WHAT TO KNOW WHEN PLANNING YOUR YOUTH APPRENTICESHIP PROGRAM

Youth Apprenticeship as a Partnership

February 20, 2020

PRESENTED BY

JFF’s Center for Apprenticeship & Work-Based Learning
Hi, I’m

ERIC SELEZNOW

Senior Advisor, JFF

Eric directs JFF’s Center for Apprenticeship & Work-Based Learning and has over 30 years of experience managing a range of workforce development and correctional reentry programs. Prior to JFF, Eric served as deputy assistant secretary for the U.S. Department of Labor’s Employment and Training Administration under Secretary Tom Perez.
Ensuring Equity in Economic Advancement

Despite overall growth, economic opportunity is limited for millions of Americans. Through education and dignified work, everyone can create the life they deserve.

Meeting Employer Needs

Employers continue to struggle to find employees with the right skills. For America to thrive in the global economy, businesses need a steady supply of highly qualified workers.

Preparing for the Future of Work

Automation, outsourcing, and new contract arrangements are changing the nature of work. Everyone must think differently about how to sustain the nation’s talent supply.

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’S CENTER FOR APPRENTICESHIP & WORK-BASED LEARNING

The Center consolidates JFF’s broad skills and expertise on apprenticeship and work-based learning into a unique offering.

We partner with employers, government, educators, industry associations, and others to build and scale effective, high-quality programs.

Visit center4apprenticeship.jff.org.
Today’s webinar has been funded through the United States Department of Labor's Employment and Training Administration's Office of Apprenticeship contract for Youth Apprenticeship Intermediaries.

Through this project, we are building both the capacity and number of high-quality Registered Apprenticeship programs serving high school students and providing high-impact technical services and financial assistance to the more than 50 sites in the PAYA network.
The Partnership to Advance Youth Apprenticeship (PAYA) is a multi-year initiative operated by New America that supports efforts in states and cities to expand access to high-quality apprenticeship opportunities for high-school-age youth.

ABOUT PAYA

National Partners

Funding Partners

![Logos]

Bloomberg Philanthropies

ballmer GROUP

THE ANNIE E. CASEY FOUNDATION

The Joyce Foundation

JPMorgan Chase & Co.

SIEMENS | Foundation
Andrea Messing-Mathie is a director at JFF. She focuses on youth apprenticeships, believing that work-based learning is an important element of any strategy to build effective college and career pathways for young people.

Through her work at JFF, she strives to support apprenticeship providers at the local level by building integrated strategies that enable communities to develop the capacity—and the will—to fulfill the promise of work-based learning in general and youth apprenticeships in particular.
HOUSEKEEPING

• This webinar is being recorded and will be sent to you following the event.

• Participants are muted. Please post questions and comments in the chat box.
Welcome

Critical Foundations of a Youth Apprenticeship Program

A Conversation With…

Mark Genua, Director of Apprenticeship Strategies, Philadelphia Works
Miles Huff, Senior Director, Talent Initiatives, Chattanooga Chamber of Commerce

Q&A

Building a Future That Works.
MARK GENUA

Director of Apprenticeship Strategies, Philadelphia Works

At Philadelphia Works, the workforce development board for the City of Philadelphia, Mark is responsible for providing technical assistance and strategic implementation and investment in Registered Apprenticeship and Registered Pre-Apprenticeship programs across the Greater Philadelphia region.

MILES HUFF

Senior Director, Talent Initiatives, Chattanooga Chamber of Commerce

Prior to joining the Chamber, Miles oversaw corporate social responsibility including volunteerism, community engagement, and corporate giving for Unum’s Chattanooga and Glendale, California campuses, as well as Unum field offices.
REGISTERED APPRENTICESHIP

585,000 apprentices registered in 2018

Over 10,800 new programs were created in the past 5 years

Over 1,000 apprenticeable occupations

Programs can be for union or non-union employees

Average starting age: 28
YOUTH APPRENTICESHIP

A structured, work-based learning program designed to start when apprentices are in high school.

High-quality youth apprenticeship programs are built on partnerships that include employers, high schools, and providers of postsecondary education, most often a community college.
PAID LEARNING

Paid, on-the-job learning under the supervision of skilled employee mentors

FORMAL INSTRUCTION

Related, classroom-based instruction

SKILLS ASSESSMENTS

Ongoing assessment against established skills and competency standards

CREDENTIALS

Culmination in a portable, industry-recognized credential and postsecondary credit
<table>
<thead>
<tr>
<th>CAREER-ORIENTED</th>
<th>EQUITABLE</th>
<th>PORTABLE</th>
<th>ADAPTABLE</th>
<th>ACCOUNTABLE</th>
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<tbody>
<tr>
<td>Learning is structured around knowledge, skills, and competencies that lead to career with family-supporting wages.</td>
<td>Learning is accessible to every student, with targeted supports for those adversely impacted by long-standing inequities in our education system and labor market.</td>
<td>Learning leads to postsecondary credentials and transferable college credit that expands options for students.</td>
<td>Learning is designed collaboratively to be recognized and valued across an industry or sector.</td>
<td>Student, employer, and program outcomes are monitored using transparent metrics to support improvement.</td>
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YOUTH APPRENTICESHIP AS A PARTNERSHIP

Industry / Employer

K-12 / High School

Post-secondary

YA Intermediary

JFF
Enable student participation, on-the-job learning, and postsecondary-related instruction, while helping students meet graduation requirements.
PARTNERSHIP ROLES

Employers

Work with education partners to identify skills requirements, build training plans, and deliver paid, on-the-job training.
PARTNERSHIP ROLES

Industry / Employer

Postsecondary
Delivers related instruction and assesses learning that leads to postsecondary credit and credential attainment.

K-12 / High School

YA Intermediary

Post-secondary
PARTNERSHIP ROLES

Intermediary

Coordinates the activity of key partners to support employers and the success of apprentices.
SELF-ASSESSMENT AND PLANNING TOOL


How do you know you are ready to establish a program?

What needs to be in place?

Who are your partners and your stakeholders?

What roles do they play?
<table>
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<tr>
<th>Indicator</th>
<th>Status:</th>
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<tr>
<td>A steering committee or other formal cross-sector group of state/local leaders—including representatives from, at minimum, secondary and postsecondary education, workforce development, and business and industry—convenes regularly and collaborates on statewide education and workforce development initiatives. State/local leaders work together across systems and silos to advance similar efforts.</td>
<td>Not Present, Initializing, Developing, Established</td>
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<tr>
<td>Visible and influential state/local policymakers (e.g., governor, legislators, agency heads) support and publicly champion apprenticeship and/or related initiatives such as career pathways.</td>
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<td>State/local leaders from across sectors have adopted a shared definition of, and a set of quality indicators for, youth apprenticeship.</td>
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<td>Dedicated staff focused on youth apprenticeship are housed within a relevant state/local agency or a state/local workforce cabinet or similar body.</td>
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<td>State/local agencies have dedicated funding streams and/or are combining and leveraging existing agency funding streams to support youth-focused education and workforce development initiatives such as work-based learning (including apprenticeship) and pathways.</td>
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**Environment | Leadership**
CONTEXT: ENVIRONMENT

Leadership

• Steering committee
• Political will

Business Climate

• Identified need
• Business <-> Policy <-> Ed

• Shared definitions
• Staffing and funding
• WBL opportunities
• Union engagement
CONTEXT: POLICY

• **Career Oriented**: K-14+ support
• **Equitable**: Policies address systemic barriers
• **Portable**: Dual enrollment / dual credit support
• **Adaptable**: Policy <-> Ed. <-> Industry <-> WIOA/Perkins
• **Accountable**: K-12 tracking system
PROGRAM: GOVERNANCE

• **Leadership:** Lead org/convener positioned to build broad buy-in and drive strategy

• **Program Management:** Managing partnerships, building capacity, and working to drive implementation

• **Fiscal Management:** Managing, blending, and braiding new and existing funding
PROGRAM: DESIGN

Career Oriented: Labor market informed and aligned to build/expand opportunities

Equitable: Designed to address systemic barriers including wrap-around services

Portable: Leverages CTE and dual enrollment opportunities for postsecondary credit

Adaptable: Backwards mapping connects industry to flexible education systems to provide targeted instruction

Accountable: Partners track aligned apprenticeship accountability metrics, ed outcomes, and identify gaps
CRITICAL FUNCTIONS AND LEVEL/STATE OF IMPLEMENTATION

ASSESSMENT

Not Present
The work has not yet begun

Initializing
Ad hoc/informal; uncoordinated with and/or loosely connected to other activities; inconsistent; limited in scale

Developing
Somewhat formalized; partially coordinated with and/or coordinated to other activities; some consistency in occurrence; narrow in scale and impact

Established
Formalized, strategic; highly coordinated with and/or tightly connected to most other activities; occurring systematically; operating at scale, measurable impact
PRACTITIONER PERSPECTIVES
At Philadelphia Works, the workforce development board for the City of Philadelphia, Mark is responsible for providing technical assistance and strategic implementation and investment in Registered Apprenticeship and Registered Pre-Apprenticeship programs across the Greater Philadelphia region.

Prior to joining the Chamber, Miles oversaw corporate social responsibility including volunteerism, community engagement, and corporate giving for Unum’s Chattanooga and Glendale, California campuses, as well as Unum field offices.
Federal & State Workforce Funding (WIOA, TANF, EARN, & Grants)

Partner Organizations & Employers

PHILADELPHIA WORKS INC.
Investment = Over $8 million
- Federal & State Discretionary Grants
- WIOA: OJTs, ITAs, & Youth
- Foundations: Annie E. Casey, Kellogg, & Others

Occupations Registered (or soon to be)
- Direct Support Professional
- Registered Behavior Technician
- Advanced Home Health Care Aid
- Medical Assistant
- Retail Pharmacy Technician
- Early Childhood Education Teacher
- Biomedical Research Technician
- Computer Programmer
- Computer Support Specialist
- IT QA Analyst
- IT Project Manager
- Industrial Manufacturing Technician
- Industrial Maintenance
- General Facility Maintenance
Regional Public/Private Collaborative
- SEPA Local WDBs, Employers, City of Philadelphia, Educational Institutions, Training Providers, & CBOs

Increase & Align Apprenticeship Programs
- Outreach & Engagement
- Technical Assistance & Capacity Building
- Research, Policy, & Funding

PAsmart SEPA Region Registered Apprenticeship Ambassador Network

Twitter: @apprenticephl
Website: apprenticeshipphl.org
Inclusive Economy, Collaborative Leaders

FUTURE READY
Skills for the New Economy

MOBILITY FOR ALL
Every resident is thriving

GIG CITY WINS
Entrepreneurs lead the way
Purpose: To build alignment across regional education and workforce development systems and strengthen talent pipelines to ensure employers have a skilled, diverse, local workforce.
Talent Development

• Increase “Earn and Learn” apprenticeships, pre-apprenticeships and internships

• Create and market career pathways in target industries

• Work with postsecondary institutions to build stronger student support systems and increase completion rates

• Work with partners to increase alignment between educational offerings and workforce needs
Chattanooga State Role:
Developing and supporting the curriculum, instruction and dual-enrollment for apprenticeships

Chamber Role:
Convene partners and oversee outcomes
Outreach and engagement of employers

Business & Industry Role:
Hire student apprentices
Inform curriculum development
Provide student mentors

HCS Role:
Ensure strong connections to local high schools/ Future Ready Institutes
Adapt school calendar/timeline to accommodate apprenticeship model
Provide transportation and other supports to ensure equitable access and success
Q&A

Please send in your questions via the chat box!

ERIC SELEZNOW
JFF

ANDREA MESSING-MATHIE
JFF

MILES HUFF
CHATTANOOGA CHAMBER OF COMMERCE

MARK GENUA
PHILADELPHIA WORKS
WHY I APPRENTICE Video Competition
60-Second Video Challenge for Youth Apprentices

$1000 PRIZE
AND AN ALL-EXPENSES PAID TRIP TO THE PREMIERE AT HORIZONS
Designing a Future That Works

Submissions Due: MARCH 31, 2020

*Visit jff.org/whyiapprentice for more information
HORIZONS
Designing a Future That Works

June 9–10, 2020 • New Orleans, LA
THANK YOU FOR JOINING