



Grantee Emerging Practices

Report #3

July, August, September 2020

Scaling Apprenticeship grantees entered the third quarter with complete adaptation to the COVID-19 crisis. In the second quarter, grantees were still adjusting to virtual training. In this quarter, having addressed a number of the challenges presented by the pandemic, grantees were able to devote more attention to planning for the fall semester, preparing for both virtual and in-person, socially distanced, training.

As with the previous emerging practices reports, the MSG team used coaching and affinity group call notes to harvest emerging practices being implemented by grantees. We split the practices into four categories:

- Employer Recruitment/Engagement
- Grant Management/Operation
- Program Design
- Student Engagement/Support

We hope that current and future grantees will use these practices to improve their grant programs.

Employer Recruitment/Engagement

Grantee	Project
Columbus State Community College	Columbus State Community College's Next Tech apprenticeship program developed a toolkit designed to help their employer organizations onboard efficiently. The toolkit is built around CSCC's program model and offers advice and guiding questions to help them understand what the apprenticeships look like and how to work with Columbus State.
Lorain County Community College	Lorain County Community College offers weekly Zoom meetings, titled "Ohio TechNet". This program, designed to engage employers, launched during Round 4 of the DOL grant, Trade Adjustment Assistance Community College and Career Training (TAACCCT). It provides employers the opportunity to provide input in creating programs aligned with industry standards.
Alabama Community College System	Alabama Community College System hosts a virtual job fair and invites employers once a month. After the virtual event, the employers can reflect on the candidates and select potential employees. The school preselects

	apprenticeship candidates and hosts face-to-face interviews. Alabama Community College System has had almost 100 percent placement using this method.
Bergen Community College	Bergen Community College has been leveraging existing platforms to push out information on their SA program. Some of these platforms include a New Jersey Office of Apprenticeship (OA) student/employer portal for apprenticeships and a healthcare networking group. The partnership with NJ OA means that all recruitment/hiring events will be shared through the NJ OA network, allowing employers to reach both students and employers.
Bergen Community College	Bergen Community College created a social media campaign for their Virtual Open House and the Virtual Information sessions. They placed announcements on LinkedIn, Facebook, and the Bergen Community College website. In addition to disseminating information through social media platforms, the grantee distributed flyers to sources willing to share information about the event, including the local One-Stop Center.

Grant Management/Operation

Grantee	Project
St. Louis Community College	St. Louis Community College works with several stakeholders, including subgrantees and grant managers. To keep track of progress, the college uses a type of dashboard system, assigning each grantee a color, "red" "yellow" or "green." This practice helps St. Louis quickly assess the progress of subgrantees. Grant managers determine their grantee's standings based on where they are in developing new apprenticeships, expanding existing apprenticeships, employer engagement, increasing access to target populations, and scaling to the national level.
Bergen Community College	Bergen Community College put together an annual monitoring checklist. They developed the checklist based on the requirements described in the contract and RFP. The college provides this checklist to all partners so they understand the items that USDOL will require during their monitoring visits. The checklist has started conversations among partners, helping them clarify services that are being delivered to apprentices.
Dallas College	Dallas College brought on a project manager dedicated to data and performance. By having one person in charge of submitting their reports, Dallas College had only five issues to resolve when submitting their reports this quarter, compared to at least 30 in the previous quarter.

Program Design

Grantee	Project
West Los Angeles College	West Los Angeles College is building basic tech lessons into the curriculum, including how to use Microsoft programs and how to navigate the internet.

	The college made this program design change to provide partners with more tech-savvy apprentices.
Illinois Community College Board	The Illinois Community College Board has created a certificate of completion for participants of pre-apprenticeship programs who do not immediately enroll in the apprenticeship program. This practice facilitates re-entry and strengthens participant resumes, giving participants an edge over other job seekers.
Lorain County Community College	Virtual instruction poses challenges for lab and practical work. Lorain County Community College created a 3D print shop to overcome that. Students email specifications to the instructor, who prints them out and grades the work. This allows LCCC to continue with virtual instruction and enables students to move forward while the college is closed due to the COVID-19 crisis.
Bergen Community College	New Jersey has given an eight-hour waiver for Certified Nursing Assistant programs, which means Bergen Community College can spend eight fewer clinical hours. This helps prevent students, who are having a difficult time obtaining clinical hours due to the COVID-19 crisis, from dropping out.
Community College of Baltimore County	The Community College of Baltimore County created an automated link to a Microsoft form for teachers. The form allows teachers to report on what is happening with a student, which can then alert staff to step in and provide support to a student to make sure they complete the program. Additionally, it makes all the assignments available for apprenticeship program staff to see if the teacher has delivered the required curriculum. It also provides student teacher evaluation information which details can their classes match the curriculum. CCBC set this up to improve quality as a quality improvement process.
Connecticut	A Connecticut State Community College "anchor employer" can request a specific class from the school that creates the class request. Participants apply, are assessed, and then go through a five to ten-week course. The employer interviews the apprentices during the course so they can begin as soon as the course ends. Courses often include day-long lessons, allowing apprentices who are dedicated to self-select into the course. These short sessions enable students to get a feel for a course of study or occupation before they commit to a vocation.

Student Engagement/Support

Grantee	Practice
Lorain County Community College	Wise Pathways , a career exploration and skills development course, is launching in the fall. Loran developed this program to encourage women to enter advanced manufacturing. It uses current industry women to act as mentors. These information sessions will be virtual events. Ohio is in the process of digitizing the content of the program, which is aimed at women who are

	impacted by the current pandemic, displaced, or would like a career change. The grant goal is to serve 1,000 women.
Columbus State Community College	Columbus State Community College provided a virtual career fair follow-up session for students that did not get placed with an employer. The session was aimed at helping students identify areas of improvement. Suggestions included adding new credentials to their resumes and/or focusing on additional educational pathways such as four-year programs.
Columbus State Community College	Columbus State Community College hosted an all-day virtual event attended by 76 new students and over 50 additional faculty/staff/employer participants. They hosted the event on Microsoft Teams. Faculty, administrative departments, current apprentices, and industry partners provided an onboarding and orientation agenda to incoming students. Additionally, at the event, incoming students were prompted to fill in the grant intake form, immediately enrolling them as pre-apprentices in the grant. The Columbus State Community College faculty team conducted a Strengths, Weaknesses, Opportunities and Threats Analysis (SWOT) discussion following the event focused on continuous improvement and had an opportunity to debrief with students, as well.
University of Cincinnati	The University of Cincinnati has been assembling a holistic set of student and worker supports as part of an enhanced response to the COVID-19 crisis. The university has distributed 200 Chromebooks to lower-income students that will aid them in continuing their education and apprenticeship engagement goals. UC has also established the Remote Work Center, which provides holistic programs for students and employers to both parties adapt to remote work. They also created industry credential boot camps for students whose apprenticeships were canceled due to the COVID-19 crisis and enhanced virtual apprenticeship partnerships with Apprenti Cincinnati and IQ4.