

Registered Apprenticeship Process Guide



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Definitions and Acronyms

Appendix A – The appendix to the Apprenticeship Program Standards which defines the apprenticeship program's work process, required Related Technical Instruction (RTI), wage scale, and selection process.

Apprenticeable Occupation – an occupation recognized by the DOL OA as being "apprenticeable," and can be registered to train individuals in that occupation.

Apprenticeship Program Standards – also known as "the standards;" the document that describes how the program will be managed and is officially signed by the DOL OA and the apprenticeship sponsor to register the program. Also defines the "standard operating procedure" (SOP).

Competency-Based Apprenticeship – CB Apprenticeship – an apprenticeship where apprentice progress is measured by their attainment of competencies rather than time spent on the job; the required competencies are defined by the employer and approved by the DOL.

Department of Labor Office of Apprenticeship – DOL OA – The DOL OA is the government agency responsible for registering and overseeing registered apprenticeship programs in the US.

Hybrid Apprenticeship – HY Apprenticeship – an apprenticeship where apprentice progress is measured by a combination of hours worked on the job and competencies achieved.

Related Technical Instruction – RTI – the classroom learning component of a registered apprenticeship; may occur at a college, union, internally at a company, or valid private training provider.

RTI Provider – an organization that delivers RTI in an apprenticeship program; there can be multiple RTI providers utilized in one apprenticeship program.

Sponsor – the sponsor of an apprenticeship program is the organization that is ultimately responsible for ensuring that the program is being run properly and according to the program standards and federal regulations.

Time-Based Apprenticeship – TB Apprenticeship – an apprenticeship where apprentice progress is measured by the number of hours the apprentice has spent working during their apprenticeship in a variety of Work Process categories that are defined by the employer.

Wage Scale – the minimum wage rates for apprentices at various points in their apprenticeship program; must include at least one wage increase; included in the program Appendix A.

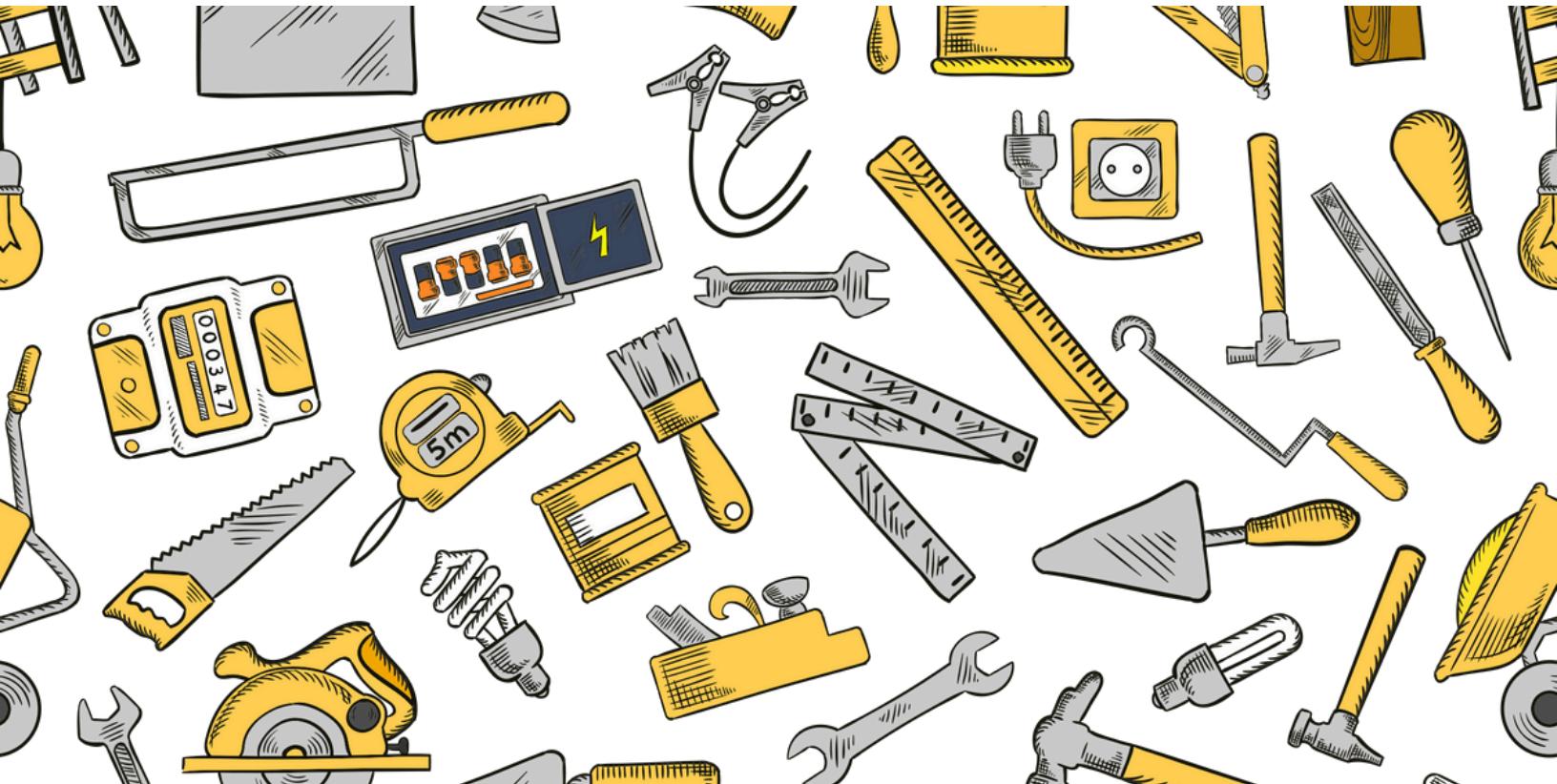
Work Process – can be TB, CB, or HY; describes the on-the-job learning the apprentice must complete in order to complete their apprenticeship program.

Resources & References

- 1. CFR Title 29, Part 29: Labor Standards for the Registration of Apprenticeship Programs** – the federal regulation providing the overall rules and standards for apprenticeship in the US
<https://www.ecfr.gov/current/title-29/part-29>
- 2. CFR Title 29, Part 30: Equal Employment Opportunity in Apprenticeship** – the federal regulation governing how sponsors must ensure equal opportunity in their programs
<https://www.ecfr.gov/current/title-29/subtitle-A/part-30/section-30.18>
- 3. O*Net online database** – the nation's primary source of occupational information; provides occupation codes for ~1000 standard occupations along with information on wages, education, etc.
<https://www.dol.gov/agencies/eta/onet>
- 4. DOL Apprenticeship Quick Start Toolkit** – DOL overview of creating a registered apprenticeship
https://www.doleta.gov/oa/employers/apprenticeship_toolkit.pdf
- 5. DOL Apprenticeable Occupations List** – the list of over 1,400 occupations the DOL has identified as “apprenticeable;”
<https://www.apprenticeship.gov/apprenticeship-occupations>
- 6. Workforce GPS Apprenticeship Samples** – a collection of resources including sample apprenticeship programs to reference when building a new apprenticeship program
<https://www.workforcegps.org/> NOTE: YOU WILL NEED TO CREATE AN ACCOUNT and login to review all materials
- 7. Urban Institute National Occupation Frameworks** – competency-based apprenticeship frameworks developed by the Urban Institute; pre-approved CB work processes for a series of occupations
<https://www.urban.org/policy-centers/center-labor-human-services-and-population/projects/competency-based-occupational-frameworks-registered-apprenticeships>
- 8. Jobs for the Future (JFF) Role of Apprenticeship Intermediaries** - A national nonprofit driving change in the American workforce. JFF offers many different Apprenticeship tools and resources.
<https://www.jff.org/resources/the-role-of-apprenticeship-intermediaries/>

Section 1: The Basics

An introduction to Registered Apprenticeship



Section 1: The Basics

What is **APPRENTICESHIP**?

Apprenticeship is a talent development strategy that combines on-the-job learning, classroom learning, and mentorship to train individuals to be experts in their field. Apprentices often start an apprenticeship with little or no experience in their chosen occupation.

What are the **RULES**?

US DOL Registered Apprenticeships are governed by the Code of Federal Regulations (CFR), Title 29, Parts 29 and 30. It is recommended that individuals in the workforce development field who support apprenticeship development and management read both of these parts from the CFR.

Related Resources: (1) CFR 29 29, (2) CFR 29 30

What is **REGISTERED APPRENTICESHIP**?

Registered Apprenticeships are apprenticeship programs that are well-defined and documented, and are approved by the US Department of Labor (DOL). The DOL has been overseeing and registering apprentices in the US for nearly a hundred years

What's the **PURPOSE** of this guide?

This Registered Apprenticeship Process Guide is meant to provide individuals working in workforce development with a full understanding of Registered Apprenticeships, including how to create them, how they're launched and managed, and how to find additional information and resources about apprenticeship.

What's the **STRUCTURE** of this guide?

This guide is broken into four sections: The Basics, Build, Launch, and Manage. Each section includes a series of pages on individual topics related to registered apprenticeship. Throughout the guide, you will find references to resources in orange text – these may refer to other pages or attachments in the guide (using the page number in the format #.#) or numbered resources from the references page. The references are listed on page 2, and the table of contents lists the internal reference ID's.

Section 1: The Basics

Benefits of Registered Apprenticeship

Purpose: Describe the benefits of registered apprenticeship for employers, apprentices, and the labor market as a whole

Benefits to Employers

Apprenticeships benefit employers by allowing them to...

Develop and grow a highly-skilled workforce. Reduce turnover and foster loyalty among employees. Create customized, flexible training solutions to meet their unique needs. Retain institutional knowledge as experts near retirement age.

Be considered for funding opportunities tied to registered apprenticeship.

Benefits to Apprentices

Apprenticeships offer huge benefits to apprentices, allowing them to:

Earn while they learn with an increasing wage during the apprenticeship.

Develop new skills in high-demand fields. Learn from a mentor who is an expert in the apprenticeship occupation. Begin a long-term career with little or no college debt. Earn a nationally-recognized apprenticeship certificate from the U.S. Department of Labor. Ensure their personal and professional growth based on the expressed commitment of the employer in their training and success.

Benefits to Everyone

Apprenticeships help the overall labor market by fostering a culture where employers see the value in investing in their employees, and individuals, in turn, feel committed to their employers and are incentivized to remain and grow with their employer. Further,

knowledge is continually handed down from expert journeypersons to individuals entering their field, providing a consistently skilled labor force in high-demand and highly technical fields

Section 1: The Basics

Key Components of a Registered Apprenticeship

PURPOSE: Describes four (4) key components required in any US Department of Labor (DOL) registered apprenticeship program.

Occupation

Every DOL registered apprenticeship is focused on a single occupation. A program's occupation must be selected from a list of US DOL approved occupations – sometimes called "apprenticeable occupations." Apprenticeable occupations are linked to O*Net codes, which come from O*Net, the nation's primary source of occupational information.

Related Resources: pg. 15 Selecting an Apprenticeable Occupation, (3) O*Net

Work Process

Apprenticeships combine on-the-job learning with classroom learning. In a DOL registered apprenticeship, the program's on-the-job learning requirements are documented in a Work Process. The work process can take different forms, but it describes what an apprentice will learn to do while on the job, and may describe how long that learning is expected to take.

Related Resources: pg. 13 Types of Registered Apprenticeships, pg. 18 Building an Appendix A

Related Technical Instruction

Apprenticeships combine on-the-job learning with classroom learning. In a DOL registered apprenticeship, the program's classroom learning requirements are documented in its Related Technical Instruction (RTI) outline. RTI may occur at a college, union, private institution, internally at the employer, or some combination of these. Institutions delivering RTI are called RTI Providers.

Related Resources: pg.8 Key Partners in a Registered Apprenticeship, pg. 17 Related Technical Instruction

Wage Scale

All registered apprenticeships must include at least one wage increase for the apprentice to ensure that they are compensated for skills gained. Each apprenticeship employer can set their own minimum wages in their wage scale. Apprentices can always be paid at rates above what is described in the wage scale, but never below.

Related Resources: pg. 18 Building an Appendix A

Section 1: The Basics

Key Partners in a Registered Apprenticeship

Purpose: Describes the key stakeholder and potential stakeholders that are involved in creating, launching, and managing an apprenticeship program, and describes their role in the process.

Employers

A registered apprenticeship cannot exist without an employer, or group of employers. Employers arguably play the most important role in an apprenticeship, as they work with partners to develop a customized Work Process and RTI suited to their needs, and employ and mentor apprentices throughout their program.

Apprentices

Apprentices participate in employer-driven apprenticeship programs to grow their skills and kick-start their career in their apprenticeship occupation and industry. Apprentices may be existing employee within an organization, or they may be new hires selected specifically to participate in the company's apprenticeship program.

US Department of Labor

The US Department of Labor (DOL) is the department of the US government that is responsible for reviewing, approving, and overseeing registered apprenticeship programs. The US DOL Office of Apprenticeship (DOL OA) in Nebraska works with employers and other organizations sponsoring apprenticeships to ensure that programs maintain a high-quality standard, program records, and provide a benefit to apprentices.

Intermediary

Third party organizations sometimes serve as apprenticeship sponsors in the role of an apprenticeship intermediary.

RTI Provider

RTI providers deliver the required Related Technical Instruction (RTI) defined in apprenticeship programs. All types of training providers can serve as RTI providers, but RTI providers are often community colleges or unions that work with employers to develop a curriculum for their apprenticeship programs. RTI providers also work directly with apprentices for matters related to enrollment, financial aid, etc.

Section 1: The Basics

Types of Apprenticeships

Purpose: Describes the three (3) types of registered apprenticeships, along with some typical models of apprenticeships that sponsors choose to implement.

Three Types of Registered Apprenticeships

Time-Based

Apprentices' progress through the program is measured by the number of hours they've worked doing various activities, as defined in the work process. Time- based apprenticeships vary in length from one to six years.

Competency-Based

Apprentices' progress is measured according to skill level against competencies defined in the work process. Once an apprentice is deemed fully "competent" by their employer, they can complete their program.

Hybrid

Apprentices' progress is measured by a combination of hours worked and competency level. The apprentice must attain a set of competencies within a range of hours.

USDOL is mainly using Hybrid

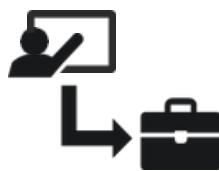
Typical Apprenticeship Delivery Models

Traditional



Work Process and RTI occur concurrently throughout the life of the apprenticeship program.

Front-Loaded



All (or most) RTI occurs up front, then the apprentice completes all of their work process on-the-job learning.

Segmented



Apprentices alternate between working full-time and attending classes full-time.

Related Resources

- pg. 15 Selecting an Apprenticeable Occupation
- pg. 18 Building an Appendix A
- (11) DOL Quick Start Toolkit

Section 1: The Basics

Registered Apprenticeship Documents

Purpose: Describes the documents that every apprenticeship sponsor or employer must complete and have approved with the US Department of Labor in order to register their apprenticeship program.

Registered Apprenticeship Standards



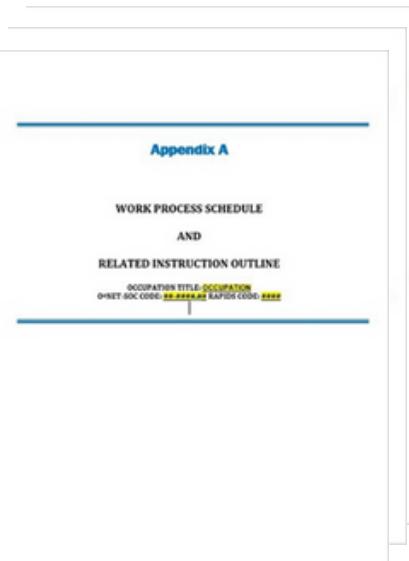
The Registered Apprenticeship Standards document is the key document in any registered apprenticeship program. The Standards describe, at a high level, how the program will run and who is responsible for key aspects of program management. The organization that signs the apprenticeship standards is the program sponsor or "standards holder" for the program. Potential sponsors can request a template for their apprenticeship standards from the US DOL Office of Apprenticeship.



Note: The Standards and Appendices are living documents! The sponsor or employer can always refine and update them as their needs and understanding change.

Appendix A

There are several standard appendices to the Registered Apprenticeship Standards, but the most important is the Appendix A. The Appendix A contains the outline of an apprenticeship program's Work Process, Related Technical Instruction, and minimum wage scale. When developing an apprenticeship program, employers can review sample versions of the Appendix A for their selected occupation and customize it to suit their needs. Note that one set of Apprenticeship Standards can have many associated Appendix A's for various occupations.

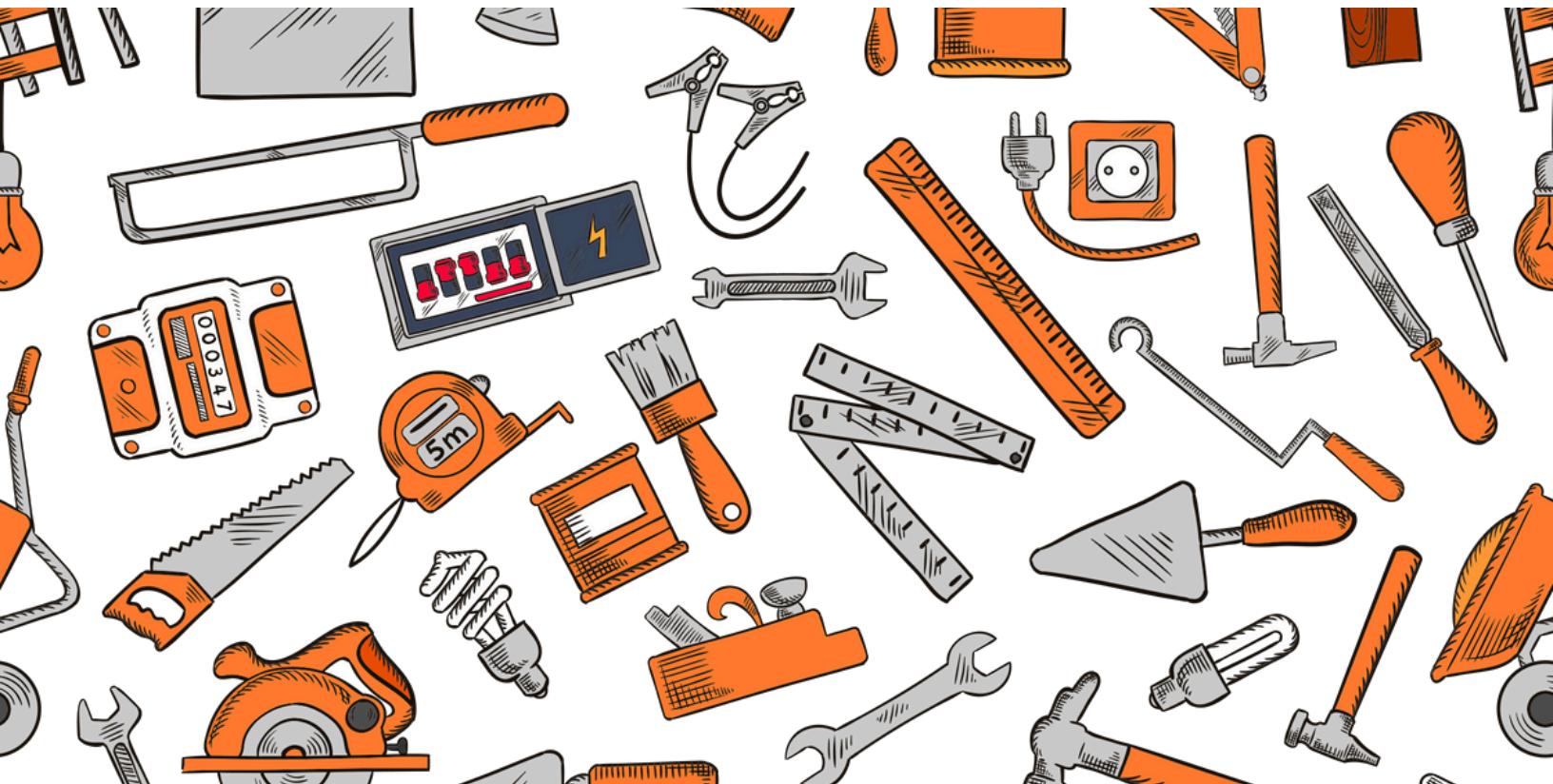


Related Resources

pg.18 Building an Appendix A, pg. 20 Sample Appendix A

Section 2: Build

Building a New Apprenticeship Program



Section 2: Build

Checklist: Build an Apprenticeship Program Intermediary Sponsor

Purpose: Lists the tasks that need to be completed in order for an employer to develop and join a registered apprenticeship program that is sponsored by an intermediary

✓	Task	Resource(s)
	Contact intermediary (e.g. College or training center) to indicate interest and conduct a preliminary meeting or phone call to determine next steps	Apprenticeship Program College or Training Center Contacts
	Select occupation(s) to apprentice from the list of DOL apprenticeable occupations- To be done with DOL	 DOL Apprenticeable Occupations List pg.15 Selecting an Apprenticeable Occupation
	Review and customize Work Process for each occupation (provided by intermediary sponsor)- To be done with DOL	pg. 18 Building an Appendix A
	Draft and finalize RTI curriculum- In coordination with Program and DOL	pg. 17 Related Technical Instruction
	Define minimum wage scale (with at least one increase)	pg. 16 Apprenticeship Wage Scale
	Review existing intermediary Apprenticeship Standards	
	Review and sign DOL Appendix D Employer Agreement	

Note: The employer will complete each of these steps with the support of their intermediary partner. When an intermediary is involved with developing a new apprenticeship program, they act as the liaison between the employer and the various program stakeholders to get all apprenticeship documents developed, approved, and updated.

Section 2: Build

Types of Apprenticeship Standards

Purpose: Describes the four types of Registered Apprenticeship Standards and who should use each one.



FOUR TYPES OF APPRENTICESHIP PROGRAMS:

Group Joint, Group Non-Joint, Individual Joint, Individual Non-Joint

	Group	Individual
Joint	GROUP JOINT PROGRAM Managed by a <u>joint apprenticeship committee</u> representing both employees and a union involves	INDIVIDUAL JOINT PROGRAM Managed by a <u>joint apprenticeship committee</u> representing both employees and a union involves
	MULTIPLE EMPLOYERS	ONE EMPLOYER
Non-Joint	GROUP NON-JOINT PROGRAM No union is involved in the management of the program, involves	INDIVIDUAL NON-JOINT PROGRAM No union is involved in the management of the program, involves
	MULTIPLE EMPLOYERS	ONE EMPLOYER

Multiple Appendix A's

A single apprenticeship program registered under one set of Apprenticeship Standards can include several Appendix A's.

- A set of Individual (single employer) or Group (multiple employer) Standards may govern a program to train employees in several occupations and include an Appendix A for each occupation.
- A set of Group Standards (multiple employers) may have several Appendix A's for the same occupation if each Appendix A is customized to suit the needs of each employer. E.g. Company 123 and Company 456 both need to hire apprentice machinists, but they each require slightly different RTI and Work Processes.
- However, a single employer with Individual Standards cannot have two different Appendix A's for the same occupation, since that would indicate that they don't have a consistent internal definition for their employees' roles in a given occupation.

Section 2: Build

List of Apprenticeable Occupations

Purpose: Describes how to read and interpret the DOL's list of recognized apprenticeable occupations.

Access the list of DOL-recognized apprenticeable occupations here:
<https://www.apprenticeship.gov/apprenticeship-occupations>.
This is what you'll see...

BROWSE BY INDUSTRY **SEARCH BY OCCUPATION**

Search by Occupation **SEARCH** >

Download all approved apprenticeship occupations: [DOWNLOAD MS-EXCEL \(XLSX\)](#)

The O*NET Code refers to the occupation's code on the O*Net database. You can search the database for more info about the occupation:
<https://www.onetonline.org/>

Recently Approved Apprenticeship Occupations

Heating & Air-conditioner Install/ser

O*net Code: 49-9021.00

★ REGISTERED

Reinforcing Metal Worker (Alternate Title: Ironworker...)

O*net Code: 47-2171.00

★ REGISTERED

Administrative Assistant (Police)

O*net Code: 43-6014.00

★ REGISTERED

Type of Training indicates whether the occupation is approved for time-based (TB), competency-based (CB), and/or hybrid (HY) programs. Some occupations are approved for multiple types. Term Length is defined for TB and HY occupations and lists how many hours must be included in any work process for that occupation. 2000 hours is about one year.

HEATING & AIR-CONDITIONER INSTALL/SER

Install or repair heating, central air conditioning, HVAC, or refrigeration systems, including oil burners, hot-air furnaces, and heating stoves.

★ Registered Occupation

ONET Title: Heating, Air Conditioning, and Refrigeration Mechanics and Installers

ONET Code: 49-9021.00

Alternative Occupations Titles:

A/C Tech (Air Conditioning Technician); HVAC Installer (Heating, Ventilation, Air Conditioning Installer); HVAC Mechanic (Heating, Ventilation, Air Conditioning Mechanic); HVAC Specialist (Heating, Ventilation, and Air Conditioning Specialist); Refrigeration Mechanic; Refrigeration Operator; Refrigeration Technician (Refrigeration Tech); Service Technician (Service Tech); Systems Mechanic; Transportation Refrigeration Technician (Transportation Refrigeration Tech); Heating & Air-conditioner Install/ser; Oil Burner-servicer & Installer; Environmental Control Syst. Instal/services (HVAC); Air Conditioning Equipment Mechanic; Furnace Installer; Furnace Installer & Repairer; Air & Hydronic Balancing Technician; Furnace Installer & Repairer; Oil Burner-servicer & Installer; Refrigeration And Air Conditioning Maintenance; Furnace Installer; Refrigeration And Air Conditioning Maintenance (Existing Title: Refrigeration Mechanic); Refrigeration & Air Condition Mechanic (Existing Title: Refrigeration Maint); Air & Hydronic Balancing

Approved Occupations Titles

The occupation title(s) listed below have been vetted by industry and approved by the U.S. Department of Labor for use in a Registered Apprenticeship Program. In some instances, there may be more than one occupational title to select from based on specific employer foci and needs. Each title includes a set of occupational **Work Process Schedules (WPS)** that provide employers with an approved set of work activities and educational coursework to help you get started creating your program.

[Open all](#) [Close all](#)

— Heating & Air-Conditioner Install/Ser

RAPIDS code: 0637

Time-Based:

Estimated Length: 3 Years

[Download WPS \(DOCX\)](#)

Competency-Based:

Estimated Length: 3 Years

[Download WPS \(DOCX\)](#)

Hybrid:

Estimated Length: 4 Years

[Download WPS \(DOCX\)](#)

+ Oil Burner-Servicer & Installer

+ Environmental Control Syst. Instal/Services (HVAC)

The RAPIDS Code refers to the DOL's own numbering system for apprenticeable occupations

If an employer would like to launch a Competency Based or Hybrid program but their chosen occupation is only approved as a Time-Based program, it is possible to seek approval for it as a Competency Based or Hybrid program.

Consult with the DOL for more information on how to do this.



Section 2: Build

Selecting an Apprenticeable Occupation

Purpose: When developing an apprenticeship program with an employer, selecting the right occupation(s) for the program is crucial. This page describes how a workforce development professional can help an employer make the right decision about which occupation(s) to include in their registered apprenticeship program.

Discuss Needs with Employer

Meet with the employer to discuss their needs. Ask the employer which job roles they're seeking to apprentice, which technologies their apprentices will be expected to learn in each role, and request a job description or job posting, if possible.

Review Apprenticeable Occupations

The DOL recognizes over 1,400 occupations as being "applicable" in registered apprenticeship programs. The current list of DOL-recognized applicable occupations can be found at the link below. Use ctrl+F to search for the job title and key words related to the employer's needs.

Related Resources:

<https://www.apprenticeship.gov/>

Pull Samples & Review With Employer

The best way to know which occupation(s) are right for an apprenticeship program is to review some sample work processes for those occupations. Ask your DOL OA contact for work process samples, or search for relevant samples using online resources like the one below.

Related Resources: <https://apprenticeshipusa.workforcegps.org/resources/2017/11/30/09/34/Example-Apprenticeship-Standards-and-Work-Processes>

Try Again!

If the work process samples would require significant adjustments or customizations, it's possible that there's an occupation that would be a better fit. Try searching for alternative occupations with the new information you have from the employer.

Do Some Research

If the right applicable occupation from the DOL list isn't immediately clear, do some research to determine whether there may be other names for the occupation the employer has described. For example, "Maintenance Technicians" are also sometimes called "Mechatronics Technicians." Use O*Net and other sources to find possible alternatives.

Related Resources: <https://www.onetonline.org/>



Nothing Fits?

If you can't find an occupation that suits the employer's needs, it's possible that one does not exist yet (perhaps the occupation is in a very specific field or includes emerging technologies). In this case, you may be able to customize a program using an existing occupation, or can explore creating a new occupation. For more information on creating new applicable occupations, consult with the DOL OA 15

Section 2: Build

Apprenticeship Wage Scale

Purpose: Provides information on how an employer should define their program wage scale, and provides example wage scales for various types of apprenticeships.

What

A minimum wage scale must be defined for every occupation in a registered apprenticeship program. The wage scale represents the minimum wages that an employer will pay its apprentices throughout the program and must include at least one wage increase. The scale is set by the employer in their Appendix A for each occupation.



Apprentice wages can always exceed the levels defined in their program's Appendix A, but they can never be below them!

How

Time-Based Occupations

In a time-based program, wage increases are typically tied to the number of hours an apprentice has worked (on-the-job learning). It is common to see one wage increase per year, though only one wage increase is required throughout the life of the program.

EXAMPLE – 8000 hour program

Starting Wage: \$11.00/hr
2000 hrs: \$12.00/hr
4000 hrs: \$13.50/hr
6000 hrs: \$14.00/hr
8000 hrs: \$14.75/hr
Ending Wage: \$14.75/hr

Competency-Based Occupations

In a competency-based program, wage increases are typically tied to a proportion of competencies achieved on the part of apprentices, though they may also be tied to hours completed, as in the examples shown to the left. A hybrid program may use either approach.

EXAMPLE – Competency-Based program

Starting Wage: \$13.00/hr
50% Competencies Achieved: \$15.00/hr
100% Competencies Achieved: \$16.00/hr
Ending Wage: \$16.00/hr

Section 2: Build

Related Technical Instruction

Purpose: Provides information about defining an apprenticeship program's classroom learning requirements, or Related Technical Instruction (RTI) outline.

Possible RTI Providers

SCC is the RTI providers in registered apprenticeships as an intermediary, including

(credit or non-credit)

Also, employers can add to the RTI Employers (internal RTI)

...and RTI can be delivered by multiple providers.

For example, an employer may choose to do some RTI internally for specialized technology, but send their apprentices to a local college for more general courses.

RTI Provider Requirements

According to federal regulations, individuals providing apprenticeship RTI must meet the following criteria:

"Meet the State DOE requirements for a vocational-technical instructor"

- or -

Be a subject matter expert (SME), which is an individual who is recognized within an industry as having expertise in a specific occupation, and training in teaching techniques and adult learning styles.

How Much RTI Do I Need?

Time-Based (TB) Occupations: According to federal regulations, the DOL recommends 144 hours of RTI for every 2000 hours of on-the-job learning (work process). For example a 4000 hour (2 year) program, should include about 288 hours of RTI.

Competency-Based (CB) Occupations: Most CB occupations are created based on existing TB occupations, so the number of RTI hours should be based on the number required for the analogous TB occupation. If an analogous TB occupation does not exist, the sponsor should consult with the DOL to determine an appropriate amount of RTI on a case by case basis.

Hybrid (HY) Occupations: Every HY occupation has a range of estimated work process hours. The number of RTI hours should roughly align with the higher end of the HY work process range. E.g. for a HY occupation with a range of 3000 – 4000 hours, the program should have about 288 hours of RTI ($144 * [4000/2000]$).

Section 2: Build

Building an Appendix A

Purpose: Provides a high level overview of how to create an Appendix A for a new apprenticeship program with an employer.



If an employer wants to develop apprenticeships for more than one occupation, they'll need a separate Appendix A for each occupation.

1 Occupation Codes

Once the employer has selected the appropriate apprenticeable occupation for their program, pull the RAPIDS and O*NET codes from the apprenticeable occupations list and insert them in the appropriate spots on the Appendix A template.

Related Resources: pg.14 List of Apprenticeable Occupations, pg. 15 Selecting an Apprenticeable Occupation

2 Develop Work Process

Using samples provided by the DOL or found online, work with the employer to customize their own Work Process. They may adjust, add, or remove content from the provided samples. Additional tools may be used to help employers build their work process for CB programs. Search for sample program and competency listings online.

SCC will work with both employer and DOL until the right WPS is built.

Refer to the resources below for more information.

Related Resources:

WorkforceGPS
Apprenticeship Samples

CB programs:

Urban Institute National
Occupational Frameworks

3 Develop RTI

SCC will work with both credit and non-credit to help build out and develop a RTI Plan that suits the employer needs. **Integrated Technology degree is customizable.**

Note: one college credit hour typically translates to 15 contact hours.

Add up the number of contact hours in the defined RTI and ensure that there are enough to meet the DOL guidelines of 144 hours per year.

Related Resources: pg. 17 Related Technical Instruction

4 Define Wage Scale

Work with the employer to define the apprenticeship wage scale based on employer wage rates and national wage data. DOL will enter this into the standards.

Related Resources: pg. 16 Apprenticeship Wage Scale

Section 2: Build

Building an Appendix A, Continued

Purpose: Provides a high level overview of how to create an Appendix A for a new apprenticeship program with an employer.

5 - Define Journeyworker to Apprentice Ratio

In a registered apprenticeship, a journeyworker is a worker who has attained the skills, abilities and competencies that are required for their occupation, and is qualified to train an apprentice in their occupation. They may have achieved these skills through formal apprenticeship or through practical experience and formal training. Every registered apprenticeship must specify a required ratio of journeyworkers to apprentices to ensure that apprentices are receiving proper training and mentorship throughout their program. For any occupation where there are safety concerns, as in most industrial or traditional trades occupations, the ratio is typically one journeyworker to one apprentice. Some less hazardous occupations (e.g. IT occupations where individuals are typically in "desk jobs") have a ratio of one journeyworker to two apprentices. It's unlikely to ever see a ratio where more than two apprentices can be learning under one journeyworker.

6 - Define Probationary Period

Though registered apprenticeships are fully voluntary for apprentices and employers, every registered apprenticeship needs to have a defined probationary period during which the apprentice or employer may terminate the apprenticeship program without stated cause. The probationary period cannot be more than 25% of the length of the overall program duration. E.g. for a 4000 hour apprenticeship, the probationary period cannot be more than 1000 hours.

7 - Document Selection Procedures

On the Appendix A, the employer must describe the selection procedures they'll use to select apprentices for their program. It does not need to be as detailed as an HR SOP would be, but should identify any specific assessments or requirements for entry into the apprenticeship.

8 - 5 Fill in the Appendix A Template

Complete your Appendix A draft and send it to the DOL for review and approval. Request an up-to-date template from the DOL. (SCC will request the updated Appendix A from DOL)

Section 2: Build

Building an Appendix A: Example

Purpose: Walks through an example of how one might help an employer build an Appendix A for their new registered apprenticeship program.



Company ABC is launching an apprenticeship for their Maintenance Technicians. After reviewing the apprenticeable occupations, they select time-based occupation titled Mechatronics Technician.

1 - Occupation Codes

Searching through the apprenticeable occupations list, the appropriate occupation codes are:

RAPIDS: 2014 **O*NET:** 49-2094.00

Related Resources: (9) DOL Apprenticeable Occupations List

2 - Develop Work Process

After searching for samples online and/or shared by the DOL, you find the following work process to use as a starting point.

The employer makes adjustments to the number of hours in some categories, and breaks the "design and build" category into three separate categories.

SAMPLE		WITH EMPLOYER ADJUSTMENTS	
Work Process Category	Hours	Work Process Category	Hours
Safety	250 hours	Safety	200 hours
Preventive Maintenance	1500 hours	Preventive Maintenance	1500 hours
Documentation	50 hours	Documentation	100 hours
Design and Build	1500 hours	PLCs	500 hours
Troubleshooting and Repair	3200 hours	Electrical	500 hours
Communication	1500 hours	Mechanical	500 hours
TOTAL	8000 hours	Troubleshooting and Repair	3200 hours
		Communication	1500 hours
		TOTAL	8000 hours



The employer could also choose to include additional detail to the work process by adding a description to each work process category, but this is not required.

Section 2: Build

Building an Appendix A: Example

Purpose: Walks through an example of how one might help an employer build an Appendix A for their new registered apprenticeship program.



3

Develop RTI

Working with the company, you draft the following RTI

RTI Provider	Course	Credit Hrs	Contact Hrs
Vendor 123	Vendor Equipment Training	0	40
Company ABC	Company History, Culture and Policies	0	8
Company ABC	Company-Specific Technology	0	8
College XYZ	Introduction to Industrial Drafting	3	45
College XYZ	Machine Tool Processes I	4	60
College XYZ	AC/DC Fundamentals	4	60
College XYZ	Introduction to CNC	3	45
College XYZ	CNC Operations	4	60
College XYZ	Introduction to PLC Programming	4	60
College XYZ	Advanced PLC Programming	4	60
College XYZ	Electronics	4	60
College XYZ	Advanced Electricity	4	60
College XYZ	Leadership and Teamwork	0	30
TOTAL		34	596

Since the selected occupation is an 8000 hour (**4 year**) program, the program should include at least

(144 * 4) = 576 hours of RTI. Company ABC would like to use three RTI providers:

1. Company ABC – the company requires all new employees to undergo eight hours of internal training covering company history, culture, and policies. Machinists at the company also receive eight hours of training on proprietary technology used at the company.
2. Vendor 123 – Company ABC purchases many machines from Vendor 123. The vendor delivers their own 40 hour training on how to use the equipment.
3. SCC (College XYZ) – Company ABC is located 15 miles from their nearest SCC Campus. The bulk of their apprentices' RTI will be completed through the college's Machining program.

Section 2: Build

Building an Appendix A: Example

Purpose: Walks through an example of how one might help an employer build an Appendix A for their new registered apprenticeship program.

4

Define Wage Scale

Company ABC offers annual wage increases to all employees, so they would like to include annual wage increases in their apprenticeship wage scale.

Their current wages for machinists follow these guidelines:

0*-4 years' experience: \$18-\$20 per hour

5-10 years' experience: \$22-\$25 per hour

10+ years' experience: \$26-\$32 per hour

* 0 years' work experience but fully trained through college or other Machining program.

Since apprentices entering Company ABC's program are likely to have no experience or education in Machining, Company ABC sets their minimum wage scale as follows:

Starting wage: \$14 per hour

2000 hours: \$15 per hour

4000 hours: \$16.50 per hour

6000 hours: \$17.50 per hour

Ending wage (8000 hours): \$19.00 per hour

If an employer asks for feedback on their wage scale, it can be a good idea to check

O*Net for average wage information. This can help the company determine if their wages

are competitive.

 This chart shows average Machinist wages in Nebraska and the US. Visit onetonline.org, search for the occupation of interest, and scroll down to view wage data to find a chart like this one.



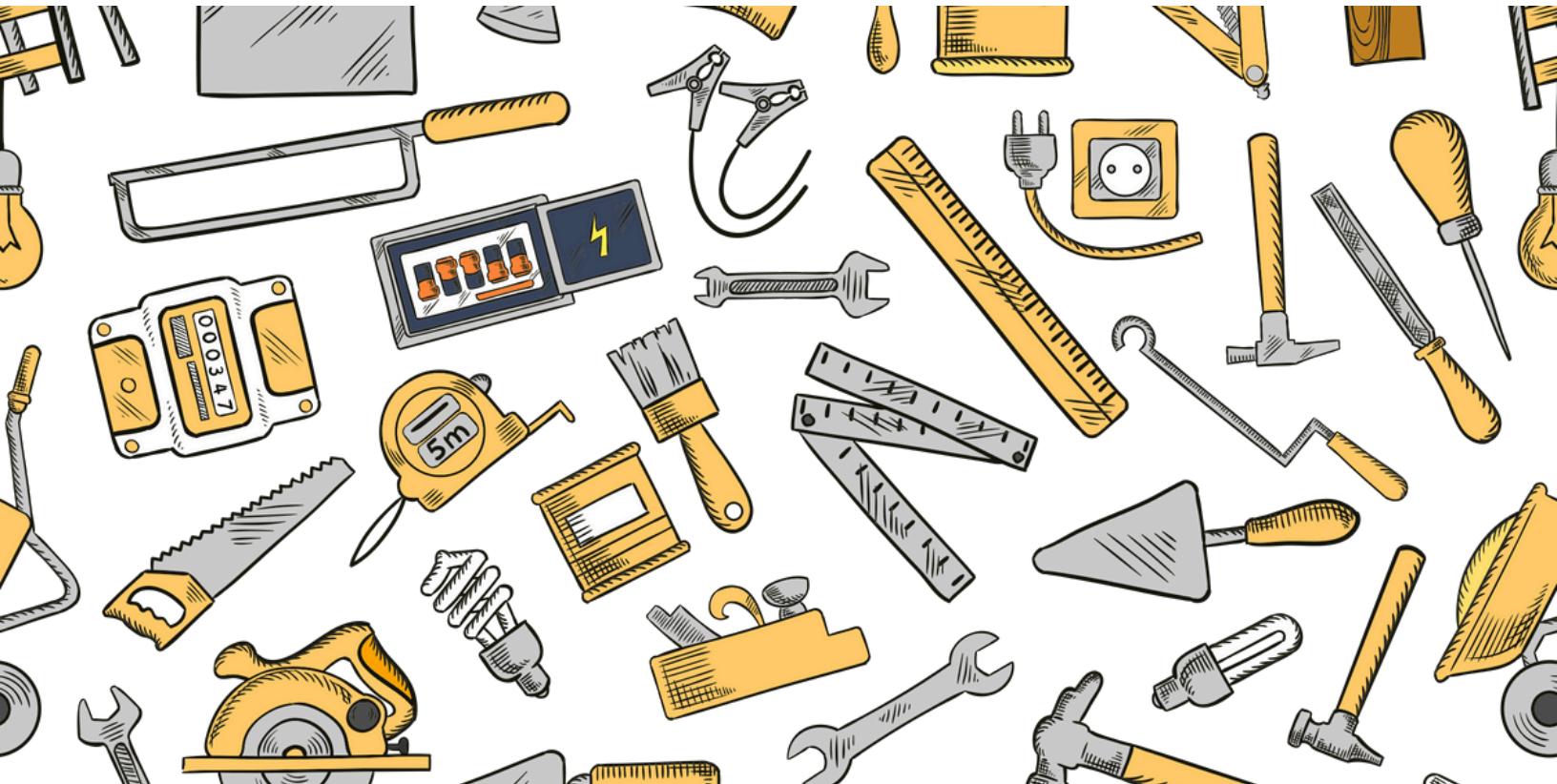
5

Fill in the Appendix A Template

The Appendix A sample generated from this example is attached.

Section 3: **Launch**

Launching Your New Apprenticeship Program



Section 3: Launch

Employer/Sponsor Checklist: Launch Your Apprenticeship Program

Purpose: Lists the tasks that an employer needs to complete when launching a newly registered apprenticeship program.

Task

- [RECOMMENDED] Develop internal, employer-specific policies.
RELATED RESOURCE: pg. 27 Internal Employer Apprenticeship Policies
- Develop apprenticeship tracking and records maintenance procedures for work process and RTI completion (online tracking available).
RELATED RESOURCE: pg. 32 Apprentice Records
- [IF HIRING NEW APPRENTICES] Connect with SCC Apprenticeship Coordinator to discuss applicable supportive services, e.g. hiring support and candidate screening, training funds, etc.
- Select apprentices (new hires or existing employees) according to HR policies and defined apprentice selection procedures (see Appendix A).
- Have apprentices review the Apprenticeship Program Standards, Appendix A, and all relevant program policies.
- Identify apprentice mentor(s) and have them review Apprenticeship Program Standards, Appendix A, and all relevant program policies.
- Complete mentor training for apprentice mentors, if needed. Connect apprentice with college Apprenticeship Coordinator (or relevant RTI provider contacts) to arrange apprentices' RTI registration and schedule.
- Assess apprentices' previous experience and determine whether to grant advance standing (apprentice must request credit upon registration, employer must determine how much credit to grant apprentice by end of probationary period), including:
 - RTI coursework completed previously
 - prior hours worked on the job (if time-based program and existing employee)
- Register apprentice(s) in RAPIDS.
- Generate Apprentice Agreement (Form 671) in RAPIDS for each apprentice, obtain apprentice signature(s), and file in the apprentice record.
- Generate pay stub or other documentation showing apprentice starting wage and file in the apprentice record.
- Offer apprenticeship disability disclosure annually and file appropriately when returned.

Section 3: Launch

Employer Checklist: Launch Your Apprenticeship Program (with Intermediary)

Purpose: Lists the tasks that an employer needs to complete when launching a newly registered apprenticeship program

Task



[RECOMMENDED] Develop internal, employer-specific policies.



RELATED RESOURCE: pg. 27 Internal Employer Apprenticeship Policies Review



[IF HIRING NEW APPRENTICES] Connect with SCC Apprenticeship Coordinator to discuss applicable supportive services, e.g. hiring support and candidate screening, training funds, etc.



Select apprentices (new hires or existing employees) according to HR policies and defined apprentice selection procedures (see Appendix A).



Have apprentices review the Apprenticeship Program Standards, Appendix A, and all relevant program policies.



Identify apprentice mentor(s) and have them review Apprenticeship Program Standards, Appendix A, and all relevant program policies.



Complete mentor training for apprentice mentors, if needed. Enroll into ApprentiScope.



Connect apprentice with college Apprenticeship Coordinator (or relevant RTI provider contacts) to arrange apprentices' RTI registration and schedule.



Assess apprentices' previous experience and determine whether to grant advance standing (apprentice must request credit upon registration, employer must determine how much credit to grant apprentice by end of probationary period), including:

- RTI coursework completed previously
- prior hours worked on the job (if time-based program and existing employee)
- If RTI or OJT is determined to be granted, complete RTI and OJT previous experience paperwork and send to intermediary for tracking



Complete Apprentice onboarding Paperwork as determined by Intermediary Tracking Procedures for entry into RAPIDS. Intermediary will enter apprentice(s) into RAPIDS and generate 671. Have apprentice(s) sign 671 and return.



Generate pay stub or other documentation showing apprentice starting wage and send to intermediary for records.

Section 3: Launch

Apprentice Checklist: Start Your Apprenticeship Program

Purpose: Lists the tasks that an employer needs to complete when launching a newly registered apprenticeship program

Task

- Review program Appendix A, program policies, and other relevant apprenticeship program documents.
- Sign and return Apprentice Agreement (Form 671) to employer.
- Discuss steps to enroll in classes with college Apprenticeship Coordinator, including applying to be a student at the college, completion of English and Math placement exams (if applicable), and apply for FAFSA to determine your eligibility for financial aid and grants.
- Register to enroll in first semester classes.
- Discuss work process tracking procedures with apprenticeship mentor and/or employer HR and finalize process for submission of work process progress.
- Provide your employer with relevant documentation of previously completed training and education that may count towards your apprenticeship. This may include:
 - college transcripts
 - certificates of completion for relevant training, etc.
- [IF AN EXISTING EMPLOYEE IN A TB or HY PROGRAM*]* Document previous hours worked in each work process category to submit for consideration for advanced standing in the program. Share with your mentor/supervisor for review and approval.
- Complete enrollment into ApprentiScope and go through training with Apprenticeship Coordinator.



If the apprentice is enrolling in a competency-based (CB) program, they will not need to document previous hours worked in the apprenticeship. Advanced standing may be granted to apprentices in CB programs by way of their initial competency assessment

Section 3: Launch

Internal Employer Apprenticeship Policies

Purpose: Describes considerations employers might take in crafting internal policies that describe how their apprenticeship program will be managed.

Every employer will run their apprenticeship differently, but one thing is true for any apprenticeship program – apprenticeship programs run most smoothly when the employer has **well-understood and documented internal policies** that describe how the program will be managed.

It is recommended that all employers develop a set of internal policies to this end, if they don't already exist within the company. Here are some questions that employers might consider when writing their internal apprenticeship policies.

Credit for Previous RTI

How will the employer decide which previous courses taken can be applied to the apprenticeship?

If an apprentice has already completed some of the apprenticeship RTI, can they substitute other classes to be taken instead?

Tuition Reimbursement

What is the process for tuition reimbursement? Will the employer pay for the class up front, or will they reimburse the apprentice after passing the class?

What happens if the apprentice fails or drops a class? What's the lowest grade that counts as "passing" to the company?

What is the maximum amount in tuition reimbursement that an apprentice is eligible to receive?

Can tuition reimbursement be used to pay for books and other supplies?

Internal Candidates

Will internal candidates be informed about the apprenticeship opportunity? How?

What are the apprenticeship eligibility requirements for internal candidates?

How many apprentices is the employer willing to register at one time?

Will there be a "wait list" for internal candidates that want to be apprentices?

Section 3: Launch

Credit for Previous Experience

Purpose: Outlines the process an employer may take in granting advanced standing to an apprentice based on their previous experience.

If an existing employee becomes a registered apprentice in a time-based apprenticeship program, their employer may choose to give them credit

against their work process for time they've already spent on the job. To do so, the apprentice must document their previous experience, to date, in each of the program's work process categories, and should submit this to their supervisor or mentor for approval.

If approved, the apprentice supervisor will enter the credit for previous experience directly into RAPIDS.

Note: if an apprentice receives credit for previous experience, **their wages must reflect their advance standing according to the wage scale.**



Each employer can determine how much credit towards their time-based or hybrid work process an apprentice should receive, but must do so uniformly for all apprentices.

Apprentices must be registered for a minimum of six months (about 1000 hours).

Credit for previous experience is entered directly in RAPIDS once the employer has decided how much credit to grant their apprentice(s). For additional guidance, consult with the DOL.

Example

Company 123 is enrolling their first apprentice into their Machinist apprenticeship. The apprentice is an existing employee that started working in the shop eight months ago. The apprentice's supervisor, who will serve as her apprenticeship mentor, believes that the apprentice's work for the past six months (nearly 1000 hours) should count towards her apprenticeship. Here is how they document the hours she will receive credit for. This document is signed by the mentor and kept on file.

Work Process Category	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6
TOOL CRIB	10	5	15	15	5	40
DRILLS	10	5	5	15	5	20
LATHE - ENGINE	15	20	10	15	5	10
MILLING MACHINE	10	10	45	30	5	15
SHAPER AND PLANER	10	30	10	0	50	5
SURFACE GRINDER	10	10	30	0	5	15
UNIVERSAL GRINDER	25	25	0	15	20	20
CUTTER GRINDER	5	20	20	40	0	15
HEAT TREATMENT	10	15	5	20	45	12
BENCH WORK	40	10	5	5	20	18
GENERAL MACHINERY REPAIR	15	10	15	5	0	10
Monthly Total:	160	160	160	160	160	180
Total:	980					

Though it will be impossible for these numbers to be 100% accurate, the apprentice and mentor should try to make this as accurate as possible based on memory and their records of the apprentice's assignments during each month

Section 3: Launch

Credit for Previous RTI

Purpose: Outlines the process an employer may take in granting advanced standing to an apprentice based on their previous experience.

When an employer registers a new apprentice, they should review any previous education or training the apprentice has received that may be able to count towards the apprenticeship.

If the apprentice has taken college classes, is a current college student, or has taken other types of training in the past that might be relevant, all of this experience can be considered. It does not matter how long it has been since the training occurred.

To begin this process, the apprentice should provide their employer with all relevant records, including transcripts and certificates of completion

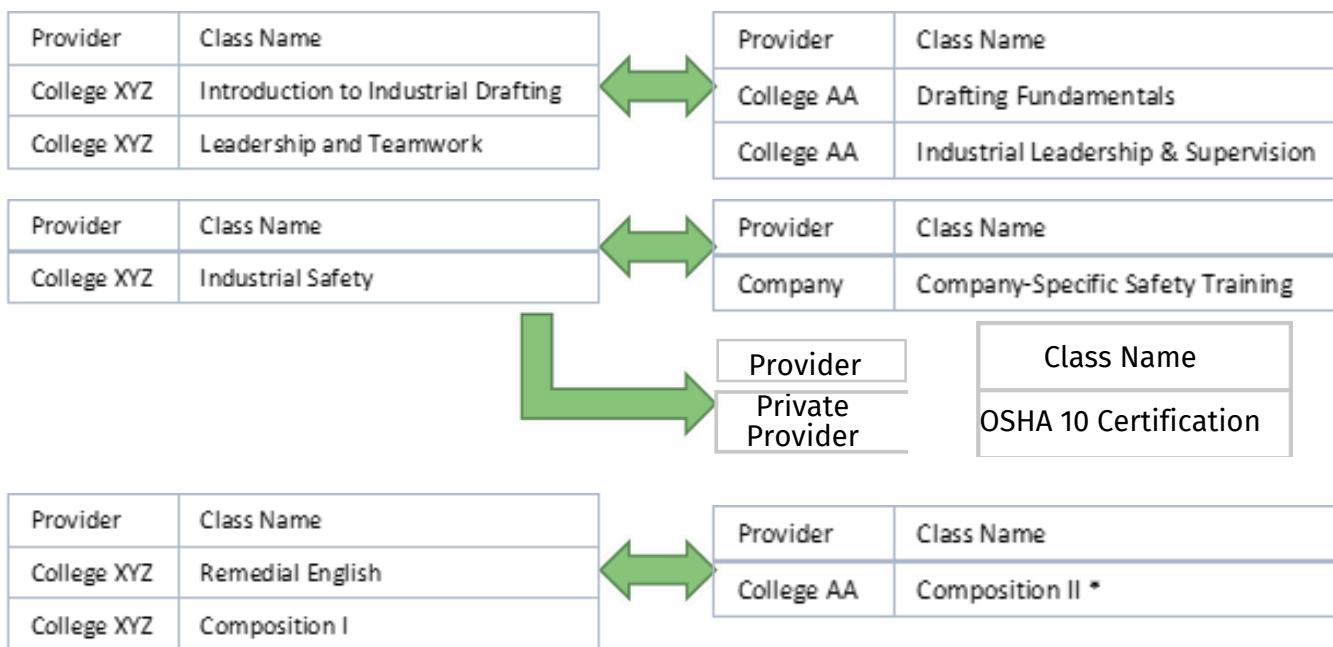


Courses in an apprentice's background need not articulate directly to classes included in the apprenticeship RTI in order to grant the apprentice credit against their apprenticeship RTI.

The employer can choose which training and education will count towards specific RTI classes at their discretion.

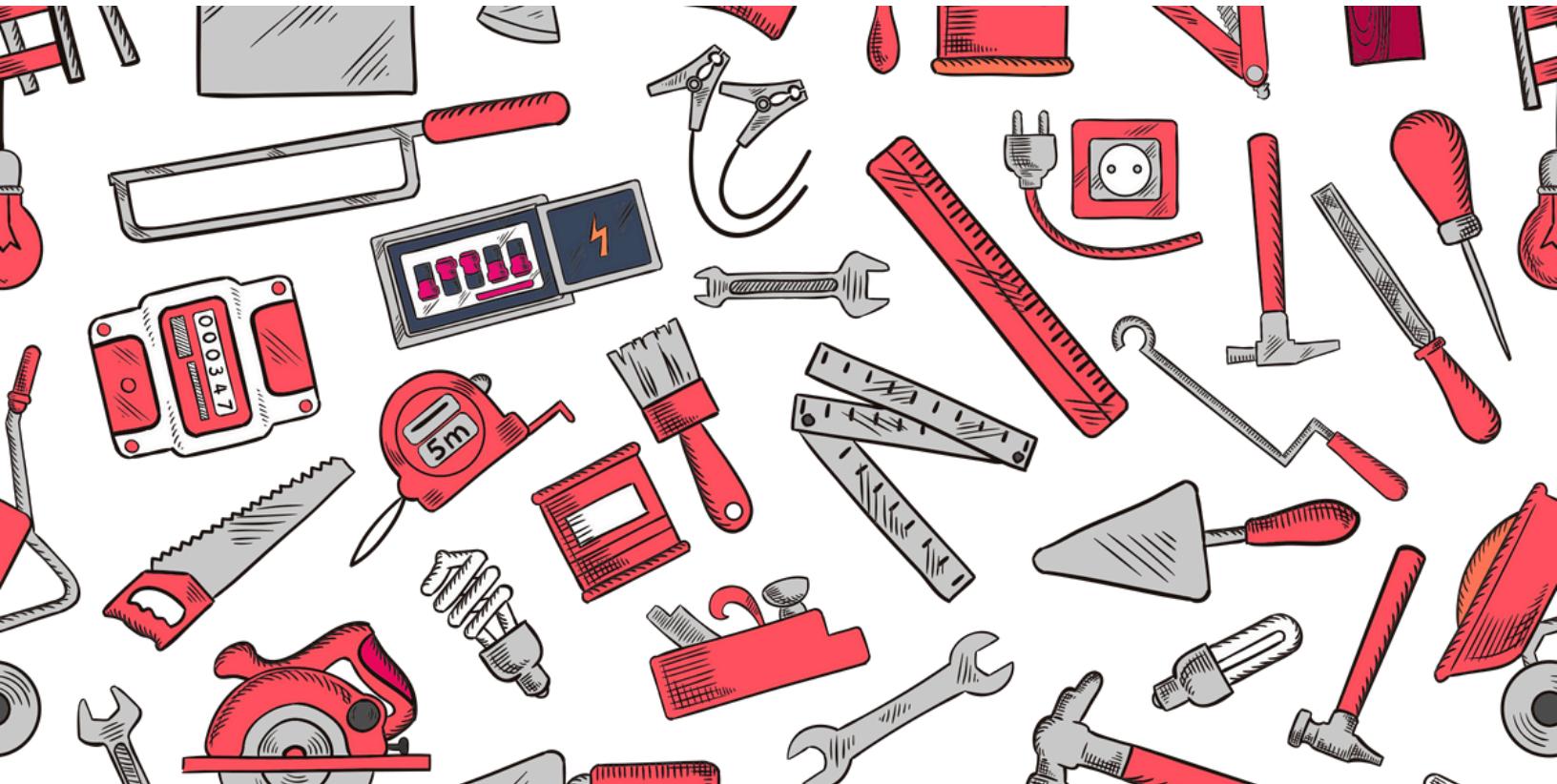
Note: "credit" in this case **does not** refer to college credit!

Examples



Section 4: Manage

Ongoing Management of a Registered Apprenticeship Program



Section 4: Manage

Program Records

Purpose: Describes the records that every apprenticeship sponsor must maintain in order to maintain compliance with DOL guidelines and federal regulations.

 Every apprenticeship sponsor needs to maintain records that demonstrate its program's compliance with their Apprenticeship Program Standards and federal DOL regulations. If an employer is the sponsor for their apprenticeship program, they are responsible to maintain these records. If the program is sponsored by an intermediary, the employer will still need to produce certain records for the intermediary, but the intermediary organization is responsible for maintaining them.

Required Program Records

Apprenticeship Program Standards & Appendices
Current, signed copies of the Apprenticeship Program Standards and all Appendices

Program Revisions
All versions (old and current) of the Program Standards and Appendices

Selection Procedures, HR Policies, and HR Records
Internal HR policies that demonstrate compliance with the selection procedures listed in the Appendix A

Affirmative Action Plan
Sponsors with five or more apprentices must create and maintain their affirmative action plan (AAP) within two years of registration

The AAP ensures that discrimination isn't taking place in any part of the program. It should be developed in accordance with federal regulations.

Related Resources: (1) CFR 29 29, (2) CFR 29 30, 5.1 CFR Summary

These records must be kept to demonstrate compliance with the AAP for new hires for the apprenticeship program and should include things like applications for apprenticeships, interview and assessment results (if applicable), requests for reasonable accommodation, etc.

Related Resources: (1) CFR 29 29, (2) CFR 29 30, 5.1 CFR Summary

Section 4: Manage

Apprentice Records

Purpose: Describes the records that every apprenticeship sponsor must maintain in order to maintain compliance with DOL guidelines and federal regulations.

Every apprenticeship **sponsor** needs to maintain records that demonstrate its program's compliance with their Apprenticeship Program Standards and federal DOL regulations. If an employer is the sponsor for their apprenticeship program, they are responsible to maintain these records. If the program is sponsored by an intermediary, the employer will still need to produce certain records for the intermediary, but the intermediary organization is responsible for maintaining them.

Required Program Records

Apprentice Work Process (WP) Progress

Apprentice hours worked in each WP category (if time based/hybrid) or competencies achieved (if competency-based/hybrid)

Date of Birth Verification

Documentation verifying apprentice's DOB (passport, driver license, state ID)

Other Relevant Information...

Other records relevant to the apprenticeship, e.g. disciplinary actions, apprentice resignation, revisions to RTI or WP

Apprentice RTI Progress

RTI completed successfully by apprentice based on approved Appendix A RTI list (e.g. unofficial transcripts)

Participant Information Form

Documentation of contact information and demographics, apprenticeship information and reviews apprentice rights.

Adherence to Wage Scale

Proof that each apprentice's wages are at or above minimum wage scale based on apprentice progress in the program (e.g. pay stubs)

Apprentice Agreement (Form 671)

Standard form generated in RAPIDS and signed by the apprentice

Credit for Previous Experience & RTI

Documentation of previous experience on the job or of previous training completed that will suffice to grant apprentice RTI credit

Disability Disclosure Form

All employees must have access to the form



The sponsor should maintain a file for each of their apprentices!

Section 4: Manage

DOL Quality Assurance

Purpose: Describes the general process used to ensure that DOL registered apprenticeship programs maintain a high quality and serve both employers and apprentices.

All DOL registered apprenticeships are governed by two specific federal regulation parts, listed below. Detail about how to maintain compliance can be found in these regulations.

- (1) CFR Title 29, Part 29: Labor Standards for the Registration of Apprenticeship Programs
- (2) CFR Title 29, Part 30: Equal Employment Opportunity in Apprenticeship

Provisional Quality Assurance

All new registered apprenticeship programs are initially approved provisionally. One year after program registration, the DOL will conduct a Provisional Quality Assurance (PQA) Assessment visit with the sponsor to move the program to permanent status, or take steps to improve the program. During the PQA visit, the sponsor will be asked to provide the DOL with specific records that demonstrate that their program is in compliance with the apprenticeship standards and federal regulations.

Program Performance Standards

Once a program is made permanent, its quality will be reviewed at least once every five years. Program quality is assessed upon:

- (i) **Quality Assurance Assessments** – review of program files to ensure that Program Standards and Appendix A are followed, at least one apprentice is registered (except between registrations), issues are resolved over time etc.
- (ii) **EEO Compliance Reviews** – review EEO procedures and AAP to ensure equal opportunity is afforded to apprentices and potential apprentices
- (iii) **Completion Rates** – the proportion of apprentices that complete their apprenticeship program and receive a DOL certificate.

Related Resources: (1) CFR 29 29, (2) CFR 29 30, 5.1 CFR Summary

Addressing Issues

If issues arise during a sponsor's PQA or quality reviews, their program will not automatically be deregistered. The DOL will work with the sponsor to fix issues with the program and help the sponsor to succeed. If the sponsor consistently does not address issues in their program or blatantly has serious issues with the apprenticeship, the DOL may recommend that their program be deregistered. The sponsor will be notified and can take 30 or 60 days to remedy issues before a final decision is made.



If you're a workforce development professional and sometimes work with employers as they develop apprenticeship programs, it is recommended that you become familiar with CFR 29 29 and CFR 29 30!

Section 4: Manage

Work Process Tracking Methods

Purpose: Provides some approaches that employers may use to track their apprentices' progress through their work process.

Frequency

Apprentice work process status should be kept in the apprentice's file and updated at least annually, however more frequently is recommended.

For time-based (TB) programs, it is recommended that apprentices submit progress at least monthly.

For competency-based (CB) programs, it is recommended that apprentices submit progress at least quarterly.

Hours Tracking

In TB programs, apprentice progress is measured by their hours worked in each of the Work Process (WP) categories listed in their program's Appendix A. As such, it is suggested that apprentices self-report hours worked in each category, and receive approval from their mentor.

Related Resources: 5.4 Sample TB WP Tracking Template

Competency Tracking

Since, in CB programs, progress is measured by apprentices' competency attainment, it's suggested that apprentices complete self-evaluations of competency against those listed in their work process, and then have those self-assessments approved by their mentor. It is suggested that sponsors use a scale of competency in such evaluations.

Related Resources: 5.5 Sample CB WP Tracking Template

Tracking Tools

Web-Based

Web-based apprenticeship tracking tools are gaining in popularity. They allow apprentices to enter progress, and mentors to approve progress, through an online interface. Web-based apprenticeship tracking tools can be customized to suit an employer's specific program and allow for simple TB and CB tracking.

Related Resources: (10) Online Apprenticeship Tracking Tool

Templates

Individual employers can utilize customized templates for tracking apprentice progress for TB or CB programs. These may be filled out by the apprentice digitally or on paper, depending on employer and apprentice preferences. See the attached sample templates for an idea of how an employer might track their apprentices' progress using a template that can be emailed or printed and submitted physically.

Related Resources: Sample TB WP Tracking Template, Sample CB WP Tracking Template