

December 14, 1983

U.S. DEPARTMENT OF LABOR EMPLOYMENT AND TRAINING ADMINISTRATION Bureau of Apprenticeship and Training Washington, D.C. 20213 Symbols: TDTD/DB	<u>Distribution:</u> A-539 All Tech. Hdqtrs. A-544 All Field Techs.	<u>SUBJECT:</u> <u>CODE:</u> 690 Apprenticeship-School Linkages
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PURPOSE: To inform BAT field staff of proposed inclusion of Apprenticeship-School Linkage (ASL) programs in their promotional objectives and to collect information needed in the design of a national promotional program.

BACKGROUND: In 1977, BAT initiated a demonstration program to test the feasibility of having high school seniors begin registered apprenticeships on a part-time basis while still in school, followed by full-time participation in the same apprenticeship program upon graduation. The original program design included familiarizing 10th and 11th grade students with career opportunities in the skilled trades which they could enter through apprenticeship and steering interested students into courses which would help prepare them for apprenticeships. Thus, the program envisioned a sort of elongated career ladder beginning early in high school and ending with the participant achieving journeyman status in a skilled trade a year or more after graduation from high school. In actual practice, more emphasis was placed on activities for 12th grade student apprentices than on 10th and 11th grade students.

The initial group of demonstration projects included Cleveland, Nashville, New Orleans, and Houston. In the following year, projects were begun in Rockford, Illinois; Des Moines, Iowa; Rhode Island Statewide; and New Jersey Statewide using funds provided by the Office of Youth Programs (OYP). Except for the Houston project which terminated after one year's operation, all projects ran until the close of FY 1981. About 3,000 apprentices and almost 1,600 employers participated in the demonstration program. Administratively, there were four different types of program sponsorships. The New Jersey and Rhode Island programs were operated on a Statewide basis by the State education departments. The Cleveland and Des Moines programs were operated by City school systems. The New Orleans and Houston programs were operated by community colleges with existing ties to occupational training in the skilled trades. The Nashville and Rockford programs were operated by non-profit institutions which were created to sponsor apprenticeship-school linkage programs. Except for New Jersey, project costs consisted of subsidies to employers for half the entry level wage for each student apprentice up to \$2,100 per year plus staff costs for project administration, developing employment opportunities, and coordinating the placement of student apprentices into apprenticeships. The principal difference in the New Jersey program was that employers were not paid cash subsidies, receiving instead entitlements to Targeted Jobs Tax Credits (TJTC) as employers of cooperative education

students. At the time, all cooperative education students came under the TJTC program; only those who are economically disadvantaged now qualify.

The Apprenticeship-School Linkage (ASL) demonstration project was designed to test the feasibility of the ASL concept under optimum conditions. If the program didn't work under this approach, it would be unlikely to work under any conditions. Thus, employers were given subsidies to induce them to participate in the program. Locations were chosen as project sites based on their having relatively low unemployment rates, adequate training facilities, and a commitment to the ASL concept by the local apprenticeship community. Project operators were given considerable latitude in designing and operating their programs. BAT intervention in the design stage was limited to instructing the sponsors to concentrate on occupations outside the construction trades and requiring them to establish numerical goals for the number of apprentices to be registered. BAT involvement in operations was through the use of Apprenticeship Training Representatives (ATR) as project monitors and to provide assistance. In the last year of the project, OYP imposed a requirement that the four sites they funded (New Jersey, Rhode Island, Des Moines, and Rockford) had to make at least half their placements from the CETA-eligible population.

Viewed in its entirety, the apprenticeship-school linkage demonstration program was a success. The concept of a school to work transition utilizing the senior year of high school as a combined employment and educational experience was shown to be feasible and to contribute to meeting the objectives of the apprenticeship program, the vocational education program, apprenticeship program sponsors, and the student apprentice participants. The apprenticeship program obtained the equivalent of additional promotional staff, many with pre-existing contacts with both employers and the most capable apprenticeship candidates, resulting in the registration of new programs and new apprentices.

School systems and in particular their vocational education programs benefited by gaining access to employers of skilled craftworkers. This enhanced their ability to provide real world learning experiences to their students, subject to the usual degree of school supervision but without the usual cost burden associated with training in the skilled crafts. It also enabled them to learn what improvements were needed in course offerings to better serve local employers.

Employers benefited from the program by gaining access to a pool of screened, motivated, and partly trained young workers. They also benefited from the subsidies offered during the demonstration programs although the subsequent survey indicated that most employers placed little importance on the subsidies, at least compared with other aspects of the program.

Finally, the student apprentices benefited from being placed in good jobs offering advancement potential and long-term employment prospects. They also had the opportunity to start on a program of paid career training in the real world while completing their high school education. Apprentices, employers, and the school systems all benefited

from their association with apprenticeship and the recognition which registration confers on programs as meeting established standards of training.

Several ASL programs have been developed since the termination of the demonstration program in FY 1981, according to the latest available information. The New Jersey, Cleveland, and Des Moines programs continued in operation with funds provided by the State departments of education. Cleveland and Des Moines are also receiving support from local school funds and Des Moines receives JTPA funding through its local PIC. The Rockford program was discontinued for a year but now is again in operation as the only one of eight High-tech Experiential Learning Programs (HELP) funded by the Illinois Department of Education with an apprenticeship component. Ohio's Department of Education is also supporting projects in two Hamilton County (Cincinnati) school districts, Warren County, and Ravenna and has several more under development. ASL projects are also in operation in the States of Maryland, Michigan, North Carolina, Oregon, Texas, and Virginia. Several other States have ASL programs almost ready to start operating.

The major reductions in staff and financial resources within BAT and elsewhere in State and federally financed programs obviously have had an effect on the development of new ASL projects. These reductions have increased the importance of directing more of BAT's promotional effort to linkage programs like Apprenticeship-School Linkages in order to maximize productivity from available staff. Since State and local school systems face similar resource constraints, they also have an incentive to improve their productivity through a coordinated division of labor with apprenticeship agencies. They also have a powerful incentive to enter into such arrangements as a way of improving the quality of their cooperative education programs through higher quality placements and as a means of attracting females to non-traditional programs. ASL demonstrated that school systems can be effective in recruiting apprentices and in generating new sources of program sponsors which provides BAT staff with additional time for performing these and other activities.

ACTION: In December 1981, BAT regional and State offices were sent copies of an implementation manual developed by CSR, Incorporated, the contractor which performed the evaluation of the Apprenticeship-School Linkage Program. The manual contained brief descriptions of the eight projects, a synopsis of their conclusions as to program impacts, and a discussion of factors to be considered in implementing ASL programs. The implementation manual should be referred to for information and ideas which can assist in meeting the 1984 apprenticeship-school linkage promotional goals. Specific actions are as follows:

1. Although specific numerical goals have already been established for ASL programs to be developed and installed during FY 1984, additional information is needed to assist in determining what levels of effort are appropriate in subsequent years. Please furnish

the information requested on the attached form to the national office, Attn: Dan Burkitt, by c.o.b. January 6, 1984.

2. Any BAT regional and State offices which did not receive a copy of the Apprenticeship-School Linkage Implementation Manual can obtain one by contacting Dan Burkitt on 8-376-7282. Copies of the manual will be furnished to the SACs as soon as additional copies are obtained. A promotional brochure suitable for distribution to school personnel and employers is being developed in cooperation with the U.S. Department of Education. Supplies of this brochure will be distributed to the field as soon as they become available.
3. In order to account for ASL activity in the BAT record-keeping and reporting systems, a notation such as "ASL" or "Student Apprenticeship" should be made at the top of ASL BAT apprenticeship agreements or where space permits on corresponding SAC apprenticeship agreement forms. The date on which the student-apprentice begins work as a full-time apprentice should also be noted at the top of the agreement. If a program was originally registered as an ASL program, a notation to this effect should appear in the remarks section or some place else on the Form 2000 or where space permits on corresponding SAC program standards forms.
4. In order to minimize reporting burden, programming will be developed for the RARES system which permits retrieval of ASL industry, occupation, and personal characteristics information parallel to that available on regular apprentices. States on manual systems need only report their total ASL activity in the same detail as regular apprentices. ASL apprenticeship statistics should be included in the reported counts of regular apprenticeship activity if the student-apprentices are actually registered as apprentices. A copy of the revised reporting form is attached.*

ASL-type trainee program activity should be reported in the same detail as other trainee programs with a notation as to how many of the reported trainees were in ASL-type programs. ASL-type programs developed in SAC States which do not permit the registration of student-apprentices may nevertheless be included in the count of programs initiated/expanded on line 19 of the quarterly progress report, if student-participants are guaranteed registration as apprentices with full credit for OJT hours worked upon satisfactory completion of the combined school/work phase of their training programs. However, these student-participants should not be included in the counts of student-apprentices or trainees because they are not registered.

* Attachment 1 replaces similar reporting form referred to in BAT Circular 83-29.

5. Letters have been sent to the SAC Directors and to the President of NASTAD, inviting their assistance and cooperation in expanding ASL programs. Follow-up contacts should be made with State Labor Commissioners, SAC members, and the SAC Director, as appropriate, to present BAT plans, discuss problems, and enlist the State's participation and cooperation in jointly promoting ASL programs. Each Regional Director should determine how best to initiate contacts with State officials concerning ASL expansion.

Attachments

INFORMATION ON APPRENTICESHIP SCHOOL LINKAGE PROGRAM IMPLEMENTATION

Date	Current No. of ASL Programs (1)	Current No. of ASL Apprentices	No. of Proposed Slots/Apprentices (2)	Statutory Limitations on ASL Implementation (3)	Other Limitations on ASL Implementation (4)	Other Pertinent Information (5)

- (1) Include separate counts of programs with only ASL apprentices and programs with both ASL apprentices and regular apprentices.
- (2) Indicate only apprentices and programs under plans due to start operating by April 1, 1984.
- (3) Indicate age limitations and the specific occupations and/or industries affected and other statutory limitations. Exclude limitations imposed by regulations, SAC policy, etc.
- (4) Indicate limitations under generally applicable regulations, other regulations, SAC policies, etc. Be specific as to age, occupation, industry, etc. affected and source of limitation.
- (5) Indicate the specific school districts involved, e.g., New Jersey Statewide, Des Moines Public Schools; which persons involved in SAC activities should be contacted by whom, and in what order, e.g., NAGLO (BAT Director) followed by Labor Commissioner (RD) followed by SAC Director (NASTAD or SD); and other pertinent information such as scheduled meetings with SACs, Voc Ed Dept:

REGION: _____
EMPLOYMENT EOP: _____

QUARTERLY PROGRESS REPORT
BAT-USDL

FY: _____
Qtr: _____

	(A) BOP	(B) ADDED	(C) CANC.	(D) COMPL.	(E) EOP
APPRENTICES & OTHER TRAINING PARTICIPANTS					
1. TOTAL REGISTERED APPRENTICES					
1A. TOTAL REGISTERED SCHOOL TO WORK APPRENTICES					
2. FEMALES					
3. MINORITIES					
4. OTHER TRAINING PARTICIPANTS	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
4A. SCHOOL TO WORK TRAINEES	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
APPRENTICESHIP & OTHER TRAINING PROGRAMS					
5. NO. OF APPRENTICESHIP PROGRAMS				XXXXXXXX	XXXXXXXX
6. NO. OF OTHER TRAINING PROGRAMS	XXXXXXXX		XXXXXXXX	XXXXXXXX	XXXXXXXX
7. % OF PROGS. ADDED IN LINE 5 NOT IN CONST. IND.	XXXXXXXX		XXXXXXXX	XXXXXXXX	XXXXX
8. NO. PROGS. INCLUDED IN LINE 5 AT EOP NOT IN CONSTRUCTION INDUSTRY	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
TECHNICAL ASSISTANCE PROVIDED					
9. NO. ON-SITE VISITS FOR QUALITY REVIEWS	(F) QUARTER		(G) CUMULATIVE		
10. NO. REGISTERED/APPROVED SPONSORS CONTACTED TO EXPLAIN/PROMOTE PB/MODULAR TRAINING					
11. NO. POTENTIAL NEW SPONSORS CONTACTED TO EXPLAIN/PROMOTE PB/MODULAR TRAINING					
APPRENTICESHIP EXPANSION					
12. NO. ON-SITE PROMOTIONAL CONTACTS WITH DEFENSE CONTRACTORS					
13. NO. NEW OCCUPS, TARGETED FOR SKILL AND DEFENSE AREAS					
14. NO. TRDS/OCCUPS ADDED TO EXIST. APPS. PROGS					
EEO IN APPRENTICESHIP					
15. NO. FEDERALLY SERVICED PROGS. REV. FOR COMPLIANCE					
16. NO. PROGRAMS WITH 5+ APPRENTICES					
APPRENTICESHIP LINKAGES					
17. NO. SACs REVIEWED FOR 29/29 AND 29/30					
18. NO. CONTACTS WITH STATE/LOCAL GOVERNMENTS TO PROMOTE APPRENTICESHIP					
19. NO. SCHOOL TO WORK PROGS. INITIATED/EXPANDED					
20. NO. WRITTEN WORKING AGREEMENTS WITH SACs					
APPRENTICESHIP CLEARINGHOUSE					
21. NO. ITMS. SUBMITTED FOR BAT INFO. EXCHANGE					
MANAGING REGIONAL FUNCTIONS					
22. NO. PUBLIC RELATION ACTIVITIES					
23. RECORDKEEPING APPRENTICE FILE SYSTEM REDUCED					
24. NO. TECHNICAL STAFF WITH IDPs OR WAIVERS					
25. NO. EMPLOYEES RECEIVING A MINIMUM OF 10 HOURS TRAINING	(H) TOT. STF	(I) HRS. IN QTR.	(J) CUM. 1		

26. SIGNIFICANT ACTIVITIES

PROVIDE A BRIEF NARRATIVE DESCRIPTION OF SIGNIFICANT ACTIVITIES FOR REPORT PERIOD. ALSO INCLUDE ITEMS IN YOUR PERFORMANCE STANDARDS THAT REQUIRE A REPORT BE SUBMITTED QUARTERLY NOT INCLUDED ABOVE.