

STRENGTHENING EMPLOYER AND INDUSTRY ENGAGEMENT

A Self-Assessment Tool for Youth Apprenticeship Leaders



Youth apprenticeship initiatives rely on partnerships with employers and industry to launch, expand, and strengthen high-quality programs that include the following four core elements:

- Paid, on-the-job learning supervised by skilled employee mentors
- Related, classroom-based instruction
- Ongoing assessment against established skills and competency standards
- Culmination in a portable, industry-recognized credential and postsecondary credit

Thoughtful employer and industry engagement is critical to ensuring programs align with the Partnership to Advance Youth Apprenticeship (PAYA) principles for high-quality youth apprenticeship and are designed for sustainability.

It is important to understand how employer and industry engagement strategies differ and to understand the importance of pursuing both types of engagement.

Employer engagement is critical for ensuring programs meet the needs of the apprentice and the employer. It refers to outreach to and partnership with **individual** employers to design, implement, grow, and continuously improve apprenticeship programs for youth. Successful employer engagement:

- Aligns programs with current workforce needs
- Structures learning around skills and competencies necessary for success on the job and the attainment of industry-recognized credentials
- Recruits and supports the participation of youth, especially those adversely impacted by structural inequities
- Ensures return on investment for employers.

PAYA Principles for High-Quality Youth Apprenticeship

Use this key to see how different indicators in the self-assessment tool are aligned to these quality principles.



CAREER-ORIENTED: Learning is structured around knowledge, skills, and competencies that lead to careers with family-supporting wages.



EQUITABLE: Learning is accessible to every student, with targeted supports for those adversely impacted by long-standing inequities in our education system and labor market.



PORTABLE: Learning leads to postsecondary credentials and transferable college credit that expand options for students.



ADAPTABLE: Learning is designed collaboratively to be recognized and valued across an industry or sector.



ACCOUNTABLE: Student, employer, and program outcomes are monitored using transparent metrics to support improvement.

Industry engagement expands the reach and applicability of programs and skills. It refers to outreach to and partnership with a group of employers within an industry, often through industry associations, chambers of commerce, or other business or industry-focused intermediary organizations to design and implement programs for youth. Successful industry engagement:

- Ensures that programs offer adaptable skills that are recognized across an industry or sector
- Supports program expansion and prepares programs for sustainability and resiliency
- Develops common language around skills, competencies, and occupations to communicate industry needs to training providers
- Aggregates demand for apprentices in a particular occupation to inform recruitment and placement strategies
- Smooths demand for apprentices year to year as hiring demand shifts among individual employers

Employers and industry groups have important roles to play in curriculum and competency development, the creation of pathway progressions, apprentice recruitment, growth and sustainability planning, and networking. A clear understanding of when, how, and how often to engage individual employers and industry organizations in these activities is key to the long-term success of youth apprenticeship initiatives.

There is no one right way to go about engaging employers and industry partners, however. Not all partnerships are alike. They tend to vary based on the stage of the relationship and program implementation, the communication preferences of the partners, and the level of resources required to support a given program.

Employer and Industry Engagement Self-Assessment Tool

This self-assessment tool is designed to help program administrators and policymakers determine how effectively a program is engaging employers and industry to meet program development, implementation, and sustainability goals.

Mark your program's rating on each indicator on a scale of 1 to 5—with 1 being "we do not have/do this at all" and 5 being "we're excelling at this right now"—and elaborate on where you are already succeeding and what you would like to learn. Multiple partners involved in the program would ideally complete the assessment individually and then come together to compare ratings and identify areas of disagreement or improvement. Upon completion of the assessment, consider the following questions:

- What areas represent our strengths? Why?
- What areas represent learning or growth opportunities?
- Is there important work that we are not doing? If so, what is that work, and what is our role in getting it started?
- Do we have different points of view within our organization about our self-assessment scoring?
- Are we getting all stakeholders' perspectives? Is there anyone missing from these conversations?
- What resources are needed to advance our work?
- What are our priorities moving forward?

The tool is followed by some specific examples and questions to guide you through the self-assessment, and additional resources.



EMPLOYER ENGAGEMENT

Does your program engage employers in providing insights into workforce needs, becoming partners in design, implementation and investment of resources, and developing long-term relationships?

CAPABILITIES

of a High-Performing Youth Apprenticeship Program

Programs that rate as a "5" will have in place, and excel in the following qualities:

RATING

- 1=We do not do this.
- 2=We do this, but rarely.
- 3=We do this sometimes, but could improve.
- 4=We do this well and regularly.
- 5=We excel in this area.

We are interested in learning more about **STRATEGIES** in this area:

We have promising **PRACTICES** to share in this area:

We can make a clear case to businesses about the value of youth apprenticeship using various materials, and staff who perform employer outreach are trained and competent in describing the value of youth apprenticeship for specific industries. Employers can use this information to calculate and share the return on investment of hosting apprentices.



1 2 3 4 5

Describe rating briefly:

ml

ml

We engage employers in setting program goals and establishing accountability measures in order to share the responsibility of program and apprentice success. This includes having conversations about equity goals and support services for students.







1 2 3 4 5

Describe rating briefly:

ml

ml



<p>We collaborate with employers to identify the skills and competencies required for each apprenticeable occupation. We engage employers in the design of apprenticeship curriculum and assessments, which allows us to adapt programs to meet employers' evolving needs.</p> 	<p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> <i>Describe rating briefly:</i></p>	<p><i>met</i></p>	<p><i>met</i></p>
<p>Our education partners work with employer partners to identify opportunities to award academic credit, including postsecondary credit, for learning that takes place on the job.</p> 	<p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> <i>Describe rating briefly:</i></p>	<p><i>met</i></p>	<p><i>met</i></p>
<p>We gather and analyze quantitative and qualitative data, including feedback from employers during and after program completion, and we use those data to refine our youth apprenticeship programs.</p> 	<p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> <i>Describe rating briefly:</i></p>	<p><i>met</i></p>	<p><i>met</i></p>
<p>We have employer champions who are willing to speak about the value of youth apprenticeship formally and informally with other employers.</p> 	<p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> <i>Describe rating briefly:</i></p>	<p><i>met</i></p>	<p><i>met</i></p>



INDUSTRY ENGAGEMENT

Does your program engage industry associations or intermediaries to ensure that programs meet the needs of the industry or sector, that skills are adaptable across the sector, and that you are reaching a wide network?

CAPABILITIES

of a High-Performing Youth Apprenticeship Program

Programs that rate as a "5" will have in place, and excel in the following qualities:

RATING

- 1=We do not do this.
- 2=We do this, but rarely.
- 3=We do this sometimes, but could improve.
- 4=We do this well and regularly.
- 5=We excel in this area.

We are interested in learning more about **STRATEGIES** in this area:

We have promising **PRACTICES** to share in this area:

We routinely use multiple sources of labor market information to inform our decisions about starting, expanding, or modifying youth apprenticeship programs in various sectors.

AD E

1 2 3 4 5

Describe rating briefly:

We identify the key employers within an industry and convene the correct decision-makers, who could be CEOs, hiring managers, HR leadership, or business intermediaries, depending on program need.

AD

1 2 3 4 5

Describe rating briefly:

We convene industry leaders and associations to identify and articulate skills and competencies required for the applicable sector and to ensure that apprentices are prepared and programs are meeting industry needs.

CADAC

1 2 3 4 5

Describe rating briefly:


Handwritten notes in the right-hand columns of the table, including the letters "me" written in the top right corner of each row.



<p>We engage key employers within an industry in conversations about designing programs to acknowledge and address local equity challenges. These conversations include sharing our program's diversity, equity, and inclusion goals with them and asking what their diversity, equity, and inclusion goals are.</p> 	<p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> <i>Describe rating briefly:</i></p>	<p><i>me</i></p>	<p><i>me</i></p>
<p>We use a combination of qualitative and quantitative data to actively communicate the value of youth apprenticeship programs for industry partners and have specific vehicles for soliciting ongoing feedback.</p> 	<p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> <i>Describe rating briefly:</i></p>	<p><i>me</i></p>	<p><i>me</i></p>
<p>We leverage associations and intermediaries to share the benefits of youth apprenticeship and to reach new networks to expand youth apprenticeship.</p> 	<p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> <i>Describe rating briefly:</i></p>	<p><i>me</i></p>	<p><i>me</i></p>

Employer and Industry Engagement Strategy Examples

This section of the self-assessment tool provides specific examples of strategies that youth apprenticeship program administrators and state apprenticeship coordinators can take to engage employers and industry in program development and expansion efforts. These examples illustrate how apprenticeship programs across the country and across industry sectors have addressed and excelled against each indicator within their own context. Please note that not all examples are from programs serving youth.



EMPLOYER ENGAGEMENT

Does your program engage employers in providing insights into workforce needs; becoming partners in design, implementation, and investment of resources; and developing long-term relationships?

INDICATOR	<p>We can make a clear case to businesses about the value of youth apprenticeship using various materials, and staff who perform employer outreach are trained and competent in describing the value of youth apprenticeship for specific industries. Employers can use this information to calculate and share the return on investment of hosting apprentices.</p>
EXAMPLE	<p>Reach Higher Montana is the public benefit initiative of the Montana Higher Education Student Assistance Corporation and the lead partner of the Montana Youth Apprenticeship Program (MYAP). Reach Higher Montana’s outreach director and advisors, located throughout the state, conduct employer outreach through presentations to community groups and recruit students through outreach in schools.</p> <p>Outreach advisors use local labor market needs to make a clear case to businesses about the value of youth apprenticeship. They use marketing materials, including a slide deck and brochure, to promote MYAP. They conduct weekly check-ins with employers hosting one or more youth apprentices.</p> <p>Outreach advisors are trained as career development facilitators with a credential from the National Career Development Association. Training outreach advisors on the value of youth apprenticeship allows them to address employers’ needs while also expanding opportunities for youth.</p>
QUESTIONS TO CONSIDER	<ul style="list-style-type: none"> ● What do employers value most about our youth apprenticeship program? Are these general benefits, or are they specific to certain industries? ● Do we currently communicate that value to potential new employer partners effectively? How do we know? ● What new information or materials could we incorporate? ● Are there other channels or means of communicating with employers we should be leveraging?
SUGGESTED NEXT STEPS	<ul style="list-style-type: none"> ● Gather your existing outreach materials and identify updates and improvements. ● Assess whether staff have the materials and training they need to conduct effective outreach.

INDICATOR	We engage employers in setting program goals and establishing accountability measures to share the responsibility of program and apprentice success. This includes having conversations about our programs' equity goals and support services for students.
EXAMPLE	<p><u>King County Regional Youth Apprenticeship Consortium</u> (King County Consortium) connects K-12 school districts to youth apprenticeship programs. Local partners put together boilerplate standards for all active industries (except construction), outlining what is required of employers to start a youth apprenticeship program. These include codified age, equal opportunity plans, ratios of apprentices to journey-level workers, and facility safety checklists. When establishing a partnership with an employer, the King County Consortium shares its goals, the business case for youth apprenticeship, and the equity impacts. Once a new youth apprenticeship program launches, King County Consortium staff follow up with employers to ensure accountability expectations are met and that all state-required data are being reported consistently and accurately.</p>
QUESTIONS TO CONSIDER	<ul style="list-style-type: none"> • Have we shared our program goals with employers? • Do we routinely communicate with employers about progress towards program and apprentice goals? • If so, how can we improve these progress checks? If not, how can we establish progress checks? • Have we defined our diversity, equity, and inclusion program goals? What are they, and have these been communicated?
SUGGESTED NEXT STEPS	<ul style="list-style-type: none"> • Make a list of employers you routinely conduct progress checks with. • Identify which employers you do not talk with about program and apprentice goals and make a plan to connect.

INDICATOR	We collaborate with employers to identify the skills and competencies required for each apprenticeable occupation. We engage employers in the design of apprenticeship curriculum and assessments, which allows us to adapt programs to meet employers' evolving needs.
EXAMPLE	<p><u>Wisconsin Department of Workforce Development</u> (DWD) has been operating youth apprenticeship programs since 1991 and has developed a strong process for identifying required skills and appropriate related instruction by working with employers. First, DWD conducts youth apprenticeship listening sessions with individual employers to identify employer needs. Next, it identifies the employer team that will review the standards for the program. Next, a business consultant facilitates a meeting between DWD staff and the employer team to review the skill standard checklist. This includes a thorough review of required competencies that apprentices are expected to develop through the program to ensure the competencies are still accurate and comprehensive. DWD then meets with on-site instructors, high school instructors, and other experts on curriculum design, to develop related instruction. DWD will review curriculum development in a subsequent webinar with employers, if needed. This process makes employers true partners from the outset of program and evaluation design, deepening their commitment and supporting DWD's efforts to expand programs across the state.</p>
QUESTIONS TO CONSIDER	<ul style="list-style-type: none"> • How are employers involved in the design of curriculum, assessments, and programs? • Are employers involved in assessing apprentices' performance or in designing the assessment process? If so, how?
SUGGESTED NEXT STEPS	<ul style="list-style-type: none"> • Ask employers for what skills and competencies they would like employees to have in specific occupations. • Compare the skills and competencies employers need to your program offerings and identify gaps you may wish to fill. • Review curriculum and assessments to ensure they measure accurate skill and competency attainment, in accordance with identified employer needs.

INDICATOR	<p>We gather and analyze quantitative and qualitative data, including feedback from employers during and after program completion, and we use those data to refine our programs.</p>
EXAMPLE	<p>CareerWise Colorado uses qualitative data to support program monitoring, evaluation, and continuous improvement in three ways. First, customer success managers work with employers to maintain the internal database, Salesforce, and the external database, Apprenticeship Hub, to capture data points such as active employers, number of student applicants, and demographic characteristics of apprentices. Secondly, customer success managers ask employers to evaluate progress toward outlined competencies using a provided rubric every six months. Third, CareerWise Colorado conducts an annual evaluation through a survey in Qualtrics for each apprentice and employer.</p> <p>CareerWise Colorado looks for trends in the annual evaluation and employers' self-evaluation, especially on apprentice competency attainment and outcomes. This information is used to target areas for improvement in youth apprenticeship programs. For example, CareerWise Colorado learned that building a partnership and launching a program is often the most challenging part of the process for employers, and it can do more to educate and prepare employers to make it easier to establish new programs. Using these data to continuously improve programs and employer engagement is helping CareerWise Colorado expand programs and impact more apprentices and businesses.</p>
QUESTIONS TO CONSIDER	<ul style="list-style-type: none"> • Are we gathering qualitative data on program performance and alignment with evolving employer needs? If so, how are we gathering, and how are we recording the data internally? • Do we update programs to reflect employers' input? If so, how? • Do we have a feedback loop that leads to action and adjustment? If not, why not? Are there barriers (communication, procedure, etc.) that make this difficult?
SUGGESTED NEXT STEPS	<ul style="list-style-type: none"> • Identify types and methods of data collection and use. • Identify potential partners in collecting and reporting the data you are not yet gathering or leveraging.

INDICATOR	We have secured employer champions who are willing to speak about the value of youth apprenticeship formally and informally with other employers.
EXAMPLE	<p>The Maryland Youth Apprenticeship Ambassador Program was launched in 2018 by the Maryland Department of Labor to highlight youth and Registered Apprenticeship champions. The program’s goal is to motivate other employers and youth to participate in apprenticeship programs. Ambassadors agree to support outreach activities and events within their community to raise awareness of and engagement in these programs.</p> <p>Apprenticeship ambassadors demonstrate a commitment to apprenticeships and maintain a high profile in their sector or geographical area. They also represent a broad variety of workforce stakeholders. Currently, there are seven total apprenticeship ambassadors. Of these, four are existing Registered Apprenticeship sponsors and two are regional organizations that promote economic or workforce development in Maryland. One ambassador is a former youth apprentice who, since high school graduation, has worked full time for the employer with which he apprenticed. Four industries are represented (automotive, business management, construction, and manufacturing), and one organization is focused on rural economic and workforce development.</p> <p>These ambassadors connect with hundreds of individual businesses. Maryland’s Apprenticeship Ambassador Program has been invaluable in promoting both youth and registered apprenticeships as Maryland’s premiere workforce solution and driving stakeholders to action.</p>
QUESTIONS TO CONSIDER	<ul style="list-style-type: none"> • Who are our most active employers? • How can we use our most active employers to talk with their peers and to promote our program?
SUGGESTED NEXT STEPS	<ul style="list-style-type: none"> • Create a list of the most vocal and enthusiastic employers you work with and/or employers that have experienced positive outcomes but are not yet vocal advocates of the program. • Identify one or two employees who have benefitted from programs and have had positive and sustained relationships with their employers as a result. • Consider ways to incorporate these employer and youth apprentice voices in promotional materials.



INDUSTRY ENGAGEMENT

Does your program engage industry associations or intermediaries to ensure that programs meet the needs of the industry or sector, that skills are adaptable across the sector, and that you are reaching a wide network?

INDICATOR	<p>We routinely use multiple sources of labor market information to inform our decisions about starting, expanding, or modifying youth apprenticeship programs in various sectors.</p>
EXAMPLE	<p>Apprenticeship Carolina apprenticeship coordinators look at a variety of data sources to inform their work and then work with community colleges to design programs that meet labor market needs. Apprenticeship Carolina has a subscription to Emsi, which provides broad labor market data that can be disaggregated by zip code, industry, unemployment insurance rates, job growth, and participants' prior education level.</p> <p>Apprenticeship coordinators communicate closely with their education and workforce agency partners to confirm that the data matches what they see in their local areas. Coordinators then work with community colleges, employers, and federal partners from the U.S. Department of Labor to modify programs based on that data. Modifications may include retiring a program, adding a program to meet growth in new or expanding occupations, changing competencies, or changing related technical instruction. Using labor market information ensures that Apprenticeship Carolina programs reflect the needs of local economies and employers and are aligned to in-demand jobs.</p>
QUESTIONS TO CONSIDER	<ul style="list-style-type: none"> • What labor market data do we already collect? What data should we start collecting? • How can existing or potential partners help us access and analyze labor market data more effectively? • Do regional labor market demands align with programs that we offer? • How are we using data to focus our programs on employer and sector needs?
SUGGESTED NEXT STEPS	<ul style="list-style-type: none"> • Identify sources of labor market information that you can access to inform programs; these can include qualitative data sources like employer convenings. • Identify partners that can help with collecting, reporting, and validating your program data.

<p>INDICATOR</p>	<p>We identify the key employers within an industry and convene the correct decision-makers, who could be CEOs, hiring managers, HR leadership, or business intermediaries, depending on program need.</p>
<p>EXAMPLE</p>	<p><u>The Workforce Investment Board of Herkimer, Madison, and Oneida Counties</u> (HMO)) learned from labor market data that New York’s growing advanced manufacturing sector was experiencing labor shortages as many employees were retiring. Employers initially did not believe they had the bandwidth to support new training programs, and many were hesitant about government agencies getting involved in their work. To overcome this hesitation, HMO identified companies that were constantly hiring for the same occupations—a likely sign of high turnover—and held roundtables with them to learn more about their specific challenges.</p> <p>At these roundtables, employers shared that new hires lacked adequate training and often held inaccurate expectations of job requirements. HMO offered its apprenticeship programs as a solution to these problems, presenting employers with information about how apprenticeship programs can improve training and onboarding of new hires and can increase employee retention. HMO saw increased employer participation in their apprenticeship programs as a result. By identifying the right decision-makers and facilitating conversations, HMO helped apprenticeship address a local challenge and meet employers’ needs.</p>
<p>QUESTIONS TO CONSIDER</p>	<ul style="list-style-type: none"> • Who are the key industry groups within the sectors and regions we work in? • Which groups do we have standing relationships with? How do we deepen or strengthen those partnerships? • With which groups do we want to create relationships? • Who are the key decision-makers within our priority sectors? • How and how often should we convene these decision-makers?
<p>SUGGESTED NEXT STEPS</p>	<ul style="list-style-type: none"> • Assess the various stakeholders for each sector in which your program works. • Identify industry associations for those sectors, if any. • Schedule a meeting with key decision-makers and industry associations to discuss their pain points and share information about available program and partnership opportunities.

INDICATOR	We convene industry leaders and associations to articulate skills and competencies required for the applicable sector and to ensure that apprentices are prepared and that programs are meeting industry needs.
EXAMPLE	<p><u>Aerospace Joint Apprenticeship Committee</u> (AJAC) is a statewide intermediary nonprofit in Washington State that has staff dedicated to helping employers implement aerospace and advanced manufacturing Registered Apprenticeship programs. AJAC has a small team of regional business-facing program managers to answer questions and provide assistance to employers interested in starting a Registered Apprenticeship or youth apprenticeship program. AJAC provides a guide for starting youth apprenticeship programs and helps employers tailor it to meet their particular needs. AJAC also helps employers collect and report required data to the state. AJAC has found that dedicating staff to customer service, simplifying the process of starting a program for employers, and supporting employers through program implementation creates strong and lasting partnerships.</p>
QUESTIONS TO CONSIDER	<ul style="list-style-type: none"> ● Does your partnership engage multiple employers around each apprenticeship occupation? ● Do you have a process for ensuring that apprentices trained by one employer have gained the skills and competencies needed to be employable across their sector? ● Can you articulate to employers the value of working together to develop a shared talent pipeline?
SUGGESTED NEXT STEPS	<ul style="list-style-type: none"> ● Convene employer partners to identify and validate their shared skill and competency needs for apprenticeship occupations. ● Survey current employer partners on their apprentice performance to identify potential gaps in apprentice preparation and instruction.

INDICATOR	We engage key employers within an industry in conversations about designing programs to acknowledge and address local equity challenges. These conversations include sharing our program’s diversity, equity, and inclusion goals with them and asking what their diversity, equity, and inclusion goals are.
EXAMPLE	<u>ApprenticeshipNC</u> spends the first year of a partnership having conversations about equity with employers to create awareness about the challenges that different populations face in entering and staying in the workforce. It provides technical support to youth apprenticeship coordinators to support the development of new programs. Each quarter, representatives from employers, community colleges, and workforce boards meet in each region of the state to discuss best practices around equity. This conversation began by looking at the National Alliance for Partnerships in Equity’s (NAPE) equity toolkit. Each month the conversation focuses on a new topic, such as neurodiverse populations or transportation to work. ApprenticeshipNC found that engaging partners that already have relationships with target populations, such as vocational rehabilitation agency partners working with students with disabilities, is an effective way to address equity barriers.
QUESTIONS TO CONSIDER	<ul style="list-style-type: none"> • What labor market data do we already collect? What data should we start collecting? • How can existing or potential partners help us access and analyze labor market data more effectively? • Do regional labor market demands align with programs that we offer? • How are we using data to identify employer and sector needs around which to focus our programming?
SUGGESTED NEXT STEPS	<ul style="list-style-type: none"> • Identify sources of labor market information that can be used to inform programs; these can include qualitative data sources, such as convenings of employers. • Identify partners in collecting and reporting your program data.

<p>INDICATOR</p>	<p>We use a combination of qualitative and quantitative data to actively communicate the value of youth apprenticeship programs for industry partners and have specific vehicles for soliciting ongoing feedback.</p>
<p>EXAMPLE</p>	<p>The lead intermediaries for the Central Indiana Modern Apprenticeship (MAP) pilot, Ascend Indiana (Ascend) and EmployIndy, administered digital surveys to collect feedback from current employer partners on the (1) design process and (2) marketing, recruitment, and selection efforts. The purpose of the surveys was to gain insight into the experience for employers and to inform strategies for improving the way employers are involved in the design, marketing, recruitment, and selection of students for future MAP cohorts. With a response rate of 80% for the design survey (16 employers) and 81% for the marketing, recruitment, and selection survey (18 employers), the surveys produced actionable quantitative and qualitative data that helped the Ascend and EmployIndy team understand employers' experiences and suggestions to strengthen engagement strategies.</p> <p>Employers indicated, with at least eight points on a 10-point net promoter score scale, that they were satisfied with the selection and hiring experience. They greatly valued the quality of applications and candidates they received and rated their optimism and satisfaction with their chosen apprentice's potential even higher. Respondents said that they are extremely likely to recommend MAP to other employers based on their experience. Their feedback is informing future recruitment strategies, the employer design process, and student preparation for applications and interviews. Ascend and EmployIndy will conduct a talent supply analysis of current sophomores in CTE pathways to further guide future employer engagement, as well as when to reconnect with current employers. They are also adjusting their marketing and recruitment strategies to align business demand with ready students earlier in the process.</p> <p>Ascend and EmployIndy plan to continue surveying employer partners to gather feedback and assess perceptions of business engagement and participation in MAP. In addition to the surveys, youth apprenticeship managers meet regularly with employer partners to provide support and gather qualitative feedback throughout the apprenticeship.</p>
<p>QUESTIONS TO CONSIDER</p>	<ul style="list-style-type: none"> • What qualitative and quantitative data do we already collect, and how do we collect it? What information is missing that would help communicate value? • Do we have established feedback loops? • How do we use data to communicate with industry leaders?
<p>SUGGESTED NEXT STEPS</p>	<ul style="list-style-type: none"> • Assess which types of data you need to collect more of or to begin collecting. • Identify key partners in collecting and reporting data. • Identify best practices in communicating data points and return on investment to employers.

Additional Resources from PAYA Partners

- [Defining Principles for High-Quality Youth Apprenticeship](#) (New America)
- [Registered Apprenticeship Reimagined](#) (NGA Center for Best Practices)
- [How Governors Scale High-Quality Youth Apprenticeship](#) (NGA Center for Best Practices)
- [Workforce Policy Reimagined Interactive Site](#) (NGA Center for Best Practices)
- [State Strategies to Scale Work-Based Learning](#) (NGA Center for Best Practices)
- [States Continue Advancing Strategies to Scale Work-Based Learning](#) (NGA Center for Best Practices)
- [Why Should Employers Invest in Youth Apprenticeship? Infographic](#) (New America)
- [Addressing Youth Apprenticeship Transportation Barriers: How Employers Can Lead](#) (New America)
- [The Critical Role of Intermediary Organizations in Expanding Youth Apprenticeship](#) (ESG)
- [Advancing Equity in and Through Youth Apprenticeship](#) (NAPE)
- [Self-Assessment and Planning Tool for Youth Apprenticeship Programs](#) (JFF)

About PAYA

The **Partnership to Advance Youth Apprenticeship (PAYA)** is a multi-year, collaborative initiative that supports the success of efforts in states and cities to expand access to high-quality apprenticeship opportunities for high school age youth. Led by New America, the Partnership convenes and mobilizes the expertise, experience, and collective networks of national, state, and regional partners, including NGA, Advance CTE, Careerwise Colorado, Charleston Regional Youth Apprenticeships, Education Strategy Group, JFF, and the National Alliance for Partnerships in Equity. PAYA's work is made possible through the generous support of the Annie E. Casey Foundation, the Ballmer Group, Bloomberg Philanthropies, Carnegie Corporation of New York, JP Morgan Chase & Co., the Ralph C. Wilson, Jr. Foundation, the Siemens Foundation, the Smidt Foundation, and the Walton Family Foundation.