

APPRENTICESHIP EXPANSION ASSESSMENT TOOL

THIS DOCUMENT IS A PDF VERSION OF THE ONLINE APPRENTICESHIP EXPANSION ASSESSMENT TOOL. STATES SHOULD USE THIS DOCUMENT TO GATHER AND PREPARE INFORMATION FOR COMPLETING THE ASSESSMENT ONLINE.

Demographic Information

Which apprenticeship expansion grant(s) do your assessment answers apply to? (Select all that apply.)

- ☐ Apprenticeship State Expansion (ASE)
- ☐ State Apprenticeship Expansion 2020 (SAE 2020)
- ☐ State Apprenticeship Expansion, Equity, and Innovation (SAEEI)

Are you filling out this assessment as an individual or with input from other stakeholders? (Choose one.)

- ☐ I am completing this assessment as an individual.
- ☐ I am completing this assessment with input from other stakeholders.

First and Last Name

First Name

Last Name

Email

Agency or Organization

State or U.S. Territory

ELEMENT 1: STATE LEADERSHIP AND POLICY

State leaders play a critical role in successful apprenticeship expansion by establishing, communicating, and managing to a strong vision for expansion. State leaders focus attention on apprenticeship and develop policies that support growth. They provide organizational and resource support and align state organizational structures to promote apprenticeship expansion. Please select the responses that best align to leadership and policy activities in your state.

DEVELOPMENT AND COMMUNICATION OF STATE-LEVEL VISION:

A clear vision for apprenticeship expansion and consistent communication of that vision builds stakeholder engagement and help coordinate strategies and tactics across the state.

How are you developing and creating this vision in your state? (Choose one.)

- ☐ State leaders have begun the work of developing a vision and goals for apprenticeship expansion based on research or national goals, but with limited or episodic input from industry, workforce and education leaders, and the community.
- ☐ State leaders have established a clear vision for apprenticeship expansion, but do not have in place clear milestones for program growth. We communicate our vision episodically or passively (e.g., only on our website).
- ☐ State leaders have established a clear vision for apprenticeship expansion, including clear milestones for program growth and apprentice numbers and diversity; key apprenticeship stakeholders had input into developing the vision; and we communicate often and widely about vision/goals and progress toward those.
- ☐ N/A (Provide additional information in the comment box at the end of this section.)

GOVERNOR'S OFFICE SUPPORT:

Governors have significant influence over workforce, education, and economic development activities in their state. Governors can support apprenticeship expansion by communicating a strong vision for apprenticeship and work-based learning, convening key partners, and serving as public champions for apprenticeship.

How is the governor's office involved in your apprenticeship expansion work? (Choose one.)

- ☐ Our apprenticeship expansion work is taking place "under the radar." We may periodically update the governor's office about apprenticeship activity, but we are not actively aligned with the governor's agenda.
- ☐ The governor's office supports the vision of apprenticeship expansion and understands its strategic value to the state. The governor's office plays an ad hoc role in expansion efforts and sends a representative to meetings of stakeholders to support the vision.
- ☐ The governor's office communicates a strong vision of apprenticeship expansion. The office has a clearly articulated role in expansion efforts and helps to convene key industry, workforce, education, and economic development partners in support of that vision.
- ☐ N/A (Provide additional information in the comment box at the end of this section.)

STATE-LEVEL STAKEHOLDER ENGAGEMENT:

Leaders from state agencies can use their roles to bring together key apprenticeship expansion stakeholders, including apprenticeship, education, and workforce agencies. These engagement activities help define roles and build relationships, resulting in widespread support for apprenticeship expansion efforts.

How are you engaging with state-level stakeholders? (Choose one.)

- ☐ Our apprenticeship expansion work is mostly contained within one government agency. We have relatively few key partners and consult with them infrequently.
- ☐ We have identified a range of key state-level stakeholders in areas including education, workforce development, and others. We are building relationships with these partners, working to define roles and responsibilities, and building a communication plan.
- ☐ We meet with key state-level stakeholders on a regular basis and can clearly articulate how apprenticeship expansion aligns with their broader missions and goals. We have a governance structure in place that supports strategic planning, decision making, and continuous improvement.
- ☐ N/A (Provide additional information in the comment box at the end of this section.)

ALIGNMENT OF GOVERNMENT FUNCTIONS:

A state's choice of where to house apprenticeship functions can impact staffing, resources, grant management capacity, and the strategic approach to expansion. States can make changes to agency structures, functions, and partnerships with the goal of aligning apprenticeship with broader economic development, workforce development, and education systems and harnessing the resources of those systems to accelerate expansion.

How are you aligning government functions in your state? (Choose one.)

- ☐ The apprenticeship functions in our state have been performed by the same agency in the same manner for many years; we have not yet begun or are just beginning to assess whether our current structure and approach will be able to support our apprenticeship expansion goals.
- ☐ We have fully assessed the strengths and weaknesses of how we currently perform apprenticeship functions in the state. We have a vision for the infrastructure and the roles of key government agencies and a plan for achieving this vision.
- ☐ We have implemented any adjustments to our apprenticeship functions and infrastructure in the state and are actively monitoring how these adjustments are impacting our ability to meet our expansion goals.
- ☐ N/A (Provide additional information in the comment box at the end of this section.)

SUPPORTIVE STATE POLICY:

States can adopt policies that support apprenticeship expansion and the development of integrated and aligned work-based learning systems. State agency leaders are able to remove barriers that may exist and explore a variety of policy frameworks for expansion. Legislatures can put significant resources and structures in place and direct state funds to establish new and grow existing programs.

How are policies in your state supporting apprenticeship expansion? (Choose one.)

- ☐ We are building a list of policies that impact apprenticeship expansion in our state and are developing an understanding of how these policies help or hinder our expansion efforts. We are working to identify additional policies that may support our efforts.
- ☐ We understand the key policies impacting and supporting apprenticeship in our state and have a strategy for filling gaps and addressing barriers.
- ☐ We are implementing our strategy to establish policy, fill gaps, and address policy barriers. We have a process for periodically reviewing our apprenticeship policy landscape and adjusting strategies as needed.
- ☐ N/A (Provide additional information in the comment box at the end of this section.)

ALIGNING AND LEVERAGING OF FUNDING TO SUPPORT APPRENTICESHIP (STATE, FEDERAL, AND NONGOVERNMENTAL):

States can use a range of resources available to support apprenticeship, including federal programs (Workforce Innovation and Opportunity Act, GI Bill for Veterans, Career and Technical Education (CTE), and others), state-level programs, and private sector investments. States also can work to integrate and leverage federal and state funding streams to expand apprenticeship to meet the needs of business and citizens.

How are you leveraging funding in your state? (Choose one.)

- ☐ Apprenticeship sponsors, intermediaries, and other partners are not aware of the full range of resources available in the state to support apprenticeship. Those resources that are available may be difficult to access, or access may be inconsistent across the state.
- ☐ We have identified and documented most funding sources that support apprenticeship in our state, but it may be challenging for sponsors, intermediaries, and other partners to leverage these resources fully. We are developing and delivering training to key partners (such as American Job Centers, community colleges, K–12 providers, and others) so they understand how to use their resources effectively to support apprenticeship.
- ☐ Apprenticeship sponsors, intermediaries, and other apprenticeship partners are aware of the full range of resources available in the state to support apprenticeship. Funding providers understand how their resources can support apprenticeship and work collaboratively with apprenticeship stakeholders to make their funds available. We are aligning and coordinating work done through all applicable federal grants. We have data systems that allow us to track how the full range of resources is supporting apprenticeship expansion.
- ☐ N/A (Provide additional information in the comment box at the end of this section.)

Please provide any additional information about state leadership and policy in your state.

Are there any specific questions you have about state leadership and policy that you would like addressed in future technical assistance?

ELEMENT 2: OUTREACH AND BUSINESS ENGAGEMENT

Because the apprenticeship model is employer-driven, successful and sustained apprenticeship expansion demands effective business engagement strategies. States are increasing awareness-building activities, putting in place policies and practices that increase business demand for apprenticeship, and better coordinating business engagement activities across the state. Please select the responses that best describe how you are increasing outreach and business engagement in your state.

BUSINESS AWARENESS:

Education is key to helping businesses understand the apprenticeship model and how the model can provide solutions to their human resource challenges. States can enhance businesses' understanding and awareness of apprenticeship by launching large statewide public awareness campaigns, increasing business outreach capacity, and creating processes for continued engagement.

How are you making businesses aware of apprenticeship in your state? (Choose one.)

- ☐ Businesses with workforce development needs in our state learn about apprenticeship in ad hoc or episodic ways. Information about the value of apprenticeship and the process of developing programs is difficult for businesses to find.
- ☐ We have developed a strategy for building awareness of apprenticeship in the business community. Our strategy enables us to target businesses that are most likely to benefit from apprenticeship and leverages ongoing sector strategies in the state. We are training staff and partners who interact with business to articulate the business value of apprenticeship clearly and explain the process of developing a program.
- ☐ Most businesses in our state are aware of apprenticeship as a work-based learning strategy, understand the business value of apprenticeship, and can easily access support to develop apprenticeship programs.
- ☐ N/A (Provide additional information in the comment box at the end of this section.)

INDUSTRY DIVERSIFICATION:

Successful expansion means building apprenticeship solutions for new industries and occupations. States can pursue a portfolio of diversified occupations and industries that align to industry needs and expected demand.

How are you successfully diversifying industries and occupations in your state? (Choose one.)

- ☐ We are analyzing labor market needs and developing strategies to engage directly with employers to understand expected demand.
- ☐ We engage with business on a regular basis to understand current and expected labor market demand and have developed targeted strategies for our main industries, including working with industry associations and other industry intermediaries.
- ☐ We have a coordinated process to understand industry needs and connect with industry to pursue opportunities for expansion. We have leveraged our industry-specific strategies to identify champions within our target industries, and we have developed marketing and messaging for those industries.
- ☐ N/A (Provide additional information in the comment box at the end of this section.)

COORDINATED AND SKILLED BUSINESS ENGAGEMENT TEAMS:

Business engagement happens through staff from state agencies, college systems, workforce development organizations, and other partners. States can make use of their partners' existing employer relationships and coordinate targeted outreach to the business community to avoid duplication of effort.

How are you coordinating skilled business engagement teams in your state? (Choose one.)

- ☐ Multiple entities in our state are working to develop apprenticeship programs and may unknowingly be reaching out to the same businesses. These entities may have different levels of knowledge about apprenticeship in the state.
- ☐ We know who is engaging business about apprenticeship, and we are developing a coordinated outreach strategy. We are developing and delivering training to entities that conduct apprenticeship-related business engagement so that businesses receive consistent messages and information. We are exploring strategies to enhance communication across our business engagement team.
- ☐ We have a coordinated business engagement strategy in the state that ensures that businesses do not receive uncoordinated contact from multiple individuals about apprenticeship. We use customer relationship management software or another system to coordinate across our business outreach team. If appropriate, we have a clear process for handing off a business contact from the business engagement team to apprenticeship program development and registration staff.
- ☐ N/A (Provide additional information in the comment box at the end of this section.)

RETURN ON INVESTMENT (ROI) FOR BUSINESSES:

In response to business interest in “investment value” of apprenticeship, states can create unique ROI tools to communicate the financial impact of integrating apprenticeship into business processes. States can find innovative ways to offset employer startup and sustainability costs through policies that include tax credits and grants for businesses that adopt the apprenticeship model.

How are you influencing ROI for businesses in your state? (Choose one.)

- ☐ We are involved in a coordinated effort to identify existing local, state, and federal resources (e.g., policies, incentives) that enhance ROI for business. We are developing a strategy to articulate the value of those resources to businesses and other sponsors.
- ☐ We are actively seeking ways to enhance ROI for business. If needed in our state, we are using or developing ROI tools (e.g., ROI calculator) that clarify the apprenticeship ROI for businesses in our state.
- ☐ We have adopted innovative ways to offset employer startup and sustainability costs that enhance ROI for business. The ROI resources and tools are being used as part of a consultative (business-driven) approach to marketing apprenticeship.
- ☐ N/A (Provide additional information in the comment box at the end of this section.)

Please provide any additional information about outreach and business engagement in your state.

Are there any specific questions you have about outreach and business engagement that you would like addressed in future technical assistance?

ELEMENT 3: CAPACITY TO DEVELOP, REGISTER, AND SUPPORT PROGRAMS

In order to develop, register, and support apprenticeship expansion programs, states are building staff and organizational capacity by distributing staff across the state, strengthening collaboration between federal Office of Apprenticeship (OA)/State Apprenticeship Agency (SAA) staff and state staff, partnering with intermediaries, and using technology to provide access to information. Please select the responses that best describe how you are increasing your capacity to develop, register, and support programs.

STAFF CAPACITY ACROSS THE STATE:

Through collaboration across federal apprenticeship offices and State Apprenticeship Agencies, states can build and train a statewide network of skilled individuals who can work with businesses, sponsors, education providers, and other key partners.

How are you building capacity across your state? (Choose one.)

- ☐ We are assessing our state's current staff capacity to help sponsors develop and register programs and perform ongoing program and support functions and determining whether additional capacity is needed to meet our apprenticeship expansion goals.
- ☐ We are currently developing and implementing strategies for increasing staff capacity. These strategies include aligning roles and responsibilities of federal and state staff and other apprenticeship partners in developing, registering, and supporting apprenticeship programs. We are conducting formalized training that is increasing staff knowledge and capacity.
- ☐ We have sufficient numbers of trained individuals to support program development and registration, as well as functions anticipated by our apprenticeship expansion goals. We have a sustainability strategy in place that accounts for staff turnover and any changes in our apprenticeship strategies and goals. State Apprenticeship Agency staff or our OA state director and apprenticeship training representatives (ATRs) are full partners in this plan.
- ☐ N/A (Provide additional information in the comment box at the end of this section.)

PROGRAM REGISTRATION PROCESS:

State Apprenticeship Agencies can improve their program registration process by simplifying procedures for program approval, ensuring sponsors understand the steps involved and have consistent experiences in the process, and ensuring businesses can register programs in a timely manner to meet their workforce needs. States with federal registration of programs can strengthen collaboration between OA/SAA staff (state directors and ATRs) and state workforce staff to increase overall capacity for business outreach and program development.

How are you improving and streamlining the registration process to support apprenticeship expansion in your state? (Choose one.)

- ☐ We are reviewing the current process for registering programs in the state and identifying strategies to support the needs of both traditional and nontraditional industries in that process.
- ☐ We are implementing strategies to support both traditional and nontraditional industries in the program approval process in collaboration with state and/or regional apprenticeship offices.
- ☐ We have implemented strategies that have simplified the program approval process for all industries, created resources or other mechanisms that help sponsors clearly understand the process, and reduced the time that sponsors wait for approval. The State Apprenticeship Agency or Office of Apprenticeship is actively engaged in the simplified process. We have in place a process for collecting feedback in order to continually improve our program approval process.
- ☐ N/A (Provide additional information in the comment box at the end of this section.)

APPRENTICESHIP INTERMEDIARIES:

States can increase capacity for program development and expansion by working with apprenticeship intermediary organizations to conduct outreach to employers, manage relationships with labor partners, coordinate regional stakeholders, provide technical assistance to support program design, and assume the administrative tasks of being an apprenticeship sponsor. Intermediaries can be industry associations, community colleges, workforce investment boards, state programs, nonprofits, or other organizations that play the role of apprenticeship sponsor.

How are you supporting apprenticeship intermediaries? (Choose one.)

- ☐ For apprenticeships in our state, businesses/joint labor-management organizations are typically program sponsors. Few if any entities play the role of intermediary or have the ready capacity to do so.
- ☐ We are implementing strategies that promote opportunities to become apprenticeship intermediaries and are increasing capacity by engaging workforce investment boards, community colleges, and other organizations in that role.
- ☐ We are investing in apprenticeship intermediary organizations including state programs, nonprofits, and joint labor-management programs.

- ☐ N/A (Provide additional information in the comment box at the end of this section.)

TECHNOLOGY:

States can use technology to broaden access to information, improve support to stakeholders, and connect data related to apprenticeship.

How is your state using technology to broaden access to information on apprenticeship? (Choose one.)

- ☐ We are exploring opportunities to use technology to help interested parties learn more about apprenticeship in our state, ease the registration process, and manage their programs.
- ☐ We are using technology to enhance the apprenticeship experience for both apprentices and sponsors, including, but not limited to, providing online tools and resources to support the development, registration, and management of apprenticeship programs.
- ☐ We are using technology to provide access to information and resources, support participants and sponsors, and align data tracking among agencies to inform apprenticeship expansion strategies.
- ☐ N/A (Provide additional information in the comment box at the end of this section.)

Please provide any additional information about your state's capacity to launch, develop, and manage programs.

Are there any specific questions you have about the capacity to launch, develop, and manage programs that you would like addressed in future technical assistance?

ELEMENT 4: DEVELOPMENT OF AND SUPPORT FOR DIVERSE APPRENTICE PIPELINES

As apprenticeship opportunities grow, states are taking steps to ensure that all workers and job seekers have access to apprenticeship opportunities. Their approaches include improving access to information about available apprenticeships, increasing access to quality pre-apprenticeship programs, partnering with trusted organizations to reach underrepresented populations, and engaging with business representatives in outreach and candidate recruiting. Please select the response that best describes how you are developing an apprenticeship pipeline and increasing diversity.

CHANGING PERCEPTIONS OF APPRENTICESHIPS:

States can take steps to change perceptions of apprenticeships by offering youth, families, and workers the opportunity to learn about modern apprenticeship programs and their value.

What are you doing to change perceptions of apprenticeships? (Choose one.)

- ☐ We understand the existing perception of apprenticeship in our state and are developing strategies to educate families and workers about modern apprenticeship programs.
- ☐ We are implementing a multi-channel communication strategy to change perceptions of apprenticeships. This strategy includes targeting underrepresented populations.
- ☐ We have a multi-channel communication strategy that is changing perceptions and resulting in measurable growth in apprenticeship interest and diversity.
- ☐ N/A (Provide additional information in the comment box at the end of this section.)

EASE OF FINDING AND APPLYING FOR APPRENTICESHIP OPPORTUNITIES:

States can increase access to the apprenticeship program application process by providing an easy way for potential apprentices to learn about and apply for available apprentice positions.

What are you doing to increase access to apprenticeship opportunities? (Choose one.)

- ☐ Information about what apprenticeships are available and how to apply for them is generally difficult for workers, youth, parents, and career counselors to find.
- ☐ We are developing and implementing an easy method for potential apprentices, career counselors, parents, and others to learn about and apply for available apprentice positions. We are developing an outreach strategy to promote this method with workforce, education, and social services programs who support underrepresented populations.

- We have a centralized platform for potential apprentices to learn about and apply for apprenticeships that is resulting in increased interest from diverse populations, and we are targeting diverse populations in our marketing to drive them to that platform.
- N/A (Provide additional information in the comment box at the end of this section.)

QUALITY PRE-APPRENTICESHIP PROGRAMS:

States can support the expansion of quality pre-apprenticeship programs that prepare individuals to enter and succeed in apprenticeship programs and provide on-ramps to apprenticeship for underrepresented, disadvantaged, or low-skilled individuals. Successful programs incorporate industry-approved training and curricula, access to appropriate support services, facilitated entry, and/or articulation to certifications and post-secondary opportunities.

What are you doing to support quality pre-apprenticeship programs? (Choose one.)

- We understand the requirements of a quality pre-apprenticeship and are evaluating existing work-based learning opportunities in our state.
- We are implementing a process for recognizing high-quality pre-apprenticeship programs and developing strategies to support and connect them to apprenticeship expansion activities in the state.
- We have a formal process for recognizing quality pre-apprenticeship programs, have implemented strategies to support them, and have processes in place to connect pre-apprenticeship programs to Registered Apprenticeship Programs.
- N/A (Provide additional information in the comment box at the end of this section.)

PARTNERSHIPS WITH ORGANIZATIONS THAT SERVE UNDERREPRESENTED POPULATIONS:

States can broaden outreach to, and support for, underrepresented populations by leveraging the strengths of state agencies and nonprofits who engage with diverse populations, including the workforce system. These partnerships can create pathways for individuals to become self-sufficient members of society through apprenticeship opportunities that bolster the middle class and strengthen the economy.

How are you partnering with these organizations? (Choose one.)

- We have few examples in our state of effective partnerships between apprenticeship and pre-apprenticeship programs and organizations that serve underrepresented populations. We are learning about these organizations in our state and developing a strategy for engaging them in apprenticeship expansion.
- We include organizations that serve underrepresented populations in our apprenticeship expansion strategy meetings. We are identifying roles for these organizations in our expansion efforts and piloting partnerships that leverage their expertise to create a diverse pipeline of apprentices and support apprentices in completing their programs.

- ☐ We have a formalized process to connect businesses and organizations who are engaging in candidate recruitment activities and supporting underrepresented populations in apprenticeship programs, and we have active partnerships in our state.
- ☐ N/A (Provide additional information in the comment box at the end of this section.)

TARGETED BUSINESS ENGAGEMENT WITH A FOCUS ON DIVERSITY:

States can encourage businesses to implement hiring processes and business-wide policies that support diversity by sharing the value of having a diverse workforce and facilitating partnerships between employers and organizations that support underrepresented populations.

How are you targeting businesses with this focus on diversity? (Choose one.)

- ☐ Few of our apprenticeship outreach conversations with business focus on the role apprenticeship can play in diversifying the workforce. We have few if any examples of apprenticeship programs that have helped businesses meet such goals.
- ☐ We are piloting apprenticeship programs that help businesses meet diversity goals and learning from those pilots how to grow and expand such programs. We are training staff and partners on how to communicate the value of having a diverse workforce and how to build effective apprenticeship programs that meet these goals.
- ☐ We are actively working with businesses that have diversity goals and building and sustaining apprenticeship programs that help meet those goals. Our staff regularly engages businesses on the importance and value of setting diversity goals.
- ☐ N/A (Provide additional information in the comment box at the end of this section.)

Please provide any additional information about how your state is supporting the development of an apprenticeship pipeline and increasing diversity.

Are there any specific questions you have about the development of an apprenticeship pipeline and steps to increase diversity that you would like addressed in future technical assistance?

ELEMENT 5: ALIGNMENT WITH CAREER PATHWAYS AND POST-SECONDARY EDUCATION

To support the long-term sustainability of apprenticeship expansion, states are creating clear linkages to secondary and post-secondary education programs. Strategies that are helping to embed apprenticeship as both an education and a training model in states include expanding youth apprenticeship offerings, integrating apprenticeship into career and technical education, and pursuing policy changes that allow apprenticeships to connect seamlessly with post-secondary educational pathways. Please select the responses that best describe how you are aligning with career pathways and post-secondary education.

YOUTH APPRENTICESHIP SYSTEMS:

States can align youth apprenticeship programs that begin in high school, either by directly enrolling students as apprentices in registered programs or through pre-apprenticeship opportunities.

How are you aligning to youth apprenticeship programs? (Choose one.)

- ☐ Some youth in our state have access to apprenticeship and pre-apprenticeship programs. Programs that exist are small, and they vary in quality. We do not have a state strategy for expanding youth apprenticeship.
- ☐ We have been expanding the number of quality youth apprenticeships in our state and have a strategy for creating youth apprenticeship at scale.
- ☐ Youth across our state can access high-quality apprenticeship and pre-apprenticeship programs that are career oriented and lead to credentials and post-secondary educational options. Programs are accessible to every student, and participating youth have access to targeted supports to enhance their success.
- ☐ N/A (Provide additional information in the comment box at the end of this section.)

INTEGRATION WITH CAREER AND TECHNICAL EDUCATION:

By integrating classroom instruction and hands-on learning, apprenticeships and CTE programs equip students with the skills and certifications they need to jump-start their careers. States can make explicit connections between CTE and Registered Apprenticeship.

How are you integrating apprenticeships and CTE in your state? (Choose one.)

- ☐ Few career and technical education providers in the state are engaged in pre-apprenticeship and apprenticeship programs. We are exploring the role that CTE plays in apprenticeship expansion and engaging with CTE leaders in the state.
- ☐ CTE leaders are engaged in expansion activities, and the state is implementing a plan for integrating CTE programs into apprenticeships.
- ☐ We have a formalized process that supports CTE in apprenticeship expansion, and students are actively enrolling and participating.
- ☐ N/A (Provide additional information in the comment box at the end of this section.)

ROLES OF POST-SECONDARY INSTITUTIONS:

To meet the workforce training needs of the individuals, companies, and communities they serve, colleges and universities are creating innovative programs and services that include apprenticeships in nontraditional occupations. States are working to make policy modifications within higher education systems that support related training instruction (RTI) and career pathway integration with apprenticeship.

How are you integrating apprenticeship and post-secondary institutions and career pathways in your state? (Choose one.)

- ☐ Most apprenticeships in our state operate in a silo separate from the higher education system. It is difficult for apprentices to earn college credit for their RTI, and most apprentices have to choose between an apprenticeship and going to a two- or four-year college.
- ☐ We are engaging post-secondary education leaders in apprenticeship expansion activities. We are building the capacity of two- and four-year colleges to play the role of RTI provider and/or sponsor, and our higher education system is identifying and resolving barriers to stronger alignment between higher education and the apprenticeship system. Training is available to help higher education partners play a stronger role in apprenticeship.
- ☐ Our Registered Apprenticeship system is well aligned with the higher education system in our state. As appropriate, individuals who enter into apprenticeships understand how their apprenticeship can be part of a larger career pathway that includes college. Policies and practices of two- and four-year colleges support apprenticeship, and our state has identified roles for higher education (e.g., training providers and sponsors of programs) and supports them in playing these roles.
- ☐ N/A (Provide additional information in the comment box at the end of this section.)

Please provide any additional information about how your state is creating clear linkages to secondary and post-secondary education programs.

Are there any specific questions you have about the alignment with career pathways and post-secondary education that you would like addressed in future technical assistance?