

To: Prospective K12 Partner
From: EmployIndy

Central Indiana Modern Youth Apprenticeship K12 Partner Statement of Interest

PURPOSE

The purpose of this Statement of Interest (SOI) is to provide an overview of the Central Indiana modern apprenticeship initiative and an opportunity for interested high schools to share their alignment with key selection criteria. SOI responses will help EmployIndy ensure that high school partners have the appropriate level of support to implement successful pilots.

High quality work-based learning experiences have become a key part of the student experience in high school, and modern youth apprenticeship (MAP) provides high schools a unique opportunity to prepare students for college and careers while meeting Graduation Pathway requirements. The sections of the document below outline program context, partner expectations, and selection criteria for interested high schools to review and respond to in order to signal their interest in participating in the second cohort of the MAP initiative and making these opportunities available to their students.

INTRODUCTION

EmployIndy and Ascend Indiana (Ascend) partnered in 2020 to launch a modern apprenticeship pilot in Central Indiana that had a goal to engage at least 90 students over the first two years in a robust, three-year work-based learning experience. Cohort I included 16 employer partners and 6 K-12 partners and connected 29 students with apprenticeships that began in the Fall of 2021. To date we have placed 122 apprentices at 40 employers.

Modern apprentice is an employer-led, postsecondary pathway that typically starts during a student's junior year of high school and lasts three years. The opportunity combines paid employment with on-the-

Modern apprenticeship – defined.

Modern apprenticeship is a structured work-based learning program designed to start in high school that combines:



Apprentice Outcomes

Industry credentials, college credit, three years of work experience, social capital + professional networks

job learning, high school coursework, and related instruction. Apprentices earn industry-recognized credentials, high school diplomas, postsecondary credits, and valuable work experience.

Modern apprenticeship is a vehicle to ensure that skills students are learning align with the competencies most in-demand by local industry partners, as this model prepares high school students for the workforce by immersing them in both classroom-based instruction and paid, employer-driven on-the-job training. The model will require collaboration between a variety of education and employer partners and provides a “win-win-win” outcome for all involved.

- For **students**, it provides them with employability skills, paid and meaningful work experience, industry-recognized credentials, and a professional network that will multiply their post-graduation options and enable them to be successful throughout their career.
- For **high schools**, it strengthens educational outcomes by fulfilling Graduation Pathways, connects students with paid work-based learning experiences, and creates deeper engagement with industry and postsecondary partners.
- For **postsecondary institutions**, it increases student engagement by providing debt-free dual credit opportunities, stackable credits, and programs specific to the needs of industry.
- For **employers**, it creates a highly qualified, productive member of the team who has developed the appropriate skills and competencies to effectively fill in-demand positions.

Adaptable | Learning builds on **industry standards** that are valued across employers, and an industry or sector.

Career-oriented | Learning is structured around **in-demand skills** that lead to economic mobility and family-sustaining wages.

Data-driven + accountable | Student, employer, and program outcomes **support continuous improvement**.

Equitable | Learning **is accessible to every student** across race and ethnicity, socioeconomic group, and geographic location.

Intentional | **Targeted supports** support those adversely impacted by long-standing inequities in our education system and labor market.

Portable | Learning leads to **credentials** and **transferable college credit** that expand options for students.

Modern apprenticeship combines theoretical learning with a hands-on work experience that equips students with in-demand skills and competencies to be successful in a work environment, and the flexibility and preparedness for the apprentice to enter into a career or higher education upon completion of the apprenticeship. It is an options multiplier that affords students access to multiple learning modalities and creates pathways for them to move from the classroom to work and vice versa. The modern apprenticeship initiative in Central Indiana works to realize the following guiding principles through intentional collaboration and purposeful design.

MODERN APPRENTICESHIP PROGRAM OVERVIEW

Central Indiana's modern apprenticeship initiative will offer students the opportunity to apply for a variety of employer-specific roles driven by industry demand. The apprenticeship will be designed in collaboration with employers and education providers to align with the Next Level of Programs of Study (NPLS) and/or US Department of Labor (USDOL) Registered Apprenticeship guidelines. To ensure students in the program have the opportunity to engage in K12 and postsecondary related instruction that aligns with their apprenticeship and Graduation Pathways requirements, EmployIndy will collaborate with the Office of Work-based Learning and Apprenticeship (OWBLA).

Postsecondary partners will provide aligned credential and coursework opportunities for students, with employers contributing to postsecondary credit and credential-related costs. K12 partners will support their students during the apprenticeship experience to ensure they can continue to excel in their classroom coursework and complete the requirements necessary for fulfilling their graduation pathways requirements. EmployIndy will support all participating organizations through the development, implementation, and ongoing management of the initiative. Outlined below is a more detailed overview of each dimension of the modern apprenticeship initiative.

Employer Partnerships

Several employers helped us launch the pilot by providing apprenticeship opportunities to students across the array of occupation pathways. The EmployIndy Business Partnership team continue to engage and recruit additional employers for the second cohort. We hope to work alongside K12 partners to build upon their strong existing business partnerships in order to build upon current work-based learning opportunities and provide additional paths for schools to collaborate with their employers as well. Here are our employer partners:



Occupation Pathways

Based on employer demand, apprenticeships will be offered in occupation pathways across Advanced Manufacturing, Business Operations, Information Technology, Financial Services, and Healthcare. As additional occupation pathways are determined, EmployIndy will communicate employer demand with K12 partners to align on opportunities for expansion.



Each apprentice role will offer opportunities for competency and skill development, wage growth, professional development, and career advancement. Employers work with EmployIndy to align on which occupation pathways best align with their demand and then engage in a design process to validate core competencies, credentials, and related classroom instruction and scaffold a three-year apprentice learning journey and a series of work-and-training plans.

As employers share their areas of demand, EmployIndy will work with each K12 partner alongside OWBLA to determine relevant related instruction pathways to build upon and/or develop. These competencies are shared across employer and industry to guarantee portability and transferability of experience.

With support from their employer supervisor and during related classroom instruction, apprentices will work towards mastering each competency over the course of the program. Depending on a school/district's existing dual credit and CTE pathway opportunities, students may be able to supplement their on-the-job learning with instruction at their high schools or career centers. EmployIndy will work with OWBLA to support curriculum alignment and articulation to ensure students have access to robust academic programming.

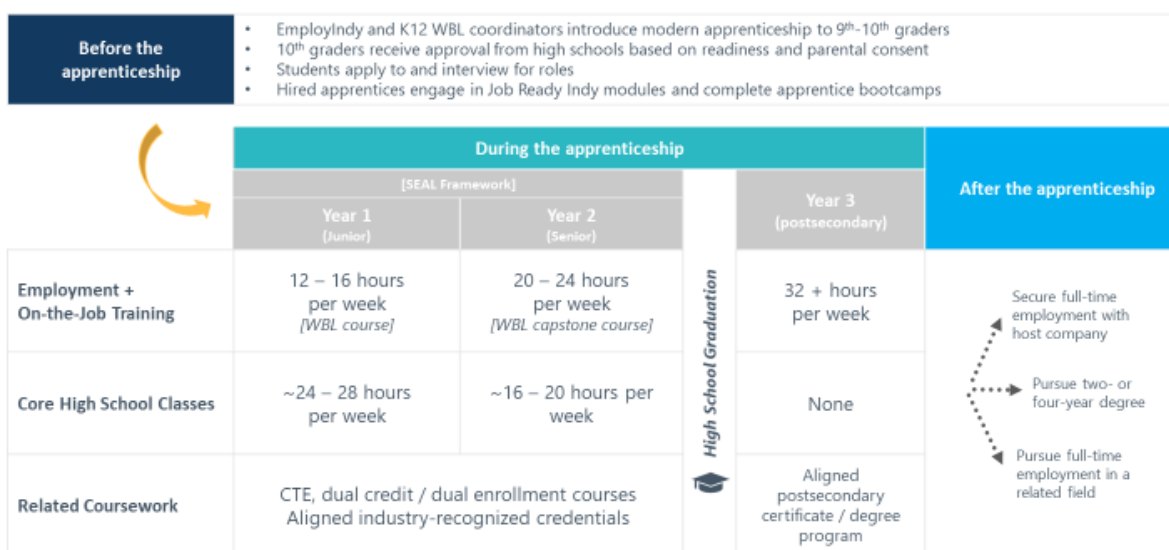
Demonstrated proficiency in each competency will set each apprentice up for long term success as they develop transferable technical and employability skills that will prepare them for full time employment in that occupation, either at their employer or elsewhere post-apprenticeship.

Student Experience

This model enables students to succeed within the workforce and in their high school and postsecondary coursework, while attaining relevant technical and employability skills. EmployIndy has developed a series of bootcamp trainings for students to prepare them for the workplace (listed below). As students begin their apprenticeship with an employer, they are provided with a set of competencies that they work to master with guidance from their supervisor. Further, the modern apprenticeship experiences will align directly to criteria outlined within the State of [Indiana K-12 Work-Based Learning Manual](#).

Bootcamp Course	Description	Delivery Method
Modern Apprenticeship Overview	Deep dive into personal branding, develop digital portfolio, and practice for interviews in preparation for apprenticeship placement interviews.	El's Learning Hub
Launch Your Apprenticeship	Deep dive into personal branding, develop digital portfolio, and practice for interviews in preparation for apprenticeship placement interviews.	El's Learning Hub / In-person
Intro to Industries and Occupations	Youth Apprenticeship Managers (YAMs) breakdown the industries & apprenticeship occupations available to the different schools.	El's Learning Hub
Welcome to Bootcamp and Financial Literacy 101	Intro to the 6 -week bootcamp experience & basic financial literacy.	Webinar / In-person
Value of Employability Skills	Intro to soft skills in apprenticeship.	El's Learning Hub
Growth Mindset and Training Plans with Occupation-Specific Details	Basics for continued learning & growth.	Webinar / In-person
Time Management	Tips for managing time and setting goals.	El's Learning Hub
Self-advocacy and Emotional Intelligence	Tapping into emotional intelligence and learning to self -advocate.	Webinar / In-person
Professional Communication	Communicating professionally in the office and digital world.	El's Learning Hub
Feedback and Tough Conversations	How to receive feedback and have tough conversations in the professional world.	Webinar / In-person
Workplace Etiquette and Expectations	Understanding the framework for workplace etiquette and company expectations.	El's Learning Hub
Q+A with Apprentice Alumni	Addresses lingering questions of apprenticeships.	Webinar / In-person

In addition to a supervisor that supports the student in their work, students also have access to coaches within the workplace that provide professional and personal guidance.



EmployIndy comes alongside to support the student, supervisors, and coaches to provide quarterly trainings that ensure students are developing professionally as they progress through their program. Apprentices' work schedules, course maps, and related postsecondary coursework and credentials will vary by occupation pathway, high school, and employer. The table below outlines an example of how a student could experience their modern apprenticeship.

Student Schedules

While EmployIndy will work alongside employers, school counselors, and students to provide support in creating each individual schedule, outlined in this section are several sample schedules.

For schools and districts with a traditional bell schedule, students in apprenticeships may schedule their necessary courses in the mornings and work onsite at the employer during the afternoon, as

Sample Student Schedule #1

Monday	Tuesday	Wednesday	Thursday	Friday
Class 1	Class 1	Class 1	Class 1	Class 1
Class 2	Class 2	Class 2	Class 2	Class 2
Class 3	Class 3	Class 3	Class 3	Class 3
Class 4	Class 4	Class 4	Class 4	Class 4
Lunch	Lunch	Lunch	Lunch	Lunch
Class 5	Class 5	Class 5	Class 5	Class 5
Class 6	Class 6	Class 6	Class 6	Class 6
Work	Work	Work	Work	Work

shown adjacent (Sample #1), potentially leveraging their seventh period as a WBL course, during which they can be off-site at the employer. Their time on-the-job could then extend beyond 2:00 PM to ensure they have adequate time to contribute to the employer and to engage with their work-related competencies.

Sample Student Schedule #2

Monday	Tuesday	Wednesday	Thursday	Friday
Class 1	Class 1	Class 1	Class 1	Class 1
Class 2	Class 2	Class 2	Class 2	Class 2
Class 3	Class 3	Class 3	Class 3	Class 3
Class 4	Class 4	Class 4	Class 4	Class 4
Lunch	Lunch	Lunch	Lunch	Lunch
Work	Work	Work	Work	Work

In the students' senior year, when they might have more flexibility built into their school schedule as they complete the necessary Core 40 courses, another potential schedule allowing for expanded time spent at the employer is articulated below (Sample #2).

During their senior year, time spent in work-based learning could count towards the students' WBL capstone course credit.

In schools and districts with block scheduling, a sample student schedule (likely for senior year) is outlined below (Sample #3). As an example, students may attend classes Monday, Wednesday, and Friday while working onsite at the employer on Tuesdays and Thursdays.

Sample Student Schedule #3

Monday	Tuesday	Wednesday	Thursday	Friday
Class 1	Work	Class 1	Work	Class 1
Class 2		Class 2		Class 2
Lunch		Lunch		Lunch
Class 3		Class 3		Class 3
Class 4		Class 4		Class 4

As a reminder, the above are simply sample schedules and EmployIndy will work with each K12 partner to ensure each apprentice first and foremost has a schedule that works for them and for their employer.

K12 Stakeholders Critical to Student Success

The K12 team is vital to student success within work-based learning experiences, including modern apprenticeship. Outlined below are core areas where K12 partners will play critical roles in the design, preparation, and implementation of the apprenticeships.

Program design: During the design process, K12 partners will leverage existing instruction and/or CTE pathways that are aligned with areas of employer demand to create related instruction pathways for future apprentices. EmployIndy, will work with schools to determine best-aligned courses and, where possible, ensure students have access to dual credit opportunities. EmployIndy will facilitate working sessions as needed in which high school partners will collaborate with postsecondary partners, employers, and OWBLA to build a program that prepares students academically and professionally.

Student recruitment and preparation: Career exploration and exposure will be an important supporting activity for high schools. K12 partners will work with EmployIndy to determine student and family engagement strategies to share information about modern apprenticeship opportunities. Ahead of applying for an apprenticeship, high school staff will connect the EmployIndy Youth Apprenticeship Managers with students and then support in facilitating vetting processes to ensure that all prospective apprentices are on track to graduate, have space in their schedules, and fulfill school requirements for participating in work-based learning opportunities. Faculty members will recommend students for participation, provide application support, and help connect students to apprenticeship opportunities. EmployIndy will work in collaboration with K12 partners to ensure students have access to career exploration opportunities, career talks, information sessions, resume development, mock interviews, and employability skills workshops like Job Ready Indy.

Ongoing support: Once a student has been hired, school counselors will work with the student to help them create a course schedule that ensures they complete all necessary graduation

requirements, while allowing time for their apprenticeship experience. High school staff will remain deeply engaged in supporting apprentices through high school graduation, providing support to ensure they stay on track with their coursework.

To support program design, implementation, and sustainability, K12 partners must assign individuals in the following roles.

Role (or equivalent)	Responsibility
Point Person + back-up Program Lead	<ul style="list-style-type: none"> • Advocate for youth apprenticeship initiative • Lead school-based activities • Serve as point of contact for EmployIndy • Serve as communication liaison for school roles • Must ensure that broader school staff + teach understands the MAP program, has been exposed to the initiative, is equipped with K12 resource toolkit, knows where to direct questions
Superintendent / principal / assistant principal	<ul style="list-style-type: none"> • Champion pilot development process • Support implementation of the program • Hold staff accountable for agreed-upon activities
WBL coordinator	<ul style="list-style-type: none"> • Recruit and connect students to apprenticeship opportunities • Align relevant curriculum with occupation pathways • Provide resume and interview preparation support for students • Identify strong student candidates for the program • Serve as teacher of record / instructor for WBL course / capstone • In alignment with Criteria 10 of the Indiana K-12 Work-Based Learning Manual, the WBL Coordinator is responsible for maintaining accurate records regarding enrollment, assessment, and awarding of credit for data and monitoring purposes.
College / Career / CTE team	<ul style="list-style-type: none"> • Future Centers / Career Academy coordinators • CTE director • Director of College and Career Readiness • Prep for College and Career course teachers
School counselor(s)	<ul style="list-style-type: none"> • Support student participation in apprenticeship program by providing scheduling assistance
Academic teachers [MAP Champions]	<ul style="list-style-type: none"> • Identify students who would be strong candidates for program • Help inform students about MAP opportunities • Support connection of students to apprenticeship opportunities • Inform students about apprenticeship opportunities • Connect students to youth apprenticeship school-based team

PARTNER OVERVIEWS + SUPPORT

EmployIndy and Ascend Indiana partnered in 2020 to launch a modern youth apprenticeship initiative in Central Indiana. Descriptions of both organizations are provided below.

EmployIndy

EmployIndy, Marion County's workforce development board, is a 501(c)(3) nonprofit organization that guides the local workforce ecosystem with the goal of removing barriers to quality employment for underserved and underrepresented residents. EmployIndy's vision is for all Marion County residents to have access to services and training necessary to secure a livable wage and grow in a career that meets employer demand for talent. To support this vision, EmployIndy recently launched the Talent Bound initiative.

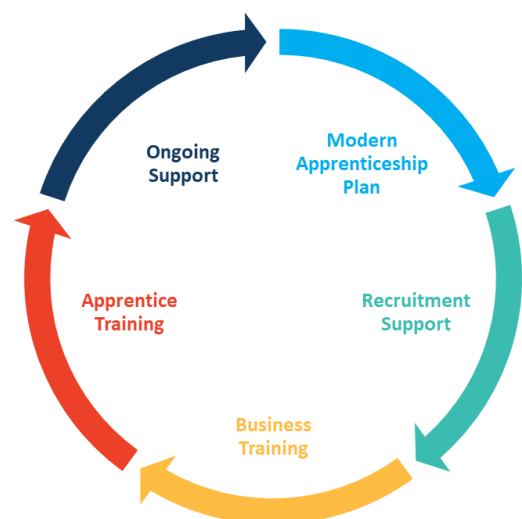
Through strategic collaboration with local business partners, Talent Bound provides Indianapolis youth the ability to actively pursue integrated academic and career experiences that introduce them to career pathways that will lead to economic mobility and future prosperity. EmployIndy has convened employer, postsecondary, and K-12 partners to build our community's capacity to provide students with rigorous career experiences and equip them with in-demand skills and experiences through a continuum of activities ranging from classroom Talent Talks and onsite Talent Tours to longer-term externships and internships. EmployIndy's intentional career experience collaboration with industry and education partners across the Indianapolis community makes it a well-positioned organization to support development and implementation of Central Indiana's youth apprenticeship initiative.

Ascend Indiana

Ascend is the talent and workforce development initiative of the Central Indiana Corporate Partnership (CICP), a membership organization that brings together industry, higher education, and philanthropic leaders to advance the region's prosperity and growth. Ascend's vision is that Indiana is a place of economic opportunity for all: every Indiana employer has access to the skilled workforce necessary to thrive and every Indiana citizen has the opportunity to pursue a meaningful career. To achieve this, Ascend bridges talent and communication gaps by creating connectivity between people and employers. Ascend has focused its efforts around three core priorities: connecting job seekers to career opportunities through the Ascend Network talent platform, providing strategic consulting to address labor market and talent development gaps through Ascend Services, and informing workforce research and public policy through thought leadership. Since Ascend's launch, Services has served as an intermediary between employers and higher education to align the preparation of talent with Indiana's labor market demand. The Services team provides strategic guidance to help facilitate conversation around and develop strategic plans for organizations.

EmployIndy Support

EmployIndy will provide ongoing support to high schools throughout the design and implementation of the modern youth apprenticeship program.



EmployIndy's **K-12 Student Recruitment and Outreach Team** will coordinate with WBL Coordinators to schedule outreach and recruitment events for MAP at the schools. Once a student shows interest, the team will conduct 1:1 meetings with prospective MAP students, conduct mandatory parent meetings with prospective MAP students once they have been verified by their schools, conduct Profile + Resume Workshops where they assist students with their profile questions and resumes, walk students through how to apply for roles and which roles they are eligible.

EmployIndy's **Career Pathway's Manager** is the team member who works with our school partners in advisement of the related instruction that helps align the learning with the apprenticeship experience. She helps identify the appropriate college credits and industry recognized credentials. The CPM works with our school partners to ensure that every apprentice has a course sequence that leads to a certification or credential.

EmployIndy's **Youth Apprenticeship Managers** (YA Managers) focuses on the success of our employer partners and apprentices involved in the 3-year work-based learning experience. They will work with employers and apprentices in building strong relationships, by providing support as needed, and empowering the stakeholders with a problem-solving mindset.

EmployIndy's **Training Specialist** will provide career readiness training and coaching support to apprentices and supervisors starting at beginning with the training bootcamp and continuing throughout the experience. Ahead of the apprenticeship, students and parents will complete an orientation specific to their roles and responsibilities (Criteria 7, [Indiana K-12 Work-Based Learning Manual](#)).

Additionally, EmployIndy will collaborate with high schools to provide regular opportunities to build awareness and buy-in for students and parents with an emphasis on reaching and engaging underrepresented individuals.

APPLICATION

Application Requirements

- Please leverage the **question template** [also attached] for you to respond directly to the questions outlined in **Appendix A**.

- Your response should not exceed 10 pages. Appendices may also be included as needed.
- Stakeholder support: Please include a letter of support from your school leader or district superintendent along with a letter of support from the individual(s) who will lead the MAP program at your school or district.
- Please submit completed Statement of Interest responses as an email attachment to Erika Cheney echeney@employindy.org and Marie Wright mwright@employindy.org.

Path Forward

Once responses are received, EmployIndy will schedule a meeting with you to review your statement of interest. Participating high schools will be asked to align on a Memorandum of Understanding (MOU) that includes data sharing agreement language to move forward with in the process. Once the MOU is signed, EmployIndy will engage your team to begin the strategic design process.

K12 Engagement Process	Timeframe
Release Statement of Interest	March 31, 2024
Initial information meetings with prospective partners to discuss SOI + MOU	April 2024
<i>K12 schools complete + submit SOI response</i>	<i>Friday, April 26, 2024</i>
EmployIndy will let schools know of path forward	Friday, May 19, 2024
Follow-up conversations to prepare for Cohort II implementation	May 22-26, 2024
Work through related instruction progression design process	June – July 2024
Develop marketing / student + parent engagement strategies	June – Aug. 2024
<i>K12 schools complete and submit signed MOU</i>	<i>July 26, 2024</i>
Roll out marketing efforts for Cohort V school partners	August 2024
Student + family engagement	Fall 2024
Apprenticeship selection process	Jan. – March 2025
Scheduling support for selected apprentices and validation of competencies	March – May 2025
Apprentice bootcamp and onboarding processes	June – July 2025
Cohort V apprenticeship begins	July 2025

APPENDIX A: EDUCATION PARTNER SELECTION CRITERIA

Please review the engagement factors, questions, and sample evidence in the table below to better understand key criteria that will contribute to successful design, implementation, and sustainability of the program. Then, respond to the questions in the template linked here and share with Erika Cheney and Marie Wright by Friday, April 26, 2024.

Faculty and Administration Support

Selection Criteria	Questions
Leadership + administration invested in modern youth apprenticeship development	<ol style="list-style-type: none"> 1. How will your school's leadership and administration commit, support, and reinforce the development and implementation of MAP? 2. Please provide a letter of support from your school leader and/or district superintendent as an attachment.
Designated staff member for connecting students to WBL opportunities and supporting them during the experience	<ol style="list-style-type: none"> 3. Do you currently have a part/full time staff member dedicated to helping students secure a work-based learning (WBL) experience and offering continued support throughout the experience? 4. If you do not currently have a WBL Coordinator, how are you currently managing the logistics needed to implement WBL? 5. Will your WBL coordinator (or alternative) be able to serve as Teacher of Record for the YA experience [via WBL course + capstone]? 6. Please fill out the stakeholder matrix with names of staff to support / fulfill each of the roles critical for MAP program and student success
Teacher + school counselor investment in supporting students to and through program	<ol style="list-style-type: none"> 7. School counselors need to be heavily involved in student recruitment. How will your school navigate this? 8. Are you able to allocate teacher and school counselor capacity to support students during their youth apprenticeship experience?
Ability to leverage other school staff and faculty to support implementation	<ol style="list-style-type: none"> 9. How will you plan to engage additional staff or personnel to support implementation? 10. Who are the key teachers who will need to be engaged in student + family engagement efforts (i.e., PCC course, sophomore team leaders, school counseling team, etc.) 11. Will you have team members who will be able to work on preparations for the roll-out over the summer?

Partnerships

Selection Criteria	Questions
Experience building partnerships with local businesses	<ol style="list-style-type: none"> 1. How have you engaged with businesses to build partnerships that provide career awareness, exposure, and experiences for your school/district's students?

	2. If business partnerships are not currently in place, how are you hoping to build and sustain business partnerships moving forward?
Existing partnerships with businesses that can be leveraged to provide YA experiences	3. What business partnerships already exist that could be leveraged to increase work-based learning opportunities for students? 4. Could any of your existing employer partners benefit from this program? Are there opportunities to build upon your existing partnerships to provide additional MAP opportunities for students?
Existing partnerships with postsecondary institutions to offer dual credit and/or dual enrollment	5. Do you provide students with any dual credit and/or dual enrollment opportunities in partnership with post-secondary education institutions?
Existing partnerships with community-based organizations	6. How are you able to leverage existing partnerships with community-based organizations to provide students with necessary wrap-around services?

Work-based Learning

Selection Criteria	Questions
Current CTE program offerings / pathways	1. What pathways are you in the process of shifting to NLPS? 2. Please share your existing CTE pathways that align with the provided occupation pathways / industries. 3. What existing SEALS do you have? What plans do you have in place for developing additional SEALS moving forward? 4. Where is dual credit available within the aligned pathways? (provide the template that asks for courses / DC / available instructor with credentials. 5. Please attach your school / district's 30A form detailing your courses offered.
Current staff are credentialed to teach aligned dual credit courses	6. Do you have instructors for your DC courses with the necessary credentials? 7. For occupation pathways that your school does not have credentialed DC instructors, are you interested in learning more about contracting out those instructing services or providing dual enrollment opportunities for your students?
Existing WBL programs available to students	8. What existing WBL opportunities does your school offer to students?

Student Experience

Selection Criteria	Questions
Ability to recruit students into youth apprenticeship	<ol style="list-style-type: none"> 1. How would your school/district communicate the youth apprenticeship opportunity to students? 2. How would you engage parents to gain their support of the initiative? 3. What strategies for engaging families and marketing existing programs have been most successful?
Student criteria for engagement	<ol style="list-style-type: none"> 4. How do you define + determine on-track to graduate? 5. What is your school's process for students to sign up for / apply to WBL experiences?
Ability to support students with career exploration, resume development, and preparation for interviews	<ol style="list-style-type: none"> 6. Does your school/district currently offer career exploration opportunities, resume building, and interview preparation? When and in what capacity are students able to participate in these offerings? 7. If your school/district currently does not offer this opportunity, how will you support students in building a resume and preparing for interviews?
Ability to support students during the experience	<ol style="list-style-type: none"> 8. How much flexibility can be created in a student's junior and senior year schedule for participation in the youth apprenticeship program? Could include: scheduling support for junior and senior year to account for MAP experience 9. While EmployIndy will work with the employer to design training plans and processes for supervisors to share formative feedback with apprentices, how will your WBL team work to ensure the modern apprenticeship experience is in accordance with Criteria 8-10 from the state's Indiana K-12 Work-Based Learning Manual? <ol style="list-style-type: none"> a. 8: Each WBL student has a training plan and an updated graduation plan on file. b. 9: Each WBL student receives regular feedback from the worksite mentor and WBL coordinator on progress towards goals established in the student's training plan. c. 10: WBL Coordinator is responsible for maintaining accurate records regarding enrollment, assessment, and awarding of credit for data and monitoring purposes.
Ability to support students with wrap-around services	<ol style="list-style-type: none"> 10. What is your ability to support students in transporting to an employer's worksite before, during, and/or after school hours? 11. To what extent would your school/district be able to provide a clothing stipend for students, if needed?