

A TARGETED APPROACH TO APPRENTICESHIP

BUSINESS ENGAGEMENT



This resource guide targets state and local business outreach, workforce development, education, and apprenticeship professionals who work with employers to expand the use of apprenticeship as a work-based learning strategy. It provides a roadmap for identifying and collaborating with businesses whose workforce needs can be addressed through apprenticeship. If you are currently casting a wide net with your business outreach and are seeking a more focused approach that can yield a higher number of successful business/apprenticeship partnerships, the approach presented here is for you.

KEY APPRENTICESHIP MINDSETS

Successfully collaborating with businesses to create and implement apprenticeship programs is as much about your motivations as it is your technical knowledge. How you think about apprenticeship directly affects your ability to connect with businesses so you can create solutions that work for them. The following mindsets provide a foundation for your efforts to develop successful business relationships.

THE THREE MINDSETS:

- ✓ APPRENTICESHIP IS A **WORKFORCE DEVELOPMENT TOOL** FOR BUSINESS.
- ✓ APPRENTICESHIP IS A FORMALIZED **APPROACH THAT ENHANCES EXISTING BUSINESS PRACTICES**.
- ✓ A PITCH MADE TO **A BUSINESS IS ONLY AS GOOD AS THE APPRENTICESHIP PROGRAM** THAT IS CREATED.

APPRENTICESHIP IS A WORKFORCE DEVELOPMENT TOOL FOR BUSINESS. As a busy workforce development professional, you may find yourself in promotion mode – “selling” the benefits of apprenticeship to businesses through apprenticeship information events, job fairs, promotional materials, and one-on-one conversations. These activities have their place, but to increase your efficiency and to maximize the quality of your engagements with businesses, you need to take a more consultative approach. Think of apprenticeship as one of the many workforce development tools that help meet business needs. Your initial discussions with a business should focus on uncovering their recruitment, hiring, retention, and upskilling challenges (or “pain points”) and responding with tools and solutions that address those issues.

APPRENTICESHIP IS A FORMALIZED APPROACH THAT ENHANCES EXISTING BUSINESS PRACTICES. Apprenticeship is not a replacement for existing business culture and staffing practices. Rather, the apprenticeship model builds on a business’s existing recruitment, onboarding, mentoring, training, and advancement systems. The result is a more standardized, replicable, and cost-effective approach that feels familiar and gets results.

A PITCH MADE TO A BUSINESS IS ONLY AS GOOD AS THE APPRENTICESHIP PROGRAM THAT IS CREATED. The most compelling apprenticeship pitch in the world will not lead to sustained results if the program itself does not address business needs. A strong apprenticeship program requires building and maintaining effective partnerships between the business, the apprenticeship system, and education and training providers. The workforce system and intermediaries also play important roles in recruitment, program administration, funding, and supportive services. The more you gain a comprehensive understanding of these partners and their strengths and the more quickly you bring the right players to the table, the better positioned you will be to bring lasting value to the businesses you work with.

Approaching business engagement with these three mindsets will help you engage more effectively with your business customers and create apprenticeship solutions that address their workforce challenges.

THREE KEY PHASES OF BUSINESS ENGAGEMENT

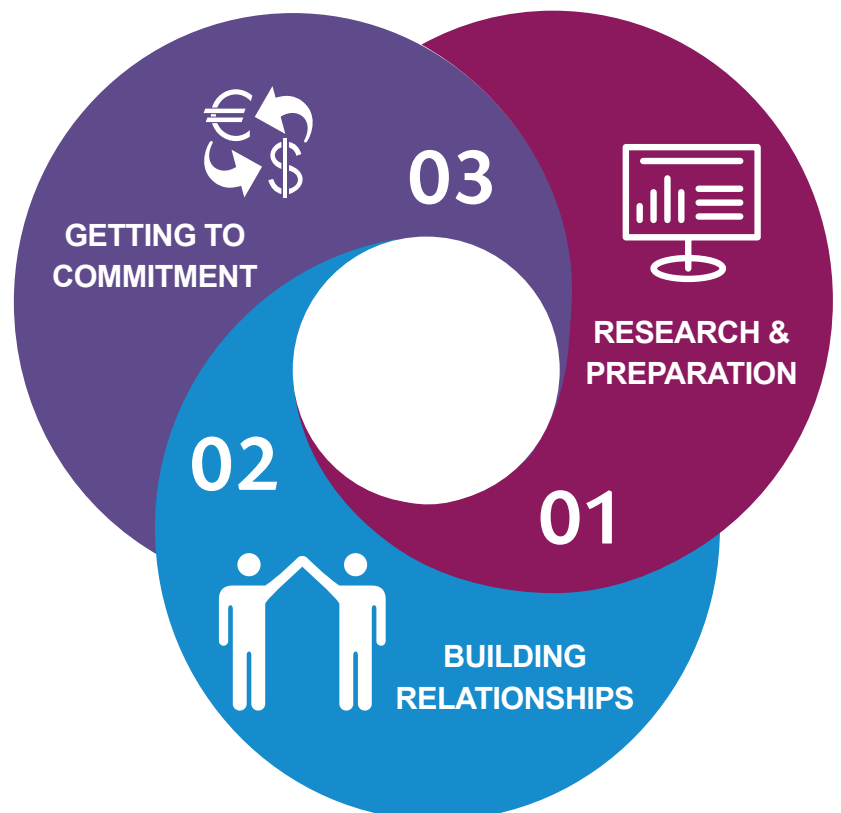
Just as apprenticeship uses a formalized approach to create replicable results, there are steps you can take when approaching businesses about apprenticeship that will ensure replicable successes. These steps fall into three key phases:

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RESEARCH & PREPARATION. Recognize the top challenges apprenticeship can help address, use research to identify businesses that could benefit from apprenticeship, keep track of what you learn, know the value of apprenticeship, and prepare for your initial business meeting.
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BUILDING RELATIONSHIPS. Validate pain points and learn the business’s culture, introduce apprenticeship in the context of existing business practices, and build trust.
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GETTING TO COMMITMENT. Address concerns, build organizational buy-in for the apprenticeship model, and bring the right partners to the table.



PHASE 1 – RESEARCH & PREPARATION



This phase is all about understanding the workforce challenges that apprenticeship can solve and using labor market information and other resources to help you identify businesses which might be struggling with these challenges. The goal is to hone in on a handful of businesses that you feel confident will find value in the apprenticeship model.

RECOGNIZE THE TOP CHALLENGES

The first step to identifying businesses that can benefit from apprenticeship is to understand which business challenges apprenticeship can help solve. Here are real-time labor market data examples of key challenges that apprenticeship is well-suited to address. Note the descriptions and indicators below and think about how apprenticeship can be tailored to meet each challenge.

| CHALLENGE | DESCRIPTION | INDICATOR |
|---------------------------------|---|---|
| SKILLS GAPS IN HIRING | Businesses need to hire and have plenty of applicants, but applicants do not have the skills required to do the job. | Job postings stay open for a long time. |
| DEVELOPMENT OF EXISTING TALENT | Businesses have opportunities to advance current employees, but those employees lack the required skills for these positions. | Instead of promoting from within, businesses are posting job openings for mid-level positions. |
| ATTRACTING AND RETAINING TALENT | Businesses are experiencing unusually high turnover and/or having difficulty finding interested applicants. | Jobs are constantly being posted and reposted. |
| RETIRING WORKFORCE | Businesses are experiencing high levels of retirement in skilled positions. | A business is posting multiple job openings for skilled positions that have not been open in the recent past. |
| ADVANCING TECHNOLOGY | Businesses have enough workers, but are struggling to keep pace with technological and industry advances. | No jobs are open, but the business has expressed an interest in customized and/or technical training. |

USE RESEARCH TO IDENTIFY BUSINESSES

With these challenges in mind, you need a process to identify industry sectors and businesses that are experiencing these challenges. Here are strategies that have worked for many workforce development professionals:

- 1. IDENTIFY IMPORTANT AND GROWING INDUSTRY SECTORS AND BUSINESSES IN YOUR REGIONAL ECONOMY.** Start by gathering information about the most significant industry sectors and businesses in your region. State labor market information and regional economic development agencies provide information that will help with this research. Use reports and data from sector strategies, career pathways work, or other labor market analyses to understand which industries are expanding, experiencing turnover, anticipating a major retirement wave, and/or experiencing significant technology shifts. Make a list of the largest/most significant employers in these sectors.
- 2. LOOK FOR BUSINESSES WITH OPENINGS THAT INDICATE ONE OF THE CHALLENGES DESCRIBED ABOVE.** Visit the websites of the companies on your list and look at their job postings. Also search job boards looking for the same or similar openings. Assess the likelihood that the selected companies are experiencing hiring, retention, or mid-level skills development challenges based on patterns you see in their job posting activity. If possible, validate your hunches with other available data, such as local and regional reports from active sector strategy work and workforce development plans. Narrow down your list to the five-to-10 businesses that are most likely to be experiencing the types of issues that apprenticeship can effectively address.
- 3. REVIEW JOB DESCRIPTIONS.** Looking at your narrower list of businesses, review their job openings to determine if these positions are a good fit for apprenticeship. Research whether apprenticeship programs within the occupations currently exist. Are there gaps in apprenticeship programs – either no programs or limited capacity – in these areas? To identify existing apprenticeship programs registered with the U.S. Department of Labor, visit <http://oa.doleta.gov/bat.cfm>. If you are working in a state that registers its own apprenticeship programs, check with your state apprenticeship agency.

KEEP TRACK OF WHAT YOU LEARN

To help keep track of your research, create a spreadsheet of the top businesses that might benefit from apprenticeship in your geographic area. These are the businesses you are going to reach out to in the next phase. Your spreadsheet should track job titles, position descriptions, postings that are a good fit for apprenticeship, and skill demands for each identified job. If you use a Customer Relations Management (CRM) system, you may be able to adapt it for this purpose in lieu of a spreadsheet. Be organized. Keep copies of job postings for each business in a binder, filed behind each spreadsheet. This will help you prepare for future conversations.

This preparative work gives you a comprehensive understanding of a company's challenges that apprenticeship might solve. It enables you to demonstrate from the first contact that you understand and want to work with a company to help them recruit, train, and retain a skilled workforce. For companies that decide to try apprenticeship, the spreadsheet also becomes a useful tool to identify skills and competencies and develop related instruction and on-the-job learning outlines which align with job descriptions – steps that sometimes scare companies away.

KNOW THE VALUE OF APPRENTICESHIP

Enter your conversations with businesses understanding the potential value of apprenticeship to the business you are approaching. This knowledge helps you and the business begin to explore the suitability of apprenticeship as a solution and helps you compare potential cost savings of apprenticeship over the business's current workforce development model. The following are a few of the many benefits of apprenticeship:

- ✓ **APPRENTICESHIP OFFERS A STEPPED-UP WAGE SYSTEM.** BUSINESSES CAN START NEW HIRES AT A LOWER WAGE WHILE THEY EARN THE SKILLS THEY NEED TO FULLY PERFORM THE JOB.
- ✓ **APPRENTICESHIP HAS INCREASED RETENTION RATES.** BUSINESSES DO NOT HAVE TO INCUR THE COST IN MONEY AND LOST PRODUCTIVITY OF REHIRING AND RETRAINING FOR THE SAME POSITION.
- ✓ **APPRENTICESHIP PROVIDES A REPEATABLE, ORGANIZED FRAMEWORK FOR RECRUITMENT, HIRING, ONBOARDING, AND ADVANCING.** THIS ALLOWS A BUSINESS TO DEVELOP A SYSTEM FOR HIRING AND ADVANCING THAT ENSURES CONSISTENT RESULTS.

Your state and region may offer additional financial and programmatic support to businesses that run apprenticeship programs. These incentives may include tax credits; candidate recruitment and screening support through the workforce investment system; supportive services for apprentices; funding to cover the cost of on-the-job learning and related technical instruction, either through Individual Training Accounts (ITAs) and On-the-Job Training (OJT) funded through the Workforce Innovation and Opportunity Act (WIOA) or through other federal, state, or private sector funding sources; and other supports. Your state workforce and economic development agencies, as well as your local American Job Centers, can help you understand what is available to businesses in your region. Having a clear understanding of the available incentives will help you customize an apprenticeship solution that best meets your businesses' needs.

PREPARE FOR YOUR INITIAL BUSINESS MEETING

As you prepare for your initial discussion with a business, it is important to understand the context in which the business operates and to be able to use their language. Research and become familiar with the business sector's unfamiliar terms and technologies to understand company lingo and skill demands, and to better identify workforce training pain points. This important preparation establishes you as a credible collaborator and partner and helps demonstrate your commitment to addressing the business's workforce challenges. Sources of information include: the U.S. Department of Labor's O*NET database, which has information on skills required for specific occupations (<https://www.onetonline.org/>); industry association websites; individual company websites; newspaper articles; and trade magazines.

PHASE 2 – BUILDING RELATIONSHIPS



Once you have identified the companies that look like strong candidates for apprenticeship, you are ready to start building relationships. In this phase, you will focus on validating pain points and learning the business's culture, introducing apprenticeship in the context of existing business practices, and building trust.

VALIDATE PAIN POINTS AND LEARN THE BUSINESS'S CULTURE

Focus on listening and understanding. Approach your initial meeting as a listening and information gathering experience; it is not a sales call. Your goal should be for the business to do 75 percent of the talking and you can get there by asking insightful questions and honing in on the issues that matter most to the business. Briefly share what you learned through your research and consider using a few of the following prompts to move your conversation forward:

- ✓ WHAT JOBS DO YOU HAVE THE MOST DIFFICULTY FILLING? HOW EASILY ARE YOU ABLE TO FIND WORKERS WITH THE RIGHT SKILL SETS?
- ✓ WHAT POSITIONS HAVE THE HIGHEST TURNOVER?
- ✓ DO YOU ANTICIPATE THE RETIREMENT OF HIGHLY SKILLED WORKERS SOON?
- ✓ WHAT CHALLENGES HAVE YOU ENCOUNTERED HELPING WORKERS KEEP PACE WITH INDUSTRY ADVANCES?
- ✓ IF YOUR COMPANY HAS DIVERSITY GOALS AND STRATEGIES, DO YOU HAVE DIFFICULTY ATTRACTING NEW AND MORE DIVERSE TALENT POOLS?
- ✓ HOW ARE YOU CURRENTLY ADDRESSING THESE CHALLENGES? WHICH SOLUTIONS HAVE BEEN MOST SUCCESSFUL? LESS SUCCESSFUL?

INTRODUCE APPRENTICESHIP IN THE CONTEXT OF EXISTING BUSINESS PRACTICES

When you are ready to start talking about apprenticeship as a potential solution to a business's challenges, continue using your business-centered approach to the conversation. Speak in business terms. Rather than introducing apprenticeship as a formal government-regulated program, relate the elements of apprenticeship to what the business already does. Introduce the model as an effective, formalized approach to recruitment, on-boarding, mentoring, and advancement that will get them the results they need.



The worksheet below can help you organize your thoughts as you prepare to have this conversation.

| BUSINESS PROCESS | THIS BUSINESS'S APPROACH | CORRESPONDING APPRENTICESHIP ELEMENT | YOUR STRATEGY WITH THIS BUSINESS APPRENTICESHIP ELEMENT |
|--|--|---|---|
| JOB DESCRIPTIONS/ POSITION RESPONSIBILITIES | What skills do your employees need to succeed? What new technologies do they need to understand? | Work Processes/ Competencies | |
| RECRUITMENT AND INTERVIEWING | How do you currently recruit new staff members? How do you craft job descriptions? How many applicants do you get and how many are qualified? | Outreach and Selection | |
| INTERNAL/EXTERNAL TRAINING, EDUCATION, OR ON-BOARDING | Once you hire, how do you manage inevitable gaps between the skills outlined in job descriptions and the actual skills of new hires? How do you on-board staff? Do you hold orientations, send staff to conferences or classes, or offer ongoing training? | Related Technical Instruction | |
| MENTORING/ SUPERVISION OF WORK, PERFORMANCE REVIEWS | How are new hires supported? Do you provide mentoring from managers, supervisors, team leads, or peers? | On-the-Job Learning From Mentors | |
| MERIT-BASED INCREASES, PERFORMANCE INCREASES | Does your company conduct merit-based performance reviews and reward good performance with merit-based increases? | Stepped-up Wages | |
| POSITION/TITLE CHANGE/PROMOTIONS | As staff progress, does your business promote them or give them new levels of responsibility? | Apprenticeship Credential/Certificate of Completion | |

BUILD TRUST

You build trust with a business by demonstrating that you take their pain points seriously and can offer them cost effective solutions to their workforce challenges. Cultivate your relationships and further build trust by ending each meeting with clear next steps and a plan to meet or talk again. Here are examples of follow-up strategies that have tangible business benefits:

- ✓ PROVIDE EXAMPLES OF HOW OTHER BUSINESSES HAVE USED APPRENTICESHIP FOR THE TARGET OCCUPATION.
- ✓ OFFER OPPORTUNITIES FOR THE BUSINESS TO TALK WITH BUSINESSES IN THE SAME INDUSTRY/ OCCUPATION WHO ARE SUCCESSFULLY USING APPRENTICESHIP.
- ✓ SUBMIT AN APPRENTICESHIP SOLUTION PROPOSAL WHICH INCLUDES A POTENTIAL PROGRAM MANAGEMENT STRUCTURE, AND DESCRIBES KEY PARTNER ROLES AND RESPONSIBILITIES – INCLUDING THOSE OF POTENTIAL EDUCATION PROVIDERS, INTERMEDIARIES, WORKFORCE DEVELOPMENT AGENCIES, AND OTHER PARTNERS.
- ✓ PROVIDE A ROUGH RETURN-ON-INVESTMENT CALCULATION INDICATING THE POSITIVE FINANCIAL AND HUMAN RESOURCE IMPACTS THAT APPRENTICESHIP MIGHT HAVE FOR A PARTICULAR JOB OR CATEGORY OF JOBS.

If apprenticeship is not the right solution for this business, make sure you are still offering them something valuable in exchange for their time. Be prepared to offer high quality referrals to organizations that can help. Do not just give them the name of an organization. Make a direct referral over email and follow up to make sure the connection was made.

PHASE 3 – GETTING TO COMMITMENT



Now that you have built a relationship and the business has indicated an initial interest in apprenticeship, you will want to nurture the relationship and secure a formal commitment. You will focus on addressing concerns about the apprenticeship model, building organizational buy-in, and bringing the right partners to the table.

ADDRESS CONCERNS

There are several common apprenticeship concerns or myths that may come up during your conversations. Below are effective responses to help address these challenges. Current apprenticeship sponsors are some of the best advocates for the model and are particularly effective at addressing these concerns. During this phase, consider connecting your business contacts with businesses actively using apprenticeship.

MYTH

FACT

APPRENTICESHIP COMES WITH A LOT OF PAPERWORK AND STATE COMPLIANCE REQUIREMENTS

Increasingly, intermediary organizations act as apprenticeship program sponsors to handle administrative responsibilities such as registering businesses and apprentices, tracking activities, and reporting results. This eases the burden for businesses, particularly small companies that do not have the personnel to execute such tasks.

APPRENTICESHIPS ARE RIGID AND PROSCRIBED

Apprenticeships can be customized to meet specific industry needs. Education requirements, education providers, timing of classroom training, and length of apprenticeship are all customizable.

APPRENTICESHIP IS PROHIBITIVELY EXPENSIVE

While it is true that elements of apprenticeship have associated costs, businesses are already spending money on hiring, onboarding, and advancing employees. Apprenticeship often reduces these costs.

SIGNIFICANT AMOUNTS OF MONEY WILL BE INVESTED IN TRAINING AN EMPLOYEE WHO MIGHT LEAVE THE JOB

Every employee carries the risk that he or she might leave. Reiterate that apprenticeship has a high retention rate. Remind the business that the cost of training and skilling a company's workforce can be expensive if completed outside of the program, often higher than the cost of apprenticeship.

APPRENTICESHIP IS ONLY FOR THE CONSTRUCTION AND SKILLED TRADES INDUSTRIES

Apprenticeships are successful across many industries, including healthcare, information technology, finance, transportation, and advanced manufacturing.

APPRENTICESHIPS MUST LEAD TO UNION JOBS

Apprenticeships exist in both unionized and non-unionized workforces and industries.

BUILD ORGANIZATIONAL BUY-IN

Even though a hiring manager or human resources representative seems interested in apprenticeship and understands its value, there may be multiple future meetings with other stakeholders (such as front-line managers and technical experts). Encourage the business to include the department heads and front-line supervisors who know the skills and competencies that are needed and will help design and validate the apprenticeship program, standards, and related technical instruction design.

BRING THE RIGHT PARTNERS TO THE TABLE

The process for moving from initial business engagement to signed apprenticeship standards and fully operational programs varies by state. Some business outreach professionals participate only in the initial meeting and hand-off the process to another partner. Others will see the process through to the signing of the apprenticeship agreement, and still others may act as intermediaries through the entire apprenticeship process. Whatever the process is for you and your organization, you will want to ensure that the business is working with all the partners it needs to succeed. Make sure that the right people from the business, the apprenticeship system, the workforce system, educational institutions, and other community organizations are at the table to identify the necessary resources; design the apprenticeship program; fill the role of sponsor; and recruit and train apprentices.

CONCLUSION AND ADDITIONAL RESOURCES

We all know the realities of today's labor market. Positions are available, but workers are not trained to meet business needs or requirements. Likewise, candidates are not able to secure employment because they lack the skills that businesses seek. Apprenticeship can bridge that gap. This resource guide is intended to help you identify businesses who will benefit from apprenticeship, listen to the problems they face, offer value-added solutions, and build lasting and mutually beneficial business relationships. Build that foundation of success by reinforcing the key mindsets and three phases described here. You will not only use your time more efficiently, but you will be effectively helping businesses meet their workforce needs through the use of apprenticeship, a critical work-based learning tool.



LOOKING FOR MORE RESOURCES AND TOOLS
ON APPRENTICESHIP BUSINESS ENGAGEMENT?

VISIT

Business Engagement Tools Resource Page
<https://apprenticeshipusa.workforcegps.org/resources/2018/05/11/17/01/Apprenticeship-Business-Engagement-Tools>

Apprenticeship Community of Practice
<https://apprenticeshipusa.workforcegps.org/>



UNITED STATES
DEPARTMENT OF LABOR
OFFICE OF APPRENTICESHIP

AGENCY SPECIFIC CONTENT FOR THE NOTICE OF FUNDING OPPORTUNITY 82-580
APPRENTICESHIP EXPANSION PROGRAM

APPENDIX B - Illinois Common Career Pathways Definition and Guidance

Introduction to WIOA Career Pathways Definition

A career pathway means a combination of rigorous and high-quality education, training, and other services that aligns both vertically and horizontally across Secondary Education, Adult Education, Workforce Training and Development, Career and Technical Education, and Postsecondary Education systems, pathways, and programs. Collaborative partnerships with these entities and business and industry, along with human service agencies, corrections, and other community stakeholders, serve as the foundational structure for high-quality and sustainable career pathways. A career pathway also includes multiple entry and exit points to facilitate individuals to build their skills as they progress along a continuum of education and training and advance in sector-specific employment.

The following guidance should help policymakers and practitioners implement state, regional, and local career pathways. The guidance is meant to clarify how a successful pathway—often comprised of one or more career pathway programs—should operate. This guidance also addresses the career pathway system, which sets the policies and procedures that shape career pathways and can assist with strong pathway development and sustainability. Paragraphs A- G below represent elements of the WIOA Career Pathways definition, with added guidance to clarify and provide additional detail for each element.

(A) Aligns with the skill needs of industries in the economy of the State or regional economy involved;

Career pathways should:

- Use labor market data, informed by state, regional, and local employers, to design sector-focused programs that meet the needs of the employers in the state, regional, and local economies.
- Regularly and meaningfully engage employers at every stage of pathway development in an interactive, ongoing relationship² and encourage employers to assume leadership roles
- Identify the certifications, licenses, and industry-recognized credentials that state, regional, and local employers require and craft programs leading to them.

(B) Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the National Apprenticeship Act.³

Career pathways should:

- Enable lifelong learning that ensures youth and adult participants can gain entry to and advance, as desired, through successive education and training programs, leading to stackable credentials⁴ in a given occupational cluster.
- Lead to jobs in increasingly high-skill, high-wage, and/or high-demand industries.
- Ensure access and appropriate services for the targeted populations included in the State of Illinois Workforce Innovation and Opportunity Act Unified State Plan.⁵

² “Meaningful employer engagement” is the process by which State and/or local stakeholders (e.g. training providers, colleges, workforce boards) convene with local and regional industry employers to discuss the skill and credential needs of their workforce and ways in which education and training programs can best prepare individuals.

³ The Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.).

⁴ A stackable credential is part of a sequence of credentials that can be accumulated over time and move an individual along a career pathway or up a career ladder.

⁵ Priority populations identified in the [State of Illinois Workforce Innovation and Opportunity Act Unified State Plan](#) are: Long-term unemployed; Low-income adults; Low literacy adults, including those without a high school diploma; Low-skilled adults; Individuals with disabilities, including youth with disabilities; Those receiving public assistance; Out-of-school youth; Veterans; Migrant and seasonal farm workers; Re-entry individuals

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(C) Includes counseling to support an individual in achieving the individual’s education and career goals; Career pathways should:

- Ensure participants have access to career exploration, academic advising, support with transitions through the pathway, and comprehensive individualized support services, such as, but not limited to, child care, transportation, and financial aid (where appropriate).
- Involve partnerships among K-12, postsecondary educational institutions, workforce training and development agencies, public and private employers, workforce boards, human services providers, and other partners to ensure participant access to the above services.

(D) Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities⁶ and training for a specific occupation or occupational cluster;

Career pathways should:

- Include career-focused instruction that integrates academic and technical content with foundational professional skills⁷, which are skills needed for success in education, and training, career, and life.
- Offer opportunities for work-based learning⁸ experiences.
- Offer job placement assistant services that are tailored to participant needs at different points along the pathway.

(E) Organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable; Career pathways should:

- Offer quality, non-duplicative training, coursework, assignments, and assessments⁹ to accelerate progress, maximize credit and credential attainment, and increase student success.
- Encourage concurrent enrollment and early college credit opportunities that support progression through the pathway.
- Offer participant-focused education and training that incorporates flexible class formats, locations, and times that makes learning accessible and achievable for all populations. Strategies include, but are not limited to, modularized curriculum¹⁰, contextualized curriculum and instruction¹¹, and virtual learning.

(ex-offenders); English Language Learners; Older individuals; Homeless individuals; Single parents; Youth in the foster system or who have aged out; Displaced homemakers; Veterans with disabilities; Indians, Alaska Natives, and Native Hawaiians.

⁶ “Workforce preparation activities” means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment. WIOA HR 803, SEC. 203. DEFINITIONS (17)

⁷ “Foundational professional skills” (often also called “soft skills” or “essential skills”) are the skills needed for success in college, career, and life, such as, but not limited to, punctuality, communication, collaboration, and problem-solving.

⁸ Work-based learning provides participants with work-based opportunities to practice and enhance the skills and knowledge gained in their program of study or industry training program, as well as to develop employability. Examples include: Internships, service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, and apprenticeships.

⁹ Non-duplicative (across education and training partners) assessments of participants’ education, skills, competencies, assets, and support service needs as they move through a career pathway and its programs.

¹⁰ “Modularized curriculum” is curriculum that is divided into shorter, ‘self-contained’ segments or chunks of instruction. The common module length can vary depending upon content, format, and schedule of the course.

¹¹ “Contextualized curriculum and instruction” is the practice of systematically connecting basic skills and academic instruction to industry, or occupational content.

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(F) Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; Career pathways should:

- Create partnerships between programs that serve youth and adults of all skill levels to ensure that participants can in time earn a recognized postsecondary credential¹², as desired.
- Enable participants to gain entry to or advance within a given sector or occupational cluster, facilitate efficient transitions to continuing education, and incorporate stackable and portable industry-recognized credentials.
- Facilitate co-enrollment in programs administered by the core¹³ and required¹⁴ partners (as defined by WIOA), in addition to Supplemental Nutrition Assistance Program Employment & Training (SNAP E&T).

(G) Helps an individual enter or advance within a specific occupation or occupational cluster.

Career pathways should:

- Involve partnerships with employers to support participant educational and career advancement through on-the-job training, customized training, corporate training, incumbent worker training¹⁵, and other work-based training strategies.
- Overcome barriers to entry to ensure that participants with diverse backgrounds and experience have the opportunity to enroll and succeed in a pathway.

An effective and efficient career pathway will also commit to equity for all participants and potential participants and continuous improvement. To ensure that is possible, the system will:

- Collect, share, and use evidence to identify and eliminate barriers to participant access and success.
- Include shared qualitative and quantitative evaluation of participant outcomes, with a focus on equity of access and services across participant groups, to inform the improvement of all programs within the pathway as well as the pathway itself.
- Disaggregate participant-level data to identify inequities in performance among participant groups and improve the outcomes of different participant groups.
- Include shared qualitative and quantitative evaluation of effectiveness in serving employers (the business community) in order to inform strategies for improvement.

¹² “Recognized post-secondary credential”, as defined by the Workforce Innovation and Opportunity Act, means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree. <https://www.doleta.gov/wioa/Docs/wioa-regs-labor-final-rule.pdf>
[WIOA sec. 3\(52\)](#)

¹³ Core programs within WIOA are: WIOA Title I (Adult, Dislocated Worker and Youth formula programs) administered by Department of Labor (DOL); Adult Education and Literacy Act programs administered by the Department of Education (DoED); Wagner-Peyser Act employment services administered by DOL; and Rehabilitation Act Title I programs administered by DoED.

¹⁴ Required programs within WIOA are: Career and Technical Education (Perkins), Community Services Block Grant, Indian and Native American Programs, HUD Employment and Training Programs, Job Corps, Local Veterans' Employment Representatives and Disabled Veterans' Outreach Program, National Farmworker Jobs Program, Senior Community Service Employment Program, Temporary Assistance for Needy Families (TANF), Trade Adjustment Assistance Programs, Unemployment Compensation Programs, and YouthBuild

¹⁵ “Incumbent worker training” is training that is developed with an employer or employer association (group of employers) to retain a skilled workforce or avert the need to lay off employees by assisting the workers in obtaining the skills necessary to retain employment.

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APPENDIX C – Illinois Apprenticeship Plus Framework

