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ABSTRACT

This guide informs women about the apprenticeship system and how it operates, provides some background on the problems that women sometimes encounter in seeking apprenticeships, and outlines the apprenticeship application process. Statistics are given concerning the growth in the number of women participating in the apprenticeship system. In the section, Women as Skilled Craft Workers, the current status of these workers as well as their ability, interest, and availability are discussed. The system itself is analyzed in terms of the role of federal and state apprenticeship agencies and committees, training, standards, and types of apprenticeable occupations. Barriers to women in apprenticeship, such as sex discrimination, inadequate preparation, and age, are examined in the third section. A section on how to become an apprentice includes choosing a trade, sources of occupational and program information, and the application process (containing data on tests, interviews, and probation). Another section summarizes federal laws and regulations affecting apprenticeship. Addresses for the Women's Bureau Regional Offices and for the Bureau of Apprenticeship and Training Regional Offices are appended. (CT)

A Woman's Guide to Apprenticeship

U.S. Department of Labor
Ray Marshall, Secretary

Women's Bureau
Alexis M. Herman, Director

1978

FOREWORD

Apprenticeships in the skilled trades offer women excellent opportunities for employment in jobs that are both personally satisfying and well paid. The apprenticeship system provides the opportunity of learning to become a highly skilled worker while receiving wages during the training period. It is this combination of training and employment that makes apprenticeship an option we would like to make available to more women.

Women certainly have need for increased access to well-paid jobs. Women's labor force participation rate has grown from 41 to 48 percent between 1967 and 1977, and it is expected to increase to 51 percent by 1990. In the same 10 year period, the proportion of women family heads increased from 11 to 14 percent of all family heads, and families headed by women accounted for 48 percent of all families in poverty in 1977. Apprenticeship in a skilled craft or trade is one good route out of poverty.

Equal employment opportunity legislation and regulations prohibit sex discrimination in employment and now require many employers to make positive efforts to recruit, hire, and train women. As a result, the number of women working in skilled jobs has increased in recent years, and women are now in many jobs that were once filled mostly by men. However, the total number of women working in the skilled trades is not large, and these women represent a very small proportion of all skilled craft workers.

This guide was prepared to inform women about the apprenticeship system and how it operates, to provide some background on the problems that women sometimes encounter in seeking apprenticeships, and to outline the apprenticeship application process. It is our hope that this information will be useful to women who are interested in nontraditional skilled jobs, and will encourage other women to consider the opportunities that are offered through the apprenticeship system.

Alexis M. Herman
Director, Women's Bureau

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WOMEN IN APPRENTICESHIP

Women are in apprenticeship and the growth, though small in number, is steady even in a period of economic downturn. The latest SNAPS (State and National Apprenticeship System) report covering the period January 1 through June 30, 1977, tells an interesting story. For the six-month period, there were 1377 new female indentures or 3.2% of the total indentures, and 347 new female apprentices completed their training and were issued completion certification. Total female apprentices at the end of the period numbered 4819 or 2.0%. BAT recognizes approximately 450 occupations as apprenticeable. Of that number, females are indentured in 200 or 46% of the recognized occupations.

More and more women are receiving appointments on apprenticeship committees, from the Federal Committee on Apprenticeship to State Apprenticeship Councils to Joint Apprenticeship Committees.

The Bureau also showed an increase in the number of females in professional positions. BAT has 1 Deputy Regional Director (New York), female minority; 11 female Apprenticeship and Training Representatives (ATRs), and 6 ATR Trainees. Of the ATRs, 5 are Black and 1 is Hispanic. In addition, BAT has 1 female minority Budget Analyst and 2 female Program/Analysts, one a minority, in the National Office.

Excerpt from:

1977 Administrator's Report
Bureau of Apprenticeship and Training

Hugh C. Murphy, Administrator

WOMEN AS SKILLED CRAFT WORKERS

Women have been working in skilled crafts in America since early Colonial times. In addition to the home-related crafts of sewing, spinning, and weaving which all women performed, a number of Colonial women worked as printers, saw and grist mill operators, furniture builders, eyeglass grinders, leather workers, barbers, and even undertakers. However, few women learned their skills as formal apprentices. Most work was done in small shops which were usually located in or near the home. Wives and daughters learned craft skills from husbands and brothers while working in the family business. Widows frequently were able to take over these businesses when their husbands died.

However, this participation by women in skilled craft work took place primarily before the Industrial Revolution--before paid work became separated from the home environment, and before large numbers of women officially entered the labor force, and occupations became closely linked to wages and sex roles. Since the last quarter of the 19th century, when a significant number of women began to work for wages, women have not been well represented among skilled craft workers, although in isolated cases individual women continued to demonstrate that women could indeed be good workers in highly skilled crafts.

Current Status

In 1977, of the 12 million skilled blue-collar workers, only slightly over half a million (594,000) were women. Nearly one-third of these women were in lower paid skilled jobs that are closely related to homemaking skills, such as upholsterers, bakers, tailors, decorators, and window dressers. The proportion of women in these occupations ranged from 25.7 percent (upholsterers) to 65.3 percent (decorators and window dressers). Among many higher paid skilled workers, such as carpenters, plumbers, electricians, and painters, the proportion of women ranged from less than 1 percent to about 3 percent.

In 1977 women were apprenticed in about 200 of the 450 occupations recognized as apprenticeable by the Department of Labor. This was a marked improvement from a few years earlier when women were apprenticed in only 70 out of the 400 recognized apprenticeable jobs. In the 53 trades in which 95 percent of all apprentices are employed, there were 4,819 women, accounting for 2 percent of the total 244,591 registered in June 1977. This is a significant increase from the number registered 4 years earlier. In 1973, 1,877 women

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Note: This publication was prepared by Ruth Robinson Hernandez, in the Division of Information and Publications.

constituted only .7 percent of the total 284,284 registered apprentices.

Ability, Interest, and Availability

That women are a very small proportion of skilled craft workers is not due to lack of ability to do the work but to lack of opportunity. When given the chance women have proven that they are capable in performing most jobs that have been traditionally reserved for men. In both World Wars women worked at almost every kind of job available to keep industry going while the Nation's "manpower" was overseas. During World War II, 6.7 million women entered the labor force, with about 2.9 million working in the crafts and as operatives and nonfarm laborers.

In a two-volume report published by the Studebaker Corporation in 1943 on the training of women in automotive maintenance, it was emphatically stated that "women can do anything." The report also cited examples from World War I when women worked as crane operators, freight car loaders, and steel workers. Although most of the women who worked in wartime jobs were phased out of their nontraditional jobs at the end of the war, women have continued to move into skilled jobs as opportunities have been made available to them.

Women's interest in and availability for skilled craft work has been demonstrated whenever the setting of goals and timetables for women has required employers to recruit and hire them. For example, when the city of Seattle, Washington, instituted a 12 percent goal for women in city-financed construction projects, the goal was met so easily in the first 2 years, that it is likely that it will be raised to 15 percent in 1978. In 1977, there were 50 women laborers and 25 women carpenters working on city construction projects in Seattle.

The Maritime Administration experience at the Ingalls shipyard in Pascagoula, Mississippi, offers another example. After a goal of 20 percent women in the shipbuilding trades was set, the number of blue-collar women at Ingalls increased from 89 in January 1971 to 2,128 in January 1977, far exceeding the 20 percent goal. The Alaska pipeline experience also serves as an example of women's interest in nontraditional blue-collar work when given an opportunity for employment. More than 2,500 women worked out "in the bush" under conditions no one would have thought a woman would accept. Although some had traditional jobs such as cooks, many worked as teamsters, operating engineers, and laborers.

One final example of women's interest in skilled blue-collar work is the experience of the Women in Apprenticeship Program, formerly a part of Advocates for Women, in San Francisco. In the first 3 months of operation, the project had 375 applicants for skilled training or apprenticeship openings. In the first 3 years of operation approximately 4,000 women had applied for placement through the Women in Apprenticeship Program. That the program placed only 450 women in blue-collar construction jobs or apprenticeship training was certainly not due to the lack of interest on the part of women in the San Francisco Bay area but to the reluctance on the part of the employers to hire women.

THE APPRENTICESHIP SYSTEM

What Is Apprenticeship?

Apprenticeship is the process through which individuals learn to be skilled craft workers. Craft workers have been transferring skills from generation to generation for thousands of years. The importance of maintaining skilled workers in the society was recognized very early in the history of civilization. The Code of Hammurabi, which was written over 4,000 years ago, had provisions to ensure that skilled artisans would teach their crafts to youth.

In Europe, skills were traditionally passed on through a Master-apprentice system in which an apprentice was indentured to a "Master craftsman" for a specified number of years. The apprentice received food, clothing, and shelter in return for the work performed while learning the craft. When the period of indenture was over, the apprentice was recognized as a "journeyman" or fully skilled independent worker.

Today, the apprenticeship process is a formal arrangement involving employers, unions, vocational and technical schools, and individuals who want to learn a skilled craft. The apprenticeship program is set up to ensure that the apprentice learns all aspects of the trade, and will indeed be a highly skilled journeyworker who can work without supervision when the apprenticeship training is complete. Employers are assured of well trained workers, unions maintain the quality of their craft work, and apprentices are protected from exploitation while they learn a skill that will provide them with both a good income and the respect of their peers.

Modern apprenticeship programs are a combination of on-the-job training which is supervised by skilled journey-workers, and related and supplemental classroom instruction. The apprentice learns all the arts and skills of the trade

through on-the-job experience at the worksite. The theoretical aspects of work are taught through classroom instruction which includes technical courses such as drafting, blueprint reading, mathematics, and science courses related to the job. This instruction is usually given at vocational schools, trade or technical colleges, or through correspondence courses.

The length of an apprenticeship program varies from 1 to 4 years, depending on the trade or occupation. Most programs last 3 or 4 years. Apprentice wages usually start at a percentage of the journeyworker wage, with increases at regular intervals. The starting wage is generally about 50 percent of the journeyworker rate, and increases are given about every 6 months if progress is satisfactory. An apprentice near the end of the training period is performing the work of a journeyworker and is receiving about 95 percent of the journeyworker wage.

What Is the Role of the Federal and State Apprenticeship Agencies and Committees?

The Bureau of Apprenticeship and Training (BAT) is an agency of the Employment and Training Administration, U.S. Department of Labor. With 10 regional offices and field representatives in every State and territory, BAT carries out the provisions of the National Apprenticeship Act which was passed in 1937 "to promote the furtherance of labor standards and apprenticeship."

State Apprenticeship Agencies recognized by the U.S. Department of Labor have been established in 29 States, the District of Columbia, the Virgin Islands, and Puerto Rico. Each of these agencies obtains policy guidance from apprenticeship councils composed of employer, labor, and public representatives, and their work is carried on as an integral part of the National Apprenticeship System in cooperation with the Bureau of Apprenticeship and Training.

Both State and Federal apprenticeship agencies function to promote and expand the concept of apprenticeship training and to assist in the development and improvement of apprenticeship programs. These agencies register programs which meet the basic standards approved by BAT to insure a degree of uniformity in training and compliance with labor laws. Both Federal and State agencies work closely with employers, labor unions, and vocational schools to improve the quality of apprenticeship training. Neither BAT nor the State apprenticeship agencies conduct training programs, and they do not serve as recruiting or referral agencies for either applicants or employers.

As the national apprenticeship agency, BAT collects State and national data--the number of apprentices, the types of training they receive, retention and dropout rates, and other kinds of information, by minority group and sex. The SNAPS (State and National Apprenticeship System) data are based on 53 occupations in which 95 percent of all apprentices work. It is the most current and detailed statistical information available on apprentices and apprenticeship programs. However, it is important to remember that these data are collected from U.S. Department of Labor and State apprenticeship agency registered programs only, and therefore they do not include those apprentices who are being trained in programs that are not registered with the Department or the State apprenticeship agencies. In some States the number of apprentices in unregistered programs is quite large, and women working as apprentices in such skilled craft programs are not reflected in the SNAPS data.

The Federal Committee on Apprenticeship (FCA) was chartered by Congress under the National Apprenticeship Act. The Committee has 25 members, appointed by the Secretary of Labor for 2-year terms. Ten members represent organized labor, 10 are from management, and 5 represent the public. In addition, there are three ex-officio members, the current president of the National Association of State and Territorial Apprenticeship Directors, a representative of the U.S. Office of Education, and the Assistant Secretary of Labor for Employment and Training. The Committee is chaired by a public member selected by the Secretary of Labor.

The FCA meets at least twice a year and advises the Secretary of Labor on apprenticeship and training policies, labor standards affecting apprenticeship, research needs and other matters related to apprenticeship.

National Joint Apprenticeship Committees (NJAC's) are composed of representatives of national employer associations and national and international labor organizations in each trade. The NJAC's develop standards that serve as guidelines for developing local apprenticeship programs for their individual trade. The National Joint Committees also stimulate local affiliates to develop and conduct programs, and provide them with information on new techniques, materials, changes in technology and training methods. They usually employ national apprenticeship directors/coordinators whose responsibilities include assisting local joint apprenticeship committees.

Apprenticeship Information Centers (AIC's) are operated by State Employment Services in areas in which there is heavy demand for skilled craft workers. They provide information

about available apprenticeship opportunities, counsel applicants about testing and screening procedures, and make referrals to employers, unions, and joint apprenticeship committees. AIC staff have detailed information about minimum qualifications for each of the apprenticeship programs registered in their area, and knowledge about each program's application procedures, including where and when applicants should apply and what documents are required. However, AICs are not available in all States. Interested individuals can contact the local employment service office to find out if there is an Apprenticeship Information Center in their State.

Who Provides Training?

Apprenticeship programs are operated by employers working with unions when the workers are organized, or by employers alone when there is no union. Training of apprentices is always a joint effort requiring close cooperation of skilled journeyworkers who do the actual on-the-job training and management which is responsible for the efficient operation of the program. This cooperation usually takes the form of joint apprenticeship committees (JAC's) or union-management committees on apprenticeship, which are composed of representatives of trade or craft unions or employee associations and employers.

There are four types of programs in operation. Individual nonjoint programs in small shops where the employer is without a union constitute 82 percent of all Department of Labor registered programs. Seven percent are individual joint, that is, an individual employer with a union. Ten percent are group joint; two or more employers with a union, as in the construction and general contracting trades; and one percent are group nonjoint, employers without a union, such as the Dental Technicians Association or the Auto Dealers Association. Generally, in service, manufacturing, transportation, and printing industries, there is one management-union/employee committee operating in each company or plant. That committee operates the program, determines the number of apprentices, recruits applicants, administers tests, and accepts apprentices into the program.

In the construction industry, each trade has its own separate joint apprenticeship committee which consists of representatives from the union and employers who hire workers in that trade. The joint apprenticeship committee interviews, tests, and accepts applicants for apprenticeship openings in the trade. Accepted applicants are placed on the JAC's waiting or hiring list in the order of their merit based on their qualifications and test scores, and employers select new apprentices from the list. The JAC's also supervise and

evaluate apprentices' work experience, and certify them as journeyworkers when the training is successfully completed.

What Are the Apprenticeship Standards?

Each apprenticeship program operates under a set of written standards which establish minimum qualifications, outline the work experience processes and the number of hours required for each, and set apprentice wage rates, length of training, and overall working conditions. Apprentices enter into a written apprenticeship agreement, sometimes called an indenture agreement, with the employer, the employer-employee association, or the joint apprenticeship committee. If the program is registered by the U.S. Department of Labor's Bureau of Apprenticeship and Training, or a recognized State apprenticeship agency, apprentices are given certificates by these agencies upon completion of the program. These certificates prove that the individual has been thoroughly trained in all aspects of their respective craft.

Standards for apprenticeship training have been established by BAT to insure uniform and complete training of apprentices within each craft. To be approved and registered by BAT or an approved State apprenticeship agency, an apprenticeship program must meet these minimum standards:

--the starting age of an apprentice is not less than 16;
--there is full and fair opportunity to apply for apprenticeship;
--there is a schedule of work processes in which an apprentice is to receive training and experience on the job;
--the program includes organized instruction designed to provide apprentices with knowledge in technical subjects related to their trade (a minimum of 144 hours per year each year of the apprenticeship is recommended);
--there is a progressively increasing schedule of wages;
--proper supervision of on-the-job training with adequate facilities to train apprentices is insured;
--the apprentice's progress, both in job performance and related instruction, is evaluated periodically and appropriate records are maintained;
--there is employee-employer cooperation;
--successful completions are recognized; and
--there is no discrimination in any phase of selection, employment, or training.

Although many apprenticeship programs in this country are registered by the Bureau of Apprenticeship and Training, there are many others, particularly those operated by very large companies, that are not registered. Most of these

programs also have written standards similar to the BAT standards which outline the apprentice's course of work and study, and the companies issue certificates to apprentices upon completion of training.

What Occupations Are Apprenticeable?

The Bureau of Apprenticeship and Training uses the following criteria for recognizing occupations as apprenticeable. An apprenticeable occupation is a skilled trade which possesses all the following characteristics:

(a) It is customarily learned in a practical way through a structured, systematic program of on-the-job supervised training.
(b) It is clearly identified and commonly recognized throughout an industry.
(c) It involves manual, mechanical or technical skills and knowledge which require a minimum of 2,000 hours of on-the-job work experience.
(d) It requires related instruction to supplement the on-the-job training.

The Department of Labor recognizes about 450 apprenticeable occupations. However, as already mentioned, about 95 percent of all apprentices work in just 53 occupations. Most of these occupations are in three basic industries: construction, manufacturing, and service. Examples of the kinds of jobs found in the industries are listed below. See also the section on Sources of Information About Occupations and Programs, page 12.

CONSTRUCTION	MANUFACTURING	SERVICE
Carpenter	Molder	Ophthalmic lab technician
Floor covering installer	Tool and Die maker	Automotive mechanic
Painter/paper hanger	All-round machinist	Dental lab technician
Plumber/pipefitter	Compositor	Cook
Electrician	Pattern maker	Meat cutter
Sheet metal worker	Maintenance electrician	Radio/TV repairer
Bricklayer	Bindery worker	Barber/cosmetician

Most of the skilled trades in the construction and manufacturing industries have long established traditions of apprenticeship. The service industry, however, is one of the areas in which the concept of apprenticeship is expanding. For example, many automotive mechanics learned their trades by watching others, and learned by trial and error, usually

on their own cars. A number of automobile dealers are now establishing apprenticeship programs for automobile mechanics to improve the quality and uniformity of training, and to ensure a supply of well trained workers. The concept of apprenticeship is also expanding in the health fields, with programs to train nurses aides, medical technologists, and other technical workers in the health care industry. Because labor force projections indicate that the demand for workers in the service industries will be greater than in most other areas of the economy, apprenticeship opportunities in these areas should also increase in the next few years. In addition, because these are new industries, many of these jobs have not been affected by sex role stereotyping, and sex discrimination is not the problem that it is in traditional male-dominated industries.

BARRIERS TO WOMEN IN APPRENTICESHIP

Sex Discrimination

Although women have been interested in skilled craft work, a number of barriers have served to limit their participation in apprenticeship programs. Sex discrimination has been just as serious an obstacle to women seeking apprenticeship opportunities as it has been to women seeking employment in nontraditional professional, technical, and administrative occupations. Traditional ideas about appropriate roles and jobs for women, myths about their physical and mental capabilities, their serious attachment to the labor force, their family responsibilities and their need for jobs that pay well have had the effect of limiting women's employment options to traditionally female jobs that are related to homemaking skills or supportive, secondary roles.

Barriers to women in apprenticeship have been crumbling as a result of the Department of Labor's revised regulations governing equal employment opportunity for women and minorities in apprenticeship (see page 18). The Vocational Education Amendments of 1976 have also had an impact on reducing sex discrimination and sex stereotyping in vocational education programs which prepare young people for apprenticeship.

Inadequate Preparation

Many of the most serious barriers for women are related to lack of adequate preparation, which is in itself often the result of sex discrimination and sex stereotyping that permeates our society. Many problems women encounter in getting hired for apprenticeable jobs are directly related

to inadequate preparation. Most girls do not take the vocational education courses in high school which help qualify many boys for apprenticeship. That girls do not take shop, mechanical drawing, and other vocational courses is not, however, all their own fault. Until recently most girls were prohibited from taking courses in mechanical drawing or industrial arts, and many are still actively discouraged from doing so by their guidance counselors and vocational education teachers. In addition, most girls do not take the minimum math and science courses that would help qualify them for apprenticeship programs. That girls avoid the basic math and science courses in high school and thereby close off most of their occupational options is due primarily to sex role stereotyping and unrealistic counseling which ignores the fact that most women now spend from 30 to 45 years of their adult lives in the labor force. Today's girls will need labor market skills that will enable them to get jobs that pay well and offer opportunities for advancement. However, usually women interested in apprenticeship programs can take the necessary math, science, or vocational education courses at community colleges or technical schools after they have left high school.

Another significant gap in women's preparation for apprenticeship is unfamiliarity with tools, work procedures, terminology, and job duties associated with skilled craft jobs. Many boys learn these things in vocational education courses in school, and/or informally by helping their fathers around the house. A number of apprenticeship outreach programs that recruit and place women in apprenticeship and skilled craft training are addressing these problems with pre-placement training in tool handling, terminology, and basic work procedures. Many of these programs also prepare the women with physical fitness, assertiveness training, and interviewing techniques, and conduct rap sessions on how to handle harassment on the job.

Age

Age is another barrier that has limited apprenticeship opportunities for women and men in the skilled trades. The age limits in apprenticeship programs, often as low as 24 to 27 years in some construction trades, are also a barrier to some people who would like to become apprentices. Studies have shown that most women enter apprenticeship after they have already had some experience in the work force, usually in low skill, low paid jobs. By the time that many women in their late twenties or early thirties discover that skilled trades offer both opportunity and satisfaction, they are too old to apply.

Although maximum age limits for apprenticeship have been found to violate title VII if they lock out victims of prior discrimination, age remains a barrier. Even in California, where a State statute makes a maximum age illegal, recruiting programs are still not able to place applicants if they are "too old." Fortunately, there has been some progress in moving away from excessively restrictive age limits. The carpenter's union, for example, has virtually eliminated age restrictions from its national apprenticeship standards.

In addition, a number of women have petitioned JACs or apprenticeship program operators and have received exemptions from the age requirements. The Department of Labor's revised regulation on women in apprenticeship mentions waiving age restrictions as a form of affirmative action for women applicants.

HOW TO BECOME AN APPRENTICE

Choosing a Trade

The first step in becoming an apprentice is choosing a trade. Some of the factors which should be taken into consideration when choosing a trade are requirements for physical strength, overtime work, night shift work, and travel. Although most truly heavy work has been eliminated or significantly reduced in most nontraditional jobs, some jobs still require a degree of strength and physical fitness. A woman's physical condition, or her capability to get into good physical condition, should be taken into account if she is interested in a job that does require some physical strength.

Ability to work night or swing shifts may also be a consideration in choosing a number of occupations, particularly in manufacturing industries. Apprentices and newly certified journeyworkers are frequently required to work the less desirable shifts, leaving the better shifts to workers with seniority. If this might be a problem, a solution should be worked out before applying for the apprenticeship program. Overtime is another aspect which should be considered. Some industries require overtime work on a regular basis, a situation which could cause difficulties unless adequate arrangements have been made. In the construction trades, jobs are often far away from the town or city in which the workers live, so reliable transportation is a necessity. If a car is not available there may be serious problems in getting to work.

One final consideration in choosing an apprenticeship program is the problem of harassment. While some apprenticeships are in occupations which are not heavily male-

dominated, such as those related to health care, cosmetology and hairdressing, decorating, and cooking, the occupations which offer both the best employment outlook and pay are those which have been traditionally filled by men. In choosing a trade in a male-dominated industry, a woman should anticipate the fact that all new apprentices have tricks played on them, and experience some name calling and ridicule as part of the initiation process. However, harassment that interferes with work, the opportunity to learn, or health or safety is prohibited under the Department of Labor's revised regulation on affirmative action for minorities and women in construction.

Sources of Information About Occupations and Programs

A good source of information about apprenticeable jobs is the Occupational Outlook Handbook which is published every 2 years by the Bureau of Labor Statistics, U.S. Department of Labor. The handbook contains descriptions of job duties, educational and training requirements, salary range, and employment outlook for most apprenticeable occupations. Copies of the handbook are generally available at school guidance offices, school and public libraries, and State Employment Service and Job Service offices. BLS also publishes a pamphlet, "Jobs for Which Apprenticeships Are Available," which lists occupations, length of training, and projected employment outlook. The pamphlet can be obtained from regional offices of the Bureau of Labor Statistics, listed in the telephone directory under the Department of Labor, under "U.S. Government" listings.

More detailed information about specific skilled crafts and trades can usually be obtained from the unions or employer associations that represent workers in those jobs. Most of these organizations print booklets and other materials about their craft. In addition, the Bureau of Apprenticeship and Training publishes booklets containing the apprenticeship standards for each of the Department of Labor registered apprenticeship programs. Each set of apprenticeship standards contains detailed information about the kinds of work that will be performed and the courses that will be taken as part of the apprenticeship training, and are therefore an excellent source of information about job duties and work activities involved in the trade. The apprenticeship standards booklets are available from the BAT regional offices (listed in the appendix) and from area BAT offices listed in the telephone directory under "U.S. Government/U.S. Department of Labor." The regional and area BAT offices also have information about programs in their region, and can make referrals to State apprenticeship agencies and Apprenticeship Information

Centers. See the section on the Role of Federal and State Apprenticeship Agencies and Committees in this guide for more information about services provided by BAT, the State apprenticeship agencies, and AIC's.

Outreach Programs: Apprenticeship outreach programs are also an excellent source of information about skilled craft jobs and local apprenticeship programs. The Department of Labor funds a number of national contractors who operate apprenticeship outreach programs in most large cities across the country which recruit and help prepare minorities and women for placement in apprenticeships and skilled trades training, particularly in the construction industry. These programs counsel applicants about apprenticeship opportunities, help prepare them for entrance examinations and oral interviews, and assist in assembling the documents required in the application package. Outreach programs are run by Recruitment and Training Program, Inc., the National Urban League, the Mexican American Opportunity Foundation, and the Human Resources Development Institute, which is the training arm of the AFL/CIO.

The Employment and Training Administration has also funded outreach programs targeted specifically to women, either through its Office of National Programs or CETA, (Comprehensive Employment and Training Act). Two programs that have been very successful in placing women in skilled blue-collar jobs are Better Jobs for Women sponsored by the Denver YWCA and Women in Apprenticeship, Inc., originally sponsored by Advocates for Women in San Francisco. Outreach programs designed for women are particularly effective in recruiting and preparing women for apprenticeship programs because they focus specifically on the kinds of problems women encounter in the application procedure as well as on the job. With Department of Labor implementation of the new regulations covering women in construction and women in apprenticeship, it is expected that more outreach programs that recruit, pre-train, counsel, and place women in apprenticeship will be funded. The regional offices of the Women's Bureau have information about outreach programs in States in their region.

Other Sources of Information: Additional sources of information about apprenticeship opportunities are State Employment and Job Service offices, women's centers, and State and local commissions on the status of women. Employment or Job Service offices are located in almost every large city in the country and in many smaller ones also. They often have information about apprenticeship openings, and frequently administer aptitude tests and offer counseling and referral services. Addresses are listed in the telephone directory under State government listings.

Women's centers are often located on college and university campuses, and are frequently sponsored by local women's organizations. These centers sometimes have information about local procedures for applying for apprenticeships, and usually offer counseling, assertiveness training, interviewing, and resume writing skills courses. Some women's centers make employment referrals and job placements. State and local commissions on the status of women generally take an active interest in employment opportunities for women in their State or city/county. They sometimes have information about apprenticeship opportunities and can usually make referrals to women's centers or other sources of assistance. Women's Bureau regional offices can provide the addresses of the commissions on the status of women in their regions.

The Application Process

In most industrial, transportation, communications, or public utilities trades, apprenticeship programs are operated in the company plant, and applicants apply directly to the employer or the company personnel office. These apprenticeship openings are also sometimes listed with State Employment Service offices, vocational schools, or in the "help wanted" section of the newspaper. Large industrial plants often have bargaining agreements with their unions which restrict new apprenticeship openings to workers already employed in the company's unskilled labor pool. This means that in order to have an opportunity to apply for an apprenticeship program in that company, the worker must first take a job as an unskilled operative or laborer and then wait for an apprenticeship opening. However, if the employer cannot recruit enough apprentices from the unskilled labor pool, the bargaining agreement usually allows outside recruitment which is done through the above mentioned sources.

Construction Trades: In the construction trades the apprenticeship application process varies from city to city and from trade to trade. Apprenticeship programs are operated by joint apprenticeship committees (JAC's), composed equally of union representatives and employers who hire workers in the particular trade. Each JAC sets up its own system for operating its apprenticeship program and for recruiting and selecting apprentices for the program.

Some programs take applications for apprentices all year long. More often, however, programs have set recruiting times, and open every year or every other year at the same time. Some open the program for new applications whenever there is a need for more apprentices. When a JAC

opens the program for applications, it must notify the State Employment Service at least 30 days prior to the first day of application. Under the new equal opportunity in apprenticeship regulations, affirmative action steps suggested include similar notification of women's organizations, and publication of the recruitment effort in newspapers and public places, and in women's newsletters.

Applications are generally accepted for 30, 60, or 90 days. During the open application period the applicant must file all information related to the application with the JAC. Some program sponsors will allow persons who meet requirements an additional 15 days for processing papers (such as obtaining high school transcripts or birth certificates), but it is much wiser to have these documents in hand ahead of time to avoid possible difficulties with the application. The materials required as part of the application package usually include a birth certificate, a high school transcript, a high school diploma or GED certificate, transcripts from vocational education schools, military discharge papers (if applicable) and letters of recommendation.

Qualifying Tests and Oral Interviews: When applications are filed they are checked for all required materials. If all the minimum qualifications are met and all necessary documents are included in the application package, the applicant will be notified by the JAC, usually by mail, of the date, time, and site for the apprenticeship qualifying test, if such a test is required. Qualifying tests vary a great deal in both scope and duration. Frequently all that is required is an aptitude test which is administered by the AIC or employment service office. In other cases the qualifying test may last several hours or even several days and cover a wide variety of subjects. These tests are generally scored on a point basis, with 70 out of 100 a passing grade. The testing requirements and procedures are spelled out in detail in the apprenticeship standards established for each registered apprenticeship program. Applicants who pass the test are notified and asked to come for an oral interview with the JAC.

The oral interview can be a crucial part of the application process. Members of the JAC interview all applicants and evaluate them on factors such as attitude, motivation, interest in their particular trade, and willingness to accept direction. A neat appearance and courtesy are important, in addition to other interviewing skills, such as answering questions completely and providing the interviewers with information that will demonstrate interest, knowledge of the trade, and any related experience. The

JAC's are looking for people who will make good dependable workers. It does not help applicants if they appear either fragile and submissive or overbearing and aggressive. They should be careful to maintain a balance.

After all the application papers are filed and the test and interview are completed, each apprentice is rated on the basis of points. Points are given for test scores, the oral interview, education qualifications, letter recommendations, vocational education courses, and previous experience. Usually the list of eligibles is cut off at 70 on a scale based on 100. Apprentice program sponsors are required by law to retain the list of eligibles for 2 years. Applicants should keep the JAC informed about changes in address, as well as additional courses or experience which could raise their rank on the list of eligibles.

Acceptance and the Probation Period: As openings are available, applicants are taken from the top of the list of eligibles, and asked to report for formal acceptance into the apprenticeship program. At this time the applicants sign their apprenticeship or indenture agreements and become apprentices. Apprentices may be ordered to report either to the union hiring hall for assignment to jobs, or to vocational schools or to the JAC's training school to begin classroom work.

Each JAC program has an apprentice coordinator or representative whose job it is to make arrangements for employers to hire apprentices, and to see that there is a proper ratio of apprentices to journeyworkers at the jobsite. The JAC coordinator is a key figure in construction apprenticeship programs. The coordinator keeps track of apprentice jobs, work experience, supervisors reports, and records of classes and vocational education courses. One of the real difficulties of apprenticeship programs in construction trades in the past few years has been the high rate of unemployment in the construction industry. Apprentices may report to the hiring hall for weeks or more before getting an assignment to an employer. Many programs have set up special related training courses for apprentices during times of particularly high unemployment.

After being accepted in an apprenticeship program, all apprentices go through a probationary period, usually from 500 hours to about 6 months, during which time they can be asked to leave the program without cause. Lack of interest, bad attitude, poor attendance, tardiness, poor grades in courses, and bad reports from supervisors could lead to being dropped from a program. This probation period is usually a hard time for all apprentices. Apprentices are

not only trying to prove that they can perform well in the program, they are also subject to harassment from other workers on the jobsite--a kind of "freshman hazing" experience. For many women, the increased physical activity is another burden. Women's outreach programs have found that rap sessions and meetings of women apprentices are useful in helping the women to keep up their morale, and in providing an opportunity to share experiences during this crucial period.

FEDERAL LAWS AND REGULATIONS AFFECTING APPRENTICESHIP

Several Federal laws and regulations prohibit sex discrimination in apprenticeship and require affirmative action for women in areas of the labor force in which they are found to be underutilized. In addition, the Comprehensive Employment and Training Act (CETA), which also provides for apprenticeship training, includes nondiscrimination provisions in its legislation and in its technical assistance and EEO guidelines.

Title VII of the Civil Rights Act of 1964 prohibits discrimination in employment based on sex as well as race, color, religion, or national origin; in hiring or firing; wages; fringe benefits; classifying, referring, assigning or promoting employees; extending or assigning facilities; training, retraining, or apprenticeship; or any other terms, conditions, or privileges of employment. As amended, Title VII covers employers of 15 or more employees, employment agencies, labor organizations with 15 or more members, and labor-management apprenticeship programs. Indian tribes are totally exempt as employers.

Title VII is enforced by the Equal Employment Opportunity Commission (EEOC), which has issued guidelines on discrimination because of sex. These guidelines bar hiring based on stereotyped characterizations of the sexes, classification or labeling of "men's jobs" and "women's jobs," advertising under male and female headings, or preference in the content of the advertising based on sex.

Executive Order 11246, as amended, prohibits discrimination based on sex as well as on race, color, religion, or national origin by Federal contractors or subcontractors who perform work under a Federal construction contract exceeding $10,000. Coverage includes all facilities of the contractor, regardless of whether they are being used in the performance of the Federal contract.

The Office of Federal Contract Compliance Programs (OFCCP) of the U.S. Department of Labor sets policy and regulations for implementation of the Executive Order. Revised Order No. 4 issued by OFCCP requires certain non-construction contractors with 50 or more employees to take affirmative action by setting goals and timetables for recruiting, hiring, training, and upgrading minorities and women where they have tended to cluster in low paying, dead end jobs.

Equal Employment Opportunity in Construction Regulations, issued in April 1978 by OFCCP, require certain Federal construction contractors or subcontractors to take specific affirmative action steps to ensure the participation of women in construction work. These include:

-- ensuring and maintaining a working environment free of harassment, intimidation, and coercion at all sites, and in all facilities at which the contractors' employees are assigned to work;

-- establishing and maintaining a current list of minority and female recruitment sources;

-- developing on-the-job training opportunities or participating in training programs for the area, which expressly include minorities and women; and

-- directing recruitment efforts to minority, female, and community organizations; schools with minority and female students; and minority and women's recruitment and training organizations which should be notified of openings at least 30 days prior to the acceptance of applications for apprenticeship or other training.

The new regulations, which took effect on May 8, 1978, set goals of 3.1 percent for the first year, 5 percent for the second year, and 6.9 percent for the third year.

Equal Employment Opportunity in Apprenticeship Regulations, issued in May 1978 by the Secretary of Labor, contain new provisions governing the employment of women in apprenticeship. The revised regulations which took effect on June 12, 1978, amended 29 CFR Part 30, of April 8, 1971, which covers equal employment opportunity in apprenticeship. Sponsors of apprenticeship programs recognized by the Bureau of Apprenticeship and Training of the U.S. Department of Labor must take affirmative action to recruit and hire women for apprenticeship training. A goal of not less than 50 percent of the proportion of women in the program sponsor's labor market area has been set for the entry

level apprenticeship classes. This will result in a goal of 20-percent women in most parts of the country. Goals for classes beyond the entry level will be based on participation of women in the previous year classes.

Under the amended regulations, apprenticeship program sponsors must adopt written affirmative action plans which include adequate provision for outreach and positive recruitment that would reasonably be expected to increase minority and female participation in apprenticeship. The written plan will set forth the specific affirmative action steps that the sponsor intends to take to increase participation of women and minorities in the program. Some of these actions might include:

-- dissemination of general information about the nature of apprenticeship and specific information about the requirements for admission to the program, the availability of openings, and the sponsor's equal employment opportunity policy;

-- dissemination of information about openings to the Department of Labor, local schools, employment service offices, women's centers, outreach programs and community organizations which can effectively reach women and minorities, and through local newspapers.

-- participation in outreach and recruitment programs and pre-apprenticeship training programs designed to assist women and minorities gain admission to apprenticeship. If no such programs exist in the sponsor's area, programs, including those which prepare and encourage women to enter traditionally male programs, should be initiated by the sponsor;

-- use of applicants from pre-apprenticeship and preparatory trade training programs, and

-- waiver of maximum age requirements.

APPENDIX A

WOMEN'S BUREAU
REGIONAL OFFICES

Region I: Boston
1700-C JFK Building
Boston, Massachusetts 02203
Phone: (617) 223-4036

(Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont)

Region II: New York
1515 Broadway - Room 3575
New York, New York 10036
Phone: (212) 399-2935

(New Jersey, New York, Puerto Rico, Virgin Islands)

Region III: Philadelphia
15230 Gateway Building
3535 Market Street
Philadelphia, Pennsylvania 19104
Phone: (215) 596-1183

(Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, West Virginia)

Region IV: Atlanta
1371 Peachtree Street, N.E., Rm. 536
Atlanta, Georgia 30309
Phone: (404) 881-4461

(Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee)

Region V: Chicago
230 South Dearborn St., 8th Floor
Chicago, Illinois 60604
Phone: (312) 353-6985

(Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin)

Region VI: Dallas
555 Griffin Square Building, #505
Griffin and Young Streets
Dallas, Texas 75202
Phone: (214) 767-6985

(Arkansas, Louisiana, New Mexico, Oklahoma, Texas).

Region VII: Kansas City
2511 Federal Building
911 Walnut Street
Kansas City, Missouri 64106
Phone: (816) 374-6108

(Iowa, Kansas, Missouri, Nebraska)

Region VIII: Denver
14408 Federal Building
1961 Stout Street
Denver, Colorado 80202
Phone: (303) 837-4138

(Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming)

Region IX: San Francisco
10341 Federal Building
450 Golden Gate Avenue
San Francisco, Californ : 94102
Phone: (415) 556-2377

(Arizona, California, Hawaii, Nevada)

Region X: Seattle
3032 Federal Office Building
909 First Avenue
Seattle, Washington 98174
Phone: (206) 442-1534

(Alaska, Idaho, Oregon, Washington)

APPENDIX B

BUREAU OF APPRENTICESHIP AND TRAINING REGIONAL OFFICES

Region I
JFK Federal Bldg., Rm. 1001
Government Center
Boston, Massachusetts 02203

(Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont)

Region II
1515 Broadway, 37th Floor
New York, New York 10036

(New Jersey, New York, Puerto Rico, Virgin Islands)

Region III
3535 Market Street
P.O. Box 8796
Philadelphia, Pennsylvania 19101

(Delaware, Maryland, Pennsylvania, Virginia, West Virginia)

Region IV
1371 Peachtree Street N.E.
Rm. 700
Atlanta, Georgia 30309

(Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee)

Region V
260 South Dearborn Street
7th Floor
Chicago, Illinois 60606

(Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin)

Region VI
555 Griffin Square Building
Griffin & Young Streets
Rm. 858
Dallas, Texas 75201

(Arkansas, Louisiana, New Mexico, Oklahoma, Texas)

Region VII
Federal Office Bldg., Rm. 1100
911 Walnut Street
Kansas City, Missouri 64106

(Iowa, Kansas, Missouri, Nebraska)

Region VIII
New Custom House, Rm. 476
721 19th Street
Denver, Colorado 80294

(Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming)

Region IX
450 Golden Gate Avenue
Rm. 9008
P.O. Box 36017
San Francisco, California 94102

(Arizona, California, Hawaii, Nevada)

Region X
8014 Federal Office Bldg.
909 First Avenue
Seattle, Washington 98174

(Alaska, Idaho, Oregon, Washington)