SELF-ASSESSMENT AND PLANNING TOOL FOR YOUTH APPRENTICESHIP PROGRAMS

NOVEMBER 2019

At a Glance

The purpose of this self-assessment and planning tool is to assist local, state, or regional lead entities and their partners in gauging their current capacity to establish a high-quality system for high school-based youth apprenticeships. This tool is designed to assist your team in addressing critical foundational issues such as leadership, partnership, and program supports to ensure states and local areas are well prepared to move forward with a high-quality and well-planned approach.

Acknowledgments

Thank you to New America and the national partners of the Partnership to Advance Youth Apprenticeship (PAYA) for their contributions to this assessment tool and their commitment and support for expanding the promise of youth apprenticeships: Advance CTE, CareerWise Colorado, Charleston Regional Youth Apprenticeships, Education Strategy Group, the National Alliance for Partnerships in Equity, the National Fund for Workforce Solutions, and the National Governors Association.

About JFF's Center for Apprenticeship & Work-Based Learning

JFF is a national nonprofit that works to accelerate the alignment and transformation of the American workforce and education systems to ensure access to economic advancement for all. Apprenticeship and work-based learning are proven methods of connecting people to good careers while providing businesses with skilled workers. JFF's Center for Apprenticeship & Work-Based Learning consolidates JFF's broad skills and expertise on these approaches into a unique offering. We partner with employers, governments, educators, industry associations, and others to build and scale effective, high-quality programs. Visit https://center4apprenticeship.jff.org.

About PAYA

Led by New America, the Partnership to Advance Youth Apprenticeship (PAYA) is a multiyear, multi-stakeholder initiative that aims to assist innovative organizations around the country in developing robust youth apprenticeship programs that are scaled and replicated to serve students, employers, and communities alike. The Partnership is comprised of eight National Partner organizations: JFF, Advance CTE, CareerWise Colorado, Charleston Regional Youth Apprenticeships, Education Strategy Group, the National Alliance for Partnerships in Equity, the National Fund for Workforce Solutions, and the National Governors Association.

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Introduction

The purpose of this self-assessment and planning tool is to assist local, state, or regional lead entities and their partners in gauging their current capacity to establish a high-quality system for youth apprenticeships. This tool is designed to address critical foundational issues such as leadership, partnership, and program supports—as they relate to your unique context and the design of your program—to ensure states and local areas are well prepared to move forward with a high-quality and well-planned approach.

This assessment should be completed with your leadership team and be used to evaluate your region's readiness and to identify deficits that need to be addressed in the planning process. Users of this assessment should consider this as a first step to assess your readiness to embark on this journey and leverage this tool to be in the best possible position to move forward on a high school-based youth apprenticeship system in your community.

Many of the questions in this assessment are based on the PAYA National Partners set of guiding principles for high-quality youth apprenticeship. These principles were developed to provide clear and common direction to the field and are structured to be both practical and aspirational. They provide clear guidance to industry, education, and community leaders, and state and local policymakers, while at the same time setting a high bar for program design, outcomes, and continuous improvement. Please consider these principles as your team completes this assessment.

Defining Principles for High-Quality Youth Apprenticeship

- **Career Oriented:** Learning is structured around knowledge, skills, and competencies that lead to careers with family-supporting wages.

- **Equitable:** Learning is accessible to every student, with targeted supports for those adversely impacted by longstanding inequities in our education system and labor market.

- **Portable:** Learning leads to postsecondary credentials and transferable college credit that expand options for students.

- **Adaptable:** Learning is designed collaboratively to be recognized and valued across an industry or sector.

- **Accountable:** Student, employer, and program outcomes are monitored using transparent metrics to support improvement

Tool Structure

This assessment tool spans critical functions necessary to design, launch, and scale youth apprenticeship programs and systems in the following domains:

CONTEXT

Environment

a. Leadership
b. Business Climate

Policy

a. Career Oriented
b. Equitable
c. Portable
d. Adaptable
e. Accountable

PROGRAM

Governance

a. Leadership
b. Program Management
c. Fiscal Management

Program Design

a. Career Oriented
b. Equitable
c. Portable
d. Adaptable
e. Accountable

Tool Ratings

Keeping the unique goals, realities, and needs of your region in mind, rate each of the critical functions and the current level/state of implementation on the following scale (use "Not Present" if the work has not yet begun):

The status of, or work related to, this condition or activity can be described as:

1. Initializing

- Ad hoc/informal
- Uncoordinated with and/or loosely connected to other activities
- Occurring irregularly/inconsistently
- Not operating at scale and/or having narrow/limited or impact

2. Developing

- Somewhat formalized
- Partially coordinated with and/or connected to other activities
- Occurring occasionally or with some regularity
- Narrow/limited in scale and/or having an uneven impact

3. Established

- Formalized/strategic
- Highly coordinated with and/or tightly connected to most other activities
- Occurring systematically
- Operating at scale and with measurable/ observable impact

Environment | Leadership

Indicator	Status: Not Present, Initializing, Developing, Established
A steering committee or other formal cross-sector group of state/local leaders—including representatives from, at minimum, secondary and postsecondary education, workforce development, and business and industry—convenes regularly and collaborates on statewide education and workforce development initiatives. State/local leaders work together across systems and siloes to advance similar efforts.	
Visible and influential state/local policymakers (e.g., governor, legislators, agency heads) support and publicly champion apprenticeship and/or related initiatives such as career pathways.	
State/local leaders from across sectors have adopted a shared definition of, and a set of quality indicators for, youth apprenticeship.	
Dedicated staff focused on youth apprenticeship are housed within a relevant state/local agency or a state/local workforce cabinet or similar body.	
State/local agencies have dedicated funding streams and/or are combining and leveraging existing agency funding streams to support youth-focused education and workforce development initiatives such as work-based learning (including apprenticeship) and pathways.	

Environment | Leadership

Which state/local leaders are most supportive of youth apprenticeship, and how have they demonstrated their support through the commitment of time and/or resources and/or public commentary?

Where/with whom does additional buy-in and/or capacity need to be built?

What are our opportunities?	What are our barriers?

Environment | Business Climate

Indicator	Status: Not Present, Initializing, Developing, Established
Business leaders have identified a talent shortage in occupations where apprenticeships could be implemented and have committed to working with the public sector to address it.	
Business leaders work with policymakers to develop strong education and workforce development programs and initiatives.	
The workforce system and/or employer associations (e.g., sector associations, chambers of commerce) engage business leaders in the development of the state's talent pipeline.	
Businesses regularly open their doors to youth for work-based learning opportunities, including paid internships.	
Unions with a history of engagement in apprenticeship are represented in efforts to address workforce needs.	

Environment | Business Climate

When and where have business leaders provided support for youth apprenticeship and/or related initiatives?

What additional efforts or strategies are needed to create the necessary climate/conditions for businesses to engage in youth apprenticeship?

What are our opportunities?	What are our barriers?

Environment | Summary

Review each of the environmental conditions and your ratings within the Leadership and Business Climate contexts.

Identify the three conditions that need the most work/attention to advance youth apprenticeship in your areas, describe why they are the most critical to advance, and identify the strategies needed to change—or advocate for change—in those conditions.

Activity	Why Selected	Strategies for Change
1.		
2.		
3.		

Policy | Career Oriented

Indicator	Status Not Present, Initializing, Developing, Established
Leaders of K-12 and postsecondary education systems publicly support career-focused education.	
The state has a definition of—and requirement for—career readiness for high school graduates.	
The state or local area has a definition of—or policy for—high-school-based youth apprenticeship.	
K-12 education policies and systems support and promote college **and** career readiness, including supporting an integrated approach to college and career advising.	
Attendance policies such as seat-time requirements, which award academic credit on the basis of instructional time in a subject area, for K-12 students are flexible and permit out-of-school learning activities to count toward required seat time.	
K-12 and postsecondary systems support competency-based education and assessments.	

Policy | Career Oriented

Which partner(s) have existing capacity to create or support the creation of these conditions?

Where/with whom does additional buy-in and/or capacity need to be built?

What are our opportunities?	What are our barriers?

Policy | Equitable

Indicator	Status: Not Present, Initializing, Developing, Established
State/local policies reflect a shared understanding across partners of the largest structural barriers leading to racial, gender, and other equity gaps in education and labor market outcomes.	
State/local policies provide free (or nearly free) dual enrollment / dual credit for high school students.	
State/local policies provide free or reduced-cost postsecondary tuition for apprentices—or for all students.	
Postsecondary systems use contextualized developmental education and/or co-requisite remediation models to support students who do not meet testing or other requirements for enrollment in credit-bearing college courses.	
Student data is collected and disaggregated by subgroup, and a process for identifying and addressing any equity gaps is in place.	

Policy | Equitable

Which partner(s) have existing capacity to create or support the creation of these conditions?

Where/with whom does additional buy-in and/or capacity need to be built?

What are our opportunities?	What are our barriers?

Policy | Portable

Indicator	Status: Not Present, Initializing, Developing, Established
Dual enrollment/dual credit policies include career and technical education (CTE) courses.	
Multiple measures are used to assess high school students' college readiness and eligibility for participation in dual enrollment/dual credit opportunities.	
Dual enrollment/dual credit policies provide flexibility in choosing the site (i.e., high school or college campus) where courses are offered.	
Schools and districts are required to ensure that students and their families are aware of dual enrollment/dual credit opportunities.	
State or local policies require or create incentives for secondary and postsecondary programs of study that embed stackable, portable credentials valued by employers.	

Policy | Portable

Which partner(s) have existing capacity to create or support the creation of these conditions?

Where/with whom does additional buy-in and/or capacity need to be built?

What are our opportunities?	What are our barriers?

Policy | Adaptable

Indicator	Status: Not Present, Initializing, Developing, Established
State or local policies require or create incentives for secondary and postsecondary programs of study that are "backwards mapped" from regional labor market demand.	
State or local policies create incentives (e.g., through tax credits) for employer engagement in youth apprenticeship and/or other engagement with education and training systems.	
State labor laws maintain high safety standards for youth apprentices while allowing flexibility for employers.	
The state, through its required plan created under the federal Workforce Innovation and Opportunity Act (WIOA) or another mechanism, supports sector strategies that engage multiple employers and support alignment of youth apprenticeship with industry-wide standards.	
The state aligns integrated education and career pathway strategies, work-based learning, the use of labor market information, employer engagement strategies, performance measures, and data systems through a combined state-level workforce (WIOA) and career and technical education (Perkins) plan.	

Please contact your state or local WIOA representative, or your state or local CTE representative for additional information on plan alignment and potential partnerships.

Policy | Adaptable

Which partner(s) have existing capacity to create or support the creation of these conditions?

Where/with whom does additional buy-in and/or capacity need to be built?

What are our opportunities?	What are our barriers?

Policy | Accountable

Indicator	Status: Not Present, Initializing, Developing, Established
The state has a data system through which it is possible to track individual-level outcomes across agencies and institutions and/or data sharing agreements across relevant agencies and institutions—including K-12, postsecondary, workforce, and apprenticeship intermediaries—and publicly reports disaggregated data.	
Data systems track outcomes in employment, education, credentials, wages, and retention.	
The K-12 accountability system includes a meaningful career-readiness indicator, and the state's required plan for the federal Every Student Succeeds Act plan provides for the local use of federal funds to support CTE and career readiness.	
The state's K-12 accountability system gives equal weight to dual enrollment/dual credit, Advanced Placement (AP), and International Baccalaureate (IB).	

Please contact your state or local WIOA representative, or your state or local CTE representative for additional information on plan alignment and potential partnerships.

Policy | Accountable

Which partner(s) or person(s) have existing capacity to create or support the creation of these conditions?

Where/with whom does additional buy-in and/or capacity need to be built?

What are our opportunities?	What are our barriers?

Policy | Summary

Review each of the policy conditions and ratings within the Career Oriented, Equitable, Portable, Adaptable, and Accountable principles.

Identify the three conditions that need the most work/attention to advance youth apprenticeship in your areas, describe why they are the most critical to advance, and identify the strategies needed to change—or advocate for change—in those conditions.

Activity	Why Selected	Key Next Steps
1.		
2.		
3.		

Governance | Leadership

Activities	Status: Not Present, Initializing, Developing, Established
A lead organization/entity coordinates partnerships and manages strategy development and implementation. The lead organization has relevant local expertise and is well-positioned to support the partnership's effort to build and expand high-quality youth apprenticeship programs.	
A lead organization/entity mobilizes a broad-based coalition of partners and champions, with a clear coordinating capacity to actively manage the partnership and drive efforts forward to grow and achieve scale.	
A lead organization/entity obtains buy-in and leadership from industry groups, businesses, and employers (including industry associations, chambers of commerce, business-led education and workforce initiatives, labor organizations) that reflect key sectors and local demand.	
A lead organization/entity obtains buy-in and leadership from K-12 and postsecondary institutions.	
A lead organization/entity obtains buy-in and leadership from government and other critical community leaders.	

Governance | Leadership

Specify the senior-level leaders who have *committed* to championing the work and any designee who will be involved in the day-to-day work of the partnership.

Name	Organization	Currently Engaged *(Yes / No)*	Commitment Level *(High / Low)*

Beyond the leadership of the core partner organizations listed above, what other *current* champions exist to help support advancement of youth apprenticeship in your city, state, or region?

Governance | Leadership

Name	Organization	Currently Engaged *(Yes / No)*	Commitment Level *(High / Low)*

What additional partner(s) are needed to establish leadership representing all key stakeholders and aspects of a successful program?

Governance | Program Management

Activities	Status: Not Present, Initializing, Developing, Established
A governance committee oversees and advises program design and implementation.	
Strong leadership and management from a lead organization with a track record of partnerships with relevant stakeholders guides the work.	
An intermediary or lead organization entity brings critical capacity to support functions related to program development and implementation, and is accountable for the whole experience of the apprenticeship to ensure it meets the needs of both participating students and employers.	
Strong public-private partnerships across industry, K-12, and postsecondary education institutions drive education and workforce alignment and deliver high-quality career pathway programs for high school-aged youth.	
Key partners have familiarity and experience with apprenticeship, especially with youth apprenticeship programs, including basic program elements and the various program and intermediary strategies and models across existing programs.	

Governance | Program Management

Which partner(s) have existing capacity to perform/support these functions and related activities?

Where / with whom does additional buy-in and/or capacity need to be built?

What are our opportunities?	What are our barriers?

Governance | Fiscal Management

Activities	Status: Not Present, Initializing, Developing, Established
A strong intermediary or other lead organization manages grant funds awarded to the partnership through grants, contracts, or awards from multiple funding streams including federal, state, or local government; higher education institutions and systems; and philanthropy, workforce boards, or economic development organizations.	
A strong lead mobilizes and leverages new and existing public and private resources to support both the strategic work of the partnership and the implementation of an impactful youth apprenticeship program with a commitment to working toward sustainability.	
A strong lead obtains funding or in-kind resources to support the goals and activities of the youth apprenticeship system/program over the next two years.	
A strong lead identifies other public and private resources to mobilize in the future to support the work of the partnership.	
A strong lead executes partnership agreements that describe each partner's role in funding, contributions, or support for the program.	

Governance | Fiscal Management

Which partner(s) have existing capacity to perform/support these functions and related activities?

Where/with whom does additional buy-in and/or capacity need to be built?

What are our opportunities?	What are our barriers?

Governance | Summary

Review each of the activities within the Leadership, Program Management, and Fiscal Management functions.

Identify the three activities that need the most work/attention to advance youth apprenticeship, describe why they are the most critical to advance, and identify key next steps.

Activity	Why Selected	Key Next Steps
1.		
2.		
3.		

Program Design

Do you plan to offer pre-apprenticeship in combination with your youth apprenticeship program? If so, what do you hope to accomplish by doing so?

Will the youth apprenticeship program be linked to a further apprenticeship program in the industry? Which one?

Do you plan to work with employers to register some, or all, of your youth apprenticeship program(s) with either a state apprenticeship agency or the U.S. Department of Labor?

Program Design | Career Oriented

Activities	Status: Not Present, Initializing, Developing, Established
Partners have identified key industry sectors, labor market trends, and current and emerging workforce and learning needs of local employers.	
High-growth industries or sectors in the region, and any Registered Apprenticeship programs that exist in those industries, are identified.	
Coordination with other efforts in the region to expand apprenticeship opportunities for a range of populations in relevant fields is underway.	
Educational institutions and local employers collaborate to offer career exploration and/or work-based learning opportunities for youth.	
Existing work-based learning programs (i.e., internships, job shadowing, on-the-job training, summer youth employment programs, etc.) are leveraged or expanded to include apprenticeship.	
The program supports the economic success of local, regional, and state employer partners.	

Program Design | Career Oriented

Specify the key sectors and employers you've identified to help expand youth apprenticeships.

Growing fields for youth apprenticeship include advanced manufacturing, agriculture, media, arts and communication, building and construction trades, education, energy, finance and professional services, health care, information technology, public administration, transportation, and more.

Sector	Employer	Currently Engaged (Yes / No)	Commitment Level (High / Low)

Program Design | Career Oriented

Which partner(s) have existing capacity to perform/support these functions and related activities?

Where/with whom does additional buy-in and/or capacity need to be built?

What are our opportunities?	What are our barriers?

Program Design | Equitable

Activities	Status: Not Present, Initializing, Developing, Established
Partners have a shared understanding of the largest structural barriers leading to racial, gender, and other equity gaps in education and labor market outcomes.	
Partners confront and address racial, gender, and other structural inequities present in their organizations, program strategy and implementation, education systems, and the labor market.	
Partners ensure that career-focused learning is available and accessible to every student.	
Partners ensure that student services systems are in place to support the success of diverse learners in apprenticeships, including targeted supports for those adversely impacted by longstanding inequities in our education system and labor market.	
Partners are committed to familiarizing school counselors with work-based learning and/or apprenticeship, and position them to educate students about these opportunities.	
Partners establish a plan of communication/outreach to parents, community members, and educational institutions to understand youth apprenticeship opportunities.	
Partners encourage students to consider various career pathways based on their ability, aptitude, and interest instead of based on norms such as gender.	
Partners continually assess and address equity gaps in program participation, retention, and completion of students as well as academic achievement and labor market outcomes.	

Program Design | Equitable

Which partner(s) have existing capacity to perform/support these functions and related activities?

Where/with whom does additional buy-in and/or capacity need to be built?

What are our opportunities?	What are our barriers?

Program Design | Portable

Activities	Status: Not Present, Initializing, Developing, Established
The program aligns and leverages existing CTE pathways, programs of study, or other educational priorities and structures for youth apprenticeship.	
The program offers affordable dual credit and/or concurrent enrollment opportunities through collaborations between the high schools and postsecondary institutions in your partnership.	
The program enables youth to transfer all postsecondary credits earned to other institutions, and provides them value in the local labor market and across an industry or sector.	

Program Design | Portable

Which partner(s) have existing capacity to perform/support these functions and related activities?

Where/with whom does additional buy-in and/or capacity need to be built?

What are our opportunities?	What are our barriers?

Program Design | Adaptable

Activities	Status: Not Present, Initializing, Developing, Established
Partners work collaboratively with multiple employers, leverage industry-wide standards, and connect to local education and community partners to design learning strategies and programs that are recognized and valued across the industry or sector.	
Partners embed industry-recognized credentials and certifications within youth apprenticeships that are valuable to both employers and participants.	
Partners inform the structure of secondary education programs of study by "backwards mapping" from state and regional labor markets, to postsecondary education programs, to college and career pathways that include youth apprenticeship.	
Partners address school attendance policy requirements or other institutional barriers that could limit flexibility in youth apprenticeship program designs.	

Program Design | Adaptable

Which partner(s) have existing capacity to perform/support these functions and related activities?

Where/with whom does additional buy-in and/or capacity need to be built?

What are our opportunities?	What are our barriers?

Program Design | Accountable

Activities	Status: Not Present, Initializing, Developing, Established
Partners create and implement a plan to track participation and outcomes (for both students and employers) in youth apprenticeship.	
Partners align apprenticeship accountability metrics with existing work-based learning metrics (or vice versa).	
Partners identify and navigate significant limitations to collecting accountability or work-based learning data.	
Partners track short- and long-term academic gains, increased postsecondary attainment for students, as well as employment outcomes.	

Program Design | Accountable

Which partner(s) have existing capacity to perform/support these functions and related activities?

Where/with whom does additional buy-in and/or capacity need to be built?

What are our opportunities?	What are our barriers?

Program Design | Summary

Review each of the activities within the Career Oriented, Equitable, Portable, Adaptable, and Accountable principles.

Identify the three activities that need the most work/attention to advance youth apprenticeship, describe why they are the most critical to advance, and identify key next steps.

Activity	Why Selected	Key Next Steps
1.		
2.		
3.		