



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/)

REGISTERED APPRENTICESHIPS AND YOUTH APPRENTICESHIPS IN CATHOLIC ARCHDIOCESAN, DIOCESAN- AND PARISH-AFFILIATED HIGH SCHOOLS IN THE UNITED STATES: A DESCRIPTIVE SNAPSHOT

Mary Ellen Nourse, Ed.D.
(Boise, ID, USA)

Correspondence should be addressed to: maryellen8694@gmail.com

Date submitted: 11 March 2022

Accepted following revisions: 1 November 2022

Abstract

Academic rigor has been a hallmark of Catholic elementary and secondary schools in the United States. In recent years, Catholic education leaders have been investigating possibilities for inclusivity of less-served populations, particularly students with disabilities—both academic and physical. Also, as Mary McAuliffe states in the Jesuit publication America, “. . . a four-year college is not the only way to help our graduates. . . some genuinely do not wish to pursue a four-year college degree.” Another strong tenet of Catholicism is the dignity of work, including the skilled trades, and the Catholic Church lauds the value of gainful employment. Could the shifting attention of Catholic schools to serve a diverse population, coupled with the Church’s stance on the dignity of work, result in more responsiveness to students who are interested in the skilled trades? Apprenticeships may provide this opportunity.

In this investigation, the researcher examined course catalogs, curriculum guides, course listings, and handbooks of archdiocesan, diocesan, and parish-affiliated Catholic high schools across the United States to determine the number of Registered Apprenticeships and Youth Apprenticeships currently offered at or by these institutions. One-hundred thirty-two dioceses and 26 archdioceses, from all 50 states, were represented in this investigation. Since this was a descriptive study, the analytical procedures of Count and Prevalence were used to examine the data. Of the 549 schools in this study, three offered Youth Apprenticeships. These high schools were in Dioceses in Wisconsin. One school, located in Archdiocese of Cincinnati, offered an Apprenticeship through the International Brotherhood of Electrical Workers (IBEW). Therefore, Prevalence was less than 1 percent.

These results suggest questions for future research: What factors motivated leadership in these four schools to offer a Registered or Youth Apprenticeship? To what extent would Diocesan Directors of Education/Superintendents be amenable to establishment of Registered- or Youth Apprenticeships in high schools within their jurisdictions? Has this topic been broached with Catholic education leaders? Registered Apprenticeships and Youth Apprenticeships may be a pathway for Catholic high schools to engage all their students, including those who aspire to employment in the trades after graduation.

Keywords: *Apprenticeships; Catholic education; high school education.*



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/)

INTRODUCTION

Registered Apprenticeships can be found in public secondary schools, post-secondary institutions, and correctional facilities throughout the United States. Do schools with religious affiliations—particularly Catholic high schools—also offer Registered Apprenticeship opportunities for their students? This is the question that formed the impetus for this survey investigation.

This study examined the status of Registered Apprenticeships in selected Catholic high schools, with the main purpose of this primary investigation being to determine if potential exists for broaching the topic of Registered Apprenticeships with Catholic education leaders in dioceses and archdioceses in the United States. This study addressed the two questions listed below.

How many arch diocesan, diocesan, or parish-affiliated Catholic secondary schools in the United States offer at least one Department of Labor Registered Apprenticeship, State-agency Approved Apprenticeship, or Youth Apprenticeship for students?

Which specific Department of Labor Registered Apprenticeships, State-agency Approved Apprenticeships, or Youth Apprenticeships are offered to students at Catholic high schools that offer at least one Registered Apprenticeship?

Delimitations and limitations

This study focused only on archdiocesan, diocesan, and parish-affiliated high schools. Also, this study considered only Department of Labor Registered Apprenticeships, State-affiliated Registered Apprenticeships, and Youth Apprenticeships. Work-study programs, unpaid internships, and cooperative education programs, although laudable, were outside the scope of this investigation. Cristo Rey High Schools, due to their independent status, were excluded. Statistical analyses included only procedures that are available on Microsoft Excel. Due to the paucity of scholarly research on Registered Apprenticeships in Catholic schools, information was gleaned primarily from academic articles, and government websites and resources.

Assumptions

Three assumptions were posited for this study.

1. Websites of archdiocesan, diocesan, or parish-affiliated Catholic secondary schools contained accurate, timely information.
2. No major curricular changes were planned for the 2022-2023 academic year at Catholic archdiocesan, diocesan, and parish-affiliated high schools.
3. *Ganley's Catholic Schools in America* provides a complete listing of Catholic archdiocesan, diocesan, and parish-affiliated high schools in the United States, as well as high schools operated by Religious Orders.

Definition of Terms

The field of Career and Technical Education (which includes Registered Apprenticeships) is rife with terms, jargon, and acronyms. Terms and acronyms used in this study are presented in Appendix C.

LITERATURE AND MEDIA REVIEW

This literature and media review focused on three topics for investigation: Catholic schools in 2020-2022, CTE efficacy, and Registered Apprenticeships. Each of these topics was considered separately. As stated in the Limitations section above, a lack of scholarly research exists on the topic of Registered Apprenticeships in Catholic secondary schools. A search of Google Scholar using the search term "registered apprenticeships" AND "Catholic high schools" returned no articles on the specific topic of Registered Apprenticeships in Catholic high schools. A similar search of the [Journal of Catholic Education](https://digitalcommons.loyola.edu/journal-of-catholic-education/) Digital Commons @ Loyola Marymount University and Loyola



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/)

Law School database returned zero results. Therefore, this Literature Review featured scholarly articles that reflect limited secondary research.

Catholic Schools in the United States in 2021-2022

Many Catholic schools across the United States are strapped for money. According to the National Catholic Education Association, “By the start of the 2020 school year, 209 Catholic schools had closed – many because of COVID-19, but others due to declining enrollment and financial instability” (2021). In July 2020, Timothy Cardinal Dolan made the difficult decision to close 20 Catholic schools in the Archdiocese of New York (Rivoli, July 2020).

This snapshot of Catholic schools is not totally bleak. Enrollment in some Catholic schools has increased in 2020-2021. The National Catholic Education Association reports that “Some states and cities have seen an uptick in Catholic school enrollment with an influx of transfer students opting for in-person classes and choosing Catholic schools”(2021). One reason may be related to COVID. For example: Boise Public Schools delivered educational services primarily online during the pandemic. Meanwhile, in August of 2020 the six local Catholic elementary/middle schools and Bishop Kelly High School were open. No doubt, these parochial schools were the envy of many area parents of public-school students.

Despite the challenges of financial stability and declining enrollments, Catholic schools across the United States set a goal of academic excellence, *par none*. In the document “Renewing Our Commitment to Catholic Elementary and Secondary Schools in the Third Millennium,” Bishops in the United States affirmed that a Catholic education “... must provide young people with an academically rigorous and doctrinally sound program of education” (United States Conference of Catholic Bishops). As Peter Meyer states, “As most educators know, Catholic schools work and have worked for a long time” (2007).

So, what defines “academic rigor” for Catholic schools? Standard 7 of the National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools provides the answer. Standard 7.1 reads: “The (Catholic school) curriculum adheres to appropriate, delineated standards, and is vertically aligned to ensure that every student successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values” (Center for Catholic School Effectiveness, 2012). Digital literacy is also a “must,” and Catholic students should “. . . become expert users of technology, able to create, publish, and critique digital products that reflect their understanding of the content and their technological skills” (Center for Catholic School Effectiveness, 2012).

A Catholic education should not be limited, however, to students who plan to enroll in a four-year college or university. Standard 7.6 mandates that “Classroom instruction is designed to engage and motivate all students, addressing the diverse needs and capabilities of each student, accommodating students with specific needs as fully as possible” (Center for Catholic School Effectiveness, 2012). As Mary McAuliffe, commenting on her students at Father Judge High School for Boys, observes: “Teachers here (at Father Judge) know that a four-year college is not the only way to help our graduates. . . some genuinely do not wish to pursue a four-year college degree” (2019). McAuliffe goes on to state, “Catholic high schools can better prepare our graduates for the world that awaits them by introducing career and technical education (CTE) programs” (2019).

Catholic scholars are also advocating for inclusion of academically challenged students who wish to enroll in Catholic elementary and secondary schools. The *Journal of Catholic Education* recently published a special issue titled “Inclusion in Catholic Schools” (2020). Similarly, the Catholic Church upholds the dignity of work, including work in the skilled trades. As Pope Francis wrote in *Laudato Si*, “Jesus worked with his hands, in daily contact with the matter created by God, to which he gave form by his craftsmanship” (2014). Article #2427 of the *Catechism of the Catholic Church* presents an explanation of the dignity of work: “Work honors the Creator’s gifts and talents received from him” (United States Conference of Catholic Bishops, 1997). In both Catholic and public schools, career and technical education can provide a pathway to meaningful, satisfying work for young people. The following section focuses on CTE.

Efficacy of Career and Technical Education (CTE)



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/)

A plethora of research studies and professional publications exists on various aspects of Career and Technical Education (CTE). A researcher who enjoys meta-analysis would have a field day with the abundance of research in CTE. The search term “attitudes toward career technical education,” for example, yielded 932 dissertations or other research on some aspect of this general topic (ScholarWorks UMass@ Amherst, 2009). Career and Technical Education programs have one over-arching goal: employability of their graduates. CTE programs are focused.

For example: A student does not enroll in the Diesel Tech program at XYZ Community College to “try it and see if I like it.” CTE programs also increase students’ understanding in science and math, teach critical soft skills, and help students explore potential career paths (Zibell, 2020). In contrast, some students enter university with no idea what career they want to pursue. A number of these “clueless” students may have been unaware of career opportunities available to them. Today’s cutting-edge, rigorous, and relevant career and technical education (CTE) prepares youth and adults for a wide range of high-wage, high-skill, high-demand careers (Association for Career & Technical Education, 2022).

In what occupations will these jobs be found in 2024? Ed4Career lists these 10 fastest-growing occupations in the United States: Personal Care Aides; Registered Nurses; Home Health Aides; Combined Food Preparation and Serving Workers, Including Fast Food; Retail Salespersons; Nursing Assistants; Customer Service Representatives; Restaurant Cooks; General and Operations Managers; Construction Laborers (2016). In addition, “. . .with a need for 1 million craft professionals by 2023, there has never been a more important time to integrate (CTE) programs into schools,” states NCCER Guest Contributor Kelsey Zibell (2020). With the need for skilled crafts persons, do American secondary institutions consider CTE an integral part of the curriculum? In a 2015 *Education Weekly* article, “Vocational Education on the Right Track,” Walt Gardner states: “I don’t understand why more high schools don’t accord vocational education the respect and status it deserves. The obsession with a four-year bachelor’s degree is shortchanging so many students whose interests and talents are not academic. . .Nevertheless, high school counselors continue to point almost all their advisees toward a four-year college” (2015). Although Gardner references public secondary schools, an assumption could be made that his statement is applicable to Catholic high schools. As Cyrus Habib states in the Jesuit publication *America*, “Stop saying ‘college isn’t for everyone’” (2018).

With increasing pleas from industry for career-ready employees, this perception of CTE may be changing. This is particularly true for staff and students of Mercy High School in Detroit, the only Catholic co-educational CTE high school in the nation. Sister Susan Walsh, principal of Mercy, states, “. . .with increased attention on career and technical education from the federal government and a continual pushback from industry leaders against students who graduate from college unprepared for the workforce, the tide is changing around CTE” (Arnett, 2018). Further evidence of a shift in attitude was found in a study by Phi Delta Kappa in 2016. Less than half of the adults surveyed in this study believed that “. . .preparing students academically is the main goal of a public education. . .the survey finds a heavy tilt in preferences away from more higher-level academics and toward more classes focused on work skills. By a broad 68% to 21%, Americans say having their local public schools focus more on career-technical skills or skills-based classes is better than focusing on honors or advanced academic classes.” As Michael Petrilli writes in *Education Next*, “One of the biggest shifts in education reform in recent years has been widening acknowledgment that the ‘college for all’ mantra was misguided. Almost everyone now admits that college, as traditionally defined is not going to be for everyone, and that career and technical programs and trade schools can provide sturdy on-ramps to the middle class” (2020). The Archdiocese of Galveston-Houston also recognizes a need to provide CTE for secondary students in southeastern Texas. Galveston-Houston is currently developing plans for a technical secondary education option for students by looking at the feasibility of a Catholic Career-Technical High School or CCTHS. The Development Committee of the CCTHS Advisory Board has planned an initial curriculum offering based on 10-year job projections for high-wage, high-demand careers within the Houston metroplex, as well as throughout the country” (Archdiocese of Galveston-Houston, 2020).

Registered Apprenticeships

So far, this Literature Review has focused on research related to CTE in general. One important component of CTE at both the secondary and postsecondary levels are Registered Apprenticeships, which for the purpose of this study were categorized into four groups:

1. United States Department of Labor (USDOL) or State Agency-Approved (including trade union apprenticeships),
2. Youth Apprenticeships such as the Wisconsin Youth Apprenticeship Program (2022),



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/)

3. Pre-Apprenticeships/Preparation for Apprenticeships, and
4. Military.

Three important notes need to be made regarding these categories:

1. Apprenticeships in the Navy, Marine Corps, and Coast Guard comprise approximately 20 percent of all registered apprentices in the United States (Hanson, 2016). Military apprenticeships are offered through the United States Military Apprenticeship Program (USMAP). This research study focused on USDOL- and State Agency-approved Registered Apprenticeships.
2. Industry-recognized Apprenticeship Programs (IRAPS) were rescinded by President Biden in early 2022. (Maurer, 2021).
3. Pre-Apprenticeships/Preparation for Apprenticeships are programs “. . . or a set of services designed to prepare individuals to enter and succeed in a Registered Apprenticeship program. A pre-apprenticeship program, by definition, has a documented partnership with at least one Registered Apprenticeship” (United States Department of Labor, undated).

Confusion exists regarding the terms “internship,” “apprenticeship,” “work-based learning,” “cooperative education” and “registered apprenticeship.” The Definition of Terms included at the beginning of this proposal suggests that these terms are not synonymous, although they may be used interchangeably in common parlance. One commonality is that all these terms include a work-based component. All these offerings are laudable. This study included only United States Department of Labor; State Agency-Approved, which includes Trade Union; and Youth Apprenticeships.

So, what is different about a Registered Apprenticeship (with capital R and A)? The United States Department of Labor provides this explanation: “Apprenticeship is an industry-driven, high-quality career pathway where employers can develop and prepare their future workforce, and individuals can obtain paid work experience, classroom instruction, and a nationally-recognized, portable credential” (United States Department of Labor Employment and Training Administration, 2022). Apprenticeship programs provide on-the-job learning from an experienced mentor and related classroom instruction on the technical and academic aspects of the job. The training is rooted in industry skill standards and competencies.

A Registered Apprenticeship, approved by the United States Department of Labor/Office of Registered Apprenticeships, or a State agency, is a “learn while you earn” endeavor. A Registered Apprenticeship is linked to a numbered Standard Occupational Code (SOC). Each SOC has a listing of skills, daily tasks, and knowledge required for that occupation. For example: The Robert Janss School at the South Idaho Correctional Institution offered a Teaching Assistant Registered Apprenticeship in 2021. The SOC for this Registered Apprenticeship is 25.9042.00. A Teaching Assistant Registered Apprentice completes 4,000 hours of documented on-the-job training as well as related technical instruction (RTI).

The United States Department of Education Office of Career, Technical, and Adult Education offers more information regarding Registered Apprenticeships. “By offering pathways to career-ready skills, a paycheck, and debt-free college credit, [registered apprenticeship](#) is the gold standard of work-based learning. . . Employers see apprenticeship as a powerful tool for finding and developing talent. Parents and students see the value in a structured, earn-and-learn postsecondary pathway. Academic leaders see apprenticeship as a clear strategy for ensuring their high school and college graduates have the skills and competencies they need for tomorrow’s jobs.” (United States Department of Education Office of Career and Technical Education, 2016). Registered Apprenticeships can also provide a path to financial stability. “The average salary for a fully proficient worker who completes an apprenticeship program is \$60,000” (United States Department of Labor, 2018). Sixty thousand dollars seems a significant amount of change.

In addition to development of a high-demand skill, students who complete a Registered Apprenticeship earn an industry-recognized credential. While a training certificate from Crashing Falls High School may be notable, a Registered Apprenticeship Completion credential is even more impressive. Apprenticeship numbers in the United States continue to grow. The number of new apprentices grew 70% between 2011-2020 (Department of Labor, 2022). Registered Apprenticeships can be sponsored by employers; state agencies; trade



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/)

unions, such as the International Brotherhood of Electrical Workers; prisons; and educational institutions including high schools and community colleges.

Participation of High School Students in Registered Apprenticeships and Youth Apprenticeships

Youth apprenticeship programs targeted specifically for high school students are a nascent but growing endeavor. Youth apprenticeship programs are particularly applicable in the post-COVID era. “As the United States experiences one of the worst economic crises in modern history, youth apprenticeship is a critical strategy to help young people—who have been disproportionately affected by unemployment and underemployment during the COVID-19 (coronavirus) pandemic—gain meaningful work experiences, earn valuable postsecondary credentials, and access pathways to careers that pay a family-sustaining wage” (Advance CTE, 2020).

A number of students in public high schools across the United States are taking advantage of this opportunity to enroll in Registered Apprenticeships. Over 6,000 Wisconsin high school students participated in the state Youth Apprenticeship Program during FY 21-22.

(Wisconsin Office of Workforce Development, 2022). In Iowa during the 2021-2022 school year, approximately 140 students from rural and urban high schools participated in the Iowa Works Youth Apprenticeships program (Iowa Works, 2021).

Leaders in Catholic Education in Alberta, Canada, recognize the benefits of Canadian Registered Apprenticeships for Catholic secondary students. For example: High school students who attend Greater St. Albert Catholic Schools in St. Albert, Alberta, are enthusiastically encouraged to consider Registered Apprenticeship Programs (RAPs) when making career plans. As indicated at the Greater St. Albert Catholic Schools website, “The Registered Apprenticeship Program (RAP) allows you, the student, the opportunity to be enrolled in high school, and also work as a paid apprentice. The program is designed to allow students to simultaneously complete high school and 1,000 hours toward the 1,500 required hours for the first- year apprenticeship in a designated Trade” (Greater St. Albert Catholic Schools, 2022). Four Catholic high schools participate in this Registered Apprenticeship Program. Information about RAPs is easy to find at the Greater St. Albert Catholic Schools website; an interested student or parent does not have to maneuver through a layer of hyperlinks.

Are Catholic schools in archdioceses and dioceses here in the United States in this picture? This primary study provided an answer.

RESEARCH METHODOLOGY

This section outlines selection of the population and sample, questionnaire design and distribution, and statistical analyses for this study.

Population and Sample

The target population for this study was all archdiocesan, diocesan, or parish-affiliated high schools in the United States. Using information from the Ganley’s Catholic Schools website, archdioceses and dioceses across the 50 States were identified that appeared to have at least one archdiocesan, diocesan, or parish-affiliated high school. (Some dioceses, such as the Diocese of Superior, Wisconsin, lack a Catholic high school). Determination of an archdiocesan or diocesan high school proved challenging. For example: If a high school is operated by a Religious Order with the approval of the local Bishop, is this considered to be a diocesan institution? Some high schools were founded by Religious Orders who later pulled out. These high schools may still be “in the tradition of the Salesians/Franciscans/Dominicans” and maintain contacts with the Orders. The criteria that were used to identify archdiocesan, diocesan, and parochial high schools are listed here:

1. Identification as an “Archdiocesan,” “Diocesan,” “Regional,” or “Parish” school;
2. “Unspecified School Affiliation” as indicated by Ganley’s Catholic Schools;
3. Listing of “parish feeder schools” or “parish school partners” indicating that the secondary school was multi-parish or diocesan.



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/)

Schools that mentioned a specific Religious Order were not included in the population i.e. “De La Salle High School is a school in the Lasallian Tradition.” If uncertainty still existed regarding whether a high school was archdiocesan, diocesan, or parish-affiliated, that school was omitted from this study. Christo Rey Network high schools were excluded. Exclusion of these Religious Order and Cristo Rey schools was based on the observation that these institutions are not under the purview of the local archdiocese or diocese. This study was concerned only with archdiocesan, diocesan, and parish-based secondary schools.

A convenience sample of archdiocesan, diocesan, or parish-affiliated high schools that had workable links to their websites listed with Ganley’s. Schools that did not have valid URLs were excluded to save time and frustration. The National Catholic Education Association reported in 2007 that “. . . about 40 percent (of Catholic high schools) are sponsored by a diocese, 40 percent by Religious communities, and the remaining were either connected to a parish or sponsored by a private corporation” (Heft, 2011).

440 high schools were included in this study, representing 25 archdioceses and 131 dioceses.

Data Collection

Data collection focused on Registered Apprenticeships offered at each school included in this study. In the data search for Registered Apprenticeships, data was also collected on Career and Technical education at these schools. Data was mined from three resources available at each school’s website: student handbooks, curricula listings, and academic overviews/information. In some cases, these resources were quickly located. In other cases, “digging” and diligence were required to find the information.

For each school, the following information was recorded:

1. Name of the school;
2. Archdiocese or diocese in which the school is located, city, and state;
3. Department of Labor Registered Apprenticeships offered by that particular school. (At several schools, students could enroll part-time in area technical high schools, career centers, or community colleges. Registered Apprenticeships at these institutions were outside the scope of this study).

Four hundred and forty high schools were included in this study, representing 23 archdioceses and 131 dioceses. Lists of these archdioceses and dioceses appear in Appendices A and B.

Analysis

Two tests were used in this study: Count and Prevalence.

Count. Count was an excellent place to start during data analysis. “Count data is common in many disciplines” (UCLA, 2021). Count proved a simple statistical procedure. Count is “. . . just as simple as it sounds; it is a count of how many items or ‘observations’ you have” (National Emergency Medical Services for Children Data Analysis Research Center, 2010).

Prevalence. Although Prevalence is connected with the medical field, this statistical procedure seemed appropriate for this study. The National Institute of Mental Health (2021) provides the formula:

Prevalence = # of people in sample with characteristic / total # of people in sample.



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/)

For my analysis, “# of people in sample with characteristics” was replaced by “# of schools in population with characteristics;” “total number of people in sample” was replaced by “total number of schools in population.”

According to the National Institute of Mental Health (2021), Prevalence can be measured and reported in several ways, with **Point Prevalence** being the proportion of a population that has the characteristic at a given point in time.

RESULTS

The results of this study provided answers to the two Research Questions listed at the beginning of this article.

Research Question 1

How many archdiocesan, diocesan, or parish-affiliated Catholic secondary schools in the United States offer at least one Department of Labor Registered Apprenticeship, State-agency Approved Apprenticeship, or Youth Apprenticeship for students?

Count Statistical Procedure. The Count statistical procedure indicated that four high schools offer for their students at least one Registered Apprenticeship, State-agency Approved Apprenticeship, or Youth Apprenticeship.

Prevalence Statistical Procedure. The formula for Prevalence is = # of people in sample with characteristic / total # of people in sample. For my analysis, “# of people in sample with characteristic” was replaced by “#of schools in population with characteristic;” “total number # of people” was replaced by total “# of schools.” The formula used was

Prevalence = $4/440 = > 0.01$.

Research Question #2

Which specific Department of Labor Registered Apprenticeships, State-agency Approved Apprenticeships, or Youth Apprenticeships are offered to students at Catholic high schools from the convenience sample that offer at least one Registered Apprenticeship?

The research findings indicated that Elder High School in Cincinnati offered an International Brotherhood of Electrical Workers (IBEW) Registered Apprenticeship. This was the only specific Registered Apprenticeship listed for any of the four high schools that offered Registered Apprenticeships, State-agency-Approved Apprenticeships, or Youth Apprenticeships. For this study, this IBEW Apprenticeship would be categorized as a State-agency Approved Apprenticeship. Elder High School could be commended for “thinking outside the box” and partnering with a trade union.

DISCUSSION OF FINDINGS

With only 1% of archdiocesan, diocesan, or parish-affiliated high schools offering Registered Apprenticeships, a researcher could ask if Registered Apprenticeships are even on Catholic education leaders’ radars. One Director of Catholic Education for a diocese in the Northwest informed me honestly that she did not know anything about Department of Labor Registered Apprenticeships. Of the four high schools that offered at least one Registered Apprenticeship, State-Agency Approved, or Youth Apprenticeships, three were in dioceses in Wisconsin. St. Mary Catholic High School in Neenah, Wisconsin, participated in the Wisconsin Youth Apprenticeship Program. Pacelli Catholic High School in Stevens Point, Wisconsin, also participated in the Wisconsin Department for Workforce Development Youth Apprenticeship Program. St. Mary’s Springs Academy in Fond du Lac, Wisconsin, offered Registered Apprenticeships through Fond-du-Lac Works. St. Mary Catholic is located within the Diocese of Green Bay; Pacelli, the Diocese of Stevens Point; and St. Mary’s Springs Academy, the Archdiocese of Milwaukee.



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/)

This number of Catholic high schools in Wisconsin that offer at least one Registered Apprenticeship, State-agency Approved, or Youth Apprenticeship may be greater than three. Other Catholic high schools in Wisconsin may offer Registered Apprenticeships, but this information may have been “buried” somewhere on the respective schools’ websites. These three high schools partnered with the Wisconsin Youth Apprenticeship Program to offer Registered Apprenticeships. The Registered Apprenticeship at the fourth high school was offered at Elder High School, which was indicated in the Results section above. Elder High School, which offered an IBEW Apprenticeship, is located in the Archdiocese of Cincinnati. Although this study focused on Registered Apprenticeships, an interesting finding emerged from the data collection. Of the 440 high schools included in this study, most offered at least one robotics course, robotics competition, or robotics club.

CONSIDERATIONS FOR FUTURE RESEARCH

The results of this investigation of Registered Apprenticeships in Catholic high schools in the United States suggest avenues for future research.

1. What motivates leadership at the four high schools noted above to make available Registered Apprenticeships or Youth Apprenticeships for students?
2. What are the causes of the low number of Registered Apprenticeships in Catholic high schools? Are the low RA numbers due to lack of time, lack of knowledge, or perceived lack of need by Catholic educators? An attempted survey investigation of Catholic Archdiocesan and Diocesan School Superintendents/Directors of Education in July and August of 2021 yielded one usable response, but perhaps refinement of the survey instrument and methodology might yield valid results.
3. Is appropriation of fiscal resources and staff for Registered Apprenticeships and Youth Apprenticeships a concern?
4. How many Catholic high schools partner with LEAs that offer Registered Apprenticeships and therefore do not perceive a need to offer Registered Apprenticeships at their campus?
5. Are Registered Apprenticeships offered at Catholic high schools that are administered by a Religious congregation?
6. Are Registered Apprenticeships offered at Catholic high schools that are not archdiocesan, diocesan, or parish-affiliated, i.e., Cristo Rey High Schools or high schools administered by a Religious congregation?
7. Are pre-apprenticeship/pathways to Registered Apprenticeships programs offered at any archdiocesan, diocesan, or parish-affiliated Catholic high schools?
8. Of the Catholic high school students participating in a robotics class, club, or competition, what percentage aspire to careers in engineering?

CONCLUSION

Catholic education leaders in archdioceses and dioceses across the United States are increasingly focusing on inclusivity in Catholic elementary and secondary schools. While the term “inclusivity” often refers to minority students, the term also applies to students who either are physically challenged, learning challenged, or both. Some Catholic educators have expanded “inclusivity” to include students who aspire to entering the workforce upon graduation and do not plan to pursue a baccalaureate degree.

Career and technical education provide high school students with hands-on, practical training in high-demand careers. Registered Apprenticeships are an avenue into meaningful, purposeful employment for high school students after graduation. The Catholic Church’s emphasis of the dignity of work, coupled with the resolve of many Catholic educational leaders nationwide to address the needs of all students, make the year 2023 a prime time for consideration of the efficacy and value of Registered Apprenticeships for Catholic high school students.



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/)

APPENDIX A

**Archdioceses included in this study with at least one
archdiocesan, diocesan, or parish-affiliated high school**

Archdiocese	State
Mobile	Alabama
Anchorage	Alaska
Los Angeles	California
San Francisco	California
Denver	Colorado
Hartford	Connecticut
Miami	Florida
Indianapolis	Indiana
Dubuque	Iowa
Kansas City	Kansas
Louisville	Kentucky
Baltimore	Maryland
Boston	Massachusetts
Detroit	Michigan
St. Paul/Minneapolis	Minnesota
St. Louis	Missouri

Omaha	Nebraska
Newark	New Jersey
Santa Fe	New Mexico
Cincinnati	Ohio
Portland	Oregon
San Antonio	Texas
Galveston-Houston	Texas
Seattle	Washington
Milwaukee	Wisconsin



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/)

APPENDIX B

**Dioceses included in this study with at least one
archdiocesan, diocesan, or parish-affiliated high school**

Diocese	State
Birmingham	Alabama
Phoenix	Arizona
Tucson	Arizona
Little Rock	Arkansas
Fresno	California
Oakland	California
Orange	California
Sacramento	California
San Bernardino	California
San Diego	California
San Jose	California
Stockton	California
Colorado Springs	Colorado
Bridgeport	Connecticut
Norwich	Connecticut
Wilmington	Delaware
St. Augustine	Florida
Orlando	Florida
Pensacola-Tallahassee	Florida
St. Petersburg	Florida
Venice	Florida
Palm Beach	Florida
Savannah	Georgia
Honolulu	Hawai'i
Boise	Idaho
Belleville	Illinois
Springfield	Illinois

Joliet	Illinois
Peoria	Illinois
Rockford	Illinois
Evansville	Indiana
Fort Wayne-South Bend	Indiana
Gary	Indiana
Lafayette	Indiana
Davenport	Iowa
Des Moines	Iowa
Sioux City	Iowa
Salina	Kansas
Wichita	Kansas
Covington	Kentucky
Lexington	Kentucky
Owensboro	Kentucky
Alexandria	Kentucky 43
Baton Rouge	Louisiana
Huoma-Thibodaux	Louisiana
Lafayette	Louisiana
Lake Charles	Louisiana
Shreveport	Louisiana
Portland	Maine
Fall River	Massachusetts
Chicopee	Massachusetts
Diocese	State
Springfield	Massachusetts
Worcester	Massachusetts
Gaylord	Michigan



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/)

Grand Rapids	Michigan
Kalamazoo	Michigan
Lansing	Michigan
Saginaw	Michigan
Crookston	Minnesota
New Ulm	Minnesota
Winona	Minnesota
Biloxi	Mississippi
Jackson	Mississippi
Jefferson City	Missouri
Kansas City-St. Joseph	Missouri
Springfield-Cape Girardeau	Missouri
Great Falls-Billings	Montana
Helena	Montana
Grand Island	Nebraska
Lincoln	Nebraska
Las Vegas	Nevada
Reno	Nevada
Manchester	New Hampshire
Camden	New Jersey
Metuchen	New Jersey
Patterson	New Jersey
Trenton	New Jersey
Gallup	New Mexico
Las Cruces	New Mexico
Albany	New York
Brooklyn	New York
Buffalo	New York
Bronx	New York
Manhattan	New York
Staten Island	New York (85)
Westchester & Putnam	New York

Upper Counties	New York
Ogdensburg	New York
Rochester	New York
Rockville Centre	New York
Syracuse	New York
Charlotte	North Carolina
Raleigh	North Carolina
Bismarck	North Dakota
Fargo	North Dakota
Cleveland	Ohio
Columbus	Ohio
Steubenville	Ohio
Toledo	Ohio
Youngstown (100)	Ohio
Allentown	Pennsylvania
Altoona-Johnstown	Pennsylvania
Erie	Pennsylvania
Greensburg	Pennsylvania
Harrisburg	Pennsylvania
Pittsburgh	Pennsylvania
Scranton	Pennsylvania
Providence	Rhode Island
Charleston	South Carolina
Rapid City	South Dakota
Diocese	State
Sioux Falls	South Dakota
Knoxville	Tennessee
Nashville	Tennessee
Amarillo	Texas
Austin	Texas
Baumont	Texas
Brownsville	Texas



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/)

Corpus Christi	Texas
Dallas	Texas
Fort Worth	Texas
Lubbock	Texas
Tyler	Texas
Victoria	Texas
Salt Lake	Utah
Burlington	Vermont
Arlington	Virginia
Richmond	Virginia
Spokane	Washington
Wheeling-Charleston	West Virginia
Green Bay	Wisconsin
La Crosse (131)	Wisconsin



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/)

APPENDIX C

Definition of Terms

ACTE (*Association for Career and Technical Education (Co-op)*) is the national association of career and technical education administrators, instructors, and patrons.

CTE (*Career and Technical Education*): "prepares youth and adults for a wide-range of high-wage, high-skill, high-demand careers." (ACTE Online).

Co-op (*Cooperative Education*): "A structured method of combining classroom-based *education* with practical work experience. A *cooperative education* experience, commonly known as a "*co-op*", provides academic credit for structured job experience." (Georgia Tech, undated).

Diocesan School Superintendent/Director of Catholic Education The individual appointed by his/her Bishop to direct all Catholic schools within the diocese.

Internship A paid or unpaid work experience, usually to gain experience in a particular career field.

IRAP Industry-Recognized Apprenticeship Program.

LEA Local Education Agency.

Parochial School: "private school maintained by a religious body, usually for elementary and secondary instruction. (Merriam-Webster, 2022).

RAP (*Registered Apprenticeship*): "... a proven model of apprenticeship that has been validated by the U.S. Department of Labor or a State Apprenticeship Agency" (United States Department of Labor, 2022).

RTI Related Technical Instruction of a particular Registered Apprenticeship.

Secondary School: High school enrolling students in the upper grades, usually grades 9-12 (United States Department of Education, 2008).

SOC Standard Occupational Code.

Voc. Ed (*Vocational Education*): An older term for career and technical education.

USDOL Registered Apprenticeship: "a proven model of apprenticeship that has been validated by the U.S. Department of Labor or a State Apprenticeship Agency." (United States Department of Labor, 2022).

WBL (*Work-Based Learning*): "'umbrella' term used to identify activities which collaboratively engage employers and schools in providing structured learning experiences for students." (New York State Education Department, 2020).



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/)

WORKS CITED

- Advance CTE. (November, 2020). *Improving Youth Apprenticeship Data Quality: Challenges and Opportunities*. (ED610147). ERIC. <https://files.eric.ed.gov/fulltext/ED610147.pdf>
- Archdiocese of Galveston-Houston. (November 6, 2020). *Catholic Career Technical High School*. [Choosecatholicsschools.org/news/catholic-career-technical-high-school-ccths](https://choosecatholicsschools.org/news/catholic-career-technical-high-school-ccths)
- Arnett, A. (January, 2018). Mercy CTE High School re-envisioning workforce development. *Tech Directions*, 77(5), 21-22. <http://www.omagdigital.com/publication/?m=6340&i=467138&p=20&ver=html5>.
- Association for Career and Technical Education. (February 2022). What is CTE? <https://www.acteonline.org/why-cte/what-is-cte/>.
- Aufses, R., Shea, R., Cordes, K., Scanlon, L. (2021). *American literature and rhetoric*. (1st Ed.) <https://www.bfwpub.com/high-school/us/product/American-Literature-and-Rhetoric/p/1319248896>
- Avedian, A. (October 15, 2014). Survey design. <http://hnmcp.law.harvard.edu/wp-content/uploads/2012/02/Arevik-Avedian-Survey-Design-PowerPoint.pdf>.
- Center for Catholic School Effectiveness, School of Education, Loyola University of Chicago. (2012). *National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools*. <https://www.catholicsschoolstandards.org/images/docs/standards/Catholic-School-Standards-English.pdf>.
- Cristo Rey Network of Schools. (2022). *Cristo Rey Network of schools*. <https://www.cristoreynetwork.org/>
- ED4Career. (September 27, 2016). The top 20 fastest-growing jobs by 2024. <https://ed4career.com/blog/top-20-fastest-growing-jobs-2024>
- Gardner, W. (January 21, 2015). Opinion: Vocational education on the right track. *Education Weekly*. <https://www.edweek.org/education/opinion-vocational-education-on-the-right-track/2015/01>.
- Georgia Tech Career Center. (2022). What is cooperative education? <https://career.gatech.edu/what-cooperative-education>
- Greater St. Albert Catholic Schools. (2022). Registered apprenticeship training. <https://www.gsacrd.ab.ca/programs/world-of-work/registered-apprenticeship-training>
- Habib, Cyrus. (September 10, 2018). Stop saying, 'college isn't for everyone.' *America*. <https://www.americamagazine.org/politics-society/2018/09/10/stop-saying-college-isnt-everyone>
- Haniford, Rhonda. (2008). *A comparative study between career-technical programs and college preparatory programs on student performance*. [Ph.D. Doctoral Dissertation]. St. Louis University. PQDT Open Online Database. <https://pqdtopen.proquest.com/doc/304488198.html?FMT=ABS>
- Hanson, Devlin, Lerman, Robert. (2016). Military apprenticeships in the US: an implementation evaluation (Abstract). *Education + Training*. Vol. 58, Issue 6, pp. 597-612.
- Heft, J. (2011). *Catholic high schools: facing the new realities*. Oxford University Press.
- Idaho Department of Labor. (2021). *Apprenticeship services for educators*. <https://labor.idaho.gov/dnn/Job-Seekers/On-the-Job-Training/Apprenticeships>. Idaho
- Iowa Works. (September 20, 2021). *Iowa High School Registered Apprenticeships Playbook 2.0*. <https://www.earnandlearniowa.gov/playbook>
- Jaisingh, L. (2006). *Statistics for the utterly confused*. (2nd Ed.). McGraw-Hill.
- Journal of Catholic Education* (December 21, 2020). Special issue: Inclusion in Catholic Schools. 23(2).
- Law Insider*. (undated). Class A Registered Apprenticeship Program definition. <https://www.lawinsider.com/dictionary/class-a-registered-apprenticeship-program>
- Maurer, Roy. (February 17, 2021). *President Biden ends employer-led apprenticeships*. <https://www.shrm.org/resourcesandtools/hr-topics/talent-acquisition/pages/president-biden-ends-trump-iraps-employer-led-apprenticeship-model.aspx>
- McAuliffe, M. (April 1, 2019). College is not for everyone. Catholic schools should recognize that. *America*. 22(7), 10.
- Merriam-Webster. (2022). Parochial School. In *Merriam-Webster.com dictionary*. Retrieved March 1, 2021 from <https://www.merriam-webster.com/dictionary/parochial%20school>.
- Meyer, Peter. (Spring 2007). Can Catholic schools be saved? *Education Next*. 7(2), 19.



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/)

- National Catholic Educational Association. (2021). *Ganley's Catholic schools in America*. [Ganleyschools.com](https://ganleyschools.com)
- (February 17, 2021). NCEA releases 2020-2021 data on state of Catholic schools amid COVID-19. https://www.ncea.org/NCEA/How_We_Serve/News/Press_Releases/NCEA_Releases_2020_2021_Data_on_State_of_Catholic_Schools_Amid_COVID-19.aspx
- National Emergency Medical Services for Children Data Analysis Resource Center (NEDARC). (2010). *Counts*. <https://www.nedarc.org/statisticalhelp/basicStatistics/counts.html>
- National Institute of Mental Health. (undated). *What is prevalence?* <https://www.nimh.nih.gov/health/statistics/what-is-prevalence>
- New York State Education Department. (September 14, 2020). *Work-based learning programs*. p12. nysed.gov/cte/wbl.
- Payne, J. (2016). *A pilot benefit and cost analysis study of sponsors of registered apprenticeship in Maine*. (Publication 10249315). [Doctoral Dissertation Abstract]. ProQuest. <https://search.proquest.com/openview/706604ea4f15fba296666c5abc58d885/1?pq-origsite=gscholar&cbl=18750&diss=y> (Accessed March 8, 2021).
- Petrilli, Michael J. (January 31, 2022). College isn't for everyone. *Education Next*. <https://www.educationnext.org/college-isnt-for-everyone-workplace-apprenticeships/>
- Pew Research Center. (2021). *Questionnaire design*. <https://www.pewresearch.org/methods/u-s-survey-research/questionnaire-design/>.
- Phi Delta Kappan (September 2016). *Why schools? The 48th annual PDK poll of the public's attitudes toward the public schools*. [AbVolume 98, Issue 1. Pp. NP1- NP32. DOI: 10.1177/0031721716666049. Accession #: 11794105. Sage Journals.
- Pope Francis. (May 24, 2015). *Laudato Si. Papal encyclical*. Rome.
- Rivoli, Dan. (July 10, 2020). Cardinal Dolan: 'Toxic' decision to close 20 Catholic schools due to low enrollment. <https://www.ny1.com/nyc/all-boroughs/news/2020/07/10/new-york-archdiocese-to-close-20-catholic-schools->
- Ryan, B. (2016). *Perceptions of career and technical education in Montana: a survey millenials and generation x"* (Publication 106). [Master's thesis, Montana Tech University]. Graduate Theses and Non-Theses. http://digitalcommons.mtech.edu/grad_rsch/106. (Accessed February 24, 2021).
- ScholarWorks UMass@ Amherst. (2009). *Open access dissertations*. <https://scholarworks.umass.edu/do/search>.
- Swan, Michelle Deane (2019). *Implementation and participation in vocational education and training in Catholic schools* [Thesis]. <https://doe.org/10.26199/5cb7a95f48282>. Accessible at <https://acuresearchbank.acu.edu.au/item/8682x/implementation-and-participation-in-vocational-education-and-training-in-catholic-schools>. (Accessed February 28, 2021).
- United States Conference of Catholic Bishops. (1997). *Catechism of the Catholic Church*. 2nd Ed. Doubleday.
- (2005). *Renewing our commitment to Catholic elementary and secondary schools in the third millennium*. <https://www.usccb.org/beliefs-and-teachings/how-we-teach/catholic-education/upload/renewing-our-commitment-2005.pdf>
- United States Department of Education Office of Career, Technical, and Adult Education. (November 18, 2016). *#ApprenticeshipWorks for high school*. <https://sites.ed.gov/octae/tag/apprenticeship/>.
- United States Department of Education International Affairs Office. (February 2008). *Organization of U.S. education: the school level*. <http://www.ed.gov/about/offices/list/ous/international/usnei/edlite-index.html>
- United States Department of Labor Employment and Training Administration. (2022). *Apprenticeship continues to demonstrate strong growth*. www.dol.gov/agencies/eta/apprenticeship/about/statistics/2020.
- (2022). *Discover apprenticeship*. [apprenticeship.gov/employers/registered-apprenticeship-program](https://www.apprenticeship.gov/employers/registered-apprenticeship-program).
- (2022.) *Discover apprenticeship fact sheet*. https://www.apprenticeship.gov/sites/default/files/Apprenticeship_Fact_Sheet.pdf
- (Undated). *Pre-apprenticeship: Pathways for women into high-wage careers*. https://www.dol.gov/sites/dolgov/files/ETA/apprenticeship/pdfs/pre_apprenticeship_guideforwomen.pdf
- (2022). *Registered Apprenticeship program*. <https://www.apprenticeship.gov/employers/registered-apprenticeship-program>



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/)

United States Department of Labor Office of Disability Employment Policy. (2018). *Apprenticeship guide for educators*. https://www.dol.gov/sites/dolgov/files/odep/categories/youth/apprenticeship/apprenticeship_guide_for_educators-service_providers-2021.pdf

University of California Los Angeles. (2021). *Regression models with count data*.

<https://stats.oarc.ucla.edu/stata/seminars/regression-models-with-count-data/>

Wisconsin Department of Workforce Development. (March 8, 2022). *Youth apprenticeship participation*. YA Student Participation Dashboard. <https://dwd.wisconsin.gov/apprenticeship/ya/yoda.htm>

Zibell, K. (February 25, 2020). *4 reasons schools should prioritize career & technical education*. byf.org/news-item/4-reasons-schools-should-prioritize-career-technical-education.