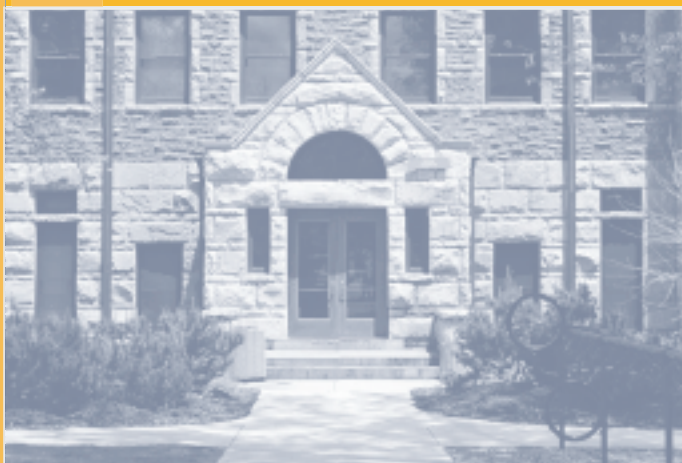
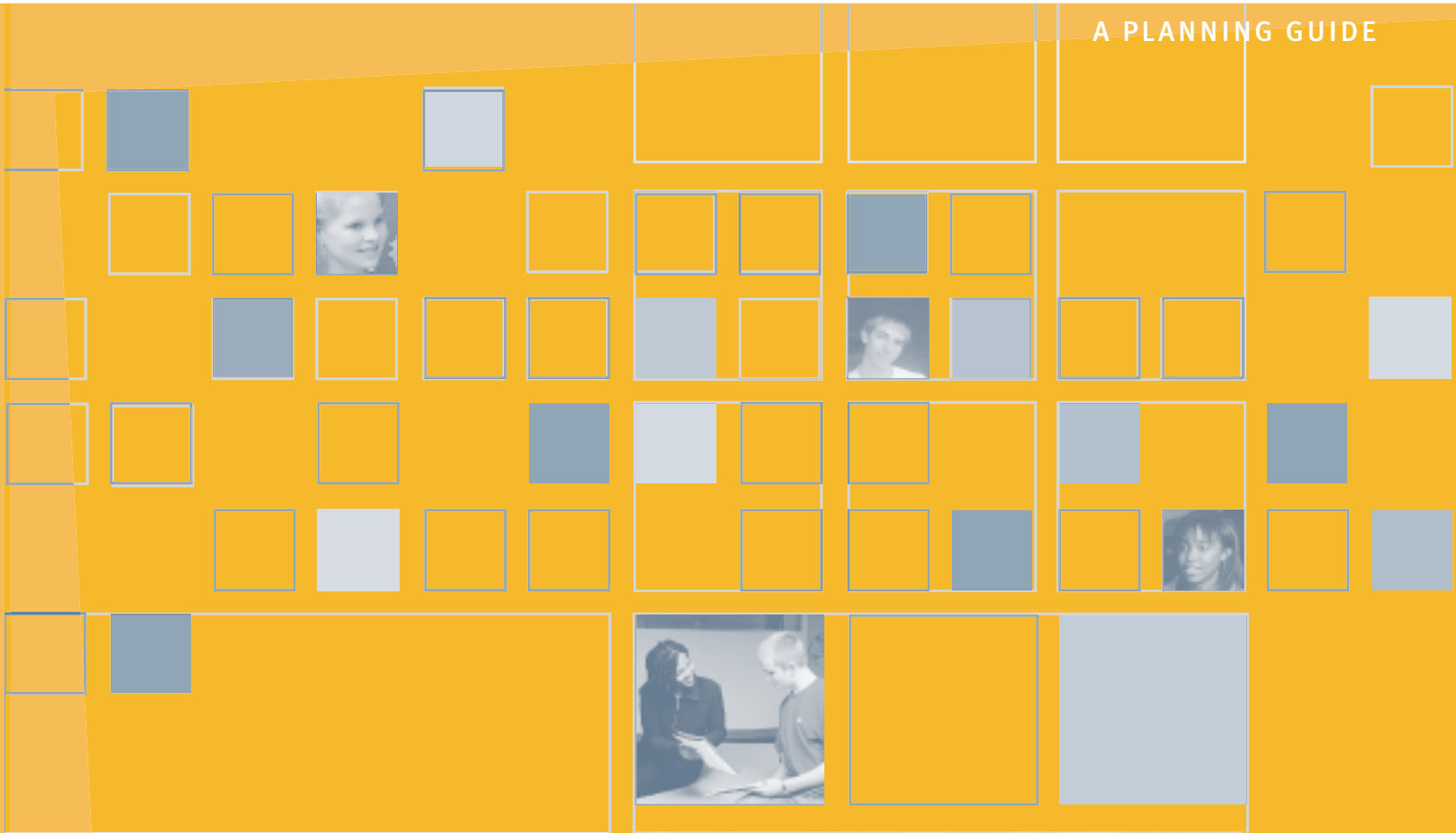


Establishing Apprenticeship Programs for Youth Workers:

A PLANNING GUIDE



SOURCES

Youth Development Practitioner Apprenticeship Implementation Grants (SFA/DFA 01-103), U.S. Department of Labor, Employment & Training Administration [DOL-SGA]

Apprenticeship Fact Sheets, U.S. Department of Labor, Employment & Training Administration

Establishing BEST Youth Development Practitioner Apprenticeship Programs for Youth Workers, National Training Institute for Community Youth Work, April 2003; available at www.nti.aed.org

National Guidelines for BEST Apprenticeship Program Standards, National Training Institute for Community Youth Work, February 2003

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This guide was written by Amy L. Dawson, NTI Senior Program Officer. The project team for NTI's BEST YDPA initiative included NTI staff Amy L. Dawson, Elaine Johnson, Kelley Fitzgerald, Jennifer Gajdosik, Angela Sanchez, and Nicole Warner, as well as staff and interns from the AED National Institute for Work and Learning including Julie Fritts, Scott Kim, and Keith MacAllum, Ph.D.

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FOREWORD

The U.S. Department of Labor (DOL) began its effort to create a youth development practitioner occupation and apprenticeship program in the late 1990s. In doing so, the Department of Labor intended to maximize the impact of federal, state, and local investments in youth programs and promote better outcomes for young people by focusing on the capacity of program staff to work effectively with youth. A DOL vision statement explained:

Because youth services operate at the local level and are implemented by front-line youth workers, the role of youth workers is critical. Youth workers develop relationships with young people and provide crucial expertise and support to youth as they transition to adulthood and careers. [DOL-SGA]

In establishing the youth development practitioner occupation and recognizing the occupation as “apprenticeable” in 2000, the Department of Labor took important steps toward improving the quality of DOL-funded youth programs. The Department also set in motion a process that has the potential to result in industry-wide standards for training the labor force of Americans who work with young people. The intention was to serve young people in an array of programs whether funded publicly by departments of education, health and mental health, justice, labor and recreation, or privately by foundations, United Ways, and individuals. According to DOL representatives:

While WIA [Workforce Investment Act] is the driving force behind our movement to create a youth worker occupation and apprenticeship, we see broad applicability for working with young people regardless of the funding source. [DOL-SGA]

To seed Youth Development Practitioner Apprenticeship (YDPA) programs throughout the country, DOL’s Office of Youth Services provided funding (from \$100,000 to \$125,000 over 18 months) to nine local intermediary organizations and three national organizations in 2001. DOL also funded a national clearinghouse. In 2002, DOL provided funds (\$100,000 over 18 months) to national organizations with local affiliates (including those receiving first-round funding) to further replicate and strengthen YDPA programs.

This planning guide draws upon the experience of the National Training Institute for Community Youth Work (NTI) in establishing YDPA programs in partnership with four youth development intermediary organizations through BEST (Building Exemplary Systems for Training Youth Workers). The guide draws extensively upon the local experiences of BEST site leaders, also documented in NTI’s lengthier report, *Establishing BEST Youth Development Practitioner Apprenticeship Programs for Youth Workers*.

NTI will continue to support the implementation and replication of BEST YDPA programs through training, technical assistance, and product development activities. We hope this guide contributes to the body of knowledge available to leaders of youth-serving organizations, intermediary organizations, public youth-serving systems, and foundations about “what it takes” to train and support youth workers through the apprenticeship system.

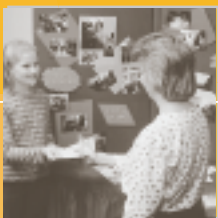


Elaine Johnson, Vice President and Director
AED National Training Institute for
Community Youth Work

APPRENTICESHIP PROGRAMS FOR YOUTH WORKERS

This planning guide describes the BEST Youth Development Practitioner Apprenticeship Program, provides perspectives on the benefits of apprenticeship and other considerations for community stakeholders, and offers guidance on planning milestones and activities needed to accomplish Youth Development Practitioner Apprenticeships through intermediary-based systems. A brief description of BEST intermediary organizations studied for this guide and a list of resources for further information are also included.

This section briefly outlines BEST YDPA Program components and basic facts about registered apprenticeship, youth workers and their employers, and the youth development practitioner occupation.



NTI AND THE NATIONAL BEST NETWORK

The National Training Institute for Community Youth Work was founded in 1997 to strengthen the field of youth development through the professional development of youth workers.

Through a range of activities—including program development, curriculum development, train-the-trainer systems and standards, technical assistance delivery, data collection, and broad dissemination activities—NTI builds the capacity of communities to effectively prepare and support youth workers as professionals. This work is called “BEST”—Building Exemplary Systems for Training Youth Workers.

NTI’s primary local partners are youth development intermediary organizations, i.e., local nonprofit organizations whose missions relate to providing training, technical assistance, and partnerships to benefit all youth-serving organizations in their communities. Through collaborative arrangements with NTI, BEST intermediary organizations:

- Deliver community-based courses in youth development concepts and principles for youth workers and youth program supervisors.
- Partner with colleges to market and deliver youth work certificate and degree programs.
- Implement apprenticeship (YDPA) programs for entry-level youth workers.



- Convene broad-based stakeholder groups to guide planning and implementation of the BEST youth worker professional development system.
- Convene youth-serving agency executives for visioning, problem solving, and program and policy development.
- Convene youth workers for professional networking and competency development.
- Assist youth-serving agencies in establishing organizational environments that support the practice of a youth development approach.
- Document and report on the quality and impact of BEST system activities on youth worker practices and community capacity.

As of 2004, BEST systems are active in 23 cities across the country. The National BEST Network trains approximately 1,500 youth workers annually in foundational concepts and practices. To date, approximately 9,000 youth workers have been trained in BEST systems.



BEST APPRENTICESHIP PROGRAM

The BEST Youth Development Practitioner Apprenticeship Program is intermediary-based. Local BEST intermediary organizations serve as apprenticeship program sponsors, and youth-serving organizations employ apprentices and serve as the location for on-the-job training. Colleges deliver related instruction courses.

BEST site leaders engage from two to four employers during the first year of program implementation, and each employer engages one journeyworker—a skilled worker who supervises the apprentice’s on-the job training—and one apprentice.

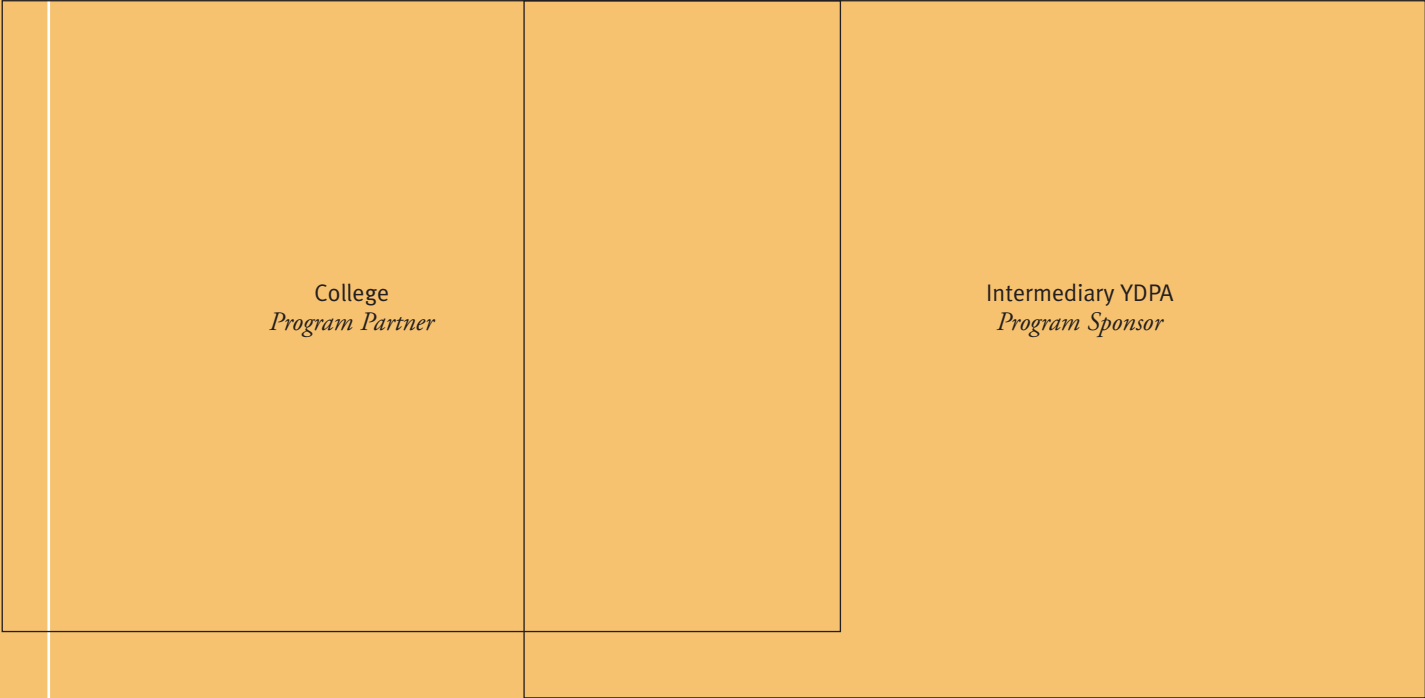
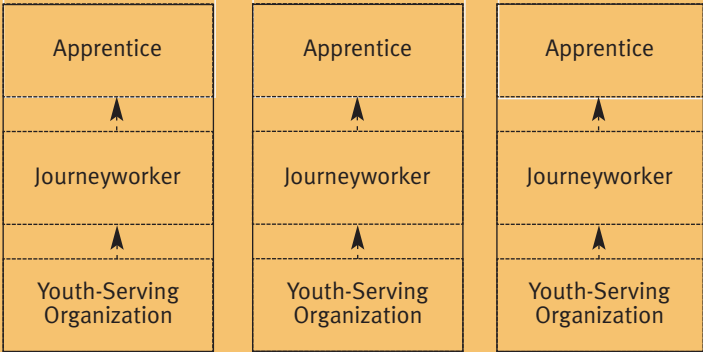
During implementation, the intermediary organization handles program responsibilities such as:

- Coordination of employer, journeyworker, and apprentice recruitment and selection.
- Orientation and recognition activities for apprentices, journeyworkers, and employers.
- Support and guidance for journeyworkers delivering on-the-job training.
- Support and guidance to employers for implementing a wage progression.
- Coordination with colleges to facilitate apprentices’ enrollment and completion.

- Data collection, reporting, and records maintenance.
- Liaison to the state apprenticeship agency.
- Coordination with the national program sponsor (such as NTI).

One strength of an intermediary-based approach is that a growing number of youth-serving organizations (and staff) can participate in the same YDPA program and benefit from its opportunities and resources, but they do not need to establish their own infrastructure—including the items listed above—for managing a stand-alone program. For example, over time, the diagram to the right might expand to include 10 or 15 youth-serving organizations, each with one or more journeyworkers and one or more apprentices, while the infrastructure represented by the intermediary program sponsor and college partner remains stable or grows modestly.

BEST APPRENTICESHIP PROGRAM MODEL



Registered apprenticeship...provides an effective time-honored way to build a skilled, knowledgeable and loyal workforce. The combination of structured on-the-job training and related technical instruction offers [apprentices] a recognizable career path...while offering the field recognizable occupational standards. [DOL-SGA]





REGISTERED APPRENTICESHIP

Apprenticeship Fact Sheets developed by the U.S. Department of Labor give a brief summary of registered apprenticeship and its benefits. The questions and answers below are adapted from the fact sheets to explain registered apprenticeship and its benefits.

What is Registered Apprenticeship?

- Registered apprenticeship is a training system that develops highly skilled workers for specific occupations and industries.
- Registered apprenticeship combines supervised on-the-job training with theoretical and practical classroom instruction.
- Federal and state apprenticeship standards ensure that each apprenticeship program has clear, relevant training content and measurable indicators of progress.

What Are the Benefits of Apprenticeship to Employers?

- Employees are trained specifically to produce quality results in their occupation.
- Staff turnover and absenteeism—which cost money and reduce productivity—decrease.
- Graduates of apprenticeship programs represent a pipeline of skilled workers for employers and industry.

What Are the Benefits of Apprenticeship to Apprentices?

- Apprentice positions pay progressively higher wages.
- Apprentices develop skills versatility in their job and industry.
- Apprentices receive a credential that is portable across states and recognized nationally.
- Apprentices access opportunities to receive college credit and future degrees.



YOUTH WORKERS

Youth workers are adult staff members of youth-serving organizations who work directly with young people using a positive, developmental approach. They apply professional knowledge, techniques, and skills to create opportunities for young people to plan, participate in, and determine the success of their activities in youth programs. Youth workers act with intentionality to guide, encourage, and provide feedback to young people as they develop their talents, interests, and competencies through youth program activities.

Through developmental experiences and structured interaction with competent youth workers, young people:

- Learn to set goals, organize time and resources in support of those goals, and manage successes and setbacks.
- Develop skills, knowledge, personal awareness, and social competencies that help them experience healthy adolescence and fully prepare for adulthood.
- Develop a positive sense of who they are, what they are interested in, and how they are connected to the community.

NTI and its local BEST partners collaborated on a study that produced the first nationally representative data on youth workers (NTI 2002). Data for the study were gathered from 15 BEST sites through surveys completed by youth workers and were analyzed by the AED Center for School and Community Services. Youth workers who participated in BEST *Advancing Youth Development* trainings reported on their demographic characteristics:

- Just over half (56%) of youth workers were African-American, 28% were white, and 10% were Latino.
- Youth workers were predominantly female (66%).
- The majority (81%) had attended college and just over half (52%) had a college or graduate degree.
- Almost one-fourth (23%) had less than one year of experience and almost half (46%) had five or more years of experience.
- The median salary for full-time youth worker employees was \$25,000.



This initiative targets youth workers, those professionals who work or will work in youth programs delivering services to young people as front-line staff. [DOL-SGA]

Regardless of size, funding source, and/or national affiliation, we believe that local youth program operators can benefit from using registered apprenticeship programs to train front-line youth development practitioner staff. [DOL-SGA]



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EMPLOYERS OF YOUTH WORKERS

Typically, youth workers are employed by organizations that offer youth programs—such as youth recreation, employment, arts, academic enrichment, health, faith, leadership, and other programs—that give young people opportunities to use and develop their talents and competencies.

Among youth workers participating in BEST *Advancing Youth Development* trainings documented by NTI in its 2002 report:

- 53% worked for community-based youth-serving organizations.
- 11% worked for government-supported youth-serving organizations.
- 9% worked for local affiliates of national youth-serving organizations.
- 9% worked for educational institutions.
- 6% worked for faith-based organizations.

Examples of youth-serving organizations participating in BEST YDPA programs include:

- Generating Tomorrow's Future Today, a nonprofit youth development organization in Springfield, MA that uses the arts and entertainment industry as a vehicle to help young people, ages 5-21, express themselves.
- Good Shepherd Services, a large agency in New York City that operates a Beacon school, several other school-based programs, and residential foster care.
- Hampton Parks and Recreation, a city department in Virginia providing a variety of safe and healthy lifelong opportunities in the areas of recreation, education, culture, and the environment.
- Whatsoever Community Center, a comprehensive, community-based organization that fulfills the holistic needs of people of all ages in Northeast Kansas City, MO.
- New Haven YMCA Youth Center in Connecticut, a local affiliate of the national YMCA that offers summer day camp, youth mentoring, dance classes, basketball leagues, swim lessons, swim classes, African drumming, tennis lessons, and other programs for youth.



YOUTH DEVELOPMENT PRACTITIONER OCCUPATION AND APPRENTICESHIP

The vision of occupation recognition and apprenticeship for youth workers is to provide quality training opportunities for youth workers who deliver comprehensive services to young people in order to maximize our investment in young people, in youth programming and in the workforce development system. [DOL-SGA]

According to DOL, there are approximately 850 occupations recognized as apprenticeable. To be deemed apprenticeable by DOL (Code of Federal Regulations 29.4), an occupation must have all of the following characteristics:

- Be customarily learned through a structured, systematic program of on-the-job supervised training.
- Be clearly identified and commonly recognized throughout an industry.
- Involve...technical skills and knowledge that require a minimum of 2,000 hours of on-the-job work experience.
- Require related instruction to supplement on-the-job training.

The Department of Labor approved the youth development practitioner occupation as apprenticeable and established it as an apprenticeship occupation on October 27, 2000.

DOL's minimum requirements for all locally-sponsored Youth Development Practitioner Apprenticeship programs are listed in the table to the right.

NTI and BEST site leaders further refined and supplemented these program requirements to "fit" YDPAs with the BEST system. For example, BEST YDPA programs also require apprentices to have a high school diploma or GED and to provide evidence (during the application process) of interest in and motivation for working with youth.



YOUTH DEVELOPMENT PRACTITIONER APPRENTICESHIP PROGRAM REQUIREMENTS

Minimum Apprentice Requirements	Must be at least 16 years old
Supervision	At least one journeyworker for each apprentice
On-the-Job Training	3,000 to 4,000 hours of on-the-job training
Classroom Instruction	Approximately 350 hours of theoretical and practical instruction
Progressive Wages	Wage increases based on apprentice progress and performance



BENEFITS OF YOUTH DEVELOPMENT PRACTITIONER APPRENTICESHIP

This section describes benefits of YDPA to youth workers, youth-serving organizations (employers), young people, colleges, funders, and the field. Considerations about the fit and portability of the YDPA credential are also explored.





BENEFITS OF YDPA FOR YOUTH WORKERS

Youth Development Practitioner Apprenticeship programs provide excellent opportunities for youth workers to strengthen their professional competencies through structured learning opportunities and mentoring relationships while building their credentials through a locally sponsored, federally recognized system. Benefits are described below.

Launch a Career or Specialize

YDPA programs are the doorway to a career in youth work. They provide foundational training for young professionals and (depending on the program) may provide specialized training to help experienced youth workers prepare for enhanced or specialized roles in their youth-serving agencies.

Even better, YDPA programs provide at least two steps in a career pathway—the first as an apprentice and the next as a journeyworker.

Full-time Employment

Many youth-serving organizations deliver programs using part-time and seasonal staff. For example, the hours of afterschool programs are typically in the afternoon and early evening. Out-of-school programs may operate before and after school hours, as well as on weekends and holidays. Summer programs may start gearing up in the late spring and last until late summer.

Although part-time employment enables youth workers to interact with young people during program hours, it leaves little time to plan program activities, prepare mentally for interacting with young people, organize materials and resources for program activities, debrief with coworkers or young people, and follow up with parents, school teachers, or other youth workers for problem-solving and information sharing.

Practicing youth work *well* is a full-time occupation. And apprenticeships provide full-time employment.

Structured Supervision and Coaching

In youth programs, where “teachable moments” and problem-solving occur frequently in a fast-paced environment, journeyworkers must draw upon their years of training and experience to help apprentices develop professional competencies through the on-the-job training program. This includes:

- Offering guidance to apprentices on how to plan, conduct, and debrief program activities with young people.
- Helping apprentices interpret the situations and behaviors that they observe among youth during a program.
- Demonstrating, explaining, and offering feedback to apprentices on how to put their knowledge, skills, and abilities into practice with young people.

The agencies are very excited about it.

They've had...high turnover in the past and they think of YDPA as an opportunity to invest in youth workers and keep them.

[BEST site leader]



- Drawing important connections between what apprentices are learning in the classroom and what they are seeing and experiencing in the youth program.

YDPA programs require a 1:1 journeyworker-to-apprentice ratio: One journeyworker can work with no more than one apprentice. This manageable ratio is intended to ensure that journeyworkers focus on monitoring one apprentice's development and providing tailored, confidential coaching to the apprentice in one-on-one sessions.

Progressive Wages

Federal law requires employers to provide progressive wage increases to apprentices. This means that YDPA employers will have a plan in place for providing at least two modest wage enhancements (for example, one at the end of the first year and one upon completion of the program) and possibly more to apprentices who demonstrate proficiency in their work. These may come in the form of cost-of-living increases,

merit increases, bonuses, or other forms of wage enhancement.

In addition, because apprenticeship positions are full-time, apprentices may qualify for benefits such as health insurance and paid leave that are often not available to part-time employees.

Credential Relevant to the Work

Two challenges facing youth workers in many cities are the fragmentation of professional trainings that youth workers attend and the lack of classroom-based instruction that is relevant to the job and field. For years, youth workers have attended trainings or pursued degrees in other fields because no *directly relevant* trainings or degree programs were available in their cities.

YDPA programs are designed specifically for youth workers and delivered by people who know what youth work is supposed to look like within specific organizations and systems.

BENEFITS OF YDPA FOR EMPLOYERS

Qualified Workforce

Applicants to apprenticeship programs must meet age requirements, complete a written application and conduct an interview, and in the case of BEST YDPA programs, demonstrate evidence of their interest in and commitment to working with young people. Youth-serving agency executives and local intermediary organizations act as partners in selecting apprentices from among the candidate pool and matching them to youth-serving organizations. Employers benefit from this arrangement in at least two ways:

- There is a formalized process with specific criteria to support hiring activities and decisions for entry-level (or in some cases specialized) youth work positions.
- Given the significant demands of an apprenticeship, the applicant pool includes candidates who are willing to make an intensive two-year commitment to the organization, program, and position in order to earn their credential.

In addition, as YDPA programs become more common in local communities, a greater number of youth workers will hold apprenticeship credentials. Agency executives can then look for this credential among the qualifications of applicants for journeyworker, supervisor, or program manager openings within their agencies.

Staff Retention

It has been shown that professional support and recognition increase staff retention and satisfaction. In YDPA programs, journeyworkers provide ongoing support, feedback, and professional interaction that can increase rates of retention and job satisfaction

among apprentices. In addition, the journeyworker role creates new opportunities for experienced staff to demonstrate their depth of experience and training capability, to be recognized as exemplary practitioners by their peers, and to assume an additional leadership role in their agencies and youth-serving communities. Finally, intermediary staff provide another level of critical support by delivering technical assistance to employers, journeyworkers, and apprentices through on-site strategy meetings, individual problem-solving, and ongoing telephone and e-mail support.

Evaluation Linked to Performance

Since employers want to avoid organizational issues that can accompany the performance review process, they may welcome YDPA on-the-job training programs that include proficiency indicators, assessment processes, and tools that make transparent the job expectations for youth workers. These types of YDPA resources help journeyworkers minimize the subjectivity that can under- or overrate a worker's performance and lead to job dissatisfaction.

Progressive and Competitive Wages

Employers who participate in rigorous YDPA programs know that good outcomes for youth are linked with sustained relationships with high quality staff. Program directors can bring the benefits of YDPA participation to the attention of funders to leverage increased support for competitive wages and wage increases for the workforce.

BENEFITS OF YDPA FOR YOUNG PEOPLE

Apprentices in YDPA programs develop a range of competencies—including knowledge, techniques and practices, workplace skills, and professional attitudes—that they can begin to transfer to or model for young people in the context of the youth program.

- Apprentices who learn to listen actively will eventually model active listening for young people.
- Apprentices who regularly experience positive coaching sessions with their journeyworker will eventually model positive coaching sessions with young people.
- Young people who observe apprentices establishing and attaining professional goals and post-secondary education may be similarly inspired.

- Apprentices who learn the landscape and tap into community agencies and resources for youth will eventually model “resourcefulness” for young people.

Apprentices and journeyworkers play a significant role in determining what young people experience, believe about themselves, and pursue to the best of their abilities in youth programs.

High quality YDPA programs give apprentices a foundation for recognizing, promoting, and helping young people to develop in themselves a wide range of competencies.

BENEFITS OF YDPA FOR COLLEGES

YDPA programs present new opportunities for colleges to expand their markets while responding to community and industry needs. College representatives who identify partners in the youth-serving sector—and work with these partners to conceptualize and develop

college-based related instruction components for YDPA programs—will open the door to new business opportunities, increased student enrollment, and greater community recognition.

BENEFITS OF YDPA FOR FUNDERS

Federal, state, and local agencies and foundations that fund youth-serving organizations and youth development programs will maximize their investments and achieve better outcomes for young people if they target resources toward organizations employing qualified, well-trained staff. Organizations with rigorous YDPA

programs will have staff who demonstrate core competencies and meet quality standards for working effectively with youth. Whether an organization has a rigorous YDPA program, and how many youth workers in that organization are apprenticed, are indicators to funders of organizational capacity and program quality.

BENEFITS OF YDPA FOR THE YOUTH DEVELOPMENT FIELD

Formal recognition of the value and complexity of youth work was long overdue. The Department of Labor’s decision to formalize the occupation and make it apprenticeable is a positive step forward for the field. The decision affirms the centrality of youth workers in developing the country’s human capital—its young people. It also affirms that there are specific competencies required to practice youth work effectively that must be learned through supervised work experience and classroom instruction.

For years, people in and outside the field have struggled to answer this question: What does quality youth work look like in practice? Because all apprenticeship programs must define the “work processes” that constitute the occupation, leaders in the field have had to get specific. The foundational competencies, and in some cases competencies for specialization, are spelled out in YDPA programs and are research-based.

In a field where so many people trace their entry to the profession as accidental, and they foresee career advancement only through an administrative track, YDPA provides a formal way to enter the field and options to *advance as a direct service provider*. This is especially important because research has shown that young people benefit from continuity of relationships with qualified youth workers. YDPA prepares qualified youth workers and creates avenues for retaining them in the field as direct practitioners.

YDPA is prompting a new era of capacity-development and innovation for the field. Already, intermediary and agency directors are deepening their technical knowledge about human resource systems and capacities. In addition, apprentices are working with on-the-job training manuals and journeyworkers are using assessment and observation instruments—all new tools and resources developed by YDPA sponsors since 2002. As more YDPA programs are established across the country, the field will continue to benefit from the new knowledge, products, and innovations that emerge.

CONSIDERATIONS

Apprenticeship Is Not a Fit for Every Youth Worker

Many YDPA programs target entry-level youth workers who want a foundational training and work experience for their careers. As a result, YDPA programs are appropriate for some but not all youth workers. Youth workers interested in completing a youth work training/education program and receiving a youth work credential will want to assess which program or credential (e.g., apprenticeship, college certificate or degree, community-based training certificate) is best for them, in light of their career preparation and goals.

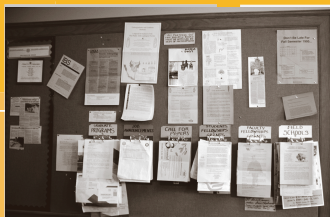
Portability of the Credential

Many compelling program approaches are being seeded across the country. This diversity must be encouraged and preserved because it responds to unique system, organization, and labor market demands. But the YDPA credential will maintain its portability nationally only if there is a common set of principles and expectations that bind all YDPA programs together. This begins with all sponsors’ compliance with federal and state regulations—but doesn’t stop there. Program sponsors will contribute to field-building by sharing, discussing, and, when feasible, aligning broad categories of program features.

PLANNING AN APPRENTICESHIP PROGRAM FOR YOUTH WORKERS

This section offers guidance on how to plan a BEST Youth Development Practitioner Apprenticeship program. Most of the planning milestones and activities described for BEST systems are relevant to, and can be adapted by, intermediary organizations or agencies operating at the local and state levels in other systems.

NTI, in consultation with BEST site leaders, developed a checklist of capacities that need to be in place for intermediary organizations to initiate YDPA planning activities. The checklist can be used to assess readiness to undertake planning.



INTERMEDIARY CAPACITIES NEEDED FOR YDPA PLANNING

- **A broad-based community advisory committee that guides the intermediary’s planning and implementation activities.**

The advisory committee itself, a subcommittee, or individual members can provide guidance to the intermediary on YDPA planning.

- **Strong relationships and credibility with a cross section of agency executives.**

When intermediary organizations and agency executives have strong working relationships, there is open communication that facilitates visioning, assessment, and problem-solving during planning. In addition, a history of collaborative relationships brings credibility to youth development intermediaries as they bring new partners—such as workforce development experts—to the table for YDPA planning.

- **Participation of several “pioneering” youth-serving agencies.**

Bringing a YDPA program to a community requires several agencies to step forward and pilot the program before it goes to scale. Agencies with sufficient and stable funding sources and a track record of participating in demonstration initiatives or introducing new program innovations to the community will bring important capacities to the YDPA program.

- **Track record and capacity to deliver high quality training programs to youth workers and to convene graduates for the purpose of professional development and competency development.**

As YDPA sponsors, intermediary staff must ensure the quality of on-the-job training programs in each agency and provide assistance and guidance to employers, journeymen, and apprentices participating in the YDPA

program. To do so, intermediary staff will draw extensively upon their experiences in delivering high quality programs and in convening youth workers for competency development and problem-solving.

- **Commitment to partner with a college toward a certificate or degree program that will be aligned with the YDPA related instruction component.**

Partnerships with colleges, and good working relationships with their representatives, pave the way for intermediaries to develop the related instruction component and articulation agreements.

- **Intermediary staffing capacity to conduct planning, implementation, and documentation.**

YDPA planning requires extensive involvement from the intermediary’s executive director or program director, particularly to promote and market the initiative with stakeholders. In addition, because bringing a YDPA program to a community can be akin to community mobilization efforts, administrative support is critical for completing correspondence and mailings, scheduling, materials assembly, and related tasks.

- **Stable funding for intermediary activities and funding to support YDPA planning activities.**

Planning takes approximately 12 months and, for the intermediary, requires dedicated staff time plus other direct costs including local travel, telephone and Internet access, meeting expenses (e.g., planning team meetings), program materials, office supplies, postage and delivery services, and associated modest indirect costs. Intermediaries need to draw from existing sources of support or raise new funds to cover the cost of planning activities.

YDPA PLANNING MILESTONES FOR INTERMEDIARIES

The purpose of a planning period is to establish capacity for YDPA implementation—by developing a vision, program model, implementation strategies, financial and material resources, strategic partnerships, and the individual and organizational capabilities needed to operate and sustain a high quality YDPA program.

Planning an intermediary-based YDPA program takes approximately one year from initial conversations with board members through program registration with the state. Major planning milestones are listed below and described in further detail on subsequent pages. Program sponsors who intend to develop tailored curricula, workbooks, manuals or other training resources for their system's on-the-job training component will want to develop these resources as part of the planning phase. Although local timetables will vary, consider the following guidelines:

First Quarter

- 1 Get buy-in from intermediary board of directors or executives.
- 2 Form staff team and assign areas of responsibility.
- 3 Institutionalize YDPA knowledge among staff team.
- 4 Establish relationship with federal or state apprenticeship representatives.
- 5 Form and convene planning committee; develop working knowledge of YDPA among committee members.

Second Quarter

- 6 Assess target audience to identify priorities, capacities, and needs related to YDPAs.
- 7 Develop the related instruction program with a college partner.
- 8 Develop capacity to implement the on-the-job training program.

Third Quarter

- 9 Recruit and select employers.
- 10 Recruit and select journeyworkers.
- 11 Develop a wage progression plan with planning team and employers.
- 12 Develop “credit for previous experience” policy with planning team, employers, and college.

Fourth Quarter

- 13 Secure funding for ongoing implementation.
- 14 Recruit and select apprentices.
- 15 Finalize standards of apprenticeship.
- 16 Register the program and apprentices with state registration agency.

1 Get buy-in from intermediary board of directors or executives.

Connecting the YDPA program to the mission of the intermediary organization, and incorporating YDPA activities into annual work and fund development plans, will help ensure that the YDPA program is situated centrally among the intermediary's priorities rather than being an "add-on" project.

Intermediary executives will want to discuss with their board members what YDPA is, how a YDPA program will advance the intermediary organization's mission, what resources will be needed to support the program, and how to secure those resources. A decision by the board of directors to support YDPA planning and implementation will actively engage them in seeking the resources needed for implementation.

2 Form staff team and assign areas of responsibility.

Establishing a staff team to implement YDPA planning is critical because it (1) brings capacity to the work, and (2) signals to stakeholders that the sponsor is committed to carrying out planning tasks and is making staff available to work with planning partners.

The staffing configuration used by BEST sites with *dedicated* planning support includes partial FTEs (full-time equivalents) in four staffing positions:

- **Executive Director**—Primary liaison to board of directors, community stakeholders, and agency executives; leads fund development.
- **Senior Program or Training/Technical Assistance Director**—Draws upon technical knowledge of training delivery, training program standards, and technical assistance delivery to contribute to program planning and implementation.

- **YDPA Program Manager or Coordinator**—Provides day-to-day coordination and implementation of YDPA planning activities; provides staff support/leadership to planning committee; accesses state and federal technical assistance resources.
- **Administrative Support**—Prepares correspondence and information packets; handles meeting logistics; performs scheduling and provides telephone support.

Intermediaries without dedicated funding for YDPA planning can proceed with a two- or three-person team, but planning will likely take longer.

3 Institutionalize YDPA knowledge among staff team.

Developing individual and staff team knowledge about apprenticeship requirements, concepts, and program details is a first step toward building capacity for program planning and implementation—and an essential step for those stewarding the planning process.

Beyond understanding the general program model (e.g., like the model on page 7), staff and planners will want to learn specific provisions of the Department of Labor's standards of apprenticeship. This includes reading the provisions, discussing the meaning of each provision with staff and planning committee members, discussing what the requirements or provisions will look like when implemented in the context of the local system, and contacting the national YDPA program sponsor or DOL representatives for clarification when questions arise.

In its template for standards of apprenticeship, the U.S. Department of Labor provides sample language and guidance for each provision or requirement listed on the following page.

Topics Addressed in Local Standards of Apprenticeship

1. Program Administration
2. Equal Opportunity Pledge
3. Affirmative Action Plan
4. Qualifications for Apprenticeship
5. Apprenticeship Agreement
6. Ratio of Apprentices to Journeyworkers
7. Term of Apprenticeship
8. Probationary Period
9. Hours of Work
10. Apprentice Wage Progression
11. Credit for Previous Experience
12. Work Experience
13. Related Instruction
14. Safety and Health Training
15. Supervision of Apprentices
16. Records and Examinations
17. Maintenance of Records
18. Certificate of Completion of Apprenticeship
19. Notice of Registration
20. Cancellation and Deregistration
21. Amendments and Modifications
22. Adjusting Differences/Complaint Procedure
23. Transfer of Training Obligations
24. Technical Assistance Providers
25. Employer Acceptance Agreement
26. Conformance with State and Federal Regulations
27. Signature Adopting Apprenticeship Standards

In some cases, YDPA program sponsors are required to adopt and follow provisions *as specified* by DOL. For example, all YDPA program sponsors must include the following Equal Opportunity pledge verbatim in the standards that guide their program:

The recruitment, selection, employment, and training of apprentices during their apprenticeship, will be without discrimination because of race, color, religion, national origin, or sex. The sponsor will take affirmative action to provide equal opportunity in apprenticeship and will operate the apprenticeship program as required under Title 29 of the Code of Federal Regulations, Part 30.

In other cases, DOL enables YDPA program sponsors to tailor provisions so that they make sense in the context of specific communities, systems, and organizations. For example, three provisions that YDPA program sponsors and planning committees can tailor to their local circumstances are:

- Related instruction program
- Wage progression plan
- Credit for previous experience policy

Developing locally-tailored approaches to these provisions requires time and the input of planning committee members, employers, and DOL representatives. (The steps to develop these components are described further on pages 30, 35, and 36.)

It may take youth development intermediary staff and YDPA planning members some time to develop detailed knowledge of the standards of apprenticeship. As one BEST site leader acknowledged, *One breakthrough for me was to become comfortable with the... language and to understand it.* YDPA program sponsors who engage workforce development or apprenticeship experts on their planning committees will benefit from their expertise in this area.

4 Establish relationship with federal or state apprenticeship representatives.

In each state, there are field representatives from the Office of Apprenticeship, Training, Employer and Labor Services (OATELS) or the State Apprenticeship Agency who help local apprenticeship program sponsors develop and officially register their programs. These individuals, called Apprenticeship and Training Representatives (ATRs) on the federal level are steeped in the technical aspects of federal apprenticeship, as well as the state-specific processes for registering apprenticeship programs. These representatives are accustomed to working with a range of employers and apprenticeship program sponsors across industries.

YDPA program sponsors will want to initiate contact with the OATELS Apprenticeship and Training Representative located in their state. The U.S. Department of Labor can provide contact information for ATRs; links to state apprenticeship information are available from the DOL website (www.dol.gov).

Throughout the planning process, the ATR can help YDPA program staff and planners learn and interpret the standards of apprenticeship—particularly provisions that may be state-specific. In addition, the ATR will explain the steps and timetable for registering the apprenticeship program with the state’s apprenticeship council (SAC) and will help the intermediary staff finalize and submit their standards of apprenticeship to the council.

Reasons for reaching out to the ATR during the first quarter of planning are to raise awareness about the program, initiate relationship-building, and sketch out a general game plan for developing the standards of apprenticeship and registering the program. Intermediary staff will want to notify the ATR of their organization’s intent to plan and implement a YDPA program, and request information about the body (e.g., state apprenticeship council) that will deliberate and vote to approve the program’s registration and about the general process for registering programs.

5 Form and convene planning committee; develop working knowledge of YDPA among committee members.

The purpose of engaging local stakeholders in apprenticeship program planning and development is to ensure that the perspectives of individuals and organizations most likely to be affected by the program, or most responsible for its implementation, guide the process. A planning team of five to seven members may include:

- Experienced youth workers and youth program supervisors.
- Youth-serving organization agency directors.
- College representatives.

- Experienced trainers of youth workers (e.g., *Advancing Youth Development* facilitators).
- Workforce development experts.
- Funders (e.g., United Way or foundation representatives).

Members of the planning committee serve as advisors and/or co-developers of the YDPA program with intermediary staff. Establishing a monthly meeting schedule with the YDPA planning committee will facilitate knowledge development, problem-solving, and decision-making toward planning milestones.

To ensure their full participation in program development and decision-making, members of the planning committee will need to acquire a working knowledge of program design elements and implementation steps and become comfortable with them. The internal process that intermediary staff members follow to get “steeped in” the details of apprenticeship—including reading materials, discussing them as a team, contacting technical assistance providers to discuss technical questions—can be a good model for the planning committee to follow as well.

In addition to convening and engaging the YDPA planning committee, intermediary leaders will want to periodically update and solicit input from a broad cross section of community stakeholders. This may include young people, agency directors, youth workers, business or industry leaders, representatives from interagency collaborations and partnerships, elected officials, and public- and private-sector funders. Specific outreach activities to these groups may include sending introductory correspondence and packets, making presentations about the YDPA program at community meetings or conferences, and convening meetings specifically to discuss YDPA program planning with stakeholder groups. Through

these activities, stakeholders can share their perspectives about how apprenticeship will strengthen the youth-serving sector generally or the work that they do, offer input on program design options, explore and discuss the challenges they perceive, and get clarification on program standards and requirements.

6

Assess target audience to identify priorities, capacities, and needs related to YDPAs.

Identifying the priorities, capacities, and needs of prospective participants helps ensure that the apprenticeship program is realistically designed to accomplish results that are meaningful to those involved or those affected by the program—including young people, apprentices, journeyworkers, and employers.

It is critical for representatives from these target audiences to weigh in on the rationale, design elements, and implementation options under consideration by the planning committee. Depending on the availability of resources, intermediary staff or consultants can conduct formal, targeted assessment activities—using tools such as surveys or questionnaires, interview instruments and protocols, and focus groups—to gather, document, and analyze information and feedback from specific individuals and groups.

Alternatively, intermediary staff or a YDPA planning subcommittee can contact specific individuals in the community to informally discuss the YDPA program and solicit input and recommendations on specific topics.

If planning committee members represent “constituencies,” they can be tapped to collect information from representatives of their group. For example, a college representative on the planning committee might contact several individuals within his or her institution—

To effectively plan our apprenticeship program locally,
we need people with expertise in the content area of youth development...
and...in the structure of apprenticeship programs.

We've also identified the executive directors of youth organizations [and]
members of the educational community. Now we need work with [funders]... .

[BEST site leader]

including a faculty member, department chair, administrator, and/or student career planning counselor—to gather and document diverse perspectives on the implications of YDPA for the college and how it might be “operationalized.” With assistance from intermediary staff, an experienced youth worker on the planning committee can convene a small group of youth workers to obtain additional perspectives. Intermediary staff and/or employers can interview agency executives. Other ideas for this kind of assessment will emerge according to the local setting.

Although some program elements and policies cannot be tailored because of federal regulations, others lend themselves to local deliberation and tailoring. So, in addition to discussing apprenticeship generally—i.e., what YDPA is, how it can advance professional and institutional goals, and what it might “look like” when implemented within organizations—planning committee members will want to ask specific design questions of specific stakeholder groups. For example, they may collect input from youth workers regarding the on-the-job training and related instruction program requirements and implementation strategies. Or they may discuss with employers the wage progression requirement, including what it is, some options for structuring it within and across employers (how

many increases, with what frequency, whether they are percentage increases), and what options are the best “fit” from each employer’s perspective.

In addition to surfacing essential information for program design, these assessment activities are themselves a local capacity-building step. Through the experience of discussing YDPAs with key stakeholders, intermediary staff and planning committee members will refine their approaches to communicating about apprenticeship to key audiences, and they will deepen their understanding of program elements and implementation strategies. They will also demonstrate to stakeholders their genuine commitment to solicit and honor input from community members—an important step toward building credibility and local demand for the program. The number of community stakeholders who understand the intent of the YDPA program and its key program components will increase, thus widening the reach of YDPAs within the community and the pool of leaders with the capacity to translate “what YDPA is” to their networks. These discussions may also invigorate stakeholders because YDPA is a new way of thinking about the professional development and education of youth workers. YDPA planning creates an avenue for creative thinking and innovation.

7

Develop the related instruction program with a college partner.

Related Instruction

Related instruction is an organized and systematic form of instruction designed to provide the apprentice with knowledge of the theoretical and technical subjects related to their trade. Related instruction is a required component of apprenticeship programs and supplements on-the-job training. The youth development practitioner apprenticeship program requires 343 hours of related instruction per year. In BEST Apprenticeship Programs, this instruction is delivered primarily through colleges. [National Guidelines for Best Apprenticeship Program Standards]

For the two-year YDPA program, DOL established a standard of 343 hours in subject areas such as those listed on the next page. Note that these are *clock* hours rather than *credit* hours. For example, an apprentice who completes a single college course that grants three college credits could fulfill up to 45 *clock-hour* requirements for the YDPA related instruction component during a given quarter or semester.

In most cases, apprentices do not receive compensation, above and beyond wages, for the time they spend in class or on class assignments. However, a small number of states do require compensation. Intermediary staff will want to contact their federal ATR or state officials to verify their state's policy on this provision because it has significant implications for employers.

Intermediary organizations that partner with colleges to deliver the related instruction component will help apprentices advance toward a post-secondary certificate or degree in youth work, even as the apprentices complete their apprenticeship credential.

For financial reasons, or because certain subjects are not available through colleges, apprentices may need to fulfill related instruction requirements through community-based trainings. However, apprentices will not receive academic credit for this instruction unless a college agrees to grant credit to students who complete the community-based training. Intermediary staff and the planning committee may want to develop an inventory of high quality, locally-delivered training programs that can complement or serve as alternatives to college-based instruction.

To establish the YDPA program's related instruction component in partnership with a college, intermediary staff and planning committee members—particularly the college partner—will need to compare the list of requirements for YDPA programs available from the Department of Labor with the courses offered through the college. This analysis will help intermediary and college partners determine which courses apprentices can take over a two-year period to meet the YDPA related instruction requirements. In most cases, apprentices will be able to satisfy *all* related instruction requirements through the college; however, depending on local circumstances, apprentices may need or want to fulfill some requirements through community-based options.

If the college already offers a youth work certificate program, then another important dimension of the analysis will be to determine the extent to which the related instruction requirements and certificate program courses are aligned. With good or full alignment, apprentices who complete the related instruction requirements would be well on their way to receiving a certificate.

Planning committee members and ATR or state registration agency representatives will want to review and discuss the related instruction plan with intermediary and college partners.

Topic	Hours
Youth and Adolescent Growth and Development	13
Multi-Culturalism and Diversity Training	10
Group Work, Group Dynamics	8
Youth and Adolescent Counseling	8
Problem Solving	5
Adolescent Psychology	4
Facilitation	4
Youth with Special Needs	4
Community Advocacy Skills	4
Conduct and Ethics	4
Grief Counseling	4
Sociology	3
Role of the Family	3
Motivational Skills	3
Knowledge of the Youth Legal System	3

8 Develop capacity to implement the on-the-job training program.

On-the-Job Training

On-the-job training is hands-on, supervised work experience and is a required component of apprenticeship programs. For the youth development practitioner apprenticeship program, apprentices must complete 3,000 – 4,000 hours total of on-the-job training, according to a structured training program. While on the job, apprentices are supervised by skilled journeyworkers. In BEST Apprenticeship Programs, apprentices must complete a minimum of 3,840 hours of on-the-job training and must demonstrate proficiency in specific competency areas in a segment before they are advanced to the next segment. [National Guidelines for BEST Apprenticeship Program Standards]

Intermediary staff and planning committee members are responsible for developing a plan and training resources to support systematic on-the-job training (OJT) in the YPDA program.

An important first step in developing an on-the-job training program is to reach clarity about who the target audience of apprentices is. Making this decision enables YDPA program developers to better characterize and anticipate the existing skill base of workers entering their program, and then set parameters for on-the-job program content and outcomes.

For example, BEST YDPA programs target entry-level workers or those with one or two years’ work experience who are located in BEST cities. The on-the-job training component in BEST YDPA programs helps apprentices establish a foundational level of proficiency in specific youth work competencies through rigorous, structured activities that are consistent with quality training standards.

An important second step is to answer the question, “How will journeyworkers know when apprentices are proficient in specific competencies?” Specifying competency indicators, and developing assessment instruments using these indicators, will contribute to the rigor of YDPA on-the-job training.

NTI and BEST site leaders collaborated to develop an on-the-job training manual for apprentices and a related guide for journeyworkers. The resource for apprentices includes:

- Information about the purpose, format, and requirements of the BEST OJT Program.
- Specific training objectives (or competencies) that apprentices are expected to develop and demonstrate during each segment of the OJT program.
- Self-assessment instruments that apprentices can use to document their level of proficiency in competency areas at the beginning of each program segment.
- Concepts, theories, and principles related to youth development and youth work practice.
- Guidelines for applying techniques—such as listening actively, demonstrating empathy, and setting boundaries—while working with youth.
- Exercises and activities that give apprentices opportunities to reinforce and apply knowledge and techniques while working with youth.
- Tips, tools, and other resources to support effective workplace practices, including making task lists, setting and keeping priorities, preparing for and participating in supervisory or organization staff meetings, using workplace technology, and understanding employment policies and procedures.

The resource for journeyworkers contains the above items, plus:

- Guidance on recognizing learning styles, making training plans, motivating apprentices, explaining and demonstrating best practices, coaching apprentices, observing apprentices as they apply knowledge and techniques to their work with young people, assessing apprentices’ proficiency and progress, and keeping notes and records.
- For every two-week period of the on-the-job training program, a sample plan with suggestions for training activities, motivational points, coaching points, and record-keeping reminders.
- For each segment of the program, a detailed assessment instrument that the journeyworker completes to evaluate and document the apprentices’ development of competencies.

Intermediary staff and planning committee members will want to carefully review and discuss the on-the-job training resources, to develop an understanding of the activities, requirements, and processes involved in implementing the program. This will build the capacity of planners to convey what the program is, and how it works, to prospective employers. It will also be the basis from which intermediary staff provide technical assistance to employers, journeyworkers, and apprentices during implementation.

Journeyworkers will need a hands-on orientation to on-the-job training products and opportunities to practice and refine their coaching and observation techniques. In BEST YDPA programs, journeyworkers attend a National Training of Journeyworkers Program for this purpose.

Employers need to know that the pilot is a two-year commitment. They will need to find a qualified journeyworker within their organization that has mentoring capabilities — it’s one thing to be a good worker and another to be able to mentor... .

[BEST site leader]

9 Recruit and select employers.

Intermediaries will want to work with YDPA planning committee members and local youth-serving agency networks to identify and select youth-serving organizations to participate in the YDPA program. Because bringing a YDPA program into a youth-serving organization requires an institutional commitment to the vision of apprenticeship, as well as staff time, funding, and strong organizational systems, it is important to partner with agencies that demonstrate specific capacities, including:

- Senior staff and board members view apprenticeship as a viable strategy for enhancing organizational effectiveness and youth program quality.
- The organization has a successful track record of program innovation, and/or experience with national, state, or local demonstration initiatives.
- The organization is in a solid financial position, with current and projected funding levels that will cover staff positions, including one apprentice and one journeyworker, for a two-year period.
- The organization has (or is prepared to develop) an up-to-date policies and procedures handbook for its employees.
- The organization implements an annual employee review process and provides (or is prepared to

provide) wage enhancements to employees who demonstrate proficiency in their jobs.

- The organization has a track record of supporting youth workers’ participation in training, education, and professional development activities related to youth work practice.
- The organization employs at least one skilled and experienced youth worker who meets the criteria to serve as a journeyworker and who wants to serve in that capacity for a two-year period.
- The organization is willing to comply with state and federal regulations governing apprenticeship implementation.

The process for selecting employers occurs “organically,” particularly during the planning year. Through meetings, conversations, and presentations, intermediaries identify a small number of youth-serving organizations with the capacity and track record to move forward. Discussions with prospective employers focus initially on information sharing and then on assessment of the organization’s interest and capacity to move forward. It is critical to provide employers with the information they need about “what it takes” to implement the program so that they can accurately assess their own readiness to participate.

Journeyworker Definition

A mentor, technician, specialist, or other skilled worker who demonstrates a level of competency recognized within the industry.

Journeyworkers in BEST YDPA programs are skilled workers who are also responsible for managing the apprentice's on-the-job training program; training, guiding, observing, and evaluating the apprentice on the job; and maintaining records relating to the apprentice's job performance.

The minimum qualifications for BEST journeyworkers are: two years experience (preferably five) as an apprentice or youth worker; one year experience (preferably three) as a supervisor; and a graduate of the 28-hour *Advancing Youth Development* course. The local BEST Apprenticeship Selection Committee selects qualified individuals to serve as BEST journeyworkers in BEST Apprenticeship Programs.

[Adapted from National Guidelines for BEST Apprenticeship Program Standards]

The impact of on-the-job training and the quality of an apprentice's day-to-day work experience hinge to a great extent on the journeyworker. Who is selected to provide on-the-job training and supervision, how they are prepared, and how they are supported within their agencies are critical factors in ensuring the impact of a YDPA program on apprentices' development and their practices with young people.

Other than defining journeyworkers as skilled workers who have successfully completed apprenticeship programs, the federal regulations related to apprenticeship

are silent on journeyworker selection and preparation. For this reason, YDPA program developers and funders may underestimate the time and resources needed to adequately address this priority.

BEST Journeyworker Tasks

In BEST Apprenticeship Programs, journeyworkers are responsible for these tasks:

- Recognizing apprentices' learning styles.
 - Making training plans for every two-week OJT period.
 - Encouraging and motivating the apprentice.
 - Explaining and demonstrating techniques and best practices.
 - Coaching the apprentice.
 - Observing the apprentice while s/he works with young people.
 - Assessing the apprentice's proficiency and development of competencies.
 - Keeping notes and records.
 - Accessing support and resources from the BEST intermediary organization, and sharing lessons learned and strategies with other journeyworkers.
-

Because the presence of a qualified journeyworker is an important capacity for employers to bring to the YDPA program, the selection of journeyworkers typically happens in tandem with the selection of employers. In discussions with prospective employers, intermediary staff will want to meet with prospective journeyworkers to discuss their interest, qualifications, questions, and vision for implementing the on-the-job training program.

Journeyworkers need time to understand their role, resources to help them prepare for and fulfill their responsibilities, and ongoing support as they promote the development of apprentices inside their agencies. Depending on funding, intermediary staff can organize program orientations for journeyworkers; deliver trainings or workshops to help journeyworkers develop and practice skills for managing the OJT program; provide ongoing support through e-mail, phone, and one-on-one coaching sessions; and recognize journeyworkers for their accomplishments and contributions. Local intermediary staff can also register journeyworkers to participate in a national training of journeyworkers program if available through a national sponsor.

11

Develop a wage progression plan with planning team and employers.

The purpose of establishing a wage progression plan is to ensure that youth workers are appropriately compensated and recognized for their contributions and performance on the job. The Code of Federal Regulations states that “a progressively increasing schedule of wages [is] to be paid [to] the apprentice consistent with the skill acquired.”

Intermediary staff, employers, planning committee members, and state registration agency or federal DOL officials will contribute to the development of a wage progression plan. How this component gets implemented varies by state and/or locality, but there are two bottom-line requirements: Apprentices must make at least minimum wage, and apprentices’ wages must increase from the time they enter the program to the time they complete the program, provided they log the required number of hours and demonstrate proficiency on the job and in the classroom.

Several employers participating in a single YDPA program may voluntarily agree to pay a common wage rate to their apprentices and follow a common progression schedule. Alternatively, the employers may voluntarily agree to provide a specific number of wage enhancements, although the actual amount and percent increases vary depending on each organization’s compensation policies.

Intermediary staff can do some fact-finding through confidential interviews with local employers to find out the wage ranges for entry-level, experienced and skilled, and supervisory positions within each agency. Using simple calculations, intermediaries can determine whether there appears to be a market rate among participating employers, and whether, through a series of wage progressions, apprentices earning an entry-level wage can reach a journeyworker-level wage by the end of the two-year program.

In BEST YDPA programs, employers provide at least two, and up to five, wage increases over a two-year period based upon an apprentice’s successful demonstration of competencies, hours logged, and results in the classroom. (A policy of two wage increases is equivalent to an annual raise.) The percent, amount, and frequency of raises is negotiated locally based on an analysis of the market rate across participating employers, the unique funding circumstances of each employer, and state-specific requirements for the wage progression component.

12 Develop “credit for previous experience” policy with planning team, employers, and college.

YDPA program sponsors can grant credit to apprentices for work experience or academic experience that is equivalent to what apprentices would otherwise learn through the apprenticeship program, up to a certain number of OJT and related instruction hours. Intermediary staff, planning committee members, employers, and college staff will want to discuss how to design this provision in a way that honors the apprentice’s work and academic experience (and the apprentice’s desire to advance more quickly through the YDPA program as a result), while not compromising the integrity or quality of the YDPA program. For the YDPA program to have meaning in the community, it must graduate apprentices who can demonstrate a common set of foundational competencies for their practice with youth.

In BEST YDPA programs, the intermediary organization grants up to three months’ or 450 to 500 hours’ credit for work experience. Policies for awarding academic credit toward the related instruction component will vary by YDPA program. Intermediary staff and planning committee members will want to consider how many hours of coursework to award (e.g., 40 hours), in what subject areas, and how recently the apprentice completed the courses (e.g., within the past two years.)

13 Secure funding for ongoing implementation.

YDPA program sponsors will want to develop a plan to raise, deploy, and maximize funding and in-kind contributions to support ongoing YDPA implementation.

In an intermediary-based model like BEST YDPA, the budget for ongoing program implementation will likely include expenses such as:

- Personnel and fringe for YDPA program implementation, management, and oversight.
- Incentives and technical assistance for participating journeyworkers and employers.
- Annual orientation and recognition activities for employers, journeyworkers, and apprentices.
- Scholarships or subsidies for apprentices to help defray tuition, books, and fees.
- Manuals and guides for on-the-job training.
- Registration and travel expenses for journeyworkers to attend a national training of journeyworkers program.
- Local mileage, parking, taxi, subway expenses for intermediary staff.
- Data collection, management, analysis, and reporting.
- Program marketing (e.g., Web, brochures, flyers).
- Other direct program costs (e.g., telephone, Internet, office supplies, copying).
- Associated indirect costs.

The intermediary organization will need to develop an implementation budget and work with planning committee members and funders to determine sources

of financial support and in-kind support to cover these expenses. The expenses associated with YDPA program implementation will likely be borne by the intermediary organization (program sponsor), employers, colleges or financial aid sources, and apprentices.

14

Recruit and select apprentices.

Minimum Qualifications for BEST Apprentices

Applicants to BEST Apprenticeship Programs shall be selected on the basis of qualifications alone, without regard to occupationally irrelevant physical requirements and in accordance with objective standards which permit review after full and fair opportunity for application. Applicants shall meet the following minimum qualifications:

- **Age:** Applicants must be at least eighteen (18) years old.
- **Education:** Applicants must be high school graduates or have equivalent education. Applicants must submit a copy of their high school transcript or evidence of equivalent educational attainment such as an official report of GED test results.
- **Attributes:** Applicants must provide evidence of their interest in and motivation for working directly with youth.
- **Knowledge, Skills, and Abilities:** Applicants must demonstrate basic awareness of the purpose and requirements of the BEST Apprenticeship Program.
- **Experience:** Work experience, such as part-time or summer work, is preferred but not required.

[National Guidelines for BEST Apprenticeship Program Standards]

There are at least two strategies for identifying and selecting apprentices to participate in the initial YDPA program pilot:

- An employer participating in the pilot may already employ an entry-level worker who meets the minimum qualifications for apprenticeship and can make a compelling case for his or her participation in the YDPA program
- An employer participating in the pilot may need to create an entry-level position, or fill a vacant entry-level position, by hiring an apprentice as a new employee of the organization.

The role of the intermediary in facilitating apprentice recruitment and selection will vary depending upon which of the above scenarios (or others) is present.

In the first case, intermediary staff will want to meet with the employer to discuss how the activities and requirements of the YDPA program will impact the existing entry-level position and the day-to-day activities of the individual in that position, and identify what support the employer may need to implement modifications to the job's functions and activities. The intermediary staff and employer can then develop a plan for making necessary adjustments.

In the second case, intermediary staff may play a larger role in recruiting prospective candidates to fill the new or vacant position, screening and interviewing those candidates in light of YDPA selection criteria, and matching qualified candidates to participating employers.

YDPA programs that enroll five or more apprentices must implement a federally-mandated Affirmative Action plan under which sponsors must develop and follow specific outreach, recruitment, application, and selection procedures to ensure that prospective candi-

dates have a fair and equal opportunity to participate in the YDPA program.

Although YDPA program enrollment may not reach five apprentices during the initial program pilot, intermediary staff and planning committee members will want to become familiar with Affirmative Action requirements (available from Department of Labor representatives) to identify processes that can ensure fair and equal opportunity and to develop capacity to implement an Affirmative Action plan when enrollment levels increase.

15 Finalize standards of apprenticeship.

“Standards of apprenticeship” is the name given to the document that embodies and describes the program requirements and provisions that will govern implementation of the apprenticeship program. (See page 26 for a list of provisions.) The “standards of apprenticeship” is a cumulative deliverable. That is, until all major decisions are made about program design, policies, and procedures, the standards cannot be finalized and programs cannot be registered.

The process begins when Department of Labor staff members provide to intermediary organizations a template containing policies that are either required or recommended for their apprenticeship program. Once the planning committee makes key policy decisions—e.g., how related instruction courses will be delivered, what the policy will be on granting credit for work and academic experience, and how wage enhancements will be structured—intermediary staff will enter these policies into the standards of apprenticeship document.

From there, the process of finalizing the standards of apprenticeship is a back-and-forth sequence of reviewing, commenting, and revising until all parties—including the intermediary, planning committee members, and the ATR or state registration agency officials, are satisfied that the document reflects local program priorities and that the program, if implemented according to the standards, will meet state and federal requirements.

16 Register the program and apprentices with state registration agency.

An apprenticeship program becomes officially registered when the registration agency—a State Apprenticeship Agency/Council or the OATELS office—reviews, approves, and signs the standards of apprenticeship document.

As noted in planning milestone #4, it is important for intermediary staff to determine early in the planning process (e.g., during the first quarter), what body is responsible for approving the standards and how often this body meets during the year. This will help the intermediary make a plan to complete the standards of apprenticeship in time for approval during a state council’s quarterly or semi-annual meeting. Intermediary organizations, employers, and apprentices will each need to complete required forms as part of the registration process.

RESOURCES

U.S. Department of Labor

For information about the federal apprenticeship system, contact:

U.S. Department of Labor
Employment and Training Administration
Office of Apprenticeship Training,
Employer and Labor Services
200 Constitution Avenue, NW, N4649
Washington, DC 20210
Phone: 1-877-US-2JOBS
Web: www.doleta.gov/atels_bat

National Training Institute for Community Youth Work

For more information about the national BEST YDPA initiative, contact the AED National Training Institute for Community Youth Work:

National Training Institute for
Community Youth Work
Academy for Educational Development
1825 Connecticut Avenue, NW
Washington, DC 20009
Phone: 202-884-8334
Fax: 202-884-8422
Web: www.aed.org or www.nti.aed.org

National YDPA Clearinghouse

In 2001, the Department of Labor designated the Sar Levitan Center for Social Policy Studies, at Johns Hopkins University's Institute for Policy Studies, to serve as a National YDPA Clearinghouse. For more information about YDPA programs across the country, contact:

The Sar Levitan Center
Johns Hopkins University / Institute for Policy Studies
3400 North Charles Street
Wyman Building
5th Floor
Baltimore, MD 21218
Phone: 410-516-7169
Fax: 410-516-4775
www.levitan.org or www.ydpaclearinghouse.org

LOCAL BEST YOUTH DEVELOPMENT INTERMEDIARY ORGANIZATIONS

The national BEST YDPA Program was developed collaboratively by NTI and leaders from the following local BEST intermediary organizations, with funding and technical assistance from the U.S. Department of Labor.

Hampton/Newport News BEST

The lead intermediary organization for the Hampton/Newport News BEST system in Virginia is Alternatives, Inc. (Alternatives). Alternatives is a youth development intermediary organization involved in approximately 45 youth development projects in the Hampton/Newport News area. Through these initiatives, Alternatives and its partners—including community organizations, elementary and secondary schools, the school district, city government, neighborhoods, and other key stakeholders—recruit young people and adults, train them to work effectively with one another, and provide opportunities for them to develop and use their capacities in meaningful ways.

Kansas City BEST

The lead intermediary organization for the Kansas City BEST system in Missouri is YouthNet of Greater Kansas City (YouthNet). YouthNet works to ensure that quality youth development programs are available for children, youth, and families in the Greater Kansas City area. YouthNet engages young people, parents, youth-serving agencies, funders, and other stakeholders to establish and implement a common set of standards of quality performance for youth programs. YouthNet

also provides training, educational opportunities, and a range of technical assistance to support agencies as they integrate the standards into their day-to-day operations and is currently working in collaboration with youth-serving agencies to define a fair external monitoring and assessment process.

New York City BEST

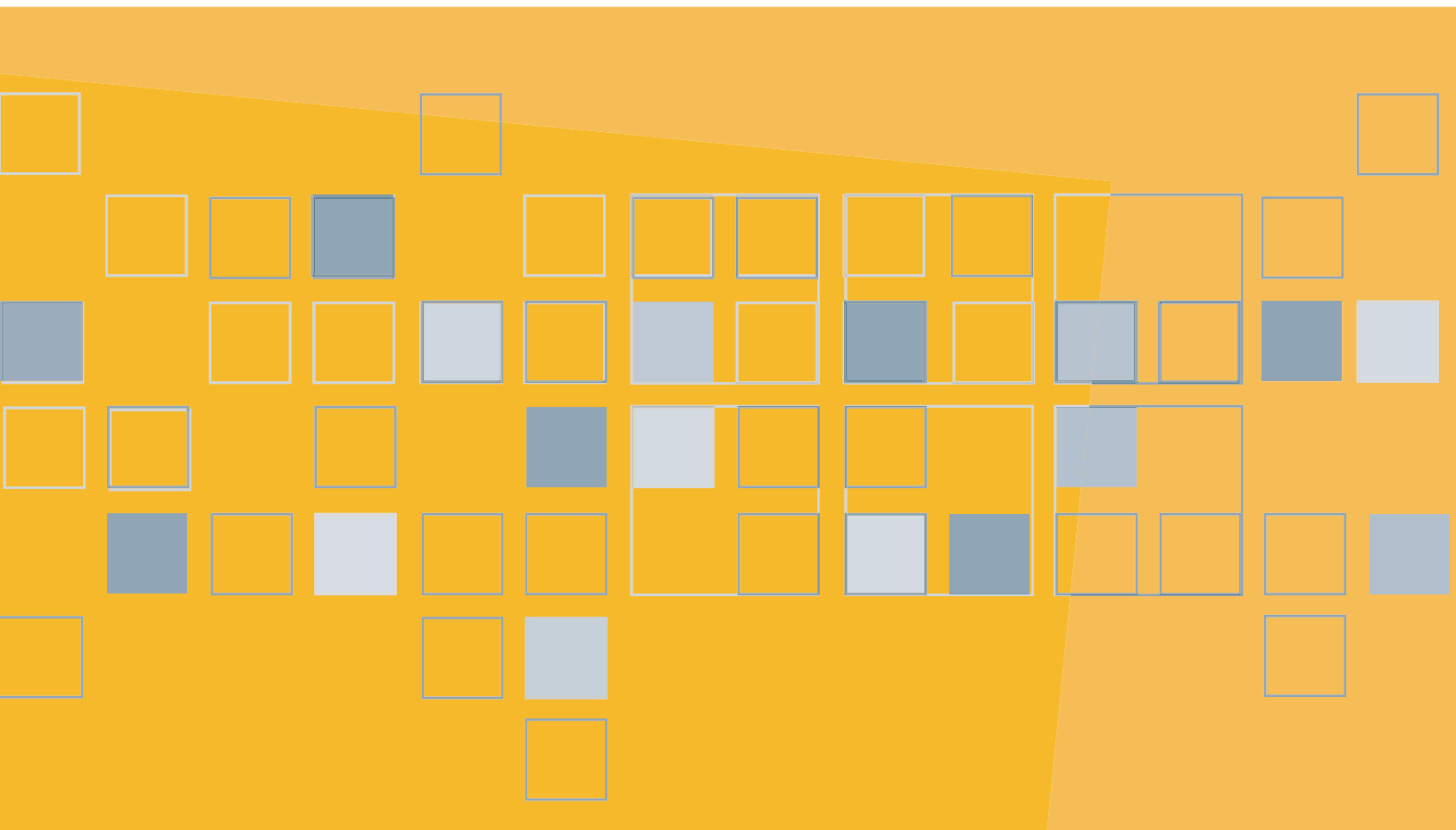
The lead intermediary organization for the New York City BEST system is the Youth Development Institute (YDI) of the Fund for the City of New York. YDI works with community-based organizations, schools, and government agencies toward three primary goals: to strengthen the capacity of community-based organizations to serve as an effective infrastructure of supports for youth and as advocates for a youth development agenda; to promote adoption of a youth development philosophy in public sector programs and services; and to facilitate development of innovative intergovernmental collaborations to provide neighborhood-based youth development services.

Springfield BEST

The lead intermediary organization for the Springfield BEST system in Massachusetts is Partners for a Healthier Community, Inc. (PHC). PHC's youth development efforts focus on replicating exemplary youth programs by building capacity through training and education services and by bringing together the city's youth service agencies to collaborate and campaign for change on behalf of children and youth.

The **Academy for Educational Development (AED)** is an independent, nonprofit organization founded in 1961 and committed to addressing human development needs in the United States and throughout the world through education, research, training, social marketing, policy analysis, and innovative program design and management.

The **National Training Institute for Community Youth Work (NTI)** was established by AED in 1997 to strengthen the youth development field through training and education in youth development principles and practices. NTI works with leaders of local intermediary organizations in communities across the country to build their capacity to train and educate youth workers.



Academy for Educational Development

1825 Connecticut Avenue, NW Washington, DC 20009
Tel: 202.884.8000 www.aed.org