

NEW AND NOTEWORTHY PROGRAMS

This section contains descriptions of new and noteworthy RAs. These programs, which were approved in 2016 or early 2017, are listed by sponsoring organization and occupational fields.

Pennsylvania

- Central Susquehanna Intermediate Unit — Certified Nursing Assistants
- Cetrionia Ambulance Corps and Eastern Pennsylvania EMS Council — Emergency Medical Technicians and Paramedics
- District 1199C Training & Upgrading Fund — Community Health Workers, Early Childhood Education Teachers, Direct Support Professionals Pre-apprenticeship, and Medical Assistants
- GlaxoSmithKline — Compound Operators, Process Coordinators, Calibration and Instrumentation Technicians, and Clinical Operators
- Hanover Area Chamber of Commerce — Welding, Machining, and Mechatronics
- Harrisburg Area Community College — Machinists, Tool and Die Workers, and Industrial Manufacturing Technicians

New Jersey

- New Jersey Health Care Employers District 1199J-AFSCME Training and Development Fund — Certified Nursing Assistants and Physical Therapy Aides (Youth Apprenticeships)
- Edna Mahan Correctional Facility for Women — Skilled Trades Awareness
- New Jersey Health Care Talent Network — Community Health Workers and Certified Nursing Assistants

CENTRAL SUSQUEHANNA INTERMEDIATE UNIT — CERTIFIED NURSING ASSISTANTS

Background

The Central Susquehanna Intermediate Unit (CSIU) provides educational programs to public, nonpublic, and private schools as well as continuing education classes for businesses and nonprofits in central Pennsylvania. In 2010, the CSIU was awarded a federal, five-year Health Profession Opportunity Grant (HPOG)⁶² from the U.S. Department of Health and Human Services to implement the Work Attributes Toward Careers in Health (WATCH) Project.⁶³

The WATCH Project was renewed in 2015 and serves participants in 11 central Pennsylvania counties. The program's goal is to create a sustainable regional framework that helps low-income participants to enter self-sufficient, high-demand, nursing-related careers that meet local health-care employment needs. The CNA [certified nursing assistant] Apprenticeship Program was originally developed with

⁶² RAs were a requirement of the 2010 HPOG application; CSIU was one of only two HPOG grantees that successfully developed an RA program. For more information, see www.acf.hhs.gov/ofa/programs/hpog.

⁶³ For information about the WATCH Project, see www.csiu.org/index.cfm?pageid=572&programid=271.

input from regional employers as part of the WATCH Project. CNAs are at the lowest economic end of the pathway and need opportunities to gain skills to increase wages.

In March 2016, the CSIU received a Pennsylvania Nontraditional Apprenticeship Grant to market state-wide, expand, and enhance an existing CNA apprenticeship program. The goal of this new statewide CNA Apprenticeship Program is to implement a sustainable program that improves quality of care by increasing skills along a nursing pathway, awarding college credits, increasing employee satisfaction, reducing employee turnover, and providing a self-sufficiency wage.

Recruitment for the apprenticeship program is a two-step process. Because the CSIU is an intermediary, it must first establish buy-in from long-term care employers. Once buy-in is established, the CSIU helps employers recruit within their CNA staff.

Description

The CNA Apprenticeship Program consists of four modules: advanced CNA, geriatrics, dementia, and mentoring. Apprentices must have a nursing aide certification before starting the apprenticeship and must begin with the advanced CNA module and either the geriatrics or dementia module. Although apprentices proceed at their own pace, they are expected to complete the two modules in approximately 12 months. After apprentices successfully complete the first two modules, they may stack additional credentials by completing the other modules (the mentoring module is completed last).

Throughout the program, which totals 2,150 hours, apprentices benchmark the achievement of core competencies, build a portfolio of skills and interim credentials that validate the acquired skill levels, and are mentored through OJL and RTI by on-site licensed practical nurses (LPNs), registered nurses (RNs), and/or CNAs who have completed the mentoring specialty (journeypersons). Apprentices also receive feedback and guidance from a site supervisor. Apprentices then receive incremental pay increases as agreed to by their employer.

CNA apprentices may receive college credits for successfully completing the program's advanced CNA and geriatric specialty modules. Apprentices may use these credits to continue along a nursing career pathway to become either an LPN or an RN.

As of March 2017, two employers were using the new program: Susque-View Home in Lock Haven, PA, and the Rouse Home in Youngsville, PA, had a total of four apprentices.

Need

In 2015, there were 4,097 CNAs employed within the WATCH Project region, with anticipated growth of 7 percent by 2020. Yet employers find there is a significant turnover in this entry-level position. CNAs see little opportunity to grow professionally without additional credentials and are willing to move from one long-term care employer to another for a few extra cents per hour. Apprenticeship offers a way for CNAs to continue working while advancing their knowledge and skill levels through stackable and nationally recognized credentials.

Costs

Costs are borne by the employer. Tuition is paid by the facility/agency and costs \$2,000 per apprentice for the advanced CNA module and one specialty module.

The Pennsylvania Nontraditional Apprenticeship Grant was designed to market the apprenticeship opportunity statewide as well as complete the modules and develop a sustainability model through education and recruitment of long-term care facility employers. All tuition received from employers is used to sustain the apprenticeship program after the conclusion of the grant.

Human Capital Increases

Starting wages are determined by the employer. If an employer chooses to participate in the CSIU Standards of Apprenticeship, the apprentice receives \$1.50 per hour of incremental raises upon the successful completion of the advanced CNA module and one additional specialty module.

Challenges

Apprenticeships in health-care fields are new across the state. Long-term care facilities and hospitals have expressed concern about adding responsibilities to current employees to fill the site supervisor and mentor positions required by the apprenticeship.

Noteworthy Aspects

Participating employers believe that the RA program promotes employee advancement and reduces turnover. CNAs, in turn, increase their nursing skills and advance in their careers while maintaining their income and remaining in the provider's system. The CSIU works with both nonunion and union employers and adjusts the curriculum to meet any specific employer skill needs.

Based on their performance during the apprenticeship, CNAs receive pay increases. They can also apply the knowledge gained and credits earned toward becoming an LPN or an RN. For employers who underwrite the cost of tuition, credits earned through the CNA apprenticeship are less costly than those earned through institutions of higher education.

Apprentices receive RTI through videos delivered by an RN, supplemented by a textbook, workbook, and online secure assessments. Online RTI is particularly valuable for apprentices living in rural regions.

Katherine Vastine, WATCH Project program manager at the CSIU, said an intermediary organization that becomes an apprenticeship sponsor can assume the sponsorship on behalf of interested employers and expedite employers' involvement. Without such a sponsor, employers would need to invest extensive time and effort to develop their own Standards of Apprenticeship.

Contact Information

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CETRONIA AMBULANCE CORPS AND EASTERN PENNSYLVANIA EMS COUNCIL — EMERGENCY MEDICAL TECHNICIANS AND PARAMEDICS

Background

Two programs providing apprenticeships for emergency medical technicians (EMTs) and for paramedics were started in 2016 in the Lehigh Valley of Pennsylvania with the assistance of PA CareerLink Lehigh Valley. The Pennsylvania Apprenticeship and Training Council approved Cetronia Ambulance Corps's program in February 2016 and the Eastern Pennsylvania EMS Council's programs in November 2016. The organizers of the EMS Council programs built upon the experience of the Cetronia program.

Description

Cetronia Ambulance Corps in Allentown, PA, designed a four-year program to create a career pathway for unemployed and underemployed residents to become paramedics.⁶⁴ The apprentices initially work for six months as nonemergency paratransit drivers to learn customer service skills and the geographic location of hospitals and health-care facilities. During this time, they take a noncredit EMT course at Lehigh Carbon Community College (LCCC) and prepare for national EMT certification tests. Once they receive EMT certification, they are paired with paramedics for OJL and take courses at LCCC.

Apprentices are paid wages from their first day of hire at Cetronia. WIOA funds are used to cover the EMT course in the first year. During the second and third years, apprentices use Federal Pell Grants for college credit courses. Cetronia pays for the apprentice's paramedic education in the fourth year. In that year, the apprentices enroll in paramedic courses and enhance their OJL training. At the completion of the fourth year, the apprentices take their paramedic national certification exam and receive their journeyperson certificate. Up to 20 college credits are applied toward an associate degree, and some credits may be applied toward an advanced nursing program. The two apprentices who were in the program as of March 2017 had no previous health-care background but had aspirations to enter the field.

The Eastern Pennsylvania EMS Council in Orefield, PA, has developed two separate programs: a one-year EMT program and a two-year paramedic program. Two apprentices — an EMT worker and a paramedic — were enrolled as of March 2017 and are doing their OJL at Suburban EMS in Easton, PA. The EMS Council, which developed the programs with input and support from the Pennsylvania Department of Health, plans to expand the programs statewide with a goal of 150 apprentices in each RA program by the fall of 2017. The council's RA advisory committee includes Larry A. Wiersch, chief executive officer of Cetronia Ambulance Corps, along with members of the EMS community and staff members of the Eastern Pennsylvania EMS Council.

Need

The programs of both organizations address an anticipated regional shortage of EMS workers and paramedics as current personnel retire. The anticipated shortage is based on data from Pennsylvania's Center for Workforce Information and Analysis (CWIA).

⁶⁴ An article on the Cetronia program is available at www.lvb.com/article/20161103/LVB01/161109944/cetronia-ambulance-corps-launches-pas-first-emptparamedic-apprenticeship-program.



Costs

For each apprentice, there are wages, fringe benefits, and training costs. As the program was implemented, Cetronia took advantage of Lehigh Valley Workforce Development Board resources and special on-the-job grant funds, which initially offset the cost of the new hire. Related instructional costs total \$6,750 for noncredit courses (EMT/paramedic), and costs vary for college credit courses. WIOA funds may be used to support the program initially during the first year; however, the employer is ultimately responsible for wages and training costs.

Human Capital Increases

According to the Pennsylvania CWIA, the average wages for EMTs and paramedics are \$19 per hour. CWIA's 2014–2024 Long-Term Projections show that the Allentown–Bethlehem–Easton metropolitan statistical area will need 1,240 EMTs/paramedics by 2024, an 11.7 percent increase from 2014. There are 31 average annual openings due to growth and labor force replacements.

Challenges

Cetronia's apprenticeship program was developed, approved, and registered relatively quickly. When implementing Cetronia's program, challenges included recruiting a sufficient talent pool due to the strict eligibility requirements, testing, and overall vetting process associated with the position. To facilitate the implementation of Cetronia's apprenticeship program, Cetronia created a new position for a director of education to help oversee the new program. Cetronia has also developed systems to monitor apprentices' progress and success.

Challenges faced by the Eastern Pennsylvania EMS Council included organizing employer implementation and scholastic training. The council continues to work with educational partners and employers to develop training programs.

Noteworthy Aspects

The Eastern Pennsylvania EMS Council's one-year EMT program is unusual in that EMT training typically requires three years of preparation.

The Lehigh Valley Workforce Development Board and PA CareerLink Lehigh Valley assisted both programs with registration and organization, including recruitment, aptitude assessment, program design, and resume review.⁶⁵ This was the first time that a PA CareerLink office assisted in the development of RA programs, according to its staff.⁶⁶

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⁶⁵ The Lehigh Valley Workforce Development Board funded these activities and books, uniforms, curriculum, and certification exam fees through a federal Job-Driven National Emergency Grant that paid for OJL and RTI and through OJL grants obtained under WIOA.

⁶⁶ CareerLink Lehigh Valley also helped Ocean Spray develop an electromechanical technical hybrid apprenticeship and is developing another apprenticeship program.

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DISTRICT 1199C TRAINING & UPGRADING FUND — COMMUNITY HEALTH WORKERS, EARLY CHILDHOOD EDUCATION TEACHERS, DIRECT SUPPORT PROFESSIONALS PRE-APPRENTICESHIP,⁶⁷ AND MEDICAL ASSISTANTS

Background

The District 1199C Training & Upgrading Fund (Training Fund) was created in 1974 by collective bargaining agreements with District 1199C of the National Union of Hospital and Health Care Employees, AFSCME, and health-care employers in southeastern Pennsylvania and southern New Jersey. Today, the Training Fund works with more than 50 acute-care hospitals, long-term care facilities, behavioral health facilities, and home care and community health agencies. The Training Fund, which follows a work-based learning⁶⁸ approach, serves both affiliated union members and low-income community residents, including young adults, recent immigrants and nonnative English speakers, people in recovery, returning citizens, and unemployed or underemployed job seekers.

The Training Fund braids monies from multiple federal, state, city, and foundation sources to fund its apprenticeship and other workforce programs. It also provides initial and periodic training to employer mentors for all its apprenticeship programs.

To estimate projected employer demand for individual occupations, the Training Fund relies on the short- and long-term occupational employment projections issued by the Pennsylvania CWIA. As a labor force intermediary, the Training Fund meets one-on-one and in small groups with its employer partners to help design customized solutions to their workforce needs, especially on apprenticeship programs. A relevant study about health-care career opportunities that do not require a bachelor's degree was produced by the Metropolitan Policy Program at the Brookings Institution.⁶⁹

⁶⁷ The fund has started apprenticeship programs for community health workers, early childhood education teachers, and medical assistants as well as a pre-apprenticeship program for behavioral health technicians.

⁶⁸ The fund's approach to work-based learning and integrated education and training is described in "Jobs to Careers: Reflections from Cheryl Feldman," The Hitachi Foundation, October 5, 2016 (www.hitachifoundation.org/news-a-views/thf-blog/615-jobs-to-careers-reflections-from-cheryl-feldman-); Peter Chomko, Cheryl Feldman, and Sally Klingel, "Union-Management Training That Works," *Perspectives on Work*, 18(4), 2014 (http://1199ctraining.org/docs/Newsroom_Reports/POW_Vol18_Rnd4.pdf); and Lindsey Woolsey and Anand Vimalassery, "Designing a Healthcare Work-Based Learning Continuum for Out-of-School, Out-of-Work Young Adults," The Woolsey Group and District 1199C Training & Upgrading Fund, May 2015 (http://1199ctraining.org/docs/Newsroom_Reports/WBLforOSOWyouth.pdf).

⁶⁹ See Martha Ross, Nicole Prchal Svajlenka, and Jane Williams, *Part of the Solution: Pre-Baccalaureate Healthcare Workers in a Time of Health System Change*, Washington, D.C.: Metropolitan Policy Program at the Brookings Institution, 2014.

COMMUNITY HEALTH WORKERS

Background

A community health worker (CHW) serves as a bridge between high-risk, high-cost patients and their health-care providers, with the goal of improving communication and health outcomes. CHWs may visit patients in their homes and travel with them to appointments. Community health work is an emerging profession in which training and skill requirements are determined totally by employer need. There is no credentialing process industrywide or nationally. There is credentialing for CHWs in some states. The Centers for Medicare & Medicaid Services are not reimbursing providers for community health work services unless the centers provide a waiver. Community health work services are often paid for by grant programs at health centers or bundled payment programs at large health systems. In some states, these services are paid for as part of Medicaid expansion.

Description

Approved in November 2014 by the Pennsylvania Apprenticeship and Training Council, the CHW RA is “front-loaded,” meaning that participants complete related classroom instruction before moving to OJL. The program, which is administered by the Training Fund and sponsored by Philadelphia FIGHT, a Philadelphia AIDS service organization, requires 150 hours of related classroom instruction and 2,200 hours of OJL. The program recruits students from a CHW training program developed in 2012 by the Training Fund, Temple University Health System (TUHS), and the Temple University Center for Social Policy and Community Development (CSPCD).

The program provides intensive, short-term, competency-based training to economically disadvantaged students, who will receive three college credits at Temple University. There have been 218 graduates of the training program, which has had several rounds of cohorts in Philadelphia and Harrisburg. Six graduates have moved into the FIGHT apprenticeship, three have completed their apprenticeships, and three are currently enrolled.⁷⁰

The Training Fund supervises apprentice training, data entry, and recordkeeping. Other partners, especially TUHS, CSPCD, and the public workforce system, provide program services with funding from federal, state, and city sources.⁷¹

Need

Philadelphia FIGHT saw a business need for CHWs because many of its clients have challenging health conditions and CHWs play an important role in keeping track of medical protocols. Doctors and nurses welcome CHWs because they don’t have sufficient time to follow up with patients after their appointments.

Costs

Not available.

⁷⁰ For information on the FIGHT training program, contact Shirley Moy, director of CSPCD, at 215-204-3424 or smoy@temple.edu.

⁷¹ For more information, see the fund’s case study on the CHW apprenticeship at www.1199ctraining.org/docs/Newsroom_Reports/CaseStudy_CHW.pdf.

Human Capital Increases

The average wage for CHWs is \$15 per hour. They receive full benefits.

Challenges

There is growing employer demand for CHWs, but reimbursement mechanisms are not yet established for the work they do.

Noteworthy Aspects

Community health work is an emerging occupation, and there were no standardized competencies until they were developed for the apprenticeship program. People who have many different titles are doing the work of CHWs. Health-care employers, however, have been pleased that they can train CHWs according to their specialized needs and see immediate positive results of their work. For example, one apprentice who finished an apprenticeship has been promoted to a more senior position and another took on mentoring new apprentices.

EARLY CHILDHOOD EDUCATION TEACHERS

Background

Earlier in 2017, the Pennsylvania Apprenticeship and Training Council approved the Training Fund's RA for early childhood education teachers in Philadelphia. The program, which will take between two and two-and-a-half years to complete, will enable those with a child development associate (CDA) credential to become lead teachers. The RA was developed in partnership with the Delaware Valley Association for the Education of Young Children (DVAEYC), Public Health Management Corporation, Community College of Philadelphia (CCP), and early childhood education employers, with support from the Pennsylvania Office of Child Development and Early Learning and the Philadelphia Mayor's Office of Education. Funding from the William Penn Foundation has supported the current demonstration cohort in Philadelphia. Some 20 employers registered 36 apprentices in spring 2017 for this apprenticeship.

Description

The Early Childhood Education Apprenticeship Program requires 930 hours of related classroom instruction at CCP and 4,000 hours of OJL. Employer sponsors include Montgomery Early Learning Centers, Smart Beginnings, Brightside Academy with the United Child Care Union, and SPIN with AFSCME District Council (DC) 47 Local 1739. Apprentices receive nine credits for experience and demonstrated mastery of on-the-job competencies and another nine credits when they become lead teachers. Apprentices will earn associate of arts degrees in early childhood education upon program completion. CCP and Drexel University are finalizing an agreement that will enable program graduates with associate of arts degrees to articulate into Drexel's bachelor's degree and teaching certification programs. The Training Fund is serving as the project's fiscal agent, working with employers, compiling progress data, and providing extensive counseling, mentoring, tutoring, and case management to apprentices and student coaches on the job.

DVAEYC is providing mentoring to the student coaches to ensure that OJL is implemented as robustly as possible.

Need

State and local initiatives to create high-quality child care have included an emphasis on quality measures. There is a shortage of lead teachers who have associate degrees. This program creates a career pathway for CDAs who otherwise face an arduous route to advance in their careers. This accelerated program includes the supports CDAs need, such as tutoring, counseling, and peer study groups.

Costs

The William Penn Foundation provided a grant to build program infrastructure, and a joint scholarship program of the Pennsylvania Department of Human Services and the Pennsylvania Department of Education pays for most tuition of the apprentices.

Human Capital Increases

Apprentices start at \$10 to \$13 per hour and receive four increments during the apprenticeship program. The average wage for lead teachers is \$12 to \$14 per hour.

Challenges

The infrastructure of new apprenticeship programs is underfunded.

Noteworthy Aspects

Program organizers say that this is one of the first apprenticeship programs in the U.S. that enables early childhood workers to become lead teachers and obtain associate degrees. This program complements Philadelphia's Mayor James Kenney's pre-K quality child-care initiative.

The program provides a well-defined career pathway with noteworthy articulation agreement facilitating attainment of bachelor's degrees. It also leads to better quality of care for children who are at a critical developmental stage of their lives.

The program serves a wide range of employers, including small- and medium-sized employers and corporate multisite employers.

DIRECT SUPPORT PROFESSIONAL PRE-APPRENTICESHIP

Background

The Training Fund operates a 12-week pre-apprenticeship program in the behavioral health field for out-of-school youth between the ages of 17 and 24. Many of these young people have experienced trauma or mental health and drug and alcohol issues personally, in their family, or in their community, and are expected to relate well to clients.

Description

The pre-apprenticeship program provides skill building (workforce readiness and academics) and exposure to behavioral health careers via workplace visits. Employer sponsors include Community Behav-



ioral Health, Philadelphia Mental Health Care Corporation, and JEVS Human Services and SPIN, both in connection with AFSCME DC 47 Local 1739.

Upon completion of the pre-apprenticeship program, qualified graduates will be hired as apprentices in the one-year Direct Support Professional Apprenticeship Program, approved by the Pennsylvania Apprenticeship and Training Council in early 2017. Apprentices will receive 24 college credits from Philadelphia University for completed coursework during the apprenticeship program and may continue their education by pursuing an associate degree in health and human services, a bachelor's degree in behavioral health, and a master's degree in trauma counseling at Philadelphia University. The Training Fund's employer sponsor partners will hire their initial apprentices from the pre-apprenticeship program.

Need

The Training Fund wanted to introduce out-of-school youth to behavioral health careers. The program enables them to learn about the field, do job shadowing, participate in job readiness, and improve academic skills.

There were no existing credentials for direct support professionals in behavioral health prior to the apprenticeship program. The job is very different in different settings. The Training Fund has been involved in behavioral health training since 1978 and recognized that it would be useful to standardize occupational competencies.

Costs

The Training Fund is using multiple funding sources for each of its apprenticeship programs.

Human Capital Increases

Apprentices start at \$9.80 to \$15.38 per hour and earn \$11.10 to \$15.77 per hour upon completion of the apprenticeships.

Challenges

It will be a challenge to sustain funding for the program. The Training Fund is working with different employers to customize competencies for OJL and is preparing youth to succeed in these positions.

Noteworthy Aspects

The program helps standardize competencies for the direct support professional position. The program also gives apprentices the opportunity to earn significant college credits toward associate degrees and engages youth interested in human services careers with an opportunity that has not previously been available in Philadelphia.

MEDICAL ASSISTANTS

Description

The Medical Assistant Apprenticeship Program is an in-school program that enrolls career and technical education (CTE) students at Sayre High School, leading to their medical assistant certification and

offering them employment and experience at Sayre’s in-school Community Health Center. The program requires 424 hours of related classroom instruction over 2.5 years and 2,000 hours of OJL. The related instruction is taught by Sayre health professionals. Graduates can go on to college or work as medical assistants. The RA was approved by the Pennsylvania Apprenticeship and Training Council in February 2017 and started with one apprentice who is being supervised by an RN.

Need

The Community Health Center at Sayre High School is a federally qualified health center that employs a student as a part-time medical assistant. The demand for medical assistants is expected to grow significantly along with increased demand for physician services for the aging baby boom generation. Also, health care has been moving from institutional settings to outpatient physician offices, urgent care centers, and community health centers. The latter types of providers have a strong demand for medical assistants.

Costs

Not available.

Human Capital Increases

Not available.

Challenges

Not available.

Noteworthy Aspects

This program provides medical assistant apprentices with a full-time opportunity for OJL. The Training Fund wants to explore apprenticeship possibilities at other federally qualified health-care centers and at other employers. It is also exploring how to connect in-school programs to apprenticeships.

FUTURE PLANS

The Training Fund is also developing a nurse aide apprenticeship program and an advanced home health-care aide apprenticeship program. The two programs were approved at the May 2017 meeting of the Pennsylvania Apprenticeship and Training Council.

Cheryl Feldman, executive director of the Training Fund, said: “While apprenticeship is a new approach to training in the health and human services sector, we have found it to be an effective one, with advantages for employers and apprentices. The combination of classroom and on-the-job learning is particularly effective in helping employers who want to grow their own internal talent pipeline by creating structured advancement opportunities for dedicated, motivated, high-performing workers in front-line occupations or who are looking to new populations — out-of-school youth, for instance — as they prepare for baby boomer retirements.”

Contact Information

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GLAXOSMITHKLINE — COMPOUND OPERATORS, PROCESS COORDINATORS, CALIBRATION AND INSTRUMENTATION TECHNICIANS, AND CLINICAL OPERATORS

Background

GlaxoSmithKline (GSK), a global health-care company focused on medicines, vaccines, and consumer health-care products, started RA programs at three of its U.S. facilities in 2016, including its facilities in Upper Merion, PA, and Upper Providence, PA. In 2017, the company is starting apprenticeship programs at five additional sites.

GSK, based in the UK, has had successful experiences with more than 200 apprenticeship programs in 14 occupations globally. GSK started the U.S. program to address a need for specific occupations.

Description

In Pennsylvania, GSK offers apprenticeships for compound operators and process coordinators in Upper Providence and for calibration and instrumentation technicians and clinical operators in Upper Merion. During these three-year programs, apprentices are assigned a line manager, a mentor who assists them with personal development, and a “buddy” who is another apprentice.

Candidates must have a high school diploma or GED but are not required to have any professional work-related experience for the entry-level apprenticeships. GSK recruits candidates through its website, social media, and relationships at area high schools, technical institutions, and other sources. Candidates are interviewed by phone and attend a half-day event at which their teamwork and soft skills are assessed in group exercises.

GSK enrolls the apprentices in classes and pays for them to receive an associate degree from one of its partnering community colleges with the potential to go on for further study.

In the U.S., GSK hired six apprentices in 2016 and hopes to add another 14 in 2017. It has two apprentices at its Upper Providence site and plans to add three in fall 2017. The company is also recruiting apprentices for its Upper Merion location.

Need

GSK's apprenticeship program allows the business to take a proactive approach to stabilizing the pipeline of future engineers and to fill capability gaps. The program leads to highly skilled employees trained to business specifications.

Costs

Costs per hire include apprentice's salary, college fees, development courses, and recruitment. The time that apprentice line managers, team members, and mentors dedicate to training and developing apprentices is also factored in as a cost.

Human Capital Increases

GSK apprentices receive entry-level salaries and benefits.

Contact Information

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Information on GSK's program in the U.S. is available at <http://us.gsk.com/en-us/careers/apprenticeships/>.

HANOVER AREA CHAMBER OF COMMERCE — WELDING, MACHINING, AND MECHATRONICS

Background

In February 2017, the Pennsylvania Apprenticeship and Training Council approved the application of the Hanover Area Chamber of Commerce to start an RA program. The Hanover chamber is developing a group nonjoint RA program in welding, machining, and mechatronics⁷² in conjunction with two area school districts. It is initially working with four companies: Elsner Engineering Works, Inc.; KLK Welding; R.H. Sheppard Co., Inc.; and Utz Quality Foods, LLC. The four companies have combined revenues of about \$1.5 billion and a total of approximately 1,300 employees.

For the past 14 years, the Hanover chamber has held an Introduction to Manufacturing program to make area high school students aware of manufacturing employment opportunities in the region. The 18-week program involves classroom presentations and job shadowing at area manufacturers. Gary M. Laird, president of the Hanover Area Chamber of Commerce, said that close relationships have been built among teachers, guidance counselors, and businesspeople in the course of working together on the program.

Description

The chamber and the two school districts plan to start the program in fall 2017. High school seniors would enter a pre-apprenticeship (for six months to a year), take some relevant courses, and work with one of the participating companies. Upon graduation, the students will have the opportunity to complete a second year as a paid employee and apprentice with one of the four companies. The apprenticeship is planned to last from two to four years depending on the specialty selected. The school districts and

⁷² Mechatronics combines mechanical and electrical engineering and computer science. For information, see <http://engineering.nyu.edu/gk12/amps-cbri/pdf/Intro%20to%20Mechatronics.pdf>.

industry leaders are reviewing a “Right Skills Now”⁷³ curriculum as a starting point for the pre-apprenticeship program.

Need

The program was developed based on the current and foreseeable attrition rate of employees at local manufacturers.

Costs

The program is being funded by school districts and local employers. The approximate cost for the pre-apprenticeship program is \$150,000. Grants have been applied for but nothing has been awarded to date.

Challenges

No major challenges have been experienced due to the commitment of the business and education partners.

Noteworthy Aspects

This program is unique in that it begins in high school and transitions to local employers in the community. It provides an opportunity to retain local talent.

The Hanover Area Chamber of Commerce is the first Pennsylvania chamber to have an RA program application approved by the Pennsylvania Apprenticeship and Training Council.

Contact Information

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HARRISBURG AREA COMMUNITY COLLEGE — MACHINISTS, TOOL AND DIE WORKERS, AND INDUSTRIAL MANUFACTURING TECHNICIANS

Background

The Harrisburg Area Community College (HACC), the first and largest of Pennsylvania’s 14 community colleges, has started three hybrid RA programs. The programs for machinists and for tool and die workers were approved in October 2016 by the Pennsylvania Apprenticeship and Training Council. The industrial manufacturing technician (IMT) RA, which was approved by the council in February 2017, is the first IMT apprenticeship program started by a community college in Pennsylvania.

⁷³ See www.themanufacturinginstitute.org/Skills-Certification/Right-Skills-Now/Right-Skills-Now.aspx.



Description

Some key features of each program are listed here:

- The machinist RA is a four-year program with a total of 8,000 hours of OJL and 576 hours of RTI. The program was requested by a manufacturer in Lebanon County that contacted the Pennsylvania Governor's Office for assistance and was referred to HACC. The Lebanon County manufacturer plans to start five or six incumbent workers in the program in the fall of 2017.
- The tool and die worker RA is a four-year program with 8,000 hours of OJL and 576 hours of classroom RTI.
- The IMT RA is an 18-month program designed for entry-level apprentices to learn to set up, operate, monitor, and control production equipment. Several companies have expressed interest in this program, which is notable for the relatively short period of preparation before apprentices begin to assume larger roles for their employers. HACC plans to start offering classroom RTI for this program in June 2017 at its Lancaster campus or at an employer's facility. This program consists of 3,000 hours of OJL and 264 hours of RTI.

HACC faculty developed the curricula for the machinist and the tool and die worker programs and adapted the curriculum for the IMT program. Apprentices in the three programs will be mentored by journeypersons and HACC instructors.

HACC will provide up to 30 credits toward an associate degree for participation in related training and instruction for the four-year programs. Apprentices will receive a journeyperson's certificate upon completion of their programs.

Need

The IMT program was created due to the high need of area manufacturers to find skilled workers. Manufacturers are facing a double-edged sword in hiring: Aging workers are retiring at a rapid pace and the pipeline for skilled workers is not adequate. This apprenticeship program seeks to create a pipeline of skilled candidates to meet the immediate needs of companies.

Costs

The programs for machinists and for tool and die workers cost about \$15,000 per student. The IMT apprenticeship program costs \$7,500 per apprentice. This cost covers textbooks and fees. Grants are available for companies until Labor Day; after that, HACC will work with public and private funders to find grants and other ways to alleviate the full cost of training for manufacturers.

Human Capital Increases

Hourly wages start from \$10 to \$12 per hour and can increase to \$15 to \$18 per hour upon completion of the program.

Challenges

Identifying curriculum needs, working with employers, and recruiting individuals into the program all take time and capital that can be taxing to a team. HACC's workforce development team has chosen to see this as an opportunity to continue serving the community and business partners by providing skilled training in this new area.

Noteworthy Aspects

HACC's goal is to have 30 apprentices enrolled in the three programs by the end of 2017, said Lauren S. Holubec, director of Career and Technical Education in HACC's Workforce Development and Continuing Education Division. She said: "Additionally, HACC is in discussions with career and technical education programs at several vocational-technical high schools in central Pennsylvania about developing plans for a pre-apprenticeship manufacturing-related program. These discussions include provision of some college credits to participating high school students."

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NEW JERSEY HEALTH CARE EMPLOYERS DISTRICT 1199J-AFSCME TRAINING AND DEVELOPMENT FUND — CERTIFIED NURSING ASSISTANTS AND PHYSICAL THERAPY AIDES (YOUTH APPRENTICESHIPS)

Background

The New Jersey Health Care Employers District 1199J-AFSCME Training and Development Fund was established in 1987 to provide upgrading opportunities for employees as part of a joint labor-management collective bargaining agreement. The fund has an adult basic education program (for employees who do not have a high school diploma or a GED), an English-as-a-second language program, and a computer literacy and training program. The fund has been active in Essex, Union, and Hudson counties and added Passaic County in its coverage area last year. A significant number of participants are low- and moderate-income.

Description

The two programs, which are funded through New Jersey's Youth Transitions to Work program,⁷⁴ start in high school and lead to one-year RAs for CNAs and physical therapy aides. District 1199J organized an advisory consortium for each program consisting of employers; health-care professionals; county apprenticeship coordinators⁷⁵; and representatives from public and vocational high schools, community colleges, and community-based and faith-based organizations. Each consortium also includes representatives of state regulatory agencies that govern licensing for the two occupations.

Recruitment in both programs begins with presentations to high school juniors and seniors about health-care occupations. Interested students submit applications, attend three mandatory workshops, and come for a personal interview. Selected candidates who provide references and documentation and complete homework assignments are accepted into a six-month pre-apprenticeship that entails work

⁷⁴ Other youth apprenticeships in New Jersey funded through the Transitions to Youth program may be found at http://careerconnections.nj.gov/careerconnections/plan/foryou/youth/youth_transitions_to_work.shtml.

⁷⁵ County apprenticeship coordinators, located throughout New Jersey, promote apprenticeship opportunities to job seekers. The coordinators are often based in vocational schools and may be teachers, guidance counselors, vocational-technical instructors, or retired teachers.

readiness skills and OJL with both union and nonunion employers. Those who complete the pre-apprenticeship are placed into apprenticeships that pay between \$10 and \$15 per hour.

The physical therapy aide apprenticeship was the first in the country when it was approved in 2012, and it is still the nation's only such program, according to program staff. Before the DOL accepted a physical therapy aide as an "apprenticeable occupation," District 1199J embarked on a two-year process in which it surveyed employers and documented demand for the position, analyzed salaries and earnings potential, formed an advisory consortium, and worked with the DOL and the New Jersey Department of Labor and Workforce Development. The pre-apprentices spend 20 hours in labs and physical therapy workshops at Rutgers University's Department of Rehabilitation and Movement Science.

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EDNA MAHAN CORRECTIONAL FACILITY FOR WOMEN — SKILLED TRADES AWARENESS

Background

This pilot pre-apprenticeship program is providing women who are transitioning out of the Edna Mahan Correctional Facility for Women in Clinton, NJ, with awareness of career opportunities in trades such as carpentry, roofing, sheet metal working, plumbing, electrical contracting, masonry, painting, and insulation. The pilot began in November 2016 with its first cohort. The DOL's apprenticeship office in New Jersey is exploring the potential of this program to become an RA and serve as a model for similar programs in other state and federal correctional facilities.

The program was created through a partnership with the facility, the New Jersey Department of Corrections, Hunterdon County Polytech Career and Technical School, a DOL apprenticeship specialist in New Jersey, and the New Jersey Department of Labor and Workforce Development. The latter department had issued a notice of a grant opportunity to increase the number of women and minorities in the construction trades. Hunterdon County Polytech received the grant and developed a 160-hour curriculum that combines academic and hands-on experience and is provided at the correctional facility.

Description

The program consists of RTI, OJL, and speaker presentations. RTI includes OSHA safety instruction and certification, team-building and communications skills, information on job markets, assistance in resume writing and interviewing, and pre- and post-test adult basic education. OJL consists of planning, measuring, and constructing sheds at the facility. Guest speakers at the facility have made presentations on careers in electrical, plumbing, HVAC, roofing, painting, and other trades.

Of a cohort of 15 women who started the program in November 2016, 11 completed it in February 2017. A second cohort of 27 women started in February 2017.

Hunterdon County Polytech, which has previously implemented other training programs at the facility, serves as a county apprenticeship coordinator in New Jersey. About 90 people have completed the school's various apprenticeships in the past 10 years. The school is in the process of developing an apprenticeship for veterinary assistants.⁷⁶

Potential barriers to implementing the program (such as bringing in tools/equipment to the correctional facility) were identified and resolved by the education supervisor at the correctional facility.

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NEW JERSEY HEALTH CARE TALENT NETWORK — COMMUNITY HEALTH WORKERS AND CERTIFIED NURSING ASSISTANTS

Background

A DOL State Accelerator grant is being used to develop apprenticeships through three New Jersey Talent Development Centers.⁷⁷ The centers, organized by the New Jersey Department of Labor and Workforce Development, are located at institutions of higher education to serve as centers for excellence for workforce training and skill development focused on specific industries in New Jersey: advanced manufacturing at Camden County College; health care at Rutgers University School of Management and Labor Relations (SMLR); and transportation, logistics, and distribution at Union County College.

The New Jersey Health Care Talent Network⁷⁸ (NJ HCTN), in close cooperation with SMLR, which is based in Piscataway, NJ, has started two one-year hybrid RA programs: one for CHWs and the other for CNAs.

Descriptions

CHWs provide education and outreach on critical health issues. For example, some work with pregnant mothers and ensure that they receive adequate care before, during, and after pregnancy to reduce infant mortality rates, while others help clients with diabetes management. Apprentices obtain 2,100 hours of OJL at federally qualified health centers and receive 160 hours of RTI at SMLR. Six apprentices have completed the program, which was approved by the DOL in 2015, and 45 apprentices are currently enrolled. NJ HCTN and SMLR started the CNA program using existing Standards of Apprenticeship approved by

⁷⁶ Hunterdon County Polytech also has pre-apprenticeship programs for high school students in automotive, culinary, electrical, and plumbing trades. High school students taking automotive or culinary courses receive college credits for work hours and/or RTI. The students complete their apprenticeship programs following graduation through employment and further technical instruction.

⁷⁷ The centers also serve as anchors for expanded employer-driven partnerships and are intended to build the capacity of the state's higher education institutions to provide education and training aligned with the needs of the state's key industries. Each center provides industry-focused training for dislocated, currently employed, and incumbent workers and coordinates its efforts with the state's industry-specific Talent Networks. See http://careerconnections.nj.gov/careerconnections/partners/talent/talent_development_centers.shtml.

⁷⁸ See <http://smlr.rutgers.edu/content/apprenticeship>.

the DOL. Apprentices receive 96 hours of RTI at SMLR using the CNA curriculum approved by the New Jersey Department of Health. Apprentices participate in 2,000 hours of OJL at behavioral health centers, community-based organizations, hospitals, and long-term care institutions. Twenty apprentices are currently enrolled in the program.

Need

These two programs were developed to meet growing demand identified in meetings with employers. For example, CHWs reach out to patients who are discharged from hospitals following surgery or a hospital stay to ensure that they follow physician instructions. Since the Affordable Care Act emphasizes performance-based reimbursement, hospitals are penalized for high readmission rates. As a result, hospitals are interested in reaching out to patients to follow up on post-discharge care.

Costs

The CNA program costs an average of \$1,200 per candidate, and the CHW program costs an average of \$3,200 per candidate. The rate of return on the CHW program is almost \$4 per \$1 spent on training. Program organizers do not have enough data yet to measure the rate of return on the CNA program.

Human Capital Increases

A typical CHW with a high school diploma can earn \$15 per hour. Some CHWs in trauma centers are earning \$25 per hour.

Challenges

The programs are year-long, and many people who are transitioning from the Temporary Assistance for Needy Families program are finding it difficult to sustain their living wages as well as their affordable housing and other benefits. Child care, transportation, and other support services are gradually disappearing, and it is difficult to motivate apprentices to persist unless there is a defined career pathway and progressive educational ladder.

Noteworthy Aspects

Apprentices learn the organization's culture and are coached by their mentors at work. Mentor-mentee relationships build loyalty, resulting in increased retention rates. The "earn-while-you-learn" approach of apprenticeship is attractive to program participants. They also can discover if a job or organization suits them and find a good job where they can work hard, move along a pathway, and succeed.

Future Plans

NJ HCTN and SMLR are developing one program for certified alcohol and drug counselors and another for EMTs to become paramedics.

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