ARKANSAS STATEWIDE

APPRENTICESHIP SUMMIT

May 23, 2024
<table>
<thead>
<tr>
<th>Time</th>
<th>Topic/Workshop</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-9:15am</td>
<td>Housekeeping, Objectives, Welcoming Remarks</td>
</tr>
<tr>
<td>9:15-9:30am</td>
<td>Scanning the Room – Overview of Agenda</td>
</tr>
<tr>
<td>9:30—10:30am</td>
<td>Registered Apprenticeship: State of the State – Federal Perspective</td>
</tr>
<tr>
<td></td>
<td>Registered Apprenticeship: State of the State – State Perspective</td>
</tr>
<tr>
<td>10:30—10:45am</td>
<td>BREAK</td>
</tr>
<tr>
<td>10:45—11:15am</td>
<td>Getting to Square One</td>
</tr>
<tr>
<td>11:15am—12:00pm</td>
<td>Managing the Process Practically Speaking</td>
</tr>
<tr>
<td>12:00pm—1:00pm</td>
<td>Working Lunch – Facilitated Dialogue (Program Scenarios / Individual Scenario)</td>
</tr>
<tr>
<td>1:00pm—1:15pm</td>
<td>BREAK</td>
</tr>
<tr>
<td>1:15pm—2:45pm</td>
<td>Funding Opportunities to Support Registered Apprenticeship</td>
</tr>
<tr>
<td>2:45pm—3:00pm</td>
<td>BREAK</td>
</tr>
<tr>
<td>3:00pm—3:50pm</td>
<td>Facilitated Dialogue: What’s Next (We’ve Only Just Begun!)</td>
</tr>
<tr>
<td>3:50pm—4:00pm</td>
<td>Wrap-Up and Adjourn</td>
</tr>
</tbody>
</table>
Some Basic Statistics as of May 2024

- **9,309** Active Apprentices
- **2,447** New Apprentices in FY2024
- **379** Apprentices Completed their programs in FY2024
- **155** Active RAPs
- **6** New RAPs in FY2024
- **1,051** Active Employers across all Arkansas programs
- **31** New Occupations across all Arkansas Programs
- **Average Wage: $15.82**
Some Demographics

- **Gender:**
  - 91% Male, 5.3% Female, 3.6% Did Not Self-ID

- **Race:**
  - 75% White
  - 15.2% Did Not Self-ID
  - 5% Black/African American
  - 1.3% AIAN
  - 1.3% Multi-Racial
  - 1% Asian
  - < 1% NHPI

- **Ethnicity:**
  - 13.5% Hispanic, 66.5% Non-Hispanic, 20% Did Not Self-ID

- **Age:**
  - 48.25% < 24 yrs
  - 49.5% 25-54 yrs
  - 2.2% 55+ yrs

- **Indiv w/ Disabilities:**
  - .5% Yes, 44.1% No,
  - 55.4% Did Not Self-ID

- **Veteran:**
  - 86.9% Non-Vet, 5% Vet,
  - 7.6% Did Not Self-ID
Where are the Registered Apprenticeship Programs in Arkansas

<table>
<thead>
<tr>
<th>%</th>
<th>Industry Sector</th>
</tr>
</thead>
<tbody>
<tr>
<td>81%</td>
<td>Construction</td>
</tr>
<tr>
<td>20%</td>
<td>Other Services (except Public Administration)</td>
</tr>
<tr>
<td>3.46%</td>
<td>Professional, Scientific and Technical Services</td>
</tr>
<tr>
<td>2.5%</td>
<td>Utilities</td>
</tr>
<tr>
<td>1.33%</td>
<td>Public Administration</td>
</tr>
<tr>
<td>1.28%</td>
<td>Manufacturing</td>
</tr>
<tr>
<td>1.23%</td>
<td>Educational Services</td>
</tr>
<tr>
<td>.063%</td>
<td>Health Care and Social Assistance</td>
</tr>
</tbody>
</table>

Do you see any opportunities here to grow Registered Apprenticeship?
ARKANSAS STATEWIDE
APPRENTICESHIP SUMMIT

May 23, 2024

State of the State: State Perspective
Since the launch of USDOL’s American Apprenticeship Initiative (dating back to 2015), Arkansas has experienced significant growth in both the number of active apprentices and registered apprenticeship programs statewide.

Utilization of the RAP model is being expanded across a wide variety of industry sectors and occupational areas.
Benefits for Employers

- Time-tested, structured earn and learn model
- Recruitment, development, and retention strategy
- Reduced turn-over
- Positive return on investment
- Apprenticeship tax credit
- State and/or Federal funding assistance
The Registered Apprenticeship (RA) Value Proposition

Facing challenges recruiting and retaining talent?

Looking for a structured workforce development strategy leading to career pathways?

Interested in upskilling existing workers to gain competencies into hard to fill in-demand occupational roles?

Grow your own through RA
▪ USDOL has approved 1,112 occupations for Registered Apprenticeship

▪ There are currently 148 occupations using RA in Arkansas
Search Current RAPs in Arkansas
OSD is launching an apprenticeship job postings space on the website. An employer utilizing RA can post their apprenticeship job openings for free.
State Funding for Apprenticeship

• Funding for Traditional Apprenticeship
  • CT $800,000 yearly
  • TA $1,611,456 yearly
  • This year’s TA funded 41 programs, with 120 locations and 5,329 apprentices.

• Funding for Non-Traditional Apprenticeship
  • Evaluated on a case-by-case basis, with maximum RTI funding assistance of up to 75% of the total cost.
Traditional Apprenticeship Occupations

- Plumber
- Electrician
- Sheet Metal Worker
- Brick Mason
- Carpenter
- Painter
Non-Traditional Apprenticeship Occupations

• Software Developer
• IT Generalist
• Community Health Worker
• RN Graduate Residency
• Agriculture Service Technician
• Water Systems Specialist
• Turf Management
• Industrial Maintenance
• Quality Inspector
• Machinist/CNC Operator
• Chemical Operator
Download the Arkansas Certified Pre-Apprenticeship Framework

Arkansas Certified Pre-Apprenticeship Handbook
The purpose of the Arkansas Certified Pre-Apprenticeship Program (ARPAP) is to ensure and establish that a state recognized standard is in place for qualifying programs to provide work readiness/preparation training which aligns with a RAP.
EMPLOYERS

Participating employers to have an assurance that successful ARPAP completers are equipped with preparatory/work-readiness skills to move into their RAP, thus enhancing the work-ready talent supply pool.

PARTICIPANTS

Participating trainees (i.e., pre-apprentices) to have an assurance that successful completion of an ARPAP will provide an advantage for moving into a full-time employment career pathway via RAP, with partnering ARPAP employers.
Key ARPAP Components

Alignment to RAP

Committed Employer Partnerships
There are opportunities to learn more, connect, and engage in registered apprenticeship expansion in Arkansas:

- Participate in OSD Hosted Weekly RA Expansion Meetings
- Participate in the 2024 RA Expansion Strategy Planning Team
- Employers Growing Talent Through Apprenticeship – Employer Forums
- Employer Engagement Integration and Cross-Communication

Let’s partner to leverage the State’s resources to serve the workforce development needs of employers translating to career opportunities for job candidates!
• Mark McManus, Apprenticeship Expansion Coordinator
mark.mcmanus@arkansas.gov, 501-683-6489

• Derrick Daniels, Program Advisor
derrick.daniels@arkansas.gov, 501-682-1076

• Nikki May, Project Manager
laveda.may@arkansas.gov, 501-682-6345
This initiative will support the Department’s broader efforts to expand, diversify, strengthen, and modernize Registered Apprenticeship.
The National Apprenticeship Act
aka
The Fitzgerald Act
• The National Apprenticeship Act has never been reauthorized

• In 2021, a bill for a reauthorized NAA passed the House with bipartisan support (HR 447); it stalled in the Senate. In May 2023, HR 2851 was introduced (bi-partisan National Apprenticeship Act of 2023) ...

• One page versus hundreds of pages; annual funding to support the national registered apprenticeship system; annual funding for states; an emphasis on pre-apprenticeship as well as youth apprenticeship (which was defined as HS apprenticeship in HR 447), four-year state strategic plans for RA, etc.
DEPARTMENT OF LABOR
Employment and Training Administration

29 CFR Part 29
RIN 1205–AB50

Apprenticeship Programs, Labor Standards for Registration, Amendment of Regulations

AGENCY: Employment and Training Administration, Labor.

ACTION: Final rule.

SUMMARY: The Department of Labor (DOL or Department) is issuing this final rule to update regulations that implement the National Apprenticeship Act of 1937. 29 U.S.C. 50. DOL issued a notice of proposed rulemaking (NPRM) on December 13, 2007, outlining proposed updates to labor standards, policies and procedures for the registration, cancellation and deregistration of apprenticeship programs, apprenticeship agreements, and administration of the National Apprenticeship System. 72 FR 71020, Dec. 13, 2007.

DATES: Effective date: The final rule will become effective December 29, 2008.

Coming Soon

Expect Changes
Let’s Focus on Today and Take a Closer Look at Registered Apprenticeship

A structured occupational training program that combines on-the-job training and related instruction in which workers learn the practical and conceptual skills required for a skilled occupation, craft or trade.
<table>
<thead>
<tr>
<th>Component</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employer Involvement Is Integral</td>
<td>Employer is the foundation for the RAP and must be directly involved and provider of OJT</td>
</tr>
<tr>
<td>Structured On-the-Job Training with Mentoring</td>
<td>Minimum of 2,000 hours Structured / Supervised</td>
</tr>
<tr>
<td>Related Instruction</td>
<td>144 hours recommended per year Parallel</td>
</tr>
<tr>
<td>Rewards for Skill Gains</td>
<td>Increases in skills brings about increases in earnings</td>
</tr>
<tr>
<td>National Occupational Credential</td>
<td>Nationally recognized credential showing job proficiency; Recognized postsecondary credential under WIOA.</td>
</tr>
</tbody>
</table>
**Registered Apprenticeship Programs**

- 5 core components in *every* program
  - Employer; Structured OJT/OJL; Related Instruction or RI; Progressive Wage Increases; National Credential
- Performance evaluation includes:
  - Quality Assurance Assessments
  - EEO Compliance Reviews
  - Completion rates
- 29 CFR Part 29
- 29 CFR Part 30

**“Non-Registered” Programs**

- Webster’s Dictionary “Apprenticeship”
- Often do not consist of the same five core components or to the same extent
  - May only have OJT or OJL (no RI)
  - OJT/OJL may be less than 2000 hours
  - May not have progressive wage increases
  - Can lack safety and quality standards
  - May not have recognized credential that is portable, stackable
  - Etc.
### Key Players in EVERY Registered Apprenticeship Program

<table>
<thead>
<tr>
<th>Program Sponsor</th>
<th>Employer(s)</th>
<th>Provider of RI</th>
</tr>
</thead>
</table>
| • Responsible for administering the program (they do the paperwork and data entry)  
• Can be the employer or another entity, e.g., a community college | • Provider of OJT  
• Often the program sponsor  
• Can be group of employers  
• Foundation and driver of the program  
• For veterans, ideally the employer is GI Bill certified | • Can be employer, community college, joint apprenticeship training committee, or other entity |

- Other players may include the public workforce system and perhaps community-based organizations (e.g., for supportive services)
An “Individual” program has one employer, whereas a “Group” program has multiple employers.

A “Joint” program implies union involvement, whereas a “Non-Joint” program does not have union involvement.
Every RAP has *Standards of Apprenticeship*, first signed by the prospective sponsor, then signed and dated by the Registration Agency (which is USDOL’s Office of Apprenticeship), i.e., by the State Director – John Kuznar in Arkansas.

The Standards are a combination of several documents that, together, satisfy regulatory requirements for an organized, written plan for providing the two primary components (OJT and RI) for an apprenticeable occupation.

The “Appendix A” describes the OJT and RI in detail for a specific occupation; there is an Appendix A for every occupation that is part of a RAP.
• LOTS of information and continuous improvement
• LOTS of features *including tools*
RA Academy Launched Nov. 2023

• Short, interactive modules on variety of topics
• NAW is a nationwide celebration that brings together business leaders, career seekers, labor, educational institutions, and other critical partners to demonstrate their support for apprenticeship

• **NAW 2023 (9th) was 11/12/23—11/18/23**

• Events taking place are registered on the NAW website, which also contains proclamations

• Although we celebrate National Apprenticeship Week, many states celebrate National Apprenticeship Month

• **YAW began this year – 5/5/24—5/11/24 and is expected to be an annual event**
Employer Engagement and Managing the Process is Next
TODAY WE WILL COVER:

➢ The Business Case for Apprenticeship

➢ Educators Engaging Businesses in Apprenticeship

➢ Engaging other Community Partners

➢ Managing the Process ... *practically speaking*
Executives should include these and other cost components when conducting an ROI calculation:

- Costs of designing & developing the program.
- Costs of all materials provided to each apprentice including PPE, if applicable.
- Costs of supervisors’ and mentors’ time.
- Costs of the facilities, tools, & equipment needed.
- Wages and benefits.
- Administrative and overhead costs.
EMPLOYERS REPORTED THE FOLLOWING INDIRECT BENEFITS FOR THEIR APPRENTICESHIP PROGRAMS:

- Improved company culture: 96%
- Improved pipeline of skilled workers: 91%
- Improved employee loyalty: 91%
- Improved co-worker productivity: 87%
- Reduced turnover: 81%
- Product or process innovation: 78%
- Future manager development: 76%
- More on-time delivery: 74%
- Reduced downtime: 68%
Partnership with industry offers different benefits to businesses and to apprentices, which include:

• Providing apprentices an accelerated career pathway.
• Creating a new pipeline of degree-seekers such as adult learners and diverse, underserved populations.
• Enhancing the competitiveness of local businesses by enlarging the pool of highly trained workers.
• Strengthening relationships with local employers.
• Developing new cutting-edge postsecondary learning opportunities
• Training to meet the skills gap in high-demand, high-skilled occupations.
Colleges must consider the full spectrum of costs that may be incurred, including:

- Dedicated human resources/talent
- Management and tracking capabilities
- Administrative, faculty, and staff time
- Curriculum development
- Equipment and supplies
- Infrastructure, lab, and classroom space
- Any other costs specific to the program
Roles that Colleges fill in Apprenticeship

**Training provider:** deliver academic instruction driven by industry standards.

- Responsibilities include co-creating apprenticeship curriculum alongside local businesses, granting progressive credentials based on competency testing, and facilitating access to financial aid & other support resources (e.g., academic, tutoring, counseling).
Intermediary: serve as connectors to their local business community while committed to providing students with quality education, experiential learning, and skills that meet employer needs.

– Responsibilities include recruiting, screening, and testing potential apprentices ready to begin with an apprenticeship sponsor. Work with individual employers, large & small, to design tailored curriculum that meets employers’ business goals.
Roles That Colleges fill in Apprenticeship

**Sponsor:** the college or school operates the Registered Apprenticeship Program.

- Responsibilities include assuming full responsibility for the administration and operation of an apprenticeship program. This includes employing or coordinating the employment of apprentices.
Establishing a RAP with Business

There are many pieces that need to be put into place to achieve success:

1. Define the vision for your registered apprenticeship program.
2. Develop internal systems to support your program.
3. Identify your champion.
4. Define and build your program model.
5. Implement and scale your registered apprenticeship program model.
Some questions that a college executive may want to consider addressing with employers:

• Are apprentices engaged in the program?
• What did they learn through their engagement?
• Can apprentices accurately apply the knowledge in the workplace?
• How does the application of knowledge benefit the employer?
Stakeholders the College should consider to help create valuable & sustainable apprenticeships:

• **High schools:** a pipeline for future apprentices, youth apprenticeships and pre-apprenticeships.

• **Veterans programs:** Veterans come with prior training and experience in several industries.

• **Non-profit organizations:** help address the need to support diversity & inclusion efforts.

• **Associations:** develop & disseminate info to partners w/ shared goals and support sector workforce goals.
Stakeholders the College should consider to help create valuable & sustainable apprenticeships:

- **Policy Makers**: can help to motivate local industry leaders and support increased funding opportunities.
- **Chambers of Commerce**: knowledge base of local industry and the power to engage employers.
- **Workforce Development Boards/WIOA**: critical partner w/ a pipeline of potential candidates, resources to support diversity initiatives, braided funding, marketing expertise, and employer relations (Business Services).
Effective Business Engagement Matters!

Phase 1—Research and Preparation
- What types of preparation can help make business outreach successful?

Phase 2—Building Relationships
- How can we build effective relationships with employers?

Phase 3—Getting to Commitment
- How can we get from conversation to commitment?
Phase 1—Research and Preparation
Use Research to Identify Businesses

— Identify important growing sectors and businesses
— Review their job openings for listings indicating a challenge that apprenticeship can solve
— Identify job openings for which apprenticeship could be a good solution
  • Research where apprenticeship programs already exist
  • Words like “entry-level” suggest an employer might be willing to train
— Keep track of what you learn
## Phase 1—Research and Preparation

### Recognize Business Challenges

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill gaps in hiring</td>
<td>Job posting open for a long time</td>
</tr>
<tr>
<td>Development of existing talent</td>
<td>Businesses post openings for mid-level positions</td>
</tr>
<tr>
<td>Attracting and retaining talent</td>
<td>Jobs are constantly posted and reposted</td>
</tr>
<tr>
<td>Retiring workforce</td>
<td>Industry reports indicate short-to-mid-range retirements</td>
</tr>
<tr>
<td>Advancing technology</td>
<td>Business expresses interest in customized or technical training</td>
</tr>
</tbody>
</table>
## Phase 1—Research & Preparation

### Benefits of RA Compared to Traditional Hiring

<table>
<thead>
<tr>
<th>Value built into the RA program</th>
<th>Additional value YOU may be able to add</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stepped up wages vs. full wages</td>
<td>Tax credits, workforce development grants, WIOA ITAs and OJTs</td>
</tr>
<tr>
<td>Increased retention</td>
<td>State / Federal subsidies</td>
</tr>
<tr>
<td>Provides repeatable, organized framework for recruitment, hiring, onboarding, and advancement</td>
<td>Shared recruitment costs/hiring incentives</td>
</tr>
</tbody>
</table>
Phase 2—Building Relationships
Take a Consultative Approach

– Listen more than you talk
– Prepare questions that can help you understand the business needs
  • What jobs do you have the most difficulty filling?
  • If your company has diversity goals, do you have difficulty attracting more diverse candidates?
– Validate their pain points and learn the business’s culture
  • Start with a problem statement – not a solution
  • How can they solve their challenge? (recruitment, on-boarding, internal training, mentoring, etc.)
Phase 2—Building Relationships
Relate RA to What Business Already Does

- Businesses need to hire/promote staff
- Promote staff into new levels or positions (confer new job titles)
- Conduct performance reviews and reward with merit-based increases

On-boarding of new staff to fill knowledge gaps
Support new staff after hire – with mentoring
## Phase 2—Building Relationships
**Speak the Language of Business**

<table>
<thead>
<tr>
<th>Apprenticeship Speak</th>
<th>Business Speak</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outreach and Selection</td>
<td>Recruitment and Interviewing</td>
</tr>
<tr>
<td>Work Processes/Competencies</td>
<td>Job/Position Descriptions, KSA’s, Tasks, Responsibilities</td>
</tr>
<tr>
<td>Related Technical Instruction</td>
<td>Internal/External Training, Education or On-boarding</td>
</tr>
<tr>
<td>On-the-Job Learning (OJL)</td>
<td>Mentoring/Supervision of Work Performance and Reviews</td>
</tr>
<tr>
<td>Stepped-up Wages</td>
<td>Merit-Based Increases; Performance Incentives</td>
</tr>
<tr>
<td>Certificate of Completion</td>
<td>Credential/Title Change</td>
</tr>
</tbody>
</table>
Phase 2—Building Relationships

Follow Up

Build on a Successful First Conversation

• Leave the first meeting understanding the employer’s pain points
• Always set up for the next conversation with take-aways and set the next meeting
• Understand that there will be multiple future calls with different audiences
• Create an incentive to meet with you again
• Provide examples of other businesses using apprenticeship in a similar occupation
• Offer to make a connection or set up a tour with another business that’s successfully using apprenticeship
• Draft a Form 671-Program Registration form that identifies sponsor, employer, partner roles and occupational details
• Estimate the Benefits and Return on Investment (\$, #)
Phase 3—Getting to Commitment
Address Concerns / Dispel Myths

• Apprenticeship comes with lots of paperwork and compliance requirements; won’t work for small companies
  • Intermediaries & partners can ease this burden

• Apprenticeships are rigid
  • Many aspects of apprenticeship can be customized

• Apprenticeship is prohibitively expensive
  • Businesses already spend lots of money to recruit, hire, onboard, and skill-up employees—*repeatedly*

• After a significant investment, the apprentice might leave
  • *Every* employee might leave, but apprenticeship has a much higher retention rate than other forms of hiring
Phase 3—Getting to Commitment

Other Tips to Get to Commitment

• Build organizational buy-in
• Bring the right partners to the table
Other Business Engagement Resources

- Apprenticeship website
  - [https://www.apprenticeship.gov/](https://www.apprenticeship.gov/)
  - Including the RA Academy

- Apprenticeship Community of Practice
  - [https://apprenticeshipusa.workforcegps.org/](https://apprenticeshipusa.workforcegps.org/)
    - Marketing and Outreach for Apprenticeship
    - Industry-Specific Resources
    - Return on Investment
Introducing the ETA-671

ETA 671 – Program Registration form, Section 1

This is your all-purpose information-gathering tool to capture ALL relevant details of an Apprenticeship Program, its Focus, Structure, Composition, and Partners. Use this Form when gathering potential Apprenticeship Program information, and then once as complete as possible, pass along to OSD OA for review and additional detail gathering before ultimately forwarding to DOL State Director to initiate draft Standards of Apprenticeship documents package and clarify final details for registration with Sponsor, Employer(s), RI/Training Provider(s), Intermediaries, etc.
• John A. Kuznar, State Director
• U.S. Department of Labor/Office of Apprenticeship
• Little Rock Field Office
• Kuznar.John.A@dol.gov
• 972-850-4636
• 501-324-5415
ARKANSAS STATEWIDE
APPRENTICESHIP SUMMIT

Join us as experts discuss the vital role.

May 23, 2024
Part 1: Let’s Discuss: Employer Situations for Apprenticeship?

• Aging workforce where skills and knowledge transfer is essential to sustain the business into the future?
• Constant Revolving-door filling Entry-level position?
• Skills gap between lower-level and higher-level positions (fill the pipeline with emerging leaders)?
• Long-term vacancies of essential skilled/tech positions?
• Lack of existing qualified talent in the workforce market?
• Rapid growth of business production demands?
• New advancements in industry-sector technologies?
• Others ... ?
Could Apprenticeship fit in a potential Layoff?

• Apprenticeship could be a potential Layoff-Aversion /Layoff-Mitigation strategy?

• Rapid Response situations – dislocated workers could be directed to potential Apprenticeship opportunities in the area?

• Trade Adjustment Assistance (TAA) – eligible dislocated workers could be directed to potential Apprenticeship opportunities?

• Others ... ?
Part 2: Individual-Level Scenario
Guiding Philosophy

• Programs and funding streams are not the front-end drivers of service design and delivery

• Customer needs drive the investment of diverse program/funding stream resources
Scenario

• David goes to an AR American Job Center, accompanied by a family member. He is 19 years old and is on the autism spectrum although he is high functioning. David also graduated from high school with a regular diploma (albeit a semester late).

• David meets with a WIOA-funded youth case manager, is determined eligible for WIOA youth services, and he undergoes an objective assessment including TABE testing.

• David is very interested in “robotics” and has had several related classes in junior high and high school. The case manager thinks the mechatronics registered apprenticeship program might be a good fit.
Scenario (2)

• David’s math scores could be better based on his TABE assessment. He could probably use further instruction before he applies to the registered apprenticeship program.

• The sponsor of the program is forward thinking and sees much potential for individuals like David but they’re a little uncertain because this is new ground for them. They haven’t hired individuals with disabilities in the past.

• *How can we help David succeed?*
Let’s Discuss: What Does David Need to Succeed?

• Maybe some financial literacy instruction since he needs to learn how to handle a paycheck?
• ?
• ?
• ?
• ?
• ?
• ?
Here are Some Possibilities

• Perhaps some financial literacy instruction since he needs to learn how to handle a paycheck (and perhaps budgeting)
• Perhaps some work experience or job shadowing so he can see what the work is really like
• Perhaps math remediation to boost his scores and better prepare for the RA opportunity
• Mentorship and Job Coaching once on the job
• Transportation assistance to get to and from work
• Perhaps a stipend or an incentive
• Workforce preparation activities (e.g., competencies related to working with others, understanding systems, etc.)
• Assistance to the employer (e.g., accommodations)
• Perhaps develop a competency-based program for mechatronics
Figure out how to fund after figuring out what David needs

<table>
<thead>
<tr>
<th>Activity/Service</th>
<th>How Might We Fund?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work experience (e.g., job shadowing)</td>
<td>Title IB, Title IV</td>
</tr>
<tr>
<td>Math remediation</td>
<td>Title II, Title IB, Title IV</td>
</tr>
<tr>
<td>Workforce preparation (e.g., working w/ others)</td>
<td>Title II</td>
</tr>
<tr>
<td>Financial literacy instruction</td>
<td>Title IB, Title II</td>
</tr>
<tr>
<td>Transportation assistance</td>
<td>Title IV, Title IB</td>
</tr>
<tr>
<td>Stipend or incentive</td>
<td>Title IB</td>
</tr>
<tr>
<td>Mentorship and job coaching</td>
<td>Title IB, Title IV</td>
</tr>
<tr>
<td>Assistance to employer (e.g., accommodations)</td>
<td>Title IV</td>
</tr>
<tr>
<td>Developing a competency-based program</td>
<td>[Apprenticeship Grant?]</td>
</tr>
</tbody>
</table>

NOTE: Depending on the grant, an OA-Managed Apprenticeship Grant can also fund many of these services.
ARKANSAS STATEWIDE
APPRENTICESHIP
SUMMIT

May 23, 2024

FUNDING OPPORTUNITIES TO SUPPORT REGISTERED APPRENTICESHIP
• WIOA / Workforce Funds
• Grant funds managed by the USDOL Office of Apprenticeship
• State-Specific Funding and Benefits
• Working with Contracted Intermediaries
WIOA / Workforce Funding

Employers/Sponsors

• WIOA may be able to fund employer/sponsor activities under Title I in particular
  • OJT contracts
  • Incumbent Worker Training contracts
  • Customized Training contracts

The RA Academy contains a new module on Contracting!

Contracting to Support Registered Apprenticeship (youtube.com)
WIOA / Workforce Funding

Individuals

- Individuals must be *eligible* to receive any type of WIOA funding to support their participation in a RAP or participation in a quality pre-apprenticeship program
  - Eligible as an Adult, Dislocated Worker and/or Youth
- This is one reason why the *timing* of WIOA participation relative to entry into a RAP is so critical
  - In generally, an employed individual (like an apprentice) won’t be eligible for WIOA Title I services

Timing is Everything
**Funding Registered Apprenticeship Through WIOA**

The workforce system can support the two primary components of Registered Apprenticeship programs, in addition to supportive services.

**On-The-Job Training / On-The-Job Learning**

On-The-Job Training (OJT) is funded through contract, not Individual Training Accounts (ITAs). OJT contracts can cover one or multiple apprentices, with wages reimbursed typically at 50%.

**Related Technical Instruction**

Under WIOA, all classroom training is funded through ITAs. To take advantage of potential funding, programs must be on the state’s eligible training provider list. In addition to ITAs for individual apprentices, contracts for cohort training is also possible.

**Supportive Services**

e.g., transportation & childcare

WIOA formula funds can be utilized to provide a range of supportive services. Also, if an ITA is used to fund the related instruction, the ITA can also be used to provide supportive services.
Key WIOA Operating Guidance!

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

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

Local areas may also include supportive services, in coordination with career and/or training services, to participants in a RA program. These supportive services must be consistent with WIOA section 134(d)(2), Section 12 of this TEGL, and state and local policies.
“Apprenticeship Grants” managed by USDOL’s Office of Apprenticeship are based on appropriated funding; these grants can only support registered apprenticeship and, depending on the grant, quality pre-apprenticeship.

If you are uncertain what past/current Apprenticeship Grants exist (e.g., in AR or elsewhere), check out the national website under the Resources tab:

- [www.apprenticeship.gov](http://www.apprenticeship.gov) > RESOURCES > Investments, Tax Credits, and Tuition Support
# OA-Managed Grants in Arkansas

<table>
<thead>
<tr>
<th>Grant Program/Initiative</th>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Apprenticeship Initiative (AAI)</td>
<td>2014</td>
<td>$4,000,000</td>
</tr>
<tr>
<td>State Apprenticeship Expansion Grants (SAE)</td>
<td>2016</td>
<td>$1,989,990</td>
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<tr>
<td>State Apprenticeship Expansion Grants (SAE2020)</td>
<td>2020</td>
<td>$450,000 (Tier 1)</td>
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<tr>
<td>State Apprenticeship Expansion Formula Grant (SAEF)</td>
<td>2023 (one year)</td>
<td>$532,250</td>
</tr>
</tbody>
</table>

SAEF Round 2 Grants will be announced prior to 7/1/24. Apprenticeship Building America (ABA) Round 2 Grants will also be announced prior to 7/1/24.
Know Your State-Specific Funding & Benefits

- **Know About Tax Credits current or planned**

  - Workforce staff (e.g., Business Service Reps) should be aware of any details related to tax credits to properly inform prospective sponsors

States That Offer Tax Credits for Hiring Apprentices and Tuition Support for Registered Apprentices

- **Alabama**

  - Tax Credits:
    
    Act 1042 of 2017 provides for an income tax credit for each qualified youth apprentice who is at least 16 years of age and is employed to learn an apprenticeable occupation or is in an apprenticeship or work-based learning program. To claim the benefits, a taxpayer must obtain a certification from the Office of Apprenticeship of the U.S. Department of Labor or the Department of Career Education, certifying to the Department of Finance and Administration that the taxpayer has met all the requirements and qualifications.

    A taxpayer who employs an apprentice is allowed an income tax credit in the amount of $2,000 or 10% of the wages earned by the youth apprentice, whichever is less, for each apprentice. The amount of the income tax credit claimed in a taxable year may not exceed the individual or corporate income tax otherwise due. Any unused credit may be carried forward for a maximum of two (2) consecutive taxable years.

    Learn more on the Arkansas Department of Finance and Administration website
Know Your State-Specific Funding & Benefits (2)

- **Dedicated State-funded for RA**
- **State-specific initiatives that may be time-limited**
  - For example, a state-funded “90-day apprenticeship sprint” for a specific occupation or using WIOA “state set-aside funding” to support a program for veterans or disconnected youth
- **The point is to be aware of what’s available**
The Office of Apprenticeship has numerous contracts – for instance, with industry intermediaries.

Intermediary is a term now commonly used that reflects the expansion of Registered Apprenticeship; much funding has gone to support the work of intermediary organizations.

- Intermediary Fact Sheet available at https://www.apprenticeship.gov/sites/default/files/508_OA_Registered_Apprenticeship_Industry_Intermediaries_03302022.pdf

- Example: H-CAP (Health Care Advancement Program) is a health care intermediary with a DOL contract.
“Braided Funding” is Possible within Specified Parameters

• Braided Funding goes deeper than simply aligning resources, and it is not the same as Blended Funding
• Braided funding is about leveraging multiple resources to comprehensively serve an individual; each funding stream retains its identity and rules
• Leveraging resources is the very essence of the One-Stop system
• Caution: Do not duplicate services or attempt to blend funds
Stay In-the-Know

- Remember to periodically check out [www.apprenticeship.gov](http://www.apprenticeship.gov) for new funding opportunities and to understand what’s already available.
RA Academy Contains a Module on Funding Registered Apprenticeship

https://www.youtube.com/watch?v=N00RbzBFJb0
Pre-Apprenticeship is more prominent under WIOA – *for youth in particular*

- WIOA requires local boards to spend at least 20% of their Title I youth funding on “Work Experience”
  - Pre-Apprenticeship is listed as a type of work experience as is OJT (Sec. 129(c)(2)(C))
  - Training and Employment Guidance Letter (TEGL) 9-22 (3/2/23) allows RA for youth to count towards the 20% requirement

- For Adults and Dislocated Workers, pre-apprenticeship programs *could* be considered a “short-term pre-vocational service” or other type of “individualized career service”
Let’s Take a Break!
Followed by:
A Facilitated Dialogue on What’s Next
So, What’s Next?
THANKS FOR JOINING US TODAY

CLICK HERE TO COMPLETE THE ARKANSAS APPRENTICESHIP SUMMIT SURVEY