

Name: _____



Apprenticeship Bootcamp 2024

Regional Strategy Session #2

Session #2: Building Local Apprenticeship Opportunities

In Session #1, you took inventory of your area's Integrated Business Services Team partners, analyzed the strengths and weaknesses of your partnerships, and outlined strategies for improving your collective collaboration towards apprenticeship expansion.

In this session, you will utilize your industry knowledge, available data, and awareness of local resources to develop a series of hypothetical apprenticeship programs that you or any member of your IBST could register on behalf of an interested employer.

To identify potential apprenticeships for your team's area, you will consider:

- Local occupational need
- Apprenticeability of occupation
- Existing DOL Program Standards
- Availability of local or online high-quality training providers
- Competitive wages for selected occupation

Working step-by-step through the above considerations, your group will use the "3 Cs" model to develop multiple potential apprenticeship programs by the end of this session.

As a reminder, the 3 Cs are...

1. **Competencies** (*What is the apprentice going to learn to do?*)
 2. **Coursework** (*What training will support the apprentice's skills growth?*)
 3. **Compensation** (*What wages will the apprentice be paid during their program?*)
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2-a: Identifying Local Occupational Needs – Utilizing IBST Insights

Registered Apprenticeship is **a workforce solution** because it addresses a problem; a lack of skilled talent for high-vacancy, highly skilled roles within an organization.

Working individually, list some of the major employers (from any sector) in your region that you can name off the top of your head in the space below (2 Minutes):

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Looking at the companies you listed, do any apprenticeable occupations jump out at you based on the likely or known needs of those organizations? If so, list them below:

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2-b: Identifying Local Occupational Needs – Utilizing State Data

Having brainstormed using our insights into the area and its workforce challenges, we will now utilize state data to confirm, expand, or challenge our understanding of local needs.

Working individually, use the data available from IDES Help Wanted Online reports (<https://shorturl.at/hqFpR>) to identify 5-6 apprenticeable occupations that employers in your area/region would benefit from implementing.

Occupations should **not** be selected for apprenticeship development if they...

- do **not** require at least one year of on-the-job training.
- utilize commission-based pay as a primary form of wages.
- do **not** offer a substantial quality of life increase over entry level service-sector jobs.
- currently exist as entry-level roles with the majority of same-sector employers.
- For example: CNA, Machine Operator (these roles can be part of an apprenticeship ecosystem in instances where additional opportunity for growth/upskilling are available for participants, such as in a CNA -> RN apprenticeship pathway)

In the space below, list the apprenticeable occupations you have identified from your area's HWOL reports:

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2-c: Selecting Target Programs

Working as a group, discuss the occupations each group member listed for sections 2-a and 2-b. Do any of these occupations have existing programs with employers or intermediaries in your region already? If so, are there opportunities for expansion?

As a group, **choose six occupations you will focus on for the remainder of the session.**

Before proceeding, reflect as a group—do the selected occupations reflect the need and potential for apprenticeship in your communities?

Divide these occupations up by splitting into groups of 2-3 so that every sub-group has one occupation to focus on for the remaining exercises.

In the space below, write the occupations your group has selected and indicate which one you will be focusing on:

*(for bonus points and a leg up later, note the O*NET code for each occupation as well!)*

2-d: Identifying a Work Process Schedule for your selected occupation(s)

The official document which lists the competencies and suggested trainings for each apprenticeship occupation is the “Work Process Schedule.” Template Work Process Schedules for hundreds of occupations can be found via the following websites:

- I. Apprenticeship.gov - Occupation Finder
 - a. <https://www.apprenticeship.gov/apprenticeship-occupations>
- II. O*NET Online – RAPIDS Crosswalk
 - a. <https://www.onetonline.org/crosswalk/RAPIDS/>

2-d (con.): Working in your sub-group, locate an existing Work Process Schedule (or two!) for each of the occupations your sub-group has selected to develop programs for.

Review the competency lists for each occupation to ensure they are accurate to the position. Once you have done so, write the four-digit RAPIDS code for your apprenticeship occupation(s) below:

Lastly, write the occupation titles and RAPIDS codes for each occupation your group has selected as a numbered list on your group's Day 2 Easel. Leave space below each occupation for additional information to be added later.

2-e: Identifying Training Providers:

Registered apprenticeships require a minimum of 144 contact hours of Related Technical Instruction per calendar year. This classroom training is usually provided off the worksite at a local community college, trade school, or other third-party training provider.

You may represent a community college yourself or may work closely with your local community college provider already. Regardless, there is still a value in learning the curricular offerings that are available to apprentices, and by extension, their employers.

For this exercise, you will work with your sub-group to research and identify at least two locally available training options for each selected occupation.

This may mean two options from two separate training providers or may mean two options of varying length from the same provider (i.e. a certificate program vs. an associate degree).

You may also look at CTE offerings in your K-12 districts to determine if these may function as a talent source or springboard for a youth apprenticeship.

Using your available resources (O*NET, ETPL, college/training provider websites, teammates, etc.), identify the following pieces of information for each training option:

- Relevant cost information (per apprentice)
- Scheduling options (night classes, asynchronous, full-time front-loaded, two-day per week scheduling, etc.)
- Total program length (in semesters/years)
- Potential obstacles to employer buy-in (i.e. inflexible scheduling, high program cost)
 - How will you address these obstacles?

2-e (con.):

Under each occupation on your group easel, summarize your findings about each program option to 1-3 bullet points i.e. “A.A. in Accounting – Wrigleyville Community College; ~\$9,800 per apprentice, asynchronous virtual options.”

2-f: Identifying Competitive Wage Ranges

Having determined the competencies and potential coursework options for your six hypothetical apprenticeship programs, you will conclude your 3 Cs by **using O*NET to identify the competitive local salary ranges for the occupations you have selected.**

Once you have procured this information for each occupation, **list the hourly pay range for each occupation below that occupation heading on your group’s easel.**

2-g: Targeting Employers for Future Outreach

Looking again at your list of potential apprenticeship programs, identify and research companies in your region who could benefit from adopting them as a strategy for training and retaining skilled talent. Determine if any members of your IBST have an existing contact with these organizations and proceed as necessary.

Group Conversation Topics for Early Completers:

How can we partner with local CBOs, school districts, adult ed providers, and frontline job center staff to ensure equitable recruitment for these programs?

What are some local industry groups, sector partnerships, or economic development organizations that could provide specialized outreach support for these programs?

Do we foresee any challenges in working with the identified training providers on developing these programs?

Are there CTE pathways (either Adult Ed or K-12) which could lead into the proposed programs?

What funding pathways could be built into these programs using WIOA dollars? (i.e. OJT, IWT, ITA)