**WorkforceGPS**

**Transcript of Webinar**

**Manufacturing Success: Examining Development of an Apprenticeship Partnership and Pathway**

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GRACE MCCALL: Sorry. But with that I want to get myself right out of the way. Again, if you haven't done so already, please introduce yourself in that chat on the bottom left-hand corner of your screen. If you joined a little bit late, please don't forget to introduce yourself.

I want to welcome everyone to today's "Manufacturing Success: Examining Development of an Apprenticeship Partnership and Pathway" webinar. And I'm going to turn things over to your moderator today, Toni Wilson. She's a workforce analyst with the U.S. Department of Labor, Employment and Training Administration. Toni, take it away.

TONI WILSON: All right. Good day everyone. Welcome to today's webinar. It's Manufacturing Success, Examining Development of an Apprenticeship Partnership and Pathway. I'm so excited to be here today. If you haven't, please continue to put all your information in our welcome chat. We'd love to see who is joining us today.

Before we get started – sorry, a little fast on the draw here. So I do want you to meet J-D Let's first start with National Apprenticeship Week. We are in it. It's this week, November 8th through the 14th. And here is a link here to the apprenticeship week. So far we're off to a great start. We have 650 events and confirmations from across the country. There have been events in every state and 25 governors have made proclamations. So we want to thank everyone for continuing to spread the word about Apprenticeship Week and to those who have registered your activities.

This website when you click on, just a reminder, you are – it's not too late to register any event or proclamation that you have, so please make sure you check that out. Also, there's a presidential proclamation that was issued on Friday, November 6th, you'll be able to find that on the site. We have our DOL press release which is also on the site and there is a blog. So a lot of good things that are there.

Once again, remember YouthBuild great example of pre-apprenticeship and lots of great examples of registered apprenticeship opportunities. So please, let's spread the word, lift up YouthBuild and let the apprenticeship community know about YouthBuild.

So with that said, let me first introduce today's speakers. We have J-D Garcia; he's the director, Career Pathways with YouthBuild USA. So welcome J-D. And then we also have Bonnie Landi. I know some of you know Bonnie. She's the executive director at Ulster YouthBuild. And we have Frank Falatyn, who is the president of FALA Technologies. And so we are very excited to have both Bonnie and Frank here today to provide great peer examples in reference to some apprenticeship opportunities.

So today's objectives, we're just going to be doing a little bit of overview on some things happening in apprenticeship: An update of some new apprenticeship initiatives and a detailed look at the development and implementation of a pre-apprenticeship career pathway.

But let's first start with a poll. All right. So do you believe either your construction or your construction plus program is a strong model of a pre-apprenticeship path? Let's see what we got here. So either yes or no. Do you believe that either your construction or your construction plus program is a strong model of a pre-apprenticeship path? All right. So the numbers are coming in. Most do, which is great. Let's give that a few more seconds. All right.

All right. So I'm going to stop there for a minute. I'd like to – as you can see most felt that it is. Once again I'm wanting to stress YouthBuild is a prime example of a pre-apprenticeship model and we are definitely promoting it as such. So if you're not feeling it is, we definitely have a lot of technical assistance that can assist you and hopefully you can gain some things through this webinar.

But before we get to some examples, I did want to give some updates and talk to you a little bit in reference to some things that are happening in the apprenticeship world as a whole or at least as it connects to Youth, so wanted to talk to you about the youth apprenticeship readiness grant and then some information in reference to the industry recognized apprenticeship program. YARG for the grants and then IRAP for those that are not sure about those acronyms.

So starting out with YARG, just wanted to note that these grants provide an opportunity to expand registered apprenticeship in new ways and into new industries for youth, particularly under-served youth. And that's why the Department of Labor has awarded over 42 million in grants to 14 partnerships to provide services with awards arranging from 1.49 to 5 million. The grant period of performance is 48 months and they started on July 1st.

The central goal of these grants is to increase the number of youth enrolled in RAPs through four primary routes of activity. And that is, obviously, the main thing is develop and expand registered apprenticeship opportunities for youth, that's 16- to 24-year-olds and out-of-school new to registered apprenticeship programs or expanding an existing registered apprenticeship program. This also includes a quality pre-apprenticeship program but only if as part of the grant it leads to a registered apprenticeship program. So just including that.

Also, increase awareness to youth, parents and teachers that apprenticeship is a viable career pathway model, increase awareness and the benefits of apprenticeship model to employers and increase alignment and state workforce systems. And this includes looking for opportunities around co-enrollment.

In addition, in reference to the YARG grants, there is a methodology to achieve both – (inaudible) – goals and central goals of these grants, which is to increase the number of youth enrolled in RAPs. And so once again, including that expanding the registered apprenticeship aspect of it and the quality pre-apprenticeship programs that lead to RAP, but also channeling programs to the needs of youth to increase the likelihood of their successful completion and ensuring that our wrap around supportive services are provided, you know, things as we all know in the YouthBuild community, there's child care, transportation, and other supportive services.

This quick slide here, just important components of the these YARG grants, it's really all very focused on the partnerships of the lead prime grantees are either an education and training provider, a workforce development system entity, organizations functioning as workforce and industry intermediaries and state agencies.

And these are kind of the – and they require – those are the prime grantees or the leads. The required partners at minimum, two employer partners, an education or training provider and the state apprenticeship agency. So these are – and then there's a list of optional partners and these 14 grants run gamut of those.

And then just brief outline of the five core components of registered apprenticeship. Hopefully, as most of you, if not this is a great cheat sheet but remember employment involvement, structure on-the-job learning/training, having that national occupational credential, rewards for skill gains, and related instruction. I mean if this is not YouthBuild, you know so this is really great in reference to what you all are doing and it's also a great opportunity for YouthBuild to connect and to share.

Once again, this is just another slide just noting the different industries of the 14. As you can see, all things that are very much reflective in our construction plus. And one other thing I would note is YARG in reference to the flexibility and types of partners and roles in RAP. This single employer model, this really is the most common program sponsor model in the national system. It represents all of 80 percent of all registered programs. There are other variations of single-employer model including partnering with an educational provider to support their related instruction.

And then these others, the other multiple employer models represented here describe the complexity of the relationship in putting together these programs. So as you can see, there is various types and reference to multiple employers in intermediary model. Here we have the intermediary model and the community college and here is one with multiple employers intermediary models. So there are definitely different types of structures that are here. And this is another great sheet to look at.

And then here's a list of the YARG grantees, so you can possibly see if one is in your area that you might want to connect with. At the end we have resources so you can actually look at the one-pagers on each of these sites to see what they're working on. It's good in reference to both if something's in your area but also to see if maybe one is doing – how they're doing their apprenticeship and maybe it aligns with what you're working on. So great opportunities. Please keep in mind that these programs just started, so they're in an implementation stage, so was just trying to give you kind of an overview but they're still really early on.

The usual expected outcomes as with YouthBuild, so definitely things such as participants served, enrolled, completed, etcetera, so that's very much aligned with how you feel it's working. And then we have expected output which is the total number of newly created registered apprenticeship, so it will be really great to see the placement – (inaudible) – this, the total number of existing RAPs and then the total number of the new employers engaged due to this grant. So we'll be looking out and monitoring that data.

But all things YARG can be found on their community of practice which is YouthASReady.WorkforceGPS.org. That is linked to our YouthBuild COP and vice versa. They are definitely looking at YouthBuild also for resources. So just a great opportunity in reference to sharing.

So with that said, I'm going to move into just quick highlight in reference to the IRAP. Once again, if you do have questions, please put those in the chat and we'll be answering those at the end. So in reference to IRAP, which as a reminder that's the industry recognized apprenticeship programs. And these are high-quality apprenticeship programs.

They provide individuals with opportunity to obtain workplace relevant knowledge and progressively advancing your skills. And so as you know, the final rule, establish a process in reference to recognizing these third-party entities known as standards recognized entity, SREs, which will in turn evaluate and recognize IRAPs, consistent with the Department of Standards.

IRAP requirements, all are paid work but also as you can see IRAP also include these various aspects including written agreements, industry recognized credentials, etcetera, that's on this chart. But RAPs and IRAPs, I just wanted to take a quick moment just to note some comparisons in reference to the RAPs and the IRAPs. So the apprenticeship component, obviously the paid job aspect of it is a piece that is across the board and also the on-the-job learning. So creating that structure, that on-the-job learning aspect of it is key.

The registered apprenticeship, the RAP, they are paid progressively, increasing the schedule of wages consistent with the skills required. And they are available in all of the industries as long as it is an apprentice-able occupation. In the IRAP, apprentices are paid but pay increases are not required by IRAPs.

They must make clear what wage will be paid and under what circumstances the pay will increase, but since the RAP model is already widespread within the construction sector, IRAP can be developed in any sector except construction and any occupation except those that include construction activities. So that's some of the differences there in the RAPs and the IRAPs.

In reference to the on-the-job learning, generally RAP require a minimum of 2,000 hours, just basically from the one-year on-the-job learning. And then under IRAP there's no minimum requirement. And it may end up, could be shorter than one year but it does need to have that structure work experience and must be competency based.

In reference to the classroom, you're choosing a trained provider that can be either internal or external, so like community college or online provider or in-house. For a RAP a minimum of 144 hours of RTI. For the IRAP industry sets the standards, so there's some differences there. In reference to mentorship and supervision, we want to ensure that there's a structured mentorship and supervision to provide support to an apprentice.

Under the RAP, it's a one-to-one ratio of experienced workers to an apprentice. And under the IRAP there's no set ratio of mentorship; however programs must provide an apprentice's structured mentorship opportunity throughout the duration but there isn't that one-to-one ratio requirement.

And then in reference to credentials, identifying industry recognized credentials to be issued upon completion of the program. Under the RAP a certificate of completion comes from DOL or DOL recognized state apprenticeship agency. And under the IRAP, the IRAP results in at least one industry recognized credential issued during participation or upon program completion and a credential would also count possibly toward the WIOA credential attainment rate. And the IRAP in that case comes from the industry recognized sponsor.

All right. So that's YARG and some IRAP updates. So hopefully helpful information just to kind of understand if you haven't. But now, I will stop talking and it's my pleasure to introduce you to J-D Garcia who is going to be talking incorporating this registered apprenticeship framework into YouthBuild. J-D?

J-D GARCIA: Toni, thank you very much for the introduction and for that helpful information. And Mary McRae was just typing into chat that if you haven't done so already, please download the PowerPoint because there's a lot of helpful information in these slides that we may not be able to get to.

So in the spirit of trying to be succinct and not long winded, I want to provide for you a quick primer on the registered apprenticeship framework with a focus on the five core components and how you as a DOL grantee program can integrate registered apprenticeship into your program design and sort of be able to identify some of the points that would signal success in your path to creating a registered apprenticeship.

So first and foremost, as Toni underscored already, there are five core components. And the first of the five is industry and business involvement. And you should know that employers are obviously the foundation of every registered apprenticeship program. And for employers, registered really helps them successfully recruit, train, and retain highly skilled workers. And for apprentices it allows them to earn a living wage while increasing skills.

And so in the second and third components, apprentices receive on-the-job training from an experienced mentor. And as Toni was saying, you know it can kind of differ but generally speaking it can be particularly no less than 1 year. Apprentices also are able to combine their on-the-job training with the related instruction that can be facilitated or delivered at your program, so that can be either in your lab, in program or it can be provided through an education partner, career technical education partner, and especially within the challenging context presented by COVID it can also be provided online. You know typically registered apprenticeships require a minimum of 2,000 hours of on-the-job training per year supplemented by typically on average around 140 hours of related classroom instruction.

And then the fourth component, which is really exciting and enticing for the apprentice is the opportunity to earn while you learn. And so apprentices receive wages and wage increases as they learn and also as they acquire higher level skills and competencies and will generally have those wages correspond with their skill gains.

And then last but not least, registered apprenticeship programs result in a national recognized credential. And this represents a guarantee to employers that apprentices are fully competent and qualified for the job or the occupation.

I'm going to go to the next slide. And so when thinking about the first component of registered apprenticeship, and even before I go into that, what's good to know and Toni noted this a moment ago, YouthBuild programs are defined as pre-apprenticeship. So much of what you're already doing as a DOL grantee already begins to align with the requirements of registered apprenticeship.

And so when you're thinking about pursing registered apprenticeship, know that successful registered apprenticeship programs are really borne from the collaboration with your partners and your ability to leverage industry and business through formal articulation agreements and through MOUs.

And that through these formal partnerships, it will enable you to be able to co-create curriculum and training and to be able to build in and integrate those meaningful work experiences that plug into the registered apprenticeship pathway that are fully integrated in that professional setting or that business. And that together with your business partner or partners, you're able to affectively co-develop and co-design and plan for specific placements.

In thinking about the structure on-the-job training component of registered apprenticeship, one of the important pieces here is that you're able to be able to work with your employer partner to customize and to create meaningful on-the-job training and work experiences with partners. And as Toni noted, these can be partners that represents not just businesses and occupations, but also post-secondary education institutions that can work with you to design and integrate the technical skills training and/or a combination of foundational skills and technical skills training.

Also, another signal of success that you're on the right track in implementing a registered apprenticeship pathway is that your on-the-job training and your work experiences have very clearly defined objectives and they indicate the technical and the foundational skills that your apprentices will be practicing and acquiring through the specific (hours ?) that you and your partners establish in the articulation agreement.

And then last, it's also important to note that programs integrate support services and integrate case management and other wrap around supports that Toni mentioned which might include transportation, child care, and other important services that will enable your apprentice to be able to be successful and to have their needs met in the parallels of their lives to be able to focus on a successful apprenticeship completion.

The third component, related instruction. So again, when you're thinking about registered apprenticeship and you're thinking about your partnerships and assessing who you're currently working with or who you want to work with, know that when you're designing the related instruction it's helpful to leverage your strength, and many of you are already doing this, which is to build instruction that harnesses the concepts of universal design for learning, differentiated instruction, problem and project based learning approaches.

Many of you all are already doing this through your work as a DOL grantee and affiliate. And, again, this is really having you leverage those concepts which will engage apprentices and enabling them to not only demonstrate confidence in skill acquisition, but building an opportunity for them to develop professional portfolios that will help them document their skills, be able to document their competencies and then also is important to be able to articulate their competencies and their skills to employers in the marketplace.

And the fourth component, this is continuing to do what you already do which is to work with partners and stakeholders to build in opportunities for your apprentices and your participants to be able to leverage stipends and wages for the work they do either at the construction site or in their career pathway that will reinforce their learning, provide for them motivation and also to work with partners to leverage other in-kind resources that will enable the apprentice to be successful and some of that can be working with partners to leverage tools or resources or a classroom space within the business where the apprentice or the trainee can engage in job readiness.

And last but not least, working with your partners to identify apprenticeable occupations and pathways. And some of this you can do sort of first internally with your program staff which is to engage in compiling labor market information and analysis, and identifying where there are economic trends and identifying where there are gaps. And ultimately working with your partners to identify and learn what their needs are as you build out your pathway that can link to apprenticeable occupations and ultimately for your apprentice to portable credentials and certifications that are needed to unlock opportunities to employment within their business.

So again, these are just very high-level suggestions on how you can contextualize and tailor registered apprenticeship to your program. Many of you all are already doing this great work through pre-apprenticeships.

And last but not least, what I would encourage all of you to do is to begin to talk with your staff and your team about the registered apprenticeship system and time permitting to connect with your local state office of apprenticeship to schedule a meeting and to meet with your team about the nuts and bolts of registered apprenticeship and how you all can evolve your program to apprenticeship with your partner in your local communities.

And last but not least, you're always more than welcome to connect with YouthBuild USA with your coaches and with the career pathways team for ongoing technical assistance and information. So with that, I'll pass it over to Toni.

MS. WILSON: All right. Thank you, so much, J-D. Great information. And let's stop for a moment before we hear from our peer presenter to take a quick poll. So do you have a manufacturing construction plus pathway? So we want to see who out there is actually doing advanced manufacturing.

It's OK if you're not but we just wanted to get a sense who in the audience is doing it. So you can put that in the poll. It looks like we have a few that are most or not, and we have a good chunk that are investigating, which is great. Some great information here. And then we have some great resources for you at the end. All right. So thank you for that.

So with that said, it's my pleasure to transfer this over to Bonnie Landi who is the executive director of Ulster YouthBuild and she's going to talk about manufacturing construction plus create apprenticeship pathways. Bonnie.

MS. MCCALL: Bonnie, you might be muted.

MS. WILSON: All right. Just bear with us for one second. Bonnie, if you're there, if you can unmute.

BONNIE LANDI: Can you hear me now?

MS. WILSON: There you go. Welcome, Bonnie, good to – (inaudible).

MS. LANDI: OK. So I am so happy to be participating today with this webinar. It's been a couple of years since we started our research and development of a manufacturing pathway for YouthBuild programs. And I would like to just give you a little background about how and why this all got started.

We at Ulster YouthBuild in Kingston, New York as all YouthBuild programs most likely do, we started a while ago taking our students out to various industry companies locally to have them experience what a company might be doing and to see if anyone might be interested in that particular company as a career path.

That being said, we in the fall of 2018 we did such a meeting event with one of our local employers who has a manufacturing company, FALA Technologies, and one of our students expressed some real interest in some of the machinery that was being presented during the tour and it impressed Frank Falatyn, the president of FALA Technologies, to the point that he met with me to talk to me about developing a training pathway for manufacturing that could be utilized for YouthBuild students and graduates as a pipeline to advance them into manufacturing training.

And when he came to meet with me about it, it was quite enlightening to me to hear that he thought that that would be a great place for YouthBuild students to participate and to get some additional training in manufacturing.

But at the time, when I was listening to his explanation about why he felt this was important, which he'll probably give you some more information on that when he gets to his part in this presentation, I literally felt like this was something that could not just remain at Ulster YouthBuild in Kingston, New York because I felt it was very, very important that many YouthBuild programs get this information and be able to utilize the information for their YouthBuild construction plus industries.

Also, having a close relationship with the chair of the Massachusetts coalition, representing the Massachusetts YouthBuild programs, I got in touch with Terry Moran and we had a conversation about how we might be able to gear this up towards all the YouthBuild programs, not only in New York state but also in Massachusetts. So next slide please.

So early in 2019 the New York state YouthBuild coalition, YouthBuild program members and the Massachusetts coalition YouthBuild program members began to start to work collaboratively to delve into manufacturing as a possibility for their YouthBuild construction plus and we started working with Frank Falatyn at FALA Technologies to develop the training pathway and curriculum. Frank and I met many, many times to discuss the pathway and what should be in it.

And the one thing that I felt very strongly about was as a goal of mine was that the pathway had to be a robust, rigorous training platform that would contain several sections that could be implemented for at least nine to ten months of the student's time in the program because my feeling was that any construction plus training, robust and rigorous, and had to give the students the same kind of training – (inaudible) – experience and training platforms that they were getting in our programs for the construction component.

So we worked really hard, Frank and I, to come up with a pathway and we made it robust, we made it rigorous, and it's still being tweaked even as we talk two years later. And one of the sections, the various sections of the pathway, the manufacturing training pathway which we started in 2019, as I said, we've learned a lot and what we've learned is that how we implement this pathway and what courses need to be included unique to the training sections is continually evolving and including new and upcoming needs of manufacturing employers.

And the other thing that was really important to Terry and I was that it was our opinion once we started viewing this pathway as it began to start to come together was that this pathway could be applied to other industries as well. We wanted to make sure that once the pathway was really becoming clearly developed, it was obvious that it could be adapted to any industry.

And in fact, we're actually working, Terry and I are actually working on developing the pathways for several of the industries that we're involved with with our YouthBuild programs in Massachusetts and New York and one of them in particular is we talked about developing a pathway for the construction component because we felt, Terry and I felt that there were some programs that needed to really be – (inaudible) – even their construction component.

So this pathway is quite adaptable to every industry and we hope that folks that may get some real excitement about looking at this after they hear what Frank presents, will really start to contact us and talk to us about how they might be able to utilize this robust rigorous training platform for other industries. We also wanted to point out that any C plus component that is already working can certainly adapt this pathway into their platform as well. Next slide please.

So the other part of this as we were developing it was wondering and understanding how it tied into DOL. And we know that as you've heard from Tony and J-D, the federal government has been providing and expanding on the opportunity to increase number of apprenticeship and apprenticeship opportunities, especially for young people in the YouthBuild program who we find it very difficult sometimes to have them be incorporated into the activities in and around various industries because they're not always out in the front of everybody's thought process.

And we also, as was already said, we also know that WIOA has now designated YouthBuild programs as a pre-apprenticeship construction training program. So that was another piece that tied us into the DOL initiative.

And the funding from the federal government and state governments as well are beginning to start to flow out to support more workforce training with apprenticeships included and being increased in each center. Next slide please.

So investments in these apprenticeship programs in new industries is a federal initiative for high growth jobs and training and obviously they're all pretty clear here, many of them: Biotechnology, health care, advanced manufacturing, transportation, information technology, the military, the National Guard, geospatial technology, so many areas that can move into apprenticeship for training for our young people. Next slide please.

And as I said before, federal grants have been coming out to support workforce training expansion and especially expansion of including industry apprenticeships. Here in New York, New York just recently received an $18 million award to be invested in workforce training and small business entrepreneurs to focus on healthcare, manufacturing, logistics, technology, cybersecurity and digital marketing.

And we here in New York with the New York State YouthBuild coalition are already making contacts with our connections at the governor's level to make sure that YouthBuild programs come out in front of this $18 million award that is going to be investing in workforce training here in New York. The Empire State can also apply apprenticeship tax credits through 2022 that will give incentives to New York's registered apprenticeships for hiring new qualified apprentices.

So that's basically the background of how we got this started and how it evolved to include not just YouthBuild programs in New York but also YouthBuild programs in Massachusetts. And we know that we can move it even more, expand it even more greatly throughout other states in the country and other YouthBuild programs throughout the country that might be interested in getting involved in this robust, vigorous, rigorous advanced manufacturing training pathway.

Which I am going to now introduce, my pleasure actually to introduce my employer partner who has been working with me for the last two years to develop this pathway particularly for manufacturing and you will be excited, I believe, I hope when you see the pathway and you'll understand why I say, it can be adapted to any industry and we want to work with the YouthBuild programs to help in that regard as well. So I am very happy to introduce my friend and my wonderful employer partner, Frank Falatyn, president of FALA technologies.

FRANK FALATYN: Thank you very much, Bonnie. It's a pleasure being here. It really is. When we started this whole initiative two years ago, I was hoping someday I could give his exact presentation I'll be giving today and I do appreciate that tremendously because we need to work together to build a workforce.

I will tell you that I'm here today not as a small company. We're a 40-man company that have 6 apprentices but I'm here representing the seven manufacturing associations of New York state. And they told me to tell you, and this is the truth, that I have to tell you that we need the next generation of skilled manufacturing workforce.

We need it and we know that working together with YouthBuild, because we've had multiple conferences with all these manufacturing associations in New York and with the Massachusetts folks, that we know YouthBuild can provide us this workforce and this is our first time working at a level of non-community college. Now, we have worked with other educational institutions and I'll explain that in just a second here, but we really are excited to work here and I'll explain why in a second here.

So as you'll see, this is a pathway. And this whole conversation is going to talk about a pathway. And this pathway started 20 years ago for me. Twenty years ago I was on the board of the Hudson Valley Manufacturing Association council which is called The Council of Industry. And I started the workforce committee, and our goal was to help us build incumbent worker training. And we did that on our own.

And then what we started was, saying, OK, geez, we're not really great teachers, let's see if we can find others that can help us and it just so happened that U.S. Department of Labor, at that point, about 10 years ago, about 10 years later, about 10 years ago, the U.S. Department of Labor put out a TAACCCT grant and it was a game changer. Because what it did was, it got all the community colleges in the Hudson Valley, there's six of them. They got them together and actually brought them to us and said we want to work with you to build these programs.

So that was a success story and now we do all our incumbent worker training at our local community colleges. What came out also was that the New York State University, State University of New York, asked me to also help them out in central New York, which is about a four, five hour drive from where we are, and work with a community college out there called SUNY Poly Tech and actually build a four-year mechanical engineering program specifically to create manufacturing engineers. And that's a four-year degree college. So we started off with incumbent worker training and then we started working with the four-year colleges and that's been a success story.

And then from that, the governor of New York State decided he also wanted to start a program that started with students that were failing eighth grade and this is number three on this slide. And he wanted to create a pathway in technologies, it's called the P-tech program and he asked the manufacturers and other industry sectors to get together and help these high schools not only get these kids through high school but also graduate two years of college in high school.

In the first year, in 9th grade, these kids start taking community college courses and we work with them and we actually have a very strong program now here in the Hudson Valley that teaches these types of programs to 9th graders, through two years of community college.

And then the real game changer for us manufacturers happened which is number four on the slide, was apprenticeships. Four years ago New York State permitted the manufacturing associations, all seven of us, to actually be what's called intermediaries and actually have and sponsor apprenticeship programs. And that's been a success too and I'll talk about that this later in this presentation.

So we have a pathway from 9th grade to four years of engineering school. And we want our workforce to be in these pathways. The problem is, when we started this apprenticeship program, it was great the first year or two because we had a lot of staff that were working for us, many for many years, that we could finally skill up into these higher level apprenticeship jobs. But after that, we ran out of people to put into these apprenticeships.

So the manufacturing associations of New York, it's called the Alliance of Manufacturing Alliance, has asked me to lead an initiative to do pre-apprenticeships and the first one we stumbled across, and I ,mean stumbled across, was working with Bonnie because I never heard of YouthBuild until she had her students come in our door.

And you'll probably find that most manufacturers do not know anything about YouthBuild but you can be rest assured that the manufacturers of New York State are learning about YouthBuild and they surely want to work with YouthBuild to build these manufacturing pathways and the pre-apprenticeship program.

To also just mention I've also started working with a different federal agency called U.S. Department of Health and Human Services. We're doing this exact same program you're going to see today, we're trying to build the same program for individuals that are disabled. In fact, I'm teaching this program right now at our facility here and that's something that we're going to be using together with YouthBuild to build programs for everybody.

So what's important to know is that we have built programs with educators and with workforce partners and the work is built but it's never done. We're always improving these programs, we meet on their boards; we work with these teachers. We work with you to build a pre-apprenticeship program and we're doing that right now.

So what you're going to see this afternoon is the pathway and it's complicated and it's because we're trying to bring students from no high school education to apprenticeships. And these apprenticeships can lead to college degrees. So we're going to go through this chart I just put on the screen here for you and we're going to talk about every section of this. But I want you to understand, it may look complicated and in some ways it is, but if you break this down, as we're going to break it down today, you're going to find it's not that complicated and this is doable.

And you'll notice there's three levels of this. The top two levels is the responsibility of the YouthBuild program and the bottom level is the responsibility of us manufacturers. And we're going to start this discussion by hiding all this and just talking about individual pieces of it. And we're going to start at the bottom because this is the goal. If you're going to go on a pathway, you got to know where you're going. And you got to know what you're trying to build towards and that's why we're starting at the bottom and then we're going to talk about the apprenticeship jobs.

So I've hidden the YouthBuild program on top and we'll talk about that later. And what you have in front of you now is I simplified the slides. On the left-hand side you got your student trainee which is the YouthBuild program and you got your employee. And everything you see here, 3A, 3B, and 3C is our job. These are manufacturing jobs, and this is our job to train our staff. So it's either incumbent workers or now as I said, we have apprenticeships. So 3C is the apprenticeship programs that we have in New York State and it's not just for individual companies, it's meant for all manufacturers.

So these are the seven manufacturing associations of New York and you can see there's lots of manufacturing apprenticeship programs. Some of them have been around for decades, for 50 years and we've never put anybody in them because we didn't have the right pathway to put students into apprenticeships.

Now that these associations are representing us all with U.S. Department of Labor and also with New York State Department of Labor, not only are we putting our staff into these apprenticeships, but we're building new ones.

There's 13 brand new apprenticeship programs have been built in the last two years because manufacturing changes all the time and we're going to keep building apprenticeship programs and putting people into these programs to be globally competitive and to also give us the skills that we need so we can build this product in this country. So this is a complicated chart and I'll go through that more in the future and I'm not sure what happened to my slide here, but that's OK. So I want to talk mostly about how it relates to YouthBuild.

Most of these apprenticeships are advanced apprenticeships. They're two and four years. And most chances are you will not be putting your students into these apprenticeship programs, whether they're here in New York or they're in your states. But where you will be able to put some of your top candidates that want to work in manufacturing is the first one listed.

We call it an IMT. It's an industrial manufacturing technician. It's not a long program, it's 16 months. It's not two years or four years like the other programs are but it's a starting apprenticeship. And this apprenticeship is designed to get students started in manufacturing and then advance to advanced manufacturing apprenticeships afterwards. So a pathway is not just an apprenticeship, it can be multiple apprenticeships. And that's what the manufacturers have and that's what we built.

So 3B is our industrial manufacturing apprenticeship. OK. The U.S. Department of Labor and most other states won't call it by that name. What they call it is a manufacturing production technician. We call it an industrial manufacturing technician, it's just what New York State does, is they got to be different, and that's what it's called. And as Bonnie said, it's specific, it's rigorous, it gets measured. The state comes in, they measure how we're teaching.

We have to teach specific programs and we have to provide 2,700 hours of on-the-job training. And some of your placements can be in this apprenticeship program to start. And in addition, there's 216 hours of what's called related instruction, as was explained previously. And that's taught by our community colleges or it's taught by some programs that we have that the state has been providing to us to actually do online training with a program called Tooling You.

So these are places that, again, I am – (inaudible) – or industrial manufacturing technicians where you can start but most of your placements and the jobs we have available for your graduates are going to be what I have labeled as 3A, which is entry level manufacturing jobs. And this is really important to talk about.

We've identified six entry level jobs that all manufacturers have. They may not even know that they've got these jobs because they don't think about putting young people into some of these positions, but we're desperate now trying to find staff and we want to put them into these types of positions.

So and this has all been identified through the U.S. Department of Labor, what's called O\*NET data and O\*NET data and you can actually see these and just know that there's a lot more information behind this screen about where we can place students that would graduate from your program.

But what's mostly important also is these same six positions are what you're going to use to go approach your manufacturers in your states or in your regions because you're going to say, OK, I got to build a network of manufacturers, I know nothing about this. I've never done this before, we've taught construction for many, many years but now I got to go out and talk to manufacturers.

Well, you don't go in the door and we don't want you to go in the door and say, can you take one of these students on as an intern or as a placement. We want you to go in and say, we've got the training program that's already trained these students, your graduates, your kids, in these six positions. You may not have thought about it, but we've got someone ready to go into these positions. You must have at least one or two of these positions available or may be open right now, and let's one put in and give it a try, but they're ready.

And what this presentation will talk about is the educational part, which we'll get into next that you're going to have to provide and we're going to help you and show you how to do that. But before we do, I also want you to know that these six entry level jobs also have a mirror in the internships which is where you're going to place your students. Sorry, I got to go forward.

So this is the second level. This is the middle level. This is what you called a work experience. We call them internships, depends on who you're talking to. But these same six entry level positions have been defined at a slightly lower level, identify U.S. Department of Labor, we have all the information what these jobs require, what they teach, blah, blah, blah, and you're going to build a program with us to help get these kids ready to go into these internships.

And when they graduate, they're going to have a résumé and they're going to have credentials that nobody comes to us today and says, I'm this prepared to go into these jobs. And so you're going to get most of your kids into 3A, which is the entry level jobs and some of your top performers we'll put right into apprenticeships knowing that they're on their way in a pathway to actually get into these high skill jobs.

So that's the jobs that we have waiting in the internships. What do we have to teach? Well, I'm not saying this. The four manufacturing associations of this country, which are listed on this screen and it's a busy screen; download the PowerPoint, look at this later, but basically it said that they work with the U.S. Department of Labor, they said this is what we want trained and what we want people to know; not just at a pre-apprenticeship level, but at an apprenticeship level and at engineering level. If you see on the left-hand side, you're actually going to see pathways and you're going to see different arrows going up and one says I'm starting as an operator and I might someday be an engineer.

The other one ways, you know, I'm going to get a high school diploma but someday I may have an engineering degree. That's a pathway. And all those things you can't read in the middle of that big square on the left side those are different certifications that you can earn to get up this pathway.

But there's two certifications that we're going to be doing in YouthBuild with the C-plus program. One is called ACT, which is called WorkKeys and that's the work readiness certification and the other one's called CPT, which is certified production technician. And these are what U.S. manufacturers want as industry certifications from a YouthBuild program. So let's talk about them.

First one is the work readiness. Got another busy slide, don't look at it now, download the PowerPoint, let's of information, we'll go through this someday in a lot more detail. Just know that I'm teaching this right now. In fact, next week we're going to be doing our NCRC course certification testing for three individuals we have that are disabled that want to get started down career pathways in manufacturing. So I'm learning this on the fly.

I will tell you that WorkKeys and this certification is very prevalent in the southern states of this country and big western states but here up in the northeast, education does not use this program. And I won't go into reasons why but I'm just telling you, us manufacturers want this program taught here in the northeast as well as other parts of the country because this is our work readiness certification.

And there's different levels but what's important to see on this chart I want to talk about right now, is right in the center at the lower center, it actually – these certifications link to the actual readiness of a person going into a work experience at YouthBuild. So we put them through your educational program, and we'll talk about that in second here, and they score these scores, they are ready to go into an internship.

So we know exactly when they're ready to go in and we start educating our manufacturers, again, that's in the northeast, we don't know about this. OK, that student's work ready to take this position, you've also done some skills training for this position, sure, let's bring him in, we'll give him a try.

That's how you're going to talk to your manufacturers because you're going to come there ready and you're going to come there with prepared kids and they're going to say, I'm not getting this from our education system, I'm not getting this from the community colleges, you're giving it to us, we want these kids. And you're going to see a great demand built up for these kids if we work together and build this program together.

So that's the work readiness portion. This is also the credential, which is the safety and the quality and the manufacturing, this is the skills portion. And I'm telling you that this is good but we're going to do more than that and this YouthBuild program we're going to teach them some other classes that we want to build and that we also have at that community colleges here and I'm sure a lot of your community colleges teach the same thing like blueprint reading and things of that nature.

So again, this goes into a résumé, it's on your graduate's résumé when you hand it to a manufacturer and when they see this, they're going to say, yep, this kid's ready, let's hire them. So this is the credential I'll be using for skills training.

So we talked about the jobs, we talked about what, let's talk about how and who we're – how we're going to do this. And we go back to the actual slide which is the real pathway. It's a 40-week program. Not all programs have to do it 40 weeks, but this is what we're recommending. And you can see on the upper section is an introduction section and then there's a pathway selection which means not everybody or do we want everybody to go into manufacturing.

If you don't want to work with your hands, if you don't want to fix things, if you don't want to come in every day and do something and go home at night and see that you built something, and work with electricity and work with fabrication and work with computers then don't pick the manufacturing pathway. Go a different pathway, OK.

And as Bonnie said, this pathway can be done for everybody. So the introduction section is being designed right now for all your students to come in, see which ones and be exposed to manufacturing, maybe be exposed to healthcare, maybe be exposed to other things and then we want to have them self-select, with maybe a little bit of your guidance, on where we think their strengths are and if they want to go in manufacturing, then we have a foundation program which is 18 weeks of really teaching them the skills and getting them that CPT certification on their résumé and giving them the work experience after that that will be the job placement pathway into our jobs.

And for those that don't want to go into manufacturing, hopefully someday you'll build a foundation program for other industry sectors and that way you're bringing all your students in, they're self-selecting after 10 weeks and they're going into the pathway of their choice and that's what this pathway's all about. So let's talk about this in a little bit more detail.

I talked about the 10-week program, which is introduction. Again, it's hard to read the slide. When you download it it's still even hard to read and this will even be harder to read because this is some of the curriculum that we built out or will build out. So just don't look at it, other than knowing that these programs that we're going to create are a combination of construction and manufacturing.

And I explain that in this class I'm teaching right now to these disabled kids. We created this really nice tape measure program because we use tape measures in manufacturing, and they use tape measures in construction. And you have to measure material sizes and we have to measure sizes and we use it the same way. And there's other things in this curriculum also as we build this out and work with you to build this out that you'll be able to do both in that 10-week period.

So it's not like you're going to be taking time away from construction kids because they have to learn about manufacturing. There's a commonality there that we'll teach about and that's what the whole 10-week program is about. And then when they go into this specialized area which we called foundation, which we're hoping will be a 18-week program, OK, again, a lot more to read, don't read it now but basically now you're giving them the skill levels that even kids in your community college don't have. OK?

And these programs are taught by our community colleges today. Some of your community colleges in your region are probably doing the same thing. Some will have to build from the ground up but they'll get them the work readiness and they'll get them the skills that they'll put on their résumés.

And you can see in your left-hand corner there all these things in circles which say certificates. If they learn how to use a piece of equipment in manufacturing or in construction, let's build a certificate for them. Let's build a credential for them. Whatever we have to do so that they stand out when they're going to go talk to you manufacturers, they're going to say yes, we want these kids because we know they're doing something that nobody else is doing. So this is the basic curriculum of a foundation program.

And then as I explained earlier, then you put them into an apprenticeship program by testing them with the WorkKeys, making sure they score high enough to show that they're work ready and then we'll put them into an internship, we call it a work experience, and then these kids will come out with a solid degree, actually a solid résumé with certifications, industry certifications and now they're ready to go to work for manufacturing.

So that's my presentation. I thank you for your time. I know we're going to have some questions and answers at the very end. Let me turn this over to the next set of people that take this over and thank you for your time.

MS. WILSON: Thank you so much, Frank. This is really great information. I know I was excited when I got to first sit down. I know that the charts we did encourage people to download but you know we have the information there on that file share and it will give you – you can take that and take those documents, it's great to really kind of look over and watch the mapping of it and see where you might be able to plug in what you're doing in your state.

And so a great opportunity there. In addition to that, you know we really do agree that this is something that we kind of go beyond advance manufacturing. And so we are looking at ways to possibly provide more TA and sharing this with the larger community. So we'll be continuing to do that.

Let's start with this, I see they're pushing the polls, so let's start with a poll first. Based on what you heard, do you say you have a better understanding on how to build an apprenticeship career pathway? So let's see, so far majority has said yes. And if you can just – like most feel like that they're getting a better understanding, which is good. And if not, I still encourage you – we have great coaches, we have great TA support, so if it is something you're thinking through and struggling, please reach out, talk to your FPO in reference to just how to get started. So great team sets are available there.

All right, thank you for that. So let's stop here for a minute and address any questions. I know we had a few questions there for Frank. We'll probably get started there. So let me start with – but before I say that, just as a reminder, if you do have any questions for anything that you've heard in today's presentation, if you could please enter it in the main chat and we're going to move to the Q&A section before we move to – (inaudible).

All right, so Frank, I'm going to put this first question out to you. In reference to your presentation, the question is, what's the entry level salary for the six positions?

MR. FALATYN: And that's very easy to answer because if you go to the U.S. Department of Labor's website and you type in O\*Net and you type in as you read the – and you'll find these code positions on the slides that I presented, if you type in that O\*Net code, it will tell you the education level, it will tell you the environmental level of this job and it will tell you the salaries. It will tell you everything you ever wanted to know about a job position and U.S. Department of Labor has it on their websites. And it's a national average so it will probably vary in regions but it's as good as you're ever going to find in terms of a description of what the salaries pay.

MS. WILSON: All right, perfect. Yes, and all that information you can get on your COP. Frank, we have another question for you. What is the training facilities needed to provide the training?

MR. FALATYN: OK. When I've had conversations with educators what they're thinking is shop class. And this is not shop class. There will be some of that type of activities but that should be done by manufacturers. So in the introduction portion, you do not need anything other than what you do now for your construction program.

When we get into the foundation portion, specifically for advanced manufacturing, you won't need any special equipment other than – and I'm actually going to even ask this to be done at the introduction level, I should back up a second – is you got to set up computer workstations because what we found is, and I find it not just with YouthBuild kids but with kids coming out of two-year college, possibly even a four-year college, they don't know how to use a workstation, which is a computer station. They can use their cell phones, they can use their iPads but all our stuff is behind firewalls.

So the only real facilities equipment you're going to need other than some training modules that may have examples of what parts look like or finishes or something of that nature that's related to manufacturing, the parts that will have to actually be done where they're going to see and actually do hands-on work experience will either be done on a manufacturing site or, in our case, here in the Hudson Valley, we have a very good – (inaudible) – program, which is a high school program for tech ed that allows and has the equipment to teach that but you really don't need to have that in your classrooms. That can all be done through your industry partners.

MS. WILSON: Great. Thank you so much, Frank. All right. So we have another question. Let's throw this one out to Bonnie. So Bonnie, who does the remediation if students have low literacy or low math skills? You might be on mute, if you can unmute yourself.

MS. LANDI: OK. Can you hear me?

MS. WILSON: There you go.

MS. LANDI: Hello? OK.

MS. WILSON: Yes.

MS. LANDI: So a couple of things in that regard. You're going to assess your math skills during that first 10-week introduction process. And then possibly into some of the foundation section, the 8-week section, the second section.

What happens with us and you may have to do some research at your ground level, but what happens with us is with our education provider (ph) we have an opportunity for our students who are low math skills – and we have found and I'm sure this is true of many YouthBuild programs, that a lot of our students coming, in even students who have a high school diploma already, the only way that we can bring them into YouthBuild program is if they show basic skills sufficient usually in either reading or math and most all the time mostly they have the basic skills sufficiency in math.

So you're going to assess that initially in that first 10-week period and you have – what we do here is we reach out to some of our education providers that provide higher level math skills training and we put the students into that training. So you're going to have to do some research on your own in your own communities to find out where you might be able to place students to get some of those literacy and low math skills especially because they have to have a good math background in order to be successful in the manufacturing pathway.

So I hope that answers the question and you know I can give you some ideas about if anybody has any particular question they can reach out to me and I'll be happy to give them some ideas of how to reach out.

MS. WILSON: Great.

MS. LANDI: And I think somebody asked the question about training across city and county lines. I'm not sure what you mean by that but we here in the city of Kingston, we also do our training in the county as well. So I think that just depends on your own area whether or not you can cross your city and county lines and it depends on what you have as your target area.

MS. WILSON: Great. Thank you, Bonnie. All right. So just checking to see if there are any other questions or loop back on those questions. I see there's still a little bit of typing so just give it a second to see if any other questions that are coming in. While we're waiting for that, I just want to flag some of our resources. So please check these out. We have great information.

The apprenticeship.gov page has great information about each of these industries and work that can be done. There's a great apprenticeship resource page. So check those out. And then also for those who are still figuring out the framework, we've included the construction plus framework. And then obviously we have various communities practices, so in addition to getting to the YouthBuild one, you can connect to the apprenticeship one, the YARG one and the youth apprenticeship resource page. So please check all these out.

Let's go back to some of the questions. I see we got a few more that have come in. So let's see. Bonnie, I'm going to throw this one at you. Are you doing the CPT certificate at your YouthBuild program?

MS. LANDI: Yes, we are doing CPT for our manufacturing program. It's being presented for us by the Ulster County Community College. What you'd have to do in your communities is research which community colleges or what entities in your communities provide CPT training certification. But here in Ulster County, Kingston, New York, our community college does it and that's our plan to put our students through the CPT at the community college.

Now that being said, the CPT is difficult and you have to make sure that going back to that, own that and the WorkKeys assessments to make sure that your students are ready to get into the CPT before you actually enter them in because you want them to be successful and you don't want to set them up for failure. So that takes a little bit of assessment and a little bit of research (ph) on your part as well.

MS. WILSON: So thank you for sharing that. I see that it looks like we don't have any other questions or comments, so last call, but I see Mary McRae, who's one of our YouthBuild coaches and subject matter experts, have thrown into the chat there. If anyone has only one step to get going with what would you recommend.

So if anyone has any recommendations, please include those in the chat. We'd like to share that with your peers, and it can be part of the archive that shares with the webinar. So once again that question was, if you have one step to get going on this what would you recommend. So definitely share –

MS. LANDI: So from – I would like to just make a comment on that.

MS. WILSON: Bonnie?

MS. LANDI: I actually had it in my notes to say it during my part of the presentation, but I neglected to do it. But I would make one suggestion. If anybody hasn't yet started the manufacturing as a C-plus for their programs, the first thing that I would suggest is, do the research in your community about what manufacturer employers are in your community, reach out to them, present to them this pathway, all the possibilities and see if you can make a connection with the – (inaudible) – partners because that to me was the most important piece that happened for us and that was engaging with Frank and working with him closely to develop. I mean, we had many sessions of brainstorming of what should go into this pathway and how we should evolve.

And as I said, before it's still evolving and it's the practice, it's the – (inaudible) – but you need to make those connections in your communities first so that you have the support of employer partners in manufacturing. And also do some research to see if there are any manufacturing associations in your community or in your state or in your county, in your region because that's one of the things that we found here as Frank said in his presentation, that has also evolved.

And the manufacturing associations in New York have really embraced this whole pathway possibility for training. So that would be some of the things that I would see as the first step if you haven't done anything yet.

MR. FALATYN: And Bonnie, this is Frank. If I could just add to that. What's going to help all YouthBuild programs is if we have some successes in a few YouthBuild programs working with manufacturing. Because if manufacturers talk to other manufacturers and they hear that this is working and they're hiring your students and they want more, then that will open up the doors for everyone in the country to start getting manufacturers to listen.

And I would welcome as you start approaching especially the manufacturing associations because working through them gives you a reach that you can't do individually because they know their community, they know which are the forward thinking companies that you might want to approach first.

If you don't have a manufacturing association, some of you might be blessed. We aren't here in the Hudson Valley, we're all small manufacturers, a hundred people or less, but you might be blessed with some large corporations. And I think if you show them this plan, and at least explain what we're trying to do, I think they would welcome to talk to you also.

But in the end, we need success stories in manufacturing and then manufacturing will talk to other manufacturers at conferences that are just for manufacturers and the word will get out and this will create what we want to create, which is having a waiting list of your students going through manufacturing C plus, that's what we want to create over time here.

MS. WILSON: Definitely, definitely. That is the dream. OK, we're going to just – thank you so much to Bonnie and Frank and J-D in reference to their presentation. Before we move to the resources – oh people are still entering into the chat examples so I encourage others to do that so we can share.

But so moving from questions, one other thing just in reference to the resource page, the apprenticeship.gov page has great information just in addition to the industries who's doing that. So as Bonnie was pointing out in reference to that whole partnership piece, it'll be good to kind of check out those pages in the industry and maybe even kind of narrow down who might be working in your area. So just wanted to flag that.

In addition, I know you've seen this slide before but can't stress it enough. National Apprenticeship Week, we are in it. Please share, our hashtag is NAW, which is National Apprenticeship Week 2020. So and I'll put that in the chat. So please, on any social media that you have, make sure you put that hashtag, we can get the word out.

And make sure you're continuing as Frank had mentioned the success stories are extremely important, not just in reference to trying to get this pathway going but to continue to remind people that YouthBuild, our students are ready, they are able and we want to be able to create a strong pathway and that starts with the partners knowing that we're here. So this is a great vehicle in reference to kind of getting that word out. So I encourage that.

And then save the date. We have a placement and follow-up webinar on December 15th. And the Data Best Practices Webcast which will get released on December 8th, so please check those things out. Great information and good help. Contact information if you need to reach any of us, myself, J-D, Bonnie and Frank.

And with that said, thank you for a great webinar to all of our presenters. Happy National Apprenticeship Week to everyone and we will see you at our next YouthBuild series. Have a good one, everyone.

MS. MCCALL: Thank you, Toni.

(END)