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Apprenticeship Building America (ABA)
State Apprenticeship System Building and Modernization Grants Study -
Category 1

Grantee/Partner Administrators and Staff Discussion Guide

INTRODUCTION

I am/we are researchers with the [Urban Institute/Mathematica], a private research organization that conducts policy-related research on a variety of social welfare and economic issues.

Our discussion here today will focus on the Apprenticeship Building America (ABA) grant program which aims to support the registered apprenticeship system and enhance the quality of and access to apprenticeship and pre-apprenticeship opportunities. This study is conducted under contract to the U.S. Department of Labor and will focus on grantees that received Category 1 grants for state apprenticeship system building and modernization. The study aims to understand the state context and implementation of the ABA grants, including specific strategies used to expand and modernize apprenticeship throughout the state. We are also interested in understanding how the ABA grants might have built on past apprenticeship efforts in the state.

Privacy Statement: I/we know that you are busy and we will be as focused as possible and will only ask questions that are relevant to your experience. Even so, if we ask a question that is irrelevant or that you do not know the answer to, let us know and we can skip it. Your participation in this interview is voluntary and you may choose not to answer some or any of our questions. We will do everything we can to secure the privacy of the information you provide but ask that you consider using headphones or finding a private space to talk so that other people cannot hear or see this conversation.

We believe the risks of participating in this study are minimal. Although there are no direct benefits to you, we believe that the findings from this study will benefit similar efforts to expand and modernize apprenticeships.

My colleague and I will be taking notes in order to document what we hear during our discussion. We do not share these notes with anyone outside of our research team, including the U.S. Department of Labor, and we will destroy these notes after the project ends. When we compile our reports, the names of individual respondents will not be included. If we choose to quote you, you will only be identified by your title. You will not be quoted directly by name in any of our reports. While it is possible that you might be identified by your title, we will do our best to minimize the chance of that occurring.

Finally, to help us accurately capture the information you share, we would like to record this interview. The recording is just a back-up for our notes and will be kept

within our small research team. The interview recording will be deleted once we have developed a full set of notes from the interview.

Do you have any questions for me?

[If recording] Are you okay with us recording the interview to improve the accuracy of our notes? [Note: If yes, start recorder. If no, take handwritten notes.]

Do I have your permission to begin the interview? [Note: Begin interview if consent granted.]

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Thank you. We know that you might have other ongoing federal apprentices-related grants or projects, but I want to remind you that our focus today is primarily on the partners, goals, and activities of the ABA grant.

INTERVIEW QUESTIONS

A. Respondent and organization background information

1. Collect the following information for each respondent:
 - Name(s):
 - Title(s):
 - Agency/Company/organization and type of company/organization:
 - Length of involvement with the organization and apprenticeship programs:
2. Broadly speaking, what is your organization's role in carrying out the ABA grant? What is your role related to the grant?
3. What is your agency/organization's previous experience with apprenticeship (prior to receipt of the grant)?
4. From your perspective, what are the goals of the ABA grant? Have the grant's goals changed over time? If so, how?

B. Context

1. **[For subgrants focused on specific areas within a state]** What geographic area(s) does the ABA grant serve, including those overseen by grantee and various partners (e.g., identify specific counties or regions served by respondent's organization)?
 - Why was the region(s) selected for the grant (e.g., because of location of an emerging industry)?
 - What are the characteristics of the region served and how much variation is there across the region served (e.g., urban/rural/suburban)?
 - What are the key demographic characteristics of the population in the region? *[Probe for: large numbers of unemployed/incumbent workers in need of training, aging skilled workforce nearing retirement].*
 - What is the economic environment and context for the area served under the grant? *[Probe for: historical industries and employers, growth industries, extent to which industries rely on apprenticeship, industries that are most likely to feature apprenticeships, economic conditions such as job openings in sectors / occupations that are focus of the grant].*
2. Prior to the grant, how would you describe the state of apprenticeship and pre-apprenticeship in the geographic area served?
 - Were registered and unregistered apprenticeship and pre-apprenticeship opportunities available prior to the ABA grant?

[If yes ask the following:]

- In which industry sectors/occupations in the area served were apprenticeship and pre-apprenticeship opportunities available, prior to the grant?
- Approximately how many apprentices and pre-apprentices were served by these programs, prior to the grant?

C. Grant design and planning process

1. Was your organization involved in the grant design and planning process?

[If yes, ask questions 2-6. If no, skip this section]

2. How did you identify priority activities and objectives for the grant?
3. To what extent were these activities and objectives influenced by prior grants/efforts to expand RA? Please describe.
4. To what extent do these activities and objectives extend and build upon the work of previous grants?
5. How were the target industries and occupations for the grant identified or selected?
 - Why were those industries and occupations identified and selected?
 - To what extent was the selection influenced by prior grants/efforts to expand RA? How are they the same/different?

6. How were the focal populations for the grant identified or selected?
 - Why were those populations identified and selected?
 - To what extent was the selection influenced by prior grants/efforts to expand RA? How are they the same/different?

D. State structure, resources, and systems for apprenticeship

1. What is the role of your agency in the registered apprenticeship system in [STATE]?
2. How has the involvement of various state agencies evolved over time in registered apprenticeship?
3. What is the process for registering apprenticeship programs in your state?
 - How is your agency/organization involved in that process?
 - In your experience, how are employers involved in registering apprenticeship programs? Other partners?
 - Are there barriers that your agency/organization faces during the registration process? Employees/partners?
 - Has the registration process changed due to the ABA grant? If so, how?
4. Are there certain aspects of the state structure for apprenticeship that have been supportive to expanding apprenticeship? Are there certain aspects that have proved challenging? Please describe.
 - Has the ABA grant helped improve any state structures for apprenticeship? Did the grant help address any challenges?
5. **[For state administrators]** Is the state planning to undertake any policy reforms or regulatory changes in the apprenticeship system? If yes, how do you expect these changes to impact your ability to expand registered apprenticeships, if at all?
6. **[For state administrators]** Has the state developed or implemented any system, policy, or procedural changes at the state level to support apprenticeship as a part of the ABA grant? *[Probe for the following:]*
 - *State or local legislation*
 - *State or local policy guidance*
 - *Increased state or local government funding*
 - *Enrollment policy changes at community colleges or other institutions of higher education*
 - *Credit or articulation policy changes at community colleges (e.g. credit for prior learning)*
 - *Policies/procedures on apprentice safety*
 - *Policies/procedures on apprentice supervision*
 - *Policies/procedures on equal employment opportunity for apprentices*
Policies on other aspects of apprenticeship (e.g., wage progression or employer incentives).

[Ask the following for each change identified]

- Can you expand on what the state is currently doing to implement this change?
 - What is this change intended to do? Has it worked as intended? Please elaborate.
 - Has this change made it easier for partners or employers to deploy the program(s) at scale? If yes, how so?
 - Has this change been able to promote program consistency and quality? If yes, how so?
7. What, if any, other apprenticeship efforts have taken place in the last five years in the state or geographic area besides the ABA grant? [Probe for the following:]
- *State or local legislation*
 - *State or local policy guidance*
 - *Increased state or local government funding*
 - *Enrollment policy changes at community colleges*
 - *Credit or articulation policy changes at community colleges (e.g. credit for prior learning)*
 - *Policies/procedures on apprentice safety*
 - *Policies/procedures on apprentice supervision*
 - *Policies/procedures on equal employment opportunity for apprentices*
 - *Policies on other aspects of apprenticeship (e.g., wage progression or employer incentives).*
8. [For each effort identified] What was this effort intended to do? Has it worked as intended? Please elaborate.
9. To what extent is there overlap/linkage between the ABA grant and other ongoing initiatives or grants to promote RAPs?
- How, if at all, does it build off of any previous grants? [Probe for: other DOL apprenticeship grant initiatives; other DOL training initiatives (e.g., America's Promise, Ready to Work, Strengthening Working Families Initiative, Tech Hire, TAACCCT grants); and any other apprenticeship initiatives besides DOL investments]
 - To what extent has the succession of grants or other initiatives helped grow, expand, or improve apprenticeship efforts in your state or specific region?
10. [For state administrators] To what extent have state policy makers – governor's office and legislature – been important partners in apprenticeship efforts in [STATE]?
- What supports have they provided?
 - How has their support changed since receiving the grant? [Probe for the following: regulatory changes, coordination between agencies]
 - What additional supports would be helpful?
11. [For state administrators] To what extent has the federal government been an important partner in apprenticeship efforts in [STATE]?
- What supports have they provided?

- How has their support changed since receiving the grant? *[Probe for the following: regulatory changes, coordination between agencies].*
 - What additional supports would be helpful?
12. How is your agency engaged with the workforce development system?
- What is the current role of the State Workforce Development Board, if any, in the registered apprenticeship system?
 - How has your engagement with the Board or the workforce development system changed as a result of the ABA grant?

E. Grant finances and matching resources

1. **[State grant administrator only]** Which three grant activities have accounted for the bulk of your ABA grant funding? About how much is allotted to each activity?
2. **[State grant administrator and sub awardees]** To what extent has your organization been able to spend the ABA grant funds according to the budget?
 - Have there been unexpected costs?
 - Has it been challenging to spend funds on certain planned activities?
3. **[State grant administrator and sub awardees]** Are other sources of funding being leveraged towards the grant's efforts? If yes:
 - What are these other funding sources, and about how much is being leveraged from each source?
 - What activities are the leveraged funds supporting?
 - How, if at all, is the state/organization leveraging WIOA funds for use in registered apprenticeships?
4. **[State grant administrator and sub awardees]** Is the ABA grant funding sufficient to adequately support apprenticeship system building in your state? Please explain why or why not.

F. Key partner engagement and roles (non-employers)

1. Which of the current partnerships focused on apprenticeship existed prior the ABA grant? If so, which ones? *[Probe for: established relationships with apprenticeship programs, state apprenticeship agencies, apprenticeship intermediaries, industry associations, unions, schools, American Job Centers, and Employers]*
 - In what ways, if any, did these previous partnerships change as a result of the ABA grant? Why?
 - Did the grant increase capacity for partnerships? How?
2. Were any new partners included in the ABA grant? If yes:
 - Which partners were newly added for the grant?
 - Why were they added?
3. What are the benefits of these partnerships?

4. [If not already addressed] Through what activities has your agency/organization worked with the local public workforce development system, including local Workforce Development Boards and American Job Centers in grant activities?
 - Are specific staff responsible for working with local WDBs? Please describe the staff and their responsibilities
 - What have you found to be successful or challenging in your work with WDBs?
 - [For each challenge] How have you worked to overcome that challenge?
5. What challenges have you experienced engaging partners?

G. Employer recruitment, engagement, and roles

1. How have any lessons learned from earlier efforts to engage employers influenced your agency/organization's current approach to engaging employers?
2. Have any grant funds been used for financial supports or incentives to encourage employer engagement? If no, why not?

[If yes]:

- How are they being used?
 - Are they to help offset costs for certain aspects of apprenticeship programs, such as cost of training?
 - How are the incentives structured? That is, are there different incentive amounts depending on the level of engagement, size of employer, or other factors?
 - What is the process for determining whether an employer should receive an incentives? What are the eligibility criteria for receiving an incentive?
 - How are the incentives administered to eligible employers? Who is responsible? When are incentives received?
 - Have these incentives helped encourage employer engagement?
 - What have the challenges been in providing incentives?
3. Does your agency/organization work to market to, recruit, and/or engage employers to consider supporting or establishing pre-apprenticeship/apprenticeship program(s)?

[If yes]:

- Are ABA grant funds used to support marketing, recruitment, and engagement activities?
- Which agency/organization staff have responsibility for engaging with employers?
 - Do these staff work full-time on employer engagement?
- [If have both pre-apprenticeship and apprenticeship programs] How does this work differ for pre-apprenticeship and apprenticeship programs? What about programs focused on serving youth?
- How have your efforts changed under the ABA grant? Why?

4. In the survey, [grantee] reported using the following methods to reach out to and recruit employers [*either read or show respondent the list of methods*]. How have employers responded to the outreach and recruitment efforts?
 - Which outreach and recruitment methods have proven the most successful to engage employers? Which methods are not as effective?
 - What challenges have you experienced engaging employers?
 - [If have both pre-apprenticeship and apprenticeship programs] How does this outreach work differ for pre-apprenticeship and apprenticeship programs? And for programs focused on youth?

5. What role do grantee/partner staff have in helping employers design, register, and implement programs?
 - If data are available, for how many employers has the grantee assisted in designing and implementing programs?
 - For how many employers has the grantee assisted in developing apprenticeship work processes (i.e., apprenticeship standards)?
 - For how many employers has the grantee assisted in applying for registration under the grant?

6. Under ABA, have you been able to recruit the intended number of employers?
 - Has the pool of potential employers for the program been sufficient?
 - Has this pool of potential employers changed over the course of the grant? If yes, how and why?
 - Have there been more employers interested in engaging under the grant than can be included (e.g., is there a waiting list for employers to join)?
 - o Does this vary by industry?
 - [If they have pre-apprenticeship programs] How, if at all, does the pool differ for pre-apprenticeship programs?
 - [If they have youth programs] How does the pool differ for youth programs?

7. What are the key barriers in persuading companies to start or support pre-apprenticeship/ apprenticeship programs? [*Probe for the following:*]
 - *Lack of knowledge about pre-apprenticeship/apprenticeship*
 - *Administrative hassle and paperwork involved in registering the program*
 - *Fear of involvement with the government*
 - *Costs of the program*
 - *Difficulty in finding related technical instruction provider that is a good fit*
 - *Lack of trainers*
 - *Concern about unionization*
 - *Not enough of a pool of employers in the area served that are interested in apprenticeships*
 - *Lack of employers hiring*
 - *Lack of employer facing shortages of skilled workers*
 - *COVID-19 pandemic*

8. What are the key barriers in persuading companies to engage youth in apprenticeship programs? [*Probe for the following:*]
 - *Workplace regulations*

- *Lack of knowledge about youth programs*
 - *Lack of funding*
 - *Barriers to youth engagement (e.g., transportation)*
 - *Career readiness*
 - *Not enough of a pool of employers in the area served that are interested in youth apprentices*
 - *Lack of employers hiring youth*
9. What are the key factors that motivate employers to start, expand, or participate in pre-apprenticeship/apprenticeship programs? *[Probe for the following:*
- *Existing or future shortage of qualified workers*
 - *Expected benefits during and soon after the apprenticeship*
 - *Subsidies to firms or for related instruction*
 - *Ability to benchmark skills to high levels*
 - *Screening process effective at identifying workers likely to succeed*
 - *Help in reaching a diverse, qualified workforce*
 - *National credential linked to registered apprenticeship*
 - *Assistance in developing skill standards and registration]*
10. Among employers who focus on youth, what are the key factors that motivate them to serve this population specifically?
- *Help to meet existing or future demand for qualified workers*
 - *Expected benefits for employers during and soon after the apprenticeship*
 - *Receive available subsidies for serving youth*
 - *Help to diversify a qualified workforce*
 - *Interest in supporting the community]*
11. For employers who are interested in registered apprenticeship or pre-apprenticeship programs, in what areas do they need the most support in setting up a program? *[Probe for the following:*
- *Identifying relevant occupations for pre-apprenticeship/apprenticeship programs*
 - *Help identifying a related instruction provider and/or curriculum*
 - *Help developing standards of apprenticeship*
 - *Help developing wage structure and schedule*
 - *Help completing relevant forms and register the apprenticeship program*
 - *Help communicating with the DOL Office of Apprenticeship or State Apprenticeship Agency and/or handling the paperwork for the employer*
 - *Help reporting to RAPIDS or equivalent state reporting]*
12. Do you provide technical assistance to employers?
- **[If yes]** What types of assistance have been provided to employers to help them in planning and initiating apprenticeship or pre-apprenticeship programs? *[Probe for the following:*
 - o *Help specifying an occupation that fits the employer's requirements*
 - o *Help identifying a related technical instruction provider and/or curriculum*
 - o *Help developing standards of apprenticeship*
 - o *Help developing wage structure and schedule*

- o *Help completing relevant forms and register the apprenticeship program*
- o *Help communicating with the DOL Office of Apprenticeship or State Apprenticeship Agency and/or handling the paperwork for the employer*
- o *Help reporting to RAPIDS or equivalent state reporting]*
- **[If yes]** And who is providing each type of assistance?

H. Participant recruitment and populations of interest

1. How has your organization (or its partners) marketed pre-apprenticeship/apprenticeship to prospective participants? [*Probe for the following:*
 - *Distribution of flyers, posters or other educational/informational*
 - *Program staff outreach presentations or orientations held in the area served*
 - *Informational websites*
 - *Toll-free informational hotlines*
 - *Outreach campaigns using media (e.g., PSAs, TV, radio, newspaper, ads on buses/bus shelters)*
 - *Social media (e.g., LinkedIn, Facebook, Twitter, Instagram, etc.) - please specify, which types of social media are used and how*
 - *Direct mail campaign*
 - *Word-of-mouth*
 - *Primary partners]*
2. In the survey, the [grantee] listed the following focal populations. [*List groups reported in the survey.*] Is this correct?
 - **[For each focal population]** Why was this group selected for targeted recruitment?
3. In the survey, [grantee] reported using the following methods to reach out to and recruit participants [*either read or show respondent the list of methods*].
 - What messages are being emphasized in recruitment efforts?
 - **[For each focal population]:** How does outreach differ for this group? What messages are being emphasized?
4. Are there particular strategies or messages that have been most successful?
 - What outreach strategies or messages are not working as well and why?
 - Have any strategies or messages been dropped or added over time? Why?
 - **[For each focal population]** What strategies or messages are most successful with this group? What strategies or messages are not working well and why?
5. How successful have you and your partners been in recruiting participants in general?
 - To what do you credit your successes?
 - Have there been more or fewer applicants than the programs under the grant can serve (e.g., is there a waiting list to get into the program)?

6. What recruitment challenges has your organization faced when recruiting participants for Registered Apprenticeships?
 - [For each focal population] How are the challenges faced when recruiting this group similar to or different from the challenges you just described?
 - To what extent have you been able to address these challenges?
7. [If the program did not name these groups as focal populations ask] What, if any, marketing or messaging strategies have you used to reach individuals from groups who are underserved by apprenticeship programs, such as women, Black/African American and Latinx/Hispanic individuals, in- or out-of-school youth, veterans, people with disabilities, etc.?
 - To what extent have these strategies been successful and with which groups?
8. [If have both apprenticeship and pre-apprenticeship programs] How does outreach differ for pre-apprenticeship and apprenticeship programs?
 - What strategies and messages are being emphasized in recruitment efforts for pre-apprenticeship programs?
 - Are there particular strategies or messages that have been most successful for pre-apprentices?
 - What outreach strategies or messages are not working as well for pre-apprentices and why?
9. [If have both apprenticeship and pre-apprenticeship programs] How has recruitment success differed for pre-apprenticeships and apprenticeships?
 - Have there been more or fewer applicants than the programs under the grant can serve (e.g., is there a waiting list to get into the program?)
 - Are the recruitment challenges different for pre-apprenticeship and apprenticeship programs? If so, how?
10. What, if any, organizations have provided referrals to help recruit prospective pre-apprenticeship/apprenticeship participants?
 - Which organizations have provided the most referrals?
 - Have any organizations exceeded or fallen short of original expectations for providing referrals?
11. [For grantees with both pre-apprenticeship and apprenticeship programs] How have the pre-apprenticeship programs affected interest in apprenticeships?
 - Have the programs broadened interest in apprenticeship?
 - Have the programs helped recruit members of the focal populations named above?
12. [For grantees with both pre-apprenticeship and apprenticeship programs] To what extent are the demographic characteristics of pre-apprentices in programs funded by the grant similar to or different from those of apprentices in the same occupation/field?
 - If different, was this a result of a purposeful strategy? Please describe.

I. Participant eligibility/intake

1. What is your role in eligibility determination and intake?
 - Is your organization involved in eligibility determination and intake for registered apprenticeship participants? For pre-apprentices?

[If organization is involved in eligibility determination and intake, ask questions 2-4, if not, skip to section I]

2. What are the eligibility requirements for enrollment under the grant? And how does it vary across programs? [Note: Request copies of participant eligibility or intake form(s).] [Probe for:
 - Complete pre-apprenticeship program for apprenticeship program)
 - Be from a specific subpopulation
 - Reside within a specific geographic area
 - Meet income eligibility requirements
 - Meet an age requirement
 - Meet education level requirements (e.g. high school diploma, GED/HSED) or basic skill levels]
3. Can you describe the intake process for the pre-apprenticeship/apprenticeship program(s) operating as a part of your grant, from start to finish?
 - Do pre-apprentices/apprentices apply to the program and what steps do they take to advance to being an apprentice?
 - Which organizations or partners assess eligibility and/or oversee intake?
 - Which organization, if any, conducts an interview?
 - What role, if any, do employers play in the screening and selection process for apprenticeships under the grant, particularly in the case of incumbent workers served under the grant? Please describe this process
4. To what extent do applicants face barriers related to eligibility requirements, intake, or the screening and selection process?
 - Are there particular requirements or points in the process that cause the most challenges for prospective participants?
 - Do applicants from groups underserved by apprenticeship face any common barriers? If yes, which ones and why?
 - [For those with youth programs] Do youth face any common barriers? If yes, which ones and why?
 - [For respondents who identify barriers] What do you or your partners do to help applicants address their barriers to enrollment?

J. Key features of apprenticeship and pre-apprenticeship programs

1. [For those with pre-apprenticeship programs] Can you tell us a little more about the pre-apprenticeship program(s) supported by the ABA grant? Have you used the ABA grant to support new programs, expansion of existing programs, or both? How?

[For each program identified, ask the following:]

- Who are the main partners for this program? What are their roles? [*Probe for roles of registered apprenticeship program, employers*]
 - What types of skills are developed in the pre-apprenticeship program(s)?
 - How specific are they to an occupation/industry/employer or to a focal population? Please elaborate.
 - Is the program a cohort model (e.g., participants enter and move through program together) or open-entry?
 - How many participants enroll at a time?
 - How long is the pre-apprenticeship program?
 - Does this program focus specifically on engaging youth? If yes, why?
 - Do the pre-apprenticeship programs feed into an apprenticeship program? If so:
 - o What is the role of the RAP in developing the pre-apprenticeship program, including the learning and work-based components and focal population?
 - o What is the process for enrolling the pre-apprentice into the RAP?
2. [**For those with apprenticeship programs**] Can you tell us a little more about the apprenticeship program(s) supported by the ABA grant? Have you used the ABA grant to support new programs, expansion of existing programs, or both? How?

[For each new program identified, ask the following:]

- Who are the main partners for this program? What are their roles in developing, registering, and running the program?
- What types of skills are developed in the apprenticeship program?
- How specific are they to an occupation/industry/employer or to a focal population? Please elaborate.
- Is there a pre-apprenticeship program that feeds directly into the apprenticeship program? Please explain the relationship/process for linking the two.
- How long is the apprenticeship program?
- Does this program focus specifically on engaging youth? If yes, why?
- Does it result in an industry recognized credential or certificate? If yes, please identify.

K. Supports for completion and employment success

1. Does the grant provide funding or technical assistance related to apprentice retention to support apprentices in completing the apprenticeship programs? Please describe each type of support funded and why it was implemented, if applicable. [*Probe for the following:*]
- *Online related education and instruction (rather than going to campus or provider)*
 - *Self-paced instruction*
 - *Competency-based learning*
 - *Contextualized learning*
 - *Integrated instruction/team teaching*
 - *Prior learning assessments/credit for prior learning*

- *Technology-enabled learning other than online learning (e.g., simulation labs)*
 - *Paid time for related instruction*
 - *Competency-based apprenticeship]*
2. Is there an individual, such as a case manager, who is assigned to work one-on-one with each pre-apprentice/apprentice throughout the program? If yes, what are the responsibilities of the individual assigned to work with each pre-apprentice/apprentice? *[Probe for the following:*
 - *Apprentice monitoring and case management*
 - *Career counseling and coaching*
 - *Financial counseling*
 - *Monitoring satisfaction of apprentice with employer*
 - *Personal counseling*
 - *Referrals to services in the community]*
 3. Which supportive or wraparound services are available to pre-apprentices/apprentices under your program supported by the ABA grant? *[Probe for the following: transportation, childcare, dependent care, housing assistance, needs-related payments that are necessary to enable an individual to participate in education and training activities funded through this grant]*
 - Who provides each service?
 - Why was the service(s) important to provide to pre-apprentices/apprentices?
 - Is the level or type of support provided sufficient to meet the needs of pre-apprentices/apprentices?
 4. Do the supports or services offered to participants vary across programs industries, or employers? How so? Why do you think that is the case?
 - **[For those with both pre-apprenticeship and apprenticeship programs]** Do the supports offered for pre-apprentices differ from those offered to apprentices? How so? Why do you think that is the case?
 - **[For those with youth programs]** Are the supports or services offered to youth different than those offered to other participants? How so? Why do you think that is the case?
 5. Do the supports or services offered to participants vary across different groups or individuals based on certain demographic characteristics? If yes, please elaborate. For example, dual-language services or offerings for participants who are not proficient in English or special transportation services for youth.
 - Are there different supports or services that are available to underserved populations? Youth? Any other groups?
 6. Do the supports offered for pre-apprentices differ from those offered to apprentices? How so? Why do you think that is the case?
 - Is there any funding or technical assistance in place to support participants transition from a pre-apprenticeship to a registered apprenticeship? Please describe.

7. How, if at all, have the supports you described changed under the ABA grant? Why have they changed?
8. Are there any other services participants need that the program can't offer or help them access?
 - What additional supports would be helpful and why?
 - Why are you unable to offer or support access to those services?

L. Strategies related to diversity, equity, and inclusion

1. Are there any other grant activities you haven't already told us about that focus on improving diversity and inclusion in your pre-apprenticeship/apprenticeship programs? If yes, please describe.
 - Which staff/partners are responsible for these activities?
2. What are the most significant gaps and barriers you have faced for improving diversity and inclusion in your pre-apprenticeship/apprenticeship programs?
3. What lessons have you learned about increasing access to diverse populations?
4. Is your program expected to meet specific demographic targets under the grant? (For example, 50% of apprentices are from underrepresented populations). What are the targets?
 - To what extent do the demographic characteristics of participating apprentices match your grant targets? Please elaborate on how they do or do not meet your targets and why?

M. COVID-19 mitigation strategies

1. How has your agency/organization used funds from the ABA grant to mitigate the impacts of the COVID-19 pandemic? [*Probe for: adapting to on-line training, developing flexible models, self-paced programs, using existing resources, developing new kinds of partners*]
2. How successful have these efforts been?
3. What challenges does your organization face in planning for COVID-19 or other similar disruptions?

N. Program infrastructure and data collection/use

1. What participant outcomes do you currently track? [*Probe for the following: long, medium, and short-term employment outcomes, long, medium and short-term wage gains, outcomes disaggregated by demographic groups*]
 - Were you tracking all of these outcomes prior to the ABA grant?
 - What outcomes or other metrics are you using to measure the grant's success? And the success of the pre-apprenticeship/apprenticeship programs?
 - Did you collect any cost and benefit data?

- Are there any additional outcomes that you do not currently track, but you would like to collect? If yes, what are the barriers to collecting it?
2. How, if at all, do you and your partners use the metrics and data for continuous improvement? Please explain.
 3. What data management systems do you currently use to manage apprenticeship data?
 - Was this data system in place prior to the ABA grant?
 - [If system was already in place] Did you make any changes to the data system because of the ABA grant?
 - Do other ABA grant partners have access to this system? Which partners do and do not have access?
 - o How is data managed for those that do not have access?
 - o Are there multiple data systems? If yes, please elaborate on how each one is used and by which partners?
 4. Are there any limitations to your existing data management processes of systems? If yes, please describe.

O. Sustainability

1. Will programs developed and implemented as part of the ABA grant continue to operate post grant?
 - [If yes] What sources of funding will be used to sustain the apprenticeship activities implemented under the grant?
 - [If no] Why not?
2. To what extent do you think your pre-apprenticeship/registered apprenticeship program(s) could and should be replicated?
 - What features are most amenable to replication?
 - What features are not as amenable to replication? Why?
 - How does location, the focal population served, or other distinctive features of your program make it either non-transferable or limit replicability?
3. Are there elements of your state apprenticeship system that you believe should be replicated?
 - What features are most amenable to replication?
 - What features are not as amenable to replication? Why?
 - How does location, the target population served, or other distinctive features of your state make it either non-transferable or limit replicability?
4. What is unique to your state that facilitated or challenged registered apprenticeship development under the grant?

P. Final reflections and lessons learned

1. To date, what do you believe to be the main lessons learned from your ABA grant for pre-apprenticeship/apprenticeship program design and operations?

2. What have been the most significant barriers to expanding registered apprenticeships and pre-apprenticeships in your state? Why? *[Probe for the following: capacity, resources, state structures]*
3. What aspects of the ABA grant have been most helpful for expanding pre-apprenticeships /apprenticeships in your region?
4. What activities or aspects of this grant have been the most innovative and promising for your state or for your organization? In what ways? *[Probe for each of the following:*
 - *Expanding apprenticeship*
 - *Expanding pre-apprenticeship*
 - *Recruiting and retaining a diverse group of apprentices*
 - *Encouraging employers to adopt apprenticeship]*
5. What aspects of the ABA grant could be improved and how?
6. What do you think will be the most lasting value to your organization as a result of your involvement in the ABA grant?