REGISTERED APPRENTICESHIP

South Central Iowa Local Workforce Board Process Guide

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Contents

Background

The purpose of this Guide is to empower workforce professionals with the information they need to successfully design, develop, and implement Registered Apprenticeship Programs (RAPs) in their community. It includes an in-depth look at apprenticeship and provides links to templates and additional registered apprenticeship resources for workforce professionals to use. 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.

The Basics

Apprenticeship is an industry-driven, high-quality career pathway where employers can develop and prepare their future workforce, and individuals can obtain paid work experience, classroom instruction, and a portable, nationally-recognized credential. Apprenticeships include:

Paid Job - Apprentices are paid employees who produce high-quality work while they learn skills that enhance their employers' needs.

On-the-Job Learning- Develops skilled workers through structured learning in a work setting.

Classroom Learning - Improves job-related skills through education in a classroom setting (virtual or in-person).

Mentorship - Provides apprentices with the support of a skilled worker to assist and enhance critical hands-on learning.
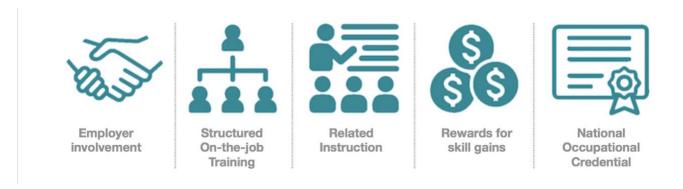
Credentials - Offers a portable, nationally-recognized credential to be issued at the completion of the program.

Apprentices can be incumbent workers, or they can start an apprenticeship with little or no experience in the apprenticeship's occupation.

For more details review this: Registered Apprenticeship Program Overview PowerPoint

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 to increase an apprentice's skill level and wages and provide employers with the talent they need to succeed. The RA model is focused on training an apprentice in a specific occupation. 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.

Employer involvement | Structured On-the-job Training | Related Instruction | Rewards for skill gains | National Occupational Credential
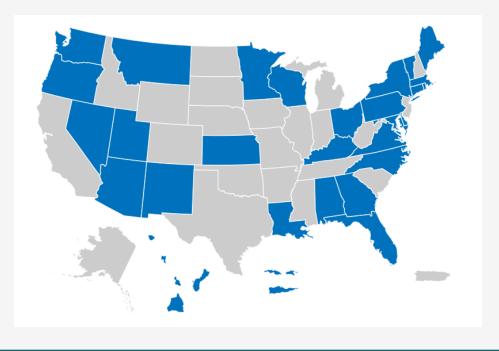
What are the rules?

USDOL Registered Apprenticeships are governed by the Code of Federal Regulations (CFR), Title 29, Part 29 and Part 30. It is recommended that professionals in the workforce development field who develop and support RAPs read both of these parts from the CFR. Workforce professionals should also review Iowa Workforce Development RA policies.

Iowa Workforce Development Apprenticeship Policies

› Registered Apprenticeship
› Quality Pre-Apprenticeship (QPA)
› Registered Apprenticeship and Eligible Training Provider List
› Iowa Code 2022, Chapter 15B Apprenticeship Training Program
› Iowa Code 2022, Chapter 15C Iowa Apprenticeship Development Fund
› Apprenticeship USA Apprenticeship State Expansion Grant

The Fitzgerald Act, also known as the National Apprenticeship Act, officially authorized and established the national apprenticeship system. This Act gave the U.S. Secretary of Labor authority over apprenticeship programs, established an Office of Apprenticeship within the U.S. Department of Labor, and provided for the recognition of state agencies to register and administer apprenticeship programs.

The State Apprenticeship map shows which states administer their own recognized state apprenticeship operations (the blue states) and those that belong to the broader federal apprenticeship system (the grey states). In some states, like California, the RAP can register with either the federal Office of Apprenticeship or their state's SAA. The link from the map provides a list of contacts for the apprenticeship office in each state.

Benefits of Registered Apprenticeship

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.

Employer Benefits

- 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.

Apprentice Benefits

- 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.

Registered Apprenticeship Core Components

1 Occupation

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

2 Work Process Schedule

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

3 Related Training Instruction

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

4 Wage Progression 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.

Registered Apprenticeship Partners

There are many partners involved in Registered Apprenticeship programs. Understanding who the key stakeholders are accelerates the creation, launch, and management of an apprenticeship program.

Business/Employer Partners

Business partners play an indispensable role in apprenticeship programs. Employers drive the design of the apprenticeship program; identify the skills and knowledge that apprentices must learn; hire new workers or select current employees to be apprentices and pay progressively higher wages as skills increase; provide on-the-job learning opportunities and experienced mentors to guide apprentice learning; and provide related instruction in-house or in partnership with others. There cannot be an apprenticeship without an employer.

Related Training Instruction (RTI) Providers

These partners deliver academic and skills instruction driven by industry standards. In some instances, these educational institutions also serve as the registered apprenticeship sponsor, assessing and enrolling apprentices into the program. Community colleges, four-year institutions, minority serving institutions, career and technical education centers, and industry associations can all serve as Related Training Instruction Providers.

US Department of Labor

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

Intermediary Partners

Workforce intermediaries, which include labor and joint management organizations, industry associations, joint apprenticeship committees, and community-based organizations often play a role in multi-employer RAPs. Intermediaries can play many roles in the organization and administration of RAPs. Some activities they may lead or assist with include:

- Aggregating demand across employers for needed occupations and skills

- Translating that demand to a set of Apprenticeship Standards and completing the paperwork associated with program registration

- Providing program administration such as tracking apprentices' progress, reporting apprentice and employer outcomes to the Apprenticeship Agency of record, and ensuring RAP safety and fidelity measures are met on site

- Providing support to apprentices to ensure success and persistence

- Doing recruiting, outreach, and   preliminary screening and assessment for RAP employers

Intermediaries are a good partner to connect with because they are often tasked with the outreach and recruiting for the RAP. They will have excellent information on the program itself (schedule, physical, and scholastic requirements, etc.) as well as the hiring process.

Local Workforce Development Boards and American Job Centers (AJCs)/Iowa*WORKS*

Local workforce development boards direct federal, state, and local funding to workforce development programs These local workforce development boards also oversee the delivery of workforce development services through AJCs known as Iowa*WORKS* Centers.

Iowa*WORKS* Centers are resource centers where jobseekers, including Veterans and Servicemembers, can obtain employment information, find out about career development training opportunities, and connect to these opportunities, including apprenticeship programs and partner programs. At the direction of their local boards, many Iowa*WORKS* Centers can support jobseekers in identifying and applying to pre-apprenticeship and apprenticeship programs. Workforce Innovation and Opportunity Act (WIOA) Title IB funds can be used to support apprenticeships. In addition, Iowa*WORKS* Centers are the home of state Jobs for Veterans State Grants (JVSG) partners - Disabled Veterans Outreach Program Specialists (DVOPS) and Local Veterans Employment Representatives (LVERs).

Given the national focus on apprenticeship, many boards and Iowa*WORKS* Centers are now actively looking for ways to build or engage with apprenticeship programs that serve local workers and employers**.** The public workforce system also supports apprenticeship programs in many communities by providing services such as:

- Assisting employers in recruiting and screening apprentices

- Providing basic skills training or partnering in pre-apprenticeship efforts

- Providing training funds for related instruction through Individual Training Accounts

- Developing customized and on-the-job training contracts with employers with apprenticeship programs

- Contributing supportive services, such as tools, books, and other supplies

Building Registered Apprenticeships

Iowa 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 to support workforce professionals who need to specialize in registered apprenticeship program development.

✓Workforce Professional Checklist Tasks to Complete:
After Employer completes **Employer Contact Form** and BMS receives the Employer Referral Form, contact business for introductory meeting.
Send introductory email – **01. General Apprenticeship Employer Intro Email Template** confirm employer interest
Before the introductory meeting with the employer • Send **02. General Apprenticeship Employer Follow-Up Email Template** to request a list of job titles and/or job descriptions from the employer and set up a time to meet. • Review the job titles/descriptions, and select occupation(s) for the program from the list of **USDOL apprenticeable occupations** that best match • Take samples for selected occupations (job descriptions, O*NET, other similar apprenticeship programs and/or request samples from Iowa Workforce Development Registered Apprenticeship Coordinators • Determine if the Registered Apprenticeship model can be time based, competency based, or hybrid and review length of apprenticeship based on DOL requirements • Review which partners (community college, union, workforce board, etc.) the employer might like to engage in the process
After the introductory meeting with the employer • Document the meeting in Iowa*WORKS* **(Title: Business Intro Meeting – Apprenticeship)** • Use the **Registered Apprenticeship Work process Schedule Development Template** to develop and review a Work Process Schedule for each occupation • Select Related Training Instruction provider(s) and request Related Training Instruction curriculum outlines or discuss developing or adapting curriculum • Use the **Related Training Instruction Development Form Template** to draft and finalize the Related Training Instruction curriculum and talk with the employer and training provider about potential credit for prior experience/learning • Use the **RAP Minimum Wage Progression Example Template** (with at least one increase) to define the minimum wage scale • If there are multiple meetings with Employer, document each meeting in Iowa*WORKS* **(Title: Registered Apprenticeship- In-Depth Meeting)**
Send Iowa Workforce Development Registered Apprenticeship coordinators the following completed documents: • **Related Training Instruction Development Form Template** • On the Job Training Work Process Development Form (Word Doc) • **Iowa*WORKS* Registered Apprenticeship Qualified Lead Form Template**
Iowa Workforce Development Registered Apprenticeship coordinators will get approval from Office of Apprenticeship
After initial approval from Office of Apprenticeship • Enter information into Standards Builder • Use the **Standard Builder Step-By-Step How To Guide** to create or log into account • **DOL Account Log In** (**this is only for Iowa Workforce Development – 3rd party log in**)
After Apprenticeship Training Representative verifies information in Standard Builder is correct and approves, submit the standards for final approval and document in Iowa*WORKS* **(RA-Handoff to Office of Apprenticeship)**
After program is registered, an Office of Apprenticeship representative will email you with the Program Number. Document in Iowa*WORKS* **(RA – Program Registered)**

Managing New Sponsor Expectations

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.

Understanding the factors that impact the timeline for an apprenticeship program to be registered is critical in providing quality customer service. Workforce professionals should coordinate closely with Iowa Workforce Development Registered Apprenticeship Program Coordinators and the Office of Apprenticeship on an individual program basis to get an estimated program registration timeline.

Apprenticeship Sponsors

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 sponsor?

Employers – employers often sponsor their own apprenticeship programs.

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

Third Party Organizations – Third party organizations or intermediaries such as a nonprofit or local workforce development board, 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.

Sponsor Responsibilities

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

DOL Compliance Responsibilities	Records Maintenance Responsibilites
• Prepare for, participate in, and resolve DOL program audits • Develop program standards • Develop RTI and Work Process Schedule • Update and maintain program standards and appendices • Register apprentices in Registered Apprenticeship Partners Information Data System (RAPIDS) • Report apprentice progress to DOL through RAPIDS	• All USDOL required documentation • Apprentices' completion of RTI • Apprentices' progress through the program's work process schedule • Proof of required wage increases • Employer Equal Employment Opportunity policy • Hiring procedures and human resource records

Benefit of Intermediaries: Many companies benefit from using an intermediary to sponsor their apprenticeship program. Small–and mid-sized companies without extra Human Resource capacity find extreme benefit from an intermediary's support in creating and managing their apprenticeship programs.

Types of Apprenticeships

There are three (3) types of registered apprenticeships, along with some typical models of apprenticeships that sponsors choose to implement. 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.

Three Types of Apprenticeship Programs

Time-Based Approach

- A time-based program focuses on time spent in primary work activities for a given occupation. Time-based programs are effective if the sponsor believes that repetition of primary tasks is sufficient for learning an occupation. A time-based structure is often preferred in the Building and Construction and Industrial Trades industries because licensing requirements often require documented minimum hours of work experience. Time-based programs require at least 2,000 hours of on-the-job learning.

Competency-Based Approach

- Competency-based programs allow employers/sponsors to evaluate and determine apprentice skills attainment using a competency checklist. The length of the program is contingent on the pace at which apprentices successfully demonstrate competency in skills and knowledge through proficiency tests.

Hybrid-Approach

- A hybrid program combines time spent in primary work activities with a Task Proficiency Checklist or some other format that allows the employer/sponsor to evaluate and determine skill attainment leading to mastery. It is possible, in a hybrid program, for the apprentice to move through the program at their own pace as they gain proficiency. Like competency-based programs, hybrid programs are useful for tech occupations due to the rapidly changing nature of the specific tasks or certifications needed.

Types of 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.

	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

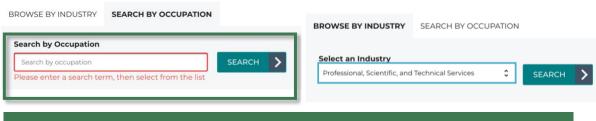| Number of Employers	Number of Occupations	Apprenticeship Standards
One	One	One
One	Multiple	Separate Appendix A's for each Occupation
Multiple	One	One Appendix A if all employers agree on the work process and related instruction
Multiple	One	Separate Appendix A's if employers want to customize the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

Multiple Appendix A's

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

> A set of Individual (single employer) or Group (multiple employer) Standards may govern a program to train employees in several occupations and include an Appendix A for each occupation.

> A set of Group Standards (multiple employers) may have several Appendix A's for the same occupation if each Appendix A is customized to suit the needs of each employer. E.g. Company 123 and Company ABC both need to hire apprentice machinists, but they each require slightly different RTI and Work Processes.

> However, a single employer with Individual Standards cannot have two different Appendix A's for the same occupation, since that would indicate that they don't have a consistent internal definition for their employees' roles in a given occupation.

Apprenticeable Occupations

Learning how to read and interpret the list of DOL-recognized apprenticeship occupations will support workforce professionals when developing apprenticeships and supporting employers. Use the Registered Apprenticeship Work Process Schedule Development Template to support employers in identifying the right occupation.

EXPLORE APPROVED OCCUPATIONS FOR REGISTERED APPRENTICESHIP

BROWSE BY INDUSTRY   **SEARCH BY OCCUPATION**

Search by Occupation

Search by occupation   SEARCH >

Please enter a search term, then select from the list

BROWSE BY INDUSTRY   SEARCH BY OCCUPATION

Select an Industry

Professional, Scientific, and Technical Services   SEARCH >

Occupations

Occupation Finder will help identify occupations that have been approved for use in a Registered Apprenticeship Program and provide resources to create a training plan.

Selecting Apprenticeable Occupations

When developing an apprenticeship program with an employer, selecting the right occupation(s) for the program is crucial. Workforce development professionals should support an employer to make the right decision about which occupation(s) to include in their registered apprenticeship programs.

Discuss Employer Needs

- 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

- USDOL recognizes thousands of occupations as being "apprenticeable" in registered apprenticeship programs. The current list of USDOL-recognized apprenticeable occupations can be found at **DOL Occupation Finder**.

Research and Gather Information

- 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."
- The best way to know which occupation(s) are right for an apprenticeship program is to pull some sample work processes for those occupations.

Review With Employer

- Review the occupation samples and work processes with the employer and decide the best fit to move forward.

Try Agian

- If the work process samples would require significant adjustments or custimization, there might be a better fit for the occupation. Try searching for alternative occupations with new information from the employer.

Apprenticeable Occupation Resources

- › O*Net RAPIDs Crosswalk
- › DOL Occupation Finder
- › O*Net online database
- › RapidSkills Apprenticeship Templates
- › Workforce GPS Apprenticeship Resources

Industry Specific Occupation Resources

- › Advanced Manufacturing
- › Agriculture and Food Systems
- › Construction
- › Energy
- › Financial Services
- › Healthcare
- › Health Career Advancement Program National Library
- › Hospitality
- › Information Technology
- › Transportation, Distribution, & Logistics
- › Education
- › Public Sector

Wage Scale

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 apprentices throughout the program and must include at least one wage increase. The requirement for a wage increase is intended to ensure apprentices are compensated as their skills increase throughout the program.

The wage scale is set by the employer. 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. Use the **Registered Apprenticeship Wage Progression Template** to help employers and sponsors determine what approach should be used to determine wage progression of apprentices.

Competency-Based	Related Instruction Based	Time-Based
•*Wage Progression based on demonstrated competencies* •Example •Starting Wage: $13/hr •50% Competencies: $15/hr •100% Competencies: $16/hr •Ending Wage: $16/hr	•*Wage progression based on completion of related instruction* •Example •Starting Wage: $12.5/hr •Interim Wage: $14/hr •Completion Wage: $16/hr	•*Wage progression based on the number of hours completed* •Example •Starting Wage: $12.5/hr •Interim Wage 1: $14/hr (1,000 hours) •Interim Wage 2: $15/hr (2,000 hours) •Interim Wage 3: $16/hr (3,000 hours) •Completion Wage: $17

Related Training Instruction

Apprenticeships combine on-the-job learning with classroom learning. In a DOL registered apprenticeship, the program's classroom learning requirements are documented in its Related Technical Instruction (RTI) outline. Many different organizations can be RTI providers. Workforce professionals may utilize the Related Training Instruction Development Form Template and the Registered Apprenticeship Determining Cost of RTI Template to support development of RTI.

Who Provides RTI?

Possible Providers:	Multiple RTI Providers	Provider Requirements:
• Many different types of organizations can be RTI providers in registered apprenticeships, for example: • Community colleges (credit **or** non-credit) Private training institutions • Unions • Online schools • Employers (internal RTI)	• For example, an employer may choose to do some RTI internally for specialized technology, but send their apprentices to a local college for more general courses	• According to federal regulations, individuals providing apprenticeship RTI must meet the following criteria: • "Meet the State DOE requirements for a vocational-technical instructor" *- or -* • Be a subject matter expert (SME), which is an individual who is recognized within an industry as having expertise in a specific occupation, **and** training in teaching techniques and adult learning styles.

How Much RTI Is Needed?

Time Based Occupations:

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

Depends on the model

Hybrid Occupations:

Every Hybrid 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]).

Launching Registered Apprenticeship Program

Internal Employer Apprenticeship Policies

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. Workforce professionals demonstrate excellent service by informing employers about promising practices and resources to develop an apprenticeship program. Included below are some questions employers may want to consider when writing internal apprenticeship policies

Policy Considerations

Tuition Reimbursement	*Credit for Prior Experience*	*Internal Candidates*
• 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?	• How will the employer decide which previous courses taken can be applied to the apprenticeship? • If an apprentice has already completed some of the apprenticeship RTI, can they substitute other classes to be taken instead? • 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?	• 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 Prior Experience Example

If an existing employee becomes a registered apprentice in a time-based apprenticeship program, their employer may choose to give them credit against their work process for time they've already spent on the job. To do so, the apprentice must document their previous experience, to date, in each of the program's work process categories, and should submit this to their supervisor or mentor for approval. If approved, the apprentice supervisor will enter the credit for previous experience directly into RAPIDS.

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

Credit For Prior Experience Example

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

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

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

NOTE *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 cancelation by the previous sponsor, documenting prior experience

• An apprenticeship work record book

• Military service (Joint Services Transcript / DD-214)

Credit For Previous Related Training Instruction Example

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. Workforce professionals may utilize the Registered Apprenticeship Determining Credit For Previous Experience Example Template to support employers in determining awards for previous experience.

> **NOTE*** *"credit" in this case does not refer to college credit! Courses in an apprentice's background need not articulate directly to classes included in the apprenticeship RTI in order to grant the apprentice credit against their apprenticeship RTI. The employer can choose which training and education will count towards specific RTI classes at their discretion.*

Credit For Previous RTI Example

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

Provider	Class Name
College XYZ	Industrial Safety

Provider	Class Name
College XYZ	Remedial English
College XYZ	Composition I

Provider	Class Name
Company	Company-Specific Safety Training

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

Provider	Class Name
Private Provider	OSHA 10 Certification

Provider	Class Name
College AA	Composition II *

* In this case, the apprentice has taken a higher level course than the ones required, so the employer may elect to give the apprentice credit in the apprenticeship for the two lower-level courses.

Managing Registered Apprenticeship Programs

Workforce professionals must be able to articulate to every apprenticeship sponsor the documents that must be maintained and may utilize the **Registered Apprenticeship Program Sponsor Guide** to support Sponsors in understanding the requirements.

Required Program Record Maintenance

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. Workforce professionals may utilize the **Maintenance Records: Sponsors Requirements for Recordkeeping Template** and the **DOL Registered Apprenticeship Sponsor Required Record Keeping Quick Guide** to help sponsors understand requirements

Apprenticeship Program Standards and Appendices	**Porgram Revisions**	**Selection Procedures, HR Policies, and HR Records**	**Affirmative Action Plan**
Current, signed copies of the Apprenticeship Program Standards and all Appendices	All versions (old and current) of the Program Standards and Appendices	Internal HR policies that demonstrate compliance with the selection procedures listed in the Appendices	Sponsors with five or more apprentices must create and maintain their affirmative action plan (AAP) within two years of registration.

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. The Affirmative Action Program (AAP) ensures that discrimination isn't taking place in any part of the program.

Required Apprentice Record Maintenance

Apprentice Work Process Progress	**Apprentice RTI Progress**	**Adherence to Wage Scale**
Apprentice hours worked in each WP category (if time based/hybrid) or competencies achieved (if competency-based/hybrid)	RTI completed successfully by apprentice based on approved Appendix A RI list (e.g. unofficial transcripts)	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	**Apprentice Agreement Form**	**Other Relevant Information**
Evidence of previous experience on the job or of previous training completed that will suffice to grant apprentice RI and/or OJL credit	ETA Form 671, a standard from generated in RAPIDS and signed by the apprentice	Records relevant to the apprenticeship (e.g. disciplinary actions, apprentice resignation, revisions to RTI or Work Process)

Required USDOL Quality Assurance

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. If you are a workforce professional and work with employers as they develop RAPs it is recommended that you become familiar with 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

All new registered apprenticeship programs are initially approved provisionally. One year after program registration, the USDOL will conduct a Provisional Quality Assurance Assessment (PQA) 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 Concerns

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.

Required Work Process Tracking

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

Hours Tracking	Competency Tracking
•In Time Based 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.	•Since, in Competency Based 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** 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.

Appendix I: Resources

General Registered Apprenticeship Resources

› Registered Apprenticeship Program Overview PowerPoint
› Jobs For the Future Registered Apprenticeship Training Course Catalog

Iowa Workforce Development Apprenticeship Policies

› Registered Apprenticeship
› Quality Pre-Apprenticeship (QPA)
› Registered Apprenticeship and Eligible Training Provider List
› Iowa Code 2022, Chapter 15B Apprenticeship Training Program
› Iowa Code 2022, Chapter 15C Iowa Apprenticeship Development Fund
› Apprenticeship USA Apprenticeship State Expansion Grant

Core Component Links

› Registered Apprenticeship Overview PowerPoint
› Registered Apprenticeship Benefits Template
› Tips For Effective Employer Engagement Canva Template

Benefits of RA Resource Links

› Registered Apprenticeship Benefits Template
› Oregon Apprenticeship Return on Investment Calculator
› Tips For Effective Employer Engagement Canva Template

Partnership Resource Links

› Advancing Apprenticeship As A Public Workforce System Strategy
› Registered Apprenticeship Guide Vocational Rehabilitation

Apprenticeable Occupation Resources

› O*Net RAPIDs Crosswalk
› DOL Occupation Finder
› O*Net online database
› RapidSkills Apprenticeship Templates
› Workforce GPS Apprenticeship Resources

Standard Builder

› Standard Builder Step By Step How-To Guide

Industry Specific Occupation Resources
› Advanced Manufacturing
› Agriculture and Food Systems
› Construction
› Energy
› Financial Services
› Healthcare
› Health Career Advancement Program National Library
› Hospitality
› Information Technology

> › Transportation, Distribution, & Logistics
> › Education
> › Public Sector

Template Resources

> › 01. General Apprenticeship Employer Intro Email Template
> › 02. General Apprenticeship Employer Follow-Up Email Template
> › Registered Apprenticeship Qualified Lead Form Template
> › Related Training Instruction Development Form Template
> › Registered Apprenticeship Work Process Schedule Development Template
> › Registered Apprenticeship Program Wage Progressions Example Template
> › Registered Apprenticeship Determining Credit For Previous Experience Example Template
> › Registered Apprenticeship Program Sponsor Guide
> › Sponsor – Employer vs. Intermediary Template
> › Maintenance Records: Sponsor Requirements for Record Keeping
> › Selecting Apprentices for Registered Apprenticeship Programs DOL Guide
> › Apprenticeship Development Form Appendix A For Multi-Employer Programs
> › Iowa Registered Apprenticeship Development Funds 15B and 15C

Appendix II: DOL Office Apprenticeship Standard Documents

1. Appendix A - Work Process Schedule and Related Training Instruction Outline Template
2. Appendix B – ETA 671 Apprenticeship Agreement and US DOL Office of Apprenticeship Application for Certification of Completion of Apprenticeship Template
3. Appendix C – Affirmative Action Plan Template
4. Appendix D – Employer Acceptance Agreement Template
5. Boilerplate Registered Apprenticeship Standards Template
6. Boilerplate Registered Apprenticeship Standards Completed Example
7. Requirements for Apprenticeship Sponsor Reference Guide

Appendix III: Definitions

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 Apprentice ship) – 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

On the Job Learning (OJL) – training in the public or private sector that is given to a paid employee while apprentice is engaged in productive work and provides knowledge and skills essential to the full and adequate performance on the job

Registered Apprenticeship Partners Information Data System (RAPIDS) –the interface 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 Apprentice ship as evidenced by a certificate of registration from USDOL

Related Training Instruction (RTI) – 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

RTI 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 RTI (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