Georgia Work-Based Learning / Youth Apprenticeship Program

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Perkins V

- On July 31, 2018, the President signed the *Strengthening Career and Technical Education for the 21st Century Act* into law. This bill reauthorizes the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins) and will be referred to as Perkins V.
- Perkins V one-year transition plan was due Spring 2019, the four-year state plan is due Spring 2020.
- New emphasis on “in-demand” industry sectors and occupations.
- References the WIOA term “recognized postsecondary credential,” but limits the list for the purposes of this law to industry-recognized credentials, certificates, or associate degrees to ensure funding remains focused on sub-baccalaureate credentials.
- Includes new references to work-based learning, career exploration, and secondary-postsecondary connections,

Work-based Learning

- A new, formal definition of work-based learning is included. It emphasizes sustained interactions with industry or community professionals in real workplace settings where possible, but includes simulated environments as well. Under the definition, work-based learning must foster in-depth, first-hand engagement with the tasks required of a given career field and be aligned to curriculum and instruction.

1. There are a total of 25 permissible uses of funds under this section, which vary greatly in scope and feasibility. In brief, they are:

• developing statewide programs of study;
• approving locally developed programs of study;
• establishing statewide articulation agreements;
• establishing statewide sector or industry partnerships;
• high-quality comprehensive professional development;
• supporting eligible recipients in eliminating inequities in student access to high-quality programs of study and effective instructional personnel;
• awarding incentive grants to eligible recipients;
• supporting the adoption and integration of recognized postsecondary credentials and work-based learning into programs of study, and for increasing data collection associated with recognized postsecondary credentials and employment outcomes or consultation with other state agencies on licenses or certifications;
• pay for success initiatives leading to a recognized postsecondary credential;
• supporting CTE programs for adults and out-of-school youth;
• supporting competency-based curricula;
• supporting programs of study or career pathways in areas declared to be in a state of emergency;
• partnering with qualified intermediary organizations;
• improving career guidance and academic counseling programs;
• supporting the integration of employability skills into CTE programs and programs of study;
• supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science, coding, and architecture),supporting the integration of arts and design skills, and supporting hands-on learning, particularly for students who are members of groups underrepresented in such subject fields;
• supporting career and technical student organizations (CTSOs);
• establishing and expanding work-based learning opportunities;
• integrating and aligning programs of study and career pathways;
• supporting the use of CTE programs and programs of study aligned with in-demand industry sectors or occupations;
• making all forms of instructional content widely available;
• developing valid and reliable assessments of competencies and technical skills and enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes;
• supporting accelerated learning programs that are part of a program of study;
• supporting career academies; and
• other State Leadership activities that improve CTE

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• 3 College Campus Sessions
• 4 Board of Directors/Governors Survey Sessions
• 5 Investor Surveys
• 12 Focus Groups
• 24 Regional Town Hall Meetings
• Year-Round Social Media Engagement
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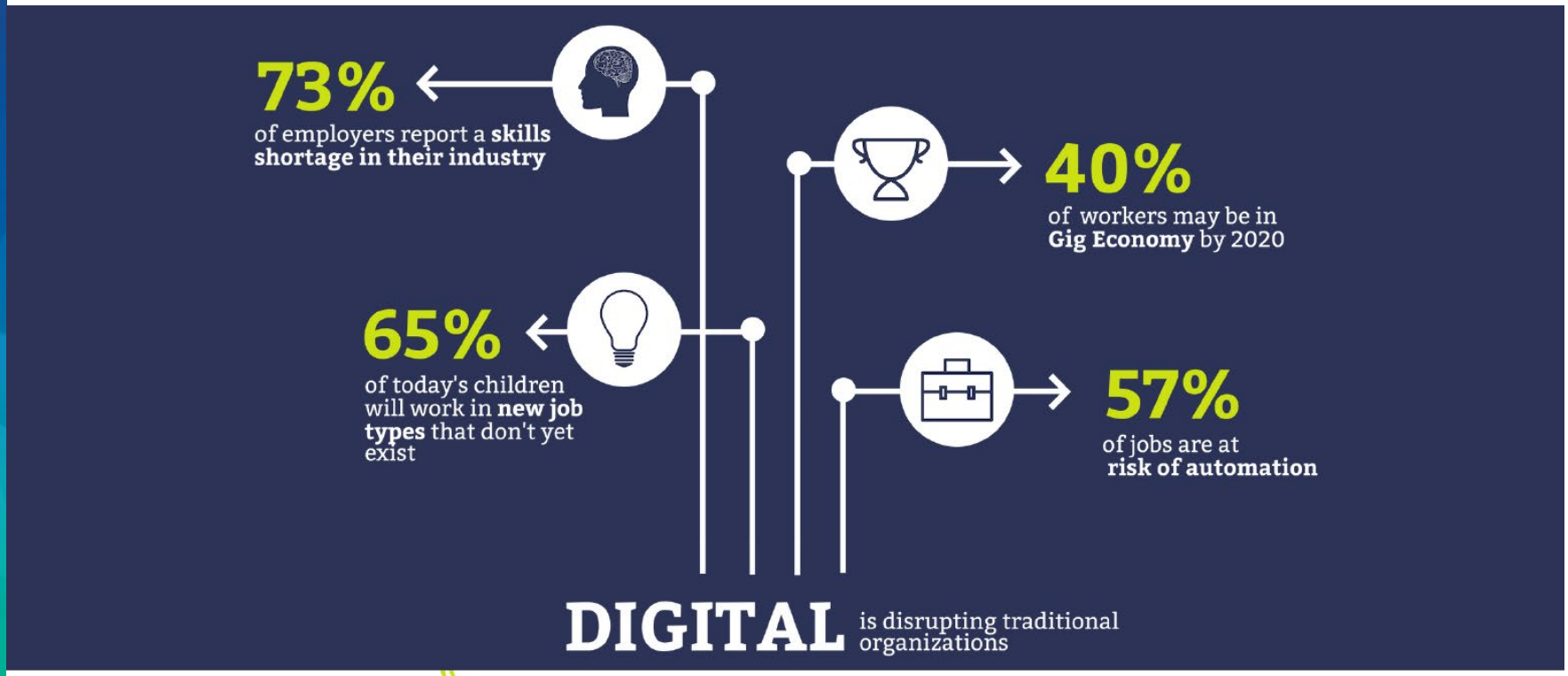

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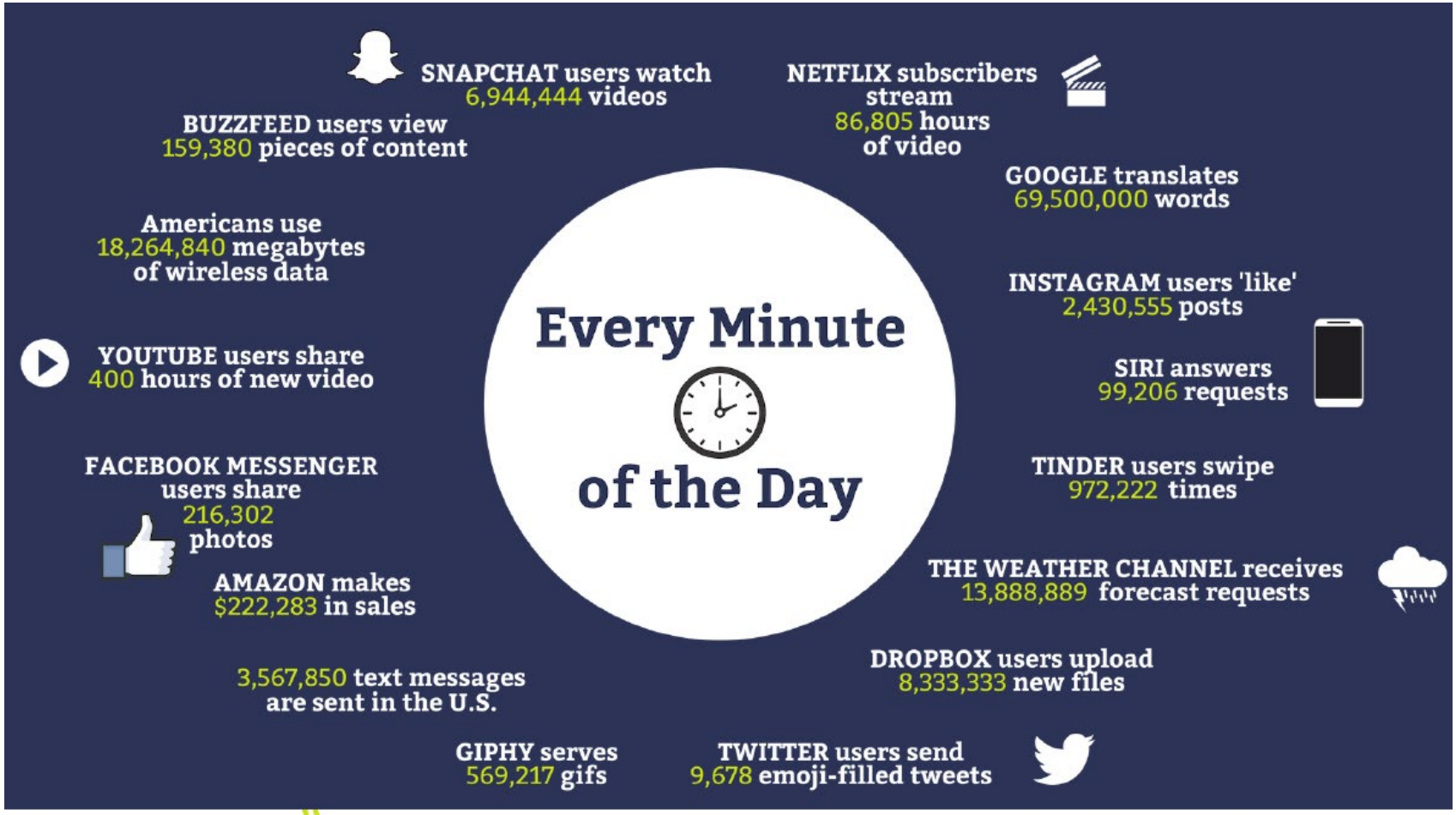
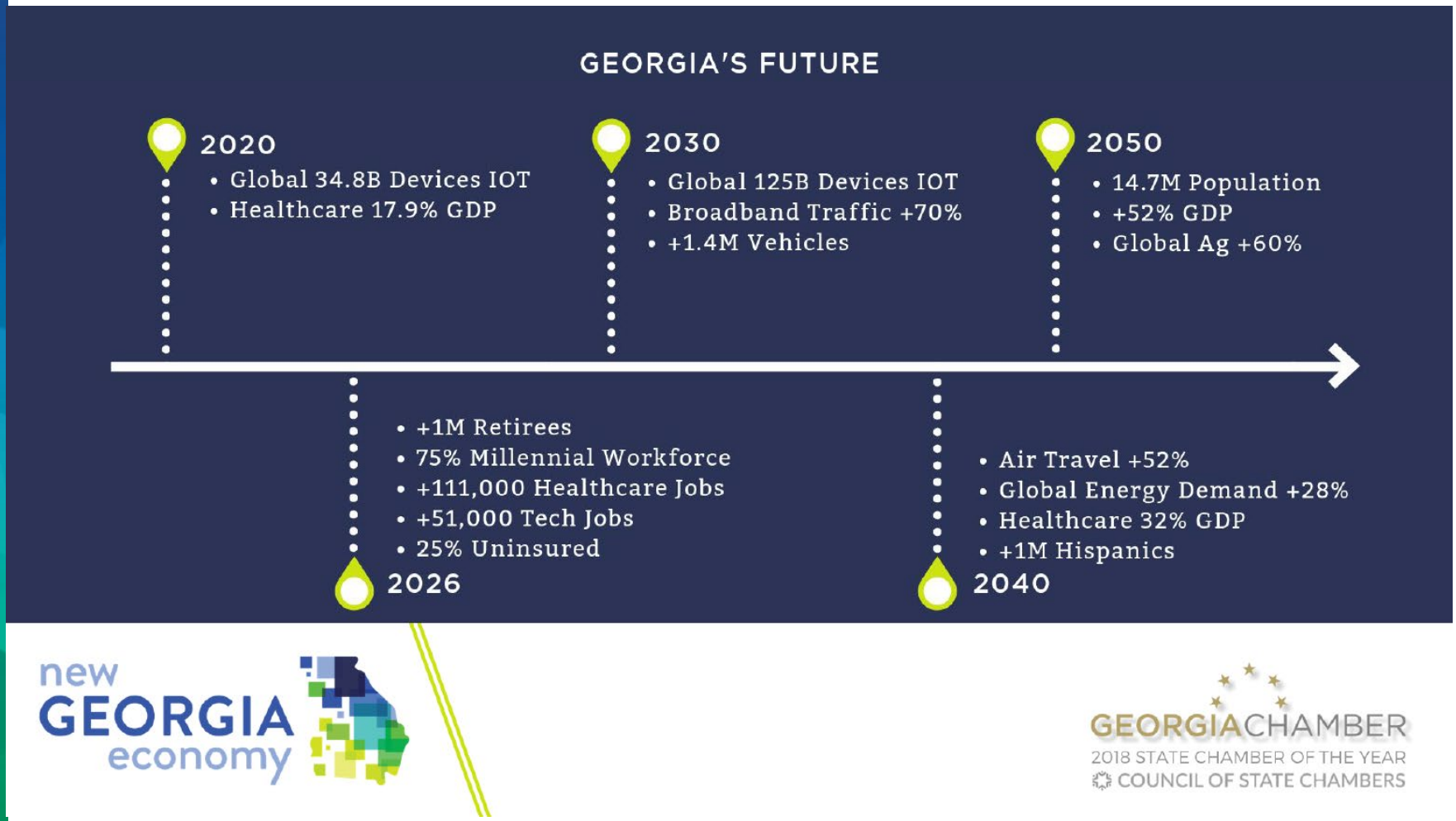
2018 STATE CHAMBER OF THE YEAR
COUNCIL OF STATE CHAMBERS


SNAPCHAT users watch 6,944,444 videos
NETFLIX subscribers stream 86,805 hours of video
BUZZFEED users view 159,380 pieces of content
GOOGLE translates 69,500,000 words
Americans use 18,264,840 megabytes of wireless data
INSTAGRAM users 'like' 2,430,555 posts
YOUTUBE users share 400 hours of new video
SIRI answers 99,206 requests
Every Minute of the Day
FACEBOOK MESSENGER users share 216,302 photos
TINDER users swipe 972,222 times
AMAZON makes $222,283 in sales
THE WEATHER CHANNEL receives 13,888,889 forecast requests
DROPBOX users upload 8,333,333 new files
3,567,850 text messages are sent in the U.S.
GIPHY serves 569,217 gifs
TWITTER users send 9,678 emoji-filled tweets



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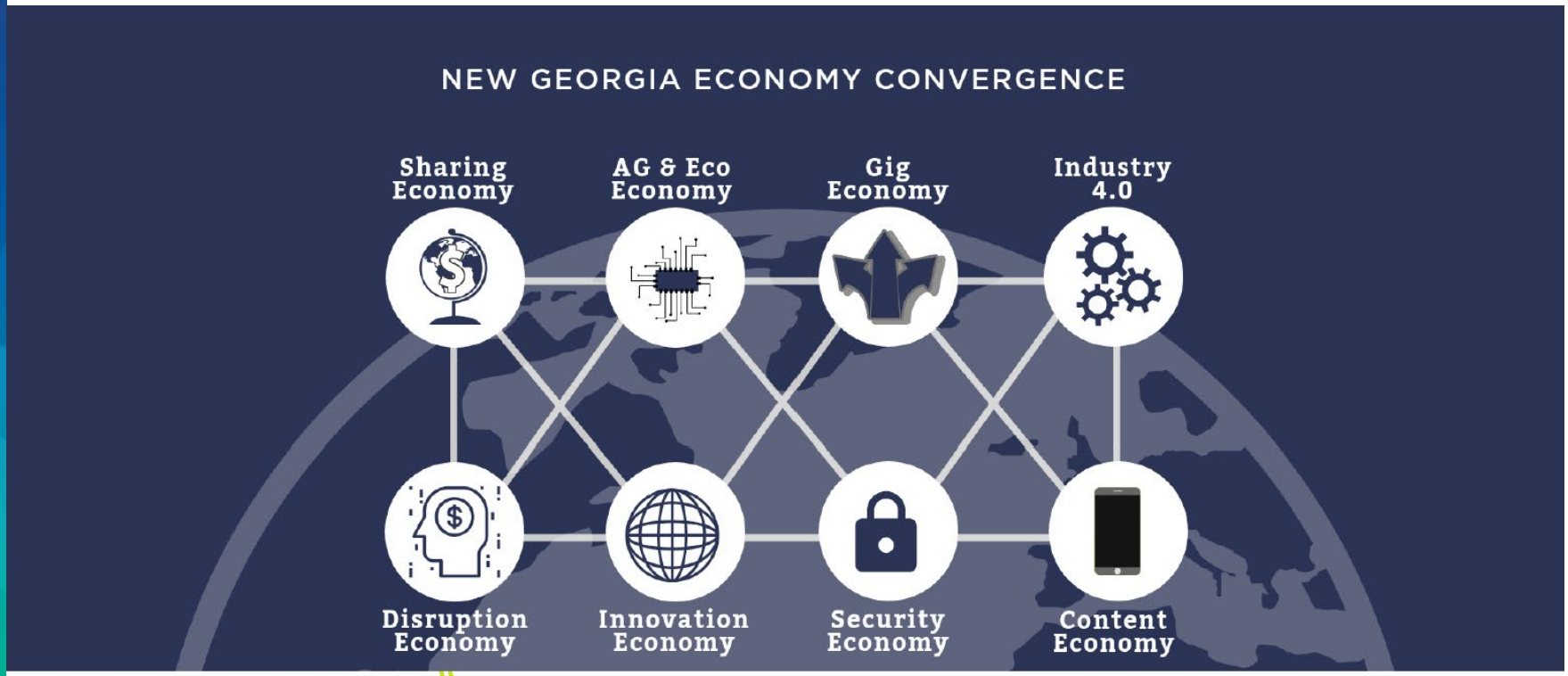

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Youth Apprenticeship In Georgia: Experiences and Recommendations

A Research Study conducted by the Urban Institute and Georgia Center for Opportunity

Authors:

Robert I Lerman – a leading expert on apprenticeship

Daniel Kuehn – research associate

Jessica Shakespeare – research assistant

YOUTH APPRENTICESHIP IN GEORGIA: EXPERIENCES AND RECOMMENDATIONS

Robert Lerman — Daniel Kuehn — Jessica Shakesprere // April 2019

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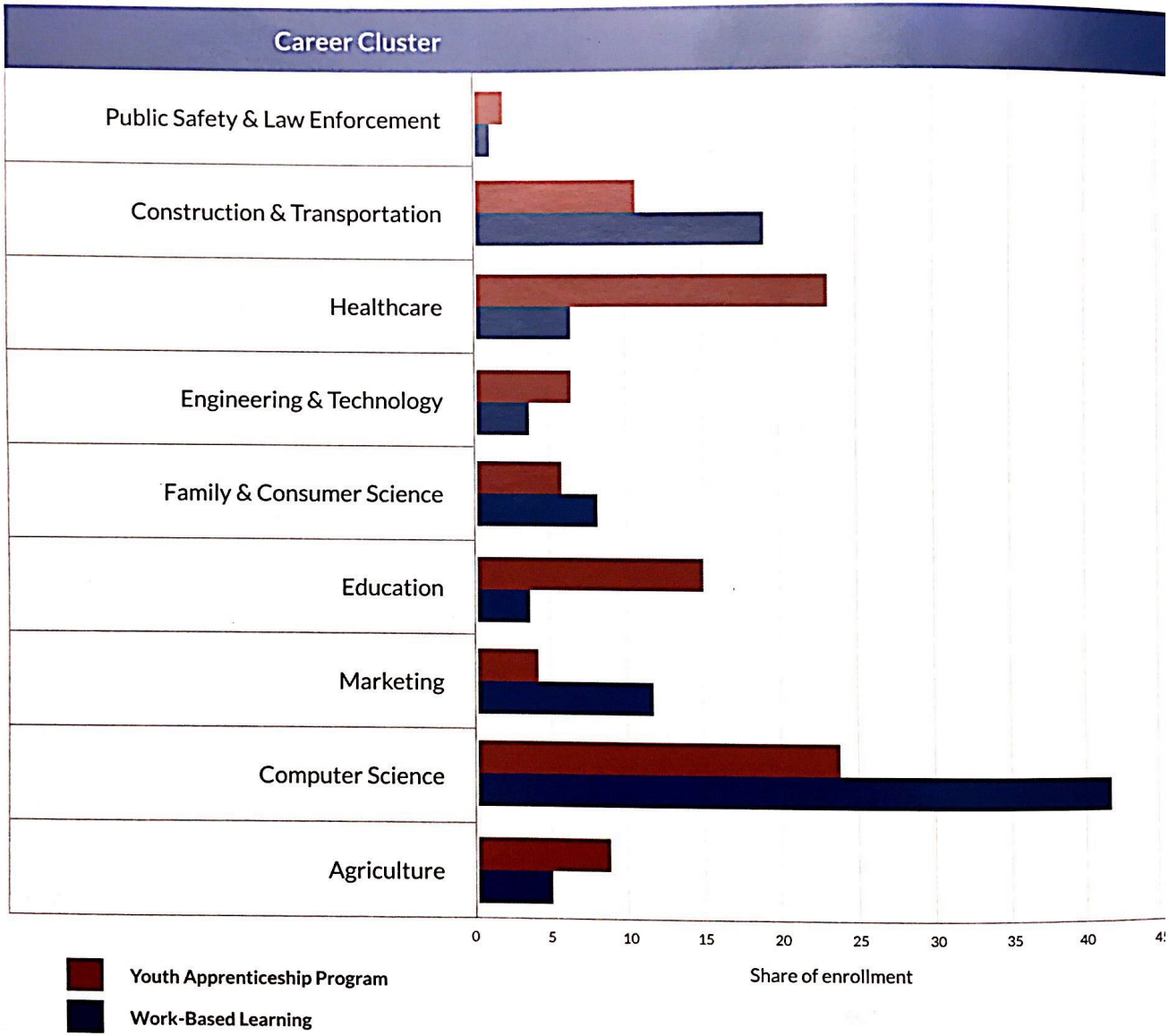
Apprentices supervised, AY 2017–18	Number of coordinators responding to the survey	Percentage
1 to 10 apprentices	25	39.7%
11 to 25 apprentices	9	19.0%
26 to 50 apprentices	14	22.2%
51 to 75 apprentices	6	9.5%
76 to 100 apprentices	4	6.3%
Greater than 100 apprentices	2	3.2%

Source: Authors' calculations from the Survey of Georgia Youth Apprenticeship Coordinators.
Note: Only 63 of the 66 responding coordinators reported.



Source: "Georgia Work-Based Learning: By the Numbers." Retrieved from https://gawbl.org/by-the-numbers.

Ranking of the value of each student recruitment technique.

Where 1 is most important and 6 is least important.

	1st	2nd	3rd	4th	5th	6th	Avg. Rank
Coordination with counselors	15.6%	31.3%	21.9%	17.2%	7.8%	6.3%	2.9
Classroom visits	20.3%	37.5%	28.1%	7.8%	4.7%	1.6%	2.4
Student-directed presentations	10.9%	10.9%	23.4%	29.7%	12.5%	12.5%	3.6
Student organization presentations	0.0%	3.1%	3.1%	17.2%	46.9%	29.7%	4.9
Posters/flyers/brochures	0.0%	1.6%	4.7%	23.4%	25.0%	45.3%	5.1
Work with CTAE teachers	53.1%	15.6%	18.8%	4.7%	3.1%	4.7%	2.0

Source: Authors' calculations from the Survey of Georgia Youth Apprenticeship Coordinators.

Ranking of the value of each student recruitment activity

Where 1 is not helpful and 5 is very helpful.

	1	2	3	4	5	Method is not used
Word of mouth	3.1%	7.8%	10.9%	20.3%	56.2%	1.6%
Leads or referrals from community or career college instructors	3.1%	12.5%	21.9%	9.4%	23.4%	29.7%
Leads or referrals from workforce boards or WIOA-sponsored job centers	7.8%	7.8%	18.8%	9.4%	9.4%	46.9%
Networking using staff connections	1.6%	18.8%	25.0%	21.9%	28.1%	4.7%
Networking using community connections	0.0%	7.8%	18.8%	21.9%	50.0%	1.6%
Cold calling	21.9%	20.3%	23.4%	23.4%	0.0%	10.9%
In-person visits	1.6%	15.6%	23.4%	32.8%	25.0%	1.6%
Conferences or other group convenings	6.3%	25.0%	26.6%	26.6%	6.3%	9.4%
Cooperation with state apprenticeship agencies	12.5%	15.6%	15.6%	6.3%	3.1%	46.9%
Use of industry association partner	6.3%	15.6%	28.1%	17.2%	17.2%	15.6%
Use of local chamber of commerce	9.4%	9.4%	20.3%	26.6%	31.3%	3.1%
Broad-based marketing such as advertising, social media, and a website	17.2%	23.4%	15.6%	15.6%	10.9%	17.2%
Asking employers to recommend other businesses to work with	3.1%	20.3%	25.0%	20.3%	18.8%	12.5%

Source: Authors' calculations from the Survey of Georgia Youth Apprenticeship Coordinators.

Factors limiting apprentice completion	Coordinators identifying factor as important
Failure to complete coursework (secondary or postsecondary)	83.3%
Taking another job before completing the program (poaching)	53.7%
Too much time required for training (time-management issues)	27.8%
Not enough mentorship or trainer capacity	20.4%
Unclear idea of the expectations of employers	14.8%
Inability of apprentice to get along with employer	7.4%
Inability to meet GPA requirements	5.6%
Other	5.6%
Family Issues	0.0%
Personal Issues	0.0%

Source: Authors' calculations from the Survey of Georgia Youth Apprenticeship Coordinators.

Factors limiting the expansion of apprenticeship	Coordinators identifying factor as important
Pool of employers willing to hire apprentices is limited	73.1%
The pool of student applicants is very limited	28.9%
Stigma around apprenticeships limits student interest	26.9%
Too few students are ready for the world of work	23.1%
Creating occupational frameworks is too difficult	15.4%
Linkages between secondary and postsecondary components are too weak	15.4%
Employers are unwilling to bear the costs of an ongoing program	13.5%
Retention of apprentices is too low	11.5%
Too few industry-recognized credentials are available	11.5%
Employers object to the high amounts of paperwork	9.6%
Managing the program is costly	7.7%
Employers unwilling to hire students under 18	7.7%
Employers object to the high costs of starting an apprenticeship program	3.9%
Building quality related classroom instruction is too difficult	3.9%

Source: Authors' calculations from the Survey of Georgia Youth Apprenticeship Coordinators.

Factors leading an employer to adopt apprenticeship	Coordinators identifying factor as important
Apprenticeship develops a customized skill set that is specific to an employer's needs	79.3%
Apprenticeship provides a steady source of skilled workers that are difficult to hire directly	52.8%
Apprenticeship leads to improvements in worker productivity	49.0%
Apprentices contribute to production	34.0%
Apprenticeship develops workers' skill set without them leaving the workforce	26.4%
Apprenticeship reduces turnover	26.4%
Apprenticeship has broader social benefits such as reducing inequality or closing the skills gap	11.3%
Apprenticeship helps make workers self-sufficient	7.6%
Local related technical instruction providers have valuable training opportunities that can be accessed through apprenticeship	11.3%
Other	1.9%

Source: Authors' calculations from the Survey of Georgia Youth Apprenticeship Coordinators.

Recommendations

- Expand program to serve more students
- Coordinator training to be reactive to the data
- Facts sheet to inform employers
- Financial reward to intermediaries
- Create a “Group Training Organization”
- Linkage to registered apprenticeship program
- IRAP (Industry Recognized Apprenticeship Program)