

## Vocational Education Subcommittee:

### *The Four (4) Final Recommendations*

#### Recommendation Titles

1. A City-wide Coalition for Vocational Career & Technical Education
2. A “Smart Hub” Website: Connecting Pittsburghers (students and adults) to training (vocational schools) to employers (jobs)
3. City of Champions: The 7% Workforce Edge
4. Earn and Learn Pittsburgh: Promoting apprenticeship opportunities

#### Vocational education subcommittee members

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**SUBCOMMITTEE REPORT**  
**RECOMMENDATION #1 OF 4**

Subcommittee Name	Vocational Schools Programs
Subcommittee Chairperson(s)	C. Fred Higgs III (Subcommittee chair) <i>Nomination Team:</i> JoAnne Borgesi (lead), Nina Butler, David Mosey, Aaron Anthony, Samson Murage, Fred Higgs
Title of recommendation	<b>A City-wide Coalition for Vocational Career &amp; Technical Education</b>
Describe the recommendation	<p>Pittsburgh is not just the most livable city; it is rapidly emerging as the nation's focal point for growth in energy, healthcare, technology, and advanced manufacturing. Because these industries are growing at such a fast pace, Pittsburgh must build a local workforce that can rapidly respond to changing skillsets. In order to do this, it is proposed that the mayor form a City-wide Coalition for Vocational Career &amp; Technical Education that is composed of the executive leadership from key stakeholders (e.g., industry, the City of Pittsburgh, secondary and postsecondary vocational programs, foundations, and service organizations such as the Pittsburgh Promise and Three River Workforce Investment Board).</p> <p>This coalition will have two primary goals:</p> <ol style="list-style-type: none"> <li>1.) To ensure that efforts to match <u>people</u> (e.g., non-college bound high school students and adults), with <u>training</u> (e.g., vocational schools and programs), and in-demand <u>jobs</u> are strategically unified to ensure rapid implementation.</li> <li>2.) To ensure that vocational education in Pittsburgh is 're-envisioned' and promoted as an excellent avenue to high-demand jobs in well-paying growth industries.</li> </ol> <p>For example, the first goal might lead to the coalition supporting an action to release a request for proposals (RFP) for a website to 'Connect, Train, and Employ', i.e., connect people, to training, to in-demand jobs (please see <i>the tool proposed in the Vocational Subcommittee's Nomination #2</i>). The coalition might also market the lesser known fact that the <b>Pittsburgh Promise</b> scholarship can be used for vocational schools. The second goal might lead to prominent senior executives from Pittsburgh companies teaming together to attend vocational education and career fairs to offer scholarships that include paid internships/apprenticeships (see <i>the Vocational Subcommittee's Nomination #4</i>) and jobs upon graduation from vocational programs. In summary, the coalition would work together to create a more vibrant and prominent vocational education ecosystem.</p>
Is this an immediate or long term recommendation?	Immediate
How will this address our challenges or reach our goals?	<ol style="list-style-type: none"> <li>1. Currently, there are concerns from the city's growth sectors that there is a lack of trained workers to meet the needs of emerging and existing industries. The proposed coalition would ensure that in-demand skills are quickly communicated to schools and vocational training institutions so that they can adapt and update curricula. As STEM-related skills are honed through middle and high school, curriculum will build towards success in future career areas.</li> <li>2. The coalition would collaborate to identify marketing strategies to communicate a positive and unified narrative that vocational career and technical education is a gateway to in-demand jobs in Pittsburgh's growth and existing commercial sectors.</li> <li>3. The coalition would design a metric to measure needed skill categories and relevant training opportunities, so school offerings would more</li> </ol>

	<p>closely match business needs. Currently, the largest vocational program is in cosmetology, and we assume that realignment is necessary.</p>
What are the obstacles to implementation?	<ol style="list-style-type: none"> <li>1.) The mayor and the coalition will have to collaborate to change the narrative, and put a positive spotlight on vocational training.</li> <li>2.) Existing boards such as the TRWIB may view and declare the coalition as redundant with their mission. However, this idea proposes the creation of a board that is composed of the senior leadership from all of the stakeholders who are a part of the vocational education ecosystem.</li> <li>3.) The uninformed public may be critical of vocational schools since there is a presumption that they lead exclusively to low-paying, dead-end jobs. Marketing which positions might be open to graduates and salary averages could change perceptions.</li> </ol>
Who needs to be involved?	<p>Planning committee members, industry leaders, city of Pittsburgh Executive leadership from key stakeholders (i.e., companies, the City of Pittsburgh, vocational secondary and postsecondary schools, foundations, Pittsburgh Promise, etc.)</p>
What city resources need to be invested?	<ul style="list-style-type: none"> <li>• The Mayor should allocate time to chair the <i>Coalition</i> for vocational career and technical education and put a liaison on the committee from his office</li> </ul>
What will be different if the recommendation is adopted?	<p>A successful <i>coalition</i> for vocational career and technical education (CTE) would make group decisions and implementations that result in the following:</p> <ul style="list-style-type: none"> <li>• A positive perception of vocational education tracks, in that they are a conduit to supplying trained talent for in-demand jobs in growth sectors that are spurring on Pittsburgh's economy;</li> <li>• A positive perception of the Pittsburgh public schools as a major supplier of the talent to growth industries;</li> <li>• Lower unemployment rates for the city's non-college bound demographic;</li> <li>• Excitement from Pittsburgh's socially and economically disadvantaged residents since they will have affordable opportunities to learn skills that lead to well-paying careers in the city's growth industries;</li> <li>• A more inclusive, flourishing Pittsburgh built by both residents with college degrees and residents with vocational skills;</li> <li>• Increased hope (and decreased crime), since college would not be viewed as the only rewarding postsecondary pathway to the American dream for Pittsburgh residents.</li> <li>• Championing of CTE-related high schools which have <u>been shown to positively correlate to healthier families in PA and other states, as graduates, especially young males, become healthier spouses/parents.</u></li> </ul>
Describe any background materials that you consulted	<ul style="list-style-type: none"> <li>• Job Training Gives Boost To High School Grads Retrieved from: <a href="http://www.npr.org/templates/story/story.php?storyId=104527844">http://www.npr.org/templates/story/story.php?storyId=104527844</a></li> <li>• Should High Schools Offer More Job Training? Some states are rolling back high school graduation requirements to help prepare students who will enter the workforce after graduation. <a href="http://www.theatlantic.com/education/archive/2013/11/should-high-schools-offer-more-job-training/281768/">http://www.theatlantic.com/education/archive/2013/11/should-high-schools-offer-more-job-training/281768/</a></li> </ul>
Have other cities implemented this recommendation?	<p>In general, Chicago's mayor is re-envisioning and supporting growth and improvement of Vocational education: <a href="http://www.chicagomag.com/Chicago-Magazine/The-312/February-2012/A-New-Push-For-Vocational-Education-in-Chicago-and-the-US/">http://www.chicagomag.com/Chicago-Magazine/The-312/February-2012/A-New-Push-For-Vocational-Education-in-Chicago-and-the-US/</a></p>
Are there any other considerations?	<p>Companies in certain sectors already form coalitions to represent their interests, such as the Marcellus Shale coalition. This could reduce the number of leaders requires at the table.</p>

SUBCOMMITTEE REPORT #2 OF 4

Subcommittee Name	Vocational Schools
Subcommittee Chairperson(s)	C. Fred Higgs III, subcommittee chair <i>Nomination Team:</i> David Mosey (lead), Joanne Borgesi, Karen Dreyer, Samson Dreyer, and Fred Higgs
Title of recommendation	A “smart” hub website that connects participants (students, Pittsburghers not in college, etc.) to training (vocational schools) to employers (jobs)
Describe the recommendation	<p>The mayor should support efforts that lead to:</p> <ol style="list-style-type: none"> <li>1) Awareness of career pathways that connect kids/adults to education and training programs that teach skills relevant to the local employer community. Highlight specific career pathways in 2 year/apprenticeship/ vo-tech programs teaching knowledge and skills relevant to employer community.</li> <li>2) Collecting and sharing information about career-focused local education and training opportunities in the Pittsburgh Region. It would be an online resource that champions REAL local career-focused education and training opportunities that provide young people and adults with skills and experiences needed to succeed in jobs available in the local community. The Hub will connect the dots for the user by showing the bridge between (i) themselves, (ii) the training provider, and the (iii) career.</li> <li>3) A response to the occupational demands of Pittsburgh’s growth industries (e.g., shale energy, life sciences, technology, IT, advanced manufacturing, etc.). The website could be used to rapidly match talent, training programs, and employers. High-demand positions which have low supplies of applicants could be flagged, so that vocational training programs can create certificate programs by working with the employers.</li> <li>4) Opportunities for non-college bound students and adults</li> </ol>

	<p>seeking in-demand skills training. The purpose would be to give them access to training that will make them valuable in a competitive job market.</p> <p>5) Accountability and quality-control of vocational education programming.</p>
Is this an immediate or long term recommendation?	Short term for prototype; longer term for ongoing development
How will this address our challenges or reach our goals?	<p>This recommendation helps Pittsburghers more efficiently connect to meaningful employment and will also:</p> <ul style="list-style-type: none"> <li>• Increase post-secondary graduate (or GED-holder) enrollment</li> <li>• Decrease drop-out rate for post-secondary students</li> <li>• Decrease changes in college/program majors</li> <li>• Increase graduation rates for post-secondary programs</li> <li>• Increase the number of students opting for 2 year education, apprenticeship programs, and short term certificate programs.</li> <li>• Increase the availability of qualified workers</li> <li>• Improve training programs</li> <li>• Increase training and certification opportunities</li> <li>• Improve the supply of relevant skills in local labor pool.</li> </ul>
What are the obstacles to implementation?	<p>Short term and sustained funding. In developing the Hub, it is critical to determine a simple, concise way of measuring the value of a program's degree, certificate, or general completion. The method needs to be able to be used across diverse programs and may contain a series of factors that make sense to the general education consumer. Also identifying a core group of exemplary programs and collecting relevant data and resources from them. A team of volunteers and/or paid staff to champion the Hub to the stakeholders, namely the students. One possibly tragic scenario would be that an at-risk and/or non-college bound PPS student does not realize that the Pittsburgh Promise scholarship would pay for him/her to get a training certificate in a high-demand occupation listed on the proposed "Smart Hub" site.</p>
Who needs to be involved?	<p>A program manager (e.g., Smart Futures), Pittsburgh universities, model programs in PPS, representative(s) from charter and private schools in Pittsburgh, CCAC, 4-year and 2 year programs, apprenticeship programs, community programs, Three Rivers Workforce Investment Board (TRWIB), Pittsburgh Public Schools administration and their Parent-Teacher Organizations, local foundation community</p>

<p>What city resources need to be invested?</p>	<p>Demonstration and then implementation funding; primary funding may be sought by local foundation community.</p>
<p>What will be different if the recommendation is adopted?</p>	<p>If adopted this project:</p> <ul style="list-style-type: none"> <li>• Brings increased focus on the acquiring of relevant skills not general degrees</li> <li>• Puts a positive focus on vocational education and the importance of all residents to acquire relevant skills</li> <li>• Holds education and training providers accountable for what and how they are teaching</li> <li>• Encourages a level playing field for minority, economically-disadvantaged and residents with disabilities by providing affordable, effective skill acquisition opportunities.</li> <li>• Provides high schools a way to present realistic post-secondary options that make skill acquisition more desirable.</li> <li>• Uncovers the skills and knowledge most valued by employers</li> <li>• Employers will have a central location to locate workers for needed positions</li> <li>• Helps low income residents to identify affordable opportunities leading to well-paying careers</li> <li>• Helps kids identify what skills lead to opportunities</li> <li>• Shows community different education options</li> <li>• Connects the users to available local job opportunities</li> </ul>
<p>Describe any background materials that you consulted</p>	<p>Minnesota's iSeek website currently offers residents of Minnesota a database of all education and training opportunities and facilitates access to those opportunities. An example screen-shot is below:</p> <p><b>Search for...</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> <u>Fields of Study (majors)</u></li> <li><input type="radio"/> <u>Programs (online &amp; in-class)</u></li> <li><input type="radio"/> <u>Courses (online &amp; in-class)</u></li> <li><input type="radio"/> <u>Certifications</u></li> <li><input type="radio"/> <u>Short-term Training</u></li> <li><input type="radio"/> <u>Apprenticeships</u></li> <li><input type="radio"/> <u>K-12 Online Courses</u></li> </ul> <p><u>Locally:</u> The TRWIB's <a href="http://www.quicktrainforjobs.com">www.quicktrainforjobs.com</a> currently offers displaced workers a connection to specific industry training for the energy and medical fields.</p>

	<p>ShaleNet matches Natural Gas jobs with people and training (via Westmoreland County Community College), namely the non-college bound population (<a href="http://www.shalenet.org/">http://www.shalenet.org/</a>)</p>
<p>Have other cities implemented this recommendation?</p>	<p>Governmental efforts are generally statewide (e.g., iSeek). or federal (e.g., mycollegenavigator.com). Efforts to link training to careers in the for-profit world are generally focused on traditional 4-year college (Naviance.com). Local efforts are generally tied to specific populations or pathways like Shale and Pittsburgh Works.</p> <p><u>Contrasting seemingly similar sites to the proposed 'Hub'</u>  There are numerous public websites that provide information related to available jobs, careers and training offerings but none adequately showcase the diversity and the differentiated value of opportunities available. For example, Quicktrainforjobs.com offers short-term, free vocational training pathways for 3 priority industry clusters (i.e., manufacturing, healthcare, energy), but the site is focused on displaced workers and there is no coverage of for-fee and more lengthy program offerings, even in those industry. Pennsylvania's own career search portal <a href="http://www.JobGateway.pa.gov">www.JobGateway.pa.gov</a> helps the user link to available careers but bypasses the education and training provider as a link for those not equipped with necessary skills. None of these sites are used by kids in schools. And none are developed for the purpose of helping the end user navigate to complex areas of vocational education.</p>
<p>Are there any other considerations?</p>	<p>Would like to form an advisory committee asap to lead the key decisions and planning for the project.</p>

We request that each recommendation be submitted by the subcommittee Chairperson to Kevin Acklin and your Committee Chair by **5:00 pm on Friday, December 27.**

SUBCOMMITTEE REPORT #3 OF 4

Subcommittee Name	Vocational Schools
Subcommittee Chairperson(s)	C. Fred Higgs III, subcommittee chair <i>Nomination team:</i> Nina Butler (lead), Fred Higgs, Aaron Anthony, David Mosey
Title of recommendation	<b>City of Champions- The 7% Workforce Edge</b>
Describe the recommendation	<p>A. The City of Pittsburgh will “take affirmative action to recruit, hire, promote and retain*” individuals with disabilities, with a goal of all City departments participating by having 7% of their workforce be comprised of individuals with disabilities.</p> <p>B. The city will recommend to its contractors that they meet the 7% standard within 3 years of receiving city contracts.</p> <p>C. The City will hire a job developer, who will evolve into a job coach/mentor to support <i>all</i> city employees with disabilities</p> <p>D. The City will appoint a high level facilitator to be the point person on this project, and convene a mayoral conversation with governmental, educational, and non profit agency directors to explore ways to adapt vocational training programs to meet the needs of the city and its vendors</p>
Is this an immediate or long term recommendation?	<p><b>Immediate-</b> a JOB DEVELOPMENT expert will be hired to work directly with city department heads to identify needed skills and tasks in order to match individuals to particular city needs. Jobs will evolve and be carefully matched to individuals possessing necessary skills</p> <p><b>Immediate-</b> convening discussion to identify current necessary skills for city employment, update training, and explore possible adaptations and accommodations</p> <p><b>Immediate-</b> city will list openings with OVR and community organizations</p> <p><b>Long term-</b> 7% of city positions (by department) will be filled by individuals with disabilities.</p> <p><b>Long term-</b> relevant data will be collected and circulated</p>
How will this address our	Section 503 of the Rehabilitation Act is a <b>Federal Mandate</b>

challenges or reach our goals?	<p>(adopted August 27, 2013)</p> <p>A similar recommendation was made to the <b>County</b> in the Allegheny 365 Report.</p> <p>By adopting this recommendation, the <b>City of Pittsburgh</b> can take its place as a LEADER in best practices and ethical behavior, modeling commitment and smooth implementation when values are clearly defined and actualized.</p>
What are the obstacles to implementation?	<p>Attitudes must change about working with the disabled. Positive modeling should start at the top. It would be difficult for the city to recommend a 7% standard to contractors if the city itself did not meet that standard. Implementation should therefore start internally and be in stages</p>
Who needs to be involved?	<p>City's Office of Human Resources, Pittsburgh's Office of Vocational Rehabilitation, the Bureau of Career and Technical Education, Pennsylvania Department of Education, City of Pittsburgh Schools, PATTAN (Pennsylvania Training and Technical Assistance Network), Community College of Allegheny County- Community Training and Development Department, – and related non-profits like UWAC (21&amp;Able), the PEAL Center, Lifeswork, and Achieva</p>
What city resources need to be invested?	<p>A new position- that of Job Developer/ Job Coach-should be funded, ideally by a foundation grant or through governmental support from, for example, the State Council on Developmental Disabilities</p>
What will be different if the recommendation is adopted?	<p>According to the Bureau of Labor Statistics, in November of 2013, 19.6% of persons with a disability were employed. In contrast, the employment population ratio for persons without a disability was 68.8%, and those numbers are typical.</p> <p>Moving people with disabilities off the unemployment line and into productive positions will grow the tax base as they generate income, and also reduce expenditures paid to support them while unemployed</p>
Describe any background materials that you consulted	<p><u>Allegheny 365 Report</u>  <a href="http://www.dol.gov/ofccp/regs/compliance/section503.htm">http://www.dol.gov/ofccp/regs/compliance/section503.htm</a></p>
Have other cities implemented this recommendation?	<p>Changes are being discussed on the state and federal level. The City of Pittsburgh could be a beacon, lighting the way to best practices</p>
Are there any other considerations?	<p>Training individuals with disabilities may take longer than training typical workers, which is why it's imperative to coordinate efforts among the public middle and high schools, as well as vocational schools and OVR</p>

\*language from Section 503 of the Rehabilitation Act, adopted on August 27, 2013 by the U.S. Department of Labor's Office of Federal Contract Compliance Programs

SUBCOMMITTEE REPORT #4 OF 4

Subcommittee Name	Vocational Schools subcommittee
Subcommittee Chairperson(s)	C. Fred Higgs III, subcommittee chair <i>Nomination Team:</i> Aaron Anthony (lead), Joanne Borgesi, Nina Butler, Samson Murage
Title of recommendation	Earn and Learn Pittsburgh: Promoting apprenticeship opportunities
Describe the recommendation	<p>This initiative seeks to promote apprenticeship opportunities for Pittsburgh’s young and talented job seekers by expanding on existing state and federal apprenticeship programs to create partnerships among secondary schools, vocational/technical schools, community colleges, and workplaces.</p> <p>Imagine a Pittsburgh Public High School junior who is smart, responsible, and motivated, but despite these qualities, is not interested or able to enroll at a traditional four-year university. Now imagine this student is paired with a professional welding company in the Northside. Over the next three years, the student spends increasing time in on the job training, earning money while fulfilling high school graduation requirements as part of an expanded registered apprenticeship initiative in Pittsburgh. After the student’s second year and requisite high school graduation, the student transitions to additional post-secondary classroom training and on the job training. With completion of the apprenticeship program, the student is issued a nationally recognized certificate and gainfully employed with the sponsoring Northside welding company. Rather than taking on crushing student loans, the student enters the workforce in a well-paying, high skill, and in-demand profession.</p> <p>Apprenticeships are an underutilized, though highly effective, training and education method. Apprenticeships are not just an effective educational tool; they boost employers’ productivity and bottom lines. Through an unparalleled return on investment, expanded apprenticeships in the city of Pittsburgh offer significant incentives for employers, young people, and taxpayers alike.</p> <p><b>Overview:</b></p>

	<ul style="list-style-type: none"> <li>• Competitive 3-4 year program open to candidates at least 16 years of age <ul style="list-style-type: none"> <li>○ Combines increasing paid on the job training with relevant classroom instruction (sample balance shown below) <ul style="list-style-type: none"> <li>▪ Year 1: 60/40 classroom to workplace ratio Apprentices earn 50% wage</li> <li>▪ Year 2: 40/60 classroom to workplace ratio Apprentices earn 60% wage</li> <li>▪ Year 3: 20/80 classroom to workplace ratio Apprentices earn 70% wage</li> </ul> </li> <li>○ Registered Apprenticeship Programs offer a minimum of 144 classroom hours for every 2000 on the job hours</li> </ul> </li> <li>• Sponsored by employers, subsidized by local, state, and federal funding incentives</li> <li>• Completion of program results in widely recognized and portable apprenticeship certificate</li> <li>• Provides benefits for employers, young people, and taxpayers <ul style="list-style-type: none"> <li>○ Estimated that every dollar in federal investment yields more than \$50 in returns (source: <u>US Department of Labor</u> )</li> </ul> </li> </ul>
<p>Is this an immediate or long term recommendation?</p>	<p>Beginning immediately with long-term development and expansion goals.</p>
<p>How will this address our challenges or reach our goals?</p>	<p>Apprenticeship programs stimulate economic growth through nurturing a talented, industrious workforce that serves as a catalyst for innovation and development.</p> <p>An expanded apprenticeship program will:</p> <ul style="list-style-type: none"> <li>• Help grow the economy</li> <li>• Address insufficiencies in current education and job training systems</li> <li>• Fill shortages in the demand for skilled labor (<i>see Vocational education Nomination #2</i>, for enabling tool)</li> <li>• Offer workers higher wages and better employment opportunities</li> <li>• Helps to dispel myth of “college for all” as benchmark for success, reducing student loan debt and increasing wage earning potential</li> </ul> <p>This addresses our challenges by providing on the job training for our talented and ambitious young people, leading to secure, well-paying jobs in growing professions, decreasing youth unemployment, and</p>

	<p>benefiting area businesses by creating a pipeline of talented, employable candidates. Additionally, taxpayers reap benefits of shrinking numbers of city residents dependent on government-supported wellness programs.</p>
<p>What are the obstacles to implementation?</p>	<p>Obstacles to implementation include:</p> <ul style="list-style-type: none"> <li>• Poor understanding of apprenticeships <ul style="list-style-type: none"> <li>○ Need to promote advantages of apprenticeship programs to employers through aggressive marketing</li> </ul> </li> <li>• Limited occupational and gender reach <ul style="list-style-type: none"> <li>○ Despite more than 800 recognized apprenticeable occupations, overwhelming perception is in male-dominated industries</li> </ul> </li> <li>• Costs to businesses <ul style="list-style-type: none"> <li>○ Can be frayed with local, state, and federal funding streams</li> </ul> </li> <li>• Disjointed administration <ul style="list-style-type: none"> <li>○ Makes collecting solid research on apprenticeship efficacy difficult, leading to a lack of research</li> </ul> </li> <li>• Inconsistent certification standards <ul style="list-style-type: none"> <li>○ Need to be expanded and nationally recognized</li> </ul> </li> <li>• Lack of coordination with the education system <ul style="list-style-type: none"> <li>○ Can be improved with articulation agreements between educational institutions and registered apprenticeship programs, potentially to be used as a basis to pursue other advanced degrees</li> </ul> </li> <li>• Reduced unionization in the US (source: Center for American Progress)</li> </ul>
<p>Who needs to be involved?</p>	<ul style="list-style-type: none"> <li>• PA Department of Labor</li> <li>• Places of education <ul style="list-style-type: none"> <li>○ Secondary schools: to partner with Employers</li> <li>○ Vocational and technical schools: to facilitate partnerships and classroom learning opportunities</li> <li>○ Community colleges and universities: to provide classroom instruction opportunities for post-secondary job training education</li> </ul> </li> <li>• Employers and employer associations</li> <li>• Unions and labor management organizations</li> </ul>
<p>What city resources need to be invested?</p>	<ul style="list-style-type: none"> <li>• Funding: Sponsoring employers can provide the majority of funding; however, local, state, and federal funding sources are available. <ul style="list-style-type: none"> <li>○ Expanded promotion of Pittsburgh Promise funding for post-secondary apprenticeship training</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Building trades unions and journey-level training</li> <li>○ Potential tax breaks for participating employers (recommended \$1,000 tax credit per registered apprentice)</li> <li>● City-wide apprenticeship hub operating in conjunction with state and national websites</li> </ul>
<p>What will be different if the recommendation is adopted?</p>	<ul style="list-style-type: none"> <li>● Reduced unemployment, especially with young job seekers</li> <li>● Higher earning potential and quality of life improvements linked to secure employment</li> <li>● Supply of qualified, skilled workers</li> <li>● Increased high school graduation rates through apprenticeship-for high school credit</li> <li>● Decreased dependence on taxpayer-driven subsidies for low income residents</li> <li>● Pittsburgh continues to increase local, industry leading, 21<sup>st</sup> century jobs</li> <li>● More affordable post-secondary education opportunities</li> </ul>
<p>Describe any background materials that you consulted</p>	<ul style="list-style-type: none"> <li>● <u>Training for Success: A Policy to Expand Apprenticeships in the United States</u> (Center for American Progress, November 2013)</li> <li>● <u>Office of Apprenticeships (OA) List of Officially Recognized Apprenticeable Occupations</u></li> <li>● <u>NYC Next-Generation Career and Technical Education in New York City</u> (2008)</li> <li>● <u>“Registered Apprenticeships: Training for the 21<sup>st</sup> Century”</u> PowerPoint Presentation by the PA Department of Labor and Industry</li> </ul>
<p>Have other cities implemented this recommendation?</p>	<ul style="list-style-type: none"> <li>● <u>Ivy Tech Community College</u> of Indiana as model for credit articulation</li> <li>● <u>South Carolina</u> for \$1,000 per apprentice tax incentive for employers</li> <li>● <u>England</u> (closer to US model than, say Germany or Switzerland)</li> <li>● <u>New York City</u></li> <li>● <u>Philadelphia</u></li> </ul>