



CAPE - Youth

CENTER FOR ADVANCING POLICY
ON EMPLOYMENT FOR YOUTH

Expanding Apprenticeships as a Career Pathway for Youth and Young Adults with Disabilities

WELCOME



**Enmanuel Gomez
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Policy Analyst, The Council of
State Governments

The Center for Advancing Policy on Employment for Youth (CAPE-Youth)

CAPE-Youth was created in 2019 by the United States Department of Labor. It seeks to improve employment outcomes for youth and young adults with disabilities by helping states build capacity in their youth service delivery and workforce systems.

Partners

CAPE-Youth is a collaboration between the U.S. Department of Labor's (DOL) Office of Disability Employment Policy (ODEP) and:



**The Council
of State
Governments**

ILR Yang-Tan Institute

The center is fully funded by the United States Department of Labor's Office of Disability Employment Policy in the amount of \$5 million under Cooperative Agreement No. OD-33982-19-75-4-21

Housekeeping

- Auto caption and ASL will appear on the screen.
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 - <https://www.streamtext.net/text.aspx?event=CFI-CSG>
- Please submit any questions (including about technical issues) in the chat

Opening Remarks (1 of 2)



Carolyn Jones

Senior Policy Advisor

U.S. DOL Office of Disability Employment Policy

Opening Remarks (2 of 2)



Stephanie Rodriguez, PhD

Senior Workforce Fellow
U.S. Department of Labor



- Part of U.S. Department of Labor
- Non-regulatory
- Promotes policies and coordinates with employers and all levels of government to increase workplace success for people with disabilities
 - Mission: To develop and influence policies that increase the number and quality of employment opportunities for people with disabilities

dol.gov/odep



85th Anniversary of the National Apprenticeship Act

- In 1937 Congress enacted the National Apprenticeship Act (NAA) also known as *Fitzgerald Act*.
- NAA regulates apprenticeship and on-the-job training programs.
- NAA is administered by the Department of Labor.
- Registered Apprenticeship Programs began by primarily supporting workers in the skilled trades.

Source: <https://www.govinfo.gov/content/pkg/COMPS-3091/pdf/COMPS-3091.pdf>

FY 2021 Data and Statistics (1 of 2)

Registered Apprenticeship National Results Fiscal Year (FY) 2021 10/01/2020 to 9/30/2021

APPRENTICESHIP CONTINUES TO DEMONSTRATE STRONG GROWTH

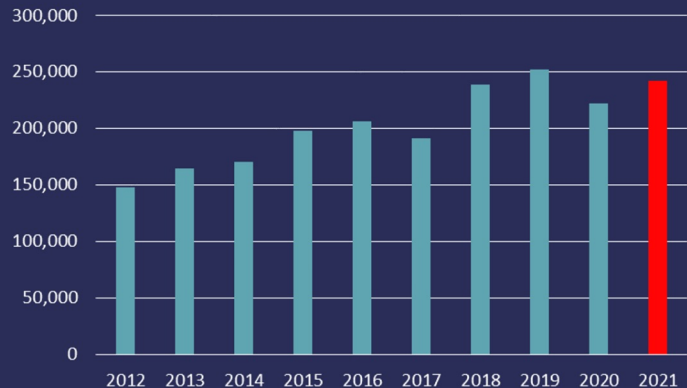
64%

Growth in New Apprentices Since 2012

Key Facts

- 2 million+ new apprentices since FY12
- 22% more active apprentices than the previous 10-year average (593,000 vs. 484,000)
- 396,000+ participants completed an apprenticeship in the last five years
- 14,700+ new apprenticeship programs created in last five years

Annual New Apprentices



Source: U.S Department of Labor - Employment and Training Administration

FY 2021 Data and Statistics (2 of 2)

- In FY 2021, more than 241,000 new apprentices entered the national apprenticeship system.
- 96,000 apprentices graduated from the apprenticeship system in FY 2021.
- There were nearly 27,000 registered apprenticeship programs active across the nation.
- 2,879 new apprenticeship programs were established nationwide in FY 2021.

Apprenticeship Overview and Policy Considerations



Sydney Blodgett

Program Manager, The Council
of State Governments

What are apprenticeships?

Apprenticeship is a job, an industry-driven, high-quality career pathway where individuals can obtain paid work experience, classroom instruction and a portable credential.



Understanding Accessible Apprenticeships (1 of 5)

- Apprenticeships are a proven strategy for increasing labor force participation rates and lowering unemployment rates for Y&YADs.
- By creating and fostering accessible and inclusive apprenticeships, states can increase opportunities for Y&YADs and encourage economic growth.
- Inclusive apprenticeships can upskill the workforce and engage new talent in the labor force.



Understanding Accessible Apprenticeships (2 of 5)

Different types of Apprenticeships

- Pre-apprenticeships
- Registered Apprenticeships (paid)
- Non-Registered Apprenticeships (paid or unpaid)

Understanding Accessible Apprenticeships (3 of 5)

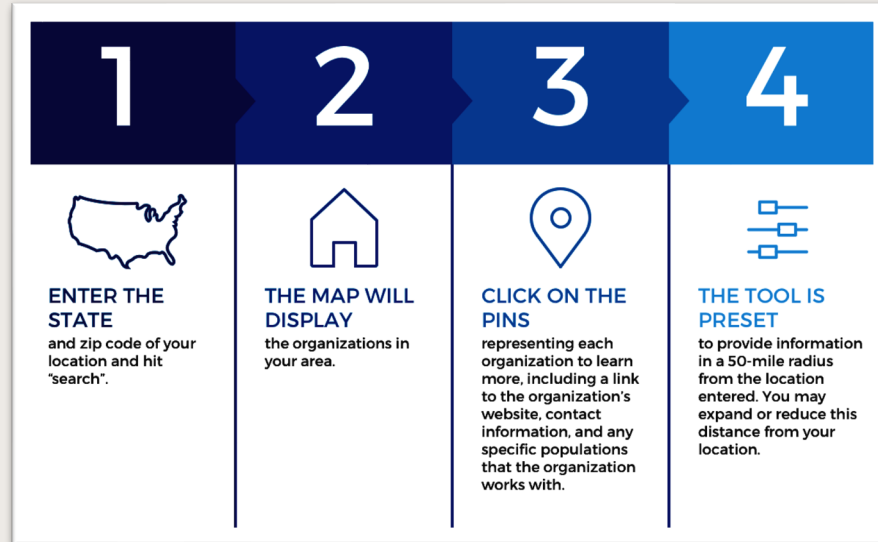
**How can states benefit from
promoting apprenticeships?**

Understanding Accessible Apprenticeships (4 of 5)

Resources:

A valuable resource for apprenticeship program sponsors, is the **Universal Outreach Tool** that provides an online mechanism for finding diverse candidates for apprenticeships.

How does the Universal Outreach Tool work?

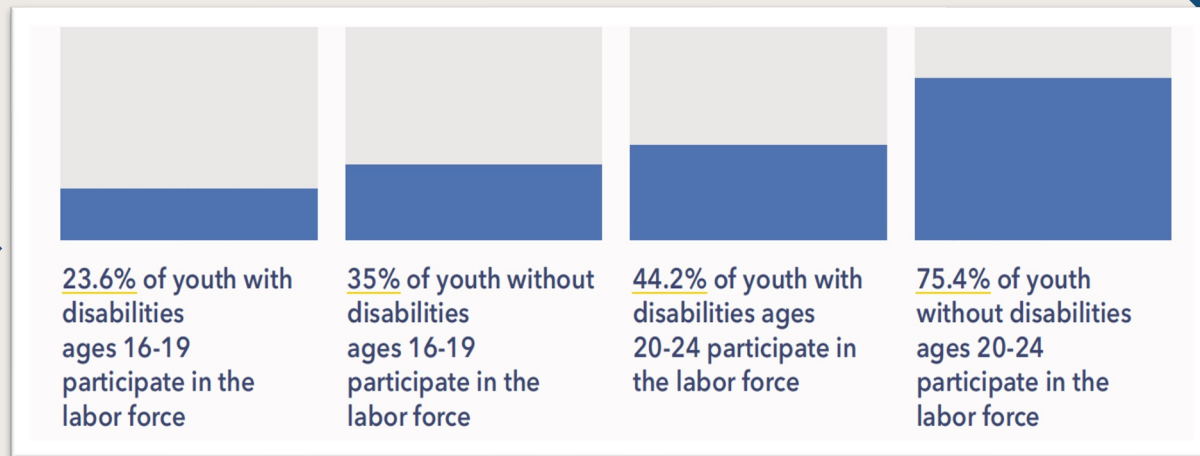


Source: U.S Department of Labor - Employment and Training Administration

Understanding Accessible Apprenticeships (5 of 5)

Apprenticeship programs remain an underutilized career pathway especially for underrepresented populations, including Y&YADs.

Y&YADs face lower labor force participation rates than their peers without disabilities. →



Source: U.S Department of Labor FY 2019 Data and Statistics

State Strategies for Fostering Inclusive Apprenticeships (1)

- 1 Utilize incentives to encourage pre-apprenticeship programs and apprenticeship sponsors to foster and instill inclusivity.
- 2 Encourage collaboration among state agencies, industry, and apprenticeship intermediaries in developing inclusive apprenticeships and recruiting individuals with disabilities to take part.
- 3 Evaluate Y&YAD participation in apprenticeship programs to use data-based decision making to improve enrollment and retention.
- 4 Provide wraparound services and supports for apprentices and apprenticeship programs.
- 5 Facilitate state agencies to act as model employers for Y&YAD apprentices.

State Strategies for Fostering Inclusive Apprenticeships (2)

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Expanding Apprenticeships as a Career Pathway for Youth and Young Adults with Disabilities

By Sydney Blodgett, MPA | March 2022

Summary

In 1997, Congress passed the [National Apprenticeship Act](#) (also known as the [Fitzgerald Act](#)), which authorizes the establishment of labor standards for registered apprenticeship programs. Registered and non-registered apprenticeships come in many shapes and are adaptable to traditional and non-traditional industries and occupations. Traditional apprenticeship occupations have been mainly in skilled trades such as carpentry, electrical, and plumbing. Today, apprenticeships span across non-traditional industries such as information technology (IT), health care, and green energy. This brief highlights the benefits of apprenticeships, including pre-apprenticeship, registered and non-registered apprenticeship programs as a viable career pathway for career seekers with disabilities.

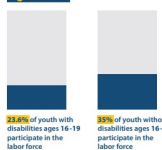
Apprenticeships have seen substantial growth since 2009 in terms of participant numbers and types of industries. In 2021, there were 636,515 active apprentices increased by 39%. However, apprenticeship programs remain an underutilized career pathway especially for underrepresented populations, including youth and young adults with disabilities (YVADs). Results from youth

apprenticeship programs show that they can "advance strong employment and earnings outcomes for participants and ease the school-to-work transition."

"YVADs have lower labor force participation rates than their peers without disabilities."

Youth Workforce Participation

Ages 16-19



Policy Considerations

1. Utilize incentives to encourage pre-apprenticeship programs and apprenticeship sponsors to foster and instill inclusivity.

States can utilize a variety of funding mechanisms to encourage apprenticeship program sponsors to reach a larger and more diverse pool of apprentices, including underrepresented youth, including YVADs. Options include:

- Allocating funding for:
 - Training and tuition costs;
 - Additional recruiting, placement, and support services; and
 - Upskilling incumbent workers;
- Providing tax incentives to employers who hire underrepresented youth as apprentices; and
- Allocating funding to provide simple and streamlined grants through economic development efforts for employers and apprenticeship programs engaging in inclusive apprenticeships.

It is critical for states to consider the ease of access and use of these incentives and funding mechanisms, so employers and apprenticeship sponsors view them as a viable option.

State Examples

New Jersey's Youth Transition to Work (JTWW) Program provides multiple financial incentives for employers hiring youth apprentices, emphasizing targeted industries such as health care, information technology (IT), and public service. These financial incentives include reimbursements for apprenticeship training expenses, 50% wage reimbursements for all participating apprentices, and a tuition reimbursement of up to \$200 per apprenticeship credit hour. Registered apprenticeship programs that conduct outreach and serve targeted populations (including youth with disabilities) receive priority funding.

New York's Empire State Apprenticeship Tax Credit provides a tax credit to all employers participating in registered apprenticeship programs. However, employers hiring disadvantaged youth receive a higher tax credit. Disadvantaged youth include, among other groups, individuals with disabilities referred by a New York rehabilitation agency or an employment network under the [Ticket to Work Program](#).

States are utilizing American Rescue Plan Act (ARPA) dollars for apprenticeship expansion.

Vermont House Bill 439 allocated \$2 million of ARPA funds for the expansion of registered apprenticeship enrollment in current or new programs.

State Examples

Delaware's PIPELINE to Career Success for Students with Disabilities project is a collaboration among three Delaware state agencies (Departments of Education, Labor and Health, and Social Services) and the National Alliance for Partnerships in Equity. The project is analyzing the level of participation of students with disabilities in work-based learning opportunities, including pre-apprenticeships and registered apprenticeships. Three Delaware school districts participated in a first-year pilot in which educators, VR counselors and other stakeholders sought to align strategies and implement solutions around increasing the number of students with disabilities in work-based learning and career pathways.

Oregon's Workforce Innovation and Opportunity Act (WIOA) Plan specifically identifies issues and outlines how agencies can strategize to make apprenticeships more inclusive and useful in the state. The WIOA Plan states, "Vocational Rehabilitation (VR) and the Oregon Commission for the Blind (OCB) are reviewing strategies to utilize services that will impact apprenticeship and pre-apprenticeship programs. Historically, apprenticeships in Oregon do not align with VR timelines and often have challenges around accessibility, but this is being evaluated programmatically due to new expectations. VR/OCB program services may very well have the most impact when it comes to providing pre-apprenticeship work for youth with disabilities so that this group has the opportunity to prepare for future apprenticeship opportunities should the individual choose to do so."

Supportive services are a program element for the WIOA youth program. These services enable an individual to participate in WIOA activities (such as, but not limited to, assistance with transportation, childcare, housing, health care, educational testing, and work-related tools).¹⁹

4. Provide wraparound services and supports for apprentices.

YVADs benefit from a variety of wraparound services and supports that aid their ability to find and maintain work.²⁰ By removing barriers to workforce entry, such as access to transportation or childcare, more YVADs can use apprenticeships as a viable career pathway. States also can provide

flexible and personalized services to prepare YVADs to effectively participate in apprenticeships, leading to successful employment. These services include:

- **Job shadowing** is an opportunity for a youth to accompany an employee during their work to learn more about an occupation;
- **Employability training** helps YVADs develop [employability skills](#), including personal and interpersonal skills such as critical thinking, communication, resource management, etc.;
- **Mentorship/Peer support** to youth can gain advice and guidance from a mentor or peer with lived experience; and
- **Social Security Insurance and benefits counseling** for YVADs as they navigate public and private benefits programs and barriers that make it more difficult to obtain or advance in employment.

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Conclusion

YVADs are [unemployed and underemployed](#) at higher levels than their peers without disabilities.²¹ Apprenticeships can help bridge this gap and strengthen state workforces by closing skill gaps. State policymakers can take several approaches to promote and expand inclusive apprenticeships, including utilizing incentives, increasing

collaboration, evaluating YVAD participation in apprenticeships, providing wraparound supports and services, and facilitating state agencies to act as a model employer for YVAD apprentices. To learn more about inclusive apprenticeships for YVADs, visit [capouth.org/apprenticeships](#), [inclusiveapprenticeships.org](#), and [apprenticeship.gov](#).

Acknowledgements

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Expanding Apprenticeships as a Career Pathway for Youth and Young Adults with Disabilities

Delaware's PIPEline to Career Success for Students with Disabilities



**Mimi Lufkin, CEO Emerita
National Alliance for
Partnerships in Equity**



**Dale Matusevich, Director,
Exceptional Children
Resources, Delaware
Dept. of Education**

GROUNDING ACTION

No one is better situated to speak to the problems within CTE and education in general than the very students and families experiencing depressed outcomes; their expertise will guide us to the solutions we need.



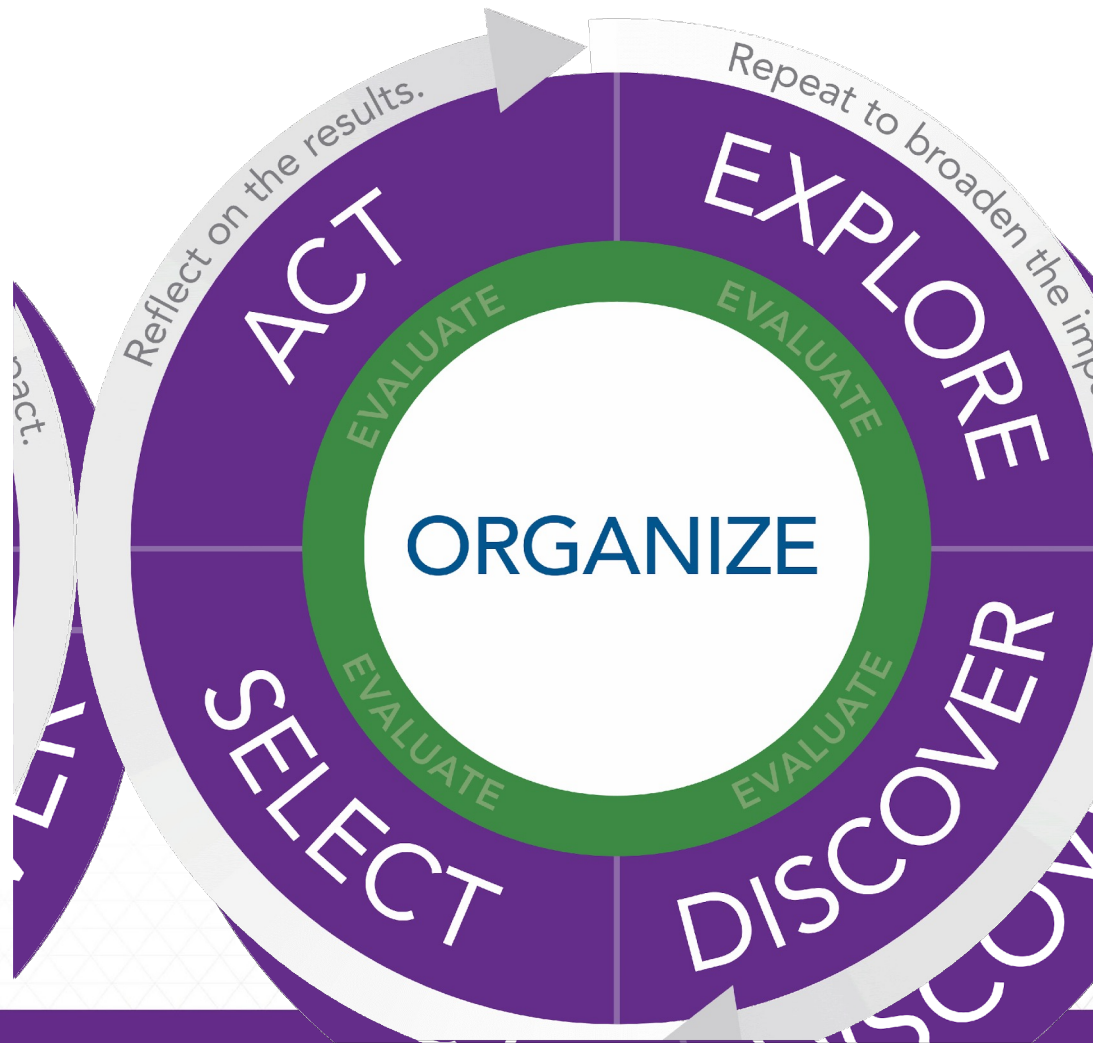
EQUITY PRINCIPLES

ASSET ORIENTATION

With an asset perspective, students' cultural differences are perceived as beneficial to the learning environment, as opposed to a deficit perspective, when cultural differences are perceived as detrimental.

SYSTEMS ARE NOT NEUTRAL

An equity lens understands that institutions are not neutral and that inequitable outcomes strongly predicted by group membership (e.g., ability, race, language) are signs of biased mechanisms.



Program Improvement Process for Equity

- Year-long professional development program
- 3.5 days of training face-to-face; ten 90 min. virtual sessions
- Monthly technical assistance meetings
- Diverse team development
- Inclusion of students on the team
- Data collection, visualization and gap analysis
- Root cause action research
- Strategy implementation and evaluation



Review Research Summary

*Available at
napequity.org*



PIPEline to Career Success for
Students with Disabilities
ROOT CAUSES & STRATEGIES



Authors: Carol Burbank, PhD and George Tilson, EdD

A Publication of the National Alliance for Partnerships in Equity Education Foundation ©2019

Learning about equity in youth apprenticeships

Understanding the difference between equity vs equality

Understanding the impact of cultural stereotypes, implicit bias and the effect of micromessages on students

LEADS TO
EFFORTS AROUND

Access

Belonging

Continuous Improvement

WHICH RESULTS IN

Student success

Apprenticeship program success

Employee pipeline retention



EQUITY IN YOUTH APPRENTICESHIP PROGRAMS



www.napequity.org [f](#) NAPEquity [t](#) @NAPEquity [v](#) NAPEquityTV

What are our Pilot Sites saying?

“Provides an organized structure for accomplishing the work.”

“Aligns the goals of the district to the PIPEline initiative.”

“Stakeholder engagement is good because teachers/businesses want to better understand how to work with this population of students.”

“Evidence of the work provides stakeholders with proof of real impact for students.”

“Focuses effort among different departments within the school district central office and aligns to the School Success Plan.”



How are our Pilot Sites doing?

- Increased middle-school Career and Technical Education (CTE) completion from 66% to 82% in one year.
- Increased students with disabilities enrollment in CTE programs aligned with their Individualized Education Program (IEP) goals from 72 to 133 students in one year.
- Reduced the percentage of students with disabilities enrolled in CTE programs that did not match their IEP goals from 38.7% to 19.4%.
- Increased the percentage of students with disabilities approved for work-based learning from 0% to 7.9% .
- Increased work-based learning participation for students with disabilities from 0% participation to 3% .
- Increased participation in work-based learning from 0 to 7 students with disabilities.
- Increased the percentage of students with a disability who receive an industry credential from 0% to 2%.



Cross Agency Collaboration

- The Key to making it all work
- Relationships, trust, communication
- Outside Agencies ARE team members
 - Division of Vocational Rehabilitation (DVR)
 - Division on Developmental Disabilities Services (DDDS)
 - Division for Visual Impairments (DVI)



Agency Collaboration Impacts

- Shared funding
- Impacting each other's data
- Data sharing agreements
- Agency personnel in front of local education agency (LEA) staff earlier and across more environments
- Improved communication across agencies



What Are We Seeing

- Instructional Technology
 - Graphic Organizers for CTE teachers
- Professional Development
 - District wide professional development (PD) for CTE teachers about IEPs, Accommodations and Modifications
 - Lesson planning workshops for CTE teachers with a focus on students with disabilities (SWD)
 - Joint presentations with agency and LEA personnel to Chamber of Commerce and community



Continued Impacts (1 of 3)

PIPEline brought School administrators and CTE staff to the table with State Agencies

- Common goal to increase work-based learning for students with disabilities.
- School Strengths- Strong relationships with student and family, access to IEP team members and support services, oversee student schedule, lesson planning and delivery
- School Challenges - staff time available to support students with disabilities in WBL, expertise of staff in providing WBL and employment readiness to SWD.



Continued Impacts (2 of 3)

- DVR Strengths - Expertise of supporting SWD in work-based learning, business engagement, coordinating natural supports and accommodations
- DVR Challenges with WBL- getting referrals and coordination with students schedules/IEP goals.
- Collaborate to create a new WBL Specialist to provide Pre-Employment Transition Services (Pre-ETS) to promote competitive integrated employment.



Continued Impacts (3 of 3)

- Expand services
 - Students in 18 to 21 programming
- Students will be supported to develop relevant and transferable skills and knowledge so that they are better able to make knowledgeable career preparation decisions, and they are ready to perform and effectively compete in a global economy.



Continued Impacts (Cont'd)

- Position will be a district employee under CTE program, but the jointly created job description and memorandum of understanding (MOU) provide a framework for service delivery and supervision, by both VR and the LEA.
 - Implement work-based learning in Career and Technical Education Pathways
 - Provide Pre-ETS services
- Position will support SWDs across all three High Schools



“Never doubt that a small group of thoughtful committed people can change the world. Indeed, it is the only thing that ever has.” ~Margaret Mead



N A P E

PIPEline to Career Success for Students with Disabilities

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The Ohio Vocational Apprentice Program



**Jon Hackathorn, Business
Relations Manager
Employer and Innovation
Services**



**Opportunities for Ohioans
with Disabilities**

The Ohio Vocational Apprentice Program

CAPE Youth Expanding
Apprenticeship Webinar

August 3, 2022



**Opportunities for Ohioans
with Disabilities**

Ohio's Workforce Development Agency for People with Disabilities (1 of 2)

**Bureau of Vocational Rehabilitation
(BVR)**

**Bureau of Services for the Visually
Impaired (BSVI)**

**Division of Disability Determination
(DDD)**

**Division of Employer and Innovation
Services (EIS)**



Opportunities for Ohioans
with Disabilities

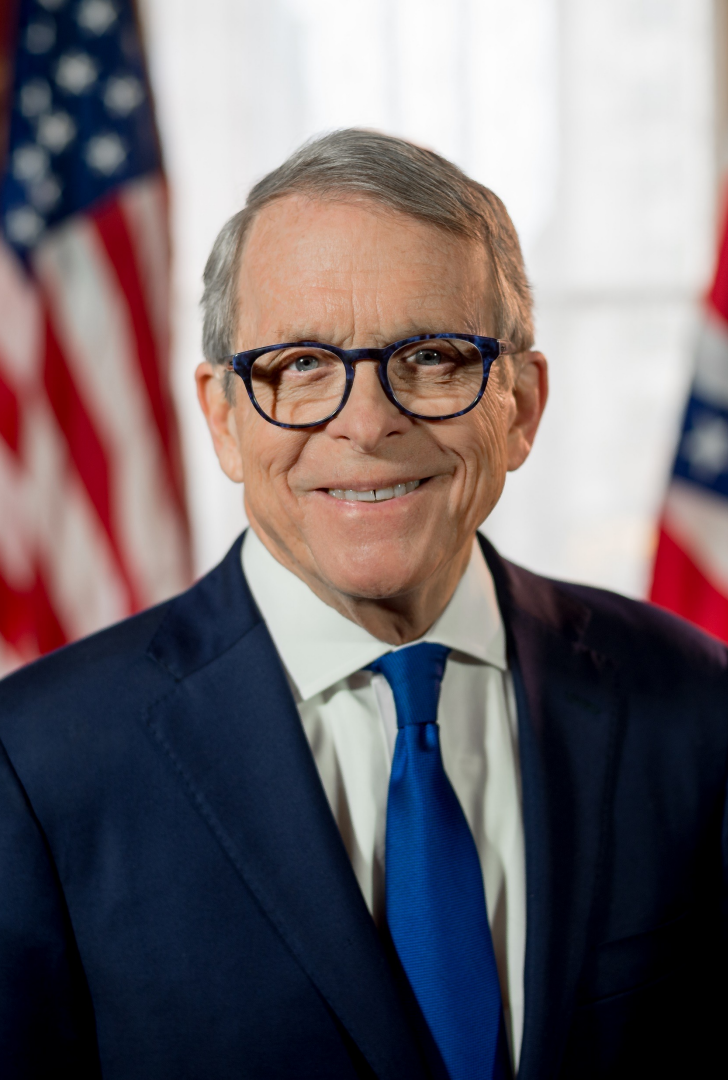
Ohio's Workforce Development Agency for People with Disabilities (2 of 2)



OOD Works

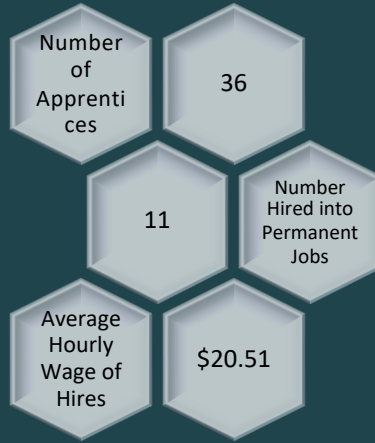


Opportunities for Ohioans
with Disabilities



Executive Order 2019-03D

- Created State ADA Coordinator position
- Disability Etiquette and Awareness Training
- Ohio College2Careers
- Ohio Vocational Apprenticeship Program



2021: Expansion of program to Ohio General Assembly and affiliated divisions through Ohio Developmental Disabilities Council grant

Ohio Vocational Apprentice Program



- Launched Fall 2019 to support Governor DeWine's Executive Order
- OOD funds wages up to \$15/hour for up to 1,000 hours
- Positions align with careers in state government – HR, IT, Fiscal, Customer Service, Communications, Office Professional, Mailroom, and others
- Goal is permanent employment upon completion

Ohio Vocational Apprentice Program



Ohio Vocational
Apprenticeship Program

Expanding OVAP in Ohio State
Government



Opportunities for Ohioans with Disabilities

A wide-angle photograph of the Cleveland skyline at dusk. The city's lights are reflected in the water of the Cuyahoga River. A multi-arched bridge spans the river in the foreground. The sky is a mix of orange, pink, and blue.

Any Questions?

Jon Hackathorn
Business Relations Manager
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Panel Discussion

Participant Questions

Resources

- **CAPE Youth Resources:**

- [Apprenticeship Web Page](#)
- [National Apprenticeship Week](#)
- [Promoting and Maintaining Career and Technical Education for SWD](#)

- **Additional CSG Resources:**

- [The Future of Apprenticeship: Inclusion, Expansion, and the Post-Pandemic World of Work](#)
- [Work-Based Learning Experiences](#)
- [The Future of the Workforce](#)
- [Work Matters](#)
- [Utilizing Public Sector Apprenticeships to Improve Employment Outcomes](#)
- [Inclusive Apprenticeships: How States are Supporting Skills Training for People with Disabilities](#)
- [Building Resilience: How Inclusive Apprenticeship Programs Are Responding to COVID-19](#)

Contact Us:

- Questions about Apprenticeships?

Contact Sydney Blodgett at sblodgett@csg.org

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General CAPE-Youth Inquires

- If you are interested in learning more about our work or participating in our research initiatives, please contact:

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