

Module 1: Introduction to Apprenticeship Expansion

Session #2 – WIOA and Registered Apprenticeship: Expectations, Challenges, Opportunities

INTRODUCTION

- Let's start by taking a step back and looking at the big picture



Workforce System Engagement with Registered Apprenticeship

- **From a 2008 study by Planmatics:**
 - **“Interviews with representatives of [One-Stop Centers in several states], as well as comments of sponsors and apprentices, indicated there was very limited coordination and virtually no integration between the Registered Apprenticeship and the One-Stop System.”**
- **Almost ten years later, there has been only minimal change**

Purposes of WIOA

**WIA had one statutory purpose;
WIOA includes that one *plus five more***

- Read: The purposes of WIOA are much broader than those under WIA, including
 - To support the **alignment of workforce investment, education, and economic development systems** in support of a comprehensive, accessible, and high-quality workforce development system in the United States; and
 - To promote **improvement in the structure of and delivery of services** through the United States workforce development system to better address the employment and skill needs of workers, jobseekers, and employers

WIOA Defines the Following Terms Under Section 3

- Sec. 3(7)–*Career Pathway*
- Sec. 3(14)–*Customized Training*
- Sec. 3(23)–*In-Demand Industry Sector or Occupation*
- Sec. 3(26)–*Industry or Sector Partnership*
- Sec. 3(52)–*Recognized Postsecondary Credential*



**All relate directly or indirectly to
Registered Apprenticeship**

What is WIOA's Expectation?

**Robust engagement between
Registered Apprenticeship and the
public workforce system to include the
incorporation of Registered
Apprenticeship into strategic planning,
service design, and service delivery**



National WIASRD Results

Four Quarters ending 6/30/16

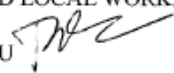
**Data Source: National WIASRD/PIRL Data for
Rolling Four Quarters ending 6/30/16**

		Common Filters 	Adult and DW 	Youth 	Partners 	Funding 
Training Service 1: Apprenticeship Training						
		BENCHMARKING >> Participant Flow				
						Served
Michigan						49
Area Community Services Employment and Training (ACSET) Council						9
Berrien-Cass-Van Buren Office of Michigan Works						3
Capital Area Michigan Works!						1
Detroit Workforce Development Dept.						21
Michigan Works! The Job Force Board						2
Southeast Michigan Community Alliance						1
Washtenaw County Workforce Development & Community Action Boards						12

EMPLOYMENT AND TRAINING ADMINISTRATION ADVISORY SYSTEM U.S. DEPARTMENT OF LABOR Washington, D.C. 20210	CLASSIFICATION
	WIOA – Registered Apprenticeship
	CORRESPONDENCE SYMBOL
	OA
	DATE
	January 12, 2017

ADVISORY: TRAINING AND EMPLOYMENT GUIDANCE LETTER WIOA NO. 13-16
OPERATING GUIDANCE for the WORKFORCE INNOVATION AND OPPORTUNITY ACT

TO: STATE AND LOCAL STAKEHOLDERS IN THE WORKFORCE
 INNOVATION AND OPPORTUNITY ACT
 STATE WORKFORCE AGENCIES
 STATE APPRENTICESHIP AGENCIES
 STATE DIRECTORS, OFFICE OF APPRENTICESHIP
 STATE WORKFORCE ADMINISTRATORS
 STATE WORKFORCE LIAISONS
 STATE AND LOCAL WORKFORCE BOARD CHAIRS AND DIRECTORS

FROM: PORTIA WU 
 Assistant Secretary

SUBJECT: Guidance on Registered Apprenticeship Provisions and Opportunities in the
 Workforce Innovation and Opportunity Act (WIOA)

1. **Purpose.** Registered Apprenticeship is an important workforce development strategy that the workforce system provides to its customers, both job seekers and employers. It is an evidence-based model for job seekers and is a job-driven strategy for employers and industries. Engagement with employers, institutions of higher education, and policy makers has ramped up significantly in order to achieve the administration's goal to double the number of apprentices across the United States. This is an historic opportunity for the workforce system to expand its business base and offer job seekers greater employment prospects while offering employers a strategic approach to talent development. The purpose of this guidance is to provide information about the new provisions for Registered Apprenticeship in WIOA, including the 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 about how to coordinate with the Registered Apprenticeship system.

2. **References.** See Attachments.

3. **Background.** WIOA became law on July 22, 2014, and supersedes titles I and II of the Workforce Investment Act (WIA) of 1998, and amends the Wagner-Peyser Act and the Rehabilitation Act of 1973. The Departments of Labor and Education published the Final Rules in the Federal Register on August 19, 2016, which became effective October 18, 2016.

RESCISSIONS
 None

EXPIRATION DATE
 Continuing

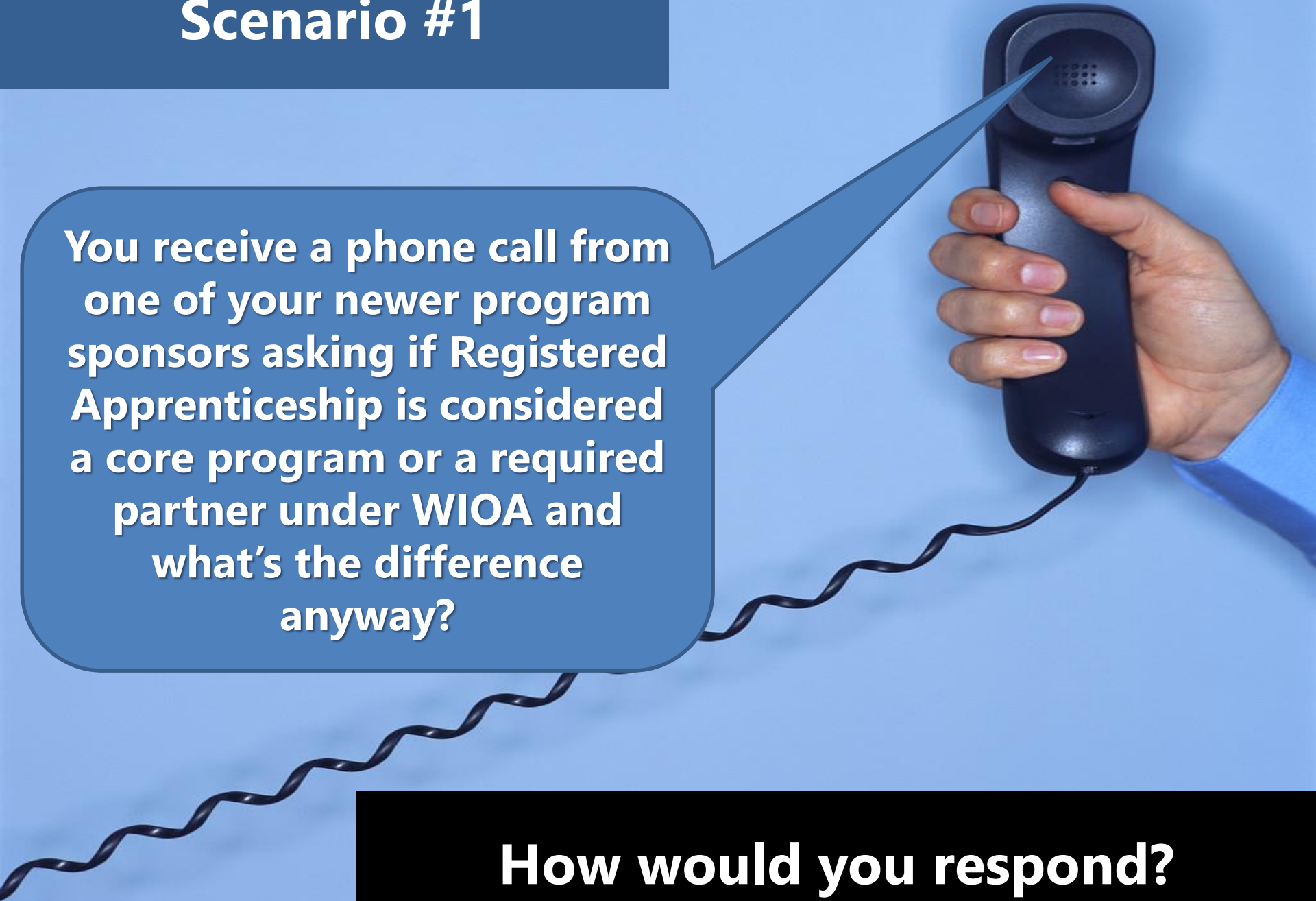
WIOA Operating Guidance on RA Recently Published TEGL 13-16, 1/12/17



Scenario #1

You receive a phone call from one of your newer program sponsors asking if Registered Apprenticeship is considered a core program or a required partner under WIOA and what's the difference anyway?

How would you respond?



PERFORMANCE

- How do the new required metrics align with Registered Apprenticeship?



F.Y.I.

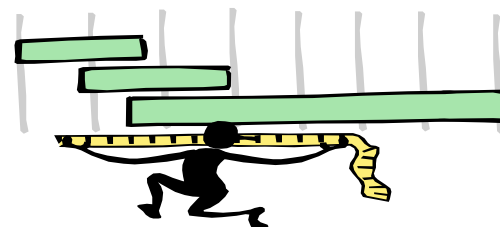
- The six required metrics are more RA friendly
- There are many performance-related *myths* that represent barriers to full partnership (read: prevent WIOA funding support)
- Most measures are based on “exit,” which is why the timing of exit is so critical
- WIOA imposes strict monetary sanctions for performance “failure”

WIOA Performance Measures

- **WIOA, Section 116**

Reference: TEGL 10-16 (12/19/16)

1. Employment in the 2nd Quarter after Exit
2. Employment in the 4th Quarter after Exit
3. Median Earnings in the 2nd Quarter after Exit
4. Credential Attainment
5. Measurable Skill Gains
6. Effectiveness in Serving Employers



Question: How are the first and second metrics different for WIOA Youth?

Example: Here's How It Works

Employment in 2nd Qtr after Exit

10/1/16 – 12/31/16	1/1/17 – 3/31/17	4/1/17 – 6/30/17
EXIT QUARTER	1 st Qtr after Exit	2 nd Qtr after Exit
Let's say we have a WIOA participant who exits anytime during this quarter (anytime from 10/1/16 through 12/31/16)...		...As long as the individual is employed at any time during this time frame, it's a positive outcome for Employment in the 2 nd Qtr after Exit. (Wages do not matter for this metric.)

Of course, individuals are employed when they begin the Registered Apprenticeship program. Therefore, whenever the individual exits from WIOA, whether they're still in the RA program or completed the RA program, as long as they're employed in the second quarter after exit, that's a positive outcome.

It's About the Outcomes

And Registered Apprenticeship Helps!

1. Employment in 2nd Qtr after exit

- Registered Apprenticeship IS employment and the universe for this measure is all WIOA individuals, whether or not they're employed (or an apprentice) when they come on board

2. Employment in 4th Qtr after exit

- This measure is independent of the first measure. In other words, this is NOT a retention measure, and it includes the universe; if the apprentice is employed during this quarter, that's a positive hit

3. Median earnings in 2nd Qtr after exit

- For those employed in the 2nd quarter (measure #1), what's their median earnings?

It's About the Outcomes (2)

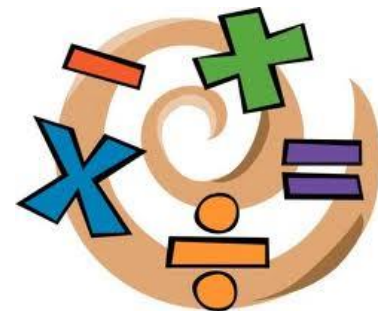
And Registered Apprenticeship Helps!

4. Credential Attainment

- RA Completion Certificate is a recognized post-secondary credential
- A credential (like a RA Completion Certificate) can be obtained up until a year after exit

5. Measurable Skill Gains

- This measure is NOT based on exit; “credit” can be taken *during* participation [in a RA program]



A Performance-Related Myth

- “If it’s a five year program, I have to stay attached to these people for the full five years.”
 - Not true. This was initially clarified in TEGL 2-07 but it hasn’t seemed to sink in.

Identifying the Point of Exit. For the purposes of tracking and common measures, WIA and Wagner-Peyser clients associated with apprenticeship programs should be exited from the workforce system after the completion of WIA/Wagner-Peyser associated activities. It is not necessary to track apprentices through to the completion of their apprenticeship program unless they are supported by workforce system resources for the entire duration. Thus, an apprentice who receives workforce system resources to support specific portions of classroom training may be exited from the program upon completion of that training, even if they continue in the apprenticeship program for a longer period of time.

- Unless there’s a state policy that says otherwise, once WIOA is “done,” the individual can be allowed to exit

The Real Deal Regarding WIOA Exit and Working with RA

- **Unless there's a state policy stating otherwise, local staff can allow the individual to exit when WIOA is "done"**
 - Example: You're supporting an apprentice through their largely front-loaded classroom training component (RTI); when the RTI is done, the individual can be allowed to exit
- **Exit could be allowed to occur at the time of a scheduled wage increase**
 - Example: Local workforce staff supported a youth through a pre-apprenticeship program and their intent is to provide further support during their RA program participation through their first wage increase (or maybe their second)

The Real Deal Regarding WIOA Exit and Working with RA (2)

- Other Possibilities:



- WIOA supports one class, which is a component of the RTI; when class is completed, allow individual to exit
- WIOA will support 3 classes for the first semester; allow exit after first semester ends
- ITA only goes up to \$3500; decide what part of RTI the funds will cover; allow exit after that portion is over

Another Piece of the Performance Puzzle

Reporting Requirements

- Performance and Reporting are two sides of the same coin
- Although we had the WIASRD under WIA (WIA Standardized Record Data), we have the **PIRL** under WIOA (**P**articipant **I**ndividual **R**ecord **L**ayout)
 - As the WIASRD before it, the PIRL will be the *foundation* of the WIOA performance accountability system
 - These are the individual records



Another Piece of the Performance Puzzle

Reporting Requirements (2)

- **The PIRL seeks more specific data on RA program participation** (yippee!)
 - The more we have, the more we can “mine”
- New and revised data elements on Registered Apprenticeship and pre-apprenticeship
 - Revisions to ensure more complete/accurate data (e.g., if *Type of Training* is OJT but that OJT is part of a RA program, the code value for RA is to be used – not OJT)

Question #1

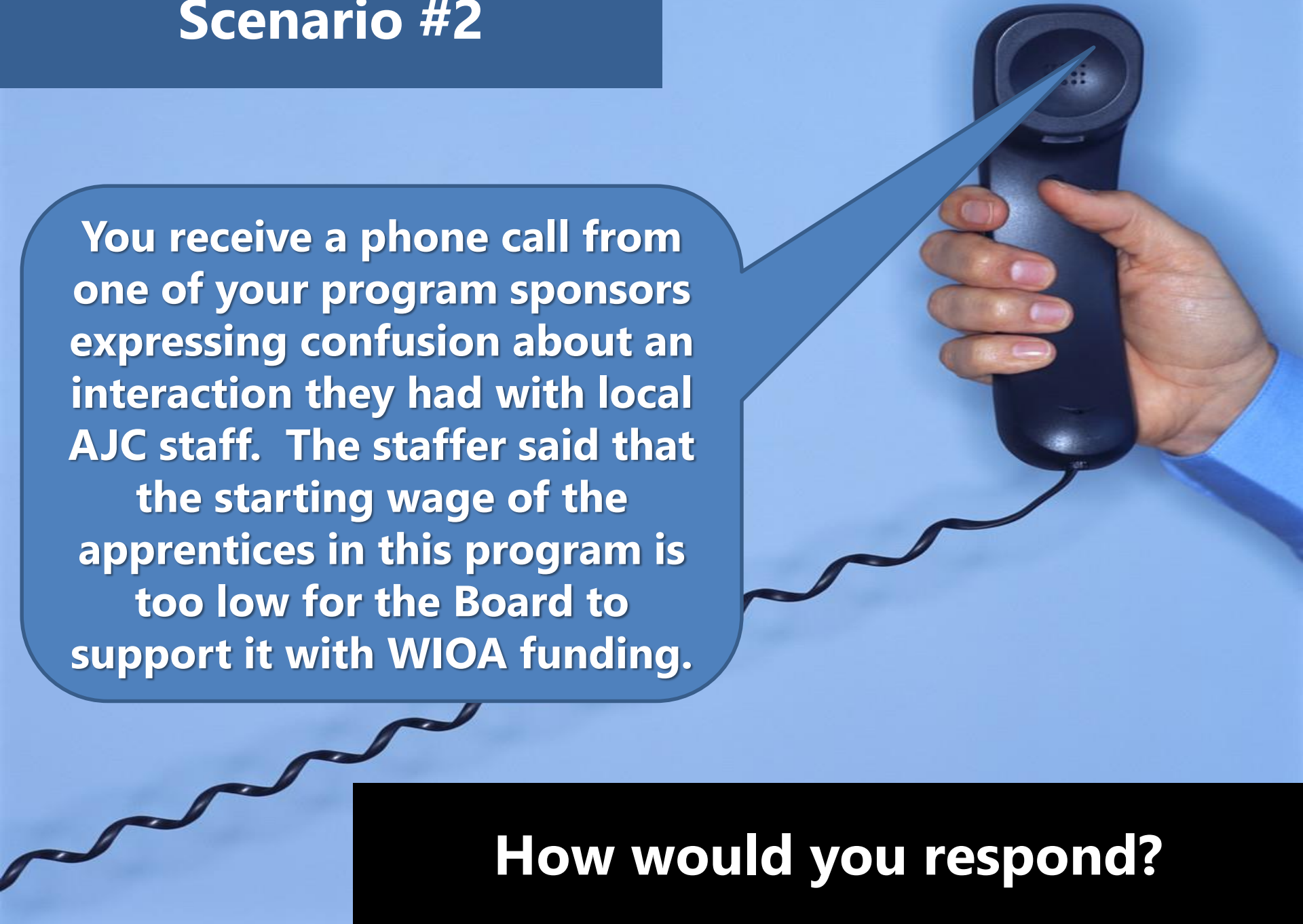
One of the many ways WIOA aligns different funding streams and different programs is through the required performance measures. In other words, all of the core programs – in addition to other programs administered by DOL – are held accountable for these metrics. With that in mind, which of the following statements is TRUE?

- A. Once enrolled into WIOA, an apprentice must stay enrolled for the entire RA program in order to take credit for performance outcomes.**
- B. If apprentices are employed, which they are by definition, enrolling them into WIOA will hurt the local board's performance.**
- C. The metrics are less supportive of RA than they were under WIA (i.e., the WIA measures were more RA-friendly).**
- D. Certificates of Completion of a RA program may not count as a credential under WIOA under certain circumstances.**
- E. None of these statements is true.**

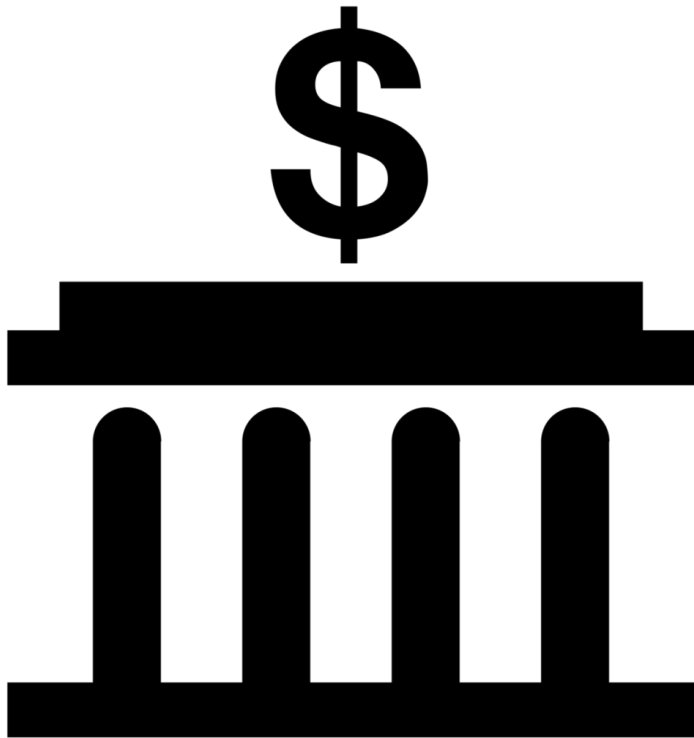
Scenario #2

You receive a phone call from one of your program sponsors expressing confusion about an interaction they had with local AJC staff. The staffer said that the starting wage of the apprentices in this program is too low for the Board to support it with WIOA funding.

How would you respond?



FUNDING RA



- How can the workforce system support Registered Apprenticeship (and pre-apprenticeship as well)?

TEGL 3-15 (page 11) –

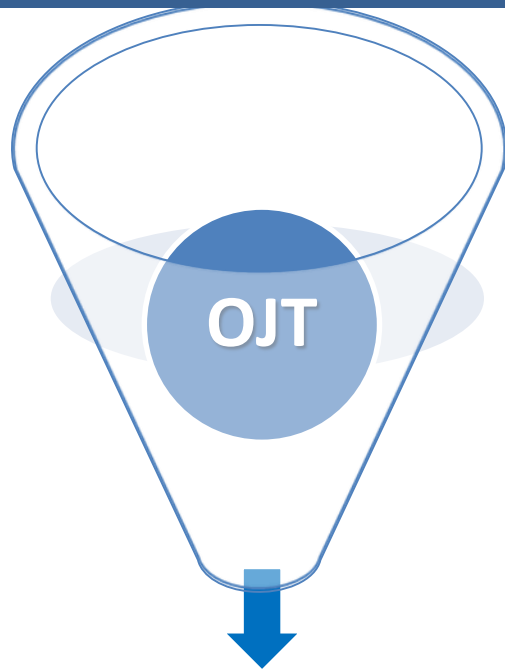
Clarifies what the workforce system can pay for

ETA is committed to fully integrating RA programs as an employment and training solution for one-stop centers. ETA wants to ensure local areas have maximum flexibility in serving participants and supporting their placement into RA programs. Given the unique nature of RA, there are several ways in which training services may be used in conjunction with these programs:

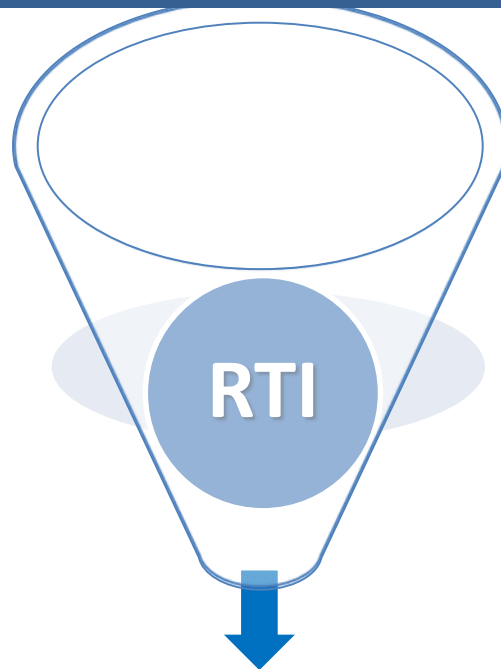
- 
- An ITA may be developed for a participant to receive RA training;
 - An OJT contract may be developed with a RA program for training participants. OJT contracts are made with the employer, and RA generally involves both classroom and on-the-job instruction. The OJT contract may be made to support some or all of the OJT portion of the RA program;
 - A combination of an ITA to cover the classroom instruction along with an OJT contract to cover on-the-job portions of the RA is allowed; and
 - Incumbent worker training may be used for upskilling apprentices who already have an established working/training relationship with the RA program.

Local areas may also include supportive services, in coordination with career and/or training services, to participants in a RA program. These supportive services must be consistent with WIOA section 134(d)(2), Section 12 of this TEGl, and state and local policies.

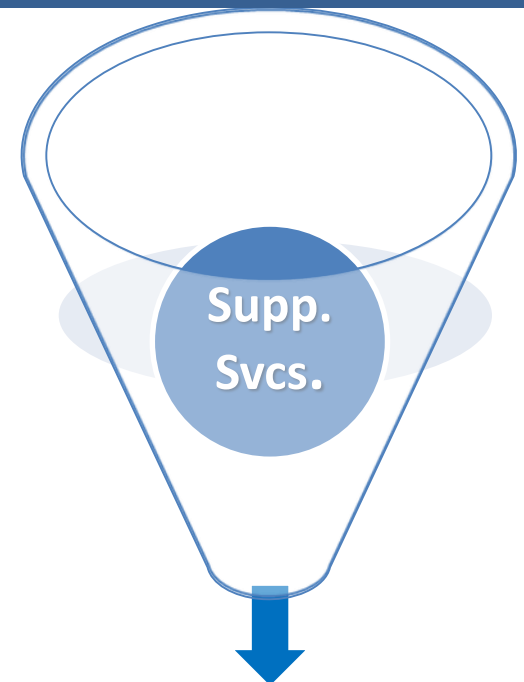
Think of it this way...



**Funded By Contract
for WIOA Adults,
Dislocated Workers,
Older Youth**



**Supported with
Individual Training
Account or ITA; in order
to use ITA, program
must be on Eligible
Training Provider List**



**Can be paid for with
formula funds for WIOA
Adults, Dislocated
Workers, Older Youth.
Can also be funded by
ITA if ITA used to support
RTI.**

Example of Workforce System Engagement

Training Director of Electrical JATC w/ RA Program

New apprentice cohort starting up August 2015; many unable to afford \$900 for initial tools and equipment

Interest in workforce for possible support but unsure how to proceed

Office of Apprenticeship Multi-State Navigator

Contacted by Tulsa JATC Training Director; Connected with Executive Director of Tulsa LWDB; Facilitated several 3-way dialogues to discuss ways to partner

Executive Director of Tulsa, OK LWDB

Interested but reluctant; desire to “start small”; 15 WIOA-eligible Adults received \$900 in supportive services; enrolled in WIOA in early August 2015

This was the first time workforce dollars supported a Registered Apprenticeship program in Oklahoma. The Executive Director of Tulsa is now a big supporter of RA.

They were enrolled BEFORE becoming an apprentice; why?



Another Example

Employer With Pipeline/Training Needs

Large and well-known employer developing occupation unique to aerospace

External training not meeting all needs

Concern about talent pipeline

Economic/Workforce Development

Jefferson County LWDA approached in Fall 2015 by company

Business Services/Economic Development Unit brought in 4 other LWDA's to develop regional plan

Office of Apprenticeship

State Director approached by regional partnership; Worked with company to develop new *Standards of Apprenticeship* for first cohort in January 2016!

Standards approved 1/22/2016. Program was immediately placed on CO ETPL. First cohort consisted of 10 WIOA eligibles who received \$5000 ITA.

OJT Under WIOA

There's More Flexibility!

- WIOA gives States/local areas the flexibility to increase the reimbursement level up to **75%** taking into account several factors (participant characteristics, size of employer and others)
 - Remember: In WIOA world, OJT is paid for through *contracts* (not ITAs)
 - Although some states/local areas are comfortable utilizing OJT, many are not or limit its use, *which is a missed opportunity*
 - An OJT contract with an employer (or group of employers) could be written as a “blanket OJT contract” that could potentially cover multiple WIOA participants (i.e., apprentices)

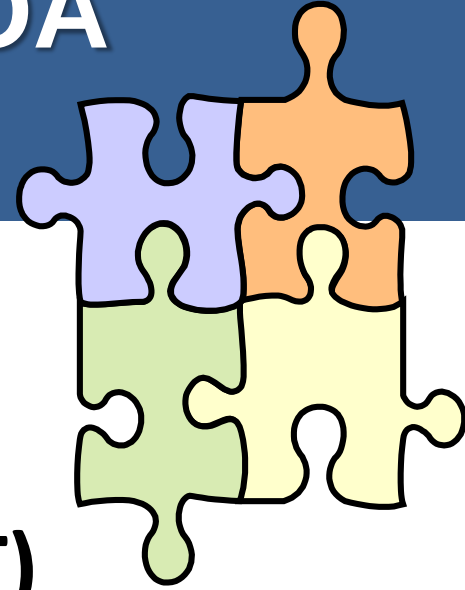
RTI Under WIOA

There's More Flexibility!



- WIOA Operating Guidance on RA clarifies that WIOA supports **COHORT TRAINING**

Other Aspects of WIOA Funding Support



- **Pre-Apprenticeship**
- **Incumbent Worker Training (IWT)**
- **Customized Training, Skill Upgrading, etc.**
- **Discretionary Funding**

About Pre-Apprenticeship

It's More Prominent Under WIOA

- WIOA added a provision requiring local boards to spend at least 20% of their youth funding on “Work Experience”
 - Pre-Apprenticeship is listed as a type of work experience (Sec. 129(c)(2)(C)(ii))
- For Adults and Dislocated Workers, pre-apprenticeship programs *could* be considered a “short-term pre-vocational service” or other type of “individualized career service”

Pre-Apprenticeship Guide

PRE-APPRENTICESHIP: PATHWAYS FOR
WOMEN INTO HIGH-WAGE CAREERS
A Guide for Community-Based Organizations and Workforce Providers



- Published Dec. 2015
- Don't let the title dissuade you or your potential customers – the guide is relevant for all pre-apprenticeship programs (not just those focused on women)
- Only 22 pages but lots of great information!

Incumbent Worker Training (IWT)

Also Emphasized Under WIOA

- Can be used to help avert potential layoffs or increase skill levels of employees so they can be promoted and create backfill opportunities
- Local Boards can use **up to 20%** of their A and DW funds to pay the federal share of the cost
 - The IWT has to take into account several factors (including participant characteristics and the connection between the training and the employee's/employer's competitiveness)
- Employers must pay a significant cost of the training for those WIOA participants in the IWT (based on size of employer—see slide notes)

Customized Training, Skill Upgrading, Etc.

- Definition of *Customized Training* expanded under WIOA
 - Training designed to meet specific requirements of one or more employers, that's conducted with employer commitment to employ individual upon successful completion, *and* Employers pays a significant portion.... (currently a lot of language that used to simply say under WIA “employers paid not less than 50%)
- Statute and draft regulations discuss *Skill Upgrading* but do not define the term
- Clarifying guidance would be ideal so the workforce system can actually take advantage of these new and expanded opportunities

Discretionary Funding

- **There's a lot of discretionary funding available just through WIOA!**
 - Sec. 170 – National Dislocated Worker Grants
 - Sec. 171 – YouthBuild
 - Sec. 169(b) – Research, Studies *and Multistate Projects*



Scenario #3

You receive a call from one of your program sponsors who has questions on the state ETP list. Based on their read, all “workforce funding” goes to the apprentice, like the ITA.

That’s great for the apprentice, but the sponsor said there should be some assistance for the overall program.

How would you respond?



Question #2

Why is WIOA and its implementation so critically important to ApprenticeshipUSA?

- A. The workforce system gets funding that can be accessed to support RA programs.
- B. Registered Apprenticeship is finally at the table (or Board) so we must take advantage.
- C. It's a way for ApprenticeshipUSA to meet the national goal of doubling the number of apprentices.
- D. RA should be *part* of the workforce development system and not just an afterthought.
- E. All of the above.

ETPs and the ETPL

- Being placed on the ETPL is critical for RA program sponsors!



TEGL 41-14

Section 8 Focuses on RA

- <http://wdr.doleta.gov/directives/attach/TEGL/TEGL 41-14 Acc.pdf>

EMPLOYMENT AND TRAINING ADMINISTRATION ADVISORY SYSTEM U.S. DEPARTMENT OF LABOR Washington, D.C. 20210	CLASSIFICATION WIOA
	CORRESPONDENCE SYMBOL OWI
	DATE June 26, 2015

ADVISORY: TRAINING AND EMPLOYMENT GUIDANCE LETTER WIOA NO. 41-14
OPERATING GUIDANCE for the WORKFORCE INNOVATION AND
OPPORTUNITY ACT (referred to as WIOA or the Opportunity Act)

TO: STATE WORKFORCE AGENCIES
STATE WORKFORCE ADMINISTRATORS
STATE WORKFORCE LIAISONS
STATE AND LOCAL WORKFORCE BOARD CHAIRS AND DIRECTORS

FROM: PORTIA WU 
Assistant Secretary

SUBJECT: Workforce Innovation and Opportunity Act (WIOA or Opportunity Act) Title I
Training Provider Eligibility Transition

1. **Purpose.** In accordance with WIOA sec. 122, this guidance explains the requirements and timelines for determining training provider eligibility in order to utilize WIOA title I-B training funds and for publicly disseminating the eligible training provider list.

Verbiage from TEGL 41-14

- c. **Adding Registered Apprenticeship programs to the State list of Eligible Training Providers.** Registered Apprenticeship program sponsors must indicate their interest in being an ETP according to procedures established by the Governor. The Governor must work with the federal Office of Apprenticeship (OA) state director, or if the State oversees the apprenticeship system, with the SAA to develop a mechanism to contact all Registered Apprenticeship programs within the State in order to allow them to indicate interest (Federal OA and SAA state contact information is at <http://www.doleta.gov/oa/contactlist.cfm>).

When developing the procedures, the State must consider that new Registered Apprenticeship programs are constantly added to the federal and SAA databases and may want to become ETPs. Therefore, data collection on new Registered Apprenticeship programs should be conducted on a timely basis (quarterly or bi-annually). All Registered Apprenticeship programs should be required to include the following information for the State:

1. Occupations included within the Registered Apprenticeship program;
2. The name and address of the Registered Apprenticeship program sponsor;
3. The name and address of the Related Technical Instruction provider, and the location of instruction if different from the program sponsor's address;
4. The method and length of instruction; and,
5. The number of active apprentices.

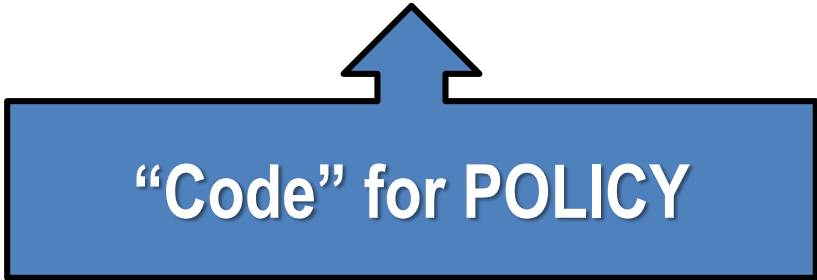
Registered Apprenticeship program sponsors that do not provide the Related Technical Instruction portion of the apprenticeship program (as outlined above) may be required to provide additional information about their education provider, including the cost of the instruction.

This
verbiage
is on
bottom
of page 8
and top
of page 9
in TEGL
41-14

Eligible Training Provider List

(WIOA, Sec. 122)

- **In general:**
 - RA program sponsors that want to be ETPs are automatically included on the ETPL and will remain as long as the program is registered or until the sponsor notifies the state it no longer wants to be included
- **State's Role/Responsibilities include:**
 - **Establishing a mechanism** for adding RA programs to the ETPL and verifying registered status at least every 2 yrs



“Code” for POLICY

State ETP Policy *Required* (1)

- States are required to develop numerous policies to support their statewide workforce system, one of which is the ETP list policy
- State ETPL policies should be explicit in terms of the **exceptions** for Registered Apprenticeship programs
- State processes to add sponsors to the ETP list (and local processes where they exist) should *not* be laborious
 - The statutory intent is to have a process that makes it simple for every RA program to be part of the ETP list



State ETP Policy *Required* (2)

- **Based on page 9 of TEGL 41-14, all RA programs should be required to include the following information for the State ETPL:**

1. Occupations included within the RA program;
2. Name and address of the RA program sponsor;
3. Name and address of RTI provider including location of instruction if different from program sponsor's address;
4. Method and length of instruction; and
5. Number of active apprentices.



Program sponsors that do not provide the RTI may be required to provide additional information about their education provider, *including cost of instruction*



DRAFT

Michigan Training Connect (MITC)

Policy Manual

Requirements and Guidelines

Prepared By:

Office of Talent Policy & Planning

Workforce Development Agency
State of Michigan



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Rhetoric and Reality

a/k/a The English Translation

➔ In a state with, say, 16 local boards, it is possible to have 17 ETP lists across the state

- Local boards can choose to use the statewide list
- Local boards can develop their own ETP list
 - Every ETP on the statewide list is supposed to be on any local ETP list(s)
 - Not all local ETPs are on the statewide list
 - Example: Training provider only operates program in the local area and program applies for ETP status directly to local board



State and Local ETP Lists

- Yes, there are local ETP lists although the federal guidance letter references state lists only
- **The *intent* was and is that RA program sponsors are on every list in a state**
 - That's not how it's playing out, however, due to some confusion across levels



(3) LOCAL CRITERIA AND INFORMATION REQUIREMENTS.—
A local board in the State may establish criteria and information requirements in addition to the criteria and information requirements established by the Governor, or may require higher levels of performance than required for the criteria established by the Governor, for purposes of determining the eligibility of providers of training services to receive funds described in subsection (a) for the provision of training services in the local area involved.

Sec. 122(b)(3)
of WIOA

State and Local Information Requirements

- **In some cases, states are not just requesting the info in TEGL 41-14 from sponsors**
 - States have their own procedures and – especially in larger states – a whole process with dedicated staffers that involves a lot of paperwork
- **Hoops, Hoops, and more Hoops**
 - *Not* the intent
 - In some states, the application process is cumbersome and local procedures add another layer of complication
 - Process conveyed through policy/ procedures



How it Plays Out in Policy/Practice

Language from a State's ETPL Policy

LWDB has approved the ETP to provide in that LWDB's Local Area. An ETP approved by one LWDB does not necessarily mean the ETP will be approved by other LWDBs as each LWDB's ETP criteria and need may differ. An ETP's program(s) approved by one LWDB does not necessarily mean the program(s) will be approved for other Local Areas as the other LWDBs' criteria and need for the program(s) may differ. An ETP will be listed on the LWDB's Local ETPL only if the ETP has its program(s) currently approved by the LWDB compiling the Local ETPL.

Language such as this has been problematic because it has led to the “multiple hoops to jump through” previously mentioned



Some Model Policy Provisions

- **State of Oklahoma ETPL Policy**

- “Registered Apprenticeship (RA) programs are **exempt from performance and reporting-related requirements** in order to enable these evidence-based programs to be placed on the statewide ETPL with minimal burden.”
- “All Registered Apprenticeship **openings listed on the ETPL will automatically be considered as a statewide demand occupation** for as long as the opening(s) remain unfilled.”
- “Note that Registered Apprenticeship programs, if openings for new apprentices exist in the local area, should **automatically be considered in-demand training.**”

Policy Language – You Decide

- “There are minimal performance expectations for RA program sponsors.”
- “RA programs may be subject to additional local requirements.”
- “RA programs may qualify for ITAs if the occupation is a specified *demand occupation* in the local area.”
- “Please fill out the following forms – A 123, B 234, C 456 – which are attached to this ETP application.”
- “Programs must have at least five apprentices in order to receive an ITA.”



Scenario #4

You receive a voice mail message from one of your program sponsors expressing concern that they're not on the statewide Eligible Training Provider List (ETPL). They thought they would be by now based on previous conversations with you as well as state staff. Based on the message they left, this sponsor is very concerned that the workforce system will not be able to help apprentices in the upcoming class that's getting ready to start up.

All of the questions you receive should be so easy! WHY?



Question #3

Which of the following statements is TRUE?

- A. If a RA program and/or their RTI provider are not on the statewide ETPL, then WIOA funds cannot be used to support apprentices in that program**
- B. If a Local Board is supporting an apprentice's OJL, they cannot also support the RTI (unless they have a waiver)**
- C. Individual Training Accounts (or ITAs) can be used to fund a percentage of the OJL as well as supportive services**
- D. It is possible for a Local Board to support an apprentice's RTI, OJL and supportive service needs**
- E. None of the above (all are false)**

B O A R D Membership

- Recommended before and now required under WIOA



Membership Requirements

Specific to Registered Apprenticeship



- **The State Board** “shall include a representative, who shall be a member of a labor organization or a training director, from a joint labor-management apprenticeship program, or if no such joint program exists in the State, such a representative of an apprenticeship program in the State;”
- **The Local Board** “shall include a representative, who shall be a member of a labor organization or a training director, from a joint labor-management apprenticeship program, or if no such joint program exists in the area, such a representative of an apprenticeship program in the area, if such a program exists;”

Functions of State Board (1)

WIA and WIOA



1. **State Plan**
2. **Development/continuous improvement of workforce system**
3. **Commenting on Carl Perkins performance measures**
4. **Designation of local areas**
5. **Development of allocation formulas**
6. **Development/continuous improvement of state performance measures**
7. **Preparation of annual report**
8. **Development of statewide employment statistics system**
9. **Development of incentive application**

1. **State Plan**
2. **Review of statewide policies to support alignment**
3. **Development/continuous improvement of workforce system**
4. **Performance metrics**
5. **Identify/disseminate info on best practices**
6. **Development/review of statewide policies**
7. **Development of strategies for technological improvements**
8. **Development of strategies for aligning technology and data systems across partners**
9. **Development of allocation formulas**
10. **Preparation of annual reports**
11. **Development of statewide workforce LMI system**
12. **Additional policy development to support the system.**

Functions of State Board (2)

Sec. 101(d)

1. **State Plan**
2. **Review of statewide policies to support alignment** ✓
3. **Development/continuous improvement of workforce system**
4. **Performance accountability metrics**
5. **Identify/disseminate info on best practices** ✓
6. **Development/review of statewide policies** ✓
7. **Development of strategies for technological improvements**
8. **Development of strategies for aligning technology and data systems across partners**
9. **Development of allocation formulas**
10. **Preparation of annual reports**
11. **Development of statewide workforce LMI system** ✓ = new
12. **Additional policy development to support the system** ✓

Functions of Local Board (1)

WIA and WIOA

- 
1. **Local Plan**
 2. **Selection of Operators and Providers**
 3. **Budget and Administration**
 4. **Program Oversight**
 5. **Negotiation of Local Performance Measures**
 6. **Employment Statistics System**
 7. **Employer Linkages**
 8. **Connecting, Brokering and Coaching**

- 
1. **Local Plan**
 2. **Workforce Research and Regional Labor Market Analysis**
 3. **Convening, Brokering, Leveraging**
 4. **Employer Engagement**
 5. **Career Pathways Development**
 6. **Proven and Promising Practices**
 7. **Technology**
 8. **Program Oversight**
 9. **Negotiation of Local Performance Accountability Measures**
 10. **Selection of Operators and Providers**
 11. **Coordination with Education Providers**
 12. **Budget and Administration**
 13. **Accessibility for Individuals with Disabilities**

Functions of Local Board (2)

Sec. 107(d)

- 
- A faded background image showing a group of business professionals in suits shaking hands, symbolizing collaboration and agreement.
1. **Local Plan**
 2. Workforce Research and Regional Labor Market Analysis
 3. **Convening, Brokering, Leveraging**
 4. **Employer Engagement** ✓
 5. **Career Pathways Development** ✓
 6. **Proven and Promising Practices** ✓
 7. Technology
 8. Program Oversight
 9. Negotiation of Local Performance Accountability Measures
 10. **Selection of Operators and Providers** ✓
 11. **Coordination with Education Providers** ✓
 12. Budget and Administration
 13. Accessibility for Individuals with Disabilities

Board Training

Workforce Innovation and Opportunity Act (WIOA) Cheat Sheet For State and/or Local Board Members Representing Registered Apprenticeship

WIOA replaces the Workforce Investment Act (WIA) of 1998. Under WIA, engagement of the workforce system with registered apprenticeship programs and sponsors was *recommended*. Under WIOA, there are now *requirements* that emphasize the importance of registered apprenticeship as a key talent development strategy, including the new requirement for State and Local Boards to include a member representing registered apprenticeship.

State Board Functions

1. Develop State Plan
2. Review statewide policies to support alignment
3. Development/continuous improvement of workforce system
4. Performance accountability metrics
5. Identify/disseminate information on best practices
6. Development/review of statewide policies
7. Development of strategies for technological improvements
8. Development of strategies for aligning technology and data systems across partners
9. Development of allocation formulas
10. Preparation of annual reports
11. Development of statewide workforce labor management information system
12. Additional policy development to support the system

[YOUR NAME]
[Your Title]
[Your Office Location]
[Your Telephone Number]
[Your Email Address]

Local Board Functions

1. Develop Local Plan
2. Workforce research and regional labor market analysis
3. Convening, brokering, leveraging
4. Employer engagement
5. Career pathways development
6. Proven and promising practices
7. Technology
8. Program oversight
9. Negotiation of local performance measures
10. Selection of operators and providers
11. Coordination with education providers
12. Budget and administration
13. Accessibility for individuals with disabilities



Board members representing registered apprenticeship can add value in many of these areas. At the State Board level, for instance, there are excellent opportunities to identify and disseminate information on best practices in registered apprenticeship, in addition to policy review and development (such as reviewing policies that may impact registered apprenticeship across the state or the development of a statewide policy on registered apprenticeship). Most of these policy-related functions for State Board members are new. Something Board members at either the State or local level can do is *recommend* briefings to the full Board on registered apprenticeship and related opportunities.

Workforce funds can support the OJL, RTI and supportive service needs component of a registered apprenticeship program, although proportionately few local boards across the country have provided this kind of support in the past. It is expected WIOA will usher in change so that the workforce system will fully embrace registered apprenticeship. Workforce funds can potentially support your apprentices as well as your business, but there are strict conflict of interest requirements and you must recuse yourself from any vote that would have an impact on you, your business, or a member of your family.

- Document to support your engagement with State and/or Local Board member representing RA
- Revise to suit your needs/circumstances
- Use as a starting point

Strategic Opportunities

But Tread Carefully



- **Every state is different, but possibilities include:**
 - Review final State Plan... A two-year plan modification is required and the RA rep can ensure the State Plan *incorporates* RA and not just as an afterthought
 - Provide rep with WIOA briefing so they understand their role/function and what they *can* do to support RA in the state
 - Connecting with State Board RA rep and/or Local Board RA reps (use Board Member resource document if appropriate)
 - Suggesting they recommend briefings on RA and even pre-apprenticeship for the Board once they settle in

Capitalizing on the Relationship

Example

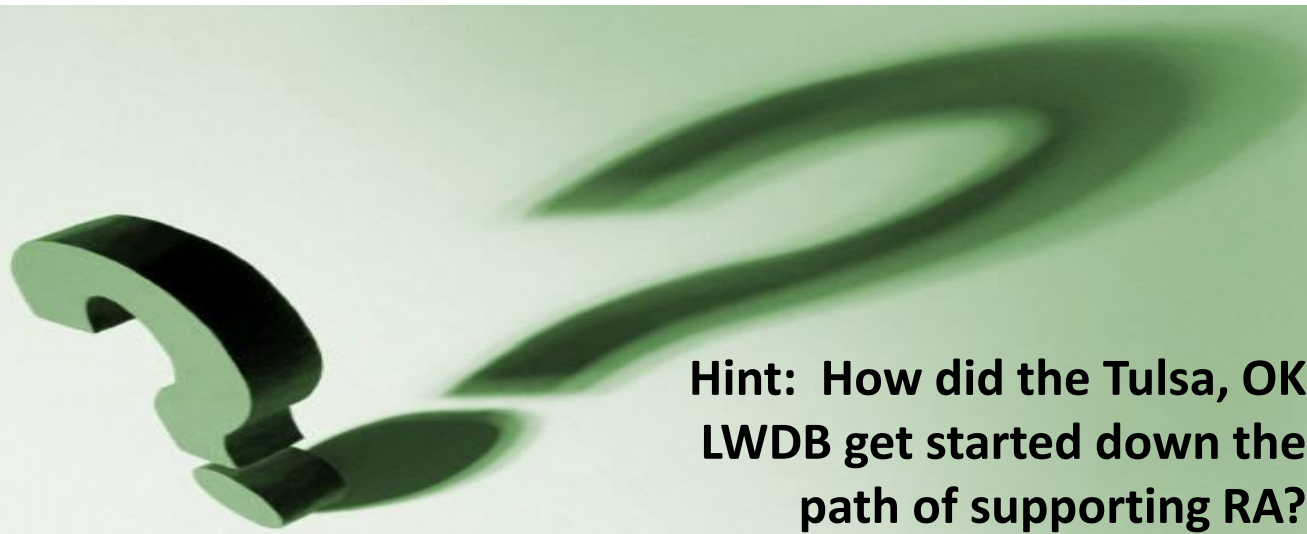
- **New member on OK SWDB representing RA**
 - Region previously worked with Tulsa, OK Electrical JATC to broker relationship with Tulsa LWDB
 - In August 2015, 15 WIOA participants received \$900 in supportive services before they entered the RA program
 - State watched carefully and asked the Training Director of the JATC to represent RA on new State Board. (Yippee)
- Executive Director of Tulsa LWDB contacted Region to discuss draft state policy that would have negative repercussions if signed – Region contacted Board member
 - New State Board member was able to question it enough that the policy was killed while still in draft form

Taking a Step Back

Policy Intent vs. Implication

- Draft Policy would require at least 60% of local allocations to be spent on training
- New State Board member thought that sounded great...
until the unintended consequences were discussed

Why
might this type
of policy be
problematic?



**Hint: How did the Tulsa, OK
LWDB get started down the
path of supporting RA?**

Question #4

Which of the following statements is TRUE?

- A. Registered Apprenticeship (RA) program sponsors are required partners under WIOA.**
- B. RA is expected to be represented on both State and Local Boards.**
- C. RA is a core program with required representation on State Boards.**
- D. An RA representative on the State Board can also be an RA representative on a Local Board.**
- E. A and B**
- F. B and D**

PLANNING



The Big Question: Strategic Planning

- **How is registered apprenticeship *incorporated* into strategic planning?**
How is it *incorporated* into service design and service delivery?



Concerns/Issues in State Plans

Identified During Plan Review Process



Issues/Concerns regarding registered apprenticeship did not prevent funding allotments

Any remaining concerns not already addressed through the revision process will be dealt with through TA



Model Language from a State Plan (1)

“Under WIA, local boards were reluctant to support registered apprenticeship with workforce funding for multiple reasons, including concerns regarding perceived performance implications. With the new provisions in WIOA that clearly support the expansion and incorporation of [RA] as an evidence-based approach to workforce development, the State of _____ sees this as **an opportunity to create a statewide vision that supports substantive partnerships** between Local Boards and [RA] program sponsors and opportunities. **Aligning RA opportunities with WIOA service design and delivery in a holistic and comprehensive manner**, however, will take time and a great deal of education, in addition to **policy development at the State level clarifying broad parameters within which local staff can operate** in order to achieve the high ROI that studies clearly indicate a [RA] yields.

Model Language from a State Plan (2)

Looking forward towards the next several years, **we envision a workforce development system where Local Boards and their One-Stop Operators are robustly involved in supporting [RA] programs**, including the provision of assistance with screening and testing potential applicants for programs, well-informed and appropriate referrals to available [RA] programs, in addition to supporting apprentices throughout all or part of their program, using WIOA funds to help defray the costs of OJT and the provision of required classroom training. **Getting to this point will be a statewide endeavor that fully utilizes our State Apprenticeship Director in addition to staff from USDOL's Office of Apprenticeship.** We are committed to doing what is necessary to make this happen and to not let the fear and reluctance that existed under WIA continue throughout our implementation of WIOA.”

Where Are State Plans Located?

The Departments of Labor and Education are pleased to announce the availability of approved Workforce Innovation and Opportunity Act (WIOA) Unified or Combined State Plans at <http://www2.ed.gov/about/offices/list/oseers/wioa/state-plans/index.html>. The public and workforce system stakeholders may view, download, or search the State Plans for information on how states are undertaking the implementation of WIOA. The search feature provides users a method for searching any or all State plans based on a topic, word or phrase within a section, multiple sections or the entirety of a State plan, and to compare strategies and practices. Under WIOA, the Governor of each State and outlying area must submit a Unified or Combined State Plan to the U.S. Department of Labor that outlines a four-year strategy for the State's workforce development system. States submitted their four-year WIOA State Plans for Federal review and approval in 2016. The Departments of Labor, Education, Health and Human Services, Housing and Urban Development, and Agriculture, whose programs are addressed, provided review and approval for each State Plan for the period July 1, 2016 through June 30, 2018. The WIOA State Plans provide valuable information about the various investment, programs, and initiatives underway to serve our job seekers, students, and businesses across the country.

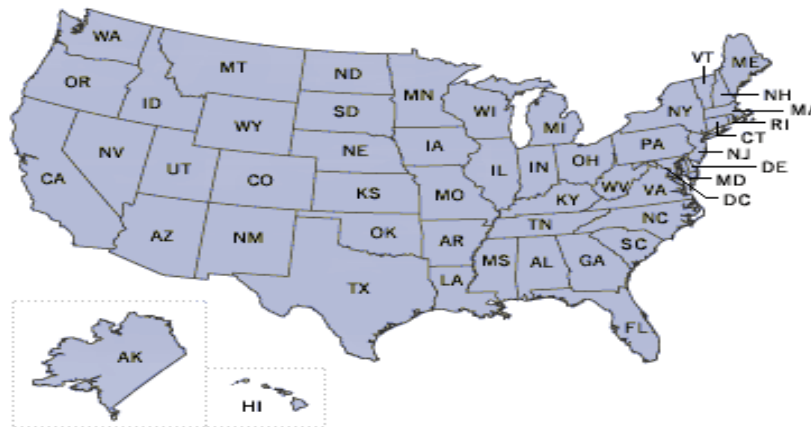


http://www2.ed.gov/about/offices/list/osers/ras/wioa/state-plans/index.html?utm_medium=email&utm_source=govdelivery

View or download State Plans

To view or download any State Plan in PDF format, click on the state in the map below, or use the links in the list below the map. The list also shows the file sizes of the state plans.

To search areas of interest within a single State Plan or for topics across multiple plans, use the [State Plan Search Tool](#).



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- [Alaska](#) 1.3M
- [Arizona](#) 1.6M
- [Arkansas](#) 2.0M
- [California](#) 2.6M
- [Colorado](#) 1.7M
- [Connecticut](#) 2.4M
- [Delaware](#) 1.9M
- [District of Columbia](#) 1.7M
- [Florida](#) 2.4M
- [Georgia](#) 2.7M
- [Hawaii](#) 1.9M
- [Idaho](#) 2.2M
- [Illinois](#) 4.1M
- [Indiana](#) 1.0M
- [Iowa](#) 2.3M
- [Kansas](#) 1.4M

- [Kentucky](#) 1.8M
- [Louisiana](#) 1.4M
- [Maine](#) 1.9M
- [Maryland](#) 1.8M
- [Massachusetts](#) 4.1M
- [Michigan](#) 3.6M
- [Minnesota](#) 2.6M
- [Mississippi](#) 1.3M
- [Missouri](#) 7.7M
- [Montana](#) 1.1M
- [Nebraska](#) 9.4M
- [Nevada](#) 1.2M
- [New Hampshire](#) 1.4M
- [New Jersey](#) 3.1M
- [New Mexico](#) 5.3M
- [New York](#) 1.5M
- [North Carolina](#) 4.5M

- [North Dakota](#) 1.2M
- [Ohio](#) 5.8M
- [Oklahoma](#) 4.3M
- [Oregon](#) 1.3M
- [Pennsylvania](#) 2.9M
- [Rhode Island](#) 1.6M
- [South Carolina](#) 1.7M
- [South Dakota](#) 1.3M
- [Tennessee](#) 3.7M
- [Texas](#) 2.7M
- [Utah](#) 1.1M
- [Vermont](#) 1.6M
- [Virginia](#) 3.2M
- [Washington](#) 2.3M
- [West Virginia](#) 1.5M
- [Wisconsin](#) 1.4M
- [Wyoming](#) 8.1M

- [American Samoa](#) 0.7M
- [Guam](#) 1.1M
- [Northern Marianas](#) 0.8M
- [Palau](#) 0.6M
- [Puerto Rico](#) 1.4M
- [Virgin Islands](#)

**All
live
links**

About Local/Regional Plans

- The local plan serves as a four-year action plan to develop, align, and integrate service delivery strategies and to support the State's vision and strategic and operational goals (Sec. 679.500(a))
- The Governor is required to develop policy for submission of local and regional plans
 - At time of this writing, states that are *not* single-area states should have already issued local planning guidelines
- Local/Regional Plans must provide an opportunity for public comment that is no longer than 30 days; any comments expressing disagreement must be submitted with the plan to the Governor



Local Plans (Sec. 108)

- **Contents to include 21 elements**



- Sec.108(b)(3) – “...how the local board will facilitate the development of career pathways...and improve access to activities leading to a recognized post-secondary credential...”
- Sec. 108(b)(4) – strategies and services to facilitate engagement of employers, better coordinate with economic development, support a workforce system that “meets the needs of businesses...”
- Sec. 108(b)(18) – “a description of the actions the local board will take toward becoming or remaining a high-performing board...”

Question #5

You're an Apprenticeship Success Coordinator for a specific Local Board in Michigan. Why would you want to have a working knowledge of what's in the Local or Regional Plan?

- A. To understand how registered apprenticeship will figure into local workforce efforts**
- B. To get an idea how resources are to be coordinated**
- C. To obtain an understanding of the partners involved in local economic development**
- D. There's quotable information in those plans that can be used in presentations**
- E. To gain knowledge about planned local career pathways**
- F. All of the above**

Lunch is Next!

Thank You!

