

AK Model of Teacher Preparation using a Competency-based Apprenticeship Program

Need Meets Opportunity

Every parent wants a better education for their children. Every employer wants to hire local graduates with the skills and mindset to learn and succeed in their job and advance to higher levels of responsibility in their organization. At the present time, Alaska is not meeting the educational needs of enough students, families, and employers.

The great news is that WE CAN improve our education system to better meet the needs of students, parents, employees, employers, and communities. In the past, leaders in Alaska have taken bold action in our business, government, healthcare, and other sectors to create the future we want. Now, it's time for bold steps to strengthen our education system.

We have the infrastructure, capability, and opportunity to forge a new and better pathway. We propose a development project that builds a standards-based career pathway for teacher aides and high school students. A competency-based, federally registered apprenticeship program will enable them to participate in a program that meets Alaska's needs. This type of program will redesign our teaching and learning environments in a way that builds new strength and stability for students by increasing the number of high-quality, resident Alaskan teachers in all school districts.

Workforce Realities

- Throughout our current system's 46 years, teacher turnover has averaged from 10% to over 30% annually across our state.
- High teacher turnover negatively impacts students, schools, and communities.
- It takes years for a teacher from outside to learn what our students, teacher aides, and teachers already know about our schools, families, and communities.
- Teacher turnover is expensive. It costs, on average, over \$20,000 to recruit and orient each new teacher in Alaska.
- Many Alaska employers have greater numbers of local residents working in professional positions than we have in public education. Additionally, our teacher workforce is not aligned with the distribution of ethnic and cultural backgrounds of the students we serve.
 - Classified employees (teacher aides) face many barriers to becoming teachers.
 - Many classified employees have neither the time nor resources to participate in teacher education programs that distract them from obligations to their home, family, work, and community.
 - Many students in the Educators Rising program do not have the resources to relocate to attend college to become teachers.

Looking Forward

Alaska has a great opportunity to strengthen our schools by creating a new pathway for teacher aides and high school students to earn certificates and degrees and become the teachers of our children.

We also have the following:

- Authority and opportunity – we can create an alternative pathway for teacher education.
- Governance and leadership experience – we know how to do this.
- Infrastructure, talent, and capability – we can create and sustain a locally delivered, high-quality, competency-based, apprenticeship-focused teacher education program in our state.
- Partnership within the state – we have a local, higher education potential partnership(s).
- Access to consulting expertise – we have Alaska education experts who can help build this program.

Building the Program

Specific steps to consider:

- Create a career pathway for teacher aides and high school students that leads to multiple teaching certificates and, if desired, a B.S. degree in education.
 - Adjust teacher aide salary schedule to reflect the new scaffolded pathway aligned with roles and responsibilities.
 - Adopt methods and processes from other apprenticeship programs that support the AK model.

- Align curriculum with Alaska Educator Standards and Alaska Cultural Standards for Educators.
- Conduct independent evaluation of the pilot program based on program goals, national standards, and best practices.

Contrasts with Traditional Educator Preparation Programs

An apprenticeship program is not like a traditional educator preparation program (EPP) typically offered. Since it is designed similar to other apprenticeship programs, it is more aligned with the type of training in other career fields. As a competency-based program, it is focused on high-quality at the heart of practice on the individual level. It further addresses many of the barriers we especially face in Alaska that make traditional EPP undesirable.

Apprenticeship Program	Traditional EPP
Competency-based	Seat time
Quality at the competency level	Accreditation at the program level
Paid job and paid training – productive employees	Schooling and paying for credits – passive student
On site experts	Professors and theory
Hands-on	Removed from the day to day
Problem-solving	Book learning
Pathway with multiple certificates	BS or MS before practice
Home and distance course	Going away for school
Credit for competencies	Redundancy in coursework for knowledge
Realistic schedule	University timeline and requirements

Accessing Resources

Specific steps to consider:

- Capitalize on federal and state workforce development resources and contract with recognized Alaska education experts to develop the program.
- Engage district administrators, teachers, classified staff members, and consultants who are recognized experts.
- Identify and adapt best practice strategies and methods from other programs.
- Partner with Alaska school district(s), higher education partner(s), and the Alaska Department of Education & Early Development to develop, pilot, and implement an AK model.

Using TN Grow-Your-Own Apprenticeship Model as a Reference

Appendix A shares the TN Playbook¹ with various tools that can be adapted to develop and pilot an AK model. The Project Plan is an overview of the work that needs to be completed to successfully establish a Grow Your Own (GYO) Teacher Apprenticeship Model following the Tennessee Apprenticeship model. The Landscape Analysis Tool is intended to help teams gather and organize data to better support program design and implementation. The TN Playbook also includes the Roles and Responsibilities for partners, which can support partnership launch and serve as a template to support project preparedness. Finally, the Meeting Cadence can help ensure key communication and progress can be made on the intended timeline for program launch.

Appendix B is a reference created and shared by the U.S. Department of Labor², called A Quick-Start Took Kit - Building Registered Apprenticeship Programs.

¹ <https://www.tn.gov/education/grow-your-own.html>

² <https://www.apprenticeship.gov/employers/registered-apprenticeship-program>

Appendix A: TN Grow Your Own (GYO) Resources

Project Plan

Milestone	Activity	Owner/Required Stakeholders	Status/Percentage of Work Complete
Phase I: Developing Strong Partnerships			
Task 1A: Complete a District Staffing Needs Assessment	Organize, collect, and review several years (recommended at least 3 years) of teacher human capital data		
	Interpret data and identify a key focus areas for the GYO Teacher Apprenticeship Program		
	Discuss the data and identify key focus areas for the GYO Teacher Apprenticeship Program based on the district's needs		
Task 1B: Identify the Teaching Needs of the Local Community	Review EPP student enrollment and graduate data to identify potential representation gaps		
	Reach out to local schools to identify which teacher candidates are most in-need		
	Conduct outreach to local and partner districts to identify which specific grade-level and subject areas are of the greatest need		
	Hold a meeting to review data and determine which grade-level and subject areas the GYO program will focus on		
	Based on the needs identified in Task 1A and gaps identified in Task 1B, identify specific focus areas for the program with the district and EPP partners present.		
Task 1C: Identify a Strong District or EPP Partner	Collect useful information and data that can be utilized to identify partnership needs and fit		
	Reach out to possible partners and schedule meeting(s) to gain interest and capacity		
	Make a final decision on the best EPP / district partner		
Task 1D: Identify a Source of Future Teachers	Brainstorm potential ideas for target recruitment populations		
	Engage with potential recruits to learn more about their interest and needs		
	Identify the source of teachers		

Task 1E: Identify a Local Workforce Development Area Partner	Reach out to Local LWDA leadership		
	Request LWDA to join core project team and support the apprenticeship program		
Task 1F: Identify Project Team Roles, Responsibilities, and a Meeting Cadence	Identify a project lead for the entire initiative, and leads from the district and EPP provider		
	Have leads from each key partner identify project team and share details with the project lead		
	Hold a meeting with the project lead + teams leads to finalize roles and responsibilities		
Deliverable 1: Agree to an Initial Partnership Agreement	Draft a non-binding partnership agreement that includes key agreements from Tasks 1A-1F that partners agree to work towards as they develop an GYO Teacher Apprenticeship Proposal		
	Review the non-binding partnership agreement with each partnership's legal and leadership team		
	Adjust the agreement as necessary and obtain signatures from each partner project lead		
Phase II: Teacher Apprenticeship Program Proposal			
Task 2A: Determine the Right Program Size	Identify the number of teachers the partnership will seek to train and in what specific grade and subject areas.		
Task 2B: Design the Admissions Process	Confirm the number of apprentices that will be admitted into the program in each cohort for the next three years		
	Draft criteria for selecting apprentices to participate in the program		
	Draft the process for selecting apprentices for the program		
	Hold a feedback meeting with teams to get additional input on the criteria and admission process		
	Finalize criteria and the process for selecting apprentices		
Task 2C: Design a Program of Structured On-The-Job Learning	Identify on-the-job learning structure and who will be responsible for facilitating it		
	Develop a plan that will outline how programs will ensure apprentices will gain proficiency in each on-the-job learning competency over the three-year program		
Task 2D: Design a Sequence of Related Instruction	Develop a plan that will outline the sequence of related instruction that will compliment the on-the-job learning		
	Develop the curriculum for the related instruction		

Task 2E: Determine the Role of the Apprentice Teacher Aide	Determine the job description for the role		
Task 2F: Identify Exit Requirements for Apprentices	Develop a criteria and process for confirming apprentices completed all the requirements for successful completion of the program		
Task 2G: Ensure Comprehensive Support for All Apprentices	Identify a list of supports that your team can provide to apprentices		
	Develop a plan for how you will support your apprentices including financial support, monthly program development, etc.		
Task 2H: Build an Adequate Budget and Staffing Model	Determine the staff needed for execution - mentor teachers, support staff, etc.		
	Develop job descriptions for all positions needing filled		
	Build out a budget that includes all aspects of the program (apprentice payments, comprehensive supports, tuition, mentor stipends, materials, teachers, etc).		
Deliverable 2: Draft and Submit Program Proposal	Draft a program proposals that includes the identified design features from Tasks 2A-2H		
	Obtain sign-off from each project lead on proposal		
	Submit the draft program proposal to GrowYourOwn@tn.gov		
	Review the program proposal with TDOE and determine next steps based on TDOE feedback		
Phase III: Launching an Apprenticeship Program			
Task 3.1 Establishing an MOU Between Partners	Draft MOUs for between the district, EPPs, other partners		
	Finalize MOUs		
	Send out MOUs and get proper signatures		
Task 3.2 Communications, Recruitment and Marketing Planning	Develop a communications and marketing plan		
	Develop a recruitment plan		
Task 3.3 Defining Apprentice Expectation and Responsibilities	Finalize apprentice agreements and send them out to each participant		
Task 3.4 Measuring Impact	Develop a plan for how data will be collected throughout the implementation of the program for correction, replication, refinement, etc.		

LANDSCAPE ANALYSIS TOOL

Identifying District Staffing Needs			
Step 1: Collect and Organize Data			
Areas of Focus	Targeted Data Collection Questions	Resources to Retrieve Data	Data
Demographics	What are the race/ethnicity, gender, age, experience, and languages spoken of current instructional staff?		
Vacancies	How many teaching vacancies remain unfilled at the start of each year? How do these differ across grade/subject areas and schools?		
Retention	How long have instructional staff been teaching with the district overall? How long at their current school? Do teachers generally have long tenures within the district or shorter? How does teacher retention differ across grades and subject areas? Across schools?		
Retirement/Resignation/Non-Renewals	What trends are you seeing in retirements, resignations, and non-renewals over the last few years? How do these change across grade-levels and subject areas?		
Certification Subject Area(s)	Which subject areas/grade levels are teachers endorsed in? Are there certain certification areas in need in which the district lacks a significant number of prepared teachers? What about permits or waivers?		
Teacher Effectiveness Ratings	How do current teachers perform? Are teachers meeting performance standards? Are there challenging trends in any specific grade-levels or subject areas?		
Step 2: Interpret Data and Identify Needs			
Guiding Questions	Responses Based on Data	Notes	
How does the teacher demographic profile compare to that of the students they teach? Where are there gaps?			
Are teachers, with appropriate approvals, currently teaching outside of their certification area? Are there any schools/subject areas/grade levels where this is prevalent?			

<p>Are individuals currently teaching with provisional certification? Are there any schools/subject areas/grade levels where this is prevalent?</p>		
<p>What is the experience level of the teaching workforce in terms of years of service? Are there any schools/subject areas/grade levels with more or less experienced teachers?</p>		
<p>Are there any schools/subject areas/grade levels experiencing high turnover and vacancy rates?</p>		
<p>Are there any schools/subject areas/grade levels where there is anticipated need for recruitment based on the trend in tenure level of current teachers?</p>		
<p>How are Highly Effective (TVAAS Level 4 or 5) teachers distributed across schools/subject areas/grade levels? Are there areas where they are more concentrated compared to others? Are there Highly Effective teachers available to mentor apprentices in areas of program focus?</p>		

Identifying Employment Needs of Districts			
Step 1: Collect and Organize Data			
Areas of Focus	Data Collection Questions	Resources to Retrieve Data	Data
Meeting the Local Need of the Community	What are the demographics of program enrollment and graduates? What are the demographics of the state teacher workforce? What are the demographics of the state population? What are the demographics of the local community?		
Meeting Positional Needs of Districts	What are the areas (specific grade-level and subject areas) of greatest need (i.e certified teachers, special education certified teachers, middle school)? How many students are enrolled in those areas? How many graduates are in those areas?		
Step 2: Interpret Data and Identify Needs			
Guiding Questions	Responses Based on Data	Notes	
What is the data saying about the need of the local community? What is the data saying about student performance?			
What is the data saying about the positional needs of the districts?			

ROLES AND RESPONSIBILITIES

Overall Project Lead:		
<i>Who from each partner organization is on the project team, and how are the roles and responsibilities divided among team members?</i>		
Partner Role	Role and Responsibility	Contact Information (Name and Email)
Local Education Agency: This partner is responsible for supporting a pipeline of well-trained, well-supported teacher workforce. Responsibilities also include programming implementation within the district and schools.	Team Lead	
	Support Staff	
Educator Preparation Program Provider: This partner is typically responsible for implementing the educator preparation programming, ensuring it is accessible, affordable, and in conjunction with the district supporting apprentice recruitment.	Team Lead:	
	Support Staff	
Workforce Board Partner: This partner signs off on approval of registered apprentice program applications, offers support for potential additional funding, and guides apprenticeship development with expertise and input.	Team Lead:	
	Support Staff	

MEETING CADENCE

<i>Meeting Cadence: How often will the project team and other stakeholders plan on meeting?</i>			
Group/Meeting Type	Meeting Frequency (weekly, monthly, quarterly)	Meeting Participants	Meeting Purpose/Objectives
LEA internal team meeting			
EPP internal team meeting			
Workforce Board internal team meeting			
Full project team meeting (LEA + EPP + Workforce board teams)			
Leadership Update Meetings			
Other			

A Quick-Start Toolkit

Building Registered Apprenticeship Programs





What do a computer programmer, an electrician, an office manager, a home health aide, and a wind turbine technician all have in common? They are all jobs that can be learned through an apprenticeship. While 75 years ago the apprenticeship system started in construction and other skilled trades, today there are apprenticeships in over 1,000 occupations – including careers in Healthcare, Information Technology, Advanced Manufacturing, Transportation and Logistics, and Energy.

Toolkit

This toolkit provides helpful steps and resources to start and register an apprenticeship program, from exploring the apprenticeship model as a workforce strategy to launching a new program. Whether you're a business or labor organization, an industry association or another kind of workforce intermediary, a community college or the public workforce system, or a community-based or service organization, we invite you to use this toolkit to...

- 1 Explore**
Explore apprenticeship as a strategy to meet your needs for skilled workers
- 2 Partner**
Partner with key players in your region to develop an apprenticeship program
- 3 Build**
Build the core components of your apprenticeship program
- 4 Register**
Register your program to join the apprenticeship network
- 5 Launch**
Launch your new Registered Apprenticeship program

Apprenticeship

Registered Apprenticeship is a tried-and-true approach for preparing workers for jobs – and meeting the business needs for a highly-skilled workforce that continues to innovate and adapt to meet the needs of the 21st century.

- Businesses that use apprenticeship reduce worker turnover by fostering greater employee loyalty, increasing productivity, and improving the bottom line.
- Apprenticeships offer workers a way to start new careers with good wages.
- Workforce organizations, community colleges, and other education and training institutions can use apprenticeship as a proven employment and training strategy.

Explore.

1 Explore apprenticeship as a strategy to meet your needs for skilled workers.

Registered Apprenticeship is an employer-driven model that combines on-the-job learning with related classroom instruction that increases an apprentice's skill level and wages. It is a proven solution for businesses to recruit, train, and retain highly skilled workers. Apprenticeship is not just for the private sector – many federal government agencies, including the U.S. military, have apprenticeship programs.

Apprenticeship is a flexible training strategy that can be customized to meet the needs of every business. It can be integrated into current training and human resource development strategies. Apprentices can be new hires – or businesses can select current employees to join the apprenticeship program. Apprenticeships are a good way to reward high-performing entry-level employees and move them up the career ladder within the business.

Apprenticeship is also an “earn and learn” model – apprentices receive a paycheck from day one, so they earn wages while they learn on the job. More than 500,000 apprentices participate in Registered Apprenticeship programs across the country.

Benefits.



Benefits for Business...

- Highly-skilled employees
- Reduced turnover costs
- Higher productivity
- More diverse workforce

Benefits for Workers...

- Increased skills
- Higher wages
- National credential
- Career advancement

Benefits for Workforce Intermediaries and Education Organizations...

- Proven model to help job seekers immediately start working and increase skills and earnings
- Effective strategy to connect with employers in diverse fields and to use as part of industry sector strategies

Question

Whether you are a growing business, a workforce intermediary helping employers build a skilled workforce, or a community college educating the local workforce, what workforce challenges have you identified?

- Jobs for which it is difficult to find workers with the right skills?
- Positions with high turnover?
- Occupations where a highly skilled workforce is retiring soon?
- Challenges helping workers keep pace with continuing industry advances?
- Positions requiring skills that can be learned on the job?
- Difficulty in attracting new and more diverse talent pools?

If the answer is “yes” to any of these questions, then apprenticeship is the right strategy to meet your needs for skilled workers.

UPS



UPS uses Registered Apprenticeship to train delivery drivers. The company’s training processes are varied and comprehensive, and the apprenticeship program provides workers with valuable skills that will help them succeed in the long term. By having a Registered Apprenticeship program, UPS sends a clear message to job seekers that they will receive quality training and that the company has the tools to help them learn and advance. UPS has pledged to send 2,000 people through its program by 2018 who will work in package delivery, operations, and automotive repair. [Read more about the UPS partnership with Registered Apprenticeship](#)



To further explore Registered Apprenticeship as a workforce strategy...

- » Listen to [Testimonials](#) about the value of apprenticeship
- » Read the [Solutions for Industry](#) fact sheet
- » Review the list of [Apprenticeable Occupations](#)
- » Review the [Frequently Asked Questions](#) on Registered Apprenticeship

Partner.

2 Partner with key players in your region to develop an apprenticeship.

Are you ready to start developing an apprenticeship program? Don't go it alone! Successful apprenticeships are born from collaboration among partners – businesses, workforce intermediaries (such as industry associations or labor organizations), educational institutions, the public workforce system, and other key community organizations. The partnership works together to identify the resources needed, design the apprenticeship program, and recruit apprentices.



Possible
Apprenticeship Partners

Every partner has a critical role to play:

Business Partners (individual company, consortium of businesses)

- » Identify the skills and knowledge that apprentices must learn
- » Hire new workers, or select current employees, to be apprentices
- » Provide on-the-job training
- » Identify an experienced mentor to work with apprentices
- » Pay progressively higher wages as skills increase
- » Can provide related instruction in-house or in partnership with others

Workforce Intermediaries (industry association, labor and joint labor-management organization, community-based organization)

- » Provide industry and/or workforce specific expertise (e.g. curriculum development) to support employers in a particular industry sector
- » Can serve as sponsor of an apprenticeship program, taking responsibility for the administration of the program (thereby reducing the burden on employers)
- » Aggregate demand for apprentices, particularly with small- and medium-size employers, that may not have the capacity to develop an apprenticeship program on their own
- » Can be the provider of related instruction and supportive services as appropriate

Educational Institutions (4-year college, community college, career and technical education)

- » Develop curriculum for related instruction
- » Deliver related instruction to apprentices
- » Can provide college credit for courses successfully completed
- » Aggregate demand for apprentices

Public Workforce System (Workforce Development Board, American Job Center)

- » Develop sector and career pathway strategies utilizing apprenticeship
- » Recruit and screen candidates to be apprentices
- » Provide pre-apprenticeship and basic skills preparation
- » Provide supportive services (such as tools, uniforms, equipment, or books)
- » Contribute funding for on-the-job training or related instruction

Apprenticeship System (State office of apprenticeship)

- » Provide technical assistance and support to new sponsors
- » Answer questions about the apprenticeship model
- » Guide the partners through the steps to develop and register a program
- » Connect businesses with training providers
- » Advise partners on sources of funding to support apprenticeships

Other partners play important roles too! For example, economic development organizations can serve as a convener of businesses in the region. The K-12 educational system can help develop pipelines to apprenticeship for students. Community-based organizations may have capacity to help certain worker populations, such as women, veterans, minorities, individuals with disabilities, and others, prepare for apprenticeships and provide supportive services to apprentices.

Every Registered Apprenticeship program has a “sponsor.” The sponsor is responsible for the overall operation of the program, working in collaboration with the partners. Sponsors can be a single business or a consortium of businesses. Alternatively, the sponsor can be a range of workforce intermediaries including an industry association or a joint labor-management organization. Community colleges and community-based organizations can also serve as sponsors for Registered Apprenticeship programs.



To learn more about apprenticeship partnerships and connect with partners in your area...

- » Find the apprenticeship contact in your state using the [directory of state apprenticeship offices](#)
- » For national employers, contact the U.S. Department of Labor’s Office of Apprenticeship at (202) 693-2796 or via e-mail at apprenticeship.usa@dol.gov
- » Find and contact workforce investment boards and community colleges in your region by visiting [America’s Service Locator](#)

Apprenticeship in the Energy Industry...



“AEP has had a distribution line apprentice program for over 40 years. The apprenticeship program sets the foundation for our field line mechanics to be able to evaluate a wide variety of field conditions so that a safe work plan can be developed and carried out to meet the challenging demands of the electric utility industry.”

- Debra Nobels, American Electric Power

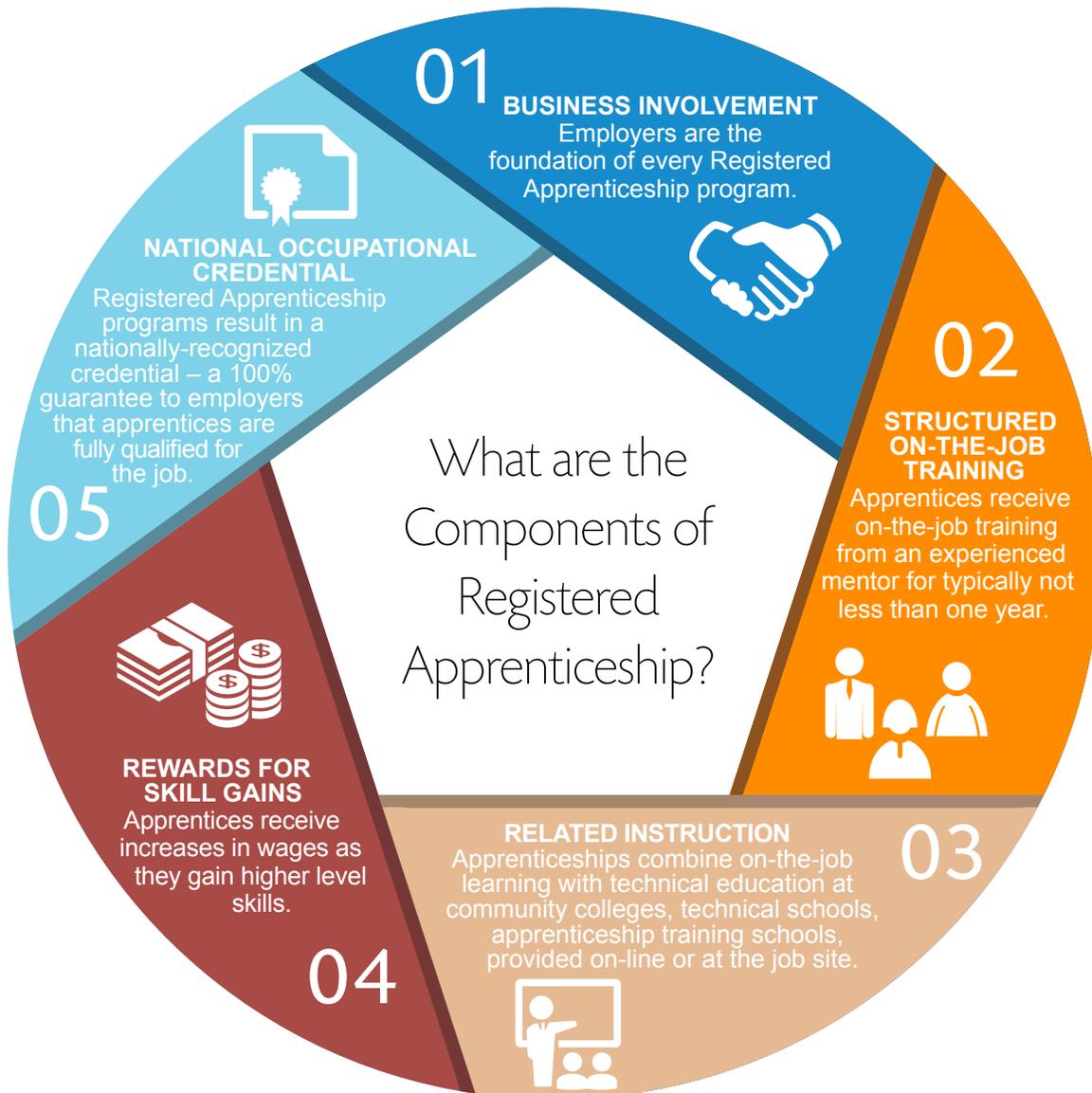
Build.

3 Build the core components of your apprenticeship program.

With a strong partnership in place, the next step is to design and build your apprenticeship program. Apprenticeship programs consist of five core components: direct business involvement, on-the-job training, related instruction, rewards for skill gains, and completion resulting in a national occupation credential. For each, the partners will develop the details of that component, leverage the resources needed, and decide which partners will carry out that part of the program.



Components



Business Involvement.

Employers are the foundation of every apprenticeship program and the skills needed by their workforce are at the core. Businesses must play an active role in building the program and be involved in every step in designing the apprenticeship.



On-the-Job Training.

Every program includes structured on-the-job training. Apprentices get hands-on training from an experienced mentor at the job site for typically not less than one year. On-the-job training is developed through mapping the skills and knowledge that the apprentice must learn over the course of the program in order to be fully proficient at the job.

Related Instruction.

Apprentices receive related instruction that complements on-the-job learning. This instruction delivers the technical, workforce, and academic competencies that apply to the job. It can be provided by a community college, a technical school, or an apprenticeship training school – or by the business itself. Education partners collaborate with business to develop the curriculum based on the skills and knowledge needed by apprentices. All partners work together to identify how to pay for the related instruction, including the cost to the employer and other funds that can be leveraged.

Rewards for Skill Gains.

Apprentices receive increases in pay as their skills and knowledge increase. Start by establishing an entry wage and an ending wage, and build in progressive wage increases through the apprenticeship as skill benchmarks are attained by apprentices. Progressive wage increases help reward and motivate apprentices as they advance through their training.



National Occupational Credential.

Every graduate of a Registered Apprenticeship program receives a nationally-recognized credential. As you build the program, keep in mind that apprenticeship programs are designed to ensure that apprentices master every skill and have all the knowledge needed to be fully proficient for a specific occupation.

Apprenticeship programs can be customized to meet the needs of business and the skills of apprentices.

Flexibility in Program Design. Apprenticeships can be designed to be time-based, competency-based, or a hybrid of the two.



In Time-based programs, apprentices complete a required number of hours in on-the-job training and related instruction.



In Competency-based programs, apprentices progress at their own pace – they demonstrate competency in skills and knowledge through proficiency tests, but are not required to complete a specific number of hours.



Many programs are built using a **Hybrid approach**, using minimum and maximum range of hours and the successful demonstration of identified and measured competencies.

Flexibility in Related Instruction. There are many options for how the related instruction is provided to apprentices. Related instruction can be **based at the school, provided at the job site, or completed on-line.** It can take place during work time or after work hours.

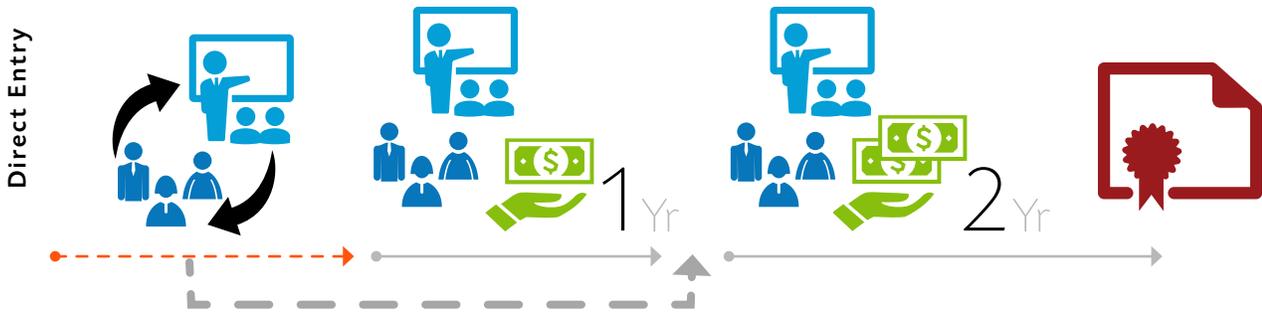
Flexibility in Training Model. The training components can be arranged in different ways to develop a model that works for both businesses and apprentices. In a **traditional apprenticeship model**, apprentices receive both related instruction and on-the-job training concurrently throughout the program. For a **“front-loaded” model**, apprentices complete some related instruction (which may be with the employer or a partner such as a community college or another school) before starting a job, in order to learn the critical skills required for the first day on the job site. Programs can also be built using a **“segmented” model** in which apprentices alternate between related instruction and on-the-job training. A **pre-apprenticeship** can also be built into the program, where essential basic skills are learned and then individuals are accepted into the apprenticeship program, sometimes receiving credit for prior experience.

Apprenticeship in the Skilled Trades...

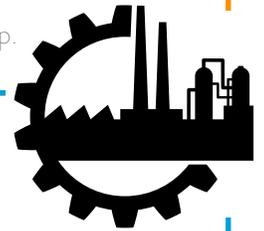
“As apprentices become journeymen, they take pride in the hard work they’ve put in, and they understand the importance of passing the knowledge and skills they’ve developed on to the next generation of apprentices that come behind them. That’s what Registered Apprenticeship is all about.”

- Chris Haslinger, United Association of Journeymen & Apprentices, of the Plumbing and Pipe Fitting Industry of the U.S., Canada and Australia

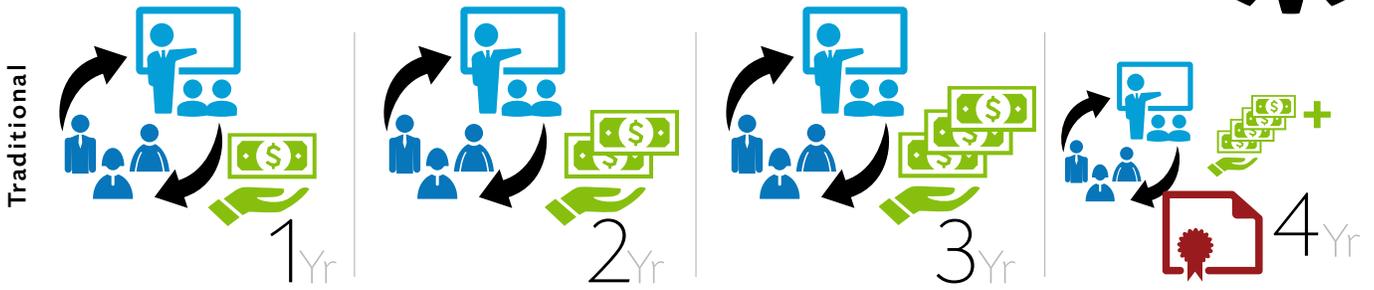
Pre-Apprenticeship to Registered Apprenticeship Model



Quality Pre-Apprenticeship Programs have a partnership with a Registered Apprenticeship program to ensure direct entry with advanced credit upon completion of the Pre-Apprenticeship.



Apprenticeship Models



Example shows a four-year program; however, program length varies and is driven by industry needs.



Example shows a program with diminishing time spent in related classroom instruction; however, all related instruction could occur at the beginning of program.



Example shows a one-year program spread out over two years with related instruction segmented between periods of on-the-job training.

Key

- Related Instruction
- On-the-Job Training
- Rewards for Skill Gains
- National Credential
- Business Involvement



Lastly, to build your apprenticeship program, you will need to identify the key people and organizational structure to operate the program. For example, who will be a great mentor for the apprentices? Is there an office or person at the business coordinating the program? What is the process for signing up apprentices for related instruction?

SEIU Healthcare NW Training Partnership



As the nation's baby boomers enter retirement age, ensuring we have enough quality home care aides to serve them will continue to be a challenge. **The Service Employees International Union (SEIU) Healthcare NW Training Partnership is working to solve this problem by training a skilled home care workforce.** By taking a whole-person care approach to lowering costs and improving health and quality of life outcomes, the Training Partnership has designed an innovative training model that fundamentally transforms the current home care system. The training is delivered in 13 languages, both online and in more than 200 classrooms. In addition to the Registered Apprenticeship program, which

includes advanced training and peer mentorship, they offer entry-level training and continuing education. [Read more about the SEIU partnership with Registered Apprenticeship](#)



For more information on building the core components of an apprenticeship program...

- » Get more information on the flexible options (time-based, competency-based, and hybrid) for [apprenticeship program design](#)
- » Read examples of [innovative apprenticeship programs](#)
- » Use the [Competency Model Clearinghouse](#) and [O*NET OnLine](#) as resources to identify the skills and competencies needed in different industries and occupations
- » Review [examples of apprenticeship program models](#)

Register.

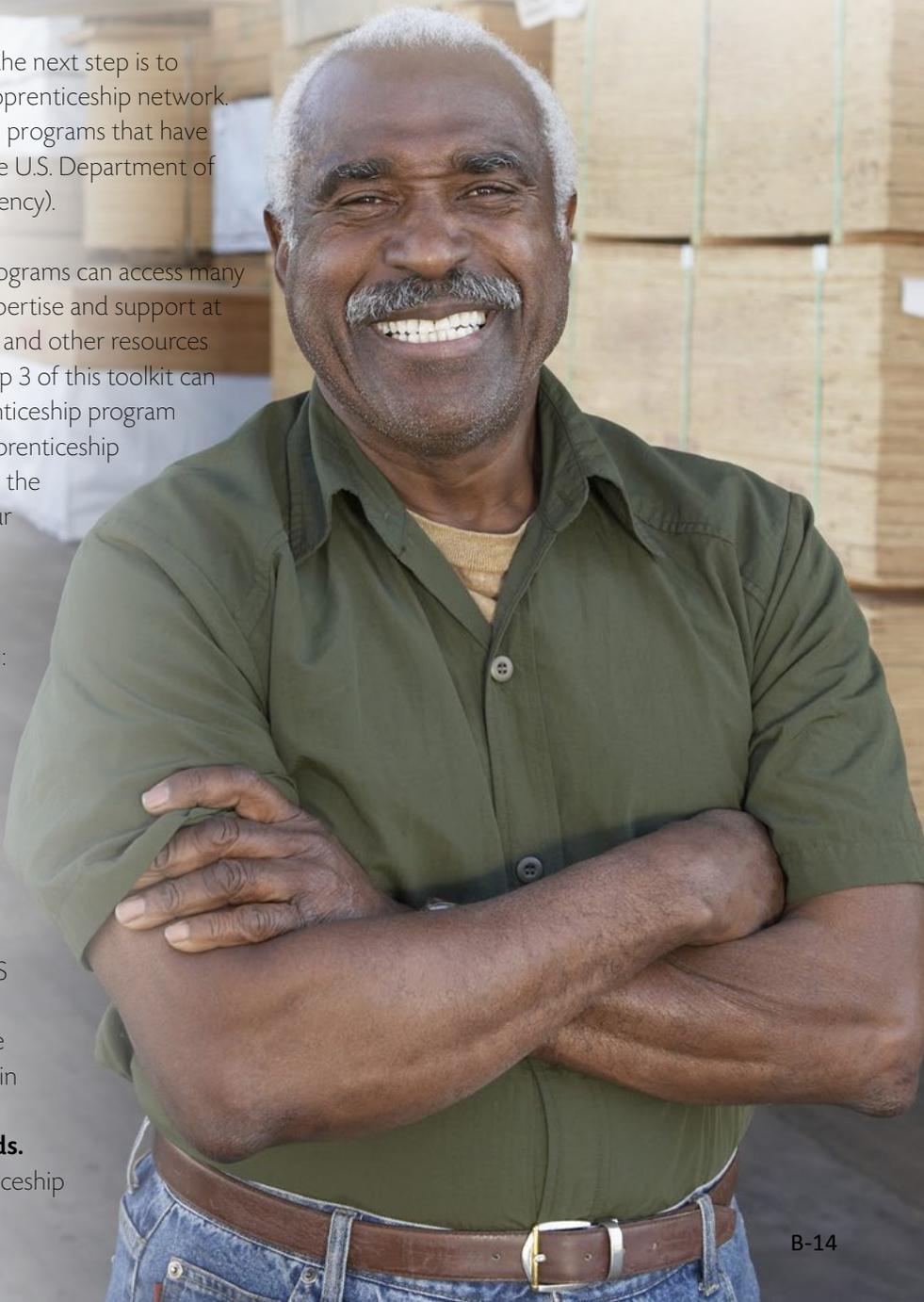
4 Register your program to join the apprenticeship network.

Now that you have built your apprenticeship, the next step is to register the program to become part of the apprenticeship network. Registered Apprenticeship programs are those programs that have met national standards for registration with the U.S. Department of Labor (or an approved State Apprenticeship Agency).

Businesses that register their apprenticeship programs can access many benefits, including a nationwide network of expertise and support at no cost, tax credits in many states, and funding and other resources from federal programs. The information in Step 3 of this toolkit can help you design the key aspects of your apprenticeship program to meet the standards for registration. The apprenticeship office in your state can help guide you through the process of building and formally registering your apprenticeship program.

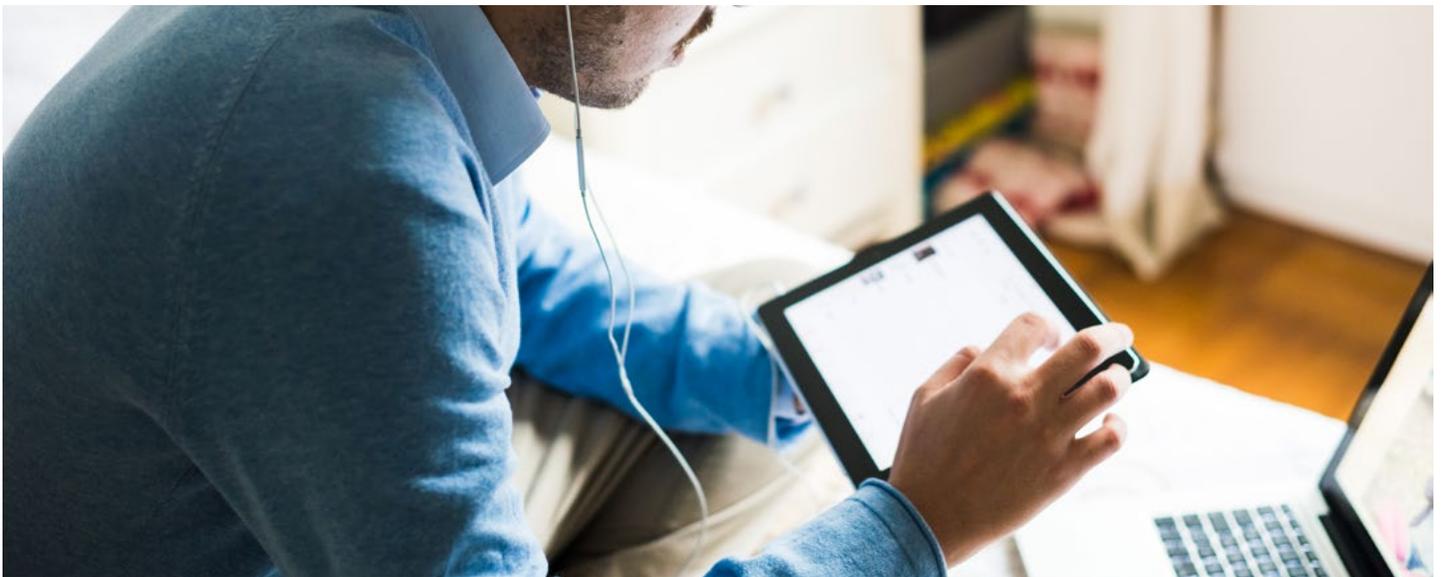
Depending on your needs, there are multiple options for how you can register your program:

- **National Guideline Standards (NGS).** NGS are generally appropriate for organizations with multiple chapters or affiliates across the country. NGS are useful when organizations seek to provide some level of consistency across their affiliates but wish to allow for some ability to customize programs at the local level.
- **National Program Standards (NPS).** NPS are generally appropriate for large national employers that wish to implement the same apprenticeship program across the country in multiple locations.
- **Local Apprenticeship Program Standards.** Local programs are appropriate for apprenticeship programs operating in one state or region.



Why is it important to register your apprenticeship program?

- **Technical Assistance and Support.** The program joins the apprenticeship network, which provides access to a nationwide network of expertise, customer service, and support at no charge.
- **National Credential.** Graduates of Registered Apprenticeship programs receive a national, industry-recognized credential.
- **Quality Standards.** Registration means the program has met national and independent standards for quality and rigor. Registration tells prospective employees, customers and suppliers that you invest in your workforce and that you believe your employees are your most important asset!
- **Tax Credits.** In many states, businesses can qualify for tax credits related to apprenticeship programs. In addition, employers may be able to claim some expenses for training as a federal tax credit.
- **Federal Resources.** Businesses and apprentices can access funding and other resources from many federal programs to help support their Registered Apprenticeship programs.



Quality Education



Cecil Levy III is an Electrician Apprentice at the Hoover Dam in Nevada. Cecil, an 8-year veteran of the U.S. Air Force as well as a 3-year civilian Electrical Systems Specialist at Edwards Air Force Base in California, welcomed the opportunity that a Power System Electrician Apprenticeship afforded him and his family. Cecil's apprenticeship provides him with a quality education, a paycheck while he trains, hands-on experience, and a chance to work with experts in the power generation industry at the Bureau of Reclamation's world famous Hoover Dam. Cecil was also able to tap into his GI Bill Benefits he earned

in the military as an apprentice at the Hoover Dam. [Read more stories about veterans and Registered Apprenticeship](#)

What federal resources are available to support Registered Apprenticeship programs?

- Over \$1 billion for employment and training services is available through Workforce Innovation and Opportunity Act programs across the country. These programs can provide training funds to support on-the-job training and related instruction, as well as provide supportive services to help apprentices.
- Apprentices may be eligible for Federal Financial Aid under certain circumstances. If the apprenticeship is connected to a school's program of study, then apprentices may be eligible for Pell Grants, \$3,000 on average per apprentice, and the school may choose to provide federal work-study grants, \$2,000 on average per apprentice.
- By becoming approved for the GI Bill, Registered Apprenticeship programs can assist their current and future Veteran apprentices with the benefits they've earned. Veterans who qualify for the GI Bill can receive a monthly stipend (paid by the Veteran Affairs), in addition to the wages they receive in an apprenticeship. Registered Apprenticeship program sponsors can be certified under the GI Bill usually within 30 days.



For more information on federal resources that may be available to support your Registered Apprenticeship program, visit www.doleta.gov/oa/federalresources/playbook.pdf



For more information on the benefits of registration and how to register...

- » Remember to contact your [state apprenticeship representative](#) for help with the registration process
- » Review the list of [state tax credits](#) available to businesses that sponsor apprenticeship programs
- » Access [boilerplate documents](#) to help with the registration process
- » Review the [AMP Playbook](#) for Setting up a Registered Apprenticeship Program
- » Access the [Apprenticeship Standards Builder](#), an online tool to help create program standards for Registered Apprenticeship programs

5 Launch your new Registered Apprenticeship program.

With the program registered, you are now ready to move forward to launch your apprenticeship program. The partnerships formed as you were exploring the possibilities of Registered Apprenticeship are as critical now – partner collaboration is essential to successfully launching and sustaining your apprenticeship program!

Apprenticeship in the Advanced Manufacturing industry...

“With our [Registered Apprenticeship] program partners, Hypertherm has to-date educated and apprenticed over 450 CNC machine operators in our past 7 years, allowing us to meet and exceed our customers’ expectations while keeping our manufacturing facilities within the United States.”

- Matthew Burge, leader of the Hypertherm Technical Training Institute

- **Conduct marketing and outreach** for your apprenticeship program to build its image, attract high quality candidates, and reach community stakeholders that are not part of your core partnership.
- **Recruit candidates for the program**, screen for any minimum skills required, hire apprentices, and register your apprentices.
- **Keep in contact with your state apprenticeship office.** Your apprenticeship representative is an important resource, who will be there to provide ongoing support and technical assistance when you need help.
- **Begin training apprentices.** With these key pieces in place, you are ready to start training your apprentices. As the program continues, track your apprentices' progress as they advance through the apprenticeship and increase their skills.
- **Assess and Continuously Improve.** It's your apprenticeship program! Continue to assess its performance and continuously improve to meet your changing needs.
- **Share your Success.** Share your best practices and tell your story. Apprenticeship benefits when employers and others tell their apprenticeship story. New employers can follow your path when you highlight your success. Tell us about media coverage of your apprenticeship program or post a resource on line at the Registered Apprenticeship Community of Practice.

Take one step at a time and before you know it your Registered Apprenticeship program will be up and running. Apprenticeships are win-win for businesses, for workers, and for the community!

For more resources to help you launch your Registered Apprenticeship Program...



- » Visit the [Apprenticeship Community of Practice](#)
- » Read about other [successfully launched Registered Apprenticeship programs](#)

We look forward to working with you to develop your program today. The U.S. Department of Labor's Registered Apprenticeship team will help you create business solutions and help you achieve the workforce results that you seek. For more information on Registered Apprenticeship and how it can benefit your company, please visit www.dol.gov/apprenticeship or call (202) 693-2796 – or contact the [apprenticeship office in your state](#).



www.dol.gov/apprenticeship
<https://apprenticeshipusa.workforcegps.org/>