**WorkforceGPS**

**Transcript of Webinar**

**America's Promise: Apprenticeships in Action**

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GREGORY SCHEIB: (In progress.) Thanks, Laura, and hi everyone, it's nice to be with you all today. I think we should have a really interesting conversation. As you know, there's been a lot going on in apprenticeships over the last few years and, of course, it's been kind of exciting with the recent roll out of the industry recognized apprenticeship program model earlier this year.

So anyway, I'm just not going to take any more of your time up, but I would like to just go ahead and move us along and introduce to you our John Dyer, he's one of our TA coaches on the America's Promise Grant. And John's going to introduce the rest of our speakers and tell you a little bit more what's going on today. John.

JOHN DYER: Thank you Greg. My name is John Dyer. I am a TA coach, as Greg mentioned. I am also the director of Workforce and economic development at the American Association of Community Colleges. We're delighted to have this presentation for you today. And we want to start off with yet another poll and ask you a question about how you're thinking about apprenticeship in the terms of your America's Promise program.

So we have a number of different questions. We have one question, but we have a number of different optional answers for you to look at. Whether you're currently using apprenticeships and are going to keep them, whether you're thinking about it but haven't started one yet, whether you are going to start one or whether you just want to learn more.

So I'm going to give you a minute to answer some of those. And I'm delighted to see that by a five to one margin you already having an apprenticeship program and several of you still want to learn more. So thank you very much for that.

We're going to spend some time talking about apprenticeship today but it's not going to be me that's talking about apprenticeship so much. We have two representatives from Iowa with us today, Amy Meyer from the United Way of Central Iowa and Lindsay Fett from Broadlawns Medical Center. And they're going to talk about their practical experience in Iowa working with apprenticeship.

But before we go there, we're first going to hear from my colleague, your colleague, our friend, Michelle Mills-Ajayi from the U.S. Department of Labor Office of Apprenticeship. Michelle is a rock star when it comes to apprenticeship. She has a lot of good information for you, a power packed presentation. So without any further ado I'm going to hand it off to Michelle.

MICHELLE MILLS-AJAYI: Thanks John and thanks Greg. It's such a pleasure to be here with you guys virtually today. Again, my name is Michelle Mills-Ajayi and I'm the project manager in the Office of Apprenticeship in our division of Workforce Operations and Investments. And what I do in that office is I really work on the portfolio for education and youth programs, which includes several grants and different types of investments, contracts and corporate agreements.

I'm happy to be here today to talk about apprenticeship, registered, and then of course as Greg hinted earlier in his opening, the new IRAP, industry recognized apprenticeship program. I'm very delighted to be here with you today and I hope that you will drop questions in the chat throughout this presentation so that we can have a really good policy conversation, especially as the grantees also share about the models and what they're doing in the field.

So what is an apprenticeship? Here's a basic definition for you. And what I want to highlight from this slide is that it's paid work experience not like many internships that can be unpaid. Apprenticeship is very structured; it comes with classroom instruction or what we call related technical instruction, as well as on-the-job learning, in addition to you have to get a nationally recognized credential.

So that is very important to note here that it is an industry driven type of program to help prepare people for the future of work. And, so, we've kind of compiled these five components of apprenticeship here that I just kind of outlined for you just to reiterate the important aspects of it. Number four is what I want to zone in on this slide is that it also comes with that mentoring component of an apprenticeship.

So again, apprenticeship started back in 1911 and you have the National Apprenticeship Act of 1937 and then state-guided regulations came in place 29 CFR 29 as well as 29 CFR 30, the EOG regulations that accompany apprenticeship program. So it again, it's a structured quality program that is in place that includes the mentoring, the work setting, on-the-job learning, as well as classroom instruction and an industry recognized credential. What I will say is that a registered apprenticeship program, at a minimum, is for one year. And I'll get into some differences with general apprenticeship, registered and IRAP a little later on.

What I do want to highlight here from this slide is the track record that we've seen from registered apprenticeship programs. I mentioned 1911, started with in Wisconsin. It really started with the brick and mortars, the trades, construction area and we've evolved over time. We've seen a lot of return.

So for instance, for each dollar that is invested by an employer, we see a return of $1.47. We know that we have a 94 percent retention rate, meaning that after the completion of an apprenticeship program, 94 percent of the time the employer does take on that apprentice as a full-time employee moving on after the term of the apprenticeship. Over an apprentice's lifetime, they earn about 300,000 more than those who do not enter into an apprenticeship program. So this is quite impressive, especially when you're talking about return on investment with business employers out in the field trying to develop an apprenticeship program.

So again, I mentioned 1911. We started 1937 but we've evolved since then, so now we have a diverse range of industries. It's IT, cyber, healthcare, biotech, fintech or financial services, hospitality, energy and so many, many, many more industries. And along with that we have some really super star industries that are backing apprenticeship here: Tesla, Dell, Microsoft, Google has been added now, Amazon and so many others that are playing in this space.

So I just want to highlight again the benefits of employers. Right, it's not just being able to fill the vacancies but also, they're really getting an opportunity to train that employee, to bring them through the ranks, which is very important when you talk about the culture at a business. What I really want to emphasize from this slide as well is that employers can tap into federal resources. They can also get tax credits and employee tuition benefits to help support the apprenticeship program. Plenty other resources, one is WIOA that I'll mention later in this presentation.

Another benefit for the career seekers here is that they, again, they earn as they learn. They get to avoid student debt. It's an easy transition from school to career and – (inaudible) – the industry recognized credential. We'll mention apprenticeship.gov later on, but again career seekers want to know that when they enter an apprenticeship program, they can transition into something real, a job, to get family sustaining wages.

So again, for colleges, this is very attractive because they get to basically increase the number of bodies that get into their college system and it helps to improve or increase the revenue stream, right, because they're able to recruit students who want to get into an apprenticeship program, want to get a job, want to be able to connect to their employers for their future work.

why this is important in terms of their return on investment. Of course, they get to tap into WIOA as well, FASFA, and different federal benefits. GI, for instance when it comes to dealing with veterans. Veterans can utilize the GI bill.

There's also the U.S. military apprenticeship program with many of the military branches participating in that to help transitioning service members get into apprenticeship program. The GI bill can be leveraged to cover books, supplies as well as housing for veterans. So definitely want to emphasize this here and to say that the GI bill can also be leveraged using IRAP not just for registered apprenticeship program.

So again, we just want to show some statistics here from the rules that we've seen since 2013 to date. We've had about over 600,000, a little over 600,000, new apprentices enter into the system from our last fiscal year. This is tremendous growth, 67 percent since 2013. We know, yes, of course we were comparing with Germany, Switzerland, other international competitors of sorts, but we're a little behind the curve but we are trying to expand, we're trying to diversify, we're trying to demystify, trying to change a perception that apprenticeship is just for the brick and mortar – (inaudible) – when we know that we have apprenticeship programs in IT, advanced manufacturing and many other fields beyond the skill stream.

Also want to just emphasize here on this slide the types of apprenticeable occupations. To date this slide shows the top ones that we have. This is stated also on apprenticeship.gov in terms of the top years. You see a lot of folks in the military using apprenticeship programs. We see it in construction. We see it in advanced manufacturing, healthcare and so on. Just want to emphasize the growth, again, in terms of we've moved from having a handful of apprenticeable occupations to now having over 1300 apprenticable occupations in this space.

An apprenticable occupation simply means that it's an occupation approved by the U.S. Department of Labor, the Office of Apprenticeship or a state apprenticeship agency that has basically certifies and says, yes, this has met industry standards. This is an occupation in the industry. This is the work process that a company is fulfilling the big level of this occupation and proficiency level looks like XYZ at the end of a year or two years within an apprenticeship program. So these apprenticeable occupations aren't just something that DOL decides to invent but a lot of research goes into it now in terms of determining the skills that are needed for that specific occupation in that specific field.

So here I just want to spotlight the IT apprenticeship in terms of the time that we're in now, very challenging times because of COVID. It's been, even before COVID, we saw a surge, a boost in the IT industry. Don't know if you all saw the recent executive order also on hiring based on work experience. We know the emphasis of some of that came from the IT industry as well because we're seeing a lot of transitioning, upscaling, changing of careers and IT comes up a lot.

This is one of the top cutting industries that is very important. So even if you think of healthcare, there's IT in healthcare. You need a person who enters the data, the coding in the hospital. IT crosses over even in construction. I remember a youth apprentice was saying, he was operating a crane from a iPad.

So just wanted to highlight here, IT we have a quote from IBM which is one of our apprenticeship sponsors about the utility, how great apprenticeship is in the IT space in terms of the apprenticeship occupations that are really used or in high demand is computer operator, computer programmer and information management. And, so, when you get this spec which you can download, you can click on these links to learn more about that.

OK. So just quickly want to transition and say that in 2017 our president issued the Expanding Apprenticeships in America presidential executive order and it really just changed the game because it mandated that across the entire federal government, all agencies basically have to give apprenticeship some priority in their programming and how they were supporting the apprenticeship system in America. So this is really great.

Section 6 specifically called out certain communities, right, boosting apprenticeship in the college system for youth, for veterans, for minorities, persons with disabilities and so on. It also calls for diversifying the industry, industry diversification. So again, moving just away from the skill trades, the brick and mortar and thinking more broadly in terms of the range of industries that apprenticeship can be offered in.

Well, what's most important too about this executive order is that it introduced the industry recognize apprenticeship program model, which is new, and on May 11th, that rule was finalized for industry recognized apprenticeship programs. And immediately we started the process from just putting out information as to how folks could become standards recognition entities that would verify or certify IRAP sponsors who would implement the industry recognized apprenticeship program.

So here I just want to emphasize the different elements as we see it where we have general apprenticeship. We have registered apprenticeship, that has been validated and certified by the Department of Labor or state apprenticeship agencies. And then we have industry recognized apprenticeship programs that are validated by DOL, us, but recognized through our standards recognition entities pursuant to standards that are set by the Department based on the policies that they set forth.

So just want to say that we received our first round of IRAP SREs, Standards Recognition Entities. And, so, it is very promising. We have another round that is out there for folks to apply to become Standards Recognition Entities, and this is open to the education Workforce industry associations and others that can show how they can evaluate and stand up great high quality IRAP programs.

So again, this is here for you. A great comparison between the different programs. It can look at registered apprenticeship [inaudible]. For instance you can see that it requires a certain amount of time that someone spends in the program, requires a minimum of 2,000 hours of OJT; 144 hours of RTI, related technical instruction; and there's a one-to-one ratio with the mentorship. If you look at IRAP, there's some flexibilities in that, right, so registered apprenticeship requires wage progression whereas IRAP doesn't necessarily require that wage progression as long as the apprentice is paid.

The IRAP does not have a minimum of the 2,000 hours of OJT; however, there has to be structured work experience, right, to meet the competencies within that specific occupation. Same thing again, there is no set prescribed number of RTI, however the industry sets that standard. Right, so again, just thinking through how an apprenticeship program is designed, this really helps the sponsor decide which one is most suitable based on the offerings that they have in the occupation and the specific field.

Why I spotlighted IT is because in a day coding can changing by tomorrow, in an hour, right, so it's not necessarily about the prescribed number of RTI hours, but it's basically about the competency and the skills and so maybe an IRAP model might be more suited for someone in an IT industry.

So here I just want to highlight apprenticeship.gov. If I'm saying anything and you're wondering how do I get connected to all of this information, apprenticeship.gov is our flagship website where all of this is housed. Right, it was launched in 2018 as our one-stop shop for all things apprenticeship to connect career seekers, employers, sponsors, educators, trainers, you name it, and it also includes great, great information on registered as well as IRAP and provides that program comparison that I just broke down for you a while ago.

So in addition to that, we also have the apprenticeship finder on apprenticeship.gov. And what's great about this is that it really helps the career seeker with using AI to collect real time data from several sources like National Labor Exchange, state job boards, Monster, CareerBuilder, Indeed and so on. And we have about a 97 percent precision rate using this with a number of listings currently on apprenticeship.gov through our finder. These folks want to go on that putting your ZIP code and see what type of opportunities are available.

We also have the Partner Finder. I mentioned the elements of an apprenticeship. I mentioned the mentoring, the OJT, the RTI. So you might have a sponsor, an employer, that, of course, will provide the OJT but what about the RTI. Maybe I need to find a college in the area that can provide the classroom instruction. Or maybe I need an intermediary that can help me connect with an employer, connect with a school, connect with the local workforce board. All you have to do is use our Partner Finder, put in your ZIP code and you'll be able to find a partner within your local area.

So here's a snapshot of the numbers in terms of the visits that we've been getting on apprenticeship.gov. It has stuff. Every month we're getting about 50,000 visits and we've just been trying to triage and go through all the inquiries that have been coming to our mailbox. But definitely keep our hunger for this, they're out there and they want to get connected to apprenticeship opportunities. We have lots of resources on our website, lots of information about IRAP, of course, so definitely go there and look at that.

Wanted to highlight some of our recent investments in apprenticeship. You'll see here some that are not out of the Office of Apprenticeship but from the Office of Workforce Investments from the Women's Bureau and veterans just put out a new apprenticeship pilot for a little bit over a million dollars. So again, the Department of Labor is doing a lot in the apprenticeship space.

I want to highlight recently our youth apprenticeship readiness grant for 42 and a half million, have great indicators in there that align even with WIOA to support serving young people at a time – as you know with COVID, young folks tend to go first in terms of the employment. So take a look at that in terms of future partnerships, who you can work with as you think about wrapping up your grant and the other funding streams that are available and what can be leveraged to continue the great work in apprenticeship.

I just want to highlight again some of the youth work that we've been doing. Recently we launched Scholastic Magazine. Again, because of COVID we've reached to even the middle school audience, grades six through eight, to kind of provide some materials. Teachers have been downloading it. It's free on our website for you to go there and to collect that information. So a lot of activity has been going on as we posted a lot of this on apprenticeship.gov.

Just want to spotlight here, from one of the apprentice who graduated high school this year, you know this COVID and everything, in a welding apprenticeship program, she completed all of here 2,000 hours of on-the-job training. A very life-changing opportunity for her family, was able to kind of change up the game in terms of finding a home through the fees earned from her employer.

So just wanted to spot and say that these are real stories as you know as grantees impacting real people and making a difference. And she was sponsored through our Urban Institute Youth Apprenticeship Intermediary Contract. As I mentioned, there are plenty investments to leverage. Intermediaries go out there, they work with employers, they work with even grantees to help set up apprenticeship programs in a state or across a region.

So lastly just want to touch on the WIOA, Workforce Innovation Opportunity Act. I know I mentioned it briefly, but this is another source that is leveraged for apprenticeship. Can also be leveraged for industry recognized apprenticeship. As this – (inaudible) – as I mentioned, is not specific to apprenticeship but has components like OJT, classroom instruction, etcetera, that is included in that, that can be leveraged. Again, GI bill can be leveraged as well and other funding streams that have been also provided to the Board of Apprenticeship including the Department of Education that also releases a lot of funding around work-based learning and apprenticeships in general.

I want to also highlight some of the resources that we have. We have a quick start toolkit that takes you from basically creating – (inaudible) – in terms of developing and establishing an apprenticeship program. I talked about work processes briefly in my talking points in terms of how to set up a program. This toolkit kind of helps to walk you through that. The playbook, the Federal Resources Playbook, identifies some of the federal resources I mentioned like from ED, also the Department of Commerce, Transportation, and Agriculture and the various funding that's available and tools that can be leveraged.

There's also a registration site, Standards Builder, that really helps you put together the RTIs and OJT and walk through that. When all else fails, however, definitely contact us via apprenticeship@dol.gov and visit our website. We have a contact page because we want to hear from you, want to see how we can help you as you consider using apprenticeship or continuing to leverage apprenticeship with your current program.

So thank you so much for having me. And I'll now turn it back over to our moderator, John.

MR. DYER: Thank you, Michelle, and before you leave, we do have a question from – (inaudible) – about accessing the design your apprenticeship program components page.

MS. MILLS-AJAYI: Oh, wonderful. Are we able to access the design your – oh, yes. So we don't have that specific slide on apprenticeship.gov but you should be able to download the PowerPoint to get that from the deck that I just provided. On apprenticeship.gov, however, too, we do have a program comparison chart that breaks down the element and the differences between registered and industry recognized apprenticeship.

So I mentioned apprenticeship.gov. If you go there now, there's a big industry recognized learn more kind of streaming across apprenticeship.gov. You'll click on that, you'll scroll down, you'll see program comparison that shows the components and the differences as well between registered and an industry recognized apprenticeship program. Thank you, great question.

MR. DYER: Thanks, Michelle. And seeing no more questions, we're going to move right along with our program and I'm going to hand it off to Amy Meyer who's the HealthWorks Program manager at United Way of Central Iowa. Amy.

MS. MEYER: Good morning or good afternoon now. I am Amy Meyer, the program manager for Central Iowa HealthWorks. We are a part of the United Way of Central Iowa. With our America's Promise Grant, we focus solely on healthcare pathways. So we have certified nursing assistants all the way up to people getting their bachelors of science in nursing and getting their RN. So we had a goal of serving 380 clients through the grant and now we're at almost 100 more than our goal for the full four years and that is due in large part to some of our partnerships like the teach apprenticeship that you'll hear about today.

So I did just want to touch on our demographics of our program before we get into talking specifically about our apprenticeship. And our goal was to target people underrepresented in healthcare and people with barriers through employment. And we're really happy that we have been able to target those groups.

So about 70 percent of our clients are people of color and about 50 percent of those are black or African-American. And just some other things I want to highlight is just the large population of refugee and immigrants, a lot of those obviously are English language learners. More than a third of our clients are English language learners, and that a high number of people living either below the 100 percent poverty level or below what United Way defines self-sufficiency, which is 250 percent of the poverty level.

So we have a high number of those people as well as people with criminal backgrounds, single parents, that kind of thing.

So Lindsay, do you want to give a brief overview of your organization?

LINDSAY FETT: Sure. Broadlawns Medical Center is located in Des Moines, Iowa. We're located in the north of Des Moines and we're the largest employer on this side of Des Moines. We're also located in probably the lowest socioeconomic area in our area with a high amount of poverty. So we are a safety-net hospital. As you can see below, we only have 200 beds.

So of healthcare organizations in Des Moines, we're one of the smaller ones. And we're a County hospital, so we really strive on our mission to be the best County hospital in serving those who are possibly under served. And that kind of tied into the mission of HealthWorks and the barriers in reaching out to those in our community that have barriers and getting them through an apprenticeship program.

MS. MEYER: And I would encourage you guys, we didn't have time today but click on that link and there's a great video about problems and about the apprenticeship that we're going to talk a little bit about now.

So Lindsay why don't you tell me – and we're going to do this kind of in an interview setting, so I'm just going to be asking Lindsay some questions. She really is the subject matter expert on this and has been just instrumental in this apprenticeship. So I'll just kind of be feeding her questions and I think we'll all have a lot to learn from her.

So tell me about how the apprenticeship got started. What's a little bit about the history of it?

MS. FETT: Sure. So we started our, we call it the teach program, training and educating adults for a career in healthcare in 2016. Then in 2018 we were reached out by some state organizations about apprenticeships and they helped us through that process to become an apprenticeship back in 2018. Again, it's all about partnerships and forming those and the success of our program.

So we did that back in 2018, became an apprenticeship. Our occupation is for a certified nursing assistant. So who you think of in a hospital is mostly taking your vitals, the person before the nurse comes in and kind of being your liaison between the doctor or the nurse is a CNA and so, that's our occupation. We have partnered with the difference community organizations and our community college. The community college does the related training so it's like 180 hours of training for us. And then the non-profits, the community organizations really help with outreach and recruiting.

We really wanted to target those individuals that didn't think they could have a career in healthcare or didn't have the money to get a career in healthcare. And, so, we have partnered with some of those individuals to target those individuals. Just as an HR professional we didn't feel like we could target those ourselves and so we've had those partnerships which have been outstanding.

Touched a little bit on the barriers. We're almost getting close to 100 participants through our program. We had our first apprentice finish the 2,000 hours after their training. It's been about a year now and we had a big celebration and he got his certificate from the Department of Labor and they were ecstatic. It was just really cool to see the Department of Labor certificate and we did that for the first person that completed our apprenticeship.

MS. MEYER: Why don't you talk a little bit about the structures. So they start out with training and then what else are they getting during that time?

MS. FETT: Yep. So our apprentice starts out as what we call an intern. So we take them through our typical hospital orientation, some professionalism training, soft skill training because, again, some of these individuals that we've identified have some very significant barriers to employment. So we bring them in and kind of coach them through the culture of professionalism, then that part prior to even getting the CNA training.

Then they go through their CNA training that they receive a small pay increase when they start that training and then after completing their CNA training, they get another pay increase to become an employee, a more CNA at that time.

MS. MEYER: Great. So why CNA? Why did you guys choose that level?

MS. FETT: We really felt it was important to give our apprentices a career path and in healthcare the CNA is kind of where you start and get your foot in the door. The CNA program is required to go on and get your RN. It's required to go and be an LPN and we really felt like that was a good baseline and a good entry level for those individuals.

MS. MEYER: Great. So back in 2016, were there any roadblocks you saw? Was there any kind of hurdles you had to get over before launching, even before you became certified or registered?

MS. FETT: Definitely how we can reach those individuals and how we can build relationships. So we hired a program coordinator to help with some of those recruiting and connecting with these individuals. Our program coordinator, he's been incarcerated. He has a story and he lives in the neighborhood and has grown in the neighborhood. So we really felt like that connection with these individuals, bringing them into our organization, if we could build upon that, but initially that was a struggle.

MS. MEYER: Yeah. So how is it now? You could jump ahead but I feel like it's been so dramatic in that now you're getting referrals, now it's relatives of people who've been in the program before. So talk about that just kind of how word of mouth has affected you guys.

MS. FETT: So each cohort we take 10 students. In healthcare it's important that we have ratios for safety. And, so, it's kind of a 10 to 1 teacher student ratio. And, so that kind of limits us. The application process, we have it for two weeks and we probably get 80 to 90 applications for 10 spots.

So that program coordinator does a lot of connecting through the community, deciding who's going to be the best fit, who follows through when they say they're going to meet with them and then we get into like an actual HR interview process after the program coordinator has done his outreach. But it's grown tremendously. But that was part of the reason why we looked into apprenticeship for the sustainability and how can we reach more individuals.

MS. MEYER: Great. So then you guys made the jump to become a registered apprenticeship.

MS. FETT: Mm-hmm.

MS. MEYER: What was that process like and why did you make that choice?

MS. FETT: We worked a lot with our – the State of Iowa had a training representative who kind of connected me with this what that occupation generally looks like, make sure it looks like what your organization does. But a lot of that when they brought that forward it was a lot completed and we just needed to finesse it to make it look like what we do at Broadlawns, but it was a fairly easy process.

MS. MEYER: Lindsay?

MS. FETT: Yes.

MS. MEYER: Oh, sorry, yeah. I thought you were cutoff, sorry. So can you talk a little bit about how the program has affected not just the CNA apprenticeship but how has it affected your whole hospital?

MS. FETT: Yeah. And that was maybe one of our lessons learned initially. Our initial program was kind of the vision of our CEO and how we can connect with our neighborhood and our community in doing a jobs program. But we left out some of our staff that already were here and working our mission and how we could get them involved. And we kind of missed that opportunity.

Early on we were so excited about our program that maybe we could have included others in the excitement, and so we kind of had to take a step back in how we could include our current staff in our program through being mentors. Or coming in and talking about why you picked your healthcare path. Coming in and talking about what barriers you've experienced in helping these individuals recognizing that, yes, people can do it. And using our own staff to do that was definitely a piece that we – I think is a good part now, but we didn't do it initially.

MS. MEYER: That's a good lesson learned.

MS. FETT: Yeah.

MS. MEYER: So talk a little bit about, again, the clients that you're trying to reach and how this being an apprenticeship, how it being paid from day one has really allowed you to recruit more diverse participants.

MS. FETT: Right. So the people that we're trying to target probably have never had a professional job before. They probably don't come from a household that has a traditional working family and so they might be a single parent or the only one working or they have always cared for their siblings and never worked.

So being able to provide an income for them while they start on their path here at Broadlawns I think is just eager for them, it's kind of they're learning, they're getting a certificate that we're also paying for that education on top of the wage, I think is just excellent. And, so, it really opens up the door that, yes, I can get my education and get paid as opposed to paying for your education and not getting paid. It's a real recruiting tool.

MS. MEYER: Yeah. I mean it probably wouldn't be possible for a lot of them, right –

MS. FETT: Right, right.

MS. MEYER: – if they weren't getting paid.

MS. FETT: Yes. And then on top of the support of services, the gas card, the bus passes, I don't think a lot of them could do it without either.

MS. MEYER: Yeah. Yep, definitely. So this has been a hugely successful program. You've gotten a lot of awards. So how did you first know that – that video, for example, it was a result of an award that they received from the state of Iowa. But how did you first know it was successful? How did you know it was going well? What benchmarks did you look at?

MS. FETT: It was really after that first cohort we had a graduation when they complete their CNA training and you see their family and their friends come to celebrate this accomplishment and it has changed their life. Some of them have children, it's changed their children's lives and to see that come full circle is just – even if you can make a difference in one person in that cohort, is just know it's successful.

But then also seeing the flip side of it with our partnership with HealthWorks, potentially – you know life happens and if they don't make it through our cohort, HealthWorks has done an excellent job keeping them connected. We've had individuals that don't finish our program but we re-employ them somewhere else. But always having that partnership and that connection to help somebody be successful, however you want to define it, I think changes in a different – from each individual.

MS. MEYER: Yeah, yeah. Yeah, those graduations are so much fun. They're probably the highlight every quarter so when they happen, they are just so much fun. They're very noisy, lots of kids, lots of families, but it's really great to see just how proud of themselves they are. It's great.

So advice for others. What kind of advice would you give? So these are mostly grantees who have their own programs going on but what advice would you give about starting an apprenticeship or kind of the way that Broadlawns has made it such a priority to add diversity to their hospital?

MS. FETT: Don't try to do it yourself. Reach out to your community partners, reach out to your employers in your area. Like Broadlawns's kind of done it without HealthWorks, so find a partner that can help you through; an individual's car breaks down and can't get to class. As an employer, it's kind of like, what do you do?

But when you can turn to a partner and say hey, can you help this person with what's going on with their car, you can take on some more of those barriers and get through it as opposed to being an employer you can't do it all. You know you can't – I didn't write our apprenticeship. They had the framework there for us and how we make it look like ours and feel like ours, I think is my message.

MS. MEYER: Yeah. And from the grantee side, partnering on this apprenticeship and knowing as we all reach the end of our grant phase and knowing that this program, although started with our funding, is now so sustainable that you've gotten additional funding as an apprenticeship, it really has the – (inaudible) – as we're trying to get everything to continue to have one thing that you know this is going to continue on because it has been so successful. So that as a grantee that's really been great to see.

So that's all we have. And I will turn it back to John, then.

MR. DYER: Thank you very much. I want to open it up because we have a couple minutes available for questions. And if you have a question, please put it in the chat box. I know that Greg has a comment he wants to make about sustainability. But before I go there, I'm going to give our attendees an opportunity to type in any questions they may have.

And seeing nothing yet, Greg, why don't you, if you still want to say something sustainability, this might be a good time to do that while we're waiting for some questions to come in.

MR. SCHEIB: Thanks, John. Yeah. No, and thank you all for the wonderful discussion, Michelle and Lindsay and everyone.

I just wanted to mention that part of us focusing on apprenticeships now, I mean many of you may be doing this, some of you may have different models, but we're also looking as we sort of wrap up the America's Promise Grant in the next quarter or so, and for some of you of course it will be on into 2021, but partnerships are certainly an excellent model.

This is me putting on my compliance hat and just reminding people here that if you do decide to sort of change up your program design or anything, make sure that you are in touch with your FBO before you do anything in terms of your current activities and things like that.

So that's all I really wanted to say on that one. So I'll pass it back to you John.

MR. DYER: Thanks, Greg. All right.

Some things to think about about apprenticeship that I just want to highlight for all of you. First of all, there's the obvious big question that Michelle touched on a little bit in her presentation which is will you do a registered apprenticeship or are you going to do an industry recognized apprenticeship? There are two very useful things but very different things. And, so, a thoughtful conversation about what you're going to do and obviously that conversation needs to take place with employer partners is a critical conversation to have early on.

You're also going to want to think about whether you have a state apprenticeship agency that has jurisdiction or whether it's the federal office in D.C. And that's an easy thing to figure out. If memory serves, there is actually a way to look that up very easily on apprenticeship.gov.

There's also a conversation to have about what role you're going to play in an apprenticeship. You may decide that you're going to be a sponsor, you may decide that you're going to be a provider of the related technical instruction. You may actually only serve as an intermediary. There's lots of different roles one can play with an apprenticeship and all of them are important but understanding and defining the role that you're going to play is going to be critically important early on.

That said, especially when we're talking about sustainability, it's absolutely critical to think about what the resources are and the relationships are that already exist that you can leverage to make this easier for yourself, easier for your apprentices and easier for your employer partners. Reinventing wheels is not something that I would encourage anyone to pursue. And, so, to the extent that you have things available to you, either in terms of relationships or in terms of resources, you should really look at how you can best use of those.

And then finally, if you're seriously considering adding a partnership to your bag of tools to promote sustainability, at some point you're probably going to need to convince someone that that's an appropriate thing to do. So thinking thoughtfully about how you're going to make the case for apprenticeship, to whom you're going to make the case about apprenticeship and what facts, figures, data, etcetera you will use to make the case effectively is something to begin thinking about early on.

Going into an important meeting with a supervisor, with an employer partner, with other community partners saying I think we should do this because it's a good idea, may be a good starting point but I would strongly suggest that having the data and the material to back it up and have it make sense potentially from a – (inaudible) – point of view, certainly from an economic development point of view, from a serving your community point of view, all of those are things that you might want to strongly consider. So that's what I wanted to say about those considerations.

I'm going to pause here for a minute and point out to you that our colleague Michelle Mills has been very helpfully adding some links to the chat for you: The program comparison chart, the contact list for State partnership offices, and then the Partner Finder are all there for you to use. Thank you, Michelle.

Finally, with America's Promise you know that we regularly try to put things in front of you that we hope will be useful to you in your daily work. We have a grantee check-in scheduled for September. During that check-in we'll have an opportunity to share challenges and promising practices and lessons learned. This is similar to one we had a while back. Stay tuned for a calendar invitation for that. If there is a date that's already been assigned, I cannot, appearing in front of me and so I will say September, stay tuned.

Finally, as always, when you have questions about America's Promise, when you need help – (inaudible) – your – (inaudible) – America's Promise mailbox at the Department of Labor is there, it's available to you, it is staffed. There's a phone number there for you as well – (inaudible) – want you to use it. We – (inaudible) – I think all of us who work on America's Promise are incredibly proud of the work you are doing, you continue to do.

We hope that you will stay safe, we hope that you will please be well in these strange times of COVID. Thank you all for your time and thank you all for your support. Go out and do good work. Thank you.

MS. MEYER: Thanks all.