



Grantee Emerging Practices

Report #4

October, November and December 2020

Scaling Apprenticeship grantees entered the fourth quarter with a combination of in-person and online training for apprentices.

Emerging practices detailed in this report relied on information collected by coaches in their notes, monthly affinity group calls and a review of quarterly narrative reports (QNRs) submitted by grantees in August 2020. We organized the practices into four categories:

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

The report seeks to inspire current and future grantees to adopt and improve strategies to address similar challenges.

Employer Recruitment and Engagement

Grantee	Practice
Clark University	Clark University is expanding their communications footprint to expand business and apprentice recruitment. Efforts included: • Social media and other marketing • MA Workforce Association article • LinkedIn article • Podcast on TechQuest site • Plan to include their curriculum in a LinkedIn Training
University of Cincinnati	As a way to open conversations with employers The University of Cincinnati created an employer-facing monthly newsletter with information on to grant-related projects, relevant topics, and employer spotlights.

Lorain County Community College	LCCC's industry-led partner and subgrantee ConxusNEO is hosting weekly virtual meetups for companies to discuss their workforce issues, including recruitment, hiring, training, and safety. Some of the industry partners have apprenticeships underway. Others are considering creating apprenticeships. This effort has brought new companies to the table as they are finding it helpful to learn from one another and share best practices.
Pennsylvania College of Technology (PCT)	PCT's subgrantee New Jersey Institute of Technology (NJIT) is building a partnership with The Association of International Metallizers, Coaters and Laminators (AIMCL). This organization has over 250 members with both machine manufacturers and machine operations businesses. Similar to the partnership with the New Jersey Manufacturing Extension Program, Inc. (NJMEP), AIMCL will promote apprenticeship to its membership in order to assist NJIT with bringing apprenticeship to scale on a national level.
Pennsylvania College of Technology	NJIT has introduced bi-weekly marketing webinars that engage employers to learn more about PCT'S MIDAS grant (Modular Industry-Driven Apprenticeship Strategies) and registered apprenticeships. The webinar provides a high-level overview of the grant project, program partners, benefits to employers, and the anticipated Advanced Manufacturing apprenticeships that will be available.
St. Louis Community College	The college apprenticeship office placed LinkedIn advertising and used LinkedIn Sales Navigator to target and network with well over 2,000 potential apprenticeship business partners. They have also leveraged a free online webinar series called <i>Partnering in Crises Webinar Series</i> to network with employers who are interested in starting registered apprenticeship programs.

Grant Management and Operations

Grantee	Practice
Illinois Community College Board (ICCB)	The Illinois Community College Board created a development and assessment tool for ecosystem, project, and program design. The tool supports ICCB and partners in determining the appropriate overarching and site-specific technical assistance strategies to make each college's project successful.
West Virginia Council for Community and Technical College Education	Each West Virginia Council for Community and Technical Education Apprenticeship Coordinators submit a project status report. This report captures lost opportunities and any issues that eroded the value of the apprenticeship opportunity through the AIM Grant. They also serve as an evaluation tool for employer engagement. The report captures success stories. All of it is used to help with the Quarterly Narrative Report.

Columbus State Community College (CSCC)	CSCC is adopting software solutions to increase grant management process efficiency, including scheduling software to streamline scheduling for career assistance, case management/academic advising, and recruitment. Additional software is being explored for resume development, job posting, and mock interviewing. Columbus State will begin to use tools like a Customer Relationship Management system to support consistent employer outreach; as well as more planning for more frequent student check-ins and reorientations to support pre-apprentices progressing through the program more steadily.
CO Department of Higher Education	Members of the Colorado Department of Education team developed an outline for Apprenticeship Consultant Training. The team hired four Apprenticeship Consultants to serve liaisons between the Institutes for Higher Education (IHEs) and businesses in their assigned regions. They are charged with building job descriptions for apprenticeships in collaboration with the partnering businesses, and applying the screening criteria of each business to assess the candidate's match to the business' needs. To ensure their success, CO-HELPS developed training that provides a foundational knowledge of registered apprenticeships, tools for effective outreach to employers and sponsors, and skills that enable providing basic technical assistance. Trainings include "Developing an Employer/Sponsor Registered Apprenticeship Co-Branded Presentation" and "Putting the Apprenticeship Consultant Workflow into Action". The team is working to create pre-designed packages to present to community colleges. These packages will be focused on employer needs while simultaneously aligning to the community college's business practices.

Program Design

Grantee	Practice
Lorain County Community College	A grant partner, MAGNET, in Cuyahoga County, has been deeply involved in the pilot of Ohio to Work . This is a state program with support from Jobs Ohio. The initiative focuses on helping individuals who have lost jobs, or are impacted by COVID, by aligning training with in-demand jobs. . The assessment tool they are using is from Pymetrics.
Purdue University	Purdue University expanded a set of pre-apprenticeship courses that build beginner skillsets for individuals not yet ready for apprenticeship placement. The training modules will result in badges, plus certification bootcamps, leading to a "ticket" to a site for a certification. They may progress through the program earning beginner, intermediate, and higher-skilled level badges. They are offering and/or developing the following badge/social course modules and boot camp topics identified via industry surveys: Certified Ethical Hacker (CEH), CompTIA, Digital Forensics, Certified Information Systems Security Professional (CISSP), Social Engineering, incident response, cloud security, information security ethics, and cyber-crime. More are expected to be announced.

Bergen Community College	Bergen Community College hired a curriculum developer, shared among other schools, to incorporate any changes from the state office on curriculum packages. Specifically, the position will collaborate with consortium college members to facilitate development and approval of registered apprenticeships identified in the HealthWorks Apprenticeship grant, including prior learning assessment alignments in identified curricular areas. They will also identify all regulatory and credentialing requirements of the health professions involved in HealthWorks Apprenticeship grant initiatives. This shared position will relieve each of the Consortium members from having to chase all of the info needed for registering an apprenticeship in NJ.
Florida International University Board of Trustees (FIU)	The FIU Cybersecurity Apprenticeship Program includes a digital badge, Career Management. The Career Management badge covers soft skills such as effective communication, job searching strategies, interview preparation, resume building and professionalism.
University of Cincinnati	The University of Cincinnati developed a Remote Work Certification program launched in Fall 2020 for both students and employers. The Remote Work Certification is built upon 2 years' worth of research on what is needed for a person or team to be successful in remote work. This is both synchronous and asynchronous in offering through online modules in Canvas. The goal is to ensure all students and employers can engage in remote work and thrive as remote workers. It is intended for both students and employers.

Student Engagement and Support

Grantee	Practice
Purdue University	Working through a national network of community organizations, Purdue University worked with the National Minority Supplier Development Council to develop national standards for recruitment of minority apprentices. Additionally, they are developing a Minority Outreach mentorship program. The council will work with Purdue's program to pair large corporations and their MBE (Minority Business Enterprises) suppliers to build a more robust cybersecurity posture, which includes cyber talent, and ultimately make a more secure supply chain.
Alabama Community College System (ACCS)	Alabama CCS has worked with employers to provide tours of their factories on Instagram Live and Facebook live. These events are designed to help attract high school students, encouraging them to consider apprenticeships after they graduate. The videos are recorded so schools can disseminate them directly to students.
County College of Morris	County College of Morris partnered with the International Rescue Committee (IRC) to recruit new Americans for careers in health care. The IRC works mostly with minority youth and adults in over 26 cities and with over

	1,000 employers. Their partnership is meant to open more doors for the college to access minority apprentices.
Florida International University Board of Trustees (FIU)	To attract new apprentices, FIU is reaching out to the FIU Foundation to gain access to the alumni database and other area colleges. They will use the database to invite their students and alumni, who may be unemployed, underemployed, or incumbent workers, to become engaged in the apprenticeship program.
Community College of Baltimore County (CCBC)	CCBC developed videos with pre-apprenticeship program information. The video links were sent via email to potential applicants to give them an in-depth look at the program. They are also available on their website.
Community College of Baltimore County	To monitor the CCBC student performance, the team developed a weekly classroom submission report via Microsoft Forms. Instructors submit their feedback regarding students who are not logging into online courses or are not submitting work. As a result, they have identified issues surrounding accessing online courses and difficulties navigating the virtual classroom.
Lorain County Community College	The TRAIN Ohio Program Developer worked with LCCC students to assist with their resumes. The developer customized the resumes to showcase the technical skills students acquired through their earn-and-learn degree program.
Pima Community College District (PCC)	PCC has engaged with Chicanos Por La Causa (CPLC) to facilitate support services for PCC participants. CPLC is involved to provide a community-recognized avenue of access to minority students and to provide community-sensitive, minimal cost outreach/information to potential participants.
Columbus State Community College	CSCC developed a LinkedIn profile handout to assess student's profiles to optimize their networking capabilities on the platform. Students also must produce an approved resume and receive a sufficient score on a mock interview to be eligible to interview for a flexible apprenticeship position.