



Professional Development Webinars for Educators  
Summer 2020



# Gigi Wolf

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



*Federal Reserve Bank of Kansas City*



# Opportunity to Earn Graduate Credit

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

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

For questions, contact:

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Bekah Selby

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*Federal Reserve Bank of Kansas City*



# Steve Shepelwich

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



*Federal Reserve Bank of Kansas City*





ECON ED  
*from* THE FED

preparing students for a workforce in transition

Preparing Students for a Workforce in Transition: Connecting  
Schools and Employers - July 22



# Disclaimer

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

*Federal Reserve Bank of Kansas City*



# Daniel Phillips

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



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# Taylor White

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

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



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# Anna Hennes

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

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



*Federal Reserve Bank of Kansas City*





ACADEMIES OF  
**GRAND ISLAND  
SENIOR HIGH**<sup>SM</sup>  
*MY CHOICE, OUR VOICE.*

# **WBL Capstone Experience: Registered Apprenticeship**

Daniel Phillips

July 22, 2020



**2,559** Students

**12%** English learner

**69%** Free/reduced

**18%** Special education

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



# Demographics



**56%** Hispanic/Latino

**36%** White

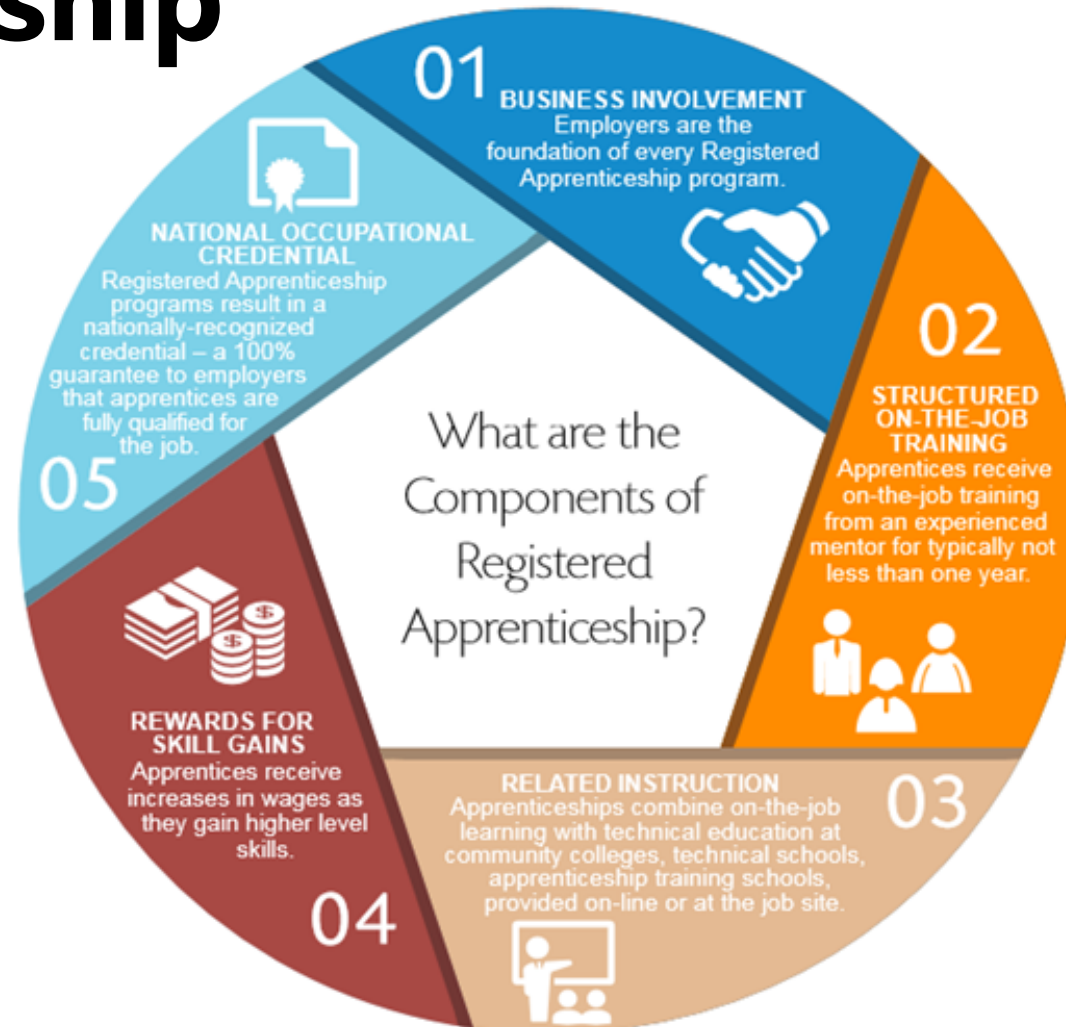
**4.5%** Black/African American

**3.5%** Other



# Demographics

# Key Components to Registered Apprenticeship



# Structure of our Registered Apprenticeships

- Registered Apprenticeships Offered:
  - Automotive - Automotive Technician, Diesel Technician
  - Manufacturing - CNC Operator, Industrial Manufacturing Technician, Welder
  - Architecture & Design - Drafter, Architectural
  - Aviation - Airframe & Powerplant Mechanic
- Timeline of Experience:
  - Students interview in early March of their Junior year
  - Apprenticeships begin in April/May
  - Students work full time in Summer between Junior and Senior year
  - Work continues during their Senior year on P/T basis
  - Return to full time after graduation until apprenticeship objectives are met



# Types of Registered Apprenticeship

- Time-Based
- Competency-Based
- Hybrid



## Appendix A

### WORK PROCESS SCHEDULE CNC OPERATOR – MILLING AND TURNING

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

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

#### 1. APPRENTICESHIP APPROACH

Time-based

Competency-based

Hybrid



**EMPLOYER PARTICIPATION AGREEMENT**

**Career Pathways Institute  
CNC OPERATOR – MILLING AND TURNING (1094CB)**

The foregoing undersigned Employer hereby subscribes to the provisions of and adopts these Apprenticeship Standards formulated by the Career Pathways Institute and approved by the Office of Apprenticeship. The Sponsoring Employer agrees to carry out the intent and purpose of said standards and to abide by the rules and decisions of Career Pathways Institute and the Participating Employer ATC established under these Apprenticeship Standards. The Sponsoring Employer affirms they have been furnished a true copy of the Standards and have read and understood them, and do hereby request registration/certification to train Apprentices under the provisions of these Standards, with all attendant rights and benefits thereof, until cancelled voluntarily or revoked by the Sponsoring Employer or Career Pathways Institute or the Registration Agency. On-the-job, the Apprentice is hereby guaranteed assignment to a skilled and competent Mentor and is guaranteed that the work assigned to the Apprentice will be rotated so as to ensure training in all phases of work. This form must be signed and returned to Career Pathways Institute and the Registration Agency (in turn) for the Employer's apprenticeship program to be registered and become effective.

**Sponsoring Employer**

Name of Company: \_\_\_\_\_ Federal Tax ID Number \_\_\_\_\_

Company Representative to receive complaints (Typed) Name \_\_\_\_\_

Title: \_\_\_\_\_

Address: \_\_\_\_\_

City/State/Zip Code: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Email: \_\_\_\_\_

Mentor Wage(s) \_\_\_\_\_ Probationary Period \_\_\_\_\_

**Percent of Minimum Mentor Wage & Fringe Benefits**

1<sup>st</sup> Level \_\_\_\_\_%      2<sup>nd</sup> Level \_\_\_\_\_%      3<sup>rd</sup> level \_\_\_\_\_%  
Mentor Status Achieved (end of Level 3) = 100%

Total Workforce: \_\_\_\_\_ Female \_\_\_\_\_ Minority \_\_\_\_\_

Total Mentor Workers Employed: \_\_\_\_\_ Female \_\_\_\_\_ Minority \_\_\_\_\_

Total Apprentices (to be) Employed \_\_\_\_ Apprentices  Will /  Apprentices Will Not be paid for hours spent attending class

Signature \_\_\_\_\_ Date: \_\_\_\_\_  
\*\*\*\*\*

**Reviewed and Approved by:  
Career Pathways Institute**

Signature \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_

**Office of Apprenticeship**

Signature \_\_\_\_\_ Date: \_\_\_\_\_

**Deb Cremeens-Risinger**  
Title: **Nebraska State Director** Program ID# \_\_\_\_\_ Date of Registration \_\_\_\_\_

cc: Registration Agency

# Role of Businesses

- Participation Agreement
  - One-to-one Mentorship
  - Structured Wage Schedule





# Role of Educators

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



**RELATED INSTRUCTION OUTLINE**  
CNC OPERATOR – MILLING AND TURNING

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

**Grand Island Public Schools Career Pathways Institute Contact:**

**Michael Samuelson**  
[msamuelson@gips.org](mailto:msamuelson@gips.org)

**Junior Year**

Career Pathways Institute-Junior Year

<b>Title of Training/Course Number</b>	Principles of Manufacturing (JR class)
<b>Short Training Description</b>	Students will utilize tools and equipment to produce parts and projects within specifications using metal, plastic and/or wood.
<b>Contact Hours Earned at CPI</b>	<b>260</b>

Dual Enrollment Central Community College-Junior Year

<b>Title of Training/Course Number</b>	AMDT1000 - Blueprint Reading
<b>Short Training Description</b>	Students will learn the principles of visualization, understanding of basic and advanced part drawings and reading and interpreting industrial blueprints.
<b>Credit Hours Earned at CCC</b>	<b>3</b>

<b>Title of Training/Course Number</b>	AMDT1010 - Precision Measurement & Safety
<b>Short Training Description</b>	Introduction to occupational safety and precision measurement.
<b>Credit Hours Earned at CCC</b>	<b>3</b>

<b>Title of Training/Course Number</b>	AMDT1030 - Manual Machining
<b>Short Training Description</b>	Provides technical information and fundamentals necessary for basic operations associated with engine lathe, vertical mill, and surface grinder. Fundamental knowledge of steel and effect of its alloys, application of heat treating, and hardness testing.
<b>Credit Hours Earned at CCC</b>	<b>3</b>





# Structured On-The-Job Training

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

## WORK PROCESS SCHEDULE

INDUSTRIAL MANUFACTURING TECHNICIAN

O\*NET-SOC CODE: 17-3029.09

RAPIDS CODE: 2031HY

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

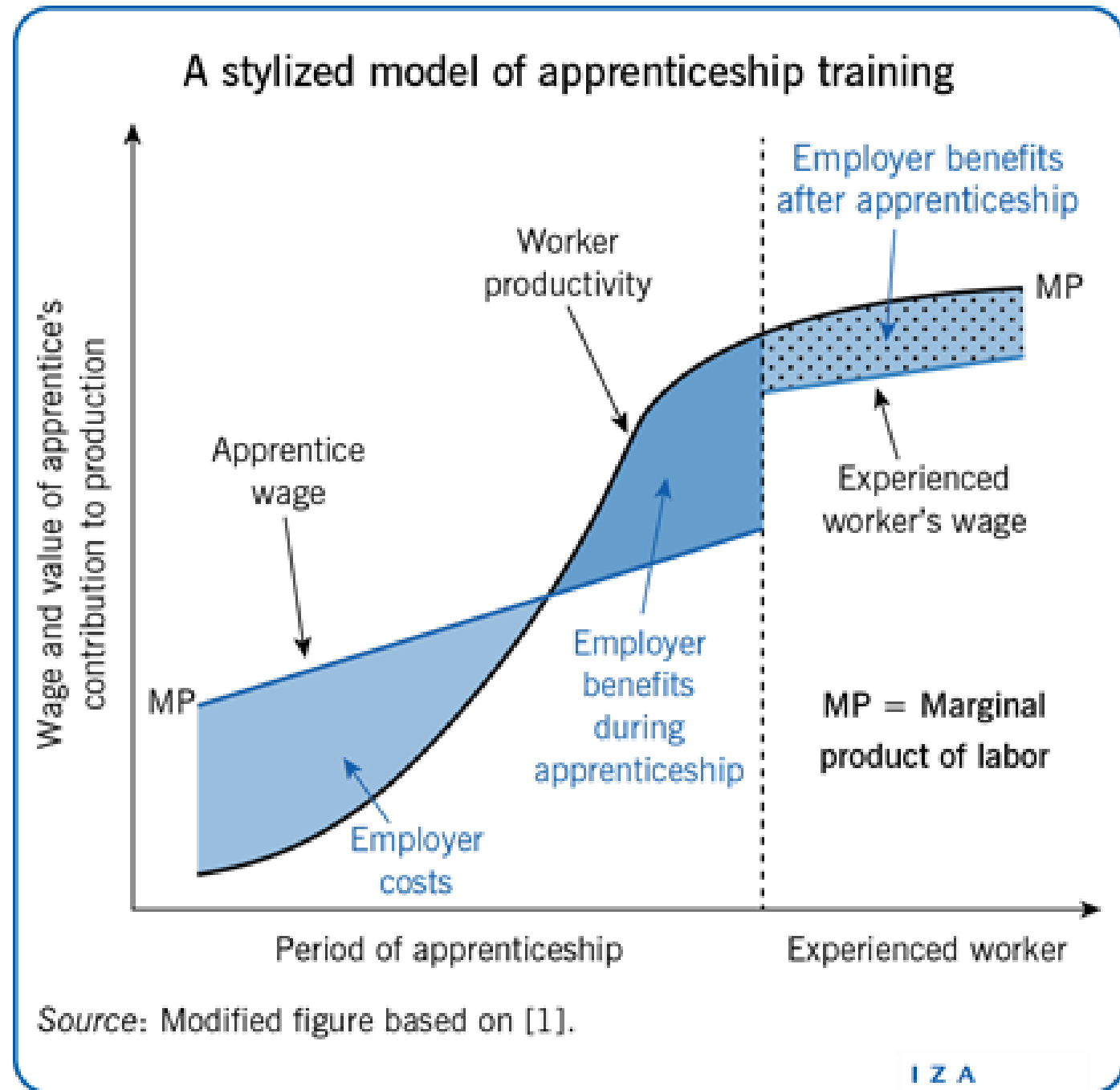
Work Process Category	Hours	Demonstrated Competency:	
Protect self and other workers from accidents and injuries.	50-100	Supervisor's Initials:	Date:
Operate production equipment.	800-1,000	Supervisor's Initials:	Date:
Produce quality product.	400-500	Supervisor's Initials:	Date:
Interpret technical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

TOTAL MINIMUM HOURS: 2000-2736



# Business ROI

- Financial impact on business partners
- Impact on "seasoned" employees
- Impact on apprentices



# Contact us

[www.gips.org/academies](http://www.gips.org/academies)

**Daniel Phillips**

*Director of Innovation for College & Career Readiness*

[dphillips@gips.org](mailto:dphillips@gips.org)

**ON TWITTER:**

[@GISH\\_Islanders](https://twitter.com/GISH_Islanders)

[@GIPublicSchools](https://twitter.com/GIPublicSchools)



ACADEMIES OF  
**GRAND ISLAND  
SENIOR HIGH**<sup>SM</sup>  
*MY CHOICE, OUR VOICE.*

# THE PARTNERSHIP TO ADVANCE YOUTH APPRENTICESHIP: ORIGINS & PROGRESS TO DATE

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



PARTNERSHIP TO ADVANCE YOUTH APPRENTICESHIP





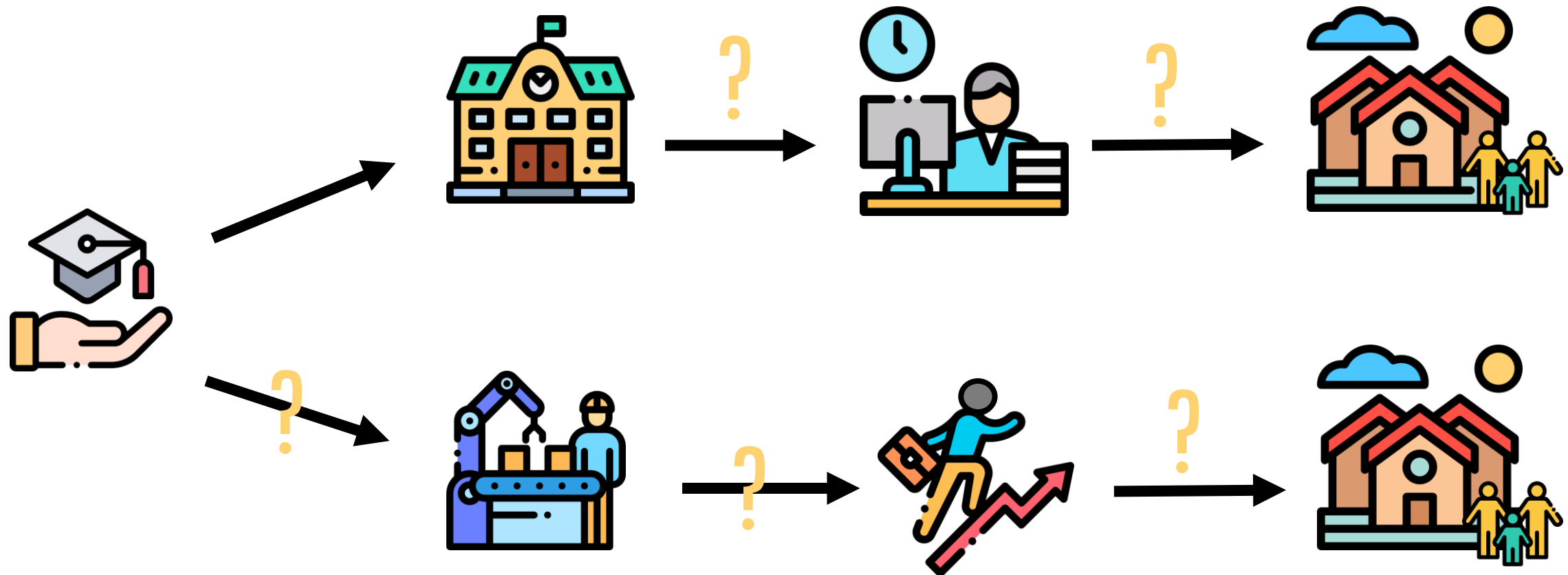
**NEW AMERICA**

**EDUCATION  
POLICY**

## WHAT IS NEW AMERICA?

- **Non-profit, non-partisan research & policy organization** headquartered Washington, DC
- **Education Policy Program** includes PreK-12, Higher Education, and Center on Education and Skills at New America (CESNA) teams
  - Research, analyze and communicate education and workforce policy trends & challenges
  - Engage with policymakers to develop policy solutions
  - Elevate work of “doers” and support dissemination of good practice and innovative approaches

# Fraying link between education & economic mobility





PARTNERSHIP TO ADVANCE YOUTH APPRENTICESHIP

The **Partnership to Advance Youth Apprenticeship (PAYA)** is a multi-year initiative that will support efforts in states and cities to expand access to high-quality apprenticeship opportunities for high school age youth.

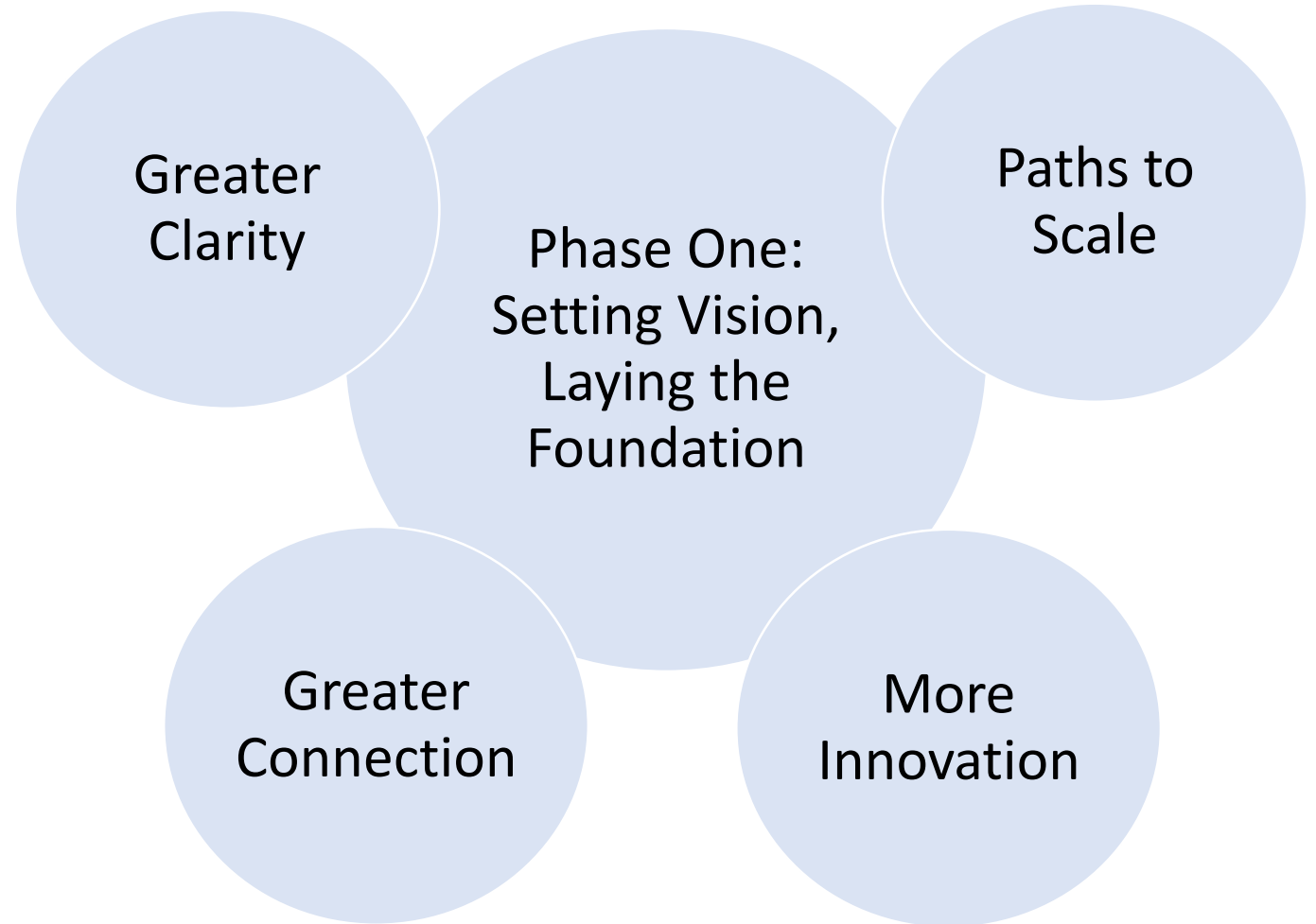


# PAYA PHASE I OBJECTIVES

**Improve understanding of high-quality youth apprenticeship programs**

**Surface and disseminate information about the conditions and strategies for supporting youth apprenticeship.**

**Support more high-quality, scalable youth apprenticeship partnerships that better serve communities.**





## WHAT IS A YOUTH APPRENTICESHIP?

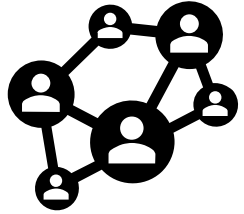
Apprenticeship is a proven education and workforce strategy that combines paid, structured on-the-job training with related, classroom learning. A youth apprenticeship is a structured, work-based learning program designed to start when apprentices are in high school. High-quality youth apprenticeship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

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

# PAYA Activities



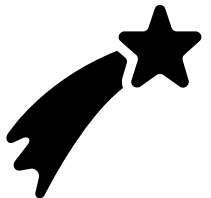
**Grantee Cohort** – Nine leading sites working to advance youth apprenticeship in cities, states and the field as a whole



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



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

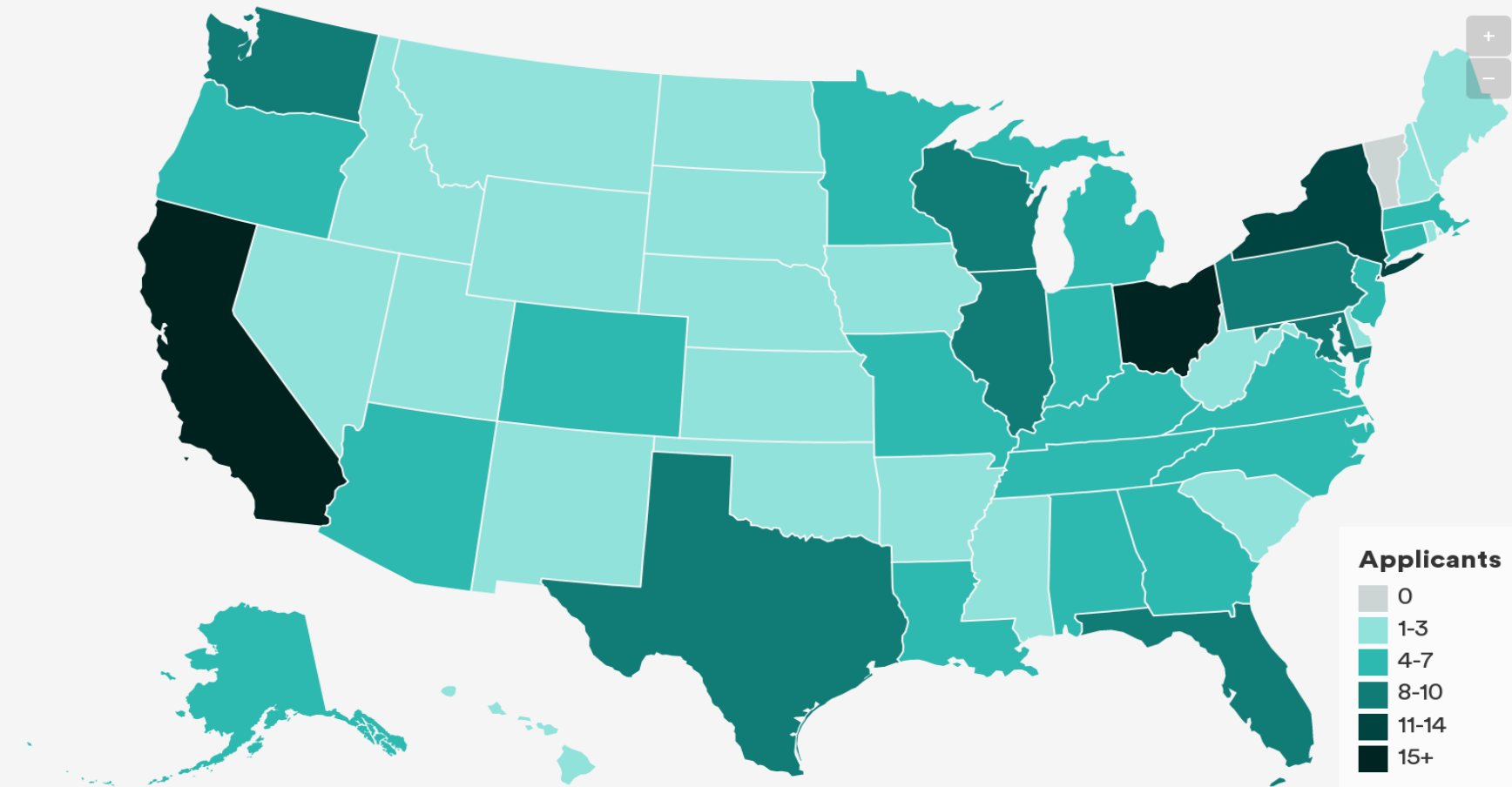


**Preparing for Scale** – First phase of PAYA is about laying the foundation for this emerging field to expand over time.

# Paya Grant Initiative Applicant Data

## Applicants Per State

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



Note: New America received 1 application from Puerto Rico.

**NEW AMERICA**

# THE PAYA GRANTEES

**Apprenticeship 502**



**ApprenticeshipNC**



**The Birmingham Promise**



**PPL Learn and Earn to Achieve Potential (LEAP) Initiative**



**Texas Youth Apprenticeship Partnership**



**Career Launch Chicago**



**Early Care & Education Youth Apprenticeship**



**King County Regional Youth Apprenticeship Consortium**



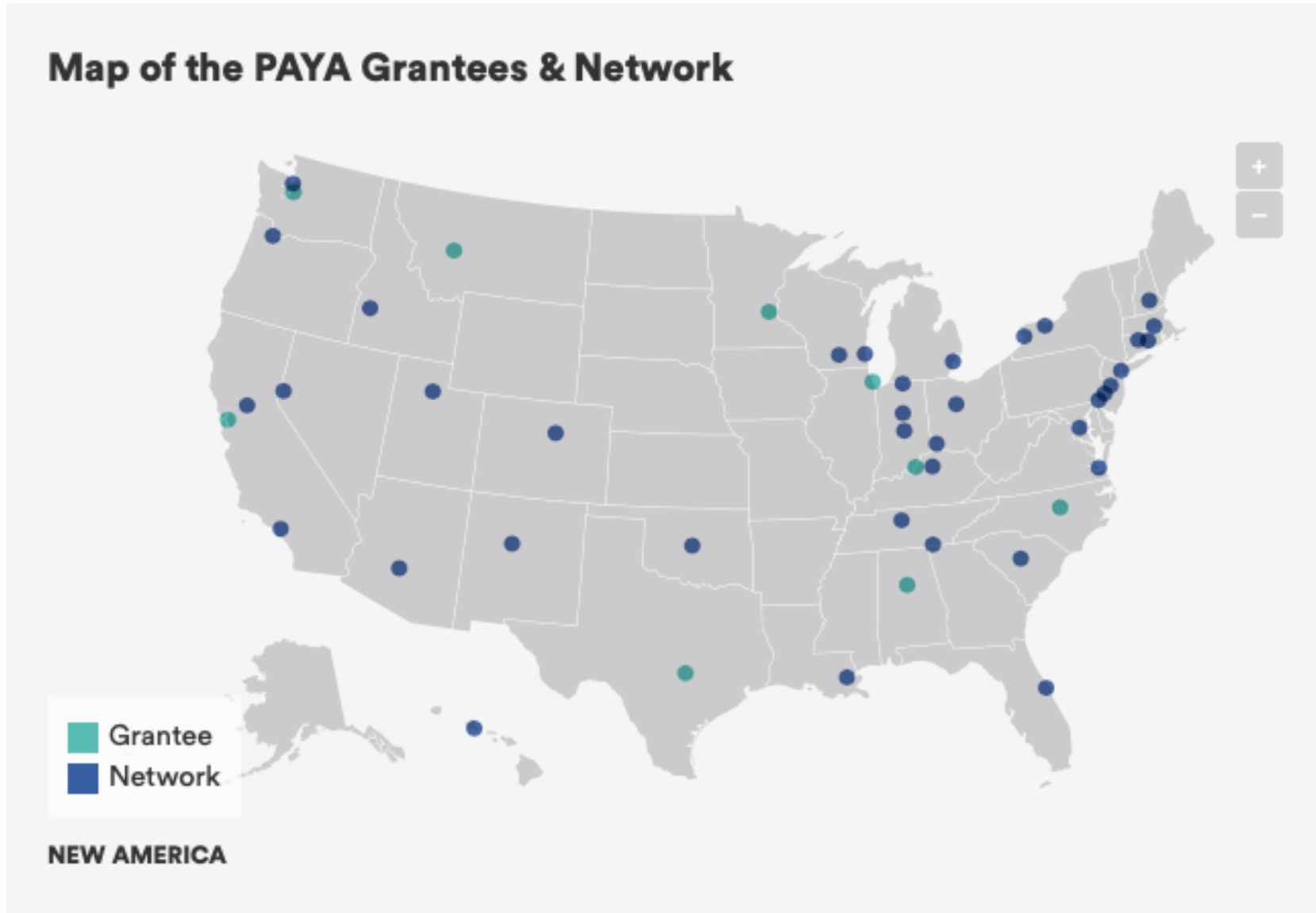
**Montana Youth Apprenticeship Partnership**



**Grantee Summaries found here:**

<https://www.newamerica.org/education-policy/partnership-advance-youth-apprenticeship/about/our-grantees/>

# The PAYA Network



## PAYA Network by the Numbers:

- 41 sites + 9 grantees
- 15 State-led partnerships
- 34 Locally-led partnerships
- 15+ Industries
- 10 TA Webinars
- 3 Work Groups
- 7 Network Partners received DOL YA Readiness Grants

# National Activities: Research, comms & resources

About

Our Principles

Our National Partners

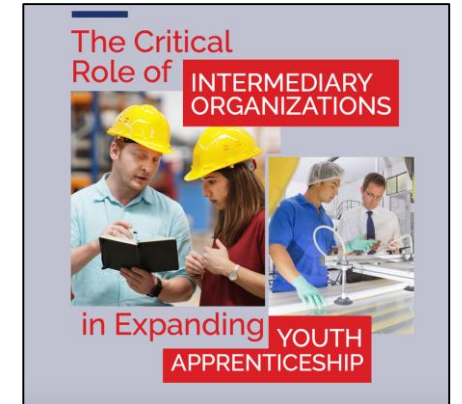
Our Funders

Our Grantees

Our Resources

## PAYA Partner Resource Repository

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



**Youth Apprenticeship: A Cost-Effective Talent Solution**

YOUTH APPRENTICESHIP IS AN INDUSTRY-DRIVEN TALENT STRATEGY THAT MEETS EMPLOYER NEEDS IN IT, HEALTHCARE, ADVANCED MANUFACTURING, BUSINESS, FINANCE, EDUCATION AND BEYOND. WHY ARE EMPLOYERS INVESTING IN YOUTH APPRENTICESHIP?

**"Finding skilled new hires is expensive and time-consuming."**

**"I have trouble hiring new workers who look like my clients."**

**"It's hard to get young people interested in our jobs."**

The average job opening in the United States costs about \$4,500 to fill; the average recruitment process takes 24 days.

Companies with diverse workforces are 25% more likely to outperform less diverse organizations.

Nearly 90% of CEOs and COOs feel they need to invest more in developing an innovative business culture.

**Youth apprenticeship can deliver...**

- A flexible talent pipeline to meet a variety of skilled business needs.
- Direct connection to young and diverse talent that delivers return-on-investment.
- A culture of learning and innovation that attracts and retains committed employees.

**How does it work?**

- Employers select and hire apprentices, usually in their last years of high school.
- Apprentices build skills to be productive employees through training and coursework customized to employer needs.
- On the job, apprentices perform productive work from day one.
- In the classroom, apprentices work towards industry credentials, college credit, and degrees.

At the end of the program, employers can hire their apprentices as full-time employees, or apprentices may pursue further education to continue building their skills in the field.

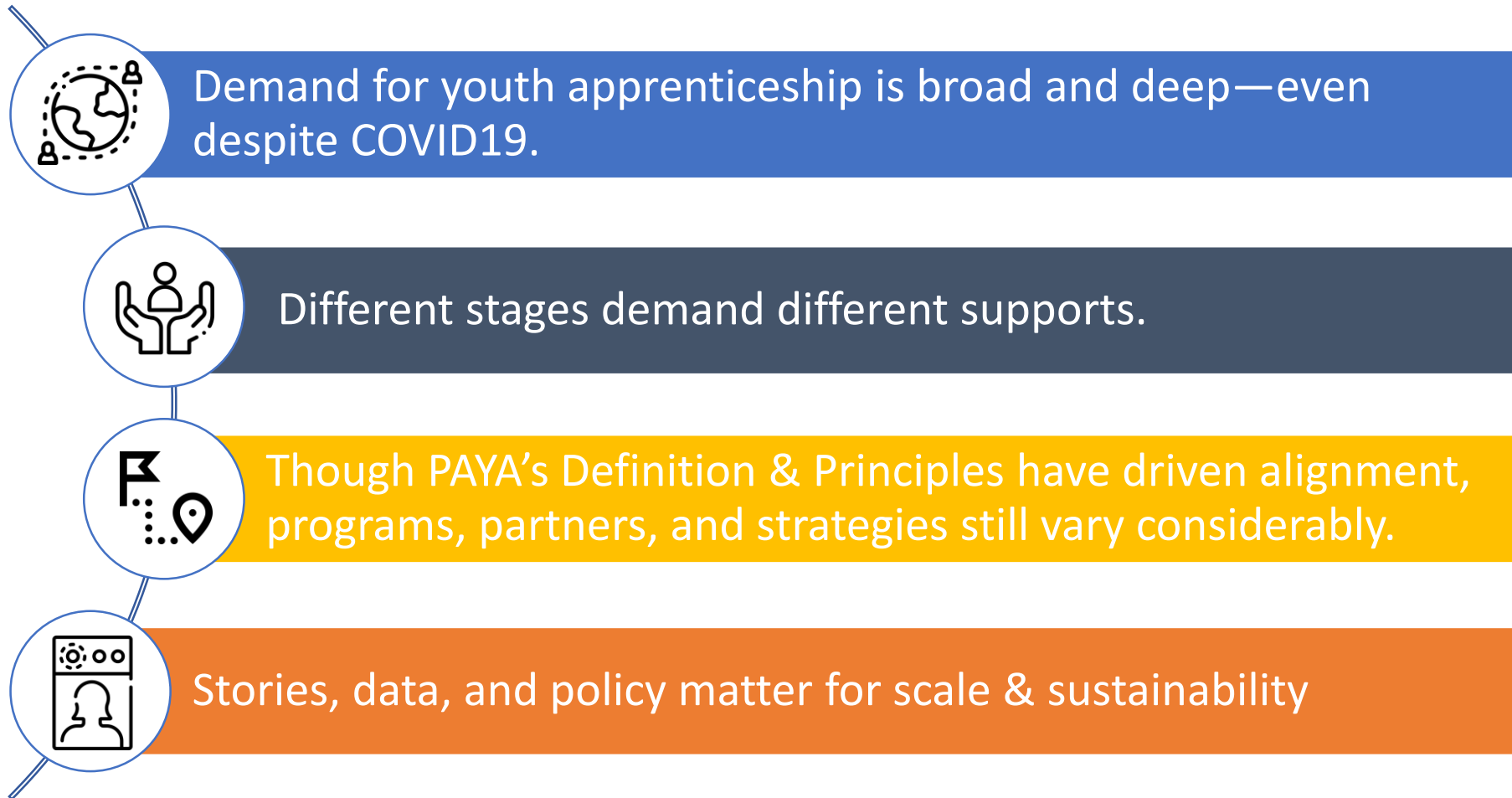
## The Basics of Developing Youth Apprenticeship Programs

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

**Self-Assessment and Planning Tool for Youth Apprenticeship Programs**

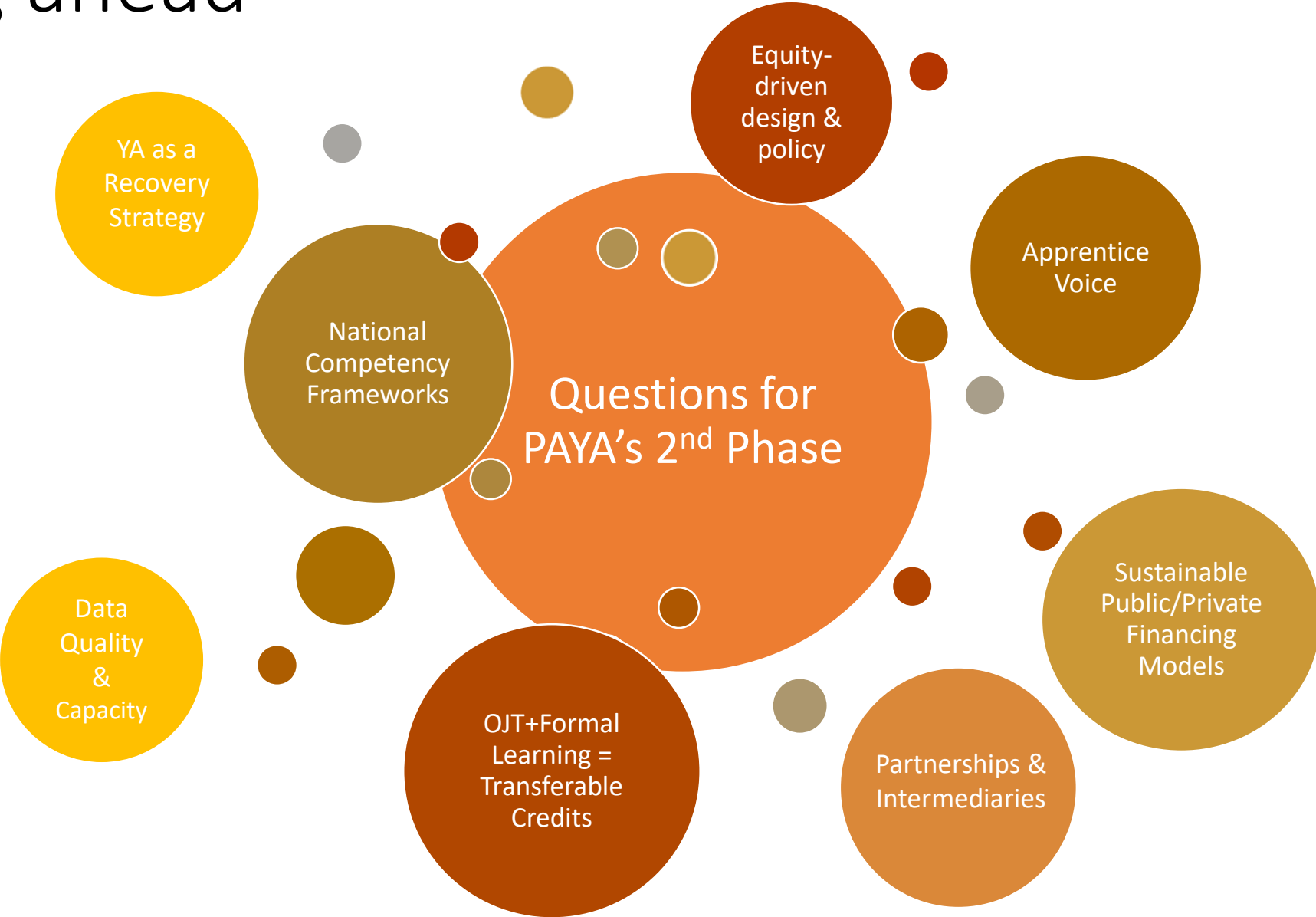
Download the Tool

# Key learnings from phase 1





# Looking ahead



YA as a  
Recovery  
Strategy

National  
Competency  
Frameworks

Equity-  
driven  
design &  
policy

Apprentice  
Voice

Questions for  
PAYA's 2<sup>nd</sup> Phase

Sustainable  
Public/Private  
Financing  
Models

Data  
Quality  
&  
Capacity

OJT+Formal  
Learning =  
Transferable  
Credits

Partnerships &  
Intermediaries

THANK YOU!



PAAYA

PARTNERSHIP TO ADVANCE YOUTH APPRENTICESHIP



Real  
World  
Learning



What is Real World Learning?



# A continuum of experiences

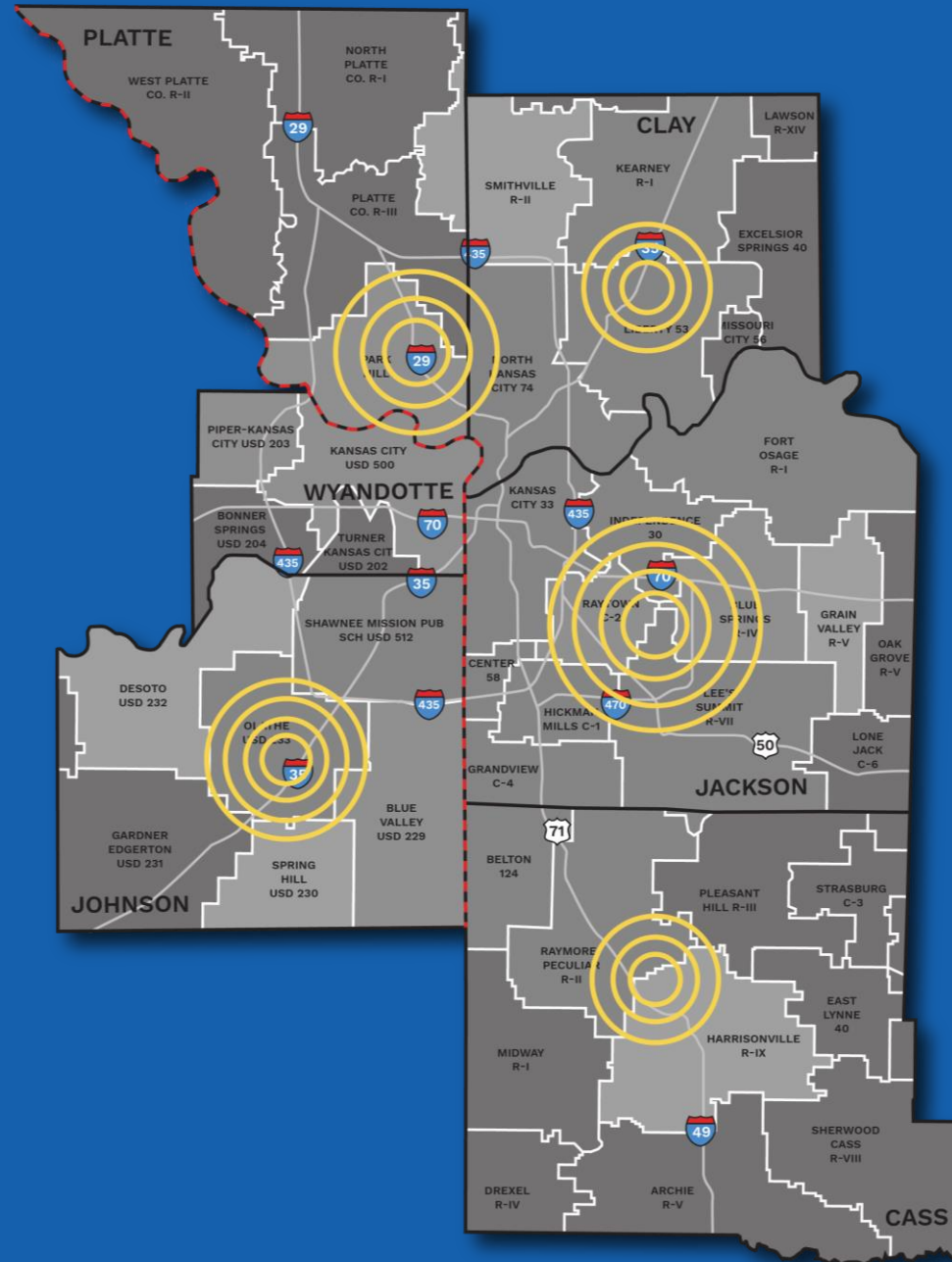


# Why Does Real World Learning Matter?



March 2017 – Dec. 2017

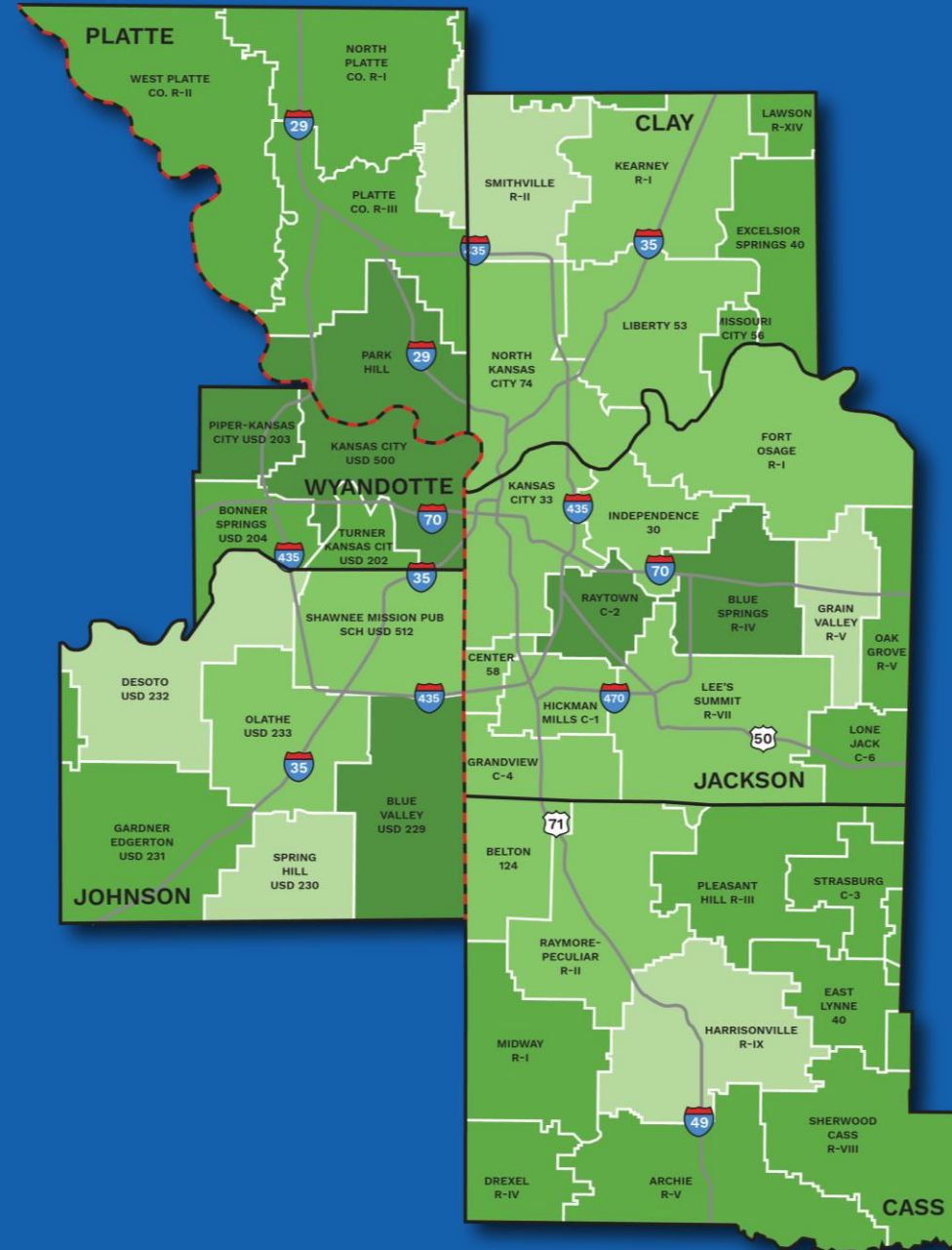
# Landscape & Market Analysis



March 2017 – Dec. 2017

# Landscape & Market Analysis

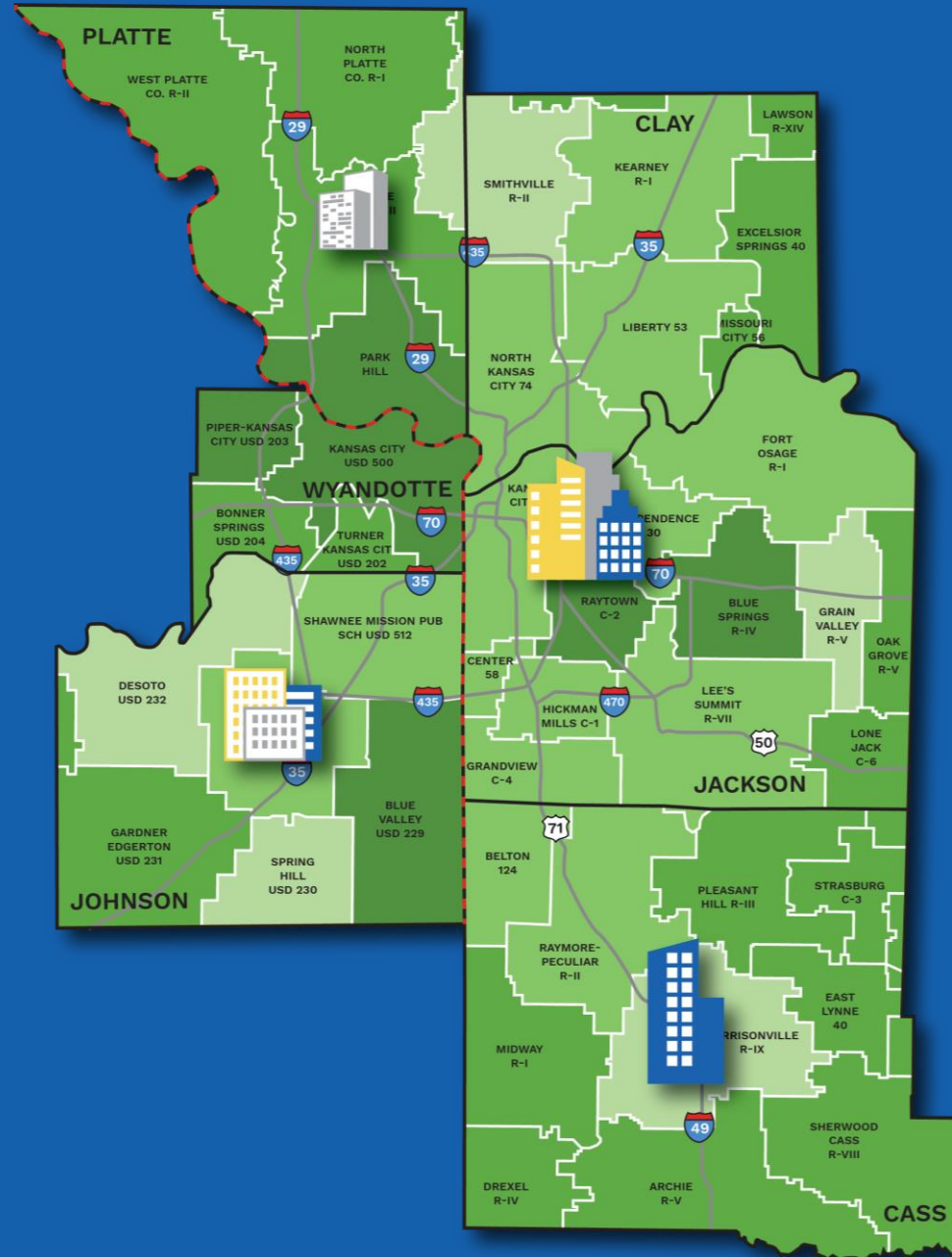
Nearly every district in the Kansas City region has 'real world learning' infused programming (boutique).



March 2017 – Dec. 2017

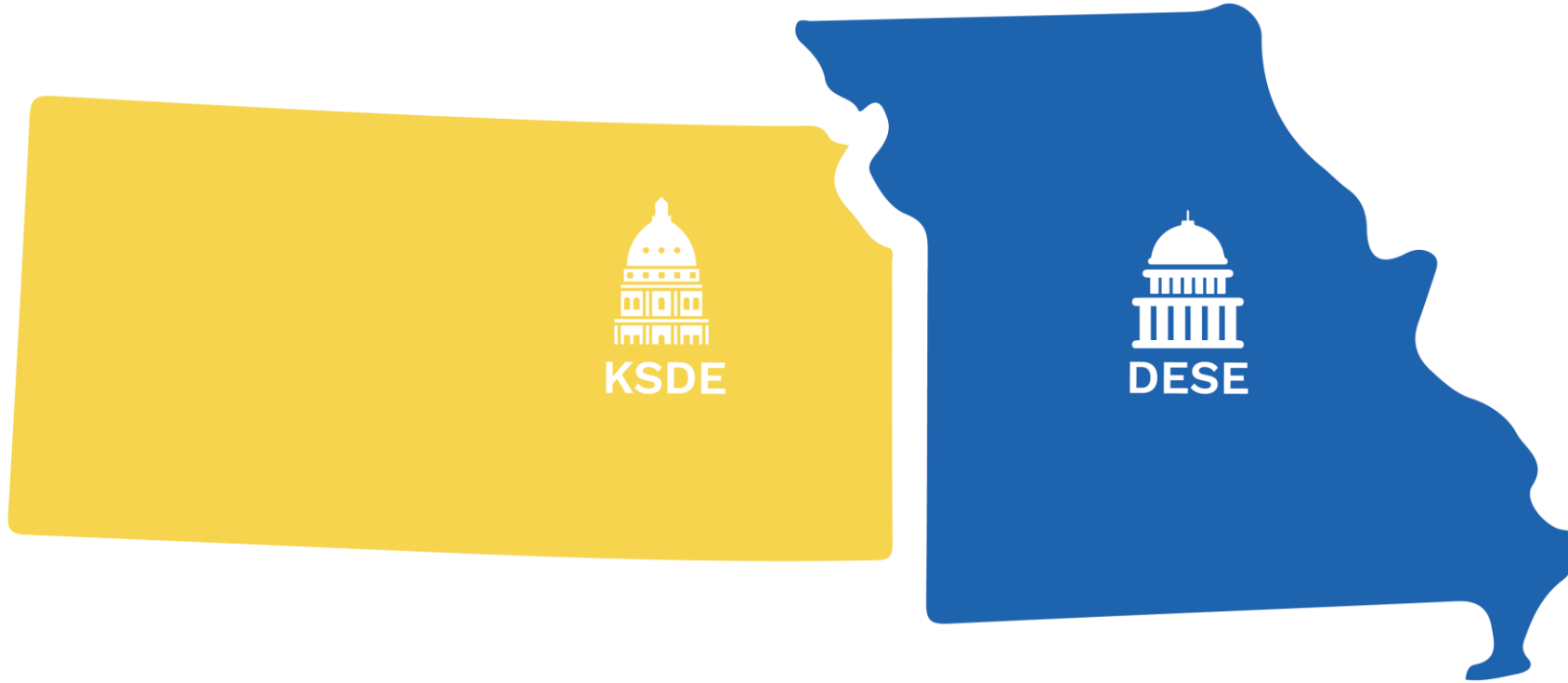
# Landscape & Market Analysis

The business community is engaged but needs an “easy button” to do so at scale.





**Kansas and Missouri State Departments of Education are  
not holding this back!**



# Multiple pathways are essential

**69%**

of high school  
graduates enroll  
in college

**45%**

complete at  
least one year

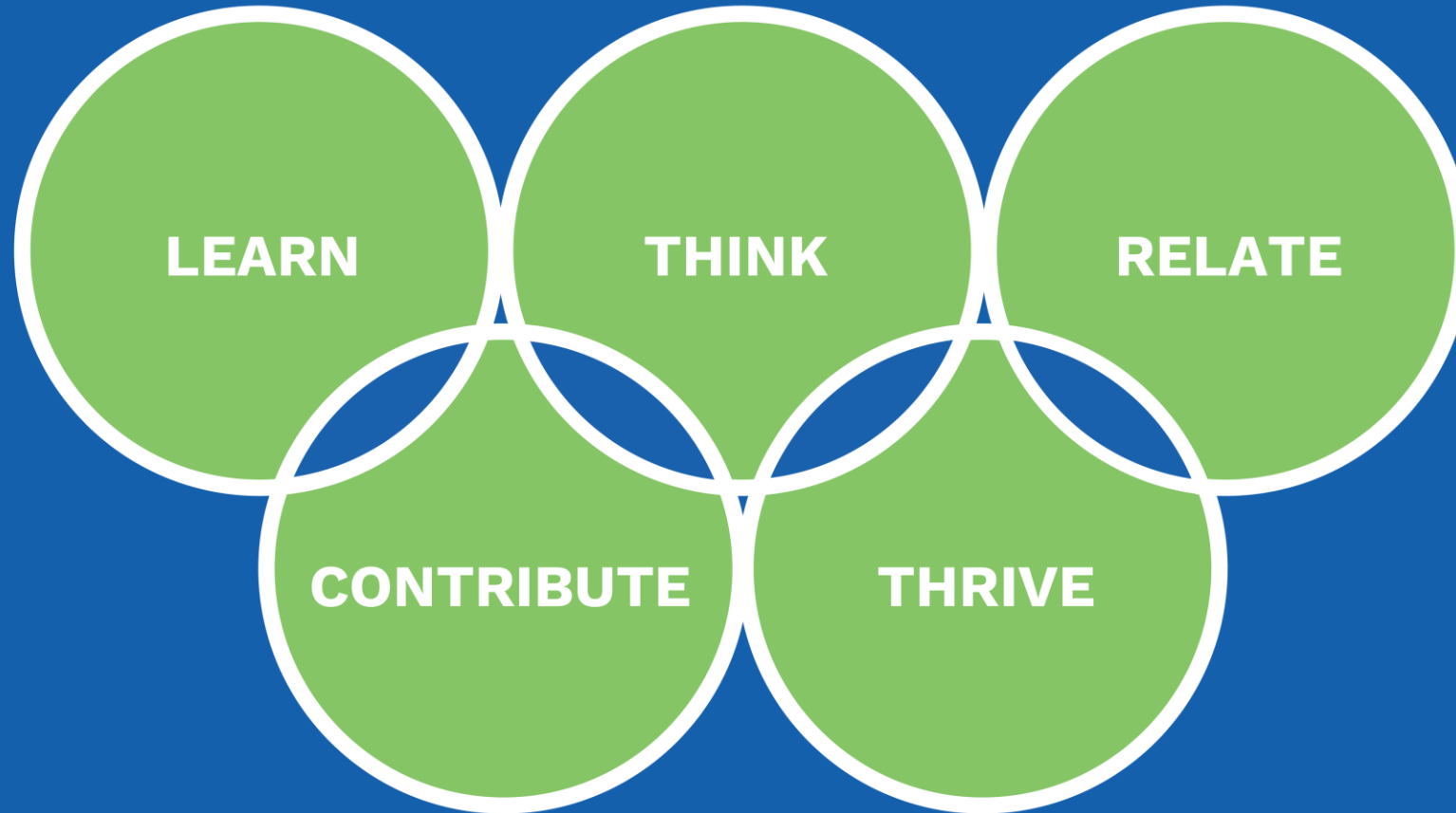
**51%**

of high school  
graduates enroll  
in college

**45%**

complete at  
least one year

What **skills** do Kansas City high school graduates need to be ready for the future?



# Regionally-vetted **Market Value Assets (MVAs)**



work experiences



industry-recognized  
credentials



college credit



entrepreneurial  
experiences

## COMMON GOAL



**By 2030**

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

 **Real World  
Learning**

STUDENT

Ashley



The people you interact with on your team will help expand your knowledge and grow your professional development tools.



STUDENT

Maquel



I've seen how rewarding a career in this field can be. I feel ready, not just ready for college, but ready for this career.



## STUDENT

LyLena



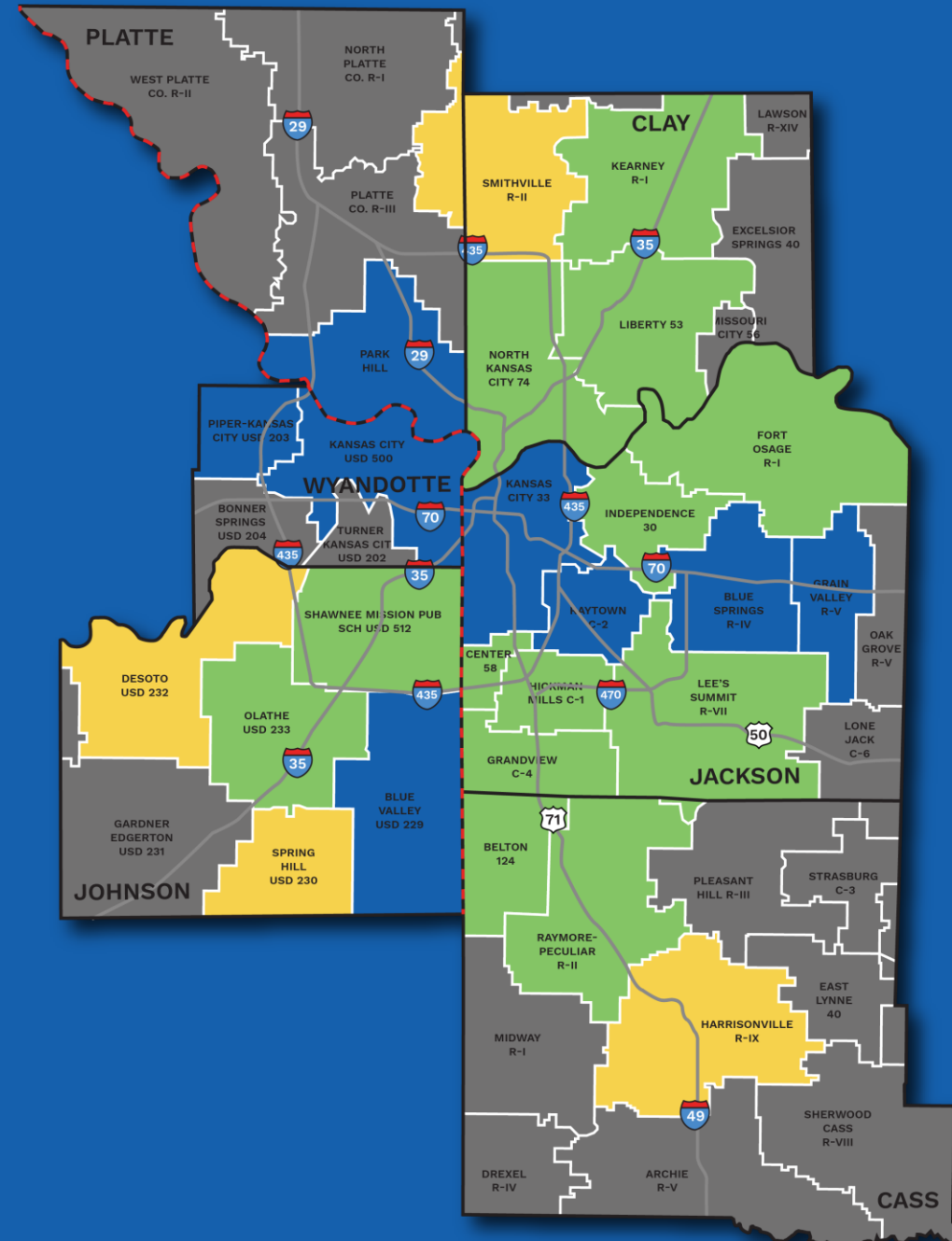
I think it will help me going forward not being afraid to take on projects that might involve things that I'm not familiar with.





# Participating School Districts

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



*\*RWL activity not limited to 6 county footprint*

## Employers

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

Teachers, Faculty & Support Staff

Real World  
Learning  
Experiences

Regional Partners, Programs & Supporters

## Students

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



Thank  
You

**Anna Hennes**  
[ahennes@Kauffman.org](mailto:ahennes@Kauffman.org)



# QUESTIONS?

ECON ED FROM THE FED





@KansasCityFed



## Kansas City Fed District Contacts

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Oklahoma City - [leslie.baker@kc.frb.org](mailto:leslie.baker@kc.frb.org)

and [steve.shepelwich@kc.frb.org](mailto:steve.shepelwich@kc.frb.org)

[KansasCityFed.org/Education](https://www.kansascityfed.org/Education) and  
[KansasCityFed.org/community/workforce](https://www.kansascityfed.org/community/workforce)

