



Collaborate for Success: Integrating Registered Apprenticeship for Washington State

Training Manual





Introduction and Table of Contents



Acknowledgments

This “Collaborate for Success: Integrating Registered Apprenticeship for Washington State” training manual and workshop model could not have been developed without the expert contributions of the Washington State Registered Apprenticeship Action Clinic team. These system thinkers gave of their time and knowledge to assemble content:

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The Action Clinic Concept

The U.S. Department of Labor Employment and Training Administration (ETA) and the Office of Apprenticeship (OA) developed the concept of the Action Clinic, to be held regionally around the country, in a forum for each state to bring together a team of Registered Apprenticeship and Workforce Development partners. The purpose would be to learn from each other and develop “Action Plans” that would be used to continue the work started upon returning to their home states. This product is a result of the Washington State Team in their efforts to continue the Action Clinic theme, “Collaborate for Success”.

Thank you to the US DOL ETA and OA for providing the San Francisco Action Clinic forum, and their ongoing technical support of the Washington State Team. A special thanks to John Ladd, OA Regional Administrator and Mike Longeuay, OA Region 6 Director, Rosemary Cowan, ETA Region 6 and Dana Durfee, ETA Federal Project Officer for Washington State.



About the “Collaborate for Success” Training Manual

This manual is designed as a companion product for the “Collaborate for Success: Integrating with Registered Apprenticeship in Washington State” workshop model. The contents follow the order of this presentation. The manual can also be used as a reference guide, as it compiles current Registered Apprenticeship and workforce development system information, resources, and contacts.

This manual combines practical information with innovational/forefront thinking about our current and future workforce. It is divided into six sections:

Section A

Registered Apprenticeship and Washington Workforce Development Systems: What’s In It for You

This overview explains each of system at the state and federal levels, highlighting what each can offer the other, including:

- History and Structure of Registered Apprenticeship
- History and Structure of Workforce Development
- A glossary of commonly used Registered Apprenticeship and Workforce Development System terms
- Contact information within the Registered Apprenticeship and Workforce Development Systems

Section B

Connections: Supporting Registered Apprentices through WIA and Other Services, and Linking WIA-Eligible Participants to Registered Apprenticeship Programs

This section contains practical steps to integrate Registered Apprenticeship into Washington’s Workforce Development system more fully, including:

- Assessing when a person is ready for Registered Apprenticeship
- Steps to connect a qualified applicant to Registered Apprenticeships
- Support Services for Registered Apprentices
- Summaries of pre-apprenticeship program structures and who they serve
- Current information on providing services to Washington State Registered Apprentices through WIA Title IB
- Capturing WIA performance measures to boost workforce outcomes

Section C

Registered Apprenticeship: The Employers’ Choice for Training

This section elaborates on the business perspective of the pipeline and how Registered Apprenticeship can meet employers’ needs, including:

- Advantages the model offers to employers
- Answers to common misconceptions about Registered Apprenticeships
- Ways to Support Employers and Registered Apprenticeship as a Workforce Investment Strategy
- How to help employers link to Registered Apprenticeship in Washington

Section D

Promoting Registered Apprenticeship in the Changing Workforce

This section discusses the multi-faceted “changing workforce” concept, and explores how outreach and retention strategies could be tailored to specific talent pools in the modern world of work, including:

- Basic definitions of the changing workforce and multiple generation concepts
- An Explanation of a continuous outreach cycle tailored to specific talent pools
- Talent Pool Characteristics Cross-walked with components of the Registered Apprenticeship Model

Section E

Contact Information, Resource Directory, and Support Materials

This section provides helpful contact information and resources referred to throughout the manual in a single, easy-to-use source, including:

- Contact Information:
 - State and Federal Registered Apprenticeship Main Offices
 - Registered Apprenticeship Consultant Field Offices
 - State and local-level Workforce Development Organizations, including WorkSource and Affiliates
 - Support Services for People Considering Registered Apprenticeship
- Glossaries of Registered Apprenticeship and Workforce Development System Terminology
- Washington’s Community and Technical Colleges Contacts
- USDOL and Washington State Registered Apprenticeship Marketing Tools

Section F

Host a “Collaborate For Success” Workshop: Materials and Logistics Package

This section provides the content instructions and logistics materials to host a “Collaborate for Success: Integrating Registered Apprenticeships in Washington State” workshop using this training manual, including:

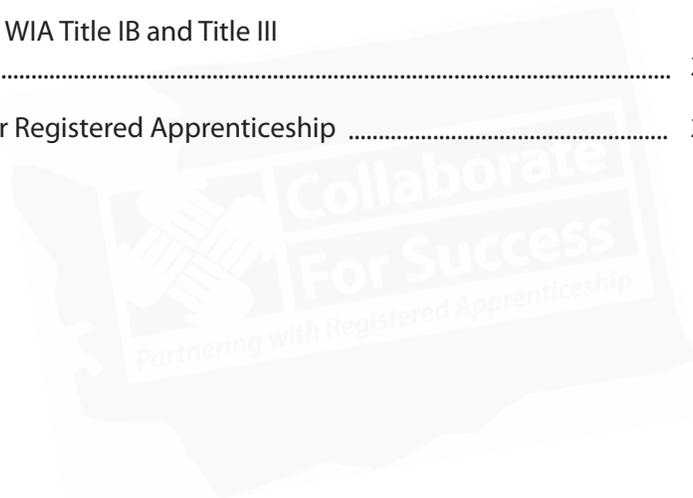
- Chronological steps to plan a workshop
- Workshop Materials, including:
 - Facilitators Guide
 - Agenda
 - Handouts for workshop exercises and group discussions
 - Sign in/Out Forms
 - Session Evaluation Forms
 - Workshop Certificate of Participation



Table of Contents

Section A - Registered Apprenticeships and Workforce Development – What’s In It for You

What is Registered Apprenticeship?	13
Examples of 21 st Century Industries Using Registered Apprenticeships	13
The difference between registered and non-registered programs	14
How It Works – Connecting to or Starting a Registered Apprenticeship	14
Registered Apprenticeship - History and Structure	17
A Brief History of Registered Apprenticeship	17
The Washington State Registered Apprenticeship System	17
The Federal Registered Apprenticeship System	18
Modernizing the National System	18
Federal Guidance for Supporting Better Registered Apprenticeship and WIA Integration is Available	19
Registered Apprenticeship: What’s In It for Workforce Development?	19
Workforce Development - History and Structure	20
Brief National History of Workforce Development	20
Workforce Investment Act of 1998	20
The Current National Workforce Development System	21
Washington’s Workforce Development System	23
State and Local Agencies Connected to WIA Title IB and Title III Oversight and Administration	25
Workforce Development: What’s In It for Registered Apprenticeship	26



Section B - Connections: Linking People to Registered Apprenticeships, Pre-Apprenticeship and Services, including WIA

Connecting Qualified Applicants to Registered Apprenticeship Programs	30
Making the Right Connection for WorkSource Clients: Pre-Apprenticeship or Registered Apprenticeship	30
Qualities of a Success Registered Apprentice	32
WorkSource Core Services for Registered Apprenticeship-Ready Candidates	34
Connecting Registered Apprenticeship to Other WorkSource Operations	36
Support Services for Registered Apprenticeship in Washington	37
Community Support Services for Registered Apprenticeship	37
Linking WIA Title IB Eligible Adults, Dislocated Workers and Youth to Pre-Apprenticeship and Registered Apprenticeship Programs	39
What is Pre-Apprenticeship?	39
WIA Eligibility and Pre-Apprentices	41
WIA Eligibility and Registered Apprentices	41
Capturing Registered Apprentices’ Performance for WIA Common Measures	42

Section C - Registered Apprenticeship: The Employers’ Choice for Training

The Pipeline Definition: the Number One Reason to Choose Registered Apprenticeship	46
Registered Apprenticeship is the Employer’s Choice for Training – Other Advantages of the Model	47
Answers to Common Misconceptions about the Registered Apprenticeship Model	48
Supporting Employers and Registered Apprenticeship as a Workforce Investment Strategy	49
WorkSource Services for Employers	49
Training and Employment Guidance Letter 02-07	51
How to Connect Employers to Registered Apprenticeship	53
Registered Apprenticeship & Other Value Added Employer Services	54
Flyer for Employers	56

Section D - Promoting Registered Apprenticeship in the Changing Workforce

Five steps to SMART Outreach 60

Busting Myths about Registered Apprenticeship 62

**Registered Apprenticeship and the Changing Workforce:
 Something for Everybody** 63

 The Changing Workforce 63

 Examining Talent Pools for SMART Outreach 65

 The Face of Registered Apprenticeship Today – and Tomorrow 66

Talent Pool Crosswalks 67

Section E- Contact Information, Resource Directory, and Support Materials

Contact Information 77

 Federal Registered Apprenticeship Main Offices 77

 State Registered Apprenticeship Main Offices 78

 Registered Apprenticeship Consultant Field Offices 79

 State and local-level Workforce Development Organizations,
 including WorkSource and Affiliates 80

 Other State Agencies in Washington's Workforce Development System 84

 Washington’s Community and Technical Colleges Contacts 85

 State Workforce Development & Registered Apprenticeship Partnering Organizations 87

 Support Services for People Considering Registered Apprenticeship 88

WIA References and USDOL Directives Supporting Registered Apprenticeship 90

**Glossaries of Registered Apprenticeship and Workforce Development
 System Terminology** 92

**Washington State Registered Apprenticeship Promotional
 Tools Available Online** 98

USDOL Office of Apprenticeship Marketing Tools..... 99

Section F - “Collaborate for Success: Partnering with Registered Apprenticeship” Workshop Planning and Content Materials

Hosting a “Collaborate for Success” Workshop	117
Collaborate for Success – Workshop Logistics Planner	121
Invitation Letter	124
USDOL/OA Flyer to Send with Invitation	126
Facilitator Guide	127
Agenda	139
Sign in/Sign Out Sheets	140
Workshop Team Activity One: What You Bring to the Table	141
Collaboration Plan	142
Workshop Activity Two: Swimming in the Talent Pool	148
Event Evaluation and Volunteer Form	149
Workshop Certificate	150





Section A

Registered Apprenticeships and Workforce Development – What's In It for You



Introductionⁱ

Registered Apprenticeship is part of the Workforce Development System.

Registered apprenticeship is a recognized, successful method to train men and women, young and old, of all backgrounds, for jobs in the new American economy. It is the longest-standing national program in the 100+ year history of U.S. workforce development and workers' rights. Sometimes, its equal place in producing viable job candidates for nearly every high demand industry is not immediately connected with the workforce development system. This disconnect can happen for several programmatic and social reasons:

- Many workforce programs have national/standardized eligibility requirements; registered apprenticeship program entrance requirements can vary by industry expectations for an entry-level employee;
- Intense focus on university-level post-secondary education may confuse potential registered apprenticeship applicants who do not understand many programs are equivalent in time, rigor and credential to a baccalaureate degree;
- Registered Apprenticeship is sometimes called "America's Best Kept Secret" because the general public doesn't understand or act upon its advantages, or may associate the model with traditional (but critical!) industries only.

Through this section, the reader will find numerous, existing connections between Registered Apprenticeship and the Workforce Development System. These positive connections can be built on and should reinforce integrated efforts between Registered Apprenticeship and WIA/Workforce Agencies.

Currently, there are nearly 27,000 active apprenticeship programs operated through 250,000 separate employers, training nearly 450,000 apprentices across the United States.ⁱⁱ In Washington, there are 252 state registered programs training 14,350 apprentices and 17 federal programs training 952 active apprentices. If all these current apprentices were being trained through a four-year college or university, it would be the 6th largest campus in the state (after University of Washington, Washington State University, Western and Eastern Washington Universities full-time equivalent headcounts and Bellevue College, the largest community college). What's more – Registered Apprenticeship is equivalent in time and rigor to a baccalaureate degree, and in many cases, exceeds the lifetime earnings.



What is Registered Apprenticeship?

Registered Apprenticeship Programs in 21st Century High Demand Industries

Registered Apprenticeship is a proven model combining post-secondary level instruction with paid on-the-job training. For many programs, entering a registered apprenticeship is equivalent in time and academic rigor to earning a baccalaureate degree. In Washington State, you can earn an associates' degree while enrolled in a registered apprenticeship, and many professionals can go further in specialty or university-level programs later in their career. Once a person begins in a registered apprenticeship, they will have access to life-long professional development and education.

There are distinct advantages to entering a registered apprenticeship. First, most, if not all, of an apprentice's program is paid for by program sponsors. Second, an apprentice earns a competitive salary plus benefits while enrolled in his or her program, with regular raises. An apprentice doesn't need a side job to pay their college bills!

Examples of 21st Century Industries Using Registered Apprenticeships

In Washington and around the country, construction trades offer the majority of registered apprenticeships. In fact, construction trades comprise 76% of the top 25 occupations for active apprentices, according to the United States Department of Labor (USDOL).ⁱⁱⁱ Construction trades have rich histories, some even dating back to the Middle Ages, but today's programs are thoroughly modern and crucial to the recovery of the current economy, and the sustainable health of our economic future. Moreover, construction trades registered apprenticeships require highly skilled candidates in mathematics and sciences who can build and maintain all structures with precision, safety and efficiency. Most construction trades have long practiced green solutions in training, particularly in product selection, handling, and waste reduction.

Other high demand industries in Washington use registered apprenticeships, too:

- **Health Care**

MultiCare Health Systems is the largest not-for-profit provider of health care services, serving patients at 93 locations in Pierce, South King, Kitsap and Thurston Counties. The organization includes four hospitals, primary and urgent care clinics, multi-specialty centers, and Hospice and Home Health Services. In 2003, MultiCare established the Health Unit Coordinator Apprenticeship to fill a critical gap in assisting with non-clinical, administrative duties in hospital units. Health Unit Coordinators manages the collection, transcription and dissemination of patient data for health care professionals, particularly physicians and nurses.

- **Aerospace**

The Aerospace Joint Apprenticeship Committee (AJAC) was founded in 2008 as a labor-management committee coalition equally representing employers, employees and the International Association of Machinists and Aerospace Workers. This group is developing apprenticeships in aircraft mechanics, machining, composites, maintenance machinists and tool and die makers for small and large Aerospace companies located across Washington State.

- **Services**

The Washington State Chefs Association has sponsored a Cook's apprenticeship since 1970, helping employers identify and advance incumbent workers. Two employer sponsors and the Washington State Cosmetology Apprenticeship Committee offer apprenticeships for Barbers, Cosmetologists, Estheticians and Manicurists.

- **Education**

There are three public education sponsors – Washington Public School Employees (WPSE), Educational Service District 112 Southwest Washington Child Care Consortium, and Washington State Early Care and Education – currently offering two progressive apprenticeships for Child Care Assistants and Child Care Coordinators. WPSE has 18 apprentice-able occupations in which they offer registered training.

- **Public Safety**

Several fire departments and districts in Western and Central Washington offer apprenticeships for Firefighters, including: Hoquiam Fire Department Apprenticeship Committee; Kent Fire Fighters Apprenticeship Committee; Mercer Island Fire Department Plant Program; Olympia Firefighters Apprenticeship Committee; and the Washington State Fire Fighters Joint Apprenticeship and Training Committee. Three safety districts/authorities train apprentices to be Emergency Medical Technicians, including: Grays Harbor Fire District #2 JATC; Riverside Fire Authority; and the Yakima Fire Department Fire Medic Standard. These programs build on Washington’s grassroots volunteer system by moving dedicated people into always needed professions.

- **Maritime**

The Transportation Institute, a non-profit organization dedicated to maritime research education and promotion in Washington State, connects people to the federally registered Unlicensed Apprenticeship (Able Seaman) program. Almost all unlicensed mariners with U.S. companies are recruited and trained through the companies’ contractual agreements with the Seafarers International Union (SIU). SIU is the largest North American union representing merchant mariners. The largest training facility for deep-sea merchant seafarers and inland waterways boatmen is SIU-affiliated Paul Hall Center for Maritime Training and Education in Piney Point, Maryland. The Pacific Maritime Institute in Seattle and Renton Technical College jointly developed the “Officer in Charge of a Navigation Watch” registered apprenticeship, which advances an unlicensed mariner closer to becoming licensed.

The difference between registered and non-registered programs

Registered apprenticeships are approved, registered and maintained with a high level of education and workplace expectations. Registered apprentices receive a nationally- recognized certificate of completion, which increase the apprentice’s opportunities for mobility and advancement. Non-registered program training and safety standards are not regulated, and the awarding source of their credential varies.

How It Works – Connecting to or Starting a Registered Apprenticeship

In Washington, interested parties who want to connect with registered apprenticeship contact the Apprenticeship Division/LNI to determine if becoming a Training Agent or Program Sponsor is the best fit for their needs.

- **Training Agents** partner with existing programs already training in a trade or occupation. The apprentice works for the Training Agent, but is trained by the established program. This saves many program sponsors time and money and provides the flexibility of beginning almost immediately.
- **Program Sponsors** establish a new program that is registered and approved with the state. It takes approximately 6 months to establish a new program.

A registered apprenticeship can be established by:

- A single employer
- A group of employers or employer association
- Labor-management organizations
- Educational institutions

Registered apprenticeships can be unionized or open-shop.

- Unionized means organized by a trade or labor union, which is a group of workers who have joined together to achieve common workplace goals or working conditions
- Open-shop means eligibility for employment and retention in a job is not determined by membership or non-membership in a union

No matter what kind of program sponsor, or its union or open-shop status, Washington adheres to a straightforward but high standard of establishing programs, including:

- A new program must meet the full definition of “Apprentice-able Occupations,” set forth in Washington Administrative Code 296-05-305 and listed here:
 - The occupation is customarily learned in a practical way through related instruction and on-the-job supervised training. *Most mid-level professional jobs require credentials and internships, work experience, or other “on-the-job” supervised training*
 - The occupation is clearly identified and commonly recognized throughout an industry
 - The occupation has not been previously recognized as apprentice-able, unless such part is practiced industry wide as an identifiable and distinct trade. *Example: New occupations emerging as technology, globalization, or social movements, such as Green Jobs may evolve from existing or traditional occupations*
 - The program involves manual, mechanical, or technical skills and knowledge which require a minimum of 2000 hours of on-the-job work experience.
 - The program must require a minimum of one hundred forty-four hours of related instruction per year to supplement on-the-job work experience.
 - The program trains in a career that leads to sustained employment for the length of the apprentice’s work life.^{iv}
- Apprentices receive on-the-job training under the direction of experienced journey workers.
- Program Sponsors enter into a written agreement called an apprenticeship registration that specifies length of training, related school requirements, an outline of the skills of the trade to be learned and wages the apprentice will receive.
- Apprentices must earn a portion of a skilled wage rate during the term of their apprenticeship, with set raises throughout the training program.



Employer Responsibilities

No matter what kind of program sponsor establishes a registered apprenticeship, there is an employer or employer group involved and responsible for the overall program success. Employers pay wages, oversee on-the-job training, monitor attendance at training classes and evaluate progress.

Section C of this manual details the benefits of Registered Apprenticeship for employers.

Apprentice Responsibilities

In Washington, there are minimum hourly requirements for On-the-Job Training (OJT) and Related and Supplemental Instruction (RSI) that apprentices must complete to finish their program and reach the journey worker status of their profession.

- A registered apprentice must receive and complete at least 1,000 hours of **On-the-Job Training** during his or her program. On-the-job training is the field application of knowledge gained in RSI (both technical and academic) and skills gained under the supervision of a journey worker. The skills must be recorded in the apprentice's work process record, and meet the work processes outline in the Registered Apprenticeship's program standards.
- A registered apprentice must receive and complete at least 144 hours of **Related and Supplemental Instruction**. RSI is technical training and college-level academics that complement what the apprentice learn on the job.

Registered Apprentices are responsible for managing their time, keeping work records, attending classes, and progressing in their program. In some cases, they may also be required to pay for tuition or books.

Section B of this manual contains basic steps to prepare and apply for state and federal registered apprenticeships.



Registered Apprenticeship – History and Structure

A Brief History of Registered Apprenticeship

The 1937 National Apprenticeship Act (NAA), also known as the Fitzgerald Act, authorized the federal government, in cooperation with states, to oversee the nation's apprenticeship system. In 1941, Washington State passed its own Apprenticeship Act (Revised Code of Washington/RCW 49.04).

The NAA gave states the option to establish their own apprenticeship regulatory system. Twenty-five states, the District of Columbia, Puerto Rico and the U.S. Virgin Islands took this option, and established federally-recognized State Apprenticeship Councils, often called "SAC" states. SAC states maintain their own program approval process and registration through a State Apprenticeship Agency.

Washington is among the SAC states, with a long-standing history of positive performance outcomes and organized labor support. In recent years, Washington state and local-level workforce and education policy has expanded how Registered Apprenticeship contributes to the state's economic vitality in these ways:

- A \$1 million investment of the Governor's 10% Workforce Investment Act (WIA) discretionary funds in 2003, establishing **statewide apprenticeship demonstration projects** for classified/paraprofessional educators, health care, firefighting and construction industries resulting in 189 people entering programs
- An Executive Order in 2000 requiring 15% **Apprenticeship Utilization** on all public works, transportation, school construction and renewable energy projects
- Secondary career technical education pre-apprenticeship pathways called **Running Start for the Trades**, resulting in 28 schools receiving grants to partner with construction trades apprenticeships, resulting in 2,036 students participating and 80 entering apprenticeships as of 2008
- Inclusion in the Washington State 2008 strategic plan for workforce development called, **High Skills, High Wages** as a viable training option for youth, adults and dislocated workers
- Support of local Workforce Development Councils in fostering pre-apprenticeship programs, promotion of registered apprenticeship to the public and through L&I sponsored frontline staff trainings

The Washington State Registered Apprenticeship System

The Washington State Apprenticeship Training Council (WSATC) oversees state-registered apprenticeship programs. This is a tripartite board of employer, labor and public constituents selected by the Director of the Washington State Department of Labor and Industries, and appointed by the Governor for renewable terms. Ex-officio members include the director of the Workforce Training and Education Coordinating Board; the Commissioner of the Employment Security Department; the Director of the State Board for Community and Technical Colleges; and the Director of the USDOL/Office of Apprenticeship for Washington State.

WSATC meets quarterly in various locations across Washington to approve, review or discipline programs, and to discuss strategies in advancing the Registered Apprenticeship model with workforce and education partners, employers and associations, labor and the government. They advocate for support of apprenticeship preparation (or pre-apprenticeship) and retention efforts with diverse populations, particularly for women and in communities pulled down by poverty.

The Apprenticeship Division of the Washington State Department of Labor & Industries (L&I) administers the rulings of the WSATC and provides consultation for existing programs and potential program sponsors. In this capacity, they serve as Washington's State Apprenticeship Agency, or SAA. This division:

- Manages the online Apprenticeship Registration & Tracking System (ARTS) database;
- Maintains listings of current registered apprenticeship openings;
- Partners with workforce, economic, education and non-profit organizations to promote the training model;
- Compiles and monitors program standards and handles enforcement issues under the advisement of the WSATC; and
- Provides basic instructions to prepare for and enroll in state-registered apprenticeships.

Contact information for the Apprenticeship Division of the Department of Labor & Industries main office and Apprenticeship Consultant field offices is available on page 77.

The Federal Registered Apprenticeship System

The United States Department of Labor (USDOL) Office of Apprenticeship is responsible for:

- Registering programs that meet federal and state standards;
- Issuing Certificates of Completion to apprentices, which are similar in portability and employer recognition to a national industry credential;
- Encouraging the development of new programs through technical assistance and outreach;
- Assuring the safety, welfare and quality training of apprentices;
- Conducting compliance reviews and quality assessments of all programs on a regular basis to assure fairness of treatment and quality of training;
- Working in cooperation with state-level Registered Apprenticeship to expand, promote and integrate the model with state-level workforce development stakeholders.

In Washington, the USDOL Office of Apprenticeship registers:

- Multi-state/non-construction apprenticeship programs;
- Programs on federal installations, such as the Navy, Army Corps of Engineers, Bureau of Reclamation, etc; and
- Tribal government-employer apprenticeships.

Modernizing the National System

The USDOL published rules in 2008 to modernize the Federal Registered Apprenticeship system. The Federal Register Title 29/Code of Regulations (CFR) 29 amends program regulations in response to the 21st Century business practices.

Employers define and apply industry standards to the training, setting the duration, skills and competencies required for program completion. Increasingly, industries are requiring competency-based apprenticeships that credit prior learning and allow workers to progress at their own pace. Currently, the Registered Apprenticeship

system approves time-based and competency-based programs, or a hybrid of time and competency based programs. This flexibility in program structure is appealing to employers in emerging industries, where occupations are evolving as technology, social and environmental advancements occur.

CFR 29 also allows for awarding interim credentials as the apprentice advances in his or her training. These credentials are identified by program sponsors and listed in their program standards, and could be industry certifications. Washington is adjusting its state regulations to reflect CFR 29 by 2010.

Some of the evolution in the national system can be credited to the innovative work at the states-level. Washington is one of those states with a rich history of registered apprenticeship, particularly in construction trades, and in new, dynamic partnering with other workforce development agencies.

Federal Guidance for Supporting Better Registered Apprenticeship and WIA Integration is Available

Since 1998, the Employment and Training Administration of USDOL has issued several Training and Employment Guidance Letters (TEGL) providing clarification and suggestions in collaborating across the Registered Apprenticeship and Workforce Development systems. Most notably is TEGL 02-07, which provides information, examples and policy guidance explaining how the workforce investment system can support the use of Registered Apprenticeship through WIA funds.

A list of web links specifically providing guidance and/or clarification on Registered Apprenticeships for the workforce development system is available on page 90 of Section E.

Contact information for the USDOL/Office of Apprenticeship in Washington State is located on page 77.

Registered Apprenticeship: What's In It for Workforce Development?

Registered Apprenticeship consistently produces the highest labor market outcomes of any workforce program in Washington State. It is the most effective method of training a worker to industry standards and employer specifications, and the overall economic value of Registered Apprenticeship is astronomical.

The **2008 Workforce Training Results** finds that:

- 91 percent of apprentices reported being employed seven to nine months after leaving training
- Program completers who were employed full time earned a median annualized salary over \$58,000
- Although the greatest percentage of registered apprenticeship are in construction trades (52.5%), there are a wide variety of existing and emerging industries utilizing the model, including health care, the arts, manufacturing, information technology, and public administration.
- The Projected participant benefits to age 65 far outweigh public investment in apprenticeship training by a ratio of 106 to 1, or \$270,336 to \$2,546.^v

The majority of state-registered apprenticeship programs in Washington are in the construction trades. These programs hold long-standing values of supporting people transitioning into better lives, including veterans, and economically disadvantaged adults, youth and ex-offenders. In recent times, these programs have worked diligently to attract women to what still remain non-traditional occupations. Many members of these talent pools may qualify for WIA Title IB core and intensive services.

Moreover, Registered Apprenticeship programs are working in Washington's high demand industries to immediately support employer-specific needs. The application of the model to nearly every industry is promising for workforce development.

Workforce Development – History and Structure

A Demand Driven System

“Workforce development” describes wide array of activities, policies and programs to educate, advance, retrain and employ workers. It is a complex system of state, local, business and labor, secondary and post-secondary education and non-profit organizations preparing people from all walks of life to attract and retain high demand industries, so that local and state economies flourish. Just as Registered Apprenticeship is demand driven, so too is the workforce development environment. In sum, a well-prepared and trained workforce is the necessary ingredient to most business success and longevity.

Brief National History of Workforce Development

Workforce development is not necessarily a new concept – its “roots” date back to the beginning of the 20th Century. The deliberate coordination of economic recovery and workers began with the rise of the labor movement, addressing working conditions and compensation, and became a government response through Franklin Delano Roosevelt’s “New Deal” policies of the 1930s, which launched the federal Work Progress Administration. In 1933, the Wagner-Peyser Act, sometimes called “Labor Exchange,” established a nationwide system of public employment offices. In many ways, national workforce policies reflect the ongoing Civil Rights movement.

The oldest workforce program is the 1937 National Apprenticeship Act; notably, most workforce development programs in place today directly or indirectly launched under the Lyndon B. Johnson’s “War on Poverty” policies of the 1960s, including Job Corps, Veterans Assistance, and what evolved from welfare to Temporary Assistance for Needy Families, or TANF.

Workforce Investment Act of 1998

The Workforce Investment Act (WIA) of 1998 (Public Law 10 -220/Clinton Administration) is the most current revision of three public laws. It guides the national coordination of targeted workforce activities and services that redirect workforce development oversight and provide formula funding for to the American states and territories. WIA merged other pre-existing federal Acts into one Public Law. There are five “titles” in WIA to clarify:

- Title I: Workforce Investment Systems (Title IB refers to State and Local Workforce Investment Systems)
- Title II: The Adult and Family Literacy Act (contained within the WIA public law)
- Title III: Workforce Investment Related Activities (Subtitle A of Title III is the Amended Wagner-Peyser/ Labor Exchange Act)
- Title IV: Rehabilitation Act Amendments of 1998 (contained within the WIA public law)
- Title V: General Provisions (which defines state WIA Unified Plans [strategic/operational] and federal performance indicators)

WIA superseded the Job Training Partnership Act of 1982 (Reagan Administration), which replaced the Comprehensive Employment and Training Act of 1973 (Nixon Administration). To date, WIA has not been reauthorized. The federal stimulus funds known as the American Recovery and Reinvestment Act of 2009 (Obama Administration) is directed through the existing WIA provisions.

Section B of this manual details the provision of WIA Title IB and Wagner-Peyser services for potentially eligible pre-apprentice or Registered Apprentices.

The Current National Workforce Development System

Workforce Development at the national and state level involves many organizations. Nearly every federal agency has a statutory or fiduciary responsibility to cultivating at least their federal workforce; most do play an active role in conversations and policy-setting to address labor shortages in the existing and emerging industries their agencies are most associated with. For instance:

- The Department of Homeland security is involved with public and private sector establishment of safety standards and job creation with Ports, Logistics, Transportation, Agriculture, and Emergency Management.
- The Environmental Protection Agency, the U.S. Departments of Energy and of the Interior are working with emerging green practices that mitigate damage to our Earth and transform processes that lead to better conservation – all of which will have lucrative business opportunities for years to come.

However, there are five major federal workforce development programs overseen by 3 agencies, summarized in **Table 1^{vi}** (following page):



Table 1: Federal Workforce Programs

Federal Program	Purpose	Serves
Workforce Investment Act (WIA)* U.S. Department of Labor (USDOL)	To design, with states and local communities, a revitalized workforce investment system that provides workers with the information, advice, job search assistance and training they need to get and keep good jobs and to provide employers with skilled workers. <i>(GAO definition, 2000)</i>	Youth (16 -25), Adults and Dislocated Workers <ul style="list-style-type: none"> ▪ Core services at One-Stops <i>(universal access)</i> ▪ Intensive services <i>(for people meeting program guidelines)</i> ▪ Training services <i>(for people meeting program guidelines)</i>
Carl D. Perkins Vocational and Technical Education Act U.S. Department of Education (USDOE)	To develop more fully the academic vocational and technical skills of secondary and postsecondary students who elect to enroll in vocational and technical programs <i>(USDOE definition, 2002)</i>	Secondary and post-secondary students in career-technical education (CTE) programs <ul style="list-style-type: none"> ▪ State basic grants <i>(for high schools and colleges to develop programs, guidance, work assistance, job placement activities)</i> ▪ Tech Prep grants <i>(for high schools, colleges and employers to develop sequenced courses of study)</i>
Temporary Assistance for Needy Families (TANF) U.S. Department of Health and Human Services	To provide assistance to needy families with children so that children can be cared for in their own homes; to reduce dependency by promoting job preparation, work and marriage; to reduce and prevent out-of-wedlock pregnancies; and to encourage the formation and maintenance of two-parent families. <i>(GAO definition 2000)</i>	Individuals/families meeting federal poverty guidelines <ul style="list-style-type: none"> ▪ State block grants ▪ State maintenance of effort funds <i>(cash benefits, support services, employment counseling and job placement, employability training, and post-secondary education)</i>
National Registered	To provide highly skilled workers--through employer-based training— who meet industry standards needed for a skilled, competitive workforce <i>(Federal Register definition Title 29 CFR 29 2008)</i>	Any citizen qualifying and enrolled in a registered program <i>(program development, oversight, technical assistance, welfare of apprentices)</i>
Job Corps (USDOL)	To provide at-risk youth with the education, training and supportive services they need to develop employment related skills and obtain a decent job.	Economically disadvantage youth ages 16 -24 (typically high school dropout) <i>(support services, housing, transportation, training, stipend, job placement)</i>

*Section B provides further detail on the funding streams and services of WIA



Washington’s Workforce Development System

Like the federal system, many state agencies play a role in Washington’s Workforce Development. In fact, there are 18 workforce programs and seven administering agencies, and other agencies notable agencies contributing to the state’s system, as diagrammed in **Chart 1**^{vii} and charted in **Table 2**^{viii} (on the next page):

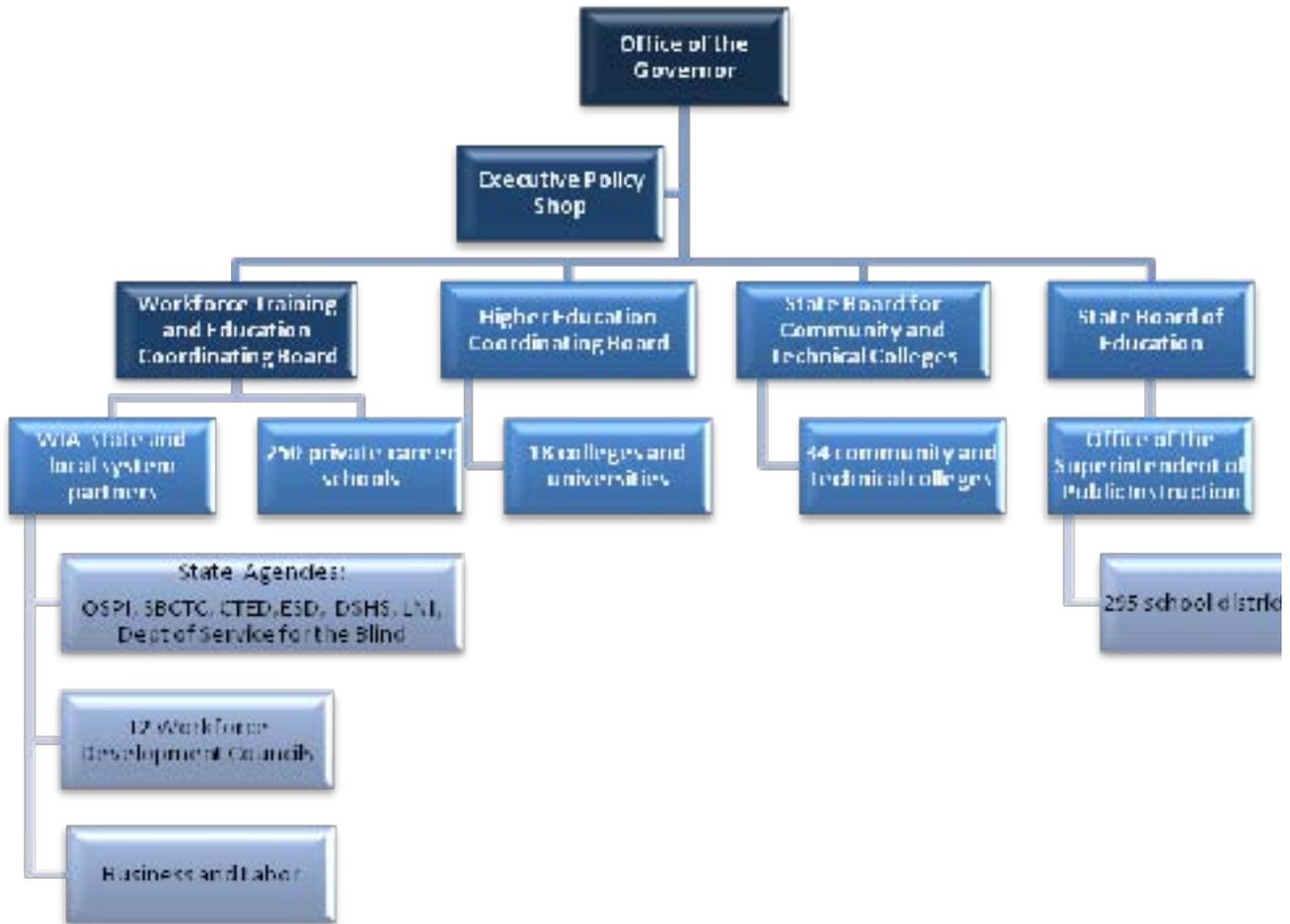


Chart 1
Washington’s Workforce Development System

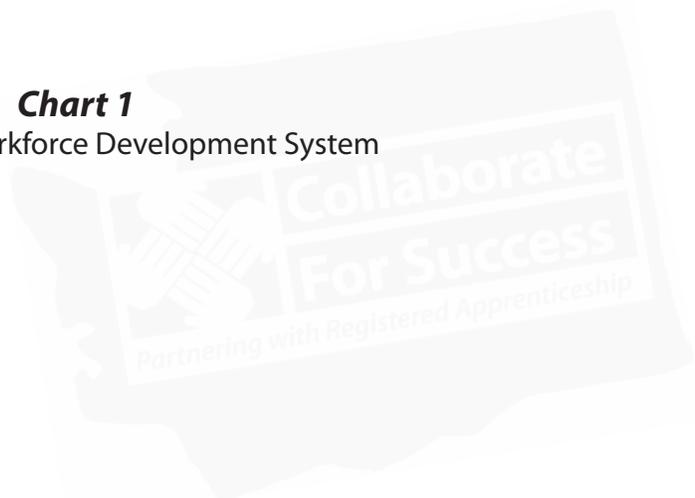
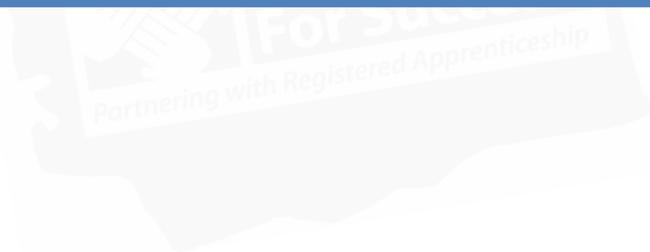


Table 2: Washington’s State and Local Agencies Contributing to the Workforce Development System

Who	Roles
Office of the Governor	Leads workforce and economic development initiatives and policies; appoints board leadership; oversees the Executive Policy shop of the Office of Financial Management; oversees WIA 15% Governors Discretionary Funds.
Workforce Training and Education Coordinating Board (WTECB/Workforce Board)	Coordinates workforce system under Governor’s advisement; serves as state designated Workforce Investment Act board; develops state strategic plan for workforce development; introduces and coordinates system policy; manages WIA Eligible Training Provider list; licenses and regulates Private Career Schools; approves Veterans programs at public colleges; and receives and distributes the state Perkins basic grant allocation.
Workforce Development Councils (WDC)	12 regional councils oversee WIA Title IB programs and administration of 29 WorkSource (One-Stop) Centers and their Affiliate locations. Receive, contract and distribute WIA formula funds for provision of youth and adult/dislocated worker training. Formerly Private Industry Councils, grandfathered into Washington’s WIA system in 2000.
Higher Education Coordination Board (HECB)	Oversees the public four-year college and university system; works with Veterans programs.
State Board for Community and Technical Colleges (SBCTC)*	Oversees the public two-year college system; receives portion of Perkins funds for professional technical education (PTE) program development; coordinates Tech Prep grants with consortia located statewide and secondary CTE; contracts with some registered apprenticeships for provision of training/awarding of Associates degrees; leads college readiness initiatives. <i>*Same acronym used by the State Building and Construction Trades Council, AFL-CIO, representing the largest trade group involved in the provision of labor-management construction trades apprenticeships</i>
State Board of Education (SBE)	Oversees policy of K-12 system.
Office of the Superintendent of Public Instruction (OSPI)	Administers K12 system; oversees secondary career-technical education (CTE) program operations and development; receives portion of Perkins basic grant funds and coordinates Tech Prep with SBCTC.
Department of Community, Trade and Economic Development (CTED)	Oversees state-level economic development policy and program administration; coordinates with Economic Development Councils/Boards statewide. Contracts WorkFirst work readiness programs, including Community Jobs, Career Jump, Community Service, Community Works, and Community Work Experience (WEX).
Employment Security Department (ESD)	Administers formula funding for WIA youth and adult/dislocated workers to Workforce Development Councils; co-locates in WorkSources to provide services to businesses and jobseekers; dispenses the Wagner-Peyser funds for Unemployment Insurance
Washington State Apprenticeship Training Council (WSATC)	Oversees program approval, registration and discipline of state-registered apprenticeship programs.
Department of Labor and Industries (L&I)	Administers state-level Registered Apprenticeship programs per guidance of the WSATC.



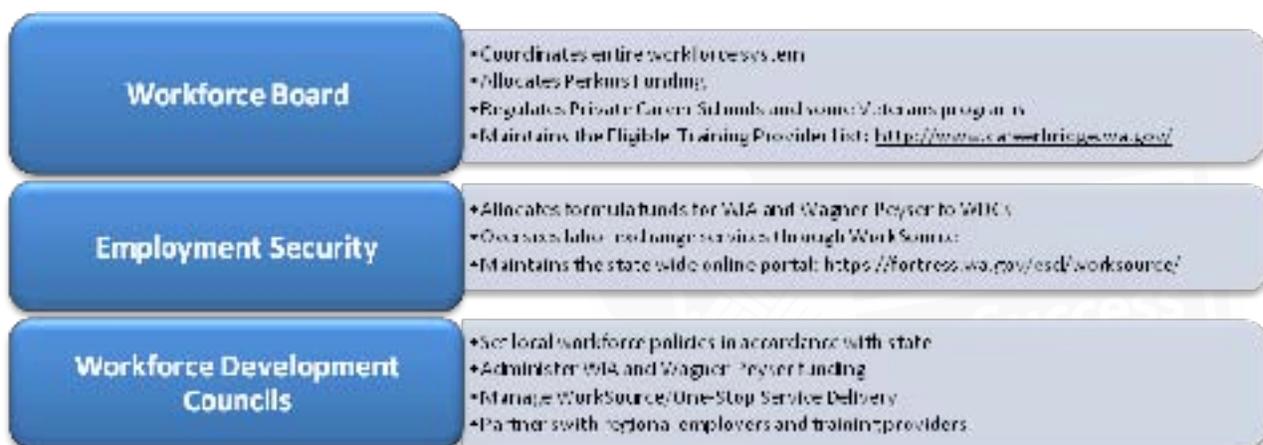
Department of Social and Health Services (DSHS)	Oversees Temporary Assistance to Needy Families; coordinates WorkFirst programs with local workforce development partners (WDC and colleges)
Division of Vocational Rehabilitation (DVR)	Provides a range of support services to people with disabilities who want to work, including counseling and assessment; benefits planning; assistive technology services; independent living skills training; access to education and training; and job-related services.
Washington State Jail Industries Board	Oversees employment of inmates incarcerated in the county jail system; provides community re-entry support services
Department of Services for the Blind	Provides services to vision impaired individuals (alone or in combination with other disabilities) that impedes employment opportunities.
Department of Veterans Affairs (DVA)	Dispenses federal and state veterans funding for training, including the GI Bill; supports vocational rehabilitation; offers transition grants for college programs and some apprenticeships, and a range of support services for qualified veterans

State and Local Agencies Connected to WIA Title IB and Title III Oversight and Administration

The Workforce Training and Education Coordinating Board (Workforce Board) is the state-designated WIA board, and through a legislatively required process, the Workforce Board oversees the coordination of the state’s workforce development system. Every two years, it develops the state strategic plan, called **High Skills, High Wages**.

The Washington State Employment Security Department administers WIA Title III/Wagner-Peyser funding. When WIA was enacted, the Wagner-Peyser Act was folded into WIA and amended to make employment services part of the One-Stop vision. Title III funds provide “labor exchange” services, including job search, job referral and placement, re-employment services to unemployment insurance claimants, and recruitment services to employers.

Locally, Washington’s 12 Workforce Development Councils (WDC), in consultation with chief local elected officials, direct WIA Title IB and Title III activities, provide outreach to regional employers, and oversee the WorkSource system, which is Washington’s One-Stop access to employment services.



Section B of this manual details the provision of WIA Title IB services for potentially eligible Registered Apprentices.

A directory of state and local workforce development contacts and web resources begins on page 81.

Workforce Development: What's In It for Registered Apprenticeship

Washington's Workforce Development is a recognized system of program and policy experts, support services, and connections to employers and potential apprenticeship applicants. Often, Registered Apprenticeship "sees" itself as separate from this system; but in theory and in statute, it is a vital part of workforce development, and can be more fully integrated.

In fact, the state's 2008 -2018 strategic plan for workforce development called **High Skills, High Wages** identifies these actions to increase apprenticeship opportunities for Washington's citizens:

- The highest percentage of employers – 70% - reported the greatest difficulty in attempting to hire workers with a vocational certificate, such as apprentices. Expanding apprenticeship programs will make it possible for adults who need a paycheck to earn a living wage while training for a new profession.
- Increase the numbers of employers who hire apprentices
- Expand on the proven success of pre-apprenticeship programs, such as Running Start for the Trades, as a seamless path to lowering the median age of apprentices.
- Conduct an ongoing system marketing campaign to inform the general public of employment and post-secondary training benefits in high demand programs of study, such as apprenticeships.
- Centralize and streamline apprenticeships for Washington's Veterans

The remainder of this manual combines practical steps and innovative thinking to work towards achieving these strategies. Registered apprenticeship needs to work in collaboration with the local and state-level policy and administrative arms of workforce development to do so.

Registered Apprenticeship programs need help connecting to potential candidates, providing services to eligible candidates, and promoting existing and new programs to employers. The strong structure and expertise of the workforce development system is the right match for these connections and promotion.

ⁱ Suggested Reading: Employment and Training Administration/USDOL "Leveraging Registered Apprenticeship as Workforce Development Strategy for the Workforce Investment System." Sourced on Training and Employment Guidance Letter 02-07.

ⁱⁱ Office of Apprenticeship/USDOL. "Apprenticeship Statistics for Fiscal Years 2003 -2007." Available at: http://www.doleta.gov/OA/pdf/OA_Statistics_FY_2003_2007.pdf

ⁱⁱⁱ Office of Apprenticeship/USDOL. "Ranking of the Top 25 Occupations for Active Apprentices for 2007." Available at: <http://www.doleta.gov/OA/top-25-occupations.cfm>

^{iv} Condensed from Washington State Administrative Code 296-05-305. Full definition can be read at: <http://apps.leg.wa.gov/WAC/default.aspx?cite=296-05-305>

^v Washington State Workforce Training and Education Coordinating Board. "Workforce Training Results" biannual report, 2008. Registered apprenticeship results data available online at: http://www.wtb.wa.gov/Documents/WTR_Apprenticeship.pdf

^{vi} Multiple sources for Table 1: Urban Institute compilation report for US Department of Health and Human Services, 2003; United States General Accounting Office program definitions, established in 2000; United States Departments of Labor and Education program definitions, per statute and online; and USDOL Federal Register Title 29, CFR 29, published in 2008.

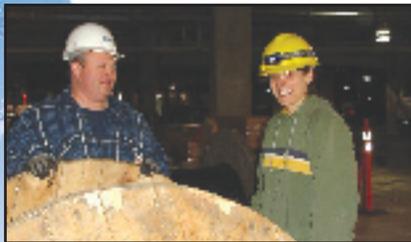
^{vii} Diagram adapted from the Workforce Board's "Connecting Workforce and Economic Development, Students and Careers" presentation, 2008 Author: Madeleine Thompson.

^{viii} iv. Ibid



Section B

Connections: Linking People to Registered Apprenticeships, Pre-Apprenticeship and Services, including WIA



Introduction

No matter the aptitude, social network, family support, personal habits and ethics a person brings to an apprenticeship, the first year can be quite hard. Registered apprentices are learning (and in some cases, re-learning) how to balance life, work, and school. They are juggling family needs and employer expectations. In comparison to a full-time student in a 2- or 4-year professional technical program at a college, they are:

- Answering to more supervisors – an employer, a journey worker, program instructors and coordinators;
- Traveling between a college, an independent apprenticeship campus, a worksite (or sites, depending on the industry – construction trades apprentices could be traveling the entire state!)
- Working full time (in comparison to US data saying only 25% of full time college students work 30 hours or more)ⁱ

These factors can be overwhelming for someone who doesn't have financial or family support. The effort most Americans face in daycare, transportation, solvency, and other social or money concerns can pose significant barriers to someone without resources – and this can include an apprentice. Even if someone is earning a living wage through a registered apprenticeship, they may have a long history of issues that are not resolved by a paycheck.

Anyone at any time in his or her life may need assistance. The roots of workforce development are firmly planted in the notion that personal prosperity can be permanent, if professional options and training are accessible and pursued. Education is one of the rarities in life that cannot be taken away from a person, and can always lead to betterment of individuals and communities.

The roots of workforce development are values shared by Registered Apprenticeship. There is a long-standing history, particularly in the labor movement, to advocate for permanent personal and cultural betterment through skills acquisition and fair working conditions.

Registered Apprenticeships do want to cultivate diverse talent, particularly in the numbers of women and people of color who enroll and successfully complete their programs. In some cases, especially in traditional construction trades apprenticeships, programs could benefit from workforce development's expanded, active promotion, appropriate referrals, and ongoing supportive services.



Section B Contents

- Connecting Qualified Applicants to Registered Apprenticeship Programs
 - Making the Right Connection for Your Client: Pre-Apprenticeship or Registered Apprenticeship
 - Qualities of a Successful Apprentice
 - Researching Washington's Registered Apprenticeships
 - Understanding the Process: Openings and Entry-Level Requirements
 - General Application Guidelines
- Support Services for Registered Apprenticeship in Washington
- Linking WIA Title IB Eligible Adults, Dislocated Workers and Youth to Pre-Apprenticeship and Registered Apprenticeship Programs
 - What is Pre-Apprenticeship
 - WIA Eligibility and Pre-Apprenticeship Programs
 - WIA Eligibility and Registered Apprenticeships
 - Capturing Registered Apprentices' Performance for WIA Common Measures



Connecting Qualified Applicants to Registered Apprenticeship Programs

Making the Right Connection for WorkSource Clients: Pre-Apprenticeship or Registered Apprenticeship

Screening and assessing potential candidates for registered apprenticeships is a significant core service WorkSource can provide for Registered Apprenticeship programs. As explained in the introduction, apprenticeship can be difficult, especially in the first year.

Persons who are referred to Registered Apprenticeship without a preliminary review of their needs, interests and abilities may find themselves in a cycle of disappointment. Registered Apprenticeships have different entrance requirements, openings and application processes, but every program is driven by employer expectation:

- Registered apprenticeships may not be immediately available, as the openings are driven by an employer's available jobs, journey worker ratios, and economic productivity. Some apprenticeships, like construction trades, have seasonal employment. Even in a good economy, there may not be positions for apprentices.
- Like most colleges and universities, Registered Apprenticeship programs can set minimum and even competitive entrance requirements. Program sponsors want a workforce – including registered apprentices – who can begin their program with little or no disruption to the workplace.
- If a person makes it into a Registered Apprenticeship and doesn't complete it, they are not only quitting a program – they are quitting employment. Employers remember if referrals don't work out.

Workforce development professionals are in the business of cultivating talent for employers, and in the vocation of fostering participant success. Sometimes, the needs of these two clients can feel incongruent.

Registered Apprenticeship can help workforce development by:

- Registering with Go2.WorkSource.com as an employer and posting their current job openings online. Even if those jobs are for journey workers or high-level apprentices, WorkSource regularly sees these individuals, and the state website is one of the most frequently used sites for job searches or Dislocated Worker information in the state.
- Giving regular updates on their program standards and employer expectations to local WorkSource Center staff who do intake for core (universal) service clients
- Sharing the specific academic, technical or other entry-level requirements that a program would ideally like to be assessed before a referral is made
- Including local WorkSource in Outreach planning and activities (read more in Section D).

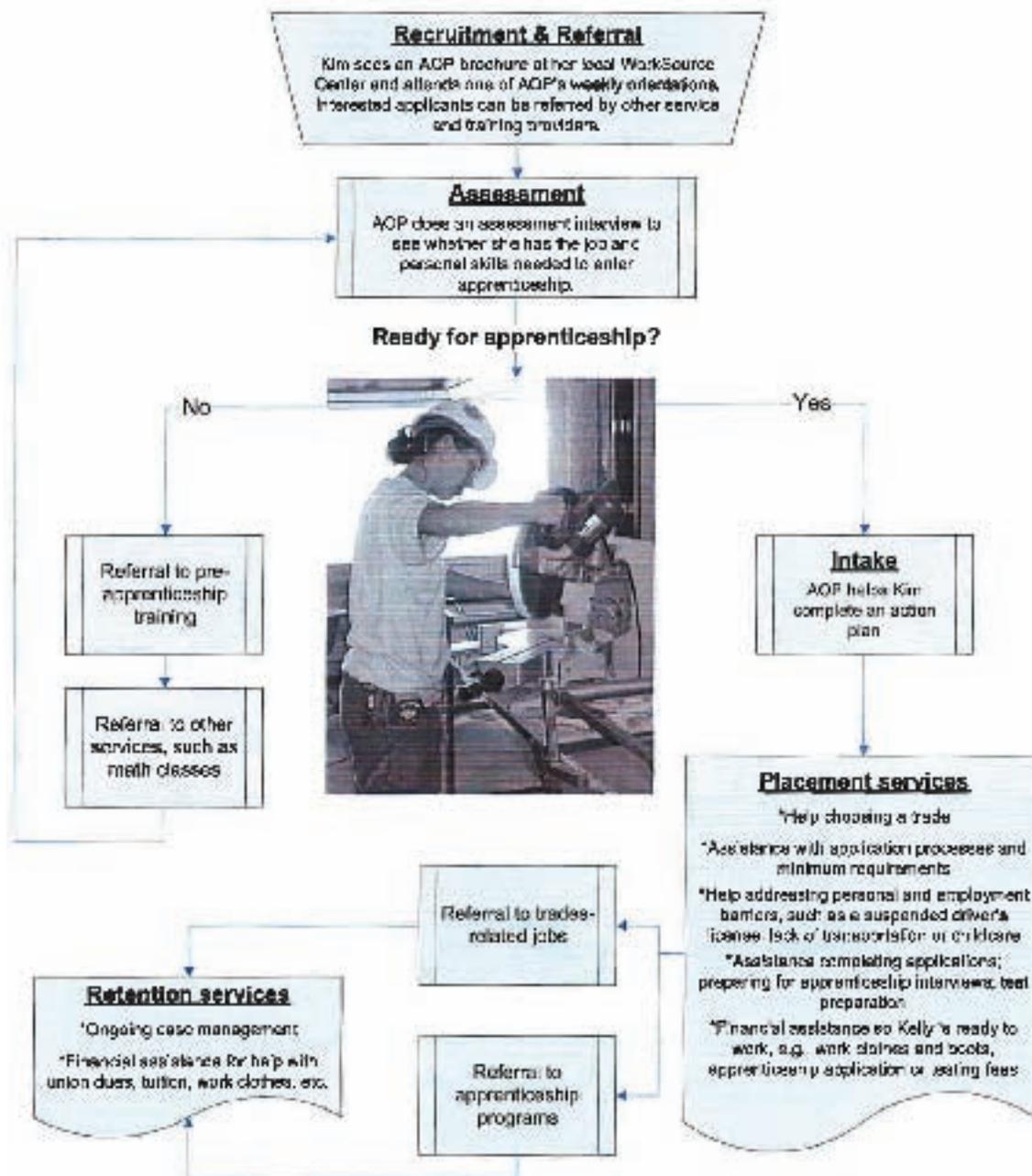
A Rubric for Assessments

Port JOBS is a nationally recognized, not-for-profit action tank whose mission is to increase access to living wage jobs. This organization has conducted extensive research on practices, programs and policies that improve entrance into registered apprenticeships, particularly for women and people of color. Port JOBS funds the Apprenticeship Opportunities Project (AOP), which is operated through Apprenticeships and Non-Traditional Employment for Women (ANEW). ANEW is one of the oldest pre-apprenticeship programs in the state.

AOP staff recruits applicants for apprenticeships and trades-related jobs through recruitment events, WorkSource Centers, referrals from pre-apprenticeship training programs, and community-based organizations that work with low-income individuals. In their 2006-2008 Program Reportⁱⁱ, AOP designed a rubric illustrating a straightforward referral process for registered apprenticeships.

This is a clear visual process to evaluate a person's readiness for registered apprenticeship, or pre-apprenticeship, and can be used with most potential candidates:

How the Apprenticeship Opportunities Project (AOP) Works



Contact information for Port JOBS and AOP is available in Section E.

Qualities of a Successful Registered Apprentice

Anyone can be successful in registered apprenticeship, but not everyone who considers the model is ready for its demands and expectations.

- Not everyone who is ineligible for WIA services is ready for apprenticeship: some people may be better suited for other training options, or may not qualify for WIA but have significant barriers to employment. Referring these people to registered apprenticeships only continues a cycle of frustration and disappointment, because it is highly likely they will not be accepted to a program.
- Conversely, not everyone who is WIA-eligible has significant barriers to employment, and they could be well-suited for registered apprenticeships. Veterans are a great example: they are a priority group who are eligible for WIA Title IB services AND a priority group for many Registered Apprenticeship programs, particularly construction trades.

The Apprenticeship Division of Washington State Labor and Industries has worked with Registered Apprenticeships over time to identify traits successful apprentices demonstrate in the workplace. This feedback, highlighted in **Table 3ⁱⁱⁱ**, has been collected primarily from construction trades apprenticeships, but is worth considering for any candidate interested in any program.

If an interested person cannot yet meet most of these foundational apprenticeship qualities, a pre-apprenticeship option may be better suited to his or her current situation.



Table 3: Qualities of a Successful Apprentice

<p>Good work ethic Shows up every day, on time, for work and school. Always has back-up day care and transportation plans. Works hard at a steady pace.</p>	<p>Math Good basic math skills as some trades require geometry or algebra. Some apprenticeships require accurate reading of a tape measure.</p>
<p>Positive attitude Listens and learns on the job and in school. Works with others as a team to build the project. Follows directions of crew leaders regardless of the manner in which they are given. (Directions are often given quickly and may sound angry because the immediacy of the job situation demands it. This is not the time for sensitive feelings.)</p>	<p>Tools Good basic knowledge of hand and power tools and how to use them safely if going into a trades-related apprenticeship.</p>
<p>Aptitude</p> <ul style="list-style-type: none"> ▪ Aptitude for the trade/occupation and some work history (paid or unpaid). ▪ Has some experience doing construction, production, or other comparable work or transferable skills. ▪ Has proven potential to be good worker. Any continuous employment or training with a good attendance record can indicate this, even if not related to the trade/occupation. 	<p>Life situation Stable living situation and a phone. This means managing personal issues such as credit or relationships so they do not interfere with work or school performance. It also means resolving undependable transportation or childcare issues.</p>
<p>Physical condition Some apprenticeships require both physical strength and endurance. In those that do, able to work in a physically demanding environment for extended periods of time in all weather conditions. Can work at heights and in enclosed areas. Is very safety conscious in all work?</p>	<p>Values the System Values the apprenticeship system as an excellent way to learn skills and develop a career while making a good living wage with benefits.</p>
<p>Drug free Drug free and can pass drug/alcohol tests that are given randomly to workers.</p>	<p>Trade requirements Meets the minimum requirements for chosen trade.</p>
<p>Driver's license Valid Washington State driver's license and good driving record. Has reliable transportation, preferably owns a car. (Companies may send you to another job in the middle of the day and you need to be able to get there. The contractor may need you to drive a company truck.) Also is willing to drive to where the work is, which may be some distance and may not be on a bus line.</p>	<p>Understands the System It can be a complicated process to become an apprentice. You may have to wait to be interviewed since apprenticeship programs only accept the number of apprentices they can keep working steadily. This is very different from just applying for a job. You need to be both patient and persistent. If a person truly values and understands the system, they won't give up. You may need a survival job until the apprenticeship starts.</p>
<p>English language Good comprehension of the English language. This includes both verbal and written comprehension for successful learning on the job and in school. In some construction trades, communication is paramount to safety.</p>	<p>Enjoys the Work Chooses a trade that he/she really enjoys and wants to learn. You need to like the work in order to stay with it when times are tough.</p>
<p>Education Education required of the trade - usually GED or high school diploma.</p>	<p>Makes a Commitment Apprenticeship program sponsors invest time and money training apprentices. They want apprentices who will complete their program and stay employed within the industry that has invested time and money into an individual's career training.</p>

WorkSource Core Services for Registered Apprenticeship-Ready Candidates

Some people who access WorkSource may be qualified and ready for registered apprenticeship with minimal core service assistance. These individuals simply need to be referred to the right place at the right time.

Navigating the steps to apply for a registered apprenticeship can be tedious, even for a qualified candidate. A good analogy for applying to a registered apprenticeship is that the process is a lot like applying directly for a specific job:

- Research the employer;
- Make sure the employer is accepting applications;
- Determine if their skill set matches the employer's minimum and desired requirements; and
- Follow the employer's specific procedures for submitting an application.

WorkSource can help candidates who are ready for registered apprenticeship by sharing this analogy and guiding them through the steps outlined in this section.

Step One: Researching Washington's Registered Apprenticeships

There is not a centralized application process for Washington State Registered Apprenticeships for a couple of reasons:

- Times when programs are accepting applications vary, because openings are based on employer need
- Program entrance requirements vary, even across occupations grouped within the same industry

However, there is a centralized online location WorkSource staff can access for any person using their services. The Apprenticeship Registration and Tracking System (ARTS) <https://fortress.wa.gov/lni/arts/> can be used to:

- Research Program Standards and qualifications for Registered Apprenticeships
- (If the applicant is eligible for WIA Adult services, make sure the program is on the Eligible Training Provider List in Washington)
- Locate state registered programs with current openings by county, occupation or program
- Explore entry-level requirements
- Compare apprentice-able occupations to find the best fit

Step Two: Understanding the Process: Openings and Entry-Level Requirements

Where connecting to a program or establishing a new one is streamlined for employers, the process for entering an apprenticeship can be arduous for applicants. Candidates should not be deterred from pursuing a registered apprenticeship program, but they do need to be told upfront about the variables that make the process long.

Program Openings

Program openings are foremost dependent on employer demand and on-the-job training availability.

Generally, registered apprenticeships do not accept applications or enroll candidates if there are not employment prospects. Further, before a program brings on a new apprentice, they ensure their current apprentices and journey workers, to whom they've already made a commitment of training and employment, are working.

Another reason program opening differ is size. For instance, the largest construction trades programs have established facilities and contract for related and supplemental instruction with colleges. When economic conditions are good for the industry and employer demand is high, these programs are capable of training hundreds of apprentices in a year. In comparison, some programs are single-employers and small – meant to train one or two people in a year, and only when the employer needs to hire or replace an incumbent.

Program openings can be researched in two ways:

- Registered apprenticeships can post their openings on Go2WorkSource.com
- If a program doesn't take advantage of posting their programs with WorkSource, a workforce professional can check the ARTS website for a full listing of regularly updated openings in the currently registered programs.

Entry-Level Requirements

Like colleges and universities, entering a registered apprenticeship can be a competitive process. Programs establish minimal and desired applicant qualifications, which are described in their standards. Interested persons can review specific program standards on the ARTS website.

Most programs, at minimum, need applicants to be at least 18 years of age, have a GED or high school diploma, take and pass a COMPASS or ASSET test, and be able to perform all job functions in a variety of work conditions.

Step Three: Following General Application Guidelines

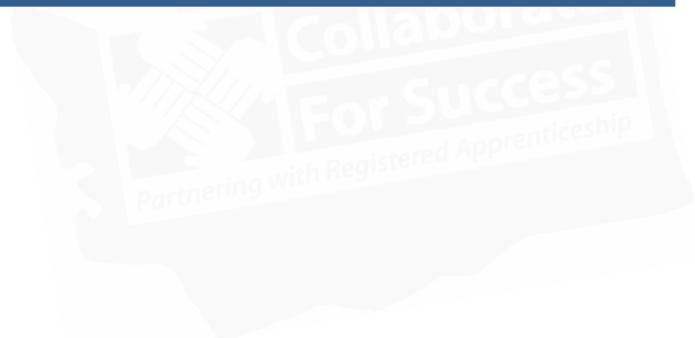
- Go to the L&I Apprenticeship Division web pages (<http://www.apprenticeship.lni.wa.gov>) or Go2WorkSource website (<https://fortress.wa.gov/esd/worksource/>) to research current program openings. To find federally registered apprenticeships openings in Washington, use the L&I web pages and click on "Federal Programs."
- Use ARTS online to research apprentice-able careers by county (recommended for WorkSource), occupation or program. Arts will provide information Washington State Registered Apprenticeships across all industries.
 - To find federally registered program information, go to www.careervoyages.com or www.doleta.gov/oa
- Review the program standard(s) of interest.
- Contact the program directly – ARTS provides contact information for each program.
- Find out if they are currently accepting applications, and what their procedure may be.

Connecting Registered Apprenticeship to Other WorkSource Operations

Chart 2 highlights some other WorkSource operations that can be a natural fit for integrating Registered Apprenticeship, if relationships are not yet established:

Chart 2: WorkSource Core Services that can Integrate Registered Apprenticeship^{iv}

WORKSOURCE ACTIVITY	STRATEGIES TO INTEGRATE REGISTERED APPRENTICESHIP
Career Guidance Strategies	<ul style="list-style-type: none"> • Screen interested candidates for suitability and interest in pre-apprenticeships and/or registered apprenticeships • Ensure registered apprenticeship is part of career guidance activities and Job Hunter workshop series • Use ARTS online system as part of the career research suite • Contact L&I Registered Apprenticeship Field Consultant offices to give presentations on the model or directly assist interested candidates
Service Delivery Design/Co-location of partners	<ul style="list-style-type: none"> • Provide space at WorkSource to conduct interviews of WIA eligible applicants when programs have openings • Provide space at WorkSource for L&I Field Office staff to meet with potential candidate and discuss eligibility/options • Work with pre-apprenticeship programs to screen and recruit potential apprentices who need support services so they can be ready for a registered apprenticeship in the future
Coordinated Education and Outreach	<ul style="list-style-type: none"> • Plan and coordinate outreach with Registered Apprenticeship tailored to specific talent pools (<i>discussed in Section D of this manual</i>) • Use existing curricula and programs, such as Financial Mentoring for Registered Apprentices (developed by AOP/Port JOBS) to offer short-term or customized training courses that promote self-sufficiency for first year apprentices.
Coordinated Pre-Apprenticeship Training	<ul style="list-style-type: none"> • Coordinate venues among Registered Apprenticeship campuses, colleges, and other organizations so pre-apprenticeship programs can utilize facilities when training is not in session • Assist pre-apprenticeship program staff in locating resources for eligible and non-eligible program participants, as many Adult programs serve people with different qualifications for different funding sources • Include pre-apprenticeship programs in competitive grants that support industry clusters or sector initiatives, such as Green Jobs



Support Services for Registered Apprenticeship in Washington

Community Support Services for Registered Apprenticeship

There are programs dedicated to connecting people with registered apprenticeship, and bettering the lives of active apprentices. Unfortunately, supportive services for registered apprentices are not well coordinated for a number of reasons. In most situations, the organization offering supportive services is small, focuses on one geographic area and target audience, and is dependent on grant or soft funding to operate. Some supportive service providers are at least indirectly connected to a pre-apprenticeship program, a union, a local or state government agency, or a non-profit agency within a certain region of the state.

In its 2006-2008 Program Report, AOP reported providing direct financial assistance to more than 400 active apprentices totaling \$139,000.^v This assistance primarily accounted for emergency food, work clothing, gas, union dues and tools, but also included housing assistance, licenses and car repair, and even bus passes.

These kinds of needs exemplify why registered apprentices do need the kind of financial assistance they can receive through WIA Title IB, particularly Individual Training Accounts, if they are qualified to do so. Very few provide programs can extensive or wrap-around support services that many first year apprentices need, due to soft funding or grant requirements.

Coordinating with existing support is certainly worth exploring with an interested registered apprenticeship candidate or current registered apprentice. The list highlights examples of supportive service resources that could be fostered or replicated through Registered Apprenticeship and workforce development collaboration:

Women and People of Color

- Port JOBS coordinates the **Apprenticeship Opportunities Project (AOP)**, which is uniquely funded with support that includes union program sponsors and managed by ANEW. Their program manual, posted on the Port JOBS website, explains how their program is structured and can be replicated. AOP is limited in its scope of service and its area to Seattle-King County. AOP has supported city and county apprenticeship utilization requirements
- **Sisters in the Building Trades** is a strong grassroots effort led by women currently employed as journey workers and apprentices to provide mentoring to other women considering or just entering building trades.

Economically Disadvantaged

- **Washington WorkFirst** is an option for Temporary Assistance to Needy Families (TANF) eligible individuals. Its complex structure and service delivery is administered through numerous state and local agencies. There are several supportive programs through WorkFirst that could be matched to specific clients, including the Careers Services Program, Community Jobs, and WorkSource and college programs.
- **The City of Tacoma's Local Employment and Apprenticeship Program (LEAP)** connects city residents to training, support services and apprenticeship programs affiliated with city Public Works projects.

Opportunity Grants

- Registered apprenticeship is one of several post-secondary training options identified in the 2007 Legislation expanding **Opportunity Grants**. Opportunity grants help low-income students (and registered apprentices are both students and employees) receive financial assistance to cover tuition and fees up to 45 credits, and up to \$1,000 for books and supplies for per academic year. Opportunity grant recipients can also receive support services that include emergency child care and transportation. Opportunity Grant Coordinators are located at all of the 34 community and technical colleges.

Veterans

- The **Department of Veterans Affairs** does offer a range of support services that could be coordinated with WIA Title IB funding. Veterans can enter a program and continue to receive support from WIA and other resources that are needed for a successful transition back to civilian life.
- The Employment Security Department also co-locates **Local Veterans Employment Representatives** in WorkSource offices to assess and connect veterans to supportive services and training, including WIA Title IB resources.

Persons with Disabilities

- The **Northwest Center** developed an Office Generalist apprenticeship program, providing a career pathway for people with disabilities. The Northwest Center has also developed supportive services for persons with disabilities who are participating in Registered Apprenticeships.
- The **Skookum Corporation**, in partnership with the Ft. Lewis Directorate of Logistics, offers a Mechanic apprenticeship to people with disabilities, who learn how to service army vehicles.

Page 86 of Section E lists contact information for these supportive service organizations as well as others. A full listing for supportive services targeting registered apprentices is under development.



Linking WIA Title IB Eligible Adults, Dislocated Workers and Youth to Pre-Apprenticeship and Registered Apprenticeship Programs

Pre-apprenticeship programs and registered apprenticeship programs can be terrific options for WIA eligible clients. As described earlier in this section, making the right connection to the program that best fits the person's readiness helps both the individual and the system be successful.

What is Pre-Apprenticeship?

"Pre-apprenticeship" or "apprenticeship preparation" is a term used to describe an array of programs transitioning different talent pools into Registered Apprenticeships. Generally, pre-apprenticeship combines academic and technical training, work readiness, and support services. In Washington, most pre-apprenticeship programs link youth, women and people of color to opportunities in the Construction Trades.

This section summarizes how pre-apprenticeships operate for some target audiences. The latest Washington State Labor and Industries Registered Apprenticeship catalog describes many notable pre-apprenticeship programs and provides contact information. *A link to the online catalog is available in Section E.*

Programs for Youth

Youth pre-apprenticeships often run longer than programs for adults, since students may not yet be age qualified to perform worksite tasks that are restricted in teen labor laws.

- **Pre-Apprenticeship and High Schools**

In school youth programs can be coordinated between a high school or skills center (a consortium of high schools sending students to one career-technical education facility) and a trades apprenticeship or group of trades programs. This allows the student to progress in a program at the normal pace of a school year, until he or she is ready to graduate. Some of these programs have developed semi-competitive direct entry processes for successful students.

The structure of this kind of youth pre-apprenticeship was endorsed through legislation called "Running Start for the Trades," which expanded 28 construction trades high school programs statewide.

- **Pre-Apprenticeship and Economically Disadvantaged Youth**

Perhaps the oldest pre-apprenticeship and training program still in existence today is Job Corps. Job Corps serves economically disadvantaged and out-of-school youth ages 16 -24. Job Corps students can live at a Job Corps Center for up to 2 years, while they complete their training and education. They receive a free room and board, a stipend, a range of supportive services, and job placement upon graduation. The only programs offered by Job Corps that transition to an apprenticeship are with the Union construction trades, and nearly all of these trades have direct entry language specifically for Job Corps graduates in their program standards. Job Corps is a mandated partner of the WorkSource system.

There are other national out-of-school youth programs, such as YouthBuild, which partners with WorkSources, colleges and non-profits. Many other programs for out of school youth are held in the summer, and focus on work readiness and employment preparation.

Programs for Adults

Adult pre-apprenticeship programs are shorter in duration (2 – 3 months is typical) than youth pre-apprenticeships, because most adults cannot survive without a job. Also, welfare reform of the late 1990's put intense pressure on shortening programs and putting people to work, right away.

- **Pre-Apprenticeship and Economically Disadvantaged Adults**

Pre-apprenticeship programs for economically disadvantaged adults historically enroll women who are willing to pursue a non-traditional career in construction trades, and people of color. A few program morphed over time to focus on ex-offenders re-entering the community.

Over time, many of these programs have had to expand their target participants in order to survive. This means they are serving people who may not be eligible for the same kinds of support services or grant resources, and essentially cobble together soft funding to operate a class. Some participants can receive support services from WIA Title IB, for example, and some cannot. This can be a time-intensive challenge, especially for programs promoting equity in the workplace.

The oldest pre-apprenticeship for economically disadvantaged adults is Apprenticeships and Non-Traditional Employment for Women (and Men-ANEW). Despite its recognition and exceptional work, even this program has not benefited from sustained or permanent funding.

- **Pre-Apprenticeship and Veterans**

Many veterans gained construction trades skills while serving in the military and those skills can transfer well into registered apprenticeship. Some veterans, though, need time to transition to civilian life, cope with the post-traumatic stress of war, and gain some basic credentials that translate their skills into civilian work. Accelerated pre-apprenticeship programs for Veterans and targeted recruitment, such as Helmets to Hardhats, are especially helpful. Like Job Corps graduates, veterans are one of a few talent pools who are included in the direct entry language of nearly every construction trade's program standards.

State Department of Veterans Affairs (DVA) counselors are not co-located with Employment Security Department's Local Veteran Employment Representatives (LVER) at WorkSources – although each type of professional is needed to assess a veteran's mental and physical health and their employment prospects, in order to qualify for different support services and training funding.

The military's out-processing/transition offices only support servicemen and women for a minimal amount of time as they exit the armed services. DVA and LVER work with these offices in a general, introductory fashion.



WIA Eligibility and Pre-Apprentices

Many pre-apprenticeship programs for out-of-school youth, economically disadvantaged adults and veterans are working with workforce development, and groups are frequently eligible for WIA Title IB intensive and training funding. Many WorkSource centers participate in pre-apprentice outreach, particularly when these programs are enrolling students. Strategies that could further integrate pre-apprenticeship with WIA include:

- Outreach to WIA participants who may not have considered pre-apprenticeship to construction trades upon initial WIA assessment or who do not complete other training programs.
- Work with local registered apprenticeship programs to ensure WIA Title IB participants are directed to the most appropriate first step – for some, it may be pre-apprenticeship first.

WIA Eligibility and Registered Apprentices

Recent Training and Employment Guidance Letter (TEGL) 02-07^{vi} illustrate how registered apprentices who qualify for WIA Title IB Adult and Dislocated Worker training funds can use the support for some or the duration of their program, depending on need. This means:

- People who are qualified for WIA Title IB Adult or Dislocated Worker programs and apply and are accepted into a Registered Apprenticeship on the Eligible Training Provider list can still access workforce system resources. This is especially helpful for first year apprentices who still struggle with significant financial and support barriers, as a paycheck does not immediately undo a history of hardship.
- Currently registered apprentices who, despite earning a wage, may not meet the self-sufficiency calculated standards for their area can receive WIA Title IB Adult Program services

TEGL 14-08 allows for American Recovery and Reinvestment Act funds to be used on all regular WIA Adult programs, and cites Registered Apprenticeship as one of a suite of allowable training options.^{vii} The same TEGL specifically encourages development of Registered Apprenticeship in Green Jobs.

Individual Training Accounts

WIA statute provides flexibility in determining Registered Apprenticeship programs as eligible training providers of “Individual Training Accounts” (ITA) vouchers.^{viii} Approximately 60 registered apprenticeships are currently on Washington’s Eligible Training Provider (ETP) List.

ITA are financing accounts for WIA Title IB eligible adult and dislocated workers use to purchase training for in-demand occupations from approved ETP. Both employed and unemployed individuals can be eligible to receive ITA vouchers. Before an employed person receives an ITA, his or her self-sufficiency is evaluated to determine if he or she needs assistance to obtain or retain employment.

In the case of a registered apprentice, this means he or she would have significant barriers to finding or keeping a job without supportive financial assistance. This is called “Self-Sufficiency” screening or calculation by WorkSource. Individuals can use a free, online version to review their self-sufficiency, but the online site does not initiate public benefits (*listed in Section E workforce resources*).

ITAs can only be granted to individuals who are unable to obtain grant assistance from other sources for education and training, such as Pell Grants or Trade Adjustment Assistance.

June 2009 ITA and Registered Apprenticeship Update:

Nearly all of Washington's current Registered Apprenticeship programs meet the minimum performance standards for completion and employment, and some that are not already on the ETP List are being added through Washington State Labor and Industries – Apprenticeship Division and the Workforce Board as of June 2009. Programs that do not meet performance standards will not be placed on the ETP List.

Once these programs are registered on the ETP List, which is housed within the Washington Career Bridge website (www.careerbridge.wa.gov):

- WorkSource staff can direct WIA Title IB Adults and Dislocated Workers with ITA vouchers to Registered Apprenticeships in their local area, using the Apprenticeship Registration and Tracking System website as a career counseling and program preparation tool.
- WorkSource staff can help WIA Adults or dislocated workers connect with an Eligible Training Provider – Registered Apprenticeship directly or through the Career Bridge website.
- Program sponsors can encourage their registered apprentices to find out if they qualify for an ITA.

Other ways WIA funds can be leveraged to support apprentices are explained in Section C of this manual.

Capturing Registered Apprentices' Performance for WIA Common Measures

TEGL 02-07 further delineates how registered apprentices can be tracked against Common Performance Measures for employment OR training.

This guidance should be considered by local Workforce Development Councils to update or develop policies to integrate registered apprenticeship beyond core service activities and exits when a person enters a program.

Registered Apprenticeship as Employment

WIA and Wagner-Peyser clients who receive core services resulting in entry into a Registered Apprenticeship program can be tracked against Common Measures associated with employment. These are typically clients who do not need additional, intensive or training services to apply and be accepted into a program.

Registered Apprenticeship as Training

In many cases, WIA eligible Registered Apprentices can still be eligible for and greatly need WIA services. These individuals can continue to receive intensive and training services after applying and being accepted into a Registered Apprenticeship program, and can be treated as incumbent workers. Retention and earnings outcomes can be tracked in this case for the length of time they receive workforce system resources. The client is exited when he or she no longer needs support/successfully completes WIA/Wagner-Peyser associated activities.

WIA intensive and training services can be feasibly used for apprentices who remain WIA eligible for the duration of their apprenticeship; however it is unlikely that this would be the case, as it is generally the first year when apprentices will continue to need help. Further, it would be unlikely that a program that did not provide its apprentices with livable wages and employment opportunities within a reasonable amount of time would even meet ETP requirements.

Local Workforce Investment Boards across the country have established innovative guides to supporting the first year of registered apprenticeship. For example:

- The **Workforce Alliance of South Central Kansas** considers WIA eligible registered apprentices as employed, but recognizes that during the first 2-3 weeks of training, apprentices are being orientated to their programs and are not on-the-job. Supportive services are used to cover employment needs, ranging for work clothes, transportation, and child care. Registered apprentices generally receive 3 months of intensive support, with 12 months of follow-up, for a total of 15 months in WIA. If a person demonstrates further need, they are kept in the system; otherwise, they are exited as employed after 15 months.

Tracking Earned Credentials

Registered apprenticeships already are recognized as meeting the criteria for providing vocational certificates that can be counted in credential rates.

Credentials that are earned by a registered apprentice while they are enrolled in WIA or Wagner-Peyser should be tracked, including interim credentials offered through competency-based apprenticeships. *These interim credentials for competency based programs will undoubtedly expand once Washington's state regulations are adjusted to reflect the national guidance for modernizing Registered Apprenticeship programs through CFR 29.*

Many registered apprenticeships in Washington have negotiated contracts for the provision of related and supplemental instruction through community and technical colleges, and for articulations leading to Associate Degrees. Earned college credit and credentials associated through colleges can also be tracked as Earned Credentials in these cases, too.

ⁱ American Council on Education Issue Brief: "Working their Way through College: Student Employment and Its Impact on the College Experience," May 2006. ACE Center for Policy Analysis: www.acenet.edu

ⁱⁱ Port JOBS "Apprenticeship Opportunities Project Program Report for 2006 -2008." Published in 2009. Page 3.

ⁱⁱⁱ Cite website

^{iv} This section expands guidance from page 6 of the document "Leveraging Registered Apprenticeship as a Workforce Development Strategy for the Workforce Investment System," developed by the Employment and Training Administration of the United States Department of Labor, July 2007.

^v Port JOBS "Apprenticeship Opportunities Project Program Report for 2006 -2008." Published in 2009. Page 2.

^{vi} United States Department of Labor, Employment and Training Administration. "Training and Employment Guidance Letter 02-07." Section 7, Page 7.

^{vii} United States Department of Labor, Employment and Training Administration. "Training and Employment Guidance Letter 14-08." Section 11, Part A, "WIA Adult Program Allowable activities." Page 10.

^{viii} Citation from Workforce Investment Act: 20 CFR.663.505(b)(2)(ii) for registered apprenticeships as Eligible Training Providers



Section C

Registered Apprenticeship: The Employers' Choice for Training



Introduction

At times, employers think the workforce and education systems are speaking different languages, and they can't translate. The same frustration is held by workforce and education communities. While there have been state and regional initiatives directed to address of each communities' immediate and long-term needs, there really is no "permanent solution" in workforce development.

The reason there is no "permanent solution" should be simple and understood – workforce development is meant to be responsive to employers' requests and needs. And, employers' needs shift with economic conditions. This responsiveness is what employers want and appreciate.

When connecting employers to any program, explaining how it responds to their needs is an effective way to develop and sustain a relationship. The employer wants the program value communicated repeatedly, and they want the program to be able to shift in response to their immediate and long-term economic needs. These program shifts are not easy or necessarily possible to do.

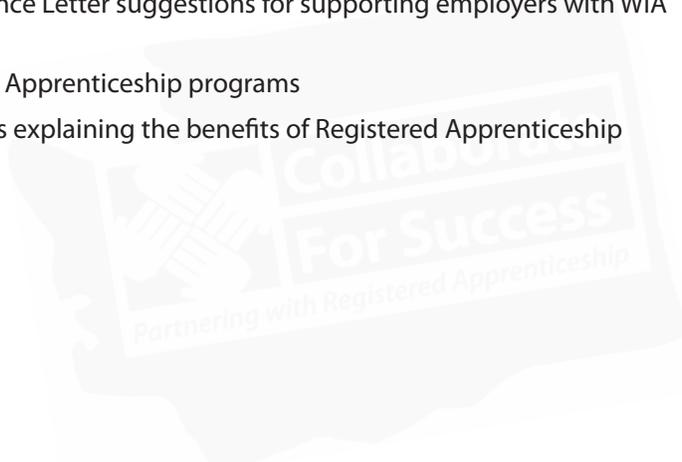
However, the Registered Apprenticeship training model has traditionally shifted with employer and industry standards, because it is employer established, led and updated. It is designed to respond to change in technology, workplace expectations, and practices. And, with modernized guidelines now in place to expanding and responding to the 21st Century marketplace, there is now even more reason for employers to rethink registered apprenticeship.

Section C Contents

Section C differentiates and elevates Registered Apprenticeship as the Employers' Choice for training,

This section it contains:

- The Pipeline Definition: the Number One Reason to Choose Registered Apprenticeship
 - Other Advantages the model offers employers
 - Answers to common misconceptions employer may hold about Registered Apprenticeship
- Supporting Employers and Registered Apprenticeship as a Workforce Investment Strategy
 - Existing WorkSource Services that could support employers working with Registered Apprenticeship
 - Training and Employment Guidance Letter suggestions for supporting employers with WIA funding
- How to Connect Employers to Registered Apprenticeship programs
- An outreach flyer especially for employers explaining the benefits of Registered Apprenticeship



The Pipeline Definition: the Number One Reason to Choose Registered Apprenticeship

A fundamental and common misunderstanding between employers and the workforce system – including apprenticeship – is how each group defines “pipeline.” Both define it by what they would like it to be, but what each would like is not entirely realistic in time, funding, or people power.

A pipeline itself is a great visual explanation for these different definitions.

- *Generally*, employers consider a pipeline to be a trained pool of candidates that may be employed at that very moment, or may be in an unspoken “holding pattern,” ready to be employed for projected jobs (which may or may never exist or become available). It is like having a valve that releases a great amount of product (human capital), which is comforting to employers. They may not need it, but it’s always there. They may need it, and it will be right there. It is simply real-time industry expectation and isn’t likely to change.
- *Generally*, workforce and education providers perceive that the pipeline includes the time when a student is progressing to towards a credential or degree in order to be job ready. This is a markedly different perception that does fit with the image of a pipeline, but it excludes the valve to a ready flow of workers. It fits more with pumping and drilling for resources (human capital).

Employers appreciate this difference, but still want the system to find a fix (a valve). The workforce system appreciates this difference and is designed to respond as best as it can by creating valves, but in reality, there are too many variables when your product is people. The workforce system is always serving two clients, whose needs are vast and distinct – business and workers.

Registered Apprenticeship is the closest model matching what both would like the pipeline to be.

For employers:

- Once connected to an existing registered apprenticeship as a training sponsor, the employer can access a worker almost immediately, or when they are needed.
- An employer who establishes a program for new occupations in an emerging industry can “turn the valve” as much as they need, by setting on-the-job training ratios and program standards that realistically fill their skill gaps now, and in the future. Usually, establishing a new registered apprenticeship takes less time than it does through other post-secondary training options, such as college programs.

For the workforce system:

- The program sponsor (an individual employer, employer group, labor-management committee, or educational institution) is responsible for on-the-job training. This is a huge cost savings for the system.
- The outcomes for registered apprentices – the other workforce system client – are better in lifetime earnings, employment options, and public investment than any other program.

Registered Apprenticeship is the Employer's Choice for Training – Other Advantages of the Model

Not only does an employer want their fundamental need – workers available when they need them – met, they also want value for their investment. Employers who choose registered apprenticeship know that these programs make good financial sense. Here are some compelling advantages of this model:

- **Registered Apprenticeship = Good Return on Investment**

Recent studies show that the financial benefits of registered apprenticeship exceeds the cost of participating in a program. The 2006 Canadian Apprenticeship Forum study of 15 trades found on average, for each dollar invested, employers receive a benefit of \$1.38—a net return of \$0.38.ⁱ The Workforce Board's 2008 Employers' Workforce Training Needs and Practices survey indicates that level of satisfaction employers have with apprentices' productivity skill sets has steadily improved – and productivity is profit.ⁱⁱ

- **Registered Apprenticeships = Industry Specifications**

Registered apprenticeships meet and are updated with changing industry practices. Program standards are continuously evaluated by employers to ensure training fits the sought-after workplace skills.

- **Registered Apprenticeship = Modern Fit for Any Industry**

In Washington, registered apprenticeship is most often associated with construction trades, and those programs demonstrate the success of the model.

New federal guidelines in the Federal Register Title 29/CFR 29 to modernize registered apprenticeship fit current industry practices. Employers want competency-based training, interim credentialing, and recognition for prior learning or experience, because these program components move employees from entry-level to mid-level positions more quickly. In Washington and around the country, the largest skill gaps, regardless of industry type or size, occur in mid-level positions.ⁱⁱⁱ

- **Registered Apprenticeship = Evolving Economic Opportunities**

For emerging industries where skills are just now being identified, the registered apprenticeship model can help employers set and update training standards in nearly industry real-time change. Employers need workers who can chart the course for innovative services or product development, and can't wait for training providers to develop curricula, programs and credentials. In many cases, the companies evolving from technology, globalization, and other economic opportunities are young, dynamic, and willing to invest time to get the kind of employee they are looking for.

- **Registered Apprenticeship=Well-Cared for Workers**

Most employers want workers to thrive professionally and personally. Companies who use registered apprenticeship as their training choice demonstrate the value they place in cultivating and advancing a "home grown" workforce, which in turn instills company loyalty. Employers actively participate in registered apprenticeships – they are not just advising a program on a quarterly or semi-annual basis – and workers see this commitment, and appreciate it.

- **Registered Apprenticeship = Diversity**

As outlined in Section D of this manual, there are different talent pools whose characteristics (such as values and interests) match up well with the model and with specific industries. Some of these talent pools, such as women and older workers, report high levels of engagement in the workplace when their specific characteristics are met.^{iv} Employers who want to hire and retain employees who will thrive in their companies can explore how registered apprenticeship would attract a diverse workforce.
- **Registered Apprenticeship = Preservation of Skills**

The registered apprenticeship model taps into an employer's greatest asset – his or her experienced workforce. Before they retire, journey workers pass on specific company expectations and practices as well as current industry standards, assuring that future generations of workers can continue to produce the firm's primary products or services.

An outreach flyer for employers with these exciting Registered Apprenticeship benefits is available on page 56.

Answers to Common Misconceptions about the Registered Apprenticeship Model

Sometimes, employers are hesitant to access Registered Apprenticeship because of common misconceptions and assumptions. Addressing employers' concerns upfront will reduce reservations they may hold. Some misconceptions include:

- **The training will take too long.**

On average, a registered apprenticeship program does take between 2-3 years to complete. However, the apprentice is an employee, contributing to the company's growth, nearly the entire duration of his or her program. An employer could wait for college students to graduate with a credential or degree - that may or may not meet entry-level requirements – or hire an apprentice who will be trained to the company's preferred technologies and practices from day one.
- **I don't have time to be involved in apprentice supervision.**

Supervising an apprentice is nearly the same as supervising any employee. The difference is the apprentice's learning and achievements may be recorded twice: first, in the company's Human Resources records, as they would be for any employee, and second, in the apprentice's Work Processes Record, which documents when he or she reaches program benchmarks. The apprentice is responsible for working with their journey person and the company to keep these records current.
- **This could be too expensive for my company.**

The investment an employer makes in registered apprenticeship actually benefits the bottom line:

 - Program sponsors do not pay a fee for registering a new program
 - Training Agents only pay small fees to cover costs of training
 - Employers pay approximately 40-50% of the experienced journey worker's prevailing wage to the apprentice, with regular pay step increases
 - Employers can take advantage of federal tax credits for hiring a WIA eligible individual as an apprentice – details are available at: <http://www.esd.wa.gov/hireanemployee/resources/taxcredits/index.php>
 - Employers are exempted from paying overtime costs for related and supplemental instruction^v

In its 2009 research, *The Net Benefit to Employer Investment in Apprenticeship Training*, the Apprenticeship Ambassador Network studied programs in Information Technology, Engineering, Construction, Health Care, Social Services, Retail, Hospitality and Business Administration, and found that the model paid for itself, on average, in less than 2 years.^{vi}

On the flip side, a contributing expert to Entrepreneur.com says that companies not investing in training will end up spending an average of 38% of an employee's annual wage when they lose that employee.^{vii} Those hard costs - replacing departing staff in exit, rehiring, training, and lost business costs - add up and impact productivity adversely, rather than the positive effects that training provides.

- **Developing a new program may be too much work.**

Program sponsors do need to decide if they can spend time developing and updating program standards, but the state has streamlined the process for registering programs. This process is outlined in the next section.

Supporting Employers and Registered Apprenticeship as a Workforce Investment Strategy

WorkSource Services for Employers

The 29 WorkSource Centers and their affiliate sites in Washington currently provide a range of employer-responsive services to individual businesses and industry groups. **Table 3**^{viii} highlights how these current services can be used to promote Registered Apprenticeship to employers:

Collaborate
For Success
with Registered Apprenticeship

Table 3: WorkSource Services that can support Employers working with Registered Apprenticeship

Recruitment Services	Match for Registered Apprenticeship:
<ul style="list-style-type: none"> ▪ Post job openings at Go2Worksource.com ▪ List jobs and refer qualified applicants ▪ Search job seeker résumés ▪ Help writing job descriptions ▪ Strategies to promote hard-to-fill jobs ▪ Assistance with special recruitment needs ▪ Participate in job fairs and hiring events 	<p>Refer employers to local Registered Apprenticeship Programs to meet hiring needs</p> <p>Screen applicants to ensure they meet the Registered Apprenticeship program's specific qualifications</p> <p>Help Registered Apprenticeships promote hard to fill apprentice-able occupations</p> <p>Participate in outreach strategies to different talent pools who could be good matches for Registered Apprenticeship</p>
Tax Credits	Match for Registered Apprenticeship:
Guidance to obtain Work Opportunity Tax Credits for hiring persons with significant barriers to employment.	Market as incentive for employers who might hire or who have WIA eligible registered apprentices on staff
Wage and Occupation Information	Match for Registered Apprenticeship:
Provide state and local labor market information, including: wage levels, occupation descriptions, skill standards, education and training outcomes, and more.	Support new registered apprenticeship development with labor market and economic data to ensure program feasibility
Employee Training and Retraining	Match for Registered Apprenticeship:
<ul style="list-style-type: none"> ▪ Workplace Basic Skills ▪ Employee Training ▪ English as a Second Language ▪ On-the-Job Training ▪ Referrals to Apprenticeships ▪ Customized or on-site training ▪ Information on employer training incentives ▪ Partnerships with local 2-year colleges 	<p>Support employers who hire WIA eligible registered apprentices with customized training, OJT wage matches</p> <p>Advocate for registered apprenticeships with other workforce partners, such as colleges</p> <p>Refer qualified candidates to programs with current openings</p>
Business Assistance	Match for Registered Apprenticeship:
<ul style="list-style-type: none"> ▪ Business Registration ▪ Finance programs for retention, creation or expansion of businesses ▪ Employment law assistance ▪ Fair Labor practices ▪ Tax Information ▪ Tax incentives/credit information ▪ Audit preparation and planning 	When new businesses in emerging industries seek WorkSource assistance, market the registered apprenticeship model as the 21 st Century employer's choice for training in new, recognized occupations
On-Site Resources	Match for Registered Apprenticeship:
Computers, internet, staff assistance, space for conducting interviews of potential employees	Co-locate registered apprenticeship staff where possible for recruitment services



Unemployment Insurance	Match for Registered Apprenticeship:
General UI information, including rates, reporting and forms	Support employers with dislocated workers by referring them to new career paths in Registered Apprenticeship
Business Closure Assistance	Match for Registered Apprenticeship:
<ul style="list-style-type: none"> ▪ Job sharing or restructuring ▪ Major layoffs or plan closures ▪ Worker Adjustment Retraining Notifications ▪ Services to help avoid layoffs ▪ Referrals to business retention services 	<p>Support employers with dislocated workers by referring them to new career paths in Registered Apprenticeship</p> <p>Help program sponsors prevent layoffs of WIA eligible registered apprentices with customized training or OJT wage matches</p>

Training and Employment Guidance Letter 02-07^{ix}

In 2007, the Employment and Training Administration (ETA) of USDOL issued Training and Employment Guidance Letter (TEGL) 02-07, which provides information, examples and policy guidance to fully integrate Registered Apprenticeship into the workforce development system. Web links for this TEGL and other WIA-related references are compiled in Section E under “ETA Directives” on page 88.

While most Registered Apprenticeship programs are funded in part or full by program sponsors, TEGL 02-07 explains how the workforce system can deploy WIA funds to temporarily offset training costs for employers. There are compelling situations in which employers could use WIA support:

- A small company who is referred as a training agent to an existing registered apprenticeship program may need help initially supporting costs of related instruction to hire registered apprentices, or to prevent layoffs.
- Courses or portions of classroom training that teach skills applicable across a sector can broadly support the economic growth of regional industry clusters, and involve many industry-related apprenticeships at once (such as construction trades)
- Businesses who are training agents or program sponsors may need help covering wages for WIA eligible employees.

TEGL 02-07 illustrates ways WIA funds can be leveraged to support these kinds of employer situations* for WIA eligible registered apprentices, including:

Individual Training Accounts

“Individual Training Accounts” (ITA) are training and education financing accounts for WIA eligible adult and dislocated workers. An ITA enables these individuals to purchase training for in-demand occupations from approved Eligible Training Providers (ETP).

Both employed and unemployed individuals can be eligible to receive ITA vouchers. Before an employed person receives an ITA, his or her self-sufficiency is evaluated to determine if he or she needs assistance to obtain or retain employment. In the case of a registered apprentice, this means he or she would have significant barriers to finding or keeping a job without supportive financial assistance. This is called “Self-Sufficiency” screening or calculation by WorkSource. ITAs can only be granted to individuals who are unable to obtain grant assistance from other sources for education and training, such as Pell Grants or Trade Adjustment Assistance.

ITAs help employers who participate or sponsor Registered Apprenticeship because:

- ITAs can support related instruction, offsetting or reducing the employer's fee as a training agent, or a program sponsor's costs in classroom and distance learning.
- WIA funding must link to employment in a local area, so ITAs can support regional growth of high-demand sectors.
- ITAs can be used as part of a workforce business services package marketing the Registered Apprenticeship model to employers, whose local training needs could be met through existing programs

June 2009 ITA and Registered Apprenticeship Update:

Nearly of Washington's current Registered Apprenticeship programs meet the minimum performance standards for completion and employment, and are being added to the Washington State Eligible Training Provider List (ETP List) managed by the Workforce Board as of June 2009. Programs that do not meet performance standards will not be placed on the ETP List.

Once these programs are registered on the ETP List, which is housed within the Washington Career Bridge website (www.careerbridge.wa.gov), employers can encourage their registered apprentices to find out if they qualify for an ITA.

ITA Steps for Employers:

- Refers registered apprentices to WorkSource for self-sufficiency screening (determines WIA Title IB eligibility for adults and dislocated workers)
- Registered apprentices who meet WIA eligibility guidelines can receive an ITA
- WorkSource staff helps the WIA eligible apprentice use the ITA to purchase training with their Registered Apprenticeship Program on the ETP List. Additional guidance for WorkSource staff and the benefits of ITAs for qualified registered apprentices are outlined in Section B of this manual.

Customized Training Models

Customized training is typically based upon a contractual agreement between a Workforce Development Council and an employer/group of employers to provide specialized training to employees. Under WIA, both potential hires and incumbent workers may participate in customized training. Employers who contract for customized training commit to hiring trainees or continuing employment of incumbents who successfully complete the training. Employers typically pay for at least half of the training costs; the Employment and Training Administration has granted waivers to allow employer matches on sliding scales.

Customized training supports employers and industry clusters because:

- It ensures foundational and portable skill sets needed across a regional economy
- It provides a flexible model for small companies to expand their talent pools

The same WIA eligibility/self-sufficiency screening to receive an ITA voucher is used to make sure current employees are WIA eligible for customized training that is leveraged with WIA funds.

Customized Training Steps for Employers who hire Registered Apprentices:

- Refer employer to the Business Services specialist at their local WorkSource to discuss options and potential eligibility of current workforce (particularly non-sufficient wage data) for WIA leveraged training.
- WorkSource will screen registered apprentices to ensure they meet WIA eligibility.
- WorkSource will work with a training provider (this could be a single apprenticeship program or group of programs willing to collaborate for training) to arrange and deliver training. There is a streamlined process for selecting a training provider for customized training; the provider must meet the ETP performance standards, but the program does not need to be on the Eligible Training Provider list.

On-the-Job Training Wage Matches

Traditionally, On-the-Job Training (OJT) partnerships between employers and the public workforce system are to upgrade skills of new hires and incumbent workers. Employers fund and deliver skills training at their workplace, and the workforce system leverages the training investment by contributing up to half of the OJT participants' wages. As with ITA vouchers and Customized Training, the new hire or incumbent worker must meet WIA Title IB eligibility criteria.

This match can work well for both Registered Apprenticeship employers and workforce development because:

- It provides apprenticeship sponsors with a means to support ongoing skills upgrades.
- The content of OJT is designed by employers, which helps workforce development further expand the Registered Apprenticeship model.

Like customized training, OJT can be delivered under the same streamlined provider requirements.

Citations from the Workforce Investment Act pertaining to these ways funding can be used to support employers are listed in endnotes.

How to Connect Employers to Registered Apprenticeship

There are two ways employers can take to connect to or establish a Registered Apprenticeship in the State of Washington:

- **Contact a Washington State Department of Labor and Industries (L&I) Apprenticeship Consultant (recommended)**

Workforce professionals can use the L&I Apprenticeship Consultants Field Office Contact List on page 79 to find the most convenient location for their business contact. Apprenticeship Consultants will:

- Identify company needs and show how the registered apprenticeship model addresses those needs
- Help the employer decide if they should be a training agent or program sponsor
- Training Agents connect to existing local programs matching their training needs
- Program Sponsors establish new programs for apprentice-able occupations
- Provide intensive guidance through the state registration and approval process, including drafting all required documents
- Give on-site assistance to ensure new programs are up and running, from program administration to coaching strategies
- Offer ongoing tips and support to help companies foster registered apprentices

- **Use Apprentice Registration and Tracking System (ARTS) website to see programs by county or occupation.**

Workforce professionals can use ARTS for employers using WorkSource Business Services a variety of existing program options in their area or industry. ARTS will also help workforce professionals:

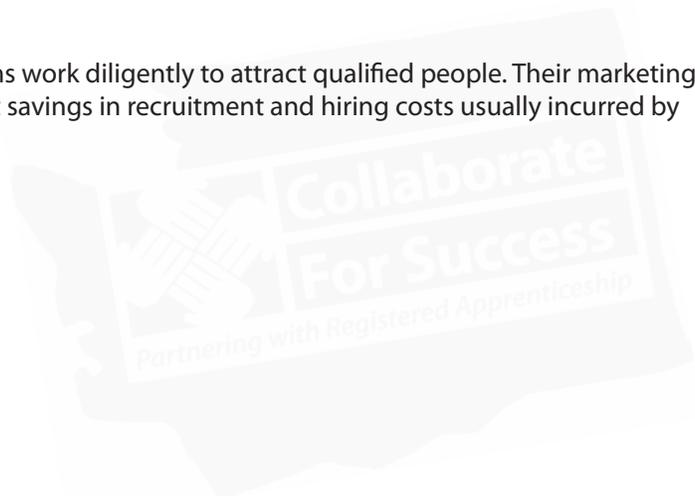
- Check the status of apprentices (helpful if exiting a WIA participant upon employment and checking their employment status for performance measures)
- Check the status of employers, training agents, and committee members
- Find out if existing programs are accepting applications, and how to apply
- Obtain general information about specific occupations
- Access program standards for existing registered apprenticeships

More details on ARTS are available in Section B of this manual.

Registered Apprenticeship & Other Value Added Employer Services

Several established program sponsors, particularly in construction trades, offer additional services to the contractors accessing their registered apprenticeships. The following value-added examples are terrific selling points for employers, and could be adapted with workforce development support to increase interest in registered apprenticeship:

- **Contractor training:**
Several program sponsors representing labor-management committees or employer groups pool their resources to provide contractors with short-course workshops, forums, and certificates to improve their workplace, to increase their business, and in some cases, to be part of an exclusive group of contractors eligible to bid on certain projects. Two noteworthy groups include:
 - The Independent Electrical Contractors of Washington <http://www.iecofwa.org/>
 - Sound Alliance (a coalition of unions, faith-based and community organizations) – Sheet metal, Plumber/Pipefitters and Electricians working together to provide contractor training for weatherization projects in the Puget Sound.
- **Professional development:**
Many Registered Apprenticeship programs offer continuing education to their participants even after they reach a journey worker status.
- **Joint Outreach Activities:**
Most Registered Apprenticeship programs work diligently to attract qualified people. Their marketing and brand identity development is a cost savings in recruitment and hiring costs usually incurred by employers.



ⁱ Canadian Apprenticeship Forum. "Return on Apprenticeship Training Investment," June 2006. Report and other resources available at: <http://www.caf-fca.org/en/>

ⁱⁱ Washington State Workforce Training and Education Coordinating Board. "Workforce Training Results," 2008. Excerpt from WTR report: Comparisons to the previous survey indicate a higher percentage of employers were "very satisfied" with the following skills: Accepts Supervision (59 percent versus 49 percent), Job Specific Skills (58 percent versus 35 percent), Overall Work Quality (57 percent versus 51 percent), Teamwork (57 percent versus 38 percent), Overall Productivity (55 percent versus 48 percent), reading (54 percent versus 44 percent) and Writing (48 percent versus 33 percent).

ⁱⁱⁱ Multiple sources for this citation:

- Washington State Higher Education Coordinating Board. "A Skilled and Educated Workforce: An Assessment of Higher Education and Training Credentials Required to Meet Employer Demand," March 2009, page 5. Report available at: <http://www.hecb.wa.gov/boardmtgs/documents/TAB2.Combined.JointReportonskilledandeducatedworkforce.pdf>
- Employment Security Department, Job Vacancy Survey, April 2006; and
- The Council on Competitiveness, "Thrive, the Skills Imperative," 2008. Excerpt from Thrive: In 2008, the national Council on Competitiveness released Thrive, the Skills Imperative outlining an agenda to ensure that the United States remains competitive in the global economy. The report outlines four critical strategies. First, the nation must meet the mid-level skill needs of the U.S. economy. The report points out that the largest number of total openings will be at this mid-level (defined in our state as an apprenticeship or other sub-baccalaureate post-secondary credential requiring at least one year of education or training). These jobs may not require a degree, but in most cases will require some postsecondary training.

^{iv} Pitt-Catsoupes, Marcie and Christina Matz-Costa. "Engaging the 21st Century Multi-Generational Workforce: Findings from the Age and Generations Study," Sloan Center on Aging & Work at Boston College, 2009.

^v refer to <https://fortress.wa.gov/esd/worksource/>

^{vi} McAfferty, Anne. "The Net Benefit to Employer Investment in Apprenticeship Training." Apprenticeship Ambassador Network, Institute for Employer Research at University of Warwick, 2009. Available at: <http://www.employersforapprentices.gov.uk/index.cfm?action=members&memberID=81>

^{vii} Morey, Penny. Entrepreneur.com: "What is the Average Cost for Bringing on a New Employee?" 2007. Web advice at <http://www.entrepreneur.com/ask/answer4031.html>.

^{viii} Core services provided to employers outlined at Go2WorkSource.com

^{ix} This section consolidates guidance from pages 7 -10 of the document "Leveraging Registered Apprenticeship as a Workforce Development Strategy for the Workforce Investment System," developed by the Employment and Training Administration of the United States Department of Labor, July 2007.

^x Citations for Individual Training Accounts – please refer to:

- 20 CFR 663.400-663.440 for ITA definition
- 20 CFR 663.220(b), 20 CFR 663.230, 20 CFR 663.310, and the Final Rule of WIA , 65 Federal Register 49294, 49326 for Self-Sufficiency/WIA Eligibility calculations
- 20 CFR 663.310(c) for directive WIA funding must be linked to local employment opportunities
- 20CFR 663.310 (d) and 20 CFR 663.320 (a)(2) for other grant sources

Citations for Customized Training Models – please refer to:

- 20 CFR 663.720(a) for determination of non-sufficient wages earned by incumbent workers in order to participate in customized training
- 20CFR 663.715(b) outlines employer commitment to hire or retain trainees who successfully complete customized training
- 20 CFR 663.715 (c) discusses training agreement costs covered by WIA for customized training
- 20 CFR 663.595 describes streamlined process for selecting training provider in customized training and OJT

Citations for On-the-Job Training (OJT) Wage Matches:

- WIA Section 101 (31) defines OJT
- 20 CFR 663.595 describes streamlined process for selecting training provider in customized training and OJT



Collaborate for Success: *Partnering with Registered Apprenticeship*

Registered Apprenticeship = the Employers' Choice for 21st Century Training

Employers want top-notch employees who contribute to the bottom line. Want to know where to find them? In your own company! Consider Registered Apprenticeship Today.

Registered Apprenticeship = Good Return on Investment

Recent studies show that the financial benefits of registered apprenticeship exceeds the cost of participating in a program. The 2006 Canadian Apprenticeship Forum study of 15 trades found on average, for each dollar invested, employers receive a benefit of \$1.38—a net return of \$0.38. The Workforce Board's 2008 **Employers' Workforce Training Needs and Practices** survey indicates that employers have a high level of satisfaction with apprentices' productivity skill sets – and productivity is profit.

Registered Apprenticeships = Industry Specifications

Registered apprenticeships meet and are updated with changing industry practices. Program standards are continuously evaluated *by employers* to ensure training fits the sought-after workplace skills.

Registered Apprenticeship = Modern Fit for Any Industry

New federal guidelines modernize registered apprenticeship fit current industry practices. Employers want competency-based training, interim credentialing, and recognition for prior learning or experience, because these program components move employees from entry-level to mid-level positions more quickly. In Washington and around the country, the largest skill gaps, regardless of industry type or size, occur in mid-level positions.

Registered Apprenticeship = Evolving Economic Opportunities

For emerging industries where skills are just now being identified, the registered apprenticeship model can help employers set and update training standards in nearly industry real-time change. Employers need workers who can chart the course for innovative services or product development, and can't wait for training providers to develop curricula, programs and credentials. In many cases, the companies evolving from technology, globalization, and other economic opportunities are young, dynamic, and willing to invest time to get the kind of employee they are looking for.

Registered Apprenticeship=Well-Cared for Workers

Employers want workers to thrive professionally and personally. Companies who use registered apprenticeship as their training choice demonstrate the value they place in cultivating and advancing a “home grown” workforce, which in turn instills company loyalty. Employers actively participate in registered apprenticeships – they are not just advising a program on a quarterly or semi-annual basis – and workers see this commitment, and appreciate it.

Registered Apprenticeship = Diversity

There are different talent pools whose characteristics match up well with the registered apprenticeship and with specific industries. Some of these talent pools, such as women and older workers, report high levels of engagement in the workplace when their specific characteristics are met. Employers who want to hire and retain employees who will thrive in their companies can explore how registered apprenticeship would attract a diverse workforce.

Want to Get Involved?

Contact a Registered Apprenticeship Consultant near you for full-service program set-up:

Statewide

360.902.5230

Northwest Washington

(serving Island, San Juan, Skagit, Snohomish and Whatcom Counties)

425.290.1321

King County

206.835.1028

Western Washington

(serving Clallum, Jefferson, Kitsap and Pierce Counties)

360.902.5324

Southwest Washington

(serving Grays Harbor, Lewis, Mason, Pacific and Thurston Counties)

360.902.6781

Lower Southwest Washington

(serving Clark, Cowlitz, Klickitat, Skamania, and Wahkiakum Counties)

360.575.6927

Central Washington

(serving Benton, Chelan, Columbia, Douglas, Franklin, Grant, Kittitas, Okanogan, Walla Walla and Yakima Counties)

509.735.0119

Eastern Washington

(serving Adams, Asotin, Ferry, Garfield, Lincoln, Pend Oreille, Stevens, Spokane and Whitman Counties)

509.324.2590





Section D

Promoting Registered Apprenticeship in the Changing Workforce



Introduction

There are many outreach activities and products already in place to promote registered apprenticeship. This section helps Registered Apprenticeship and workforce development professionals examine current outreach planning and practices, so time and resources are preserved for the most effective activities that lead to enrollment and retention. These effective strategies are tied to concepts about the 21st Century worker and workplace, so efforts can be fine-tuned or tailored to attract an array of talent.

Section D Contents

- Five Steps to SMART Outreach
- Busting Myths About Registered Apprenticeship
- Registered Apprenticeship and the Changing Workforce: Something for Everybody
 - Factors within the “Changing Workforce” concept
 - Rethinking 21st Century talent pools and their fit with the Registered Apprenticeship model
 - Examining common characteristics of specific talent pools, using:
 - Crosswalks showing where characteristics and workplace expectations intersect with the Registered Apprenticeship model;
 - Examples in existing/ evolving or emerging industries that could be connected to current or potential registered apprenticeship programs; and
 - Suggestions on how to develop outreach messages and activities based on this crosswalk that can compel the talent pool to enroll in registered apprenticeships.



Five steps to SMART Outreach

“Outreach” is nebulous, and for most organizations, confounding. The employee sitting in a booth at a career fair, handing out brochure at a community event, or giving a presentation to a room full of glazed-over attendees invariably asks the question, “Why am I doing this?”

This is the most important question that should be asked about Outreach. In fact, changing the inflection from a question to a statement – “Why I am doing this” – is the first step in deciding:

- What the desired result will be
- Why the desired result is also desirable to a target audience or talent pool
- How the desired result will be shared with the audience, so they can act upon it

The three outreach examples given at the start of this section – career fairs, community events, and presentations – build positive exposure. Outreach for positive exposure is fine, but it takes staff time, and organizational resources, and it doesn’t necessarily give an audience something they can do with information.

Usually, organizations want outreach to compel an action. These are the five “SMART” Outreach steps to move from positive exposure to action (enrollment and retention):

Start with a plan

Companies that want to stay in business have a formal outreach plan. These plans:

- project company needs and/or goals over a given period of time;
 - *For Registered Apprenticeship programs*, this is estimating the number of apprentices that will be needed, what they will be needed to do, when and where they will be needed, and what will happen when those needs are met
- evaluate who in the marketplace (the consumer) also has needs and/or goals met by using company products or services; and
 - *For Registered Apprenticeship programs*, this is evaluating many talent pools and determining how their career paths could be satisfying for a range of potential candidates
- develop activities or marketing products showing how the consumer can act on the connection immediately or with relative little wait
 - *For Registered Apprenticeship programs*, this is amplifying outreach in conjunction with openings

These plans should be written, shared across an organization, and evaluated regularly to make sure the activities are meeting needs and goals. They do not need to be fancy, but they need to be thoughtful. Do not start with what has been done. Start with the direction ahead.

Market Specifically

One size does not fit all - the same message will not work for different audiences. Step Two of “Start with a Plan” suggests evaluating how Registered Apprenticeship could fit and satisfy the career path of many talent pools. Then, tailor messages, marketing materials, and the venues in which you share messages and materials to that talent pool’s preferences. *“The only common message worth sharing with everyone are described under “Reinforce Instructions, Actions, and Results.”*

Talent pools are elaborated in the “Changing Workforce” later in this section. The crosswalks can help start a talent pool evaluation process. Don’t limit outreach to a single talent pool, such as youth. Today’s Changing Workforce means many people of many backgrounds could be well suited for Registered Apprenticeship.

Assess the Situation

This SMART step implies judgment calls, which could seem unfair. This is not the case. Registered Apprenticeship and workforce development want successful outcomes, and it is not fair to encourage someone to apply for a program if he or she is not ready. Providing someone with the steps and information to become ready leads to a positive experience and personal growth.

Reinforce Instructions, Actions and Results

Outreach messages and/or marketing materials should reinforce the notion that following instructions to act on an opportunity will lead to positive results. There are caveats to this rule:

- If you can’t offer a positive result – such as immediate enrollment in an apprenticeship – then don’t give instructions. Without a result, you are conducting outreach for positive exposure.
- If you can’t give clear and easy instructions, don’t expect action or results.
- *Providing contact information is not an instruction leading to an action that creates a positive result.*

Effective outreach reads like a blue-ribbon recipe: all the ingredients are in the cupboard, the steps are clear, and the cook knows just how long it will take to prepare the meal – and when they will get to enjoy it. **This is true for all talent pools.*

Timing Is Everything

Step 3 of an Outreach Plan is essential. Waiting for a slow season in your industry or lull in your organization’s work is the worst time to conduct outreach. It certainly is easier for staff – but if there is lag time between your message, instructions, and a possible result, the potential candidate will forget, not care, or look elsewhere to have his or her needs met. All that is being marketed is your inability to satisfy a need.

Registered Apprenticeship and workforce development can develop a SMART Outreach plan together as a first step towards collaboration. In fact, the exercise reveals each other’s assets and constraints, and leads to greater appreciation and knowledge of what can be achieved in partnership.

USDOL Registered Apprenticeship Marketing Materials available in Section E.

Busting Myths about Registered Apprenticeship

When an apprenticeship advocate discusses registered apprenticeship with a potential candidate, he or she invariably spends time busting myths about the model. Despite the tremendous performance outcomes, cost benefit analyses, and marketing campaigns, “America’s Best Kept Secret” continues to be somewhat of a mystery to many people. In part, the recent definition of “college” has skewed public opinion to such a degree that people believe only a bachelor’s degree or higher will ensure prosperity. The definition and intense push for 4-year college degrees, in fact, has pushed out the equally rigorous education available throughout professional technical education – including Registered Apprenticeships.

Misperceptions also are cemented in a limited view of what industries utilize apprenticeship. In the 21st Century, even industries we used to call traditional, such as Construction Trades, are experiencing evolutions of economic and social change – just consider the Green Movement!

Some myths about Registered Apprenticeship that workforce development advocates can bust¹ are:

- **Registered Apprenticeship in Washington is a small program.**

No-it’s not. There are 252 programs training 14,350 people in Washington. As mentioned earlier in the manual, if all the Registered Apprenticeships were offered on a single campus, it would be the 6th largest institution in the state.

- **Registered Apprenticeship is only for “non-college bound” students/people.**

Nothing could be further from the truth! Registered apprenticeships require the same level of rigor and standards as college-level professional technical programs. The average program is equal in time to earning a baccalaureate (when related and supplemental instruction and on-the-job training hours are combined). When the apprentice completes the program, his or her credential is nationally and sometimes globally recognized. What’s more—in Washington, many apprentices can earn an Associate Degree while completing their Registered Apprenticeship program. Also, the Workforce Board’s 2008- 2018 state strategic plan encourages 2- and 4-year colleges to award prior learning credit to apprentices.

- **Registered Apprenticeship is Only for Construction Trades or for Unions.**

There are 195 non-trades registered apprenticeships in the State of Washington. There are apprenticeships being used by both union and open-shop or non-unionized employers. The model is being successfully used in health care, aerospace, public administration, information technology, hospitality and other service sectors.

- **Registered Apprenticeship Excludes Women and Racial/Cultural Diversity.**

Registered Apprenticeship is for everyone, but many apprenticeships are working to bring more women and racial/cultural diversity into their programs. Section C of this manual summarizes some services that are available for different groups, and contact information is provided in Section E.

Registered Apprenticeship and the Changing Workforce: Something for Everybody

The Changing Workforce

In the not too distant past, employer’s workforce needs and expectations were relatively predictable: projected labor gaps, required entry-level skill sets, and even employee retention rates. These needs and expectations used to be set by employers, and responded to by employees. Now and into the future, the workforce’s own needs and expectations – men and women, young and old, of all heritages and abilities – will be a major influence on how businesses operate and grow; how employees enter and advance in jobs; and even how industries emerge, interact as clusters, evolve, or decline.

The term “Changing Workforce” was coined to describe the multi-faceted challenges and opportunities of this influence. Multiple-generation workplaces, demographics and culture, globalization, technology, and non-traditional work environments all factor into a Changing Workforce.

In fact, it is all of these factors that influence and form “talent pools”:

The Multiple-Generation Workplace

Never before have so many people of so many age groups been actively employed in the American and global economies. The Bureau of Labor Statistics (BLS) has identified four generations currently represented in the workplace: Veterans, Baby Boomers, Generation X and Generation Y. According to BLS data, these four age groups will be actively employed in the American workforce for some time to come. **Chart 3** shows BLS labor force data projected to 2016:

Chart 3: Generational Labor Force Projections		2006	2016
GENERATIONS		% of Labor Force	% of Labor Force
Veterans (aka Traditionalists) Circa 1922- 1945		15.6%	7.6%
Baby Boomers (aka Me Generation) Circa 1946- 1964		32.4%	27.2%
Generation X (aka Gen X) Circa 1965 -1980		22.8%	33.2%
Generation Y (aka Millennials) Circa 1981 -2000		29.2%	32%

This data implies many people will continue working longer in life, because of necessity or preference. There are several examples where Registered Apprenticeship can support “encore careers” for older workers.

Demographics and Culture

The Center for Public Education’s “At-A-Glance: Changing Demographics”^{vi} report synthesizes U.S. Census Bureau data, and projects by 2050, America will be a country that no longer has a majority racial or ethnic group. These changing demographics are occurring in a country that has nearly doubled its population since 1950 (from approximately 152 million to approximately 296.2 million by Census projections)ⁱⁱⁱ, due to increases in fertility rates, immigration, and decreases in death rates. The projected U.S. Population, by Race from 2010 – 2050 is expected to look like **Chart 4**^{iv}:

Chart 4:					
Population By Race	2010	2020	2030	2040	2050
Total # in thousands (% of pop)	308,396 (100%)	335,805 (100%)	363,584 (100%)	391,946 (100%)	419,854 (100%)
White	244,995 (79.3%)	260,629 (77.6%)	275,731 (75.8%)	289,690 (73.9%)	302,626 (72.1%)
Black	40,454 (13.1%)	45,365 (13.5%)	50,442 (13.9%)	55,876 (14.3%)	61,361 (14.6%)
Asian	14,241 (4.6%)	17,988 (5.4%)	22,580 (6.2%)	27,992 (7.1%)	33,340 (8.0%)
All other races*	9,246 (3.0%)	11,822 (3.5%)	14,831 (4.1%)	18,388 (4.7%)	22,437 (5.3%)

*All other races includes American Indian, Alaska Native, Native Hawaiian and Other Pacific Islander.

A significant culture that is reported differently than race by the U.S. Bureau of the Census is Hispanic Origin. The federal Office of Management and Budget defines Hispanic or Latino as ‘a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, *regardless of race.*’ People who identified themselves as of Hispanic Origin in the 2000 Census were asked to identify their ethnicity, and then, identify themselves within one of the 5 race categories shown in the above chart. Since then, Census and other federal reporting mechanisms have been modified to present more accurate and culturally sensitive reporting. By 2004 modified Census estimates, peoples of Hispanic Origin will represent 26% of the population by 2050.

Registered Apprenticeship data in Washington generally matches the racial composition of the state’s population, but more can be done to make the model relevant and accessible by racial groups across industries.

Globalization, Technology and Non-Traditional Work Environments

In a 2007 Time Magazine article called “The Changing Face of Globalization,” explains that outsourcing has evolved beyond mass production, cheap labor and call centers to chasing knowledge workers and efficiency, too.^v

Globalization, however, is not incongruent to the industry clusters concept, which is prominently used in Washington State to organize the delivery of workforce education to meet the talent needs of firms connected by commerce and location. In fact, some Washington industry clusters have global reach, including Aerospace, Information Technology, and Agriculture – all represented by current registered apprenticeship programs.

The evolution of globalized markets is intricately tied to technology advancements. Technology may be changing work habits for better or worse. In performance based workplaces, it can drive efficiency; in other environments, it can be a distraction. Every industry is using technology to adapt its work practices, from the construction site to the lab. The model of Registered Apprentices is designed for this kind of industry-driven adaptability.

When combined, globalization and technology are leading to non-traditional work environments. Standard work hours or locations are rapidly changing, and as younger generations are increasing in the workplace, they are voicing preferences for non-traditional, technology-friendly, casual work environments.

Examining Talent Pools for SMART Outreach

As stated in “Five Steps to SMART Outreach,” there can no longer be a one-size-fits-all approach to reaching potential workers in this changing workforce, if a program wants to recruit a range of qualified apprentices, students or trainees. In fact, many programs could find exceptional talent better suited for certain careers by re-thinking who their primary talent pool is, or should be.

One way Registered Apprenticeships and workforce development can plan SMART Outreach is by analyzing common workplace expectations and characteristics of talent pools.

What is a talent pool?

A talent pool is a group of work-age people who share common bonds: experiences, heritages, preferences and values.

These common bonds are called “characteristics.” Characteristics can be associated with a generation, or with a stage of life when events may typically happen, such as moving out of mom’s house, getting married, having children, building a career, or retiring.

The Difference between Talent Pools and Generations

Frequently, the term “talent pool” is interchanged with “generation.” The two cohorts certainly intersect; however, a generation of people includes different talent pools. There are some common characteristics that transcend age, and these characteristics may influence how a person views the world far more deeply than the label “Baby Boomer” or being at the typical age for suffering a mid-life crisis.

For instance, there are veterans in every generation represented in the current workforce. In America, citizens can choose to identify themselves by one or more talent pools AND their generation.

Registered Apprenticeship and workforce partners who incorporate ways to engage different talent pools in their SMART Outreach will attract a diverse cross-section of the changing workforce.



The Face of Registered Apprenticeship Today – and Tomorrow

Why is it important to understand primary needs of talent pools? Simply put, because there is untapped talent and talent overlooked who may be well suited to the registered apprenticeship model.

According to the Workforce Board's **2008 Workforce Training Results**, registered apprentices overall reflect the racial and ethnic diversity of Washington State. The percentage of women in registered apprenticeships is still low, most likely due to the majority of Washington's established programs being in construction trades, which remains a non-traditional pathway for women. The average age of a first year apprentice is still considered high at 27 years.^{vi}

The Center for Aging and Work at Boston College identified women and older workers as the top two talent groups most likely to be retained and advanced in the 21st Century marketplace, provided their unique needs are met.^{vii}

Employers want top-notch workers, and will work with programs that provide those people. They are rethinking talent pools, and tailoring incentives and company protocols to attract and retain employees.

Registered apprenticeship is in a position to support employers by identifying the new "faces" of workers. This face could be non-traditional to some industries or occupations, but ideally suited for a workplace willing to innovate or adapt. In some cases, this face could be the right talent pool for a new or evolving industry.



Talent Pool Crosswalks

The Talent Pool Crosswalks present common characteristics matched with components of the Registered Apprenticeship model, industries where the talent pool and the model may fit, and outreach strategies.

Getting ahead of the learning curve in analyzing and tailoring outreach to talent pools will lead to an overall improved, SMART outreach strategy. You won't be asking, "Why am I doing this?" – you'll be asking, "Why wasn't I doing this before?!"

How to Read the Crosswalks

Title of Talent Pool				
Generation(s) and Age Range(s)				
Column One: Categories of Characteristics ‡ †common Values they hold based on common experiences, history Skills and Knowledge they contribute to the workplace Environment in which they thrive Needs they want met (personally and professionally) Historical influences that have shaped their lives Relationships how they interact Motivators – what can get them to act	Column Two: Lists Talent Pool Characteristics by each category in Column One	Column Three: Lists aspects of Registered Apprenticeship model that match or "fit" the Talent Pool's characteristics	Column Four: Lists industries where the Talent Pool could excel in a Registered Apprenticeship	Column Five: Lists outreach strategies tailored to the Talent Group

Registered apprenticeship can get ahead of the learning curve when it comes to analyzing talent pools, so program sponsors, consultants, and workforce partners can identify and refer human capital assets that might be overlooked.

In using this information, please remember these are common characteristics and no group can be entirely classified by common traits. Potential candidates will know if you authentically know and can speak to their unique needs.

Yotuh					
Generation Y/Millennials and cusp Generation X					
Age Range: 16 -28					
Talent Pool Characteristics (by categories)	Youth Characteristics	Registered Apprenticeship Matches to Youth Characteristics	Industry Connections	Outreach Strategies	
Values	Self-confidence Socially active Autonomy Informality	Emerging industries beginning to use model attractive to young people	Young people expect change over the course of their careers, and they want to contribute to socially meaningful work.	<ul style="list-style-type: none"> • Web social networks • Web entertainment platforms 	
Skills and Knowledge	Tech Savvy Spatial/Relational Learning Multi-task	Interim credential possibilities are incentive Mentoring relationship of journey to apprentice	Connecting change with social and environmental industry evolution and growth is key to attracting Gen Y.	<ul style="list-style-type: none"> • Virtual career fairs 	
Environment	Team member Joint decision making Expect mobility in life and jobs		Registered apprenticeships in these fields/industries could appeal to young people:	<ul style="list-style-type: none"> • Podcasts • Service Learning activities 	
Needs	Ability to make decisions Constant feedback Recognition			<ul style="list-style-type: none"> • WA High School graduation requirements: <ul style="list-style-type: none"> ○ 13th year plan ○ presentations 	
Historical Influences	9/11 Internet Globalization			<ul style="list-style-type: none"> • Green/Environmental • Health Care (community and global) • Information Technology • Biotechnology • Science-related fields • Security and logistics 	
Relationships	Web-based social networks Diversity is good Collaborators in workplace Merged /alternative families and lifestyles are commonplace				
Motivators	Socially meaningful work Change is positive Quality of Life				

Middle Age/Adult Workers			
Generation X and Baby Boomers Ages 29 -49			
Talent Pool Characteristics (by categories)	Adult Characteristics	Registered Apprenticeship Matches to Middle Age/Adult Characteristics	Industry Connections
Values	Flexibility Casual Practicality Life/work balance	Most likely breadwinner or dual income households – need stable income and benefits	Baby Boomers are the largest generation in the workplace and their needs and preference span most Talent Pools. When looking at younger Boomers with Gen X cohort, they want independence and non-corporate atmospheres. May be best suited current cohort for physical work. Industry connections include: <ul style="list-style-type: none"> • Full construction sector (design, building and maintenance) • Manufacturing • Information Technology • Transportation • Aerospace • Education
Skills and Knowledge	Technology confident Multi-taskers	Combination of work and education is a time saving incentive for this age group	
Environment	Performance based Independence	Opportunities to advance <u>self</u>	
Needs	Feedback, not meetings Do not like to be stereotyped	May not be interested in a traditional college setting	
Historical Influences	Dot.com bust Challenger tragedy 1980s economy AIDS		
Relationships	Latch-key kids Loyalty to self before work Blended families		
Motivators	Change is expected Corporate distrust New challenges to solve Media influenced		
			Outreach Strategies
			<ul style="list-style-type: none"> • Web-based career search engines (private and public sectors) • Connections to news and media • Connections to recreation • Web social networks

Older Workers			
Baby Boomers and Veteran Generations Ages 50+			
Talent Pool Characteristics (by categories)	Older Worker Characteristics	Registered Apprenticeship Matches to Older Worker Characteristics	Industry Connections
Values	Careers Financial security/affluence Competitiveness	May still need paychecks and benefit packages	<p>As the Boomers and youngest members of the Veteran generations age, they are putting less stock in high power careers, but do not necessarily want to (or can) retire.</p> <p>Some industries where registered apprenticeships for Older Workers can work include:</p> <ul style="list-style-type: none"> • Recreation and Travel • Arts • Green/Environmental • Social /human services • Hospitality • Education
Skills and Knowledge	Long workplace experience	May want to pursue a dream career	
Environment	Interaction (meetings)	May not want to return to traditional college setting	
Needs	Respect for experience Goal setting	May not be able to retire, but need to change careers	
Historical Influences	Civil Rights Assassinations Vietnam War Rock N Roll Hippies/Anti-establishment	Competency-based models and prior learning credit are incentives	
Relationships	Recovering workaholics Divorce Culture		
Motivators	Encore careers Travel, leisure, social experiences Want to "give back" to community or society		
			Outreach Strategies
			<ul style="list-style-type: none"> • Plus 50 programs/ continuing education at community colleges • Adult community centers • Historical, recreational and cultural locations with high Plus 50 volunteer rate • Human resources in existing firms

Veterans			
All Generations			
Talent Pool Characteristics (by categories)	Veteran Characteristics	Registered Apprenticeship Matches to Veteran Characteristics	Industry Connections
Values	Honor Loyalty/Patriotism for some Promotion	Potential to earn credit for prior learning in military is a great incentive	<ul style="list-style-type: none"> • Connect BEFORE leaving military service/ beginning exit programs • Military family support services • Online/established active duty websites • DVERS and DVA counselors
Skills and Knowledge	Teamwork Conflict management Leadership	Living wage incomes and benefits	
Environment	Structure Defined roles	Benefits from team centered work environments	
Needs	Transition to civilian life Socially meaningful work Courtesy	Opportunities to advance and lead	
Historical Influences	Wars Exposure to other culture Varied social acceptance Post-Traumatic Stress Disorder	Journey-level mentor can be a straightforward and supportive relationship	<p>Veterans transition to civilian life with individual issues to address. Many want to apply their military skills in the marketplace, but don't know how to translate their achievements. Many want to make a positive contribution to their communities. Those that are physically able enjoy hands-on work.</p> <p>Industry connections include:</p> <ul style="list-style-type: none"> • Construction trades • Manufacturing • Education • Social/Human Services • Green/Environmental • Health Care • Information Technology • Homeland Security
Relationships	Family, friends and community network Isolation and stress from "normal" life		
Motivators	Making a difference Seeing positive results Volunteerism		

Women			
All Generations			
Talent Pool Characteristics (by categories)	Women Characteristics	Registered Apprenticeship Matches to Women Characteristics	Industry Connections
Values	Recognition of accomplishments Practicality Life/work balance	May be breadwinner or dual income family – needs good paycheck and benefits Benefits from team-centered learning environment	Traditional and non-traditional occupations can be good fits for women, if the employer incentives and work environment outweigh any personal or social costs. Women can pursue any occupation – some with evolving or set mentor networks and schedules can include:
Skills and Knowledge	Relationships/consensus builders Communication	Mentoring relationship of journey worker to apprentice is beneficial	<ul style="list-style-type: none"> Health Care Education Hospitality Construction Trades Business Administration Public Service
Environment	Gender equitable		
Needs	Possibly day care Flexible schedules		
Historical Influences	Affirmative Action Economic and gender discrimination Harassment in the workplace		
Relationships	Multi-Generational caregivers Family and work problem solvers		
Motivators	Media influence on gender identity/role Necessity of dual incomes		
			<ul style="list-style-type: none"> Mentoring groups for women in non-traditional industries Social networks (web and in-person) Media

Race/Culture		All Generations		
Talent Pool Characteristics (by categories)	Race/Culture Characteristics	Registered Apprenticeship Matches to Race/Culture Characteristics	Industry Connections	Outreach Strategies
Values	Awareness Respect for race and origin	Awarding interim credentials shows merit for ability	<p>As with most of the other Talent Groups, people of any race or culture can and should be encouraged to pursue careers in any field matching their goals.</p> <p>Some people of different heritages are committed to racial and cultural understanding and equity; those individuals may want to look at careers in:</p> <ul style="list-style-type: none"> • Education • Health Care • Human/Social Services • Arts • Business/Marketing 	<ul style="list-style-type: none"> • Non-profits/service providers working with specific cultures • English as a Second Language for bi-cultural workforce candidates • Cultural/Diversity Centers • Empowerment zones
Skills and Knowledge	Racial/cultural understanding May bring two or more languages to workplace	Opportunities for advancement are written into program standards		
Environment	Non-judgmental Rewards for ability	Benefit from mentoring relationship on-the-job		
Needs	Similarities, not differences			
Historical Influences	Discrimination and oppression Inequity in marketplace Supporting role in "white" history Country of origin			
Relationships	Dependent on background Social identification with race			
Motivators	Social injustice Education			



People with Disabilities			
All Generations			
Talent Pool Characteristics (by categories)	Adult Characteristics	Registered Apprenticeship Matching People with Disabilities Characteristics	Industry Connections
Values	Awareness Respect/Dignity	Benefit from mentoring relationship on-the-job	<p>The term “people with disabilities” groups together individuals with innumerable needs, workplace expectations, and abilities. (One in five Americans are disabled!). As with all talent groups, any industry may fit the individual’s preference. People with disabilities may be called to educate the public on their able lives. In these cases, industries where registered apprenticeship fits this goal can include:</p> <ul style="list-style-type: none"> • Education • Health Care • Human/Social Services • Public Administration • Business/Marketing • Information Technology • Construction Design
Skills and Knowledge	Empathy for others Unique/adaptive problem solving	Employer involvement in learning helps increase understanding	
Environment	Inclusive Non-judgmental Adaptive Technologies	Competency/timed hybrid programs can provide for prior learning credit and foster time for unique needs within a reasonable structure	
Needs	Integrated into team Respectful language Reasonable accommodations		
Historical Influence	Differs on unique circumstances		
Relationships	May need assistance Strong family or social circle common Social situations can be more challenging for some		
Motivators	Quality of life Independence Education		
			Outreach Strategies
			<ul style="list-style-type: none"> • Proactive creation of adaptive/assistive accommodations in the workplace before recruitment • Connections to care centers and foundations • Rehabilitation services (Private and public)

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- ⁱ Excerpted from the Washington State Labor and Industries – Apprenticeship Division power point presentation, “Washington State Registered Apprenticeship Program: High Skills, High Wages,” authored by Nancy Mason. May 2004. Available at: <http://nwccc.info/upload/mason.pdf>
- ⁱⁱ Center for Public Education. “At-A-Glance: Changing Demographics” online analysis sheet. Available at: <http://www.centerforpubliceducation.org/site/c.kjJXJ5MP1wE/b.3633965/>
- ⁱⁱⁱ Shrestha, Laura. “The Changing Demographic Profile of the United States,” United States Library of Congress, May 2006. Page 4.
- ^{iv} Ibid, Page 20.
- ^v Kiviat, Barbara. “The Changing Face of Globalization.” Time Magazine, November 16, 2007.
- ^{vi} Washington State Workforce Training and Education Coordinating Board. “Workforce Training Results,” 2008.
- ^{vii} Pitt-Catsoupes, Marcie and Christina Matz-Costa. “Engaging the 21st Century Multi-Generational Workforce: Findings from the Age and Generations Study,” Sloan Center on Aging & Work at Boston College, 2009.





Section E

Contact Information, Resource Directory, and Support Materials



Introduction

This section provides helpful contact information and resources referred to throughout the manual in a single, easy-to-use source, including:

- Contact Information:
 - State and Federal Registered Apprenticeship Main Offices
 - Registered Apprenticeship Consultant Field Offices
 - State and local-level Workforce Development Organizations, including WorkSource and Affiliates
- Support Services for People Considering Registered Apprenticeship
- TEGL Directives Supporting Registered Apprenticeship
- Glossaries of Registered Apprenticeship and Workforce Development System Terminology
- U.S. Department of Labor Marketing Sheets for Various Audiences

Registered Apprenticeship Offices in Washington State

Main Offices

FEDERALLY-REGISTERED APPRENTICESHIPS

United States Department of Labor – Office of Apprenticeship (OA)

Washington State Office

1111 Third Avenue, Suite 850
Seattle, Washington 98101-3212
206.553.0076
wetmore.anne@dol.gov

USDOLETA/OA Website: <http://www.doleta.gov/oa>

Online resources:

- USDOL Training Employment and Guidance Letters and Directives:
<http://www.doleta.gov/directives>
- Contact information and links to all registered apprenticeship agency offices nationwide.
- All Bulletins and Circulars for registered apprenticeships that include new apprenticeable occupations approved and other “what’s new” in apprenticeship nationally
- Apprenticeship marketing materials for traditional and non-traditional industries, including brochures, posters and booklets
- Information for employers and individuals
- Youth and Young Adult career guidance: <http://careervoyages.gov/apprenticeship-main.cfm>
- A Community of Practice website for Registered Apprenticeship and Workforce Development professionals to share outreach materials, innovative partnership work, and more:
<http://21stcenturyapprenticeship.workforce3one.org>



STATE-REGISTERED APPRENTICESHIPS/State Administering Agency
Apprenticeship Division of Washington State Department of Labor and Industries (L&I)
PO Box 44530
Olympia, Washington 98504-4530
360.902.5320
360.902.4248 fax
APPRENTICE@LNI.WA.GOV

L&I Website: <http://www.lni.wa.gov/TradesLicensing/Apprenticeship/default.asp>

Online resources:

- Advice and instructions to apply for apprenticeships
- Information on the Washington State Apprenticeship Training Council
- A listing of pre-apprenticeship programs available statewide
- Youth Apprenticeship website: <http://www.exploreapprenticeship.wa.gov/>
- Apprenticeship Registration and Tracking System (ARTS –research program standards, entry requirements and openings): <https://fortress.wa.gov/lni/arts/>
- 2009 Apprenticeship Catalog (lists current statewide registered apprenticeships and pre-apprenticeships with program descriptions and contact information): <http://www.lni.wa.gov/TradesLicensing/Apprenticeship/files/pubs/appcat.pdf>



L&I Apprenticeship Consultants Field Office Contact Information

Northwest Washington

(Serving Island, San Juan, Skagit, Snohomish and Whatcom Counties)
729 10th St SE
Everett WA 98208-1321
425.290.1321
425.290.1339 fax
Cura235@lni.wa.gov

King County

P.O. Box 69050
12806 Gateway Drive
Tukwila WA 98168-1050
206.835.1028
206.835. 1099 fax
Huss235@lni.wa.gov or sniu235@lni.wa.gov

Western Washington

(Serving Clallum, Jefferson, Kitsap and Pierce Counties)
P.O. Box 44530
Olympia WA 98504-4530
360.902.5324
360.902.4248 fax
Thum235@lni.wa.gov

Southwest Washington

(Serving Grays Harbor, Lewis, Mason, Pacific and Thurston Counties)
P.O. Box 44181
Olympia WA 98504-4181
360.902.6781
360.902.4248 fax
Biat235@lni.wa.gov

Lower Southwest Washington

(Serving Clark, Cowlitz, Klickitat, Skamania, and Wahkiakum Counties)
900 Ocean Beach Highway
Longview WA 98632
360.575.6927
360.575.6918 fax
Madf235@lni.wa.gov

Central Washington

(serving Benton, Chelan, Columbia, Douglas, Franklin, Grant, Kittitas, Okanogan, Walla Walla and Yakima Counties)
4310 West 24th Avenue
Kennewick WA 99338-1992
509.735.0119
509.735.0121 fax
Linz235@lni.wa.gov

Eastern Washington

(Serving Adams, Asotin, Ferry, Garfield, Lincoln, Pend Oreille, Stevens, Spokane and Whitman Counties)
901 N. Monroe, Suite 100
Spokane WA 99201-2148
509.324.2590
509.324.2657 fax
Lawe235@lni.wa.gov



Washington State – Workforce Investment Agencies (by Statute)

Workforce Training and Education Coordinating Board (*Workforce Board, WTECB – State-level Workforce Investment Board*)

128 10th Avenue SW
PO Box 43105
Olympia, WA 98504-3105
360.753.5662
360.586.5862 fax
wtecb@wtb.wa.gov

WTECB Website: <http://www.wtb.wa.gov/default.asp>

Online Resources:

- State Strategic Plan for Workforce Development, High Skills, High Wages
- Workforce related publications and reports
- Workforce Development Directory (listing of all workforce programs in Washington State)
- Career Guidance Resources and Eligible Training Provider list – <http://www.careerbridge.wa.gov/>

Washington State Employment Security Department (*ESD – State Administration of WIA and Wagner-Peyser*)

WorkSource Operation Division
605 Woodland Square Loop
Lacey WA 98507-9046
360.438.4601
360.438.3255 Fax

ESD Website: <http://www.esd.wa.gov/index.php>

Online Resources:

- Go2WorkSource.com (clearing house for job seekers, employers, services for veterans, unemployment insurance information, dislocated worker services, WorkSource Centers and more): <https://fortress.wa.gov/esd/worksource/>
- Labor Market and Economic Analysis/Workforce Explorer (state and local industry data, trends, projections, economic reports) <http://www.wa.gov/esd/lmea/lmeahome.htm>



Washington's Workforce Development Councils

(WDC -local Workforce Investment Boards)

Olympic Workforce Development Council

614 Division Street MS 23
Port Orchard, WA 98366-4676
360.337.7185
360. 337.7187 Fax
<http://www.kitsapgov.com/hr/wsolympic/owdcboard.htm>

Pacific Mountain Workforce Consortium

1570 Irving Street
Tumwater, WA 98512
360 .570.4240
360.704.6444 Fax
<http://www.co.thurston.wa.us/pacmtn/>

Northwest Workforce Development Council

101 Prospect Street
PO Box 2009
Bellingham, WA 98227
360. 676.3206
360. 671.4948 Fax
<http://www.nwboard.org>

Snohomish County Workforce Development Council

728 - 134th Street SW Suite 128
Everett, WA 98204
425. 921.3423
425. 921.3484 Fax
<http://www.wdcsc.org/>

Workforce Development Council of Seattle - King County

Market Place One Bldg.
2003 Western Avenue #250
Seattle, WA 98121-2161
206. 448.0474
206. 448.0484 Fax
<http://www.seakingwdc.org>

Tacoma - Pierce County Workforce Development Council

3650 South Cedar Street
Tacoma, WA 98409
253. 472.8094
253. 594.7932 Fax
<http://www.worksourcepierce.com/wdc/>

Southwest Washington Workforce Development Council

805 Broadway
Suite 412
Vancouver, WA 98660
360. 567.1070
360. 567.1054 Fax
<http://www.swwdc.org>

North Central Washington Workforce Development Council

234 North Mission Avenue
Wenatchee, WA 98807-2360
509. 663.3091
509. 663.5649 Fax
<http://www.skillsource.org>

South Central Washington Workforce Council

120 South Third Street #200A
Yakima, WA 98901
509. 574.1950
509. 574.1951
<http://www.co.yakima.wa.us/e&t>

Eastern Washington Partnership Workforce Development Council

956 South Main Street
Colville, WA 99114
509. 685.6129
509. 684.4740
<http://www.ruralresources.org>

Benton-Franklin Workforce Development Council

815 North Kellogg St. Suite C
Kennewick, WA 99336
509. 734.5984
509. 734.5999
<http://www.bentonfranklinwdc.com>

Spokane Area Workforce Development Council

808 West Spokane Falls Blvd.
Spokane, WA 99201
509. 625.6214
509. 625.6929
<http://wdcspokane.com>

Washington's Worksource (One-Stop) Centers

WorkSource Auburn

2707 I Street NE
Auburn WA 98002-2411
253.804.1123

WorkSource Clallam

228 West First Street, Suite A
Port Angeles WA 98362
360.457.2121

WorkSource Columbia Basin

815 N Kellogg St Suite D
Kennewick WA 99336-8007
509.734.5945

WorkSource Colville

956 S Main Ste# B
Colville WA 99114
509.685.6124

WorkSource Cowlitz Wahkiakum East

305 S. Pacific Ave., Suite A
Kelso WA 98626
360.578.4220
360.577.2039 Fax

WorkSource Everett

3201 Smith Ave, Suite 114
Everett WA 98201
Main Number
425.258.6300

WorkSource Grays Harbor

511 W. Heron
Aberdeen WA 98520-1747
360.533.9318
360.533.9714 TTY

WorkSource Jefferson County

207 W. Patison
Port Hadlock WA 98339
360.379.5036

WorkSource Kitsap County

1300 Sylvan Way
Bremerton WA 98310
360.337.4810

WorkSource Lakewood

10107 South Tacoma Way, Ste A-2
Lakewood WA 98499
253.589.6320

WorkSource Lewis County

151 NE Hampe Way
Chehalis WA 98532
360.748.2360

WorkSource Lynnwood

20311 52nd Ave W Ste#300
Lynnwood WA 98036
509.766.2559

WorkSource Moses Lake

1616 Pioneer Way
Moses Lake WA 98837
509.766.2559

WorkSource North Seattle

12550 Aurora Avenue N
Seattle WA 98133
206.440.2525

WorkSource Okanogan County

126 South Main
Okanogan WA 98841
509.826.7544

WorkSource Rainier

2531 Rainier Avenue South
Seattle WA 98144
206.721.6000

WorkSource Redmond

7735 178th Place N.E.
Renton WA 98055
425.861.3737

WorkSource Renton

500 SW 7th St Suite 100
Renton WA 98057
206.205.3500

WorkSource Skagit

2005 East College Way
Mount Vernon WA 98273
360.416.3600
360.416.3636 Fax
360.416.3546 TTY

WorkSource Spokane

130 South Arthur Street
Spokane WA 99202-2252
509.532.3000

WorkSource Sunnyside

1925 Morgan Road
Sunnyside WA 98944
509.836.5405

WorkSource Tacoma/Pierce Area

1305 Tacoma Ave South Ste 201
Tacoma WA 98402
253.593.7303

WorkSource Thurston/Pac Mtn WDC

1570 Irving St SW
Tumwater WA 98512
360.570.4235

WorkSource Vancouver

5411 East Mill Plain Blvd, 3-B
Vancouver WA 98661
509.527.1827

WorkSource Walla Walla

500 Tausick Way
Walla Walla WA 99362
509.527.1827

WorkSource Wenatchee

233 N Chelan
Wenatchee WA 98001
509.665.3729

WorkSource Whatcom

101 Prospect Street
Bellingham, WA 98225 WA 98225
360.676.3204

WorkSource Whidbey

31975 SR 20, Suite 3
Oak Harbor WA 98277
360.675.5966
360.679.7243 Fax

WorkSource Yakima /So Central WDC

306 Division Street
Yakima WA 98902
509.574.0123



Other Agencies Partnering in Washington's Workforce Development System

- **The Washington State Department of Services for the Blind (DSB)**
<http://www.dsb.wa.gov>
- **The State Board for Community and Technical Colleges (SBCTC)**
<http://www.sbctc.ctc.edu/>
- **Department of Community, Trade and Economic Development (CTED)**
<http://www.cted.wa.gov>
- **Higher Education Coordinating Board (HECB)**
<http://www.hecb.wa.gov>
- **Washington State Developmental Disabilities Council (DDC)**
<http://www.wa.gov/ddc>
- **Jail Industries Board (JIB)**
<http://www.jib.wa.gov/>
- **Office of the Superintendent of Public Instruction (OSPI)**
<http://www.k12.wa.us>
- **Department of Social and Health Services (DSHS)**
<http://www.dshs.wa.gov>
- **Department of Transportation (DOT)**
<http://www.wsdot.wa.gov>
- **Washington State Department of Veterans Affairs (DVA)**
Website: <http://www.dva.wa.gov/>
- **Division of Vocational Rehabilitation (DVR)**
<http://www1.dshs.wa.gov/DVR/>





Washington's Community and Technical Colleges

Contact the Workforce Development Departments at each college to connect with the staff or dean who works with Registered Apprenticeship in their educational service area.

Bates Technical College
1101 S. Yakima Avenue
Tacoma, WA 98405-4895
253.680.7000
TDD: 253.680.7045
<http://www.bates.ctc.edu>

Bellingham Technical College
3028 Lindbergh Avenue
Bellingham WA 98225-1599
360.752.7000
TDD: 360.752.8515
<http://www.btc.ctc.edu>

Bellevue College
3000 Landerholm Circle S.E.
Bellevue, WA 98007-6484
425.564.1000
<http://bellevuecollege.edu/>

Big Bend Community College
7662 Chanute Street
Moses Lake, WA 98837-3299
509.793.2222
TDD: 360.807.6227
<http://www.bigbend.edu>

Centralia College
600 W. Locust Street
Centralia, WA 98531-4099
360.736.9391
TDD:
<http://www.centralia.ctc.edu>

Clark College
1800 E. McLoughlin Blvd.
Vancouver, WA 98663-3598
360-992-2000
TDD: 360.992.2835
<http://www.clark.edu>

Clover Park Technical College
4500 Steilacoom Blvd. S.W.
Lakewood, WA 98499-4098
253.589.5800
TDD: 253.589.5834
<http://www.cptc.edu>

Columbia Basin College
2600 N. 20th Avenue
Pasco, WA 99301-3379
509.547.0511
TDD:
<http://www.cbc2.org>

Edmonds Community College
20000 68th Avenue W.
Lynnwood, WA 98036-5999
425.640.1500
TDD/TTY: 425.774.8669
<http://www.edcc.edu>

Everett Community College
2000 Tower Street
Everett, WA 98201-1390
425.388.9100
TDD: 425.388.9438
<http://www.everettcc.edu/>

Grays Harbor College
1620 Edward P. Smith Drive
Aberdeen, WA 98520
360.532.9020
TDD: 360.538.4223
<http://ghc.ctc.edu>

Green River Community College
12401 S.E. 320th Street
Auburn, WA 98092-3699
253.833.9111
TDD: 253.288.3359
<http://www.greenriver.edu>

Highline Community College
2400 S. 240th Street
Des Moines, WA 98198-9800
206.878.3710
TDD: 206.870.4853
<http://www.highline.edu>

Lake Washington Technical College
11605 132nd Avenue N.E.
Kirkland, WA 98034-8506
425.739.8100
TDD: 425.739.8109
<http://www.lwtc.ctc.edu>

Lower Columbia College
1600 Maple Street
Longview, WA 98632-0310
360.442.2000
TDD: 360.442.2344
<http://www.lcc.ctc.edu>

North Seattle Community College
9600 College Way N.
Seattle, WA 98103
206.527.3600
TDD: 206.526.0079
<http://www.northseattle.edu>

Olympic College
1600 Chester Avenue
Bremerton, WA 98337-1699
360.792.6050
TDD: 360.475.7543
<http://www.oc.ctc.edu>

Pierce College
Fort Steilacoom
9401 Farwest Dr S.W.
Lakewood, WA 98498
253.964.6500
TDD: 253.964.6228
<http://www.pierce.ctc.edu>

Peninsula College
1502 E. Lauridsen Blvd.
Port Angeles, WA 98362
360.452.9277
TDD: 360.417.6339
www.pc.ctc.edu/

Spokane Community College
1810 N. Greene Street
Spokane, WA 99217-5399
509.533.7000
TDD: 509.533.8610
<http://www.scc.spokane.edu>

Renton Technical College
3000 N.E. Fourth Street
Renton, WA 98056-4195
425.235.2352
TDD: 425.235.5811
<http://www.rtc.edu>

Spokane Falls Community College
3410 W. Fort George Wright Drive
Spokane, WA 99224-5288
509.533.3500
TDD/TTY: 509.533.3838
<http://www.spokanefalls.edu>

Seattle Central Community College
1701 Broadway
Seattle, WA 98122-9905
206.587.3800
TDD: 206.587.4183
<http://www.seattlecentral.edu>

Tacoma Community College
6501 S. 19th Street
Tacoma, WA 98466-6100
253.566.5000
TDD: 253.566.5319
<http://www.tacomacc.edu>

Skagit Valley College
2405 E. College Way
Mount Vernon, WA 98273
360.416.7600
TDD: 360.416.7718
<http://www.skagit.edu>

Walla Walla Community College
500 Tausick Way
Walla Walla, WA 98362-9267
509.522.2500
TDD: 509.527.4412
<http://www.wvcc.edu>

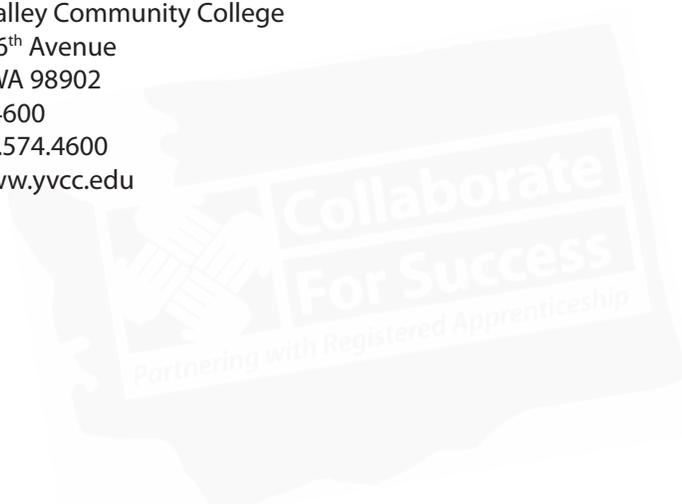
South Seattle Community College
6000 16th Avenue S.W.
Seattle, WA 98106-1499
206.764.5300
TDD: 1-800-833-6388
<http://www.southseattle.edu>

Wenatchee Valley College
1300 Fifth Street
Wenatchee, WA 98801-1799
509.682.6800
TDD:
<http://www.wvc.edu>

South Puget Sound
2011 Mottman Road S.W.
Olympia, WA 98512-6292
360.754.7711
TDD: 360.596.5439
<http://www.spscc.ctc.edu>

Yakima Valley Community College
1107 S. 16th Avenue
Yakima, WA 98902
509.574.4600
TDD: 509.574.4600
<http://www.yvcc.edu>

Seattle Vocational
2120 South Jackson Street
Seattle, WA 98144
206-587-4950
TDD:
<http://sviweb.sccd.ctc.edu/>



Statewide Workforce Development & Registered Apprenticeship Partnering Organizations and Advocates

- **Washington State Labor Council (WSLC)**
A state federation of the AFL-CIO
<http://www.wslc.org/>
- **Washington State Building and Construction Trades Council**
Coalition of the AFL-CIO
<http://www.wabuildingtrades.org/index.cfm>
- **The Institute for Workforce Development & Economic Sustainability (IWDES)**
An affiliate of Association of Washington Business
<http://www.awb.org/workertraining/iwdes.asp>
- **The Washington Economic Development Association (WEDA)**
A statewide, non-profit association of private businesses, economic development councils, ports, governments and others committed to enhancing the state's climate for economic development.
<http://www.wedaonline.org/about/default.asp>
- **Port JOBS**
An action tank located in King County, Port Jobs has created pre-apprenticeship model curriculum and financial tools for the trades, advocacy and strategic reports, and innumerable publications that are available online.
<http://www.portjobs.org/>



Support Services for People Considering Registered Apprenticeship

Most supportive services for people considering apprenticeship are connected to pre-apprenticeship programs. This section does not list programs - please read the Washington State Department of Labor and Industries 2009 Apprenticeship Catalog for current pre-apprenticeship program descriptions and contact information. <http://www.lni.wa.gov/TradesLicensing/Apprenticeship/files/pubs/appcat.pdf>

For Women and Racial/Cultural Diversity

- The **Apprenticeship Opportunities Project (AOP)** is a not-for-profit program that helps people establish good careers and succeed in apprenticeships and trades-related jobs (available in King County) <http://www.anewaop.org/CRT.htm>
- **Sisters in the Building Trades** is an advocacy group of construction trades professionals providing mentoring and assistance to journey-level and apprentice women. <http://www.sistersinthebuildingtrades.org/>
- **Washington Women in Trades** is a community based, non-profit 501 (c)(3) organization whose mission is to improve women's economic equity and self-sufficiency through access and success in high-wage, high-skilled careers in the construction, manufacturing and transportation sectors. <http://www.wawomenintrades.com/>

For Veterans

- **WorkSource** web pages list a range of training, financial aid, and supportive services helping veterans return to civilian life. <http://www.worksourceonline.com/js/v/veterans.html>
- The **Washington State Department of Veterans Affairs** links service men and women to GI Bills, housing, medical, training, adjustment and family support services. <http://www.dva.wa.gov/index.html>
- **Helmets to Hardhats** is a national initiative linking veterans transitioning out of military service to union construction trades apprenticeship programs. The Washington website is: <http://helmetstohardhats.org/>



For Offenders and Ex-Offenders

- The **Offender Employment Services** website lists job search and assistance, re-entry programs, fidelity bonding and other workforce services designed to help offenders and ex-offenders transition into the community. <http://www.wa.gov/esd/oes/services/default.htm>

For Economically Disadvantaged

- **Opportunity Grants** can help Registered Apprentices with funding for training and supportive services, including emergency day care and transportation. Every community and technical college has an Opportunity Grant Coordinator onsite: http://www.sbctc.ctc.edu/college/_s-oppgrantcoords.aspx
- The Workforce Development Councils and the Paul G. Allen Foundation host a website called **The Calculator**, which any person can use to see if they meet self-sufficiency levels for the standard of living in their county, or if they may qualify for state and federal assistance, such as WIA. <http://www.thecalculator.org/>
- **WorkFirst** employment activities are administered through the Employment Security Department, and some comprehensive programs, such as Community Jobs, are administered through the Department of Community Trade and Economic Development. <http://www.workfirst.wa.gov/>



WIA References and USDOL Directives Citing Registered Apprenticeship

Workforce Investment Act References

- **The Workforce Investment Act, Title I**
(P.L. 105-220 – August 7, 1998)
<http://www.doleta.gov/usworkforce/wia/act.cfm>
- **20 CFR parts 663, 665, and 666**
http://www.access.gpo.gov/nara/cfr/waisidx_04/20cfr663_04.html
- **National Apprenticeship Act (P.L. 75-308)**
<http://www.doleta.gov/OA/fitzact.cfm>
- **The Wagner-Peyser Act (29 USC 49 et seq.)**
http://www.uses.doleta.gov/w-pact_amended98.cfm
- **Training and Employment Notice: No. 17-06:**
Vision for 21st Century Apprenticeship
http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=2283

Training and Employment Guidance Letters (numerical by year issued)

- **No. 14-08**
Guidance for Implementation of the Workforce Investment Act and Wagner-Peyser Act Funding in the American Recovery and Reinvestment Act of 2009 and State Planning Requirements for Program Year 2009
http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=2728
- **No. 02-07**
Leveraging Registered Apprenticeship as a Workforce Development Strategy for the Workforce Investment System
http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=2491
- **No. 17-05**
Common Measures Policy for the Employment and Training Administration's Performance Accountability System and Related Performance Issues
http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=2195
- **No. 18-05**
Using Workforce Investment Act Funds to Serve Incumbent Workers and Employed Workers
http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=2198

- **No. 13-06**

Instructions for Workforce Investment Act and Wagner-Peyser Act State Planning and Waiver Requests for Years Three and Four of the Strategic Five-Year State Plan (Program Years 2007 and 2008)
http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=2298

- **No. 28-05**

The Employment and Training Administration's (ETA's) New Strategic Vision for the Delivery of Youth Services Under the Workforce Investment Act (WIA): "Expanding ETA's Vision for the Delivery of Youth Services under WIA to include Indian and Native American Youth and Youth with Disabilities"
http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=2224

- **No. 3-04**

The Employment and Training Administration's (ETA's) New Strategic Vision for the Delivery of Youth Services Under the Workforce Investment Act (WIA)
http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=1589



Glossary of Registered Apprenticeship Terms Used in Washington State¹

System Terms

CRFs: Code of Federal Register refers to 29 CFR Part 29 and 30 which are the US Department of Labor's Apprenticeship Program Labor Standards that govern registered apprenticeship nationally, and state apprenticeship rules are in conformity.

OA: U.S. Department of Labor Office of Apprenticeship

L&I: Labor and Industries, the state agency, which is the administrative arm of the WSATC charged with, among other tasks, registering and monitoring apprenticeship programs, and ensuring the fair treatment of apprentices.

L&I Apprenticeship Program Manager: This person is in charge of L&I's Apprenticeship Section and is the primary link between the L&I Apprenticeship Consultants and the WA State Apprenticeship and Training Council.

L&I Apprenticeship Consultant: An L&I staff person who, among other tasks, assists sponsors and apprenticeship coordinators in a specific region of the state to create and revise apprenticeship programs.

Related/Supplemental Instruction (RSI): Training conducted that complements what the apprentice learns on the job, and is designed to complement the work processes that the apprentice must know in order to become a well-rounded journey-level worker. RSI must consist of at least 144 hours per 12-month period.

RCW: The Revised Code of Washington.

Sponsor: Any firm, association, committee, or organization operating an apprenticeship and training program and in whose name the program is registered or is to be registered.

Standards of Apprenticeship: Is a written agreement containing specific provisions for operation and administration of the apprenticeship program and all terms and conditions for the qualifications, recruitment, selection, employment, and training of apprentices, as further defined in WAC 296-05-316.

State Board of Community and Technical Colleges (SBCTC): The state agency charged with, among tasks, the recommendation of RSI for registered apprenticeship programs, whether or not the training is conducted by a community or technical college.

Trade Committee: An advisory committee composed of SBCTC, L&I, WSACA, and two (2) appropriate representatives from programs compatible with those being reviewed. If no compatible program representatives are reasonably available, the trade committee will be comprised from representatives of SBCTC, L&I, and WSACA. The trade committee will make a recommendation to the SBCTC about the relevance of instruction.

Training Director/Coordinator: A person hired by an apprenticeship committee or company to coordinate the recruitment, selection, on-the-job training, and classroom training of apprentices in a registered apprenticeship program.

Training Provider: An entity that delivers RSI to apprentices. In some cases, this may be the sponsor, while in other cases it may be an educational institution.

WAC: The Washington Administrative Code.

Washington State Apprenticeship and Training Council (WSATC): The Council shall establish standards for apprenticeship agreements in conformity with the provisions of RCW 49.04.

Washington State Apprenticeship Coordinators Association (WSACA): A statewide group of Training Directors/Coordinators, each of who coordinates a registered apprenticeship program in a particular trade.

Training Terms

Apprentice: An individual who is employed to learn an apprentice-able occupation and is registered with a sponsor in an approved apprenticeship program according to RCW 49.04 and these rules.

Apprentice-able occupation: A skilled trade(s) or craft(s), which has been recognized by the United States Department of Labor, Office of Apprenticeship or the WSATC and meets the criteria established in WAC 296-05.

Apprenticeship agreement: A written agreement between an apprentice and either the apprentice's employer(s), or an apprenticeship committee acting as agent for employer(s), containing the terms and conditions of the employment and training of the apprentice.

Apprenticeship committee: A quasi-public entity approved by the WSATC or OA to perform apprenticeship and training services for employers and employees.

Apprenticeship program: A plan for administering an apprenticeship agreement(s). The plan must contain all terms and conditions for the qualification, recruitment, selection, employment and training of apprentices, including such matters as the requirement for a written apprenticeship agreement.

Certificate of completion: A record of the successful completion of a term of apprenticeship.

Industry wide standards: The current, acceptable trade practices, including technological advancements that are being used in the different trades.

Joint: Indicates a program that is jointly sponsored by a group of employers and a labor organization with a collective bargaining agreement. It is administered by employer and employee representatives from an apprenticeship and training committee composed equally from management and labor.

Journey level: An individual who has sufficient skills and knowledge of a trade, craft, or occupation, either through formal apprenticeship training or through practical on-the-job work experience, to be recognized by a state or federal registration agency and/or an industry as being fully qualified to perform the work of the trade, craft, or occupation. Practical experience must be equal to or greater than the term of apprenticeship.

Non-joint: Indicates a program where there is no labor organization or collective bargaining agreement. It is sponsored by employer association(s) and administered by an apprenticeship committee composed equally from employer and employee representatives.

On-the-job training : The necessary education, assistance, and control provided by a journey-level employee that is on the same job site at least 75 percent of each working day, unless otherwise approved by the WSATC.

Program Sponsor: Any person, firm, association, committee, or organization operating an apprenticeship and training program and in whose name the program is registered or is to be registered.

Program Standards: A written agreement containing specific provisions for operation and administration of the apprenticeship program and all terms and conditions for the qualifications, recruitment, selection, employment, and training of apprentices, as further defined in WAC 296-05-316.



Related and Supplemental Instruction: Instruction approved by the program sponsor and taught by an instructor approved by the program sponsor. Instructors must be competent in their trade or occupation. A sponsor must review related/supplemental instruction annually to insure that it is relevant and current.

Trade: Any apprentice-able occupation defined by the apprenticeship, training, employer and labor services section of the United States Department of Labor and these rules.

Training agent: Employer of registered apprentices approved by the program sponsor to furnish on-the-job training to satisfy the approved apprenticeship program standards who agrees to employ registered apprentices in that work process. The training agent shall use only registered apprentices to perform the work processes of the approved program standards.

Training agreement: A written agreement between a training agent and a program sponsor that contains the provisions of the apprenticeship program applicable to the training agent and the duties of the training agent in providing on-the-job training.



Glossary of Workforce Development Terms Used in Washington Stateⁱⁱ

A full online list of terminology used in Washington's workforce development system is available online at: <http://www.workforceexplorer.com/article.asp?ARTICLEID=965>

This glossary derives terms from the Employment Security Department's Workforce Explorer glossary mentioned above, and terms from the Higher Education Coordinating Board's website (see endnotes) that pertain to integrating Registered Apprenticeship across the Workforce Development/education system.

ADA (Americans with Disabilities Act): Comprehensive civil rights law that makes it unlawful to discriminate against individuals with a disability in public and private sector employment (for businesses with 15 or more employees), state and local government services, public accommodations, transportation or telecommunication.

AFDC (Aid to Families with Dependent Children): This is the name of the former federal welfare entitlement program. In some states, the term is still used to identify individuals who are transitioning into the new TANF program. (See "Temporary Assistance to Needy Families.")

Assessment: A systematic process of measuring the strengths and weaknesses of workforce development clients. A wide range of assessment instruments and methods is available, from structured interviews to computerized tests.

Assistive Technology: Any item, piece of equipment, or system that is commonly used to increase, maintain, or improve functional capabilities of individuals with disabilities.

At-Risk Youth: A young person (generally under the age of 24) who is perceived to be in danger of dropping out of school, being abused or neglected by a guardian, becoming involved in crime or gangs, getting pregnant or using drugs. Frequently, a young person must possess at least one "at-risk" characteristic before qualifying for workforce development programs.

Basic Skills Training: Training offered individually or in groups to help individuals improve fundamental academic skills, such as reading, writing and simple math.

Benchmark: A point of reference (either an estimate or a count) from which measurements can be made or upon which adjustments to estimates are based.

Career Bridge: The name of the Workforce Board-managed career search engine that houses the Eligible Training Provider List.

Career Guidance: Assistance provided by a high school counselor or workforce professional to help students or clients select appropriate careers and training. Includes assessment, exploration activities, and formalizing plans. In high school, students are required to complete a High School and Beyond Plan in order to graduate. This is a formal plan outlining how their academic courses will lead to a seamless transfer to a post-secondary or employment goal, and is usually associated with Navigation 101.

Centers of Excellence: A community or technical college designated by the State Board for Community Colleges to serve as a clearinghouse of workforce education resources for a high demand industry.

CTE: Career-Technical Education, which describes vocational training offered through the K12 system and is a departmental name in the Office of the Superintendent of Public Instruction

Disability: A physical or mental impairment that substantially limits one or more of that person's major life activities, has a record of such impairment, or who is regarded as having such an impairment.

Dislocated Worker: An employee who has been laid off from his/her job because of a business cutback or plant closure.

EDC or EDB: An Economic Development Council or Board.

EEOC (Equal Employment Opportunity Commission): Federal agency responsible for overseeing and enforcing nondiscrimination in hiring, firing, compensation, promotion, recruitment, training, and other terms and conditions of employment regardless of race, color, sex, age, religion, national origin or disability.

ESL: English as a Second Language

Eligible or Eligibility: The process and result qualifying for various state and federal programs or assistance.

Eligible Training Provider/ETP List: training programs eligible to provide training to individuals who qualify for the following state and federal funds for WIA Title IB, Unemployment Insurance (UI) benefits through the Washington State Training Benefits Program, or Trade Adjustment Assistance.ⁱⁱⁱ

High Demand Industry: An industry that impacts the state's overall economic vitality and may experience difficulty in attracting or retaining a qualified workforce that can meet economic demand.

High Demand Occupation: An occupation with a substantial number of current or projected employment opportunities.

Individual Training Accounts: Accounts for WIA Title IB Eligible Adults to use to purchase training with Eligible Training Providers and cover related classroom and support service needs.

Industry Cluster: A geographic concentration of interdependent competitive firms that do business with each other, including firms that sell inside and outside of the geographic region as well as support firms that supply new materials, components, and business services (RCW 43.330.090), and other institutions including government and education.

NAICS (North American Industry Classification System): The successor to the Standard Industrial Classification (SIC) System. The United States, Mexico, and Canada will universally use this system of classifying business establishments. NAICS focuses on how products and services are created, as opposed to the SIC focus on what is produced.

Navigation 101: Navigation 101 is a guidance and life planning program for students in grades 6 through 12. Its progressive curriculum includes 20 lesson plans that are designed to be taught in regular advisory sessions once or twice a month. The lessons are aligned with the grade level expectations of the Washington State Essential Academic Learning Requirements.

O*NET (Occupational Information Network): The Occupational Information Network is a comprehensive database of worker attributes and job characteristics. <http://online.onetcenter.org>

Outcomes: Another term for performance measurement criteria used to evaluate the effectiveness of a job training or placement program. Traditional criteria used to measure employment and training programs include number of job placements and percentage of retained employees after six months or one year.

Performance Measures: Measures that gauge WIA program results in the areas of job placement, employment retention, and earnings change, as well as skill attainment and customer satisfaction. States are held accountable by the U.S. Department of Labor for their performance in these areas.

Program of Study: A sequence of academic and technical courses preparing students for seamless transfer from K12 education to the post-secondary professional-technical program, baccalaureate, or registered apprenticeship program of their choice.

PTE: Professional-Technical Education, which describes vocational/workforce education offered through the community and technical college system

Sector: a group of industries with similar business processes, products, or services such as construction or health services; formerly categorized by the Standard Industrial Classification (SIC) system, now categorized by the North American Industry Classification System (NAICS).

SOC (Standard Occupational Classification): A numerical coding system that classifies occupational data for the purpose of collecting, calculating, or disseminating data. All workers are classified into one of over 820 occupations according to their occupational definition. Each broad occupation includes detailed occupation(s) requiring similar skills, education, or experience. The SOC replaced the DOT codes that were previously used for these purposes.

TANF (Temporary Assistance for Needy Families): Refers to the new federal block grant program of time-limited cash assistance, training and job placement to welfare recipients.

Targeted Industries or Clusters: Industries and industry clusters that are identified based on a strategic economic development consideration or other public concerns.

TEGL: Training and Employment Guidance Letter issued by the US Department of Labor

UI (Unemployment Insurance) Program: A national program administered by the U.S. Department of Labor under the Social Security Act. Provides temporary weekly payments to workers who lose their jobs through no fault of their own. The payments are financed by contributions from employers on the wages of their covered workers. Eligibility for benefits requires that the claimant be able to work, be seeking work and be willing to accept a suitable job.

VETS: Veterans' Employment and Training Service - US Dept. of Labor Vocational Rehabilitation: Programs designed to help individuals with disabilities enter or reenter gainful employment

WARN: Worker Adjustment and Retraining Notification Act

WDC: One of the 12 Workforce Development Councils in Washington State, designated to serve as Local Workforce Investment Boards. Oversee System Delivery in WorkSource Centers. The same names of these councils (contact information provided on page 81 of this section) are also the same names given to Workforce Development Areas.

WIA (Workforce Investment Act) Of 1998: This is the first major reform of the nation's job training system in more than 15 years. Key components include: streamlining services through a "one-stop" service delivery center; empowering individuals by providing information and access to training resources through Individual Training Accounts (ITAs); providing universal access to core services; increasing accountability for outcomes; ensuring a strong role for local boards and the private sector in the workforce investment system; and improving youth programs.

WorkFirst: This term refers to the philosophy and operating concept of the new federal welfare reform initiative and also to the restrictions on the use of welfare-to-work funds. These funds can only be used for activities that directly promote, encourage and place welfare recipients into jobs.

Work-Readiness Training: Training provided to help clients get and keep jobs. "Job-getting" skills include such things as interviewing, grooming and resume-writing. "Job-keeping" skills include attendance, punctuality, getting along with others and resolving conflicts.

Workforce Development: A general term to describe various efforts to improve the academic and occupational skills of all citizens. This term became popular in the mid-1990s, eclipsing "employment and training programs," which usually refers only to government programs benefiting laid-off workers and the poor. Workforce development efforts are still often referred to generically as "Job Training" or "Jobs" programs.

WorkSource: The One-Stop Centers and Affiliates (usually at community or technical colleges) that deliver labor exchange and WIA core, intensive and training services.

Washington State Registered Apprenticeship Promotional Tools Available Online

Many wonderful events have been developed to promote Registered Apprenticeship to the community or specific talent pools; in recent years, showcases and career fairs for construction trades in particular have increased in frequency and popularity.

The contributors to this book acknowledge and salute the contributions these events make in promoting Registered Apprenticeship. While it is not possible to list every promotional event, as the hosts, venues, or dates can change, the following list notes some free promotional products and career search engines accessible online:

- **Building for A Lifetime Video**

The Building and Construction Trades Council, AFL-CIO, has a multi-trade promotional video available at their website: <http://www.wabuildingtrades.org/index.cfm>

- **Youth Apprenticeship Website**

The Washington State Department of Labor and Industries has a fantastic exploratory website designed for young people: <http://www.exploreapprenticeship.wa.gov/>

- **Careervoyages.gov Website**

Jointly, the US Departments of Education and Labor manage the Career Voyages website, which is helpful both for young people and people at any age changing careers. The site offers videos, InDemand magazine, and career pathway information. The site includes useful information about registered apprenticeship at:

<http://www.careervoyages.gov/apprenticeship-main.cfm>

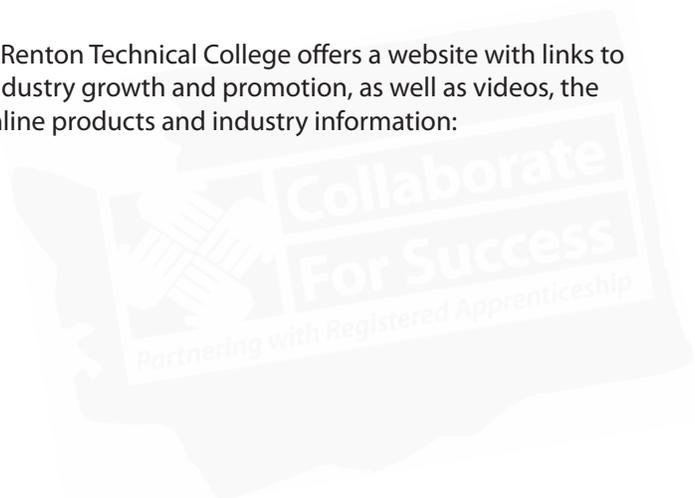
- **Helmets to Hardhats Website:**

The national Helmets to Hardhats initiative website includes both promotional information specifically for veterans, as well as enrollment connections to construction trades in Washington State: <http://helmetstohardhats.org/>

- **Construction Center of Excellence:**

The Construction Center of Excellence at Renton Technical College offers a website with links to organizations supporting construction industry growth and promotion, as well as videos, the Construction Math Toolbox, and other online products and industry information:

<http://www.rtc.edu/cce/>



U.S. Department of Labor – Office of Apprenticeship Marketing Materials

The USDOL – Office of Apprenticeship offers terrific marketing materials directed to employers across several high demand industries, and to a range of talent pools. These materials are applicable to state and federally-registered programs across the county and can be used in collaborative, SMART outreach activities and services.

Office of Apprenticeship Flyers in this manual are arranged in this order:

Fact Sheets for Employers and Industry Advocates (two pages)

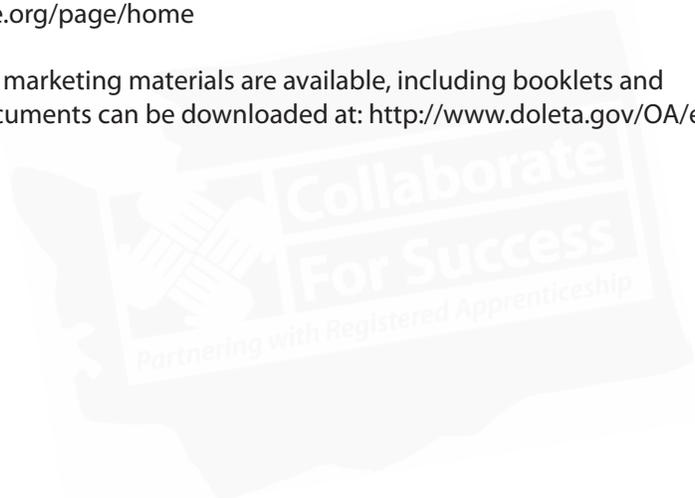
- General Business Flyer
- Aerospace Sector & Registered Apprenticeship
- Energy Sector & Registered Apprenticeship
- Health Care Sector & Registered Apprenticeship
- Information Technology Sector & Registered Apprenticeship
- Security Sector & Registered Apprenticeship
- Social Services Sector & Registered Apprenticeship
- Transportation Sector & Registered Apprenticeship

Flyers and Fact Sheets for Talent Pools

- What is Registered Apprenticeship? Flyer
- General Apprenticeship Fact Sheet
- Fact Sheet for Guidance Counselors
- Fact Sheet for Parents
- Fact Sheet for Youth

The materials in this section can be downloaded at:
<http://21stcenturyapprenticeship.workforce3one.org/page/home>

Additional USDOL ETA – Office of Apprenticeship marketing materials are available, including booklets and brochures in both English and Spanish. These documents can be downloaded at: <http://www.doleta.gov/OA/e-tools.cfm>



REGISTERED APPRENTICESHIP



Registered Apprenticeship is a national system that offers on-the-job training in many of today's sought-after careers through partnerships with businesses like yours. Our nationwide network includes approximately 250,000 employers in 1,000 careers. Over the past 70 years, Registered Apprenticeship has developed millions of apprentices and strengthened America's workforce – one program at a time.

Why Partner with Registered Apprenticeship?

Building a Registered Apprenticeship within your business has many advantages – for you and your employees.

★ Benefits for your bottom line

Registered Apprenticeship programs aid in recruiting new personnel, and often support the activities of your human resources department.

Investing in the future of your employees can strengthen their loyalty to your company.

Teaching employees new skills and providing incremental raises increase productivity, decrease turnover and save your company money spent on training.

★ Business-driven, customizable program

The Office of Apprenticeship will work with you to create a flexible training program appropriate for your business. Registered programs range in size from one apprentice to hundreds depending on the employer.

As your workforce needs change, we will help you adjust your training curriculum or design a new program if necessary.

★ Financial incentives

By creating a Registered Apprenticeship program, your business may qualify for state tax benefits or other financial support.

Many employers experience strong returns on investments after partnering with us.

★ Opening doors to networking

Program sponsors of registered apprentices are part of a nationwide network of 250,000 employers in 1,000 occupations. Learn best practices from leading training programs.



**REGISTERED
APPRENTICESHIP**
Earn. Learn. Succeed.

www.doleta.gov/oa

Career Areas The Registered Apprenticeship program offers access to 1,000 career areas, including the following top occupations: *Able seaman • Carpenter • Chef • Child care development specialist • Construction craft laborer • Dental assistant • Electrician • Elevator constructor • Fire medic • Law enforcement agent • Over-the-road truck driver • Pipefitter*

Ascend to New Heights With a Highly Skilled Workforce

"As the aerospace industry becomes more technically advanced, finding people with appropriate skills and knowledge is difficult. Using apprenticeship programs to train our workforce for Boeing-specific and industry-specific skills has proven to be invaluable. The programs meet our current and future employment needs. We are able to capture the knowledge, experience, and skills of our more senior workers and combine them with the latest technical training. The result is highly skilled employees trained in all aspects of their craft."

Gina Ames
Apprenticeship Coordinator
The Boeing Company
Seattle, WA

"I served two apprenticeships and know first-hand the value of this skill-building methodology. At JMP Industries, we use apprenticeship to train our workforce in our specialized processes and techniques. It is an excellent way to prepare your workforce to consistently meet the needs of your customers."

Jim Pinchot
President
JMP Industries, Inc.
Cleveland, OH



Aerospace is an industry in transition. Encompassing a broad sphere of endeavors (space exploration, air transportation, airport/ground services, freight handling, and others) it requires a workforce with a diverse set of competencies. Individuals with expertise in the areas of science, math, and technology are particularly in demand. Although many of the aerospace occupations are highly compensated, the recent dramatic decline in investment and employment in the industry has made securing and sustaining a suitably qualified workforce problematic.

How do you attract and maintain the workforce you need? How do you develop a secure and qualified workforce that will enable you to persevere and position your company for the success that lies ahead?

Registered Apprenticeship is a strategy that has proven its worth time and again. It combines the concepts of on-the-job learning, mentoring, and related instruction. It offers the flexibility to train your workforce to meet your standards and needs and to counter the industry's current economic challenges. Competency levels increase rapidly; workers very quickly put their newly acquired knowledge and expertise to productive use.

Apprenticeship programs are designed to respond to real-world business goals, such as increased productivity/performance, greater efficiency, and improved attentiveness to security and safety concerns. Sponsors often partner with credentialing and licensing agencies to ensure that apprentices get the training and related instruction needed to meet applicable requirements.



"Apprenticeship is a win-win situation. Employees see that the Arizona Public Service Company wants to invest in them and the company has a structured program to train and develop productive and highly skilled employees in a way that fits their needs."

Michael Shea
Arizona Public Service Company
Director, Nuclear Training
Palo Verde, AZ

Empower Your Workforce with the Experience and Skills You Need



The Energy Industry plays a vital role in our daily lives. It is essential for travel, conducting business, communicating between distances, providing safety and comfort, and even keeping us alive. Energy is a diverse industry. Being employed in an energy occupation can include working for a utility company, a gas or oil company, a government research group, an energy education or environmental regulation agency, a nonprofit energy awareness and conservation organization, or for many other energy-related companies or agencies.

How do you prepare such a diverse and essential workforce for the challenges of the 21st century? What strategy is best for developing and maintaining human resource processes that are effective and flexible enough to equip a workforce with the high level of expertise and knowledge needed.

Registered Apprenticeship is a proven method for increasing the return on your training investment and developing the human resources you need to succeed. It combines the concepts of on-the-job learning, mentoring, and related instruction while offering the flexibility to train your workforce to meet your standards and needs. Competency levels increase rapidly; employees very quickly put their newly acquired knowledge and expertise to productive use.

Apprenticeship programs respond to real-world business goals, such as increased productivity/performance, greater efficiency, and improved attentiveness to safety concerns. Employers in the Energy Industry partner with credentialing and licensing agencies to ensure that apprentices get the training and instruction needed to meet the high level of competency required by the industry.



"Our apprenticeship program provides us with a critical pipeline of people interested in health care careers; and we can train them in a manner that is consistent with our mission and values."

Stephen M. Percival
Director of HR & Support Services
Washington Regional Hospital
Fayetteville, AR

"Our apprenticeship program has enabled individuals in our community, who possess the personality and ability to be dental assistants, to receive training while working on the job in the dentists' offices. The program has really helped to fill the jobs with trained assistants."

Dr. Mary Roth
Cofounder, Dental Assistant Apprenticeship Program
Rapid City, SD

"We are serving as a preceptor site for the Miami Valley Career Technology Center and have employed many apprentices from there. The apprentices are very well trained and are of tremendous benefit to us."

Pam Connolly
Director of Nursing
Englewood Manor Nursing Home
Clayton, OH

Enrich Your Workforce with the Skills You Need



A serious labor and skills shortage exists. It is one of the Health Care industry's greatest challenges as we progress into the 21st century. An aging population, shifting demographics, and technological advances have put tremendous pressure on the industry's labor resources. Although the health care industry is growing rapidly, its workforce of skilled labor is not keeping pace.

What can you do? What strategy will you choose to elevate the skill level of your existing workforce and empower new employees with the proficiency and experience you need?

Registered Apprenticeship is a strategy that has proven its worth time and again. It combines the concepts of on-the-job learning, mentoring, and related instruction. It offers the flexibility to train your workforce to meet your standards and needs in keeping with your shifting workplace demands. Competency levels increase rapidly; employees very quickly put their newly acquired knowledge and expertise to productive use.

Apprenticeship programs are designed to respond to the goals of the health care industry, such as better patient care, increased performance, and greater efficiency. Health Care providers often partner with credentialing and licensing agencies to ensure that apprentices get the training and instruction needed to meet applicable requirements.



Develop the Workforce You Need to Compete

"A critical predictor of an employee's success on the job in the Information Technology field is hands-on experience. Certifications and diplomas miss a substantial component of competency assessment. Hands-on experience is a basic tenet of apprenticeship and we're using it as our training strategy for many IT career tracks."

Neill Hopkins

Vice-President, Workforce Development
Computing Technology Industry Association
(CompTIA)

"Apprenticeship provides on-the-job learning in a cost effective manner and in a way that reflects the realities of today's modern organizations."

Alice Rowland

Information Services Organization
Development Manager, McDonald's
Corporation



Constant change defines the Information Technology (IT) industry. Many occupations in the industry that are commonplace today didn't exist a decade ago. Those that did have changed and possess a new complexity. There is a gap between the education and skill levels of the existing IT workforce and the proficiency desired by employers. Education and credentials help individuals gain entry into many occupations; however, experience and training are essential for high performance.

How do you keep up? How do you fill the skills and experience gap and develop a workforce that sets you apart from the competition, a workforce aligned with your vision and prepared to compete in the 21st century?

Registered Apprenticeship is a strategy that has proven its worth time and again. It combines the concepts of on-the-job learning, mentoring, and classroom instruction. It offers the flexibility to train your workforce to meet your standards and needs, in keeping with today's dynamic business needs. Competency levels increase rapidly; workers very quickly put their newly acquired knowledge and expertise to productive use.

Apprenticeship programs are designed to respond to real-world business goals, such as increased productivity/performance, greater efficiency, and improved customer retention. Employers in the Information Technology industry often partner with credentialing and licensing agencies to ensure that apprentices get the training and instruction needed to meet applicable requirements.



Take Action to Fortify and Prepare Your Workforce



Today, there is a greater need for security than at any time in our nation's history. Increased globalization, new and advancing technologies, and recent world events have contributed to tremendous expansion in the Security Industry. These factors have also changed the skill sets and competencies required of the industry's workforce. Highly skilled and knowledgeable security personnel are essential in creating a safe environment for us to conduct commerce, share information, travel, and communicate with one another.

How do you equip your workforce to keep pace with the latest security demands? What measures are necessary to ensure that your workforce and human resource development methodologies are sufficiently flexible to respond to the shifting priorities and heightened significance of the security industry?

Registered Apprenticeship is a proven method for increasing the return on your training investment and developing the human resources you need to succeed. It combines the concepts of on-the-job learning, mentoring, and related instruction while offering the flexibility to train your workforce to meet your standards and needs. Competency levels increase rapidly; employees very quickly put their newly acquired knowledge and expertise to productive use.

Apprenticeship programs respond to real-world business goals, such as evolving and shifting priorities, increased efficiency and responsiveness, and improved attentiveness to safety concerns. Security Industry employers often partner with credentialing and licensing agencies to ensure that apprentices get the training and instruction needed to meet the high standards required by the industry.



Creating Brighter Futures With Highly Skilled Professionals

“The apprenticeship program has definitely improved the quality of my center. Parents notice the increased professionalism. The children get better care and they do well when they leave here.”

Marsha Dawson

Director
Children’s Place Day Care Center
Huntington, WV

“Our organization is dedicated to ‘Making A Difference’ in the lives of people with developmental disabilities. We benefit from a collectively well-trained and competent workforce. In turn, the quality of care we provide to the people we serve is improved.”

Jacquelyn Walker

ARK Regional Services
Associate, Staff Development & Training
Laramie, WY



Dedicated to the well-being of individuals, children, and families, the Social Services industry provides a wide range of programs that help people reach their potential or restore their self-sufficiency: residential care, rehabilitation, substance abuse counseling, child day care, and job training. Social Services professionals are often entrusted with the welfare of individuals who are in the most vulnerable stages of their lives. It is critical that they meet the highest standards of proficiency and professionalism.

What is required to build and preserve a workforce that is dedicated to helping others? What steps must you take to ensure that your workforce possesses the skills, knowledge, and professionalism needed to meet the needs of those seeking assistance?

Registered Apprenticeship is a strategy that has proven its worth time and again. It combines the concepts of on-the-job learning, mentoring, and related instruction. It offers the flexibility to train your workforce to meet your standards and needs. Competency levels increase rapidly; employees very quickly put their newly acquired knowledge and expertise to productive use.

Apprenticeship programs are designed to respond to real-world business goals, such as increased productivity/performance, greater efficiency, and improved attentiveness to safety concerns. Social Services providers often partner with credentialing and licensing agencies to ensure that apprentices get the training and related instruction needed to meet applicable requirements.



“U.S. Merchant Mariners are the men and women who crew U.S.-flag commercial vessels on the deep seas, inland waterways, and Great Lakes. They must be highly skilled and knowledgeable. Our apprenticeship programs provide them with the necessary instruction and on-the-job experience they need to succeed.”

Bart Rogers
Director of Manpower
Seafarers International Union (SIU)
Camp Springs, MD

Accelerate the Development of Your Workforce



The Transportation Industry is dedicated to providing on-time services and efficient access to places and things. Trains, planes, boats, trucks, and other modes of transportation are readily available to take us nearly anywhere on the planet with minimal effort and planning. Goods are transported around the clock and arrive at their destinations, intact and on time with remarkable reliability. A knowledgeable and experienced workforce is needed to make all this happen.

How do you ensure that your workforce is equipped to deal with the transportation challenges of the 21st century? How do you develop the human resources you need to meet consumer demands, keep up with the latest innovations, and remain competitive?

Registered Apprenticeship is a proven method for increasing the return on your training investment and developing the human resources you need to succeed. It combines the concepts of on-the-job learning, mentoring, and related instruction. Registered Apprenticeship is flexible and will accommodate your company's individual needs. Its systematic approach enables you to track the various skill levels and aptitudes of your personnel as they develop; and it ensures that the industry is served by well-qualified personnel.

Apprenticeship programs respond to real-world business goals, such as increased efficiency and effectiveness, reduced costs, and enhanced security. Transportation Industry employers partner with credentialing and licensing agencies to ensure that apprentices get the training and instruction needed to meet desired requirements.



\$50

tax revenues yielded
by each public dollar
invested in apprenticeship

250,000
employer partners



1,000
career areas

\$49,800
average annual salary
for completers

\$100

invested in apprenticeship
by private organizations for
each federal dollar spent

500,000
apprentices

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What is Registered Apprenticeship?

Registered Apprenticeship programs meet the skilled workforce needs of American industry, training millions of qualified individuals for lifelong careers since 1937. Registered Apprenticeship helps mobilize America's workforce with structured, on-the-job learning in traditional industries such as construction and manufacturing, as well as new emerging industries such as health care, information technology, energy, telecommunications and more. Registered Apprenticeship connects job seekers looking to learn new skills with employers looking for qualified workers, resulting in a workforce with industry-driven training and employers with a competitive edge.

Who are our partners?

Through a proven system of public-private partnerships, Registered Apprenticeship partners with a wide range of organizations including (but not limited to):

- Businesses, employer and industry associations
- Labor management organizations
- State and local workforce development agencies and programs
- Two- and four-year colleges that offer associate and bachelor's degrees in conjunction with apprenticeship certificates
- U.S. military
- Community leaders and economic development organizations

How does Registered Apprenticeship benefit employers?

In addition to available tax benefits and workforce development grants in some states, Registered Apprenticeship benefits employers by providing them with a pipeline of skilled workers with industry-specific training and hands-on experience. Registered Apprenticeship programs are customizable to match employers' needs, and highly flexible to always to meet employers' changing requirements.

How does Registered Apprenticeship benefit individuals?

From day one, apprentices receive a paycheck that is guaranteed to increase as their training progresses. Apprentices also complete a combination of industry-specific classroom education and hands-on career training leading to nationally recognized certifications.

How does Registered Apprenticeship benefit states, regions and communities?

Registered Apprenticeship programs mean a more highly skilled workforce. Nationally certified employees give your state, region or community a competitive edge, attract companies, increase wages and ultimately increase tax revenue. Because apprentices pay income taxes on their wages, it is estimated that every dollar the federal government invests yields more than \$50 in revenues.

Who operates Registered Apprenticeship programs?

Registered Apprenticeship program sponsors (employers, employer associations and labor management organizations) vary from small, privately owned businesses to national employer and industry associations. Today, we have nearly 29,000 sponsors representing more than 250,000 employers, including UPS, the United States Military Apprenticeship Program, Werner Enterprises, CVS/pharmacy and many others.

Where is Registered Apprenticeship?

The Registered Apprenticeship program's national office is located in Washington, D.C. However, the program has a presence in all of the 50 states and some territories, in the form of federal staff and/or state and employer partners.



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U.S. Department of Labor
200 Constitution Avenue, NW, RM N-5311
Washington, DC 20210
Phone 202.693.2796
Fax 202.693.2808

www.doleta.gov/oa





The Registered Apprenticeship Advantage

Connecting Registered Apprenticeship with your state and local workforce development system is a win-win partnership. It helps businesses and your state thrive by creating highly skilled, highly productive employees. It will also help your state meet important performance goals for workforce development.

What is Registered Apprenticeship?

It's a job.

Apprentices start working from day one with incremental wage increases as they become more proficient.

It's on-the-job learning and education.

Registered Apprenticeship includes on-the-job learning from an assigned mentor combined with technical training provided by apprenticeship training centers, technical schools, community colleges, and institutions employing distance and computer-based learning systems.

It's a credential.

At the end of the apprenticeship, all apprentices receive a nationally recognized credential. Some apprenticeship programs offer interim credentials as apprentices achieve important milestones during their apprenticeship.

What are some advantages of Registered Apprenticeship?

Benefits to Employers

- ✦ Highly skilled employees
- ✦ Reduced turnover rates
- ✦ Higher productivity
- ✦ Lower investment in recruitment
- ✦ More diverse workforce
- ✦ New pool of workers
- ✦ Creation of career pathways

Benefits to Apprentices

- ✦ Nationally recognized and portable credentials
- ✦ Improved skills and competencies
- ✦ Higher wages as skills increase
- ✦ Career advancement

Benefits to Workforce Development

- ✦ Aligned with workforce system goals and performance outcomes
- ✦ Industry-driven with 250,000 sponsors
- ✦ More than 500,000 apprentices annually



Career Areas The Registered Apprenticeship program offers access to 1,000 career areas, including the following top occupations: *Able seaman • Carpenter • Chef • Child care development specialist • Construction craft laborer • Dental assistant • Electrician • Elevator constructor • Fire medic • Law enforcement agent • Over-the-road truck driver • Pipefitter*

REGISTERED APPRENTICESHIP



Do you have students who are looking for a way to earn a paycheck and receive employer benefits while learning and earning college credits at the same time?

Do you have students who want to further their educations without going into debt?

Do you have students who want a long-term, successful career?

If so, talk with them about Registered Apprenticeship!

The U.S. Department of Labor's Registered Apprenticeship program allows individuals to work and earn a paycheck – while learning skills and earning the certifications that employers want. Registered Apprenticeship provides more than 500,000 apprentices across the U.S. with industry-specific education, on-the-job training, nationally recognized certifications, and guaranteed wage increases.

What makes Registered Apprenticeship a good choice?

- ⚡ Registered Apprenticeship programs pay individuals from day one, and are required to provide raises as apprentices attain additional skill levels.
- ⚡ Apprentices learn their skills through structured, on-the-job training and related classroom instruction.
- ⚡ Registered Apprenticeship programs foster a sense of personal independence in apprentices.
- ⚡ Upon completion, apprentices receive nationally recognized certifications.
- ⚡ Many of the apprenticeship programs partner with local colleges, enabling apprentices to earn college credit, sometimes paid for by the employer.
- ⚡ There are more than 250,000 employers involved in the apprenticeship program, including nationally known companies such as CVS/pharmacy and UPS. These companies participate as program sponsors in a public/private partnership with the government to create a highly skilled workforce.

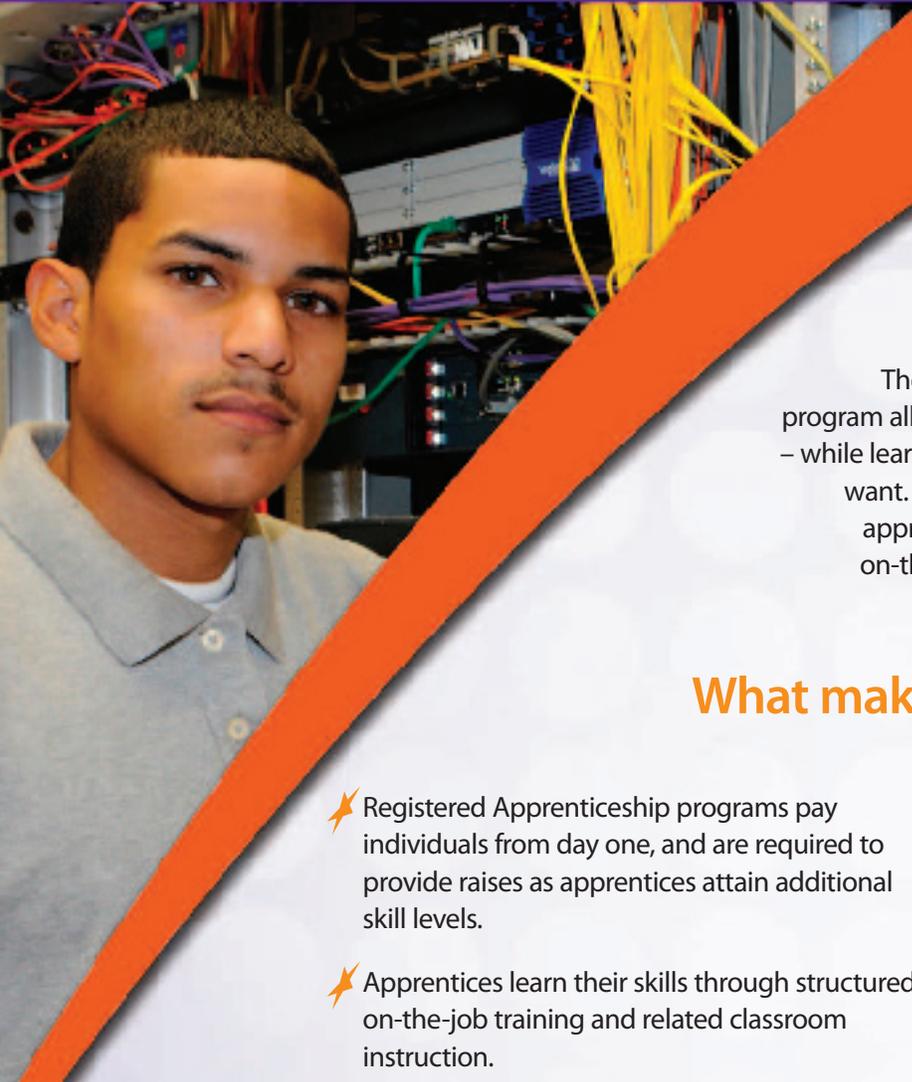


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Career Areas The Registered Apprenticeship program offers access to 1,000 career areas, including the following top occupations: *Able seaman • Carpenter • Chef • Child care development specialist • Construction craft laborer • Dental assistant • Electrician • Elevator constructor • Fire medic • Law enforcement agent • Over-the-road truck driver • Pipefitter*



A Good Choice for Your Son or Daughter

The U.S. Department of Labor's Registered Apprenticeship program allows your son or daughter to work and earn a paycheck – while learning skills and earning the certifications that employers want. Registered Apprenticeship provides more than 500,000 apprentices across the U.S. with industry-specific education, on-the-job training, nationally recognized certifications, and guaranteed wage increases.

What makes Registered Apprenticeship a good choice?

- ★ Registered Apprenticeship programs pay individuals from day one, and are required to provide raises as apprentices attain additional skill levels.
- ★ Apprentices learn their skills through structured, on-the-job training and related classroom instruction.
- ★ Registered Apprenticeship programs foster a sense of personal independence and a strong path to success.
- ★ Upon completion, apprentices receive nationally recognized certifications.
- ★ Many of the apprenticeship programs partner with local colleges, enabling apprentices to earn college credit, sometimes paid for by the employer.
- ★ There are more than 250,000 employers involved in the apprenticeship program, including nationally known companies such as CVS/pharmacy and UPS. These companies participate as program sponsors in a public/private partnership with the government to create a highly skilled workforce.
- ★ Registered Apprenticeship programs offer long-term, successful career opportunities.
- ★ Apprentices can earn a great salary and education without debt.



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Career Areas The Registered Apprenticeship program offers access to 1,000 career areas, including the following top occupations: *Able seaman • Carpenter • Chef • Child care development specialist • Construction craft laborer • Dental assistant • Electrician • Elevator constructor • Fire medic • Law enforcement agent • Over-the-road truck driver • Pipefitter*



REGISTERED
APPRENTICESHIP
Earn. Learn. Succeed.

1,000 career
opportunities
with more than
250,000 employers
nationwide.

"I attended two years at a university prior to joining the apprenticeship program. In the end, I was left with a ton of debt and no job to show for it. During my apprenticeship I received regular raises and was able to pay off my student loans."

- Nicole, electrician apprentice

Want a successful career? Want to further your education without racking up debt? Get started on your path to a successful career and enroll in a Registered Apprenticeship program. Call your state apprenticeship office or visit www.doleta.gov/oa to learn more about apprenticeship.

www.doleta.gov/oa

Registered Apprenticeship - *Earn. Learn. Succeed.*



-
- ⁱ Glossary listing provided courtesy of Washington State Labor and Industries :<http://www.lni.wa.gov/TradesLicensing/Apprenticeship/About/glossary/default.asp>
 - ⁱⁱ Two web resources for workforce terminology:
 1. Higher Education Coordinating Board: <http://www.hecb.wa.gov/boardmtgs/documents/TAB2.Combined.JointReportonskilledandeducatedworkforce.pdf>
 2. Employment Security Department – Workforce Explorer:<http://www.workforceexplorer.com/article.asp?ARTICLEID=965>
 - ⁱⁱⁱ Workforce Training and Education Coordinating Board – ETP List definition (online). <http://www.careerbridge.wa.gov/Page.aspx?cid=134>





Section F

Workshop Planning and Content Materials



Workshop Planning and Content Materials

Sections A – E of this manual can be used as a stand-alone reference guide or as an interactive training tool. **Section F** contains a package of the materials needed to host a half-day **Collaborate for Success Workshop**.

Each section of this manual is a workshop “module” that matches presentation topics, group discussions, and development of a local Collaboration Plan.

The workshop materials in this section can be modified for a variety of audiences. Review the basic planning steps outlined in the “Hosting a **Collaborate for Success** Workshop– Instructions” on page 117.

Section F Materials

- The “**Collaborate for Success – Workshop Logistics Planner**” will help you track workshop logistic and content planning details with a team, or on your own.
- A template “**Workshop Invitation Letter**” on page can be personalized and sent to potential workshop participants.
- A “**Registered Apprenticeship Fact Sheet**” Flyer promotes the importance of Registered Apprenticeship and can be sent with the Workshop Invitation Letter.
- The “**Workshop Facilitation Guide**” is an essential tool for event facilitators, as it is a quick reference showing key topics to cover, main points to share, and instructions for activities. In some cases, facilitation guides also delegate presentation responsibilities. If you are co-presenting this workshop, be sure to add your name into the document under the topics you are covering. Event facilitators use facilitation guides in conjunction with power point presentations to manage time and outcomes.
- A **Workshop Power Point** (presentation is available for downloading at <http://www.lni.wa.gov/tradescicensing/apprenticeship/become/default.asp>) with notes pages embedded.
- **Workshop Materials:**
 - The **Workshop Agenda** follows the facilitation guide and power point precisely. All you need to do is add the exact timing, based on the start and conclusion times you set for your workshop, and the estimated timing in the facilitation guide.
 - The **Workshop Sign-in/Sign Out forms** help track the participants who attend the full workshop and earn the Washington State Apprenticeship Liaison Credential. When done, make a copy for your records and send a copy to the Washington State Department of Labor and Industries – Office of Apprenticeship.



- **Workshop Handouts:**
 - **“What You Bring to the Table”** Team Activity One, which includes instructions for the workshop teams.
 - The **Collaboration Plan**, which includes instructions for the individual participants.
 - **“Swimming in the Talent Pool”** Team Activity Two, which includes instructions for the workshop teams.
- A **Workshop Certificate** template that individuals who attend a Collaborate for Success Workshop can earn (to earn the certification, the workshop must be presented by a certified Washington State Registered Apprenticeship Liaison whose name and contact information is on record with the Washington State Department of Labor and Industries/Office of Apprenticeship). This certification signifies the Liaison as a point-of-contact and advocate for Registered Apprenticeship within their organization.
- A **Workshop Evaluation** that ensures workshop content is continuously improved and updated.
- A **Certificate of Attendance** given to workshop participants to stay for the entire event.



Hosting a Collaborate for Success Workshop

Instructions

Planning and executing a successful workshop requires attention to logistic and content details. While this workshop has been packaged so one person can manage all aspects of event planning, it is recommended that you locate others who can help with workshop preparation and/or presentation. Hosting this workshop as a team saves time and resources, increases knowledge and skills, and further reinforces collaboration for registered apprenticeship.

The following instructions break down event planning tasks sequentially. These are typical steps that an event planner follows to host a workshop

Basic Planning Steps

1. **Ask your organization to host a half-day workshop.**
2. **Determine if the workshop will be held for an internal or external audience.**

Participants of this workshop will ideally represent a cross-section of Registered Apprenticeship and Workforce Development; however, you can present the workshop to an internal or external audience. The logistical tasks in planning a workshop are different for internal and external audiences:

- **Internal audiences** are your regular work colleagues who want to learn more about integrating registered apprenticeship and workforce development systems.

You may not need to send official invitations to an internal audience; however, it is a good idea to ask for a head count of participants so you can adequately set up a presentation site and prepare presentation materials.

- **External audiences** are your current or potential partners outside of your organization or system. Usually, they represent groups with whom you want to increase activities or services.

You will need to consult these partners to make sure you offer the workshop at a convenient time and location, and to ensure their interest in the topic. Remember to send invitations early, diligently remind and track invitees, and make certain outside logistics (such as directions to the workshop location, parking or transportation, and possibly refreshments or meals) are handled.

3. **Set the date, time and location for the workshop.**

- If you are hosting a workshop for an external audience, provide enough advance time for your participants to be able to add the workshop to their calendars and send you a RSVP.

4. Identify individuals who will help with event planning before and during the workshop.

- Regardless if you are hosting an event for an internal or external audience, locate co-workers or outside partners who can help you arrange rooms, print and/or assemble materials, help at the event with participant check-in, and even co-present during the day. If you choose to plan an entire event by yourself, make sure you have time within your regular scope of work to do so.

5. Hold meeting to review and assign workshop logistics at least 2 weeks before the event.

- If you have a team helping you plan the workshop, use the **“Collaborate for Success – Workshop Logistics Planner”** template on page 121 to delegate tasks. Set deadlines for completion of tasks. Distribute completed copies to your team mates for reference.
- If you are planning a workshop on your own, use the **“Collaborate for Success – Workshop Logistics Planner”** template on page 121 to manage tasks. The template follows a chronological order that an event planner typically uses, so if you are new to event planning, following the template in sequence will help you stay on target. Set deadlines for completion of tasks.

6. Send invitation to identified audience.

- Modify the **“Collaborate for Success Invitation Letter”** on page 124 so it includes the date, time, and location of your workshop, as well as the host and co-host organization names. Include the **“Apprenticeship Fact Sheet”** flyer on page 126 with this postal or email invitation.
- Even if you are hosting a workshop for an **internal audience**, you may still want to send an official invitation. This will generate interest in your presentation and motivate colleagues to send you a RSVP.

7. Track RSVPs.

- Put together a table or spreadsheet to collect confirmed participants names, telephone numbers, and emails. Add this information as it is received. Tracking RSVPs will save you time and ensure attendance in these ways:
 - You will have a reliable number of participants for whom you can prepare and assemble materials.
 - If you are hosting the workshop for an external audience, you can sufficiently manage extra logistic details (directions, parking, food, etc).
 - You can send reminders or event updates to confirmed participants.

8. Ensure materials for event are printed or accessible online for many participants at the workshop location.

- Print these materials from the Workshop Package you are using:
 - Workshop Agenda (one per participant)
 - **Collaborate for Success –Partnering with Registered Apprenticeship** Training Manuals*(one per participant)
 - Workshop Handouts (one per participant):
 - “Identifying Assets and Needs” Team Activity One
 - The Collaboration Plan
 - “Swimming in the Talent Pool” Team Activity Two
 - Sign in/Sign out Sheet (one –two copies for the Workshop Check-In table)
 - Event Certificates of Completion (for each participant)
 - Event Evaluations

*It is recommended you print copies of this manual for participants. If you want to ask participants to download/print their own copies of the manual before the event, direct them to this website: <http://www.lni.wa.gov/TradesLicensing/apprenticeship/default.asp>.

9. Review Workshop Facilitator Guide, Power Point, and Manual prior to presentation.

- Spend time with this manual and the workshop package before the event, so you are comfortable presenting and answering potential questions from your audience.
- Put copies of the event materials in a three-ring binder for use at the event. The facilitators guide

10. Prepare room the day of the event.

- If you are hosting a workshop for an external audience away from your own place of work, be sure to arrive early and identify who can assist you if you have any needs during your workshop.
- The “Collaborate for Success – Workshop Logistics Planner” on page 121 contains a section to plan for room set-up. If you are holding the workshop as a team, make sure someone is assigned to help with room organization, so the presenter has time to make sure their power point, facilitator’s guide, and other workshop presentation materials are in order.

11. Confirm workshop volunteers/support.

- Even if you are hosting the workshop alone, securing the help of a co-worker to manage a Check-in Table and any other “day of” troubleshooting will ensure the presentation itself goes smoothly.

12. Host presentation for intended audience.

- 13. Send sign-in/sign-out forms, workshop notes, and evaluation forms** to the Washington State Department of Labor and Industries (LNI) – Apprenticeship Division for tracking and contact information. Keep a copy of the Workshop Sign In/Sign out forms on Page 140 for your records, and email or mail a copy to:

Washington State Department of Labor and Industries – Apprenticeship Division
Attention: Elizabeth Smith, Apprenticeship Program Manager
PO Box 44000
Olympia, WA 98504-4000

SMEL235@lni.wa.gov



Collaborate for Success – Workshop Logistics Planner

General Event Information	
Event title	Collaborate for Success – Partnering with Registered Apprenticeship Workshop
Event Audience	
Event date(s) & time(s)	Approximately 4 hours – Set date with consultation of primary audience
Event location(s)	
Facility Contact 1:	
Facility Contact 2:	

Workshop Planning Team	
Workshop Lead:	
Volunteer Contact Information:	

Things to do	
Invitations	
Personalize invitation letter template and send with workshop flyer to these potential participant groups: <ul style="list-style-type: none"> • Registered Apprenticeship community • Employers • Workforce Development Council Directors • WDC Business Point Person • WorkSource Administrators • Economic Development contacts • Educators 	

<ul style="list-style-type: none"> • Non-profit groups 		
Send invitation letter via email as second reminder		
Develop RSVP database to track confirmations		
Set deadline for confirmations		
Confirm # of participants weekly with host		
Room Set-Up		
Determine seating arrangement for participants		Recommended set-up: rounds or tables that allow participants to transition from presentation to small group discussion with minimal movement
Determine presentation arrangements: <ul style="list-style-type: none"> • Laptop/computer, projector and screen for workshop power point presentation • Check-in table • Name tags (presenter's discretion) • Table for resources (printed workshop manuals, other promotional items) 		
Verify who is responsible for set-up and take down		
Audio Visual Requirements		
Verify AV contact who will set up power point slides, microphones, and be available during event for troubleshooting		
Meals & Snacks		
<p>Note: The workshop presenter may want to arrange a snack, meal or water/coffee service to be served during the workshop; this is the presenter's responsibility to arrange refreshments or food service with the workshop host or provide on their own if they want to offer it.</p>		
Snacks	Track invitations to report # to food services	
	Arrange/Select Refreshments or Meal	
	Water or Coffee Service	

	Other	
	Verify food services contact	
Printing & Assembling Workshop Materials		
<p>Confirm who will be producing printed copies or availability to these online documents:</p> <ul style="list-style-type: none"> • Workshop Agenda • <i>Collaborate for Success – Partnering with Registered Apprenticeship Manual*</i> • Sign-in and Sign-out forms • Event evaluation forms • Workshop Certificate <p>Confirm who will produce or provide:</p> <ul style="list-style-type: none"> • Name tags 		<p>*It is recommended you print and distribute the manual for participants. However, you can direct participants to http://www.lni.wa.gov/TradesLicensing/apprenticeship/default.asp. Print and bring a copy of the manual to the event. Caution – there will always be a few participants who neglect to print their own copies!</p>
<p>Materials assembled into packets</p> <ul style="list-style-type: none"> • Set date for completion 		
<p>Materials accessible online:</p> <ul style="list-style-type: none"> • Ensure room has internet connectivity • Ensure participants bring laptops with wireless capability, batteries, etc 		





Collaborate for Success:

Partnering with Registered Apprenticeship

What

An interactive half-day workshop hosted by to cultivate cross-system relationships between Registered Apprenticeship and workforce development, and integrate services for registered apprentices.

Where and When

, from

at

Who

This workshop is designed for members of the registered apprenticeship community, employers, workforce development system, and K-20 educators who wish to:

- engage workforce partners in integrating WIA and other services for current apprentices;
- promote the registered apprenticeship pathway to potential talent pools; and
- connect employers to 21st Century cutting edge Registered Apprenticeship programs in high demand industries.

Why Attend?

Over 6,000 Washington State employers are choosing to train over 14,415 registered apprentices to be tomorrow's industry leaders in high-demand fields of study. Registered Apprenticeships in Washington State can significantly enhance economic and talent development strategies, expand business partnerships, and improve Workforce Investment Act (WIA) performance measures!



Through this workshop, participants will:

- Develop a **Collaboration Plan** augmenting their local area connections
- Receive the comprehensive *Collaborate for Success: Partnering with Registered Apprenticeship in Washington State* Manual

For More Information

For more information on the Collaborate for Success workshop and to register, contact

For more information about Washington State Registered Apprenticeship Liaisons, please contact Anne Wetmore at the U.S. Department of Labor/Office of Apprenticeship at Wetmore.Anne@dol.gov or Elizabeth Smith at the Washington State Department of Labor and Industries – Apprenticeship Division at SMEL235@lni.wa.gov.





The Registered Apprenticeship Advantage

Connecting Registered Apprenticeship with your state and local workforce development system is a win-win partnership. It helps businesses and your state thrive by creating highly skilled, highly productive employees. It will also help your state meet important performance goals for workforce development.

What is Registered Apprenticeship?

It's a job.

Apprentices start working from day one with incremental wage increases as they become more proficient.

It's on-the-job learning and education.

Registered Apprenticeship includes on-the-job learning from an assigned mentor combined with technical training provided by apprenticeship training centers, technical schools, community colleges, and institutions employing distance and computer-based learning systems.

It's a credential.

At the end of the apprenticeship, all apprentices receive a nationally recognized credential. Some apprenticeship programs offer interim credentials as apprentices achieve important milestones during their apprenticeship.

What are some advantages of Registered Apprenticeship?

Benefits to Employers

- ⚡ Highly skilled employees
- ⚡ Reduced turnover rates
- ⚡ Higher productivity
- ⚡ Lower investment in recruitment
- ⚡ More diverse workforce
- ⚡ New pool of workers
- ⚡ Creation of career pathways

Benefits to Apprentices

- ⚡ Nationally recognized and portable credentials
- ⚡ Improved skills and competencies
- ⚡ Higher wages as skills increase
- ⚡ Career advancement

Benefits to Workforce Development

- ⚡ Aligned with workforce system goals and performance outcomes
- ⚡ Industry-driven with 250,000 sponsors
- ⚡ Nearly 400,000 apprentices annually



Career Areas The Registered Apprenticeship program offers access to 1,000 career areas, including the following top occupations: *Able seaman • Carpenter • Chef • Child care development specialist • Construction craft laborer • Dental assistant • Electrician • Elevator constructor • Fire medic • Heavy-truck driver • Law enforcement agent • Over-the-road truck driver • Pipefitter*

Facilitator’s Guide

Pre-workshop Checklist

- “Collaborating for Success” PowerPoint is downloaded on my computer:
 - My contact information and co-hosts (if any) have been added to slides 2 and 48
- I copied the following workshop materials:
 - Workshop Agenda (one per participant)
 - Workshop Sign in/Sign Out sheet (one – two copies, on clipboards, with pens available at Check-in table)
 - Workshop Handouts (one per participant):
 - “What You Bring to the Table” Workshop Team Activity One
 - The Collaboration Plan
 - “Swimming in the Talent Pool” Workshop Team Activity Two
 - “Collaborate for Success: Partnering with Registered Apprenticeship in Washington State” Manual (one per participant)*
 - Registered Apprenticeship Liaison Quiz (one per participant)
 - Registered Apprenticeship Liaison Certificates (one per participant, with my signature)
 - Workshop Evaluations
- There is Audio/Visual equipment available for my use:
 - Projector
 - Screen
- There are directions/signs posted to the presentation room within the facility
- I know where restrooms, copy machines, telephones or other “housekeeping” services are located
- I have these materials:
 - My “Workshop Logistics Planner” (for contact information and troubleshooting)
 - Name tags
 - Pencils or pens
 - My business cards/contact information
- These people are helping me today:
 - Check-In Table Volunteer: _____
 - Co-presenters: _____
 - Co-hosts (if workshop is held outside of my organization’s facility): _____

*It is highly recommended that you print full copies of the manuals to give to workshop participants. You can ask them to download and print their own copies in advance of the workshop by directing them to: <http://www.lni.wa.gov/TradesLicensing/apprenticeship/default.asp>.

Time (Approximate)	Activity	Who
Begin 30 minutes prior to workshop start	<p>Check-in and Networking:</p> <ol style="list-style-type: none"> 1. Participants sign in 2. Facilitator or Check-in Table Manager gives each participant name tag and agenda 3. Facilitator or directs participants to sit with new acquaintances 	Participant
15 minutes	<p>Slide 1: Welcome</p> <p>Keep on screen until you begin presentation</p> <p>(Slides 2 – 4)</p> <p>Slide 2: Self-introduction (connection to Registered Apprenticeship)</p> <p>Introduce and Thank Workshop Co-Hosts, Planning Team Partners and Workshop Volunteers (if any)</p> <p><u>Reference the Acknowledgements in the Introduction Section of the Manual.</u></p> <p>Slide 3: Explain Purpose of Workshop:</p> <ul style="list-style-type: none"> • Foster partnership across Registered Apprenticeship, Workforce Development and other collaborators • Engage partners in integrating WIA and other services for current registered apprentices; • Connect employers to 21st Century cutting edge Registered Apprenticeship programs in high demand industries; and • Promote the registered apprenticeship pathway to potential talent pools. <p>Identify the kinds of organizations the participants represent today</p> <p>Slide 4: Explain How Participants can use workshop content to support collaboration across systems:</p> <ul style="list-style-type: none"> • Point Person within organization who can explain Registered Apprenticeship and workforce development connections to internal and external audiences 	Facilitator

	<ul style="list-style-type: none"> • Person who can identify and recommend strategic, programmatic, and promotional activities to integrate Registered Apprenticeship and workforce development • Person who can represent their organization as an advocate and leader in future state-level activities and events <p>Workshop “Housekeeping” (no slide – Facilitator should have researched the answers to these questions):</p> <ul style="list-style-type: none"> • Tell participants that there will be two short breaks • Ask participants to self-regulate other breaks • Ask participants to turn off phones or other distractions • If meals are provided, indicate that there will be a working lunch/meal • If meals/snacks are not provided, tell the group where they can purchase refreshments, if needed • Tell participants where bathrooms are located <p>Slide 5: Workshop Norms</p> <p>Facilitator reads list of norms on slide 5 aloud Facilitator reminds participants to “take off” their work hat for the day</p>	
<p>10 minutes, depending on size of group</p>	<p>Participant Introductions (Slide 6):</p> <p>Slide 6: Speed Dating Introductions</p> <p>Participants are asked to <u>quickly</u> introduce themselves:</p> <ul style="list-style-type: none"> • 30 seconds or less! • Name and organization 	<p>Participants</p>
<p>5 minutes</p>	<p>Slide 7: Create Workshop Collaboration Teams</p> <p>Facilitator divides workshop participants into teams:</p> <p>Use the “show of hands” to determine if participants are proportionately spread across tables – ask participants to move to a new table to make sure teams are balanced:</p> <ul style="list-style-type: none"> • Team size depends on overall number of participants (no more than 6 per group) • Ideally match Registered Apprenticeship participants with workforce development participants • Ideally mingle participants with people they do not know/do not work with 	<p>Facilitator</p>

	<p>These workshop “teams” will work on group activities together for remainder of the workshop</p> <p>Provide time for participants to move to new tables, if needed</p>	
5 minutes	<p>Slide 8: Introduce the Manual</p> <p>Distribute Collaborating for Success Manuals, or ask participants to retrieve it from their belongings</p> <p>Explain the Manual’s primary features/functions</p> <ul style="list-style-type: none"> • Manual is divided in “modules” • Modules A – E will be used for today’s workshop activities • Module F will be reviewed at the end of the workshop • Manual can be used as a reference guide by you and your organization in the future • Manual can be downloaded at: http://www.lni.wa.gov/TradesLicensing/apprenticeship/default.asp <p>Slide 9: Introduce Collaboration Plan</p> <p>Facilitator distributes “Collaboration Plan” packets to each</p> <p>Facilitator explains purpose of plan:</p> <ul style="list-style-type: none"> • Time will be given at the end of each workshop module today to record ideas generated during the workshop • The collaboration plan is designed to help you think about practical steps, resources, timelines and goals to put ideas into action in your own organization and with local, regional, and even statewide 	Facilitator
20 minutes	<p><i>Module One/Section A of Manual</i></p> <p>Slides 10 – 16: Registered Apprenticeship and Workforce Development Systems – “What’s In It For You”</p> <p>Slide 10: What is Registered Apprenticeship</p> <p><u>Reference page 11 of the manual.</u></p> <ul style="list-style-type: none"> • How it works (post-secondary education + on-the-job training) • How it is formed (individual employer, employer/employee, employer group, and union/open shop structures) • Difference between registered and non-registered programs 	Facilitator

	<ul style="list-style-type: none"> • Difference between state registered and federally registered programs <p>Slide 11: Registered Apprenticeships in High Demand Industries: <u>Reference Pages 13 and 14 of the manual.</u></p> <ul style="list-style-type: none"> • Primarily construction trades, which is critical to the economy • Examples of innovative/21st Century Apprenticeships <p>Slide 12: Washington State Registered Apprenticeship Structure: <u>Reference page 17 of the manual.</u></p> <ul style="list-style-type: none"> • Policy board (business, labor, public) appointed by Governor • Administration of programs through Labor and Industries • Relationships and comparisons to colleges and universities • Relationships with other training programs <p>Slide 13: National Registered Apprenticeship Structure <u>Reference page 18 of the manual.</u></p> <ul style="list-style-type: none"> • CFR 29 in 2008 bringing national apprenticeship processes into the 21st Century: <ul style="list-style-type: none"> ○ Competency and time based standards, and hybrids of the two types of standards ○ Interim credential awarding • Increasing innovation and opportunities to train for new occupations in emerging industries using the apprenticeship model <p>Slide 14: The Federal Workforce Development System <u>Reference pages 20 -22 in the manual.</u></p> <ul style="list-style-type: none"> • Registered Apprenticeship one of the oldest federal workforce programs • Primary agencies and what they oversee <p>Slide 15: Washington State Workforce Development System <u>Reference page 23 in the manual.</u></p> <ul style="list-style-type: none"> • How it is structured (state and local levels) • Who it includes (including registered apprenticeship!) • WIA policy and administration (state and local levels) 	
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	<p>Slide 16: Impact of Registered Apprenticeship on Workforce Development System and Performance Measures</p> <p><u>Reference page17 in the manual.</u></p> <ul style="list-style-type: none"> • 2008 Workforce Training Results data • Examples of public policy that has helped to integrate Registered Apprenticeship into Workforce Development <p>Slide 17: Locating Registered Apprenticeship and workforce development contacts</p> <p><u>Reference Section E of the manual.</u></p> <p>Ask for questions</p>	
45 minutes	<p>Slide 18: Instructions for Workshop Team Activity One</p> <p>Facilitator distributes “What You Bring to the Table” handout to groups</p> <p>Facilitator reads instructions:</p> <ul style="list-style-type: none"> • Teams select a scribe and a reporter • Teams discuss the assets their organization can offer in collaboration, using guiding categories • Teams discuss their needs that could be offered in collaboration with each other • <p>Facilitator leads report-out:</p> <ul style="list-style-type: none"> • What is one example of how Registered Apprenticeship and workforce development might collaborate? 	Facilitator, Teams
20 minutes	<p>Slide 19: Collaboration Plan I</p> <p>Remind participants that the collaboration plan is meant to help them on the workshop topics, and how they may be able to use the information to improve partnerships between Registered Apprenticeship and Workforce Development</p> <p>Complete only Part I of Collaboration Plan</p> <p>Remind participants to take a quick break if needed</p> <p>Remind participants of locations of bathrooms, vending machines, etc</p>	Facilitator Individuals

30 minutes	<p>Module Two/Section B of Manual</p> <p>Slides 20 – 27: Connections: Linking People to Registered Apprenticeships, Pre-Apprenticeship and Services, including WIA</p> <p>Slide 20: Helping Registered Apprentices Be Successful</p> <p><u>Reference page 28 of the manual.</u></p> <ul style="list-style-type: none"> • Difficulties first year apprentices can face • Examples of support an apprentice may need in order to stay in program <p>Slide 21: Applying for Registered Apprenticeship</p> <p><u>Reference pages 34 -35 of the manual.</u></p> <ul style="list-style-type: none"> • Understanding the Process – openings and entry-level requirements • General guidelines for applying <p>Slide 22: Making the Right Connection for WorkSource Clients: Pre-Apprenticeship or Registered Apprenticeship</p> <p><u>Reference page 30 of the manual.</u></p> <ul style="list-style-type: none"> • Assessments are critical to the individual’s success – <u>Reference Port JOBS rubric on page 31 of the Manual.</u> • Pre-apprenticeship is a good option for some who are not yet ready • Reference LNI 2009 catalog for pre-apprenticeship program descriptions and contact information <p>Slide 23: Support services for Pre-Apprenticeship</p> <p><u>Reference pages 37 -39 of the Manual</u></p> <ul style="list-style-type: none"> • Usually connected to pre-apprenticeship program eligibility • Soft or grant funded –difficult to maintain <p>Slide 24: WIA Core Services</p> <p><u>Reference pages 34 – 36 and of the Manual.</u></p> <ul style="list-style-type: none"> • Can support apprenticeship-ready candidates and currently registered apprentices • Review Chart 2 on page 36 to discuss how core/universal services available to anyone that are already offered 	Facilitator
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	<p>through WorkSource can be especially helpful for supporting and promoting Registered Apprenticeship</p> <p>Slide 25: WIA Title IB services for Registered Apprentices</p> <p><u>Reference pages 41 -42 of the Manual.</u></p> <ul style="list-style-type: none"> • Some currently registered apprentices can qualify for and benefit from WIA support • Individual Training Accounts and WIA TEGL Guidance 02-07 • ITAs are going to need to be a good fit –most appropriate for WIA eligible veterans and low-barrier adults • Many registered apprenticeships already on Eligible Training Provider List – more will be added over the summer <p>Slide 26: Performance Measures</p> <p><u>Reference page 42 of the Manual.</u></p> <ul style="list-style-type: none"> • Registered Apprenticeship as Employment Vs. Registered Apprenticeship as Training: reduces first year apprentices' support service needs • Recording credentials • Overall Positive impact on performance measures for WIA <p>Reference page 90 in Section E for detailed WIA References and TEGL directives that allow for Individual Training Accounts to be used for Registered Apprentices, and that they do not need to be exited immediately from WIA</p>	
15 minutes	Slide 27: Participants complete Part II of Collaboration Plan	Participants
20 minutes	<p>Module Three/Section C of Manual</p> <p>Slides 28 – 32: Connecting Employers to Registered Apprenticeship</p> <p>Slide 28: System Pipeline Vs. Employer Pipeline</p> <p><u>Reference pages 46 -47 of the Manual.</u></p> <ul style="list-style-type: none"> • Differences in perspectives • How registered apprenticeship more closely meets the business definition of “pipeline” <p>Slide 29: Other advantages of Model for Employers</p> <p><u>Review and discuss list on page 47 in the Manual.</u></p>	Facilitator

	<p>Slide 30: Addressing common misconceptions about registered apprenticeship</p> <p><u>Review and discuss list on page 48 in Manual.</u></p> <p>Slide 31: Ways WIA can Support Employers</p> <p><u>Reference pages 51 -53 of the Manual.</u></p> <ul style="list-style-type: none"> • Individual Training Accounts • Customized Training • On-the-Job Wage Matches <p>Ask for questions or examples of how this may be working locally</p> <p>Slide 32: How to Connect Employers to Registered Apprenticeships</p> <p><u>Reference page 53 of the Manual.</u></p> <ul style="list-style-type: none"> • L&I Apprenticeship Consultants/roles • Training agent or Program Sponsor – use ARTS <p>Point out that a flyer for employers is available in Section C that summarizes the “advantages” section</p>	
15 minutes	<p>Slide 33: Participants complete Part III of Collaboration Plan</p> <p>Breaks if needed/time available</p>	Participants
30 minutes	<p><i>Module Four/Section D of the Manual</i></p> <p>Slides 34 – 43: Promoting Registered Apprenticeship in the Changing Workforce</p> <p>Slide 34: Five Steps to SMART Outreach</p> <p><u>Reference pages 60 -61 of the Manual.</u></p> <ul style="list-style-type: none"> • Discuss how these steps can be used to collaborate on a written or formal “plan” to conduct outreach together • Explain how outreach can be connected to assessment and appropriate referrals <p>Slide 35: Who is the face of Registered Apprenticeship Today (and Tomorrow)</p> <p><u>Reference page 63 -65 in the Manual.</u></p> <ul style="list-style-type: none"> • Discuss what the term “changing workforce means” • Explain that talent pools can cross generations – veterans 	Facilitator Participants

	<p style="text-align: center;">as example</p> <p>Slide 36: Instructions for Workshop Team Activity Two: “Swimming in the Talent Pool”</p> <p><u>Reference crosswalks beginning on page 67 of the manual. Explain what the crosswalks represent – common characteristics of talent pools. Read section on page 67 aloud if needed.</u></p> <ul style="list-style-type: none"> • Facilitator distributes “Swimming in the Talent Pool” handout • Facilitator reads introduction and instructions aloud • Facilitator assigns one talent pool listed on the worksheet to each team for discussion • Team selects new scribe and new reporter • Team discusses unique traits of a specific audience <p>Teams report out “Talent Pool” discussion ideas during slides 38 – 44:</p> <p>Facilitator question for each team:</p> <ul style="list-style-type: none"> • What would compel those groups to consider a registered apprenticeship? <p>Slide 37: Youth</p> <p>Slide 38: Middle Aged/Adult Workers</p> <p>Slide 39: Older Workers</p> <p>Slide 40: Veterans</p> <p>Slide 41: Women</p> <p>Slide 42: Racial and Cultural Diversity</p> <p>Slide 43: People with Disabilities</p>	
20 minutes	Slide 44: Participants complete Parts IV and V of Collaboration Plan	Participants
10 minutes	<p><i>Module Five/Sections E and F of the Manual</i></p> <p>Slide 45: Putting Ideas from Today’s Workshop into Action</p> <p><u>Reference Sections E and F of the Manual.</u></p>	Facilitator

	<p>Using collaboration plan, new connections, and workshop resources to advocate for apprenticeship</p> <ul style="list-style-type: none"> • Importance to system • Professional benefits to you • Leadership opportunities in the future <p>Collaboration Plan:</p> <ul style="list-style-type: none"> • What thoughts or ideas to you still need to record in plan? • Who will you share it with in your organization? • Mapping out connections and actions for each part of the plan <p>New or Existing Connections</p> <ul style="list-style-type: none"> • Spending time working together is useful • Exchange contact information • Use each other as resources <p>Workshop Resources and Manual</p> <ul style="list-style-type: none"> • Sharing manual with colleagues and external partners • Where to download manual and workshop power point online • Steps to host this same workshop in Section F of this Manual (Facilitator briefly reviews workshop materials) <p>Questions</p>	
10 minutes	<p>Slide 46: What are YOUR Next Steps?</p> <p>Facilitator asks individuals to volunteer how they will:</p> <ul style="list-style-type: none"> • Identify 3 actions they can take to improve connections in the next 3 months • Identify other organizations they already partner with who could also help improve connections, and how 	Participants
10 minutes	<p>Slide 47: Evaluation and Certificates</p> <p>Distribute Washington State “Collaborate for Success” Workshop Certificates of Participation</p> <p>In order to receive certificate, participants must:</p> <ul style="list-style-type: none"> • Stay for entire workshop • Sign out on “Sign in/Sign Out” form (shows their full attendance at workshop) • Complete Workshop Evaluation form 	Facilitator

	<p>Facilitator gives out evaluation form</p> <p>Slide 48: Thank You!</p> <p>Adjourn</p>	
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Workshop Agenda

Welcome

Purpose of Workshop

Participant Introductions

Module One: Registered Apprenticeship in the 21st Century – Overview

Break (10 minutes)

Module Two: Connecting Registered Apprenticeship to WIA and other Support Services

Module Three: Connecting Businesses to Registered Apprenticeship

Module Four: Reaching Out – How to Effectively Promote Registered Apprenticeship

Break (10 minutes)

Module Five: The Apprenticeship Liaison

Next Steps

Review of Workshop Materials in Module Five

Awarding of Apprenticeship Liaison Certificates

Adjourn



Workshop Team Activity One: What You Bring to the Table

Introduction

There are many reasons for the Registered Apprenticeship and workforce development systems to collaborate. These systems share core values and practices:

- Customer focused
- Accountability of training
- Performance-based outcomes
- High Quality of Training to Industry Skill Standards
- Labor market responsiveness

In the 21st Century economy, complex workforce challenges require innovative and partner-based solutions. Before a solution can be reached, however, workers within these systems need to develop an appreciative awareness of each other’s assets and constraints. Through this awareness, partners can make informed and respectful decisions that lead to win/win results.

Before You Get Started

Select a facilitator to read instructions and questions, prompt discussion, and make certain everyone gets the opportunity to talk. Select a scribe to take notes.

Activity Instructions:

Identify and discuss what your organization “brings to the table” in assets and constraints. Use the categories and guiding questions for conversation starting points. If you cannot cover all the categories in the activity time frame, be sure to at least discuss both some assets and constraints questions. For purposes of this exercise, use the following definitions:

Assets- anything that your organization has or can use that might be of value to a partnership to address a need that you see. Assets include the resources that you can contribute or the experience/expertise that enables you to perform tasks well.

Constraints – rules, regulations, or conditions that could hinder the participation in certain tasks by your organization, or restrict your use of particular assets.

Asset Categories	Guiding Questions
Infrastructure	What equipment, facilities, or networks do you use?
Customers	What audience do you currently reach or serve?
Funds	Do you have discretionary funds or a budget that can support partnership projects? Do you know what services and/or funding can be provided to registered apprentices?
Expertise	Does your organization or staff have expertise in system policy or administration?
Relationships/ Networks	What people or organizations do you have a good relationship with?
Constraints	Guiding Questions
Use of Assets	Are there restrictions on how you can use your assets? How do you know?
Governance/ Operations	What policies/restrictions may hinder your ability to collaborate?
Processes	Are there processes in your system that you must accommodate? How do they impact you?

Collaboration Plan

Introduction

This reflection exercise gives participants time to record ideas that could begin or build on collaborative activities, products or services among Registered Apprenticeship, workforce development, employers, labor, non-profits, K-20 education and other potential or existing partners.

Each section of this Collaboration Plan corresponds to a workshop module and asks the participant to consider:

- the practical steps and tasks to implement an idea;
- the assets available or needed;
- any possible constraints to implementing an idea;
- the influencers who can support an idea; and
- a reasonable timeline to implement an idea or ideas.

At the conclusion of the workshop, participants will have a plan to share with their organization and external partners.

Instructions

Complete each section of this Collaboration Plan at the end of each workshop module. You can do this work individually or with members of your Workshop Team.



Collaboration Plan

Plan Creator
Name:
Organization:
Email:
Telephone:
Collaboration Plan Part I/Training Manual Section A: Overview of Registered Apprenticeship and Workforce Development Workshop Team Activity One: What You Bring to the Table
Based on the Overview presentation and team activity, what information does my organization or my external partners need to know about Registered Apprenticeship and/or workforce development? What are some ways I can share this information? List some initial ideas.
What assets does my organization have to offer other partners? Are the connections needed to share assets with others in place?
What constraints might hinder my ability to work with other partners? Are there ways these constraints can be lessened, improved or resolved? Who or what can help?
What assets do other potential partners offer that I didn't know about before? Are these assets useful to my organization? Why and how?
What constraints might hinder other potential partners from working with me? Are there ways my organization can help lessen, improve or resolve these constraints? Who or what can help?

**Collaboration Plan Part II/Training Manual Section B:
Connecting Registered Apprenticeship to WIA and other Support Services**

What steps can I take within my organization to help registered apprentices can access services they may be eligible to receive? Who else needs to be involved or make decisions?

List assets, support, or information you may need in order to influence the provision of services in your organization. Who can provide them?

Who in my organization or external partners needs to know about WIA and other support service eligibility guidelines and performance outcomes for registered apprenticeship? What are some ways they could use the information?

Are there any constraints in my system that have hindered providing support services to registered apprentices (this could range from beliefs/attitudes to policies/processes). What are some ways my organization could lessen or improve these constraints?



**Collaboration Plan Part III/Training Manual Section C:
Connecting Employers to Registered Apprenticeship**

How do the employers I work with perceive registered apprenticeship?

What constraints do my employer colleagues have that may hinder their participation in registered apprenticeship? Can my organization lessen or improve those constraints?

What product, service or information could my organization provide to employers that would be meaningful, aside from or in addition to training? Does my organization possess the assets to do so? If not, who can help?



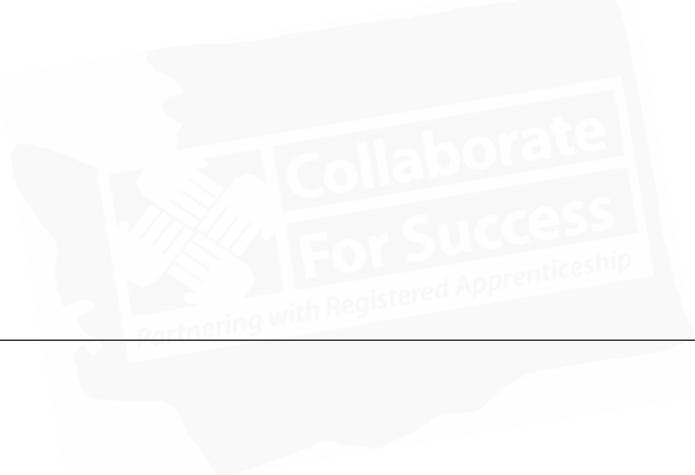
Collaboration Plan Part IV/Training Manual Section D:

What talent pool(s) does my organization primarily serve? What have I observed about their behaviors, decisions, interests?

What unique characteristics of this talent pool may be a good fit for registered apprenticeship?

What talent pool had I not considered for registered apprenticeship before? Are there any assets my organization can link between this talent pool and registered apprenticeship?

What outreach message, activity or product was shared today that I would recommend my organization do? Why and how could this be helpful?



Collaboration Plan Part V: Putting Ideas to Action			
Reflecting on Parts I – IV of my Collaboration Plan, what 3 things can I do within my organization in the next 3 months that will strengthen connections between registered apprenticeship and workforce development?			
1.			
Steps I need to take	People I should talk to	Assets I can access	Assets I need to locate
2.			
Steps I need to take	People I should talk to	Assets I can access	Assets I need to locate
3.			
Steps I need to take	People I should talk to	Assets I can access	Assets I need to locate
Are there some ideas in my Collaboration Plan I would recommend my external partners do?			
What organizations should be involved	How can my organization positively influence their support or actions	What assets can they access	What assets would they need

Workshop Team Activity Two: Swimming in the Talent Pool!

Introduction

Washington State’s workforce is changing. There are more people of diverse backgrounds and heritages, capabilities, and generations employed now than ever before. These pools of talent can drive ingenuity in the American economy and enrich the workplace culture and productivity. Understanding the characteristics and motivations of specific talent pools makes it possible to develop compelling outreach for that specific audience.

Before you get started

Select a new scribe and a new workshop team reporter.

Instructions

Step One: The facilitator will assign **ONE** “talent pool” for each workshop team to discuss. Workshop teams will use the Guiding Questions to share their observations, opinions, and knowledge of the assigned talent pool.

Veterans
People with disabilities
Older Workers

Youth/Young Adults
Dislocated Workers
Racial/Cultural Diversity

Women
Limited English Workers

Talent Pool Characteristics	Guiding Questions
Values	What experiences (personal, historic, etc) shape beliefs commonly associated with this talent pool?
Skills and Knowledge	What is this talent pool commonly believed to do well? What knowledge (intellectual, interpersonal, technical, etc) do they contribute to the workplace?
Environment	What does the ideal work place look like to this talent pool?
Needs	What kind of support helps this talent pool in the workplace and in their personal lives?
Interests	What phenomena, technology, activities, movements or trends are commonly associated with this talent pool?
Relationships	Who influences this talent pool? Who (personally, professionally and in the community) does this talent pool interact with?
Motivators	What person, habit, belief, action or thing appears to make this talent pool take action?

Step Two: Answer the following:

What characteristics of this talent pool could be a good match for registered apprenticeship, and why?





This Certificate Verifies That:

Completed the Collaborate for Success workshop:

“Partnering with Registered Apprenticeship in Washington State”

On this day of _____