Accelerated Apprenticeship Development Workshop

FEBRUARY 23, 2017
Welcome and Kick Off

GUEST SPEAKER
Dr. Ricky C. Godbolt, STSC, CWS
Employment and Training Administration
Office of Apprenticeship
U.S. Department of Labor
What are the Components of Registered Apprenticeship?

01 BUSINESS INVOLVEMENT
Employers are the foundation of every Registered Apprenticeship program.

02 STRUCTURED ON-THE-JOB TRAINING
Apprentices receive on-the-job training from an experienced mentor for typically not less than one year.

03 RELATED INSTRUCTION
Apprenticeships combine on-the-job learning with technical education at community colleges, technical schools, apprenticeship training schools, provided on-line or at the job site.

04 REWARDS FOR SKILL GAINS
Apprentices receive increases in wages as they gain higher level skills.

05 NATIONAL OCCUPATIONAL CREDENTIAL
Registered Apprenticeship programs result in a nationally-recognized credential – a 100% guarantee to employers that apprentices are fully qualified for the job.

Image courtesy of DOL
# Program Design: Time-Based

<table>
<thead>
<tr>
<th></th>
<th>Minimum of 2,000 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OJT</strong></td>
<td>Minimum of 2,000 hours</td>
</tr>
<tr>
<td><strong>RTI</strong></td>
<td>Minimum of 144 hours</td>
</tr>
<tr>
<td><strong>Proficiency Tests</strong></td>
<td>None required</td>
</tr>
<tr>
<td><strong>Program Length</strong></td>
<td>1 – 4 years</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>Outline the specific work processes &amp; time requirements for each skill</td>
</tr>
</tbody>
</table>
# Program Design: Competency-Based

<table>
<thead>
<tr>
<th><strong>OJT</strong></th>
<th>Based on Work Process Schedules that include approximate time requirement or minimum/maximum time allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RTI</strong></td>
<td>Based on Related Instruction Outline that include approximate time requirement or minimum/maximum time allowed</td>
</tr>
</tbody>
</table>
| **Proficiency Tests** | Based on skills covered in Work Process Schedules  
Must be observable, repeatable, and agreed to in advance |
| **Program Length** | 1 – 4 years |
| **Other**     | Open entry and exit  
Self-paced  
Use job/task analysis to identify and define competencies |
# Program Design: Hybrid

<table>
<thead>
<tr>
<th></th>
<th>Based on Work Process Schedules that include approximate time requirement or minimum/maximum time allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OJT</strong></td>
<td></td>
</tr>
<tr>
<td><strong>RTI</strong></td>
<td>Based on Related Instruction Outline that include approximate time requirement or minimum/maximum time allowed</td>
</tr>
<tr>
<td><strong>Proficiency Tests</strong></td>
<td>None required</td>
</tr>
<tr>
<td><strong>Length of Program</strong></td>
<td>1 – 4 years</td>
</tr>
</tbody>
</table>
| **Other** | Combination of time and performance objectives  
Work Process Schedules include minimum/maximum time for tasks |
Program Model: Traditional

Apprentices complete OJT and RTI concurrently through the duration of the program.
Program Model: Front-Loaded

Apprentices complete some RTI prior to day one of OJT for the purpose of gaining critical job skills.
Program Model: Segmented
Apprentices alternate between RTI and OJT
Program Model: Pre-Apprenticeship

Individuals gain basic skills before entry into apprenticeship program. In some cases credit may be given for prior experience.
The Benefits and Costs of Apprenticeships: A Business Perspective

Department of Commerce Report published November 2016 by the Economics and Statistics Administration / Case Western Reserve University

- Key to filling vacant positions
- Widens recruiting pool
- Case Study A: 40% return rate as apprenticeship reduced overtime by incumbent employees
- Case Study B: 50% return rate compared to hiring new employees without relevant job skills
Designing an Apprenticeship Program
Preview of Sponsor Duties

All aspects of program design, including but not limited to: determine competencies, OJT and RTI requirements, and wage schedules; set criteria for recruitment and selection; establish and deploy infrastructure, management, and oversight systems.

Examples of common sponsors:

- A Single Business
- Consortium of Businesses
- Consortium of Workforce Agencies
- Community College
- Community-Based Organization
- Industry Association
Designing an Apprenticeship Program

1. Identify the **occupation**
2. Identify total **competency** requirements
3. Identify **related technical instruction** and determine provider(s)
4. Develop an **on-the-job training** plan
5. Create a progressive **wage schedule**
Identify the Occupation

Key Considerations:

• What skilled labor does the company need?
• Can the occupation be learned on-the-job at the company?
• Does the company have the resources and personnel to teach and train on-site OR the capacity to outsource components of instruction?
• Do industry-recognized standards exist?
Identify Total Competency Requirements

Key Considerations:

• Do industry-recognized standards exist?
• Does the company possess the capacity to conduct its own job/task analysis?
• Should “soft skills” be included in competency requirements?
  o Supervisory and management skills
  o OJT instruction
  o Adherence to safety procedures
  o Attendance and punctuality
  o Teamwork and consensus building
  o Conflict management
Identify Related Technical Instruction and Determine Provider(s)

- Provides knowledge of the theoretical and technical subjects
- Introduces and reinforces OJT training
- May be provided during working hours or non-working hours
- Sponsors, employers, and RTI providers collaborate to identify academic, technical, and core course work
- DOL recommends 144 hours of RTI per year
Identify Related Technical Instruction and Determine Provider(s)

Common RTI Providers:

- Community colleges
- Adult vocational education programs at local public schools
- Classroom training provided by the company
- Home study courses administered by the company
- A combination of the two above methods
- Equipment vendors
- Area technical schools
Identify Related Technical Instruction and Determine Provider(s)

Key Considerations:

• Budget
  - NIMS has funding available to offset RTI costs. Up to $1,500 per apprentice; $75,000 per program.  See: Sample Incentive MOU

• Capacity
  - Availability and/or qualifications of key personnel trainers/journeyworkers
    - Human resources staff
    - On-site management
  - Space and/or Equipment limitations
  - Lack of available tools and machinery for instruction
  - Availability of essential curriculum
Identify Related Technical Instruction and Determine Provider(s)

Key Outsourcing Considerations for Small Businesses:

• Theory-based classroom instruction
  o Physical Space
  o Instruction

• Development and production of curriculum materials (textbooks, fact sheets, information booklets, etc.)

• Marketing
  o Graphic Design
  o Printing and Distribution
Identify Related Technical Instruction and Determine Provider(s)

Unique Offerings of Community Colleges and Technical Training Providers:

- Online or Distance Learning
- Self-Study Courses
- Classroom Courses
- Established/Visible Marketing and Recruiting Systems
- Customized Training
Identify Related Technical Instruction and Determine Provider(s)

Designing the RTI Component:

1. Assess which skills are best taught through RTI and which are best covered through OJT.
2. Research local providers.
3. Identify local providers that offer courses in the relevant skills areas. Note the mode of instruction.
4. Identify other relevant criteria such as cost of courses, training locations, minimum class size, class schedule, etc.
Identify Related Technical Instruction and Determine Provider(s)

Other Items of Note:

• Small businesses are encouraged to partner with local training providers when building a new apprenticeship program. Industry associations and standards organizations can assist businesses to identify local providers.

• Sponsors should regularly monitor and evaluate RTI.
Develop an On-The-Job Training Plan

Key Components:

- Core job tasks and priority training areas
- Discrete training segments based on competencies
- Sequenced training segments based on competencies
- Defined prerequisites for each segment of training, as needed
- Industry-recognized credentials (optional)
- Occupational health and safety training
- Established trainer roles and responsibilities
- Coordination with RTI provider
- Time requirements and/or benchmarks for assessment of demonstrated mastery
Develop an On-The-Job Training Plan

Key Considerations:

• Availability and qualifications of key personnel
  o Trainers and journeypersons
  o Human resources staff

• Space limitations

• Equipment limitations

• Availability of tools and machinery for instruction

• Apprentices with prior experience may receive credit when able to demonstrate previous acquisition of skills or knowledge equivalent to the required competencies
Develop an On-The-Job Training Plan

Key Development Steps:

1. **Observe.** Watch what employees within the occupation actually do on the job and record all discrete tasks performed.

2. **Interview.** Talk to more than one employee. Ask them to describe the tasks they perform – hourly, daily, weekly, etc. Listen actively and understand what is being said.

3. **Survey.** Give employees structured questionnaires to complete and ask them to submit their responses in writing.

4. **Utilize External Resources.** Organizations like NIMS can provide curriculum guides that provide suggested performance objectives that can be used as milestones as each competency is taught.
Develop an On-The-Job Training Plan

After identifying tasks, set standards for each task. This includes identifying:

• Correct method of doing task
• Quality of work
• Quantity produced
• Acceptable level of rejects
• Ability to work without supervision
• Safety rules
• Knowledge of related subjects
• Acceptable length of time
Develop an On-The-Job Training Plan

Next, identify the skills and knowledge needed to perform each task. To identify these:

• Check company records
• Interview the direct supervisors
• Observes employees doing the tasks
• Establish a comprehensive, written record
Create a Progressive Wage Schedule

Key Components:

- Schedule is based on the attainment of improved job performance and required benchmarks
- As skill competency increases, so should wages
- Wages increases often based on a set percentage attached to program benchmarks
- DOL requires a minimum of one wage increase
- Some companies establish pay incentives, bonus schedules, or other awards for apprentices who complete at the top of their class or earn industry-recognized credentials