

**RURAL LSC**



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# Apprenticeship Toolkit

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THOMAS P. MILLER & ASSOCIATES

# Table of Contents

- 03 Acknowledgments
- 04 Introduction
- 06 Apprenticeship
  - 07 What is an Apprenticeship Program
  - 10 Terminology and Acronyms
  - 11 How do Apprenticeship Programs Benefit Employers
  - 11 How do Apprenticeship Programs Benefit Apprentices
- 12 Pre-Apprenticeships and Youth Programs
- 16 Diversity, Equity, Inclusion, and Accessibility (DEIA) Strategies
- 18 Best Practices
  - 19 Apprenticeship Best Practices
  - 23 Pre-Apprenticeship Best Practices
  - 25 Industry-Recognized Apprenticeship Best Practices
  - 26 Miscellaneous Best Practices
- 29 Action Planning & Implementation
- 31 Contact Information
- 32 Appendix
  - 33 State Resources
  - 34 Action Planning Ideas
  - 35 Related Instruction: Certified Machinist Apprenticeship

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# Introduction

## Rural Local Initiatives Support Corporation (Rural LISC)

has been working closely with three Arkansas Delta counties (Jefferson and Phillips counties in Arkansas; Coahoma County in Mississippi) that are focused on workforce development. With funding from the Walton Family Foundation, Rural LISC is forming county-based workforce collaboratives that link industry, workforce, higher education, and community partners together to create a sustainable model for talent development.

## Thomas P. Miller & Associates (TPMA)

has been assisting Rural LISC with this endeavor through their apprenticeship expertise and workforce guidance. TPMA is a national consulting firm with economic development and community resiliency, workforce development, and evaluation expertise. Through the work of TPMA and Rural LISC, an Apprenticeship Steering Committee of county representatives was established. Meeting and correspondence occurred throughout the latter half of 2022.

## The Apprenticeship Toolkit

is meant to be a summary of the topics and information discussed with Apprenticeship Steering Committee members. The Toolkit is meant to be a comprehensive resource and can guide in further apprenticeship implementation in the Arkansas Delta.

# Apprenticeship

## What is an apprenticeship program?

An apprenticeship program is a work-based learning program that provides industry specific training through a combination of hands-on experience and classroom-based instruction.

Mentored by an experienced employee, apprentices earn a paycheck while training. There are 3 types of apprenticeship program models that allow apprentices the opportunity to complete proficiency tests with innovative equipment to demonstrate skills and earn nationally recognized credentials. At the end of the program, apprentices are equipped for lifelong careers with high-demand skills.



## Three Parts of a Registered Apprenticeship Program

1

### Standards of Apprenticeship

The Standards of Apprenticeship spell out the nuts and bolts of your apprenticeship program—the occupational focus, how the employer will select apprentices, the type of training that is covered on the job and with the related technical training provider. The sponsor plays an integral role in establishing and getting approval of the standards of apprenticeship.<sup>1</sup> A registered apprenticeship must have the following:

- Details the expectations and requirements of your program
- Specifies the occupation(s) and program type
- Application Qualifications and Selection Procedure
- On-the-Job Training (OJT) Hours and Wage Schedule
- Previous Credit for OJT/Related Technical Instruction (RTI) and Probation period
- Training provider(s) and minimum grade
- Equal Opportunity Employment
- Mentor – mentee relationship outlined
- Affirmative Action

2

### Work Process Schedule for Each Occupation

- Details the skills, knowledge and abilities taught during OJT
- Outlines the hours or credentials required for each skill

3

### Curriculum for Each Occupation

The key to a well-designed apprenticeship is the related technical instruction (RTI) that complements the on-the-job training. RTI may be offered by several training providers, but they must be named in the standards of apprenticeship and approved by the Office of Apprenticeship. A Related Training Instruction example can be found in the Appendix.

- Course outline that lists each class
- Specifies the Contact Hours (time spent in class)

<sup>1</sup> | Additional information on apprenticeship sponsors can be found in "Requirements for Apprenticeship Sponsors Reference Guide." <https://www.apprenticeship.gov/sites/default/files/apprenticeship-requirements-reference-guide.pdf>.



## Five Core Components of Registered Apprenticeships

1

### Employer Investment is Integral

The employer is foundational for the registered apprenticeship program and must be directly involved and the provider for OJT.

2

### Technical Related Education

At least 144 hours is recommended per year.

3

### National Occupational Credential

Nationally recognized credential showing job proficiency. The apprenticeship sponsor certifies that an individual is fully competent for a career.

4

### Structured On-the-Job Training (OJT)

Minimum of 2,000 hours structured and supervised.

5

### Rewards for Skills Gains

Increases in skills bring increases in earnings.

## Group Sponsored Model and Individual Apprenticeship Programs

Group Sponsored Model	Individual Apprenticeship Model
<p>A group of employers or Colleges/Universities can serve as the sponsor of the apprenticeship and work together to recruit, screen, hire, and train apprentices.</p> <p>This model is a streamlining of administrative responsibility through one primary point of contact.</p> <p>An example of employer involvement with this type of model could have a consensus that the program is framed to have the following requirements:</p> <ul style="list-style-type: none"> <li>• Entry requirements – drug free, strong soft skills, GED</li> <li>• Type of apprenticeship program - time-based, competency-based, or hybrid</li> <li>• Apprentices - must maintain good grades (C or better) for RTI</li> </ul>	<p>One employer will serve as the sponsor of apprenticeship.</p> <p>Great fit for employers who prefer to have complete control over their apprenticeship and have the administrative capacity to manage the program.</p> <p>The responsibilities outlined for the group sponsored model program are the same for an individual program, but one employer is the sponsor.</p>

## Terminology and Acronyms

**IRAP:** Industry-Recognized Apprenticeship Program  
**OJT:** On-the-Job training  
**RAP:** Registered Apprenticeship Program  
**RI:** Related Instruction  
**RTI:** Related Training & Instruction  
**Apprenticeship Navigators:** build and grow apprenticeship in an area  
**Industry-recognized credential:** industry and not necessarily the federal government acknowledge the certification or credential  
**Nationally-recognized credential:** Federal government acknowledges the certification or credential  
**Sponsor:** Any employer, association, committee, or organization that operates a Registered Apprenticeship Program. This entity assumes the full responsibility for administration and operation of the apprenticeship program.



## How do Apprenticeship Programs Benefit Employers?

The earn-and-learn model of a registered apprenticeship is time tested and proven way to increase the skills of young people and career changes. A registered apprenticeship program is designed to build talent pipelines by providing employer-driven, flexible training solutions. Businesses with apprenticeship programs experience and benefit from the following:

- Help recruiting and developing a highly skilled workforce
- Reduced turnover
- Increased employee loyalty
- Increased productivity and the bottom line
- Creating industry –driven and flexible training solutions
- Potential brand/ product improvements via highly trained workforce
- Opportunities to offset training costs

Because registered apprenticeship is backed by the Department of Labor, employers have access to resources and funding to tap into as well.

## How do Apprenticeship Programs Benefit Participants?

Mentored by an experienced employee, apprentices earn a paycheck while training. Using an earn while you learn model, apprentices' complete proficiency tests and earn nationally recognized industry credentials. At the end of the program, apprentices are equipped for lifelong careers with high-demand skills.

An Apprenticeship is perfect for you if you...

- Are looking to gain real- world experience
- Want a career in a growing industry
- Want great pay and no student loan debt

Most apprentices are employed immediately after graduation, with many career options available. To top it off, apprenticeships even offer apprentices the opportunity to earn college credit, so they can continue their education.



# Pre-Apprenticeship and Youth Programs

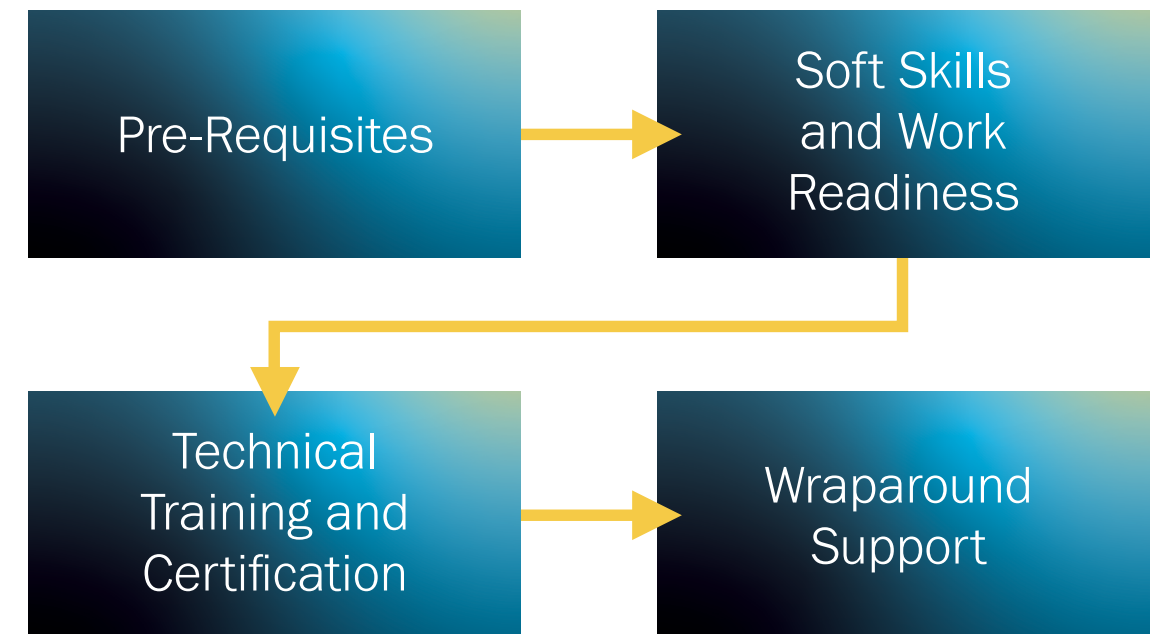
Pre-apprenticeship is another important work-based learning opportunity. The Department of Labor defines Pre-apprenticeship as the following:

“a program or set of strategies designed to prepare individuals for entry into Registered Apprenticeship Programs (RAP) or other job opportunities. Pre-apprenticeships may last from a few weeks to a few months and may or may not include wages or stipend.”

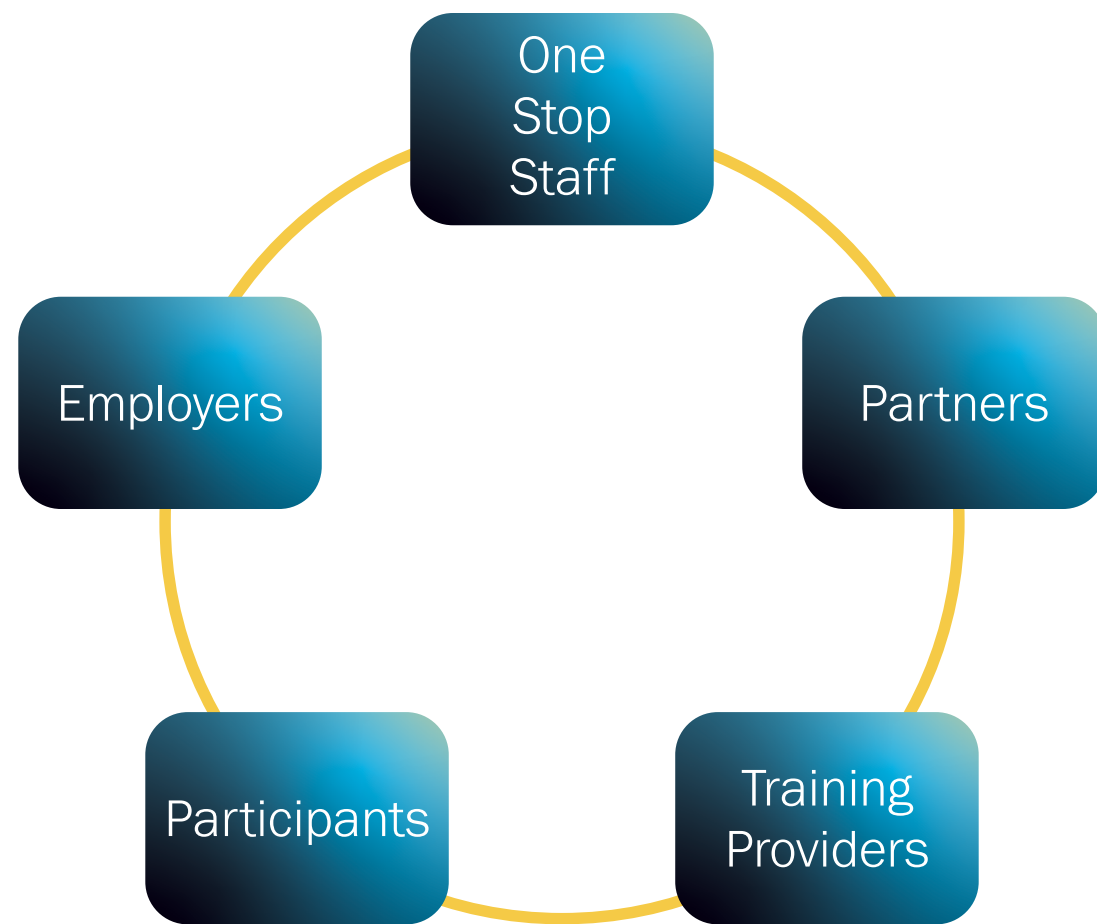
## Pre-Apprenticeship Program Structure and Components

The graphic below summarizes Pre-apprenticeship program's structure. Additionally, a breakdown of pre-apprenticeship components generally include:

- It is a form of preparation before entering a Registered Apprenticeship Program
- Training and curriculum should correspond with local business needs
- Include access to educational and supportive services
- Hands-on learning activities, for example, exploring career services
- Include a way to gain an industry-recognized credential
- Have a partnership with a Registered Apprenticeship Program<sup>2</sup>



2 | “§681.480 What is a pre-apprenticeship program?.” Cornell Law School. <https://www.law.cornell.edu/cfr/text/20/681.480>.



The diagram above shows an overview of the partners involved in pre-apprenticeship. One-Stop Staff can recruit and screen individuals, counsel participants on progress and career goals, and give recommendations on improvements. Other stakeholders (partners) can also help with recruitment of participants and help with other services like supportive services, which provide important wraparound support. The training provider is instrumental in teaching the curriculum, recording participants' results, and can make improvement recommendations as well.

Participants are the most important for the progress of pre-apprenticeship. They are immersed in the classes and training. Participants could work with Case Managers on their resume and career aspirations. Lastly, employers take part in vetting curriculum and offering feedback. They can make referrals for participants. Employers can advertise the program to employees and be involved in participants' career next steps such as the Registered Apprenticeship Program associated with the pre-apprenticeship.

Furthermore, businesses have some advantages through pre-apprenticeship programs.

- Streamlines the recruitment process
- Allows access to a pre-screened, qualified, job-ready apprentice pool
- Aligns training with apprenticeship standards
- Can increase retention rates for Registered Apprenticeship participants
- Quality control and input over preparatory training <sup>3</sup>

<sup>3</sup> | Greater OH-Penn Manufacturing Apprenticeship Network.

## Youth Programs

Youth Apprenticeships often get confused with Pre-Apprenticeships. As the title implies, the emphasis is on younger individuals and gives students some insights into career possibilities, which may or may not involve Registered Apprenticeship. Youth apprenticeships encompass the following: <sup>4</sup>

- Individuals aged 16-24.
- Apprenticeship programs for high school students; involve academic and technical instruction and work experience. Youth apprentices may be working towards their high school diploma or GED.<sup>5</sup>
- Opens students to multiple avenues: apprenticeship program, full-time employment, or a combination.
- Full-time or part-time; paid or unpaid position.

Pre-apprenticeship and Youth Apprenticeship are great options to get participants started in curriculum and training.

<sup>4</sup> | Department of Labor and Apprenticeship TN.

<sup>5</sup> | It may be possible that Youth apprentices already completed their high school diplomas or GEDs.

# DEIA Strategies

## Diversity, Equity, Inclusion, and Accessibility (DEIA)

Despite the growth and evolution of apprenticeship programs, not all Americans have equal access to apprenticeship opportunities. Apprenticeship programs are great models to implement diversity, equity, inclusion, and accessibility (DEIA) into the workforce.

While there is still plenty of room for growth, as of 2022, the number of apprentices who self-identify as an individual with a disability has grown to over 3,000. Apprentices with disabilities are most concentrated in the occupations of electrician, plumber, construction craft laborer, pipe fitter and truck driver. Women make up 50% of the workforce, but only 13.5% of apprentices. Black apprentices are 30% less likely than white apprentices to complete an apprenticeship program. Facts like this show that it is important for employers to create apprenticeship programs that champion diversity, equity, inclusion, and accessibility.

Employers and organizations interested in creating apprenticeship programs must understand the importance of increasing opportunities for the underserved and target populations. Providing wraparound services to help with childcare, transportation, and housing can be impactful for employees to successfully get to work and work effectively. Being involved in the community, sharing information with your local school systems, working closely with intermediaries, and partnering with nonprofit organizations that work with diverse populations is imperative and essential for the success of apprenticeship programs.

Underserved and target populations include the following, among others:

- Black, Indigenous, and people of color (BIPOC)
- Women
- Veterans
- Accessibility
- Aging out Foster Children

Apprenticeship programs can help employers and organizations attract a new and diverse talent pool.<sup>67</sup>

6 | "Advancing Apprenticeship Opportunities for People with Disabilities." Department of Labor. <https://www.apprenticeship.gov/sites/default/files/dol-industry-factsheet-disabilities-v10.pdf>.

7 | "Growing Equity and Diversity Through Apprenticeship: Business Perspectives." Jobs for the Future. <https://www.jff.org/resources/growing-equity-and-diversity-through-apprenticeship-business-perspectives/>.

# Best Practices

The following sections describe a plethora of best practices for employer collaboration, marketing, and types of programming across the nation.

## Apprenticeship Best Practices

1

Make apprenticeship programs feasible for earning and learning.

For low-income applicants who are interested in an apprenticeship, giving up a job for a considerable amount of time to complete an apprenticeship program is frequently and simply not feasible. Apprenticeship programs should compensate participants for on-the-job training while also covering the costs of their educational component, so that cost is not an impediment to any potential participant.<sup>8</sup> In Hanover, New Hampshire, a multinational advanced manufacturing company called Hypertherm has a two-year apprenticeship program for CNC machine operators.<sup>9</sup>

This was created in collaboration with Vermont Healthcare & Information Technology Education Center (Vermont HITEC). The company pays for the nine weeks of classroom instruction as well as paying the apprentices for their time while in the classroom. According to Hypertherm, paying apprentices for their time spent in class encourages them to remain loyal to the business and shortens and intensifies their training. It even resulted in apprentices outperforming the incumbent workers. This led Hypertherm to broaden the program to retrain its current machinists.<sup>10</sup> The graphic on the following page summarizes earn-and-learning programming.

8 | Goger, Annelies. "Desegregating Work and Learning through 'Earn-and-Learn' Models." *Brookings*, Brookings, 9 Mar. 2022, <https://www.brookings.edu/research/desegregating-work-and-learning/>. The graphic on the next page, "Common forms of earn-and-learn training," comes from this source.

9 | "Hypertherm, Inc." Hypertherm. <https://www.hypertherm.com/en-US/>.

10 | "Best Practices in Apprenticeships." New Jersey Institute for Social Justice, [https://www.njisj.org/best\\_practices\\_in\\_apprenticeships](https://www.njisj.org/best_practices_in_apprenticeships).

## Common forms of earn-and-learn training

### Workforce Innovation and Opportunity Act (WIOA) funded training\*

- ✓ **Registered apprenticeship** - long-term training (two to four years) under the mentorship of a more experienced worker that is formally approved to meet federal or state standards under the National Apprenticeship Act
- ✓ **Customized training** - training designed for new hires on specific employer requirements, often with subsidy from the employer
- ✓ **Incumbent worker training** - training that employers provide to existing workers to keep their skills updated, sometimes with government subsidy or tax incentives
- ✓ **Transitional jobs** - time-limited work experiences that are subsidized for individuals with barriers to employment, such as people with conviction records, to de-risk hiring

### Other common earn-and-learn models (not covered under WIOA)

- ✓ **Cooperatives** - engineering programs typically require students to gain first-hand experience in engineering workplace
- ✓ **Military training** - the U.S. has Training and Education Command units in each branch of the military that provide hands-on training and have centers of excellence, applied universities, and management schools
- ✓ **Practicums, residencies, and fellowships** - health professions such as nurses and medical doctors require learners to complete practical experience hours under the close supervision of a more experienced professional
- ✓ **Internships** - employers in many industries host learners (usually college students) in short term programs of three to six months to gain exposure

\*The Workforce Innovation and Opportunity Act of 2015.

BROOKINGS

2

Give High School students the opportunity to earn credentials.

Young people can gain an advantage in the job market after completing education programs that include the chance to earn a credential that is in demand by industry. There is an increasing need for programs that aim to increase credentialing attainment by identifying credentials that are valuable in the labor market and are genuinely desired by employers, including thorough labor market analyses, reviews of employer hiring models and patterns, consultation with state and local workforce development boards to better understand employer needs, and other real-time labor market analysis.<sup>11</sup>

In fact, many programs have been using the Elementary and Secondary School Emergency Relief (ESSER) Fund, distributed to offset the effects of the COVID-19 pandemic for that purpose. One example is the Council Bluffs (Iowa) Community School District, which is utilizing \$990,000 in ESSER funds to improve its Plus One Pathways initiative, in order to offer students many opportunities to earn a high school diploma and a second credential. Between the ninth and tenth grades, students finish their foundational coursework; an example is mechanics and electrical systems. Students in their last two high school grades complete the first year of a two-year Registered Apprenticeship and gain a postsecondary certificate from Iowa Western Community College. The National Center for Construction Education and Research certifies the students.<sup>12</sup> 73% of the Council Bluffs Community School District's graduates from the Class of 2022 earned both a high school diploma and another credential. Examples of credentials achieved by the Class of 2022 include a Transition Alliance Workplace Credential; TradeWorks Academy NCCER credential; JROTC Leadership Credential; and National Career Readiness Certificate. Many students, 251, achieved a National Career Readiness Certificate.<sup>13</sup>



<sup>11</sup> | "ARP Pathways." *The Secretary of Education*, Strand Street Press, 2022.

<sup>12</sup> | *Ibid.*

<sup>13</sup> | "Council Bluffs Community Schools students rack up more credentials." *The Daily Nonpareil*. [https://nonpareilonline.com/news/education/council-bluffs-community-schools-students-rack-up-more-credentials/article\\_25543470-339c-11ed-b719-b72f6be59320.html](https://nonpareilonline.com/news/education/council-bluffs-community-schools-students-rack-up-more-credentials/article_25543470-339c-11ed-b719-b72f6be59320.html). The "Achieve More" graphic is courtesy of the Council Bluffs Community School District.



3

Wage schedules are important for apprentices to progress and be rewarded for skills.

Registered Apprenticeship programs can encourage apprentices to develop competencies and prepare them for all aspects of an occupation by setting an appropriate wage progression. When hiring new apprentices, program developers can first decide on an entry wage and an ending wage before progressively raising salaries as the apprentices attain the necessary skill benchmarks. Progressive wage increases help to reward and motivate an apprentice as they advance in their training.

An example of a wage schedule for a 4-year time-based program where each period lasts 6 months from the PA career link website is shown below.<sup>14</sup>

Period*	% of Journeyworker Wage	Wage Amount in Dollars	Hours	Competency
1st	50%	\$20.00		Competencies 1-2
2nd	56%	\$22.40		Competencies 3-4
3rd	62%	\$24.80		Competency 5
4th	68%	\$27.20		Competency 6
5th	74%	\$29.60		Competencies 7-8
6th	80%	\$32.00		Competency 9
7th	86%	\$34.40		Competencies 10-11
8th	92%	\$36.80		Competency 12
9th				
10th				
11th				
12th				
13th				
14th				
15th				
16th				
17th				
18th				
19th				
20th				
21st				
22nd				
23rd				
24th				
Journeyworker Entry Wage	100%	\$40.00		

14 | "Registering an Apprenticeship Program in Pennsylvania - A Guide for Employers or Sponsors." PA CareerLink, June 2022. The Wage Schedule is listed in this source.

## Pre-Apprenticeship Best Practices

1

Connecting pre-apprentices with employers early can lead to long-term workforce benefits.

By hiring the pre-apprentice and facilitating on-the-job training, the employer is directly involved in the process and, as a result, makes recommendations for program design. Young adults looking for skilled jobs will especially benefit from this because it directly links them to employment as they complete their training.

An illustration of this would be the Advance Michigan Center for Apprenticeship Innovation (AMCAI), which utilizes the same apprenticeship training program for over forty companies in the automotive and transportation advanced manufacturing fields. The Southeast Michigan Community Alliance and the Workforce Intelligence Network for Southeast Michigan are partners with AMCAI, which is made up of four community colleges and provides education and on-the-job training with businesses. As a result, AMCAI is able to lower the cost of training individuals in advanced manufacturing due to the large number of employers and educational partners; they also provide more resources to apprentices who require extra support or services.<sup>1516</sup>

15 | "Best Practices in Apprenticeships." New Jersey Institute for Social Justice, [https://www.njisj.org/best\\_practices\\_in\\_apprenticeships](https://www.njisj.org/best_practices_in_apprenticeships).

16 | For more information, please see "Apprenticeships" from the Workforce Intelligence Network: <https://winintelligence.org/initiatives/apprenticeships/>.

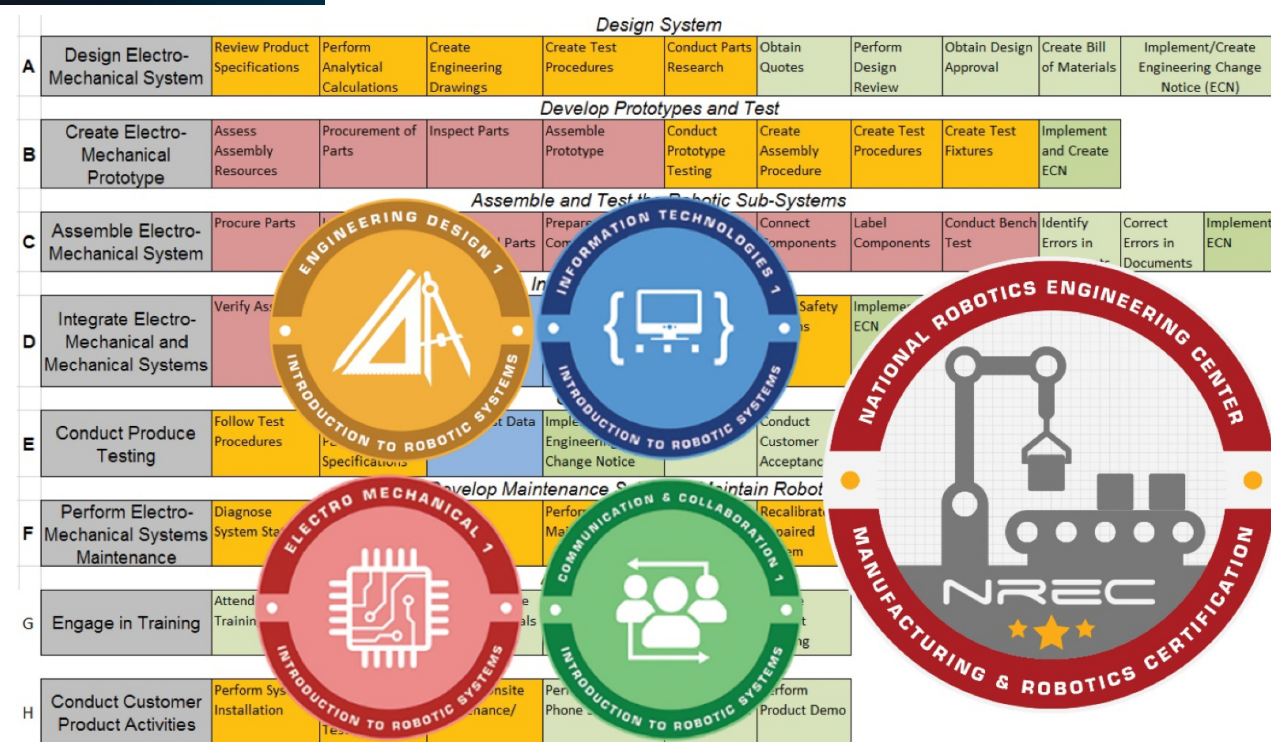


2

Portable Credentialing allows young individuals with multiple avenues for career growth.

Pre-apprenticeship participation should increase rather than restrict a young person's postsecondary options. As a result, the credentials acquired should also be transferable and portable to other pre-apprenticeship programs. A good example of this is a pre-apprenticeship program that was created by Smart Manufacturing and Advanced Robotics Training (SMART), a Pennsylvania-licensed business. Their goal was to create a pipeline of industry-certified workers prepared to enroll in internships, apprenticeship programs, certificate, and associate degree programs, and, in some cases, employment in the robotics industry. In the classroom and robotics labs, SMART sets up succinct, targeted lessons and activities to assist students in finishing particular certification requirements.<sup>17</sup>

A sample of how SMART uses micro-credentials in its pre-apprenticeship program can be seen in the Pathway to Certification graphic below.<sup>18</sup>



17 | "Opportunity Youth Pre-Apprenticeship Framework Component 1: Transparent Entry and Success Requirements: Jobs for the Future (JFF)." Opportunity Youth Pre-Apprenticeship Framework Component 1: Transparent Entry and Success Requirements | Jobs for the Future (JFF), <https://www.jff.org/resources/jffs-framework-high-quality-pre-apprenticeship-program-opportunity-youth/opportunity-youth-pre-apprenticeship-framework-component-3-culmination-in-one-or-more-industry-recognized-credentials/>.

18 | "Micro-Certifications - Carnegie Mellon Robotics Academy - Carnegie Mellon University." Micro-Certifications - Carnegie Mellon Robotics Academy - Carnegie Mellon University, <https://www.cmu.edu/roboticsacademy/Research/SMART/micro-certifications.html>. The Pathway to Certification graphic comes from this source.

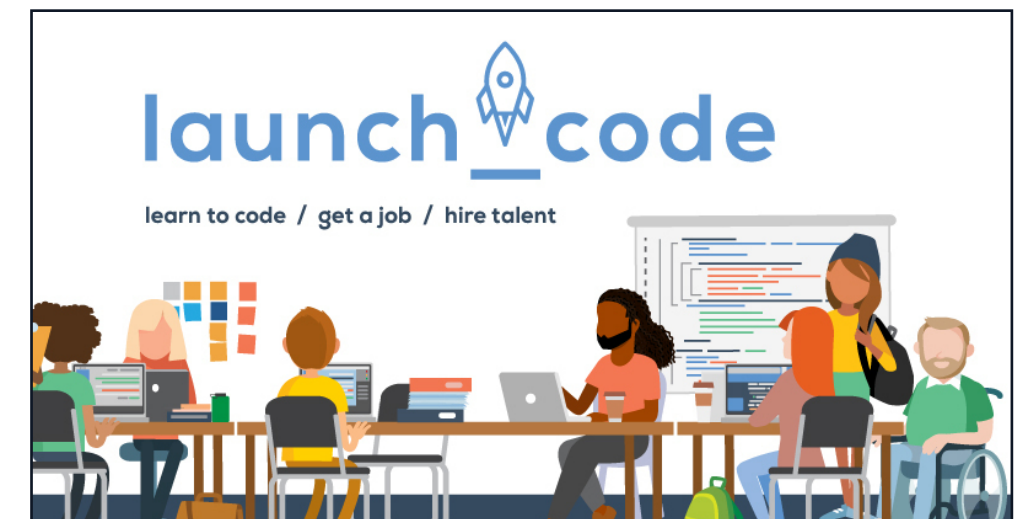
## Industry-Recognized Apprenticeship Best Practices

1

Building the needs of industry can happen beyond only federal funds and programming.

Industry-Recognized Apprenticeship Programs (IRAP) are particularly advantageous when all credentials provided to participants are in line with the needs of employers and the realities of the industry. When IRAP collaborates with employers and credential providers to make sure that their training curricula adequately prepares apprentices with credential attainment and to address barriers that might be encountered by participants, they strengthen the workforce.

LaunchCode, a national apprenticeship program for computer programmers, is a good example of an IRAP that emphasizes in-demand skills.<sup>19</sup> Before being placed with an employer, apprentices receive a 20-week training from LaunchCode. Employers pay for the apprentices' wages and on-the-job training, and LaunchCode receives a set fee if the apprentice becomes a permanent employee. With this model, technology companies can receive industry-recognized training and screening. Ninety percent of their apprentices have so far placed with businesses of multiple sizes in ten states as have full-time workers. Launchcode is funded by public and private grants, donations, and other sources.<sup>20 21</sup>



19 | "LaunchCode." LaunchCode. <https://www.launchcode.org/>. The LaunchCode image is derived from the website.

20 | "Best Practices in Apprenticeships." New Jersey Institute for Social Justice, [https://www.njisj.org/best\\_practices\\_in\\_apprenticeships](https://www.njisj.org/best_practices_in_apprenticeships).

21 | "LaunchCode Creates Economic Opportunity by Adding New Talent to Tech Ecosystems across the Nation." Innovations Of The World, 8 Sept. 2022, <https://innovationsoftheworld.com/>.



Miscellaneous Best Practices

1

Technology Pre-Apprenticeships are in-demand and expanding.

One of the most important segments of the global economy continues to be the technology sector. Since technology affects every business and every industry vertical, it should come as no surprise that there are countless more apprenticeships and pre-apprenticeship opportunities commencing throughout the United States. In 2018, JEVS Human Services received funding from Philadelphia Works, Philadelphia’s Workforce Development Board, totaling about \$300,000 to support the start-up of new IT programs serving youth and young adults between the ages of 16 and 24.<sup>22</sup>

As a result, an Information Technology Pre-Apprenticeship was introduced. Young adults in Philadelphia between the ages of 18 and 24 who are interested in the fields of IT and office technology can enroll in the 21-week IT Pre-Apprenticeship program. Graduates of the IT Generalist Apprenticeship are able to find employment in the IT industry as well as positions in the public sector, nonprofit organizations, and educational settings. Completers of the program have gone on to become Help Desk Technicians and PC Customer Support Specialists, among other positions.<sup>23</sup>



JEVS IT-Pre Apprenticeship

OPEN HOUSE EVERY  
MONDAY & WEDNESDAY  
IN DECEMBER!  
9 a.m. to 12 p.m.  
2770 Red Lion Road,  
Philadelphia, PA 19114

JEVS Project WOW



22 | “Project WOW PMR & IT Pre-Apprenticeship Open House.” JEVS Human Services. “<https://www.jevshumanservices.org/event/project-wow-pmr-it-pre-apprenticeship-open-house/2021-11-01/>. The graphic is derived from this source.  
23 | “It Pre-Apprenticeship.” JEVS Human Services, 19 May 2021, <https://www.jevshumanservices.org/program/it-pre-apprenticeship/>.



2

State funding can fulfill new programming for targeted industries.

The demand for certified medical assistants is still very high as a result of the pandemic-related turnover and burnout in the medical industry. In fact, they are considered to be one of Pennsylvania’s “High Priority Occupations” for 2021. A two-year grant from the Pennsylvania Department of Labor and Industry was recently given to Drexel University to launch a program called Registered Apprenticeships for Middle-Skill Professionals (RAMP). The PA SMART Grant will fund two brand-new career programs at Drexel University, a college in Philadelphia, and one program is the Certified Medical Assistant apprenticeship. The grant will support the continued operation of the Certified Medical Assistant at Drexel, which prepares students for well-paying positions with potential for career advancement. The two-year grant will allow 24 new professionals to start or finish an apprenticeship at the university and earn Drexel credits that can be used toward a bachelor’s degree.<sup>2425</sup>

24 | “Pa Smart Grant Awarded to Drexel for Registered Apprenticeship Program Development.” Drexel Home, 12 Sept. 2022, <https://drexel.edu/news/archive/2022/September/PA-Smart-Grant-for-registered-apprenticeship-program-dev>.  
25 | Williams, Diane Duke. “Medical Assistant Apprenticeship Program Recognized by U.S. Department of Labor.” Washington University School of Medicine in St. Louis, 3 Nov. 2022, <https://medicine.wustl.edu/news/medical-assistant-apprenticeship-program-recognized-by-u-s-department-of-labor/>. The image is derived from this source.

# Marketing Collateral Best Practices

Partners of Registered Apprenticeship and Pre-Apprenticeship Programs can ensure that they are utilizing all available talent by increasing their efforts to recruit diverse candidates. Diverse outreach and recruitment would ensure that all applicants receive equal opportunity to become apprentices including minorities, people with disabilities, and women. Here are a few recruitments best practices that have yielded substantial results:

1

Managed by Philadelphia Works, Inc., the city's workforce development board, all businesses in Philadelphia have access to resources for hiring, retraining, and reskilling a skilled workforce. The PA Apprenticeship and Training Office, a division of PA CareerLink, offers support for the Registered Apprenticeship Navigator program in addition to regularly delivering Apprenticeship 101 webinars and providing additional resources to workforce staff. They offer free job postings, pre-screening, workshops, aptitude and academic assessments as well as candidate search services.<sup>26</sup> The free services offered by PA Careerlink are used by about 1350 companies annually to find top talent.<sup>27</sup>

2

The use of appealing messaging, engaging activities, and a clear explanation of what is expected of apprentices and what they will receive from apprenticeship programs are just a few fundamental strategies for enlisting the right partners that can assist in attracting talent. Coordination between employers, workforce boards, community foundations, community colleges, and chambers of commerce makes it simpler to prepare the apprentices for their success in these programs. For instance, with the help of \$150,000 in funding from the Harry and Jeannette Weinberg Foundation, the Central Six Development Council in central Alabama established the first officially recognized consortium-style software development apprenticeship program in the state. This was accomplished with the assistance of Innovate Birmingham, which is a partnership in and of itself, community colleges, businesses, the K-12 system, and organizations involved in the federally funded workforce system.<sup>28</sup>

26 | Commonwealth of Pennsylvania. PA CareerLink® | Registered Apprenticeship | I Am a Workforce Professional, <https://www.pacareerlink.pa.gov/jponline/Apprenticeships/WorkforceProfessional>.  
27 | "Business Services." PA CareerLink® Philadelphia, 29 Aug. 2022, <https://pacareerlinkphl.org/business-services/>.  
28 | "Best Practices: Central Six Alabamaworks! Launches It Apprenticeship Program with Major National Grant." Birmingham Business Alliance, Birmingham Business Alliance, 23 May 2019, <https://www.birminghambusinessalliance.com/regional-news-1/centralsixitapprenticeship>.

# Action Planning & Implementation

The Apprenticeship Steering Committee convened in-person in Little Rock, Arkansas in November 2022. At the end of the session, Apprenticeship Steering Committee members brainstormed ideas for implementing apprenticeship and actionable goals. Ideas spanned various topics such as work with employers, K-12 collaboration, marketing strategizing, and more. A full list of action planning ideas can be found in the Appendix.



The Apprenticeship Steering Committee did begin plotting out some potential goals.  
The goals are the following:

Goal  
1

Create an advisory committee or taskforce of employers to engage them by county and by sector.

✓

CHAMPIONS:

- Helena Regional Medical Center
- Jefferson Comprehensive Care
- Tyson
- Doughboy Recreational
- EnviroTech Chemical Services, Inc.
- Helena Harbor Freight
- Standard Industrial
- Norac Additives, LLC.

✓

RELATED ITEMS

- Collaborative leads will take on this role
- Involves site visits such as to Northwest Arkansas companies
- Consider Career Street example

Goal  
2

Amplify the Office of Skills Development’s material and resources at the local/micro level

✓

CHAMPIONS:

- Various Stakeholders

✓

RELATED ITEMS

- Stakeholder engagement
- Explore OSD funding such as for Registered Apprenticeship

Goal  
3

Work together with Education & Training for better engagement

✓

CHAMPIONS:

- K-12 educators
- Community colleges
- CTE schools


✓

RELATED ITEMS

- Direct technical skill-training
- Career-readiness and exploration

The Apprenticeship Steering Committee representatives will continue to work towards Apprenticeship goals in the Arkansas Delta.

## Contact Information



THOMAS P. MILLER & ASSOCIATES  
<https://www.tpma-inc.com/>

RURAL LISC

<https://www.lisc.org/rural/>

Local Contact:

30

31

# Appendix

## State Resources

### Office of Skills Development (OSD)

<https://arkansasosd.com/>

- Cody Waits, Director  
Cody.Waits@arkansas.gov
- Mark McManus, Apprenticeship Expansion Coordinator;  
Mark.McManus@arkansas.gov

### Arkansas Division of Workforce Services (ADWS)

<https://dws.arkansas.gov/>

- Arkansas Consumer Report System  
<https://www.workforce.arkansas.gov/acrs/>
- Arkansas Department of Education, Division of Career & Technical Education  
<https://dcte.ade.arkansas.gov/>
- Mississippi Department of Employment Security  
<https://mdes.ms.gov/>
- Mississippi Apprenticeship Program  
<https://msapprenticeship.works/>

# Action Planning Ideas

1. Employer-related

  - Amplifying employer champions and do employer trainings
  - Engage industry advisory councils
  - Taskforce of employers and identify common tasks—invite K-12 and community colleges to participate
2. Marketing

  - Guerilla marketing while recruiting
  - Marketing assistance to get employer buy-in from local employers and citizens
  - Market program to schools, industries, and economic development
3. Local/Community Collaboration

  - Work with local groups such as food pantries, workforce boards, Boys & Girls Clubs
  - Community collaborative with community goals
4. Secondary Education Connections

  - Improved partnership connection to high school (CTE programs); supply-side
  - Partner with secondary center Director
5. Pre-apprenticeship needs to go into the secondary education system (AR adopting the Ford Foundation Model)
6. Apprenticeship opportunity fair at high schools and community colleges
7. Target specific industry partners
8. Apprenticeship 101 education for community colleges
9. Work with healthcare and manufacturing employers coupled with community college partnerships
10. Build sector strategy within Delta Region underlined by creating industry clusters in rural Arkansas and Mississippi
11. Increased Work-based learning activities by the local boards
12. Education for training providers- assist them with employer outreach
13. A Demand-side: Look for opportunities to create more employer demand (education awareness); cultivate employer champions
14. Visit industry and present “solution” to their already identified workforce need. Then, go to community college and WIN job center to seek candidates
15. Dedicated funding stream for RTI.
16. State strategy championed by state leadership.

## Attachment B:

### RELATED INSTRUCTION:

#### CERTIFIED MACHINIST APPRENTICESHIP

Required Courses	Related Competencies	Hours	Instruction Type*
Math I	Basic Applied Math	40	Classroom
Math II	Algebra	40	Classroom
Math III	Trigonometry / Geometry	40	Classroom
Computer Basics	Word processing, spreadsheets, etc.	40	Classroom/Lab
Shop Theory	Shop Theory 1-3 Blueprint Reading Problem Solving / Trouble Shooting Metallurgy Job Planning	140 80 40	Classroom
OSHA 10	Safety	10	Classroom/Shop
Machine Shop I	Drilling Operations Turning Operations: Turning Between Centers Level 1 Turning Operations: Turning Between Centers Level 2 Turning Operations: Chucking Level 1 Turning Operations: Chucking Level 2 Milling: Square Up a Block Manual Milling: Vertical and Horizontal Level 1 Manual Milling: Vertical and Horizontal Level 2	60	Shop
Machine Shop II	CNC Programming – Milling and CNC Programming – Turning CNC: Write a Simple CNC Milling and CNC Turning Program and Review Tool Path CNC: Operate a CNC Milling Machine and Operate a CNC Lathe	60 100	Shop

\*With the competency-based model, the sponsor shall define the term by minimum (144 hours) and maximum (650 hours) periods allowed for participation in the overall occupation course, that ensure adequate time to obtain the occupational competencies identified in the work process schedule and the RI outline.

