

Registered Apprenticeship and CTE: How Can We Connect the Two?



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Presenter



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Subject Matter Expert

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Welcome and Agenda

- Center of Excellence Overview
- Registered Apprenticeship (RA) Overview
- What are the Benefits of RA for Career and Technical Education (CTE) Providers
- CTE and Apprenticeship Pathways
- Connecting RA and CTE
- Workforce Boards- Putting it All Together
- Closing Thoughts



Center of Excellence Overview



- U.S. DOL initiative to increase systems alignment across apprenticeship, education, and workforce
- Led by Safal Partners; 5 national partners
- We provide no-cost services including:
 - Monthly webinars
 - Quarterly virtual office hours
 - Individual compliance assistance and services
 - Online resources (desk aids, guides, frameworks, etc.)



[Visit our website, request assistance](#)



Quick Pulse Poll #1

Are you a....

- Workforce Board Staff
- Service Provider Staff
- Educational Partner
- Vocational Rehabilitation Partner
- Employer
- Board Member
- Registered Apprenticeship Staff
- Other



Registered Apprenticeship Overview



What is Registered Apprenticeship?

Registered Apprenticeship (RA) is a proven, customizable, and industry-relevant and US Department of Labor - approved model for organizations to ***find, train and retain new talent*** as well as ***upskill current workers*** in critical occupations.



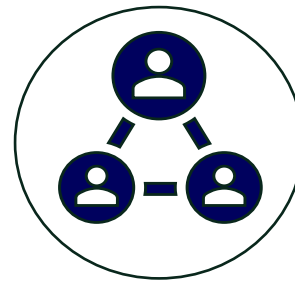
Five Core Components of Apprenticeship



Industry Led



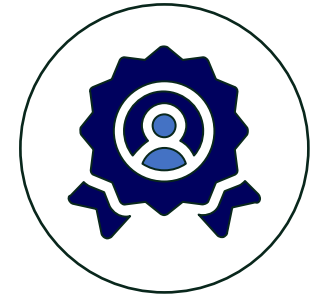
Paid Job



**Structured On-
the-Job Learning
(OJL)/ Mentorship**



**Supplemental
Education**



Credentials

Assessing Your RA Knowledge

Basic

I know what it means, but I don't know how to utilize it and don't have significant experience with it.

Intermediate

I understand RA, I've had experience with RA in some capacity, and I feel comfortable educating internal and external stakeholders about it.

Expert

I have extensive knowledge and relevant experience developing and implementing programs and standards, recruiting apprentices and convening stakeholders.

A WIDE RANGE OF INDUSTRIES



Agriculture



Healthcare



Cybersecurity



Biotechnology



Transportation



Construction



Energy



Hospitality



**Financial
Services**



**Information
Technology**



Education



**Advanced
Manufacturing**



**Critical
Supply Chain**



Infrastructure



Engineering



Telecommunications

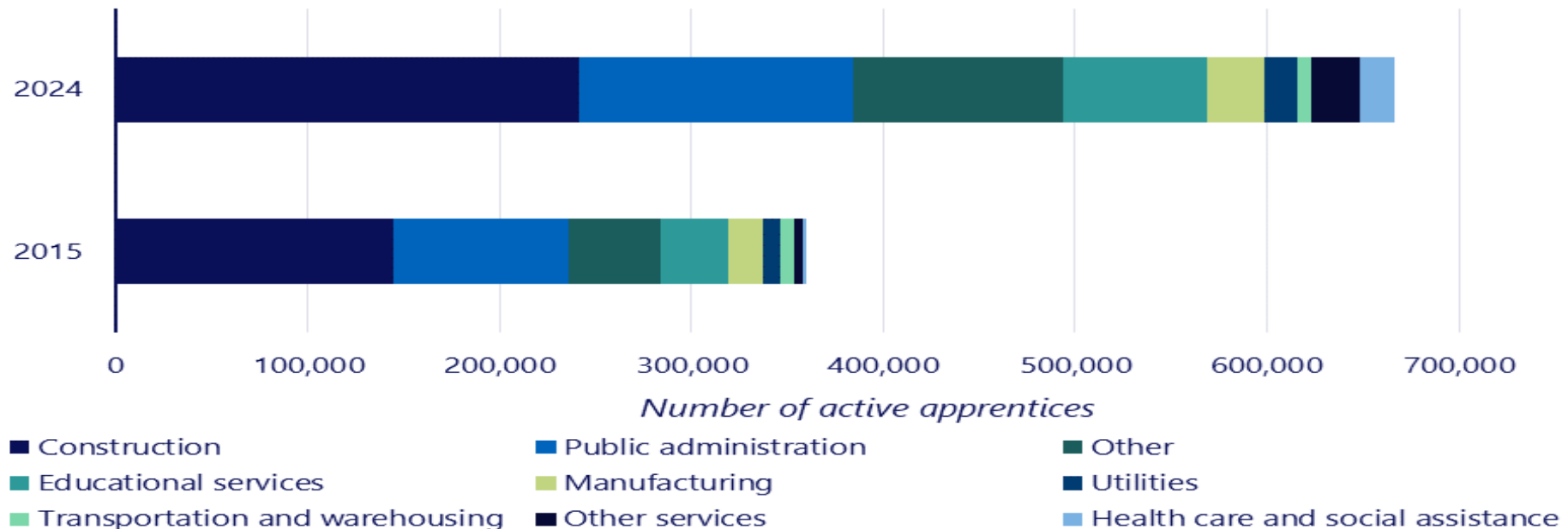
Growing Apprenticeship

**SUCCESSFUL
ENGAGEMENT WITH
MAJOR EMPLOYERS
TO GROW
APPRENTICESHIP**



Real Growth in the Non-Trades

Figure 1. Apprenticeships have grown across industries



Council of Economic Advisers

Sources: RAPIDS; CEA calculations.







Note: Public administration not covered in economic census. Other services does not include public administration. Other includes observations without reported industry.

As of October 23, 2024 at 9:00am.

RA Offers Benefits to Both Students and Providers



RA Offers Clear Benefits for Students

-  Academically-linked career pathway
-  “Earn and learn” – training is paid while gaining work experience
-  Often leads to offer of full-time non-apprentice employment following program completion (94% of completers are retained)
-  Provides family-support wages, economic mobility: \$80,000 average starting salary (U.S. DOL), \$300,000 higher lifetime earnings than non-apprentice peers (U.S. DOL)
-  Increases academic and industry-valued credential attainment
-  Lowers or eliminates potential student debt for post-secondary education

Clear Benefits for CTE Providers



Apprenticeship programs connect students to colleges



Program sponsors, federal and state programs, and/or students can pay for related instruction



Sponsors can provide additional resources beyond tuition to support students and colleges (curriculum development, student supports, additional funding)

Federal Funding for RA

Several programs can help pay for Registered Apprenticeship related instruction courses at local colleges, ***making it more attractive for local employers to participate.***



- **Examples include:**

- [The Workforce Innovation and Investment Act \(WIOA\) \(through Individual Training Accounts\) / On-the-Job Training / Supportive Services](#)
- [Pell Grants \(Up to \\$6,895 per Apprentice\)](#)
- [Federal Work Study Funds \(average of \\$2,500 per Apprentice\)](#)
- [State Tax Credits and Tuition Support](#)
- [GI Bill Benefits \(for approved programs\)](#)

Pennsylvania Funds Apprenticeship Too

- Committed an additional \$61 million to workforce development initiatives statewide, including apprenticeships, CTE, and vocational-technical programs.
- An additional \$5 million in grant funding to expand Registered Apprenticeship programs across the Commonwealth.
- \$2 million in nursing Registered Apprenticeship programs to help fill critical nursing positions across the Commonwealth.



RA and CTE: Why Connect the Two?



Benefits for Schools, Workforce and Industry



Accelerates Workforce Readiness: Students enter the labor market with advanced technical skills, reducing the time and cost to train new employees.



Supports Seamless Transitions: Integration allows students to earn credit toward RA programs while still in high school, easing the shift into postsecondary training or full-time employment.



Addresses Industry Skill Gaps: Employers gain access to a pipeline of young, well-prepared talent trained in high-demand fields.



Builds Cross-System Collaboration: States benefit from stronger ties between education, labor, and industry, leading to better program alignment, funding coordination, and sustainability.

Benefits for Students



Enhances Student Engagement: OJL and mentorship increase student motivation and persistence, particularly among those more inclined toward applied learning.



Promotes Economic Mobility: RA leads to higher earnings, credentials, and long-term career advancement for youth.



Reduces Time and Cost to Completion: Students may complete part of the RA requirements while still in high school, shortening the total time needed to finish an apprenticeship.



Expands Career Pathways for Students: Can give high school students a structured pathway into skilled careers.



Aligning the Two Systems



Key Questions

- What occupations does local labor market information show are in high demand and what interests youth?
- How will we integrate industry needs / occupation requirements into our RI?
- What apprenticeship pathways can we develop?
- What partnerships do we need? What partners do we already have that can support a program?
- How can we ensure proper articulation agreements?



Gen Z – They're Interested in Different Occupations

1. Sustainable Energy Specialist
2. Digital Content Creator
3. Health and Wellness Coach
4. Cybersecurity Analyst
5. App Developer
6. Social Impact Consultant
7. User Experience (UX) Designer
8. Remote Work Specialist
9. E-Sports Professional
10. Mental Health Professional



Source: [LinkedIn](#)

But They are Also the “Toolbelt Generation”

47%

- Young adults interested in trades career

5.1%

- Pay increase for new construction hires vs. 2.7% in professional services.

23%

- Students studying construction trades rose from 2018 to 2024

16%

- Vocational-focused community colleges increase in enrollment

299K

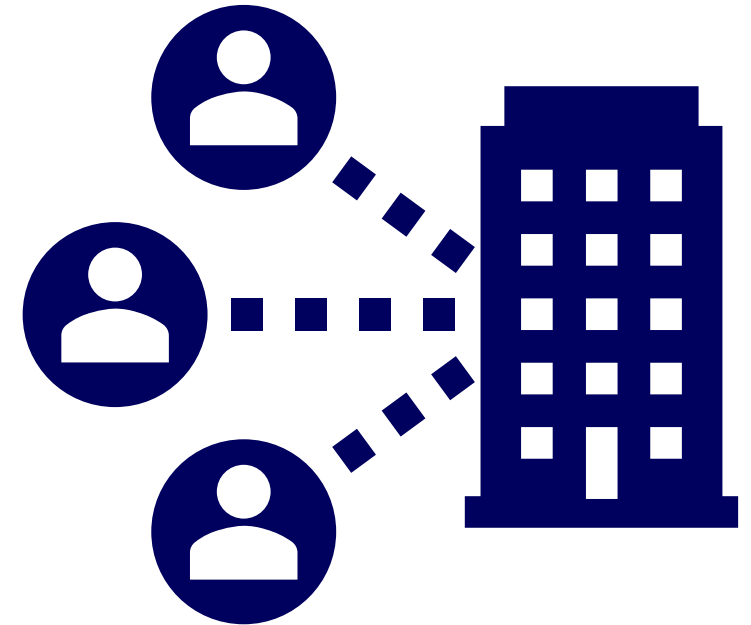
- More electricians than 2014 - median age fell by 2.9 years.

95%

- Optimistic about job security and believe they won't be replaced by AI - [Thumbtack](#)

Aligns with CTE Standards and Ensure Hands-On Training

- **Align Curriculum with Industry Needs:** Incorporate CTE standards by aligning the curriculum with current industry needs.
- **Integrate Work-Based Learning:** Embed work-based learning opportunities within CTE programs, allowing students to gain hands-on experience in real-world settings.
- **Collaborate with Industry Partners:** Partner with local businesses to design apprenticeship programs that meet both educational and industry requirements.
- **Incorporate Industry-Recognized Credentials:** Include industry-recognized credentials in apprenticeship programs to validate students' skills and competencies according to CTE standards.



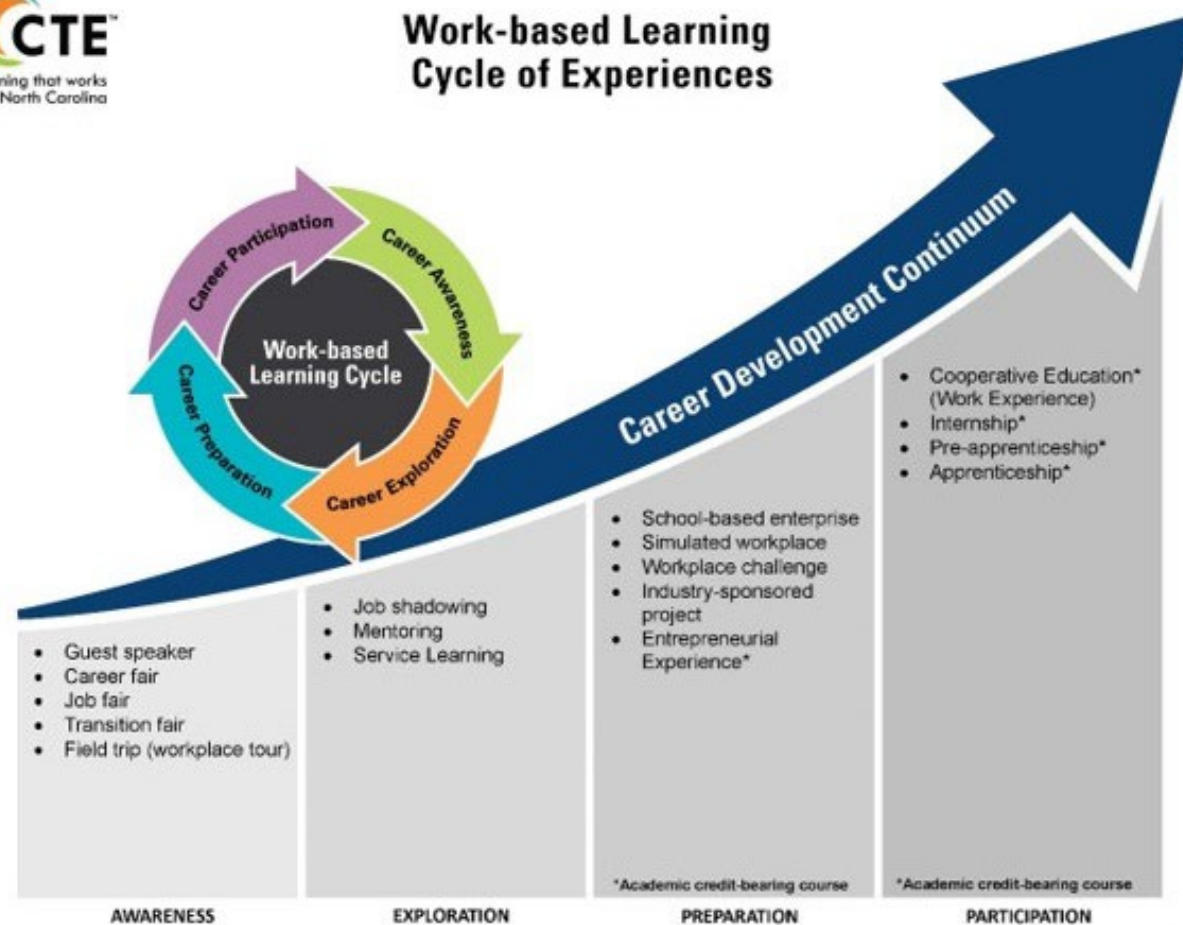
Utilizing Pre-Apprenticeship as a Pathway

- **Foundational Skill-Building:** Communication, teamwork, and problem-solving alongside basic technical training.
- **Career Exploration and Foundational Training:** Exposes students to various career paths while developing technical skills.
- **MOUs with RA Sponsors:** Formalized agreements that provide completers with preferential direct entry, ability to apply coursework to RI requirements (through CPL) and hands-on OJL to competency requirements (through CPE).
- **Partnership Network:** Including workforce system, community and faith-based groups, advocacy organizations, labor groups, and educational institutions for supportive services, pathway development.
- **Paid Work Experience:** Fosters engagement, builds commitment, and helps students adapt to workplace expectations.

Well-Aligned with CTE



Work-based Learning Cycle of Experiences



What Can Each Partner Bring?

Businesses, Trade Organizations, and Chambers of Commerce:

- Identify needed skills
- Provide on-the-job training
- Employ apprentices

Schools:

- Help design curriculum
- Provide classroom instruction
- Facilitate student recruitment

Workforce Boards:

- Can help recruit apprentices
- Offer funding
- Connect partners



What Can Each Partner Bring?

State Agencies:

- Develop curriculum frameworks
- Provide guidance on laws and regulations
- Offer funding

Community Organizations:

- Assist with student recruitment
- Academic support
- Funding
- Program Oversight



Key Organizational Apprenticeship Roles



Sponsor

An organization that agrees to operate an apprenticeship program and in whose name the program is registered.



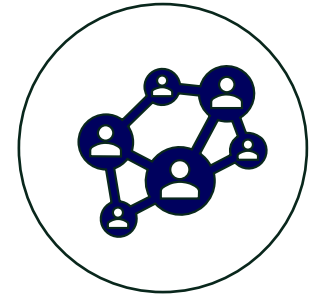
Employer

Hires and provides paid OJL for apprentices under supervision of a designated mentor who is a skilled professional in that occupation.



RI Provider

Entity that provides instruction to apprentices in the designated occupation's core knowledge, skills, and abilities.

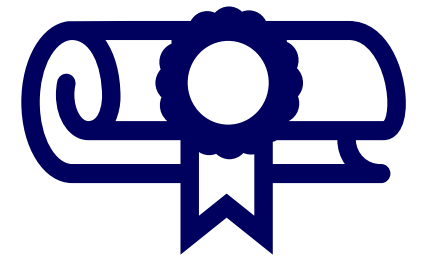


Partner

Organizations committed to assisting RA programs. They can play one or more roles.

Ensuring Students Receive Credit

- **Synchronize Curriculum with Graduation Objectives:** Collaborate with local school districts to ensure the apprenticeship curriculum meets high school graduation requirements.
- **Dual Enrollment and Credit Recognition Agreements:** Create dual enrollment agreements that allow apprentices to earn credits for both RI and OJL components of their apprenticeship.
- **Performance-Based Assessments:** Integrate assessments that align with both CTE and apprenticeship standards.
- **Consistent Tracking:** Ensure apprenticeship coordinators, school counselors, and educators track apprentices' progress and ensure all requirements are met.



Examples

TRACK: Tech Ready Apprentices for Careers in Kentucky

- Launched during the 2013-2014 school year
- Partnership between state Office of Career and Technical Education and Kentucky Office of Apprenticeship
- Provides high school students with pre-apprenticeships and opportunities to transition to Registered Apprenticeship programs.
- Employers partner with area technical centers to design the selection process and the program of study sequence, allowing them to tailor the program to their specific need.
- Initially trades-focused but now in 16 different career areas.
- Has served over 500 youth apprentices in various career pathways and over 90 employers.



North Carolina

- Serves as a Sponsor of Registered Apprenticeship Programs
- Offers apprenticeships in 11 different fields (HVAC, IT, Hospitality, Child Care, Licensed Practice Nurse, etc.) and provides the related instruction for these occupations
- Partners with several different employers to provide OJL, including the University of Maryland Medical Center, MedStar Health, Associated Builders & Contractors of Greater Baltimore, Johns Hopkins, and others.
- Has a close relationship with the local workforce board and workforce systems
- Utilizes funds from employers and local and state grants to support their programs



North Carolina

- Offers both RA and state-recognized pre-apprenticeship programs for high school students.
- Students are dually enrolled in CTE and RA, earning credit toward graduation and apprenticeship completion.
- Programs are developed in partnership with employers, high schools, and community colleges.
- CTE coursework provides the RI, while students gain paid OJL with RA sponsors.
- Strong state-level policy support, including guidance documents, NCWorks partnership coordination, and a state-funded apprentice registration subsidy.



Washington



- High school CTE instructors work in collaboration with local employers and sponsors to align curriculum.
- The state provides robust TA and outreach to support program start-up and stakeholder engagement.
- Washington has created practical tools, including "how-to guides" for employers and student-focused websites promoting RA pathways.
- Programs are supported by cross-agency collaboration, with strong roles played by the Education and Labor Departments.

Workforce Boards: The Key Ingredients



How Workforce Boards Can Help *Education Providers*

- Provide WIOA Individual Training Account (ITA) funding to support apprentices' RI costs
- Make connections with employers, sponsors
- Host convenings between education and industry
- Provide pipeline of youth to enroll in programs
- Add programs to the Eligible Training Provider List (ETPL)
- Support the development of RI curriculum using labor market information and industry standards



How Workforce Boards Can Help *Employers/Sponsors*

- Provide a pipeline of Youth Apprentices:
 - Publicize RA program opening
 - Screen candidates
 - Provide pre-apprenticeship training
- Provide supportive services to youth
- Provide WIOA OJL contract funding to support percentage of apprentice wages
- Build partnerships with training providers on ETPL for RI; utilize ITAs to pay for all/portion of apprentices' RI costs
- Support registering and implementing RA programs
- Host convenings (job fairs, recruiting events, etc.) to connect potential apprentices and employers



How Workforce Boards Can Help *Community-Based Organizations*

- Provide education on RA
- Connect potential apprentices with employers
- Provide supportive services to apprentices
- Connect potential apprentices to other resources available within the community
- Leverage funding programs



Get to Know Your Workforce Board

Each Workforce Board has:

- Sector strategies: priority occupations and key industries
- Policies on OJL contracts, which WIOA and non-WIOA funding "buckets" and services they will apply to RA
- Funding levels, fiscal year cycle and how quickly they anticipate spending funds
- Supportive services offered and how that maps to your program's needs
- Candidate pool – In-School and Out-of-School Youth Programs
- ETPL program registration process



Questions and Discussion



Become a Center Partner

- ✓ **Receive** no-cost expert services, including materials and support
- ✓ **Network** with potential partners nationwide
- ✓ **Be** nationally recognized for your work

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THANK YOU FOR JOINING US

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