**2024**
# CTE Summer Conference
## NAVIGATING THE FUTURE

# Pre-Apprenticeships

- Designed to lead youth or adults into a Registered Apprenticeship Program.

- They can also lead to further training or directly into the workforce.
  - Youth Pre-Apprentice (Ages 16 – 24)
  - Adult Pre-Apprentice (Ages 24 and older)

- Support Models for Pre-Apprenticeships
  - Academic Institutions
  - Company Coalitions
  - Public Entities and Labor Market Intermediaries (Manufacturing Institute, 2014)

- Community-Based Organizations

# Community-Based Organizations (CBOs)

- Case Study – Detroit, Michigan
  - Detroit experienced a terrible economic decline.
  - From the 1950s until 2010, the population decreased by almost 60 percent.
  - Government leadership issued a moratorium on the hiring practices of construction companies.
  - Contractors were required to hire at least 50 percent of their employees from the City of Detroit.
  - The practice caused companies to leave because there were not enough skilled employees to meet the government demand.

# Community-Based Organizations (CBOs)

- Case Study – Detroit, Michigan
  - The Better Men Outreach
    - https://www.thebmoprogram.org/
    - Faith-based affiliated program that connects members with mentors from the community who assist with education and workforce needs.
    - Program that helps men and women develop job skills.
    - Assistance
      - Partner with Job Corps (USDOL)
      - GED and Adult Education
      - Trade School
      - College & University
      - Registered Apprenticeships
      - Pre-Apprenticeships

# Background of the Problem

- Disconnect Between K-12 School Systems and the Workforce
  - Many business leaders do not know how to become involved with the school system.
  - Many school leaders do not know how to connect business partners to the classroom.
- The Lack of Pre-Apprenticeship Data
  - With accurate data, it is easier for workforce development leaders to gauge the effectiveness of a pre-apprenticeship.
- The Need for a Shared Vision
  - Business and educational leaders must work together to address workforce issues.
- Stigma
  - CTE, Apprenticeships, and Community College.

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# Background of the Problem

- Business and educational leaders…
  - Struggle with understanding the purpose of a pre-apprenticeship program.
  - Need a greater understanding of how to start a pre-apprenticeship program and the amount of work involved to sustain one.
  - Get the right people to the table.
- Business and educational leaders must create a partnership structure that meets the needs of each partner while also realizing the broader vision and mission of the established pre-apprenticeship program (Iyer, 2003).

# The Business Need

- Shortage of Workers
  - The overarching need in many business sectors is the shortage of workers (Toner, Lloyd, 2012).
  - Many business owners are struggling to find quality talent.
  - They need employees who are trained and ready for work.

- The Skills Gap
  - Employers cannot find employees with the necessary skills, even for entry-level jobs.
  - They need a pipeline of workers.

# The Business Goals

- To develop a pipeline of quality candidates ready for work.
- To meet a specific industry need.
- To address an equity issue.
  - A goal may be to increase the completion rate for women and minorities.
  - Women and minorities apply and complete apprenticeship programs at a lower rate than their white male counterparts (Helmer, Alstadt, 2013).
- Pre-apprenticeships can address these goals.

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# For the Education Leader

- The purpose of this study is to discover the key partnership roles and responsibilities needed to start and sustain high-quality youth pre-apprenticeship programs.
    - What roles would each partner play in the development and sustainability of the pre-apprenticeship program?
    - What responsibilities would each partner manage within the organizational structure?
    - What skills and traits would leaders need to bring to the table?
    - How would the youth pre-apprenticeship program be evaluated to know if the work was successful?

# Community College Hub

- The community college acts as a hub for the partners who support the youth pre-apprenticeship program.

- The community college is a Registered Apprenticeship with the Department of Labor and serves as this program's business and student liaison.

- Advantages
  - All business functions are housed at the community college.
  - The pre-apprenticeship program can take advantage of the marketing department, finance department, human resources department, etc. to manage most of the business functions needed to operate the program.

# Business Consortium Hub

- The consortium of companies recognized a need in their community to provide a youth pre-apprenticeship program to develop a quality workforce.

- This consortium of businesses has expanded its youth pre-apprenticeship program to serve businesses in a four-county region.

- Advantages
  - Major support from the business community.
  - This model was able to grow so fast because business leaders managed each business function.
  - A marketing representative at a local company provided pro bono marketing work for the program.

# K-12 School System Hub

- The K-12 school system manages a very large portion of the pre-apprenticeship processes.

- The program is led by the Career and Technical Education Director and one of the local business leaders.

- Advantages
  - The students are a captive audience.
  - This model works because those who are reaching out to the students are the leaders of the program.

# Roles and Responsibilities

- Each case in the study identified key roles and responsibilities within the organization that align with the functions of a traditional business model.
  - The roles presented included **leadership, human resources, sales and marketing, finance, customer service, and general management.**
  - Each case discussed succession planning.
  - To identify roles and responsibilities, develop a rubric to evaluate each partner.

# Rubric Example

| Name | Occupation | Asian American | African America | Latino | Native American | White | Age: 25-34 | Age: 35-47 | Age: 47-59 | Age: 60 + | Central CLT | South Meck | North Meck | West Meck | East Meck | Legal | Accounting/Finance | Insurance | Fundraising | Marketing | Sales | Operations | Real Estate | Technology | Education | Event Planning | Human Resources |
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| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | X | | | | | | | | | | X | | | | | | | | | X | X | |
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| | | | | | | X | | | | | | | | | | | X | | X | | | | | X | X | | X |
| | | | | | | X | | | | | | | | | | X | | | | | | | | | | | |
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# The Champion

- The Leadership Function
  - A successful program must have a high-quality champion.
  - The role of the champion is the most important partner needed for a successful pre-apprenticeship program.
  - The champions from each case were described as people who saw the pre-apprenticeship program as a benefit to the community and were willing to assume the leadership responsibility of guiding the program's progress.
  - Each case stressed the importance of having a champion.

# The Champion

- Community College Model
  - The Champion was an Associate Dean of the college.
  - He pursued grant funding to get the program started and took the leadership role.

- Business Consortium Model
  - The Champion was a well-connected leader in the business community.
  - Local business leaders knew her character and her work ethic.

- K-12 School System Model
  - The Champion did not emerge as one person.
  - The Career and Technical Education Director, the president of the pre-apprenticeship program, the career development coordinator, and two business partners made up the five-person champion team.

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# The Business Model

- *Think like a Business. Build Positive Relationships.*
- Customer Service Function
  - Build quality relationships with key partners from the K-12 school system, the community college, companies from various industries, and public community-based organizations.
- Relationships
  - The relationships highlighted in this section were not all positive.
  - All parties must be at the table for the program's success.
    - Academic Institutions
    - Company Coalitions
    - Public Entities and Labor Market Intermediaries
    (Manufacturing Institute, 2014)

# The Business Model

- *Think like a Business. Have an Organizational Structure.*
- Entrepreneurship – How do you start a business?
  - Develop a business plan for the program.
  - Define the program's vision, mission, and purpose.
    - A purpose can be to increase diversity.
    - A purpose can be to increase employment in manufacturing.
    - The students must win, and the business community must win.
- Human Resource Function
  - Identify skills or aptitudes needed to perform tasks.
  - Traits include being trustworthy or untrustworthy, honest or dishonest, or responsible or irresponsible.
  - Needed skills and traits should be included in developing the organizational plan.

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# The Business Model

- *Think like a Business. Establish Processes.*

- Management Function
  - Processes were developed as the need arose.
    - None started their program with a complete Policy and Procedure Manual.
    - They built the plane as they were flying it because they were learning as challenges came to light.
  - Processes were essential to success.
    - How are new leaders onboarded to guide the program?
    - How are companies onboarded to take a pre-apprentice?
    - How is funding managed?
    - How do you market the program to the community and potential pre-apprentices?

# The Business Model

- *Think like a Business. Evaluate Performance.*
  - "Within the early development and maintenance stages of partnership development, feedback is critical; it helps organizational members make sense of intended and actual outcomes" (Amey et al., 2007, p. 11).
  - To grow a youth pre-apprenticeship program effectively, community-based organizations must have a process for evaluation.
- Have Defined Metrics or Key Performance Indicators
  - Percentage of students who completed the program.
  - Number of women and minorities completing the program.
  - Number of businesses that continue to accept students.
  - Align metrics with organizational goals.

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# Key Partnership Roles

- <u>Research Question 1:</u> What are the key partnership roles in high-quality youth pre-apprenticeship programs?
  - Key partners should be recruited to join the community-based organization like a business would look for employees.
  - What do they bring to the table?
  - They must come with a purpose.
    - Solicit members to fill roles that align with business functions such as finance, sales and marketing, public relations, customer service and support, information technology, management, human resources, and talent development.
  - Have criteria for onboarding new members.
  - Use a rubric to identify needed roles.

# Skills and Traits

- Research Question 2: What skills and traits are needed to successfully contribute to the development and sustainability of a high-quality youth pre-apprenticeship program?
  - "Grit"
    - The ability to press through a challenging situation.
    - The word "grit" was not explicitly mentioned in the interviews, but the concept was evident.
  - "Flow"
    - They became lost in the "flow" of their work.
    - They would not take no for an answer.
    - They persisted when times were tough.
    - They got lost in the work.

# Evaluation

- <u>Research Question 3:</u> How are youth pre-apprenticeship programs evaluated?
  - The literature review mentioned several times that community-based organizations traditionally do not have an evaluation process for their program since many of their leaders need proper training in evaluation methods (Carman, 2007).
  - Collecting data is not their strength.

- Program evaluation should align with program goals and objectives.

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# Next Steps

- Develop a Leadership Team.
    - Identify those who would have a vested interest in pre-apprenticeships.
    - Identify the Champion.
    - Develop a vision and mission for the program.
- Create a Business Model/Plan.
    - Select a business model that works for your community.
    - Select specific business functions.
    - Develop a rubric for onboarding partners.
        - What roles and responsibilities are needed?
        - What skills and traits are needed?
    - Develop very specific key performance indicators.
        - Create SMART goals for your organization.
        - Review them consistently.

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# Follow Up

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