



NEW JERSEY
APPRENTICESHIP TECHNICAL
ASSISTANCE COLLABORATIVE

Spring 2024 Registered Apprenticeship Convening

April 30, 2024

Copyright © 2024 American Institutes for Research®. All rights reserved.

In partnership with:



Supported by:





NEW JERSEY
APPRENTICESHIP TECHNICAL
ASSISTANCE COLLABORATIVE

NJ Registered Apprenticeship Vision, Goals, and Registration Pathway



Meet the Presenters



Maria Heidkamp

*New Jersey Council of
County Colleges*
Chief Innovation and
Policy Officer



Chris Herzog

*American Institutes
for Research*
Principal Technical
Assistance
Consultant

Announcements and Reminders

Welcome and thank you for joining us today!

Resources from today's convening will be posted in the near future on the New Jersey A-TAC webpage:

<https://www.njccc.org/a-tac>



Wifi Access:

- Connect to the “Guest” network in your laptop or device’s available wireless networks page
- Once connected, launch your internet browser and MCCC’s green login page will appear
- Enter your full email address and click “ACCEPT”



Restrooms



Coffee/Water

Agenda

Time	Session Title
9:30 a.m.	Welcome and Convening Kickoff
9:45 a.m.	NJ Registered Apprenticeship Vision, Goals, and Registration Pathway
10:00 a.m.	NJ A-TAC's Work to Date
10:30 a.m.	Partnering to Enhance Outreach
11:00 a.m.	Break
11:15 a.m.	RA Processes and Responsibilities
11:45 p.m.	Lunch Break
12:30 p.m.	Program Standards, Approval, and TA
1:00 p.m.	Participant Outreach, Recruitment, and Partner Support
1:30 p.m.	Break
1:45 p.m.	Strategic Planning in Action
2:15 p.m.	Developing Your Plan
2:45 p.m.	Wrap Up and Next Steps
3:00 p.m.	<i>Optional Networking</i>

Meeting Objectives

- Articulate the state's vision for Registered Apprenticeship expansion in New Jersey through the alignment of resources, investments, and efforts across the workforce and education system.
- Share workforce and education system processes for apprenticeship expansion in alignment with OA and NJDOL.
- Present NJ's process map for registering new apprenticeships so participants may create action steps to take after the session.
- Present next steps and strategies (policy, planning, investments, technical assistance, etc.) to achieve the established goals.

Opening remarks – NJ Commissioner of Labor



Robert Asaro-Angelo

*New Jersey Department
of Labor and Workforce
Development
Commissioner of Labor*

Introductions

Please introduce yourself in your row of seats.

- What is one thing you are hoping to learn today?
- What is one thing that you hope others will learn from you or your organization today?





NEW JERSEY
APPRENTICESHIP TECHNICAL
ASSISTANCE COLLABORATIVE

NJ Registered Apprenticeship Vision, Goals, and Registration Pathway



Vision

The New Jersey Apprenticeship Network (NJAN) is committed to developing a 21st century apprenticeship model that **drives economic development through skills and educational attainment** by developing and strengthening apprenticeship programs throughout the state and **increasing opportunities for both youth and adults**.

The New Jersey Office of Apprenticeship is a technical resource for employers, educational institutions, trade associations, and current/future apprentices for all statewide NJAN initiatives and refers partners to the US Department of Labor Office of Apprenticeship when appropriate.

New Jersey Apprenticeship Technical Assistance Collaborative

The New Jersey Apprenticeship Technical Assistance Collaborative (NJ A-TAC) is a statewide initiative that supports technical assistance (TA) for the growth and expansion of Registered Apprenticeship Programs (RAPS).

NJ A-TAC has been developed through a partnership between the NJ Council of County Colleges, American Institutes for Research, and Jobs for the Future, and in consultation with the NJ Department of Labor and Work-Based Learning.

NJ A-TAC's Goals

To develop and implement a technical assistance plan to support the growth and expansion of Registered Apprenticeship in NJ

To strengthen alignment between critical partners in the NJ apprenticeship system: NJAN, NJDOL, US DOL workforce, and training providers



NEW JERSEY
APPRENTICESHIP TECHNICAL
ASSISTANCE COLLABORATIVE

NJ A-TAC's Work to Date



Meet the Presenters



Chris Herzog

*American Institutes
for Research*
Principal TA
Consultant



Mark Genua

Jobs for the Future
Director, Solutions
Design and Delivery



Shamara Bownes

Jobs for the Future
Senior Manager

NJ A-TAC's Technical Assistance Partners

American Institutes for Research (AIR)

- Survey, Focus Groups
- Registered Apprenticeship TA Recommendations
- Apprenticeship 101 Webinar Training Series
- Outreach Materials and Desk Reference



Jobs for the Future (JFF)

- Community of Practice Development
- Coaching for 8 Sites
- TA Development



Average RA Experience of Survey Participants



Range of RA experience:

- Majority was 3-5 years (38%) and No RA experience (28%)



Industry experience: Healthcare and Manufacturing

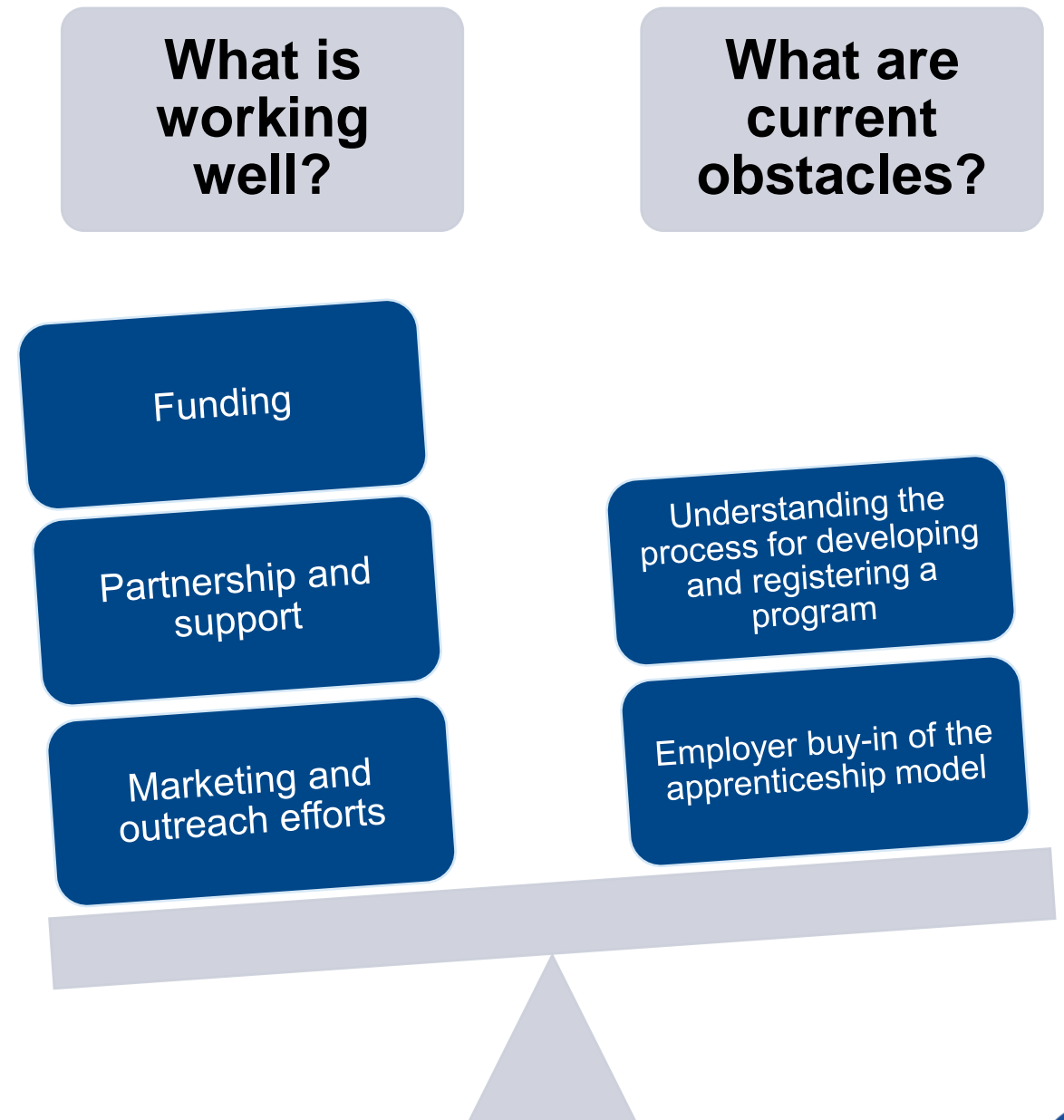


Type of RA work: working with a single or related group of industries

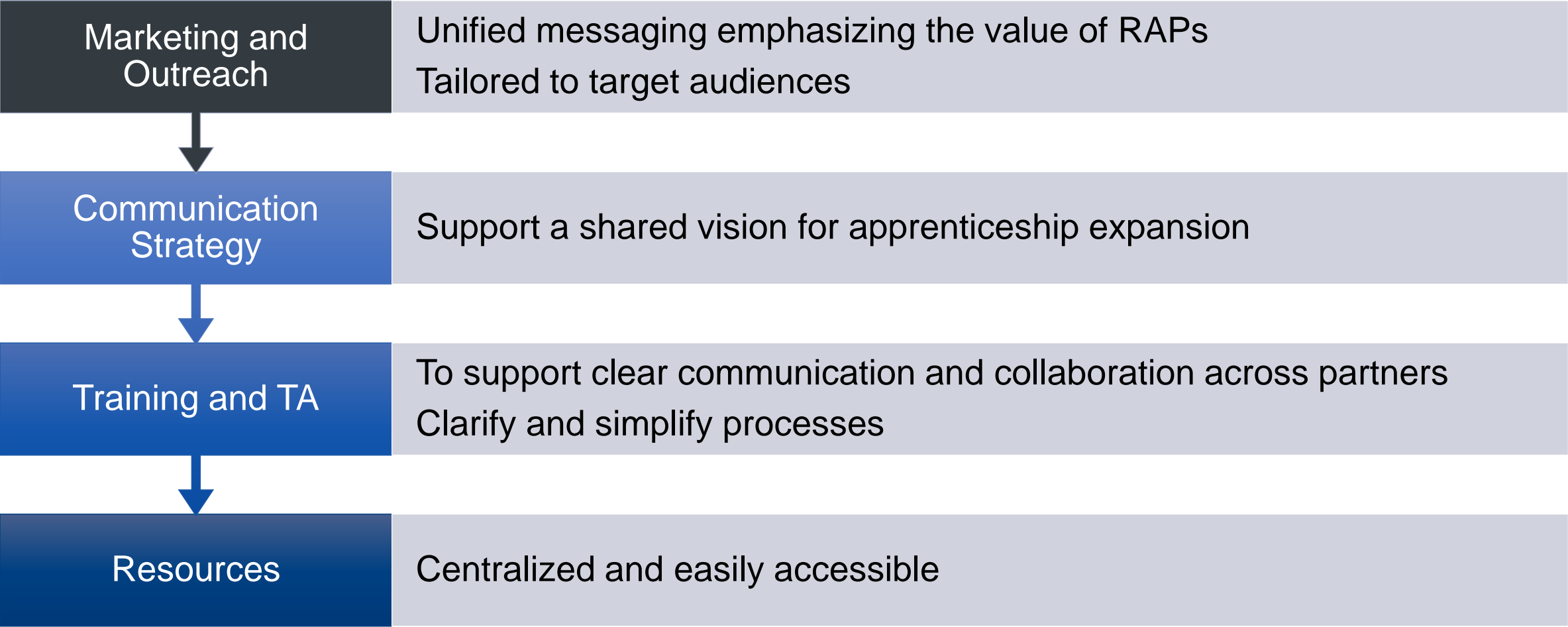


Currently supporting less than 5 RA programs

What we heard from the surveys and focus groups...



Prioritized Technical Assistance Needs

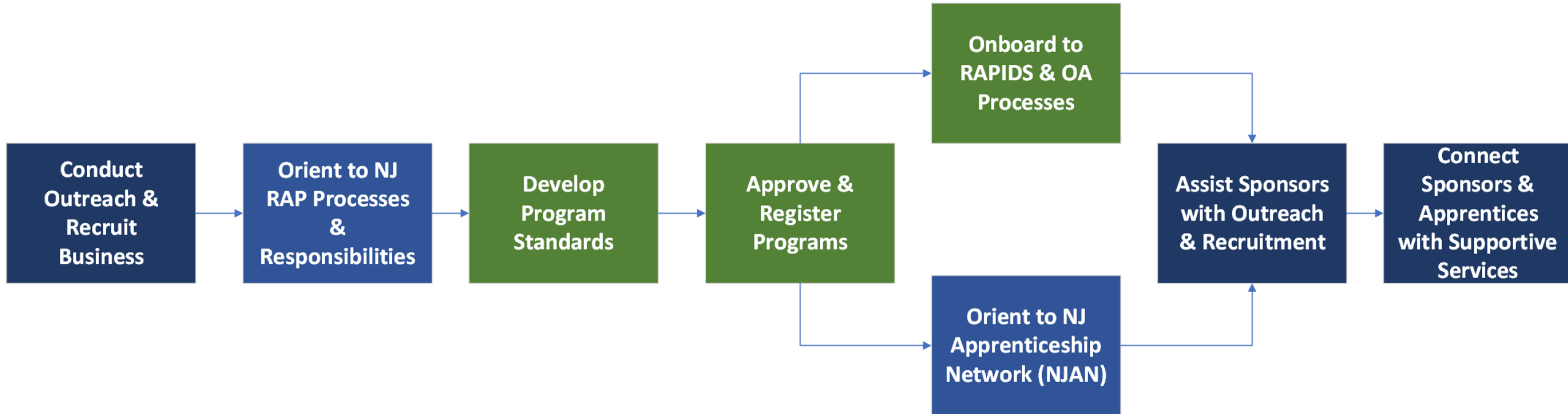


AIR's TA Work to Date

- Survey and Focus Groups conducted to inform Technical Assistance (TA) approach and resource needs
- [NJ A-TAC Website content development](#)
- Three webinars
 - *Overview of National and New Jersey State Apprenticeship Systems*
 - *Registered Apprenticeship Model*
 - *Working with Businesses and Employers to Create Apprenticeship Opportunities*
- TA Resources and Communication Tools
 - Practitioner desk reference for educators
 - Communication 1-pagers by target audience: students, workforce partners, and employers



Roadmap of Partnership Opportunities



■ Shared Role: AJCs, NJDOL, Training Providers, USDOL ■ NJDOL & USDOL ■ USDOL

Jobs for the Future's North Star

In 10 years,
75 million people facing
systemic barriers to
advancement **work in**
quality jobs.



Meet the NJ A-TAC JFF Team



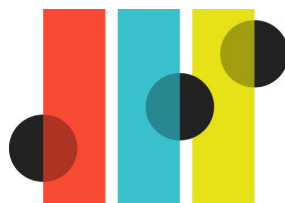
**Mark
Genua**

Director
mgenua@jff.org



**Shamara P.
Bownes**

Senior Manager
sbownes@jff.org



**Jobs for
the Future**



**Brianne
McDonough**

Director
bmcdonough@jff.org



**Kassandra
McGhee**

Director
kmcghee@jff.org



NJ A-TAC Community of Practice

What: NJ orgs who share a common goal of increasing RA activity and want to learn more about how to effectively establish, expand, sustain, and promote RA in their local communities

How: Learning events and 1:1 coaching

- Monthly webinars/peer-to-peer sessions focused on RA topics with SMEs and best practices
- Customized coaching from/planning with JFF SMEs, including monthly calls and overall guidance/support

Who: NJ community colleges and workforce boards

NJ A-TAC CoP Focus Sites

Hudson County Community College

Greater Raritan Workforce Development Board

Raritan Valley Community College

County College of Morris

Mercer County Community College

Ocean County College

Union College of Union County, NJ

South Jersey Workforce Collaborative (community colleges/workforce boards of Atlantic, Cape May, Cumberland, Salem, Gloucester, Camden, and Burlington Counties)





CoP Participation Benefits

Education: Learn from RA SMEs, best practices, and other stakeholders

Local Partnership: Interact and collaborate with peer orgs in NJ

National Connection: Develop relationships with similar orgs throughout US

Guidance: Receive TA that is customized to orgs and local areas

Access: Collect and utilize resources and other materials that can be used after the CoP ends

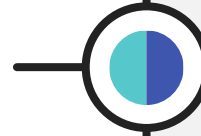
Aug - Sept 2023: Orgs expressed CoP interest, interviews were scheduled/conducted with JFF, and Focus Sites selected based on interest, commitment, and RA capabilities.

NJ A-TAC CoP

Post Oct 2024: CoP concludes with additional supports planned and opportunities for further activities.



Focus Site Interviews



Nov 2023 - Oct 2024: CoP operates with monthly learning events, coaching, and other activities.



Further Supports/Activities



NEW JERSEY
APPRENTICESHIP TECHNICAL
ASSISTANCE COLLABORATIVE

Partnering to Enhance Outreach and Recruitment to Businesses



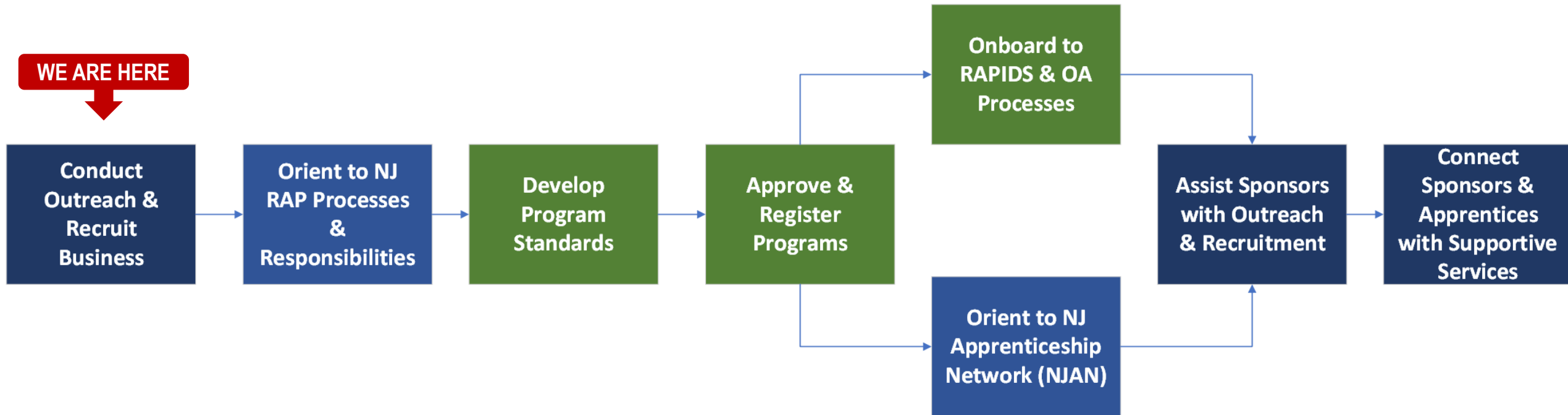
Meet the Presenter



Amy Beller

*American Institutes for
Research*
Senior Technical
Assistance Consultant

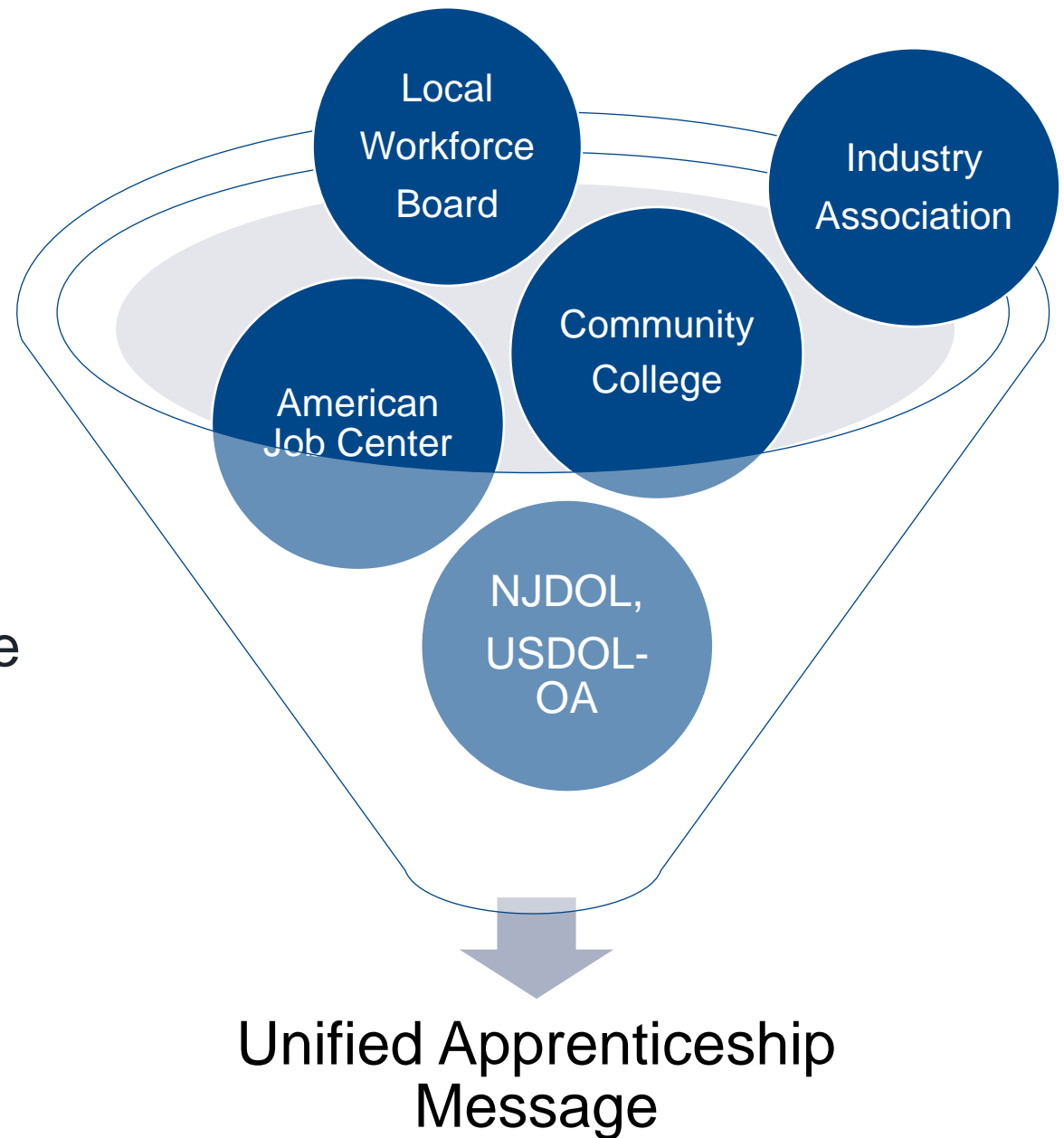
Roadmap of Partnership Opportunities



■ Shared Role: AJCs, NJDOL, Training Providers, USDOL ■ NJDOL & USDOL ■ USDOL OA

Partner Roles in Business Engagement

- Businesses discuss workforce needs and pain points with multiple partners
- Partners build awareness about apprenticeship
 - Unified, baseline message about the value of apprenticeship
- Partners know when and to whom hand-offs should occur



The Seven Elements of Registered Apprenticeship Programs



1. Industry led
2. Paid job
3. On-the-job learning (OJL) and mentorship
4. Supplemental education, also known as Related Classroom Training
5. Diversity
6. Quality and safety
7. Credentials

The Value of Registered Apprenticeship

Communities

- Expand the talent pipeline of skilled workers
- Grow the workforce that builds community infrastructure
- Increase economic opportunities for community members
- Expand equitable pathways to the middle class
- Strengthen sector-focused workforce development strategies

Employers

- Recruit and develop a skilled workforce
- Create and customize flexible training to meet their needs
- Increase worker retention during and after apprenticeship training
- Receive tax credits and training incentives

Apprentices

- Receive paid on-the-job learning (OJL)
- Earn progressive wage increases
- Gain related classroom education that can result in a degree or certification
- Accrue little to no student debt
- Earn a portable, national credential

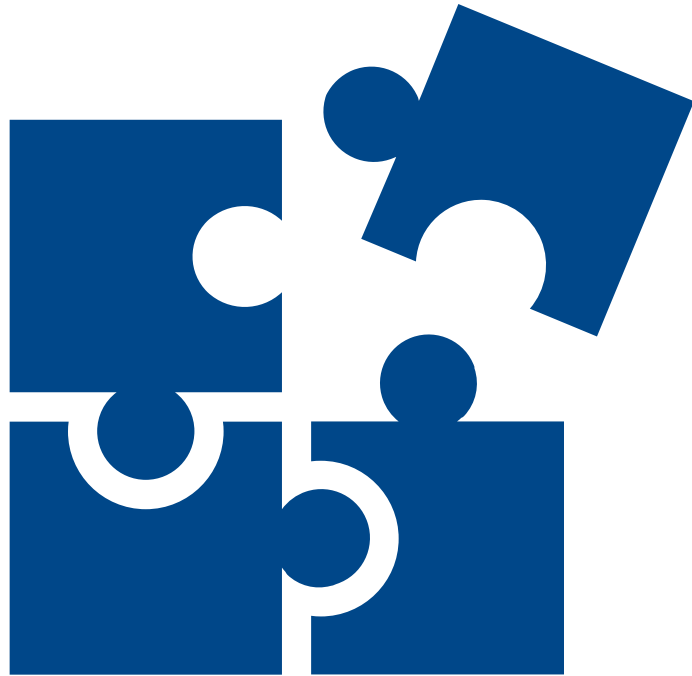
When is Apprenticeship the Answer?

Pain Point	Apprenticeship Solution
Jobs for which it is difficult to find workers with the right skills	RAPs are flexible and business can design programs to provide the skills needed to meet their needs
Positions with high turnover	Apprenticeship is an investment in people and can build loyalty. 93% of those that complete RAPs are retained in employment
Occupations where the highly skilled workforce is retiring soon	Experienced workforce mentor apprentices through OJL passing along their knowledge to new and more advanced apprentices

When is Apprenticeship the Answer?

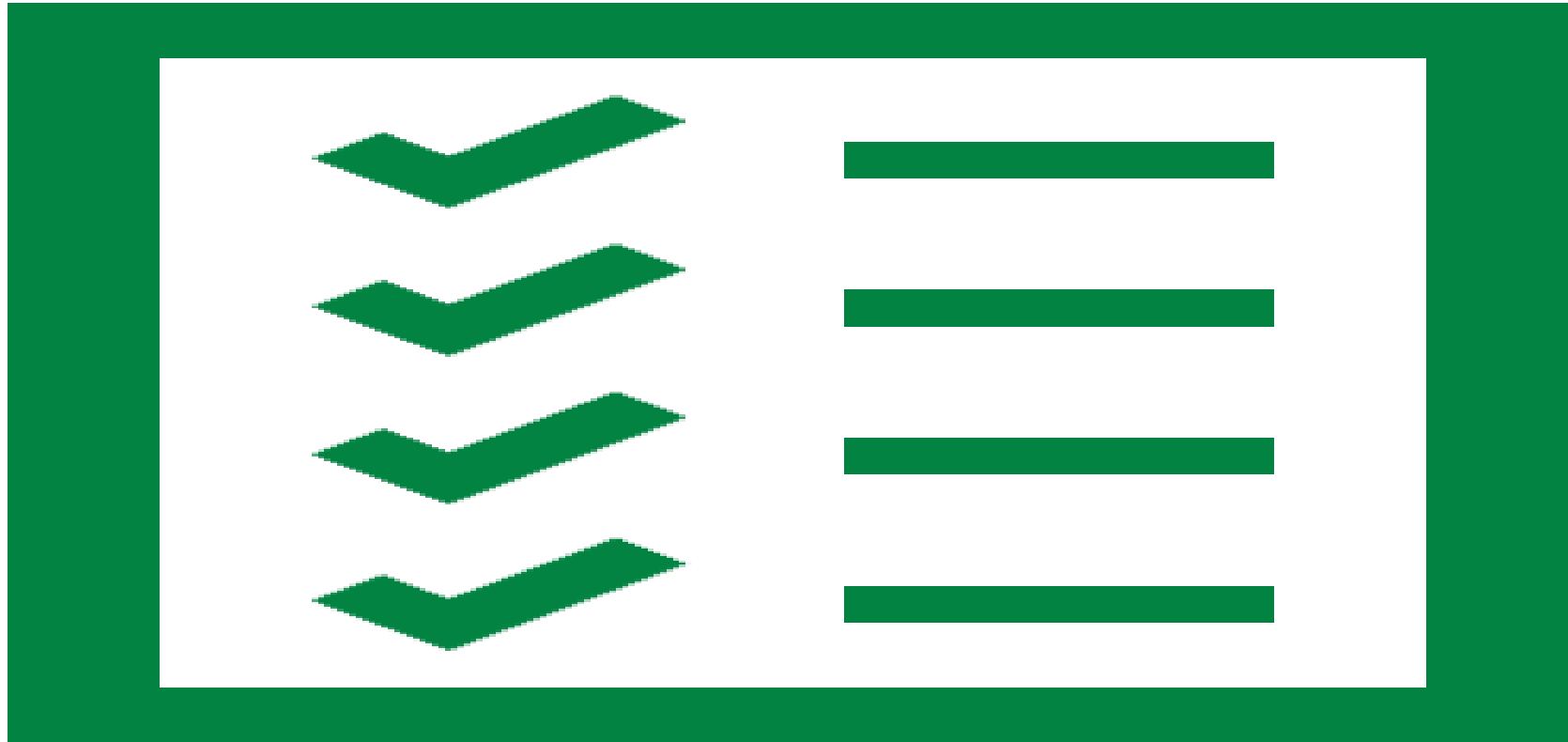
Pain Point	Apprenticeship Solution
Workers need support to keep pace with industry advances	Apprenticeship can be used to upskill current employees for more highly skilled jobs
Positions that require skills that can be learned on the job	Apprenticeship is cost-effective. Apprentices work full-time and earn pay increases as they advance in their training while learning the skills employers need
Difficulty attracting new and diverse talent pool	RAPs can diversify the workforce pipeline through opportunities for training and growth to historically underrepresented populations and underserved communities

Putting the Pieces Together Activity: Business Engagement



- In your role, when do you interact with businesses?
 - What benefits of apprenticeship resonate most with businesses?
 - What pain points do you often hear from businesses?
- What resonates with you about the benefits of apprenticeship?
- Develop 3-5 aligned partner messages to use for Business Engagement

Questions?



Additional Resources

A TARGETED APPROACH TO APPRENTICESHIP

BUSINESS ENGAGEMENT



This resource guide targets state and local business outreach, workforce development, education, and apprenticeship professionals who work with employers to expand the use of apprenticeship as a work-based learning strategy. It provides a roadmap for identifying and collaborating with businesses whose workforce needs can be addressed through apprenticeship. If you are currently casting a wide net with your business outreach and are seeking a more focused approach that can yield a higher number of

- [Expanding Apprenticeship: Return on Investment \(ROI\)](#)
- [Marketing and Outreach for Apprenticeship](#)
- [Apprenticeship Business Engagement Tools](#)

[Business Engagement Quick Guide](#)



NEW JERSEY
APPRENTICESHIP TECHNICAL
ASSISTANCE COLLABORATIVE

Bio Break





NEW JERSEY
APPRENTICESHIP TECHNICAL
ASSISTANCE COLLABORATIVE

RA Processes and Responsibilities



Meet the Presenters



Amy Beller

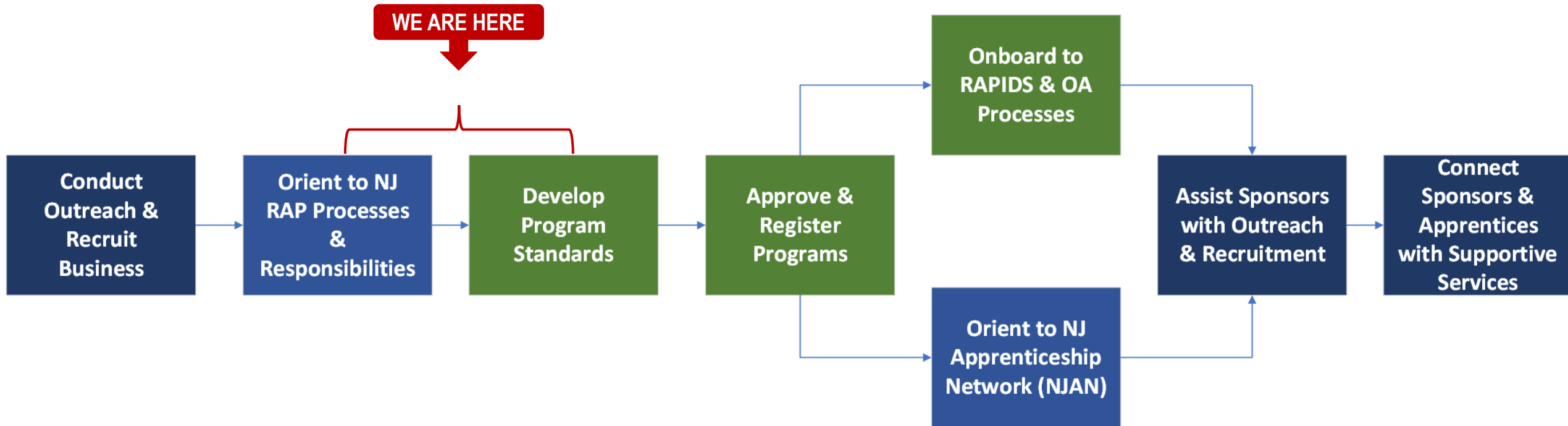
*American Institutes for
Research*
Senior TA Consultant



Michael Blatt

*US DOL Office of
Apprenticeship*
NJ State Director

Roadmap of Partnership Opportunities



■ Shared Role: AJCs, NJDOL, Training Providers, USDOL ■ NJDOL & USDOL ■ USDOL OA

Four Core Apprenticeship Partners

- 🌿 Sponsor/Intermediary (administrative)
- 🌿 Employers (on-the-job learning)
- 🌿 Education Providers (supplemental education/related technical instruction)
- 🌿 Apprenticeship System Partners
 - Office of Apprenticeship (OA) (registration, business outreach, TA/support)
 - New Jersey Department of Labor Office of Apprenticeship (NJDOL) (business outreach, TA/Support)



Program Sponsors

Individual Sponsor

- Single employer administers program
- Apprentices work for employer sponsor

Group Sponsor

- Organization identified by consortium of businesses/employers to administer program
- Multiple employers
- Apprentices work for employers that have entered an Employer Acceptance Agreement with Sponsor

Workforce Intermediaries

- Type of group sponsor
- Organizations that support businesses to launch or expand RAPs
- May be educational provider, CBO industry association
- Interface between employers and OA

Sponsor Obligations



Administration and operation of RAPs



Recruit, screen, and hire apprentices



Execute apprenticeship agreements



Coordinate OJL and supplemental education (related technical instruction)



Monitor apprentice progress



Develop Affirmative Action Plans and ensure compliance with Equal Employment Opportunity in Registered Apprenticeship regulations

Getting Started with RAP Orientation and Standards Development

When a business has indicated that they are interested in utilizing apprenticeship to address their pain points, partners can support them to design their RAP and become oriented to the apprenticeship system in New Jersey.

Important steps:

- Identify if the occupation is apprenticeable.
<https://www.apprenticeship.gov/apprenticeship-occupations>
- Confirm business has the capacity and will to serve as a sponsor
 - Identify group sponsor or intermediary if business needs more administrative support
- Establish connection with USDOL OA for assistance

Program Standards: Components

Registered Apprenticeship Program Standards: Organized, written plan that sets out the terms and conditions of employment, training, and supervision of apprentices


- Type of program: Time-base, hybrid, competency
- Outline of work processes
- Plan for providing related training
- Apprentice review processes
- Recordkeeping
- Adequate safety and supervision
- Minimum qualifications for entry
- Probationary period
- Progressive wage scale
- Ratio of apprentices to journeyworkers

Sample of boilerplate Standards of Apprenticeship:

https://www.dol.gov/sites/dolgov/files/ETA/apprenticeship/pdfs/Bulletin_2016-25_Attachment4_Standards.pdf

Putting Standard Components Together

- **All partners** can support business with **pulling the component** for a program standard together
- USDOL Office of Apprenticeship staff are responsible for putting components together in a **formal standard** and **registering** the standard with the national Office of Apprenticeship



2016 Master Boilerplate Employer Group Guideline Standards
Apprenticeship**USA**

(SAMPLE)

STANDARDS OF APPRENTICESHIP

Developed by

(INSERT SPONSORS' NAMES OR SPONSOR GROUP NAME OR ASSOCIATION OR ORGANIZATION)

(INSERT NAME OF UNION OR LABOR ORGANIZATION)

For the occupation(s) of

(INSERT OCCUPATION(S))

O*NET-SOC CODE: _____

RAPIDS CODE: _____

APPROVED BY
U.S. DEPARTMENT OF LABOR
OFFICE OF APPRENTICESHIP

State Director, Region X

REGISTRATION DATE: _____

RAPIDS REGISTRATION NUMBER: _____

These "model" national guidelines for apprenticeship standards are an example of how to develop apprenticeship standards that will comply with 29 CFR §§ 29 and 30 when tailored to a sponsor's apprenticeship program. These model standards do not create new legal requirements or change current legal requirements. The legal requirements related to apprenticeship that apply to registered apprenticeship programs are contained in 29 U.S.C. 50 and 29 CFR §§ 29 and 30. Every effort has been made to ensure that the information in the model apprenticeship standards is accurate and up-to-date.

REGISTERED AS PART OF THE NATIONAL APPRENTICESHIP PROGRAM IN ACCORDANCE WITH THE BASIC STANDARDS OF APPRENTICESHIP ESTABLISHED BY THE SECRETARY OF LABOR

Program Standards: Appendix A

- Terms of apprenticeship
- Sponsors with multiple occupations must complete an Appendix A for each occupation.



Appendix A

WORK PROCESS SCHEDULE
OCCUPATION TITLE _____
O*NET-SOC CODE: ____ RAPIDS CODE: ____

This schedule is attached to and a part of these Standards for the above identified occupation.

1. TYPE OF OCCUPATION

☐ Time-based ☐ Competency-based ☐ Hybrid

2. TERM OF APPRENTICESHIP

The term of the occupation is ____ years with an OJL attainment of ____ hours, supplemented by the minimum required ____ hours of related instruction.

3. RATIO OF APPRENTICES TO JOURNEYWORKERS

The apprentice to journeyworker ratio is: ____ Apprentice(s) to ____ Journeyworker(s).

4. APPRENTICE WAGE SCHEDULE

Apprentices shall be paid a progressively increasing schedule of wages based on either a percentage or a dollar amount of the current hourly journeyworker wage rate, which is: ____.

4-Year Term Example:

1 st	6 months + hours = ____	2 nd	6 months + hours = ____
3 rd	6 months + hours = ____	4 th	6 months + hours = ____
5 th	6 months + hours = ____	6 th	6 months + hours = ____
7 th	6 months + hours = ____	8 th	6 months + hours = ____

5. WORK PROCESS SCHEDULE (See attached Work Process Schedule)

The sponsor may modify the work processes to meet local needs prior to submitting these Standards to the appropriate Registration Agency for approval.

6. RELATED INSTRUCTION OUTLINE (See attached Related Instruction Outline)

Apprentice Agreement – Appendix B (ETA Form 671)

1. Signed agreement between apprentice and sponsor
2. Includes demographic data for recordkeeping
3. Provides definitions, instructions, and examples

Program Registration and
Apprenticeship Agreement
Office of Apprenticeship

U.S. Department of Labor
Employment and Training Administration



APPRENTICE REGISTRATION – SECTION II		OMB No. 1205-0223 Expires: 06/30/2018	
Warning: This agreement does not constitute a certification under Title 29, CFR, Part 5 for the employment of the apprentice on Federally financed or assisted construction projects. Current certifications must be obtained from the Office of Apprenticeship (OA) or the recognized State Apprenticeship Agency shown below. (Item 24)			
PART A: TO BE COMPLETED BY APPRENTICE. NOTE TO SPONSOR: PART A SHOULD ONLY BE FILLED OUT BY APPRENTICE.			
1. Name (Last, First, Middle) and Address (No., Street, City, State, Zip Code, Telephone Number)		*Social Security Number - -	Answer Both A and B (Voluntary) (Definitions on reverse)
2. Date of Birth (Mo., Day, Yr.)		3. Sex (Mark one) <input type="checkbox"/> Male <input type="checkbox"/> Female	4. a. Ethnic Group (Mark one) <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Not Hispanic or Latino b. Race (Mark one or more) <input type="checkbox"/> American Indian or Alaska native <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American <input type="checkbox"/> Native Hawaiian or other Pacific Islander <input type="checkbox"/> White
7a. Employment Status (Mark one) <input type="checkbox"/> New Employee <input type="checkbox"/> Existing Employee		5. Veteran Status (Mark one) <input type="checkbox"/> Non-Veteran <input type="checkbox"/> Veteran	
7b. Career Connection (Mark one) (Instructions on reverse) <input type="checkbox"/> Job Corps <input type="checkbox"/> YouthBuild <input type="checkbox"/> HUD/STEP-UP <input type="checkbox"/> Career Center Referral <input type="checkbox"/> School-to-Registered Apprenticeship		6. Education Level (Mark one) <input type="checkbox"/> 8th grade or less <input type="checkbox"/> 9th to 12th grade <input type="checkbox"/> GED <input type="checkbox"/> High School Graduate or Greater <input type="checkbox"/> Post Secondary or Technical Training	
8. Signature of Apprentice Date		9. Signature of Parent/Guardian (if minor) Date	
PART B: SPONSOR: EXCEPT FOR ITEMS 6, 7, 8, 10a. - 10c, REMAINDER OF ITEMS REPOPULATED FROM PROGRAM REGISTRATION.			
1. Sponsor Program No. Sponsor Name and Address (No. Street, City, County, State, Zip Code) Enter Sponsor Name Here Sponsor Street Address Sponsor City, County, State, Zip Office Phone: Office Fax: Firm Web Page:		2a. Occupation (The work processes listed in the standards are part of this agreement). Enter Occupation	2b. Occupation Code: 2b.1. Interim Credentials Only applicable to Part B, 3.b. and 3.c. (Mark one) <input type="checkbox"/> Yes <input type="checkbox"/> No
3. Occupation Training Approach (Mark one) 3a. <input type="checkbox"/> Time-Based 3b. <input type="checkbox"/> Competency-Based 3c. <input type="checkbox"/> Hybrid		4. Term (Hrs., Mos., Yrs.)	5. Probationary Period (Hrs., Mos., Yrs.)
6. Credit for Previous Experience (Hrs., Mos., Yrs.)		7. Term Remaining (Hrs., Mos., Yrs.)	8. Date Apprenticeship Begins
9a. Related Instruction (Number of Hours Per Year)	9b. Apprentice Wages for Related Instruction <input type="checkbox"/> Will Be Paid <input type="checkbox"/> Will Not Be Paid	9c. Related Training Instruction Source ENTER NAME AND ADDRESS OF RTI PROVIDER(S) HERE	

Appendix C – Affirmative Action Plan

Required for sponsors of programs with five or more apprentices, for each occupation with five or more apprentices

- Equal Opportunity pledge
- Commitment to conduct utilization analysis and goals
 - Workforce analysis worksheet and instructions included
- Instructions for outreach and positive recruitment
- Obligation to annually review affirmative action plan

Appendix D – Minimum Qualifications and Selection Procedures

1. Outlines requirements for entry
 - a. Age
 - b. Education level or classes
 - c. Physical ability
 - d. Aptitude tests or other assessments
 - e. Any additional requirements
2. Explicitly states how apprentices are selected

Note: Where a program requires an aptitude test or other assessment, that tool must be validated to ensure it does not have an adverse impact.

SECTION I - MINIMUM QUALIFICATIONS (EXAMPLES)

Applicants will meet the following minimum qualifications. These qualification standards, and the score required on any standard for admission to the applicant pool, must be directly related to job performance, as shown by a statistical relationship between the score required for admission to the pool and performance in the apprenticeship program:

A. Age

Minimum age qualification required by the sponsor for persons entering the apprenticeship program, with an eligible starting age not less than 16 years.

B. Education

A high school diploma, General Educational Development (GED) equivalency or other high school equivalency credential is required. Applicant must provide an official transcript(s) for high school and any post-high school education. Applicant must submit the GED certificate or other high school equivalency credential if applicable.

C. Physical

Applicants will be physically capable of performing the essential functions of the apprenticeship program, with or without a reasonable accommodation, and without posing a direct threat to the health and safety of the individual or others.

Applicants will pass a [physical agility test, fitness test, or screen for the current illegal use of drugs (select all, some, or none, if applicable)] on acceptance into the program and prior to being employed.

E. Aptitude Test

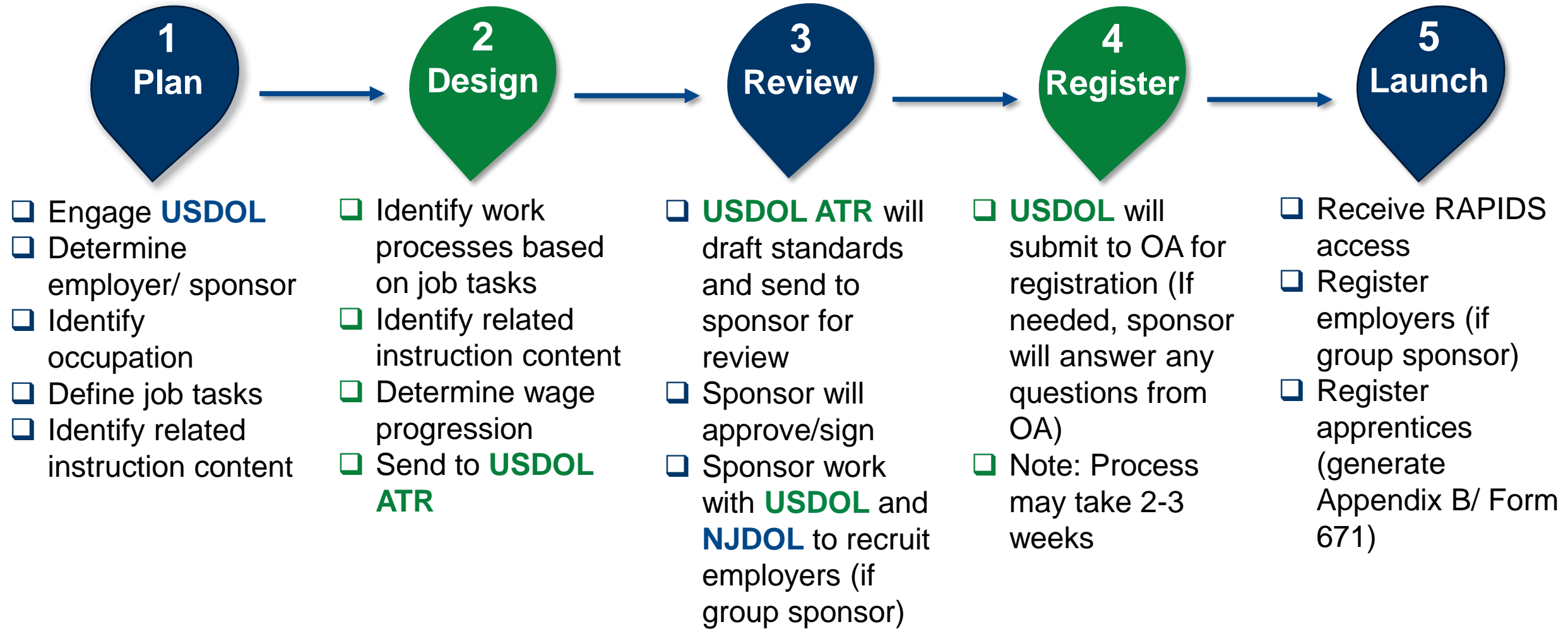
All applicants must pass each section of (Insert Test If Applicable).

F. Others

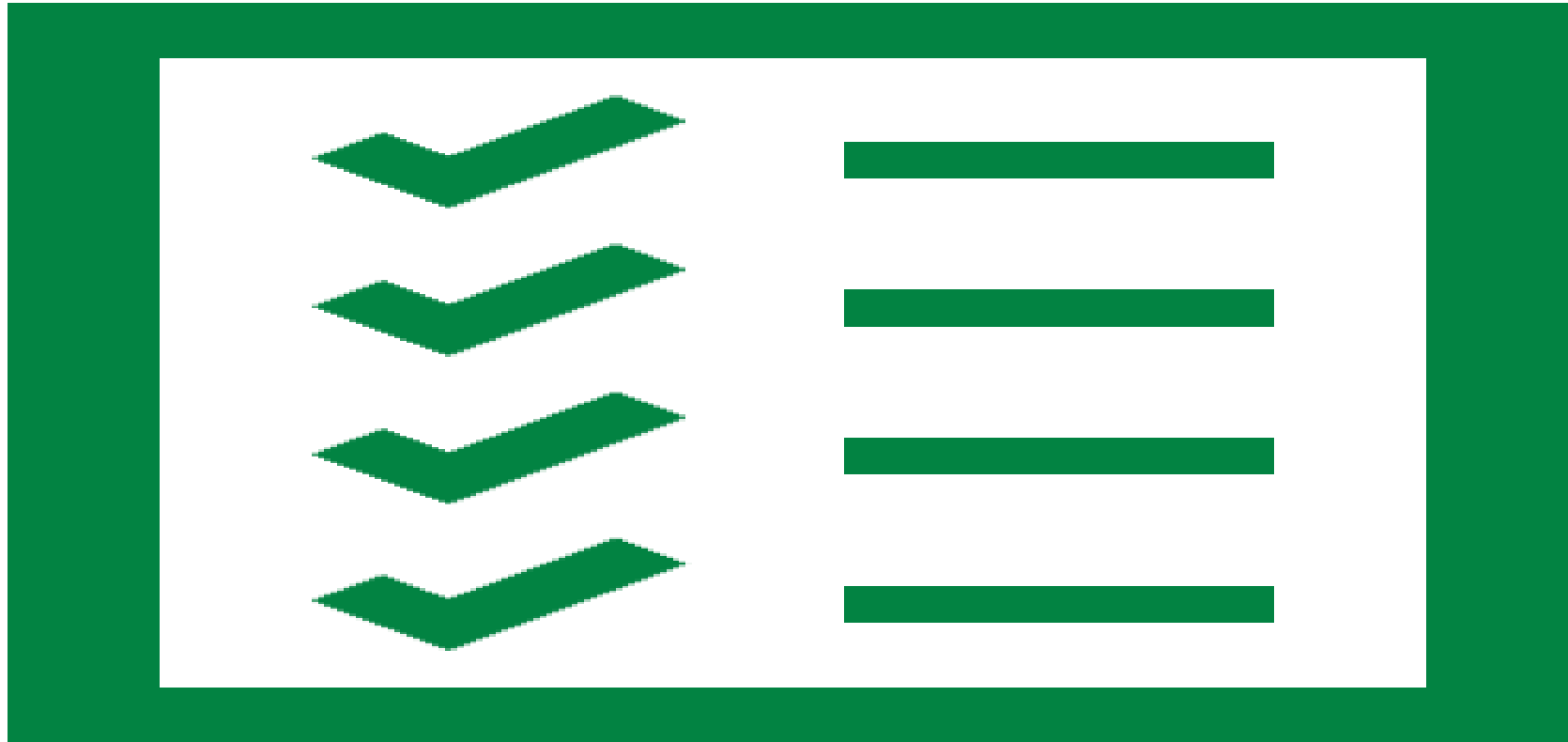
As applicable

SECTION II - APPLICATION PROCEDURES (EXAMPLES)

Understanding the Standards Design Process



Questions?



Additional Resources

- USDOL List of Apprenticeable Occupations
<https://www.apprenticeship.gov/apprenticeship-occupations>
- National Registered Apprenticeship Standards Library
<https://apprenticeshipstandards.org/>
- Apprenticeship Professionals Learning Portal: Apprenticeship Fundamentals Course
<https://apprenticeshipprofessionals.airprojects.org/course/index.php?categoryid=2>



NEW JERSEY
APPRENTICESHIP TECHNICAL
ASSISTANCE COLLABORATIVE

Lunch Break



Lunch Instructions



NEW JERSEY
APPRENTICESHIP TECHNICAL
ASSISTANCE COLLABORATIVE

Program and Standards Approval and Orientation to Apprenticeship System



Meet the Presenters



Amy Beller

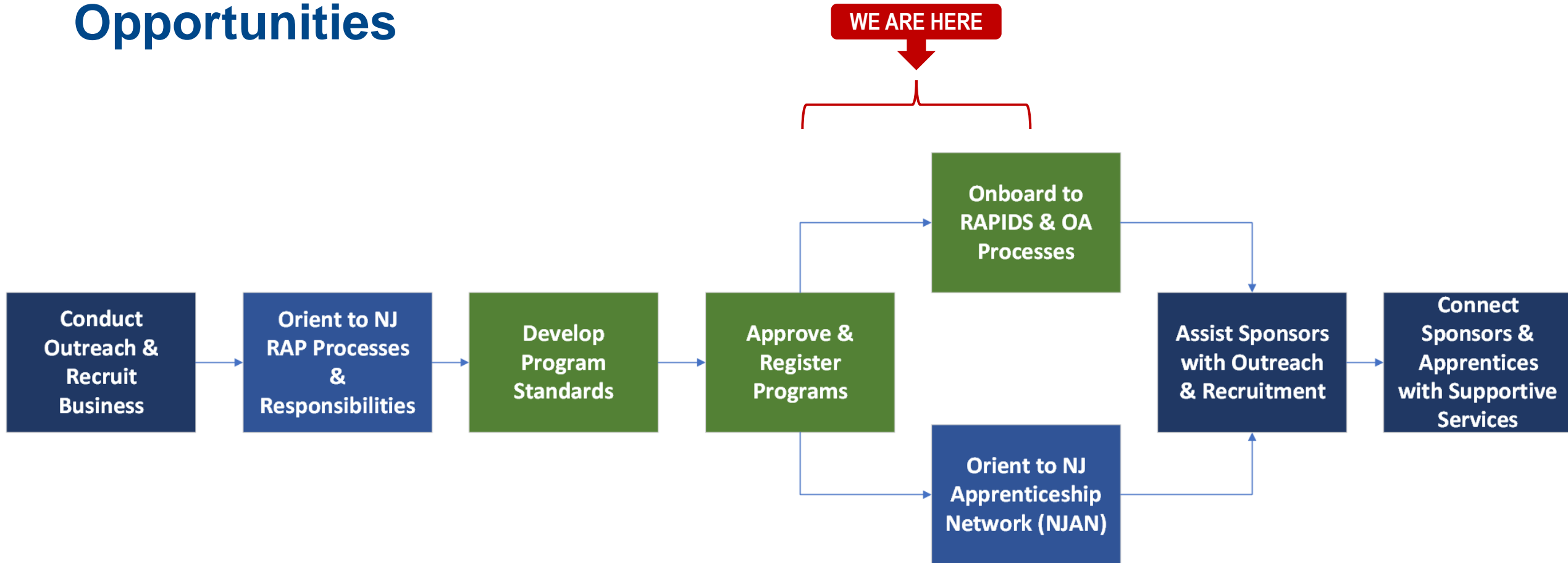
*American Institutes for
Research*
Senior TA Consultant



Michael Blatt

*US DOL Office of
Apprenticeship*
NJ State Director

Roadmap of Partnership Opportunities



Shared Role: AJCs, NJDOL, Training Providers, USDOL

NJDOL & USDOL

USDOL OA

NJ Apprenticeship Contacts

For assistance registering programs with USDOL Office of Apprenticeship

USDOL Office of Apprenticeship, New Jersey

Michael W. Blatt, State Director

blatt.michael.w@dol.gov

Joseph Mancini, Apprenticeship Training Representative (ATR)

mancini.joseph@dol.gov

North Area: Bergen, Essex, Hudson, Passaic, Union

Nicole Field, ATR

field.nicole@dol.gov

South Area: Atlantic, Burlington, Camden, Cape May, Cumberland,
Gloucester, Salem

John Martinez, ATR

martinez.john@dol.gov

Central Area: Middlesex, Monmouth, Ocean

Huiching "Chris" Lee, ATR

lee.huiching@dol.gov

NW Area: Mercer, Morris, Warren, Sussex, Hunterdon, Somerset

General inquiries about apprenticeship, state grants, and program development

NJDOL Office of Apprenticeship

**James Manning, James Manning, Director, Office of
Apprenticeship and Business Services**

James.Manning@dol.nj.gov

**Howard Miller, Assistant Director, Business Services and
Sector Strategies**

Howard.Miller@dol.nj.gov

For all inquiries, use the form below for expedited service:

NJDOL Intake Form

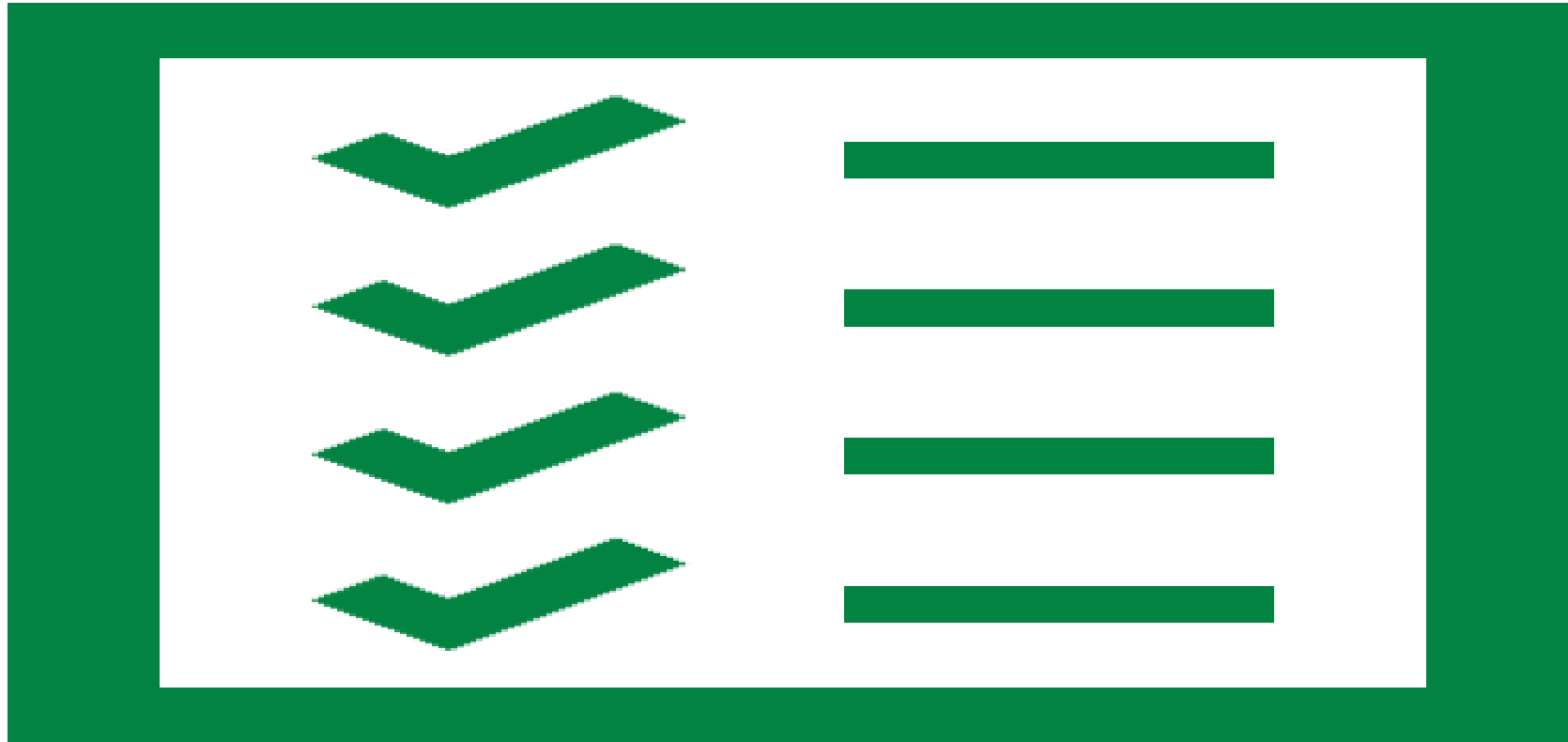
NJ Competitive Grants

NJDOL Competitive Grant Announcements Website

Question and Answers Session, USDOL Office of Apprenticeship

- What information might be helpful to share with our regional ATR when we know that an employer is interested in a Registered Apprenticeship (RA)?
- What questions might the ATR ask in our first meeting?
- What are common NJ timeframes for developing new RA programs?
- What are other questions you might have?

Questions?



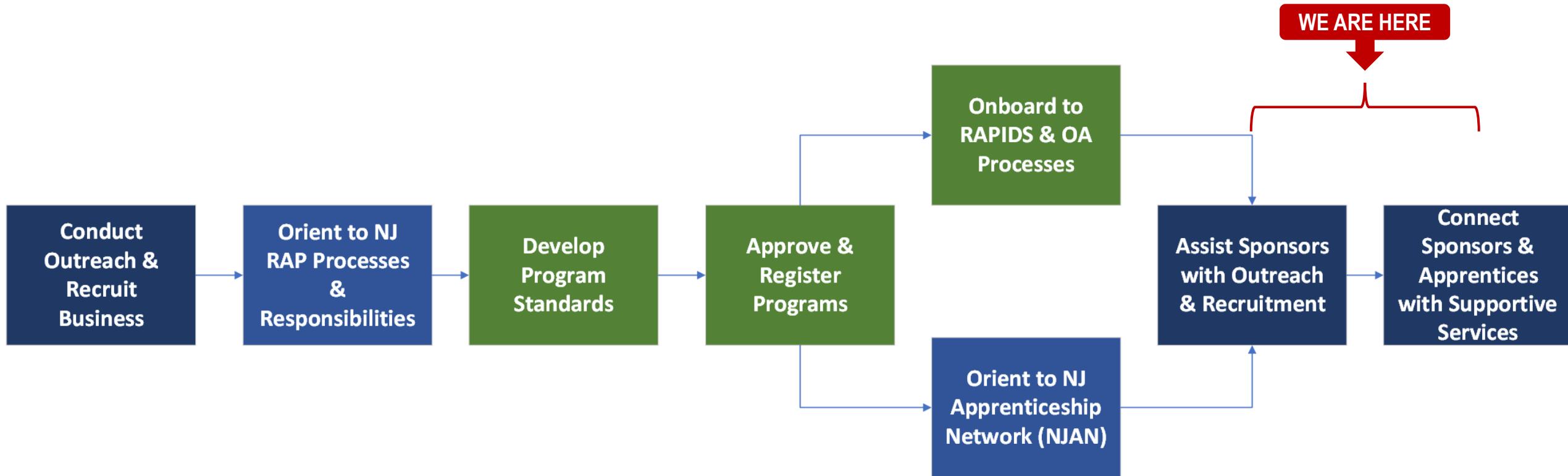


NEW JERSEY
APPRENTICESHIP TECHNICAL
ASSISTANCE COLLABORATIVE

Participant Outreach, Recruitment, and Partner Support



Roadmap of Partnership Opportunities



■ Shared Role: AJCs, NJDOL, Training Providers, USDOL ■ NJDOL & USDOL ■ USDOL OA

Support for Program Sponsors

Funding

- Know the funding available that can be braided

Growth and expansion

- Connect sponsors with USDOL approved industry intermediaries

Regulatory compliance with federal Equal Employment Opportunity (EEO) obligations

- Work with sponsors to implement DEIA strategies
- Connect sponsors with community-based organizations, minority serving organizations, and other agencies
- Assist with outreach and recruitment efforts

Outreach & Recruitment: Building an Apprenticeship Pipeline

Meeting workforce and apprenticeship needs requires strategic outreach and recruitment to build awareness and to diversify the pipeline.

- **Critical need**

- Federal infrastructure investments increase demand for skilled workers in construction, transportation, logistics, manufacturing
- Construction and manufacturing particularly hard hit by aging workforce
- Shortages in healthcare and education sectors

- **Opportunity**

- Apprenticeship model is being adopted by more industries
- Women and certain communities of color are significantly underrepresented in construction and manufacturing RAPs
- Average age of entry in construction industry is 29 years-old

New Jersey Registered Apprenticeship Participants

	NJ-All RAPs	NJ-Construction RAPs
Total Apprentices	8,688	5,843
Female	18%	4%
Black / African American	16%	11%
Hispanic/Latino	18%	18%
Asian	2%	1%
American Indian/ Alaska Native	1%	--
Native Hawaiian/Pacific Islander	--	1%
Veteran	5%	5%
Individuals with Disabilities	2%	2%
Under Age 25	37%	40%

Source: 2023 Apprenticeship Data. <https://www.apprenticeship.gov/data-and-statistics>.

Promising Practices: Pre-apprenticeship

Elements of Quality Pre-Apprenticeship



Approved Curriculum



Simulated Experience



Facilitated Entry



Increased Diversity



Supportive Services



Sustainable Partnerships

Pre-Apprenticeship: A Pathway for Individuals to Realize the Promise

- Can be tailored for specific populations
Participants can find a good fit before committing
- Receive career training
- Build skills
- Develop language, math, science skills
- Access opportunities as a returning citizen
- Access supportive services to get set up for success
- Lessen the fear of something new



Developing a Recruitment/Outreach Plan

- Cultivate authentic partnerships with community-based organizations, Minority Serving Institutions, disability advocacy groups, veteran serving programs, etc.
 - **Resource:** [Universal Outreach Tool](#). USDOL curated resource for finding non-profit, state, local, and community organizations by state.
- Ensure the recruitment materials reflect the audience. “You can’t be it if you can’t see it”
 - **Resource:** [Tradeswomen Image Library](#). Images of real tradeswomen on jobsites. Images are free to use under Creative Commons license.
- Identify the target audiences and tailor messaging
 - Rely on the knowledge of partnering organizations about the needs and experiences of the audience

Strategic Outreach – Scaling DEIA in Registered Apprenticeship

Recruitment and Equity

Do your recruitment methods need to change at this time?
Do they support equal access to information and program application?

Adaptive Supportive Services

How are apprentices' barriers to employment or program success re-evaluated to see if they have changed? Will you need to engage new partners to support apprentices?

Virtual Communication, Support, and Access

What technology platforms can you use to regularly engage with and support apprentices?

- Are there supports in place to support a gap in technical proficiencies?
- Does virtual delivery support or challenge diversity, equity, and access to apprenticeship?

Partner Alignment

Have you effectively aligned with workforce system and other partners to access those looking for new opportunities?

Engaging the Pre-Apprentice Pipeline

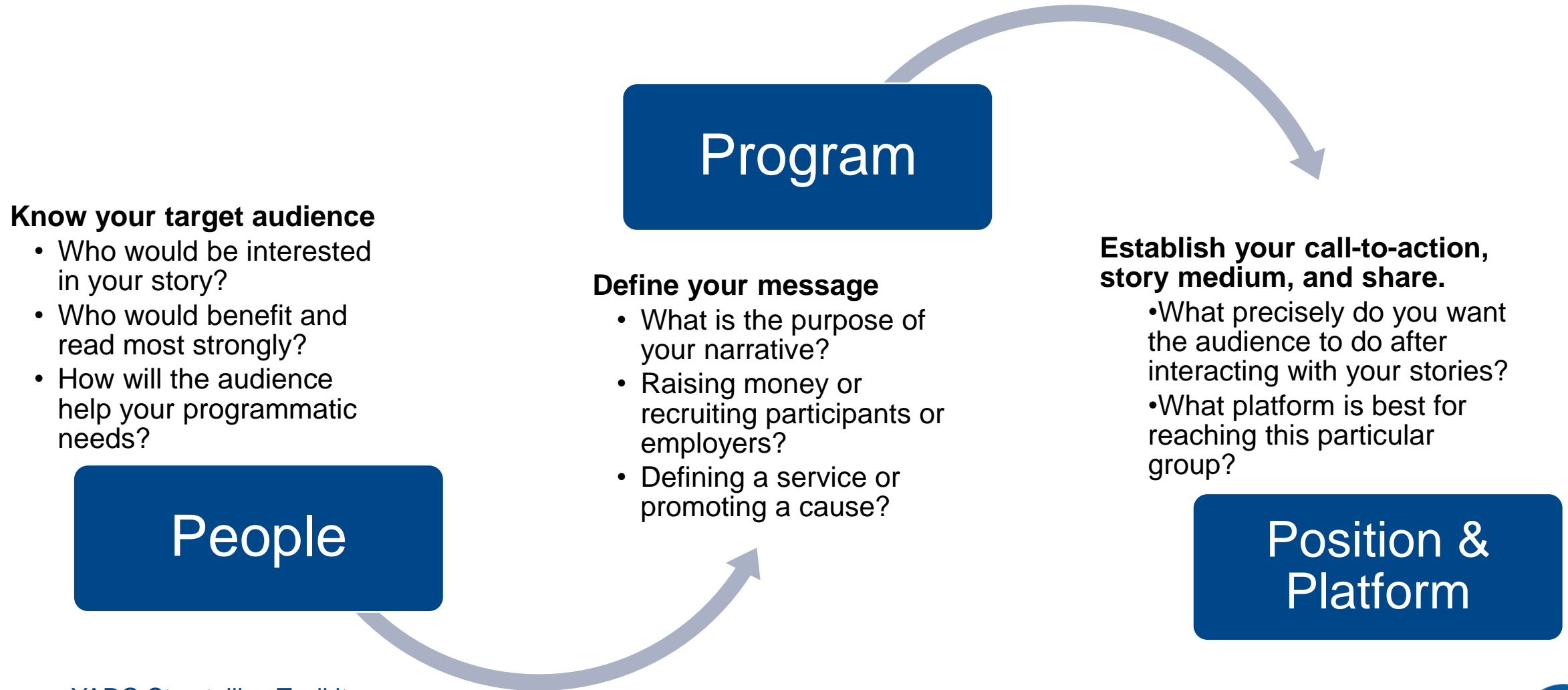
How might you keep pre-apprentices engaged virtually, if necessary, and support them in the event of economic downturn to keep them in the pipeline?

Best Practices: Partnering to Meet Apprentices Needs by Providing Supportive Services

Supportive service not only help apprentice success, they also can create the conditions that lead to greater retention, thus increasing the return on investment for businesses utilizing apprenticeship training.

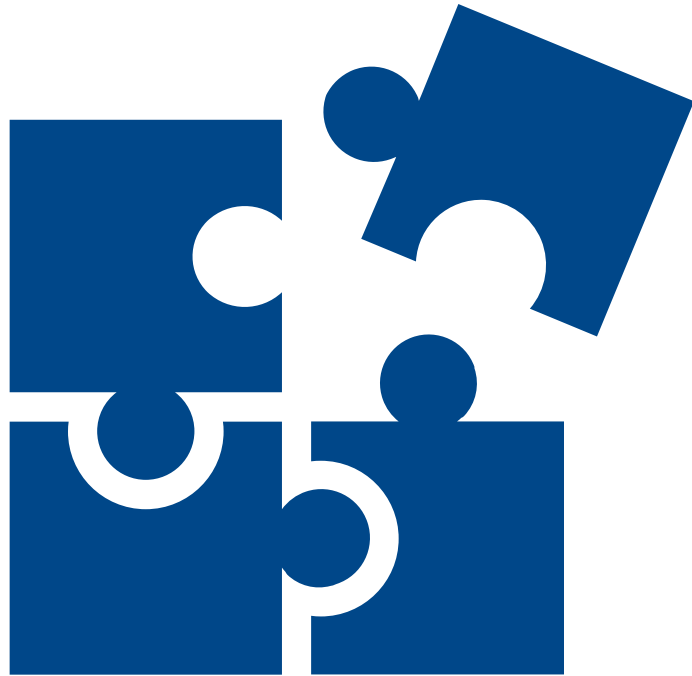
- Types of supportive services
 - **Case management:** career planning, holistic approach to addressing challenges and goals
 - **Cash assistance:** childcare, transportation, tools and gear, tuition, etc.
 - **Resources and referrals:** connect apprentices to other agencies that can provide resources
 - Other resources for health and safety:
 - » **Nutrition programs**
 - » **Mental health and substance abuse prevention**
 - » **Connection to affinity groups** from diverse lived experiences to support growth and success

Best Practice for Ongoing Outreach/Recruitment: Storytelling by Successful Participants



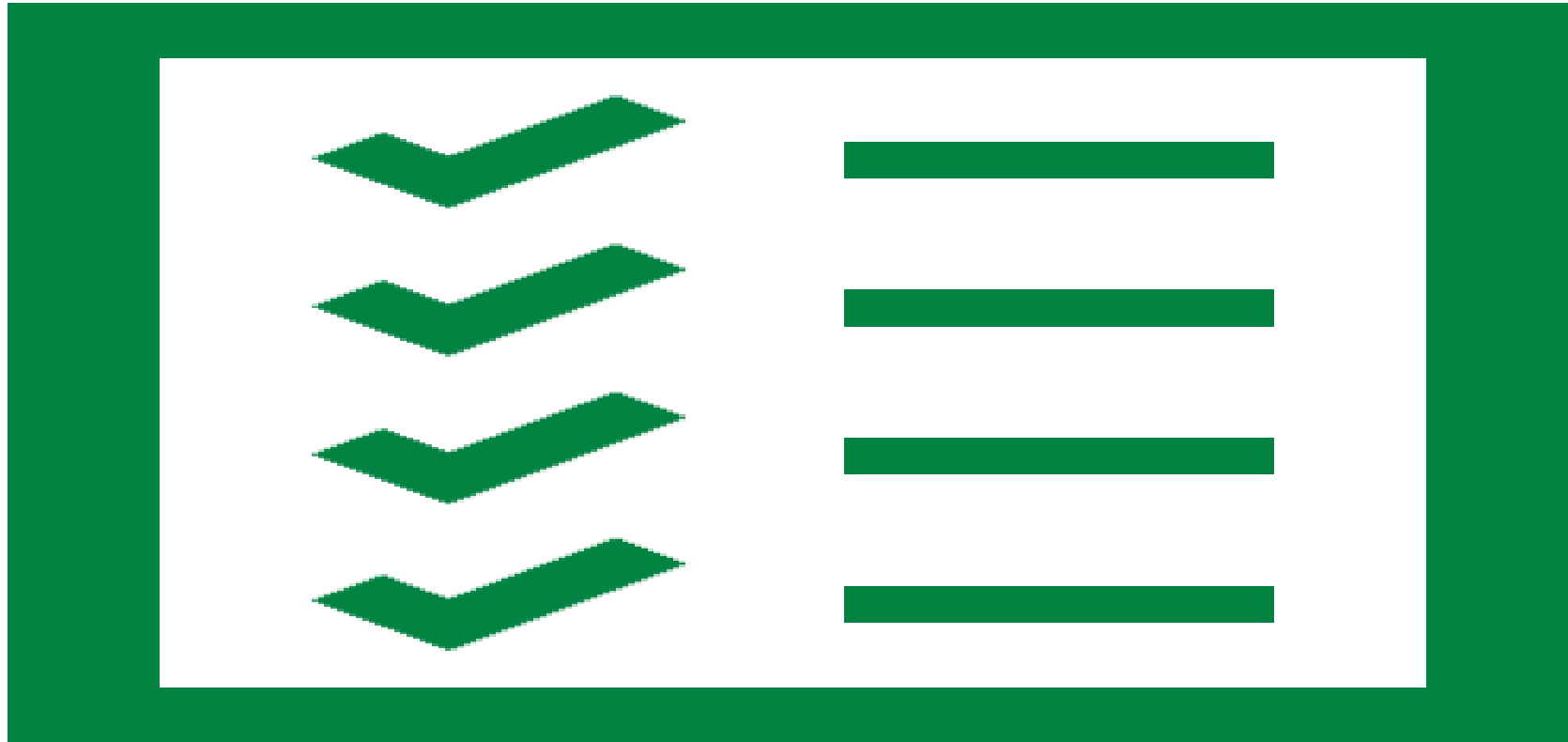
Source: [YARG Storytelling Toolkit](#)

Putting the Pieces Together: Outreach to Apprentices & Partners



- When you speak with potential pre-apprentices or apprentices, what benefits of apprenticeship resonate the most?
- What is your role in apprentice and partner outreach?
- What roles do other partners play in recruitment?

Questions?





NEW JERSEY
APPRENTICESHIP TECHNICAL
ASSISTANCE COLLABORATIVE

Bio Break





NEW JERSEY
APPRENTICESHIP TECHNICAL
ASSISTANCE COLLABORATIVE

Strategic Planning in Action



Meet the Presenter



Mark Genua

Jobs for the Future
Director, Solutions
Design and Delivery

Meet Two CoP Focus Sites



Amber Pantiliano

County College of Morris
CareerAdvance USA Program Manager



Paul Grzella

Greater Raritan Workforce
Development Board
Director

Action Plans with RA Goals

Designed to identify specific goals/steps
Focus Sites can take to accelerate their RA
work

Set timeline (not more than 1 year) to
achieve goals

Reflect on current state of apprenticeship
work

Identify specific opportunities and challenges

Define priority areas for goal setting



Action Planning: Goals to Advance Apprenticeships

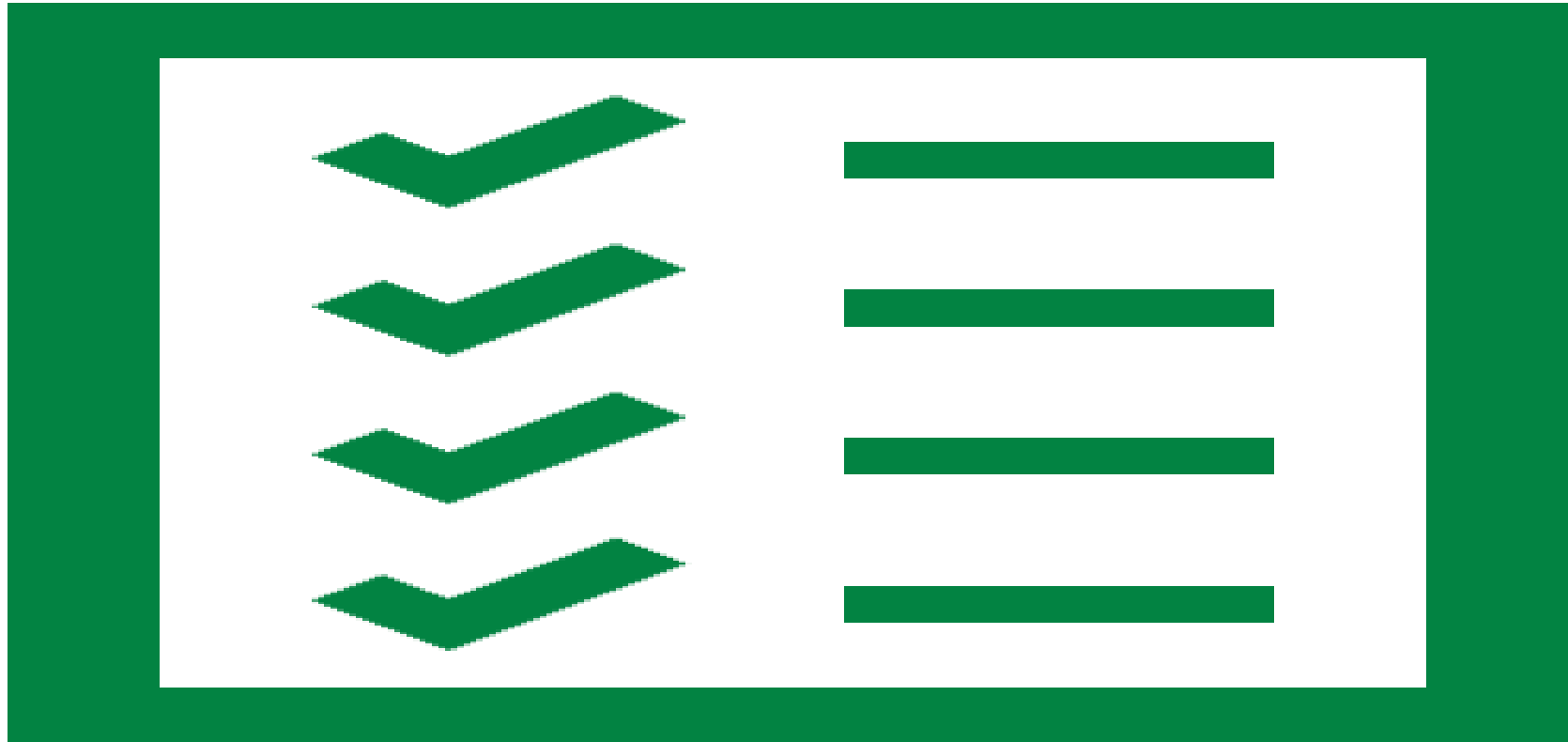
County College of Morris Goals

- Expand apprenticeships into the healthcare field
- Expand apprenticeships into the IT/computer science field
- Increase enrollment in RAPs at the college

Greater Raritan WDB Goals

- Host youth apprenticeship/career day event with Raritan Valley Community College during YAW
- Incorporate RA funding into PY24 budget effective July 1, 2024
- Develop outreach plan/target businesses for new RA funding

Questions?





NEW JERSEY
APPRENTICESHIP TECHNICAL
ASSISTANCE COLLABORATIVE

Developing Your Plan





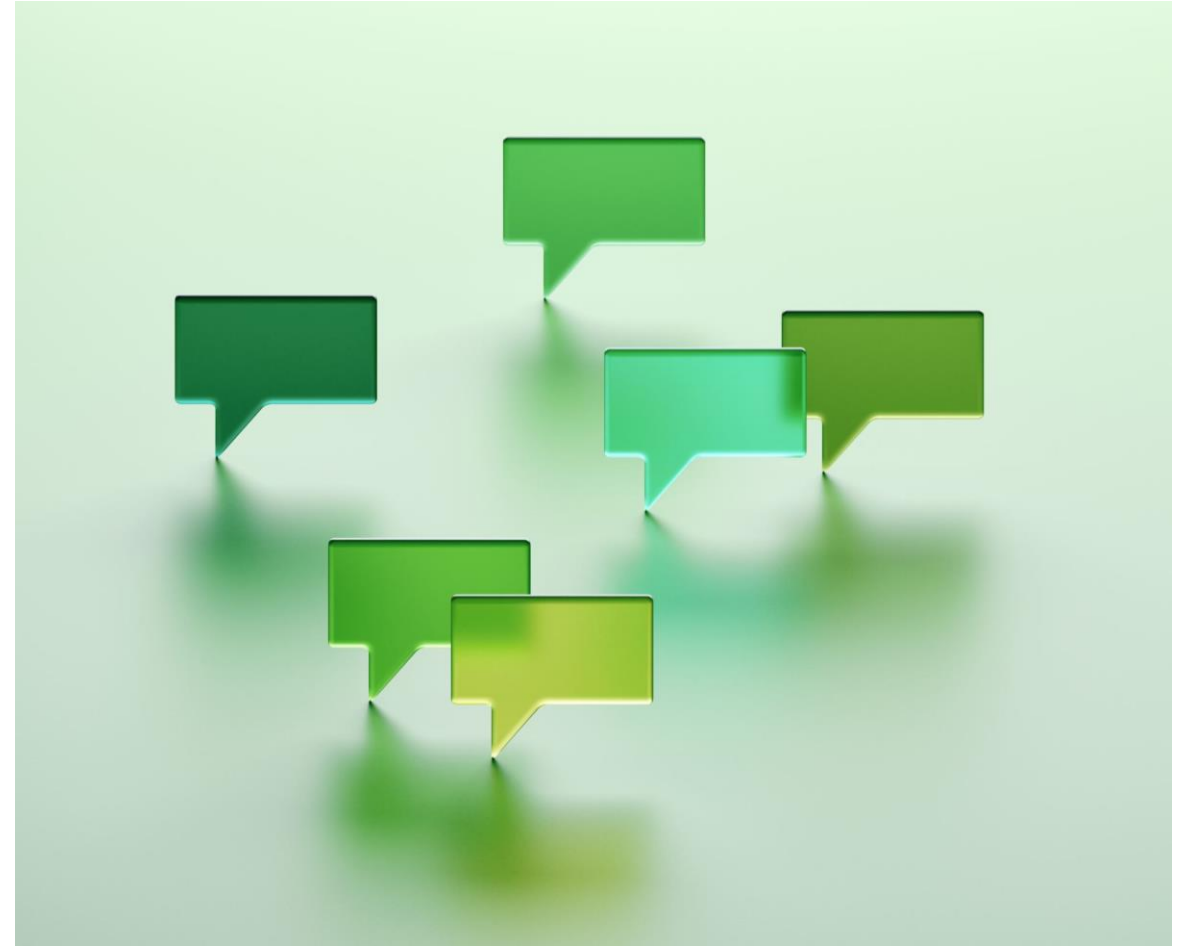
NEW JERSEY
APPRENTICESHIP TECHNICAL
ASSISTANCE COLLABORATIVE

Wrap Up and Next Steps



Reflection

- What did you learn that you'll share with your staff and partners?
- What strategies are you most excited about exploring?
- How did your conversations this week inform your strategy for apprenticeship expansion?



Additional Resources

US DOL Office of Apprenticeship Website:
[apprenticeship.gov](https://www.apprenticeship.gov)

Online community of practice and technical assistance resources: [apprenticeship.workforcegps.org](https://www.apprenticeship.workforcegps.org)



Curated resources for frontline apprenticeship professionals: [apprenticeshipprofessionals.org](https://www.apprenticeshipprofessionals.org)



<https://www.njccc.org/a-tac>



[NJ DOL Apprenticeship Website](https://www.njdol.gov/apprenticeship)

- Questions and inquiries that businesses may have about apprenticeship can be sent to the NJDOL general email inbox at: Apprenticeships@dol.nj.gov
- Questions and inquiries that businesses may have about starting their own Registered Apprenticeship program can be completed/submitted [here](#).
- Questions and inquiries that career/job seekers may have about becoming an apprentice can be completed/submitted [here](#).
- Businesses can visit and monitor our website for the announcement of future apprenticeship grant opportunities [here](#).

NJ A-TAC Training Evaluation



We Want Your Feedback!

Please take 3 minutes now to share your experience with us so that we might understand what went well, and what can be improved for future events.



NEW JERSEY
APPRENTICESHIP TECHNICAL
ASSISTANCE COLLABORATIVE

NJ A-TAC Project Contact:

Maria Heidkamp

mheidkamp@njccc.org

New Jersey Apprenticeship Technical Assistance Collaborative | **NJ A-TAC**

The New Jersey Apprenticeship Technical Assistance Collaborative is a partnership of the New Jersey Council of Community Colleges, the American Institutes for Research, and Jobs for the Future, with support from the New Jersey Department of Labor.

Copyright © 2023 New Jersey Apprenticeship Technical Assistance Collaborative. All rights reserved.

In partnership with:



Supported by:

