

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



CONNECTING ADULT EDUCATION TO APPRENTICESHIP

NASDAE National Training Institute

October 25, 2018

Savannah, GA

PRESENTED BY

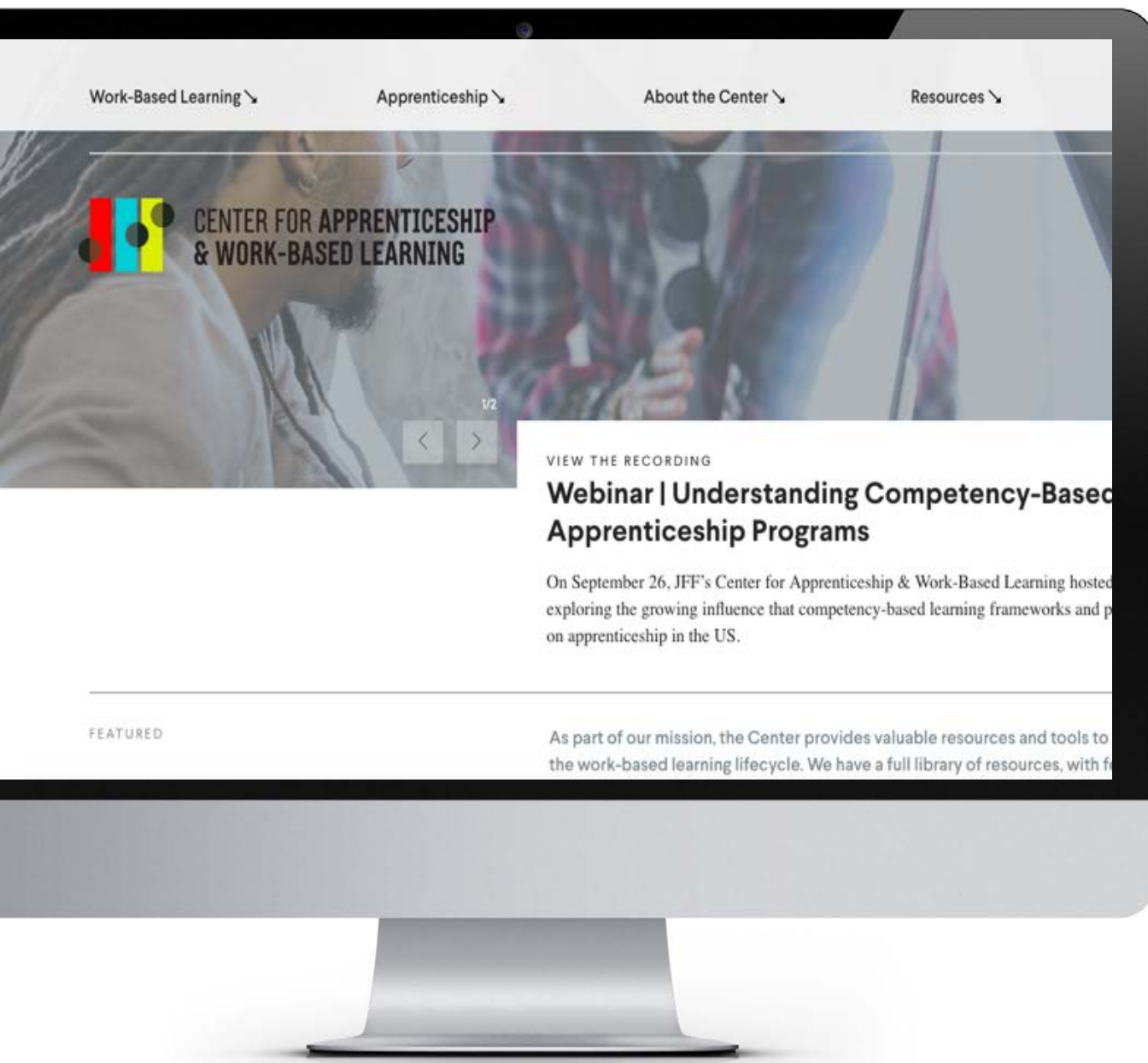
Mary Gardner Clagett
Senior Director for National Workforce Policy
Jobs for the Future

ALL YOU NEED TO KNOW
ABOUT JFF

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.





CENTER FOR APPRENTICESHIP & WORK-BASED LEARNING

Center4Apprenticeship.jff.org



SKILL NEEDS OF US ECONOMY

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.



PROMISE OF PATHWAYS AND WORK-BASED LEARNING

- 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

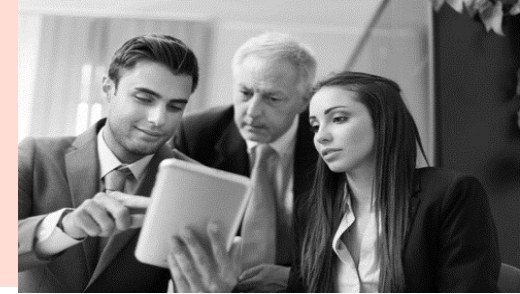
OUTCOMES OF APPRENTICESHIP

- 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



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*



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.

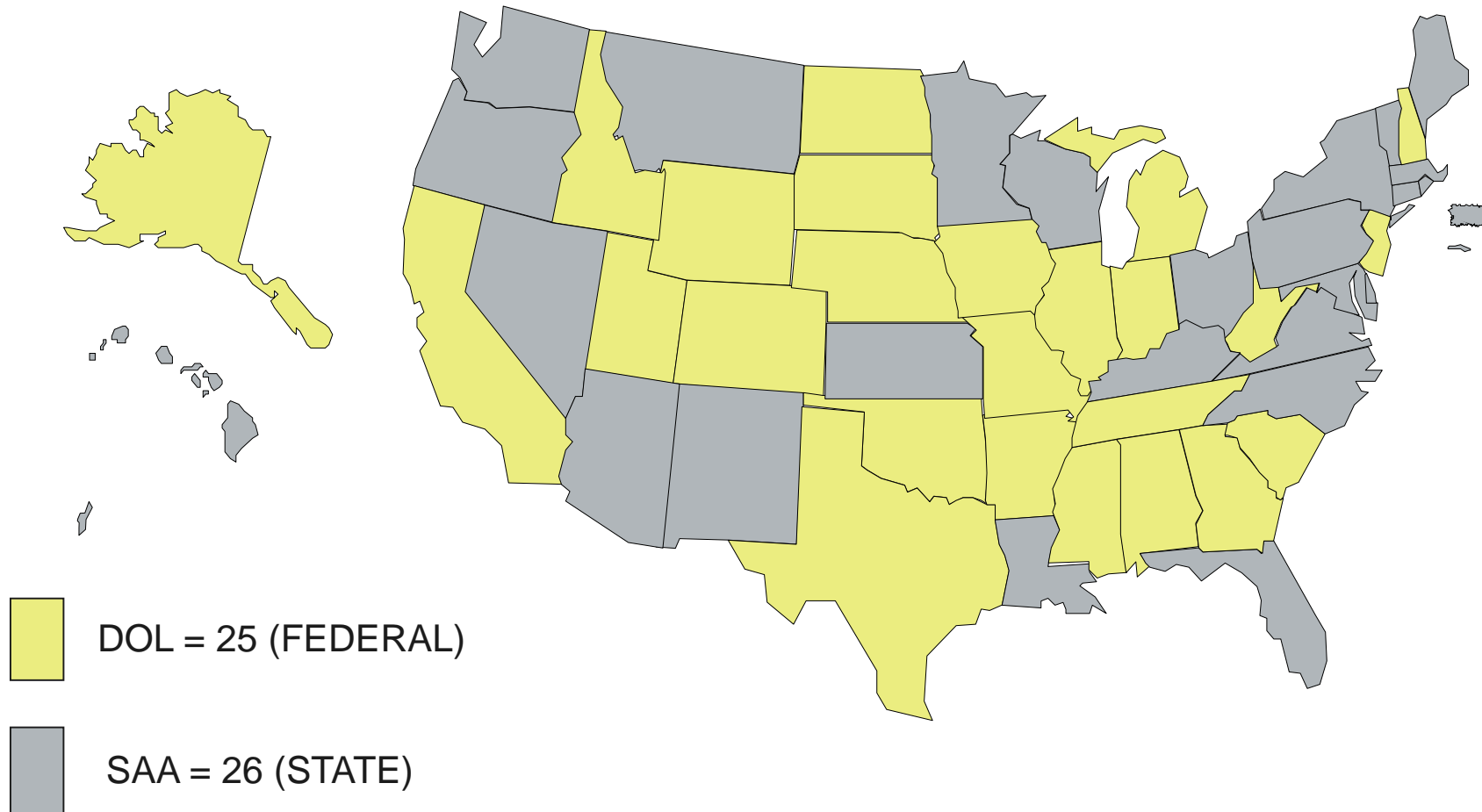
Positions USDOL's role to protect the welfare of apprentices.

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.

**U.S. Department of Labor, Office of Apprenticeship (OA) and
State Apprenticeship Agency States (SAAs)**



Women	10%
Minorities	35%
Average Age	28+
Military Veterans	7.5%





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

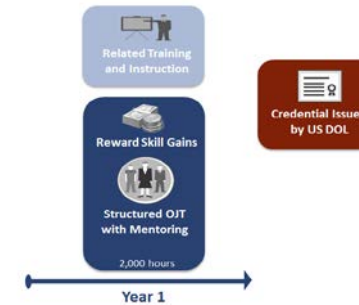
- Each Apprenticeship program sponsor identifies the minimum qualifications to apply for a program.
- Eligible starting age not less than 16 -- however, most programs require individuals to be at least 18 years of age.
- Program sponsors identify additional minimum qualifications, such as education level 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



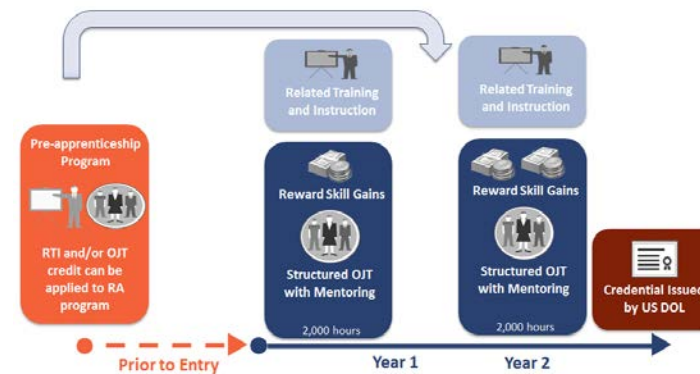
“One-Year” Registered Apprenticeship



“Front-loaded” Registered Apprenticeship

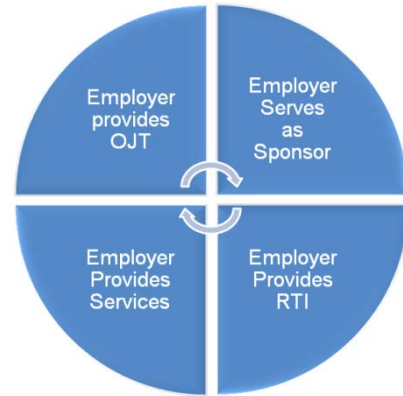


Pre-apprenticeship to Registered Apprenticeship: Direct Entry Model



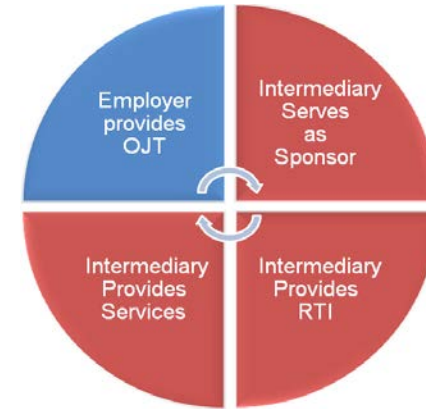
Single Employer Model

(e.g. Apprenticeship School)



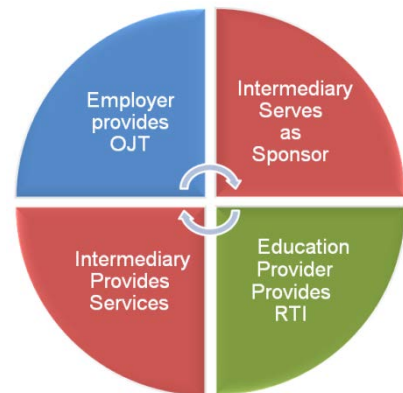
Multiple Employers + Intermediary Model

(e.g. Joint Labor Management or Community College Centered Programs)



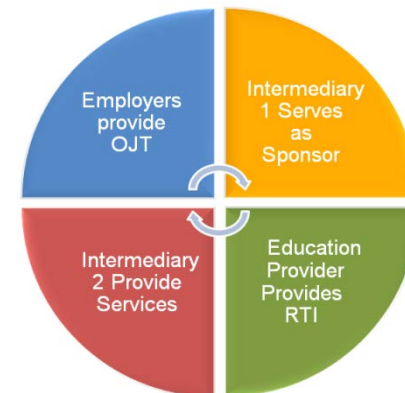
Multiple Employers + Intermediary Model + Community College

(e.g. New Century Careers, PA)



Multiple Employers + Multiple Intermediaries Model

(e.g. Workforce + Education + CBOs/Other)



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

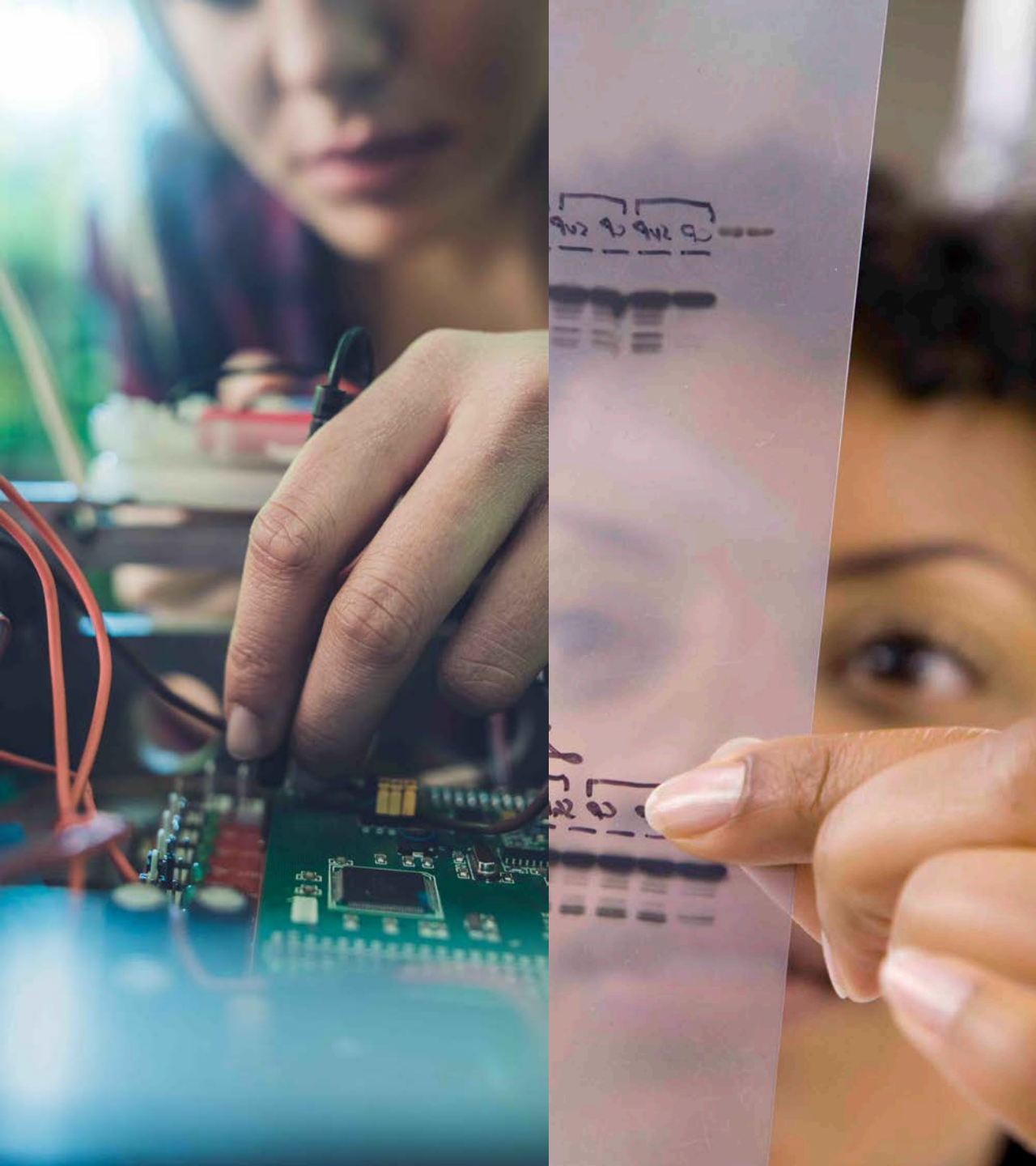
- Develop curriculum and course content with employers
- Provide instructors – or train them
- Provide facilities
- Support recruitment
- Grant credentials and/or college credit
- Provide academic counseling and other support services

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.



Good Food. Good Life



Dartmouth-Hitchcock

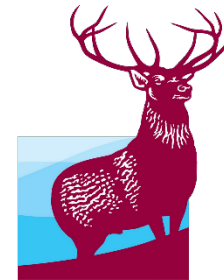


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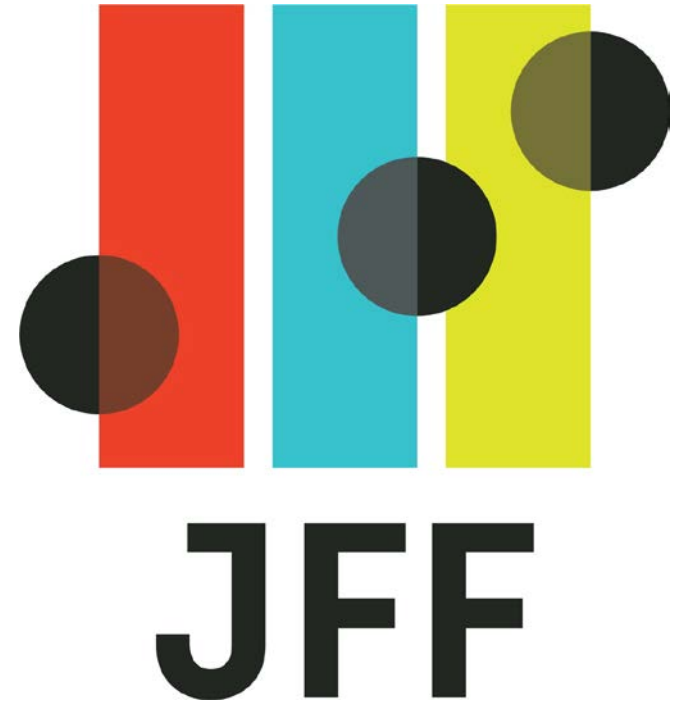
ZURICH®

SIEMENS

QUESTIONS?

THANK YOU!

Mary Gardner Clagett
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VISIT US TODAY AT **JFF.ORG**



Adult Ed/Apprenticeship Partnerships
National Training Institute
October 2018



Apprenticeship Partnerships

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

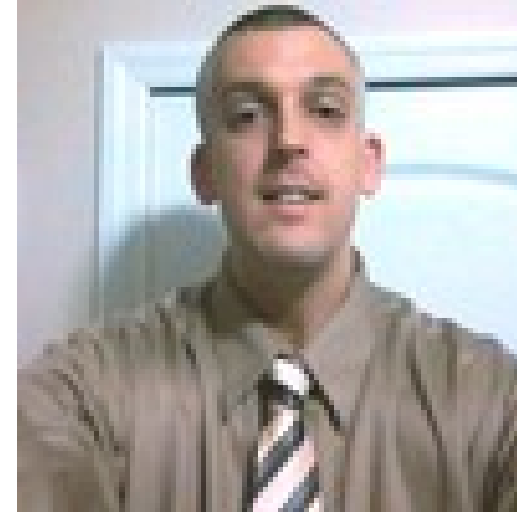
Lesson One

- 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
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ApprenticeOhio
Ohio Department of Job & Family Services
Office of Workforce Development
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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

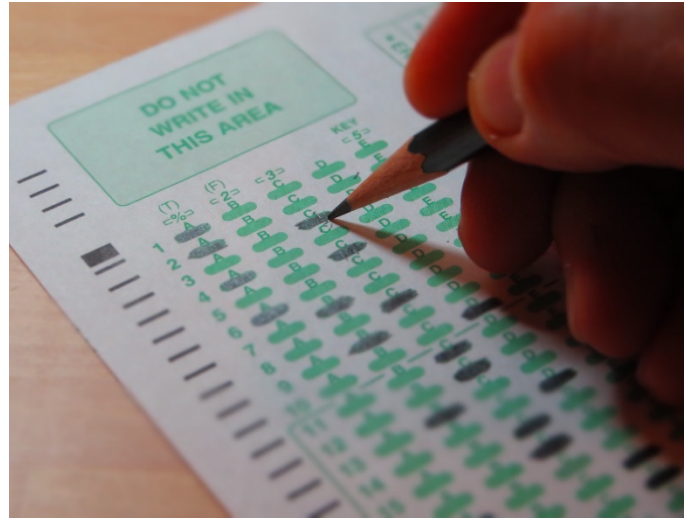
- IEC does their own TABE testing of applicants
- Require mastery on TABE D Math – multiplication, division, fractions, percentages, number operations
- If those skills are not mastered, referred to Adult Ed
- Work on ITTS Math

FY 17 and FY 18 Data

	JATC	IEC
# of Participants Pre/post-test	31	219
Completed/Advanced a level and enrolled in postsecondary/ apprenticeship program	19 (61%)	197 (90%)

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

	Apprenticeship Math Class
# of Participants Pre/post-test	52
Completed/Advanced a level	39 (75%)

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

Adult Ed Services

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.

FY 17 and FY 18 Data

	Algebra Class	Aptitude Test Prep Class	Apprenticeship Math Class
# of Participants pre/post-test	0	24	19
Completed/ Advanced a level		11 (46%)	10 (53%)

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:

Whole Numbers, Fractions, Decimals, Integers, Rational Numbers, Exponents, Algebra Essentials, Equations, Formulas, and Inequalities, Ratios, Rates, and Proportions, The Cartesian Plane, Systems of Equations.

<https://www.khanacademy.org/math/pre-algebra>

<https://www.khanacademy.org/math/algebra-basics>

<https://www.khanacademy.org/math/algebra>

READING COMPREHENSION:

<https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice>

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

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