Welcome to the July edition of the Scaling Apprenticeship through Sector-Based Strategies (SA) Newsletter. You and your grant partners will find:

- Information for engaging all career seekers with motivational interviewing
- SA grantee spotlights
- Available SA technical assistance

(TA) activities
- Apprenticeship research
- Resources on Technology and the Future of Learning and Training

Please send us upcoming events, news about your project accomplishments and/or topics you would like the newsletter to cover. Send us your feedback.

**SAVE THE DATE**
Scaling Apprenticeship and Closing the Skills Gap Grantee Virtual Conference Oct 20-23

Mark your calendars for this exciting opportunity to learn from national experts and each other, while making new connections with both SA and CSG grantees! Please send us your suggestions about what you would like to see covered, and let us know if you'd like to offer a session.

Virtual sessions will be held across four half-days. Attendance is required for key grantee representatives, and some sessions will be open to your entire grant team and partners. Stay tuned for more information!

Keeping up to date with DOL’s COVID-19 Crisis Response

Make sure to check the Employment and Training Administration (ETA)’s Coronavirus (COVID-19) Resources page regularly for updated frequently asked questions (FAQs) and other resources.
Engaging All Career Seekers with Motivational Interviewing

A number of factors can inhibit an individual's engagement in the career-search process. Lack of confidence resulting from extended unemployment, lack of experience, the presence of trauma, and a host of other barriers can cause a career seeker to question whether or not they should take the risk of pursuing a career.

Motivational interviewing is a technique that helps career development staff cultivate internal motivation in the individuals they serve. It is a comprehensive approach not only to service delivery, but to how to interact with students, career seekers, and staff, to foster self-direction, motivation, and lasting engagement in the career development process.

At the heart of Motivational Interviewing is the process of identifying a career-seeker’s own values and building on those to cultivate their commitment to the career development process. Often, staff may substitute what they believe are the career seeker’s motivations, without learning what actually drives them. This, in turn, can lead to learners dropping out of classes, career seekers abandoning their search, and poor retention once a job is acquired. Motivational Interviewing is how we as educators and workforce development staff ensure that the career search process truly belongs to the individuals we serve and therefore they are strongly committed to it.

Resources available to support staff to learn these important techniques:

• The New England ATTC, funded by Health and Human Services, offers the following primer.
• The Motivational Interviewing Network of Trainers Offers an array of resources and videos.
• The Substance Abuse and Mental Health Administration’s (SAMSHA) Homeless Hub features the following article on “Motivational Interviewing and Open Questions, Affirmation, Reflective Listening, and Summary Reflections (OARS)”
• PositivePsychology.com offers 17 practical Questions and Skills for the use of Motivational Interviewing.

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Scaling Apprenticeship Technical Assistance

Pre-apprenticeship Webinar
Learn how high-quality pre-apprenticeship programs can lead to quality apprenticeship experiences and gain information about how to integrate these pathways into grant performance reporting. Find the webinar recording [here].

Early Lessons from H-1B Scaling Apprenticeship through Sector Strategies Grantees
SA grantees will share how they have navigated their first year of implementation and what innovative solutions they developed to address challenges. Participants will come away with innovative ways to accelerate the expansion of apprenticeships and/or improve internal processes to advance the program. You can register [here].

Options and Benefits: RAP and IRAP Apprenticeship Models - Webinar
Now that the U.S. Department of Labor's IRAP regulations have been rolled out, grantees that are currently using unregistered apprenticeship models may wish to pursue recognition for the programs as IRAPs, or registration for their programs as RAPs. In the webinar on August 4th, attendees gained knowledge of both models, including the benefits of each, from the Department’s Office of Apprenticeship, and heard from current grantees why they chose the options they did. Access the webinar [here].

VETS Apprenticeship Pilot Overview
On August 26, the Office of Apprenticeship (OA) in collaboration with the Veterans’ Employment and Training Service (VETS) will provide an overview of the U.S. Department of Labor (DOL) VETS Apprenticeship Pilot and address working with transitioning service members and their spouses interested in exploring apprenticeship as a post-separation career pathway. You can register [here].

Hallmarks of High-Quality Apprenticeship Programs
In September, SA grantees will follow up the Office of Apprenticeship’s RAP/IRAP webinar with one to provide peers an understanding of the Hallmarks of High-Quality Apprenticeships. Presenters will provide practical applications from fellow Scaling Apprenticeship grantees. Be on the lookout for the invite!

Expert Dialogue Employer Engagement
Could you benefit from practical tips, ideas, messages, and approaches for engaging employers? Scaling Apprenticeship coaches have been engaging in frequent discussions with grantees on the challenges and successes of communicating, engaging, and working with employers to adopt and expand apprenticeships – both registered and non-registered. This Expert Dialog draws on the expertise of longtime proponents of apprenticeship. Look for the dialogue on Workforce GPS in August.

Apprenticeship Research
CLEAR identifies and summarizes many types of research, including descriptive statistical studies and outcome analyses, implementation, and causal impact studies. CLEAR currently includes more than 60 studies related to apprenticeship, which can be found by under the topic area “Apprenticeship and Work-based Training,” and more than 200 studies under the Community College topic. In this issue we highlight the findings of one such study.

Encouraging evidence on a sector-focused advancement strategy (Hendra et al. 2016)
The study’s objective was to examine the impact of the WorkAdvance sectoral training program at the Per Scholas site on employment, earnings, and education and training from 2011 to 2015. WorkAdvance was a sectoral training program that coupled a career readiness and occupational training program with job placement supports and post-employment job retention services. The study used a randomized controlled trial design in which 700 people were assigned to either the treatment group (which was offered the WorkAdvance program) or a control group (which could not join the WorkAdvance program but could access other services available in the community). Using UI data, the authors found that those assigned to the treatment group were more likely to report ever being employed in the second year after random assignment, earned more and were more likely to have obtained a degree or credential.
Grantee Spotlight: Getting to know your peers

In this issue, we feature two new grantees: Research Foundation for the State University of New York in the Advanced Manufacturing sector and Florida International University Board of Trustees in the IT & Cybersecurity Sector.

Research Foundation for the State University of New York

The New York College Apprenticeship Network (NYCAN) project seeks to make apprenticeship the industry standard for training manufacturing workers anywhere in New York State. To assist this effort, NYCAN is creating a statewide training network designed to help employers and community colleges form sustained partnerships.

The project’s flagship pre-apprenticeship program will be New York State’s first online pre-apprenticeship program, which NYCAN designed to ensure that all apprentices have foundational competencies. NYCAN is offering this online curriculum through Open SUNY, the education system’s online learning network, which allows the project to connect with potential apprentices statewide. The project also is deploying its vast corps of college professors in a “train-the-trainer” role to help manufacturers (particularly smaller employers) develop lesson plans, and to help technically competent staff cultivate effective teaching methods.

NYCAN will achieve national replication by building on the success that multi-state employers are currently experiencing in New York. Partner employers with manufacturing operations in the state have operations in 25 additional states; these employers will serve as the first wave of replication sites for NYCAN. In addition, New York has a thriving network of Manufacturing Extension Partner (MEP) partnerships through partner NYSTAR, which will serve as a link to adjacent states, facilitating the project’s recruitment of additional employers to its apprenticeship model.

Florida International University Board of Trustees

FIU’s A Novel Cybersecurity Apprenticeship Program for IT-Related Industries (Cyber-CAP) targets the high-demand occupation of cybersecurity within the IT industry, and specifically seeks to address the cybersecurity needs of employers in IT and IT-related industries, including the medical, healthcare, financial, construction, transportation, and hospitality sectors. Cyber-CAP is providing cybersecurity apprenticeship training targeted to such occupations as Information Security Analyst and Cybersecurity Specialist/Analyst.

The Cyber-CAP curriculum is aligned with the national standards and frameworks for cybersecurity education outlined in the National Institute of Standards and Technology’s National Initiative for Cybersecurity Education (NICE) - Cybersecurity Workforce Development Framework. In addition to earning the three industry-recognized credentials noted above, apprentices will receive digital badges. While apprentices with prior work experience in cybersecurity can earn credit for prior learning, the project also is developing a prior learning assessment for the program that will allow apprentices to translate their apprenticeship experience to college credits. Finally, lead grantee FIU is working with the Florida Department of Education to become a RAP sponsor; as designed, its programs offer 144 hours of related training and instruction over three semesters per year, and 2,000 hours of on-the-job training aligned with the concepts learned each semester. Cyber-CAP is first launching in the South Florida Tri-County area. To scale the project, the SHRM Foundation will deploy its local chapters to market the apprenticeship programs to employers, while the project’s consortium partner Coalition of Urban Serving Universities and its 37 member institutions will identify universities around the country that are capable of building local partnerships and rapidly scaling the program in their regions.

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Supporting Community College Learners Online

Explore how community colleges are innovating in the delivery of academic and personal supports, engagement supports, and career-oriented supports for their fully online learners; features a major report and fact sheets on promising practices and knowledge gaps.

Foundational Digital Skills for Career Progress

Distill research and stakeholder interviews on rising demand for foundational digital skills across occupations, low levels of digital literacy in key populations, and practical strategies for teaching digital skills; includes an infographic with key takeaways.

What would it take to enable all workers to develop the skills to succeed in a changing labor market?

Explore six promising solutions for lifelong learning that are responsive to technological change and other forces reshaping post-secondary education.

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