

Apprenticeship

State Apprenticeship Expansion (SAE) Grants: Frequently Asked Questions (FAQs)

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General Questions

1. Where can I find a copy of the Funding Opportunity Announcement (FOA) for the State Apprenticeship Expansion (SAE) grants?

The FOA can be found here: <https://doleta.gov/grants/pdf/FOA-ETA-16-13.pdf>.

2. Whom do I ask if I have questions about my grant or need technical assistance?

Each grantee has a grant support team you can reach out to for help. You must include your grant number in any correspondence with the Office of Apprenticeship (OA) and your FPO. Direct your request based on the table below.

Contact	Topic
TA coach	<ul style="list-style-type: none"> Organizational structure and staffing State leadership, policy, and partnerships Outreach and business engagement Expanding capacity to launch, develop, and manage programs Building a pipeline of apprentices and increasing diversity Aligning with career pathways and post-secondary education Logic model refinement, expansion framework conceptualization
FPO	<ul style="list-style-type: none"> Clarifications of the SAE 2020 funding opportunity announcement (FOA) and ASE TEGL, including definitions Statement of work (SOW) modifications Fiscal questions, allowable expenditures, and budget Quarterly Reports; quarterly performance outcomes against targeted outcomes Other policy and grant management questions as they arise Quarterly reporting questions
Apprenticeship subject matter expert	<ul style="list-style-type: none"> Apprenticeship-related program questions Program standards and registering programs Coordinate activities with FPOs when and where possible Keep FPOs apprised of grant-related activity and potential programmatic issues SMEs should not offer guidance on grants policy, grants management policy, cost allowability issues, performance reporting, or other issues that fall under the responsibility of the FPOs
OA staff	<ul style="list-style-type: none"> Overall guidance on apprenticeship grant programs Approval of program and budget modifications Clarifications of the SAE 2020 TEGL including definitions Policy and grant questions posed/sent by the FPO on grantee's behalf

Contact	Topic
	<ul style="list-style-type: none"> Performance reporting questions
Other	<ul style="list-style-type: none"> For technical questions related to Workforce Integrated Performance System (WIPS) reporting, use the WIPS Technical Assistance Request form. If you wish to request a change your grant point(s) of contact (POC or POCs) or have a policy question, you can contact OA at apprenticeship.grants@dol.gov. Please include your grant number in the subject line of any communication with OA. For closeout questions, please direct questions to the closeout specialist identified in the closeout package materials sent to the authorized representative.

If you are not sure whom to reach out to, start with your FPO and your TA coach, and they will assist.

See the ETA Grantee Handbook (p. 32) for additional information.

3. What happens at the end of my grant? What is the grant closeout timeline, and what is the closeout process for SAE grants?

Closeout takes place following the expiration or termination of the grant period for a grant and marks completion of the grant life cycle. The purpose of closeout is to ensure final reports are received and evaluated, allowable costs are identified, and amounts due to the federal agency or to the recipient are determined and payments are made.

Within seven days of the end date of the period of performance (PoP), the grantee will receive a notification to start the grant closeout process.

- The grantee must submit the final 9130 for the last quarter within 45 days after the PoP end date.
- The grantee must submit all remaining closeout documentation no later than 90 calendar days after the end of the PoP.
- A final notification will be emailed to the recipient when award is officially closed. This will include confirmation that:
 - All programmatic requirements have been met,
 - Required reports and certifications have been received,
 - Federal outlays equal federal draws, and
 - Unexpended grant funds have been de-obligated.

For more information see Workforce GPS: State Apprenticeship Expansion (SAE) Grant Closeout.

4. What needs to be submitted during grant closeout?

Documents to be submitted during grant closeout include:

- Closeout 9130 financial report (to access the closeout 9130, the final quarterly report must be marked "FINAL" and you will see a "Closeout" hyperlink in Box 6);
- Detailed statement of costs;
- Negotiated indirect cost rate agreement (NICRA)/cost allocation plan (CAP)/statewide cost allocation plan (SWCAP) and calculation (if applicable);
- Grantee's release;
- Assignment of refunds, rebates, and credits;
- Property inventory certification;
- Inventory list (if applicable); and
- Closeout tax certification.

For more information see [Workforce GPS: State Apprenticeship Expansion \(SAE\) Grant Closeout](#).

5. What resources are available to help grantees close out their SAE grants?

Resources to help grantees close out their SAE grants are available on [Workforce GPS: State Apprenticeship Expansion \(SAE\) Grant Closeout](#). This page provides information for successful grant closeout, including access to the close-out webinar that includes a SAE grant closeout tool/checklist resource that can be used for states to apply what they learn to close out their SAE grant.

6. Whom do I ask if I have questions about my SAE grant closeout?

SAE grantees in closeout status should refer all questions to the closeout specialist identified in the closeout package materials sent to the authorized representative. You can reference the Office of Grant Management's guidance on grant closeout [here](#).

7. What is the Period of Performance for SAE grants?

For states that received continuation funding in June 2018, the period of performance was extended to 48 months from the date of initial grant execution. This period of performance covers both the initial grant award and the continuation funding. For most SAE grantees, the grant execution date was November 1, 2016, and granted end in October 2020.

Some grantees were awarded no-cost extensions beyond October 2020 in light of recent significant changes in our economy and social distancing's impacts on work and learning. No

additional no-cost extensions will be awarded. What new requirements were added as conditions of the continuation funding award?

Through industry and employer engagement efforts, the grantee must work to identify unregistered apprenticeship programs (i.e., those employer apprenticeship programs not formally recognized by DOL or a State Apprenticeship Agency) and associated apprentices in the state.

8. What resources are available to help SAE grantees implement their projects?

Each SAE grantee has been assigned a Grant Support Team, which consists of the Federal Project Officer (FPO), a Registered Apprenticeship Consultant, and a Technical Assistance (TA) coach. The TA coach is contracted through Maher & Maher. This Grant Support Team provides comprehensive support in areas of grant management, program and apprentice registration, and implementation of project goals. In addition, the Maher & Maher TA coach is a resource to grantees as they implement their grant projects through access to peer-to-peer learning opportunities, and additional tools and promising practices. The Employment and Training Administration (ETA) provides a number of resources on its Apprenticeship webpage ([Apprenticeship.gov](https://apprenticeship.gov)) and maintains a Community of Practice at <https://apprenticeshipusa.workforcegps.org/>, which houses key resources and tools to support expansion of Registered Apprenticeship programs.

9. Does the Stevens Amendment require grantees to include the proportion of funds that came from federal grants and the names of those grants on all print outreach materials (like 1-pagers or flyers where space is tight), or would a link to where to find that information online be sufficient? *NEW

The grant agreement provides sample language to use to meet this requirement. Grantees may follow that language as a guide to what is required. Stating exact proportions is not required.

See Stevens Amendment: <https://www.gao.gov/assets/gao-19-282.pdf>

Allowable Grant Activities

10. What activities are allowable under this grant?

As stated in the [FOA](#), grant funds can cover expenses that support state apprenticeship capacity and state innovation and expansion activities described in the recipient's grant agreement, including but not limited to:

- State system alignment, capacity, and subject matter expertise to embed apprenticeship as a key training vehicle for employers within the state.
- A range of training services that support individuals enrolled in a Registered Apprenticeship program, including: on-the-job training; classroom occupational training; development of

curricula and standards for apprenticeship; online and technology-based learning; accelerated and competency-based training that integrates academic and occupational skills; and apprenticeship training costs and other supportive services.

- Outreach and communication to support strategies for engaging employers, parents, educators, underrepresented populations, other critical stakeholders, and state residents explaining the benefits of apprenticeship; and generating further support across the State.
- Partner, industry and workforce intermediary, and employer engagement such as convening state and regional industry round table events; peer-to-peer exchanges; state apprenticeship institutes; secondary and post-secondary partnerships; and apprenticeship training and consultation.
- Program administration to improve program efficiency, program quality, and outcome measurement such as project management, data collection, grant reporting, and grant monitoring and evaluation.
- Registered Apprenticeship incentives such as state apprenticeship training funds, state-level incentives/credits for Registered Apprenticeships; apprenticeship training costs and other supportive services; and other types of seed funding to industry and workforce intermediaries and employers.
- Pathways to Registered Apprenticeship opportunities such as career awareness models for underrepresented populations, career pathway development activities, and quality pre-apprenticeships and career pathway programs as defined in Training and Employment Notice 13-12 at: http://wdr.doleta.gov/directives/corr_doc.cfm?docn=5842.
- Modernizing IT systems and data collection.
- Enhancing data collection capabilities and reporting of individual records (i.e., registered apprentices and program sponsors) to the Office of Apprenticeship.

11. Can SAE grant funds be used to support Industry-Recognized Apprenticeship Programs (IRAPs)?

The primary function of SAE grant funds is to support the development and expansion of apprenticeship programs, with a focus on registered programs. While funds should serve to promote, provide TA, and support the development of Registered Apprenticeship programs, grantees should also identify unregistered employers as part of the outreach process, as potential candidates to formalize programs. As needed, grantees can make referrals to other appropriate work-based learning strategies, including accreditation through industry-recognized apprenticeships.

12. Can SAE grant funds be used to pay for participant wages?

No. SAE grant funds are prohibited from directly paying participant wages. However, SAE grant funds can be used to reimburse employers up to 50% of the wage rate of the participant in compensation for the initial lowered productivity of the individual and greater training need.

See [FOA 16-13](#).

13. Can SAE grant funds be used to support the development of pre-apprenticeship programs?

Yes. Grantees may use SAE funds to build pathways to Registered Apprenticeship, including quality pre-apprenticeships and career pathway programs as defined in Training and Employment Notice 13-12 (http://wdr.doleta.gov/directives/corr_doc.cfm?docn=5842).

See [FOA 16-13](#).

14. Can SAE grant funding be used to hire staff to support grant projects?

Yes. [FOA 16-13](#) required applicants to submit a staffing plan and reflect those plans in their proposed budget. Grantees are reminded that SAE grant funds are subject to the salary and bonus limitations described in Training and Employment Guidance Letter number 05-06: http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=2262.

15. Is there a cap on training reimbursements per participant?

Term 13. Program Requirements, of the Grant Agreement states, "Training reimbursements should not surpass \$3,000 per participant without specific prior approval requested from the grant officer." To reduce the level of administrative burden for SAE grant recipients, specific prior approval from the Grant Officer and a subsequent grant modification is no longer required. As indicated in the July 25, 2017 email from Chad Aleshire, ETA has changed this requirement.

Grant recipients are now required to gain written approval to exceed \$3,000 per participant from the Office of Apprenticeship. Grantees should send these requests via e-mail to Chad Aleshire, Aleshire.Chad@dol.gov, and Gabrielle Aponte Henkel, AponteHenkel.Gabrielle.A@dol.gov, while also copying your assigned Federal Project Officer (FPO). Please include in the request the estimated amount of reimbursement per participant, per program and a brief justification for the cost.

OA will review and approve each request or require program revisions prior to approval. Responses will be provided via e-mail after approval has been granted. Please be sure to include your full grant number in the subject line of your e-mail.

16. Can grant funds be used to subcontract with a workforce system partner or partners at the state or local level to perform data tracking and reporting functions? *NEW

Yes, but oversight of the grant, data tracking, and reporting should always be at the prime grantee level.

Grant Outcomes and Performance Reporting

17. The FOA required grantees to set a target number of registered apprentices that represents a minimum of 5% growth or an increase of 100 Registered Apprentices over the initial baseline (whichever is greater) in the 48-month period of performance. The continuation funding extended this goal to a total of 15% growth; how is ETA tracking this increase over the baseline?

ETA collected and verified baseline performance data for all grantees in December 2016. During the 48-month grant period of performance, ETA will monitor Quarterly Performance Report (QPR) data submitted by grantees to track achievements. ETA's monitoring process entails, among other things, reviewing the number of Registered Apprentices served as indicated in the SAE QPR. Note that the QPR should report only those apprentices served under the grant. ETA will track and monitor this data quarterly. At the end of the 48-month grant period, ETA will analyze the data juxtaposed with baseline data to determine if grantees met the targeted number of Registered Apprentices. The Grant Support Team will provide TA for states not on target to meet their goal. ETA's tracking, monitoring, and analysis of QPRs will help inform this TA throughout the 48-month grant period.

18. How do SAE grantees submit their quarterly performance reports (QPR) data to ETA?

Completed QPRs are to be sent electronically to Apprenticeship.Grants-ETA@DOL.gov and Gabrielle Aponte Henkel (AponteHenkel.Gabrielle.A@dol.gov). Additionally, please copy your assigned Federal Project Officer (FPO), your assigned Office of Apprenticeship (OA) Consultant and your assigned Technical Assistance Coach. Reports are due 45 days after the end of each quarter. ETA provided a modified suggested template for the QPR on January 18, 2018. This new template is an Excel spreadsheet and also maintains individual records for apprentices and program sponsors. The template, along with reporting instructions and other reporting resources for both the QPR and individual records, is available on the Community of Practice <https://apprenticeshipusa.workforcegps.org/resources/2017/04/19/10/11/SAE-Grantee->

[Quarterly-Performance-Reporting-Resources](#). For more information, contact Gabrielle Aponte Henkel. Upcoming QPR due dates are in the table below:

Report Activities Occurring Between	Quarter End Dates	Report Due Date
January 1 – March 31	March 31	May 15
April 1 – June 30	June 30	August 14
July 1 – September 30	September 30	November 14
October 1 – December 31	December 31	February 15

19. Must grantees use the SAE Quarterly Performance Template provided by ETA?

Grantees are strongly encouraged to use the template provided by ETA.

States that choose not to use the preferred template must still provide all the information requested in the template in a format approved by Gabrielle Aponte Henkel.

20. Which grantees are required to report individual records on registered apprentices served?

Grantees that do not utilize RAPIDS are required to report individual records on registered apprentices served. These states are CT, MA, MN, NC, NM, NY, OR, VT, WA, and WI..

OA is not requesting Social Security Numbers, apprentices' first and last names or dates of birth as part of the individual records collected. Apprentices' age (age only) should be reported in the individual record. ETA provided a modified suggested template on the Community of Practice at <https://apprenticeshipusa.workforcegps.org/resources/2017/04/19/10/11/SAE-Grantee-Quarterly-Performance-Reporting-Resources>.

21. In OA states, can grant staff directly access RAPIDS data, or do they need to go through their Apprenticeship State Director?

ETA cannot provide OA grantees with direct access to RAPIDS. Apprenticeship State Directors in OA states may be able to provide OA grantees with monthly data reports that include the following information: demographic information on individuals served by the grant; information on services provided to individuals under the grant and their funding sources; information on programs/sponsors served under the grant; and narrative information.

22. What are the WIOA Titles referenced in Section II of the QPR template and how should data be reported?

Workforce Innovation and Opportunity Act (WIOA) Title I refers to the Adult, Dislocated Worker, and Youth programs. WIOA Title II refers to Adult Basic Education and Literacy. WIOA Title III refers to Wagner-Peyser labor exchange programs. WIOA Title IV refers to Vocational Rehabilitation Services. Grantees should provide the number of individuals served by the SAE grant who also receive services from any of these other funding streams. An apprentice may receive services through any of these programs as long as the individual meets the eligibility requirements for that program. For example, a veteran with a disability might receive support services through Title IV Vocational Rehabilitation Services, which the grantee should count and report on Item II.E.5.

23. We are having trouble getting access to WIOA Title I/II/III/IV data for the quarterly performance report. What strategies do you suggest?

WIOA Title I/II/III/IV data is tracked by the state agency that administers the federal grant funds for those titles. Your technical assistance coach can assist you in identifying the appropriate agencies in your state. States should work with their partner agencies to gain access to WIOA participant data. The exact approach necessary will depend on the specifics of each state's MIS system. Please work with your technical assistance coach, FPO, and Registered Apprenticeship consultant to explore solutions for your state.

24. What should we include in the quarterly performance report if there is no activity to report for a given line?

SAE grantees should enter "0" if no activity is being reported. Please do not use "N/A" or "none." **Do not leave any lines or cells in the SAE quarterly report blank.**

25. How do we report on apprenticeship programs developed with grant funds? ***NEW**

Grantees may provide information about these programs in their quarterly narrative report (and the annual reports for ASE).

As stated on page 3 of the [letter transmitted from your grant officer on July 8, 2020](#), "Grantees may report as "other individuals impacted by the grant" individuals who enroll in a registered apprenticeship program developed with grant funds. Grantees may use results reported for both RA participants served by direct funded services reported in WIPS and Registered Apprentices who are reported as "other individuals impacted" to meet minimum participants served goals identified in TEGL 17-19."

See the [Performance Reporting Reference Guide](#) for more detail.

26. Which individuals should grantees report data on in Section I and II in the quarterly performance report?

In the quarterly performance report, grantees should include information in Sections I and II only for those individuals served by the grant. For the purposes of SAE reporting, individuals “served by the grant” includes the following: individuals who receive services directly funded by the grant, such as OJT, RTI, supportive services, and pre-apprenticeship services; individuals whose recruitment into a Registered Apprenticeship program can be directly tied to the expenditure of grant funds (e.g., an individual becomes an apprentice as a direct result of a recruitment event funded by the grant); individuals enrolled in Registered Apprenticeship programs whose registration or expansion can be directly tied to grant funds (e.g., an apprentice enrolled in a program whose creation or expansion was substantively supported by SAE-funded staff). Be sure that you document these services to provide reasonable assurance that these activities occurred. This documentation can be maintained under your document retention policies. Do not include information on individuals receiving services through other grants, such as the Accelerator Grant or the American Apprenticeship Initiative grant, or through routine state apprenticeship work (see question 31 on the utilization of multiple funding streams for more information).

27. The QPR instructions for II.E.1.a require that the registered apprentice has an apprenticeship agreement. Is this documentation required for all participants who are registered apprentices, or just those who receive services funded by the grant?

Apprenticeship Agreements (ETA Form 671) are required for all apprentices participating in Registered Apprenticeship programs.

28. What are the requirements for reporting on pre-apprenticeship?

ETA is not requesting individual records for participants in pre-apprenticeship programs. Grantees should report pre-apprenticeship participant demographics in QPR Section I and their total count in Section II.D.1. and II.E.1.b. Report the total number of individuals receiving pre-apprenticeship activities, instruction and/or training. Record the number of pre-apprenticeship services provided to individuals under the grant in Section I.D.1. Report the total number of pre-apprentices receiving services funded by the grant in Section II.E.1.b. Please note that these data elements are to be utilized only for “quality” pre-apprenticeship activities, instruction and/or training per Training and Employment Notice 13-12 (http://wdr.doleta.gov/directives/corr_doc.cfm?docn=5842).

29. For grantees serving pre-apprentices who are then registered as apprentices in a bordering state, can we count them on the QPR as pre-apprentices?

Yes, they can be reported as pre-apprentices if they are supported by the grant. However, ensure that you document the pre-apprentice is in a bordering state and supported by the grant. You can document this in the narrative section (Section IV, #1) in the QPR. If the pre-apprentice is not supported by the grant, do not count him or her in the QPR.

30. How do we report on pre-apprentices who become registered apprentices during their grant participation?

While the individual participant is a pre-apprentice, he or she would be counted as a pre-apprentice. When the participant who is a pre-apprentice transitions into a Registered Apprenticeship program, he or she would then be counted as a registered apprentice. This information would then be clarified in the Narrative section (IV.1.). We recognize this may result in some double-counting but estimate the likely impact to be small.

31. In the FOA appendices, Non-English Speakers were included as a target population, but on the QPR template there is no place for them to be reported. Do Non-English Speakers count as an underrepresented population?

Non-English speakers, or individuals with limited English proficiency, are not included as one of the data elements collected in Sections I, II, and III of the QPR. However, grantees that have strategies focused on this target population under their grants should share information about these activities in the narrative portion (Section IV) of the report.

32. What is meant by “engaged” in Item III.1. “number of new businesses engaged”?

In the quarterly performance report, grantees should include information on only those businesses where SAE grant funds supported substantive engagement as defined in the reporting instructions. Examples provided in those instructions include targeted presentations on Registered Apprenticeship/pre-apprenticeship, meetings to discuss registration of new programs, the creation of talent pipelines and career pathways, employer round-table events, and the like. Grantees should not report businesses that were solely the recipients of mass mailings or other non-substantive engagement.

33. What are ETA's expectations related to individual records for businesses, programs, and sponsors reported on in Section III?

Grantees must maintain individual records on program sponsors. Program sponsors may be businesses engaged, programs registered, programs expanded, and/or sponsors receiving services from the workforce system under the grant. The records must include sufficient data to aggregate, report, and maintain accountability and may include the name and address of the sponsor, program type, occupations targeted, and training approach. The data is recorded in Tab 3 in the SAE Individual Record Template found [here](#). Grantees may also report on milestones achieved. For example, grantees might provide the following information: *"ABC Health System partnered with us to develop a non-traditional Registered Apprenticeship Program in the healthcare industry. It will involve two occupations (Licensed Practical Nurse and Surgical Tech). We corresponded with them via telephone, email, and in-person over this quarter. Next quarter, we'll work on specifics, and hopefully achieve a tentative timeline for their program's establishment."*

34. Should the response in Item III.2 (regarding the total number of new programs registered) include programs where grant staff are helping an employer develop standards or with the registration process?

Grantees should report programs once they have been submitted and approved, either by the state or the DOL. Do not include programs that are under development.

35. How should grantees report on businesses that expand their Registered Apprenticeship program by adding new apprentices or a new occupation?

These activities should be reported under Section III.3 and described in further detail in the narrative.

36. Are grantees required to provide success stories under Section IV?

While grantees may answer Item IV.2. with "Nothing to report", grantees are strongly encouraged to provide success stories so that ETA may share the positive impacts of these grants and shine a spotlight on grantee successes. A good success story describes the achievement, quantifies impact if possible, and describes the critical milestones that lead to the success. Grantees are also encouraged to provide success stories about individual apprentices.

37. For Item IV.4 on capacity-building and outreach efforts, must grantees address each item specified, i.e., A) Relevant policy documents/changes to support program goals; B) Program or system alignment activity; C) Curriculum development activity; and D) Special outreach efforts to employers and/or participants?

No, these items described in A-D are only provided as examples of capacity building efforts a grantee might undertake and are not meant to be specifically addressed each quarter. Grantees should provide information on capacity building efforts undertaken in the quarter – whether related to the examples in A-D or something else.

38. What is the policy on leveraging resources and shared outcomes among the various ETA-funded apprenticeship initiatives?

The Employment and Training Administration, Office of Apprenticeship (ETA/OA) encourages recipients of funding from apprenticeship initiatives to maximize the use of their resources and minimize duplication of efforts through partnership building, system alignment, and leveraging federal and non-federal sources. ETA-funded apprenticeship initiatives include State Apprenticeship Expansion (SAE) Grants, American Apprenticeship Initiative (AAI) grants, State Accelerator Grants, and National Industry and Equity Partners (contracts), and these grantee/contractors may be leveraging and aligning with other ETA-funded or federally-funded grant programs. To support collaborative efforts and aid integrated program designs, ETA/OA is providing this guidance to remove potential barriers.

Through the Quarterly Performance Report (QPR), and related Narrative section of that report, SAE Grantees can report all outcomes and other deliverables that result from activities and services supported through grant funds. OA encourages states to make efficient use of SAE funds by leveraging the efforts of contractors and other competitive grants where the strategies and activities align. The narrative section of the QPR provides grantees an opportunity to highlight collaboration and co-enrollment activities. This will help inform ETA/OA on best practices and assist in connecting projects that have aligned strategies and activities.

Registered Apprenticeship Programs

SAE grantees in states where OA contractors and/or AAI grantees are working to develop specific programs may report such programs on their SAE QPR if SAE funds were also used to support the development of that program. For example, if a National Industry Intermediary partner provides staff support to develop a new program with a specific employer in an SAE state, and the SAE grantee has expended funds to build awareness of apprenticeship in that industry sector, including outreach to the specific employer, both the Industry Intermediary Partner and the SAE grantee can report this program in their QPR. An SAE grantee should not include in their QPR programs developed entirely without their involvement.

Participant Co-Enrollment

Co-enrollment is defined as enrolling a participant in more than one grant program, contract, or cooperative agreement that is funded with apprenticeship appropriated funds, and where they are receiving grant, contract, or cooperative agreement-funded participant services. Co-enrollment services can include training (such as related technical instruction and OJL/on-the-job training), supportive services, and other activities supported by ETA funds. Co-enrollment is intended to maximize the number of resources available to participants in apprenticeship and other job training programs, while minimizing duplication of services.

See the [Co-enrollment Policy FAQs document](#) and the Co-enrollment Webcast for more details and co-enrollment strategies. These FAQs do not apply to H-1B-funded apprenticeship grants, including American Apprenticeship Initiative grants (see [Apprenticeship Connections, August 2020](#)).

Eligible Participants

39. Who is eligible for training through SAE grant projects?

Participants eligible to receive services and training under this grant are all individuals who are 16 years of age or older.

40. Can you serve someone as a “participant” in a state expansion grant (e.g. pay for OJL or RTI) if that person has already been reported as an “other individual impacted” in another state expansion grant? ***NEW**

An individual can only count toward the target outcome numbers for one state apprenticeship expansion grant. Grantees that are using grant funds from one state apprenticeship grant to develop RAPS and grant funds from another state apprenticeship grant to pay for OJT, RTI, and/or supportive services for apprentices that enter those programs must be careful to only report those apprentices only once. For instance, in a scenario where a person enrolls in a RAP created using ASE grant funds and then receives RTI paid for by SAE 2020 grant funds, the state must decide whether to report that individual as an “other individual impacted” under ASE OR as a participant under SAE 2020. Grantees can describe these situations in their quarterly narrative.

Outreach and Marketing

41. What resources are available to support SAE grantee marketing and outreach efforts?

A key strategy for expanding the use of apprenticeship is marketing and outreach to both businesses and potential apprentices. Intermediary organizations, state agencies, ETA’s Office of

Apprenticeship, and others have created marketing and outreach materials to expand the understanding of apprenticeship and promote apprenticeship to businesses and workers. You can access many of these materials on the Apprenticeship Community of Practice here: <https://apprenticeshipusa.workforcegps.org/resources/2017/02/02/09/37/Marketing-Outreach-for-Apprenticeship>.

Pre-Apprenticeship Strategies

42. What guidelines should we follow as we develop pre-apprenticeship programs?

In Training and Employment Notice (TEN) 13-12, ETA provides a definition and quality framework for pre-apprenticeship, which was developed in consultation with stakeholders in the apprenticeship and workforce communities and the public. You can access TEN 13-12 here: https://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=5842. States should use this framework to guide their work in expanding pre-apprenticeship programs. TEN 13-12 defines pre-apprenticeship as a program or set of strategies designed to prepare individuals to enter and succeed in a Registered Apprenticeship program and has a documented partnership with at least one, if not more, Registered Apprenticeship program(s). A quality pre-apprenticeship program is one that incorporates the following elements:

- Approved training and curriculum;
- Strategies for long-term success;
- Access to appropriate support services;
- Promotes greater use of Registered Apprenticeship to increase future opportunities;
- Meaningful hands-on training that does not displace paid employees; and
- Facilitated entry into Registered Apprenticeship and/or Articulation for earning advanced credit/placement for skills and competencies already acquired.

Grantees can direct questions about pre-apprenticeship to their Registered Apprenticeship Consultant and their technical assistance coach.

Registered Apprenticeship Strategies

43. What resources are available to help us develop strategies for outreach and partnership development with new businesses and industries?

ETA has collected key resources for business outreach and partnership development on the Apprenticeship Community of Practice here: <https://apprenticeshipusa.workforcegps.org/resources/2017/02/02/10/12/Marketing-Outreach-to-Business-on-Apprenticeship>.

These resources include toolkits and examples of state strategies and materials. ETA encourages states to expand Registered Apprenticeship programs in the context of broader sector strategies and career pathway development. Key resources on integrating and implementing career pathways and apprenticeship within a sector strategy can be found here:

<https://businessengagement.workforcegps.org/resources/2016/05/12/13/09/Integrating-Implementing-Career-Pathways-Apprenticeship-within-a-Sector-Strategy>.

ETA has also developed industry-specific resources for states focusing on expanding apprenticeship in a particular industry sector, which can be found here:

<https://apprenticeshipusa.workforcegps.org/resources/2017/08/11/17/33/Resource>.

Finally, three new tools can assist with improving apprenticeship business engagement: *A Targeted Approach to Apprenticeship Business Engagement* resource guide, *Talking to Businesses about Apprenticeship* tip sheet, and *Apprenticeship Business Engagement Strategies in Action* scenarios. These tools can be found on the Apprenticeship Community of Practice here: <https://apprenticeshipusa.workforcegps.org/resources/2018/05/11/17/01/Apprenticeship-Business-Engagement-Tools>.

44. What Return on Investment (ROI) information is available to support our communications with businesses?

The Expanding Apprenticeship: ROI Community of Practice webpage at

<https://apprenticeshipusa.workforcegps.org/resources/2017/08/29/12/43/Expanding-Apprenticeship-Return-on-Investment-ROI>, houses ROI tools, articles, and videos produced in the United States, Europe, and Canada.

45. What role can intermediaries play in helping states expand Registered Apprenticeship programs?

Intermediaries (industry associations, labor and joint labor-management organizations, community-based organizations, community colleges, and others) are playing critical roles in expanding Registered Apprenticeship programs across the country. They help to scale apprenticeship in multi-employer apprenticeship models and assist employers in starting new programs. These organizations can bring subject matter expertise related to their industries, reduce the burden on individual employers to start apprenticeship programs, and spread risk and cost across a wider range of employers.

Apprenticeship intermediaries can be local, regional, or national in scope. They undertake one or several functions, including:

- Marketing the apprenticeship brand in a state or locality;
- Persuading employers to adopt apprenticeships;

- Aggregating demand for apprentices, particularly with small- and medium-size employers that may not have the capacity to develop an apprenticeship program on their own;
- Helping employers through the design and administrative tasks required to establish an apprenticeship;
- Serving as sponsor of an apprenticeship program, taking responsibility for the administration of the program (thereby reducing the burden on employers); and/or
- Conducting or arranging for the off-the-job training related to the apprenticeship occupation (related technical instruction).

ETA funded a number of organizations to expand the role of intermediaries in key industry sectors, including health care, advanced manufacturing, retail, hospitality, construction, and IT. See funded organizations here: [Active Grants and Contracts | Apprenticeship.gov](#). For assistance in connecting with one of these intermediaries, please contact your technical assistance coach.

For examples of states successfully partnering with intermediaries, visit the Apprenticeship: SAE Grantee Promising Practices webpage on the Apprenticeship Community of Practice here: <https://apprenticeshipusa.workforcegps.org/resources/2017/08/28/14/54/Apprenticeship-SAE-Grantee-Promising-Practices>

46. We are interested in partnering with Job Corps programs. What roles can Job Corps play in Registered Apprenticeship programs?

Job Corps can play a number of roles in the Registered Apprenticeship system. Job Corps centers can serve as Registered Apprenticeship sponsors, offer pre-apprenticeship programs, and provide related technical instruction. Registered Apprenticeship is counted as a positive placement under performance measures for the Job Corps program. National training contractors working with Job Corps centers are strongly encouraged to provide pre-apprenticeship training to ensure that graduates are placed in Registered Apprenticeships upon program completion. ETA's Office of Apprenticeship and Job Corps have a memorandum of understanding to provide Job Corps graduates priority admission into Registered Apprenticeship programs (See JC Circular 74-5).

47. How can we strategically align Registered Apprenticeship programs with the workforce system?

Training and Employment Guidance Letter 13-16 provides information about the new provisions for Registered Apprenticeship in WIOA, including the automatic eligibility status of Registered Apprenticeship sponsors as Eligible Training Providers, membership on State and Local Workforce Boards, the use of WIOA funding to support Registered Apprenticeship, reporting on Registered Apprenticeship activity, and suggestions for coordinating with the Registered Apprenticeship system. You can access TEGL 13-16 here: https://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=9125. The [Building Registered](#)

[Apprenticeship Programs A Quick-Start Toolkit \(doleta.gov\)](#) also has extensive resources to support alignment between Registered Apprenticeship and the workforce system.

48. How can we leverage WIOA Title I funds to support Registered Apprenticeship programs?

WIOA Title I funds can be used to support businesses and job seekers in multiple ways. For example:

- Supporting the on-the-job training component of apprenticeship programs;
- Paying for the cost of related classroom instruction for the apprentice, including tuition, books, supplies, fees, uniforms, tools and other required items, through Individual Training Accounts;
- Using customized training and incumbent worker training to support businesses that sponsor apprenticeship programs;
- Providing basic skills training and pre-apprenticeship programs that prepare participants to enter apprenticeship programs; and
- Using WIOA youth services for tutoring, mentoring, and work experience in combination with pre-apprenticeship and apprenticeship programs.

See The Federal Resources Playbook for detailed information about how to use WIOA funds to support these activities: [playbook.pdf \(apprenticeship.gov\)](#)

49. What other funding is available to support Registered Apprenticeship programs?

Federal funding for Registered Apprenticeship programs is available through several federal agencies to support business investments in apprentices and to assist educators and intermediaries in strengthening the tie between training and employment through Registered Apprenticeship. For more in-depth information on each of these funding sources, see the "[Federal Resources Playbook for Registered Apprenticeship](#)."

Targeted Populations

50. What resources are available to help us expand access to Registered Apprenticeship programs to diverse populations?

The following pages on the Apprenticeship Community of Practice offer tools, program examples, outreach materials, and other resources for these target populations:

Veterans	https://apprenticeshipusa.workforcegps.org/resources/2017/02/28/12/45/Expanding-Apprenticeship-for-Veterans
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Ex-Offenders	https://apprenticeshipusa.workforcegps.org/resources/2017/03/10/14/07/Expanding-Apprenticeship-for-Ex-Offenders
Minorities	https://apprenticeshipusa.workforcegps.org/resources/2017/03/10/15/45/Expanding-Apprenticeship-for-Minorities
Individuals with Disabilities	https://apprenticeshipusa.workforcegps.org/resources/2017/03/10/16/09/Expanding-Apprenticeship-for-Individuals-with-Disabilities
Women	https://apprenticeshipusa.workforcegps.org/resources/2017/03/13/10/10/Expanding-Apprenticeship-for-Women
Youth	https://apprenticeshipusa.workforcegps.org/resources/2017/02/02/10/56/Apprenticeship-Youth

ETA is funding two organizations, Chicago Women in Trades and National Urban League, to assist in identifying, developing, and disseminating tools and strategies that increase access, entry, and retention in Registered Apprenticeship programs for underrepresented populations. For assistance in connecting with these intermediaries, please contact your technical assistance coach.

51. Can veterans use their GI Bill benefits for Registered Apprenticeship programs?

Veterans may use their GI Bill® entitlement to support the related instruction component of a Registered Apprenticeship program. For more information, see the "[Federal Resources Playbook for Registered Apprenticeship](#)."