S.E.E.D.

GROWING TOMORROW'S WORKFORCE TODAY THROUGH PRE-APPRENTICESHIPS

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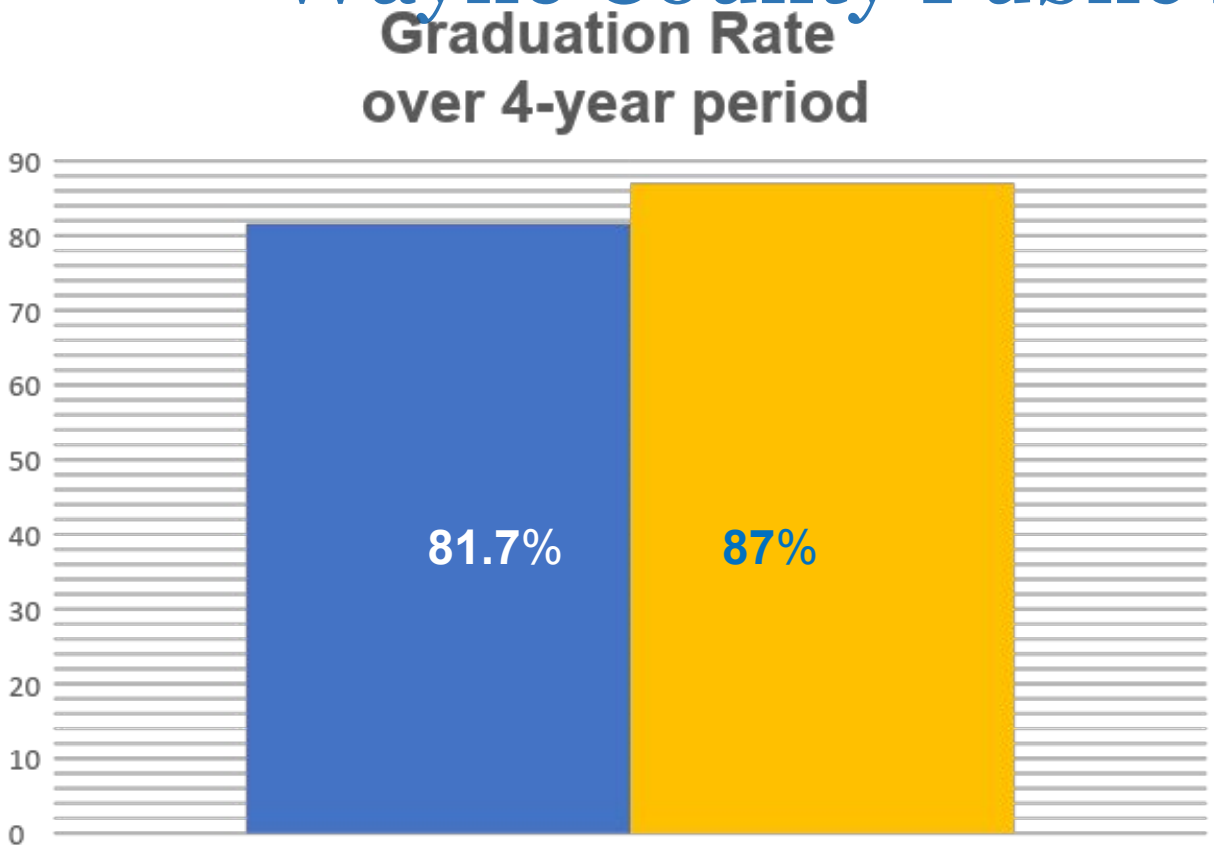
Problem of Practice

In Wayne County and southeast North Carolina, there is a need to build a stronger workforce. Over the last several years, the region has faced many challenges:

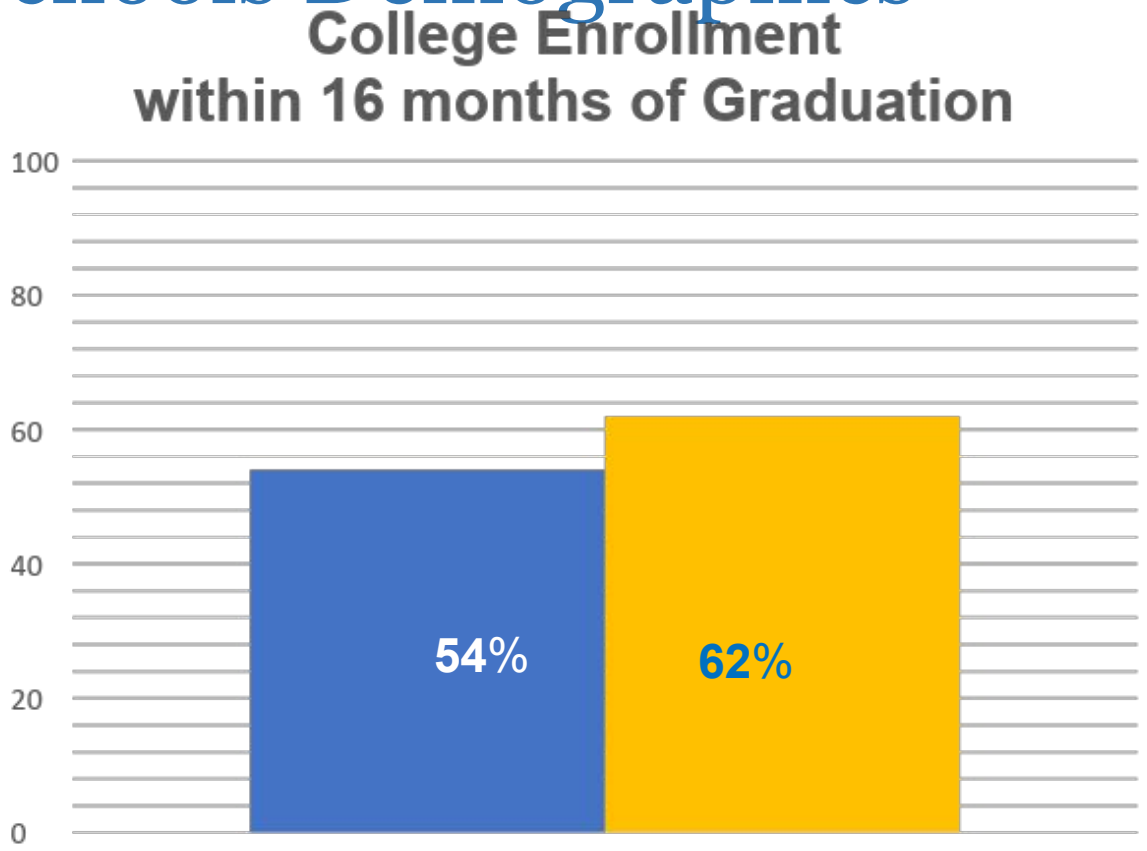
- #3 for highest unemployment rate
- High skills gap among workers
- Natural disaster causing people & companies to leave
- Aging workforce (avg. workers age is 56)
- Lack of competitive wage scale

Problem of Practice

Wayne County Public Schools Demographics



The four-year cohort graduation rate shows the percent of students who graduate in four years or less after first enrolling in 9th grade.



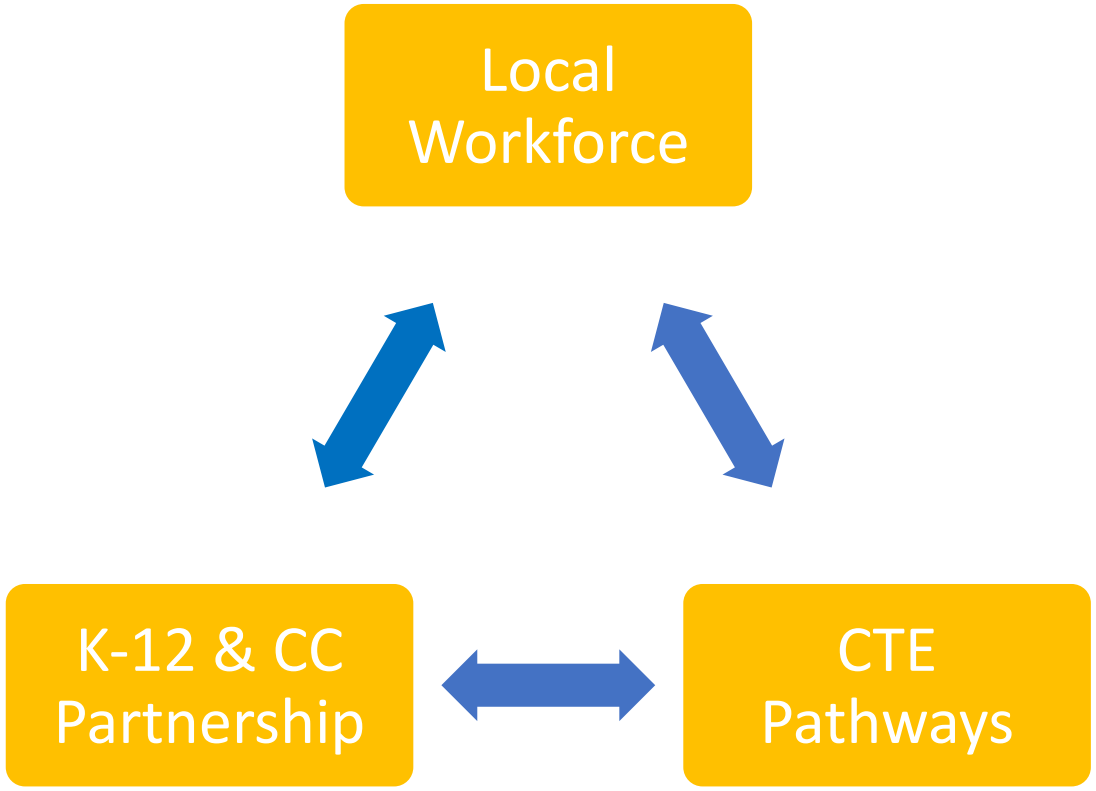
College enrollment is a measure of how many of high school graduates enrolled in an Institution of Higher Education (IHE) within 16 months of earning a regular high school diploma.

46% of students go where??

Source: 2020-21 North Carolina Schools Report Card

Issues Facing Registered Youth Apprenticeships

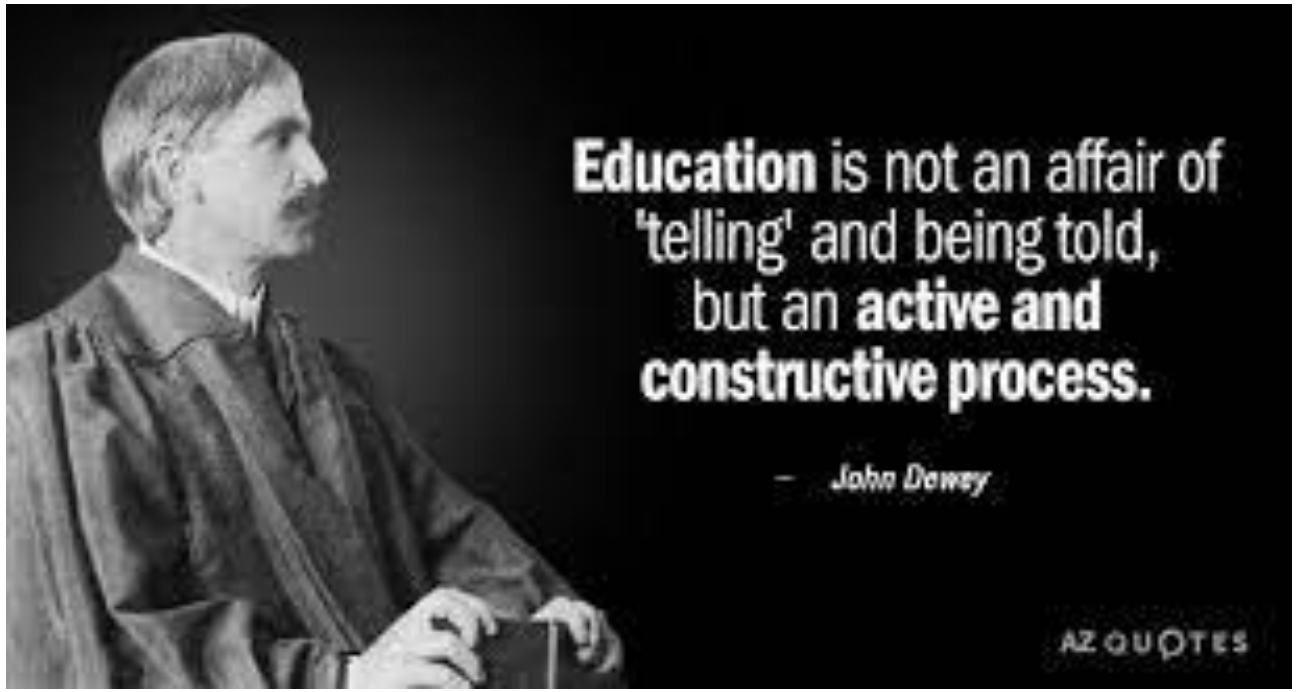
- Lack of business participation creating registered youth apprenticeships
- Lack of CTE Pathways for high school students providing entry into workforce upon graduation
- Lack of collaboration with school systems and community colleges to provide more educational opportunities for students
- Lack of student participation in current apprenticeship program



Theoretical Framework

Educational Training

Dewey's Philosophy of Pragmatism



Job Skills Training

Cognitive Apprenticeship Model

(Brown, Collins, & Holum, 1991)

Model	• Learners observe expert
Coach	• Learners receive expert guidance (mentor)
Scaffold	• Learners perform with support
Articulate	• Learners explain their knowledge
Reflect	• Learners analyze their performance
Explore	• Learners own and extend knowledge

Problem of Practice

How are programs organized and implemented to prepare high school students to be college and/or career-ready?

Two key components to successful apprenticeship programs:

- educational training
- job skills training

Sub-questions to provide insight into gaining a better understanding of creating a successful youth apprenticeship program:

1) What role does collaboration between public schools and higher educational institutions play in preparing students for the workforce?
2) What methods are employers using to meet the need to highly trained workforce?
3) What are the program's stakeholders' experiences, and how do they influence the program?
4) What are programmatic enhancements that can help increase student access to apprenticeships in Wayne County?

Goal of Pre-Apprenticeship Program

Create a program that will:

- Allow high school juniors and seniors to get involved in a pre-apprenticeship program.
- Open pathways toward post-high school career opportunities.

During the program, students will earn the following:

- Industrial Systems Technology Certificate
- Apprenticeship hours to transfer to an adult program
- Career Readiness Certificate (ACT WORK KEYS)
- Apprenticeship opportunities at local industries (pending meeting full-time employment requirements)

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Overview (Where do we fit?)

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8th-12th Grade

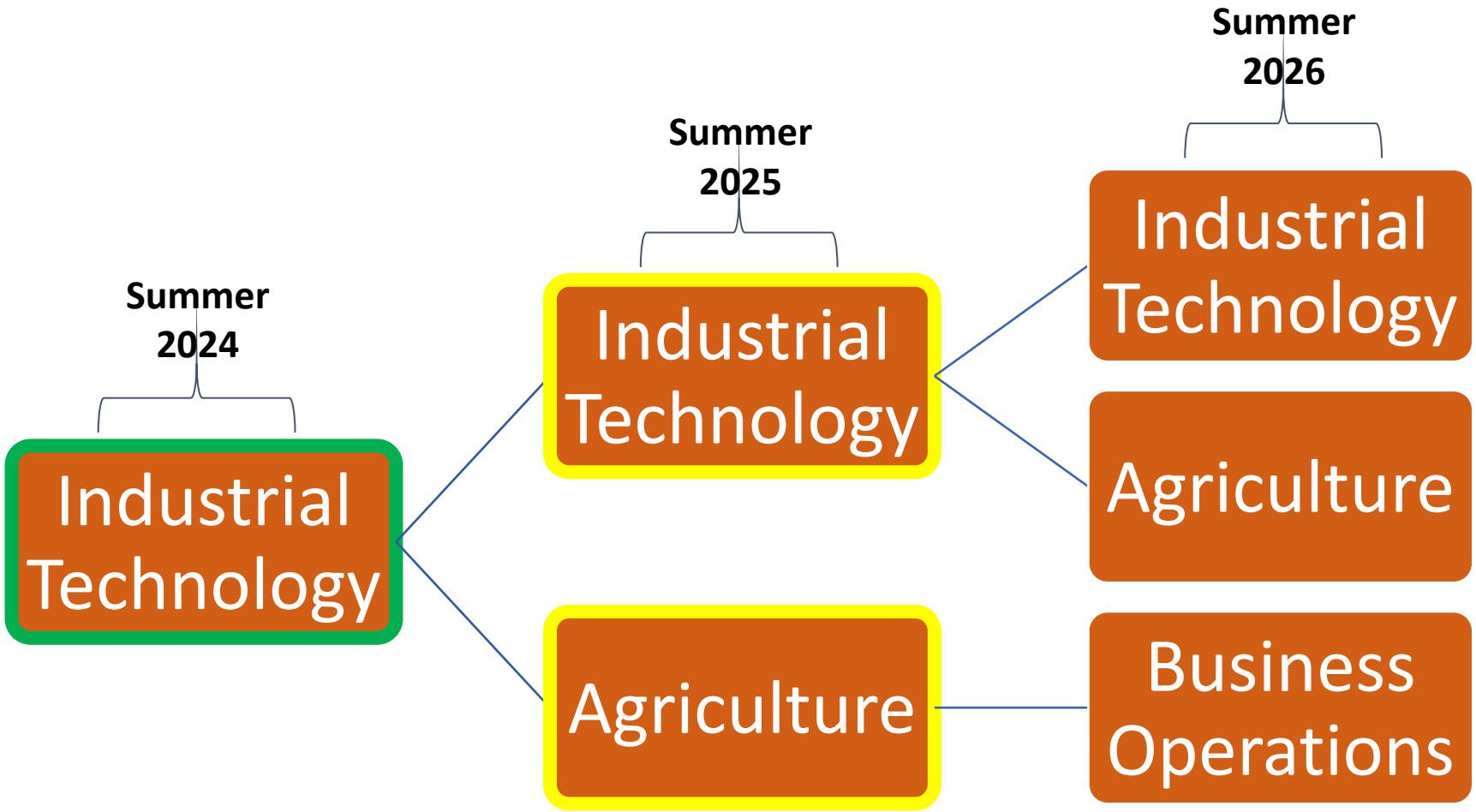
Grade School

Middle School

High School

College

“Growing the SEED”



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Overview

Recruitment and outreach at local middle schools

- Interest must begin in middle school.
- Teachers, counselors, parents, and students are the target audience.
- Time in the program and earning potential should be focal points.
- Introduce counselors and teachers to skilled trades seminars and plant visits.
- A visual career path in skilled trades.

Hands-on in High School:

- 10th-12th grade, get students into dual enrollment courses.
- Current dual enrollment programs include mechatronics and industrial technology.
- Students can earn up to 15 college credits that can be transferred to an apprenticeship program.
- Create a summer internship program.

Started in 3 eastern NC counties in 2024 and will expand to other counties in the region over the next three years.

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Resources Needed

- **Curriculum**

  Already developed through the NC Career and College Promise manual

- **Business Tour Partners**
- **Apprenticeship Resource at each level**

  Someone accountable for the execution and oversight of the program and benchmarks.

  Individuals will ideally be hosted at a centralized county High School

- **Technology cart at each partnering school**

  Funding provided by NCBCE

- **Teachers for summer college courses**

  Provided by the college

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Potential Barriers for Pre-Apprenticeship

The 2 biggest are **TRANSPORTATION** and **SUPPLIES**

Barriers will be addressed by:

- Class fees and supplies would be covered (approx. $350)
- Providing a monthly stipend of $175 (grossed-up)
  - $175 would go toward transportation
  - If transportation has to provide travel (ex. rideshare, carpool), Intern would not get the stipend.

Other barriers will be identified and addressed for future cohorts.

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Summer Pre-Apprenticeship - Initial Plan

Students will earn $15 per hour for 32-hour weeks.

Smithfield will hire 12 students for Summer 2024.

- Total salary of $40,600 for 12 students, including salary, travel stipend, and school fees.
- Students will be paid through the SEED grant managed by NCBCE.

Classes will be paid for through Career and College Promise. Only student fees will have to be covered.

Any junior, senior, or current-year graduate can participate in the program.

Program completers can be interviewed at the end of summer and conditionally hired for the Adult Apprenticeship once they turn 18.

- Any current-year graduates aged 18 can be hired into the Adult Apprenticeship immediately after the program.
- Juniors who will return to high school will continue to take dual enrollment courses through senior year.

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Summer Pre-Apprenticeship - Actual Plan

Students will earn $15 per hour for 25-hour weeks.($2,625 + 300 gas stipend = **$2,925**)

22 students funded through braided funding

NO in-plant WBL experience but **6 industry tours**

Classes paid for through Career and College Promise

Anyone 16 years of age (sophomore, junior, senior, or current-year graduate can participate)

Program completers can be interviewed at the end of summer and conditionally hired for the Adult Apprenticeship once they turn 18.

4 seniors placed into registered apprenticeship (tuition covered under NC Youth Tuition Waiver

Juniors who will return to high school will continue to take dual enrollment courses through senior year at no cost.

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Eligibility Requirements

Freshman and Sophomores

- Must be a high school freshman or sophomore as of the first day of the term (not the course). *The first day of the summer term.*
- Completed MATH I with a grade of "C" or better
- Scored 3, 4, or 5 on the MATH I EOG/EOC
- Scored 3, 4, or 5 on the 8th grade ELA EOG/EOC

Juniors and Seniors

- Must be a high school junior or senior as of the first day of the term (not the course). The first day of the summer term.
- Unweighted high school GPA of 2.8 or better (OR)
- Have the recommendation of the high school principal or designee and rationale for recommendation in place of GPA requirement.

2024 Advanced Manufacturing Academy

Wayne and Lenoir CCs hosted Advanced Manufacturing Academy

- For 2024, classes centered on Industrial Technology, Mechatronics and Engineering
- Students went to school M-W from 9am-5pm, with Thursday being a field trip.

The Academy lasted 7 weeks. During that time, students:

- Took **9 college credits** that will transfer to an adult apprenticeship they choose under the Industrial Technology umbrella.
- Worked **hands-on in Mechatronics and Machine labs**
- **Worked on a group project** that was presented at an end-of-summer showcase for employers and families.
- Trained on **essential workplace skills and resumes.**
- Participated in **mock interviews** with actual HR staff from local companies.

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2024 Advanced Manufacturing Academy

	Monday	Tuesday	Wednesday	Thursday
9:00 – 11:00	MEC 111 Machine Process	MEC 111 Machine Process	MEC 111 Machine Process	FIELD TRIP DAY
11:00 – 12:00	DFT 151 CAD I	DFT 151 CAD I	DFT 151 CAD I	
12:00 – 1:00	LUNCH	LUNCH	LUNCH	
1:00 – 2:00	DFT 151 CAD I con't	DFT 151 CAD I con't	DFT 151 CAD I con't	
2:00 – 4:00	HYD 110 Hydraulics & Pneumatics	HYD 110 Hydraulics & Pneumatics	HYD 110 Hydraulics & Pneumatics	

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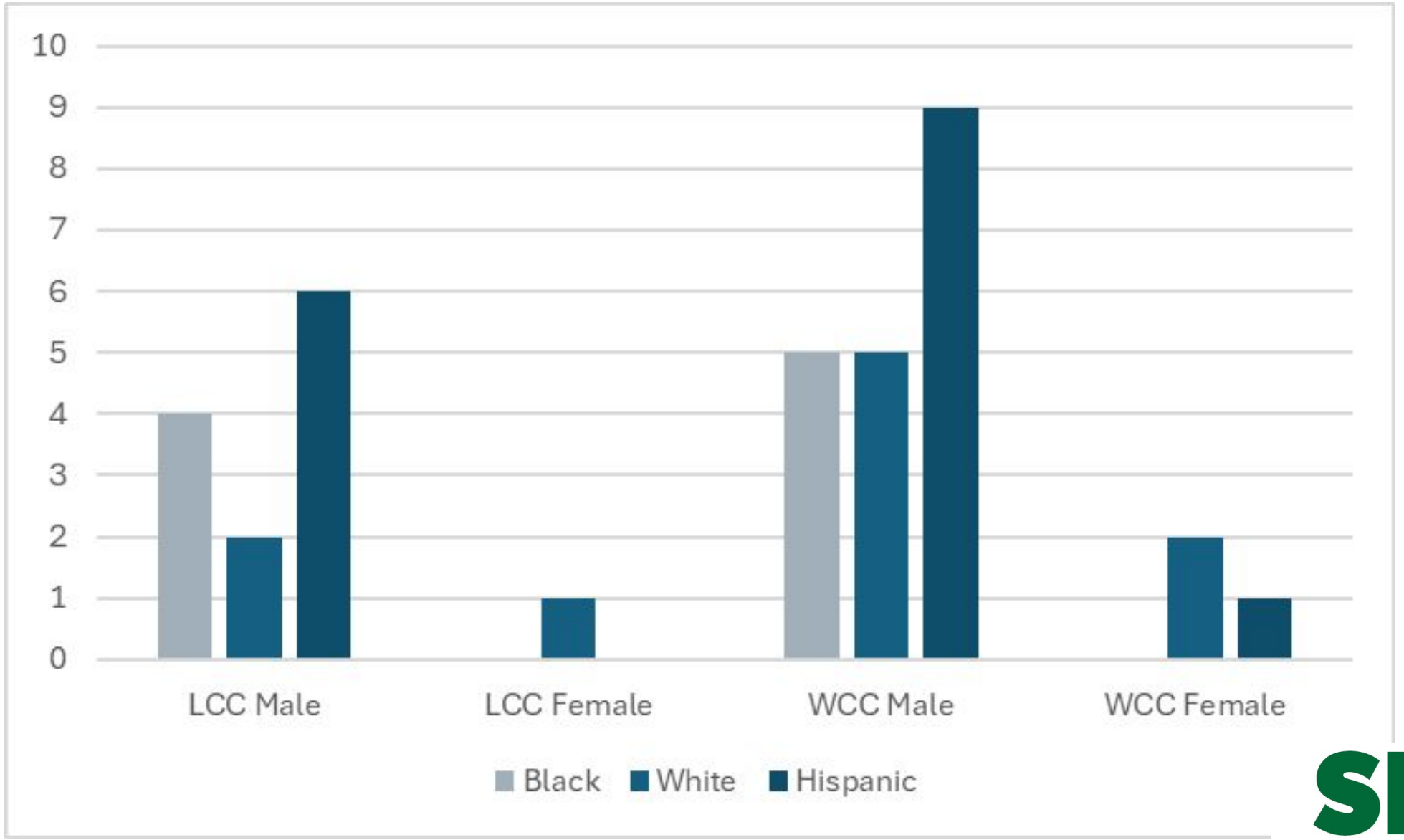
35 students started the program June 2024

Student Demographics



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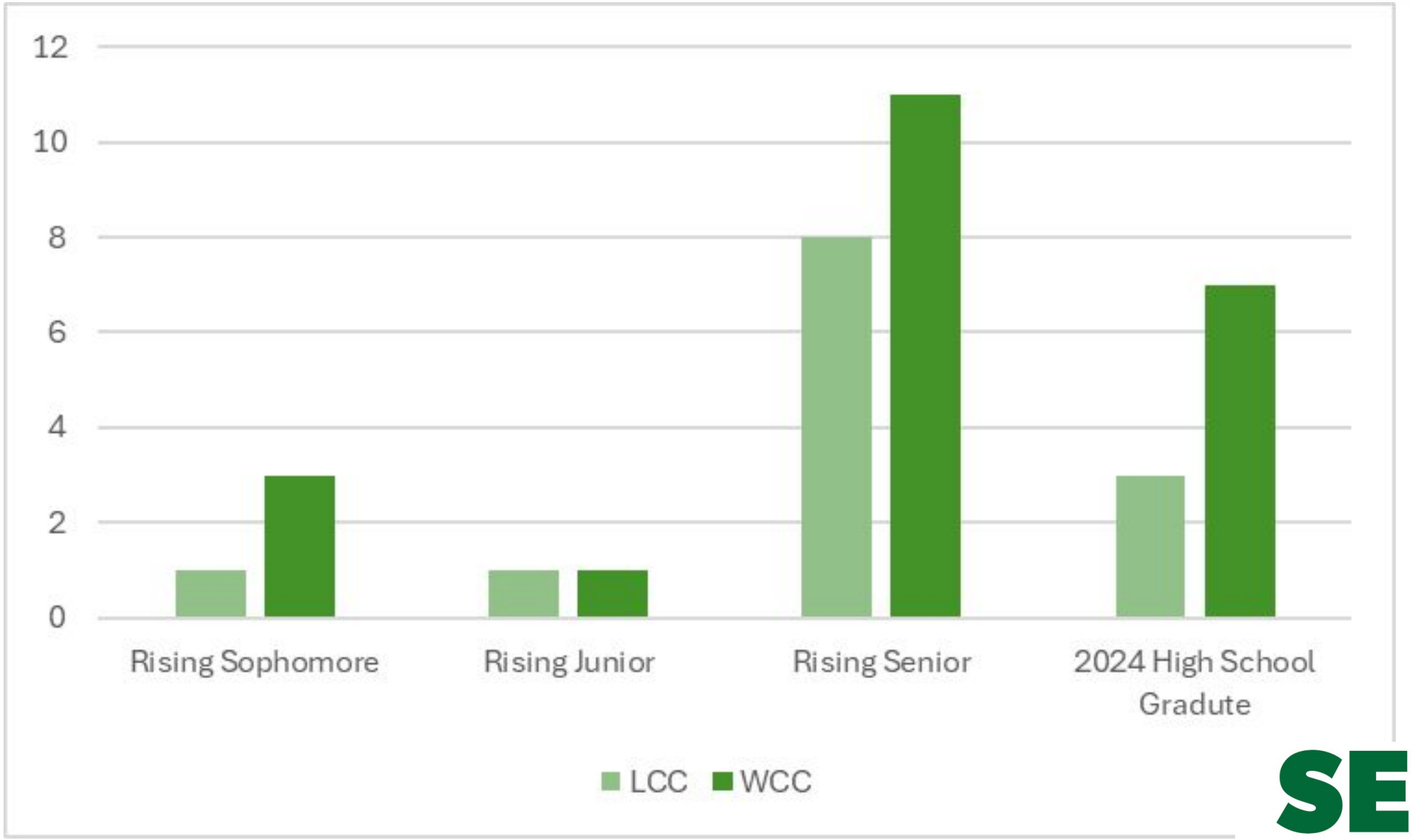
High School Demographics



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7 weeks later

100% COMPLETION RATE

Survey Feedback: 28 of 35 respondents

Would you recommend SEED?

YES= 100%

Responses:

"Opportunities for career growth."

"learn about different jobs."

"excellent alternative to summer jobs"

"showed me jobs I did not know existed."

What would you improve?

Responses:

"Felt rushed"

"make longer"

"decrease homework"

"more tours/more students"

"more companies involved"

What did you like?

Responses:

"The teachers"

"going to companies"

"making new friends"

"hands-on learning"

"the paycheck"

"chances to network"

"the projects"

Did this program influence your future career plans?

Yes= 92%

No= 8%

Responses:

"Better idea of available careers"

"understanding of apprenticeships"

"solidified decision"

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Initial Plan vs Reality

Anticipated…	Reality…
6-10 High School Students	**35** Total Students (all completed)
Students would take 1 College Class	Students finished **3 classes (9 credits)**
Summer work at Kinston Plant	"Worked" at school 25 hours per week
Graduated Apprentice would train students	Trained by College Faculty
Students from 3 Counties (Lenoir, Greene, Wayne)	Students from **7 counties** (Lenoir, Greene, Wayne, Johnston, Pitt, Duplin, Sampson)
Companies involved: Smithfield	**8 Companies involved**: Smithfield, Franklin Baking Company, West Pharmaceutical Services, Prolec GE Waukesha, Asterra Labs, Mount Olive Pickle Company, Masterbrand, YAMCO/Ham Produce
Visits from Gov. Roy Cooper = 0	Visits From Gov. Roy Cooper = **2**

S.E.E.D Stories

Leighton Brown had worked at a machine and supply company through high school but had never had an intensive experience like the one that S.E.E.D offered her this summer. She plans to finish getting her Industrial Systems Exploratory Certificate and apprentice in Spring 2025. Leighton has stated that she had no plans to do either before joining S.E.E.D.

Alan Rangel Vargas had seen himself as a welder, and he is already an experienced one. He joined S.E.E.D. just to see what was out there. Once he got involved in the program and got to visit manufacturing companies, he became interested in the electrical field. Alan has accepted an electrician apprenticeship at a company in Goldsboro, NC, which he started on 8/5/24. Alan has stated that he would not have considered the electrical field or an apprenticeship if not for his experience in the S.E.E.D program.

L-R: Clarence Scott, Leighton Brown, Alan Rangel Vargas, Steve Evans

THANK YOU!