



FACTE Apprenticeship Bootcamp Building, Launching & Sustaining Your Program

FACTE Conference – Precon Session
July 18, 2022



Agenda

- **Welcome, Introductions**
- **Module 1:** Getting Started
- **Module 2:** Developing Your Program
- ***Break***
- **Module 3:** Launching Your Program
- **Module 4:** Sustaining Your Program



RA TA Center of Excellence

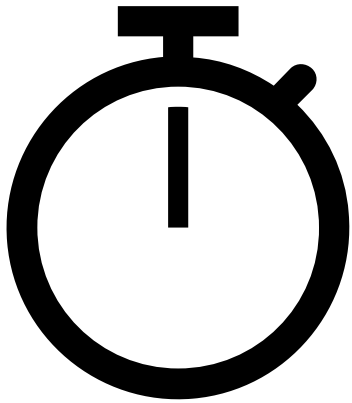
- Cooperative DOL Grant awarded to Safal Partners in July 2021
- Focus: **Building sustainable partnerships to support system alignment** of the national workforce and education systems to accelerate Registered Apprenticeship adoption.
- Three primary tasks:
 - **Providing TA on a National Scope**
 - **Engaging Key Stakeholders**
 - **Coordinating with Federal and State Investments**





Center's Work Will Include. . .

- ✓ Facilitating **partnership building** and connectivity across workforce systems
- ✓ Supporting **new RA Program (RAP) development**
- ✓ Creating **pipelines** (i.e., pre-apprenticeship models, career pathways)
- ✓ **Providing TA** on RAP models, WIOA co-enrollment
- ✓ Accelerating **integrated service delivery**
- ✓ **Informing new policies and programs** to support RAP integration



Module 1: Getting Started

- Intro to RA
- Knowing Your Labor Market
- Identifying Early Partners
- Determining Your Center's Role in RA

What is Registered Apprenticeship?

- An industry-driven, high-quality, “earn and learn” model for adults, current workers, and in-school and out-of-school youth between the ages of 16 - 24
- Bridges the classroom and workplace
- Enables employers to engage earlier with students to prepare them for full time work
- Provides students with mentor-led, paid work-based learning resulting in a portable, national credential





Employer
Involvement



Structured
On-the-Job
Learning



Related
Instruction



Rewards for
Skill Gains



National
Occupational
Credential

5 Core Components

Industries for RA



Healthcare



Cybersecurity



Information
Technology



Biotechnology



Transportation



Construction



Financial
Services



Advanced
Manufacturing



Hospitality



Engineering



Energy



Telecommunications

There are apprenticeship programs in [all 16 Career Clusters in the National Career Clusters Framework®](#).



For Youth Programs: Sample H.S. Program Timeline

YEAR 1

YEAR 2

YEAR 3



AT HIGH SCHOOL

Core academic courses at school (e.g., math), some community college coursework

~3
days a week

~2
days a week

NA



ON-THE-JOB

On-the-job training, in form of occupation, rotation or projects

12 - 16
hours a week

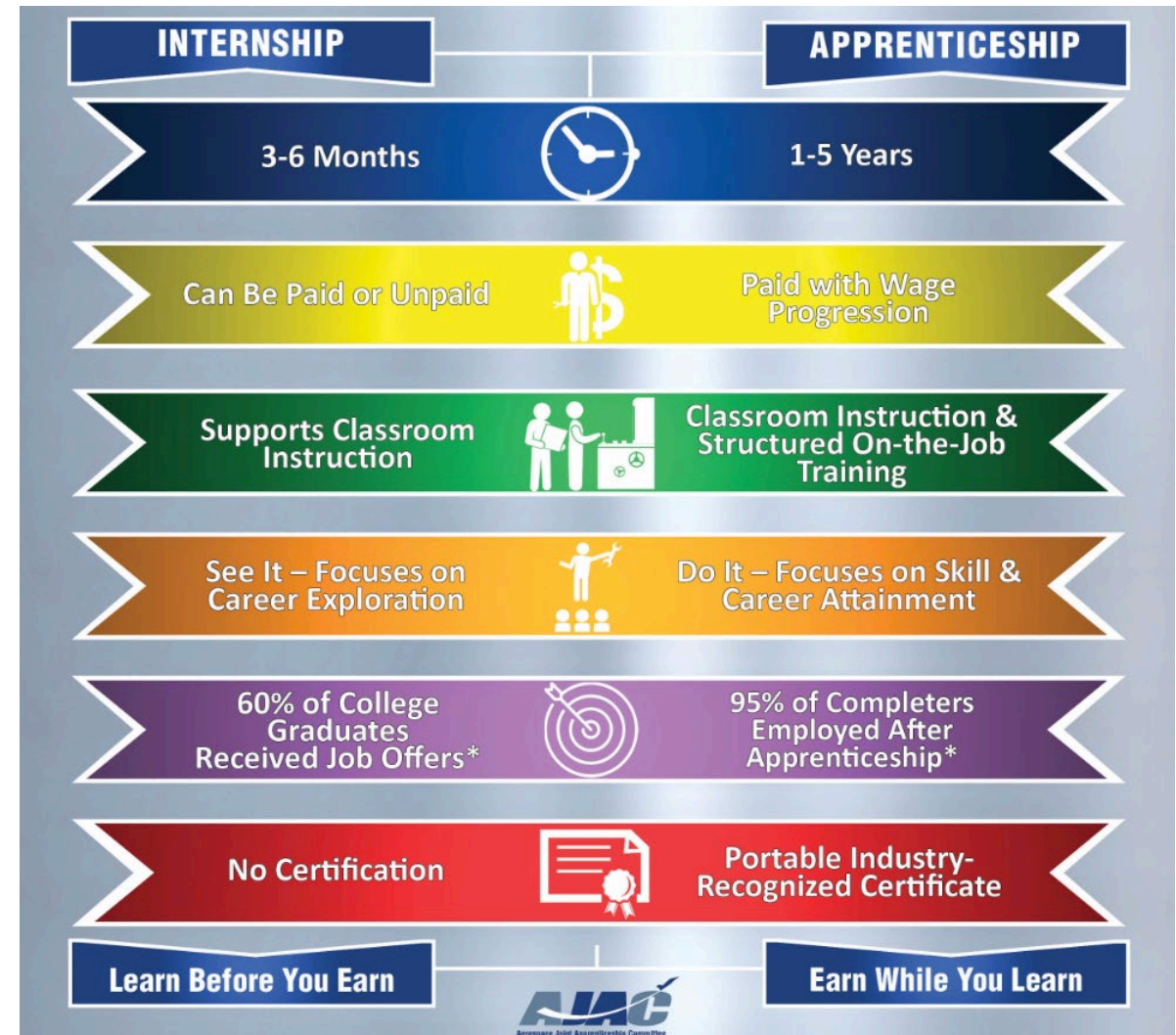
20 - 24
hours a week

32-40
hours a week

Apprenticeship & Internships

Apprentices are preferred FTE hires.

- **92% of apprentices** are retained by organizations as FTEs following program completion compared to...
- **only 55.5% of interns and 36.5% of co-op participants.**



Why Now?



- Increased need for work-ready employees in tight job market
- Employers need structured plan to more quickly shrink skills gaps
- Provides employers with important tool – by creating access to broader sources of talent
- For youth: student and parent concerns around student loan debt (apprenticeship as the “debt free” college alternative)



Apprenticeship is Employer Driven!

Step 1: Get to Know Your Labor Market

- **Identifying occupational need**
 - what occupations are in high demand by local employers?
 - which occupations take the longest for local employers to fill after posting an opening?
 - which roles are employers struggling with high turnover?
- **Potential sources of labor market information (LMI)**
 - Survey your Advisory Council and discuss in council meetings
 - State or local economic development agency
 - Local Career Source Florida workforce board
 - State Department of Labor
 - Local Chambers of Commerce
 - State or local industry associations

Apprenticeship Needs System Support!

Step 2: Build Your Internal Champions

Identify key internal stakeholders who will be in decision-making and future implementation roles. Potential team members could include:

- School/center administrator
- Instructors for in-demand occupational programs
- Counselors
- School superintendent



Apprenticeship Needs a Network!

Step 3: Identify External Partners


External partners who will play a key role in one or more core RA components should be identified and approached early. These partners will be critical to your eventual FL DOE-required Apprenticeship Committee and may be representatives from:

- CTE Advisory Committee
- Industry employing in-demand occupations who don't current sit on Committee
- Local Chamber of Commerce and/or key local or regional trade association leadership
- Local workforce board
- Community college partner(s)
- Local Economic Development Board



Understand Potential RA Roles

- **RI Provider** – An entity delivering relevant, occupationally specific, educational content as determined by the Sponsor/Employer & Registration Agency
- **RAP Sponsor** - Any person, association, committee, or organization that operates an apprenticeship program and whose name is registered
- **Pre-Apprenticeship Program Sponsor** – An entity capable of delivering a program or service preparing individuals to enter and succeed in a Registered Apprenticeship program
- **Employer/Employer of Record** – Any person or organization employing an apprentice whether or not they are party to an Apprenticeship Agreement with the apprentice
- **Intermediary** - A link between employers and other industry partners and the USDOL Office of Apprenticeship accelerating apprenticeship program development



**What is your organization
doing?**



Module 2: Developing a Program

- Formalizing a Team
- Selecting Occupations
- Talking with Employers
- Working with FL DOE ATR
- Identifying Potential Barriers
- Why Articulation?
- Planning to Support Employers

Formalizing a Team

- Will be either a formal part of an Apprenticeship Committee or help sustain program operations
- Key internal and external members (from Module 1)
- Define roles
- Identify primary point person to interact with FLDOE ATR



Selecting Occupation(s)

- **Review LMI (w/CareerSource Board)**
- **Review list of potential interested employers**
- **Identify Occupation(s)**
 - Call ATR/check Apprenticeship.gov to [find relevant, approved apprenticeable occupation](#) (Educators > Occupation Finder)
- **Map to your programming**
 - For which in-demand occupations does your Center offer programs?



Have Honest Employer Discussions

If you are a school or third-party RA program sponsor, you will need to have participating employers who will provide the mentored, paid OJL. In particular, schools, CTE Centers and colleges **need to hear from employers about:**

- Quality of your programming
- Integration of required foundational knowledge and skills into programming (i.e. OSHA safety training, math skills, etc.)
- Questions re: liability insurance
- Job-readiness of apprentice candidates (i.e. coaching in workplace behavior, expected pace of OJL)
- Their actual interest in hiring apprentices

A man and a woman are sitting at a desk in an office, smiling and looking at a laptop. The man is wearing a grey blazer and the woman is wearing a striped shirt. A coffee cup and a smartphone are on the desk. The background shows a window with a grid pattern.

How do we **build**?



FL DOE Program Process

Program sponsors work with their local ATR to complete:

- 2-page questionnaire
- Occupation appendix
- Sample standards package

Find your ATR

here: <https://web02.fl DOE.org/Apprenticeship/search.aspx>

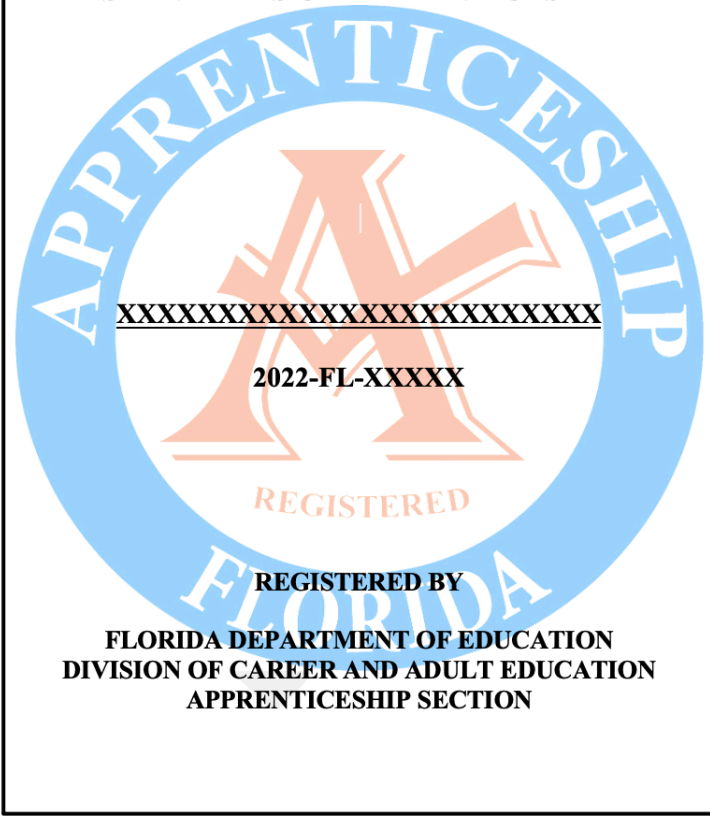
RAPIDS OCCUPATION INFORMATION SHEET

The information listed below is required for registering an occupation in RAPIDS (Registered Apprenticeship Program Information Data System). Please submit this form with all new or revised program standards. Please complete each field; this information is required for each occupation to be registered in a new program, or added to an existing program.

OCCUPATION						
Program Name:						
Program Number:						
Occupation Type: <input type="checkbox"/> Time-Based <input type="checkbox"/> Competency-Based <input type="checkbox"/> Hybrid <input type="checkbox"/> *Career Lattice						
RAPIDS Code: [O*Net Code:]						
Occupation:						
Occupation Title:						
Minimum Term Length (in hours):			Maximum Term Length (in hours):			
Probation Length:			Journeyworker Wage:			
Units for Journeyworker: <input type="checkbox"/> Hourly <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Annually						
Hours of RTI Training:			RTI Length Type: <input type="checkbox"/> Annually <input type="checkbox"/> Total			
Written STA Assignment: <input type="checkbox"/> Yes <input type="checkbox"/> No Are Wages Paid During Training: <input type="checkbox"/> Yes <input type="checkbox"/> No						
Hours RTI Provided: <input type="checkbox"/> During Work Hours <input type="checkbox"/> Not During Work Hours <input type="checkbox"/> Both During & Not During						
Number of Journeyworkers Employed: Female: Minority: Youth: Journeyworkers:						
* Career Lattice can only be associated with Competency-Based or Hybrid Occupation Types						
WAGE SCHEDULE						
Wage Name: Journeyworker Wage:						
Units for Journeyworker: <input type="checkbox"/> Hourly <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Annually						
Units for Each Period: <input type="checkbox"/> Hours <input type="checkbox"/> Weeks <input type="checkbox"/> Months <input type="checkbox"/> Quarter <input type="checkbox"/> Year						
Units for Wages: <input type="checkbox"/> Hourly <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Annually						
Start Wage: <input type="checkbox"/> Start Wage is the First Period						
End Wage: <input type="checkbox"/> End Wage is the Journeyworker Wage						
Number of Levels: Wage Schedule Display: <input type="checkbox"/> Percent Only <input type="checkbox"/> Dollar Only <input type="checkbox"/> Both Percent & Dollar						
Period	%	Duration (min)	Duration (max)	Number of Competencies	Wage (Hourly)	Description
**Add rows above "End Wage" row for additional "Periods"						
RTI PROVIDER INFORMATION						
Provider Name:						
Provider Address:						
State: Zip Code: Website (URL): City:						
Instruction Method: <input type="checkbox"/> Classroom <input type="checkbox"/> Correspondence/Shop <input type="checkbox"/> Web-Based Learning						
Provider Type: <input type="checkbox"/> Sponsor <input type="checkbox"/> Community College/Tech School <input type="checkbox"/> Vocational School <input type="checkbox"/> *Other						
If "Other" is selected, provide additional information below						
RTI Provider Contact: First Name: Last Name:						
Telephone: E-Mail:						
Copy this section if more than one RTI Provider is used for the Occupation						

DCAE Form APPR-IWD-100A (Revised 1/20)

STANDARDS OF APPRENTICESHIP



Standards Development

Core Components

- OJL Length & Format
- RI Method (Virtual, In-Person, Hybrid)
- Probationary Period
- Ratio (Apprentices : Mentors)
- Minimum Qualifications & Selection Procedures
- OJL Outline
- Wage Schedule
- Participating Employers
- Committee Membership



Selection Procedures/ Process

- Will be developed [with your FLDOE ATR](#) and incorporate feedback from employer/industry reps on your apprenticeship team.
- **For school/CTE Center/college sponsored programs, minimum qualifications may include:**
 - A formal application
 - Recommendations (from school instructor/counselor; former employer; coach or community member)
 - Parent/guardian permission (for H.S. students)
 - Student interview
 - Required attendance at prospective apprentice & family night (for H.S. students)



Identifying Potential Barriers

School/CTE Center/College programs focused on youth apprenticeship may need to anticipate and address these unique potential barriers for apprentices:

- **Transportation**

- Driver's license?
- Personal car or way of getting to work?

- **Tools, Equipment**

- **RI Support**

- Tutoring
- Time management/workplace readiness skill-building

Potential Solutions:

- CareerSource Board – WIOA supportive services
- CareerSource Board – non-WIOA based external funding support
- Employer donations
- Community organizational support



College Pathway Partner

High schools/CTE programs should typically have community/technical college partners which:

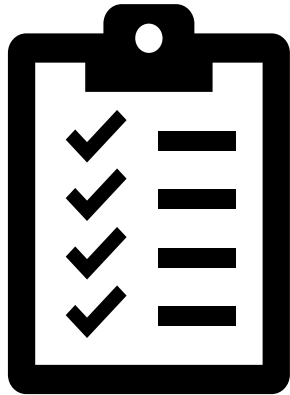
- provide dual credit for RI courses apprentice completes
- opportunity to apply credit to academic certificate or degree
- creates seamless transition to college for ongoing RI after student graduates (and needs to complete OJL)
- method for transferring students' program registration (if CTE-sponsored) to college following graduation to ensure program completion & DOL credential attainment



Planning to Support Employers

Employers will not only provide paid OJL for school/CTE Center/college-sponsored RAP participants but can be your program's biggest cheerleader! Create a structured plan to support them that outlines:

- the primary POC for the program
- assistance your school will provide in setting up and administering the program such as:
 - pre-screening applicants
 - helping students apply for program
 - providing recruiting events
 - registering apprentices
 - providing mentor training
 - providing ongoing supportive services for apprentices
 - scheduling work release time for apprentices



Module 3: Launching Your Program

- Branding Your Program
- What's Your Message?
- Marketing Your Program
- Launch Day!
- Registering Apprentices and Record Keeping

Branding Your Program

Branding your program helps with marketing to all stakeholder groups. It should include...

- Logo
- Tagline
- Mission statement

Branding can be used on:

- Website, social media accounts
- Flyers/promotional material
- Window/car decals
- T-shirts, hats
- Certificates – for apprentices and employers
- Cords for graduation (school-sponsored programs)



Branding Examples



Earn real experience and a paycheck before graduating from high school.

A group of diverse young adults are sitting in a circle in a bright, modern room with large windows. They are all smiling and appear to be engaged in a positive conversation. The text "What is our message?" is overlaid on the image, with "What is our" in white and "message?" in blue.

What is our message?



Messaging for Students

Schools/CTE Centers/Colleges sponsoring a program aimed at registering students as apprentices need to communicate the value of their programs. Apprenticeship provides students with:

- Paid work experience – avg. starting wage \$15/hour
- Mentorship from an experienced professional in their chosen field
- Opportunity to develop a professional network
- Opportunity to earn dual college credit for related instruction at no cost and potential no-cost academic certificate or degree
- Easier transition from full-time school to full-time work
- Opportunity to earn national, portable credential & additional industry-valued credentials/certifications
- Higher overall lifetime earnings potential (\$300,000 more than non-apprentices)

<https://apprenticeflorida.com/apprentices/>



Messaging for Employers

Schools/CTE Centers/Colleges need to market their programs to secure participating employers who will provide the paid OJL. Employers have proven benefits from participating in apprenticeship including:

- Positive ROI (\$1.47 for every \$1 invested)
- Lowering turnover and costs associated with "churn"
- A more varied talent pool – with a structured training plan in place from day one they don't need to rely exclusively on real-world/relevant work experience, degrees or credentials
- Method for transferring knowledge from older/nearing retirement workers to younger/newer employees
- Building a reputation as a local employer of choice

<https://apprenticeflorida.com/employers/>



Marketing Materials

Key initial marketing material for school/CTE Center/college RAPs should include:

- Page on your school's website and/or "microsite"
- Overall program brochure
- One-pagers for key audiences
 - Employers
 - Students
 - Parents (for high schools)
- FAQs
- Slide deck explaining program to internal stakeholders
- Slide deck explaining program to external partners
- Providing material for your participating employers' websites

Occupational One-Pagers

Welding



**FOUR RIVERS
CAREER CENTER**

1978 Image Drive
Washington, MD 20790
636-231-2100
www.fourriverscc.org

The Welding program is a two year program where students are trained in a variety of types of welds in multiple positions as well as blueprint reading, layout and fit-up. The program is open to high school juniors and seniors as well as post-secondary students.



TWO YEAR PROGRAM

- Monday – Friday Classes
- Morning or Afternoon
- 3 Credit Hour Sessions
- Class follows School District of Washington academic calendar

ADMISSION REQUIREMENTS FOR HIGH SCHOOL STUDENTS

- Apply with Guidance Counselor at home high school
- Sending schools Guidance Office personnel will conduct the selection process for their high school
- Students selected to attend Four Rivers Career Center must complete the FRCC application and return to their high school Guidance Office or FRCC Admissions Office
- Students will be notified by their home high school about their acceptance to Four Rivers Career Center

**ADMISSION REQUIREMENTS FOR
EAST CENTRAL COLLEGE (ECC) POST-SECONDARY STUDENTS**

- Complete ECC Application and Admissions Process
- Complete Financial Aid and Tuition Payment Process with ECC
- Submit completed FRCC Application to FRCC Office
- FRCC Placement Office will notify applicants about their acceptance to Four Rivers Career Center

PROGRAM INFORMATION

- High school students earn 3 Practical Arts credits and .5 English and .5 Math credits each year
- Eligible students can earn Dual Credit at ECC with payment of tuition
- Students can earn industry certifications from American Welding Society (AWS)
- Students participate in SkillsUSA, CTSO (Career and Technical Student Organization)
- Students can earn an industry recognized ACT WorkKeys credential
- Program qualifies through the Department of Labor Registered Apprenticeship Program



Welding

CURRICULUM

	Lecture Hours	Shop/Lab Hours
Acetylene Cutting	5	20
Plasma Cutting	5	20
SMAW (Stick) Welding	20	85
SMAW (Stick) Plate Welding	20	85
SMAW (Stick) Pipe Welding	20	85
GMAW (MIG) Welding	20	85
GTAW (TIG) Welding	20	85
GTAW (TIG) Plate Welding	20	85
GTAW (TIG) Pipe Welding	20	85
Blueprint Reading	30	
Flux Cored Arc Welding (FCAW)	5	20
Welding Capstone Project	5	40
TOTAL HOURS	190	695
TOTAL PROGRAM HOURS		885

AREAS OF TRAINING



- OXY Fuel (Cutting)
- SMAW—Stick Welding
- GMAW—MIG Welding
- GTAW—TIG Welding
- FCAW—Flux Cored Arc Welding
- PAC—Plasma Arc Cutting
- Blueprint Reading
- Welding Fabrication
- Plasma Cam Programming

CAREER SERVICES TRAINING

- Resume writing
- Interview skills
- Work Keys Testing
- Job Placement Services
- Job Shadowing
- Internships
- Pre-Apprenticeships
- Department of Labor Registered Apprenticeship

EMPLOYMENT OPPORTUNITIES

- Production Welder
- Maintenance and Repair
- Steam Fitter
- Welding Fabricator
- Iron Worker
- Electrical Welder
- Pressure Vessel Welder
- Tool & Die Welder












Four Rivers Career Center is accredited by the Commission of the Council on Occupational Education effective June 10, 2016.

**FOUR RIVERS
CAREER CENTER**

Updated October 2020

Social Media

To reach....	Use...
Employers	 
Parents	 
Apprentices	   

Recruiting Tactics

School/CTE Center/College-based RAPs can give key stakeholders a chance to connect through:

- Lunch and learns
- Employer showcase/apprentice career fair
- Onsite tours
- Inviting former apprentices come speak to classes
- Family apprentice information night (for high schools)



Launch Day!

To formally launch an RA program:

- Issue a press release – include quotes from local officials, school system leadership, etc.
- Have a signing ceremony – like college athlete signing day, with employers on hand (apprentices with corporate “swag”)
- Roll out a social media campaign
- Host an Apprenticeship Program Open House – for employers, apprentices & families, local officials, etc.



Signing Day Ceremonies



Youth Apprentice Daniel Bejarano at the Springdale High School Apprenticeship Signing Day. Daniel, who worked as a youth apprentice with our industrial team for a year, joined the Nabholz team full time after he graduated in May 2021.



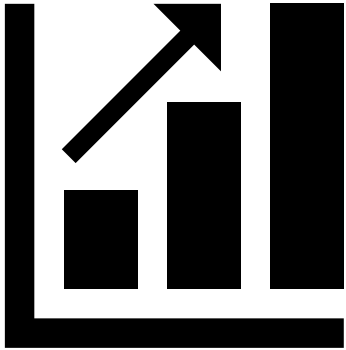
Signing Employers, Registering Apprentices

Your ATR will:

- Provide you the Appendix for employers to sign to participate
- Set you up in RAPIDS
- Answer any questions

Your program coordinator will need to:

- Enter employers, register apprentices into RAPIDS
- Have record-keeping system for employer documentation, selection procedures (as listed in Standards)



Module 4: Sustaining Your Program

- Strengthening Your Team
- Staying Top of Mind
- Expanding Your Program
- Reviewing Data
- Building a Pipeline
- Finding and Braiding Funding



Strengthening Your Team

- Meet regularly as an Apprenticeship Team
 - Set schedule, provide team purpose, goals and structure
 - Outline roles of existing members and potential partners needed
 - Create shared online drive (i.e. Google Drive) where members can access docs, materials, meeting minutes, etc.
- Consider adding workgroups, sub-committees for key growth topics (i.e. curriculum review, credential alignment/integration, pre-apprenticeship)



Staying Top of Mind

Continually keep your program in front of potential partners and stakeholders with:

- Announcements about new programs, new participating employers
- Annual "Outstanding High School Apprentice" Award
- Annual "Outstanding Registered Apprenticeship Program Partner" Award
- Annual Program Completion Ceremony
- National Apprenticeship Week events

Building Out Marketing Material

- Short apprentice success stories
- Short videos – of apprentices/employers discussing the program



Recognition Programs





Expanding a Program

- Adding Employers
- Adding Occupations
 - Changing LMI
- Adding Partners
 - To expand benefits - i.e. college credit through articulation agreements with new college partners
 - To expand student supports i.e. CareerSource Florida board ([Local CareerSource Florida Board](#)) (WIOA and non-WIOA supported services, funding)



Reviewing Data

- **Implement employer surveys to...**
 - Determine overall program satisfaction level and projected hires
 - Identify opportunities for needed TA/support
 - Learn areas to modify existing programming
- **Review apprentice application trends to...**
 - See which populations aren't well-represented
 - Confirm high vs. low-demand programs
- **Assess program completion data to...**
 - Identify populations not represented
 - Identify areas for potential needed supports
 - Approach existing/potential partners to assist (i.e. mentoring, tutoring, transportation)



Funding Streams

State Funding

- State Vo-Tech Funding
- FLDOE Grants – Pathways to Career Opportunities Grant (PCOG), State Expansion Grants
- Perkins Funding
- [Local CareerSource Florida Board](#)
 - WIOA funding: ITAs to help fund training costs; OJT contracts with employers to assist with wages; Supportive Services (transportation, childcare, tools)
 - Non-WIOA funding: special grant programs

Federal Funding

- [DOL Investments](#) (Apprenticeship.gov)
 - National Industry Intermediary Contracts
 - Youth Apprenticeship Intermediaries, Readiness Grants;
 - H-1B Grants

Federal Funding

- Employer contributions
- Private foundations



Braiding Funding

- Prioritize needs
- Note "last dollar" sources
- Start with existing funding sources
- For each stream...
 - Note prohibitions on funding
 - Note reporting requirements
 - Identify required documentation (from you and partners)
 - Create reporting tools, schedule



Building a Pipeline

Pre-Apprenticeship

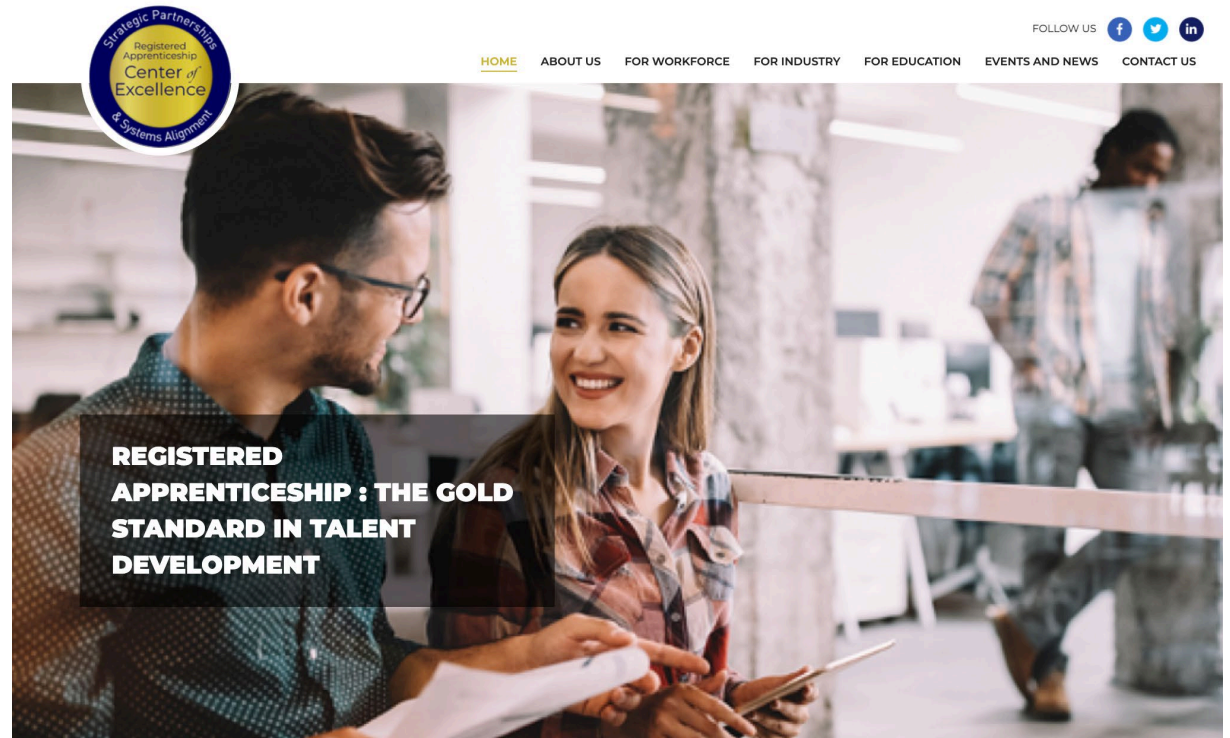
- Increases student awareness of RA earlier in their academic career
- Can integrate core fundamental knowledge areas into existing classes
- Builds on career exploration, job shadowing, workplace experience programs
- Registered in state of FL through DOE
= potential funding support as RAPs

A group of people are gathered around a whiteboard in a meeting. In the foreground, a man with a beard and glasses, wearing a blue and white striped shirt, is writing on the whiteboard with a blue marker. He is looking up at the board. Behind him, another man with curly hair is also looking at the board. In the background, a woman with long hair is visible, looking towards the whiteboard. The scene is dimly lit, with the whiteboard being the primary light source. The text "What is our next step?" is overlaid on the image in a large, bold font. The word "What" is white, "is our" is white, "next" is yellow, and "step?" is yellow.

What is our next step?



Stay Connected



- ✓ dolcoe.safalapps.com
- ✓ **Become** a Center Partner



Center Partners...

- ☑ **Get** national recognition
- ☑ **Have** best practices, materials shared disseminated nationally
- ☑ **Receive** no-cost expert TA, materials, and assistance
- ☑ **Network** with potential partners in FL and nationwide



Thank You



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