



Expanding the Geography of Opportunity Through Sector-Based Training & Apprenticeships

(July 2016)

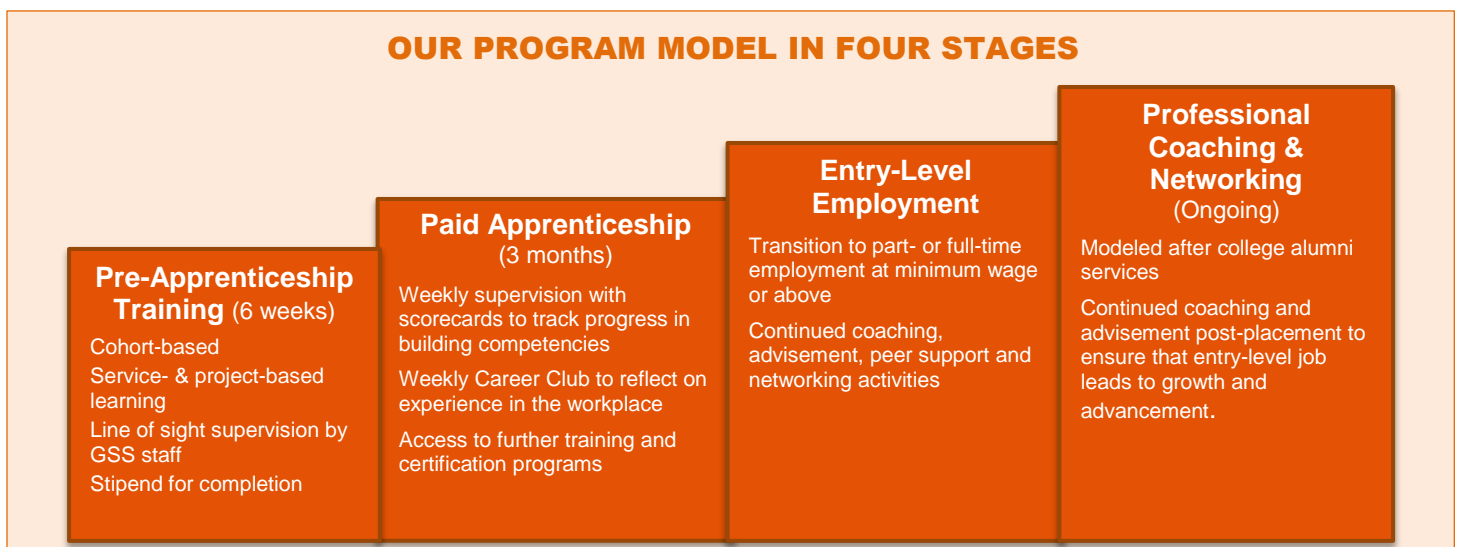
Geography plays a major role in determining access to stable work, and the health and well-being that comes with financial security. In the South and Central Bronx, nearly one in four young people ages 18 to 24 are “disconnected”—neither in school, nor working—and, in effect, excluded from pathways to steady employment and mobility.¹ In response to the employment needs of these young people and the entry-level hiring needs of prospective employers, Good Shepherd Services has designed a modular, neighborhood-based training and apprenticeship program that combines social and emotional learning and employability skill development with apprenticeship opportunities that lead to employment at small- and medium-sized businesses in New York.

EVIDENCE-BASED TRAINING & APPRENTICESHIP MODEL

Recognizing the social and economic costs we incur by ignoring structural barriers and disparities in opportunity, **Good Shepherd Services (GSS) is pioneering a new approach that combines what we know about youth development with rigorous, employer-driven training and apprenticeships.** Because employment tends to be “path dependent,” meaning those with more work experience are more likely to work, our program places participants in apprenticeships with potential employers.² And rather than focusing exclusively on how to get a job—like most traditional job readiness programs for young people—we concentrate on preparing participants for the norms and unwritten rules and expectations of the workplace so they can get and keep the job.

- ✓ **Learning by doing:** Research shows that young adults learn best when they have opportunities to practice new skills and behaviors.³ So participants begin with pre-apprenticeship training designed as a true work environment with expectations to meet, projects to complete, deadlines to honor, and colleagues to work with. As part of pre-apprenticeship training, participants work in teams to plan and execute a community betterment project of their choosing under the supervision of the Manager of Training & Apprenticeships.
- ✓ **Stage-based programming:** Informed by change theory, our programming is designed to meet participants where they are in terms of their readiness, willingness, and ability to engage.⁴ The training and apprenticeship programs are stage-based meaning that participants move through phases, building and practicing new competencies as they go. If they disengage or act disruptively, they may be returned to a prior phase, but they can always earn their way back into the program through a restorative circle.
- ✓ **Cohort-based approach:** Our training occurs in cohorts to foster a sense of belonging, shared purpose and interdependence. Research shows that being part of a tight-knit, reliable group of peers with a common goal enhances young adult learners’ skill development and positively impacts their persistence with a program.⁵
- ✓ **Life Coaching:** Participants are assigned a Coach whose responsibility it is to support, guide, motivate, advise, role model and consistently show up for them. This is informed by research showing the importance of relationships with adults (and peers) as key to young people’s capacity to feel connected, navigate day-to-day life and engage in productive activities.⁶

OUR PROGRAM MODEL IN FOUR STAGES



RESPONDING TO EMPLOYERS' NEEDS

Our training and apprenticeships are designed to address our employer-partners' hiring needs. Research shows that participants in sector-based employment programs like ours earn significantly more, are more likely to work, work more consistently and, by Year Two, work more hours, earn higher hourly wages, and are more likely to work in jobs with benefits than control group members.⁷ Hence our goal is to train young people to meet the *specific qualifications* our employers seek in their entry-level employees.

STAGE 2 OF OUR MODEL: A PAID APPRENTICESHIP WITH WHITSONS

GSS pilot apprenticeship program is a partnership with food service and management company, Whitsons Culinary Group which provides institutional and corporate dining services, prepared meals, and vending services to public and private customers.

The food service sector is a logical partner for us. First, it currently faces human resource challenges including a shortage of experienced cooks to fill open positions, and a skills gap in the few candidates who are available to fill them. Second, apprenticeship is a time-honored approach for training skilled workers in the culinary field.


Our program addresses the sector's hiring challenges through a combination of coaching, and both formal and on-the job training. Each month of Whitson's apprenticeship covers a distinct set of job responsibilities and tasks (pictured right). Participants develop the practical skills and experience they need to work in Whitsons' kitchens, and they have one foot in the door when applying to fill their job openings. We provide participants with a roadmap, including relationships, support and access to credentialing programs so they can work their way up from entry-level jobs to higher paid management positions at Whitsons and elsewhere.

PRELIMINARY PILOT RESULTS (Oct. 2015-July 2016)


Target number: 17 | Total served to date: 18


Enrolled in Paid
Apprenticeships


Employed


Enrolled
Full-Time in
the Aveda
Institute


Accepted
into SYEP


Enrolled in an
HSE/TASC
Prep Program

Phase 1: UTILITY WORKER

Core: diversity, customer focus, sexual harassment

Food safety: effective hand washing techniques; promoting personal hygiene

Workplace safety: back injury prevention, personal protective equipment, safety awareness, lifting & carrying

Phase 2: PREP COOK

Food safety: intro to food allergens, overview of food management system, measuring devices and cookware

Workplace safety: knife cutting techniques, intro to hazard communications, slip, trip and fall prevention

Phase 3: LINE COOK

Food safety: proper handling of food allergens, preventing foodborne illness

Workplace safety: standard labels, pictograms & hazards, safety data sheets

For more information, contact **Lynne Echenberg, Director of Strategic Initiatives**, Tel. 212.381.0275; email: Lynne.Echenberg@goodshepherds.org. Please also visit: <https://goodshepherds.org/>

Sources:

¹ American Survey, 2014 1-year estimates, PUMS file.

² Sum, Andrew, et. al.. The Path Dependence of Teen Employment in the U.S.: Implications for Youth Workforce Development Policy. Center for Labor Market Studies, Northeastern University, 2007.

³ Conlan, J., Grabowski, S., Smith, K. Current Trends in Adult Education in M. Orey (ed.) Emerging Perspectives on Learning, Teaching and Technology, 2003.

⁴ Prochaska, J., Norcross, J. & DiClemente, C.. *The Revolutionary Program that Explains the Six Stages of Change and Teaches You How to Free Yourself from Bad Habits*. New York: W. Morrow, 1994.

⁵ Drago-Severson, Eleanor, et. al. The Power of a Cohort and of Collaborative Groups. National Center for the Study of Adult Learning and Literacy, Vol. 5, Issue B, October 2001.

⁶ Gambone, Michelle A., Klem, Adena M. & Connell, James P.. Finding Out What Matters for Youth: Testing Key Links in a Community Action Framework for Youth Development. Philadelphia: Youth Development Strategies, Inc., and Institute for Research and Reform in Education, 2002.

⁷ Sheila Maguire, Joshua Freely, Carol Clymer and Maureen Conway. *Job Training That Works: Findings from the Sectoral Employment Impact Study Public/Private Ventures Issue Brief*, May 2009.