

Free Preconference Session for the

***Framing the Future: Career Pathways & WIOA*** conference

Wednesday, April 6, 2016, 9 a.m. to noon.

***Work-Based Learning and Engaging Employers***

Work-based learning enables participants to gain or enhance their skills while employed or while engaged in an experience that is similar to employment. This session will explore how to engage employers in a variety of work-based learning levels ( *including job shadowing, internships, on-the-job-training, pre-apprenticeship, apprenticeships, and paid or unpaid work experience*), understand roles and responsibilities (*learner and employer*) and the return-on-investment for employers.

**Presenter: Debra Mills** - Director, National Career Pathways Network

Over 20 years' combined non-profit and private sector experience in education and workforce/economic development. Provides extensive workshop development for CORD and led the design and development of the Career Pathways Effect series of workshops and the Career Pathways Leadership Certification workshop. Has delivered hundreds of workshops to thousands of individuals on many topics relating to Career Pathways and is a sought-after subject matter expert for many state and federal initiatives, most recently for the U.S. Department of Labor DOLETA Youth CareerConnect project and the DOLETA Career Pathways and Credentials Technical Assistance project.

For more information about the ***Framing the Future: WIOA & Career Pathways*** spring conference, go to [NCETA.org](http://NCETA.org)

**Download an electronic copy of these documents at**  
[NCperkins.org](http://NCperkins.org) (select CTE Presentations and Webinars)

## Worksite Learning

**Registered Apprenticeship** is a formalized and highly structured system of learning that is a combination of on-the-job training and related classroom instruction in which workers learn the practical and theoretical aspects of a highly skilled occupation. It is an educational process that is overseen by a regulatory or certification organization and has been approved by the organization or the State/Federal government. Employers and labor groups, individual employers, and/or employer associations jointly sponsor apprenticeship programs. The process is most often operated under the USDOL/ETA, Office of Apprenticeship (OA) that registers apprenticeship programs and apprentices.

**Pre-apprenticeship programs:** Pre-apprenticeship programs are designed to prepare individuals to enter and succeed in Registered Apprenticeship programs. These programs have a documented partnership with at least one Registered Apprenticeship program sponsor and together, they expand the participant's career pathway opportunities with industry-based training coupled with classroom instruction. Pre-apprenticeship programs are intended to explore occupational opportunities while bridging the gap of an individual's basic skills (including English language learners) leading up to an opportunity to enter an apprentice occupation.

**Internships and paid/unpaid work experience:** Internships may be either paid or unpaid and provide a learning experience where the individual works on real job tasks. They are often of short duration and an individual may move around within an organization trying different tasks.

**Incumbent worker training:** Incumbent worker is designed to meet the special requirements of an employer (including a group of employers) to retain a skilled workforce or avert the need to lay off employees by assisting the workers in obtaining the skills necessary to retain employment. In accordance with WIOA, the employer or group of employers must pay for a significant share of the cost of the training.

**Customized training:** Customized training is designed to meet the special requirements of an employer or group of employers, conducted with a commitment by the employer to employ all individuals upon successful completion of training. The employer must pay for a significant share of the cost of the training.

**Transitional jobs:** Transitional jobs are time-limited work experiences that are subsidized for individuals with barriers to employment who are chronically unemployed or have an inconsistent work history. These jobs may be in the public, private, or non-profit sectors. Transitional jobs can be effective solutions for individuals to gain necessary work experience that they would otherwise not be able to get through training or an OJT contract.

**Job shadowing:** Job shadowing is an initial experience where the individual follows a regular employee through a day to gather information on the job and the work setting. It is typically unpaid and is a good way to expose individuals including youth to various occupations.

**Youth mentoring:** Youth mentoring, as defined in WIOA, must last at least 12 months and defines the mentoring relationship. It must be provided by an adult other than the WIOA youth participant's assigned case manager since mentoring is above and beyond typical case management services. Mentoring may take many forms, but at a minimum must include a youth participant matched with an individual adult mentor other than the participant's case manager.

**Mentoring:** Mentoring is a more complex relationship between an individual and an experienced employee. The mentor observes the mentee's performance and will routinely comment on it and make suggestions, teach, or give constructive feedback.

<b>Training Agreement/Plan Work-based Learning</b>			
<b>Job Description:</b>			
<b>Course(s) for Related Instruction</b>			
<b>Assessments:</b>			
<b>Safety Requirements/Courses or Certifications:</b>			
<b>Federal and State Labor Regulations:</b>			
<b>Student Responsibilities</b>			
Item:	Parameters/Notes:		
Attendance			
Rules of worksite			
Grade performance			
Safety issues			
Productivity issues			
Dress codes			
Drug free-issues and penalties			
Hours to work			
<b>Parent/guardian responsibilities</b> <i>(secondary students only)</i>			
Item	YES	NO	Notes:
Parents to have interview?			
Parents to have orientation?			
<b>Other:</b>			

<b>Business Partners Responsibilities</b>			
<b>Item</b>	<b>Yes</b>	<b>No</b>	<b>Notes</b>
Provide mentoring to Students?			
Provide specialized training to student?			
Provide compensation to the student?			
Provide Postsecondary tuition/other?			
Intent to offer employment upon completion?			
Complying with Safety Laws? (be specific)			
<b>Other</b>			
<b>Educational Institutions Responsibilities</b>			
<b>Item</b>	<b>Yes</b>	<b>No</b>	<b>Notes</b>
Authority to withdraw student?			
Provide guidance services?			
Provide academic/worksite monitoring? Evaluation?			
Provide changes to the curriculum? <i>Specify.</i>			
Provide professional development for different teaching methodology? <i>Specify.</i>			
<b>Other</b>			
<b>Financials Issues/Criteria</b>			
<i>Wage Parameters:</i>			
Full-Time?		Part-time?	
<i>GPA Requirement</i>			
Reimbursement of expenses?			
Forfeiting of funds if student quits?			
<b>Other:</b>			

<b>Recruitment Plans</b>			
<b>Item</b>	<b>Yes</b>	<b>No</b>	<b>Specifics:</b>
<b>Pre-screening criteria for internships?</b>			
<b>Application process?</b>			
<b>Interview applicants by employer?</b>			
<b>Outline of selection process:</b>			
<b>Orientation</b>			
<b>Item</b>	<b>Yes</b>	<b>No</b>	<b>Specifics:</b>
<b>Student Orientation?</b>			
<b>Worksite Orientation for Student?</b>			
<b>Program orientation?</b>			
<b>Other:</b>			
<b>Selection of Worksite Trainers</b>			
<b>Item</b>	<b>Yes</b>	<b>No</b>	<b>Specifics:</b>
<b>Outline Process for Selection of Worksite Trainers:</b>			
<b>Worksite Training for worksite mentor/trainer?</b>			
<b>Other:</b>			



## DETERMINING THE RIGHT APPRENTICESHIP MODEL AND PROGRAM DESIGN

Apprenticeship programs can be customized to meet both the needs of the business and the apprentices. Flexibility in the apprenticeship model is a key component to its success. Your state apprenticeship representative can provide assistance in determining the right apprenticeship model, and how to customize apprenticeship programs to fit for each industry and employer. While the information in this section is provided to further the understanding of the apprenticeship model, contact the apprenticeship representative in your state for assistance (<http://www.doleta.gov/oa/contactlist.cfm>).

**DEVELOPING THE APPRENTICESHIP PROGRAM:** Your state apprenticeship representative can work with the partners to design all aspects of the apprenticeship program. The following questions can be used as a guide to help the partners start to think about developing the apprenticeship.

PROGRAM DESIGN: Apprenticeship		
<b>Targeted Occupation:</b>		
<b>1. Will the apprenticeship program be used with a single employer or multiple employers within the industry sector?</b>	<b>Single Employer (List)</b>	<b>Multiple Employers (List)</b>
<b>Three Types Of Program Design For Apprenticeships</b>		
<b>2. What type of apprenticeship program design will best meet the needs of the employer and apprentices?</b>		
<b>✓ Time-based Programs.</b> Apprentices complete a required number of hours in on-the-job training and related instruction.	<b>✓ Competency-based Programs.</b> Apprentices progress at their own pace. They demonstrate competency in skills and knowledge through proficiency tests, but are not required to complete a specific number of hours.	<b>✓ Hybrid Approach.</b> Through a hybrid of time-based and competency-based models, apprentices have a minimum and maximum range of hours based on the successful demonstration of identified and measured competencies
<b>Common Models Used For Apprenticeship Programs</b>		
<b>3. What apprenticeship model will be used for the program?</b>	<b>✓</b>	
<b>a. Traditional Apprenticeship Model.</b> Apprentices receive both related instruction and OJT concurrently throughout the program.		
<b>b. Front-loaded Apprenticeship Model.</b> Apprentices complete some related instruction or classes before starting on the job, in order to learn critical skills needed the first day at the job site. The related instruction may be provided by the employer or a partner, such as a community college.		
<b>c. Segmented Apprenticeship Model.</b> Apprentices alternate between related instruction and OJT. The program design and model selected will be driven by many factors, including the industry and occupation, the skills needed by apprentices, and the employer's work processes.		
<b>4. Will it include a pre-apprenticeship to Registered Apprenticeship Model?</b> Pre-apprenticeship programs provide basic skills training, work readiness, and other foundational skills to prepare youth or adult workers to succeed in Registered Apprenticeship programs. Pre-apprenticeship programs have formal partnerships with one or more Registered Apprenticeship programs. Participants begin a Registered Apprenticeship program once they have met the basic qualifications for entry into the apprenticeship.		
<b>5. What will be the duration of the apprenticeship?</b>		

## Resources WBL/North Carolina:

### EMPLOYERS

- *NC 2014 Employer Needs Survey*;  
<https://www.nccommerce.com/Portals/11/Documents/Commission/2014%20Employer%20Needs%20Survey.pdf>
- *Employer Engagement Toolkit: From Placement to Partners*;  
<http://www.jff.org/publications/employer-engagement-toolkit-placement-partners>

### CAREER PATHWAYS

- *NC Career Cluster Guide*: [http://www.nccommunitycolleges.edu/sites/default/files/pa-news-files/2015\\_nc\\_career\\_clusters\\_guide\\_web\\_0.pdf](http://www.nccommunitycolleges.edu/sites/default/files/pa-news-files/2015_nc_career_clusters_guide_web_0.pdf)
- “*Career Pathways Toolkit: A Guide for System Development.*”; <https://blog.dol.gov/2015/09/03/building-better-career-pathways/>

### WORK-BASED LEARNING

- *North Carolina Department of Public Instruction*: <http://www.ncpublicschools.org/cte/curriculum/work-based/>
- *The Power of Work-based Learning*;  
[http://digital.graphcompubs.com/publication/?i=238464#{"issue\\_id":238464,"page":14}](http://digital.graphcompubs.com/publication/?i=238464#{)
- *Work and Learn in Action (Models)*; <http://www.nationalnetwork.org/walguidebook.pdf>
- *Curriculum Procedures Reference Manual Section 20 Work-Based Learning – NC Community Colleges*;  
[http://www.nccommunitycolleges.edu/sites/default/files/academic-programs/crpm/attachments/section20\\_21oct2015\\_work\\_based\\_learning\\_cprm.pdf](http://www.nccommunitycolleges.edu/sites/default/files/academic-programs/crpm/attachments/section20_21oct2015_work_based_learning_cprm.pdf)

### APPRENTICESHIPS

- *North Carolina*: <http://www.nccommerce.com/wf/job-seekers/apprenticeships>
- *A Quick Start Toolkit: Building Registered Apprenticeship Programs*;  
<http://www.dol.gov/featured/apprenticeship>
- *A Shared Vision for Increasing Opportunity, Innovation, and Competitiveness for American Workers and Employers*; <https://21stcenturyapprenticeship.workforce3one.org/view/2001318355886443925/info>
- *Registered Apprenticeship Portal*; <https://21stcenturyapprenticeship.workforce3one.org/>
- *Apprenticeship Case Studies*; [http://www.doleta.gov/oa/new\\_sstories.cfm#CaseStudies](http://www.doleta.gov/oa/new_sstories.cfm#CaseStudies); *Success Stories*:  
[http://www.doleta.gov/oa/new\\_sstories.cfm#featured](http://www.doleta.gov/oa/new_sstories.cfm#featured)
- *The Federal Resources Playbook for Registered Apprenticeships (\$\$)*:  
<http://www.doleta.gov/oa/federalresources/playbook.pdf>
- *Apprenticeship Boilerplates*; Boilerplates are templates that an organization can use and customize to develop their National Guidelines for Apprenticeship Standards, National Program Standards or local Apprenticeship Program Standards. The templates contain the required elements that an organization must include in their program's standards of apprenticeship. <http://www.doleta.gov/oa/boilerplates.cfm>
- *Employer's Playbook for Building an Apprenticeship Program*;  
<http://www.doleta.gov/oa/employers/playbook.pdf>