



The Learning Web

Community & Career Exploration & Apprenticeship Program (CCEAP) Annual Report
January 2012— December 2012

COMMUNITY & CAREER EXPLORATION & APPRENTICESHIP PROGRAM

Igniting Passion for the Future

Peter Benson, of The Search Institute, cites a “three part thriving formula” for youth that consists of:

- Spark— a metaphor for a person’s primary source of animating energy and intrinsic motivation.
- Caring Adults.
- Opportunity.

“Kids who know and develop their Sparks—and who have adults in their lives to help—have...

- higher grades
- better school attendance and physical health
- empathy and social competence
- concern for the environment
- a desire to help others and a sense of purpose...

which adds up to a child who thrives. Kids who thrive are energetic and enthusiastic. They care about themselves, about others, and about the world they live in. And they’ll make a positive difference in everything they do.” Research also shows, though, that too many kids don’t get the care and attention necessary to help them identify and nurture their Sparks. **IN 2012, OVER 363 YOUTH TOOK ADVANTAGE OF OUR SERVICES TO DISCOVER THEIR SPARK AND CONNECT WITH CARING ADULTS. CCEAP PLACED THESE YOUTHS IN 68 APPRENTICESHIPS AND 110 EXPLORATION VISITS AT A DIVERSE RANGE OF COMMUNITY WORK SITES.**

This program transcends the boundaries of age, disability, socio-economics, academic skills, and family support, serving any youth in Tompkins County. We are proud that young people who participate in CCEAP are not pigeonholed. Labels can limit. People often divulge their special challenges because it is required to gain needed services. Though that is necessary to access services through our Youth Outreach Program, it is not the case with our Community & Career Exploration & Apprenticeship Program (CCEAP). In reality, the CCEAP serves a small percentage of “problem-free” youth—our estimates are about 20%. Our ability to say to every mentor and every youth and every parent that we serve ANY young person in Tompkins County, conveys an attractive, positive image, without stigma; a truly blended program.

Access to opportunities and supports is often what separates youth who achieve their dreams from youth who do not. For many of the youth and parents touched by CCEAP this year, dreams were ignited. Working with community adults, who generously shared their time and workplaces, the program has made a difference in the lives of many young people this year.

CCEAP Sparks Future Careers

“Graphic design is going to be one of my careers.”

“Definitely considering food industry as a career”

“Definitely want to continue working with sign language either interpreting, music, or producing sign language videos.”

“[My apprenticeship] did an awesome job [of providing information about career options]. I set up an interview with a physics/engineering prof about future careers.”

“Considering forging as a career.”



A passion for creating with food was the result of this youth’s apprenticeship at Word of Mouth Catering.

2012 Services	Goal	Actual
Total youth served	239	363
Total Apprenticeships	79	68
– Volunteer Status	55	44
– Stipended Status	24	24
Total Exploration Tours	76	110
Total Commt’y Service	42	48

OUR RESULTS IN 2012

The CCEAP Program served 363 youth;
234 ICSD youth and 129 Rural Schools youth
68 apprenticeships with community mentors were arranged
110 community & career exploration activities were arranged
57 youth helped their community through service projects

Program participants have achieved the following outcomes:

96 PERCENT of youth participating in exploration activities or apprenticeships increased their knowledge of the specific duties, responsibilities, training and qualifications of chosen fields of interest.

91 PERCENT of apprentices developed a positive relationship with an adult role model, their mentors, and increased their general employability skills.

87 PERCENT of apprentices improved their performance of workplace skills and successfully completed their apprenticeship: attending consistently, arriving on time at their site, cooperating with their mentor and fulfilling the goals and expectations of their Learning Agreement.

100 PERCENT of apprentices took responsibility and learned the skills necessary to negotiate their learning experiences.

97 PERCENT of youth participating in exploration activities or apprenticeships determined whether or not the field they explored is a viable career path for them to pursue. 100% increased their familiarity with the community employment market.

92 PERCENT of youth participating in service projects and life skills activities increased their planning, decision making, leadership and teamwork skills.

100 PERCENT of youth in the apprenticeship program articulated an understanding of the importance and relationship of school performance to a future career and stayed in school.

Maxing out the coursework at their school, these high school students spent the summer in the Cornell Physics Dept, apprenticing to staffer Lora Hine. One product of the summer was a hovercraft that achieved lift-off!

Opportunities for youth to demonstrate talents & skills

When asked what their mentors would say are their strengths, apprentices said:

“I get stuff done, I help out, and I’m very attentive.”

“I am self-driven, responsible, and ask a lot of questions.”

“I learn quickly, I’m good at memorization, and I’m timely.”

“I have a good eye for detail, work independently.”

“Able to learn independently, computer knowledge, can take care of things”



An Emerging Future—

“The lights, sirens, driving fast, the crew. The hands on. There wasn’t anything I disliked,” wrote Danielle Joseph, a 12th grader from the Town of Ulysses, referring to what she most liked about her apprenticeship with Bang’s Ambulance. “It made me realize how much I love the field of paramedics.” Although Danielle was primarily interested in the field of nursing and emergency medicine, she also initially expressed interest in veterinary science, cosmetology, theater, and TV production. She decided to apprentice with the paramedics at Bang’s. Riding along on calls, Danielle observed backboarding, splinting, IV administration, EKG monitoring, emergency driving, and everything else that EMT’s encounter on a call. She contributed to the team by re-stocking supplies, cleaning the vehicle, making up stretchers and joining in other shift task duties.



Danielle Joseph, right, and her mom, Wendy Blaylock, at Danielle’s high school graduation. Danielle’s apprenticeship led to her entering the paramedic program at Finger Lakes Community College.

Wendy Blaylock, Danielle’s mom, confirmed Danielle’s enthusiasm for the field, “She came home each night excited and with more knowledge of different situations each time.” Bang’s ignited a passion in her daughter that Wendy appreciated, “I value the fact that by being involved, and hands on, it encouraged Danielle toward working in the medical field in this capacity. She knew she wanted to work with people and help them - she was just not sure how. Now, she is in the paramedic program at Finger Lakes Community College. For any parent who is thinking about letting their child participate in the Learning Web - do it!! Any hands-on experience that a young adult can get is better than none. If they decide it is not an area that they want to pursue - then that is still one step closer to finding what they do want to do. Danielle got a sense of success, and a taste for what she wants to do with this part of her life.” We wish Danielle well as she embarks on the road to achieving her goal of becoming a paramedic.

Our Community as Classroom

“I’m eager to get back to school to learn more [after my apprenticeship].”
Apprentice

“[My apprenticeship] made me understand how to be more professional.”
Apprentice

“Math and reading [was challenging at my apprenticeship] but I’ve gotten better because of the apprenticeship.”
Apprentice

“[My son] can be impatient with himself, but in working with someone who has spent years honing his skills, [my son] could be OK with his fledgling attempts and not expect perfection from himself.”
Parent

2012 Community Exploration & Apprenticeship Sites		
178 apprenticeship & exploration experiences were arranged in diverse fields. The following is a sample of the areas youth explored:		
Biomechanics	Alzheimers research	Cosmetology
Dairy farming	Dog Grooming	Gerontology
Law	Sewing & Textile arts	Blacksmithing
Education	Sound production	Art education
Physics	Computer programming	Medicine-Family Practice
Emergency Med Technician	Baking	Auto mechanics
Food prep	Printmaking	Equine Research
Arts & Theater	Salvage & restoration	Martial arts
Academic research	Plant Science	Retail clothing
Restaurant cooking	Computer Game design	Engineering
Small engine repair	Local history	Financial planning
Photography	Catering	Construction technology

Working Together to Provide Quality Services

Wade, age 15, was referred by a local mental health professional. The statement at right was a recent request from his mental health counselor. Wade was involved with the Dispositional Alternatives Program due to instances of trespassing and graffiti. He was also struggling with mental health issues around social anxiety. Wade's parents work multiple jobs and are economically stressed. The family has poor household dynamics and Wade receives insufficient supervision.

“This apprenticeship is the only good thing in Wade’s life right now. Is there any possible way to keep this going?”

When Learning Web (LW) staff met with Wade, he expressed interest in gymnastics, exotic animals, & astronauts. After finding a gymnastics teacher who would mentor Wade, staff checked in with Wade’s counselor. She said that Wade was going to contact me to tell me that he wasn’t interested in working with any program. “Normal people don’t do programs.” The counselor said that the parents weren’t good about following up with Wade about any details in general. The counselor committed to speaking with them during that evening’s session and get back to me. The counselor’s assistance paid off because Wade agreed to the apprenticeship, she helped work out transportation to class with Wade’s parents. The counselor also arranged for Wade to use the fax machine at the agency to send in his timesheets to The Learning Web.

Wade’s mentor took on Wade as a teacher assistant/role model to help younger students, and allowed him to attend the gymnastics class as a beginner with older students-- a perfect situation for Wade. Wade mentioned to LW staff that he’s enjoying the classes and he’s been learning a lot. Last week his counselor mentioned that his attitude has been more positive since he’s been taking the classes. Confirmation of Wade’s success is illustrated in the following email he sent to the LW staff:

“ Hey Jorge its Wade, my apprenticeship is going great my mentor wants me to participate in a test and perform in front of an expert who is coming to New York. I will be able to do a challenging routine. I’m just letting you know things are running very smoothly and also that I missed one class a couple of weeks ago because I was sick and I wasn’t sure if I had to tell you or not but my councilor (sic) assured me that I should and explained it to me so for that week I have no time sheet but yeah thanks again for setting up this great opportunity for me I appreciate it.

Sincerely, Wade ”

Most importantly, Wade appears to have transferred his understanding of his success at his apprenticeship to other areas of his life. He remarked to his counselor that he realizes he can be with groups of people and do okay. He is now willing to consider going to a tutoring group because of the new confidence that he can handle new situations.

It truly needed a team effort between the LW staff and the mental health counselor to make this opportunity for Wade become a reality. And, he will be able to extend his apprenticeship and continue his growth! Sometimes it takes a team to put together a successful experience for a youth. From The Ithaca Youth Bureau (IYB), Joblink, the Dispositional Alternatives Program (DAP), and the Mental Health Clinic, to the Office of Children & Family Services, Cooperative Extension, Family & Children’s Service, to school staff, the Bridges Program, and other county youth-serving agencies, Web staff exchange referrals, share resources, and communicate about youth with whom both agencies work. Beyond sharing referrals, we also do joint case management on the occasions when a youth is receiving services from more than one agency (this is unusual among the employment providers but is more frequent with County Social Services and Probation Depts.). Often, collaboration yields the best result for the youth.

Program Evaluation— Improving Our Performance

We take seriously our commitment to evaluate all of our programs and services and the staff who work for our agency. Web staff and Board engage in a number of levels of evaluation and monitoring. 100 PERCENT of program outcomes indicators for youth who participated in the program were achieved this year. Beyond the numbers though, we look to our most important stakeholders: youth participants, their parents, and the mentors for feedback about our services and the performance of our staff. We gather regular feedback through the use of Program Evaluation forms. Evaluations reflected a high degree of satisfaction with the program and staff in almost all cases:

100 PERCENT of youth felt they met and 94% felt they exceeded the goals of their apprenticeships.

98 PERCENT of youth felt their apprenticeship experience influenced and 88% felt it had a strong influence on their future career plans.

85 PERCENT of youth felt they significantly increased and 15% felt it slightly increased their knowledge of the of the career field they explored.

100 PERCENT of parents felt that their child achieved what they had hoped they would gain.

100 PERCENT of parents said their child communicated that they were satisfied and 94% said that their child was very satisfied with their experience.

100 PERCENT of mentors felt that their apprentice met the goals for the apprenticeship.

100 PERCENT of mentors felt that their apprentice increased and 86% significantly increased their knowledge of the field of work.

Suggestions about how our program can be improved were few—most respondents feel the program works well. When suggestions are made they usually relate specifically to a particular mentor match. In these cases we update our mentor database to reflect the wishes of a particular mentor or feedback from a youth or parent so that staff can make more effective placements in the future. This year mentors' comments ranged from a need for some mentors to have an apprentice who was a bit older, to others wanting the stipended status youth to be able to have longer apprenticeships. Parent comments were very positive and both mentors and parents comments regarding the staff and program reflect their strong support for our program.

Youth, mentors & parents talk about the value of Learning Web experiences:

“[My mentor] kept it casual, taught me well about the basic tools and hammering. He was very patient.”

— Apprentice

“Historically working with many staff persons from The learning Web has been great.”

— Mentor

“I appreciate the work that went into setting up this apprenticeship and the follow-up.”

— Parent

“[LW staff] is a very personable and attentive individual...this was a fantastic opportunity for a young person to gain life skills and employment responsibilities at such a young age.”

— Mentor

“Great communication, easy to get a hold of [referring to LW staff].”

— Parent

“[LW staff] was communicative, punctual, and made the process effortless (and even enjoyable). She was clearly supportive of [apprentice] at every turn.”

— Mentor

“Whenever I arrived to pick up the boys, [mentor] was working directly with them doing a wonderful job of nurturing their self-confidence.”

— Parent

“[mentor] did a great job of keeping me busy and interested.”

— Apprentice