


A S C A W E B I N A R S E R I E S



AMERICAN
SCHOOL
COUNSELOR
ASSOCIATION

Promising Practices for High School Apprenticeships

Webinar Presenter: Jennifer Curry
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Promising Practices for High School Apprenticeships

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Learning outcomes:

Participants will be able to:

1. Articulate the components of a U. S. Bureau of Labor apprenticeship
2. Identify 3-5 liabilities or concerns related to high school apprenticeship programs
3. Describe two recommendations of promising practices to mitigate each of the identified liabilities or concerns
4. Apply recommendations to a case study of a student-apprentice



Context

- 1960s and 1970s Votech
- No Child Left Behind
- ESEA Reauthorization of 2015: Every Student Succeeds Act



U. S. Department of Labor Registered Apprenticeship

- (1) business involvement,
- (2) structured, on-the-job training,
- (3) related instruction,
- (4) rewards for skill gains, and
- (5) national occupational credentialing (IRCs)



Concern	Description
504 vs. ADA accommodations	Are students given student content learning accommodations as indicated in traditional IEPs or are they given workplace modifications as employees per ADA? These have differing levels of support and expectations. Which should they be given or is a hybrid approach optimal? Severance and Starr (2011) presented another concern that I would like to address in this model—disclosure issues.
Vetting Supervisors	In terms of vetting supervisors and workplace team members – to what degree are individuals with supervision capacity vetted? Who is responsible for ensuring vetting is done? At what level does vetting occur (state, federal)? In what cases should students be vetted?
Assessment and Accountability	What student learning outcomes are measured? Content? Employability? Career decision-making maturity? College entrance, matriculation, retention, and college success/employment success measures?
Reciprocity	How is value to industry addressed and evaluated?
Establishment of MOUs	Are MOUs developed with internship/apprenticeship/apprenticeship sites or do students find these internship/apprenticeship/apprenticeship on their own? What risks are posed from students self-selecting sites? How does a school selected site process limit or increase internship/apprenticeship/apprenticeship opportunities/availability? What are the elements of MOUs?
Feedback	What types of formative and summative feedback are given to students at internship/apprenticeship sites and how is this communicated back to the school in terms of credit earned?
Curriculum Integration	How do internship/apprenticeships fit within college-bound curriculum and CTE curriculum? Do internship/apprenticeships affect/compromise the number of high rigor courses college-bound students can take (AP/Dual Enrollment)? If so, to what degree? What is the potential payoff for this compromise?
Outcome and Participation Variance	Is there variance in outcomes based on the application components of models (within school/after school/summer programs)?
FERPA	Are evaluations of student performance considered part of the educational record? If so, who is given access?
Displaced Students	What happens to students who do not meet apprenticeship criteria? Are alternative or secondary placement options afforded and under what conditions?
Career Assessment	Is career assessment used to help students determine their career track prior to apprenticeship placement? If so, to what degree? What types of assessments are used?



Methods

- Case Study (Mixed Methods approach): Sequential Exploratory Design
- Qualitative Case Study: Individual and Focus Group Interviews (semi-structured protocols)
- Content Analysis
 - Colorado (systematic rollout), use of grant money from herbal enhancement funding
 - Vetted the study through University of South Carolina (SEC Travel Grant 2017-2018)-Conducted in February 2018 in conjunction with Drs. Dorothy Limberg and Jonathon Ohrt, SC Dept. of Education; SC Dept. of Labor, SC school counselors, counselor education doctoral students



BUDGET

- Sabbatical semester
- \$3000 from Peabody Society
- \$1000 from SEC Travel Grant

My greatest expense in this study was a rental car



Data Collection

- | SITES VISITED | OTHER DATA SOURCES |
|--|--|
| <ul style="list-style-type: none"> • Grand Junction, CO <ul style="list-style-type: none"> – Career Center – Fruita High School – Western Colorado Community College – Grand River Academy – Central High School • Longmont, CO <ul style="list-style-type: none"> – Innovation Academy (all programs) K-12 – IBM P-TECH – West Middle School • Denver, CO <ul style="list-style-type: none"> – Denver Public Schools (8th Grade Program) • CareerWise Colorado | <ul style="list-style-type: none"> Sheboygan, WI Columbia, SC Who was interviewed? Parents, Students, School Counselors, CTE Coordinators, Principals, Superintendents, College VP, industry partners, and third party providers |



Findings-MOU

Two MOUs are suggested: (1) for the industry partner and (2) for the student-apprentice.

- **IP:** The MOU for the industry partner lists the following categories: overview of the partnership, benefits to the company, benefits to the student, responsibilities of CareerWise, expectations of supervisor and coaches, human resource support, ongoing program support, federal support, requirements of the business, evaluation of the apprentice, expect site visits, and partnership norms (e.g., how long it might take to get a response from CareerWise).
- **S-A:** The student MOUs include expectations specific to the students including: attendance, work performance, building competencies, background checks, insurance, description of the work environment (loud, hot/cold, industrial), photo/video release, non-disclosure, supervisor's credentials, school district release from liability, supervisor's role, coach's role, student support specialist's role (school district), CareerWise relationship manager's role (connecting). Both the parents and student-apprentice sign this MOU

(personal communication, Kathleen Brenk, August 21, 2017)



Findings-MOU

Determining if an Industry Partner is Ready for Student-Apprentices...

- Consider: headcount, capacity, and needs
- Detail the type of training the company will pay for
- Insurance carried by the company
- Supervisor training and willingness to work with teenagers
- Reasonable driving distance for students

(Bradley Revare, personal communication, August 9, 2017)



Findings-MOU

MOU Recommendation One:

MOUs should be clearly written (including roles, expectations, time frames), agreed upon, and signed by all parties before students enter an apprenticeship. Any edits or suggested changes to a MOU should be made in writing and signed by all parties and dated.

MOU Recommendation Two:

Ensure that all parties understand the terms and conditions of the MOU and the benefits and risks in common language.

MOU Recommendation Three:

Revisit or refine the MOU as needed.



Findings-504

Throughout K-12 education, school counselors, parents and other educators should help students with identified 504 coverage understand the following about 504 and the workplace:

1. Why a person might want to disclose a disability (i.e., protection from discrimination in the workplace, disclosure is required for one to obtain reasonable accommodations)
2. When a student might choose to disclose a disability to a potential employer and encourage the student to weigh the pros and cons of each venue of disclosure (i.e., disclosing during at application, disclosing during the interview, disclosing after the job offer)
3. How to disclose a disability-PRACTICE!
4. What to disclose about the disability (e.g., key information about the disability, how it may affect performance, accommodations that have been effective in the past)
5. To whom the disability should be disclosed; and
6. Disclosure protections and responsibilities

(The U. S. Department of Labor, Office of Disability Employment Policy)



Findings-504

504 Recommendation One:

Provide career transition information, for both parents and students, during 8th, 9th, and 10th grade years (pre-apprenticeship) that comprehensively addresses issues specific to students with disabilities.

504 Recommendation Two:

Disability training should be provided for all site supervisors.

504 Recommendation Three:

504 paperwork should be amended to note agreed upon accommodations for the workplace.

504 Recommendation Four:

Assist students and families in understanding the importance of accurate disclosure and how to discern if and when a disclosure should be made. Explain the language of reasonable accommodation.



Findings: Identifying and Training Supervisors: The Role of Feedback and Evaluations in Apprenticeship Programs

Lauren Trent of CareerWise described the ideal supervisor as,

An employee who would be really strong from a management perspective, really good with students, and even might be closer to a near peer to the student. So maybe they have had a few years of experience, they are kind of a rock star, and they are looking for some management experience.

(personal communication, August 2, 2017)



Findings-Supervisors

Andrea Bolton, Career and Technical Education Coordinator, suggested that it may be beneficial to interview potential supervisors on meanings they attribute to the supervision and mentoring role. She stated that the following might be helpful in identifying potential supervisors,

I would see first who displays an interest in being a supervisor. I would want to know about their leadership both inside and outside of the workplace, their leadership or teaching philosophy, how they imagine working with kids. I would hope for some experience with youth in some capacity. Perhaps someone who has hosted a student for an internship or has had students come in to job shadow. Even a person who has been a prior career fair participant or contact. I would also want to consider their communication style and how they work with others. It's also important to have more than one supervisor as this would help with flexibility.

(personal communication, August 18, 2017)



Findings-Vetting Supervisors

When developing and implementing apprenticeship programs, districts need to determine:

- (1) the degree to which individuals with supervision capacity are vetted;
- (2) who is responsible for ensuring that vetting is completed; and
- (3) the level of information about the vetting process that is disclosed to families and students.



Findings-Supervisor Recommendations

Supervision Recommendation One:

Disclose to students and families how supervisors are vetted. Include what background checks were performed and when.

Supervision Recommendation Two:

Provide experiential training for all site supervisors on how to give quality feedback and performance evaluations.

Supervision Recommendation Three:

Feedback loops should be formal, written and occur consistently. The feedback given should be based on agreed upon industry-based standards and employability skills. Formal rubrics should be used so that students may see progress on specific measures over time.

Supervision Recommendation Four:

The school and employer should agree upon what elements of formal, written performance evaluation will be shared by the employer with the school, particularly if the apprenticeship is tied to a grade.

Supervision Recommendation Five:

Provide supervisors with sensitivity skills training.



Findings-Student-Apprentice Development

- Transitioning student apprentices to the workplace
- Key Competencies and Employability Skills
- Tracking Apprentices' Success
- FERPA waivers
- Opportunities for Reflection



Findings-Student-Apprentice Development

Recommendation One:

Develop an onboarding program to transition students to the apprenticeship program.

Recommendation Two:

Determine how competencies for each apprenticeship will be measured and by whom.

Recommendation Three:

Use FERPA waivers when needed, but provide only information relevant to the student-apprentice's workplace.

Recommendation Four:

Add journaling or other reflective components to the apprenticeship experience to help students construct meaning out of their workplace learning experience.



Findings-Concerns and Due Process

- Apprentices and Human Resources
- Apprentices and Worksite Bullying
- Workplace Discrimination and Harassment of Apprentices
- Termination of Student-Apprentices
 - Termination and Due Process
 - Documentation of Due Process



Findings-Concerns and Due Process

Recommendation One:

Include workplace bullying, discrimination, and harassment training in both the supervisor training and student training portions of the apprenticeship program. Ensure student-apprentices understand the protocol for reporting workplace bullying concerns.

Recommendation Two:

Ensure students understand termination rights or company due process policies and procedures. Include this in onboarding transitions.



Case Study #1-Katrina's Parents

Katrina is an 11th grade student at Hampton High School. She has been working toward an Industry Based Certificate in Welding. Katrina has just received notice that she was selected for an apprenticeship with a local industry partner: Sampson Metals and Fabrication. Katrina is very excited about this opportunity. The district's third-party apprenticeship provider has set up a meeting with Katrina's supervisor, job coach, Katrina, her school counselor, and her parents. However, Katrina's parents, own a small barber shop where they both are the sole workers. Her father, a barber, does the cutting and her mother takes care of scheduling, book keeping, and cleaning the shop. Her parents work very long hours from 9 a.m.- 6 p.m. daily. When asked to attend the MOU meeting, they reply and say it is simply not possible because there would be no one to run their barber shop. Her father expresses that he very much wants his daughter to have this opportunity and he is grateful. He states, *"Just send the papers home and we will sign them."*



Case Study #1: Katrina's Parents

1. Is it essential that the parents attend the MOU meeting? Why or why not?
2. What might be some creative solutions to this issue?
3. How would you express to the parents your concern about their attendance?