Professional Development Webinars for Educators
Summer 2020
Gigi Wolf

Gigi Wolf is a Senior Economic Education Specialist for the Federal Reserve Bank of Kansas City where she assists in curriculum development, facilitates professional development for regional educators, builds partnerships with like-minded organizations, manages content for the national Federal Reserve education website and coordinates programs for teachers, students and the public.

Federal Reserve Bank of Kansas City
Opportunity to Earn Graduate Credit

Emporia State University (ESU) is offering graduate credit opportunities with relevant and engaging extended learning.

Access a schedule of events and how to participate through Google Classroom: https://bit.ly/37n43Pi

For questions, contact:
Rob Catlett
rcatlett@emporia.edu

Bekah Selby
rselby@emporia.edu

Federal Reserve Bank of Kansas City
Steve Shepelwich

Steve is a senior community development advisor at the Federal Reserve Bank of Kansas City – Oklahoma City Office. Steven leads the Branch efforts to promote economic development and fair and impartial access to financial services in Oklahoma’s low- to moderate-income communities and manages the District’s workforce development program areas. In this role, Steven has lead a research and outreach initiative on the District’s unbanked market, organized national conferences on innovations in consumer financial services, asset-based approaches in rural development and workforce development strategies.

Federal Reserve Bank of Kansas City
Preparing Students for a Workforce in Transition: Connecting Schools and Employers - July 22
Disclaimer

The views expressed in this webinar are those of the presenters and do not necessarily represent the views of the Federal Reserve Bank of Kansas City, the Federal Reserve System or the presenter’s organization.

Federal Reserve Bank of Kansas City
Daniel Phillips

Daniel is the Director of Innovation for Career & College Readiness for Grand Island Public Schools, responsible for the Academies of Grand Island Senior High, all career and technical education programs, and dual education partnerships within the district. He is responsible for all curriculum implementation as well as managing partnerships for all CTE programs. Prior to his current role, he was an Academy Principal for the Academy of Technical Sciences, which received NCAC National Model Status in 2019.
Taylor White

Taylor is a senior advisor for K-12 education and workforce issues at New America. In this capacity, she leads a body of work within the Partnership to Advance Youth Apprenticeship, a multi-year, multi-partner initiative that support the success of efforts in states and cities to expand access to high-quality apprenticeship opportunities for high school age youth.

White has worked on both K-12, higher education, and skills policy issues in previous roles at the Carnegie Foundation for the Advancement of Teaching, and more recently on behalf of the Australian Department of Education & Training as the deputy director, education policy & research, at the Australian Embassy in Washington, D.C.
Anna Hennes

Anna is a program leader – real world learning in Education for the Ewing Marion Kauffman Foundation, where she develops and delivers programming that enables employers to effectively and efficiently engage with students to deliver quality Real World Learning (RWL) experiences.

Prior to joining the Kauffman Foundation, Hennes worked for Cerner Corporation for 12 years in a variety of roles, including lead program manager, community strategist, and operations manager for First Hand Foundation.
WBL Capstone Experience: Registered Apprenticeship

Daniel Phillips

July 22, 2020
2,559 Students
12% English learner
69% Free/reduced
18% Special education

Wall-to-wall Academy w/2 NCAC Model Academies

Demographics
56% Hispanic/Latino
36% White
4.5% Black/African American
3.5% Other
Key Components to Registered Apprenticeship

01 BUSINESS INVOLVEMENT
Employers are the foundation of every Registered Apprenticeship program.

02 STRUCTURED ON-THE-JOB TRAINING
Apprentices receive on-the-job training from an experienced mentor for typically not less than one year.

03 RELATED INSTRUCTION
Apprenticeships combine on-the-job learning with technical education at community colleges, technical schools, apprenticeship training schools, provided on-line or at the job site.

04 REWARDS FOR SKILL GAINS
Apprentices receive increases in wages as they gain higher level skills.

05 NATIONAL OCCUPATIONAL CREDENTIAL
Registered Apprenticeship programs result in a nationally-recognized credential – a 100% guarantee to employers that apprentices are fully qualified for the job.

What are the Components of Registered Apprenticeship?
Structure of our Registered Apprenticeships

- Registered Apprenticeships Offered:
  - Automotive - Automotive Technician, Diesel Technician
  - Manufacturing - CNC Operator, Industrial Manufacturing Technician, Welder
  - Architecture & Design - Drafter, Architectural
  - Aviation - Airframe & Powerplant Mechanic

- Timeline of Experience:
  - Students interview in early March of their Junior year
  - Apprenticeships begin in April/May
  - Students work full time in Summer between Junior and Senior year
  - Work continues during their Senior year on P/T basis
  - Return to full time after graduation until apprenticeship objectives are met
Types of Registered Apprenticeship

- Time-Based
- Competency-Based
- Hybrid

Appendix A

WORK PROCESS SCHEDULE
CNC OPERATOR – MILLING AND TURNING

O*NET-SOC CODE: 51-4034.00  RAPIDS CODE: 1094CB

This schedule is attached to and a part of these Standards for the above identified occupation.

1. APPRENTICESHIP APPROACH

☐ Time-based  ✗ Competency-based  ☐ Hybrid
Role of Businesses

- Participation Agreement
  - One-to-one Mentorship
  - Structured Wage Schedule
Role of Educators

- Related Technical Instruction
  - CTE Curriculum
  - Dual Credit
  - Industry Recognized Certifications

<table>
<thead>
<tr>
<th>Title of Training</th>
<th>Course Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Training Description</td>
<td>Principles of Manufacturing (JR class)</td>
<td></td>
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<tr>
<td></td>
<td>Students will utilize tools and equipment to produce parts and projects within specifications using metal, plastic and/or wood.</td>
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</tr>
<tr>
<td>Contact Hours Earned at CPI</td>
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**Junior Year**

**Career Pathways Institute-Junior Year**

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**Dual Enrollment Central Community College-Junior Year**

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</tr>
<tr>
<td>Credit Hours Earned at CCC</td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Additional Related Training**

- **CTE Curriculum**
- **Dual Credit**
- **Industry Recognized Certifications**

Grand Island Public Schools Career Pathways Institute Contact:

Michael Samuelson
msamuelson@jips.org
Structured On-The-Job Training

- Work process schedule
  - One-to-one mentorship
  - 80% of program must be met
  - 20% adjustable
  - Fully customizable

The following identifies the major work processes in which apprentices will be trained.

<table>
<thead>
<tr>
<th>Work Process Category</th>
<th>Hours</th>
<th>Demonstrated Competency:</th>
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</thead>
<tbody>
<tr>
<td>Protect self and other workers from accidents and injuries.</td>
<td>50-100</td>
<td>Supervisor's Initials: Date:</td>
</tr>
<tr>
<td>Operate production equipment.</td>
<td>800-1,000</td>
<td>Supervisor's Initials: Date:</td>
</tr>
<tr>
<td>Produce quality product.</td>
<td>400-500</td>
<td>Supervisor's Initials: Date:</td>
</tr>
<tr>
<td>Interpret technical information.</td>
<td>150-200</td>
<td>Supervisor's Initials: Date:</td>
</tr>
<tr>
<td>Measure and inspect work using mechanical tools and testing equipment.</td>
<td>150-200</td>
<td>Supervisor's Initials: Date:</td>
</tr>
<tr>
<td>Demonstrate knowledge of routine equipment maintenance.</td>
<td>50-100</td>
<td>Supervisor's Initials: Date:</td>
</tr>
<tr>
<td>Demonstrate knowledge of inventory and material processes.</td>
<td>50-100</td>
<td>Supervisor's Initials: Date:</td>
</tr>
<tr>
<td>Demonstrate knowledge of trends and the current state of the business.</td>
<td>50-100</td>
<td>Supervisor's Initials: Date:</td>
</tr>
<tr>
<td>Demonstrate continuous improvement.</td>
<td>50-100</td>
<td>Supervisor's Initials: Date:</td>
</tr>
<tr>
<td>Set-up production equipment.</td>
<td>150-200</td>
<td>Supervisor's Initials: Date:</td>
</tr>
<tr>
<td>Local Options.</td>
<td>100-136</td>
<td>Supervisor's Initials: Date:</td>
</tr>
</tbody>
</table>

TOTAL MINIMUM HOURS: 2000-2736
Business ROI

- Financial impact on business partners
- Impact on “seasoned” employees
- Impact on apprentices

Source: Modified figure based on [1].
Contact us
www.gips.org/academies

Daniel Phillips
Director of Innovation for College & Career Readiness
dphillips@gips.org

ON TWITTER:
@GISH_Islanders
@GIPublicSchools
THE PARTNERSHIP TO ADVANCE YOUTH APPRENTICESHIP: ORIGINS & PROGRESS TO DATE

TAYLOR WHITE
NATIONAL DIRECTOR, PAYA
SR. ADVISOR, K12 & WORKFORCE POLICY
NEW AMERICA
WHAT IS NEW AMERICA?

• Non-profit, non-partisan research & policy organization headquartered Washington, DC
• Education Policy Program includes PreK-12, Higher Education, and Center on Education and Skills at New America (CESNA) teams
  ➢ Research, analyze and communicate education and workforce policy trends & challenges
  ➢ Engage with policymakers to develop policy solutions
  ➢ Elevate work of “doers” and support dissemination of good practice and innovative approaches
Fraying link between education & economic mobility
The Partnership to Advance Youth Apprenticeship (PAYA) is a multi-year initiative that will support efforts in states and cities to expand access to high-quality apprenticeship opportunities for high school age youth.
PAYA PHASE I OBJECTIVES

- Improve understanding of high-quality youth apprenticeship programs
- Surface and disseminate information about the conditions and strategies for supporting youth apprenticeship.
- Support more high-quality, scalable youth apprenticeship partnerships that better serve communities.

Phase One: Setting Vision, Laying the Foundation
- Greater Clarity
- Greater Connection
- Paths to Scale
- More Innovation
WHAT IS A YOUTH APPRENTICESHIP?

Apprenticeship is a proven education and workforce strategy that combines paid, structured on-the-job training with related, classroom learning. A youth apprenticeship is a structured, work-based learning program designed to start when apprentices are in high school. High-quality youth apprenticeship programs are built on partnerships that include employers, high schools, and providers of postsecondary education, most often a community college. High-quality youth apprenticeship programs include the following four core elements:

- Paid, on-the-job learning under the supervision of skilled employee mentors
- Related, classroom-based instruction
- Ongoing assessment against established skills and competency standards
- Culmination in a portable, industry-recognized credential and postsecondary credit
PAYA Activities

**Grantee Cohort** – Nine leading sites working to advance youth apprenticeship in cities, states and the field as a whole

**Network** – Shared learning collaborative among a Network of 40+ partnerships in cities and states across the country

**Capacity Building** – National partners developing research, tools and expertise to support implementation and advance understanding of youth apprenticeship

**Preparing for Scale** – First phase of PAYA is about laying the foundation for this emerging field to expand over time.
Applicants Per State

New America received 223 applications from 49 states and Puerto Rico.

Note: New America received 1 application from Puerto Rico.

NEW AMERICA
## THE PAYA GRANTEES

<table>
<thead>
<tr>
<th>Grantee Name</th>
<th>Image</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apprenticeship 502</td>
<td><img src="#" alt="Image" /></td>
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<tr>
<td>ApprenticeshipNC</td>
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<tr>
<td>The Birmingham Promise</td>
<td><img src="#" alt="Image" /></td>
<td>The Birmingham Promise</td>
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<tr>
<td>PPL Learn and Earn to Achieve Potential (LEAP) Initiative</td>
<td><img src="#" alt="Image" /></td>
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<td>Texas Youth Apprenticeship Partnership</td>
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<tr>
<td>Career Launch Chicago</td>
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<td>Early Care &amp; Education Youth Apprenticeship</td>
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<td>King County Regional Youth Apprenticeship Consortium</td>
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<tr>
<td>Montana Youth Apprenticeship Partnership</td>
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Grantee Summaries found here: [https://www.newamerica.org/education-policy/partnership-advance-youth-apprenticeship/about/our-grantees/](https://www.newamerica.org/education-policy/partnership-advance-youth-apprenticeship/about/our-grantees/)
The PAYA Network

PAYA Network by the Numbers:

- 41 sites + 9 grantees
- 15 State-led partnerships
- 34 Locally-led partnerships
- 15+ Industries
- 10 TA Webinars
- 3 Work Groups
- 7 Network Partners received DOL YA Readiness Grants
National Activities: Research, comms & resources

PAYA Partner Resource Repository

Beyond the PAYA definition and Principles, New America sourced resources from our partner organizations to create a central repository of authoritative information on topics related to youth apprenticeship to better support organizations, cities, and states looking to form and expand youth apprenticeship programs and partnerships around the country. These resource contributions were provided by partner organizations including Advance CTE, CareerWise Colorado, Education Strategy Group, JFF, National Alliance for Partnerships in Equity (NAPE), National Fund for Workforce Solutions, and the National Governors Association.

The Basics of Developing Youth Apprenticeship Programs

- Making Apprenticeship Work for Opportunity Youth
- Youth Apprenticeship in America Today: Connecting High School Students to Apprenticeship
- Work-Based Learning System Development Guide
- National Fund Readiness Checklist for Employers Considering Apprenticeships
Key learnings from phase 1

Demand for youth apprenticeship is broad and deep—even despite COVID19.

Different stages demand different supports.

Though PAYA’s Definition & Principles have driven alignment, programs, partners, and strategies still vary considerably.

Stories, data, and policy matter for scale & sustainability
Looking ahead

Questions for PAYA’s 2nd Phase

- Equity-driven design & policy
- Apprentice Voice
- Sustainable Public/Private Financing Models
- Partnerships & Intermediaries
- National Competency Frameworks
- OJT+Formal Learning = Transferable Credits
- Data Quality & Capacity
- YA as a Recovery Strategy
THANK YOU!
What is Real World Learning?
A continuum of experiences

EXPLORE
Develop awareness through short bursts of content or activities

ENGAGE
Apply learning through practical experience

IMMERSE
Perform work in authentic environments with professionals
Why Does Real World Learning Matter?
March 2017 – Dec. 2017

Landscape & Market Analysis
Nearly every district in the Kansas City region has ‘real world learning’ infused programming (boutique).
The business community is engaged but needs an “easy button” to do so at scale.
Kansas and Missouri State Departments of Education are not holding this back!
Multiple pathways are essential

69% of high school graduates enroll in college

45% complete at least one year

51% of high school graduates enroll in college

45% complete at least one year
What **skills** do Kansas City high school graduates need to be ready for the future?
Regionally-vetted Market Value Assets (MVAs)

- Work experiences
- Industry-recognized credentials
- College credit
- Entrepreneurial experiences
COMMON GOAL

By 2030

All high school students across our region graduate with market value assets and a diploma, preparing them for future work and learning.

Real World Learning
The people you interact with on your team will help expand your knowledge and grow your professional development tools.
I’ve seen how rewarding a career in this field can be. I feel ready, not just ready for college, but ready for this career.
I think it will help me going forward not being afraid to take on projects that might involve things that I’m not familiar with.
Participating School Districts

- Belton (1)
- Blue Springs (2)
- Blue Valley (2)
- Center (1)
- Crossroads (2)
- De Soto (3)
- Fort Osage (1)
- Grain Valley (3)
- Grandview (1)
- Guadalupe Centers (2)
- Harrisonville (3)
- Hickman Mills (1)
- Hogan/DeLaSalle (1)
- Independence (1)
- Kansas City MO (1)
- Kansas City KS (2)
- Kearney (1)
- Lee’s Summit (1)
- Liberty (1)
- North Kansas City (1)
- Olathe (1)
- Park Hill (2)
- Piper (2)
- Raymore-Peculiar (1)
- Raytown (2)
- Shawnee Mission (1)
- Smithville (3)
- Spring Hill (3)
- University Academy (2)

*RWL activity not limited to 6 county footprint*
Real World Learning Experiences

Employers
Regional businesses can contribute to the Real World Learning Initiative by offering educational content, projects and internships

Teachers, Faculty & Support Staff

Regional Partners, Programs & Supporters

Students
Students participate in the Real World Learning Initiative by seeking opportunities through their schools around areas of interest.
Thank You

Anna Hennes
ahennes@Kauffman.org
QUESTIONS?

ECON ED FROM THE FED
Kansas City Fed District Contacts

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Oklahoma City - leslie.baker@kc.frb.org
and steve.shepelwich@kc.frb.org