

**RISE DRAFT Career Pathways Core Elements and Possibilities for Workforce Program Support**

Elements and Tasks	WIA Adult and Dislocated Worker Programs	Registered Apprenticeship and Pre-Apprent. Programs <sup>1</sup>
<p><b>INDUSTRY ENGAGEMENT</b></p> <p>Staff work with industry to ensure that:</p> <ul style="list-style-type: none"> <li>• Employers help develop and support pathways</li> <li>• Workplaces either have pathways or agree to try to create ones</li> <li>• Organized labor is involved where it has regional presence</li> <li>• Businesses recruit and commit to hire, retain or advance workers</li> <li>• Employers actively support worker pathways participation</li> </ul>	<p><b>Yes</b>, both state WIA funds and local formula funds. Most WIBs have business liaison positions within each One-Stop, and have elevated the role of businesses engagement in the system.</p> <p><b>State examples:</b> Oregon, Kentucky</p> <p><b>Local examples:</b> Portland, OR; Lakeland, OH; Elizabethtown, KY; Delta Region, AR</p>	<p><b>Yes</b>, Apprenticeship staff (federal staff in 25 states and state staff in 25 states) do work with employers, employer associations, labor management, and labor management organizations to develop apprenticeship programs.</p>
<p><b>INSTRUCTIONAL DESIGN</b></p>		
<ul style="list-style-type: none"> <li>• Identify employers needing skilled workers and offering good employment opportunities</li> </ul>	<p><b>Yes</b>. In order to strategically target limited resources, some WIBs have developed tools to assess employment opportunities offered by individual employers.</p> <p><b>Local examples:</b> Jacksonville WIB</p>	<p><b>Yes</b>, staff continuously engage in outreach to employers about developing apprenticeship programs.</p>
<ul style="list-style-type: none"> <li>• Create curriculum modules linked to recognized credentials</li> </ul>	<p>Generally, WIA local formula funds cannot be used for creating curriculum (however, local formula funds can be used for customized training, which may include the development of specific training curriculum “customized” to the particular skill needs of a specific employer or group of employers). Under WIA, most training services are provided through Individual Training Accounts (ITAs).</p>	<p>Apprenticeship staff work with employers and training providers to define competencies for a Registered Apprenticeship or Pre-Apprenticeship program, but federal funds are not typically available through the U.S. Department of Labor to support the development of curriculum. Funds may come from the training provider or state or foundation grants.</p>
<ul style="list-style-type: none"> <li>• Articulate steps in pathway to lead to Tech. Diploma or Applied Assoc. Deg</li> </ul>	<p>N/A</p>	<p><b>Yes</b>, Apprenticeship staff can work to articulate steps within the Apprenticeship pathway.</p>
<ul style="list-style-type: none"> <li>• Engage employers in defining curriculum competencies</li> </ul>	<p><b>Yes</b></p> <p><b>Local example:</b> Green Bay, WI</p>	<p><b>Yes</b></p>
<ul style="list-style-type: none"> <li>• Create hands-on learning opportunities.</li> </ul>	<p><b>Yes</b></p>	<p><b>Yes</b>, a core component of an Apprenticeship program is On-the-Job training. These activities can be funded by the Sponsor or WIA.</p>
<ul style="list-style-type: none"> <li>• Award credit for work experience</li> </ul>	<p>N/A</p>	<p><b>Yes</b>, National Apprenticeship system encourages Registered Apprenticeship program sponsors to recognize an apprentice’s previous work experience and grant advanced credit or standing.</p>
<ul style="list-style-type: none"> <li>• Create pathway “Road Maps”</li> </ul>	<p><b>Yes</b></p>	<p><b>Yes</b>, Apprenticeship staff can work with employers to articulate steps within the Apprenticeship pathway.</p>

<sup>1</sup> Registered Apprenticeship is in itself a pathway program. Federal Registered Apprenticeship funds are reserved for federal Apprenticeship staff who work with employers to develop and register Apprenticeship programs. Funding for services such as training and case management can come from Apprenticeship Sponsors, WIA, foundation funds or dedicated State funds.

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	<b>State example:</b> New York used state discretionary money to help local areas develop pathway roadmaps.	
<ul style="list-style-type: none"> <li>• Create Adult Ed/ESL bridge prgm.</li> </ul>	<i>Seeking clarification of policy here</i>	Apprenticeship staff work with employers and training providers to define competencies for a Pre-Apprenticeship program that will be a bridge to a Registered Apprenticeship program. Funds to develop these Pre-Apprenticeship programs may come from the Sponsor, training provider, or state or foundation grants.
<b>PATHWAY SUPPORT FOR LIFE LONG LEARNING</b>		
<ul style="list-style-type: none"> <li>• Career planning and assessment</li> </ul>	<b>Yes</b>	No, these activities are funded through other sources.
<ul style="list-style-type: none"> <li>• Support services:</li> </ul>	<b>Local example:</b> Portland, OR <b>Yes</b> , local formula funds can pay for supportive services including transportation, child care, dependent care, housing and needs-related payments to enable eligible individuals to participate in program activities. Local boards are required to develop policies to address coordination with other entities and ensure non-duplication.	No, these activities are funded through other sources.
<ul style="list-style-type: none"> <li>- Case management, coaching and mentoring</li> </ul>	<b>Yes</b> , local formula funds (includes ongoing follow-up services).	Case management activities are funded through other sources. Mentoring is a critical, required component of Registered Apprenticeship.
<ul style="list-style-type: none"> <li>- Child care</li> </ul>	<b>Yes</b>	No
<ul style="list-style-type: none"> <li>- Transportation*</li> </ul>	<b>Yes</b>	No
<ul style="list-style-type: none"> <li>- Financial aid</li> </ul>	WIA local funds can help customers apply for financial aid and can fund training when eligible individuals are unable to obtain other grant assistance, or need assistance beyond what is available through other grants, such as Pell. The primary vehicle for financial aid for training is through Individual Training Accounts (ITAs).  <b>Local example:</b> Elizabethtown, KY	Training is a key component of Apprenticeship programs, which can be funded by the Apprenticeship sponsor, WIA funds, or by individuals.
<ul style="list-style-type: none"> <li>- Job placement</li> </ul>	<b>Yes</b>	When an individual becomes a registered apprentice, he/she is employed.
<ul style="list-style-type: none"> <li>• Soft skills</li> </ul>	<b>Yes</b> , local funds (counts as an intensive service).	Soft skills are part of Pre-Apprenticeship programs. Apprenticeship sponsors work with related training institutions to develop these programs, which can be funded by the Apprenticeship sponsor, WIA funds, or by individuals.
<ul style="list-style-type: none"> <li>• Employer support for lifelong learning and advancement opportunities</li> </ul>	<b>Yes</b>	Apprenticeship staff can work with employers to develop these opportunities.
<ul style="list-style-type: none"> <li>• Education and trg. operating costs not otherwise covered*</li> </ul>	WIA local funds can provide support for customized training, and On-the-Job (OJT) training for eligible adults and dislocated workers.  WIA state discretionary funds can support incumbent worker training. States can also apply for waivers to allow local areas to use a percentage of their funding in the same manner as state discretionary funding, in order to support incumbent worker training projects at the local level.  <b>State examples:</b> Ohio, Texas, Illinois.	

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	<p>WIA Dislocated Worker National Reserve funds support planning for incumbent worker training (although funding for the training must come from another source).</p> <p><b>State example:</b> Ohio</p> <p>WIA incentive funds can support start up costs for career pathway programs.</p> <p><b>State example:</b> Oregon</p> <p>WIA local funds can support elements of bridge programs.</p> <ul style="list-style-type: none"> <li>• ITAs for eligible individuals (Adult Basic Education and ESL are allowable training activities when combined with other types of occupational training).</li> <li>• Provision of pre-vocational services, as an intensive service. Intensive services can be provided through contracts.</li> </ul>	
<i>POLICY HIGHLIGHTS</i>	<ul style="list-style-type: none"> <li>• Waivers to allow local areas to use formula funds in the same manner as state discretionary funds.</li> <li>• Aligning ITA policies across local areas and ensuring that if ITAs are capped, they are capped at a level sufficient to support training for the pathway.</li> <li>• Focusing counseling and case management on longer-term success and employment leading to self-sufficiency. For example, Portland uses a tool called the “Prosperity Planner”.</li> <li>• Ensuring pathway programs are on the Eligible Training Provider (ETPL) list.</li> <li>• Stationing WIA counselors at the workplace. For example, in Elizabethtown, KY WIA counselors provide core services to all hospital employees at the worksite.</li> </ul>	
<b>SYSTEMS AND PARTNERSHIPS</b>		
<p>Leadership and partnerships are critical to building Career Pathway programs. In Arkansas, state and local partners meet every month at a different community college around the state where a Career Pathway initiative is located. Local case managers are invited to these meetings, which have been an effective way of generating ongoing support and deepening partnerships at the local level.</p> <p>US DOL discretionary funds have funded staff positions for system building and partnership development. WIA state discretionary funds can provide incentive grants to local areas for regional cooperation among local boards.</p>		

\*These elements are not part of the draft RISE Career Pathways definition. Education and training costs not otherwise covered are operational costs not covered by base funding for an existing program, such as the cost of faculty release time for team teaching, the cost of creating new sections of programs with waiting lists (e.g. adult ed/ESL, nursing pgms.).