

Pathways to Apprenticeship Facilitation Guide, Step-in Training

Prepared by YouthBuild USA for the U.S. Department of Labor Program

November 2015



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Background

The career prospects for YouthBuild graduates entering the construction industry are fueled by steady growth in construction jobs. Through 2020, there will be an increasing need for new construction workers, with 11 percent growth across all construction crafts. At the same time, contractors will have increased difficulty finding qualified construction workers as an aging workforce retires.ⁱ Additionally, many employers realize the importance of diversifying the construction workforce by recruiting members from underrepresented groups, including women, young people of color, individuals re-entering society after incarceration, and others. With increasing labor-market demand in the construction sector and increasing awareness of the need to diversify the ranks of qualified construction workers, YouthBuild graduates are well-positioned for career growth in this field if they have proper training. Registered Apprenticeship programs can help YouthBuild graduates gain the skill sets required by this demanding industry.

According to the Aspen Institute, apprenticeships are typically sponsored by local employers, trade associations, and unions that assist apprentices with job placement. Apprenticeship provides entering apprentices a clear career pathway and process through which they can advance. Apprenticeship involves a combination of structured classroom training and learning on the job, which ensures that apprentices obtain marketable, industry-recognized skills as they progress.ⁱⁱ

A number of YouthBuild programs have already created robust pathways into Registered Apprenticeship.ⁱⁱⁱ Many are implementing curricula that align with the requirements of their Registered Apprenticeship partners and are providing support services to participants who qualify for apprenticeship training. Nearly all YouthBuild programs are implementing a comprehensive, integrated approach to education, hands-on construction training, counseling and case management, and leadership development. But relatively few YouthBuild programs have established formal partnership arrangements with apprenticeship sponsors, leaving large numbers of YouthBuild graduates—who might be interested in and highly motivated towards pursuing construction careers—with limited access to Registered Apprenticeship training.

ⁱ The Associated General Contractors of America, Ready to Hire Again: The Construction Hiring and Business Outlook, 2015.

ⁱⁱ Conway, Maureen and Gerber, Allison. Construction Pre-Apprenticeship Programs: Results from a National Survey. The Aspen Institute, July 2009. Pg. 5.

ⁱⁱⁱ The Registered Apprenticeship system dates back to 1937 with the passage of the Fitzgerald Act or National Apprenticeship Act. This act gives the U.S. Secretary of Labor authority over apprenticeship programs, established an Office of Apprenticeship, and provided for the recognition of state agencies to register and administer apprenticeship programs. Go to <http://www.doleta.gov/oa/apprenticeship.cfm> for more information.

The U.S. Department of Labor has created a framework for quality pre-apprenticeship programs in Training and Employment Notice (TEN) 13-12. The notice defines pre-apprenticeship as *“a program or set of strategies designed to prepare individuals to enter and succeed in a Registered Apprenticeship program and have a documented partnership with at least one, if not more, Registered Apprenticeship program(s).”*^{iv}

TEN 13-12 describes the following elements as essential to preparing individuals to enter and succeed in a Registered Apprenticeship program:

- **Approved Training and Curriculum** based on industry standards, approved by a documented Registered Apprenticeship program that prepares individuals with the skills and competencies to enter Registered Apprenticeship;
- **Meaningful Hands-On Training** that does not displace employees but accurately simulates industry and occupational conditions with proper supervision and safety protocols;
- **Strategies for Long-Term Success** that create opportunities for underrepresented groups, or disadvantaged or low-skilled individuals, so that they will meet the entry requirements and are prepared for success in Registered Apprenticeship;
- **Access to Appropriate Support Services** during the pre-apprenticeship program and a significant portion of the Registered Apprenticeship program;
- **Greater Use of Registered Apprenticeship to Increase Future Opportunities** to support and sustain partnerships between pre-apprenticeship and Registered Apprenticeship sponsors;
- **Facilitated Entry or Articulation** through formalized agreements that allow individuals to earn advanced credit for skills and competencies already acquired.

In addition to TEN 13-12, President Obama in 2014 called on the U.S. Department of Labor to double the number of Registered Apprenticeships within five years, as well as to expand Registered Apprenticeships into additional industries beyond construction. Further, YouthBuild’s authorizing legislation, the Workforce Innovation and Opportunity Act (WIOA), includes an emphasis on career pathways and apprenticeships, and a greater focus on serving out-of-school youth. WIOA indicates a clear need for increased opportunities for pre-apprenticeship and Registered Apprenticeship pathways and YouthBuild is perfectly positioned to help the workforce system meet this need.

^{iv} Training and Employment Notice 13-12, November 30, 2012, “Defining a Quality Pre-Apprenticeship Program and Related Tools and Resources.” http://wdr.doleta.gov/directives/attach/TEN/TEN_13-12_Acc.pdf

Purpose of the Training

This guide has been developed for YouthBuild program coaches or local YouthBuild staff interested in creating a well-defined pathway for YouthBuild participants to transition out of the YouthBuild program into Registered Apprenticeship training in the construction industry. This guide is based on promising practices described in the whitepaper “Pathways to Apprenticeship: Profiles of YouthBuild Programs” prepared by YouthBuild USA for the U.S. Department of Labor.

This training guide is designed as a brief introduction to Registered Apprenticeship and the key elements involved in establishing pre-apprenticeship programs with direct ties to apprenticeship sponsors-employers, labor management organizations, and trade associations in the construction industry. The intent is to give YouthBuild program staff knowledge of the foundational concepts and effective practices the featured YouthBuild programs have implemented so they can begin preparing their participants and organizing partnerships with Registered Apprenticeship sponsors, local employers, and other relevant agencies.

Throughout this training, keep in mind that the apprenticeship pathway is not for every participant. Only a small portion of YouthBuild participants may have the interest, motivation, and maturity to pursue careers in construction. Nonetheless, the apprenticeship pathway is the clearest pathway for those who want careers in construction. It is worth the effort for the YouthBuild program to establish apprenticeship opportunities.

Training Objectives

By the end of this training, program staff will be able to:

- Define “Registered Apprenticeship”
- Explain the benefits of developing a pathway to Registered Apprenticeships and the role of pre-apprenticeship programs
- Assess current program strengths and gaps
- Discuss the concept of the partnership table
- Develop an action plan for next steps

Using this Facilitation Guide

The training is organized into three segments: an introduction to Registered Apprenticeship and pre-apprenticeship, program assessment, and action planning.

1. An introduction to Registered Apprenticeship and pre-apprenticeship

The introduction provides foundational knowledge about Registered Apprenticeship and the role of pre-apprenticeship in the construction industry, describing Registered Apprenticeship and explaining the role YouthBuild grantees play as pre-apprenticeship programs that ensure apprenticeship readiness.

2. Program assessment

The second segment reviews the core capacities YouthBuild grantees already have in place and explains how these capacities might be refined to better prepare participants who have the maturity and the motivation to pursue careers in the construction industry and how to cultivate partnerships that create pathways into Registered Apprenticeship. Listing promising practices from other YouthBuild programs in the areas of recruitment and preparation, transition support, and partnership development will help local YouthBuild staffs assess their own practices in these important areas.

3. Action planning

In this segment, YouthBuild program staff map existing networks and assets in their communities and develop next steps towards initiating apprenticeship pathways.

Each segment is introduced by a heading that includes the segment number, the title of the segment, running time, training objectives covered, and important work products to be developed by the group. The work products should be set aside once the segment is completed; they will be used during the program's actual action planning.

Facilitator Preparation

- Read Training and Employment Notice 13-12 (TEN 13-12), "Defining a Quality Pre-Apprenticeship Program and Related Tools and Resources."
- Read the whitepaper "Pathways to Apprenticeship: Profiles of YouthBuild Pre-Apprenticeship Programs."
- Watch the *Pathways to Apprenticeship* video series.

Notes for the Facilitator

Customize the guide to fit the program. Although the training is designed as a one-day (six-hour) training, it can be conducted as two half-day trainings or as three sessions.

Segment 1: Introduction to Registered Apprenticeship and Pre-apprenticeship

Running time

2 hours

Training objectives covered

- Defining “Registered Apprenticeship” and “pre-apprenticeship”
- Explain the benefits of developing an apprenticeship pathway to Registered Apprenticeship

Work products

- Flip chart listing “Questions about Registered Apprenticeship”

Segment 1: Introduction to Registered Apprenticeship and Pre-apprenticeship				
Time / (running time)	Topic	Activity purpose	Instructions	Reference materials
15 min. (00:15)	Opening		<p>Welcome</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce the goal of this training: <ul style="list-style-type: none"> ▪ To increase YouthBuild program capacity to successfully prepare participants for Registered Apprenticeship <input type="checkbox"/> Introduce the purpose of this training: <ul style="list-style-type: none"> ▪ To introduce YouthBuild programs to the key elements involved in developing a successful pre-apprenticeship track ▪ To identify next steps in developing a strategy for a pre-apprenticeship track <input type="checkbox"/> Point out that this is the beginning of a process for which there is a lot of ongoing support and resources. <p><i>Facilitator note: Apprenticeship will not be for every YouthBuild participant. Only a few will have the interest, motivation, and maturity to pursue careers in construction. That said, building the pathway improves the entire program and ensures that this important opportunity is available for select participants.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Review flow of agenda. <input type="checkbox"/> Review logistics as needed (breaks, lunch, etc.). 	<ul style="list-style-type: none"> ▪ PowerPoint slides 1 – 2

Segment 1: Introduction to Registered Apprenticeship and Pre-apprenticeship				
Time / (running time)	Topic	Activity purpose	Instructions	Reference materials
			<input type="checkbox"/> Facilitate introductions, if needed.	
15 min. (00:30)	“What is a Registered Apprenticeship” Game	<ul style="list-style-type: none"> ▪ Warm Up ▪ Establish a common understanding of Registered Apprenticeship 	Play the game: <ul style="list-style-type: none"> <input type="checkbox"/> Divide group in half. <input type="checkbox"/> Establish “buzzer system.” <input type="checkbox"/> Ask the true/false questions from the “What is a Registered Apprenticeship?” true/false document. The first team to hit the buzzer and answer the question correctly gets the point. <input type="checkbox"/> At the end of the game, add up points and declare a winner. <input type="checkbox"/> Fill in information as needed. 	<ul style="list-style-type: none"> ▪ “What is a Registered Apprenticeship?” true/false document ▪ http://www.doleta.gov/oa/apprenticeship.cfm ▪ PowerPoint slides 3 – 5
15 min. (00:45)	Benefits of Developing a Pathway for Registered Apprenticeship Programs	<ul style="list-style-type: none"> ▪ Enrollment — Increase staff and program motivation for doing the work of improving pathways to Registered Apprenticeship 	<ul style="list-style-type: none"> <input type="checkbox"/> Divide participants into three groups and give each group a card with a beneficiary on it. <input type="checkbox"/> Assign each group the following task: <ul style="list-style-type: none"> ▪ “Imagine your program has developed an excellent and successful pathway to Registered Apprenticeships for your participants. Consider the benefits to the beneficiary on your card. Your task is to come up with as many benefits as possible and write them on the flip chart. Be prepared to present your results in five minutes.” <input type="checkbox"/> After five minutes, have each group share its results. <input type="checkbox"/> With the other two groups. contribute to the discussion as necessary. <input type="checkbox"/> If time, lead a quick group discussion about the benefits to the community of having more young people in Registered Apprenticeship. 	<ul style="list-style-type: none"> ▪ Three index cards: “YouthBuild participant,” YouthBuild program,” Registered Apprenticeship sponsor and industry” ▪ PowerPoint slide 6 For examples of benefits see: ▪ Background section of this guide ▪ http://www.doleta.gov/oa/apprenticeship.cfm
15 min.	Pre-	<ul style="list-style-type: none"> ▪ Discuss the 	<input type="checkbox"/> Ask participants to:	<ul style="list-style-type: none"> ▪ TEN 13-12, pages 2 and 3

Segment 1: Introduction to Registered Apprenticeship and Pre-apprenticeship				
Time / (running time)	Topic	Activity purpose	Instructions	Reference materials
(01:00)	Apprenticeship Quality Framework	<p>important role pre-apprenticeship has in preparing participants for Registered Apprenticeship</p> <ul style="list-style-type: none"> ▪ Underscore the importance of partnerships with apprenticeship sponsors 	<ul style="list-style-type: none"> ▪ Discuss why has it never been a better time for developing pathways to Registered Apprenticeships. ▪ Define the six strategies needed for successful pre-apprenticeship pathways. □ Ask: "How would do you think partnerships with Registered Apprenticeship sponsors could strengthen each strategy?" □ List and define key terms used to describe the pre-apprenticeship/apprenticeship relationship. 	<ul style="list-style-type: none"> ▪ PowerPoint slides 7 – 9
5 min. (01:05)	The 3 Pillars of Apprenticeship Pathway Development	<ul style="list-style-type: none"> ▪ Set up for the rest of the training ▪ Create a flip chart with the heading "Questions about Registered Apprenticeship" 	<ul style="list-style-type: none"> □ Say that the group will be spending the rest of the training talking about three important elements for developing a successful pathway to Registered Apprenticeship for their participants: Recruitment and preparation, transition support into Registered Apprenticeship, and effective partnerships. <p>Key informants having all the information will be local Registered Apprenticeship sponsors or staff of local workforce development agencies, so part of the process will be keeping a list of gaps in the knowledge of people in the group and questions for those who aren't in the room.</p> <p>For now, there is expertise in the room; the group will be extracting that expertise in preparation for use in meetings with other informants and potential partners.</p> <ul style="list-style-type: none"> □ Say: "We'll maintain a list of questions on the flip chart 'Questions about Registered Apprenticeship.'" 	<ul style="list-style-type: none"> ▪ PowerPoint slide 10
30 min. (01:35)	What do we know about local RA	<ul style="list-style-type: none"> ▪ Elicit and document existing knowledge in the 	<ul style="list-style-type: none"> □ Facilitate discussion about what is known about local Registered Apprenticeship opportunities. Capture points on the flip chart. Questions could include: 	

Segment 1: Introduction to Registered Apprenticeship and Pre-apprenticeship				
Time / (running time)	Topic	Activity purpose	Instructions	Reference materials
	opportunities? What are the gaps?	room and identify gaps	<ul style="list-style-type: none"> ▪ Who are the Registered Apprenticeship sponsors? ▪ What are the requirements and criteria for acceptance? ▪ What is the application and acceptance process? ▪ Do Registered Apprenticeship sponsors have an approved curriculum? What competencies or skills are they looking for in new apprentices? ▪ What is the type and length of apprenticeships? <p><input type="checkbox"/> As gaps in knowledge are identified, capture them as questions on the flip chart "Questions about Registered Apprenticeship."</p> <p><i>Facilitator note: The accuracy and ease of answering these questions will depend on the amount of prior knowledge of Registered Apprenticeship the group has. This is a good time to point out that a best practice of successful pre-apprenticeship programs is to have staff who have themselves been involved in apprenticeships.</i></p>	
10 min. (01:45)	BREAK			

Segment 2: Program Assessment

Running time

2 hours

Training objectives covered

- Assess program strengths and gaps in three areas: recruitment, preparation, and transition support
- Introduce the concept of the partnership table

Work products to be developed by the group

- Plus/delta assessment flip chart on strengths and upgrades in the areas of recruitment and preparation
- "Support Services Assessment Chart"

Segment 2: Program Assessment				
Time / (running time)	Topic	Activity purpose	Instructions	Reference materials
30 min. (02:15)	Starting with the End in Mind	<ul style="list-style-type: none"> ▪ Develop a picture of a program participant ready to successfully enter a Registered Apprenticeship ▪ Say that it is important to start with the end in mind. Participants will create a profile of a Registered Apprenticeship applicant who has been effectively prepared to be accepted into and succeed in a Registered Apprenticeship. 	<ul style="list-style-type: none"> □ On a flip-chart sheet, draw a stick figure of a person and label it "Registered Apprenticeship Applicant." □ Give the following instructions: <ul style="list-style-type: none"> ▪ The group with counseling staff is to identify the supports and resources that will need to be in place if the candidate is to succeed. ▪ This group should identify each support or resource as either "required" or "nice to have," and ask relevant questions. ▪ Encourage participants not to worry about the "how" of preparation yet. The goal is to get a complete picture of a fully prepared candidate for Registered Apprenticeship. □ Point out that these charts can only be completed fully once the program has the input of Registered Apprenticeship partners. <p><i>Facilitator note: The accuracy and completeness of these lists will correspond to the level of prior knowledge of staff about Registered Apprenticeship. If there is not much existing</i></p>	<ul style="list-style-type: none"> ▪ Two flip-chart sheets, each with a large stick figure and labeled "Registered Apprenticeship Applicant."

Segment 2: Program Assessment				
Time / (running time)	Topic	Activity purpose	Instructions	Reference materials
			<i>knowledge, the list of questions is likely to be longer. These questions will be used in subsequent meetings with potential RA partners.</i>	
30 min. (02:45)	Program Assessment in Recruitment and Preparation (Pillar 1)	<ul style="list-style-type: none"> ▪ Discuss promising practices and assess program strengths and upgrades 	<ul style="list-style-type: none"> <input type="checkbox"/> Review the handout "Promising Practices to Support Successful Transitions into Apprenticeship." <input type="checkbox"/> Show <i>OFS Apprenticeship Readiness</i> video or use the Antelope Valley example on PowerPoint slides 13 and 14. <input type="checkbox"/> If using the video, ask participants to listen for: <ul style="list-style-type: none"> ▪ Additional skills or education not yet captured on their flip chart ▪ Examples of strategies and best practices for preparing participants for Registered Apprenticeship in the three areas <input type="checkbox"/> Facilitate a discussion about what they heard. <input type="checkbox"/> Say that the "how" of preparation can be thought of in three stages: <ul style="list-style-type: none"> ▪ Recruitment and early assessment ▪ Skill preparation ▪ Assessment for readiness <input type="checkbox"/> Say: "Now we are going to start the thinking about the 'how' of preparation by learning about what another YouthBuild program is doing." <input type="checkbox"/> Draw a "plus" column and a "delta" column on a flip-chart sheet. As the discussion progresses, have program staff determine program strengths (plus) and necessary program upgrades (delta). <p><i>Facilitator note: The intent of introducing promising practices at</i></p>	<ul style="list-style-type: none"> ▪ Video: <i>OFS Apprenticeship Readiness</i> ▪ PowerPoint slides 12 – 14

Segment 2: Program Assessment				
Time / (running time)	Topic	Activity purpose	Instructions	Reference materials
			<i>this stage is to show that YouthBuild programs have been successful in establishing pre-apprenticeship tracks and to give a broad idea of what will need to be considered once planning gets underway. Planning for a preparation strategy can only begin after Registered Apprenticeship partners have been secured and have provided input.</i>	
45 min.	LUNCH BREAK			
30 min. (04:00)	Program Assessment in Transition Support (Pillar 2)	<ul style="list-style-type: none"> ▪ Discuss promising practices and assess program strengths and upgrades 	<ul style="list-style-type: none"> <input type="checkbox"/> Hand out the “Promising Practices to Support Successful Transitions into Apprenticeship” handout. Ask the group to review the handout; solicit comments and questions. <input type="checkbox"/> Facilitate discussion on necessary support to enable successful transition into Registered Apprenticeship, based on what participants have already heard and thought about the topic. <input type="checkbox"/> Capture discussion points in chart form on a flip-chart sheet. <input type="checkbox"/> List necessary supports during pre-apprenticeship and during apprenticeship. <ul style="list-style-type: none"> ▪ What does the program already have in place sufficiently? ▪ What needs to be bolstered? ▪ What needs to be added? ▪ Where would engaging a partner help you? <p><i>Facilitator note: This is just a preliminary step in order to begin thinking about what other partners need to be brought to the table.</i></p>	<ul style="list-style-type: none"> ▪ Handout: “Promising Practices to Support Successful Transitions into Apprenticeship” ▪ Sample “Apprenticeship Support Assessment Chart” ▪ PowerPoint slides 15 – 18
15 min. (04:15)	BREAK			
30 min.	Partnership Tables (Pillar 3)	<ul style="list-style-type: none"> ▪ Discuss the concept of the partnership 	<ul style="list-style-type: none"> <input type="checkbox"/> Say: “Throughout the training, we have been talking about 	<ul style="list-style-type: none"> ▪ Video: <i>Partnerships at Operation Fresh Start</i>

Segment 2: Program Assessment				
Time / (running time)	Topic	Activity purpose	Instructions	Reference materials
(04:45)		table	<p>the stakeholders and partners who need to come together to ensure success.”</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recap the list they have developed so far. It should include, among others: <ul style="list-style-type: none"> ▪ Registered Apprenticeship sponsors ▪ Employers and industry associations ▪ Other pre-apprenticeship and apprenticeship readiness programs ▪ Workforce development agencies <input type="checkbox"/> Introduce the idea of partnership tables, including the bringing together of the various partners who will need to be engaged to ensure a seamless pathway to apprenticeship. <input type="checkbox"/> Make the point that the local workforce development board can be helpful in convening. <input type="checkbox"/> Show the video on partnerships, then ask participants to identify with whom Operation Fresh Start has partnerships to facilitate success. <input type="checkbox"/> Show the PowerPoint slide that lists some of Operation Fresh Start’s partnerships (slide 20). <input type="checkbox"/> After viewing the video and the slide, ask the group to identify partners and solicit additional ideas for potential partners that might be needed and add to the flip-chart list. <input type="checkbox"/> Pass out handout “Promising Practices to Support Successful Transitions into Apprenticeship” <input type="checkbox"/> Ask for comments, questions, and learnings. <input type="checkbox"/> Ask: “What, if anything, might be unique about establishing 	<ul style="list-style-type: none"> ▪ Handout: “Promising Practices to Support Successful Transitions into Apprenticeship” ▪ PowerPoint slides 19–20

Segment 2: Program Assessment				
Time / (running time)	Topic	Activity purpose	Instructions	Reference materials
			<p>partnerships to support the pre-apprenticeship track?"</p> <p><input type="checkbox"/> List insights on a flip-chart sheet labeled "Partnership Table."</p>	

Segment 3: Action Planning

Running time

1 hour 15 minutes

Training objectives covered

- Develop an action plan for next steps

Work products to be developed by the group

- Action plan

Segment 3: Action Planning				
Time / (running time)	Topic	Activity purpose	Instructions	Reference materials
10 min. (04:55)	Recap Learnings		<ul style="list-style-type: none"> □ Say: "Before we talk about the next steps, let's review the important concepts." □ Ask: "Who sponsors Registered Apprenticeship?" □ Ask: What is a benefit of pre-apprenticeship for . . . <ul style="list-style-type: none"> ▪ YouthBuild participants? ▪ Program? ▪ Employers? ▪ Other Registered Apprenticeship sponsors? □ Discuss the three pillars of apprenticeship pathway development: <ul style="list-style-type: none"> ▪ Recruitment and preparation ▪ Transition support ▪ Partnership tables 	
55 min. (05:50)	Action Planning	<ul style="list-style-type: none"> ▪ Gather input on next steps ▪ Map assets — key relationships that are in place or required to implement an apprenticeship pathway 	<p><i>Facilitator note: This step will vary from program to program depending on established planning processes, the presence of program decision makers in the room, program priorities, etc.</i></p> <ul style="list-style-type: none"> □ Ask participants to do a five-minute "gallery walk" in which they get up and review the notes on the flip-chart sheets. They should take special note of the flip charts with the headings: 	<ul style="list-style-type: none"> ▪ Notes on flip charts: <ul style="list-style-type: none"> ▪ "Questions about Registered Apprenticeship" ▪ "Recruitment and Preparation Pus/Delta" ▪ "Support Services Assessment Chart"

Segment 3: Action Planning				
Time / (running time)	Topic	Activity purpose	Instructions	Reference materials
		<ul style="list-style-type: none"> ▪ Program staff prioritizes next steps towards apprenticeship pathway development 	<ul style="list-style-type: none"> ▪ “Questions about Registered Apprenticeship” ▪ “Recruitment and Preparation Plus/Delta” ▪ “Support Services Assessment Chart” ▪ “Partnership Table” □ Ask: “Who can help you establish this pathway?” □ Record discussion points on a flip-chart sheet titled “Asset Map” as people are identifying organizations and individuals who can help. □ Have the program team break up into pairs and fill out the Action Planning Charts provided. This activity should last 10 minutes. □ Ask the pairs to present their findings while the group asks clarifying questions. □ Facilitate a group discussion on the proposed action steps and establish a set of priorities for action. Capture discussion points on a final or near-final version of the Action Planning Chart. 	<ul style="list-style-type: none"> ▪ “Partnership Table” ▪ PowerPoint slides 21 – 22 ▪ Action Planning Chart
10 min. (06:00)	Closing		<ul style="list-style-type: none"> □ Facilitate a go-round session. □ Ask each person to offer one takeaway point and how he/she might be involved in setting up the pathway discussed. □ Offer final comments, including a commitment to work with the program to support them towards establishing the pathways discussed. 	

**Pathways to Apprenticeship Facilitation Guide,
Step-in Training: Handouts**

What is a Registered Apprenticeship?
Are the following statements true or false?

- 1) *The Registered Apprenticeship system provides opportunity for workers seeking high-skilled, high-paying jobs and for employers seeking to build a qualified workforce. In this regard, the Registered Apprenticeship system effectively meets the needs of both employers and workers.*

True – additional information: The "Earn and Learn" training model of Registered Apprenticeship provides a unique combination of structured learning with on-the-job training from an assigned mentor. Related instruction, technical training, or other certified training is provided by apprenticeship training centers, technical schools, community colleges, and/or institutions employing distance learning and computer-based learning approaches. The goal of Registered Apprenticeship is to provide workers with advanced skill sets that meet the specific needs of employers.

- 2) *As apprenticeships are a training opportunity, typically apprentices only begin earning a wage after a certain competence is attained.*

False – Apprentices start working from day one with incremental wage increases as they become more proficient on the job. Apprenticeships range from one to six years, but the majority are four years in length.

- 3) *The majority of apprenticeships are two years in length.*

False – Apprenticeships range from one to six years, but the majority are four years in length.

- 4) *Upon completion of a Registered Apprenticeship program, participants receive an industry-issued, state-recognized credential that certifies occupational proficiency and can provide a pathway to the middle class.*

False – The credential is **nationally** recognized and is portable. Upon finishing the training program, an apprentice earns a Completion of Registered Apprenticeship certificate, an industry-issued, nationally recognized credential that validates proficiency in an apprenticeable occupation.

In many cases, these programs provide apprentices with the opportunity to simultaneously obtain secondary and postsecondary degrees.

- 5) *Qualifications to enter a Registered Apprenticeship program are standardized and are established by the state's apprenticeship agencies.*

False – Registered Apprenticeship program sponsors identify the minimum qualifications to apply into their apprenticeship program.

Additional information: The eligible starting age can be no less than 16 years of age. However, individuals must usually be at least 18 to become an apprentice in hazardous occupations. Program sponsors may also identify additional minimum qualifications and credentials to apply, such as a certain level of education, the ability to physically perform the essential functions of the occupation, and proof of age. Based on the selection method utilized by the sponsor, additional qualification standards, such as fair aptitude tests and interviews, school grades, and previous work experience, may be identified.

Pillar #1 Recruiting and Preparation

- Recruit YouthBuild students who are interested in construction careers.
- Organize student experiences that simulate industry conditions to identify participants with the aptitude to pursue careers in the construction industry.
- Develop specific and measurable benchmarks of knowledge, skills, and abilities that track to career success.
- Engage apprenticeship sponsors to assist with pre-apprenticeship training for YouthBuild students.
- Work with apprenticeship sponsors to adapt their pre-apprenticeship curricula for use in the YouthBuild classroom.
- Work with apprenticeship sponsors to implement assessment tools to evaluate readiness for entry into Registered Apprenticeship.
- Address the challenges that underrepresented groups such as women may face in the industry from day one.
- Establish advisory committees for ongoing program improvement.

Pillar #2 Promising Practices in Transition Support

- Offering consistent, goal-oriented case management services from day one
- Asking students to articulate their goals for the future
- Organizing regular interdepartmental conversations about students
- Co-enrolling students with workforce development agencies to provide access to follow-up services
- Partnering with agencies and businesses that can provide opportunities for students to earn driver's licenses
- Using AmeriCorps Education Awards as a resource to pay for tuition and tools required for apprenticeship

Support Services Assessment Chart

Support Needed	In place	Needs improvement	Not in place	Possible partner

Pillar #3: Partnership Tables

- Engage local employers, trade associations, and joint labor-management organizations that sponsor Registered Apprenticeships.
- Engage local workforce development agencies to assist with partnership development.
- Meet with partners on a regular basis.

Action Planning Chart

Potential Partner	Action	Person Responsible	Others Involved	By when