

Accelerated Apprenticeship Development Workshop

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Welcome and Kick Off

GUEST SPEAKER

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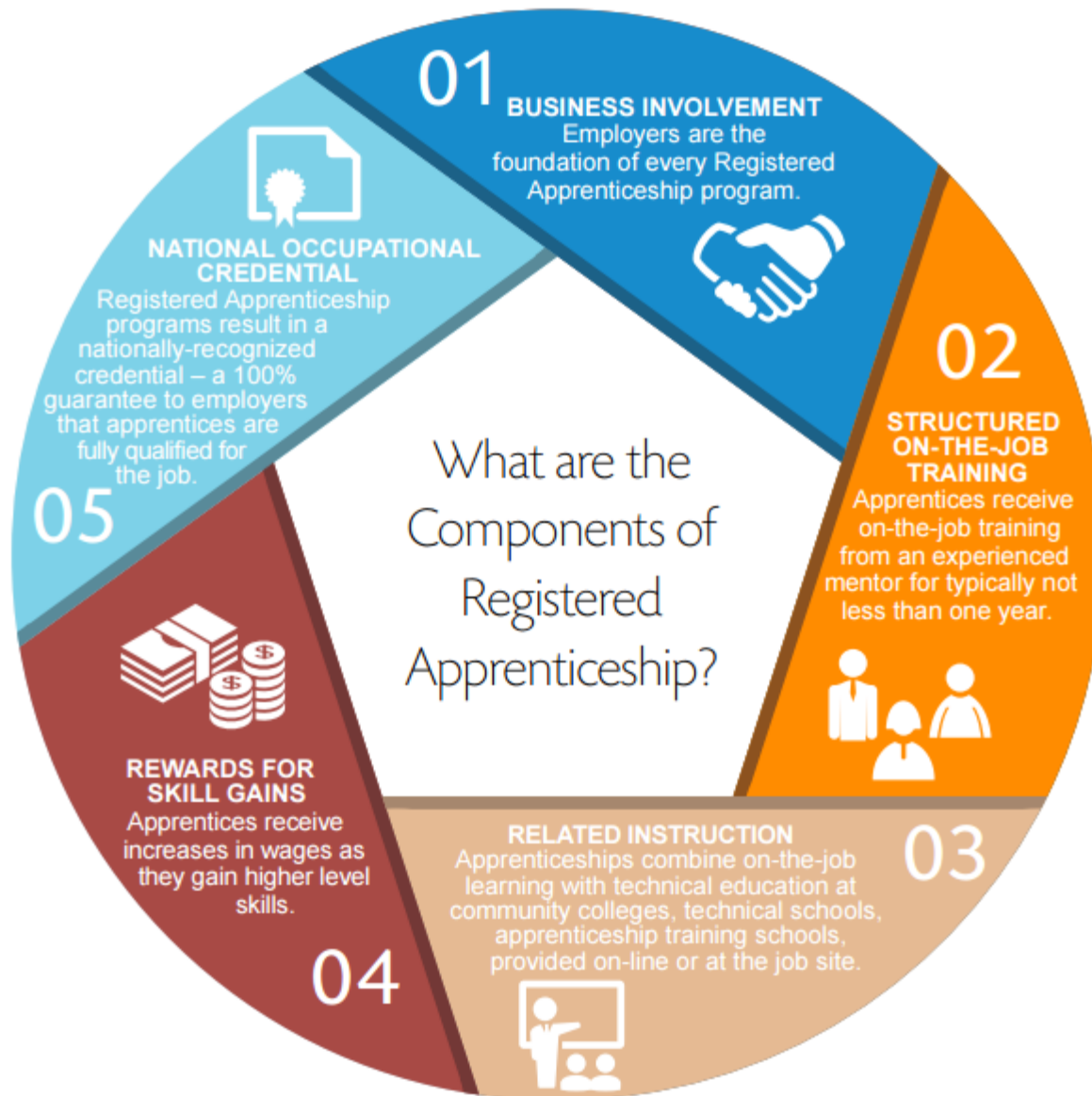


Image courtesy of DOL

Program Design: Time-Based

OJT	Minimum of 2,000 hours
RTI	Minimum of 144 hours
Proficiency Tests	None required
Program Length	1 – 4 years
Other	Outline the specific work processes & time requirements for each skill

Program Design: Competency-Based

OJT	Based on Work Process Schedules that include approximate time requirement or minimum/maximum time allowed
RTI	Based on Related Instruction Outline that include approximate time requirement or minimum/maximum time allowed
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

OJT	Based on Work Process Schedules that include approximate time requirement or minimum/maximum time allowed
RTI	Based on Related Instruction Outline that include approximate time requirement or minimum/maximum time allowed
Proficiency Tests	None required
Length of Program	1 – 4 years
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



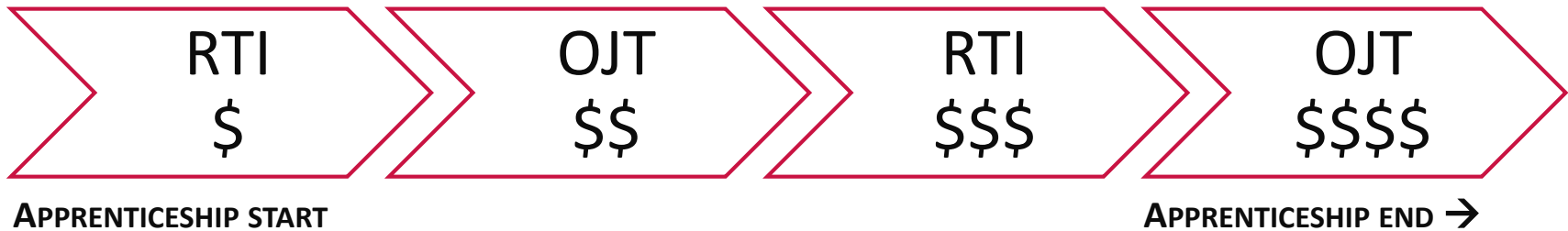
Program Model: Front-Loaded

Apprentices complete some RTI prior to day one of OJT for the purpose of gaining critical job skills



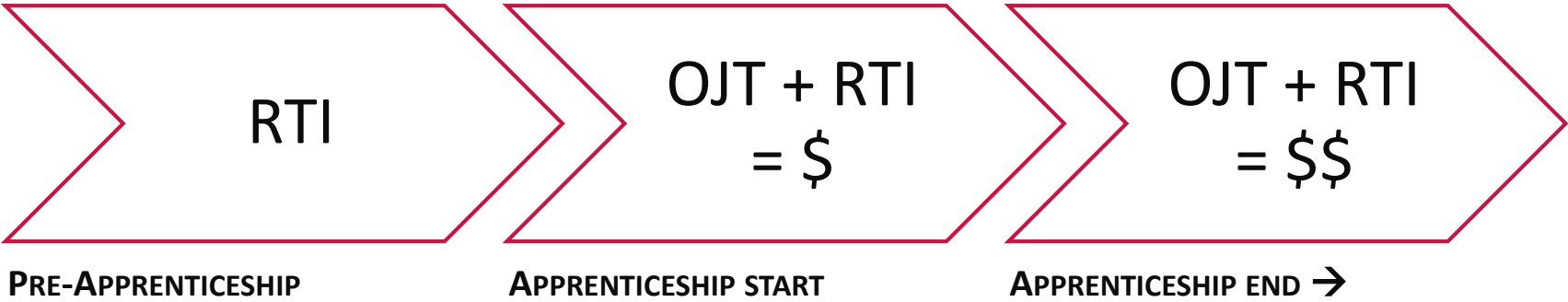
Program Model: Segmented

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?
 - Supervisory and management skills
 - OJT instruction
 - Adherence to safety procedures
 - Attendance and punctuality
 - Teamwork and consensus building
 - 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
 - Physical Space
 - Instruction
- Development and production of curriculum materials (textbooks, fact sheets, information booklets, etc.)
- Marketing
 - Graphic Design
 - 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
 - Trainers and journeypersons
 - 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