



# **WORKFORCE SYSTEM REGISTERED APPRENTICESHIP BASELINE KNOWLEDGE ASSESSMENT REPORT**

*Insight & Opportunities to Strengthen  
Workforce Practitioner Knowledge of  
Registered Apprenticeship*



MARCH 2023

# ACKNOWLEDGEMENTS

Safal Partners, the National Association of Workforce Development Professionals (NAWDP), and their U.S. Department of Labor (DOL) Registered Apprenticeship Technical Assistance Center of Excellence partners would like to thank state and local workforce system stakeholders for providing insight into alignment gaps between the workforce and apprenticeship systems through completion of the first “Workforce System National Registered Apprenticeship Baseline Knowledge Assessment.” We would also like to acknowledge and thank DOL Office of Apprenticeship (OA) and Employment and Training Administration (ETA) leadership and subject matter experts for feedback and technical insight which assisted in finalizing this publication.

# ABOUT SAFAL PARTNERS

Safal Partners is a national leader in mission-driven education and workforce consulting, helping clients bridge the gap between ideas and outcomes. Safal is a recognized federal leader in technical assistance (TA) provision through numerous contracts and grants including with DOL, the Department of Defense, and Department of Education. Together with our clients we are revolutionizing public sector programs and services to catalyze positive societal change at scale.

Safal's apprenticeship team has built, expanded and sustained hundreds of registered apprenticeship programs across virtually every sector of the U.S. economy. We work with employers, colleges, workforce boards, Career and Technical Education (CTE) Centers, unions and labor management associations, and intermediaries to identify workforce needs and develop high-quality registered apprenticeship programs that provide workers with family-supporting wages and promising career pathways. This DOL Registered Apprenticeship TA Center of Excellence work builds on the firm's expertise as an apprenticeship, workforce, and TA provider.



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# INTRODUCTION

In July 2021, Safal Partners was selected by the U.S. Department of Labor (DOL) to lead the new national Registered Apprenticeship (RA) Technical Assistance (TA) Center of Excellence on Strategic Partnerships and System Alignment. The purpose of the Center is to accelerate national scaling of Apprenticeship by building and sustaining partnerships that support alignment with the nation's workforce and education systems. Safal is joined by a consortium of national partners – National Association of Workforce Development Professionals (NAWDP), Coalition on Adult Basic Education (COABE), FASTPORT, Wireless Information Association (WIA) and National Disability Institute (NDI) to:

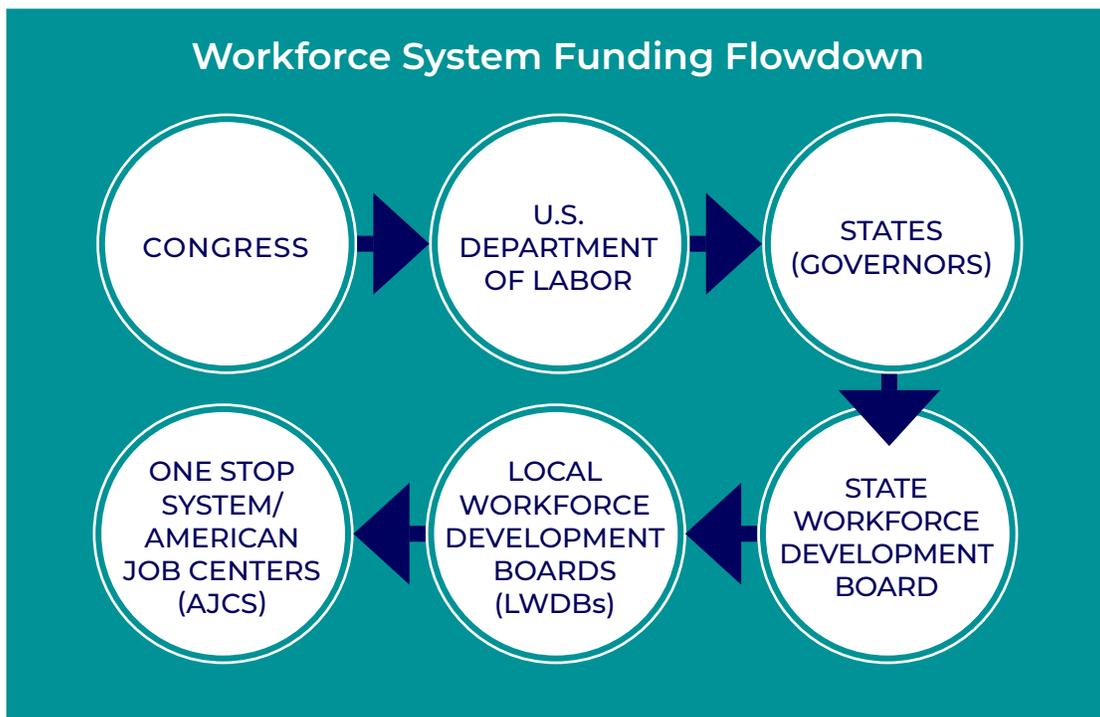
- Increase understanding about registered apprenticeship in the workforce system, leading to doubled workforce system participation in registered apprenticeship programs.
- Provide workforce system training that supports an integrated service delivery approach and development of resources to increase leveraging of WIOA and other federal funding for Apprenticeship opportunities.
- Increase connectivity and partnership building across industry, education, and workforce through development and dissemination of national TA materials, web-based trainings, and “deep dive” assistance to key stakeholders in a minimum of five states.
- Collect feedback and promising best practices from Apprenticeship practitioners and stakeholders in the field to inform new federal and state-level policy recommendations,

The Center provides national TA to employers and Apprenticeship program sponsors, state and local workforce development boards (LWDBs), American Job Center (AJC) programs and operators, governors, and other essential stakeholders driving state workforce and economic development policies.

To create relevant TA designed to spur increased workforce system participation in Apprenticeship, NAWDP led development and dissemination of the first national “Workforce System Registered Apprenticeship Baseline Knowledge Assessment.” The assessment was designed to identify specific registered apprenticeship-related knowledge gaps within the workforce system. Findings will be used to inform design of field-relevant TA for the purpose of increasing utilization of Apprenticeship by the workforce system when serving employers and job seekers. This report includes quantitative and qualitative data from the assessment, conversations with workforce practitioners, employers, partners, as well as the Center's staff. Industry experts, current workforce practitioners, employers, and subject matter experts across the nation were consulted to provide observations, considerations, and strategies for the Center's TA. Needs for future TA is consistent with reports released by USDOL in [2020](#), [2021](#), and [2022](#). Findings from the assessment are detailed in this report.

# THE AMERICAN WORKFORCE SYSTEM AND AN OPPORTUNITY FOR APPRENTICESHIP

America's public workforce system is designed to help employers build and sustain a pipeline of available, skilled talent and equip job seekers with needed training, support, education, and paid work. The system achieves its mission through a vast network of 53 state and regional boards that set state/regional-level policy and guidance for the 593 local workforce development boards. These systems utilize federal, state and local funding streams to assist employers and job seekers through more than 2,400 One Stop Centers (also known as American Job Centers - AJCs), located in communities nationwide.



Currently the American workforce system is navigating multiple converging forces that have shifted the labor market equation. Unprecedented changes created by the COVID-19 pandemic, labor market participation rate flux, and current and projected workforce demographic changes are forcing state and local workforce boards to re-prioritize industry sectors, re-evaluate funding priorities, and re-imagine effective strategies for serving their key constituencies.

For employers in particular, COVID-19 accelerated virtually overnight a reality that has been decades in the making: the need to expand their approach to talent sourcing, while at the same time providing occupationally-specific training to develop a stronger and more stable workforce pipeline for critical roles. Helping employers evolve their approach to hiring, training, and retention has become a much more urgent role for LWDBs to play in supporting local economic development and sustainability efforts. In order to play this role workforce system stakeholders need a strong understanding of how to support employers with expanded models of work-based learning including registered apprenticeship, and a shared commitment to allocating federal and state resources appropriately.

# REGISTERED APPRENTICESHIP AS A WORKFORCE SYSTEM SOLUTION

Registered apprenticeship is the most time-tested, proven model of effective workforce development. It provides specific, tangible and relevant benefits for both employers and workers. It provides employers with a proven, industry-driven and customizable strategy to recruit and grow the talent needed to compete both locally and globally while providing job seekers with quality wages, and relevant skills all of which support the workforce system in meeting required performance targets (see [Training and Employment Guidance Letter No. 13-16](#)).

**As a paid “learn and earn” workforce development and job training strategy, registered apprenticeship is well aligned with six primary performance measures under the Workforce Innovation Opportunity Act (WIOA):**

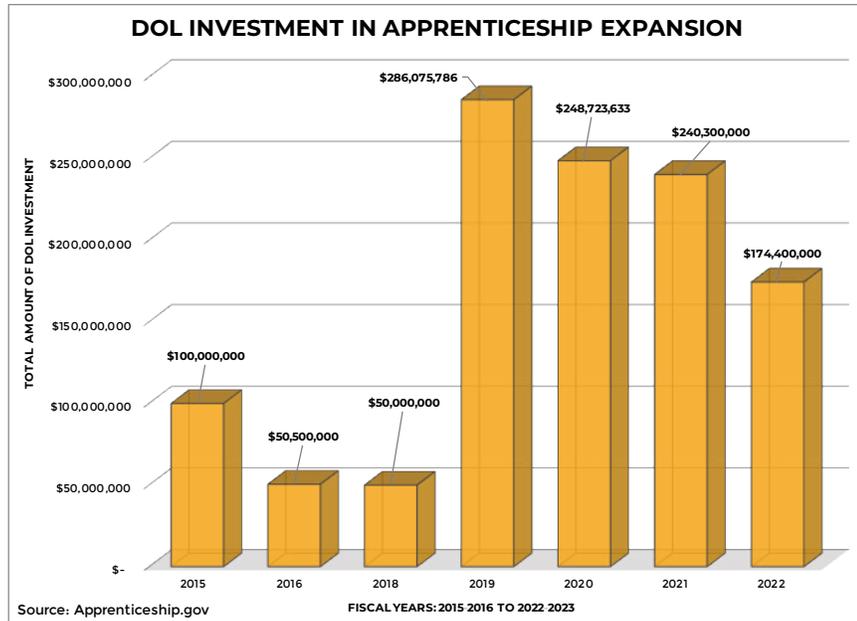
- Employment in Second Quarter After Exit
- Employment in Fourth Quarter After Exit
- Median Earnings in Second Quarter After Exit
- Credential Attainment
- Measurable Skills Gains
- Effectiveness in Serving Employers

**In addition, LWDBs have flexibility to support employers and WIOA-eligible apprentices co-enrolled in registered apprenticeship programs primarily through:**

- Individual Training Accounts (ITAs) – to pay costs associated with training and classroom instruction required in Apprenticeship programs.
- On-the-Job Training (OJT) Contracts – to support potentially up to 75 percent of an apprentices' wages during the OJT portion of their Apprenticeship program.
- Incumbent Worker Training (IWT) – to defray costs for upskilling current workers through an Apprenticeship program through use of an LWDB's adult and dislocated worker funds.
- Supportive Services – in coordination with career and/or training services for individual apprentices.
- Youth Occupational Skills Training - to support provision of youth registered apprenticeship program-based training for youth ages 16-24.
- Contracted Classes for Training Cohort Instruction - an LWDB may choose to contract an ETP to provide cohort-based instruction for a group of WIOA-eligible apprentices across employers/sponsors working in the same apprenticeable occupation or industry sector.

# THE CO-ENROLLMENT LANDSCAPE

Given Apprenticeship's direct alignment with WIOA and DOL's significant, sustained increase in funding for Apprenticeship expansion nationally, particularly since 2015

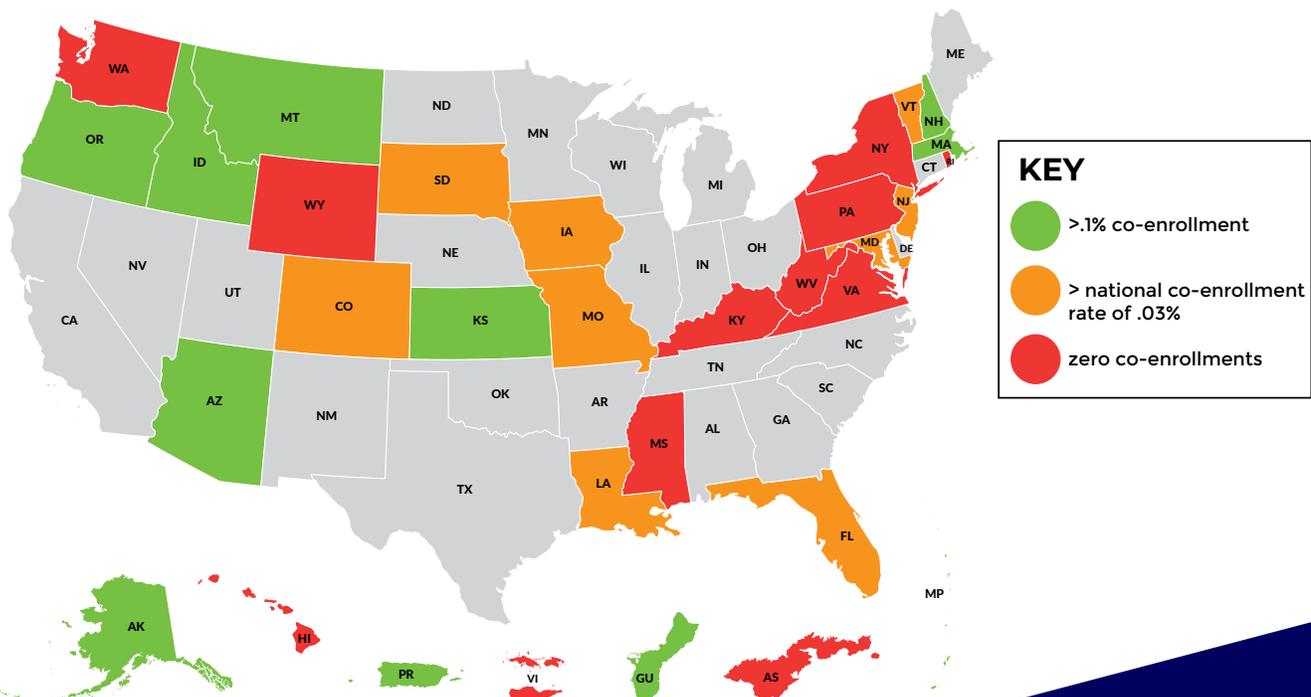


through USDOL Office of Apprenticeship (OA) and Employment and Training Administration (ETA) grant and contract investments, the expectation would be a correlating significant, positive increase in the percentage of WIOA-eligible job seekers receiving services through [DOL funded workforce programs](#) and co-enrolled in a registered apprenticeship program.

However, according to Participant Individual Record Layout (PIRL) data reported by DOL and the U.S. Department of Education as part of WIOA performance

reporting, there is a persistently low rate of WIOA support for registered apprenticeship through co-enrollment. Data from the previous four quarters ending March 31, 2022, shows that **of the almost 11 million (10,931,868) participants enrolled in WIOA programs across the U.S., only 3,364 are co-enrolled in registered apprenticeship programs.** That statistic equates to a national WIOA/registered apprenticeship co-enrollment rate of .03 percent.

## WIOA/Registered Apprenticeship Co-Enrollment Landscape



In fact only 11 states or territories recorded an overall co-enrollment rate of more than 0.1% (See *Appendix A*):

Rank	State or Territory	Apprenticeship co-enrollment rate as percentage of total WIOA enrollees
1	Guam	1.42%
2	Puerto Rico	.73%
3 (tie)	Alaska	.59%
	Idaho	.59%
4	Northern Mariana Islands	.53%
5	New Hampshire	.33%
6	Montana	.33%
7	Arizona	.23%
8	Kansas	.18%
9	Massachusetts	.18%
10	Oregon	.16%

*(Appendix A: Workforce Innovation Opportunity Act & Registered Apprenticeship PIRL Co-enrollment Data for Four Quarters Ending 3/31/2022).*

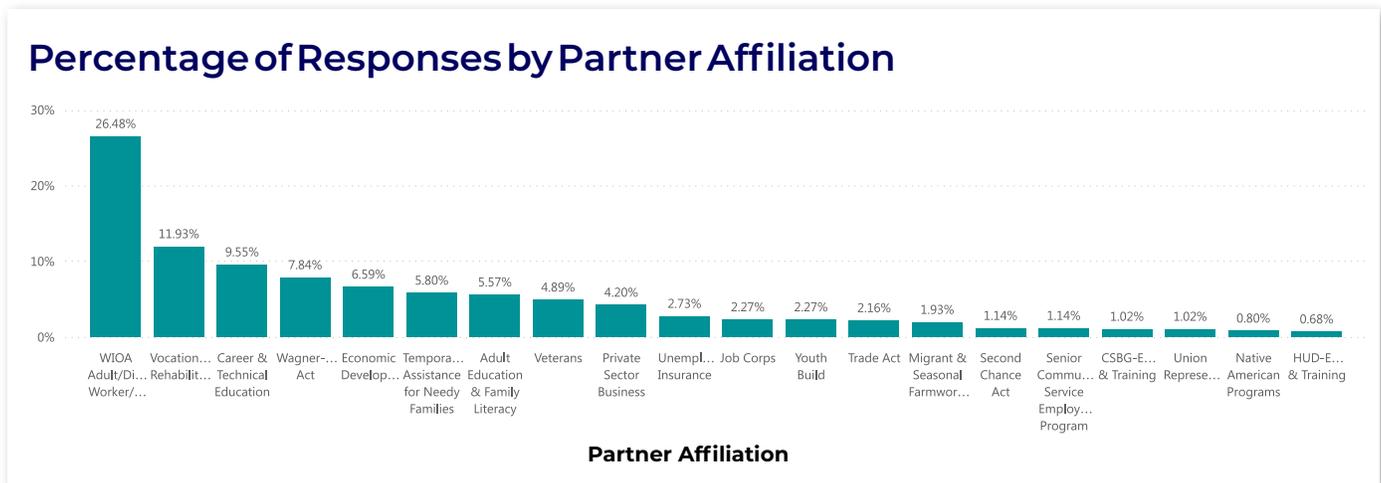
Persistent and exceedingly low WIOA/registered apprenticeship co-enrollment rates reveal a major disconnect between DOL Apprenticeship-related policy guidance and actual program delivery. America’s workforce system is not maximizing the opportunity to leverage public investments to expand Apprenticeship.

# THE APPRENTICESHIP KNOWLEDGE GAP

To develop and disseminate national TA to better align workforce and Apprenticeship, the Center set out to identify potential core fundamental gaps between the workforce systems' overall stated intention to incorporate registered apprenticeship into WIOA service planning (as outlined in State and Territorial WIOA Unified or Combined Plan) and actual delivery at the local level.

NAWDP led work in designing a national assessment of the workforce systems' understanding of registered apprenticeship. A 15-question "Baseline Registered Apprenticeship Knowledge Assessment" (see *Appendix B*) was developed and reviewed for input and feedback from all Center partners. The assessment was disseminated in January 2022 through Center partner contacts (including 3,325 NAWDP members, 11,543 NAWDP contacts) and promoted on Center partners' websites and social media accounts. The assessment resulted in 542 responses from front-line practitioners, local workforce development board leadership and members, partner staff and leadership, and private business representatives.

The majority of respondents by partner affiliation were WIOA Adult/Dislocated Worker/Youth Staff (26.48%); the top five respondent affiliation categories were Vocational Rehabilitation, Career and Technical Education (CTE), Wagner-Peyser, and Economic Development Agencies.

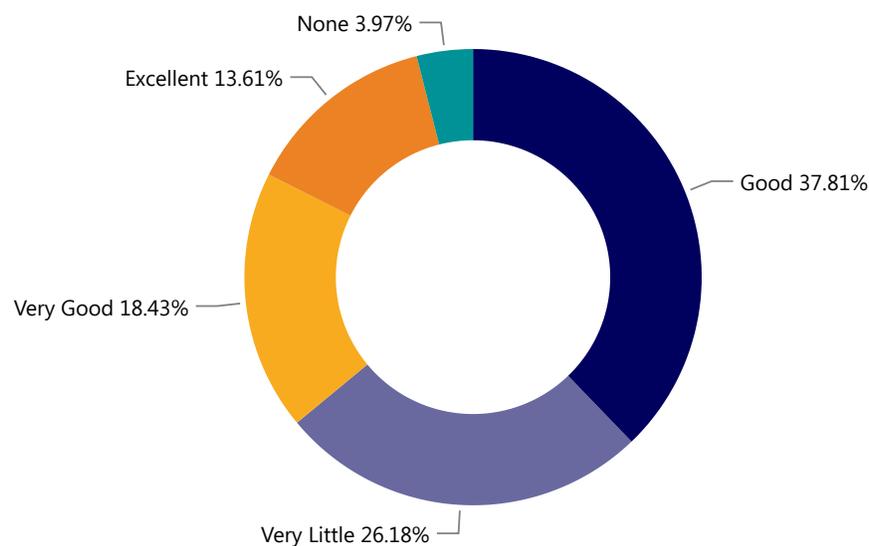


In addition to the following results and analysis, the full set of assessment results can be viewed online: [USDOL Center of Excellence – Strategic Partnerships and System Alignment: “Workforce System Baseline Registered Apprenticeship Knowledge Assessment.”](#)

## KEY FINDINGS & OBSERVATIONS

While significant investments have been made over the last 10-15 years to expand awareness of Apprenticeship resulting in the growth of new and expanded Apprenticeship programs and new Apprentice registrations, an overall lack of Apprenticeship knowledge within the public workforce system is hindering more rapid scaling. For example, while nearly 14% of assessment respondents indicated they had an “excellent overall knowledge of registered apprenticeship,” more than twice that number – an overall 30% of assessment respondents - indicated they had, “very little or no knowledge of registered apprenticeship.”

### Overall how would you rate your knowledge of Registered Apprenticeship?



Tasked with advancing solutions to current workforce shortages in their local communities, and advancing state policy to leverage federal funding for an equitable economic recovery, public workforce practitioners' lack of knowledge is inhibiting their ability to incorporate Apprenticeship into local programming. Identified knowledge gaps have major implications for significant workforce and apprenticeship system alignment.

While DOL releases guidance at a national level, there is often a disconnect between states and local areas receiving information and successfully implementing guidance. Local workforce boards and One Stop or AJC partners effectively "operationalize" DOL guidance for apprenticeship alignment; however, assessment results show they are often not aware of their state or local WIOA plans around apprenticeship in order to engage employers and co-enroll job seekers.

### Apprenticeship knowledge gaps identified through the assessment can be categorized in four primary areas:

- Basic Apprenticeship knowledge
- Apprenticeship system knowledge
- Apprenticeship-related funding knowledge
- Effective engagement knowledge

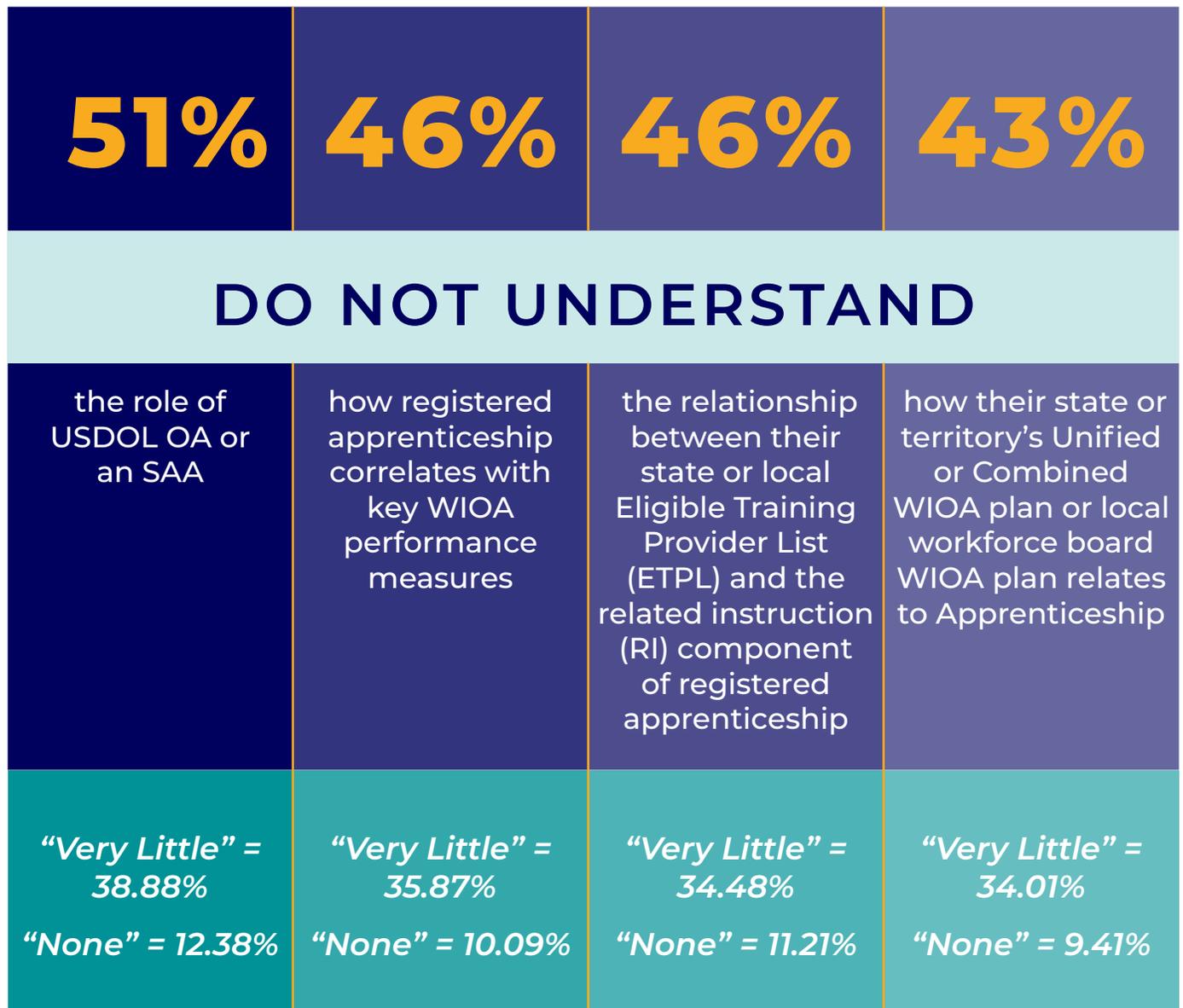
# BASIC KNOWLEDGE

To engage local employers and job seekers workforce system stakeholders at the state level (for policy development and resource allocation) and the local level (for delivery and implementation), must have a strong fundamental knowledge of core Apprenticeship components. However, the assessment found that:

<b>45%</b>	<b>41%</b>	<b>40%</b>	<b>38%</b>	<b>35%</b>
<b>DO NOT UNDERSTAND</b>				
the responsibilities of an Apprenticeship program sponsor	the supervision requirements for apprentices in registered apprenticeship programs	what registered apprenticeship programs exist in their local area	related instruction (RI) requirements of Apprenticeship programming	the difference between registered apprenticeship and other work and learn models
<p><i>“Very Little”</i> = 36.21%</p> <p><i>“None”</i> = 8.82%</p>	<p><i>“Very Little”</i> = 31.13%</p> <p><i>“None”</i> = 10.15%</p>	<p><i>“Very Little”</i> = 33.02%</p> <p><i>“None”</i> = 7.4%</p>	<p><i>“Very Little”</i> = 30.81%</p> <p><i>“None”</i> = 7.66%</p>	<p><i>“Very Little”</i> = 28.07%</p> <p><i>“None”</i> = 7.28%</p>

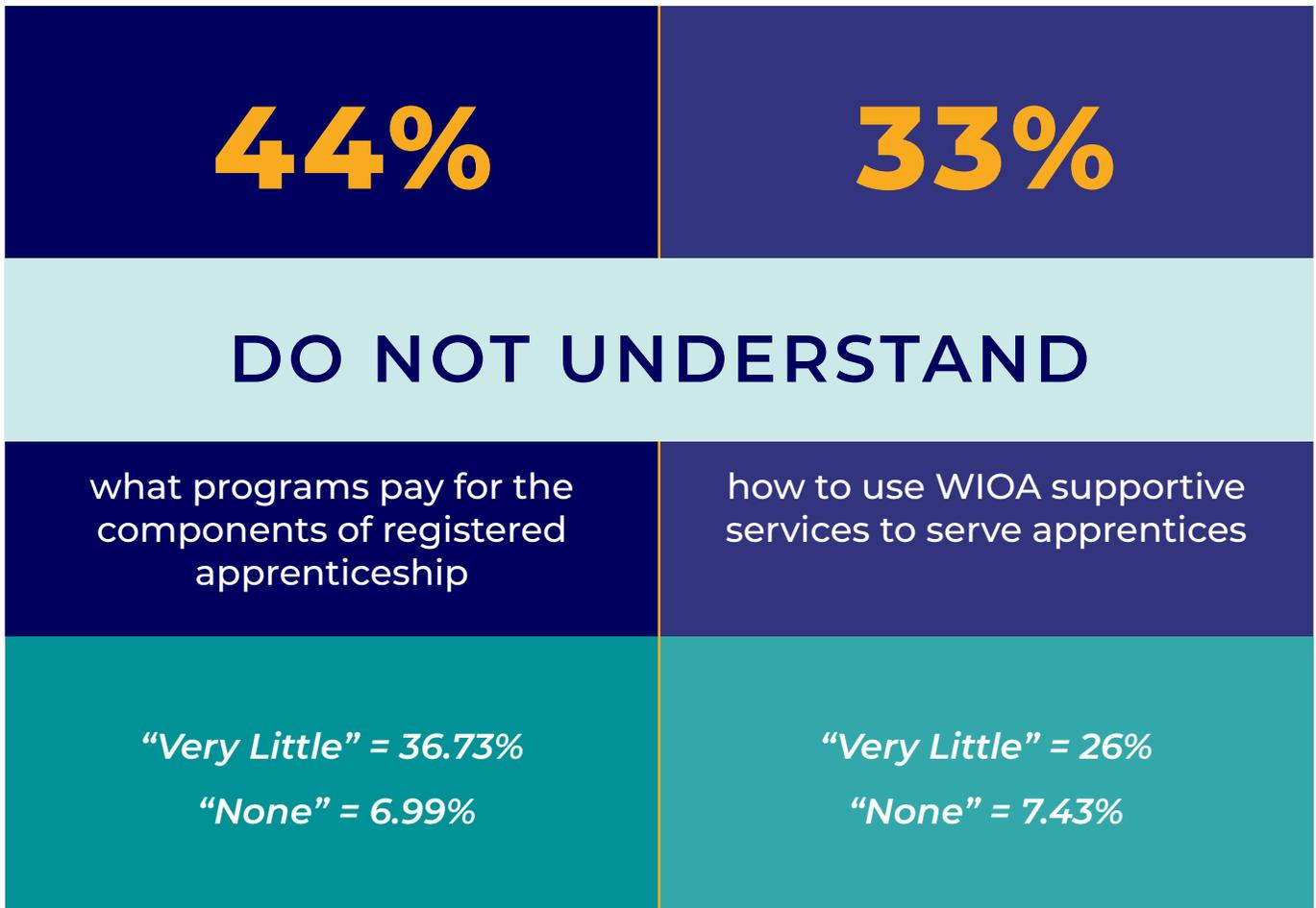
## SYSTEM KNOWLEDGE

Effective registered apprenticeship programs are built on a network of partners across industry, education, workforce, labor, community-based organizations, and the DOL OA or State Apprenticeship Agency (SAA). For effective Apprenticeship alignment, stakeholders at the state and local level need to understand how to translate Apprenticeship to workforce programs, and with whom, as well as how, to build effective strategic partnerships. However, of assessment respondents...



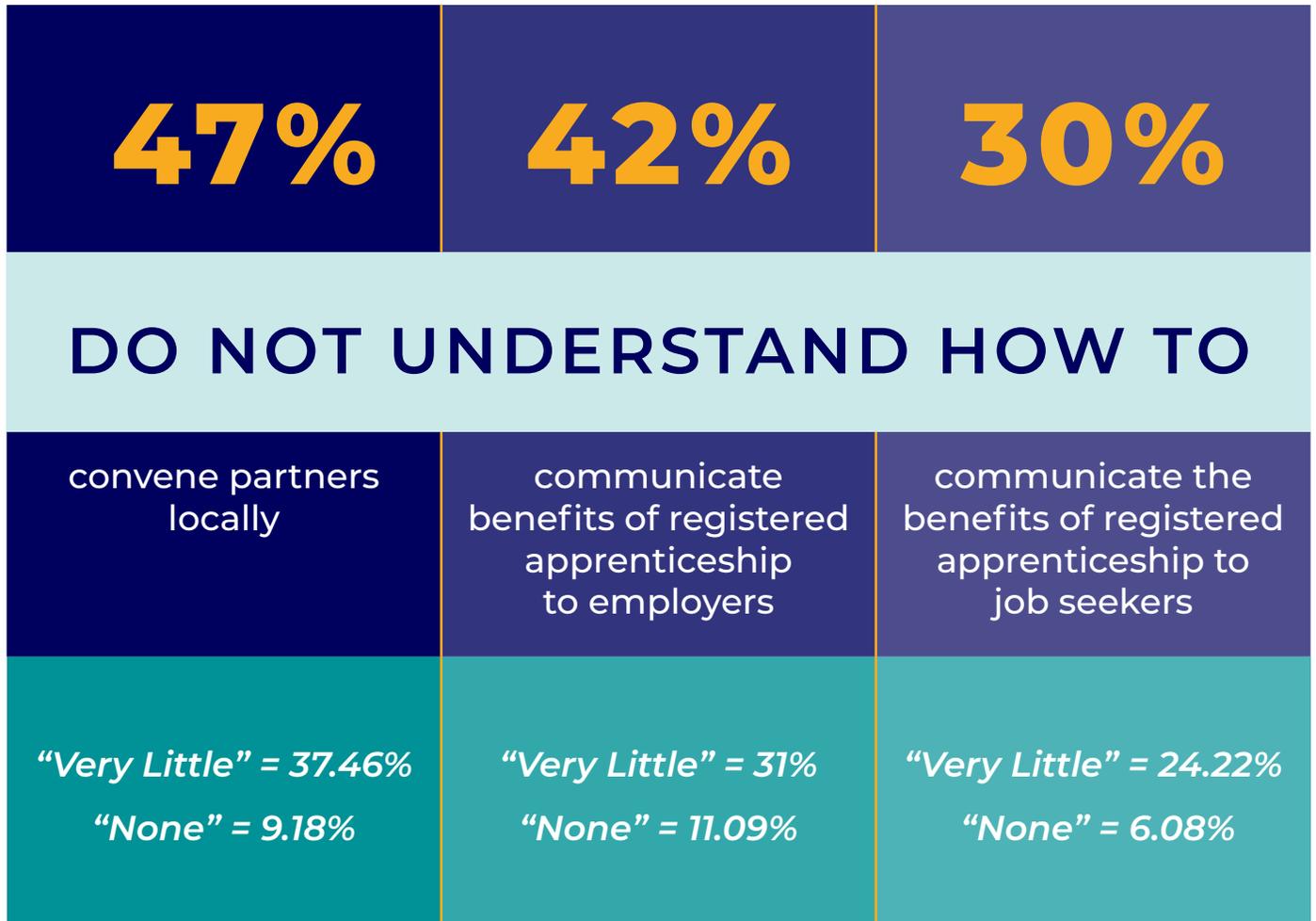
# FUNDING KNOWLEDGE

ETA has provided clear policy guidance ([TEGL 13-16](#)) on how WIOA program funding, and other sources of federal funding, can be utilized to support registered apprenticeship. However, the assessment revealed that...



## SHARING KNOWLEDGE

Engaging both employers and job seekers in registered apprenticeship requires a strong grasp of the fundamental components of Apprenticeship and knowing how to effectively present it as an ideal solution for talent development and job training. However, of the assessment respondents...



# ASSESSMENT CONSIDERATIONS & TA STRATEGIES

The public workforce system should be a force multiplier in accelerating adoption of registered apprenticeship. However, navigating the Apprenticeship ecosystem is challenging, even for experienced workforce practitioners. Scaling Apprenticeship at the local and state level requires responsive TA and additional, focused investments to increase front-line workforce practitioner knowledge not solely on broad policy guidance, but on how to practically leverage resources, communicate impact, and develop partnerships.

Given DOL's focus on prioritizing workforce system funding to increase state and local capacity, including a significant FY2023 budget increase for Apprenticeship programming, it is crucial that funded TA addresses core knowledge gaps identified in the Center's baseline assessment.

The Center analyzed assessment results to draw conclusions and make the following recommendations for prioritizing workforce and apprenticeship system alignment TA and training. National TA development and dissemination on key topics identified through the assessment is clearly needed and the Center has already begun developing and disseminating TA primarily online through webinars and website-based materials. Focused work in key states including Missouri and California in the Center's first year also included in-person TA and training which has resulted in, for example, accelerated statewide youth RA program development (MO) and new, formal regional collaboration across industry, workforce, labor, and education (CA) to accelerate RA program development. In addition to developing and providing national TA, the Center's field-focused work will continue in Iowa, Texas, and North Carolina to accelerate partnership and program formation, system alignment, and identification of best practices that will be turned into TA tools for national dissemination. Additionally, creating separate state and regional roundtable stakeholder sessions would help advance system-level work and provide more localized understanding of registered apprenticeship to accelerate strategic partnership formation. While the following is not an exhaustive list, the assessment strongly supports TA development and provision on the following topics:

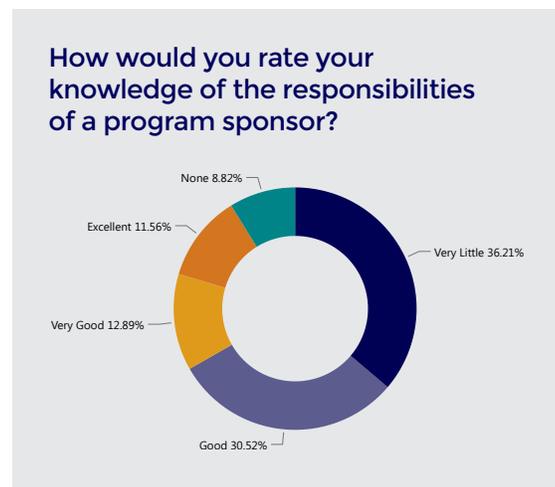
## 1. TA Topic: Apprenticeship System Roles and Training with System Staff

For workforce system partners to effectively align state or local programming with Apprenticeship, they need a stronger understanding of key Apprenticeship system stakeholder roles including OA or SAA office staff at the state and local level – i.e. Apprenticeship Training Representatives (ATRs) or Apprenticeship Navigators – who can make them aware of resources and relationships available to advance Apprenticeship in their area. Additionally, having a strong relationship with OA and SAA staff who are responsible for developing, monitoring, and supporting registered apprenticeship programs will significantly improve workforce system stakeholders' understanding of:

a. Which programs are already available in their area – a clear need indicated by data showing that 40% of respondents “do not understand what registered apprenticeship programs exist in their local area,” (7.4% said they had “no knowledge” and 33% indicated they had “very little” knowledge of locally-available programs). This dialogue can also help workforce system stakeholders and in particular state boards, LWDBs and AJCs understand the role that intermediaries can play in advancing Apprenticeship in their area to accelerate employer involvement. This is likely to better help stakeholders, and in particular LWDBs and Career and Technical Education (CTE) leaders better understand how they can play the role of an intermediary and/or how they can leverage sector partnerships as intermediaries.

b. The commitment they are asking businesses to consider when proposing registered apprenticeship as a talent development solution – since currently 45% of respondents indicate they “do not understand the responsibilities of an Apprenticeship program sponsor,” (with 8.82% noting they have “no knowledge” and 36.21% indicating they have “very little” knowledge).

c. How Apprenticeship’s RI requirement relates to ETPLs – which is also a validated need since 46% of respondents indicated they have very little or no understanding of “the relationship between their state or local Eligible Training Provider List (ETPL) and the related instruction (RI) component of registered apprenticeship,” with 11.21% noting they have “no knowledge” and 34.48% indicating they have “very little” knowledge, despite specific ETPL-related guidance from the Department through [TEGL 13-16](#) and [TEGL 13-16 Change 1](#).



## 2. TA Topic: Training in Business Engagement Best Practices

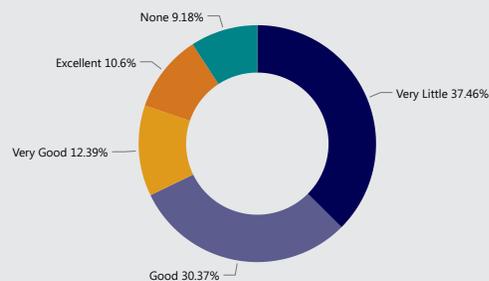
Because Apprenticeship is industry-driven and only exists as an option for job seekers if there are employers who agree to hire and provide paid OJL, is it imperative that workforce system stakeholders understand how to effectively engage employers. However 46% of assessment respondents indicated they “do not understand how to convene partners locally,” (9.18% said “no knowledge,” 37.46% indicated “very little knowledge.”) Another 42% said they “do not understand how to communicate benefits of registered apprenticeship to businesses” (11.09% said “no knowledge” and 31% indicated “very little knowledge.”) To address these knowledge gaps, the Center recommends:

- a. strategic workforce-system focused dissemination of existing best practice findings on employer engagement as found through other DOL investments (i.e. national Industry Intermediary Contracts, Apprenticeship grant programs, etc.);
- b. developing case studies highlighting successful Apprenticeship-based workforce system/ employer partnerships; and
- c. developing an Apprenticeship Accelerator toolkit with customizable materials similar to the DOL National Apprenticeship Week materials housed on Apprenticeship.gov that workforce boards can utilize to convene partners.

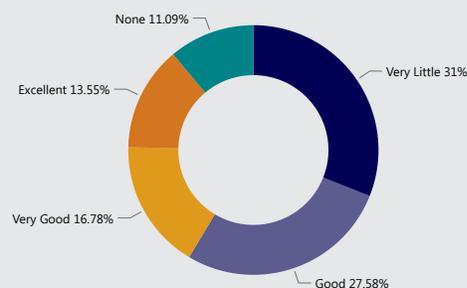
## 3. TA Topic: Training on Funding & Support

Issued in 2017, [TEGL 13-16](#) provided helpful, basic information on how WIOA Title 1 funds in particular can be used to support registered apprenticeship programs. While initial training via webinar ([“WIOA Implementation and Registered Apprenticeship”](#)) was delivered in 2017, and one-off TA and training has been provided on this topic to some DOL Apprenticeship grant recipients via TA coaching and WorkforceGPS grant Communities of Practice, a regular cadence of TA and training for workforce stakeholders at a system and state level is needed to address the clear knowledge gap identified by 44% of respondents who indicated they “do not understand who pays for each part of an apprenticeship program,”(6.99% said they had “no” knowledge and 36.73% indicating they had “very little” knowledge).”

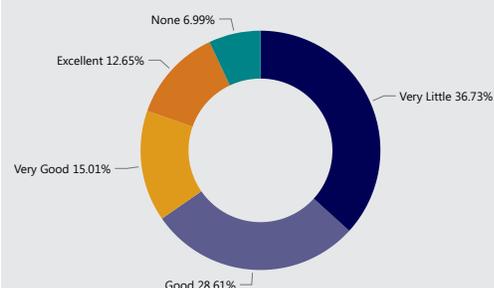
How would you rate your knowledge of convening partners in your local area to support Registered Apprenticeships?



How would you rate your ability to communicate the benefits of Registered Apprenticeship to businesses?



How would you rate your knowledge of who pays for each part of an apprenticeship program (related instruction, wages, administration)?



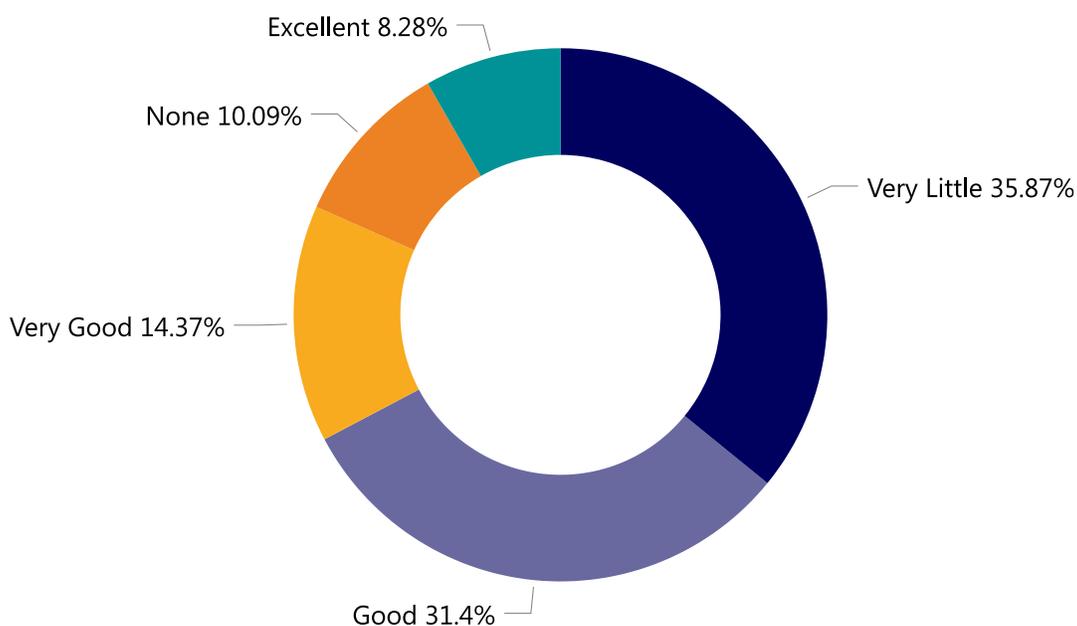
TA should be focused not only on what WIOA program funding can be applied to Apprenticeship but also how to create a funding strategy that leverages and braids numerous sources of WIOA and non-WIOA federal, state and local funding. [WorkforceGPS](#) and [Apprenticeship.gov](#) websites include information on individual funding streams (i.e. WIOA programs, US Department of Transportation programs, Pell Grants, active DOL grants and contracts, etc.) TA is needed on how to access and braid those resources and should include development of tools that individual LWDBs can use for planning within their service area as well as collaboratively with other LWDBs across regions.

#### 4. TA Topic: RA Alignment with Performance Outcomes

While registered apprenticeship is directly aligned with six core WIOA performance metrics, almost half of the workforce system does not have a strong grasp of how engaging in apprenticeship will help them meet key jobseeker and employer-focused goals.

Nearly 46% of workforce system respondents indicate a need for TA to understand how Apprenticeship is directly related to positive performance outcomes (35.8% noting they have “very little” knowledge and 10% saying they have “no knowledge” on the topic). Increasing LWDB leadership understanding of, and agreement to pursue, apprenticeship as a means to meet WIOA performance goals will better leverage federal and state funding streams, increase co-enrollment, and more efficiently deliver services across programs. With varying reporting systems, practitioners may also need support developing a seamless referral process for applicants and jobseekers interested in Apprenticeship.

#### How would you rate your knowledge on how Registered Apprenticeship correlates with performance measures?



## 5. Zero Co-Enrollment Focused TA

For the most recent four PIRL reporting calendar periods (June 30, 2021 – March 31, 2022), 13 states or territories recorded zero WIOA/registered apprenticeship co-enrollments. The Center has begun discussions with state leaders and front-line practitioners to understand potential core issues (i.e. policies, processes, reporting mechanisms, training, etc.) that are either hindering co-enrollment or potentially affecting data accuracy. The Center recommends holding a listening session for OA and ETA regional leadership with those states and territories to identify contributing factors. **Follow-on targeted TA should be considered to focus on identifying specific steps that can be taken to such as:**

- a.** Ensuring professionals understand basic WIOA program funding alignment and enrollment processes, including focused training on the need - and how - to complete PIRL and WIPS data fields related to pre-apprenticeship and registered apprenticeship employment and training to ensure accurate co-enrollment numbers.
- b.** Determining if AJCs have the necessary dedicated staffing in place. Ideally each One Stop or AJC would have one full time registered apprenticeship specialist or “Navigator” dedicated to developing and supporting programs with local employers (working alongside Business Service Representatives). When possible, each One Stop or AJC should also have a participant-facing staff member dedicated to connecting apprentices to partner programs and supportive services available through the Center.
- c.** Ensuring staff is aware of current registered apprenticeship programs to (1) work with OA/SAA staff in determining if sponsors or RI providers for those programs are on state and local ETPLs and/or (2) determine potential local employers who may be interested in Apprenticeship but are not ready or willing to take on sponsorship responsibilities and may be more ideally suited to joining an existing group program run by an intermediary sponsor.

Overarching actionable registered apprenticeship data TA and resources are necessary to improve practitioner knowledge and application. **Easily accessible state and local level information needed, at a minimum, includes:**

- a.** Online, easily accessible listing of all registered apprenticeship programs
- b.** Supportive services available for registered apprentices
- c.** State and local funding streams available for blending or braiding to support Apprenticeship programs
- d.** Who within the local Apprenticeship system to connect with for specific TA

# INSIGHTS FROM TOP CO-ENROLLING STATES AND TERRITORIES

While the top states and territories for WIOA/registered apprenticeship co-enrollment have made a wide range of investments spanning direct employer incentives and tax credits to staffing and infrastructure capacity, they also note intentional training and TA for workforce system staff as well as strategic partnership formation that most likely shrink staff Apprenticeship knowledge gaps. Examples include:

## Alaska (from 2022 – 2023 Modified WIOA State Plan):

- “Apprenticeship specialists in the AJCs provide information and assistance to employers to create registered apprenticeship programs tailored to their workforce needs.”
- “Information on Apprenticeships is included in the regular ongoing training for all AJC staff and training for new staff. AJCs each have an Apprenticeship Specialist who (provides) in-depth services to job seekers and employers. Apprenticeship Specialists from across the state received in-depth Apprenticeship Foundational Training in August 2019.”

## Guam (from 2022 WIOA State Plan):

- “Guam State Apprenticeship Agency (SAA) conducts Registered Apprenticeship Labor Clinics with the AJC on a quarterly basis and upon request by employers.”

## Idaho (from 2022 WIOA State Plan):

- “The Idaho Department of Labor leverages WIOA Title I-B and Wagner-Peyser Employment Services program funds with other federal program funds...to expand and enhance employer participation in the statewide workforce investment system in a variety of ways (including) extensive WIOA staff training for business consulting techniques and connecting employers to system resources, particularly WIOA work-based learning opportunities, such as On-the-Job Training, Internships, Work Experiences, and Apprenticeships.”
- “Idaho’s apprenticeship development team, composed of workforce, apprenticeship, education, and other key partners, was formed in 2016 to support strategies to integrate apprenticeship into statewide workforce systems.”
- “Through the cross training of workforce, education, community and business sectors, *ApprenticeshipIdaho* partners serve to improve the state’s RA capacity, with many individual and employer customers benefitting from this “tag-teaming” of resources, which spur its continued success.”

- “The Idaho Division of Vocational Rehabilitation’s (IDVR) State Transition Coordinator and Area Transition Counselors meet monthly with the Idaho Youth Apprenticeship Program (YAP) to develop strategies for working together to create options for youth to participate in Apprenticeships. The regional YAP staff began meeting with IDVR staff in the areas they serve to educate all IDVR staff about Youth Apprenticeship opportunities, referral process, and to support IDVR staff in understanding the youth Apprenticeship process for in-school versus out-of-school youth.”

Idaho has developed easily-accessible materials to support training and TA such as the [Idaho Apprenticeship Toolkit](#) which workforce practitioners working with employers (such as LWDB business service representatives, CTE administrators, Vocational Rehabilitation directors) can be used to easily convey the process and benefits of Apprenticeship.



# CONCLUSION

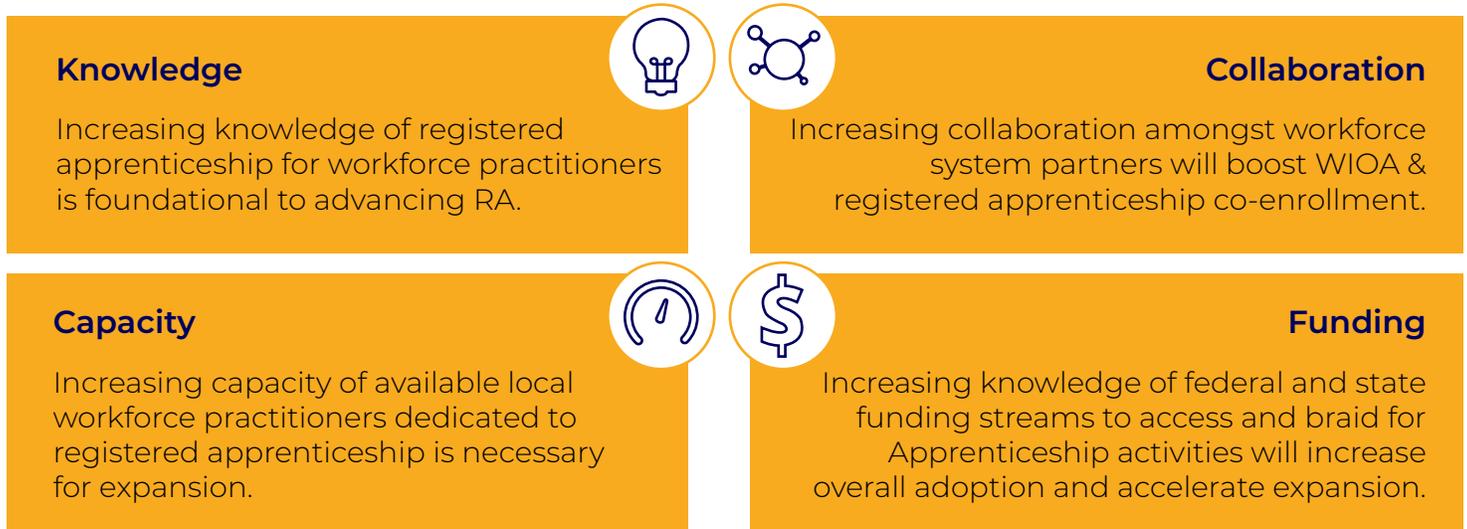
Improving workforce and apprenticeship system alignment requires that workforce system leaders and practitioners receive consistent, structured, and relevant TA and ongoing training.

Findings from the first national Workforce System Registered Apprenticeship Baseline Knowledge Assessment validates the vital need for the Center's work to accelerate adoption of registered apprenticeship and improve alignment with federal workforce investments. Assessment findings have been a significant driver in work undertaken by the Center in its first grant year to develop on-going TA that specifically addresses key knowledge gaps. **For example, within its first program year the Center:**

- **Developed national monthly '30 Minutes of Excellence' roundtable discussions with workforce and Apprenticeship ecosystem stakeholders on key topics including:**
  - » [Youth Apprenticeships and Opportunity Youth - What's Working and How Can WIOA Youth Funds be Used?](#)
  - » [What is RI and How Do I Build Effective RI Partnerships?](#)
  - » [Bridging the Gap Between Adult Education and Apprenticeships](#)
  - » [Are You Ready for Registered Apprenticeship?](#)
  - » [Using WIOA Funds for Registered Apprenticeship?](#)
  - » [How do Adult Basic Education and Career and Technical Education Work with Pre-Apprenticeships and Registered Apprenticeship Programs?](#)
  - » [Communicating the Benefits of Registered Apprenticeship to Employers](#)
  - » [As Workforce Development Boards Why do we Engage in Registered Apprenticeship?](#)
  - » [Two Workforce Boards Share Why They Engage in Registered Apprenticeship](#)
  - » [FutureWorks Public Dashboard & Registered Apprenticeship Co-Enrollment Data](#)
  - » [SAA States vs. OA States: What's the Difference?](#)
- **Launched monthly hour-long webinars with Apprenticeship and workforce Subject Matter Experts to go into more detail on key knowledge gap areas:**
  - » [Bridging the Gap Between Adult Education and Apprenticeships: Promising Practices in IL](#)
  - » [Promoting Higher Business Engagement](#)
  - » [Assessing Apprenticeship Alignment – A Guide to Planning – Part 1](#)
- **Supported development of a monthly "Ready, Aim, Launch" webinar series with Missouri Department of Elementary and Secondary Education (DESE) as professional development for K-12 and post-secondary Career and Technical Education administrators and instructors on effective youth Apprenticeship and alignment with higher education and the workforce system.**

- » [Role Clarity for Educators, Apprentices, and Employers](#)
- » [Service Alignment in Apprenticeship Initiatives: Investments in Leadership](#)
- » [Best Practices and Co-enrollment with your Local Workforce Development Board](#)
- » [Meet Your USDOL Apprenticeship Training Rep](#)
- » [Overcoming Youth Barriers Through Registered Youth Apprenticeship](#)
- » [Braiding Funds](#)
- Created and launched a [Registered Apprenticeship Center of Excellence Strategic Partnerships & Systems Alignment Website](#) (<https://dolcoe.safalapps.com/>) where both curated state and local TA materials are linked and new Center-produced materials (including all noted webinars) are housed.
- Launched the first-ever “CTE Registered Apprenticeship Bootcamp” in-person training event in Missouri that was followed up with two successive in-person sessions with additional CTE Centers, and requests for training in additional states. The Center is finishing production of a CTE Youth Apprenticeship Toolkit for national dissemination to accelerate CTE-sponsored and engaged apprenticeship programs by equipping CTE administrators and instructors with needed information and addressing unique issues around in-school youth apprenticeship programs.

Based on the responses of the 2022 Workforce System Registered Apprenticeship Baseline Knowledge Assessment, the Center will continue producing TA focused on four primary areas:



The Center will also continue to curate and promote proven models of TA and training being executed at the state and local level in order to improve alignment while developing new TA products and training to shrink the revealed knowledge gaps. The Center recommends conducting a bi-annual Workforce Registered Apprenticeship Knowledge Assessment to note areas of improvement as a result of Center TA and to continue gauging evolving TA needs and areas of focus.

# APPENDICES

## Appendix A: PIRL-Reported WIOA & Registered Apprenticeship Co-Enrollment Data (PIRL Element 931 for Four Quarters Ending 3/31/2022)

State	Total WIOA Enrolled	Total RA Co-Enrolled	State	Total WIOA Enrolled	Total RA Co-Enrolled
AK	27,277	163	MS	37,363	0
AL	54,932	6	MT	32,847	109
AR	94,781	34	NC	535,875	13
AS	174	0	ND	20,452	2
AZ	206,258	495	NE	52,991	2
CA	612,882	33	NH	4,717	16
CO	163,388	140	NJ	181,589	83
CT	156,553	1	NM	64,077	1
DC	116,892	0	NV	148,071	45
DE	96,884	22	NY	1,352,448	0
FL	295,105	157	OH	882,112	75
GA	313,974	1	OK	215,559	55
GU	10,043	143	OR	84,554	138
HI	34,792	0	PA	309,899	0
IA	70,397	57	PR	16,138	119
ID	39,655	237	RI	5,003	0
IL	606,869	67	SC	266,163	25
IN	79,316	2	SD	24,854	16
KS	124,124	235	TN	621,974	124
KY	28,500	0	TX	791,403	166
LA	97,463	42	UT	583,368	73
MA	74,939	137	VA	275,836	0
MD	219,609	196	VI	3,417	0
ME	71,693	12	VT	12,975	7
MI	252,959	37	WA	119,341	0
MN	79,596	10	WI	245,587	6
MO	59,961	61	WV	24,077	0
MP	187	1	WY	29,975	0

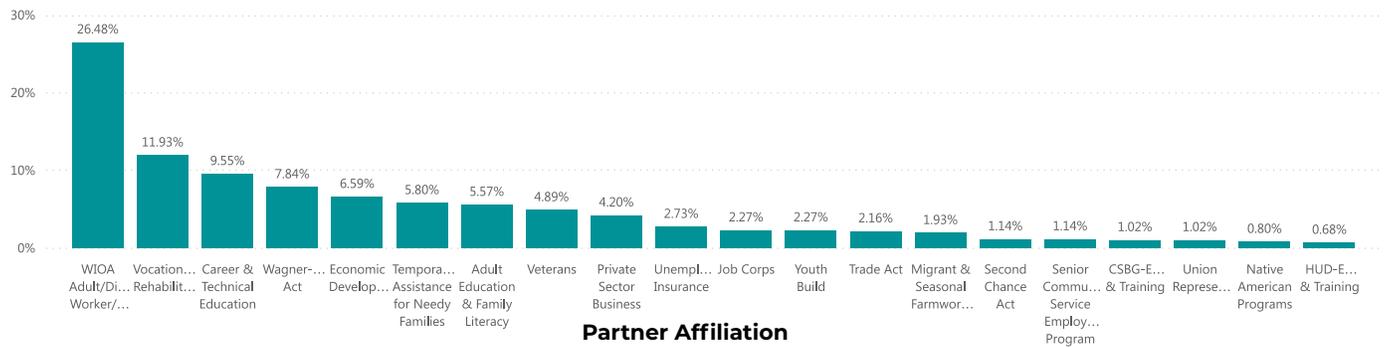
## Appendix B: Workforce System Registered Apprenticeship Baseline Knowledge Assessment Questions

1. Overall how would you rate your knowledge of registered apprenticeship?
2. How would you rate your ability to communicate the benefits of registered apprenticeship to a job seeker?
3. How would you rate your ability to communicate the benefits of registered apprenticeship to businesses?
4. How would you rate your knowledge of convening partners in your local area to support registered apprenticeship?
5. How would you rate your knowledge of the existing registered apprenticeship programs in your local area?
6. How would you rate your knowledge of the information in your local and state WIOA plans as it pertains to registered apprenticeship?
7. How would you rate your knowledge of the related instruction requirements of apprentices?
8. How would you rate your knowledge of the relationship between registered apprenticeship related instruction and our state or local eligible training provider list?
9. How would you rate your knowledge of the responsibilities of a program sponsor?
10. How would you rate your knowledge of what the US DOL Office of Apprenticeship does?
11. How would you rate your knowledge of who pays for each part of an apprenticeship program (related instruction, wages, administration)?
12. How would you rate your knowledge on how registered apprenticeship correlates with performance measures?
13. How would you rate your knowledge on the differences in registered apprenticeship and other work and learn models?
14. How would you rate your knowledge on the supervision of apprentices throughout their apprenticeship program?
15. How would you rate your knowledge on the use of WIOA supportive services to support apprentices?

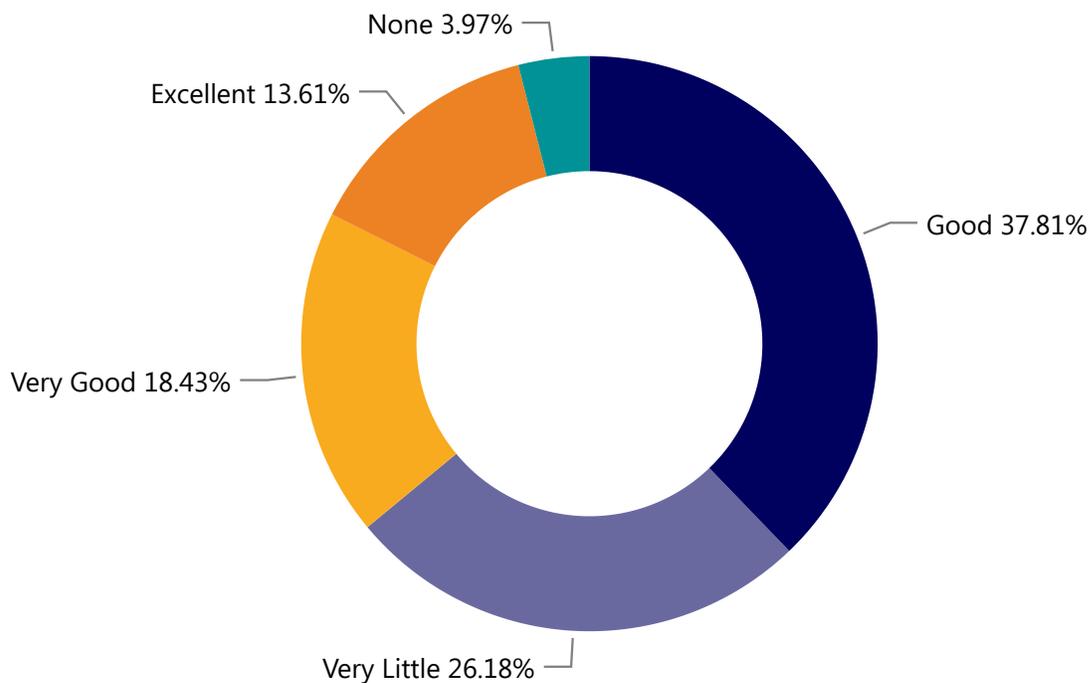
## Appendix C: Workforce System Registered Apprenticeship Knowledge Assessment Responses

All Assessment responses below can be viewed online through the [Center of Excellence PowerBI Dashboard](https://app.safalapps.com/safal/dashboard/coebenenchmarkingsurvey) (https://app.safalapps.com/safal/dashboard/coebenenchmarkingsurvey).

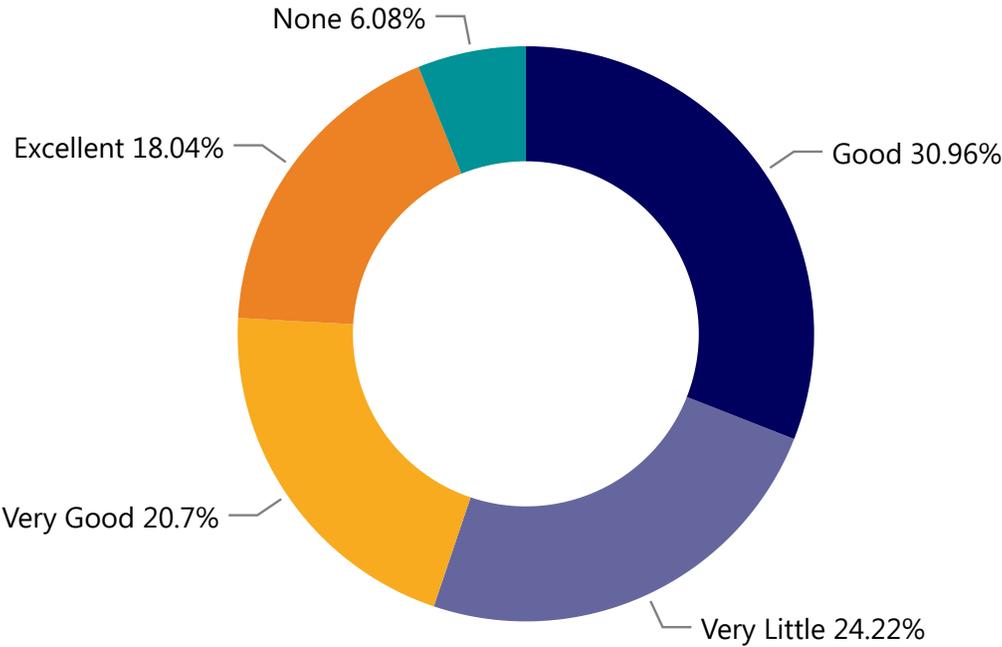
### Percentage of Responses by Partner Affiliation



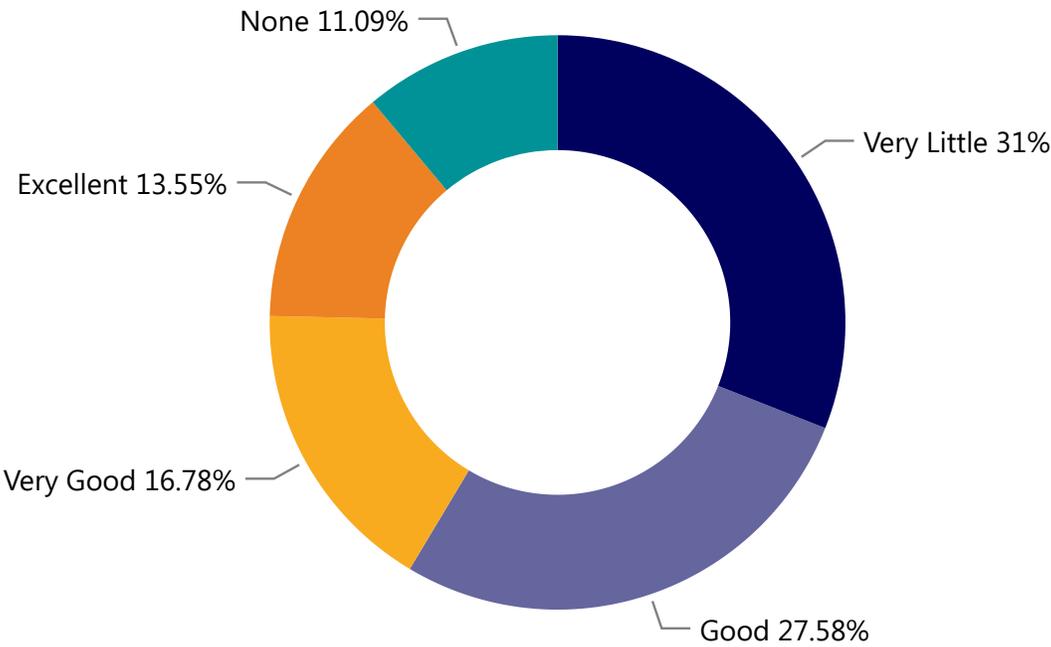
### Question 1: Overall, how would you rate your knowledge of Registered Apprenticeship?



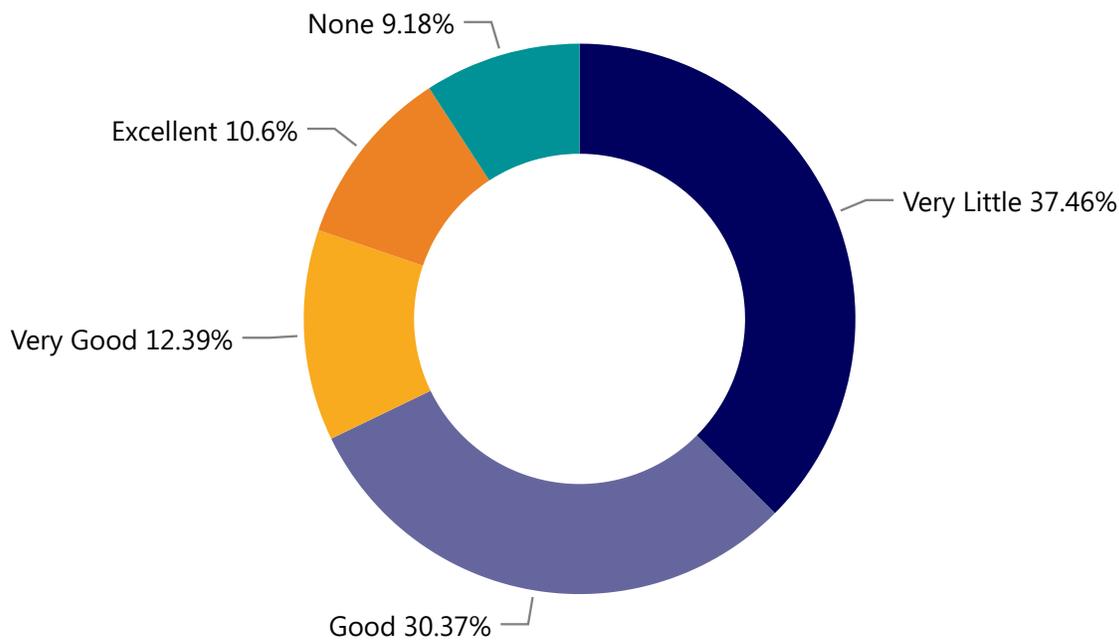
Question 2: How would you rate your ability to communicate the benefits of Registered Apprenticeship to a job seeker?



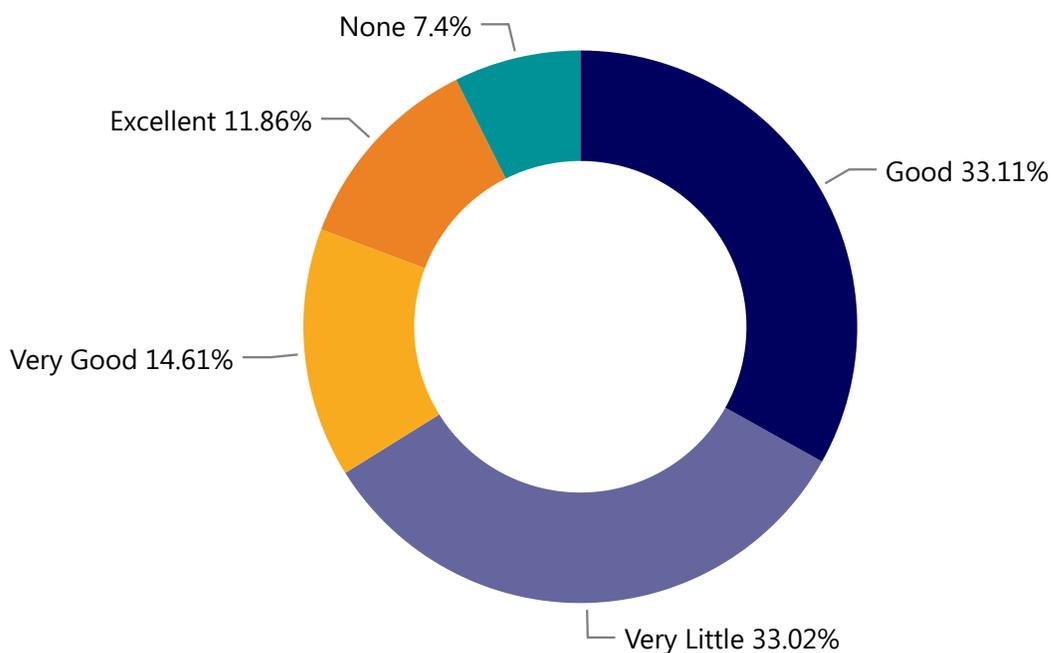
Question 3: How would you rate your ability to communicate the benefits of Registered Apprenticeship to businesses?



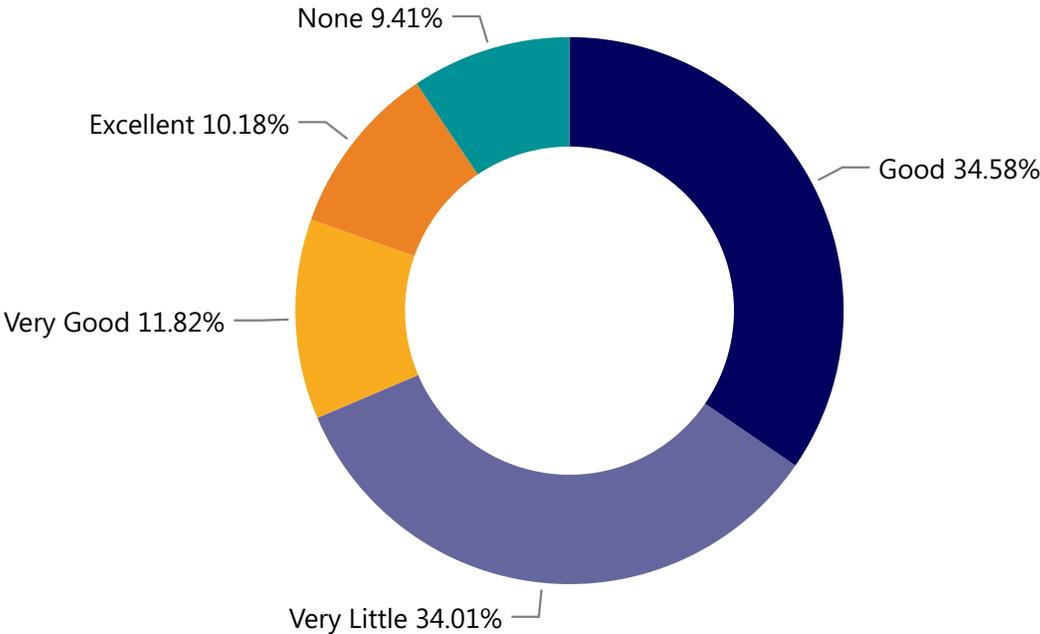
### Question 4: How would you rate your knowledge of convening partners in your local area to support Registered Apprenticeships?



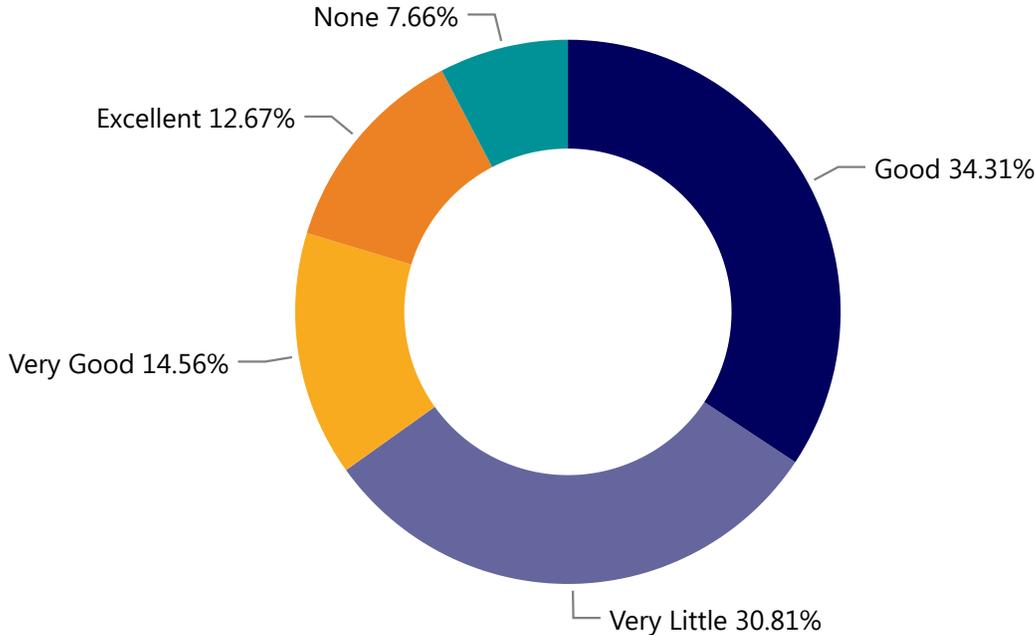
### Question 5: How would you rate your knowledge of the existing Registered Apprenticeship programs in your local area?



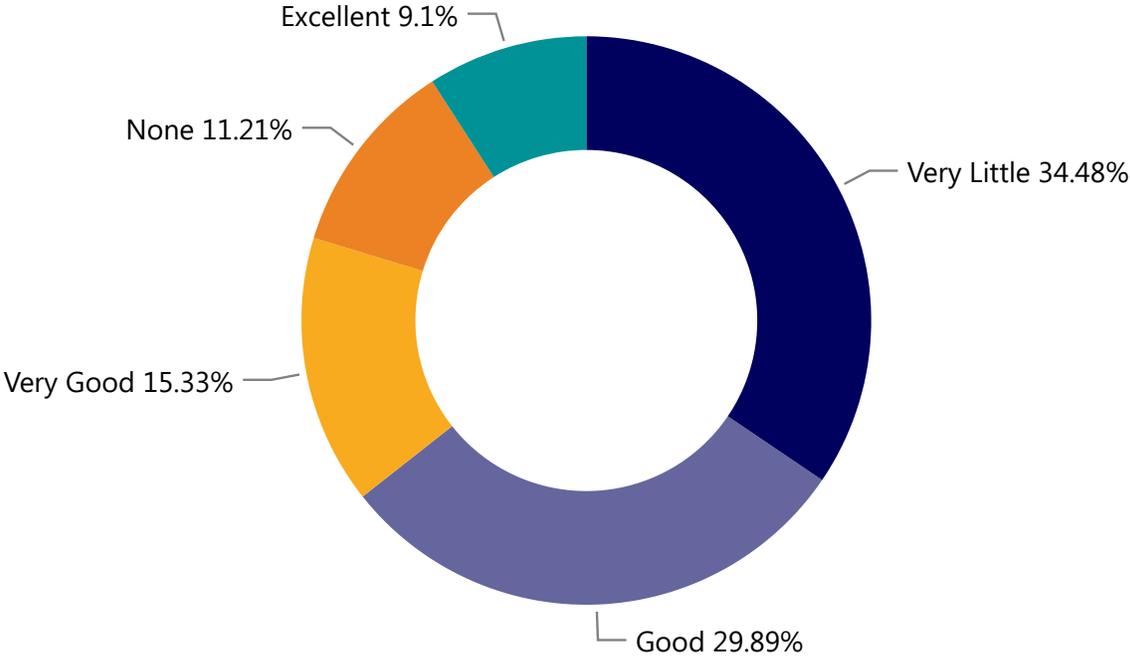
**Question 6: How would you rate your knowledge of the information in your local and state plans as it pertains to Registered Apprenticeship?**



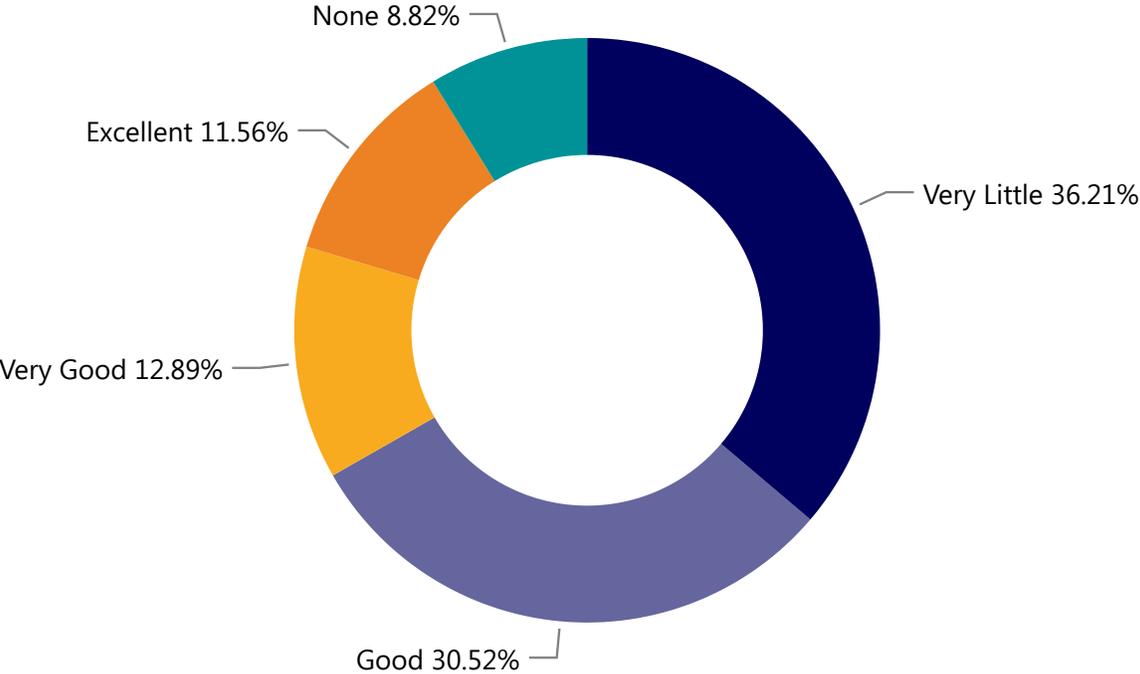
**Question 7: How would you rate your knowledge of the related instruction requirements for apprentices?**



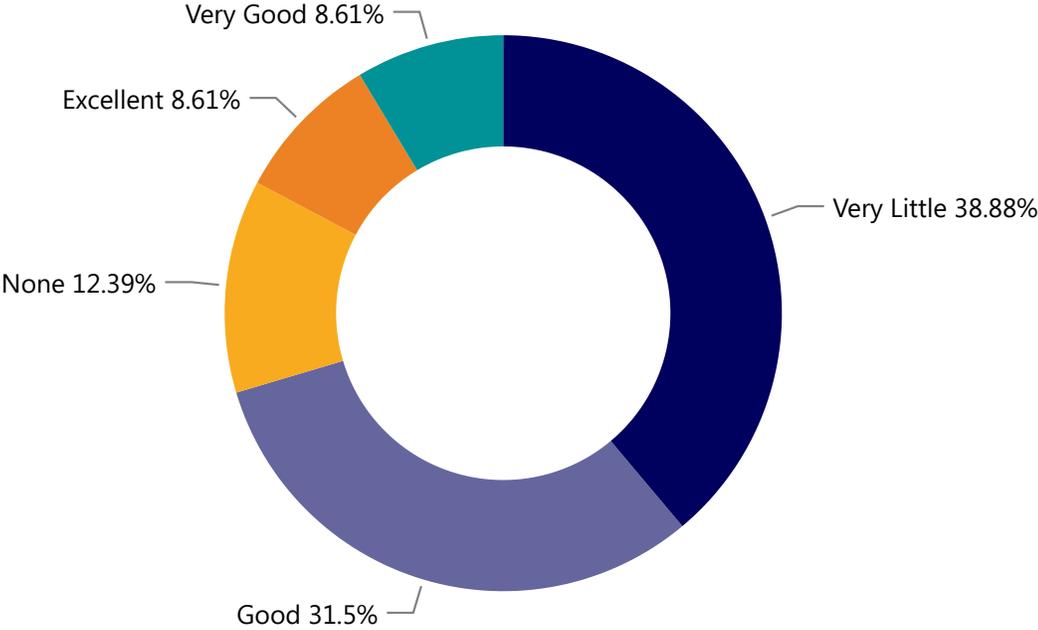
Question 8: How would you rate your knowledge of the relationship between Registered Apprenticeship related instruction and your state or local eligible training provider list?



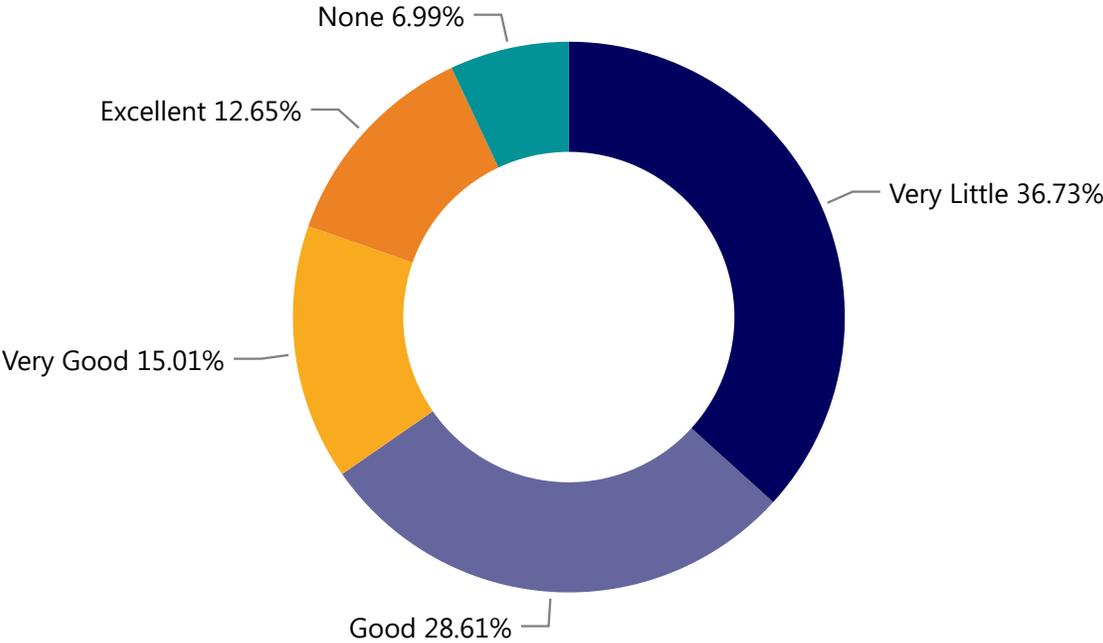
Question 9: How would you rate your knowledge of the responsibilities of a program sponsor?



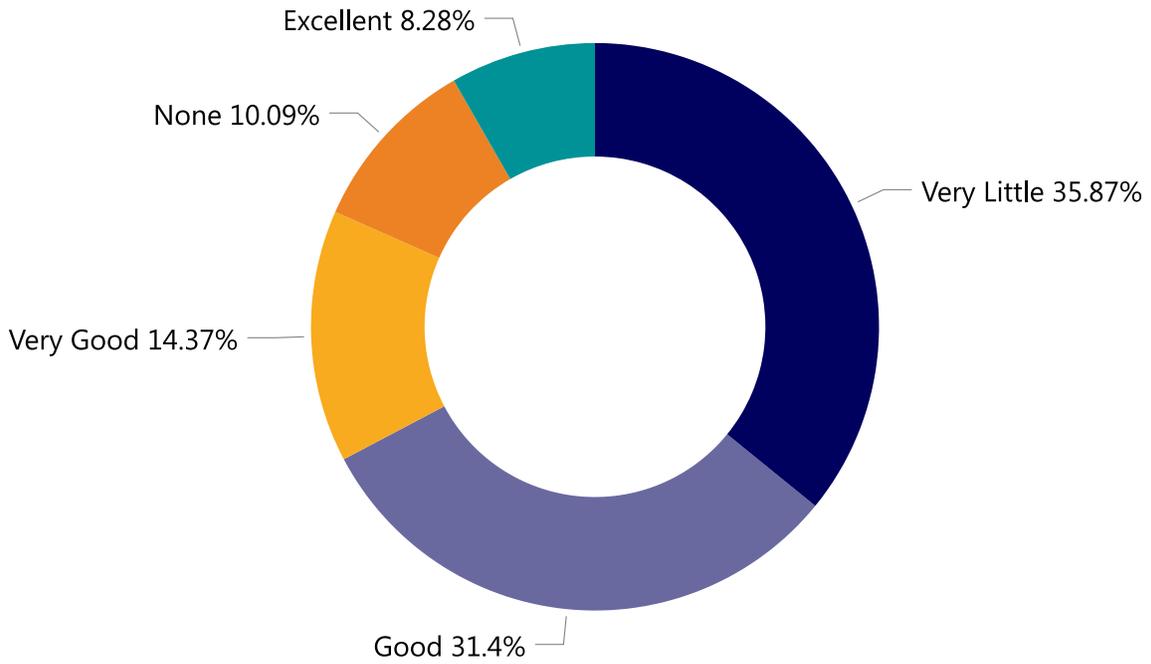
Question 10: How would you rate your knowledge of what the USDOL Office of Apprenticeship does?



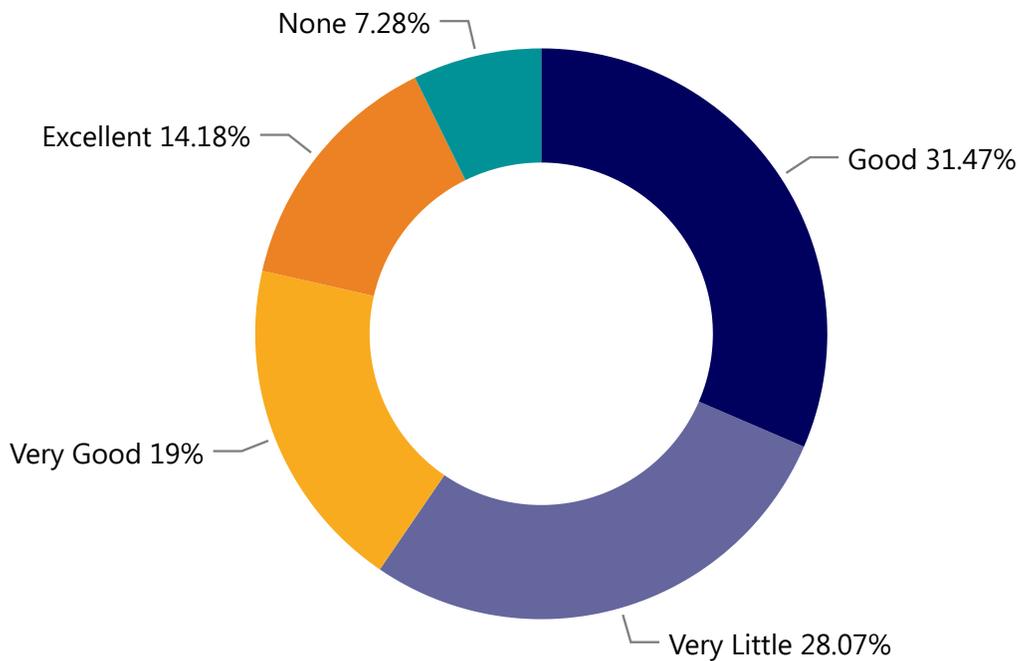
Question 11: How would you rate your knowledge of who pays for each part of an apprenticeship program (related instruction, wages, administration)?



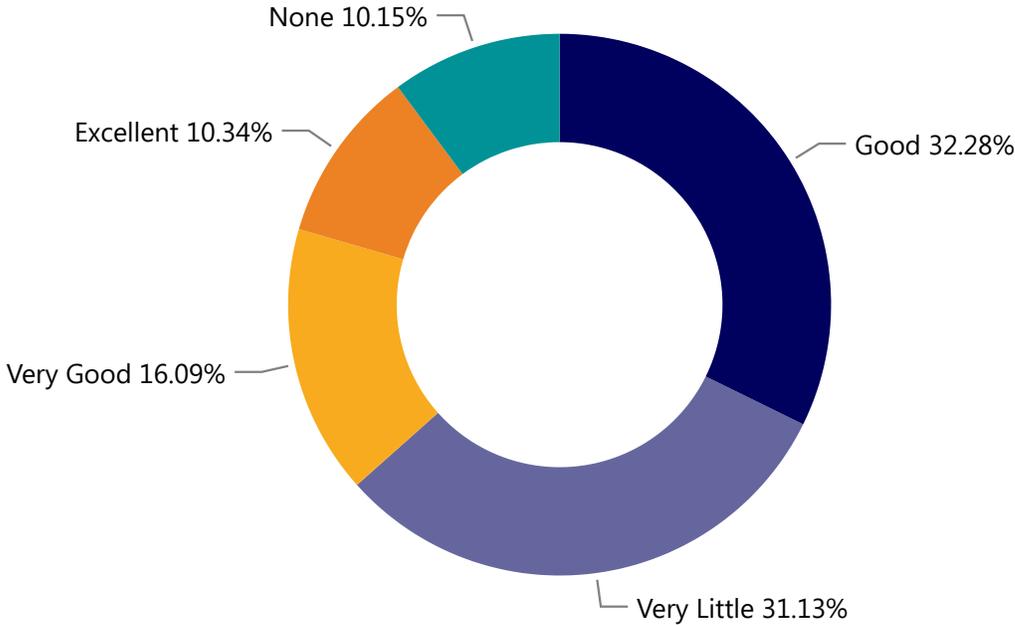
Question 12: How would you rate your knowledge on how Registered Apprenticeship correlates with performance measures?



Question 13: How would you rate your knowledge on the differences in Registered Apprenticeship and other work and learn models?



Question 14: How would you rate your knowledge on the supervision of apprentices throughout their apprenticeship program?



Question 15: How would you rate your knowledge on the use of WIOA supportive services to support apprentices?

