

Internships and Apprenticeships: Successful Strategies for Work-based Learning Experiences

August 18, 2016

Ann Beheler - Good afternoon my name is Ann Beheler and I'd like to welcome you to our webinar the CCTA webinar on Internships and Apprenticeships it is the top of the hour and we will go ahead and begin, next slide.

Webinar Details

Ann Beheler - First of all I'd like to talk about our details of this webinar and in terms of this you will be in listen-only mode using your computer or your phone please do ask your questions via the question window there will be times when we address those particular questions during the presentation. This webinar is being recorded and you will be sent a recording link after we're through. This particular webinar is brought to you by the Centers Collaborative for Technical Assistance with additional support from the ATE Collaborative Impact Project, next slide.

The CCTA is Led By

Ann Beheler - You may wonder what the CTA actually is, it is led by a group of National Science Foundation Centers the National Convergence Technology Center that I lead, the South Carolina ATE Center, Florida ATE Center, Bio-Link and the Network Resource Center at Maricopa Community College.

CCTA Purpose

Ann Beheler - We are leading these webinars to provide technical assistance to DOL grantees and also to NSF grantees and to provide information to others who are just interested in workforce programs in general, next slide. Oh we have it, the CCTA purpose I guess we have pretty well covered we do provide topical webinars on existing and new solutions and this is one of those.

Poll: Your Affiliation

Ann Beheler - Ok we have a poll would you please fill out the poll with respect to your affiliation so we have an idea of our mix between NSF and TAACCCT grantees. Janet, you can show that slide when you are ready of the results. Ok, we have an interesting mix here twenty one percent NSF, twenty eight percent TAACCCT and sixteen percent both with 35% neither and that's very interesting as well because hopefully this information will be of general use to all on the group.

Poll: How many people are listening with you?

Ann Beheler - We have another poll very quickly how many people are listening with you, we need to keep track of this so that we know what's actually happening, how many people we are reaching give you a couple of minutes on that actually probably less than that, probably more like a minute and Janet you can show the result that poll when you are ready. Ok so none would obviously be one person and then we have a few with more than one involved this is very good, good to know.

Today's Presenters

Ann Beheler - Okay without further ado let's talk about today's presenters, I'd like to introduce Elaine Craft who is the Executive Director and PI for the South Carolina ATE Center, she is our CCTA host today. I'm Ann Beheler, I'm the moderator for today and with us we have Rick Roberts from the SC ATE Center who's going to present on internships and we have Barbara Murray who is going to present on

apprenticeships in addition we have Lois McIntosh who has a great deal of experience working with internships and apprenticeships and we'll have a discussion with her at the very end. Rick take it away.

Internships

Rick Roberts - Thanks Ann, I appreciate it. Most of you are familiar with internship programs but in a nutshell internship programs provide an educational experience in which students complement their academic studies with the relevant work experience an internship provides hands-on learning that integrates knowledge in theory learned in the classroom with the practical application and skills development in the professional setting. Internships give students the opportunity to gain valuable experience and professional connections in the fields they're considering and provides employers with the opportunity to guide evaluate those students. It's all about really building long term relationships with business and industry who are ultimately going to employ your students. So, what I'd like to do is take a quick look at the internship elements and then take a look at our model at the South Carolina ATE including our purpose, our design, our program review and how we get feedback as well, so next slide.

Poll: Internship Participation

Rick Roberts - And what I'd like to do is real quickly take a little participation poll, if you can put that up Janet, thank you. Give you a minute to fill this in, just kinda get an idea where people are coming from and whether their involved currently an internship programs or supervising those. So when you're ready Janet we can go ahead and put those results up there. Ok, got a pretty evenly mixed field of individuals here today some that are twenty eight percent are involved in maintaining the program, I'm interested in beginning or expanding so those of you that may or may not have programs and then I'm not involved at all is thirty percent so hopefully be gaining some information about internships today in that regard, so next slide.

Internship Elements

Rick Roberts -So our internship elements in general disciplines and qualifications schools have varying qualifications and also the varying disciplines and which they offer internships and are sometimes broad and varied in those in that regard. In terms of time and year and duration the average internship last about a semester maybe four months or a summer session, going to talk a little bit about how ours the ATE differentiates a little bit from that. The hours some internships are full-time, most range from 10 to 30 hours per week. On this the paid and unpaid level it can be paid and those are preferable but unpaid are more typical of the internships that I've dealt with in the past normally internship doesn't receive any employee retirement benefits from the employer and if you have some questions about pay at least the minimum pay you can refer to the US Department Labor's fact sheet number 71 entitled internship programs under the Fair Labor Standards Act and provides guidance regarding whether those internships should be paid the minimum wage. Credit or non-credit talk briefly about this they can be for credit or non-credit or any combination of this and unpaid and a combination of credit or not credit and paid internships for credit should include input from the faculty advisor and academic counselor and some of those internships actually may tie to a capstone course in some regards. Insurance benefits for the students insurance benefit packages are sometimes offered through the employer but this is more the exception than the rule. And in terms of monitoring evaluation each semester the participating company and the college faculty advisor who is assigned to do the supervision of internship evaluate the student internship working academic performance this will include work ethic, dependability, teamwork, flexibility, communication skills, organization skills and the overall performance of the job, next slide.

SC ATE Internship and Industry Consortium Model

Rick Roberts - So our premise and purpose at the South Carolina ATE internship industry consortium model we want to make learning relevant and internships are provides students with a unique

opportunity to gain those academic and practical experience simultaneously and this is really invaluable to the students and employers as those students move forward and the employers begin to look at those employees who are at the at the local schools. It will promote student employability, we connect the students to employers they gain that diverse in experience in diverse settings and in different employment opportunities, employers build their own future workforce through the ATE internship the college and participating industries prepare students for rewarding careers and highly skilled technician as highly skilled technicians through cooperative arrangement that combines classroom theory with that practical on-the-job experience in their industry. We have industry consortium bylaws and they kind of level the playing field with our particular internship program area industries and the college collaborate on this ongoing development and implementation and evaluation of internship requirements so basically the industry drives those consortium policies and guidelines and the college provides flexibility to align those industry needs and we'll talk a little bit more about this later in terms of scheduling coursework, the sequences, the lengths of the internships as they move forward, next slide.

Internship and Industry Consortium Model

Rick Roberts - Our industry partnership elements, employers with consortium define the program parameters so this could be an all-day internship, it could be a year-round internship, they determine those pay scales that they hire internships into. Our industry consortium members participate directly also in the student screening and selection process and review of resumes, they also determine maximum pay, they recommended an established a Tuesday/Thursday student work schedule, which we'll touch on this a little bit in a couple of slides in how the work segment of the of the webinar and the industry drives parameters and really dictates those needs and the colleges need to adjust to those particular needs in order to be its to move forward and be sustainable. The starting pay for the industry consortium members is equal each company that is in our consortium and in our internship program will offer the same rate of pay for all internships the companies usually have the latitude to increase that after the first three months or so of an internship so really what it is, is a non-compete wage statement between the company so they're not gouging each other for particular internships. A since it's not tied to academic credit in our program those can be in those internships, can be for extended periods of time. Participating companies agree not to hire prior to graduation so they provide pay, work experience in a related field and its really through the time of graduation so there's not that let's grab an intern before they graduate have them come and be employed and actually not receive their degree, so next slide.

Internship and Industry Consortium Model

Rick Roberts - Our industry collaboration is really three things it's essential, it's sustainable, and it's flexible. Essentially provides qualified individuals for area industries through an ongoing proven process of selecting, training and promoting high-quality technicians. The industry dictates needs and when those needs will be met and they will continue to come back to the college so the model is really sustainable if you make it that the companies are engaged in this particular process they'll continue to come back to fill those needs. Each year we host an industry consortium and we review the history and bylaws of the consortium, we go over the guidelines and we also recruit new employers and industries to the table and this usually happens in the fall and this year we're combining that with an internship fair to give companies the opportunity to recruit and inform students about internship opportunities/ Sustainable ATE internships enable any deserving student to obtain associates degree in selected engineering industrial technology field regardless of the students financial status providing paid cooperative work experiences the company's agree to notify any ATE interns of any full-time employee opportunities as they graduate and that's based on the company's need. So it leads to long-term sustainable employment and you want to we want to fill that pipeline for qualified students for our

industries in our area and if it is flexible and incorporates essential skills knowledge and experiences into a coordinated sequence of academic courses and on-the-job training it provides alternative educational experiences for academically qualified individuals entering the technology fields, next slide.

Internship and Industry Consortium Model

Rick Roberts – So let's talk a little bit about our ATE student intern qualifications for the disciplines in our particular internship its, Computer Technology or Network Systems Management, Industrial Technology and Engineering Technology so we use those three particular disciplines as our guide. The GPA requirements our ATE interns are expected to maintain a minimum GPA of 2.5 throughout their stay in the internship program. And the hours and work flexible the participating student attends classes approximately 20 hours per week and works at his or her own company 15 to 20 hours per week and additional hours work are contingent upon the companies need and the students GPA, next slide.

Internship and Industry Consortium Model

Rick Roberts - How the South Carolina Center and FDTC internship works is kind of our model, we paid internships that are really not tied to academic credit so the internships are not tied to any kind of particular length it's not a summer, it's another semester, so they can be extended periods of time and there's no additional credit hours received for that time. Course scheduling by the college which is kind of unique to the program is to accommodate a Tuesday-Thursday full-day internship work schedule so the internship students coursework is scheduled in sequence and timing that allows for the internship work opportunities for example course sequence maybe the students in the academic side Monday, Wednesday, Friday and then working in the internship is scheduled with consortium members on a Tuesday, Thursday. So the building those relationships with faculty are key and the advisors of those identified disciplines are really key to be involved with that and scheduling sequence to make this work. The duration our internships can begin really in the second semester which is not the case that a lot of institutions and continue through graduation so our internships can be year-round starting as early as the second semester and eliminates really any of those restrictions on durations of any of the internships. The hours are limited to 20 hours a week the only exception would be if a student is in coursework that is 3.0 or better and that is available through the employer the increased number of hours. How the ASCE works continued the benefits and insurance depends on the company and how the student is paid on the college student insurance covers a work-based learning here at Florence Darlington Tech, while they're on the site other benefits only if the employer really provides them but it's very, very rare that doesn't employee benefits are given to internships. Our payment methods industry hires and pays the intern directly or they may hire the internship or the intern through an employment agency or third-party hiring agency usually this seems to be in my opinion shorter term and then looks for long-term employment needs maybe one to three months or they may have the internship paid via stipend donation to the Florence Darlington Foundation and I'd like to talk a little bit more about that, so next slide.

Internship and Industry Consortium Model

Rick Roberts – This is kind of unique again to our particular program where the foundation is succinctly involved in the internship program and that the intern is paid a stipend at an hourly rate for hours worked, their paid bi-weekly the ATE provides monthly timesheets and pay sheets to the internship the students receive a 1099 form at the end of the year so there's no taxes taken out from the foundation and the foundation staff facilitate security background checks, runs for drug screening, actually pay the interns, and the invoices are then sent to the employers for the internship payments and a service charge and the service charge which is kind of an upcharge in the early great that we charged those employers go to an ATE account in the foundation to support student recruitment, ATE student activities

and obviously the industry consortium meeting and expenses to go along with that so its way again about a way to sustain the program moving forward. The college flexibility, its management by college staff, I'm sorry next slide.

Internship and Industry Consortium Model

Rick Roberts - It's managed by the college staff and the SC ATE center staff, resume review with the students we provide assistance with resume screening for industry partners, interviewing scheduling, pre-employment services in conjunction with the FDTC foundation. We do an MOA, we do drug screening, we provide the timesheets, we also do tours of industry facilities, any appropriate record-keeping for those particular in terms of, collaboration with faculty and employers are obviously important company relationships and building on those is very important we continue to visit sites and involve the faculty and those as well. Coordinated with other benefits for the ATE and we try to find synergy with other programs supported by the ATE community and in those technology disciplines that we have in our internship program. In terms of evaluation, each semester the participating company is evaluated and the internships are evaluated based on the work and academic performance usually this involves a visit by the ATE staff or advisor to the internship site at least one time a semester and evaluating those areas that we previously mentioned and experiences as a whole in that regard. And we keep track of those as we move forward for quality assurance.

Internship and Industry Consortium Model

Rick Roberts - So in a nutshell as we move forward, it's a win-win the students are provided with work experience in a related field, it provides a better than minimum wage normally in our setting employment, there's a high percentage of leads those internships that lead to employment after graduation, we had an employer just recently that took five of our interns and at the end of the semester they hired all five so we're very happy about how that connection has been working. In terms of employers their expanded access to engineering and industrial technicians in the area, they have the opportunity to screen and select interns, they have the flexible length of internships and the opportunity to grow future job ready workforce. So it's also cost-effective, public-private partnership that supports the economic development emplacement of technicians in the area so that's our program we have questions we can take those at the end so thank you.

The SMART Center

Ann Beheler - Thank you Rick that was very informative, I'd like to move without further ado to Barbara Murray and we are going to take questions at the end so go ahead and keep those questions coming. Barbara is the Executive Director and the Principal Investigator for the SMART Center that is based at Tidewater Community College in Virginia; they are a regional center however, they actually impact people globally in preparing maritime and transportation workers so Barbara take it away.

Barbara Murray – Thank you Ann.

Apprentices

Barbara Murray – Yea, so SMART Center actually works for preparing the national workforce for maritime transportation centers I mean maritime transportation industry excuse me and that mean coast-to-coast, but it also means in the middle of the country and what we've been working with which unique with the SMART Center is actually focusing on the using a registered apprenticeship as our backbone. So as we look at you'll hear it throughout the slides the stackable credentials meaning both academic and industry credentials and that moves right along with registered apprenticeship so let's move the next slide, thank you.

What is registered apprenticeship?

Barbara Murray – And really what's happening with registered apprenticeship just the growth has been amazing in just a short two little over two years ago our President and Secretary of Labor announced that registered apprenticeship double for the next five years. So all of the sound and noise and action you can see we've gone from about 375,000 registered apprentices just simply at the end of 2013 and we are in 2016 at over 400,000 approaching 500,000 apprentices that reach, that work, that awareness, how we're doing that, how we're adding academic credentials into that is all working towards getting over 750,000 register princess in programs throughout the structure piece over the next three years. Let's stay on this slide for a moment, what is registered apprenticeship, five core components but if you don't mind moving back one Janet. But the two major things that make up the core part of registered apprenticeship it's structured on-the-job training OJT plus related instruction. So we look at OJT plus RTI and where one is in a program that's actually part of employed by employer so if you see on the left side they are employed it is for a very specific set of time, for very specific application, for specific courses that one would be taking and competencies that they would pass. Along the way they would be getting paid more, they are paid there's a structured piece with the four-year apprenticeship for example usually every six months that's laid out what the raise would be, what one would be getting for that, at the end of it the golden credentials are going to get International Department of Labor, US Department of Labor Educational Credential called Journey Person or the Journeyman many of you might know about, next.

Registered Apprenticeship Facts and Figures

Barbara Murray - And just some facts and figures that are pretty interesting; over a hundred and fifty thousand employers are participating and have programs in registered apprenticeships, that could be employers it could be labor areas, organized groups, electrical areas that you might be familiar with everything that also into healthcare and IT and various areas in transportation that were working with the port's now. There's over like I said over 400,000 registered apprentices approaching 500,000 now. Your average working salary over \$50,000 so I mean it's very, very well-paid its benefits, full time and there's a future in it. It works the employers look at that and say we've got someone that's here, we're supporting them, to student that's the apprentice is also get an opportunity to get their college classes get their education, get the work experience and that's huge with a mentor helping them. And also over lifetime just an average this could be low over an average of twenty to twenty-five year work time and apprentice actually earns about \$300,000 more than their peers that do not have a journeyman. The return on investment is fabulous its almost one-to-one point five so that one point four seven dollars to every dollar 47 you know percent higher and that percentage works back to increasing productivity, increasing longevity and increase actually just the experience for what the employer has.

Registered Apprenticeship by the Numbers

Barbara Murray - This is great information right here, again this is where we're currently at with numbers apprentices, the new programs and new apprentices that were just added that increase that number in 200,000 just simply in 2015 with this action. And those that are completing the numbers of course is more because they have more active program, next.

Reginal and National Apprenticeship Partnerships

Barbara Murray - What really works what SMART Center has been doing by using registered apprenticeship as our backbone is working with both regional and national apprenticeship partners. So if you look at the top of that star and you see SMART Center over there in Virginia, but we have partners that we work with obviously all the coast because of the maritime peace and with many of these

companies of large companies have multiple sites that makes them a national apprenticeship program and some are regional and then we're working with the colleges in the region doing many pathways that start as early as high school with dual enrollment and then students that might be coming out of the military, could be working with the government and getting paid that direction, our partners and students with the ATE centers and then working super close with employers and meeting where we going next California and Washington is a large need for some of our partners. We are going to have an opportunity here shortly to actually talk to one of our large national partners to help start this so next.

Join RACC...

Barbara Murray - So who are some of these partners, these are our folks that SMART Center worked to set up programs with many of them, such as Oceaneering, Bae Systems, the various ports you see on the left there are all programs that are actually have set up national programs meeting a student might be enrolled in Virginia and they could actually do some work on a contract for example in California scholarship, the ports what we're looking to do is start from the beginning and make this national program or perhaps the Port of Houston and the Port of Baltimore both have crane operators using the same information, same credential that would cross the person over they could have be a journeyman in Virginia and move to California and they would know that they have the same standard education, the competencies, the skill sets and so it works it works on that end that it is very portable.

Untitled Slide

Barbara Murray - The job tasks you know and that those are once again very specific we're looking just for a moment and I'm going to ask Alan Walker to come and talk to us about he was actually the Director of Apprenticeships for Bae Systems. Alan is on the phone here and Alan helped work with developing what became a regional international program a very large company and where we have over 15 occupations, four year program, 2000 hours a year which is full-time and then the different occupations were focused on. Alan would you like to talk about what the Bae System does and your program?

Alan Walker – Sure.

Barbara Murray – You can go on Janet.

Alan Walker - Yes thanks Barbara. So Bae Systems we're one of the largest nuclear repair ships in the nation we have multi sights on East Coast, West Coast, gulf coast and in Hawaii and one of the things we use the apprenticeship to do is not only to prepare future workforce but really build our future leaders our next generation of leaders. I had the opportunity, I am a graduate apprentice from a long, long time ago but when we started looking at redoing our program about 15 years ago there were some things that we knew we could be successful in. First off we could come up with good mechanics, come out with good supervisors and future managers and leaders and one of the things that we want to do as we change it was take not only the Department of Labor industry credential but also add an academic or a stackable credential that they would kinda gotta go as you know as they were learning that would be also earning some credentials along the way. Our particular program was four years and we pay for their college tuition to get these academic credentials as well, its full-time job uh so they're working as well as it's going to school and we were very successful when we redid the program. The occupations we sat down and using subject matter experts are our mechanics that did the job and supervisors that oversaw it and develop the work processes, enlisted the help of Tidewater Community College to kind of supplement with some of the needs you know from Math, English and other technical skills to help

make them successful and again we were we were pretty successful turning out the apprentices there and actually just preparing our future workforce with other leaders, Barbara.

Barbara Murray – Yes, thank you, next Janet.

www.maritime-technology.org

Barbara Murray - So what we can show here and we're next just going to talk about where you can find more information regarding what Alan was saying, where you can find more information specifically about apprenticeship, if you look at the buttons there we've got apprenticeship place where you can actually go find more information, more details, next slide Janet.

www.maritime-technology.org

Barbara Murray - The videos, the apprenticeship link, if you're a student, if you were someone from military going to maritime and the different transitions. What we're going to show you now is videos the SMART Center has, what's called SMART Choice Videos and there's about 70 now they all feature apprentices and right now is your screen goes blank, we're going to show you this video, you'll need to hit escape to watch this. (Video starts)

<https://www.youtube.com/watch?v=WKPElhvqHII&feature=youtu.be> (video ends)

Barbara Murray - And that's a sample of what you will see on the website, there's many tools, there's areas that you can go into to also look at for the Department of Labor Apprenticeship area, where you can get the toolkit, you can get the forms and you can also find out what other programs are in your area, you could search the occupations also. So this is and if you're interested of course the SMART Center would be happy to send you some of the videos and send some things we use for career days and for events.

Why registered apprenticeship?

Barbara Murray - You know why would you use registered apprenticeship and underlined here just kind of summing up again some of the win-win scenario with employers Alan was talking about working with education, getting what they need, getting long-term employees that actually you know work to actually bring more value to the company and then the employer also has something that themselves that they can take further. It's a model it's been around for over seventy years it works, it's been working in many different industry strands and it still provides and produces world-class talent that usually stay on for many, many years just as Alan has done this for over probably close to 30 years in shipbuilding, ship repair and with BAE Systems. Other companies you recognize there such as Walgreens, Blue Cross, Ford, Chrysler, Whirlpool some of those huge companies have programs throughout the nation and then there's smaller ones some only have one or two. It's adaptable, its flexible, it can be set up to work directly with that with the company's needs are and working along with that education entity whether that's a community college or private area or their own programs. What do you get at the end?

Registered Apprenticeship Credentials

Barbara Murray - I mean again the prize is a nationally recognized certificate given an example similar to most people know what an RN is a registered nurse, whether you went to a program that was a registered program in Montana or Virginia you have a nationally-recognized certificate that spells out your education and your experience and certain components in certain areas. Other is the employers can be recognized as something new something fairly new only two years old is Apprenticeship USA Leader and you could apply to be that. The credentials are stackable meaning that you're on interim credentials oftentimes with a college or academic credential it could be a welding credential, it could be

experienced report were depending what your occupation is, along the way to earning this total credential that you could take that out and getting more put coming in, next.

SMART Maritime Career Pathways with Registered Apprenticeships

Barbara Murray – Career pathways are on the website and there's a place where you look at it says career pathways, it's really was a world of work and many ideas and opinions that came in that show what is our audience that we serve from SMART Center, from ATE center for example with veterans, a college graduate, a re-careering person, a young person coming from high school, what would they do, what do they take next, how do they prepare, if you see the bottom of the blue arrow and what they can learn, those first academic credentials those could be earned they could get them into an apprenticeship program easier they stack along with those next industry credentials, could earn an industry credential that tops that off, getting an associate degree and moving on up along the way they move up, the pay goes up, next.

Apprentices “earn and learn” resulting in higher pay form the beginning and early graduation

Barbara Murray - And that's what this is showing, if you look at there and focusing in on the middle, the associate degree, the bachelor degree and apprentice and we know this is the overall we look at most new apprentice grads are actually earning more than students graduating with a bachelor's degree and the beauty of that also is with that earn learn model they're usually not only making good money and getting benefits but they don't have the bills because the employers usually will pay for all of their schooling and so when they get that education piece they are moving right out there, they're becoming leaders and many of those most inspired will go in to advanced degrees, some will stay at that apprentice graduate with their journeyman and some are going to go ahead and finish their degrees and so that's where we were looking at earlier that over lifetime \$300,000 to \$400,000 more that someone's working that they will earn over their lifetime because of having that journeyman, next.

Education in Maritime and Transportation Pays

Barbara Murray - And this is again something about education pay, if you look this is just one of the tools that's on the website one of the ones that work really well to get that big snapshot that big picture and looking at maritime jobs and transportation jobs, if you start at the bottom of this list and look up starting from high school or high school diploma what could one start with, what do they get paid by minimal skills or education there, as they learn more get more credentials you see that the pay goes up. Examples of those types of jobs and as you skip the middle of the page with the certificate, degree and then register apprenticeship above that you see salary range from about \$40 to \$70 or \$80,000 depending on the occupation cap that off with an advanced degree and it goes up. So one of the things you also saw and I'm gonna make sure we take away with.

ApprenticeshipUSA

Barbara Murray - It's the RACC The Register Apprenticeship College Consortium, again a newer entity that was begun by US Department of Labor Apprenticeship USA about two years ago and we would love for you to look at this website join that learn much more about it you could become an education institution now can become a sponsor where that wasn't before, so you can learn more about that. Collectively their going to be doing their first conference this fall at the end of October for the registered apprenticeship members that are in college consortium and so I invite you to learn more about that, ask more questions and go in there and find out how you can become a part of that if you're interested. Ok, Alan do you have anything to add?

Ann Beheler – Thank you, go ahead.

Alan Walker - Just say one thing you know why an apprenticeship well an apprenticeship and I'm going to talk like a parent now, why wouldn't you want your child to get a job where they're going to pay for education even outside of work and in a three or four year timeframe of earn you know better than \$50,000 a year and at the end of that have a college credential, an industry credential and no student loan debt and on top of that of apprentices graduate apprentices are retained by businesses and in fact become future leaders so that's kind of my plug for the apprenticeship.

Barbara Murray - Thank you.

Questions?

Ann Beheler -Okay thank you very much, thank you Rick, thank You Alan, thank You Barbara, I have a few questions here that have come in and feel free to ask more you may certainly enter more. One question was that they wanted to see the slides and in fact the slides for this webinar and for all the webinars that we've ever done are on www.atecenters.org/CCTA once again www.atecenters.org/CCTA. And further if you're on this webinar you will receive a follow-up email that tells you when the slides are available from this particular webinar and the recording is also out there for all of the webinars that we have done in the past. Another question I had come in was that someone asked how a consortium can be involved it sounds like internships are with individual companies, maybe you could address that Rick, about how a consortium of companies or consortium of educational institutions might be able to work together and then Barbara you may want to do that to.

Rick Roberts – Ok thanks Ann, I think what the strength of that is, is now you've got the community beyond just the school's you've got the edge, you've got the companies out there who are actually employing the individuals and their strength in numbers the way we pulled that together was we let them kind of take the lead on yes there's a need in our particular area for those particular disciplines in their particular companies and they developed the guidelines, the rules, there was actually at one-point a membership fee that was charged and we're not doing that right now but there was and the companies actually agreed to pay that fee to be in the consortium so what happened for us was that initial need was out there we went out and decided that we were going to try to address that need and the consortium kind of built itself from that point. It is a process and it does take some time and it does take a lot of approaches to get people involved and to keep them involved but I think with the consortium there's kind of that strength in numbers and there's that overall view of we have a need as a community not just company to company and its everybody kind of helping themselves and benefits to students in the long run in the benefits the college.

Ann Beheler – Ok, Barbara do you want to comment?

Barbara Murray - Yeah um actually interestingly some of what Rick said but also we developed something called Ameritech the Maritime Consortium started with the task force over 10 years ago because that consortium piece worked well is an education and Industry component so what we have in education is we have the information but we can't necessarily go out there and go on site and put students on site for industry, what industry needs of those students and need to have input but they can't necessarily go out and pluck out the students or go in to classroom to talk to them the consortium brings up together where an even playing field and informational exchange we have monthly meetings now for the Maritime Technologies Consortium is really what the backbone of what became the SMART Center. There's over 40 almost 50 members of this and at anybody from counselors to the Deans to the

employers to new programs that begin and from that they've been able to lay out here's what we need next, here's what we don't have, here that we're looking for, education is able to hear that were able to solve things and I'm actually going to skate it just a up to the minute here and punt it to Alan. Alan walked in as an employer that helped get that started, Alan you want to have a couple more things to say?

Alan Walker – Yeah, one of the values that the consortium is obviously similar industries they're extremely competitive we don't share stuff back and forth but we all had a common problem in that we couldn't bring the skilled workforce entry-level workforce to our places of employment so through the consortium and through the efforts of the college and all we were able to drill down okay what do we need collectively and then leverage that to really have an effect on getting a better prepared workforce in our area so the consortium was invaluable with that because without that with collaboration that we had so.

Ann Beheler – Okay, there are a few more questions I will suggest that at the end we're going to have email addresses for the folks that are presenting and so if your question did not get answered please go ahead and email the people presenting and I'm sure they will answer. Janet, could we go to the next slide.

Work-based Learning Opportunities

Ann Beheler- At this point I would like to turn it over to Elaine Craft and Lois McIntosh to discuss actually experience of work-based learning opportunities, Elaine and Lois.

Elaine Craft - Thank you and we've heard that the apprenticeship program is a fairly structured opportunity for students to get the work based learning experiences and if you do internships it's there's a lot more flexibility and the college is going to have to take the lead on setting a number of things up. So I thought we would talk with Lois a little bit about her experience, she's had a lot of experience in both arenas and in terms of an internship, where would you think that the in the college curriculum where a student could be placed in an internship? How early? How late?

Lois McIntosh - Well Elaine, I would say for the college realm that it could start the freshman year for the second semester, I would say the second semester is not too soon this will allow the student of the semester to get adjusted to college life after the first semester so we even have students in high school going into internships and apprenticeships as you heard from Barbara, so I would say the second semester.

Elaine Craft – Ok, what about managing the employer expectations regarding what a student knows and is able to do, how do you ensure that the work they assign to an intern is challenging and relevant to the students program of study but not unreasonable and also not just busy work such as filing or housekeeping task?

Lois McIntosh - Well that's when you have to really work with the employer to make sure that the internship is well defined. Make sure that you whoever is over the career service area has really been in this process to make sure that this is defined so that the students will have a meaningful experience. When it comes to the apprenticeship those standards are already set by the employer and Department of Labor as we heard before.

Elaine Craft - So what about getting your students ready to go out into the workplace, there are many considerations Rick talked earlier about making sure they're covered by insurance and that sort of thing but you know who at the college really need to be involved in that process and what do you do to prepare the students themselves, their parents behavior, work ethic, you know that's something.

Lois McIntosh - Well one of the things that we did was we prepared the students through mock interviews, we talk to students about dress, we make sure that the students was talking about those employability skills, making sure that they knew how to come to work on time, all of those types of things are important in this time and making sure that they have those critical skills in place for apprenticeship or internship.

Elaine Craft - And who at the college should be involved in this process, you talked about mock interviews, resumes and you know the various prep steps.

Lois McIntosh - I would say your career service area and your counselors and faculty, yes.

Elaine Craft - So Lois, once you get your program set up and you get your students out there and you're trying to match a student to an industry situation, how do you get the right fit and what do you do if it ends up not being a good fit?

Lois McIntosh - Well that can happen, you can well one of the things in getting the right fit you really have to make sure that you have had that relationship with the employer we heard that before when Barbara talked before about the apprenticeship we want to make sure you have good relationships with employers because if you don't have that right fit that student can break the program. But we've had that situation happen and we had a great relationship with the employer and he came back and got another one that student just wasn't a good fit because that student just didn't have the critical skills that they were looking for at the time. You need to make sure also that those job descriptions of what the employer is looking for is all defined and everything.

Elaine Craft - Yeah I actually Lois, had a situation one time where we placed an intern and he came in and reported that he was unhappy and he wanted to quit. Well we just were confused about this and so we started talking with him we said well what is it about the company's that's not working for you and what we learned is that this particular student was a farm boy, he's spent his entire life outside hunting, fishing and just doing things outdoors and this was the first time that he worked indoors in a plant with no windows a full eight hour shift and he realized that that was just not for him and fortunately because we found out about his unhappiness and did have that good relationship with the employer we were able to get the employer a different intern and we placed this young man with the power company who had a great opportunity for him that involved a lot of outside work. So I think fit can be a sort of a work environment situation in a culture of the industry as well as the skillsets, don't you think?

Lois McIntosh - Oh yes most defiantly fit is very important, yes.

Elaine Craft - How do you suggest that people go about evaluating these programs once you've got your students out into the workplace, that feedback loop we've heard from all of our speakers is really important and of course that's labor-intensive it takes somebody out there to do it, so what are your suggestions in terms of how you make sure you've got a good feedback loop and evaluation process in place?

Lois McIntosh - Well for us, one of the things that we did we had a coach in place where we met with employer and met with the student and we had evaluation forms for the employer and for the students that feedback is necessary for the student and the employer in order for it to be a win-win for both. So we definitely made sure those forms were done and met with employer on a quarterly basis just to making sure things were going well and just also make sure that the student that they are sometimes the student may tell you someone at the college something that they may not feel that they are comfortable in telling employer yet and having those relationships with both will help make it a win-win for both.

Elaine Craft - That's good advice Lois. Do you have any other tips from your experience in the field with this that you'd like to share with our audience?

Lois McIntosh - Well the only thing I can say Elaine is that we continue to make this a win-win is by communication with both the student and the employer, the relationship is the main thing and that will always make a win-win for both.

Elaine Craft - I think you're absolutely right about that. Okay Ann, I think we're back to you, if there are any more questions and closing.

Join Us – All Webinars 3 pm Eastern

Ann Beheler - I think we will move on past the questions at this point and we're going to talk about the next webinar you see that showing. This is a webinar to focus on using social media, I'm working with Gordon Snyder who is also heavily involved in the ATE program on a research project right now on using social media as a tool for not only reaching a greater audience but as a tool for actually growing enrollment and I hope you will join us for this particular webinar, I think you'll find it fairly interesting for you and then we have other upcoming webinars that are listed also at the website that is shown below. Alright next.

Webinar Survey

Ann Beheler - Could we skip to the next slide first which shows the contact information and let that show.

Contacts

Ann Beheler - For just a bit so that people can write down those contacts again this will be on the website in a few days, but if you are just really wanting to ask another question this might be the way to do it and actually now that I look at the timing we may have room for one more question, so I'm going to make a inaudible call here myself and ask one of them Barbara are you still on?

Barbara Murry - Yes I am.

Ann Beheler – Ok, there was a question that you mentioned that apprentice folks oftentimes earn more than Bachelor's degrees, do you know whether or not that is still true 10 years later for the Bachelor's degree in the apprentice?

Barbara Murry - It depends on what the occupation is and then what the degree is and actually if you don't mind I'm going to it actually happened for example with Alan with many the, they had over a couple hundred apprentices that he managed and watch this go through Alan, do you want to give an example?

Alan Walker - Yeah best example I have is one of our graduate outside machinist she actually was the first one to graduate with Associate of Applied Science in Maritime Technologies and right now today she is out working in Hawaii's as a Program Manager probably making this is you know some where approaching about 90 k with the two-year degree and that is right at the 10-year mark actually 10 years of employment six years post apprenticeship completion that's about the best example I have. A good portion of the people at least in my industry will make you know would exceed 75k at a 10-year mark of employment if their a graduate apprentice.

Ann Beheler - So compared to bachelor's degrees what a bachelor's degree be making at that point in the kind of area that where she is?

Alan Walker - That would probably be like a Mechanical Engineering Technology and I would think she would be pretty comparable to be honest with you.

Ann Beheler – Ok, alright and another question Rick how might you get an employment agency involved in helping with an internship program or do you have any ideas about how to do that?

Rick Roberts - Yeah thanks Ann, most of the third-party employment agencies are really contracted through the industry's themselves but we do have specific contacts if we wanted to do that through our program but a lot of those are kind of through the companies themselves that kind of already established that there be using those third parties to hire temps or part-time employees so they just morph it into the internship program as well. Elaine, you've got a little history on that if that's any different.

Ann Beheler - Okay all right thank you very much. I'll turn it over to you Janet we're going to ask you please to do our survey or end of webinar survey again we need to go through and learn what we might be able to do better and what you liked. So we appreciate you coming today thank you Rick, thank you Elaine, thank you Barbara, thank you Alan, thank you Lois and thank you Janet for the brains behind the technical side of this, she's done a very good job of helping with us and we appreciate all of you for coming today, thank you very much.