



Kentucky Education and Workforce Collaborative Meeting

April 20, 2023, 1:30-3:30 pm EST

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Kentucky Education and Workforce Collaborative Meeting

AGENDA

Thursday, April 20, 2023

IN-PERSON RECOMMENDED

500 Mero Street, Frankfort KY; 4th floor Conference Room

Meeting will start promptly at 1:30pm EST for the hybrid audience, so arrive at 1:00pm for in-person networking

1:30PM CALL MEETING TO ORDER

Welcome and Introductions.....Beth Brinly, Chair
Deputy Secretary, Education and Labor Cabinet

1:40pm Strategic Plan Goals Review..... Alisher Burikhanov, Executive Director
Kentucky Workforce Innovation Board

1:50pm Initiative updatesDeputy Secretary Brinly &
Alisher Burikhanov

- Update on Jobs on Day One
- Next Steps

2:10pm Work-based Learning (WBL) Ecosystem in Kentucky
Overview..... Deputy Secretary Brinly

Questions for discussion:

- What is your concept of the current WBL ecosystem?
- In your opinion, what are considered core components / foundational pieces of WBL across agencies and organizations?
- Who is doing what on core components?
- How can we strategically unite to build out this ecosystem?

3:20pm Share updates regarding the Unified State Plan..... Alisher Burikhanov, Executive Director

3:30PM EST ADJOURNMENT



Kentucky Education and Workforce Collaborative Meeting

Meeting Minutes for 01.26.22

Hybrid Meeting - 1:30-3:30 p.m. ET

Optional In-Person Networking - 1 p.m. ET

Meeting mp4: https://kwib.ky.gov/PublishingImages/Collab_012623/Collab_012623.mp4

Call Meeting to Order – 1:30 p.m. ET

Beth Brinly, Chair and Deputy Secretary of Education and Labor Cabinet, welcomed everyone.

Entity Name	Contact in Attendance
Kentucky Workforce Innovation Board (KWIB)	Alisher Burikhanov, Executive Director
Governor Andy Beshear – Secretary John Hicks	Secretary John Hicks
Kentucky Education and Labor Cabinet	Deputy Secretary Beth Brinly (Chair)
Kentucky Cabinet of Economic Development – Deputy Commissioner Kristina Slattery	
Kentucky Education and Labor Cabinet	Secretary Jamie Link
Kentucky Department of Education	Beth Hargis
Career Development Office	Jason Hutchinson, Executive Director
Kentucky Cabinet for Health & Family Services	Deputy Secretary Carrie Banahan
Kentucky Justice & Public Safety	Deputy Commissioner Lisa Lamb, Secretary Kerry Harvey
Kentucky Workforce Innovation Board	Kim Menke, KWIB Chair
Kentucky Council on Post-Secondary Education	Rick Smith, Vice President, proxy for
Kentucky Council on Post-Secondary Education Conference of Presidents (representing the Presidents) - Dr. Bob Jackson	Tim Todd, proxy for Dr. Jackson
Kentucky Commission on Military Affairs - BG Steven Bullard / Dallas Kratzer	
Kentucky Chamber of Commerce Foundation	Ashli Watts, LaKisha Miller
Kentucky Housing Corporation	Kaye McAfee
Chief Local Elected Official (representing the LEOs through KACo)	Judge Orbrey Gritton
Local Board Director (representing the 10)	Michael Gritton, Sheila Clark, Tonia Slone
State Director of the Kentucky National Federation of Independent Business - Tom Underwood	
Kentucky Human Development Institute (HDI) of University of KY	Kathy Sheppard-Jones, Executive Director
Job Corps Director (representing the 7)	Jesse Shadle proxy for Amanda Curry
Kentucky Community and Technical College Systems	Dr. Paul Czarapata / Kris Williams

Others present: Ramona Brock, Harley Blakeman, Ramona Brock, Kristin Porter, Amy Luttrell, Dr. Gregory, Dr. Tonika East, Dennis Ritchie, Lisa Thompson, Leta Martin, Summer Morgan, Myra Wilson, Aaron Poynter, Tonia Slone, Kristen Porter, Debbie Dennison, Elishah Taylor, and Sara Jagers.

Welcome and Introduction

Beth Brinly, Chair and Deputy Secretary of Education and Labor Cabinet (ELC), expressed her appreciation for each partner and excitement to work with each entity in attendance. She shared that the Kentucky Workforce Innovation Board (KWIB) is using the *Strategic Plan* as the North Star and grateful to have the Chairman present. This type of meeting is where we bring all of the resources across the commonwealth in State government, in the private sector, in the public sector moving in collaboration to achieve the goals and objectives that we have for workforce development and building the talent pipeline that will help the commonwealth continue to grow, to create the quality we want in our communities, and most importantly transform individual and family lives. She expressed that she is excited to work with each entity. She continued that the collective impact approach is needed when you are facing a challenge that is broader than one entity, program, or person. This approach requires shared resources to meet the core elements: Common shared vision for outcomes, shared goals that you want to achieve together, define metrics for success, mutual reinforcing activities, and a backbone agency that keeps everything moving, which is the Kentucky Workforce Innovation Board (KWIB) that works with all entities including KYSTATS.

Beth Brinly asked if everyone on this committee would introduce themselves, virtual and in-person. She then handed over the discussion to **Kim Menke**, to discuss initiative updates.

Initiative Updates

Kim Menke, KWIB Chair, gave a brief overview of the main objective of the strategic plan, was to build a metrics for workforce/education. There have been a few challenges with working with so many different budgets with different categories that need to be clarified to identify funds that weren't spent, Michael Gritton shared their plan for doing the same review.

Funding Report work for PY2019, PY2020, PY2021 (Metrics working group)

Kim Menke, KWIB Chair, shared that the work being done by the Metrics committee continues to be compiled by KWIB staff and we look forward to seeing the culmination of those programs when completed.

Strategic Plan Goals Review

Alisher Burikhanov, KWIB's Executive Director, shared that he has enjoyed his first three months and looks forward to continuing to connect with board members and other stakeholders. He shared that the KWIB and the Collaborative are two hands working together. The KWIB sets a good visionary plan for a workforce system that works for all. The *Strategic Plan* or the North star is Kentucky's plan to move forward and was included in the pre-read documents for this meeting. He shared four goals from the *Strategic Plan* of focus:

1. Value Driven Employer Engagement
2. Education Attainment
3. Workforce Participation
4. Resource Alignment

Alisher thanked the Kentucky Office of Adult Education (OAE) for supplying copies of the book "Emotional Poverty" by Dr. Payne for attending members to take. He shared a recent conference that Dr. Payne led about how to really see and understand perspectives from different cultural lenses, and how individual life experiences impact their outcomes in school, and work and life. This book starts the conversation and there is second entitled "Bridges Out of Poverty." We have an in-house trainer, through the Career Development Office (CDO), who can lead this training as well and wanted to share this insightful book as an education for all of us.

Alisher thanked everyone for submitting their programmatic information as it relates to the topic for today's meeting and introduced the rest of his KWIB team: Debbie Dennison, Elishah Taylor, and Sara Jagers.

Memorandum of Understanding (MOU) and WIOA State Plan Modification update

Debbie Dennison, KWIB's Deputy Executive Director, shared the IFA and MOU's have all been processed, and going forward

will be gathered by Department of Workforce Development (DWD) staff. If there are any questions around that process, please reach out to either [Rachel Adams](#) or [Debbie Dennison](#).

The Combined State plan will be due in 2024 and the KWIB staff will be traveling to and convening stakeholders, to help build the plan out for the 2024 submittal. She shared with the collaborative members to lift up ideas and recommendations through internal channels or through their local workforce boards and we will make sure they become a part of the State Plan.

Deputy Secretary Brinly thanked Debbie for the update and thanks to the local workforce agencies for their efforts with the IFA / MOU process in collaboration to get them in place January 6, 2022. We will hold work groups to monitor and continuously improve the process.

Topic of Discussion: Justice-Involved Re-entry initiatives in Kentucky

Deputy Secretary Brinly asked attendees (in-person/virtual) within the meeting to share a key strategy that has been successful for them:

1. List one strategy that you think we need to bring to scale in the work you've been doing.
2. Identify one barrier or obstacle that you have experienced working on this strategy.
3. Identify metrics that will show the impact of their work.

Aaron Poynter, Director of Re-entry Programming for Cumberland and South-Central Workforce for the local areas, stated that the key strategy he says has had a lot of success for them was **No Wrong Door Approach**. He shared that re-entry work is reactive. The work being done by the *Putting Kentuckians First* scaled back ownership to a local level. They are able to get involved and try to change the trajectory of these individuals' lives. They work with both Corrections and individuals that are in the system at that level, and by scaling it to a local level create a *no wrong door approach*. Aaron's role is as a liaison to businesses, to the justice system, to anybody that's going to listen including state leaders, and local leaders. This process is working and his interest in replicating the initiatives across the commonwealth. Sharing information among partners allows the opportunity to provide support and connect individuals back into the community.

Michael Gritton, Executive Director of KentuckianaWorks, shared information from a local workforce board perspective around the Workforce Innovation and Opportunity Act (WIOA's) youth initiatives. The initiative targets 16- to 24-year-olds who are not in school and not working. Currently, KentuckianaWorks is funding a program that Goodwill is running and doing an amazing job. "The Spot", is a young adult opportunity campus in Louisville and they serve 500 to 800 young adults. Goodwill began leading the services a year and a half ago. Michael shared that there are nearly 15,000 disconnected young adults in KentuckianaWorks, 16- to 24-year-olds who are not in school and not working and a large portion can be found in West Louisville. They are serving one in five and are serving 800 out of 15,000. Federal money through WIOA, is shrinking, so KentuckianaWorks has been braiding funding streams, including money from the city of Louisville. Their program is working but they too, want to scale it, but would need additional funding sources.

There is zero state money provided, which is an obstacle. Other states provide this sort of general funding for such programs. From a local level perspective, we cannot wait on the Federal Government to fund workforce development efforts and must find funding to support needs of local communities. We have proven that providing supports and working with them, helping them find success through Goodwill provided steps will get them employed, and on that path right again.

Sheila Clark, Director, West Kentucky Development Area, shared that in Western Kentucky they are working with individuals that are in arrears with child support, and also currently work with the drug program in McCracken County, which is a joint effort with state agencies. For three years, they have had some success in funneling people through the career centers and most recently we had a specialized job fair. This event focused on preparing the individual for an interview, such as getting them haircuts, new clothes for interviews, and conducting practice interviews. Sheila said the job fair built their confidence before they went in for that real interview. The Drug Court didn't even realize that they did things like that, so it open their eyes. Unlike Michael we don't serve but 500 people total, however from a local perspective are in

dire need of funding to support these initiatives. One of the things that was interesting was sometimes individuals were placed with a job, but some didn't keep the job for various reasons. For example, if the parent paying child support doesn't feel like they are an important part of that child's life, then they aren't as motivated to keep a job to pay that child support. They are pulling from adult dislocated funds to fund this effort which leaves a gap in activity for older adult services. They are going to share opportunities with judges, district court judges, family court judges, and new area veteran court that is in Christian County to incorporate into this effort.

Harley Blakeman, Employer, shared that he was invited to the meeting and thankful to share his experience of being incarcerated. He shared that he was convicted of 2 felonies about 11 years ago one in Florida and one in Georgia and now runs an organization called Honest Jobs which is essentially an online platform. They have built an online platform that connects employers that are willing to hire people with criminal records to individuals that have criminal records looking for jobs. They have jobseekers with misdemeanors that use our service as well and have been successful. Research has been conducted to find an answers, but what we've concluded is when people come home from prison it often takes up to on average 8 months to find a job. They take pride in their users finding jobs within on average about 24 days, so they reduced that time significantly. If anybody would like more information about [Honest Jobs](#), please contact [Melissa Dickerson](#) as she is leading the initiative in Kentucky.

Beth Brinly, Deputy Secretary shared as they were preparing for this meeting, Secretary Harvey shared his vision for having a re-entry center where folks will do their training anywhere between 3 months to a year prior to departure. Great work has been done in this area, whether it's in pre-apprenticeship or registered apprenticeship. Illinois, Iowa, and Idaho are working with the local workforce areas. They have a facility that is dedicated to training and preparing individuals for release into the local workforce. The individuals choose the communities that they are working in. There is a supplemental resource that goes to that local board to immediately pick up and provide support to that individual and add wrap around services needed. Re-entry is the core, but we should be thinking about how we really build that network between the re-entry specialists that are in the system today with the folks who are working in the local workforce boards and other community partners to be able to do that, whether it's Goodwill or another.

Paul Czarapata, President of Kentucky Career and Technical College System (KCTCS) shared that Maysville is leading a pilot that could scale across colleges. KCTCS has a memorandum of agreement with the Department of Corrections (DOC) and are doing both online and face-to-face offerings to work. The work includes certificates, diplomas, degrees within facilities, support and advising financial aid, tutoring and others. I think our biggest barriers have been with staffing inside the facilities for corrections. There is limited staffing to support online courses. The participants need to have special browsers on special machines. We are working through challenges. They are in the first stage of this larger implementation but off to a good start with the Maysville cohort. We have partnerships with Goodwill and Somerset, and that's in conjunction with the Pulaski County detention Center, Goodwill, and the Cumberland workforce board to work with Hendrickson, an employer, which trains inmates to obtain a welder helper certificate. An eight-week program gives the opportunity to get out and get a good paying job. The participant's salary is kept in a savings account until they are released. Some of the participants come back to Somerset Community College and some go straight to Hendricks to advance their careers so they have options.

Amy Luttrell, President / CEO, Goodwill Industries of Kentucky, shared Goodwill's initiatives over the past few years and they have seen a lot of people succeed as a result. Their success has included partnering with others to bring services together and streamline resources for challenges and barriers that people face daily. Goodwill is focused on barrier removal, and some inmates upon release don't know where they are going to sleep next week. Amy advocated for money set aside for a more structured form of workforce type housing that can assist people who are in need. Amy serves as Chair, of the KWIB workforce Participation Committee, and this is one of the original goals from our strategic plan, and I think it's very practical, and something that we can do if we work smart, and that is to increase Kentucky labor force participation right to the point that it exceeds the rate of our neighboring states.

Discussion Lead

Kerry Harvey, Secretary, Justice and Public Safety, shared information and initiatives on the state's re-entry initiatives and next steps. Secretary Harvey said there are two (2) primary elements to a successful re-entry. One is to address substance use disorders in a meaningful way and, two, that they have a good job. Studies have shown that success rates for the incarcerated increase with a job that allows them to provide for their family. A meaningful job equates to hope and a future. He shared some of his vision and priorities.

A re-entry campus within our correction system would benefit everyone involved, being able to send people a few months before they are to be released, to prepare for re-entry into society. He would like to see our re-entry people be "order takers" for employers. He would like partner with employers needing people to do a certain skill for a job, and then train inmates specifically for that employer. This concept could provide our employers who are starving for a workforce with people who are trained, willing and able to work on the first day after release and have a head start on job training. He is working with the Chamber to identify *Fair and Second Chance* employers. The Department of Justice and Public Safety is building a training facility at the Eastern KY Correctional Complex, and he thinks this group could help get jobs on day one by providing Registered Apprenticeship programs within the walls, then piggyback those apprenticeships outside the walls.

Michael Gritton, Workforce Director, KentuckianaWorks, stated that local group would be a great tool in orchestrating how to help this population. They have relationships with employers open to individuals with records. Michael suggested coordinating on efforts to reach out to employers, instead of contacting employers separately.

Lisa Lamb, Deputy Commissioner, Department of Corrections, shared that we all have a common goal and the Department is 100% willing to work with this collaborative group and is so glad that Secretary Harvey was available to speak to the group about his statewide vision. She is a career corrections employee, who is so happy that this meeting is taking place because she remembers in the past nobody caring to even speak about the issue. **Michael Gritton** stated that he will work with Lisa to get a model together to share with the other local areas.

Aaron Poynter shared further that the model of engaging employers before inmates are released is *Putting Kentuckians First* and is successful. He has been the main contact; it has been employer driven and he has had employers ask if he could provide workers for a specific job. He has jailers begging for him to come to their facility, so it is working. He had one female incarcerated that walked out with \$11,000 in her bank account and still working with the employer today.

Kristen Porter, Department of Corrections, added that *Putting Kentuckians First* is an effective model, but it hasn't been implemented everywhere. She said historically, her staff has worked with the locals, but they need to reconvene especially after the pandemic. In 2018, the staff jobs that were created went unfunded. Even with 74 jails across the state, she only has 7 staff that are paid via grant and doesn't know how to expand services without more funding.

Secretary John Hicks of the Governor's office, asked about individuals on probation. **Aaron** said that the *Putting Kentuckians First* includes those individuals that are on probation, using local level resources to assist, and it is possible to coordinate further across the state. He explained the families can get services too with their behavioral health representatives. Aaron said with Senate Bill 90, it reduces the stipulations that have been included in other programs, so they can help anyone in the system at any time. This program can become robust and will take all the partners working together.

Secretary Harvey shared that the state partners should identify the best person(s) for each employer that is willing to be a second chance employer.

Dennis Ritchie, Senior Director of Goodwill, added to the discussion around barrier removal along the way. For example, barrier reduction to cover housing, transportation, etc. Goodwill started using a self-sufficiency matrix, about a year ago. When someone comes to one of their coaches, then they can help them get to a better placed and to ultimately get them out of poverty and into the workforce.

Lisa Thompson, Vice-President, Louisville Urban League, shared that those released from incarceration come to them as well. One of the things behind every local workforce board, are the fleet of MOU partners that are already doing the work.

We have to ask hard questions, so that eventually we can right size this problem. She asked about the parolees that are at our doors now. Why are we so overly incarcerated? **Secretary Harvey** explained that the number of incarcerated isn't going to change soon and that he believes we should be smarter on crime. We need to be discerning about people who need to be separated from society versus others who need help in other ways.

Ashli Watts, President, Kentucky Chamber added that she knows that Senate Bill 90 is a pilot program but may benefit everyone. Senate Bill 90, was sponsored by Senator Whitney Westerfield during the last session. Basically, it says that if you are charged with a crime from substance use disorder (Class D) that you would go through another path kind of a detour to incarceration, but if you maintain your job and get the recommended treatment needed, then you would not have to be incarcerated and the charge could, eventually, be erased.

Dr. John Gregory, Executive Director, Office of Adult Education mentioned that Senate Bill 90 is addressing one area of focus on this issue and that *Putting Kentuckians First is the model* and that the totality of the circumstances discussed in this room are captured in that program. Senate Bill 90 is a pilot program, it might not be representative of what Kentucky looks like from a demographic standpoint because we are only rolling out one county, Letcher County. *Putting Kentuckians First* checks all the boxes that have been discussed today. A component that we haven't spoken about is adult education. We have been GED central for so long but the Federal Law and definition doesn't even include the word GED. The true Federal definition is based on measurable skills which includes so much more than GED. There is a large sum of money available for this endeavor.

Dr. Rick Smith, Vice-President, Council on Post-secondary Education, mentioned that there is value of post-secondary credentials, 99% of future work will require some sort of post-secondary certificate/degree. There is a need to partner with the four and two-year colleges in this effort. **Secretary Harvey** reiterated that meaningful employment is vital, and everybody agrees with that. He inquired as to how we accomplish this goal.

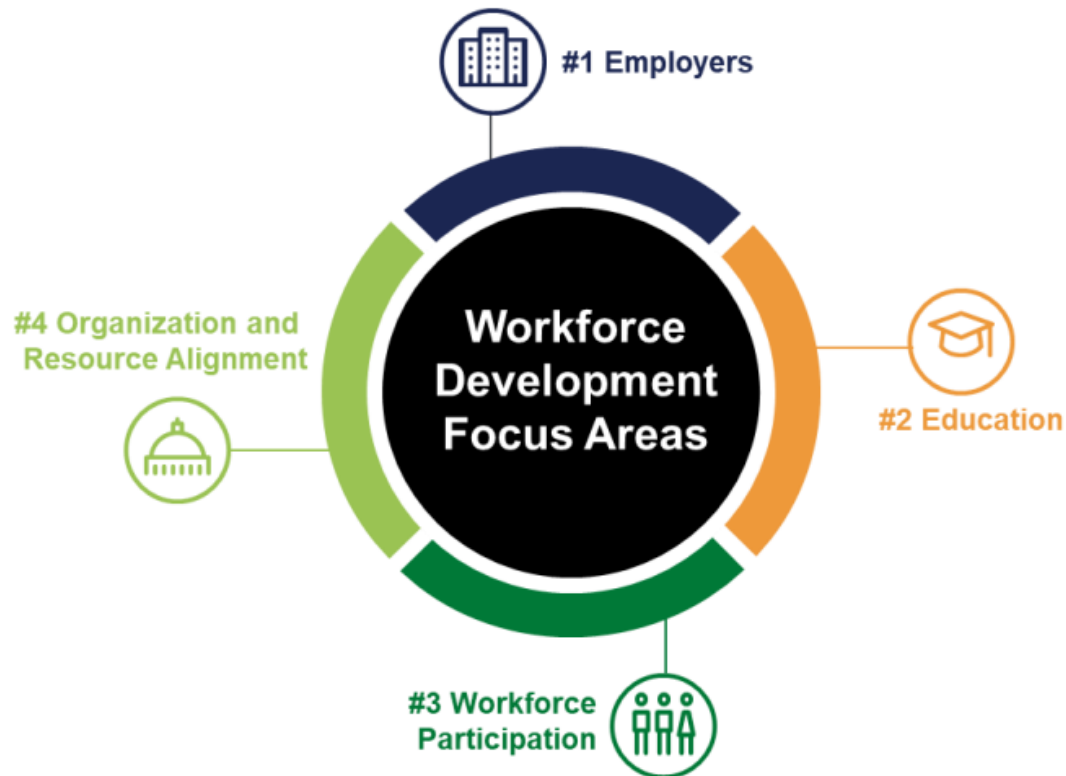
Ramona Brock, Transportation Department, stated that they have money and even a program available through the Gateway Community Technical College. It is a Transportation Construction Certificate Program that takes 12-weeks to complete. They have issues with getting individuals to commit to the time as it is every Friday for 12-weeks. If they are already employed, that is 12 Fridays that they must take off from their job. The program was developed to give them the skills so the Transportation Department could employ them. They are trying to get the program into other schools. **Secretary Harvey** asked what type of facility they use or need. She said it is any community college classroom and it could definitely be taught at the jails. She said it is an awesome idea and would encourage a partnership.

Deputy Secretary Brinly thanked everyone for the great discussion, and she is going to create a work group focused around **Job on Day One** for justice involved folks. Anyone that is interested in being a part of this working group, please email [Alisher Burikhanov](mailto:Alisher.Burikhanov).

For more details, please [watch](#) the recording of the Collaborative Meeting which is available on the [Schedule of Meetings page](#) of KWIB's website.

Adjournment – 3:20 p.m. ET

Strategic Plan Goals



GOAL #1: Actively engage employers to drive Kentucky’s workforce development system.

GOAL #2: Align and integrate P-12, adult education and postsecondary education to provide lifelong opportunities for Kentuckians that prepare them for the rapidly shifting realities of work in the future.

GOAL #3: Increase Kentucky’s workforce participation by creating opportunities, incenting workforce participation, and removing employment barriers for Kentuckians.

GOAL #4: Focus resources on the most effective initiatives and improve the return on our workforce investment, utilizing data to constantly improve workforce development in Kentucky.

Jobs On Day One

MULTI-PRONGED APPROACH

PRE RELEASE: EMPLOYMENT SERVICES

1

EDUCATION & SKILLS DEVELOPMENT

- Technical Education
- GED & English-Language
- Soft Skills/Digital Skills/Financial Literacy
- Entrepreneurship
- Post Secondary Education (ex: through Pell Grants)

2

ACQUIRING STATE/LEGAL ID

- Must attain state ID prior to release
- Must attain a social security card

3

LIFE SKILLS AND EXPECTATIONS

- Paying restitutions plan
- Visiting Probation Office
- Child Care Options
- Housing Options

4

EMPLOYMENT CONNECTION

- Meeting with potential employers
- Accessing work-based programs - such as Registered Apprenticeship & Work-Experience

5

SPECIFIC POPULATION EMPLOYMENT SERVICES

- Services to veterans
- Individuals with Substance Use Disorder (SUD)
- Services to individuals with disabilities
- Services to deaf and hard-of-hearing

MULTI-PRONGED APPROACH

RELEASE: EMPLOYMENT

1

EMPLOYER INTEREST

- From high demand industries (manufacturing, construction, healthcare, business/IT, and transportation)
- From emerging industries
- From opportunity industries (hospitality, restaurant)

2

EMPLOYER CONDUITS

- Government (Dept. of Corrections, KY Career Center Network)
- State & local chambers of commerce
- Industry Associations
- Community Based Organizations

3

CONTINUED WORK & LEARN

- On the job learning models
- Registered Apprenticeships
- WIOA Work Experience
- Work Ready Scholarships
- Work-Based Learning (ex: FAME for manufacturing)

4

IMMEDIATE SUPPORT SERVICES

- Identified transportation
- Identified housing
- Identified childcare
- Network of community organizations

5

EMPLOYER INCENTIVES

- Work Opportunity Tax Credit
- KY Fair Chance Bond, a Federal Bonding Program
- WIOA On-the-Job Training

MULTI-PRONGED APPROACH

POST RELEASE: SUPPORT SERVICES FOR RETENTION

1

NETWORK OF SUPPORT FOR JOB RETENTION

- Government Agencies (KY Career Center Network)
- Community Based Organizations
- Addressing matters of: transportation, housing, childcare, food, etc.
- Specialized talent pool services: veterans, individuals with disabilities

2

COLLECTIVE IMPACT APPROACH

- To provide proactive intervention and ongoing monitoring
- Addressing mental/behavioral health & substance use

3

STIGMA REDUCTION

- Ongoing stigma reduction and community/employer engagement to reduce barriers associated with societal stigmas
- Building confidence in individuals

4

EMPLOYER SUPPORT NETWORKS

- Local employer-to-employer networks to address ongoing issues, mitigation strategies, and collective support

5

CAREER COACHING FOR ADVANCEMENT

- Collaboration from employers, education, and government to find opportunities for continued education and skills to grow and advance in employment
- Employer Resource Networks

Workforce Development Ecosystem: Work-Based Learning

Partner information:

Work-Based Learning Manual:

INTRODUCTION WORK-BASED LEARNING MANUAL

Work-Based Learning (WBL) is an effective teaching approach used to engage students in real-life occupational experiences. It incorporates structured, work-based learning activities into the curriculum, allowing a student to apply knowledge and skills learned in class and connect these learning experiences in the workplace. Work-based learning provides students with the opportunity to engage and interact with employers, while learning to demonstrate essential employability and technical skills necessary for today's workforce.

The purpose of this manual is to provide guidance and direction for schools when developing and implementing the components of work-based learning experiences outlined in [705 KAR 4:041](#), Work-Based Learning Program Standards and [704 KAR 3:305](#), Minimum Requirements for High School Graduation. Other specific administrative regulations guide the implementation requirements for Career and Technical Education programs and cooperative education standards, which are referenced throughout this document. The guidance and tools included within this resource are critical to all teachers and administrators involved in the coordination of work-based learning programs.

For further information or questions regarding Work-Based Learning, please contact the [Office of Career and Technical Education](#) using the contact information on the [Kentucky Department of Education](#) webpage.

Kentucky Department of Education
Office of Career and Technical Education
300 Sower Blvd., 5th Floor
Frankfort, KY 40601
Phone: (502) 564-4286
Fax: (502) 564-4800

For the Manual click https://education.ky.gov/CTE/cter/Documents/Work-Based_Learning_Manual.pdf.



WORK-BASED LEARNING

STUDENTS GET...

- Career exploration and training
- The opportunity to apply technical, academic and employability skills
- Mentoring and networking opportunities from occupational experts
- An understanding of the world or work

EMPLOYERS GET...

- Access to a pipeline of skilled and motivated potential future employees
- Improved employee retention Reduced training/recruitment costs
- The opportunity to mentor the next generation of workforce leaders

TYPES OF WORK-BASED LEARNING

Service Learning

Service learning integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility and strengthen communities.

Mentoring

A mentor is a volunteer from the business and industry community that helps students become aware of career opportunities and work ethics in a one-to-one relationship that goes beyond the formal obligations of a teaching or supervisory role.

Job Shadowing

Job shadowing gives students the opportunity to learn through on-the-job observation of an individual in a chosen occupation.

School-Based Enterprises

School-based enterprises are simulated, or actual business conducted within a school that are designed to replicate a specific business or segment of an industry. They assist students in acquiring work experience related to their chosen career cluster/pathway.

Internships

Internships give students the opportunity to have on-the-job training with one employer. This type of experience can be classified as short or long-term, as well as a paid or non-paid.

Entrepreneurship

Entrepreneurship gives students a deeper understanding of economic principles and the opportunity to apply classroom learning by organizing and operating a business.

Cooperative Education

Cooperative education is a paid, long-term educational program consisting of in-school instruction combined with program related on-the-job work experience in a business or industrial establishment.

Registered Apprenticeship

Registered apprenticeship is a work-based learning model regulated by the U.S. Department of Labor that leads to a nationally recognized credential known as a Journeyman Certificate. Kentucky's youth/pre-apprenticeship model is known as Tech Ready Apprentices for Careers in Kentucky (TRACK).



The background of the slide is a composite image. The top left shows a line of yellow school buses, with the word 'SCHOOLBUS' visible on the front of one. The bottom left shows a classroom with blue walls, several desks and chairs, and colorful balloons (purple, green, and yellow) hanging from the ceiling.

Overview of Work-Based Learning (WBL) for KY Secondary Students

Office of Career and Technical Education (OCTE)
Kentucky Department of Education (KDE)



Why WBL in high school?

Kentucky



WORK-BASED LEARNING

STUDENTS GET...

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- The opportunity to apply technical, academic and employability skills
- Mentoring and networking opportunities from occupational experts
- An understanding of the world or work

EMPLOYERS GET...

- Access to a pipeline of skilled and motivated potential future employees
- Improved employee retention Reduced training/recruitment costs
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Types of Work-Based Learning



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Entrepreneurship gives students a deeper understanding of economic principles and the opportunity to apply classroom learning by organizing and operating a business.

Cooperative Education

Cooperative education is a paid, long-term educational program consisting of in-school instruction combined with program related on-the-job work experience in a business or industrial establishment.

Registered Apprenticeship

Registered apprenticeship is a work-based learning model regulated by the U.S. Department of Labor that leads to a nationally recognized credential known as a Journeyman Certificate. Kentucky's youth/pre-apprenticeship model is known as Tech Ready Apprentices for Careers in Kentucky (TRACK).



WBL leads to High-Quality CTE

Delivery of a continuum of work-based learning which involves sustained, meaningful interactions with industry or community professionals that foster in-depth, firsthand engagement with the tasks required in that career field is a component of a [high-quality CTE program](#).



CTE Work-Based Learning

Kentucky's [CTE Program of Studies](#) offers over 130 career pathways. According to data, a student's postsecondary success increases when their pathway coursework culminates with a WBL experience.

<p>Example Pathway: Pharmacy Technician</p>	<p>Course 1 – <i>Principles of Health Science</i> Course 2 – <i>Emergency Medical Procedures (.5) and Medical Terminology (.5)</i> Course 3 – <i>Pharmacy Technician</i> Course 4 – Internship</p>
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KY Registered Apprenticeships

- A work-based learning model regulated by the U.S. Department of Labor
- Majority is on-the-job training combined with 144 hours per year of classroom instruction
- Programs range from 1-5 years
- KY has 52 youth apprentices this school year



WBL in KY High Schools

- Over **10,000** students are enrolled in a co-op or internship during the current school year
- 52 students are registered youth apprentices in KY's TRACK program
- WBL is now an indicator of postsecondary readiness in KY's school accountability system, so we anticipate these numbers will grow

KDE/OCTE Support to Districts

The OCTE provides support to districts that implement WBL by:

- Providing a state-level WBL coordinator to assist districts on the OCTE staff
- Providing an updated [WBL Manual](#) to support all stakeholders with information regarding WBL implementation, requirements, legal issues, and structural guidance
- Providing sample forms, promotional graphics, FAQs, infographics, and step-by-step guides which are accessible on a [WBL resource page](#).

Kentucky WORK-BASED LEARNING

FAQ

Q: What is the eligibility criteria for cooperative education (often known as "co-op")?
 Section 203 of Kentucky Administrative Regulation 200 KAR 4.041 states that cooperative education placements are defined as an academic semester or longer.

Q: What is the difference between a short and long-term placement?
 Short-term placements are defined as an academic semester or longer. Long-term placements are defined as an academic semester or longer.

Q: How do I know if an internship is required to be a paid experience for the student?
 The key to knowing if a student must be paid for an internship placement is by identifying whether the placement creates an employer-employee relationship. For more information, visit Kentucky's Work-Based Learning Manual and Kentucky Administrative Regulation 200 KAR 1.006, specifically Section 5(2).

Q: Are there limitations on the number of instructional hours per day that a student may work?
 Kentucky's child labor laws for students between the ages of 14-18 limit the number of hours a student can work per day.

Student Name: _____

SAMPLE
Work-Based Learning Monitoring Visit Log
 Office of Career and Technical Education

Service-Learning Mentoring Shadowing School Enterprise Internship Entrepreneurship Co-op Apprenticeship

Placement Information

Area: _____ School Year: _____

Phone Number: _____ Worksite Supervisor's _____

Street Address: _____ State: _____

Initial placement visit: _____ Date of initial placement visit: _____

Monitoring Visit	
Person Making Visit	Observations

SAMPLE
Work-Based Learning Plan and Agreement
 Office of Career and Technical Education

Co-op Shadowing Mentoring Entrepreneurship
 Apprenticeship Service-Learning Internship School Enterprise

Student Information

Date: _____
 Date of Birth: _____
 State: _____ Zip: _____

Program Information

State: _____ Zip: _____

Employer Information

State: _____ Zip: _____

Business Partner Information

State: _____ Zip: _____

End Date: _____
 Hourly Wage: _____

WORK-BASED LEARNING MANUAL



WORK-BASED LEARNING CHECKLIST

Check each box:

- Carry out a recruitment campaign.
- Collect applications for enrollment and start an Action Checklist form.
- Develop the student profile:
 - Interview each applicant.
 - Collect student's school record.
 - Assemble teacher recommendations.
 - Make home visit (required by some programs).
- Decide about student's acceptance or rejection.
- Send the student a letter of acceptance or rejection.
- Identify appropriate job title(s) for placement.
- Re-evaluate the student profile.
- Select approved training site with appropriate job opening.
- Prepare an introduction card for each student.
- Present introduction card for student's use at an interview.
- Interview student after job interview.
- Give student and employer's half of the introduction card in a personal visit.
- Complete all of the legal forms before the student starts the job.
- Provide student file for job supervisor and student.
- Provide detailed Work-Based Learning Plan/Agreement with the training sponsor/job supervisor, student and instructor.
- Review the first month's visits.

Step-by-Step A CO-OP USER GUIDE FOR RECRUITMENT THROUGH PLACEMENT



AUGUST 2022

Employer Evaluation Form

Office of Career and Technical Education

Service-Learning Job Shadowing Internship Co-op
 Mentoring School Enterprise Entrepreneurship Apprenticeship

Student Information

Student's Name: _____ Date: _____
 Employer: _____
 Worksite Supervisor's Name: _____
 Worksite Supervisor's Phone Number: _____

Evaluation Information

Instructions: Please mark the student's rating for the competencies listed below. Use the comments area to list any specific praise or concern with the student's performance.

Use the following scale for evaluation: 1—Poor 2—Needs Improvement 3—Average 4—Good 5—Excellent

Competency	1	2	3	4	5
Attendance/Punctuality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriate Dress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive Attitude	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dependability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Initiative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Following Directions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job Knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments: _____

WHICH IS RIGHT FOR YOU?

INTERNSHIP	COOPERATIVE EDUCATION	YOUTH REGISTERED APPRENTICESHIP
short or long-term position	long-term position	long-term position
For clarification on short v/s long-term positions, please reference the Work-Based Learning FAQ Document .	paid position	paid position
non-paid or paid position	classroom instruction combined with career pathway related work experience	required United States Department of Labor structured work process and on-the-job training
work-place experience in related program area	SEE IT! focus on career exploration	MASTER IT! focus on skill and attainment
no certification	no certification	leads to industry certification

Co-op ORIENTATION

- INSTRUCTIONS:** Use one checklist for each student and the student after five days to ensure thorough completion.
- STUDENT NAME: _____
- Explain the business organization and give specific information about the department in which the student will be working.
 - Introduce the student to all persons with whom he/she will have contact.
 - Show the student the location of offices, equipment and supplies with which he/she will be working.
 - Tour the entire business during the first month if not done previously.
 - Explain the duties of the student's first assignment.
 - Inform student as to who will supervise him/her and from whom he/she should take orders.
 - Inform co-workers of their relationship to student and solicit their cooperation.
 - Inform student of arrival and quitting time, check-in procedures and check-out procedures.
 - Inform student of lunch time and relief procedures and regulations.
 - Inform student of time recording procedure, pay schedule, deduction from pay and computer use.
 - Inform student of facilities available such as restrooms, lunchroom, telephone.
 - Inform student as to appropriate clothing to be worn.
 - Inform student about any information which is to be kept confidential.
 - Familiarize student with employee handbook.
 - Inform student of clauses in union agreement which pertain to him/her if such an agreement exists.
 - Inform student of promotional possibilities in your firm.
 - Provide special pamphlets, brochures and materials that include information about the company.
 - Inform student of safety regulations as required by OSHA.

WORK-BASED LEARNING

STUDENTS GET...

- Career exploration and training
- The opportunity to study technical, academic and employability skills
- Mentoring and networking opportunities from occupational experts
- An understanding of the world of work

EMPLOYERS GET...

- Access to a pipeline of skilled and motivated potential future employees
- Improved employee retention (reduced training/recruitment costs)
- The opportunity to remain the next generation of workforce leaders

TYPES OF WORK-BASED LEARNING

- Service Learning**
Service learning integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility and strengthen communities.
- Mentoring**
A mentor is a volunteer from the business and industry community that helps students become aware of career opportunities and work ethics in a one-to-one relationship that goes beyond the formal obligations of a teaching or supervisory role.
- Job Shadowing**
Job shadowing gives students the opportunity to learn through on-the-job observation of an individual in a chosen occupation.
- School-Based Enterprises**
School-based enterprises are simulated, or actual, business conducted within a school that are designed to replicate a specific business or segment of an industry. They assist students in acquiring work experience related to their chosen career cluster/pathway.
- Internships**
Internships give students the opportunity to have on-the-job training with one employer. This type of experience can be classified as short or long term, as well as a paid or non-paid.
- Entrepreneurship**
Entrepreneurship gives students a deeper understanding of economic principles and the opportunity to apply classroom learning by organizing and operating a business.
- Cooperative Education**
Cooperative education is a paid, long-term educational program consisting of in-school instruction combined with program related on-the-job work experience in a business or industrial establishment.
- Registered Apprenticeship**
Registered apprenticeship is a work-based learning model regulated by the U.S. Department of Labor that leads to a nationally recognized credential known as a Journeyman Certificate. Kentucky's youth pre-apprenticeship model is known as Tech Ready Apprentices for Careers in Kentucky (TRACK).

TRACK Tech Ready Apprentices for Careers in Kentucky

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FOR IMMEDIATE RELEASE:
APRIL 1, 2023

Unique Partnership Leads to The Seed Academy A Daring New Model for Education in Rural Kentucky

Out-of-the-box thinking and cooperation led to development of The Seed Academy, a regional AgriTech education and training facility being constructed in Russell County, Kentucky. This 32,000 sq ft center will provide an advanced learning environment for students in a field of study deemed vital for every aspect of food production to meet the nation's and world's needs.

As exciting as this new facility is, the partnership that led to its construction is unusual and possibly revolutionary. The center was conceived by the Russell County Industrial Development Authority (RCIDA) as a recognition of the need for education and training in the agricultural workforce sector. The RCIDA pitched the idea to the Russell County School Board who enthusiastically embraced the project. With an industrial park located in close proximity to the Russell County High School, the RCIDA donated 11.8 acres to the project and was successful in securing funding, including a \$376,000 Rural Development Grant; a \$1,478,973 USDA-RCAP Grant; and a \$3,000,000 contribution from the Commonwealth of Kentucky. In addition to donating the land, the Russell County IDA has donated \$150,000 to the construction of the facility.

While the RCIDA will retain ownership of the center, the Russell County School System will oversee administration and curriculum of The Seed Academy. The facility will also serve as a regional hub for AgriTech activity to surrounding county school systems, following the model set by the Lake Cumberland Regional College and Workforce Center launched in 2022 by Russell County High School. Various colleges and universities in the state have expressed interest tying their programs to The Seed Academy.

From the start, industries like AppHarvest and organizations like The Kentucky Cattlemen's Association have been consulted to insure the academy is focused on real-world agricultural and workforce needs. The course work is going to focus on livestock management, animal and plant science, agricultural inspection, hydroponics, greenhouse management, and associated business coursework.

"What we are going to build here is an incredible opportunity to prepare students for life after education," said Dustin Gosser, Agriculture Teacher at Russell County High School. "As technology advances, we have to be able to keep up with it."

The goal of The Seed Academy is to help students develop a deeper understanding of how technology can be used to enhance agricultural productivity and sustainability. By learning about the latest innovations in this field, students can gain valuable insights into how technology can be harnessed to address pressing global issues such as food security and climate change.

— continued —

“The Seed Academy is forward thinking,” said Michael Ford, Russell County Schools Superintendent. “It is no longer just the farmer in the field. Farming is changing and the technology that goes with it is changing. We have got a very strong, robust agricultural program existing at Russell County High School, but we’re excited about what this center can offer.”

AgriTech education can help prepare high school students for a range of rewarding careers. With the global population projected to reach 9.7 billion by 2050, there is a growing demand for professionals who can develop and implement innovative solutions to feed the world's population sustainably. Through The Seed Academy, students will gain the knowledge and skills needed to pursue careers in areas such as agribusiness, food science, and sustainable agriculture. Overall, AgriTech education can provide students with a valuable foundation for future success and help prepare them to make a positive impact on the world.

“I’m really looking forward to giving kids an opportunity that they may not see yet,” said Clint Voils, owner of Voils Farms and RCIDA Board Chairman. “Kids that come from an agriculture background that can take that to the next level. The job prospects should be endless.”

The Seed Academy is projected to be operational in the Fall of 2024.

About RCIDA:

The Russell County Industrial Development Authority is set up to streamline the entire process of relocation, expansion or creating a new development in Russell County, Kentucky. RCIDA can help locate available state and local incentives, efficiently channel building permits, provide statistical information, secure quality service accounts and deliver a whole range of other services. The RCIDA Board draws its members from key areas of the county's business and industrial community, with executives representing the areas of finance, public utilities, construction, development, education and business. They have a single purpose: to give your business a foundation for success in Russell County.

For further information contact:

Lucas Witt
859 948-5646
lucas@mwm-llc.com

RUSSELL COUNTY INDUSTRIAL DEVELOPMENT AUTHORITY
P.O Box 1068
Jamestown, Kentucky 42629 USA

Farmer Automotive:



How Farmer Automotive uses WBL.

Our decision to develop a 'cradle to grave' acquisition model starts from the top down. It doesn't matter how successful any program is/can be, if the leadership aren't 100% behind it, it doesn't work.

We began a summer internship program in 2016. 30+ college students (ranging from accounting, IT, HR, finance, and sales pathways) are recruited from primarily KY schools to work (and get paid) over the summer. This provided Oxmoor with ability to start own version of talent pipeline management (there have been 270+ students graduate the program with a current 9% retention rate).

The strength of the model relies on great relationships with education partners at all levels.

By Investing in MS and HS explorer programs around our footprint, we have been able to increase our talent pool.

How the model delivers value to student, educator, and employer:

- Pay is competitive (\$15+/hr. and salaried positions).
- Elective credit can be earned (through partnership with colleges/universities).
- High talent employees raise 'water level' and talent pipeline begins.
- Acquisition and summer fulfillment cost ~\$12K/student (\$20/hr.) versus any ROI.
- We will have 37 students beginning May 9 in Louisville and Lexington this summer.

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REGISTERED APPRENTICESHIP ANNUAL REPORT

SUBMITTED BY:
OFFICE OF EMPLOYER & APPRENTICESHIP SERVICES
500 MERO STREET | FRANKFORT, KY 40601

PROGRAM YEAR

2022

FOR AP-33488-19-60-A-21

Executive Summary

The Kentucky Registered Apprenticeship Program is a United States Department of Labor (USDOL) Registered Apprenticeship Program (RAP) fulfilling a strategic data-driven solution for Kentucky employers' workforce development needs. RAPs are a part of fulfilling the vision of Kentucky being a national leader in workforce development. The RAP combines on-the-job training (OJT), learning from doing the job, and the theoretical knowledge of the occupation known as Related Technical Instruction (RTI). Through this joint approach, the apprentice becomes a subject-matter expert and can fill the most in-demand and hard-to-fill positions on the market today. Kentucky's RAP is a model in preparing individuals to enter the workforce successfully. Even in a global pandemic, these programs have provided career pathways for those just entering the workforce and a means to broaden opportunities for those looking to expand their careers.

During the 2021-2022 RAP year, Kentucky began to emerge from the challenges presented by the COVID-19 pandemic. Where there are challenges, there are opportunities. Kentucky showed its resiliency by continuing to add programs and apprenticeship participants throughout each quarter. Kentucky's RAPs go beyond traditional construction and skilled trades to encompass careers such as aerospace engineer, child development specialist, physical therapy aide, office manager, chef and groomer. Even the state's signature bourbon industry puts the "spirit" in registered apprenticeships with a whiskey specialist apprenticeship. This innovative upskilling program offers an alternative path to traditional postsecondary education options to continue Kentucky's growth and competitiveness.

Kentucky's continued program growth is a model with workforce development consultants staffing a holistic system based on open lines of communications with our partners and a flow of data to make informed decisions to address an employer's needs. We have aligned internal and external partners in a unified outreach strategy and identified ways to leverage resources for the greatest return on investment. The network development, momentum and enthusiasm have continued, and we are working on expanding registered apprenticeship programs and changing the trajectory of people's lives. We have everything we need to make our vision a reality and are on our way to new economic development.

This report highlights the successful development of the RAP in the Kentucky workforce development system based on open lines of communications for the registered apprenticeship structure, which substantially improves the ease of serving apprentices across counties and improves collaboration between Kentucky Career Center partners. The strategy and the role of the consultants enhance direct client services for training and supportive services and increase technical assistance available throughout the statewide workforce system. We have made significant strides in establishing an improved workflow for apprenticeship program development which clarifies the roles of local, state and federal partners. This workflow, highlighted in the report, will reduce the typical time from initial program development efforts to finalizing the registration of a program.

Overview

The Registered Apprenticeship Program in the Kentucky Office of Employer and Apprenticeship Services (OEAS) is a critical component to giving Kentucky a competitive edge in economic markets across the nation and the globe. As the state apprenticeship approving agency, OEAS is excited about the growth we have seen in the program in the last year and are confident that high-quality registered apprenticeships will have one of the biggest return on investments for the state, employers and career seekers in Kentucky.

We have strong partners that are helping OEAS promote and expand this practical solution to many of the commonwealth's economic, education and workforce needs now and well into the future. Even in uncertain times, RAPs are providing stability for employers who need skilled workers, and students and employees who want a good, quality career where they can thrive and grow.

RAPs are a proven recruitment, training and retention strategy that is paying dividends in Kentucky. It is a smart, time-tested pathway from school to career that allows apprentices to work and learn at the same time they are receiving an industry-recognized and nationally portable credential and potentially college credit. Likewise, employers benefit by recruiting and developing a highly skilled workforce that is customized to meet their specific business needs.

OEAS is a critical connecting thread that weaves all of the necessary partners together to make RAPs work for the commonwealth. While we are continuing to meet the needs of traditional apprenticeships in the building trades sector, we are successfully expanding into other jobs sectors such as education, healthcare, information technology and advanced manufacturing that were previously not thought of as an option for apprenticeship. RAPs are opening doors to a wealth of information, resources and skills for any size company that needs a steady pipeline of qualified talent.

In 2021, the commonwealth shattered every economic development record in the books. Private-sector new-location and expansion announcements included a record \$11.2 billion in total planned investment and commitments to create a record 18,000-plus full-time jobs across the coming years. With growth comes

opportunity but we have to be ready to take advantage of the coming wave of jobs. RAPs are a proven method to get people ready for those opportunities because apprentices start working, earning and learning on their first day on the job.

Educational institutions and employers are quickly changing to adapt to the enormous shifts in the economy and workforce over the past few years. For example, we are seeing that geography is no longer a detriment to connecting skilled professionals with business and industry because remote learning and work is now a viable option. As a result, relocating for work and housing may not be a concern, and skilled professionals can be competitive for available jobs wherever they live. These kinds of changes mean employers have to be flexible and try new ideas to get the best employees. RAPs give flexibility for both employers and employees.

Kentucky RAPs also help close the financial and educational gap for those individuals who were not afforded the opportunity of higher learning. The sum of registered apprenticeship gains is more vibrant today than at any time in our history. The list of registered apprenticeship offerings is long and growing as Kentucky continues to strive to the cusp of the ever-evolving future of the apprenticeship institution in our fast-paced business and industry world. Given the recent economic development announcements that will make Kentucky the electric vehicle capital of the world, we must continue to step up our game in the innovative talent pipeline management that registered apprenticeship provides.

During FY2022, Kentucky added 33 RAPs. Below are the new sponsors and the types of apprenticeships that have been added.



Education and Labor Secretary Jamie Link, seated, with Kentucky Operating Engineers Training Director Mike Embry.

A Proven Solution For Employers

As a business leader, you are driven to help move your company forward. To do that, you actively seek bold, new ideas and solutions to everyday challenges like talent recruitment, training and retention. Registered Apprenticeship programs are a proven solution to creating and retaining a pipeline of diverse, specialized talent that allows businesses like yours to succeed today.

WHAT IS REGISTERED APPRENTICESHIP?

Registered Apprenticeship is an industry-driven, high-quality career pathway where employers can develop and prepare their future workforce, and individuals can obtain paid work experience, receive progressive wage increases, classroom instruction, and a portable, nationally-recognized credential. Registered Apprenticeships are industry-vetted and approved and validated by the U.S. Department of Labor or a State Apprenticeship Agency.

- ▶ **Industry Led** – Programs are industry-vetted and approved to ensure alignment with industry standards and that apprentices are trained for highly-skilled, high-demand occupations.
- ▶ **Paid Job** – Registered Apprenticeships are jobs! Apprentices earn progressive wage increases as their skills and productivity increase.
- ▶ **Structured On-the-Job Learning/Mentorship** – Programs provide structured on-the-job training to prepare for a successful career, which includes instruction from an experienced mentor.
- ▶ **Supplemental Education** – Apprentices are provided supplemental classroom education based on the employers unique training needs to ensure quality and success.
- ▶ **Diversity** – Programs are designed to reflect the communities in which they operate through strong non-discrimination, anti-harassment, and recruitment practices to ensure access, equity, and inclusion.
- ▶ **Quality & Safety** – Apprentices are afforded worker protections while receiving rigorous training to equip them with the skills they need to succeed and the proper training and supervision they need to be safe.
- ▶ **Credentials** – Apprentices earn a portable, nationally-recognized credential within their industry.



BENEFITS OF REGISTERED APPRENTICESHIP PROGRAMS

Registered Apprenticeship programs help both employers and career seekers. For employers, Registered Apprenticeship programs offer the opportunity to:

- ▶ Recruit and develop a diverse and highly-skilled workforce that helps you grow your business
- ▶ Improve productivity, profitability, and your bottom line
- ▶ Reduce turnover, improve loyalty, and retain top talent
- ▶ Create flexible training options that ensure workers develop the right skills
- ▶ Vet workers and instill your company's culture
- ▶ Demonstrate investment in your community

PROGRAMS OFFERED IN MULTIPLE INDUSTRIES

Registered Apprenticeship is a flexible training model that can be customized to meet the needs of businesses across multiple industries. Some industries with apprenticeship programs include:

- ▶ Advanced Manufacturing
- ▶ Agriculture
- ▶ Care Economy (including Social Services and Education)
- ▶ Construction
- ▶ Cybersecurity
- ▶ Energy
- ▶ Financial Services
- ▶ Healthcare
- ▶ Hospitality
- ▶ Information Technology
- ▶ Public Service
- ▶ Telecommunications
- ▶ Transportation



VISIT WWW.APPRENTICESHIP.GOV TO:

Explore Apprenticeship:

Learn about the benefits of Registered Apprenticeship across industries and geographies, view how others have leveraged Registered Apprenticeship as a talent solution, and learn more about successful Registered Apprenticeship programs.

Start Creating a Program

Connect with apprenticeship experts using the [Partner Finder](#) to help design and register your program, determine the right model for your organization, build strong partnerships, and obtain resources to create, sustain, and expand your Registered Apprenticeship program.

Promote your Registered Apprenticeship Program

Use the [Apprenticeship Finder](#) to list your open apprenticeship positions to make sure the right job seekers find your program, connect with partners to enhance the core components of your program, and leverage competency-based frameworks to expand your program to other occupations.

Still not sure where to start? Complete an [Express Interest Form](#) to be connected to a Registered Apprenticeship expert near you who can assist you based on your industry and occupation needs at no cost to you.


**Kentucky
Career Center**
Registered Apprenticeship

Explore Registered Apprenticeship Today!

Want to learn more? Visit the U.S. Department of Labor's one-stop source for all things apprenticeship: www.apprenticeship.gov or www.kyworks.ky.gov or email us at apprenticeship@ky.gov.

APPRENTICESHIPUSA™
★★★

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Bus to Business Program:

[Bus to Business®](#) is a statewide initiative that connects students with employers and brings classrooms to careers. The program aims to show students what career pathways are in their communities. Through this program, students can tour businesses, complete hands-on work-based learning activities, and speak directly with employers and industry leaders about career pathways available in their organizations. Students learn about what careers are in demand in Kentucky and what it takes to attain them.

Through the Bus to Business program, students are given opportunities to:

- ENGAGE with industry leaders through live sessions and in-person field trips
- EXPERIENCE tours of companies across Kentucky
- SEE what it takes to get specific jobs in various industries
- LEARN about earn-and-learn programs

KENTUCKIANA WORKS

SummerWorks:

THE BIG PICTURE:

[SummerWorks](#) youth were in high demand this season! The number of SummerWorks partner employers increased by more than 30% compared to 2021, resulting in more young adults being employed throughout the community this summer.

The goal of SummerWorks is to help build a Louisville where all Louisville youth possess the skills, resources, and networks needed to find lasting career success. With this in mind, SummerWorks staff prioritizes finding jobs for young adults who need the opportunities the most, especially those facing barriers of poverty and racial inequity.

This season, more than 50% of SummerWorks participants were from high priority zip codes in south, west, and central Louisville. In the video below, you can see the impact that a group of SummerWorks participants working for Louisville ECHO made on a park in their own neighborhood.

MISSION

SummerWorks develops Louisville's young talent by helping prepare and connect youth to summer jobs, career opportunities, and supportive networks.

VISION

For all Louisville youth to possess the skills, resources, and networks needed to connect to employment, economic opportunity, and lifelong career success.

EMPLOYERS

Employers benefit from the talent, energy and diversity of Louisville's youth, while strengthening our city's future.

YOUNG ADULTS

Young adults get an invaluable, even life-changing, opportunity to gain business experience and build skills.



[EnerFab](#) is a company built on a foundation of safety and quality. They are an exceptional team who is committed to bringing innovative solutions to their customers. They've built a culture on core values of safety, quality, integrity, community and grit. They embrace new technologies and innovative ways of working to increase efficiencies and add value to every project they take on.

They have flexible solutions: their scalable maintenance model is built to tackle outage seasons and everything in between. They have multi-craft capabilities: mechanical, electrical, structural and civil engineering opportunities.

They provide **On-the-Job-Training (OJT)** through the Apprenticeship Programs that each Union Trade has implemented and are considered the gold standard in this area. An example of scalability includes 70% scale with raises based on hours worked and lessons completed before graduating to Journeyman.

They own some metal shops that is a heavy Industrial Shop where we keep on the average of 120 Boilermakers working year-round and where they train new employees with OSHA 30 as a starter and then blueprint reading, welding process training with FCAW, GMAW, Sub-Arc, GTAW, SMAW welding procedures along with various tool use training and Crane & Equipment use training.

At their Enerpipe Shop they have a piping fabrication shop and hire their Fitters & Welders out of the Pipefitter Hall where their Shops Jurisdiction is located. They also have an Ironworkers Shop where they Engineer and Fabricate Structural Steel and hire their Ironworkers out of the local Ironworker Hall also.

They offer competitive packages and really build out community around their employees.

They have created programs designed to reduce the chance of injury on the job. "Ladders Last" is a program to reduce injuries caused from working off of ladders. The idea is to prevent risks rather than protect against them. Before beginning a task, there is a Job Safety Quality Assurance (JSQA) process to discuss the best options for accessing the work such as scaffolding, mobile elevated work platforms (aerial lifts), platform lifts and rolling stairs.



KCTCS Response to KWIB Inquiry on Work Based Learning (WBL)

Workforce and Economic Development | Chancellor's Office | March 24, 2023

"Most importantly, the WBL ecosystem must be developed and executed with the ease and efficiency of the business at the center and the education, training and workforce partners adapting to what works best for business."

Kentucky Community and Technical College System (KCTCS) leaders and faculty recognize the importance of work-based learning (WBL) and its role in providing learners with opportunities to build relevant essential and technical skills—as well as expanding access to social capital, exploring career opportunities, accelerating program completion, and ultimately improving students' employment opportunities to grow Kentucky. The importance of this work is evidenced in the [2022-2024 KCTCS Action Plan](#). To support a systemwide goal of increasing employment success, KCTCS has committed to tactical approaches which include the following:

- Developing and enhancing work-based learning (WBL) opportunities (short- and long-term) for each technical program of study to include apprenticeships, FAME-like models, internships, and clinicals.
- Expanding business and community outreach to facilitate stronger business engagement and deeper partnerships.

Success in these efforts is dependent on **strong partnerships** with employers and key stakeholders such as the KWIB, Kentucky Department of Education, Workforce Innovation Boards, Career Centers, the Council on Postsecondary Education, and the Kentucky Chamber, among others. As KCTCS faculty and staff conduct outreach to businesses, they promote engagement through a variety of work-based learning models which include Registered Apprenticeship and high-quality internships (preferably paid). Within the colleges, KCTCS is working with Program Curriculum Committees to ensure that a consistent definition and typology of Work Based Learning is adopted internally, which will aid effective communication of our WBL efforts externally. Additionally, a subgroup of the KCTCS Work-Based Learning Workgroup is leading an inventory of WBL opportunities in technical programs to increase opportunities for our students to learn while they earn and get the credit they deserve.

One of the most well-known KCTCS models is the **Federation of Advanced Manufacturing (FAME) program**, which is an apprenticeship-style model that combines two full days per week of classroom training with 24 or more hours per week of paid employment/on-the-job training leading to high-skilled careers within Advanced Manufacturing. Upon program acceptance, students are connected to sponsoring employers. After five semesters, graduates earn an Associate of Applied Science in Advanced Manufacturing. With active chapters at 11 colleges, each year KCTCS partners with 130 employers to graduate around 200 skilled FAME Manufacturing Technicians across the Commonwealth. FAME companies are actively engaged in transformational partnerships with faculty and staff to foster alignment between classroom context and workplace training.

Other apprenticeship-like programs include **partnerships with hospitals** where students in KCTCS Nursing Programs are also employed within the hospital. Another approach is the [K-TECH program](#) at Hazard Community and Technical College, which places high school students (grades 9th through 12th) in STEM apprenticeships in high demand jobs within the Healthcare and IT Fields, based on employer needs.

KCTCS Colleges offer technical education in 107 programs of study, over 60% of which are in the KWIB's top five industry sectors. **Diploma programs** within these programs of study require a capstone or cooperative work-based learning course in conjunction with a partner employer. Students may also take these courses within an Associate of Applied Science program.

One of the ongoing ways to support stronger alignment between academic pathways and work-based learning opportunities is through employer engagement on **Program Advisory Committees**. Each college offering a technical program of study is required to have program committee meetings twice per year and include employer partners, high school pathway teachers, students, and recent graduates. Not only does this engagement provide faculty with the opportunity to remain apprised of industry trends and needed curriculum changes, but it also informs business as to what learning objectives are priorities in the classroom and offers opportunities for WBL experiences.

While student access to quality Work Based Learning is a continued priority, KCTCS recognizes the **challenges in tracking** attained WBL experiences. KCTCS has connected internally with our Office of Research and Policy Analysis, along with external partners across the Commonwealth who have identified similar obstacles among colleges nationwide, to develop a stronger tracking system and hopes to have a model within the next year.

Other Business and Industry Partnerships

In 2018, KCTCS launched **KCTCS Apprenticeship Services**—and through an American Association of Community Colleges Grant supported staff at each college as well as the System Office who were tasked with promoting Registered Apprenticeship. The range of services offered included the development and registration of programs, recruitment of apprentices, coordination with academic programs and case management and success coaching services for apprentices. Companies were able to select which services they required, and each college put forward a program cost. While businesses were eager to utilize the recruitment services, many did not have the bandwidth to effectively partner with the institutions to collaboratively develop the experience, which requires structured on-the-job training coupled with related technical instruction. Many colleges struggled to onboard companies to this pay-to-play model. At the end of the grant, KCTCS determined to reevaluate how the system and its colleges support Registered Apprenticeship. This process is still underway, and a Program Manager will soon begin working with the colleges to determine the most viable sector opportunities based on their unique regional economies as well as student enrollment in related programs. This will help to mitigate the challenge of apprentice recruitment and retain both students and employers, evidencing the enhanced Return on Investment.

Future State for KCTCS Work-Based Learning

Through Work Based Learning research and internal assessment, KCTCS recognized the need for a **Career Development Framework** that includes the full scope of work-based learning opportunities and combines those elements with Career Services to conceptualize a comprehensive structure that improves the value of career development and career connectivity. The key areas being addressed are employers' perceived skills gap in graduates, student understanding of importance of career development activities, classroom to career alignment, and enhanced collaboration across departments for increased employability among KCTCS students.

To address these challenges, KCTCS will be launching a Career Development Taskforce with representation from Academic Success, Career Services, and Workforce Development. This taskforce will finalize a Career Development Framework that will ultimately enhance the community college experience, contribute to economic development across the Commonwealth, and further the value of higher education.

KCTCS is also launching a new program called **Education First Employers**, a network of companies committing to offering jobs that pay a living wage to KCTCS students. Qualifying employers must also meet specific criteria including a commitment to flexible scheduling and support of student-workers as they persist to credential completion. While some of the companies within this network will offer pathway related jobs, others may offer entry-level positions—which are still vital to building essential skills and relevant experience.

Another important element within this scope of work is connectivity to students via **Handshake**, a higher education-specific job board that provides students with equitable access to opportunities across the state which includes both full and part time jobs as well as work-based learning options. Fifteen of KCTCS' sixteen colleges are currently live on Handshake—and as a result, students now have access to more than 1,800 employers and 280,000 openings. By July 2023, all sixteen colleges will be active on Handshake. While this platform allows companies to recruit across KCTCS, an ongoing challenge remains in that employers are often unable to design quality work-based learning experiences due to expertise and resources.

Kentucky WBL Development Opportunities

Without robust Learning and Development departments, **companies and industries struggle** to understand how to create learning objectives, monitor progress in student-workers, and provide mentoring, whether formal or informal in nature. These elements are critical to establishing meaningful work-based learning experiences. While colleges have collaborated with partners to promote existing toolkits and resources that assist companies in building out work-based learning programs, more intensive support is needed to assist employers and lighten the burden of opportunity development.

A model like KCTCS's Apprenticeship Services, in which dedicated staff work in lockstep with companies to design work-based learning experiences, would advance internship development. However, this approach requires significant staff time to effectively execute. Such a model will also require a shift in public and private organization interactions—different from the way in which they historically have engaged. A higher level of employer engagement is fundamental, with less focus on pipelines but an increased focus on formalized partnerships.



Work-Based Learning in Kentucky's Distilling Industry

The distilling industry in Kentucky has been experiencing steady growth since 2012, and the demand for labor has followed suit. Over the past two years, the Kentucky Chamber Foundation's Talent Pipeline Management (TPM) initiative has been employed by the Kentucky Distillers' Association to analyze the situation and create reliable sources of talent for the industry. The TPM project's first finding was that 74% of the projected job openings through 2025 are *new* positions rather than *replacements* (from turnover, retirement, or upskilling). This tracks with the industry's remarkable growth and is the opposite of other parts of the manufacturing sector, which consistently predict a greater need for replacements than new positions.

In that context, some interesting techniques, including work-based learning, are adopted by distillers to develop talent pipelines.

Internships:

This year, distilleries that are participating developed an initiative to recruit tour guide interns from college campuses to fill seasonal roles during the concurrent 2023 summer vacation/tourism season. While this is a fledgling effort, eight interns have been placed already.

Apprenticeships:

There are relatively few registered apprenticeships in this industry, but the ones that exist are somewhat notable.

1. Jim Beam

Several years ago, Jim Beam's leadership visited a distillery in Japan and was impressed with the level of knowledge among the machine operators, and initially thought they were managers. This experience led to the development of the James B. Beam Institute at the University of Kentucky and a registered apprenticeship at Jim Beam. The apprenticeship includes 200 hours of classroom instruction conducted by the institute and 3,000 hours of on-the-job (OTJ) training at the Jim Beam facility in Clermont. Supervisors track apprentice progress and incremental pay increases are included. Enrollment averages 12 apprentices per year. Apprentices and supervisors are giving positive feedback so far, and based on early successes, the institute is currently exploring ways to expand the apprenticeship. Future expansion might include one-day intensive offerings, micro-credentials, and centralized classroom content for other distilleries, which flow into localized OTJ at those distillery locations. So far, this apprenticeship is offered exclusively to Jim Beam.

2. Heaven Hill

Heaven Hill has two registered apprenticeships, one in Bardstown (which began in 2003) and the other in Louisville (which started in 2007). This is a program to train maintenance technicians and lasts four years. Ten employees have completed it, and one is currently enrolled. The training encompasses 8,000 hours, 576 of which are in classroom instruction, and the remaining hours are OTJ.



3. **Log Still**

This is the newest registered apprenticeship in distilling, which gained approval in April 2023. This program also trains maintenance technicians. Log Still Distillery aims to create local jobs, and they have an employee who started through a local high school internship program. The company leadership built the apprenticeship to retain this talent. After graduating high school, the student had recently enrolled in the Elizabethtown Community and Technical College maintenance technician certificate program. There is currently one apprentice in this apprenticeship, which lasts four years. Log Still expects to continue this program into the future, hoping to enroll one apprentice each year.

Summary

There are relatively few work-based learning programs in the distilling industry, and most of them have been provided by larger organizations. However, the smaller distilleries led the way in the tour guide intern initiative this year, and Log Still is showing that there may also be an appetite to develop small apprenticeships at craft distilleries. This technique for improving and retaining talent in the distilling industry merits further attention.



Kentucky FAME:

The Kentucky Federation for Advanced Manufacturing Education ([KY FAME](#)) is a partnership of regional manufacturers whose purpose is to implement career pathway, apprenticeship-style educational programs that will create a pipeline of highly skilled workers. Scroll down to find out more.

About Kentucky FAME

You will attend classes certain days of the week while working the other days of the week at a local sponsor's manufacturing facility for a competitive wage while gaining hands-on experience.

As a participant in the AMT program, you will participate in hands on training and education to develop you as a fully-rounded worker, including:

- Electricity, Robotics, Fluid Power, Mechanics, PLCs, Industrial Troubleshooting
- Manufacturing Core Exercises
- Safety Culture, Visual Workplace Organization, Lean Manufacturing, Problem Solving, and Machine Reliability
- Professional Behaviors
- Interested in pursuing a manufacturing and STEM-related career path
- Aim to advance quickly in your career to pursue the lifestyle you want