Apprenticeship Program Planning and Design

HIGH ROAD ALLIANCE
equitable career pathways

San Diego-Imperial Regional Consortium
Apprenticeship Workshop Series
March 6, 2023

Presenters

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We convene partnerships to open doors to equitable, inclusive employment opportunities and career advancement.

HIGH
ROAD
ALLIANCE
equitable career pathways

Please Introduce Yourself in the Chat

- Name

- College

- Role / Job Title

- Key question about apprenticeship

Housekeeping Details

Please mute your microphone except when asked to pose questions or in break out groups

Questions are encouraged! The Zoom "Chat" will be monitored as we go. We will try to address questions and/or note them for upcoming workshops

Apprenticeship Workshop Series
3 Workshop Sequence

Workshop #1: (February 6) <u>Considering Apprenticeship & Other Career Training Experiences</u>

Workshop #2 (March 6): Nuts and Bolts of Apprenticeship Program Planning and Design

Workshop #3 (April 3): Nuts and Bolts of Apprenticeship Program Management

Workshop #2 Objectives

- Review briefly key points from Workshop #1

- Consider common apprenticeship design questions and the roles of each partner in addressing these

- Walk through key steps in developing an apprenticeship program (with focus on the role of the Local Education Agency)

- Inspire questions and discussion

Quick Poll

Review of Key Points from Workshop #1

When is apprenticeship the right solution?

- Industry-driven

- Employer commitment to entry-level hiring, incumbent worker upskilling, and wage progression

- Faculty availability and commitment

- Administrative capacity

- Sustainable funding model (or pilot plan)

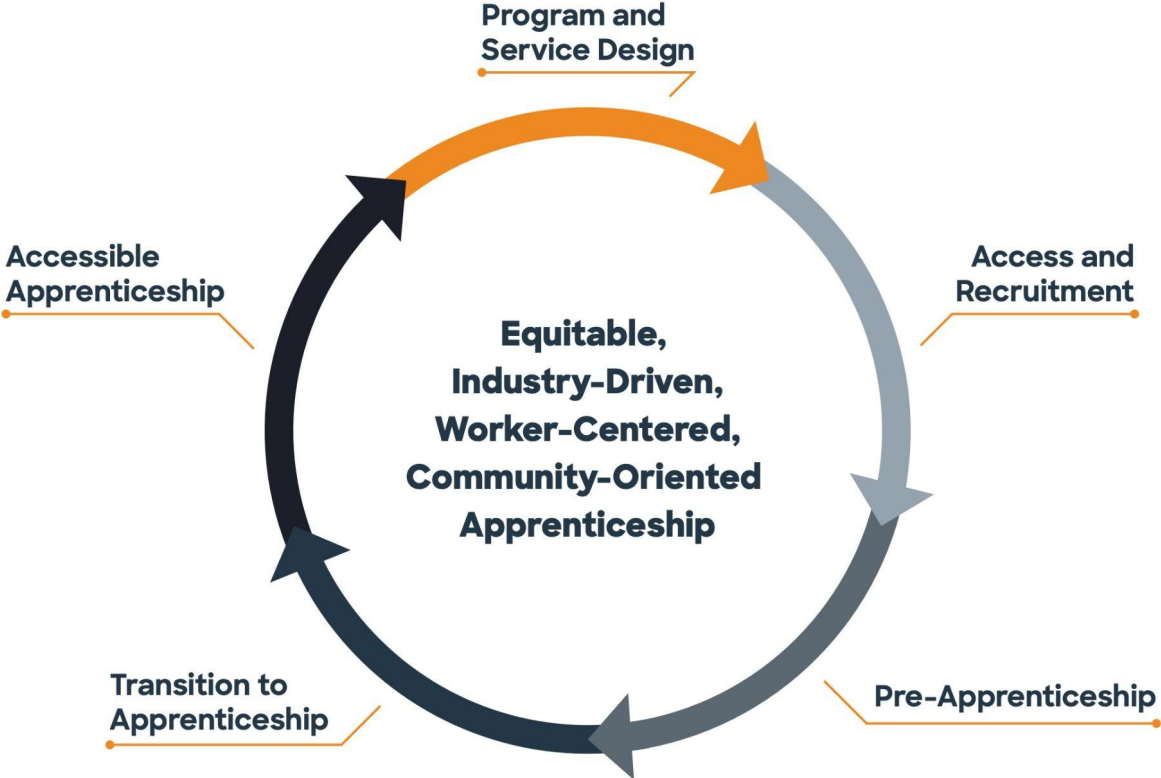- Commitment to collaborative planning and oversight

Essential Role of Partnerships In Apprenticeship Development

- Industry: Employers or employer organization

- Labor-Management (if union present)

- LEA: Education Partner

- Community Organizations

- Workforce System

- DAS / DOL

Applying Equity Lens to Apprenticeship Development

Overview of the Process of Developing a Great Apprenticeship Program

Apprenticeship Development Checklist

- ❏ Identified partners

- ❏ RSI courses and curriculum

- ❏ Work processes

- ❏ Wage progression

- ❏ Funding

- ❏ Recruitment and eligibility

- ❏ Apprenticeship Committee

- ❏ Program Standards

- ❏ Registration of program

Apprenticeship Development Worksheet

Apprenticeship Partnership (JATC/UAC)

EMPLOYER(S)

UNION

OTHERS
(non-voting)

Local Education Agency (LEA)

Community Orgs

Workforce System

Skills & Competencies Needed

Apprenticeable Occupation

Classes & Hours

Total Hours:

Work Processes/ On-the-Job Training

Total Hours:

Additional Worker Supports

Outcomes

Lots of Questions Will Arise - That's Fine!

- <u>Employers:</u> What will the costs be? What if I train an apprentice and they leave after completing to go work for other employer?
- <u>Union:</u> How long will it take to put this program together due to contract constraints?
- <u>College Administrators / Faculty:</u> What does the college get out apprenticeship? What will this cost us?
- <u>Community Organizations:</u> How can the people we serve access this apprenticeship?
- <u>DAS Consultants:</u> Do you have the sign-off of sponsoring employer(s)? Does the LEA have the courses available?
- <u>Workforce Board:</u> How can we support your program with Title I funds or recruitment?

A Role Play

Role Play (in Break Out Groups)

- Group members play roles of employer, college, DAS, union, and community partner setting up a new Information Technology apprenticeship.

- *First, ask each other questions.* What do you need to know from each other?

- *Then, propose solutions.* What can you bring to the table?

- Take notes to report back

Break Out Groups: Roles

Employer: Has exhausted options for filling open positions and finding local talent. Interested in apprenticeship as a means of addressing this need.

Union: Wants to ensure that IT workers in public agencies have access to apprenticeship. Acknowledges challenges for employer but wants to abide by collective bargaining agreement.

College: Has existing for-credit IT program, but concerned it does not address the range of the employer's skill needs. Hope to design training accessible to community college students.

DAS or DOL: Tasked with being intermediary between parties. Helps with the dialogue and developing apprenticeship procedures and standards

CBO or Local Workforce Board: Can provide assistance with recruiting diverse pool of apprenticeship participants from target populations and/or material support.

[View roles in separate document](#)

Break Out Groups Debrief Discussion

- What questions did you have for each other?

- What solutions did each partner propose?

- What did you note about the role of the college?

Steps to Develop a Great Apprenticeship Program

Apprenticeship Development Checklist

- ❏ Identified partners

- ❏ RSI courses and curriculum

- ❏ Work processes

- ❏ Wage progression

- ❏ Funding

- ❏ Recruitment and eligibility

- ❏ Apprenticeship Committee

- ❏ Program Standards

- ❏ Registration of program

Establishing the Partnership: Things to Consider

- One employer or multiple employers?
- Union? Other means of including worker voice?
- Existing contract or collective bargaining agreement?
- Existing internship or other work-based learning?
- Existing relationship with community-based organization(s)? Or other equity-focused partners (adult ed, advocacy org…)?
- Identified DAS or DOL representative?
- Existing role for local workforce development board?

Key Component: Curriculum / Class List

Maintenance Mechanic Apprenticeship / ONet Code 49-9041.00

College	Course #	Course Name	Hours	Units
FCC	MATH 250	Industrial Math or College Arithmetic	54	3
MCC	IT 250	Safety / Hand Tools	45	2
MCC	MFGT 24	Hydraulic Fundamentals	45	2
MCC	MFGT 60	Introduction to Welding	171	6
MCC	MFGT 23	Electricity	45	2
FCC	EST 56B	Motor Controls	72	3
FCC	EST 59	Instrumentation Systems	72	3
FCC	EST 59	Programmable Logic Controllers	72	3
		Total	576	24

Apprenticeship Curriculum - Things to Consider

- Has employer already identified skills needed for this occupation?

- Does curriculum already exist to address employer's skills needs?

- Do course listings have to align with a particular program?

- Does program have to be taken chronologically?

- Should courses be Credit, Non-Credit, or Not-for-Credit?

- What is the minimum number of hours (or units) required?

- Can courses be taken on multiple campuses?

- Can general population and apprentices attend the same courses?

Questions / Discussion

Key Component: Work Processes
Maintenance Mechanic 8,000 Hour Apprenticeship

Minimal Practical Operations	Minimum Hours Required
Install, repair and/or replace interior and exterior lighting and lighting equipment together with lighting services	250
Install, repair and/or replace alarm systems together with signal systems	100
Repair and maintain electric motors	150
Install, repair and/or replace and maintain controls for electronic controlled equipment, AC and DC motors, power service, AC and DC generators, heating and cooling system equipment, protective devices, switchboards, switch gear and transformers	3000
Install, repair and/or replace electrical wiring and conduit for low voltage, single phase, three phase, 0-600 volts	2000
Perform acetylene welding and cutting, and arc welding	300
Operate and use lifts, booms, cranes, hand and power tools	250
Perform safe work practices, maintain safety within federal, state, and company safety orders, and attend meetings regarding same	200
Construct or remodel wood frame structures or enclosures using hand and power tools and equipment	200
Install, repair, and/or replace plumbing including piping and valves and electrical controls for same	400
Install, repair, and/or replace pumps together with general maintenance of same	200
Maintain, repair, and/or replace compressors together with general maintenance of same	200
Maintain, repair, and/or replace mixers, belt conveyors and elevators, fans, blowers, drives, and water systems	650
Read and interpret blueprints; estimate material and labor	100
Total	**8000**

Apprenticeship Work Processes: Things to Consider

- Has the employer already defined work processes?

- Is there a role for the LEA (or not)?

- Who keeps track of On-the-Job-Training (OJT) hours?

- Do work processes have to be completed chronologically?

- Can hours be revised?

- Can tasks on work processes be revised?

Key Component: Wage Progression

Mold Makers 4-Year 8,000 Hour Apprenticeship

Journey-level wage = $30.03 / hour

Period of Apprenticeship	Term of Apprenticeship	Wage Amount	% of Journey-level wage
Period 1	1 year / 2000 hours	$25.24	84.06%
Period 2	1 year / 2000 hours	$26.03	86.70%
Period 3	1 year / 2000 hours	$26.43	88.02%
Period 4	1 year / 2000 hours	$26.75	89.08%

Apprenticeship Wage Progression: Things to Consider

- Has the employer already defined wage progression?

- Is there a role for the LEA (or not)?

- Is credit for prior learning awarded? Can a new apprentice start at any period with justification/ verification?

Options for Funding Apprenticeship Programs

- Related and Supplemental Instruction (RSI) / Montoya Funds

- California Community College Apportionment / FTES

- DAS Apprenticeship Innovation Fund (AIF) Support or Training funds

- California Apprenticeship Initiative (CCCCO) for startup funding

- California Employment Training Panel (ETP) - especially for incumbent worker training

- Other State and Federal (e.g Dept of Labor), or private foundation grants

- Labor-Management Educational Trust Fund (Taft-Hartley)

Grow Apprenticeship California Apprenticeship Funding Matrix

https://growapprenticeshipca.org/grow-apprenticeship-california-funding-matrix/

APPRENTICESHIP FUNDING MATRIX

GROW APPRENTICESHIP CALIFORNIA
POWERED BY FOUNDATION for California Community Colleges

APPRENTICESHIP SPECIFIC

Funding sources that are specifically for apprenticeships or pre apprenticeships

- Apprenticeship Building America
- Apprenticeship Innovation Funding
- CalFresh Employment & Training (SNAP E&T)
- California Apprenticeship Initiative
- California Youth Apprenticeship Program
- CalWORKs (TANF)
- DAS Training Funds
- Employment Training Panel (ETP)
- Equal Representation in Construction Apprenticeships
- Related and Supplemental Instruction
- Safe Driver Apprenticeship Pilot Program
- Women in Apprenticeship and Nontraditional Occupations (WANTO)
- State Apprenticeship Expansion, Equity, and Innovation Grant (SAEEI)

APPRENTICESHIP ADJACENT

Funding sources that can and commonly are used for apprenticeships and preapprenticeships but are not specific for apprenticeships and preapprenticeships

- California Youth Leadership Corps Earn-and-Learn Pathways
- Community Economic Resilience Fund (CERF)
- From Learning to Leading: Cultivating the Next Generation of Diverse Food and Agriculture Professionals
- FTES Apportionment Funding
- High Road Training in Healthcare
- Integrated English Literacy and Civics Education Grant
- Learning Aligned Employment Program (LAEP)
- Strengthening Community Colleges Training Grants Program
- Strong Workforce Funding
- The Congestion Mitigation and Air Quality Improvement Program
- The Surface Transportation Block Grant Program
- WIOA, Title I Adult Employment & Training
- WIOA, Title I Dislocated Worker
- WIOA, Title I Youth Employment & Training
- WIOA, Title II Adult Education and Family Literacy
- WIOA, Title III Wagner-Peyser
- WIOA, Title IV Vocational Rehabilitation

APPRENTICESHIP POSSIBLE

Workforce development, sector, or population-specific funding that could be used for apprenticeships and preapprenticeships but are not specific for apprenticeships and preapprenticeships

- "Adult Education Program (Formerly AEBG)"
- Californians for All College Service Program
- Community Health Workers Training
- Growth Opportunities grant program
- Healthcare Vocational Education for English Language Learners
- Long Term Care Career Pathways
- Low Carbon Economy Program
- Nursing Expansion Grant Program
- Prison to Employment
- Regional K-16 Education Collaboratives
- Social Worker Training
- The Highway Safety Improvement Program
- The National Highway Performance Program
- Workforce Opportunity for Rural Communities (WORC) Initiative
- YouthBuild Program

Questions / Discussion

Eligibility: Things to Consider

- Is there a minimum English or math level required for participation?

- Is a high school diploma required?

- Is there a minimum age requirement?

- Are there required entry-level skills?

- Is there a requirement of drug testing or background check?

- Will a pre-apprenticeship be offered? Could this prepare people to meet certain entry requirements?

NOTE: All of these questions touch on equity & inclusion issues

Equal Opportunity Recruitment Possibilities

- Workforce Development Boards

- K-12 schools, adult education providers, and community colleges

- Community-based organizations

- Job fairs

- Pre-apprenticeships

- Hiring agencies

- Incumbent employee/peer referrals

Apprenticeship Committee: Things to Consider

- JATC or UAC?

- Who will be the voting members?

- Who will be non-voting members (e.g. LEA)?

- How will the committee handle issues that arise pertaining to apprentice (termination, disciplinary action, personal issue, drop from course for a semester, missing class, etc)? How will these involve LEA?

- How will the committee request to make changes to RSI (curriculum) or work processes?

Program Standards: Things to Consider

- LEA has a direct role in developing a few of the overall Standards - especially "Related & Supplemental Instruction" - either in directly utilizing college courses or giving college credit for industry training

- Important for LEA *to be familiar with* all of the Standards

- DAS or DOL staff assist with the development of Program Standards

- Standards can be revised over time, as work requirements or technology change

Example of Program Standards - Electricians (IBEW)

Table of Contents

Apprenticeship Registration: Things to Consider

The program has been built, so now what?

- DAS/DOL formally register the program with their respective agency

But what do we do in the meantime as the LEA/College?

- Work closely with DAS Consultant to ensure program standards (including curriculum listed) align with what was discussed.

- Work closely with all partners to address training-related questions

- Work with employer to recruit potential apprentices

- Ensure college courses are scheduled when program starts

- As apprentices are identified, begin matriculation

Questions / Discussion

Next Steps

<u>Workshop #3</u>: Nuts and Bolts of Apprenticeship Program Management (April 3, 2023)

<u>Possible future workshop topics</u>: Developing Pre-Apprenticeship Programs, Equitable Apprenticeship, Program Development Session

<u>Office Hours</u>: Technical assistance between workshops to support participants' apprenticeship development work and use of Equitable Apprenticeship Toolkit

Resources

- Regional Consortium [Apprenticeship Page](#)

- Google Drive Folder of [Apprenticeship Resources](#)

- Grow Apprenticeship California [Funding Matrix](#)

- [Glossary](#) of Apprenticeship-related Terms and Acronyms

Workshop Evaluation Survey

https://forms.gle/1q3XPas2T2E3TzrC6

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