

PRESERVATION TRADES EDUCATION & WORKFORCE DEVELOPMENT: CASE  
STUDIES ON SHORT-TERM PRESERVATION TRADES PROGRAMS

by

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(Under the Direction of Cari Goetcheus)

ABSTRACT

This thesis examines non-federally run short-term preservation trades programs, how they operate and how they aim to address workforce development issues. History of traditional trades education, the development of construction technology, the history of historic preservation, and the evolution of preservation trades education in the United States are all explored. Case studies on three short-term preservation trades programs oriented towards local workforce development are described and analyzed for program elements to develop a model program.

INDEX WORDS: historic preservation, preservation education trades, workforce  
development

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BA, California College of the Arts, 2015

A Thesis Submitted to the Graduate Faculty of The University of Georgia in Partial Fulfillment  
of the Requirements for the Degree

MASTER OF HISTORIC PRESERVATION

ATHENS, GEORGIA

2024

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## DEDICATION

This thesis is dedicated to my father, O.W. Bussey Jr.

## ACKNOWLEDGEMENTS

This thesis would not have been completed without the guidance, dedication, and patience of Professor Cari Goetcheus. I'm in deep gratitude to all those who spoke with me in the creation of this thesis, Nancy Finegood, Kelsey Mullen, Kathy Rodriguez, Mylinda Sweirc, Rob Cagnetta, Dr. Stephen Hartley, Lisa Sasser, Molly Baker, Natalie Henshaw and Jordan Riggs. I wouldn't have been able to follow through with this project if it was not for the support of my stepmother Cynthia, sister Reed, brother Trey, Rob Marino, Adam Eccleson, Anna Sutton Rouse, the friends I made in my time at grad school, and my cohort at UGA.

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## CHAPTER 1

### INTRODUCTION

The greatest issue in preservation trades today is that there are not enough trained, skilled craftspeople to do the work necessary to properly maintain our nation’s historic architectural stock. David Mertz, Director Emeritus and former chair of Belmont College’s Building Preservation and Restoration program, wrote “One of the chief complaints echoed by preservation architects, museum administrators, and homeowners is that they cannot find craftspeople sensitive, educated, and skilled enough to do preservation work, especially at the local level.”<sup>1</sup> Stephen Hartley, PhD, founder of Bryn Athyn College and Savannah Technical Colleges’ Preservation Trades Programs and heritage conservation scholar, outlined the problem using the supply chain as an example of what the issue with the worker shortage is,

We’ve been training, training logistics management, supply chain management but what we forgot is the people to drive the trucks. It is not that we don’t know how to move the equipment or move the material, it is that we don’t have the people that know how to actually operate the machinery to move the equipment or move the material.<sup>2</sup>

In 1968 the National Trust for Historic Preservation (NTHP) published the *Whitehill Report of Professional and Public Education for Historic Preservation*. The intent of the report was to examine how future generations of preservationists could be better prepared to maintain and preserve America’s historic buildings. The report acknowledges the diminishing trades and the lack of educational infrastructure for their endurance. Stating that, “these ancient crafts are a

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<sup>1</sup> David Mertz, “Trades Education in the 21st Century,” *Forum Journal*, (2004): 4.

<sup>2</sup> Stephen Hartley, Interviewed by Author via Zoom, October 27, 2023.

significant part of our national cultural resources. Their continuation as a living tradition is essential to insure the authentic conservation”<sup>3</sup> of our built environment.

In the fifty-five years since the report, the academic development has flourished with “over forty universities offering graduate degrees in historic preservation.”<sup>4</sup> Meanwhile by 2008, there were only eight community colleges offering programs focused on the preservation trades; a number that dwindled to only four by 2023.<sup>5</sup> The Advisory Council on Historic Preservation in its policy statement adopted on October 19, 2020 stated, “America is suffering from a shortage of skilled workers in the specialized traditional trades often required for historic preservation.”<sup>6</sup>

The shortage of trades professionals with the skill and knowledge for the preservation of older buildings has had cascading effects impacting all of preservation. The Campaign for Historic Trades 2020 report *Status of Historic Trades in America* notes that just over 40% of the 96 million buildings in the U.S. are fifty or more years old, and another 13.3 million buildings will reach the fifty-year mark in the next decade. With this increase in historic properties, the impetus to get more people educated and in the field of preservation trades is stronger than ever.

The shortage of labor is not only impacting preservation or traditional trades, but the building trades as a whole. The cost of construction in the U.S. saw an average increase of 4% in 2023 and is set to increase by an additional 3-6% in 2024 depending on the city,<sup>7</sup> according to a report by construction and cost management consultant firm Currie & Brown. While there are

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<sup>3</sup> “Preservation Trades Network - the Whitehill Report.” Accessed March 21, 2024. <https://www.ptn.org/The-Whitehill-Report>.

<sup>4</sup> “Introducing Preservation Trades to High School Students,” Michigan Historic Preservation Network. 2008.

<sup>5</sup> Stephen Hartley. “Maintaining a Complex Building Culture: The Precarious State of Heritage Crafts in the United States”. *Journal of Traditional Building, Architecture and Urbanism*, no. 4 (November). Toledo, España:204-12. 2003. <https://doi.org/10.51303/jtbau.vi4.667>.

<sup>6</sup> Advisory Council for Historic Preservation, “Notice of Adoption of Policy Statement on Promotion and Value of Traditional Trades Training.” Federal Register 85, no 216, October 9,2020. <https://www.govinfo.gov/content/pkg/FR-2020-11-06/pdf/2020-24332.pdf>

<sup>7</sup> “US Construction Market Overview Comparative Construction Cost Index” Currie & Brown. N.d.

many factors to this increase, including an imbalance in construction material supply and demand, one of the largest factors is the labor shortage. Although the reasons for this shortage could be written about ad nauseum with factors like stigmatization of the trades and education degree inflation, the facts are that the building trades are facing dramatic shortages. On top of not having people entering the trades workforce, according to the Bureau of Labor Statistics, “more than 1 in 5 construction workers are 55 and older, and much of the workforce will be retiring in the coming decade.”<sup>8</sup>

The issues of rising costs, labor shortages, and an aging workforce are shared across the construction industry and the preservation industry, although due to the niche nature of the preservation industry from decades of exclusivity, the issues are exacerbated. Compared to the construction field broadly, the historic preservation trades field has historically been a small and homogeneous group of tradespeople. But this small and niche nature also means that the cost of labor is higher for these specialized trades. In the same 2020 report by the Campaign for Historic Trades it is stated that trades experts estimate “nearly 70% of total hard cost expenditures goes to labor.”<sup>9</sup> This puts a premium on access to historic preservation trades and ultimately makes it inaccessible for large parts of the population. Although, this is changing.

Preservation’s history, and the decisions around what gets preserved and why, has followed power and the zeitgeist like a shadow. As cultural diversity and inclusivity have become more important in recent generations, the past couple of decades have ushered in a new era of preservation. This cultural shift has been accelerated by the massive protests and movements of the 2010’s and the summer protests of 2020. The preservation field has

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<sup>8</sup> “Construction Labor Age Gap Continues to Grow,” Structural Building Components Association. *www.sbcacomponents.com*, [www.sbcacomponents.com/media/construction-labor-age-gap-continues-to-grow](http://www.sbcacomponents.com/media/construction-labor-age-gap-continues-to-grow).

<sup>9</sup> Campaign for Historic Trades. “Status of Historic Trades in America.” 2021.

recognized the need to expand and diversify as people want to hear, what's often called, the *whole* story. This drive to make preservation more expansive and inclusive has created a lot of opportunities to grow, but one of the challenges the field of preservation faces, especially the preservation trades, is accessibility. Accessibility being defined here as access into the field, access to education and training to pursue a career in the preservation trades.

The preservation trades worker requires a broader education to trades work than the modern construction worker. "The education offerings provided must meet the technical standards that are required to operate in the heritage craft industry, while simultaneously instilling the academic philosophies and professional codes" of the preservation trades field.<sup>10</sup> Preservation trades education must teach the technical skills of carpentry, masonry, window glazing and all of the other crafts which are only honed with time, as well as provide the philosophical underpinnings of preservation theory. All of this is required for the preservation trades professional to make appropriate decisions best suited for the historic materials and the longevity of the structure. Yet, the opportunity for this breadth of education is sparse with few institutional offerings and fewer local opportunities for individuals to enter the field in a majority of American cities.

There is an oft-said expression in preservation that "preservation is local." The implication of this is that preservation isn't a top-down activity, but rather ground-up. Much of the preservation of historic buildings, structures, and sites begins with a local movement, with local laws, ordinances and regulations having a larger impact and meaningful control than state and federal ones. There is another side to that saying relevant to this thesis, and that is that preservation isn't possible without the local infrastructure of skilled preservation trades workers.

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<sup>10</sup> Stephen Edward Hartley, "Craft Education in the United Kingdom and the United States: A cross-cultural examination of ideals, approaches and solutions." PhD diss. University of York, 2018. P 31.

And that requires local opportunities for individuals to gain these skills, local opportunities for workforce development.

This question of “who will do the work?” was on my mind throughout my time at graduate school pursuing a Masters in Historic Preservation. I entered the preservation field through the trades. In 2021, I took a job in Houston, Texas learning how to restore pre-1950 windows from a gentleman not much older than me who went to Belmont College’s Building Preservation and Restoration program. At the time, Houston, a city with a population of 2.3 million and 23 historic districts, only had two historic window companies.

The work we did was expensive, and we were in and out of beautiful homes of wealthy clients who could afford to have their windows restored properly. This was the first time of many where I recognized how inaccessible preservation could be. Not just for the homeowners financially, but even for my boss who left the state of Texas altogether to pursue an interest in the building trades. Lucky for Houston, he came back, but many people who choose to pursue preservation trades end up having to leave where they are from to get the training they need to enter the field. Then to offset the cost of training they need to position themselves in a city that has a secondary labor market with the historic stock and client base who can pay for their specialized services.

As I began thinking about this thesis research and was encouraged to think about the trades as a topic, all these previously mentioned issues were on my mind: accessibility, localized training, diversification, community engagement, economic development, and workforce development. Approaching this topic, I knew about the big names: the National Park Service (NPS), Historic New England, Campaign for Historic Trades, Belmont College, North Bennett Street School and so on, but I began to wonder if there were grassroots organizations taking on

these issues in the preservation trade, addressing them at a local level. During preliminary research I found some inspiring work that's being done by nonprofits and local governments encouraging localized preservation trades workforce development in historically overlooked communities. These programs empowered individuals with the basic skills and foundation in preservation to begin a career in preservation trades, and to bring preservation skills and philosophies back to their own communities.

### ***Research Question***

I was originally just in admiration of these programs and their potential but grew curious about their structure and actual impact. From there I formulated the research question that is the spine behind this thesis: In what ways are grassroots heritage/preservation organizations approaches to trades training program models successful, and in what ways are they challenged in transferring the essential skills and knowledge of preservation trades? Do they successfully address the issues plaguing the preservation trades? Is there a successful model that can be implemented in cities across the country?

### ***Methodology***

In pursuit of answering this question, I plan to undertake research on a variety of topics including reports on the preservation trades workforce from the U.S. and abroad, the top-down governmental approach to preservation trades training, the preservation trades education given at vocational and community colleges and federal programs and gain a general understanding of the private industry of preservation contracting.

In order to gather a deep understanding of the current state and the history of the field, I will examine the National Council for Historic Preservation's 1968 Whitehill Report, the Campaign for Historic Trades 2020 study "Status of Historic Trades in America", Stephen Harley's 2019 doctoral thesis, "Craft Education in the United Kingdom and the United States: A cross-cultural examination of ideals, approaches and solutions", the 1997 issue of the National Park Service's *CRM* issue "Preservation Trades and Crafts: Working in Preservation & Fostering the Trades", and the National Trust for Historic Preservation's 2005 summer issue of *Forum Journal* titled, "Building Trades Education in the 21st Century." I plan to talk to as many preservation trades professionals, workers, and program administrators as possible. From those conversations, I plan to compile a context to help the reader of this thesis get a bearing for the field generally.

After crafting that context, I plan to identify up to three to five preservation trades programs to study. In examining a variety of programs closely, their structure, administrative functions and curriculum, similarities, and discrepancies surface. The hope in examination and evaluation of these programs is to create a training model that is sustainable and widely applicable. In analyzing these programs, it will be shown if and where they fit into the larger landscape of preservation trades education and work in the United States.

The greatest limitation in this thesis research is the lack of literature on the topic of preservation trades. The texts mentioned above are often cited by the few individuals who have written on the subject. Fortunately, there is an increase in data, resources and literature becoming available about the preservation trades, thanks to the efforts by the Campaign for the Historic Trades who have, since their formation in 2019, created the largest network of resources and opportunities the U.S. preservation trades movement has seen yet.

### ***Organization of Chapters***

Following this chapter's introduction to the problem, research question and general methodology, Chapter 2 consists of background research on the development of the historic preservation movement, preservation trades, technological developments in the construction industry, the roles nonprofits have played in preservation, and where the preservation trades stand today. Chapter 3 lays out the case study methodology, describing how it will be conducted, the categories examined, and background on the selected programs with data collected.

Chapter 4 will analyze the findings of the data from the case studies research. It will also discuss the success of these programs, their drawbacks, and what long term potential they have. Chapter 5 is dedicated to examining the strengths and drawbacks of these programs and creating a model program. Chapter 6 is the conclusion with reflections on this thesis and recommendations of further research.

## CHAPTER 2

### BACKGROUND RESEARCH

The intent of this chapter is to provide contextual background on several topics that will create a foundational understanding to assist in answering the research question. The topics to be covered in this chapter include:

1. Traditional Building Method and Skills: We will explore what some traditional building methods were, what skills were required, how people learned those skills, what those skills consisted of, and how every technological building invention and innovation throughout time has impacted the skills needed to build.
2. Brief Overview of the Building Construction Industry Over Time: From the role of Industrial Revolution and mass manufacturing's impact on the construction industry to WWII and today, we will see examples of those changes on construction industry and how they impacted historic preservation and preservation trades.
3. Historic Preservation Movement: From the early days of preservation to today, the collaboration between multiple entities and a focus on local effort have had large impacts. We will explore this history to contextualize the emergence of preservation trades as a field of its own.
4. Evolution of Preservation Trades Movement and Education up to Today: This includes the development of National Park Service training programs, establishment of college level preservation trade courses, the lack of federal certification for the preservation

trades worker, the apprenticeship conversation, definition of workforce development, and other consistent elements of the preservation trades education.

## 5. Summary of Key Ideas and Gaps in Knowledge.

### ***Traditional Building Methods and Skills***

For much of human history the built environment was constructed out of a select combination of wood, stone, clay, and lime, with the builders also acting as the designers and architects. Prior to the industrial revolution, advent of rail travel and the ability to move factory-made mass-produced heavy materials quickly, a majority of the population were resigned to build with the earth-given materials around them using only the knowledge and resources of their community. The building arts and traditional trades survived by knowledge and skills being passed from generation to generation by showing and doing, “with many of the crafts originating in Old World guilds or family businesses based in a particular regional vernacular.”<sup>11</sup>

The transference of skills and knowledge of the building arts has historically been done through the apprentice and master relationship. Dating back more than four thousand years, and practiced across the globe, apprenticeships formulated the “foundation for modern training and certification programs.”<sup>12</sup>

In the United States, the practice of apprenticeship can be traced to the country’s first settlers. As the majority of settlers came from European countries, the practice of informally passing down knowledge and skills from father to son was quite common. If a person began a formal apprenticeship, the person would have been indentured (serving a contract) at an early age, sometimes younger than ten years old, to a master craftworker.

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<sup>11</sup> Michael J Kassman, “Developing the Qualification Standard for the Preservation Craftworker.” Master’s Thesis. Goucher College, 2011.

<sup>12</sup> Kassman, “Developing the Qualification Standard,” 32.

<sup>13</sup> Kassman, 32.

“Poor Laws”<sup>14</sup> legalized the practice of indenturing children, whose parents did not have the means to support them, to masters who agreed to train them in a trade. The terms of their agreement typically bound them to their master until the age of twenty-one.<sup>15</sup> Upon completing this contract, the apprentice would be considered a journeyman, “which would allow him to travel abroad freely to continue the practice of his trade while receiving a higher pay scale.”<sup>16</sup> It wouldn’t be until after years of professional practice in the trade that a journeyman would be considered a master craftsman.

This practice of apprenticeship in the United States was informal and relatively unstructured. And it is important to remember, as the term ‘apprentice’ gets thrown around a lot in the field today, that there has never been a formal system of apprenticeship for the preservation trades. Dr. Steven Hartley wrote in 2023 that,

Often in the U.S. the term ‘apprentice’ is used when anyone takes on a trainee without an understanding that an apprenticeship system is formulated with specific rules and learning objectives, often occurring over multiple years and having numerous benchmarks that need to be met by both the apprentice and the trainer, none of which exists or has ever existed in the heritage crafts fields.<sup>17</sup>

In his PhD Dissertation, Hartley investigates the differences between trades education in the United States and the United Kingdom where he discusses the lack of a systematic foundational network in the United States either via federal apprenticeship or guilds, as was established in Europe. Since the colonial days, formal trades education and standards have been hard to establish. Factors such as, “Westward expansion, European emigration of skilled labour, slavery, and a mercantilist policy can be said to have inhibited the development of an

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<sup>14</sup> Inherited from England, Poor laws were a system of welfare that developed out of late-medieval and Tudor-era laws that assisted, supported and provided relief for the impoverished.

<sup>15</sup> Kassman, 32.

<sup>16</sup> Kassman, 33.

<sup>17</sup> Hartley, “Maintaining a Complex Building Culture”.

apprenticeship system in the United States, with informal training methods taking precedence over sanctioned training routes.”<sup>18</sup>

The emphasis on the apprenticeship system and the lack of ever formally establishing one in the United States is important because, as mentioned, historically apprenticeships were the primary form of crafts training. The development of the U.S. system of trades and vocational education was sporadic and individualistic, not federally organized.<sup>19</sup> The first attempt at federal organization was in 1917 with the passing of the Smith-Hughes Act which authorized federal funds to be used for vocational education in schools throughout the United States.<sup>20</sup> This act came about after the rise of factories across the country left a generation of students who would have historically learned farming or a skilled trade from their parents forced to attend high schools. High schools up to this point had been teaching liberal arts to university-bound students of higher social classes. This act began a system of class-based “tracking” where students from lower social strata were placed on a vocation education track to leave high school and go into the workforce.

Criticized for incorporating class divide into public education,<sup>21</sup> tracking students for vocation trades continued steadily until the 1970’s when “the rise of technology and globalization were increasing the skill levels required for most occupations” and good paying jobs that required only a high school diploma were beginning to disappear.<sup>22</sup> By the 1990’s

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<sup>18</sup>Stephen Edward Hartley, “Craft Education in the United Kingdom and the United States,” 31.

<sup>19</sup> Hartley, 31.

<sup>20</sup> Emily Hanford. 2014. “The Troubled History of Vocational Education.” [Www.apmreports.org](http://www.apmreports.org). September 9, 2014. <https://www.apmreports.org/episode/2014/09/09/the-troubled-history-of-vocational-education>.

<sup>21</sup> Joel Winkelman. “John Dewey’s Theory of Vocation.” *American Political Thought* 5, no. 2 (2016): 303–25. <https://www.jstor.org/stable/26543361>.

<sup>22</sup> Hanford. 2014. “The Troubled History of Vocational Education.”

vocational education carried much of the stigma it has today; that it is “a kind of dumping ground for kids who were not succeeding in the traditional academic environment.”<sup>23</sup>

Today, trades are no longer taught in traditional high school environments. There is hope though, as the high cost of liberal arts education plus recent labor shortages and how the COVID-19 pandemic made the public think about essential workforces, that people are beginning to see the stability and value of a career in the trades.

### ***Brief Overview of the Building Construction Industry Over Time***

The history of construction has always been intertwined with technological advances that allow humans to build larger, faster, and cheaper, but in the last seventy years the pace of technological advancement has changed not only the way buildings are constructed, but the fundamental physical and cognitive skills that workers need to do that construction.

Technological developments have impacted building science and advancements throughout history. The Industrial Revolution is commonly written about as a defining moment for human civilization that ushered in the modern-era of machine-dominated production. In previous eras, skills were honed over-time in apprentice models, but as industrialization brought in a new epoch in building arts, similar to what happens with every new epoch, much of the traditional craft skills and knowledge was no longer relevant for the new generation of builders.

For example, the advent of balloon framing<sup>24</sup> in the 1840’s changed fundamentally how the house was built, how much time it took to build and the skills required. Previously, timber framed building required massive amounts of large timber in the immediate vicinity, or the funds to haul large amounts of timber to where one was building. Workers would spend days hewing

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<sup>23</sup> Hanford, 2014.

<sup>24</sup> Method of framing a home with long straight studs running from foundation to roof.

logs into useable material, then they would have to do all the joinery by hand. This was a skill, labor, and time intensive process.

Balloon framing arose in 1830's Chicago as machination in the production of nails and lumber was evolving and becoming an affordable way to build. Machine-cut lumber was not only faster, less labor and skill intensive, but also created a more uniform product which led to what we know today as dimensional lumber, like the 2x4.<sup>25</sup> The machine production of lumber and nails, plus the advancements in rail transportation, meant that humans were no longer required to build using solely the materials available within their immediate natural environs. These factors helped the rapidly growing Chicago of the 1830's and 40's which did not have access to the skilled labor required for traditional timber framing, or the large timbers required for that construction. This laid the groundwork for ultimately the kind of construction that would allow early settlers of the treeless western frontier to build settlements very quickly.<sup>26</sup>

Like the Industrial Revolution, World War II ushered in a new era of advancement in construction technologies. Many technologies that developed during the war effort for the purpose of winning the war were rebranded as commercial products and became icons of the American home in the years following the war. From penicillin to super glue, wartime innovations impacted nearly every part of the post-war life.

As the war impacted the way people lived, it also greatly impacted where people lived, the work people did and consequentially the environment built around those factors. During the war, around one million people moved to work in the defense industry. Epicenters for production of ammunition, naval bases and shipyards saw massive spikes in population. The San Francisco

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<sup>25</sup> Paul E. Sprague, "The Origin of Balloon Framing," *Journal of the Society of Architectural Historians* 40, no. 4, 1981. <https://doi.org/10.2307/989648>, <https://doi.org/10.2307/989648>.

<sup>26</sup> Sprague, "The Origin of Balloon Framing," 1981.

Bay area, for example, saw its population increase by over 50% between 1940 and 1950 as it produced 30% of the American ships during the war.<sup>27</sup> Other cities saw up to a 200% increase in population.<sup>28</sup> In Evansville, Indiana, for example, “80 factories transitioning to war production and manufacturing created 330 different goods for the war effort” resulting in “employment dramatically increase [sic] from 18,000 in 1940 to 60,000 by the middle of the war.”<sup>29</sup>

With these massive shifts in migration, the need for housing to support these workers became a matter of the war effort. Brian Potter, Senior Infrastructure Fellow with the Institute for Progress writes, “huge numbers of houses needed to be built as part of the war effort, and they needed to be built quickly.”<sup>30</sup> And this need did not cease after the war. Despite the shifts in population and the quick building of houses to accommodate factory workers of the defense industry, the war put a pause on private housing starts,<sup>31</sup> which had just begun to recover from depression era lows.<sup>32</sup> At the same time, between 1939 and 1943 there was a steep 27% rise in birthrates in the US.<sup>33</sup> With the war’s end, soldiers coming home and the increase in birthrate, the housing shortage was at a breaking point. “By 1947, the housing shortage meant that 6.5 million families were living with friends, relatives, or in temporary housing like quonset huts.”<sup>34</sup>

This unprecedented demand resulted in an unprecedented building boom that required an entirely new system of construction.<sup>35</sup> There had been attempts at large-scale pre-fabrication

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<sup>27</sup> Page Mosier. “A Brief History of Population Growth in the Greater San Francisco Bay Region.” <https://pubs.usgs.gov/bul/b2188%202/b2188ch9.pdf>.

<sup>28</sup> Mosier, N.d.

<sup>29</sup> “Evansville, Indiana (U.S. National Park Service),” [www.nps.gov](http://www.nps.gov), n.d., <https://www.nps.gov/places/evansville-indiana.htm>.

<sup>30</sup> Brian Potter. “WW2 Era Mass-Produced Housing (Part 1).” *Construction Physics*. 2021. [www.construction-physics.com/p/ww2-era-mass-produced-housing-part](http://www.construction-physics.com/p/ww2-era-mass-produced-housing-part).

<sup>31</sup> Private housing starts is the metric referring to the number of housing construction projects that begin during a select time period.

<sup>32</sup> Potter, 2021.

<sup>33</sup> Louis I. Dublin, “War and the Birth Rate—a Brief Historical Summary,” *American Journal of Public Health and the Nations Health* 35, no. 4 (April 1945): 315–20, <https://doi.org/10.2105/ajph.35.4.315>.

<sup>34</sup> Potter, 2021.

<sup>35</sup> Potter, 2021.

prior to World War II, but not until the demand reached this breaking point did their implementation of prefabricated houses become more than niche.

The most famous and emblematic of this new system of construction was Levittown, built by Levitt and Sons on Long Island between 1947 and 1951. In a matter of four years, their quick method of construction, resembling a reverse assembly line where instead of the product moving to the worker, the worker moved down the line to the product, turned 4,000 acres of former potato farms into 17,447 homes. The work at its peak produced thirty homes a day.<sup>36</sup>

Kenneth Jackson in *Crabgrass Frontier: The Suburbanization of The United States* wrote:

The construction process itself was divided into twenty-seven distinct steps—beginning with laying the foundation and ending with a clean sweep of the new home. Crews were trained to do one job—one day the white-paint men, then the red-paint men, then the tile layers. Every possible part, and especially the most difficult ones, were preassembled in central shops, whereas historically most builders did it on site. Thus, the Levitts reduced the skilled component to 20–40 percent.<sup>37</sup>

This separation of the worker from the craft and the skill of construction marks the beginning of what architect and founder of Columbia University’s Historic Preservation program, James M. Fitch<sup>38</sup> calls the “headless hand.” This condition is the “consequence of the industrialization of the building field during the last century or so—a process which effectively ended that symbiotic relationship between a designer and fabricator.”<sup>39</sup> A dissolution that he posited might have been inevitable “given the demands of standardized serial mass production,” but Fitch still laments that the most serious consequence was that it robbed “the craftsman of any

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<sup>36</sup> Potter, 2021.

<sup>37</sup> Kenneth T. Jackson. *Crabgrass Frontier: The Suburbanization of the United States*. New York: Oxford University Press, 1985.

<sup>38</sup> Jane Jacobs said James M Fitch “was the principal character in making the preservation of historic buildings practical and feasible and popular”

<sup>39</sup> James M. Fitch. “Proposed Academic Program for Craft Workers in Historic Preservation.” *Cultural Resource Management*, 1997, 8.

role or voice in the design process itself.”<sup>40</sup> And that robbing the craftsman of this relationship also rendered the craftsman “illiterate,” and goes even further, saying the craftsman is:

...denied any functional access to the expertise and literature which characterized any craft—from gold smithing to cabinet work and stair building and ultimately architecture itself. Robbed of any opportunity to apply his own talent and training to the solution of day-to-day problems in the field and workshops, the craftsman’s critical capacities simply atrophied.<sup>41</sup>

With this new epoch in construction, massive large-scale development of houses and infrastructure, there began to be a greater interest in preserving the historic fabric. On the heels of a destructive world war where soldiers and citizens saw historic European cities destroyed, the consideration of saving our own historic built environment came to the forefront of many people’s minds.

### ***Historic Preservation Movement***

Preservation in the United States has been documented as beginning in the early 1800’s, with much of the early years of historic preservation revolving around patriotism, “a patriotism which approached religious zeal at times.”<sup>42</sup> From the work of Ann Pamela Cunningham to organize a group to save Mount Vernon, to the educational preservation efforts of funders like the Rockefellers and Fords, early preservation was, unlike much of Europe’s heritage conservation industry, “not founded as a reaction to the destruction of ancient monuments, but rather a desire to use historic sites as a component in the formation of a national identity in a young nation.”<sup>43</sup> The focus on singular houses and battlefields formed much of the early

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<sup>40</sup> Finch. “Proposed Academic Program,” 8.

<sup>41</sup> Finch, 8.

<sup>42</sup> William J. Murtagh. *Keeping Time: The History and Theory of Preservation in America*. Pittstown, N.J: Main Street Press, 1988.

<sup>43</sup> Stephen Edward Hartley, “Craft Education in the United Kingdom,” 46.

preservation efforts in America and ignored other factors like their architecture or the architects, or other forms of cultural significance. Even further, there was a disregard for the craftsmen who built the structures all together, as Dr. Stephen Hartley writes,

In the early days of the conservation movement in the US, little attention was given to the artisan's role in the drive to save sites. This scarcity of attention can be argued as being a result of multiple factors. The simplicity of the structures being preserved and the constant influx of trained craft practitioners from Europe meant that the need to train (local) practitioners in traditional crafts was low.<sup>44</sup>

This is not to discredit early efforts of preservation, as they were successful in their efforts to establish preservation in this country and to engage and interest the public. The formation of The Preservation Society of Charleston by Susan Pringle Frost in 1928 led to the nation's first zoning ordinance. A monumental early moment in preservation that led to more localities forming preservation NGOs, for example Preservation Maryland established in 1931.

It was by the end of World War II when "preservationists had come to realize the need for a national, private, nonprofit organization to unite expertise and leadership with the movement's growing popular support."<sup>45</sup> In October of 1946, then Chief Historian of the National Park Service, Ronald F. Lee, in an address to the American Association for State and Local History, "portrayed the changing nature of postwar technological America and warned that the preservation movement must emerge as a unified national private and public constituency with a clear program of action."<sup>46</sup> The establishment of the National Council for Historic Sites and Buildings in 1947 was the first step towards "securing a congressionally chartered National

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<sup>44</sup> Hartley, 47.

<sup>45</sup> William J. Murtagh. *Keeping Time: The History and Theory of Preservation in America*. Pittstown, N.J: Main Street Press, 1988.

<sup>46</sup> Murtagh, *Keeping Time*, 26.

Trust for Historic Preservation in the United States.”<sup>47</sup> In October of 1949, the National Trust for Historic Preservation in the United States was formally created.

Over the next ten or so years, with post-war urban renewal,<sup>48</sup> the massive increase in housing developments, and the creation of interstate highway programs, the National Trust witnessed and adapted to the change and rise in interest in preservation. “No longer dominated by informed, affluent amateurs who were the champions of individual house museums, but now increasingly composed of more knowledgeable individuals whose concern was the overall planning and protection of entire historic districts.”<sup>49</sup> <sup>50</sup>

Dr. William J. Murtagh, the first designated “keeper” of the National Register of Historic Places, founding member of the United States Committee of the International Council of Monuments and Sites,<sup>51</sup> and oft considered a forefather of American preservation, wrote that the sixties proved to be a decade of creative change for the National Trust, and for the preservation movement as a whole. In 1966, the National Historic Preservation Act was passed, and the National Trust was the “only private organization in the country cited by name and became the recipient of federal funds through a matching grant program.”<sup>52</sup>

The passing of the National Historic Preservation Act set in motion the formal preservation movement in the history of the United States. Preservationists, architects, and historians set to work evaluating and inventorying the country’s historic resources and understanding the status of historic preservation. Three months after the passing of the Historic

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<sup>47</sup> Murtagh, 27.

<sup>48</sup> Urban renewal was the government-led systematic process of destroying neighborhoods belonging to communities of color to erect government housing and freeways.

<sup>49</sup> Murtagh, 29.

<sup>50</sup> The National Park Service defines a historic district as “a significant concentration, linkage, or continuity of sites, buildings, structures, or objects united historically or aesthetically by plan or physical development.”

<sup>51</sup> Sam Roberts, “William J. Murtagh, Lion of Historic Preservation, Dies at 95,” *The New York Times*, November 5, 2018, sec. Obituaries, <https://www.nytimes.com/2018/11/05/obituaries/william-j-murtagh-dead.html>.

<sup>52</sup> Murtagh. *Keeping Time*, 31.

Preservation Act, The National Trust formed the Committee on Professional and Public Education for Historic Preservation and Restoration “to establish the extent or limitations of the human resources to carry out this work and the degree to which the educational system of the United States was able to produce them.”<sup>53</sup> This led to an eight-person committee headed by Walter Muir Whitehill, a Boston historian, librarian, and preservationist,<sup>54</sup> which published its findings in 1968, in what is known as The Whitehill Report. The report formally reached the conclusion and diagnosed,

Technology has displaced the traditional building craftsmen as effectively as industry previously displaced the hand craftsmen who made the objects of domestic use and commerce. Not only has prefabricated and disposable construction destroyed the general need for such craftsmen, but artificial materials have replaced many of the natural materials used in early buildings whose properties are part of the craftsman’s lore. These ancient crafts are a significant part of our national cultural resources. Their continuation as a living tradition is essential to ensure the authentic conservation of our early buildings.<sup>55</sup>

In the rise of historic preservation, nonprofits have played and continue to play a large role in the field. Currently there is a large infrastructure of over 5,500 nonprofits in historic preservation ranging in scale from the national, state, and local level.<sup>56</sup> For example, there is the National Trust for Historic Preservation, The Georgia Trust for Historic Preservation, and locally Historic Athens. Each of these nonprofits operates at different scales with unique missions, and access to different kinds of funding.

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<sup>53</sup> Rudy Christian, “Moving Forward, Looking Back,” *Traditional Building*, November 12, 2019. <https://www.traditionalbuilding.com/opinions/moving-forward-looking-back>.

<sup>54</sup> <https://www.nytimes.com/1978/03/06/archives/walter-muir-whitehill-dies-at-72-a-leading-boston-preservationist.html>

<sup>55</sup> [www.ptn.org](http://www.ptn.org). “Preservation Trades Network - the Whitehill Report.” Accessed March 21, 2024. <https://www.ptn.org/The-Whitehill-Report>.

<sup>56</sup> Victoria Prevatt Wood, “Historic Preservation and Philanthropy: Partners Through Nonprofit Organizations,” Master’s Thesis, University of Georgia, 2001, 55.

Beginning as a series of altruistic and philanthropic movements, historic preservation has always relied heavily on the work done by nonprofits. Known as the “third sector,” nonprofits “emerge out of a need that cannot be satisfied by the public or private sectors.”<sup>57</sup> The public sector is the governmental role in society providing resources and initiatives focused on the community. The public sector is often considered slow and bureaucratic “due to its adherence to established regulations.”<sup>58</sup> Whereas the private sector is constituted of businesses aimed at making a profit, which requires a faster-paced environment, and a prioritization on innovation and competition.<sup>59</sup> In preservation, the National Park Service is the primary face of the public sector, and the private sector is often depicted as developers, but it is made up of a large landscape of a variety of individuals doing consulting, cultural resource management, planning, design, research, writing, contracting, and documenting.

The gap in-between the private sector and public sector in preservation has historically been advocacy. Starting with Ann Pamela Cunningham’s organization of The Mount Vernon Ladies’ Association established to preserve the home of George Washington and all the way to the establishment of the National Trust for Historic Preservation in the United States, nonprofits have been crucial in the development of preservation as a practice and a field.

Nonprofits fill the gaps between the private sector and the public sector. Local governments, as the most accessible form of the public sector, “follow preferences of the median voter” and must decide on “the level of public goods provided based on citizens’ preferences and

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<sup>57</sup> Wood, 1.

<sup>58</sup> “Public Sector vs. Private Sector | Graduate School of Public and International Affairs,” [www.gspia.pitt.edu](http://www.gspia.pitt.edu), n.d., <https://www.gspia.pitt.edu/insider-insights/public-sector-vs-private-sector>.

<sup>59</sup> Ibid

are constrained by equity considerations and bureaucratic procedures to tax and to offer public goods in a uniform way.”<sup>60</sup>

Like Ann Pamela Cunningham’s efforts to preserve George Washington’s Mount Vernon, much of preservation nonprofits historic focus have been to “save the old house” and have grown into more formal organizations with larger missions. The National Trust of Historic Places was established to “acquire and operate historic properties, setting the highest example of preservation and restoration methods and providing models for the rest of the country to follow.”<sup>61</sup>

While nonprofits have and continue to contribute substantially to historic preservation, the contemporary state of preservation is requiring many to shift their focus and operations. The move from physical preservation to non-material cultural preservation has challenged many nonprofits. This challenge has left many nonprofits searching for how they can do this new type of work, while also sustaining traditional sources of fundraising and appealing donors who may have more traditional values when it comes to preservation.

Victoria Prevatt Wood wrote in her master’s thesis titled *Historic Preservation and Philanthropy: Partners Through Nonprofit Organizations* that, “research confirms that its private philanthropy, not public support, that drives the work of nonprofit organizations.”<sup>62</sup> Given the historic social and economic inequalities in this country, that meant homes, historic infrastructure, or neighborhoods that people of wealth, power and influence thought were important got saved. Creating not only a disproportionate telling of history through the built

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<sup>60</sup> Elizabeth T. Boris, and C. Eugene Steuerle, editors. “Nonprofits & Government: collaboration and conflicts”. Rowman & Littlefield, 2017.

<sup>61</sup> Glen E. Thompson, “The National Trust for Historic Preservation in the United States.” *The Wisconsin Historical Society* 49, no. 2 (Winter, 1965-1966), 154.

<sup>62</sup> Wood, 27.

environment but stigmatizing the work of Historic Preservation in the minds of many of the people left out of the narrative, this led to preservation being a largely white, euro-centric field.

There has been fomenting a shift in the work of Historic Preservation to be more inclusive and diverse, as much of the previous work establishing historic districts, nominating properties, interpreting history and planning has focused and benefited primarily white communities. Efforts towards inclusivity and telling the whole story have been slowly developing.

While this change had been happening prior to the summer of 2020, the wave of civil unrest initiated by the murder of George Floyd by Minneapolis police officers on May 25, 2020 led to mass protests against systematic racism in the United States. This time illuminated for many the historic inequalities that have been foundational to this country's development. It called many large organizations to reflect and examine how they could be part of the solution. For example, on June 12, 2020, Michigan Historic Preservation Network, a statewide nonprofit, released the following statement from the Board of Directors that still appears on their website as of May 2024,

Michigan Historic Preservation Network joins with those who appeal for an end to racial injustice. The anguish and struggle is hundreds of years in the making and involves countless individuals whose stories are woven into the very buildings, streets, neighborhoods, and landscapes that we in our field seek to preserve. But the field of historic preservation needs to do better. MHPN is committed to doing the hard, soul-searching, uncomfortable, and long overdue work to become part of the solution. This is not just a moment, but a long-fought journey, and MHPN stands with our Black colleagues and all those who are fighting for a more just, more equitable future.

This shift in the field to make major efforts to be more inclusive and focus on diversity and equity has changed the focus of many nonprofits. The historic impact of the last fifty years of preservation resulting in gentrification and exacerbating the housing crisis, has created major

baggage for these nonprofits as they attempt to reorient themselves in a new epoch of preservation. Many have launched initiatives or committed themselves to inclusivity, diversity and preservation of culture that had previously not been considered.

The direction that much of this preservation work has taken has been non-material preservation, like cultural preservation. The celebrating and recontextualizing historically underserved or unrecognized communities' cultures has become an avenue for the new generation of preservation. Celebrating culture has been a way for communities who have faced multiple eras of physical disconnection and dislocation from land, home, and place, to find a greater connection outside of the built environment.

It is an obstacle of many preservation organizations to not just redirect but address historic inequities in the telling and perception of both history and historic preservation. It is possible but requires substantial trust and genuine investment from organizations to tell the whole story and put financial resources and opportunities into the communities, all the while demonstrating the value of this work to funding organizations and donors who may not be from those communities.

### ***Evolution of Preservation Trades Movement and Education***

At the 2005 International Trades Education Symposium at Belmont Technical College, former senior staff historical architect of the National Park Service, Hugh C. Miller, FAIA, stated, "The real history of the preservation trades has to do with the dynamic development of the preservation movement in North America and the major changes in the construction industry

since World War II.”<sup>63</sup> The preservation trades’ history, successes and pitfalls lie at the intersection of two interrelated paths: the history of historic preservation and the history of contemporary construction. As we have seen in earlier sections in this chapter, the shift in building post-World War II was one of the largest and most dramatic change in skills and craft seen within the past couple of centuries. This shift, plus the rise of the field of Historic Preservation, ushered in the need to develop preservation trades training to ensure that the historic stock and the traditional skills required to maintain them will endure into the future. Workforce development has been the entire focus of the development of preservation trades.

The primary stewards of the preservation trades in the United States since the formalization of the field of preservation has been the NPS. As seen in the Timeline of Preservation Trades in the U.S. in Appendix A, there have been many efforts from all levels—federal, private, and nonprofits—to continue training individuals in historic trades, but none as consistent as the NPS. From the establishment of the William Strickland Preservation Center to the Historic Preservation Training Center of today, the National Park Service has been a constant in preservation trades training. While the work done at the federal level cannot be discounted, the trickle down to local levels and into local communities has been slow.

Below is a table with the start date, program name and location of every preservation trades educational program or effort in the US since 1968 that arose during the course of this research. In 1968, the Whitehill Report wrote,

We do not know of any training centers for the traditional building crafts within the United States. Neither the vocational schools, nor the unions, nor the preservation agencies have developed any systematic training to preserve skills, and to maintain and

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<sup>63</sup> Miller, Hugh C, FAIA. “The Preservation Trades, Yesterday, Today and Tomorrow.” Presented at the 2005 International Trades Education Symposium Belmont Technical College, St. Clairsville, Ohio. <http://www.iptw.org/hmiller-ites05/hyml> (Accessed via the Wayback Machine November 2, 2023)

replenish the supply of carpenters, masons, plasterers, wood carvers and painters increasingly needed in preservation and restoration work.<sup>64</sup>

As seen in the data below, work to amend this lack began immediately with the founding of the NPS' William Strickland Preservation Center in Philadelphia, Pennsylvania. Due to the absence of comprehensive literature on the development of preservation trades history, it is certain that there are programs and efforts missing from the table below. This data was collected over the course of this research as it arose peripherally in literature, advertisements, and via anecdotes in conversations conducted with professionals.

*Table 1. Development of Preservation Trades Education Programs in the U.S. since 1968*  
(created by author)

<b>Start Date</b>	<b>Program Name</b>	<b>Location</b>
<b>1968</b>	The National Park Service proposed to establish the William Strickland Preservation Center	Philadelphia, PA
<b>1970</b>	International Masonry Institute established	Bowie, MD
<b>1973</b>	The National Trust established training center at Lyndhurst called Restoration Workshop	Tarrytown, NY
<b>1975</b>	NPS North Atlantic Historic Preservation Center	Boston, MA
<b>1976</b>	RESTORE, Inc. began offering a range of workshops and courses on the technology of architecture preservation	New York, NY
<b>1977</b>	Establishment of preservation trades education centers with the Williamsport Preservation Training Center	Williamsport, MD
<b>1977</b>	NPS North Atlantic Historic Preservation Center began offering a two-year Preservation Maintenance Skills Training Program	Boston, MA
<b>1978</b>	Durham Technical Institute founded program in preservation trades	Durham County, NC
<b>1979</b>	The Campbell Center for Historic Preservation begins	Carroll, IL
<b>1982</b>	The Preservation Education Institute established.	Windsor, VT
<b>1987</b>	North Bennet Street School added preservation Carpentry	Boston, MA
<b>1989</b>	The Cathedral Stoneworks began a craft training program at the Cathedral of St. John the Divine	New York City, NY

<sup>64</sup> [www.ptn.org](http://www.ptn.org). "Preservation Trades Network - the Whitehill Report." Accessed March 21, 2024. <https://www.ptn.org/The-Whitehill-Report>.

<b>Start Date</b>	<b>Program Name</b>	<b>Location</b>
<b>1989</b>	An Associate degree program in The Building Preservation Technology program was founded at Belmont Technical College in Belmont, Ohio	St. Clairsville, OH
<b>1991</b>	Bucks County Community College in Newtown, PA founded its Historic Preservation Program in the schools Social and Behavioral Sciences department	Newtown, PA
<b>1992</b>	NPS National Center for Preservation Technology and Training (NCPTT) in Natchitoches, LA in 1992	Natchitoches, LA
<b>1993</b>	The NPS Historic Preservation Training Center started the “Preservation and Skills Training” (PAST) program	Hagerstown, MD NPS-Wide
<b>1994</b>	John P. Canham designed a program that would incorporate people with disabilities into the field, which was adopted by Vocational Resources, Inc. (now Goodwill industries Southern New England)	Rhode Island
<b>1995</b>	The University of Oregon School of Architecture and Allied Arts, Historic Preservation program offered its first Summer Preservation Field School for craftsmen and preservation students	Eugene, OR
<b>1996</b>	The college of the Redwoods established the Historic Preservation and Restoration Technology program	Eureka, CA
<b>1996</b>	NPS Williamsport Training Center moves and changes name to Historic Preservation Training Center (HPTC)	Frederick, MD
<b>1998</b>	The School of the Building Arts was established in Charleston, S.C	Charleston, SC
<b>1999</b>	The Community Organized for Learning, Training, and Sharing (COLTS) program for at-risk high school students was established	Huffman County, TX
<b>2001</b>	Establishment of the Historical Restoration and Renovation Institutes in the School of Applied Technology at Alfred State College	Wellsville, NY
<b>2002</b>	NYC Department of Education drafting a memorandum for the Brooklyn High School for the Arts to feature Preservation Arts as an academic theme	Brooklyn, NY
<b>2002</b>	Preservation Delaware, Inc. developed the Wilmington Job Corps Center under a cooperative agreement with the National Trust and NCPTT	Wilmington, DE

<b>Start Date</b>	<b>Program Name</b>	<b>Location</b>
<b>2003</b>	Harford Community College began a Building Preservation and Restoration certificate program	Bel Air, MD
<b>2004</b>	The School of the Building Arts in Charleston, S.C., renamed the American College of the Building Arts received licensure from the South Carolina Commission on Higher Education and became the first accredited trades college to offer a 4-year degree	Charleston, SC
<b>2008</b>	Thaddeus Stevens College of Technology begins its Preservation Trades Technology Program	Lancaster, PA
<b>2008</b>	Historic Preservation Technology program is founded at Edgecomb Community College	Tarboro, NC
<b>2009</b>	HistoriCorps was founded to engage volunteers in historic preservation projects on public lands	Colorado (operates nationwide)
<b>2009</b>	Clatsop Community College began offering The Historic Preservation and Restoration Program	Astoria, OR
<b>2010</b>	Timber Framers Guild begin apprenticeship program in Amherst, NH	Amherst, NH
<b>2013</b>	Lamar Community College partnered with HistoriCorps to reinvent their Historic Building Technology Program	Lamar, CO
<b>2014</b>	National Trust founded Hands-On Preservation Experience (HOPE) Crew	Nation-wide
<b>2014</b>	The Savannah Technical College established an associate degree program	Savannah, GA
<b>2016</b>	Bryn Athyn College begins offering Associate Degree in Building Arts	Bryn Athyn, PA
<b>2018</b>	Traditional Trades Advancement Program founded (TTAP)	NPS-wide
<b>2018</b>	Bryn Athyn College offers BFA in Building Arts	Bryn Athyn, PA
<b>2019</b>	The Campaign for the Historic Trades was founded as an offshoot from Preservation Maryland and works heavily in collaboration with the NPS HPTC in Frederick, Maryland	Maryland
<b>2019</b>	Michigan Historic Preservation Network operate the Living Trades Academy	Detroit, MI
<b>2020</b>	Preservation Trades Center at Eastern State Penitentiary began offering courses in efforts to preserve the penitentiary	Philadelphia, PA
<b>2020</b>	Providence Preservation Society begin their Building Window Works & Workforce Development Program	Providence, RI

<b>Start Date</b>	<b>Program Name</b>	<b>Location</b>
<b>2021</b>	San Antonio Office of Historic Preservation offer courses through Living Heritage Trades Academy	San Antonio, TX
<b>2021</b>	The Newport Restoration Foundation launched its Historic Trades Initiative	Newport, RI

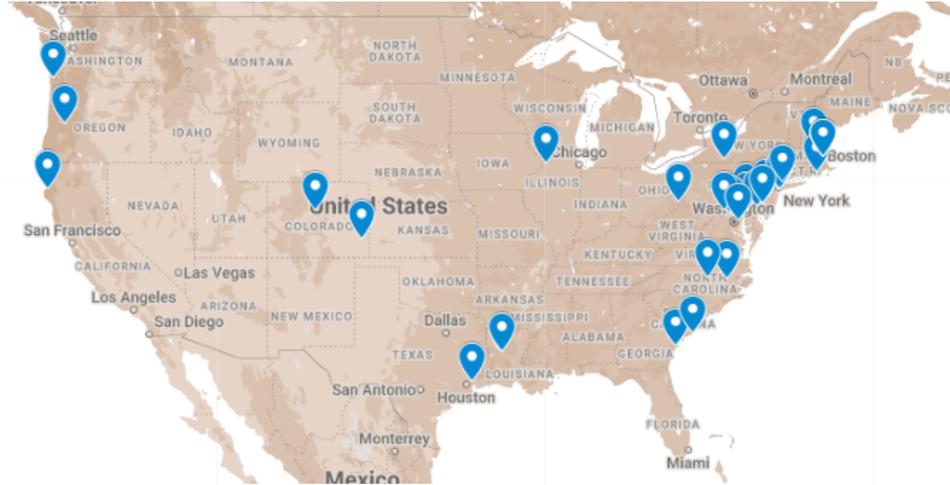
Of the forty programs and efforts established above, twenty-three (57%) were in the Northeast, with fourteen (35%) being in states outside of the region, and 3 (8%) being nationwide. Additionally, of those forty programs, ten (25%) of those efforts were established by governments with eight being through the federal government via NPS and two via local city governments, the establishment Preservation Arts at the Brooklyn High School by the NYC Department of Education and the COLTS program in Huffman, Texas. Nine of the forty efforts (23%) were established by nonprofits, and twenty-one (53%) were programs founded at or associated with either vocational schools, community colleges, or in university systems.

It was not until the 1978 founding of the Preservation Carpentry and Historic Preservation program by craftsman, historian, educator and 1999 Askins Achievement Award Recipient,<sup>65</sup> John Fugelso at the Durham Technical Institute, which changed its name in 1986 to Durham Technical Community College, with many of the programs following a similar vocational or community college route. The American College of the Building Arts in Charleston, South Carolina currently demonstrating the most concentrated and dedicated effort, being the first accredited trades college to offer a four-year degree in 2004. There have been many efforts to establish accessible, high-level preservation trades training, though today the number of programs still existing is substantially lower than twenty-one, most recently cited in 2023 as four.<sup>66</sup>

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<sup>65</sup> “Preservation Trades Network - John Fugelso.” 2024. Camp7.org. 2024. <https://ptn.camp7.org/John-F>.

<sup>66</sup> Stephen Hartley. 2023. “Maintaining a Complex Building Culture”



*Figure 1 Map of U.S. showing location of all programs listed in Table 1. (Created by author)*

The data and map above show that there are significantly few programs with a local focus. Preservation trades in local communities is few and far between, much of the local offerings being concentrated in the Northeast. There are frankly not many resources locally for a majority of Americans interested in learning the preservation trades.

The current construction labor crisis in the United States has led to the higher cost of building and a loss of affordability in the built environment.<sup>67</sup> The preservation trades is not removed from this crisis and is “suffering from an acute shortage of workers, and there are few places to receive training in these skills”<sup>68</sup> for workers who want to enter the workforce. This scarcity in training has led to a scarcity in trained workers, which has led to a high premium on the people who can do the appropriate work. All this meaning that it is considerably unaffordable to properly maintain an old home for many Americans.

Hartley wrote that the fact that “there was never a need or desire to establish a national training framework is perhaps the most pressing issue in training preservation trades

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<sup>67</sup> Hartley, 2023.

<sup>68</sup> Hartley, 2023.

professionals.” This lack of a national training framework has presented many challenges to the preservation trades. One of which being that there are no standardized qualifications that certify a Preservation Craftsman. This led Michael Kassman to take on the challenge of developing one in his 2011 thesis. This issue also presents difficulties in having no evaluatory framework, “there is no mechanism to verify the skills or training of workers in the field” thus leading us to an industry that is “rife with untrained or undertrained workers, many of which are proficient in new-build construction techniques but have little to no experience in heritage structure.”<sup>69</sup>

Kassman outlined three Key Challenges in developing preservation trades training programs. As seen earlier in this chapter, throughout the development of preservation trades education in the United States there have been many different programs that start but few that can successfully sustain themselves. One of the main obstacles to sustaining these programs is funding. Government funding for preservation trades has not been reliable, and nonprofits’ reliance on membership, grant writing and fundraising has meant that their funding ebbs and flows annually.

Another issue Kassman outlined was the struggle for programs to obtain accreditation noting that “not all programs are accredited and those that have had partnerships with Universities or Community Colleges are finding it hard to maintain their status.” The primary issue with non-accreditation is that it can affect enrollment efforts as “students may not be able to receive financial aid.”<sup>70</sup>

An additional issue that needs to be addressed is the stigmatization of the trades and the perception that a traditional university education is the only pathway to success. The rise of Liberal Arts education and the College-Industrial Complex have led to 43.2 million students

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<sup>69</sup> Stephen Hartley, “Maintaining a Complex Building Culture”, 2023.

<sup>70</sup> Kassman, 118.

leaving college in debt, with the average student borrowing \$32,637 to attain a bachelor's degree.<sup>71</sup> Fortunately this is playing into the favor of the trades as the cost of tuition rises and the value of a bachelor's degree decreases, while trades jobs offer stable work in economic recessions.<sup>72</sup>

There are many threads that make up the tapestry of preservation trades in the United States today. The National Park Service has been the most stable force in preservation trades education from the development of the William Strickland Preservation Center in Williamsport, Maryland, and its evolution into the Historic Preservation Training Center (HPTC) out of Frederick, Maryland to the creation of the National Center for Preservation Technology and Training (NCPTT). The Association for Preservation Technology and the Preservation Trades Network have also remained consistent producing content and holding annual conferences.

In 2008, The National Center for Preservation Technology and Training funded a report coordinated and produced by the Michigan Historic Preservation Network titled, "Introducing Preservation Trades to High School Students." This outlined that preservation trades programs fundamentally need Basic Trades education, Hands-On Experience, Support Generation, Community integration, Certification, and Evaluation.<sup>73</sup>

Currently, there is a robust movement offering opportunities to train students in the trades. For example, The Student Conservation Association of America, the nation's "largest provider of hands-on environmental conservation programs for youth and young adults" offers Historic Preservation programs like Massachusetts Historic Preservation Corps, Historic

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<sup>71</sup> Melanie Hanson, "Student Loan Debt Statistics [2024]: Average + Total Debt," Education Data Initiative, March 3, 2024, <https://educationdata.org/student-loan-debt-statistics#:~:text=43.2%20million%20borrowers%20have%20federal>.

<sup>72</sup> Jae Bartholomew, "Skilled Trades Prove to Be Recession-Resilient," Contractor, July 5, 2023. <https://www.contractormag.com/management/best-practices/article/21268917/skilled-trades-prove-to-be-recession-resilient>.

<sup>73</sup> "Introducing Preservation Trades to High School Students" Michigan Historic Preservation Network, 2008.

Preservation in Public Lands, and the NPS-partnered Traditional Trades Advancement program which offers students between the age of 18-30, and veterans over 30, the opportunity to gain “hands-on, historic preservation trade skills training through an intensive learning-while-working experience at various National Park Service sites across the country.”<sup>74</sup>

The NPS has collaborated with nonprofits to train homeowners and conduct introductory weekender courses. In 2019 the greatest modern push for historic preservation trades work was Preservation Maryland’s creation of the Campaign for Historic Trades in collaboration with the NPS HPTC. The stated mission of the campaign is to “provide all tradespeople with clear career pathways, accessible education, and secure employment.” Unlike any organized nonprofit before it, “the campaign is leading the charge to ensure more people develop the skills needed to bring new life to older structures across the country,” says Sara Bronin, chair of the Advisory Council on Historic Preservation, an independent federal agency.

The Campaign for Historic Trades lists their goals as:

- Register apprenticeships with the U.S. Department of Labor and State labor offices.
- Create open education training resources available online in English and Spanish.
- Work with stakeholders to support preservation trades programs, associations, and businesses.
- Develop statewide and national historic trades training opportunities that are accessible to all.
- Promote and recruit for the National Park Service’s preservation and trades programs. Advocate for historic trades training.
- Lead the national movement to strengthen and expand historic trades careers.<sup>75</sup>

In November of 2023, the Campaign for Historic Trades developed a first-of-its-kind group apprenticeship program for state registration approved by the Maryland Department of Labor.

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<sup>74</sup> “Our Programs,” The Student Conservation Association, accessed May 13, 2024, <https://thesca.org/what-we-do/our-programs>.

<sup>75</sup> “Our Mission | the Campaign for Historic Trades,” Campaign for Historic Trades, accessed May 8, 2024, <https://historictrades.org/our-mission/>.

The program is a major milestone in preservation trades as it sets standards “that provide a clear process for entering the workforce in roles like deconstruction technician, historic window technician, and preservation carpenter.”<sup>76</sup> Natalie Henshaw, the Director of The Campaign for Historic Trades, considers this, “a major step forward in organizing and legitimizing career pathways into historic trades careers.”<sup>77</sup>

Registered Apprenticeship is a “proven and industry-driven training model acknowledged by the U.S. government” that has been missing from the preservation trades. Creating this model for preservation will create, “a critical talent pipeline to help address some of our nation’s workforce challenges.”<sup>78</sup> Having Registered Apprenticeships will allow employers to develop and prepare their future workforce, while apprentices “obtain paid work experience, receive progressive wage increases, classroom instruction, and a nationally recognized credential.”<sup>79</sup>

This is truly a major step forward for the field of preservation trades and one that many preservationists and organizations are hoping to work with the Campaign for Historic Trades to establish with Departments of Labor in their own states. It is an encouraging development that will hopefully “ensure that structures are restored respectfully by trained hands” and will create a clearer pipeline for individuals wanting to enter the preservation trades workforce.

### ***Key Takeaways***

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<sup>76</sup> “Maryland Department of Labor Approves Apprenticeship Program Sponsored by the Campaign for Historic Trades | the Campaign for Historic Trades,” Campaign for Historic Trades, November 14, 2023. <https://historictrades.org/maryland-department-of-labor-approves-apprenticeship-program-sponsored-by-the-campaign-for-historic-trades/>.

<sup>77</sup> “Maryland Department of Labor Approves Apprenticeship Program Sponsored by the Campaign for Historic Trades | the Campaign for Historic Trades,” Campaign for Historic Trades.

<sup>78</sup> Ibid

<sup>79</sup> Ibid

1. Traditional trades encompass any trades work required for the preservation and conservation of historic structures, including but not limited to, timber framing, preservation carpentry and woodworking, preservation masonry, preservation metalworker, historic window technician, historic roofer, preservation electrician, and preservation plumber.<sup>80</sup> Each of these trades requires unique knowledge of historic building techniques as well as the appropriate conservation approaches, philosophies, and technical skills to ensure the longevity of the building. How have we taught these traditional trades and how is that different than how we teach them now?
2. The field of preservation trades came after technological advancement led to a divorce from traditional building methods. Traditionally people in the United States learned building skills working under someone who had the building skills using the materials and resources around them.
3. The Industrial Revolution and rise of mass manufacturing had a tremendous impact on the construction industry, changing not only the materials we could build with, but the skill and labor required to build. World War II had a similar impact and laid the foundation of much of how the America we see today has developed. Globalization of trade and the rise of technology has created a larger divide between white-collar and blue-collar labor markets.
4. The Historic Preservation Movement and preservation trades need to move in tandem. Historically both nonprofits and the federal government have played a huge role in preservation. The rise of the preservation movement and changes in construction technology created the need for the endurance of the preservation trades. The

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<sup>80</sup> Campaign for Historic Trades. "Status of Historic Trades in America." 2021.

preservation movement has been very successful in many ways, but preservation trades education has not been one of them. In what ways are local preservation organizations addressing these issues?

5. Nonprofits have played an essential role in the history of historic preservation and continue to today nationally, at the state-level, and locally. Though as the culture and needs of the preservation movement are changing, so too are the missions of some nonprofits. Can preservation nonprofits create meaningful change in the traditional trades by creating and administering trades programs?
6. The lack of a formal federal system of apprenticeships/trades education has been a consistent issue for American trades education. What attempts are made at creating a credible certification for preservation trades workers?
7. While the work of the National Park Service has been consistent, and the universities that educate preservation trades are doing great work, there is a dire need to bring preservation trades training more locally. How much does local training cost and is it possible for localities to tap into larger resources?
8. Historically much of the preservation efforts in the country have been oriented towards white affluent communities. Though as things change socially, there is a steady movement to diversify the field. Can bringing more people into the field of historic preservation from historically underserved communities impact the built environment and the way in which preservation is considered city-wide?
9. States on the east coast tend to prioritize historic preservation more so than states out west. How do preservation nonprofits or offices within local governments outside the Northeast differ in operations than those with more robust resources around them?

10. There is a growing push for training accessibility. The Campaign for Historic Trades, NPS, and HPTC are all working to provide resources for localities and individuals to begin programs, gain skills and training. From helping develop programs to producing instructional videos of traditional trades in English and Spanish, there is the most formal and consistent push for training accessibility and workforce development in preservation trades history.
11. Funding has been a consistent issue for preservation trades education, but in putting together Preservation Trades Program Development table in this research, there was very little detail on how these programs were funded or why they did not succeed.

As observed in this chapter, historic preservation and preservation trades have a complex history and assortment of issues. There has been an understanding since the Whitehill report that there is an issue, and that something needs to happen, but trouble with a lack of a federal standard, qualification, and sustainable funding has hindered the field. The unique requirement of the preservation trades worker requires unique training methods. The field, as much of society, is facing a reckoning and is shifting energies towards more diversity and social equity. Fortunately, there is currently a major push by the Campaign for Historic Trades to find, foster, connect, and aid in funding opportunities that will alleviate the field of the severe shortage of workers. The multifaceted and complex issues require multifaceted and complex solutions. In the next chapter we will examine three administrative preservation organizations that began programs that have or are currently making an honest attempt at addressing some of the issues mentioned in this chapter.

## *Gaps in Knowledge*

In this chapter we explored how trades have historically been taught, what the essential skills and knowledge required for the preservation trades worker are, and what issues are plaguing the preservation trades. Additionally, we gained a general understanding of the role federal, state, and nonprofits play in preservation, the development in construction history, history of historic preservation, and the development of preservation trades education in the United States. There still remains to be some gaps in knowledge that need to be filled to answer the research questions posed.

To reiterate the research question: In what ways are grassroots heritage/preservation organizations approaches to trades training program models successful, and in what ways are they challenged in transferring the essential skills and knowledge of preservation trades? Do they successfully address the issues plaguing the preservation trades? Is there a successful model that can be implemented in cities across the country?

Questions that still need to be answered are the following: Are there grassroots organizations that offer preservation trades education? If so, how do these grassroots preservation organizations approach trades training? How do they operate? What can be learned from them about their ability to transfer knowledge and skills? How are they challenged and how are they successful? How do those preservation organizations address workforce development locally?

## CHAPTER 3

### CASE STUDIES

The intent of this chapter is to address six topics:

1. Refresh the reader on the gaps in knowledge. Having provided a contextual understanding of the current state of preservation trades in the previous chapters, there remains gaps in knowledge that this chapter will answer.
2. Introduce qualitative case studies as the chosen research method of data gathering, organization, and analysis that is deployed here.
3. Define the case study selection criteria. These are the criteria informed from the previous chapters' research that dictated which case studies were chosen and why.
4. Introduce the three chosen case studies.
5. Define the case study methodology.
6. Present the case studies, showing how these organizations operate their short-term workforce development programs. This will further answer the questions of how they transfer the essential skills and knowledge required in the preservation trades, whether they successfully address the issues plaguing the preservation trades, and if these programs have qualities and factors that could be modelled and implemented elsewhere in the country.

Reflecting on the gaps of knowledge indicated in the end of the previous chapter, Chapter 3 sets out to address the remaining questions:

1. Are there grassroots organizations that offer preservation trades education?
2. If so, how do these grassroots preservation organizations approach trades training?
3. How do they operate?
4. What can be learned from them about their ability to transfer knowledge and skills?
5. How are they challenged and how are they successful?
6. How do those preservation organizations address workforce development locally?
7. In what ways does location impact the potential of these programs?

Choosing to answer the research question via case studies is as necessary as it is practical.

A case study is “a research approach that is used to generate an in-depth, multifaceted understanding of a complex issue in its real-life context.”<sup>81</sup> It is a research strategy where “the investigator chooses to study with the aim of developing theory regarding causes of similarities or differences among instances (cases) of that class of events.”<sup>82</sup> The advantages of this research strategy is that the researcher can examine multiple real world examples simultaneously, gather large amounts of data, examine essential criteria, and develop an understanding and theory. Case studies are particularly useful where “real-world context tends to make more controlled empirical study difficult.”<sup>83</sup>

Case studies do come with drawbacks, namely that they rely on equal participation from each case, and some case administrators may be unwilling or hesitant to provide complete and honest information to the researcher, which could lead to an imbalanced comparison between

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<sup>81</sup> Sarah Crowe et al., “The Case Study Approach,” *BMC Medical Research Methodology* 11, no. 1 (June 27, 2011), <https://doi.org/10.1186/1471-2288-11-100>.

<sup>82</sup> Alexander L George and Andrew Bennett. *Case studies and theory development in the social sciences*. MIT Press, 2005.

<sup>83</sup> Mark Francis. *A Case Study Method for Landscape Architecture*. Landscape Architecture Foundation, Washington, D.C. 1999.

cases. It is imperative in case study research to set up standardized and comparable data points to attempt to create uniform data for cross comparative analysis.

### ***Case Study Selection Criteria***

The criteria to help decide which preservation trades programs to examine for the case studies were: program type, geography, administrative organization, and collaborations.

1. *Program Type* First, they needed to be grassroots trades programs that ran six-to-fourteen weeks in length, with a focus on local community-based workforce development. The research revealed that more of these short-course style programs were being tried out around the country, with a focus on including unemployed or underemployed individuals. Underemployment is defined as “not having enough work to do, working part-time, or of having a job that does not use all of your skills.”<sup>84</sup> While unemployment and underemployment vary, historically Black, native, and other communities of color have had higher unemployment rates than white communities. The 2024 Bureau of Labor Statistics survey data shows a Black or African American unemployment rate of 5.7% in September, Hispanic or Latino at 5.1% and White at 3.6%.
2. *Geography* is important in examining preservation topics due to the range of interest in preservation efforts in different cities. Preservation in cities like Charleston or Santa Fe, for a variety of reasons, is intrinsic to the civic body and receives more interest and investment, whereas preservation in a place like Las Vegas, Houston, or Detroit is often a secondary consideration. Geography was an important criterion to consider because it impacts the potential transferability, so selection of cases that

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<sup>84</sup> James Chen, “Underemployment Definition,” Investopedia, September 25, 2022, <https://www.investopedia.com/terms/u/underemployment.asp>.

- have different secondary markets for program graduates to matriculate into was important.
3. The *administrative organizations* were another important consideration. It seemed fruitful to examine programs that were administered by both nonprofits and city governments for future applicability. This was a result of personal curiosity, wondering how city governments and nonprofits administer these programs differently, as well as a facet of the structural differences of the administration of these programs.
  4. Finally, *collaborations* became an interesting point of comparison, again as a result of these programs' structures. Through preliminary research it was clear that the programs' administrative organizations all relied heavily on various collaborations with contractors and craftspeople to teach, but also human service nonprofits who offered a different kind of support.

### *Selected case studies*

The three case studies chosen to examine for this thesis are the Living Trades Academy, The Living Heritage Trades Academy, and Building Works Window and Workforce Program. Living Trades Academy was founded by the nonprofit Michigan Historic Preservation Network and operated out of Detroit for ten weeks. The Living Heritage Trades Academy is administered by San Antonio's City government's Office of Historic Preservation and runs for nine weeks. Building Works & Workforce Development is a program that the nonprofit Providence Preservation Society organizes, and it runs for fourteen weeks. They each meet the four criteria mentioned earlier by being short-term, six to fourteen week-long, community-oriented

preservation trades programs based in different regions of the country with different administrative organizations and different modes of collaboration. As to be seen in the coming sections, each of these case studies have attempted to achieve the same outcome of creating a more diverse and local workforce with varied methods that can address preservation trades needs in the region.

### ***Methodology***

Informed by the results of Chapter 2, the best method to answer the posed research questions is through qualitative case studies. After selecting three different short-term programs based on the selection criteria, background information on these programs will be researched. Interviews will be conducted with administrators of each organization, as well as collaborators. During these interviews, there will be general background information collected to corroborate other information found through the author's research, as well as ten pieces of data gathered: Mission, Cohort Size, Duration, Funding, Cost of Operating, Collaborations, Payment of Students, Wraparound Services, and Certification. These categories will form the baseline for understanding how these programs function, how they present themselves, offer an avenue of comparison, and ultimately answer the remaining research questions. That is, how do these grassroots preservation organizations approach trades training? How do they operate? What can be learned from them about their ability to transfer knowledge and skills? How are they challenged and how are they successful? How do those preservation organizations address workforce development locally? In what ways does location impact the potential of these programs?

For clarity, the following are definitions for each of the ten Categories of Examination noted above.

**Mission:** In the 1997 World Monuments Fund Report, *Sustainable Urban Preservation: Developing A Model Program for New York*, the authors indicate that one of the reasons that “...most programs created to train preservation artisans failed because they were not central to the mission of the sponsoring organization.”<sup>85</sup> Focus on the mission of each of these program serves to understand how the programs present themselves, and the way in which administrators see their program’s larger goals.

**Cohort Size:** The interest was in understanding how many people are being trained, and how often are they offering training courses-- this would allow us to understand how many people are being introduced into the local workforce annually.

**Duration:** The duration, meaning how long the program runs per cohort, is important to understand their curriculum span and scope of training. How is that time divided between each topic in a short course, and how much material is covered?

**Funding:** One of the largest issues identified in the preservation trades research is the struggle for sustainable funding. Looking at a program’s funding to understand how these programs get funded to start-up and strategies they have deployed to sustain themselves can inform how other programs could also pursue creating such a program.

**Cost of Operating:** Understanding the cost of operating each program gives us an idea of what minimal startup costs could be, the total cost to run the program, and where those costs could be consolidated.

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<sup>85</sup> Kate Burns Ottavino, “The Preservation Arts and Technology Curriculum at Brooklyn High School of the Arts.” *CRM: The Journal of Heritage Stewardship* 3 (1): 2006, 88.  
<https://www.nps.gov/crps/CRMJournal/Winter2006/research4.pdf>.

**Collaborations:** While all these programs are administered through preservation nonprofits or a city preservation office, the work itself in getting the program running, transferring the essential skills and knowledge, and providing holistic support for individuals making a career transition is a matter of thoughtful collaboration. Who are the collaborators and what roles do they play?

**Payment of Students:** This payment is the hourly rate the students receive for participating in the program.

**Wraparound Services:** Wraparound services are a holistic approach to support that provides students assistance with “anything they might need to remain engaged in the training and to complete the course.”<sup>86</sup> This could range from childcare to supplemental funding for rent or groceries while they are in the program.

**Certification:** As discussed earlier there is currently no formal federal certification vetting preservation trade practitioners, but there are respected authorities that indicate a certain competency of program graduates. As recognized in the 2008 report “Introducing Preservation Trades to High School Students,” “additional value and credibility can be created by official recognition.” Certification not only legitimizes the program but also “gives the students a level of credibility out in the working world.”<sup>87</sup>

The remainder of this chapter introduces each case study, providing background information on the program as well as details of the ten Categories of Examination. This is followed by a summary of the programs and key takeaways to guide the analysis in the next chapter.

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<sup>86</sup> Kathy Rodriguez, Assoc, AIA. (Deputy Historic Preservation Officer), in Zoom Call with Author, November, 2023.

<sup>87</sup> “Introducing Preservation Trades to High School Students,” Michigan Historic Preservation Network. 2008.

### *Living Trades Academy and Michigan Historic Preservation Network*

Michigan Historic Preservation Network (MHPN) is a state-wide nonprofit which was established after a series of informal meetings of the Detroit Historic District Commission in 1981. They originally called themselves Michigan Historic District Network to “reflect their objectives to provide commissioner education, serve as an information clearinghouse, lobby for stronger state enabling legislation for local historic district ordinances, and market a compelling preservation message.”<sup>88</sup> In 1987, the network held “Forum” gatherings in Grand Rapids, Durand, Marquette, and Traverse City in order to determine Michigan’s preservation needs.<sup>89</sup> After these Forums, the MHPN set forth the following objectives,

strengthening of the State Enabling Legislation allowing local communities to protect their own historic properties, assist with the establishment of new local protective ordinances, serve as an information exchange, develop training programs, and advocate for local and state preservation efforts.<sup>90</sup>

In the early 2000’s, MHPN became involved with Roddy Rivers, a teacher at the A. Phillip Randolph School and Technical Center in Detroit, Michigan. Roddy was interested in introducing his students to preservation and traditional building techniques in addition to new construction. A cooperative partnership was formed and a modest grant from the State Historic Preservation Office helped launch a preservation trades program at A. Phillip Randolph School and Technical Center. After two successful years of operating preservation trades education in high school through an overlay to the current curriculum, the MHPN received funding from the NCPTT and “gathered experts from around the country to a preservation trades summit in

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<sup>88</sup> “History – Michigan Historic Preservation Network,” [www.mhpn.org](http://www.mhpn.org), accessed May 15, 2024, <https://www.mhpn.org/mission-history/>.

<sup>89</sup> Ibid

<sup>90</sup> Ibid

Detroit.”<sup>91</sup> There was a follow up summit in Tulsa, OK months later, the product of which was a step-by-step how to guide, credited to MHPN titled, *Introducing Preservation Trades to High School Students*. In 2019, with all its previous experience in developing trades programs, MHPN founded the Living Trades Academy (LTA), a first of its kind short-term preservation trades academy. As per the MHPN website,

It was a hands-on job training program that offered valuable training to Detroit, Hamtramck, and Highland Park residents and allowed them to: repair and maintain their own homes, mentor others in their neighborhood to repair and maintain their homes, acquire valuable entry level skills for employment in the preservation field, and acquire business and entrepreneurship skills.<sup>92</sup>

## **The Place**

Detroit is the largest city in the state of Michigan, founded in 1701. Its nickname is the “Motor City,” given the city’s history as the nation’s automobile manufacturing center. It’s population as of 2023, was 633,218. With around 78% of that population being African American, Detroit is one of the largest majority African American cities in the United States.

Detroit was one of many northern cities that African American’s migrated out of the south to during the Great Migration between roughly 1910 and 1970. “500,000 African American’s moved to the city Detroit between 1941 and 1943 to work in the defense industries during World War II.”<sup>93</sup> In the 1950’s Detroit became home to one of the most important cultural entities in the history of American Music, Motown. The music created by Motown’s talented roster of artists, writers and studio musicians defined a generation, and aided in the breaking

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<sup>91</sup> “Introducing Preservation Trades to High School Students” 2008. Michigan Historic Preservation Network.

<sup>92</sup> www.mhpn.org. “Living Trades Academy – Michigan Historic Preservation Network.” Accessed December 19, 2023. <https://www.mhpn.org/living-trades-academy/>.

<sup>93</sup> “The Great Migration – the African American Midwest,” Africanamericanmidwest.com, 2024, <https://africanamericanmidwest.com/history-migrations/the-great-migration/>.

down of the color-barrier that segregated music at the time. “Many Motown acts were popular with both Black and White audiences and found worldwide success.”<sup>94</sup>

In the 1970’s, the auto industry began to decentralize and move out of Detroit, and with it the economy and population. Between 1950 and 2010, Detroit witnessed a 61% decrease in population, moving from once the fourth most populated city in the country to the twenty-seventh.<sup>95</sup> On top of major economic and population decline during those years, Detroit was also victim to the same practices of redlining, white flight, highway building, and urban renewal that disproportionately impacted communities of color in every American city from the 1950’s-1970’s. As of September 2024, Detroit has an unemployment rate of 8.9%, more than double the national average of 4.1%, recorded in October of 2024. All of this has resulted in high vacancy and subsequently demolition rates in the city, which continue into today, though there is significant energy in a Detroit revival. 2023 Census data shows that for the first time since 1957, the population of Detroit is growing.<sup>96</sup>

Though Preservation is also growing in Detroit as revitalization efforts progress, according MHPN’s Historic Resource Council’s Member Directory there is only one city-based preservation nonprofit in Detroit, Preservation Detroit. According to the same document there are approximately ten contractors who work specifically on preservation projects in the Detroit metro.<sup>97</sup>

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<sup>94</sup> “Motown Records | Encyclopedia of Detroit,” [detroithistorical.org](https://detroithistorical.org/learn/encyclopedia-of-detroit/motown-records) (Detroit Historical Society, n.d.), <https://detroithistorical.org/learn/encyclopedia-of-detroit/motown-records>.

<sup>95</sup> Economy League, “Detroit: Past and Future of a Shrinking City | Economy League of Greater Philadelphia,” [www.economyleague.org](http://www.economyleague.org), July 27, 2022. <https://www.economyleague.org/resources/detroit-past-and-future-shrinking-city>.

<sup>96</sup> “Detroit Grows in Population for the First Time in Decades,” City of Detroit, May 16, 2024. <https://detroitmi.gov/news/detroit-grows-population-first-time-decades>.

<sup>97</sup> MHPN, “Historic Resource Council Member’s Directory,” accessed November 17, 2024. <https://www.rosedalepark.org/docs/Michigan-Historic-Preservation-Network-Member-Directory.pdf>.

## The Program

Living Trades Academy (LTA) was championed by Nancy Finegood, former executive director of MHPN, a staunch supporter of the trades and whom another interviewee called the “godmother of these kinds of programs.”<sup>98</sup> While Michigan Historic Preservation Network is a state-wide nonprofit, this program focused on working with members of a historically black community in Detroit, on two properties in the community.

The North End is a historically Black neighborhood, was the heart of Motown during its peak, and where many notable Motown musicians like Dianna Ross came from. Also worth noting that it is the birth place of House music in the 1980s, a genre of electronic music. As was unfortunately very common practice, the neighborhood was divided from the city center when I-75 was built in 1959.<sup>99</sup> In the 1990’s the neighborhood was over 90% African American, whereas today it is 67%.<sup>100</sup> 15% of the neighborhood is reported to have bachelor’s degrees, 6% lower than the national average, whereas 38% has some college or associate degrees, which is 10% higher than the national average.<sup>101</sup>

Currently, the North End is “a neighborhood in transition.”<sup>102</sup> It contains two historic districts, has four nationally registered historic sites, and has put in place a plan to honor and highlight the important cultural heritage the neighborhood has contributed to Detroit, the U.S. and beyond.<sup>103</sup> The neighborhood has been and is facing development pressures, which has

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<sup>98</sup> Kelsey Mullen (Director of Education Providence Preservation Society), in Zoom Call with Author, November, 2023.

<sup>99</sup> “Chrysler Freeway,” [www.autolife.umd.umich.edu](http://www.autolife.umd.umich.edu), n.d.,

[http://www.autolife.umd.umich.edu/Environment/E\\_Casestudy/ChryslerFreeway.htm](http://www.autolife.umd.umich.edu/Environment/E_Casestudy/ChryslerFreeway.htm).

<sup>100</sup> “Explore Census Data,” [data.census.gov](https://data.census.gov), n.d., [https://data.census.gov/profile/Detroit\\_city](https://data.census.gov/profile/Detroit_city).

<sup>101</sup> “Niche,” Niche, 2024, <https://www.niche.com/places-to-live/n/north-end-detroit-mi/residents/>.

<sup>102</sup> “North End Framework Plan City of Detroit,” 2023, <https://detroitmi.gov/sites/detroitmi.localhost/files/2024-01/2024%200112%20North%20End%20Plan.pdf>.

<sup>103</sup> Ibid

encouraged preservationist, planners, residents, property owners, and multiple city departments to formulate their own future framework plan.<sup>104</sup>

Students from the North End worked on two structures, one that was both formerly a church and a synagogue, as well as a 1924 house in the community. For ten weeks the program taught underemployed and unemployed individuals' skills like "plaster repair, painting, window restoration, and masonry."<sup>105</sup> These two properties served as "living labs" for the students to learn under the tutelage of skilled craftspeople, like Jim Turner, consummate craftsman, member of the Preservation Trades Network Board of Directors, and owner and operator of Turner Restoration. Turner has been preserving historic buildings since 1988 and has been a leader in the field of preservation trades.

The first week of the program focused on foundational preservation education for students providing a philosophical basis for them to begin learning the trades. Preservation education and best practices covered the large organizations in preservation, understanding the definitions of restoration, rehabilitation, and preservation, and the four primary best practices for the preservation craftworker: "document all work before, during, and after. Repair rather than replace. Use like kind (materials, design, and workmanship). And use the gentlest means possible." In addition to these preservation fundamentals, students are also given lessons on architectural styles, business skills, and job site safety-- particularly working safely with lead paint. Within this first week, students received certificates in EPA Lead Abatement training, and the OSHA Slips, Trips and Falls Course.<sup>106</sup>

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<sup>104</sup> Ibid

<sup>105</sup> Robin Runyan. "New Program Teaches Skilled Building Trades to Detroiters." Curbed Detroit, March 2, 2018. <https://detroit.curbed.com/2018/3/2/17071190/new-program-teaches-skilled-building-trades-detroiters>.

<sup>106</sup> OSHA Slip and Fall training informs workers how to recognize and mitigate common workplace accidents and create a safer work environment.

After the first week, students spent two weeks learning about building framing and exteriors, covering topics from traditional timber framing to balloon and platform framing. They also gained an understanding of porches, moisture control, roofing, and efforts needed to bring historic buildings to contemporary codes of accessibility.

Weeks four through six were dedicated to windows and doors. Students learned about different types of doors, how to repair historic wooden windows, how to work on hardware and mechanisms for door and window functionality, as well as how to adjust a door to fit and operate properly. Following the two weeks on windows and doors, students received two weeks of training focused on plaster repairs, and painting both interiors and exteriors. From there, students spent one week learning about wood floors and trims, gaining understanding of different stripping, sanding, and refinishing methods. The final week of training was dedicated to masonry and building foundations. Students received basic training for repointing mortar joints, and cleaning methods for historic masonry buildings.

At the end of the ten weeks, students who successfully completed the program received a certificate of completion from the MHPN and a basic tool case of their own. The program offered no wraparound services, and this was one major issue that Nancy spoke about. Issues with phone use, absenteeism, lack of transportation, and other problems, that collaboration with a human social services nonprofit could have assisted with, arose throughout the program.

While there was a substantial number of applicants, eighty in the first week, proof to the need and interest in learning these skills, LTA only admitted ten people who were unemployed or underemployed from within the local community. Students were paid \$10 an hour with a bonus after completion of the program.

The program was funded mostly from Certified Local Government grants, and a grant from the McGregor fund, a private foundation in Detroit that provides grants to support the well-being of people in need,<sup>107</sup> for \$60,000. The program cost \$120,000 total to operate for 10 weeks. The other \$60,000 was fundraised by MHPN. The sponsors listed on the literature were, “The McGregor Fund, The Americana Foundation, Chemical Bank, Marvin Windows, Fallbrook Credit Finance, Clannad Foundation, National Funding Inc., Farbman Group, and many passionate preservationists.”<sup>108</sup>

*Table 2. Summary of Living Trades Academy Program Key Factors (created by author)*

	Mission	Cohort Size	Duration	Funding	Cost of Op	Collab	Payment of student	Wraparound services	Certification
<b>Living Trades Academy</b>	Repair and maintain their own homes, mentor others in their neighborhood to repair and maintain their homes, acquire valuable entry level skills for employment in the preservation field, and acquire business and entrepreneurship skills.	1 cohort 10-12 students	10 weeks	McGregor fund 60,000  +had to match with Donations	\$120,000	Jim Turner	10\$/hr  Then completion bonus of \$100	No	Yes

***Living Heritage Trades Academy and the San Antonio Office of Historic Preservation***

In 1967 the City Council of San Antonio passed an enabling ordinance to create the Board of Review for historic districts.<sup>109</sup> This board would ultimately evolve into the Office of Historic Preservation (OHP) in San Antonio. The Office of Historic Preservation in San Antonio has been offering various historic preservation training opportunities to homeowners,

<sup>107</sup> Matt Binkowski, “Home,” McGregor Fund, n.d., <https://mcgregorfund.org/>.

<sup>108</sup> www.youtube.com. “Living Trades Academy Detroit 2018,” 2018. <https://youtube.com/watch?v=YwllEVjCzK4>.

<sup>109</sup> “Our Mission,” Sa.gov, 2024, <https://www.sa.gov/Directory/Departments/OHP/About/Mission#:~:text=Historic%20Preservation%20Program>.

contractors, college students and other industry professionals since 2009; many of those programs were one-to-three-day workshops.<sup>110</sup> Like many of these kinds of workshops, they were interest-based, attracting people either already living in a historic home or working in the field or adjacent fields. In 2021, the OHP began conversations with Family Services to create a different kind of training program.

After the acquisition and rehabilitation of an old school building on the Westside of San Antonio, Family Services was considering how to use the former gymnasium space. Family Services had been working peripherally on workforce development by offering wraparound services and financial counseling programs to people entering the medical or hospitality field. Through their financial empowerment center, Family Services saw that “most of the people coming in needing workforce development were around twenty-six to thirty-five.”<sup>111</sup> They needed a job that would lead to a career. Family Services then began conversations with organizations around San Antonio out of the desire to create a trades training program in their space in the Westside neighborhood of San Antonio, for residents of the Westside of San Antonio.

## **The Place**

Founded in 1718, San Antonio is the oldest municipality in Texas with a rich colonial heritage from its time as a Spanish colony, and one of the large northernmost cities when it was part of Mexico. It is also home to The Alamo, an 18<sup>th</sup> century Spanish mission that is known for a battle during the 1836 war for Texan independence from Mexico. The city has a population of

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<sup>110</sup> Rodriguez, Kathy Assoc, AIA. (Deputy Historic Preservation Officer), in Zoom Call with Author, November, 2023.

<sup>111</sup> Mylinda Sweirc. (Senior Vice President Quality & Systems of Family Services), in Zoom Call with Author, March, 2024.

1.495 million, making it the seventh largest city in the United States. It is also one of the largest Hispanic majority cities in the nation, with a majority 64% Hispanic population.<sup>112</sup>

The Westside of San Antonio is a historically Hispanic neighborhood where 85% of the building stock was built prior to 1970. “The area prospered in the early 20<sup>th</sup> century as immigrants fleeing political unrest in Mexico made their homes”<sup>113</sup> in the neighborhood. In the 1960s, the neighborhood began to decline when it was cut off from the urban downtown core with the building of San Antonio’s interstate freeways. Then multiple urban renewal efforts in the late 20<sup>th</sup> century razed “entire blocks of historic houses that had supported Westside families for multiple generations.”<sup>114</sup>

The neighborhood has experienced a disproportionate number of demolitions. One such demolition in 2002 of a 1920’s commercial structure known as La Gloria “which housed a service station and a roof-top dance hall,”<sup>115</sup> set off the widespread opposition to the continued destruction of the neighborhood, and “galvanized a grassroots preservation movement.”<sup>116</sup> A 2011, the Westside Cultural Resource Survey was conducted and identified over ninety Westside properties and sites with historic and cultural significance.<sup>117</sup> With 56% of the 42,000 housing units being owner-occupied and a modest median home value of \$80,000, the community has faced consistent threats of gentrification and dissolution.<sup>118</sup> The Westside Preservation Alliance,

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<sup>112</sup> HCN, “Latinos in the United States: The 10 Cities with the Most Hispanics | HCN,” Hispanic Communications Network, September 22, 2022, <https://hcnmedia.com/app/news/latinos-in-the-united-states-the-10-cities-with-the-most-hispanics/>.

<sup>113</sup> “San Antonio’s Westside: History, Culture, Community,” The City of San Antonio Office of Historic Preservation, <https://www.sanantonio.gov/portals/0/Files/HistoricPreservation/SA%27sWestside.pdf>.

<sup>114</sup> Ibid

<sup>115</sup> Ibid

<sup>116</sup> Ibid

<sup>117</sup> “San Antonio’s Westside: History, Culture, Community,” The City of San Antonio Office of Historic Preservation, <https://www.sanantonio.gov/portals/0/Files/HistoricPreservation/SA%27sWestside.pdf>.

<sup>118</sup> Kathy Rodriguez, Assoc, AIA. (Deputy Historic Preservation Officer), in Zoom Call with Author, November, 2023.

a consortium of activists, scholars, and residents state, “El Westside is both a defined geographic place and a state of mind.”<sup>119</sup>

San Antonio’s office of historic preservation has developed their own local certification system for preservation contractors, what they call the “Rehabber Club.” Members of this list must apply with documentation that they are in fact qualified to provide services. The list contains twenty-eight contractors and companies the Office of Historic Preservation has certified, then additionally there are 10 contractors certified on the list to work on wood windows alone. It is important to note that some of the contractors listed are from as far away as Dallas, approximately 275 miles away, with many companies based out of San Antonio and Austin servicing the whole central Texas hill country region.

## **The Program**

The Living Heritage Trades Academy (LHTA) was created in 2021 in San Antonio, Texas with goals of “eliminating any barrier to accessing” preservation training and “introduce the trades to more women and folks that were not familiar with preservation technology or historic preservation.”<sup>120</sup> The program is administered by the Office of Historic Preservation in the city government of San Antonio in collaboration with Family Services, San Antonio’s oldest nonprofit that focuses on human services and workforce development, NXT LEVEL Youth Opportunity Center, a program managed by San Antonio’s Department of Human Services that provides “one-on-one coaching with a life and education/work coach,”<sup>121</sup> and RestoreEducation,

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<sup>119</sup> “Westside Preservation Alliance,” Esperanza Peace and Justice Center, 2024, <https://esperanzacenter.org/esperanza-projects/westside-preservation-alliance/>.

<sup>120</sup> Kathy Rodriguez, in Zoom Call with Author, November, 2023.

<sup>121</sup> “4<sup>th</sup> LHTA Orientation Slides 8-30-2021” PowerPoint presentation. Office of Historic Preservation, San Antonio, 2021.

a local nonprofit organization “dedicated to transforming the lives of individuals, their families, and our community through education.”<sup>122</sup> It is through these collaborative partnerships that the LHTA is able to bring this training to historically underserved communities.

LHTA is a “program developed by the Office of Historic Preservation to provide training of traditional crafts and skills through apprenticeships, hands-on training, and class instruction on topics related to pre-1960 traditional building construction methods and materials.”<sup>123</sup> Offering an initial one-week plus eight-week training with a host contractor to ten individuals. The one-week functions as an orientation to materials, methods, and the particular skill that the course is focusing on. Unlike the other two case studies, LHTA did not provide a week-by-week curriculum for the author to review, the following is what was collected during multiple conversations with administrators.

The week-long training takes place on-site in a historic home with a contractor or master craftsman. Students receive training in preservation philosophy, materials, and methods pre-1960, and are required to take the 10-hour OSHA certification course providing workers with the basic understanding of jobsite hazards and how to avoid them. Students also have the opportunity to receive training in business communications and construction math.

After this week, students are given a set of starter tools and are assigned to a host contractor. While within the program it is called an apprenticeship, as mentioned, there is not currently a formal apprenticeship system established in the United States, or one currently in the State of Texas. This “apprenticeship” in San Antonio is closer to an internship or temporary job placement.

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<sup>122</sup> Cecilia Macias, 2024. “Mission & History - Restore Education.” Restore Education. January 25, 2024. <https://restoreeducation.org/mission-and-history/>.

<sup>123</sup> [www.sanantonio.gov](https://www.sanantonio.gov). “LIVING HERITAGE TRADES ACADEMY.” Accessed December 18, 2023. <https://www.sanantonio.gov/historic/LivingHeritage/Education>.

After students are assigned to a host as an employee, the student works on a crew for eight weeks. During those eight weeks, the student is paid \$15 an hour, working thirty-hour weeks. That money is provided by Family Services and is of no cost to the host contractor. Additionally, Family Services has taken out an accident insurance policy that covers the students while they are working for the host contractor within that eight-week period, offering support and reducing liability for the contractors.

Family Services offers wraparound services, aiding students in transport, childcare, and financial stability during and after the program. In addition to wraparound services, Family Service also offers, through a financial empowerment center, business finances and personal finances training. These services teach individuals how to manage personal finances and how to build credit. Mylinda Sweirc of Family Services described the collaboration as follows,

OHP decides who the contractor is going to be for the class and for the apprentices. And these contractors have also hired some of the apprentices (in the past). We've also got a couple of businesses that we work with that have hired the apprentices (in the past). And we work with them through that hiring process and through the beginning of their employment to make sure that the individual stays successful in that transition.<sup>124</sup>

The only prerequisite for the program is interest. Participants solely need to be willing and interested in learning the preservation trades. While the program does have competency goals, it also recognizes that training is determined by the flow of work on-the-job. Meaning that the skill and depth of competencies acquired are determined by the work the contractor has for the student.

Wood window restoration has been the most offered course for the program, although there have also been courses on Architectural Carpentry and Masonry. The collaborators of

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<sup>124</sup> Mylinda Sweirc. (Senior Vice President Quality & Systems of Family Services), in Zoom Call with Author, March, 2024.

LHTA have expressed to them interest in it becoming a full-time preservation trades school. In the interviews with Kathy Rodriguez, she indicated the ultimate goal is to become like American College of the Building Arts in Charleston, South Carolina, an accredited private four-year liberal arts and science college.

In the short term the primary goal is to secure funding and get buy-in from contractors who see the efficacy of the program and will potentially pick up some of the payment of students. They see that through community effort, and contractor buy-in, the cost of running the program could be spread to smaller amounts paid by multiple invested parties. It costs a little under \$500,000 to operate annually for 100 students, breaking down to approximately \$7,000 per student currently. The goal for a sustainable future is to reduce the need for Family Services to pay for 90% of that cost, down to 20%.

Much of the initial funding for LHTA came from the 2021 San Antonio Community Resiliency and Recovery Plan, a city-funded program, which focused on four pillars of community<sup>125</sup> to attempt to stabilize the city's economy in the wake of the early COVID-19 pandemic. Using federal funding from the CARES Act and additional funding from the city's general fund, the city was able to put 80 million dollars toward workforce development.<sup>126</sup> There were also American Rescue Plan Act funds set aside for workforce development in which Family Services was also one of the delegate organizations that was asked to administer the funding.

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<sup>125</sup> The four pillars are 1. Workforce Development, 2. Small Business Support, 3. Digital Divide, and 4 Housing Security

<sup>126</sup> Joey Palacios. "City of San Antonio Proposes \$191 Million COVID-19 Resiliency and Recovery Plan." Texas Public Radio, May 29, 2020. <https://www.tpr.org/news/2020-05-28/city-of-san-antonio-proposes-191-million-covid-19-resiliency-and-recovery-plan>.

Table 3. Summary of Living Trades Heritage Program Key Factors (created by author)

	Mission	Cohort Size	Duration	Funding	Cost	Collaborators	Payment	Wraparound	Certification
<b>The Living Heritage Trades Academy</b>	To create opportunities for all to perpetuate traditional skills and crafts; to conserve and maintain existing building stock and materials; and to leverage living heritage for economic prosperity in San Antonio	10 cohorts a year of 10 students	1 week training on Job Site w/ Master + 8 weeks w/ host contractor as paid employee	Public & Institutional funding 600,000 in grant CLG-30,000	500,000 annually 50,000 per cohort Roughly 7,000 a student	Family Services, Local Contractors, NXT LEVEL Youth Opportunity Center, RestoreEducation +master Craftsperson Victor Gonzales  +Local Contractor	15/hr from family services *30 hr weeks	Yes  - financial empowerment program	yes

***Building Works Window and Workforce Program and Providence Preservation Society***

Providence Preservation Society (PPS) is a small nonprofit in Providence, Rhode Island. Providence Preservation Society was founded in 1956 “to respond to the proposed demolition of a number of 18th- and early 19th-century houses on College Hill.”<sup>127</sup> Since their founding, Providence Preservation Society has been committed to advocacy, preservation, and planning.

Perhaps no other of the case studies organizations so forwardly stated their commitment to addressing the historic displacement and inequity that has come with historic preservation, “Our reputation has been built on revitalizing historic neighborhoods in Providence, which has had profound consequences for many people who lacked resources and power, many of whom were people of color. We are working to acknowledge

<sup>127</sup> “About // Providence Preservation Society,” ppsri.org, accessed January 23, 2024, <https://ppsri.org/about/>.

and accept the preservation movement’s role in displacing vulnerable populations and in upholding a legacy of white supremacy.”<sup>128</sup>

PPS has been active in the trades space, hosting local workshops as well as administering other preservation trades programs. The Intro to Preservation Trades Program course that PPS offers is geared towards someone who comes in with previous experience in preservation or construction; someone who has worked in general construction or is generally comfortable with tools. PPS’s commitment to community, diversity, and the trades has them well-oriented towards the future of preservation.

## **The Place**

Founded in 1636, Providence is the capital and most populated city in Rhode Island. with a population of 190,792 as of 2023.<sup>129</sup> After its founding, Providence quickly became one of the most important cities in the United States early history. Due to its location on the eastern seaboard, Providence was one of the largest seaports in the New World, and a major trading hub during the 1700s.<sup>130</sup> During the American Revolution, Providence manufactured goods for the continental army, and continued trading and manufacturing post-war, and the city flourished.

Providence continued growing, and “at the close of the 19<sup>th</sup> century, Providence was a dense century of manufacturing: the leading city in the U.S. for wool and jewelry production,

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<sup>128</sup> “About // Providence Preservation Society,” ppsri.org, accessed January 23, 2024, <https://ppsri.org/about/>.

<sup>129</sup> “Providence Rhode Island History | City Founding & Key Events,” www.goprovidence.com, n.d., <https://www.goprovidence.com/things-to-do/historic-providence/providence-history/>.

<sup>130</sup> Catherine Messier, “The Oldest Town in Rhode Island Played an Important Role in the Country’s Early History,” *The Providence Journal*, 2024. <https://www.providencejournal.com/story/news/history/2024/09/20/what-is-the-oldest-town-in-rhode-island-providence/75260213007/>.

and third in machinery equipment.”<sup>131</sup> Though, as happened with many industrial cities, the globalization of manufacturing in the 20<sup>th</sup> century, along with the hollowing of the urban core via white flight and suburbanization, caused a decline in the economy and population of Providence. In 1940, Providence had a population of 253,504 and by 1970 it was 179,213.

Today, the population make up of Providence is 55% white, 33% Hispanic, 24% African American. Providence has a deeply historic built environment. Kelsey Mullen, Former Director of Education, estimated that 90% of their built environment is historic, much of which is 100 to 200 years old or older.

According to Preserve Rhode Islands’ preservation services directory, there are five companies in Providence that specialize in historic preservation and restoration contracting.<sup>132</sup> But due to the quantity of historic structures in Providence, it is more likely a contractor will have experience working on historic structures than not. Also this number isn’t too alarming given that many companies service large portions of the region due to the closer proximity of cities in the Northeast.

## **The Program**

Founded in 2020, The Building Works Window and Workforce Program, administered by Providence Preservation Society has operated successfully for four years. The program is run in collaboration with Heritage Restoration, a company with “over 30 years of experience, and a passion for historic construction”<sup>133</sup> and social service nonprofit Dorcas International Institute of

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<sup>131</sup> “Background: A Brief Bit of Providence History,” [www.brown.edu, https://www.brown.edu/Departments/Joukowsky\\_Institute/courses/architectureandmemory/8065.html](https://www.brown.edu/Departments/Joukowsky_Institute/courses/architectureandmemory/8065.html).

<sup>132</sup> “Preserve Rhode Island | Preservation Services Directory,” preserveri, 2015. <https://www.preserveri.org/preservation-services-directory>.

<sup>133</sup> Heritage Restoration. “Heritage Restoration.” Accessed December 20, 2023. <https://www.heritagerestoration.net/>.

Rhode Island which helps recruit participants and provides wraparound services, as well as English language support.

Beginning as a five-week program in the first cycle, the program has since run for six weeks plus an eight-week placement with a contractor for real-world work experience. The program operates once annually with cohorts of eight to twelve students. Students take the course for six weeks, Monday through Friday from 8:30am-4:30pm. They are paid \$15 an hour for those six weeks. Then after those six weeks, they receive a completion certificate and if they wish to continue, Providence Preservation Society helps to place them with a local contractor in an internship-style training role for an eight-week placement.

The contractor sets the rate of payment, but the State’s workforce funding will cover up to 70% of wages for smaller businesses and 50% for larger businesses with the rest of the wages being covered by Providence Preservation Society. The participant is covered by the PPS accident insurance for the first 6 weeks, and then for the 8 weeks they are covered by the employer’s insurance.

PPS’ program recruits participants who, “face barriers to employment, ranging from racial and gender identity to a history of incarceration, housing insecurity, immigration status, and age.”<sup>134</sup> They partner with case managers from Dorcas International who provide “individualized services to trainees as needed, such as English language support, housing assistance, and other social services.”<sup>135</sup>

Participants immerse themselves in the architectural history of Providence and the preservation and technical skills “under the guidance and supervision of professional

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<sup>134</sup>Kelsey Mullen. “Building Works: Building a New Preservation Trades Network in Rhode Island | National Trust for Historic Preservation.” [savingplaces.org](https://savingplaces.org), September 12, 2023. <https://savingplaces.org/stories/building-a-preservation-trades-network-for-rhode-island>.

<sup>135</sup> Mullen, 2023.

craftspeople, PPS staff and guest lectures.”<sup>136</sup> Heritage Restoration, Inc., oversees the hands-on instruction during the six weeks and that training is augmented with preservation 101, architectural walking tours, meetings with industry experts, and job-readiness workshops. The staff at PPS does the preservation 101, architectural walking tours and connecting experts.

During the six-week course, days are split between classroom time and doing hands on work, trips to local preservation organizations, and taking other courses like OSHA’s 10-hour certification course. They do a blended curriculum with a mix throughout the weeks. For example, on Tuesday of week four, students start off with class on Building Skills: Window Maintenance from 8:30-10:00am followed by Preservation Education: Review of Terms and Concepts, then a lunch break. Following the lunch break students go to the workshop and practice bed and top glazing of wood windows. They have found that a mixed model offers the most value, and emphasizes the educational component.

The program is funded through “private philanthropy and a mix of private and government grants, including support from the National Trust’s Moe Family Fund for Statewide and Local Partners in 2021, which awarded grants focused on key themes from the Preservation Priorities Task Force in partnership with the National Preservation Partners Network.”<sup>137</sup> Their website states the program in its third cycle was funded by the United States Department of Labor, 1772 Foundation, the Historic Preservation Education Fund, the Mary Dexter Chafee Fund, the Ida Ballou Littlefield Memorial Trust, the Robert E. Freeman Downcity Fund, the National Trust for Historic Preservation, the Nordson Foundation, the State of Rhode Island Department of Labor and Training, and the donors to our Power of Preservation Education

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<sup>136</sup> Mullen, 2023.

<sup>137</sup> Kelsey Mullen, “Building Works: Building a New Preservation Trades Network”

Campaign.<sup>138</sup> They also receive a number of funds from family foundations and small grants under \$20,000.

The program has had huge success rates with about 80% of graduates being placed into trades jobs or additional training within sixty days of graduation.<sup>139</sup> There is an attrition rate of about 10 to 15%. A community of graduates has grown in Providence, some going on to “start their own businesses, some forming a co-operative, a number of others have joined bigger shops”<sup>140</sup>

Understanding their success has been largely done via internal data collection and reflection. For the first two cycles of graduates, there have been check-ins every 6 months. These were soft check-ins with no judgement. Due to terms and conditions of the federal funds received for the last cycle of students, the Providence Preservation Society must do quarterly check-ins for three years. They internally check in two times a year to see how they can improve the program for the future.

One major advantage is that PPS has been able to secure funding for a physical space where they can train people. They are no longer outside as they were when they began during the pandemic and not just on-site in homes or buildings. The physical workshop has given them a space to run open classes, do open-to-public work nights and to invite craftspeople to come hangout and give tips to local community members. This place is essential to developing a community and sharing knowledge.

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<sup>138</sup> “Window & Workforce Training Program // Providence Preservation Society,” Ppsri.org (PPSri.org, 2017), <https://ppsri.org/property-research/training-programs/window-workforce-training-program/>.

<sup>139</sup> Kelsey Mullen (Director of Education Providence Preservation Society), in Zoom Call with Author, November, 2023.

<sup>140</sup> Ibid.

*Table 4. Summary of Building Window Works & Workforce Development Program Key Factors (created by author)*

	<i>Mission</i>	<b>Scope</b>	<b>Duration</b>	<b>Funding</b>	<b>Cost</b>	<b>Collaboration</b>	<b>Payment</b>	<b>Wraparound Services</b>	<b>Certification</b>
<b>Building Works Window &amp; Workforce program</b>	<i>Falls under general mission of PPS – no mission statement for program</i>	1 cohort per year 10-12 students Wood windows, planning expansion	6 week + 8 week placement	States Department of Labor & Training +fundraising  Looking for Large (million \$) donation	140,000 per cycle	Heritage Restoration Inc. (teachers)  <i>Dorcas International</i>	15/hr (30-40 hr weeks) 75\$/hr for instructor	Yes +Post program	yes

### **Chapter Summary**

Generally, what was found with all three programs was that each of them has their own successes and challenges. While two programs had explicit missions, the Providence Preservation Society did not, yet it did not seem to impact PPS’s program itself. The scopes of each programs were all similar with each consisting of ten to twelve students per cohort, with the biggest difference being that San Antonio’s The Living Heritage Trades program offers the program ten times annually, whereas both the Living Trades Academy only operated once and Building Works Window and Workforce program operates once annually. Each program’s duration is around nine to fourteen weeks, with both San Antonio and Providence’s programs having varying time in classroom and time onsite with contractors, which Living Trades Academy was all onsite with instructors.

Successful patchwork-type funding efforts allowed the programs to run, although they were all concerned with future funding. The cost of operating each program was similar for both LTA and BWW&WP, while San Antonio was able to bring the cost of operations per cohort to nearly one-third the cost of the other two programs because of collaborators. All three programs relied heavily on collaborators to operate. Each of the programs found it essential to pay their students. Further, OLTA and BWW&WP offered wraparound services which were important to

the success of their students and programs; LTA did not offer those services. Finally, all of the programs offered an in-house certificate of completion to students, with LTA giving students an additional one-hundred-dollar bonus as an incentive to complete the program.

PPS's tracking of their graduates has had a notable impact on the continuance of the program. As administrators are in continued contact with graduates and able to gather data to aid in continued development of their model and curriculum. This kind of follow up is crucial for these programs as they continue to grow but is often out of the scope of funding initially to do continuous formal follow-ups. While the other two case studies did not have formal tracking of graduates, they do informally maintain contact with many graduates of the programs and are able to highlight successful graduates pursuing a career in the field.

Table 5. Summary of All Programs (created by author)

	Mission	Cohort Size	Duration	Funding	Cost of Operating	Collaborations	Partners
<b>Living Trades Academy</b>	Repair and maintain their own homes, mentor others in their neighborhood to repair and maintain their homes, acquire valuable entry level skills for employment in the preservation field, and acquire business and entrepreneurship skills.	1 cohort 10-12 students,  10 paid students +2 people interested in the program unpaid	10 weeks  All in the house	McGregor fund 60,000  +had to match Donations +grants from banks that you had previously worked with on tax credit projects +foundation grants, americana foundation	\$ 120,000	Jim Turner Other master craftsmen	Y I T c b
<b>San Antonio The Living Heritage Trades Academy</b>	To create opportunities for all to perpetuate traditional skills and crafts; to conserve and maintain existing building stock and materials; and to leverage living heritage for economic prosperity in San Antonio	10 cohorts a year of 10 students	1 week training on Job Site w/ Master + 8 weeks w/ host contractor as paid employee	Public & Institutional funding 600,000 in grant CLG- 30,000  Family Services SA- 4 pillars of Eco Dev	500,000 annually  50,000 per cohort  Roughly 7,000 a student	Family Services, Local Contractors, NXT LEVEL Youth Opportunity Center, RestoreEducation	1 fa se *
<b>PPS Building Works Window &amp; Workforce program</b>	<i>Falls under general mission of PPS – no mission statement for program</i>	4 years 1 cohort per year 10-12 students Wood windows, planning expansion	6 week + placement	States Department of Labor & Training +fundraising	140,000 per cycle	Heritage Restoration Inc. & Dorcas International	1 h 7 in

Each of the programs were successful yet faced challenges in administering a course that transfers the essential skills and knowledge required for underemployed or unemployed individuals to pursue a career in preservation trades. They all offer an avenue towards understanding what an ideal program may look like. At the beginning of this chapter the gaps of knowledge were laid out as: Are there grassroots organizations that offer preservation trades education? If so, how do these grassroots preservation organizations approach trades training? How do they operate? What can be learned from them about their ability to transfer knowledge and skills? How are they challenged and how are they successful? How do those preservation organizations address workforce development locally? In what ways does location impact the potential of these programs?

After conducting the research and compiling the case studies, it is possible to say yes, there are grassroots preservation organizations offering preservation trades education. The organizations examined in this chapter have opted to teach trades training locally through short-term introductory courses. We explored their operations and collaborations, and how they address workforce development locally.

In the coming chapter's analysis, the following remaining questions will be answered: What can be learned from how these programs transfer knowledge and skills? How are they challenged and how are they successful? And finally, in what ways does location impact the potential of these programs?

## CHAPTER 4

### ANALYSIS & FINDINGS

This thesis has identified the fundamental issue in preservation trades in Chapter 1 as a severe lack of trained local preservation trades practitioners, then explored the various complex issues and history that have constructed the field of preservation trades in America today in Chapter 2. Those two efforts afforded the opportunity to create case studies of three preservation trades education programs that have all made honest attempts at addressing the issue of workforce development at a local level as revealed in Chapter 3.

In this chapter the three case studies are analyzed to see what can be understood regarding how these programs transfer knowledge and skills, what the program successes and challenges are, and, in what ways does location impact the potential of these programs? It is the hope that by examining successes and challenges in each program and answering the remaining questions posed, a model curriculum will emerge that could be used in other cities with secondary markets for preservation trades workers. The successful operation and continuation in these programs is required for the transfer of skills and knowledge.

#### ***Living Trades Academy***

The greatest success of this program was that it happened. It laid the groundwork and inspired other nonprofits, local governments, and organizations to start their own trades training course. It taught preservation trades to an underserved community, and that is a success within itself. The depth of the training is one of its major weaknesses, the wide scope and attempt to

teach so many preservation trades topics within ten weeks meant that the course was really a ten-week introduction to all the trades. There are both pros and cons to introducing a breadth of ideas and skills in such a short timeframe. One pro being that you never know what a student may latch on to, and someone who did not even know anything about plaster could become inspired to pursue a plasterwork training course if one is offered locally. Still, a con is that students are just getting a cursory training, not focused time to hone skills.

The greatest challenge for the program was the lack of wraparound services. These services could have helped aid in students' issues that impacted their attendance during the program.

### ***Living Heritage Trades Academy***

The collaboration between the city government's historic preservation office, local human service nonprofits, educational resource providers, as well as local craftspeople and contractors has been a major key to San Antonio's program's success. Family Services can offer robust wraparound services, access to a variety of funding, while the Office of Historic Preservation administrates all the granular preservation work and the work of connecting with local craftspeople and contractors. The programs' weeklong in-classroom work gives students a good baseline of preservation philosophy, math, and business skills, allowing them to focus on applying what they learned over the following eight weeks when they are in the field with their host contractors. This experience of having a host is a great opportunity for students to understand the day-in day-out requirements of employment in the preservation trades. Rather than a close simulation or a setting removed where they are basically in a workshop, having host contractors and students on-site learning offers a full picture to the students entering the field.

This also provides the contractor with more hands that can help complete non-specialized tasks on-site, like equipment moving and clean-up.

Though the number of students could overwhelm the hosts and potentially dilute the educational opportunities since students would be working on active projects, hosts may not have the time or capacity to teach as thoroughly as necessary with looming deadlines. But for contractors who are capable of teaching, this is a great opportunity to share information and train prospective employees, and with the accident insurance, hourly wages, and wraparound services provided by Family Services there is low liability with the greatest risk being effort lost, quality of work, and loss of time. These are substantial risks in the contracting profession.

While having contractors work directly with students in real-world settings, and on-site it could also potentially detract from the curriculum. Rather than students getting the opportunity to learn all sides of one trade, they could perhaps get caught up in one project that does not require the full spectrum of skills needed for the trade. Perhaps they spend eight weeks sanding and nothing else because the contractor took on a large project, with a deadline not within the eight weeks. Further studies need to understand the amount of control that the administrative organization has for the curriculum.

### ***Building Window Works & Workforce Program***

The greatest benefit this program offers is their healthy collaboration with Heritage Restoration. This offers a return on investment for Heritage Restoration since it provides a pool of people to select from for employment. This is great for finding people to do entry level jobs, but as my conversation with Robert Cagnetta highlighted is not necessarily where much of the

field is lacking people. He mentioned the need for people who have been in the trade for ten to fifteen years and can teach others well.

The program's most impressive feat is the sustainable cycle of graduates. Many go on to work in the industry in Providence, and some go on to start their own businesses and can come back and help as teachers for the program.

The robust preservation ethic in Providence and the wealth of local resources, allows students to deeply immerse themselves in the field of preservation in a way that the other two cities cannot offer. They provide students with a wealth of local resources, from teaching classroom preservation theory to applying that theory and philosophy in the field.

### ***Defining Successes and Challenges***

While success is relative, and in the eye of the beholder, for this chapter it is defined as positive outcomes for the program, and potentially applicable to an ideal program model. Challenges are defined as issues either seen by the administrators in the operations of the programs or future issues anticipated by this thesis research that must be surmounted for the program to be considered a success – no matter how small of an issue. Identifying the successes and challenges of each program in this chapter will inform what aspects of each program may be useful for a model and how the program could potentially navigate known challenges.

Table 6. Program Successes and Challenges Analysis Chart (created by author)

	Mission	Scope	Duration	Funding	Cost of Op	Collab	Payment of student	Wraparound services	Certification
<b>LTA</b>	success	success	challenge	challenge	challenge	success	challenge	challenge	challenge
<b>OLHTA</b>	success	success	success	challenge	challenge	success	success	success	challenge
<b>BWW&amp;WP</b>	challenge	success	success	challenge	challenge	success	success	success	challenge

**Mission:** As seen in Table 6 above, each of the programs researched was successful in operating in-line with their respective missions, though BWW&WP did not have an explicit, program specific mission but rather the mission of the program fell under the Providence Preservation Society’s overall mission. The key to a successful mission in one that acknowledges local workforce development in the trades as a road to economic prosperity, aims to continue the transference of the skills and knowledge, and also focuses on the preservation of the local building stock.

**Cohort Size:** Both OLHTA and BWW&WP were successful in their cohort size, each program having little issue filling the 10-student space allotment. Keeping the ratio of student to teacher to 10:1 allows instructors to not be spread too thin attempting to teach too many students at once.

**Duration and Format:** Each program was successful in their duration in that they were able to operate for the entire time that they set out for themselves. While each program taught similar topics like preservation philosophy, jobsite safety, and architectural styles, the real substantial difference was the time that students spent learning these topics. LTA had a very wide scope and focusing on a wide range of preservation trades gave students a great overview

of skills. This ultimately was its greatest challenge because in that the time provided for each skill did not allow for a deep investigation, but rather introduced many concepts at once. A blend of both classroom time and time in the field working with contractors, gives students opportunities to gain real working experience.

PPS's program gave students six weeks of classroom and workshop training before sending them into the field. Using local practitioners to teach their classes, as well as the abundance of local preservation resources to create a well-rounded preservation short-course experience, students were best equipped with skills and knowledge to go work with local contractors and gain real world experience.

This real-world experience is the best opportunity for students to not only grasp what preservation trades work is and to apply the philosophical underpinnings they learned, but also is a direct demonstration of what a life in the trades looks like-- loading gear, cleaning worksites, early mornings and long days when things aren't going right. The trades are a demanding field, and its important students receive a full look at the career path they are on. It is important that these programs they have both sufficient classroom time and time working in the real world.

**Funding:** All the programs struggled with funding; each made it work through a patchwork of large grants and small contributions. Both LHTA and BWW&WP have concerns about future funding and have some creative ideas on crafting a sustainable funding cycle but have not implemented yet. The Office of Historic Preservation in San Antonio, with all their collaborators, have been able to create a program that can share the costs and will help sustain the program over the long term. The leaders of the program remain worried about the future and noted that buy-in from everyone involved is critical, particularly contractors who could help supplement the student's payment.

**Cost of Operating:** While each of these programs has ambitions and expresses ideas on how to potentially bring cost of operations down, without a secure and sustainable funding source, these costs will continue to be a challenge. LHTA was able to bring the cost of operating per student to \$7,000, while the other two were around \$12,000-14,000 per student.

**Collaboration:** While all were very successful in their collaboration efforts with local contractors and craftspeople, OLHTA and BWW&WP's collaboration with social service providers bolstered their successful management of these programs. San Antonio's LHTA has the most robust and successful collaboration amongst nonprofits in offering support for students, whereas the collaboration between PPS and Heritage Restoration has been very constructive and has proved to be mutually beneficial to both parties.

**Recruitment:** Those collaborations also impacted the programs' ability to successfully recruit students and find unemployed or underemployed individuals interested in pursuing the trades, whereas LTA collaborated with local churches within the community which was very successful with eighty applicants in total. The collaborations with social service providers that BWW&WP and LHTA do enables them to not only consistently offer these programs to new individuals who go access those social services, but also helps with retention of students once they are enrolled in the course.

**Payment of Students:** Each program offered payment to students, both OLHTA and BWW&WP offering \$15, and LTA offering \$10. While being paid to train is a success unto itself, only offering ten dollars per hour presents a challenge to retaining students. Students need to be paid a living wage for their area.

**Wraparound Services:** Wraparound services are essential to the success of individuals with financial issues, and OLHTA and BWW&WP both expressed that these services were

important to their student's success in the program and afterwards. Collaborating with social service organizations who can provide holistic support to individuals ensures a greater chance of success and completion of the program. The more support students can get through these services the greater chance of them completing the program.

**Certification:** Certification, as mentioned, is tricky and challenging. While each program gave certificates to students who completed the course, the challenge is what these certificates mean to both the individual and how they might be used otherwise. It is important to give certificates and honor the students' efforts in completion, but these certificates must lead towards something more. For example, with this certification, students may be eligible for apprenticeships, or for a higher starting pay grade with a contractor. What they are not for is to sell these novices services as if they are professionals with great expertise.

Table 7. Summary of All Program Successes and Challenges (created by author)

	<b>Living Trades Academy</b>	<b>Living Heritage Trades Academy</b>	<b>Building Window Works &amp; Workforce Development</b>
<b>Successes</b>	<ul style="list-style-type: none"> <li>-Founding Program</li> <li>-Close collaboration with the neighborhood, in the neighborhood</li> <li>-Recruited experts from around the state</li> <li>- Living Lab</li> </ul>	<ul style="list-style-type: none"> <li>-Collaboration between Gov't Office and Nonprofit</li> <li>- Narrow focus</li> <li>- Remedial math</li> <li>- Business skill training</li> <li>- OSHA training</li> <li>-in classroom work</li> <li>- 6mo &amp; 1yr follow up through Family Services</li> <li>- Assigned to host Contractors</li> <li>Accident insurance to alleviate liability for contractors</li> </ul>	<ul style="list-style-type: none"> <li>-Healthy Collaboration with well-established Contractor</li> <li>- Robust local preservation ethic</li> <li>- Offer wraparound services</li> <li>-in classroom work</li> <li>- have a workshop where 90% of training takes place</li> <li>- Narrow focus</li> <li>- Remedial math</li> <li>- Business skill training</li> <li>OSHA 10 hr</li> <li>- Follow ups quarterly and 2 times a year</li> <li>- Accident insurance, org wide so any PPS programs</li> </ul>
<b>Challenges</b>	<ul style="list-style-type: none"> <li>-Wide focus</li> <li>-No wraparound services</li> <li>-Needed more collaboration with community leaders</li> <li>-Funding</li> </ul>	<ul style="list-style-type: none"> <li>-Are there enough contractors to absorb and train these incoming employees?</li> <li>- Funding</li> </ul>	<ul style="list-style-type: none"> <li>Nature of having a small preservation nonprofit, getting partners together.</li> <li>Legacy organization, "70 years of baggage"</li> <li>Funding</li> </ul>

## ***Key Takeaways***

The potential that local short-term workforce development trades programs have are substantial. After examining how these programs transfer skills and knowledge, and analyzing their successes and challenges, the needs of a successful program can be defined.

Successful programs need a focused mission, explicit in its aim for workforce development, economic empowerment, the transference of traditional skills, and focus on the preservation of the local building stock. They need to maintain a balanced student to teacher ratio; 10:1 is what all programs studied have conducted. This allows for the maximum number of students to be trained, but also for each student to get individual attention and potential placement after completion of the program. Successful programs will also need a balance between classroom, workshop, and real-world experience. A staggered approach to multi-week preservation philosophy and skills development is most ideal before students take on real-world work. This gives the students, the contractor, and the program the greatest opportunity for success and continuance. Insofar as funding, the greatest opportunity for sustainable funding is to increase the number of collaborators and get community buy-in. Spreading the fundraising burden amongst multiple organizations will be required for long-term success. This collaboration is also essential for steady recruitment of students, while paying students a living wage of fifteen or more dollars an hour is imperative for this being an option for individuals.

Successful programs also have a narrow focus on what the students learn, a pipeline into the local workforce, and proper support for individuals with payment and wraparound services. Successfully operated programs providing this kind of introductory training, local contractors and the local preservation industry should see great value and be encouraged to support. Providing students with supplemental courses like remedial math, business skills, and OSHA

trainings, students can enter the field with foundational knowledge for them to succeed as their skills improve with time. Focusing on both classroom preservation theory and in the field practice, students begin to engage in the complex reasoning required by preservation trades workers.

### ***Discussion***

Seeing the factors and qualities that make a program successful, there are some factors that are completely out of administrators control, like the pipeline to employment. These programs rely heavily on a local preservation infrastructure, like San Antonio, Detroit, and Providence have. Each of these cities have a history integral to the city's identity. From the missions of San Antonio to the auto factories of Detroit, having a historic built environment that reflects the historical narrative, and supports a preservation industry is crucial to the success of these programs. While this thesis has found these programs to be effective for what they are, there are good reasons, such as a lack of supportive infrastructure, local preservation funding, preservation contractors, et cetera, why they aren't for every city.

## CHAPTER 5

### FACTORS FOR A SUCCESSFUL PROGRAM & MODEL

Upon analyzing the successes and challenges of each programs ability to administer a local short-term course that transfers the essential skills and knowledge required for one to pursue a career in the preservation trades in Chapter 4, this chapter will explore the strengths and drawbacks of the short-term workforce development programs explored in this thesis in general and will also layout key factors for success and identify elements necessary for an ideal program.

#### *The Strengths of Short-Term Workforce Development Programs*

Stepping back, it is important to consider the important role these preservation trades education programs play in the field of preservation trades today. The greatest strength of these program is that they are happening. The Michigan Historic Preservation Network put their program together and proved that an organization can start small and make things happen. The issues in preservation trades seem insurmountable but beginning anywhere is better than nowhere. The old adage is that preservation is *local*. The impact of having local, city-based programs that train people who live in the area has a tremendous local impact. Investing in local training, of local people, has a wide sprawl of benefits.

One of the first benefits is encouraging people to engage with their local community. The closer we get to something, understanding its history, the way in which it was created, how it exists in the world today, and what it needs to be sustained, the deeper we come to appreciate it. This is the impact these programs can have on individuals. Even if a successful applicant goes on

to work another job in a different field, hopefully their deeper understanding of wood windows, or masonry will impact the judgments they make down the line when they or someone they know will need to renovate their house.

This is getting local people to work locally. The benefits of bringing people into the preservation trades is one thing, but the benefits of giving people life-long jobs and careers is substantial. There is great potential here also for the preservation nonprofit sector to reorient themselves towards hands-on education and begin to really offer local solutions. In a 2020 panel discussion for Preservation Pennsylvania, Nicholas Redding, CEO of Preservation Maryland and head of the Campaign for Historic Trades, stated,

the pandemic has uncovered systemic challenges when it comes to our communities, health disparities, and the way in which we talk about history, and heritage and some of these clashes that are happening right now. Make no mistake about it, preservation can either be part of the solution or part of the problem. And I think we have an opportunity to change people's perspectives on what we can do, and if we can give them a job, that's even better. We haven't seen unemployment figures on par with where we saw them over the last 6 months since the great depression... If preservation can figure a way to unlock good paying jobs that cannot be outsourced, then we have an opportunity to truly be relevant to that next generation and to diversify the face of trades and preservation at the same time.

Giving people jobs changes lives and the perception of what preservation is and what it can be.

This also brings more people into the workforce, which is crucial. And when there are more skilled people doing this work, the cost of it could potentially be less prohibitive for the average homeowner. Mylinda Sweirc of Family Services spoke of this being one of the greatest attributes of training so many people.

### *Drawbacks of Short-Term Workforce Development Programs*

The greatest question of these programs is, how much training and experience can one get in this short of timeframe? A couple of the case studies mentioned that students are going on to start their own companies and co-ops, which is fantastic from a student empowerment perspective. But from a preservation perspective it begs a lot of questions. Are these individuals capable of doing proper preservation of historic structures to a non-detrimental degree after only ten weeks of training? Or are these programs only serving as an avenue for more poorly trained craftsmen to go out into the communities and do subpar work? That is a degree of investigation that is not only subjective but nearly impossible to undertake, unless one is to actively go to each job site where graduates from these programs have worked and do a deeper inspection and survey.

This lack of verification of skills is a deep issue within the preservation trades, and as is spoken about often, there is no national standard for what a preservation tradesperson is. “There is no mechanism to verify the skills or training of workers in the field, and the industry is rife with untrained or undertrained workers.”<sup>141</sup> This lack of verification places the historic building stock at a great risk, “with inappropriate repairs being prevalent, particularly in privately owned structures with no oversight from professionals in the field.”<sup>142</sup>

It is also important to acknowledge that there are well known evaluation processes for programs that access the gaining of knowledge from a classroom learning perspective. The 4-level Kirkpatrick method is one that could have been effective if deployed in a survey to students. The Kirkpatrick method is a four-level evaluator framework with level one gauging reaction to the program, level two measuring the extent to which students learned, level three

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<sup>141</sup> Hartley, 2023 article

<sup>142</sup> Ibid

measuring how the student's behavior is impacted from the course, and level four gauging the results that the program has on individuals. In the beginning of this research, this framework did not appear to be as useful in what this thesis was aiming for, but after conducting this research, it seems that getting feedback from students would have been deeply insightful. But that feedback would not be substantial in evaluating their retention of trades knowledge since what really needs to be seen and verified is the quality of their work. Evaluation framework for that scope is still in its infancy.

While many of these programs strive for employment and not entrepreneurship, they need to create a firm pipeline to employment and further training, which seems to encompass many of their goals. The pipeline is essential to their success in aiding in the issues of a lack of skilled preservation tradespeople. Since these programs serve as a fantastic resource for basic training and gauging interest of individuals who are looking for a career change, they do need more training before striking out on their own. This leads me to the next greatest strength of these programs; that they are creating a pool for contractors.

Contractors are busy, and preservation contractors even more so. The load of running a small business, vetting clients and jobs, training employees, and completing a competitively high standard of work is laborious. The "low-bid" method of contracting, where the lowest bidder often wins in the U.S., "means that profit margins for construction companies are often slim, and training workers onsite is a significant expenditure, as it can slow down production and therefore reduce profit."<sup>143</sup> The liability of wasting time on training an employee, for the employee to realize that they are not interested pursuing a career in the trades, is risky. Training someone from scratch is a tedious and costly endeavor. These programs serve as a great testing ground,

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<sup>143</sup> Hartley, 2023.

then through communication with the program operators, it can relieve the stress of contractors who are overwhelmed with applicants who just clicked a button on the job search platform. Indeed, The Heritage Restoration Founder and long-time advocate and worker in the preservation trades, Robert Cagnetta spoke of this risk. He understands that he could be training his competition but considers the greater cause of bringing more people into the workforce a worthy trade off.

### ***Key Factors Necessary for a Successful Program***

After having conducted this research, examined three different case studies, and analyzed the data collected, the following are key factors necessary for a successful short-term workforce development preservation trades education program.

**Strong Champion-** “There is usually one person who had the initial vision and passion to pursue the idea. This champion starts the ball rolling and brings others along as the effort gains momentum.”<sup>144</sup> These are administrative champions as well as people providing the wraparound services, the teachers and the temporary or long-term employers. Still, getting buy-in from everyone involved is essential, and having one or two passionate people coordinating these programs long-term is necessary. The work being done by the people who I spoke to in the course of research were all incredibly intelligent and passionate. Nancy Finegood, Kathy Rodriguez, Stephen Hartley, Kelsey Mullen, Lisa Sasser, Robert Cagnetta, and Molly Baker were all very passionate about and committed to workforce development for the preservation trades.

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<sup>144</sup> Ibid

**Collaboration-** It is necessary to have invested partners because of the multifaceted nature of these programs that require administrative work, social work, education, and physical space, as such, there must be a strong ethic of collaboration. Spreading the work between craftspeople, administrators, and social service providers creates the most well-rounded approach to operations and support for students. The collaboration demonstrated by MHPN and Jim Turner for the Living Trades Academy, San Antonio's Office of Historic Preservation, Family Services and craftspeople like Victor Gonzalez for Living Heritage Trades Academy, and between Providence Preservation Society, Dorcas International and Heritage Restoration, Inc are all exemplary. San Antonio and Providence's programs both include social service nonprofit collaborations that are ideal in promoting and supporting local community members in need of a non-outsourcable career.

**Wraparound services-** Providing holistic and comprehensive support for individuals in these programs are paramount to their success. Collaborating with as many social service providers for holistic support, additional life and education coaching will ensure success for all involved.

**Funding-** With the least expensive program in these case studies costing \$50,000, preservation trades programs require a substantial amount of backing. The programs examined were able to secure funding and successfully run their programs but have difficulty planning long term due to the lack of reliable multi-year funding sources. While accessing government funds has been successful, those funds, much of which came from COVID-era workforce development, cannot be counted on in a five-year plan. This is where reliable collaboration with human services nonprofits and administrative organizations well-versed and committed to fundraising and grant

writing is necessary for longevity. It is an exhausting but essential aspect of the continued operation of these programs. The more partnerships and collaborations between organizations, foundations, and workforce development organizations, the more stable and diverse the resource and funding pool could be.

**Focused Curriculum-** To teach a trade most thoroughly within the short timeframe of these programs it is imperative that the curriculum is focused on one trade. In the short time frame the more detailed and focused the curriculum, the deeper their fundamentals will be. Ultimately, giving them an experience in learning one thing will be more transferable to learning another trade than trying to quickly survey too many skills.

**A Sturdy Pipeline to Employment-** Where are these people going once they have received introductory training? It is necessary that there is a robust infrastructure of contractors or additional training opportunities for these individuals to continue honing their crafts. Without a pipeline, graduates of these short programs could do more harm than good in taking on preservation projects that they do not have the ability to do. If the cities don't have a robust infrastructure, this kind of program is ineffective and potentially materially destructive.

**Formal Tracking of Graduates-** Setting up a system to formally follow-up with graduates of these programs is essential to the ability of these programs to adapt and change to remain the most relevant, thus ensure their continuance.

**Emphasis on Resource and Research-** Teaching students how to learn something on their own is one of the most essential tools and one that is often forgotten about in the standard model.

With the wealth of resources available, showing students how to do this work could unlock their potential if they are interested in pursuing it. Granted, students may have language and literacy barriers, but there are many how-to guides and videos with auto-translated subtitles available outside of the wealth of resources published by APT, PTN, and HPTC. It is important to teach the students how to vet those resources and apply the best practices.

### ***Proposed Model Curriculum***

Below is a proposed model curriculum for a six-week course with a six-week contractor placement. This model is formed with heavy influence from the three case studies, and includes six weeks of in-classroom, and six weeks of real-work experience with the contractor. The pedagogical focus is teaching preservation philosophy, hands on material understanding, application of skills in a workshop, evaluation, and demonstrating how to research and find resources for future education. Week one can be conducted by administrative professionals or perhaps through presentations and videos. In week two and four it is critical to have a master craftsman or contractor onsite and involved in the curriculum creation. This is where their pedagogy and understand of the trade needs to be input. Week five's testing, evaluation, and supplemental courses should be run by local craftsmen and business professionals. The final week is perhaps the most important. There is a wealth of written and recorded resources for the craftspeople today, as information is no longer siloed. There are books, magazines, NPS Preservation Briefs, and bi-lingual YouTube videos created by the HPTC that prove to be invaluable resources to contemporary preservation trades workers. Showing students how to access those resources is crucial to their personal development.

*Table 8: Sample Curriculum for program (created by author)*

<b>Week 1</b>	Introduction Historic Preservation Fundamentals Construction Fundamentals Safety Rules and Practices – OSHA10 Lead Safe Work Practices
<b>Week 2</b>	Understanding Building Systems & Building Skills Historic Architecture Historic Material Comprehension and Conservation Terminology Technical Evolution Energy efficiency and building physics
<b>Week 3</b>	Material Skills- In the workshop
<b>Week 4</b>	Material Skills Continued
<b>Week 5</b>	Testing and Administrative Review: Business Skills Writing a business plan Legal Documents and Taxes Invoicing and record keeping
<b>Week 6</b>	Resource and Research assistance

Following this six-week classroom-workshop course, students are then placed with a local contractor with weekly check-ins on skill development and general well-being.

### ***Discussion***

As mentioned in the discussion section of the previous chapter, these programs might not be a perfect fit for every location. Research and analysis conclude that there is a special combination of factors that are required for these programs to succeed, and some cities around the country won't have the necessary ingredients. There are potentially other avenues to create opportunities for localities that do not have all the necessary factors for a program like the ones examined in this thesis.

One potential model would be for smaller municipalities to join their resources together and create multi-city or regional program. While this would expand beyond immediate local environments of participants, it would also broaden the potential for this kind of preservation training to become available to people in smaller or rural communities.

Required by the Historic Preservation Act, every state has a State Historic Preservation Office responsible for both preserving historic places and promoting preservation efforts. State Historic Preservation Offices could create their own short programs or create sites that operate like a summer camp where different localities can pool applicants and send for training.

There is great potential for the future of these types of programs. As this is only the beginning, the ones that currently exist can serve as role models and mentors for other programs. The two still operating programs that were examined in this thesis have goals of becoming larger local training centers. As these programs continue and build a large alumni network of competent preservation trades workers, there is opportunity to potentially create a fund-generating operation. If say, a for-profit business was operated by alumni of the programs in collaboration with the program The alumni could become teachers in the program, and a percentage of the profits brought in by the for-profit business could be put in towards funding these programs. This would create a sustainable funding cycle, encourage student retention with local mentors and mentees, build a local preservation trades community, and create a pipeline to employment.

## CHAPTER 6

### CONCLUSION

To conclude this thesis, we need to review the research questions that led to this point: In what ways are grassroots heritage/preservation organizations approaches to trades training program models successful, and in what ways are they challenged in transferring the essential skills and knowledge of preservation trades? Do they successfully address the issues plaguing the preservation trades? Is there a successful model that can be implemented in cities across the country?

The issues with preservation trades and preservation trades education are monumental. With the aging building stock and a contracting system that encourages the cheapest practices, the need to train skilled preservation trades workers is paramount. Two of the three programs examined have been able to operate successfully and upon this writing they are still operating. Thus, yes, they have successfully brought more people into the workforce. There is a great deal of potential if they expand and continue to grow, creating a network of alumni, local esteem, and can access larger pockets of funding.

While the nature of every locality having its own peculiarities makes an ideal model difficult to create, there are key factors that short-term preservation trades education programs should possess to be successful. While the programs examined are not solving all the issues plaguing the preservation trades, they are a great start at getting people into the field. The potential of educating people in a facet of construction that was previously resigned to specialists and is, for most people, prohibitively expensive is an exciting prospect.

These programs and these types of programs, while in their relative infancy, reflect an earnest effort towards equity, diversity, and accessibility in the field of historic preservation. These kinds of programs can create more equitable, diverse, and accessible future of the preservation trades by engaging historically underserved communities in local preservation, bringing people into the local workforce, and transferring the essential skills of preservation trades workers.

While these programs might not be suitable for every city, they are a good template for places to look at when considering forming their own programs. These programs may not save the preservation trades, but with their continuance, growth, and adaption over time, they are a great start to encouraging more people to join the preservation trades and encouraging other localities to develop their own programs.

### ***Reflections***

Upon completing this research and writing this thesis there are many things that could have been done differently. It was admittedly naive to think that by examining the administrative organizations, it would show whether they transfer the essential skills and knowledge of preservation trades. The difficulty of evaluation process for work like preservation trades was evident. The only way to really gauge if these programs are successful in transferring these skills would be to follow graduates around and examine how they work, their processes for solving problems, and their finished projects. All of which would not have been possible in the scope of this research. Though using a different evaluation method, like the Kirkpatrick method and surveying students certainly would have yielded interesting data.

It is a great regret that I did not get an opportunity to connect with Jim Turner or Victor Gonzales, two craftspeople committed to the transference of the knowledge and skills in preservation trades. This was something that I only recognized in the process of finalizing this thesis. I had them down as people to speak with but during research, I did not make the connection. Talking with them would have better helped me understand how these skills and knowledge are transferred as well as their professional opinion on how successfully these short-term programs teach these skills.

I would have also liked to conduct more interviews with the administrators of these programs. Completing the data collection before writing left many gaps, like missing information on that I'd have liked to go back and ask the administrators. For example, about selecting local contractors and the infrastructure for these students to go into. More time would have also allowed me to better standardize the data gathered, as the way in which each program provided me information, resources, and literature being so different it created difficulties in cross analysis. I do also wish I could have received and published each programs curriculum, but only one program was willing to allow it to be published, while the other two only sent me drafts of curriculum.

If I were to be able to go back and completely redo this research, I would have selected only one case study. I would have participated or observed their program in action. For San Antonio's LHTA program for example, I would have sat in on their one-week training course and seen exactly what the students are being trained on before they go into the field. I would have been able to make connections with students that could have potentially led to fruitful follow-ups. It would have also allowed me to travel to the city, conduct these interviews in person, and gain a wider view of the program and the local context it exists in.

### ***Further Research***

There is a lot of future research needed on preservation trades education programs. The most obvious is the need of deep physical examination and survey of the work that these students are capable of once leaving the program. This would require in-person evaluation of projects, not just survey of participants. Due to the material nature of trades work, the correlation of what was taught to the actual implementable skill is not measurable in a survey, but rather by the quality of work performed. One of the issues in preservation is that work being performed poorly or wrong is often more detrimental to the building than no work being done at all.

Another component of further research would be the impact these programs have on neighborhood revitalization and anti-gentrification. Many of the administrators mentioned this as a potential topic but due to the programs lack of run-time and data on the issue this was all but an abstract potential.

One question that arose in my reflection on this topic that would be worthy of future research is why aren't local preservation organizations cooperating with local governments to do trades education work? One major factor is that these programs need a champion, one person who is in a position of power to facilitate, fundraise, and get buy in from other collaborators. All of the champions I spoke to through the course of this research were ambitious and driven, virtues of real changemakers. Unfortunately, not everyone is this kind of person. I believe there is room for collaboration from local governments and local nonprofits, but there must be full buy in and a champion to create that connection.

The final piece of further research that needs to be done is examining these programs as they grow and adapt. Seeing how they overcome the challenges in front of them, how they access funding, get connected into the large network of preservation trades, and where the graduates of

these programs go with their careers. These programs have great potential and even greater aspirations, the current network of trades resources compiled by Campaign for Historic Trades leave this author optimistic about the future of short-term workforce development programs to grow and expand. Only time will tell.

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## APPENDICES

## APPENDIX A

### Timeline of Preservation Trades Education in the United States

- 1956-** The first federal position established for a preservation trades worker was, when the National Park Service Historical Architects, Charles E. Peterson, and Henry Judd, received approval to create a Building Restoration Specialists series for federal employment.
- 1966-** The National Historic Preservation Act is passed.
- 1968-** The National Park Service proposed to establish the William Strickland Preservation Center as a three-year pilot program to be funded by the National Park Foundation.<sup>145</sup>
- 1968-** The Association for Preservation Technology (APT), founded in in Canada, began holding their annual conference and conducting workshops in the Northeastern United States and Canada.
- 1971-** The National Trust affirmed their commitment to the working recommendations of the Whitehill Report at the “Conference on Training for the Building Crafts”. They restated the need for establishment of preservation trades training centers by the National Park Service, the National Trust, and other entities.
- During the 1970’s publications like *This Old House* journal generated public interest, Nonprofits’ like.
- 1973-** The National Trust completed an internal review and reversed its support for the regional preservation training center concept. Instead, it developed its own proposal for preservation skills short courses and the establishment of a small training center at a National Trust property at Lyndhurst, and attempted to create links with union and vocational training programs.
- 1976-** RESTORE, Inc began offering a range of workshops and courses on the technology of architecture preservation targeted to an audience of trade workers, design professionals and property owners.<sup>146</sup>
- 1977-** Establishment of preservation trades education centers with the Williamsport Preservation Training Center in Williamsport, Maryland by the National Park Service. This was followed by the National Trust publishing their preservation trades supplement to their publication, *Preservation News*. The NPS North Atlantic Historic Preservation Center began offering a two-year Preservation Maintenance Skills Training Program.

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<sup>145</sup> Lisa Sasser “Why the Trades Matter for Preservation: A Half-Century of Promoting Traditional Building Skills for Preservation. “*Forum journal*. 2005.

<sup>146</sup> Ibid

- 1978-** The National Council for Preservation Education was established “on the recommendation of the Higher Education Study Group sponsored by the National Trust for Historic Preservation Higher Education Study Group.”<sup>147</sup>
- 1979-** The Campbell Center for Historic Preservation in Mt. Carroll, Illinois began offering courses in architectural conservation as well as preservation trades workshops.
- 1982-** The Preservation Education Institute in Windsor, Vermont began offering workshops. The Education Institute in Windsor has served more than 2,000 students since its inception and established a training and certification program in Historic Preservation skills, technology, and philosophy.<sup>148</sup>
- 1984-** The Timber Framers Guild was formed to provide educational and networking opportunities.<sup>149</sup>
- 1986-** Hugh C. Miller and Emogene A. Bevitt, formerly a program analyst in the NPS Technical Preservation Services Division, developed the guide, “Catalogue of Professional Skills Needed by Historic Architects.” Sasser writes that the guide “serves equally well as a training plan in historic building technology and philosophy for preservation specialists.”<sup>150</sup>
- 1986-** A report of the U.S. congressional Office of the Technology Assessment on *Technologies for Prehistoric and Historic Preservation* called for the need for training programs, ... return to craftsmen the decision-making capability that has been gradually and systematically denied them by the construction and building industries of the last few decades. Craftsmanship has been sacrificed to uniformity, mass production and economy. Restoration is challenging, varied and often difficult. Every practitioner involved in structural restoration and rehabilitation should comprehend the behavior of materials and their basic physical and chemical properties.<sup>151</sup>
- 1989-** The Cathedral Stoneworks began a craft training program at the Cathedral of St. John the Divine in New York City.
- 1989-** An Associate degree program in The Building Preservation Technology program was founded at Belmont Technical College in Belmont, Ohio.
- 1992-**<sup>152</sup> This report was instrumental in the creation of the NPS National Center for Preservation Technology and Training (NCPTT) in Natchitoches, LA in 1992.<sup>153</sup>

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<sup>147</sup> Kassman

<sup>148</sup> Sasser

<sup>149</sup> Ibid.

<sup>150</sup> Ibid

<sup>151</sup> U.S. Congress, Office of Technology Assessment. *Technologies for Prehistoric and Historic Preservation*, OTA-E-319. U.S. Government Printing Office. 1986.

<sup>152</sup> Sasser, “Why the Trades Matter for Preservation”.

<sup>153</sup> Sasser, “Why the Trades Matter for Preservation”.

- 1993-** The NPS Historic Preservation Training Center started the “Preservation and Skills Training” (PAST) program to upskill existing maintenance workers. In the same year, the World Monument Fund sponsored the conference “Employment Strategies for The Restoration Arts: Craft Training in the Service of Preservation” to address “the continuing erosion of the historic fabric of NYC; the continuing loss of craft skills that produced the arch legacy of the city; the growing disintegration of the social fabric of the city.”<sup>154</sup> The program was inspired by Spain’s Escuelas Taller program, which “developed by the Fundacion para la Ecologia y la Proteccion de la Media Ambiente and funded generously by the Ministry of Labor” and had dedicated “over 700 work sites to train unemployed youths between the ages of 18 and 25.”<sup>155</sup> One of the main proposals to emerge from the conference was the creation of a high school for the preservation arts in the New York City school system.<sup>156</sup>
- 1994-** John P. Canham designed a program that would incorporate people with disabilities into the field, which was adopted by Vocational Resources, Inc. (now Goodwill industries Southern New England), with the mission, “to provide services which expand the vocational and economic opportunities for people with disabilities and related challenges in order to enhance their capacity for living, increased quality of life, and work.”<sup>157</sup>
- 1995-** A group of contractors, educators and preservation specialists gathered at the annual conference of the Association for Preservation Technology in Washington, D.C. and established the Preservation Trades Network.<sup>158</sup> Initially a Special Task Force, the network was established to address the perception that the role of tradespeople and contractors was not adequately recognized or acknowledged in the preservation industry.<sup>159</sup> This organization wanted to create a network of preservation trades professionals and encourage members to use the emerging internet as a tool for communication amongst craftspeople.
- 1995-** The NCPTT funded publication of a training manual for “Preservation Education Skills for Building Trades Teachers” which was developed by the Preservation Institute for the Building Crafts in Windsor, Vermont, and the University of Vermont Historic Preservation Program. Additionally in the same year, James M. Fitch developed and proposed a model program in preservation trades in Community Colleges. And the University of Oregon School of Architecture and Allied Arts, Historic Preservation

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<sup>154</sup> Ibid

<sup>155</sup> “Employment Strategies for the Restoration Arts Craft Training in the Service of Historic Preservation Symposium Report World Monument Fund,” July 28, 1993, <https://www.wmf.org/sites/default/files/article/pdfs/Employment%20Strategies%20For%20the%20Restoration%20Arts.pdf>.

<sup>156</sup> Sasser “Why the Trades Matter for Preservation: A Half-Century of Promoting Traditional Building Skills for Preservation.” *Forum journal*. 2005.

<sup>157</sup> Cagnetta, Robert. “The Diversity of Application.” *Cultural Resource Management*, 1997.

<sup>158</sup> “Preservation Trades Network - History of PTN,” [www.ptn.org](http://www.ptn.org), accessed March 21, 2024, <https://www.ptn.org/History-of-PTN>.

<sup>159</sup> Lisa Sasser “Why the Trades Matter for Preservation: A Half-Century of Promoting Traditional Building Skills for Preservation.” *Forum journal*. 2005.

program offered its first Summer Preservation Field School for craftsmen and preservation students.<sup>160</sup>

- 1996-** The college of the Redwoods in Eureka, California established the Historic Preservation and Restoration Technology program, the first certificate program west of the Mississippi in.
- 1997-** The Institute for Preservation Training in Providence, Rhode Island developed the nation's first certified apprenticeship program with the State Department of Labor. Also, in the same year the first International Preservation Trades Workshop was held in Frederick Maryland and the NPS used their Magazine, *CRM: Cultural Resource Management: Information for Parks, Federal Agencies, Indian Tribes, States, Local Governments, and the Private Sector* to highlight many of the issues in the preservation trades and crafts. Also in 1997, The World Monuments fund "enlisted Kate Burns Ottavino, Director of Preservation Technology at the New Jersey Institute of Technology to develop and implement a comprehensive high school curriculum that integrated precepts of Historic Preservation into required general education."<sup>161</sup>
- 1998-** The School of the Building Arts was established in Charleston, S.C.
- 1999-** The Community Organized for Learning, Training, and Sharing (COLTS) program for at-risk high school students was established to teach timber framing, shop carpentry and construction by the Huffman, Texas School District.<sup>162</sup>
- 2001-** The Preservation Trades Network formally became a nonprofit in the states of Connecticut, and there were a plethora of conferences and festivals around the building arts. For example, the Masters of Building Arts at the Smithsonian Folklife Festival, "Building Craftsmanship" Session at the National Trust for Historic Preservation conference, the International Preservation Trades Workshop at Floyd Bennett Field, Brooklyn, NY. There was also the establishment of the Historical Restoration and Renovation Institutes in the School of Applied Technology at Alfred State College in Wellsville, NY all took place in 2001.
- 2002-** The program developed by Kate Burns Ottavino resulted in the NYC Department of Education drafting a memorandum for the Brooklyn High School for the Arts to feature Preservation Arts as an academic theme, becoming the first program of its kind in the nation. Also in 2002, Preservation Delaware, Inc. developed the Wilmington Job Corps Center under a cooperative agreement with the National Trust and NCPTT.
- 2003-** The Preservation Trades Network announced the International Trades Education Initiative in partnership with Belmont College. In the same year, Harford Community College in Bel Air, Maryland began a building preservation and restoration certificate program.

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<sup>160</sup> Kassman

<sup>161</sup> "Introducing Preservation Trades to High School Students" 2008. Michigan Historic Preservation Network

<sup>162</sup> Kassman

- 2004-** The School of the Building Arts in Charleston, S.C., renamed the American College of the Building Arts received licensure from the South Carolina Commission on Higher Education and became the first accredited trades college to offer a 4-year degree.
- 2008-** Michigan Historic Preservation Network released “Introducing Preservation trades to High School Students” after implementing a “bottom-up” approach to overlaying preservation trades curriculum over traditional vocational education to High School students at A. Phillip Rudolph Career and Technical Center in Detroit, Michigan.
- 2009-** HistoriCorps was founded to engage volunteers in historic preservation projects on public lands after the United States Forest Service “approached Colorado Preservation Inc. with the idea to form a “corps” modeled after community service programs like the renowned Depression-Era Civilian Conservation Corps.”<sup>163</sup>
- 2014-** The Savannah Technical College established an associate degree program.
- 2015-** The Window Preservation Alliance was founded in April.
- 2019-** The Campaign for the Historic Trades was founded as an offshoot from Preservation Maryland and works heavily in collaboration with the NPS NPTC in Frederick, Maryland.
- 2020-** The Advisory Council for historic preservation released a policy statement on the Promotion and Value of Tradition Trades Training.
- 2022-** The Campaign for Historic Trades released the monumental report, *Status of Historic Trades in America*, prepared by Place Economics.

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<sup>163</sup> “About Us,” HistoriCorps, accessed May 14, 2024, <https://historicorps.org/about-us-2/>.