

## JEFFERSON/FRANKLIN CONSORTIUM APPRENTICESHIP POLICY

The Jefferson/Franklin Workforce Development Board will partner with State, Regional and Local partners, as opportunities arise, to meet the apprenticeship needs of local employers, sponsors, and apprentices.

All Registered Apprenticeship programs consist of the following seven core components: direct business involvement, OJT, related instruction, rewards for skill gains, and a national occupational credential.

1. **Industry-Led.** Businesses are the foundation of every Registered Apprenticeship program, and the skills needed for workforce success form the core of the model. Businesses must play an active role in building Registered Apprenticeship programs and are involved in every step of their design and execution.
2. **On-the-Job Learning/Mentorship.** Every Registered Apprenticeship program includes structured OJT. Companies hire apprentices and provide hands-on training from an experienced mentor. This training is developed by mapping the skills and knowledge the apprentice must learn over the course of the program to be fully proficient at the job.
3. **Supplemental Education.** Apprentices receive related instruction or classroom style training that complements the OJT. This instruction helps refine the technical and academic skills that apply to the job. Related instruction may be provided by a community college, technical school or college, an apprenticeship training school, or by the business itself. This instruction can be provided at school, online, or at the work site.
4. **Paid Job.** Apprentices earn wages while learning job skills and they receive increases in pay as their skills and knowledge increase. Progressive wage gains reward and motivate apprentices as they advance through training and become more productive and skilled at their job.
5. **National Occupational Credential.** Every graduate of a Registered Apprenticeship program receives a nationally recognized credential, referred to as a Certificate of Completion, which is issued by the U.S. Department of Labor (USDOL) or a federally recognized State Apprenticeship Agency (SAA). This portable credential signifies that the apprentice is fully qualified to successfully perform an occupation. Many Registered Apprenticeship programs particularly in high-growth industries such as health care, advanced manufacturing, and transportation also offer interim credentials as apprentices master skills as part of a career pathway.
6. **Diversity.** Apprenticeship is a workforce solution that actively promotes diversity and inclusion in the workplace - including race, gender, sexual orientation, and ability. The Department of Labor is supporting different aspects of diversity in apprenticeship to create more inclusive and equitable workplaces.
7. **Quality and Safety.** Apprentices will receive quality training with scheduled milestones at a safe worksite with proper supervision.

The length of training and the skills and competencies required for mastery of an occupation are set by industry. Traditional Registered Apprenticeship programs are time-based and require a specific number of hours of OJT and related instruction.

The Registered Apprenticeship system currently approves time-based, competency-based and hybrid time-and-competency-based programs.

The outcomes attained by apprentices and graduates of Registered Apprenticeship programs can lead to strong WIOA performance results.

Registered Apprenticeship programs are automatically included on the Missouri Eligible Training Provider List (ETPL).

Apprenticeship programs are well positioned to impart skills to workers, which would meet the WIOA measurable skills gain performance indicator. Additionally, because Registered Apprenticeship programs include immediate employment for apprentices, they provide an excellent opportunity for dislocated workers, returning military service members, and others needing to transition to new careers.

Registered Apprenticeship contributes to career pathways by building worker skills and establishing well-defined steps along pathways to higher levels of employment and wages. Registered Apprenticeship programs also can be an important part of industry growth strategies where the skills of large segments of the workforce need to be re-tooled.

Registered Apprenticeship programs provide older youth with the opportunity to “earn while they learn,” and obtain portable credentials that can lead to additional positive post-secondary training outcomes.

For younger youth, pre-apprenticeship programs can serve as a gateway to Registered Apprenticeship programs, while providing contextual learning that can promote and enhance high school completion levels. WIOA also requires Local Workforce Development Boards (LWDBs) to utilize at least 20% of their youth funding on paid and unpaid work experiences that have an academic and occupational education component. Such work experiences may include pre-apprenticeship.

Pre-apprenticeship programs provide instruction and/or training to increase math, literacy, and other vocational and pre-vocational skills needed to gain entry into a Registered Apprenticeship program. Implementing Registered Apprenticeship and pre-apprenticeship models that are aligned with the needs of key industry sectors creates opportunities to advance students, job seekers, and workers along the talent pipeline. A pre-apprenticeship program funded with WIOA funding must have at least one Registered Apprenticeship partner; such pre-apprenticeship programs must possess or develop a strong record of enrolling their pre-apprenticeship graduates into a Registered Apprenticeship program. Once the participant is enrolled in the Registered Apprenticeship program, and if his/her

funding has not been exhausted, a portion and/or the balance of funding may be used to cover the costs of the Registered Apprenticeship program's classroom training/related instruction.

Pre-apprenticeship programs generally consist of the following:

- Training and curriculum that aligns with the skill needs of employers in the economy of the State or region involved;
- Access to educational and career counseling and other supportive services, directly or indirectly;
- Hands-on, meaningful learning activities that are connected to education and training activities, such as exploring career options, and understanding how the skills acquired through coursework can be applied toward a future career;
- Opportunities to attain at least one industry-recognized credential; and
- A partnership with one or more Registered Apprenticeship programs that assists in placing individuals who complete the pre-apprenticeship program into a Registered Apprenticeship program.

Only Registered Apprenticeship programs go through a detailed application and vetting procedure to become a Registered Apprenticeship program sponsor with the USDOL or the SAA. Organizations offering pre-apprenticeship training programs that are seeking ETP status are required to go through the same vetting process and performance reporting requirements as all other training providers in the State. If the pre-apprenticeship training program is on the ETPL, WIOA Title I funds may be used to fund that program for eligible individuals.