Creating Adult Pre-Apprenticeships

November 2021

reTHINK
Adult Ed Challenge

Agenda

- Challenge overview & goals

- Learnings from the challenge

- Creating Adult Pre-apprenticeships overview

- Prize winner panel discussion

- Breakout discussion

Challenge overview & goals

A $750,000 U.S. Department of Education challenge to advance pre-apprenticeships

Design adult education programs that better prepare learners for apprenticeships and beyond.

How we defined pre-apprenticeships

"*A program that supports individuals in developing the skills and knowledge they need to gain entry to and succeed in one or more apprenticeship programs.*

*A **relationship with an apprenticeship program** is what distinguishes pre-apprenticeships from other adult education or workforce readiness programs.*"

Elements of high-quality programs

Alignment **to skills sought by local employers and apprenticeships.**

Clear **entry, success, and transition requirements.**

Tailored support to learners — before, during, and after the program.

Challenges for adult pre-apprenticeships

1. Learners often aren't aware of pre-apprenticeships, so they miss out on these opportunities.

2. There aren't enough pre-apprenticeships — particularly in growing industries like technology and healthcare.

3. Adult ed providers would like more guidance and support to design and deliver pre-apprenticeships.

Why pre-apprenticeships are important

Pre-apprenticeship programs help adults enter, prepare for, and succeed in apprenticeships by:

- Exposing adult learners to different opportunities
- Equipping learners with academic, workplace and technical skills
- Providing holistic support, including access to services and financial assistance
- Facilitating the transition into an apprenticeship program

The need for more pre-apprenticeships

Pre-apprenticeship programs play a crucial role in:

1. Driving greater and **more diverse participation in apprenticeships** and the broader workforce.

2. Opening up **critical pathways into in-demand careers** — from construction and manufacturing, through to healthcare and technology.

Challenge timeline

STAGE 1

September to November, 2020 — **Open submissions**
AEFLA-funded providers invited to submit preliminary designs.

January 13, 2021 — **Finalists announced**
Finalists selected from across the country.

STAGE 2

February to June, 2021 — **Stage 2 virtual accelerator**
Finalists participate in the virtual accelerator and develop program proposals.

June 14, 2021 — **Stage 2 submissions close**
Finalists submitted program proposals.

September 2021 — **Winners announced**
One grand-prize winner: $250,000
First runner-up: $200,000
Three runners-up: $100,000 each

POST

Fall 2021 — **Resources published**
Creating Adult Pre-apprenticeships course launched via LINCS.

Goals of the Rethink Adult Ed Challenge

1

Spur the **creation of new adult pre-apprenticeship programs** across a range of industries.

2

Increase adult educators' capacity to deliver high-quality pre-apprenticeship programs.

3

Promote the role of adult education in pre-apprenticeships.

1 **Spur the creation of new adult pre-apprenticeship programs across a range of industries**
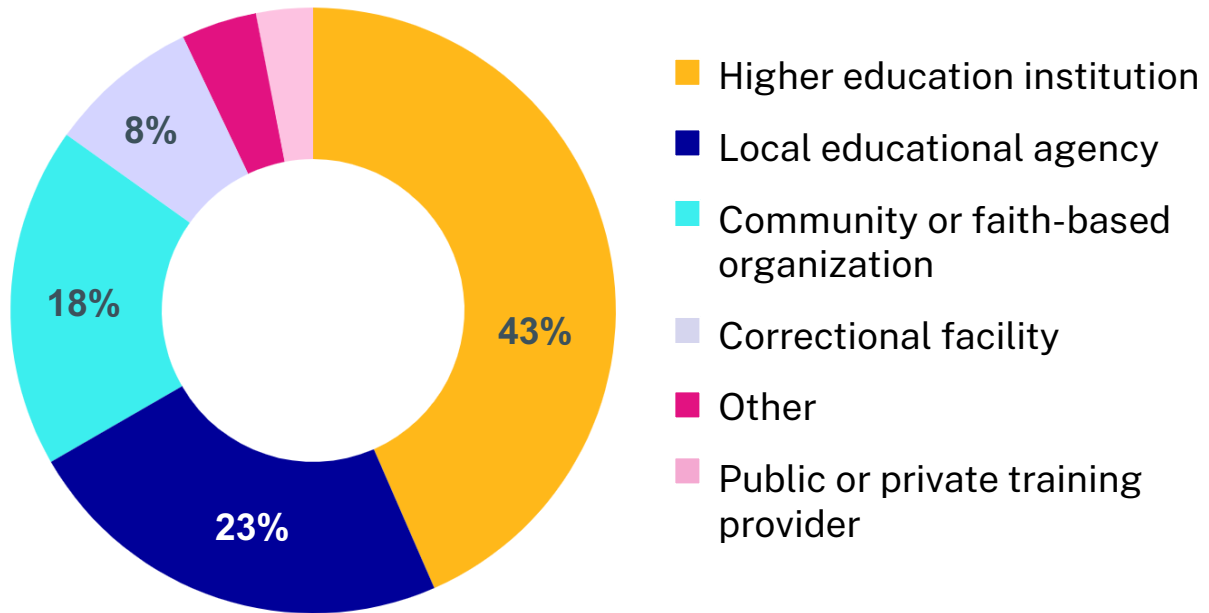
Strong interest from providers across the country:

- **203 Stage 1 submissions**, from 45 states and one territory

- **85 Stage 2 submissions**

Many finalists intend to implement a pre-apprenticeship beyond the challenge, regardless of whether they were a prize recipient.
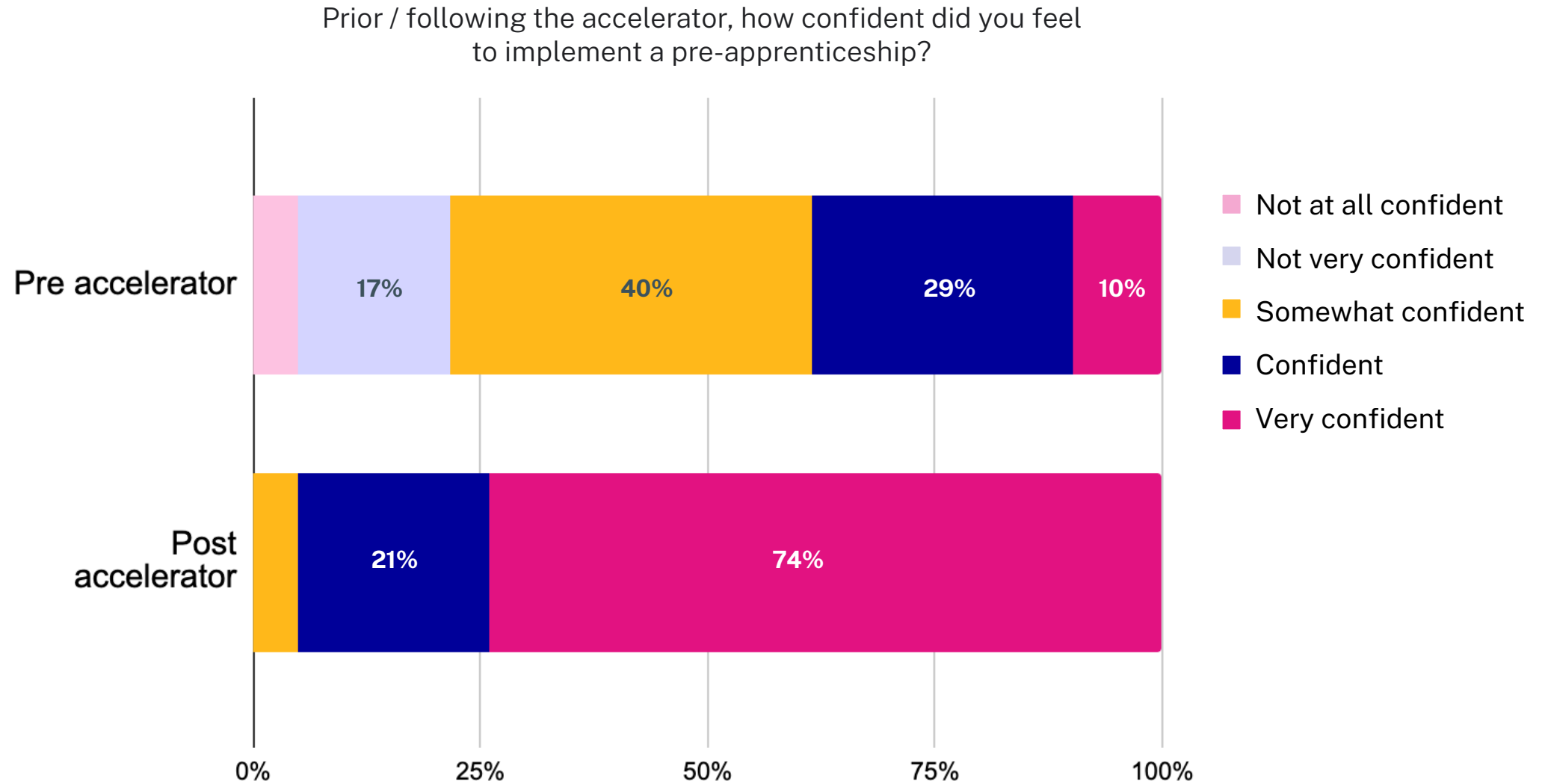
Finalist cohort

Organization type
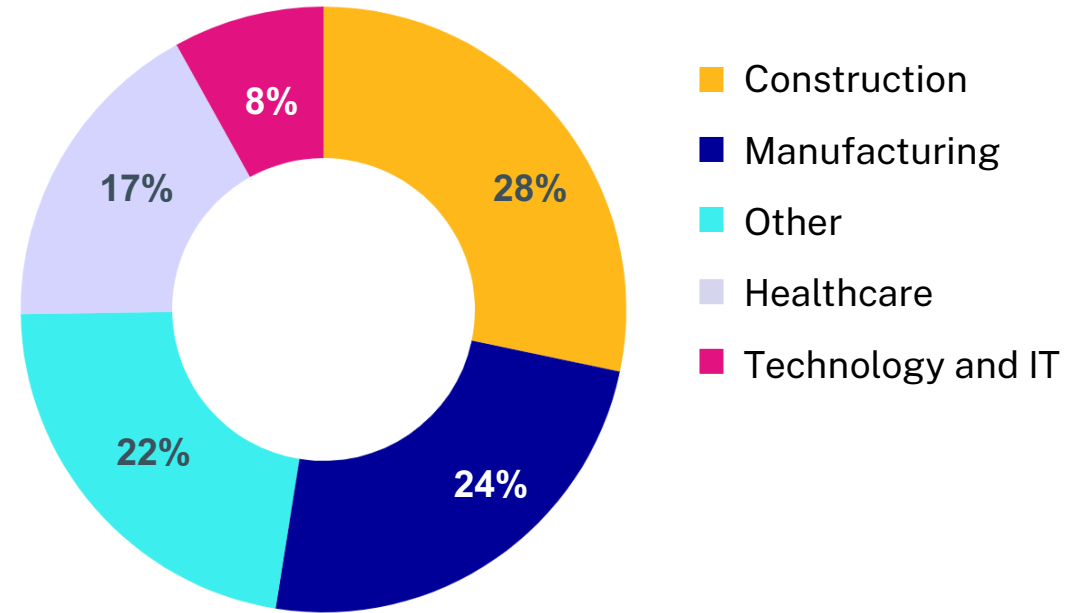
- Higher education institution — 43%
- Local educational agency — 23%
- Community or faith-based organization — 18%
- Correctional facility — 8%
- Other
- Public or private training provider

Target industry

- Construction — 28%
- Manufacturing — 24%
- Other — 22%
- Healthcare — 17%
- Technology and IT — 8%

2 **Increase adult educators' capacity to deliver high-quality pre-apprenticeship programs**

- **95 finalists participated** in the five-month virtual accelerator

  - Five expert talks available to finalists, with an average of **80 live attendees**

  - **>5,000 page views** across virtual accelerator content

- Creating Adult Pre-apprenticeships LINCS course will continue to support adult educators beyond the challenge

Finalist confidence

Prior / following the accelerator, how confident did you feel
to implement a pre-apprenticeship?

Pre accelerator
- 17%
- 40%
- 29%
- 10%

Post accelerator
- 21%
- 74%

Legend:
- Not at all confident
- Not very confident
- Somewhat confident
- Confident
- Very confident

0%   25%   50%   75%   100%

3 Promote the role of adult education in pre-apprenticeships

- Challenge design emphasized connection to adult education

- Challenge built a community of adult education stakeholders:

  - **840 newsletter** subscribers

  - **> 600 attendees** at the challenge information session

  - Broad mix of expert review panelists, and judges

- Strong press engagement throughout

Learnings from the challenge

Virtual accelerator development process

| Initial input from subject matter experts | Review of existing resources | Finalist needs assessment survey | Finalist feedback form |

Interviews and focus groups with:

- Adult ed providers
- Established pre-apprenticeships, and
- Apprenticeship and industry representatives

A list of existing online resources and tools, organized by topic.

Survey of all 95 finalists to better understand:

- Topics they wanted more / less support with
- Communications and technology preferences
- Availability for expert talks

Ongoing feedback to determine what was working well and what we should change.

Ways to engage with the virtual accelerator
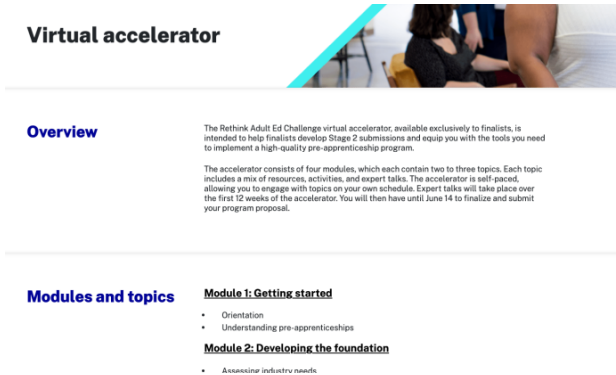
1. Self-paced, virtual content

Website structured around four modules:

- Getting started
- Developing the foundation
- Designing your program
- Managing your program

2. Bi-weekly expert talks

Five expert talks:

- Assessing industry needs
- Partnering with employers and apprenticeships
- Supporting your learners
- Creating your course outline
- Promoting your program
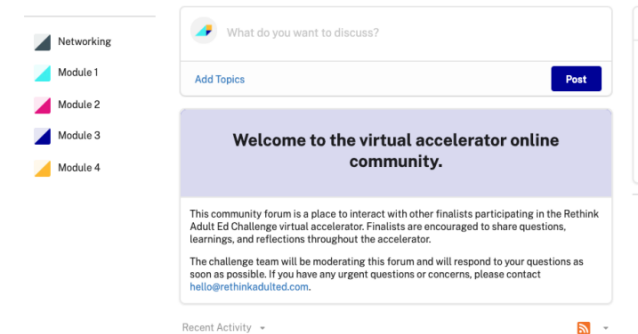
3. Online community forum

Private community where finalists could connect with one another and view expert talk recaps.

Providers really value opportunities to learn from one another

What we heard

"It was great learning about so many different adult education programs throughout the U.S., their experiences with pre-apprenticeships, and **strategies that have been successful at their organizations**."

"[I'd like] **more opportunities to talk in groups and share best practices**…. Maybe state-wide or cross state/regions!"

What we learned

- The ability to connect "face-to-face", is preferable to online forums
- Connecting to similar providers is helpful e.g. providers in the same location or those designing programs for similar industries
- To be successful, community forums require ongoing moderation

Hearing directly from experts is invaluable

What we heard

"Listening to **experts offer recommendations, highlight best practices, and share experiences** allowed our team members to reflect on our own program's development and implementation."

"We really appreciate the tremendous amount of information and support provided through the accelerator's Expert Talk Series. The **presenters' expertise, along with their "lived" experience was very helpful**."

What we learned

- Experts should be from diverse personal and professional backgrounds

- It is important experts represent different organization types — including location, size, and target learners

- One-off opportunities to ask experts questions is helpful, but ongoing guidance or mentorship is even more beneficial

Providers need most support with: partnerships, program promotion, and outcomes measurement

What we heard

"I appreciated learning about experiences **building partnerships with employers** and **how to pitch our pre-apprenticeship** to potential partners for the best possible outcomes."

"I particularly enjoyed the discussions and resources about best practices for learner **outreach**, **recruitment and retention.**"

What we learned

- For content to be effective and engaging, it should be delivered in a structured and purposeful way

- Support working with industry — particularly establishing and maintaining partnerships — was a common need

- Providers also identified support around learner outreach and retention and setting program goals as particularly helpful

Creating Adult Pre-apprenticeships Overview

Creating Adult Pre-apprenticeships overview

By the end of this course, participants will understand:

- The attributes of **high-quality pre-apprenticeships.**

- How to develop and maintain **effective partnerships with industry.**

- How to **tailor a program to specific learner needs** — such as through support services or outreach.

- How to **measure key program outcomes.**

The course is available at:
https://courses.lincs.ed.gov/enrol/index.php?id=261

Accessing the course

Online course structure

Creating Adult Pre-Apprenticeships

Participants

Competencies

Grades

General

Course overview

Module 1: Understanding pre-apprenticeships

Module 2: Working with industry

Module 3: Designing your pre-apprenticeship

Module 4. Managing your pre-apprenticeship

Course completion and evaluation

Glossary

Courses

Creating Adult Pre-Apprenticeships

Topic 1.1: Understanding pre-apprenticeships

Overview

Apprenticeships expand career opportunities, but many adults face barriers to accessing them. Pre-apprenticeships break down these barriers by supporting adults to prepare for and succeed in apprenticeships and other industry roles. Pre-apprenticeship programs open up critical pathways into rewarding careers — driving greater and more diverse participation in apprenticeships and the broader workforce. These programs also benefit employers by providing screened, well-trained employees.

Pre-apprenticeship programs can be delivered full time or part time. Some are designed to mimic a typical workday, and others are scheduled to accommodate participants' other commitments. These programs are typically taught in person, but some use blended or online models. Pre-apprenticeships often have partnerships with a range of industry employers, but a relationship with an apprenticeship program is what distinguishes them from other adult education or workforce readiness programs.

Pre-apprenticeship programs offer career exposure, skill development, job readiness preparation, and holistic supports. High-quality pre-apprenticeships:

- Set clear pathways into apprenticeships and other in-demand industry roles,
- Articulate clear entry and success requirements,
- Help participants acquire skills and credentials sought by employers and apprenticeship programs, and
- Provide support services to remove barriers to participation, including access to resources for transportation, childcare, mental health, and housing.

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Module overview

Module 1: Understanding pre-apprenticeships

- Understanding pre-apprenticeships
- Conclusion and reflection

Module 2: Working with industry

- Identifying and interpreting workforce data
- Partnering with employers and apprenticeships
- Conclusion and reflection

Module 3: Designing your pre-apprenticeship

- Setting entry requirements
- Identifying learning activities
- Integrating support services

Module 4: Managing your pre-apprenticeship

- Outreach and recruitment
- Measuring outcomes
- Conclusion and reflection

Resources and activities

Creating Adult Pre-Apprenticeships

- 🎓 Creating Adult Pre-Apprenticeships
- 👥 Participants
- ☑ Competencies
- ⊞ Grades
- 🗁 General
- 🗁 Course overview
- 🗁 Module 1: Understanding pre-apprenticeships
- **🗁 Module 2: Working with industry**
- 🗁 Module 3: Designing your pre-apprenticeship
- 🗁 Module 4. Managing your pre-apprenticeship

Creating Adult Pre-Apprenticeships

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Activity: Review industry trends

Identify and review relevant secondary data for your area and answer the following questions. You may wish to consult Workforce GPS' guide to state and local workforce data to find relevant employment and economic data.

- What does this data tell you about demand in your target industry?
- How has this changed over time? Has the COVID-19 pandemic affected demand for this industry?
- What might decrease or increase demand in the coming years?

Click "Answer the questions..." below when you are ready to submit your answers.

ANSWER THE QUESTIONS...

Jump to... ⬍

◀ Topic 2.1: Identifying and interpreting workforce data   Activity: Learn more about your local job market ▶

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Prize winner panel discussion

Prize winners

Grand-Prize Winner

**Northampton Community College
Dr. Bill Schaffer**
Bethlehem, Pennsylvania
Manufacturing

First Runner-Up

**Guam Community College
Dr. Mary Okada**
Mangilao, Guam
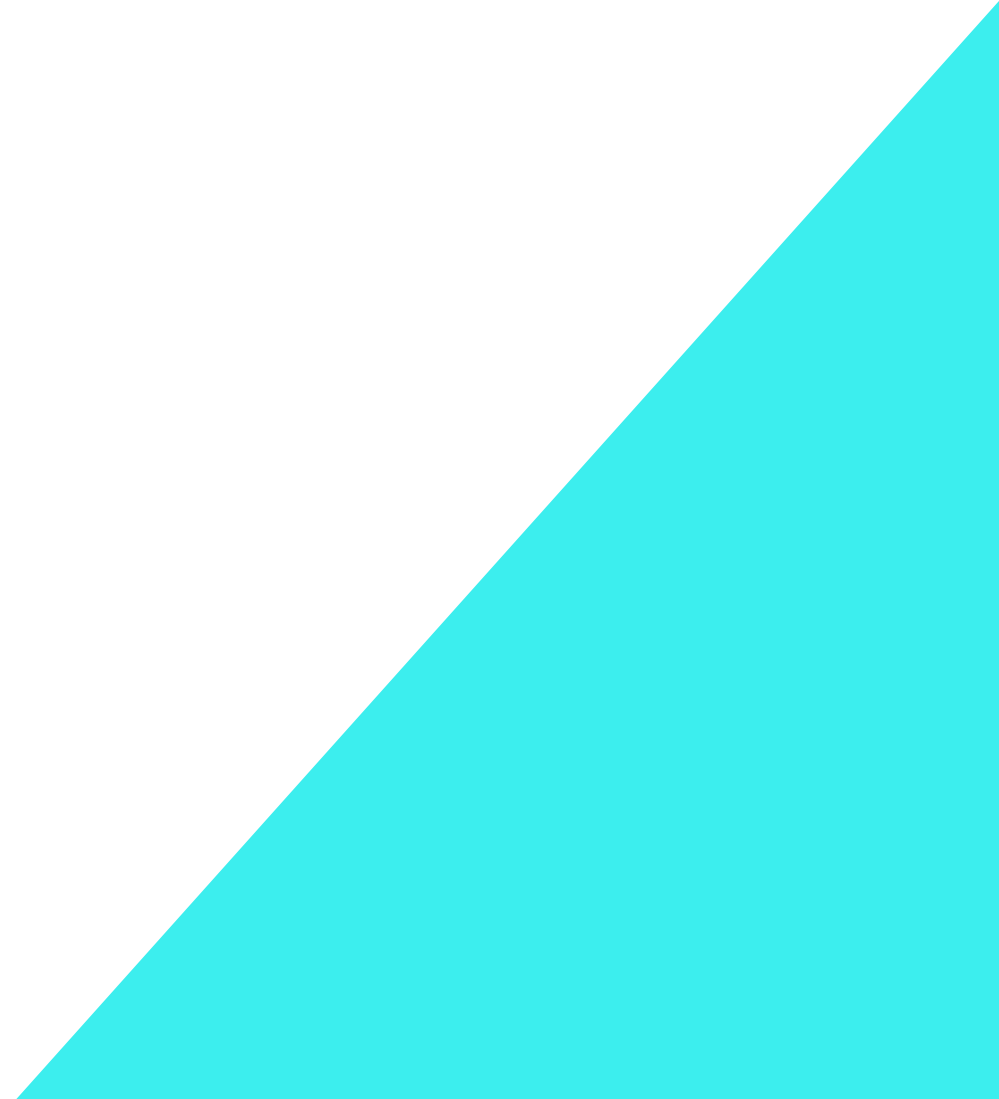Marine transportation

Runners-Up

**Florence County Adult Education
Carol Hill**
Florence, South Carolina
Healthcare

**Mt. Hood Community College
Kristen Kulongoski**
Portland, Oregon
Construction

**Mt. San Antonio College
Tami Pearson**
Walnut, California
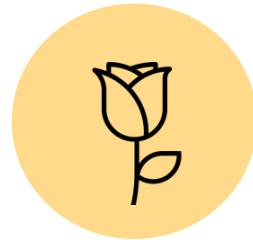Healthcare

Breakout discussion

Reflect on the virtual accelerator and consider the following discussion starters

Opportunities

What opportunities do you see for pre apprenticeships in your state?

Do you have local providers that are known leaders in apprenticeship or pre-apprenticeship programming?

Support

What are three things you could do to support the expansion of pre-apprenticeships in your state?

Wrap up and thank you