect women and work.

Assembly members, who will serve as volunteers without pay, will study key issues and make recommendations to the Governor's Conference on Women and the Economy to be held October 31 - November 2, 1983, at the Civic Center in Raleigh. The conference will develop policy recommendations to improve women's participation in the economy.

Assembly members were sworn in by Secretary of State Thad Eure on Monday, March 28, during the group's first meeting in Raleigh. The session included remarks by Jane Smith Patterson, secretary of the Department of Administration; Dr. William Chafe, academic director, Duke-UNC Women's Studies Research Center; and Meyressa Schoonmaker, founder and president of the N.C. Center for Laws Affecting Women.
DTI course helps women

By ASHLIN THOMAS

Newfound self-confidence and pride were obvious as three women discussed changes that have occurred in their lives since participating in electronics training programs at Durham Technical Institute.

Jo Lynne Gephart, Daphne Malloy and Carolyn Turrentine are all graduates of either microelectronics or electronics programs offered at Durham Tech.

They are now employed at major companies in the Research Triangle Park.

"These programs have given us the chance to learn skills that are used in jobs that have potential for the future," Gephart said. Her security about the future was echoed by the other women.

"I had always had secretarial-type jobs, but now I know that I can do more," Turrentine replied. What makes these women different from most other Triangle employees is that they had no previous electronics background and they were all eligible for Comprehensive Employment Training Act funds.

The chance they were given came from one of the most unusual and complete cooperative efforts ever in Durham County.

Private industry, Durham Technical Institute, the state Employment Security Commission, the Durham CETA office, the Department of Social services and the Durham Chamber of Commerce have combined resources to establish and fund the programs.

The women agreed that because of their involvement in the programs they will strive for further advancement.

Gephart and Turrentine participated in a General Electric Operator Training in Wafer Fabrication program and Malloy took part in the first Women in Electronics program.

Gephart and Turrentine finished their training a year ago and Malloy completed hers in May. They all found jobs when they finished and they are all still employed.

Gephart recently has moved to a more advanced job with a new company, while Turrentine has received a promotion with the company she started working for last year.

Malloy, who has held her job for a month, sees advancement in her future. "I see a lot of other positions that interest me. I feel in time I'll be able to compete for them," she said.

One factor the women cite as important for their advancement is furthering their educations. Currently enrolled in an electronic engineering technician program at Durham Tech during the day, Gephart works on a part-time basis at her company.

"When I complete the program, they will take me on as a permanent employee," she said.

Turrentine and Malloy expect to enroll in Durham Tech classes this fall.

"These individuals have demonstrated a capacity to develop their skills and thus compete successfully for jobs that occur in the Research Triangle Park," said Tom White, director of the Durham chamber's Private Sector Initiative Program.

Sun staff photo by Harold Moore

Prepare for future

Jo Lynne Gephart, left, shows her electronics textbook to Daphne Malloy, center, and Carolyn Turrentine. The women, who participated in electronics training programs at Durham Technical Institute, plan to continue their educations so they can apply for more advanced positions.

White helped the women find employment when they completed their programs.

He stresses the work and effort put into the programs by the agencies involved. "The excellent training and funding provided by Durham Tech and the CETA office, and the testing and screening performed by the Employment Security Commission, have led to a well-coordinated program that will continue to yield benefits for its participants," he said.

The women said they would urge anyone eligible to apply for the programs.

"I feel so much better about myself. My self-esteem has risen just because I have a job, and other people's opinions of me have changed too. I always tell people how I got my job and that they should see if they can't get into the programs," Malloy said.

"The people who need these programs are out there, and it's better to put the money into training instead of unemployment checks," she added.
Durham program gives trainees brighter future

The future has brightened considerably for several Durham women as a result of an innovative skills-training program here.

Because several agencies are pooling efforts and resources, these women are being retrained for jobs in the electronics field — jobs which offer better pay now and greater possibilities for future advancement.

The admirable project involves private industry, Durham Technical Institute, the state Employment Security Commission, the Durham CETA office, the Department of Social Services and the Durham Chamber of Commerce.

The participants, each eligible for CETA funds, had no previous electronics training.

Though the opportunity to better themselves financially is a major consideration, there are intangible results as well. In a recent Durham Sun interview with three of the women, they cited a newfound self-confidence and pride.

Because they have seen first-hand the benefits of this skills training, they are likely to make continuing education a part of their lives.

"The people who need these programs are out there," said one of the participants, "and it's better to put the money into training instead of unemployment checks."

Well said.

Helping people is a good idea. Helping them to help themselves is even better.
Job Training Partnership Act Realizes Some Handsome Results

By Bernadine M. Duncan

Editor's note: Ms. Duncan is information and education supervisor for the Division of Employment and Training of the N.C. Department of Natural Resources and Community Development. This is a follow-up article to one published last September in this magazine, entitled "Business Executives Involved in Job Training Programs." That discussed the Job Training Coordinating Council. Composed of representatives of business and industry, state agencies, general local government and public organizations, the council provides policy guidance for the Job Training Partnership Act in North Carolina. The following article discusses the implementation of the new jobs program by local businesses as the program enters its first full year of operation on July 1.

Private industry has historically perceived government-sponsored employment and training programs as necessary evils. It has resisted the inclination to become involved by citing minimal business input, dubious long-term benefits and bureaucratic overload such as excessive regulations and paperwork. Ironically, these observations were often echoed by government itself. The Job Training Partnership Act (JTPA) was designed to change things...to make job training mutually beneficial to business and government and less burdensome.

Through the Job Training Partnership Act, the government has responded to the concerns of business and industry by reducing the proliferation of paperwork and the reams of regulations, establishing performance standards, and, most significantly, mandating a partnership between the public and private sectors at the state and local levels.

The partnership works in two ways. First, private industry has been given equal authority with government in the policymaking, planning and administration of programs through the North Carolina Job Training Coordinating Council and local Private Industry Councils (PICs). Also, the act offers attractive incentives to promote private industry involvement.

These incentives give business an opportunity to help disadvantaged people in their communities and to increase profits through reduced training costs. They include On-the-Job Training, Targeted Jobs Tax Credit and Industry-Based Classroom Training.

Tom W. Graves, Jr., vice president, secretary and general counsel of Fieldcrest Mills, is the chairman of the state Job Training Coordinating Council and a member of the Executive Committee of North Carolina Citizens for Business and Industry. The council, which is appointed by the Governor to oversee the state's employment and training system, was very excited about the future of job training in the state after reviewing local plans for the Job Training Partnership Act in Raleigh on May 3 and 4.

The U.S. Department of Labor has already accorded the state two commendations, one for being among the only four states or territories that were ready to implement the program on schedule, and another for doing so successfully.

During the upcoming program year, over 40,000 people will be served in local job training programs. With the exception of students who will be returning to high school in the fall, over 80 percent of these people are expected to be placed in private sector jobs.

Since JTPA was implemented on October 1, 1983, the response of private industry has attested to the effectiveness of these initiatives as adequate incentives to become involved in government-sponsored training programs.

Under the Comprehensive Employment and Training Act, the predecessor to JTPA, a program was implemented to train disadvantaged women for careers in electronics. The development of the program was a cooperative effort between five electronics-related firms in Durham and the Research Triangle Park including IBM Corporation, Data General, Northern Telecom, Sperry

Carolyn Autrey, a former OJT Drafter Trainee, is now a drafter with Sperry Electro Components Corporation. She is shown with Edgar D. Murphy (left), personnel manager, and Design Services Supervisor Norman Terrell. (Photo by Jim Page, N.C. Department of Natural Resources & Community Development.)
Electro Components and Troxler Electronics; and five public organizations including the Durham Chamber of Commerce, Durham Technical Institute, the Durham Department of Employment and Training, the Department of Social Services, and the Durham office of the Employment Security Commission. Each company provided a technical and personnel representative to help develop a curriculum and a set of selection criteria for candidates. The result was the Women in Electronics Program. Each session lasted for six weeks with each class having 15 women. So far, there have been four classes with 60 students completing the course and 73 percent of those are presently working. Succeeding classes have been expanded to include men, and Women in Electronics has now become The Electronics Program.

“In my experience,” says Edgar D. Murphy, personnel manager of Sperry Electro Components Corporation, “this has definitely been a unique program. It is one of the first times that I have seen such a diverse group of organizations such as private industry and public organizations sitting down together in one room actually working together with the concerns of the other in mind. It was a very rewarding experience.

“I receive support from management to participate in any program that will ultimately end up in us getting better people. So from the time the program’s objectives were clear to us, and it was obvious that we could get better employees, there was no problem at all. Paperwork was minimal under the Job Training Partnership Act when compared to the Comprehensive Employment and Training Act.” Additionally, Mr. Murphy said, “We had to sell the training to the first line supervisors. And of course, the selling was really a function of the individuals selected. If they performed well, the program was sold.”

The reaction of first line supervisors at Sperry Electro to program participants was favorable. They found the Women in Electronics graduates to be enthusiastic, reliable, prompt and attentive to small details like keeping their work spaces neat and cleaning up at the end of the day.

Sperry has hired 14 of the program’s graduates with an attrition rate comparable to that of normal personnel.

The Electronics Program is an excellent example of how industry-based training and institutional skills training programs can benefit the unemployed while helping industry. Designed to provide specialized training for class size groups of trainees, these programs are appropriate for occupations requiring an extensive background in particular subjects when qualified applicants are hard to find or when there is sufficient demand for workers with certain skills.

This type of training may be offered through educational institutions or established training providers such as public and private training schools. Employers with facilities may also offer such training for class size groups.

During the upcoming program year, 1984-85, it is anticipated that there will be 5,100 participants in specialized training programs, and of that number, 4,000 will get full-time employment.

Generally, these programs are developed when an employer or group of employers agree to hire trainees who successfully complete the class. In this way, specialized training needs have been met, employers have fully qualified employees from the first day they are hired and training costs are substantially reduced.

After they are hired, graduates of these programs may be eligible for On-the-Job Training, a program which many businesses are utilizing to reduce training costs.

“We’ve always tried to make a policy of working with these types of programs,” says Carmen Huggins, employment manager with Southeastern General Hospital in Robeson County, who has hired participants for entry level On-the-Job Training.

“From the employer’s standpoint, we are receiving qualified employees and getting a 50 percent reimbursement. From an economic standpoint, it’s good. Also, it’s a community service. It’s good for both parties.”

Craig Davis, general manager of Keck’s Drapery Manufacturing Company in Robeson County, expresses similar sentiments.

“In our experiences, we have run very accurate comparatives and have found that our success rate has been better with the Job Training Partnership Act applicants than those who just walk in looking for a job.

“In this,” says Mr. Davis, “you get a double screening process . . . one with the Employment Security Commission and one by us. Applicants are checked more thoroughly. That’s a significant advantage for us.”

Sperry Electro Components has also found this to be true. They have hired employees in the program under JTPA and have found the paperwork to be vastly reduced as compared to previous government programs.

For example, in 1982, Sperry Electro, an industry leader in the design of precision aerospace components for commercial airlines, general aviation and space programs, needed a drafter. Tom White, director of the Private Sector Initiatives Program for the Durham Chamber of Commerce, had a young woman whom he felt could do the job. Although the candidate lacked experience and could not be hired in the drafter position, she so impressed Personnel Manager Murphy that the company hired her under the On-the-Job Training Program as a drafter . . . .
EXPANDING OPTIONS FOR WOMEN
IN THE SOUTHERN WORK FORCE

When the girls, as well as the boys, are taught that it is
just as honorable, and just as necessary, that they should
learn something whereby a sure and honest living can be
secured as it is for their brothers, much of the unhappiness
of life will have vanished, and many would not, as now, be
obliged to marry solely for the sake of being taken care of.
Journal of the Proceedings of
the National Grange, 1885

This Foresight is devoted to programs which are designed to expand career
opportunities and earning power for women and increase their chances for
employment in jobs with higher pay and advancement possibilities. Four programs
are described which are especially effective in providing education and
training to women for good, and in some instances, nontraditional jobs and
which target women most in need. They are (1) a program started by a non-profit
organization to prepare women for electronics occupations in North Carolina,
(2) a community college in Florida that is actively promoting equal opportuni-
ties for women through a wide range of activities, (3) a state agency in
Louisiana that both supports sex equity and provides training, and (4) a
program in Kentucky that operates through the YWCA to improve the career
opportunities of low-income women.

This paper was prepared by Stuart Rosenfeld, Director of Research and Programs
Model Programs

Women in Electronics: North Carolina

The manufacturing sector, which has dominated the economic development of North Carolina, has depended to a large extent on the labor of women. The state has one of the highest participation rates of women in blue collar occupations in the nation. The mix of manufacturing businesses in the state is changing, however, and much of the new growth is in customized and technology-driven manufacturing with a large number of these firms located in the vicinity of Research Triangle Park. Many of the women who would be eligible for these newer, more promising jobs lack the skills, knowledge, and confidence to be hired, or even apply. "Women in Electronics" was designed specifically to provide women who most need the jobs (those who are currently unemployed and/or below poverty level) with opportunities in expanding industries and in a growth occupation—electronics. The project was first proposed by MDC, Inc., a Chapel Hill firm with considerable experience in training programs for the disadvantaged, to show how the public and private sectors could work as partners to help low-income women become economically sufficient and, at the same time, upgrade the skill level of the state's work force. An initial grant of $70,000 from the Ford Foundation was supplemented by smaller amounts of money from the Southern Education Foundation, IBM, Northern Telecom, and the state of North Carolina. Most of the operating funds are from the Job Training Partnership Act (JTPA).

Training already exists for electronics occupations, but low-income women with little experience or confidence, and possibly with children to care for, are not likely to enroll in programs that are primarily male and technical. Nationally, in 1981 only 12 percent of all those enrolled in Electronics Occupations programs were female and only 11 percent of those in Electronics Technology were female. All work with electronics, of course, is not necessarily more challenging or high paying than traditionally female occupations. Some jobs are relatively low-skill assembly work. Yet, since it is a growth industry, opportunities for advancement are greater. As the project director noted, "We are asking them on the one hand to learn how to cope on an assembly line. But we are also asking them to think of themselves as supervisors some day."

To encourage participation of disadvantaged women, the program had to be tailored to the needs of the targeted population. Since stipends are less available for living expenses under JTPA, this has meant a short-term, concentrated program. The program was designed to be completed in five 40-hour weeks. Further, since many many of these women are isolated and have young children, support services such as day care and transportation are provided.

To increase the likelihood of employment, programs are tailored to the needs of those businesses that are projecting jobs. Therefore, the first and perhaps most important step in setting up the project was to involve the private sector. Programs were started only after local industries gave some assurance that they could hire successful completers. A number of businesses, including IBM, Northern Telecom, Data General, ITT, Sperry Electro Components,
Troxler Electronics, Amphenol-North America, Telex Telecommunications, and the Microelectronics Center of North Carolina, joined with representatives of local technical institutes, chambers of commerce, and state agencies to give the program broad-based support. Representatives of the businesses comprised an ad hoc advisory board, which met as needed to provide information about hiring practices, help set eligibility criteria and develop curricula, and provide instructors. In addition, Northern Telecom gave all participants physical exams at no charge.

Other agencies and organizations took on responsibilities for specific tasks. The chambers of commerce agreed to coordinate private sector involvement and placement. State employment and training agencies provide JTPA funds to city technical institutes for counseling, training, and coordinating activities. The Employment Security Commission provides screening and testing, and social service agencies provide day care and transportation assistance. As mentioned, the private sector advises and assists with curriculum development and eligibility criteria, helps with the selection process, and provides classroom teachers, supplies, etc. It truly is a cooperative project.

Applicants to the programs are first screened for income eligibility, based on JTPA criteria, and for high school graduation credentials or equivalent. Those who qualify are given reading tests and the General Aptitude Test Battery (GATB), and are interviewed by a committee. Women are accepted according to the rank order of cumulative scores, with the GATB weighted the highest. When the first class was announced at Durham Technical Institute, 81 applied, 41 were found eligible, and 15 were selected for training. Those not selected were given priority in the next cycle. To meet JTPA requirements, recent training cycles have included men, although the enrollment is still predominantly female. Of those enrolled in the first four training cycles:

-25 percent had been on AFDC;
-93 percent had been unemployed 35 weeks or more the prior year;
-68 percent had dependent children; and
-92 percent were black.

The program itself is 200 hours, covered in five weeks. It includes between 140 and 160 hours of electronics skills and work habits, plus motivational seminars and job search skills.

The results have been quite impressive. As of April 1984, 99 of the first 100 women enrolled graduated and 77 were already working—73 in electronics. Wages ranged from only two making less than $5 per hour up to a high of $7.85 per hour. Average wages were higher for women in earlier classes, indicating income growth. A few of the women have already been given supervisory responsibilities.

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placement. Of those, the majority are adults, but a
goodly portion who are juveniles have been offered a
novel way out of their criminal past.

The Restitution Program, as it is called, began as a
casual chat among JR’s 12 staffers. “We wondered what
would happen if a young offender could face his victim,”
Houston said. The experiment, started last November,
was so successful and original that the American Correc-
tional Association has invited the Rhode Island project
to present it at the next annual convention, to be held
this month in San Antonio, Texas.

In northern Rhode Island, for example, a young man
who stole a bicycle from a bike shop was brought face
to face with the owner of the store. As it turned out, the
juvenile lived in the neighborhood in which the shop was
located and he was told he could offer restitution by
going to work there. Since last November 68 youths have
been through the program. Only three of them were
taken out with negative results; two of these were rear-
rested within a month. The remainder are all working.
Some have paid off their agreed restitution and re-
mained at the job they obtained for that purpose. “You
should see the feedback, especially from the victims. We
deal mostly with property crimes, and the victimized
businessmen are surprised they’re getting something
back,” Houston said. The response is also helpful in
continuing the program, as the restitution operation is
only incidentally funded by JTPA, and relies on private
monies.

Not surprisingly, the Justice Resource staff is chosen
with original concepts in mind. For counseling, JR relies
on college graduates, usually in social work or the social
sciences. For placements, however, Houston prefers busi-
ness graduates with sales experience, to “sell” the par-
ticipant to potential employers.

Unsheltered Work

Novelty can also be found at Northern Rhode Island
Community Mental Health (NRICMH). Richard Le-
clerc, NRICMH director of community support pro-
grams, told ETR that their effort is entering territory
where there is little accumulated experience. “Mental
disability has not been looked at from the angle of
unemployment, and what we want to try is to place some
people in unsheltered, unsubsidized jobs,” he said.

The $56,000 NRICMH has obtained will go to hire
two full-time job developers. The new personnel is ex-
pected to begin working immediately on participants
from eight mental health regions in the state, or roughly
900 people served by the agency, Leclerc said.

Few of those slated for employment search prepara-
tion and placement are formally institutionalized pa-
tients. Yet even among the out-patients the unemploy-
ment rate is 85 percent, some impeded from getting a
job by their illness. Leclerc said. “Our sense is that
many more could get a job,” he added, “but we want to
start slowly and be sure of what we’re doing, so we think
that if the first year we place 30, we’re doing well.”

Full Service for Vets

Another program whose operator does not appear
overly concerned about the quantity of placements is the
Providence-based Vietnam Era Veterans Association
(VEVA). Executive Director Dan Evangelista indicated
that his group’s grant will likely help place 42 out of 180
veterans making contact with VEVA. The difference is
that the agency tries to do “a little more than training”
for its clients, Evangelista added.

Two counselors in VEVA’s employ scour the state
every week, visiting eight “intake centers” to determine
how best to help unemployed veterans who have set up
appointments for an assessment. “We always try to find
out if they still have rights and privileges they haven’t
used, like the G.I. Bill or the Emergency Veterans’ Job
Training Act,” Evangelista explained.

Another area explored is the possibility of a review of
a poor military discharge. “We believe that a bad
discharge is an artificial barrier to employment: just
because someone has one, it doesn’t mean that he can’t
perform a task like driving a truck and hold a steady
job,” Evangelista noted. But he doesn’t promise anyone a
review, because the procedure is not automatic.

Only after assessment do veterans enter either train-
ing or remedial education designed to help place the
participant. VEVA entered the employment and training
field in 1975, under CETA, only a year after the
association’s founding.

Women

HIGH-TECH TRAINING FOR MINORITY POOR
IN N. CAROLINA DEMONSTRATION PROJECT

Ninety-nine poor black women with histories of job-
lessness have found steady employment through a train-
ing program called “Women In Electronics” in North
Carolina, launched as part of a $150,000 demonstration
project. The effort, designed and coordinated by MDC
Inc. of Chapel Hill, has taken advantage of the reloca-
tion of high-technology companies fleeing unions and
high energy costs in the northeastern states to North
Carolina.

Project director Carol Lincoln said that, although
initially the idea had been to place participants in middle
level technical jobs using existing community resources,
MDC found that the women’s immediate needs imposed
some adaptations. But the effort, funded by the Ford
Foundation, IBM, Northern Telecom and other private
sources as well as the federal government’s JTPA Title
II monies, has produced results for the participants and
is also expected to yield important data for the research
part of the venture, she added.

Corporate Cooperation Crucial

Lincoln said the results, which include a placement
rate of 82 percent to 95 percent in Durham and Raleigh
respectively, and an 82 percent retention rate over the
first year in electronics, could not have been accom-
"
plished without an active role for employers in planning and carrying out the program. Company executives sat on the advisory board, volunteered the time of trainers and personnel managers, donated instructional materials, and were therefore convinced of the trainees’ potential before the first interview for a job was scheduled.

In a sense, the program helped introduce the women to employment possibilities and open employers’ eyes to good hires, much in the way “old boy networks” work for professionals, Lincoln said. Also, companies had already invested time and money in the effort by the time the women were ready and were keen to hire them. One potential employer, Northern Telecom, had donated physical examinations for participants valued at $75.

“The program was very successful because MDC has a well-planned, well executed project that reached out to and convinced executive,” said Tom White, the undertaking’s liaison in the Durham Chamber of Commerce. He added that through the program, “companies have had an opportunity to learn about the employment and training field.”

The corporate role in the North Carolina effort was not accidental. For the past twenty years, the state has been attracting a variety of industries, particularly electronics, to the Research Triangle Park in the Chapel Hill-Durham-Raleigh area. The industrial park is a brainchild of former Gov. Terry Sanford, who served between 1960 and 1964 and is now president of Duke University. The triangle combines the research capabilities of the University of North Carolina at Chapel Hill, Duke University in Durham, and North Carolina State University in Raleigh, with the needs of the growing high technology industries.

“We’re going through the Silicon Valley experience all over again, of course, on a smaller scale,” said Lincoln. As a result new opportunities are appearing, but also demands for new skills.

Demonstration Design

Initially, the Ford Foundation contributed $70,000 to MDC for the employment and training research company to produce a model for training to help low-income women enter high-technology fields using community resources. According to Lincoln, however, the main problem was that the needs of potential participants precluded medium to long-term schooling that would automatically place them in a position to move into middle level jobs.

“We asked ourselves what kind of training we could afford to offer women who are unable to stay in training for long periods without stipends larger than the minimum allowed under JTPA,” Lincoln told ETR. The answer was a six-week program that prepares participants for entry-level jobs.

Lincoln admitted that these jobs are still assembly-line positions that have already had a high proportion of women in them. In North Carolina 30.6 percent of women work in blue collar jobs, according to 1984 Bureau of Labor Statistics data — more than twice the national rate of 13.8 percent.

But Lincoln said that the program designers were at least satisfied that income, job security and benefits provided in electronics represent an improvement for participants. Women who went through the training are now earning between $5 an hour and $7.85 an hour, receive health insurance benefits that enhance overall household earnings, and have held a job for a longer period than ever before. Many of them work second and third shifts — evening and night — and manage to save on child care costs by having friends or relatives look after children.

MDC intends to follow the progress of participants for two years. In addition, the research firm has been tracking six other control groups in order to be able to draw conclusions regarding the differences and similarities between those who train in electronics and those who do not. Lincoln said that data for the first six months has now been gathered and an interim report could be ready by the fall of 1984.

In the first year of post-program tracking, MDC has already found several women who have been promoted to supervisory levels and a few who have started going to vocational schools. “We would have preferred to train them as technicians from the start, but they are at least in jobs they weren’t used to getting on their own,” Lincoln said.

“We made it clear to them that they ought not to stop at this level and we urged them to begin thinking about what they would like to study and what kind of training would be best for them,” she added. The effort included 40 hours of motivational training in which personal career goals could be explored.

“Most of the women have had a very hard time before coming to the program,” she noted. In a sampling of the first four initial cycles, MDC reported that 25 percent had been on AFDC, 93 percent had been unemployed 35 weeks or more, and 68 percent had dependent children.

Selection and Training

Employers involved with the program helped develop the curriculum, which itself imposed stiff selection criteria. As a result, the first requirement is completion of high school or an equivalency diploma.

MDC developed a formula for admission into 15-member classes. Assigned primary value were the results of the administration of the General Aptitude Test Battery (GATB) (one element deemed important for their future jobs was eye-hand coordination). Second in importance is an interview with a selection committee composed of an instructor, a counselor, and a representative of a potential employer. A reading test was rated third within the selection formula. Those chosen were the top fifteen among applicants, although re-application for future classes has been encouraged. In fact, Lincoln noted, several men who passed selection have been admitted to the program.

The training itself is covered in five weeks of study, including both electronics and work habits. Also, an additional week is devoted to motivation seminars and job search skills.
Polishing

Lincoln recognized, when questioned, that given the selection process, the participants' motivation was likely to be high. "The main gain is becoming more polished," she explained.

"These folks do not do well at interviews. You have a black female who may not speak perfect grammar facing a transplanted college-educated white northerner in a three-piece suit, and it becomes very intimidating to the woman," said Lincoln. Such applicants also have problem histories, she added — in many cases attendance problems related to child care that resulted in the loss of their previous jobs.

"They are competing often with young white faces fresh out of high school or vocational schools," Lincoln said. "At the very least, the young person doesn't have a history, so there's less of a risk element involved," she added.

Asked if discrimination might not be a factor, Lincoln said MDC had not looked at that yet. White, from the Durham Chamber of Commerce, said that the basic problem was "spotty histories" of the applicants. He added that, although companies were benefitting from lower labor costs, the low-income job applicants are competing with middle class employment seekers who are most often better prepared.

Many of the participants could conceivably apply on their own, Lincoln said. "But we're offering them training tailored to specific openings in a program the employers have begun to think of as their own," she noted.

Congress

HOUSE MOURNS DEATH OF CARL PERKINS,
CHAIRMAN OF HOUSE LABOR COMMITTEE

The U.S. House of Representatives suspended session on Tuesday August 7, to mourn the death of Carl Perkins, a 35-year member of Congress and Chairman of the House Education and Labor Committee. Perkins died August 3 of a heart attack during an airplane trip from Washington to his home district. He was 71 years old.

Rep. Perkins had complained of difficulty breathing while on a flight from Washington to Lexington, Kentucky. An ambulance met the plane upon landing, but Perkins was pronounced dead before he reached St. Joseph Hospital in Lexington.

Perkins had been Chairman of the House Education and Labor Committee since 1967, when the former chairman, Adam Clayton Powell (D-N.Y.) lost his congressional seat. A passionate supporter of New Deal-style liberalism, he had been partly responsible for shepherding much of the Johnson-backed antipoverty legislation through Congress, and additional social welfare legislation in later years.

Reactions

Upon learning of his death, House Speaker Thomas O'Neill (D-Mass) said: "I am deeply shocked and saddened by the news of the sudden passing of my good friend Chairman Carl Perkins. Carl Perkins was a great legislator and a great representative who believed that government could make a difference for his constituents and for his country. Under his leadership in the Congress, government made life better for the worker, the student, the poor, and the disadvantaged. He was a man of deep faith, strong principles, and great compassion. He was a true gentleman. He will be sorely missed by me and by all of his colleagues. I offer my heartfelt sympathy to his family."

Rep. Augustus Hawkins (D-Calif), a fellow member of the House Education and Labor Committee, said: "With the passing of my good friend Congressman Carl Perkins, Americans lose one of the great Americans of all time. As a leader on the Education and Labor Committee, he opened the way for significant opportunities for the nation's citizens. He was continually seeking to make America a better place for all Americans and consistently and tirelessly sought alternatives to social and economic deprivations experienced by those that at times were leaderless and friendless. Carl Perkins left this nation a treasured legacy, one which we will honor in his memory."

President Lane Kirkland and Secretary Treasurer Thomas Donahue of the AFL-CIO sent a telegram to the Congressman's widow in their home town of Hindman, Ky. The message said, in part:

"Carl Perkins was a unique American who understood the needs of working people, the poor and the jobless. He devoted his career to building a better society for the 'have-nots' as well as the 'haves.' To us in America's labor movement, he was a close friend and vigorous fighter who, in his quiet way, brought about enactment of much of the most important social legislation of the past 25 years... We in organized labor — and all working men and women — will sorely miss his arm around our shoulder. We are proud to have worked at his side."

And the United Mine Workers of America also joined in tribute to the Kentucky congressman, who engineered much of the mine safety and health and black lung disability laws. UMWA President Richard Trumka said the union would hang its black wreath of mourning, normally reserved for UMWA members killed on the job, from the door of its Washington headquarters in honor of Perkins.

Long-Time Member

At the time of his death, Perkins had one of the longest consecutive terms of service in the House. Only Jamie Whitten (D-Miss), Chairman of the Appropriations Committee, and Melvin Price (D-Ill), Armed Services Committee Chairman, have served in the House longer than Perkins, whose colleagues in the 1949 freshman class of Congress included current Judiciary Committee Chairman Peter Rodino (D-N.J) and Rep. Charles Bennett (D-Mass). The ranking Democrat on the Education and Labor Committee now is Rep. Augustus Hawkins (D-Calif) who has worked closely with Perkins on job-creating
Durham Chamber of Commerce: Making the Business Connection

When it comes to building bridges between training programs, economic development activities, and the local business community, the Central Piedmont Private Industry Council has discovered that the Greater Durham Chamber of Commerce has all the right connections. Durham, North Carolina is home to Research Triangle Park, the Southeast's equivalent of California's Silicon Valley. But the presence of IBM Corporation, Data General, Northern Telecom, Sperry Electro Components and numerous other high-tech firms does not automatically guarantee jobs and high wages for local residents.

For the Central Piedmont council, which serves the city and county of Durham and Orange County, helping unemployed and often under-educated people compete for the rising number of technical jobs means involving employers in the training process. Tony White, director of the area's Private Sector Initiative Program, says the chamber's ties have been an invaluable resource in his drive to enlist business and technical support for the business community.

But it is true in many other parts of the country, the chamber is Durham's most influential business voice. When the Private Sector Initiative Program first began in 1979, the local employment and training officers contracted with the Greater Durham Chamber of Commerce to do employer outreach and marketing. White, who actually works for the chamber, still functions in that capacity for the private industry council, now organized under the Job Training Partnership Act.

Training and Economic Development

"It's a logical relationship," says White. "The chambers of commerce, in this community and in the state, are traditionally the prime movers in economic development. They are in a unique position to cement solid relationships with private companies.

"Working out of the chamber means I'm in a position to meet the right people early," when companies are moving in or expanding and first consider their training and hiring needs.

Even with the golden glow of technological development and expansion cast by the Research Triangle, the area's economy has had its problems—problems which make economic development a crucial part of any employment and training effort. Declines in traditional industries such as tobacco-growing and furniture-making have marked the overall employment picture. Many of those who need jobs, first need training to help them shift to the technical skills required by the growing high-tech economy.

"North Carolina offers employers outstanding training opportunities through its technical and vocational schools," says White. "Technical institutes are very efficient in designing customized training." The Central Piedmont council does not duplicate the state's training programs. Instead, White puts hiring companies into the planning and curriculum development process to ensure that the graduates will be job-ready when the jobs are ready.

"I think the most effective thing I've worked on is developing employer advisory committees," White says. "We assemble a group of technical and personnel people and tell them what we're trying to do with our trainers. The technicians work on curriculum design, and the human resource people become our questions committee—helping us evaluate training candidates to decide who is appropriate.

"It's logical, but it hasn't been done much before."

Women in Electronics

One of the Central Piedmont council's most successful ventures has been its Women in Electronics Program, which now enrolls men as well. It provides six weeks of classroom training as preparation for entry-level jobs.

The program was developed by MDC, a non-profit research and program development organization using a grant from the Department of Labor. The Central Piedmont council, which now runs the program itself, initially provided participants and good connections with the business community.

Five electronics-related firms are major supporters: IBM, Data General, Northern Telecom, Sperry Electro Components and Tractel Electronics. Also critical has been the involvement of the Chamber of Commerce, Durham Technical Institute, the Durham Department of Employment and Training, the Department of Social Services and the local Employment Security office.

Each session enrolls 15 people. Of the 74 graduates, 95 percent went to work after finishing the course, and 82 percent are currently working in the electronics field. But placement statistics do not tell the whole story. Because the early training sessions targeted women, 20 percent of those enrolled were receiving welfare when they began. Fifty percent had children under 18, and 34 percent had pre-schoolers at home. Many were women who ordinarily would not have a chance at much more than an entry-level job, but the average starting wage for program graduates is $5.50 an hour.

The influence of the five companies is pervasive. Sperry Electro, for example, has hired 15 of the graduates. Simon Burt of Northern Telecom makes it a point to interview every graduate and has hired 40. Even though she can't offer all of them jobs, Burt says the interview is an important experience for them and will improve their performance elsewhere.

"The companies are making up some of our budget cuts," notes White. "We get all the circuit boards and physicals for the trainees from Northern Telecom, and Data General provides manuals, an orientation film and loaned instructors to teach the soldering components.

One of the biggest advantages to using a group of businesses and organizations to develop the program is the resulting interagency coordination. "That's been the real progress," according to White. "Agencies are working together.

Employment Security recruits trainees; we pre-screen. When we decide we need to have more pre-employment training, someone from social services came in to video tape the entire class, not just the welfare participants. They continue to provide this service."

Building Business Support

White has not limited his efforts to developing support and contributions for the electronics training program. This past July, council members attending the dedication of a word processing training center helped cut the ribbon around word processing equipment donated by IBM. At the same time, General Telephone Company of the Southeast announced it would donate office furniture needed for the center.

Many of these accomplishments would have been slower in coming without the council's chamber connections. "The chamber is a tremendous vehicle for forming contacts," emphasizes White.

But there is more improvement. "There is still a lot of work to be done in marketing and promotion," he adds. "I'd like to see the private industry council establish a little more of an identity."

Eventually he would like to see the chamber take up employment and training as an integral part of its program—much the way it now treats zoning or taxes or economic development. For now, though, White is pleased with the support he's gotten. He has a group of business people who are willing not only to help design training programs or screen training applicants, but who also go out and talk to other employers about the benefits of customized training or on-the-job training reimbursements.

"That's really great is that I don't have to give the interviews or the presentations," says White. "Business people who are involved can talk about the programs. They may not know all the titles and abbreviations, but they know the concepts, and that's what's important."
For 4 In Training Program,
Graduation Day Ends With A Job

By LOYD LITTLE
Herald Staff Writer

Fourteen Durham people, displaced from former jobs, graduated Friday from a six-week electronics-assembly class, and even before they graduated, all had been interviewed for possible jobs.

In fact, Friday afternoon, less than five hours after they graduated, four people had been offered and had accepted jobs with Northern Telecom in the Research Triangle Park.

The program, which has now graduated six classes, is a cooperative effort of Durham Technical Institute, the Employment Security Commission, the Durham Chamber of Commerce, the county's Department of Social Services and a number of private companies, such as International Business Machines, who have contributed teachers and equipment.

Travis Porter, president of the chamber, told the graduating class at Lyon Park School Friday that, "You have taken advantage of a chance that was offered. You haven't quit, you are just beginning."

Porter told the class of 10 women and four men, "As long as you and I never give in, we will never be defeated and never lose. No person who

is really strong has to take advantage of another."

Porter said the program showed that "together business and the community can accomplish any goal and any purpose if they work together."

Carol Hill of the Department of Social Services, who was also a teacher, said, "Decide what you want. Decide on a life plan. You want a career, not just a job. That's why you're here."

She advised the class to learn to enjoy life, also, "When life gives you lemons, make lemonade. Turn your stumbling blocks into stepping stones."

Honor graduates at Friday's ceremonies were Anita Daye and Eugene Hargrove. Other graduates were Marvot Baldwin, Charlie Burnett, Roberta Cameron, John Cradle, Mary Crawley, Deloris Green, Frencbee Holloway, Brenda Johnson, Kathy Poole, Robert Royster, Reta Scarlett and Renee Taylor.

Tom White of the chamber, who helps the graduates find jobs, said much of the equipment used in training was donated by Durham companies. He said he was particularly pleased that other members of the class were already being considered for jobs.

The program has been running for about two years and White said local companies have also donated paint and other supplies to renovate classrooms in the old school building on Halley Street.
Tears, smiles punctuate class graduation

By ANN CORNELIUS

Graduates of the Private Industry Council's electronic assembly class shed a few tears and flashed big smiles during graduation ceremonies yesterday at Lyon Park School on Halley Street.

The 14 graduates, all dislocated workers from Durham and Orange counties, received certificates for completing a six-week training course in electronic assembly.

Travis Porter, president of the Durham Chamber of Commerce who spoke to the audience of friends and relatives, told the graduates they had wisely taken advantage of the federally-funded training program.

Porter recalled how he was able to attend college because of a U.S. Navy scholarship and how after the Korean War he went to law school with the help of the GI bill.

"I believe as long as you and I never give up, we'll never be defeated and we'll never lose," he said.

Porter told the graduates that the labor force is a big determining factor for bringing industry to Durham County.

"Without this kind of training and without you, industries would not be able to come here," he said.

The Private Industry Council, through the Durham Chamber of Commerce, helps place new trainees in jobs after they graduate. The graduates made up the sixth training class since the electronics assembly program got under way last year.

Tom White, who heads the Private Industry Council, said 80 percent of the graduates have been placed with companies in Durham and the Research Triangle Park.

The Private Industry Council is a good example of how businesses and the community can come together to provide more jobs and a better life for people, Porter said.

Companies have participated in the program by providing equipment and loaned instructors. The training center also receives funds from the federal Job Training Partnership Act. James Abney, of International Business Machines, was the instructor for the graduating class. He was assisted by Alfonzer Jones.

Carol Hill, who has assisted as a representative from the Department of Social Services in Durham, told graduates to make a life plan by setting high goals beyond those of the immediate job at hand. "You want to have a career, not just a job," she said.

But while one reaches for those goals, he should learn to enjoy life and feel good about himself, she added.

Two graduates received honor awards for high scholastic achievement. They were Anita Daye and Eugene Hargrove.
Welcome!!!

Welcome to the first edition of PIC QUARTERLY, a new publication whose mission is to inform Chamber of Commerce members about employment and training programs offered by your local Private Industry Council (PIC).

So exactly what is a PIC, you ask? Well, a PIC is a local organization that helps train unemployed, underprivileged people for jobs. A noble mission? Certainly. Difficult? Perhaps. Fortunately the PIC has some very talented leaders from business, government, education, organized labor, and community-based organizations who are devoting their time and energy to make PIC programs work well.

The money and the authorization for the PIC comes from the Job Training Partnership Act (JTPA). The goal of JTPA is to reduce public assistance and unemployment by preparing unskilled youngsters and adults for the world of work. It makes sense both economically and socially to offer this kind of service. An efficient labor market with an effective labor force contribute in a large way to a healthy, thriving community.

We hope you will enjoy reading PIC QUARTERLY. We especially hope that you will call the PIC at 683-4121 or "PIC Marketing" (Durham Chamber of Commerce) at 682-2133 to find out how you and your firm can become involved.

PIC Training: Your Tax Dollars At Work

ELECTRONICS ASSEMBLY

People on welfare, people collecting unemployment insurance, they don't want to work, right? **WRONG**!

Evidence to the contrary exists, in abundant supply, in the results obtained from the ELECTRONICS ASSEMBLY Program which has been part of the PIC repertoire of training for the last 18 months.

The numbers speak for themselves. From May 1983 through May, 1984, seventy-four (74) economically disadvantaged individuals (i.e. people living below the poverty line) completed this six-week electronics program. Sixty-three (63) of those graduates are now employed, at an average wage of $5.55/hour.

Last July, the Employment Security Commission, along with Durham Tech, elected to use the electronics program to aid 29 individuals who were classified as dislocated workers, i.e., victims of lay-offs or plant closings. Today, 26 of those 29 people are full-time employees, earning their living, paying taxes, providing for their families.

Why does this work so well? Because MDC, a research firm in Chapel Hill, designed a superb model, because companies such as Amphenol, Northern Telecom, IBM, Data General and Sperry fully support the effort with donations of equipment, material, plant tours and guest speakers, and because agencies such as the Job Service, Durham Tech, Social Services, Employment & Training and your Chamber of Commerce are working together to help people help themselves.

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**WORD PROCESSING**

IBM: A Company That Cares

In July, 1984, IBM and the PIC officially dedicated a new PIC Word Processing Center. IBM, which has established forty-seven (47) similar centers throughout the nation, has provided Selectric III typewriters, Displaywriters, and Mag Card units to be used to train JTPA-eligible applicants for jobs as word processing operators.

The first graduation was held on November 12. Of the twelve (12) individuals who successfully completed the training, ten (10) have found full-time jobs. Another class has since begun, with 15 students enrolled in the eighteen-week curriculum. Graduation is scheduled for early April.

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*Electronics assembly trainee DANIELLE RILEY studies color codes of electronic components.*

*A happy audience at the PIC IBM Word Processing graduation ceremony.*
Job-training class has 23 graduates

By JENNIFER JENDRASIAK

Members of two Durham Private Industry Council job-training programs added a graduation celebration to their list of holiday occasions. Members of the Electronics Manufacturing and Clerk Typists classes graduated yesterday in ceremonies at the Lyon Park School.

There were 15 Electronics Manufacturing graduates, according to Al Jones, the class instructor.

The course runs six weeks, with classes between 9 a.m. and 3 p.m. every weekday, Jones said.

A number of Research Triangle Park companies are involved in the program, Jones said. Students work with the electronics found in telecommunications, aerospace industries and microelectronics. Among the companies involved are Northern Telecom, Sperry-Rand, Mitsubishi and GE Semiconductor.

"Students could get hired anywhere," he said. "GE Semiconductor is recruiting a lot of students now."

The program is geared at teaching "basic skills to get an entry-level job," Jones said. Approximately six classes are held each year. Students range from 18-year-olds to those in their 50s, Jones said.

The older students tend to be more anxious about getting jobs, he said, "But they're placed just as fast and just as good."

Some of the students have prior work experience, Jones said, but "the majority have no skills."

There are more women than men in the class. Companies often "prefer women because they have better dexterity, better patience," Jones said.

Students received certificates yesterday crediting them with 180 classroom hours of electronics training. This is equivalent to six months on-the-job experience, Jones said.


Most students accepted are either "dislocated workers" — those who worked for a company which closed — or those with no specific job skills, Jones said.

There were eight Clerk Typist graduates yesterday. The Clerk Typist program runs from 9 a.m. to 3:30 p.m. each weekday for six months, according to the instructor Aesha Abdullah.

Students study English, math, typing, machine transcription and job-seeking skills. They are also exposed to word processing, Ms. Abdullah said.

Of the eight, "so far two of them are employed," Ms. Abdullah said.

There is a definite need for clerk typists in the Triangle, Ms. Abdullah said.

Most students entering the class "know the keyboard," she said. The class focuses on "accuracy, speed and English skills."

Students are recruited through both the Employment Security Commission and the Employment in Training Office, she said. A new program will start at the end of January.
JOB READINESS TRAINING AND CAREER ADVANCEMENT

CURRICULUM MANUAL

(Separate Volume)