



EMPLOYMENT AND TRAINING ADMINISTRATION
UNITED STATES DEPARTMENT OF LABOR



Collaborative Solutions for Increasing Diversity of Apprenticeship Participants

June 4, 2020



Welcome



Andrea Hill

Program Lead

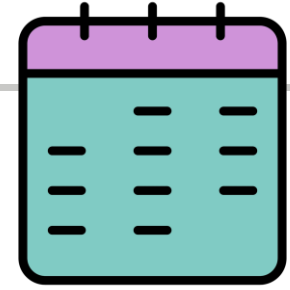
Office of Apprenticeship, U.S. Department of
Labor, Employment and Training
Administration



Today's Objectives

- ▶ Share the importance of building a diverse apprenticeship pipeline
- ▶ Discuss solutions for increasing diversity of apprenticeship participants
- ▶ Anticipate long-term strategies to making apprenticeship programs more accessible

Today's Agenda



- ▶ Introductions
- ▶ Importance of building a diverse apprenticeship pipeline
- ▶ Solutions for increasing diversity of apprenticeship participants
 - ▶ Understanding root causes of equity gaps
 - ▶ Engaging stakeholders
 - ▶ Exploring promising practices
 - ▶ Developing solutions
- ▶ Discussion
- ▶ Closing



Today's Panel



Jennifer Jirous-Rapp

Senior Analyst
Maher & Maher



Ben Williams, Ph.D.

Chief Executive Officer
National Alliance for
Partnerships in Equity
(NAPE)



Megan Scott

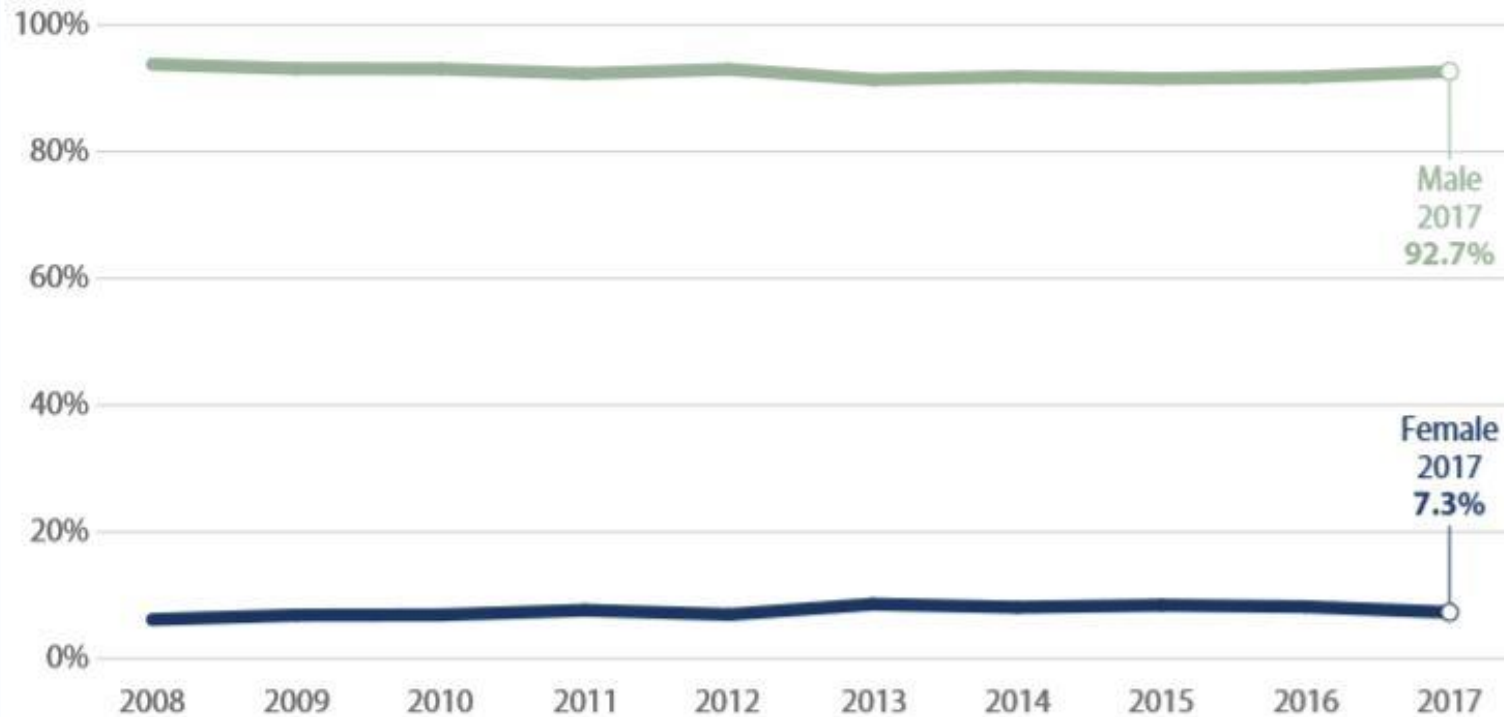
Project Manager
Oklahoma Office of
Workforce Development

Equity Gaps in Registered Apprenticeship Participation, Career Choice, and Pay

FIGURE 1

Women are much less likely to participate in apprenticeship programs than men

Percentage of men and women in Registered Apprenticeship programs by exit fiscal year



Note: Exit fiscal year data only include individuals who are exiting because they completed the apprenticeship program.

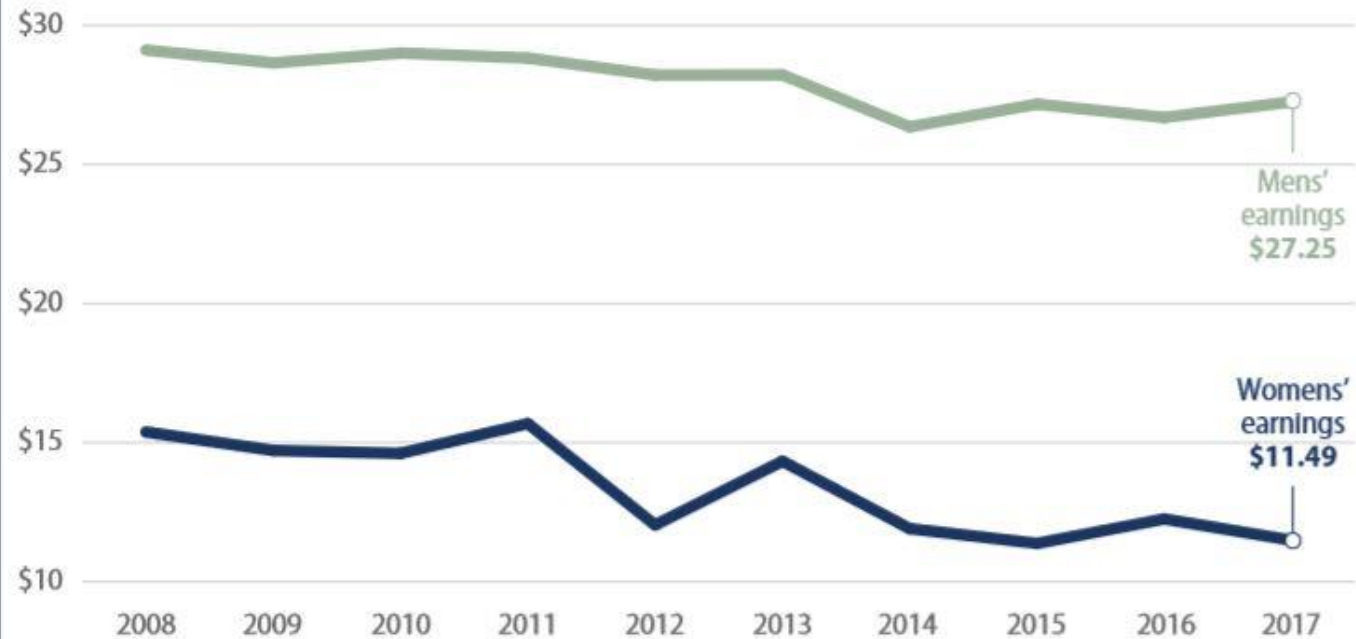
Source: Authors' calculation of fiscal year 2008 to fiscal year 2017 data from the U.S. Department of Labor, "Registered Apprenticeship Partners Information Data System (RAPIDS)," data on file with authors.

Source: Hanks, A., McGrew, A. & Zessoules, D. (July 11, 2018). The Apprenticeship Wage and Participation Gap. Center for American Progress: <https://www.americanprogress.org/issues/economy/reports/2018/07/11/453321/apprenticeship-wage-participation-gap/>

FIGURE 2

Women make less than half of what men make at the end of their apprenticeship programs

Median exit wages by gender, fiscal years 2008-2017



Notes: Exit fiscal year data only include individuals who are exiting because they completed the apprenticeship program. Wages are real wages adjusted with the Consumer Price Index for All Urban Consumers (CPI-U) deflator. Wage data includes apprentices who were incarcerated during their apprenticeship and were not making market wages. Of the data sample, 8.5 percent made less than the federal minimum wage in fiscal year 2008 to fiscal year 2017, indicating that these apprentices were incarcerated.

Source: Authors' calculation of fiscal year 2008 to fiscal year 2017 data from the U.S. Department of Labor, "Registered Apprenticeship Partners Information Data System (RAPIDS)," data on file with authors.

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Discrepancies in occupations pursued by women and men

- ▶ Only 4 out of the top 10 occupations for women and men are shared
 - ▶ These include Construction Craft Laborer, Correction Officer, Electrician and Truck Driver, Heavy (Average for these 4 = \$20.37)
- ▶ Average pay for Top 10 positions
 - ▶ Women (\$14.47) and Men (\$23.19)

Source: Hanks, A., McGrew, A. & Zessoules, D. (July 11, 2018). The Apprenticeship Wage and Participation Gap. Center for American Progress: <https://www.americanprogress.org/issues/economy/reports/2018/07/11/453321/apprenticeship-wage-participation-gap/>

Discrepancies in pay by race: Median exit wages

- ▶ Hispanic: \$30.60
- ▶ White: \$26.14
- ▶ Black or African American: \$14.35
 - ▶ **Note: In 2008, average was \$25.26**
- ▶ Native Hawaiian or Pacific Islander: \$28.28
- ▶ American Indian or Alaskan Native: \$31.36
- ▶ Asian: \$30.81

FIGURE 4

Black, white, and Hispanic women make the least among women, and black men make the least among men

Exit wages for individuals exiting apprenticeship programs between fiscal years 2008-2017 by race/ethnicity



Notes: Data only include individuals who are exiting because they completed the apprenticeship program. Racial data includes Hispanic individuals, non-Hispanic individuals, and those that did not disclose their ethnicity. Wage data include apprentices who were incarcerated during their apprenticeship and were not making market wages. Of the data sample, 8.5 percent made less than the federal minimum wage in fiscal year 2008 to fiscal year 2017, indicating that these apprentices were incarcerated.

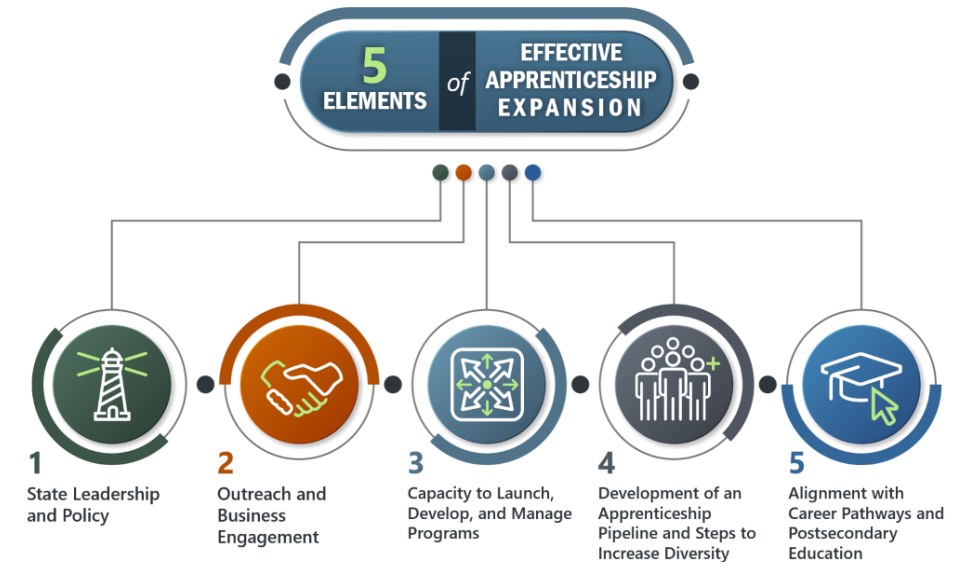
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Solutions for Increasing Diversity of Apprenticeship Participants

What States are Doing to Increase Diversity and Develop the Apprenticeship Pipeline

- ▶ Changing perceptions of apprenticeships
- ▶ Making it easier to find and apply for apprenticeship opportunities
- ▶ Creating quality pre-apprenticeship programs
- ▶ Partnering with organizations who serve underrepresented populations
- ▶ Targeted business engagement with a focus on diversity
- ▶ For more, see the [Five Elements of Apprenticeship Expansion](#)



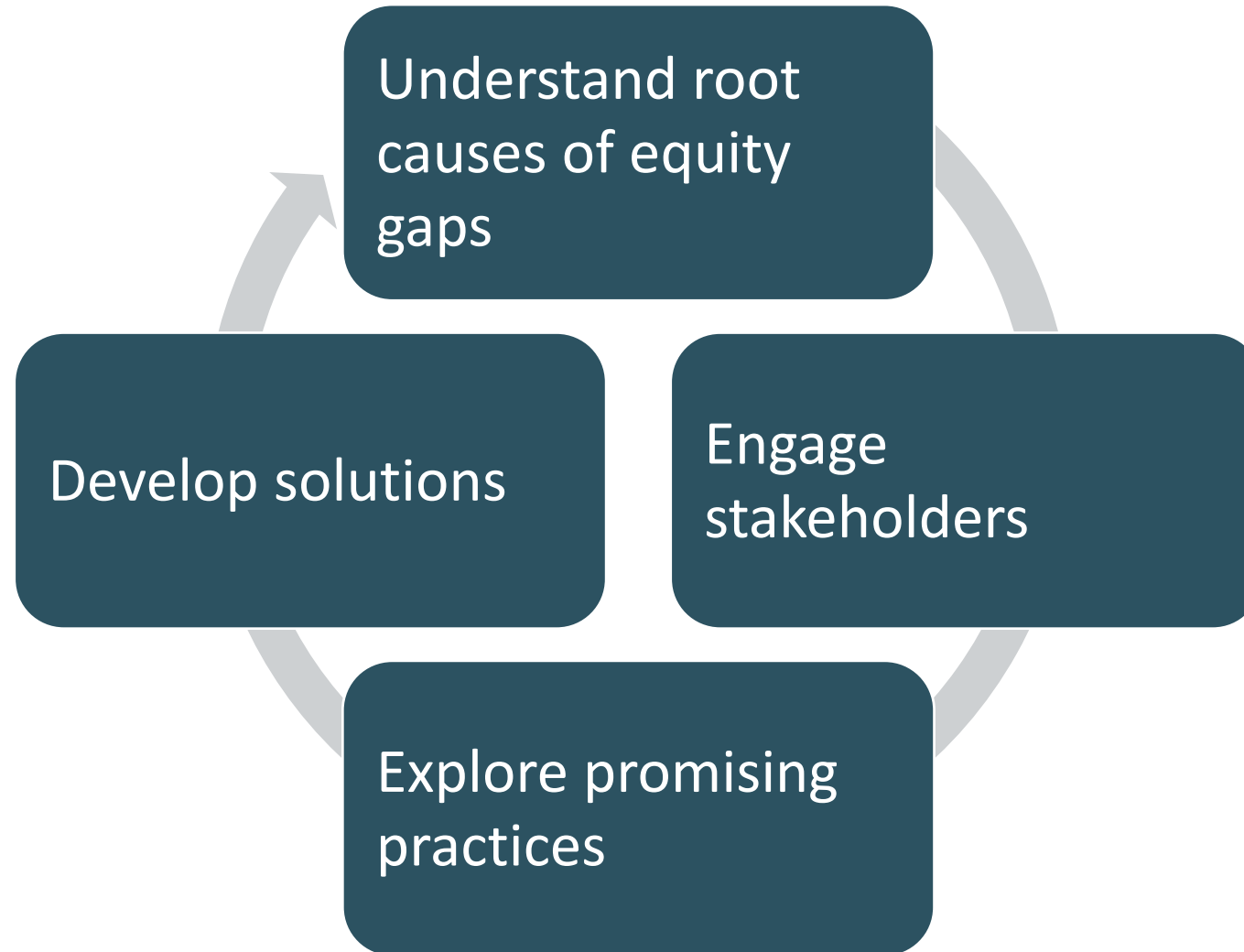
Spring 2020 Increasing Diversity of Apprenticeship Participants Innovation Cohort

Challenge question: How might we effectively recruit and retain one or more underrepresented worker demographic groups within targeted apprenticeship growth occupations in our state?

Participating States: Iowa, Michigan, New Hampshire, New Jersey, Oklahoma, South Carolina, Tennessee, Texas, and Utah

- ▶ Teams identified three industries and populations of interest:
 - ▶ **Industries of Interest:** Advanced Manufacturing, Information Technology, Healthcare
 - ▶ **Populations of Interest:** Women, People of Color, People with Disabilities and Re-Entry Populations

Approach to Developing an Apprenticeship Diversity Strategy



Understand Root Causes of Equity Gaps



EQUITY IN APPRENTICESHIPS: REALIZING THE POTENTIAL OF THE WORKFORCE

Ben Williams, PhD, CEO



N A P P E

National Alliance for
Partnerships in Equity

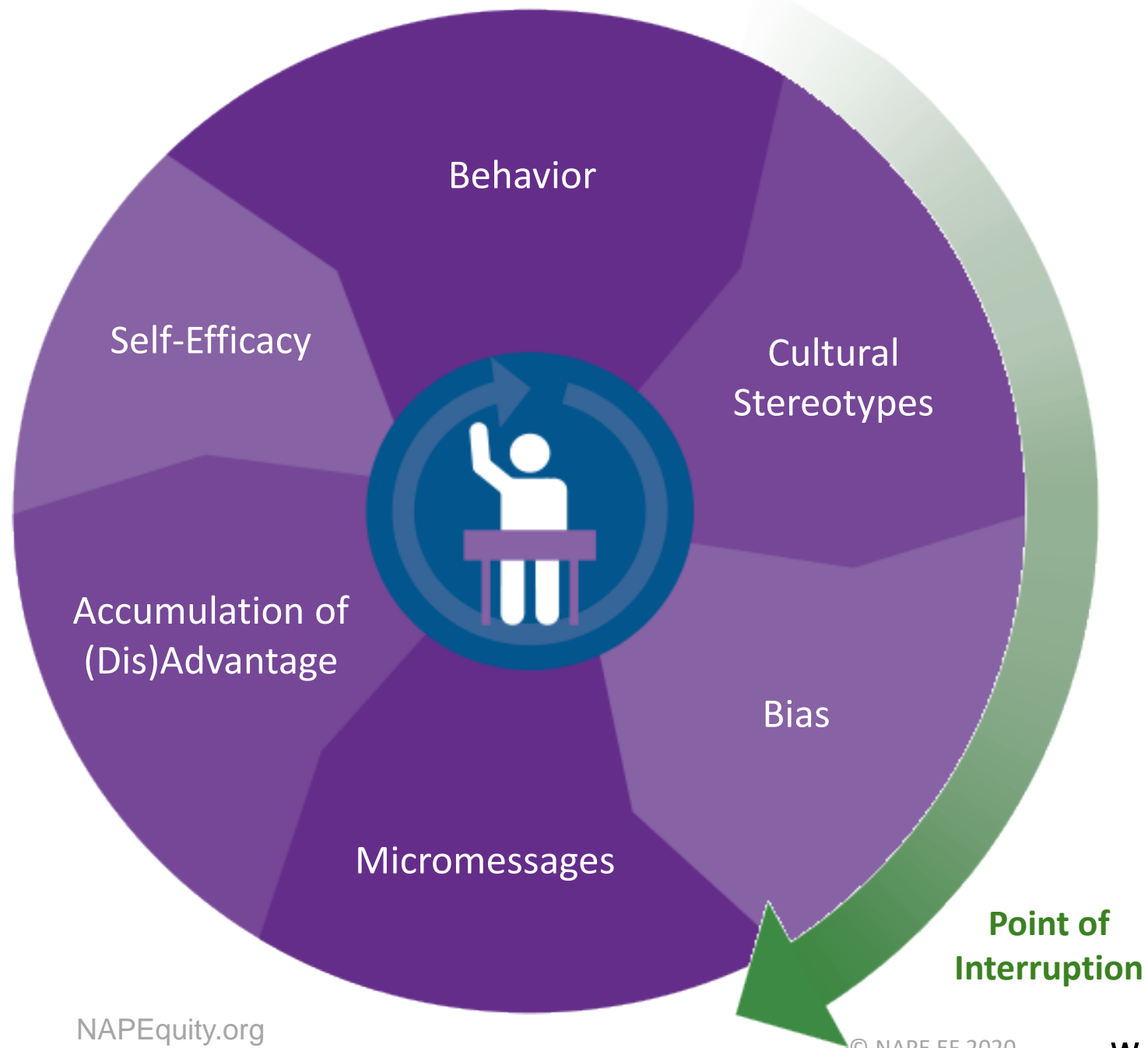
We build **educators' capacity** to implement **effective solutions** for increasing student **access**, educational **equity** and workforce **diversity**.

equity
access
diversity

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







Verbal

Para-verbal

Non-Verbal



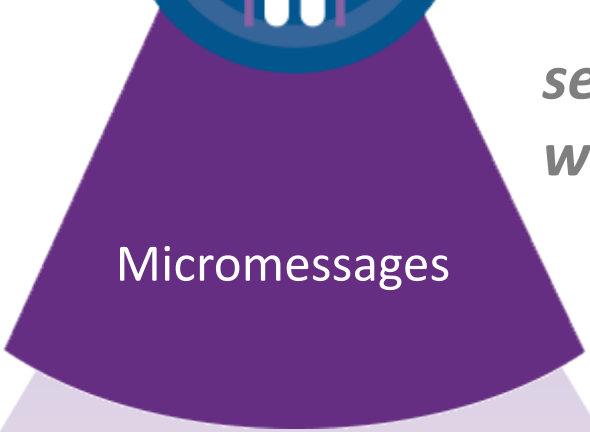
Contextual

Omission

Praise & Criticism

*Small, subtle,
unconscious messages*

*sent and received when
we interact with others*



Micromessages

Valued

Included

Encouraged

Intentional

Positive

Micro-Affirmations



Micro-Inequities



Excluded

Devalued

Unintentional

Negative

Discouraged



*Can I
do this?*

Challenge



self-efficacy

*is the belief one holds in
their ability to perform a
specific task*

GROUNDING ACTION

No one is better situated to speak to the problems within CTE and education in general than the very students and families experiencing depressed outcomes; their expertise will guide us to the solutions we need.

ASSET ORIENTATION

With an asset perspective, students' cultural differences are perceived as beneficial to the learning environment, as opposed to a deficit perspective, when cultural differences are perceived as detrimental.

SYSTEMS ARE NOT NEUTRAL

An equity lens understands that institutions are not neutral and that inequitable outcomes strongly predicted by group membership (e.g., ability, race, language) are signs of biased mechanisms.

EQUITY PRINCIPLES

Root Causes: State Perspective

Megan Scott

Project Manager
Oklahoma Office of Workforce Development

How has your perspective shifted and how has that impacted the diversity focus of your grant?



Engage Stakeholders

How Partnerships Strengthen Diversity Efforts

- ▶ Leverage the strengths of state agencies and nonprofits who engage with diverse populations
- ▶ Connect apprenticeships to broader career pathway efforts, creating onramps to apprenticeship and supporting success
- ▶ Help businesses break down diversity barriers in hiring processes
- ▶ Create a “village” that supports apprentices from under-represented populations



Trust as a Foundation for Partnerships

A foundation of trust enables partners to quickly seize opportunities together.

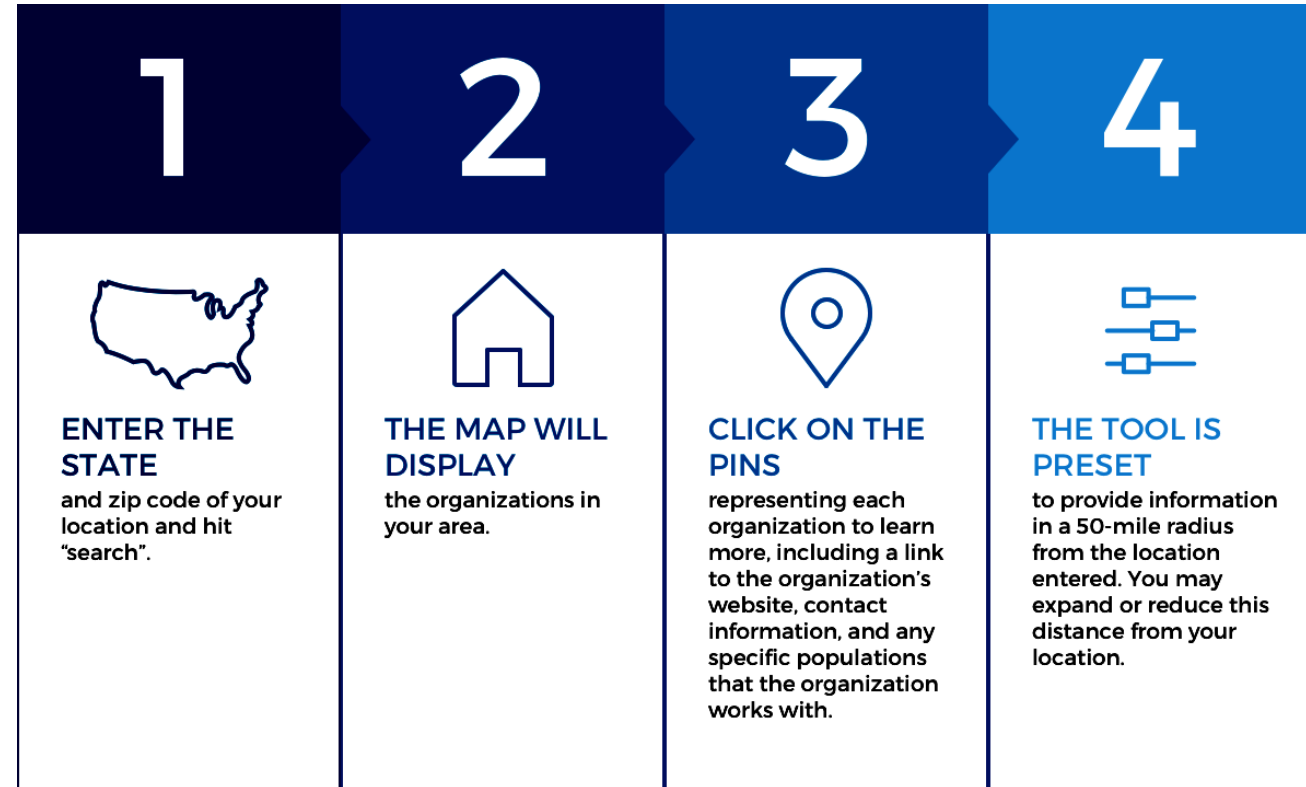
Case Study Example:

Working Together and Making a Difference: Virginia Western Community College and Goodwill Industries of the Valleys Partnership Case Study Report

- ▶ “You need to maintain [a] trusting relationship — which means that your partner will deliver on promises, and both agree that you are accountable to one another.”
- ▶ “When you have trust, everything is easier. When you don’t have it, nothing is [easy].”

Tool to Help Find Partners: Universal Outreach Tool

- ▶ The [Universal Outreach Tool](#) is a resource to help sponsors find diverse candidates for their apprenticeship programs. The tool includes non-profit, state, local, and community organizations across the country, and sponsors can use the tool to identify organizations in their area that can help them recruit from under-represented populations.



[Apprentice Outreach: Strategies and Tools for Recruiting a Diverse Workforce](#)

Engaging Partners: State Perspective

Megan Scott

Project Manager
Oklahoma Office of Workforce Development

**What partners are critical to
apprenticeship diversity work in
Oklahoma?**



Explore Promising Practices

Explore Promising Practices: State Level

- ▶ Develop partnerships with state agencies that serve women, people of color, individuals with disabilities, the incarcerated, youth, and more.
- ▶ Include equity and diversity goals in grant competitions and sub award decisions and expand apprenticeship opportunities for targeted populations ([ex-offenders](#), [women](#), [individuals with disabilities](#), etc....)
- ▶ Develop policies that support diversity goals, such as state policies that support the expansion of quality [pre-apprenticeships](#).
- ▶ Provide training and professional development to subrecipients and partners on promising practices, root causes of equity gaps, and the power of micromessages and microaffirmations.
- ▶ Resources: [Development of an Apprenticeship Pipeline and Steps to Increase Diversity](#) (on WorkforceGPS)

Explore Promising Practices: Program Level



- ▶ Use images that reflect diversity in outreach and recruitment materials
- ▶ Recruit from a variety of organizations that serve diverse youth and job seekers
- ▶ Align to career pathways, pre-apprenticeship, and other workforce development initiatives that serve under-represented populations
- ▶ Use data specific to the population or industry to “tell the story”
- ▶ Provide supportive services and high-quality mentoring
- ▶ Educate sponsors, mentors, and other stakeholders on the power of micromessages and microaffirmations
- ▶ Resources:
 - ▶ [Development of an Apprenticeship Pipeline and Steps to Increase Diversity](#)
 - ▶ [NAPE Website](#)

Develop Solutions

Developing Solutions

Ben Williams

Chief Executive Officer
NAPE

What are some things states need to consider in our current economy and the shift to virtual collaboration?



NAPE's Equity Strategy – Addressing the Challenges

- ▶ Solutions are not in returning to the status quo
- ▶ Equity gaps in access and opportunity exacerbated
- ▶ Use data and root cause analysis to identify effective interventions – ground the research in feedback from the communities you want to engage
- ▶ Build up leadership internally to engage employees of color, women, individuals with disabilities, and individuals from other underrepresented groups
- ▶ Commit to continuous improvement



Developing Solutions

Megan Scott

Project Manager
Oklahoma Office of Workforce
Development

**What solutions are you exploring in
your state?**





Any Questions?





Final Thoughts



► Ben Williams, Ph.D.

Chief Executive Officer

National Alliance for Partnerships
in Equity (NAPE)



► Megan Scott

Project Manager

Oklahoma Office of Workforce
Development

Resources:

▶ Workforce GPS

- ▶ Online technical assistance website sponsored by the Employment and Training Administration of the U.S. Department of Labor.
 - ▶ <https://ase.workforcegps.org/resources/2019/09/30/00/28/Apprenticeship-Expansion-Element-4-Development-of-a-Pipeline-Steps-to-Increase-Diversity>

▶ National Alliance for Partnerships in Equity website

- ▶ The National Alliance for Partnerships in Equity (NAPE) is a consortium of state and local agencies, corporations, and national organizations focused on building effective solutions for increasing access, educational equity, and workforce diversity.
 - ▶ <https://napequity.org/>

▶ US DOL EEO website

- ▶ Comprehensive webpage on EEO regulations, tools, and resources sponsored by the U.S. Department of Labor
 - ▶ www.doleta.gov/oa/eo

EEO Technical Assistance

- ▶ [Anti-Harassment Resources](#) This suite of resources provides different approaches to meeting the requirement of interactive training on preventing and addressing harassment in apprenticeship programs
- ▶ [EEO Pledge and Complaints Information Poster](#) This fillable and printable poster comes in two sizes and helps sponsors meet the requirement for sponsors to display the revised EEO pledge language and information about filing EEO complaints
- ▶ [Disability Self-Identification](#) This page provides details on the disability self-identification process and deadlines, along with resources on the topic. The Voluntary Disability Disclosure Form may also be accessed from this page.
- ▶ [Outreach & Recruitment Resources](#) This page provides details on conducting outreach and recruitment to attract diverse apprenticeship candidates. The page also includes the link to the Universal Outreach Tool.
- ▶ [Protected Characteristics](#) From this page, you may view detailed information on each of the characteristics protected under the apprenticeship EEO regulations: race, color, national origin, religion, sex, disability, age (40 and older), sexual orientation, and genetic information.
- ▶ [Resources to Identify Non-Discriminatory Apprentice Selection Procedures](#) This page collects resources that contain information about selection procedures that sponsors may use, including applicable regulatory provisions, sample selection procedures language, and FAQs.



Contact Us

Please direct all questions to your FPO!

Ben Williams, Ph.D.

Chief Executive Officer

National Alliance for Partnerships in Equity (NAPE)

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Thank You

