Job-Driven Technical Assistance Center (JD-VRTAC)

Building Blocks of Registered Apprenticeship: A Deep Dive into RA Implementation

Geri Scott – Director, Jobs for the Future

Mark Genua, Director, Philadelphia Works

Beth St. Clair, Director, Urban Technology Project

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Job-Driven Center Goals

Improve skills of state VR agency staff, other rehab professionals & providers of VR services, who are trained to provide "job-driven" VR services & supports to PWD, employers & customized training providers.

Four Topic Areas:

1. Business Engagement

2. Employer Supports

3. Labor Market Information (LMI)

4. Customized Training Providers

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Job-Driven Center Partners

Institute for Community Inclusion (ICI) at Univ. of Massachusetts, Boston

In Partnership with:

• Jobs for the Future (JFF)

• Univ. of Arkansas

• Univ. of Washington

• Council of State Administrators of Vocational Rehabilitation (CSAVR)

• United States Business Leadership Network (USBLN)

• Association of University Centers on Disabilities (AUCD)

• Council of State Administrators of Vocational Rehabilitation (CSAVR)

In Collaboration with:

• National Council of State Agencies for the Blind (NCSAB)

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Facilitator

Thomas Hooper
Associate Vice
President,
Jobs for the Future

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Learning Objectives

- Core components of Registered Apprenticeships;
- How RA's are implemented;
- Suggestions for developing RA models that meet the needs of people with disabilities;
- Key RA implementation challenges;
- Tips for RA program replication; and
- The role VR agencies can play in RA programs.

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Presenters

Geri Scott
Director of
Apprenticeship
Programs,
Jobs for the Future

Mark Genua
Apprenticeship
Program Director,
Philadelphia
Works

Beth St. Clair
Apprenticeship
Director,
Urban Technology
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INTRODUCTION TO REGISTERED APPRENTICESHIP

JOBS FOR THE FUTURE

Geri Scott, Director of Apprenticeship Programs

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ABOUT JFF

Our Mission:

Jobs for the Future (JFF) works to ensure that all lower-income young people and workers have the skills and credentials needed to succeed in our economy.

Our Vision:

The promise of education and economic mobility in America is achieved for everyone.

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OUR GOALS

To achieve our mission, we focus on three goals:

1. Preparing for college and career
2. Earning post-secondary credentials
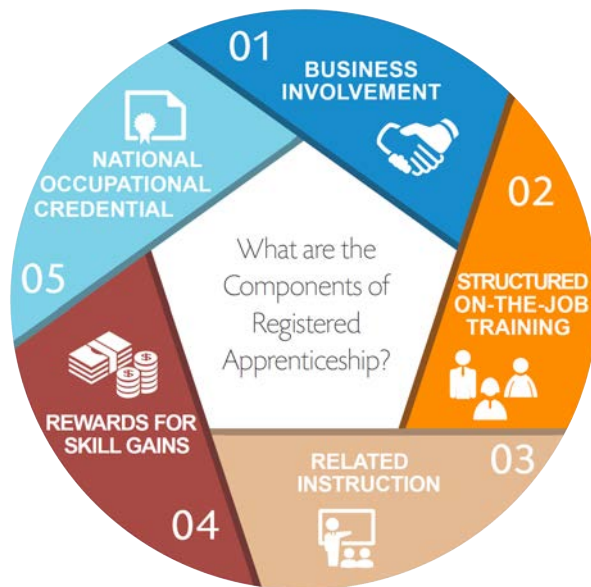3. Advancing careers and economic growth

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AGENDA

Introducing Registered Apprenticeship
- Federal focus on RA
- Registered apprenticeship components
- Sponsor's Role
- Apprenticeship Models

WHAT IS
REGISTERED
APPRENTICESHIP?

- Registered Apprenticeships (RA) are innovative postsecondary **earn-and-learn** models that are distinguished by several factors:

- Apprentices are employed, either new-hires or incumbent workers, at the time of registration and earn wages from employers during training.

- Programs must meet national standards for registration with
the U.S. Department of Labor (USDOL), or federally-recognized
State Apprenticeship Agencies

- Programs provide both on-the-job learning and job-related technical instruction

- Training results in an industry-recognized credential

- On-the-job learning is conducted in the work setting under the direction of one or more of the employer's experienced personnel

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Registered Apprenticeship System: **Federal & State Roles**
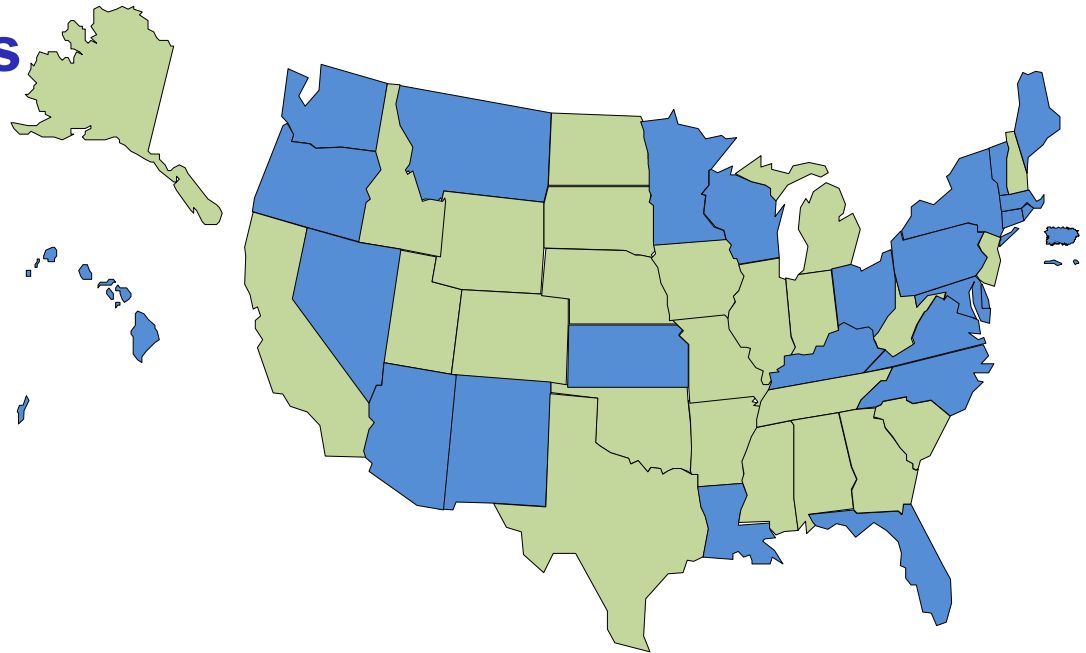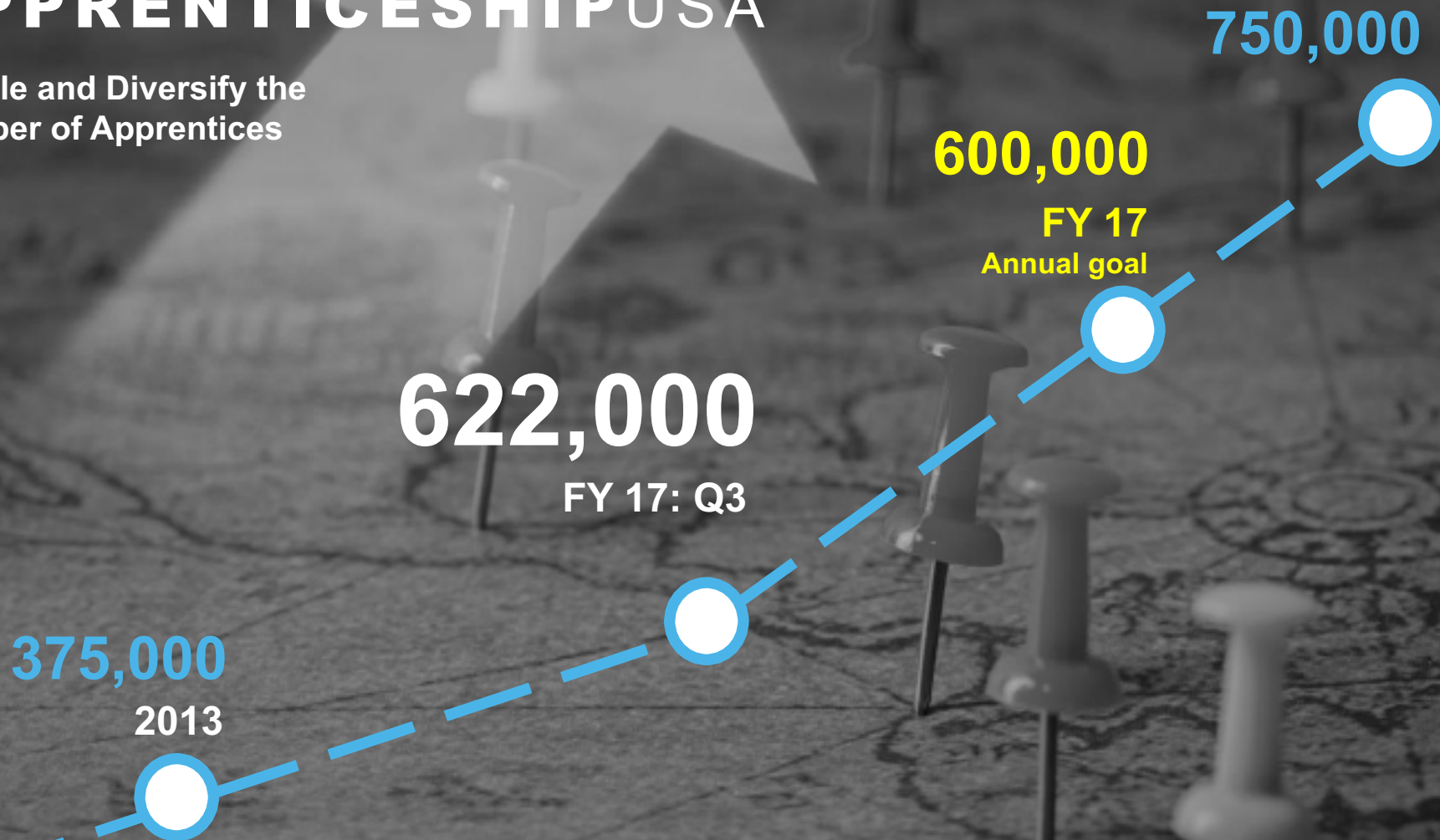

DOL = 25 (FEDERAL)

SAA = 26 (STATE)

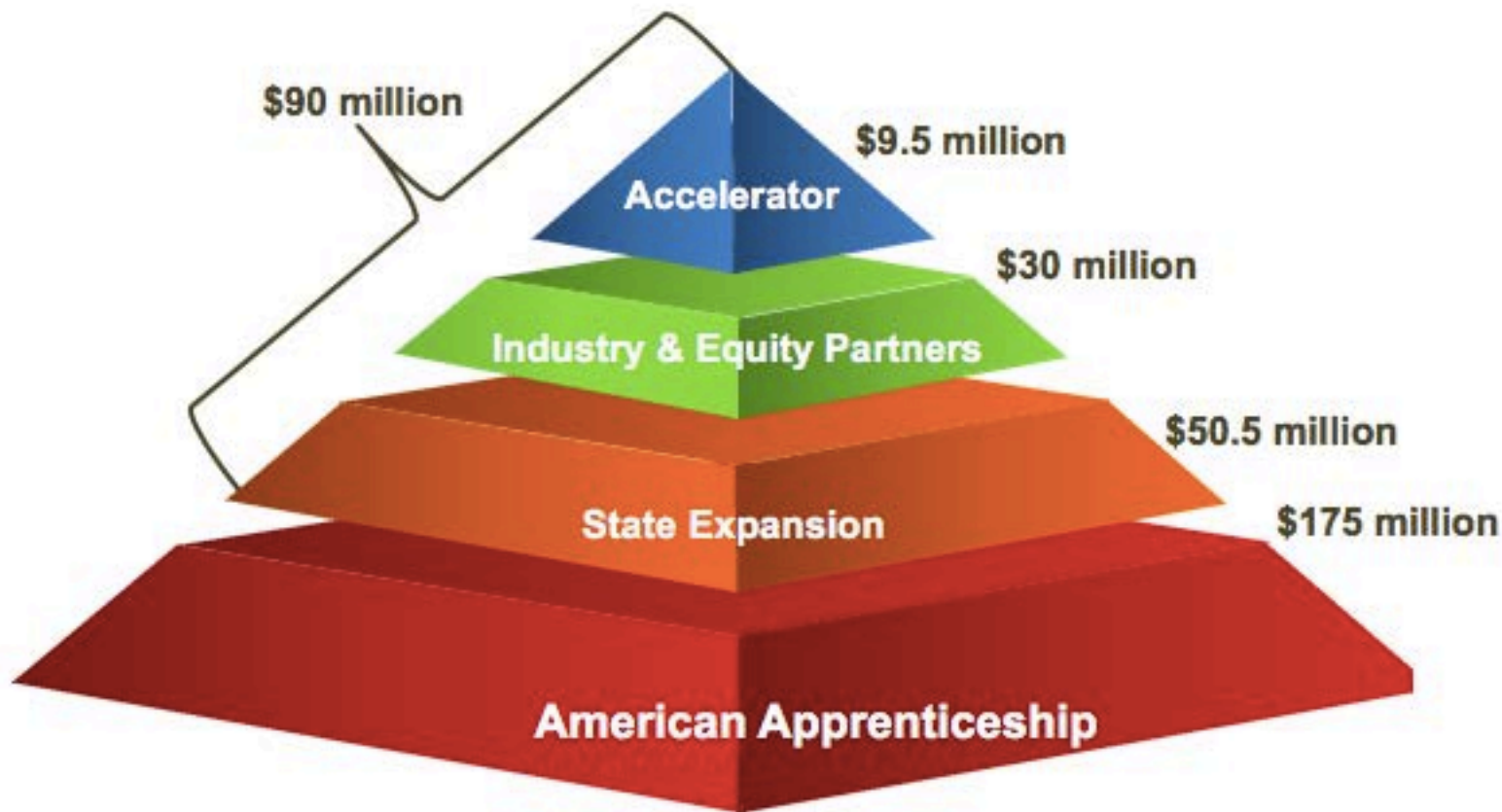https://www.doleta.gov/oa/data_statistics.cfm

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USDOL's
APPRENTICESHIPUSA

Double and Diversify the Number of Apprentices

750,000

600,000

FY 17
Annual goal

622,000

FY 17: Q3

375,000

2013

Funding for Registered Apprenticeship

$90 million

$9.5 million
Accelerator

$30 million
Industry & Equity Partners
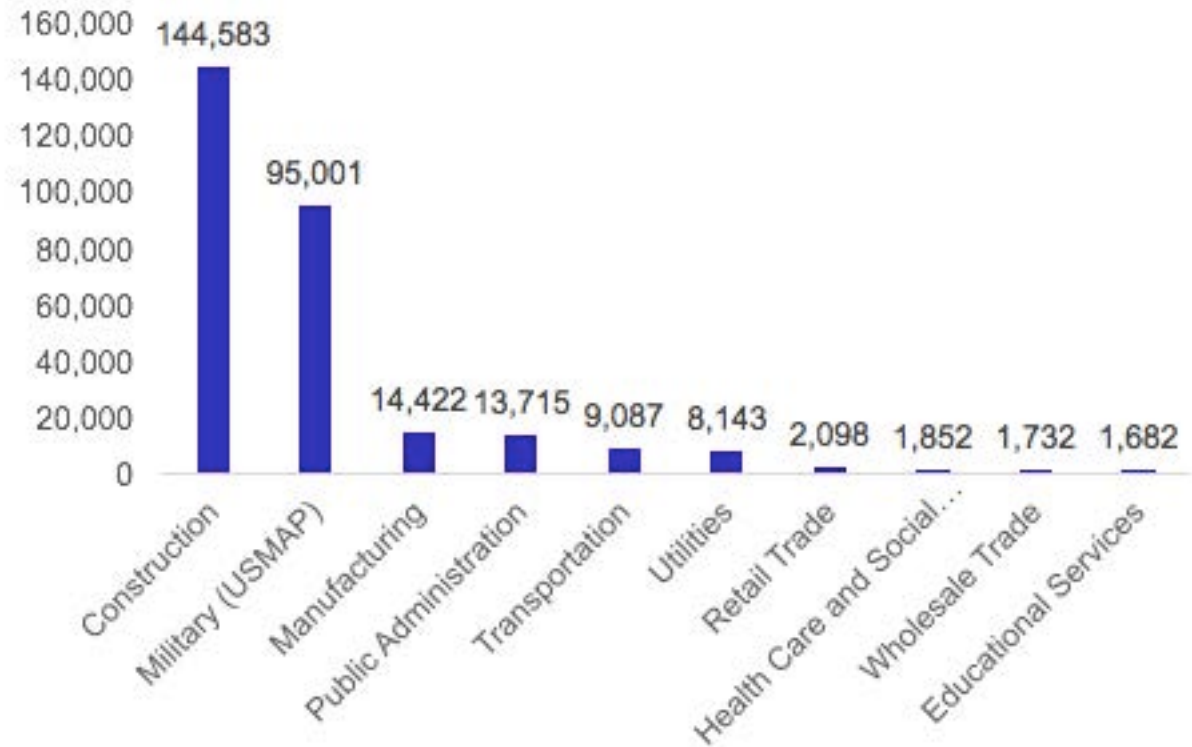
$50.5 million
State Expansion

$175 million
American Apprenticeship

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INDUSTRY SECTORS

Active Apprentices by Industry, 2016

DEMOGRAPHICS:
2016 SNAPSHOT

Women **5.8%**

People of Color **31%**

Average Age **28+**

Military Veterans **7.5%**

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OA ELEMENTS OF REGISTERED APPRENTICESHIPS

OA Program elements of a Registered Apprenticeship

Can be time-based, competency-based or a hybrid

Time-based requirements:

Range from 1 to 6 years

2,000 hours of on-the-job training per year

144 hours of related classroom instruction

Competency-based requirements:

Demonstrated, observable and measurable competencies both technical and applied
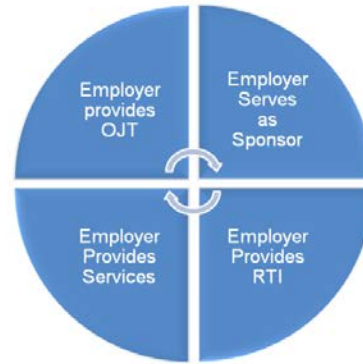
Hybrid requirements:

skill demonstration mastered within defined range of time

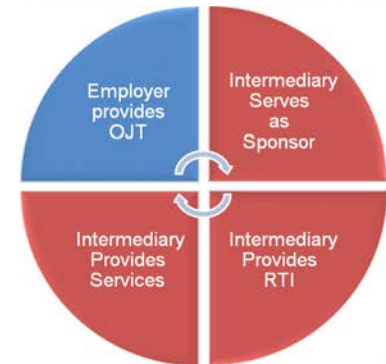**RA programs can be with union or non-union employers**

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FLEXIBILITY IN THE TYPES OF **ROLES OF SPONSORS AND PARTNERS**
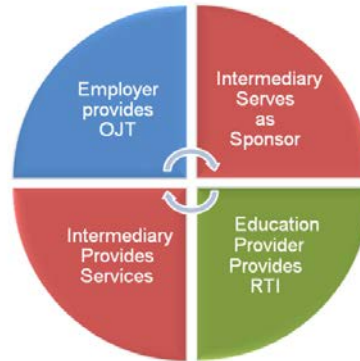
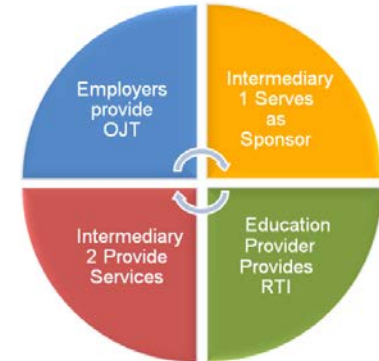**Single Employer Model**
(e.g. Apprentice School)

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)

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REGISTERED
APPRENTICESHIP
IS FLEXIBLE

Registered Apprenticeship can be matched in different ways to meet needs of businesses and job seekers.
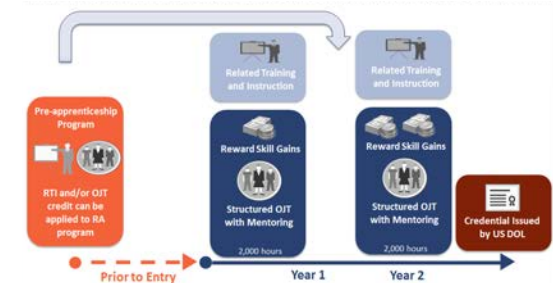
"Traditional" Registered Apprenticeship

"Competency Based"

"Front-loaded"

Pre-apprenticeship to Registered Apprenticeship: Direct Entry Model

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ELEMENTS OF QUALITY RA PROGRAMS FOR HIGH SCHOOL STUDENTS

B. RA Program that Begins in High School

Begin RA in high school as registered apprentices

RA agreements signed by a parent/guardian, students, and employer/sponsor

Students take courses at high school, community/tech college, etc. Courses count toward high school graduation.

Postsecondary credits may be awarded

Students start OJL at age 16

Students are employed by a participating signatory partner to the RA Guideline Standards

Enrollment in a RA program may begin in high school and continue after graduation.

Students may earn industry-recognized credentials

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STRONG
OUTCOMES

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.*

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INTERESTED IN
LEARNING MORE

Contact:

Geri Scott ([gscott@jff.org)](mailto:gscott@jff.org)

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A Deep Dive into RA Implementation

Urban Technology Project

Wednesday, August 23, 2017

1:00pm – 2:00pm

Urban Technology Project

- Developed in the late 90's as an after school technology club to curb dropout in a handful of North Philadelphia schools

- Transformed into an AmeriCorps technology pre-apprenticeship (2002) and the Computer Support Specialist IT apprenticeship (2005)

- Engages young adults, 18-24 years of age, in IT support experiences that build their skill base

Registered IT Apprenticeship - CSS

- Computer Support Specialist (CSS) apprentices spend 2-3 years providing real-time technical support in School District of Philadelphia schools and educational offices

- Requirements to achieve Journeyperson Certificate
  - 3 Computer Science courses at Community College of Philadelphia
  - 3 industry-standard certifications
  - Over 5100 hours of on-the-job technical support

Apprenticeship Benefits

- 463 hours of Related Technical Instruction (RTI)
  - Online training, vendor trainings, and coursework at CCP
  - Paid for by the program partners and supporting grants

- Support in attaining employment with program partners including:
  - School District of Philadelphia
  - Children's Hospital of Philadelphia
  - Philadelphia Office of Innovation and Technology
  - Springboard Media
  - String Theory Schools

Competencies: College, Training, and Tech Support

- Community College of Philadelphia (CCP)
  - Through Corporate College
  - Tailored to apprentice needs
  - Coursework prepares apprentices for CompTIA industry-standard certifications

- JobWorks Education and Training Systems (JETS)
  - Training customized to apprentice needs and challenges
  - Cutting-edge IT training, soft skill upgrading, and job-readiness
  - Access to expansive curriculum library and team of expert trainers
  - Remain under-budget and on-target

Competencies: College, Training, and Tech Support

- Technical Support Experiences:
    - Troubleshooting hardware/software on Mac, PC, and Chromebook products including laptops, desktops, and tablets/mobile devices
    - IT project management: tech disposals, lab installations, technology deployment, upgrades, and software deployment
    - Basic networking
    - Escalation to help desk professionals
    - Customer service essentials
    - Documentation
    - Communication

Role of Employers/Key Partners

- Key partners provide:
  - Training resources
  - Curriculum development
  - External workplace experiences
  - In-kind support: meeting/event locations
  - Job opportunities post-apprenticeship

- Employers provide:
  - Vendor-specific training
  - External workplace experiences
  - Industry input and feedback
  - Some funding support
  - Job opportunities post-apprenticeship

Funding

- School District of Philadelphia = $1,056,000

- American Apprenticeship Initiative Grant = $22,111

- PA Department of Labor & Industry Pre-Apprenticeship/Apprenticeship Grant FY18 = $109,028

- PA Department of Labor & Industry ApprenticeshipUSA Expansion Grant FY18 = $50,000

- WIOA OJT Funding = up to $52,650

UTP Numbers

- Apprentices Registered (2005-2017): 121
- Apprentices Completed: 46
- Apprentices in IT Field: 40
- Apprentices with Disabilities:
  - 3 observable
  - Other unobserved/undiagnosed
- Demographics:
  - 80% male; 20% female
  - 1% Am Indian/Alaska Native
  - 6% Asian
  - 53% African American
  - 20% Hispanic
  - 20% White

PWD Program Customization

Disability	Accommodations
Deaf or Hard-of-Hearing	- Access to and use of sign language interpreter
Mobility or Physical Disability	- Worksite with full accessibility - Supportive environment
Mental Health Disability	- Access to affordable therapists - Time off for therapy sessions
Intellectual & Developmental Disability	- Process to opt out of activities - Provide alternative activities

VR Agency Roles in Apprenticeship

Funding

- Identification & Braiding
- Grant Proposal Partnership & Assistance

Partnership

- Employer Engagement
- Program Development
- Worksite Assessment
- Staff Training
- Support Services

Recruitment

- Candidate Identification & Preparation
- Pipeline Development

Key Implementation Challenges

- Annual funding for apprentice positions

- Training and RTI schedule conflicts with project deadlines and technical support

- Apprentice time management

- Technical support in an ever changing environment

- Apprentice barriers: homelessness, poverty, domestic abuse, and nutrition

- External partnership expansion with Philadelphia employers

- Finding technical support experts who also understand the art of mentoring

Replication Tips

- Identify partners/employer host sites committed to mentorship and apprentice development

- Do not expand sites too quickly

- Focus on documentation and tracking apprentice development

- Develop holistic curriculum

- Build budget that supports apprentice salary, training needs, and education

- Ask for in-kind support from potential partners/employers

- Develop alumni network

Thank You!

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Q&A

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