

# Constructing Futures, Building Hope

## Best Practices in Pre-Apprenticeship Training Models



# Background

- Prepare individuals to enter and be successful in a Registered Apprenticeship Program.
- Many programs and many models have been in operation for long periods of time.
- Varying consistency in terms of program design; length, goals and quality.
- Often targeted to needs of specific target populations (women, youth and/or under-represented populations)
- Many pre-apprenticeship programs lack any direct connectivity to Registered Apprenticeship sponsored programs.

# Why is Pre-Apprenticeship Training Important?

- ✓ Registered Apprenticeship provides sustainable and viable career pathway
- ✓ Meet industry skills gap and forthcoming worker shortage
- ✓ Supports employer demand and RAP need to increase diversity in trades and reach under-represented populations
- ✓ Serve as a 'bridge' program and support workers as they transition into RAPs



# Opportunity for Improvement & Coordination

- ❑ ARRA
- ❑ Continued high attrition rates in RAPs
- ❑ U.S. DOL consideration credentials/recognition
- ❑ Ohio Stackable Certificates Initiative
- ❑ Governor's Anti-poverty Task Force
- ❑ Ohio Workforce Coalition Policy Platform
- ❑ Mandates and changes in Registered Apprenticeship
- ❑ Employer demand – diversity and qualified workforce

# Investment in Workforce & Industry

- Aspen Institute national PAT survey
- U.S. DOL hosting national stakeholder discussion
- OSAC PAT Recognition Policy
- ODJFS \$4 Investment in Constructing Futures
- Convening of Community of Practice Roundtable

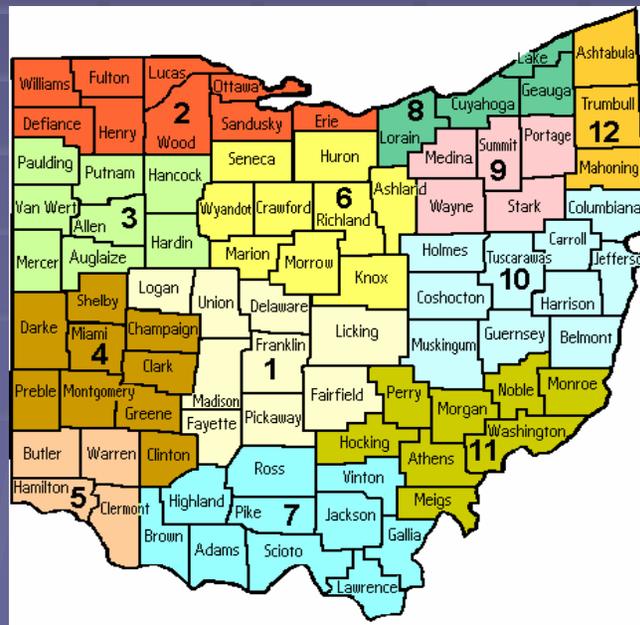


# Pre-Apprenticeship Training Roundtable

- Regional PAT CF Grantees
- Other PAT programs
- Workforce Advocates
- ODOT
- Ohio Benefits Bank
- Workforce Investment Boards

- Registered Apprenticeship Programs
- ODJFS
- OSAC
- Community Based Organizations
- Community Colleges
- Employers

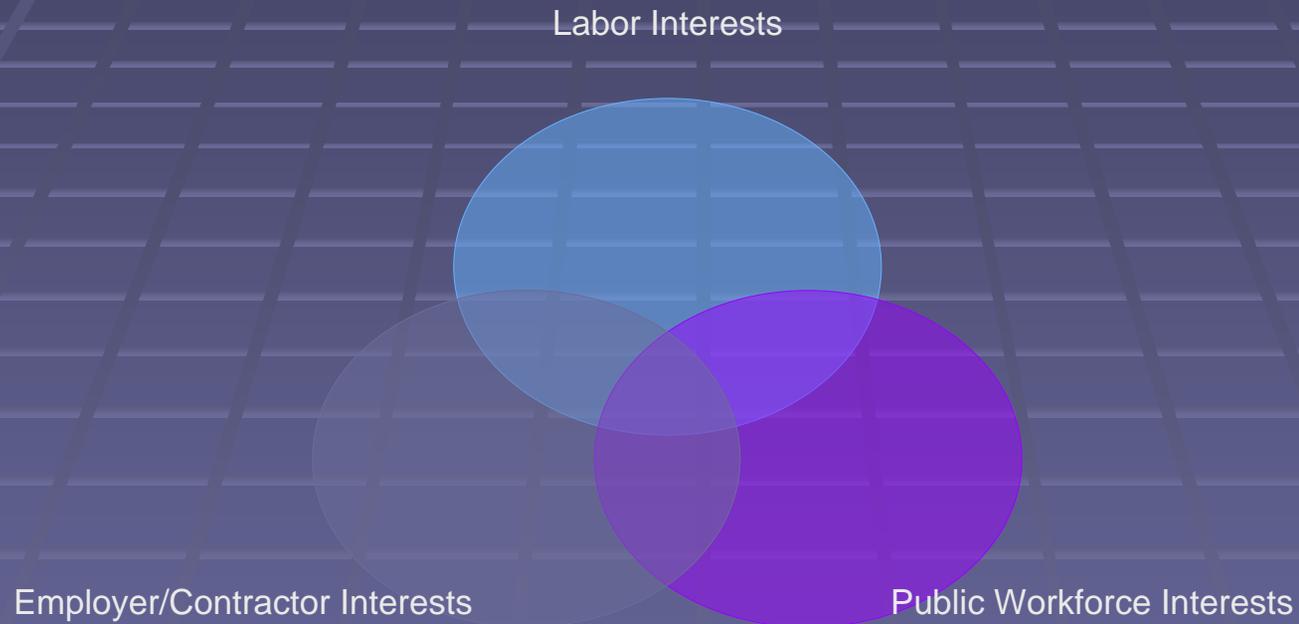
Convened by the Ohio Construction Coalition  
and Great Lakes Labor-Management Council



# Policy and Program Considerations

- Standardized curriculum
- Universal recognition
- Industry certification
- Relationships with RAPs and other stakeholders
- State and federal oversight/role
- OSAC Policy

# Pre-apprenticeship Training Community of Practice



# Statewide Initiative Goals

- Coordinate pre-training, support and retention services
- Integration of national & local best practices
- Create peer network
- Increase placement and retention
- Increase diversity of workforce
- Leverage statewide investments
- Assist PAT programs with OSAC 'recognition'

# Targeted Populations

- Low-income Youth (18 – 24 years)
- Dislocated workers
- Veterans
- Women
- Minorities
- Re-entry workforce



# Benefits to Industry

- Provide employers with a skilled, qualified and ready workforce
- Leverage investments – DOE, HUD, DOT, DOL and private
- Increase retention of incumbent workers
- Dollars invested returned
- Ensure workers have access to high-road, equitable career pathway & employment!



# Best and Promising Key Practices

- Outreach & Recruitment
- Screening & Assessment
- Training & Curriculum Design
- Support & Retention Services
- Employment and RAP Placement
- Follow Up/Post-Placement Services
- Relationship to Industry
- Partnership Framework

# Outreach & Recruitment

- Statutory Regulations
- Contract Language
- Community Benefits Agreements/CWA
- Occupational and Wage Equity

# Outreach & Recruitment Methods

- Direct Outreach
- Referral Solicitations
- Workshops & Hands-on Opportunities
- Role Model Speakers/Program Champions

# Screening & Assessment

- Establishes baseline of knowledge, skills and abilities
- Provides program team with criteria for participant educational and training plan
- Allows for customized support
- Provides information to impact program design
- Based upon program capacity, mission, and RAP guidelines
- *Screening & Assessments are not necessarily requirements*

# Screening & Assessment Tools

- GED or high school diploma
- Drug Free
- Test for Adult Basic Education (TABE)
- Comprehensive Adult Student Assessment System (CASAS)
- Proficiency level in math and reading
- Driver's License (or ability to obtain one)
- Physical Ability
- Interview

# Training Curriculum & Design

- ✓ Length of training
- ✓ Training schedule
- ✓ Classroom components
  - soft skills
  - safety training
  - conflict resolution
  - remedial training
  - industry focus (such as weatherization)
- ✓ Hands-on/Field experience

# Supportive & Retention Services

- Scholarships/Stipends
  - wage subsidy
  - specific costs such as work apparel
- Transportation Assistance
  - vouchers
  - driver's license recovery
  - low interest car loans
- Housing
- Childcare
- Substance Abuse

*Recent successful partnership with ODOT to fund Supportive Services for Constructing Futures grantees*

# Placement Assistance

- Employer or RAP liaisons on staff
- Union partnerships or employer partnerships
- Direct-Entry Agreements
- Employer incentives – wage subsidies
- PLA/CBAs
- Contract Language requirements
- Local hire ordinances
- HUD Section 3 Requirements

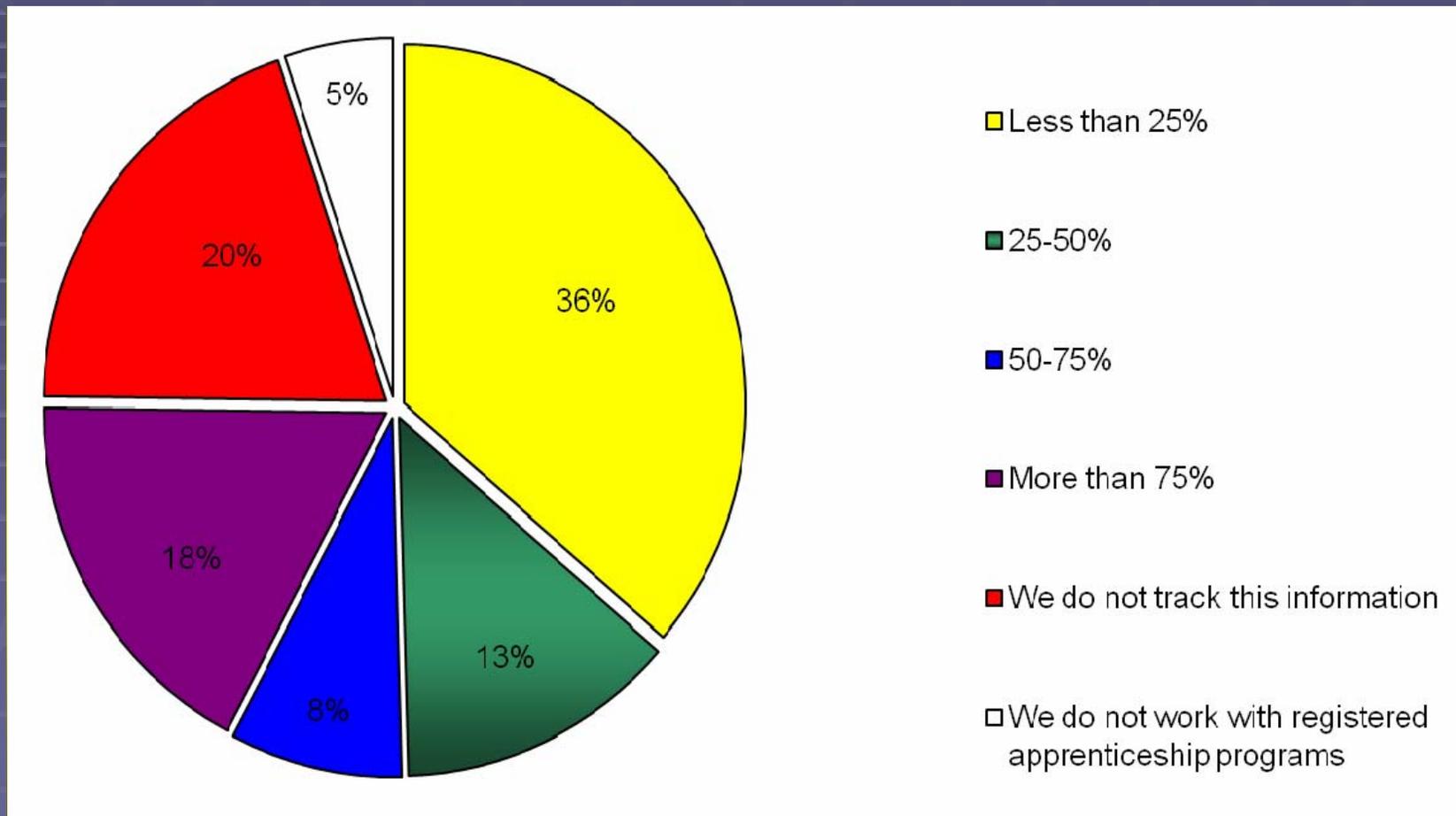
# Placement Strategies

Percent of Programs Using Strategy



- From Aspen Institute Pre-apprenticeship Report

# Placement Findings: RAPs



- From Aspen Institute Pre-apprenticeship Report

# Follow Up/Post-placement Services

- ❑ Case managers
- ❑ Peer support & network access
- ❑ Mentoring Programs
- ❑ On-going program contact
  - job notices
  - newsletters
  - workshops and continued trainings

# Relationship to Industry

- ❖ relationships key to aligning training to industry needs
- ❖ connectivity to employment
- ❖ employer/RAP liaisons
- ❖ on-going engagement
- ❖ advisory committees
- ❖ apprenticeship coordinator engagement
- ❖ integrated into PAT programming

# Partnership Structure

- Partner Relationships
- Clear Partnership Roles & Responsibilities
- Partnership Plan and Process
- Communication
- Solid Infrastructure
- Feedback and Continuous Improvement

# Project Outcomes



- Increased numbers of minorities, women in workforce pipeline
- Statewide advisory council established
- Coordinated recruitment, assessment, pre-apprentice training, and core retention services developed to serve industry
- Increase workforce retention – investment into training returned
- Increased awareness of construction careers for future workers and other partners

# Funding and Sustainability

US DOL

- WANTO
- Youthbuild
- JobCorps

EPA Brownfield Training Grants

HUD

- Section 3
- CDBG
- CSBG

Department of Transportation

Workforce Investment Act

- Governor's Discretionary
- Intensive Service Contracts
- Formula Funding

# Questions & Answers



# Resources

- Report available:

<http://www.aspenwsi.org/Publications/09-007.pdf>

- Constructing Futures reports available at:

<http://www.recovery.ohio.gov>

- Pre-apprenticeship multi-craft core curriculum: <http://www.emeraldcities.org/?q=multi-craft>

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