

Attachment A

APPRENTICESHIP PLUS TRAINING OPTION DESCRIPTIONS

1. REGISTERED APPRENTICESHIP

- Earn and learn education model that is registered with the U.S. DOL
- May be time-based, competency-based, or a hybrid, usually lasting between 1-6 years
- Apprentices receive stipend or wages, engaged with an employer from day one
- Structured on-the-job training guided by an experienced mentor or journeyman
- Related instruction
 - Provided by community college, training provider/center, technical schools, or in-house training
 - May be in person or computer-based distance learning
 - May be at the beginning, end, or throughout the program
 - Instruction piece paid for by apprentice, employer, other entity/agency, or a combination
 - Apprentice may or may not be paid for time spent “in class”
 - May provide apprentices with the opportunity to obtain post-secondary degrees
- Rewards for skill gains, incremental wage increases as they become proficient on the job
- Industry recognized credentials and a DOL certificate of completion

| Registered Apprenticeship | |
|-----------------------------------|---|
| Characteristic | Evidence |
| 1. Business Involvement | Business employs participants. Participants are newly hired (or already employed) and earn wages from employers during training. |
| 2. Structured-on-the-Job Training | On-the-job learning is conducted in the work setting under the direction of one or more of the employer’s personnel, aka journeymen. |
| 3. Related Instruction | Classroom instruction is provided by apprenticeship training centers, technical schools, community colleges, distance learning, or onsite providers. Apprentice may or may not be paid for time spent “in class”. Often Registered Apprenticeship sponsors work directly with community colleges that ultimately provide college credit for apprentice. |
| 4. Rewards for Skills Gains | Apprentices receive increases in wages as they gain higher level skills. |
| 5. Industry Recognized Credential | The apprentice earns a nationally recognized credential from the Department of Labor that is portable and stackable. |

2. INDUSTRY RECOGNIZED CREDENTIALS AND TRAINING

- Robust earn and learn education model, providing authentic career pathways
- One-off customized workforce training should not be included in this.
- The apprentice is not preparing for a job; s/he is preparing for a career.
- Due to employer needs, usually competency-based, lasting between 1-6 years
- Apprentices receive wages, engaged with an employer from day one
- Hands on competency attainment through structured-on-the-job training guided by an experienced mentor or journeyman
- Relevant related instruction
 - Training curriculum is developed or adapted to meet the education and training needs of the specific employer(s)
 - Provided by community college, training provider/center, technical schools, or in-house training
 - May be in person or computer-based distance learning
 - May be at the beginning, end, or enduring throughout the program
 - Instruction piece paid for by apprentice, employer, other entity/agency, or a combination
 - Apprentice may or may not be paid for time spent “in class”
 - May provide apprentices with the opportunity to obtain post-secondary degrees
- As apprentice advances in the career track, there is advancement in pay structure; incremental wage increases as they become proficient on the job
- Industry recognized credentials

| Industry Recognized Credentials and Training | |
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| Characteristic | Evidence |
| 1. Business Involvement | Business employs participants. Participants are newly hired (or already employed) earn wages from employers during training. |
| 2. Structured-on-the-Job Training | On-the-job learning is conducted in the work setting under the direction of one or more of the employer’s personnel, aka mentor or journeyman. |
| 3. Related Instruction | Classroom instruction is provided by apprenticeship training centers, technical schools, community colleges, distance learning, or onsite providers. Apprentice may be paid for time spent “in class”. |
| 4. Rewards for Skills Gains | Apprentices receive increases in wages as they gain higher level skills. |
| 5. Industry Recognized Credential | The apprentice earns industry recognized credential(s). |

3. PRE-APPRENTICESHIP

- Prior to hire education model, a robust and holistic program focused on a career path and work readiness
 - Provide foundation, building blocks, baseline skill sets for participants to be as prepared as possible
 - Industry specific and provides information regarding apprenticeship programs
 - Improve reading, writing, and/or math skills necessary to qualify for an apprenticeship program
 - Offer classroom instruction and technical training, which teaches basic technical and job readiness skills and guides a student towards employment
 - Instruction piece may be paid for by the apprentice, other entity/agency, or a combination
 - Many be a boot camp for work readiness with support services.

- Program length is dependent on program objectives and skills to be acquired
- Placement of participants into a Registered Apprenticeship, a Youth Apprenticeship, or a Customized Employer-Based Training program is the core goal
 - At a minimum, the program should provide enough competency in an industry sector where the participant can be employed in an entry-level career path position.
- Relevant industry recognized credentials
 - Depending on the industry, there are basic credentials participants can earn before completion

| Pre-Apprenticeship | |
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| Characteristic | Evidence |
| 1. Business Involvement | <ul style="list-style-type: none"> • Typically, pre-employment, upfront classroom instruction without pay (some can receive state-funded financial aid). |
| 2. Structured-on-the-Job Training | Pre-apprenticeship programs concentrate on classroom experiences related to job-readiness skills but may include exposure to the work setting through visits, job shadowing, etc. |
| 3. Related Instruction | <ul style="list-style-type: none"> • Benefit from classroom and technology-based training • Can include literacy, math, English, and work-readiness skills employers desire • Training and curriculum based on industry standards • Some approved by the documented Registered |

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| | Apprenticeship partner(s) and prepare individuals with the skills and competencies needed to enter one or more Registered Apprenticeships |
| 4. Rewards for Skills Gains | Completers can transition to a job where they can pursue an apprenticeship or other gainful employment. |
| 5. Industry Recognized Credential | Pre-apprentices earn industry recognized credentials such as NIMS, OSHA, or other industry credentials. |

4. YOUTH APPRENTICESHIP

- A work-based learning education model, targeted to youth, ages 16-24, divided into two different categories
 - In-school youth
 - Out-of-school youth
 - The age range indicates level of “support” needed during this time to guide/counsel towards career pathways
- While types of work experiences can vary, a youth apprenticeship program is largely distinguished from a pre-apprenticeship program by its depth of work experience.
 - 'Work-based learning' means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first-hand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction
 - Employer commitment and involvement are key, through the provision of exposure, work experience, and/or mentoring, as well as wages in some instances.
 - For out-of-school youth, most likely need bundled support services – financial readiness, academics, supportive services (identify resources for them)
- Provides academic and technical classroom instruction combined with job related learning experiences
 - Classroom and work-based learning are highly structured and strongly related
 - Academic programs of study generally combine 11th & 12th grade with post-secondary classes
 - All credentials should be industry-recognized
- Have skill standards or competencies to be mastered and the means to evaluate that mastery
- Broader exposure - exposed to many aspects of the industry at the participating business to set youth up for understanding which roles may be a best fit.
 - Obtain a set of well-defined industry sector abilities by learning concepts in the classroom and applications in a work setting

- Partnership structure can involve secondary schools, post-secondary institutions, employers, workforce development agencies, private training partners, and/or community-based organizations
- Out of-school-youth apprenticeship vs. in-school youth apprenticeship
 - The two different populations have *similar* needs in that they are young and inexperienced in the workplace. However, they have *different* needs in other areas, e.g. barrier removal, social capital, academic accomplishment, integration of support services, etc.
 - The youth apprenticeship program is about closing opportunity gaps, providing connections and networking opportunities, having more options overall open up to the young person.
- Strongly suggest that these positions pay, particularly if the young person performs services. Usually wages are the difference between pre-apprenticeship and youth apprenticeship
- “Soft” skills or “Common Employability” skills should be encouraged in all programs; AHIMA has created modules available for anyone to use.
- Industry competencies should be standardized across the state to evaluate that mastery.
- Youth apprenticeship programs require far more integration of assorted pieces than other types of apprenticeships:
 - Integration of work experience and work-site learning
 - Work-site learning - measurable competency attainment
 - Work experience – Value of having a job! Shear value of having a job, activities that go along with that
 - Integration of academic and career-technical learning in school
 - Integration of school and work-based learning
 - Integration and clear articulation of secondary and post-secondary school programs
 - Integration and coordination of broad coalitions of employers and partners

| Youth Apprenticeship | |
|-----------------------------------|--|
| Characteristic | Evidence |
| 1. Business Involvement | Experiences range from short-term, unpaid job shadowing to paid part-time employment. Students average as little as 10 hours per week at the work-based learning site to 30 hours per week. When salaries are provided, the youth apprentice earns minimum wage or higher. |
| 2. Structured-on-the-Job Training | Work-based learning includes the development of a detailed training plan between the employer and apprentice; identification of specific work tasks that will develop workplace competencies; a specified minimum of on-the-job training; workplace mentoring; and instruction in general workplace competencies as well |

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| | as all aspects of a chosen industry. |
| 3. Related Instruction | School based academic instruction continues along with related technical coursework, which may be provided by the school, a community college, or other provider. |
| 4. Rewards for Skills Gains | Depending on the agreement with participating employers, students may receive wage increases as skills are gained. |
| 5. Industry Recognized Credential | Youth Apprentices earn industry recognized credentials such as NIMS, OSHA, or other industry credentials. |

Attachment B
 Illinois' Apprenticeship Plus System – Comparison of Program Components

ATTACHMENT B

| Feature | Registered Apprenticeship (RA) | Non-Registered Apprenticeship Industry Recognized Credential Program | Youth Apprenticeship (YA) | Pre-Apprenticeship |
|--------------------------------|---|--|---|---|
| Target Participant | All, ages 16 and up | All, ages 16 and up | High school or out-of-school youth | All, ages 16 and up, including youth in high school |
| Business Involvement | Business employs participants as new hires (if not already employed). If wages are offered they are paid by the employer during training. | | Experiences vary and usually provide paid part-time employment. Hours at the work site range from 1–30 hours/week. Businesses usually provide broad, general exposure to an occupation or group of related occupations. | Typically, pre-employment, upfront classroom instruction without pay. |
| Structured On-the-Job Training | On-the-job learning is conducted in the work setting under the direction of one or more of the employer's personnel, aka mentor or journeyman. | | Work-based learning is guided by a detailed training plan. Work tasks are connected to specific workplace competencies in the training plan; a specified minimum of on-the-job training with workplace mentoring. | Pre-apprenticeship programs concentrate on classroom experiences related to job-readiness skills but may include exposure to the work setting through visits, job shadowing, etc. |
| Related Instruction | Classroom instruction is provided by apprenticeship training centers, technical schools, community colleges, distance learning, or onsite providers. Apprentice may be paid for time spent "in class". May work directly with a community college that provides college credit for apprentices that meet the college entrance requirements. | | School based academic instruction continues along with related technical coursework provided by the school, a community college, or other educational partner. May work directly with a community college that provides college credit for apprentices that meet the college entrance requirements. | Classroom and technology-based training. May include literacy, math, English, and work-readiness skills. Must have a written agreement with at least one RA or non-Registered Apprenticeship program that successful completers are eligible for admission to that program. |
| Rewards for Skill Gains | Apprentices receive increases in wages as they gain higher level skills. | | Depending on the agreement with participating employers, students may receive wage increases as skills are gained. | Completers can transition to a job where they can pursue a RA or other paid work. |
| Industry-Recognized | The apprentice earns a nationally recognized | The apprentice earns industry recognized credential(s). | Youth Apprentices earn industry-recognized credentials such as NIMS, OSHA, etc. | Pre-apprentices earn industry-recognized credentials such as |

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| Feature | Registered Apprenticeship (RA) | Non-Registered Apprenticeship Industry Recognized Credential Program | Youth Apprenticeship (YA) | Pre-Apprenticeship |
|----------------|--|---|--|---|
| Credential | credential from the U.S. Department of Labor that is portable and potentially stackable. | | | NIMS, OSHA, if available at this level of education, etc. |
| Considerations | <ul style="list-style-type: none"> • May be eligible for WIOA funds or other state or federal funded financial aid. • New RA programs should emphasize mastery of defined competencies over hours or years spent in program. • The apprentice is not preparing for a career rather than a specific job. | <ul style="list-style-type: none"> • May be eligible for WIOA funds of other state or federal financial aid. • The apprentice is preparing for a career rather than a specific job. | <ul style="list-style-type: none"> • May be eligible for WIOA funds or other state or federal funded financial aid. • Upon completion, the youth is eligible to apply for entry in a Registered or non-registered apprenticeship program, postsecondary school, or full-time employment. • Differ from internships in that they provide credentials, OJT with mentor, structured related training, defined competencies that must be demonstrated, etc. • 'Work-based learning' means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first-hand engagement with some of the tasks required of a given career field, that are aligned to curriculum and instruction. • Employer commitment and involvement are key, through the provision of exposure to the workplace, work experience, and/or mentoring, as well as wages in some instances. • Relationships with high schools and post-secondary institutions are key in order to receive credit from a high school or college for time spent in the classroom. While receiving course credit is | <ul style="list-style-type: none"> • May be eligible for WIOA funds or other state or federal funded financial aid. • Many pre-apprenticeship programs are much like a boot camp for work readiness with support services. • Out-of-school youth most likely will need bundled support services (e.g. financial literacy, basic skills building, supportive services). |

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Illinois' Apprenticeship Plus System – Comparison of Program Components

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|---------|--------------------------------|---|--|--------------------|
| | | | <p>not necessary for YA it can help with motivation and retention.</p> <ul style="list-style-type: none"> • Could be used to bring disconnected youth into a skill building pathway and help those without a high school diploma earn a GED or HS diploma while earning money. • Out-of-school youth most likely will need bundled support services (e.g. financial literacy, basic skills building, supportive services). | |



Making ApprenticeshipUSA Work for the Public Workforce System: USING WORKFORCE FUNDS TO SUPPORT APPRENTICESHIP

ApprenticeshipUSA is an employer-driven training model that combines on-the-job training with job-related instruction. This “earn and learn” approach helps workers start new careers and helps businesses recruit and retain a highly-skilled workforce. Businesses can hire new workers or select current employees to join apprenticeship programs. The Workforce Innovation and Opportunity Act (WIOA) advances the use of apprenticeship as an effective work-based learning approach that builds worker skills and establishes pathways to higher levels of employment and wages. WIOA funds can be used in a variety of ways to help job seekers and workers prepare for, enter, and complete apprenticeship programs.

While ApprenticeshipUSA is the term for the overall model, the term Registered Apprenticeship reflects the fact that a business has chosen to register its program with the U.S. Department of Labor or a State Apprenticeship Agency. Registering an apprenticeship program provides a number of benefits, such as a national credential for apprentices and potential state tax credits for businesses.

WIOA programs can support the on-the-job training component of apprenticeship programs. WIOA funds can also pay for the cost of related classroom instruction for the apprentice, including tuition, books, supplies, fees, uniforms, tools and other required items. Customized training and incumbent worker training are other ways that WIOA funds can support businesses that sponsor apprenticeship programs.

Basic skills training and pre-apprenticeship programs can be provided under WIOA to prepare participants to enter apprenticeship programs. WIOA youth services for tutoring, mentoring, and work experience can be used in combination with pre-apprenticeship and apprenticeship programs.

This quick reference guide is a resource for local workforce professionals who are interested in using apprenticeship as an employment and training strategy in WIOA programs.

Note that in all instances, a participant’s eligibility for WIOA must be properly established and documented prior to the commitment of funds for Registered Apprenticeship programs.

WIOA Adult and Dislocated Worker Programs: Use of Funds for Registered Apprenticeship Programs

| WIOA SERVICE | SUPPORT FOR APPRENTICESHIP |
|---|---|
| ASSESSMENT, CAREER PLANNING, AND CASE MANAGEMENT | <ul style="list-style-type: none"> • Assessment and career planning can help to identify if a WIOA participant is a good fit for an apprenticeship program. • Through case management, local workforce professionals can identify the service strategies and supports necessary to overcome any barriers to entry and completion of an apprenticeship program. |
| BASIC SKILLS PREPARATION | <ul style="list-style-type: none"> • Pre-vocational services, language skills, and job readiness may be provided under WIOA to prepare participants to enter apprenticeship programs. |
| PRE-APPRENTICESHIP | <ul style="list-style-type: none"> • WIOA funds can be used to fund pre-apprenticeship programs that provide basic skills, work experiences, and other support to help participants obtain the skills needed to be placed into an apprenticeship. |
| TRAINING AND EDUCATION | <ul style="list-style-type: none"> • Individual Training Accounts (ITAs) can be used to fund the related classroom instruction component of an apprenticeship program, as long as the apprenticeship program or the education/training provider for the apprenticeship program is on the Eligible Training Provider List (ETPL). Under WIOA, all Registered Apprenticeship program sponsors are automatically eligible to be placed on the ETPL. • WIOA participants can use ITA funds to pay for the cost of tuition, as well as fees, books, equipment, and other training-related costs (consistent with the policies for ITAs established by the local workforce board). • ITA funds can be used in combination with on-the-job training funds to support WIOA participants in apprenticeship. |
| ON-THE-JOB TRAINING | <ul style="list-style-type: none"> • Under WIOA, on-the-job training (OJT) contracts may be established with employers to support the OJT component of Registered Apprenticeship programs. • While employer OJT reimbursement rates were 50% under the Workforce Investment Act, Governors and local boards may choose to provide reimbursement to employers of costs up to 75% of apprentice wage rates under WIOA. • OJT may be used with both job seekers and current (incumbent) workers already employed by the business. |

CUSTOMIZED TRAINING

- WIOA funds can be used for customized training with the employer paying for a significant portion of the cost of the training, as determined by the local workforce board.
- Customized training can be used to support apprenticeship programs by meeting the special requirements of an employer or a group of employers.
- Customized training may be used for both job seekers and current (incumbent) employees.

INCUMBENT WORKER TRAINING

- Under WIOA, local areas may use up to 20% of their adult and dislocated worker funds, and states may use their statewide activities and rapid response funds, for incumbent worker training. Employers pay a portion of the cost.
- Apprenticeships are a good way to up-skill entry-level employees, retain them, and provide workers with an upward career path. Therefore, incumbent worker training is an effective strategy to support apprenticeship programs.

SUPPORTIVE SERVICES

- To the extent that WIOA funds are available for supportive services, these services, such as transportation or child care, may be used to help WIOA participants who are preparing for apprenticeship programs. They may also help participants once they are enrolled in apprenticeship programs, to ensure retention and full participation in the related classroom instruction.
- Supportive services would most commonly be provided during pre-apprenticeship or at the beginning of an apprenticeship program. Once the apprentice is on the job, he or she will earn a wage and receive incremental wage increases throughout the apprenticeship, reducing the need for supportive services.

FOLLOW-UP SERVICES

- As with all WIOA services, local workforce professionals may provide follow-up services to participants in apprenticeship programs to help ensure successful completion.

WIOA Youth Program: Use of Funds for Registered Apprenticeship Programs

| WIOA SERVICE | SUPPORT FOR APPRENTICESHIP |
|---------------------------------------|--|
| ASSESSMENT AND CASE MANAGEMENT | <ul style="list-style-type: none"> Through objective assessment and case management, local workforce professionals can determine if a pre-apprenticeship or apprenticeship program is an appropriate service strategy for a youth participant. |
| PRE-APPRENTICESHIP | <ul style="list-style-type: none"> Pre-apprenticeship is an identified program element for WIOA youth programs. Pre-apprenticeship programs can include basic skills, integrated instructional models, and other activities designed to prepare youth participants to enter and succeed in apprenticeship programs. |
| TRAINING AND EDUCATION | <ul style="list-style-type: none"> As part of occupational skills training, WIOA funds can be used to pay for the costs of the related classroom instruction component of apprenticeship programs through Individual Training Accounts (ITAs) for out-of-school youth aged 18-24. |
| TUTORING | <ul style="list-style-type: none"> Tutoring services can be used in combination with apprenticeship to help youth participants succeed, particularly during pre-apprenticeship or related classroom instruction. |
| MENTORING | <ul style="list-style-type: none"> Employers sponsoring Registered Apprenticeship programs can mentor WIOA-eligible youth hired as apprentices. |
| WORK EXPERIENCE | <ul style="list-style-type: none"> Under WIOA, local areas must spend a minimum of 20% of their youth program funds on work experience. On-the-job training can be supported with WIOA youth program funds and can be utilized to support youth participants in apprenticeship programs. |
| SUPPORTIVE SERVICES | <ul style="list-style-type: none"> To the extent that WIOA funds are available for supportive services, these services, such as transportation, may be used to help WIOA youth participants succeed in apprenticeship training. Supportive services would most commonly be provided during pre-apprenticeship or at the beginning of an apprenticeship program. Once the apprentice is on the job, he or she will earn a wage and receive incremental wage increases throughout the apprenticeship, reducing the need for supportive services. |
| FOLLOW-UP | <ul style="list-style-type: none"> The 12-month follow-up period in the WIOA youth program can help to ensure participants continue to advance in, and graduate from, their apprenticeship programs. |

Additional Federal Resources to Support Apprenticeship

In addition to WIOA, several other federal programs can be leveraged to support Registered Apprenticeship programs. For example:

- Apprentices may be eligible for Federal Financial Aid under certain circumstances. If the apprenticeship is connected to a post-secondary institution, apprentices may be eligible for Pell Grants - \$3,000 on average per apprentice to support tuition, books and lab fees. Also, the post-secondary institution may choose to provide federal work-study grants, which average \$2,000 per apprentice.
- By becoming approved for the GI Bill, Registered Apprenticeship programs can assist current and future Veteran apprentices in accessing the benefits they have earned. Veterans who qualify for the GI Bill can receive a tax-free monthly stipend (paid by the U.S. Department of Veteran Affairs), in addition to the wages they receive in an apprenticeship. Veterans also receive tuition and fee payments for classroom instruction. Registered Apprenticeship program sponsors can be certified under the GI Bill usually within 30 days.

Using multiple funding sources can help to offset the costs of apprenticeship for both employers and WIOA participants. For additional information on federal resources that can support apprenticeship programs, please visit the “Federal Resources Playbook for Registered Apprenticeship” available at <http://www.doleta.gov/oa/federalresources/playbook.pdf>.

For more information on Registered Apprenticeship programs and how the workforce system can use apprenticeship as an effective workforce strategy, visit the ApprenticeshipUSA toolkit at www.dol.gov/apprenticeship/toolkit/index.htm.