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Study released during National Apprenticeship Week finds working high school seniors and their employers benefit from an education program that keeps jobs at the forefront

TranZed Academy for Working Students publishes case study of its work-and-learn model from more than three years of data and stakeholder interviews

(Riverdale, MD) November 9, 2020 – Even before the pandemic took over our lives, work and learning for high school students were not “either-or” propositions, they were increasingly “both-and.” To better support employers and students with jobs, the [TranZed Academy for Working Students](#) (TAWS) began providing students with flexible schedules through online options for learning before COVID-19 shut down schools and businesses. TAWS celebrates [National Apprenticeship Week](#) (Nov. 8-14, 2020) by continuing to work for the benefit of its students and their employers in its third year of operation. Since 2018, it has seen 115 working students graduate and has 40 in the current program offered in Montgomery County, MD.

These findings and more have been published in a new case study by TAWS, “[A Promising Work-and-Learn Model: A Case Study of the TranZed Academy for Working Students, October 2020.](#)” It describes the norms of the high school culture and proposes uncoupling traditional high school learning and support services and moving to a model of education working with a student’s work schedule.

The case study reveals high school students work for many reasons: some are recent immigrants to the U.S. and work to help their parents with necessary expenses; others have a compelling interest in pursuing a subject outside of high school curriculum; and, some are already parents. The common thread is that these students seek a model that allows them to balance their responsibilities to pursue

an education and a job. TAWS offers a fundamentally different approach for high school students who are already on a career trajectory and believes apprenticeships are the mutually-beneficial solution for students and employers.

“Most students come into the TAWS program already employed. But more students could benefit from apprenticeships, which are structured combinations of on-the-job training and education, sponsored by employers who seek a steady pipeline of talent for in-demand jobs,” says Duane Arbogast, chief of strategy and innovation at The Children’s Guild Alliance. “The occupations most often associated with apprenticeships in the past include electrical, plumbing, and HVAC. As the apprenticeship model becomes mainstream, we could offer them in hospitality, education, and the medical and healthcare fields. Continued conversations are taking place to help employers see the value of apprenticeships as a talent pipeline strategy to fill in-demand job openings.”

TAWS is for students who are on track to graduate but require a flexible academic schedule while maximizing their work potential. For the 2020-2021 school year, 55 Montgomery County Public School (MCPS) high school students applied to TAWS, and 40 were accepted. This third cohort’s 40 students are 57% female. The students are from 10 MCPS home high schools and are working in the areas of hospitality, education, retail, childcare, construction, and sports.

[TranZed Academy for Working Students](#) (TAWS) is an innovative workforce development program based in Maryland for high school students who are on track to graduate but require a flexible academic schedule while maximizing their work potential. Students who apply to and are accepted into the TAWS program take high school courses online and/or attend their home high school and can get a jumpstart on college by taking online courses at partnering colleges. Under the management of the [Children’s Guild Alliance](#) in Baltimore, MD, TAWS was launched in 2018 in Montgomery County (MD) Public Schools.

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