

Apprenticeship Inclusion Models (AIM)
for Youth and Adults with Disabilities

Understanding Institutional Funding Sources as Part of Apprenticeship System Building

August 27, 2020



Housekeeping

- **Personalized Captions:** Open the captioning web page in a new browser. The link is posted in the Chat (<https://www.streamtext.net/player?event=CFI-SPRA>)
- **Questions:** Please type questions into the Q&A panel. We'll save time at the end for Q&A
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Agenda

- Welcome, Introductions
- AIM Project Goals and Context
- Topic Overview
- Braided Funding Brief overview and findings
- Ticket to Work Brief overview and findings
- Panel Discussion
- Closing and Questions

Welcome

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Deputy Assistant Secretary,
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Welcome from SSA

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Deputy Associate
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Introductions and Overview

Presenters

SPR



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Panelists



Aviva
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Apprenticeship Inclusion Models (AIM)

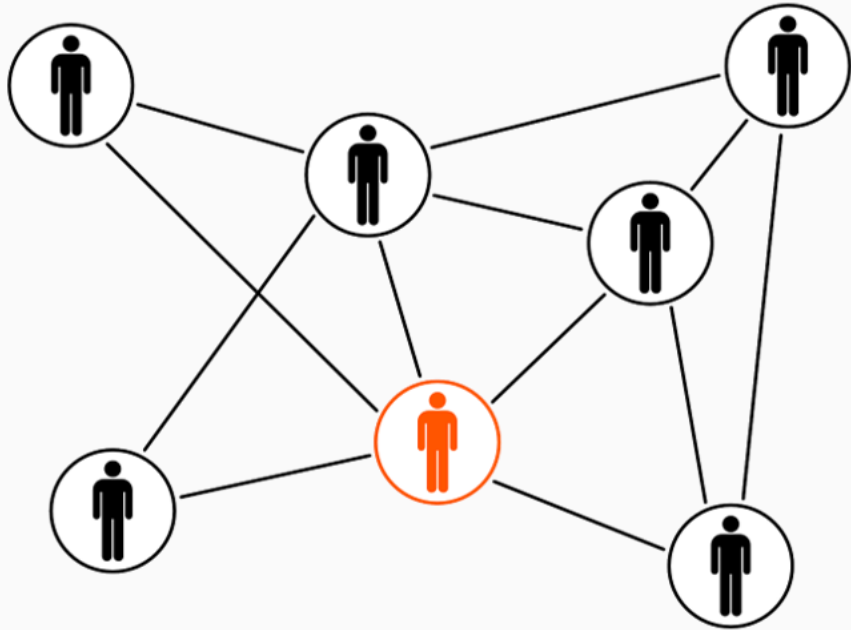
Funded by: USDOL Office of Disability Employment Policy (ODEP)

Focus: Expand access to occupational skills training, credential attainment, and job placement and retention **through apprenticeship and pre-apprenticeship models**

Apprenticeship Inclusion Models (cont'd)

Goal: Learn as much as possible about how the apprenticeship and pre-apprenticeship model is serving and can be adapted to serve people with disabilities

Approach: Support, research, and evaluate innovative apprenticeship pilot models in high-growth, in-demand industries/sectors (IT, healthcare, and advanced manufacturing)



The Objective

- Build apprenticeship pathways that target youth and adults with disabilities into high-demand, well-paying careers
- Gain insights on how to scale up inclusive apprenticeship
- Contribute ideas and actionable practices to the national conversation on apprenticeship

Funding Inclusive Apprenticeships

Strategies for Funding Inclusive Apprenticeship Programs

Monetary and in-kind support from employers and multiple other sources are used to cover the costs of apprenticeship programs, including outreach and support services to help make programs inclusive of people with disabilities

Operational Components of Inclusive Apprenticeships



PROGRAM
DESIGN &
ADMINISTRATION



TARGETED
OUTREACH
TO POTENTIAL
PARTICIPANTS



RELATED
TECHNICAL
INSTRUCTION



STRUCTURED
ON-THE-JOB
TRAINING



SUPPORTIVE
SERVICES

Costs and Funding Strategies for Apprenticeship Components



PROGRAM
DESIGN &
ADMINISTRATION

TYPICAL COSTS

- Wages and benefits for sponsor/lead organization staff
- Start-up and one-time costs
- Fundraising

POTENTIAL FUNDING SOURCES

- Employer, sponsor, or lead organization's general operating funds
- Discretionary grants from federal and state agencies
- Philanthropic grants and community donations

Costs and Funding Strategies for Apprenticeship Components II



TARGETED
OUTREACH
TO POTENTIAL
PARTICIPANTS

TYPICAL COSTS

- Wages and benefits for outreach partner staff
- Promotional materials for potential participants
- Informational materials and training for staff in partner organizations

POTENTIAL FUNDING SOURCES

- Partner organizations' general operating funds
- Discretionary grants from federal and state agencies
- Philanthropic grants and community donations
- Employers

Costs and Funding Sources for Apprenticeship Components III



RELATED
TECHNICAL
INSTRUCTION

TYPICAL COSTS

- Wages and benefits for instructors and other training provider staff
- Tuition
- Books and fees
- Equipment and supplies

POTENTIAL FUNDING SOURCES

- WIOA Title I ITAs
- State education appropriations
- Federal Pell Grants
- State-funded college grant and scholarship programs
- SNAP Employment & Training funds
- IDEA funds
- Perkins V funds
- Employers

Costs and Funding Sources for Apprenticeship Components IV



STRUCTURED ON-THE-JOB TRAINING

TYPICAL COSTS

- Wages and benefits for participants and mentors
- One-time costs for new employees
- General equipment and supplies

POTENTIAL FUNDING SOURCES

- Employers
- WIOA Title I Workforce Development Activities and Title IV Vocational Rehabilitation funds
- SNAP Employment & Training funds
- Discretionary grants from federal and state agencies
- Revenues from social enterprise

Costs and Funding Sources for Apprenticeship Components V



SUPPORTIVE SERVICES

TYPICAL COSTS

- Wages and benefits for provider staff
- Individualized equipment
- Pre-employment transition services
- Transportation assistance costs
- Job search assistance
- Child care assistance

POTENTIAL FUNDING SOURCES

- WIOA Title I, Title III Employment Services, and Title IV funds
- IDEA funds through local education agencies
- Partner organizations' general operating funds
- Families

Types of Partners Typical of Inclusive Apprenticeship



While employers are the heart of any apprenticeship program, multiple partners are required for an apprenticeship work and be successful.

Approaches for Funding Inclusive Apprenticeship Programs

Collaborative funding approaches that braid, blend, or align resources are needed to bring together the broad mix of monetary and in-kind support from the multiple partners and sources that support an apprenticeship program.

Strategies to Support Collaborative Funding Approaches

- Partnership and resource assessments
- Co-enrollment
- Dedicated staff
- Pilot demonstration projects
- Focus on sustainability

Ticket to Work and Inclusive Apprenticeship

Ticket to Work (TTW)

- TTW is a federal program administered by SSA that helps Social Security beneficiaries with disabilities achieve their employment goals.
- Services to “Ticketholders” can include vocational rehabilitation, benefits counseling, financial literacy, career exploration, employability skills training, job placement services, occupational training, and referrals for other services.

Employment Networks: TTW Service Providers

- Employment Networks (ENs) are the entities that provide services to Ticketholders
- ENs may include state VR agencies and other state or local government agencies, such as workforce agencies, community-based organizations, educational institutions, or employers
- Workforce ENs have been emphasized in recent years
- ENs are eligible for reimbursement payments from SSA when Ticketholders achieve certain employment outcomes

Why connect TTW and Apprenticeship?

1. Apprenticeships offer optimal structure for individuals with disabilities seeking to enter the labor market.
2. Apprenticeships are jobs – they pay right from the start.
3. Employment Networks' (ENs) typical services prepare Ticketholders for apprenticeships.
4. TTW program provisions have streamlined the process for workforce agencies wanting to become ENs.
5. Reimbursement payments to ENs are a source of flexible revenue.

Profile: Able-Disabled Advocacy

- A-DA has been helping prepare people with disabilities for employment since 1975; it became an EN in 2013.
- A-DA developed an inclusive paired IT pre-apprenticeship and apprenticeship service delivery model in 2016.
- A small number of A-DA's IT apprenticeship participants have also been Ticketholders

A-DA's Benefits & Challenges

- Pre-app. helps TTW participants transition to apprenticeship (i.e., competitive employment).
- A-DA staff support apprentices in deciding whether to self-disclose their disability to an employer
- Staff help Ticketholders understand the potential impact of becoming a PA & apprentice on their benefits

- Many Ticketholders are interested in part-time work, and apprenticeships are not usually part-time
- Apprenticeship variety can be limited to a few fields
- Apprenticeship training is demanding; not all are ready for it

Connecting TTW & Apprenticeship: Strategies for ENs

1. ENs can develop pre-apprenticeship programs.
2. EN business outreach staff can expand their employer engagement strategies to include identifying apprenticeship job openings.
3. State leaders can encourage the creation of apprenticeships in a wide range of occupations.

Panel Discussion

Questions? Answers.

AIM Research Brief Webinar Series

Wednesday, September 16

1:00 – 2:30 pm ET / 10:00 – 11:30 am PT

Emerging Lessons for Inclusive Apprenticeship Programs: Managing Through the COVID Crisis and Beyond

Register at www.spra.com/AIM

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Thank You

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