



KWIB
Opportunity Youth and Young Adults
Sub-committee
Meeting Agenda

AGENDA
December 3, 2021 at 10:30 am EST

Via Zoom

Zoom - <https://us02web.zoom.us/j/86197214653?pwd=Yk5JbnZBZHhPWW1Sb3dsRlhUbzN2Zz09>

Password: 716016

- Call Meeting to Order / Welcome / Introduce Lyndsey Brown / Last Minutes
Johnny Pittman, Chair, Oxmoor Auto
- Overview of Meeting Agenda
Johnny Pittman, Chair, Oxmoor Auto
- Presentations / Best practices
 - Sector Strategies Committee Update
Jacob McAndrews, Kentucky Workforce Innovation Board (KWIB)
 - Four Rivers Foundation
Dianne Owen, Foundation Director
 - Urban Institute Apprenticeship
Dr. Robert Lerman, Institute Fellow, Urban Institute
- Discussion of meeting: Apprenticeship, College/Career Counselors, Tassel Platform
Johnny Pittman, Chair, Oxmoor Auto
- Next Steps
- Adjourn



Opportunity Youth and Young Adults Sub-committee Meeting Minutes Draft

December 3, 2021; 10:30am – noon

Zoom Info

https://us02web.zoom.us/rec/share/X_iJOhYU7LbBVh7UeT7Dt1i4mzJV1F7GkDYyK6qLYK7ewp-Q2fTgPtwwQx1ygJov.qXhZBMH15GBjzuo Password: A6nCn.0b

CALL TO ORDER – 10:30am

Johnny Pittman, Chair, called the meeting to order and welcomed committee members.

COMMITTEE MEMBERS PRESENT:

Johnny Pittman - CHAIR	X	Jonathan Kohn	
Lyndsey Brown – Co-Chair	X	Tiffanie Reeves	X
Amy Luttrell	X	Dena Burton	
David Horseman	X	Gayle Hilleke	X
Shauna King-Simms		Christy Rogers	
Cora McNabb	X	Wes Kawata	X
Madison Webb		Matt Fisher	
Anna Larson	X	Charles Worth McLeod	
Kristin Harrod		Mary Taylor	
Heidi Miller		Monica Duvall	X
Scott Secamiglio	X	Jodi Rafferty	X
Tanelle Smith		Denise Dials	
Mary Ann Jennings		Harper Smith	X
Jeff Dye		Andrew Chrzanowski	
Carrie Banahan	X	Mackenzie Durbin	
Renee Fister, Ph.D		Eric Lutz	X
Merrick Coleman		Matt Fisher	
Michelle DeJohn (PROXY Alisher Burikhanov)	X	Kristin Porter	
Brenda Hagan	X	Jarrod Taylor	X
MaryAnn Jennings	X	Greg Long	X

Others present: Amanda Adkins, Dianne Owens, Dr. Robert Lerman, Tonia Slone, Sara Jagers, Jacob McAndrews, Stefanie Ebbens-Kingsley, and Debbie Dennison.

Johnny Pittman, Chair welcomed everyone to the meeting and reminded folks of the goals of the Opportunity Youth /Young Adults sub-committee to the Workforce Participation and Sustainability Committee.

He introduced Lyndsey Brown as the newly named co-chair of the sub-committee. Lyndsey Brown, is the Economic Recovery Coordinator for the South Central Kentucky Workforce Development Board and the Cumberland Workforce Development Board. Contact Lyndsey Brown for more information at lyndsey@lcadd.org; Office - 270-866-4200.

He also announced that we have a new member to the committee, Wes Kawata, who will be an asset to this group. He is a corporate person learning development, middle school teacher, work/school National Fame program.

Mr. Pittman walked through the agenda and asked the committee to listen to the speakers today, keeping the goals in mind.

Sector Strategies Committee Update:

Mr. Pittman introduced Jacob McAndrews, Kentucky Workforce Innovation Board (KWIB), to give an update for the Sector Strategies Committee. Jacob explained that Youth and Young Adults keep coming up in their committee meetings, so it might be beneficial to have a joint committee meeting to prevent any duplicative work. Both groups are working for the same goals:

1. Career Awareness Programs.
2. Grant Good Jobs Challenge, CTE Credentials are available and how to get those out there.
3. Strengthening Career Pathways.

Coops App is a work-based learning umbrella, employers on their committee said its hard to get started. Please email Jacob McAndrews at jacob.mcandrews@ky.gov, if you have any questions about the Sector Strategies Committee.

Brenda Hogan asked Jacob to reach out if they needed help and for them to look at their boiler, which could help with getting counselors in need and get models to use. Brenda surveyed to identify what gaps were there and plan to follow up in the Spring to help prepare the follow through.

Brenda Hagan, Project Manager at Kentucky Governor's Office of Early Childhood, mentioned her office conducted a survey to see if individuals to identify gaps and develop an apprentice template or checklist for the Spring 2022. Brenda also stated that they have developed a task force designated apprenticeships under the workforce frame work.

Johnny appreciates the work that Brenda's office is doing and mentioned there is definitely a need for coaches or mentors. He then asked David Horseman to give an update on the locator tool that identifies the location of the potential youth apprentices.

David Horseman mentioned the KYSTATS locator tool for potential youth because employers find the youth. David said he already works with Michele DeJohn and they are able to gather information in different formats, so let him know if there are any questions about apprenticeships. The Kentucky Career and Technical Education Employer Connector tool is available on [KYSTAT's website](#).

Four Rivers Foundation:

Johnny thanked Jacob for providing the update and then introduced Dianne Owen to speak about [4 Rivers Foundation](#) available in Western Kentucky. One of their programs is the Four Rivers Career Academy (FRCA), which started in 2017. Other programs available are Rudolf Readers, Books Challenge, 4RF Dual Credit Academies, Four Rivers Scholarship Program, and more. The Four Rivers Foundation Dual Credit Academies is a great opportunity for youth.

Tassel is another program that began in four districts in January 2019, which identifies current needs and ideas on how to solve those needs. Tassel Pathway is a student profile that works well providing a pathway for learning, goals, and even badges on successes. The newsfeed provides notifications for important information, deadlines, and the ability to view badges for growth progress. There is also a career profile, which students love.

Dianne mentioned that tours are available. For more information, please contact Brett and Dianne Owen at dianne@tassel.com or 270-994-0901. Please review the attachment in the meeting packet or visit [4 Rivers Foundation's website](#).

Johnny states this is one of these awesome deals that is going to keep engagement in the forefront.

David Horseman also stated that the work that they have done through their 4rivers programs has been amazing.

In the chat Wes Kawata mentioned for anyone who is interested in the Brookings Institute study, which is available at <https://opportunityamericaonline.org/wp-content/uploads/2020/10/KY-FAME-final-final.pdf>. He also mentioned to check out both the [Manufacturing Institute's website](#) and the [Institute for Apprenticeships and Technical Education's website](#).

Urban Institute Apprentiships:

Johnny thanked Dianne and then introduced Dr. Robert I. Lerman, with the Urban Institute, as he has been working with low-high paying companies teaching the importance of apprenticeships for youth between 16-21 years old. He explained the importance of getting the consumer and the youth to the same table. Dr. Lerman mentioned a book written by Robert Halpern, *The Means to Grow Up: Reinventing Apprenticeship as a Developmental Support in Adolescence* (Critical Youth Studies), which describes the development needs of young people.

Dr. Lerman has been published many times and uses his knowledge to sell internships and apprenticeships to employers, getting them to buy into the pay for performance concept. For more information about Dr. Lerman and his publications, please visit the [Urban Institute's website](#) and review the meeting material that was presented during his presentation.

Johnny thanked Dr. Lerman for speaking with the committee, along with . He expressed his excitement and all the work that this group has to do.

Wes mentioned that Dr. Lerman should reach out to Gardner Carrick, Vice President, Strategic Initiatives, at email gcarrick@nam.org.

The recorded meeting will be on the [KWIB's website](#), along with any meeting materials.

ADJOURNMENT

The meeting was adjourned at 12:22 p.m. ET.

*Creating a culture that removes barriers
and creates an environment where every
student can be successful.*

ROBBIE RUDOLPH - 4RF FOUNDER



Partnerships



- School Districts/ATC
- Ballard County/BC CTC
- Carlisle County
- Fulton County
- Fulton Independent
- Hickman County
- Livingston County/LC CTC
- College/ATC/Education Partners
- Four Rivers Career Academy (FRCA)
- Graves County/Mayfield Ind. ATC
- Murray State University (MSU)
- West KY Technical and Community College (WKCTC)
- West KY Educational Cooperative (WKEC)

Four River Foundation

- ▶ Formally the Fulton County Agricultural Technical Center---Changed the Four Rivers Career Academy with a New Skills for Youth Grant
- ▶ Far Western County
- ▶ Serves three small rural counties: Fulton, Hickman and Wilcox
- ▶ New principal Mrs. Dana Crawford
- ▶ Apprenticeships
- ▶ Partners—Ingram Barge, Hudson Ag





Four Rivers Foundation Programs

Rudolph's Readers—Book give away to all students P-5

Brooks Chapel Learning Center—A day care center for young children prior to going into preschool to allow young mothers to work.

Reading Program—The foundation provides funding for special reading/math programs such as seniors in Fulton County that have met the benchmarks being tutors for elementary or a part of the mentoring program at the middle school. Paid for their participation by the foundation.

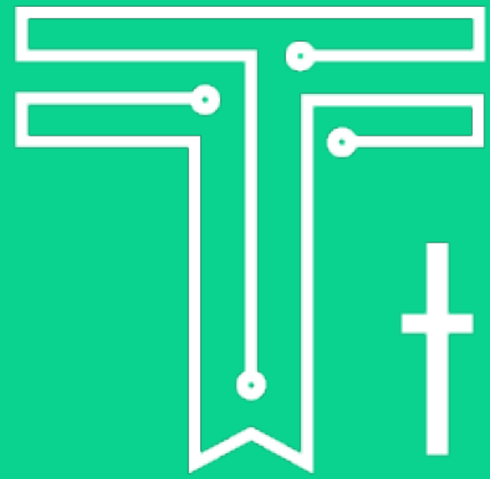
Career Fair--Career Fairs are required annually for students in grades 5-12

Individual Learning Plans—Students use Tassel Pathway to complete their career interest inventory, learning style, college and career exploration, ILP profile, goals, and WBL experiences with a resume builder and many other components.

4RF FCA—The foundation sponsors special events for the FCA clubs in each district.

Dual Credit Academies—Each school has a dual credit program with the foundation providing funding for courses beyond what the state tuition program provides.

ATC—Students are encouraged to pursue pathways. The foundation pays for industry certification materials and testing.



tassel



Tassel – About



- Started with 4 Districts in January 2019
- Discussed current needs and ideas on how to solve them



Tassel Pathway – Student

The screenshot shows a user profile for Hunter Metts, a Junior at Demo County High School. The profile includes a search bar, navigation links (Home, Profile, Connections, Colleges, Careers), and a user profile picture. Below the profile picture is a banner image of a dog. The main content area is divided into two sections: 'Pathway (Accounting)' and 'Careers'. The 'Pathway (Accounting)' section shows a progress bar for the Accounting Pathway (30 dual-credit hours total) with sub-sections for Freshman (7.5 credit earned, 0 dual-credit earned), Sophomore (8.5 credit earned, 3 dual-credit earned), Junior (0 credit earned, 0 dual-credit earned), and Senior (4 credit earned, 0 dual-credit earned). The 'Careers' section lists three career options: Administrative Services Managers, Computer and Information Systems Managers, and Computer Systems Analysts. The 'Colleges' section is partially visible at the bottom.

Pathway (Accounting)

Grade	Credit Earned	Dual-Credit Earned
Freshman	7.5 credit earned	0 dual-credit earned
Sophomore	8.5 credit earned	3 dual-credit earned
Junior	0 credit earned	0 dual-credit earned
Senior	4 credit earned	0 dual-credit earned

Careers

- Administrative Services Managers
- Computer and Information Systems Managers
- Computer Systems Analysts

Colleges

- Student Profile
- Interest Inventory
- Learning Inventory
- Skills, Clubs, Activities, Goals
- Civics Test
- Badges

Tassel Pathway – Newsfeed

Search

Home Profile Connections Colleges Careers

Hunter Metts

Hunter Metts
Junior, Demo County High School

STEM4Girls

SCIENCE • TECHNOLOGY • ENGINEERING • MATHEMATICS

Girls 5th grade through high school are invited to this hands-on event to learn more about educational choices in science, technology, engineering and mathematical
Food will be Served at 5:00 p.m. in the Student Center

Thursday, November 7, 2019
5:00 - 8:00 p.m.
Clemens Fine Arts Center
On the campus of West Kentucky Community and Technical College
4810 Alben Barkley Drive • Paducah, KY 42001

Rebecca Wingfield,
Flight Director at NASA's
Johnson Space Center in Houston
will be the keynote speaker.

Register online at paducahchamber.org
or by phone: 270-443-1746
On-site registration begins at 5:00 p.m.

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West Kentucky Community & Technical College
westkentucky.kctcs.edu • 270-554-9200

10,526 Points

30 / 128 Credit Hours 15 / 20 Service Hours 24 Dual-Credit

10 Activities 15 / 20 Service Hours 24 Dual-Credit

Dianne Owen

The 4RE FCA Fields of Faith will be November 20th at 6:00 pm at the

- Send notifications to students with important information and deadlines
- View badges and points earned from lessons



Tassel Pathway – Tasks

Tasks MY TASKS MY ASSIGNMENTS MY GRADEBOOK

[New Task](#)

Category Name	Tasks Name	Task Description	Time	Points		
Assessments	11	11	1	1	Assign	Archive
Assessments	Assessments - Part I	Go to the assessment section of your profile. If you know your assessment scores, you can enter them in. If not, your counselor can provide this data for you in order to complete this task.	20 minutes	20	Assign	Archive
Assessments	Assessments - Part II	Go to the goal section of your profile and write three more academic goals tied into your present assessment scores. Remember to make your goal measurable and give yourself a specific date to complete it. Answer complete once you are finished.	10 minutes	10	Assign	Archive
		Think about how you can improve your scores. Do you need to study more, go to tutoring, study an ACT Help Book, watch				

1-21 of 21

- Create and manage tasks to assign to students
- Grade tasks so students can earn points, and you can track completion



Tassel Pathway – College

Profile

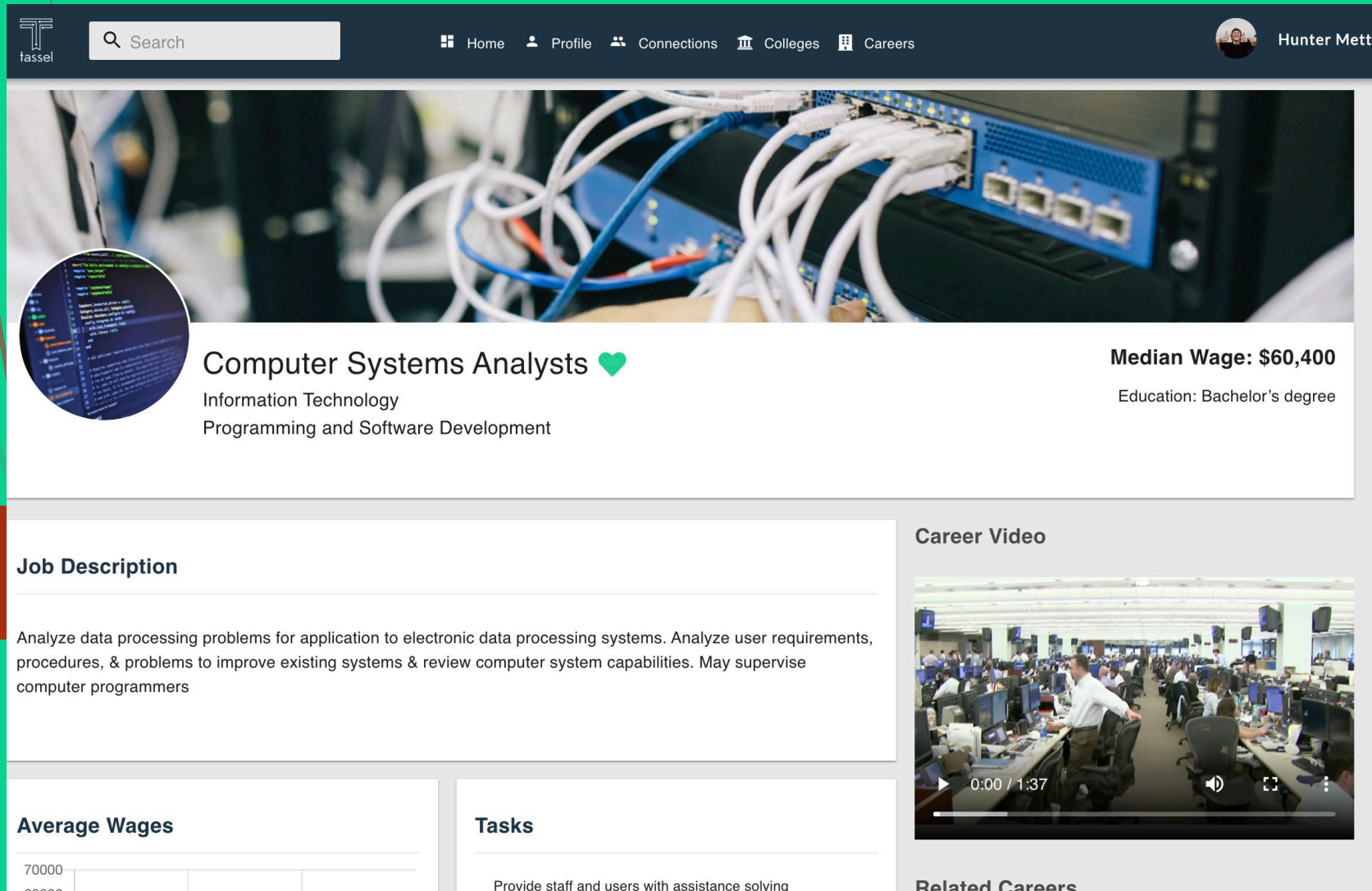
The screenshot displays a user interface for the Tassel Pathway website. At the top, there is a navigation bar with links for Home, Profile, Connections, Colleges, and Careers, along with a user profile for Hunter Metts. Below the navigation bar, a search bar is visible with the text "Showing 1 - 24 of 32 Results" and a search icon. The main content area is a grid of college profiles, each featuring a logo, the college name, location, and distance from the user.

College Name	Location	Distance
Southcentral Kentucky Community and Technical College	Bowling Green, Kentucky	46.99 miles away
Western Kentucky University	Bowling Green, Kentucky	47.18 miles away
Hopkinsville Community College	Hopkinsville, Kentucky	63.18 miles away
Madisonville Community College	Madisonville, Kentucky	88.42 miles away
Murray State University	Murray, Kentucky	98.01 miles away
Owensboro Community and Technical College	Owensboro, Kentucky	100.67 miles away
Elizabethtown Community and Technical College	Elizabethtown, Kentucky	103.24 miles away
Henderson Community College	Henderson, Kentucky	117.83 miles away
Somerset Community College	Somerset, Kentucky	121.14 miles away
West Kentucky Community and Technical College	Paducah, Kentucky	125.05 miles away
University of Louisville	Louisville, Kentucky	139.33 miles away
Jefferson Community and Technical College	Louisville, Kentucky	141.35 miles away

- Search Colleges
- View College Profiles
- Self Contained
- College Programs



Tassel Pathway – Career Profile



The screenshot shows the Tassel website interface. At the top, there is a navigation bar with the Tassel logo, a search bar, and links for Home, Profile, Connections, Colleges, and Careers. The user's name, Hunter Metts, is displayed in the top right corner. The main content area features a large image of network cables plugged into a server rack. Below this image, the career profile for "Computer Systems Analysts" is displayed, including a heart icon, the field "Information Technology", and the sub-field "Programming and Software Development". To the right of the profile, the "Median Wage: \$60,400" and "Education: Bachelor's degree" are listed. Below the profile, there are sections for "Job Description", "Average Wages", "Tasks", and "Career Video". The "Job Description" section contains text about analyzing data processing problems. The "Average Wages" section shows a table with values 70000 and 60000. The "Tasks" section lists "Provide staff and users with assistance solving". The "Career Video" section shows a video player with a 0:00 / 1:37 duration. The "Related Careers" section is partially visible at the bottom.

Computer Systems Analysts ❤️
Information Technology
Programming and Software Development

Median Wage: \$60,400
Education: Bachelor's degree

Job Description

Analyze data processing problems for application to electronic data processing systems. Analyze user requirements, procedures, & problems to improve existing systems & review computer system capabilities. May supervise computer programmers

Average Wages

70000			
60000			

Tasks

Provide staff and users with assistance solving

Career Video

0:00 / 1:37

Related Careers

- Search Careers
- View Career Profiles
- Career Videos
- Wages, Tasks, and Related Careers



Tassel Pathway – Reports

The screenshot shows a web browser window with the URL `pathway.tassel.com/#/report7`. The page title is "ILP Report" and it is filtered for "All Schools". The table below lists student progress across various indicators.

First Name	Last Name	Grade	Has Pathway	Interest Inventory	Learning Style Inventory	Skills	Goals	Club & Sports	Honors & Awards	Resume	Assessments	Work Based Learning	% of Completion
Hunter	Metts	Junior	Yes	Yes	Yes	Yes	No	Yes	Yes	No	Yes	Yes	66.67%
Jordan	test	7th Grade	No	No	No	No	No	No	No	No	No	No	0.00%
Jordan	Rosas	Senior	Yes	No	No	Yes	No	Yes	Yes	No	Yes	Yes	28.57%
Test	Student	Junior	Yes	No	No	No	No	No	No	No	No	No	16.67%
Maggie	Choate	Sophomore	No	No	No	No	No	No	No	No	No	No	0.00%

- Run Reports on Chosen Careers and Colleges
- Track Student Progress on Key Indicators for Compliance





For More Information Contact Brett Owen at brett@tassel.com

Or Dianne Owen at dianne@tassel.com or call at 270-994-0901

Dianne Owen serves as the educational consultant for Tassel Evaluate and Tassel Pathway

Visit the website: www.tassel.com



Tassel Pathway: An ILP Solution for Kentucky

Tassel Pathway allows students to custom build their profiles, research careers and colleges, choose pathways, upload resumes, track work based learning projects, record ACT scores, set goals, track work force ethics readiness skills, and choose pathways that lead to dual credit, industry certifications and/or AP courses along with many other features.

Tassel Pathway:

- Meets the KY statutes for ILP, Essential Workplace Ethics Program, Civics Exam, and ILP Pathway for Dual Credit as required by KDE.
- Developed with input from Kentucky teachers, counselors, and administrators.
- Designed for students, teachers, counselors and administrators
- Designed as a web based program and mobile app
- Has middle and high school versions-Grades 5-12
- Working on a K-5 solution that includes technology readiness skills
- Can Log in through CLEVER
- Can Log in through Google
- Works on mobile devices
- Includes Essential Workplace Ethics program
- Includes KY Civics Exam
- Includes KEES calculator
- Includes a Career Interest Inventory
- Includes a Learning Style Inventory
- Includes communication features
- Includes data on over 6500 colleges and careers
- Includes printing and reporting features
- Includes flexibility to meet individual school needs
- Includes training videos, parent letter, and ILP checklist
- Allows teachers to assign and grade programs through Tasks
- Allows teachers to create their own custom classrooms Tasks
- Allows students to build custom profiles, make connections, and join custom built school groups.
- Transitions into post-secondary training
- Is Fun and Engaging—Can be use individually or as a classroom program

Tassel Pathway is an affordable, easy to use product designed to truly enable students to have an individual learning plan that will help them choose a pathway to a career

Important Notes:

Pathway is an annual subscription.

Technical support and training are provided. Just contact brett@tassel.com or dianne@tassel.com. Call 270-994-0901 for more information.

Tassel Pathway customers are given information to fill out the Work Essential Ethics Survey as the vendor partner developed program. Districts are informed about updates and new programs as they are released through a Tassel email.

New districts are set up and training is provided to staff. Three month trial periods are available upon request.

Students can transfer their accounts between Tassel districts so that their ILP data is follows them to their new Tassel school.

Works with Clever and IC to upload students so they do not have to be entered individually. Program includes both features.

Can be in Spanish with a click of a button.

Tassel Pathway Districts:

Fulton Independent, Fulton, Hickman, Carlisle, Ballard, Graves, Mayfield Independent, Paducah Independent, Calloway, Murray Independent, Marshall, Livingston, Caldwell, Dawson Springs Independent, Crittenden, McLean, Christian, Hopkins, Muhlenberg, Union, Boyle and Hardin Counties.

Website: www.tassel.com

Come Join the Tassel Team

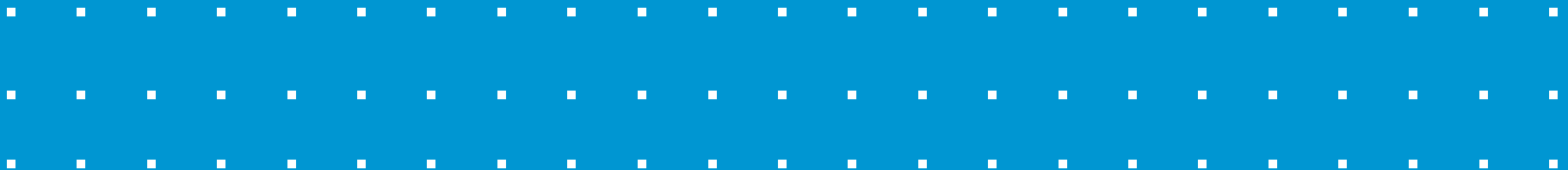


The Potential for Apprenticeships for Youth in the US

Robert I. Lerman, Urban Institute
blerman@urban.org

Kentucky Workforce Investment Board Opportunity
Youth / Young Adults sub-committee

December 3, 2021



Youth Apprenticeships Should Be Real

An apprenticeship is a job with structured work-based learning under a qualified mentor/trainer; also requires written agreements between employers and apprentices

Apprentices contribute to production and earn wages

Work-based and related classroom instruction guided by well-defined occupational frameworks

May be time- or competency-based

Completion yields an occupational certification

Registered apprenticeships (RA) programs are those sanctioned by state or federal apprenticeship offices

An RA program is a sponsor-occupation combination

Key Moment for Expanding US Apprenticeship

“Academic only” approach is expensive and fails many students and employers

Skill mismatches abound; high demand for workers with appropriate skills

Recognition that much learning can take place best outside the school environment; increases student engagement

Knowledge of other country systems; 95% of Swiss 25-year-olds have apprenticeship/BA w/ lower BA rate than the US

Need to widen opportunities, status, earnings for those who learn best by doing

Attracting bipartisan political support

Historical Perspectives on Apprenticeships

Apprenticeship is fundamentally about learning; learning has taken place far longer than schooling

Before free public education, US apprenticeship was the only means of education available to the poorer classes

Rise and fall of the School-to-Work Initiative; Presidents Bush and Clinton favored youth apprenticeships, but the initiatives failed to generate apprenticeships or a system

Many said—apprenticeship cannot work in America

But weak alternatives & success in the UK and a few states, (e.g., South Carolina) generated new interest

Meanwhile, apprenticeship thrives elsewhere

Austria, Germany and Switzerland rely most on apprenticeships for career development and occupational learning

Apprenticeship penetration reaches 40-75% of cohorts.

- Apprenticeships start as early as 15 more likely 16-17;
- Off-job learning is in vocational schools; funded by government
- National skill standards, allow for smooth paths to BA programs

England and Australia have scaled their apprenticeship programs using these approaches but at a somewhat higher age group;

Skill frameworks, govt support for the off-job learning;

Intermediaries play major roles in marketing and overseeing employer apprenticeships; all have public service apprenticeships

Europe (EU) pushes to expand apprenticeships in other countries

Developmental Needs of Young People

Social psychologist Robert Halpern explains, “Apprenticeship creates:

- a fruitful learning context,
 - begins to fill a cultural void for this age period,
 - involves a learning framework old and time proven and new, based on current findings in cognitive science.
- Young people acquire skills in approaching and engaging tasks.
 - They learn to prepare before plunging in. They learn to get started or move ahead without waiting for instructions or guidance. Apprentices learn to attend to detail, to edit, and to revise. They learn to seek out needed information and to draw on others’ experience. Apprentices grow more adept at working with a measure of uncertainty. They do not freeze when faced with problems and obstacles,

Halpern, Robert. *The Means to Grow Up: Reinventing Apprenticeship as a Developmental Support in Adolescence* (Critical Youth Studies). Taylor and Francis.

Apprenticeship Yields Social, Economic Gains for Workers

Substantial gains in earnings without debt, Washington state studies show higher increases than a professional AA degree

Earnings increases vary by occupation; all apprentices gain a sense of pride, become part of a community of practice

It is *an effective mode of learning* since apprentices learn concepts in context and apply them to real world situations.

Apprentices have incentives to perform well in classes; close mentors watch what they learn

Unlike other education and training, *apprentices experience little or no lost or foregone earnings* during the learning process

Learning within the organization raises their value to the employer

Apprentices retain most of what they learn for decades

Apprenticeship yields benefits to employers

Apprenticeships link the content of training with employer demands, thereby avoiding mismatches

Though apprenticeships represent a substantial investment for employers, *many recoup their apprentice investments* during or soon after the apprenticeship; employers reduce turnover and recruitment costs, ensure skills are relevant to their organization,

Training apprentices create real options, valuable in uncertain times, helps achieve higher capacity utilization

Encourages employers to upgrade jobs

Promotes a learning organization, increase in morale

Apprenticeship Yields Dividends for Government

Current system of preparing workers for careers is expensive, fails many, and leaves major skill gaps.

With apprenticeship, public need only pay for:

Initial marketing & organizing apprenticeships with employers; as employer programs mature, such costs will decline

Off-job training costs, but far less than current classrooms

Employers pay for on-the-job learning, which constitutes most of the training costs

Washington state finds returns to the government of 36:1, while the ratio would be lower in a mostly for apprenticeship courses paid by employers

What Steps Is the US Taking Now?

Funding from H1-B program, *Congressional authorizations move system from \$30 million/year to about \$180 million*

Mostly one-off federal \$ for state grants and contracts with industry and equity intermediaries; these spur apprenticeships & widen access, but impact is small

Development of competency-based, occupational frameworks (by Urban Institute) in many occupational areas

Efforts to improve availability of system data, WIOA links, Recent allocations for *Centers of Excellence in Apprenticeship*, including standards, diversity, partnerships, and data

What is limiting the US from reaching scale?

Perceptions about skills and careers

Identification of skill with formal education; stay in school as long as possible and then look for a job

Choosing a career focus will restrict your career

Leads to minimal funding for apprenticeship training, not even for the off-job components

Lack of knowledge by employers; idea that schools should prepare new entrants properly for jobs; BA requirements.

Structural problems with existing registered apprenticeship system, bifurcated, complex to negotiate, slow registrations

Critical Task to Sell and Organize

Apprenticeships

Intermediaries offer one way to do so, as organizations that are between employers and government

They may include industry associations, joint labor-management entities, training organizations, staffing firms, community colleges and other non-profit groups

Some intermediaries become group sponsors, minimizing the paperwork the training employers experience. 50 Iowa high schools have become group sponsors, see:

<https://www.urban.org/research/publication/look-iowa-innovative-high-school-apprenticeship-program>

Urban Institute can help—have created large numbers of apprenticeships for 16-21 year-olds

Intermediaries Important in Other Countries

UK apprenticeships jumped from about 150,000 to over 800,000, largely through the selling and organizing efforts of the *Association of Employment and Learning Providers*

Group training organizations (GTOs) in Australia sell employers on apprenticeship, act as employers of record, oversee training

Local, provincial chambers of commerce play central roles in overseeing apprenticeships in Germany, working with employers on programs, assessing apprenticeship outcomes, and help establish and maintain occupational skill standards

German and Swiss intermediaries are often consortia of employers to ensure apprentices learn a wide array of skills

Training organizations in Norway help achieve apprenticeships for one in three Norwegian youth

Pay for Performance to Apprenticeship Intermediaries?

Scaling US apprenticeships requires a significant role for intermediaries, especially in reaching new industries. Their most important tasks are to promote the value of apprenticeships to employers and help them organize programs

Intermediaries also help locate funding, identify occupations and skill standards, find appropriate related training, connect to apprentice candidates, form networks, and register programs.

A pay-for-performance initiative can mobilize intermediaries to scale apprenticeships. Stagger the payments to ensure incentives for not only placement but also persistence. Provide bigger bounties for placing (and retaining) socioeconomically disadvantaged candidates, or candidates underrepresented in target industries.

Evidence suggests that financial incentives (\$4,000/ apprentice) can stimulate large numbers of apprenticeships

Policies for US Scaling Apprenticeship

Effective Branding for an American Apprenticeship system

Create and maintain credible occupational standards

Offer performance-based incentives for intermediaries to sell and organize apprenticeships with employers

Provide automatic funding for the off-job learning

Streamline the process of registration, allowing programs to become registered within no more than three weeks

Improve counseling and screening of apprentices

Audit programs for quality and apprentices' performance

What Success Can Mean

A society with increased wages and economic mobility,

A society with lower income inequality and less need for government social transfers

A country with more workers achieving occupational mastery, pride, and occupational identity

Reductions in the government costs of skill development

Increases in productivity and improved business morale

More innovation and ability to adapt to the future of work