

Broadening the apprenticeship pipeline

Pre-employment training and affordable childcare are key to access and retention in work-based learning programs



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Apprenticeship and other forms of work-based learning are important tools for helping workers acquire skills employers need. To reach the most workers and businesses, more work needs to be done to diversify the apprenticeship pipeline to include more women, low-wage workers, and parents of young children.

Underrepresented workers without adequate industry experience often need pre-employment or pre-apprenticeship training before they reach the skill level necessary to enter work-based learning programs. But, training alone may not be sufficient to ensure success. Pre-apprenticeship programs that provide both training and access to child care can offer an important on-ramp to an apprenticeship pathway for a broad range of workers. Once in an apprenticeship, child care continues to be an important support for ensuring participant success since starting wages are lower than those apprentices can expect to make once they've completed their program.

This brief discusses the significant roles affordable child care and pre-work-based learning training like pre-apprenticeship have in expanding access to and success in work-based learning programs. The report highlights the best practices for offering child care during and after pre-apprenticeship programs from Moore Community House's Mississippi Women in Construction program and offers federal and state policy recommendations to make these supports available to more workers across the country.

Work-based learning can meet business demand and worker need

In the U.S., 53 percent of all jobs are middle skill, requiring some education beyond a high school diploma, but not a four-year degree, yet only 43 percent of all workers are trained at that level. This unmet demand for skills is a lost opportunity for businesses who can't take advantage of economic growth, and means workers don't have the right skills to access good jobs.

Apprenticeship and work-based learning can help address this disconnect, enabling workers to earn wages while learning new skills. For companies in desperate need of new workers, these programs immediately place workers on site. Businesses can align training with the skills they need at any moment and adjust training quickly as their workforce needs change. The approach has been shown to reinforce employee engagement, leading to better morale, higher retention, and lower turnover.¹

For low-wage workers or those not attached to the workforce, work-based learning offers an on-ramp to a career that includes a paying job from the start, and often leads to a

WHAT IS WORK-BASED LEARNING?

Work-based learning is training which takes place within the context of a wage-earning, long-term employment relationship between a business and a worker, in which the learning worker can develop measurable skills through instruction both in the workplace and, when necessary, off site at a school or training program. Apprenticeships, on-the-job training with a classroom component, and forms of incumbent worker training, fellowships, or paid internships can all fall under this definition of work-based learning.



The U.S. falls far behind other competitor nations in using work-based learning to train workers for in-demand middle skill jobs. To help expand the pipeline of workers with access to work-based learning, U.S. policy should broaden access to supports like pre-apprenticeship programs and child care.

COMPONENTS OF SUCCESSFUL PRE-EMPLOYMENT PROGRAMS:

1. Occupational skills training over the course of eight to twelve weeks, delivered by an instructor with industry experience and often in a manner that mimics a typical workday and hours in the industry.
2. Exposure to worksites and the opportunity for hands-on experience with tools, machinery, materials, and projects.
3. Strong connections to and engagement with industry partners that inform curriculum, contribute to program costs, and hire graduates. For pre-apprenticeship programs this may include articulation agreements into registered apprenticeship programs.
4. Comprehensive case management support that includes financial and career planning, and alignment of support services.
5. Connection to child care centers and development of child care plan, back-up plan, and emergency plan (however, very rarely do pre-employment programs support the provision of child care).
6. Support for transportation costs to training program and to worksite.
7. Job search assistance including resume development, interview preparation, and guidance on career options.
8. Provision of tools or clothing necessary for the worksite and preparation for appropriate attire.
9. Connection to and convening of alumni and mentoring groups.
10. Financial literacy and coaching.
11. Physical fitness, where appropriate.

These programs are often run by a community-based organization or a community or technical college. They are usually unpaid, though participants may receive a stipend for participation in some cases.

recognized credential. Access to work-based learning opportunities in high-wage industries like construction, manufacturing, transportation, or health care leads to long term positive employment outcomes for people with barriers to employment.² And job training programs that include an on-the-job training component and credential attainment have been successful at improving wages and retention outcomes for people with low incomes and low skills.³

Despite these benefits, the U.S. falls far behind other competitor nations in using work-based learning to train workers for in-demand, middle skill jobs.⁴ To address this underutilization and expand the pipeline of workers with access to work-based learning, U.S. policy should better support access to pre-apprenticeship programs and affordable child care that help women, parents, and underrepresented populations succeed.

Diversifying the work-based learning pipeline through pre-employment training

Apprenticeship and work-based learning offer good opportunities for workers to learn on the job but generally require workers to start with a basic level of industry-relevant skills. Pre-employment training increases access to work-based learning by helping workers obtain these skills.

What are pre-employment training and pre-apprenticeship?

Pre-employment training can be structured in many ways. One form, pre-apprenticeship, serves as an on-ramp to apprenticeship programs. Programs generally last two to three months, during which time cohorts of participants learn basic industry math or technical skills, develop comfort with tools or machinery used on the job, explore a variety of job sites, and receive coaching for interviews and other employability skill development. Schedules often mimic the work day that participants will experience once employed — classes may start at 7 a.m. in a construction program to prepare workers for that industry's typical schedule. These programs are largely unpaid and may even charge participants to attend certain classes when other funding sources do not cover the full cost of running the programs.⁵



Comprehensive case management provides support for participants to address barriers to employment before starting a job, and mentoring and support groups can serve as vital peer networks to help participants succeed in training and at work.

Successful pre-employment programs provide more than just skills training. They leverage employer relationships to connect workers to businesses who are hiring apprentices. They also connect participants with other services that enable them to access jobs for which they would not have been able to access or likely to succeed in before entering the pre-employment program.

These programs are often run by a community-based organization or a community college, and the most successful programs work in partnership with industry and local businesses, representatives from labor, and workforce, education, and human services agencies to ensure programs meet business and industry demand and address the full spectrum of workers' barriers to success.

The importance of pre-apprenticeship to broadening the apprenticeship pipeline

For underrepresented populations, like women,⁶ pre-apprenticeship programs can be valuable for providing access to and success in apprenticeship and other work-based learning programs.⁷

Occupational skills training can be crucial to exposing low-skill and underrepresented workers to new skills. Exposure

to job sites provides real world understanding about unfamiliar work environments and allows participants to evaluate their own interest in the jobs. Engagement from local industry partners in a pre-apprenticeship program allows participants to build relationships with those in the field. Comprehensive case management provides support for participants to address barriers to employment before starting a job, and mentoring and support groups can serve as vital peer networks to help participants succeed in training and at work.

One 2003 study found that pre-apprenticeship training helped more than 5,000 women enter apprenticeship over the prior ten-year period.⁸ In 2012, researchers who interviewed women apprentices, pre-apprenticeship providers, and state apprenticeship agency representatives identified access to pre-apprenticeship programs as crucial to both women's ability to enter apprenticeship programs and to their retention in these programs.⁹

Diversifying the work-based learning pipeline through affordable child care

Pre-employment training can be the first step on a work-based learning career pathway. For parents with low incomes and low skill levels, access to affordable child care can be the



Parents make up a third of the workforce, and more than two-thirds of low-income participants in job-training programs have children under the age of six.

key to their success.¹⁰ Unfortunately, the need for affordable child care far outpaces the availability.¹¹

Parents make up a third of the workforce¹² and more than two thirds of low-income participants in job-training programs have children under the age of six.¹³ For many parents, child care responsibilities make accessing training and employment impossible. Mothers of young children, for example, participate in the workforce at significantly lower levels than other parents because the disproportionate burden of childcare falls to these women.¹⁴

When parents are in the workforce, significant child care costs can make entering unpaid training like pre-apprenticeship nearly impossible. Child care expenses for families with young children average more than \$700 a month nationally.¹⁵ For single-parent families, these costs account for more than a third of their monthly income.¹⁶

Child care assistance can be a bridge to training enrollment and completion

Access to affordable child care can be the key to workers' success in pre-employment and job training programs. Access to a child care subsidy "increases the likelihood that a single mother enrolls in courses at a school or university by 13 percentage points and participates in a job training program by 8 percentage points," according to one university study.¹⁷ In one survey, 48 percent of low-income participants in job training programs who received child care said they would have been unable to complete their training program without access to the support.¹⁸ In one community college-based training program, participants with access to support services including child care, case management, and transportation assistance were more than twice as likely to obtain a degree or credential compared to students without those supports.¹⁹

Moore Community House Women in Construction (WinC) program illustrates the importance of child care to pre-employment and work-based learning participants

WinC is a pre-apprenticeship program in Biloxi, Mississippi, founded in 2008 to train women for apprenticeships and nontraditional career pathways in construction, skilled craft trades, and advanced manufacturing. In 2016, the program received a grant from the state – funded with federal dollars Mississippi receives through its Temporary Assistance for Needy Families (TANF) state grant – to offer child care to participants and graduates, and a separate grant from the U.S. Department of Labor’s Strengthening Working Families Initiative (SWFI) to support child care as a retention tool for participants after graduation.

Since launching their revamped, revolutionary child care assistance program in 2016, WinC enrollment has nearly tripled from nearly sixty women per year to about 180 women per year.

WinC program

WinC is an eight- to twelve-week general industry pre-apprenticeship program that culminates in an industry-recognized credential. The program provides 450 hours of skills training. Participants spend nine-hour days in either the WinC training facility or on a job site of their industry partners, learning about tools they’ll need for advanced manufacturing and construction industry jobs, reviewing and applying math learned in a classroom, and experiencing the culture of local work sites. Many of the early WinC classes, for example, took part in tearing down buildings damaged during Hurricane Katrina.

WinC works with local employers to develop curriculum, recruit class participants and place its graduates in in-demand, middle-skill jobs. One local employer partner, Ingalls Shipbuilding, has fifteen apprenticeship programs, with registered apprentices starting at \$19.80 per hour. Ingalls recognizes that WinC produces viable, quality candidates from the local area, which means that Ingalls can spend less money to recruit from across the state or country.

WinC also serves as a gender equity partner to the Mississippi Apprenticeship Program, a collaboration between the governor’s office, Mississippi Community College Board, the Mississippi Department of Employment Security, and the Mississippi Development Authority to promote and facilitate the development of registered apprenticeships. WinC helps the program increase women’s placement and retention in apprenticeship.

In addition to skills training, WinC program staff help participants craft resumes, provide job development, and access to transportation, housing, mentoring, and legal services. Since 2008, more than 450 women have completed the program.

Providing parents with child care

WinC has facilitated greater enrollment in the pre-apprenticeship program by making it easier for parents to access child care. Before receiving the grants in 2016, WinC did not pay for child care, but did refer participants to centers for which they could pay out of pocket or with other subsidies. About sixty women enrolled in WinC each year. Since 2016, enrollment has nearly tripled to about 180 per year.



“This program saved my life, and my kids’ life. I don’t know where we’d be without Women in Construction. I was stuck between a rock and a hard place, and it opened a door for me when I didn’t have any way out.”

Now, WinC parent participants are assigned a child care case manager who has thoroughly researched approximately 100 providers in the area.²⁰ The child care case manager works with participants to identify the appropriate care arrangement for their children, taking into consideration the ages of the children, and the hours services are provided to ensure they overlap with the training program and the parents’ work hours. Once the parent has selected a child care provider, that provider is able to bill WinC directly for its services.²¹

Mississippi froze intake for its general child care assistance program in 2017. Working parents with low incomes²² and parents in job training and education cannot receive child care assistance unless they qualify for one of a few narrow priority categories. The majority of newly approved child care recipients in Mississippi are TANF clients and foster or protective services caretakers. Outside of WinC and these categories, parents seeking work cannot receive general child care assistance.²³

Child care and WinC meets business demand for skills

WinC’s strong partnerships with local employers have enabled the program to achieve a 70 percent placement rate. These employer partners cite the preparation graduates have for the workplace, dedication to their jobs, and high levels of retention as valuable to the businesses. By providing child care to their program graduates, WinC helps graduates reduce absenteeism at work or class due to a child care emergency. Through child care assistance, WinC has created a win-win-win for the programs’ graduates and their economic stability, local businesses in need of skilled workers, and the broader Mississippi economy.

TANNASIA’S STORY: PATHWAY TO WORK-BASED LEARNING PAVED BY CHILD CARE

Tannasia credits the WinC program and the free, quality child care that accompanies it with changing her life. A newly single mother of four children, including a newborn, Tannasia relocated to Biloxi, Mississippi, to access Federal Emergency Management Agency housing after severe flooding in Texas.

Without a job or family to help with the kids, she was caught in a frustrating catch-22 — she needed child care to get a job, but she couldn’t afford child care without a job. Registration for child care fees were hundreds of dollars and she had been turned down or waitlisted from the state child care programs and TANF in Mississippi.

Tannasia found a flyer about the WinC pre-apprenticeship program in the Housing Authority office, and visited their site after staff told her there would be child care during an upcoming information session.

During the eight-week construction pre-apprenticeship program, Tannasia’s child care case manager identified appropriate child care options for her. Once she selected the center Tannasia wanted her children to attend, WinC paid the provider directly for full-time child care while Tannasia was in class and during her work hours. The program also supported her child care costs for a full year — including the crucial first months after she graduated the pre-apprenticeship program.



Parents who have child care are more likely to enroll in and complete training programs.

Child care needs continue during work-based learning programs

The inaccessibility of child care continues to be a barrier to success for apprentices and participants in work-based learning programs.²⁴ Some apprenticeship programs require apprentices to attend training at centers too far from home to return each night, instead housing apprentices together during the week and exacerbating child care needs. In many construction and manufacturing occupations, apprentices — and all workers — must be at work before many child care centers open, or work second or third shifts long after centers have closed. Classroom training requirements — on top of a typical work schedule — can also require apprentices to secure child care well into the evening hours.

The first few months or year of an apprenticeship program can be the most difficult for parents in terms of child care expenses. Wages in work-based learning programs progress as participants develop more skills, meaning starting wages are lower than the incomes that they can expect to make once

they've completed their program. At the same time, workers have yet to build enough financial security to support high child care costs or unexpected expenses.

Recommendations to increase access to pre-employment services and child care for work-based learning participants

The need for expanded access to pre-employment training and to child care during pre-employment and work-based learning programs far outpaces current federal or state level investment, and few organizations have the resources to engage in the level of support Moore Community House WinC has been able to offer participants.

Federal investments in workforce and education have plummeted in the past two decades, despite bipartisan support for workforce education and training.²⁵ State and federal child care assistance programs could supplement workforce funding,²⁶ however investments in these programs

are also overstretched and are not tailored to the needs of parents in work-based learning programs.²⁷

TANF, the Supplemental Nutrition Assistance Program Employment and Training (SNAP E&T) program, and the Workforce Innovation and Opportunity Act (WIOA) are all intended to support connections to employment. Programs funded by each could support broader access to pre-employment training and affordable child care for work-based learning participants. As currently structured though, none of these programs adequately meets business or worker needs.

To better align these programs and make them more responsive, Congress and the states should:

1. Maximize the use of TANF to support pre-employment and child care for work-based learning participants

According to the Department of Health and Human Services, in Fiscal Year (FY) 2016 less than half of federal and state TANF funds were used to support core services for TANF participants — including basic cash assistance, child care, and work-related activities — with the remaining funds transferred to other programs or activities.²⁸ Eight states spent less than 25 percent of their combined funds for core services in FY 2016. Overall investments in child care, specifically, under TANF declined by more than \$200 million from 2015 – 2016. And federal funding for TANF has been frozen at the same level — approximately \$16.5 billion — since 1996. Adjusted for inflation, this means funding for the program has declined by a third over the last twenty years.²⁹

TANF also makes it difficult for recipients to enroll in training that can lead to good jobs. Certain “non-core” activities directly related to employment — including pre-employment programs like pre-apprenticeship — only satisfy work participation rate requirements after participants have completed twenty hours of work in a given week.³⁰ For participants in a full-time pre-employment training program, there aren’t enough hours in the week to complete twenty hours of another job. And even if a participant can, that requirement only compounds the cost of child care.

Federal policy recommendation: increase TANF spending on child care and pre-employment training

A reauthorized TANF should set minimum requirements for states to invest in core services for TANF recipients — at least 50 percent of combined federal and state funds in the first year — and should require states to increase the percentage of child care TANF expenditures over time.

Given the low educational attainment and high barriers to employment of TANF recipients, access to pre-employment training like that provided by WinC will be critical to recipients’

ability to enter and succeed in work-based learning programs. Congress should also remove the restriction around core and non-core activities that disincentivizes states from creating pathways for TANF recipients that lead to meaningful training for a work-based learning opportunity. Congress should add pre-employment training and pre-apprenticeship as qualifying work activities under TANF.

State policy recommendation: subgrant TANF funds directly with successful training providers

States currently can subgrant TANF funds directly to community-based organizations like the WinC program so that they can coordinate and pay child care providers who serve parents in work-based learning programs. Without such a subgrant, parents must apply for child care assistance separately from their training program and, if funding is available, parents must find their own child care providers willing to participate in the state’s assistance program. However, by directly granting TANF funds to training providers for them to coordinate and administer child care, states can lift a huge administrative burden from parents interested in work-based learning. Many parents at WinC cite this subgrant arrangement as a crucial difference between the child care they receive as part of the program and the state’s primary form of child care assistance. These training providers may include not only community-based organizations, but also community colleges, if they are willing to dedicate the resources necessary to coordinate and pay child care providers.

2. Improve alignment between the workforce system and TANF and SNAP recipients

Funds under WIOA, our nation’s federal job training and workforce system, can be used to support pre-employment training and work-based learning. Funding can also be used for supportive services, including childcare.³¹ Federal investments in WIOA have been cut by more than 40 percent since 2001, however, making broader investments in pre-employment training or supportive services at current funding levels nearly impossible for states and local areas.

SNAP E&T helps support the employment and training activities of people who participate in SNAP, the nation’s primary food assistance program. States can receive both formula-based grants and reimbursement grants under the program. Under the reimbursement grants, organizations serving SNAP recipients are eligible for reimbursement from the federal government for 50 percent of the cost of supportive services for participants, including child care and pre-employment services. The initial outlay for these costs must be paid from certain non-federal funding sources, such as state, local, or philanthropic funds, however. Reimbursement grants are



Federal and state investments focused on apprenticeship have been inadequate to meet participants' child care and pre-apprenticeship needs.

uncapped, but the non-federal matching requirement and the coordination requirements between states and community organizations or community colleges running E&T program can serve as a disincentive to states considering expanding programming.³²

Federal policy recommendation: strengthen connections between WIOA, businesses, and SNAP E&T programs

The recent Farm Bill reauthorization discussions³³ offer the Department of Agriculture Food and Nutrition Service (FNS) the opportunity to release new guidance on the ability of states to align SNAP E&T plans with plans under WIOA. FNS could provide models to states of successful SNAP E&T plans as part of a combined plan authorized under section 103 of WIOA. The combined plan model under WIOA provides states with an opportunity to outline programmatic and operational elements — including providing support services and developing career pathways that include pre-employment training

and child care support — that can leverage existing resources more effectively, while also streamlining planning efforts at the state and local level. Even where states do not choose to do combined plans, FNS can provide guidance and technical assistance to states to increase coordination and decrease duplication of efforts.

The recent Farm Bill reauthorization could also include increased funding to expand a set of pilot grants to states to further develop their E&T programs. As a part of this expansion, FNS should encourage grantees to increase access to child care for E&T participants in pre-employment and work-based learning programs.

Mississippi submitted a combined WIOA state plan linked with their state TANF plan and is a recipient of one of ten existing SNAP E&T pilot grants to better link workforce and human services agencies. Both SNAP and TANF are administered by the Mississippi Department of Human Services. This intentional link between their workforce and human services agencies has the potential to serve as a key foundation for

Thirty-six states received Apprenticeship Expansion grants of \$700,000 to \$2.7 million to expand apprenticeship in 2016, with most focused on expanding the use in new industries including health care, advanced manufacturing, and information technology.

the statewide recognition of child care needs in low-income populations, like those WinC serves.³⁴

State policy recommendation: implement WIOA with intentional alignment with TANF and SNAP E&T providers

One of the goals of the 2014 WIOA was to align the workforce system with other programs, including those that served people with barriers to employment, like TANF and SNAP recipients. Local areas are also required to spend 20 percent of their out-of-school youth funds on work experience programs,³⁵ which can include pre-apprenticeship.

States should encourage agencies administering TANF and SNAP E&T to partner with the workforce system. This partnership would enable SNAP and TANF recipients to better connect to opportunities under WIOA, and for WIOA participants to more easily access support services under TANF and SNAP E&T. TANF participants should be able to access pre-employment and work-based learning programs and receive childcare through the TANF program, while SNAP participants should also be able to access these programs and receive childcare through the 50 percent reimbursement grant available through SNAP E&T.

3. Create a new work-based learning support fund

Federal and state investments focused on apprenticeship have been inadequate to meet participants' child care and pre-apprenticeship needs. Since 1992, Congress has awarded Women in Apprenticeship and Nontraditional Occupations (WANTO) grants to community-based organizations to expand women's access to apprenticeship in areas in which women are underrepresented. The program has been funded at about \$1 million a year, however, greatly limiting the impact it can have on programs across the country.

Since 2014, the federal government has spent more than \$500 million to expand apprenticeship, at least \$20.4 million of which has gone to support industry intermediaries who used part of this funding to support pre-apprenticeship training.³⁶ Explicit targets to spend on support services like pre-apprenticeship and child care will help businesses recruit and retain a diverse pipeline of workers.

Federal policy recommendation: ensure that any federal investments in apprenticeship/work-based learning expansion include a “work-based learning support fund”

Congress should appropriate \$100 million to fund a new work-based learning support fund. The fund would build on best practices from pre-apprenticeship efforts like WinC to diversify the apprenticeship pipeline, while at the same time incorporating feedback from employers about the need for greater support for both the newly placed apprentice and the business during the critical first six to twelve months of employment. The fund would be used to ensure newly placed work-based learning participants are fully work-ready through pre-employment programs like pre-apprenticeship and to ensure they can succeed in programs by supporting services like childcare during their first months in a work-based learning program. It would also ensure that the risks taken on by their new employers are minimized to make it easier for businesses — particularly smaller firms — to give these new workers a chance to build a career while earning a paycheck.

State policy recommendation: establish a work-based learning support fund with state allocated apprenticeship funding

Child care and other support services can be costly, so states should also establish their own support funds to help finance support and related services for people with low incomes during pre-employment training and work-based learning. A unique advantage of work-based learning support funds financed with state dollars is that they can leverage other federal funds for these services, such as SNAP E&T 50-50 funds.

Thirty-six states received Apprenticeship Expansion grants of \$700,000 to \$2.7 million to expand apprenticeship in 2016, with most focused on expanding the use in new industries including health care, advanced manufacturing, and information technology.³⁷ Many states received a second round of this funding in 2018. States should also set aside a portion of their Expansion grant funding to support child care for work-based learning participants.

Endnotes

- 1 Robert Lerman, Lauren Eyster, and Kate Chambers. The Benefits and Challenges of Registered Apprenticeship: The Sponsors' Perspective. Table 5.1: Sponsor Views of Potential Benefits of Registered Apprenticeship. <https://tinyurl.com/y9aacb9e>
- 2 Andersson, Frederik, Harry Holzer, and Julia Lane. 2005. Moving Up or Moving On: Who Advances in the Low-Wage Labor Market? New York: Russell Sage Foundation.
- 3 <https://tinyurl.com/yc6ej9a5>
- 4 <https://tinyurl.com/ycph3lm7>
- 5 The Department of Labor does not regulate pre-apprenticeship programs in the same way it does registered apprenticeship. The Employment and Training Administration has released guidance, however, defining quality pre-apprenticeship programs. <https://tinyurl.com/ycpef4y4>
- 6 Angela Hanks, Annie McGrew, and Daniella Zessoules, Center for American Progress, The Apprenticeship Wage & Participation Gap (2018). <https://tinyurl.com/y79lkmuu> Women have historically participated in apprenticeship at drastically lower rates than men. Averaged over the past ten years, women have represented 7.1 percent of apprentices, compared to men representing 92.9 percent.
- 7 The Department of Labor has compiled a guide for implementing pre-apprenticeship programs specifically for women. The guide builds on best practices from several pre-apprenticeship programs including Chicago Women in the Trades, Oregon Tradeswomen Inc., Women in Nontraditional Employment Roles, Apprenticeship and Nontraditional Employment for Women, and Nontraditional Employment for Women. Many of these organizations, along with Mississippi Women in Construction, are also part of the Department of Labor's ApprenticeshipUSA Intermediary Contract, working to expand access to apprenticeship to women and other underrepresented populations. <https://tinyurl.com/yd2cblvh>
- 8 Westat, Women in Apprenticeship and Nontraditional Occupations Grant Program, Final Report, May 2003.
- 9 <https://tinyurl.com/yae7328v>
- 10 Institute for Women's Policy Research, Getting to the Finish Line: The Availability and Impact of Support Services in the Workforce Development System. <https://tinyurl.com/yd78nmgz>
- 11 Institute for Women's Policy Research, Getting to the Finish Line: The Availability and Impact of Support Services in the Workforce Development System. <https://tinyurl.com/yd78nmgz>
- 12 Author's calculation based on <https://tinyurl.com/ybvjfmfg>
- 13 Adams, Spaulding, and Heller 2015 <https://tinyurl.com/y9k9522s>
- 14 <https://tinyurl.com/ycwm3g9d>
- 15 Author's calculation based on annual average included in "Parents and the High Cost of Child Care", Child Care Aware of America, 2017 <https://tinyurl.com/y89tea4y>
- 16 <https://tinyurl.com/y89tea4y>
- 17 <https://tinyurl.com/n78maaf>
- 18 Institute for Women's Policy Research, Getting to the Finish Line: The Availability and Impact of Support Services in the Workforce Development System. <https://tinyurl.com/yd78nmgz>
- 19 <https://tinyurl.com/y8plnrle>
- 20 The child care case manager position is part of contractual relationship between WinC and the Mississippi Low Income Child Care Initiative (MLICCI) – a nonprofit organization working to improve the child care assistance program in the state.
- 21 Parents are not required to pay a co-payment as required under the state's child care assistance program. In Mississippi, a copayment for a family of three with one child living at the poverty level is \$88 per month – 5 percent of their monthly income. <https://tinyurl.com/y8nov669>
- 22 "Low income" in this context is defined as 85 percent or less of the state median income.
- 23 <https://tinyurl.com/y8nov669> Mississippi's highest priority categories include families receiving or transitioning from TANF, homeless children, foster children, children served by the home visiting program, children with special needs, and families with very low incomes. Mississippi defines a "very low income" as one at or below 50 percent of their state median income. Mississippi's state median income is \$53,476 for a family of three. <https://tinyurl.com/ycnbh4go> 2016 US Census American Community Survey 1-Year Estimates.
- 24 Lindsey Wilkinson and Maura Kelly, (Still) Building a More Diverse Workforce in the Highway Trades: 2016 Evaluation of the ODOT/BOL/Highway Construction Workforce Development Program (2016). <https://tinyurl.com/yae7328v>
- 25 As of the Fiscal Year 2018 Omnibus funding agreement and since 2001, state grants under the Workforce Innovation and Opportunity Act have been cut by 40 percent, Career and Technical Education has been cut by 34 percent and Adult Basic Education has been cut by almost 20 percent.
- 26 The nation's primary child care assistance program is the Child Care and Development Block Grant (CCDBG). Grants to states under CCDBG range from \$16 million to \$601 million. <https://tinyurl.com/y7dqn7cj> In 2017, twenty states had waiting lists or frozen intake for child care assistance, making this assistance inaccessible for families in those states. Congress did take an importance step by increasing funding for CCDBG by \$2.9 billion in both 2018 and 2019. This increase could enable more than 230,000 additional children to be covered by this program. The need for child care far outpaces even the increased CCDBG investments. <https://tinyurl.com/yb2rjyxf>
- 27 <https://tinyurl.com/y8nov669>
- 28 <https://tinyurl.com/y8spdrkz> National TANF spending on child care does not include investments in pre-K and Head Start, which typically do not operate for an entire workday.
- 29 <https://tinyurl.com/y9gw8buy>
- 30 TANF "core work activities" are unsubsidized employment, subsidized private sector employment, subsidized public-sector employment, work experience if sufficient private-sector employment is not available, on-the-job training (OJT), job search and job readiness assistance, community service programs, vocational educational training, and providing child care services to an individual who is participating in a community service program. 45 CFR Chapter II, Part 261.31.
- 31 In 2015, the most recent year available for data, only 7.3 percent of those served under WIOA received any supportive services. Support services under WIOA include transportation, child care and housing subsidies.
- 32 <https://tinyurl.com/y7uywfg6> <https://tinyurl.com/ya8m8b97>
- 33 Recent reauthorization conversations about several safety net programs have included the possibility of expanding work requirements. In addition to being ineffective at improving workforce outcomes for participants or local businesses, more broadly applicable work requirements would interfere with efforts to expand pre-apprenticeship and apprenticeship opportunities for a diverse pipeline of workers.
- 34 <https://tinyurl.com/ybsscxcg>
- 35 WIOA §129(c)(4)
- 36 The Obama Administration invested \$175 million in funds in 2015, and Congress has appropriated \$330 million since 2016. In 2016, DOL awarded \$20.4 million in Intermediary Contracts to national intermediaries. Funds could be used for both pre-apprenticeship and support services, among many other activities. DOL did not publicly announce the investment level for 2017 and has yet to award appropriated funds for 2018.
- 37 <https://tinyurl.com/y7zh3wyt>

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