



Oregon Workforce Investment Board

**March 11, 2016
1:00 – 4:00 pm**

**Central Electrical Training Center
33309 Hwy 99E, Tangent, Or 97389**

OREGON WORKFORCE INVESTMENT BOARD

Agenda

Friday, March 11, 2016

1:00 pm – 4:00 pm

Central Electrical Training Center

33309 Hwy 99E, Tangent, Oregon 97389

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| 1. Welcome and Introductions – 1:00 | | Chair Ken Madden |
| 2. Consent Agenda – 1:05 | Pg. 7 | Chair Ken Madden |
| a. February 17, 2016 Board Meeting Minutes | Pg. 9-10 | |
| b. February 17, 2016 Executive Committee Meeting Notes | Pg. 11 | |
| 3. Open Public Comment – 1:10 | | Chair Ken Madden |
| <i>The Oregon Workforce Investment Board is a public body. The public is welcomed to submit written or verbal comments during this portion of the meeting.</i> | | |
| 4. Board Member Roundtable – 1:20 | Pg. 13 | Chair Ken Madden |
| 5. OWIB Priorities– 1:35 | | Chair Ken Madden |
| a. Role and Member Interests | Pg. 15-16 | Melissa Leoni |
| b. Investment Priorities (Possible Action Item) | Pg. 17-18 | Karen Humelbaugh |
| 6. Next Generation Apprenticeship in Oregon– 2:20 | Pg. 19-34 | Steve Simms
Shalee Hodgson
Shaun Engstrom |
| 7. Announcements and Break – 3:05 | | All |
| 8. Tour of Training Center – 3:15 | | |
| 9. Adjourn – 4:00 | | |

Oregon Workforce Investment Board meetings are held in accordance with open meeting laws and with accessibility requirements. If there is a person with a disability who may need assistance in order to attend or participate in a meeting or if a person wishes to offer comments on any item on the agenda, please notify Michelle Sullivan at 503-947-1733. TTY is also available: 1-800-735-2900. A sign-up sheet for those who wish to offer comments or testimony on any item will be available at the meeting.

The Oregon Workforce Investment Board 2016-2020 Strategic Plan

VISION

A strong state economy and prosperous communities are fueled by skilled workers, quality jobs and thriving businesses.

GOALS & STRATEGIES

GOAL 1: Create a customer-centric workforce system that is easy to access, highly effective, and simple to understand.

Strategies:

- 1.1 | Create a framework for effective partnering within the workforce system.
- 1.2 | Align and leverage resources (data, funding, capacity, etc.) to collectively impact common outcomes and reward collaboration.
- 1.3 | Build accountability mechanisms focused on results.
- 1.4 | Build a solution-driven (vs. program-driven) culture.
- 1.5 | Market coordinated system services and unite communications and information sharing among workforce, economic development and education.

Goal 2: Provide business and industry customized workforce solutions to prepare and deliver qualified and viable candidates and advance current workers.

Strategies:

- 2.1 | Create a sustainable framework for locally-driven sector partnerships to understand, anticipate, and respond to the needs of business and industry.
- 2.2 | Foster positive perceptions in business and industry about the workforce system.
- 2.3 | Actively communicate the coordinated services of economic development, workforce and education services to business and industry.

Goal 3: Invest in Oregonians to build in-demand skills, match training and job seekers to opportunities, and accelerate career momentum.

Strategies:

3.1 | Actively reach out and engage customers, especially target populations, about education, training, employment, and entrepreneurial opportunities.

3.2 | Empower Oregonians with the access, knowledge, tools, and resources to launch and accelerate career momentum, including information on local in-demand skills and careers.

3.3 | Increase resources for occupational skill development and hold local workforce boards to a minimum investment in occupational training, which shall be established by the state board in local plan guidance.

3.4 | Rethink and restructure training and skill development to include innovative and effective work-based learning and apprenticeship models and to accelerate training.

Goal 4: Create and develop talent by providing young people with information and experiences that engage their interests, spur further career development, and connect to Oregon employers.

Strategies:

4.1 | Create pipeline plans, as part of Oregon's sector strategy approach, to connect in-school and out-of-school youth to opportunities in local sector partnerships.

4.2 | Pursue additional resources to support local initiatives in both rural and urban communities.

4.3 | Provide technical assistance and/or incentives to support adoption and expansion of work-based learning, apprenticeships, and internships.

4.4 | Build partnerships to increase exposure to job and career opportunities and better connect school to work.

Action Item

Consent Agenda – Meeting Minutes

Minutes from February 2016 Board Meeting

The minutes from the February 17, 2016 Board meeting are included on pages 9 through 10 of this packet.

Notes from the February 2016 Executive Committee Meeting

The notes from the February 17, 2016 Executive Committee meeting are included on page 11 of this packet.

Recommended Action:

Staff recommend the Board approve the February meeting minutes and notes listed above.

Oregon Workforce Investment Board (OWIB) Minutes

Willamette Heritage Center – 1313 Mill St SE, Salem, Oregon 97301

February 17, 2016

Members Present: Chair Ken Madden, Charles Hopewell, Lori Olund, Robert Halligan, Barbara Byrd, Jeffrey Krolick, Alan Unger, Kay Erickson, Trina Lee, Andrew McGough and Elana Pirtle-Guiney.

Members Participating Through Collaborate: Matt Millard, Gary Brown, Carrie Chaffee, Maureen Fallt and Joe Weber.

Absent: Frank Wall, Vice Chair Jessica Gomez, Trygve Bolken, Dave Baker, Patrick Crane, Susan Brown, Jessica Howard, Sen. Michael Dembrow, Rep. Bill Post and Rep. Paul Holvey.

Staff: Melissa Leoni, Linda Sozzi and Michelle Sullivan.

Guests: Debbie Moller, Angel Hale, Kim Fredlund, Jim Pfarrer, Todd Nell, Greg Ivers, Kurt Tackman, Pete Karpa and Dan Haun.

1. Meeting called to order at 1:13 PM

Chair Ken Madden called the meeting to order and thanked everyone for coming. Announcements were made about a couple of member changes. Kathy Oliver has submitted a resignation to the board because of other commitments. Barbara Rodriguez has accepted a position in Washington State and will no longer be on the board. Patrick Crane is the new director of the Office of Community Colleges and Workforce Development. There was a round of introductions.

2. Consent Agenda

Chair Madden presented a motion to approve January Board Meeting Minutes and Executive Committee Meeting Notes. Olund made a motion to approve and Hopewell seconded. Motion passed unanimously.

3. Workforce Innovation and Opportunity Act State Plan

Leoni introduced the Unified State Plan and thanked everyone that participated in writing it. Todd Nell then gave an overview of the operational process. The construction of the plan was a collaborative approach that encompassed feedback and input from many different stakeholders. While there hasn't been any final guidance from DOL on the submission process or portal, the plan will not be considered late until after April 1st. Nell added that since our goal is to stick with the initial deadline of March 3, there will still be time to make final changes once we receive the final guidance. After the initial submission we will also have the opportunity to do plan modification at a later date. Leoni suggested that the OWIB approve the Unified State Plan with the expectation that certain areas of the plan are still being worked on.

The board discussed the opportunity to request modifications on a regular basis. Pirtle-Guiney suggested reviewing individual issues and keeping the Unified State Plan as more of a guiding document. Unger agreed and suggested we keep track of potential issues for further discussion. Halligan asked how to ensure the work going forward is more collaborative and how the board keeps track of the strategic goals. Krolick recommended having dashboards or metrics on focus populations. Hopewell made a motion to implement a semiannual review process to see if we are achieving our goals and recommend changes. Krolick seconded the motion. The board approved the motion unanimously.

Leoni reviewed the documents contained in the packet, including the changes to the Unified State Plan requirement and table of public comments received and staff responses. Leoni reported that the other change to the most current draft is the addition of the Vocational Rehabilitation section. Dan Haun reported that the Commission for the Blind and Vocational Rehabilitation followed a similar process for writing their plan. Haun added that they will need to revise the Vocational Rehabilitation section before the final submission to remove the order of selection document in Section VI.

Unger requested to see more in the plan about how the workforce system will include other partners, such as the Department Human Services (DHS), to braid together funding towards the success of targeted populations. He added that he would like to see economic development and/or Business Oregon included. Leoni responded that DHS Self-Sufficiency has been an integral part in the completion of the Unified Plan and will continue to be a system partner. Local boards will have more opportunities to call out partners in their plans as well. Pirtle-Guiney responded that this plan is intended to show the broader plan for the system as a whole as opposed to the on-the-ground service delivery model.

McGough stated that he feels that the federal requirements to incorporate the five core partner services in one-stop centers should be a priority in this document because the integration of those five programs into WorkSource Oregon (WSO) will be such an undertaking. He added that Title II must be included in the one-stop, but the plan does have Title II in WSO. Hopewell added that he sensed tension from community partners in certain comments around the difference between WSO and the workforce system, and between state/Governor oversight and inferred collaboration. Hopewell asked what role the board should play in bringing everyone to the table and ensuring cooperation by required partners.

Hopewell congratulated and thanked staff for their efforts in including and addressing comments. Leoni then requested items for a transmittal letter from the board to the Governor to address these tensions. McGough suggested adding a piece about progress and not perfection and that it will take a long time to get right. Lee encouraged the points of tension and disconnects to be surfaced and brought to the board for discussion and resolution. Hopewell suggested a clear expectation that all parties willingly come to the table. Pirtle-Guiney added that the letters should include why the state decided on the Unified Plan and while we didn't include the combined plan partners, we envision a system that is between the two options and expect collaboration. Halligan suggested the board look at the one-stop delivery mechanism and what's needed by area, with specific information about what is offered and best practices.

Halligan made a motion to approve the Unified State Plan with the discussed changes and recommend approval to the Governor. Hopewell seconded. The board agreed unanimously. Fallt, Millard and Gary Brown added their aye votes through Collaborate.

4. Open Public Comment

No public comment

5. Announcements

The next OWIB meeting will be March 11th and will be held at the Central Electrical Training Center in Tangent. Chair Madden thanked the board members for their input on board priorities for the next year.

Meeting adjourned at 2:16 pm.

OWIB Executive Committee Meeting Notes

February 17, 2016

Members: Chair Ken Madden, Lori Olund, Barbara Byrd, Elana Pirtle-Guiney, Alan Unger, and Kay Erickson

Staff/ Technical Advisors: Melissa Leoni, Karen Litvin, Michelle Sullivan, Greg Ivers, and Linda Sozzi.

1. Call to order and roll call

Chair Ken Madden called the meeting to order at 2:24 PM.

2. Workforce Budget and Funding Priorities

Pirtle-Guiney opened the discussion regarding budget priorities with a request that the OWIB designate priorities for the Governor. Unlike previous years where the OWIB was called upon to rubber stamp predetermined budget proposals or divvy up the budget by program, the Governor is requesting that the OWIB discuss and adopt overall goals and identify strategic direction. Staff will then fill in what that direction means with a recommendation for specific investments back to the board. Allocating Governor's Reserve funds towards the achievement of goals instead of by individual programs gives the board more ability to support successful programs. This approach will also allow the OWIB to support local boards by investing in pilot programs that are in alignment with the strategic goals. Byrd added that she would like the newer members of the OWIB also be brought up to speed on previously adopted budgets and priorities to identify whether they were effective or not. Pirtle-Guiney added that she's like to see the OWIB look at its strategic goals and narrow those to 3-4 investment priorities. Unger recommended helping the local workforce boards find additional funding to do the necessary work.

3. March OWIB Agenda

Leoni would like to do a report out of what the board member priorities for the OWIB are at the March 11 meeting based on the responses received. She also agreed with Chair Madden's suggestion to resend the email asking the members who have not submitted their priorities. In addition to having the OWIB meeting at the Tangent training facility and taking a tour, Leoni proposed adding time to educate the board on apprenticeship efforts and get them to weigh in on how they would like to see apprenticeship opportunities expanded in Oregon.

Committee members discussed when the OWIB will begin hearing report outs from board members assigned to local boards. Leoni and Pirtle-Guiney stated that this is a priority, but they are concerned about having those report outs too soon and losing depth of the reports and discussion. Unger requested a report out on the most recent legislative session. Leoni agreed to add a board member round table item to the agenda to have quick updates on the local board conversations, National Governor's Association meeting, and legislative session.

Other Business/ Wrap up

None

Meeting adjourned at 3:02 PM

Agenda Item 4

Board Member Roundtable

Purpose

The purpose of this agenda item is to allow OWIB members to highlight recent activities or share information directly related to workforce development and the Oregon workforce system. Members who are assigned to a local workforce board and have met with their local board are encouraged to report on their progress in forming the Liaison Teams.

OWIB Strategic Plan Goals

This agenda item relates to Goal 1, create a customer-centric workforce system that is easy to access, highly effective, and simple to understand. See page 5-6 of the meeting packet for the summary of goals and strategies.

Background

At the November 2015 meeting, the OWIB adopted a new mechanism for monitoring the local boards to determine whether their efforts are resulting in the achievement of the state's goals:

- OWIB representatives of Business and Workforce (labor and community-based organizations) are assigned to one of the nine local workforce boards of which they are not a member.
- The OWIB Local Workforce Board (LWB) Liaisons (the "Liaison Teams") meet regularly, in person or by video/conference call, with the director of their assigned LWB.
- The initial focus of meetings is on the local plan development process and how the plan addresses the OWIB's strategic plan goals and strategies.
- The long-term focus of meetings is how the local board is implementing their local plan, including the progress made, best practices to share, and challenges.
- Once a year, each Liaison Team will report to the full OWIB and lead a discussion on how to share successes and best practices across local areas and industries, support local sector partnerships, and address system challenges.

Agenda Item 5a

OWIB Role and Member Interests

Purpose

The purpose of this agenda item is to discuss the Oregon Workforce Investment Board's (OWIB) next steps in implementing the strategic plan, describe the responsibilities and activities used by the board to implement its goals, and to report on OWIB member interests.

OWIB Strategic Plan Goals

This agenda item is related to all four goals in the OWIB Strategic Plan. See page 5-6 of the meeting packet for the summary of goals and strategies.

Background

At the November 2015 meeting, the OWIB adopted a new mechanism for monitoring the local boards to determine whether their efforts are resulting in the achievement of the state's goals:

- OWIB representatives of Business and Workforce (labor and community-based organizations) are assigned to one of the nine local workforce boards of which they are not a member (Liaison Teams).
- The OWIB members will meet monthly, in person or by video/conference call, with the director of their assigned local workforce board (LWB).
- Once a year, each Liaison Team will report to the full OWIB and lead a full board discussion on how to share successes and best practices across local areas and industries, support local sector partnerships, and address system challenges.

In November 2015, the OWIB also ended the Budget and Finance Committee and assigned budget responsibility to the Executive Committee; reconstituted the Performance and Accountability Committee as the Performance Reporting Committee with responsibility for the system dashboard and PRISM; and approved a proposed quarterly meeting schedule for 2016. Formation of other committees, including a youth workforce committee, has been postponed for further discussion by the board and Executive Committee.

OWIB Role and Action Items

OWIB members are ambassadors of the benefits of high-road training programs in their industries and communities. Moving forward, we recommend that the OWIB have four main responsibilities related to the workforce development system:

1. Strategy (big picture visioning)
2. Advocacy and communication
3. Oversight (evaluation)
4. Investment

The OWIB will implement these responsibilities through three primary action items, all of which are guided by a biennial strategic plan and informed by presentations by different parts of the workforce system throughout the year:

1. **Overseeing local boards and holding them accountable to a statewide workforce vision.** OWIB will direct agency staff to use the priorities from the OWIB strategic plan and turn them into specific metrics which OWIB will debate and approve. These metrics will be used in evaluating LWBs.
2. **Directing research on employment issues that can be used by policy makers to inform decisions around workforce topics.** Research priorities will be directly responsive to OWIB strategies, investment priorities and direction. The OWIB will be informed by presentations made throughout the year by representatives of the workforce system who will present topics of interest to the Board.
3. **Directing investments made at the state level.** Directing investments will vary year by year as varying amounts of dollars are available. The OWIB will identify either biennially or annually their top two to four investment priorities. Priorities can be broad (better serve “x” population) or targeted (pilot programs which have been shown to increase job retention for over 1 year in previously unemployed workers) but should not be directive (fund “x” program). Priorities will be used to prioritize staff time in considering whether or not to apply for grants, to help direct research opportunities, and to recommend to the Governor the types of projects to fund with the Governor’s Reserve.

OWIB Member Interests

As requested by Chair Madden at the January 8, 2016 OWIB meeting, staff asked members to identify the one to three issues or projects they would like to see the state board take on over the next year and what members would like to accomplish. Staff received responses from 18 members. Staff have grouped the responses into four broad categories of interest:

1. System Function/Relationships – facilitating dialogue and developing recommendations for improvement between education, workforce and economic development.
2. System Data – performance monitoring, clear metrics, collection of additional data, and discussion of workforce data.
3. Pilot Programs & Investments – initiating or supporting efforts to address the skills gap for priority groups, unconventional training programs, and youth unemployment.
4. Program Implementation & System Effectiveness – apprenticeship models, internship models, agency or program coordination, service delivery, culture change, WIOA implementation, and targeted populations.

Discussion Questions

Staff will lead a discussion with the board about the alignment of the role and action items with the OWIB member interests and ask the OWIB to provide feedback and direction for staff and the workforce system.

Agenda Item 5b

Investment Priorities

Purpose

The purpose of this agenda item is to engage the Oregon Workforce Investment Board in setting priorities to guide the investment of funds through the Governor's WIOA Reserve and other potential funding opportunities.

OWIB Strategic Plan Goals

This agenda item is related to all four goals in the OWIB Strategic Plan. See page 5-6 of the meeting packet for the summary of goals and strategies.

Background

The Workforce Innovation and Opportunity Act (WIOA) provides a reservation of funds for employment and training activities to be undertaken by the state on a statewide basis. These state set-aside funds allow states to continually improve their comprehensive workforce programs, ensure a national system that meets the needs of job seekers, workers and employers, and contribute to building a body of evidence to improve the effectiveness of services under WIOA.

WIOA designates the percentage of funds that may be devoted to these activities from annual allotments to the States—up to 15 percent must be reserved from youth, adult, and dislocated worker funding streams, and up to an additional 25 percent of dislocated worker funds must be reserved for statewide rapid response activities. This reserve is calculated prior to the local workforce boards (LWBs) allocations. These allocations are determined using a formula based on employment and economic data at the county level.

These funds must be used for certain required activities, including personnel costs associated with:

- State and Local Board support
- Fiscal and IT Systems including audit, budget and draw system
- Program Monitoring
- EEO Coordinator
- Technical Assistance
- Rapid Response Activities
- Youth Activities
- Performance Incentives
- Evaluation of Activities
- Provision of data for evaluation and research

If funds permit, states have authority to provide a variety of other activities.

Previous Use of Reserve Funds

In 2015, the OWIB recommended that the Governor use the reserve funds to maintain the same total dollar amount of funding to the LWBs as the previous year's local allotments. Failing to do this would have resulted in a reduction of funds at the local level. Over 75 percent of the

Governor's Reserve was used to support required activities; the remaining funds (approximately \$6 million) were used on strategic initiatives endorsed by the Governor and OWIB, including:

- Governor's Office Staffing
- AFL-CIO Labor Liaison
- Oregon Workforce Partnership Support and Leadership
- Initial Skills Review
- ACT-NCRC
- Career Information/Labor Market information at WorkSource Oregon Centers
- Support and leadership to LWBs, including assistance moving to the board versus service provider role
- Strategic Planning for Local Boards
- New LWB chartering, planning, and technical assistance
- Certified Work Ready Communities
- Initial Sector Strategies convening

Setting Investment Priorities

As discussed in the cover sheet for Agenda Item 5a, staff would like the OWIB to periodically identify their top two to four investment priorities. Priorities can be broad (better serve "x" population) or targeted (pilot programs which have been shown to increase job retention for over one year in previously unemployed workers), but should not be directive (fund "x" program). The investment priorities will then be used to prioritize staff time in considering whether or not to apply for grants, to help direct research opportunities, and to recommend to the Governor the types of projects to fund with Governor's Reserve dollars.

Agenda Item 6

Next Generation Apprenticeship in Oregon

Purpose

The purpose of this agenda item is to brief the Oregon Workforce Investment Board's (OWIB) on next generation apprenticeship models, identify ways apprenticeship can help the Board meet its goals, and discuss places where we need additional research or investment. This agenda item will further prepare the OWIB for being ambassadors of apprenticeship and increase member understanding of apprenticeship models in their role in reviewing local workforce board plans and engaging with the local boards on implementation successes and challenges.

OWIB Strategic Plan Goals

This agenda item is related to the following goals and strategies from the OWIB Strategic Plan. See page 5-6 of the meeting packet for the summary of goals and strategies.

Goal 2: Provide business and industry customized workforce solutions to prepare and deliver qualified and viable candidates and advance current workers.

Goal 3: Invest in Oregonians to build in-demand skills, match training and job seekers to opportunities, and accelerate career momentum.

3.1 | Actively reach out and engage customers, especially target populations, about education, training, employment, and entrepreneurial opportunities.

3.4 | Rethink and restructure training and skill development to include innovative and effective work-based learning and apprenticeship models and to accelerate training.

Goal 4: Create and develop talent by providing young people with information and experiences that engage their interests, spur further career development, and connect to Oregon employers.

4.3 | Provide technical assistance and/or incentives to support adoption and expansion of work-based learning, apprenticeships, and internships.

4.4 | Build partnerships to increase exposure to job and career opportunities and better connect school to work.

Background

The OWIB has previously discussed work-based learning, including apprenticeship, on-the-job training, youth work experiences, and internships.

At the April 2014 meeting, Steve Simms, Director for the Apprenticeship and Training Division of the Bureau of Labor and Industry (BOLI), discussed Oregon's registered apprenticeship system. Registered apprenticeship is a legal, structured training model that entails reporting requirements. It is applicable to a wide range of occupations and industries, and not only affiliated with unions and construction trades. Apprenticeship entails industry approved training standards; paid, supervised on-the-job training; and mandatory classroom training, primarily by private training programs. An apprenticeship can last 1-6 years (minimum of 2,000 hours), though most occupations take 3-4 years.

The Oregon Employment Department (OED) and BOLI have joined forces to make apprenticeship a larger part of Oregon's workforce strategies. The OED hired an Apprenticeship Program Liaison to work with BOLI and the workforce system to expand apprenticeship outside of the building and construction trades. BOLI and OED also worked together to apply for an American Apprenticeship Initiative Grant, and received \$3 million dollars from the federal government to create apprenticeship opportunities in Oregon's advanced manufacturing sector as well as build a supportive ecosystem for manufacturing apprenticeships in Oregon.

Additional Resources

Staff have included additional information about apprenticeships in the healthcare industry and in two states (Vermont and Iowa). The full [Apprenticeships in the Healthcare Industry](#) report can be accessed online.

OED and OWIB staff have recently been learning about apprenticeship models in England and Switzerland. We recommend the following additional resources if you would like to learn more:

[Engineering the Next Generation Employer Guide](#) (Advanced Manufacturing Research Centre)

Manufacturing our Future, University of Sheffield ([video](#))

The AMRC Training Centre, University of Sheffield ([video](#))

Virtual Tour of the AMRC training center - <http://www.amrctraining.co.uk/virtual-tour/>

[Swiss Companies Bring Long Tradition of Apprenticeships to the U.S. – Creating Jobs, Building Skills, Sharing Prosperity](#)

[How the Swiss May Shape the Future of Colorado Apprenticeship Programs](#)

[Swiss Apprenticeships – A Model for Colorado](#)

Discussion

Following the presentation, workforce staff would like to engage the OWIB in a discussion about how the next generation of apprenticeship models might work in Oregon to meet the OWIB's goals, how the OWIB can advocate or communicate about the benefits of apprenticeship, and the OWIB's priorities for additional research or investment.

APPRENTICESHIPS IN THE HEALTHCARE INDUSTRY

Bronwyn Mauldin

October 31, 2011

This document was supported by Grant 90FX0020 from the Administration for Children and Families, U.S. Department of Health & Human Services (HHS). Its contents are solely the responsibility of the authors and do not necessarily represent the official views of HHS.

EXECUTIVE SUMMARY

In the U.S. today, registered apprenticeship programs prepare people to work in some 1,000 different occupations, from chefs and child development specialists to carpenters and electricians to home health aides and dental assistants. Each year, the federal government invests some \$21 million in the apprenticeship system. For workers, apprenticeship is an “earn while you learn” training system that allows them to enter the workforce and earn wages while still learning new skills. For employers, apprenticeship is a tool to help create predictability in a volatile labor market.

Apprenticeship programs are sponsored by employers, who direct creation of the apprenticeship program, developing formal agreements that identify the length of the program, skills to be learned, wages to be paid as apprentices acquire new skills, and the required classroom instruction. Registered apprenticeships are regulated by the U.S. Department of Labor in cooperation with state apprenticeship agencies. In Washington State, the Apprenticeship Program is overseen by the Department of Labor and Industries.

The apprenticeship model mirrors traditional healthcare occupation training in many ways, with its emphasis on on-the-job learning, classroom training, demonstration of competencies and licensing requirements. However, these training tools are not used for all healthcare occupations in the U.S. However, in other countries with advanced economies, including Great Britain, Germany and Australia, apprenticeship is more commonly used to train healthcare workers.

Demand for healthcare workers in the U.S. and internationally has remained high for many years, growing at a rate faster than the overall employment rate for the past fifty years. Of the twenty occupations expecting to see the largest number of new jobs in the U.S. between 2008 and 2018, four are in healthcare, and they account for nearly 30 percent of all new jobs in that ten year period: registered nurses, home health aides, personal and home care aides, or nursing aides, orderlies and attendants.

Currently, healthcare providers face a range of employment and workforce issues. There are significant shortages of healthcare workers in certain occupations and geographic areas, while there is oversupply in other areas. Diversity of the healthcare workforce does not match diversity of the patient population, and the medical needs of patients are changing as people live longer with more chronic illnesses. Training and licensure for some healthcare occupations – doctors and nurses, for example – is extremely rigorous, while it may be far less so for people in occupations who spend some of the most time providing services to patients. Lack of clear career pathways for healthcare workers means that people with the greatest longevity and experience in the industry may find themselves “stuck” in low-skill, low-wage jobs with little opportunity for advancement, and employers may be less able to take advantage of the skills they have gained over the years. Because the cost to train healthcare workers is high, turnover can be a significant expense for healthcare industry employers.

The U.S. Department of Labor has identified 53 occupations in healthcare and health information technology as being apprenticeable, a first step toward creating registered apprenticeships. Currently, apprenticeship programs have been approved for 40 healthcare occupations. In Washington state, apprenticeship programs have been approved for 28 different healthcare occupations. Seven of those are active, at ten different healthcare companies.

Three of Washington’s active healthcare apprenticeship programs are sponsored by Tacoma-based MultiCare, which runs four hospitals and more than ninety medical clinics in a four-county area, and is the largest employer in Pierce County. MultiCare invests some \$900,000 in employee training each year, including apprenticeship programs, and leverages significant public funds to provide additional support. The return on investment – primarily measured by cost avoidance – in their first three registered apprenticeship programs and a successful apprenticeship-like LPN-RN bridge program has convinced MultiCare to continue developing more of them in additional high-demand occupations.

Apprenticeship can be used to address a number of workplace and employment challenges in the healthcare industry. Nonetheless, barriers to introducing apprenticeship more widely in the healthcare field are significant. These include the structures by which healthcare providers are reimbursed for their services, existing licensing systems, a trend toward closure of public sector hospitals, and the perception that apprenticeship is only for blue collar workers in construction and manufacturing. The potential for reduced wages while in training may make workers, especially low-wage workers, hesitant to participate.

Despite those barriers, there are several areas of opportunity where healthcare employers may find the apprenticeship model is a strong fit. These include occupations where regulation and licensure is weak or extremely limited, health information technology occupations, and occupations where the costs of recruitment or turnover are high.

If apprenticeship is to become more widely used in the healthcare industry, public sector agencies and unions will need to work with both employers and employees to address their concerns about costs and risks. This will include leveraging public funds and other resources that are available, until the cost savings can be fully realized by the employer and the career benefits realized by the employee.

This report begins with an overview of the registered apprenticeship system, including a brief discussion of its use the healthcare industry in the U.S. The next section looks at current trends and practices in healthcare employment and training. A discussion of workforce-related challenges in healthcare follows. Next is a case study of MultiCare, a large Washington state healthcare employer, and its experience with registered apprenticeship. Healthcare apprenticeship in Great Britain, Germany and Australia is discussed next. An analysis of how apprenticeship can be used to address healthcare workforce issues follows, along with a discussion of barriers to its use. Some of the ways apprenticeship could be used include the following (the full table is on pages 25-27):

Healthcare workforce challenge/need	How apprenticeship can help
Increasing the supply of skilled healthcare workers	Apprentices can enter the workforce sooner than workers who must complete all their training before beginning a job. Although they have fewer skills in the beginning, employers will know the skills apprentices will learn in the apprenticeship and make labor planning decisions accordingly.

Reducing maldistribution by expertise and geography	The “earn while you learn” model is extremely attractive to potential workers. By introducing apprenticeship in areas of expertise or geography where there are shortages, employers can increase the numbers of people entering those areas and offer them career ladders.
Reducing turnover and related costs	Apprenticeship programs lay out clear wage progressions and opportunities for advancement, which encourages workers to remain with the employer. Employer investment in worker skills and opportunities pays off in worker loyalty.
Improving career pathways within healthcare	In designing their apprenticeship programs, employers can design pathways that will ensure they have a pipeline of workers who move into positions requiring advanced skills as they gain experience and knowledge.
Improving leadership and supervisory skills in the healthcare workforce	An employer can design the apprenticeship training to include specific leadership or supervisory skills appropriate to the occupation and company.

The report concludes by identifying specific areas of opportunity for apprenticeship in healthcare:

- Occupations where there are no licensure/certification systems, or where those systems are weak
- Occupations where training requirements are less than what employers need to ensure quality patient services
- Information technology occupations in healthcare, on the rise due to HIPAA requirements
- Occupations where employees commonly get “stuck” and do not advance into higher-skill jobs
- Growth in the “medical home” concept, which is expected to increase demand for entry-level healthcare workers to help patients navigate the medical system
- Occupations where on-the-job training is not used to train workers, but could improve the quality of training, services or skills
- Companies seeking to reduce the costs of recruitment and turnover
- Other high demand occupations



Promising Partnerships:

The Workforce System and Registered Apprenticeship A Deeper Look into Models of Success

VERMONT HITEC

OVERVIEW

The Vermont HITEC program has been in place for nearly 15 years. HITEC is a non-profit, intermediary organization that takes full accountability for the success of its Registered Apprenticeship services for both job seekers and employers. HITEC provides outreach, recruitment and educational training for the Vermont and New Hampshire employers engaged in the apprenticeship model. Working closely with the State Apprenticeship Council, Vermont's Department of Labor and the Vermont Agency of Commerce and Community Development, as well as other government and non-profit agencies, HITEC provides employers with the quality, trained workforce they need. The program's founder describes it as "a mission of hope for under-skilled and underemployed residents."

The HITEC program uses a compressed, accelerated learning approach. That is, apprentices are immersed in the field of study for nine hours per day, five days a week, plus homework each night and projects during weekends. The classrooms are typically set up at the employer's facility, an approach that ensures the academic material provided in the up-front instructional phase of the apprenticeship is grounded within a practical, on-the-job setting. For many occupational areas, a portion of the technical training involves hands-on experience in the specific apprenticeship occupation. This unique training model ensures that participants are trained on the specific job elements they will need to succeed as apprentices in the job setting.

PROGRAM STRUCTURE

Vermont HITEC uses a three-phase process for its apprenticeship model.

PHASE ONE: The State of Vermont has established sector strategies in the Healthcare, Information Technology, Advanced Manufacturing and Business Services industries. HITEC uses labor market information to identify job openings that need to be filled in these key sectors. Project staff then coordinate with local and regional employers to determine their needs and gauge interest in apprenticeship. Once a commitment has been secured from an employer or group of employers in a given industry, HITEC identifies suitable funding from an array of Federal and State resources, including Workforce Innovation and Opportunity Act (WIOA) program funding, state funds, the Trade Adjustment Assistance program, and other sources.

Once these elements are in place, HITEC works with the employer to determine the essential functions of the occupation. Uniquely, HITEC staff actually perform the work of that occupation for up to two months to allow staff to identify the precise competencies that apprentices will need on the job. HITEC staff then design the curriculum for that occupation's apprenticeship program.

The program concurrently conducts outreach and recruitment of suitable apprenticeship candidates. HITEC works with the Vermont Department of Labor to identify potential candidates through the state workforce system, including Unemployment Insurance recipients and job seekers enrolled in WIOA programs. The program also uses social and traditional media to recruit candidates.

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Candidates attend a mandatory orientation session, followed by a series of assessments and interviews. The initial assessment, conducted by HITEC and workforce system staff, is behavioral. This permits staff to evaluate candidates' suitability for the specific apprenticeship position. They also conduct hands-on aptitude testing and work simulations. Candidates that pass this screening are then interviewed by the employer, who determines which apprentices would be the best fit for the organization.

PHASE TWO: Once candidates have been selected, they are immersed in the related instruction (classroom training) portion of the apprenticeship. Depending on the occupational area, apprentices may spend 8 to 10 weeks, for nine hours per day, learning the academic requirements of the occupation. The industries that HITEC works with require new hires to have extensive knowledge of the field and precision in their work. This makes the immersion approach to training particularly valuable, since the incoming apprentices typically have no prior experience or education in the occupational field for which they are being trained.

Related instruction consists of an extremely rigorous and aggressive schedule; in addition to more than full-time attendance during the week, apprentices spend three to four hours per night – plus weekends – on their course work. The approach provides participants the opportunity to gain extensive knowledge of the field in a short period of time. Support services – such as transportation, housing and clothing – are provided, as needed, to ensure apprentices can continue the program. Funding for support services and the instructional component is customized for each apprentice, based on the individual's eligibility for the available funding streams.

Related instruction involves a combination of classroom, online instruction and laboratory or clinical work. Teamwork among apprentices is strongly encouraged throughout the training period. Testing on the behavioral and technical competencies to be mastered occurs throughout the course of study. Graduates receive a national certification upon completion of the formal study period. HITEC partners with Burlington College, and its co-founded Institute for American Apprenticeship, to ensure that participants receive college credits for the instructional areas mastered. Additional college credits are earned during the on-the-job phase of the apprenticeship.

PHASE THREE: Once classroom training is completed, the apprentices move into the job setting full-time to apply these technical competencies on a daily basis. Each apprentice has a dedicated mentor, who provides support for on-the-job instruction. Apprentice knowledge is evaluated monthly and merit increases are earned for mastery of key competencies. Support services are again provided, as needed, throughout Phase Three of the program.

Apprentices that complete Phases Two and Three of the process are considered "fully-titled" employees (i.e. they are fully proficient to perform the job). They also receive an industry-recognized credential, academic credit towards an associate degree, and a Certificate of Completion from the U.S. Department of Labor's Office of Apprenticeship.

BUSINESS ENGAGEMENT

HITEC has established relationships with businesses in several diverse fields, including Advanced Manufacturing, Healthcare, Information Technology and Business Services.

HITEC considers employers its primary customers and customizes its training approach to ensure that each participating employer receives qualified apprentices with skills meeting their precise workforce needs. This includes working with each employer to establish the best apprenticeship model (e.g. time-based, competency-based or hybrid) for their specific business. Most of the apprenticeships established use the competency-based model. Participating employers have indicated they consider apprenticeship to be a key business strategy for building a sustainable workforce, particularly in rural America.

The organization also works with employers beyond Vermont's borders – currently including New Hampshire employers and a Vermont-based employer that provides virtual inpatient and outpatient medical record coding throughout the country. Through a new "virtual" model for apprenticeship, both the academic instruction and the on-the-job training provided to apprentices for medical coding is delivered via Skype and Webex platforms, mirroring the at-home work environment the apprentices will have once on the job.

PROGRAM PARTNERS

In addition to HITEC and employers, the program's partners include the Vermont Department of Labor, the Vermont Agency of Commerce and Community Development, the State Apprenticeship Council and other agencies and non-profit organizations.

In New Hampshire, HITEC works with New Hampshire Employment Security, the New Hampshire Department of Resources and Economic Development and a variety of employers, including Dartmouth-Hitchcock Medical Center and Hypertherm. Both of these companies have added valuable employees through HITEC's apprenticeship model.

To provide the supports needed by customers enrolled in the program, HITEC works closely with state and community partners to leverage needed resources and services.

TARGET POPULATIONS

Unemployed and underemployed job seekers are targeted for outreach and selection into the program. Candidates do not need prior experience in the occupational area to be selected. Veterans and dislocated workers are especially sought after. Older youth, refugees, older workers and individuals with disabilities are also recruited to participate in HITEC.

The program has worked with businesses to create opportunities for youth still in high school, as well.

For example, Husky Injection Molding Systems and Hypertherm have both developed a program for high school juniors and seniors, known as the Husky/Hypertherm Summer Institutes. Selected youth participate for eight weeks during the summer, learning both academic and on-the-job aspects to become computer numerically controlled (CNC) machine operators. College credits are awarded to successful completers, who then have the opportunity to pursue a full-time apprenticeship opportunity after high school graduation.

TARGET INDUSTRIES AND OCCUPATIONS

HITEC has concentrated its efforts on four primary industries:

- **Healthcare** – positions including phlebotomists, pharmacy technicians, medical assistants, registration representatives, licensed nursing assistants, electronic health record data extractors/go-live support positions and medical coders.
- **Information Technology** – positions including IT account managers, software developers, interface analysts, software installation consultants, software support specialists, web developers and IT support analysts.
- **Advanced Manufacturing** – positions including CNC operators, machinists, structural steel welders and fitters.
- **Business Services** – positions including technical document writers and technical illustrators (coming soon).

FUNDING SOURCES AND PERFORMANCE OUTCOMES

FUNDING SOURCES	USE OF FUNDS
CURRENT FUNDING SOURCES INCLUDE: <ul style="list-style-type: none"> • Workforce Innovation and Opportunity Act programs (funded by the U.S. Department of Labor) • National Emergency Grant from the U.S. Department of Labor • Trade Adjustment Assistance program (funded by the U.S. Department of Labor) • Vermont tax incentive program (VEGI) • New Hampshire Health and Human Services funds 	
<ul style="list-style-type: none"> • Related instruction • Support services for apprentices (e.g. transportation, housing, clothing) • Employer incentives for hiring apprentices 	
PERFORMANCE INDICATORS	OUTCOMES (CUMULATIVE FROM 2000 THROUGH JUNE 2015)
Number of apprentices served	1,257
Apprenticeship completion rate	88%
Employment rate for program graduates	94%
Annual wage after apprenticeship	\$24,000 – \$50,000 (varies by industry & position)

KEYS TO SUCCESS

- **Customized curricula to meet employers' immediate staffing needs:** Each curriculum HITEC staff designs addresses the specific work activities and competencies that will need to be mastered for each apprenticeship job.
- **Professional staff dedicated to each employer's apprenticeship program:** HITEC staff work in teams to support each employer's program, from start to finish. This approach also provides continuity for the apprentices in each program, as they receive continued support and mentorship while on the job.
- **Guaranteed employment upon acceptance into the program:** On the front end of the process, employers ensure that each qualified apprentice that completes the program will, in fact, remain employed. This provides incentive for participants to complete the rigorous related instruction phase of the program.
- **Flexibility in apprenticeship design to match employers' needs:** Since the curriculum is custom-designed for each employer, they have the opportunity to specify all elements of the program, within the federal guidelines for Registered Apprenticeship programs.
- **HITEC guarantees that graduates have all of the necessary competencies – and soft skills – to be fully-qualified and high-quality employees:** The HITEC program guarantees that its graduates will be proficient in the skills and competencies the employer needs from its workers.

For more information about the Vermont HITEC program, please visit www.vthitec.org



Promising Partnerships:

The Workforce System and Registered Apprenticeship A Deeper Look into Models of Success

IOWA STATEWIDE APPRENTICESHIP INITIATIVE

OVERVIEW

The State of Iowa has been a leader in supporting the Registered Apprenticeship model of work-based learning. Iowa has low unemployment and a growing business environment, and the state has seen a decline in the young adult population. While this creates excellent career opportunities, it also means Iowa residents will need to be highly trained and fully prepared to fill critical job shortages to ensure the success of businesses throughout the state. Additionally, Iowa youth need guidance and encouragement to enter those occupations most in need of skilled workers.

The state has recognized the value of the apprenticeship model as a key strategy to develop the skilled workforce needed for economic growth and prosperity. As of May 2015, over 700 apprenticeship programs, involving more than 8,000 apprentices, had been registered across the state.

Iowa Workforce Development (IWD) and the Iowa

Economic Development Authority (IEDA) work hand-in-hand on behalf of the business community. Together, they have identified and supported the state's key industry sectors, which include Advanced Manufacturing, Financial Services and Insurance, and Biosciences. Workforce system business representatives also work closely with staff of the Iowa Office of Apprenticeship to market the apprenticeship model to individual businesses and industry associations within these sectors.

In 2014, the Iowa Legislature enacted the Iowa Apprenticeship Act to increase the number of apprentices in Iowa through training grants for eligible apprenticeship program sponsors. In addition to providing employers with a skilled workforce and enhancing training and job opportunities for job seekers, Iowa partners have indicated that implementation of this law is enhancing trust and transparency among the business community, trade organizations and public agencies.

PROGRAM STRUCTURE

IEDA and IWD work closely with the Iowa Office of Apprenticeship, the community college system and others to identify employers' workforce needs and to develop solutions to address them. A recent example of the quality of this partnership is their work with the Technology Association of Iowa (TAI). Information technology (IT) firms and other businesses heavily dependent on the IT sector worked with the Iowa Office of Apprenticeship to identify the occupational areas of greatest need. The businesses in the TAI collaborated to develop apprenticeship curricula for these occupations. The resulting Registered Apprenticeship programs for these skills sets are operated in conjunction with internships for Science, Technology, Engineering and Math (STEM) and tuition reimbursement programs, which were already in place in Iowa. This endeavor has been so successful that, as IEDA recruits new IT companies to Iowa, the TAI Registered Apprenticeship Program has been one of its selling points.

IWD staff recruit apprentices as they work with job seekers in need of new or updated skills. Depending on each employer's needs, workforce staff may use the National Career Readiness Credential tests or other assessment instruments, provide soft skills training, and provide help with resume writing and other services to prepare job seekers for apprenticeship opportunities.

ApprenticeshipUSA

Based on experience, workforce system staff have learned that an apprenticeship program is an effective strategy for job seekers interested in an “earn and learn” approach to building a career with solid wages and opportunities for advancement. The workforce system’s close partnership with the Iowa Office of Apprenticeship ensures that all training opportunities, including apprenticeship programs across industry sectors, are explored when counseling customers.

The Iowa Apprenticeship Act of 2014 established a standing annual appropriation of \$3.1 million. All existing Registered Apprenticeship program sponsors are eligible for funding; for 2015, 67 sponsors submitted applications for grant funds. The legislation allows the funds to be used to expand or enhance apprenticeship programs, for such diverse purposes as related instruction costs, purchasing equipment to support the apprenticeship program, developing additional locations to expand apprenticeship training opportunities, and other similar uses. This effort is administered by IEDA in collaboration with IWD.

BUSINESS ENGAGEMENT

IEDA aligns partners to ensure that Iowa’s talent pipeline and regulatory business environment are beneficial for business, while the Iowa Office of Apprenticeship works directly with employers to develop apprenticeship program standards and to register their programs. Partners ensure the process is as simple as possible for participating employers.

The Iowa Office of Apprenticeship has business contacts throughout the state and serves as a tireless advocate for apprenticeship, handling most of the employer recruitment, and working closely with IWD and IEDA. The partners support a variety of businesses as well as industry associations, as illustrated in the description above of the partnership with the TAI.

Some of the larger businesses in the state with Registered Apprenticeship programs include:

- Alliant Energy
- Archer Daniels Midland
- Associated Builders and Contractors of Iowa
- John Deere
- MidAmerican Energy
- Rockwell Collins
- TMC Transportation
- Union Building Trades

PROGRAM PARTNERS

Under the leadership of Iowa’s Governor, cabinet agencies work together as a team to provide quality outcomes for Iowa’s employers and workers. IEDA, IWD, and the Iowa Departments of Education, Human Services, and Corrections align their resources and efforts to the benefit of their shared business and job seeker customers. These state agencies are joined by other key statewide partners – the Iowa Office of Apprenticeship, Registered Apprenticeship program sponsors (including employers and labor organizations), the community college system, the TAI and other industry associations, Veterans Affairs and others – to promote quality apprenticeship programs for Iowa residents.

Some hallmarks of the strong partnerships among statewide partners include the following:

- The State Director of the Iowa Office of Apprenticeship has served as an ex-officio member of the State Workforce Board for several years.
- The job listings for the public workforce system include apprenticeship opportunities in a variety of occupational areas.
- IWD, in partnership with IEDA and the Iowa Office of Apprenticeship, has established a set of robust online apprenticeship resources on the workforce development website.

ApprenticeshipUSA

Community colleges are typically the lead training partners for apprenticeship programs. While labor organizations have in-house apprenticeship training in several skilled trade areas, they may contract with community colleges, as needed, to provide certain portions of the instructional component of the apprenticeship. The Iowa Department of Education is also a partner at the secondary level, promoting career exploration and awareness of apprenticeship opportunities to youth.

A new initiative underway is Elevate Iowa – a statewide campaign to promote awareness of the vital role that manufacturing plays in the state’s economy. The public/private partners and industry trade associations involved in this initiative have attracted discretionary funding to promote career exploration and to provide training scholarships for apprenticeship programs in advanced manufacturing.

TARGET POPULATIONS

All Unemployment Insurance recipients and other dislocated workers, veterans, youth and public workforce system customers are offered information about apprenticeship opportunities. Women and minorities are actively recruited for apprenticeship programs. As workforce system staff screen customers to determine their needs, those individuals in need of stronger technical skills or better jobs are evaluated to see if they might be a good fit for an apprenticeship program. The specific requirements of employers in the program are among the determining factors in choosing candidates with the right baseline qualifications.

An important focus of Iowa’s apprenticeship model is active recruitment of veterans and returning service members, through the Home Base Iowa program. IEDA, IWD and the Iowa Office of Apprenticeship partner with Veterans Affairs offices, Vocational Rehabilitation and other community organizations to recruit veterans into apprenticeship programs. There is also a statewide direct entry point into apprenticeship through a partnership among Building and Construction Trades, the Joint Apprenticeship Training Council, and Home Base Iowa. Classroom instruction, as well as on-the-job training for qualified veterans and transitioning service members, may be funded through the GI Bill.

The state apprenticeship program provides credit for relevant military training and experience and Home Base Iowa actively recruits returning service members and veterans to move to Iowa.

Ex-offenders also benefit from Registered Apprenticeship programs. The Iowa Office of Apprenticeship is partnering with the Iowa Department of Corrections statewide to ensure that qualified individuals released from the correctional system have solid technical skills that can support businesses’ needs.

There are also several youth programs that promote apprenticeship within the state. In addition to the Elevate Iowa program mentioned above, a highly-acclaimed Registered Apprenticeship program for young Iowans is the Eastern Iowa Community College Culinary Arts program. The local high school partners with Scott Community College to offer high school-aged youth the opportunity to learn culinary skills and earn credits towards an associate degree. Upon graduation from high school, participants may continue in their apprenticeship track and complete their degree. There are currently 80 restaurants in Eastern Iowa participating in this innovative, successful program.

TARGET INDUSTRIES

Registered Apprenticeship programs in Iowa train workers in several targeted industry sectors, including: Advanced Manufacturing, Aerospace, Biotechnology, Construction, Financial Services and Insurance, Healthcare, Information Technology, Transportation and other fields. A new area for apprenticeship of particular importance to Iowa is the biofuel industry. MidAmerican Energy, which has a Registered Apprenticeship program, is a national leader in wind energy.

FUNDING SOURCES AND PERFORMANCE OUTCOMES

FUNDING SOURCES	USE OF FUNDS
<p>CURRENT FUNDING SOURCES INCLUDE:</p> <ul style="list-style-type: none"> • Workforce Innovation and Opportunity Act programs (funded by the U.S. Department of Labor) • State funds from the Iowa Apprenticeship Act • National Emergency Grants from the U.S. Department of Labor • Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant from the U.S. Department of Labor 	<ul style="list-style-type: none"> • Related instruction costs for apprentices • Support for apprenticeship program employers (on-the-job training costs, equipment, program expansion, etc.)
PERFORMANCE INDICATORS	OUTCOMES
Number of apprentices enrolled (as of June 2015)	8,259
Number of active Registered Apprenticeship programs (as of June 2015)	711
Apprenticeship completion rate (FY 2014)	60.1%

KEYS TO SUCCESS

- **The strong support of the Iowa Office of Apprenticeship:** The State Director and staff are tireless in their efforts to recruit apprenticeship sponsors and then provide technical assistance to support them throughout the process.
- **Strong partnerships:** Iowa’s public agencies are committed to fulfilling employers’ workforce needs and work closely together to implement and maintain the apprenticeship training model.
- **Communication:** Partners communicate regularly and conduct outreach to both the public and employers, to increase awareness of the opportunities that apprenticeship can provide.
- **Innovative youth programs:** The Eastern Iowa Community College culinary program is a national model for youth apprenticeship, and Iowa has been a leader in developing pre-apprenticeship activities.
- **Business engagement strategies:** The Iowa Office of Apprenticeship, IEDA and IWD work as a team to make employers aware of the benefits that the apprenticeship model provides, and use their successful apprenticeship programs as a selling point when recruiting new businesses to Iowa.

For more information about Iowa’s apprenticeship program, please visit www.iowaworkforcedevelopment.gov/apprenticeshipusa