



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 Department of Labor’s Office of Apprenticeship (U.S. 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 U.S. DOL OA and the apprenticeship sponsor to register the program. Also defines the “standard operating procedure” (SOP).

Competency-Based (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 U.S. DOL OA.

U.S. Department of Labor Office of Apprenticeship (U.S. DOL OA) – U.S. DOL OA is the government agency responsible for registering and overseeing registered apprenticeship programs in the U.S..

Group Sponsor – an organization that is involved in the management of the apprenticeship program; involves multiple employers. – **OR** – A group of employers that share the responsibility of developing an apprenticeship program. – **OR** – An educational provider that builds partnerships with local employers to develop industry-driven curricula and connect students to high-quality jobs.

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

Intermediary – an entity that assists in the provision, coordination, or support of a RA program; typically, an outside organization such as a workforce development board, community-based organization, industry association, or community college, with the capacity, expertise, and network to help businesses successfully create, launch, and expand apprenticeship programs.

Journeyworker – 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.

Registered Apprenticeship Industry Intermediary – U.S. Department of Labor (U.S. DOL) partners that are tasked with expanding the number of Registered Apprenticeship (RA) opportunities across industries throughout the U.S. These partners increase awareness through industry outreach; connect employers and labor organizations with workforce and education partners; provide technical assistance to launch and expand RA programs; and help apprenticeship sponsors refine recruiting, hiring, and retention strategies to increase Diversity, Equity, Inclusion and Accessibility (DEIA) in RA programs.

Pre-Apprenticeship – a training model designed to assist individuals who do not possess minimum requirements for selection into an apprenticeship program to meet the minimum selection criteria established in a program sponsor’s apprenticeship standards. At least one documented partnership with a Registered Apprenticeship program must be involved. Formal instruction will introduce participants to the competencies, skills, and materials used in one or more apprenticeable occupations. Pre-apprenticeship programs are certified by the Indiana Office of Work-Based Learning and Apprenticeship.

RAPIDS – U.S. DOL OA’s Office of Apprenticeship online registration system used by the sponsor to register and track new apprenticeship programs and update apprentice progress. Any change to apprentice status (completed, cancelled, transferred, etc.) is tracked here.

Registered Apprenticeship – a structured talent development strategy that combines on- the-job learning, classroom learning, and mentorship to train individuals to be experts in their field. Programs are well-defined and documented and are approved by the U.S. DOL Office of Apprenticeship (U.S. DOL OA).



Definitions and Acronyms *(continued)*

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 to the U.S. DOL OA for ensuring that the program is being run properly and according to the program standards and federal regulations.

State Earn and Learn (SEAL) – an industry-driven, high-quality career pathway where employers can develop and prepare their future workforce, and individuals can obtain paid work experience, receive progressive wage increases, classroom instruction, and a portable, nationally recognized credential. SEAL programs are certified by the Indiana Office of Work-Based Learning and Apprenticeship.

Time-Based (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; starting wage must be above Indiana minimum wage; is included in the program Appendix A.

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



Resources & References

1. **Apprenticeship Indiana** – a general resource for individuals interested in learning about apprenticeship in Indiana (e.g. employers, potential apprentice candidates, educators, etc.)
2. **Apprenticeship Indiana Partner Contacts** – lists apprenticeship-related partners at Indiana WorkOne Centers throughout the state. [WorkOne Locations \(in.gov\)](#)
3. **U.S. DOL OA ApprenticeshipUSA** – U.S. DOL OA website for resources and information about registered apprenticeship.; [Homepage | Apprenticeship.gov](#)
4. **U.S. DOL OA Apprenticeable Occupations List** – the list of over 1,400 occupations the U.S. DOL OA has identified as “apprenticeable;” <https://www.apprenticeship.gov/apprenticeship-occupations>
5. **U.S. DOL OA Quick Start Toolkit** - provides helpful steps and resources to start and register an apprenticeship program. [apprenticeship_toolkit.pdf](#)
6. **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 U.S. [eCFR :: 29 CFR Part 29 -- Labor Standards for the Registration of Apprenticeship Programs](#)
7. **CFR Title 29, Part 30: Equal Employment Opportunity in Apprenticeship** – the federal regulation governing how sponsors must ensure equal opportunity in their programs [eCFR :: 29 CFR Part 30 -- Equal Employment Opportunity in Apprenticeship](#)
8. **Indiana Intermediary Preferred Provider List** - list of intermediaries operating in Indiana that have been approved as preferred providers by the [Office of Work-Based Learning and Apprenticeship \(OWBLA\)](#).
9. **Indiana’s U.S. DOL Office of Apprenticeship Staff** – apprenticeship office approved and staffed by federal U.S. DOL OA employees; staff have the ability to approve apprenticeship programs [Indiana OA Staff Contacts](#)
10. **Indiana Office of Work-Based Learning & Apprenticeship** – office within the Indiana Department of Workforce Development that assists employers in expanding capacities around Work-Based Learning through targeted resources and tools. Coordinates a network of partners that support and impact work-based learning programs and manages Department of Labor funding. [DWD: Office of Work Based Learning and Apprenticeship: Home](#)
11. **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. [Registered Apprenticeship Roles and Responsibilities: Intermediaries and Sponsors - Jobs for the Future \(JFF\)](#)
12. **List of Registered Apprenticeship Industry Intermediaries (as of Oct. 2023)** - Updates to the list can be found at [Apprenticeship.gov under Resources. DOL_IndFactsheet_RAIndustryIntermed_103123_0.pdf](#)
13. **O*Net online database** – the nation’s primary source of occupational information; provides occupation codes for over 1000 standard occupations along with information on wages, education, etc. at O*NET OnLine ([onetonline.org](#))
14. **RA Academy** – resource within ApprenticeshipUSA that helps guide the development and implementation of registered apprenticeship programs. Includes helpful videos on all aspects of apprenticeship. [Registered Apprenticeship Academy | Apprenticeship.gov](#)
15. **RAPIDS Overview Demonstration** – one video within the RA Academy that gives an overview of the RAPIDS system https://www.youtube.com/watch?v=_uNluuwt_1I
16. **Urban Institute National Occupation Frameworks** – competency-based apprenticeship frameworks developed by the Urban Institute; pre-approved CB work processes for a series of occupations [Competency-Based Occupational Frameworks for Registered Apprenticeships | Urban Institute](#)
17. **Workforce GPS Apprenticeship Samples** – a collection of resources including sample apprenticeship programs to reference when building a new apprenticeship program. <https://www.workforcegps.org/>



Section 1: The Basics

An Introduction to Registered Apprenticeship



Introduction



What is **REGISTERED APPRENTICESHIP**?

Registered Apprenticeship is a structured talent development strategy that combines on-the-job learning, classroom learning, and mentorship to train individuals to be experts in their field. Programs are well-defined and documented and are approved by the U.S. Department of Labor (U.S. DOL OA). Apprentices often start an apprenticeship with little or no experience in their chosen occupation.



What are the **RULES**?

U.S. DOL OA 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 parts from the CFR.

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



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

This Registered Apprenticeship Process Guide is meant to provide individuals 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:

- 1) **The Basics**
- 2) **Build**
- 3) **Launch**
- 4) **Manage**

Each section includes a series of pages on individual topics related to registered apprenticeship. Throughout the guide, you will find references to resources. These may refer to hyperlinks within the guide or information found on various pertinent websites (Apprenticeship.gov, OWBLA, etc.). A page containing Resources and References can be found following the Definitions and Acronyms page in this guide.

Benefits of Registered Apprenticeship

PURPOSE: Describe the benefits of registered apprenticeship for employers, apprentices, and the labor market.



BENEFITS FOR 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.

Want to know more about how apprenticeship benefits employers?

Check out this Apprenticeship Return on Investment (ROI) calculator to see how apprenticeship can reduce employers' cost!

<https://www.apprenticeship.gov/>; <https://www.in.gov/dwd/owbla/>



BENEFITS FOR 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.
- Work for an employer committed to quality training programs that reward employees for professional growth.



BENEFITS FOR THE STATE OF INDIANA!

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.

Key Components of a Registered Apprenticeship

➔ **PURPOSE:** Describes five (5) key components required in every U.S. Department of Labor (U.S. DOL OA) registered apprenticeship program.

1

Occupation

Every U.S. DOL OA registered apprenticeship is focused on a single occupation. A program's occupation must be selected from a list of U.S. DOL OA 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:

[Explore Apprenticeable Occupations, O*Net – RAPIDS Crosswalk](#)

2

Work Process

Apprenticeships combine on-the-job learning with classroom learning. In a U.S. DOL OA 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:

[Examples of Work Processes](#)

3

Related Technical Instruction

Apprenticeships combine on-the-job learning with classroom learning. In a U.S. DOL OA 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:

[Role of Related Instruction Provider in Apprenticeship – Community College](#)

4

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, if they are above Indiana's current minimum wage. Apprentices can always be paid at rates above what is described in the wage scale, but never below. Starting wages should be at or above Indiana minimum wage.

Related Resources: [U.S. DOL OA Wage Scale Explanation; Example Wage Scales](#)

5

National Occupational Credit

Registered Apprenticeship programs result in a nationally-recognized credential – an assurance to employers that apprentices are fully qualified for the job.

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 employees within an organization, or they may be new hires selected specifically to participate in the sponsor's apprenticeship program.

U.S. Department of Labor

The U.S. Department of Labor (U.S. DOL) is the department of the U.S. government that is responsible for reviewing, approving, and overseeing registered apprenticeship programs. The U.S. DOL Office of Apprenticeship (U.S. DOL OA) in Indiana works with employers and other organizations sponsoring apprenticeships to ensure that programs develop and maintain high-quality apprenticeship standards; maintain program records appropriately; and provide all benefits to the apprentices as outlined in the standards.

Intermediaries

Intermediaries are outside organizations, typically a workforce development board, community-based organization, industry association, or community college, with the capacity, expertise, and network to help businesses successfully create, launch, and expand apprenticeship programs.

RTI Providers

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 and/or sponsors to develop a curriculum for their apprenticeship programs. RTI providers also work directly with apprentices for matters related to enrollment, financial aid, etc.

Workforce Development Agencies

Workforce Development Agencies (in Indiana these are WorkOne Career Centers) often take on the role of intermediary. Other roles of the WorkOne office can be to offer sponsors access to talent and funding opportunities to support their programs.

Related Resources: [WorkOne Locations](#); [U.S. DOL Office of Apprenticeship](#); [IN Office of Work-Based Learning & Apprenticeship Staff](#)

Apprenticeship Sponsors

PURPOSE: Describes the meaning of “sponsor” in terms of an apprenticeship, the responsibilities of an apprenticeship sponsor, and which types of organizations typically serve as program sponsors.

Every U.S. DOL Registered Apprenticeship has a single organization that is responsible for its successful implementation. This organization is called the program sponsor or standards-holder of their apprenticeship program.

Typical Sponsor Responsibilities

A program’s sponsor is the organization that is ultimately responsible for ensuring that the program is run properly and in accordance with their standards and U.S. DOL OA regulations. Their responsibilities include (but are not limited to):

Maintain records in accordance with U.S. DOL OA regulations, including records documenting.

- Apprentice completion of RTI.
- Apprentice progress through the program’s work process.
- Proof of required wage increases.
- Sponsor EEO policy.
- Hiring procedures and HR records.

Prepare for, participate in, and resolve U.S. DOL OA program reviews. Work with U.S. DOL OA to:

- Develop program standards.
- Develop RTI and Work Process.
- Update and maintain program standards and appendices.
- Register apprentices in RAPIDS (U.S. DOL OA online tracking system).
- Report apprentice progress to U.S. DOL OA through RAPIDS.



Who can be a program sponsor?

Employers – employers often sponsor their own apprenticeship programs.

Labor Unions – many labor unions sponsor apprenticeship programs and provide apprenticeship RTI.

Group Sponsors – group sponsors serve as the sponsor of an apprenticeship program on behalf of multiple employers. This method creates a shared approach to the management and oversight of the program. Group sponsors can be multi-employer groups, or educational providers, for example.

Who can benefit from a group sponsorship?

Many companies may benefit from utilizing a group sponsor for their apprenticeship program. Small and mid-size companies without extra HR capacity can benefit from a group sponsor’s support in creating and managing their apprenticeship programs, for instance. Multiple employers can create cohorts to cut training costs and create consistency across an industry.

Related Resources: [Program Sponsor Tutorial](#)

Types of Apprenticeships

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

Three Types of Registered Apprenticeships

1 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.

2 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.

3 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.

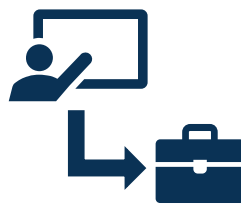
Typical Apprenticeship Delivery Models

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: [U.S. DOL OA Apprenticeship Quick Start](#)



Registered Apprenticeship Documents

PURPOSE: Describes the documents that every apprenticeship sponsor must complete and have approved with the U.S. Department of Labor to register their apprenticeship program.

The image shows a form titled "Registered Apprenticeship Standards". At the top left is the U.S. Department of Labor logo. The title is followed by three checkboxes: "National Program Standards", "National Guidelines for Apprenticeship Standards", and "Local Apprenticeship Standards". Below this are fields for "Company", "Address", "City", "State", and "Zip". There are also fields for "Occupation(s)", "O*NET-SOC Code(s)", and "RAPIDS Code(s)". The form includes text indicating it was developed in cooperation with the U.S. Department of Labor Office of Apprenticeship and is approved by the U.S. Department of Labor Office of Apprenticeship. It has a signature line for the Indiana State Director, a date field, and a registration number field. A checkbox at the bottom asks to check if these are revised standards. The page number "Page | 1" is at the bottom.

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 U.S. DOL Office of Apprenticeship.

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

Note about Unions: Consult with your U.S. DOL OA representative if the sponsor has Union representation within the company. The standards process will be different if a Union is involved.

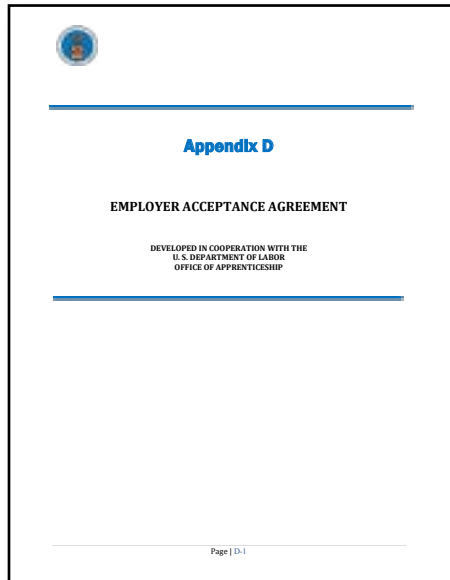
The image shows a form titled "Appendix A". The title is centered at the top. Below the title, the text "WORK PROCESS SCHEDULE AND RELATED INSTRUCTION OUTLINE" is centered. The form is mostly blank, with a horizontal line at the bottom.

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, sponsors 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 As for various occupations.



Registered Apprenticeship Documents *(continued)*



Appendix D

The Appendix D is the Employer Acceptance Agreement. This form is used when the sponsor has more than one employer adopting their apprenticeship standards. Commonly, group sponsors ask their employers to sign this form, agreeing to the terms of the standards.

Related Resources: [Blank Apprenticeship Standards](#), [Blank Appendix A](#), [Blank Appendix D](#)



Section 2: Build

Building a New Apprenticeship Program





Building an Apprenticeship Program - Sponsor

PURPOSE: Lists the tasks that need to be completed for a sponsor to develop a registered apprenticeship program.

Task	Related Resource
<input type="checkbox"/> Find U.S. DOL OA representative servicing your area and contact them to indicate interest	US U.S. DOL OA Office of Apprenticeship Contacts - OR - IN Office of Work-Based Learning & Apprenticeship
<input type="checkbox"/> Review materials sent by U.S. DOL OA, go/no go decision	
<input type="checkbox"/> Select occupation(s) to apprentice from the list of U.S. DOL OA apprenticeable occupations	U.S. DOL OA Apprenticeable Occupations List
<input type="checkbox"/> Obtain samples for selected occupations (search online and/or request samples from U.S. DOL OA); review sample Work Process from U.S. DOL OA for selected occupation(s)	Workforce GPS (Must create an account) Work Process Samples
<input type="checkbox"/> Review and customize Work Process for each occupation. If working with multiple employers, customize for each within U.S. DOL OA guidance.	Creating a Standards Builder Program Tutorial
<input type="checkbox"/> Select RTI provider(s) and request RTI	
<input type="checkbox"/> Draft and finalize RTI curriculum	
<input type="checkbox"/> Define minimum wage scale (with at least one increase). If working with multiple employers, ensure that each employer's wage scale meets the minimum requirements for the occupation.	U.S. DOL OA Guidance on Wage Scales; Apprenticeship Wage Scale Examples
<input type="checkbox"/> Send Work Process, RTI, and wage scale to U.S. DOL OA for review and approval	US U.S. DOL OA Office of Apprenticeship Contacts
<input type="checkbox"/> Review, customize, and sign Registered Apprenticeship Standards (provided by U.S. DOL OA)	
<input type="checkbox"/> If working with multiple employers, have each review and sign U.S. DOL OA Employer Agreement (Appendix D)	If applicable Appendix D with Addendums
<input type="checkbox"/> Submit all final documents to U.S. DOL OA and obtain approval	

Note: The sponsor will complete each of these steps with the support of their intermediary partner, if applicable. When an intermediary is involved with developing a new apprenticeship program, they act as the liaison between the sponsor and the various program stakeholders to get all apprenticeship documents developed, approved, and updated. The sponsor is ultimately responsible to complete each of these tasks. Group sponsors MUST submit at least one Appendix D with the rest of the apprenticeship documents.

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	Individual
Joint	Group Joint Program Managed by a joint apprenticeship committee representing both employees and a union, involves multiple employers	Individual Joint Program Managed by a joint apprenticeship committee representing both employees and a union, involves one employer
Non-Joint	Group Non-Joint Program No union is involved in the management of the program, involves multiple employers	Individual Non-Joint Program No union is involved in the management of the program, involves one employer

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

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 employers) 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 Ds with addendums outlining differences within the approved Appendix A 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. Each will fill out a separate Appendix D for the same occupation. Consult the appropriate U.S. DOL OA Apprenticeship Training Representative for more details.



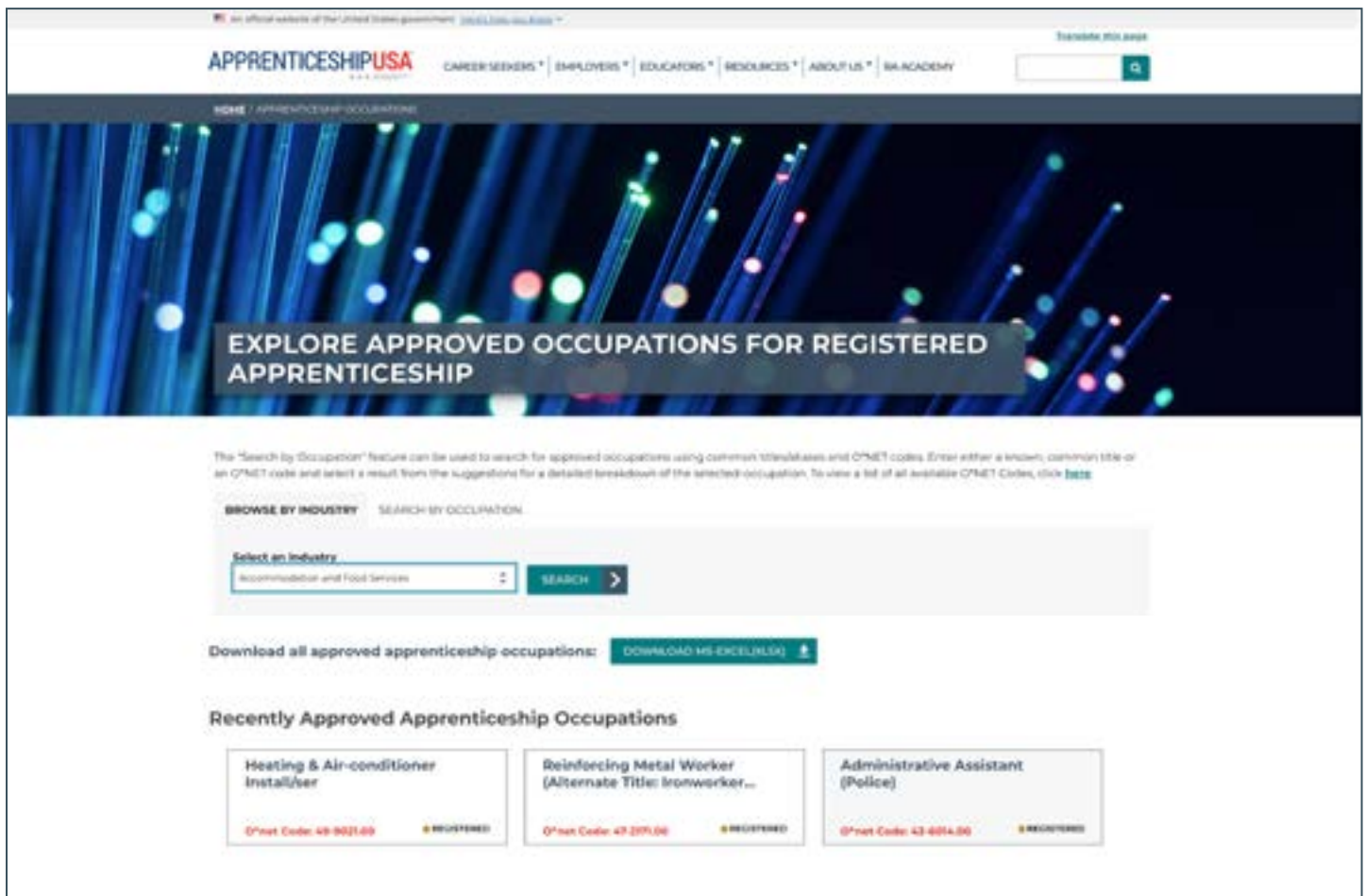
List of Apprenticeable Occupations

PURPOSE: Describes how to read and interpret the U.S. DOL OA's list of recognized apprenticeable occupations.

Access the list of U.S. DOL Office of Apprenticeship-recognized apprenticeable occupations here:

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

This is what you'll see...



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.



List of Apprenticeable Occupations (continued)

The O*Net Code refers to the occupation's code on the O*Net database.

Learn more at <https://www.onetonline.org/>

Early Childhood Educator

Print page Copy page link

Instruct preschool-aged students, following curricula or lesson plans, in activities designed to promote social, physical, and intellectual growth.

★ Registered Occupation

ONET Title: Preschool Teachers, Except Special Education

ONET Code: 25-2011.00

Alternative Occupations Titles:

Child Development Teacher; Early Childhood Teacher; Group Teacher; Infant Teacher; Montessori Preschool Teacher; Nursery Teacher; Pre-Kindergarten Teacher (Pre-K Teacher); Teacher, Toddler Teacher; Early Childhood Educator; Early Childhood Educator; Early Childhood Educator

Related Occupations:

Provided by O*Net

Registered Occupations

- Teaching Assistants, Preschool, Elementary, Middle, and Secondary School, Except Special Education *
- Childcare Workers *
- Elementary School Teachers, Except Special Education
- Kindergarten Teachers, Except Special Education
- Middle School Teachers, Except Special and Career/Technical Education
- Special Education Teachers, Elementary School
- Special Education Teachers, Kindergarten
- Special Education Teachers, Preschool
- Special Education Teachers, Secondary School
- Teaching Assistants, Special Education

Related Programs:

Visit our Apprenticeship Finder and search on the Apprenticeship Programs tab to [find active apprenticeship programs offering this occupation](#)

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 fact 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

Early Childhood Educator

RAPIDS code: 3004

Time-Based:

Estimated Length: 1 Year
[Download WPS \(DOCX\)](#)

Competency-Based:

Estimated Length: 1 Year
[Download WPS \(DOCX\)](#)

Hybrid:

Estimated Length: 1 Year
[Download WPS \(DOCX\)](#)

The RAPIDS Code refers to the U.S. DOL OA's own numbering system for apprenticeable occupations.

Work Activities

Below you will find typical work activities and tasks associated with this occupation. Apprenticeship program sponsors may use these and/or other work activities tailored for their needs when building the On-the-Job Training component of their apprenticeship program.

Open all Close all

- + Teach life skills
- + Provide for basic needs of children
- + Set up classroom materials or equipment
- + Establish rules or policies governing student behavior
- + Modify teaching methods or materials to accommodate student needs



** Gold stars mean that the occupation has been approved by the U.S. DOL OA as an apprenticeable occupation. If the occupation a sponsor needs is not approved, contact the U.S. DOL OA for more information.

Selecting an Apprenticable Occupation

PURPOSE: When developing an apprenticeship program, selecting the right occupation(s) for the program is crucial. This page describes how to make the right decision about which occupation(s) to include in the registered apprenticeship program.

Determine the Needs of the Occupation

Determine which job roles are most critical within the organization. Next determine which skills, technologies, and curriculum the apprentices in these roles would be expected to learn. If needed, develop a new job description or job posting.

Review Apprenticable Occupations

The U.S. DOL OA recognizes over 1,400 occupations as being “apprenticeable” in registered apprenticeship programs. The current list of U.S. DOL OA-recognized apprenticeable occupations can be found at the link below. Search for the job title and key words related to the job description needs.

Related Resources:
[Apprenticeable Occupations List](#)

Do Some Research

If the right apprenticeable occupation from the U.S. DOL OA list isn’t immediately clear, do some research to determine whether there may be other names for the occupation. For example, “Maintenance Technicians” are also sometimes called “Mechatronics Technicians.” Use O*Net and ask your current U.S. DOL OA contact to find possible alternatives.

Related Resources:
[O*Net Online](#)

Pull Samples & Review

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 U.S. DOL OA contact for work process samples, or search for relevant samples using online resources like the one below.

Related Resources: [Apprenticeship.gov](#); [Example 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.

Nothing Fits?

If you can’t find an occupation that suits the 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 you can explore creating a new occupation. For more information on creating new apprenticeable occupations, consult with the U.S. DOL OA.

Related Resources: [Blank Apprenticeship Standards](#), [Blank Appendix A](#), [Blank Appendix D](#)

Apprenticeship Wage Scale

PURPOSE: Provides information on how program wage scales should be defined 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. A program CANNOT start below current Indiana minimum wage. The wage scale must:

- Begin at the sponsor's stated minimum wage for the occupation, and
- Ensure that the apprentices are paid throughout the program, and
- Include at least one wage increase.

Why...

To ensure that apprentices are compensated for their increased skills throughout their program.



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

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: \$15.25/hr

Competency-Based Occupations

In a competency-based program, wage increases are typically tied to a proportion or number 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: \$17.00/hr

Related Technical Instruction

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

Possible RTI Providers

Many different types of organizations can be RTI providers in registered apprenticeships, for example:

- Universities and community colleges (credit or non-credit)
- Unions
- Sponsor or employer (internal RTI)
- Private training institutions
- ...and RTI can be delivered by multiple providers.

For example, a sponsor 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

- and/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 U.S. DOL OA 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 (144 hrs./yr. x 2 yrs.) 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 U.S. DOL OA 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]).

Building an Appendix A

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

If a sponsor wants to develop apprenticeships for more than one occupation, they will need a separate Appendix A for each occupation. The U.S. DOL OA advises sponsors to utilize the Standards Builder tool to input the following information in RAPIDS. A paper format of the Appendix A can be used to gather the needed information prior to inputting the data into Standards Builder.

1

Occupation Codes

Once an appropriate apprenticeable occupation is selected for the 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: [List of Apprenticeable Occupations](#), [Blank Appendix A](#)

2

Develop Work Process

Using samples provided by the U.S. DOL OA or found online, customize the Work Process. Sponsors may add content or remove a small percentage of content from the provided samples. Check with the U.S. DOL OA Representative to determine amount that can be removed. Ask your U.S. DOL OA Office of Apprenticeship or OWBLA partners for samples and tools and refer to the links below for more information.

Related Resources: [WorkforceGPS Apprenticeship Samples](#)
CB programs: [Urban Institute National Occupational Frameworks](#)

3

Develop RTI

Determine the preferred RTI providers and develop the RTI course list. If a college will be providing RTI, work with the appropriate Apprenticeship Coordinator to develop a curriculum that suits the needs. 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 U.S. DOL OA guidelines of 144 hours per year.


4

Define Wage Scale

Work to define the apprenticeship wage scale based on sponsor wage rates and national wage data.

Related Resources: [Wage Scale Explanation](#); [O*Net Online Wage Tool](#); [Example Apprenticeship Wage Scale](#)

Building an Appendix A (continued)

 **PURPOSE:** Provides a high-level overview of how to create an Appendix A for a new apprenticeship program.

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 journeyperson 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 sponsors, every registered apprenticeship needs to have a defined probationary period during which the apprentice or sponsor 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 sponsor 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 but should identify any specific assessments or requirements for entry into the apprenticeship.

8

Fill in the Appendix A Template

Complete your Appendix A draft and send it to the U.S. DOL OA via the Standards Builder tool for review. Request an up-to-date template from the U.S. DOL OA or from your program intermediary (if applicable).

Building an Appendix A: Example

PURPOSE: Walks through an example of how one might build an Appendix A for a new registered apprenticeship program.

Company XYZ, the sponsor, is launching an apprenticeship for their Maintenance Technicians. After reviewing the apprenticeable occupations, the company selects a 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: [U.S. DOL OA Apprenticeable Occupations List](#); [Identifying Occupations and Approaches to Registered Apprenticeship video](#)

2

Develop Work Process

After searching for samples online and/or shared by the U.S. DOL OA, the following work process is found. Use as a starting point: **Mechatronics Technician**

The sponsor adjusts the number of hours in some categories (within U.S. DOL OA constraints) and breaks the “design and build” category into three separate categories.

WITH EMPLOYER ADJUSTMENTS

Work Process Category	Hours
Safety	200 hours
Preventive Maintenance	1500 hours
Documentation	100 hours
PLCs	500 hours
Electrical	500 hours
Mechanical	500 hours
Troubleshooting and Repair	3200 hours
Communication	1500 hours
TOTAL	8000 hours

SAMPLE

Work Process Category	Hours
Safety	250 hours
Preventive Maintenance	1500 hours
Documentation	50 hours
Design and Build	1500 hours
Troubleshooting and Repair	3200 hours
Communication	1500 hours
TOTAL	8000 hours

The sponsor 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.

Building an Appendix A: Example

PURPOSE: Walks through an example of how one might build an Appendix A for a new registered apprenticeship program.

3

Develop RTI

Since the selected occupation is an 8000 hour (4 year) program, the program should include at least **(144 * 4) = 576** hours of RTI. Company XYZ would like to use three RTI providers:

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

Working with Company XYZ, you draft the following RTI:

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

Building an Appendix A: Example

PURPOSE: Walks through an example of how one might build an Appendix A for a new registered apprenticeship program.

4

Define Wage Scale

The sponsor's 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 XYZ's program are likely to have no experience or education in Machining, Company XYZ sets its minimum wage scale as follows:

Starting wage: \$16 per hour

2000 hours: \$17 per hour

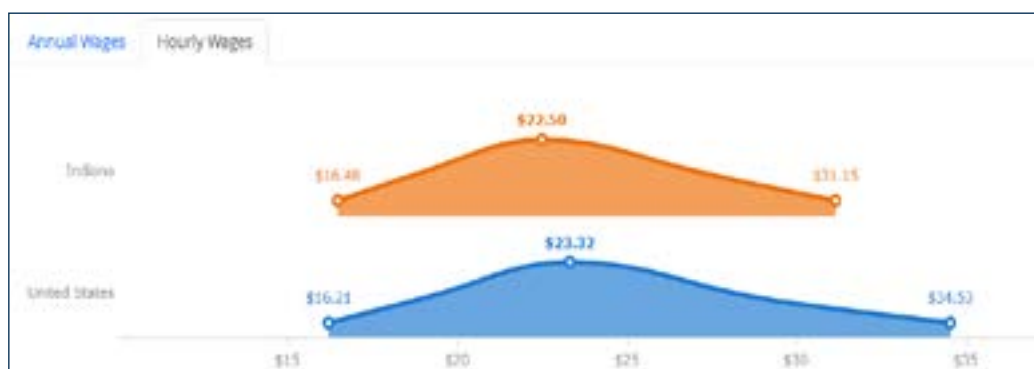
4000 hours: \$18 per hour

6000 hours: \$18.50 per hour

Ending wage (8000 hours): \$19.50 per hour

4a.

If a sponsor asks for feedback on its wage scale, it can be a good idea to check O*Net for average wage information. This can help the sponsor determine if its wages are competitive. This chart shows average Machinist wages in Indiana and the U.S.. Visit O*Net Online, search for the occupation of interest and scroll down to view wage data to find a chart like this one.



5

Contact your U.S. DOL OA Rep for the most current Appendix A for the occupation.



Section 3: Launch

Launching Your New Apprenticeship Program





Sponsor Checklist: Launch Your Apprenticeship Program





PURPOSE: Lists the tasks that a sponsor needs to complete when launching a newly registered apprenticeship program.

STEP 1: INITIAL SET-UP	
Task	Related Resource
<input type="checkbox"/> Understand overall apprenticeship process	Overall Apprenticeship Process
<input type="checkbox"/> Develop Apprenticeship Training Committee, if applicable. See Guidelines for Apprenticeship Committee for more information.	Guidelines for Apprenticeship Committee Individual Roles of Apprenticeship Committee
<input type="checkbox"/> Determine training needs for journeyworkers, trainers, and mentors	Selecting and Training Mentors
<input type="checkbox"/> Develop tracking and records maintenance procedures	List of Apprenticeship Documents Documents for Each Apprentice File Documents to File for a U.S. DOL OA Review
STEP 2: POST OPEN APPRENTICE POSITIONS	
<input type="checkbox"/> Post open apprentice positions	Considerations for Posting Apprentice Positions
<input type="checkbox"/> If hiring new apprentices, connect with the WorkOne Apprenticeship Coordinator to discuss applicable supportive service, e.g. hiring support and candidate screening, training funds, etc.	WorkOne Career Center contacts Office of Work-Based Learning and Apprenticeship Contacts
STEP 3: INTERVIEW AND SELECT APPRENTICES	
<input type="checkbox"/> Determine interview committee members	
<input type="checkbox"/> Review sponsor's internal hiring process	Example Apprentice Selection Process
<input type="checkbox"/> Draft a list of potential interview questions	Interview Questions
<input type="checkbox"/> Develop an Apprenticeship Expression of Interest form	Expression of Interest Form
<input type="checkbox"/> Interview and select apprentices	



Sponsor Checklist: Launch Your Apprenticeship Program *(continued)*


PURPOSE: Lists the tasks that a sponsor needs to complete when launching a newly registered apprenticeship program.

STEP 4: ONBOARD NEW APPRENTICES	
Task	Related Resource
 Send Apprentice Offer Letter	Generic Offer Letter; Examples of Offer Letters
 If hiring more than one apprentice, host one meeting for all, initially.	New Apprentice Onboarding
 Collect all appropriate forms and file in apprentice files.	Documents for Each Apprentice File
 Enter apprentices into RAPIDS (utilize information from ETA 671 and Voluntary Disability Disclosure forms).	ETA 671 Voluntary Disability Disclosure RAPIDS Overview video













Apprentice Checklist: Start Your Apprenticeship Program

 **PURPOSE:** Lists the tasks that an apprentice needs to complete when enrolling in a registered apprenticeship program.



	Task
	Review program Standards and Appendix A, program policies, and other relevant apprenticeship program documents.
	Sign and return Apprentice Agreement (Form 671) to sponsor. Make sure to keep a copy of Form 671.
	[IF COLLEGE IS RTI PROVIDER] 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, if applicable.
	Register to enroll in first semester classes.
	Discuss work process tracking procedures with apprenticeship mentor and/or sponsor HR and finalize process for submission of work process progress.
	Provide your sponsor with relevant documentation of previously completed training and education that may count toward your apprenticeship. This may include: <ul data-bbox="289 1161 1461 1234" style="list-style-type: none">- college transcripts- certificates of completion for relevant training, etc.
	If you are an existing employee, you must document previous hours worked in each work process category to submit for consideration for advanced standing in the program. Share this documentation with your mentor/supervisor for review and approval.

 ***Competency assessments should be used to help determine advanced standing for competency-based (CB) and possibly hybrid-based (HY) programs. Advanced standing may be granted to apprentices in CB and HY programs by way of their initial competency assessment.**

Internal Sponsor Apprenticeship Policies

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

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

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

Tuition Reimbursement



- What is the process for tuition reimbursement? Will the sponsor 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 sponsor?
- 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?

Credit for Previous RTI



- How will the sponsor decide which courses taken prior to the apprenticeship can be applied to the required RTI?
- If an apprentice has already completed some of the apprenticeship RTI, can they substitute other classes to be taken instead?

Internal Candidates



- Will internal candidates be informed about the apprenticeship opportunity? How?
- What are the apprenticeship eligibility requirements for internal candidates?
- How many apprentices can the sponsor register at one time?
- Will there be a "wait list" for internal candidates that want to be apprentices?

Related Resources: [Posting Open Apprentice Positions](#); [Interviewing Apprentice Candidates](#); [Selecting Apprentices](#); [Example Offer Letter with Tuition Language](#)

Credit for Previous Experience

PURPOSE: Outlines the process a sponsor 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, the sponsor may choose to give them credit against their work process for time they have 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 sponsor 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 sponsor can determine how much credit toward their work process an apprentice should receive but must do so uniformly for all apprentices. After applying an apprentice's credit for experience, they must be registered for a minimum of six months (about 1000 hours). Credit for previous experience is entered directly in RAPIDS once the sponsor has decided how much credit to grant its apprentice(s). The sponsor should maintain documentation for credit for experience - either OJT experience or RTI experience - for each apprentice. For additional guidance, consult with the U.S. DOL OA.

Example

Company 123 is enrolling its first apprentice into its Machinist apprenticeship. The apprentice is an existing employee who 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 toward her apprenticeship. Here is how they document the hours for which she will receive credit. 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 their records of the apprentice's assignments during each month.

Related Resources: [Advanced Credit Application](#)

Credit for Previous RTI

PURPOSE: Outlines the process a sponsor may take in granting an apprentice credit for RTI that they have already completed. **Consult the RTI provider for further guidance on awarding credit for previous RTI.**

When a sponsor registers a new apprentice, they should review any previous education or training the apprentice has received that may be applicable to 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 formal experience can be considered.

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

If no degree is achieved by the completion of the RTI, the sponsor can choose which training and education will count toward specific RTI classes at its discretion.

It is necessary, though, that the college RTI provider determine how much credit is awarded toward the degree, if applicable. The college RTI provider could also help the sponsor determine credit for prior learning even if no degree is attained in the apprenticeship.

Examples (Check with the chosen RTI college provider if a degree is included in the program.)

Provider	Class Name
College XYZ	Introduction to Industrial Drafting
College XYZ	Leadership and Teamwork



Provider	Class Name
College AA	Drafting Fundamentals
College AA	Industrial Leadership & Supervision

Provider	Class Name
College XYZ	Industrial Safety



Provider	Class Name
Company	Company-Specific Safety Training



Provider	Class Name
Private Provider	OSHA 10 Certification

* Before awarding credit for college courses, check with RTI college provider first.

Relationship-Building: RTI Provider

PURPOSE: When a sponsor starts a new apprenticeship, developing a relationship with the chosen RTI provider will, in part, determine the success of the program. For a sponsor who has not worked with educational institutions or providers in the past, knowing what drives and motivates the institution will be important. In this section, guidance will be given on talking points and considerations for building a relationship with the chosen RTI provider.

BACKGROUND: Like all companies, most technical and community colleges experience challenges recruiting and retaining employees. Community colleges generally are the ones that operate technical certificate-bearing and two-year programs. Most rely on state funding which means that the faculty pay may be capped or limited. Consequently, there are three main areas of need for most community or technical colleges:

1. Qualified faculty
2. New equipment and equipment updates
3. Placement sites for internships or other work-and-learn opportunities for students.



TALKING POINTS: When approaching an educational institution, particularly a state-funded one, keep the following suggestions in mind:

1. “Sell” the apprenticeship program by describing operations, experiences students might have, work schedules or other perks that might interest the institution and its students.
2. Describe the career ladder for the apprenticeship occupation.
3. Ask about the needs of the institution and its program.
4. Discuss a Memorandum of Understanding (MOU) if direct billing to the sponsor is anticipated.
5. Be familiar with FERPA law (Family Educational Rights and Privacy Act). Refer to the [U.S. Department of Education’s FERPA website](#).

AFTER INITIAL DISCUSSIONS: Once a relationship has been forged, the sponsor’s tuition policy will be critical to establish processes for the apprenticeship program. Some considerations for the policy include 1) Will the sponsor be paying directly for apprentice tuition; 2) Will attendance and grades be sent to the sponsor; 3) How often? For more considerations, see **RELATED RESOURCES** below.

Related Resources: [Process for Finding and Engaging with Colleges](#)



Section 4: Manage

Ongoing Management of a Registered Apprenticeship Program



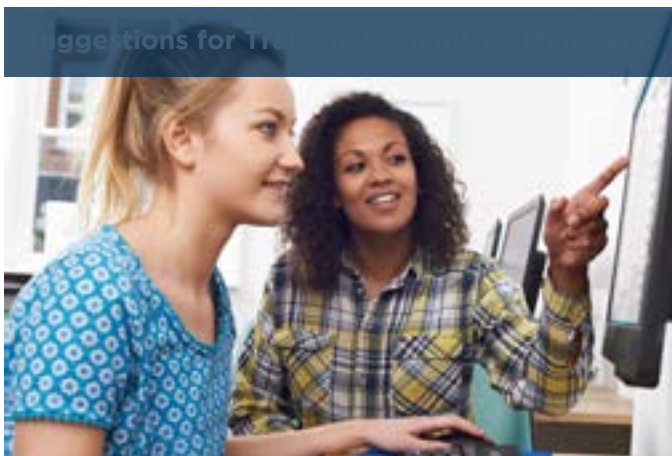
Apprenticeship Program Management

➤ **PURPOSE:** Describes the processes and records needed to assure compliance with the registered apprenticeship standards. Helps sponsors properly identify areas of apprenticeship responsibility across all departments and all levels of leadership. Using this document as guidance, the sponsor will develop accountability and sustainability processes to ensure the program follows all U.S. DOL OA requirements and runs efficiently.

Apprenticeship Management Responsibilities

Every sponsor is required to maintain records of the management of the apprenticeship program within the organization. Many sponsors elect to form an Apprenticeship Training Committee (ATC). All sponsors associated with a Union are **required** to form an ATC. Although not required for other sponsors, an ATC is strongly recommended. This ensures that the responsibility for apprenticeship tasks is clearly defined and expectations for individual member roles are clearly outlined. The overarching apprenticeship management responsibilities include:

- Review, understand, and ensure compliance to the Apprenticeship Program Standards, appropriate Appendix A, and all U.S. DOL OA reporting requirements.
- Set guidelines for sponsor expectations, policies, and compliance review for the Apprenticeship Program.
- Ensure all apprenticeship documents are updated and ready for a U.S. DOL OA review



- Sponsor Representative(s) from appropriate department.
- HR Representative
- Training Manager/Supervisor
- Training Specialist/Local Apprenticeship Coordinator
- Journey-worker/Mentor/Past Apprentice
- Related Instruction Provider, if appropriate
- Union Representation, if appropriate

Related Resources: 1) [Apprenticeship Training Committee Responsibilities](#), 2) [Individual Committee Member Roles](#)

Program Records

PURPOSE: Describes the records that every apprenticeship sponsor must maintain to remain compliant with U.S. DOL OA guidelines and federal regulations.

Every apprenticeship sponsor needs to maintain records that demonstrate its program's compliance with their Apprenticeship Program Standards and federal U.S. DOL OA 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 or group sponsor, the employer will still need to produce certain records for the sponsor, but the sponsor 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 and Apprenticeship Policies

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 demonstrating compliance with the AAP for new hires for the apprenticeship program and should include things like applications for apprenticeships, interviews, and assessment results (if applicable), requests for reasonable accommodation, etc

Related Resources:

- (1) [Appendix C: AAP Reference Guide](#), (2) [AAP Standard Builder Tutorial](#), (3) [Blank AAP](#)



Program Records *(continued)*

PURPOSE: Describes the program records that every apprenticeship sponsor must maintain to remain compliant with U.S. DOL OA guidelines and federal regulations. Also included are potential “owners” of each document and suggestions of where to house the documents.

DATE	DOCUMENT	OWNER	PARTICIPANT	TIMEFRAME	COPIES
	Selection Criteria for Apprenticeship	HR	Department Manager	Prior to posting apprenticeship positions	Filed in U.S. DOL OA Program Review folder
	Up-to-Date Apprentice Interview Records	HR	Department Manager	Collected after each interview	Filed in U.S. DOL OA Program Review folder
	Copy of Employee Handbook (Employment Policy only)	HR	None	Updated yearly	Filed in U.S. DOL OA Program Review folder
	Apprenticeship Governance Committee Agendas and Notes, if applicable	Apprenticeship Coordinator	Department Manager	Filed after each meeting	Copies sent to all committee members; file in U.S. DOL OA Program Review folder
	Apprenticeship Governance Committee Members and Roles, if applicable	Apprenticeship Coordinator	HR	Filed after members selected; update yearly	Copies sent to all committee members; file in U.S. DOL OA Program Review folder
	Proof of Anti-Harassment Training (content, dates, mode of delivery, by whom, to whom)	Training Supervisor	Apprenticeship Coordinator	After launch, updated yearly	Filed in U.S. DOL OA Program Review folder
	Updated EEO Poster with Complaint Info Notice	Apprenticeship Coordinator	HR	Updated yearly	Pictures filed in U.S. DOL OA Program Review folder
	Apprenticeship Announcements	HR	Apprenticeship Coordinator	Updated after each posting	Filed in U.S. DOL OA Program Review folder
	Record of request for reasonable accommodations, if applicable	HR	None	Filed after each apprentice interview	Filed in employee file and in DOL Program Review folder

Continued on next page...



Program Records *(continued)*

PURPOSE: Describes the program records that every apprenticeship sponsor must maintain to remain compliant with U.S. DOL OA guidelines and federal regulations. Also included are potential “owners” of each document and suggestions of where to house the documents.

DATE	DOCUMENT	OWNER	PARTICIPANT	TIMEFRAME	COPIES
	Records of informational EEO sessions with apprentices and mentors	Apprenticeship Coordinator	HR	Filed after each session	Filed in U.S. DOL OA Program Review folder
	Recruiting source list with contact information	HR	None	Updated yearly	Filed in U.S. DOL OA Program Review folder
	Sponsor’s Disability Policy	HR	Sponsor	Updated yearly	Filed in U.S. DOL OA Program Review folder
	Records showing that apprentices are offered the opportunity to disclose voluntary disability information yearly	HR		Updated yearly	Filed in U.S. DOL OA Program Review folder

Related Resources: [Apprenticeship USA Resources](#)

Apprentice Records

PURPOSE: Describes the individual apprentice records that every apprenticeship sponsor must maintain to remain in compliance with U.S. DOL OA guidelines and federal regulations.

Every apprenticeship sponsor needs to maintain records that demonstrate its program's compliance with their Apprenticeship Program Standards and federal U.S. DOL OA 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 or group sponsor, the employer will still need to produce certain records for the sponsor, but the sponsor organization is responsible for maintaining them.

Required Apprentice Records

Apprentice Work Process (WP) Progress

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

Apprentice RTI Progress

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

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)

Credit for Previous Experience & RTI

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

Date of Birth Verification

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

Apprentice Agreement (Form 671)

Standard form generated in RAPIDS and signed by the apprentice

Disability Disclosure Form

All employees must have access to the form

Other Relevant Information...

Other records relevant to the apprenticeship, e.g. disciplinary actions, apprentice resignation, revisions to RTI or WP, extension of program due to FMLA or similar, etc

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

Related Resources: [List of Apprentice Documents to File](#)

U.S. DOL OA Quality Assurance

PURPOSE: Describes the general process used to ensure that U.S. DOL OA registered apprenticeship programs maintain a high quality and serve both sponsors and apprentices.

All U.S. DOL OA registered apprenticeships are governed by two specific federal regulation parts. Shortly after the registration date of a program, the U.S. DOL OA will perform program reviews to assure adherence to the regulations listed below.

- (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 Apprenticeship Program Review (APR)

All new registered apprenticeship programs are initially approved provisionally. One year after program registration, the U.S. DOL OA will conduct a Provisional Apprenticeship Program Review (APR) with the sponsor to move the program to permanent status or take steps to improve the program. During the APR visit, the sponsor will be asked to provide the U.S. DOL OA with specific records that demonstrate that their program is following the apprenticeship standards and federal regulations.

Addressing Issues

If issues arise during a sponsor's APR or EAPR reviews, their program will not automatically be deregistered. The U.S. DOL OA 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 continues to have serious issues with the apprenticeship, the U.S. DOL OA may recommend that their program be deregistered. The sponsor will be notified of any discrepancies and can take 30 - 90 days to remedy issues before a final decision is made.

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) **Provisional Apprenticeship Program Review (APR)** - 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) **Extended Apprenticeship Program Reviews (EAPR)** - review EEO procedures and AAP to ensure equal opportunity is afforded to apprentices and potential apprentices. (For programs with 5 or more apprentices.)
- (iii) **Completion Rates** - the proportion of apprentices that complete their apprenticeship program and receive a U.S. DOL OA certificate.

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

Related Resources: 1) [Preparing for a U.S. DOL OA Review](#), 2) [Documents for U.S. DOL OA Review](#), 3) [Quick Guide to Program Reviews](#)

Work Process Tracking Methods

PURPOSE: Provides some approaches that sponsors 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 regularly.

For **time-based** (TB) programs, apprentices will track hours worked in each category.

For **competency-based** (CB) programs, apprentices will track competency attainment in each category.

For **hybrid** (HY) programs, apprentices will track both hours and competency achievement.

Time-Based Hours Tracking

In TB programs, it is suggested that apprentices self-report hours worked in each category and receive approval from their mentor. It is recommended that apprentices submit progress at least monthly, but to track hours on a weekly basis.

Related Resources:

[Example TB Weekly OJT Tracker](#)

Competency Tracking

In CB programs, progress is measured by apprentices' competency attainment. It is 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.

Related Resources:

[Example CB Performance Tracker](#)

Hybrid Tracking

In HY programs, progress is tracked in a combination of time and competency attainment. It is suggested that apprentices complete self-assessment evaluations of competency and track hours in each competency. Mentors and supervisors will evaluate the apprentice competency.

Related Resources:

[Example HY Weekly OJT Tracker](#)

Web-Based Tracking Tools

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. **Whatever method of on-the-job tracking is utilized, records of progress must be always accessible and ready for a U.S. DOL OA Program Review.**

About the Author

Claire Berger is a workforce professional with over 15 years of experience in developing and delivering workforce training programs specializing in apprenticeship. For the past three years, she has helped national and local businesses develop internal processes to manage and promote registered apprenticeships. Specifically, she has worked to design business strategy around training and recruiting; led teams in the management of apprenticeships; connected businesses with strong educational partners across the United States; analyzed metrics to monitor training efficacy; and managed relationships with internal and external apprenticeship stakeholders.

Claire's background in education and workforce development started at the community college level. There, she held the position of Program Chair, Dean of Technology, and Director of Apprenticeships, Internships, and Workforce Alignment. Continuing in workforce development, she worked with the Indiana Department of Workforce Development's Office of Apprenticeship and Work-Based Learning. Now, she advises companies on registering apprenticeship programs. Equally as important, though, she helps develop internal company processes to launch and manage apprenticeships beyond the registration phase, breaking complicated processes down into small, manageable bites.



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