



2019 BECCA CONFERENCE

*SUPPORTING THE WHOLE FAMILY : STRATEGIES, PRACTICES, AND PROGRAMS
TO PROMOTE SCHOOL ENGAGEMENT, FAMILY RECONCILIATION, WELL-BEING, AND
LIFELONG SUCCESS*

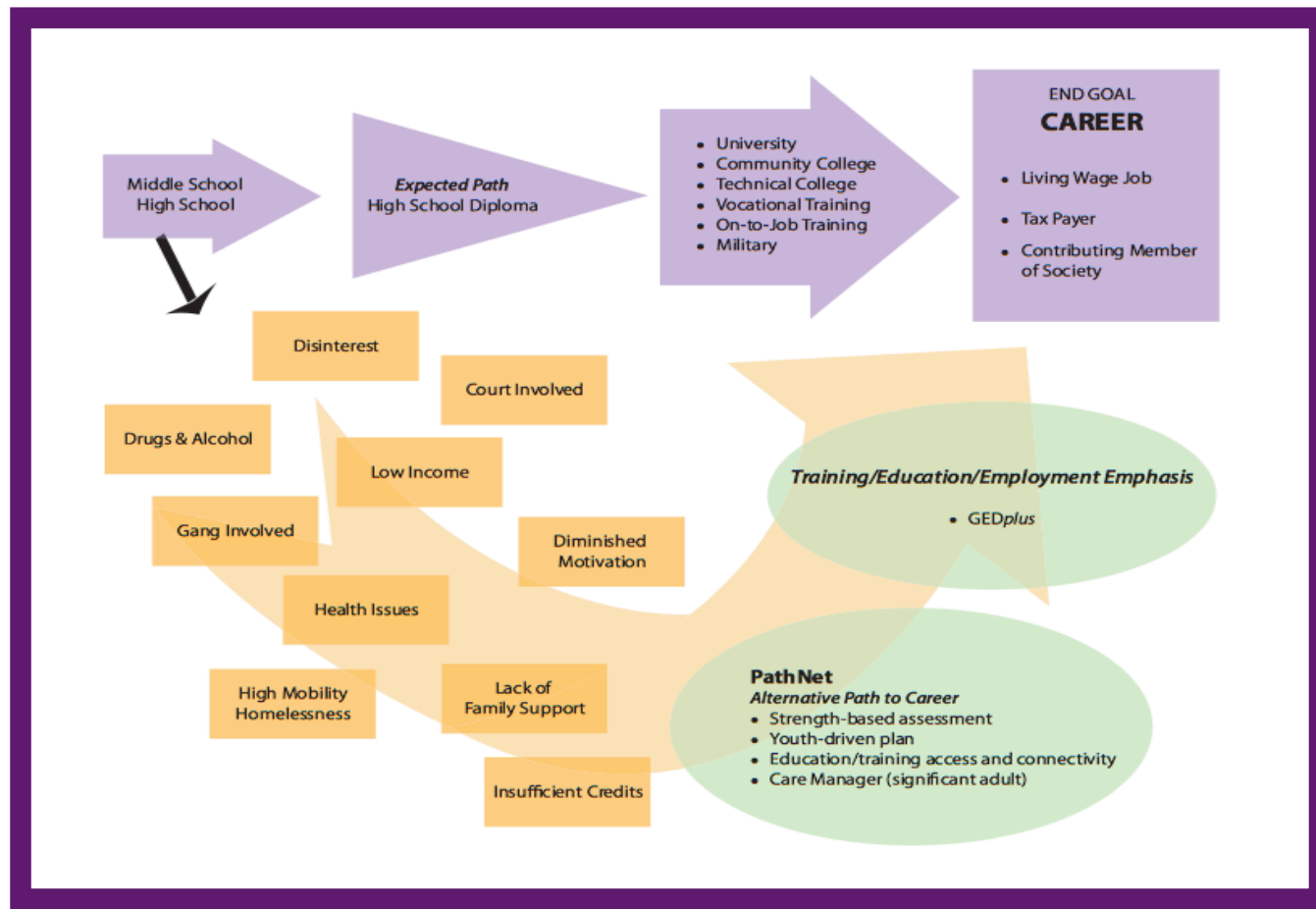
Apprenticeship: A Pathway to Educational Engagement

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WHO ARE WE TALKING ABOUT?





WHAT IS THE END-GOAL?

- Youth might say “get a car”, “have a boyfriend or girlfriend”, “join a gang”, “get a job”.
- Teachers might say “get a diploma”.
- Counselors might say “stay out of trouble”
- These types of answers are, in most cases, stepping stones to a common end goal which is...



A LIVING/FAMILY-WAGE JOB AND CAREER



WHAT IS ONE REENGAGEMENT APPROACH?

- Change how we view the youth.
- Change the way the youth views themselves.
- Provide adult support in the transition.
- Connectivity to Apprenticeships as a way to reach the end goal.



"Student-First" Approach: A Paradigm Shift for Professionals Working with Children and Young People Involved with the Juvenile Justice System

By Leigh Mahoney and John Mick Moore

A STUDENT-FIRST APPROACH

A young person's primary focus during the early phase of life is to learn—largely in the classroom, but also at home, in the community, with friends and family, from observation and at times, from mistakes. However, most youth involved with the juvenile justice system are not described as students or viewed as learners. Instead, they are identified by institutional terms such as clients or residents, or worse, pejorative ones such as suspects, criminals or delinquents. This reference point is about more than mere language; it represents a significant, albeit subtle, shift in expectations and priorities. When these words are used to describe this population, the primary role of "learner" is not recognized, and the emphasis is not on expectations of educational/vocational success. Instead, the focus is on their level of security, their potential for harm, and their likelihood of recidivism.

While these are all important considerations, if this population is to be empowered to become independent citizens, capable of supporting themselves and their families, those who work with them must approach them as students first—students who have made mistakes, students with challenges, students in need of assistance. Like all students, they are learning to manage a still-developing set of executive functions and sense of self. In addition, though, many of these students also grapple with disabilities, disadvantage, and/or the inequities brought on by disproportionately harsh responses to their transgressions. None of these should diminish their right and opportunity to access an education and career.

Terminology Matters

There is a growing tendency to use the term "learner" rather than "student" to reflect an awareness that learning happens everywhere, and is not confined to traditional schools—often a wise and appropriate observation. The choice to use "students first" to describe this approach is a deliberate one, intended to convey that these young people require learning environments, whether in the classroom, in the field or on the job, that are formal, thoughtful, and well-designed. Learning, on the other hand, is an instinctive, organic process that can occur anywhere, originates with the learner and can happen whether an instructor is present or not.

The term "student" not only expresses a more direct connection to formal learning but also emphasizes the need for a responsible adult who serves as an advisor, mentor, instructor or teacher. While learning, and the learner, are of utmost importance to any educational/vocational endeavor, the term "student" reminds us of our responsibilities to that learner's growth and preparation for an independent adulthood, irrespective of justice involvement.

CHANGE HOW WE VIEW THE YOUTH



CHANGE THE WAY THE STUDENTS VIEW THEMSELVES

A current strength-based assessment

- An assessment that is presented to the youth in a strength-based manner allowing the youth to realize his or her many strengths.
- Self-image and attitude improves.



STIMULATE THE TRANSITION

A Student-Driven plan:

- Our mantra: “no plan, no hope.”
- Student drives the plan (based on the strength-based assessment).
- Plan is shared with all providers and family.
- Plan can change (how many majors did you have in college?)



PROVIDE ADULT SUPPORT IN THE TRANSITION

Care Manager

- An adult who cares for the student.
- Reversing a significant cause of disengagement.
- Can be a teacher, probation counselor, mental health specialist, relative, neighbor, friend, minister and/or you and me!



CONNECTIVITY TO THE RIGHT EDUCATIONAL/VOCATIONAL PROGRAM FOR THE STUDENT

- Student-driven plan drives the connection.
- Education and employment options are identified as part of the student's network.
- GED*plus* allows the student to qualify for apprenticeships



- Defined as a GED plus an immediate connection to the next educational/vocational step (e.g., community college, certificate program, vocational training, etc.) that leads to an end-goal of a living-wage job and career.



PATHWAY THROUGH APPRENTICESHIP

A community college-based program that pairs an apprenticeship instructor with a *GEDplus teacher* to *contextualize the general education content to enable entrance into an apprenticeship program.*



WHAT IS REGISTERED APPRENTICESHIP?

- Registered apprenticeship programs combine paid on-the-job training (OJT) and related supplemental instruction (RSI) under the supervision of a journey-level craft person or trade professional in which workers learn the practical and theoretical aspects of a skilled occupation.
- Apprenticeship programs are regulated by the WA State Apprenticeship Training Council/Department of Labor & Industries & DOL Apprenticeship.
- Apprenticeship starts with an employer and a Job!

Core Components of Registered Apprenticeship



Employer Involvement

- Employer is the foundation
- Must be directly involved
- Must provide paid on-the-job learning



Structured, Paid On-the-Job Learning

- Minimum of 2,000 hours
- Structured and supervised



Job Related Educational Instruction

- 144 hours recommended per year
- Parallel, Front-loaded, Segmented options



Rewards for Skill Gains

- Increase in skills and competencies tied to increased earnings



National Occupational Credential

- Portable, industry-recognized credential
- Certifies an individual is at the full performance level for the occupation



Registered apprenticeship has been utilized to meet the needs of the American workforce for over 75 years

- **Current Interest**

- Companies facing complex workforce challenges in increasingly competitive markets
- Aging workforce of highly-skilled and experienced workers
- Attracting new and diverse talent pools
- Closing gaps in workers' skills and credentials
- Investing in talent that can keep pace with latest industry advances
- Providing a second chance for youth and young adults
- Implementing workforce training models that effectively develop and "skill up"

WHAT IS APPRENTICESHIP – REALLY ?

Approach: 90/10

10% Related Instruction (RSI/RTI)

- Theory behind on-the-job training
- One night a week, block scheduled, up front
- Elements of hands-on training
- Locations:
 - Community and Technical College campuses
 - Employer sites
 - One Stops
 - High Schools & Skills Centers

APPRENTICESHIP OR WORKBASED LEARNING

Apprenticeship

- Combines **classroom training** with **on-the-job paid training** with **prevailing rate wage progression**.
- Results in a **credential/journey card** that is recognized throughout the country. In Washington State, apprentices also get **college credit**.
- (Depending on the trade) lasts from one year to five years, but averages about four years.
- Can be **union or non-union**, depending upon the apprenticeship sponsor.

Workbased-Learning/Customized Program

- Combines **classroom training** with **paid on-the-job training** with **consideration for wage progression**.
- Results in **industry credential** many receive **college/high school credit**.
- Program ranges from **one year to five years** generally 2 years.
- Employer, professional group, CBO/Intermediary, or college **sponsored**.



VALUE OF APPRENTICESHIP

- A paycheck from day one, guaranteed to increase over time as new skills are learned – *Apprentices earn approximately \$300,000 more over their career than non-apprenticeship participants*
- Hands-on career training in a wide selection of programs
- An education, college credit, and degree pathways
- A career once apprenticeship is completed, with a competitive salary, and little or no educational debt
- Apprentices can also earn medical and pension benefits
- Apprentice wages increase with skill and experience.
- Nationwide portability and broad recognition of skills



APPRENTICESHIP OCCUPATIONS IN WASHINGTON

- Predominately in the building & construction trades:
 - Carpenter, Plumber, Electrician, Sheetmetal, Laborer, Operating Engineer, Elevator Constructor, Cement Mason, Ironworker, Painter, Glazier, Bricklayer, Sprinkler fitter, Roofer, etc.
- Apprenticeships are also available in:
 - Aerospace, Machinist, Advanced Manufacturing, Mechanic, Graphic Arts, Fire/Medic, IT, Healthcare, Baker, Meat Cutter, State Patrol Trooper, Embalmer, Para educator, etc.
 - Advanced Manufacturing, Production Technician – High School Apprenticeship



FUTURE APPRENTICESHIPS

- Expanded Healthcare
- Finance
- Insurance
- Banking
- Public Sector
- Supply Chain

WASHINGTON STATE

- Nearly 800 Approved Occupations
- 190 Approved Programs
- All programs in agreement with JATCs
- Serving Union, Non-Union and Federal
- Pre-Apprenticeship programs in Colleges, Non-Profits and High Schools



WA STATE APPRENTICE DEMOGRAPHICS

- **Active WA State Registered Apprentices - April 2017 to June 2017:**


- Total apprentices – 13,480
- Minority – 3,818 (28%)
- Female – 1,099 (8%)
- Veteran – 1,463(11%)
- *Employment Rate – 76%
- *Annual Earnings - \$48,800
- *Return on Investment - \$106 to \$1



COMPENSATION

- The average starting wage of an apprentice is between 50 – 60% of a journey workers wage
- Apprentices usually earn a raise every six months if training and school performance is satisfactory
- In construction, the minimum starting or prevailing wage is \$17.48





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GENERAL ENTRANCE REQUIREMENTS FOR APPRENTICESHIP

- Have a GED or High School Diploma
- Be able to pass a drug and alcohol screen
- Have a valid drivers
- Be at least 18 years old (Except High School Apprenticeship)
- Reliable transportation
- Work well with others
- Follow directions
- Have a good work ethic
- Be able to work indoors/outdoors in all kinds of weather (Construction/Utilities)
- Good critical thinking and math skills



WHAT IS PRE APPRENTICESHIP?

- Pre Apprenticeship (PA) programs are education based and endorsed by one or more registered apprenticeship sponsors that focus on educating and training students to meet or exceed minimum qualifications for entry into RA.
- WA State Apprenticeship & Training Council approves PA programs that meet review criteria.
- PA programs seek to articulate and align with apprenticeship programs by aligning core competencies



PRE-APPRENTICESHIP IN WASHINGTON INCLUDES

- Alignment of core competencies with RA
- Incorporates safety training
- Focus on employability
- Outreach to diverse populations
- Try-A-Trade
- Incorporate physical fitness
- Usually includes work rotation
- Math skills
- Soft skills
- Formal articulation agreement with apprenticeship programs

WASHINGTON PRE APPRENTICESHIP EXAMPLES

- Apprenticeship and Nontraditional Employment for Women - ANEW
- AJAC Industrial Manufacturing Academy – Georgetown, Bates
- Pre-Apprenticeship Construction Training (PACT) – SVI
- Youthbuild – Georgetown
- Pre-Apprenticeship Construction Education (PACE) – WSBCTC
- Puget Sound Skills Center - Construction
- Tulalip TERO Vocational Training Center – Georgetown, Renton



Apprenticeship in high school

Employers



High School

Dual enrollment



High school student



College

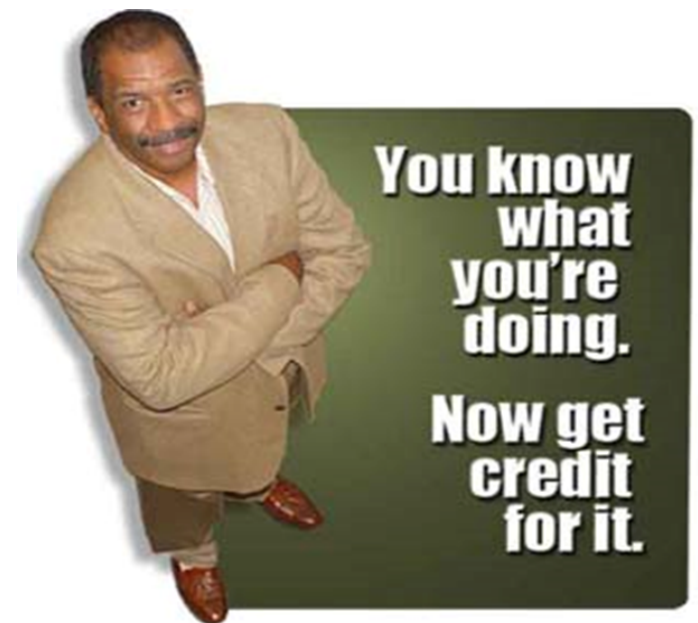
**Registered
Apprenticeship and CTE**

**College credits and industry
credentials**



APPRENTICESHIP AND COMMUNITY COLLEGE DEGREES

- Apprenticeship programs are comprehensive and rigorous - worthy of college credit
- Industry partners requesting degree option
- Degrees can offer individuals:
 - Career advancement
 - Higher earnings and less unemployment
 - Personal satisfaction



Pathway to a Bachelors in Seattle Colleges

Pre-Apprenticeship

19-28 credits
(Math included)
3+ industry certificates

Apprenticeship & AA
Degree

70 credit block
20 General Ed

BAS Degree

Journey
60 upper division
Needed Gen Ed Electives



SOUTH SEATTLE COLLEGE
One of the Seattle Colleges

FOR MORE INFORMATION

- Student First Approach, Mahoney & Moore - <https://rfknrcjj.org/wp-content/uploads/2018/04/Student-First-Approach-A-Paradigm-Shift-for-Professionals-Working-with-Children-and-Young-People-Involved-with-the-Juvenile-Justice-System.pdf>
- DOL Top 5 Facts You Should Know About Apprenticeship Video - <https://www.youtube.com/watch?v=PPhZKfXqLZQ&feature=youtu.be>
- SBCTC Centers of Excellence
www.sbctc.edu/for-employers/centers-of-excellence.aspx
- US Department of Labor - www.dol.gov/apprenticeship/toolkit.htm
- SBCTC Apprenticeship – www.sbctc.edu
- WA State Department of Labor & Industries
www.lni.wa.gov/tradeslicensing/apprenticeship
 - www.exploreapprenticeship.wa.gov

LAST THOUGHTS

“Opportunity is missed by most because it comes dressed in overalls and looks like work.”

Thomas Edison

