

Exploring Work-Based Learning Opportunities

POLICY INFORMATION

The following federal and state policies offer specific details on the implementation of work-based learning opportunities:

Work-Based Learning (WBL) provides local workforce innovation boards with an overview of the work-based learning model.

Work Experience and Traditional Jobs provides local workforce innovation boards with guidance related to work experience under the Workforce Innovation and Opportunity Act (WIOA), including the use of incentives and stipends.

On-the-Job Training (OJT) provides local workforce innovation boards with guidance on using Workforce Innovation and Opportunity Act (WIOA) Title I funds for on-the-job training.

Incumbent Worker Training (IWT) provides guidance to local workforce innovation boards on using Workforce Innovation and Opportunity Act (WIOA) Title I Adult and Dislocated Worker funds for incumbent worker training.

Customized Training provides guidance to local workforce innovation boards about using Workforce Innovation and Opportunity Act (WIOA) Title I funds for training designed to meet the needs of a specific employer, or group of employers).

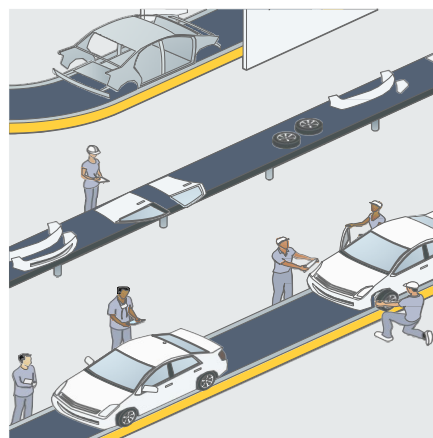
TEGL 19-16 provides guidance to the workforce system on delivering services under WIOA's Adult and Dislocated Worker programs and the Wagner-Peyser Act Employment Services (ES), as amended by title III of WIOA, and for Implementation of the WIOA final rules.

TEGL 21-16 provides guidance and planning information to states, local workforce areas, and other recipients of WIOA Title I youth formula funds on the activities associated with the implementation of WIOA.

TEN 23-23 provides guidance on the scope and characteristics of quality pre-apprenticeship programs.

THE BENEFITS OF WORK-BASED LEARNING STRATEGIES

Work-based learning supports people of all ages to build the skills they need to access quality jobs and meet their career goals. At its core, work-based learning is a comprehensive career preparation strategy that connects structured instruction with valuable workplace experiences, giving people a direct route to better jobs. You can enter or exit a work-based learning experience at any stage in your career, making it a powerful tool for both early exposure and lifelong advancement. When done well, it transforms educational concepts into practical skills that help high



school students, college learners, and adults at all stages of life.

High-quality work-based learning leads not only to better employment outcomes, such as higher wages, but also addresses employers' critical need for a steady supply of highly skilled talent. The result is greater economic mobility, a stronger workforce, and a more competitive economy.

Source: [Work-Based Learning Framework - Jobs for the Future \(JFF\)](#)

VARIETY OF WORK-BASED LEARNING OPPORTUNITIES

WIOA provides a mix of work-based learning and training for jobseekers, including youth work experience, to offer everything from early-career exposure to customized training that supports the advancement of existing employees.

Work Experience	Pre-Apprenticeship	Registered Apprenticeship (RA)	Transitional Jobs	On-the-Job Training (OJT)	Incumbent Worker Training (IWT)	Customized Training (CT)
Work experiences and/or internships are planned, structured learning experiences that occur in a workplace for a limited period of time. Work experiences and/or internships may be paid or unpaid.	Pre-apprenticeship is a program designed to prepare individuals to enter and succeed in a Registered Apprenticeship program.	Registered Apprenticeship is an employer-driven, earn while you learn model that combines on-the-job training (OJT) with job-related instruction in curricula leading to the attainment of industry-recognized credentials.	Transitional jobs provide a time-limited, paid work experience to individuals who experience barriers to employment. This is a type of work-experience local boards may provide under WIOA, and is considered an individualized career service.	OJT provides reimbursements to employers to help compensate for the costs associated with skills upgrade training for newly hired employees and the lost production from current employees providing the training (including management staff).	Incumbent Worker Training is designed to meet the needs of an employer or group of employers to retain a skilled workforce or avert layoffs.	Customized Training is designed to meet the specific requirements of an employer or group of employers, with the commitment that the business or businesses employ the individual(s) upon successful completion of the training.

WORK EXPERIENCE

Work experience is a planned, structured learning opportunity that occurs in a workplace for a limited period. As provided in 20 CFR § 664.470, work experiences may be paid or unpaid. Work-experience workplaces may be in the private, for-profit sector; the non-profit sector; or the public sector. Work experiences must include academic and occupational education. The educational component may occur concurrently or sequentially with the work experience. Further academic and occupational education may occur inside or outside the work site.

For youth, work experiences are designed to provide exposure to the working world and its requirements. Work experience should help youth acquire the personal attributes, knowledge, and skills needed to secure employment and advance in their careers. The purpose is to provide the youth participant with opportunities for career exploration and skills development, and not to benefit the employer. However, the employer may benefit from the activities performed by the youth. Work experiences may be subsidized or unsubsidized and may include the following elements:

- Instruction in employability skills or generic workplace skills such as those identified by the Secretary's Commission on Achieving Necessary Skills (SCANS);
- Exposure to various aspects of an industry;
- Progressively more complex tasks;
- Internships and job shadowing;
- Integration of basic academic skills into work activities;
- Supported work, work adjustment, and other transitional activities;
- Entrepreneurship;
- Service learning;
- Paid and unpaid community service; and
- Other elements designed to achieve the goals of work experiences.

YOUTH WORK EXPERIENCE PRIORITY

According to 20 CFR § 681.590, local youth programs must expend not less than 20 percent of the funds allocated to them to provide ISY and OSY with paid and unpaid work experiences that fall under the categories listed in § 681.460(a)(3) and further defined in § 681.600.

TRANSITIONAL JOBS

For adult and dislocated workers, transitional jobs are a type of work experience, as described in §§ 680.190 and 680.195.

A transitional job provides a time-limited work experience that is wage-paid and subsidized, and is in the public, private, or non-profit sectors for those individuals with barriers to employment who are chronically unemployed or have an inconsistent work history, as determined by the local board. These jobs are designed to enable an individual to establish a work history, demonstrate success in the employer-employee relationship, and develop skills that lead to unsubsidized employment (20 CFR §

680.190).

Under a waiver from the U.S. Department of Labor (USDOL), the local area may use up to 20 percent of its combined adult and Dislocated Worker allocations for transitional jobs as described in §680.190. Transitional jobs must be combined with comprehensive career services (see § 680.150) and supportive services (see § 680.900).

PRE-APPRENTICESHIP

A pre-apprenticeship is a program designed to prepare individuals to enter and succeed in an apprenticeship program and includes the following elements:

- Training and curriculum that align with the skills needs of employers in the economy of the state or region involved;
- Access to educational and career counseling and other supportive services, directly or indirectly;
- Hands-on, meaningful learning that is connected to education and training activities, such as exploring career options and understanding how the skills acquired through coursework can be applied to a future career;
- Opportunities to attain at least one industry-recognized credential; and
- A partnership with one or more Registered Apprenticeship program that assists in placing individuals who complete the pre-apprenticeship.



REGISTERED APPRENTICESHIP (RA)

All Registered Apprenticeship programs consist of the following five core components: direct business involvement, OJT, related instruction, rewards for skills gains, and a national occupational credential.

- **Business Involvement.** Businesses are the foundation of every Registered Apprenticeship program, and the skills needed for workforce success form the core of the model. Businesses must play an active role in building RA programs and are involved in every step of their design and execution.
- **OJT.** Every RA program includes structured OJT. This training is developed by mapping the skills the apprentice must learn throughout the program to be considered fully proficient.
- **Related Instruction.** Apprentices receive related instruction or classroom-style training that complements the OJT. This instruction helps refine the technical and academic skills that apply to the job. Related instruction may be provided by a community college, technical school, or college; an apprenticeship training school; or the business itself. This instruction can be provided at the school, online, or at a work site.
- **Rewards for Skills Gains.** Apprentices receive pay increases as their skills and knowledge grow. Progressive wage increases reward and motivate apprentices as they advance through training and become more productive and skilled in their roles.
- **National Occupational Credential.** Every graduate of a Registered Apprenticeship program receives a nationally recognized credential, referred to as a Certificate of Completion, which is issued by the U.S. Department of Labor (USDOL) or a federally recognized SAA.



ON-THE-JOB TRAINING (OJT)

On-the-Job Training (OJT) is training by an employer that is provided to a paid participant while they are engaged in productive work in a job that:

- Provides knowledge or skills essential to the full and adequate performance of the job;
- Provides reimbursement of the wage rate of the participant for the extraordinary costs of providing training and additional supervision related to training to the employer of up to:
 - 50 percent;
 - 75 percent, as allowed by the Governor, when participants have barriers to employment; or
 - 90 percent for employers with 50 or fewer employees; and
- Is limited in duration to the occupation for which the participant is being trained,

considering the content of the training, the prior work experience of the participant, and the service strategy of the participant, as appropriate.



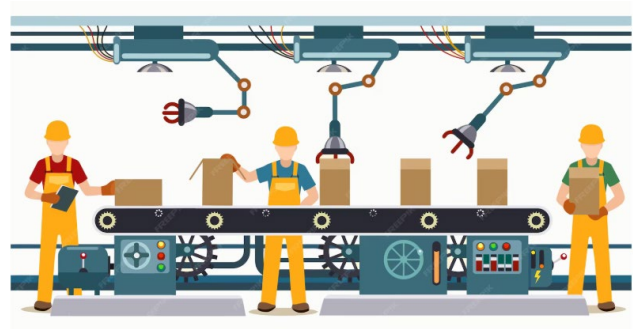
INCUMBENT WORKER TRAINING (IWT)

Incumbent worker training (IWT) must:

- Increase the competitiveness of the employee or employer.
- Be carried out by the local board in conjunction with an employer or group of employers (which may include employers in partnership with other entities for the purposes of delivering training).
- Be designed to meet the special requirements of an employer (or group of employers as described above) to retain a skilled workforce or avert layoffs by assisting workers in acquiring the skills necessary to retain employment.

- Be consistent with state and local plans, as well as with career pathway and sector strategy approaches for in-demand occupations.

Local boards may use up to 20 percent of their Adult and Dislocated Worker funds to pay the federal share of the cost of Incumbent Worker Training, enabling current workers/apprentices to remain on the job while in training, as strongly emphasized in WIOA.



CUSTOMIZED TRAINING (CT)

Customized Training:

- Is designed to meet the special requirements of an employer (including a group of employers);
- Is conducted with a commitment by the employer to employ, or in the case of incumbent workers, continue to employ, an individual on successful completion of the training; and

- Paid at least 50 percent by the employer. (WIA sec. 101(8).)

5 PRINCIPLES FOR EFFECTIVE WORK-BASED LEARNING PLANS

Critical to the development of WBL is the creation of training and learning plans that meet the needs of existing and prospective employees and employers. While the nature of these plans is different for different types of work experiences, core to these experiences is the intentional identification and development of participant skills that are valued by industry.



- 1. Skills Development:** What specific skills will this work-based training opportunity help to develop?
- 2. Training Method:** Will the method of training include demonstrations, job-shadowing, classroom training, and/or other methods?
- 3. Training Resources:** Who will conduct the training – instructors, supervisors, other workers, other training providers? What equipment will be used during the training?
- 4. Training Plan:** What will the sequence and number of hours for this training be? What expected training benchmarks will participants move through and achieve?
- 5. Training Costs:** What will be the cost of this training to the employer and to the local board? Are the benefits to employers and employees worth the cost?

KEY RESOURCES

Work-Based Learning Desk Reference:

<https://ion.workforcegps.org/resources/2017/03/09/12/20/~link.aspx?id=8C050EABF6134F16886864C550493B9E&z=z>

Jobs for the Future: 7 Principles for Effective Work-Based Training:

<https://jfforg-prod-new.s3.amazonaws.com/media/documents/WBL-one-page-061516.pdf>

Office of Career, Technical, and Adult Education: Perkins Collaborative Resource Network: Work-Based Learning Toolkit:

<https://cte.ed.gov/resources/work-based-learning-toolkit>

TEGL 19-16 Work-Based Training pages:

<https://www.dol.gov/agencies/eta/advisories/training-and-employment-guidance-letter-no-19-16>