



DALLAS COLLEGE WORKFORCE SCHOLARS PROGRAM

POLICY RESEARCH PROJECT REPORT

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Abstract: The LBJ Consultant Team partnered with the Dallas College Workforce Scholar Program to provide a strategic plan that ensures programmatic sustainability and provides the foundation for further program expansion. The team conducted best practices research, conducted a thorough program evaluation, and facilitated stakeholder engagement to answer questions about the value and infrastructure of the program. This document is the comprehensive program report that encompasses our methods, findings, and recommendations with an associated three-part deliverable that offers next steps on how to accomplish our strategic recommendations.

TABLE OF CONTENTS

1. PROJECT INTRODUCTION.....	2
1.1 The Client: Dallas College.....	2
1.2 The Project: Dallas College Workforce Scholars.....	2
1.3 Community Scan and Policy Landscape.....	3
1.4 Needs of Client.....	6
2. PROJECT APPROACH.....	7
2.1 Overview.....	7
2.2 The Research Questions.....	7
2.3 Methodology.....	9
2.3.1 Survey Assessment.....	9
2.3.2 Best Practice Research and Literature.....	9
2.3.3 Semi-Structured Interviews.....	10
3. KEY FINDINGS.....	11
3.1 Analysis of Project Findings.....	11
3.1.1 Defining the Value of the Dallas College Workforce Scholars Program.....	11
3.1.2 Assessing the Dallas College Workforce Scholars Program Infrastructure.....	14
4. PROJECT RECOMMENDATIONS.....	17
4.1 Overview.....	17
4.2 Recommendations.....	17
4.2.1 Goal 1: Enhance Student Success Services.....	17
4.2.2 Goal 2: Measure and Showcase Value.....	19
4.2.3 Goal 3: Improve Internal Operations.....	20
4.3 Usage of Deliverables.....	21
4.3.1 Infrastructure Document.....	21
4.3.2 Data Collection Report.....	21
4.3.3 Value Proposition Report.....	22
5. APPENDIX.....	23
5.1 Infrastructure Document.....	24
5.2 Data Collection Report.....	48
5.3 Value Proposition Report.....	69

1. PROJECT INTRODUCTION

1.1 The Client: Dallas College

Dallas College is the largest community college in Texas with 7 campuses located throughout Dallas County. It serves over 101,000 credit-attaining and over 20,000 continuing education students each semester. For the last 50 years, Dallas College has not only provided affordable, quality education to students but has also committed to advancing economic mobility for students in the Dallas community. It provides students with two-year and four-year degree offerings, as well as early-college pathways for high school students through career and technical education. Dallas College also provides workforce training programs and workforce development programs such as the youth apprenticeship program, Workforce Scholars. Simply put, Dallas College offers the curriculum, infrastructure, and partnerships to prepare and simplify pathways to employment for students.

1.2 The Project: Dallas College Workforce Scholars

The Workforce Scholars Program was piloted in 2021 to provide Dallas Independent School District (ISD) students with professional and workforce development through apprenticeship opportunities. These opportunities are offered in information technology, facilities management, and human resources/business. Dallas College launched the Workforce Scholars Program using its internal business functions as employers to enable program design flexibility. The program uses an earn-and-learn model where students engage in work-based learning to gain documented essential and technical skills while receiving livable wages throughout the year instead of just in the summer like other programs. The program allows students to explore career pathways and gain hands-on mentorship from industry professionals. In addition to providing professional and workforce development, the Workforce Scholars Program aims to prepare the current and future workforce population by connecting students' educational goals with current industry needs in the Dallas-Fort Worth region.

1.3 Community Scan and Policy Landscape

To determine the workforce and community needs of the region, a community scan and a local policy evaluation must be done to understand the landscape of the youth apprenticeship program. To accomplish this, a study of the economy of the Dallas-Fort Worth metropolitan area must be done. As the ninth-largest U.S. city and fourth-largest metropolitan region in the country, Dallas and North Texas are a hub for economic development. The Dallas Regional Chamber reports that its regional economy is “83% as diverse as the U.S. economy” and emphasizes how vigorous the environment is for jobs and businesses.¹ Much like other major regions in the country, however, the pandemic led to a distinct shift in Dallas's employment opportunities and industries.

This shift was addressed in part during the Dallas Regional Chamber’s State of the Workforce event in 2022 where the Texas Workforce Commission Chairman announced it would be switching its focus from increasing employment to the growing skills gap between industries and potential workforce.² This skills mismatch refers to a discrepancy in the skills being sought after by employers compared to those offered by employees. A wide range of industries where skills mismatch gaps are evident continues to come to light throughout the region. Workforce Solutions Dallas highlighted specific areas within healthcare, infrastructure, technology, and logistics as key areas to focus on when looking at what skills to train the potential workforce and lessen the skills gap. Creating this pipeline for retraining and upskilling workers is imperative as Workforce Solutions Dallas estimated an expansion of 57,143 jobs within the next five years for the area.³ This growth projection in jobs coupled with the void left by industry shifts drives policies and practices that focus on filling “big middle” jobs.⁴ These jobs are identified as those that require some postsecondary education but not a four-year degree.

¹ Dallas Regional Chamber. *The Dallas Region: A Lifetime Of Opportunity*, n.d. <https://www.dallaschamber.org/wp-content/uploads/2022/05/Why-Dallas-Flyer-2022.pdf>.

² Boren, Robyn. “Despite Historic Economic Success, Strength, Texas Workforce Leaders Eye Opportunities to Improve the State’s Workforce.” Dallas Regional Chamber, January 4, 2023. <https://www.dallaschamber.org/despite-historic-economic-success-strength-texas-workforce-leaders-eye-opportunities-to-improve-the-states-workforce/>.

³ Workforce Solutions Greater Dallas. (n.d.). *Workforce Solutions Dallas 2021-2024 Strategic Plan*. Workforce Solutions Greater Dallas. <https://www.wfsdallas.com/>

⁴ Dallas Regional Chamber. *The Dallas Region: A Lifetime Of Opportunity*, n.d.

Concurrently, the Federal Reserve Bank of Dallas outlines that 16-19-year-olds face even greater barriers to joining the workforce.⁵ For one, many youths have been disproportionately given the responsibility to care for elders and children. Dallas youth are graduating high school in need of specific workforce skills to meet industry changes. The Workforce Commission highlights the role of postsecondary institutions to create a pathway framework and community-based approaches to prepare citizens for jobs.⁶ This creates an opportunity to simultaneously develop youth academically and professionally in a framework that allows them to be competitively skilled and occupationally matched. This ideally would be achieved in a manner that ensures that youth are able to contribute directly to the Dallas economy.

Dallas Mayor Eric Johnson released a report entitled *Upskilling Dallas: How to Modernize the City's Workforce for the Jobs of Tomorrow* that details how the city will invest in workforce readiness to meet its economic growth needs and create a workforce development pipeline. This report focuses on the importance of collaboration between local government, private industry, and educational institution partners to improve job training and job opportunities for Dallas residents. In particular, Mayor Johnson highlights Dallas College, Dallas's local community college system, as an opportune higher education institution for the city to partner with to advance these workforce needs.⁷ Dallas College serves more than 125,000 students annually and is the largest community college in Texas based on annual enrollment. The institution collaborates with local business leaders, school districts, and four-year universities to create beneficial partnerships for students. It offers associate's degree and career/technical certificate programs in over 100 areas of study, as well as a bachelor's degree in education. The Chancellor of Dallas College comments on advancing such interests of the city and has repeated their wholehearted commitment to workforce development and job-training programs for Dallas residents.

⁵ Federal Reserve Bank of Dallas. *Employment Numbers Suggest Young People Face Barriers in Recovery from Pandemic*. <https://www.dallasfed.org/cd/communities/2021/1209>

⁶ Boren, Robyn. *Despite Historic Economic Success*, (2023).

⁷ Dallas Innovates, and David Seeley. "Dallas Mayor Releases Major 'Upskilling Dallas' Report to Help Drive Workforce Development." Dallas Innovates, January 28, 2022. <https://dallasinnovates.com/dallas-mayor-releases-major-upskilling-dallas-report-to-help-drive-workforce-development/>.

The partnership of both entities has opened the door to providing a feasible solution to address the essential industry gaps and fulfill important workforce needs. This shift in practice has allowed Dallas County to diversify and expand workforce development policies that accentuate the need for a workforce pipeline program. In particular, this landscape scan of the region highlighted the largest areas of opportunity in the creation of pipeline programs where workforce development programs can support the needs and empower the talents of local high schoolers in Dallas County.

In addition to workforce development programs, we researched initiatives with a focus on supporting the needs of Dallas Youth in practice and found one in particular that warranted further review—Dallas Thrives.⁸ Dallas Thrives, an umbrella collective of area institutions aimed at increasing Dallas County living wage attainment in youth and young adults, emphasized how the city witnessed impressive economic growth throughout the region but this growth has not been equally distributed amongst its various communities. They have placed major emphasis on addressing these economic disparities where we find minority youth and families most impacted by this unequal distribution of income. Dallas Thrives highlights goals of increasing the number of living wage earners, achieving racial equity in employment, and strengthening the local economy to benefit both young job-seekers and employers.

Furthermore the mayor’s office, regional business and research organizations, and philanthropic partners all call attention to the role of bridging the employment and skills gap for diverse youth through youth apprenticeships. They find the youth apprenticeship programs are able to provide the solution that develops a workforce pipeline that allows all interested stakeholders to be involved. This is exemplified in the Harper College and San Jacinto College apprenticeship programs which we assess further in the literature review that is discussed in the following section. In particular, we see that providing these youth apprenticeship programs that produce the relevant skills for the current and future economy will not only prove beneficial to youth but will also provide avenues for educational attainment and economic advancement. The city of Dallas sees the use of youth apprenticeship programs as a tool to fill the gap of workforce needs *and* upskilling working-aged youth— a win for everyone. Dallas College is working to address this

⁸Dallas Thrives. Accessed March 25, 2023. <https://www.dallasthrives.com/>.

issue in the form of the Workforce Scholars Program and has outlined specific needs for the LBJ Consultant Team to tackle.

1.4 Needs of Client

Dallas College outlined four direct needs: (1) proper documentation of program development to establish an overview of the program, (2) develop a language to describe the Workforce Scholars Program through comparable programmatic models and identify best practices, (3) determine metrics of participant and overall program success, and (4) identify what infrastructure is necessary to scale up the program..

2. PROJECT APPROACH

2.1 Overview

The following section discusses the project approach and the methodology used to answer our research questions. We have delineated the key terms used in each research question and will define each term in the context of its corresponding research question. In the methodology section, we will discuss the methods used for survey assessment, best practice research and literature, and semi-structured interviews and how each was used in this project.

2.2 The Research Questions

The Workforce Scholars Program Policy Research Project is guided by two research questions:

1. What is the value proposition of the Workforce Scholars Program for participants in the stakeholder system?
2. What infrastructure is necessary for scale across North Texas?

The research questions' purpose is to determine if the program is effective and how we can include Dallas community needs when scaling the program. The value proposition question identifies the direct benefits, the buy-in factor essential for stakeholder participation, and the success metrics. The infrastructure question assesses what is necessary to ensure stakeholders have better access to the program and the infrastructure that is needed for impact. Overall, the research questions gauge the importance of youth apprenticeship programs, especially the Workforce Scholars Program, for key stakeholders and what is necessary to expand the program. The research questions' scope is defined by the definitions of value proposition, stakeholder ecosystem, and infrastructure. Hence, it is pertinent to define the value proposition, stakeholder ecosystem, and infrastructure in the context of the Workforce Scholars Program.

Definitions

1. **Value Proposition:** The value that Dallas College Workforce Scholars Program promises to deliver to stakeholders who choose to invest and participate in the program.
2. **Stakeholder Ecosystem:** Key players involved in the establishment, development, implementation, and participation of the Workforce Scholars Program. Active stakeholders in the Workforce Scholars Program ecosystem are the following:
 - a. ***College Workforce Scholars Team***
 - b. ***Dallas Independent School District (DISD)***
 - c. ***DISD Students***
 - d. ***Employing Partners***
 - e. ***Workforce Education Practitioners***
3. **Infrastructure:** The basic organization structure needed to operate and expand a program, specifically the Workforce Scholars Program.

Research questions one and two are critical to ask for stakeholder engagement and for program sustainability. The LBJ Consultant Team will ask these questions to determine the effectiveness and scalability of the program in addressing the needs of the Dallas community. Additionally, the value proposition question will identify the direct benefits, the metrics of success, and the buy-in factor for essential stakeholders. Lastly, the infrastructure question will be utilized to gather the information necessary to ensure greater program accessibility to individuals and impact on addressing workforce and education needs across Dallas.

2.3 Methodology

With the aforementioned research questions in mind, this section will look at the various methods that we have utilized to best shape our research. In the initial project phase, the LBJ Consultant Team compiled research on similar program models to structure a literature review. In the second project phase, we administered a pre and mid-program survey to assess the program value to Workforce Scholars. Additionally, we assessed what key stakeholders gain from this program and what infrastructure is needed by conducting 11 semi-structured interviews with key stakeholders.

2.3.1 Survey Assessment

The survey toolkit comprises three surveys: Value Proposition Survey 1, Value Proposition Survey 2, and Value Proposition 3. The Value Proposition Survey 1 is a pre-program survey that was administered on November 30, 2022, through January 13, 2023. The purpose of the pre-program survey is to create a baseline understanding of what students' skills were before participating in the Workforce Scholars Program. The Value Proposition Survey 2 is a mid-program survey that was administered from March 21, 2023, until April 7, 2023. The purpose of the mid-program survey is to assess whether the participants find the Workforce Scholars Program valuable to their career paths. Value Proposition 3 was not administered by the LBJ Consultant Team but we will provide Dallas College with a third survey. The Dallas College Workforce Team will administer the third survey when the second cohort ends its session. The purpose of this survey is to provide the Dallas College Workforce Scholars Team with the data to assess if participants' skills improved after being a Workforce Scholar.

2.3.2 Best Practice Research and Literature

To conduct our research, the team focused on four areas: the importance of youth apprenticeship programs, program benefits for participants and employers, the comparison of various programs, and the infrastructure necessary to upscale the program. After gathering over 36 sources, the content was narrowed down. We introduce the

literature review by establishing the landscape of education and workforce in the State of Texas as understood by the Texas Higher Education Coordinating Board and their identified goals for the state. The second section overviews apprenticeship programs nationwide by reviewing the origin of these programs and the benefits they provide to both students and employers. The following section explores various programmatic models to identify best practices and then proceeds to outline the necessary components to upscale the Workforce Scholars Program in the fourth section.

2.3.3 Semi-Structured Interviews

The stakeholder interviews were conducted to gain insight into the value for each of our stakeholder groups and outline the infrastructure of the Workforce Scholars Program. Semi-structured interviews were most optimal for this engagement to create a standardization of the stakeholder responses, while simultaneously allowing for essential variability based on point-of-view or roles within the program. The team conducted 11 semi-structured interviews with all stakeholder groups except Dallas ISD students. To account for this, the team added a question to the mid-program survey to gain their perspective that would have been derived from a semi-structured interview.

3. KEY FINDINGS

3.1 Analysis of Project Findings

This section will explore the findings after assessing our two project questions that sought to define program value and assess the current infrastructure of the Workforce Scholars Program. We will use the SWOT framework analysis to identify the strengths, weaknesses, and opportunities, and recognize potential threats discovered through our project findings. In addition to the SWOT analysis, our research findings will be explored further through the Principles for High-Quality Youth Apprenticeships provided by the Partnership to Advance Youth Apprenticeship (PAYA) Initiative.⁹

3.1.1 Defining the Value of the Dallas College Workforce Scholars Program

Our stakeholder ecosystem clearly defined the wide range of benefits they receive from the Workforce Scholars Program. This section will outline those values derived from each stakeholder group. The definition will be supported by high-level interview themes, survey results, and/or research. At the end of this section, a SWOT analysis will be provided describing how the Workforce Scholars (WFS) team can leverage their understanding of the program values and steps to keep stakeholders engaged in the program in the future.¹⁰

How to interpret the following information:

- **Stakeholder:** Value received from the WFS Program by choosing to invest and participate
 - Interview/Survey/Research Theme
 - Quotes from Stakeholders
 - “Quote”

⁹ Mathie, Andrea-Messing. 2021. “About JFF’s Center for Apprenticeship & Work-Based Learning.” https://jfforg-prod-new.s3.amazonaws.com/media/documents/YA_in_Action_-_Final_-_09-08-2021.pdf.

¹⁰ The information provided in this section is elaborated on in Appendix 5.1

➢ ***College Workforce Scholars Team (Client):*** An outlined value of the Workforce Scholars Program will give the WFS team a clear vision of how to achieve program success.

- Theme: The aim of the WFS program is to close the opportunity gap with work-based learning, thus providing a workforce pipeline for Dallas County.
- Stakeholder Key Takeaways:
 - “This is not just a social good ask– the industry has asked for this: ‘We need a workforce pipeline.’”
 - “The Workforce Scholars Program is for those [students] who do not have the connections and current resources.”

➢ ***Dallas Independent School District (Dallas ISD):*** School districts seek to expand career opportunities for their students.

- Theme: WFS gives Dallas ISD students the opportunity to work and earn money year-round, fulfill work-study requirements, and provide workplace learning.
- Stakeholder Key Takeaways:
 - “The Workforce Scholars Program services a need with DISD’s co-op program. In the past, students had a hard time finding positions to qualify for. The WFS program is the creative positive to fulfill their co-op needs.”
 - “Our [DISD’s] voices are represented in the student experience and that’s a big advantage for us.”

➢ ***Dallas ISD Students:*** The DC Workforce Scholars Program plans to equip, empower, and support Dallas High School students on their career development journey.

- Surveys: The mid-program survey found that program participants felt the Workforce Scholars Program is valuable, relevant, and foundational to their careers.¹¹
- Stakeholder Key Takeaways:
 - “Students come from different backgrounds, value systems, and different ways of interacting, so the program gets students to learn and break down misconceptions of their value and understand their worth through the experience.”
 - “This is not just an early career opportunity – Holistic approach for leadership, career, and professional development, mentorships.”

➢ ***Employing Partners:*** The Workforce Scholars Program provides a talent pipeline that fulfills their employment needs

- Theme: WFS provides a cost-effective workforce to help fulfill employment gaps.
- Stakeholder Key Takeaways:
 - “We just don't get enough qualified applicants, so bringing in some extra labor even though they're not experienced, I can put them with the right person and get them experience, and they're productive.”
 - “These workers, they help as a matter of fact, it actually saves us money.”

➢ ***Workforce Education Practitioners:*** The Workforce Scholars Program aims to meet current and future workforce needs for Dallas County and the State of Texas's 60x30 mission.

- Theme: The DC WFS Program fulfills the workforce opportunity pipeline that is essential to the State of Texas
- Stakeholder Key Takeaways:

¹¹ See appendix 6.3 for program survey results and analysis

- “It’s one thing to learn, but another thing to get into the field, we need students to have both; it’s critical”
- “From a higher education stance, working on creating the tri-agency framework on what work-based learning is, one of the components is the youth apprenticeship aspect”

Strengths, Weaknesses, Opportunities, and Threats of Defined Stakeholder Values

SWOT Analysis	
Strengths	Weaknesses
Opportunities	Threats
The WFS Team can directly impact and provide resources tailored to each stakeholder by understanding the benefits they receive from the program.	The values are broad. For the future expansion of the program, the defined values will need to be narrowly tailored to the new districts, industries, and students interested in the program.
<p>Key Takeaways: Stakeholders recognize the plethora of value that is received from the WFS program, and the WFS team can utilize this information to further promote and expand the program.</p>	

3.1.2 Assessing the Dallas College Workforce Scholars Program Infrastructure

Our research found that the Workforce Scholars Program encompasses the core components of a youth apprenticeship program, and has the foundation for further improvement of the program. The Partnership to Advance Youth Apprenticeship Initiative outlined five guiding principles to provide a roadmap to the curation and implementation of YA programs across the country. This section will provide a breakdown of the Workforce Scholars Program according to those principles and provide research that supplements best practices for each area.

PAYA Guiding Principle	The WFS Program	PAYA Best-Practices ¹²
Career-Oriented <i>Learning is structured around knowledge, skills, and competencies that lead to careers with family-supporting wages.</i>	<p><i>Strengths:</i> Scholars receive livable wages while exploring their interested career paths.</p> <p><i>Improvement Area:</i> Scholars should have positive conversations with career mentors about future career trajectories</p>	<p>“Aerospace Joint Apprenticeship Committee (AJAC) has developed and identified basic on-the-job training competencies for each of the youth apprenticeships as well as specific apprenticeship classes for school districts to use for their youth apprenticeship program”</p>
Equitable <i>Learning is accessible to every student, with targeted support for those adversely impacted by long-standing inequities in our education system and labor market</i>	<p><i>Strengths</i> A plethora of support services are provided at Dallas College campuses</p> <p><i>Improvement Area:</i> Services need to be accessible and introduced at the appropriate stage of the program. Scholars would benefit from more cohort collaboration.</p>	<p>“Early Care and Education Pathways to Success (ECEPTS) has approached learning using a cohort model, to encourage peer learning and support. Students take courses together and are regularly brought together for related supplemental instruction, which includes foundational and employability skills training”</p>
Portable <i>Learning leads to postsecondary credentials and transferable college credit that expands options for students.</i>	<p><i>Strengths:</i> Scholars gain exposure to Dallas College education opportunities</p> <p><i>Improvement Area:</i> The program should directly outline the aligned post-secondary credential relevant to the occupation industry</p>	<p>“ECEPTS is focused on bridging high school to college by building a four-year, associate’s degree-driven apprenticeship. All students can earn at least 12 dual high school-college credits by the end of high school, and a relevant certification”</p>
Adaptable <i>Learning is designed collaboratively to be recognized and valued across an industry or sector.</i>	<p><i>Strengths:</i> The program is flexible and allows for the addition of program components to address this.</p> <p><i>Improvement Area:</i> The program could incorporate the employers at the programmatic level to include more strategies for preparing the Scholars.</p>	<p>“AJAC and the Charleston Regional Youth Apprenticeship (CRYA) both have dedicated intermediary staff that serve multiple functions: employer-facing, system-facing, school-facing, and student/family-facing. The intermediary organizations work closely with employers to identify needs early and ensure that employers are part of the collaborative process.”</p>

¹² Mathie, Andrea-Messing, 2021. “About JFF’s Center for Apprenticeship & Work-Based Learning.”

Accountable <i>Student, employer, and program outcomes are monitored using transparent metrics to support improvement.</i>	<p><i>Strengths</i></p> <p>Scholars are assessed on a 30, 60, and 90-day evaluation of job competencies from their employers'</p> <p><i>Improvement Area:</i></p> <p>Scholars should be assessed based on program satisfaction throughout the program.</p>	"CRYA also leveraged a technology solution to help employers collect data and contribute to program monitoring. To capture on-the-job training hours, Trident Technical College used grant funding from PAYA to develop an app that it now owns but shares with employers to help them collect and organize on-the-job hours and evidence"
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4. PROJECT RECOMMENDATIONS

4.1 Overview

In previous sections, the LBJ Consultant Team has performed a SWOT assessment, identified best practices, and developed a methodology that is needed to ensure program sustainability and further expansion. The following section discusses the LBJ Consultant Team's recommendations for the major program design and implementation areas from the analyses and literature review work performed in the prior sections.

The recommendations are summarized in the following sections where the LBJ Consultant Team and the stakeholder interviews have agreed upon an overarching North Star vision which states the need of introducing and establishing proper program infrastructure to improve student academic and career outcomes. This vision can be achieved through the fulfillment of three main goals which include: (1) enhance student success services, (2) measure and showcase value, and (3) improve internal operations of the program. The recommendations are presented individually below where we have outlined appropriate action items that must be addressed to achieve the respective objectives.

4.2 Recommendations

This section provides recommendations for the Workforce Scholars Program and outlines specific priorities and associated action items that the internal team has to address. Within the specific action items, the LBJ Consultant Team has highlighted deliverables that could be leveraged to ensure the action item is achieved. The associated deliverable is referenced in this section and provided in full detail in Section 5: Appendix.

4.2.1 Goal 1: Enhance Student Success Services

Dallas College and the Workforce Scholars Program's goal is to ensure that all participants receive professional development and apprenticeship opportunities, but limitations in student services can hinder participation and student success. To ensure student success, students need services to be accessible and delivered when needed.

Effective student success services require resources, capacity building, and flexibility in their implementation. Therefore, this goal focuses on defining the ideal student success services, maintaining established and developing new collaborations, utilizing internal resources, and creating new resources to redirect students to services.

4.2.1.1 Priority 1: Define the ideal student success services for the program

Task: Research best practices in terms of student success services and implement the best strategies used by other academic institutions and programs.

4.2.1.2 Priority 2: Expand established external partnerships and form new ones to continue providing resources, such as Dallas Thrives

Task: Identify potential local partners who are aligned with the Workforce Scholars Program mission and values and who can fill the student wrap-around service gaps.

4.2.1.3 Priority 3: Utilize internal resources that would enhance the student experience

Task: Work with the internal team providing student success services to co-create an action plan and service agreement to develop (if needed) and provide the services on an ongoing basis.

4.2.1.4 Priority 4: Ensure that services are accessible and tailored to the needs of the community by providing wrap-around services

Task: Assess and identify additional student needs and conduct a local-based service search to create a database that provides filtered information catered for students.

Associated Deliverable: Infrastructure Document and Value Proposition Report

Components: Organizational Chart, Best Practices Research (Literature Review)

4.2.2 Goal 2: Measure and Showcase Value

The process of assessment is crucial in numerous program frameworks as it enables individuals, organizations, and communities to make informed decisions based on evidence and data. This usage of assessment becomes even more essential as Dallas College looks at ways to measure and demonstrate the value of the Workforce Scholars Program to its internal and external stakeholders. This goal encompasses the importance of using such metrics of success and storytelling to identify and showcase the strengths and the areas of opportunities of the program to empower student academic and professional success.

4.2.2.1 *Priority 1:* Adopt evidence-based metrics that outline program outcomes

Task: Develop a plan to use both quantitative and qualitative methods to showcase improvements in student academic and career outcomes, such as value proposition surveys, graduation rates, credential completion rates.

4.2.2.2 *Priority 2:* Humanize program impact through external communications such as storytelling and narrative building

Task: Identify key stories and perspectives of student participants that highlight the positive outcomes of the program to craft compelling messaging that resonates with investors.

4.2.2.3 *Priority 3:* Ensure that program outcomes are aligned with program values and drive continuous improvement

Task: Use both quantitative and qualitative methods to showcase improvements in student academic and career outcomes.

Associated Deliverables: Value Proposition Report and Data Collection Report
Components: Stakeholder Values Summary, Evidence-Based Benchmarks, and Sample Survey

4.2.3 Goal 3: Improve Internal Operations

Due to the make-up of work-based learning programs across the country, intentional program logistics and planning is essential to the success of youth apprenticeship programs. The Workforce Scholars Program requires high-level coordination across multiple stakeholders with varying needs. Therefore, this goal encompasses the specific needs of the Workforce Scholars Team to feel equipped and prepared to execute the day-to-day responsibilities that are required for the functionality and sustainability of this program.

4.2.3.1 *Priority 1:* Clearly define roles and responsibilities through a project management system and organizational chart

Task: Restructure job opportunities and positions solely for the Workforce Scholars Program to ensure proper capacity management.

4.2.3.2 *Priority 2:* Improve communication to allow employers, students, and staff to engage in program design and implementation

Task: Pinpoint and provide avenues of communication that facilitate onboarding and feedback for program participants.

4.2.3.3 *Priority 3:* Acquire a consistent and diverse funding portfolio

Task: Evaluate current streams of revenue and identify opportunities of new revenue streams and partnerships.

4.2.3.4 *Priority 4:* Ensure that the programmatic structure is adaptable and addresses administrative gaps by cultivating a work culture of self-care

Task: Streamline technology advancements to enhance internal communication and scheduling (possible toolkit with links to digital services such as Linktree, etc).

<p>Associated Deliverable: Infrastructure Document</p> <p>Components: Gantt Chart and Organizational Chart</p>
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4.3 Usage of Deliverables

In this section, we will outline the three deliverables to assist the client with actionable steps toward our recommendations. The three deliverables we will be outlining include the infrastructure document, the value proposition report, and the data collection report and all of its associated components.

4.3.1 Infrastructure Document

- **Components:** Gantt Chart and Organizational Chart
- **Usage:**
 - The infrastructure document includes a **Gantt Chart** that outlines the program timeline to provide an understanding of the moving components of the program.
 - The infrastructure document includes an **organizational chart** that outlines the roles and responsibilities of the program partners and WFS team in each stage of the program.

4.3.2 Data Collection Report

- **Components:** Evidence-Based Benchmarks and Sample Survey
- **Usage:**
 - The data collection report includes **Evidence-Based Benchmarks** that outline a short-term assessment plan of program outcomes.
 - The data collection report includes a **Sample Survey** that serves as a toolkit to assess participants' growth and outcomes following the program's conclusion.

4.3.3 Value Proposition Report

- **Components:** Stakeholders Value Summary and Best Practices Research
- **Usage:**
 - The value proposition report includes **Best Practices Research** which was foundational in guiding our strategic advising on the Workforce Scholars Program through programmatic analysis.
 - The value proposition report includes a **Stakeholders Value Summary** that outlines the value each stakeholder receives within the stakeholder system after buying into the program.

5. APPENDIX

5.1 Infrastructure Document

5.2 Data Collection Report

5.3 Value Proposition Report

5.1 Infrastructure Document

WORKFORCE SCHOLARS PROGRAM INFRASTRUCTURE DOCUMENT

Compiled by LBJ Consultant Team

Authors: Noemi Cruz-Cruz, Helen Ho, Téa Johnson, Brianna McBride

Date: April 25, 2023

Abstract: This document will outline the Workforce Scholars Program timeline, Workforce Scholars Team roles and responsibilities, and an organizational chart that outlines key program players and how they engaged with the program.

Workforce Scholars Program Timeline

The program timeline provided outlines our recommendation for the program activities conducted by the Workforce Scholars Program team. Additionally, a number of program activities will require an explanation of how they encompass the specific tasks of the Workforce Scholars Team. These activities include:

- **Program Outreach and Recruitment:** This includes the standard marketing of the program, and tailored outreach to students by sending interest forms and guiding students directly to the work opportunity for them.
- **Employment Application Submission:** The Workforce Scholars Program requires an application for the program, however; students are not officially members of the WFS cohort until the successful submission of the employment application. Therefore, we are highlighting the secondary application for programmatic purposes. The duration is extended since this occurs on a semi-rolling basis.
- **Pre-Program Student Prep Support:** This refers to the career preparation offered to students prior to interviewing with the employer. This includes but is not limited to support in interview preparation, resume editing, and career guidance.
- **Fall/Spring Program Support Services:** This program activity occurs throughout the duration of both the fall and spring program cycles to allow for flexibility in any additional services that students may need throughout the program. This is intentionally left vague to allow the Workforce Scholars Team to adequately determine the support that current students need.

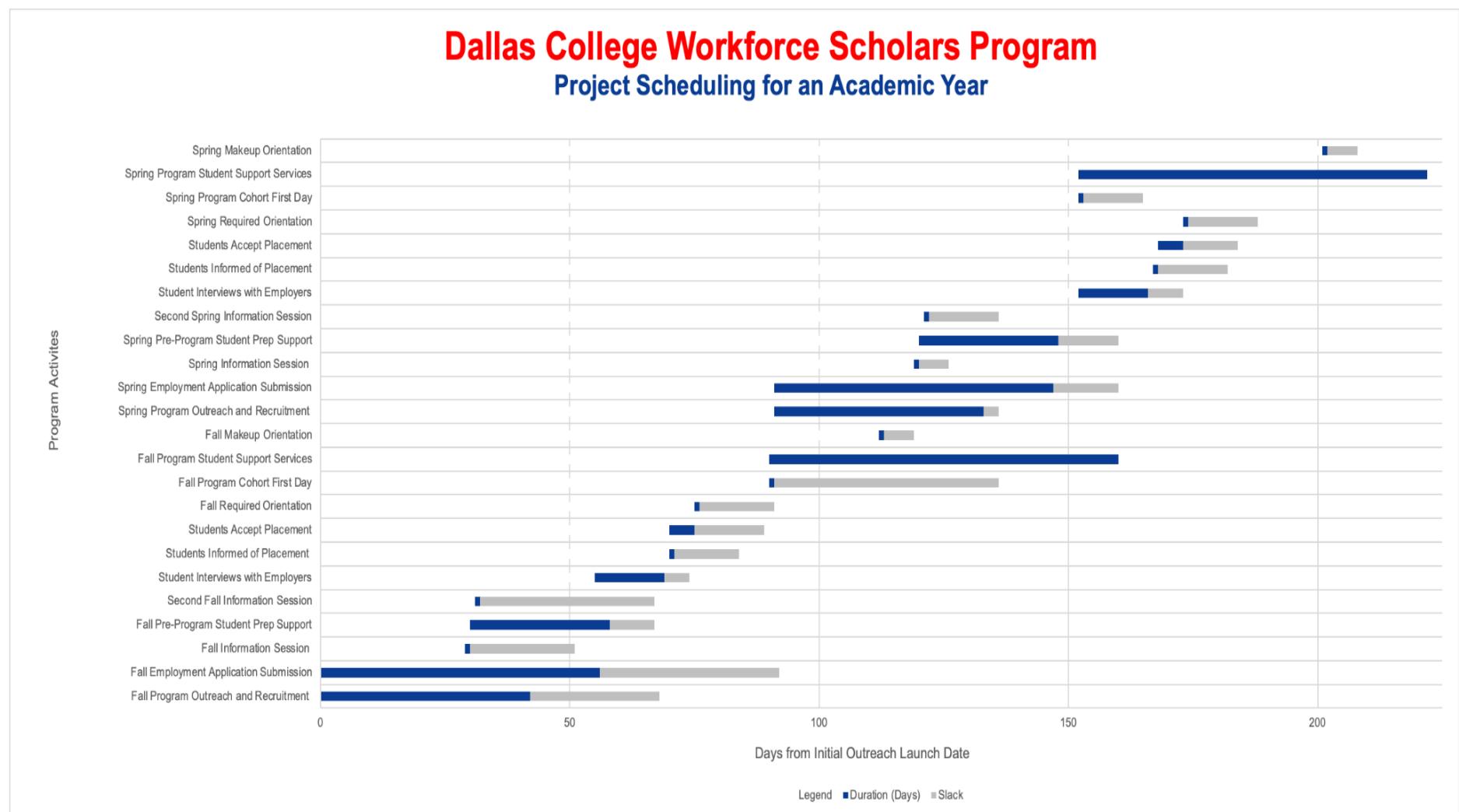
Program Activity	Earliest Start Date	Earliest End Date	Duration (Days)	Latest Start Date	Latest End Date
Fall Program Outreach and Recruitment	8/7/22	9/18/22	42	9/2/22	10/14/22
Fall Employment Application Submission	8/7/22	10/2/22	56	9/12/22	11/7/22
Fall Information Session	9/6/22	9/7/22	1	9/27/22	9/28/22
Fall Pre-Program Student Prep Support	9/7/22	10/5/22	28	9/16/22	10/14/22
Second Fall Information Session	9/8/22	9/9/22	1	10/13/22	10/14/22

Student Interviews with Employers	10/2/22	10/16/22	14	10/7/22	10/21/22
Students Informed of Placement	10/17/22	10/18/22	1	10/30/22	10/31/22
Students Accept Placement	10/17/22	10/22/22	5	10/31/22	11/5/22
Fall Required Orientation	10/22/22	10/23/22	1	11/6/22	11/7/22
Fall Program Cohort First Day	11/7/22	11/8/22	1	12/22/22	12/23/22
Fall Program Student Support Services	11/7/22	1/21/23	75	11/7/22	1/21/23
Fall Makeup Orientation	11/29/22	11/30/22	1	12/5/22	12/6/22
Spring Program Outreach and Recruitment	11/8/22	12/20/22	42	11/11/22	12/23/22
Spring Employment Application Submission	11/8/22	1/3/23	56	11/21/22	1/16/23
Spring Information Session	12/6/22	12/7/22	1	12/12/22	12/13/22
Spring Pre-Program Student Prep Support	12/7/22	1/4/23	28	12/19/22	1/16/23
Second Spring Information Session	12/8/22	12/9/22	1	12/22/22	12/23/22
Student Interviews with Employers	1/9/23	1/23/23	14	1/16/23	1/30/23
Students Informed of Placement	1/24/23	1/25/23	1	2/7/23	2/8/23
Students Accept Placement	1/25/23	1/30/23	5	2/5/23	2/10/23
Spring Required Orientation	1/30/23	1/31/23	1	2/13/23	2/14/23
Spring Program Cohort First Day	1/9/23	1/10/23	1	1/21/23	1/22/23
Spring Program Student Support Services	1/9/23	5/26/23	137	1/9/23	5/26/23
Spring Makeup Orientation	2/28/23	3/1/23	1	3/6/23	3/7/23

The dates reflect the 2022-2023 academic school year

Workforce Scholars Program Project Gantt Chart
include what software was used and indicate it will be attached

Dallas College Workforce Scholars Program
Project Scheduling for an Academic Year



Workforce Scholars Team Roles and Responsibilities

This table outlines the roles, responsibilities, and tasks of the Workforce Scholars Team and other partnerships that contribute to the functionality of the program infrastructure. The goal is to provide a framework for the Workforce Scholars Team to develop a strong organizational structure that can effectively lead and support the program and its operations.

Role: (Current Holder of Role)	Responsibility:	Tasks:
Lead Organization Leadership (Gloria Smith, Sheridan Nixon, Janel Humphries)	Oversee the vision and goals of the Workforce Scholars Program and assess avenues for future development and success.	1) Accountability 2) Administrative Oversight
Program Coordinator (Marlonda Taylor)	<p>Monitor the progress of apprentices in gaining workplace skills. This effort includes meetings with the apprentices themselves, conversations with employers, and job site visits.</p> <p>Communicate with program staff, faculty, program partners, and employing partners to ensure program efficiency.</p>	1) Relationship Management 2) Program Planning and Development 3) Administrative Oversight
Assistant Program Coordinator (Currently Hiring)	<p>Assists the program coordinator with all tasks related to the program.</p> <p>Assist with onboarding program participants into the program</p>	1) Program Logistics
Recruitment and Outreach Coordinator/s (Sibu McNeal, Carey Humphrey)	<p>Develop a program outreach plan and coordinate student recruitment. Work directly with High School coordinators</p> <p>Work alongside the program coordinator and employment match coordinators</p>	1) Send program interest form 2) Send recruitment emails 3) Host information sessions
Employment Match Coordinator/s (Anita Bedford, Whusheane Perry)	<p>Conduct the program match assessment with students and facilitate the employment match process. Coordinate directly with employers</p> <p>Work alongside the recruitment coordinators</p>	1) Contact employers on what roles are available for WFS 2) Aid students in completing the Jobtimize Assessment

Employment Opportunity Coordinator (Chantel Jones Bigby)	<p>Broaden and strengthen relationships with current and future employing partners.</p> <p>Work alongside lead organization leadership to foster industry relationships</p>	1) Employer Recruitment and Program Scaling
Program Success Coaches (Program Partners)	<p>Provide professional and leadership development to the Workforce Scholars (i.e. social capital workshops)</p> <p>Work alongside the program coordinator</p>	1) Relationship Management
Program Partners	<p>Organizations, Offices, and Departments that assist with any program services not provided directly by the Workforce Scholars Team</p> <p><i>This includes but is not limited to local, state, federal, private, and NGO organizations</i></p>	1) Coordinate with Program Coordinator to assist in program services
	<p>Current Program Partners:</p> <ul style="list-style-type: none"> ● Dallas College Enrollment Management ● Dallas College Career Services <ul style="list-style-type: none"> ○ Dallas College Career and Transfer Skills Department ● Dallas College Economic Opportunity Group ● Grad Alliance ● Dallas All Stars 	
Employing Partners	<p>The organizations, companies, and/or departments that employ Workforce Scholars and provide supervisor mentors for the students</p>	1) Coordinate with Program Coordinator 2) Supervisor Selection
	<p>Current Employing Partners:</p> <ul style="list-style-type: none"> ● Dallas College IT Department ● Dallas College Facilities Department ● Dallas College Business Management Department 	

Internal Workforce Scholars Program Ecosystem

Dallas College Workforce Scholars Team: Facilitate the WFS Program
Program Coordinator | Assistant Program Coordinator | R&O Coordinators | Employment Match Coordinators | Employment Opportunity Coordinator |

Program Partners: Provide Resources for Student Services and Capacity for Program Sustainability
DC Enrollment Management | DC Career Services (Career and Transfer Skills Dept) | DC Economic Opportunity Group | Grad Alliance | Dallas All Stars

Employing Partners: Provide Employment and Career Development for the Workforce Scholars
Dallas College IT Department | Dallas College Facilities Department | Dallas College Business Management Department

5.2 Data Collection Report

DATA COLLECTION REPORT

Compiled by LBJ Consultant Team

Authors: Noemi Cruz-Cruz, Helen Ho, Téa Johnson, and Brianna McBride

Date: April 25, 2023

Abstract: This prospective data collection report document is a compilation of data collection ideas of what the Workforce Scholars Program could collect from their student participants.

A quick overview of what this report encompasses is outlined in the first section. The second section discusses the importance of data collection and how assessment can be used to track short-term and long-term milestones. The third and fourth section provides specific data points that should be collected, the reasoning of why those data points are important, and associated sample questions and responses to be utilized. The last section encompasses all the sources used to compile this data collection report.

Table of Contents

I. Overview

- A. Description
- B. Overview
- C. Usage

II. Data Collection Best Practices

- A. Importance of Assessment
- B. Research on Best Practices

III. Identification and Reasoning Behind Metrics of Success

- A. Demographics: Metrics of Success
- B. Student Skill Assessment: Metrics of Success
- C. Value of Program: Metrics of Success

IV. Compilation of Sample Questions and Responses

- A. Demographics: Sample Questions and Responses
- B. Student Skill Assessment: Sample Questions and Responses
- C. Value of Program: Sample Questions and Responses

V. References

SECTION I: OVERVIEW

This section provides a brief description of what this data collection report will entail and explains the breakdown of the value proposition surveys and how they will be outlined in the following sections. Furthermore, we will be doing a high-level overview of how this data collection report will be used when framing it around our recommendations and their associated priorities.

A. Description

This data collection report will go into detail regarding the value proposition surveys as the main assessment strategy to measure student progress and student outcomes before, during, and after program participation. Thus, the value proposition surveys will consist of three assessments including pre-program, mid-program, and post-program surveys. We will use these surveys to measure the impact of the apprenticeship program on students and determine if the program's infrastructure allows Dallas College to achieve its programmatic goals.

B. Breakdown

These surveys are made up of three different sections: demographics, student skill assessment, and value of the program. The demographics section pertains to background information regarding the student participant. The student skill assessment section evaluates how confident the student is in various factors that impact their ability to obtain a job. The value of the program section evaluates how the student sees how the program can be beneficial to their current and future career pathways.

C. Usage

This data collection report will be key in the short-term and long-term assessment of the program. This deliverable will be used in tandem with Goal 2 which is to measure and

showcase the value of the program. This is particularly important for priorities 1 and 3 which have identified the evidence-based metrics necessary to outline program outcomes and developed a value proposition survey that is able to showcase the academic and professional improvements of students.

SECTION II: DATA COLLECTION BEST PRACTICES

This section provides a brief description of why assessment is important for a youth apprenticeship program and highlights various reasons why this is true. We look at how an effective assessment plan can positively impact program design and implementation. We go further in the following section to discuss best practices of assessment for youth apprenticeships and how we have employed these best practices in the same survey that we have made.

A. Importance of Assessment

Overall, assessment is a key component in many program frameworks where it helps individuals, organizations, and communities make evidence-based and data-informed decisions. In particular, we will be looking into why assessment is important for the Dallas College Workforce Scholars Program. We have found a plethora of reasons that state its importance but we have decided to hone on four key reasons: program evaluation, continuous improvement, accountability, and student success.

Program Evaluation

Assessment provides a platform for stakeholders to be able to evaluate the effectiveness of the Workforce Scholars Program in achieving its goals and objectives. The collection of data and analysis of program outcomes allows the program the ability to determine whether or not it is able to meet the needs of the students. This is important because it allows the program to make sure it is correctly structuring the program to tailor to the community.

Furthermore, program evaluation builds onto the value proposition piece of the program. It helps develop the buy-in for internal and external stakeholders to see how the program contributes to both the students and the overall community. When looking at the students, we want to see if it is able to contribute to the academic and professional development of student participants. When looking at the overall community, we want to make sure it is able to contribute to the

economic growth and development of the Dallas community, particularly addressing the workforce needs and industry requirements.

Continuous Improvement

Assessment can help us identify areas for improvement in the program. We are able to do this by analyzing the program data obtained from the value proposition surveys to identify gaps in the student support services offered and find areas where students are struggling. Identifying these areas for improvement allows the program to ensure that wrap-around services are able to capture the obstacles that students are experiencing in their educational experiences.

Conversely, data analysis allows us to find opportunities for program expansion. These opportunities allow us to figure out ways the program can be continuously improved to be able to serve even more students throughout the Dallas community as well as to be able to better serve its current students.

Accountability

To demonstrate that the program can demonstrate that the program is utilizing the resources as efficiently and effectively as possible, data collection and reporting on program outcomes are able to showcase its accountability to its stakeholders. This consistent data collection and reporting is very important in showcasing that the funding from investors is being used in a manner that works towards achieving the mission and goals of the Workforce Scholars Program.

Student Success

Assessment has the ability to help the Workforce Scholars Program track and support student success to ensure that the program is making strides in its mission. By collecting and analyzing data focused on student outcomes, this program identifies the target student population of those who need the most support and whether or not the program is able to provide the support services needed to help them succeed in their academic and career goals.

Furthermore, this information is important as it can help the program provide individualized student support services that their target student population is facing to ensure that these students are able to overcome the challenges that these students might face. Looking at what these challenges are ensures that the program is able to provide the foundation for students to stay on track to complete their education and go on to secure high-demand, high-wage jobs that fit their interests and individual skill sets.

B. Research on Best Practices

Through looking at research compiled by the Partnership to Advance Youth Apprenticeship (PAYA) and Career and Technical Education (CTE) Organization, we have confirmed that collecting and analyzing data in youth apprenticeship programs are essential to programmatic success. Using this data is crucial to inform decision-making as well as programmatic improvement to ensure that the program team is able to leverage as much information as possible when designing and implementing the program to best serve its students. It also highlights the importance of using data to demonstrate the effectiveness to stakeholders to ensure there is buy-in from the community. This buy-in factor allows for more investment and funding in the program, ensuring long-term financial sustainability for youth apprenticeship programs.

Looking at what are best practices of data collection and analysis are, we have highlighted the top five goals to be working towards when conducting assessment: identifying key performance indicators (KPIs), using consistent and reliable data collection methods, using data to inform decision-making and program improvement, establishing a culture of data-driven decision-making, and ensuring data privacy and security of individual data.

Identifying KPIs

KPIs refer to the data points that are most effective in tracking the program outcomes. Through the literature, we have found a variety of measures such as the number of students enrolled, employment outcomes, and satisfaction ratings. We have compiled what have been considered to be KPIs for the program in the following section which identifies the metrics of success.

Using Consistent and Reliable Data Collection Methods

Even with strong metrics of success to track program outcomes, it is important to establish and standardize procedures for data collection to ensure reliability and consistency. We have included the structure of the value proposition surveys below to capture the consistent measurement of student skills throughout the program.

Using Data to Inform Decision-Making and Program Improvement

Data is crucial information that can be used to inform decision-making and program improvement. Thus, it is important to analyze this data to be able to understand gaps where students are struggling, areas of improvement for the program, and opportunities to expand the program. This portion is captured in the comparison aspect of the student skill assessment section to make sure students are making progress in their career pathways. If they are not making progress in their career pathway, we would be able to look at gaps in the infrastructure or services provided that result in this educational obstacle.

Establishing a Culture of Data-Driven Decision-Making

With the foundation of this assessment work provided in the following section and justification for why assessment is important, it is easy to understand and implement an assessment plan for the program. However, to ensure that the assessment is a success, literature has highlighted the importance of creating a culture that values and prioritizes data collection and analysis.

Ensuring Data Privacy and Individual Data

It is important to establish protocols for protecting the privacy and security of student data, particularly many of whom are underage. We did not provide a specific protocol that Dallas College should follow as it is dependent on the college's infrastructure. However, some common practices include password-protected electronic systems and secure data storage.

SECTION III: IDENTIFICATION OF AND REASONING BEHIND METRICS OF SUCCESS

This section provides metrics of success for the various sections within the value proposition surveys: demographics, student skill assessment, and value of the program. Within each section, we go through broad data collection topics that will be explored in the survey and will provide reasoning for why we decided to pursue these data collection topics.

The reasoning of this data collection is supplemented by the research above where we will discuss why these data points are key in measuring academic and career outcomes for students involved in youth apprenticeship programs.

A. Demographics: Metrics of Success

Broad Data Collection Topics

- Gender
- School year
- Ethnicity
- Household Income
- Previous work experience
- Industry Interests

Reasoning: We want to capture the target student population that we are serving in the program. We want to understand the background of who is coming into the program to be able to understand why their background could contribute to interest in the program. This is important when we are looking at recruitment and outreach strategies to attract students into the program. Furthermore, this demographics section also allows us to ensure that we are able to serve a diverse student population.

B. Student Skill Assessment: Metrics of Success

Broad Data Collection Topics

- Ability to get a job
- Skills competitive for job
- Networking
- Ability to find mentor
- Ability to locate job
- Attainability of job given your skills
- Career path

Reasoning: We want to capture what skills these students have prior, during, and after their participation in the program. We have found that these specific skills that we are looking at are backed up by research to show that their confidence levels in the following areas do have an impact on their attainment of a job. Comparing their confidence levels during the various periods of time allows us to see if the program has been successful in meeting the needs of their students.

The student skill assessment at the beginning of the program is particularly helpful as it highlights how the skill baseline of students that are entering the program to capture what support services students need the most to help them with their career pathways.

C. Value of the Program: Metrics of Success

Broad Data Collection Topics

- Value of being a Workforce Scholar
- Relevance to career
- Continue to work in same career
- Future career opportunities

Reasoning: These data points really capture what is the value of the program to the scholar and be able to hone in what specific benefits that the scholar is able to receive from the program. This section gives more input about the specific program and can be later reframed to really encapsulate any changes in structure that the Workforce Scholars Program decides to implement.

SECTION IV: SAMPLE QUESTIONS AND RESPONSES

A. Demographics: Sample Questions and Responses

Q: What gender do you identify as?

- Male
- Female
- Trans male
- Trans female
- Genderqueer/Gender nonconforming
- Not listed above
- Prefer not to say

Q: What is your school year?

- Junior
- Senior
- High school graduate

Q: What is your ethnicity?

- White
- African American
- Latino/Hispanic
- Asian
- Native American
- Native Hawaiian or Pacific Islander
- Two or more
- Other
- Prefer not to say

Q: How many years of previous work experience do you have?

- Less than 6 months
- 6 months - 1 year
- 1 year - 2 years
- More than 2 years

Q: What career pathway are you interested in working in?

- Health
- Technology
- Education
- Business/Finance
- Other: _____

Q: What career pathway are you working in at Dallas College?

- Information Technology
- Business/Finance
- Facilities
- Other: _____

B. Student Skill Assessment: Sample Questions and Responses

NOTE: Language regarding “Prior to entering the Workforce Scholars Program has to be changed accordingly depending on which of the value proposition surveys it is. “Prior to entering the Workforce is Scholar Program” is to be used for the first value proposition survey, the pre-program. “After participating in the Workforce Scholars Program for a semester” is to be used for the second value proposition survey, the mid-program survey. “After completing the Workforce Scholars Program” is to be used for the third value proposition survey, the post-program survey. We have adjusted them accordingly below for ease of usage.

PRE-PROGRAM SURVEY

Q: Prior to entering the Workforce Scholars Program, how confident were you in being able to get a job?

- Not confident
- Slightly confident
- Somewhat confident
- Fairly confident
- Completely confident

Q: Prior to entering the Workforce Scholars Program, how confident were

you in your skills matching available jobs?

- Not confident
- Slightly confident
- Somewhat confident
- Fairly confident
- Completely confident

Q: Prior to entering the Workforce Scholars Program, did you feel confident in knowing people who can help you get a job?

- Not confident
- Slightly confident
- Somewhat confident
- Fairly confident
- Completely confident

Q: Prior to entering the Workforce Scholars Program, how confident were you in being able to find a mentor to help you with your career interests?

- Not confident
- Slightly confident
- Somewhat confident
- Fairly confident
- Completely confident

Q: Prior to entering the Workforce Scholars Program, how confident did you feel in your knowledge of places where you can get a job?

- Not confident
- Slightly confident
- Somewhat confident
- Fairly confident
- Completely confident

Q: Prior to entering the Workforce Scholars Program, how confident were you in your experience of being a match for available jobs?

- Not confident
- Slightly confident

- Somewhat confident
- Fairly confident
- Completely confident

Q: Prior to entering the Workforce Scholars Program, were you confident that you were on track for your career path?

- Not confident
- Slightly confident
- Somewhat confident
- Fairly confident
- Completely confident

Q: Prior to entering the Workforce Scholars Program, how confident were you that you wanted to work in this career pathway after you completed school?

- Not confident
- Slightly confident
- Somewhat confident
- Fairly confident
- Completely confident

MID-PROGRAM SURVEY

Q: After participating in the Workforce Scholars Program for a semester, how confident are you in being able to get a job?

- Not confident
- Slightly confident
- Somewhat confident
- Fairly confident
- Completely confident

Q: After participating in the Workforce Scholars Program for a semester, how confident are you in your skills matching available jobs?

- Not confident
- Slightly confident
- Somewhat confident
- Fairly confident

- Completely confident

Q: After participating in the Workforce Scholars Program for a semester, do you feel confident in knowing people who can help you get a job?

- Not confident
- Slightly confident
- Somewhat confident
- Fairly confident
- Completely confident

Q: After participating in the Workforce Scholars Program for a semester, how confident are you in being able to find a mentor to help you with your career interests?

- Not confident
- Slightly confident
- Somewhat confident
- Fairly confident
- Completely confident

Q: After participating in the Workforce Scholars Program for a semester, how confident do you feel in your knowledge of places where you can get a job?

- Not confident
- Slightly confident
- Somewhat confident
- Fairly confident
- Completely confident

Q: After participating in the Workforce Scholars Program for a semester, how confident are you in your experience of being a match for available jobs?

- Not confident
- Slightly confident
- Somewhat confident
- Fairly confident
- Completely confident

Q: After participating in the Workforce Scholars Program for a semester, are you

confident that you were on track for your career path?

- Not confident
- Slightly confident
- Somewhat confident
- Fairly confident
- Completely confident

Q: After participating in the Workforce Scholars Program for a semester, how confident are you that you want to work in this career pathway after you complete school?

- Not confident
- Slightly confident
- Somewhat confident
- Fairly confident
- Completely confident

POST-PROGRAM SURVEY

Q: After completing the Workforce Scholars Program, how confident are you in being able to get a job?

- Not confident
- Slightly confident
- Somewhat confident
- Fairly confident
- Completely confident

Q: After completing the Workforce Scholars Program, how confident are you in your skills matching available jobs?

- Not confident
- Slightly confident
- Somewhat confident
- Fairly confident
- Completely confident

Q: After completing the Workforce Scholars Program, do you feel confident in knowing people who can help you get a job?

- Not confident
- Slightly confident
- Somewhat confident
- Fairly confident
- Completely confident

Q: After completing the Workforce Scholars Program, how confident are you in being able to find a mentor to help you with your career interests?

- Not confident
- Slightly confident
- Somewhat confident
- Fairly confident
- Completely confident

Q: After completing the Workforce Scholars Program, how confident do you feel in your knowledge of places where you can get a job?

- Not confident
- Slightly confident
- Somewhat confident
- Fairly confident
- Completely confident

Q: After completing the Workforce Scholars Program, how confident are you in your experience of being a match for available jobs?

- Not confident
- Slightly confident
- Somewhat confident
- Fairly confident
- Completely confident

Q: After completing the Workforce Scholars Program, are you confident that you were on track for your career path?

- Not confident
- Slightly confident
- Somewhat confident

- Fairly confident
- Completely confident

Q: After completing the Workforce Scholars Program, how confident are you that you want to work in this career pathway after you complete school?

- Not confident
- Slightly confident
- Somewhat confident
- Fairly confident
- Completely confident

C. Value of Program: Sample Questions and Responses

Q: How valuable do you think being a Workforce Scholar will be to your future career?

- Not at all valuable
- Somewhat valuable
- Very valuable

Q: How relevant do you think what you have learned as a Workforce Scholar is to your career?

- Not at all valuable
- Somewhat valuable
- Very valuable

Q: How likely is it that you will continue to work in the same industry/occupation after your pre-apprenticeship?

- Very likely
- Somewhat likely
- Not at all likely
- I don't know

Q: How knowledgeable do you think you are about future career opportunities compared to when you started the apprenticeship?

- Not at all knowledgeable

- Somewhat knowledgeable
- Very knowledgeable

Q: Have you received any of the following benefits as a Workforce Scholar? Please choose all that apply.

- Hands-on learning
- Occupational skills
- Head-start on my career
- Career-ready skills
- Building my resume
- Regular paycheck/Pay
- Career exploration
- Professional network
- Peer network of other youth apprentices
- Industry-recognized credential
- College credit
- Career Mentor
- Real-world work experience
- Working during school hours
- None

SECTION V: REFERENCES

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5.3 Value Proposition Report

LITERATURE REVIEW ON YOUTH APPRENTICESHIP BEST PRACTICES

Compiled by LBJ Consultant Team

Authors: Noemi Cruz-Cruz, Helen Ho, Téa Johnson, and Brianna McBride

Date: April 25, 2023

Abstract: This literature review encompasses four key research areas: (1) measurable outcomes of youth apprenticeship programs, (2) benefits received from participating students and employers, (3) exploration of programmatic models, and (4) best program practices and strategies for successful youth apprenticeship programs, such as the Workforce Scholars Program, in the Dallas County landscape.

Introduction

In 2016, the Texas Higher Education Coordinating Board (THECB) declared a 60x30 strategic plan to increase educational attainment and quality postsecondary credentials for Texans aged 25-34.¹³ According to their progress report in 2021, the effects of COVID-19 on students and working-aged adults will require efforts to retrain and upskill this age demographic. The THECB advised higher education institutions to employ strategies such as expanding the range of flexible educational options for Texans to earn credentials and workforce development. This remains especially important when considering how to target underrepresented groups that have experienced increased disparities as a result of COVID-19.¹⁴ THECB's most recent report published in July 2022 reported that although there were improvements for underrepresented groups in degree completion, they are still not on target to meet the 2030 goal.¹⁵ This Texas landscape reflects the challenges in North Texas to increase educational opportunities for disadvantaged youth in Dallas, Texas.

This literature review serves as a foundation to guide our strategic advising on the youth apprenticeship program at Dallas College, Workforce Scholars. In this literature review, we will: (1) examine the current state of youth apprenticeship programs and their various value propositions, (2) explore youth apprenticeship program models, and (3) identify best program practices and key strategies that promote successful youth apprenticeship programs that are relevant to the socio-economic landscape of Dallas and Dallas College.

Status and Value of Apprenticeship Programs Across the United States

Apprenticeship programs traditionally created avenues to train workers in technical fields and vocational programs. This model has evolved and expanded programs to include training for growing industries and higher-skilled occupations. This model has been further developed to include early career preparation through pre-apprenticeship and youth apprenticeship programs

¹³ Texas Higher Education Coordinating Board. *Rep. Texas Higher Education Strategic Plan: 60x30*. THECB, 2016. <https://reportcenter.highered.texas.gov/agency-publication/miscellaneous/theccb-60x30-strategic-plan/>.

¹⁴ Texas Higher Education Coordinating Board. *Rep. Texas Higher Education Coordinating Board: 60x30 Texas Progress Report* (2021), July 2021.

<https://reportcenter.highered.texas.gov/reports/data/60x30tx-progress-report-july-2021/>.

¹⁵ Texas Higher Education Coordinating Board. *Rep. Texas Higher Education Coordinating Board: 60x30 Texas Progress Report* (2022), 27 July 2022.

<https://reportcenter.highered.texas.gov/reports/data/60x30tx-progress-report-july-2022/>

housed out of the federal Registered Apprenticeship program.¹⁶ Through this overarching program, federally-funded resources are allotted to sponsoring entities to facilitate their programming. Pre-apprenticeship programs serve as a pathway for job-seekers to directly access the Registered Apprenticeship program and as an additional recruitment tool for employers. Participants of these programs receive both academic preparations in the form of industry-recognized certificates and foundational job training to equip them to enter the workforce.¹⁷ Youth apprenticeship programs provide hands-on learning opportunities to high school students where students typically participate in their junior or senior year. Following graduation, youth apprentices can enter the workforce, pursue post-secondary education, or continue into adult apprenticeship programs.

Between 2013 and 2019, the U.S. saw an overall 82% growth of apprenticeship programs and consistent double-digit year over year growth since 2014.¹⁸ The impact of COVID-19 resulted in a nationwide growth of only 8% between 2020 and March 2023 but the most registered programs to date. As a state, Texas has added 29% more apprenticeship programs for ages 24 and under alone between 2020 and 2023.¹⁹ The Association of Community College Trustees outlined that community colleges are key players in creating and facilitating these programs.²⁰ As local higher education institutions, community colleges are able to provide the necessary resources, facilities, and instructors to support and implement these youth apprenticeship programs. They can offer the required space and establish partnerships with business organizations throughout the community. Furthermore, community colleges offer affordable and flexible education which allows for apprenticeship programs that are connected with these community colleges to be accessible to a wide range of students. In North Texas, the Dallas Thrives initiative highlights this as an important point because it includes underserved communities, particularly students from communities of color or low-income communities.

¹⁶ Apprenticeship, Office of. "Registered Apprenticeship Program." Apprenticeship.gov. Accessed April 14, 2023. <https://www.apprenticeship.gov/employers/registered-apprenticeship-program>.

¹⁷ Beer, Allison. *"Apprenticeships: An Emerging Community College Strategy for Workforce Development."* Association of Community College Trustees (2019). <https://files.eric.ed.gov/fulltext/ED605124.pdf>

¹⁸ U.S. Department of Labor. *Registered Apprenticeship Data and Statistics: Interactive Apprenticeship Data*. March 25, 2023. <https://www.apprenticeship.gov/data-and-statistics>.

¹⁹ U.S. Department of Labor.

²⁰ Beer, Allison. *Apprenticeships* (2019).

However, because community college systems are so vast and individualized to the local community, youth apprenticeship programs are implemented differently depending on the geographic location and overall student demographics. These differing methodologies are seen as beneficial as it shows the ability of these youth apprenticeship programs to tailor to the needs of the community. In particular, if we look at Dallas County, we notice that youth apprenticeship programs are focused on delivering highly competitive skills that contribute to the key industries in Dallas's economy which include healthcare, technology, infrastructure, and logistics. Stakeholders find this very positive where higher education and business leadership committees have endorsed the ability of community colleges to prepare the local workforce for jobs. Described as a "strategy of workforce development", youth apprenticeships provide a career pathway that produces benefits and value for students, employers, and the local economy. These programs have been found to be effective when they have a clear and unified consensus amongst all stakeholders on the value of the program. A clear and robust program plan to understand organizational structure is also imperative to effective youth apprenticeship programs. Registered Apprenticeship programs are typically coordinated through the Department of Labor and sponsored by employers; however, colleges and universities can register as a sponsor themselves. Although not discussed, employers can also serve as Registered Apprenticeship sponsors to develop their own pre-apprenticeship program and partner with community colleges and other industry partners. However, these program models are limited in reaching student participants and diversifying employment options in different industries hindering their effectiveness. We will not discuss employer-sponsored models any further in this literature review as we assess other models for this reason. Ultimately, youth apprenticeship program models vary, yet the benefits received by students and employers are vast and outlined below.

A. Measurable Outcomes of Youth Apprenticeship Programs

Youth apprenticeships give students increased student success, educational outcomes, and career development. In 2020, the School Superintendents Association report showed that 94% of apprenticeship participants retain their employment after the program and the average salary of post-completion was \$70,000.²¹ These outcomes are especially

²¹ Expanded Pathways, "Youth Apprenticeships Give Students Brighter Futures." (2020). ERIC. <https://www.aasa.org/uploadedFiles/AASA-Apprentice-WEBSITE-FINAL.pdf>.

impactful when taking into account youth unemployment, specifically for low-income and minority students. As many of these students use community college as their avenue to postsecondary attainment, these accessible institutions sit at the crux of connecting youth and industries. Community colleges work-based learning models of youth apprenticeship programs foster unique career pathways that are historically deprived from students of color.²² These programs offer an investment in students to provide sustainable wages, economic advancement, and the eradication of employment access disparities. As challenges persist with COVID-19 recovery, youth apprenticeship programs pose a strong future in providing employment for high-demand sectors that are looking for young talent.²³

B. Benefits Provided to Employers and Students

Youth apprenticeship programs provide an avenue to connect high school students to industries in the local area, creating a mutually beneficial partnership to fulfill work needs. Business requires a workforce that is prepared with skills that fulfill current and future industry demands.²⁴ Students experience career-connected learning, awarding them competencies directly applicable to that sector and employer.²⁵ Additionally, through collaboration with a community college, these programs become cost-effective for employers because the programs offer additional resources for career development and credentials.²⁶ Such that, employers are not solely financially responsible for the additional training of student participants. Moreover, the talent pipeline supplements the potential workforce shortages and industry competitiveness. Since some partnerships allow employers to act as key stakeholders in the process, these businesses can help develop

²²Garcia, John-David, Justine Willis, Francesca Viazzoli, Madeleine Petraglia, and Christina Be. 2020. “*Connecting Opportunity Youth and Employers through Work-Based Learning the Benefits, Challenges, and Best Practices for Building a Work-Based Learning Model.*” <https://www.citigroup.com/citi/foundation/data/work-based-learning.pdf>.

²³Expanded Pathways, “*Youth Apprenticeships Give Students Brighter Futures.*” (2020). ERIC.

²⁴“*State Policy Playbook to Advance Youth Apprenticeship.*” National Governors Association. PAYA. (2022). <https://www.nga.org/center/publications/state-policy-playbook-to-advance-youth-apprenticeship/>

²⁵Bierly C. and Smith A. *Making the Leap.* Bain, 31 Jan. 2019, www.bain.com/insights/making-the-leap-how-to-take-the-promise-of-career-connected-learning-to-scale/.

²⁶Jones, Jacinth, and Batia Katz. “*How Students and Employers View Youth Apprenticeships.*” Urban Institute (2019).<https://www.urban.org/urban-wire/how-students-and-employers-view-youth-apprenticeships#:~:text>Youth%20apprenticeships%20connect%20many%20high>.

students from early stages to ensure high virtuosity in their future employees. Businesses are also able to immerse themselves in the local community and understand their needs.

For students, the hands-on experience and ability to gain in-demand skills is advantageous for post-graduation.²⁷ Traditionally, high school students are expected to attend a 4-year institution directly out of high school. However, a majority of inner-city public school graduates do not follow that route.²⁸ Youth apprenticeship programs give students an additional option for reaching living-wage careers.²⁹ The opportunity to acquire a higher-wage occupation is vital in addressing intergenerational inequity and providing financial security for high school graduates.³⁰ Furthermore, since students are infrequently exposed to wider ranges of industry paths, youth apprenticeships open the doors for students to imagine careers and postsecondary education beyond their original plans. Youth apprenticeships lay a foundation that can motivate students to pursue further education and career training down the line.³¹ Youth apprenticeship programs vary in structure to provide the best assistance to the needs of students. Therefore, the uniqueness of the programs requires exploration into how the logistical frameworks are able to serve students all over the country.

Exploring Youth Apprenticeship Program Models

Some community colleges and high schools focus on youth apprenticeship models to provide additional extracurricular experience for students to gain marketable skills on the job. Still, these programs range in scope, length, and depth. There are a plethora of career development models that span school districts in Dallas. Youth apprenticeship programs fall within career and technical education (CTE).³² CTE is an umbrella term but all models underneath have an objective of giving work-based learning opportunities through challenging work, exposure to

²⁷ Jones, Jacinth, and Batia Katz. *How Students and Employers View Youth Apprenticeships*. (2019)

²⁸ “Apprenticeships.” Apprenticeship Program | Careers | Dow Corporate. Dow Chemical Apprenticeship Program. Accessed March 30, 2023. <https://corporate.dow.com/en-us/careers/apprenticeships.html>.

²⁹ Bierly C. and Smith A. “*Making the Leap.*” Bain.

³⁰ “*State Policy Playbook to Advance Youth Apprenticeship.*” National Governors Association. (2022).

³¹ Mindham, J., & Schultz, D. (2019). *The Impact of Youth Apprenticeship and Employability Skills Programs on Career & Technical Education Concentrator-Completer Post Graduation Outcomes*. Career & Technical Education Research, 44(3), 3–13. <https://doi-org.ezproxy.lib.utexas.edu/10.5328/cter44.3.3>

³² Texas Education Agency. (2023). *Career and Technical Education*. Texas Education Agency. <https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education>

new industries, and clear pathways to completion for its students.³³ Additionally, Texas CTE initiatives include early college high schools (ECHS) and pathways in technology early college high schools (P-TECH) which provide alternative opportunities for students to gain technical classroom instruction. P-TECH programs in particular provide students with academic, technical, and workplace skills to increase employability and career opportunities. Both ECHS and P-TECH programs allow students the opportunity to earn an associate's degree by their high school graduation, industry certificates, or both. Youth apprenticeship programs differ from some CTE programs in that they solely provide career development and on-the-job training experiences. There is no additional classroom experience or coursework that is required in traditional youth apprenticeship programs.³⁴

In this section, we will assess six different youth apprenticeship models—three are sponsored by community colleges in Illinois, Texas, and South Carolina, one is sponsored by the state of Georgia, and two are sponsored by non-profit organizations in Washington and California. This will provide insight into various approaches to implementing these programs and what is capable within the landscape of Dallas County.

A. Community College Models: Harper College Registered Apprenticeships³⁵

Located in Illinois, Harper College was the first in the country to become a Registered Apprenticeship sponsor through the Department of Labor in 2016 beginning with an apprenticeship in the insurance sector.³⁶ Harper College has eight programs and takes the lead role in facilitating and designing curricula for each. Participants take academic courses related to the desired industry and partnering employers agree to cover the costs of tuition and salary of each apprentice they hire. The institution offers apprenticeship opportunities in “non-traditional” fields such as cybersecurity, retail management, and supply chain management while emphasizing apprenticeship programs in financial services. Harper College leads business partner recruitment and engagement to understand their specific needs to prevent mismatching skills. Prior to the pandemic, their

³³ Mindham, J., & Schultz, D. *The Impact of Youth Apprenticeship and Employability Skills Programs*. (2019).

³⁴ Beer, Allison. *Apprenticeships* (2019).

³⁵ Beer, Allison. *Apprenticeships* (2019).

³⁶ Browning, Bill, and Rebecca Nickoli. “Supporting Community Colleges: Delivery of Apprenticeships.” Jobs for the Future, 2021. <https://www.apprenticeship.gov/sites/default/files/CCSurveyReport091917.pdf>.

apprenticeship program had a retention rate of 88%.³⁷ Harper College exemplifies programmatic success through including tailored academic components directly related to the career path of apprentices that resulted in an impressive retention rate.

B. Community College Models: San Jacinto College Apprenticeships³⁸

Located in Texas, San Jacinto College offers several three-year programs that include college courses and job training to connect students with careers in local industries. The first phase of the program requires students to take full-time college courses and slowly transition to a mix of on-the-job training and part-time coursework. The college customizes the programs to meet employer needs, as well as the THECB and Texas Workforce Commission. They've created 18 apprenticeships "crosswalks" with the Department of Labor and THECB to map business needs and meet employer demand while assuring college credit for individuals who complete a registered apprenticeship program. Apprenticeship crosswalks are available in the electrical, welding, and plumbing fields with the remaining 15 being in similarly blue-collar occupations. These offerings are aligned with the already registered Dow Chemical Apprenticeship Program. Dow, an employing partner, committed to paying for the Associate's degree for all hired apprentices in addition to their salary and medical benefits.³⁹ San Jacinto College exemplifies an intentional cross-sector collaboration that resulted in a successful, well-balanced and adaptable program structure—particularly in the context of Texas.

C. Community College Models: Trident Technical College Apprenticeships⁴⁰

Located in South Carolina, Trident Technical College offers two-year apprenticeship programs to rising high school juniors and seniors through the Charleston Regional Youth Apprenticeship (CRYA) program. There is a combination of free coursework and on-the-job training for students throughout the program. This program provides active pathways in health, engineering design, hospitality and tourism, business technology, and

³⁷ Beer, Allison. *Apprenticeships* (2019).

³⁸ Beer, Allison. *Apprenticeships* (2019).

³⁹ "Apprenticeships." Apprenticeship Program | Careers | Dow Corporate. Dow Chemical Apprenticeship Program. Accessed March 30, 2023. <https://corporate.dow.com/en-us/careers/apprenticeships.html>.

⁴⁰ "Trident Technical College." Charleston Regional Youth Apprenticeships. Trident Technical College, 2022. https://www.tridenttech.edu/career/workforce/car_youth_apprentice.html.

criminal justice among 4 other pathways. The students who participate in the program are regionally matched and are provided with resources to prepare and complete the program as well as national credentials from the Department of Labor. Trident Technical College educates and assists companies in Berkeley, Charleston and Dorchester Counties in growing their workforce pipelines by connecting them with apprentices. Contrary to San Jacinto College, this apprenticeship program does not offer an associate's degree as a benefit of program participation but will provide one year of free college credit. CRYA is robust in its ability to provide multi-sector placements while offering career development across multiple counties which indicates the breadth of their infrastructure and ability to connect students with resources both internal and external.

D. High School Models: Georgia High Schools Youth Apprenticeships⁴¹

The state of Georgia runs and operates youth apprenticeships for Georgia public high schools in collaboration with local employers. This program places coordinators at each high school that support the key stakeholders within their program— students, schools, and employers. The program coordinators facilitate the matching of students to apprenticeships and all other program logistics such as coordinating courses and curriculum. The Georgia High Schools model draws on the significance of program coordinators and their role within high schools. This programmatic model highlights how youth apprenticeships can effectively engage and connect directly with high school students.

E. Non-Profit Model: Aerospace Joint Apprenticeship Committee⁴²

The state of Washington sought to create an intermediary non-profit organization to provide upskilling and a career path into aerospace and advanced manufacturing in 2008. This investment of resources resulted in the Aerospace Joint Apprenticeship Committee (AJAC) which offered several apprenticeship opportunities for those seeking to develop industry-relevant skills at various locations throughout the state. AJAC expanded in 2017

⁴¹ Lerman Robert, Daniel Kuehn, and Jessica Shakesprere. "YOUTH APPRENTICESHIP in GEORGIA: EXPERIENCES and RECOMMENDATIONS." Urban Institute. (2019).

https://foropportunity.org/wp-content/uploads/2019/04/19_043_GCO_Urban_Inst_Pres_Web.pdf

⁴² Mathie, Andrea-Messing. 2021. "About JFF's Center for Apprenticeship & Work-Based Learning." https://jfforg-prod-new.s3.amazonaws.com/media/documents/YA_in_Action_-_Final_-_09-08-2021.pdf

to include a youth apprenticeship program as a Registered Apprenticeship sponsor through the Department of Labor, where they currently partner with 15 school districts across the state. The youth apprenticeship program is designed to prepare high school juniors and seniors with career-ready skills in automation and production while obtaining college-level classroom instruction jump starting their career trajectories. Youth apprentices receive paid on-the-job training and professional mentorship. This program model is unique in that the AJAC staff and partnering school districts co-create a memorandum of understanding that clearly defines program responsibilities. This program model exemplifies how clear communication enhances program adaptability.

*F. Non-Profit Model: Early Care and Education Pathways to Success*⁴³

Located in California, Early Care and Education Pathways to Success (ECEPTS) contains multiple Registered Apprenticeships within the early care and education industry, and related education sector professions. ECEPTS has incorporated wrap-around services such as no-cost college coursework, coaching and mentorship, and cohort learning to address barriers to success common among non-traditional students and workers which make up a large population of their apprentices. ECEPTS independently oversees apprenticeship program design, development, and implementation and has since expanded to create pilot programs in three school districts. These youth apprenticeship programs allow students to complete dual-credit college courses while simultaneously receiving on-the-job training in early education, special education, and social and human services. Participants can continue their apprenticeships following high school graduation as they enter a state community college. ECEPTS program models exemplifies how student success can be directly addressed through the program design by tailoring student support services.

The models above show the range that programs can take depending on their location and region. These models exemplify that there are multiple approaches to providing students with quality work experience in high school that capitalize on the strengths of the program model. Specifically, Community college models are uniquely situated, due to their established

⁴³ Mathie, Andrea-Messing, 2021. "About JFF's Center for Apprenticeship & Work-Based Learning."

infrastructure, to facilitate various postsecondary pathways by their ability to oversee program design and align participants' education goals with different industry needs. As community college youth apprenticeship programs continue to grow in variety, identifying best practices from all available models to improve programmatic design and facilitation is critical in the creation of new programs.

In this section, we will assess six different youth apprenticeship models—three are sponsored by community colleges in Illinois, Texas, and South Carolina, one is sponsored by the state of Georgia, and two are sponsored by non-profit organizations in Washington and California. This will provide insight into various approaches to implementing these programs and what is capable within the landscape of Dallas County.

Best Program Practices and Guiding Principles for Youth Apprenticeships

Despite variances between program models due to regional differences and needs, we have identified striking similarities throughout program logistics. These similarities are effective program practices that promote the expansion and success of youth apprenticeships across the country. These practices include: (1) strong industry partnerships, (2) cultural competency, (3) collective vision and buy-in, (4) robust data collection, and (5) consistent and diverse funding. In this section, we will assess each practice in the context of the guiding principles outlined by Partnership to Advance Youth Apprenticeships (PAYA), an initiative that supports local and state efforts in expanding access to apprenticeship opportunities for high school age youth. These guiding principles are nationally recognized as the foundation to producing high-quality youth apprenticeship programs and are intentionally broad to help communities leverage their unique assets in developing these programs. Additionally, we will identify how each best program practice aligns with the unique needs of Dallas County.

A. Strong Industry Partnerships⁴⁴

Youth apprenticeship programs require employing industry partners that are willing to invest their time and energy into employing students. The career readiness gaps that exist

⁴⁴ Lerman, Kuehn, and Shakespere. "YOUTH APPRENTICESHIP in GEORGIA: EXPERIENCES and RECOMMENDATIONS." Urban Institute. (2019).

for first-time employed high schoolers is a barrier to acquiring employer partnerships. However, youth apprenticeship programs provide a talent pipeline that addresses direct workforce needs. PAYA principles signify that youth apprenticeship programs should be both career-oriented and portable. These principles emphasize the importance of students receiving career-specific skills and credentials in their related fields. In practice, this includes developing on-the-job competencies, providing courses and supplemental instruction, and aligning job-specific training to relevant degrees and certifications. Harper College Registered Apprenticeships and AJAC provide students with specific course work that align and enhance their apprenticeship experiences by marrying classroom instruction with hands-on and practical training tailored to the career track. Businesses and organizations will be more willing to invest in the program given that the career development provided for students is proven beneficial for their industry and valuable to their company.

B. Cultural Competency⁴⁵

Employers and institutions should approach the program participants through an equitable and ethnographic standpoint. Ensuring that program methods are culturally relevant and cognizant of students well-being and background. Ethnographies of work (EOW) offers underserved students the opportunity to gain agency through their work futures. PAYA's equitable principle emphasizes the importance of youth apprenticeship programs being accessible. Proactively addressing barriers to work-based learning is the key to creating a culturally competent program for students in the Dallas region. A positive learning environment can be fostered by providing students with support services and opportunities to engage with one another and experience learning as a cohort. Moreover, students from historically underserved backgrounds will need tailored support that resonates with their culture and socioeconomic status. Therefore, program facilitators should periodically assess the program from an ethnographic viewpoint to meet students where they are. ECEPTS is an example that uses a cohort model to give students a group development experience through the program.

⁴⁵ Gatta, M. and N. Ziehmke (2020), *“Ethnographies of Work: A Transformative Framework for Career Learning”* in Hoffman, N. and M. L. Collins, eds. *Teaching Students About the World of Work - A Challenge to Postsecondary Educators*. Harvard Education Press.

C. *Collective Vision & Buy-In*⁴⁶

All partnering entities need to have a collective vision as to the values and goals of the youth apprenticeship program regardless if one is a state agency, school district, community college, or employer. Partnerships and positive work relationships are important to the development and sustainability of a program. This vision should be utilized to drive programmatic goals, strategic priorities, and measured outcomes. The leading intermediary organization typically has the responsibility of outlining the program vision, avenues for stakeholders to be engaged, and the benefits they will receive from the program. PAYA’s principle on adaptability ensures youth apprenticeship programs are intentionally designed for employers to gain direct value from program buy-in. The CRYA model works directly with employers to identify their needs and include them in the program curation process. The LBJ Consultant Team recommends expanding this principle to all partnering stakeholders so they can actively engage in program facilitation. For example, San Jacinto College Apprenticeships collaborates with the Texas Higher Education Coordinating Board and Texas Workforce Commission to customize the programs to fit area-specific industry needs. This level of collaboration, collective vision, and commitment from stakeholders is key to program success and sustainability.

D. *Robust Data Collection*⁴⁷

Data is essential for short and long-term performance measurement. Youth Apprenticeship programs must collect disaggregated qualitative and quantitative data to clearly outline program outcomes and measure longitudinal success. Program sustainability is hinged on the breadth of the data collected to support the program. Data collection cannot simply be gathering student participation and completion rates, but instead, focus primarily on outcomes. PAYA’s accountable principle emphasizes the significance of detailing program outcomes and monitoring them with transparent metrics. Many youth apprenticeship programs have used a variety of databases, surveys,

⁴⁶ Mathie, Andrea-Messing. 2021. “About JFF’s Center for Apprenticeship & Work-Based Learning.”

⁴⁷ “The Role of Data and Accountability in Growing Youth Apprenticeship Programs.” 2019.

and progress-tracking technological tools to gather vital program information. For example, CRYA used grant funding to produce an application that shares job training hours between the intermediary organization and partnering employers to aid in program facilitation and evidence collection. This type of robust data collection can aid in providing qualitative data to examine student experiences or conditions, to gauge employment opportunities, and to investigate post-graduation education trajectories to bring about a more holistic evaluation of youth apprenticeship programs. PAYA outlines a self-assessment tool to provide programs with specific evaluation tools to guide and assess program growth and sustainability.⁴⁸

E. Consistent & Diverse Funding⁴⁹

An array of consistent funding is needed to sustain and expand programming to guide students to more career paths and provide additional resources for the expansion of the programs. Institutions must get creative with their funding resources to promote program sustainability. The growth of youth apprenticeship programs and the increased need for their implementation across the nation elicits new funding opportunities from multiple avenues. These avenues include federal, state, and local government, as well as private funders. In recent years, the state of Texas has increasingly prioritized reskilling and upskilling citizens to meet the state's workforce needs. Additionally, the Texas Commission on Community College Finance provided a report to the 88th Texas Legislature that recommended state funding for workforce education programs and community colleges to produce these programs.⁵⁰ Thus, the facilitation of youth apprenticeship programs by community colleges are in an optimal position in Texas to receive funding. The short and long-term value of youth apprenticeship programs to students, employers, and the State of Texas are a key leveraging factor for long-term financial investment.

⁴⁸ Jobs for the Future. *Self-Assessment and Planning Tool for Youth Apprenticeship Programs* (2019). <https://www.jff.org/resources/self-assessment-and-planning-tool-for-youth-apprenticeship-programs/>

⁴⁹ Beer, Allison. *Apprenticeships* (2019).

⁵⁰ The Texas Commission on Community College Finance. 2023. "Report to the 88th Legislature." <https://reportcenter.highered.texas.gov/reports/legislative/texas-commission-on-community-college-finance-report-88tx/>

Conclusion

Youth apprenticeship programs as a whole are a feasible and effective solution that provide hands-on learning and real-world work experience to youth to ensure academic success and career readiness to meet the demands of a current and future job market. They provide an important pathway to educational and economic advancement for involved youth and allow industries to have the foundation to bridge the employment and skills gap in hiring diverse youth. Thus by addressing essential workforce needs, youth apprenticeship programs play a crucial role in fulfilling the workforce pipeline in major cities and addressing economic disparities in underserved communities.

Although youth apprenticeships vary significantly across the country, the ability to tailor program design and implementation methods allows communities to meet the direct needs of their students, surrounding industries, and regional workforce. It has been a priority for the Texas Tri-Agency (Texas Higher Education Coordinating Board, Texas Workforce Commission, and Texas Education Agency) to address the skills mismatch gap between employees and employers in key industries throughout the state. The city of Dallas has pledged to invest in workforce development programs and has touted the ability of youth apprenticeship programs to provide a solution in addressing essential workforce needs. The mayor of Dallas has highlighted the effectiveness of utilizing community colleges to advance these needs and has established a partnership with Dallas College alongside important private sectors to facilitate these youth apprenticeship programs for Dallas youth.

The direct beneficiaries of youth apprenticeship programs are students and employers; both receive a clear benefit from participating and investing in these programs. Youth apprenticeship programs must be designed with both student and employers' needs at the forefront to ensure the best experience and positive outcomes are provided. This literature review indicates multiple effective programmatic strategies for youth apprenticeships by outlining best practices, along with national guiding principles for intermediary organizations to create successful programs for their respective areas. Dallas College sits at the pinnacle of designing a successful youth apprenticeship program for the Dallas community. To accomplish this, Dallas College would benefit from implementing the outlined best program practices and adhering to PAYA's guiding

principles. Youth apprenticeship programs are an avenue of educational and workforce development that presents students with diverse career experiences. These experiences have the potential to change the lives of students and their communities while fulfilling economy and workforce needs.

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5.3 Value Proposition Report

VALUE PROPOSITION REPORT

Compiled by LBJ Consultant Team

Authors: Noemi Cruz-Cruz, Helen Ho, Téa Johnson, and Brianna McBride

Date: April 25, 2023

Abstract: This value proposition report provides a descriptive definition of the Dallas College WFS Program's value to each stakeholder – the Dallas College, the Dallas Independent School District, Dallas Independent School District students, the Dallas College Employing Partners, and Workforce Education Practitioners – who partake in development and implementation of the WFS Program. The value statement highlights and sustains the importance of youth apprenticeship programs like the Workforce Scholars Program throughout the region.



DALLAS COLLEGE

WFS Program Value Proposition Report

APRIL 2023



Written by: Noemi Cruz-Cruz, Helen Ho, Briana McBride, and Téa Johnson



About Project

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01

A little bit about the Dallas College WFS Program



The WFS Program (WFS Program) is a pre-apprenticeship program implemented by Dallas College in partnership with the Dallas Independent School District (Dallas ISD). Dallas College intends to scale the program to the rest of North Texas as a youth apprenticeship program. The WFS Program follows an earn-and-learn model, which provides students with a work-based learning opportunity to gain industry skills while receiving a wage. The WFS Program aims to develop scholars' skills in Intelligence Technology, Facilities, and Business. The program promises to jumpstart Scholars' careers before graduation, provide hands-on support with a mentor, class credit, an income of \$15.38 per hour, and a flexible schedule [1].



Report Purpose

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The purpose of the value proposition is to provide a descriptive definition of the Dallas College WFS Program's value to each stakeholder- the Dallas College, the Dallas Independent School District, Dallas Independent School District students, the Dallas College Employing Partners, and Workforce Education Practitioners- who partake in development and implementation of the WFS Program. The value statement highlights and sustains the importance of youth apprenticeship programs like the Workforce Scholars Program. The value proposition report is critical to Dallas College's plan to scale the Workforce Scholars Program from a youth pre-apprenticeship program to a youth apprenticeship program shortly.



03

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Dallas needs a well-skilled, diverse, and nimble workforce to solidify its status as an economically strong, vibrant, and modern city. In the aftermath of the COVID-19 pandemic, it is imperative to understand how this unprecedented event has affected the outlook for Dallas workers.

-- Mayor Eric Johnson

”

Dallas Workforce Development Landscape ••••

In 2021, Dallas Mayor Eric Johnson released a statement highlighting the dire need for workforce development among the current and future workforce for the economic well-being of the labor force and Dallas [2]. The Workforce Solutions Greater Dallas foresees the Dallas workforce to expand by 57,143 jobs in the next five years [3]. Yet, the *Upskilling Dallas: How to Modernize the City's Workforce for the Jobs of Tomorrow* report, produced by the Cicero Group, found that Dallas's workforce is experiencing an "ever-increasing skills mismatch between the workforce and employers," and this "threatens to stunt the city's growth and to leave behind parts of its populations" [4]. Concurrently, the youth of Dallas is a subpopulation

that is being left behind in terms of workforce development and education. According to Measure for America, 13% of Dallas's youth is currently not enrolled in school nor employed [5]. Meaning Dallas youth is facing a labor, education, and financial crisis. Thus, the Mayor of Dallas advocated to prioritize youth as an essential labor force in workforce development and education policy [6]. However, for this to occur, partnerships need to develop and implement workforce education programs like the Dallas College Workforce Scholars Program that place youth at the forefront of workforce development [7].

Stakeholder Ecosystem

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Stakeholder engagement from city leaders, education leaders, and private partnerships is critical for the WFS Program to exist and expand. In the context of the WFS Program, the stakeholders in the WFS Program stakeholder ecosystem are the following:

Dallas College Workforce Scholars Team

Dallas Independent School District

Dallas Independent School Students

Employing Partners

Workforce and Education Practitioners

05

“Workforce development is a critical issue for Dallas -- one that demands the attention of city leaders, education leaders, and private partners. ”
-- Cicero



06

The Value to Stakeholders

THIS SECTION DEFINES VALUE, STAKEHOLDERS, AND WHAT THEY WILL RECEIVE AS VALUE IF THEY ENGAGE WITH THE WFS PROGRAM.



There needs to be a concise understanding of what each of the following terms means- value, the WFS Program stakeholder ecosystem, and each stakeholder- to gauge the value proposition of the WFS Program to stakeholders. Thus, the definitions of value and the WFS Program stakeholder ecosystem are clearly stated.

Value Proposition: The value (benefits) that Dallas College Workforce Scholars Program promises to deliver to stakeholders who choose to invest and participate in the program.

WFS Program Stakeholder Ecosystem: Key players involved in the establishment, development, and implementation of the Workforce Scholars Program.

The College of Workforce Scholars Team, Dallas Independent School District, Dallas Independent School District students, employing partners, and workforce education practitioners are essential to the WFS Program. The table below lists each key player involved in the WFS Program stakeholder ecosystem and defines them.

Workforce Scholars Program Stakeholder Ecosystem

STAKEHOLDER	DEFINITION
DALLAS COLLEGE WORKFORCE SCHOLARS TEAM	Intermediary organization involved in the Dallas College Workforce Scholars Program
DALLAS INDEPENDENT SCHOOL DISTRICT	The school district that partnered with Dallas College to implement the Workforce Scholars Program
WORKFORCE SCHOLARS	Dallas Independent School District junior or senior student who is eligible and chooses to participate in the Workforce Scholars Program
EMPLOYING PARTNERS	Dallas Community departments who provide employment to the Workforce Scholars
WORKFORCE AND EDUCATION PRACTITIONERS	Practitioners who are knowledgeable in the intersection of workforce and education landscape in Texas

Value Proposition for Stakeholders

08

The Dallas College Workforce Scholars Program is valuable to the City of Dallas and stakeholders who choose to engage with it. For the City, the WFS Program addresses the Dallas Mayor's concerns by providing a workforce learning program to youth with a curriculum and training that helps them develop industry skills and prepares them for the workforce. Similarly, the WFS Program promises benefits to each stakeholder if they choose to participate. The table below will list the value the WFS Program promises to deliver to stakeholders. On the flip side, the value is the benefits stakeholders will derive from the WFS Program.

"This [program] has shaped me to be confident, and I feel more knowledgeable than I did before."
-- WFS Scholar

STAKEHOLDER	VALUE GAINED (BENEFITS)
DALLAS COLLEGE WORKFORCE SCHOLARS TEAM	An outlined value of the Workforce Scholars Program will give the WFS team a clear vision of how to achieve program success
DALLAS INDEPENDENT SCHOOL DISTRICT	School districts seek to expand career opportunities for their students
WORKFORCE SCHOLARS	The DC WFS Program equips, empowers, and supports Dallas High School students on their career development journey.
EMPLOYING PARTNERS	The Workforce Scholars program provides a talent pipeline that fulfills their employment needs
WORKFORCE AND EDUCATION PRACTITIONERS	The Workforce Scholars program aims to meet current and future workforce needs for Dallas County and the State of Texas's 60x30 mission.

Benefits Received by Stakeholders

09

Interviews with stakeholders identified various values received from the Workforce Scholars Program. The values received ranged from success metrics, expansion of career opportunities, ability to provide a livable wage, employment gap fulfillment, and addressing workforce needs. This next section describes the benefits received by stakeholders and data from research, surveys, and interviews to prove the value stakeholders will receive from the WFS Program when relevant.

1. Dallas College Workforce Scholars Team

The Dallas College Workforce Scholars Team is the intermediary organization that connects all the stakeholders to the WFS Program. Furthermore, the Dallas College Workforce Team also receives value from the WFS Program: an outlined value of the WFS Program to give the team a clear vision of how to achieve program success. For the team, success, a theme found during interviews, looks like closing the opportunity gap with work-based learning, thus providing a workforce pipeline for Dallas County. The WFS Program launch provides the Dallas College Workforce Scholars Team an opportunity to close the opportunity gap among youth by providing work-based learning opportunities. The quotes below are from interviews with the Dallas Workforce Scholars Team [8].

"This is not just a social good ask -- the industry asked for this: 'We need a workforce pipeline.'"

-- Dallas College Workforce Scholars Team

The Workforce Scholars Program is for those [students] who do not have the connections and current resources."

-- Dallas College Workforce Scholars Team

Source: Dallas College Workforce Scholars Team. Dallas College Workforce Scholars Team Stakeholder Interview. Interview by Noemi Cruz-Cruz, Helen Ho, Brianna McBride, and Téa Johnson, January 2023.

"If programming is limited based on the school a student attends or the teacher a student has.... Intermediaries can lift this responsibility from educators' plates, and in so doing, support programs that can more easily scale across industries, schools, and districts and provide access to more youth."

Source: The Critical Role of Intermediary Organizations in Expanding Youth Apprenticeship

2. Dallas Independent School District

The Dallas Independent School District (Dallas ISD) aims to expand career and education opportunities and resources for its students. School districts may not have the resources, curriculum, employment connections, and infrastructure needed to expand career opportunities, nor the time to allocate these resources. Programs like the WFS Program provide services that "can lift this responsibility from educators' plates, and in so doing, support programs that can more easily scale across industries, schools, and districts, and provide access to more youth." [9]

"I'll say it [WFS Program] definitely services a need that we have with our co-op program.... we found in the past that students have a hard time finding positions that qualify for this particular class. So, the WFS Program fulfills that need."

-- Dallas ISD

Source: Dallas Independent School District. Dallas Independent School District Stakeholder Interview. Interview by Noemi Cruz-Cruz, Helen Ho, Brianna McBride, and Téa Johnson, January 2023.

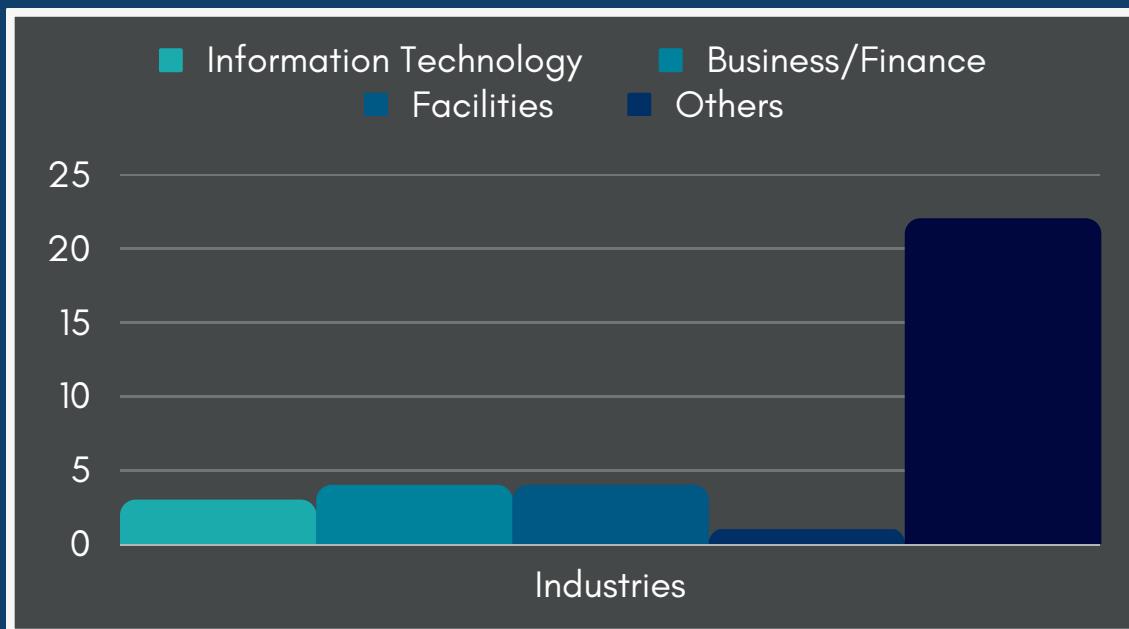
In the context of the Dallas ISD, the WFS Program delivers three values:

- 1. Fulfills a curriculum requirement**
- 2. Expands employment partnerships and opportunities for students**

Fulfills a curriculum requirement: An interview with a Dallas ISD employee highlighted the importance of the WFS Program in terms of a curriculum need, their co-op

requirement. Dallas ISD students need to take a co-op course -- a business class where students need jobs with managerial or leadership components. However, Dallas ISD students "have a hard time finding positions that qualify for this particular class" [10]. The WFS Program fulfills this curriculum requirement by providing students with employment opportunities that hold managerial and leadership roles.

Expands employment partnerships and opportunities for students: While fulfilling a curriculum requirement, the WFS Program delivers employment partnerships and opportunities that the Dallas ISD cannot. As a workforce development program launched by Dallas College, the WFS Program expands employment partnerships for Dallas ISD to give students access to Dallas College employers in the business, information technology, and facilities industries.



Source: Cruz-Cruz et al. Value Proposition Survey 2.

The *Industries* bar chart above reveals the different industry fields Dallas ISD can tap into to provide their students with additional employment opportunities.

3. Dallas Independent School District Students

The Workforce Scholars Program promises to equip, empower and support Dallas ISD students on their career development journey. The Program accomplishes this promise by providing scholars with various benefits and an experience that is valuable, relevant, and foundational to their careers.

A mid-program survey found that Workforce Scholars received a plethora of benefits. The benefits of being a Workforce Scholar varied from a paycheck that provided scholars with a livable wage to work opportunities that allowed Workforce Scholars to explore career paths [11].

Main Benefits Received From Program

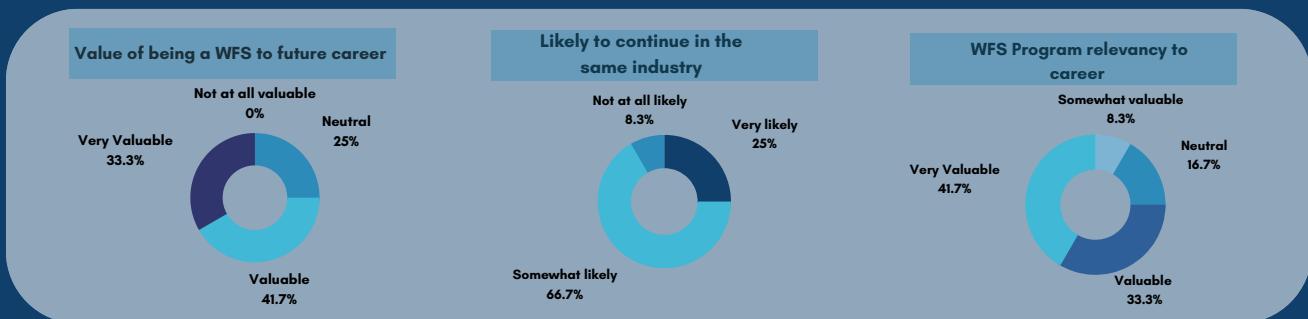
1	Pay Check	5	Flexible Schedule
2	Work Experience	6	Professional Network
3	Resume Building	7	Occupational Skills
4	Hands-on Training	8	Career Exploration

Source: Cruz-Cruz et al. Value Proposition Survey 2.

“ This program has given me the freedom to learn about my career, to get money, and to help my family **”**
-Workforce Scholar

Additionally, Workforce Scholars said the WFS Program was valuable, relevant, and foundational to their careers.

Workforce Scholars said the program was valuable, relevant, and foundational to their careers. A survey asked scholars if being a Workforce Scholar will be valuable to their future career, and 41.7% said it did [12]. Scholars answered if the program curriculum and training was relevant to their career path, and 33.3% of Workforce Scholars said yes, but more than 40% said what they learned was very valuable [13]. Lastly, the Workforce Scholars answered if they were likely to continue in the same industry/occupation they worked in as a Workforce Scholar after they finished the program; more than half of the participants (66.7%) said yes, and 25% said they are very likely to continue in the same industry [14].



Source: Cruz-Cruz et al. Value Proposition Survey 2.

All in all, data shows the value the Workforce Scholars Program delivers to participants, but scholars have also vocalized the value they receive. Below are three quotes directly from Workforce Scholars that emphasize the value they gained [15].

"I decided to join the Workforce Scholars to get a stable job, learn new skills, and find new opportunities."

"This program has helped me build connections in different fields. Additionally, it has helped me prepare for my future career and practice networking."

"This program has made me more confident in my communication skills and made me more confident in continuing this pathway in the future."

Source: Cruz-Cruz et al. Value Proposition Survey 2.

4. Employing Partners

The WFS Program provides a talent pipeline that fulfills employment needs for employing partners. Employers receive a talent pipeline and a cost-effective workforce to help with employment gaps. Employers, when interviewed, said the youth they hire were skilled and ready to work, helped close employment gaps, and are cost-effective.

An employing partner said their department was experiencing hiring issues. Specifically, they were not getting "enough qualified workers" to apply for vacant positions. So, they hired Workforce Scholars even though some did not have work experience, but they were skilled enough that when they were "put with the right person and gave them experience, they were productive." [16]

The second reiterated that the Workforce Scholars helped fill their employment gaps. For example, the second employer was experiencing issues managing their work responsibilities because there was a staff shortage. After hiring Workforce Scholars, department staff focused on their primary responsibilities while the students took on other tasks. The quote below is a primary example of the value of the WFS Program to employers [17].

***"They add a tremendous amount of value to our department just individually because they free us to be able to help the community. Same way they fill a gap, they help us provide better quality services [to the community]."* - Employing Partner**

Source: Dallas College Employing Partners. Dallas College Employing Partners Stakeholder Interviews. Interview by Noemi Cruz-Cruz, Helen Ho, Brianna McBride, and Téa Johnson, January 2023.

Other employers mentioned that the WFS Program offered a cost-effective workforce to fulfill employment gaps. By hiring the Scholars, employers saved money [18].

***"These workers, they help a matter of fact, it actually saves us money"* - Employing Partner**

Source: Dallas College Employing Partners. Dallas College Employing Partners Stakeholder Interviews. Interview by Noemi Cruz-Cruz, Helen Ho, Brianna McBride, and Téa Johnson, January 2023.

5. Workforce Education Practitioners

Workforce education practitioners are the fifth stakeholders in the stakeholder ecosystem and aim to develop the future workforce of Dallas. Aligned with the workforce education practitioners' mission, the WFS Program promises to meet current and future workforce needs for Dallas County and the State of Texas's 60x30 mission, which is to have at least 60 percent of Texans between the ages 25 and 34 hold a certificate or degree [19]. Texas workforce education practitioners were interviewed, and they highlighted the importance of workforce development programs [20]:

"Youth apprenticeships and workforce development programs are essential.

Critical. It's one thing to learn, but another thing to get into the field. We need students who have both. It's critical."

– Workforce education practitioner

"From a higher education stance, working on creating the trim-agency framework on what work-based learning is, one of the components is the youth apprenticeship aspect."

– Workforce education practitioner

Source: Texas Workforce Education Practitioners. Texas Workforce Education Practitioners Stakeholder Interview. Interview by Noemi Cruz-Cruz, Helen Ho, Brianna McBride, and Téa Johnson, February 2023.

The WFS Program encompasses two components that workforce education practitioners mentioned were necessary – a work-based learning experience and the youth apprenticeship component. As aforementioned, the WFS Program follows an earn-and-learn model that provides students with a work-based learning experience that allows participants to learn new skills and gain experience in their industry of choice. Additionally, the Workforce Scholars encompasses three main components of a youth apprenticeship program, as outlined by PAYA. The WFS Program is an opportunity that pays students to gain on-the-job learning experiences while supervised by skilled employers; and related in-class instruction; and grants students the opportunity to earn industry-recognized credentials. [21]

Overall, the WFS Program aims to deliver a workforce that aligns with workforce education practitioners' needs and meets Dallas's wants and needs in a labor workforce. This program accomplishes its goal by incorporating a curriculum that offers students a work-based learning experience and embodies youth apprenticeship program components.



Conclusion



The WFS Program is new but is proving to be valuable for the city of Dallas, Dallas College Workforce Scholars Team, Dallas ISD, Dallas ISD students, employing partners, and workforce education practitioners. Survey data and interviews show that the stakeholders in the stakeholder ecosystem receive a variety of values, from success outcomes, new career opportunities, livable wages, and fulfillment of employment gaps to addressing workforce needs. The benefits defined in this value proposition report demonstrate the importance of workforce development programs such as the WFS Program and the necessity of similar programs in Dallas.

Footnotes

[1] Dallas College. "Dallas College Workforce Scholars Program," n.d. <https://drive.google.com/drive/u/1/folders/1LNxrFomuGoks7NR8p4dySN8cP3Q1Xtez>.

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[3] Workforce Solutions Greater Dallas. (n.d.). Workforce Solutions Dallas 2021-2024 Strategic Plan. Workforce Solutions Greater Dallas. <https://www.wfsdallas.com/>

[4] Cicero Group, "Upskilling Dallas: How to Modernize the City's Workforce for the Jobs of Tomorrow," November 2021.

[5] "Youth Disconnection in America," [www.measureofamerica.org](https://www.measureofamerica.org/DYinteractive/), 2020, <https://www.measureofamerica.org/DYinteractive/>.

[6] Cicero Group, "Upskilling Dallas: How to Modernize the City's Workforce for the Jobs of Tomorrow," November 2021.

[7] Cicero Group, "Upskilling Dallas: How to Modernize the City's Workforce for the Jobs of Tomorrow," November 2021.

[8] Dallas College Workforce Scholars Team, Dallas College Workforce Scholars Team Stakeholder Interview, interview by Noemi Cruz-Cruz et al., January 2023.

[9] Education Strategy Group, "The Critical Role of in Expanding Apprenticeships," November 2019, <https://edstrategy.org/wp-content/uploads/2019/11/ESG-Youth-apprenticeship-12092019-update.pdf>.

[10] Dallas Independent School District, Dallas Independent School District Stakeholder Interview, interview by Noemi Cruz-Cruz et al., January 2023.

[11] Value Proposition Survey 2. Administered by Noemi Cruz-Cruz et al., March 2023.

[12] Value Proposition Survey 2. Administered by Noemi Cruz-Cruz et al., March 2023.

[13] Value Proposition Survey 2. Administered by Noemi Cruz-Cruz et al., March 2023.

[14] Value Proposition Survey 2. Administered by Noemi Cruz-Cruz et al., March 2023.

[15] Value Proposition Survey 2. Administered by Noemi Cruz-Cruz et al., March 2023.

[16] Dallas College Employing Partners, Dallas College Employing Partners Stakeholder Interviews, interview by Noemi Cruz-Cruz et al., January 2023.

[17] Dallas College Employing Partners, Dallas College Employing Partners Stakeholder Interviews, interview by Noemi Cruz-Cruz et al., January 2023.

[18] Dallas College Employing Partners, Dallas College Employing Partners Stakeholder Interviews, interview by Noemi Cruz-Cruz et al., January 2023.

[19] Texas Higher Education , “Texas Higher Education Strategic,” n.d., <https://reportcenter.highered.texas.gov/agency-publication/miscellaneous/theccb-60x30-strategic-plan/>.

[20] Texas Workforce Education Practitioners, Texas Workforce Education Practitioners Stakeholder Interview, interview by Noemi Cruz-Cruz et al., February 2023.

[21] Education Strategy Group, “The Critical Role of in Expanding Apprenticeships,” November 2019, <https://edstrategy.org/wp-content/uploads/2019/11/ESG-Youth-apprenticeship-12092019-update.pdf>.

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