

Registered Apprenticeship

PROCESS GUIDE

Develop and grow a highly-skilled,
diverse workforce.



COLORADO
Department of
Labor and Employment

This workforce product was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. The product was created by the recipient and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership. This product is copyrighted by the institution that created it.





NO.	TITLE	PAGE
	<i>Definitions and Acronyms</i>	4
1	SECTION 1: THE BASICS	5
	Introduction	6
	Benefits of Registered Apprenticeship	7
	Key Components of a Registered Apprenticeship	8
	Key Partners in a Registered Apprenticeship	9
	Key Partners: State, Local and Federal	11
2	SECTION 2: BUILD YOUR PROGRAM	13
	Checklist for New Sponsors: Build an Apprenticeship Program	14
	Timeline for Registration	15
	Apprenticeship Sponsors	16
	Registered Apprenticeship Documents	17
	Types of Apprenticeship Standards	18
	Selecting an Apprenticeable Occupation	19
	List of Apprenticeable Occupations	20
	Types of Registered Apprenticeships	21
	Work Process	22
	Related Instruction	23
	Apprenticeship Wage Scale	24
	Building an Apprenticeship: Example	25
	Building an Appendix A	28
3	SECTION 3: LAUNCH YOUR PROGRAM	29
	Employer Checklist: Launch Your Apprenticeship Program without an Intermediary	30
	Apprentice Checklist: Start Your Apprenticeship Program	32
	Employer Considerations	33
	Credit for Previous Experience	34
	Credit for Previous Related Instruction	35
4	SECTION 4: ONGOING MANAGEMENT	37
	Program Records	38
	Apprentice Records	39
	USDOL Quality Assurance	40
	Work Process Tracking Methods	41
	Colorado Contact List	42
	Apprenticeship Resources and References	43

DEFINITIONS and ACRONYMS

- ▶ **Appendix A** – the US Department of Labor’s (USDOL) appendix to the Apprenticeship Program Standards that defines the apprenticeship program’s on-the-job learning, related instruction, and wage scale
- ▶ **Apprenticeship Agreement (ETA 671)** – a written agreement between the apprentice and program sponsor, or an apprenticeship committee acting as agent for program sponsor, that contains the terms and conditions of the apprenticeship
- ▶ **Apprenticeable Occupation** – an occupation recognized by the USDOL Office of Apprenticeship as being “apprenticeable,” (i.e. an apprenticeship program that can be registered to train individuals in that occupation)
- ▶ **Apprenticeship Program Standards (“the standards”)** – the document that describes how the program will be managed; to register the program an official signature from the USDOL OA is required
- ▶ **Competency-Based Apprenticeship (CB Apprenticeship)** – an apprenticeship where an apprentice’s 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 USDOL OA
- ▶ **Hybrid Apprenticeship (HY Apprenticeship)** – an apprenticeship where apprentice progress is measured by a combination of hours worked on the job and competencies achieved
- ▶ **Colorado Department of Labor and Employment (CDLE)** – the agency that oversees Colorado’s workforce development system to provide services and resources to employers and job seekers
- ▶ **On the Job Learning (OJL)** – training in the public or private sector that is given to a paid employee while he or she is engaged in productive work and provides knowledge and skills essential to the full and adequate performance on the job
- ▶ **RAPIDS** – the online registration system used by the USDOL OA to register and track new apprenticeship programs and apprentices; sponsors are responsible for maintaining apprentice records in RAPIDS
- ▶ **Registration of an Apprenticeship Program** – acceptance of the program by the Office of Apprenticeship as evidenced by a certificate of registration from USDOL
- ▶ **Related Instruction (RI)** – the classroom (or online) learning component of a RAP; may be obtained through a college, union, online, K12 school, private training provider, or internally at a company
- ▶ **RI Provider** – an organization that delivers instruction in an apprenticeship program; one or more providers can provide instruction in an apprenticeship program; instruction can also be delivered internally by the company
- ▶ **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
- ▶ **Supportive Services** – Designed to provide a participant with the resources necessary to enable their participation in OJL and RI (e.g. childcare, transportation)
- ▶ **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 capacities
- ▶ **US Department of Labor Office of Apprenticeship (USDOL OA)** – The USDOL OA is the government agency responsible for registering and overseeing registered apprenticeship programs in the US. Programs registered in Colorado are registered federally.
- ▶ **Wage Scale** – the minimum wage rates for apprentices at various points in their apprenticeship program; it must include at least one wage increase included in the program Appendix A
- ▶ **Work Processes** – part of the Standards that describe the OJL that the apprentice must complete in order to complete their apprenticeship program

SECTION 1: THE BASICS

An Introduction to Registered Apprenticeship



1



INTRODUCTION

Apprenticeship Process Guide

■ What is APPRENTICESHIP?

An employer-driven model and type of experiential learning combining paid, on-the-job learning with related classroom instruction in order to increase an apprentice's skill level and wages and provide employers with the talent they need to succeed. Apprentices can be incumbent workers, or they can start an apprenticeship with little or no experience in the apprenticeship's occupation.

■ What are the RULES?

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

■ What is REGISTERED APPRENTICESHIP?

Registered Apprenticeship (RA) is a model of experiential learning that is employer-driven and characterized by an “earn and learn” approach. Registered apprenticeship programs (RAPs) are regulated by the United State Department of Labor (USDOL); combining paid, on-the-job learning with related classroom instruction in order to increase an apprentice's skill level and wages and provide employers with the talent they need to succeed. RAPs must have five components: business involvement, structured on-the-job training, related classroom and workplace instruction, rewards for skills gains, and an industry-recognized credential at the successful completion of training. The RA model is focused on training an apprentice in a specific occupation.

■ What is the PURPOSE of this guide?

This Registered Apprenticeship Process Guide provides people working in workforce development with a full understanding of RAPs, including how to create them, how they are launched and managed, and how to find additional information and resources about apprenticeships.

■ What is 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 RAPs. A list of federal and state resources is at the end of this guide.

THIS GUIDE IS BROKEN INTO FOUR SECTIONS:



BENEFITS OF Registered Apprenticeship

PURPOSE: Describes the benefits of registered apprenticeship for employers, apprentices, and the labor market as a whole.

■ Benefits for Employers

Apprenticeships benefit employers by allowing them to:

- Develop and grow a highly-skilled, diverse 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.
- Train incumbent workers for more advanced positions in their company.

■ Benefits for Colorado

Apprenticeships help the overall labor market by fostering a culture where employers see the value in investing in their employees, and employees, in turn, feel committed to their employers and are incented to remain and grow with their employer. Further, knowledge is continually handed down from experts to novices, providing a consistently skilled labor force in high-demand and highly technical fields. Workforce professionals are encouraged to engage other state and local partners, and sector partnerships to communicate the value of apprenticeships and other work-based learning strategies to the overall economy.

■ Benefits for Apprentices

Apprenticeships benefit apprentices, allowing them to:

- Earn a guaranteed paycheck that increases as they advance.
- Develop new skills in high-demand fields.
- Learn from an expert mentor in their field of interest.
- Begin a long-term career with little or no college debt.
- Earn a nationally-recognized apprenticeship certificate from the USDOL.
- Gain experience working for a company invested in their long-term success.





KEY COMPONENTS of a Registered Apprenticeship

Purpose: Describes four key components required in any USDOL registered apprenticeship program.

✓ OCCUPATION

USDOL has a list of pre-approved occupations – sometimes called “apprenticeable occupations.” Apprenticeable occupations are linked to O*Net codes, the nation’s primary source of occupational information. If an occupation is not on the list, a sponsor may be able to work with USDOL to add it. Contact CDLE for more information: apprenticeship@state.co.us

*Related Resources: O*Net Online Database, USDOL Apprenticeable Occupations List*

✓ WORK PROCESS

Apprenticeships combine on-the-job learning (OJL) with instruction. The program’s on-the-job learning requirements are documented in what is called a *Work Process* which are part of the Standards that describe what an apprentice will learn while on the job, and may describe:

- TB** • How long that learning is expected to take (TB)
- CB** • Which competencies are required to complete the program (CB) or,
- HY** • If the apprenticeship is hybrid (HY), how much time apprentices need to dedicate to the program, and what competencies they need to demonstrate to complete the program.

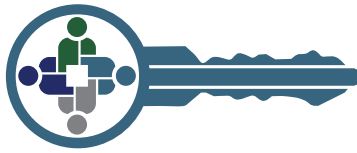
Related Resources: Urban Institute National Occupational Frameworks

✓ RELATED INSTRUCTION (RI)

In a USDOL-registered apprenticeship, the program’s classroom/online learning requirements are documented in its Related Instruction (RI) outline. RI may occur through a college, online, union, private institution, internally at the employer, or some combination of these. Institutions delivering RI are called RI Providers. Workforce professionals and intermediaries are encouraged to become familiar with the potential RI providers in their area so that they can facilitate introductions for potential apprenticeship sponsors looking for an RI partner. For RI engagement with the Colorado Community College System office and colleges, please email workforce@cccs.edu.

✓ 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.



KEY PARTNERS in a Registered Apprenticeship

Purpose: Describes the required and optional partners that are involved in creating, launching, and managing an apprenticeship program, and describes their roles in the process.

Employers (OJL)	Educational (RI) Provider	Sponsors (Administrator)	Supportive Services
REQUIRED PARTNER	REQUIRED PARTNER	REQUIRED COORDINATING PARTNER	OPTIONAL, COMPLEMENTARY PARTNER
<ul style="list-style-type: none"> Must have one or more employer(s) Must drive program design/RI Provider of OJL/ Work-based learning 	<ul style="list-style-type: none"> Must complement the OJL Can embed interim certifications, GED/HS diploma, industry recognized credentials and/or micro-credentials, transferable postsecondary academic credit, college certificates, and/or postsecondary academic degrees May be employers, unions, postsecondary institutions, K12 schools, online curriculum or other providers 	<ul style="list-style-type: none"> Responsible for administering the program Can be employer, consortia of employers, industry associations, joint labor-management organizations, educational or training providers, CBOs, or other workforce intermediaries Can be a participating employer, RI provider, or third-party intermediary 	<ul style="list-style-type: none"> Services such as transportation, child care, dependent care, housing, and needs-related payments that enable apprentices to participate in RA RI and OJL activities May bring together a range of other entities to complement program design and support apprentices and industry partners May be employers, non-profits, workforce centers, education providers



Employers

A registered apprenticeship cannot exist without an employer or group of employers. Employers arguably play the most important role in an apprenticeship program, as they work with partners to develop a customized Work Process and RI plan suited to their needs, and employ and mentor apprentices throughout their program. Whether or not the employer chooses to sponsor the program, in order to register a program in Colorado with the USDOL, **at least one employer must be confirmed at the time of registration** and sign the employer agreement. Employers in a shared sector often partner to establish a program with a “multi-employer agreement”, where one entity serves as the sponsor and others sign on to offer the on-the-job learning and pay the apprentices.



Sponsors (Administrators)

Every registered apprenticeship requires that a single entity serve as the sponsor, or administrator, for the program. Employers can play this role directly, or partner with a third party. Learn more about the sponsor duties in the Build section of this guide.



Supportive Services

Many sponsors recognize that high-quality programs with supportive services will increase apprentices’ program completion rates. Apprentices may be working for a lower wage during their program and need financial support for books, supplies, transportation, and childcare. Some programs offer career guidance to help participants further soft-skills development. While optional, these services can be invaluable as they demonstrate a commitment to an apprentice’s wellbeing. Workforce centers, nonprofit organizations, and educational providers are common supportive service partners. Financial resources for the on-the-job learning, related instruction, or associated costs of apprenticeship may be available either through a workforce center or higher education partner, depending on apprentice eligibility.



Related Instruction Provider (RI)

Every apprenticeship requires related instruction. This instruction can be delivered directly by the employer, though many programs partner with external providers to offer this component. Community and technical colleges and some four-year colleges are common partners in related instruction. Partnering with the college system may offer apprentices the benefit of earning interim certifications, GED/HS diploma, industry recognized credentials and/or microcredentials, transferable postsecondary academic credit, college certificates, and/or postsecondary academic degrees for some or all of their apprenticeship coursework. Higher education partners will also let you know if financial aid is available for the related instruction component of the coursework delivered at their institution. K12 schools can be a partner for youth apprenticeship programs (16+). Unions are a common partner for training offered in joint labor management associations. Some considerations in partnering are;

- Availability of the necessary coursework to supplement the OJL
- Ability to align class schedule and course requirements with on-the-job expectations
- Cost of the coursework (to the employer or apprentice)
- Transferability of college credit as a benefit to apprentices
- Geographic proximity to OJL (for in-person instruction)



KEY PARTNERS

State, Local, and Federal

Colorado Department of Labor and Employment (CDLE)

CDLE's mission is to promote a thriving employment environment with opportunity for every Coloradan to prosper.

- ▶ Serving as a registered apprenticeship program expansion intermediary with USDOL
- ▶ Training Apprenticeship Consultants and workforce professionals on registered apprenticeship program development
- ▶ Liaising on labor policy affecting apprenticeships with USDOL
- ▶ Supporting state agency initiatives (e.g. collegiate apprenticeships, youth apprenticeships, licensed occupations, Corrections apprenticeships)
- ▶ Sharing resources on other state and federal opportunities connected to apprenticeship, such as:
 - Competitive state grants
 - Sector-based initiatives to promote work-based learning
 - Veteran's services, Trade Adjustment Assistance (for jobs shipped overseas), Youth Laws, and other Workforce Development Programs
- ▶ Hosting and maintaining the statewide apprenticeship directory:
<https://cdle.colorado.gov/apprenticeship-directory>
- ▶ Providing stakeholders with labor market information to guide their sector strategies and occupational outlook in Colorado

To contact the Colorado Department of Labor and Employment (CDLE):

Work-Based Learning Unit
633 17th St, Suite 700
Denver, CO 80203
303-318-8822
apprenticeship@state.co.us

CDLE's Mission

is to promote a thriving employment environment with opportunity for every Coloradan to prosper.

United States Department of Labor (USDOL) Office of Apprenticeship (OA)

The USDOL OA is responsible for reviewing, approving, and overseeing registered apprenticeship programs on a federal level. The local branch of the OA office, based out of Denver, has authority over approval of most programs in Colorado. Programs registered nationally or in new occupations may be authorized by the OA office in Washington D.C. The local OA Office can offer technical assistance with the federal registration and implementation of apprenticeship.

USDOL OA can address, among other things:

- ▶ Questions about the Standards of Apprenticeship or EEO Obligations
- ▶ Status of apprenticeship program registration
- ▶ The issuing of certificates of completion for apprenticeships
- ▶ USDOL apprenticeship monitoring and compliance
- ▶ RAPIDS database management

The OA works with employers and other organizations that sponsor apprenticeships to ensure that programs maintain a high quality standard and program records and provide a benefit to apprentices.

To contact the USDOL Office of Apprenticeship:

721 19th Street
Denver, CO 80202
303-844-1620

Local Workforce Centers and Apprenticeship Consultants

Workforce centers across Colorado support employers and sponsors by:

- ▶ Supporting employers and other sponsors in developing new registered apprenticeship programs
- ▶ Coordinating regional workforce services related to apprenticeship
- ▶ Convening sector partnerships to connect apprenticeship stakeholders
- ▶ Connecting employers to local RI providers and supportive service partners to build their program
- ▶ Screening applicants, holding information sessions, and offering other recruitment strategies to ensure a diverse candidate pool
- ▶ Connecting sponsors/employers to potential funding opportunities to support their programs

Related Resource: Workforce Centers in Colorado



SECTION 2: BUILD

Building a New Apprenticeship Program



2



CHECKLIST FOR NEW SPONSORS

Build an Apprenticeship Program

Purpose: Colorado is dedicated to expanding registered apprenticeships to serve the needs of industry and ensure equitable access to our economy. The “Build” section of this guide is designed for workforce professionals who specialize in registered apprenticeship program development (e.g. Apprenticeship Consultants, local Navigators).

✓ Checklist Tasks to Complete:	
<input type="checkbox"/>	Contact apprenticeship@state.co.us or your local Workforce Center to indicate interest
<input type="checkbox"/>	Have an introductory meeting to decide if apprenticeship is right for your organization
<input type="checkbox"/>	Select occupation(s) for the program from the list of USDOL apprenticeable occupations
<input type="checkbox"/>	Determine RA model (time based, competency based, or hybrid) and length of apprenticeship based on DOL requirements
<input type="checkbox"/>	Decide which partners (community college, union, chamber, etc.) you would like to engage in the process
<input type="checkbox"/>	Obtain samples for selected occupations (job descriptions, O*NET, other similar apprenticeship programs and/or request samples from CDLE)
<input type="checkbox"/>	Review and customize Work Process for each occupation
<input type="checkbox"/>	Select RI provider(s) and request RI curriculum outlines or talk about developing or adapting curriculum together
<input type="checkbox"/>	Draft and finalize RI curriculum and talk with training provider about potential credit for prior experience/learning
<input type="checkbox"/>	Define minimum wage scale (with at least one increase)
<input type="checkbox"/>	USDOL meets with sponsor to finalize Appendix A. Sponsor signs Registered Apprenticeship Standards provided by USDOL
<input type="checkbox"/>	Participating employer(s) review and sign Appendix E: Employer Agreement(s)
<input type="checkbox"/>	Submit all final documents to USDOL and obtain approval

See Manage Section for post-registration sponsor checklist.

TIMELINE FOR REGISTRATION

Managing New Sponsor Expectations

Purpose: Provides information on factors that impact timeline to registration. Workforce Professionals should coordinate closely with CDLE on an individual program basis to get an estimate of program registration timeline. program.

How Long Does It Take To Register?

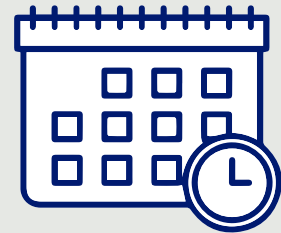
Employers often ask how long it takes to register a program. This estimate depends on the readiness of the employer at the time of starting an apprenticeship conversation and the degree of customization an employer desires to design the ideal program.

Factors that impact readiness

- ✓ Internal company readiness to implement apprenticeship model (e.g. mentor availability, wage increase, plan for on-the-job learning)
- ✓ Related instruction plan (internal resources or external partner readiness)
- ✓ USDOL apprenticeable occupation approval (contact CDLE to learn more)

■ Factors that impact registration timeline

- ✓ If an occupation is not on the apprenticeable occupation list
- ✓ If sponsor wants to customize curricula at a college
- ✓ If occupation is in a licensed occupation
- ✓ If sponsor is seeking national program approval



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 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.

■ Who can be a program sponsor?

- ▶ Employers often sponsor their own apprenticeship programs
- ▶ Labor unions sponsor apprenticeship programs and provide apprenticeship RI
- ▶ An affiliated RI provider (e.g. college, K12 school) can also serve as the sponsor
- ▶ Third party organizations, such as a nonprofit, local chamber of commerce, may also serve as the sponsor of an apprenticeship program on behalf of employers. This approach essentially “outsources” the management and oversight of the program

■ Benefits of Sponsorship

A program’s sponsor takes the leadership role in designing the apprenticeship program. By registering the standards, the sponsor enjoys the opportunity to customize the program to meet its needs and update it when necessary—adding occupations or making revisions as the program develops.

■ Typical Sponsor Responsibilities

A program’s sponsor is ultimately responsible for ensuring that the program is run properly and in accordance with their standards and USDOL regulations.

Their responsibilities include (but aren’t limited to)

- ▶ Maintaining records in accordance with USDOL regulations, including records documenting:
 - Apprentices’ completion of RI
 - Apprentices’ progress through the program’s work process
 - Proof of required wage increases
 - Employer EEO policy
 - Hiring procedures and HR records
 - Preparing for, participating in, and resolving USDOL program audits
- ▶ Working with USDOL to:
 - Develop program standards
 - Develop RI and Work Process
 - Update and maintain program standards and appendices
 - Register apprentices in RAPIDS database
 - Report apprentice progress to USDOL through RAPIDS database



■ The Benefit of Using an Apprenticeship Intermediary (Third Party Sponsor)

Many companies benefit from using an intermediary to sponsor their apprenticeship program. In particular, small—and mid-sized companies without extra HR capacity can benefit from an intermediary’s support in creating and managing their apprenticeship programs.

Some companies leverage an intermediary to develop the standards, but finalize the program and register as the sponsor. This may be the best solution for a company who is only seeking support for program design, rather than the ongoing maintenance.

REGISTERED APPRENTICESHIP

Documents

Purpose: Describes the documents that every apprenticeship sponsor must complete and have approved with the USDOL 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 USDOL 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

The most important document in Registered Apprenticeship Standards is the Appendix A, which outlines the program's Work Process, RI plan, 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 As for various occupations.



✓
DOCUMENTS
NEEDED



TYPES OF Apprenticeship Standards

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

■ Apprenticeship Standards

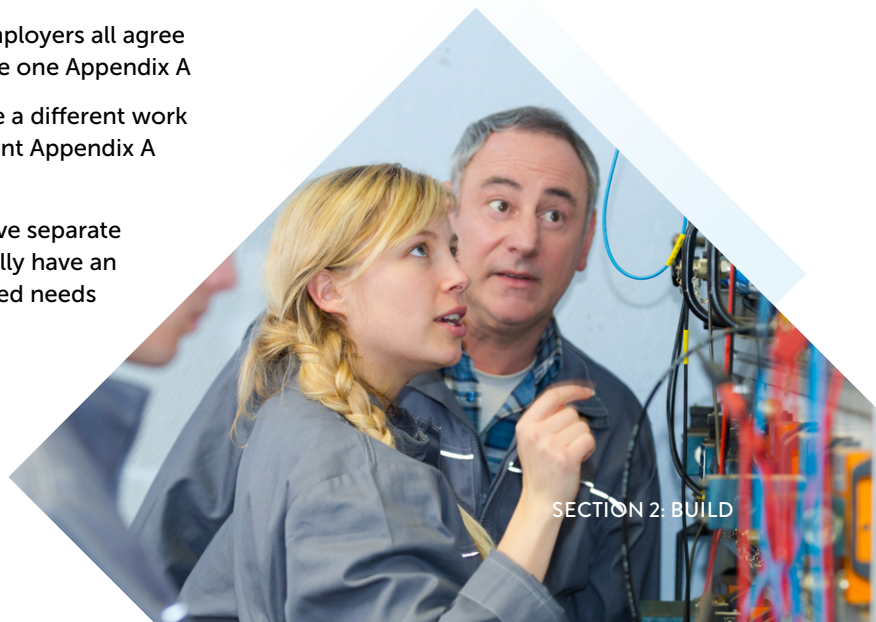
The Apprenticeship Standards, which govern the apprenticeship program, may have more than one Appendix A depending on: 1) the number of employers 2) the number of occupations involved in the apprenticeship program 3) whether or not participating employers want to customize the program.

Number of Employers	Number of Occupations	Apprenticeship Standards
One	One	One
One	Multiple	Separate Appendix A's for each Occupation
Multiple	One	One Appendix A if all employers agree on the work process and related instruction
Multiple	One	Separate Appendix A's if employers want to customize the work process and/or related instruction
Multiple	Multiple	Separate Appendix A's for each occupation and could potentially have an additional Appendix A for each employers customized needs

Single or Multiple Employer Models

The Apprenticeship Standards, which govern the apprenticeship program, may have more than one Appendix A depending on a variety of scenarios depending on the number of employers and occupations involved in the apprenticeship program.

- ▶ Single Employer with one occupation will have one Appendix A
- ▶ Single Employer with several occupations will have a separate Appendix As for each occupation
- ▶ Multiple Employers with one occupation, and the employers all agree on the work process and related instruction, will have one Appendix A
- ▶ Multiple Employers with one occupation, and require a different work process and/or related instruction, will have a different Appendix A customized to each employer's needs
- ▶ Multiple Employers with several occupations, will have separate Appendix As for each occupation and could potentially have an additional Appendix A for each employer's customized needs



SELECTING AN Apprenticeable Occupation

Purpose: Provides information on selecting the occupation. 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 USDOL recognizes over 1,200 occupations as being "apprenticeable" in registered apprenticeship programs. The current list of USDOL-recognized apprenticeable occupations can be found at the link below. Use **ctrl+F** or **command+F** to search for the job title and keywords related to the employer's needs.

Related Resource:

[USDOL Apprenticeable Occupation List](#)

■ Do Some Research

If the right apprenticeable occupation from the USDOL 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 Resource: [O*Net online database](#)*

■ 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 the Work-based Learning Unit at CDLE for Work Process samples, or search for relevant samples using online resources like the one below.

Related Resource:

[Workforce GPS Apprenticeship Samples](#)

LIST OF Apprenticeable Occupations

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

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

HOW TO NAVIGATE THE ONLINE WEBSITE RESOURCE

The screenshot shows the USDOL Apprenticeship website. The main heading is "APPRENTICESHIP". Below it is the section "Available Occupations". A table lists various occupations with columns for Occupation Title, RAPIDS Code, O*NET-SOC Code, Term Length (Hours), and Type of Training. Callouts point to specific parts of the table:

- Each occupation is on its own line**: Points to the first row of the table.
- The RAPIDS Code refers to the DOL's own numbering system for apprenticeable occupations**: Points to the RAPIDS Code column.
- 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/>**: Points to the O*NET-SOC Code column.
- 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.**: Points to the Type of Training column.

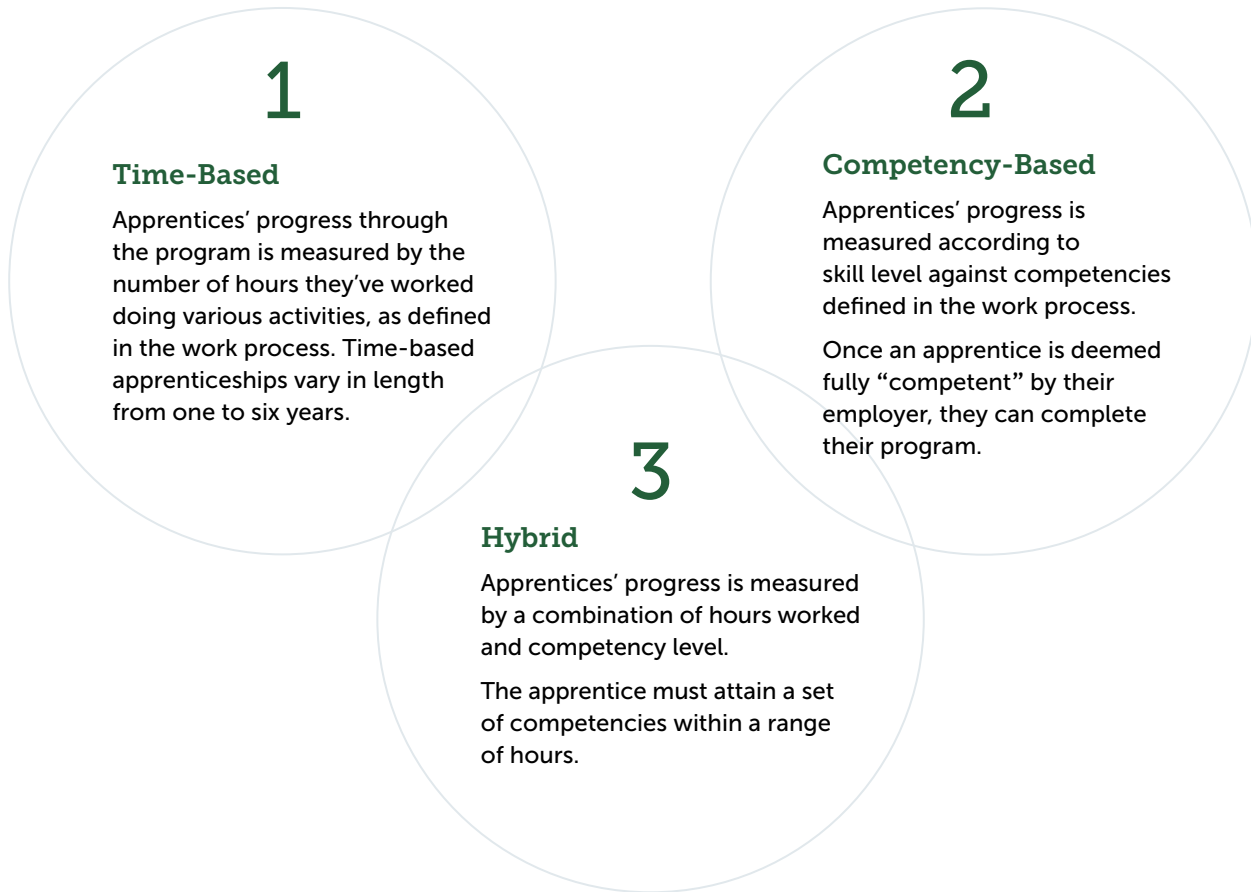
OCCUPATION TITLE	RAPIDS CODE	O*NET-SOC CODE	TERM LENGTH (HOURS)	TYPE OF TRAINING
ABLE SEAMAN	1043	53-5011.00	2785	TB
ACCESSIBILITY AND PRIVATE RESIDENCE LIFT TECHNICIAN	2020	47-4021.00	4200	TB
ACCORDION MAKER	0860	51-7011.00	8000	TB
ACCOUNTING TECHNICIAN (Alternate Title: Accounting Specialist)	1125HY	43-3031.00	4000-5000	HY
ACCOUNTING TECHNICIAN (Alternate Title: Accounting Specialist)	1125CB	43-3031.00	*CB	CB
ACOUSTICAL CARPENTER (Alternate Title: Acoustical Specialist)	0861	47-2081.00	8000	TB
ACOUSTICAL SPECIALIST (Existing Title: Acoustical Carpenter)	0861R-HY	47-2081.00	5200-8000	HY

If an employer would like to launch a CB or HY program but their chosen occupation is only approved as a TB program, it is possible to seek approval for it as a CB or HY program. Consult with the USDOL for more information.

TYPES OF Apprenticeships

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

■ Three Types of Registered Apprenticeships



■ Typical Apprenticeship Delivery Models

Traditional	Front Loaded	Segmented
OJL and RI occur concurrently throughout the life of the apprenticeship program.	All (or most) RI occurs up front, then the apprentice completes all of their OJL.	The apprentice rotates between RI and OJL (e.g. on a semester schedule or for occupations impacted by seasonal work).

WORK PROCESS

Purpose: Provides information on creating the OJL component of a registered apprenticeship.

■ 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.

Related Resources: List of Apprenticeable Occupations

■ Develop Work Process

Using samples provided by the USDOL or found online, work with the employer to customize their own Work Process. They may adjust, add, or remove content from the provided samples, or they can start from scratch.

Additional tools may be used to help employers build their work process for CB programs. Search for sample programs and competency listings online, Ask your intermediary and other partners for samples and tools, and refer to the links below for more information.

Related Resources: Workforce GPS Apprenticeship Samples, Urban Institute National Occupational Frameworks



RELATED INSTRUCTION

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

■ Possible RI Providers

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

- Community colleges (credit or non-credit)
- Private training institutions
- Unions
- Online schools
- Employers (internal RI)
- High Schools (age 16+)

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

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

■ How Much RI Is Required?

Time-Based (TB) Occupations:

According to federal regulations, the USDOL recommends 144 hours of RI 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 RI.

Competency-Based (CB) Occupations:

Most CB occupations are created based on existing TB occupations, so the number of RI 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 USDOL to determine an appropriate amount of RI on a case by case basis.

Hybrid (HY) Occupations:

Every HY occupation has a range of estimated Work Process hours. The number of RI 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 RI ($144 * [4000/2000]$)).

REQUIRED

■ RI Provider Requirements

According to federal regulations, individuals providing apprenticeship RI 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.



a 4000 hour (2-year program) should include about 288 hours of Related Instruction.



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. Workforce professionals can enhance USDOL guidance by providing Colorado-specific labor market information.

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 sponsor in their Appendix A for each occupation. In a multi-employer program, sponsors can allow employers the flexibility to pay differential wages above the minimum wage. The wage at completion of an apprenticeship program should equal the minimum “journeyworker” wage rate.

Why

The requirement for at least one wage increase in registered apprenticeships is meant 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:	\$12.00/hr
2000 hrs:	\$13.50/hr
4000 hrs:	\$14.00/hr
6000 hrs:	\$14.50/hr
8000 hrs:	\$15.00/hr
Ending Wage:	\$15.00/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

Benefits

Apprentices are employees and are entitled to the benefits as similarly situated employees. The Office of Apprenticeship will review this policy in the final stages of standards approval.

Note: Apprenticeships in the Department of Corrections are guided under different federal and state policies. Contact the DOC for more information.



BUILDING AN APPRENTICESHIP: EXAMPLE

Purpose: Walks through an example of how one might support a sponsor in developing a new program.

1

Find Apprenticeable Occupation

Company ABC is launching an apprenticeship for their Maintenance Technicians.

- After reviewing the apprenticeable occupations, they select time-based occupation titled *Mechatronics Technician*.

Find Occupation Codes

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

RAPIDS: 2014

O*NET: 49-2094.00

Related Resources: USDOL Apprenticeable Occupations List

2

Develop Work Process

- After searching for samples online and/or shared by the USDOL, 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	
Work Process Category	HOURS
WORK PROCESS CATEGORY	
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
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

BUILDING AN APPRENTICESHIP: EXAMPLE (cont.)

Purpose: Walks through an example of how one might support a sponsor in developing a new program.

3

Develop RI

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

Company – 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.

Vendor – Company purchases many machines from Vendor. The vendor delivers their own 40-hour training on how to use the equipment.

College – Company is located 15 miles from their nearest community college. The bulk of their apprentices' RI will be completed through the college's Machining program.

Working with the company, you draft the following RI Plan.

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

BUILDING AN APPRENTICESHIP: EXAMPLE (cont.)

Purpose: Walks through an example of how one might support a sponsor in developing a new 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:

EXAMPLE: ABC Company, 8000 hour program

Starting Wage: \$14.00/hr

2000 hrs: \$14.00/hr

4000 hrs: \$15.00/hr

6000 hrs: \$16.50/hr

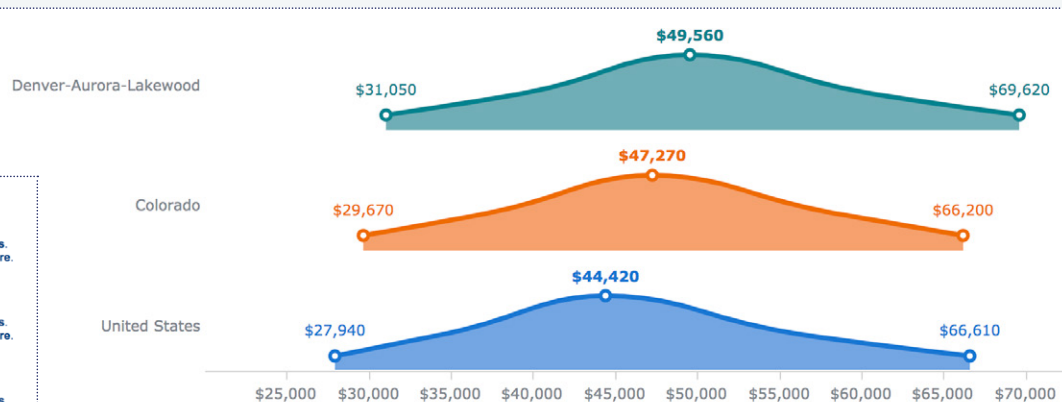
8000 hrs: \$17.50/hr

Ending Wage: \$19.00/per hour for 8000 hours

★ TIP

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 Colorado 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.



In Denver-Aurora-Lakewood, CO:

- Workers on average earn \$49,560.
- 10% of workers earn \$31,050 or less.
- 10% of workers earn \$69,620 or more.

In Colorado:

- Workers on average earn \$47,270.
- 10% of workers earn \$29,670 or less.
- 10% of workers earn \$66,200 or more.

In the United States:

- Workers on average earn \$44,420.
- 10% of workers earn \$27,940 or less.
- 10% of workers earn \$66,610 or more.

Source: Bureau of Labor Statistics 2013 wage data

BUILDING AN APPENDIX A (cont.)

Purpose: Provides high level overview of the information the USDOL OA will collect after receiving the program information (RI, OJL, wages).

After the wage scale is determined, submit your draft plan (Apprenticeship Development Form) to CDLE for preliminary review prior to referral to USDOL OA. The OA will meet with the sponsor to finalize the Apprenticeship Standards, referencing the RI, OJL, and wage information provided.

■ Define Mentor to Apprentice Ratio

In a registered apprenticeship, a mentor, or journey worker, 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 journey workers 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 journey person to one apprentice. Less hazardous occupations (e.g. IT occupations where individuals are in “desk jobs”) may have a higher mentor: apprentice ratio. USDOL OA will make a determination of the ratio needed for the program to be successful at time of registration.

■ Define Probationary Period

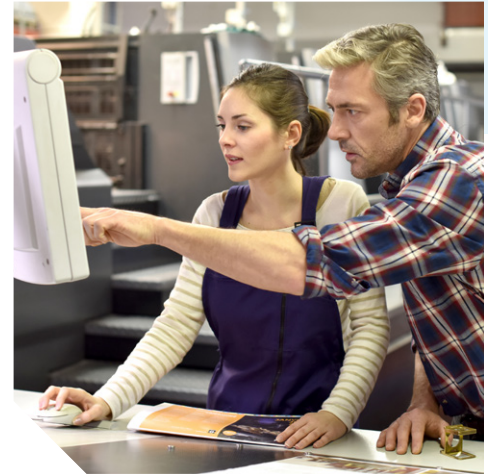
Though registered apprenticeships are fully voluntary for apprentices and employers, every registered apprenticeship needs to have a defined probationary period during which the apprentice or employer may terminate the apprenticeship program without stated cause. The sponsor sets the probationary period in the initial standards. In a multi-employer agreement, sponsors may grant employers the flexibility to change the term of the probationary period.

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.

■ 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 Human Resources Standard Operating Procedure would be, but should identify any specific assessments or requirements for entry into the apprenticeship.



E.g. for a 4000 hour apprenticeship, the probationary period cannot be more than 1000 hours.



SECTION 3: LAUNCH

Launching a New Apprenticeship Program



3



EMPLOYER CHECKLIST:

Launch Your Apprenticeship Program

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

✓ Checklist Tasks to Complete:	
<input type="checkbox"/>	[RECOMMENDED] Develop internal, employer-specific policies.
<input type="checkbox"/>	Develop apprenticeship tracking and records maintenance procedures for work process and RI completion
<input type="checkbox"/>	Respond to request for information from CDLE to be listed on the State Apprenticeship Resource Directory
<input type="checkbox"/>	[IF HIRING NEW APPRENTICES] Connect with your local workforce center business services staff to discuss how to post opportunities on Connecting Colorado, host an Apprenticeship Fair, screen applicants according to your Standards and conduct assessments
<input type="checkbox"/>	[IF APPLYING FOR WORKFORCE FUNDING] Opt-in to the Eligible Training Provider List (ETPL) to be eligible for Workforce Innovation Opportunity Act (WIOA) workforce funding
<input type="checkbox"/>	[IF HIRING VETERANS] Contact the Office of Veteran's Affairs and Training to make your program eligible for GI Bill® Benefits
<input type="checkbox"/>	[INCREASE ACCESSIBILITY] Contact Division of Vocational Rehabilitation for information on how to provide workplace accommodations and recruit and support individuals with disabilities
<input type="checkbox"/>	[IF HIRING COLLEGIATE APPRENTICES] Connect apprentice with college Apprenticeship Navigator (or relevant RI provider contacts) to arrange apprentices' RI registration and schedule
<input type="checkbox"/>	Select apprentices (new hires or existing employees) according to HR policies and apprentice selection procedures (outlined in Appendix A).
<input type="checkbox"/>	Have apprentices review the Apprenticeship Program Standards, Appendix A, and all relevant program policies
<input type="checkbox"/>	Identify apprentice mentor(s) and have them review Apprenticeship Program Standards, Appendix A, and all relevant program policies
<input type="checkbox"/>	Complete mentor training for apprentice mentors, if needed

<input type="checkbox"/>	<p>Connect apprentice with community college (or relevant RI provider contacts) to arrange apprentices' RI registration and schedule</p>
<input type="checkbox"/>	<p>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:</p> <ul style="list-style-type: none"> – Previously completed RI coursework – Prior hours worked on the job (if existing employee) – Military, JobCorps, or AmeriCorps experience – Pre-apprenticeship – OJL/RI hours earned during incarceration
<input type="checkbox"/>	<p>Register apprentice(s) in RAPIDS</p>
<input type="checkbox"/>	<p>Generate Apprentice Agreement (Form 671) in RAPIDS for each apprentice, obtain apprentice signature(s), and file in the apprentice record</p>
<input type="checkbox"/>	<p>Generate pay stub or other documentation showing apprentice starting wage and file in the apprentice record</p>



APPRENTICE CHECKLIST:

Start Your Apprenticeship Program

Purpose: Lists the tasks that an apprentice needs to complete when starting in a registered apprenticeship program.

✓ Checklist Tasks to Complete:	
<input type="checkbox"/>	Review program Appendix A, program policies, and other relevant apprenticeship program documents
<input type="checkbox"/>	Sign and return Apprentice Agreement (Form 671) to employer
<input type="checkbox"/>	[IF COLLEGE IS RI PROVIDER] Discuss steps to enroll in classes with college Apprenticeship Navigator, 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
<input type="checkbox"/>	Discuss work process tracking procedures with apprenticeship mentor and/or employer HR and finalize process for submission of work process progress
<input type="checkbox"/>	Provide your employer with relevant documentation of previously completed training and education that may count towards your apprenticeship. This documentation may include: <ul style="list-style-type: none"> – College transcripts – Certificates of completion for relevant training, etc.
<input type="checkbox"/>	[IF AN EXISTING EMPLOYEE MOVES INTO A RAP] Document previous hours worked and competencies gained to submit for consideration for advanced standing in the program. Ensure competencies and hours are approved by a mentor/supervisor

★ TIP

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.



EMPLOYER CONSIDERATIONS

Apprenticeship Policies

Purpose: Describes considerations employers should take when 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: they run most smoothly when the employer has well-understood and documented internal policies that describe how the program will be managed.

Consider This:

Included in this section are some questions that employers might consider when writing their internal apprenticeship policies.

■ Tuition Reimbursement

What is the process for tuition reimbursement? Will the employer pay for the class upfront, 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?



■ Credit for Previous Experience and RI

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 RI, can they substitute other classes to be taken instead?

If an apprentice has been working in the field, can they receive credit for a portion of their on the job learning hours?

What documentation will the employer require from the apprentice to prove previous experience?



■ 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?



CREDIT FOR PREVIOUS EXPERIENCE

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

An employer can give an apprentice credit towards OJL hours for paid work experience the apprentice has previously completed. 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.***

★ TIP

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 in RAPIDS 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 USDOL.

■ Documentation for previous experience could include:

- A letter on letterhead from the prior employer attesting to the hours worked
- An apprentice cancellation by the previous sponsor, documenting prior experience
- An apprenticeship work record book
- Military service (Joint Services Transcript / DD-214)



DOCUMENTATION MAY INCLUDE

CREDIT FOR PREVIOUS RI

Purpose: Outlines the process an employer may take in granting an apprentice credit for RI that they have already completed.

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.

When considering providing credit for prior related instruction in registered apprenticeships it's important to remember that prior related instruction is not awarded for experience, but for learning that entails knowledge, skills, and competencies that apprentices have obtained as a result of their prior learning experiences.

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

■ Documentation for previous RI could include:

- College degree earned (attach evidence of degree)
- College, technical or high school coursework (attach copy of transcript)
- Military service (Joint Services Transcript)
- Relevant certifications
- Placement assessment (with description of test used)



✓ DOCUMENTATION MAY INCLUDE

There is potentially the option to receive college credit for previous related technical instruction. Apprentices will need to work through a community college (or other educational institution) to arrange prior learning credit. *It is recommended that sponsors facilitate that relationship and identify career pathways connected to the related instruction including available college credit, certificates and degrees.*





SECTION 4: MANAGEMENT

Ongoing Management of a Registered Apprenticeship Program



4



PROGRAM

Records

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

★ TIP

Every apprenticeship **sponsor** needs to maintain records that demonstrate its program's compliance with their Apprenticeship Program Standards and federal USDOL 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 Appendices
Affirmative Action Plan
Sponsors with five or more apprentices must create and maintain their affirmative action plan (AAP) within two years of registration. The Affirmative Action Program (AAP) ensures that discrimination isn't taking place in any part of the program. It should be developed in accordance with federal regulations. <i>Related Resources: (1) CFR 29 29, (2) CFR 29 30</i>

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.

APPRENTICE Records

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

■ Required Apprenticeship 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 RI Progress

RI completed successfully by apprentice based on approved Appendix A RI 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 & RI Documentation

Evidence of previous experience on the job or of previous training completed that will suffice to grant apprentice RI and/or OJL credit

Apprentice Agreement (Form 671)

Standard form generated in RAPIDS and signed by the apprentice

Other Relevant Information

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

★ TIP

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



USDOL

Quality Assurance

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

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

CFR Title 29, Part 29: Labor Standards for the Registration of Apprenticeship Programs

CFR Title 29, Part 30: Equal Employment Opportunity in Apprenticeship

■ Provisional Quality Assurance (PQA)

All new registered apprenticeship programs are initially approved provisionally. One year after program registration, the USDOL will conduct a 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 USDOL with specific records that demonstrate that their program is in compliance with the apprenticeship standards and federal regulations.

■ Addressing Issues

If issues arise during a sponsor's PQA or quality reviews, their program will not automatically be deregistered. The USDOL 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 USDOL 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.

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:

- **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.
- **EEO Compliance Reviews** – review EEO procedures and AAP to ensure equal opportunity is afforded to apprentices and potential apprentices
- **Completion Rates** – the proportion of apprentices that complete their apprenticeship program and receive a USDOL certificate.



★ TIP

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

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.

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.

■ 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.

Templates

Individual employers can use 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.



COLORADO

Contact List

Colorado Department of Labor and Employment

Work-based Learning Unit
633 17th St.
Denver, CO 80203
Phone: 303-318-8822
apprenticeship@state.co.us
www.cdle.colorado.gov/apprenticeship

U.S. Department of Labor Office of Apprenticeship

Cynthia McLain, State Director
US Department of Labor
Office of Apprenticeship
721 – 19th Street, Room 465
Denver, Colorado 80202
Phone: 303-844-1620
McLain.Cynthia@dol.gov

Colorado Community College System

9101 E. Lowry Blvd.
Denver, CO 80230
Phone: 303-894-7855
workforce@cccs.edu

Colorado Department of Regulatory Agencies—DORA (for information on Colorado licensed professions)

1560 Broadway, Suite 110
Denver, CO 80202
Phone: 303-894-7855
<https://dora.colorado.gov>

Local Workforce Centers

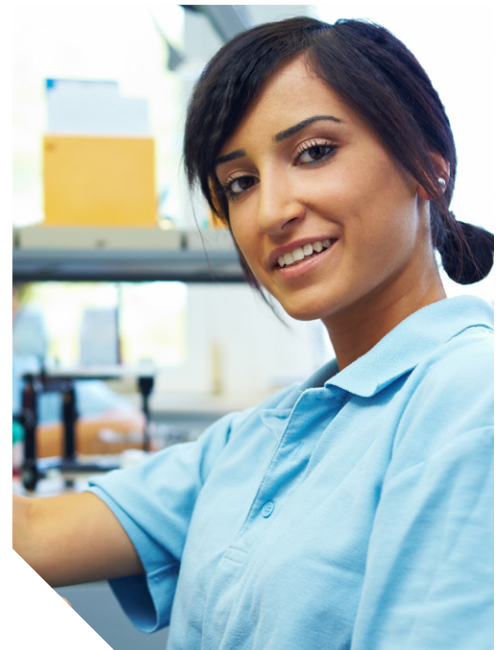
(to connect with apprenticeship consultants, partners, resources, and talent)

cdle.colorado.gov/wfc

Office of Veterans Education and Training

(to register a program for GI Bill™ Benefits)

Ken Berryman, Education Specialist
9101 East Lowry Boulevard
Denver, CO 80230-6011
Phone: 720-858-2814
Kenneth.Berryman@cccs.edu
www.cccs.edu/resources/veterans-education-training



APPRENTICESHIP

Resources

1. **CDLE Apprenticeship Website** – provides information for job seekers and employers about apprenticeships in Colorado – cdle.colorado.gov/apprenticeship
2. **CFR Title 29, Part 29: Labor Standards for the Registration of Apprenticeship Programs** – the federal regulation that provides the overall rules and standards for apprenticeship in the US <https://www.doleta.gov/OA/pdf/FinalRule29CFRPart29.pdf>
3. **CFR Title 29, Part 29: Labor Standards for the Registration of Apprenticeship Programs Regulations Fact Sheet** https://www.doleta.gov/OA/pdf/Apprenticeship_Final_Fact_Sheet.pdf
4. **CFR Title 29, Part 30: Equal Employment Opportunity in Apprenticeship Federal Guidance and Resource Hub** – includes federal regulations that govern how sponsors must ensure equal opportunity in their programs <https://www.dol.gov/agencies/eta/apprenticeship/eo>
5. **Colorado Apprenticeship Resource Directory** – resource directory of all registered apprenticeships in Colorado <https://cdle.colorado.gov/apprenticeship-directory>
6. **O*Net online database** – the nation’s primary source of occupational information; provides occupation codes for ~1,000 standard occupations along with information on wages, education, etc. <https://www.onetonline.org/>
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. **USDOL Apprenticeship Quick Start Toolkit** – USDOL overview of creating a registered apprenticeships https://www.USDOleta.gov/oa/employers/apprenticeship_toolkit.pdf
9. **USDOL Apprenticeable Occupations List** – the list of over 1,400 occupations that the USDOL has identified as “apprenticeable;” aligned with O*Net codes; new occupations can be approved if not on the list <https://www.USDOleta.gov/OA/occupations.cfm>
10. **Workforce Centers in Colorado: A map and description of employer and job-seeker services offered by local workforce centers** <https://cdle.colorado.gov/wfc>
11. **Work-based Learning** – A resource page produced by the Colorado Workforce Development Council (CWDC) which frames how apprenticeships fit into other training strategies employers can use to develop talent <https://cwdc.colorado.gov/strategies/work-based-learning>
12. **Workforce GPS Apprenticeship Samples** – a collection of resources, including sample apprenticeship programs that individuals can reference when building a new apprenticeship program <https://apprenticeshipusa.workforcegps.org/resources/2017/11/30/09/34/Example-Apprenticeship-Standards-and-Work-Processes>

Registered Apprenticeship

PROCESS GUIDE



COLORADO
Department of
Labor and Employment

www.colorado.gov/cdle