**WorkforceGPS**

**Registered Apprenticeship 101 Bootcamp**

**Registering Apprenticeship Programs in OA States**

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JON VEHLOW: Welcome to today's webinar. My name is Jon Vehlow. Here if you need anything, technically speaking. Hopefully you won't need to hear too much from me, but if you do have any technical questions please let us know in that chat window in the bottom left-hand side of your screen. That chat window is also where we'd like you to introduce yourself now.

So please go ahead and type in that chat your name, you organization, how many are joining you today, and if you're attending in a group. You also use that chat box to ask our presenters any questions you may have during the webinar. You'll also notice that we have a copy of today's presentation upload in the file share window in the bottom right-hand side of your screen. You could download that at any time throughout today's presentation. Also a copy of today's presentation as well as a track of recording and executive summary will be made available on WorkforceGPS in about three business days.

Additionally, to continue producing quality content we'll be sending out an anonymous survey in a month's time – or an anonymous survey after the apprenticeship quiz today we will also be sending out an anonymous survey in a month's time. Please take a few minutes to fill that out once the webinar concludes. Yep. Take that survey.

So one second, it looks like we've moved ahead. Thanks again if you haven't already done so – if you're just joining us please make sure to introduce yourself in that welcome chat. Again, we'll have that chat up during today's webinar where you can type in your questions or comments at any time.

Welcome to "An Overview of Apprenticeship Structure and Resources Q&A." So without further ado I'd like to turn things over to our moderator today, Marcia Hampton, workforce analyst, Office of Apprenticeship, U.S. Department of Labor, Employment and Training Agency. Marcia?

MARCIA HAMPTON: Thank you, John. Good afternoon everybody and welcome to the first session of my Apprenticeship Bootcamp 101. My name is Marcy Hampton and I will be your moderator today. I work in the Division of Workforce Operations and investments partnership team in the national office.

So this session is the first of a five part series. This introduction to registered apprenticeship is for people across the country working to expand apprenticeship is a work-based learning strategy. Whether you represent the workforce system, education, grants management, the private sector, or someone else, this five-part series is designed to provide a strong foundation in apprenticeship that will support your work.

Today we're going to talk about the basics of registered apprenticeship, how it's structured, and who supports the apprenticeship work in the United States. And we'll also cover some resources that you can access if you want to learn more. I'm joined today by three highly respected apprenticeship experts from the U.S. Department of Labor, Charlie McNeil, Bill Kraus, and Doug Howell, along with Gina Wells, our project director for the state apprenticeship expansion technical assistance contract with Maher & Maher.

Charlie McNeil at the Office of Apprenticeship's regional executive assistant in region one, providing oversight and technical assistance to eight states plus Puerto Rico and the Virgin Islands. Bill Kraus is our Office of Apprenticeship state director in Georgia. His primary role is to ensure integrity, and credibility across the apprenticeship system, which includes the employer's educational institutions and the apprentices themselves.

Doug Howell is our multi-state navigator for the Office of Apprenticeship in region six, providing technical assistance and oversight to five states and Guam. Next slide.

So here you can see the see the five session titles and their date. Please note that session two is tomorrow and session three is Friday. Sessions four and five will be next week. You can click on any of the links to register for the particular sessions. Next slide.

So as you know there was some pre-work for today's webinar. We ask you to watch the five short pre-recorded webcasts that cover the fundamentals of apprenticeship. Today we're going to do a quick recap of that information and answer your questions. So now I'm going to turn it over to Gina to facilitate that conversation. Gina?

GINA WELLS: Thanks, Marcy. Hi everybody. Really happy to be with you all today. Just as we get started we want to do a quick check-in with you. as Marcy mentioned. You should have received some emails about me; asked you to do a little bit of homework and watch some pre-recorded webcasts. My colleague – (inaudible) –the link in over here in the welcome chats for this webcast.

So we just want to check and see who was able to take a look at those before you logged in today. So we're going to pull up our poll and if you'd just let us know this would just us a little bit of information, we'll be able to tailor our remarks accordingly and get a sense for you all. And like I said, if you're one of the people who didn't have a chance to watch those pre-recorded webcasts we'll be covering a little bit of that content today but we'll go into deeper detail there and you can access them by following the link that you see right over here in the welcome chat on the left of your screen.

All right. It looks like about half of you were able to do that, so that's fantastic. So we're going to move on with our content. Thanks for sharing. We're going to start with the topic of the structure and value of apprenticeship. So one of the core features of registered apprenticeship programs, how do they provide value to businesses, and workers, and communities.

So I'm going to ask Bill, could you tell us a little bit about the five key features of registered apprenticeship? And Bill, you might have to take yourself off mute.

BILL KRAUS: I'm sorry. Hi, this is Bill Kraus, the state of Georgia. Good morning and good afternoon to my colleagues. As the slide shows, there are five major components to registered apprenticeship in the process. One and the most important is the business involvement. There needs to be an employer. There needs to be someone paying our wages.

We have related instruction and that's a fancy word for going to school, learning the technical aspect of the job. You could go to school; you could actually have it at the sponsored place of work or do it online. The structured on-the-job learning, which is fundamentally what you will be doing while you're being mentored at the work site.

Now remember, you are an employee from day one when you going a registered apprenticeship program and you get a wage, and that's a progressive wage; and that wage is fundamentally connected to the skills that you have gained while working for the employer. So the more you know, the more you can do, the more you'll get paid.

And at the end of the process – and it could be a one-year, it could be a five-year program – all of these elements together work to give you a national credential. And there's a credential that's issued by the state or by the federal government and there are also academic credentials that come along with this in addition to professional credentials.

So this is the fundamental process. Get an employer, go to work, go to school, get paid, get wage, and then you get a credential. And that's basically it.

MS. WELLS: Fantastic. Thanks so much. Yeah, I love how this process is really such a nice repeatable process for businesses to bridge that gap between the skills someone has when they come on-the-job day one and when they're fully at their full performance level and have mastered all the skills and competencies they need for that business to succeed.

So thanks, Bill. And we're going to take questions after each segment of this conversation, so if what you just heard now brings up a couple questions for you, feel free to pop them in to the chat. We're going to get to them in just a minute.

My next question is for Charlie. Charlie, you know we talk a lot about the benefits of apprenticeship. Can you tell us a little about the – how the apprenticeship benefits workers, and business, and local economies?

CHARLES MCNEIL: Thanks. So the greatest thing about apprenticeship or what we've found over the years is the fact that the workers won at the job from day one. They've got those transferable skills and when upon completion average starting wages for an apprentice who completes this is usually around $50,000, which is a higher than most of the national average income. Over a lifetime people who've participated in apprenticeship programs can earn almost as much as $300,000 more than their counterpart.

(Inaudible) – credential starting their careers off on a – as they will benefit from throughout their career in their lifetime. For business, apprenticeships improve their productivity, profitability and business bottom line, with a $1.47 return on every dollar spent for an apprenticeship program. It can help maximize the cost of doing business by reducing turnover and liability, which is a big thing that comes up for us a lot of time.

Ninety-four percent of all apprentices continue employment after completing the apprenticeship. So they have – businesses will usually say, well, if I have to spend this money on basically training somebody and the part is – and then they might leave afterwards. Well, if you don't train them they may just leave anyways. So investing in the employees is about the best thing they can do for that.

Employers also are able to create their own training options that ensure workers develop the right skills for their specific occupation. So we may have standardized core factors to an occupation; however, it is customizable to what those business needs are.

For our local economies, apprenticeships provide more employment opportunities for women, racial minorities, creating a more robust or stable workforce. Higher salaries mean more money going back into local businesses which helps to create even more jobs. As a matter of fact, a survey of most business and apprenticeship programs found that 97 percent would recommend apprenticeship to others.

MS. WELLS: Thanks Charlie for the whirlwind tour through apprenticeship benefits. And I love that you mentioned businesses saying what if I invest and my employees leaves and maybe I – what if I don't invest and they don't leave? And a business said it so great to us the other day, what if I invest in my employees and leave is one question; but what if I don't invest in my employees and they stay? And apprenticeship is a great way to build the skills that businesses need to succeed.

So I think – I hope by now you've started to see a bit of the pattern that we'll follow for this webinar. So for each of the five webcasts I'm asking our speakers to chat a little bit about some of the information that we shared there and then we're going to move into a Q&A and discussion on this topic. So we've been talking a little bit about what apprenticeship is and the value that it brings to business and now we've like to take your questions on that topic. So I can see a couple people have been typing some questions, which is great.

While we wait for a couple more questions to come in, I'm just going to talk a few out to our speakers so please do be typing your questions into the chat. So I'm wondering, could you tell us a little bit about some common myths that you hear about the value of apprenticeship and how you might respond when you hear those myths?

MR. MCNEIL: Sure. I hear it every single day. And in many programs like we know of, people disqualify themselves immediately. And I'm going to go through a few of them with you and then I'll kind of wrap it up. Hey, this is only for big companies. That's not true. It's for any size company. It could be one apprentice or a thousand apprentices; we can still help set up that system.

It's only for construction. Not true. We have occupations from healthcare to transportation to hospitality to IT. We have about 1,300 occupations right now. So it's not only about construction.

Well, it's only for men. Well, that's not true. These occupations are open for anyone.

It's only for the young people; this is for a career starter. That's not true. What's true is that it could be used for new employees and it could be used to help upscale and dream your incumbent workforce.

The programs are too, too long. Well, every occupation going through a vetting process which actually speaks to the industry about how long a program can be. And there are more and more programs now that are competency-based, and those programs allow the employer to look at the individual, judge the individual, find out what he or she already knows. In addition, we can give previous credit for work that's been done prior to the apprenticeship program.

There's too much paperwork involved in apprenticeship. In the old days there was paperwork, but there are new models out there now. There are many, many intermediaries out there. It's not just come into the labor department or a state agency to register. In many cases you can go to a technical college, a community college, an intermediary and they will register for you and you will sign an employer acceptance agreement. And believe it or not, it's only two pages long.

It's too hard to figure out. Well, it's not too hard because we work with you. We are your consultants. We will help you develop a program that works for you. We will embrace what you do currently and wrap it around a formalized training system.

It's too expensive; I can't possibly do this. Well, you need employees; we know that. You need to train employees; we know that. The U.S. Department of Labor in conjunction with many agencies at both state and local are actually incentivizing employers through tax credits, through educational programs, and through incentive dollars to get these programs started.

So you can see there's a lot of mix about apprenticeship. Let me say it easily. Everybody, every company, every employer can participant in registered apprenticeship, either for new, or incumbent workers, or people who need to be retrained. It is also a phenomenal way to bring in individuals with disabilities, to bring in minority representatives, and to also enlarge your workforce, bring more women to non-traditional trades. So apprenticeship is for everybody. Do not disqualify yourself.

MS. WELLS: Fantastic. Thanks so much. That was such a valuable set of information. And I loved how you talked about encountering these and you got really great responses to the myths that you laid out there.

We've had a couple of questions that came in while you were chatting. I see a couple of questions here around sort of the retention piece around apprenticeship. So one question is, and maybe I'm going to serve these questions to you, Doug.

So the one question is, if apprentices or only hired or considered an employee during the apprenticeship or if there's an expectation that the employer is going to retain that employee once the apprenticeship is complete, as long as there's no performance issues. So that's one question and then another person has sort of similarly asked whether apprenticeships are ever structured with some sort of requirement or expectation that the employees stay on after the apprenticeship is over. Could you address that question?

DOUG HOWELL: Yes. This is Doug. That's a very good question. The employers hiring the apprentice – part of the program is to complete the apprenticeship. So once they are completing the program hopefully that they are staying on with the employer. That is the goal for that. I don't see why an employer would have an apprenticeship program to train people and then just let them go afterwards.

MS. WELLS: And that's just not something that you see out there?

MR. HOWELL: Yes.

MS. WELLS: And then do you ever see – are there ever sort of – are apprenticeships ever structured with a requirement about retention of the apprentice after completing the program?

MR. HOWELL: Not after the completion of the program. We don't – let's say complete the apprenticeship program and there's considered a journeyworker, it's up to the employer to keep them on. We don't have it in our regulations to mandate that in any way.

But I don't see it – that's not been an issue that we've seen as of late. Programs are in place in order to have them maintain the apprentices and to keep the journeyworker. If you're spending money on training an individual, why would you want them to not stay with the employer?

MS. WELLS: Great. That's so helpful. Thank you very much. Couple of questions come in about return on investments. And so I think what we could do – there is a set of resources on return on investment tools in the community of practice. So what we'll do is pull up that link and get it over to you all in one of the boxes over here in the next few minutes so that folks who are interested in learning more about ROI and seeing some of the latest tools that are out there can take a look at that.

All right. Let me just look through here. There's a few other questions in here. We're not going to get to them all right now but I have a list and we're going to get to some of these other topics as we move a little bit further into the webinar. So keep your questions coming. We're moving on to the second topic that we covered in our webcast, and that is the sort of infrastructure for apprenticeship – the offices that support it, who does the registering, where you can get technical assistance and all that good stuff.

So my first question is to Doug. Doug, looking at this map here, can you tell us a little bit about the national structure for apprenticeship and how some businesses register their own program and others have that work done for them by the U.S. Department of Labor?

MR. HOWELL: Yes. As you look at the map here you can see the different colors. The green is representing the state apprenticeship agencies and the blue represents the federal side. Currently as you look at that map we're about half and half at this time.

So all registered apprenticeship programs, or RAPs, are regulated and overseen by either the U.S. Department of Labor, Office of Apprenticeship, or the state apprenticeships agency, the SAA within that state.

There is registration of their own. Like the states do register their own programs which they fall under our guidelines and our regulations. It is important for you to know that whether your state is a OA state or a SAA state. So you're in an OA state the process of registration is the same throughout all federal states and then the SAAs might have small little changes or modifications when you present your standards in front of the SAA.

MS. WELLS: Fantastic. Thanks. And can you just – for folks who are on the phone, can you say again what an SAA is when you say present your standards in front of a SAA?

MR. HOWELL: Oh, yeah. That's a state apprenticeship agency. They have the authority to register programs under our federal regulations.

MS. WELLS: Fantastic. Thanks. So if you're newer to apprenticeship and you're learning some of this for the first time I hope you're taking a look at this map and noting which color your state is because that will be important foundational information for you and the work that you'll do.

I'm going to show you a different map now and toss this question over to Charlie. So Charlie, the U.S. Office of Apprenticeship offers a lot of support both to SAA and OA states. Can you talk to us about the regional structure and how you all provide support to all the states?

MR. MCNEIL: Sure. So as you can see on the map here we're breaking the United States and our territories into six different regions. For the different regions we provide support as is stated to all the states in our region. So instead of just everything coming from Washington, DC, we have a local regional office that will help provide support and/or technical assistance.

Some of the examples of that support – we provide, as I stated, technical assistance, explanation of any of the policies and/or regulations that come out. We can also help out with trying to get an occupation recognized nationally by just in each local state if you're under a state apprenticeship agency. We'll also help provide training to new staff that comes onboard; or if there's a workforce investment board we'll help provide training to those local areas.

We do also in the regulatory sense of it – we provide the actual oversight to ensure that the states are following along with policies that are required under Part 29 and 29 Part 30. So those are kind of some of the things that we will provide as far as those supports and so forth for the region.

MS. WELLS: Fantastic. Thanks. Yeah, this is a tremendous resource; glad we can have you guys on the call today and that folks can get to know you and the incredible work you all do in that space.

All right. So just like we did with the last segment we're going to take more of your questions now. So if you have some questions about the difference between states where programs are registered federally versus registered in the state, or if you have a question about how the U.S. DOL Office of Apprenticeship is structured and what they provide through the regional offices, now is a great time to ask that question.

So just go ahead and type it in the chat. Of course if another question has occurred to you type that in too. We want to see them all and while we're waiting for some questions to come in I've got a question for Bill. Something we hear a lot is, what happens if somebody is working with a business that has a footprint in multiple states? What approach should they take, especially if maybe the business is working in both OA and SAA states? How could someone think about that?

MR. KRAUS: OK, that's a great question. You know, it's funny. More and more programs now and more and more employers are not just in one location but rather they are in multiple locations, in multiple states, in multiple counties. Well, we handle it in a few different ways here and I'm going to try to go through it but not get very caught up in the terminology.

Basically there are two different kinds of programs. There is a national program which is administered nationally by a particular company that could have multiple locations across the entire United States. You could have 20, 30; whatever it may be, and it's administered locally by one apprenticeship person like myself.

An example would be Kroger. I administer Kroger nationally and that's done that way and those standards are actually developed by the U.S. Department of Labor and they are approved by the administrator, Mr. Ladd, because this is getting national recognition.

Now, there's also other programs and my good friends from Arizona and some of them will tell you is that they are local programs. They are either produced and approved by the local apprenticeship rep – the state or federal, and they become locally registered and they are able to work with the next state and because it's reciprocity they can work in other states too. But generally that program's administered in one state.

Now, we do have many cases where individual companies, they want to set up a guideline. And I just got finished working with a company called General Dynamics. I think we've all heard of them. And they have multiple locations across the entire country, both in SAA-run states and OA states – Office of Apprenticeship states. So we are able to set up a guideline which acts solely as that. It's a boilerplate that any state can use to help get an apprenticeship program going.

In many cases when you have an SAA they will take that document and put it into their format and they then have secure regulations. If it's a OA state – one of our federal states – we're able to register it right then and there. Even though it's a national guideline it's administered locally. So you have national programs and you have local programs. So there's really no wrong door for this. It's easy to get a company that could be in every state, all 50 states and territories, to register in one time. I know Charlie has a bunch of programs, I know Doug does, and I know I do. And the best way to start with that is contact your regional or state directors on the federal side and we can move it forward.

MS. WELLS: Thanks so much. And if what Bill was just talking about got you interested and you want to hear some more about that I want to encourage you to come to Boot Camp session three on Friday, where we'll be talking in a lot greater detail about how to register programs in OA states and states where the U.S. Department of Labor does the registration.

And on that webinar we'll also be talking just a little bit more about sort of the distinction between OA and SAA states for those of you who have those kinds of questions.

Thanks so much, Bill. We've got a couple of questions here. They aren't quite on this topic but I think now would be a good time to take them. We're just talking about building programs, so do any of the three of you have examples of having shared mentors across multiple small businesses? Maybe talk a little bit about what a mentor is and then what it might mean in the context of this question.

MR. KRAUS: The mentor – let's go into that first. Mentor, or what we sometimes call journeyworker, is the person who is a fully-fledged expert or technician in a particular occupation. Now, the goal of the apprenticeship program is to have the apprentice work closely with this mentor or with this journeyworker so he or she can actually glean information from them and learn the practical application of some of their academic pursuits in addition to learning the way the corporation does business.

So we have mentors and every apprentice has a mentor or a journeyworker. If you're in a medical occupation, of course it's a little different. You may have a doctor or a nurse or a phlebotomist or whatever. But we work the titles where you have a person guiding you through the program. Now, we do have some programs which are some union-based programs where an individual apprentice may work for many employers as they go from worksite to worksite, and they will have different mentors, and they will share mentors. So everybody will actually learn different aspects of the trade.

In many cases, too, the technical community colleges serve as mentors and they help the employer learn what it's like to be a mentor, what the requirements are. You'll find that most mentors or journeyworkers are so willing to share information. Most of these men or women have worked many, many years in these occupations, are real experts at what they do, and they are proud of what they do. And they don't want to take that knowledge with them when they leave; they want to pass it to the next generation of workers.

MS. WELLS: Fantastic. Thanks. OK, I'm going to keep us moving. We're moving on to a really important topic and that is the role of the many partners that come together to make a registered apprenticeship successful. So what I want to do now is turn it over to you, Charlie, to tell us a little bit about sort of the core – at the center of the apprenticeship program. We know business is right there at the middle. So tell us a little bit about the sponsor. What is their role and what types of entities can be the apprenticeship sponsor?

MR. MCNEIL: Sure. Make sure I'm on – so I'm not on mute. OK. So sure. Every registered apprenticeship program has a sponsor. The sponsor is overall responsible for the entire program. They basically develop the plan; they are making sure that all the paperwork is done. They are making it – as far as doing records and so forth. If there is an issue with a certain employer that may be signatory to that program then they are the ones that are covering down to being the first line to make sure that they work with that employer to basically fix any issues that may be there, if there are.

Now, as far as what a sponsor can be. They can be a consortium of employers. So this is basically taking an association of manufacturers and they all what want to combine together so that way they can drive down a little bit of the costs of related instruction, and each employer providing the on-the-job learning in that area.

Industry associations, labor management organizations, unions, that's kind of the bread and butter that we're seen throughout the years as far as organizations that have a training program that's there and providing the instructions; The United Auto Workers, the United Brotherhood of Carpenters, etc., they are all doing that and they're providing the training locally.

A community college could be. So the community college is, again, providing the related instruction and they have local employers that are around them providing the on-the-job learning. Community-based organizations, so workforce boards, etc.; they could be, again, the sponsor. And again, the whole responsibility of that sponsor is to oversee that entire program. Their name is on it. So basically it could be a wide range of anything or organizations that are out there. And they, again, they're providing the oversight of that plan that they have put together – their training plan along with those other occupations. And then they have these employers or single employer providing that training.

MS. WELLS: Fantastic. Thanks, Charlie. Yeah, and we're seeing across states the development of intermediary organizations like community colleges and community-based organizations like Ford, or industry associations serving in this sponsorship role. And we've seen it to be a particularly effective way of serving smaller businesses who might feel like they do have the administrative bandwidth to management the overall program but really want to play that direct business role and focus on on-the-job learning. And it's been a successful model in a number of places.

So the sponsor is just the beginning. There are many other partners that have a role to play. Doug, can you tell us about partner roles and who plays these roles?

MR. HOWELL: Yes. So partner roles are successful if apprenticeship programs are born from collaboration among partners. Partnership works together to identify the resources needed to help design the apprenticeship program and to recruit the apprentices. So some examples of common partners include your business partners. They are who identify the skills and the knowledge that the apprentice must learn, hire new workers, or select the current employees to be an apprentice.

They also provide the on-the-job learning opportunities; they might identify an experienced mentor to work with the apprentice. They all pay the progressive higher wages as the skills increase and they can provide related instruction, in-house, or in a partnership with other like a local community college or colleges.

Then you might have the public workforce system, who develop in industry sectors and/or career pathways strategies utilizing apprenticeship. They recruit and screen the candidates to be their apprentice or they could provide free apprenticeship or basic skills preparations and provide supportive services such as tools, uniforms, equipment, and/or books; and may contribute to the funding for the on-the-job learning or the related instruction for the apprentices.

You might have some workforce intermediaries. They may provide expertise to support employees in a particular industry sector, serve as a sponsor for the apprenticeship program, and/or take responsibility for administering the program. So they would be taking care of the bookwork and the paperwork and all of that maintaining the records for the apprenticeship program. And you might have educational institutions, who provide the support for the on-the-job-related instruction and sometimes serve as a sponsor.

And the apprenticeship systems. You have the OA and FA, so it's Office of Apprenticeship or the state apprenticeship agency office that is responsible for the registering the apprenticeship programs that meet the federal or state standards; protecting the safety and the welfare of the apprentice and issuing a nationally recognized or portable certificate of completion to the apprentice promoting the development of the new programs; ensuring that all programs provide high quality of training; and ensuring that all programs produce skills and competent workers for the workforce.

MS. WELLS: Thanks, Doug. And I know you were just going to highlight a couple of examples of how these partners fit together. So can you just give us a really quick tour of a model like the one we got up on this slide?

MR. HOWELL: OK. So for example of a small business sponsor, the sponsor would provide the on-the-job training and develop and delivers the related instructions at the job site. And then you have the workforce system would be the ones that would recruit or screen the candidates for the apprenticeship.

(Inaudible) – doing the advertisements and everything, doing the paperwork, the legwork of the apprenticeship side of it. And then you have your local community college would be developing the curriculum for the related instruction. So they'd be providing the classroom training for them. In this example –

MS. WELLS: Great. And then here's a good different example just to give you all a couple of examples. Can you tell us a little bit about how the partners are working together in this model?

MR. HOWELL: Yes. Here's an example of a program with multiple businesses. In this model the business provides the on-the-job learning, to do their own recruiting, and the workforce system contributes the training funds for the related instruction which is delivered by a local career or technical school. And then they also have the community-based organization as part of this little grouping here, the sponsor, to provide supported services like transportation vouchers or child care for the apprentices, if needed.

MS. WELLS: Thanks. So hopefully these couple of examples help you see how in building apprenticeship solutions you can knit together these resources and expertise of variety of partners to deliver really high value to business, increase programs where apprentices can be successful. We've got a bunch of questions that have come in on this topic already and there may be a few of you who've got some additional ones as well.

So I want to pivot to the questions and Charlie, Bill, and Doug if you have some other information you want to share or stories if we're answering these questions definitely chime in.

But we've got a question here – can you explain how it would work to have a community-based organization be the sponsor of an apprenticeship program? Can one of the three of you give an example of that?

MR. KRAUS: Sure, I can. Yeah, I got it. Yeah, it'll just be quick. I do have a bunch of community-based organizations right here in Georgia that are sponsors and they act as an intermediary in – able to coordinate the role of the sponsor with the employer and with the schooling systems.

So they act as kind of a traffic cop who comes into here, makes sure that the integrity of the program, the related instruction, the on-the-job learning, the skilled gain or the wage increases and the credentials are in place. And we hold that particular community-based organization responsible to keep all these pieces together.

And we have them with not-for-profits, we have them with community-based, we have them with some religious organizations. Anyone can be a sponsor as long as they understand that there are responsibilities that go along with it. And you can't just be a sponsor; you need to have an employer. Having good intentions is great, but we need an employer in this picture. So the (three base ?) organization brings those employers to the table.

MS. WELLS: Can you give us an example of an industry or occupation that that's working in?

MR. KRAUS: Sure. I have one down in Jonesboro which is in south of Atlanta. And it's community-based organization in an area that needs a little help and a little attention and they have worked with different employers in the construction trades and also did plumbing. They did electrical, they did IT, and they did culinary. So it's broad-based.

MS. WELLS: Fantastic. OK. We've got something of a related question here. Charlie, have you seen apprenticeship at four year institutions? We've talked a little bit about community colleges but are there pathways for apprenticeships at four-year institutions?

MR. MCNEIL: Yes, there are some colleges that have picked up the factor of doing apprenticeships. Princeton has picked up one. We also have some of our colleges here in New England – as far as a name escapes me right now. But basically they're actually providing the related instruction along with some of the construction sides of our apprenticeship programs here. There are some actual colleges themselves that have started and been a sponsor themselves providing occupations there on the college, so for educational providers and/or even some of their maintenance staff, if you will.

There's another question that I had seen as far as technical colleges front-loading some of the related instruction, then match the apprentice with an employer. They can do that also. That definitely would be one of those deals that come into that.

MR. KRAUS: And to pick up on the four-year discussion, the university system of Georgia actually has standards with us working in the IT occupations. And also in Tennessee we're in the process of developing a program with Tennessee State University, which is a HBCU, dealing with a program that is helping individuals to get into the cyber security and into the coding activities. And those are four-year schools.

MS. WELLS: Great examples. Thanks so much. Still it may be pivoting on that – we're talking about training providers. So we got a question in here about the eligible training provider list. So we know that training providers for – we know that sponsors are automatically on the ETPL. What about pre-apprenticeship programs?

MR. KRAUS: Well, just like you said, the sponsors are automatically eligible to go on the ETPL and still have to go through the state systems to make sure that all the paperwork is in place and so on. They're going to be approved; it's just a matter of getting it in place. When it comes to the pre-apprenticeship programs – and I see the question in there and I'm going to answer to it once. Pre-apprenticeship programs are not registered with the Labor Department. They are an arrangement between a pre-apprenticeship system – it could be an organization; it could be an association that interfaces directly with a registered program.

So through MOUs and different agreements you can have a pre-apprenticeship program and many cases that funded by the Workforce Investment Opportunity Act dollars. That can serve as a way of vetting individuals, getting them into a full apprenticeship program where they would receive credit for what they've achieved at the pre-apprenticeship program and continue on.

It gives a great opportunity for individuals to vet the employer and the occupation and for the employer, or the sponsor, to vet the individual. We recognize them but we don't get involved in the registration of pre-apprenticeships, but we do encourage them tremendously.

MS. WELLS: Great. Thanks. Yeah, an important point there. I want to keep us moving. We have a couple other questions that have come in but I think we'll be able to get to them in the next session because we're going to talk a little bit now about what it works like to design a program, what program standards look like, and things like that. So let's talk a little bit about registered apprenticeship standards. So can you tell us – give us the skinny on standards?

MR. KRAUS: Well, you know. I'm glad you said that because registered apprenticeship standards have gotten skinny because they're only about eight pages long when you register with the U.S. Department of Labor or the different states that are out there.

And to put it really succinctly, the standards are the registration means, where you attach the employer or the sponsor to the department or the state and also in many cases the related instruction. It acts as the rules of the road. It describes the important roles that individuals play.

It talks about our recordkeeping. It talks about establishing programs to increase minority-women participation. It talks about providing time for related instruction. It talks about wages. It pretty much lays out everything very quickly of what an employer's responsibility is, what an apprentices responsibilities are, and tying that together with the school we're able to identify what the school is going to be doing too.

So this is a document which actually attaches everybody to everybody. Of course if one of the parties want to leave the situation, that can happen. You're not being permanently registered forever. It is the kind of document that is a living document – it's modified. In addition, the standards have what's called an appendix A, which is a work process, which includes – like we spoke about before – the schooling piece and it includes the on-the-job piece.

So it's kind of a wrap of everything that we have to have in place to make sure the program meets the requirements, provides a safe environment, and also provides adequate training for the employer's needs. That's the important part and it reveals a question early about designing the curriculum.

And that's really important because we work with the employer to help develop the on-the-job piece and then we work very closely with the educational community to try to customize the educational experience to meet the needs of the employer. The employer drives the whole process.

MS. WELLS: Fantastic. Thank you. Lots to be learned about standards, but I think this is really great introduction for our 101 today.

Charlie, I want to turn it over to you to talk a little bit more about the many flexible ways that you can put the pieces of apprenticeship together to meet business needs. Can you tell us a little bit about that?

MR. MCNEIL: Yeah, not a problem. Yeah, sure, Gina. So the traditional method is under a four-year apprenticeship. We have the education being done at the same time that the on-the-job learning is and they're gaining their skills and so other.

But the way that we can also change this is the fact that maybe we front load that training. So basically what they're going to have there is the apprentice is registered; they're receiving that related instruction ahead of time. This happens a lot if they're a need to have certain skills before those apprentices actually touch the floor.

At Lufthansa they have the example of the fact that in order to even touch an aircraft you have to be certified at a certain FAA certification level. So they have to have that related instruction first before they even start working on those aircraft. So then they'll start working on-the-job learning and still doing education at the same time. And then for a period afterwards they can continue just working maybe without even doing any required related instruction in order to get that certificate.

Another model would be segmented. So in this case they do some related instruction, then they go ahead and start doing on-the-job learning – not attending related instruction – during a period of time, and then again going back to related instruction to gain more skills that are needed for the job and then going back to the related instruction. Each time that they pass these levels though they are getting those pay raises again that companies along with the skills gained until they finally complete that apprenticeship and get that certificate.

So those are pretty much the two different ones. So we have, again, the four-year in conjunction traditional method, the front load and then segmented. And again, it's the flexibility that we try to provide for the employers to basically do what their needs are in order to provide for the related instruction and the on-the-job learning with both have to be accomplished during the apprenticeship.

MS. WELLS: That's fantastic. Thanks. I love how you really underscored the flexibility and how it's really the need of business and the best way to get workers the skills that are needed that drive this design and sort of how you weave together your classroom instruction, your on-the-job learning to the advancement that folks are making in their skills.

Sometimes we hear – and we got a question in here about is it possible – what if you're working with a business who feels like they really need to have the confidence that an individual can complete that classroom training before they hire them. What are some ways that we can work with a business like that? Can apprenticeship work for them?

MR. KRAUS: Sure. One of the requirements of – and the employer, like I said, runs this program. And the employer will work with us to help establish what's called minimum requirements. And minimum requirements take into account everything from physical ability to do the job with or without accommodation.

Some testing that is a validated testing – caution, don't use unvalidated (sic) testing – it could be a requirement for a driver's license. It could be certain elements and the employer is the one who chooses these individuals.

We work with employer upfront to ensure that none of the elements that he or she's asking for can be looked at as discriminatory in any way at all. But in many ways you have different tests that are out there right now – WorkKeys, Wonderlic, and so on – which actually can give a person an ideal the possibility of completing successfully the apprenticeship program.

And in many cases when they're involved with a technical college they will be some time of testing for admission. And in the event that the person isn't at a certain level the schools generally or the workforce boards will help mentor and provide some remediation to get that person to a level.

MR. MCNEIL: Bill, that's some good stuff. But also, as far as in clarifying the factor of related instruction with front-loaded – that was more considered not part of the apprenticeship but it'd be more of a pre-apprenticeship. So if they're not receiving wages while actually doing – getting the front-loaded related instruction then yes – that would be more of a pre-apprenticeship and hopefully they receive a stipend or something during that time frame if it's a long period of time.

MR. KRAUS: And you're going to see more and more dual enrollment programs out there now where high school students who are eligible to work at certain hours because of certain ages can actually work with an employer while they're completing their high school diploma and also receiving college credits, and that's really important.

The only thing I caution folks to is to make sure that they're not in violation of any of the labor laws because that's always a problem. We want to protect the safety of the apprentices. But we can do it in many ways and the programs will continue on. And like most things, like college degrees, you don't lose any of your time or your credit.

MR. MCNEIL: Right. It doesn't have to be full-time employment. We can actually do part-time employment to do an apprenticeship. It might take them a bit longer to get it completed but it's considered an apprenticeship whether it be not full-time employment or part-time employment.

MS. WELLS: Good point. I want to give us a chance to – you know we got about six minutes left in our webinar; time to take some more questions. So if there's anyone who's been holding onto a question you haven't had a chance to ask yet I want to encourage you to type it into the chat.

We have a question here about how these get paid for – which I think is a great one and we haven't talked yet on the phone. Could one of the three of you talk a little bit – I think there's many different ways to weave together resources both from the business and from other partners to support an apprenticeship program. Can you talk a little bit about how you've seen that done and particularly if business isn't the sponsor, some different ways of funding apprenticeship?

MR. KRAUS: Sure. I'm very lucky because I've been working with Tennessee and with Georgia. And the example would be if an individual wants to go and become say a plumber and they're working with an employer. That employer can work with a technical school and in many cases – like, and I'm going to use hard examples. State of Georgia has high demand career initiative program which will actually pay for the related instructed. There may be some odds and ends left over, but that can be picked up by other programs like the American Apprenticeship Initiative dollars.

So there is a system in place. When individual goes to one of these colleges they will use their Pell and the different programs that are state programs and then the federal programs in addition to any VA benefits that may be accrued while the person's in service. So that actually happens now. Every case is unique, every case is individualized, and in some cases it may be a high demand career and it'll be picked up by the state. Or in other cases the employer may be pick it up. In other cases it'll be taken care of with Pell. So there are many, many ways of doing it. There is no one answer to this.

But there's a myriad of programs and when Georgia and in Tennessee we use the term braiding of dollars. We don't want to duplicate, but we want to make sure all that money is going to the individual to pay for tools, pay for equipment, and all these items will lower the cost to the employer to anything that may be remaining.

MS. WELLS: Great. Thanks Bill. Charlie, a question in here for you. Do you have any examples of apprenticeships for individuals with disabilities? Maybe some examples of how apprenticeships can be used for different types of populations?

MR. MCNEIL: Sure. Yeah, we've had some example as far as in medical coding was a really good place for having persons that have ADD or autism because the fact that it's a repetitive type of work process and the occupation kind of looks at that. That's where we saw the fit for persons with autism to work in there.

Other examples would be in housekeeping. We've had some people start working with disabilities as far as in developmental disabilities. They've worked well and thrive in those organizations because they have a mentor that works with them all the time and/or after the fact they can move on when they become proficient in what they're doing. So we've had that happen.

So those are kind of two of the examples that I have for people with disabilities as far as working in apprenticeships.

MR. KRAUS: And we're working with the Goodwill Industries. And Goodwill Industries actually takes people who are coming back from different obstacles or different problems in their lives and coming back into the workforce. And the real key here is to bring in the state departments of rehabilitation services in addition to VA rehabilitation services.

And the main thing is we need more employers who are willing to participate in apprenticeship and give individuals an opportunity. Charlie is right on when he talks about individuals with autism. People who have mobility issues can actually work in different locations.

We're working right now with different agencies in the U.S. Department of Labor we are actually working with our Office of Disability and identifying ways to increase the participation rate.

MR. MCNEIL: Yeah. And I forgot we actually had a program that started in Puerto Rico with the blind in manufacturing. So it's a vast array as long as you have a – that they're able to do the job, then there's no reason that they couldn't be trained to do it.

MS. WELLS: These are great examples. Thanks so much. We also have a resource up on WorkforceGPS on this topic so we're going to pop that over – we're going to pull that hyperlink over for you all so you can check that out as well.

All right. We're coming almost up to the top of the hour so I just want to pull your attention here to the set of resources. So the final pre-recorded segment that you can take a listen to gives you a tour of the essential resources that you should know about if you're going to be working in the apprenticeship expansion space.

Apprenticeship.gov which is a public facing portal for business, for training providers, for job seekers, anybody interested in being part of the apprenticeship expansion movement; the apprenticeship toolkit on DOL.gov which guides these sponsors through the steps of setting up an apprenticeship program. If you've heard some things here that you'd like to take a deeper dive into in the next little while that's a great resource for you to explore.

Apprenticeship.workforceGPS, which is for practitioners; folks like all of us on the phone today, ots of resources to help you with your apprenticeship expansion efforts there.

And then DOL.gov/apprenticeship, with all the information about apprenticeship policy, investments, and data. You can find some more process standards there; a work process schedule there and other resources that can support you in your work. So take a little tour of these resources.

So I just want to thank you all for spending time with us today. There were a few questions that we didn't get to and don't fret. You knew this would happen – there's a lot to talk about here. I want to encourage you to attend the other boot camp sessions that we have scheduled over the next week and a half. And you can see here that our apprenticeship expansion office hours on November 7th are our final opportunity for us to come together and discuss any of the questions that we didn't get to throughout the boot camp in.

So we hope to see you several more times over the next couple of days. And then lastly, contact information. So if you are grant staff and you have questions related to your grant, you should of course always talks to your federal project officer.

If you are interested in contacting the apprenticeship entity within your state that we talked about today when we were looking at that green and blue map. And you can find that contact list at this link right here. And with that we really want to that you for joining us for this first boot camp in our boot camp 101 sessions. We hope to see you again tomorrow or at other sessions that hit the topic you need to learn about.

So we thank you very much. Thanks very much to our speakers and our moderator. And I'm going to turn it back over to Jon.

MR. VEHLOW: Thanks so much, Gina.

(END)