State Apprenticeship Expansion Grants: Frequently Asked Questions

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General Questions

1. Where can I find a copy of the Funding Opportunity Announcement (FOA) for the State Apprenticeship Expansion (SAE) grants?


2. What is the period of performance for SAE grants?

The period of performance is 18 months from the date of grant execution. For most SAE grantees, this date was November 1, 2016. This performance period includes all necessary implementation and start-up activities.

3. What resources are available to help SAE grantees implement their projects?

Each SAE grantee has been assigned a Grant Support Team, which consists of the Federal Project Officer (FPO), a Registered Apprenticeship Consultant, and a technical assistance (TA) coach. The technical assistance coach is contracted through Maher & Maher. This Grant Support Team provides comprehensive support in areas of grant management, registering apprenticeships, and implementing project goals. In addition, the Maher & Maher technical assistance coach provides TA to SAE grantees to help them achieve their grant goals. This TA includes support, peer-to-peer learning opportunities, access to tools and promising practices, and a grantee conference in Washington, D.C. on May 3, 2017. The Employment and Training Administration (ETA) provides a number of resources on its ApprenticeshipUSA webpage (www.dol.gov/apprenticeship) and maintains a Community of Practice at https://apprenticeshipusa.workforcegps.org/, which houses key resources and tools to support expansion of Registered Apprenticeship programs.

Allowable Grant Activities

4. What activities are allowable under this grant?

As stated in the FOA, grant funds can cover expenses that support state apprenticeship capacity and state innovation and expansion activities described in the recipient’s grant agreement including but not limited to:

• State system alignment, capacity, and subject matter expertise to embed apprenticeship as a key training vehicle for employers within the state.
• A range of training services that support individuals enrolled in a Registered Apprenticeship program, including: classroom occupational training; development of curricula and standards for apprenticeship; online and technology-based learning; accelerated and competency-based
training that integrates academic and occupational skills; and apprenticeship training costs and other supportive services.

- Outreach and communication to support strategies for engaging employers, parents, educators, underrepresented populations, other critical stakeholders, and state residents explaining the benefits of apprenticeship; and generating further support across the State.
- Partner, industry and workforce intermediary, and employer engagement such as convening state and regional industry round table events; peer-to-peer exchanges; state apprenticeship institutes; secondary and post-secondary partnerships; and ApprenticeshipUSA training and consultation.
- Program administration to improve program efficiency, program quality and outcome measurement such as project management, data collection and grant reporting, grant monitoring and evaluation.
- Registered Apprenticeship incentives such as state apprenticeship training funds, state-level incentives/credits for Registered Apprenticeships; apprenticeship training costs and other supportive services; and other types of seed funding to industry and workforce intermediaries and employers.
- Pathways to Registered Apprenticeship opportunities such as career awareness models for underrepresented populations, career pathway development activities, and quality pre-apprenticeships and career pathway programs as defined in Training and Employment Notice 13-12 at: [http://wdr.doleta.gov/directives/corr_doc.cfm?docn=5842](http://wdr.doleta.gov/directives/corr_doc.cfm?docn=5842).
- Modernizing IT systems and data collection.
- Enhancing data collection capabilities and reporting of individual records (i.e., registered apprentices and program sponsors) to the Office of Apprenticeship.

5. Can SAE grant funds be used to pay for participant wages?

SAE grant funds are prohibited from directly paying participant wages.

6. Can SAE grant funds be used to support the development of pre-apprenticeship programs?

Yes. Grantees may use SAE funds to build pathways to Registered Apprenticeship, including quality pre-apprenticeships and career pathway programs as defined in Training and Employment Notice 13-12 ([http://wdr.doleta.gov/directives/corr_doc.cfm?docn=5842](http://wdr.doleta.gov/directives/corr_doc.cfm?docn=5842)).

7. Can SAE grant funding be used to hire staff to support grant projects?

Yes. FOA 16-13 required applicants to submit a staffing plan and reflect those plans in their proposed budget. Grantees are reminded that SAE grant funds are subject to the salary and

**Grant Outcomes and Performance Reporting**

8. **The FOA required grantees to set a target number of registered apprentices that represents a minimum of 5% growth or an increase of 100 Registered Apprentices over the initial baseline (whichever is greater) in the 18-month period of performance. How is ETA tracking this increase over the baseline?**

ETA collected and verified baseline performance data for all grantees in December, 2016. During the 18-month grant period of performance, ETA will monitor QPR data submitted by grantees to track achievements. ETA’s monitoring process entails, among other things, reviewing the number of Registered Apprentices served as indicated in Section I of the SAE QPR. ETA will track and monitor this data quarterly. At the end of the 18-month grant period, ETA will analyze the data juxtaposed with baseline data to determine if grantees met the targeted number of Registered Apprentices. The Grant Support Team will provide TA for states not on target to meet their goal. ETA’s tracking, monitoring, and analysis of QPRs will help inform this TA throughout the 18-month grant period.

9. **How should SAE grantees submit their quarterly performance report (QPR) data?**

Completed QPRs are to be sent electronically to Apprenticeship.Grants-ETA@DOL.gov, copying the assigned Federal Project Officer (FPO), the assigned Office of Apprenticeship (OA) Consultant, and the assigned Technical Assistance Coach. Reports are due 45 days after the end of each quarter. ETA has provided a suggested template for the QPR. The template, along with reporting instructions and other reporting resources is available on the Community of Practice here: [https://apprenticeshipusa.workforcegps.org/resources/2017/04/19/10/11/SAE-Grantee-Quarterly-Performance-Reporting-Resources](https://apprenticeshipusa.workforcegps.org/resources/2017/04/19/10/11/SAE-Grantee-Quarterly-Performance-Reporting-Resources). For more information, contact Chad Aleshire at Aleshire.chad@dol.gov or Gabrielle Aponte Henkel at AponteHenkel.Gabrielle.A@dol.gov

10. **Must grantees use the SAE Quarterly Performance Template provided by ETA?**

Grantees are encouraged to use the template provided by ETA. States that choose not to use the template must still provide all the information requested in the template.
11. In OA states, can grant staff directly access RAPIDS data, or do they need to go through their Apprenticeship State Director?

ETA cannot provide OA grantees with direct access to RAPIDS. Apprenticeship State Directors in OA states may be able to provide OA grantees with monthly data reports that include the following information: demographic information on individuals served by the grant; information on services provided to individuals under the grant and their funding sources; information on programs/sponsors served under the grant; and narrative information.

12. What are the WIOA Titles referenced in Section II of the QPR template and how should data be reported?

Workforce Innovation and Opportunity Act (WIOA) Title I refers to the Adult, Dislocated Worker, and Youth programs. WIOA Title II refers to Adult Basic Education and Literacy. WIOA Title III refers to Wagner-Peyser labor exchange programs. WIOA Title IV refers to Vocational Rehabilitation Services. Grantees should provide the number of individuals served by the SAE grant who also receive services from any of these other funding streams. An apprentice may receive services through any of these programs as long as the individual meets the eligibility requirements for that program. For example, a veteran with a disability might receive support services through Title IV Vocational Rehabilitation Services, which the grantee should count and report on Item II.E.5.

13. We are having trouble getting access to WIOA Title I/II/III/IV data for the quarterly performance report. What strategies do you suggest?

WIOA Title I/II/III/IV data is tracked by the state agency that administers the federal grant funds for those titles. Your technical assistance coach can assist you in identifying the appropriate agencies in your state. States should work with their partner agencies to gain access to WIOA participant data. The exact approach necessary will depend on the specifics of each state’s MIS system. Please work with your technical assistance coach, FPO, and Registered Apprenticeship consultant to explore solutions for your state.

14. What should we include in the quarterly performance report if there is no activity to report on any given line?

SAE grantees should enter “0” if no activity is being reported. Please do not use “n/a” or “none,” or leave blank.
15. Which individuals should grantees report data on in Section I and II in the quarterly performance report?

In the quarterly performance report, grantees should include information in Sections I and II only for those individuals served by the grant. For the purposes of SAE reporting, individual “served by the grant” includes the following: individuals who receive services directly funded by the grant, such as OJT, RTI, supportive services, and pre-apprenticeship services; individuals whose recruitment into a registered apprenticeship program can be directly tied to the expenditure grant funds (e.g., an apprentice from a non-traditional population recruited at an outreach event sponsored by the grant); individuals enrolled in registered apprenticeship programs whose registration or expansion can be directly tied to grant funds (e.g., an apprentice enrolled in a program whose creation or expansion was supported by SAE-funded staff). Do not include information on individuals receiving services through other grants, such as the Accelerator Grant or the American Apprenticeship Initiative grant, or through routine state apprenticeship work, unless they have also been served by SAE grant funds.

16. Which grantees are required to report individual records on registered apprentices served?

Grantees that do not utilize RAPIDS are required to report individual records on registered apprentices served. These states are CT, DE, HI, KS, MA, MD, MN, MT, NC, NM, NY, OR, VT, WA, and WI. OA is not requesting Social Security Numbers or other protected personally identifiable data as part of the individual records collected. ETA will provide an optional template that grantees may use to report individual registered apprentice records. That template will be available on the Community of Practice at https://apprenticeshipusa.workforcegps.org/resources/2017/04/19/10/11/SAE-Grantee-Quarterly-Performance-Reporting-Resources.

17. The QPR instructions for II.E.1.a. require that the registered apprentice has an apprenticeship agreement. Is this documentation required for all participants who are registered apprentices, or just those who receive services funded by the grant?

Apprenticeship Agreements (ETA Form 671) are required for all apprentices participating in Registered Apprenticeship programs. The Apprenticeship Agreement form is not a requirement of the SAE grant program for those receiving services funding by the grant.
18. What are the requirements for reporting on pre-apprenticeship?

ETA is not requesting individual records for participants in pre-apprenticeship programs. Grantees should report pre-apprenticeship participant demographics in QPR Section I and their total count in Section II.D.1. and II.E.1.b. Report the total number of individuals receiving pre-apprenticeship activities, instruction and/or training. Record the number of pre-apprenticeship services provided to individuals under the grant in Section I.D1. Report the total number of pre-apprentices receiving services funded by the grant in Section II.E.1.b. Please note that these data elements are to be utilized only for “quality” pre-apprenticeship activities, instruction and/or training per Training and Employment Notice 13-12 (http://wdr.doleta.gov/directives/corr_doc.cfm?docn=5842).

19. For grantees serving pre-apprentices who are then registered as apprentices in a bordering state, can we count them on the QPR as pre-apprentices?

Yes, they can be reported as pre-apprentices if they are supported by the grant. However, ensure that you document that the pre-apprentice is in a bordering state and supported by the grant. You can document this in the narrative section (Section IV, #1) in the QPR. If the pre-apprentice is not supported by the grant, do not count him or her in the QPR.

20. In the FOA appendices, Non-English Speakers were included as a Target Population, but on the QPR template there is no place for them to be reported. Do non-English speakers count as underrepresented populations?

Non-English speakers, or individuals with limited English proficiency, are not included as one of the data elements collected in Sections I, II, and III of the QPR. However, grantees that have strategies focused on this target population under their grants should share information about these activities in the narrative portion (Section IV) of the report.

21. What is meant by “engaged” in Item III.1. “number of new businesses engaged?”

In the quarterly performance report, grantees should include information on only those businesses where SAE grant funds supported substantive engagement as defined in the reporting instructions. Examples provided in those instructions include targeted presentations on Registered Apprenticeship/pre-apprenticeship, meetings to discuss registration of new programs, the creation of talent pipelines and career pathways, employer round-table events, and the like. Grantees should not report businesses that were solely the recipients of mass mailings or other non-substantive engagement.
22. What are ETA’s expectations related to individual records for businesses, programs, and sponsors reported on in Section III?

Grantees must maintain individual records on program sponsors. Program sponsors may be businesses engaged, programs registered, programs expanded, and/or sponsors receiving services from the workforce system under the grant. The records must include sufficient data to aggregate, report, and maintain accountability and may include the name and address of the sponsor, program type, occupations targeted, and training approach. The data is recorded in Tab 2 in the SAE Individual Record Template found here. Grantees may also report on milestones achieved. For example, states might provide the following information: “ABC Health System partnered with us to develop a non-traditional Registered Apprenticeship Program in the healthcare industry. It will involve two occupations (Licensed Practical Nurse and Surgical Tech). We corresponded with them via telephone, email, and in-person over this quarter. Next quarter, we’ll work on specifics, and hopefully achieve a tentative timeline for their program’s establishment.”

23. Should the response to Item III.2. (regarding the total number of new programs registered) include programs where staff is helping an employer develop standards or with the registration process?

Grantees should report programs once they have been submitted and approved, either by the state or the USDOL. Do not include programs that are under development.

24. How should grantees report on businesses that expand their Registered Apprenticeship program by adding new apprentices or an new occupation? (*new)

These activities should be reported under section III.3 and described in further detail in the narrative.

25. Are grantees required to provide success stories under Section IV?

While grantees may answer Item IV.2. with “Nothing to report”, grantees are strongly encouraged to provide success stories so that ETA may share the positive impacts of these grants and shine a spotlight on grantee successes. A good success story describes the achievement, quantifies impact if possible, and describes the critical milestones that lead to the success.
26. For Item IV.4. on capacity-building and outreach efforts, must grantees address each item specified, i.e., A) Relevant policy documents/changes to support grant goals (e.g., new/revised policy document, new tax credit); B) Program or system alignment activity; C) Curriculum development activity; and D) Special outreach efforts to employers and/or participants?

No, these items described in A-D are only provided as examples of capacity building efforts a grantee might undertake and are not meant to be specifically addressed each quarter. Grantees should provide information on capacity building efforts undertaken in the quarter – whether related to the examples in A-D or something else.

27. Who is eligible for training through SAE grant projects?

Participants eligible to receive services and training under this grant are all individuals who are 16 years of age or older.

28. Can grantees use the ApprenticeshipUSA logo for outreach materials and/or in support of grant project-related outreach activities under FOA-ETA-16-13?

Yes. SAE grantees can use the approved version of the ApprenticeshipUSA logo for outreach materials and/or in support of grant project-related outreach activities. In using the ApprenticeshipUSA logo, please note the disclaimer below. This disclaimer does not need to be included as grantees use the logo, but it is required the disclaimer is made known to grantees:

“The U.S. Department of Labor is the owner of a trademark for the “ApprenticeshipUSA” logo. Your use of the logo on any materials, whether in print or electronically, is subject to your organization maintaining the standards of the program as set forth in the “Labor Standards for the Registration of Apprenticeship Programs” (29 C.F.R. Part 29).

29. Must SAE grantees use the ApprenticeshipUSA logo in outreach materials?

No. Grantees are not required to use the ApprenticeshipUSA logo. However, USDOL strongly encourages its use as a signal to businesses and workers of the high standards, instructional rigor, and quality training that are hallmarks of Registered Apprenticeship.
30. What resources are available to support SAE grantee marketing and outreach efforts?

A key strategy for expanding the use of apprenticeship is marketing and outreach to both businesses and potential apprentices. Intermediary organizations, state agencies, ETA’s Office of Apprenticeship, and others have created marketing and outreach materials to expand the understanding of apprenticeship and promote apprenticeship to businesses and workers. You can access many of these materials on the ApprenticeshipUSA Community of Practice here: https://apprenticeshipusa.workforcegps.org/resources/2017/02/02/09/37/Marketing-Outreach-for-Apprenticeship.

Pre-Apprenticeship Strategies

31. What guidelines should we follow as we develop pre-apprenticeship programs?

Training and Employment Notice (TEN) 13-12, ETA provides a definition and quality framework for pre-apprenticeship, which was developed in consultation with stakeholders in the apprenticeship and workforce communities and the public. You can access TEN 13-12 here: https://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=5842. States should use this framework to guide their work in expanding pre-apprenticeship programs. TEN 13-12 defines pre-apprenticeship as a program or set of strategies designed to prepare individuals to enter and succeed in a Registered Apprenticeship program and has a documented partnership with at least one, if not more, Registered Apprenticeship program(s). A quality pre-apprenticeship program is one that incorporates the following elements:

- Approved Training and Curriculum;
- Strategies for Long-Term Success;
- Access to Appropriate Support Services;
- Promotes Greater Use of Registered Apprenticeship to Increase Future Opportunities;
- Meaningful Hands-on Training that does not Displace Paid Employees; and
- Facilitated Entry into Registered Apprenticeship and/or Articulation for earning advanced credit/placement for skills and competencies already acquired.

Grantees can direct questions about pre-apprenticeship to their Registered Apprenticeship Consultant and their technical assistance coach.
**Registered Apprenticeship Strategies**

32. What resources are available to help us develop strategies for outreach and partnership development with new businesses and industries?

ETA has collected key resources for businesses outreach and partnership development on the ApprenticeshipUSA Community of Practice here: https://apprenticeshipusa.workforcegps.org/resources/2017/02/02/10/12/Marketing-Outreach-to-Business-on-Apprenticeship. These resources include toolkits and examples of state strategies and materials. ETA encourages states to expand Registered Apprenticeship programs in the context of broader sector strategies and career pathway development. Key resources on Integrating & Implementing Career Pathways & Apprenticeship within a Sector Strategy can be found here: https://businessengagement.workforcegps.org/resources/2016/05/12/13/09/Integrating-Implementing-Career-Pathways-Apprenticeship-within-a-Sector-Strategy.

33. What Return on Investment (ROI) information is available to support our communications with businesses?

In 2016, the U.S. Department of Commerce issued the report, “The Benefits and Costs of Apprenticeships: A Business Perspective.” This report captures the employer perspective on the value of the apprenticeship model. The report contains findings from 13 case studies of businesses and intermediaries that have experience and success in implementing Registered Apprenticeship programs. It covers a number of sectors, including manufacturing, construction, healthcare, retail, and IT. The profiled programs varied in structure and cost from company to company, but all found that an investment in apprenticeship pays off. The full report is available here: http://www.esa.gov/reports/benefits-and-costs-apprenticeships-business-perspective.

34. What role can intermediaries play in helping states expand Registered Apprenticeship programs?

Intermediaries (industry associations, labor and joint labor-management organizations, community-based organizations, community colleges, and others) are playing critical roles in expanding Registered Apprenticeship programs across the country. They help to scale apprenticeship in multi-employer apprenticeship models and assist employers in starting new programs. These organizations can bring subject matter expertise related to their industries, reduce the burden on individual employers to start apprenticeship programs, and can spread risk and cost across a wider range of employers.

Apprenticeship intermediaries can be local, regional, or national in scope. They undertake one or several functions, including:

- Marketing the apprenticeship brand in a state or locality;
• Persuading employers to adopt apprenticeships;
• Aggregating demand for apprentices, particularly with small- and medium-size employers that may not have the capacity to develop an apprenticeship program on their own;
• Helping employers through the design and administrative tasks required to establish an apprenticeship;
• Serving as sponsor of an apprenticeship program, taking responsibility for the administration of the program (thereby reducing the burden on employers); and/or
• Conducting or arranging for the off-the-job training related to the apprenticeship occupation (related technical instruction).

ETA funded 10 organizations to expand the role of intermediaries in key industry sectors, including health care, advanced manufacturing, retail, hospitality, construction, and IT. See funded organizations here: https://www.dol.gov/newsroom/releases/eta/eta20160921. For assistance in connecting with one of these intermediaries, please contact your technical assistance coach.

35. We are interested in partnering with Job Corps programs. What roles can Job Corps play in Registered Apprenticeship programs?

Job Corps can play a number of roles in the Registered Apprenticeship system. Job Corps centers can serve as Registered Apprenticeship sponsors, offer pre-apprenticeship programs, and provide related technical instruction. Registered Apprenticeship is counted as a positive placement under performance measures for the Job Corps program. National training contractors working with Job Corps centers are strongly encouraged to provide pre-apprenticeship training to ensure that graduates are placed in Registered Apprenticeships upon program completion. ETA’s Office of Apprenticeship and Job Corps have a memorandum of understanding to provide Job Corps graduates priority admission into Registered Apprenticeship programs (See JC Circular 74-5).

36. How can we strategically align Registered Apprenticeship programs with the workforce system?

Training and Employment Guidance Letter 13-16 provides information about the new provisions for Registered Apprenticeship in WIOA, including the status of Registered Apprenticeship sponsors as Eligible Training Providers, membership on State and Local Workforce Boards, the use of WIOA funding to support Registered Apprenticeship, reporting on Registered Apprenticeship activity, and suggestions for coordinating with the Registered Apprenticeship system. You can access TEGL 13-16 here: https://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=9125. The Registered Apprenticeship Toolkit available at https://www.dol.gov/apprenticeship/toolkit.htm also has extensive resources to support alignment between Registered Apprenticeship and the workforce system.
37. How can we leverage WIOA Title I funds to support Registered Apprenticeship programs?

WIOA Title I funds can be used to support businesses and job seekers in multiple ways. For example:

- Supporting the on-the-job training component of apprenticeship programs;
- Paying for the cost of related classroom instruction for the apprentice, including tuition, books, supplies, fees, uniforms, tools and other required items, through Individual Training Accounts;
- Using customized training and incumbent worker training to support businesses that sponsor apprenticeship programs;
- Providing basic skills training and pre-apprenticeship programs prepare participants to enter apprenticeship programs; and
- Using WIOA youth services for tutoring, mentoring, and work experience in combination with pre-apprenticeship and apprenticeship programs.

See ETA’s Desk Aid for detailed information about how to use WIOA funds to support these activities: [https://www.dol.gov/apprenticeship/toolkit/docs/Desk-Aid-Use-of-Funds.pdf](https://www.dol.gov/apprenticeship/toolkit/docs/Desk-Aid-Use-of-Funds.pdf)

38. What other funding is available to support Registered Apprenticeship programs?

Federal funding for Registered Apprenticeship programs is available through several federal agencies to support business investments in apprentices and to assist educators and intermediaries in strengthening the tie between training and employment through Registered Apprenticeship. For more in-depth information on each of these funding sources, visit the “Federal Resources Playbook for Registered Apprenticeship” available at: [http://www.doleta.gov/oa/federalresources/playbook.pdf](http://www.doleta.gov/oa/federalresources/playbook.pdf)

Targeted Populations

39. What resources are available to help us expand access to Registered Apprenticeship programs to diverse populations?

The following pages on the ApprenticeshipUSA Community of Practice offer tools, program examples, outreach materials, and other resources for these target populations:

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<thead>
<tr>
<th>Targeted Population</th>
<th>Resource Link</th>
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<tbody>
<tr>
<td>Veterans</td>
<td><a href="https://apprenticeshipusa.workforcegps.org/resources/2017/02/28/12/45/Expanding-Apprenticeship-for-Veterans">https://apprenticeshipusa.workforcegps.org/resources/2017/02/28/12/45/Expanding-Apprenticeship-for-Veterans</a></td>
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<tr>
<td>Ex-Offenders</td>
<td><a href="https://apprenticeshipusa.workforcegps.org/resources/2017/03/10/14/07/Expanding-Apprenticeship-for-Ex-Offenders">https://apprenticeshipusa.workforcegps.org/resources/2017/03/10/14/07/Expanding-Apprenticeship-for-Ex-Offenders</a></td>
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### Expanding Apprenticeship for Underrepresented Populations

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<thead>
<tr>
<th>Group</th>
<th>Link</th>
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<tbody>
<tr>
<td>Minorities</td>
<td><a href="https://apprenticeshipusa.workforcegps.org/resources/2017/03/10/15/45/Expanding-Apprenticeship-for-Minorities">https://apprenticeshipusa.workforcegps.org/resources/2017/03/10/15/45/Expanding-Apprenticeship-for-Minorities</a></td>
</tr>
<tr>
<td>Individuals with Disabilities</td>
<td>[<a href="https://apprenticeshipusa.workforcegps.org/resources/2017/03/10/16/09/Expanding-Apprenticeship-for-Individuals-with">https://apprenticeshipusa.workforcegps.org/resources/2017/03/10/16/09/Expanding-Apprenticeship-for-Individuals-with</a> Disabilities](<a href="https://apprenticeshipusa.workforcegps.org/resources/2017/03/10/16/09/Expanding-Apprenticeship-for-Individuals-with">https://apprenticeshipusa.workforcegps.org/resources/2017/03/10/16/09/Expanding-Apprenticeship-for-Individuals-with</a> Disabilities)</td>
</tr>
<tr>
<td>Women</td>
<td><a href="https://apprenticeshipusa.workforcegps.org/resources/2017/03/13/10/10/Expanding-Apprenticeship-for-Women">https://apprenticeshipusa.workforcegps.org/resources/2017/03/13/10/10/Expanding-Apprenticeship-for-Women</a></td>
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<tr>
<td>Youth</td>
<td><a href="https://apprenticeshipusa.workforcegps.org/resources/2017/02/02/10/56/Apprenticeship-Youth">https://apprenticeshipusa.workforcegps.org/resources/2017/02/02/10/56/Apprenticeship-Youth</a></td>
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In 2016, ETA funded four organizations to identify, develop, and disseminate tools and strategies that increase access, entry, and retention in Registered Apprenticeship programs for underrepresented populations and to increase the diversity of workers entering and successfully completing apprenticeships through the scaling of diversity and inclusion plans and practices. See funded organizations here: [https://www.dol.gov/newsroom/releases/eta/eta20160921](https://www.dol.gov/newsroom/releases/eta/eta20160921). For assistance in connecting with one of these intermediaries, please contact your technical assistance coach.

### 40. Can veterans use their GI Bill benefits for Registered Apprenticeship programs?

Veterans may use their GI Bill® entitlement to support the related instruction component of a registered apprenticeship program. For more information, visit [https://doleta.gov/oa/veterans.cfm](https://doleta.gov/oa/veterans.cfm).