Apprenticeship Inclusion Models (AIM)
for Youth and Adults with Disabilities

Designing Inclusive Apprenticeships and Pre-Apprenticeships

August 21, 2020

SPR

JFF

Wheelhouse Group
GUIDING BUSINESS AND TECHNOLOGY CHANGE

ODEP
Office of Disability
Employment Policy

Housekeeping

- **Personalized Captions**: Open the captioning web page in a new browser. The link is posted in the Chat (https://www.streamtext.net/player?event=CFI-SPRA)

- **Questions:** Please type questions into the Q&A panel. We'll save time at the end for Q&A

- **Technical Support:** If you are experiencing technical issues, open the participants list and select the Raise Hand button next to your name

Agenda

- Welcome Remarks

- Introduction & nod to [ADA30](#)

- AIM Project Overview and Publication Series

- Discussion

  · Quality Pre-apprenticeship

  · Inside TRACKS

  · Universal Design for Learning

  · Designing with UDL

- Closing and Questions

Welcome

Jennifer Sheehy

Deputy Assistant Secretary,
Office of Disability
Employment Policy (ODEP),
U.S. Department of Labor

Introduction

NAPE's Mission

We build **capacity** to implement **effective solutions** for increasing **access**, **equity** and workforce **diversity**.

equity

access

diversity

NAPE

Key legislation

- 30th Anniversary of the Americans with Disabilities Act (ADA)
- The Individuals with Disabilities Education Act (IDEA) as amended in 1997
- Section 504 of the 1973 Rehabilitation Act
- The Workforce Innovation and Opportunity Act (WIOA – 2014)
- The Strengthening Career and Technical Education for the 21st Century Act (Perkins V)
- CARES Act – Schools must continue to provide special education and related services even if schools operate through distance education

Sources: https://adata.org/learn-about-ada; https://sites.ed.gov/idea/about-idea/;
https://www.hhs.gov/sites/default/files/ocr/civilrights/resources/factsheets/504.pdf;
https://www.ncsl.org/blog/2020/07/15/idea-at-45-how-the-pandemic-affects-students-with-disabilities.aspx

Perkins V

– **Special Populations**: individuals preparing for nontraditional fields by gender; **individuals with disabilities**; individuals from economically disadvantaged families, including low-income youth and adults; single parents, including single pregnant women; out-of-work individuals; English Learners; homeless individuals; youth who are in or have aged out of foster care; and individuals with active military parents

Perkins V (cont'd)

– Focus on increasing educational and employment opportunities for people from historically underrepresented groups in **high-skill, high-wage, in-demand programs of study and careers**.

Access to high quality CTE

– Equity gap analyses at the state and local level – Comprehensive Local Needs Assessment (CLNA)
– Career guidance and academic counseling for the middle grades (5th Grade)
– Set-asides for recruitment of special populations

Access to high quality CTE (cont'd)

- Emphasis on STEM (including computer science) – access, student engagement, and success
- Professional development for CTE programs fostering opportunities for students with disabilities
- Work-based Learning (a key focus for over ½ of the states)
- **Universal Design for Learning**

Equity is when every student has what they need to succeed.
EQUALITY
EQUITY
EQUITY

National Alliance For Partnerships In Equity | www.napequity.org
DESIGN BASED ON ILLUSTRATION BY AUDREY AND AUBREY SELDEN

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NAPE Resources:
www.napequity.org; Special Programs

- PIPEline to Career Success for Students with Disabilities

- Make the Future™ - Connecting Girls to Manufacturing

- Equity in Youth Apprenticeship Programs

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

EQUITY IN YOUTH APPRENTICESHIP PROGRAMS

Make the Future™, Connecting Girls to Manufacturing

Create Effective Messages   Connect with Your Audience   Use Effective Strategies   Microsite for Girls

Project Overview

Team

SPR

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Apprenticeship Inclusion Models (AIM)

Funded by: USDOL Office of Disability Employment Policy (ODEP)

Focus: Expand access to occupational skills training, credential attainment, and job placement and retention **through apprenticeship and pre-apprenticeship models**

Apprenticeship Inclusion Models (cont'd)

Goal: Learn as much as possible about how the apprenticeship and pre-apprenticeship model is serving and can be adapted to serve people with disabilities

Approach: Support, research, and evaluate innovative apprenticeship pilot models in high-growth, in-demand industries/sectors (IT, healthcare, and advanced manufacturing)
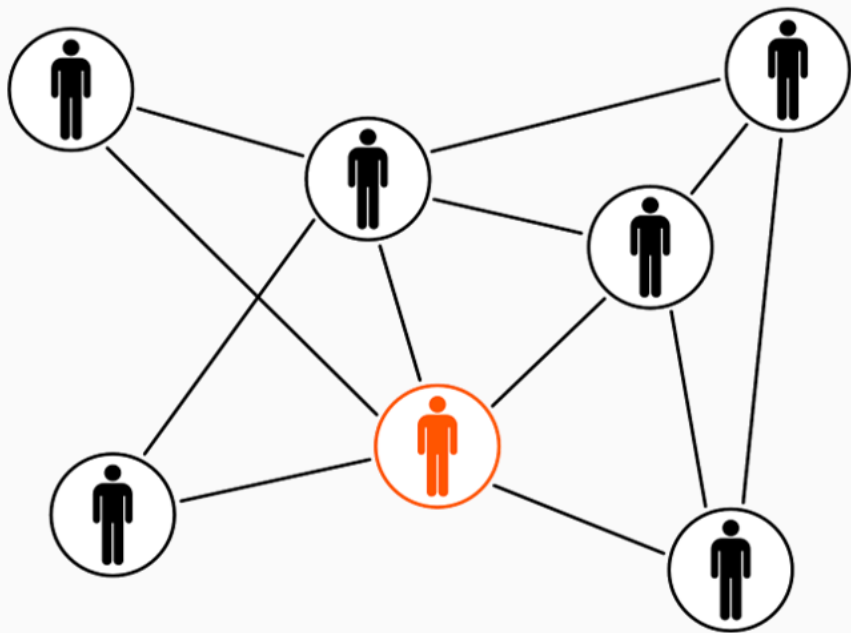
The Objective

- Build apprenticeship pathways that target youth and adults with disabilities into high-demand, well-paying careers

- Gain insights on how to scale up inclusive apprenticeship

- Contribute ideas and actionable practices to the national conversation on apprenticeship

Presenters

SPR

Leela Hebbar

Caleb van Docto

KY DOE

Mary Taylor

CAST

Sam Johnston

What is Pre-Apprenticeship?

Quality Pre-Apprenticeship

TRAINING CURRICULUM

HANDS-ON SKILL DEVELOPMENT

SUPPORTIVE SERVICES

SUPPORT ALIGNMENT, APPLICATION & TRANSITION TO RA

FACILITATED ENTRY TO RA

Legislative Supports

- Pre-Apprenticeship & Secondary CTE
  - Individuals with Disabilities Education Act (IDEA)
    - Individualized Education Programs (IEPs)
- Accommodation in the workplace
  - Americans with Disabilities Act (ADA)
- Pre-Employment Transition Services (Youth)
  - WIOA
- Universal Design for Learning (UDL)
  - Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Strategies for Increasing Inclusivity

TRAINING CURRICULUM

HANDS-ON SKILL DEVELOPMENT

– Incorporate UDL practices

– Make educational content accessible

Strategies for Increasing Inclusivity

SUPPORTIVE SERVICES

– IEPs are a student-centered approach

– Establish partnerships— for example, assess for co-enrollment

– Request/allow more time for certification test completion

Strategies for Increasing Inclusivity

SUPPORT ALIGNMENT, APPLICATION & TRANSITION TO RA

FACILITATED ENTRY TO RA

- Individual Level
  - Self-advocacy training for program staff, parents, and students on workplace accomodations

- Program Level
  - Align curricula with RAP entry requirements
  - Make curricula accessible to students with disabilities
  - Explore options for receiving credit for prior learning and skill completion

Strategies for Increasing Inclusivity

SUPPORT ALIGNMENT, APPLICATION & TRANSITION TO RA

FACILITATED ENTRY TO RA

- System Level
  - Kentucky's TRACK program—creates a support infrastructure for school districts to align their secondary CTE curricula with RAPs.

Recap of Recommended Strategies

- Incorporate UDL and accessibility into curricula

- Customized supports (from tutoring to co-enrollment) to support participant retention and completion

- Support transition to RAPs—individual, program, system

Inside…

Tech Ready Apprentices for Careers in Kentucky

TRACK Origins

➢Partnership between the Kentucky Department of Education's Office of Career and Technical Education and the Kentucky Office of Apprenticeship

➢Recognizing the need for additional pathways into careers

Why Registered Apprenticeship?

- Valid career pathway

- Regulation

- Oversight

- Nationally recognized portable credential

CTE is the Key!

▸ Career and Technical Education is the crucial connection for *all* students to develop employability skills and find career opportunities!

▸ Pairing it with RAP via TRACK benefits students and employers.

TRACK Incentives for Schools

- Districts are meeting the needs of regional employers.

- The industry certification awarded to the student will count as successful completion of an apprenticeship pathway and will make the student career ready under transition readiness.

- The industry certification awarded to the student counts as a postsecondary credential in the state Perkins V state plan for accountability.

Pre-Apprenticeship

➤ Streamlined approached in collaboration with designated industry partners that allows the student to prepare for application to a Registered Apprenticeship training program after graduation.

Established TRACK Pre- Apprenticeships

- ✓ Carpentry

- ✓ Electrical

- ✓ Masonry

- ✓ Welding

- ✓ Designed to scale in other occupations

TRACK
Pre-Apprenticeship Model

➢ 4 courses in a pathway selected by industry partners

➢ End-of-program assessment

Partner Commitments

✓ U.S. DOL Registered Apprenticeship program in good standing

✓ Identify targeted schools

✓ Have a visible presence in schools at least once annually

✓ Guarantee an interview to graduates with TRACK certificate

✓ Awarded credit is at the partner's discretion

<u>TRACK Certificate Value</u>

✓TRACK certificate does not expire!

✓Credit students can earn:

➤Bypassing the entrance exam

➤Earning up to one year of apprenticeship credit

➤Attaining higher entry wages

<u>Youth Apprenticeship</u>

➢ Allows the student to work with a specific employer. The student will receive credit towards their apprenticeship for on-the-job learning hours obtained through a paid cooperative education placement. In addition, credit for prior learning for CTE coursework can be accepted for the Related Technical Instruction (RTI) component.

TRACK Youth Apprenticeship Model

➢ The model requires a minimum of 3 CTE courses related to the apprenticeship and a paid work-based learning experience (co-op) for course credit.

➢ Students who have reached CTE concentrator status are eligible to apply; the employer works with the school(s) to identify students and the selection process.

➢ The employer determines if a student successfully completes and transitions as a full-time apprentice after graduation.

Established & Upcoming Youth Apprenticeships

Initial Pilot Pathways	Expansion	Future Priorities

Carpentry
Electrical
Machining
Manufacturing
Welding
	Accounting
	Administrative Specialist
	Automotive & Diesel
	Techs
	Culinary
	Early Childhood Education
	Engineering
	Healthcare
	Information Technology
	Insurance Associate
		Agriculture
		  *Equine Industry
		  *Horticulture
		
		Business
		  *KY Retail Federation
		  *KY Credit Union
		      League
		
		KY Rural Water
		Association

TRACK Stats

- 1 year after graduation:
  - ✓ 86% employed
  - ✓ $22,241 median wage
- 2 years after graduation:
  - ✓ 93% employed
  - ✓ $33,613 median wage
- 3 years after graduation:
  - ✓ **100% employed**
  - ✓ **$41,539 median wage**

Universal Design for Learning

UDL is…

…a scientifically valid framework for guiding educational practice. Practices that:

(A) provide **flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged**; and

UDL is (also)...

...practices that:

(B) **reduce barriers in instruction**, provide appropriate accommodations, supports, and challenges, and **maintain high achievement expectations for all students**, including students with disabilities and students who are limited English proficient.

The Universal Design for Learning Guidelines

Provide options for ENGAGEMENT

Affective Networks
The *WHY* of Learning

Provide options for...

Recruiting Interest

Sustaining Effort and Persistence

Self Regulation

GOAL: Expert learners who are...

Purposeful & Motivated

Provide options for REPRESENTATION

Recognition Networks
The *WHAT* of Learning

Provide options for...

Perception

Language & Symbols

Comprehension

GOAL: Expert learners who are...

Resourceful & Knowledgeable

Provide options for ACTION & EXPRESSION

Strategic Networks
The *HOW* of Learning

Provide options for...

Physical Action

Expression & Communication

Executive Functions

GOAL: Expert learners who are...

Strategic and Goal-Directed

Adapted from udlguidelines.cast.org

Designing with UDL

The Process

Set Clear, Rigorous, Relevant Goals

- Clearly defined
- Multiple paths/options for achievement
- Trainers, teachers, apprentices, and employers understand goals

Anticipate Barriers

- Talk with numerous stakeholders about barriers
- Understand the various types of PAs
- Ensure PA assessments are inclusive and all participants understand the assessment process

Design Options to Reduce Barriers for All

- Provide solutions to all participants
- Design with stakeholders to meet specific participant needs (before, during, and as they arise)

Career navigation cycle and product landscape

Expose - what is out there?

Discover - what do I like?

Document - what am I good at?

Achieve - Land the job (most products sit here)

Entangled Solutions, Unlocking Career Potential

STEMfolio: Original Application

Our partnership with YouthBuild USA focuses on building STEM skills and career skills:

- Science
- Technology
- Engineering
- Math
- Career Skills
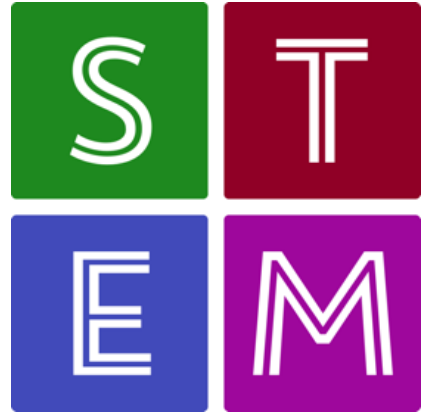
Funded by the National Science Foundation

Co-design is Essential

Met 24 times with young adults from 7 YouthBuild sites; held 7 focus groups with YouthBuild staff

Currently conducting an experimental study for STEMfolio at sites across the U.S.

IMT FOLIO

IMTfolio is a part of Apprenticeship Inclusion Models (AIM): Expanding career pathways for people with disabilities

What does IMTfolio do?

Document evidence of learning - pre-apprentices can show what they know in different ways

Support skill and knowledge development trainers can target what skills they want pre-apprentices working on, see their effort, give feedback

Share your work with the right people - employers, trainers

Trainers author challenges

Challenges are ways trainers can prompt an apprentice to demonstrate a skill or knowledge. There are five challenge categories:

- Safety
- Quality Practices & Measurement
- Manufacturing Processes & Production
- Maintenance Awareness
- Essential Industry Skills

Competencies

Competencies are the skills that IMT pre-apprentices will need to succeed on the job.

bit.ly/IMT-comps

STEP 3

Maintaining quality

I take corrective actions to restore or maintain quality

Select u... ...trated.

Conti...   Thinking ⓘ

Maintaining quality ⓘ   Manufacturing process ⓘ

Operational indicators ⓘ   Recognize maintenance needs ⓘ

Taking Initiative ⓘ

IMTFOLIO
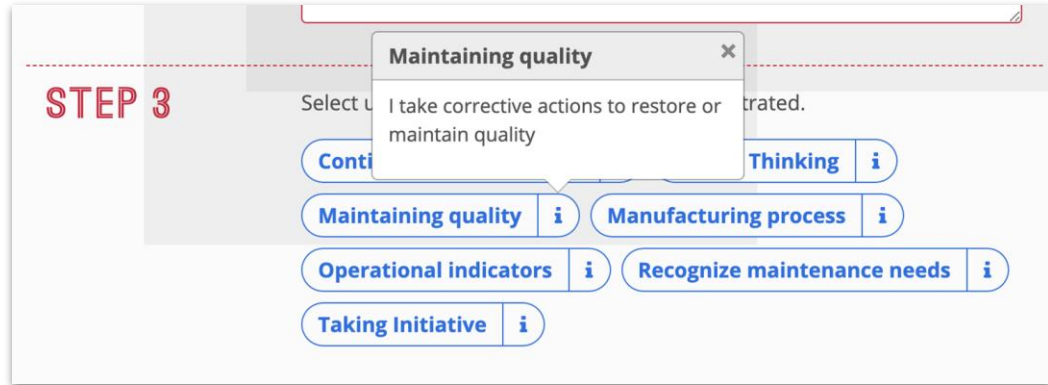
Trainers can create challenges in two ways

Navigate to 'Challenges'

1. Create a new challenge
2. Copy and adapt an existing challenge

Fillable template to create a challenge

- Pick a category
- Add a description and media
- Select up to seven competencies targeted with that challenge
- Post

I M T FOLIO

Pre-apprentices take challenges

Goal:

To document the user's job skills through their work at WRTP

Supports:

- Simple directions - just three steps
- Variety of media types for giving directions
- Responses can be submitted using photo, video, and/or text

IMTFOLIO

Pre-apprentices take challenges

Supports (cont'd):

- Competencies can be tagged to the response

- Choice in how to receive information through text-to-speech

- Choice in how to record your responses through speech-to-text

I M T FOLIO

Global Accessibility Utilities

Texthelp toolbar - built in read aloud, translation, and dictionary functions

Speech-to-text - voice inputs for all text fields are available on mobile and desktop

Show or describe a time when you conducted an experiment to test out a hypothesis. What did you discover?

Closed captioning - all videos include subtitles in English with auto-translation available for additional languages

I M T FOLIO

WRTP training with Western Envelopes

Pre-apprentices completed challenges during their training on the various skill areas needed to qualify them for on-the-job training milestones.
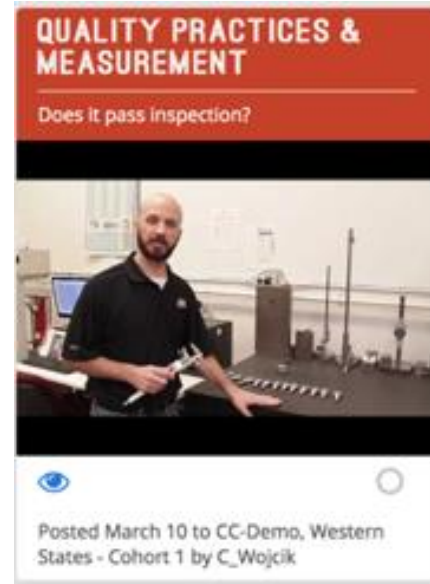
Other Applications Underway

- Expand to YouthBuild programs

- Career and Technical Education

- Corrections to support reentry

- In-service professional development

- Vocational Rehabilitation for employment services

UDL: Small-Scale or System-Level

Set Clear, Rigorous, Relevant Goals

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Design Options to Reduce Barriers for All

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Questions? Answers.

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AIM Research Brief Webinar Series

- 8/27, 12:30 ET: **Understanding Institutional Funding Sources as Part of Apprenticeship System Building**

- 9/16, TBD: **Resilient Apprenticeship and Pre-Apprenticeship: Lessons from a Pandemic.**

Register at www.spra.com/AIM

Thank You

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