

# Apprenticeship Program Analysis Worksheet

Courtesy of the Apprenticeship Degree Network

## Introduction to the Center for the Apprenticeship Degree Pillars for Program Analysis

### **Pillar 1**

**Affordability:** Districts/parishes pay apprentices, and philanthropy, state, federal funding, and/or employer contributions covers the cost of tuition. Apprentices do not take on debt; they are paid to earn their Bachelor's degree and teaching credential/license.

### **Pillar 2**

**Professional Capital, Partnership, and Diversity:** Educational preparation providers (such as colleges or universities) partner with districts/parishes to plan for staffing needs, ensuring that the diversity of candidates in their program aligns with the diversity of the students served in the district/parish community. Apprentices have a job offer by the time they graduate. Apprentices pass licensure requirements (including exams, if necessary) on their first attempt.

### **Pillar 3**

**Efficiency:** Work-eligible apprentices work full-time and still graduate on a standard timeline because their work experience counts towards the degree and/or certification program's credit hours. Prior credit is accepted at high rates.

### **Pillar 4**

**Flexibility:** Classes are accessible and scheduled around apprentices' workday so that they do not need to travel far from home, miss work, or face childcare hardships. Academic and on-the-job training requirements are integrated flexibly and are non-duplicative, even across different employer partners.

## Notes & Initial Impressions

Clarification and Existing Definitions

Pillar	Questions & Clarifications	Reactions & Tensions
Affordability		
Professional Capital, Partnership & Diversity		
Efficiency		
Flexibility		
Relevance & Quality		

## Program Analysis

Analyze your program through the lens of the pillars using the framework below.

*A score of 0 indicates that this data is not collected or that the program does not currently meet the Level 1 indicator.*

*All indicators in a given level are required to achieve that level as an overall level. In other words, if you have a 4, 3, and 2 on indicators within a pillar, your overall level would be "2."*

<b>Pillar 1</b> Affordability: Districts/parishes pay apprentices, and philanthropy, state, federal funding, and/or employer contributions covers the cost of tuition. Apprentices do not take on debt; they are paid to earn their Bachelor's degree and teaching credential/license.					
How does your program collect and analyze this data?					
Question/Indicator	Level 1	Level 2	Level 3	Level 4	Score
Do your work-eligible apprentices have paid employment?	65% have paid employment	75% have paid employment	85% have paid employment	100% have paid employment	0 1 2 3 4
Do your apprentices have an out-of-pocket program cost of \$1,000 per year or less?	65% of apprentices have an out-of-pocket program cost of \$1,000 per year or less.	75% of apprentices have an out-of-pocket program cost of \$1,000 per year or less.	85% of apprentices have an out-of-pocket program cost of \$1,000 per year or less.	100% of apprentices have an out-of-pocket program cost of \$1,000 per year or less.	0 1 2 3 4
<b>Probing Questions:</b> What are the primary sources of funding to cover the costs of apprentices' tuition? Are there known limitations to these funding sources? Are there other sources that can or have been explored to expand your program's resources?					Overall Level:  ____/4

**Pillar 2**

Professional Capital, Partnership, and Diversity: Educational preparation providers (such as colleges or universities) partner with districts/parishes to plan for staffing needs, ensuring that the diversity of candidates in their program aligns with the diversity of the students served in the district/parish community. Apprentices have a job offer by the time they graduate. Apprentices pass licensure requirements (including exams, if necessary) on their first attempt.

How does your program collect and analyze this data?

Question/Indicator	Level 1	Level 2	Level 3	Level 4	Score
Are staffing needs being met by the educator preparation program?	65% of partners report that their staffing needs are being met by the program.	75% of partners report that their staffing needs are being met by the program.	85% of partners report that their staffing needs are being met by the program.	95% of partners report that their staffing needs are being met by the program.	0 1 2 3 4
Do your apprentices have a job offer for a full-time teaching position by the time they graduate?	65% of apprentices have a job offer for a full-time teaching position by the time they graduate	75% of apprentices have a job offer for a full-time teaching position by the time they graduate	85% of apprentices have a job offer for a full-time teaching position by the time they graduate	95% of apprentices have a job offer for a full-time teaching position by the time they graduate	0 1 2 3 4
Is the percentage of apprentices of color in the program equivalent to the average percentage of students of color in the district/parish partners?	The percentage of apprentices of color in the program is 65% of the average percentage of students of color in the district/parish partners.	The percentage of apprentices of color in the program is 75% of the average percentage of students of color in the district/parish partners.	The percentage of apprentices of color in the program is 85% of the average percentage of students of color in the district/parish partners.	The percentage of apprentices of color in the program is 95% of the average percentage of students of color in the district/parish partners.	0 1 2 3 4
Are apprentices being retained in the teaching profession or their district/parish 3 years post-graduation.	60% of apprentices are retained in the teaching profession or their district/parish 3 years post-graduation.	70% of apprentices are retained in the teaching profession or their district/parish 3 years post-graduation.	80% of apprentices are retained in the teaching profession or their district/parish 3 years post-graduation.	90% of apprentices are retained in the teaching profession or their district/parish 3 years post-graduation.	0 1 2 3 4

<p>Are apprentices passing licensure requirements (including exams, if necessary) on their first attempt?</p>	<p>60% of apprentices pass licensure requirements (including exams, if necessary) on their first attempt.</p>	<p>70% of apprentices pass licensure requirements (including exams, if necessary) on their first attempt.</p>	<p>80% of apprentices pass licensure requirements (including exams, if necessary) on their first attempt.</p>	<p>90% of apprentices pass licensure requirements (including exams, if necessary) on their first attempt.</p>	<p>0 1 2 3 4</p>
<p><b>Probing Questions:</b> Are there particular placements that your apprentices tend to receive offers from? Is that a strength of your program? If so, what do you think contributes to that? Which of these are the most challenging components of this pillar for your program? What barriers contribute to the challenges?</p>					<p>Overall Level:  _____/4</p>

**Pillar 3**

Efficiency: Work-eligible apprentices work full-time and still graduate on a standard timeline because their work experience counts towards the degree and/or certification program’s credit hours. Prior credit is accepted at high rates.

How does your program collect and analyze this data? Are there any limitations?

Question/Indicator	Level 1	Level 2	Level 3	Level 4	Score
How many apprentices hold a paid, full-time job <b>OR</b> hold the maximum desired hours (if they do not wish to work full-time)?	60% work a paid full-time job OR 65% of apprentices report working their maximum desired hours in a paid position.	70% work a paid full-time job OR 75% of apprentices report working their maximum desired hours in a paid position.	80% work a paid full-time job OR 85% of apprentices report working their maximum desired hours in a paid position.	90% work a paid full-time job OR 95% of apprentices report working their maximum desired hours in a paid position.	0 1 2 3 4
How many apprentices complete their bachelor’s degree, master’s degree, and/or certification program on a standard timeline (defined as 4 years for a bachelor's and 2 years for a master's, reduced by the accepted transfer credits)?	60% of apprentices complete their bachelor’s degree, master’s degree, and/or certification program on a standard timeline	70% of apprentices complete their bachelor’s degree, master’s degree, and/or certification program on a standard timeline	80% of apprentices complete their bachelor’s degree, master’s degree, and/or certification program on a standard timeline	90% of apprentices complete their bachelor’s degree, master’s degree, and/or certification program on a standard timeline	0 1 2 3 4
What is the average number of prior academic credits accepted for apprentices?	65% of prior academic credits are accepted.	75% of prior academic credits are accepted.	85% of prior academic credits are accepted.	95% of prior academic credits are accepted.	0 1 2 3 4
<p><b>Probing Questions:</b> Which of these are the most challenging components of this pillar for your program and what barriers contribute to the challenges?</p>					<p>Overall Level: ____/4</p>

**Pillar 4**

**Flexibility:** Classes are accessible and scheduled around apprentices' workday so that they do not need to travel far from home, miss work, or face childcare hardships. Academic and on-the-job training requirements are integrated flexibly and are non-duplicative, even across different employer partners.

How does your program collect and analyze this data? Are there any limitations?

Question/Indicator	Level 1	Level 2	Level 3	Level 4	Score
Are apprentices able to attend all classes without traveling far from home, missing work, or facing childcare hardships?	65% of apprentices report that they are able to attend all classes without traveling far from home, missing work, or facing childcare hardships.	75% of apprentices report that they are able to attend all classes without traveling far from home, missing work, or facing childcare hardships.	85% of apprentices report that they are able to attend all classes without traveling far from home, missing work, or facing childcare hardships.	95% of apprentices report that they are able to attend all classes without traveling far from home, missing work, or facing childcare hardships.	0 1 2 3 4
How many apprentices report that their academic and on-the-job training requirements are integrated and non-duplicative?	65% of apprentices report that their academic and on-the-job training requirements are integrated and non-duplicative.	75% of apprentices report that their academic and on-the-job training requirements are integrated and non-duplicative.	85% of apprentices report that their academic and on-the-job training requirements are integrated and non-duplicative.	95% of apprentices report that their academic and on-the-job training requirements are integrated and non-duplicative.	0 1 2 3 4
<p><b>Probing Questions:</b> What are the foundational elements of your program that create flexibility for apprentices? Are there some that are more effective than others? Are there particular programmatic elements that are in conflict with flexibility?</p>					<p>Overall Level: ____/4</p>



**Pillar 5**

**Relevance & Quality:** Apprentices graduate knowing that their coursework and on-the-job experiences have prepared them to take on the responsibilities of the classroom. Work-eligible apprentices are placed in relevant work experience from the outset of the program.

How does your program collect and analyze this data? Are there any limitations?

Question/Indicator	Level 1	Level 2	Level 3	Level 4	Score
Does the coursework prepare apprentices to take on the responsibilities of the classroom?	65% of apprentices report that their coursework has prepared them to take on the responsibilities of the classroom.	75% of apprentices report that their coursework has prepared them to take on the responsibilities of the classroom.	85% of apprentices report that their coursework has prepared them to take on the responsibilities of the classroom.	95% of apprentices report that their coursework has prepared them to take on the responsibilities of the classroom.	0 1 2 3 4
Do on-the-job experiences prepare apprentices to take on the responsibilities of the classroom?	65% of apprentices report that their on-the-job experiences have prepared them to take on the responsibilities of the classroom.	75% of apprentices report that their on-the-job experiences have prepared them to take on the responsibilities of the classroom.	85% of apprentices report that their on-the-job experiences have prepared them to take on the responsibilities of the classroom.	95% of apprentices report that their on-the-job experiences have prepared them to take on the responsibilities of the classroom.	0 1 2 3 4
Do the apprentices graduating from this program have the skills necessary to be effective in the classroom?	65% of employers report that apprentices graduating from this program have the skills necessary to be effective in the classroom.	75% of employers report that apprentices graduating from this program have the skills necessary to be effective in the classroom.	85% of employers report that apprentices graduating from this program have the skills necessary to be effective in the classroom.	95% of employers report that apprentices graduating from this program have the skills necessary to be effective in the classroom.	0 1 2 3 4
Do your apprentices have a job that is directly relevant to teaching, such as paraprofessional/paraeducator, instructional aide/assistant, tutor, or teaching aide/assistant/fellow?	65% of work-eligible apprentices have a job that is directly relevant to teaching.	75% of work-eligible apprentices have a job that is directly relevant to teaching.	85% of work-eligible apprentices have a job that is directly relevant to teaching.	95% of work-eligible apprentices have a job that is directly relevant to teaching.	0 1 2 3 4
<p><b>Probing Questions:</b> Are there certain programmatic elements that are most effective at preparing apprentices? If so, which? What makes them effective?</p>					<p>Overall Level: ____/4</p>

*Adapted from the Social And Behavior Change Communication - Capacity Assessment Tool (SBCC-CAT).*

## Reflection

*Areas of Strength: On which pillars does your program rank highest?  
What contributes to that?*

*Areas of Growth: On which pillars does your program rank lowest? What  
contributes to that and are there barriers to improvement?*

*Tension: Are there any indicators or pillars that your program holds  
tension between? Do you anticipate creating new points of tension in  
the future if you focus on improving certain indicators?*

*Resources: What resources do you need to complete your program analysis through  
the lens of the quality standards?*

# Identifying Strategic Priorities, Setting Goals and Planning

## Definitions:

- 1. Strategic Priority:** A strategic priority is a high-level objective that addresses an identified problem. It does not include the specific projects or activities.
- 2. Initiative:** A significant project or activity that supports the achievement of a given priority.
- 3. Goal:** Measures progress towards the completion of an initiative. It defines what you will measure to assess progress (metric) and what objective numerical value (target) you want to achieve. It is achievable and realistic within a given period. It is relevant and aligned with the priority or initiative it supports. It is time-bound and has a clear deadline or timeframe for completion.

Identify your strategic priorities based on the program analysis above.

#	Related Pillar	Strategic Priority
<i>Ex.</i>	<i>Flexibility</i>	<i>Diversify course format offerings to increase flexibility for apprentices.</i>

Using the strategic priorities you identified, determine what initiatives will help you achieve that priority. Within each initiative, set goals you must meet in order to make progress toward completing that initiative.

Strategic Priority #1:	
Initiative	Goal
	Goal
	Goal
Initiative	Goal
	Goal
	Goal

Strategic Priority #2:

Initiative

Goal

Goal

Goal

Initiative

Goal

Goal

Goal

Strategic Priority #3

Initiative

Goal

Goal

Goal

Initiative

Goal

Goal

Goal

Strategic Priority #4

Initiative

Goal

Goal

Goal

Initiative

Goal

Goal

Goal

# Resource Mapping

Using the strategic priorities and initiatives you identified, draft a list of resources you will need for each initiative in the following tables. Where is there overlap or a common need? Is there a priority order for each resource in order to make progress on your plan?

Strategic Priority #	Initiative	Resources
	Initiative	Resources



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	Initiative	Resources

Strategic Priority #	Initiative	Resources
	Initiative	Resources

Strategic Priority #	Initiative	Resources
	Initiative	Resources