ApprenticeshipUSA

ADVANCING APPRENTICESHIP AS A WORKFORCE STRATEGY:
AN ASSESSMENT AND PLANNING TOOL
FOR THE PUBLIC WORKFORCE SYSTEM

As employers continue to face obstacles in attracting and retaining workers with the right skills, the public workforce system's challenge is to identify effective workforce solutions and collaborative approaches that benefit both job seeker and employer customers. Registered Apprenticeship programs are a proven strategy for developing a talent pipeline of qualified workers for employers and industries, and are created and sustained through strong partnerships.

The workforce system is not only an important partner for apprenticeship programs, but can also be a leader in convening a range of public and private partners in a state or region to develop and launch apprenticeship strategies. **This tool provides a roadmap for exploring apprenticeship as a workforce solution, building partnerships, and designing and launching apprenticeship strategies.**

WHAT IS REGISTERED APPRENTICESHIP?

Registered Apprenticeship is an employer-driven model that combines on-the-job training with job-related instruction, which progressively increases an apprentice's skill level and wages. Apprenticeship offers an industry-proven approach for preparing workers for careers while meeting employers' need for a highly-skilled workforce.

Traditionally, apprenticeship programs were primarily associated with construction and other skilled trades. Today, with the advent and growth of technology and knowledge-based careers, apprenticeship has expanded to more than 1,000 occupations in diverse industries, including Health Care, Information Technology, Advanced Manufacturing, Transportation and Logistics, and Energy.

APPRENTICESHIP FAST FACTS

- **150,000 businesses have apprenticeship programs**

- **There are over 400,000 apprentices across the country**

- **Apprentice graduates earn an average of $50,000 per year**

Registered Apprenticeship programs consist of five core components:

- ***Direct Business Involvement –*** Employers are the foundation of every apprenticeship program and the skills needed by their workforce are at the core.

- ***On-the-Job Training –*** Every apprenticeship program includes structured on the-job-training from an experienced mentor.

- ***Related Instruction –*** Apprentices receive related instruction on the technical and academic competencies that apply to the job.

- ***Rewards for Skills Gains –*** Apprentices receive progressive wage increases as their skills and knowledge increase.

- ***National Occupational Credential –*** Every graduate of a Registered Apprenticeship program receives a nationally-recognized credential.

WIOA: NEW OPPORTUNITIES FOR APPRENTICESHIP

The Workforce Innovation and Opportunity Act (WIOA) seeks to transform the public workforce system and improve the quality of life for job seekers and workers through an integrated, job-driven system that links diverse talent with our nation's industries and employers. Apprenticeship is a proven workforce strategy that can help states and local areas transform how they meet the needs of businesses and workers and fully achieve the vision for the workforce system under WIOA.

WIOA advances apprenticeship as a workforce strategy and provides new opportunities for the public workforce system to utilize apprenticeship as an effective workforce solution.

- ***Naming an apprenticeship representative to state and local workforce boards***
  State and local workforce boards are now required to have an apprenticeship system representative.

- ***Including Registered Apprenticeship programs on Eligible Training Provider Lists***
  All Registered Apprenticeship program sponsors are automatically eligible to be placed on Eligible Training Provider Lists. This change enables the workforce system to use WIOA funds to cover related instruction and other apprenticeship costs for Registered Apprenticeship program sponsors.

- ***Promoting work-based learning to meet employer needs for skilled workers***
  WIOA promotes increased use of work-based learning and a stronger emphasis on business services. The law provides for increased reimbursement rates for employers for on-the-job training (OJT) and customized training. WIOA also permits the use of some WIOA funds for incumbent worker training. OJT, customized training, and incumbent worker training funds can all be used to support apprenticeship programs.

- ***Supporting career pathways for youth through apprenticeship***
  WIOA supports apprenticeship as a workforce strategy for youth, and also increases connections to pre-apprenticeship and apprenticeship programs in the WIOA Youth, YouthBuild, and Job Corps 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 perfect opportunity for the workforce system to integrate apprenticeship into its business services.

- ***Integrating apprenticeship into sector strategies and career pathways***
  The apprenticeship model engages a variety of key stakeholders to provide a coordinated response to regional workforce needs. 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.

GETTING STARTED

Whether your local area is new to apprenticeship or currently working with Registered Apprenticeship programs, if you would like to explore or expand apprenticeship strategies to meet the talent development needs of area industries, this self-assessment and planning tool features five steps to support your efforts.

STEP 1: EXPLORE APPRENTICESHIP AS A WORKFORCE SOLUTION

STEP 2: BUILD APPRENTICESHIP PARTNERSHIPS

STEP 3: DESIGN A HIGH-QUALITY APPRENTICESHIP PROGRAM

STEP 4: IDENTIFY ROLES AND RESPONSIBILITIES

STEP 5: EVALUATE PERFORMANCE OUTCOMES

STEP 1:
EXPLORE APPRENTICESHIP AS A WORKFORCE SOLUTION

By utilizing apprenticeship as a workforce strategy, the public workforce system can promote successful outcomes for both its business and job seeker customers.

The workforce system plays a key role in helping the business community find and retain a skilled workforce that meets employers' talent needs. Many local workforce areas provide employers with a wide array of services, such as recruitment, screening, connection to untapped labor pools, retention support, and access to training programs. Building on those services, the apprenticeship model can be utilized to effectively engage businesses from diverse fields as a part of industry sector strategies. Apprenticeship is an effective solution for any business to recruit, train, and retain highly-skilled workers.

BENEFITS FOR BUSINESS

- **Highly-skilled employees trained to the specifications of a business or industry**
- **Lower turnover**
- **Higher productivity**

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BENEFITS FOR WORKERS

- **Increased skills**
- **Higher wages**
- **Industry-recognized credential**
- **Career advancement**

The workforce system can use apprenticeship to directly connect job seekers to a career pathway and increase their skill sets. Apprenticeship is an effective work-based learning strategy that creates pathways to career advancement and higher wages. It can also help the workforce system increase access to successful career on-ramps for targeted worker populations, such as disadvantaged youth, veterans, and women in non-traditional fields. Apprenticeship can be a catalyst for strengthening partnerships between the workforce and education systems – creating a seamless path that combines learning and skills attainment from the K-12 system to postsecondary education.

The workforce system can use the apprenticeship model to provide their region with a competitive advantage by assuring a continued pipeline of qualified workers for employers. By promoting successful outcomes for both employers and job seekers, the workforce system can also enhance performance outcomes.

Learn more about the apprenticeship model and its benefits to employers, workers, and the public workforce system, by visiting the Learn section of the ApprenticeshipUSA Toolkit at www.dol.gov/apprenticeship/toolkit/learn.htm.

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POSITIVE IMPACTS ON PERFORMANCE OUTCOMES…

- **Employment – Apprentices start working on day one**
- **Retention – 91% of apprentices retain employment**
- **Earnings – Average starting wage is $15.00**
- **Credential – Apprentices earn an industry-recognized credential**

ASSESSING YOUR WORKFORCE LANDSCAPE

As a first step, you'll want to assess the workforce landscape in your region to identify how apprenticeship can be used as an effective strategy. By reviewing regional labor market data and other sources of economic information, you can begin to understand growing industries and occupations that can benefit from apprenticeship. You can compare this analysis to your current industry sector strategies, employer services, and training strategies to identify gaps that can be filled through apprenticeship programs.

The results of this assessment will allow you to identify areas where your local workforce system can have a positive impact on the workforce needs of your community. The assessment can guide your engagement with business partners and determine additional partners necessary to fill key needs within the apprenticeship strategy.

Consider the following questions about the regional labor market:

- What does labor market data say about industries that are growing in the region and in need of skilled workers?

- What supply and demand gaps exist for workers in growing occupations, particularly in occupations that require credentials?

- Do you have employers that are facing the following workforce challenges that can be addressed through apprenticeship?

    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 industry and technology advances?

    Difficulty in attracting new and diverse talent pools?

- Are there existing apprenticeship programs in these industries and occupations? Are there gaps in apprenticeship programs – either no programs or limited capacity – in these areas? (To identify existing apprenticeship programs in your area, visit http://oa.doleta.gov/bat.cfm.)

Use the following questions to assess your service delivery strategies for employers and job seekers relative to the regional labor market analysis above:

- Do your job placement activities align with regional employer demand?

- Do you have job orders which have gone unfilled for more than 90 days?

    Would these positions benefit from apprenticeship training?

    Are training programs available through your local community college or an eligible training provider to address these skills gap?

- How can you expand your service offerings and training options through apprenticeship to benefit both businesses seeking talent and job seekers looking for opportunity?

- Are you placing job seekers in positions that are apprenticeship occupations? (Visit the U.S. Department of Labor's list of apprenticeship occupations at http://www.doleta.gov/OA/occupations.cfm.)

This approach will assist the public workforce system and its partners in evaluating their apprenticeship strategy from both a regional economic context and a sector strategies perspective. The resulting analysis will help identify the opportunities for apprenticeship to be utilized as a strategy to develop a talent pipeline of skilled workers.

ENGAGING BUSINESS IN APPRENTICESHIP STRATEGIES

Business engagement is a core component in successfully implementing an apprenticeship strategy. Businesses must play a central role in designing and building the apprenticeship program, and provide ongoing commitment to support the training and education process.

If your workforce system is new to apprenticeship, you can begin by educating your business services team on the apprenticeship model and its value for business customers. There are Registered Apprenticeship staff in every state who are willing to work with workforce boards and one-stop centers, and can be a helpful partner for business services teams. For a list of the Registered Apprenticeship staff in each state, visit http://www.doleta.gov/oa/contactlist.cfm.

Once business services representatives have gained knowledge of apprenticeship, they can begin marketing apprenticeship to regional employers. As with any business engagement strategy, to successfully work with employers to implement or expand apprenticeship programs, you will have to understand their current and future talent needs and what workforce pain points exist that can be addressed through apprenticeship. (For more information on apprenticeship and business engagement, read "Registered Apprenticeship: A Guide for Business Services Representatives" available on the Implement section of the ApprenticeshipUSA toolkit at www.dol.gov/apprenticeship/toolkit/implement.htm.)

As part of your business engagement, you can use the following questions to help employers explore apprenticeship as a talent development solution:

- *What support can the workforce system and other partners provide to help you build and retain a skilled workforce?*

- *What are your most pressing current and future labor needs?*
  - What jobs do you have the most difficulty finding workers with the right skills?
  - What core competencies are needed for your key occupations?
  - What skill sets are most in-demand in your company?

- *What are your most pressing labor challenges?*
  - What positions have the highest turnover?
  - Do you have occupations in which highly skilled workers will be retiring soon?
  - What challenges have you encountered helping workers keep pace with industry advances?
  - Do you have positions that require skills that can be learned on the job?
  - Are there career advancement avenues for entry-level workers?

- *What current solutions are in place to address these challenges? Which solutions have been most successful? Less successful?*
  - What type of in-house or company-supported training programs do you use to promote employee advancement? Do you work with area community colleges?
  - If your company has diversity goals and strategies, do you have difficulty attracting new and more diverse talent pools?
  - Has your company ever used work-based training models (e.g. on-the-job training, internships, apprenticeship)?

By understanding the talent management challenges of your business partners, you are now prepared to jointly explore how an apprenticeship model is a viable solution for developing a highly skilled workforce. You can also begin to identify all the public and private sector partners needed to develop an apprenticeship strategy and begin to build your collaboration.

STEP 2:
BUILD APPRENTICESHIP PARTNERSHIPS

Successful apprenticeship strategies are created and sustained through strong partnerships. Collaboration among businesses, workforce organizations, educational institutions, and other community organizations is critical for successful apprenticeship programs. Partners work together to identify the necessary resources, design the apprenticeship program, and recruit apprentices.

As you begin to identify partners, it will be useful to understand the types of organizations that can bring value to an apprenticeship strategy and the role each entity can play. Here are examples of how different partners can contribute to an apprenticeship program.

- *Business (individual company or 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

  Provide instruction in-house or in partnership with community colleges or others

- *Public Workforce System (workforce boards, one-stop centers)*

  Develop industry sector strategies and career pathway initiatives utilizing apprenticeship

  Recruit and screen candidates to be apprentices

  Provide pre-apprenticeship and basic skills preparation

  Provide supportive services (e.g. tools, uniforms, equipment, books, transportation, childcare)

  Contribute funding for on-the-job training and related instruction

- *Education and Training (4-year colleges, community colleges, career and technical schools)*

  Provide academic and skills instruction driven by industry standards (e.g. instructors, curriculum, instructional equipment)

  Grant progressive credentials based on competency testing

  Facilitate access to financial aid and other support resources (e.g. student loans, tutoring, counseling)

  Utilize marketing and outreach channels to identify apprentice candidates

- *Apprenticeship System (state apprenticeship offices)*

  Provide technical assistance and support to program sponsors

  Answer questions about the apprenticeship model

  Guide partners on each phase of developing and registering a program

  Connect businesses to training providers

  Advise partners on available funding sources to support apprenticeships

- *Workforce Intermediary (industry associations, labor organizations, joint labor-management organizations, community-based organizations)*

  Provide industry and/or occupation-specific expertise to support employers in a particular industry sector (e.g. to inform curriculum development)

  Coordinate partner responsibilities

  Provide program administration to aggregate demand for apprentices, particularly for small- and medium-size employers that may not have the capacity to operate programs on their own

  Provide assistance with instruction and supportive services

In considering partner roles, it is also important to understand that every Registered Apprenticeship program has a "sponsor." The sponsor is responsible for the overall operation of the program, working in collaboration with partners. Sponsors can be a single business or a consortium of businesses. Alternatively, the sponsor can be a workforce intermediary, such as an industry association or a labor-management organization. Community colleges and community-based organizations can also serve as sponsors of apprenticeship programs.

These are only a few examples of the different roles partners may play. These roles will vary, depending on who is a part of the collaboration and what resources each partner is able to contribute. You may have other key organizations in your region that should be part of the collaboration. 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.

For resources to help identify partners in your area, visit the Build section of the ApprenticeshipUSA Toolkit at www.dol.gov/apprenticeship/toolkit/build.htm.

CREATING A SHARED VISION

As the partners come together to begin forming an apprenticeship strategy, it is important to develop a shared vision and identify any limitations on the involvement of partner organizations. Creating a shared vision statement with accompanying goals is vital to determining how the alliance can best align to support the apprenticeship strategy and meet the needs of business and workers. This information can also be used to formalize a Memorandum of Understanding or other partnership and resource-sharing agreement between the partners.

- *Vision Statement –* What is the partners' vision for talent development in the regional economy?

- *Statement of Need –* What are the workforce challenges that the apprenticeship strategy will address?

- *Goals –* What are the collective goals the partnership seeks to achieve?

- *Outcomes –* What are the outcomes the apprenticeship initiative will achieve for businesses and workers?

The vision, statement of need, goals, and outcomes must support and align with the needs of business partners. Employers are the foundation of every apprenticeship program and providing employers with a skilled workforce must always remain at the center of the collaboration among the partners.

The partners will also need to identify any barriers to the apprenticeship strategy, either individually or collectively, and work together to identify solutions. For example:

- Are there any obstacles to overcome to allow each organization to participate in the apprenticeship partnership?

- Are there any restrictions on the use of funds from partner organizations that need to be factored into the development of the strategy?

- Are there any barriers to necessary information-sharing between partners?

STEP 3:
DESIGN A HIGH-QUALITY APPRENTICESHIP PROGRAM

Now that you have your partnership in place, the next step is to design the apprenticeship program. Regardless of industry, or the number of employers involved, all apprenticeship programs consist of five core components:

- *Direct 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 of designing and implementing the apprenticeship.

- ***On-the-Job Training***
  Every program includes structured on-the-job training (OJT). Apprentices get hands-on training from an experienced mentor at the job site for typically a minimum of one year. OJT 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. While employers provide the mentors and identify the skills and knowledge to be learned through OJT, partners can support the employers in developing the approach to OJT and identifying resources to support this component (such as an OJT contract with the local workforce system).

- ***Related Instruction***
  Apprentices receive related instruction that complements on-the-job training. The instruction delivers the technical and academic competencies that apply to the job, and can be provided by a community college, a technical school, an apprenticeship training school – or by the business itself. It can be provided at the school, on-line, or at the job site. Education partners often collaborate with business to develop the curriculum based on the skills and knowledge needed for the job. Partners work together to identify how to pay for the related instruction. A variety of fund sources may be leveraged to cover the costs, such as employers' contributions, apprentices' contributions, scholarships and loans, and training funds contributed by the workforce system.

- ***Rewards for Skill Gains***
  Apprentices receive an increase in pay as their skills and knowledge increase. Employers start by establishing an entry wage and an ending wage, and build in progressive wage increases throughout the apprenticeship as skill benchmarks are met 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.

DETERMINING THE RIGHT APPRENTICESHIP MODEL AND PROGRAM DESIGN

Apprenticeship programs can be customized to meet both the needs of the business and the apprentices. Flexibility in the apprenticeship model is a key component to its success.

Your state apprenticeship representative can provide assistance in determining the right apprenticeship model, and how to customize apprenticeship programs to fit for each industry and employer. While the information in this section is provided to further the understanding of the apprenticeship model, contact the apprenticeship representative in your state for assistance (http://www.doleta.gov/oa/contactlist.cfm**).**

The following are the three types of program design for apprenticeships:

- ***Time-based Programs.*** Apprentices complete a required number of hours in on-the-job training and related instruction.

- ***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.

- ***Hybrid Approach.*** Through a hybrid of time-based and competency-based models, apprentices have a minimum and maximum range of hours based on the successful demonstration of identified and measured competencies.

The following are common models used for apprenticeship programs:

- *Pre-apprenticeship to Registered Apprenticeship Model.* Pre-apprenticeship programs provide basic skills training, work readiness, and other foundational skills to prepare youth or adult workers to succeed in Registered Apprenticeship programs. Pre-apprenticeship programs have formal partnerships with one or more Registered Apprenticeship programs. Participants begin a Registered Apprenticeship program once they have met the basic qualifications for entry into the apprenticeship.

- *Traditional Apprenticeship Model.* Apprentices receive both related instruction and OJT concurrently throughout the program.

- *Front-loaded Apprenticeship Model.* Apprentices complete some related instruction or classes before starting on the job, in order to learn critical skills needed the first day at the job site. The related instruction may be provided by the employer or a partner, such as a community college.

- *Segmented Apprenticeship Model.* Apprentices alternate between related instruction and OJT.

The program design and model selected will be driven by many factors, including the industry and occupation, the skills needed by apprentices, and the employer's work processes. Apprenticeship should, to the extent possible, be incorporated into employers' existing training and human resource approaches.

Most apprenticeship programs have some minimal entry requirements which will need to be factored into the design of the apprenticeship strategy. These requirements will vary by program, but examples include a minimum age, certain educational attainment (e.g. a high school diploma or GED), attainment of a work readiness certificate, or certain physical requirements.

DEVELOPING THE APPRENTICESHIP PROGRAM

Your state apprenticeship representative can work with the partners to design all aspects of the apprenticeship program. The following questions can be used as a guide to help the partners start to think about developing the apprenticeship.

PROGRAM DESIGN

- **Which occupation(s) will be the focus of the apprenticeship program?**

- **Will the apprenticeship program be used with a single employer or multiple employers within the industry sector?**

- **What type of apprenticeship program design will best meet the needs of the employer and apprentices?**

  - Time-based program
  - Competency-based program
  - Hybrid approach

- **What apprenticeship model will be used for the program?**

  - Traditional
  - Front-loaded
  - Segmented

- **Will the initiative include a pre-apprenticeship program that provides direct entry into a Registered Apprenticeship program?**

- **What will be the duration of the apprenticeship?**

Pre-Apprenticeship to Registered Apprenticeship Model
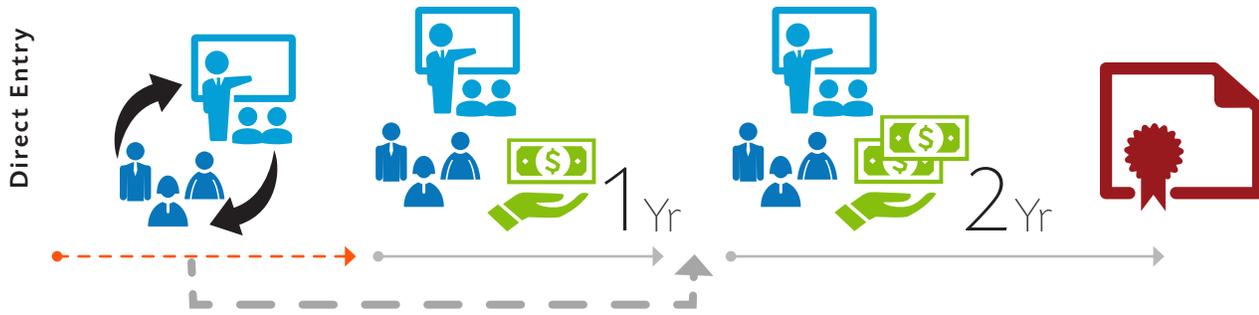
Direct Entry

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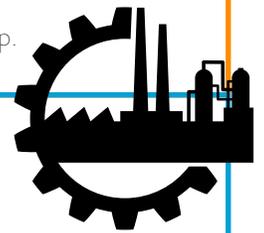
Apprenticeship Models

Traditional
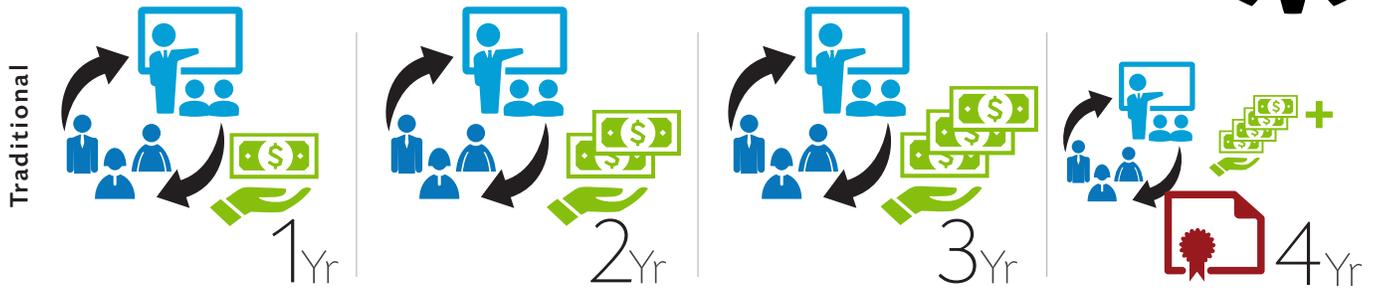
Example shows a four year program; however, Program length varies and is driven by industry needs. (e.g. most construction programs.)

Front-Loaded

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

Segmented

Example shows a "one year" program spread out over 2 years with RTI segmented between OJT periods.

Key

Related Training & Instruction (RTI)	On-the-Job Training (OJT)	Rewards for Skill Gains	National Credential	Business Involvement

ON-THE-JOB TRAINING AND RELATED INSTRUCTION

- **How will OJT be structured?**

- **Who will be the experienced mentor(s) at the job site that provides this training?**
  - **Is it necessary to offer a training session for less experienced mentors?**

- **Where will the related instruction occur?**
  - **On-site at the business**
  - **In a classroom (e.g. community college, training provider, etc.)**
  - **On-line**

- **What tools will you use to assess the apprentices' initial and subsequent competency levels?**

- **In addition to the national credential awarded to apprenticeship graduates by the U.S. Department of Labor, are there other interim or final occupational credentials that apprentices may obtain?**

- **Will apprentices be able to receive any college credit for related education courses completed as part of the apprenticeship?**

- **Are there any supportive services that need to be provided to ensure apprentices can enter, remain in, and complete apprenticeships?**

WAGE PROGRESSION

- **What will be the entry wage for apprentices?**

- **What will be the ending, or fully proficient, wage for apprentices?**

- **At what benchmarks through the apprenticeship will salary increases occur?**

REGISTERING YOUR APPRENTICESHIP PROGRAM

Once you have developed your apprenticeship program, you will want to register the program. Depending on your state, you will register the program with either the U.S. Department of Labor's Office of Apprenticeship or a DOL-recognized State Apprenticeship Agency. Registration of apprenticeship programs brings a range of benefits, from a national credential for workers to tax credits and federal resources for businesses.

The apprenticeship office in your state can answer your questions and support you through the registration process. To find your state apprenticeship office, visit http://www.doleta.gov/oa/contactlist.cfm. For additional resources on the registration process, visit http://www.doleta.gov/oa/boilerplates.cfm.

STEP 4:
IDENTIFY ROLES AND RESPONSIBILITIES

This section will assist you with identifying and assigning a wide variety of tasks and roles that must be performed in a successful apprenticeship strategy. Use the following checklist with your state apprenticeship representative to help you align your resources with those of your partners and accomplish the tasks and activities necessary to operate the apprenticeship program.

ROLE	RESPONSIBLE PARTY	RESOURCES PROVIDED
APPRENTICE RECRUITMENT		
OUTREACH TO POTENTIAL APPRENTICES		
CANDIDATE SCREENING AND SKILLS ASSESSMENT		
INTERVIEWS FOR APPRENTICE POSITIONS		
SUPPORT FOR APPRENTICES		
CAREER COUNSELING		
CASE MANAGEMENT		
SUPPORTIVE SERVICES		
BASIC SKILLS TRAINING		
RELATED INSTRUCTION		
IDENTIFY SKILL/COMPETENCY REQUIREMENTS		
DEVELOP CURRICULUM		
IDENTIFY ANY CREDENTIALS (OR COLLEGE CREDIT) THAT WILL BE EARNED AT INTERIM POINTS OR AT COMPLETION OF THE APPRENTICESHIP		
IDENTIFY TRAINING FACILITIES/CLASSROOM SPACE		
PURCHASE/SECURE INSTRUCTIONAL EQUIPMENT AND SUPPLIES		
DELIVER RELATED INSTRUCTION TO APPRENTICES		
ON-THE-JOB TRAINING		
IDENTIFY SKILL/COMPETENCY REQUIREMENTS		
IDENTIFY EXPERIENCED MENTORS AT THE JOB SITE		
DEVELOP AN OJT PLAN		
PROGRAM OPERATION AND ADMINISTRATION		
COORDINATE ACTIVITIES AMONG PARTNERS		
DEVELOP WAGE PROGRESSION SCHEDULE		
TRACK AND REPORT PROGRAM OUTCOMES		
REGISTER THE PROGRAM		
SUSTAINABILITY AND CONTINUOUS IMPROVEMENT		
DEVELOP SUSTAINABILITY PLAN		
EVALUATE PROGRESS AND MAKE PROGRAM CORRECTIONS AS NEEDED		
SHARE YOUR SUCCESSES TO MAINTAIN MOMENTUM AND COMMUNITY SUPPORT		

POTENTIAL FUNDING SOURCES

A variety of funding sources can be leveraged to support an apprentice's participation in the related instruction portion of the apprenticeship, as well as other aspects of a Registered Apprenticeship program. **They include:**

Federal/State/Local Government-Funded Programs
Several government-funded programs can be leveraged to support apprenticeship programs. These funds are typically provided through federal programs and administered at the state and local levels.

- **U.S. Department of Labor – Workforce Innovation and Opportunity Act (WIOA) Adult, Dislocated Worker, and Youth funds; National Dislocated Worker Grants; and Trade Adjustment Assistance**

- **U.S. Department of Housing and Urban Development – Financial Assistance Programs**

- **U.S. Department of Agriculture – Supplemental Nutrition Assistance Program Employment and Training Programs**

- **U.S. Department of Transportation – Federal Highway Administration On-the-Job Training and Supportive Services Program**

Other Funding Sources
In addition to government-funded programs, a variety of other sources may be leveraged to support apprenticeship programs, such as:

- **Foundation grants**

- **Corporate sponsorship**

- **Private donations**

Funding for Apprentices
Apprentices can access these funds directly by applying to the employer or the agency or organization administering the program:

- **GI Bill for veterans**

- **Post-secondary funding (e.g. financial aid or Pell Grants)**

- **Employer tuition reimbursement**

- **Scholarship funds**

For additional information on federal resources that can support apprenticeship, visit the "Federal Resources Playbook for Registered Apprenticeship" at http://www.doleta.gov/oa/federalresources/playbook.pdf**.**

STEP 5:
EVALUATE PERFORMANCE OUTCOMES

Once your apprenticeship program is up and running, you will want to track outcomes for the program and continuously assess the impact of your apprenticeship strategy. This will help you determine whether using apprenticeship as a talent development strategy has been valuable to employers; created opportunities for workers to enhance their skills, earn industry-recognized credentials, and increase earnings; and helped workforce, education, and community partners achieve their goals. This assessment will also help you make adjustments for continuous improvement to the program over time.

The impact tool below is one example of how to track outcomes and assess impact for employers, workers, and partners. The matrix should be customized for each apprenticeship program to capture the goals of the employers involved, and reflect the shared vision statement and goals developed by the partners at the beginning of the planning process.

APPRENTICESHIP OUTCOMES PERFORMANCE MATRIX		
INDICATOR	OUTCOMES	TIMEFRAME
EMPLOYERS		
NUMBER OF APPRENTICES RETAINED		
DECREASE IN RECRUITMENT COSTS		
INCREASE IN PRODUCTIVITY		
INCREASE IN WORKFORCE DIVERSITY		
INCREASE IN WORKPLACE SAFETY		
APPRENTICES/WORKERS		
WAGE INCREASES		
NUMBER OF CREDENTIALS EARNED		
PARTNER ORGANIZATIONS		
NUMBER OF PROGRAMS DEVELOPED		
NUMBER OF INDIVIDUALS TRAINED		
INCREASE IN UNDER-REPRESENTED POPULATIONS ENGAGED (E.G. WOMEN IN NON-TRADITIONAL OCCUPATIONS, VETERANS, INDIVIDUALS WITH DISABILITIES, ETC.)		
NUMBER OF APPRENTICES RETAINED		

ADDITIONAL RESOURCES

This assessment and planning tool provides a roadmap for the public workforce system and its partners to **explore** apprenticeship as a workforce solution, **build** apprenticeship partnerships, **identify** roles and responsibilities, **design** an apprenticeship program, and **evaluate** performance outcomes for continuous improvement. For additional resources on Registered Apprenticeship:

- *Reach out to the state apprenticeship office.* Your apprenticeship representative can provide technical assistance and support on developing and registering apprenticeship programs. Visit http://www.doleta.gov/oa/contactlist.cfm to find the apprenticeship contact in your state.

- *Visit the ApprenticeshipUSA Toolkit.* This toolkit provides comprehensive resources for the public workforce system, including on-line trainings to better understand apprenticeship, guides to incorporate apprenticeship into one-stop center services for employers and job seekers, and examples of successful apprenticeship partnerships. Visit the ApprenticeshipUSA Toolkit at www.dol.gov/apprenticeship/toolkit/index.htm.