Welcome to the fourth edition of the Scaling Apprenticeship (SA) Newsletter. Our aim is to disseminate information about grantees, events, and resources relevant to the SA grant.

This month, the newsletter features:

• Resources on diversifying the apprenticeship pipeline, focusing on how to attract diverse candidates to your program and support their success;
• Three new grantee spotlights;
• Apprenticeship programs that are making news across the country;
• The technical assistance (TA) activity update; and,
• Clearinghouse for Labor Evaluation and Research (CLEAR) studies that focus on apprenticeships.

As always, we would be delighted to hear from you, so please send us news of upcoming events that you would like to share with your peers. We would also like to hear of your project accomplishments or topics you would like the newsletter to cover.

Please contact us at ScalingApprenticeship@dol.gov with your feedback.
The Employment and Training Administration (ETA) is continuously updating its Coronavirus (COVID-19) Resources page for information and resources that can help your grant navigate through this public health crisis, including frequently asked questions (FAQs) to address grants management questions related to Coronavirus (COVID-19). Please check back for new information.

Updated Scaling Apprenticeship FAQs

Newly updated policy clarifications (or FAQs) for Scaling Apprenticeship Grants are now available. The Scaling Apprenticeship FAQs provide answers to 24 frequently asked policy questions for the Scaling Apprenticeship grant program. Please note that this document updates our previous policy guidance, which we issued on December 17, 2019, to include Questions #10 through #24, which focus on match and apprenticeship programs.

New Resources

Many grantees have asked how to determine whether a credential meets the FOA standards of being industry-issued, nationally recognized, and portable. Here are three new resources to use:

- Training and Employment Notice (TEN) 25-19, Understanding Postsecondary Credentials in the Public Workforce System, is a new resource intended to assist the public workforce system in better understanding the key elements of credentials and identifying credentials that help individuals acquire and leverage the skills needed for quality in-demand jobs that meet the needs of the business community.

- TEN 25-19 should be used in the context of Training and Employment Guidance Letter (TEGL), 14-18, Aligning Performance Accountability Reporting, Definitions, and Policies Across Workforce Employment and Training Programs Administered by the U.S. Department of Labor (DOL).

- A new decision tree tool regarding credentials that meet DOL standards will also be presented during this webinar: Introduction: Credential Attainment Decision Tree Tool and Credential Attainment Cohort Capstone.
Scaling Apprenticeship TA Updates

On Demand Webinars

Implementing Grants in Times of Virtual Learning and Workspaces Webinar
In case you missed it, the Scaling Apprenticeship TA team hosted a webinar featuring four grantees. They discussed their strategies to keep their apprentices and employer partners involved virtually. See the webinar here.

Incumbent Worker Dialogue
SMEs Jaime Fall and Mason Bishop sat down to discuss working with employer partners that serve incumbent workers. They covered how employers can think about, plan and deliver incumbent worker training programs, the benefits these programs afford employers and workers and effective strategies to serve incumbent workers. See the dialogue here.

Strategies and Opportunities for Braiding Funds: Yielding Greater Flexibility and Impact
Grantees often rely on funds outside of the Scaling Apprenticeship grant itself. This webinar introduced grantees to the concept of braiding funds to increase the flexibility, impact and sustainability of the apprenticeship programs, and highlight grantees and guests who can share what they did to access a variety of different funding resources. See the webinar here.

Upcoming Webinars

Pre-Apprenticeship Programs: Creating Successful Paths for Future Apprentices
Learn how high-quality pre-apprenticeship programs can lead to a quality apprenticeship experience. The webinar will show how pre-apprenticeship programs can support grantee efforts and contribute to increased numbers of successful apprentices. It will also spotlight how SA grantees are delivery such programs. Join us on July 17.

Apprenticeship Research

CLEAR identifies and summarizes many types of research, including descriptive statistical studies and outcome analyses, implementation, and causal impact studies. For causal impact studies, CLEAR assesses the strength of the design and methodology in studies that look at the effectiveness of particular policies and programs. CLEAR currently includes more than 60 studies related to apprenticeship, which can be found by using the search term “apprenticeship.” Below we present two examples relevant to SA grantees.

**Minnesota advanced manufacturing project: Final external evaluation report**

The study’s objective was to examine the impact of the Minnesota Advanced Manufacturing Partnership (MnAMP) program on education outcomes. The program targeted unemployed adults to fill advanced manufacturing jobs after earning a one-year certificate in mechatronics, machining and welding. The study found that MnAMP program participation was significantly associated with earning fewer credits and fewer credentials relative to the comparison group. However, among students who attained credentials, participating in the MnAMP program was significantly associated with completing a one-year certificate in less time than comparison group students.

**An effectiveness assessment and cost-benefit analysis of Registered Apprenticeship in 10 states**

The study’s objective was to examine the impact of the Registered Apprenticeship (RA) program on employment and earnings by comparing outcomes for participants in the RA program with people eligible for the program who did not participate in it. They used Unemployment Insurance wage record data to estimate regression models, controlling for demographic characteristics and pre-intervention measures of earnings and employment. The study found that employment rates were 8.6 percentage points higher among RA participants than those completing none of the program both six and nine years after program enrollment. Average annual earnings were $6,595 higher among RA participants than those completing none of the program in the sixth year after enrollment and $5,839 higher in the ninth year after enrollment.
Grantee Spotlight: Getting to know your peers

In this issue, we feature three new grantees: Colorado Department of Higher Education in Healthcare, Alabama Community College System in Advanced Manufacturing, and Trustees of Clark University in IT. Find information on all 23 Scaling Apprenticeship grantees on our community [website](http://h1bsa.workforcegps.org).

Colorado Department of Higher Education

The Colorado Healthcare Experiential Learning Pathways to Success (CO HELPS) project seeks to make high-wage, high-demand occupations in the healthcare industry accessible to everyone, regardless of previous education. The project is targeting 23 healthcare industry occupations, most of which exist within career clusters in the diagnostic services, health informatics, nursing, and occupational/physical therapy fields.

CO HELPS’s design allows apprentices to stack their learning to move into higher-skilled jobs within an occupational cluster. By awarding credit for prior learning and coupling paid OJT with non-credit, industry-vetted Related Technical Instruction (RTI), apprentices are receiving training in an accelerated format to pass national exams certifying their competencies. Moreover, the project is ensuring that all programs of the Colorado partner colleges, which are providing the occupation-specific, online RTI, will articulate to Colorado State University, for the benefit of those students interested in completing a four-year health care degree.

Alabama Community College System

The ALAMAP Project (Alabama Advanced Manufacturing Apprenticeship Program) seeks to narrow the manufacturing skills gap by expanding industry-recognized apprenticeships through a three-tiered approach, involving: (1) Quick-Start pre-apprenticeships that lead to nationally recognized Manufacturing Skill Standards Council certifications and prepare individuals for in-depth apprenticeships or entry-level employment as a certified production or logistics technician; (2) Short-term apprenticeship programs (referred to as ALAMAPs), which are embedded in a variety of traditional career and technical education programs supporting advanced manufacturing, and which result in a short-term certificate, long-term certificate, or associate’s degree; and (3) Comprehensive FAME apprenticeships, which are 21-month advanced manufacturing technician (AMT) programs that lead to an associate’s degree and a career as a multi-skilled advanced maintenance technician in advanced manufacturing.

Trustees of Clark University

The Tech Quest Apprenticeship Expansion Consortium (TQ Consortium) seeks to significantly expand the availability of IT and IT-related industry apprenticeships within multiple occupations within at least seven states. The project is providing training in 13 IT-related occupations, including five with new apprenticeship standards, which the project is working to register. They include Business Analyst, Business Intelligence, Data Science Analyst & Manager, and General and Operations Managers along with current approved standards such as IT Project Manager, E-Communications-Computer Systems Planning and Implementation and Public Health Information.

The TQ Consortium training design focuses on the teaching of technology skills within a business context. By combining “pure” IT training with concepts grounded in business, enterprise, and entrepreneurship, the project aims to help all apprentices better understand how business works and gain skills to become more adept employees.
Diversifying the pipeline – increasing equity in apprenticeship

One of the stated SA grant goals is to increase access to apprenticeship to all Americans, particularly veterans, military spouses, and transitioning service members, and underrepresented populations in apprenticeship, including women, people of color, and ex-offenders (FOA ETA 18-08, page 4). As SA grantees consider strategies to diversify access to their programs, we share some resources that highlight how other programs and institutions have met this challenge.

The first resource presents the experience of community colleges in broadening access and promoting student success.

How Community Colleges are Advancing Equity in Career and Technical Education (CTE)

This recent issue brief explores the efforts by community colleges across the country to provide CTE equitably. The brief provides promising practices and creative solutions as well as common challenges. The brief also highlights recruitment strategies, supportive services, performance measurement as well as postsecondary support services that have been used to promote equity.

Within these broad components, the SA TA team curated the following resources on increasing participation of women in apprenticeship.

Pre-Apprenticeship: Pathways for Women into High-Wage Careers

The Office of Apprenticeship at DOL developed a guide for workforce providers and community-based organizations on the benefits of pre-apprenticeship programs to channel women into apprenticeship programs and higher paid jobs.

DOL’s Women’s Bureau, in partnership with ETA, manages the Women in Apprenticeship and Nontraditional Occupations (WANTO) grant program to recruit, mentor, train, and retain more women in quality apprenticeship programs and pursue careers in manufacturing, infrastructure, cybersecurity, and health care, among other industries. WANTO grantee activities and resources may be valuable to consider when planning outreach to women.

Collaborative Solutions for Increasing Diversity of Apprenticeship Participants Webinar

This webinar provides information on strategies for increasing diversity in the apprenticeship pipeline.

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