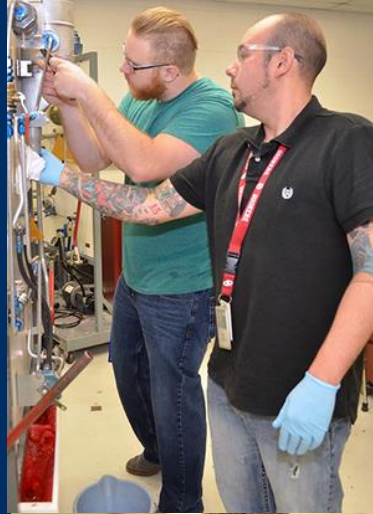


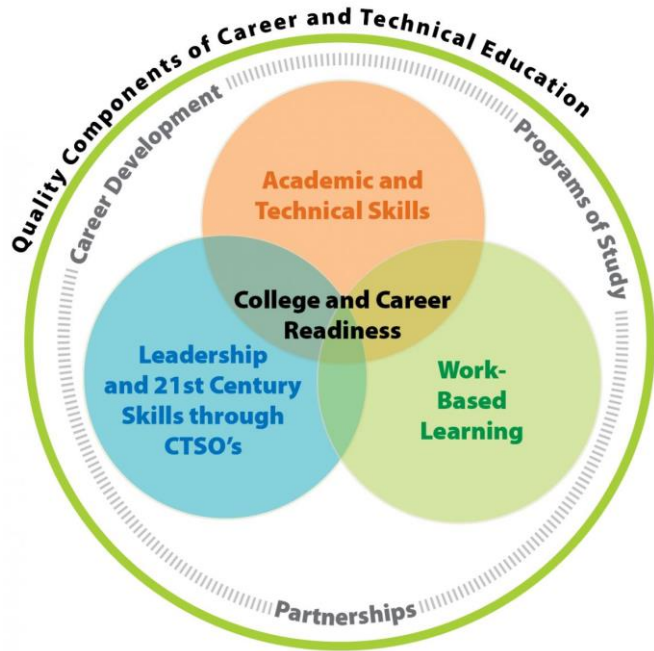
# Work-Based Learning & Apprenticeships

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CIESC –  
Indiana Career Collaboration

February 28<sup>th</sup>, 2023





# AGENDA

- Work-Based Learning Overview
- Apprenticeships 101
- Apprenticeship Opportunities in High School

LET'S GET STARTED

# Career Pathways

## CAREER EXPLORATION

Students discover their interests, abilities and career values while exploring various career pathways. Students finding their passion early are more equipped to take full advantage of the Career Preparation phase and the Next Level Programs of Study.

### Available Resources:

- Middle School CTE courses
- Introductory courses
- Indiana Career Explorer
- *Preparing for College and Careers* CTE course

## CAREER EXPLORATION

Grades 6-10

*The More You Learn,  
THE MORE CREDENTIALS AND DEGREES YOU EARN*

## CAREER PREPARATION

Students develop the skills necessary to advance in their chosen pathway by enrolling in and eventually completing a Next Level Program of Study. Completing a program of study allows students to graduate as a CTE concentrator and be equipped for postsecondary education and career success.

### Available Resources:

- Next Level Programs of Study Course Sequence
- Work-based Learning
- Learn More Indiana
- Career and Technical Student Organizations (CTSOs)

## CAREER PREPARATION

Grades 11-12

## CAREER TRAINING

Students continue their postsecondary education and training to earn an Associate or Bachelor's degree or through an Apprenticeship program. Students may enter this phase immediately after high school, or choose to return from the workforce in order to move up in their chosen career path or to pursue an advanced skill position.

## CAREER TRAINING

Postsecondary

STACKABLE CREDENTIALS

ASSOCIATE DEGREES - AA / AAS

LOW SKILLED JOBS

SEMI-SKILLED JOBS

MIDDLE SKILLED JOBS

ADVANCED SKILLED JOBS

# Career Relevant Learning

- Career Relevant Learning Opportunities include the universe of business and career connected experiences and opportunities that allow K-12 and postsecondary students to engage in meaningful conversations around careers and the world of work and to develop career readiness competencies (employability skills)

# Career Relevant Learning

- **EXPLORATION:** Build awareness of careers and explore postsecondary and career options for the purpose of motivating students and to inform their decision making in high school.
- **ENGAGEMENT:** Apply learning through practical experiences that develop knowledge and skills necessary for success in careers and postsecondary transition
- **EXPERIENCE:** Train for employment and/or postsecondary education in a specific range of occupations. Internships and apprenticeships are the most common examples of this level.

# Work-Based Learning

**Sustained interactions** between participants and professionals in real or simulated workplace settings that foster in-depth, firsthand experiences with the tasks required in a given career field, **aligned and evaluated** with course/training competencies, while offering participants the opportunity to earn **intentional career outcomes**.

- Sustained interactions = 75+ hours in a single placement, networking opportunities
- Aligned and evaluated = Training plan aligned to student's pathway
- Intentional career outcomes include pathway aligned occupational-specific skills, postsecondary credit attainment, credentials, and financial compensation

# Exploration

Opportunity	Description	Characteristics	Specifications
<b>Career Days &amp; Fairs</b>	<ul style="list-style-type: none"> <li>Examples: Indiana Manufacturing Day, Field trips to specific sector occupations, &amp; Foundational SAE</li> </ul>	<ul style="list-style-type: none"> <li>locally driven</li> <li>invited to classroom -enhances employer engagement</li> </ul>	<ul style="list-style-type: none"> <li>Grades K-12</li> </ul>
<b>Clubs</b>	<ul style="list-style-type: none"> <li>Examples: Robotics, Ag. garden projects -marketing clubs, 4-H Architecture, Construction, and Engineering Mentors (ACE)</li> </ul>	<ul style="list-style-type: none"> <li>Driven by student interest</li> <li>Teacher supported</li> <li>during school or after school</li> </ul>	<ul style="list-style-type: none"> <li>Grades K-12</li> </ul>
<b>Career Simulation</b>	<ul style="list-style-type: none"> <li>Examples: <a href="#">Junior Achievement</a>, BizTown, Foundational SAE</li> </ul>	<ul style="list-style-type: none"> <li>Students participate in activities that mirror tasks carried out by professionals in those careers</li> </ul>	<ul style="list-style-type: none"> <li>Grades K-12</li> </ul>
<b>JA Jobspark</b>	<ul style="list-style-type: none"> <li>Provide a "hands-on" career exploration experience for students</li> </ul>	<ul style="list-style-type: none"> <li>Follows career curriculum at the elementary level</li> </ul>	<ul style="list-style-type: none"> <li>Grade 8</li> </ul>
<b>Indiana Career Explorer</b>	<ul style="list-style-type: none"> <li>Online career exploration tool</li> </ul>	<ul style="list-style-type: none"> <li>Should not be used as a "one and done" experience -To be effective, it must be connected to other learning and have relevance for the student outside of the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Grades 6-10</li> </ul>
<b>Informational Interviews</b>	<ul style="list-style-type: none"> <li>For students to learn about careers and practice interview skills</li> </ul>	<ul style="list-style-type: none"> <li>Teacher instructs students to prepare questions to ask, how to dress, nonverbal cues, etc.</li> <li>Student prepares &amp; receives immediate feedback from the interviewer upon completion of the interview and can talk informally with the person about their career.</li> </ul>	<ul style="list-style-type: none"> <li>Grades 6-10</li> </ul>

# Engagement

Opportunity	Description	Characteristics	Specifications
<b>Interactive &amp; Hands-On Experiences</b>	<ul style="list-style-type: none"> <li>For students to “try on” various careers by engaging in example tasks</li> <li>Example: Foundational SAE</li> </ul>	<ul style="list-style-type: none"> <li>Students participate in on-site industry/career field trip that offers opportunities for interactive or hands-on experiences to develop a new skill</li> </ul>	<ul style="list-style-type: none"> <li>Grades 6-10</li> </ul>
<b>Job Shadowing</b>	<ul style="list-style-type: none"> <li>For students to experience the day-to-day responsibilities of a given job</li> </ul>	<ul style="list-style-type: none"> <li>Meaningful experience that provides continued opportunity to student to witness day to day responsibilities of the given job</li> <li>Usually 3 hours-1 day</li> </ul>	<ul style="list-style-type: none"> <li>Grades 7-12</li> </ul>
<b>CTE Student Organization (CTSO)</b>	<ul style="list-style-type: none"> <li>Examples: FFA, BPA, DECA, FBLA, HOSA, FCCLA, Educators Rising, Skill USA, &amp; TSA</li> </ul>	<ul style="list-style-type: none"> <li>takes place in class or after school</li> <li>aligned to CTE programs of study</li> <li>often involves competition that are project or <u>skills-based</u></li> <li>offers recognition of student skills</li> <li>networking opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Grades 9-12</li> </ul>
<b>Micro-Internships</b>	<ul style="list-style-type: none"> <li>Two-week internship at local engineering firm during fall break (8 hours per day)</li> <li>Summer internship at a local tech company's the IT helpdesk</li> </ul>	<ul style="list-style-type: none"> <li>students working onsite at employer <u>workplace</u></li> <li>not always tied to course standards</li> <li>two to eight weeks in length</li> <li>mentoring from workplace practitioners</li> <li>paid or unpaid</li> </ul>	<ul style="list-style-type: none"> <li>Grades 10-12</li> </ul>
<b>Industry Developed Team Challenge PBL</b>	<ul style="list-style-type: none"> <li>Career Preparation activity where small groups of students (four to six per team) are engaged in solving a problem or a challenge issued by an employer</li> </ul>	<ul style="list-style-type: none"> <li>structured using effective project-based learning <u>approaches</u></li> <li>authentic problem or issue faced by <u>employer</u></li> <li>culminates with student presentation of solution(s) to a panel of <u>employers</u></li> <li>often structured as an interdisciplinary unit</li> </ul>	<ul style="list-style-type: none"> <li>Grades 9-12</li> </ul>
<b>School-Based Enterprises</b>	<ul style="list-style-type: none"> <li>Examples: Owl Manufacturing, School Book Store</li> </ul>	<ul style="list-style-type: none"> <li>Student-led</li> <li>centers on student provided goods or services to meet the needs of the local community</li> <li>Interaction with customers and/or clients</li> <li>Ongoing training provided by teacher to meet business needs</li> </ul>	<ul style="list-style-type: none"> <li>Grades 9-12</li> <li>Grad Pathway: Employability Skills</li> </ul>
<b>Employability Skills Coop</b>	<ul style="list-style-type: none"> <li>Cooperative Education</li> <li>Part-Time Job</li> </ul>	<ul style="list-style-type: none"> <li>No required prerequisite</li> <li>Focused on developing employability skills and helping student transition to postsecondary.</li> <li>Requires 15 <u>hrs/wk</u> OJT and 5 <u>hrs</u> of <u>school based</u> class.</li> <li>May be aligned to student's career interests/pathways but not required</li> </ul>	<ul style="list-style-type: none"> <li>Grades 11-12</li> <li>Compensation: both</li> <li>State CTE Funding:</li> <li>Training Plan: Yes</li> </ul>



# Experience

Opportunity	Description	Characteristics	Specifications
<b>Workplace Simulation (SBE)</b>	<ul style="list-style-type: none"> <li>Examples: Bernie's Place, Cosmetology Salon, &amp; Eagle Manufacturing</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Student-led job titles and roles and responsibilities</li> <li>Offered in lieu of employer worksite placement.</li> <li>centers on student provided goods or services to meet the needs of the local community</li> <li>Interaction with (paying) customers and/or clients</li> <li>Generally connected to CTE Program of Study</li> <li>Training plan that details competencies</li> <li>Includes employer or industry mentoring or networking.</li> </ul>	<ul style="list-style-type: none"> <li>Grade 10-12</li> <li>Related Instruction: Yes</li> <li>State CTE Funding:</li> <li>Training Plan: Yes</li> <li>Grad Pathway: Employability Skills</li> <li>Dual Credit: Through Class</li> </ul>
<b>Internship: Academic/ Exploratory</b>	<ul style="list-style-type: none"> <li>Career Exploration Internship (0530)</li> <li>Cadet Teaching</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Provides workplace learning in broad aspects of an industry aligned to student's interests.</li> <li>Students generally rotate through a variety of work sites or departments</li> <li>Students participate in regularly scheduled meetings or seminars with teachers to connect work experiences to academic learning</li> <li>The meaningfulness of tasks/responsibilities may vary.</li> <li>No CTE prerequisites</li> </ul>	<ul style="list-style-type: none"> <li>Grades 10-12</li> <li>Hours: Course Requirements</li> <li>Compensation: Both</li> <li>Related Instruction: No</li> <li>State CTE Funding: No</li> <li>Training Plan: Recommended</li> <li>Grad Pathway: Employability Skills</li> <li>Dual Credit: No</li> </ul>
<b>Internship: Technical/ Skill Development</b>	<ul style="list-style-type: none"> <li>WBL Capstone (5974)</li> <li>NLPS Capstone Course</li> <li>Clinicals</li> <li>Practicums</li> <li><b>Counts as a DOE Level 2 WBL Experience</b></li> </ul>	<ul style="list-style-type: none"> <li>Aligned to CTE program of study and Career Pathway</li> <li>May be a standalone experience or embedded within a CTE course (generally paid).</li> <li>Students completing meaningful/productive work at an employer worksite at a mentor.</li> <li>Serves as an extension of the classroom and provides the opportunity to apply classroom learning.</li> <li>Hours may be required for ind recognized certification/license.</li> </ul>	<ul style="list-style-type: none"> <li>Grades 10-12</li> <li>Hours: 85hr/credit</li> <li>Compensation: Both</li> <li>Related Instruction: CTE Course</li> <li>State CTE Funding: Yes</li> <li>Training Plan: Yes</li> <li>Grad Pathway: Employability Skills</li> <li>Dual Credit: Typically</li> </ul>

# Experience Continued

Opportunity	Description	Characteristics	Specifications
<b>Youth Apprenticeships:</b>	<ul style="list-style-type: none"> <li>• IKORCC Construction</li> <li>• Modern Apprenticeship</li> <li>• K-12 SEALS</li> <li>• <b>Counts as a DOE Level 3 WBL Experience</b></li> </ul>	<ul style="list-style-type: none"> <li>• Aligned to CTE program of study and Career Pathway</li> <li>• May be a standalone experience or embedded within a CTE course (generally paid).</li> <li>• Students completing meaningful/productive work at an employer worksite at a mentor.</li> <li>• Serves as an extension of the classroom and provides the opportunity to apply classroom learning.</li> <li>• Hours may be required for industry recognized certification or license.</li> <li>• Includes pre-apprenticeship programs with an articulation agreement to registered apprenticeship.</li> <li>• Resume Building</li> </ul>	<ul style="list-style-type: none"> <li>• Grades 11-12</li> <li>• Hours: Minimum 900hr - 2-years</li> <li>• Compensation: Paid</li> <li>• Related Instruction: Instructor, Employer, Post-Secondary Partner</li> <li>• State CTE Funding: Yes</li> <li>• Training Plan: Yes</li> <li>• Grad Pathway: Postsecondary Ready Comp</li> <li>• Dual Credit: Yes</li> </ul>
<b>Apprenticeship: Registered Apprenticeship for Youth</b>	<ul style="list-style-type: none"> <li>• Registered Apprenticeship Opportunities for Youth</li> <li>• ABC Electrical Internship – Prosser</li> <li>• <b>Counts as a DOE Level 4 WBL Experience</b></li> </ul>	<ul style="list-style-type: none"> <li>• Registered with the U.S. Department of Labor.</li> <li>• Must be age 16-24</li> <li>• Paid with increasing wages.</li> <li>• Generally, a minimum 2000 hours of <u>On the Job</u> Training under a trained mentor/ supervisor</li> <li>• A minimum of 144 hours of Related Training and Instruction</li> <li>• Should include college credit where applicable.</li> <li>• Results in a nationally recognized credential that counts toward WIOA Credential Attainment Rate.</li> </ul>	<ul style="list-style-type: none"> <li>• Grades 11-12</li> <li>• Hours: Apprenticeship Guidelines</li> <li>• Compensation: Paid</li> <li>• Related Instruction: Instructor, Employer, Post-Secondary Partner</li> <li>• State CTE Funding: Yes</li> <li>• Training Plan: Yes</li> <li>• Grad Pathway: Postsecondary Ready Comp</li> <li>• Dual Credit: Yes</li> </ul>

# CRLO/WBL Goals

- Explore and Engage activities are closely related to career advising/coaching that should be a part of every student's high school experience.
  - **Each NLPS Course** should include **Engage** level activities for **all students**.
- Schools are encouraged to have as many students as possible to complete Experience level WBL Opportunities.
  - A good target is to have **25-30%** of students who earn concentrator status participate in a WBL experience.

# Office of Work-Based Learning and Apprenticeship



Jason Graves Senior  
Director

# Office of Workforce Solutions and Engagement

1



Office of  
Work-Based Learning  
And Apprenticeship  
Jason Graves

Employer Engagement  
Bryon Silk

2



Workforce  
Education  
and Training  
Beth Meguschar

3



Serve Indiana  
Open

4



# Office of Workforce Solutions and Engagement

Has...

## Expertise With:

Business/Workforce Development  
Business and Regional Data Analytics  
Industry Certifications / Credentials  
Career Exploration and Coaching  
Partnership (P3) Development  
Community Engagement  
U.S. DOL Rules / Restrictions  
Education and Training Curriculum  
Post-Secondary Education Options  
Industry Human Resources Support

## Current Partnerships With:

U.S. Department of Labor  
Multiple Universities / Colleges  
Indiana Economic Development Corporation  
Indiana DOE  
Indiana DOC  
State Board of Education  
Multiple Chambers of Commerce  
Markle Foundation - Skillful Indiana  
Regional WDBs  
Multiple Sector Associations / Partnerships

## Business Tools For:

- Recruitment
- Retention through a culture of professionalism and continuous development that provides economic mobility
- Sustainable pipelines of highly-skilled talent with the education, skills, and certifications that employers value
- Reduction of net cost for training and production

# Comprehensive Programs

## Three Types

RAP

U.S. DOL  
REGISTERED  
APPRENTICESHIP

PRE

CERTIFIED  
PRE-  
APPRENTICESHIP

SEAL

STATE  
CERTIFIED



# Questions and Myths

- Q. Apprenticeship is an alternative to college.
- A. 1/3 of apprentices complete an Associates of Science Degree and many others receive Technical Certificates worth college credit.
- Q. Apprenticeship is only for trades.
- A. Healthcare, IT and Education are the fastest rising occupations for registered apprenticeship.
- Q. Apprenticeships are only for Unions.
- A. Majority of apprenticeships are not union based.
- Q. Apprenticeship is just the latest hot education term.
- A. Apprenticeship began in the middle ages and has been used successfully as a system for training for hundreds of years.





# What is Registered Apprenticeship?



Employer  
Involvement



Structured  
On-the-Job  
Learning



Related  
Training and  
Instruction



Rewards for  
Skill Gains



National  
Occupational  
Credential

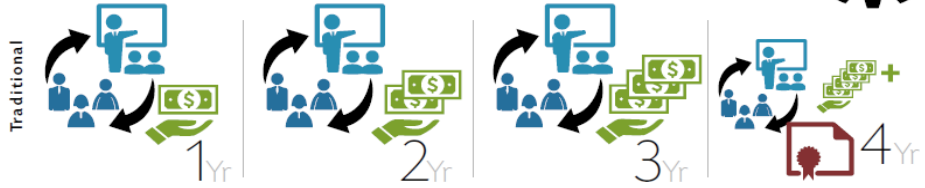
Five Core Components of  
Registered Apprenticeship

# Training Provider

## 80/20 SPLIT

- Community Colleges
- Universities
- Private Training Company
- Union
- Online School
- Employer
- Combination
- High School/Career Center
- Should be on ETPL/INtraining

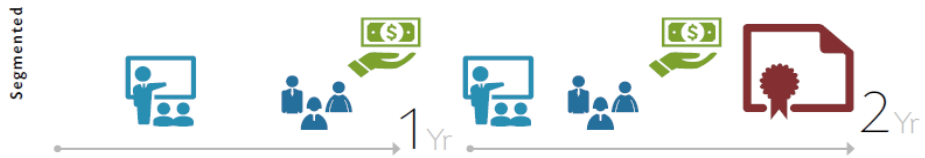
### Apprenticeship Models



Example shows a four-year program; however, program length varies and is driven by industry needs.



Example shows a program with diminishing time spent in related classroom instruction; however, all related instruction could occur at the beginning of program.



Example shows a one-year program spread out over two years with related instruction segmented between periods of on-the-job training.

#### Key



Related Instruction



On-the-Job Training



Rewards for Skill Gains



National Credential



Business Involvement

Technically not an apprentice until employed.

# On-The-Job Training

## Competencies

- Identify clear competencies and skills that improve performance.
- Use some national examples for consistency and recruitment.
- **Aligning learning and training to maximize outcomes.**

Employer maintain accurate records of:

- Apprentice Progression
- Application/Interview Notes/671  
Apprentice Training Agreement
- Tracks completion of Work Process
- Reports Apprentices beginning,  
progress and completion to Intermediary



# On-The-Job Training

## Work Process Schedule

Tool Designer

**Job Description:** Perform engineering duties in planning and designing tools, engines, machines, and other mechanically functioning equipment. Oversee installation, operation, maintenance, and repair of equipment such as centralized heat, gas, water, and steam systems.

**RAPIDS Code:** 0580CB

**O\*NET Code:** 17-2141.00

**Estimated Program Length:** 4 Years

**Apprenticeship Type:**  Competency-Based  Time-Based  Hybrid

## Suggested On-the-Job Learning Outline

Review technical documents to plan work.

Competencies	Date Completed	Initial
A. Read and interpret blueprints, technical drawings, schematics, or computer-generated reports.		

Suggested On-the-Job Learning Outline From DOL	Company Job Description	Course Competencies					
		January - February	March - April	May-June	Review	July-August	September -October
Maintain work equipment or machinery.							
<b>Competencies</b>	<b>Date Completed</b>	<b>Initial</b>					
A. Repair or maintain the operating condition of industrial production or processing machinery or equipment.	Provide efficient and timely equipment service to allow the continuance of daily business operations			Make speed, torque, and pitch calculations.		Carry out adjustments on mechanical components in a mechatronic system.	

# Industry Certification

Department of Workforce Development maintains a list of promoted industry certifications is a list of certifications that have undergone a rigorous process for inclusion and promotion in the state.

- To be included on the list, a certification must be both recognized and valued by industry and must lead to quality employment.
- 150+ Certifications Available
- Additional national and local certifications can be substituted.
- **Certification of Completion of Registered Apprenticeship can count.**

# Wages and Incentives

Structured wage increases are a cornerstone of SEALs and Registered Apprenticeship.

- **Time** based models typically increase yearly.
- **Competency** based model are set on mastery of skills
- **Hybrid** models can do either.
- Registered apprenticeships require wage data entry.



Time-based programs

In **Time-based programs**, apprentices complete a required number of hours in on-the-job training and related instruction.



Competency-based programs

In **Competency-based programs**, 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.



Hybrid approach

Many programs are built using a **Hybrid approach**, using minimum and maximum range of hours and the successful demonstration of identified and measured competencies.

# Mentorship

## Apprentice to Journeyman Ratio

- 1:1 Best!
  - Any more than 1:1 must receive special approval.
  - Typically for non-labor positions.
- Mentors Do:
  - Technical Assistance
  - Adjusting to Company Culture
  - Training
- Mentors Can Do:
  - General Oversight
  - Competency Checking
  - Workplace Advice
  - Source of knowledge and trust for possible big life change.



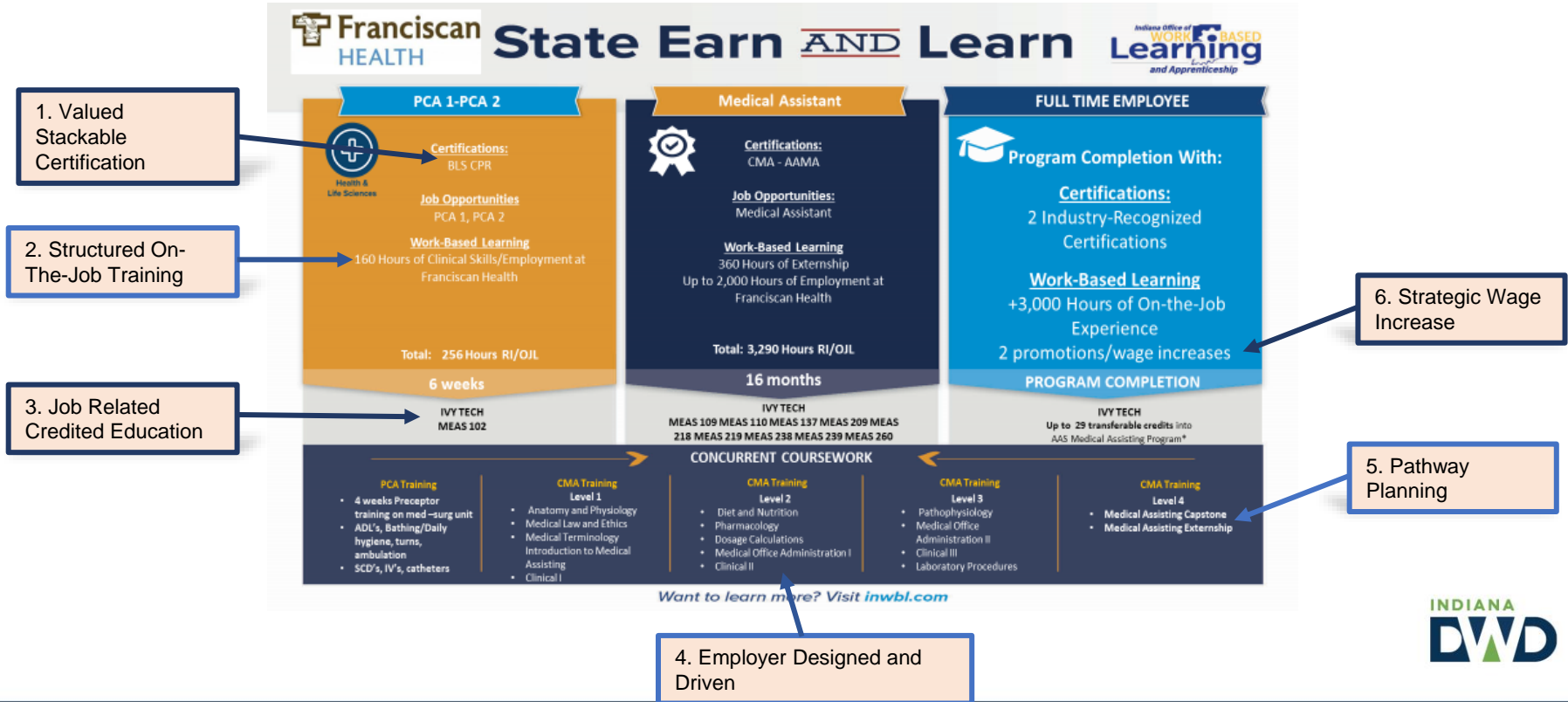
<b>WBL Standards</b>		<b>Registered Apprenticeship</b>	<b>Pre-Apprenticeship</b>	<b>State Earn and Learn</b>
<b>Paid Work Experience</b>	Participants are paid employees who work, learn, and enhance their skills while increasing their employer's productivity	<b>Required: Min Wage Average: \$17</b>	<b>Required: Min Wage Average: \$12.50</b>	<b>Required: Min Wage Average: \$17</b>
<b>On-the-Job Learning</b>	Develops skilled workers through structured learning in a work setting	<b>2,000 Hr. Min.</b>	<b>6 months-2 Years</b>	<b>200 Hr. Min.</b>
<b>Classroom Learning</b>	Improves job-related skills through education in a classroom setting with college credit typically available	<b>144 Hr./Yr. Min.</b>	<b>12-100 Hr.</b>	<b>40 Hr. Min.</b>
<b>Mentorship</b>	Provides participants with the support of a journeyman/skilled worker to assist and enhance critical hands-on learning	<b>Required</b>	<b>Required</b>	<b>Recommended</b>
<b>Credentials</b>	Offers a portable, nationally-recognized credential to be issued during or at the completion of the program	<b>Included In Program</b>	<b>Articulation Agreement to Registered Apprenticeship</b>	<b>Certification chosen from Indiana Promoted Industry Certification List</b>
<b>Rewards for Skills Gains</b>	Apprentices receive progressive wage increases as their skills and knowledge increase	<b>\$</b>	<b>\$</b>	<b>\$</b>
<b>Certified Registered</b>	All WBL programs must go through a review process in order to become certified	<b>Federally Registered</b>	<b>State Certified</b>	<b>State Certified</b>



# 10 Step Process for WBL

WBL Steps	WBL Documents	Step Description
	First Contact	First contact initiated by employer or related instruction provider.
Step 1	Completed WBL Assessment	Self-assessment of WBL needs for program building.
Step 2	One on One with OWBLA	Meet to review assessment.
Step 3	Application	Employer or Training Provider application submission.
Step 4	Partner Round UP	DOL competency list, job description and related instruction provider are determined.
Step 5	Group Meeting (Facilitated by OWBLA)	Documents reviewed.
Step 6	Competency Alignment	The Build.
	Wage and Duration	
	Outcomes and Certification	
	Regional and Community Alignment	
	Available Funding	
Step 7	Group Meeting Submit Draft Proposal	Program alignment review.
Step 8	SEAL/RAP Graphic	Final document submission.
Step 9	SEAL Certification/RAP Registration	Program approved and launch planned
Step 10	Data Training	Training on quarterly data submissions.
Step 11	Yearly Review	Determine future support.

# Creating Understanding



# Indiana State Earn and Learn vs Apprenticeship vs Pre-Apprenticeship

SEAL and Pre-Apprenticeship typically have all the components of an apprenticeship.

## **SEAL is right for:**

- Occupation not apprenticeable.
- Employer not wanting federal involvement.
- Training too short to be an apprenticeship.
- OJT too short to be an apprenticeship.
- Employer or Individual not ready for federal registration.

## **Pre-Apprenticeship is right for:**

- Training is needed before starting entry level OJT/OJL.
- “Try before you buy”
- Programs wish to partner with a Registered Apprenticeship for recruiting.
- CTE and other youth programs.
- Post-Apprenticeship after an apprenticeship.

## Indiana SEAL and Pre-Apprenticeship Types

	CTE	Adult Education IET/WEI	Voc. Rehab	American Job Centers	Veterans JVSG	Department of Corrections	Ivy Tech Workforce
Related Instruction Hours	540+ hrs.	40-120+ hrs.	40-120+ hrs.	40-120+ hrs.	40-120+ hrs.	40-120+ hrs.	40-120+ hrs.
Possible College Credit	3-30 hrs.	3-12 hrs.	3-9 hrs.	3-9 hrs.	3-9 hrs.	3-9 hrs.	3-9 hrs.
Program Duration	7 weeks-2 years	6 weeks to 6 months	2 weeks to 6 months	3 weeks to 6 months	4 weeks to 6 months	5 weeks to 6 months	6 weeks to 6 months
OJT Hours	15-540 hrs.	40+ hrs.	40+ hrs.	40+ hrs.	40+ hrs.	40+ hrs.	40+ hrs.
Wages	Entry	Entry	Entry	Entry	Entry	Entry	Entry
Competencies	10	10	10-20	10-20	10-20	10-20	10-20
Apprenticeship Type	SEAL or Pre-Apprenticeship	SEAL or Pre-Apprenticeship	SEAL or Pre-Apprenticeship	SEAL or Pre-Apprenticeship	SEAL or Pre-Apprenticeship	SEAL or Pre-Apprenticeship	SEAL or Pre-Apprenticeship
Who Builds these?	CTE	Regional Board	Voc. Rehab	Regional Board/Ivy Tech	JVSG	DOC	Ivy Tech
Funding	Perkins	Perkins/WIOA	WIOA	WIOA	Various	DOC	WRG/ETG/Employer
Mentorship	Recommended	Provided	Provided	Recommended	Recommended	Recommended	Recommended
Job Quality	Low/Medium	Medium	Low/Medium	Medium	Medium/High	Low/Medium	Medium/High

# Hoosier Types of Apprenticeship

Technical		Leadership		Expert	
Certificate	Technician	Associate	Bachelors	Post-Apprenticeship Bachelors	Masters
720+ hrs.	1,440+ hrs.	2,880+ hrs.	5,760+ hrs.	Associates + 1,440 hrs.	Bachelors + 2,880
12+ hrs.	30+ hrs.	60+ hrs.	120+ hrs.	3-30 hrs.	33+ hrs.
1-2 years	1-2 years	2-4 years	2-4 years	1-2 years	2-4 years
500+ hrs.	1000+ hrs.	2000+ hrs.	2000- 4000+ hrs.	500+ hrs.	500+ hrs.
Technician	Technician+	Leader	Leader+	Expert	Expert+
20+	20+	20+	20+	10-20+	10-20+
Full Apprenticeship	Full Apprenticeship	Full Apprenticeship	Full Apprenticeship/ Post-Apprenticeship	Post-Apprenticeship	Full Apprenticeship
Ivy Tech/Vincennes	Ivy Tech/Vincennes	Ivy Tech/Vincennes	Vincennes/University	Ivy Tech/Vincennes/University	University
FAFSA/WRG/Employer	FAFSA/WRG/Employer	FAFSA/WRG/Employer	FAFSA/Employer	Employer	Employer
Required	Required	Required	Required	Required	Required
Medium/High	Medium/High	Medium/High	High	High	High

# Journey To and Through a SEAL or Apprenticeship



SEAL



Maria Takes a coding course in High School



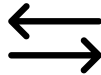
Maria enrolls in an IT cert through WRG



Maria completes the course and gets paid by her employer for additional training



Maria begins working full-time gaining OJT



Maria crosswalks her cert for credit to Ivy Tech



Maria completes an Associates at Ivy Tech

Apprenticeship

# Journey To and Through a SEAL or Apprenticeship



Apprenticeship



David's been working at the same job for 5 years



David enrolls in an Ivy Tech TC program



David completes courses and gets paid by his employer for additional training



David receives wage increase after completing each semester



David finishes a TC over 2 years at Ivy Tech and training plan



David applies for a new, higher-level position in the same company



# Journey To and Through a SEAL or Apprenticeship



Apprenticeship

SEAL



Ed loved welding in high school



Ed enrolls in a Millwright Apprenticeship



Ed completes an Associate's from Ivy Tech and an apprenticeship in 4 years



After 7 years of work, Ed decides to move up into management



Ed enrolls in a SEAL and completes a Bachelor's program at IUPUI



Ed moves into a management position



# Building Programs

There is a lot of help.



# Building & Aligning Systems: Why does it matter?

**Clear Roles & Lanes**

**Expanded Capacity to Meet Variety of Needs**

**Agile Partnerships**



**System Efficiencies**

**Path to Scale**

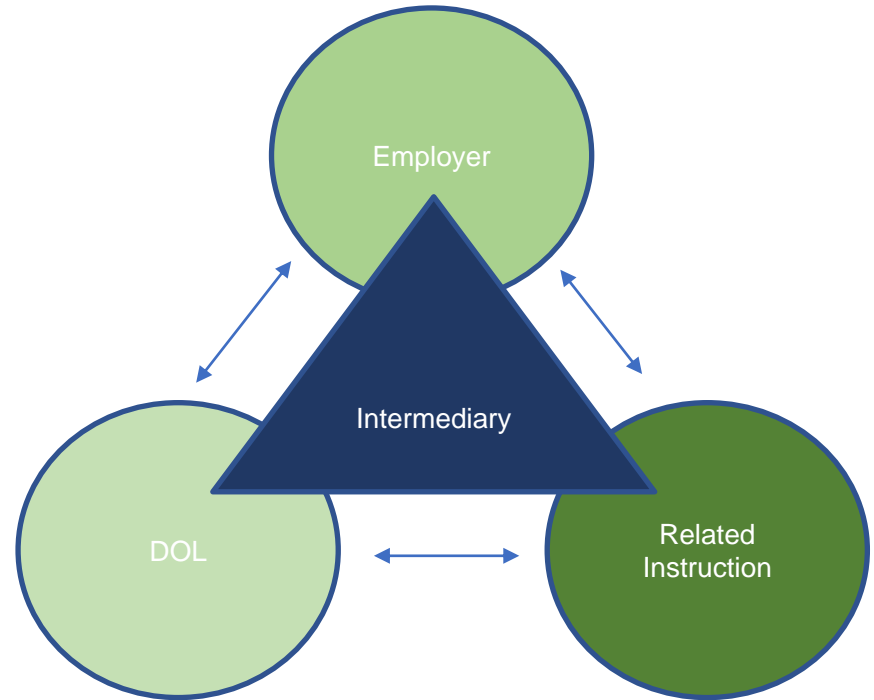
**“Diversified” Sustainability Strategy**

**And more...**

# Intermediary

## INTERMEDIARY

- Connecting business, industry groups, and community partners to determine up-skilling needs
- Provide assistance and guidance in the design and creation of RAP programs, along with DOL procedural steps for approval
- Work with RTI providers and employers to determine and map out training needs for RAP
- Conduct industry engagement and outreach
- Support administrative needs of employers, often with focus on smaller employers
- Provide recruitment and registration assistance
- Assists with technical guidance needed by employer
- Provides access to possible grant funding, such as WIOA



# Intermediary vs Sponsors

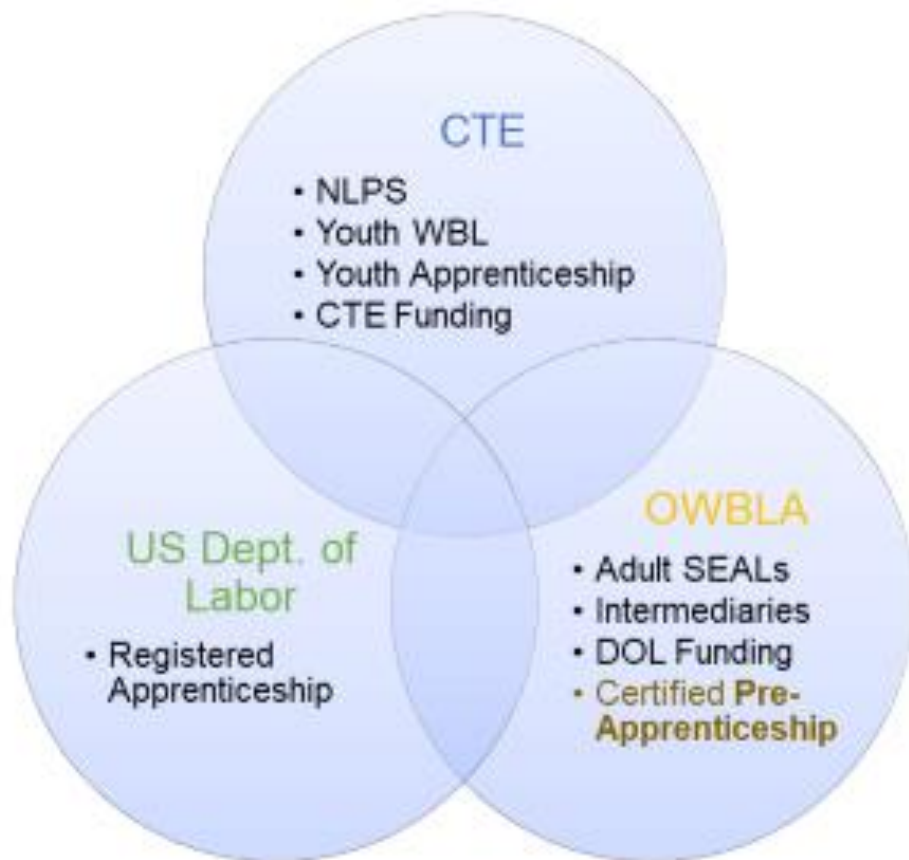
## INTERMEDIARY

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## SPONSOR

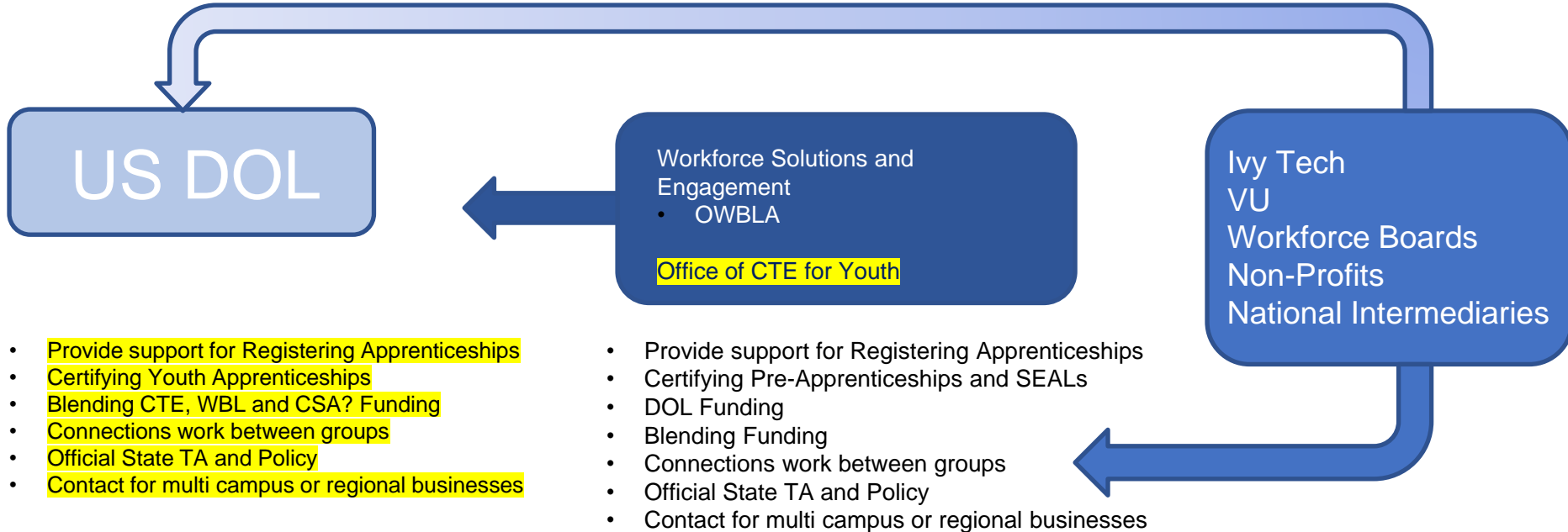
- Maintain program records, following DOL guidelines, including:
  - Apprenticeships' successful completion of RTI
  - Apprentices' work process hours completed
  - Proof of required wage increases
  - Employer EEO policy
  - Hiring procedures and HR records
- Work with RTI providers to develop programs
- Work with DOL to complete program audits
- Work with DOL to:
  - Develop program standard
  - Update and maintain program standards as appendices
  - Register apprentice and documents apprentice Progress to DOL through RAPIDS

# How it all fits:



# Apprenticeship Roles

- Registered Apprenticeships



# Right For You?

Why

## Registered Apprenticeships:

- Recognizes youth ages between 16-24
- Highest Form
- Registered Apprenticeships (and Pre-Apprenticeships) are eligible for DOL funding (through DWD)

Why **NOT**

## Registered Apprenticeships:

- Long Term Tracking
- High number of required OJT hours
- Higher commitment level required by stakeholders.

# Youth Apprenticeships

- Using Youth Apprenticeships as an umbrella term to cover other opportunities that may be more manageable/ practical than registered apprenticeships.
- Includes:
  - Pre-Apprenticeships (Formal Definition)
  - Modern Youth Apprenticeships
  - SEALs (Previously Certified – May need to be upgraded)



# What is it?

**HB 1002 Proposed Definition:** "Modern youth apprenticeship" means a structured, work-based learning program with an aligned, competency-based education and training plan agreed to by the student, school, and employer, in which:

- (1) the student is enrolled in an Indiana high school and pursuing a high school diploma;
- (2) the student receives at least two (2) semesters of related academic instruction eligible for secondary academic credit;
- (3) the student **works on the job at least six hundred fifty (650) hours** over a time period not to exceed two (2) academic years (or the equivalent) from enrollment in the apprenticeship;
- (4) the student is **paid for the work experience** in the apprenticeship;
- (5) the student **earns postsecondary credit** as part of the apprenticeship; and
- (6) the apprenticeship **culminates in an industry recognized credential.**

# Pre-Apprenticeships

- May be more focused on related instruction than a registered apprenticeship
- Should still include some on-the-job training (OJT)
- **Must have an articulation agreement to a registered apprenticeship program.**
  - Goal is to have the pre-apprenticeship count for at least the first year of the registered apprenticeship.
- Does not require a sponsor

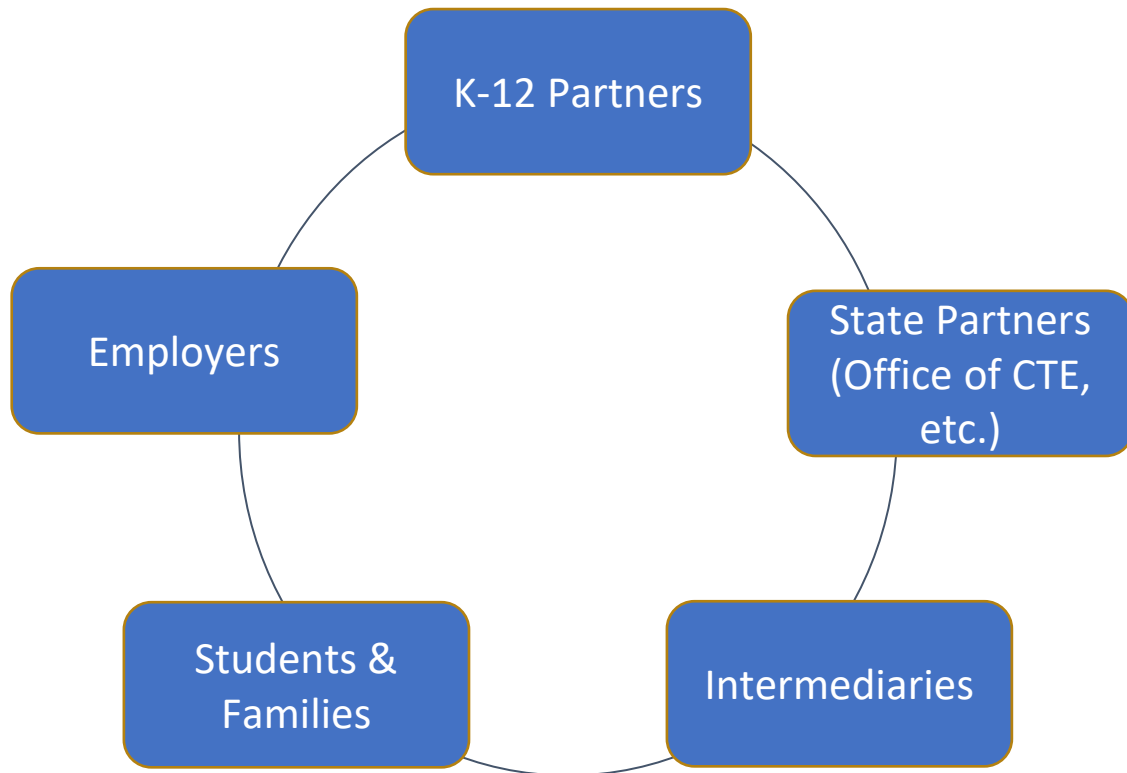
\*ONLY Pre-Apprenticeships certified through OWBLA will be eligible for DOL funding.

# State Earn and Learns

The following only applies to SEALs that have been previously certified in the K-12 space

- Will likely roll these under Youth Apprenticeships
- May need to meet higher requirements
- Would only be able to count students that are completing OJT.

# Youth Apprenticeship Stakeholders



# Are You Ready?

- Strong business climate & demand:
  - Need employers that are willing and able to help develop and implement these experiences.
- Partnerships between education and industry; and possibly an intermediary (entity that is convening and facilitating the program and partnerships).
  - Does the school have a strong partnerships in place with industry. Already doing internships or other WBL experiences.
- Both financial and human capital to dedicate to planning, launch, and implementation

# Phases of Work

Before You  
Launch

Implementation

Learn & Grow

# Priority Buckets

Roles,  
Responsibilities,  
& Governance

Strategic  
Partnerships

Data Metrics,  
Collection, and  
Evaluation

Funding &  
Sustainability

Technology  
Infrastructure

Business  
Engagement

Occupation  
Pathways &  
Design (inc. RA)

Student  
Engagement

Apprenticeship  
Implementation

Communications  
& Marketing

Continuous  
Improvement

Diversity, Equity,  
& Inclusion

# Priority Buckets Defined

Priority Buckets	Definition
Roles, Responsibilities, & Governance	Explains the different functions and processes that require ownership and outlines engagement cadence
Strategic Partnerships	Outlines various stakeholders who must play a role and various efforts in motion across Indiana
Data Metrics, Collection, & Evaluation	Explains which metrics should be tracked and how to make sense of trends through data analytics
Funding & Sustainability	Provides list of upcoming grant opportunities and a sustainability calculator to chart program growth
Technology Infrastructure	Defines the suite of platforms needed to operate a youth apprenticeship initiative at scale
Business Engagement	Includes materials to recruit business partners and guide them through program preparations
Career Pathways & Design (RA)	Outlines RA, Next Level Program of Study, and demand data (including related instruction, credentials)
Student Engagement	Outlines process for engaging students and materials to recruit them
Apprenticeship Implementation	Includes apprentice- and supervisor-facing trainings, evaluations, wrap-around supports, transitions
Communications & Marketing	Includes collateral to message the initiative to core stakeholder groups / audiences within the community
Diversity, Equity, & Inclusion	Lays out resources to approach youth apprenticeship through DEI lens and integrate throughout initiative
Continuous Improvement	Provides tools for reviewing, revising, adapting, and improving implementation practices



# Priority Buckets by Phase

Priority Buckets	Before You Launch	Implementation	Learn & Grow
Roles, Responsibilities, & Governance			
Strategic Partnerships			
Data Metrics, Collection, & Evaluation			
Funding & Sustainability			
Technology Infrastructure			
Business Engagement			
Career Pathways & Design (RA)			
Student Engagement			
Apprenticeship Implementation			
Communications & Marketing			
Continuous Improvement			
Diversity, Equity, & Inclusion			

MPG resources cover the 12 priority areas across the three phases of work, laying our specific resources throughout the evolution of the initiative's implementation.

# Core Actions: Before You Launch

Priority Buckets	Before You Launch
Roles, Responsibilities, & Governance	Assign roles, responsibilities, and ownership across partners; Determine governance and project management structure. Determine who will be RA sponsor across pathways as needed.
Strategic Partnerships	Collaborate with school partners to develop strategies for navigating scheduling, transportation; Determine necessary partners across the community & state to engage; Join IN YA Community of Practice to connect with fellow practitioners.
Data Metrics, Collection, & Evaluation	Determine key metrics to track and how to track them. Set goals across core metrics to evaluate against. Determine where and how collected data will be stored. Engage with USDOL RA system to understand RAPIDS and PIRL systems.
Funding & Sustainability	Create program budget and understand available capacity. Draft staffing model to align with growth goals. Determine potential local, state, and federal funding resources to pursue as needed.
Technology Infrastructure	Secure tech platforms to leverage during apprenticeship journey, ensure shared access across partners (through data sharing agreement as necessary).
Business Engagement	Assess local industry demand, determine "warm lead" businesses to engage as champions, design pitch materials.
Career Pathways & Design (RA)	Determine in-demand pathways to pursue, align with related instruction offerings, and wage progression. Connect with State OCTE team to determine whether pathways are currently registered and what training plans are available.
Student Engagement	Determine how other WBL experiences could provide recruitment opportunities; schedule connections with K-12 stakeholders (teachers, counselors), parents and families, and students.
Apprenticeship Implementation	Map out apprenticeship implementation timeline; develop resources to support participating apprentices and supervisors.
Communications & Marketing	Develop communications journey aligned with duration of YA lifecycle and build collateral materials to communicate YA opportunities core audiences. Connect with local media and other avenues and schedule launch event.
Diversity, Equity, & Inclusion	Integrate DEI principles within each priority, set goals, and determine accountability owner to ensure dedication to equity.
Continuous Improvement	Develop process and cadence for qualitative & quantitative retrospective and strategic planning sessions.

# K12 Partner Stakeholder Roles

Point Person + back-up Program Lead	<ul style="list-style-type: none"><li>• Advocate for youth apprenticeship initiative</li><li>• Lead school-based activities</li><li>• Serve as point of contact for Project Team</li><li>• Serve as communication liaison for school roles</li></ul>
Administrator	<ul style="list-style-type: none"><li>• Champion pilot development process, support implementation of the program, and hold staff accountable for agreed-upon activities</li></ul>
WBL coordinator(s)	<ul style="list-style-type: none"><li>• Recruit and connect students to apprenticeship opportunities</li><li>• Align relevant curriculum with occupation pathways</li><li>• Provide resume and interview preparation support for students</li><li>• Identify strong student candidates for program</li><li>• Serve as teacher of record / instructor for WBL course / capstone</li><li>• Responsible for maintaining accurate records regarding enrollment, assessment, and awarding of credit for data and monitoring purposes.</li></ul>
College / Career / CTE team	<ul style="list-style-type: none"><li>• Identify students who would be strong candidates for program and inform students about apprenticeship opps</li><li>• Support connection of students to apprenticeship opportunities</li><li>• Provide related technical instruction through aligned pathway courses</li></ul>
School counselor(s)	<ul style="list-style-type: none"><li>• Support student participation in apprenticeship program by providing scheduling assistance</li></ul>
Academic teachers	<ul style="list-style-type: none"><li>• Identify students who would be strong candidates for program and inform students about apprenticeship opps</li><li>• Support connection of students to apprenticeship opportunities</li></ul>

# Employer Stakeholder Roles

Program Lead	<ul style="list-style-type: none"><li>• Primary point of contact who leads youth apprenticeship pilot planning efforts for organization</li><li>• Supports in determining key stakeholders at organization for engagement</li></ul>
Aligned Department Contributor(s)	<ul style="list-style-type: none"><li>• Subject matter experts who help determine apprentice roles, competencies, credentials, and related instruction</li></ul>
Executive Sponsor	<ul style="list-style-type: none"><li>• Leader who drives company awareness and excitement of the apprentice program</li></ul>
Apprentice Supervisor(s)	<ul style="list-style-type: none"><li>• Direct manager of apprentice</li><li>• Monitors and guides apprentice through training</li></ul>
Apprentice Mentor/Coach(es)	<ul style="list-style-type: none"><li>• Supports apprentices by providing professional mentorship and assisting in navigating the company</li></ul>
HR Team	<ul style="list-style-type: none"><li>• Support in finalizing job description and navigating internal hiring process and protocols</li></ul>
Finance Team	<ul style="list-style-type: none"><li>• Reviews and approves budget implications</li></ul>
Legal Team	<ul style="list-style-type: none"><li>• Reviews and approves Apprenticeship Agreements</li></ul>
Marketing Team	<ul style="list-style-type: none"><li>• Orchestrate student engagement efforts and adjust existing marketing strategies for recruitment</li></ul>

# Core Actions: Implementation

Before You Launch

Implementation

Learn & Grow

Priority Buckets	Implementation
Roles, Responsibilities, & Governance	Project lead must hold parties accountable; Leverage project management tools to ensure all parties are fulfilling their roles; Put governance structure and cadence of work sessions into practice.
Strategic Partnerships	Actively engage partners across ecosystem to support with business and student recruitment, related instruction delivery, wrap-around services, and implementation of experience.
Data Metrics, Collection, & Evaluation	Track outcomes against goals and metrics. Collect necessary data from relevant stakeholders and track within databases. Provide necessary data to Office of CTE, USDOL, and state agencies as needed.
Funding & Sustainability	Pursue and secure funding from local, state, and federal opportunities as available. Continue reviewing and adapting sustainability and staffing plans based on learnings from implementation experiences.
Technology Infrastructure	Leverage tech platforms to navigate recruitment, selection, training plan development, performance evaluations, etc.
Business Engagement	Secure business partners, guide through design, selection and onboarding. Provide ongoing supervisor supports, regularly maintain engagement with top-level leadership to pursue future cohort engagement. Ensure completion of RA documents.
Career Pathways & Design (RA)	Validate and adapt career competencies with partner employers. Support employers in finalizing, implementing, and refining training plans. Ensure related instruction is available to apprentices and track challenges that arise.
Student Engagement	Recruit, select, and onboard apprentices. Provide ongoing wrap-around supports to active apprentices, ensuring they are scheduled for academics, related instruction, and work hours. Ensure completion of any necessary RA documentation.
Apprenticeship Implementation	Provide ongoing supervisor and apprentice supports, ensure training plans are executed and regularly updated, perf. evals. are completed, and related instruction is delivered. Prepare for and navigate apprentice exits, transitions, and completions.
Communications & Marketing	Capture testimonials and success stories to engage new businesses, prospective apprentices, and community partners.
Diversity, Equity, & Inclusion	Track metrics across apprentice demographics to identify trends that may require adjusted practices. Provide opportunities for supervisors to attend anti-bias training, for apprentices to attend cohort trainings, and ensure wrap-around supports are available for those who need it (e.g., professional clothing stipends, transportation solutions, internet connectivity, etc.)
Continuous Improvement	Make note of challenges, barriers, and learnings to reflect upon during strategic planning sessions. Make formative adjustments to processes where needed. Solicit feedback from core stakeholders throughout implementation.

# Core Actions: Learn & Grow

Priority Buckets	Learn & Grow
Roles, Responsibilities, & Governance	Review distribution of ownership and drafted governance structure. Complete meeting audit and review project management strategies to determine if adjustments need to be made for future cohorts.
Strategic Partnerships	Assess where partnerships were most effective and where additional support is needed.
Data Metrics, Collection, & Evaluation	Analyze data across stakeholder and implementation metrics to determine trends, opportunity areas, and successes. Consider how to build positive outcomes into future communications materials and what learnings to gain from challenges.
Funding & Sustainability	Adjust staffing structure and budgets based on implementation learnings. Determine additional opportunities for funding.
Technology Infrastructure	Provide user feedback to tech platform operators (if applicable). Determine if certain tech platforms should be adopted or discontinued.
Business Engagement	Engage industry partners to provide feedback on pitch, design, and supervisor training materials. Update business-facing materials for future cohorts.
Career Pathways & Design (RA)	Engage business partners to vet and validate technical competencies across pathways; update available related instruction.
Student Engagement	Review which recruitment strategies were most effective; secure apprentice feedback to inform future processes.
Apprenticeship Implementation	Regularly solicit active apprentices and supervisors feedback (formally and informally) to improve supports.
Communications & Marketing	Facilitate focus groups with business, students, and other core audiences to secure feedback on materials, events, and messaging to update collateral and event plans.
Diversity, Equity, & Inclusion	Review equity plan goals, progress to goals, and determine new strategies for future cohorts.
Continuous Improvement	Synthesize key learnings across priorities into updated strategic plan for future utilization. Connect with partners across the Indiana and national landscapes to exchange best practices and integrate into future cohorts.

# Contact Us

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