Office of Superintendent of Public Instruction
Chris Reykdal, State Superintendent

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REPORT TO THE LEGISLATURE

Promoting Pre-Apprenticeship Opportunities for High School Students

2018

Authorizing legislation: RCW 28A.300.900

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Executive Summary

House Bill 2685 (2018) required the Office of Superintendent of Public Instruction (OSPI) to solicit input from organizations with expertise in registered pre-apprenticeship programs, registered youth apprenticeship programs, and employer-based pre-apprenticeship and youth apprenticeship programs. Based on their input, the legislation required OSPI to submit a report with recommendations for:

- Improving alignment between college-level vocational courses at higher education institutions and high school curriculum and graduation requirements;
- Identifying and removing barriers that prevent the wider exploration and use of registered pre-apprenticeship and registered youth apprenticeship opportunities for students; and
- Increasing awareness among teachers, counselors, students, parents and guardians, principals, administrators, and the public about the opportunities offered by registered pre-apprenticeship and registered youth apprenticeship programs.

This report reflects information collected in partnership with the State Board for Community and Technical Colleges (SBCTC), Labor and Industries (L&I), and the Washington State Apprenticeship and Training Council (WSATC), and stakeholders of the partner agencies. More than 100 individuals with backgrounds in registered apprenticeship, pre-apprenticeship, and employer-based apprenticeship responded to a survey used to inform the barriers addressed in this report.

Introduction

Background

The Washington State Department of Labor and Industries (L&I) defines terms important to understanding the context of removing barriers to opportunity for high school students. To date, an *apprenticeship* is defined as, "a combination of on-the-job training (OJT) and related classroom instruction under the supervision of a journey-level craft person or trade professional in which workers learn the practical and theoretical aspects of a highly skilled occupation." An *apprentice* is defined as, "an individual who is employed to learn an apprenticeable occupation and is registered with a sponsor in an approved apprenticeship program according to [Revised Code of Washington] RCW 49.04 and these rules." Finally, an *apprenticeable occupation* is defined as, "a skilled trade(s) or craft(s), which has been recognized by the United States Department of Labor, Office of Apprenticeship, Training, Employer, and Labor Services (OATELS) or the [Washington State Apprenticeship Training Council] WSATC and meets the criteria established in WAC 296-05" [Washington Administrative Code]. Individuals that are age 16 or older and meet requirements may access registered apprenticeship in many occupations. All referred to definitions may be found in the Glossary of Terms on the Washington State Department of Labor and Industries website.

In addition, it is important to note the role of the Washington State Apprenticeship Training Council (WSATC) in the landscape of apprenticeship in Washington state.
All registered apprenticeship programs in Washington state are approved by the WSATC and registered with L&I. While the establishing legislation for this report refers to "registered pre-apprenticeship" and "registered youth apprenticeship," there are no codified definitions in statute for either term. The WSATC uses the term "apprenticeship preparation programs," which L&I defined in Administrative Policy Number 2012-03. The policy establishes the process for programs to seek and obtain formal recognition, and defines apprenticeship preparation programs to be "education-based programs endorsed by one or more registered apprenticeship sponsors and focus on educating and training students to meet or exceed minimum qualifications for entry into apprenticeship programs upon graduation."

In addition, the policy defines *education-based preparatory programs* as "school based, pre-employment training programs preparing individuals to successfully compete for registered apprenticeship openings. These programs are then recognized apprenticeship preparation programs, but not technically registered programs. These programs may also connect individuals to entry level work in an industry while they await apprenticeship openings." Listed

in Appendix A are the criteria outlined in the policy that are used to guide the review requests for apprenticeship preparation programs.

Identifying Barriers

More than 100 respondents with expertise in registered apprenticeship and the educational system were asked to rank possible barriers preventing high school students in Washington state from exploring and pursuing registered pre-apprenticeship and registered youth apprenticeship opportunities.

Respondents were asked to rank possible barriers on a scale of 1 to 5. The scale was as follows:
1: Not a barrier for any current high school students,
2: A barrier for less than 10% of current high school students,
3: A barrier for less than 30% of current high school students,
4: A barrier for more than 60% of current high school students, and
5: A barrier for more than 90% of current high school students.

Table 1: Barriers Preventing Washington High School Students from Exploring and Pursuing Registered Pre-Apprenticeship and Youth Apprenticeship Opportunities

Barrier/Ranking	1 "Not a Barrier"	2	3	4	5 "Barrier for 90% or more"
Lack of awareness about registered apprenticeship opportunities	0	3%	9%	29%	59%
Lack of knowledge about what a registered apprenticeship is	0	3%	10%	36%	51%
Lack of registered youth apprenticeship opportunities	1%	3%	15%	32%	49%
Lack of encouragement from teachers, counselors, or other school personnel	3%	7%	10%	31%	49%
Lack of flexibility in high school student schedule	2%	4%	175	30%	47%

Lack of related fundamental trades based courses to expose students to career path	0	4%	27%	20%	49%
Navigating the apprenticeship system	1%	3%	24%	28%	44%
Transportation (Ex: obtaining and maintaining a driver's license, insurance, working vehicle, etc.)	1%	8%	16%	32%	43%
Stigma and/or lack of exposure to the trades	4%	2%	15%	37%	42%
Lack of flexibility in earning required credits toward high school graduation	2%	7%	18%	33%	40%
Lack of registered pre-apprenticeship programs	3%	13%	21%	28%	35%
Age restrictions	4%	9%	24%	27%	36%
Lack of encouragement from family or friends	2%	11%	22%	36%	29%

The most significant barrier elevated by the survey respondents was "lack of awareness about registered apprenticeship opportunities," with nearly 60 percent of respondents indicating this is a significant barrier for more than 90 percent of high school students.

The survey also provided questions for narrative open-ended responses, and those comments are included in Appendix C.

Graduation Requirements and High School and Beyond Planning

The High School and Beyond Plan (HSBP), a graduation requirement, provides a framework for students to work with school counselors, their parents and guardians, and other school staff to create their own individual plan. The plan, a "personalized pathway," is intended to maximize students' high school education options and prepare them for a career that interests them. Per the requirements outlined in Revised Code of Washington (RCW) 28A.230.090, students are expected to complete a career interest inventory by eighth grade so they can make a more

informed decision about what courses to take in the ninth grade. Then, during each year of high school, students should explore the questions of:

- "Who am I?" (interests, skills, goals);
- "What, then, can I become"? (careers that might match); and
- "How do I become that?" (the post-high school education or training needed to meet the career goal).

After the HSBP is initiated in the eighth grade, students should annually update their plan to include any state assessment results, completion of credits required for graduation, extracurricular activities and community service, work-related experiences and progress toward post-high school goals. Students' course plan for the coming year should also be based on information shared by staff regarding:

- CTE equivalencies that can meet graduation requirements
- available dual credit opportunities and advanced CTE courses, including pre-apprenticeship opportunities
- the connection between course options available in high school and post-high school career and education option(s) that meet students' various career and college pathway interests.

Specifically identifying pathways that lead to an apprenticeable occupation is an opportunity for alignment and support.

CTE Equivalency Opportunities

Statewide career and technical education (CTE) equivalencies offer flexibility for students to meet credit requirements on a pathway that aligns with their post-secondary plans, supporting a meaningful high school diploma. State CTE Equivalency frameworks are aligned with academic, industry, and employability standards, and are offered for academic credit. Senate Bill 6133 (2018) amended RCW 28A.700.070 to expand the academic content areas eligible for statewide equivalency frameworks to include English language arts, social studies, arts, world languages, science, mathematics, and health and physical education.

In addition, OSPI has authority to develop and approve course frameworks in all of these academic areas. If local school districts offer equivalency courses, students are able to pursue a pathway of instruction that aligns with their interests and post-secondary goals while earning required credits toward high school graduation. Building these course frameworks in partnership with the community and technical college system increases the seamless alignment and opportunity for students to earn dual credit.

Dual Credit Opportunities

CTE Dual Credit, formerly known as Tech Prep, provides students with the potential to earn college credit while they are learning in their high school classroom. CTE Dual Credit opportunities exist through articulation agreements at the local level, commonly between one school district and one community and technical college. While there are some regional models where multiple school districts joined a consortium to pursue agreements with a community and technical college, increasing CTE Dual Credit options remains an area of opportunity. Prioritizing apprenticeship preparation programs, with agreed upon competencies and standardized articulation agreements, could increase the number of dual credit courses available at multiple institutions. Co-delivery and/or equivalencies with other models of dual credit, including Running Start, Advanced Placement, and College in the High School, may also be appropriate to build as a best practice, depending upon the instruction and content of the coursework.

Programs of Study

Perkins V legislation requires that all institutions that are recipients of the federal Perkins dollars offer at least one program of study. The Perkins Collaborative Resource Network (PCRN) defines a program of study to be "a comprehensive, structured approach for delivering academic and career and technical education to prepare students for postsecondary education and career success." There are key supporting elements in the design and implementation of a program of study, including standards, course sequences, credit transfer agreements, and guidance counseling and academic advisement, all of which would support building more articulated pathways for apprenticeship training programs and apprenticeship-based occupations.

Increasing Awareness

The Washington State Auditor's Office (SAO) released the Performance Audit of Leading Practices for the State's Secondary Career and Technical Education Programs in 2017. In that report, the SAO recommended that OSPI "communicate to school counselors annually the importance of discussing CTE and apprenticeship paths along with academic paths as part of each student's High School and Beyond Plan." Considering the most significant barrier identified by the survey respondents was lack of awareness of apprenticeship opportunities, providing opportunities to school professionals, promoting recognized apprenticeship preparation and registered youth apprenticeship programs, as well as providing resource materials to promote registered apprenticeship opportunities beyond high school.

Conclusion and Next Steps

The Office of Superintendent of Public Instruction, the State Board for Community and Technical Colleges, and the Department of Labor and Industries outlined systemic and legislative opportunities to grow, diversify, and better support access to apprenticeship by the removal of barriers to apprenticeship preparation. These include:

1. **Building knowledge, awareness, and access:**
    a. **Increase communication:** Revised Code of Washington (RCW) 28A.700.080 requires OSPI to raise awareness about career and technical education (CTE). The law suggested targeted information related to CTE course equivalencies and dual credit for high school and college, and education, apprenticeship, and career opportunities in emerging and high-demand programs. Specific communication and marketing tools promoting apprenticeship preparation programs and registered apprenticeship opportunities could be developed if funding was allocated, with broad dissemination strategies.

    b. **Build outreach capacity:** Multiple survey respondents identified a need to build a better understanding of apprenticeship occupations by site visitations, workshops, field trips, guest speakers, career exploration/career fairs, speaker forums, and the development and distribution of quality resource materials. Utilizing existing career and technical student organizations with alignment to apprenticeship occupations to provide guidance during skill demonstration competitions, advocacy and increased career exploration, and mentorship would increase outreach capacity.

    c. **Utilize consistent definitions:** "Registered apprenticeship" is a defined term with a system of clear governance and requirements. Washington Administrative Code (WAC) 296-05-003 defines an apprentice as "a worker at least sixteen years of age employed to learn an apprenticable occupation and registered with a sponsor in an approved apprenticeship program under Chapter 49.04 RCW and these rules. Building and construction trade occupations require an apprentice to be at least seventeen years of age to register with a sponsor in an approved apprenticeship." The specific terms "youth apprentice" and "pre-apprenticeship" are not defined in statute. However, a registered apprenticeship or recognized apprenticeship preparation program adhering to the existing outlined in WAC 269-05 and the WSATC Administrative Policy 2012-13 (Appendix B) serve as a standard for quality programs. While the WSATC does approve apprenticeship

preparation programs, there is no formalized requirement or process for youth apprenticeship or pre-apprenticeship, which could ensure quality and protect the definition of apprenticeship. As programs are being developed, consistent definitions and governance structures are imperative to the development of quality programs and corresponding outcomes.

d. **Amendments to High School and Beyond Plan:** Section 1(c) of RCW 28A.230.090 outlines the required components of the High School and Beyond Plan. One of the requirements is that students' plans must include the identification of dual credit programs and the opportunities they create for students. An additional requirement could be the identification of apprenticeship preparation programs and registered apprenticeship programs that align with students' career goals.

e. **Increase flexibility in high school graduation requirements and scheduling:** Increased flexibility in the 24-credit requirement for graduation would allow more flexibility in student course taking, as well as more opportunity to pursue pre-apprenticeship and registered apprenticeship opportunities while in high school and beyond. School scheduling and graduation requirements could restrict a student's ability to go to a worksite to meet on-the-job training (OJT) requirements or to experience other work-based learning.

f. **Increase access to CTE programs:** A few methods to increase access to CTE programs would be to amend the enrollment rules, increase funding, promote access to high school CTE programs articulated with dual credit opportunity through the community and technical college system, and provide adequate support to establish additional CTE programs at the high school. Current enrollment rules restrict all CTE full-time equivalent (FTE) funding to 1.0, with the exception of students enrolled in programs offered at skill centers, which have access to 1.6 FTE. Supporting increased FTE access for CTE programming will provide greater opportunities for career exploration, including fundamental programs that lead to apprenticeship opportunities.

g. **Increased support for apprenticeship preparation:** Organizations such as the Regional Pre-Apprenticeship Collaborative (RPAC), Local Employment and Apprenticeship Program (LEAP), and Aerospace Joint Apprenticeship Committee (AJAC) provide quality standards, best practices, and potential for academic credit

through a regionalized approach. Providing funding support to expand these programs could increase the fidelity of pre-apprenticeship programs. In addition, by increasing funding for RCW 28A.700.050, school districts would have the opportunity to apply for grants to develop or upgrade high-demand CTE programs. These could be prioritized to create pre-apprenticeship and apprenticeship preparation programs.

h. **Increased funding:** Multiple survey respondents noted that an increase in funding was necessary to support multiple tactics. Suggested funding increases included better support for existing and developing CTE programs that align with apprenticeship occupations and programs of study, grant funding for high-cost equipment, and funding to support the related instruction necessary for these higher cost programs. Included was a suggestion to fund additional school counselors, career specialists, and career navigators, which would provide a multi-faceted approach. Survey respondents said student access to driver's education programs is a key barrier to accessing pre-apprenticeship and apprenticeship programs, so funding is needed to support driver's education programs in high school. Funding for the required related supplemental instruction to include competency-based credentialing to support higher education-led efforts to support obtaining credential is necessary. Additionally, funding for increasing structured work-based learning opportunities is necessary beyond existing funding resources.

   In addition, respondents suggested increased funding for the State Board for Community and Technical Colleges (SBCTC) in order to provide greater full-time equivalent (FTE) support for apprenticeship programs. In practice, this looks like creating a permanent pool of high demand FTEs, requiring the 50 percent tuition waiver to be more representative of instructional costs, and developing a funding model that is not driven by the economy. Finally, survey respondents noted that increased funding through the Department of Labor and Industries (L&I) would allow for fair compensation for the related supplemental instruction and administrative costs associated with the implementation of programs.

i. **Employer incentives:** In order to increase work and learning opportunities for students, survey respondents said employers must be "at the table." Survey respondents also noted that legislators should look for additional effective and

efficient ways for employers to hire and train minor workers through registered apprenticeship programs.

j. **Professional learning:** Providing opportunity for K–12 system personnel including teachers, counselors, administrators, and school board members to build a better understanding of the apprenticeship system and opportunities in apprenticeship preparation programs is key. Building capacity for CTE educators to understand and build competency to meet the expectations of the registered apprenticeship system is necessary to ensure maintaining quality apprenticeship-based programs.

2. **Increase dual credit and articulation opportunities**
   a. **Support robust programs of study:** Providing adequate funding for convening teams of educators from the high school, post-secondary level, and the apprenticeship community to create programs of study that include foundational courses for apprenticeship occupations is a key opportunity. These convened teams would also inform common issues with articulation agreements, resource materials to guide best practices in building articulation agreements, and inform needed changes in systems to better support these opportunities. Building programs of study that utilize developed course equivalencies where appropriate, and align with dual credit opportunity, is a systematic approach to help decrease barriers of access to these programs.

   b. **Dual credit funding:** Funding should be provided for a regionalized articulation agreement pilot program, with priority in development to apprenticeship preparation programs and programs with industry-based credentials. These funds would support cooperative work between the OSPI, SBCTC, L&I, apprenticeship sponsors, and field staff to inform, create, and implement regionalized and statewide articulation agreements for increased access to CTE Dual Credit courses.

3. **Expand equivalency options:** Increasing the funding allocation to support state equivalency frameworks can better support student access to apprenticeship preparation programs and registered apprenticeship opportunities. Prioritizing the development of state equivalency frameworks for curriculum that aligns with apprenticeship preparation programs, and additionally dual credit opportunity, will better serve students that want to pursue these pathways while still earning credits

towards graduation. OSPI has created a process, which involves stakeholder engagement to consider, review, and develop equivalency frameworks. As additional frameworks are developed, intentional outreach related to equivalency adoption policies and practices to school board members, principals, and Superintendents via communication one-pagers and presentations at conferences is a critical tactic to aide increase adoption of these opportunities.

Acknowledgements

Staff at SBCTC, L&I, and multiple partners with expertise in the area of apprenticeship helped promote the opportunity to provide feedback via the apprenticeship survey referenced in this report. OSPI appreciates the individuals that provided survey response to identify the barriers and potential solutions identified in this report.

APPENDICES

Appendix A: Apprenticeship Rules: Chapter 296-05 WAC

https://www.lni.wa.gov/TradesLicensing/Rules/files/apprenticeship/WAC296-05Oct2018.pdf

Appendix B: WSATC Review Criteria, Recognition Request Procedures, and Recognition Continuance (from Administrative Policy 2012-03)

WSATC Review Criteria*:*

The Washington State Apprenticeship and Training Council in cooperation with the Washington State Apprenticeship Coordinator's Association, Office of the Superintendent of Public Instruction (OSPI), the State Board for Community and Technical Colleges, the Work Force Training and Education Coordinating Board, and other interested stakeholders recognize industry knowledge, expertise and formal connections are the core of a good apprenticeship preparation program.

Therefore the following criteria shall be used to review requests for apprenticeship preparation program recognition (note: the following list is presented as a guide and should not be construed as all inclusive or minimally required, understanding there is great variability among programs):

- *Evidence of a communication plan* demonstrating the program's working relationship with one or more registered apprenticeship programs in the development of elements such as curriculum, class activities, evaluation methods, and teaching techniques.
- *The program incorporates safety training*. Safety training on all aspects of the job – from tool use, to hazard recognition, fall protection and personal protective equipment – is critical both in the preparatory program and on a jobsite. Most students will need to learn more specific skills once they enter an apprenticeship, but they should be taught the basics of workplace safety and health.
- *Focus on employability* - Incorporate basic workplace skills such as showing up on time, wearing the right clothes, bringing a lunch, working on a team and being responsive to a supervisor. Show evidence of communication with the registered apprenticeship program(s) about expectations and practices on the job site or within a given occupation, and how these practices are incorporated into the preparatory program.

- *Physical fitness* - Incorporate into the preparatory program physical work that will be done in the apprenticeship career path, so students will be physically prepared. May include stretching, strength, flexibility and cardiovascular conditioning to the extent
- *Math skills* - Evidence of applied mathematical concepts relevant to the level of math the student will need to meet or exceed minimum qualifications and be a successful candidate in the apprenticeship program. Applied math concepts should identify common scenarios involving math for the trade or occupation to use in the classroom.
- *Program participant population* - detailed description of the tools and activities used to recruit and retain students, and how underrepresented populations are encouraged to enroll in the program.
- *Formal agreement with Registered Apprenticeship Program(s)* - Also referred to as an Articulation Agreement. Such an agreement, between the authorized preparatory program representative and one or more local apprenticeship sponsors, is required as part of this application. The agreement details how the student will be prepared to meet/exceed minimum qualifications and compete for or receive direct entry into the registered apprenticeship program.

Recognition Request Procedures*:*

1. All requests for recognition must be received 45 calendar days prior to the next regularly scheduled Washington State Apprenticeship and Training Council quarterly meeting. Mail or email requests to:

   a. Washington State Apprenticeship & Training Council
   Attn: Program Manager, Apprenticeship Section
   PO Box 44530
   Olympia, WA 98504-4530; or, Email: apprentice@lni.wa.gov

   b. A letter of endorsement from a Registered Apprenticeship Program(s) must accompany the request. This endorsement should indicate the preparatory program is designed to provide quality instruction and related work preparation experience resulting in graduates meeting or exceeding the minimum qualification standards of the apprenticeship program(s).

2. A program packet addressing the WSATC review criteria as listed above and includes the following information:

   a. *Request Letter* identifying the need for the pre-apprenticeship program and the target population. Include an overview, clearly describing the program and the organization operating the preparatory training.

b. *Program Outcomes* - Provide a description of the desired outcomes or what program participants will accomplish through successful completion of the program.

c. *Course/Curriculum Outline* - This is an overview of the academic and manipulative portions of the program. Individual course descriptions, class hours and measurement tool(s) used to determine successful completion of classes should be provided in this section.

d. *Participant Population* - What are the demographics of the intended program participants? What are the tools and activities used to recruit students, and how are underrepresented populations encouraged to enroll in the program?

3. Department of Labor and Industries staff will review the request and supporting documentation, place the timely request on the quarterly agenda and make a recommendation to the WSATC for their consideration. The WSATC will:

(a) Recognize the preparatory program for a period of three (3) years and publish the results for public review;

(b) Deny the request for recognition and provide the reasons therefore; or

(c) Require additional information for reconsideration of the request at the next regularly scheduled meeting.

Recognition Continuance*:*

1. The Washington State Apprenticeship & Training Council will recognize approved preparatory programs for a period of three (3) years.

(a) During this time the WSATC in cooperation with staff at the Department of Labor and Industries will promote the preparatory program.

(b) Apprenticeship section staff will be available to assist with registered apprenticeship program connections with the goal to expand apprenticeship opportunities for preparatory program students.

2. If a preparatory program wishes to continue recognition through the WSATC, program administrators must reapply for continued recognition prior to the end of the three year period. Include the following in the application for continued recognition:

(a) Program demographics to include but not limited to the following:

i. Number of students successfully completing the preparatory program.

ii. Number of program completers registered as apprentices during the time period.

iii. Program participant demographic characteristics. Please include information on recruitment and retention of underrepresented populations.

(b) Program and curriculum updates - include relevant information regarding continuous improvement measures.

(c) A letter of continued endorsement from a Registered Apprenticeship Program(s). This endorsement should indicate the preparatory program continues to provide quality instruction and related work preparation experience producing qualified applicants for registered apprenticeship who meet or exceed minimum qualifications.

3. The WSATC reserves the right to discontinue formal recognition at the request of the preparatory program or if valid evidence is presented demonstrating the preparatory program in question is not operating in a fashion consistent with its' application for recognition.

Appendix C: Comments from Survey

Question: Please rank the following possible barriers that prevent current High School students in Washington from exploring and pursuing registered pre-apprenticeship and registered youth apprenticeship opportunities on a scale of 1 to 5. 1: Not a barrier for any current High School students 2: A barrier for less than 10% of current High School students 3: A barrier for less than 30% of current High School students 4: A barrier for more than 60% of current High School students 5: A barrier for more than 90% of current High School students. Please include other items ideas in the comment section:

Comments:

- School Districts need ability to report registered youth apprentices for up to 1.2 FTE to help fund worksite learning coordinators during the summer months. Coordinators ("career coaches") are essential for increasing persistence rates through completion of youth apprentices. The topic of flexible credits and fundamental trades classes is complex: Core 24 has focused more demand on core classes for competitive transcripts and rigorous course work for university admissions to ensure ALL students are prepared for options after high school (there is a social justice aspect for preparing students to access higher education). Some schools that are stuck on the traditional 6 period day have reduced demand for CTE courses and specialized CTE facilities. (7-8 period days are typically more expensive to staff due to increased planning periods). Barriers to registered youth apprenticeship are numerous, as YA is a new innovation in Washington State. 1) Systemic Barriers - WA State Apprenticeship and Training Council historically served adults - this is not part of the K-12 system. Both the Council and K-12 need to learn and understand each other. 2) Misinformation and miscommunications - apprenticeships are regularly miscommunicated by well intending people that do not fully understand the systems. example: internship and apprenticeship have some similarities but are totally different processes with different goals and funding streams.

3) Training of staff (teachers, employers, community leaders, counselors) to really understand the specific apprenticeships available and the nuances and supports needed to succeed through completion. 4) Adult apprenticeships are competitive with explicit and implicit barriers. ie: documented work ethic, technical skills-set, and endorsement from a business or recognized individual strengthens the application. A person that works in residential construction (non-union/non-apprenticeship) will have a more competitive application for the Carpenter's apprenticeship at age 28, than an 18 year-old graduating from high school (just one example). 5) Our own beliefs and mindset - as leaders, do we believe that youth apprenticeship is a viable option for ALL students, the same way we value the university experience? 6) Apprenticeship is a "flipped mindset" from education. Apprenticeship begins with a job. It is incumbent upon us to teacher leadership skills and self-advocacy to where a youth can convince an employer that s/he is a value add and will make money for the employer. Different than education. No job, no apprenticeship (period, end of story). 7) We should build out 100s of youth apprenticeships in Washington State for customized career pathways. Customized to specialized industries and employers. Attractive to individual needs of students and families.

- WHAT I FEEL IS THE ISSUE IS LACK OF KNOWLEDGE ABOUT THE TRADES. NOT KNOWING SOMEONE THAT LOOKS LIKE YOU IN THE TRADES SO THEY AND RELATE.
- This is such a new area that we are still identifying the real and perceived challenges and barriers. From my experience, youth apprenticeship benefits from a high level of interest, excitement and promotion. However, the structure behind funding and sustaining this model is complex, confusing and uncertain. Obviously, employers have to be on board and commit to hiring, wage progression, journeyman:apprentice ratios, standards, etc. Having an experienced group of partners to develop and submit appropriate standards to the council is an obstacle. Funding to pay for related supplemental instruction for us has only been possible via soft money, and the low teacher:student ratio, high cost of equipment, a Carnegie unit based model which means that lab work is twice as expensive as lecture delivery all mean that institutions are not incentivized to invest in new youth apprenticeship models. At my institution, youth pre-apprenticeship is much more sustainable from an organizational perspective, though not as appealing to youth.
- Students need more exposure to apprenticeship and careers that have apprenticeship. I don't feel that it should be youth apprenticeship, but apprenticeships that are inclusive of youth. Anything less might be just a watered down version of apprenticeship. (My thought) Been involved with apprenticeship for over 35 years and needs to have high standards maintained. Apprenticeship is an excellent opportunity for a very successful career. If you want to compare it to another choice besides college do not make it something less than.
- Counselor do not encourage career opportunities that outside of four college.

- Lack of Alternatives for a high school diploma and the lack of core academics being articulated for apprenticeships towards a H.S diploma.
- K-12 does not do a great job acknowledging the value of promoting careers in construction. I feel some schools are aware of these pre-apprenticeship programs, but either purposely overlook them or forget to include them as an option for students.
- I find that I have difficulty as a career specialist getting representatives from apprenticeship programs to come speak to students at the school. I believe that there would be a higher interest if students could see real world industry leaders.
- I believe that schools do not promote apprenticeships they promote college. Most counselors think that apprenticeships are for people who are not smart. Trades people run million dollar jobs, they order & schedule materials - I could go on for ever here. If more high school teachers were interested in helping a student find a career path, you would see more students excited about graduating from high school.
- Varies greatly by region the experiences. The hour requirements are not attainable. L&I laws blocking youth on trade related sites. Liability coverage is also another major barrier.
- I believe there is a growing awareness around the value and opportunity of work in the Skilled Trades. Some focused work with building principals and counselors will help as well. What we are lacking is exposure through exploration in elementary and exploratory programs in middle school. Also, opportunity for high school students to have a work experience during the summer. Not enough opportunities through the skills centers. All school districts need to be able to offer these experiences during the school year as well as during the summer.
- Youth Apprenticeship is not a real thing in Washington as stated by Labor and Industries. Some school districts have started making their own apprenticeships which does not provide permeability. Youth need access to already in place registered apprenticeships.
- Just starting this process in a few avenues -- but seems piecemealed -- would like workshops on the processes - like the apprenticeship conference - one-stop shop -- where we could bring local employers to hear and start the process in the speciality areas. Like the Medical (Spokane) , machining, pipefitters, I asked for a general laborer at our last apprenticeship meeting as students learn specialities but can then decide and train in to specialities. We truly need avenue to re-open driving as course work.certification so kids can obtain a drivers license to get to the places without reliance on parents and schools.
- I have a great deal of experience running registered pre-apprenticeship and apprenticeship programs. Both types of programs suffer image problems, and they only make that worse by having equally poor marketing approaches ("earn while you learn" is so antiquated and has no real appeal to contemporary youth). Also, pre-apprenticeship programs are, typically, underfunded and poorly managed. Even the "acclaimed" ANEW

program would appear to a motivated and capable high school graduate as a joke of a program and a waste of time. If the state truly wants to make pre-apprenticeship programs work then they need to put real money behind it to attract talented and experienced leadership to make them credible post-secondary opportunities for high schoolers.

- The trades are not promoted at the same level of college. In my experience, I would speak to students but after I leave the teachers, counselors and other school faculty would undermine the process by saying college was the "safer option". I have dealt with this in Seattle Schools, Tacoma and Kent schools.
- Too often apprenticeship opportunities if offered at all, are only offered at low-income schools or to low-income students without any regard for non low-income students to also have options. These programs need to be made more accessible to ALL Students and school staff should not seeing participating students as taking away FTE (school staff) dollars but what's best for the students and our economy. Transportation to CTE programs and pre-apprenticeship programs. In Seattle 9 of the 11 Skills Centers are south of downtown, and yet, the majority of students are in the North. Families and students will not travel to these out of area locations for many reasons but more options need to made available closer to home.
- There are options in a students schedule but it is very restrictive...especially in a college-going culture where they are encouraged to take world languages, AP courses, band, chorus, and AVID (all virtuous opportunities). And so many student schedules are packed full - especially at 9th and 10th grade, they don't get opportunities to explore basic courses early on. Same for middle school - students who take band, music, and/or a foreign language have no room for CTE courses that would provide foundation classes.
- Need more opportunity to get GED. Students must be 18. It would be helpful if the counselors would identify those students that are best suited for the trades and help them get tutoring to improve math scores.
- Because all Registered Apprenticeship programs are slightly different in their entrance requirements and Selection Procedures, High School Students tend to be misinformed on how to gain access to the different apprenticeship programs. Usually, they are being provided this information from someone at the high school who also doesn't understand these differences as well. Career Fairs are not a productive method for the construction trades apprenticeship programs to educate the students, instructors, and administrators on the true pathways into apprenticeship. Thank you.
- Employers needing support when working with a younger apprentice population.
- The push for all students to go to college is the #1 barrier. Until we get high school counselors, administrators, and parents to change, removing the other barriers won't matter.

- I feel that the lack of drivers ed in the K-12 system doesn't help the students get ready for the next step beyond HS. Also most counselors are either not educated or don't want young adults to pursue the registered apprenticeship.
- Remember - apprenticeship is not just in the trades, it's in industry sectors. It's important that we start to look at apprenticeship opportunities differently. Industry standards with wage and skill progression can also take place in non-trade, non-union professions.
- Several of the community colleges are not funded to offer pre-apprenticeship or apprenticeship in the high school. Without any funding model in place, Spokane cannot offer courses in the high school. This is the major barrier in Spokane.
- Appropriate funding model from OSPI. Only ones that currently work are funded with a grant that is due to expire. The colleges cannot support expansion without development of a funding model.
- Rural communities are at a disadvantage when having a choice of varied apprenticeship opportunities.
- Re: Lack of encouragement from teachers, counselors or other school personnel - Educators themselves may have a range of knowledge regarding apprenticeship/pre-apprenticeship programs, and so may not feel qualified to discuss these programs with their students. Perhaps as educators receive more training in this area, they will be more likely to share this information with their students.

Question: Do you have suggestions or solutions for how the identified barriers could be addressed?

Comments:

- Youth apprenticeship needs to be a priority and receive enhanced funding for support of a year-round program requiring 2000 hours of paid work experience to meet a comprehensive training plan. I believe youth apprenticeship summits will need to occur regionally around the State with consultants present from L&I. CTE and L&I will need to expand capacity in their staffing model and set goals to attain a future vision.
- Comprehensive high school counselors, administrators, and teachers must receive training about the value of pre/reg. apprenticeships and the living-family wage outcomes for students.
- Fund
- PUT CTE PROGRAMS BACK IN THE SCHOOL / ASK TRADES MEN AND WOMEN TO VISIT AND TALK TO THE STUDENTS.
- Increase opportunity messaging to students and their parents/guardians - demonstrate the value of multiple career pathways not just the university path

- Simplify Registration procedures for Youth Apprenticeship. Approval should be delegated to L&I Management. There is no significant reason to require the State JATC approve YA standards or modifications. The professional staff are capable of administering the public policy. YA should not be political like Trades Apprenticeship.
- Strong partnership with education and employer partners. Changing the narrative around opportunities after high school, in addition to 2/4 yr college. Partnerships for wraparound services to provide other needs that cause barriers.
- We need to start talking to kids about trades during their elementary grades
- Increase funding for re-licensing services
- We have to change the mindset of the mentors in the K-12 system that discourage students from going into the trades.
- School districts should offer drivers education through high school courses for students and not separately.
- Incorporate Apprenticeship presentations into Career Centers. Overall more exposure to trades based classes in general. Train career counselors about the trades and all the options/benefits that accompany them. Have apprenticeship outreach coordinators come in and set up lunch time tables like the military does.
- I don't have a realistic solution from the training delivery side. It would require a complete reconstruction of how we fund instruction and training, starting with a elimination of the formula which funds lecture based contact hours at twice the rate of lab/guided practice, or one that allows schools to count full-time equivalent credits from on the job training, as well as related supplemental instruction.
- I have been contacting apprenticeship programs/people to have them come into our school to address our students. I am running into a lack of interest/follow through.
- State funding to schools/school districts to build capacity for more apprenticeship opportunities. Regional Consortia to support administration of apprenticeship opportunities for youth (tailored to local industry). Create a new dual enrollment program (hybrid of college in the high school and running start) that allows the FTE to move from secondary to post-secondary as need based on where the opportunity for apprenticeship presents itself in a given community for a given occupation. If we grow supply, I'm certain there will be commiserate demand.
- Educate the educators, parents and students on registered apprenticeship. But ask the people who are doing apprenticeship, have apprentices talk to parents, students and educators about their experience.
- Counselors need to understand that today a person can obtain a career path with two years of technical college, apprenticeship, or anything outside of four years of college.

- Counselors need to understand that today a person can obtain a career path with two years of technical college, apprenticeship, or anything outside of four years of college.
- Insure that at all high school career and college fairs an apprenticeship representative is available to talk with the students. Perhaps create an apprenticeship navigator position within each school district.
- Funding to allow articulation with 9-12 partners and changing the current laws around HS diploma and L&I
- Partner with agencies like Partner in Employment to serve refugees and immigrants in apprenticeship- use their successful model in serving refugees and immigrant adult and exposing them to construction and manufacturing jobs. They have successful stories of clients who have been in the country less than a year and yet have been very successful in the pathway.
- Include these options early on...Jr High & High School orientation packets and how they can apply their education towards certain careers. Mid-year...re-distribute these options to students
- I have reached out numerous times to the DOL only to receive an email that states "our office is small and we may not be able to help you. see our website"
- Legislation to allow 16 year old students into all worksites and shorten the apprenticeship hours down from the minimum of 2000 hours
- More local opportunities. We attempted to start some options in our area over the last year but couldn't get employers to commit. We need help outside of the schools to do so.
- Believe that every student will succeed in a career of their choice. Help them find their passion to something that excites them.
- Communication about the clear pathways to all stakeholders. Flexibility in High School requirements with out forcing students to eliminate other future options.
- Organize and map the apprenticeship landscape. Host youth focus groups to find out what youth are interested in and why, and how they would prefer that this information is delivered and received.
- Having a 1 day training with high school staff about the importance of Apprenticeship.
- Obtain funding for driver's ed classes and re-licensing as barrier reduction to pre-apprenticeship programs. Advocate for a state guideline as to what high school credits could be awarded based on completion of a program for out of school youth. Similar to the award of graduation requirements given for CTE electives.
- Standardized testing and COE are barriers 24 credit requirements are barriers even with equivalency credits Fully understanding the apprenticeship programs themselves and what is truly available to students bar the age barrier

- Stronger partnerships with school systems, instead of just individual schools, help us in navigating the ambiguity. However, more staffing to cover more ground would be useful, as well as less restrictions around participant age.
- Educate teachers and counselors as to the benefits of apprenticeship for a high percentage of their students. College is not the only path to success.
- Increased acceptance of equivalency credits Increased support for "other" pathways (non 4 yr) Educating the industry community re: age allowances
- More information sent out to counselors and administration on the availability of programs and how they fit into the mix of education.
- Grant funds specific to creating new programs at middle schools and high schools. Funding for Career Specialists with a focus on guiding students on pathways in the trades Perkins Reserve grant funds focuses on these?
- Training for administrators and counselors to help share the message and flexible graduation credit options.
- We need state approved Frameworks which address - Instructional Worksite Learning - Credit Equivalency - Aligned standards to the L and I Boilerplate and RSI Plan Usi
- Yes, I believe so. One piece -- focus - cross-crediting for schedule needs -- can this be a state-wide model framework like the other equivalencies are Another piece, we truly need avenue to re-open driving as course work. Certification so kids can obtain a drivers license to get to the places without reliance on parents and schools. Another - college credit piece -- put the colleges in the room to show what college can be obtained and push for the Running Start for the trades
- Yes. Meeting the students where they are. Allowing students to gain experience/exposure at high school; Meeting with Counselors, Advisors and teachers to provide a better understanding and create pathways to ensure students are aware of this career option; attend PTA meetings to talk with parents about the construction industry as a pathway to employment.
- Continued marketing to parents and students. Educating counselors who seem fixated on college is the only option.
- Yes. Stop trying to make this happen all at once. Pick 2 or 3 locations, get employers, unions, schools, and pre-apprenticeship decision-makers together to commit. Think about it like a kid; what would make them want it? Focus on those sites, solve the problems, achieve success, make other locations want it, then expand. Obviously there's more to it, but I only have this little box to write in.
- Our significant barrier is lack of connections with programs. Establishing regional area groups to connect CTE programs with apprenticeship providers would be a significant help.

- There needs to be an updated "CAREERS" course that is taught by industry professionals; as opposed to school teachers repeating information they heard from other sources. Experience is what the students need to learn from. A teacher who went straight to college after high school and became a teacher is in no position to tell a student what the workforce is like. They do not know.
- YES!!!! Expand Running Start, which is available at every high school to include CTE certificates instead of just focusing on AS/AA degrees. Students could be earning pre-apprenticeship and certificates while in High School and avoid the 7 year gap of odd jobs.
- CTE funding to include pre-apprenticeship training in High School.
- HS Staff and educators need to be educated on alternative options. Trades related career paths
- I believe we need more classes in each school/or combined schools so that students can opt into them. Also there should be designated staff in the schools (JUST) for pre-apprenticeships. When we look at the rate of pay for these careers vs college, we know that these are the fields they should be going into. We need to push harder to make that happen.
- We need to get a few successful programs going in our region and then broadcast the success. Lead through tangible examples of success.
- Strategic outreach

Question: How would you increase awareness of apprenticeship opportunities among current HS students?

Comments:

- Right now, each district participating in YA is kind of hanging out there, directing resources and effort into a program based on values and beliefs. Promotional materials, forums for business partners, training on how to run an apprenticeship committee, having L&I apprenticeship consultants present at WACTA, networking of CTE directors that want to play and learn together, tell our story through multi-media.
- Tours of our local skill center apprenticeship aligned programs, presentations about the value of participating in a high school level apprenticeship program, development of a local coordinator employed through ESD grant(s) to assist with connections throughout the county/area.
- HAVE CAREER DAYS WHERE YOU INVITE TRADES MEN AND WOMEN TO SPEAK
- More clarity about what the opportunities are and early introduction (middle school)

- Go beyond information, create hands on exposure and bridge in the form of pre-apprenticeship program that leads directly into an apprenticeship program
- "Convert" existing Skills Center programs into Pre-Apprenticeship. Hopefully this would increase the number of SC program completers who continue into the occupation via RA or simply OJT such as Chef, Collsion Repair, etc.
- Allowing teachers/volunteers to highlight the program in the classrooms or with programs targeting unengaged youth.
- Increase the number of students who are placed in apprenticeships while in high school, and require them to go back to their high school to share their story. have apprenticeships at "decision day" for local high schools
- Expand outreach to high schools to further establish a pathway into construction careers for high school students. - Allocate funding for construction classes in high schools - Establish career exploration days in high schools so students from various secondary schools can visit pre-apprenticeships/apprenticeships.
- Make it a core requirement for students to research and/or present on it.
- Offer workshops; clubs or work based learning opportunities for high school students, both during the school year as well as during the summer.
- Outreach during lunches with tables and brochures, guest presenters to classes.
- Frankly, I have seen no challenge with awareness. The vast majority of our apprenticeship programs have far more applicants than openings. The challenge is an awareness of how competitive some of these fields are, how important it is to develop strong math skills, work readiness, and teamwork. We have many students who just are not competitive enough to get hired into an apprenticeship over someone with years of experience, an ability to apply math and a record of being on time and dependable.
- I am taking field trips with students to Hands On Career Day events and to technical schools.
- Grow the number of available programs and explore new industries. It’s not that kids don't know about apprenticeship, they just can’t get in (or don't want to go into manufacturing or the construction trades).
- Open forum with current apprentices that are close to the age of the audience. Students can see that this is real and it works.
- Allow students the opportunity to explore those opportunities as juniors with a type of running start programs.
- Allow students the opportunity to explore those opportunities as juniors with a type of running start programs.
- Bring information to the students via career and college fairs, have information in the career centers, bring youth apprenticeships into the high schools as a course offering.

- Development of a program of study
- Again there is a model that is in existence and refugees and immigrants youth are not different than their parents who are new to the system of employment.
- I inform each student of their options from college, to vocational to apprenticeships.
- Events, websites, and public meetings with students parents and employers
- Career Day events, presentations and site visits
- High school counselors need to educate themselves and visit apprenticeship programs.
- Field trips to training facilities. Panels of successful apprentice. Larger issues is families and guidance. They need to see and support the value.
- Great question. Probably during their advisory periods and posted in the career centers with staff educated on messaging and next steps
- Flyers, social media, having teacher/staff be aware of the opportunity. Integrate in school projects. Bring past Apprentices to high school.
- Awareness of apprenticeship has to start with awareness of quality jobs in industries. Greater education of HS counselors, career specialists. Most educators followed the bachelors and masters path. Counselors and schools celebrate and announce students that get to elite colleges. An apprenticeship is also an elite admittance. Need coordinated messages & outreach on industry awareness and pre/apprenticeship. Each school should not have to contact and arrange with each trade, the industry should have a package of options available for each school. Should not only work with the technical schools, but work in larger district to recruit for technical magnets. What is the goal and message for pre/apprenticeship & community colleges? What about college districts that do not have any trade programs?
- Apprenticeship should be a topic at a conference for CTE directors. There should be apprenticeship representation from all areas of the state and not just the Seattle area.
- More outreach and engagement!
- Bring back vocational training in the middle and high schools. Most high schools farm this out to skill centers. It needs to be on campus. Rogers HS is a prime example of what works.
- Guest speakers, career fairs/events, educating teachers/counselors, etc
- More opportunities for guest speakers on apprenticeship programs and how students can get involved through their CTE classes.
- Host regional or local Trades Career Fairs Fund field trips to local Trades programs for students AND principals and counselors Bring trades professionals into schools on a regular basis to give demonstrations and talk about opportunities in the skilled trades
- Apprenticeship fairs alongside college fairs

- https://youtu.be/hdqD7DJKp-s We have made videos. We do many speaking engagements. It is important to engage employers as it is to engage HS Students.
- A place (seminar) where multiple avenue specialty workplace avenues could see the what it is, how to start, the various avenues. Show the 'high school majors' --courses in high school that are taken (multiple) that add up to an apprenticeship training
- Attend Senior Career Days, show up at sports functions to provide awareness, have graduates who are currently in the construction industry give back by going to speak at their respective high schools about their career path and direction in the industry.
- Directly to parents and counselors
- Core Plus - Construction! And create a high school diploma of Applied Studies or something to denote that the pathway is equally as valued as the academic degree.
- Publications (print and website) to share with families and students regarding the opportunities, benefits, career opportunities, and contacts.
- Weekly bulletins, visits by working professionals, class activities and even competitions, hands on events instead of the typical "college inspired" career fairs, younger speakers (20-35 years of age), more diversity (particularly Black American Males).
- Not only career fairs, but going to schools and talking to students directly when possible. Getting more information about our trades, wages and benefits out on radio, tv...etc. so it is household knowledge of our opportunities.
- More job fairs at school, after-school sponsored clubs which lack funding and instructor and often struggle, What about CTE Exploration classes by topic, construction, medical, etc, that give kids a taste of career options. Sponsored field trips to pre-apprenticeship programs,There's so much more we can do to increase exposure to these wonderful career options.
- Start with the guidance counselors, educators, and policy makers.
- Social media awareness from the HS, pre-Apprenticeship programs, and Contractors
- Pay new apprentice (that look like the the demographic you are recruiting) to go into the schools to speak about what it has done for them and what their experience has been.
- Leverage existing communication channels and engage business to speak to the value of such programs. A foundation is to get a few Registered Youth Apprenticeship programs running in our region
- Get with school counselors to raise awareness of the need and multitude of tracks
- I recommend a series of field trips that include briefing sessions.
- Hold assembly's or workshops in HS
- Begin marketing the benefits of a trade in middle school
- Alumni

- Meet with HS Students and have them visit Construction Programs
- Have State Registered Apprenticeship programs listed on School District Websites.
- Counselors should be given opportunities to attend yearly update summits arranged by the pre-apprentice and apprenticeship entities so they will be knowledgeable in recommending and encouraging students.
- Hands-on technical education class options that are related to actual occupations.
- Job shadows; job fairs
- Educate the career counselors. Trade classes in schools with MOU agreements into apprenticeship.
- Get in front of the students during school hours
- Not really sure what will be most effective but students start hearing the 4-year college message in 6th grade (if not younger.) Whatever you do, the message needs to start early in students' school career.
- More events DURING school to spread info
- More tools to inform them about apprenticeship opportunities instead of only college.
- Educate the parents, teachers, and counselors
- Hands-on career exploration events on a large scale. Career fairs do not work if they are not hands on and not multiple schools at once.
- Partner with Microsoft to use virtual reality technology to showcase career opportunities. Align CTE with Pre-Apprenticeship. Build materials/websites that keep the customer in mind. L&I's website is not meant for the customers, let alone those that don't know what apprenticeship is. More try-a-trade events.
- I would start with the Pierce County Career Connection (PC3) in Pierce County. They have done great work in the past.
- They need do see the value of apprenticeship and have a path into it directly from high school or while they are currently in high school classes.
- Teach the parents and counselors that RA is post-secondary education!!!!
- Work with teachers and counselors to increase knowledge
- Work with high school faculty and counselors connecting them with colleges on a person to person level
- Work more with counselors. Attend their conferences and speak about the advantages of apprenticeship
- Bring the trades back to the schools on site and provide open house events while getting career counselors to change the push to technical degrees instead of academic degrees.
- Employers, high school counselors, use of apprenticeship coordinators

- Have all high school counselors and teachers take PD that exposes them to apprenticeship opportunities so that they can then help guide and inform their students of this pathway. Host apprenticeship events at the school where parents and students can learn about apprenticeship much the same as they do about two and four year college programs.
- Virtual Orientations, Industry Tours, Apprenticeship Career Days, Mentorships, etc...
- Industry involvement
- Education and workshops.
- Eyes are the windows to the soul, or what we see, we pay more attention to then what we are told about something. Tours, road shows, and career fairs like what was put on in Okanogan County by WorkSource are the examples we need to follow.
- Provide multiple training opportunities to high school teachers, counselors and administrators on the following topics: 1. Available apprenticeship opportunities by sector in each county/region 2. Finding links to online entry points (ie O-Net, SOC database, Employment Security Dept. database, NAICS Codes etc.) to match students' preparatory skills/education with matching current apprenticeship openings 3. Creating programming schedules to place students in appropriate career-preparation & career launch coursework throughout high school
- Education teacher-magnets and counselors about apprenticeship opportunities. Also have schools host apprenticeship fairs

Question: How would you increase awareness among teachers, counselors, and school administrators about the opportunities for registered pre-apprenticeship, youth apprenticeship, and apprenticeship?

Comments:

- kids completing a registered youth apprenticeship are better prepared to compete for adult apprenticeships and university admissions. Now we are talking about real access to the coveted union-sponsored trades apprenticeships and the university experience.
- Hire a coordinator, PR developer through the local ESD that works with school districts to educate school personnel about the options and value of various pre apprenticeships in the area.
- AGAIN , THE TRADES ARE HERE TO SPEAK TO WHOM EVER WANTS TO LISTEN ABOUT THE TRADES..
- Trade/Apprenticeship Reps sharing info, State Employment sharing data about demand and salary range and prospects.

- easy tools, hands on exposure, help them realize the many viable paths for all students that lead to great family wage jobs - decrease university path bias
- Streamline Pre and Youth Apprenticeship program approval. One and two year programs are more likely to attract high school students than 4-6 year RA.
- Strong education and employer partnerships.
- set up externships for teachers, counselors, and school admin
- Establish career exploration days in high schools so staff from various secondary schools can visit pre-apprenticeships/apprenticeships. -Provide funding for staff to attend targeted training
- Offer to come to their schools and do work based learning with students during school hours. Maybe attend an in service day at a school and present to the staff/faculty.
- Have a retired tradesman/woman come in and educate individual districts.
- We have sent a number of delegations as far away as Switzerland, so why not send delegations of counselors, teachers and administrators on similar visits to the outstanding training facilities in our own backyard? Arranging tours of some of the training centers such as Seattle Area Pipe Trades, the Operating Engineers facility in Ellensburg, the Fire Training Facility at North Bend, the Sheet Metal training center in Dupont, etc., would provide local stakeholders with a pretty good idea about just how remarkable our apprenticeship system is.
- These programs need to providing information (flyers, brochures, etc) and coming into the schools informing students/teachers of the real opportunities available.
- Again - just grow the number of programs. Teachers are resourceful and will take advantage of available opportunities for their youth.
- I think I already stated this. It is not registered pre apprenticeship it is State recognized. Not youth apprenticeship but apprenticeship that is inclusive of youth.
- Look at the drop out percentages and see if those rate would decrease if that student had the opportunities to look at career opportunities out side of education.
- Look at the drop out percentages and see if those rate would decrease if that student had the opportunities to look at career opportunities out side of education.
- Offer teacher internship opportunities to view these apprenticeship programs. Have a list of guest speakers who they can all upon to make classroom visits and provide presentations.
- Attend CTE advisory meetings and develop relationship
- As refugees and immigrants provider we don't need administrators to be aware of we just to the funding in place to hire staff who will engage with the youth and customized training that needs the refugees and immigrants youth including supportive services

that is also customized to the youth need. We will do the rest and ensure they complete the training.

- yearly update packets of varies programs and any changes to those programs including contact info. Ask these programs to be a guest speaker at assemblies
- I alert all the teachers at my location about options including apprenticeships as well as it is posted on my website for college & career.
- handouts, flyers, and direct inservice opportunities, plus job visits and employer panels
- Staff meeting presentation, counselor site visits
- Come visit our apprenticeship program - come talk to the students- ask them how they feel about their career choice.
- Take them to the facilities, show them the pathway. Show how students can work toward this pathway without eliminating other options for themselves in the future.
- Similar to DiscoverU it would be awesome to have a dedicated day/week to messaging
- They need to be trained more. Implement this in Professional Development
- Host tours of training centers, host breakfast with middle skills job speakers. Bring panels to state guided pathways/HS and beyond conferences. Make awareness part of the professional development of public school employees. Get workshops approved for CEU's
- As CTE Directors continue to learn and understand more themselves about apprenticeship programs they can do presentations for those in their own district.
- We host a lot of events just for teachers and administrators to engage with us; and it has been really successful thus far!
- Continue with Pathways to Apprenticeship programs in more locations and more often. Maybe have a hands on apprenticeship fair for teachers, counselors, administrators and school boards.
- Workshops/jobshadows with substitute reimbursement.
- Invite more leaders in apprenticeship into the school to present how these programs benefit students with statistics on success from past programs.
- Host regional or local Trades Career Fairs Fund field trips to local Trades programs for students AND principals and counselors Bring trades professionals into schools on a regular basis to give demonstrations and talk about opportunities in the skilled trades
- Trainings from OSPI, information to school boards and superintendents
- https://youtu.be/hdqD7DJKp-s Additionally we use a professional development days with CTE Teachers training at shops. The largest reason for success is having a large CTE Exploratort Program in the Junior High. MSCTE Programs need to be vertically aligned through a program of study culminating in apprenticeships.

- Meeting with them monthly during their administrative meetings/retreats, etc. Developing a partnership with the heads of PTA and lead Counselors monthly to ensure the word is being spread.
- Directly at conferences
- I can only speak about construction ... take them through a construction site. Do some Shock and Aw! Have drive equipment, hang off the side of a 40 story building, climb a tower crane. You have to create an emotional connection. Then give them the economics and especially the career path. In construction, we never sell the career path.
- Publications regarding the opportunities, benefits, career outlook. Regional contacts who can coordinate between schools and workplace. Video to share with teachers and counselors that show the benefits.
- Developing a continuing education course that teaches them about implicit bias in regard to choosing college or choosing trades. Teachers subconsciously promote their way of doing things while belittling other pathways.
- Build direct and personal relationships with them and expose them to the trades and the benefits of them.
- Make it part of HS professional development to learn more about these career programs and have them elevated and as important as college prep classes.
- Publish a state wide resource guide, create a grant with the sole purpose of increasing awareness on apprenticeship in the trades. This would include money for staff and policy makers to visit various programs and work sites.
- Include information and curriculum in all required educators conferences
- Make them mandatory (in-service) training days! Teachers and Counselors need to be trained on how to assist students that aren't that headed to a 4 year that there are other options out there.
- Through a community wide communication plan that has representation from all stakeholders. A key place to start is the businesses them selves. They need to buy into the concept or it will go no where.
- I would recommend direct, home-based, integrated marketing to students and their families about these opportunities.
- teaching them with work shops and mandatory classes for teachers and counselors about apprenticeships i have talked to many of both that dont know they exist
- outreach to those staff with a good, informative presentation
- Meet with them and share the benefits of Apprenticeship & Pre- Apprenticeships
- Have them required to attend Labor & Industries training on Prevailling Wage & State Apprenticeship Requirements on Public Works Projects.
- Tours, professional development, at-your-fingertips information.

- a calendar of regional events should be made available to teachers, counselors and school administrators. There are some great individual groups that are working with pre-apprenticeship and apprenticeship but they need to be brought together by a higher organization that will contact the school people and organize their attending a resource "fair"
- Apprenticeship 101 to educators by knowledgeable individuals. Productive field trips to construction Training Centers.
- Externships
- Advisory committee meetings. Invite schools to apprenticeship training centers. Meetings with schools and interested parents.
- Invite them to your facility
- It isn't a matter of awareness, it is a matter of shifting a very old and stubborn mind-set.
- The program designed to recruit HS students into the trades would ultimately all teachers to be more well versed in the opportunity.
- add trades info to PD, not just focused on core curriculum & social-emotional
- More information regarding them. Make it mandatory to enform students about the trades along with college.
- Have specified workshops in regards to apprenticeship programs for them to attend for their year continuing ed requirements
- Training at conferences where industry presents.
- Workshops and flyers and information sessions.
- I would meet with high school principals and get on the agenda for a presentation at the teacher in-service meetings. Providing the teachers with OSPI clock hours on off hours for a presentation would be beneficial to the teachers. The colleges that are an approved provider through OSPI could coordinate the clock hours and provide written documentation for the teachers.
- teachers, principals and counselors really don't have a clue on how apprenticeship works, its benefits, or what a registered apprenticeship is. All three groups need to have continuous outreach and education about apprenticeship on an ongoing basis. They also need real working apprenticeship opportunities for high school students to enroll in to give apprenticeship a real credibility with them.
- Encourage OSPI to educate their HS counselors and parents on the opportunities with RA.
- It has to be done more on a face-to-face interaction because sending out brochures and emails will not get read. Person to person interactions are very labor intense but will have the best success and getting everyone educated/informed.

- Require PD that educates them on how apprenticeship works, the available programs in their area and the value and viability of it as a pathway choice beyond K-12.
- Career Days specifically for school personnel
- Industry involvement
- Focused tours, education, workshops. Workshops need to include job data including wages and benefits and the length of trainings.
- Face to face is the best way. However when you have 9 high schools and over 650 students all at one career fair, the information and awareness sells itself. Over 80 business participated in the Okanogan Career Fair the sharing of information and the partnerships that were made was very positive.
- Invite them to roundtables that share the benefits, process, paperwork, etc on apprenticeships. Externships for teachers and counselors.

Question: How would you increase awareness among parents and the public about the opportunities for registered pre-apprenticeship, youth apprenticeship, and apprenticeship?

Comments:

- All based on relationships with conversations having accurate information shared. There is just so much misinformation to overcome. Need dedicated professionals that will seek out the learning and understanding, rather than perpetuate myth and rumor.
- Local workforce development council should be developing one page information sheets about each of the apprenticeship opportunities in the area with data about cost, earning potential, time invested, number of openings and projected need.
- HAVE A CAREER DAY FOR THE PARENTS , SOME PARENTS MAYBE LOOKING FOR A BETTER OPPORTUNITY ALSO
- transparent Marketing
- media stories about YA completers or graduates working in their field - all fields, not just trades.
- Partnering with schools, community organizations, assistance programs through volunteerism. Also, offering career readiness workshops to provide exposure.
- - Invest in construction commercials on TV - Have construction related electives that explain the courses - Have apprenticeship be discussed as a career pathway in schools and by default, parents will be made aware the same way there are aware of college as a pathway.
- Teach them about job security, wages, and retirement for skilled trade workers.
- Host "Apprenticeship" nights at local high schools and invite parents and families to learn about apprenticeship.

- Through school sponsored events.
- Look at models like the Pierce County career day http://buildingyourcareer.org/pccd/ which does a terrific job of highlighting apprenticeship as an option. Educate financial aid counselors who often reach many parents on FAFSA nights on how to characterize apprenticeship as an alternative means towards paying for higher education. Be more effective in using data collected by ERDC http://www.erdcdata.wa.gov/esmdashboard.aspx to demonstrate return on investment from an earnings perspective for apprenticeship pathways. Create a statewide articulation/agreement model like we do for direct transfer for apprenticeship based associate degrees (with a potential multi-trades applied baccalaureate option). Give Katherine Long an award for being such an effective journalist on this issue.
- Greater publicity in the media! We push college, college, college because the message is everywhere. The occupations available in the trades, the benefits, and the route to get there isn't easily available.
- Outreach and coordinated marketing
- The best advertisement is a satisfied costumer. Have success stories from apprentices that are doing it.
- Get over the stigma that the trades and technical college isn't "cool".
- We to show CTE success on students acceptances into apprenticeship.
- We serve the parents and we are rooted in our communities- funders should stop the notion of funding same old same old agencies who are not connected with the communities they serve- money does not change culture neither blend you with the community your trying to serve. It's about equity and equitable services that is based on clients culture and religious beliefs that makes a different and those that are rooted in the culture.
- Parent orientation packets, mid-evaluation and end of the year packets
- During open house, parent emails, our college & career fair, Facebook, Instagram, Remind, Twitter.
- websites, direct mailers, and apprenticeship events
- Press release, print materials, web page presence
- If counselors are talking about apprenticeships in a positive way - parents could also visit L&I website to learn more about apprenticeships
- We need to be clear about what they are and how to achieve them. We also need to make sure they can access other opportunities is not accepted. At this point the spots are so limited.
- Send info packets home to be signed by parent/guardians that the information was reviewed and discussed with their child/student

- Social media, flyers at football games, it’s has to be repetition. You have to continue to market at the schools and make a culture of Apprenticeship.
- Coordinated information to district team of pre/apprenticeship recruiters to attend parent events, elective fairs, have fliers for parents, message needs to be modified based on parent, student counselor
- As we as CTE directors know more about preapprenticeship we can educate our parents.
- Social media, outreach, engagement events, and just showing up in community spaces authentically ready to answer questions.
- Not sure how to effectively reach parents.
- Career fairs, commercials, panels
- Address the issue at monthly FFA nightly meetings with parents and advisors to the CTE program.
- Once we have programs in place, we need to host open houses and bring the public in. Make sure we have a place at all community events
- Advertisement - social media, television - flyers at schools
- https://youtu.be/hdqD7DJKp-s We also begin communicating in the JH with CTE Explorator programming. We move 270 Hrs of Core Plus into the Junior High which directly aligns to the AJAC Apprenticeship.
- Demonstrate the College credits / college training -- as parents want there kids to be in college potential group -- so market and list it that way.....
- Attending the PTA meetings, showing up at the college days at the high school to have a booth setup with the colleges. Perhaps, getting permission from the school to send parents an email notification about upcoming Construction Career Days, etc.
- Direct marketing.
- Again, sell the career path. Parents want to know that their kids can prosper and that it's not a career of being in in the trenches. Also sell the college articulations and reduce college costs, and how that promotes the career path. And for gods sake, stop sending out semi-literate overweight union business agents. Hire actors if you need to. But find someone who fits the audience's image of success.
- Publications directed at families. Focus on career outlook. Advertisements on TV.
- The parents listen to their children. If their children are coming home constantly talking about job opportunities, the parents will have no choice but to take notice. Repetition is key. It also wouldn't hurt to target those same parents with job opportunities.
- Radio, TV, newspaper articles (I.E. Women Build Nations article recently in the Seattle Times) / ads, and encouragement of word of mouth by union members to share with more people about what they do. Bumper stickers, “Proud union Home” signs in yards.

Participation with the community by union members — most of whom are parents themselves.

- Career exploration events like the College Events, working with PTA/PTO for meeting presentations at the school. See some answers above that can also work for parents and the community
- Create a grant for this very purpose using all media available. Fund current apprentices so they can miss work and return to their schools and share.
- Include awareness continuously through the school year. Not just on career days
- Facebook, Twitter, Commercials during news time.
- Sharing success stories through social media and press.
- PTA, church, community centers
- Engage expertise from someone with an integrated marketing background who also understands K-12 and the apprenticeship system. Ask that person to develop a marketing strategy and tactics plan. I can refer you, if needed.
- advertisement TV radio flyers multi media school & varis meetings
- Fliers & Community Events
- Have a email sent to all parents with a list of all Apprenticeship Programs & contact information.
- incorporate the information about pre-apprenticeship and apprenticeship in the regional and district wide career fairs. the Women in the Trades Fair is really a best practice for bringing those that know and those that need to know together
- Apprenticeship 101 to parents by knowledgeable individuals. Present Registered Apprenticeship as a valuable secondary education option that leads to family supporting - living wage occupations.
- Media campaign; discuss benefits (pay, health benefits)
- Career fairs, open house events, advisory meetings.
- Advertise
- Lots and lots of PR and marketing. I mean LOTS. Again, you have to break through the old 4-year college mindset in order for this to work.
- more information (mailers, info sessions, etc)
- outreach events that include both students and parents.
- have workshops
- we need a big marketing campaign showing college through apprenticeship, no college debt, marketing themes that resonate with parents and kids. Focus groups to hit the right points.
- Flyers and information to parents and demonstrations and career workshops.

- Make the features and benefits as strong or stronger the recruitment process that is in place for Running Start. The two programs would need to have equal value. Using the "skill and wage progression" model is a unique selling feature that pre-apprenticeship provides.
- Unless they have gone through an apprenticeship program themselves, parents are completely clueless on what a registered apprenticeship is or the opportunities it can offer. May require ongoing presentations to parent groups (e.g. PTA meetings, etc) at school districts across the state.
- OSPI, HS pamphlets to parents
- have parents attend outreach events
- Through school boards, sports programs, civic groups in schools and other avenues where parents frequent with their children including churches and social groups.
- Marketing
- Over the course of each academic year, offer informational events that highlight apprenticeship on a par with other postsecondary choices and help connect parents with apprenticeship representatives to learn more. For the public, mount a PR campaign that educates them on the details of what apprenticeship is and how it works.
- Provide apprenticeship connections at Back to School Night and Parent Teacher Conferences
- Industry involvement
- Parents and public are a much harder avenue for the conveying of information, especially something like the apprenticeship program. However, opportunities like flyers that are sent home or put in mail boxes seem to have the biggest affect.
- Government labor dept. needs to create a simple, easy-to-understand brochure that outlines some entry points for finding and choosing an apprenticeship program by region and/or job sector, with some leading sectors used as an example of how to navigate the system.
- Use the WorkSource system, local businesses, and school districts to spread the information via fliers, e-mailings, roundtables.

Question: How would you increase opportunities for graduating high school seniors to pursue registered apprenticeship?

Comments:

- Million dollar question. They are competing with other adults. Example: there are many university math graduates competing for the electrician's apprenticeship. The typical high school student might not have a competitive ranking math score for admissions.

There are over 250 registered apprenticeships in Washington State. We need to stop "lumping" these all together in one conversation. Each has its own application process and timeline. This question should be reserved for employers and apprenticeship coordinators, not K-12 educators.

- More focused HSBP planning. Connect kids to opportunities aligned with their interests and offer job shadow and internships for kids junior/senior year.
- LOOK INTO TO DOING A FEILD TRIP TO A PRE-APPRENTICESHIP OR THE APPRENTICESHIP TRAINING CENTER .
- Get them while in high school by offering pre apprenticeship training or offer this as an immediate entrance upon h.s graduation
- Non construction employers also need financial incentive to agree to program standards to offset the higher cost of RSI and OJT. Until this is addressed by policy makers opportunities will be few and far between.
- H.S. Internship opportunities, field trips and partnering with schools to offer exposure opportunities like Discover U
- require school districts to have their facilities departments take on high school students as apprentices
- -Increase support so pre-apprenticeships can offer night cohorts for students to take - Establish career exploration days in high schools so students from various secondary schools can visit pre-apprenticeships. - Establish career days and allow the construction trades to table and attend and have them be a focal point so students can learn about the construction trades being a viable option
- Create Apprenticeship Preparatory courses through SBCTC. Allow students to obtain CTE Dual Credit while in HS and seamlessly transition into a program like this.
- Create relationships with school districts and schools to identify the students who are not registered for college and reach those students to offer them another opportunity for post secondary education.
- Letters from individual apprenticeships asking for students to sign up, Just like a college sends out a info letter.
- To be honest, a lot of recent HS graduates are probably not ready to directly enter or compete for the premier apprenticeships. For instance, we have an 8 quarter electrical program, and many of these students still have difficulty getting into IBEW. I would think that a multi-occupation trades certificate, eligible for financial aid and articulating into an associate's degree could effectively help under-represented, disadvantaged students become more prepared.
- Share the information, take field trips, etc.

- Again - grow the number of available apprenticeship programs. Apprenticeship appeals to a lot of students, there just aren't yet enough programs to make it a viable next step (outside of construction).
- Education and exposure to apprenticeship. Parents tour colleges with their children, explore apprenticeships.
- Start that process in middle school.
- Offer high school credits for participating in apprenticeship awareness activities and pre apprenticeship activities in the high school. Address the barriers of transportation.
- Recruiting and pre approval entrance and offer into apprenticeship before High School Graduation like a scholarship approach to a college
- There needs to be jobs and openings for these students and not a 5 to 10 year waiting list
- Connections through courses, counselors
- We have a flexible schedule that will allow students room to work around the tight state graduation requirements. But this costs more. Right now it is a complete district intensive process with little access for time and money for the schools to do the work. We need more placements and paid placements.
- It’s how you Market. If they want debt or no debt.
- We have several students going into apprenticeship programs through work based learning. But they are 18 years old and graduating when they go into a program.
- Stronger relationships with counselors starting when our intended exit cohort is in their sophomore year. Building strong relationships and aiding in stabilizing and preparing them for a successful exit into an apprenticeship when the time comes.
- Opportunities are there. The issue is getting high caliber high school kids that want to work hard with their hands every day.
- Educate them in Fall of senior year
- Experience opportunities presented at Fall and Spring field trips to career day's offered in Tacoma (Pierce county.)
- I would like to see a statewide campaign, similar to FAFSA, moving student to look at applications to apprenticeship programs.
- apprenticeship fairs
- Career and job fairs. We have begun holding the largest career and college fair in Central Washington. The Washington Student Achievement Council has used WV to present on how we align.
- start in high school –

- Running Start is a great program and works to get students geared towards a career early. Students can complete high school and graduate from a pre-apprenticeship program to begin working in the construction trades industry.
- Give them room In Their schedules.
- Again, I can only speak for construction. It needs an extreme make over. The unions won't do it, so the high schools have a great opportunity. They need to recast construction as something sexier, cooler, with a career path that gets them out of the mud and into the office and into a Lexus.
- Local employers can participate in career and post-secondary fairs, speakers at schools just like the colleges.
- Make it a requirement or some kind of mandate to hire a certain amount of students who are graduating high school. Or, allow 10% of new school construction to be done by students (apprentices) who have recently graduated from that school district. It would inspire the younger students to take the trades seriously.
- Career connections program the unions are working on in schools currently - like running start but for apprenticeship. Summer pre-apprenticeship programs for after highschool or in-between junior & senior year (instead of a summer job) to funnel students into apprenticeship. Possibility of paid training to break financial barriers and possible partnership with Drivers Education programs.
- Create direct scholarships so they can choose the pre-apprenticeship that works for them.
- Mandatory Pre-Apprenticeship awareness class's at quarterly intervals throughout their senior year
- Make sure that we have several cohorts starting right after graduation and have them pre-tested and pre-enrolled.
- Awareness, Awareness, Also creating transparency to labor market data that creates transparency to the high demand living wage jobs in our community. Get the facts about about the good jobs in our community and the career paths they relate to.
- Better partnerships
- Again, direct marketing.
- a mandatory class or work shop before they graduate
- develop relationships between school counselors and apprenticeship programs
- start a cohort right when summer starts--pay a stipend
- Work with the Counselors & Apprenticeships Pre-Apprenticeship Coordinators best fits
- Just get the information to them, that college isn't the only way for a career training

- Offer a recognized pre-apprenticeship, affiliated with apprenticeships built on a model of multiple pathways, career-connected experiences, dual credit, core academic credit, and industry certifications >>before graduation from high school.
- they should already be aware of the options before graduating. those that are prepared to apply and have already obtained the minimum requirements will have a great chance of being accepted
- Youth Apprenticeship in construction would help open the door to Registered Apprenticeship programs at a younger age. CORE 24 prevents high school students from participating in elective courses. Dual credit for trade-related classes that would count toward graduation requirements.
- Allow them to start in the spring prior to graduation; start in the summer; add sign on bonus
- Disseminate information to students and visit CTE programs where available. We have some schools that schedule field trips to our training centers.
- Hold a certain number of spots for those individuals
- You need to access the heart of a business--these are your future employees, this is what you will gain by bringing these students in, this is what they can do, this is what they can accomplish for you.
- host informational sessions throughout the school year - DURING school for those that may be interested
- events that they could register for them and educate them on the process.
- exposure at a younger age
- Public/private partnerships with established pre-apprenticeship programs.
- Build stronger pathways! When a student wants into a college, they are walked through the process. There needs to be a one stop shop process.
- Have employers who are interested on campus to meet with students.
- Work in partnership with the school districts to identify students not pursuing a college education. Once identified, send them information on registered apprenticeship.
- With the current high school graduation requirements so high and inflexible, they very much restrict class opportunities for students to enroll in courses that could lead to an apprenticeship while in school. Need to have less restrictive graduation requirements
- Expanding our thinking about what professions would lend themselves to apprenticeships that are not considered "trades". ex: insurance industry, natural resource and parks, mitigation and response to emergencies.
- Provide high school trade credit at local community and technical colleges through curriculum crosswalks

- Offer opportunities to learn more about apprenticeship as a viable postsecondary choice during the time when seniors are deciding upon next steps. Allow seniors to participate in work-based learning opportunities that explore different careers and inform their decision making.
- Industry Tours, provide funding and school support for students at an earlier age.
- Educate High School Counselors about opportunities
- Remove the stigma
- Quit talking to them about group hugs and singing around the campfire, and that the world owes them. Those of us in leadership positions need to be honest and up front with seniors. They need to know nothing is free, you work hard, you get rewarded and if you enter the apprenticeship trades, you have an excellent opportunity for making a living with out going to college and going in debt. Having seniors hit the streets and get slapped in the face with reality is not the time for them to deal with reality and also try to find a job and get aligned with regular employment. The child labor laws in Washington State needs to change in order for youth - apprenticeships to be employed properly.
- Trained high school teachers, counselors and administrators should present apprenticeship workshops at least 2x per year to students and parents starting in 9th grade, that increase awareness of apprenticeship opportunities and outline basic steps toward enrolling in one
- AJAC, NWCI, and other agencies need to do apprenticeship fairs in school districts

Question: What systemic issues could be addressed to better support apprenticeship opportunities for youth in our state?

Comments:

- Funding for regional coordinator position(s), reduce age restrictions (lower to 17 years old), funding to support the development of one page informational graphics (digital and print) to be shared with parents, counselors, administrators and teachers.
- BETTER FUNDING
- addressing current labyrinth to entry into the trades.
- lack of understanding and value from educators/parents/guardians lack of hands on exposure lack of bridge programs to expose and connect immediately to apprenticeship programs
- Secured funding. Equity and Inclusion awareness and training. Understanding the culture of the underserved.

- Increased funding toward licensing/re-licensing support because a lot of students have fines/suspended licenses. -Reallocation of budget so that money is allocated for construction education courses and career days in high school
- Not everyone needs to go to college to get an associate degree or bachelors degree to be successful. Short term certificates are sufficient for some, and others need a degree in a skilled trade. Oftentimes a degree doesn't only provide a higher level of education, but it also allows young adults an opportunity to mature prior to entering the workforce.
- Mimicking the way running start students attend their high school, and then attend their college in the same day would also work for apprenticeship. A student could attend core classes in the morning and be released to apprenticeship prep courses in the afternoon.
- Shifting the stigma from college for all to accepting apprenticeships as an equal opportunity.
- Again, not to sound like a broken record, but the manner in which we fund education and training means it is much more lucrative for colleges to create low-cost, lecture-based transfer degrees. Investing in high-cost, advanced technology training with low teacher:student ratios that generate fewer reimbursable credit hours is a risk that needs to be examined if this kind of training is to be expanded.
- Helping fund CTE programs, job shadowing, mentorships, and involvement in the schools.
- Build capacity endogenously - use the systems we have. Examine how school districts or consortia can successfully organize around apprenticeship opportunities and fund it appropriately. Invest in regional business developers (not off-assignment teacher appointments) or at least allow CTE instructors to opportunity to teach in the classroom but also supervise OJT. Focus on competency based frameworks for awarding credit to OJT. Do not get too rigid in regulation - concentrate on learning outcomes not process.
- Do not build something for the sake of building it. (Youth Apprenticeship) Hold it to a high standard. Ask yourself would I want my child to pursue this? Some of the Youth Apprenticeships being offered are not what any parent would want for their child. Please hold Apprenticeship to a higher standard with a livable wage outcome and a career to be proud of. If not it is not worth doing.
- Get the trades to support the school,systems, with money, scholarships, and awareness programs.
- More funds provided to CTE programming for support or preparing youth with hands on learning around apprenticeable occupations.
- High school graduation alternatives into apprenticeships. Funding to support the programming and direct entry

- GED requirements needs- lot of refugees and immigrants have the skills but cannot showcase their high school graduation. Work culture, training that meet different population needs - customized training and supportive services that includes on going cultural appropriate case management
- Communication and publication funding needs to automatically come from the state budget
- Representation at the schools
- allow younger workers, 16, change hours requirement, and make apprenticeship a pathway for graduation, by offering a different credit requirement
- Employer buy in
- bring back constructions programs to the high schools, automotive classes - show video on what we not only do but what we do in our personal lives. We are sport coaches, scout leaders, PTA members etc.
- L&I labor laws, liability insurance, transportation for students, a competency based approach vs. hourly. Ability to credit and collect on summer hours. State wide paperwork for stakeholders, marketing, liability, crediting etc.
- It is my impression that there is a negative perception of the trades and apprenticeship with youth. They either don't know about them or associate them as low skill low paying careers. More youth need to hear from folks in the trades to understand the careers possible.
- People who work in apprenticeship are from an older generation. It’s the same people for the last 20 years. The workshops are the same and conferences are the same. Start mingling age and other areas where there are different faces and different people giving out this information. You are mostly targeting Caucasian white male. If you want diversity in Apprenticeship, you have to know what the youth are interested in and do workshops and orientations at their level. There needs to be a change in culture of what Apprenticeship represents.
- expand the funding and awareness that manufacturing receives.
- I think deeper partnerships need to be developed and we are working on that in our district, while we have good apprenticeship programs students need to be 18. Preapprenticeship; while students are still in high school is a bit of a mystery even though we have over 200 students in WBL and many working with electricians, HVAC, plumbing etc. there are limitations in what they can do as students and is this considered "preapprenticeship"? Many of these students do go into apprenticeship programs after high school, but that is AFTER, due to the age limits.
- More funding and stronger policies and programs that create access for youth underage to these opportunities.

- Equivalency acceptance Schedule flexibility at high schools
- More state and local administrations requesting and showing how these programs benefit all including the community for potential job growth and education.
- If we had designated funding for our Career Specialists, it would free up funding for building programs in our schools and we could prioritize the work of these specialists to promote and support work in the trades.
- Clearly defined options for crediting and paths in the state
- Vertically aligned CTE Pathways beginning in the JH. - State Approved Frameworks which address - Credit Equivalency - Instructional Worksite Learning - Boilerplate Compentencies - Lowering boilerplate age from 18 fo 16 for already in place adult apprenticeships. Quit reinventing the wheel on HS Only apprenticeships - Quit calling is Youth Apprenticeship because it angers L and I
- train those who want to be at the table and start in a larger group -- not just those that get ot the table from an invite-- it shouldn't be a secret but an identified process.
- Lack of succession plan in place for construction workers retiring; racism; sexism; and more....
- Flexibility in graduation requirements.
- Give CTE programs equity in funding (those programs cost more). Create a high school degree of equal value. Institute more Core Pluses. Change the rules so students can leave school to work at job sites or alternate training sites. Get the unions to recast their culture and their training process, which is horribly antiquated. Employers have no idea how good apprentices could be if the unions would embrace contemporary educational concepts (good luck with that one).
- Coordination is needed. There needs to be regional networks established to connect schools to employers.
- Seniority. An 18-year-old student will never have a voice or be taken seriously in a room of people whose average age is 55+. Which is why the youth do not bother trying to get involved. It is an "Old folks thing".
- Paid training (farestart model) for people who can not afford to take time off of work for training. Partnership with community colleges for credits through all pre-apprenticeship programs or for recommendations from colleges to pre-apprenticeship. Partnership with drivers education programs and looking into sponsorship by a credit union or car manufacturer for guaranteed auto financing stringent upon union acceptance and employment - possibly Ford (union made) and Qualstar (Western WA trades union credit union).
- right now anything that takes a students out of the K12 is seen as a threat to K12, because that student is not contributing to school staff, both teachers and

administrations need to see the benefit to the school staff and the student. Until you win those hearts and minds your efforts will not be heard. The other huge stumbling block is the lack of career counselors at HS which have been eliminated in SPS and reduced in many other districts as funds get diverted to other areas. Only the most at risk students are getting the guidance they need with the others left to fill out a useless form. Funding career counselors, even part-time that rotate through schools, with career days in partnership with OPSI and local districts might be a good investments.

- Drivers licensing/education financial support in HS. Funding for HS level CTE programs that meet State Standards for pre apprenticeship. Make the legislative changes necessary so HS students can work on construction sites in certain circumstances. A dedicated and consistent funding stream.
- Make sure that the Journeymen/women, Foreman/Foreman are trained to not be harsh with the new apprentice. Make sure that the unions will hire and assist in keeping them in the trades.
- Visibility to successful programs and a play book for how to get started building a program in your community.
- The need to make a wage while attending.
- more funding
- lack of physical fitness, lack of math aptitude, racism
- More Funding Opportunities & Resources
- Make it a Law that ALL Employers bidding on Public Works Projects are State Registered Training Agents in the Scope of work that they are bidding on. This will ensure more training opportunities for Apprentices. Currently alot of Apprentices are being denied access to learn on School District Projects that their tax dollars are going to fund, because of a Loop Hole in the Law.
- Lowering the age for potential certification and expanding the tasks young people can do before turning 18 - especially the student who turns 18 late senior year/into the following summer. Find great models - and replicate.
- Reaching a level of knowledge in grades 7 through 12 that encourage careers in the trades. Improve counseling to recognize abilities that will be nurtured in trade careers for ultimate student success.
- Restore Techincal Education classes in woodworking, metalworking, automotive, etc. Teach practical applications for theory-based learning.
- allowing for preapprenticeships in HS and counting them as credit; consider exempting TANF daycare restrictions for apprenticeships (daycare for 8 hours, apprenticeships for 10); consider offering stackable credentials in HS

- More CTE programs, more elective credits that can be used for CTE programs, less restrictions to students on job sites, more flexible schedules.
- Break the 4-year college for all mindset!!!
- homelessness, mental health stigmas, re- licensing, transportation barriers, food support, child care
- lack of information/support of general ed - more funding for preparing students (financial aid for needed testing/equipment, etc...) just like college students
- Not to only push college on high school kids but to inform them on all career paths.
- Streamline dual credit for RSI and college credits. Just like running start programs and get them in drivers ed at 16 years old
- Give kids opportunities during school to explore different careers and get hands on demonstrations. Also bring in people who look like them to speak on the industry opportunities.
- Apprenticeship is the original 4 year degree. We need to treat it as such. Not everyone is built for going to a 4 year school, or even a two year. Young adults want to get out and work. By allowing them a path such as apprenticeship, they can work and build skills at the same time. Every young adult should get some form of post secondary. We don't have enough money to build enough schools to make this happen, nor should we. Work experience is a missing link, and apprenticeship has already set the model.
- Bus passes, working with the district on schedule alternatives which could include some courses completed at local community colleges through running start.
- Educating parents should be a priority. I also think it is important to have a marketing campaign explaining to the general public and industry what apprenticeship is and how it works. The campaign information could be posted on SBCTC, L&I, school districts and community organizations websites. A Youtube video with an explanation of what apprenticeship is and how it works would also be great.
- A change to the makeup of the state apprenticeship board and leadership at the L&I level, More flexibility in state registered apprenticeship regulations to accomodate non-traditional apprentice
- funding
- current system is fragmented and exclusive.
- Move management of Apprenticeships from L & I to the SBCTC
- Money is the primary issue. The colleges cannot fund these youth apprenticeships without a funding model.
- Reduce the focus upon four year college as the primary goal for all students and recognize that there are many good choices for postsecondary education that result in success in life. The success rate for high school students to go on to a four year

university and graduate on time is abysmally low, affects populations disproportionately, and leaves completers and non-completers burdened with debt for years to come or for life. We must inform students and parents of the range of training modalities available and the costs associated with each. The fact that apprentices do not incur student debt needs to be better known and we need to increase the number of apprenticeship programs in different sectors to take advantage of this.

- Industry advisory
- Core 24 (graduation requirements)
- Government policy-makers and labor departments must disseminate the above information to all Washington chambers of commerce; to all ESDs (which will, in turn, inform all school districts in their region) and all regional workforce partners. 2. Work to remove roadblocks to apprenticeship opportunities (union issues, liability issues, minimum age issues etc.) 3. Provide incentives for industry/business to offer apprenticeships to all youth (especially those who welcome people with disabilities, rural, low-income youth, people of color, and to women) 4. Create an apprenticeship marketing campaign statewide
- Expose kids to STEM and apprenticeship early in their education. Get local businesses to share the latest and greatest with teachers and provide that latest and greatest opportunity in the classroom.

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