



Apprenticeship Connections

A Resource for State Apprenticeship Expansion Grantees

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Resources

[New Boilerplate Apprenticeship Standards](#) - For further quick and easy program registration, ETA recently unveiled updated, easy-to-use [boilerplates](#) for businesses and other organizations that sponsor apprenticeship programs. The streamlined boilerplate standards contain all the required elements for registering an apprenticeship, can be used by anyone, cut paperwork by 70%, are completely digitally fillable, and allow electronic signatures. Fully customizable Word versions are also available.

[New Business Engagement Tools](#) - We've developed three new [tools](#) to help you improve your ability to work with employers to expand the use of apprenticeship.

- A *Business Engagement Quick Guide* introduces the three key phases of successfully doing business engagement - researching business targets and preparing to engage, building relationships, and getting employers to commit to apprenticeship.
- *Talking to Businesses* provides quick tips on how to talk the language of the employer while helping to connect their hiring and promotion practices to apprenticeship.
- *Strategies in Action* shares practical and real-world examples of the ways business engagement professionals work through challenges to successfully promote apprenticeship as a solutions-based business engagement strategy.



[New Apprenticeship.gov "Splash Page"](#) - Last month, Secretary Acosta announced the launch of a new [apprenticeship.gov](#) website to deliver on the Task Force on Apprenticeship Expansion's recommendation to compile apprenticeship information in a single, online, centralized website. The website will evolve into a robust one-stop platform to connect job seekers, job creators, training providers, parents, teachers, and federal and local workforce agencies with information and resources to learn more

about apprenticeships, how to establish apprenticeship program, and how to access open apprenticeship opportunities. Now viewable as an initial framework page, DOL expects to roll out functionality in September 2018.



[Iowa's New High School Registered Apprenticeship Playbook](#) - Iowa recently released a new [Playbook](#) to help Iowa employers, high schools, and students establish apprenticeship programs in their communities.

Events

National Apprenticeship Week (NAW) - Mark your calendars for November 12-18, 2018, as we will celebrate the fourth annual NAW. Check out the [NAW website](#) for more information, including the [2017 NAW Report](#) to inspire ideas for your activities in 2018.

Upcoming SAE Webinars - Save the date for two important learning opportunities this summer.

- Thursday, July 19, 2:00 ET: Updates on Quarterly Performance Reporting Requirements and Reporting Templates. Please register [here](#) and send any questions to Gabrielle Aponte Henkel (AponteHenkel.Gabrielle.A@dol.gov) by Monday, July 16.
- Thursday, August 9, 2:00 ET: Financial Management for SAE Grants. An invitation will be sent shortly!



Spotlight on Michigan: Governor's New Marshall Plan for Talent



Companies look for a talented workforce when they consider places to locate and create jobs. However, nationwide, businesses report difficulty finding qualified job applicants.

Michigan's Governor Rick Snyder recently enacted a statewide strategy to prepare the state's workforce to meet its talent needs. The *Marshall Plan for Talent* brings together educators, employers, and other stakeholders to create a talent pipeline that will fill a projected 811,055 career openings through

2024 in five high-demand sectors: IT and computer science, manufacturing, healthcare, other professional trades, and business. It encourages apprenticeships and mentorships by incentivizing schools to offer more work-based learning models, including competency-based certifications and licensing.

To accomplish this, the Marshall Plan for Talent proposes to invest an additional \$100 million over five years to systematically change Michigan's talent and education system. The Plan has four objectives:

- Increasing career exploration activities and opportunities
- Evolving Michigan's education system to a competency-based learning model
- Fostering increased business and education collaboration
- Creating multiple career pathways for students and career seekers


Specifically, the funding will develop 150 new courses to teach skills needed for a 21st century global economy, train 5,000 cybersecurity students, and provide scholarships

for another 16,000 low-income/at-risk students to gain skills for high-demand fields. Funds will also enable schools to hire career navigators, coaches, and mentors to help students - and their parents - explore career options. A new Innovative Educator Corps, a group of 150 highly skilled, proven, innovative educators nominated by their local schools, will receive stipends to share their innovations with others across the state. "Michigan's forward-looking approach takes into account that the jobs of today - and the future - all require some sort of post-secondary education and lifelong learning," says Roger Curtis, Director of the Michigan Department of Talent and Economic Development. "Work-based learning opportunities, like apprenticeship, are a tried-and-true way to help connect people to high-demand, great-paying careers with little to no student debt and are a key component to the success of the Marshall Plan for Talent." For more information, please visit www.michigan.gov/marshallplan.

Spotlight on Minnesota: Apprentice and Potential Apprentice Perceptions

Over the last two months, we've featured information Apprenticeship Minnesota gleaned in their efforts to develop a communications and branding plan for the system. The previous two articles shared insights from interviews with employer sponsors and a survey of potential apprentices. This month looks at the results of their focus groups with apprentices and potential apprentices.

Minnesota convened four focus groups of 10 current apprentices and 27 prospective apprentices. Prospective apprentices were between the ages of 18 and 30, either unemployed or underemployed with high school or college experience, and at least somewhat open to receiving on-the-job training.

- **Career Guidance:** Focus group participants said that the emphasis in high school was on getting students to think about college after graduation. While a few did career testing, they said there was no conversation about career options beyond high school and little conversation about options outside of college. Participants said peers expected one another to go to college after high school, even if it wasn't affordable. They also said parents did not promote the trades, and were even detractors, likely believing it would not provide the best opportunities for their child's future.
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- **Factors When Choosing a Career:** Participants identified financial stability, finding fulfillment and pride in the work, and being able to help others as factors that matter when choosing a career.
 - **Benefits of Apprenticeship:** When asked what their apprenticeship has allowed them to do that they might not have been able to do otherwise, several current apprentices mentioned financial advantages including purchasing a home, paying off student loans, and taking a vacation, among other accomplishments. Participants viewed financial stability, not incurring student loan debt, and job stability as benefits of apprenticeship. Apprentices said that the biggest benefit to employers was that apprentices are loyal employees.
 - **Perceptions about Trade Careers:** Some prospective apprentices perceive trade careers as physically difficult, not mentally challenging, and appropriate for people who work well with their hands and are not interested in college. Current apprentices said apprentices in the trades need to be hard workers. All agreed that there is a stigma around a career in the trade industry.
 - **Apprenticeship Messaging:** Prospective apprentices felt that there is not

enough information about apprenticeship. They suggested several categories of information that would be important to someone considering apprenticeship. These included salary, types of careers, types of apprenticeships, options for switching paths if someone discovered they didn't like their apprenticeship, and information about educational components, including when schooling costs are covered. When offered a range of messages, participants liked messaging that offered statistics and information on wages, types of jobs, and the cost-saving aspects of not having to pay for college. They also felt messaging should be short and straightforward, and that testimonials of current or past apprentices would be impactful.

- **Communication Vehicles:** Focus group participants said that informing high school teachers and counselors is very important, because that is when most individuals begin thinking about college or other paths. Promoting apprenticeship opportunities at high schools, on the Department of Labor and Industry websites, and through social media were seen as the best ways to get information out. Participants use Facebook the most (at 57%) followed by Snapchat and Instagram (tied at 32% each). Twitter, YouTube, LinkedIn, Hotwire, Reddit, and Tumblr were identified but used less frequently. Three participants said they do not use social media. Participants felt a short video would be an effective way to capture their attention online.

For more information about Minnesota's communications and branding research, please contact Betsy Adamson, Project Manager at the Minnesota Department of Labor and Industry, at betsy.adamson@state.mn.us.

Apprenticeship in the News

[*Apprenticeships, a Favorite of Trump Administration, Carry Major Potential for Foster Youth*](#)

[*Bill Makes High School Apprenticeship Programs a Priority*](#)

[*DOL Auto Body, Painter Apprenticeship Templates Indicate Intensive Programs*](#)

[*Apprenticeships Bring Skilled Workers to Idaho Hospitals*](#)

[*City Colleges Sets 'Extraordinary' Goal to Put Thousands of Graduates into Apprenticeships, Internships*](#)



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