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
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

www.explorevr.org
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)
Facilitator

Thomas Hooper
Associate Vice President,
Jobs for the Future
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.
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 Project
INTRODUCTION TO REGISTERED APPRENTICESHIP

Geri Scott, Director of Apprenticeship Programs
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.
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
AGENDA

Introducing Registered Apprenticeship
• Federal focus on RA
• Registered apprenticeship components
• Sponsor’s Role
• Apprenticeship Models
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.
Registered Apprenticeship System: Federal & State Roles

https://www.doleta.gov/oa/data_statistics.cfm
USDOL’s APPRENTICESHIP USA

Double and Diversify the Number of Apprentices

622,000 FY 17: Q3
600,000 FY 17 Annual goal
750,000

375,000 2013

Explore VR
Funding for Registered Apprenticeship

- American Apprenticeship: $175 million
- State Expansion: $50.5 million
- Industry & Equity Partners: $30 million
- Accelerator: $9.5 million
- $90 million
INDUSTRY SECTORS

Active Apprentices by Industry, 2016

- Construction: 144,583
- Military (USMAP): 95,001
- Manufacturing: 14,422
- Public Administration: 13,715
- Transportation: 9,087
- Utilities: 8,143
- Retail Trade: 2,098
- Health Care and Social Assistance: 1,852
- Wholesale Trade: 1,732
- Educational Services: 1,682
DEMOGRAPHICS:
2016 SNAPSHOT

Women 5.8%
People of Color 31%
Average Age 28+
Military Veterans 7.5%
OA 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
FLEXIBILITY IN THE TYPES OF ROLES OF SPONSORS AND PARTNERS

Single Employer Model
(e.g. Apprentice School)

Employer provides OJT
Employer serves as Sponsor
Employer provides Services
Employer provides RTI

Multiple Employers + Intermediary Model
(e.g. Joint Labor Management or Community College Centered Programs)

Employer provides OJT
Intermediary provides RTI
Intermediary provides Services
Intermediary serves as Sponsor

Multiple Employers + Intermediary Model + Community College
(e.g. New Century Careers, PA)

Employer provides OJT
Intermediary provides Services
Intermediary serves as Sponsor
Education provider provides RTI

Multiple Employers + Multiple Intermediaries Model
(e.g. Workforce + Education + CBOs/Other)

Employers provide OJT
Intermediary 1 serves as Sponsor
Intermediary 2 provides Services
Education provider provides RTI
REGISTERED APPRENTICESHIP IS FLEXIBLE

Registered Apprenticeship can be matched in different ways to meet needs of businesses and job seekers.
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
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.*
Contact:

Geri Scott (gscott@jff.org)

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www.jff.org
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
• 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 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
<table>
<thead>
<tr>
<th>Disability</th>
<th>Accommodations</th>
</tr>
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<tbody>
<tr>
<td>Deaf or Hard-of-Hearing</td>
<td>- Access to and use of sign language interpreter</td>
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<tr>
<td>Mobility or Physical Disability</td>
<td>- Worksite with full accessibility</td>
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<td></td>
<td>- Supportive environment</td>
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<tr>
<td>Mental Health Disability</td>
<td>- Access to affordable therapists</td>
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<td></td>
<td>- Time off for therapy sessions</td>
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<tr>
<td>Intellectual &amp; Developmental Disability</td>
<td>- Process to opt out of activities</td>
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<td></td>
<td>- Provide alternative activities</td>
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VR Agency Roles in Apprenticeship

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<th>Funding</th>
<th>Partnership</th>
<th>Recruitment</th>
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<tbody>
<tr>
<td>Identification &amp; Braiding</td>
<td>Employer Engagement</td>
<td>Candidate Identification &amp; Preparation</td>
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<tr>
<td>Grant Proposal Partnership &amp; Assistance</td>
<td>Program Development</td>
<td>Pipeline Development</td>
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<td>Worksite Assessment</td>
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<td>Staff Training</td>
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<td>Support Services</td>
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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