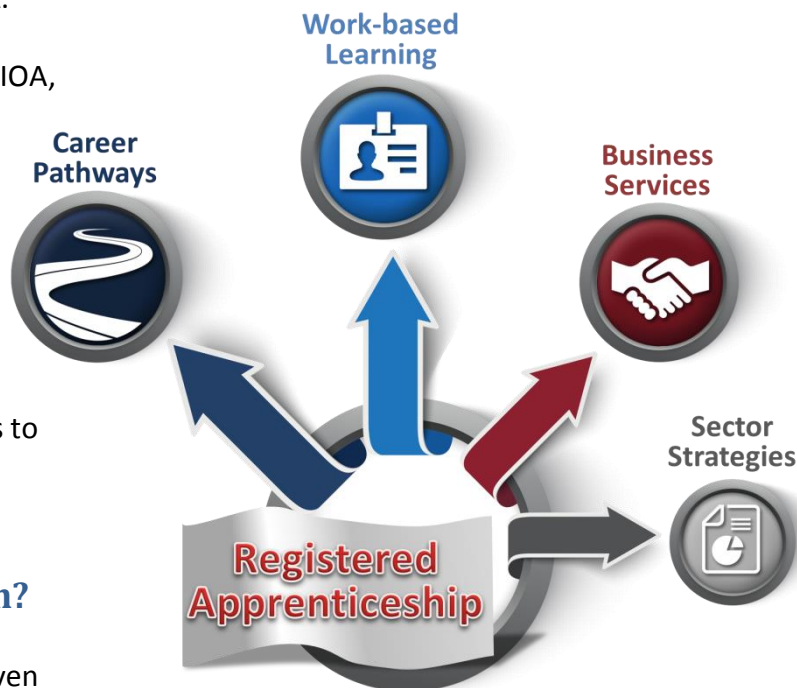


## **The Workforce Innovation and Opportunity Act: *Advancing Apprenticeship as a Workforce Strategy***

**The Workforce Innovation and Opportunity Act (WIOA)** provides an extraordinary opportunity for the public workforce system to transform and improve the quality of life for job seekers and workers through an integrated, job-driven system that links diverse talent to our nation's businesses.

**Registered Apprenticeship** is a proven workforce strategy that can help state and local workforce systems transform how they meet the needs of businesses and workers and fully achieve the vision for the workforce system under WIOA.

The critical strategies that are called for in WIOA, such as sector strategies and career pathways, are at the heart of the apprenticeship model. The foundation of apprenticeship is deep industry engagement that can further the workforce system's efforts to support regional economies. Apprenticeship is an effective work-based learning approach that builds worker skills and establishes pathways to higher levels of employment and wages.



### **Why is Apprenticeship a Valuable Strategy for the Workforce System?**

Registered Apprenticeship is an industry-driven model that combines on-the-job learning with job-related instruction. As an "earn and learn" model, apprentices are employed and earn wages from the first day on the job. Apprenticeship is a flexible training strategy that can be customized to meet the needs of any business. There are currently more than 1,000 occupations – including careers in health care, information technology, transportation, and energy – in which apprenticeship is used to meet business needs for qualified workers. Using apprenticeship as a workforce strategy will also contribute to higher performance outcomes in employment, retention, earnings, and credential attainment.

## How does WIOA Build Stronger Connections to Apprenticeship?

Many workforce systems around the country have adopted Registered Apprenticeship as an effective strategy in working with employers, adults, dislocated workers, and youth. The implementation of WIOA provides clear opportunities to more fully align and integrate apprenticeship strategies into the public workforce system.

WIOA includes several changes that strengthen Registered Apprenticeship as a resource, a training strategy, and as a partner in the workforce system.

- ★ **Naming an apprenticeship representative to state and local workforce boards**  
WIOA specifies inclusion of a member of the apprenticeship system on state and local workforce boards. Specifically, WIOA indicates that boards must include a representative of a joint labor-management apprenticeship program or, if none exists, a representative of an apprenticeship program. An apprenticeship representative may already be engaged on boards in some states and local areas. For others, the State Apprenticeship Agencies and the state offices of the U.S. Department of Labor's Office of Apprenticeship can assist you with identifying these representatives.
- ★ **Including Registered Apprenticeship programs on the Eligible Training Provider List**  
All Registered Apprenticeship programs, by virtue of their registration, can be on a state's Eligible Training Provider List and thereby eligible to receive federal workforce funding as pre-approved training providers. This is one of the most important changes in WIOA, as it expands opportunities for job seekers and for the workforce system to use WIOA funds for related instruction and other apprenticeship costs.
- ★ **Promoting work-based learning to meet employer needs for skilled workers**  
WIOA promotes greater use of work-based learning and a stronger emphasis on business services. WIOA provides for increased reimbursement rates for employers for on-the-job training (OJT). OJT can be used to support apprenticeship programs, and this change promotes the greater use of apprenticeship as a strategy to address the needs of both employers and job seekers.
- ★ **Supporting career pathways for youth through apprenticeship**  
WIOA supports apprenticeship as a workforce strategy for youth. The law cites pre-apprenticeship activities and work-based learning among the youth program elements. WIOA also recognizes apprenticeship as a career pathway for Job Corps students, and supports coordination of the Youth Build program with pre-apprenticeship and apprenticeship programs.
- ★ **Using the apprenticeship model as a key strategy in meeting the needs of business**  
The increased emphasis on work-based learning and business engagement in WIOA provides a new opportunity for the workforce system to integrate apprenticeship into its business services. Since employers are at the center of the model, apprenticeship automatically brings industry to the table. Therefore, apprenticeship aligns perfectly with sector strategies, industry partnerships, and other investments in meeting the needs of the business community.

*To learn more about apprenticeship and its value to the public workforce system, please visit the ApprenticeshipUSA Toolkit at [www.dol.gov/apprenticeship/toolkit.htm](http://www.dol.gov/apprenticeship/toolkit.htm)*

# A Quick-Start Toolkit

## Building Registered Apprenticeship Programs



Apprenticeship**USA**





**What do a computer programmer, an electrician, an office manager, a home health aide, and a wind turbine technician all have in common? They are all jobs that can be learned through an apprenticeship.** While 75 years ago the apprenticeship system started in construction and other skilled trades, today there are apprenticeships in over 1,000 occupations – including careers in Healthcare, Information Technology, Advanced Manufacturing, Transportation and Logistics, and Energy.

## Toolkit

This toolkit provides helpful steps and resources to start and register an apprenticeship program, from exploring the apprenticeship model as a workforce strategy to launching a new program. Whether you're a business or labor organization, an industry association or another kind of workforce intermediary, a community college or the public workforce system, or a community-based or service organization, we invite you to use this toolkit to...

- 1 Explore**  
Explore apprenticeship as a strategy to meet your needs for skilled workers
- 2 Partner**  
Partner with key players in your region to develop an apprenticeship program
- 3 Build**  
Build the core components of your apprenticeship program
- 4 Register**  
Register your program to join ApprenticeshipUSA network
- 5 Launch**  
Launch your new Registered Apprenticeship program

## Apprenticeship

Registered Apprenticeship is a tried-and-true approach for preparing workers for jobs – and meeting the business needs for a highly-skilled workforce that continues to innovate and adapt to meet the needs of the 21st century.

- Businesses that use apprenticeship reduce worker turnover by fostering greater employee loyalty, increasing productivity, and improving the bottom line.
- Apprenticeships offer workers a way to start new careers with good wages.
- Workforce organizations, community colleges, and other education and training institutions can use apprenticeship as a proven employment and training strategy.



# Explore.

# 1

## Explore apprenticeship as a strategy to meet your needs for skilled workers.

**Registered Apprenticeship is an employer-driven model that combines on-the-job learning with related classroom instruction that increases an apprentice's skill level and wages.** It is a proven solution for businesses to recruit, train, and retain highly skilled workers. Apprenticeship is not just for the private sector – many federal government agencies, including the U.S. military, have apprenticeship programs.

**Apprenticeship is a flexible training strategy that can be customized to meet the needs of every business. It can be integrated into current training and human resource development strategies.** Apprentices can be new hires – or businesses can select current employees to join the apprenticeship program. Apprenticeships are a good way to reward high-performing entry-level employees and move them up the career ladder within the business.

**Apprenticeship is also an “earn and learn” model – apprentices receive a paycheck from day one, so they earn wages while they learn on the job.** Over 400,000 apprentices participate every year in about 20,000 Registered Apprenticeship programs across the country.

### Benefits.



#### Benefits for Business...

- Highly-skilled employees
- Reduced turnover costs
- Higher productivity
- More diverse workforce

#### Benefits for Workers...

- Increased skills
- Higher wages
- National credential
- Career advancement

#### Benefits for Workforce Intermediaries and Education Organizations...

- Proven model to help job seekers immediately start working and increase skills and earnings
- Effective strategy to connect with employers in diverse fields and to use as part of industry sector strategies

# Question

Whether you are a growing business, a workforce intermediary helping employers build a skilled workforce, or a community college educating the local workforce, what workforce challenges have you identified?

- Jobs for which it is difficult to find workers with the right skills?
- Positions with high turnover?
- Occupations where a highly skilled workforce is retiring soon?
- Challenges helping workers keep pace with continuing industry advances?
- Positions requiring skills that can be learned on the job?
- Difficulty in attracting new and more diverse talent pools?

If the answer is “yes” to any of these questions, then apprenticeship is the right strategy to meet your needs for skilled workers.

## UPS



UPS uses Registered Apprenticeship to train delivery drivers. The company’s training processes are varied and comprehensive, and the apprenticeship program provides workers with valuable skills that will help them succeed in the long term. By having a Registered Apprenticeship program, UPS sends a clear message to job seekers that they will receive quality training and that the company has the tools to help them learn and advance. UPS has pledged to send 2,000 people through its program by 2018 who will work in package delivery, operations, and automotive repair. [Read more about the UPS partnership with Registered Apprenticeship](#)



**To further explore Registered Apprenticeship as a workforce strategy...**

- » Read [Registered Apprenticeship 101](#)
- » Listen to [Testimonials](#) about the value of apprenticeship
- » Read the [Solutions for Industry](#) fact sheet
- » Review the list of [Apprenticeable Occupations](#)
- » Review the [Frequently Asked Questions](#) on Registered Apprenticeship



# Partner.

## 2 Partner with key players in your region to develop an apprenticeship.

Are you ready to start developing an apprenticeship program? Don't go it alone! Successful apprenticeships are born from collaboration among partners – businesses, workforce intermediaries (such as industry associations or labor organizations), educational institutions, the public workforce system, and other key community organizations. The partnership works together to identify the resources needed, design the apprenticeship program, and recruit apprentices.





Possible  
Apprenticeship Partners

Every partner has a critical role to play:

### Business Partners (individual company, consortium of businesses)

- » Identify the skills and knowledge that apprentices must learn
- » Hire new workers, or select current employees, to be apprentices
- » Provide on-the-job training
- » Identify an experienced mentor to work with apprentices
- » Pay progressively higher wages as skills increase
- » Can provide related instruction in-house or in partnership with others

### Workforce Intermediaries (industry association, labor and joint labor-management organization, community-based organization)

- » Provide industry and/or workforce specific expertise (e.g. curriculum development) to support employers in a particular industry sector
- » Can serve as sponsor of an apprenticeship program taking responsibility for the administration of the program (thereby reducing the burden on employers)
- » Aggregate demand for apprentices, particularly with small- and medium-size employers, that may not have the capacity to develop an apprenticeship program on their own
- » Can be the provider of related instruction and supportive services as appropriate

### Educational Institutions (4-year college, community college, career and technical education)

- » Develop curriculum for related instruction
- » Deliver related instruction to apprentices
- » Can provide college credit for courses successfully completed
- » Aggregate demand for apprentices

## Public Workforce System (Workforce Investment Board, American Job Center)

- » Develop sector and/or career pathway strategies utilizing apprenticeship
- » Recruit and screen candidates to be apprentices
- » Provide pre-apprenticeship and basic skills preparation
- » Provide supportive services (such as tools, uniforms, equipment, or books)
- » Contribute funding for on-the-job training or related instruction

## Apprenticeship System (State office of apprenticeship)

- » Provide technical assistance and support to new sponsors
- » Answer questions about the apprenticeship model
- » Guide the partners through the steps to develop and register a program
- » Connect businesses with training providers
- » Advise partners on sources of funding to support apprenticeships

Other partners play important roles too! For example, economic development organizations can serve as a convener of businesses in the region. The K-12 educational system can help develop pipelines to apprenticeship for students. Community-based organizations may have capacity to help certain worker populations, such as women or veterans, and can provide supportive services to apprentices.

Every Registered Apprenticeship program has a “sponsor.” The sponsor is responsible for the overall operation of the program, working in collaboration with the partners. Sponsors can be a single business or a consortium of businesses. Alternatively, the sponsor can be a range of workforce intermediaries including an industry association or a joint labor-management organization. Community colleges and community-based organizations can also serve as sponsors for Registered Apprenticeship programs.



### To learn more about apprenticeship partnerships and connect with partners in your area...

- » Find the apprenticeship contact in your state using the [directory of state apprenticeship offices](#)
- » For national employers, contact the U.S. Department of Labor’s Office of Apprenticeship at (202) 693-2796 or via e-mail at [apprenticeship.usa@dol.gov](mailto:apprenticeship.usa@dol.gov)
- » Find and contact workforce investment boards and community colleges in your region by visiting [America’s Service Locator](#)

## Apprenticeship in the Energy Industry...



“AEP has had a distribution line apprentice program for over 40 years. The apprenticeship program sets the foundation for our field line mechanics to be able to evaluate a wide variety of field conditions so that a safe work plan can be developed and carried out to meet the challenging demands of the electric utility industry.”

- Debra Nobels, American Electric Power

# Build.

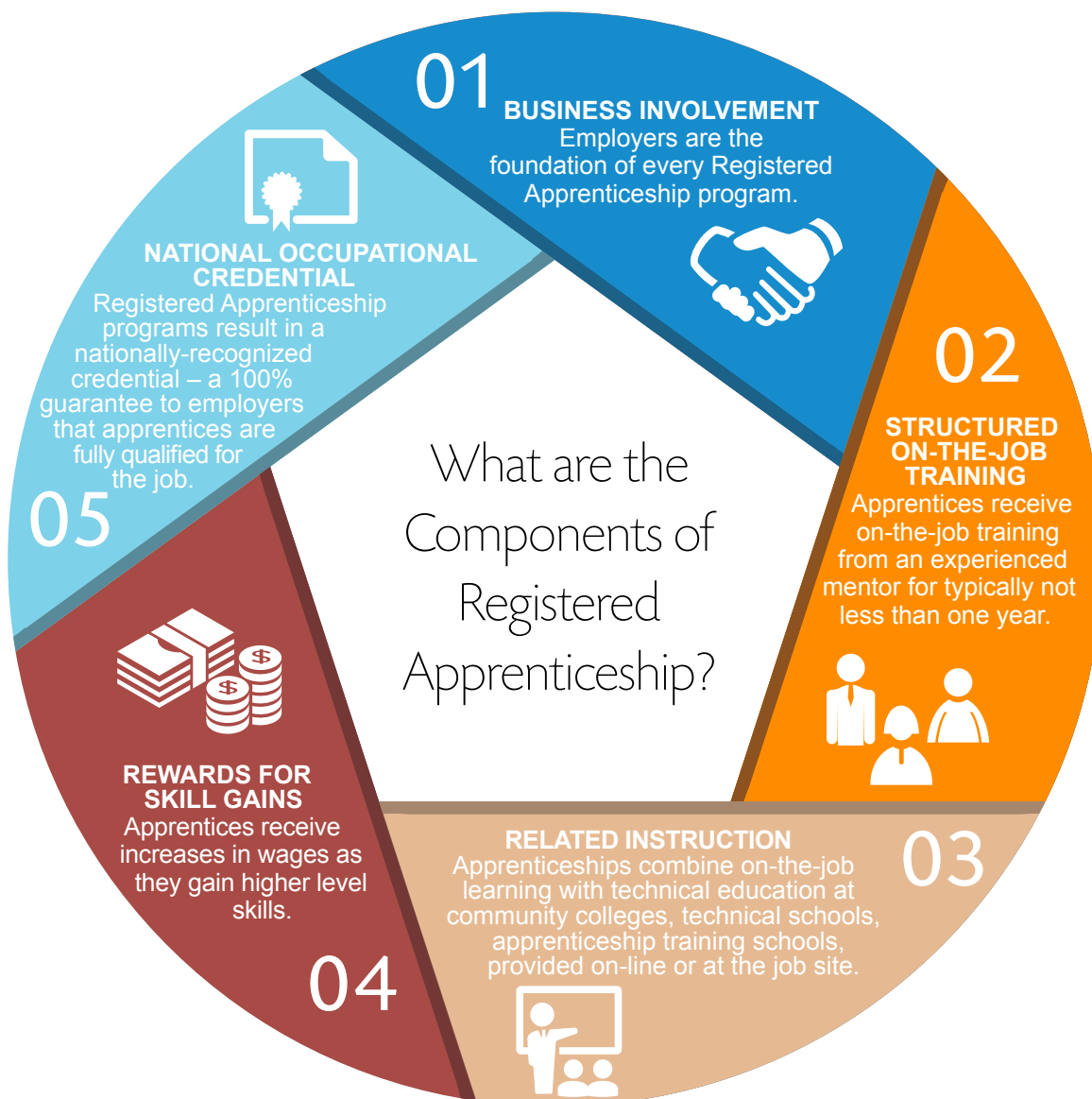
## 3 Build the core components of your apprenticeship program.

With a strong partnership in place, the next step is to design and build your apprenticeship program. Apprenticeship programs consist of five core components: direct business involvement, on-the-job training, related instruction, rewards for skill gains, and completion resulting in a national occupation credential. For each, the partners will develop the details of that component, leverage the resources needed, and decide which partners will carry out that part of the program.





# Components



## Business Involvement.

Employers are the foundation of every apprenticeship program and the skills needed by their workforce are at the core. Businesses must play an active role in building the program and be involved in every step in designing the apprenticeship.



### On-the-Job Training.

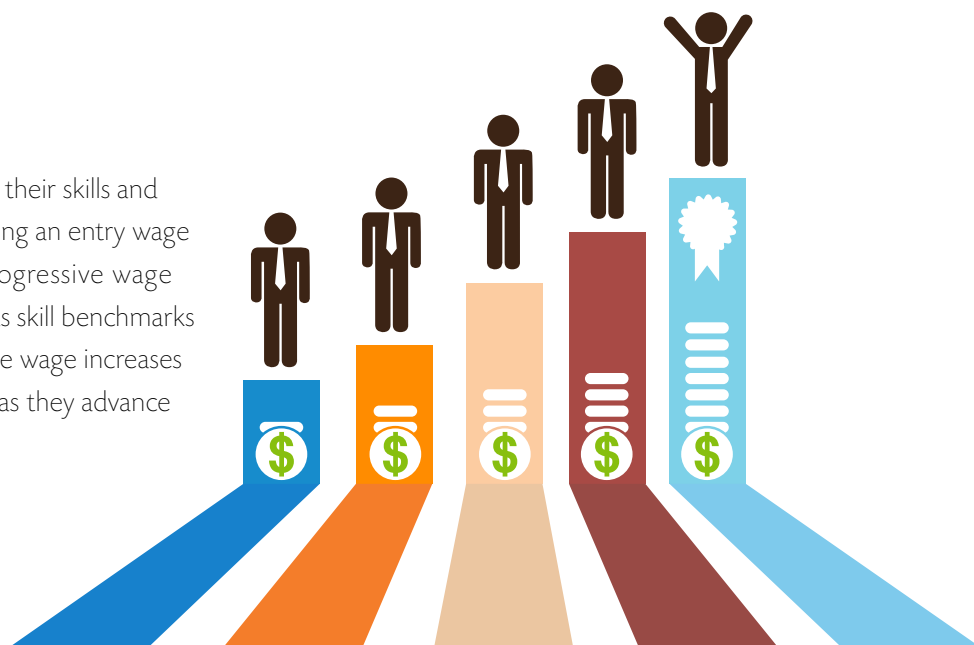
Every program includes structured on-the-job training. Apprentices get hands-on training from an experienced mentor at the job site for typically not less than one year. On-the-job training is developed through mapping the skills and knowledge that the apprentice must learn over the course of the program in order to be fully proficient at the job.

### Related Instruction.

Apprentices receive related instruction that complements on-the-job learning. This instruction delivers the technical, workforce, and academic competencies that apply to the job. It can be provided by a community college, a technical school, or an apprenticeship training school – or by the business itself. Education partners collaborate with business to develop the curriculum based on the skills and knowledge needed by apprentices. All partners work together to identify how to pay for the related instruction, including the cost to the employer and other funds that can be leveraged.

### Rewards for Skill Gains.

Apprentices receive increases in pay as their skills and knowledge increase. Start by establishing an entry wage and an ending wage, and build in progressive wage increases through the apprenticeship as skill benchmarks are attained by apprentices. Progressive wage increases help reward and motivate apprentices as they advance through their training.

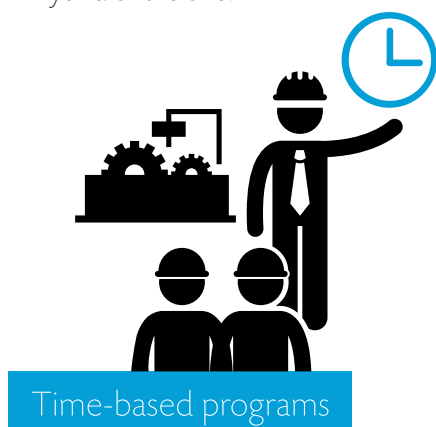


### National Occupational Credential.

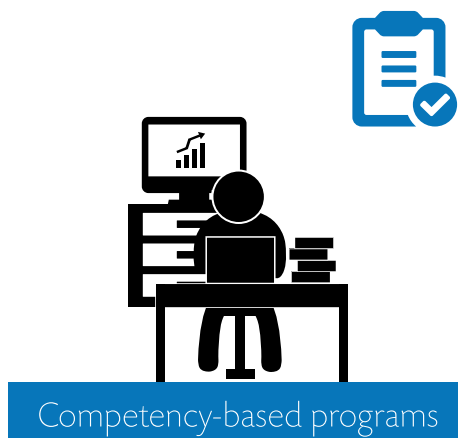
Every graduate of a Registered Apprenticeship program receives a nationally-recognized credential. As you build the program, keep in mind that apprenticeship programs are designed to ensure that apprentices master every skill and have all the knowledge needed to be fully proficient for a specific occupation.

# Apprenticeship programs can be customized to meet the needs of business and the skills of apprentices.

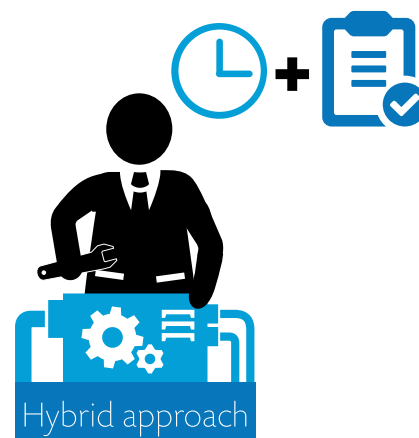
**Flexibility in Program Design.** Apprenticeships can be designed to be time-based, competency-based, or a hybrid of the two.



**In Time-based programs,** apprentices complete a required number of hours in on-the-job training and related instruction.



**In Competency-based programs,** apprentices progress at their own pace – they demonstrate competency in skills and knowledge through proficiency tests, but are not required to complete a specific number of hours.



Many programs are built using a **Hybrid approach**, using minimum and maximum range of hours and the successful demonstration of identified and measured competencies.

**Flexibility in Related Instruction.** There are many options for how the related instruction is provided to apprentices. Related instruction can be **based at the school, provided at the job site, or completed on-line.** It can take place during work time or after work hours.

**Flexibility in Training Model.** The training components can be arranged in different ways to develop a model that works for both businesses and apprentices. In a **traditional apprenticeship model**, apprentices receive both related instruction and on-the-job training concurrently throughout the program. For a **“front-loaded” model**, apprentices complete some related instruction (which may be with the employer or a partner such as a community college or another school) before starting a job, in order to learn the critical skills required for the first day on the job site. Programs can also be built using a **“segmented” model** in which apprentices alternate between related instruction and on-the-job training. A **pre-apprenticeship** can also be built into the program, where essential basic skills are learned and then individuals are accepted into the apprenticeship program, sometimes receiving credit for prior experience.

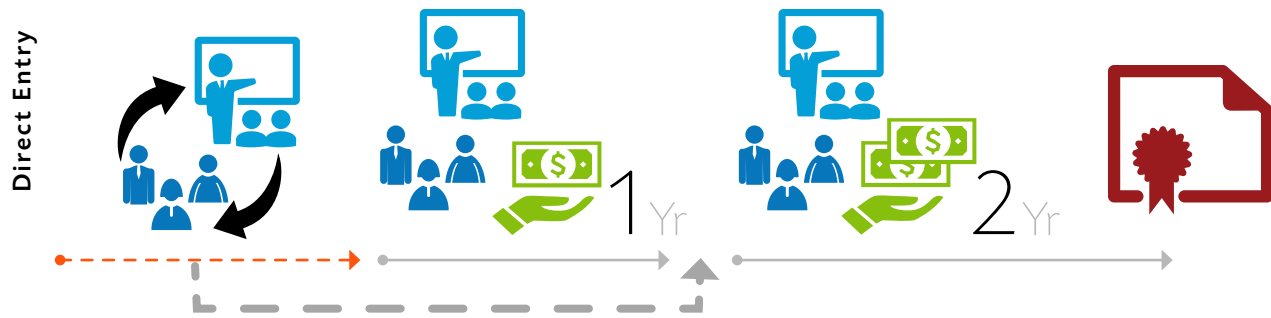
## Apprenticeship in the Skilled Trades...

“As apprentices become journeymen, they take pride in the hard work they’ve put in, and they understand the importance of passing the knowledge and skills they’ve developed on to the next generation of apprentices that come behind them. That’s what Registered Apprenticeship is all about.”

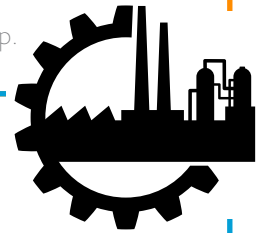
- Chris Haslinger, United Association of Journeymen & Apprentices, of the Plumbing and Pipe Fitting Industry of the U.S., Canada and Australia



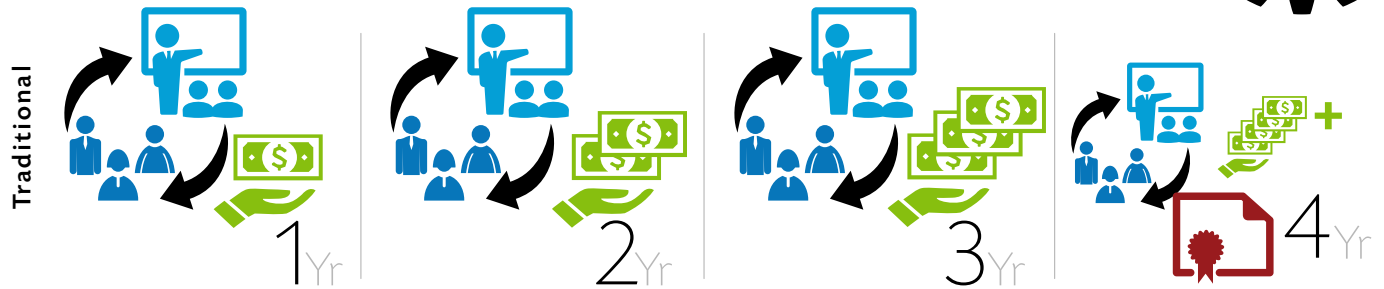
## Pre-Apprenticeship to Registered Apprenticeship Model



Quality Pre-Apprenticeship Programs have a partnership with a Registered Apprenticeship program to ensure direct entry with advanced credit upon completion of the Pre-Apprenticeship.



## Apprenticeship Models



Example shows a four-year program; however, program length varies and is driven by industry needs.



Example shows a program with diminishing time spent in related classroom instruction; however, all related instruction could occur at the beginning of program.



Example shows a one-year program spread out over two years with related instruction segmented between periods of on-the-job training.

### Key





Lastly, to build your apprenticeship program, you will need to identify the key people and organizational structure to operate the program. For example, who will be a great mentor for the apprentices? Is there an office or person at the business coordinating the program? What is the process for signing up apprentices for related instruction?

## SEIU Healthcare NW Training Partnership



As the nation's baby boomers enter retirement age, ensuring we have enough quality home care aides to serve them will continue to be a challenge. **The Service Employees International Union (SEIU) Healthcare NW Training Partnership is working to solve this problem by training a skilled home care workforce.** By taking a whole-person care approach to lowering costs and improving health and quality of life outcomes, the Training Partnership has designed an innovative training model that fundamentally transforms the current home care system. The training is delivered in 13 languages, both online and in more than 200 classrooms. In addition to the Registered Apprenticeship program, which

includes advanced training and peer mentorship, they offer entry-level training and continuing education. [Read more about the SEIU partnership with Registered Apprenticeship](#)



**For more information on building the core components of an apprenticeship program...**

- » Watch the [Introduction to Registered Apprenticeship](#) and the [How to Set up a Registered Apprenticeship Program](#) trainings
- » Get more information on the flexible options (time-based, competency-based, and hybrid) for [apprenticeship program design](#)
- » Read examples of [innovative apprenticeship programs](#)
- » Use the [Competency Model Clearinghouse](#) and [O\\*NET OnLine](#) as resources to identify the skills and competencies needed in different industries and occupations
- » Review [samples of program components](#) for new apprenticeship occupations

# Register.

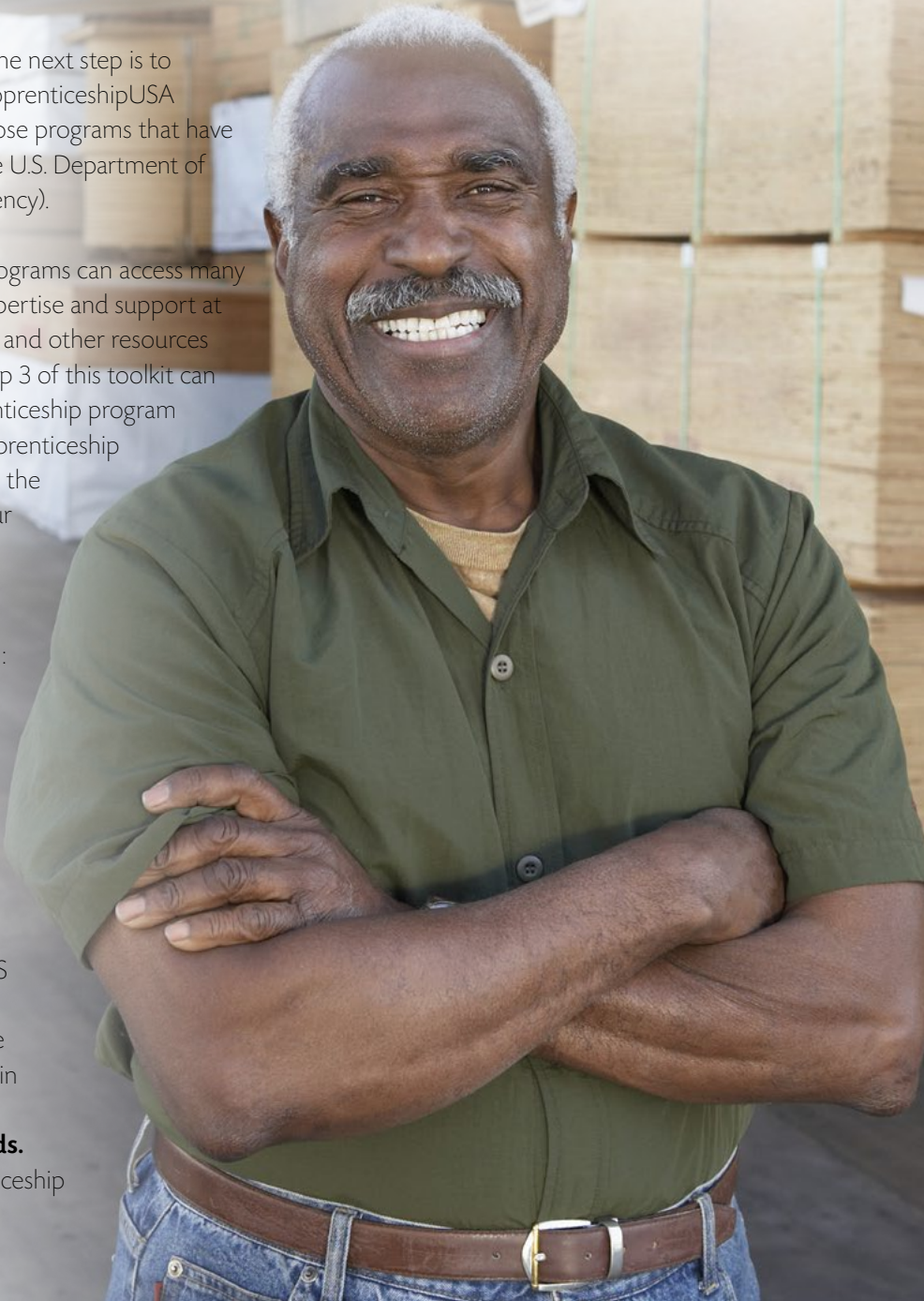
## 4 Register your program to join the ApprenticeshipUSA network.

Now that you have built your apprenticeship, the next step is to register the program to become part of the ApprenticeshipUSA network. ApprenticeshipUSA programs are those programs that have met national standards for registration with the U.S. Department of Labor (or an approved State Apprenticeship Agency).

Businesses that register their apprenticeship programs can access many benefits, including a nationwide network of expertise and support at no cost, tax credits in many states, and funding and other resources from federal programs. The information in Step 3 of this toolkit can help you design the key aspects of your apprenticeship program to meet the standards for registration. The apprenticeship office in your state can help guide you through the process of building and formally registering your apprenticeship program.

Depending on your needs, there are multiple options for how you can register your program:

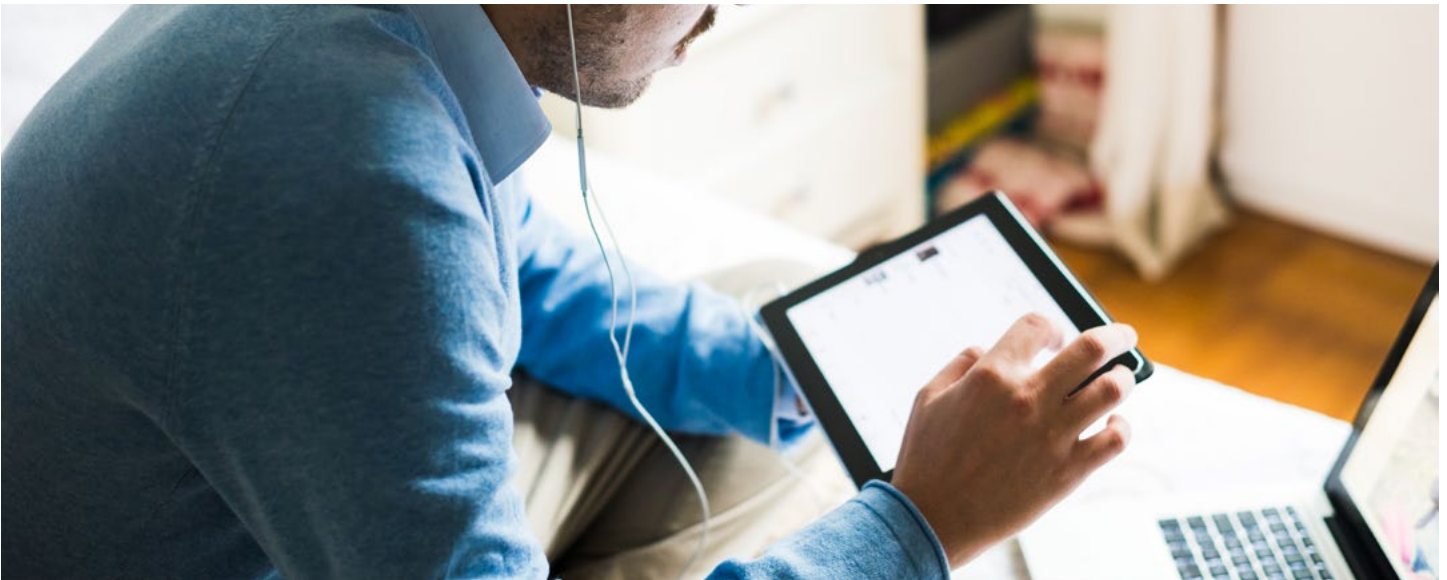
- **National Guideline Standards (NGS).** NGS are generally appropriate for organizations with multiple chapters or affiliates across the country. NGS are useful when organizations seek to provide some level of consistency across their affiliates but wish to allow for some ability to customize programs at the local level.
- **National Program Standards (NPS).** NPS are generally appropriate for large national employers that wish to implement the same apprenticeship program across the country in multiple locations.
- **Local Apprenticeship Program Standards.** Local programs are appropriate for apprenticeship programs operating in one state or region.





# Why is it important to register your apprenticeship program?

- **Technical Assistance and Support.** The program joins the ApprenticeshipUSA network, which provides access to a nationwide network of expertise, customer service, and support at no charge.
- **National Credential.** Graduates of Registered Apprenticeship programs receive a national, industry-recognized credential.
- **Quality Standards.** Registration means the program has met national and independent standards for quality and rigor. Registration tells prospective employees, customers and suppliers that you invest in your workforce and that you believe your employees are your most important asset!
- **Tax Credits.** In many states, businesses can qualify for tax credits related to apprenticeship programs. In addition, employers may be able to claim some expenses for training as a federal tax credit.
- **Federal Resources.** Businesses and apprentices can access funding and other resources from many federal programs to help support their Registered Apprenticeship programs.



## Quality Education



Cecil Levy III is an Electrician Apprentice at the Hoover Dam in Nevada. Cecil, an 8-year veteran of the U.S. Air Force as well as a 3-year civilian Electrical Systems Specialist at Edwards Air Force Base in California, welcomed the opportunity that a Power System Electrician Apprenticeship afforded him and his family. Cecil's apprenticeship provides him with a quality education, a paycheck while he trains, hands-on experience, and a chance to work with experts in the power generation industry at the Bureau of Reclamation's world famous Hoover Dam. Cecil was also able to tap into his GI Bill Benefits he earned

in the military as an apprentice at the Hoover Dam. [Read more stories about veterans and Registered Apprenticeship](#)

# What federal resources are available to support Registered Apprenticeship programs?

- Over \$1 billion for employment and training services is available through Workforce Innovation and Opportunity Act programs across the country. These programs can provide training funds to support on-the-job training and related instruction, as well as provide supportive services to help apprentices.
- Apprentices may be eligible for Federal Financial Aid under certain circumstances. If the apprenticeship is connected to a school's program of study, then apprentices may be eligible for Pell Grants, \$3,000 on average per apprentice, and the school may choose to provide federal work-study grants, \$2,000 on average per apprentice.
- By becoming approved for the GI Bill, Registered Apprenticeship programs can assist their current and future Veteran apprentices with the benefits they've earned. Veterans who qualify for the GI Bill can receive a monthly stipend (paid by the Veteran Affairs), in addition to the wages they receive in an apprenticeship. Registered Apprenticeship program sponsors can be certified under the GI Bill usually within 30 days.



For more information on federal resources that may be available to support your Registered Apprenticeship program, visit [www.doleta.gov/oa/federalresources/playbook.pdf](http://www.doleta.gov/oa/federalresources/playbook.pdf)



**For more information on the benefits of registration and how to register..**

- » Remember to contact your [state apprenticeship representative](#) for help with the registration process
- » Review the list of [state tax credits](#) available to businesses that sponsor apprenticeship programs
- » Access [boilerplate documents](#) to help with the registration process
- » Review the [AMP Playbook](#) for Setting up a Registered Apprenticeship Program
- » Apprenticeship Electronic Standards Builder (Coming in 2015!)

# Launch.

## 5 Launch your new Registered Apprenticeship program.

With the program registered, you are now ready to move forward to launch your apprenticeship program. The partnerships formed as you were exploring the possibilities of Registered Apprenticeship are as critical now – partner collaboration is essential to successfully launching and sustaining your apprenticeship program!

### **Apprenticeship in the Advanced Manufacturing industry...**

“With our [Registered Apprenticeship] program partners, Hypertherm has to-date educated and apprenticed over 450 CNC machine operators in our past 7 years, allowing us to meet and exceed our customers’ expectations while keeping our manufacturing facilities within the United States.”

- Matthew Burge, leader of the Hypertherm Technical Training Institute

- **Conduct marketing and outreach** for your apprenticeship program to build its image, attract high quality candidates, and reach community stakeholders that are not part of your core partnership.
- **Recruit candidates for the program**, screen for any minimum skills required, hire apprentices, and register your apprentices.
- **Keep in contact with your state apprenticeship office.** Your apprenticeship representative is an important resource, who will be there to provide ongoing support and technical assistance when you need help.
- **Begin training apprentices.** With these key pieces in place, you are ready to start training your apprentices. As the program continues, track your apprentices' progress as they advance through the apprenticeship and increase their skills.
- **Assess and Continuously Improve.** It's your apprenticeship program! Continue to assess its performance and continuously improve to meet your changing needs.
- **Share your Success.** Share your best practices and tell your story. Apprenticeship benefits when employers and others tell their apprenticeship story. New employers can follow your path when you highlight your success. Tell us about media coverage of your apprenticeship program or post a resource on line at the Registered Apprenticeship Community of Practice.

Take one step at a time and before you know it your Registered Apprenticeship program will be up and running. Apprenticeships are win-win for businesses, for workers, and for the community!



### For more resources to help you launch your Registered Apprenticeship Program...

- » Visit the [Registered Apprenticeship Community of Practice](#)
- » Visit the Registered Apprenticeship Community of Practice – Read about other [successfully launched Registered Apprenticeship programs](#).

We look forward to working with you to develop your program today. The U.S. Department of Labor's Registered Apprenticeship team will help you create business solutions and help you achieve the workforce results that you seek. For more information on Registered Apprenticeship and how it can benefit your company, please visit [www.dol.gov/apprenticeship](http://www.dol.gov/apprenticeship) or call (202) 693-2796 – or contact the [apprenticeship office in your state](#).



[www.dol.gov/apprenticeship](http://www.dol.gov/apprenticeship)  
<https://21stcenturyapprenticeship.workforce3one.org/page/home>



## REGISTERED APPRENTICESHIP: A GUIDE FOR BUSINESS SERVICES REPRESENTATIVES

Business Services Representatives (BSRs) in one-stop centers are the front-line professionals from the local workforce system who bring information about Registered Apprenticeship to employers in their region.

*The primary focus of this Guide is to provide information on apprenticeship to BSRs and their supervisors to help them expand work-based training options for job seekers and meet the demands of business for a highly-skilled workforce.*

”

For any company or industry to remain competitive in the local or even the global market, it must produce a better product or at least a product as good as its competitors. The key to this goal has always and will always be a well trained workforce.

**Bill Marsh, Greater Kansas City Laborers’**

Registered Apprenticeship is proven to be a successful way to help workers begin a new career and acquire the knowledge and skills needed to become an expert in that field. Through the apprenticeship model, industry and employers hire the apprentice and provide on-the-job training and skill development, identifying what is to be taught and how long it will take to learn. Apprenticeship offers employers the opportunity to build a workforce trained to meet their specific skill needs.

Apprenticeship can be a key strategy in the local workforce system’s toolkit for employer relations. This Guide helps BSRs understand apprenticeship and how it can be effectively integrated into the workforce system’s business engagement strategies.

## UNDERSTANDING THE APPRENTICESHIP MODEL

The Registered Apprenticeship model combines on-the-job training with job-related classroom instruction and progressively increases the skill levels and wages of apprentices as they advance through the program.

Apprenticeship has been a proven employment and training strategy of the public workforce system for many years and a leader among the broader category of “work-based” learning that includes internships, work experience, and on-the-job and customized training. Work-based learning is experiential and focuses on the way learners develop skills through hands-on training, in addition to any formal learning in which they might participate. Employers are closely engaged in all forms of work-based learning.

The basic components of an apprenticeship program are the same regardless of industry or whether the program is run by an individual employer or a group of employers acting as a partnership. The apprenticeship program components are:

- ***Business Involvement***

Employers are the foundation of every apprenticeship program. They play an active role in building the program and remain involved every step of the way. Employers sometimes work together through industry associations, apprenticeship councils, labor-management unions, or other consortia to develop and maintain apprenticeship programs.

- ***Structured On-the-Job Training***

Employers develop an on-the-job training plan for apprentices using the identified skill sets for the occupation as a guide. On-the-job training is provided through an experienced mentor.

- ***Related Instruction***

Apprenticeship programs include related instruction that supplements on-the-job learning and provides the technical and academic competencies that apply to the job. This instruction can be delivered by an education and training provider – or by the business itself.

- ***Rewards for Skills Gains***

Apprentices earn competitive wages – a paycheck from day one and incremental raises as skill levels increase.

- ***National Occupational Credential***

Every graduate of a Registered Apprenticeship program receives a nationally-recognized credential that certifies that the worker is fully qualified for that occupation.



## EXPANDING OPPORTUNITIES FOR APPRENTICESHIP

While the formal apprenticeship system began in America over 75 years ago, apprenticeships have evolved over time to reflect the changing economy and respond to the needs of business for a skilled workforce. For example, while apprenticeship originally began in manufacturing, construction and other skilled trades, today there are apprenticeships in over 1,000 occupations in diverse industries from healthcare to information technology.

Similarly, apprenticeship has evolved from a single employer training apprentices through a traditional model to flexible options for operating apprenticeship programs. Recent trends in apprenticeship and modernized flexible strategies for structuring programs have created expanded opportunities for employers to benefit from this proven model.



- ***Apprenticeship Partnerships***

Groups of employers often collaborate to develop industry partnerships or local apprenticeship consortia as a way to mitigate the time and cost involved in developing a skilled workforce. These business consortia also partner with workforce, education, and community organizations to leverage support and resources for apprenticeship programs.

**While this collaboration can take many forms, an example of an apprenticeship partnership is:**

- Individual employers hire the apprentices, provide the on-the-job training, and pay for related instruction;
- A community college or other training provider provides the related instruction to apprentices; and
- A one-stop center or other workforce intermediary recruits apprentices and provides basic skills training or related activities.

- ***Program Flexibility***

Apprenticeship is a flexible training strategy that can be customized to meet the needs of any business. It can be integrated into an employer's existing training and human resource development strategies. Businesses can implement "competency-based" programs that allow apprentices to progress at their own pace, using skill assessments to determine advancement. This model joins "time-based" programs that require apprentices to complete a specific number of hours in on-the-job training and related instruction. Employers can use these models, or a hybrid of the two, to customize their apprenticeship programs.

- ***Workforce Innovation and Opportunity Act (WIOA)***

WIOA emphasizes work-based learning strategies, deeper business engagement, and industry sector strategies. With business at the center of the model, apprenticeship offers a key strategy for states and local areas to implement this vision for the workforce system under WIOA.





## EXPANDING BUSINESS ENGAGEMENT WITH APPRENTICESHIP

Engagement with employers about apprenticeship can be incorporated into the ongoing business engagement efforts of the local workforce system. Apprenticeship can be a value-added strategy for businesses, supplementing traditional tools used by BSRs such as career fairs and recruitment support. A one-stop center may also already use on-the-job training, internships, and/or skills-based training as part of the array of services offered to businesses. BSRs can build on the trust they have developed with employers through these services to engage in a dialogue about apprenticeship.

- ***Assessment***

Many local workforce systems involve employers in various levels of their service delivery to job seekers. For example, the assessment and workforce readiness programs offered to job seekers can serve as a foundation for skill-based training, pre-apprenticeship programs, and internships of all varieties. Involving employers in these services can open up conversations that lead to the establishment of apprenticeship programs.

- ***Work-based Learning***

BSRs can help employers see the value of apprenticeship by presenting it as an effective work-based learning strategy. They can also offer support from the one-stop center for the apprenticeship program, such as recruiting apprentices, screening and referring quality candidates to employers, and supporting the program through training funds.

- ***Incumbent Worker Training***

A focus on incumbent workers is another strategy for engaging employers around apprenticeship. There are many advantages to advancing incumbent workers through career pathways that exist within companies and the apprenticeship model can be an effective strategy to grow highly-skilled, loyal employees for business customers.

## STATE APPRENTICESHIP OFFICES ARE VALUABLE PARTNERS TO INCLUDE IN YOUR BUSINESS ENGAGEMENT STRATEGIES. BSRs CAN:

- Reach out to state apprenticeship staff, build relationships with them, and learn more about the apprenticeship business.
- Include state apprenticeship staff in meetings with employers to help explain the apprenticeship model and why it is a good fit for their business.

To find apprenticeship contacts in your state, visit <http://www.doleta.gov/oa/contactlist.cfm>.





## PROMOTING APPRENTICESHIP TO EMPLOYERS

A BSR can use an array of benefits to promote employer use of apprenticeship as a workforce strategy.

### ***Apprenticeship:***

- Allows companies to be proactive in addressing their present and future skill needs...growing their own when the local pool of skilled workers is small.
- Provides employers with additional tools that complement their existing processes of recruitment and advancement to develop highly-trained workers in the midst of a challenging workforce environment.
- Can be used with both current (incumbent) employees and new workers.
- Allows companies to customize both the on-the-job training component and the related instruction to their specific needs.
- Provides a structured and sustainable way to create career pathways in the occupational areas that businesses will need in the future.

# APPRENTICESHIP MYTHS

*While engaging business sounds straight forward, there are a number of myths about apprenticeship that may have caused employers to overlook this strategy in the past. BSRs may come across these misconceptions when working with employers on apprenticeship and can easily address them with the facts.*

- **Myth: All Apprenticeships are Union Jobs**

Since apprenticeship has been traditionally closely associated with the building and manufacturing trades, many employers have a misconception that apprenticeship can only be used in unionized workplaces. Further, non-union companies may see apprenticeship as a context for organizing activity and be resistant for that reason.

**Response:** Apprenticeship has been widely used in both union and non-union businesses with positive results. If an employer is looking for a workforce solution that is skill-based, can be supported with experiential learning on the job, and will not take years to reap the benefits of a highly-skilled, well-trained workforce, then apprenticeship is the answer.

**Action Item:** Share apprenticeship success stories that are similar to your current employer's needs. This will highlight success and show them what can be achieved through the use of apprenticeship programs. Read apprenticeship success stories at <http://www.dol.gov/apprenticeship/>.

- **Myth: Apprenticeship is Only for Construction**

A common misunderstanding about Registered Apprenticeship is that it can only be used for construction jobs or other skilled trades – and is not a workforce strategy that will work for in-demand and emerging industries in the economy.

**Response:** Apprenticeship is a model that can work for any business. Today, there are apprenticeship programs in over 1,000 occupations, including careers in healthcare, information technology, advanced manufacturing, transportation and logistics, and energy.

**Action Item:** Review the list of apprenticeship occupations from the U.S. Department of Labor at <http://www.doleta.gov/OA/occupations.cfm>.

# APPRENTICESHIP MYTHS

- **Myth: One Size Fits All**

Employers tend to think that there is only one way to run an apprenticeship and that it will not fit with their needs. They may not understand the flexibility that exists in the apprenticeship model.

**Response:** Registered Apprenticeship can be customized to meet the needs of nearly every type of business. Apprenticeship program design is flexible and allows for customization for training and education delivery, and the length of the program, among other key areas. For example, the on-the-job training component of the apprenticeship is tailored to the specific skill requirements of the company, grounding the training in the real work of the business.

**Action Item:** Spend time listening to the employer's needs. BSRs may be able to link the employer with an educational institution to provide the training they need and identify nationally-recognized credentials and certifications that could benefit the business and its employees.

- **Myth: Apprenticeship Costs**

Many employers resist the idea of starting an apprenticeship program due to the costs involved. Businesses hire workers (or select current workers) to be apprentices and pay their wages. There may be other costs to employers, such as contributing to related instruction. Many of the benefits of the apprenticeship model appear to go to apprentices who will eventually have a credential and the bridge to further continuing education.

**Response:** The money employers spend on apprenticeship should be seen as an investment. They probably don't consider the benefit of the loyalty of employees that finish the program – approximately 91% of workers that complete apprenticeship programs remain employed. This investment also leads to higher productivity, lower turnover, and less recruitment costs.

Further, an employer does not have to bear all the costs of an apprenticeship program alone. Collaborating with other employers in the same industry can reduce the costs for apprenticeship. The public workforce system, educational institutions, and community organizations can aid in reducing education and training costs and other services for apprentices.

# APPRENTICESHIP MYTHS

**Action Item:** Become familiar with federal resources that can be leveraged to support apprenticeship programs, such as the GI Bill and Federal Student Aid, by reviewing the Federal Resources Playbook for Registered Apprenticeship at <http://www.doleta.gov/oa/federalresources/playbook.pdf>. Some states also provide tax credits and other incentives for businesses for apprenticeships – see if any tax benefits are available in your state at <http://www.doleta.gov/oa/taxcredits.cfm>.

- **Myth: “I’m from the government and I’m here to help”**

Some employers may look at apprenticeship as a “government-sponsored” program – rather than a business-driven model. Further, BSRs who approach employers with a message that “I’m from the government and I’m here to help” are frequently rebuffed by employers who equate government programs with more control, more cost, and certainly more paper work.

**Response:** Approaching employers about apprenticeship is much easier if BSRs have built a relationship with them that proves that government can actually help. Filling job orders, screening new hires, assessing job seeker skills, offering training to potential employees to meet the employer’s needs, and delivering qualified candidates for open positions, all go a long way in helping employers feel more confident about what the local workforce system has to offer.

**Action Item:** Embed your business engagement program for apprenticeships in ongoing business engagement strategies for the local workforce system. Build a relationship that employers trust over time.

- **Myth: Temporary Jobs are a Sustainable Workforce Solution**

One of the major barriers to companies using apprenticeship involves the exponential growth of temporary jobs in this country. The paradox of employers complaining about not having skilled people and, at the same time, hiring fewer full-time workers and more temporary workers creates a challenging situation.

**Response:** BSRs can stress how companies can increase productivity and enhance competitiveness in the global marketplace using apprenticeship. Many companies use staffing services because they are not aware of other options. Underscore the advantages of working with the workforce system and its partners to promote success for employers.



# APPRENTICESHIP MYTHS

**Action Item:** If temporary jobs are prominent in the area, explore the value in establishing relationships with staffing agencies. They could possibly function in a pre-apprenticeship role that would directly connect temporary employees to apprenticeships. Employers that have good relationships with staffing agencies are a good resource to discuss how to make this connection. Remember that the staffing agencies work for the employers and therefore have an incentive to partner to meet their workforce needs.

- **Myth: Poaching Employees**

Many employers are afraid to partner with other companies on apprenticeship because they fear poaching of skilled workers. Employers may think that once they have trained apprentices and the apprentices have a credential in that occupation, they will leave for another company in the partnership.

**Response:** It's important for employers to look realistically at the risks. The risk of doing nothing is far greater than the risk involved in collaborating with other employers to build a larger pool of skilled workers so that all can benefit. While there is a small possibility that a business may lose an employee, that risk exists in any talent development strategy that builds the skills of a company's workforce.

**Action Item:** Work with employers to try a new training approach (such as incumbent worker training, on-the-job training, or coordinating apprenticeships with other companies), and they will start to see the common sense value of apprenticeship and be willing to try this approach. Start small, get employers to try it...and be sure that they have a good experience.



## DON'T FORGET...

*Engaging with companies to participate in apprenticeships is just like the day-in and day-out promotional activities you currently use with employers.*

- **Develop a relationship.** You are more likely to succeed in promoting apprenticeship if you have an existing relationship with the employer. If you don't have the relationship, you may need to start with other employer services and smaller-scale training approaches to build employer trust.
- **Know your product.** Many BSRs are not familiar with apprenticeship and will need to increase their knowledge before engaging with employers. There are plenty of online resources available to further your understanding of apprenticeship (see Apprenticeship Resources below). Every state has an apprenticeship office that you can contact with questions.
- **Be persistent.** As with any business engagement effort, getting a positive outcome will likely not happen on the first call, particularly with new employer customers. You may need to find a reason to go back, time and time again. Keep in mind that you may not “sell” the company on apprenticeship immediately, but there is no harm in trying to sell what they are ready to buy... job orders, participation in training, and placements are all good... and maybe in the future... you will have a new apprenticeship partner.



# Apprenticeship Resources

- To learn more about Registered Apprenticeship and how the workforce system can use apprenticeship as a workforce strategy for businesses and job seekers, visit the ApprenticeshipUSA Toolkit at [www.dol.gov/apprenticeship/toolkit/index.htm](http://www.dol.gov/apprenticeship/toolkit/index.htm).
- For information that can help employers start apprenticeship programs, check out the Quick-Start Toolkit: Building Registered Apprenticeship Programs at [http://www.doleta.gov/oa/employers/apprenticeship\\_toolkit.pdf](http://www.doleta.gov/oa/employers/apprenticeship_toolkit.pdf).
- For questions about Registered Apprenticeship, find the contact for the apprenticeship office in your state at <http://www.doleta.gov/oa/contactlist.cfm>.



<b>EMPLOYMENT AND TRAINING ADMINISTRATION</b> <b>ADVISORY SYSTEM</b> <b>U.S. DEPARTMENT OF LABOR</b> <b>Washington, D.C. 20210</b>	<b>CLASSIFICATION</b> WIOA – Registered Apprenticeship
	<b>CORRESPONDENCE SYMBOL</b> OA
	<b>DATE</b> January 12, 2017

**ADVISORY: TRAINING AND EMPLOYMENT GUIDANCE LETTER WIOA NO. 13-16  
OPERATING GUIDANCE for the WORKFORCE INNOVATION AND  
OPPORTUNITY ACT**

**TO:** STATE AND LOCAL STAKEHOLDERS IN THE WORKFORCE  
INNOVATION AND OPPORTUNITY ACT  
STATE WORKFORCE AGENCIES  
STATE APPRENTICESHIP AGENCIES  
STATE DIRECTORS, OFFICE OF APPRENTICESHIP  
STATE WORKFORCE ADMINISTRATORS  
STATE WORKFORCE LIAISONS  
STATE AND LOCAL WORKFORCE BOARD CHAIRS AND DIRECTORS

**FROM:** PORTIA WU   
Assistant Secretary

**SUBJECT:** Guidance on Registered Apprenticeship Provisions and Opportunities in the  
Workforce Innovation and Opportunity Act (WIOA)

- 1. Purpose.** Registered Apprenticeship is an important workforce development strategy that the workforce system provides to its customers, both job seekers and employers. It is an evidence-based model for job seekers and is a job-driven strategy for employers and industries. Engagement with employers, institutions of higher education, and policy makers has ramped up significantly in order to achieve the administration's goal to double the number of apprentices across the United States. This is an historic opportunity for the workforce system to expand its business base and offer job seekers greater employment prospects while offering employers a strategic approach to talent development. The purpose of this guidance is to provide information about the new provisions for Registered Apprenticeship in WIOA, including the status of Registered Apprenticeship sponsors as Eligible Training Providers, membership on State and Local Workforce Boards, the use of WIOA funding to support Registered Apprenticeship, reporting on Registered Apprenticeship activity, and suggestions about how to coordinate with the Registered Apprenticeship system.
- 2. References.** See Attachments.
- 3. Background.** WIOA became law on July 22, 2014, and supersedes titles I and II of the Workforce Investment Act (WIA) of 1998, and amends the Wagner-Peyser Act and the Rehabilitation Act of 1973. The Departments of Labor and Education published the Final Rules in the Federal Register on August 19, 2016, which became effective October 18, 2016.

<b>RESCISSIONS</b> None	<b>EXPIRATION DATE</b> Continuing
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4. **What is Registered Apprenticeship?** Registered Apprenticeship is a proven model of job preparation that combines paid on-the-job training (OJT) with related instruction to progressively increase workers' skill levels and wages. Registered Apprenticeship is also a business-driven model that provides an effective way for employers to recruit, train, and retain highly skilled workers. It allows employers to develop and apply industry standards to training programs, thereby increasing productivity and the quality of the workforce. As an "earn and learn" strategy, Registered Apprenticeship offers job seekers immediate employment opportunities that pay sustainable wages and offer advancement along a career path. Graduates of Registered Apprenticeship programs receive nationally-recognized, portable credentials, and their training may be applied toward further post-secondary education.

The U.S. Registered Apprenticeship System is authorized through the National Apprenticeship Act of 1937 (29 U.S.C. 50 et seq.). The Office of Apprenticeship (OA) in conjunction with State Apprenticeship Agencies (SAAs) is responsible for registering apprenticeship programs that meet Federal and State standards, issuing certificates of completion to apprentices, encouraging the development of new programs through outreach and technical assistance, protecting the safety and welfare of apprentices, and assuring that all programs provide high-quality training.

In the United States today, there are more than 150,000 employers and other Registered Apprenticeship sponsors (see list of other sponsors on page 6) employing more than 500,000 apprentices in over 1,000 occupations. A broad range of additional occupations can be mastered through Registered Apprenticeship. For example, employers are developing skilled workers using apprenticeship models in such industries as advanced manufacturing, health care, telecommunications, biotechnology, information technology, energy, and transportation and logistics. Employers sometimes work collaboratively to develop a Registered Apprenticeship program; in fact, industry partnerships are one of the hallmarks of Registered Apprenticeship.

All Registered Apprenticeship programs consist of the following five core components – direct business involvement, OJT, related instruction, rewards for skill gains, and a national occupational credential:

- **Business Involvement.** Businesses are the foundation of every Registered Apprenticeship program, and the skills needed for workforce success form the core of the model. Businesses must play an active role in building Registered Apprenticeship programs and are involved in every step of their design and execution.
- **On-the-Job Training.** Every Registered Apprenticeship program includes structured OJT. Companies hire apprentices and provide hands-on training from an experienced mentor. This training is developed by mapping the skills and knowledge the apprentice must learn over the course of the program to be fully proficient at the job.

- **Related Instruction.** Apprentices receive related instruction or classroom style training that complements the OJT. This instruction helps refine the technical and academic skills that apply to the job. Related instruction may be provided by a community college, technical school or college, an apprenticeship training school, or by the business itself. This instruction can be provided at the school, online, or at the work site.
- **Rewards for Skill Gains.** Apprentices receive increases in pay as their skills and knowledge increase. Progressive wage gains reward and motivate apprentices as they advance through training and become more productive and skilled at their job.
- **National Occupational Credential.** Every graduate of a Registered Apprenticeship program receives a nationally-recognized credential, referred to as a Certificate of Completion, which is issued by the U.S. Department of Labor (USDOL) or a federally-recognized SAA. This portable credential signifies that the apprentice is fully qualified to successfully perform an occupation. Many Registered Apprenticeship programs – particularly in high-growth industries such as health care, advanced manufacturing, and transportation – also offer interim credentials as apprentices master skills as part of a career pathway.

The length of training and the skills and competencies required for mastery of an occupation are set by industry. Traditional Registered Apprenticeship programs are time-based and require a specific number of hours of OJT and related instruction. Increasingly, however, industries are using competency-based programs that reflect mastery of key skills and allow workers to progress at their own pace. The Registered Apprenticeship system currently approves time-based, competency-based and hybrid time-and-competency-based programs and is encouraging industries to transition to competency-based programs to enhance program effectiveness and potentially widen the pool of apprentices.

Through Registered Apprenticeship, employers attract and retain highly-qualified employees, and improve productivity and the quality of services and products. State and local workforce systems that use Registered Apprenticeship as a workforce strategy meet the needs of job seekers for sustainable careers and the needs of businesses for a skilled workforce. Adopting robust Registered Apprenticeship programs in the context of economic development strategies creates seamless pipelines of skilled workers and flexible career paths to meet current and future workforce demands.

5. **Leveraging Registered Apprenticeship as a Workforce System Strategy.** Registered Apprenticeship is fully aligned with the employer-focused, work-based training that WIOA envisions. Features of Registered Apprenticeship, including its flexibility, opportunities for immediate earnings, and emphasis on partnerships, make it an effective strategy to meet workforce system goals. Additionally, the outcomes attained by apprentices and graduates of Registered Apprenticeship programs can lead to strong WIOA performance results.

Adopting Registered Apprenticeship as a workforce strategy can help advance the goals of WIOA – a transformed public workforce system that improves employment opportunities for

job seekers and workers through an integrated, job-driven system that links diverse talent to the nation's businesses. Below are ways that Registered Apprenticeship can enhance the WIOA system.

- **Promoting industry sector strategies and regional economic competitiveness.** Meeting the workforce needs of employers is critical to economic growth and is a key priority of WIOA. As an employer-driven model for skill attainment, Registered Apprenticeship provides businesses with the highly-qualified talent they need to grow and compete. WIOA also promotes industry sector strategies and regional collaboration because the very foundation of Registered Apprenticeship is industry engagement, which can further the workforce system's efforts to support regional economies. Registered Apprenticeship can be a critical part of establishing worker pipelines in regionally-critical industry sectors. The apprenticeship model can serve as a catalyst to bring together partners to align education and training investments to meet sector workforce needs.
- **Strengthening partnerships.** WIOA calls for strong partnerships that connect the workforce, economic development, and education systems with business and other stakeholders. Successful Registered Apprenticeship programs are similarly based on strong collaboration among businesses, educational institutions, the public workforce system and other key community organizations. These stakeholders work together to pinpoint the employer's needs, design the Registered Apprenticeship program, recruit apprentices, and fund the program. The Registered Apprenticeship system at the state and national levels is available to provide support and technical assistance to help launch, maintain and grow Registered Apprenticeship opportunities.
- **Emphasis on work-based training strategies.** Registered Apprenticeship is an effective work-based learning approach that builds worker skills and establishes pathways for higher wages and career opportunities. The increased emphasis on work-based learning and business engagement in WIOA provides a clear opportunity for the workforce system to integrate Registered Apprenticeship into business services, providing customized support to meet the needs of any business or group of businesses, thereby fulfilling WIOA's focus on advancing the workforce needs of employers while providing quality training opportunities for job seekers.
- **Increasing access to education and training.** Adult learners with families and financial obligations frequently need to work while they gain additional education or workforce skills. Young adults also may need to work while attending school. Since Registered Apprenticeship is an "earn and learn" model, it provides access to education and training that might not otherwise be possible for many job seekers. Additionally, WIOA automatically includes Registered Apprenticeship programs on state Eligible Training Provider Lists (ETPL), establishing the opportunity for public workforce systems to invest WIOA resources in the related instruction component of Registered Apprenticeship programs.

- **Increasing skills and creating career paths with credentials for workers.** The foundation of the apprenticeship model is that apprentices progressively increase their skills and competencies throughout the program. WIOA creates a new measurable skill gains performance indicator that measures the interim progress of participants in an education or training program, including Registered Apprenticeship programs. Examples of measureable skill gains can be found in the Joint WIOA Final Rule and WIOA Performance Accountability Guidance, [https://wdr.doleta.gov/directives/corr\\_doc.cfm?docn=8226](https://wdr.doleta.gov/directives/corr_doc.cfm?docn=8226). Apprenticeship programs are well positioned to impart skills to workers, which would meet the WIOA measurable skills gain performance indicator. Additionally, because Registered Apprenticeship programs include immediate employment for apprentices, they provide an excellent opportunity for dislocated workers, returning military service members, and others needing to transition to new careers. Registered Apprenticeship contributes to career pathways by building worker skills and establishing well-defined steps along pathways to higher levels of employment and wages. Registered Apprenticeship programs also can be an important part of industry growth strategies where the skills of large segments of the workforce need to be re-tooled.
  - **Meeting the needs of out-of-school youth.** Registered Apprenticeship programs provide an effective strategy to meet WIOA's emphasis on providing services to out-of-school youth and increasing youth work experiences. Registered Apprenticeship is an important talent development option that leads to career opportunities in demand-driven occupations. Registered Apprenticeship programs provide youth with the opportunity to "earn while they learn," and obtain portable credentials that can lead to additional positive post-secondary training outcomes. For younger youth, pre-apprenticeship programs can serve as a gateway to Registered Apprenticeship programs, while providing contextual learning that can promote and enhance high school completion levels. WIOA also requires Local Workforce Development Boards (LWDBs) to utilize at least 20% of their youth funding on paid and unpaid work experiences that have an academic and occupational education component. Such work experiences may now include pre-apprenticeship.
6. **Registered Apprenticeship in WIOA.** WIOA represents a tremendous opportunity to explore, expand and emphasize the utilization of Registered Apprenticeship as a workforce system talent development strategy. Below are specific areas where Registered Apprenticeship is included in the WIOA legislation.
- A. **Registered Apprenticeship on State List of Eligible Training Providers (ETPs)**  
**DOL-only Regulations §§ 680.410 (d), 680.450, 680.460, and 680.470.** Under WIOA, title I, Registered Apprenticeship program sponsors are automatically eligible for placement on the state-approved ETP list and will remain on the list as long as the program is registered or until the program sponsor notifies the State that it no longer wants to be included on the list. Registered Apprenticeship programs are not subject to the same application and performance information requirements or to a period of initial or continued eligibility as other providers because they go through an extensive application



and vetting process to become a Registered Apprenticeship program sponsor with the USDOL or the SAA.

i) *Registered Apprenticeship can take many forms and its sponsors are diverse, including:*

- Employers who provide related instruction: A number of employers with Registered Apprenticeship programs provide formal in-house instruction as well as on-the-job training at the work site. In this situation, the employer is the ETP.
- Employers who use an outside educational provider: Under this model, Registered Apprenticeship program sponsors do not provide the related instruction or educational portion of the apprenticeship, but instead rely upon an outside educational entity to deliver the instruction. Employers can use two- or four-year post-secondary institutions, technical training schools or on-line courses for related instruction. The employer is the ETP and must identify the instructional provider(s).
- Joint Apprenticeship Training Programs: These programs are run by a joint labor-management committee and are comprised of employers and unions. They have an apprenticeship training center where the instructional portion of the Registered Apprenticeship program is delivered. The training schools are usually administered by the union. The Joint Apprenticeship Training Committee is the ETP.
- Intermediaries: Intermediaries can serve as program sponsors when they take responsibility for the administration of the Registered Apprenticeship program. They can also provide expertise such as curriculum development, classroom instruction, and supportive services, as appropriate. The intermediary is the ETP and must identify the instructional provider if an outside organization is providing the educational portion of the Registered Apprenticeship program. Intermediaries include:
  - (1) Educational institutions including two- and four-year post-secondary institutions or technical schools. In this model, the educational institution administers the programs, works with employers to hire apprentices, and provides the classroom or on-line instruction for the Registered Apprenticeship program;
  - (2) Industry associations administer the program and work with employer/members and educational entities to implement the Registered Apprenticeship program; and

- (3) Community-based organizations administer the program and work with employers, educational entities and the community to implement the Registered Apprenticeship program.

ii) *Steps for Adding Registered Apprenticeship Program Sponsors to the State List of Eligible Training Providers*

Although all Registered Apprenticeship sponsors are eligible for the State list of ETPs, some may choose not to be included and/or remain on the list. The majority of Registered Apprenticeship programs have not had the opportunity to work with the public workforce system and will need to learn about WIOA and its key provisions, such as the State list of ETPs, State and Local Workforce Development Boards (WDBs), and other aspects of the system. The Department encourages the Governor to work closely with the Federal OA State offices and the SAAs to facilitate the integration and collaboration of the workforce and Registered Apprenticeship systems. Federal OA and SAA state contact information is at: <http://www.doleta.gov/oa/contactlist.cfm>.

Each State must notify Registered Apprenticeship programs of their eligibility to be on State list of ETPs, and Registered Apprenticeship programs should indicate their interest in being on the State list of ETPs according to procedures established by the Governor. The Governor must work with the Federal OA State Director or if the State oversees the Registered Apprenticeship system, with the SAA, to develop a mechanism to contact all Registered Apprenticeship programs. When developing policies and procedures, the State should make all efforts to minimize the burden to Registered Apprenticeship programs. The State should also take into consideration that new Registered Apprenticeship programs are continually added to the Federal and SAA databases and may want to become ETPs. Therefore, data collection on new Registered Apprenticeship programs should be added on a timely basis, at least semi-annually.

As stated in the DOL-only regulations at 680.470(a), States are required to do the following —

- Contact the State OA or SAA office to get information about Registered Apprenticeship program sponsors to inquire about placement on the list of ETPs; create a process for gathering basic information on Registered Apprenticeship programs;
- Request information on the following: (1) occupations included within the Registered Apprenticeship program; (2) contact information including the name and address of the Registered Apprenticeship sponsor; (3) the name and address of the Related Technical Instruction provider, and the location of instruction if different from the program sponsor's address; (4) the method and length of instruction; and (5) the number of active apprentices. This is all the information that is needed for inclusion on the ETPL.

Registered Apprenticeship programs that do not provide the Related Technical Instruction portion of the apprenticeship (as outlined above) may be required to provide additional information about their education provider, including the cost of the instruction (this is the only time that cost information should be requested);

- Create a process to inquire if Registered Apprenticeship sponsors want to be included on the ETPL and confirm that the information the State OA or SAA office provided is accurate. Registered Apprenticeship programs must be given the opportunity to agree to ETP list placement; and
- Once RA sponsors request to be included on the ETP, the state will post required information on the ETPL.

iii) Placement on Local ETPL

The expectation is that Registered Apprenticeship programs will be included on statewide lists of ETPs through a minimally burdensome process that includes the State Director of Apprenticeship, as well as any and all local lists of ETPs. Program sponsors should not have to apply multiple times to be placed on local ETP lists. Moreover, the language at Section 680.510(a) of the WIOA Final Rule makes clear that LWDBs cannot impose any additional requirements on Registered Apprenticeship program sponsors. Several states have already revised their ETPL policies to add clarifying language that eliminates any ambiguity in this regard.

iv) Biennial Review of Registered Apprenticeship ETP Status

According to DOL-only Regulation § 680.460(j), the Governor is required to develop a procedure to verify the status of Registered Apprenticeship programs as a part of the State's review of the State list of ETPs at least every two years. Although Registered Apprenticeship programs are not subject to the same review procedures as other ETPs, the State must verify the status of the Registered Apprenticeship programs in order to ensure that it remains certified, and removes any apprenticeship programs from the ETP list that are no longer registered. The State should work with Federal OA or SAA staff to get a list of all Registered Apprenticeship programs that are either voluntarily or involuntarily deregistered.

v) Disseminating Information on Registered Apprenticeship Programs to the Workforce System

The Governor is responsible for disseminating information on Registered Apprenticeship program ETPs to the Local Boards. This includes information on any new Registered Apprenticeship program ETPs, and identification of any programs that no longer want to remain on the ETP list or any that were deregistered. The Governor is authorized to designate a State agency to carry out this requirement. The Department urges the State agency to work directly with the Federal OA or the SAA office to obtain the information.

- vi) *ETP Reporting Requirements for Registered Apprenticeship*  
Registered Apprenticeship programs that are part of the State list of ETPs are not subject to the same information reporting requirements as other training programs under WIOA, including the requirements for annual ETP reporting under Section 116. More information on performance reporting requirements for Registered Apprenticeship programs on the ETPL will be provided in upcoming guidance. More specifically, the Departments of Education and Labor will be amending the joint information collection request (ICR) (OMB 10205-0526) which includes information on the data elements required for, and the overall process of producing the eligible training provider report. The ICR is slated for a 60-day public comment period release in January 2017.
- vii) *Pre-Apprenticeship Programs*  
Pre-apprenticeship programs provide instruction and/or training to increase math, literacy, and other vocational and pre-vocational skills needed to gain entry into a Registered Apprenticeship program. Implementing Registered Apprenticeship and pre-apprenticeship models that are aligned with the needs of key industry sectors creates opportunities to advance students, job seekers, and workers along the talent pipeline. A pre-apprenticeship program funded with WIOA funding must have at least one Registered Apprenticeship partner; such pre-apprenticeship programs must possess or develop a strong record of enrolling their pre-apprenticeship graduates into a Registered Apprenticeship program. Once the participant is enrolled in the Registered Apprenticeship program, and if his/her funding has not been exhausted, a portion and/or the balance of funding may be used to cover the costs of the Registered Apprenticeship program's classroom training/related instruction.

Pre-apprenticeship programs generally consist of the following:

- Training and curriculum that aligns with the skill needs of employers in the economy of the State or region involved;
- Access to educational and career counseling and other supportive services, directly or indirectly;
- Hands-on, meaningful learning activities that are connected to education and training activities, such as exploring career options, and understanding how the skills acquired through coursework can be applied toward a future career;
- Opportunities to attain at least one industry-recognized credential; and



- A partnership with one or more Registered Apprenticeship programs that assists in placing individuals who complete the pre-apprenticeship program into a Registered Apprenticeship program.

It must be noted that pre-apprenticeship programs do not have the same automatic ETP status under WIOA as do Registered Apprenticeship programs according to DOL-only Regulation § 680.470(f). The USDOL does not register or regulate pre-apprenticeship programs, although we have defined the attributes of a quality pre-apprenticeship program (see TEN 13-12). Only Registered Apprenticeship programs go through a detailed application and vetting procedure to become a Registered Apprenticeship program sponsor with the USDOL or the SAA. Organizations offering pre-apprenticeship training programs that are seeking ETP status are required to go through the same vetting process and performance reporting requirements as all other training providers in the State. If the pre-apprenticeship training program is on the ETP list, WIOA Title I funds may be used to fund that program for eligible individuals.

- B. Registered Apprenticeship Program Representation on State and Local Workforce Development Boards—DOL-only Regulations 679.110(b)(3)(ii)(B) and Paragraph (c) of § 679.320.** One of the emphases in WIOA is restructuring the LWDBs to be more strategic and job-driven with a focus on sector strategies and career pathways. In support of this emphasis, at least one representative from a Registered Apprenticeship program is required on both the State and Local WDBs. WIOA stipulates that membership must come from a joint-labor management Registered Apprenticeship program. The program must be registered with the USDOL OA or with the SAA. The Registered Apprenticeship representative must be a member of a labor organization or a training director of the joint program. If there are no joint labor-management Registered Apprenticeship programs in the State, the Chief Local Elected Official should appoint a representative from a non-union Registered Apprenticeship program. The apprenticeship representative should have optimum decision-making capacity, as is required with all Board members. Representatives from the SAA and the USDOL OA cannot serve in this capacity; they can, however, serve as advisors to the WDB and work in a non-official capacity.
- C. Registered Apprenticeship as a Recognized Post-Secondary Credential – Section 3(52).** In addition to the new aforementioned Measurable Skill Gains performance indicator, WIOA also includes a new Credential Attainment Rate performance indicator. Graduates from Registered Apprenticeship programs receive a credential (referred to as a Certificate of Completion) issued by either the USDOL or a federally-recognized SAA, which is considered a recognized postsecondary credential under WIOA. Individuals who complete a Registered Apprenticeship program may use their credential toward college credit at a college participating in the Registered Apprenticeship-College Consortium (RACC). This is a network of colleges and Registered Apprenticeship programs where member colleges agree to accept the Registered Apprenticeship credential towards college credit. As a member of the RACC, Registered Apprenticeship

programs must have their programs assessed by a third party evaluator to determine college credit value. <http://doleta.gov/oa/racc.cfm>

- D. **Pre-apprenticeship as Part of Work Experience Youth Program Element – Section 129(c)(2)(C)(ii).** As noted earlier in Section A, WIOA emphasizes youth “work experience” as one of the fourteen required youth program elements by adding a requirement for LWDBs to utilize at least 20% of their youth funding to support work experiences; the statute specifically includes pre-apprenticeship as a type of work experience.
  - E. **Pre-apprenticeship/Registered Apprenticeship for YouthBuild – DOL-only Regulations Part 688.** YouthBuild grantees are encouraged to coordinate work experience and skills training with pre-apprenticeship and Registered Apprenticeship programs. YouthBuild may offer pre-apprenticeship training to prepare youth for Registered Apprenticeship or other career opportunities.
  - F. **Registered Apprenticeship as Pathway for Job Corps –DOL-only Regulations Part 686.** Registered Apprenticeship is a positive placement under the Job Corps program. National training contractors working with Job Corps centers are strongly encouraged to provide pre-apprenticeship training to ensure that graduates are placed in Registered Apprenticeships upon program completion. OA and Job Corps have memoranda of understanding to provide Job Corps graduates priority admission into Registered Apprenticeship programs (See JC Circular 74-5).
7. **WIOA Funding to Support Registered Apprenticeship.** With the significant expansion of Registered Apprenticeship programs in high-demand fields, WIOA Title I funds, in addition to other sources of public and private funds, can be used to support Registered Apprenticeship programs.

WIOA Title I Funds: ETA strongly encourages the workforce system to use WIOA funding to support Registered Apprenticeship in the following ways:

Service	Supporting Registered Apprenticeship (RA)
<b>Individual Training Accounts (ITAs)</b>	RA sponsors are able to use ITA funds to support the educational portion (i.e., related instruction component) of the registered apprenticeship for eligible apprentices. ITAs also can finance pre-apprenticeship training in preparation for formal RA if they are on the State ETP list. Additionally, individuals in receipt of ITAs may also receive supportive services to enable them to participate in the training. States should have up-to-date lists of RA program sponsors from their OA and SAA offices to place on the ETP lists. State and Local WDBs should work with OA and SAA offices on an outreach strategy to maximize RA program sponsor usage.

<p><b>Contracted Classes for Training Cohorts for Related Instruction</b></p>	<p>In certain circumstances a LWDB may determine that a contract with an ETP to train a cohort of potential apprentices in in-demand industry sectors or occupations may be developed instead of an ITA. This approach provides an efficient and well-suited process for certain cohorts of RA training. Note that grantees must ensure that contracts with training providers, including for-profit training providers, meet the procurement standards found in the Uniform Guidance. If a college is considered a contractor, the procurement standards are applicable to grant recipients entering into agreements with contractors and not sub-recipients. All transactions with contractors must adhere to the procurement standards that identify a variety of different ways to procure goods or services. If the cost of the training is within the micro-purchase (\$3K) or under the simplified acquisition threshold which is currently at \$150K, a competitive process is not required. The WDB can hire the college without competition. If the cost of the training exceeds the micro-purchase and simplified acquisition thresholds, the WDB would have to use a competitive process to solicit training providers in the area. If it is determined that the college is acting in the capacity of a sub-recipient, then no procurement is needed. Although ITAs may be utilized to support the related instruction for individual apprentices, it is allowable for the workforce system to utilize a contract as the vehicle for training a cohort of apprentices in the related instruction component of the RA program provided the apprentices (or potential apprentices) meet the Adult or Dislocated Worker eligibility requirements. Under section 134(c)(3)(G)(ii)(V) of WIOA, the contract exceptions to an ITA have been expanded to include RA. Additionally, a LWDB may use incumbent worker training funds under section 134(d)(4) to provide training to a cohort of apprentices.</p>
<p><b>Youth Occupational Skills Training</b></p>	<p>Youth occupational skills training is a required program element under WIOA that includes RA as a viable training option for youth 16-24 that provides both a living and a pathway to the middle class. This program element also emphasizes training that aligns with in-demand industry sectors and occupations, which is a key component of RA programs.</p>
<p><b>Supportive Services</b></p>	<p>WIOA funds can support a variety of supportive services for apprentices, including books, supplies, child care, transportation, tools and uniforms.</p>

<b>Customized Training</b>	State and Local WBDs can support RA program sponsors and apprentices through customized training agreements.
<b>On-the-Job Training</b>	WIOA expands the potential for utilizing OJT to support RA. In certain circumstances, up to 75 percent of the apprentices' wages may be reimbursed by public workforce system contributions if employers meet criteria for a designated period of time. States and Local WBDs can set up arrangements with RA programs where participants may do OJT for multiple employers who are signatories to the RA program, consistent with State and Local policies. Unlike the related instruction component, the OJT component is supported by a contract, not an ITA.
<b>Incumbent Worker Training</b>	LWDBs may use up to 20% of their adult and dislocated worker funds to pay the Federal share of the cost of incumbent worker training, enabling current workers to remain on the job while in training, which is strongly emphasized in WIOA.

For more detailed information on how WIOA funds may be used to support Registered Apprenticeship, please refer to the Registered Apprenticeship Desk Aid <http://www.dol.gov/apprenticeship/toolkit.htm>.

## 8. **Other Sources of Funding for Registered Apprenticeship.**

- A. **Trade Adjustment Assistance (TAA).** Registered Apprenticeship is an allowable type of employer-based training that may be approved for a worker covered by a certification of group eligibility for the TAA Program authorized by the Trade Act of 1974, as amended. For a worker to receive approval to enroll in a Registered Apprenticeship program funded by TAA, the State must determine that the following six criteria are met according to 20 CFR 617.22: (1) no suitable employment is available for an adversely affected worker; (2) the worker would benefit from appropriate training; (3) there is a reasonable expectation of employment following completion of training; (4) training is reasonably available to the worker; (5) the worker is qualified to undertake and complete such training; and (6) training is suitable for the worker and available at a reasonable cost. The TAA Program can pay for the expenses associated with related instruction (e.g., classroom and distance learning), tools, uniforms, equipment or books for an adversely affected worker's participation in a Registered Apprenticeship program. TAA support for the costs of the Registered Apprenticeship must end either at the end of the 130-week maximum duration of training limit established under the Trade Act, or when the participant reaches suitable employment. For further guidance on TAA and Registered Apprenticeship, refer to TEGL No. 5-15, Change 1, Section D.5.3. Further guidance on the TAA Program's funding of the Registered Apprenticeship OJT component is planned and for more information, please contact the appropriate Regional Trade Coordinator.



B. **State Funds.** Many states use statewide funding to support Registered Apprenticeship, and consideration of the use of these funds to support Registered Apprenticeship is strongly recommended. States have considerable flexibility in designing the optional uses of their statewide set-aside funds, including for Registered Apprenticeship and pre-apprenticeship activities, as noted in WIOA Sec. 134(a)(3). Other state-level resources also may be used to support Registered Apprenticeship. For instance, the State of South Carolina offers statewide reserve-funded competitive grants to expand Registered Apprenticeship in high-growth, high-wage industries. The statewide organization, Apprenticeship Carolina, provides eligible businesses with a tax credit of \$1,000 for each registered apprentice they employ.

C. **Discretionary Grants from ETA.** H-1B discretionary grant programs may fund projects that include Registered Apprenticeship as a training strategy to provide participants with the skills, credentials, and experience necessary to enter middle- and high-skilled jobs across industries and occupations for which employers are using H-1B visas to hire foreign workers. H-1B grant initiatives include:

*American Apprenticeship Initiative:* This grant opportunity provides \$175 million to 46 grantees to support the Registered Apprenticeship system through: public-private partnerships in high-growth occupations and industries; development of career pathways; and increased opportunities for women and other underrepresented populations in Registered Apprenticeship. More information on the apprenticeship grants is available at:  
<http://www.dol.gov/apprenticeship/grants.htm>

D. **ApprenticeshipUSA Expansion Grants and Contracts.** Congress approved \$90 million in FY2016 to expand Registered Apprenticeships across the country in a diverse array of industry sectors. Grants provide funding to 36 States and one territory to undertake new apprenticeship efforts in both urban and rural communities. Ten ApprenticeshipUSA Industry Intermediary Contracts were awarded to national organizations to start or scale apprenticeship programs that meet the occupational and skill needs of their industries. More information on the grants and contracts is available at: <https://www.dol.gov/featured/apprenticeship/grants>

9. **Additional Federal Funding Sources for Registered Apprenticeship.** Federal funding for Registered Apprenticeship programs is available through several federal agencies to support business investments in apprentices and to assist educators and intermediaries in strengthening the tie between training and employment through Registered Apprenticeship. Below is a summary of the funding sources available outside of the USDOL. For more in-depth information on each of these funding sources, visit the “Federal Resources Playbook for Registered Apprenticeship” available at:  
<http://www.doleta.gov/oa/federalresources/playbook.pdf>.

## A. U.S. Department of Education

Federal Student Aid Funds – The Federal Student Aid (FSA) office provides billions of dollars each year in Federal grants and work-study funds that can be used to help workers pursue higher education through Registered Apprenticeship. These uses include:

- i) Federal Pell Grants – Apprentices who qualify for Federal Pell Grants can receive funding to cover all or most of the cost of tuition and fees, and books and supplies for the students' enrollment in the technical instruction portion of a Registered Apprenticeship if part of an eligible academic program. The average Federal Pell Grant award was \$3,700 in the 2014-15 academic year.
- ii) Federal Work Study – Institutions can use Federal Work Study (FWS) funds to pay a portion of the training wages of eligible students who are apprentices while they are enrolled in eligible certificate or degree programs. The average FWS award was close to \$1,700 in the 2014-15 academic year. Institutions can leverage their FWS funds, individually or as part of a group of institutions, to create a Job Location and Development (JLD) program to help identify and support employers in creating Registered Apprenticeships for enrolled students.

## B. U.S. Department of Veterans Affairs

- i) GI Bill® – Veterans using the GI Bill® entitlement for formal classroom instruction may receive a percentage of tuition and fee payments (i.e., all tuition and fee payments for an in-State student or up to \$20,235.02 per year for a private/foreign institution for a maximum of 48 months, paid directly to the school on the Veteran's behalf) while participating in an employer's Registered Apprenticeship program. (Veterans may only use their GI Bill® entitlement to support the related instruction component of a *registered* apprenticeship program.)
- ii) Vocational Rehabilitation & Employment (VR&E) Apprenticeships – The VR&E program helps Service members and Veterans with service-connected disabilities and an employment handicap prepare for, find, and maintain suitable careers. Beneficiaries of the VR&E program may receive services that can help with job training, workplace accommodations, and employment placement services, such as resume development, interview coaching, and direct job development.
- iii) Special Employer Incentive (SEI) – Under the SEI program, employers hiring Veterans approved for VR&E services may receive a reimbursement of up to 50 percent of the Veterans' salary for six months. Reimbursements help employers offset costs associated with a loss of production, training instruction, and training materials.

### C. U.S. Department of Agriculture

- i) Supplemental Nutrition Assistance Program – Employment and Training Programs (SNAP E&T) – SNAP E&T programs may include pre-apprenticeships and Registered Apprenticeships, and SNAP E&T funds may be used to pay for training and education expenses, participant reimbursements for dependent care, transportation and other expenses directly related to participation in a pre-apprenticeship or Registered Apprenticeship program, and for case management. There is no ceiling on the availability of these 50/50 reimbursement funds. USDA does not set limits on the amount of participant expenses, though States may establish their own limits. To be eligible for funding, activities must be included in the state's SNAP E&T plan.

### D. U.S. Department of Transportation

Federal Highway Administration (FHWA) On-the-Job Training and Supportive Services (OJT/SS) Program – The FHWA OJT/SS requires State Transportation Agencies (STAs) to establish Registered Apprenticeship and training programs to prepare women, minorities, and disadvantaged individuals for journey-level positions. Individual OJT/SS programs must be formally approved by STAs, and must have a focus on the construction trades and certain management positions where the training is oriented toward construction applications. FHWA provides funding and technical assistance for state OJT/SS programs through the following:

- i) Grant Funding – Provides a maximum of \$10 million to states each year for OJT/SS, including Registered Apprenticeship programs, for selected surface transportation projects.
- ii) Highway Workforce Funding – A discretionary program that may be used by State Transportation Directors under the Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users (SAFETEA-LU). At the discretion of the Secretary of Transportation, States may use up to 0.5 percent of their Federal allotment for selected highway transportation programs to fund transportation workforce development, including Registered Apprenticeship programs.
- iii) Regional Workforce Centers – A central focus of these workforce centers is to assist STAs in using the OJT/SS program by developing and supporting workforce programs, including Registered Apprenticeship programs, in partnership with community colleges, private industry, community-based organizations, and workforce agencies. In October 2014, FHWA awarded nearly \$5 million in grants to five Regional Surface Transportation Workforce Centers.

## **E. U.S. Department of Housing and Urban Development.**

Section 3 Covered Housing and Urban Development (HUD) Financial Assistance Programs – HUD provides financial assistance to entities such as Public Housing Authorities, local government agencies, multi-family property owners, and nonprofit organizations that, in turn, are responsible for awarding contracts to businesses that are owned by, or substantially employ, Section 3 residents (i.e., section 3 businesses). Section 3 residents are public housing residents, and low- or very low-income persons residing in the metropolitan area or non-metropolitan county where the Section 3 covered assistance is expended. To meet Section 3 requirements, HUD grantees and their contractors can partner with and recruit workers from pre-apprenticeship programs, such as YouthBuild, and participate in Registered Apprenticeship programs that prepare and train Section 3 residents for jobs. By employing HUD public housing residents or YouthBuild graduates as apprentices, contractors can receive a preference for further HUD projects.

- 10. Workforce System Reporting Requirements for Registered Apprenticeship.** The WIOA individual record layout, called the PIRL (Participant Individual Record Layout), will be the mechanism through which the public workforce system collects and reports data on the utilization of Registered Apprenticeship. In terms of Registered Apprenticeship, the PIRL expands upon the WIASRD (Workforce Investment Act Standardized Record Data) layout utilized under WIA, allowing for the collection of more substantive data with which to gauge workforce system integration. For instance, PIRL Data Element #931 is a required data element for multiple USDOL programs that will require staff to flag whether or not a WIOA participant is either in a Registered Apprenticeship program at the time of program entry or whether they enter a Registered Apprenticeship program during participation. In addition, the coding elements for *Type of Training* (e.g., Data Element #1303) now clarify that, if OJT or skill upgrading is being provided as part of a Registered Apprenticeship program, the code value for Registered Apprenticeship (09) should be utilized.

Data on utilization of Registered Apprenticeship was first captured in the WIASRD through reporting revisions made in 2013. Specifically, TEGL 4-13 revised the *Type of Training* data element to include a specific coding value for Registered Apprenticeship (coding value 09 on WIASRD element number 1209). Data reported through the WIASRD since 2013 indicate very few states reporting this type of training. In fact, national WIASRD data for the quarter ending 3/31/16 (which consists of three quarters of WIOA data and one quarter of WIA data) indicates only 17 states and 30 LWDBs (out of more than 600) reporting this type of activity. ETA therefore sees WIOA implementation as a tremendous opportunity to support, advance and emphasize Registered Apprenticeship and will be tracking these data closely. As a result, it is important that states report accurate and reliable data on Registered Apprenticeship activity.

- 11. WIOA Performance and Registered Apprenticeship.** At Section 116, WIOA outlines six primary indicators of performance, which are summarized as follows:



1. Employment in the Second Quarter After Exit
2. Employment in the Fourth Quarter After Exit
3. Median Earnings in the Second Quarter After Exit
4. Credential Attainment
5. Measurable Skill Gains
6. Effectiveness in Serving Employers

Registered Apprenticeship *is* employment and registered apprentices earn a wage from day one. As previously mentioned, Registered Apprenticeship programs are a strategic intervention that may be reflected in the Measurable Skill Gains indicator and the Registered Apprenticeship Completion Certificate is a recognized post-secondary credential that supports the Credential Attainment indicator.

Further guidance on how Registered Apprenticeship can positively impact performance on the WIOA required indicators is forthcoming.

- 12. Action Steps.** Below are six concrete steps that can be taken to better align the Workforce Development System and Registered Apprenticeship System and utilize this proven workforce training strategy:

**A. Get to know your state Registered Apprenticeship contact.**

Every state has Registered Apprenticeship representatives available to provide support and technical assistance to the public workforce system regarding Registered Apprenticeship programs. OA or SAA staff can help develop contacts and can serve as a valuable partner in your Registered Apprenticeship programs. Invite your Registered Apprenticeship representative to your One-Stop center for a tour and to learn about your services and partners. Section 6.A. ii of this TEGl states that Registered Apprenticeship programs will need to be educated on the State list of ETPs, WIOA funding, WDBs, governance, and other aspects of the system. Similarly, state agencies will need to be fully educated on Registered Apprenticeship processes and programs. The workforce system will also need to work with Registered Apprenticeship staff to collect, update and share data on current Registered Apprenticeship program sponsors.

To locate RA contacts in your state, visit [www.doleta.gov/oa/contactlist.cfm](http://www.doleta.gov/oa/contactlist.cfm)

**B. Develop new Registered Apprenticeship programs in your area.**

Sector Strategies and Career Pathways initiatives can help integrate Registered Apprenticeship into your workforce system, as RA is an integral part of both sector strategies and career pathways. Sector strategies engage employers in determining local or regional hiring needs and then designing customized training programs that are responsive to those needs. By aligning with evolving regional economies, these strategies can help provide a network of employment, training, and related services that meet employer needs and build a stronger workforce. Registered Apprenticeship programs emphasize a job-driven educational

option that allows workers to gain industry-recognized credentials and to move along a determined career path. By the time the program is completed, Registered Apprenticeship takes individuals with few, if any, skills to a level of technical competency in a given occupation. This provides an important career path as a stand-alone program or offers further upward mobility into higher-level careers. For industries involved in sector strategies, this approach offers multiple employers in a given sector opportunities to develop career pathways and pool resources to educate and train individuals for in-demand jobs. Work with your State apprenticeship office to develop these models.

**C. Connect with the new apprenticeship representative on your workforce board.**

Under WIOA, Registered Apprenticeship representatives are required members of state and LWDBs. This provides the forum for educating and integrating the Registered Apprenticeship and workforce systems. Board participation and engagement will support the incorporation of Registered Apprenticeship programs into the suite of training services in your workforce system.

**D. Brief your Business Services and Case Manager staff on Registered Apprenticeship.**

Registered Apprenticeship fits well with the employer-driven, work-based training vision of WIOA. Business representatives can work collaboratively with Registered Apprenticeship professionals in marketing activities to employers to discuss benefits of the workforce system and Registered Apprenticeship. The assistance provided by apprenticeship staff is always free of charge and with 19,000 employers in the United States today with active Registered Apprenticeship programs, collaborative efforts can result in economies of scale for the workforce system at a time when LWDBs may be resource-challenged.

In addition, with the special automatic ETP status for Registered Apprenticeship sponsors, there will be more opportunities to work with these employers. State Apprenticeship staff can provide technical assistance to One-Stop staff on how Registered Apprenticeship works and how to engage and place individuals into a program.

**E. Visit the new ApprenticeshipUSA Toolkit and Desk Aid.**

The Employment and Training Administration launched the ApprenticeshipUSA Toolkit in 2015. This online toolkit, designed to support the public workforce system in developing successful Registered Apprenticeship strategies, includes a variety of tools, tutorials, fact sheets and other resources.

The toolkit will add value for workforce systems at all levels of familiarity with Registered Apprenticeship, from the inclusion of tools to learn about apprenticeship, to building apprenticeship partnerships, to implementing Registered Apprenticeship strategies and by providing examples of successful partnership models currently in place in different parts of the country. <http://www.dol.gov/apprenticeship/toolkit.htm>

**F. Set Goals to Expand Workforce System Engagement with Registered Apprenticeship.**

Despite numerous studies indicating a robust return on investment, current reported data indicate low utilization of Registered Apprenticeship as a workforce development strategy (the percentage of WIOA participants in Registered Apprenticeship is less than 1%). Based on the new statutory provisions supporting Registered Apprenticeship, as well as the national goal to double the number of apprentices across the country, we encourage States and LWDBs to set their own goals and targets based on current data and what might be appropriate for your State and/or local area. This could take several forms. For instance, given current levels, an appropriate goal may be raising the percentage of current WIOA participants involved in Registered Apprenticeship to 5%. States and LWDBs could also take a data-based approach by utilizing current WIASRD data as a baseline and reviewing expansion on a semi-annual or even quarterly basis once the WIOA Participant Individual Record Layout is fully implemented nationwide. States and LWDBs also may take the approach of increasing the number or percentage of Registered Apprenticeship *programs* that have successfully partnered with the State or local workforce development system. We encourage thoughtful consideration of the multiple opportunities to demonstrate successful engagement with ApprenticeshipUSA in measurable ways.

**13. Inquiries.** Questions should be submitted to the appropriate Regional Office.

**14. Attachments.**

Attachment I: References

Attachment II: Making Registered Apprenticeship Work: Case Studies on Workforce-Registered Apprenticeship Partnerships from Detroit and Arizona

Attachment III: How to Count Registered Apprenticeship in the Workforce System



## Attachment I

### References

- WIOA (Pub. L. 113-128) Title I
- WIOA Final Regulations (Federal Register Vol. 81, No. 161, August 19, 2016)
- TEGL No. 19-14, *Vision for the Workforce System and Initial Implementation of the Workforce Innovation and Opportunity Act*; and
- WIA (Pub. L. 105-220), Title I
- TEGL No. 3-15, *Guidance on Services Provided through the Adult and Dislocated Worker Program...and Guidance for the Transition to WIOA Services*
- TEGL No. 41-14, *Title I Training Provider Eligibility Transition*
- TEGL No. 06-15, *State and Local Workforce Boards*
- TEGL No. 23-14, *Youth Program Transition*
- TEGL No. 15-10, *Increasing Credential, Degree, and Certificate Attainment by Participants of the Public Workforce System*
- TEGL 2-07, *Leveraging Registered Apprenticeship as a Workforce Development Strategy for the Workforce Investment System*
- Joint Letter promoting the use of Career Pathways  
[http://www.acf.hhs.gov/sites/default/files/ofa/doe\\_hhs\\_and\\_dol\\_issue\\_joint\\_letter\\_promoting\\_the\\_use\\_of\\_career\\_pathways.pdf](http://www.acf.hhs.gov/sites/default/files/ofa/doe_hhs_and_dol_issue_joint_letter_promoting_the_use_of_career_pathways.pdf)

### Registered Apprenticeship Specific References

- Apprenticeship Website – [www.dol.gov/apprenticeship](http://www.dol.gov/apprenticeship)
- Registered Apprenticeship on Eligible Training Provider List – Section 122(a)(2)(B) and (3)
- Registered Apprenticeship as recognized post-secondary credential – Section 3(52)
- Registered Apprenticeship on State Workforce Board – Section 101(b)(1)(C)(ii)(II)
- Registered Apprenticeship on Local Workforce Board – Section 107(b)(2)(B)(ii)
- Pre-apprenticeship as Youth program service – Section 129(c)(2)(C)(ii)
- Registered Apprenticeship as career pathway for Job Corps – Section 141(1)(A)(ii) and Section 148(a)(2)(B)
- Pre-apprenticeship/Registered Apprenticeship for YouthBuild – Section 171(c)(2)(A)(i)
- National Apprenticeship Act (P.L. 75-308) <http://www.doleta.gov/OA/fitzact.cfm>
- Defining a Pre-Apprenticeship Program and Related Tools and Resources  
[http://wdr.doleta.gov/directives/attach/TEN/TEN\\_13-12\\_Acc.pdf](http://wdr.doleta.gov/directives/attach/TEN/TEN_13-12_Acc.pdf)
- Apprenticeship Toolkit – [Quick Start Toolkit](#)
- Federal Funding for Apprenticeship Playbook - [Federal Playbook](#)
- Employer's Playbook to Building an Apprenticeship Program – [Employer's Playbook](#) Workforce Toolkit
- List of Apprenticeship Directors by State <http://www.doleta.gov/OA/contactlist.cfm>



## **Attachment II**

### **Promising Partnerships: Registered Apprenticeship and the Workforce System**

Two examples of effective workforce system-registered apprenticeship collaboration follow.

#### **1. Detroit Registered Apprenticeship Program**

##### **Overview:**

Detroit has developed an innovative approach to preparing residents to attain marketable skills that meet the workforce needs of local employers. The Detroit Registered Apprenticeship Program (D-RAP) was launched as a pilot in 2012 to address two main challenges facing the City of Detroit: several large-scale infrastructure projects underway in need of trained workers, and large numbers of community residents who were unskilled or under-skilled who need jobs with upwardly mobile career pathways. The partners determined that Registered Apprenticeship was a good solution for these challenges, as employers would receive screened, qualified applicants, apprentices could begin work right away on vital projects and Detroit residents would have the opportunity to build their skills and advance in family-sustaining careers.

While the program started in 2012 with the modest goal of preparing 20 Detroit residents for sustainable careers, the program grew to more than 150 apprentices in 2014. All partners note that this effective program is strengthening the city's economic and workforce development recovery. Program results have been especially strong and contribute to quality performance outcomes for Detroit Employment Solutions Corporation (see data below).

##### **Program Structure:**

The Detroit Employment Solutions Corporation and its community partners recruit participants who are under-skilled and underserved. In November 2014, 23 percent of participants were female and 97 percent were African-American, reflecting the program's strong emphasis on inclusivity and diversity.

Workforce system staff screen potential candidates, provide testing and assessment and coordinate an extensive pre-apprenticeship, work readiness training program. Participants receive work readiness training that varies in length from 60 hours to 100 hours, depending on the occupational area.

Occupations requiring the 60-hour curriculum include information technology, transportation, health care, hospitality and culinary arts. In addition to work readiness, this curriculum provides participants with a customer service credential. The longer-term curriculum (including 40 hours of work readiness and 60 hours of contextualized training) is applicable to Level 1 construction trades. More extensive technical training is provided for participants in the Level 2 skilled trades track (e.g. carpentry, plumbing, electrical and masonry).

A vital component of the D-RAP program's success is that participants receive a \$10 per hour stipend while in work readiness training. Once they are placed in an apprenticeship track, the workforce system continues to assist them by funding Individual Training Accounts (ITAs) for

related instruction. They are also eligible for extensive supportive services that contribute to their long-term success, including transportation, uniforms, supplies and other needed items.

Program employers/sponsors receive financial support for the on-the-job training component of the apprenticeship – at an average of \$3,000 per participant. The duration and level of sponsor support is greater for more highly-skilled apprenticeship tracks and is currently capped at \$5,000 for up to three years.

D-RAP was initially funded by state (discretionary) and local workforce dollars. The level of success of the model attained in two years has attracted additional funding from JP Morgan Chase, resulting in a quality private-public funding model.

### **Partnerships:**

D-RAP is the result of a strong partnership among the State of Michigan's Workforce Development Agency, the U.S. Department of Labor's Michigan Office of Apprenticeship, Wayne County Community College and the City of Detroit's workforce development board, known as Detroit Employment Solutions Corporation. These partners have collaborated to address the skills gaps reported in the city's key demand industries, which include health care, utilities and energy, information technology, manufacturing and construction. The construction industry in particular had immediate needs for a skilled workforce, as the City of Detroit has several major infrastructure projects underway. D-RAP has the active engagement of the Mayor of Detroit – and the city provides apprenticeship tracks for public transit and infrastructure projects.

D-RAP, the Office of Apprenticeship and other public sector partners have established Registered Apprenticeship programs with businesses in a variety of business and industries, including CVS Caremark, United Auto Workers, Detroit Electrical Joint Apprenticeship Training Committee, Brookins Construction Trade School, Detroit Carpentry, HERCo Construction, Kacent Culinary Institute, Local 324 Operating Engineers, Michigan Department of Transportation, Hart & Associates, and others. These organizations partner with the workforce system and the State Office of Apprenticeship for the dual purpose of building the trained workforce they need and providing quality employment opportunities for low-income residents of Detroit.

Wayne County Community College is the related training provider for many of the apprenticeship programs. Labor organizations also are strongly engaged and several offer technical training at their sites. Plans also are in place for the local workforce agency to explore a career readiness curriculum with additional post-secondary institutions, as well as with the Detroit public school system. This will provide opportunities for younger individuals to begin preparation for the apprenticeable fields. Additionally, the workforce agency partners with Job Corps to recruit graduates interested in apprenticeship opportunities.

The partners report that their keys to success include:

- **Ongoing communication – and shared expectations – among all partners:** Partners meet monthly to exchange information and ensure programs stay on track.

- **Effective selection and assessment of qualified apprentices:** The workforce system thoroughly screens candidates, ensures they have transportation to work sites, and works with the Office of Apprenticeship to ensure each apprentice is registered and tracked.
- **The subsidized workforce readiness model:** Providing a stipend for apprentices during their Work Readiness training has strengthened program retention and customer success.
- **Keeping employer partners at the forefront of the effort:** The partners are committed to providing participating employers with the well-prepared, quality workforce they need. The Office of Apprenticeship provides technical assistance and support to ensure apprenticeship standards and guidelines are met and result in nationally-recognized credentials for apprentices that complete the program.

#### **Funding and Performance Data:**

<b>Funding Information</b>	<b>Results</b>
Current funding sources include state and local workforce dollars and support from JP Morgan Chase	Package of financial supports for sponsors and apprentices
Average cost per participant (including staff, materials, ITAs, work readiness training, subsidy and supportive services)	\$6,588
Average training support provided to Registered Apprenticeship sponsor	\$3,000
<b>Performance Outcomes</b>	
Placement rate	96 percent
Average starting wage (across apprenticeship tracks)	\$17 per hour

(November 2014 data)

## **2. Arizona Apprenticeship Program**

### **Overview:**

The Registered Apprenticeship (RA) model has been in place in Arizona since 1947, and the state apprenticeship system has developed strong relationships with a variety of partners over the years. The State Apprenticeship Agency Director works within the Arizona Department of Economic Security and partners directly with the state workforce system. The director has an active collaboration with the directors of all 12 local workforce agencies and the 19 Tribal Nations (the federal Office of Apprenticeship registers and services all Tribal Nations although the state may provide supportive services) and supports each with their apprenticeship programs and related outreach efforts to employers. The State Apprenticeship Agency hosts a bi-monthly conference call with local workforce system representatives where information and ideas are shared.

### **Program Structure:**

The Chair of the State Apprenticeship Advisory Committee serves as a member of the State Workforce Investment Board, known as the Workforce Arizona Council. Arizona has currently

112 Registered Apprenticeship programs statewide and 1,083 apprentices were registered during the state's Fiscal Year 2014 (July 1, 2014 to June 30, 2015). The average starting wage across the statewide Registered Apprenticeship programs for that year was \$13.83 per hour. Twenty-five percent of the apprentices received Workforce Investment Act support.

RA programs are available in a broad variety of industries including Construction, Information Technology, Advanced Manufacturing, Hospitality and Utilities to meet the skilled workforce needs of the state's employers.

Arizona has a policy in place that RA programs are automatically included on the state Eligible Training Provider List (ETPL) through a seamless, collaborative process. This approach predated the similar federal policy established under the Workforce Innovation and Opportunity Act (WIOA).

The State Apprenticeship Agency Director conducts outreach in collaboration with a variety of community partners and statewide agencies to attract women, minorities, individuals with disabilities, refugees and other populations underrepresented in the skilled trades to engage in pre-apprenticeship and apprenticeship programs. This has led to many success stories involving apprentices. Collaboration among the State Apprenticeship Agency and veterans' representatives encourages veterans to participate in RA programs. A veteran can use the GI Bill for RA training, which can greatly enhance retention and program completion for returning veterans. Arizona participates in the national [Helmets to Hardhats program](http://www.helmetstohardhats.org/military-service-members) (<http://www.helmetstohardhats.org/military-service-members>) to prepare returning service members for careers in the Construction trades. Additionally, the State Apprenticeship Agency Director and the federal Office of Apprenticeship are Points of Contact for military men and women leaving active service through the U.S. Department of Labor's website [My Next Move for Veterans](https://www.mynextmove.org/vets/) (<https://www.mynextmove.org/vets/>).

### **Partnerships:**

Two examples of the strong apprenticeship/workforce collaborations in the state are in Maricopa County and the City of Phoenix. In each of these local workforce areas, the WIOA program supports apprenticeship strategies by funding tuition for related instruction and providing books, tools and other supplies needed for success in the classroom and on the job.

The Maricopa Workforce Connections program has developed an effective approach to introducing customers to and enrolling them in WIOA-funded apprenticeship training. When individuals are identified as potential apprenticeship candidates, they are offered the opportunity for a group enrollment session. This involves a workshop on career pathways, assessment, eligibility determination and registration with WIOA. The career pathways workshops are customized for each apprenticeship occupation and inform customers of the opportunities for continued learning and career growth available through RA programs, and help set appropriate expectations for the apprenticeship experience. Workforce staff provide additional training options and other workforce services for those customers not interested in RA training. Maricopa County currently partners with sponsors in the Electrical, Construction, Sheet Metal and Pipefitters skilled trades. Workforce Connections provides Individual Training Accounts for



related instruction, as well as support services for RA customers. In Fiscal Year 2014, the Maricopa County workforce program had 310 apprentices enrolled.

Maricopa Workforce Connections staff are partnering with the county's Adult Probation Program, the area community college and the State Apprenticeship Agency to establish RA training programs in the Hospitality industry for male and female probationers on work furlough. This innovative model will provide soft skills training, coaching and support for qualified probationers and will use the prison's existing equipment for apprenticeship training tracks in food services and laundry service. The six-month training program will be provided by the community college, and program completers will receive an industry-recognized credential, which will enhance their employability upon release.

The City of Phoenix is revitalizing its RA programs, especially in the Construction industry. The city's YouthBuild program serves as a pipeline to RA Construction programs for qualified program completers. Business Services staff also work with existing RA sponsors to determine how WIOA funds can assist with the cost of related instruction, tools and other supplies for WIOA-eligible apprentices. Additionally, a representative from the City of Phoenix workforce area serves on the State Apprenticeship Advisory Council. This workforce representative, along with the education representative, are assisting the Council to expand the industries served through Arizona's RA programs.

Other RA partners throughout the state, in addition to the State Apprenticeship Agency, local workforce systems, Tribal Nations State and Federal Prisons and apprenticeship sponsors, include:

- All community colleges throughout the state
- The Arizona Commerce Authority
- Secondary schools
- Community-based organizations
- YouthBuild
- Job Corps
- Veterans groups

There are 12 Joint Technical Education Districts in the state, with 46 high schools at which students attend technical training part-time to learn specific occupational skills. Participants attain industry-recognized credentials upon completion, in addition to their high school diploma. This provides the opportunity for interested youth to directly enter RA programs, with credit for the time and skills already invested. This approach has been so successful in the manufacturing realm that manufacturers are now sponsoring these programs in the technical colleges.

The State Apprenticeship Agency and workforce staff cite the following as components of their successful partnerships:

- Strong, ongoing communication among partners
- A focus on shared goals

- Commitment to providing high-quality services to apprenticeship sponsors and participants

The partners in Arizona's statewide apprenticeship program continually seek new opportunities to use the RA training model to support employers' workforce needs and career success for Arizona's residents.

## Attachment III

### Making Registered Apprenticeship Work for the Public Workforce System: Performance Outcomes

Registered Apprenticeship is one of the most effective strategies for engaging employers and increasing performance outcomes for the public workforce system. Registered Apprenticeship helps workers get jobs, keep jobs, and increase their skills and earnings. Because it is a job, Registered Apprenticeship programs can help states and local areas meet their targets on the WIOA primary indicators.

- ✓ **Employment:** Registered Apprenticeship is a job from day one, so participants are employed when they begin the apprenticeship program.
- ✓ **Retention:** Registered Apprenticeship completers have high retention rates – 91 percent of apprenticeship graduates retain employment.
- ✓ **Earnings:** The average starting apprentice wage is \$15.00 an hour. Graduates earn an average of \$50,000 a year.
- ✓ **Credential Attainment:** All Registered Apprenticeship completers earn a national, industry-recognized credential from the U.S. Department of Labor, which is considered a post-secondary credential under WIOA. This credential is often in addition to an industry credential or state license.

The Workforce Innovation and Opportunity Act (WIOA) continues the strong focus started under the Workforce Investment Act (WIA) on achieving outcomes for job seekers and employers. Registered Apprenticeship can help the workforce system achieve quality performance outcomes. This quick reference guide is a resource to help local workforce professionals understand how Registered Apprenticeship can positively contribute to performance measures.

#### Performance Indicators – Adult and Dislocated Worker Programs

Use the table below to understand how Registered Apprenticeship can contribute to positive outcomes for each of the WIOA primary performance indicators for the Adult and Dislocated Worker programs.

Category	Contribution of Apprenticeship	WIA Measure	WIOA Indicator <sup>1</sup>
<b>Employment</b>	Registered Apprenticeship is a job – participants are employed at the beginning of the training. Under WIOA, this means that all participants (including incumbent workers) in Registered Apprenticeship programs are counted positively in this measure, as long as they remain in the Registered Apprenticeship program following exit from WIOA until the quarter of measurement.	<u>Entered Employment</u> : Employed in the 1st quarter after exit	<u>Employment Rate</u> : Employed in the 2nd quarter after exit  <u>Employment Rate</u> : Employed in the 4th quarter after exit
<b>Employment Retention</b>	Since Registered Apprenticeship programs range between one and six years, many programs last longer than the time that a participant will be enrolled in WIOA. This is not a barrier to positive outcomes. Since apprentices are employed, if participants continue in the Registered Apprenticeship after exiting WIOA until the quarter of measurement, then they will count positively in this measure. Even if they have completed the program, the likelihood of meeting this measure is very high as 91 percent of apprenticeship graduates retain employment.	<u>Employment Retention</u> : Employed in the 2nd and 3rd quarters after exit	No retention indicator under WIOA
<b>Earnings</b>	Apprentices receive increases in wages as their skills and knowledge increase. Therefore, the earnings of apprentices are likely to be high because they receive incremental increases in wages throughout their training.	<u>Average Earnings</u> : Earnings in the 2nd and 3rd quarters after exit	<u>Median Earnings</u> : Earnings in the 2nd quarter after exit
<b>Credential Attainment</b>	By definition, graduates from Registered Apprenticeship programs receive a credential issued by either the U.S. Department of Labor or a federally-recognized State Apprenticeship Agency. This national occupational credential, referred to as a certificate of completion, is a recognized post-secondary credential under WIOA for this measure.	Not a measure under WIA	<u>Credential Attainment</u> : Credential attainment during program participation or within 1 year after exit
<b>Skill Gains</b>	The foundation of the Registered Apprenticeship model is that apprentices progressively increase their skills and competencies throughout the program. As an interim progress measure that is not based on exit, apprentices achieve measurable skill gains as they meet training/proficiency milestones. Therefore, even for longer-term Registered Apprenticeship programs, this measure will likely yield a positive outcome.	Not a measure under WIA	<u>Skill Gains</u> : Achieve measurable skill gains while enrolled in training and education programs



## Performance Indicators – Youth Programs

Use the table below to understand how registered apprenticeship can contribute to positive outcomes for each of the WIOA primary performance indicators for the Youth program.

Category	Contribution of Apprenticeship	WIA Measure	WIOA Indicator <sup>1</sup>
<b>Employment and Education (2nd quarter)</b>	This indicator measures whether youth participants are in employment or education or training programs. Since Registered Apprenticeship is a job, participants are employed from the first day. Registered Apprenticeship programs are also considered a training/education program. On both counts, as long as participants remain in the Registered Apprenticeship program following exit from WIOA until the quarter of measurement, it will be a positive outcome.	<u>Placement in Employment or Education:</u> Measured in 1st quarter after exit	<u>Placement in Employment or Education:</u> Measured in 2nd quarter after exit
<b>Employment and Education (4th quarter)</b>	Similar to the performance indicator above, Registered Apprenticeship will also yield positive outcomes for this indicator. Registered Apprenticeship programs last one to six years, often longer than participation in WIOA. Since apprentices are employed, and since Registered Apprenticeship programs are education/training programs, if participants continue in the apprenticeship after exiting WIOA until the quarter of measurement, they will count positively. Even if they graduate from the Registered Apprenticeship program, the likelihood of meeting this measure is very high as 91 percent of apprentices retain employment after their programs.	Not a measure under WIA	<u>Placement in Employment or Education:</u> Measured in 4th quarter after exit
<b>Earnings</b>	Apprentices receive incremental increases in wages as their skills and knowledge increase. Therefore, the wages of an apprentice who has continued in the Registered Apprenticeship program through the quarter of measurement is likely to be high.	Not a measure under WIA	<u>Median Earnings:</u> Earnings in the 2nd quarter after exit

<b>Credential Attainment</b>	The national credential received by graduates of Registered Apprenticeship programs, referred to as a certificate of completion, is a recognized post-secondary credential under WIOA.	<u>Attainment of a Degree or Certificate:</u> Measured in the 3 <sup>rd</sup> quarter after exit	<u>Credential Attainment:</u> Attainment during program participation or within 1 year after exit
<b>Skill Gains</b>	The foundation of the Registered Apprenticeship model is that apprentices progressively increase their skills and competencies throughout the program. As an interim progress measure that is not based on exit, apprentices achieve measurable skill gains as they meet training/proficiency milestones. Therefore, even for longer-term Registered Apprenticeship programs, this measure will likely yield a positive outcome.	Not a measure under WIA	<u>Skill Gains:</u> Achieve measurable skill gains while enrolled in training and education programs
<b>Literacy and Numeracy Gains</b>	This WIA measure assessed increases in literacy and numeracy of youth participants, but will not be a performance indicator under WIOA.	<u>Literacy/ Numeracy Gains:</u> Educational increases in first year of program	Not a measure under WIOA

### Effectiveness in Serving Employers Measure

In addition to the indicators outlined above, WIOA establishes a sixth primary indicator that will measure the effectiveness of services to employers. Registered Apprenticeship is a proven model for employers to recruit, train, and retain highly-skilled workers. Registered Apprenticeship also helps businesses with their bottom line – increasing productivity, lowering turnover and recruitment costs, and increasing workplace safety. A survey of businesses with Registered Apprenticeship programs found that 97 percent would recommend apprenticeship to others.

The new WIOA employer indicator has not yet been defined by the U.S. Department of Labor. However, given the significant benefits of Registered Apprenticeship for businesses, workforce systems that use apprenticeship programs as part of their employment and training strategies will be well-positioned to effectively serve the employer community.

### Program Exit

As any workforce professional knows, the point of program exit is a key factor in the calculation of performance outcomes. For most training services provided under WIA/WIOA, participants complete their training and then exit the WIA/WIOA program. Registered Apprenticeships, however, range from one to six years. In many cases, participants will still be participating in their Registered Apprenticeship programs after they exit from WIA/WIOA.



The length of Registered Apprenticeship programs is not a barrier to positive outcomes under the performance measures. However, it does require state and local workforce systems to determine an appropriate approach to exiting participants in Registered Apprenticeship programs that adheres to WIOA regulations, provides quality employees for businesses, and ensures increased skill sets for workers.

The point of exit should be based on when the participant is successfully moving through the Registered Apprenticeship program and is no longer receiving services from WIOA. The following are two factors to consider when determining an appropriate exit policy.

- Wage Increases. Apprentices receive progressive increases in pay as their skills and knowledge increase – this is a core element of all Registered Apprenticeships. A wage increase may be an appropriate point of exit from WIOA, as it means that apprentices have passed a milestone in their training, improved their skills, and increased their earnings – signaling that support through WIOA may no longer be needed.
- Credential Attainment. Many Registered Apprenticeship programs offer interim occupational credentials that can be attained by apprentices during their program. The attainment of a credential is another aspect that could be factored into the determination of an appropriate exit point from WIOA, given that this marks an important milestone in the Registered Apprenticeship program. Attainment of a credential signals that apprentices have successfully advanced along a career pathway and increased their skills in the field, and potentially moved beyond the point of needing WIOA support.

**Note on On-the-Job Training (OJT):** OJT contracts with employers for Registered Apprenticeship is a common way for the public workforce system to support participants in Registered Apprenticeship programs. In these cases, the workforce system would adhere to state/local policies on OJT reimbursements and the maximum allowable length of OJT assignments.

For more information on how the workforce system can achieve quality performance outcomes through Registered Apprenticeship, view the on-line tutorial on this topic located at <http://www.dol.gov/apprenticeship/toolkit.htm>.