[ Please standby for realtime captions ] >> We will begin in just a few moments . >> Testing. >>

 Hello this is Esther.

If you are calling into the webinar today please mute your phones. We will begin momentarily. You can also dial [ Indiscernible ] to mute your phones. We will begin in a moment. >> Good morning and good afternoon everyone welcome to the webinar. Building Blocks of Registered Apprenticeship: A Deep Dive into RA Implementation . I am Katie Allen from the Institute for community inclusion at the University of Massachusetts. I will mention a few worlds before we begin the webinar.

 First we ask the participants listen to the presentation for your computer speakers or headphones but if you call into the webinar today please mute your phones. This is to avoid broadcasting or recording any background noise from your environment to the webinar. >>

 It looks like we may be having some audio issues so hold on just one moment while we re-connect. >>

 Okay I see the audio has come back so I will continue. If you experience connection issues during the webinar today please close all Internet applications and by logging out and log back into the webinar. If you continued to experience difficulties just type in the chat box in the upper right-hand corner and we can address those issues. We reserve time at the end of the presentation to it address your questions and comments. We encourage you to type your questions and comments in the Q&A box and please mute your phones if you are calling in that this\*pound to mute. And evaluation will appear on the screen at the end of the Q&A after the presentation. Please follow the link to complete the evaluation. Of your certified rehabilitation Counselor requesting credit you must complete the evaluation to receive credit. You can download the PowerPoint for the webinar in the downloadable files box at the bottom right-hand side of your screen.

The webinar is being recorded and will be archived on Explorer WW Explorer [ Indiscernible ] after the live webcast. Thomas who for the assistant vice president for jobs for the future will be your host for the webinar first Alicia Ross will begin by telling you more about the job driven our technical assistance Center. Alisha. >> Joining us for the webinar today to learn about the core component . Is webinar is posted on Explorer PR as part of the job driven additional rehab technical assistance Center.

 J DVR has been in operation for about three years led by the Institute for community inclusion. The goals of the center are to improve the skills and agency staff another rehab session awls and providers of the our services. The focus is on job driven services which essentially means that the needs of customers and businesses in the community are taken into consideration simultaneously to improve the quality and quantity of employment outcomes. There are for topic areas -- >>

 The technical assistance Center has for topic areas business engagement employer support labor market information and customized training. Today is customized training focus. The partners with a number of organizations and universities on the tech go assistance Center including jobs for the future who you will hear from for today the University of Arkansas on University of Washington Council of state administrators and vocational rehabilitation. The US business leadership network the Association of disabilities in the national Council of State agencies for the blind. Without further ado I will pass the reins to the facilitator

 Tom for associate vice president at jobs for the future.

Thank you Alisha. Good morning and good afternoon everyone. I am Tom Wright were curate jobs for the future which is a non-profit

 business on effective the

 [ Indiscernible ] we're thrilled you could join us for the webinar which focuses on the building products of this and I'll be your facilitator today.

Before we get started I want to give you a brief overview of the learning object for the session. In a previous webinar we provided a thorough level overview

 the overall goal of our session today is to build on that initial webinar and take a close look at how register point-of-sale works on the ground. With that in mind we have six objectives for session. We will cover the core components of Registered apprenticeship take a close look at how Registered apprenticeship is implemented and a focus on a [ Indiscernible ] program. We will provide suggestions for models specifically persons with disabilities. We will look at some specific challenges that Registered apprenticeship can face and how those challenges can be addressed. We also want to help you take advantage of Registered apprenticeship in your states and regions so with that in mind we will provide replication and finally look at the different roles that VR programs from serving as with all source [ Indiscernible ]

We have three great presenters joining us today.

 They are Gary Scott might call a curate jobs for the future with our director of programs, Mark [ Indiscernible ] program director with Philadelphia and death St. Clair director with the urban technology project. We will hear from all three of these presenters

 and plan for about 15 minutes of Q&A at the end of their presentations. We want to address your questions so please post them in the chat box throughout the webinar and then we will tackle them at the end of the session. With that thank you for joining us and I will turn the session over to our first speaker Gary.

 Thank you so much Tom. I am joining you from

 New Jersey and that the New Jersey Institute of technology for a meeting with manufacturer enough players about Registered apprenticeship and I was delighted that during this meeting we had a representative from the State vocational rehab system getting out and asking questions about can we do Registered apprenticeship with people with disabilities and I was delighted to say yes as a matter of fact there is a lot of interest in that. So I am here to give what we call are registered apprenticeship 101 course at least that's appropriate given where I am Martindale.

 I'm having difficulty advancing the slide so I think I will have to ask Katie to do that for me so Katie would you advance to what I will cover today?

I'm not -- Katie can you do that? But I want to do is talk about what is Registered apprenticeship , what are the aspects involved in setting up a Registered apprenticeship program, what are the roles of Registered apprenticeship sponsors and

 what are the roles of an employer in a Registered apprenticeship program.

 Going back to what Alisha said about the purpose and where it fits into the goals of your project. I would say Registered apprenticeship is certainly a customized training program but it is also the way to engage employers away to talk to implores about where there applications are and what you can do to help them find workers with the skills they need. What is a Registered apprenticeship program?

It is a training program but it is a training program that bridges the gap between education and work . A lot of folks in the system talk about Registered apprenticeship is the other four year degree or the other two-year degree depending on the technical nature of a particular job and what Registered apprenticeship does this combines the theoretical content that one needs in order to do a high skilled jobs with how that knowledge and how that abstract knowledge is applied in a work setting in a particular occupation. Links the theoretical and the applied and is proven to be a very solid approach

 to not only mastery of an applied skills but also including the understanding of students or apprentices of the theoretical information they are learning. Now with a registered apprenticeship this graphic on this slide starts with business involvement because you cannot have a Registered apprenticeship without having a company actively involved in it. Registered apprenticeship are employees of the company who are getting trained to do a specific job that requires at least a year and often times more than that of technical instruction. So after we have this business involvement because we have to have an employer, we have a structured on-the-job training component and Registered apprenticeship . This Registered apprenticeship on-the-job training component is much more structured than what we sometimes think of as O.J. T in the real world. It has a regulatory forum with benchmarks and skills and competencies that must be mastered and in many programs that includes

 how much time it should take to master that particular skill and competency. >>

 Structured on-the-job training is a key component in a Registered apprenticeship program as is a related technical instruction and these are

 often college level courses although they don't have to be taught at a college but at the theoretical foundation one needs to do -- know to do a job well it can include if mathematics advanced physics in some cases but whatever the skills are that you need to have in order to understand how to do your job well. That has to be taught in the classroom. >> Registered apprenticeship programs have to meet national standards with the US Department of Labor or federally record nice state apprenticeship agencies and I'll talk about that in a moment. These programs are not just any old training and on-the-job training they undergo a content review to make sure that the people who are getting the training are getting training that will bear them not just for dead-end jobs with one employer for a marketable transferable skill that can be used anywhere in the country in any firm that hires people in that particular occupation.

Results in the industry Reckitt

 nice credential that is recognized all over the country. If you are a journey worker or a certified medical assistant for a Registered apprenticeship program you have engaged in training that is recognized everywhere. The same if you're a machine operator or an IT specialist, those components of the Registered apprenticeship means they have undergone a review by the US Department of Labor or a state apprenticeship agency to make sure those skills are credentialed.

The on

 the job training is conducted in a work setting and this is another aspect of an employer's involvement is that they provide the experienced personnel who supervise and teach the new skills. Another piece of Registered apprenticeship that is really an exciting aspect of it and really not any other training offers is that one of sponsor signed an agreement to run a Registered apprenticeship program they agreed to offer the curriculum that has been approved and they agree that when workers complete the training that they will receive

 wage increases commence around with their new skills and that is part of the agreement they signed so the nice part about it is you do not have to go back and negotiate the starting wage for someone with a Registered apprenticeship. That is in the Registered apprenticeship agreement .

So those are the main components of a Registered apprenticeship program. It takes place within employer involved, it is structured

 O.J. T connected to classroom training there are skills gained and that results in an national recognized occupational credential. >> We have a very interesting Registered apprenticeship in this country. The US Department of Labor, unlike the way many federally funded programs

 such as the workforce investment and opportunity act where there is a federal system that operates everywhere but is managed by state agencies, the office of apprenticeship is different from that. It goes back to the 1930s when Registered apprenticeship was a federally recognized program. We actually have 26 or 27 different systems in this country for Registered apprenticeship . The US Department of Labor office of apprenticeship is the registration agency in 25 states and they are in the green on this chart but all the other states have their own Registered apprenticeship agencies and systems and their qualifications for Registered apprenticeship their selection of sponsors to operate the programs, the standards that may apply are similar

 to but not identical to the US Department of Labor's. Any of you interested in either becoming a sponsor or helping an employer become a sponsor or working with a nonprofit organization to become a proud -- sponsor this is of critical importance to you and I put a link on this slide which I believe will be clickable on the PowerPoint that will give you

 the rules of the apprenticeship directors in every

 state in the US territory that has a Registered apprenticeship program. If you are in Massachusetts and you get a Registered apprenticeship program through the Massachusetts Department of labor industry but if you are in Texas you work through the US Department of Labor. The credential is recognized everywhere but there are different organizations for registering and overseeing the apprenticeship programs.

Recently the US Department of Labor has had a great focus on trying to expand registered apprenticeship . I've been in the workforce development business longer than I want to admit but for most of the time I was in the workforce development role apprenticeship was the thing that was out there and did not have much to do with what we were doing in the workforce system or program because it was mostly run by the building trades union and there was not really too much going on in Registered apprenticeship and other industries. [ Indiscernible ] it was very different. Starting a couple years ago the administration

 set the goal to the US Department of Labor of apprenticeship to double the numbers essentially. Back in 2013 there were only 325 Registered apprenticeship in the country active in the entire country and compare that to

 the 23 million people who are enrolled in community colleges but 375,000 in every industrial over the country so the challenge goal is by 2019 to hit 750 registered apprenticeship and there was a big investment I will talk about in a moment to try to help market and expand Registered apprenticeship . They had annual goals and they were for fiscal year 2017 that are winding down was 600,000 but as a result of the investments and the work that so many people are doing to expand Registered apprenticeship including industries and new target populations by the end of the third quarter we had actually reach the goal of 622,000 Registered apprenticeship in the US. That is still well below the number of people who are enrolled in community colleges. We are very confident

 we will hit that 750,000 wealthy for FY 19 but the new administration also is very supportive of Registered apprenticeship and they have set a goal of 5 million registered apprentices by 2020. That is a very ambitious goal since we have not hit 1 million yet but if you could show the next slide I can talk about some of the funding that the US Department of Labor is made available to help get us to that goal.

Registered apprenticeship never had a targeted funding stream like in the workforce innovation act you have funds that are allocated to states and to workforce development regions to help people find jobs, to help pay for on-the-job training, and to help pay for either classroom training or individual training accounts. That is never been the case with Registered apprenticeship, it has never been any federal training money or marketing money put into the Registered apprenticeship system . It goes back to the fact that back in before this back in the earlier days Registered apprenticeship was really something that was mostly in the building trades and operated for the most part by organized labor and organized labor itself had built internal training funds and agreements with companies so the company would put in some money as a fringe benefit to help pay for a Registered apprenticeship program. It was completely industry funded employers paid for everything. As we want to expand Registered apprenticeship the Department of Labor realized we have to put investments in there so we can reach new industry and still have a history of working in Registered apprenticeship and new employers who have never done this before and who might be a little skeptical about adopting the model without some incentive to underwrite the cost. So back in 2016 there was a series of grants 46 grants given

 to colleges and nonprofit organizations and some organized labor groups and this was called the American apprenticeship initiative and the goal was to get I think there was another hundred thousand apprentices through that funding source and through those grants nationally in a number of industries. >> The next thing that Department of Labor did was they gave money directly to every state in the country to help them plan how they might expand their Registered apprenticeship programs so they have a planning grant in every state in the country. There was a competitive round of funding for states to expand by at least 10% to use active money to actually reach out to employers and expand Registered apprenticeship in their states by 10%. Than the thing the jobs of the future is participating in there was a competitive award a year ago of contracts who provide technical assistance to companies directly to market directly to companies and help them build Registered apprenticeship programs and we are coming to the end of the first year of that and we are anticipating second round of funding to start and that these contractors will work again in specific industries jobs of the future works in hospitality retail and manufacturing and we hope to expand that information technology and perhaps healthcare and maybe even public utilities in the upcoming year . To go directly to employers and coach them in advice and work with them on getting Registered apprenticeship programs together.

 Sorry to break in for one second you have about five minutes left in your presentation.

Okay. What I want to point out here and I said this already is as you can see in 2016 the vast majority of all Registered apprenticeship has been in the building trade and construction industry. The military has in the apprenticeship program but after that if you look at where Registered apprenticeship

 are currently it's only 10% of the number of apprentices and construction in the building trades and goes down from there. There is a big effort to expand it and a great opportunity to expand Registered apprenticeship into new industry.

 What I want to point out specifically to this group is that one of the other things we are trying to do

 is expand the target populations. Right now largely because we are talking about the national building trades women represent under 6% of all registered apprentices. 31% are average -- so the demographics are such that we have a lot of room for improvement. >>

 I have pretty much touched on this but there are a couple things I want to point out. Registered apprenticeship can be time-based so that it takes 2000 hours to train someone and not of -- there is an approach to make it competency-based and this is been interesting for many employers in the new industry. When you identify the skills and competencies someone needs and certify at regardless of how much time it takes to complete the skills and competencies and that could be something of great interest to people who have some work experience are some prior experience and some people with disabilities because you don't have to do it in the set amount of time, you just demonstrate your skills. I want to point out if you are in a time-based program you must have training that is at least 2000 hours of on-the-job training a year and classroom instruction each year of the program. >> I want to talk about the role of the sponsor. A sponsor is the entity responsible for running and managing the Registered apprenticeship program. It has historically been either the employer of the company or a labor-management group like they are familiar with in the human programs in the building trades. One thing that is happening now is we are seeing intermediaries nonprofit organizations, manufacturing or other associations or other kinds of groups taking on that responsibility which makes the management of the Registered apprenticeship program much simpler for particularly small to medium sized employers. >> I want to emphasize the fact that Registered apprenticeship is a very flexible approach to training. Historically and positionally what has been done as there has been classroom instruction often times in the evening and sometimes release time from work but it is offered at the same time that someone is doing the on-the-job learning combined for your. There is a model that can be frontloaded which is of interest in the healthcare and IT set tours where you do a large component of the classroom instruction in advance before starting the hands-on applied program. Another model that has been very useful and interesting is to have partnerships which are building that they stick foundational math and science skills of someone that leads into a Registered apprenticeship. Last but not least is the competency-based model in which both the classroom component which can be done in online modules are done in a regular classroom but it competency-based so you can do self-paced learning, you pass the test, you pass the competency. On-the-job learning at the same thing you build a portfolio demonstrating your skills to a certain level and then you have mastered that confident the.

You have one minute left.

I want to touch on

 registered apprenticeships one area that we are very interested in expanding is Registered apprenticeship for high school students which is a model where starting in the junior year of high school the summer between junior and senior years the student starts her on job training and they go back to the senior year in the classes they take at school are credited toward the classroom instruction and then they go back after they graduate and the time they have had in high school will give them an advanced standing in a Registered apprenticeship program.

 Again I want to emphasize there are very strong outcomes for Registered apprenticeship programs. Employers

 a study done in Canada says that companies get back an average of a dollar 47 in increased productivity for every dollar

 they spend. The apprentices themselves are guaranteed a job, they recognize credentials and their lifetime earnings are sick of the currently higher than others who might have a high school diploma when they enter the workforce. So that is really what we wanted to present about Registered apprenticeship . The core blocks are it is a combination of classroom and technical instruction , it must be done within the employer, and the role of nonprofit organizations can be the sponsor who helps the employer and the apprentice litigate through the apprenticeship program. >> Thank you Tom. My name is Mark I'm the apprenticeship program director at Philadelphia works and I want to thank you for joining us. The Philadelphia region has seen a large growth especially over these past couple years in apprenticeships and particularly in the district you typically would not see apprenticeships before. There is a strong base in the union back skilled trades programs that have been going on for a number of decades in the region so we are working with them to develop a apprenticeship programs that go along with the Registered apprenticeship so supply them with a more diverse and younger candidate who can touch it until the vast career system we have in the high school as well. Other than that we work a lot in the healthcare sector where we see a number of Registered apprenticeship programs grow and in the biomedical set your where we had the first in the nation [ Indiscernible ] as well as manufacturing. We have seen a couple employers loss apprenticeship programs in that area. Finally IT we have seen growth in that area as well which the program focuses on. In terms of funding again we are the workforce development Board in Philadelphia so we handle a lot of the federal and state workforce funding town of another grant opportunities. With apprenticeship work week tried to incorporate this model into our workforce system. It got started with the American apprenticeship grant mentioned earlier and that was a five-year grant we received in late 2015. Other than that we have received a number of individual state grants to support the work as well as seeing how we can incorporate this work into the system by utilizing O.J. T dollars to support apprenticeship programs. I will turn it over to about who will talk about urban technology projects.

Good morning and good afternoon everyone. I'm the apprenticeship direct or for the year protect allergy product. At the collaborative between communities and schools in Philadelphia. We were developed in the late 1990s in essence there were students who were recognized as having a gap between their education and the workforce so at that point in time it existed as a afterschool club. In 2002 we transformed into a technology apprenticeship . We were not called the apprenticeship at the time that the main just was that our members were serving the school District of Philadelphia to support the infrastructure which ballooned after we had several grants for technical equipment. After 2002 those members started rolling into jobs and the schools requested them because they had a need for technical support and they saw the benefits of having apprenticeships mentored under technology teacher leaders. In 2005 we were registered with the state of Pennsylvania and Gary went over some of the different models. We are state registered . We engage young adults between 18 and 24 years old, we support their eyeteeth -- IT -- we provide them with RTI and send them to community colleges for courses.

 Our computer support apprentices spend 2 to 3 years providing real-time technical support. They provide the support in the school District of Philadelphia so our model is education based that we have a vast amount of technical resources and equipment. We have a. We have 140,000 pieces of equipment desk top flap top chrome pokes interactive whiteboards etc. so they have the opportunity to work on cutting edge technology. Our requirements include three computer science courses at community college of Philadelphia we also require recertification along the track which could be a plus

 or network plus or security plus on up the chain or the apprentices have the option of going the Apple side we are heavy with Apple platforms so those certifications might include a CIT -- then we require

 our apprentices to complete 51 hours of on-the-job technical support. If I can jump off and explain we are the oldest IT apprenticeship in the US . Our apprentices because they start as AmeriCorps members they can achieve their apprenticeship faster.

 The hours they put in as pre-apprentices take them to their apprenticeship in 1 to 2 years at this point.

We require 463 technical instruction. We provide online training experiences are vendors pitch in and provide industry-standard training. We also send them to one course a year at the community college of Philadelphia. Most of the training is supported by grants or through program partnerships. In terms of obtaining employment with our program we have several avenues in colluding education if individuals want to continue their education post apprenticeship they can use their AmeriCorps awards to start that. We have great partnership with the school District of Philadelphia they have hired a number of our apprentices after they obtain their certificate. We also work with Children's Hospital of Philadelphia, the office of innovation and took knowledge he in our city hall, we work with springboard media, a host of other program partners who give our apprentices first crack at postings .

We also through our relationship with the community colleges corporate college we have the ability to tailor some of our classes are computer information system classes so our apprentices attend classes together on our schedule and they receive the content they would receive a registered class. Art coursework prepares them for the certifications listed earlier . One of our training providers a great provider is job works and they provide through education and training systems, they provide customized training, they will find the training and allow us to interview the trainer. It is cutting edge, it also provides

 soft skill upgrading because we don't just look at technology but also look at how our apprentices can perform in the workforce. The job readiness peace is not just obtained in our schools on up -- on the job but also through training scenarios. The curriculum library and a team of trainers as I mentioned job works takes care of our trainers so we know we are getting a quality trainer. We tend to remain under budget with the training may provide.

In terms of technical support we look at their experience as a component that graduates him from the apprenticeship. We look up they can troubleshoot hardware and software and some chrome book platforms. We look at some of their IT project management that they participate [ Indiscernible ]

 upgrades and software deployment as proof they can manage an IT project. They also look at basic networking in terms of whether or not they can manage small network issues. We look at how they escalate issues

 to the help desk professional. We look at their customer service skills and how they interact with the teacher's principles and other customers at the school. We look at their ability to document and troubleshoot and customer service and look at their communication essentials.

Some of our key partners we have been fortunate to work with faith provide us with amazing training resources. As I mentioned a lot of our training is vendor specific and would not be gained if they were not in an industry environment. We receive curriculum development, we have a great external work place experience to other apprentices were fortunate enough to do a small apprenticeship inside of their apprenticeship out one of the tech startups and Philadelphia. They agreed to host our apprentices so they could get real-life quality assurance experience on software applications. They provide support and meeting space, training and then finally job opportunities for apprenticeship. Our employers the folks who hire our apprentices provide the vendor specific training, they continue to extend the effort in terms of external workplace experiences. We get rate industry input and feedback on how we develop our apprentices and tweaks that we could put into our curriculum. We also get funding support as well as job opportunities. Apprenticeship. In terms of our funding we have an interesting funding exchange something we should diversify but we reserve the majority from the school district to Philadelphia over $1 million. We were fortunate to receive funding from the

 [ Indiscernible ] announced back in 2014. We have also been fortunate to receive to Pennsylvania Department of Labor Branson we receive [ Indiscernible ] funding.

Finally in terms of our numbers I think I heard Gary say when we first became an apprenticeship that was very -- during that period of time when apprenticeships were meandering and existing but now that we have a more formal approach we see ourselves expanding how many apprentices we bring in and how many we graduate. Over the course of time we have had 121 participants. We have had 46 complete and 40 of those 46 are currently in the IT field. In terms of apprentices with disabilities we have had three observable apprentices who have disabilities than the majority were hearing impairments and because of the population we have some other unobserved and undiagnosed disabilities. In terms of demographics we tend to follow the IT field 80% male and 20% female the majority of our demographics follows the school district of Philadelphia population [ Indiscernible ]

 53% African-American 20% Hispanic and 20% white. Alternate over to Mark. >> In these next slides I wanted to get back to the audience that we are speaking to. Bring it back mentioned there have been individuals with disabilities that have come through the program over the years and we want to touch on some accommodations that program has made to make sure these individuals

 have the same experience of the other apprentices and enter in and complete these programs as well. There are a couple that were deaf or hard of hearing so for that

 program allow them access to and use of an interpreter but especially in those larger meetings it was important that they gain information. Some of those individuals were able to afford better hearing devices of the program went on so the need for the sign language interpreter was enough much-needed as in the beginning but it was always available for them to use.

A couple of the apprentices either had some type of mobility or physical disability and with that the program made sure they were placed either in a school site or an administrative site with Melissa's ability to enter into the location as well as access their workspace

 throughout the building as well as make sure they were provided with a supportive environment with a team of mentors and supervisors that would support this individual throughout the program.

Also there are individually typically unobserved with some type of mental health disability on the program identified a therapy group in the city of Philadelphia that worked on a sliding scale so obviously these individuals were just starting in their careers at the apprentices so their income is low so they needed access to a therapy group on a sliding scale so it was minimal cost for them to see various therapists in the group. The program provided them time off for these therapy sessions during the workday or in the evening or the weekend to allow them the time off to visit the therapist.

Individuals had intellectual or developmental disabilities and through that the program had developed a process to opt out of certain activities that they did not feel comfortable for examples if they did not feel comfortable about being in a large group the program gave them in option to opt out of those that two buddies and allowed them to do their work more comfortably. In the future they are working on a process to provide alternative back to the days that achieve the same goals as they would in the group session but provided in a more comfortable environment where they can learn. >> So the agency rules into the apprenticeship work locally we have been working with our local our office on thinking about how to get individuals with disabilities involved in the apprenticeship program and bring -- employers to the table to develop programs around the individuals. Some level of a commitment that the can get involved in this. Obviously there is the idea of finding funding so we mentioned a couple funding sources

 that through our agency we have been exploring utilizing [ Indiscernible ] funding to support the programs as well as other pending -- funding

 programs. So identifies ones that have been used or new ones and incorporate them and bring them into apprenticeship programs so when you talk to your employers you bring this funding to help this employer at the program off the ground and supported. There is an idea partnership so this is the highest level so really partnering with an employer in developing programs and designing it around with -- individuals with disabilities assessing their worksite and training their staff and going hand in hand with workforce boards like myself state agencies in the federal folks as well. >> There is a recruitment part getting candidates ready to enter into these programs either through a more traditional pre-apprenticeship program or training and boot camps to get these individuals prepared so you create the pipeline into the apprenticeship programs with employers. I will turn it back to Beth

 In the 15 years we have functioned as a program and both ears is a formal registered apprenticeship one thing we found in terms of key implementation challenges has been annual funding because we are funded by the school district majority and grant funding we find that the schools see the benefit

 of having our apprentices but because they are cash strapped at times it can be difficult in terms of expanding our apprenticeships and that's why we find it important to go out and make those private relationships with business Corporation startups etc. Ensigns of the training schedule at time it conflicts with project deadlines and technical support so we had to develop a good project timeline so we do not overextend ourselves that the team. In terms of apprentices

 time management can be difficult especially for 18 to 24-year-olds so we have to work very individually with them so we can develop that social skill. Technical support is ever-changing so we may have it down and they have a new operating system or new piece of equipment that we have to train ourselves in as management in order to provide apprentices with the information and make sure our training people are aware of those new pieces of tech knowledge.

Because of the demographics and population we serve we see a lot of homelessness poverty and domestic abuse and nutrition. Some of the impactful social issues that can prevent someone from successfully entering the job source. External partnerships and expansion with employers that's one of our key goals this year is to expand those partnerships and we can say we have expanded to at least one and we have two more to go. In terms of funding technical support experts who understand the art of mentoring a lot of the regional technicians and I say regional because Philadelphia is broken into seven regions a lot of our technicians were there to provide technical support to a school or to our region and so bringing in the young person between 18 and 24 years old who is brand-new who has possibly never held a job it was very trying at times so we developed a mentor orientation that addresses a lot of those issues. At first it was very difficult.

My advice is that you identify partners or employers that are committed to mentorship and apprenticeship development. It can be viewed sometimes as a way to incorporate or reduce labor costs but in the long run apprenticeship is gaining such traction that people see the commitment they can provide to develop [ Indiscernible ] starting strong and starting quality of the key. Focus on documentation and tracking development. There are several templates and things that you can use to make sure your apprentices are on track. We developed a lot of in-house assessments. Develop a holistic curriculum that warrants. I feel everyone should have that holistic curriculum in terms of time management and lifestyle and how they conduct themselves at the worksite so we have taken it to the next level providing budgeting and nutrition training things that will make our apprentices successful. Build a budget that supports the salaries training needs an education. Taking that into account will make it a successful apprenticeship. Support for partners and employers space training , maybe lunch for a training etc. Then finally develop the alumni network of apprentices. What we found when they graduate with attorney person and launch into a job now that network is being built and they're looking back for other apprentices as well as our alumni and seeing the value of their apprenticeship.

 In closing for us thank you very much .

Thank you we appreciate it. Those work three great presentations. We will now take questions. Questions are starting to pop up.

The first question and Mark and Beth it's about examples that you could provide for how documentation and back eating is done for apprentices and some samples of data that you track would be helpful to provide. >> Some of the things we lucked out when we first and roller apprentices we look at what their skill level was prior to the apprenticeship so we will track would experience a health, we will also try to gauge the barriers they may have in terms of their success. We look at any certifications they may bring an from an experience at school through career technical education. We look at age, we look at veteran status, we are also looking at what their multiple ports of entry and exit may be so we have an exit survey and while they are in the program we track what trainings they attend and tracking any HR issues, anything we can help them develop in terms of the soft side.

That's great thank you. Another question and Mark this

 may be best for you you had a slide about a combination you use. What resources have you used to identify accommodations for the individual disabilities you observed over the years?

We have a couple of different resources and I believe Mark referenced

 our affordable therapeutic services. We have worked with counselor for some time . They understand our pre-apprentices and apprentices and the level of funding they receive so they have the sliding scale. In terms of hearing impairment we have worked through the CI you -- CLU one of the training providers they have registered or certified

 sign language interpreters who were able to come in and be on-site for the duration of the meeting. All of our schools are compliant so individuals with mobility issues we have entrances and exit to our facilities so we can accommodate any mobility issues and that is just a small list of Mark wants to provide other resources.

Now I think you pretty much covered them all Beth That's great and one last question. I know we are running out of time. Gary will start with you on this one. This would be for folks that are not engaged with programs in their states and regions but want to explore being engaged with Registered apprenticeship programs. Who should they start with ? What office or employer? What are topics they should cover in those initial conversations?

At the outset

 the link that I provided on one of the slides will give you the contact information regarding the state apprenticeship training representatives from the Department of Labor are your state agency and that is good place to get in termination. There is also a website from the US Department of Labor office of apprenticeship that has good information about what it is

 that is involved in becoming a registered apprenticeship sponsor. However I will give a promo push for our program. If you are in the hospitality

 or retail sector are manufacturing I recommend you get in touch with me and I can link you to subject matter experts who could work with you and answer some questions. In talking to employers I think the key issue is to start not so much with what you can do for them to figure out first what are the workforce challenges and to figure out what skill gaps they may have. Simply doing that kind of the business engagement strategy. In introducing Registered apprenticeship as a model that will help them attract new workers, keep their current workforce, and customize the kind of training that is provided to the work processes of their particular employer. Both seem to be the key issues that we have found of interest to employers. The fact that you can customize the training to exactly their work process, challenges . And then looking at either finding an intermediary sponsor are working

 with one of the contractors that the US Department of Labor has funded to provide this technical assistance to help the company find the resources, pay for the training, and also to find perhaps a nonprofit industry Association, community college or someone like that who is a registered sponsor and can assume some of the management responsibilities for the apprenticeship for the company. >> A key point underlined as Gary mentioned the intermediaries all over the country nonprofits that do an effective job of working with Registered apprenticeship sponsors and their partners so don't feel you need to go it alone in terms of developing a Registered apprenticeship program by yourself for navigating the terrain. There was a nice comment in the chat feature about -- from an individual in Pennsylvania and the final question and Mark and Beth this might be best for you but if you learn from data that you have collected to date ? Other types of demographic and dated that you have collected to date for your program?

 In terms -- data collected -- with all of our programs that have been starting especially UTP we try to figure out a way to pay more intentional about the data collection and how we can maybe alter programs to make sure we accommodate everyone and making sure the apprentice goal is diverse. Like I mentioned before with the kind traction trade to bring more women

 into those trades as well as bring more of the younger population into the trades also. In the IT field it's a very male-dominated field so again we are figuring out ways to bring additional women into that field. Beth can you add anything onto that ?

Sure. As far as our outreach we get out to our schools to meet with some of the school counselors ended me with some of the teacher and technology leaders and in terms of how we use data as it relates to the student base. They are giving us a lot of information that will support the student. They tell us about how the student works under certain conditions, the pressure points, they are giving us a basic snapshot of how they will perform during the apprenticeship data collection during the apprenticeship and data collection post apprenticeship we tried interview employers who take on the apprentice, we meet with them prior and identify some of the pressure points and identify ways

 to use their training. It's not something we have formalized with an outside vendor but something we have done internally for quite some time.

Thank you very much. Thank you everyone for your participation in the session. Another thanks to Mark and Beth and Gary for their presentations. Any questions we did not get to we will send out responses via email. Alternate to Katie. >> Thank you Tom and thank you to the presenters today. I will take you now to the evaluation screen. You will see a link next to the PowerPoint. You can copy and paste

 that link into your browser and complete your evaluation. To get credit you must complete the evaluation but we encourage everyone to complete this to help inform us about our webinars in the future. Thank you again for attending and have a great day.

Thank you Katie. >> [ Event concluded ]