

APPENDIX G: *Collaborative on Pathways to Better Jobs*

## Work-based Learning Taxonomy

### Endorsements

We support this taxonomy as individuals. Our organizations have not formally endorsed this taxonomy, and our organizational affiliations are listed for informational purposes.

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## Work-based Learning

Work-based Learning (WBL) is an approach to training in which a student or worker completes meaningful tasks in a workplace. Such programs are designed to prepare participants for full-time work and help them acquire the knowledge and skills they need to enter or advance in particular career fields. WBL can be a component of a continuum of lifelong learning and skill development for a range of workers and learners, including K-12 students, young adults, college students, adult jobseekers, and workers with years of experience. When no workplace is available to host a WBL program, it may be possible to achieve many of the same objectives through simulated experiences and student-run enterprises. WBL is also an effective way for employers to develop talent in more cost-effective ways, recognize a return on investment, and have access to technical assistance and incentives from both state and federal government. WBL includes several types of earn-and-learn programs — an educational and training model that combines academic learning with practical, on-the-job work experiences. Employees in these programs are provided with opportunities to gain valuable on-the-job training that is both practical and theoretical in scope and relevant to their field of study. Key to an effective earn-and-learn model is the concept of earning money while undertaking the experience. Earn-and-learn programs are designed to enhance the employability and skill sets of participants, helping them make a smoother transition from education, whether secondary or baccalaureate, to the workforce. All earn-and-learn programs are work-based learning initiatives, but not all work-based learning initiatives are earn-and-learn programs.

## Work-based Learning Return on Investment

- Increased retention and reduced turnover.
- Improved recruitment — job seekers are attracted to employers that invest in workers and have career pathways.
- Funding available to help offset the cost.
- Reduced turnover costs.
- Employee engagement and loyalty.
- Enhanced talent development and employee pipeline.
- Stronger company culture and mentoring possibility.

## Work-based Learning in Practice

- [Jobs for the Future](#): Earn-and-learn means work-based learning strategies designed to ensure that learners are paid for their work experiences. This can apply to a range of work-based learning models, particularly those that provide career engagement or career experience.
- [Brookings](#): Earn-and-learn strategies combine work experience and education while simultaneously providing income.
- [California Department of Consumer Affairs](#): Earn-and-learn programs combine applied learning in a workplace setting with paid wages, which in turn allow workers or students to gain work experience and develop skills and competencies directly relevant to the occupation or career for which they are preparing. These programs can also combine classroom instruction with paid on-the-job training.
- There are also programs like this [work-based course model for manufacturing workers](#) that don't fall squarely into either category of on-the-job training or apprenticeships but is also an example of earn-and-learn programs.

- Siemens offers a [Dual Vocational Program](#) that combines theoretical coursework with practical on-the-job training in various technical and commercial disciplines. This program aims to equip students with the necessary skills and knowledge to excel in their chosen careers while addressing the company's need for a highly skilled workforce.
- [Project on Workforce at Harvard](#): Work-based learning opportunities in the college ecosystem improve economic outcomes for students.

## Types of Work-based Learning

### Registered Apprenticeship Program

Apprenticeship programs provide long-term paid work-based learning opportunities and structured educational curricula that ensure the learner gains education and hands-on experience in an occupation, similar to how we train medical doctors, with a mix of classroom training and residency experience. Registered apprenticeship programs are formally [registered with the United States Department of Labor](#) (USDOL).

USDOL registered apprenticeship training is distinguished from other types of workplace training by several factors:

1. Apprenticeships are jobs. Apprentices earn wages from their employers during training;
2. Apprenticeship programs provide structured on-the-job learning and job-related classroom training;
3. On-the-job learning is conducted in the work setting under the direction of a mentor(s); and
4. Training results in an industry-recognized and portable credential.

### On-the-Job Training

The term “on-the-job training” (OJT), also known as on-the-job-learning, means training by an employer that is provided to a paid participant while that participant is engaged in productive work in a job that: A) provides knowledge or skills essential to the full and adequate performance of the job; B) provides reimbursement to the employer for the extraordinary costs of training and the additional supervision related to the training, which are usually calculated at half the pay rate for the agreed-upon training period; and C) is limited in duration, taking into account the type of job, the participant’s prior related work and education, and the participant’s individual training plan or strategy.

#### Examples:

WIOA OJT state-level programs

- [Alabama](#)
- [Mississippi](#)
- [DC](#)
- [Massachusetts](#)
- [Missouri](#)
- [Ohio](#)
- Boeing OJT Project

- [Making On-the-Job Training Work Lessons from the Boeing Manufacturing On-the-Job Training Project](#) (JFF / National Fund for Workforce Solutions)
- [Boeing OJT 2.0](#) (National Fund for Workforce Solutions)

There are three types of on-the-job learning (OJL), which is an interchangeable term with OJT, under a registered apprenticeship program:

#### **Time-based Apprenticeship**

After a certain number of hours on-the-job the apprentice is determined qualified or competent.

#### **Competency-based Apprenticeship**

Instead of tying the qualifications to a set of hours, apprentices must demonstrate competency in specific skills.

#### **Hybrid Apprenticeship**

A combination of time-based and competency-based, where the apprentice is given blocks of time to develop their competencies.

## **Classroom Training**

There are three types of classroom training (also known as Related Technical Instruction (RTI)) models under a registered apprenticeship program:

#### **Traditional**

RTI is conducted in congruence with on-the-job learning in a “just in time” model. The program length varies and is driven by industry needs where talent pipelines are created in “just in time”, as each need becomes apparent to the employer.

#### **Front-loaded Apprenticeship**

Front-loaded apprenticeship programs may require the apprentice to complete all RTI in a classroom setting before starting on-the-job training or complete a majority of classroom training up front, with diminishing time spent in related classroom instruction over the length of the program. This allows the worker learner to acquire skills critical for the role before their first day.

#### **Segmented**

RTI is segmented between periods of on-the-job training.

Resource for OJT and RTI: [\*A quick start toolkit to Building a Registered Apprenticeship program\*](#)

## **Other Registered Apprenticeship Program Models**

#### **Pre-apprenticeship**

Pre-apprenticeship is a program or set of services designed to prepare individuals to enter and succeed in a Registered Apprenticeship program. A pre-apprenticeship program, by definition, has a documented partnership with at least one Registered Apprenticeship program. Quality pre-apprenticeship programs are a starting point toward a successful career path for under-represented job seekers (such as disadvantaged women and men, individuals with disabilities, and others) who may not be aware of this

approach to obtain good jobs with opportunities for advancement. These programs can be delivered by a range of entities, including community-based organizations, high schools, labor organizations, workforce agencies, and community colleges. At educational institutions, the programs can and should be integrated directly into the existing curriculum and structure.

### Youth Apprenticeship

A Youth Apprenticeship (YA) program is an apprenticeship specifically designed for and serving youth—whether in or out of school—between the ages of 16 and 24. It provides opportunities for students to experience and gain skills in a real work environment and gives businesses a chance to inspire and develop a new generation of talent. Unlike an internship, which is often a short-term opportunity to learn more broadly about a field, a youth apprenticeship is an industry-driven education and career training program based on recognized industry standards. Youth apprenticeships are also paid, and classroom training is connected to the apprenticeship's on-the-job training. Youth apprenticeship is not simply a job; it is a postsecondary strategy intended to teach a wide range of industry-specific knowledge and skills and help young people earn valuable credentials they can use to advance into successful careers. Additionally, youth apprenticeships can serve as a pipeline of skilled young workers that can help meet employer needs for new, diverse, and young talent.

### Segmented

RTI is segmented between periods of on-the-job training.

#### Examples of Registered Apprenticeships

- The [North Carolina Triangle Apprenticeship Program](#) (NCTAP) aims to develop technology and engineering talent in the Research Triangle area through a four-year program starting in the 11th grade. *(This is a registered apprenticeship.)*
- [CareerWise Colorado](#) works with educators and employers in a variety of industries to create and operate modern youth apprenticeships. *(CareerWise works with both registered and non-registered apprenticeships.)*
- The [Chicago Apprenticeship Network](#), founded by Aon, Accenture, and Zurich North America, has now expanded to include upward of 40 companies across various industries, as well as several education and nonprofit partners. *(Chicago Apprenticeship Network works with both registered and non-registered apprenticeships.)*
- [The Industrial Manufacturing Technician Apprenticeship](#) helps entry-level workers in manufacturing quickly enhance their skills and advance with their current employer. Because of changing manufacturing technologies, entry-level work requires higher skills than ever, and employers struggle to recruit and retain highly skilled entry-level workers. *(This is a registered apprenticeship.)*
- [Blue Cross Blue Shield South Carolina](#) has utilized apprenticeships for over 20 years to strengthen company culture, lower attrition, and fulfill other workforce needs. *(This is a registered apprenticeship.)*
- The [Hospitality Management apprenticeship program](#) is a two-year program; apprentices usually spend one day per week in class on campus and four days on site at the employer's location engaging in on-the-job training in a range of hospitality occupations. *(This is a registered apprenticeship.)*

- The yearlong [Care Navigator apprenticeship program](#) has concurrent classroom training and on-the-job training. Mentors participate in a half-day training to prepare them for the mentoring role. (*This is a registered apprenticeship.*)
- [Apprenti](#) helps employers address mid-level tech talent needs through 22 different IT apprenticeship programs. (*This is a registered apprenticeship.*)

## Co-op Model

Co-op models of skill-building include a partnership between an employer, student, and university classroom study. This model is otherwise known as work-integrated learning (WIL), which combines theory with the practice of work. Co-op models allow for students to take time off school to fully immerse in their industry of choice or to split their time between work and school.

## Internship

Internships are an opportunity for students and new graduates to gain work experience in a professional setting. Interns work under the supervision of a mentor and are paid except in very specific situations. The placements take place for a set period of time with an understanding by the employer and intern that there's no guarantee of employment at the end of the program.

### Micro-internship

Short-term, paid, professional assignments that are similar to those given to new hires or interns. These projects enable learners to demonstrate skills, explore career paths, and build their networks as they seek the right major and/or full-time career path. Unlike traditional internships, micro-Internships can take place year-round, are not bound by an academic calendar, typically range from 10 to 40 hours of work, and assignments are due between one to six weeks after kickoff (e.g., [Parker Dewey](#)).

### Project-based Learning

Project-based Learning (PBL) involves students designing, developing, and constructing hands-on solutions to a problem. The educational value of PBL is that it aims to build students' creative capacity to work through difficult or ill-structured problems, commonly in small teams.

### Incumbent Worker Training

Training that employers provide to existing workers to keep their skills updated, sometimes with government subsidy or tax incentives. Incumbent worker training must satisfy the requirements in WIOA sec. 134(d)(4) and increase the competitiveness of the employee or employer. For purposes of WIOA sec. 134(d)(4)(B), incumbent worker training is training:

- 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.
- Conducted with a commitment by the employer to retain or avert the layoffs of the incumbent worker(s) trained.

### Customized Training

Training designed for new hires on specific employer requirements, often with subsidy from the employer.

### **Transitional Jobs**

Time limited work experiences that are subsidized for individuals with barriers to employment, such as people with conviction records, to de-risk hiring.

### **Military Training**

The United States has training and education command units in each branch of the military that provide Hands-On training and have centers of excellence, applied universities, and management schools.

### **Practicums, Residencies, and Fellowships**

Health Professions such as nurses and medical doctors require learners to complete practical experience hours under the close supervision of a more experienced professional.

## **Best Practices for Employers & Partners to Support Work-based Learning Programs**

### **Skills-based Hiring**

Skills-based hiring, also known as competency-based hiring, is the practice of making a strategic decision to refocus hiring requirements to screen candidates based on their relevant skills and experience to fill open roles with high-quality talent instead of focusing solely on academic credentials. Skills-based hiring requires scrutinizing college degree requirements, removing those that are unnecessary, and evaluating candidates on the basis of their skills, rather than pedigree.

### **Workforce Intermediary**

Workforce intermediaries and collaboratives are organizations that bring together partners in the workforce system to identify workforce needs; plan, develop, and implement strategies; and raise funds to support these strategies. Workforce intermediaries can be any organization functioning as a broker between employers and job seekers to more successfully place job seekers in available jobs. A more comprehensive intermediary may bring together multiple partners across a local labor market to create a coordinated and strategic approach to effectively meet employers' and job seekers' needs. Local workforce development boards may serve in this role, but partners across a local workforce system may create a new organization to serve as its intermediary.

### **Wrap-Around Services**

A philosophy of care and service provision is characterized by a planning process involving a focal person, concerned family members, and service providers. It results in a highly individualized set of closely coordinated community services and natural supports for the person and his or her family, which achieves a variety of intervention outcomes. These services are often provided by workforce intermediaries such as community-based organizations, language centers, and career programs and/or are referred to connect with workforce stakeholders.