BEGINNER'S TOOLKIT for COMMUNITY COLLEGES: IMPLEMENTING APPRENTICESHIP PROGRAMS

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Thank you to all those who helped make this workbook a reality.

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<u>IMPLEMENTING REGISTERED APPRENTICESHIP PROGRAMS</u>

Goal: This Toolkit booklet provides practical information to successfully implement a registered apprenticeship program at your college. It is intended to serve as a resource to minimize the unexpected and increase preparedness as you begin the design and implementation of quality apprenticeship programs. Additionally, this Toolkit facilitates building high-quality apprenticeship programs that advances the shared objectives of employers, apprentices, and community colleges.

Learning Objectives: Through reading each booklet chapter, your college apprenticeship team will:

1. Understand the decision components required to select the first apprenticeship program to offer.

2. Articulate sustainability and pricing strategies to use and to build capacity for college apprenticeship initiatives.

3. Recognize the impact of marketing, outreach, and admissions activities on apprenticeship enrollment.

4. Describe how a variety of data and Continuous Quality Improvement (CQI) strategies can be used to support the college apprenticeship initiative.

5. Identify the role of a coach for the apprentices, faculty, employers and mentors.

6. Recognize the advantages of your college becoming a registered apprenticeship (RA) program sponsor.

Chapter #1

Designing a Winning Initiative
Dr. Rebecca Lake

Topics:

1. Apprenticeships For Companies, Students, and Colleges

2. College Elements Needed to Offer Apprenticeships

3. Apprenticeship Program Selection

4. Curriculum and Weekly Schedule Designing

5. Writing Competencies

Chapter #1

Designing a Winning Initiative

The decision has been made by your college to become involved in apprenticeships. What is now needed are the steps to make it a success!

This booklet serves as an overview of those vital components which assist to make the apprenticeship programs offered by colleges successful. These basic components are logical and include planning, implementation, management, and Continuous Quality Improvement (CQI). Throughout each of the following topics, you will hear references to similar ideas and concepts...think of it as an iterative process. This booklet is designed to fill in some of the blanks you might have regarding apprenticeships or provide some suggestions and options. We do not have all the answers, but we have lessons learned that we are willing to share.

It is hoped you will find a "nugget" that is adaptable to your college apprenticeship initiative. We cannot cover every topic in minute detail. However, we will do our best to share what we do and how we do it so that you can use that information, change it or think of other ways to make your college apprenticeship initiative a winning proposition.

Think of your apprenticeship initiative as a business entity within your college. It needs to be easy to use for employers, apprentices, and faculty, while well-managed and positioned as a sustainable initiative. Therefore, to make sure it is successful, the college needs to understand how to plan for, develop, implement, and manage this initiative. Guiding the initiative are the U.S. Department of Labor's Code of Federal Regulations, Title 29 – Part 29 and Title 29 – Part 30. [Appendix A]

This booklet is divided into chapters to better understand the steps of how colleges can incorporate an apprenticeship initiative. It is rather like eating a big apple: it is made possible by taking little bites.

Just remember:

You can do this! Be creative.

Chapter #1

Topic #1 – Apprenticeship for Companies, Students, Colleges

Apprenticeships are a Win-Win-Win initiative:

1. For companies
2. For apprentices
3. For colleges

Colleges can provide Related Technical Instruction (RTI) a number of ways:

1. Companies can have a non-registered apprenticeship. Their apprentice can simply enroll in college courses.
2. Companies can have their own registerd apprenticeship (RA) program (company is sponsor), where a college provides Related Technical Instruction (RTI). These could be non-credit courses, credit courses, a certificate, or an associates degree program.
3. Work with an intermediary providing the RTI. This could be non-credit courses, credit courses, a certificate, or an associates degree program.
4. College can be the RA program sponsor, where the college is an intermediary (the connector), linking employers with potential apprentices, PLUS providing RTI.

KEY: ALL apprenticeship programs start with employers.

Topic #2 – College Elements Needed to Offer Apprenticeships

Essential elements colleges must have for success:

1. Employers who want to participate in a specific RA program (specific job)
2. Curriculum for specific program (AAS, certificate, or non-credit courses)
3. Faculty willing work on this initiative
4. College "champion" to take the program on, plus a great staff
5. Helps immensely if the president backs this college initiative.

KEY: Where to locate the managment of the RA office is an important decision. Locating it in departments such as the college non-credit, academic, or workforce development area brings forward strengths but also problematic issues.

Topic #3 –Apprenticeship Program Selection

1. Determine if your college is an OA or SAA state: [Appendix B]

    In 25 states, the registering apprenticeship agency is the federal Office of Apprenticeship (OA) at the Department of Labor (DOL). In the remaining 25 states, a state apprenticeship agency (SAA) is responsible for certifying programs. After certification/registration, apprenticeship programs are subject to ongoing oversight from the applicable state or federal agency. All agencies have individuals to assist colleges to register an apprenticeship program and become a program sponsor.

2. Determine what positions companies want to fill and select the college's initial RA program based on these findings.

3. Check Apprenticeability List for Available Occupations: [Appendix C]

    a. Check if the potential program is on Apprenticeabilty List (ask your Apprenticeship & Training Program Specialist to help select a current RA program that will meet your needs)

    b. Information includes: RAPIDS code, ONet code, time length/OJT hours, type of training (Certification code in SA states)

        i. RA Programs must be a minimum of 144/hrs RTI and 2,000/hrs OJT (1 year)

        ii. (Remember: 2,080 hours is a full-time person, so those listed as 8,000 hours equal 4 years, which is exceptionally long for colleges).

    c. Types: TB (time based), HY (Hybrid), CB (competency based). It is critical to write competencies with input from companies and faculty. The competencies for each occupation will be reviewed and checked off by the mentors. [Appendix D]

    d. Term Length: approximately 4,000 OJT hours for a 2-year program
        approximately 6,000 OJT hours for a 3-year program

    Remember there is a 25% flexibility on RTI and OJT competencies.

4. Involve the companies interested in apprenticeships

    e. If a company has their own RA program, review it with them to see if your college has something close to it (AAS degree, certificate, non-credit courses or a few relevant courses).

    f. Ask small, medium and large companies to pull together a job description to help them think about what type of apprentice they need and what do they really need that position to do.

    g. When choosing the RA program to write and offer, ask companies to send people to provide input as you design the specific RA program with appropriate dean and program chair or corrdinator.

5. Select the college's initial RA program based on what job position employers are trying to fill and the college's current credit or non-credit program offerings.

Topic #4 –Curriculum and Weekly Schedule Designing

Designing the RA program schedule by dividing it into two components:

1. **Curriculum map** (guided pathway) for an AAS degree or certificate. Know how many credits (some degrees at 70+ credits), divide up the 3-4 courses into 6 semesters (or what is needed), decide what courses go first, drop in a gen-ed course every semester, and build in national portable credentials into curriculum, if possible.
2. **Weekly class time schedule** (using what college current has) such as 8-week blocks, 12 weeks, or 16 weeks. For white-collar non-traiditional RA programs schedule courses in 12 week blocks where the apprentice works 3 days a week and attends classes two days a week. This decreases their time off from work but makes sure apprentices have the correct hours to meet the required OJT hours.

Topic #5 – Writing Competencies

Select the occupation for the RA program

Bring in employers to sit around the table to talk about this program. Plan to meet two to three times in person. You could send them papers to review, but most do not spend the time reviewing the paperwork. If you cannot get companies to an in-person meeting, they are probably not ready. Have the draft curriculum map and weekly schedule done because most people can give feedback better if they have something written rather than looking at a blank piece of paper. You obviously will make some changes.

At an early meeting with the companies, be sure to provide a list of all courses in the RA program with course descriptions and learning objectives. Review each course and how it is applicable to that degree and that RA program.

Discover what employers want their apprentice to know and do (knowledge and skills) when the RA program is completed. This list becomes the foundation for the spcific RA program's competencies.

The next pages show examples of a competency checklist, curriculum map, and weekly schedules for 8 and 12 week courses.

Graphic Arts Print Production – Competency Checklist

Proficient in Task – Apprentice performs task properly and consistently.
Completion Date – Date apprentice completes final demonstration of competency.

	Place a check mark in the box when complete.		
Company Orientation		**Proficient in Task**	**Completion Date**
1	Knowledgeable of company premises, relevant processes and procedures, current products; completes company orientation program.		
2	Understand the mutual responsibilities of both the company selected Mentor(s) and the apprentice as they relate to their signed apprenticeship contract and the Harper College Registered Apprenticeship program.		
Customer Service and Support		**Proficient in Task**	**Completion Date**
3	Establish and maintain good relationships with customers; actively look for ways to meet customer needs.		
4	Act as a point of contact/trouble shooter for print production related questions/problems as they arise with client; provide assistance to solve problems and/or issues.		
5	Understand graphic arts project management order/ticket entry and estimating procedures.		
Quality Control		**Proficient in Task**	**Completion Date**
6	Understand company's Quality Control process.		
7	Check first run pieces following company quality control process; work collaboratively with company quality control lead person.		
8	Continuously check each finished product against order specifications.		
Insuring Safety		**Proficient in Task**	**Completion Date**
9	Demonstrate familiarity with machines, safety instructions, and OSHA requirements; comply with company safety practices and procedures as required by operation manuals.		
10	Observe safe and proper environmental handling of materials; wears personal protection devices as required.		
11	Monitor all printing systems to insure appropriate and safe operations.		
12	Maintain clean, neat and safe work area.		
Machine Operations		**Proficient in Task**	**Completion Date**
13	Perform basic equipment operations in prepress, press and bindery.		
14	Perform inspections on equipment and maintain detailed documentation.		
15	Maintain inventory of supplies, consumables, and equipment parts.		

Print Production		Proficient in Task	Completion Date
16	Comprehend the graphic arts workflow from design through print and finishing.		
17	Perform print production skills and ability to use all graphics applications specific to the employer.		
18	Integrate knowledge of color management requirements in a graphic arts workflow appropriate for each job.		
19	Create print ready files utilizing industry standard preflight criteria.		
20	Demonstrate skills and knowledge of paper and ink technology.		
21	Perform skill in mailing processes.		
22	Demonstrate skills in warehouse practices, shipping, and receiving processes.		
Effective Communication and Interpersonal skills		Proficient in Task	Completion Date
23	Consistently display professionalism and confidence; alter behavior and effort to align with evolving situations.		
24	Demonstrate effective communications, verbal, non-verbal, and written; utilize multiple channels or means to communicate important messages; make presentations to staff, management, and customers as directed.		
25	Illustrate good use of interpersonal skills relating well to team members and customers; relate and collaborate well with team members.		
26	Use of culturally sensitive interpersonal skills; present acceptable attitudes interacting with team members and customers; assist to maintain a workplace free from discrimination and harassment.		

_____

Company Mentor   Initial   Date signed

_____

Company Mentor   Initial   Date signed

Graphic Arts Print Production – Curriculum Map

Cohort 2 PG2	Harper College Registered Apprenticeship Program Curriculum Map AAS Degree: Graphic Arts Print Production		2-year Program Aug 2020 – Aug 2022
Fall 2020 = 12 credits		**Spring 2021 = 12 credits**	**Summer 2021 = 8 credits**
GRA 101 Intro to Graphic Arts	3 cr.	GRA 103 Digital Imaging 1 ... 3 cr.	GRA 130 Intro to Photography [8 week course] ... 2 cr.
GRA 102 Desktop Publishing	3 cr.	GRA 111 Press Operations ... 3 cr.	ART 105 Intro to Visual Art (Gen Ed) [8 week course] ... 3 cr.
ENG 101 English (Gen Ed)	3 cr.	GRA 112 Digital Illustration 1 ... 3 cr.	SOC 101 Intro to Sociology (Gen Ed) [8 week course] ... 3 cr.
MGT 150 Business Math (Gen Ed)	3 cr.	ENG 102 English (Gen Ed) ... 3 cr.	
Start: 8/17/20	**End 16 wks: 12/4/20**	**Start: 1/18/21** ... **End 16 wks: 12/18/21**	**Start: TBD** ... **End 8 wks: TBD**
Fall 2021 = 12 credits		**Spring 2022 = 12 credits**	**Summer 2022 = 6 credits**
GRA 105 Color Management	3 cr.	GRA 145 WordPress ... 3 cr.	GRA 213 Bindery and Finishing ... 3 cr.
GRA 120 Design 1	3 cr.	GRA 230 Prepress ... 3 cr.	GRA 222 Package Design ... 3 cr.
GRA 229 Page Layout	3 cr.	MGT 111 Intro to Business Org ... 3 cr.	8 weeks
GRA 231 Variable Data	3 cr.	GRA 202 Adv. Color Management ... 3 cr.	
Start: TBD	**End 16 wks: TBD**	**Start: TBD** ... **End 16 wks: TBD**	**Start: TBD** ... **End 8 wks: TBD**

1/29/2020   No classes Spring break week   Total Credits earned: 62

The next pages show examples of weekly schedules for 12 and 8 week courses.

Harper College Apprenticeship Program
PG 1- Graphic Arts Print Production - Spring 2020
1/13/20 - 5/15/20

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8-9:00	GRA 103			GRA 112	
9-10:00	Digital Imaging I			Digital Illustrations I	
10-11:00	8:20 am - 11:50 am			8:20 - 11:50 am	
11-12:00 noon	Y-126 Kelly Taylor			Y-126 Nancy Marquez	
12-1:00 p.m.		*Study Time on weekends as needed			
1-2:00	GRA 111 Press Operations				
2-3:00	1 pm - 4:30 pm			ENG 102 English Composition	
3-4:00	Y-126 Kelly Taylor			2 pm - 4:40 pm Room Faculty	
4-5:00					
5-6:00					

As of 10.23.2019 — January 13 - May 15, 2020 — YR 1 Cohort 1 — PG 1

Harper College Apprenticeship Program
PC 4 CNC Precision Machining - Spring 2020
3/9/20 - 5/8/20

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8-9:00		ENG 101 8 AM - 10:40 AM L-222 Isaac Ewuoso		ENG 101 8 AM - 10:40 AM L-222 Issa Ewuoso	
9-10:00					Coaching Meetings
10-11:00					
11-12:00 noon	MFT 120 Machining Processes II 10:00 AM - 3:30 PM H-149 Aaron Kolb		MFT 120 Machining Processes II 10:00 AM - 3:30 PM H-149 Aaron Kolb		OPEN LAB Study time 12 pm - 3:30 pm
12-1:00 p.m.					
1-2:00					
2-3:00	(lunch time included)		(lunch time included)		
3-4:00	MFT 134 Blue Prints for Industry 3:35 PM - 5:15 PM H-248 Steve Ritch	MFT 134 Blue Prints for Industry 3:35 PM - 5:15 PM H-248 Steve Ritch	MFT 134 Blue Prints for Industry 3:35 PM - 5:15 PM H-248 Steve Ritch	MFT 134 Blue Prints for Industry 3:35 PM - 5:15 PM H-248 Steve Ritch	
4-5:00					
5-6:00		Rooms and Instructors subject to change			

Chapter #2

Sustainability & Pricing

Dr. Rebecca Lake

Topics:

1. Good Partner Collaboration Leads to Sustainability

2. Service Relationships

3. Sustainability Plan

4. Strategies for Pricing

5. Apprenticeship Program Billing

Chapter #2

Sustainability and Pricing

Topic #1 – Good Partner Collaboration Leads to Sustainability

Why talk about collaboration? Because without good interactions and collaborations, initiatives such as apprenticeships cannot prosper and become another revenue stream for the college. Sustainability of this college initiative must be thought of more expansively. The focus needs to be on companies because without them agreeing to become involved, interview, hire, and send employees to college, colleges cannot offer any apprenticeship programs.

With positive collaborations on projects and initiatives, new ideas are generated and improvements can be explored and made. Collaboration is not just a single event or even something easy to do. It is a process that, if done with purpose, continues to improve over time. As these relationships become more comfortable, the results can be increasingly successful.

Collaboration has many dimensions, but most importantly, it is primarily a human activity. It relies on openness and knowledge sharing, but also on some level of focus and accountability between the partners. A simple definition of collaboration is **two or more people or entities working together towards shared goals.** This is what it takes to foster college apprenticeship programs. Remember: a company's business priorities and requirements will drive their participation.

Topic #2 – Service Relationships

Colleges are dedicated to providing customers (companies and apprentices) the quality and value they deserve by offering a non-complicated, affordable, high-quality apprenticeship program. Good partnerships with companies result in opening new doors, and unforeseen opportunities to work together.

A focus on customer service is required for companies to say yes to "trying apprenticeships." Relationships get off to a good start when companies have enough information to make an informed decision to invest in this new type of partnership with the college. Companies need to like the college representative they are interacting with, so consistent contact and visits are vital. When they have a question, issue or concern, someone at the college should immediately reach out to them to learn more and try to resolve the issue. To continue involvement, companies must believe the college is here for them in this initiative and have a phone number or an email that someone always answers.

Topic #3 – Sustainability Plan

A sustainability plan for an apprenticeship initiative is intentional, complex, and dynamic. It is an iterative process, not a one-time event, driven by a Continuous Qualitative Improvement (CQI) process. Components of the apprenticeship sustainability plan include priority setting, resource and feasibility analysis, communication, and capacity development. A successful sustainability plan is one developed at the beginning of a program or initiative that becomes a part of your organization's overall strategic plan, often requiring cultural and organizational change.

The sustainability plan identifies a set of organizational and contextual elements that can help build the capacity for sustaining a program. It is an active process not merely designed to continue the program, but focuses on developing relationships, practices, and procedures that become a lasting part of the college which maximize long-term benefit and impact. Establishing a plan is important because it provides a blueprint required to achieve an ultimate goal: an initiative with a long-lasting college and community impact.

Capacity building is a process that supports an initiative or program's mission, processes, procedures, systems, infrastructure, and human resources to better serve constituents and partners. Components for sustainability of the Harper apprenticeship initiative include the following:

1. **Strategic planning** by program leadership with ongoing assessments and Continuous Quality Improvement to enable constant and reliable vigilance regarding aspects of the program scope.
2. **Open communication and transparency** of the program process and procedures with all stakeholders and internal and external constituents. Good communication and information flow among all is essential.
3. **Logical, credible, and dependable program data** is used for evidence-based decision making. Consistent qualitative and quantitative data and information is collected and presented in a way stakeholders and constituents can understand. This promotes quality decisions.
4. **Active promotion** by the college's apprenticeship outreach specialists, college staff, and constituent advocates to raise awareness of the timeliness and impact the college's apprenticeship programs can have for them. Regular multi-faceted media involvement is essential to foster growth.

Topic #4 – Strategies for Pricing

The pricing strategy for the apprenticeship initiative must include the programs offered, and the college becoming a RA program sponsor. The college president needs to make a decision as to the sustainability and capacity-building of this enterprise. Is it a one-off? Will it just be rolled into the current college operations? Does the college want to have an Office of Apprenticeship on campus to house this initiative?

Community/technical colleges are nonprofit institutions that must cover all costs to stay viable. Colleges do not actually adopt a planned-profit pricing approach, but must ensure enough funds are generated from tuition, fees, local taxing districts, state apportionment reimbursement for credit courses (if available), etc. to pay all bills.

It could be said that college budgets are based on a break-even strategy. But what is so particular to institutions of higher education is that the cost drivers are growing in size and number. Though these cost drivers across the country might differ in some ways, they have a real and often devastating impact on the services colleges can provide. To attain strategic goals, meet their mission, and continue to be affordable for students, these institutions must continue to work on improving the performance and efficiency of all programs and services offered.

Since 2010, most community colleges have declining enrollment, which means less revenue to meet college financial obligations. Therefore, any new initiative offered by colleges, such as apprenticeship programs, must not be a drain on the college budget and resources. Administration and the college accounting department will assist to set the price of an RA program based on the college budget. The administration will need to decide where it will be located, who and how many people will be involved.

Seed money from a variety of sources is needed for two years specifically to subsidize outreach activities. These funds could come from the president's budget, the marketing budget, the college's year-end reallocation funds, unspent professional development funds, or by taking a small amount from each department.

Topic #5 - Apprenticeship Program Billing

There are different ways companies can pay for apprenticeship programs and related value-added services provided by colleges. Some states provide training dollars through the Workforce Innovation and Opportunity Act (WIOA) program, or other state programs. [Appendix E]

Chapter #2

1. Apprentices could pay for their apprenticeship program. These funding sources could be Pell grants, WIOA funds, VA benefits for housing and education, scholarships, or their own funds. However, there are a few issues regarding this type of payment that colleges need to remember.

   a) Employers cannot require Pell eligible apprentices to pay for their own RTI if the employer does not require *all* its apprentices (including those not eligible for Pell grants) to pay their own expenses.
   b) Because the apprentice is receiving a salary, it is likely the wages will significantly decrease the amount of Pell grant to be awarded.
   c) Pell grants are prorated for enrollment of less than 12 credits per semester. Apprentices who are part-time students will have their Pell grant awards further reduced.
   d) In order for an apprentice to access their G.I. Bill education and training benefits, the sponsoring organization must apply to the U.S. Department of Veterans Affairs (VA) State Approving Agency (SAA) to be included on the list of eligible providers. Note that most colleges are approved and have a designated person in student services to work with veterans.

2. Companies could pay the cost of the program for the apprentice they employ.

   a) Payment could be made to the college for each semester the apprentice is enrolled.
   b) To offset the cost of RTI, companies could hire the apprentice at a lower beginning wage to reflect lack of skills and knowledge in that occupation. Wage increases are required throughout the program (at least annually.) At the completion of the apprenticeship program, the apprentice's wage would then jump significantly to reflect a fully-trained employee.
   c) Because the Registered Apprenticeship program is sponsored by the college, it is a **Customized Corporate Training Product** (CCTP). Each company can restructure up to 25% of the RA program competencies for their apprentice, making it truly theirs. These companies will be invoiced by the college's customized training department.
   d) Companies can take advantage of their state's tax credit for apprentices. Thirteen states have some tax credit with benefits such as payment for part of the apprentice's salary, or a generic tax credit per apprentice. [Appendix F]
   e) Companies can utilize their state's apprenticeship tuition support. Thirteen states have some apprenticeship tuition support with a wide array of benefits. [Appendix F]

Chapter #3

Marketing the Apprenticeship Product
Dr. Melissa MacGregor

Topics:

1. Branding Apprenticeships

2. Different Messages for Different Audiences

3. Outreach Strategies

4. Creating Awareness Throughout the College

5. What Data to Keep

Marketing the Apprenticeship Product

Marketing requires more strategy than one might think. It is more than creating a flier or putting an ad in the local paper. Some questions to ask in developing a marketing strategy for the launch of the apprenticeship program are:

1. Who is my audience / market? (e.g. apprentice candidates / employers)

2. What information does this audience need? (message)

3. How can I reach that audience? (channel)

Be ready for business.

The college will suffer a significant setback if the program is advertised sparking interest for businesses or students to find out more, but they can't locate anything about the program on the college's website, or they call the college and no one has ever heard of the program.

Topic #1 – Branding Apprenticeships

The college's *brand* is its reputation, along with the look and feel of materials produced by the college. The college has a logo or a "mark" that is included in the brand, but the brand is more than that. The brand is how individuals in the community FEEL about the college.

Whether or not it is evident, the **employers** in the community already feel one way or another about the college. Do they know how the college is serving business's needs? Maybe they have a great feeling about the college, but if they want to partner with the college or hire students, it is unclear who to call or how to get involved.

The collateral and website that speak to the community about the apprenticeship program need to be branded as a *business resource for employers*. It will definitely include the college's logo, or perhaps add something to the mark to distinguish the apprenticeship as a unique program for employers. To do that properly will require working with marketing professionals.

To run the apprenticeship program like a business, marketing is required. Your college's Marketing team should have individuals who can create graphics and marketing pieces specifically for your program. It is likely to require additional budget. The items listed are needed for marketing the program. All of these marketing materials must match and be produced professionally! Do not show up at a company with something printed on a laser printer.

Marketing Items Needed:
1. One Website (OR page+ on the college's website)
2. Two brochures (one for potential apprentices and one for businesses)
3. One *internal* card or bookmark with program details for college personnel
4. One (or more) trade show banner(s) (or could use college banner)
5. One tablecloth (or could use college-branded table cover)
6. Multiple / various inserts for a program package (e.g. how to hire, program details)
7. Advertisements (web ads, social media ads, radio ads, e-blasts)
8. (*Optional*) A business-branded two-pocket folder to give to employers
9. (*Optional*) A tool for employers to use to recruit apprentices.

Topic #2 – Different Messages for Different Audiences

There are four distinct audiences for an apprenticeship program. Each of these should hear a targeted message about how the program will benefit them. The marketing strategy needs to include approaching all four types of people and engineering their engagement. See the chart below and study how the message changes depending on the audience.

Audience	Message
Apprentice Candidates	Great way to build your career in this industry. Guaranteed employment during program and after completion. College classes coordinated with work schedule. Free / Zero debt at graduation. Skills gains via 2-3 years on the job during program. Graduate with degree plus DOL Certification.
Employers	Fill in the skills gap. "Grow your own" talent. Increase employee loyalty and reduce turnover & recruiting costs. Diversify the workforce. Ensure retirees pass down their knowledge before leaving. Put entry level employees on a career path. The college can do the DOL paperwork for you.
Internal Constituents	The apprenticeship program is located in X Building; Room XX talk to "Person's Name." Here is the website with information on how to apply or how companies can hire an apprentice. The apprenticeship program is increasing enrollment, retention, completion, and partnerships with local businesses.
Economic Development Directors	Employed apprentices raise families, purchase goods, services, and homes. Lower unemployment for area. Increased tax base for community. Future business leaders. New employers in the area can quickly hire and train a new workforce.

Topic #3 – Outreach Strategies

Outreach will involve building a network of supporters over time (years). Begin this process with folks the college already knows. How can each of the four different audiences be reached?

Use the advertising channels that already work for the college. Work with the marketing department to learn the annual schedule for advertising and see if there are publications or opportunities that align with one of the messages to the key audiences. The goal of marketing is to expand awareness.

Next, develop new marketing channels:

1. Talk to the faculty who are connected with the advisory committee for the apprenticeship programs in development.
2. Find out the annual plan for the college's communications / community relations team.
3. Does it make sense to host a table at an upcoming event?
4. Is there a networking event with the local chambers of commerce?
5. Gain access to business organizations connected to the program. They have a membership list; possibly for sale.
6. ALWAYS work with admissions in their outreach efforts.

Most of this will be free, but there will be channels that charge money. Think outside of the box.

Potential apprentices are not all high school students. In fact, most are mid-20-year-old individuals with other jobs and lives who want a career or a career change. Where are these people? How can a college reach this audience of career changers? Post an ad on job boards where career changers are likely to look.

Topic #4 –Creating Awareness Throughout the College

Everyone at the college needs to at least be aware that there is an apprenticeship program and be able to direct students to the right place. Start internally to figure out who will champion the program and spread the message to their contacts. These internal connections will include:

1. Program faculty who have connections in the industry
2. Advisory committee employers
3. Board members
4. College advisors and counselors
5. Admissions or the college's "One Stop Center"
6. Financial Aid and Registrar's Office

These individuals and departments will be key to the success of the program. It is best to meet with these people face-to-face, to go over the details of the program that will be relevant to them. Do not just send them to your website and expect them to promote the program or even know about it.

Use an *internal publication*, a printed card or a bookmark with "fast facts" about the program and its impact on the college. It should list the website, office phone numbers and some basic information about the program.

Topic #5 – What Data to Keep

In order to know which marketing efforts are most successful, college marketing departments track effectiveness measures on all ads. They know who clicked a link and how long the visitor explored it. How many visitors to the website and how many impressions for each ad? This will assist growth. If the marketing department is not doing this, then keeping track will fall on the apprenticeship team. Resources are precious and therefore colleges must be strategic and knowledgeable about which efforts yield the best results for the least cost.

It is not enough that one person is keeping a record of all this great data but not doing anything with it, sharing it, creating visualizations, or using it to inform future decisions. The college's institutional research department may be able to assist with this. Otherwise, think about how this information should be used and promoted internally and externally.

Chapter #4

Business Development
Dr. Melissa MacGregor

Topics:

1. Defining Business Development

2. Business Development

3. Developing and Tracking Sales Goals

4. Strategizing with the Sales Cycle

Business Development

A business development strategy is the most important part of building a *sustainable* apprenticeship program at the college. Even if there is one large employer in the area who wants to hire 100 apprentices, that does not make a "program." Can the college manage 100 students matriculating through the same courses at the same time? Over what time period will the employer hire the apprentices? Where will next year's group of apprentice students come from? The college will not expend the time, effort, and funds to get involved in apprenticeships unless it can be sustained and expanded. This will require a focused business engagement plan, salespeople, and trying new approaches.

Companies do not know how to get involved with the college or with apprenticeship programs. They will need education and guidance. Whether their advice comes from the college, the Department of Labor, or a third party intermediary, companies need to learn how an apprenticeship program can fit their business needs and how it works.

Topic #1 – Defining Business Development

Business development is any strategy used by colleges to develop and grow the apprenticeship program to become a source of revenue for the college. This includes any activities that assist to bring in new **customers**, maintain existing customers, and **sell services**, so that the college can expand the program. Business development is a set of strategic processes used to create value for local employers who need to diversify their recruiting strategies to include developing talent internally.

Business development will require strategy, a plan, marketing materials, salespeople, a Customer Relationship Management (CRM) database / software license, and budget.

To be clear, a business development strategy is more than sales. Selling is a huge part of it, but even more important is strategically building strong partnerships for the college. It includes sustained interactions with businesses as they develop talent, conducting CQI sessions to better understand business needs, and tweaking college processes to meet those needs. *Targeted* marketing is also a focus of the strategy.

Topic #2 – Business Development

Salespeople who engage with the business community need to understand business and the industry from the perspective of the company. They also will be responsible for:
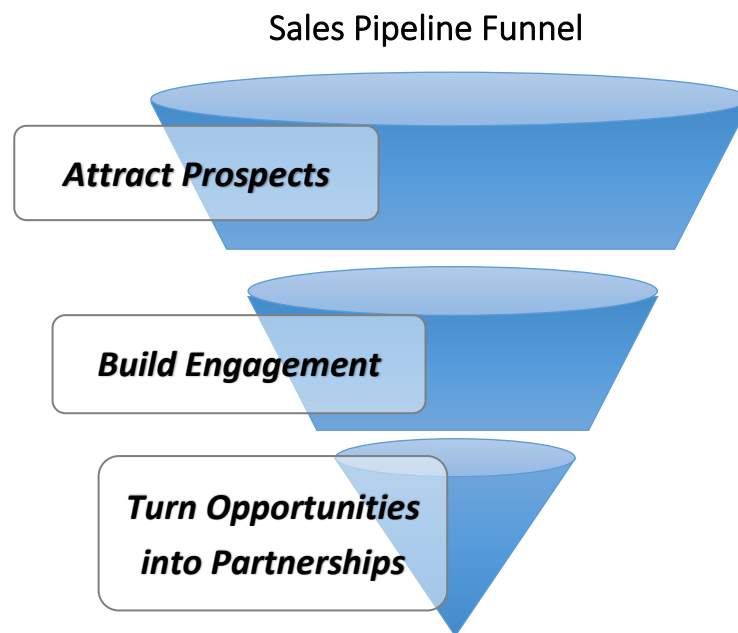
1. **Research and Lead Generation** (could include networking, joining industry associations and attending their round table / conference / golf tournament / event of any kind that will put the sales person in front of **employers** who might need to hire apprentices.)

2. **Company Site Visits** (will require some marketing materials, leave-behinds, business cards, thorough knowledge of the program, and following up after the initial meeting.)
3. **Tracking activity in a Customer Relationship Management (CRM) database** (appointments, calls, and other notes related to companies must be centrally available for everyone at the college to see and share. Tracking conversations is critical to being able to pick up where the last person left off. This provides the community with the confidence that the college is working cohesively.)

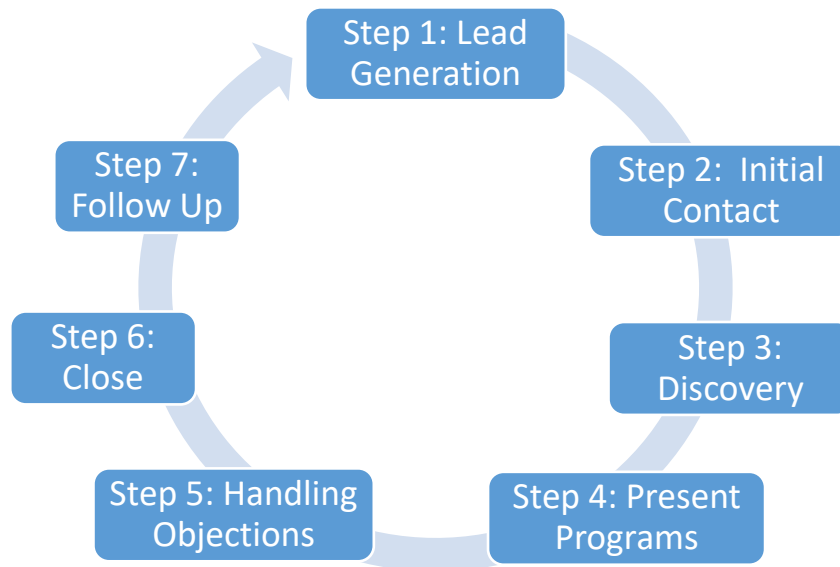## Topic #3 – Developing and Tracking Sales Goals

Salespeople should be given goals. The whole team should be given an annual goal. Keeping track of the number of site visits with companies and the number of calls made, etc. will provide effectiveness measures for the salespeople. It will be determined by the team how many leads are required to find relationships that will develop into sales. This formula will be different for every college and will change over time. Once the word gets out about the program and you have employers hiring again in subsequent years, it will take less effort to fill the seats.

Sales Pipeline Funnel

Attract Prospects

Build Engagement

Turn Opportunities into Partnerships

Keep track of all business development activity. Always ask, and record, *"How did you hear about the program?"* Over time, it will become evident which marketing channels yield the greatest engagement from employers. Keeping this data helps to build a business case for the college to retain / absorb the apprenticeship program. The program must be run like a business which cannot waste efforts, time, or money on an avenue that isn't successful.
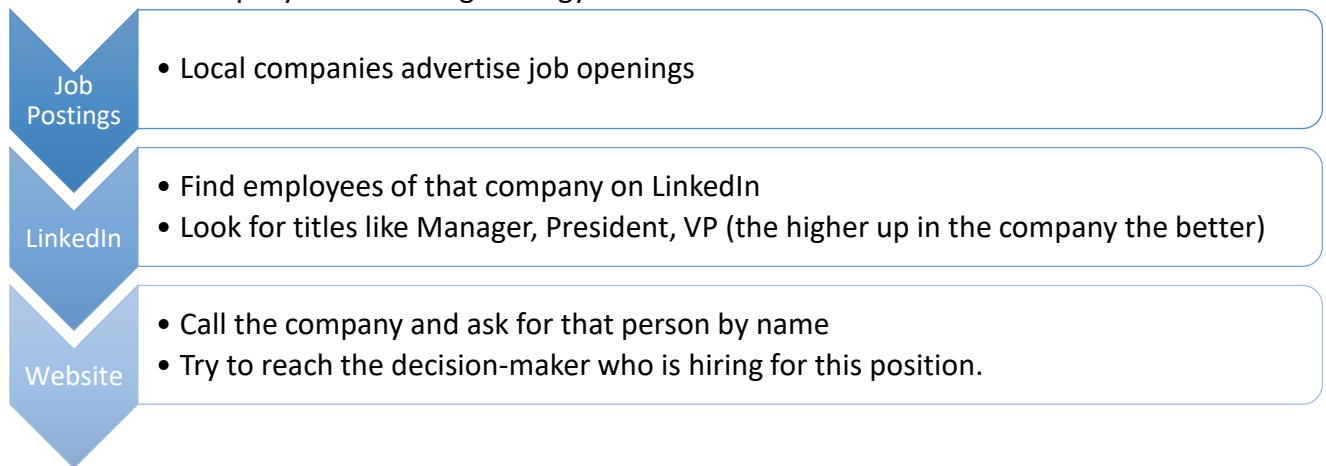
Topic #4 – Strategizing with the Sales Cycle

```
                    ┌─────────────────┐
                    │ Step 1: Lead    │
                    │ Generation      │
                    └─────────────────┘
   ┌──────────────┐                  ┌──────────────────┐
   │ Step 7:      │                  │ Step 2: Initial  │
   │ Follow Up    │                  │ Contact          │
   └──────────────┘                  └──────────────────┘

   ┌──────────────┐                  ┌──────────────────┐
   │ Step 6:      │                  │ Step 3:          │
   │ Close        │                  │ Discovery        │
   └──────────────┘                  └──────────────────┘

        ┌─────────────────────┐   ┌──────────────────┐
        │ Step 5: Handling    │   │ Step 4: Present  │
        │ Objections          │   │ Programs         │
        └─────────────────────┘   └──────────────────┘
```

Step 1. Lead generation
1. Go through stacks of business cards
2. Get referrals
3. Host a booth at a trade show
4. Join an industry association
5. Present to the industry association
6. Make cold calls to companies in the area to introduce them to the college
7. Meet with local economic development directors
8. Buy a list of companies
9. LinkedIn
10. Search for data available online

When that dries up try the following strategy:

Job Postings	• Local companies advertise job openings
LinkedIn	• Find employees of that company on LinkedIn • Look for titles like Manager, President, VP (the higher up in the company the better)
Website	• Call the company and ask for that person by name • Try to reach the decision-maker who is hiring for this position.

Step 2. Initial Contact. Decide on a good approach – cold call, referral / introduction from a trusted colleague, sending an introductory email, invitation for coffee / breakfast, etc. Target a decision-maker (not the HR person).

Step 3: Discovery. When speaking to employers, use their language. "Talking with employers about their needs" means "*Don't talk about the programs yet.*" **Listen** to the employers talk about their needs first.

Step 4: Present Program. Make sure the apprenticeship program is a solution to the needs the employers expressed in the Discovery step. Apprenticeship cannot solve all the company's workforce and training needs. It is not an immediate solution. It is a long-term strategy to develop talent.

> *"I heard you say "X" "Y" and "Z." One solution to this would be a talent development strategy. When you cannot find qualified candidates, why not consider <u>unqualified</u> candidates available, in need of a career change, and training. Our college can help you with the training part. Here's a curriculum of courses that will meet the training needs you've outlined to me. Take a look at these course descriptions. If someone learned these competencies, would you want them working for you? We can make it easy for you and help with recruiting too."*

Step 5: Handling Objections. The top three reasons companies say "no" to us have been: 1) It's not a fit; 2) They need their full-time workers on site 40 hours a week; 3) They just invested in another talent development strategy. Have some value propositions ready to respond to these objections.

Step 6: Close. *Ask if they plan to go forward with this strategy. Be quiet and wait for an answer.* What does "close the deal" look like for your college? Is there a contract they sign? Closing is not the end; closing means the college is *beginning* their partnership with a company.

Step 7: Follow Up. This is where so much relationship building is critical. Manage expectations for moving forward. What are the next steps after getting a yes? Who will be responsible for recruiting candidates, the college or the employer? When will the college invoice the company and for exactly what services? Outline the college's abilities and limitations. Don't over-promise what the college can do for employers. Enroll the apprentice in the correct courses for their program of study. Follow up with the employer every semester. Note: if the college is the RA program sponsor, regular progress checks are federally required.
Always ask for a referral as part of follow up.

One word of caution: Working with talent resource companies (headhunters) can complicate the apprentice/employer relationship. Try to build relationships directly with the companies that need talent, without the middleman.

SITE VISIT REPORT

Name: _____

Date of Visit: _____

Place Visited: _____

Apprenticeship Status
Before meeting:

Following Meeting:

How many phone calls or interactions PRIOR to this meeting? (break down by interaction – list details)

Attendees – (Note Decision-Maker with a *)

Meeting Highlights:

Next Steps:

Notes: (is there anything else that should be shared about this lead?)

Weekly Activity Report for Apprenticeship Outreach

Outreach Specialist: _____   Week ending: _____

Time spent this week: (minutes / hours)

Monday	Tuesday	Wednesday	Thursday	Friday

Research and Lead Generation

Description of efforts:

Industry you are working on:

A brief description of your process:

Results:

Needs: (materials, tours, and additional people to join you?)   Who did you call this week?

Activity

Who did you visit this week?

Which companies did you close this week?

Brief Outline of Plan for Coming Week:

Chapter #4

Script for Cold Calling Area Businesses

Good morning! My name is _____ and I'm with [name of college]'s apprenticeship program. I'm hoping to speak with someone in charge of your [department/divisions – see examples below] regarding your workforce needs.

- Manufacturing / Maintenance Division
- IT Department
- Cyber Security Program
- Healthcare Programs

[Name of College] is having a breakfast for companies that might be struggling to attract and retain good talent. I wanted to chat with you about your workforce needs and invite you to the breakfast if this is a topic your company might need.

In particular, we have some programs in [name of RA program] that could be instrumental in building a pipeline of talent for your company.

Who should I invite? (name, title, phone number, email address)
I'll get an email invitation out to you today.

If you are interested in a chat one-on–one, I would be happy to visit your location to meet with you about a partnership with [name of college]. I'm sure we have some resources of which you aren't yet taking advantage.

What date is best for you? I have either next Wednesday at 2pm or Thursday at 9am.
Will you please confirm your address for me too so that I know I'm going to the right location?

Thank you so much! I really look forward to learning more about your business and partnering with you on your talent development strategy.

Chapter #5

Launching and Managing the RA Program

Dr. Rebecca Lake

Topics:

1. Importance of Being an RA Program Sponsor

2. Data Management Systems Needed

3. Data Needed to Show Progress

4. Continuous Quality Improvement Plan

Chapter #5

Launching and Managing the RA Program

Topic #1 – Importance of Being an RA Program Sponsor
1. Assists to fulfill college mission
2. Advances college retention & completion rates
3. Expands relationship with area companies
4. Write RA programs as needed by companies and fit with college
5. Ensures coordination of the apprenticeship initiative by the college

Because the college is an accredited higher education institution, it automatically meets the majority of the RA program sponsor requirements. An RA program must have an organized, written plan (program standards). Federal regulations contain the standards for establishing and registering apprenticeship programs.

The requirements are found in the U.S. Department of Labor Code of Federal Regulations (CFR) "Labor Standards for the Registration of Apprenticeship Programs" Title 29 - Part 29 and 30. The CFR 29.29 details RA programs and CFR 29.30 details "Equal Employment Opportunity in Apprenticeship and Training." [Appendix A] There are 23 different standards for recognition of apprenticeship programs which relate to these five areas:

1. Occupation and terms of training (e.g. duration)
2. Methods of training and the contents of the training agreement between the apprentice and program sponsor
3. Employment and supervision of apprentices, including requirements for wage progression
4. Registration, record maintenance, reporting, and certification
5. Compliance with equal employment opportunity requirements.

As the RA program sponsor, the college confirms that employers are abiding by subsequent requirements pertinent to a specific RA program. These requirements include: a) employer is adhering to the wage progression agreement (could be at 6 months or annually to acknowledge the apprentice's increase in skills and knowledge); b) OJT apprentice experience provided by the employer is aligned with the specific RA program elements (number of OJT hours per semester, number of mentors, and progress with program competencies); c) as a result of accreditation the college is EEOC compliant, but employers also need to be compliant as much as possible. Each employer signs an Employer Participation Agreement agreeing to abide by the college's RA program standards.

A new addition to the equation is the Industry-Recognized Apprenticeship Programs (IRAPs), established in June 2017, as part of an executive order on expanding apprenticeships. These are meant to enable employers, organizations, and educational institutions to work together to

create further opportunities for employment and certification through apprenticeships. [Appendix G]

Topic #2 – Data Management Systems Needed

Colleges and programs are awash in data. We are asked to gather data in a myriad of high-tech and low-tech ways. However, gathering is not analyzing, and without analysis there is little reason to gather the data in the first place. It is like picking apples off the tree, only to let them rot rather than eat them.

Do not indulge in data overload.

It is not enough to gather the data. It must also be well-managed. A data management system must be put into place for ease of data cleaning and recovery. A management system built to organize all types of information and data should include the following:

1. Need a "shared network drive" that houses all RA program data,
2. Designate one person to input data on the shared drive (and not move things),
3. Create a data dictionary to name things and where they are located,
4. Verify when information and data on the shared drive is backed up at college,
5. Confirm if college LMS (Banner, PeopleSoft, etc.) can synchronize with CRM system to ease data retrieval.

Topic #3 – Data Needed to Show Progress

Four basic types of data that are useful to document program effectiveness:

1. **Demographic data:** Provides descriptive information regarding both the companies and apprentices. This includes such data for the apprentice (gender, ethnicity, age, apprenticeship program enrolled in, date started, employment, GPA, etc.) and for companies (location, names of mentors, A/P contact, number of apprentices, date they signed contract with college, dates of coaching visits, etc.).
2. **Process data:** Documents apprenticeship program activities using program data and CRM data to produce meaningful information such as outreach activities by individuals, number and types of marketing activities (emails, mailers, Twitter postings, LinkedIn postings, etc.).
3. **Perception data:** Gathers the opinions of stakeholders involved in the apprenticeship programs (apprentices, companies, faculty, staff, and others) to be shared. A variety of tools can be used to gather this information such as questionnaires, interviews, surveys, observations and anecdotal evidence. (*Note: These are not outcome data*.)
4. **Outcome data:** Provides the means to analyze and share the achievements, benefits, and/or outcomes of the apprenticeship programs relevant to each stakeholder. These data are to be used to determine the success of the programs by including such

information as: retention and completion rates as well as metrics for companies such as return on investment (ROI).

Topic #4 – Continuous Quality Improvement Plan

The CQI plan is a program evaluation framework for improving a college's apprenticeship program services, processes, procedures as well as building capacity. An integrative systematic approach is utilized to gather and use both quantitative and qualitative data to enhance RA program efforts.

At a fundamental level, CQI is a way of thinking that focuses on results and evidence rather than compliance and correcting after-the-fact errors. CQI offers a robust system to understand what is working and informs decisions. It provides the Harper Office of Apprenticeship staff with a system of accountability and transparency to companies, mentors, apprentices, and faculty. This type of improvement is an ongoing effort by staff, concurrent with their regular duties.

 A Continuous Quality Improvement (CQI) plan is an inquisitive management philosophy the Harper College Office of Apprenticeship utilizes to continuously ask the questions: "How are we doing?" and "Can we do better?" It is an ongoing, structured approach to evaluate how the current program processes are working in order find ways to improve systems, procedures, and processes to achieve desired outcomes. CQI is a basic philosophy which contends that most things can be improved. CQI does not follow the old saying: "If it ain't broke, don't fix it." Always striving to improve is a part of our Office of Apprenticeship culture.
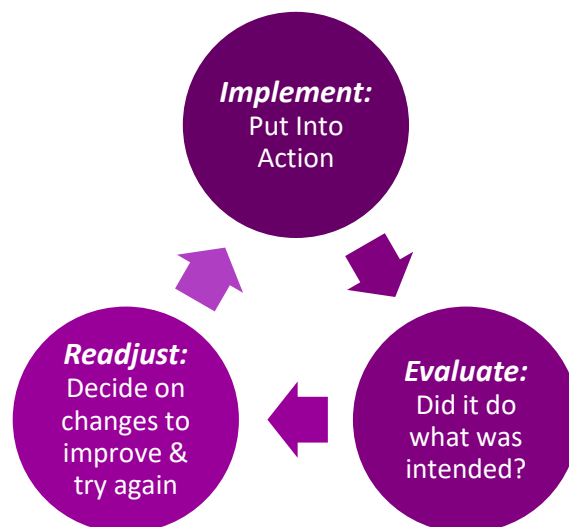
For the RA program, the CQI Plan is situated within a construct of core principles that provides a focus of our proactive work. CQI review for apprentices and faculty is consistently done at the end of semesters or sooner if a specific RA program's academic time differs (8 or 12 weeks).

Corresponding CQI activities for companies, mentors, and other college departments working with the RA programs are also consistently done throughout the year. Analysis of quantitative and qualitative data is completed quickly and shared.

These core principles provide clarity of this essential task:

1. **Review the system and its processes**. CQI seeks solutions to produce the best outcomes.
2. **Use quantitative and qualitative data, information and analysis to identify and detail problems and strengths and set direction for improvements**. CQI employs a multifaceted approach to data gathering in order to solidify a holistic understanding of problems, issues or concerns. Improvement solutions are created, used, and then data is re-gathered, beginning the CQI cycle over again.
3. **Empower all CQI team members to investigate, ascertain opportunities for improvement, and develop creative solutions.** Incremental changes can lead to improved outcome achievement. CQI is most effective when it becomes a valued component of daily work and not an added responsibility occasionally done as an afterthought.
4. **Utilize individuals drawn from a variety of departments across the college, as well as partner companies, faculty, and apprentices.** Quality improvement is strengthened by the inclusion of a more expansive team. This inclusion of others involved with the program enlarges the scope of the CQI plan.

Chapter #6

Admissions

Dr. Rebecca Lake
With input from
Bob Parzy, Mark McPherrin, & Pam Gitta

Topics:

1. Leveraging Apprenticeship Programs

2. Creating a Strategy to Increase Student Interest

3. Organizing the Admissions Team

4. Identifying the Right Student Prospects

5. Admissions Criteria for Apprenticeship Programs

6. Managing Student Flow

Admissions

At the heart of any community college is the premise of affordability, accessibility, and serving those in the community in which they are located. Interestingly, these same words apply to apprenticeship programs. The college admissions department serves a vital role in offering and growing the number of apprentices.

At two-year colleges, some anticipate more or less flat enrollments until the middle of the 2020s. After that, things get pretty grim amid cuts in state funding and more pressure on institutions to produce measurable outcomes. Researchers are also projecting the number of high school graduates will remain flat and then decrease due to lower birth rates. The question for admission staff is how to stimulate college enrollment of students 22-24 years, adults over 30 years, and career changers while recognizing that the markets for colleges are almost entirely local. The use of apprenticeship programs can increase enrollment for these three groups of students as well as others.

Luckily, community colleges seem to be the most resilient of all the higher education sectors. Admission staff are always dealing with the ups and downs of enrollment numbers. Some are better able to adjust their outreach activities to manage these enrollment declines. Today, admission staff are also working in conjunction with other college departments to increase college retention and improve completion rates. The use of apprenticeship programs as an admission tool can assist colleges to meet these outcome metrics. Apprenticeship programs are customized to fill employers' talent pipeline needs using current college areas of study. It is a winning strategy to increase college enrollment.

Success in the college admissions process starts with the student. It is well known that two lead criteria that lend to student success are motivation and a clear vision of their personal and academic goals. Enrollment in apprenticeship programs can assist to meet these criteria. Apprentices are motivated and have a clear goal: the completion of the apprenticeship program.

Topic #1 – Leveraging Apprenticeship Programs
1. Apprenticeships enhance existing enrollment opportunities
2. Apprenticeship opportunities help fill the college enrollment funnel
3. Apprenticeships do not compete with existing programs but grow them

Topic #2 – Creating a Strategy to Increase Student Interest
1. Identify target audiences (High School graduates, incumbent workers, career changers, those already enrolled in college courses, new enrollees)
2. Build demographic profile of students
3. Leverage existing marketing messages and all activities

Topic #3 – Organizing the Admissions Team
1. Single point of contact in admissions for queries
2. Cross-train the admissions staff about apprenticeship programs
3. Coordinate student data and regular program updates with College Office of Apprenticeship

Topic #4 – Identifying the Right Student Prospects
1. Student motivation key to success in apprenticeship program
2. Balancing the "earn and learn" value proposition important for new apprentices
3. Identifying life/work conflicts prior to starting to minimize difficulties

Topic #5 – Admissions Steps and Criteria for Apprentices
1. Complete College Application
2. Validate prior college-level coursework by submitting college transcripts
3. English, math proficiency
   a. Pre-Apprenticeship (Boot Camp) if available to enable placement success
   b. Placement testing
4. Minimum GPA (2.0) prior to admission and upon graduation
5. Prepare potential apprentice for hiring: résumé creation & interview skills

Topic #6 – Managing and Tracking Potential Apprentices
1. Leverage existing student enterprise systems
2. Use of spreadsheet, database tracking, shared drive, codes
3. Daily/weekly/monthly reports easy to view for information sharing
4. Know when to turn off the recruitment funnel
5. Post recruitment time – student options in college for those not hired

Chapter #7

Academic Support Coach

Dr. Rebecca Lake
With input from Ann Grenevitch

Topics:

1. Integrative System: Working with College Services

2. Apprentice Coaching

3. Faculty Coaching

4. Mentors and Company Coaching

5. Documenting Apprentice Hours and Competencies

<u>Academic Support Coach</u>

The academic support coaching position can be considered "uniquely integrative." It sits at the intersection of college services such as academic affairs, advising/counseling, student affairs, bursar, registrar, and tutoring offices. Often, the academic support coach is referenced as a navigator or referral agent to these offices. Every college will have its own unique gaps in need of a referral agent to meet student needs. Therefore, academic coaching will be tailored to each institution.

The purpose of this innovative coaching program is to ensure students have the support they need to complete their apprenticeship program and, at Harper, earn a degree. The main reasons students leave college are usually academic, financial, or personal challenges including family responsibilities and work obligations. However, for the apprentices enrolled at Harper, financial issues are not a problem as their companies pay all their education expenses. This narrows the assistance focus for the coach to an apprentice's academic and personal challenges.

Harper's academic support coach initiative stands out for two reasons. First, it is a personalized, one-on-one approach which incorporates an understanding of each student's needs. Secondly, it is designed as holistic, long-term support (2-3 years). It is not a one-size-fits-all approach, but functions as a deliberately "high-touch" model.

The use of academic support coaching is beneficial for all enrolled apprentices regardless of age, ethnicity, or type of registered apprenticeship program. Coaching sessions are scheduled in a logical and consistent manner, but can also be held as needed. The underlying principle is that everyone is "at-risk" because of concurrent stressors: a) hired into their new job; b) enrolled in college program; and c) family life.

Apprentices all have a singular goal which is to complete the apprenticeship program. The academic coach identifies apprentices' progress and assists them to successfully achieve this ultimate goal. To accomplish this goal, a wide-range of effective helpful strategies needs to be developed and implemented.

Topic #1 – Integrative System: Working with College Services

Four Constituents found in an RA program require coaching:

1. Apprentices (academic support)
2. Faculty (procedure support)
3. Mentors (process support)
4. Employers (administrative support)

To continually improve coaching, feedback and suggestions from each of the constituents is essential. A simple CQI form is completed by faculty and students at the end of each semester and at least once a year for mentors and employers. This allows the suggested inclusion or change to be incorporated as a result of the feedback as soon as possible.

Topic #2 – Apprentice Coaching

Components of a good coaching process lead to completion/graduation.

Documentation of coaching sessions is essential. Coaches must record student interactions. Design a record system that works for your college initiative and keep in mind that it will change and improve over time.

1. Develop a comprehensive integrated managed process (like a "case management" approach).

2. Identify and eliminate scattershot, piecemeal, isolated, duplicative, or boutique programs or solutions for student success.

3. Design a good, thorough (brief) orientation at admission.

4. Streamline enrollment and registration services.

5. Establish a monitoring system with real-time data to identify when the apprentice is off track or when they are doing well after an intervention (tutoring, for example).

6. Swift and helpful interventions are valuable, particularly with improving time management and study habits as well as understanding how to balance academic and family life.

7. Application of a clear academic pathway (courses).

8. Consistent awareness of academic standing.

9. Dependable regular meetings.

Topic #3 – Faculty Coaching

1. Meet with faculty prior to their teaching apprentices.
2. Meet and/or talk with them throughout the semester to review apprentices' grades and behavior in class.

Topic #4 – Mentors and Company Coaching

1. Meet with mentors at beginning of Train-the-Trainer program.
2. Encourage and confirm active and collaborative learning between mentor and apprentice at the company.
3. Meetings include a combination of company individuals listed below:
    a. Mentors, area managers, trainers
    b. HR director or HR generalist.

Topic #5 – Documenting Apprentice Hours and Competencies

1. Establish weekly meeting with apprentice to review OJT work
2. Discuss relevance of college coursework with current OJT projects
3. Document weekly OJT hours
4. Document apprentice's competency progress

Apprenticeship Student Data

Harper COHORT Registered Apprenticeship Program

Sponsor Company	Last Name	First Name	Student ID	Address	City	State	Zip	Email Address	Phone number	Harper Email Address	Orientation Letter
0	0	0	0								
0	0	0	0								
0	0	0	0								
0	0	0	0								
0	0	0	0								
0	0	0	0								

Coaching Tracking

Apprentice Meetings SEMESTER YR

Registered Apprenticeship Type

Student Name	H #	Apprentices									
		24-Aug	31-Aug	7-Sep	14-Sep	21-Sep	28-Sep	5-Oct	12-Oct		
0	0										
0	0										
0	0										
0	0										
0	0										

Apprenticeship Assessment

Overall cohort guidelines

This template is used for cohorts that have an 8-week semester and could be expanded to add more weeks.

Here are some items that are put in this assessment.

1. Each time the coach meets with the cohort, this apprenticeship assessment is completed.

2. This is filled out so that anyone can see an overview of what may have been discussed with the participants.

3. If there is someone who has been missing class, tardy or has a more specific issue that needs to be addressed, there is an individual coaching note.

4. A list of items usually discussed with each individual in the cohort include:
   a. Grades
   b. Learning goals/objectives
   c. SMART goals
   d. Work environment (including mentor relationship)
   e. What they have learned in class and how applied at work

Apprenticeship Assessment
Cohort XX

General Notes   **Semester Year**

For Weekly Meetings Date & Time	Comments			Initials
Week 1:	Group focus: _____			
	Grades	Learning Objectives	Company relations	
	Individual Note			
Week 2:	Grades	Learning Objectives	Company relations	
	Individual Note			

Harper College Apprenticeship Program

Employer/Apprentice Semester Review

Apprentice Name: _____   Semester Evaluation: _____

Mentor/Supervisor Name: _____   Apprenticeship:_____

Date of Visit: _____

Meeting Agenda
Grades
Essential Skills
Class Integration/Competencies
Questions
CQI

Essential Skills (soft skills)
Low (attendance, appearance, personal habits)
Medium (communication, cooperation, adaptability, collaborative)
High (problem solving, critical thinking, leadership)

Areas for development/SWOT

Company Monitoring Information for Program Sponsor

OBJECTIVES	OUTCOMES	DATE
(1st visit) Did company receive competencies, review w/apprentice & mentor at meeting	Yes or No	
After 1st semester probationary period done 90 days	Yes or No	
Apprenticeship logs for OJL & meeting w/employer	When? Weekly?	
End 1st yr wage increase – view confirmation paperwork (minimum 25 cents)	What document w/HR	
End 2nd yr wage increase – view confirmation paperwork (minimum 25 cents)	What document w/HR	
Was safety training completed with employer	Yes or No	

Chapter #8

Company Mentor Training

Dr. Rebecca Lake
With input from Darrell Katz

Topics:

1. Mentor's Attributes and Responsibilities

2. Structured Formal In-House Training Program

3. Managing the Mentoring Process

4. How Individuals (Apprentices) Learn

5. Outline of a Train-the-Trainer Program

Company Mentor Training

What is not well understood is the fact that mentoring is complex, demanding, and not everyone is good at it. For many companies, one of the costliest line items in their budget is personnel—their biggest expense and most important asset. Employees are an asset containing the knowledge and skills held by individuals that can be used by any company or organization to advance its goals. Education and training, such as found in an apprenticeship program, enhance this vital asset.

Quality mentoring for an apprentice is essential if the on-the-job-training (OJT) education component of an apprenticeship program is to be successful. Companies are investing resources (monetary and a number of employees' time and effort) in their apprentice initiative. Enabling an apprentice to quickly become a productive member of the organization requires the selection of good capable mentors. A major key to the success of any intentionally-structured mentoring program is the competence of the mentor.

Topic #1 – Mentor's Attributes and Responsibilities

The person directly accountable for an apprentice's OJT in a company is the mentor. Mentors (often more than one) have many vital roles: they are teachers and role models, networkers, counselors, and lifelong learners themselves. Those individuals recruited as mentors should be people-oriented, open-minded, flexible, empathetic, and collaborative.

Ultimately, good mentors are facilitators. They facilitate the apprenticeship experience, making it easier for the apprentice to be successful and become a positive contributor to the company. To accomplish this task, a mentor must be skillful and <u>actively shape</u> this collaborative relationship. The above-listed skills enable mentors to be adaptable when working with their apprentices, who may have a different style of working and learning.

Necessary attributes of a good mentor:

1. Coach to both the apprentice and others interacting with the apprentice

2. Good communicator with active listening skills

3. Open, respectful, and honest

4. Non-judgmental

5. Interested in teaching

The mentor supervises and manages the apprentice's OJT at the workplace. They are responsible for motivating the apprentice, teaching them about work, developing their skills, providing them with feedback, and recognizing their achievements. They also make the apprentice aware of coworker expectations and company culture as well as company policies and procedures. The mentor spends a large amount of time with the apprentice during the early stages of the apprenticeship. However, as the apprentice gains more skills and knowledge, the mentor spends less time with hands-on training, but continues to monitor the apprentice's job competency attainment.

Topic #2 – Structured Formal In-House Training Program

The relationship between a mentor and apprentice might seem to be a "natural" connection, but this is not the case. Anyone stepping into a new role such as mentor is more likely to succeed if they participate in useful training sessions that prepare them for what lies ahead. Training is not a one-dimensional or one-way flow program, but one where everyone benefits and everyone can grow from the learning interactions and relationships that will develop.

Good preparation = Good results

Effective and productive mentoring does not just happen. A structured mentoring program brings focus to the process for the apprentice, mentor and others in the company. It provides the mentoring relationship with a concrete timeline for the delivery of relevant content. With the integration of apprenticeship program competencies, these programs establish a method to track and document an apprentice's progress.

Topic #3 – Managing the Mentoring Process

Successful mentoring also depends on the quality of the relationship between mentor and mentee. A mentor who is clear and upfront about what the mentee can expect from a mentoring relationship, who guides the process, and who sets appropriate boundaries, creates an environment in which the relationship can thrive.

Five steps to managing the mentoring process:

1. Set ground rules
2. Establish regular mentoring meetings (weekly)
3. Lead by example
4. Build in time to learn for the apprentice
5. College academic coach visits to confirm OJT hours and company mentor meetings

Topic #4 – Understanding How Individuals (Apprentices) Learn

For the mentor to provide a good learning experience tailored for how a particular apprentice learns best, it is important to be aware of these three basic learning styles: seeing, hearing and doing. Each of us use all of the these learning styles, but we tend to favor one. Knowing how an apprentice learns best can be of great assistance to the mentor in making sure they are learning a new skill.

1. **Visual**: Learns best by reading instructions or seeing a picture, diagram, or demonstration of how things work or how pieces fit together
2. **Auditory**: Learns best by hearing a description or explanation from someone who knows
3. **Physical**: Learns best by getting their hands on the tools/materials, and by actually putting things together and taking them apart

Recognizing and celebrating successes, even small ones, is critical to keeping apprentices engaged and motivated. Celebrating incremental improvements helps to encourage and reinforce the good behavior. Recognition and incentives do not need to be costly. They can be as simple as applause or a high five when the student shows up on time or take a photo and make an attendance certificate to reward significant improvement over several weeks. Acknowledging an apprentice's achievements, even in a small way, increases positive emotions such as self-respect, happiness, and confidence.

Contribution

Contribution
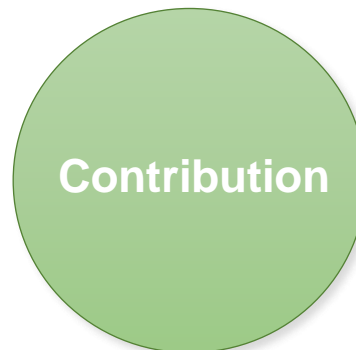
Apprentice

Apprentice & Mentor

Chapter #8

Apprentice Train-the-Trainer Course Outline

Class I – The Mentor's Role
Length: 3-4 hours
Learning Objectives:
- ➢ establish mentor attributes and responsibilities
- ➢ define adult learning styles – examine and validate the learning needs of the mentor & the apprentice
- ➢ identify and leverage the links between the academic courses and the OJT work duties of the apprentice
- ➢ explain the mentor's role and how the mentor directly impacts and enhances the apprentice's potential for success

Class II – The Mentoring Process
Length: 3-4 hours
Learning Objectives:
- ➢ define the mentoring process; good preparation = good results
- ➢ build effective communications via active listening and accountability
- ➢ meet the required competencies to foster the apprentice's ability
- ➢ set, use & evaluate SMART goals to assist the apprentice to meet their job duties and academic requirements with success

Class III – Accountability & Measurement
Length: 3-4 hours
Learning Objectives:
- ➢ use the Five Steps to Managing the Mentoring Process to measure and document the work and development of the apprentice
- ➢ practice proactive coaching
- ➢ utilize reactive coaching
- ➢ delegate tasks to the apprentice to enhance learning

Class IV – Conducting the Formal Learning Process
Length: 3-4 hours
Learning Objectives:
- ➢ define what motivates the apprentice and how to they can achieve outstanding performance levels
- ➢ build the foundation for the apprentice to be a skill expert of tomorrow
- ➢ confront difficult workplace situations and challenges
- ➢ use leadership differentiators to a create lifelong learning focus for the apprentice and the mentor

Harper College

Graphic Arts Print Production – Competency Checklist

Apprentice: _____
Start Date: _____

Competencies	Designate Percentage Complete (0 – 100%)					
Review Date (End of Semester):	SEM 1	SEM 2	SEM 3	SEM 4	SEM 5	SEM 6
Company Orientation						
1 Knowledgeable of company premises, relevant processes and procedures, current products; complete company orientation program.						
2 Understand the mutual responsibilities of both the company selected Mentor(s) and the apprentice as they relate to their signed apprenticeship contract and the Harper College Registered Apprenticeship program.						
Customer Service and Support	SEM 1	SEM 2	SEM 3	SEM 4	SEM 5	SEM 6
3 Establish and maintain good relationships with customers; actively look for ways to meet customer needs.						
4 Act as a point of contact/trouble shooter for print production related questions/problems as they arise with client; provide assistance to solve problems and/or issues.						
5 Understand graphic arts project management order/ticket entry and estimating procedures.						
Quality Control	SEM 1	SEM 2	SEM 3	SEM 4	SEM 5	SEM 6
6 Understand company's Quality Control process.						
7 Check first run pieces following company quality control process; work collaboratively with company quality control lead person.						

Appendices

Appendix A

U.S. Department of Labor

Code of Federal Regulations

Labor Standards for the Registration of Apprenticeship Programs

Title 29 – Part 29

## October 29, 2008

Table of Contents

Authority: Section 1, 50 Stat. 664, as amended (29 U.S.C. 50; 40 U.S.C. 276c; 5 U.S.C. 301) Reorganization Plan No. 14 of 1950, 64 Stat. 1267 (5 U.S.C. App. P. 534)

Appendix A

U.S. Department of Labor
Code of Federal Regulations
Labor Standards for the Registration of Apprenticeship Programs
Title 29 – Part 30

July 1, 2011

Table of Contents

Authority: Section 1, 50 Stat. 664, as amended (29 U.S.C. 50; 40 U.S.C. 276c; 5 U.S.C. 301)
Reorganization Plan No. 14 of 1950, 64 Stat. 1267, 3 CFR 1949-53 Comp. p. 1007

Map of OA & SAA States
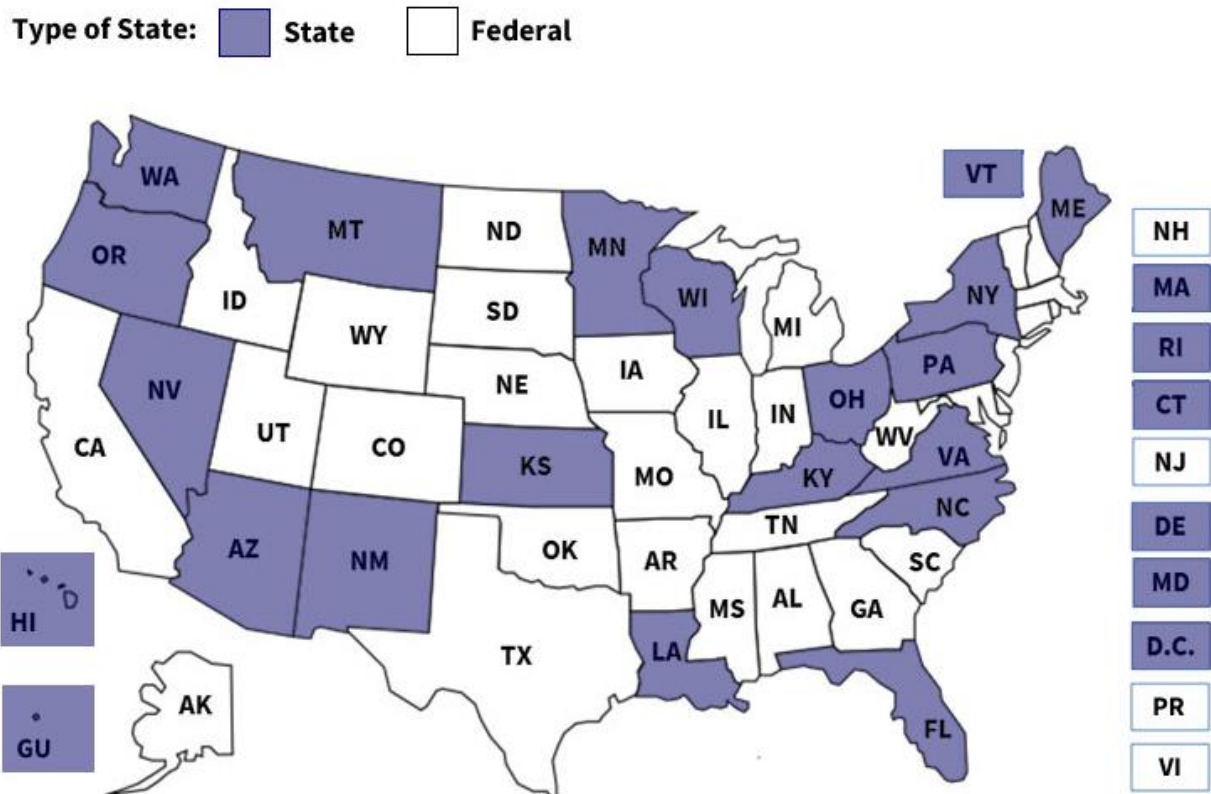
*States can either belong to the broader Federal apprenticeship system, or they can run their own State Apprenticeship

Map located at https://www.doleta.gov/OA/contactlist.cfm

Appendix C

Apprenticeable Occupations

Apprenticeships can be found in all industries, from traditional sectors like construction and manufacturing to emerging sectors like energy and health care. Here is a list of all available occupations in registered apprenticeship (RA). If you're interested in seeing which occupations can be found in emerging or "green" industries, you can use the given O*NET codes on the O*NET website.

Occupational Title	RAPIDS Code	O*NET Code	Term Length (Hours)	Type of Training
ABLE SEAMAN	1043	53-5011.01	2785	TB
ACCESSIBILITY AND PRIVATE RESIDENCE LIFT TECHNICIAN	2020	47-4021.00	4200	TB
ACCORDION MAKER	0860	51-7011.00	8000	TB
ACCOUNTING TECHNICIAN (Alternate Title: Accounting Specialist)	1125HY	43-3031.00	4000-5000	HY
ACOUSTICAL CARPENTER (Alternate Title: Acoustical Specialist)	0861	47-2081.01	8000	TB
ACOUSTICAL SPECIALIST (Existing Title: Acoustical Carpenter)	0861R-HY	47-2081.01	3900-6000	HY
ACOUSTICAL SPECIALIST (Existing Title: Acoustical Carpenter)	0861R1-HY	47-2081.01	5200-8000	HY
ACTOR	0862	27-2011.00	4000	TB
AEROSPACE PROPULSION JET ENGINE MECH (Military Only)	1067CB	49-3011.02	*CB	CB
AGRICULTURAL COMMODITY GRADER	2046CB	45-2011.00	*CB	CB
AGRICULTURAL SERVICE WORKER	0703	37-3012.00	4000	TB
AIR & HYDRONIC BALANCING TECHNICIAN	0990	49-9021.01	6000	TB
AIR CONDITIONING EQUIPMENT MECHANIC (Existing Title: Heating & Air-Conditioner Install/Ser)	0637R	49-9021.01	8000	TB
AIR CONDITIONING INSTALLER WINDOW	0002	49-9031.00	6000	TB
AIR CONDITIONING MECHANIC (Auto Serv)	0686	49-3023.02	2000	TB
AIR TRAFFIC CONTROLLER (Military Only)	1101CB	53-2021.00	*CB	CB
AIR TRANSPORT PILOT	1046CB	53-2012-00	*CB	CB
AIRCRAFT ARMAMENT MECHANIC	0863	55-3014.00	8000	TB
AIRCRAFT MECHANIC, ARMAMENT	0865	51-2011.00	8000	TB
AIRCRAFT MECHANIC, ELECTRICAL	0003	49-2091.00	8000	TB
AIRCRAFT MECHANIC, PLUMB & HYDRAULIC	0866	51-2011.00	8000	TB
AIRCRAFT METALS TECH/MACHINIST/CNC/Welder (Military Only)	1068CB	51-4011.00	*CB	CB
AIRCRAFT PHOTOGRAPH EQUIPMENT	0867	49-9061.00	8000	TB
AIRFIELD MANAGEMENT (Military Only)	1063CB	53-2022.00	*CB	CB

To see the complete list, please use the following link: https://www.doleta.gov/OA/occupations.cfm

Appendix C

Apprenticeable Occupations

Nationwide, there are registered apprenticeship programs for over 1000 occupations and that number continually grows. A few of the "traditional" skilled occupations in which apprentices are being trained are: automotive technician, baker, bricklayer, carpenter, electrician, machinist, maintenance mechanic, operating engineer, painter, roofer, sheet metal worker, structural steel worker, and tool and die maker. However, there are many other occupations that have apprenticeship programs. Examples of these occupations are computer programmer, computer service mechanic, dairy technologist, dental assistant, electronics technician, environment analyst, fire fighter, horticulturist, insurance claims adjuster, laboratory technician, optical technician, wastewater treatment plant operator, chef, and many others.

The Office of Apprenticeship provides a list of the officially recognized apprenticeable occupations.

National Occupational Frameworks (NOF)

The U.S. Department of Labor contracted with the Urban Institute to develop voluntary, consensus-based **National Occupational Frameworks (NOFs)** to help employers and sponsors develop, and apprenticeship officials evaluate, new apprenticeship programs. These NOFs were developed in partnership with employers, sponsors, expert workers, educators, subject matter experts, trade associations, labor organizations and licensing bodies to ensure that they meet the needs of a broad range of companies and organizations, and enable industry-wide acceptance of apprenticeship training. https://innovativeapprenticeship.org/us-apprenticeships/

Employers or sponsors who want to register a new apprenticeship program can use the NOFs as a starting point. Although you're not required to use the NOFs, your program could get a more rapid review if you do use the frameworks, since they've already received support from the employer community. Employers or sponsors may customize their apprenticeship program to meet their unique needs, but at least 80% of the program must align with the NOF in order to qualify for facilitated review. Job functions or competencies identified in the NOFs as advanced or optional need not be included in the sponsor's individual program and do not count against the allowable 25 percent customization.

Although the NOFs have been designed to support competency-based programs, they can easily be adapted to support time-based or hybrid programs as well.

Appendix D

Elements of Registered Apprenticeship Programs

Length of Apprenticeship Programs

The length of an apprenticeship program depends on the complexity of the occupation and the type of program (Time Based, Competency Based, or a Hybrid). Apprenticeship programs range from 1 year to 6 years, but the majority are 4 years in length. During the program, the apprentice receives both structured, on-the-job learning (OJL) and related technical instruction (RTI). For each year of the apprenticeship, the apprentice will receive normally 2,000 hours of on-the-job training and a recommended minimum of 144 hours of related technical instruction.

Types of Programs

Time-Based Apprenticeship Programs

A time-based occupation requires a minimum of 2,000 hours, which includes an outline of the specific work processes and the approximate time requirement for each individual work process under that occupation. The program measures progress based on the number of hours an apprentice has spent in OJT and RTI.

Competency/Performance Apprenticeship Programs

Competency/performance-based apprenticeship programs are premised on attainment of demonstrated, observable and measurable competencies in lieu of meeting time-based work experience and on-the-job learning. These programs measure progress based on the apprentice's demonstrated ability to perform the duties associated with the occupation. However, these programs still have to comply with requirements for the allocation of the approximate time to be spent in each major process. Therefore, work experience process schedules and related instruction outlines must specify approximate time of completion or attainment of each competency, which can be applied toward the 2,000-hour requirement (competencies demonstrated notwithstanding and assuming no credit for previous experience). In competency/performance based programs, apprentices may accelerate the rate of competency achievement or take additional time beyond the approximate time of completion or attainment due the open entry and exit design. Competency is defined as, "An observable, measurable pattern of skills, knowledge, abilities, behaviors and other characteristics that an individual needs to perform work roles or occupational functions successfully."

Competency/performance-based training programs have the following characteristics:

1. Competencies should be identified and defined through a job/task analysis and directly related to the job/role.
2. Organized learning activities should be structured and wherever possible, self-paced with open entry and open exit.
3. Measures or tests of competency attainment should be observable, repeatable and agreed to in advance.
4. Work experience process schedules and related instruction outlines should include the approximate time/hours or minimum - maximum times/hours for each competency attained in order to document successful completion.
5. Although an apprentice can be awarded credit for prior learning and demonstrated competencies, no more than 1,000 hours per year can be awarded in advance, and under no circumstances can the apprentice complete the program in less than one-half of the time of the regular program or less than six months.

Hybrid Program Apprenticeship Programs

In addition to time-based programs which have a fixed set time for completion (i.e. 2,000, 4,000, 6,000 hours) and competency/performance based programs, a third alternative has evolved which, in effect, is a "hybrid" of the two types of programs previously mentioned. This third type of program is basically a combination of time and performance considerations whereby work processes are developed with a minimum - maximum time/hours for each task or job requirement (i.e. minimum 200 hours; maximum 400 hours).

https://www.doleta.gov/oa/apprentices.cfm

Pre-Apprenticeship

Pre-apprenticeship services and programs are designed to prepare individuals to enter and succeed in Registered Apprenticeship programs. These programs have a documented partnership with at least one Registered Apprenticeship program sponsor and together, they expand the participant's career pathway opportunities with industry-based training coupled with classroom instruction.

Pre-Apprenticeship Quality Framework?

Pre-apprenticeship is defined by the Employment and Training Administration (ETA) as a program or set of strategies designed to prepare individuals to enter and succeed in a Registered Apprenticeship program and has a documented partnership with at least one, if not more, Registered Apprenticeship program(s).

https://wdr.doleta.gov/directives/attach/TEN/TEN_13-12.pdf

The Workforce Innovation and Opportunity Act:
Advancing Apprenticeship as a Workforce Strategy

The Workforce Innovation and Opportunity Act (WIOA) provides an extraordinary opportunity for the public workforce system to transform and improve the quality of life for job seekers and workers through an integrated, job-driven system that links diverse talent to our nation's businesses.

Registered Apprenticeship is a proven workforce strategy that can help state and local workforce systems transform how they meet the needs of businesses and workers and fully achieve the vision for the workforce system under WIOA.

The critical strategies that are called for in WIOA, such as sector strategies and career pathways, are at the heart of the apprenticeship model. The foundation of apprenticeship is deep industry engagement that can further the workforce system's efforts to support regional economies. Apprenticeship is an effective work-based learning approach that builds worker skills and establishes pathways to higher levels of employment and wages.

Why is Apprenticeship a Valuable Strategy for the Workforce System?

Registered Apprenticeship is an industry-driven model that combines on-the-job learning with job-related instruction. As an "earn and learn" model, apprentices are employed and earn wages from first day on the job. Apprenticeship is a flexible training strategy that can be customized to meet the needs of any business. There are currently more than 1,000 occupations – including careers in health care, information technology, transportation, and energy – in which apprenticeship is used to meet business needs for qualified workers. Using apprenticeship as a workforce strategy will also contribute to higher performance outcomes in employment, retention, earnings, and credential attainment.

Many workforce systems around the country have adopted Registered Apprenticeships as an effective strategy in working with employers, adults, dislocated workers, and youth. The implementation of WIOA provides clear opportunities to more fully align and integrate apprenticeship strategies into the public workforce system.

How does WIOA Build Stronger Connections to Apprenticeship?

WIOA includes several changes that strengthen Registered Apprenticeship as a resource, a training strategy, and as a partner in the workforce system.

- **Naming an apprenticeship representative to state and local workforce boards**
  WIOA specifies inclusion of a member of the apprenticeship system on a state and local workforce boards. Specifically, WIOA indicates that boards must include a representative of a joint labor-management apprenticeship program or, if none exists, a representative of an apprenticeship program. An apprenticeship representative may already be engaged on boards in some states and local areas. For others, the State Apprenticeship Agencies and the state offices of the U.S. Department of Labor's Office of Apprenticeship can assist you with identifying these representatives.
- **Including Registered Apprenticeship programs on the Eligible Training Provider List**
  All Registered Apprenticeship programs, by virtue of their registration, can be on a state's Eligible Training Provider List and thereby eligible to receive federal workforce funding as pre-approved training providers. This is one of the most important changes in WIOA, as it expands opportunities for job seekers and for the workforce system to use WIOA funds for related instruction and other apprenticeship costs.
- **Promoting work-based learning to meet employer needs for skilled workers**
  WIOA promotes greater use of work-based learning and a stronger emphasis on business services. WIOA provides for increased reimbursement rates for employers for on-the-job training (OJT). OJT can be used to support apprenticeship programs, and this change promotes the greater use of apprenticeship as a strategy to address the needs of both employers and job seekers.
- **Supporting career pathways for youth through apprenticeship**
  WIOA supports apprenticeship as a workforce strategy for youth. The law cites pre-apprenticeship activities and work-based learning among the youth program elements. WIOA also recognizes apprenticeship as a career pathway for Job Corps students, and supports coordination of the Youth Build program with pre-apprenticeship and apprenticeship programs.
- **Using the apprenticeship model as a key strategy in meeting the needs of business**
  The increased emphasis on work-based learning and business engagement in WIOA provides a new opportunity for the workforce system to integrate apprenticeship into its business services. Since employers are at the center of the model, apprenticeship automatically brings industry to the table. Therefore, apprenticeship aligns perfectly with sector strategies, industry partnerships, and other investments in meeting the needs of the business community.

This information was found at: https://www.dol.gov/apprenticeship/docs/WIOA-RA-Fact-Sheet.pdf

State Tax Credits

In many states, businesses can qualify for tax credits related to apprenticeship programs. In addition, employers may be able to claim some expenses for training as a federal tax credit.

Tax Credits

1. **Alabama** - http://alisondb.legislature.state.al.us/ALISON/SearchableInstruments/2016RS/PrintFiles/SB90-int.pdf
2. **Arkansas** - http://ace.Arkansas.gov/cte/SpecialPrograms/ApprenticeshipAppliedSciences/youthApprenticeship/Pages/TaxIncentiveEmployers.aspx
3. **Connecticut** - http://www.ctdol.state.ct.us/progsupt/appren/taxcr.htm
4. **Guam** - http://www.guamcourts.org/CompilerofLaws/GCA/22gca/22gc044.pdf
5. **Louisiana** - http://www.laworks.net/Downloads/APP/Act_472_Apprenticeship_Tax_Credit.pdf
6. **Maryland** - https://www.dllr.state.md.us/employment/appr/apprtaxcreditinfo.shtml
7. **Missouri** - http://www.ded.mo.gov/BCS%20Programs/BCSProgramDetails.aspx?BCSProgramID=85
8. **Montana** - http://leg.mt.gov/bills/2017/BillPdf/HB0308.pdf
9. **Nevada** - http://www.leg.state.nv.us/NRS/NRS-361.html#NRS361Sec106
10. **Rhode Island** - http://www.dlt.ri.gov/esu/taxcredits.htm
11. **South Carolina** - http://www.apprenticeshipcarolina.com/resources.html
12. **Virginia** - http://www.tax.virginia.gov/taxforms/Business/Credits/Schedule%20CR%20Instructions.pdf
13. **West Virginia** - http://www.legis.state.wv.us/wvcode/Code.cfm?chap=11&art=13W

For more details, please use the following link: https://doleta.gov/oa/taxcredits.cfm

14. **Illinois (beginning January 2020)** - https://www2.illinois.gov/ides/Pages/Work_Opportunity_Tax_Credit.aspx

Appendix F

State Tuition Support

Community colleges can reach out to their states to provide tuition support to cover the cost of apprenticeships. Depending on the state, this could include instructor costs, supplies, and training.

1. **California** - http://www.cde.ca.gov/ci/ct/ap/admin.asp
2. **Delaware** - http://legis.delaware.gov/LIS/lis147.nsf/abdf4f28b24945b485256ae90061b4c0/0658150a75051e8585257b8600632566?OpenDocument
3. **Florida**
   a. http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=0400-0499/0446/Sections/0446.051.html
   b. http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1009/Sections/1009.25.html
4. **Georgia**
   a. https://www.gafutures.org/hope-state-aid-programs/hope-zell-miller-grants/hope-grant/
   b. https://www.gafutures.org/hope-state-aid-programs/hope-zell-miller-grants/hope-career-grant/
5. **Guam** - http://www.dol.guam.gov/index.php?option=com_content&view=article&id=227:guam-registered-apprenticeship-program-proposed-rules&catid=1:latest&Itemid=572
6. **Indiana** - http://www.in.gov/legislative/ic/code/title22/ar4/ch25.pdf
7. **Iowa** - http://coolice.legis.iowa.gov/cool-ice/default.asp?category=billinfo&service=iowacode&input=260F#260F.6
8. **Maine** - http://www.mainelegislature.org/legis/statutes/26/title26sec3211.html
9. **North Carolina** - www.ncleg.net/EnactedLegislation/SessionLaws/HTML/2015-2016/SL2016-94.html
10. **Tennessee** - http://tn.gov/collegepays/vbp.htm
11. **Texas** - http://www.twc.state.tx.us/svcs/apprentice/apprentice.html
12. **Washington** - www.sbctc.edu/college/f_tuition.aspx
13. **Wisconsin**
    a. Wisconsin Statutes - http://docs.legis.wisconsin.gov/statutes/statutes/38.pdf
    b. https://docs.legis.wisconsin.gov/statutes/statutes/106
    c. http://www.wtcsystem.edu/board/pdf/policy_manual.pdf

For more details, use the following link: https://doleta.gov/oa/taxcredits.cfm

Basics of Industry-Recognized Apprenticeship Programs [IRAPs]

Q: What is an Industry-Recognized Apprenticeship Program?
A: An Industry-Recognized Apprenticeship Program [IRAP] is a new type of apprenticeship program that exists alongside the Registered Apprenticeship model that has been used for over 80 years. The Trump administration's June 2017 <u>executive order on Expanding Apprenticeships</u> in America called for the establishment of IRAPs.[1]

Like Registered Apprenticeships, IRAPs include a paid-work component and an educational or instructional component, wherein an individual obtains workplace-relevant knowledge and skills.[2] Other required quality criteria include mentorship, safety provisions, and the ability to earn industry credentials.

Q: What is the difference between an IRAP and a Registered Apprenticeship program?
A: IRAPs are distinct from Registered Apprenticeship programs established under 29 CFR 29. Though IRAPs share many general characteristics of Registered Apprenticeships, IRAPs do not include a contractual agreement between apprentice and sponsor, and do not guarantee progressive wages for apprentices as their skills increase. Though regulations do not establish a formal minimum time to complete a Registered Apprenticeship, programs generally last no less than one year; IRAPs do not have any consistent time- or competency-based standards. Additionally, the regulations under 29 CFR 30, which pertain to equal opportunity employment rules in apprenticeship, do not apply to IRAPs.

Q: Why was the IRAP model developed?
A: Relatively few Americans train for work using apprenticeships. Though there are complex reason for low apprenticeship utilization in the United States, there is a perception that procedures for registering apprenticeships discourage new sponsors from starting up programs, especially outside of industries that have traditionally used apprenticeship. Despite significant successes in expanding apprenticeship over recent years, IRAPs were conceived as a parallel system that reduces government oversight of apprenticeship programs.

Q: Who can develop and deliver an IRAP?
A: IRAPs can be developed or delivered by third parties, which may include trade and industry groups, companies, non-profit organizations, educational institutions, unions, and joint labor-management organizations.

Q: Are IRAPs required to go through an approval or certification process?

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[1] https://www.whitehouse.gov/ presidential-actions/3245/
[2] Task Force on Apprenticeship Expansion, Final Report to The President of the United States, p. 40, available at https://www.dol.gov/apprenticeship/docs/task-foce-apprenticeship-expansion-report.pdf ("Final Report").

A: Yes, DOL requires that all IRAPs receive their-party certification. Certifiers can include industry associations, employer groups, labor management organizations, educational institutions, and/or other organizations.[3]

On July 27, 2018, the U.S. Department of Labor (DOL) released a Training and Employment Notices [TEN], a form of non-regulatory guidance, that provides a framework for IRAP certification. The TEN describes the quality criteria that prospective certifiers must demonstrate in its proposed IRAP policies and procedures. These include setting credible education and workplace training requirements for their particular industry sector; outlining clear procedures for certifying the quality of IRAPs; holding IRAP programs accountable through the dissemination of basic program data; and ensuring that IRAPs include paid work-based learning and education that lead to the attainment of industry-recognized credentials of value.

A favorable determination from DOL for a certifying body is valid for five years or until a certifier makes substantive changes to an IRAP.[4] At the time of writing, it is unclear what standards DOL will use to evaluate prospective certifiers' qualifications, or how certifiers will track apprentice and program success. The TEN serves as a preliminary framework for prospective certifiers to begin building their application; however, DOL anticipates issuing more comprehensive regulations.

Q: Can certifiers play a role in the development or delivery of IRAPs?
A: Although IRAP certifiers are intended to be third-party entities that ensure programs adhere to a quality framework, they can play a role in recommending providers of the educational and instructional component of an IRAP, or provide that instruction themselves.[5]

Q: Are IRAPs automatically added to a state Eligible Training Provider list under the Workforce Innovation and Opportunity Act?
A: No, only Registered Apprenticeships are automatically eligible for inclusion on state Eligible Training Provider lists.[6]

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[3] Training and Employment Notice, Creating Industry-Recognized Apprenticeship Programs to Expand Opportunity in America, p. 8, available at
https://wdr.doleta.gov/directives/attach/TEN/TEN_3-18_Acc.pdf ("IRAP TEN")
[4] IRAP TEN, p. 3-8
[5] IRAP TEN, p. 6
[6] IRAP TEN, p. 8