

TRAINING AND EMPLOYMENT NOTICE	NO. 17-06
	DATE November 22, 2006

TO: ALL STATE WORKFORCE AGENCIES
 ALL STATE WORKFORCE LIAISONS
 ALL OFFICE OF APPRENTICESHIP STATE AND REGIONAL DIRECTORS
 ALL STATE APPRENTICESHIP COUNCILS
 ALL STATE APPRENTICESHIP DIRECTORS
 ALL OFFICE OF APPRENTICESHIP FIELD STAFF

FROM: GAY M. GILBERT /s/
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SUBJECT: Vision for 21st Century Apprenticeship

1. **Purpose.** To ensure that 21st century apprenticeship is viewed as a critical post-secondary education and training option available through the One-Stop delivery system for building a skilled and competitive workforce to meet employer demand.
2. **Reference.** The Workforce Investment Act (PL 105-220 - August 7, 1998), Title I Workforce Investment Systems; and the National Apprenticeship Act (PL 75-308).
3. **Background.** The Employment and Training Administration (ETA) facilitated several strategic planning sessions, workshops, and meetings to learn from existing state and local partnership models between the workforce system and apprenticeship programs to develop a vision for how the public workforce system can offer apprenticeship as an additional workforce solution within their suite of services, and develop strategies for leveraging the outcomes from existing ETA investments in apprenticeship models. The following vision stems directly from these discussions with apprenticeship and workforce representatives at the national, regional, state and local levels and outlines a rationale for continued and enhanced engagement.

EMPLOYMENT AND TRAINING ADMINISTRATION
 U.S. DEPARTMENT OF LABOR
 WASHINGTON, D.C. 20210

4. **Vision for 21st Century Apprenticeship**. While everyone knows that apprenticeship is a proven training model for the trades, not everyone knows that Apprenticeship in the 21st century is keeping pace with economic changes and offers skills development, a competency-based training system, and interim credentials in high growth, high demand industries, such as Healthcare, Biotechnology, Advanced Manufacturing and Information Technology. Registered Apprenticeship is an important talent development strategy and a critical post-secondary education and training alternative in the suite of options offered through the workforce system, as demonstrated through the following concepts:

- **Critical Education and Training Model:** Apprenticeship is a critical education and training model for developing 21st century skills to meet the needs of high growth, high demand industries and to support a competitive workforce, which is essential to our nation's economic growth.
- **Talent Development Solution Meeting Business Needs:** In a demand-driven workforce system, federal, state, and local workforce and apprenticeship staff work collaboratively with business and industry, education and training providers, and other key partners to develop workforce solutions to provide workers with the skills businesses need. The Registered Apprenticeship system coordinates with industry leaders to define competency models that help shape workforce education. Using these competency models, Registered Apprenticeship provides workers with quantifiable skills and portable industry-recognized credentials that meet business needs and requirements.
- **Expanded Training Options for Workers:** Apprenticeship training opportunities should be routinely integrated into career guidance and career exploration services offered through the One-Stop delivery system, both virtually and as part of staff assisted services. By better integrating Registered Apprenticeship as a critical post-secondary training option, workers and employers will have greater access to expanded training services through the One-Stop Career Centers.
- **Integration Strategies and Policies:** To ensure that the workforce system consistently integrates Registered Apprenticeship in service delivery strategies for businesses and current and future workers, it is critical to develop strategies, policies, and service delivery models that fully integrate apprenticeship as a workforce solution and an education and training alternative for students and workers accessible through the One-Stop delivery system.
- **Broader Human Resource Development System:** Workforce system leaders must promote workforce investment policies, including those driving the use of

federal workforce investment system funds that recognize apprenticeship as a critical component of the greater human resource development system and a valuable workforce education and preparation strategy.

5. **State and National Models.** The vision for integrating Registered Apprenticeship as a post-secondary training option is actually rooted in existing models and partnerships of pioneering states and local areas. The following examples demonstrate both the integration of the Apprenticeship training model as a post-secondary option available through the public workforce investment system, as well as engagement of Registered Apprenticeship staff with the workforce system.
- a) In Washington, the state solicited applications from Workforce Investment Boards, in partnership with apprenticeship program sponsors, to fund apprenticeship and pre-apprenticeship projects in high growth industries;
 - b) West Virginia apprenticeship and workforce staff routinely present their broad range of workforce services and solutions jointly during employer partnership meetings;
 - c) Kansas supports two full-time registered apprenticeship consultants on-site at One-Stop Career Centers who market the program to businesses that have skilled job openings and then help them develop customized training programs for those positions; and
 - d) Finally, Missouri's apprenticeship staff educated workforce system staff throughout the state, resulting in joint strategic planning with specific partnership objectives outlined in the WIA state plan.

National organizations have also broken new ground in developing apprenticeship models through the President's High Growth Job Training Initiative (HGJTI) across a variety of high growth industries, including advanced manufacturing, automotive, biotechnology, construction, energy, geospatial and information technology, retail, and transportation. Significant investments through HGJTI grants involve some apprenticeship components. Specifically, two programs stemming from these investments in healthcare and information technology have helped to develop flexible training models that have increased performance and productivity on the job:

- The Council for Adult and Experiential Learning (CAEL) model utilizes a career lattice to assist nurses in entering and advancing within the healthcare profession. The model allows participants to "earn while they learn" in a competency-based apprenticeship program and also improves workforce retention. Participants can move from a Certified Nursing Assistant (CNA) to

Licensed Practical Nurse (LPN) all the way up to Registered Nurse (RN) status through an on-line system that is a flexible training option for incumbent workers. The model is currently being piloted in five cities including Chicago, Houston and Sioux Falls, South Dakota. In addition, the model is being piloted state-wide in: Maryland, Washington State, Virginia, Michigan, Georgia and Kentucky, and includes key stakeholder organizations such as employers, the public workforce system, community colleges, and apprenticeship offices. Additional information on this partnership is available at <http://www.cael.org/healthcare.htm>.

- NITAS, the National Information Technology Apprenticeship System, is a process for individuals to earn foundational, vendor-neutral certifications and participate in “pre-apprenticeship” through accredited training providers and complete competency-based apprenticeships through their employer’s registered programs. The seven-track NITAS career matrix allows IT workers to progress through all or part of the apprenticeship program using a combination of classroom instruction and on-the-job training in career concentrations such as networking and infrastructure, help desk, and project management. Additional information on this partnership is available at <http://www.nitas.us/>.

6. **Apprenticeship Resources.** In addition to ETA’s primary Web page on apprenticeship, http://www.doleta.gov/OA/eta_default.cfm, ETA sponsors several electronic tools and Web spaces that feature apprenticeship:

- CareerVoyages.gov extensively highlights apprenticeship as an education and training option. General information that explains registered apprenticeship is available at <http://www.careervoyages.gov/apprenticeship-main.cfm>. On this page and every industry page, users are guided to apprenticeship information that is specific to that industry. If the user is interested in a specific occupation, they can then find local contact information for the workforce centers along with a list of apprenticeship sponsors in their area.
- Workforce3One.org – ETA’s dynamic Web space with resources, tools, and learning events on innovative approaches to facilitate transformation to a demand-driven, integrated workforce system provides information on innovative apprenticeship models. View <http://www.workforce3one.org/members/getfile.cfm?id=513> to read how the registered apprenticeship model is being implemented in six high growth industries: Health Care, Advanced Manufacturing, Information Technology, Maritime Transportation, Geospatial Technology and the Military. The overview

additionally looks at early trends and outcomes in recruitment and retention, skills development, and productivity, among other topics.

7. **Inquiries**. Questions and comments should be directed to your ETA Regional Administrator or Office of Apprenticeship Regional Director.