Thursday, October 25, 2018

Session Seven

Title: Connecting to Apprenticeships

Moderated by: Jacqueline Korengel, Kentucky

Presenter 1: Mary Clagett, Jobs for the Future

Presenter 2: Stephanie Schab, Ohio
The American labor market is broken. Our rapidly changing economy demands skilled and adaptable workers, but many people lack the education and training employers require. JFF is transforming the workforce and education systems to accelerate economic advancement for all.

JFF designs innovative solutions, scales proven programs, and influences industry action and policymaking to drive the most transformative impact.
Webinar | Understanding Competency-Based Apprenticeship Programs

On September 26, JFF’s Center for Apprenticeship & Work-Based Learning hosted a webinar focusing on the growing influence of competency-based learning frameworks and programs in apprenticeship in the US.

As part of our mission, the Center provides valuable resources and tools to support the work-based learning lifecycle. We have a full library of resources, with the latest news and updates on apprenticeship and work-based learning.

Center4Apprenticeship.jff.org
By 2020:
• 65% of US jobs will require some form of postsecondary education.
• The U.S. will face shortages of 3 million workers with AA degrees; and 5 million workers with technical certificates and credentials.

Today:
• 29 million adults have no high school diploma.
• 65% percent of students entering community colleges are referred to developmental education where only 1 in 4 complete a credential within 8 years.
• Over 50% of 25 year-olds have no postsecondary credentials.
• Career pathways and work-based learning (WBL) strategies show great promise for helping underprepared adults to access family supporting careers.

• Multiple entry and exit points and stackable credentials can help students gain needed skills for progressive levels of employment.

• Integrated adult education, pre-apprenticeship, and bridge models can help adult education students connect to registered apprenticeship – but more work is necessary.

• Apprenticeship is a critical pathways/WBL strategy offering earned income and work experience – combined with classroom – leading to middle-skill careers.
APPRENTICESHIP TRANSFORMATION

- Expansion into industries that have not traditionally used apprenticeship for skills development (e.g., healthcare, IT, finance, hospitality)
- Increased partnerships with 2 and 4 year colleges and other E&T partners
- Increased emphasis on underrepresented populations
- Increased emphasis on competency-based learning vs. seat time
OUTCOMES OF APPRENTICESHIP

• Over 87% of apprentices are employed after completing training at an average starting wage of $60,000.

• With over 500,000 registered apprenticeships in the U.S., this form of training has a high return on investment for workers and employers -- based on increased productivity, reduced waste, and greater front-line innovation.
Impressive Individual Outcomes

$300,000+ Lifetime Earning Advantage

#ApprenticeshipWorks *(Source: An Effectiveness Assessment and Cost-Benefit Analysis of Registered Apprenticeship in 10 States, Mathematica Policy Research, 2012)

Impressive Business Outcomes

For every dollar spent on apprenticeship, employers get an average of $1.47 back in Increased productivity.

Impressive Public Benefits

$28 in benefits for every $1 invested by the Government*

*(Source: An Effectiveness Assessment and Cost-Benefit Analysis of Registered Apprenticeship in 10 States, Mathematica Policy Research, 2012)
WHAT IS APPRENTICESHIP?

- Paid employment with wage increases commensurate with skill gains
- Structured on-the-job learning supervised by a qualified mentor, and typically a year or more
- Related training and instruction that complements on-the-job learning
- Ongoing assessment of skills development
- Culminating in a recognized postsecondary credential
The National Apprenticeship Act (Fitzgerald Act)

The Fitzgerald Act was authorized in August 1937 and has not been modified since.

Authorizes USDOL to work with States and Industry in the furtherance of standards for the training of apprentices.

Positions USDOL’s role to protect the welfare of apprentices.

Regulations governing Registered Apprenticeship

Title 29 CFR part 29, Labor Standards for Registration of Apprenticeship Programs was revised in December 2008;

Title 29 CFR part 30, Equal Employment Opportunity in Apprenticeship and Training, was published in 1978, and a new rule was released in December 2016.
<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>10%</td>
</tr>
<tr>
<td>Minorities</td>
<td>35%</td>
</tr>
<tr>
<td>Average Age</td>
<td>28+</td>
</tr>
<tr>
<td>Military Veterans</td>
<td>7.5%</td>
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THE NEED FOR EQUITY IN WBL

A lack of access to work-based learning limits the career prospects and economic mobility of millions of youth and adults, and prevents them from becoming part of the talent pipeline employers need to spur economic growth.

- **Many** employers offer some form of WBL to employees
- **$177 BILLION** spent by employers on training annually
- **58%** spent on employees with a BA or higher
- **25%** spent on employees with some college (sub-BA)
- **17%** spent on employees with a high school diploma or less
ENTRY REQUIREMENTS CAN BE LIMITING

• Each Apprenticeship program sponsor identifies the minimum qualifications to apply for a program.

• Eligible starting age not less than 16 -- however, most programs require individuals to be at least 18 years of age.

• Program sponsors identify additional minimum qualifications, such as education level and the ability to physically perform the essential functions of the job – many require HS or GED.

• Selection methods used by sponsors may include: aptitude tests, interviews, school grades, or previous work experience.
RA can be matched in different ways to meet needs of businesses and job seekers.

“Traditional” Registered Apprenticeship

“Front-loaded” Registered Apprenticeship

“One-Year” Registered Apprenticeship

Pre-apprenticeship to Registered Apprenticeship: Direct Entry Model
PRE-APPRENTICESHIP

Designed to prepare individuals to enter and succeed in a Registered Apprenticeship (RA) program

• Training/curriculum aligned with employer needs.
• Access to educational/career counseling and other supportive services.
• Hands-on, meaningful learning activities connected to education and training (e.g., exploring career options, understanding how skills learned apply to a future career).
• Opportunities to attain at least one industry-recognized credential.
• Partnership with at least one existing apprenticeship program.
QUALITY FRAMEWORK

Program duration varies, but usually 4-12 weeks
LEAD ORGANIZATIONS IN PRE-APPRENTICESHIP

- Employers and RA Sponsors
- Community and Technical Colleges
- Unions and Labor Management Organizations
- Community Based Organizations and Intermediaries
- State and Local Government (including education providers)
# Pre-apprenticeship Key Partners

## Employers / Industry Association
- Identify skill requirements
- Provide mentors to deliver on-the-job learning
- Provide time for workers to complete instruction
- Hire new workers or select current workers as apprentices
- Define pay rates, including wage increments (employers responsibility unless apprentice has an agreement)

## Union Partners
- Sit on advisory committees
- Host potential apprentices at training sites
- Speak to potential apprentices about what makes a successful candidate
- Provide information when and how to apply for apprenticeship

## Educational Provider
- Develop curriculum and course content with employers
- Provide instructors – or train them
- Provide facilities
- Support recruitment
- Grant credentials and/or college credit
- Provide academic counseling and other support services

## Public Workforce System
- Recruitment
- Aggregate supply and demand sides, connections to employers
- Provide training funds (through OJT contracts, ITAs, customized training)
- Provide support services
GETTING STARTED

• Identify target industry based on demand, presence of RA programs.
• Identify potential partners: quality pre-apprenticeship programs, quality job training programs, RA sponsors.
• If you have a training program already:
  ➢ Map program onto pre-apprenticeship framework
  ➢ Identify RA partners through the RA system, unions, intermediaries
  ➢ Curriculum development or refinement, in partnership with RA sponsor, aligned with RA entrance standards
FUNDING FOR PRE-APPRENTICESHIP

• Grants from federal or state government

• U.S. Department of Transportation funds

• WIOA and other individual-level funds

• Project labor agreements or penny-per-hour union agreements

• Philanthropy

• In-kind support from registered apprenticeships, employers, community colleges
FEDERAL INVESTMENTS IN APPRENTICESHIP

Since 2015, the Federal Government has invested $503m to fund:

- American Apprenticeship Initiative
- State Accelerator grants
- State Expansion grants
- Contracts to Intermediaries
- $150m current DOL FOA
- $160m proposed for 2019
• June 15, 2017, President Trump issued Executive Order 13801 to expand Apprenticeships in America – establishing an alternative process for recognizing “industry-recognized apprenticeships” (IRAP)

• Eligible third parties including trade and industry groups, companies, non-profit organizations, unions, and joint labor-management organizations would be given authority to establish and implement apprenticeship programs.

• July 27, 2018, DOL issued guidance (TEN No, 3018) on IRAP – establishing new accrediting entities that would in turn identify qualified apprenticeship programs and establishing standards for both the accrediting entities and for the alternative apprenticeship programs.

• There is a request for information now -- due Nov. 19.

• Quality, rigor, and equity protections in apprenticeship are key. You may want to make recommendations for better connections with and on-ramps from adult education.
QUESTIONS?
THANK YOU!

Mary Gardner Clagett
mclagett@jff.org
Adult Ed/Apprenticeship Partnerships
National Training Institute
October 2018
Governance:
Ohio Department of Higher Education

30,000 students
49 Fiscal Agents
Apprenticeship Partnerships

- Cincinnati Public Schools
- Lima City Schools
- Pike County Career Center
Lesson One

• Connect with your State-Level Apprenticeship Council Administrator
State-Level Connection

Patrick Reardon
State Program Administrator

ApprenticeOhio
Ohio Department of Job and Family Services
Office of Workforce Development
We’d love to help support your mission! If you would like to send me a summary of the services your group provides, as well as contact information in areas across the state, we can blast it out to all of our Registered Apprenticeship program sponsors for you.

Thank you!

Patrick Reardon, CPM
Program Administrator
ApprenticeOhio
Ohio Department of Job & Family Services
Office of Workforce Development
PO Box 1618
Columbus, OH 43216-1618
(p) (614) 644-0863
Patrick.Reardon@jfs.ohio.gov

Earn while you learn. Become an apprentice.
Apprentice.Ohio.gov
Lesson 2

• Contact the Training Director at your local JATC – Joint Apprenticeship and Training Committee, not the union directly.

• Although most programs require a HS diploma/equivalent, you can be a first-step referral for any potential applicants who do not have a diploma. JATCs have to know Adult Ed exists before they can refer or partner!
Apprenticeship Partnerships

- Cincinnati Public Schools
- Lima City Schools
- Pike County Career Center

In our three examples, all of the apprenticeship programs required applicants to have a high school diploma/equivalent prior to applying.
Cincinnati Public Schools

Two partnerships to provide academic upgrade for Electrician apprenticeship applicants

(1) Electricians JATC, Cincinnati - union

(2) Independent Electrical Contractors (IEC) non-union
JATC - Aptitude Test Prep

Pre-Apprenticeship
Referred to Adult Ed if applicant does not pass the Aptitude Test

- Goal – Silver level NCRC – WorkKeys scores of 4 or higher accepted in lieu of passing Aptitude test
- ITTS and KeyTrain used to build skills
- One-stop pays for the WorkKeys tests
IEC - TABE Test Prep

Pre-Apprenticeship

• IEC does their own TABE testing of applicants
• Require mastery on TABE D Math – multiplication, division, fractions, percentages, number operations
• If those skills are not mastered, referred to Adult Ed
• Work on ITTS Math
# FY 17 and FY 18 Data

<table>
<thead>
<tr>
<th></th>
<th>JATC</th>
<th>IEC</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Participants Pre/post-test</td>
<td>31</td>
<td>219</td>
</tr>
<tr>
<td>Completed/Advanced a level and enrolled in postsecondary/apprenticeship program</td>
<td>19 (61%)</td>
<td>197 (90%)</td>
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</table>
Lesson 3

• Share performance data with the apprenticeship provider so they can promote the importance of taking the Test Prep class to applicants
Lima City Schools

Plumbers and Pipefitters JATC

• Participants are already accepted into the apprenticeship program. Top 55 scores get in the program/interviewed no matter how low the score.

• JATC determines which apprentices must attend Adult Ed math class
Apprenticeship

• Refresher math class - 28 class hours and 20 distance ed hours - aligned to Year 1 apprenticeship math curriculum

• Union paid for DE ALEKS math seats

• Class offered at the training facility one month prior to beginning apprenticeship program

• If not enough students for a class, apprentices are referred to Adult Ed general math classes
### FY 16 and FY 17 Data

<table>
<thead>
<tr>
<th></th>
<th>Apprenticeship Math Class</th>
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<tbody>
<tr>
<td># of Participants Pre/post-test</td>
<td>52</td>
</tr>
<tr>
<td>Completed/Advanced a level</td>
<td>39 (75%)</td>
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</table>
Lesson 4

- Must be flexible in a partnership.
- Hard to budget for - need for training varies based on industry demand and skill level of applicants.
- When in the regular math class, need to get the students “up to speed” in a short amount of time.
“There is one apprentice class selected per year, although there is no specific time when these apprentices are selected, and no specific number of apprentices selected. The number selected is determined by the JATC Committee based upon the needs of the industry.”

Cincinnati Electrical Training Website
Pike County Career Center

Electricians JATC, Portsmouth
Electrician

In addition to HS diploma, applicants must have have completed one full year of high school Algebra or one post high school Algebra course.
Adult Ed Services

Pre-Apprenticeship

(1) Algebra class that is accepted by the local JATC if the applicant cannot produce a high school transcript with an Algebra credit
Pre-Apprenticeship

(2) Aptitude Test Prep

• The Aptitude Test is administered by the JATC. Each jurisdiction can determine the required cut score.

• 30-hour optional math class is offered one month prior to the test
“Typically we see a 45% pass rate on the Aptitude Test when applicants do not take the Aspire Test Prep class and a 70 – 75% pass rate when they take the class.”

Matt Louanglath, Training Director
Electricians JATC Portsmouth
Adult Ed Services

Apprenticeship

(3) Year 1 Math

Assist apprentices struggling with higher-level math to be successful in their first year of the apprenticeship program.
<table>
<thead>
<tr>
<th></th>
<th>Algebra Class</th>
<th>Aptitude Test Prep Class</th>
<th>Apprenticeship Math Class</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Participants pre/post-test</td>
<td>0</td>
<td>24</td>
<td>19</td>
</tr>
<tr>
<td>Completed/Advanced a level</td>
<td></td>
<td>11 (46%)</td>
<td>10 (53%)</td>
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</table>
Lesson 5

Check out apprenticeship websites – very informative – how long the program is, course of study, when applications are accepted, aptitude testing dates, sample test information, how to study for the test

Q. Should I study to do better on the test?

You should review the sample questions which will be provided to you when the test is scheduled. It is suggested that you “brush up” on your Algebra and Reading Comprehension skills before taking the test. There is no need to memorize formulas or factual material in order to do well on the test.

A good preparation tool would be the Khan Academy Links below and confirming your knowledge encompassing the following subjects:

ALGEBRA:
- https://www.khanacademy.org/math/pre-algebra
- https://www.khanacademy.org/math/algebra-basics
- https://www.khanacademy.org/math/algebra

READING COMPREHENSION:

Q. If I do not complete the test, can I complete it another day?

No. If you do not complete all of the test, your score will be based on the questions you do complete. You will not be able to reschedule to take the test again for another six months and a $10.00 retest fee will apply.

Q. Will I receive a report of my score?

You will be informed whether or not you have received a qualifying score. Exact scores are not provided.
Successes

• “Real-life” career pathways information for students interested in these career fields
• Easy to work with highly motivated students
• Short-term with sufficient instructional hours for post-test
• MSGs! Academic gains and enroll in postsecondary education.
Questions??

Donna Albanese
State Director, Aspire Adult Education
614.466.6204
dalbanese@highered.ohio.gov