

Best Practices for Recruiting Young People to Careers in Masonry

The North Carolina Model

From The North Carolina Masonry Contractors Association



After discussing the need to do so among the various Carolinas masonry promotional groups for almost twenty years, award-winning former high school masonry instructor Ryan Shaver joined The North Carolina Masonry Contractors Association in March 2018 to fill the newly created position of Workforce Development & Training Coordinator (WDTC)

Much of the credit for North Carolina's traditionally strong high school masonry instruction programs goes to the old Brick Association of North Carolina, who for many years, even after expanding to both Carolinas, maintained staff dedicated to calling on high school and other masonry training programs. Changes in the industry and in the economy eventually ended those staff positions.

In recent years, the industry had continued to support training programs in the state, but not in a coordinated and systematic fashion that ensures adequate connections between industry and the training programs.

To finally address the issue, the NCMCA Board of Directors appointed a committee to explore the possibility of filling a new staff position and to seek qualified applicants. The committee advertised the opening nationally and received numerous résumés. Several outstanding interviews were conducted.

Ryan Shaver clearly stood out to the committee as someone extraordinarily qualified to take on the new

position. Ryan was a national masonry champion (1993) as a student of MCAA Hall of Fame member Doug Drye, masonry instructor at Mount Pleasant High School in Cabarrus County, North Carolina.

A Renewed Commitment to Workforce Development

Ryan was a successful young journeyman mason at McGee Brothers Company and later managed his own masonry company. He was drawn to teaching and proved to be very successful in attracting and training young folks for masonry careers at Mount Pleasant High School. During his teaching career, he produced state and national masonry champions. He was Mount Pleasant High School Teacher-of-the-Year and a finalist for Cabarrus County Teacher-of-the-Year in 2014.

More recently, Ryan gained invaluable experience working with Johnson Concrete Products/Carolina Stalite promoting and demonstrating patented new masonry products across the entire nation.

As Workforce Development and Training Coordinator, Ryan serves as an ombudsman for masonry training especially within public education. He maintains an extensive database of instructors, school administrators, Career and Technical Education (CTE) Directors, and other decision makers. He maintains regular contact with masonry classes and coordinates the involvement of masonry contractors and other masonry industry firms in local high school programs.

Ryan uses his industry connections to recruit

instructors for new programs and his extensive personal experience to help new and struggling instructors become successful masonry teachers.

Ryan has leadership responsibility for NCMCA sponsored masonry competitions as well as other competitions for which the masonry industry is involved. He takes a significant role in the North Carolina SkillsUSA Regional and State Masonry competition and the sixty-six year old Annual North Carolina State Fair Masonry Apprentice Contest. Ryan serves as co-chairman of the SkillsUSA National Conference Annual Masonry Championship

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Masonry Workforce Recruitment is “One-on-One”

By Lynn Nash

I am not a mason but I have been associated with masonry in one fashion or another for most of my sixty-seven years. I’ve been the manager of the North Carolina Masonry Contractors Association (NCMCA) for almost twenty-three years. All that to perhaps suggest my qualifications to make the comments and observations that follow.

Workforce development and recruitment have always been a challenge and a priority for masonry and the construction industry, especially in the last few decades. Present society under-values and rarely encourages hard work and craft skills. I’m not pointing out anything that you don’t already know, but somewhere along the way, any career plan other

than attending college became perceived as an inferior choice. This flawed perception makes our recruitment efforts a greater challenge than ever.

During the ongoing political campaigns, I listened to a radio interview with some voters in New Hampshire discussing Democratic presidential candidates’ views on the forgiveness of college loans. In that interview, one woman actually said her student loans (in excess of thirty thousand dollars) should be forgiven because, by finishing college, she was a more valuable member of her community. A very arrogant thing to say. But it does suggest just how important it is for us to change the narrative that certain career paths are more important and desirable than others. We know they are equally valid.



Lynn Nash

I’m suggesting a two-pronged approach to recruitment based on our recent experience (and success) here in North Carolina.

In early 2018, NCMCA created a full-time staff position to address recruitment on all levels and to reinvigorate North Carolina’s traditionally strong commitment to masonry training in high schools. Ryan Shaver is uniquely qualified for the job and is making a difference we can quantify.

Ryan’s work has confirmed what we here in North Carolina have really always known. Recruitment is a systematic, ongoing, steady process. Not a part-time, now-and-then task for when there’s nothing else to do.

Masonry recruitment is best done by people who can perform the trade, talking to individuals one-on-one, preferably with trowels and materials in hand. (Not to say that others with good communication skills can’t also be effective recruiters. They certainly can.) The message must be delivered over and over again, and then followed up upon.

Recruitment videos, social media, web pages and printed material are good supplemental aids and can reinforce the message, but arranging for systematic one-on-one contact with individuals who are likely to be receptive to our message is the essential element. Media campaigns are of limited value without that.

So the first prong is almost entirely a local effort. One-on-one can’t be done from Chicago. It requires an individual like Ryan personally working the crowd everyday, including coordinating the assistance of members for recruiting projects and visits. It requires a person like Ryan to coordinate with members to provide job opportunities for the

recruits and to follow up with contractors to be sure recruits have a good experience that encourages them to stay in the trade.

Successful recruitment is ultimately local.

The second prong is defining what our national associations can do to enhance the local effort. Three things come to mind. First, with their sophisticated connections and staff talent, the national associations can create and provide the supplemental media for local recruitment efforts, i.e. printed materials, videos, web content and coordinated social media. Second, the national associations can disseminate “best practices” from across the country, utilizing workshops and manuals. An experienced individual like Ryan could pass along a wealth of information in a workshop setting at national conferences and meetings. Third, our national associations are ideally suited to partner with other construction trade groups to lobby for equal consideration of trade and industrial training in legislation and in resource allocation. And to partner with other construction trade groups to change the notion that apprenticeship and construction careers are somehow an inferior choice. To proclaim that apprenticeship and crafts skills are an equal alternative to college, not a second-choice default.

On that last point, our message isn’t telling kids not to go to college. Let’s tell young people that if what they want to do in life requires college, then go to college, but also make sure they are informed about alternatives to the collegiate path that lead to rewarding, satisfying and successful careers.

All rewarding and successful careers do require post-secondary education. Our alternative is apprenticeship and on-the-job training. And it is every bit as valid as pursuing career training in college. *(But a construction education pays you to learn. College doesn’t do that.)*

It’s true that recruitment is self-serving. To survive, like any industry, masonry requires a constant stream of motivated and talented young people entering the trade. But there is a higher purpose in providing young people with masonry career opportunities. It’s a purpose that serves society in the larger sense. There is legitimate concern about preserving the American middle class. Recruiting young people into craft skill careers like masonry is recruiting young people into the middle class and to the American Dream.

Be assured that spreading the word and providing opportunities for which young people may not have otherwise been aware is a great service to our youth and to the health of society and the nation.

Lynn Nash is the Executive Vice President and Chief Executive Officer of the North Carolina Masonry Contractors Association. Reach him at (828) 324-1564 LNash@ncmca.com



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Ryan Shaver, NCMCA WDTC
Mount Pleasant, NC

NCMCA's Workforce Development & Training Coordinator Ryan Shaver: Moving Relationships Forward!

By Ryan Shaver

As a lifelong mason by trade, I have been on all sides of the industry. So I have learned *WHAT* it takes to get the job done as well as *WHO* it takes to get the job done.

When I first started in a masonry program at my high school in 1989, I had some great mentors that got me excited about the trade because no one in my family was a mason. In class, my instructor would show us manipulation of the trowel and correct procedures for laying brick and block. We also had a mason contractor that would come in and speak to the class and would have a \$100.00 bill ready to give out after his presentation.

At sixteen, I worked all summer on the job for a mason contractor. The masons taught me so much. I use the things I learned back then to drive me in my workforce development strategies today! I was a young man that did not know what I was going to be, but once some guys took the time to show me masonry and the benefits of the trade, I was hooked!

Today, 30 years later, I try to live up to the mentors that invested their time in me and to pass that along to young people.

Taking on the role as Workforce Development and Training Coordinator for the North



Carolina Masonry Contractors Association has been a great thing for me and for the young people I am trying to reach. I spend my days doing hands-on training for the students either in a masonry classroom or set up at a school that does not offer masonry. I work closely with the masonry

“Today, 30 years later, I try to live up to the mentors that invested their time in me and to pass that along to young people.”

contractors in the state to ensure the “relationship” needed to stay connected with the instructors and students is strong.

As an association, we do many annual events to keep the students excited for the trade of masonry. The multiple masonry contests we conduct keep the students engaged and ready to show off their skills. NCMCA's Masonry Education Day hosted over 500 students in 2019 for a day that is geared for fun, hands-on training, and relationship building with the contractors.

Workforce development is still a local initiative that can be supplemented by numerous things including social media and printed materials. My job is to stay in front of the young generation and get them excited about giving masonry a try! I am still young at heart and try to show respect to all of our potential young candidates attracted to our industry.

I hope that our whole masonry industry nationwide will benefit from our efforts in North Carolina and can we grow masonry like never before!

Please feel free to contact me with any questions and to call on me to help build the “relationship” in your local area to move masonry forward!

Ryan Shaver is Workforce Development & Training Coordinator for the North Carolina Masonry Contractors Association. Reach Ryan at ryan.shaver@ncmca.com (704) 791-5240



NCMCA's Workforce Development & Training Coordinator Ryan Shaver briefs contestants prior to the sixty-sixth Annual North Carolina State Fair Masonry Apprentice Skills Contest in 2019. Shaver won the contest as an apprentice in 1992 while still in high school. The following year, he would go on to become the 1993 Champion of the National VICA (SkillsUSA) Masonry Contest.

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to a sound financial start.

Ryan has become fully involved with NCMCA and the North Carolina masonry industry, attending local chapter meetings, board meetings, the annual NCMCA convention, and other industry events. Ryan provides presentations to other groups with an interest in masonry workforce development, including state and local governmental agencies and has made radio and television appearances on behalf of masonry career promotion. He has visited with masonry promotional groups across the country both to tell the North Carolina story and to learn from the experiences of others who have a stake in masonry and construction workforce development.

“Commitment” Continued from Page 1

competition.

Ryan says, “I have spent my entire career in the masonry industry and have been on all sides from a mason to education to product development. I have a huge passion for promoting the masonry industry and for helping introduce young people to the opportunity that they can have in the industry that has made me who I am today. I look forward to working beside each and every one of you and helping grow our workforce and keeping the masonry industry at the forefront of all the trades.”

Creating the new position has been somewhat of a financial “leap of faith” for the NCMCA, considering that the expense of maintaining the WDTC almost doubled the association’s annual operating budget. But the move is not unprecedented. Some twenty-years ago, the NCMCA board hired its first executive manager without enough money in the bank to pay the new manager for even six months. That



executive director is still here. Back then, NCMCA members stepped up to ensure that a critical step in the association’s evolution would be successful.

NCMCA leadership once again asked members to step up to support this important NCMCA initiative. With those commitments and with a 2019 grant from The Masonry Foundation, the WDTC initiative is off

In his first year, he successfully partnered with the NC Community College system’s “ApprenticeshipNC” to develop the first of its kind trade association pre-apprentice program for high school students. Participating students earn credits toward graduation.

NCMCA has produced several YouTube videos explaining various recruitment programs. The videos feature young people who are successfully participating in the programs.

North Carolina’s successful high school masonry instruction programs got their start in the sixties and seventies. The state has long been a leader in high school masonry instruction thanks to the many individuals and companies that have made commitments over the years. So the 2018 NCMCA workforce development initiative didn’t start from scratch. But NCMCA’s new emphasis and commitment is taking the state’s programs to a whole new level, as well as reinforcing historically successful programs.

With this document, Ryan Shaver and NCMCA are sharing insights about workforce development in general and the NCMCA program in particular. Situations and programs across the country are different, but share commonalities. We hope by sharing what we’ve learned, both what works and what doesn’t, masonry career recruitment will be enhanced to everyone’s benefit.



From the School Administrator's Perspective

By Edie Sayewich

If you already have a quality instructor in place be sure to provide the support that person needs to be successful. In almost every case these instructors are coming from a workplace environment. We all know schools are their own animal and have different vocabulary and ways of doing things. Expect a large learning curve on the "instructional" side and invest your time and support early. It will save you time and energy later and will be appreciated by the instructor.

One of the biggest areas of impact on the continuing success of a program is the recruitment of students. Nothing will kill a program and discourage a teacher faster than using the masonry program as a "dumping ground" for students. By that I mean instead of intentionally placing interested and qualified students into the course at registration time, the course is used as a last resort. The inability to find something that fits in the student schedule in spite of the fact that student has absolutely no interest in masonry, still defaults in his/her placement. The administration and registrars (guidance counselors) must be committed to quality placements. Diversity in the class make up makes for a better experience for everyone. Encourage minority and female students. Encourage the science (physics in particular) and math nerds who might show an interest. You will find that the open spots in the program fill up quickly and it can become a competitive and sought-after course at every level.

Lastly the instructor and the school should market the program. Take every opportunity to showcase what happens in your course. Request bulletin board space in a heavy thoroughfare. Our workforce development courses were housed in a separate building. Some students never entered nor observed any workforce classes. Participate in every opportunity to have your students demonstrate your program. Curriculum nights when students walk around and start to make course choices are a great place to attract all types of students. Go to your feeder schools to put on demonstrations and invite feeder school teachers to your classroom.



Edie Sayewich

The relationship you have with your local and regional masonry industry and businesses can be a lifelong and lucrative one. The industry knows you are responsible for providing some of the best, ready to go workers, for their survival. They are not only a valuable resource to keep you current on trends in the industry they are often willing to contribute materials or tools to supplement your program. Even a simple trowel can be used as an "award" and students appreciate the chance to earn something they could take home and use. We were extremely fortunate to have award winning masonry students on a regular basis (credit to super instructors here). We held an awards program at the end of every year to recognize academic excellence. The highlight of each of those awards nights was the announcement of scholarships/cash prizes/full bags of tools etc., to those award-winning masonry students. As students looked down at their one-inch pin that they received for highest math/science/music average, parents and attendees could always be heard saying, "Man, we need to get you into that program next year".

Taking pride in the success and growth of each and every student, each and every course, each and every program at your school is the goal of every

administrator. Attending to the facility needs, the budget, selection and support of the instructor, recruitment of students and the marketing of your program are solid strategies to the creation and building of a quality program. Your return on investment can be phenomenal. Give it your best.

Edith Sayewich retired as Principal at Mount Pleasant High School in Cabarrus County, North Carolina after thirty-seven years in education.

She was in administration for seventeen-years at Mount Pleasant, the last thirteen as Principal.

Ms. Sayewich has a BS in Physical Education and an MS in Athletic Administration from Springfield College. She has an MS in School Administration and Curriculum from the University of North Carolina at Chapel Hill. In 2010 she was named Cabarrus County "Principal of the Year." Among her claims-to-fame, Ms. Sayewich hired Ryan Shaver off the job site to be a high school teacher. Email her at edie.sayewich@gmail.com.



A Winning Tradition! In 2009, retiring, Mount Pleasant High School Masonry Instructor Doug Drye was recognized by the masonry industry with a reception that included all his past national masonry champions. Top row, left to right: Chad Smith, 1998; Jared Gandy, 2009 NC Skills; Doug Drye; Ryan Shaver, who became the new Mt. Pleasant masonry instructor in 2009 and was the 1993 National Champion; Corey Honeycutt, 2009 NC Skills Masonry I - 1st place; Frank Paul, 1998; Heath Drye, 2006; and Josh Kimrey, 2006. Bottom row, left to right: Ben Petrea, 2000; Pete Cieslak, BIA-SE; Cody Alward, 2003 and 2004 (and who is the present day masonry instructor at the school;) Brant Bost, 1996; Shann Womble, 1990; Tim Kidd, masonry instructor, West Stanly High School; Paul LaVene, Carolinas Concrete Masonry Association; and the Late Sam McGee, McGee Brothers Company. Drye retired as the country's most successful masonry instructor based on total National SkillsUSA competition wins, a total of eight. In 2020, Doug Drye was inducted into the Mason Contractors Association of America (MCAA) "Masonry Hall of Fame."

Masonry Contracting Firms' Participation is Essential

It is a great advantage to have an association staff position solely dedicated to workforce development and recruitment. However, a successful program also requires the participation and commitment of masonry contracting firms. Ryan Shaver offers his perspective:

It can be a challenge getting masonry contractors to fit workforce development and training into their busy schedules. In North Carolina, I attempt to involve them in all the events that take place and have them accompany me to visit schools and make presentations.

Once a mason contractor has a positive experience with having youth employed, especially with the hiring of Pre-Apprentice program participants, it makes it easier for them to justify taking a day or half day to travel with me to schools. I make all the necessary arrangements for each visit. After I provide a good overview of the masonry trade, the mason contractor that joins me for presentation tells about his own company and employment possibilities.

Another way to involve the mason contractor is through masonry competitions. Prior to contest events, we pull together an event committee. With the committee's help, I solicit volunteers from across the state to man contest duties the day prior to the contest and for contest day. It is great to have mason contractors watching the students, encouraging the students, judging the students, and tearing down the projects after completion. The students always remember the masons and are glad to see them when the masons they meet at the contest events visit their schools.

Masonry Education Day is one of the best relationship building tools that we have. The mason contractor and the students are together for the day, traveling around to tutorials, watching a contest, eating lunch together, and competing for prizes. Masonry Education Day is a "laid-back" environment, providing a relaxed opportunity for talking and getting to know one another. But it's also a fast paced day providing so much fun for both the student and their masonry contractor host.

Recruiting young students has turned out to be much easier than first anticipated. However, pairing eager students with a company willing to put them to work has proven to be more of a challenge. But we've found that once a company understands the program and has experience with the students as employees, the firm generally is pleased. In fact, chances are, if students are having a good experience, the students will bring friends as additional employee prospects. I stay on the phone with the contractors weekly to keep them focused on building the workforce. Thankfully in North Carolina we have done a good in that respect.

NCMCA asked several masonry contractor mem-

bers to tell about their experience in hiring and working with youth, especially student participants in the NCMCA masonry pre-apprentice program, requesting the contractors provide insight and advice for other firms that might consider participating in such a program for high school age students.

Tim Rosman is the masonry superintendent for Griffin Masonry in Matthews, NC. Tim says, "Griffin Masonry employs apprentices that have early release from school, over school breaks and during the summer.

"We will bring them on when they are sixteen years old under certain guidelines to what they can do on the job. Their jobs include mixing mortar and mainly keeping the job clean and stuff organized. They learn a lot about Teamwork and Accountability.

"Our recruitment process mainly happens in conjunction with other area masonry contractors and help from the NCMCA. They organize events that bring schools together such as career fairs, masonry contests and sometimes just visiting schools to get a chance to talk to the students about all of opportunities in the masonry field.

"One of the biggest obstacles we face is, when a young person comes to us, we pretty much have to teach them how to work. When a 16-17 year old goes to a job, we want them to be excited about the opportunities they have. The main thing is we want them to have knowledge of what is expected as well as some key safety practices so they can be productive members of the crew. We bring them to our office their first day and go through a training process which explains what is expected of them, how to use equipment that pertains to their scope of the job, as well as proper use of Person Protective Equipment (PPE) so they feel comfortable about what they are going to do thru the day.

"We place them with a foreman that is patient, is a good teacher and likes to work with new employees. We feel this first experience can be the difference in a young person making a career in masonry or not.

"All apprentices start out laboring. Learning to mix mortar in a timely manner, learning to set scaffolding, organizing the job for the best possible production of the crew. Any employee that plans to be a future foreman needs to know and understand every aspect of the job. We have had very good success with this. Right now, six of our foremen started out as young apprentices through the summer program while still in school or came to work directly after graduating high school, working their



Tim Rosman

way to their ultimate leadership role."

NCMCA President and owner of Pinnacle Masonry in Cary, NC, **Danks Burton** says, "The pre-apprentice program is a welcome addition to our workforce and development training initiative within North Carolina Masonry Contractors Association. To have the ability to put students to work on our jobsites and introduce them to masonry during their high school years is tremendous.

"We had two young men in summer of 2019 and are fortunate to have them both return this summer. Working on a masonry crew is a great experience for the students in their development of good work habits while making a good

wage. For masonry contractors, it provides us with needed help on our jobsites and we are excited to introduce them to masonry and all that it has to offer.

"Pinnacle Masonry will always support this program and look forward to bringing on more students in future years."

Cliff McGee is the manager of the McGee Brothers Company's Greensboro, NC division. He says, "If you are considering becoming involved, these would be my recommendations.

"Do it. In my opinion it has been a very successful program.

"Be prepared to spend some time. It is not the same as hiring an "adult". Hiring students requires worker permits, parent/guardian signatures and other paperwork.

"Be prepared to answer a lot of questions. Remember, this will more than likely be the first paying job some of these students have ever held. They may not understand how pay periods work, about taxes, or a whole host of other work-life issues.

"Be patient. We have had a couple of cases where a student may work one summer, we don't hear from them for a year, then they come back and want a full time job after graduation.

"Stop every now and then and remind yourself that these students are sixteen to eighteen years of age. They are going to think a lot differently that you.

"All of what I've listed can be a really eye opening and refreshing experience to take on. The excitement you can get from some of these students is contagious so be careful! It may change your company."



Danks Burton



Cliff McGee

Masonry Pre-Apprentice Best Practices

This guide is meant for the recruitment of 16-17 year-olds that are currently in high school and are in a vocational class or are interested in summer work opportunities. These are steps that North Carolina has taken in several different areas and locations.

North Carolina Department of Public Instruction has roughly eighty masonry training programs in public high schools. There are one hundred counties in North Carolina but not every county has a masonry program. There are no training programs in the state's two largest cities: Raleigh and Charlotte. This guide will detail steps being taken to get training programs in these two cities as well as other metropolitan areas across the state where the programs can be of great benefit to masonry contractors.

The North Carolina Pre-Apprenticeship Program is designed to attract students ages 16-17 years-old that would like to learn and work in the summer or other times throughout the school year. This program is unique and was the first statewide agreement for Pre-Apprenticeship in North Carolina. The North Carolina Masonry Contractors Association formulated the out-



line and met multiple times throughout a six-month period with state representatives from the North Carolina Department of Public Instruction and ApprenticeshipNC, which is now governed by the North Carolina Community College System. Under this Pre-Apprentice Agreement, masonry contractors that are members of the NCMCA can hire students that

have completed their related education, NCCER's Core and Sustainable Construction.

The second component is *work based learning* or *on the job training* (OJT) of a minimum of 135 hours which is the amount of hours of related instruction in a semester in school. A Pre-Apprentice is encouraged to work more hours than the minimum and most students work 350-400 hours in a summer's time. By completing the OJT hours, the student is eligible for another high school credit through CTE Apprenticeship, a Department of Public Instruction code in North Carolina.

The employer only has one registration form to complete when hiring the student. The form requires a parent or guardian signature as well as the student's signature. The student is then registered in the North Carolina Registered Apprentice Network. Upon completion of the OJT hours required the completion form is submitted. The student is then sent a certificate for completing the Pre-Apprentice Program. The hours that the student successfully completes in the Pre-Apprentice are then recorded to an apprentice program when the student begins work after graduation.

The Pre-Apprentice Program has been an excellent way to introduce students to masonry before they have graduated high school. It gives the masonry contractor a chance to build relationships with the student's school as well as the student himself. Often the student recommend to their friends to come to work, further growing the workforce.

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The NCMCA Masonry Pre-Apprentice Program

In the spring of 2018, NCMCA successfully partnered with the North Carolina Community College System ApprenticeshipNC Division, the agency that coordinates apprenticeship and job training in the state, to create the first of its kind association-based pre-apprentice program for high school students.

Students sixteen years and older who meet prerequisite class requirements can work on masonry construction sites for NCMCA member firms and earn a credit toward high school graduation if they complete a minimum of 135 hours of work. All while earning at least \$12.00 per hour.

These pages detail the agreement with the state agencies involved, including slides from a presentation prepared by ApprenticeshipNC Youth Coordinator Dr. Elizabeth Standaefer.



North Carolina State-wide High School Pre-apprenticeship Standards

Sponsored By: **North Carolina Masonry Contractors Association**

Address: PO Box 3463, Hickory, NC 28603-3463

in partnership with Registered Apprenticeship Sponsors

Occupation	Occupation Code
Bricklayer	47-2021.00

Approved by:

NC Masonry Contractors Association

Date

Program Number: 28969

Effective Date of Registration: April 1, 2018

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Definitions, Terms and Components

Pre-apprentice – an individual or student who is participating in an approved Pre-Apprenticeship program to learn skills for possible entry into Registered Apprenticeship upon completion of the program.

Pre-apprenticeship Program – a program that teaches basic technical and job-readiness skills for a designated apprenticeable occupation or occupational sector leading to possible entry into Registered Apprenticeship training. Pre- apprenticeship normally features a classroom and/or lab setting, but may also involve work-site visits, job-shadowing, or other activities outside the program facility, to provide exposure to the work environment for the targeted occupation(s). The model for pre- apprenticeship training varies depending on the targeted group recruited for training such as youth or adults. Successful completion of an approved Pre- Apprenticeship program will likely enhance the probability of transition to registered apprenticeship or an opportunity for employment in the industry above an entry level position

Program Sponsor-- North Carolina Masonry Contractors Association in partnership with Registered Apprenticeship Sponsors

Registration Agency – The North Carolina Community College System Office, ApprenticeshipNC, 200 West Jones St., Raleigh, NC 27603.

Standards – Shall mean this entire document, including any attachments.

Pre-apprenticeship Agreement – Each Apprentice under the age of eighteen (18) and authorized official of the Program Sponsor, Education System or other Entity must sign a Pre- Apprenticeship Agreement that is provided by the Registration Agency. The purpose of the Pre- Apprenticeship Agreement is to outline the terms and conditions of the Pre-Apprenticeship Program and the responsibilities of all parties to the Pre- Apprenticeship Agreement.

Pre-apprentice Wage – Wages are paid to Pre-Apprentices are paid for any work performed on the job for an employer.

Amendments or Modifications – Programs can be modified as needed. The Program Sponsor, Education System or other entity will continually monitor the Pre-Apprenticeship Program for quality, efficiency, and the Program's effectiveness in meeting industry needs.

Cancellation – The termination of the registration of a program at the request of the sponsor, education system or other entity. Written notification of the action to the Registration Agency is needed for the cancellation of either the Program or the Pre-Apprentice.

Competency – The attainment of manual, mechanical or technical skills and knowledge, as specified by occupational standards and demonstrated by appropriate written and hands-on proficiency measurements.

Equal Employment Opportunity Pledge – A statement of commitment that the Apprenticeship Program will be conducted in conformity with all applicable Federal, State and local EEO/Affirmative Action laws, regulations, rules and adopted plans.

Job Related Education (JRE) – An organized and systematic form of instruction designed to provide the Apprentice with knowledge of the theoretical and technical subjects related to the occupation. Such instruction may be given in a classroom, through occupation or industrial courses, by correspondence courses of equivalent value, through electronic media, or through other forms of self-study approved by the Registration Agency. No wages are required to be paid during the job-related education.

On-the-Job Learning (formerly called On-the-Job Training or OJT) – A detailed outline of the work functions, tasks, or competencies that each Pre- Apprentice will perform, with the number of hours of training for each task. On-the-Job learning can be delivered and measured through a traditional time-based approach; a competency-based approach premised on the attainment of demonstrated, observable and measurable competencies; or through a “hybrid” approach which is a combination of time-based parameters and the meeting of articulated performance-based competencies. Each occupation is designated according to the method of training.

Registration – The recognition by the Director and the recording with the Registration Agency of an Apprenticeship Program or Apprenticeship Agreement signifying that the program or agreement complies with the rules, requirements, criteria, and standards of the N.C. Apprenticeship Act (Chapter 94 of the N.C. General Statutes) and the administrative rules (Title 13, Subchapter 14B of the N.C. Administrative Code).

Revision – Any substantive modification or change of the Standards of Apprenticeship or of an Apprenticeship Agreement.

Standards of Apprenticeship – Shall mean this entire document, including any attachments.

State Approving Agency – The State Approving Agency for Apprenticeship and OJT Training programs is the North Carolina Community College System Office, ApprenticeshipNC.

Pre-apprenticeship Program for North Carolina Masonry Contractors Association Statewide Agreement for Masonry: Brick laying in partnership with Registered Apprenticeship Sponsors

Section 1 – Program Goals and Purpose

Experience has demonstrated that a practical and sound method of preparing workers for employment in skilled occupations is through formalized training which provides for employment and training under actual job conditions supervised by qualified workers and at wages commensurate with the Trainee's skill.

It is the desire of **North Carolina Masonry Contractors Association Statewide Agreement for Brick laying in partnership with Registered Apprenticeship Sponsors** to cooperate with the North Carolina Community College System Office, ApprenticeshipNC in the training of Pre-apprentices and to assure the Pre-apprentices that, if they diligently apply themselves, they will be afforded an opportunity to become skilled professionals in an occupation.

Section 2 – Minimum Applicant Qualifications

To be considered for Pre- Apprenticeship Program, each applicant must meet the following requirements:

Student is found proficient in the National Center for Construction Education and Research (NCCER) courses: 1) Core and Sustainable Construction (IC00) and Masonry Level 1 (IC11)

Proficiency is defined as:

- 1) Student passed the course with an A or B

AND

- 2) Students scored a 70% or higher on their North Carolina Department of Public Instruction post-assessment.

OR

Student obtained NCCER credentials for Core and Sustainable Construction (IC00) and Masonry Level 1 (IC11)

- 3) Achieved certification in OSHA 10

- 4) Other requirements as defined by the Registered Apprenticeship Industry Sponsors

NOTE to the program sponsor: The qualifications for applying to the program must be discernable through a fair, objective screening process.

Section 3 – Selection Process

List the criteria for selection of Pre-Apprentices. Describe how applicants will be selected.

1. Pre-Apprentices will be identified based on the criteria in Section 2 p. 5 of this document.
2. Selection processes will be developed locally between the CTE High School Program or Local Education Agency (LEA) and the Registered Apprenticeship Industry Sponsor.

Section 4 – Program Outline/Content

Describe or provide an outline of the Pre- Apprenticeship Program including length of program, classroom instruction, and work experience if applicable. Program must include safety. What apprenticeable occupation(s) will this program prepare individuals for upon completion of the Pre- Apprenticeship program? Reference an attachment if applicable.

Occupation: Brick laying 47-2021.00

High School Safety Training:
OSHA 10 Certification

Length of the Program:
135 hours-Related Education: NCCER Masonry 1 (IC11)
135 hours- On-the-Job Learning: See Attachment I

Section 5 – Evaluation Criteria

List or explain the evaluation method(s) that will be used to determine satisfactory progress of the Pre-apprentice. What are the criteria for completion of the Pre-apprenticeship Program?

Methods: Certifications, Test Scores, Observation Checklists
Criteria for Completion:

1. Certification in OSHA 10 or higher
2. Certification in Masonry 1 (IC11) through the NCCER Curriculum

3. A or B and 70% on the CTE Post-assessment for IC11 (135 hrs. related education)
4. Satisfactory completion of the Pre-apprenticeship tasks on the task list as noted by the industry sponsor with 135 hours of on-the job learning

Section 6 – Pre-apprenticeship Agreement

-
1. Each Pre-apprentice, under the age of eighteen (18), shall be covered by a written Pre- apprenticeship Agreement signed by the Program Sponsor, Education System or other Entity and the Pre-apprentice. *If the Pre-apprentice is under 18 years of age, the Pre- apprentice's parent or legal guardian must also sign.* The Pre-apprenticeship Agreement shall be forwarded to the Registration Agency.

Section 7 – Duties and Responsibilities of the Program Sponsor, Education System or other Entity

-
1. Operate the Pre-apprenticeship Program in accordance with these Standards and inform those affected by the program of its provisions.
 2. Maintain the necessary facilities to assure effective training in all aspects of the occupation and provide liability insurance if applicable.
 3. Assure Pre-apprentices are under the supervision of qualified or fully skilled personnel.
 4. Exercise precaution for the health and safety of Pre-apprentices during all components of the Program.
 5. Provide a positive learning environment and encourage training at all levels.
 6. Provide fair and equitable treatment for all Pre-apprentices.
 7. Notify the Registration Agency of any change in status of Pre-apprentices, including cancellation and completion of the Program.
 8. Maintain all records of the Pre-apprenticeship program. The records will be made available on request to the North Carolina Community College System Office or another authorized representative.

Section 8 – Equal Employment Opportunity

Pledge: "sponsor will not discriminate against applicants or trainees based on race, color, religion, national origin, sex (including pregnancy and gender identity), sexual

orientation, genetic information, or because they are an individual with a disability or a 40-year-old or older. Sponsor will take affirmative action to provide equal opportunity in Pre- apprenticeship and will operate the Pre-apprenticeship program as required under Title 29 of the Code of Federal Regulations, part 30."

All Pre-apprentices will be provided the same training and instruction and will in all respects be treated the same during the program.

The Program Sponsor shall not discriminate against a qualified individual with a disability because of the disability of such individual. The Program Sponsor will provide reasonable accommodation to individuals as required by federal, state, or local disability law.

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Section 9– Safety and Health Training

North Carolina Masonry Contractors Association in partnership with Registered Apprenticeship Sponsor: shall instruct the Pre-apprentice in safe and healthful work practices and shall ensure that the Pre-apprentice is training in facilities and other environments that are in compliance with the occupational safety and health regulations enforced by the N.C. Department of Labor, Occupational Safety and Health Division.

Section 10 – Amendments or Modifications

1. These Standards may be revised at any time by the Program Sponsor by submitting a written request to the Registration Agency.
2. All revisions must be approved by the Registration Agency prior to implementation.

Section 11– Identification of the Registration Agency

The North Carolina Community College System Office, ApprenticeshipNC promotes, develops, registers and assists in the operation of registered Apprenticeship and other training programs. The goal of ApprenticeshipNC is to benefit the State's workers, employers, and economic development.

Section 12 – Program Registration/Cancellation

1. These Standards will be submitted to the Registration Agency for approval. Such approval will be required before implementation of the Pre-apprenticeship Program.

2. Program Sponsor reserves the right to discontinue at any time the Program set forth herein. The Registration Agency shall be notified promptly of any decision to cancel the Pre-apprenticeship Program.

Section 13 – Conformance with Federal Laws and Regulations

No Section of these Standards shall be construed as permitting violation of any Federal or State Law or Regulation.

Section 14– Program Sponsor, Education System of other Entity Contact Information

The following individual(s) are designated as the program administrator(s) or partners and will also be the appropriate individual(s) who has the authority under this program to receive, process, and make disposition of complaints:

Name: Ryan Shaver, Workforce and Training Coordinator
Address: 6095 Crayton Rd. Mt. Pleasant NC 28124
Telephone Number: 704-791-5240
Email Address: ryan.shaver@ncmca.com

Company Partners: Brodie Contractors INC.
Name: Kelly Brooks
Contact Information: 919-417-4296 (C) 919-782-2482 (O)
3901 Computer Drive
Raleigh, NC 27609
Fax: 919-782-2062
kbrooks@brodiecon.com

Company Partners: Huntley Brothers Company INC.
Name: Kent Huntley
Contact Information: 704-564-1328 (C) 704-753-2003 (O)
1020 Huntley Acres Ct.
Monroe, NC 28110
Fax: 704-753-2002
kent@huntleybrothers.com

Company Partners: McGee Brothers
Name: Cliff McGee
Contact Information: 336-669-8371 (C) 336-676-8600 (O)
8221 Triad Drive
Greensboro, NC 27409
Fax: 336-676-8505
cliff@mcgeebriickbrick.com

Education Entity

Trade and Industrial Education, NCDPI Career and Technical Education
Address: 6360 Mail Service Center Raleigh, NC 27699



ApprenticeshipNC

200 West Jones Street
 5001 Mail Service Center
 Raleigh, NC 27699-5001
 P - (919) 807-7100
 apprenticeshipnc@nccommunitycolleges.edu

Registration Agreement

rev date: 5-21-2018

<p>The program Sponsor and the Apprentice, Pre Apprentice, Mastercraftworker, or On-The-Job Learner agree to the terms of the Program Standards as amended, incorporated as part of this Registration Agreement</p>		
<p>Program #: 28969 Phone:</p> <p>Sponsor:</p> <p>Supervisor:</p> <p>Address:</p> <p>Email:</p>	<p style="text-align: center;">Participating Employer/School</p> <p>Name:</p> <p>Contact:</p> <p>Address:</p> <p>Phone:</p>	
<p>Apprentice Last Name First Name Middle</p> <p>Social Security Number:</p> <p>Highest Educational Attainment:</p> <p>Date of Birth:</p> <p>Address:</p> <p>Phone Number:</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO Veteran</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO Applying for VA Benefits</p>	<p>The information provided in this section is for Equal Employment Opportunity Commission (EEOC) purposes. To comply with Federal and State laws, we must provide equal opportunity to qualified people. Providing this information is voluntary, will be held strictly private and is not considered when evaluating your Registration Application. You are considered to have a disability for a physical, mental impairment, or medical condition that substantially limits a major life activity, or if you have a history or record of such an impairment or medical condition.</p> <p style="text-align: center;"><input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> I don't wish to answer</p> <p>The recruitment, selection, employment, and training of apprentices during their apprenticeship, shall be without discrimination because of race, color, religion, national origin, sex, sexual orientation, age (40 or older), genetic information, disability, creed or political affiliation. The Sponsor will operate the apprenticeship program as required under Title 29 of the Code of Federal Regulations, Part 30, and North Carolina law.</p>	
<p>Gender: His/Lat</p> <p>Race: <input type="checkbox"/></p>	<p>Trade ID: Occupation Title</p>	
<p>Wages Paid During RI Training</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> Undetermined</p>	<p>Apprentice ID:</p> <p>Date Training Begins:</p> <p>Expected Date of Completion:</p>	
<p>OJT/Hours Required</p> <p>0 OJT/Credit for Previous Work Experience</p> <p> OJT/Hours Remaining</p>	<p>RI/Hours Required</p> <p>0 RI/Credit for Previous Work Experience</p> <p> RI/Hours Remaining</p>	
<p style="text-align: center;">Signature of Participant: (Parent/Guardian, if under 18)</p> <p>Date:</p>	<p style="text-align: center;">Signature of Sponsor or Representative: Title:</p> <p>Date:</p>	<p style="text-align: center;">Signature of Apprentice Consultant: Signature of School Representative:</p> <p>Date:</p>



Today's Topics:

- ▶ What is ApprenticeshipNC?
- ▶ Statewide Pre-Apprenticeship to Apprenticeship for Bricklaying
- ▶ What is a registered pre-apprenticeship?
- ▶ What is a registered apprenticeship program?
- ▶ The advantages of a pre-apprenticeship-to-registered apprenticeship program
- ▶ Overcoming perceived challenges to working with youth

What is ApprenticeshipNC?

Originally housed in the North Carolina Department of Labor known as the "Apprentice Bureau"

Branded "NCWorks Apprenticeship" at the North Carolina Department of Commerce in 2013

Re-branded ApprenticeshipNC at the North Carolina Community College System, November 1, 2017



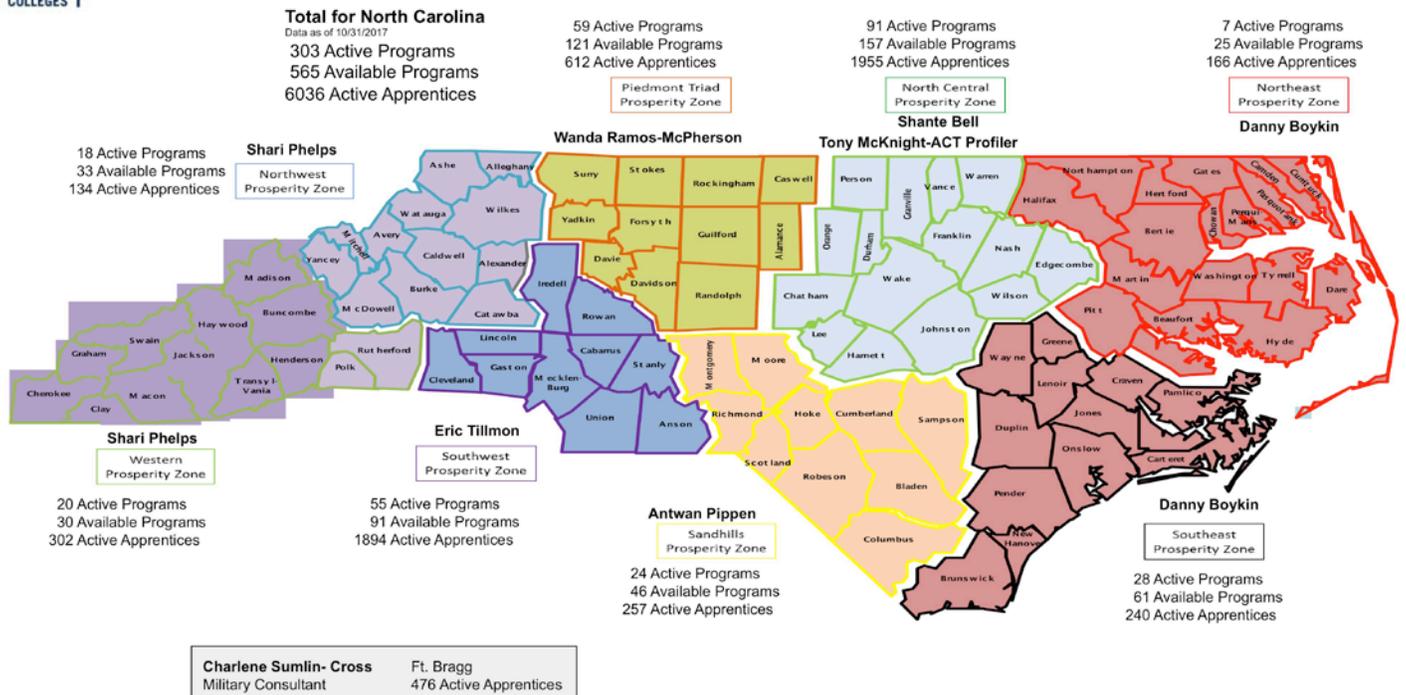
ApprenticeshipNC Registration Agency

4

- ▶ The N.C. Community College System, ApprenticeshipNC, is the **State Agency to register programs for Federal purposes.**
 - ▶ **Guarantor of Quality** for apprenticeship programs
- ↓
- ▶ **ApprenticeshipNC promotes, develops, registers and assists** in the operation of registered Apprenticeship and other training programs throughout the state.

Is my local community college the same as ApprenticeshipNC?

- ▶ Some local community colleges have staff who work with apprenticeship. The **ApprenticeshipNC team** is part of the Economic Development Division at the **North Carolina Community College's System Office**.
- ▶ Each **prosperity zone** has a dedicated Apprenticeship Consultant
- ▶ Apprenticeship Consultants **write and register programs** for consortia and individual industries. They also continue to **service programs** after they are registered



Purpose of a Bricklaying Pre-apprenticeship to Apprenticeship Program

- ▶ 1. Create a pipeline bricklayers for masonry contractors across the state
- ▶ 2. Increase retention of employees at these companies
- ▶ 3. Upskill those who enter the skilled trades
- ▶ 4. Develop a career pathway for them with credentials and certifications that increase their earning potential
- ▶ 5. Provide an opportunity for students to "earn while they learn"
- ▶ 6. Give credit for prior high school experience and credentialing

Minimum Qualifications

To be considered for Pre- Apprenticeship Program, each applicant must meet the following requirements:

- ▶ Student is found proficient in the National Center for Construction Education and Research (NCCER) courses: 1) Core and Sustainable Construction (IC00) or Masonry Level 1 (IC11)

Proficiency is defined as:

Student passed the course with an A or B

AND

Students scored a 70% or higher on their North Carolina Department of Public Instruction post-assessment.

OR

- ▶ Student obtained NCCER credentials for Core and Sustainable Construction (IC00) and Masonry Level 1 (IC11)
- ✓ Achieved certification in OSHA 10
- ✓ Other requirements as defined by the Registered Apprenticeship Industry Sponsors

Program Content for Bricklaying Pre-Apprenticeship

- ▶ High School Safety Training:
OSHA 10 Certification
- ▶ Length of the Program:
- ▶ 135 hours-Related Education: NCCER Core or Masonry 1 (IC11)
- ▶ 135 hours- On-the-Job Learning: See Attachment I

Evaluation Criteria

- ▶ Certification in OSHA 10
- ▶ Credentials in Core or Masonry 1 (IC11) through the NCCER Curriculum
- ▶ A or B and 70% on the CTE Post-assessment for IC11 (135 hrs. related education)
- ▶ Satisfactory completion of the Pre-apprenticeship tasks on the task list as noted by the industry sponsor with 135 hours of on-the job learning

Logistics

A student in her sophomore year turns 16

She has successfully completed Masonry Level 1 (IC11) at her high school

She will articulate that credit as 135 hours into the pre-apprenticeship

She will participate in an additional 135 hours as a paid pre-apprentice and complete all the job tasks listed in the agreement.

She now has 270 hours of credit toward her adult apprenticeship

The company agrees to apply these hours toward their adult apprenticeship program

She begins the adult apprenticeship after she has successfully completed the pre-apprenticeship

She could be an adult apprentice and a high school student at the same time

When she completes the requirements and hours of the adult apprenticeship program-she is a Journeyworker.

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Role of the high school teacher

- ▶ Help recruit students into the pre-apprenticeship
- ▶ Teach the curriculum
- ▶ Credential students through NCCER
- ▶ Build relationships with potential sponsors
- ▶ Partner with the NC Masonry Contractor's Association

What is a Pre Apprenticeship?

- ▶ Prepares youth to enter and succeed in registered apprenticeship programs
- ▶ Recruiting and screening tool to ensure the right fit for the company and apprentice
- ▶ It is not a mandatory component of an apprenticeship
- ▶ Must be approved and registered by ApprenticeshipNC with the intent to lead to a registered Apprenticeship program
- ▶ May be paid or unpaid (\$12/hr)
- ▶ Can consist of on-the-job learning only or related education only or both
- ▶ The pre-apprentice must be at least 16 years of age
- ▶ Does not commit the company to the pre-apprentice if the fit is not there

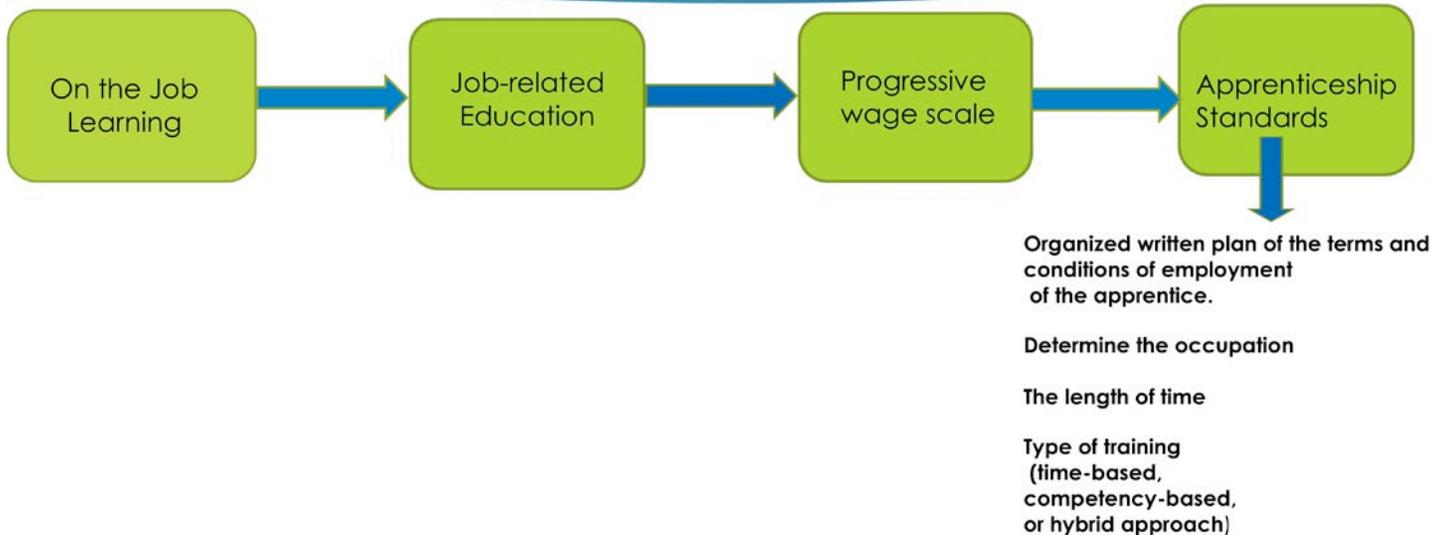
What is Registered Apprenticeship?

- ▶ Apprenticeship is a system of work based learning designed to meet the needs of the employer by providing the employee with structured on-the-job learning and job related education.



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Four Components of a Registered Apprenticeship



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Return on Investment

- ▶ Youth Apprentices start at a low wage scale and progress their wage as skills increase
- ▶ Most are so productive within the first year of Apprenticeship they are making money for the company and mentoring new apprentices
- ▶ Research studies say that for every dollar spent on training, an employer receives a benefit, on average of \$1.47 up to \$2.00

Return on Investment

“Youth have or can easily obtain the pre-requisite skills you want to bring into your company.”

- ▶ Math skills and pre-requisites
- ▶ Industry Certifications
- ▶ Credentials
- ▶ Safety & Training

Return on Investment

- ▶ Company is eligible for **a community college tuition waiver** when youth are registered as a pre-apprentice or apprentice before graduation



Return on Investment

- ▶ Companies can partner with youth serving organizations who can pay for on-the-job learning for eligible students (example: WIOA)



Return on Investment

- ▶ Increased retention and low turn over for the duration of the apprenticeship and beyond decreases company training costs



Students stay with a company because they see:

The end result of the career pathway and opportunity for leadership and advancement within the company/ industry



Dr. Elizabeth Standafer, ApprenticeshipNC Youth Coordinator
standafere@nccommunitycolleges.edu
919-414-5948



ApprenticeshipNC
 North Carolina Community College System
 200 W. Jones St., 5001 Mail Service Center
 Raleigh, NC 27699-4301
 Phone: 919-807-7175
 apprenticeshipNC@nccommunitycolleges.edu

Schedule of Work Process

Program 28969 NCMCA
Occupation: 47-202100 Bricklayer

Process	Hours
Safety	15
Care & Maintenance of Tools & Equipment.	15
Handling & Storage of Materials.	15
Job-site Layout.	15
Mixing & Tempering Mortar by Power (Fueling) & Hand.	15
Picking Up, Spreading Mortar & Laying Brick to the Line.	15
Level Use (Rule, Dry Bond, Brick & Block).	15
Building, Setting & Stocking Scaffolding (Tubular & Frame).	15
Building a Corner Lead Wall (Tooling & Cutting of Units- by Power/Hand).	15
Total Hours:	135



About NCMCA

Chartered in April 1974, the North Carolina Masonry Contractors Association (NCMCA) is made up of eight local chapters across the state of North Carolina. Membership consists of masonry contracting firms (“regular” members) and firms that supply goods and services to the masonry industry (“associate” members.) Presently there are 66 regular member firms and 74 associate member firms.

NCMCA employed its first full time employee in 1997 and maintains an office in Hickory, North Carolina. The Association now has two full time employees. NCMCA is governed by a Board of Directors made up of seven elected officers, the Association Executive Vice President, two representatives from each local chapter and select past presidents.

NCMCA’s major initiatives include a very successful certification program for masonry contractors and their employees; college scholarship programs at North Carolina State University College of Design and at Appalachian State University; continuing education opportunities for members; and support of vocational masonry training programs across the state, including a significant, and now an increasing role, in North Carolina SkillsUSA masonry training and competition programs.

NCMCA is active in and provides financial support for national masonry initiatives including The Masonry Society, The Masonry Alliance for Codes and Standards, BIM-M, CMU-Check-Off, and The Masonry Foundation.

NCMCA is unique in successfully maintaining a very fraternal relationship among members (often competitors) enhanced by the social facets of local meetings, golf tournaments, an annual convention and other gathering opportunities. The fraternal aspect of NCMCA is a major strength of the Association.

NCMCA supports masonry and masons, promoting masonry as the building material of choice and a great career opportunity.





School Masonry Clubs Introduce More Students to Masonry

In 2019, Ryan Shaver along with NCMCA members based in the Charlotte and Raleigh areas, developed a new means for introducing young people to masonry careers at schools without masonry classes. Ryan explains:

There is not a masonry program in every North Carolina county. Presently there is not a masonry program in the state's two largest cities, Raleigh and Charlotte.

As I travel around making contact with school administrators, I try to build a relationship with key decision makers who can arrange for me to present in the classroom and do live hands-on training for students.

In Raleigh, I attended an early morning breakfast where the Career & Technical Education (CTE) Director was speaking. After the breakfast, I made direct contact and proposed my ideal for starting a Masonry Club that could introduce the students to a valuable trade and career option upon graduation. I received approval for to work in two high schools in the county, which has thirty-two high schools.

I then connected with four NCMCA mason contractors in the area and assigned them between the two schools. We

started after-school Masonry Clubs with 22 participants at one school and 18 at the other school.

The students would meet every Wednesday after school with masonry contracting company representatives in attendance to teach and provide students with hands-on masonry experience.

The CTE folks were amazed at the progress we made and the relationships built between the students and the contractors. This program opened the door for students who now have started in masonry.

In Charlotte, I met with the county CTE Director and posed the idea for extracurricular masonry activity. There are 37 high schools in Mecklenburg County, which includes the city of Charlotte. The

director agreed to let me start masonry training on my own in four high schools that teach a construction class. Along with local masonry contractors, we made presentations that always included hands-on demonstrations.

In these sessions, I talk about loading the trowel with mortar for spreading brick and how it looks like a piece of pie. In "round two" of my presentations, I actually take pies with me to feed the students.

The relationships built with the sessions have resulted in a number of students from the Charlotte area entering the trade.

My goal in the Charlotte and Raleigh areas is to eventually have dedicated masonry programs in

area high schools. We make a good start toward that goal by working with the good people that administer career and technical education in the counties. The CTE Directors in both areas are remarkably receptive to working with industry.

I encourage you to build a relationship with the CTE Director in your area. With their involvement, begin to work hard at getting the students excited about masonry!

Opportunities are endless if the right effort is made in establishing key relationships!



Competitions Keep Students and Apprentices Engaged!

Student and apprentice masonry competitions in North Carolina are really great for connecting and engaging students and apprentices to industry and for allowing the participants to showcase the skills they have learned. NCMCA and North Carolina provide multiple competition opportunities for students at the high school level. Masonry instructors and company training supervisors say the contests help focus the students and apprentices to work hard and excel in the classroom and on the job site. NCMCA partners with state agencies and local school districts for the competitions, providing financial support, materials, equipment and volunteers, as well as providing cash and tool prizes to winners. Competition events are great for bringing potential future masonry employees together with potential employers. Listed are the various contests opportunities North Carolina masonry students and apprentices are offered:



Regional Contests for high school students:

Rowan County Contest - Masonry II project, Blocklaying, Scaffold building, Masonry I project

Cabarrus County Contest- Masonry II Project

Caldwell County Contest- Masonry II project, Masonry I project, “Fastest Trowel on the Brick”

Lee County Contest- Masonry II project, Masonry I project

Wilkes Community College Contest- Masonry II project, Masonry I project

Annual Butch Hardy Memorial Contest- Masonry II project, Masonry I project, “Fastest Trowel on the Brick/Lineburner”

“Masonry Education Day” Contest- “Fastest Trowel on the Brick”

Randolph County Contest- Masonry II project, Masonry I project

Wayne County Contest- Masonry II project

NCMCA Land of the Sky Chapter Contest- Masonry II project, Masonry I project

State Contests, Students and apprentices:

NC SkillsUSA Contest- Masonry II project, Masonry I project, Post Secondary Project, Masonry Estimating, Masonry Bulletin Board

NCMCA Annual Samuel A. McGee Memorial Masonry Apprentice Skills Contest- Masonry Apprenticeship Project

Annual NC State Fair Masonry Apprentice Contest- Masonry Apprenticeship Project



National Contests, Students and Apprentices:

SkillsUSA National Masonry Contest- Masonry II Project, Post Secondary Project

MCAA Masonry Skills Challenge- Level I, II, and III Masonry Project

A Tradition of Excelling in Masonry Competitions!

North Carolina leads the nation in VICA/SkillsUSA National Masonry Competition Medals. As of spring 2020, the count stands at 38 “Gold,” 15 “Silver,” and 2 “Bronze.” In the picture, Garrett Hood (left) with his instructor, Todd Hartsell of Central Cabarrus High School in Concord, NC, won the VICA/SkillsUSA Gold Medal in 2001, won the Annual North Carolina State Fair Masonry Apprentice Skills Contest in 2001, won the NCMCA Samuel A. McGee Memorial Apprentice Contest in 2002, and then as a journeyman mason, went on to win the SPEC MIX Bricklayer 500 in Las Vegas two times.

NC Masonry Education Day Brings Students and Industry Together!

2019 marked the fourth year for a unique North Carolina event that brings high school students, instructors and school administrators out to spend a fun day with the masonry industry that includes tutorials, exciting competitions, lunch and opportunities to learn about masonry careers. NCMCA's Ryan Shaver explains "Masonry Education Day:"

Masonry Education Day is a great experience for students that are enrolled in either a masonry class or a construction class in high school. The event is planned and coordinated by the industry and is conducted by masonry contractors and masonry suppliers. 2019 was the fourth year for the event in North Carolina and it has grown each year. In its first year, 165 students were in attendance. Five hundred participated in 2019. The first year, students rotated to tutorials set up by industry to learn about things that are not easily taught at the school.

As the event has grown, major events and competitions have been added. The students are now paired with a mason contractor who stays with their group all day and rotates with them to vendor tutorials, answering their questions and building the relationships needed to get the young people excited about coming to work.

The following provides additional information and details about North Carolina's Annual Masonry Education Day.

Planning:

Planning for such an event must start at least six months prior. The venue must be as central as possible to the schools targeted for participation. (Schools from all over North Carolina have participated so a location in the middle of the state is the NC venue.) The number of vendors must be determined and appropriate vendors must be selected and invited. Appoint a person that can notify high schools and send registration forms to the schools. The event requires *liability and release* forms from each student, signed by parents, that are collected the day of the event when the buses from the schools arrive. When selecting a venue, take parking into consideration. On average we will have 28 buses and 100 vehicles to park.

Sponsors:

Sponsors are a vital part of this event! Reach out to industry suppliers and mason contractors for support. Manufacturers have been very supportive. Things like lunch, t-shirts, hats, prizes, support staff, drinks, etc. are the sorts of items for which sponsors can volunteer to provide.

Contests:

Masonry competitions have been added to the event. In year two, students got to see an MCAA regional qualifier *Fastest Trowel on the Block* for journeyman masons. We were able to secure

bleachers and set the event up very professionally. This added a whole new level of excitement to the day because the students got to see masonry in action. The next two years we partnered with SPEC MIX for their *Bricklayer 500 Carolina Qualifier* and added the new *Junior Bricklayer* competition for students. Now the students not only get to watch journeyman masons go head-to-head but they also get to watch their peers compete against each, only on smaller walls and in a shorter time period. These competition events have taken student excitement to a whole new level!

Staff:

The event is a tremendous day that takes everyone in industry working together to pull it off! We typically have six people assisting with parking, twenty people assigned to lunch duty, twelve vendors manning



booths and leading tutorials, thirty mason contractors each paired with a group for the day (thirty-plus groups last year), tenders for the contest area, judges for the contests, a master-of-ceremonies, sound technicians and photographers, and more. Lots of volunteers are also needed the day before the event for set up and preparation.

Details of the Day's Events:

Upon arrival and after registration, the schools attending must be broken up in groups and paired with mason contractors that are ideally from the same area as their respective schools. A detailed

agenda must be created and adhered to. A strict schedule is very important because the students must return to school before the end of the school day because Masonry Education Day is a field trip for them. (See pages that follow.)

Clean Up:

Typically after the students are on the buses and leaving, everyone that helped with the event stays behind for clean up. We utilize two dumpsters for demolition debris and for trash, which must be kept separate. Clean up takes a few hours to accomplish with everyone working together.

It is a long, but very beneficial day for the masonry industry!





SPEC MIX Bricklayer 500 and North Carolina Masonry Education Day

November 14, 2019

Ben Ketchie Park

16815 Old Beatty Ford Road Gold Hill, North Carolina 28071

- | | |
|----------------------|---|
| 8:15-8:30am | Students arrive, check into designated area and placed in groups for rotation |
| 8:30-8:40am | Welcome and Introduction of the events of the day |
| 8:45-9:55am | Tutorials: Masonry Equipment & Operation |
| 10:00-10:40am | SPEC MIX JR. Bricklayer |
| 10:45-11:45am | SPEC MIX Bricklayer 500 North Carolina Regional Qualifier |
| 11:05am | Group 1 Lunch |
| 11:25am | Group 2 Lunch |
| 11:45am | Group 3 Lunch |
| 12:00-12:30pm | Contest and Prizes |
| 12:30-1:15pm | Keynote Speaker/Awards Ceremony |
| 1:15 | Student Dismissal |

Note: Each School will receive a rotation card for the events



North Carolina Masonry Education Day Rotation Schedule

Group 1

Captain Brandon Roberts

Rotation 1, 2, 3

Lunch 11:05

Davie County (35)

Tim Dawson-Blum (Harold Beaty)

John F Kennedy (11)

McGee Brothers (Greg Huntley)

Shiloh Vocational (10)

McGee Brothers (Greg Huntley)

West Stanly H.S. (40)

Pyramid Masonry (Melvin/Holly)

Columbus Career Academy (14)

Carolina Masonry Unlimited (Bo Black)

Fred T Foard H.S. (18)

Masonry Unlimited (Brian Cook)

Forestview H.S. (20)

Masonry Unlimited (Martin Browne/Gene Graham)

McDowell H.S. (6)

Rogers Masonry

West Caldwell H.S. (8)

Rogers Masonry

West Rowan H.S. (31)

Gates Construction (Brandon Hartsell/Corey/Chris Mitchell)

Eastern Randolph H.S. (25)

Huntley Bros. (Kevin Sharpe/David McQueen)

Total: 220

Tutorial 1- 8:45 - 9:08

Tutorial 2- 9:09 - 9:32

Tutorial 3- 9:33 - 9:55

Group 2

Captain Patrick Jones

Rotation 2, 3, 1

Lunch 11:25

JF Webb (12)

Brodie (NatItaly Razo)

Swansboro H.S. (3)

Manning Masonry (Tim Manning)

Jesse Carson (50)

Gates Const (Jeremy Eudy/Matthew Hartsell/Chris Audet)

Monroe High School (45)

Carloina Masonry (Mike Doane, Trevor Doane,Dwayne Bryant)

Mt. Pleasant H.S (30)

McGee Brothers (Dalton Reynolds & Bruce Hallman)

North Stanly (19)

Gates Const.(Mike Cook/Brenden McWilliams)

Lee County H.S. (24)

Pinnacle Masonry (Danks/Lee Heath)

Alexander Central H.S. (20)

JK Privette Masonry (Jason/Brian Brady)

Southwestern Randolph (20)

McGee Brothers (Cliff McGee, Kirt Thomas)

Total:223

Registration Tent: Byard Stevens, Lynn Nash

Group 3

Captain Jonathan Jessup

Rotation 3, 1, 2

Lunch 11:45

Montgomery H.S. (30)

McGee Brothers (Jody Little, Kevin Hallman)

Providence Grove H.S. (20)

Taylor Thompson Masonry (Anthony Vogel)

South Caldwell (42)

Huntley Brothers (Tim Huntley, Ed Huntley, CE Moser)

Central Cabarrus (25)

Huntley Brothers (Garrett Hood, Kent Huntley)

East Rowan (39)

Seagraves Masonry (Scotty Seagraves, Brian Seagraves, Chuck Vogel)

South Rowan (30)

Griffin Masonry (Chad Davis, Ryan Love, Tim Rosmon)

Pender County H.S. (6)

Joyner Masonry (Gary)

Iredell CATS (11)

Gates Construction (Bob)

Total:203

Using Technology to Supplement the Message

Masonry recruitment is best done one-on-one meeting face-to-face with persons likely to be receptive to the message. However, technology can be effective in supplementing recruitment efforts. Training events, competitions and news of the industry are posted on the association website and social media. NCMCA has taken advantage of opportunities to share masonry's message on TV and radio. And NCMCA has utilized relatively inexpensive, user-friendly software and equipment to produce several "homemade" videos promoting masonry careers and pre-apprenticeship. Ryan explains:

When I visit schools, I must use my time very wisely when I am allowed to present to a class. NCMCA has developed a few short videos that feature students and contractors speaking about the experiences they are having while working summers in the NCMCA's Pre-Apprentice Program. The videos are a good tool for helping explain the things I talk about in class.

Videos were filmed on job sites and in the offices of NCMCA members that are taking advantage of the program, working students that are sixteen and seventeen years old. Students are interviewed about the program while they are in the field working.

The featured students provide great information and talk directly to students when we present the videos in the classroom or provide the link for students to watch online. Students in the videos provide answers to questions young people are curious about such as hourly pay, benefits, high school graduation credit opportunities, duration of the workday, and possibilities for advancement.

With the NCMCA produced videos, real students



working in the program speak directly to their peers. For potential participants, I show the video to back up my presentations about the opportunities offered by pre-apprenticeship. A young student will respond and understand what their peers have to say, providing proof that the things I tell them about the program are true.

YouTube links to several of our admittedly "homemade" videos are listed.

Please take time to view the videos and perhaps use them to help encourage students you know to give masonry a try!

YouTube Links to NCMCA Videos

(cut and paste to your browser)

"College Path vs. Career Path" (2017)
<https://youtu.be/RHaORT56wkc>

"Consider Masonry and Watch Your Career Take Off!" (2018)
<https://youtu.be/c1NNhxHkztw>

"The NCMCA Masonry Pre-Apprentice Program" (2019)
<https://youtu.be/Wi-OyrkYJSE>

"Ryan Shaver on WGBR-FM" (2019)
<https://youtu.be/rQxP82GpRME>

"The NCMCA Masonry Pre-Apprentice Program: Students at Work!" (2020)
<https://youtu.be/Z4utZCIQ7Bk>

"Masonry Contest Project Tips and Technique" (2020)
<https://youtu.be/IG-iTF-XKJU>

Photography Credits

C. E. Moser, Judy Johnson, Ryan Shaver, Kent Huntley, Ray Walls, Mike Rogers, James Cain, Jody Helms, Sean Loftis, Aubrie Stoneman, Fred Mason, Matthew Blair, Tim O'Toole, Brandy Shaver, J. Patrick Rand, Steven Huneycutt, Tu Phan

