Expanding Apprenticeships as a Career Pathway for Youth and Young Adults with Disabilities
Enmanuel Gomez Antolinez
Policy Analyst, The Council of State Governments
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.
CAPE-Youth is a collaboration between the U.S. Department of Labor’s (DOL) Office of Disability Employment Policy (ODEP) and:

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

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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
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
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.

Source: U.S Department of Labor - Employment and Training Administration
Apprenticeship Overview and Policy Considerations

Sydney Blodgett
Program Manager, The Council of State Governments
Apprenticeship is a job, an industry-driven, high-quality career pathway where individuals can obtain paid work experience, classroom instruction and a portable credential.
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)
How can states benefit from promoting apprenticeships?
A valuable resource for apprenticeship program sponsors, is the **Universal Outreach Tool** that provides an online mechanism for finding diverse candidates for apprenticeships.

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.
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State Strategies for Fostering Inclusive Apprenticeships (2)

Summary
In 2020, Congress passed the Workforce Innovation and Opportunity Act (H.R. 2932, PL 116-9), which included provisions to expand the American Job Center network and increase participation in workforce training programs. The expanded reporting requirements in the law provide the opportunity for states to examine the effectiveness of implementing strategies to increase job placement rates for youth and young adults with disabilities. This report provides an overview of state strategies for increasing the number of youth with disabilities in workforce training and employment programs. The focus of this descriptive research is on states that have strategies to increase job placement rates for youth and young adults with disabilities. The report includes a description of the strategies employed in each state, including the types of programs and services used to support youth and young adults with disabilities in the workforce system.

Policy Considerations
1. Utilize incentives to encourage program sponsors to foster and maintain disability.
2. Expand eligibility criteria for employment programs to include youth and young adults with disabilities.
3. Implement strategies to improve job placement rates for youth and young adults with disabilities.
4. Provide comprehensive services and supports for apprentices.

State Examples

PA: Pennsylvania's Workforce Development System includes multiple initiatives to support youth and young adults with disabilities in the workforce system.

VA: Virginia's Workforce Development System includes multiple initiatives to support youth and young adults with disabilities in the workforce system.

Conclusion
States are making strides in increasing the number of youth and young adults with disabilities in the workforce system. However, more work is needed to improve job placement rates for youth and young adults with disabilities.

Acknowledgements
The authors would like to thank the National Association of State Workforce Agencies for their support and assistance in collecting data and information for this report.

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
EQUITY PRINCIPLES

GROUNDED 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.

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.
ORGANIZE

SELECT

DISCOVER

EXPLORE

ACT

Reflect on the results.

Repeat to broaden the impact.
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 napeqquity.org
LEADS TO EFFORTS AROUND

Access
Belonging
Continuous Improvement

WHICH RESULTS IN

Student success
Apprenticeship program success
Employee pipeline retention

EQUITY IN YOUTH APPRENTICESHIP PROGRAMS

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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
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
PIPEline to Career Success for Students with Disabilities

Mimi Lufkin
CEO Emerita
National Alliance for Partnerships in Equity
mimilufkin@napequity.org

Dale Matusevich
Education Associate, Secondary and Transition Services
Delaware Department of Education
dale.matusevich@doe.k12.de.us
The Ohio Vocational Apprentice Program

Jon Hackathorn, Business Relations Manager
Employer and Innovation Services
The Ohio Vocational Apprentice Program
Ohio’s Workforce Development Agency for People with Disabilities (2 of 2)
Executive Order 2019-03D

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

Number of Apprentices: 36
Number Hired into Permanent Jobs: 11
Average Hourly Wage of Hires: $20.51

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

Jon Hackathorn
Business Relations Manager
Jon.Hackathorn@ood.ohio.gov
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
  Enmanuel Gomez Antolinez egomez@csg.org

General CAPE-Youth Inquires

- If you are interested in learning more about our work or participating in our research initiatives, please contact:
  
  https://capeyouth.org/
  info@capeyouth.org