



Apprenticeship Connections

A Resource for State Apprenticeship Expansion Grantees

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National Apprenticeship Week

Thank you for making [National Apprenticeship Week 2018](#) so successful, with more than 1,100 events reaching more than 100,000 attendees and 125 proclamations, including a [Presidential Proclamation](#) and proclamations by 40 Governors and 45 Mayors! As we celebrate, please don't forget to [submit your photos and videos](#) from the week. We're proud to partner with you to expand apprenticeship awareness and opportunities for all Americans.



Resources

[Updated SAE Grantee Frequently Asked Questions \(FAQs\)](#) - ETA recently released [new FAQs](#) that address continuation funding, reporting, outcome goals, business engagement, use of grant funds for the new Industry-Recognized Apprenticeship Programs, and more.



[Report on Short-Term Apprenticeships as Stackable Credentials](#) - A new Jobs for the Future [report](#) (written by our wonderful coach Deborah Kobes) explores how "stackable apprenticeships" can be used to structure short-term apprenticeships into a full career ladder.

[New Construction Outreach Video](#) - Alaska created a [video](#) full of testimonials that speak to the benefits and opportunities that come with an apprenticeship in the construction trades.



Spotlight on Oregon: Rethinking CTE, Apprenticeship,



By integrating classroom instruction and hands-on learning, apprenticeships and Career Technical Education (CTE) programs equip young people with the skills and certifications they need to jump start their careers. Despite the similarities, according to a 2017 Department of Education [report](#), connections between the two programs vary widely, ranging from *full integration* (where CTE students are fully enrolled as apprentices or pre-apprentices while in high school and, upon their graduation, continue on as apprentices, with all credits and hours counting toward full program completion) to *preferred entry*

(where CTE students gain preferred entry status into apprenticeships and sometimes advanced standing) to *no formal coordination* (where CTE students' experiences and career exposure may help them obtain apprenticeships, but there is no guarantee of entry or formal pathway to apprenticeship).

A similar 2016 [report](#) inspired Oregon to bring together their Oregon Department of Education CTE Programs Division, Bureau of Labor and Industries Apprenticeship Training Division, and Higher Education Coordinating Commission Office of Community Colleges and Workforce Development to figure out how to better integrate and leverage the strengths of the state's CTE, registered apprenticeship, and community college systems.

They quickly discovered the need to integrate registered apprenticeship into the college and career readiness conversations CTE staff were already having with high school students. Expanding awareness creates more opportunities for young people and, by expanding registered apprenticeship, helps employers facing a tight labor market to recruit from inside the state instead of outside.

The partners also saw that the simplest way to get to full integration would be to start with CTE programs with an existing connection to registered apprenticeship and certify them as pre-apprenticeship programs. It is a win-win for both - expanding pre-apprenticeship into more high schools and creating another pathway option for post-secondary training for the students.

Along the way, partners learned that sometimes differing understanding of terms impeded communication, so the state created a pre-apprenticeship application toolkit and framework to promote a shared understanding of terms and expectations of quality pre-apprenticeship

To date, CTE programs of study in 20 Oregon high schools have become certified pre-apprenticeship programs offering strong starts to careers in HVAC and electrical, trades, and construction. Some schools use curricula that align with that used by the apprenticeship sponsor. In some, the community college provides the instruction. And in others, the employer sponsor provides the training while the community college provides dual credit.

For more details, check out Oregon's [registered apprenticeship](#) or [pre-apprenticeship](#) websites or contact Gabby Nunley, Work-Based Learning and Apprenticeship Education Specialist, at gabby.nunley@state.or.us.

Spotlight on Ohio: Busting Myths and Changing Perceptions

We've all encountered the myths: Apprenticeship doesn't pay well. It's only for construction. The paperwork is very difficult. It's too complicated for a small business. It's inflexible and takes too long.

Taking advantage of the buzz during National Apprenticeship Week, Ohio unveiled two SAE grant-funded videos debunking common apprenticeship myths - one aimed at [potential apprentices](#) and the other aimed at [potential employer sponsors](#). They're incorporating myth busting into all their social media and [in-person outreach](#).



According to Patrick Reardon, Program Administrator for ApprenticeOhio, Ohio developed these materials to ensure that people have accurate information so they can make informed decisions. He stresses, however, the importance of being able to deliver on reset expectations. "The worst thing that can possibly happen is not to practice what is preached. This will leave employers with an even worse belief about the Registered Apprenticeship system if their "myths" truly are reality." For more information, you can reach Reardon at patrick.reardon@jfs.ohio.gov.

Apprenticeship in the News

[*Presidential Proclamation on National Apprenticeship Week, 2018*](#)

[*National Apprenticeship Week: More Apprenticeships, More Opportunity*](#)

[*National Apprenticeship Week: The Time to Rethink Apprenticeships is Now*](#)

[*University System of Georgia Signs Cybersecurity Pact*](#)

[*Soldiers Can Now Earn Free Journeyman Certificates for Doing their Everyday Jobs*](#)

[*Tech Apprenticeship Program Apprenti Graduates its 1st Class, Sending Workers to Microsoft, Amazon and Others*](#)

[*Inmates in Oshkosh Get Hands-on Learning in Apprenticeship Programs*](#)

[*Charleston: Its Workforce Programs Have Become a National Model*](#)



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