**WorkforceGPS**

**Registered Apprenticeship 101 Bootcamp**

**Registered Apprenticeship and the Public Workforce System**

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*Menifee, CA*

JON VEHLOW: Hey now, and welcome to today's webinar. My name is Jon Vehlow and I'm here if you need anything, technically speaking. Hopefully you won't need to hear too much from me, but if you do have any technical questions, please let me know in that chat window in the bottom left-hand side of your screen. That chat window is also where we'd like you to introduce yourself now.

So please, go ahead and type in that chat your name, name of your organization, where you're located in the country, how many are joining you today, and if you're attending in a group. You may also use that chat box to ask our presenters any questions you may have during the webinar. You'll also notice that we have a copy of today's presentation uploaded in that file share window on the bottom right-hand side of your screen. You could download that presentation throughout today's webinar.

Also, a copy of today's presentation, as well as a transcript recording and executive summary will be made available on WorkforceGPS in about three business days. Additionally, to continue producing quality content, we'll be sending out an anonymous survey concerning today's events. Please take a few minutes to fill that out once the webinar concludes. We will also be sending out a follow up survey in a month's time.

Again, if you haven't already done so if you're just joining us, please introduce yourself in that welcome chat. We'll have that chat up throughout today's webinar where you can type in your questions or comments at any time.

Welcome to "Registered Apprenticeship and the Public Workforce System." So without further ado, I'd like to kick things off to our moderator today, Andrea Hill, program analyst, Employment and Training Administration, Office of Apprenticeship. Andrea?

ANDREA HILL: Thanks so much, Jon. As he said, I'm Andrea Hill from the Office of Apprenticeship and I work with the state grants, which, of course, most of you are very familiar with; why you are here to begin with. For those of us joining later, we're excited to have you aboard when you're listening to this as a recording. Happy to welcome you all, so happy, to this second edition of our Apprenticeship Bootcamp series today.

The series is intended to provide a strong baseline of foundational knowledge for registered apprenticeship, for those working to expand the model, whether you're new to apprenticeship in general, new to working with the workforce system, or new to DOL itself. We're lucky today to be joined by Andy Ridgeway, Greg Wilson and Gina Wells, my esteemed colleagues working with us across these projects. Today, this overview is of the workforce system in general.

Andy Ridgeway – I lost my notes; so sorry folks. Andy led the DOL team, who, in conjunction with the Department of Education, developed and produced the WIOA regulations. And now serves as a chief of the unit for WIOA programs serving adult populations. So we're really very lucky to have him with us today. Greg Wilson has a dual perspective on the workforce system and apprenticeship, having worked for nearly a decade in the Office of Apprenticeship as the lead on Systems and Performance Development.

And he's now located in the Office of Policy and Development and Research, where he leads the team regarding WIOA reporting, specifically, and which also coordinates reporting across many of the grants here in ETA. Gina Wells is the project director for our technical assistance contract for these grants, both the ACE and SAE grants, so we're very excited to have everybody with us. If we go to the next slide, we've got five series. Again, we've got a series of five here, and today is number two.

Coming up tomorrow, we've got "Registering Apprenticeship Programs in the States", and then next week we've got an overview of business engagement, and there's a "General Office Hours" session. So if there are any questions that have coalesced over the entire series, you'll be able to ask our experts who'll be there on that. I'll pass it over to Gina right now to talk any more about the series in general.

GINA WELLS: Thanks, Andrea. So if today's session piques your interest, if you're not registered for sessions three, four or five, and you want to be, you can click on the titles that you see in the slides in front of you here, and that will take you straight to registration pages. And then, at the conclusion of our boot camp, we'll be working to package up the set of content and it will be available for anyone who would like an Apprenticeship 101 refresher, or you need that course overview in the future, especially as new staff come into your work.

So for our webinar today, it's truly focused on giving folks who may be doing apprenticeship work out across the country, but maybe are new to the work of partnering with the workforce system, background on the structure of the public workforce system; and then, a discussion of how the workforce system and registered apprenticeship align with, and support, each other; and finally, a few resources to learn more about the system and examples of partnerships happening across the country.

So I saw as folks were introducing themselves that there are a number of you on the webinar with us today who come from the workforce system. You might find the first couple of slides in this presentation to be pretty familiar for you. But we're going to dive in a little bit later into some of the details of partnership, so I hope you hang with us and bring us your questions and your experiences in the chat. We'd love to hear from you.

I'm going to turn things over to my colleague, Andy Ridgeway, to take it away.

Andy Ridgeway: Thanks, Gina. And thanks, everyone, for joining us today. Happy Halloween, or November 1st, depending on where you are. We're excited to be here today to talk about registered apprenticeship programs and the public workforce system. And as Gina mentioned, I'm excited to see some friendly – well, you're all friendly, but some familiar faces from different parts of the workforce system, as well as some new faces and new entities, who maybe are new to the workforce system.

So as Gina mentioned, we'll be going over some of the basics so that everyone has a good idea of what the workforce system does. And I don't expect you to know everything inside and out after this presentation, but at least maybe where to go to ask your next question; whether it's on this webinar afterwards, whether it's reaching out to a local American Job Center, state or local workforce development board. We hope that this will give you enough information to whet your appetite and get you where you need to go for future partnering.

As Gina mentioned, and as I'm mentioning now, feel free to type in questions throughout the presentation as they come up. If I say anything that strikes you as odd or unique, or anything that you want to comment on, or any examples that you have, feel free to type those in throughout the presentation and we will try and get to them at the end of the presentation. I believe, generally, we'll be discussing the questions at the end. So with that being said, if you type them in now, we'll have a better flow for being able to answer them later.

So with that, we'll dive in. So this presentation, we're going to talk a little bit about what the workforce system is, who it serves, and what it does. So first off, we're going to talk a little bit about what is the public workforce system. As mentioned on the slide, it's a combination or a network of federal, state and local resources that support workforce development and economic expansion initiatives throughout the country.

It works to develop partnerships with employers, educators, community leaders, community colleges, anyone who's working in that space, building the workforce development side as well as the economic development side; to support growth opportunities in regional economies. And it's about helping job seekers get the services they need to get to work, and helping businesses get the workforce resources they need to continue to compete in the 21st century.

So that's the very high level of what the workforce system is about. And as we go in, we'll talk a little bit about who it serves and the structure. Moving on; so who does it serve? I'll get into eligibility a little bit later, but I don't want to bore you, to start with at least. Generally, the workforce system serves and focuses on these general populations. There's a dedicated funding stream for youth; specifically, out-of-school youth as well as in-school youth who may be low income.

The primary law that operates the workforce system is the Workforce Innovation and Opportunity Act. And I'll talk a little bit more about that later. But it identifies individuals who may have barriers to employment and then lists those out. It also has the focus on serving adults who are in need of basic skills or who may be low income. There's really a focus on helping those individuals become self-sufficient and moving them onto a career pathway that leads them to self-sufficiency.

There's also dedicated resources for individuals who may lose their job through no fault of their own. As economies and businesses' cycles change, there may be potential layoffs or changes in local economies. And so some high-skilled workers may be leaving their long-held occupations and may need to move into different occupations; whether it's a manufacturing closure and potentially moving into a different industry after that.

So that's definitely something that happens a lot. And then, generally, just a new worker, whether they're unemployed or employed, looking for a career change or advancement, can access the resources through the resources available in the public workforce system.

I also want to highlight that veterans, military veterans and transitioning service members get priority to the services available through the system. And then, it is a dual customer approach; so not only job seekers, but also businesses in the local area.

So those are the who of the workforce system. And so next up, we'll get into the what of the workforce system. So we talked about, generally, what it is and who it serves. But what does it do? And so here's just a very high level overview of what services are available through the workforce system.

As I mentioned, it generally serves individuals to help to return to work, obtain self-sufficiency, or wages comparable to their previous employment; provides career and employment services that are tailored to the individual needs of the individual and are available in the local area.

And so one of the key takeaways I'd like to highlight here is, they're generally flexible. There's a lot of flexibility in how the services are offered. In a little bit, I'll talk about the different roles between the federal government, state government, local government and service providers. It's designed to be flexible at the national level so that communities can tailor services to their needs at the local level.

In addition to the career services, whether it's help developing a resume, whether it's developing an individual employment plan, whether it's getting somebody a work experience; there may be a lot of different career and employment services they can get; whether it's referring individuals to a job who may already be qualified. For some individuals, they can also receive education and training services.

So in some instances, WIOA and the programs available through the workforce system can pay for some or all of the training an individual receives. And this is a key point because we're going to be talking more in the weeds later about how registered apprenticeship programs can get involved in that space. But just from a workforce system perspective, that is a resource that's available for individuals who are eligible and need training in order to get to the next career step that they may have.

In addition to the education and training resources, supportive services may also be available. These can include services that help people participating to help with their transportation, potentially child care needs, all kinds of different things. In some instances, they may provide needs-related payments. So supportive services are definitely one of those things that can help individuals not only get into the training, but stay in the training as they're trying to juggle their work-life balance.

And then, on the other side, it's about helping businesses and employers with their human resource needs. There's a big group of workers who may be retiring in the near future and businesses have skill needs. You've heard about there's 7 million job openings in the United States, and we're trying to fill those, whether it's through the apprenticeship programs or what have you.

But it's not just helping job seekers get work. But it's helping our businesses, making sure they have the skilled workers they need on their end, whether it's referring qualified workers; the workforce system does that, or working individually with certain businesses to tailor approaches to their needs.

And then, what the workforce system does is, it's a one-stop shop for a lot of different federal, and state, and local resources. So it's coordinating other resources that are available in the area, not just work resources. Programs like the SNAP program, food stamps and other things like that that individuals may need beyond just work resources can be available throughout the workforce system.

So that's just an overview of the what it does. And then I'll talk a little bit about how the money flows. That's one of the big questions that happens because there are federal resources that go out. They generally go out through formula grants to states.

And as I mentioned, there's primarily three main formula programs and then there's a bunch of other ones, as well. There's an adult program, a dislocated worker program and a youth program. I'll get into the weeds on that later, but they do similar services, but they're targeted for some of the populations I discussed earlier.

So basically, we give money via formula to states, and then the states generally will set up local workforce areas within the state; so for instance, Chicago in my home state of Illinois, or the St. Louis suburbs, or any number of other places throughout country where they have unique local economies and regional economies. And so within those local areas, the states will then sub-grant or sub-award those funds to local workforce boards which govern the provision of the services and the workforce system.

And I'll note that the workforce boards, we're going to talk a little bit about how apprenticeship is involved with the workforce boards. But they are business-led. So the idea is that the local businesses are developing the policies for their communities, so that the investments are made with that in mind. That's the idea. As well as developing the policies, they develop other strategies, what industries they want to target, where there's opportunities for growth, where there may be some challenges in the future.

So it's really – the primary point of contact is that local board level. And at that point, the board generally will contract with service providers, whether it's – give the lead out right now, but whether it could be contracting with registered apprenticeship programs to provide training services for individuals, or whether it's classroom training at a community college, or whether it's a provider of career services. All those can happen between the local board and the contracted service provider.

The next up, I'm going to talk a little bit about strategic planning. So we've talked a little bit about the big infrastructure, how the money flows, a little bit about the services offered, and there's a lot that I'm throwing at you. There is a requirement under the law that authorizes these programs, WIOA it's called, the Workforce Innovation and Opportunity Act. There is a requirement that states submit a strategic plan that incorporates multiple partner programs.

Like I said a little bit, there's the trade adjustment assistance program, there's the unemployment insurance program, there's the SNAP program, there's the TANF program; a lot of acronyms, an alphabet soup that I'm (brewing ?) out. But, also, their required to address how they're partnering with registered apprenticeship programs, this partner plans. This is really important, this year especially, because they submit plans every four years to the Department of Labor and the Department of Education for approval.

And they have to have these plans approved by us and their other federal partners in order to receive their formula dollars. We are coming upon, in 2020, the new cycle for new state plans. So in 2016 was the last time that states submitted their new – their state plans. And in 2018, every two years, there's a modification cycle. But this is a real good opportunity coming up in 2019 and 2020 to be a part of that conversation with the state workforce agency to ensure that strategies are developed that take into account apprenticeship programs.

And we'll talk about that here some more in a little bit. But I really want to emphasize the strategic planning opportunity that is before us right now. You can see where the current state plans are. So you can click on this link, and from that link, you can find the state you are in's strategic plans. They're very long documents, so Control-F is your friend if you want to find how they're addressing apprenticeship programs.

But if you need – if you have time, we do encourage you to also read through them as you have time. I think I covered mostly what I wanted to talk about there. In addition to that, local areas are required to submit local plans to the state. So you can engage both at the state and the local level throughout these plans to make sure that you're engaged in that process. Both state plans and local plans need to go out for out for public comment as well. So there's an opportunity, even if you're not involved at the drawing board, to ensure that you are a part of that process.

The rep talked about the infrastructure a little bit, but where are the services actually provided? Where are these magical services provided? Well, that's what we're going to talk a little bit about now. As I mentioned, there's a lot of state and local control. But we, at the Department of Labor, have branded – they're called One-Stop Centers in the law. But we've branded them as American Job Centers nationwide.

And there's around 2,400 of them nationwide. So they're almost in every community nationwide. Every local workforce board, and every local workforce area, must have at least one comprehensive American Job Center. So every board, every area has at least one. And of course, they could be big areas or small areas, depending. But that's really where the brick and mortar, where the services are provided on the ground. Those services that I talked about, this is ultimately where they are provided.

So I just wanted to make sure and reiterate that. But they may not be called American Job Centers in every community. That's what I want to make sure folks are aware of. I know in some states it can be Michigan Works in Michigan, or it can be Career Link in some areas.

So don't let the fact that it's not called American Job Center in their title throw you off, because they have some control in what they are named. But they all should have at least the American Job center branding to it so that, when you go into one, you'll at least have an understanding of the general services that are available.

I talked a little bit about the who and the what; who are served and what services are provided. But just to dig a little bit deeper, at the American Job Center level, there's job seeker resources and business resources. Those are the two, as I mentioned, the dual customer.

And as I mentioned, there's the 2,400 American Job Centers. And generally, for the job seeker, you can receive career training services through those job centers. And we have them broken out into different buckets: basic career services, individualized career services, follow up career services, as well as screening, referral and training services.

From your perspective as apprenticeship program grantees, you may not need to know exactly what's a basic service, what's an individualized service. I just wanted to let you know a little bit about the lexicon and the word use that the follow up workforce system may be using in order to talk about the services they provide. Essentially, it's what you would think. Individualized career services are more intensive, and they're tailored to the unique needs of the individual. And generally, they're for individuals who may need additional assistance before being able to return to work.

The basic career services, those are available to any job seeker that there may be in the community. So I could walk into one and at least get some level of basic career service if I've had enough of DOL someday. So I want to make to sure that everyone knows that those are universally available to everyone. And generally, those are just referrals to jobs in your local community, or what have you, regarding that. But, basically, job referrals and basic services are what those are.

And then follow-up services are, after an individual goes through training, or goes gets a resume developed, it's just the staff following up with the individual to make sure that they're still having their needs met, whether they got a job. Are they still unemployed? Are they having problems with their new job, helping them with that. So that's the idea of those services. Next up, I'll talk a little bit more in the weeds about the business services available.

As I talked a little bit, there's a dual customer: the business and the community. And really, the idea is that the workforce system can help these businesses with any workforce needs they may have, at least to some degree. It can help them find qualified participants. A business can work with the workforce system to post job orders, which is like, hey, we're looking for people with these skills. Can you send them to me?

And these case managers or career planners in the workforce system can make that happen. In addition to that, and we're starting to get a little bit closer to the registered apprenticeship services, some of the services that help job seekers are – we call them work-based learning or work-based training.

They really also help the business; on-the-job training, which I'm sure all of you registered apprenticeship programs are very familiar with. In the WIOA world, OJT means that, for a fixed period of time, based on local policy, the workforce board can offset some of the extraordinary costs of training an individual.

So say a company wants to hire someone. Maybe the individual have all the skills needed, but they're like, hey, in six months, we'll get him trained up to speed, and then they'll be good. OJT can used by the business that way, with a qualified WIOA participant, to help offset the costs of training that individual. Usually it's based on the wages that they're paying the person. So if the person is going to make $20 an hour, potentially the board could compensate them for $10 of that an hour, depending on state and local policies.

These decisions are made locally, but that's why it's so important to engage. But I do want to let people know. So with apprenticeship programs, potentially, WIOA could help offset some of the costs that the employer may have, or the business may have with training new apprentices, potentially, that they're hiring. So just something to be aware of. Incumbent worker training is a unique tool, too, that goes to businesses to help their current workforce.

This may happen a lot, where there may be a risk of a layoff. Maybe some product lines are at risk of going out of date. Or even if the company is changing, and all of a sudden we have a new product line that we're growing in, but we have an old product line that we're shrinking in. And maybe we could train some of the people on this line to work on that line instead of laying off people and then hiring new people.

So this is a tool that local workforce boards have to work with businesses that maybe can help them re-train their current workforce, and help them get new skills, and potentially keep the job; or to maybe move up to a higher-level job. And then maybe they could then hire some new workers for the more basic career path.

So that is somewhat flexible, too. Again, this could be used by a registered apprenticeship program, potentially for current apprentices that, maybe there's a new line that's being added to a registered apprenticeship program and the business has challenges of helping to pay for that. This could be a potential tool.

Again, it would be a case by case basis, but this is to help make you aware of that. And then customized training is something that takes the unique needs of the business and tailors that to the training, to those needs. So it could be a hybrid of classroom and on-the-job training. It could be – it's very flexible and could be potentially leveraged for a registered apprenticeship as well. I'm burying the lead. I'm teasing out the lead a little bit, but I do want to keep you engaged in why this is important to understand the workforce system speak on this.

All right, now I'll try not to bore you. I talked about all the services available, but this is like the back of the envelope. As I mentioned before, these are the programs in the law that pay for all the great services we just talked about. As I mentioned before, there's the adult program. That's targeted for anyone 18 and over. And I'll get into the eligibility a little bit. But it's focused on low income, or people who need basic skills. Of course, any adult can be served by it, but the focus is on those individuals.

The dislocated worker program, which generally deals with people may be at risk of layoff, or who have gotten laid off; potentially, also separated service members from the military are a good population that can be served with these resources as well. And as I mentioned, there's a dedicated youth program. There's also the Wagner-Peyser Act Employment Service. It doesn't pay for training, but it is the front door to the workforce system.

And as I mentioned, anyone can get basic career services. That's primarily what Wagner-Peyser Act can do. It can provide basic career services to any individual who may be in need of any help with their career. The general eligibility for the Wagner-Peyser Act; so you could walk in yourself and get some basic career services. So we call it universally accessible. In addition to these programs, which are the ones I work on, so that's why I'm talking about them; but there are other programs that I want to talk about as well.

As I mentioned, there's TANF. There's two Department of Education programs that are very important and that are partners. There's adult education, which helps – I can't speak [audio cuts out] a little bit for them. They're really to help individuals, get them to a high school equivalency status, and to help get them prepped to the next level of workforce training. So it might be a good partner program to help individuals get up to the skill level needed to get into an apprenticeship-type program.

There's also the vocational rehabilitation program, which helps individuals with disabilities who have been impacted by their disability. Maybe aren't able to continue in the line of work that they were in. It can help them get retrained, or help them get back into that work. And in addition to that, there's farm worker programs. There's a program that targets older workers. There's the Trade Adjustment Assistance program. There's programs that serve justice-involved youth and adults.

There's disability employment initiatives. There's Department of Housing and Urban Development programs. And as well, these are all just federal programs. There can be state and local programs that are built on top of this, or in addition to this; I just want to make sure you're aware of. So hope I didn't belabor it. But I do want to make sure that people know that these are the back of the envelop programs that make up the services that can be provided to individuals.

Hopefully an individual doesn't necessarily need to know which program they're in. In an ideal world, it should be all integrated for the customer perspective. And really, it should be integrated at that level. Hopefully, as you engage with the workforce system, it would be similar for you. But I do want to make sure that everyone's aware of that. So really quickly, in addition to the programs that are on the ground in your local community, ETA does pay for some, we call them, electronic tools or some national tools and websites, where individuals can receive some services.

I believe they also do a link to apprenticeship programs as well. CareerOneStop.org is our – if you're looking for a job, or you have somebody that you're working with that needs to get connected to resources, definitely encourage – send people to Career One Stop. It's also through Career One Stop that you can find where the local American Job Center is in your community if you don't know where it is.

There's also a place where you can find the state and local boards, as well. You've got all levels of engagement. If you don't have this information otherwise, Career One Stop is a great place to go to begin your search for engagement. So definitely encourage you to check these websites out when you have time.

All right. So I've talked a little bit about the system, how it's funded, where it's delivered and all these things. And we talked a little bit about even where registered apprenticeship and the workforce system can align. But now, we're going to get into the weeds and try and translate some of these terms that we use, maybe some of the terms that you use, and have some touch points for where to integrate.

So this is where we want to make sure that you're aware of how important registered apprenticeship is in the workforce system, and hopefully can continue to grow as a resource there. So in the law that I was talking about, WIOA, registered apprenticeship is specifically called out as the important workforce development strategy that the workforce system should leverage to help customers, both job seekers and employers.

So you're in our law. We know you're in the law, and we want you to know that you're in the law. And make sure you tell people that you're in the law, too. Don't let anyone say that you're not in there. That's a vision statement of how the workforce system and apprenticeship can work together. But, really, we've identified these five points of intersection, or touch points, and we've grouped them a little bit more narrowly, too, into three tactics, or three different places.

And you can see them on the slide. So we talked about strategy. And those are, I think, super key, especially right now. As I mentioned, we're entering a state and local planning cycle again. And registered apprenticeship programs should have a voice at the table, both at the state and local level, to make sure that your needs and concerns are addressed; and also so that these resources can be leveraged in an effective way to help participants find the quality jobs that registered apprenticeship programs can provide; and also that we can expand registered apprenticeship models throughout the country.

So state and local plans are key. Board membership I maybe touched on a little bit. But local – there is a requirement that – I'll guess it'll be on the next slide; so I'll get to it on the next slide. But so in addition to those, there's also funding directly for registered apprenticeship programs. As I was talking a little bit earlier, there are training resources available for some WIOA participants. And those could potentially be used to support training and registered apprenticeship programs.

And then ETP and ETP lists, that's a really in-the-weeds thing that I won't dwell on, but we will talk a bit about. And then I'll hand it over, when the time comes, to my colleague, Greg, to talk about the performance and reporting outcomes on the WIOA side, and how apprenticeship fits into that. So now we're getting into the brass tacks of how WIOA and registered apprenticeship programs can work together.

As I mentioned a minute ago, the state and local board membership is really key on setting the strategy. This is really where the policies are made and where those finite dollars that come from us, and maybe at the state level, where they go and what they're going to spend them on. These programs aren't an entitlement to people, so they're finite. And so it's at the state and local planning level where they identify, hey, this is a growing sector of our economy here. We want to invest.

And they also have jobs that pay well, or pay competitively, for the skill levels that we can afford to pay for. So those state and local boards are so key to developing those policies and strategies. And I want to make sure that people know that some type of registered apprenticeship program, or representation of apprenticeship programs, are required to sit on those state board and local boards. So whether or not you are that individual; you might be that individual at the state and local board; but if not, I definitely encourage you to find out who is, potentially.

And I think at the state and local plans, they do list who the board members are. But if you don't know, definitely let us know, because whoever that individual is really can have a lot of impact on the shaping of policies that these funds go to. So we definitely want to encourage you to reach out to those individuals if you know them; and if you don't, to try and check in and figure out who that is, and let us know, too.

I can't overstate this one. I think, honestly, this is probably the most important slide that we're going to go over today is make sure that you're part of the planning process for how these resources are spent. And then, you can find the state plans here. We also have a place where you can find the local boards, and ultimately, through the local board website, you can find the local plans. And I feel like I talked a bit about it already, about how important the planning process is.

So I won't become a broken record here. So this is a slide that might be familiar to you on the apprenticeship side of the house. But this is something that has been identified as the cycle of an apprenticeship program. That involves business involvement, related instruction, and on-the-job training component, skill gains, and then a credential at the end of the day. These are all things that are important to WIOA, too. And so we have a few places where we definitely see some opportunities for intersection.

Generally, at each American Job Center, there's a business development team. And we definitely encourage there to be strong integration between that team and those of you that work with businesses on your registered apprenticeship programs. We definitely encourage you to partner, to integrate, with those teams. And so when you make those connections, that's something we want you to be aware of.

And as I mentioned earlier, WIOA can help support training for individuals through individual training accounts. We'll talk a little bit about how registered apprenticeship programs can fit onto those – can be eligible to be a training provider for those. And we talked about OJT, how OJT works with WIOA. And there can be an opportunity for how those resources could potentially be leveraged with apprenticeship programs. So we talked a little bit about this already, too, but how can we all work together, and where do we work together?

And as I mentioned, it's very state and locally driven. But I think there's a lot of different places where this can happen, depending on the needs of the individual. If you're looking to bring on new apprentices into your program, WIOA can help with referring individuals for that. I know a lot of apprenticeship programs have labor standards and hiring standards, and so WIOA can help you meet those goals that you have, and, as I mentioned, the training resources that are available.

In addition, a lot of these – some of the individuals who may be WIOA-eligible may or may not have the skill levels right away to get into an apprenticeship program, depending on the program. One key thing that WIOA can pay for is pre-apprenticeship program. And I know we've been working – we, collectively, have been working to expand to pre-apprenticeships that can lead into registered apprenticeship programs. And so WIOA can help pay for those programs to get individuals to the skill level they need to be able to get into a registered apprenticeship program.

So that's a great place where WIOA can also help fund those types of trainings as well. And then, individuals and registered apprenticeship programs, we know – I briefly worked at a registered apprenticeship program years ago, and there was a challenge in, depending on the apprenticeship, where maybe you start with the training side and you get a little bit of a stipend while you're there getting training; but you maybe don't start your job until a couple weeks in.

And so there may be a time where money gets a little tight for the individual. If they are WIOA-eligible, they could also receive some of the supportive services, whether it's help with gas, or a bus pass, or things like that that I mentioned; some supportive services. But it's really through partnering with those local boards and local areas where these arrangements can be made. And here's the ugly part, but what is WIOA eligibility?

I talked about it, but this is really the key to unlocking the resources on an individual level. An individual has to be eligible for WIOA in order for an individual to get training resources funded by WIOA to pay for some or all of the registered apprenticeship program, or to get supportive services while they're participating in a registered apprenticeship program. The adult program, I guess that the focus is on low income and basic skills deficient, but generally it's anyone 18 and older. The dislocated worker program has much more complicated eligibility than this, but I didn't want to overwhelm you with it.

But, generally, it's individuals who are laid off through no fault of their own and who need to change industries. This can also include displaced homemakers. And as I mentioned, it can also include separated service members and military spouses who maybe have had to move as a result of a change in duty station for the active duty service member. And then, WIOA youth eligibility. I am not responsible for the youth program, but I was told I could speak for it at least at this level, so I apologize for not having better details.

But, really, the WIOA youth program has two main populations that it focuses on: out-of-school youth and in-school youth. There's a requirement that 75 percent of the funds go to out-of-school youth, so that's a priority. And you can read the slide, so you can see the barriers that need to be part of the focus. And then in-school youth, 25 percent can go for in-school youth, but it has to be for an individual who is low income, who are in a low-income area. And we'll talk about it, I think, on the next slide. But the youth program does a lot on pre-apprenticeships.

It can support a lot of pre-apprenticeships. In addition to the 75 percent, the youth program also has to spend at least 20 percent on what it calls work experience. OJTs count as that. I believe pre-apprenticeships count as that. So it's a priority that youth program investments, a minimum of 20 percent is invested in training individuals for these work experience requirements. And then, for adults, pre-apprenticeships can also be used. We recognize, too, that adults may need a pre-apprenticeship program just as much as a youth participant might.

So WIOA resources can be used for those individuals as well. Soon, I will be handing it over, so you'll be relieved of my talking soon. But one last thing I wanted to talk about is eligible training providers. And that is a term of ours in WIOA. And the key takeaway that I want you to know, there's two key takeaways; one of the primary sources of WIOA funding for adults and dislocated workers is called an Individual Training Account, which is an agreement between the local board and the service provider, potentially a registered apprenticeship program, or the employer of a registered apprenticeship program.

It's an agreement between them to help fund some of the training. And in order to be eligible to receive an ITA as the service provider, your program has to be on what's called the Eligible Training Provider list. That's the challenging news. And each state has a requirement for getting on the list. The good news is, as a registered apprenticeship program, you are automatically eligible to be on that list. It doesn't mean you're automatically on that list, but it means you're automatically eligible.

So however you – hopefully most of you already are eligible training providers for WIOA. And if you're not, I would strongly encourage you to consider it. Based on the services I talked about today, you can have an idea of what WIOA resources and public workforce system resources can pay for. And if you do want to be on it, and you aren't on it, we definitely encourage you to reach out to your state workforce agency or let us know and we can try and answer those questions later.

But, definitely, this is a key part of WIOA. It's super technical, but I would be remiss if I didn't discuss it. So strongly consider being an eligible training provider. The only other thing I would say is, you can still partner with the workforce system even if you decide not to be an eligible training provider. So regardless, definitely encourage you to partner. But this is a term you will see as you partner, and we want you to know what that is and what that means.

With that, I will turn it over to my colleague, Greg Wilson in our Office of Policy Development and Research, to discuss how performance reporting, WIOA and apprenticeship and reporting all work together.

Greg Wilson: Hi. Well, thank you, Andy. This is a topic I could probably spend an hour. I will not spend an hour. I will focus really specifically on one thing, one theme here. And that is, I want to use the slide in (attempt ?) within a few minutes to break the myth that, the fact that apprenticeship is long term training, that it negatively impacts performance outcome for WIOA programs.

I want to break that myth by saying that, be clear that you can give, for example, creatively, apprenticeship, a participant, supportive services; let's say, for six months through, let's say, the adult program.

You can then exit them out of the adult program, and then get the benefit of the fact that they're in an apprenticeship in the outcome measures. For example, the Employment After Exit measure, which is the percent of participants who are in unsubsidized employment during the second or fourth quarter; after exit's two measures, so I'll just say it that way. Apprenticeship is a job, so they count positively for that measure. Median earnings after exit, which is usually taken – it's taken at the second quarter after exit.

Well, apprentices earn wages. So they count positively towards that measure. Potential attainment, which is a percent of those participants enrolled in education or training program, who obtain and recognize post-secondary credential. The completion of an apprenticeship; yes, that could take a while. But the completion of an apprenticeship is a recognized post-secondary credential under WIOA.

Maybe more interesting in the shorter-term aspect of outcomes is the Measurable Skill Gain. And I'd probably just slightly rephrase this and say that each year of an apprenticeship counts as a measurable skills gain towards a credential or employment. So every year of completing of an apprenticeship, if it is a multi-year apprenticeship, is a positive return on this outcome measure, which is an interim measure particularly designed for programs that have a longer – or are participants who are inside these programs for more than, say, a year period.

This gives you positive hits against an outcome measure as they are gaining skills. So that's really all I want to say. I want to leave you with just two reference materials for those that want to dig deeper into performance, that are maybe new to these and want a complete definition of the outcome measures. And I will probably ask Jon to type them in. But one source is doleta.gov/performance. That's where you can find you all you ever want on performance.

For those that prefer to read something versus looking at a website, then I would suggest our training – our TEGL, T-E-G-L, 10-16, Change 1, which is the operating guidance for WIOA. And that will give you a very detailed definition of the measures. Yes. And we are a WIOA-specific apprenticeship. Data collection? I'm sorry. Yes. This is WIOA-specific data collection. But apprenticeship has it's – obviously, you have your own collection.

But – just want to be clear that this impacts – the positive interaction between the two different programs allows for an impact for WIOA. Yes, apprenticeship has its own collection which, I could go on and on, too. But at this point, I'm going to pass over to Gina Wells to give us some examples of the partnerships that occur.

MS. WELLS: Thanks, Greg. And I want to say, we know that you have some questions as you've been listening to all of this. We really wanted to give you the mechanics of how strong partnerships between apprenticeship and the workforce system work. I'm going to give you a few examples. While I do that, I hope if you have any questions about the information that Andy and Greg provided, that you'll type then into the chat.

You can see by the clock that we're not going to have a lot of time to take questions now. That's what our wrap up session is for. The last day of the boot camp we'll be able to have some really nice conversations about how to put all of these pieces together. So please be typing your questions in now. I'll just give you a quick tour of some great ways that these partnerships are coming together.

So you could hear through Andy and Greg's remarks that boards play a wide range of roles in the apprenticeship space. They do business outreach and are part of the team of folks who help businesses create strong apprenticeship solutions to their workforce challenges. They are serving in the role of intermediary sponsor, and actually operating apprenticeship programs. Again, I'll give you a great example of that in just a minute. They are a great partner in apprenticeship recruitment and the provision of supportive services for apprentices.

And then they can serve as a funder for both the on-the-job learning and related technical instruction. So really, a strong partner at every step along the way of apprenticeship. So let's talk about what that can look like. This is an example of West Michigan Works. West Michigan Works is a local workforce board. They've built on their sector work with regional healthcare employers and community colleges to facilitate collaboration on a one year medical assistant registered apprenticeship program.

So participants in that program work 24 hours as medical assistant apprentices and take 16 hours of classes each week. And every quarter they participate in an externship period that gives them more practical work experience. The board serves as the apprenticeship sponsor and has a group of employers who sign employer acceptance agreements and employ the apprentices. The board also convenes, sponsors and screens potential apprentices, and braids funding from a few different sources: workforce funds, special state funds, some grant money, some Pell grants; puts it all together to provide seamless wraparound services to support the apprentices' successful completion.

I think this is a great model. It highlights many of the ways that boards can support this apprenticeship work. And I think it's also a good example of how you can leverage more of the resources of the workforce system in your apprenticeship work if you consider them and build them into the partnership at the very beginning.

Because the board is there and the workforce system is playing a role in recruiting and screening applicants, they're able to ensure that applicants who are eligible for a variety of funding supports are moving into that apprenticeship program that allows them to use those funding supports to support on-the-job learning and related technical instruction.

So considering how to position the workforce system as a critical partner early in your planning and development process of apprenticeship programs makes it easier to unlock some of the resources that are available there in the system. And then, from a systems level, we're seeing a variety of ways that workforce system leaders are helping to build partnerships into apprenticeship. And I just wanted to give a few high level examples of how that's happening across the country.

It's not just at the local level where individual boards are stepping up to play a variety of roles, although that's happening all across the country and increasingly, particularly as states are putting more resources out to the workforce systems to play these roles. But we're also seeing things happening at the state level that makes these partnerships easier to form and better support these partnerships.

So one thing we see states doing is aligning apprenticeship expansion and workforce development strategies at the state and local level. They are training their business service representatives from American Job Centers on apprenticeship and training them on how to do a very personal hand-off to the apprenticeship expansion team, so that if they're working with a business, they understand the types of pain points and workforce development needs that apprenticeship is a good solution for.

They know how to talk about what an apprenticeship solution might look like, and they know how to make a very specific hand-off to the apprenticeship expansion staff who can then go forward and develop the apprenticeship. States are also making it easy for case managers in the American Job Center system, and other staff there, to connect interested clients to apprenticeship opportunities, and to provide training on how to do so.

So I think for a long time, it could be pretty challenging to move beyond "I'm interested in an apprenticeship" to knowing specifically where real apprenticeship opportunities are right now that a job seeker could apply for and pursue.

States are making that information much more transparent, and they're training local AJC staff on how to counsel a person to pursue those opportunities, how to enroll them in the case management system and flag the appropriate things to tag that they're in apprenticeship so that they get credit for that, and how to provide wraparound services to support the apprentice in their success.

And I think that's making a big difference in making it easier for AJC to be a clear on ramp into apprenticeship for a wide range of customers. And then they're creating formal processes for tracking apprentices in the WIOA system, like I just mentioned; so making it easy for staff to get the credit that Greg just talked about, that they want and that is a win for them, making it really easy for AJC staff to track and understand those wins.

These are just a few examples that we wanted to highlight for you all of things that are happening across the country that we see are making a difference and are strengthening these partnerships. We are right at the top of the hour. I do want to let you know about a few resources that can further your learning in this space. You can download this presentation and explore these more on your own time, or follow these links here and bookmark them.

The business services toolkit and the apprenticeship toolkit are targeted to the workforce system and explain how to build these partnerships. If you're new to the workforce system and you want to dig a little deeper into what it is, and how you can speak their language and forge partnerships, you can see a link here to a great tool from Urban Institute in very plain language. Andrea, I want to turn it over to you. We had one question come in about how CNA and medical assistant apprenticeships are working in other areas.

We're hearing that they're starting to appear here in Denver. And I think there's some great work happening there, and when we get together at our office hours' time next week, we can talk a little bit more about what those programs are looking like. Andrea, can I turn it over to you for any closing remarks?

MS. HILL: Sure. Thanks so much, Gina. I can't thank the presenters who were here enough. Threw a lot at you all, and we know that there are going to be follow up questions as your brains continue to think a little bit before you head out for Halloween. And so again, as Gina mentioned, don't be shy. Keep track of those questions and be sure to bring them to our office hours session on November 7th.

Keep in mind, we've got one more this week, tomorrow, on "Registering Apprenticeship Programs in OA States" which is going to be great.

And then next week, before we get to the office hours section, is "Introduction to Business Engagement" to help you work on developing those business partnerships in developing the grant programs. So with that, I will sign off by saying congratulations to the World Series winner, the Washington Nationals.

For additional grant-related questions, please contact your assigned FPO; or to get in touch with your apprenticeship entity within the state, please click on the link on the screen. Thanks so much for being with us and we'll see you tomorrow.

MR. VEHLOW: Thanks, Andrea. And I just want to thank all of our participants today for joining us, and our presenters. And if you could just please stay logged in the room for just a minute longer and buzz with some feedback, you'll see that feedback window where you can let us know what you thought of today's webinar. Please take a second now to share your thoughts. Let us know what you liked or what we can improve on.

There is also an additional topics window where you can let us know what you'd like to hear in future webinars. Just a reminder, a recording of today's webinar, as well as a transcript, executive summary, and recording will be made available on WorkforceGPS in about three business days.

Also, to better connect with your WorkforceGPS colleagues, please take a few minutes to sign up for that member directory on WorkforceGPS. That link is located at the top of the feedback window. So again, we want to thank everyone for joining us today. Have a happy Halloween and a wonderful rest of your day, everybody.

(END)